

A! PEDA INTRO (5 cr)

Contact session 3:

*Curriculum work and
Interaction in teaching*



Aalto-yliopisto
Aalto-universitetet
Aalto University

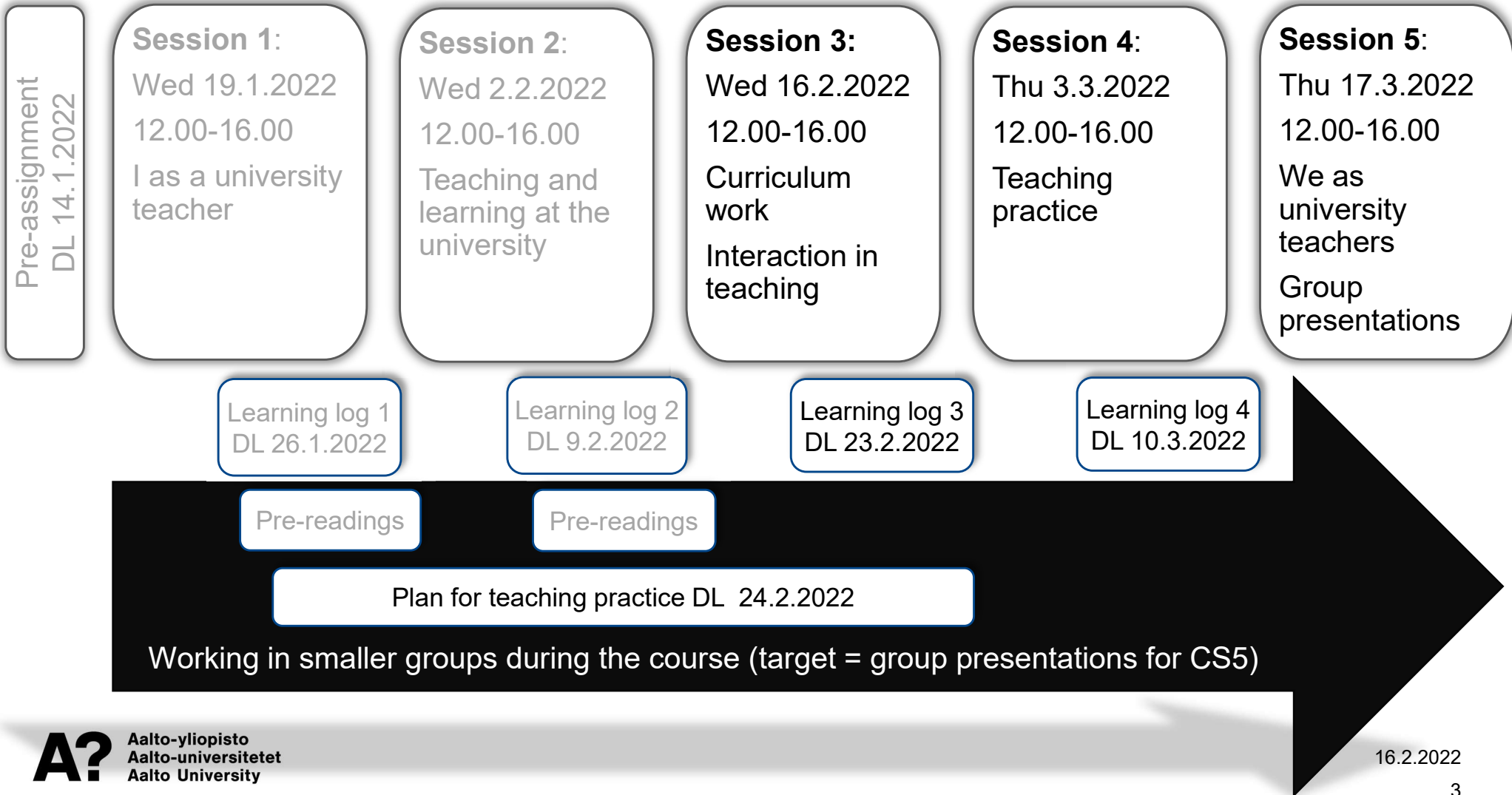
Aalto University Learning Services
University Pedagogical Training
Marja Elonheimo & Erika Myllyniemi
Visiting specialist: Rinna Toikka
16.2.2022 at 12.00-16.00



This afternoon I am feeling...:

[https://padlet.com/erikamyllyniemi1/
session3](https://padlet.com/erikamyllyniemi1/session3)

A! Peda Intro timeline spring 2022



Schedule

12.00- 13.00

- Warm up
- Interaction in teaching by Rinna Toikka

15min BREAK

13.15-14.30

- Curriculum work and course design - working in groups

15min BREAK

14.45-16.00

- Group work continues
- Wrapping up the session



Learning outcomes for A! Peda Intro course

After the course, you

... have expanded your network among teachers at Aalto University and gained experiences of working in a multidisciplinary teacher group.

... will apprehend your role as a teacher in the learning process of the students.

... will recognize the issues that may have an impact on learning experience.

... will recognize the stages in teaching design.

... will recognize your strengths as a teacher.

In addition: You have explored the role of interaction in teaching.



Something from the logs...

Thoughts after the teaching session

- The lecture was intensive / interesting / exhausting / unusual
- This is how they teach us to make students do group work: by making us go through the process
- Flexibility to the selection of presenters?

My learning was supported by

- Jigsaw – method
- Getting acquainted with the online tools was fantastic

Thoughts and ideas about the themes

- Made me realise that the teacher has a large responsibility in making students feel well
- Pre-assignments might increase the workload
- keep students motivated by avoiding prejudice and bias, and clarifying the reasons for taking the course.

I'm going to apply these ideas to my own teaching?

- the tools presented could be of great help to increase the participation in the lecture
- for students with special challenges, ask them for suggestions on how to treat or assess them

In the future I'd like to focus on

- How to improve the contact methods for students to improve interactive discussions?
- Learning techniques and strategies to trigger that deep learning

Interaction in teaching - Rinna Toikka

Break



Curriculum work – what is it all about?

Curriculum work on the different levels

European Higher Education Area

Academic degree standards (EQF = European Qualification Framework),
Bologna process (Bologna declaration)

National level

Government Degree Regulation, Ministry of Education and Culture in Finland

[<https://minedu.fi/en/higher-education-and-degrees>] [<https://minedu.fi/en/education-system>]

Aalto/ School/ Programme level

Degree regulations in the Schools of Aalto University

Learning outcomes for Bachelor's and Master's Degree

The curriculum of the degree programme (usually in the form of study guide, SISU, etc.)

Teacher level

Course unit

Teaching session, plan for the contact or distance teaching

Student level

Personal study plan

Aalto guidelines for curricula 2022–2024

1

The planning of teaching is competence-based. The learning outcomes and contents of the programme as well as its methods for evaluating teaching and learning should form a cohesive, foreseeable whole from the student's point of view, thereby helping students to graduate within the normative timeframe.

2

Adjusting degree programmes to respond to the challenges of the future. Degree programmes should identify how their field relates to sustainability challenges and solutions, adjust the learning outcomes accordingly, and renew the contents of the programme in stages for curricula 2022–2024 and 2024–2026.

3

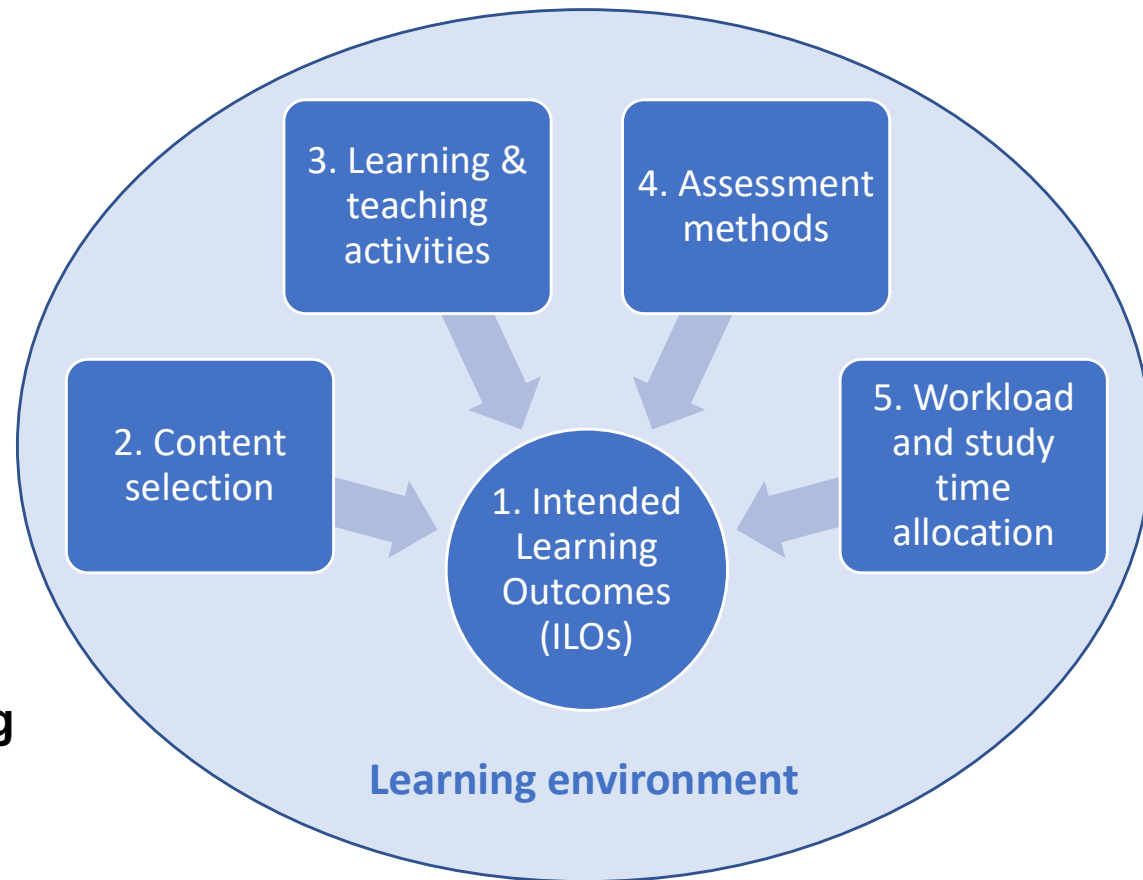
Assessing and balancing study-related workload. Degree programmes assess and develop the workload of the courses and the programme based on available feedback. In addition, programmes ensure that the content of the courses, the teaching methods, and the methods for evaluating teaching and learning support the completion of the learning outcomes within the target time.

4

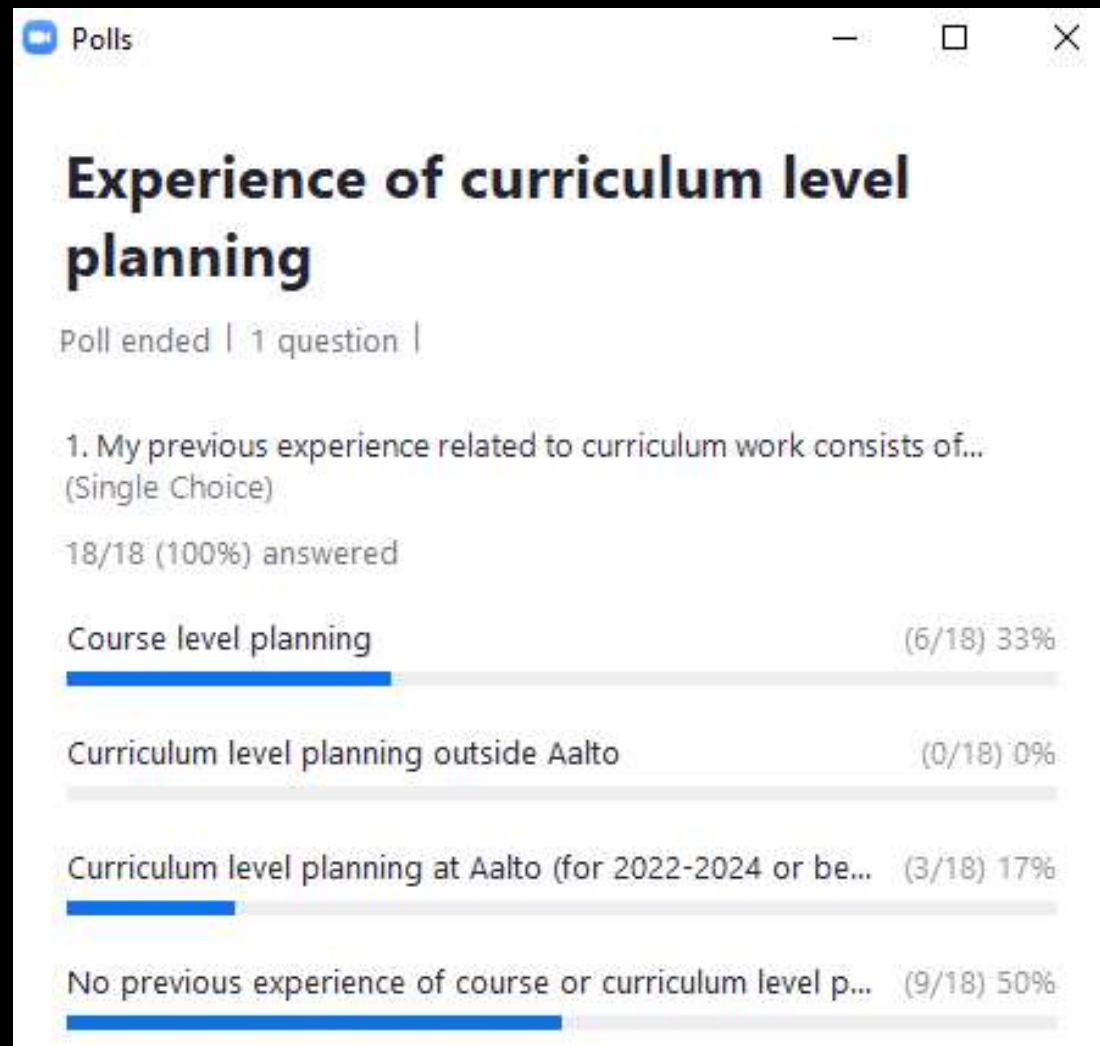
Identifying potential LWL teaching to offer. As part of curriculum work, the schools and units are asked to identify potential LWL (life-wide learning) teaching that they can offer.

Constructive alignment

- The concept of ”**constructive alignment**” is related to constructivist approach on learning (Biggs 1996, 2003).
- Constructive alignment means that **the components in the teaching system**, especially the teaching methods used and the assessment tasks, **are aligned** with the learning activities assumed in the intended learning outcomes.
- The teacher's job is to create a **learning environment** that supports the learning activities appropriate to achieve the intended learning outcomes.



Poll results



Group work: Curriculum work Puzzle (jigsaw) method

Phases:

1. Working in expert-groups divided by topic, 30 mins
2. Working in mixed groups, 60 mins
3. Back to the expert-group, 10 mins
4. Short wrap-up, 10 mins



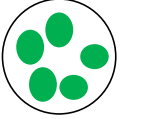
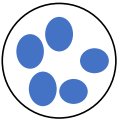
Phase 1: Working in expert-groups divided by topic

Groups are working on the topic given in the previous session.

- Learning outcomes (**Brenda, Shervin, Cintia, Mariia, Simon**)
- Students' workload (**Sami, Leonardo, Karar, Darya, Farid, Rahinatou**)
- Teaching methods (**Niklas, Weixin, Tamás, Ahmad, Aurora, Behnaz**)
- Learning assessment (**Byungjin, Julia, Eduardo, David, Tomasz, Maryam**)

The group:

- Discusses the topic (reading material) - 10min
- **Defines the main points and summarises them** on a Zoom Whiteboard - 20min (screen share: Mariia, Karar, Tamás, Julia).
- NOTE: Everyone in the group **downloads the Zoom whiteboard as pdf (or take a screenshot).**





Select a window or an application that you want to share



Basic

Advanced

Files



Screen



Whiteboard

Me

Host

Invite

Part

Join

Computer

Share computer sound Optimize Screen Sharing for Video Clips

Share

yes no go slower go fast



Mute



Start Video



Security



Participants



Polls



Chat



Share Screen

Share (Alt+S)

More

End

Invite

Mute All



View Options ▾

Zoom Ratio Fit to Window >

Request Remote Control

Annotate

Stop Participant's Sharing



Mouse



Text



Draw



Stamp



Arrow



Eraser



Format



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Redo



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Start Video



Security



Participants 2



Polls



Chat



Share Screen



More

End

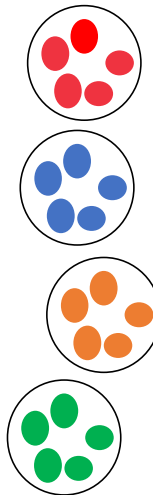
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- NOTE: Everyone in the group **downloads the Zoom whiteboard as pdf (or take a screenshot).**



Phase 2: Mixed groups

The experts in each group will teach their topic **in this order**:

- A) **Learning outcomes** 10 min, including discussion
- B) **Students' workload** 10 min, including discussion
- C) **Teaching methods** 10 min, including discussion
- D) **Assessment** 10 min, including discussion



The Expert in each group takes individual (pen&paper/ notepad) notes of the discussion. If there are unclear issues, please write also them down.

New, mixed groups (4x10mins)

Group 1: **Brenda**, **Cintia**, **Karar**, **Ahmad**, **David**, **Tomasz**

Group 2: **Shervin**, **Leonardo**, **Tamás**, **Julia**

Group 3: **Mariia**, **Darya**, **Sami**, **Weixin**, **Behnaz**, **Eduardo**

Group 4: **Simon**, **Farid**, **Rahinatou**, **Aurora**, **Niklas**, **Maryam**

Break

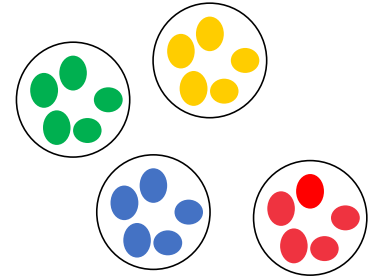
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Photo by [Anna Tukhfatullina](#) Food Photographer/Stylist on [Unsplash](#)



Phase 3: Back to the expert-groups divided by topic

Go back to your "expert group", discuss and share the ideas from the previous phase.



- You have 10 minutes to wrap up and decide your key takeaway from this exercise: **What will you take with you to course design?**
- Please share your findings (1-3 key takeaways) in the Flinga: <https://flinga.fi/s/FNHXW54>

Phase 4: Wrap-up

- A) Learning outcomes (**Brenda, Shervin, Cintia, Mariia, Simon**)
- B) Students' workload (**Sami, Leonardo, Karar, Darya, Farid, Rahinatou**)
- C) Teaching methods (**Niklas, Weixin, Tamás, Ahmad, Aurora, Behnaz**)
- D) Learning assessment (**Byungjin, Julia, Eduardo, David, Tomasz, Maryam**)

What will you take with you to course design?

Please share your findings (1-3 key takeaways) in the Flinga:

<https://flinga.fi/s/FNHXW54>

Thoughts on the jigsaw method?

- I was happy with...
- I found a bit challenging...
- I could use this in my ... teaching...

Comments in chat and/or raise a hand and share your thoughts!

Continuous co-development of the constructively aligned teaching

Alignment on a course level

1. Cooperating with other teachers within the programme, identifying connections between different courses; utilizing student (and other, if available) feedback

2. Setting the course-level learning outcomes (keeping target group in mind)

3. Selecting the contents

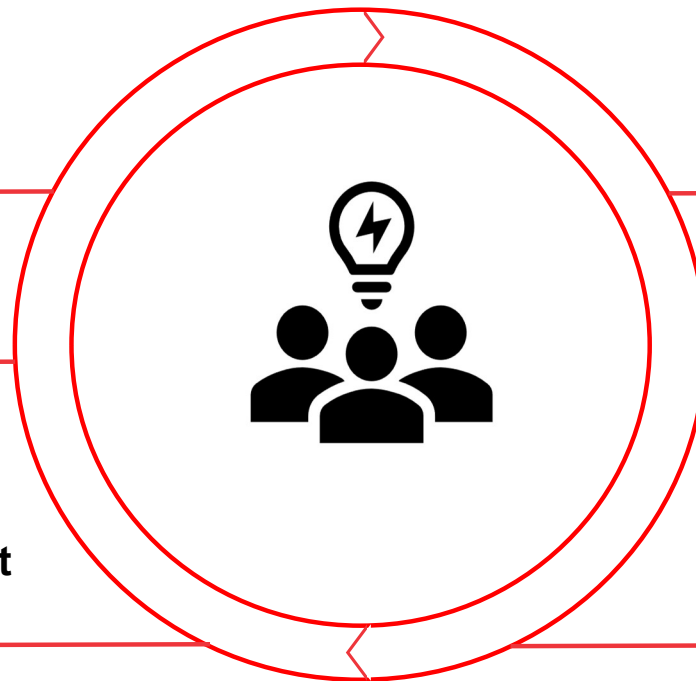
4. Selecting the learning materials

5. Planning the teaching methods

6. Planning the assessment methods

7. Counting the workload of students*

8. Timing and planning the course schedule



Course level: CA check

ILO's	Teaching method	Learning activity	Assessment	Feedback to students	Feedback to teacher
ILO1					
ILO2					
ILO3					
ILO4					
ILO5					

CA = constructive alignment

ILO = intended learning outcomes

Constructive alignment (CA) (J. Biggs)

Major steps:

1. Defining the intended learning outcomes (ILOs)



2. Choosing teaching/learning activities likely to lead to the ILOs



3. Assessing students' actual learning outcomes to see how well they match with the intended learning outcomes

Curriculum development cycle

Curriculum development as a continuous, collaborative process of building shared understanding

Evaluate and reflect

Evaluate

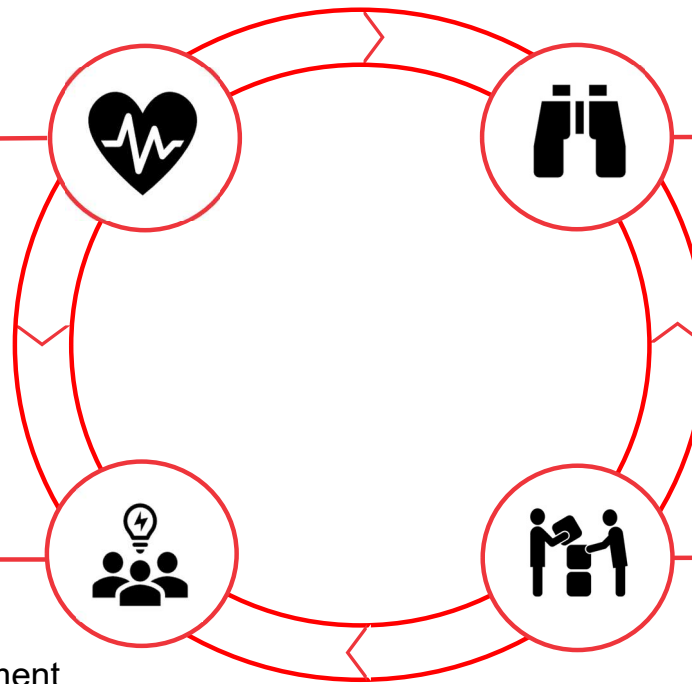
- the current curriculum
- the fulfilment of the intended learning outcomes

Reflect student feedback and study-related data

Align the teaching

Involve *constructive alignment*:

- coordinate teaching and learning activities and assessment with the learning outcomes



Clarify and update

Clarify the aim of the programme and update the learning outcomes, i.e.

- general competences (transferable skills) and
- subject specific competences
 - Possible method: "*Curriculum mapping*"

Design

Design the curriculum to support

- the achievement of the intended learning outcomes
- the balance of the overall student workload

Alignment at the programme-level

- *Aiming at a well-designed and aligned body of courses, where cumulation of knowledge and competencies have been considered.*
- *Clarifying areas of overlap between modules.*

Our purpose is to educate societally conscious engineers

Graduate will gain “*knowledge and practices on how organisations and businesses are shaped to create the value, impact, and outcomes desired*”

Societal Design Project

Creating Value with Analytics

Leadership and Change Management

Advanced Strategic Management

Clarifying the programme purpose

Defining the programme-level intended learning outcomes (ILOs): what a student is expected to know, understand, or be able to do after completing a degree programme

Planning an aligned body of courses

Learning outcomes for A! Peda Intro course

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For the next session

Learning log

Please remember to submit your learning log by 23.2.2022.

Note: Learning log is a *reflective* writing concerning the topics presented in the contact sessions.

Information for next session

Individual teaching practice will take place on Thursday **3.3.2022**.

- You will teach a small group (3-4 persons, including a pedagogical specialist as the facilitator) online for 20 minutes and get peer feedback (10mins).
- We suggest you to try some method/way/approach of teaching that is new to you.
- Also think: is there a particular theme on which you would like to receive feedback?
- Help for planning: Get Inspired. A guide for successful teaching. Chapters 4 and 5, pp. 27-49. <https://aaltodoc.aalto.fi/handle/123456789/11990>
- Submit your teaching practice plan on MyCourses by 24.2.2022. Instructions can be found on MyCourses on the left navigation. Focus on the following: aims of the teaching practice, content, methods, interaction.

Some references

(for further reading, optional if you have time)

Haikari, T., Virtanen, V., Vesalainen, M., & Postareff, L. (2021). Student perspectives on how different elements of constructive alignment support active learning. *Active Learning in Higher Education*, [1469787421989160]. <https://doi.org/10.1177/1469787421989160> [Student perspectives on how different elements of constructive alignment support active learning — Helsingin yliopisto \(helsinki.fi\)](#)

Entwisle, N. & Ramsden, R. (1983) *Understanding Student Learning*. Routledge, London. E-book version published in 2015.

Felder, R.M. & Brent, R. (2005) Understanding Student Differences. *Journal of Engineering Education*, (94)1, 57-72.

Marton, F., Hounsell, D., & Entwistle, N. (Eds.). (1997). *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Pang, M.F. & Marton, F. (2005) Learning theory as teaching resource. *Instructional Science*, 33, 159–191.

Feedback in Padlet:

<https://padlet.com/erikamyllyniemi1/session3>

(anonymous if not logged in)

Add a comment into your earlier post about your feelings after the session.

 I am excited and inspired by...

 I am concerned about...

 I expect, I need. I'd like to...

A photograph of a winter forest. The ground is covered in a thick layer of snow. Numerous tall, thin trees stand in the forest, their branches and trunks dusted with snow. In the center of the image, a bright sunburst is visible, casting a warm glow and long shadows across the snow-covered ground.

Thank you!
Kiitos!