

A?

Aalto University

A! PEDTA INTRO (5 credits)

Day 3:

Curriculum work and interaction

*Aalto University Learning Services
University Pedagogical Training and Development
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April 21, 2016*

A! Peda Intro timeline

Working in peer groups

Session 1:

7.4.2016

I as a
university
teacher

Session 2:

14.4.

Teaching
and learning
at the
university

Session 3:

21.4.

Curriculum
work and
interaction in
teaching

Session 4:

12.5.

Teaching
practice

Session 5:

2.6.

We as
University
teachers

1. Pre-assignment

2. Reading
assignment

3. Reading
assignment

4. Pedagogical observation
DL 20.4. and 1.6.

5. Plan for teaching
practice DL 10.5.

Learning outcomes of the day

Participant

- Has explored the elements of **curriculum work (planning of teaching)** at the University
- Can explain the basic idea of the **constructive alignment.**
- Recognizes the significance of **interaction** in teaching and learning

Timetable

9.00 – 9.30 Welcome & Feedback from the last session

9.30 – 12.00 Curriculum work at the University

12.00 – 13.00 Lunch

13.00 – 15.30 Interaction in teaching and learning

15.30 – 16.00 Closing the day

I am excited and inspired...

- ∅ ...with teaching methods
- ∅ ...about the course content very well organized
- ∅ ...about the gallery walk method as a peer-learning method
- ∅ ...about changing my own way of thinking about teaching and learning
- ∅ ...ability to incorporate new teaching techniques
- ∅ ...the group discussions and reflection
- ∅ ...to learn new tools for teaching
- ∅ ...got a chance to rethink, review about my teaching
- ∅ ...to learn and read about different ways of teaching
- ∅ ...thinking how to apply some of these ideas to my own teaching
- ∅ ...by other students thoughts in the class
- ∅ ...to learn about new methods

I am concerned about ...

- Ø I'm a bit worried that the course might not have much impact on my teaching
- Ø ...some issues are too abstract for me. It is a little bit difficult to consider my case
- Ø The lack of connection between great teaching practice + the reality of university + faculty and department politics
- Ø ...practical application of these methods in actual class teaching
- Ø ...connecting my learning to my practice
- Ø ..how to learn about teaching methods to use in the 4th session
- Ø ...not enough time to do pedagogical observation
- Ø ...how to really apply new methods in practice

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

- Ø I'd like to focus more about successful multidisciplinary teaching/learning
- Ø ...improve teaching skills
- Ø ...be more objective /foc.. in content of teaching (???)
- Ø I'd like to know more about how to deal with the many practical aspects of teaching
- Ø I expect to learn systematic thinking about teaching
- Ø I need to know good methods and thoughts for a more effective teaching
- Ø ..more insights into course design
- Ø ...personal and professional growth

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

National level

Government Degree Regulation, Ministry of Education and Culture,

Aalto/School 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, WebOodi etc.)

Teacher level

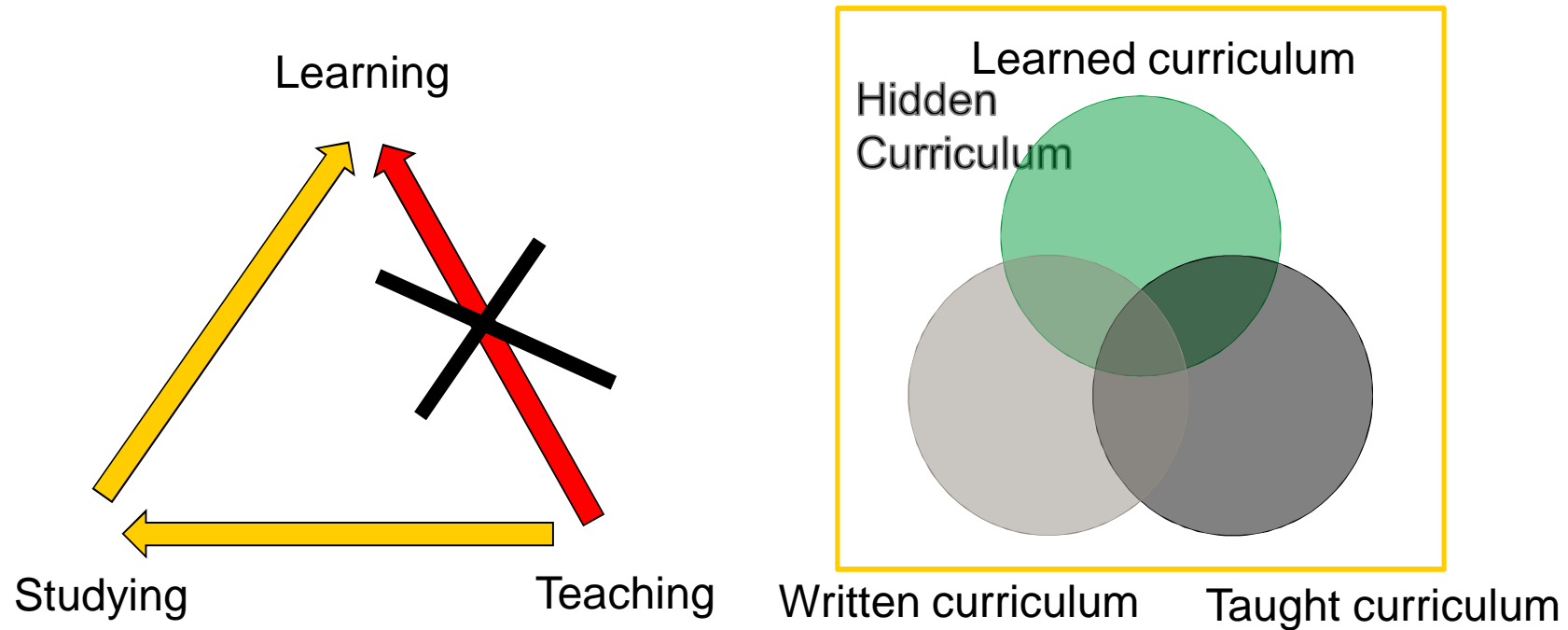
Course Unit

Teaching session, plan for the contact or distance teaching

Student level

Personal Study Plan

Different aspects of curriculum work



21.4.2016

Elements (steps) of the curriculum work, the planning process

1. Connection between the courses, cooperation with the teachers of the programme
2. Setting the learning outcomes (target group)
3. Selecting the content
4. Selection of learning material
5. Planning the teaching methods
6. Planning the assessment
7. Counting the workload of students
8. Timing - schedule planning



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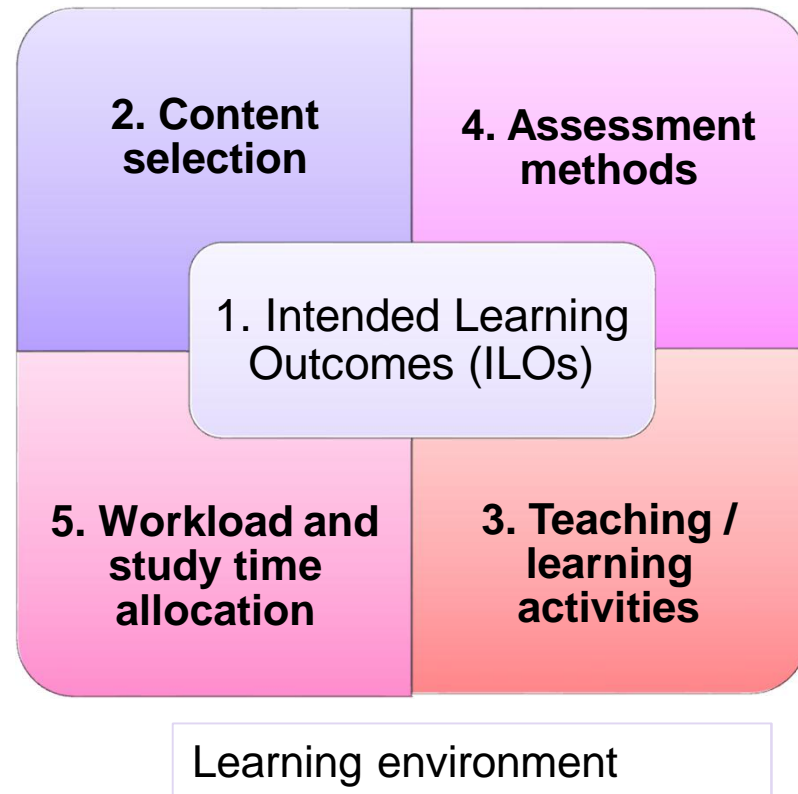
Constructive alignment in teaching

Planning "constructively aligned" course

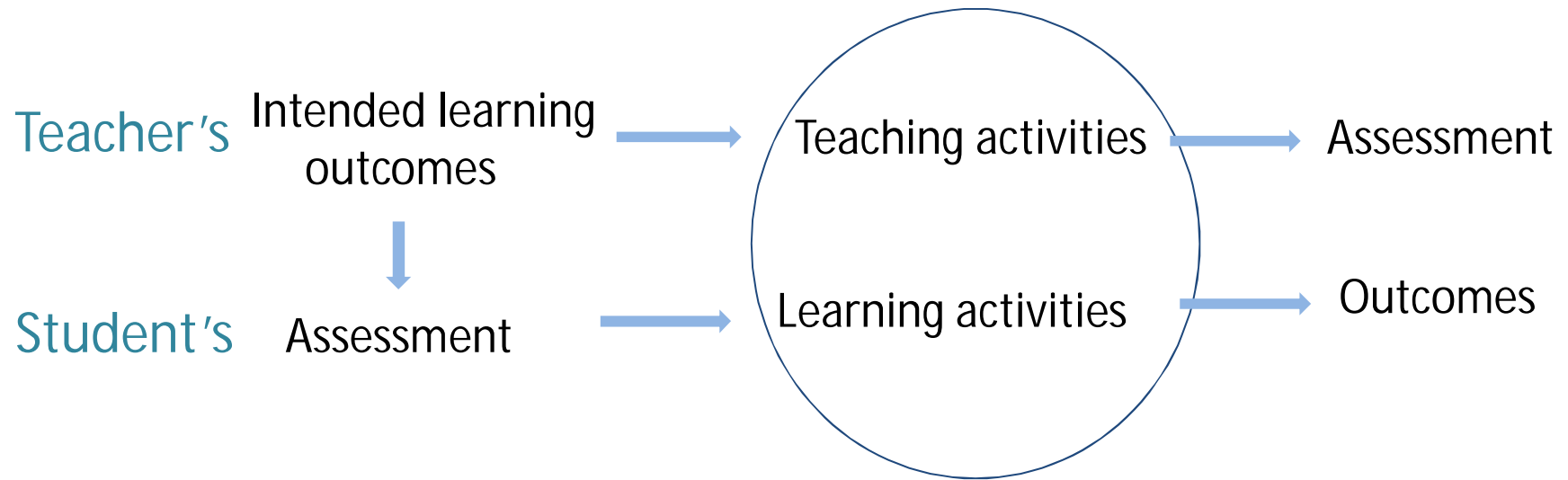
The concept of "constructive alignment" is related to constructivistic approach on learning (Biggs 1996, 2003)

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.



Teacher's and student's perspectives on assessment



Students learn what they think they will be tested on

Core Content Analysis

	Must know	Should know	Nice to know
Academic discipline	Constructive alignment, curriculum work, Meaning of interaction in teaching	Tools for course design (Core content analysis...)	Different ways to organize interaction
Professional skills	Teaching peers Analyzing the interaction situation	Working in a multidisciplinary teacher group	

Group work: curriculum work

Puzzle method

Phases:

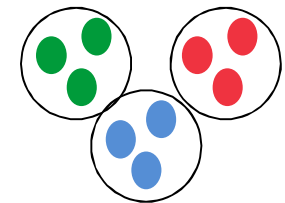
1. Working in expert-groups divided by topic 10 – 15 min
 2. Working in mixed groups 1 h 15 min (including break)
 3. Back to the expert group 15 min
- Short wrap-up 15 min

Phase 1:

Working in expert-groups divided by topic

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

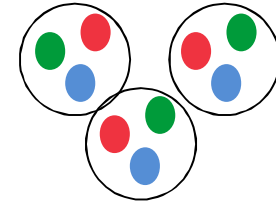
- a) Learning outcomes
- b) Student workload
- c) Teaching methods
- d) Assessment



The group:

- discusses the topic (reading material).
- defines the main points and summarises this on a paper,
- asks if something is unclear

Phase 2: Mixed groups



Experts on one topic will be divided in new groups.

The experts in each group will teach their topic to the others in this order:

- a) Learning outcomes
- b) Students' workload
- c) Teaching methods
- d) Assessment

If there are unclear issues please write them down. They could be discussed in the end of the exercise.

Phase 3:

Back to the expert-groups divided by topic

Go back to your "topic group" and discuss together:

- What do you think about curriculum work as a whole? What is easy or challenging?
- Did you learn something new about your topic after you worked in a mixed group?
- Could you use the method (puzzle) in your teaching?

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Lunch 12-13

Marko Keskinen

When I flipped - combining flipped
and peer learning



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Interaction in teaching and activating teaching methods

Interaction

Different definitions

Some concepts to consider when considering interaction

- Reciprocity / direction (oneway, two way...)
- Synchronous/asynchronous
- Face-to-face / web-based
- Verbal / nonverbal



Interaction

When we deal with social information

We observe the situation

We interpret

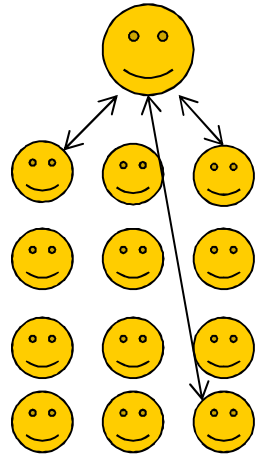
We set a goal



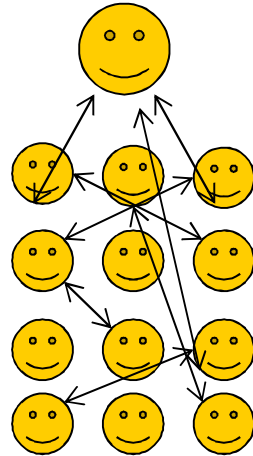
We consider the wisest course of action

We consider the optional courses of action

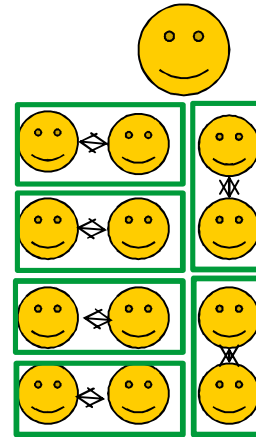
Between teacher and individual students



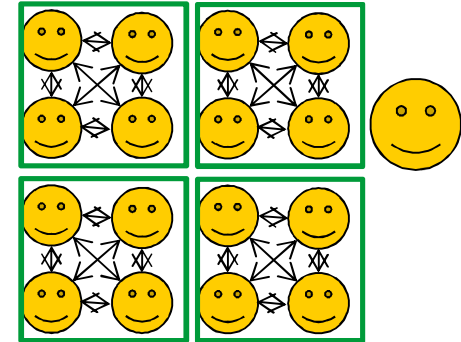
Teacher-led group discussion



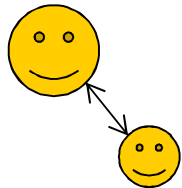
Between two students; teacher observing



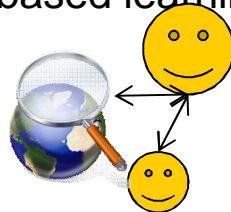
Small group discussion; teacher observing



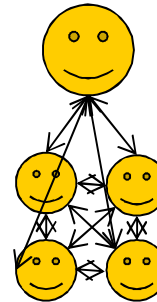
Personal guidance



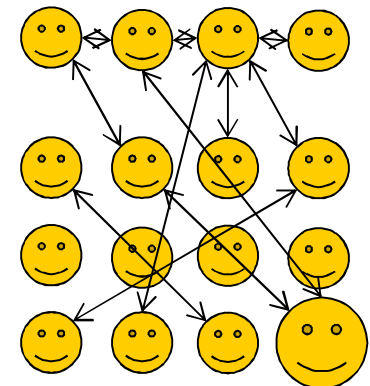
Supervised interaction with the environment (work-based learning)



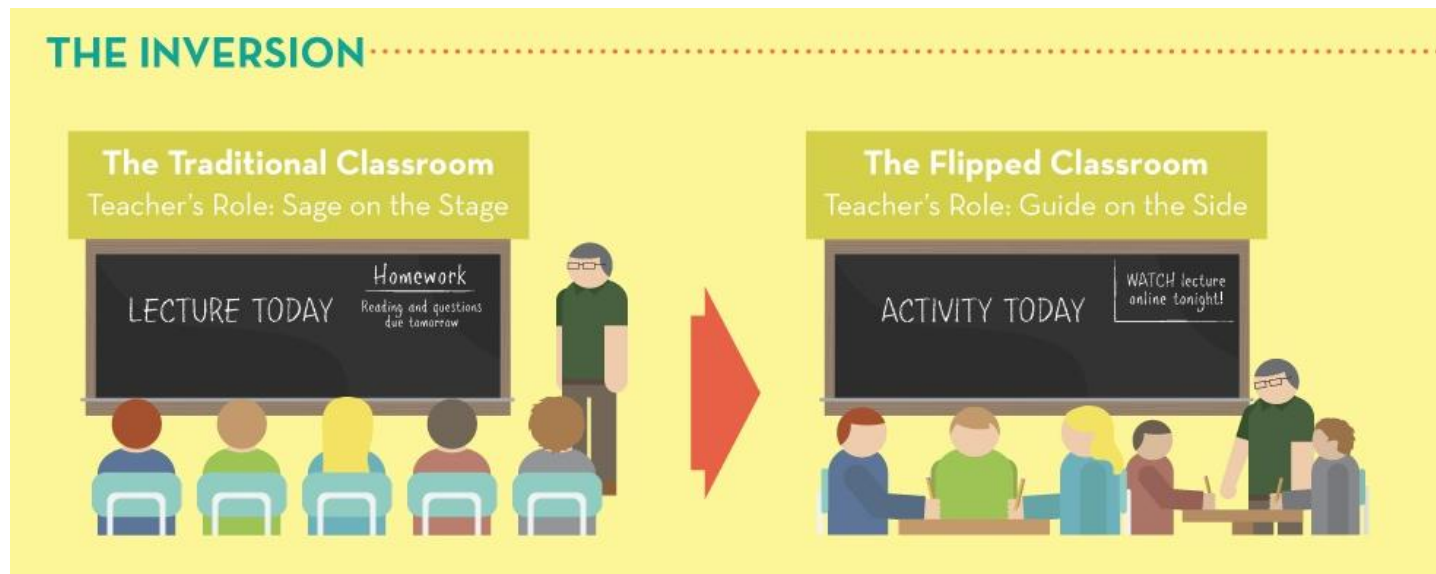
Small group guidance



Student (group) -led interaction

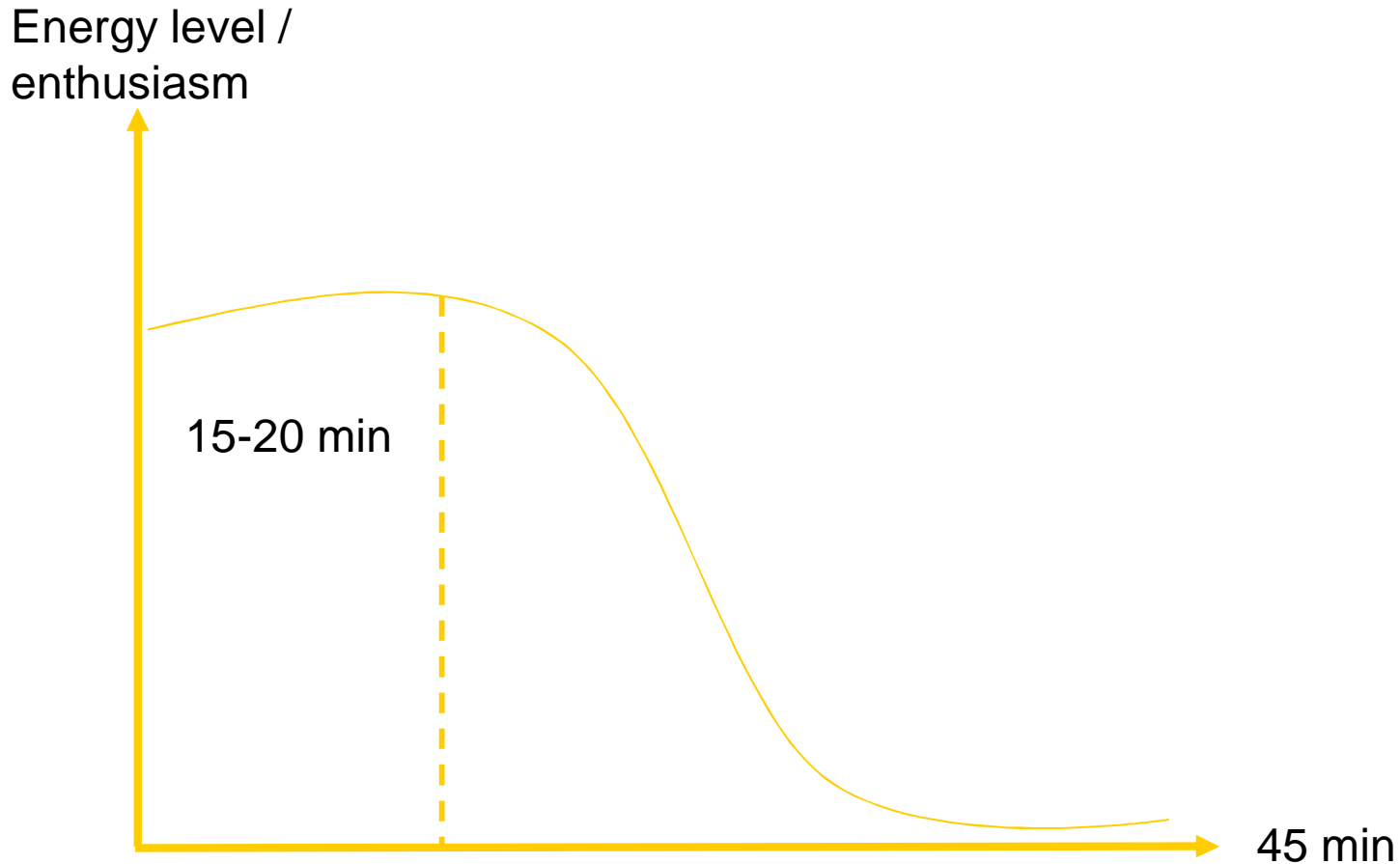


Flipped Classroom



<http://www.knewton.com/flipped-classroom/>

The rhythm of teaching vs. energy level



E.g., Johnson, A. & Proctor, R. W. 2004. Attention, theory and practise

Open questions to trigger thinking

(Aarnio & Enqvist 2002)

- **What do you think...?**
- **What are the grounds for...?**
- **What does it mean...?**
- **What are the consequences...?**
- **How do you understand...?**
- **Where does it come from that...**
- **What is the meaning of...?**
- **What if...?**
- **What has x to do with y?**
- **How do you feel...?**
- **How do you describe...?**
- **How do you find this...?**
- **What kind of actions...?**



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Short break

Group work: interaction and teaching methods

- Two groups (15 min).
 - Consider your experiences regarding successful and unsuccessful interaction in teaching and learning.
 - Select one teaching situation and create a demonstration about the situation (one successful and one unsuccessful situation)
 - Analyse why the interaction was successful or unsuccessful
 - How could you affect interaction by using different teaching methods (ideas: Hyppönen & Linden (2009) s. 34-54)?
 - Select a personal experience of such case for the others to consider and discuss
 - Demonstrate your presentation/performance to the others (~5 min)
 - The others observe and discuss (~5 min) about the interaction in demo
-

Feedback and for the next session

Information for contact session 4

- Teaching practice is May, 12
- Teaching practice has three parts:
 - A) Teaching plan
 - B) Teaching based on your plan
 - C) Giving and receiving oral and written feedback
- You will have an opportunity to teach in a small group (3-4 persons) something from your own field for 20 min
- We suggest you to try a method or a way of teaching that is new to you
- Think about the following: aims of the teaching practice, content, methods, interaction, learning theory perspective, possible evaluation etc.
- Is there a particular theme on which you would like to receive feedback?

Homework

1. Write a plan for your teaching practice and submit it on MyCourses by May, 10. Instructions can be found on MyCourses.
2. Second pedagogical observation:
Comment on two discussions on MyCourses written by someone else. DL June, 1.



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Feedback via Presemo

<http://presemo.aalto.fi/intro28cs3>

Thank you!