Introduction to curriculum development 16.11.22

Autumn 2022

Curriculum development – pedagogical course

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Teachers of the course

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Today's session

13:00-13:20	**Welcome to the course!**
	Schedules, practicalities, working methods etc.
13:20-13:35	**Getting to know each other**
13:35-14:05	**What is a curriculum?**
	Discussion about the article (pre-assignment)

BREAK 15 MIN.

14:20-14:50	**Different approaches to curriculum: orientation and discussion**

BREAK 10 MIN.

15:00-15.30	**Working in groups with your own curriculum**
15.50-16:00	**Conclusion of the day**
	Assignment for the next session and feedback

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Curriculum Development –course timeline

Session 1:

Wed 16.11.22

13.00-16.00

Otakaari 1, U261

Introduction to curriculum development

Session 2:

Wed 30.11.22

13.00-16.00

Otakaari 1, U261

Curriculum development process and practices

Session 3:

Wed 14.12.22

13.00-16.00

Otakaari 1, U261

Future-oriented development and practicing alignment

Session 4:

Wed 18.1.23

13.00-16.00

Väre, R107 Ryhmäopetus

Co-develop the curriculum

Session 5:

Wed 8.2.23

13.00-16.00

Väre, R107 Ryhmäopetus

Reflection of the course and long-term development

Pre-assignment → **Reading assignment** → **Choose the development project** → **Share your work and prepare to mentor peer group** → **Prepare presentation** → **Submit your report, DL 28.2.23**

Working with your team during the course

Intended learning outcomes and the main content of the course

After the course, you will be able to:

1. to discuss the different approaches of the curriculum in higher education
2. to identify the curriculum development process and practices and reflect on them in relation to their degree programme/major/minor
3. reflect the principles of constructive alignment in curriculum development
4. identify and apply tools in curriculum development
5. co-develop the curriculum together with the teaching team involved in the development
6. make a plan for continuous development

Our main topics in the course:

- Curriculum in higher education, different approaches
- Constructive alignment in curriculum development
- Assessment and development of the curriculum
- Co-development of the curriculum
- Tools for curriculum development
- Continuous development

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Feedback from 2021:

What was especially liked:

What was suggested for the future:

Discussions with the other participants, especially those that you don't know before the course.

Having the course through face-to-face sessions would be super-beneficial

Change the timing: having sessions in September is no-go!

Tools to facilitate structuring your thoughts, discussions and sharing, reading material.

Maybe more time for working with your own group members to develop.

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Working methods in this course

Learning actively from others

Active role in the learning process and dialogue:
- Give feedback to others and take part in the conversation
- Make the most of the opportunity to create a shared understanding and co-develop
- Share your experiences and good practices

Learning by developing a real-life challenge

Concrete tasks related to current situation in your programme:
- Develop a practical curriculum-related challenge with your team and share your process and findings with others

All course information can be found from MyCourses!

Learning from research

Reading tasks to support the learning and give perspectives
- Search for new perspectives and support for your work from theory

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Working methods and workload

- **5 x 3 hours (15h) joint contact sessions**
  - It is compulsory to attend all the teaching sessions on this course
  - If you are not able to participate, please inform the teachers in advance and agree on the substitute assignment

- **66h of independent and group working:**
  - Independent work between the sessions is also required for the successful completion of the course
  - Collaborative project work, report submission after the course

Let's warm-up!

Goal:

- **to get oriented to the theme**

- **to get to know each other**

Pick a picture that best describes your thoughts about curriculum

Present yourself and your thoughts to other participants

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Development project and report

Development project and the report

1. Based on the evaluation of the existing curriculum, each group identifies their main curriculum development areas (first session).

2. Based on the identified development areas, the team chooses **a small development task that the team will plan and complete during the course** (second session).

3. Each team will submit a report in MyCourses after the course has ended. The report includes:
    1. Documentation of the development project
    2. A development plan for the other identified development areas (long-term plan).

4. The writing of the report requires collaborative work. The submission of the report is required in order to pass the course.

5. Each team will get **mentoring** for their project from the **course teachers** as well as from other **course participants** (fourth session). The mentoring partners will be announced after the second session.

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The development project

Team chooses **a small development task** to be **planned** and **completed during the course**

The task can be for example:

✓ **Trying a concrete tool** to develop curriculum, like developing intended learning outcomes, using curriculum mapping with the team or community

✓ **Developing practices:** designing an annual clock for development

✓ **Compiling theoretical framework** for the support of your development work

The development project will be briefly presented to other course participants during the last session of the course.

The team makes **a long-term plan** for other identified development areas and includes this in the report.

Development project report

The report consists of the **following sections:**

1. **Analysis of the current state of the curriculum:**
   - evaluation of the educational goals, alignment and the use of ILO's and the current curriculum development practices
   - reflection considering the different approaches to curriculum presented during the first session
2. **Description of the identified main development areas of the curriculum**
3. **Development project topic and description, background and justification for why you chose the topic**
4. **Your reflection of the project: what happened and how did it go?**
5. **Long-term plan for other identified development areas:**
   - description of the planned development practices, process and partners: who, how and when is involved in the development
6. **Key findings from the literature**
7. **Brief conclusions and key learnings from the course**

One of the group members will **submit the final report to MC by the end of February** (28.2.2023) (template in MyCourses)

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Report template in MC

- Use the **report template** in MyCourses (section GROUP PROJECT)
- The recommendation is to write the report **along the course**:
  - method for structuring your reflections, discussions and learning
  - method for documenting your project work
- You will get **feedback and mentoring** about your report during the course
  - Each group should send a link to the course teachers via email before the third session, so that it can be shared for the mentoring group
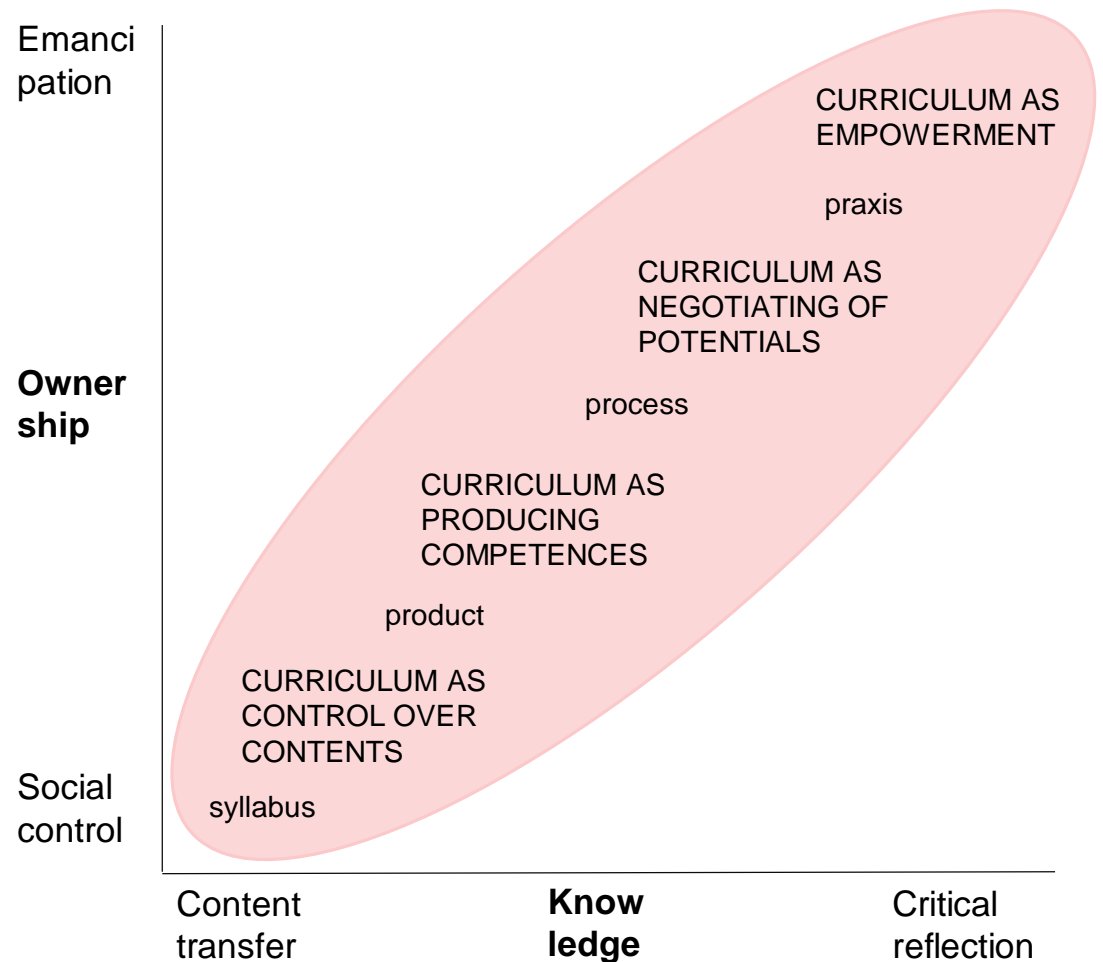
What is a curriculum?

Different approaches

The article

1. **First share your thoughts about the article with a (new) pair:**
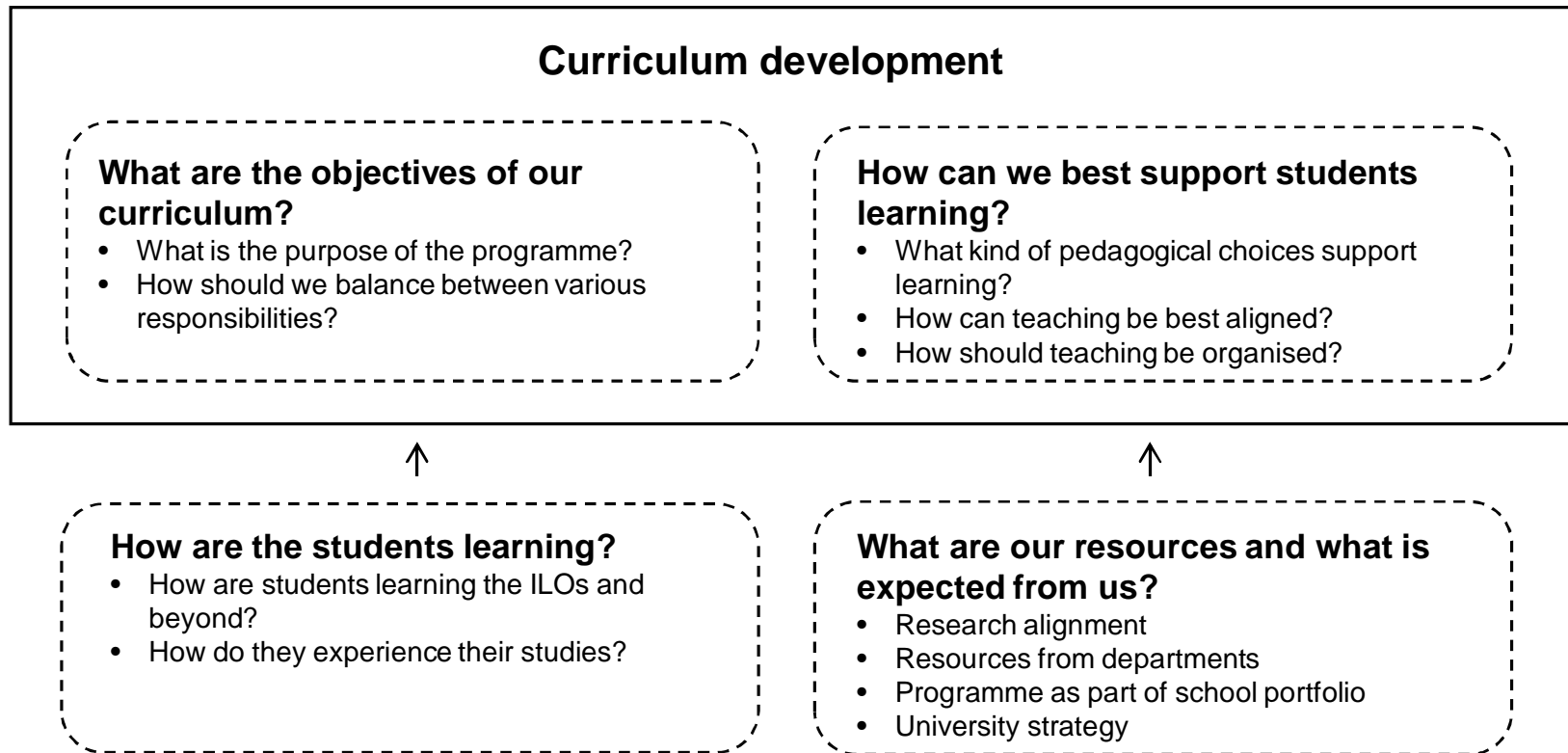
- How did you find it, was there something new? Was there something challenging?

- Were you able to identify the position of your programme's/ major's curriculum in the framework provided in the article?

- Were there some aspects that you would like to strengthen when developing the curriculum of your programme/major?

2. **Then prepare to bring some main thoughts for the joint discussion with others**

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Emanci pation

Owner ship

Social control

CURRICULUM AS EMPOWERMENT

praxis

CURRICULUM AS NEGOTIATING OF POTENTIALS

process

CURRICULUM AS PRODUCING COMPETENCES

product

CURRICULUM AS CONTROL OVER CONTENTS

syllabus

Content transfer

Know ledge

Critical reflection

Annala, Lindén & Mäkinen 2016

Different approaches to curriculum

Curriculum development as a process of building shared understanding

Curriculum development

What are the objectives of our curriculum?
- What is the purpose of the programme?
- How should we balance between various responsibilities?

How can we best support students learning?
- What kind of pedagogical choices support learning?
- How can teaching be best aligned?
- How should teaching be organised?

↑

↑

How are the students learning?
- How are students learning the ILOs and beyond?
- How do they experience their studies?

What are our resources and what is expected from us?
- Research alignment
- Resources from departments
- Programme as part of school portfolio
- University strategy

Curriculum development process

Setting the development goals

- Analysing the evaluation data and gathering views from the teachers, students and stakeholders
- Synchronising the university and school level goals
- Prioritizing the development actions
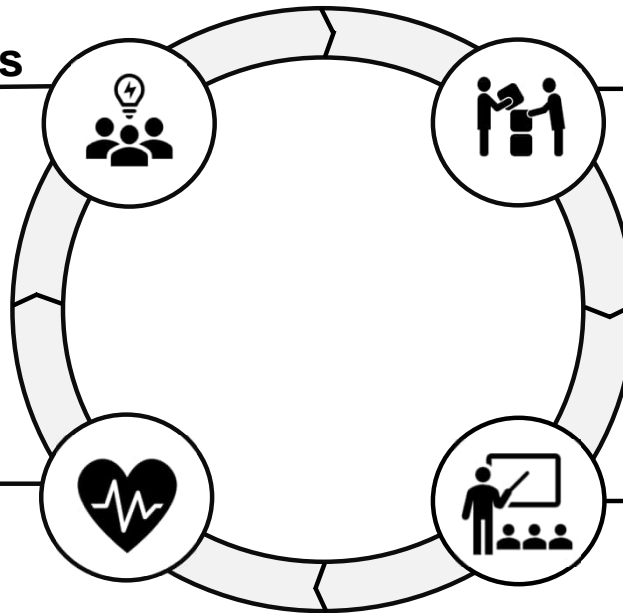
Designing aligned teaching

- Building understanding about the purpose
- Identification of relevant knowing, doing and being
- Designing intended leaning outcomes
- Building alignment between purpose and teaching
- Developing the courses to meet the purpose and the ILOs

Evaluation of the programme

- Evaluation of the purpose of the programme and the curriculum objectives, implementation of the curriculum and learning of the students

Teaching and learning

- Continuous evaluation throughout the course
- Collecting student feedback

The development of teaching at the programme level is a cycle, where the developing of the new curriculum can begin straight after the previous curriculum has been accepted.

Aiming for a future-oriented, student-centered and aligned curriculum

1

Building understanding about the purpose

2

Identification of relevant knowing, doing and being

3

Designing intended leaning outcomes (ILOs)

4

Building alignment between purpose and teaching

5

Developing the courses to meet the purpose and the ILOs

Good degree programme needs a vision. The vision has to be clear in answering what is our impact for future. Young people want to make an impact in the world and to the great challenges of our time such as global warming. Our degree programmes should give tools for graduates to make an impact for a better future.

Educational leadership pilot seminar 2019

Competency-based education and intended learning outcomes

The starting point for **competency-based education** is the identification of competencies that are central to the student.

Intended learning outcomes (ILO's) describe what a student is expected to know, understand, or be able to do after completing a degree programme or course. ILO's are often expressed as knowledge, skills or attitudes.

Competency-based curriculum

Student-centered approach – focus on the learning processes

Benefits for students: Students know what is expected to be learned and how the learning is assessed

- Supports deep learning approach
- Study well-being and managing of workload
- Identification and self-evaluation of competencies

Benefit for a programme: The aim is to build alignment between intended learning outcomes (ILOs), teaching and learning activities and assessment

- ILOs as a tool operationalise the goals of the programme
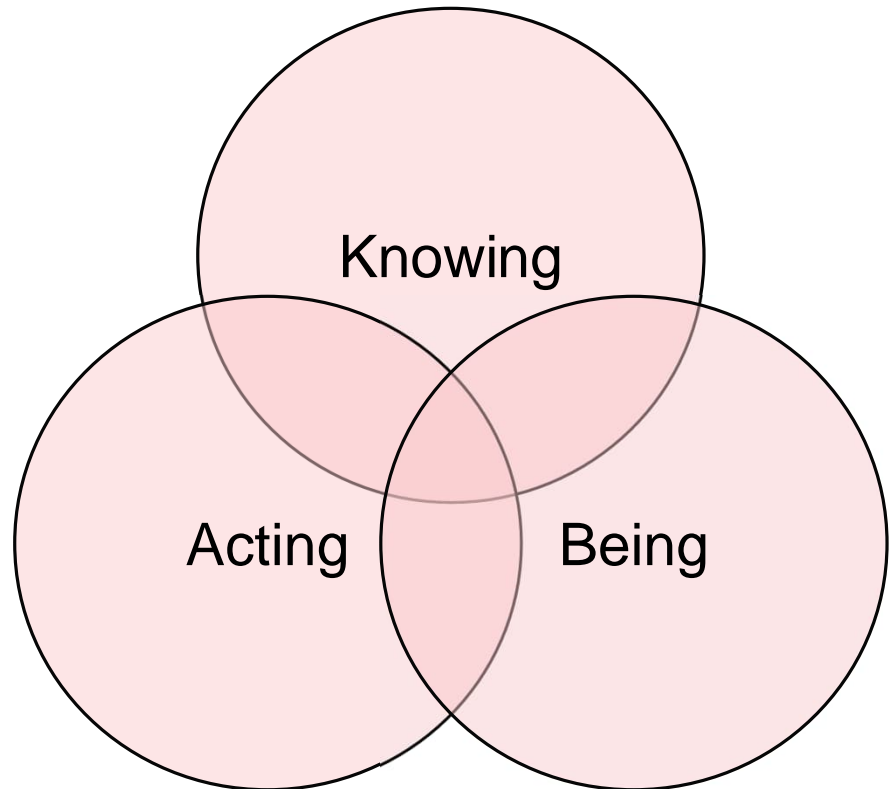- Alignment between objectives and assessment

Suggested limitations

- **Critique: Educational goals cannot be reduced to predesigned learning objectives.**
    - Strict interpretation of ILOs turn all learning into "*know how*". Too little attention on "*know what*" and "*know with*". (Posner 2004)
    - Not all valuable learning can be measured (Illeris 2013)
    - Emphasis on the learning recognized essential in the past – is that enough for the future unknown? (Biesta 2016)

- **Different interpretations of competence: being competent at something vs. being competent (Schaffar 2021)**

    - ➢ **Competency-based curriculum has strengths, but the limitations need to be considered too.**

Another approach: knowing, acting, being

- **Highlights the importance of three domains of learning: knowledge, skills and the processes of subjectivation**

- **Domains are interconnected**

- **Disciplinary differences on how different domains are present in the curriculum traditionally.**

Barnett & Coate 2005

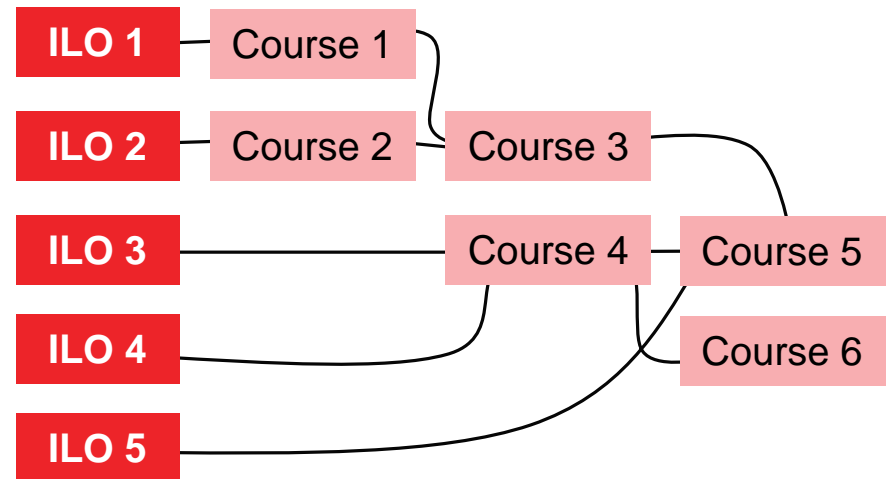# Constructive alignment

In courses: Alignment of intended learning outcomes, learning activities and assessment methods, and learning environment
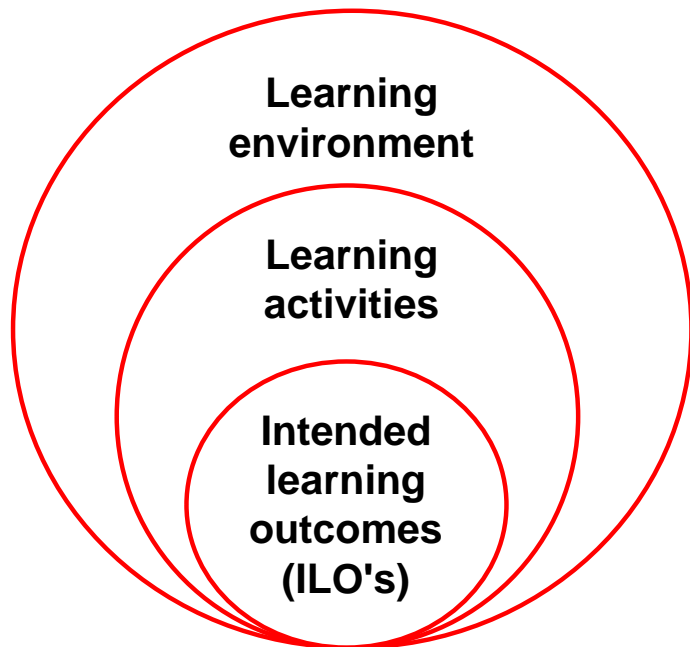
In programmes: Alignment between courses. Teaching and learning methods, and study workload are aligned across courses.

Learning environment

Learning activities

Intended learning outcomes (ILO's)

ILO 1 — Course 1

ILO 2 — Course 2 — Course 3

ILO 3 — Course 4 — Course 5

ILO 4 — Course 6

ILO 5

Aiming for a future-oriented, student-centered and aligned curriculum

1

Building understanding about the purpose to clarify why the programme is important and how it responds to the changing needs of the field in the future

2

Identification of relevant knowing, doing and being supports designing curriculum that fulfills the purpose and aim of the programme.

3

Designing intended leaning outcomes (ILOs) to summarise what students should learn and are able to do after graduation

4

Building alignment between purpose and teaching through ILOs and curriculum mapping

5

Developing the courses to meet the purpose and the ILOs (and relevant knowing, doing and being) through selection of teaching and learning activities that support deep learning.

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Team discussion (25min.)

Aim of the discussion:

- to share your findings of the pre-assignment
- to analyse and evaluate your curriculum from the different perspectives
- start building a shared understanding about the strengths and main development areas of the curriculum

Instructions:

- Continue discussing your curriculum and evaluate these aspects:
    - Objectives
    - Alignment and the use of ILO's,
    - the balance between knowing, doing, being?
    - How do you develop shared understanding with the community?

- Pick **one strength** of the curriculum and **one main development area** of your curriculum and prepare to **present these** as well as **your group** for other participants.

Sharing ideas:
- what strength did you identify?
- in which area it would be important to develop?
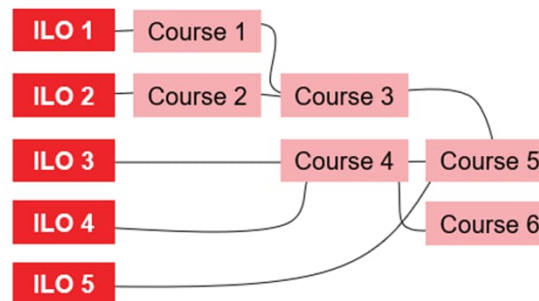
Conclusion of the day

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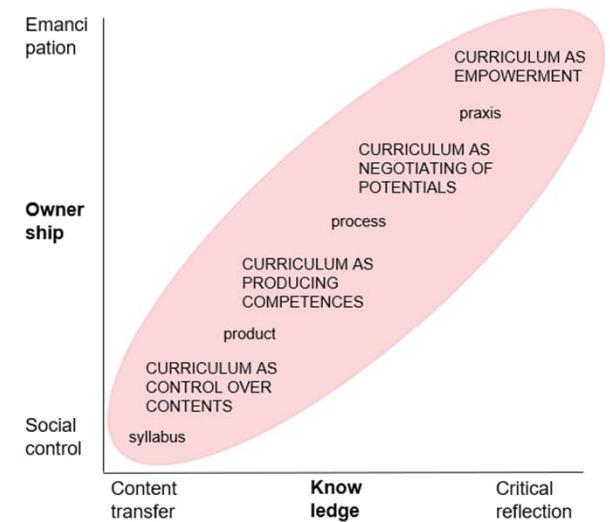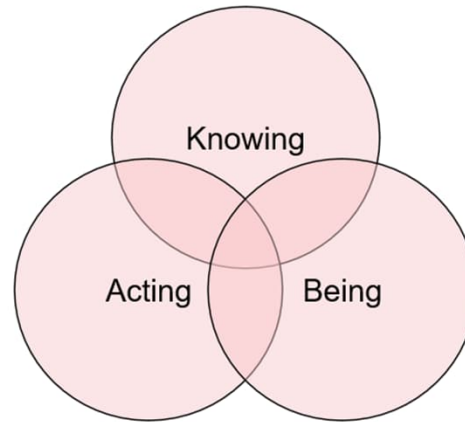
	Knowing		
Acting		Being	

	Notions	Strengths	Areas of development
Objectives			
Intended learning outcomes			
Alignment			
Knowing, doing, being			
Building shared understanding			

ILO 1 — Course 1
ILO 2 — Course 2 — Course 3
ILO 3 — Course 4 — Course 5
ILO 4 — Course 6
ILO 5

Emancipation
Ownership
Social control

CURRICULUM AS EMPOWERMENT
praxis
CURRICULUM AS NEGOTIATING OF POTENTIALS
process
CURRICULUM AS PRODUCING COMPETENCES
product
CURRICULUM AS CONTROL OVER CONTENTS
syllabus

Content transfer — Knowledge — Critical reflection

Annala, Lindén & Mäkinen 2016

Assignment for the next session

Reading task for the next session

Read one of the three articles (find your name from below) and prepare to summarize the main content of the article and teach it to others in our next session with your fellow course participants.

- GROUP 1: **Curriculum as intentional and dynamic process in higher education** (Annala & Linden 2013)
  - David Derichs, Ewald Kibler, Sakari Tervo, Sini Vihma, Meri Kuikka, Sonja Hilavuo, Denise Ziegler

- GROUP 2: **Engaging the academics** (Barnett & Coate 2005)
  - Bianca Beyer, Myrto Chliova, Christine Mady, Paula Hohti, Marja Nurminen, Johannes Kaira, Risto Sarvas

- GROUP 3: **Curriculum collaboration: A key to continuous program renewal** (Briggs 2007)
  - Nina Sormunen, Tamara Galkina, Sanna Lehtinen, Paul Savage, Simo Lahdenne, Janne Lindqvist, Hossam Hewidy

Useful information, guidelines and tools

For developers of teaching

Programme director's handbook: Collection of guidelines, information about processes, tools, services and good practices at Aalto University

How to design intended learning outcomes: Instructions on how to design intended learning outcomes (programme- and course –level)

Curriculum mapping: Background for curriculum mapping, curriculum mapping - template and template for a curriculum mapping workshop

Course workload and study allocation: Background for estimating the workload of studies and workload estimation tool

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References

Annala, J., Lindén, J. & Mäkinen, M. (2016) Curriculum in higher education research. In J. Case & J. Huisman (Eds.) Researching Higher Education. International perspectives on theory, policy and practice. SHRE Society for Research into Higher Education & Routledge, 171–189. doi:10.4324/9781315675404

Barnett, R. & Coate, K. (2005) Engaging the curriculum in higher education. Maidenhead, England ;: Society for Research into Higher Education.

Biesta, G. (2016). The Beautiful Risk of Education. London: Routledge.

Biggs, J., & Tang, C. (2011). Teaching for quality learning at university : what the student does (4th edition.). McGraw-Hill/Society for Research into Higher Education.

Illeris, K. (2013). Transformative Learning and Identity. London: Routledge. doi: 10.4324/9780203795286

Hyland & Kennedy (2007): Writing and using learning outcomes: a practical guide

Posner, G. J. (2004) *Analyzing the curriculum*. 3rd. ed. Boston: McGraw-Hill.

Schaffar, B. (2019). Svårigheter i att definiera begreppet kompetens. Nord. J. Vocat Educ. Train. 9, 111–128. doi: 10.3384/njvet.2242-458X.1991111

Thank you for this session – see you in two weeks!

Please give your feedback about this session in Presemo:

https://presemo.aalto.fi/cdfeedback/

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