Curriculum development

Curriculum development -course 2022-2023

Warm-up

Have a quick chat with two people:

❖ *Share one thing that you look forward to this spring 2023*

❖ *Share one thing that you wish to learn this year*
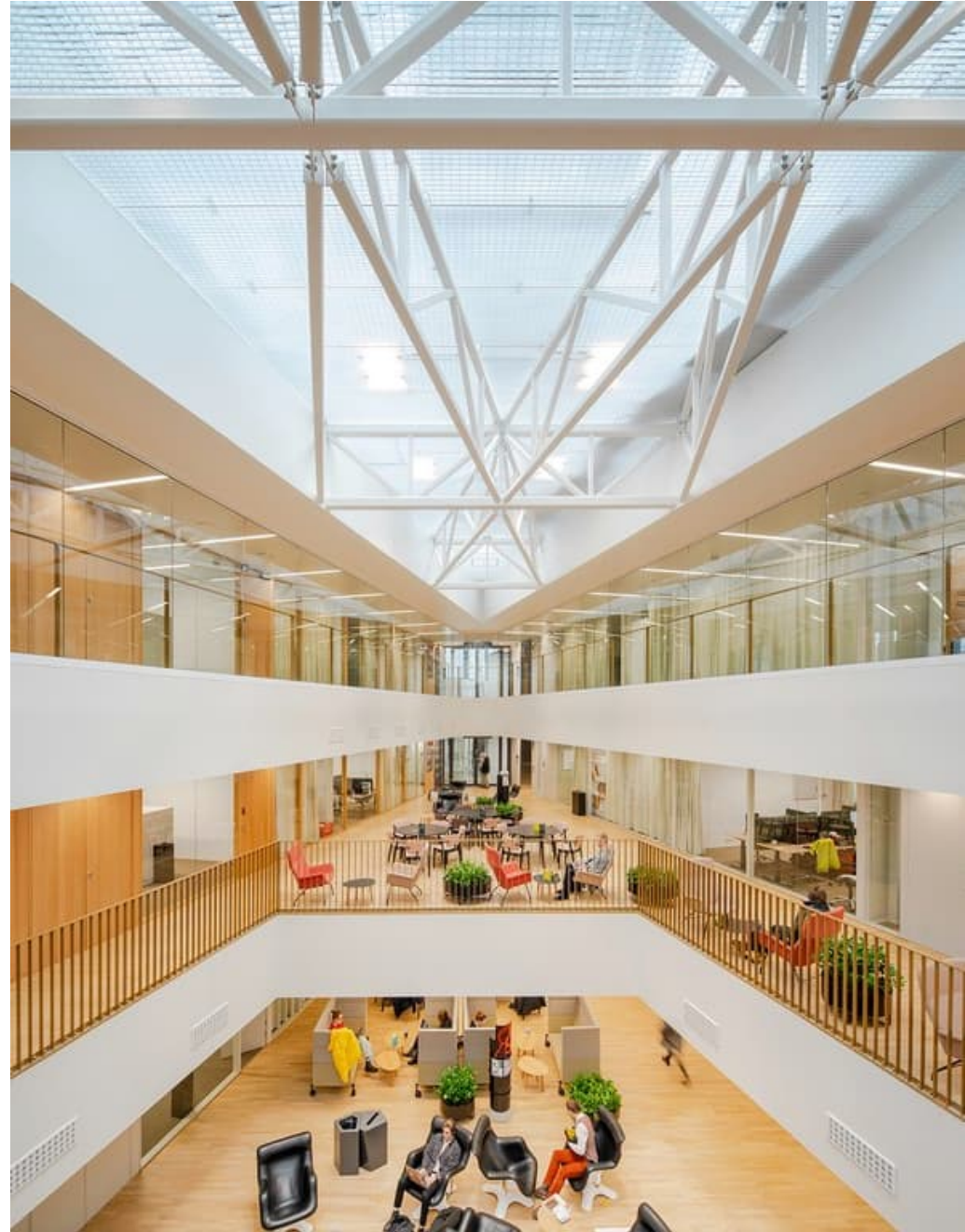
Curriculum Development –course timeline

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

Timetable for the project

By 11.12. **decide the development project topic**, write description and justification to the report and provide a link to the report for the teachers

14.12. third session of the course, mentoring teams announced

By 11.1. **send the link to your report for your mentoring team** (the report as it at this stage) and start preparing for mentoring (read the other groups report and make notes)

18.1. fourth session of the course, team mentoring session (aim is to get support and ideas for others for the project)

18.1.-8.2. **prepare presentation** of your project (report does not have to be ready yet)

8.2. final session of the course, project presentations (report does not have to be ready yet)

28.2. **submit your final report**

On our next and final session 8.2.23: project presentations

AIM:

- **To provide the overall picture of the development projects of the course for everyone**: share experiences of different types of identified challenges, solutions to the challenges and ways of working concerning curriculum development

- **To summarise the key learning** of the projects conducted during the course

HOW:

- **Each development team will present their project to others,** time 10 minutes / group

- **Briefly: what did you do?** Description of the aim of the project and implementation

- **Summarize and teach:** What would you like to tell or teach others about your experiences? What would be especially meaningful and important for everyone to hear about your project?

- **The mode of the presentation is free,** however considering the aim presented above

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Today's session

13:00–13:10   Agenda and schedule for today

13:10–14:25   Collaborative work with curriculum guidelines and goals

BREAK 10 min.

14:35–15.50   Mentoring session

(break during the mentoring)

15:50–16.00   Session wrap-up

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
- Constructive alignment in curriculum development
- Assessment and **development of the curriculum**
- **Co-development of the curriculum**
- Tools for curriculum development
- Continuous development

Curriculum guidelines in Aalto

AIM:

- **To discuss and get acquainted with the university-level goals for curriculum development**

- **To analyse how the goals could be implemented / have been implemented through curriculum design**
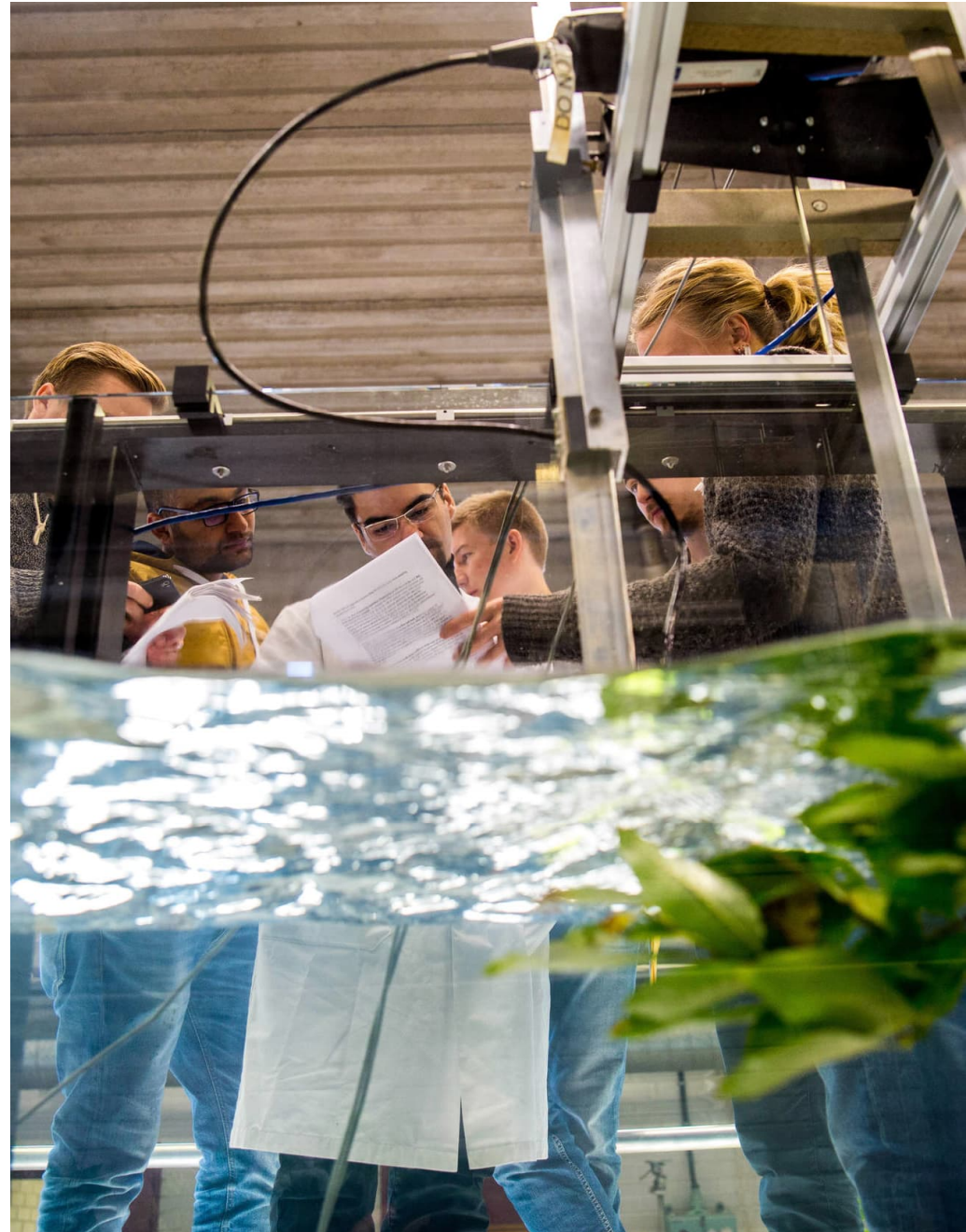
Shaping a Sustainable Future.

"*We are in the middle of a sustainability crisis, technological disruption, and a transformation of work life.*"

"*We take greater societal responsibility in degree education and continuous learning, in and across our key areas*"

"*Integrating sustainability and multidisciplinary studies into programmes*"

Goals for curriculum development (draft)

- **We continue to revise the degree programmes to meet future challenges** The degree programmes shall continue the work of identifying the sustainability challenges and solutions that apply to each field and developing the learning outcomes to respond to them, then updating the curriculum to correspond to the revised outcomes.

- **We are strengthening our graduates' capability to meet the needs of the transforming working life** The programmes are encouraged to identify the generic skills needed in future working life and to map how can students' learning on these skills be best supported throughout the curriculum. In addition, particular attention should focus on building up the connections of international students to working life.

- **We continue to strengthen lifewide learning activities (LWL)** After graduating in order to stay relevant in working life, alumni need to be able to upskill and reskill their competences. As part of the curriculum design work, the schools and units are asked to identify content corresponding to LWL needs (parts of courses, implementations of courses, and/or broader modules or 'microcredentials').

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Upcoming evaluations to be considered in curriculum development (draft)

In addition to the goals, we will get results and feedback from three evaluations in spring 2023 that may affect curriculum development

- **Karvi quality audit recommendations:** The results from Karvi quality audit will be published in March-April. After publishing the results, the learning stearing group (LESG) will agree about the actions to be taken. These actions may affect also development of the 2024-2026 curricula.

- **New language guidelines:** Implementation of the Aalto University Language Guidelines and an assessment of the Aalto University Guidelines on the Languages of Degree and Instruction will take place in 2023. The measures to be implemented based on the assessment will affect the 2024–2026 curriculum. More information on the assessment process will be available in 2023.

- **Results from the International Student Barometer (ISB):** The results from the ISB study will be analysed in January-February and presented in an Aalto wide virtual event on Friday 3 March 10-11.30 AM. After receiving the results development actions will be agreed. These may have an effect also to curriculum development. More information about ISB study: toni.kaila@aalto.fi ja eeva.liinamo-liukku@aalto.fi.

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Adjusting degree programmes to respond to the challenges of the future (draft)

Increasing complexity and uncertain futures pose challenges for all education. Graduates of Aalto University need to be capable of grasping and tackling wicked problems related to sustainability both in their field as well as in multidisciplinary settings. This requires the ability to approach the challenges from multiple perspectives and to identify opportunities for solutions.

Programmes and majors are encouraged to analyse how their field relates to ecological and social sustainability challenges and how the graduates can participate in creating a more sustainable future. Based on this analysis programmes can identify the needs to renew the curriculum.

The main phases of curricula revision are the following:
- **Creating understanding of the challenges of the possible futures**: What are the futures we envision?
- **Creating a vision on the role of the programme in these futures**: What is our role in the society? How can our graduates contribute to a more sustainable future?
- **Identifying the related, desired graduate competencies**: What knowing, acting and being do these challenges require?
- **Renewing the programme to correspond with these competencies**: What are our actions? In which courses can we support our students to build meaningful connections to sustainability?

Available support for integrating sustainability
Support and facilitation of the processes is offered through a co-educator team which supports integration of sustainability, entrepreneurial mindset and radical creativity into curricula. The means of support is planned according to the needs of the programme, including e.g. dialogue and support in identifying meaningful connections to sustainability, workshop facilitation, and pedagogical training.

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Updating our curricula for transforming working life (draft)

Our graduates need new capabilities in the transforming working life. In addition to sustainability crisis, digitalization and accelerating change in working life should be also considered when updating our curricula.

The programmes are encouraged pay attention to the generic skills needed in future working life, by identifying the relevant generic skills and students learning is supported throughout the curriculum in a cumulative manner. In addition, programmes identify possibilities to strengthen students working life connections. Particular attention should focus on building up the connections of international students to working life.

The main phases of curricula revision are the following:
- **Creating understanding of the transformation of the working life**: how will the ecological and social sustainability crisis, digitalization and accelerating change affect on what our graduates face and should need to be able to respond to in working life?
- **Identifying the related, desired graduate competencies**: What knowing, acting and being do our students need in after graduation?
- **Building understanding how our curriculum supports these competencies.** What competencies are already addressed? What should be addressed more?

Tools and support

There is a variety of curriculum development tools and practices developed in Aalto and published at aalto.fi pages: Curriculum development (link) and tools for curriculum development (link)

Lifewide learning is crucial for staying relevant in working life (draft)

Our *alumni* need different kind of possibilities of continuous learning and improving their knowledge. This is crucial in order to be able to have integral professional opportunities and to stay relevant in working life. As part of organisations, the individuals with up-to-date knowledge and skills are improving the competitiveness and future proofing the organizations. The impact of LWL reflects to the individuals, organisations and whole society.

The programmes are encouraged plan and map, what kind of LWL opportunities there could be. The same guidelines apply, please pay attention to the generic skills needed in current and future working life. In addition, connecting lwl opportunities and participants to programmes in different ways strengthens the working life connections and offer new kind of possibilities.

There are different LWL opportunities and funding models in Aalto

- Funded by MEC: Open University courses

- Funded by authorities (partly or totally e.g. MEC/Ministry of Economic Affairs and Employment/EU): FITech courses, employment programmes

- Funded by customers, individuals or organisations (these can also be parts of courses, implementations of courses, and/or broader modules or microcredentials (please note, micro-credential is a framework being defined in EU for a course type already existing in Aalto). According to the National Strategy for Continuous Learning, this is the area HEIs should focus on. Aalto is already the largest provider of customer funded lwl activities in Finland.

The LWL approach might need to be tailored to the specific needs and goals of the Schools and different target audiences:

- For financial viability planning needs to happen beyond individual courses (e.g. building School/department level LWL curriculums with learning paths – microcredentials, certificates, diplomas)

- Business planning is a key part of LWL curriculum development to ensure that there are resources to develop and teach LWL content

Tools and support

Detailed instructions and information on how to get support for integrating LWL (link to be provided)

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Analysing the goals: group discussion

AIM:

- **To discuss and get acquainted with the university-level goals for curriculum development**

- **To analyse how the goals could be implemented / have been implemented through curriculum design**

Groups: divide into six groups (two groups per each theme)

Time: 40min. group discussion + 15min. wrap-up

Wrap-up at 14.15

one group begins and the second complements

Analysing the goals

We continue to revise the degree programmes to meet future challenges
The degree programmes shall continue the work of identifying the sustainability challenges and solutions that apply to each field and developing the learning outcomes to respond to them, then updating the curriculum to correspond to the revised outcomes.

Create an **understanding** of the topic: how can this topic be **meaningful** for us in the context of curriculum?	
How is this theme **visible** in our context and curriculum? What have we **done** already?	
What should we **do**?	
Questions and unclear issues?	
What support is needed in order to succeed?	

Analysing the goals

> **We are strengthening our graduates' capability to meet the needs of the transforming working life**
> The programmes are encouraged to identify the generic skills needed in future working life and to map how students' learning on these skills can be best supported throughout the curriculum. In addition, particular attention should focus on building up the connections of international students to working life.

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Analysing the goals

> **We continue to strengthen lifewide learning activities (LWL)** After graduating in order to stay relevant in working life, alumni need to be able to upskill and reskill their competences. As part of the curriculum design work, the schools and units are asked to identify content corresponding to LWL needs (parts of courses, implementations of courses, and/or broader modules or 'microcredentials').

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What should we **do**?	
Questions and unclear issues?	
What support is needed in order to succeed?	

Team mentoring

Mentoring during 4ᵗʰ session

AIM of the mentoring:

- to coach the other team to move forward with their development project

- to get acquainted in a deeper level with other programme/major context

- share experiences with another team and build shared understanding of the topics and maybe brainstorm solutions as well
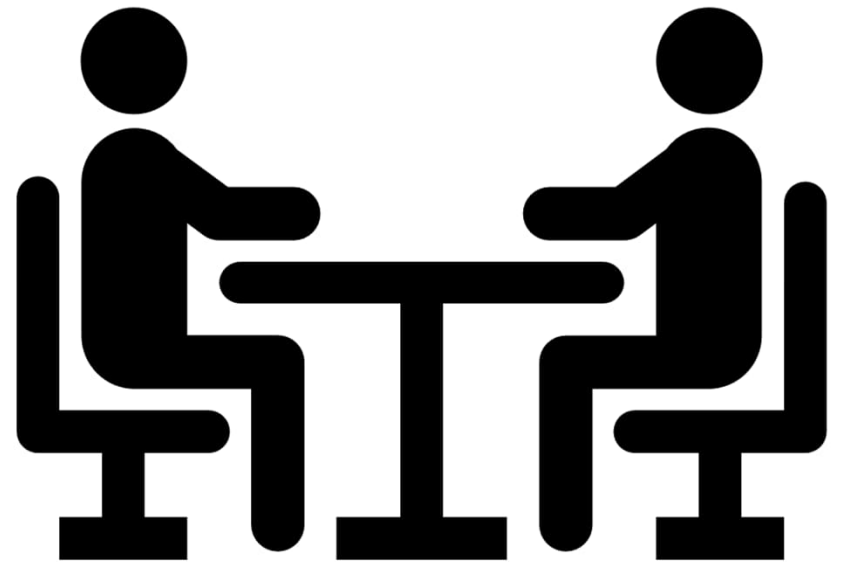
Mentoring

Options for discussions

Option 1: "coaching style"

- mentoring team asks questions (below) from the other team

- the questions will help the team to find solutions for their challenges themselves and proceed with the project

- the mentoring team does not necessarily provide their own comments or ideas but is more in a neutral coaching role

Option 2: "reciprocal feedback discussion"

- the mentoring team can ask questions and give their comments and ideas based on what they have read

- if you wish, you can use the headlines below to structure your discussion (goal, reality, options, will)

- in this option the mentoring team is actively providing their views

Mentoring pairs:

ACCOUNTING:
Derichs David
Beyer Bianca
Sormunen Nina

SCI:
Sarvas Risto
Lindqvist Janne

MGM STUDIES:
Kibler Ewald
Chliova Myrto
Galkina Tamara

AALTO VENTURES PROGRAMME:
Savage Paul
Kuikka Meri
Kaira Johannes
Lahdenne Simo
Hilavuo Sonja

USP:
Hewidy Hossam
Mady Christine

TAITE:
Lehtinen Sanna
Tervo Sakari
Ziegler Denise
Sini Vihma
Nurminen Marja

Mentoring wrap-up:
how did you find it?

Thank you!

Feedback for the fourth session:

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

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