

Contact session 2

Curriculum work



Today's *learning outcomes*

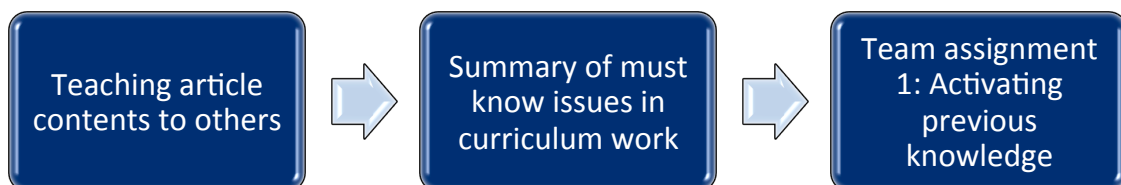
After this session, you will be able to

1. Understand *why we need to plan courses* (=curriculum work)
2. Apply *constructive alignment* when you plan courses
3. Create meaningful *learning outcomes*
4. Use *different practical tools* for planning a course

Warm-up 1: Reminder of names

Today's schedule

Morning session



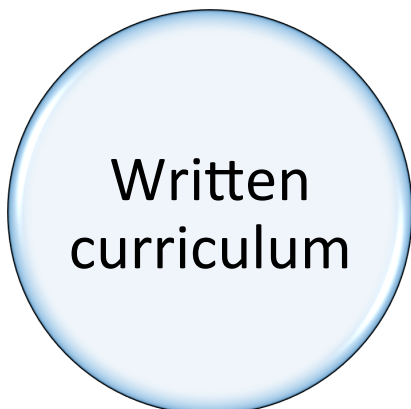
Lunch

Afternoon session

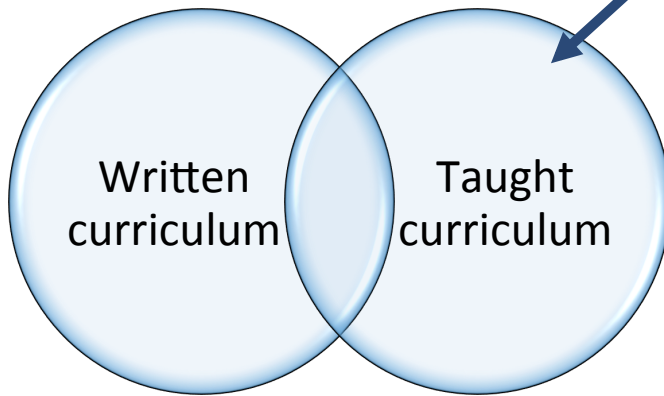
- Teaching insights from AEE – Pekka Mattila (13.00-13.45)
- Practical tools for curriculum planning
- Feedback on course syllabus
- Team assignment 2: Best practices in online courses

Warm-up 2:
What is your
hidden curriculum?

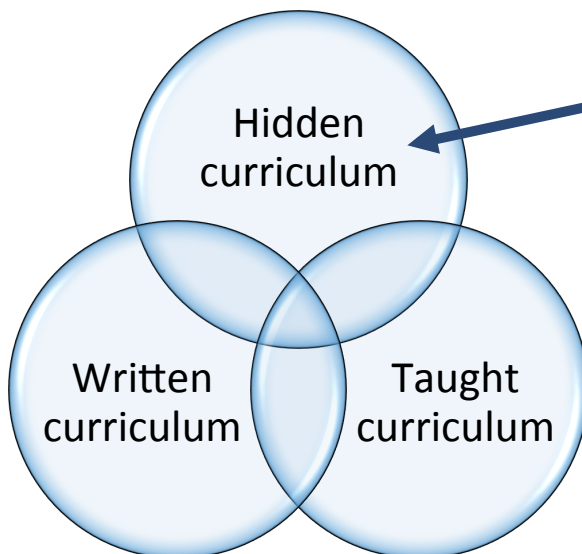
Course
description
syllabus



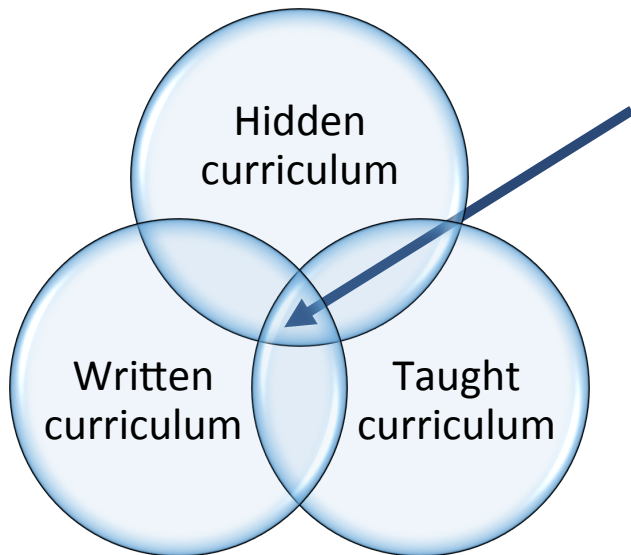
Actual
course
content



Teacher's
"agenda"



Learned curriculum



What is *your*
hidden curriculum?

Teaching article content to other students with *puzzle method*



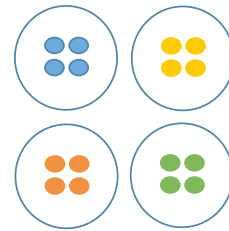
Puzzle method: phases



1. Plan what should be taught from the article you read in *expert groups* (who read the same article)
2. Teach the article contents to others in *mixed groups*
3. (Come back to *expert group* for a short wrap-up)

Phase 1: in expert groups (20 min)

- Work on the topic given to you
 - 1: Inductive learning (Meri, Jack, Emma, Henrika)
 - 2: Students' workload (Alex, Hertta, Niina M, Paul, Ven)
 - 3: Assessment (Niina Nurmi, Miikka, Olga, Marta)
 - 4: Teaching methods (Virpi, Tapani, Natalia, Jukka)



- *Discuss* the topic (based on the reading material)
- Summarize the *main points on 1-2 flipcharts*
- Ask if something is unclear

Phase 2: in mixed groups (4x10 min)

1. *Form new groups*: one member from each original group to each mixed group.



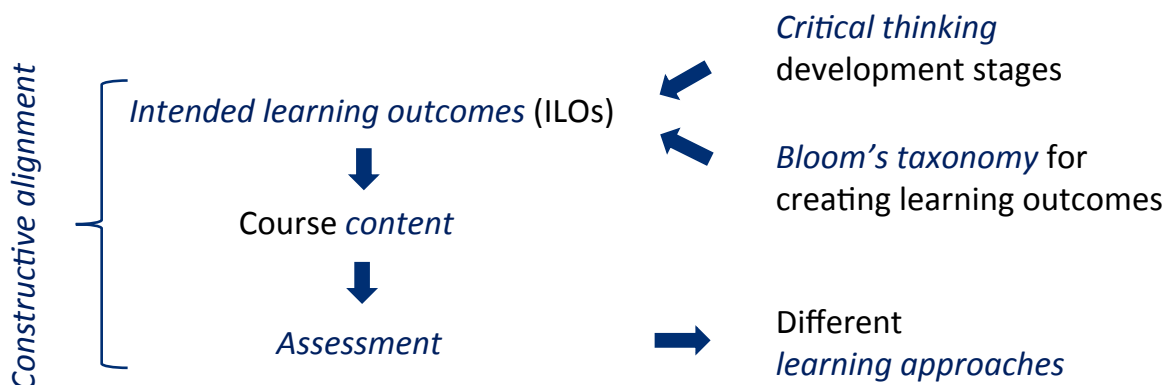
2. *Teach your original topics to others*. The expert of each topic teaches others.



3. *Move clockwise to next table*, repeat step 2.

If there are any unclear issues please write them down. These can be discussed at the end of the exercise.

Summary of *must know issues* in curriculum work



Constructive alignment: aligning learning outcomes, content and assessment

1. Define *intended learning outcomes* (ILOs)



2. Choose *course content* (teaching + learning activities)



3. Decide what *assessment* measures reaching ILOs

*Teacher's
process*

Student's view: how am I assessed?

1. What do I *want to get out of this?* (LOs)



2. What *content* do I need to learn to get a good grade / pass...?



3. How am I *assessed* in this course?

*Student's
process*

So: teachers and students *approach courses from different angles*

1. Define *intended learning outcomes* (ILOs)



2. Choose *course content* (teaching + learning activities)



3. Decide what *assessment* measures reaching ILOs

*Teacher's
process*

*Student's
process*

Intended learning outcomes (ILOs):

what students must be able to do after the course

Appropriate level

Measurable

Realistic

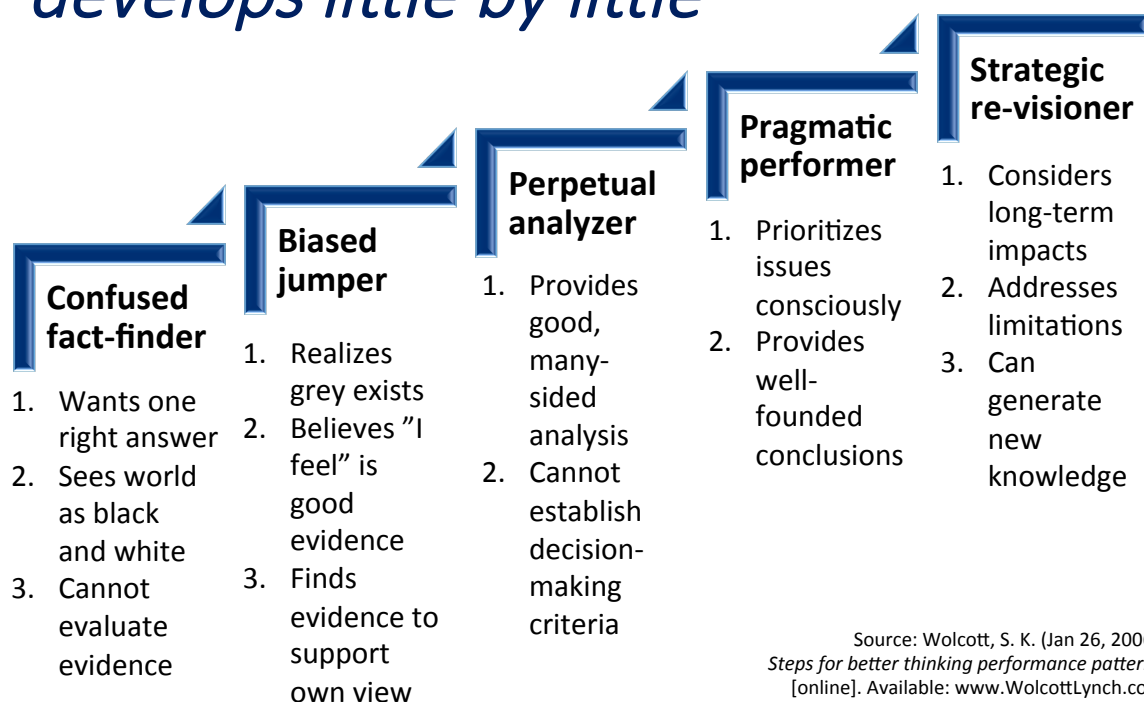
Learning outcomes need to be at *appropriate level*

“Students are *unlikely to develop desired critical thinking skills* if educational efforts are aimed at skills that are *too simplistic or too complex*”

Susan K Wolcott

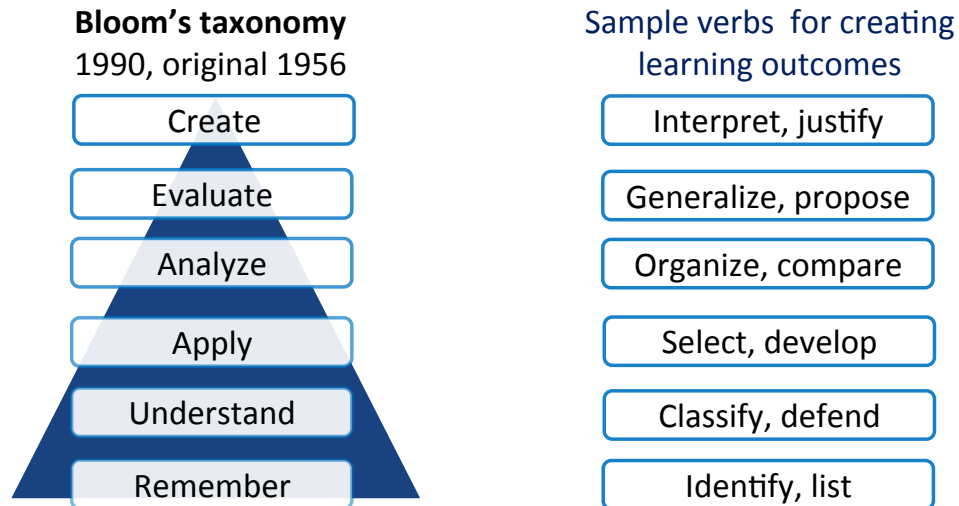


Students' critical thinking ability *develops little by little*



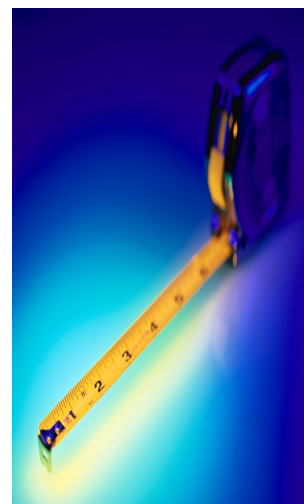
Source: Wolcott, S. K. (Jan 26, 2006). *Steps for better thinking performance patterns* [online]. Available: www.WolcottLynch.com

Bloom's taxonomy helps to set outcomes at appropriate level



Kennedy, D., Hyland, Á., & Ryan, N. (2012).

Learning outcomes should also be *measurable* and *realistic*



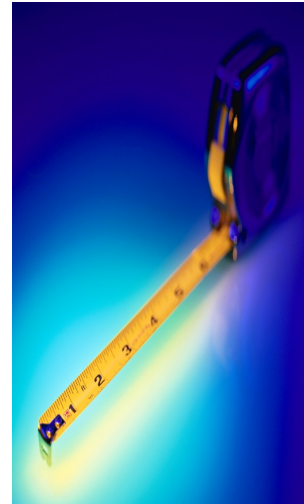
Assessment

should be *meaningful*

***Most important* factor in the study process** (Säljö, 1999)

***Significant influence* on students' learning orientation**

(Stödberg, 2011; Entwistle et al., 2002)



Three *learning orientations*

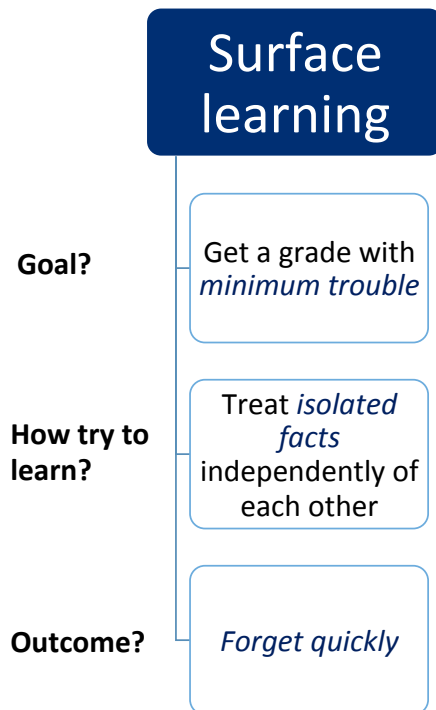
Surface
learning

Deep
learning

Strategic
learning

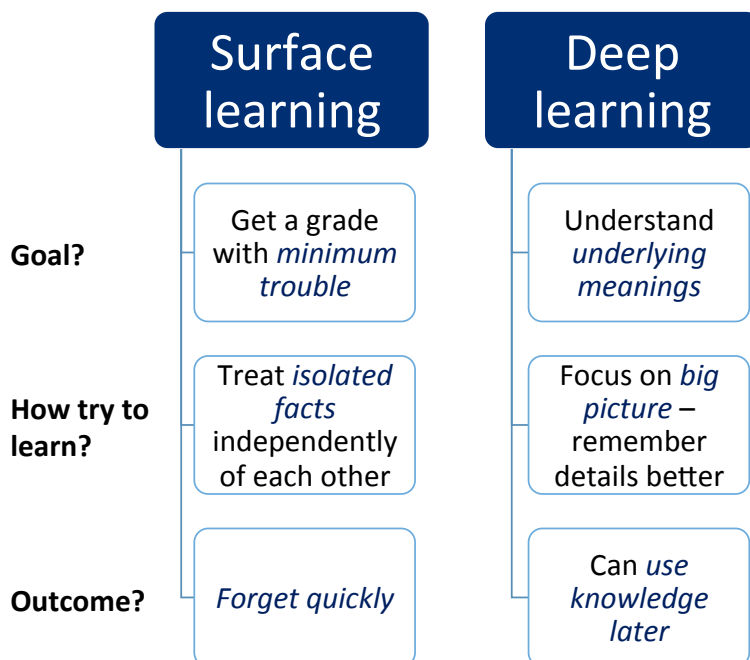
Three *learning orientations*

Biggs, J. (1999).
Entwistle, N. (1988).



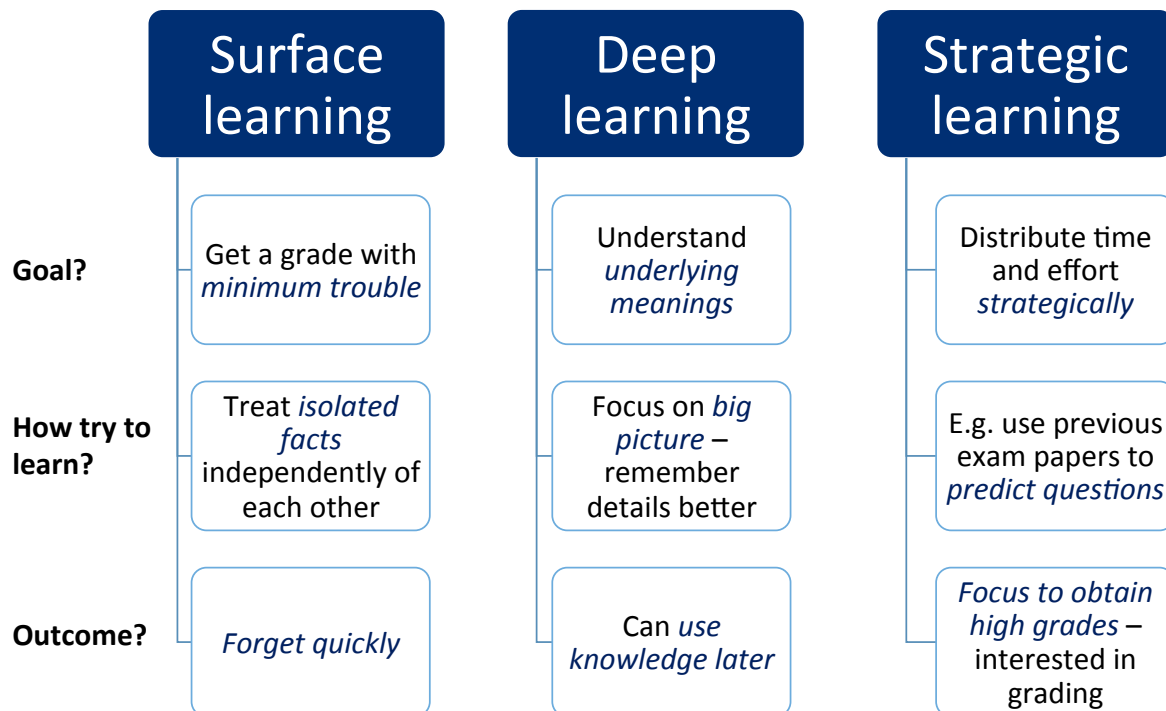
Three *learning orientations*

Biggs, J. (1999).
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Three *learning orientations*

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Learning orientation *matters*

Deep / strategic orientation linked to *commitment* and *performance*

(Eley, 1992; Diseth, 2003; Svedin 2016)

Surface orientation connected to *interrupting studies* (Svedin 2016)



Other factors that influence learning orientation

Student's *interest, feeling of relevance, and course level and content* (Entwistle & Ramsden, 1983)

Teaching style and teaching-learning environment
(Smith & Miller, 2005)



Team assignment 1 Activating previous knowledge

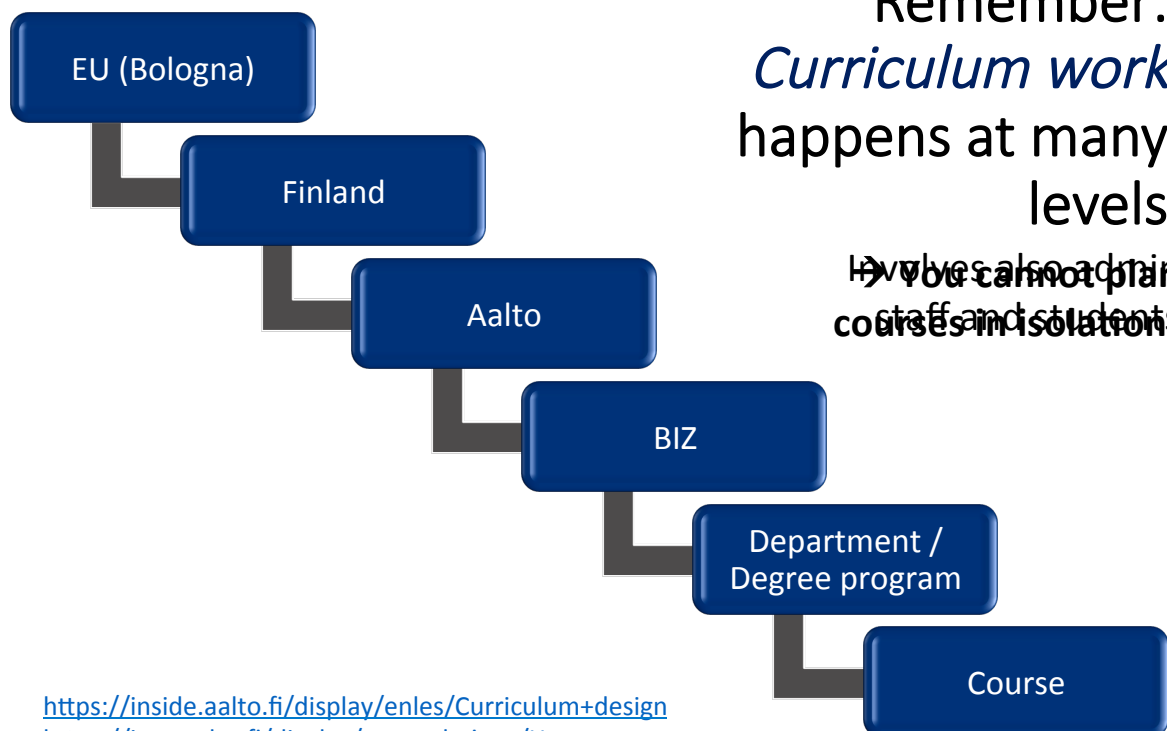
Lunch



*Teaching insights
from AEE*
Pekka Mattila



Practical tools for curriculum planning



<https://inside.aalto.fi/display/enles/Curriculum+design>
<https://into.aalto.fi/display/enregulations/Homepage>

Curriculum map *helps coordinate program content* – available in AOL-drive (Tuija Nikko)

Master's in Finance Curriculum Alignment Matrix: Program level learning objectives & courses				
Program level learning objectives By graduation, students will be able to	Understand the features of capital markets	Understand the models and theories of corporate financing and investment decisions	Analyse corporate risk factors quantitatively	Evaluate the value of e.g. derivative instruments using sophisticated evaluation tools
Mandatory courses /studies				
Derivatives and Risk Management	XX*		XX*	XX*
Capstone: Mergers and Acquisitions	XX*	XX*	X	
Master's thesis	XX*			
Master's thesis seminar				
Elective courses				
Advanced Corporate Finance		XX*	X	
Advanced Econometrics for Finance		X	X	
Advanced Investment Theory	XX*			XX*
Behavioral Finance and Decision Making				
Case analysis			X	
Fixed Income	XX*		X	XX*
International Financial Management	XX*	X	X	
Marketing Financial Services	XX*			
Portfolio Management	XX*		X	
Project Work				
Venture Capital		XX*		

XX = This learning objective is a central element of the course; X = The course supports this learning objective; * = Assessment evidence on achievement of the objective

Sample course learning outcomes

BIZ peda intro (this course)

By the end of course, you will be able to

1. *recognize* that a variety of issues can impact learning
2. *identify* and *use* your strengths as a teacher
3. *understand* a teacher's role in students' learning processes
4. *understand* how educational leadership impacts teaching planning
5. *use* different methods (such as cases and ICT) in teaching to support learning

Same field, *different level*

Business Communication Skills **(BSc)**

By the end of the course, students are expected to be able to

1. *analyse* audiences and *define* objectives to create targeted business messages
2. *write* coherent, convincing, reader-friendly business documents
3. *craft* clear, focused and engaging business presentations
4. critically *assess* their own and others' business messages

Business Presentations (MSc)

By the end of the course, students are expected to be able to

1. *prepare* an effective presentation strategy
2. *plan* and *deliver* effective objective-driven relational, informational, promotional, and transformational business presentations
3. *design* memorable visuals
4. *apply* analytical tools to evaluate the effectiveness of presentations

Essential academic skills (PhD)

By the end of the course, you are expected to be able to

1. *develop* your self-management and reflective skills as an academic researcher
2. *understand* academic writing as creative and practical process
3. *plan* and *schedule* your dissertation work effectively
4. *present* your research convincingly in different contexts

Kiriakos 2016

Summary of curriculum work steps

Essential question	To be taken into account
What is being studied / taught?	Learning outcomes, content planning
Why precisely this?	Justifications for the course outcomes and content, core content analysis
How?	Methods of studying and teaching
In what time?	Duration, scope of the student work load
In what order?	Pacing, timing, structure
By what means?	Learning and teaching materials
Assessment of learning	Feedback on student work
Evaluation of teaching	In proportion with the outcomes

Core content analysis

Module, block or single course	Must know (80%)	Should know (15%)	Nice to know (5%)
Academic discipline			
Professional skills			

Karjalainen (edit.) 2006. Give me time to think.

Course design / Kurssisuunnittelu -course focuses more on today's topics

Next course (in Finnish) starts in April 2017.
Enrollment closes March 30.

For more information & link to the enrollment form
[https://inside.aalto.fi/pages/viewpage.action?
pagelId=37789649](https://inside.aalto.fi/pages/viewpage.action?pagelId=37789649)



Feedback on course syllabus



Task – feedback on syllabus

1. *In pairs* (15 min per course, i.e. 15+15 min)

- Look at your learning outcomes: *should they be reformed?*
- How could you *assess* the intended learning outcomes?
- Are the ILOs and assessment *in line?*

2. *Individually* as homework

Further analyze and reform your course's learning outcome descriptions, assessment, workload... - updated syllabus part of final assignment.

Team assignment 2
Learning from best
practices in online
courses



Pre-assignment 3
instructions



For next time (due 5.4.)

Pre-assignment 3

1. *Plan a 10-minute interactive teaching session* for the other students in the course.
2. *Choose freely what you want the other students to learn* as long as you focus on teaching it somehow interactively.
3. *Upload your plan to MyCourses by 12 noon on April 5.* Also, bring it to class if you need it to deliver the session.

Feedback from today

<http://presemo.aalto.fi/bizintro2>

References & further reading

- Biggs, J. (1999) Teaching for Quality Learning at University (pp. 165-203). Buckingham, UK: SRHE and Open University Press.
- Diseth, Å. (2003). Personality and approaches to learning as predictors of academic achievement. *European Journal of Personality*, 17(2), p. 143–155.
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- Entwistle, N., McCune, V., & Hounsell, J. (2002). Approaches to studying and perceptions of university teaching-learning environments: Concepts, measures and preliminary findings. ETL Project Occasional Report 1 .
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- Svedin, M. (2016). Do Excellent Engineers Approach Their Studies Strategically? A Quantitative Study Of Students' Approaches To Learning In Computer Science Education. Doctoral Thesis No. 26, 2016. KTH Royal Institute of Technology, School of Computer Science and Communication, dept. of Media Technology and Interaction Design. Stockholm, Sweden.