

A?

Aalto University

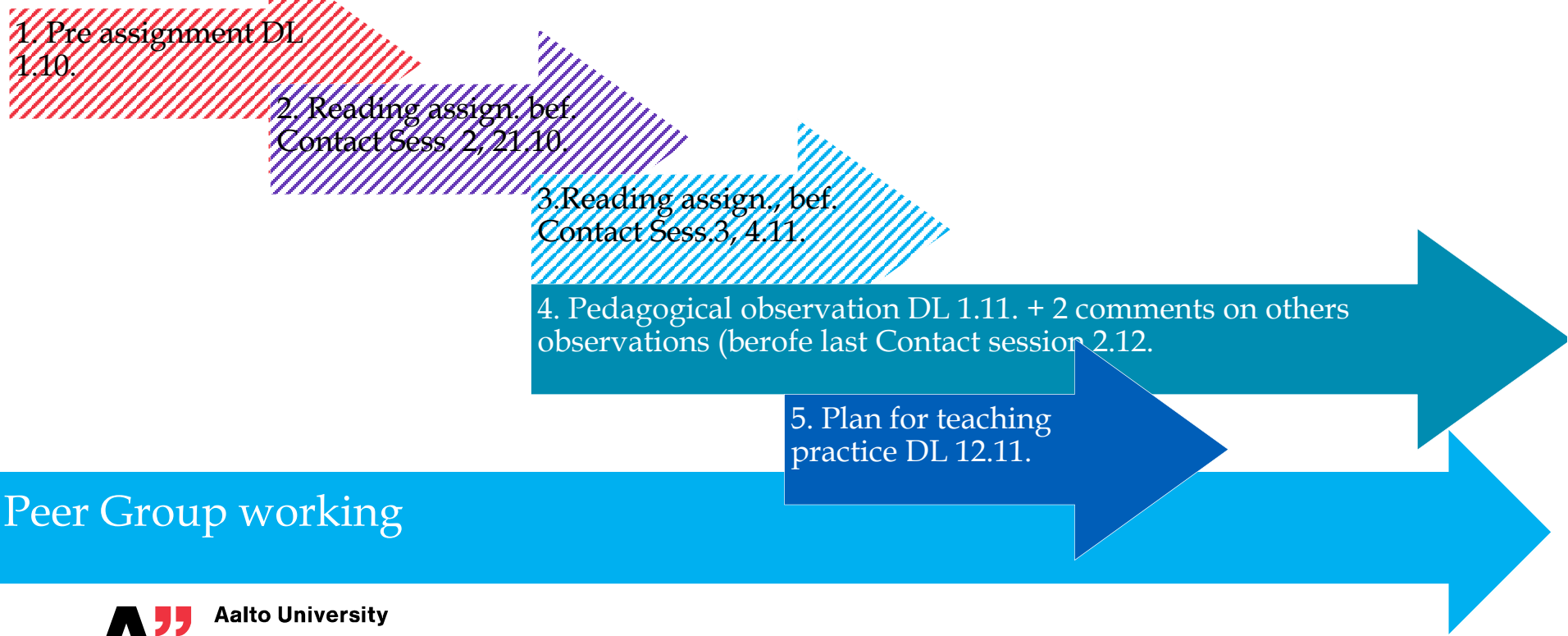
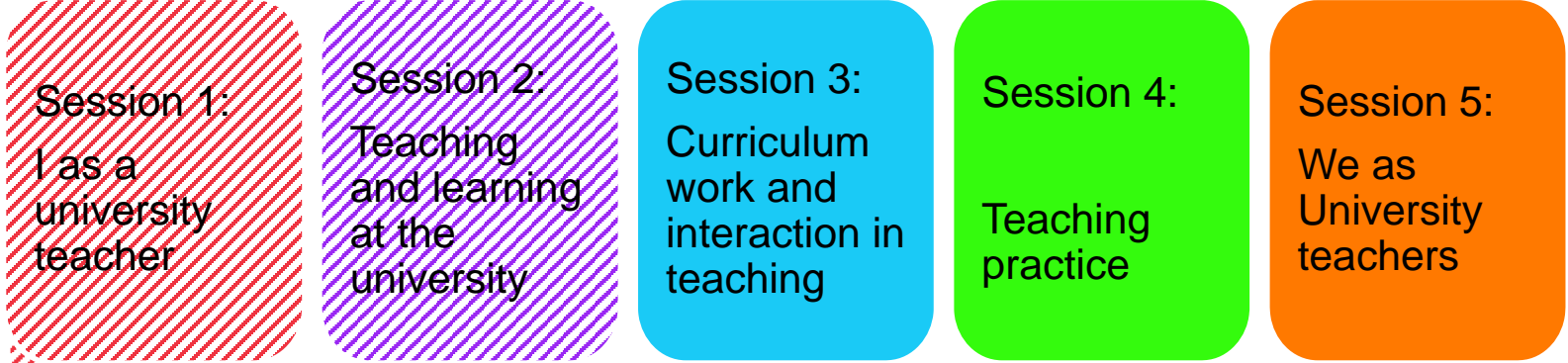
A! PEDTA INTRO (5 credits)

Day 3:

Interaction and curriculum work

*Aalto University Learning Services
University Pedagogical Training and Development
Miia Leppänen and Maija Lampinen
November 4, 2015*

A! Peda Intro timetable



Peer Group working

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 – 11.00 Interaction in teaching and learning
Marko Keskinen

11.00 – 12.00 Lunch

12.00 – 15.30 Curriculum work at the University

15.30 – 16.00 Closing the day

Feelings from last session?

3,86: what does it tell us?

What kinds of methods do you use to collect feedback during the course?

Previous session

1. Facts: What do you remember
2. Feelings: What were your feelings / reactions?
3. Focus: What was essential to you?
4. Action: What should you do (based on the previous)?

Method: 4 Q's

Facts: What do you remember

Focus: What was essential to you?



Feelings: What were your feelings / reactions?

Action: What should you do (based on the previous)?



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Activating teaching methods

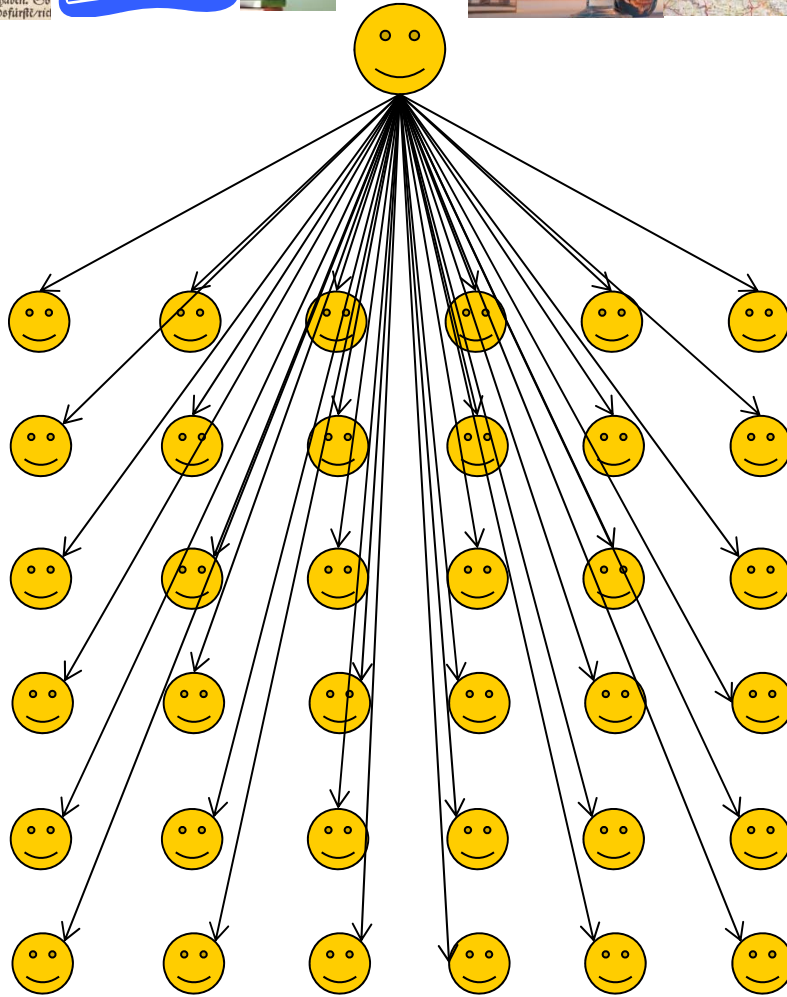
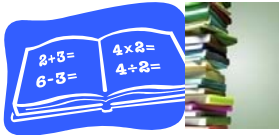
Interaction in teaching – why?

- The fundamental rationale is to improve students' learning
- Here interaction refers to the kinds of exchanges (communication) that are believed to extend thinking and enhance learning
- According to this view, learners develop understanding
 - In interactive & social situations
 - Helped by & in collaboration with others

Vygotsky 1972; Bruner 1986; Britton 1970; Wells 1986; Norman 1992; Barnes & Todd 1995; Mercer 1995 (in discourse: Gumperz 1982; Chafe 1982; Tannen 1989; Levinson 2006)

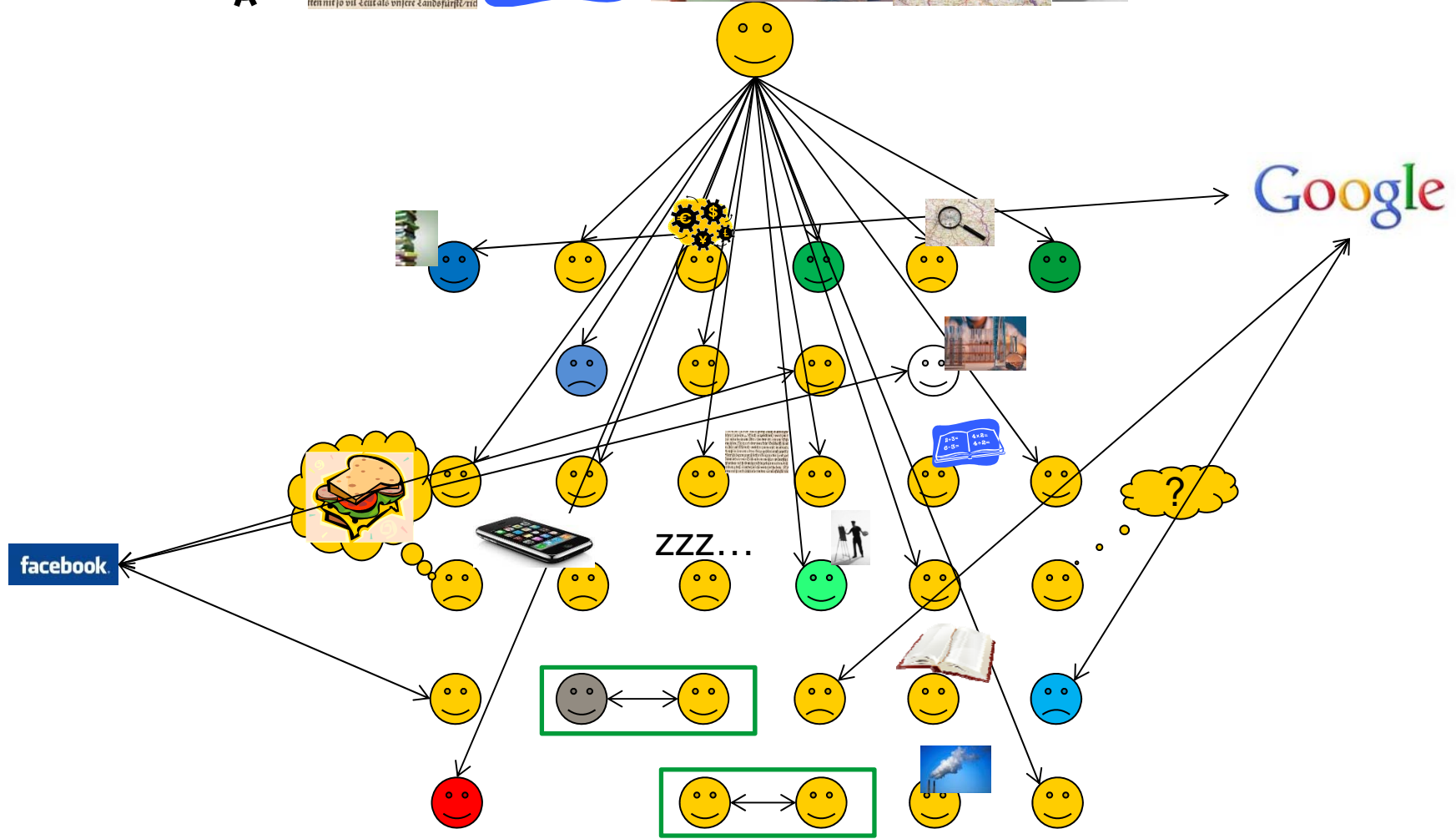
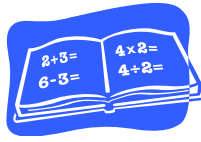


...wenn einer raubt, so wird er auch gestohlen
...wie ein Buch (als im 4. Buch verzeichnet) wird im 10.
...so mit als einem 20er / funder als einem 20er
...müssen. ...Verpeter aber war sein Verpeter / funder
...n 20er von 2000er, welcher zum 10er mal 10er
...Verpeter in seinem alter, frug gefürter und gefürter
...Der folgten 10er, solchen frug in die hand geb
...Kunden von 10er, in massen in der hand geb
...handen mit hab und 10er hingelagert werden, die
...erbung der 10er, in der hand geb haben. ...
...ten mit 10er, in der hand geb haben.

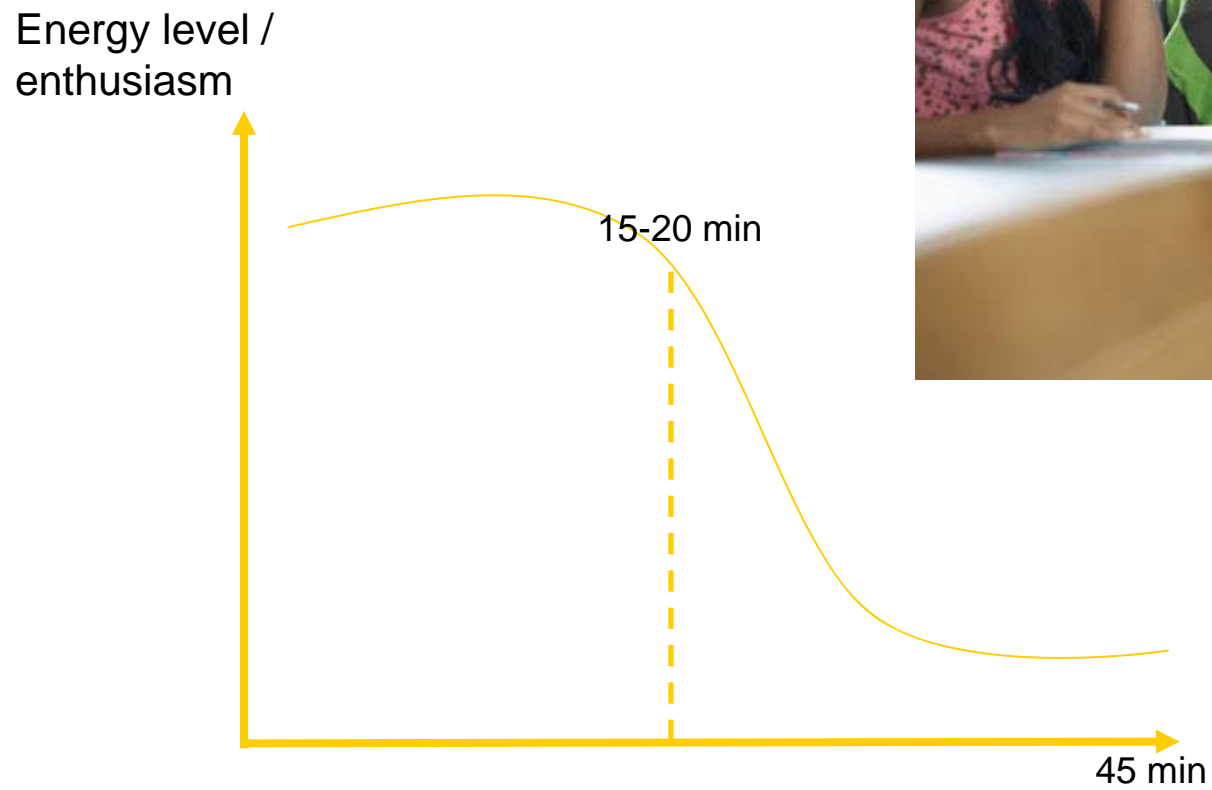




zwischen seiner Kasse und dem...
lichter (als im 1. Buch verzeichnet) ward im 2.
so mit als einem Abt / sonder als einem Stift
emäßen. Vorper aber war kein Bischoff, sond
n Abt ein Wönch, welcher zum erst mal wider
kriegt in seinem alten Krieg gefallt vomb genickel
Der selbigen Zeit solchen Krieg in die hend ge
Nimden von Coliane in massen widerfent
handen mit hab mögen hingelaget werden, bis
erbung des Lands zuletzt verachtet haben. Co
ten mit so viel Zeit als vnser Landesherr zu

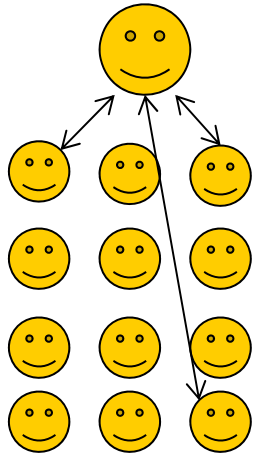


The rhythm of teaching vs. energy level

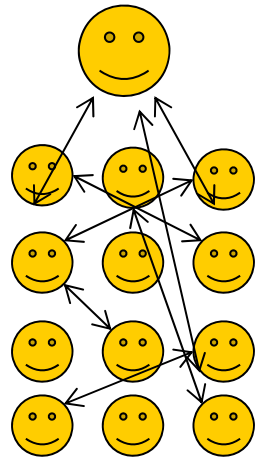


E.g., Johnson, A. & Proctor, R. W. 2004. Attention, theory and practise

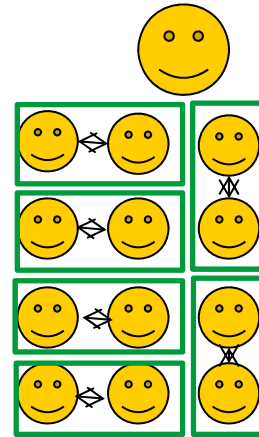
Between teacher and individual students



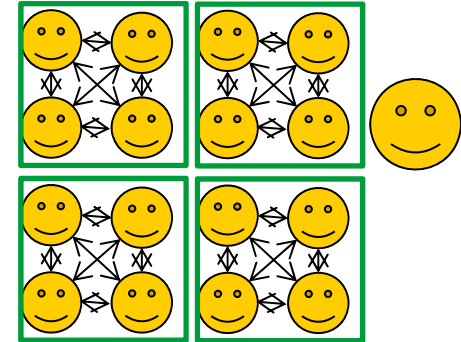
Teacher-led group discussion



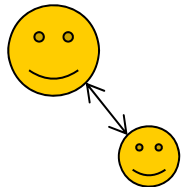
Between two students; teacher observing



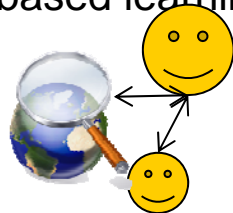
Small group discussion; teacher observing



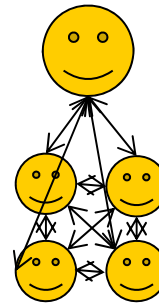
Personal guidance



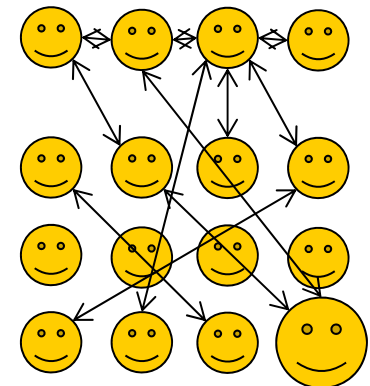
Supervised interaction with the environment (work-based learning)



Small group guidance



Student (group) -led interaction



Interaction to support learning



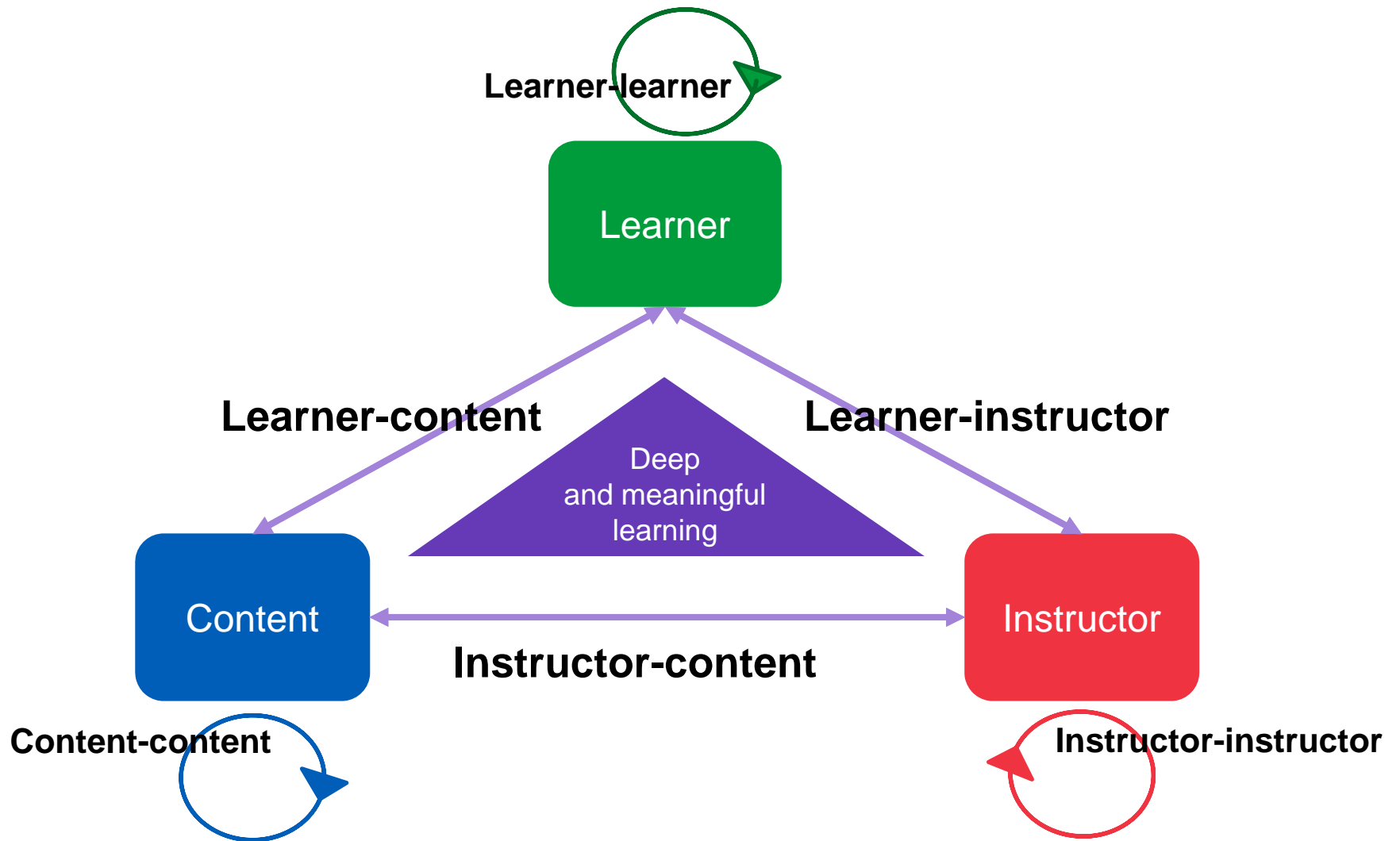
**Constructive discussion of
conflicting points of view**

**Deep processing of
the objected subjects**

Fair / equal participation

Positive and safe atmosphere

Interaction





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Think about your typical contact teaching situation or entire course:

What interactive elements are presented:

learner-learner, learner-content, learner-instructor, instructor-content, content-content, instructor-instructor..?

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...?**

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

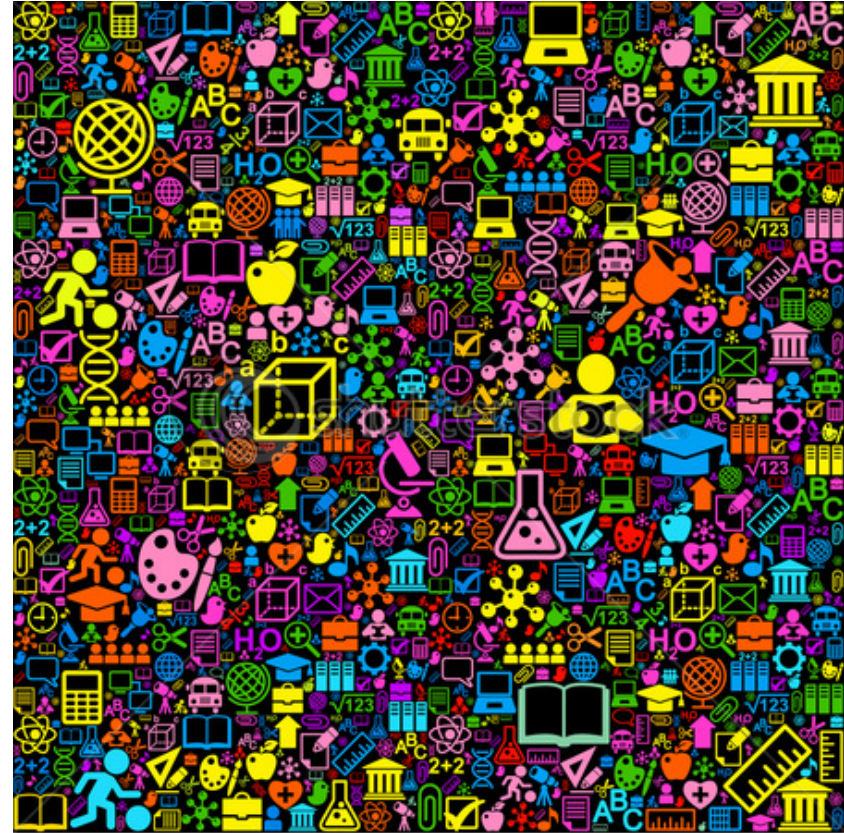
Personal Study Plan

Steps of the curriculum work

Essential question	To be taken into account
What will be studied / taught?	Intended Learning outcomes, Content planning
Why precisely this?	Justifications for the course outcomes and contents, 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

Elements of the curriculum work, the planning process

- Creating learning outcomes
- Planning content
- Planning teaching methods
- Planning assessment
- Work load
- Selection of learning material
- Timing - schedule planning
- Target group
- Persons (teachers) in charge
- Teacher's workload
- Connection between the courses,
teachers' cooperation
- Learning environment (social, physical..)

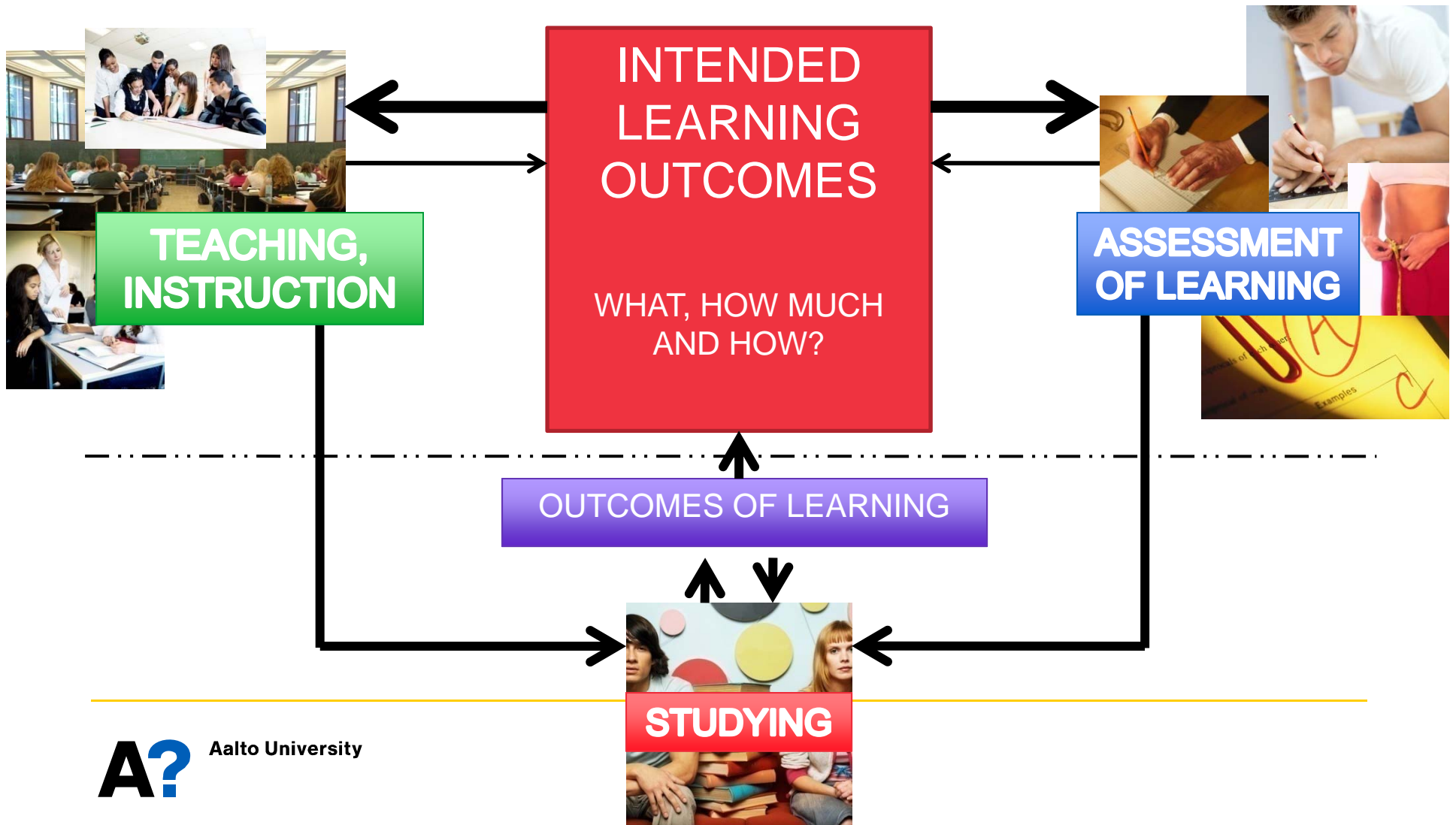


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Constructive alignment in teaching

Constructive alignment in curriculum

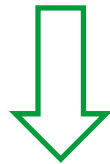
Edited, based on Biggs 2003



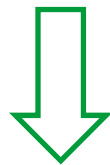
Constructive alignment (CA) (J. Biggs)

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

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 or competence	Observate and analyze own teaching	Working in a multidisciplinary teacher group	

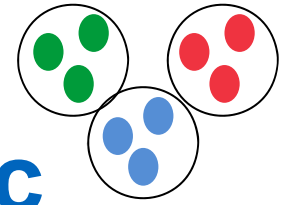
Group work: curriculum work

Puzzle method

Phases:

1. Working in 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 groups divided by topic



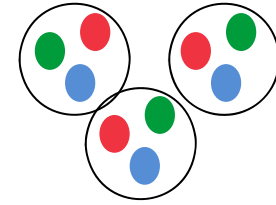
Groups are working on the topic given in the previous session.

- 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 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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Feedback and for the next session

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Information for contact session 4

- Teaching practice 17th November
- 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 (4-5 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 November 12. Instructions can be found on MyCourses.
2. Second part of pedagogical observation
 - Comment on TWO discussion texts on MyCourses written by someone else in the group
 - You can alternatively post one new topic (as in part 1) if you prefer so
 - DEADLINE: December 2.

Thank you!