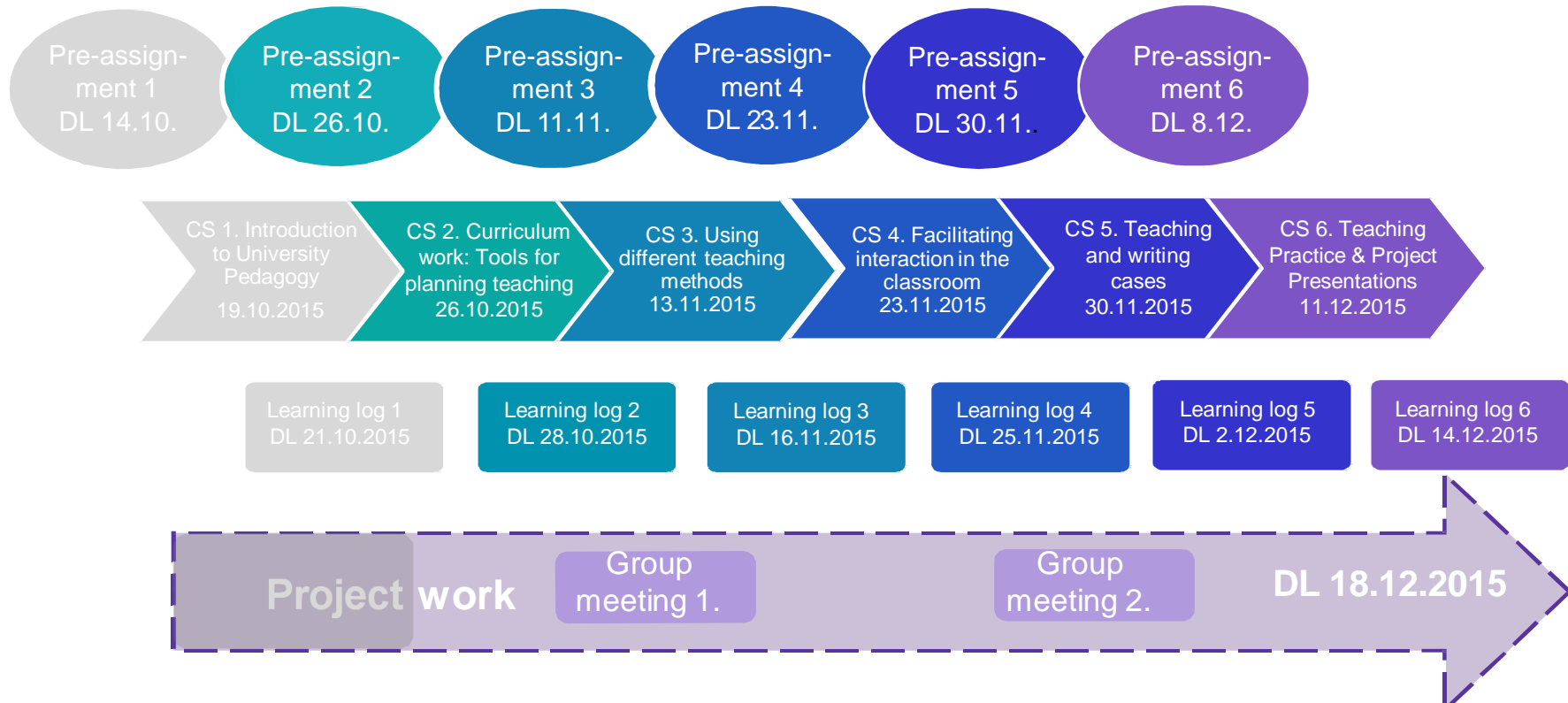# A?

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Pedagogical Training for Business School Faculty

CS2: Curriculum work

Pedagogical Training (6 ECTS)
Aalto University Learning Services
Marja Elonheimo (MA) & Christa Uusi-Rauva (DSc)
October 26, 2015

Course Timeline and Functions

Pre-assignment 1
DL 14.10.

Pre-assignment 2
DL 26.10.

Pre-assignment 3
DL 11.11.

Pre-assignment 4
DL 23.11.

Pre-assignment 5
DL 30.11..

Pre-assignment 6
DL 8.12.

CS 1. Introduction to University Pedagogy
19.10.2015

CS 2. Curriculum work: Tools for planning teaching
26.10.2015

CS 3. Using different teaching methods
13.11.2015

CS 4. Facilitating interaction in the classroom
23.11.2015

CS 5. Teaching and writing cases
30.11.2015

CS 6. Teaching Practice & Project Presentations
11.12.2015

Learning log 1
DL 21.10.2015

Learning log 2
DL 28.10.2015

Learning log 3
DL 16.11.2015

Learning log 4
DL 25.11.2015

Learning log 5
DL 2.12.2015

Learning log 6
DL 14.12.2015

Project work

Group meeting 1.

Group meeting 2.

DL 18.12.2015

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Timetable and content

Morning session

From last session

Curriculum work
- *constructive alignment*
- *learning outcomes*

Lunch

Afternoon session

Developing a degree programme - Markku Kaustia

Core content divider

For next time

From the logs 1/2

"Class and small group discussions increased the entertainment value of the session. This was important for me to keep focused, especially as this course is running a whole day."

"Pedagogy is not a difficult science, it's a lot of small things that a teacher can keep in mind and learn to do (better)."

"A motivational section about… what the direct benefits of taking the course are, would also have been helpful."

"At this stage I'm still quite confused about the versatility of the qualities that an excellent teacher should have."

"I didn't get big ideas during the day though, which worries me a bit."

"Recognizing that we face similar challenges, and hearing how each person has learned to address them in their own teaching was very useful."

Notes: Logs are expected to be essay-type writings, eg. no bullet points or lists but full sentences & continuation.

From the logs 2/2

"The insight into existing teaching practices and evaluation was also quite enlightening and interesting."

"It is great to have a lot of verbal communication on topics but at times it would be great to document group wide discussions also into written form."

"The main thing that I found tough with the session was its length."

"Teaching to large audiences: I had been thinking of activating the students using some discussion."

"I will definitely use group works in the near future in my course."

"One thing that would be nice to do is to discuss somewhat more practical issues that arise in class situations, and maybe we could share those tricks and tools."

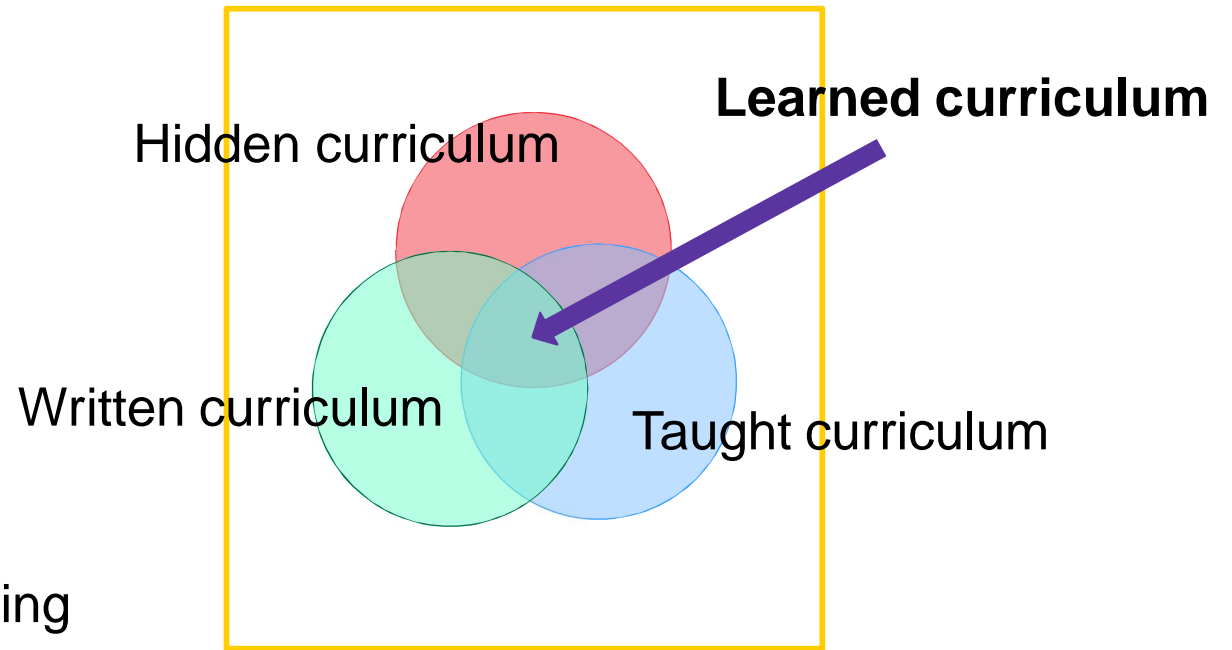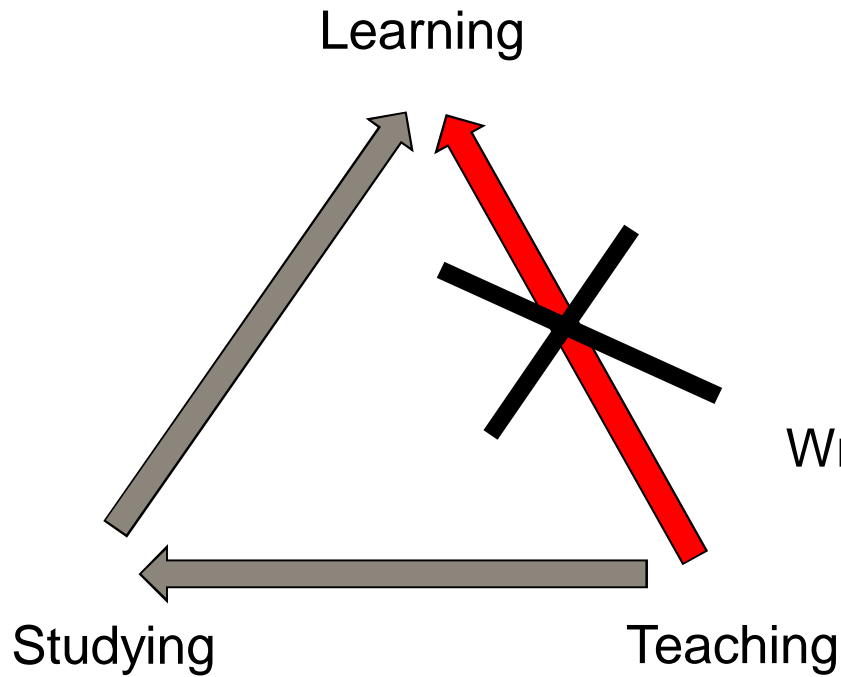*"I want to continue getting more fresh ideas on teaching and learning. I will keep my eyes open."*

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Learning outcomes for the session

After this session, participants will be able to

- Understand why we need to plan courses (=curriculum work)
- Identify what effective learning means
- Recognize how constructive alignment influences planning
- Create learning outcomes
- Formulate a core content analysis for a course

Why do we need to plan courses?

Different aspects of curriculum work

Learning

Studying   Teaching

Hidden curriculum

Learned curriculum

Written curriculum   Taught curriculum

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What are three important conditions for effective learning in your opinion?

Learners remember 5% of lectures

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Learners remember 90% of what they teach others

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Active learning = effective learning

Students are actively engaged

- They must **talk** about what they are **learning**

- **Write** about it

- **Relate** it to past

- **Apply** it for something

(Source: Guidelines on Learning that Inform Teaching at MIT)

	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher	LEVEL 3
FOCUS	What the STUDENT is?	What the teacher does?	What the student does?
TEACHER'S ROLE	Expert of the content	Expert of the content	Expert of the content Learning facilitator
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered	Transmitting information Teaching is carefully planned Various teaching methods More management than faciltating learning Teacher-centered	Support learning Clear learning outcomes Teaching and learning activities Student-centered
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen and give answers Pass the exam Give feedback Memorize and understand	Active approach to study Responsible for own learning Understand – deep approach to learning

These **are not** personal traits - learning environment affects them

Common misconception: memorization indicates **a surface approach.**

Surface learning

- Get task done with minimum trouble
- Treat isolated facts independently of each other
- Forget quickly

Deep learning

- Concentrate on underlying meanings
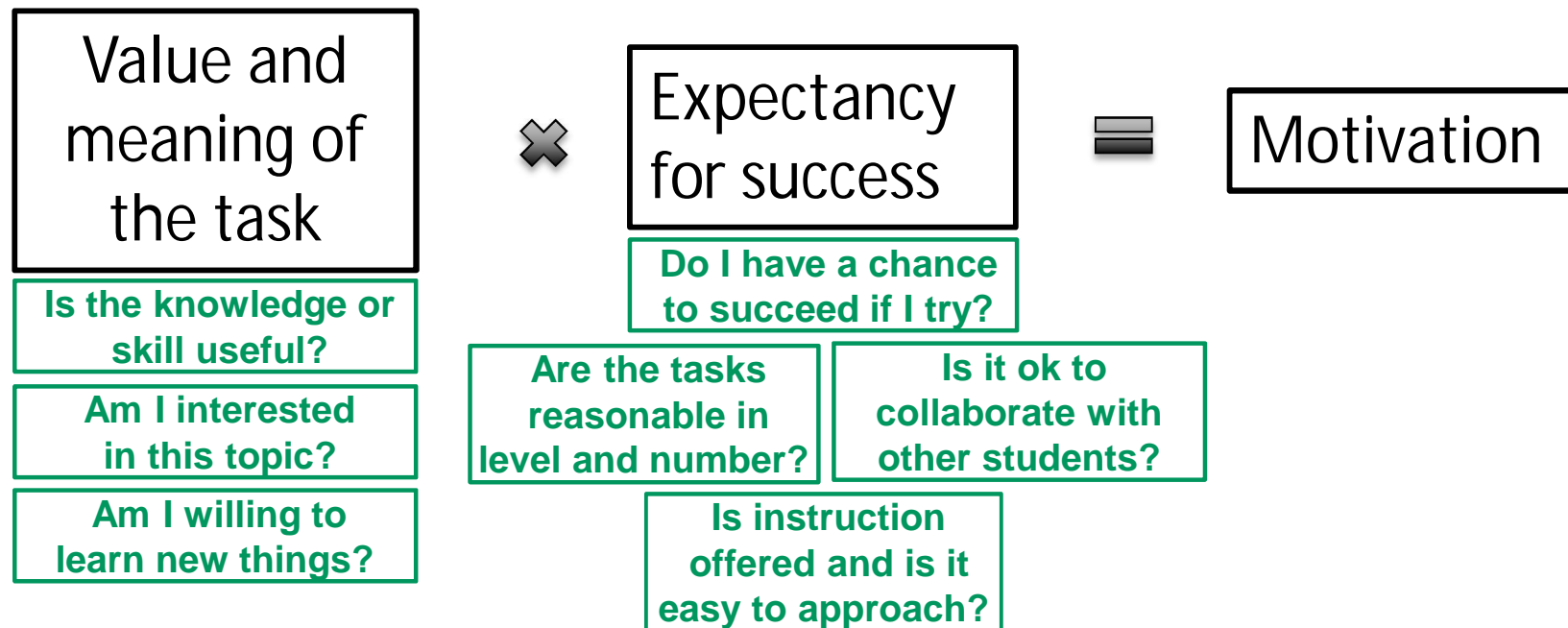- Focus on big picture – remember details better
- Can use knowledge later

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Strategic learning approach

Students taking strategic approach:

- Intend to obtain high grades

- Organize their time and distribute their effort to the greatest effect

- Ensure that the conditions and materials for studying are appropriate

- Use previous exam papers to predict questions

- Are alert to cues about marking schemes (assessing methods and criteria)

Expectancy-value –theory of motivation

| Value and meaning of the task | ✖ | Expectancy for success | = | Motivation |

Value and meaning of the task

- Is the knowledge or skill useful?
- Am I interested in this topic?
- Am I willing to learn new things?

Expectancy for success

- Do I have a chance to succeed if I try?
- Are the tasks reasonable in level and number?
- Is it ok to collaborate with other students?
- Is instruction offered and is it easy to approach?

(expectancy–value theory)
(Eccles & Wigfield, 2002)

Curriculum work with constructive alignment – what is it all about?

Elements of the curriculum work, the planning process

1. Creating learning outcomes

2. Planning content

3. Planning assessment

4. Planning teaching methods

5. Workload

Planning is iterative
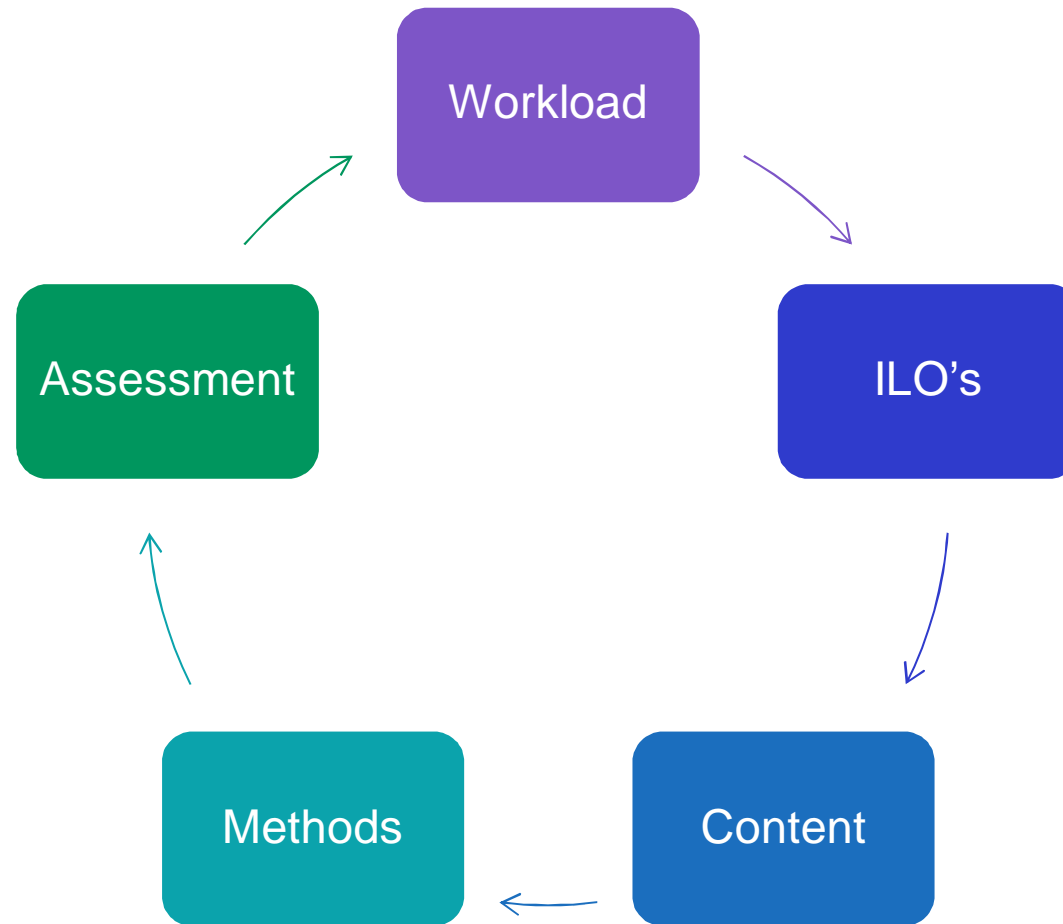
Constructive alignment (CA) (J. Biggs)
Major steps:

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

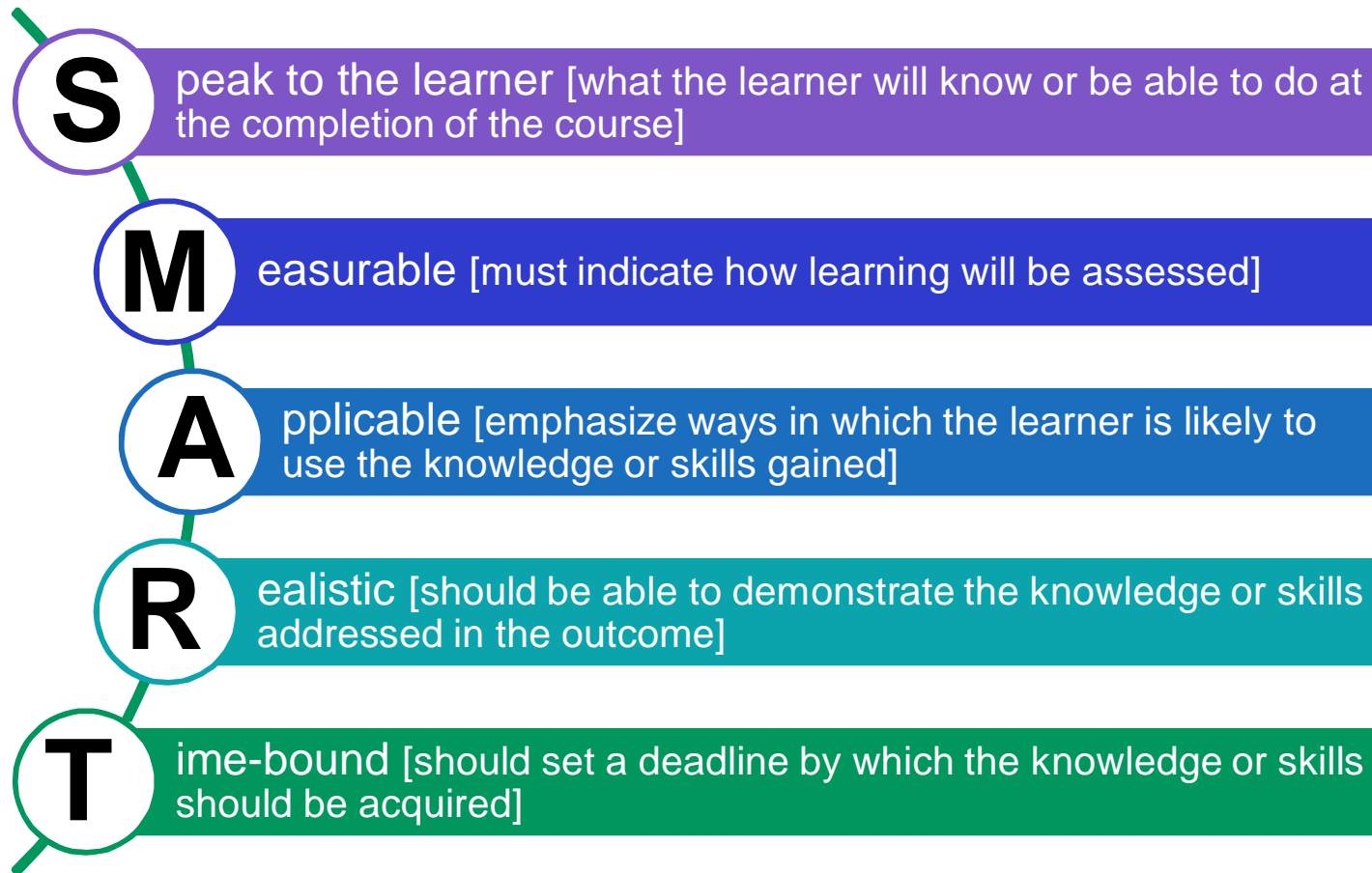# Constructive alignment in planning how to teach Revised from Biggs 2003

LEARNING OBJECTIVES

WHAT, HOW MUCH AND HOW WELL

TEACHING, GUIDING

ASSESSMENT

LEARNING RESULTS

STUDYING
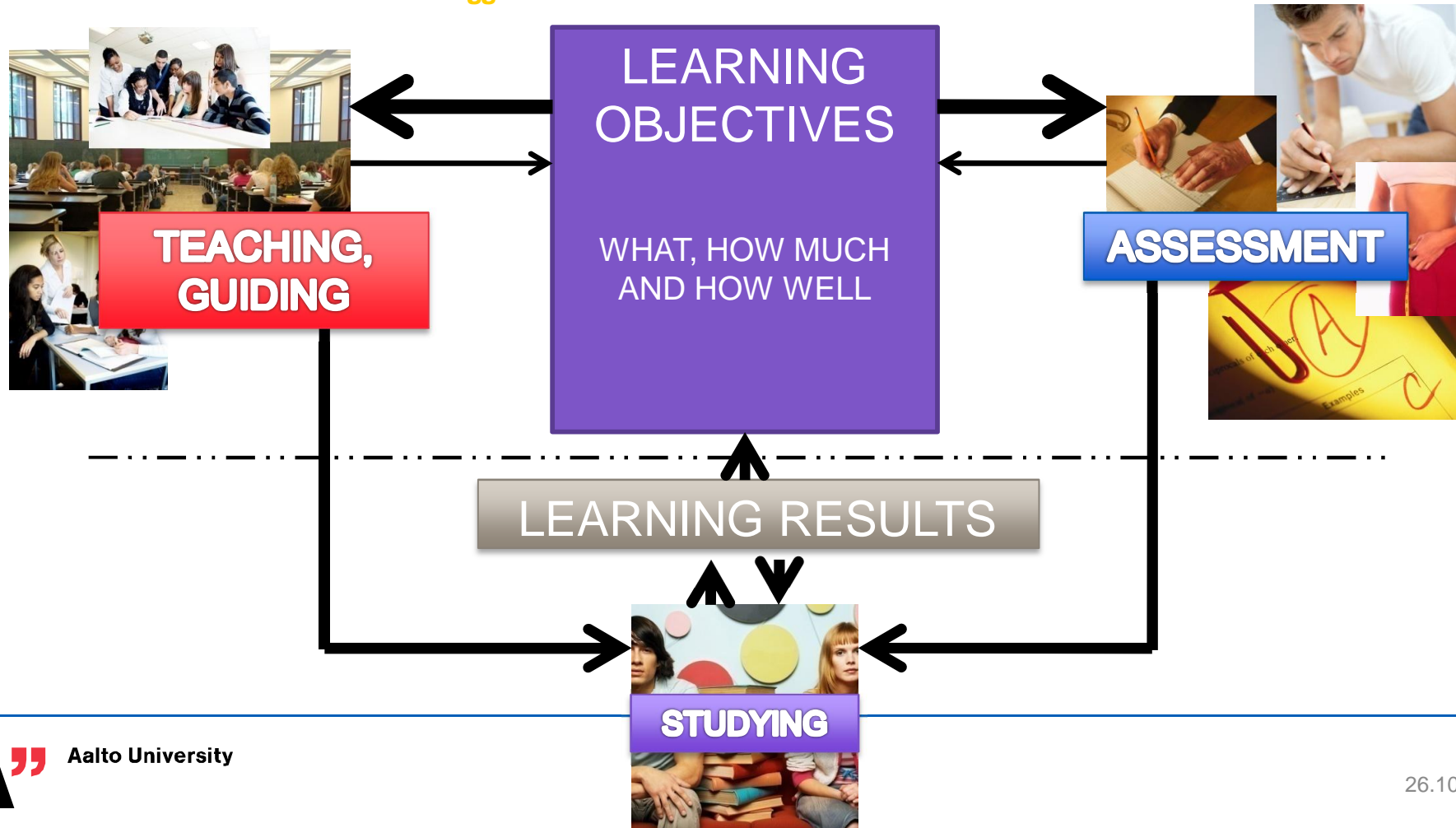
Summary of curriculum work steps

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

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Learning Outcomes

Definition of goals, objectives, learning outcomes – what is the difference?
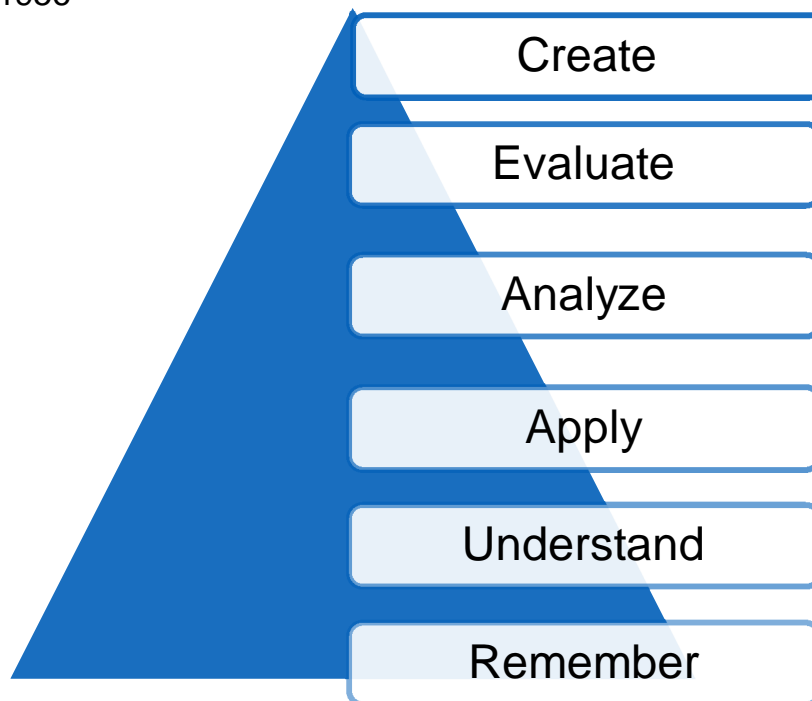
1. **Goal** – broad definition of student competence.

2. **Objective** – describes what a faculty member will cover in a course.

3. **Learning Outcome** – details what a student must be able to do after course.

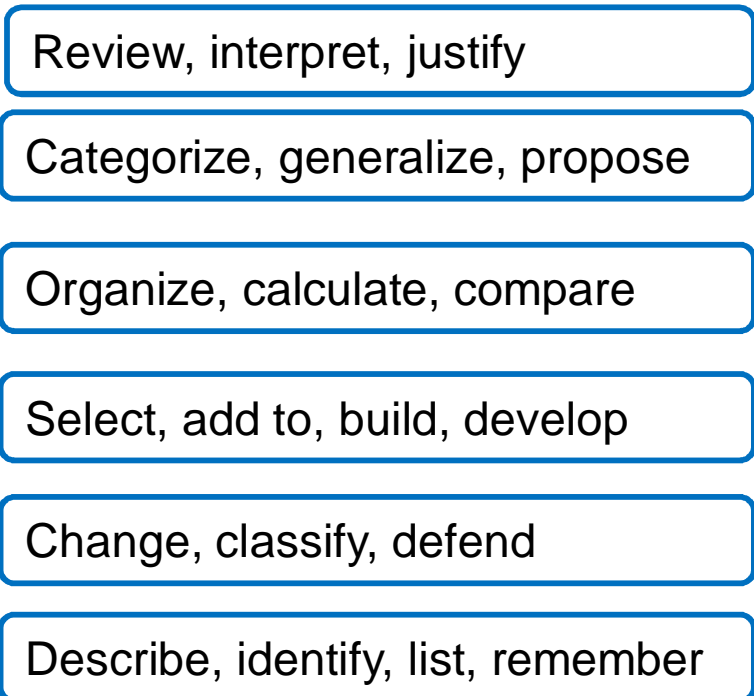(source:http://wac.sfsu.edu/sites/default/files/student_learning_outcomes.pdf)

Learning outcomes should be SMART

S peak to the learner [what the learner will know or be able to do at the completion of the course]

M easurable [must indicate how learning will be assessed]

A pplicable [emphasize ways in which the learner is likely to use the knowledge or skills gained]

R ealistic [should be able to demonstrate the knowledge or skills addressed in the outcome]

T ime-bound [should set a deadline by which the knowledge or skills should be acquired]

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Levels of knowledge

Taxonomy by Benjamin Bloom from 1990,
original 1956

"Operationalized" verbs for
creating learning outcomes

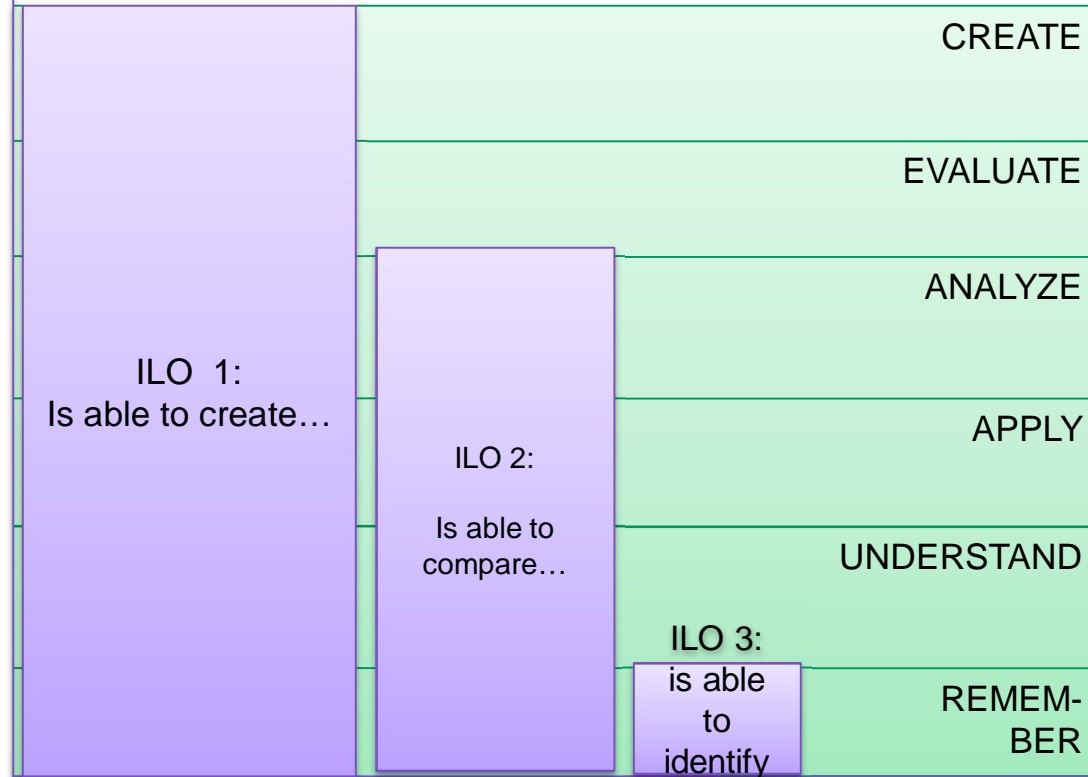| Level	Verbs
Create	Review, interpret, justify
Evaluate	Categorize, generalize, propose
Analyze	Organize, calculate, compare
Apply	Select, add to, build, develop
Understand	Change, classify, defend
Remember	Describe, identify, list, remember

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Learning outcomes

Learning outcomes

DEPTH OF LEARNING

Deep approach

CREATE

EVALUATE

ANALYZE

APPLY

UNDERSTAND

Surface approach

ILO 1: Is able to carry out…

ILO 2: Is able to interpret…

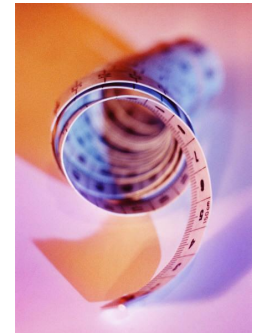ILO 3: is able to identify…

REMEM-BER
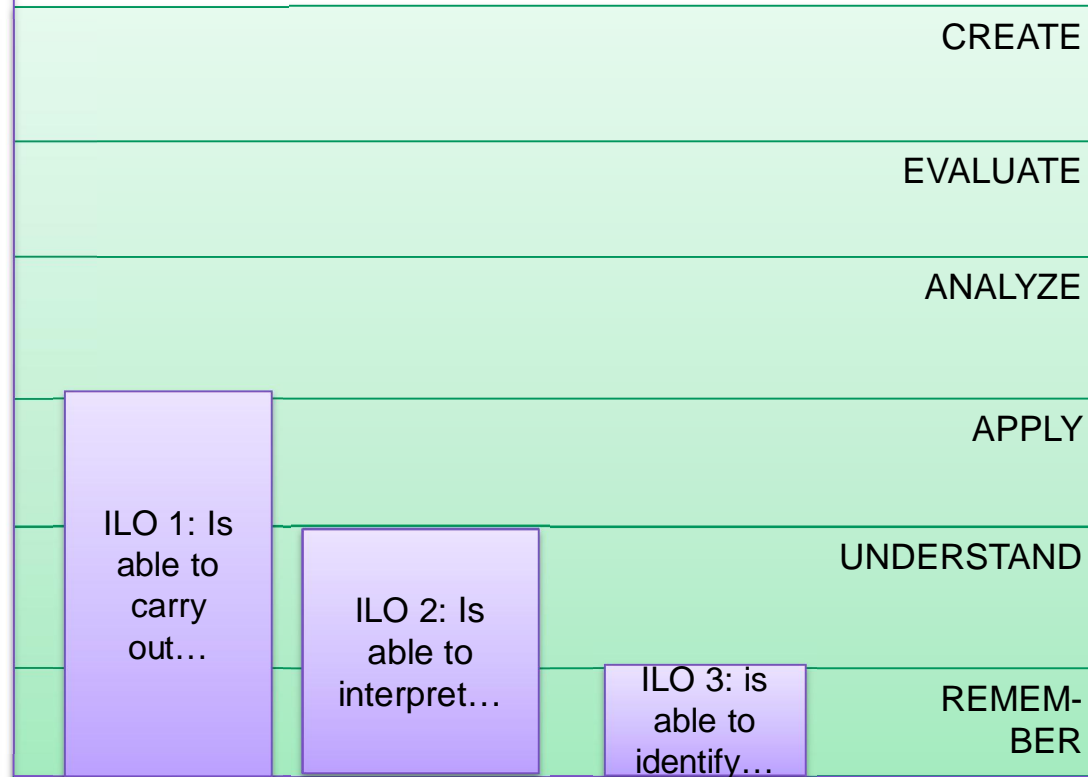
TIME SPENT ON CONTENT

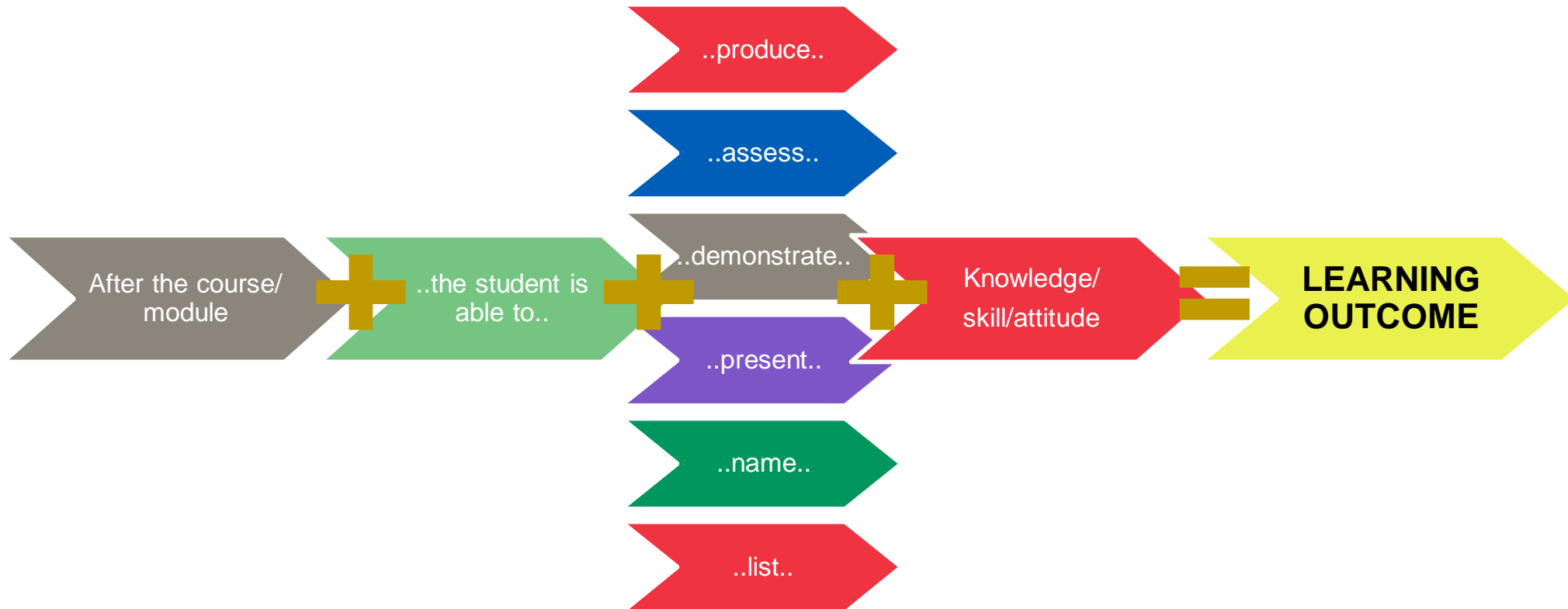# Learning outcomes – set at minimum, average or some other level?

Minimum level – students know how to pass?

Average performance – students know how to get 3?

Can also be set for all grade levels separately

Creation of learning outcomes

..produce..

..assess..

..demonstrate..

..present..

..name..

..list..

After the course/ module + ..the student is able to.. + Knowledge/ skill/attitude = **LEARNING OUTCOME**

APPLYING KNOWLEDGE:
Constructive alignment

1. **In groups**
   - Look at your learning outcomes: should they be reformed?
   - Discuss methods that help you to reach your learning outcomes?
   - How could you evaluate intended learning outcomes?

2. **Review, analyze and reform the learning outcome descriptions in your own course.**

Example 1. This course

After the course, the participant is able to:

• Recognize that a variety of issues can impact learning
• Identify and use his/her strengths as a teacher
• Understand a teacher's role in students' learning processes
• Understand how educational leadership impacts teaching planning
• Use different methods (such as case and ICT) in teaching to support student learning

Example 2. 90L55609 Essential academic skills

After completing the course, students will be able to

- develop their self-management and reflective skills as academic researchers

- identify their own strengths and challenges as doctoral students

- plan and schedule their own dissertation work and writing effectively, and

- present their research coherently and convincingly in different contexts

- become more productive and find the joy in academic work

Example 3. Capstone course / 4 programs

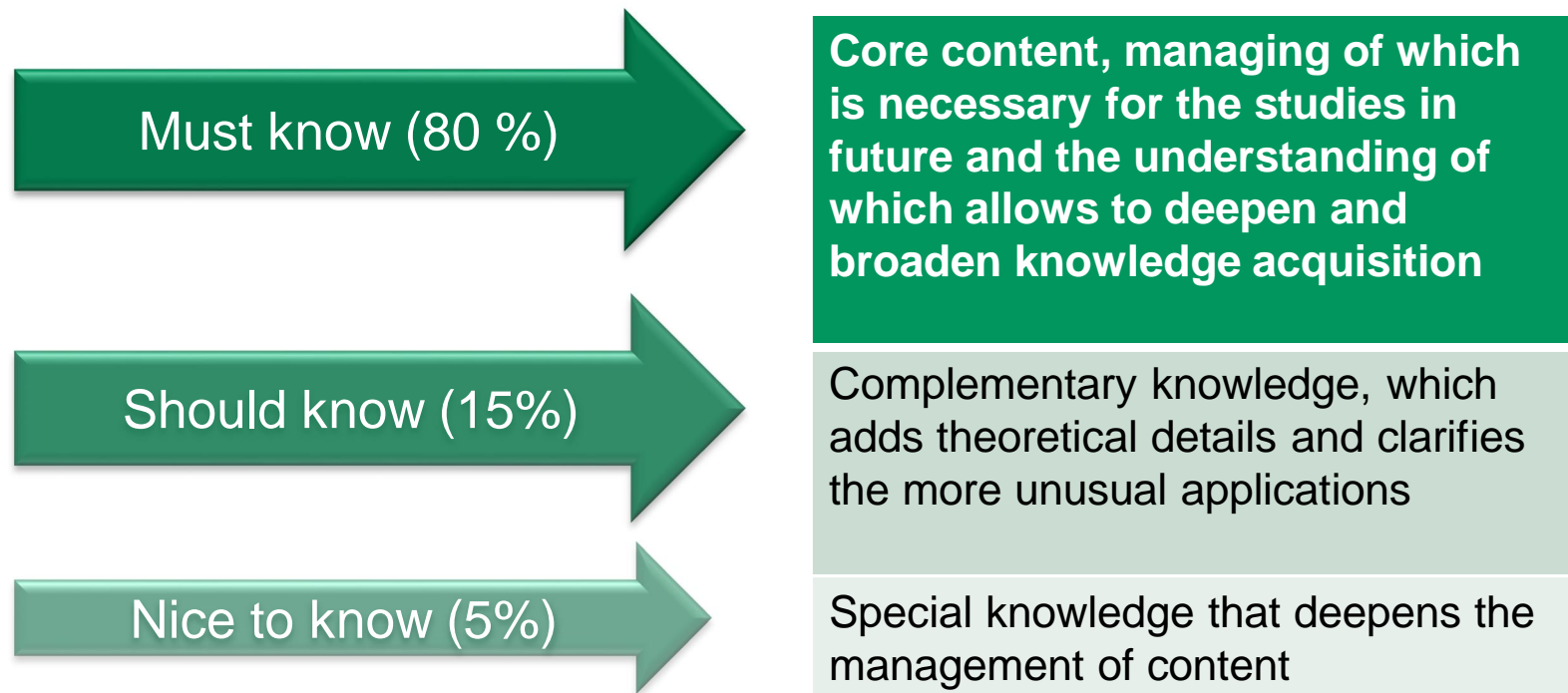After completing the course, students will be able to

- identify, analyze and solve real-life business problems from a multi-disciplinary viewpoint

- apply the knowledge and skills gained during their studies to real-life business tasks and challenges

- manage complex projects and work in diverse teams

- present a case report both orally and in writing

- critically reflect on their learning process and outcomes

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Lunch

Defining core content for a course

Core content analysis

Must know (80 %) → **Core content, managing of which is necessary for the studies in future and the understanding of which allows to deepen and broaden knowledge acquisition**

Should know (15%) → Complementary knowledge, which adds theoretical details and clarifies the more unusual applications

Nice to know (5%) → Special knowledge that deepens the management of content

Core content divider (CCD)

Table 2. Core content divider (CCD).

MODULE, BLOCK OR A SINGLE COURSE OF A STUDY	CORE 1 (C1) Essential knowledge. Underlying principles and knowledge structures. The deep learning (mastery) of this content is necessity for further studying.(Must know)	CORE 2 (C2) Supplementary knowledge. The more detailed information, which is useful but not compulsory. (Should know)	CORE 3 (C3) Specialised knowledge. The most specific details of the case/subject matter. (Nice to know)
Academic discipline			
Professional skills			

APPLYING KNOWLEDGE:
Core Content

Analyse the core content of your course by using Core Content Divider

Sharing and making sure the understanding

1. Main points from today
2. What was difficult to understand? Unclear?
3. Examples you will use: could this benefit others?

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Wrap-up – main points

- 90% learn from what teach others – try to get students to teach others
- Questions that can use in course planning
- Hidden agenda
- Learning outcomes – good to think about these, not just course description
- Concept of priming students – making sure that you are on the same level
- We can do a lot of things to get our points up, works both ways (partnership-relationship with students)

Wrap-up / difficult or unclear

- Three circles (different curriculum) – unclear, ambiguous
- KAAK + how things are done at Aalto good to keep in discussions. Important for people to understand the cycle of planning
- Understanding the governance structures + How to get around challenging bureaucracy – sharing best practices
- Consensus vs. disagreement, how much leeway in planning at departmental and course level

Wrap-up / good examples

- Great to see how far finance has gone in 15 years – need to set long-term goals and work towards them

For next time

1. **Deadline for the learning log 2 is 28.10.2015**

2. **Pre-assignment 3:**

   a) Observe your own field of study – see instructions in MyCourses

   b) Read one of the four articles in MyCourses – groups and info on next slide

3. **Bring the same course syllabus to the session as we continue working with methods and assessment**

Reading assignment 1/2

Each group reads one article. You will all teach your topic to a small group.

Topic 1: Inductive Teaching and Learning (Sadaat, Peter, Laura E., Marja)

Prince, M. & Felder, R. The many faces of inductive teaching and learning. Journal of Colloge Science Teaching. Vol. 36, No. 5, March/April 2007.

Topic 2: Students' workload (Alexei, Tomi, Laura S., Ines)

Karjalainen, A., Alha, K. ja Jutila, S. (2006) Give me time to think. (pp.9-39)

About workload and learning - credits and calculation:

http://www.oulu.fi/w5w/tyokalut/GET2.pdf

Reading assignment 2/2

Topic 3: Applying an inductive method (David, Henry, Anne, Myrto)

Ktoridou, D. Applying an inductive method to a new, multidisciplinary, Management of innovation & technology course: Evidence from the University of Nicosia.

Topic 4. Assessment (Anton, Mikko, Katariina, Fernando)

Brown, S. & Race, P. (2013) Using effective assessment to promote learning, in Hunt, L. & Chalmers, D. (ed.) University teaching in focus. A learning-centred approach.

Feedback from today:

Write 3 descriptive adjectives