



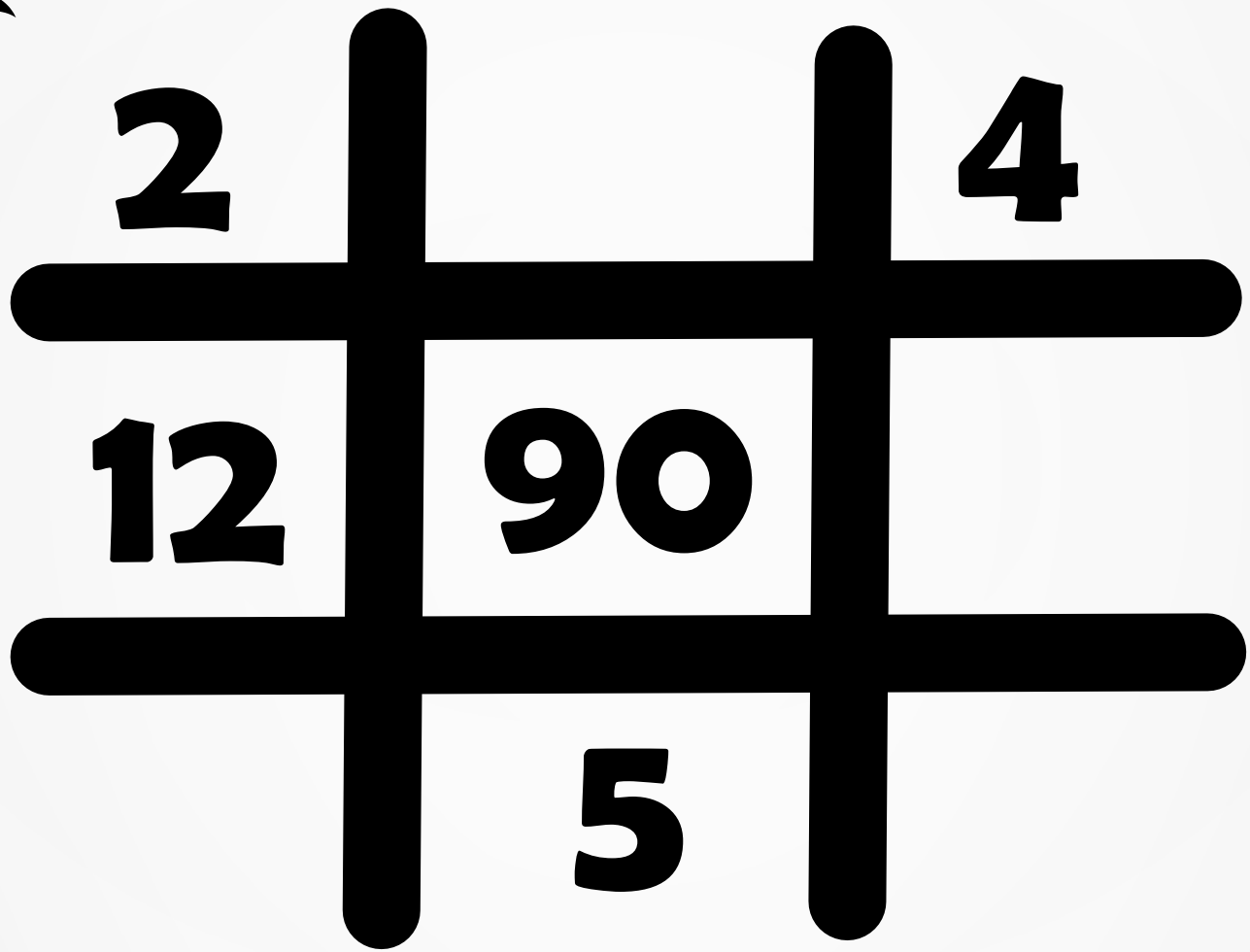
ABC EXPERIENCES FROM ECGS MSC PROGRAMME

Riina Koivuranta
Environmental Change and Global Sustainability
University of Helsinki



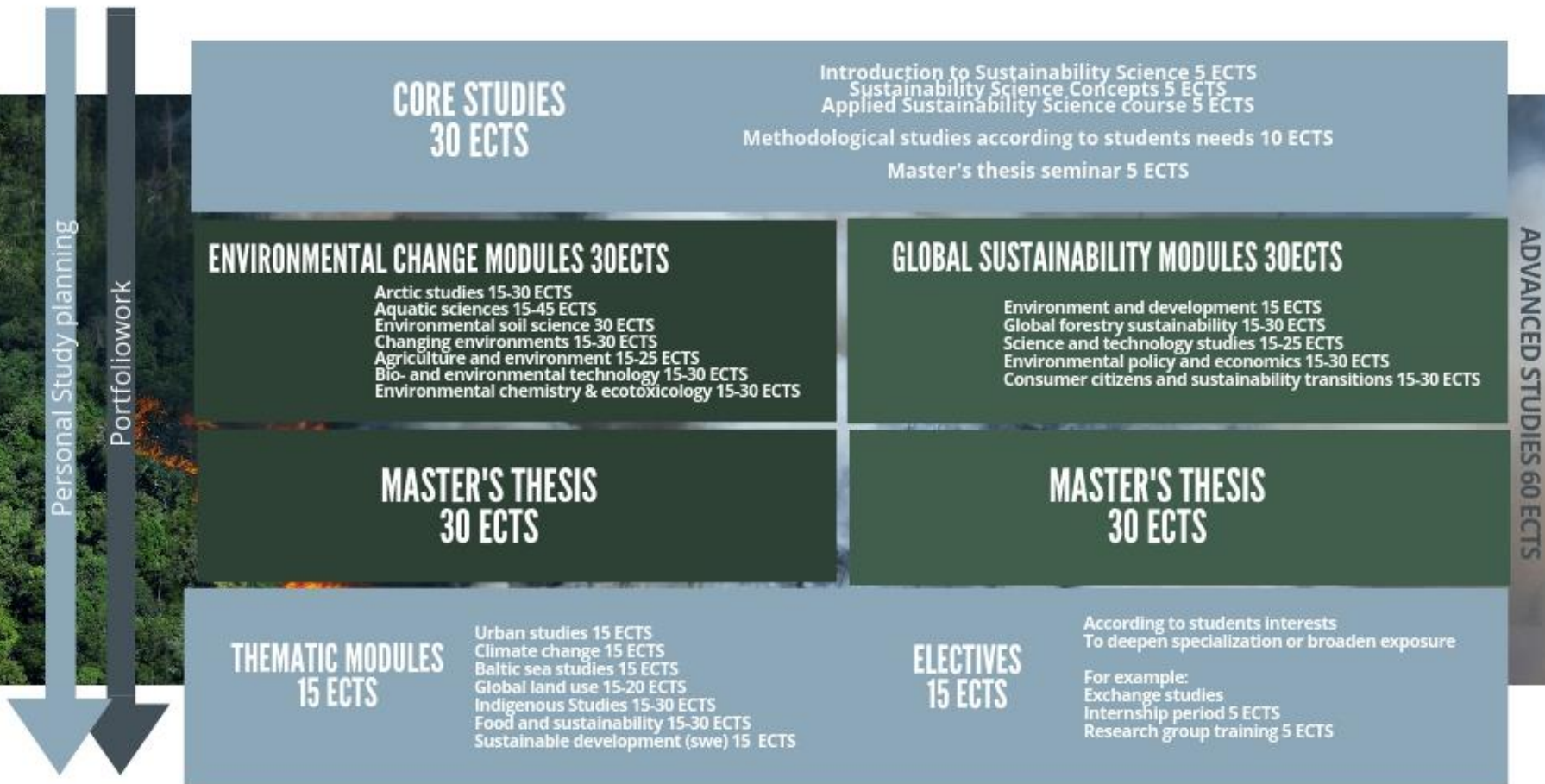
CONTENTS

**CONTEXT: BASICS OF ECGS
USING ABC IN ECGS
NEXT STEPS WITH ABC
QUESTIONS**



PROGRAMME STRUCTURE

ENVIRONMENTAL CHANGE AND GLOBAL SUSTAINABILITY 120 ECTS



MASTER'S PROGRAMME

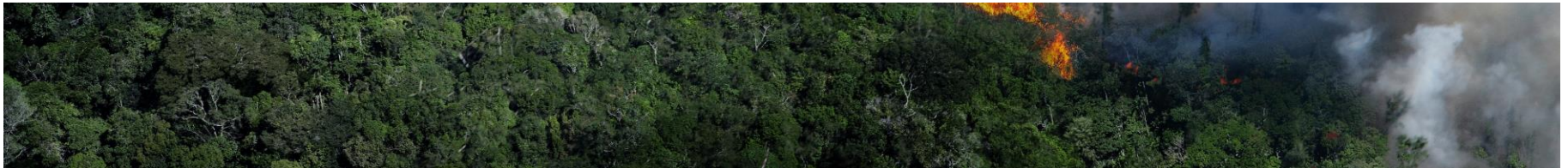


COMMON STUDIES

Other needs:

1. Promote a sense of community among ECGS-students
2. Promote ECGS-students' ability to identify & articulate their skills and know-how
3. Take into account and utilize the multidisciplinary nature of ECGS

(Method studies according to students interest and needs 10 ECTS)





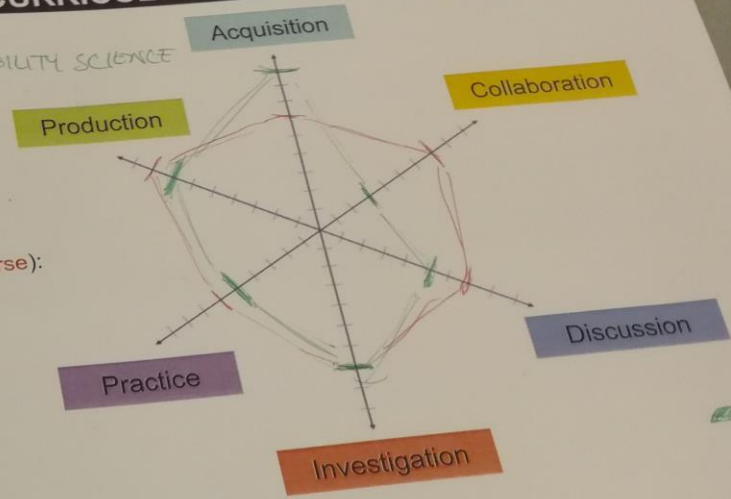
ARENA BLENDED CONNECTED (ABC) CURRICULUM DESIGN WORKSHOP

Programme *ECGS*
 Course name *ECGS002 - CONCEPTS OF SUSTAINABILITY SCIENCE*
 new module / module review
 Academics
 ELE workshop facilitators

Workshop date

Course summary and aims (tweet size description of your course):

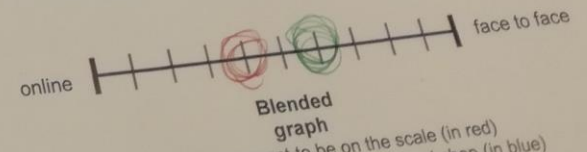
Not just concepts -
 but also methods, theories
 and reflective thinking!!
 Multiple avenues to under-
 stand the broader topic
 #sustainability science!!



beginning of workshop

Learning types activities graph

How do you envisage your module will look on the graph above?
 At the beginning of the workshop (in red)
 Your module activity graph at the end of the workshop (in blue)



Where do you want to be on the scale (in red)
 What is your position at the end of the workshop (in blue)



Learning type: Production

Conventional method

producing articulations using:

- statements
- essays
- reports
- accounts
- designs ★
- performances
- artefacts
- animations
- models
- videos
-
-

Digital technology

- producing and storing digital documents
- representations of designs
- performances, artefacts
- animations
- models
- resources
- slideshows
- photos
- videos ★
- blogs
- e-portfolios. ★
-

programme
Module
Academics
Mentation Letter
Learner timeline (programme or module perspective)
E.g. pre-entry or induction

E.g. 1st year or first few weeks

E.g. 2nd year or mid semester

E.g. 3rd year or final phase

connected curriculum dimensions and comments, action plan



LOOKING AT THE BIG PICTURE



“OTHER NEEDS”

- **Mark with red dots:** Points where sense of community could be promoted among ECGS-students
- **Mark with green dots:** Points where ECGS-students' ability to identify & articulate their skills and know-how could be promoted (portfolio, PSP-checkpoint, feedback...)
- **Mark with blue dots:** Points where the multidisciplinary of ECGS is made visible and taken into account

ABC (Arena Blended Connected) curriculum design



Programme
Module
Academics
Learner timeline (programme or module perspective)
e.g. pre-entry or induction

MENTAL NOW LETTER

Practice "Contact teaching"	Practice "Online teaching"
<ul style="list-style-type: none"> Practising exercises Lab practice Field trips Practising academic and research skills Practicum, internships Real client requests Visits Collaboration with work life Face-to-face role play activities 	<ul style="list-style-type: none"> Using models Simulations Virtual labs and field trips Various applications Online role play activities Virtual internship Augmented reality Practising online research and academic skills Learning environments with branching pathways

Practice "Contact teaching"
<ul style="list-style-type: none"> Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal.

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Collaboration "Contact teaching"	Collaboration "Online teaching"
<ul style="list-style-type: none"> Discussions in class Commenting others' work, peer review Group work Production of materials together 	<ul style="list-style-type: none"> Online discussions, wikis, chat, also commenting and producing group work through online communication Commenting on others' work through online communication Producing digital materials and documents together, into e.g. a wiki, blog, audio recording, or video, augmented reality

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Investigation "Contact teaching"	Investigation "Online teaching"
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Production "Contact teaching"	Production "Online teaching"
<ul style="list-style-type: none"> Essays Reports and learning diary Presentations Representations of designs Exams, tests, and quizzes Portfolio Plays, speeches, music Performances Graphic novels Mindmaps 	<ul style="list-style-type: none"> Essays / dissertations Quizzes Blog, vlogs Academic skills, research logs

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Reading books and articles	Listening to lectures in contact teaching	Following demonstrations
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E.g. 1st year or first few weeks

E.g. 2nd year or mid semester

E.g. 3rd year or final phase

Handwritten note: "Production = 50% of the preparation for the exam"

connected curriculum dimensions and comments, action plan



OUTCOMES

Portfolio combining all 3 needs: sense of community, identifying & articulating skills, multidisciplinary nature of ECGS

Portfolio assignments integrated in ECGS studies

- $\frac{3}{4}$ common courses with integrated portfolio-assignments
 - A group portfolio in ECGS-001
 - Individual portfolio assignments in ECGS-003, -004 (& -007)
- A free-to-use [ECGS Portfolio Moodle area](#)



NEXT STEPS

SYLLABUS AND CURRICULUM WORK SPRING 2019



ABC WORKSHOPS FOR MODULES





QUESTIONS, COMMENTS?

COULD ABC BENEFIT YOUR DIGILOIKKA?



THANK YOU!

riina.koivuranta@helsinki.fi



ECGS DIGILOIKKA



AIMS

1. A system for PSP and Master's thesis guidance
2. **A clear study path for students through ECGS-common courses**
3. Virtual introductions of and for the ECGS programme