



**THE LAUNCH OF THE  
AUTUMN TERM TEACHING 2020  
AT THE FACULTY OF SOCIAL  
SCIENCES**

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# YOU ARE OUR MOST PRECIOUS RESOURCE

Teachers' well-being is the critical issue of this term

**Make time for your recovery:**  
each day & each week



**Learning is  
more vulnerable  
in the distance  
teaching  
& crisis condition**

**Students' high level  
of learning is  
less self-evident  
than in our contact  
teaching**

FSocSci, HowULearn1 (N 163), April 2020



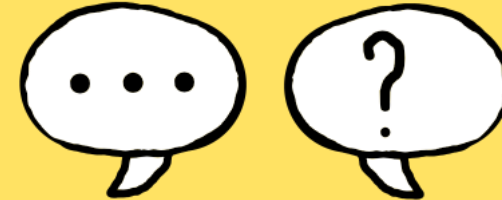
- Many students at our Faculty suffered strain during the isolation in Spring
- Restrictions have been relieved;  
yet the exceptional arrangements of teaching and learning now cover studies and degrees in a much more comprehensive way



# ENABLE LEARNING



**Focus on the most relevant learning outcomes (content & competence).  
Narrow other topics & activities.**



**Plan interaction that enables students to elaborate the content you teach.  
Be present & available.**



**Support students to process learning throughout the course. Divide assignments into cumulative parts.**



**Provide clear instructions & schedules.  
Assign less work than in contact teaching.**



# LINKS TO INSTRUCTIONS:

<https://teaching.helsinki.fi/instructions/article/how-implement-remote-teaching-exceptional-situation-pedagogical-instructions>

**Same instructions more easily accessible on the Faculty blog where you also find additional material:**

<https://blogs.helsinki.fi/etaopetus-valt/>

Advice and material on remote exams:

[https://docs.moodle.org/3x/fi/UH-What\\_makes\\_a\\_good\\_remote\\_examination%3F](https://docs.moodle.org/3x/fi/UH-What_makes_a_good_remote_examination%3F)

Kindly do not request individual support from me before consulting these materials, please. Thank you!





# A SHORTCUT TO DESIGNING LEARNING ASSIGNMENTS

1. Clarify to yourself what students are supposed to learn through the assignment

- draw on the most relevant learning outcomes of the course

2. Choose the appropriate level of intended learning:

- taxonomies provide help



# BLOOMIN TAKSONOMIA

## TASOT ALEMMALTA VAATIMUSTASOLTA YLEMPIIN

Sitten katso tästä sarakkeesta tukea siihen, miten muotoilet kysymyksen tai tehtävän.

TASO	PAINOPISTE	TAVOITE	MITÄ OPISKELIJA TEKEE:
<b>1 TIETO</b>	Tunnistaminen ja toistaminen	Tietämisen osoittaminen	<b>Luettelee, toistaa, kuvailee, määrittelee, tunnistaa,</b>
<b>2 YMMÄRRYS</b>	Tiedon merkitys ja tarkoitus	Ymmärtämisen osoittaminen	<b>Selittää, kuvaa, tiivistää tulkitsee, laajentaa, muokkaa,</b>
<b>3 SOVELLUS</b>	Tiedon käyttäminen uusissa tilanteissa	Soveltamisen osoittaminen	<b>Havainnollistaa, soveltaa, käyttää, löytää ratkaisuja, ratkaisee, valitsee keinot,</b>
<b>4 ANALYYSI</b>	Tiedon jakaminen osiin ja luokittelu	Olellaisen tiedon, osaamisen, taitamisen osoittaminen	<b>Erotelee, yleistää, tekee johtopäätöksiä, jäsentää, päättelee,</b>
<b>5 SYNTEESI</b>	Luovien, omaperäisten ratkaisujen esittäminen	Yhteenvedojen, kokonaisuusien luominen	<b>Luo kokonaisuuden/yhteenvedon, yhdistelee, suhteuttaa</b>
<b>6 ARVIOINTI</b>	Tiedon arviointiin soveltuvien kriteerien kehittäminen ja luominen	Kriittisen ajattelun taitojen osoittaminen	<b>Vertailee, valitsee, arvioi, päättelee, kontrastoi, kehittää kriteerit</b>

Katso tästä sarakkeesta ensin, millä tasolla haluat opiskelijoiden osoittavan oppimistaan.



# BLOOM'S TAXONOMY LEVELS PROCEED FROM LESS TO MORE DEMANDING (1-6)

Then find support here to formulate the assignment.

LEVEL	FOCUS	AIM	WHAT THE STUDENT DOES, E.G.:
<b>1 KNOWLEDGE</b>	Recognising and reproducing	Demonstrating knowing	<b>Lists, repeats, describes, defines, recognises</b>
<b>2 UNDERSTANDING</b>	The meaning of knowledge	Demonstrating understanding	<b>Explains, describes, interprets, modifies, summarises</b>
<b>3 APPLYING</b>	Using knowledge in novel situations	Demonstrating applying	<b>Demonstrates, applies, uses, finds solutions, solves, chooses means</b>
<b>4 ANALYSIS</b>	Extracting and classifying knowledge	Demonstrating an ability to recognise and define relevant knowledge and to utilise it.	<b>Separates, generalises, draws conclusions, classifies, infers</b>
<b>5 SYNTHESIS</b>	Presenting creative and novel solutions	Creating synthesis and entities	<b>Creates entities, combines, relates</b>
<b>6 ASSESSMENT</b>	Developing and creating evaluation criteria for knowledge	Demonstrating critical thinking skills	<b>Compares, chooses, assesses, contradicts, creates criteria</b>

First check here where you wish that the emphasis lies.



# WHEN YOU NEED ALTERNATIVE SETS OF QUESTIONS FOR EXAMS ETC.:

**keep the same level of taxonomy**

please see previous slide for help.

**Create clear assessment criteria & share the criteria with students at the beginning of the course.**

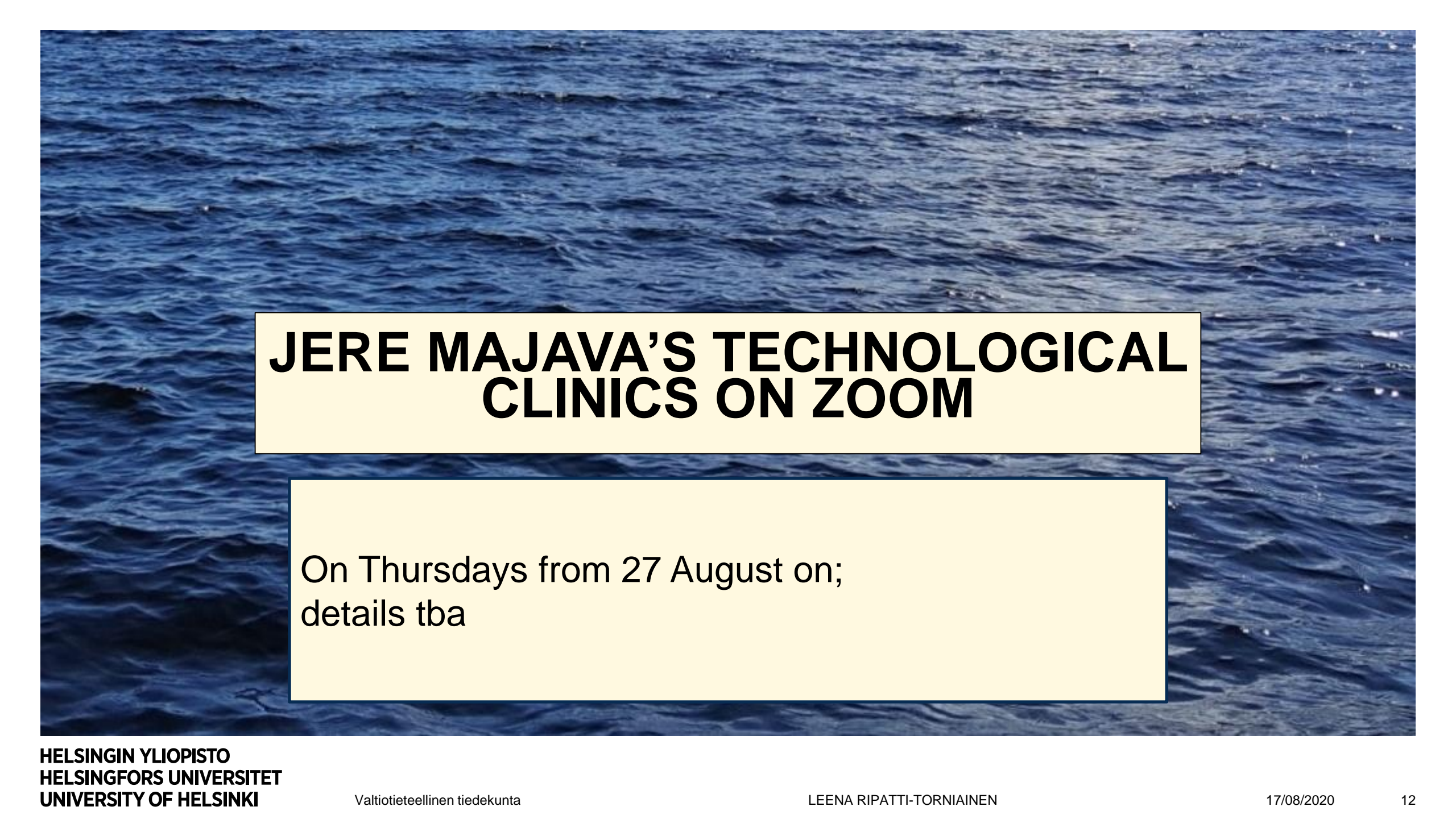
Bloom's taxonomy can also be utilized as an assessment tool.



# WELCOME TO PEDAGOGICAL CLINICS ON ZOOM

Monday 17 August at 1-3pm (mainly in Finnish)  
Tuesday 18 August at 10-12am (mainly in English)





# **JERE MAJAVA'S TECHNOLOGICAL CLINICS ON ZOOM**

On Thursdays from 27 August on;  
details tba





**LEENA'S OFFICE HOURS TBA**