

# Pedagogy hotline

## Päivystävä pedagogi

Curriculum planning: HU guidelines

Opetussuunnitelmatyöskentely: HYN ohjeistukset

# Guidelines

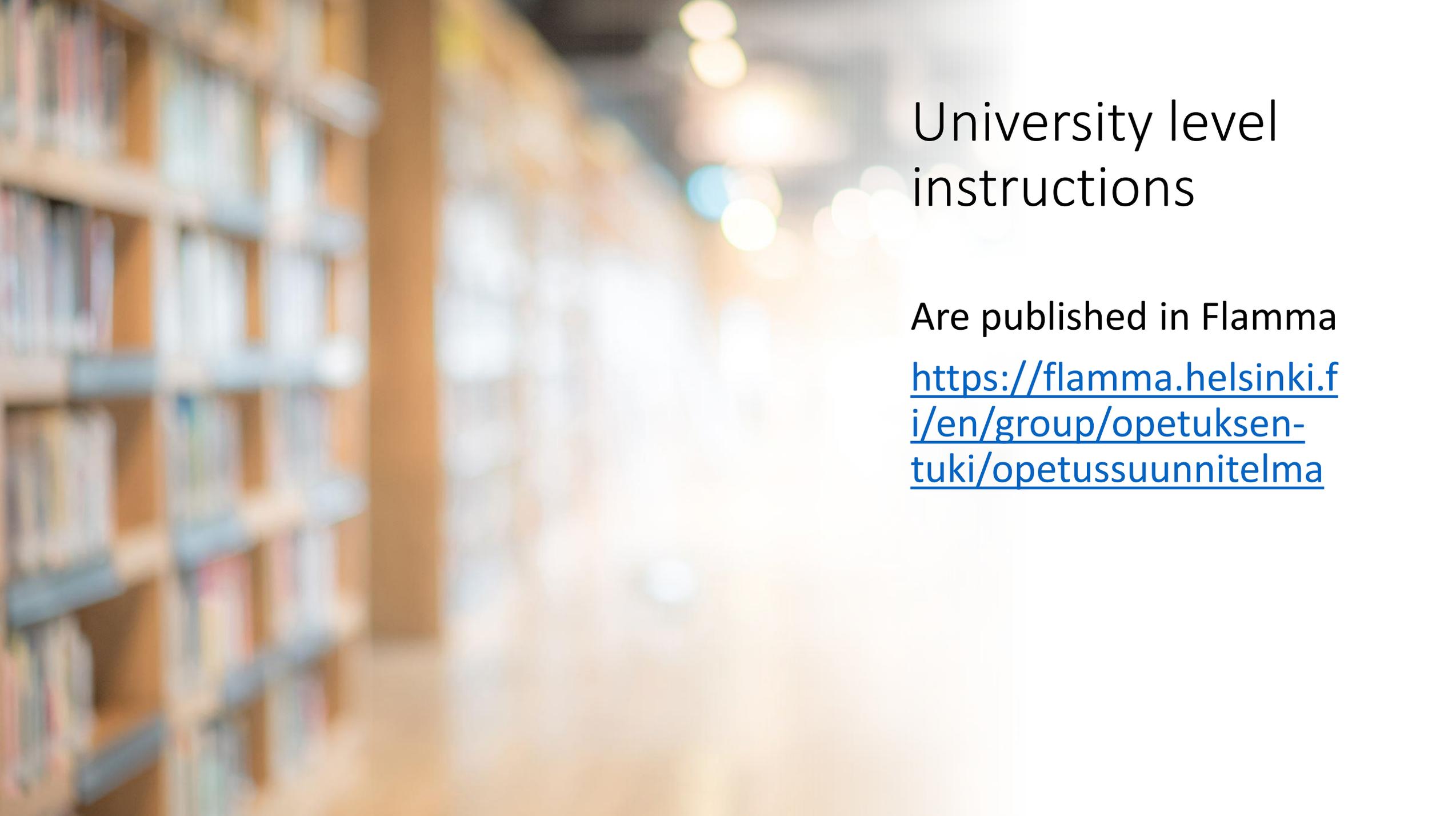
Introduction to the theme will be in English

Discussions and questions:

You have the possibility to comment and ask in either Finnish or English

You can comment and ask also in chat!





# University level instructions

Are published in Flamma

<https://flamma.helsinki.fi/en/group/opetuksentuki/opetussuunnitelma>

## University focus areas

- Enhancing the connection between research and teaching
- Enabling the smooth progress of studies
- Supporting student wellbeing
- Sustainability and responsibility
- Continuous learning

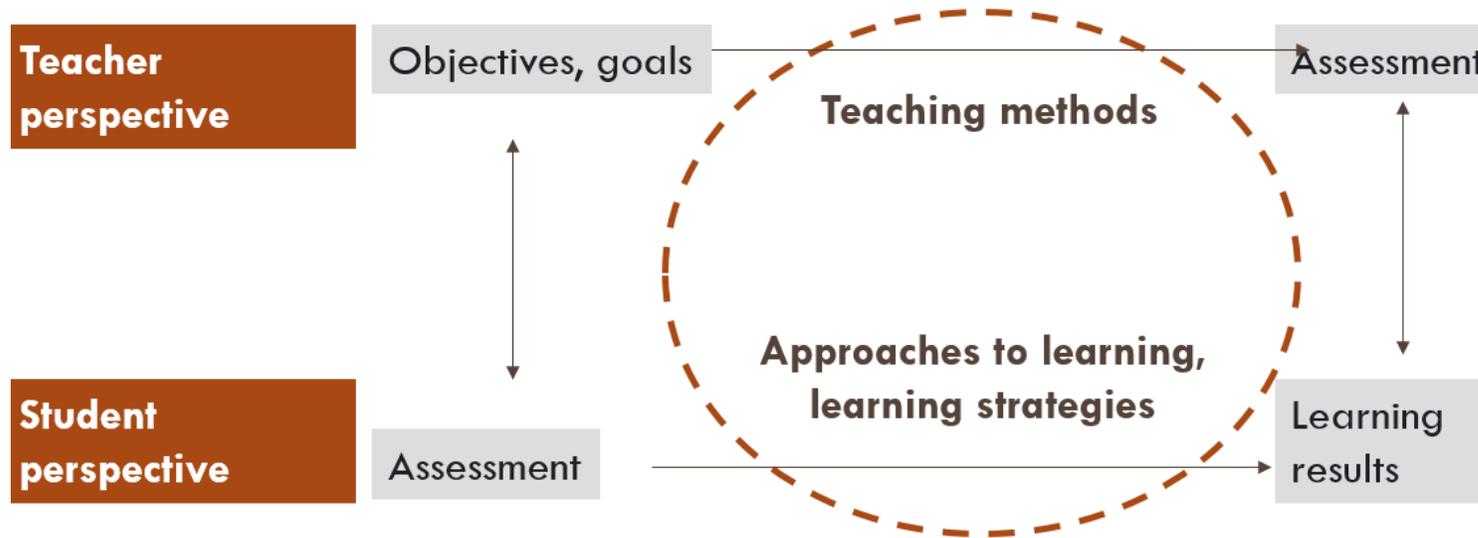
## Yliopiston painopisteet

- Tutkimuksen ja opetuksen yhteyden vahvistaminen
- Sujuvan opintojen etenemisen mahdollistaminen
- Opiskelijoiden hyvinvoinnin tukeminen
- Kestävyys ja vastuullisuus
- Jatkuva oppiminen

Themes  
highlighted  
in the  
Strategic  
plan

- Improving the preconditions for **multidisciplinary studies** in master's programmes
- Establishing **early career paths** that link master's and doctoral programmes
- Improving the provision of education related to **academic identity, career skills as well as civic and entrepreneurial skills**. Increasing cooperation with employers particularly in master's and doctoral programmes
- Expanding the concept of **bilingual bachelor's and master's degrees** to degree programmes that do not yet employ it
- Increasing **training in research management** in doctoral programmes
- Increasing **teaching in science communication** (a course for all and a course in integrated form)
- Increasing **MOOC offerings**
- Increasing practices that **promote internationalisation** during studies

# Constructive alignment as a basis



- **Constructive** refers to the idea that students *construct meanings and understand* through relevant learning activities

- **Alignment** refers to a learning environment where teaching and learning activities, and assessment tasks, are *aligned* to the intended learning outcomes of a subject

➤ How can the learning objectives be converted into actions and assignments that enable and enhance deep learning? **Importance of assessment!**

*'t is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.'* (Shuell, 1986: 429)

Theme of sustainability is to run through all of the University's educational offerings.

## **Making sustainability expertise part of discipline-specific knowledge and skills as well as generic expert skills.**

- **Strengthening of discipline-specific sustainability expertise**
  - Which knowledge, skills, values and attitudes are key to discipline-specific sustainability expertise?
  - Which Sustainable Development Goals of the UN are central to the degree programme?
  - How do the degree objectives support the sustainability transformation or understanding of sustainability specific to the discipline?
- **Development into a sustainability expert**
  - How are studies that support the development of sustainability expertise included in the curriculum?
  - Bachelor's programmes: The curriculum can include the Sustainability course (SUST-001, 3 cr) as either discipline-specific studies or general studies. The curriculum can also include a discipline-specific component (2c).
  - Master's programmes: The degree structure should allow students to complete the Sustainability course (SUST-001, 3 cr).

## Appendix 2. Examples of the operationalisation of sustainability skills

Skill or competence (Wiek et al. 2011; Lozano et al. 2017; Brundiers et al. 2020)	Examples of key concepts and methods (Wiek et al. 2011)	Examples of learning outcomes (Wiek et al. 2016)	Examples of teaching methods (Lozano et al. 2017)
<p><b>Systemic thinking</b></p> <ul style="list-style-type: none"> <li>Understanding and analysing the structures and dynamics of complex systems (e.g., natural, societal, economic and cultural systems)</li> </ul>	<p>Variables/indicators, sub-systems, structures, feedback loops, causalities, tipping points, scales (e.g., local and global), dimensions of sustainability, systems and their interconnections (e.g., natural, societal, economic, cultural and technological systems), human and societal activity (e.g., values, attitudes, preferences, action, power, politics, laws and institutions), qualitative and quantitative models, analysis of social systems, combination of different dataset types and methods, simulations</p>	<ul style="list-style-type: none"> <li>- Ability to describe the sustainability problem from a range of perspectives and on different scales</li> <li>- Ability to analyse the structure, dynamics and other features of complex systems to solve the sustainability problem</li> <li>- Ability to identify various mechanisms of action to solve the sustainability problem</li> <li>- Ability to simulate and assess various alternative developments</li> </ul>	<p>Case-based teaching (case studies), mind and concept maps, project-based learning, problem-based learning, life cycle analysis, analysis of supply or value chains, projects with local operators, field instruction, place-based learning</p>
<p><b>Futures thinking</b></p> <ul style="list-style-type: none"> <li>Assessing, analysing and constructing future images and scenarios to identify challenges and solutions associated with sustainable development</li> </ul>	<p>Temporal concepts (past, present, future), periods of time (short, long), dynamics, path dependence, uncertainty and probability, developments, inertia, risk analyses, the precautionary principle, anticipation, scenarios, visions, modelling, assessment of scenarios, the Delphi method</p>	<ul style="list-style-type: none"> <li>- Ability to describe and examine various future scenarios and visions for a desirable future relevant to the sustainability problem</li> <li>- Ability to apply futures thinking to anticipate the potential effects of measures and to compare them with alternative future scenarios</li> <li>- Ability to describe and examine future scenarios relevant to the student's discipline and its potential effects on sustainability</li> </ul>	<p>Case-based teaching (case studies), project-based learning, problem-based learning, participatory action research, life cycle analysis, analysis of supply or value chains, practical projects with local communities</p>
<p><b>Consideration of values and ethics</b></p> <ul style="list-style-type: none"> <li>Defining and negotiating sustainable and responsible values, principles, objectives and goals together with others</li> </ul>	<p>Principles and goals of sustainable development, tipping points, global and intergenerational justice, responsibility, fairness, security, happiness, planetary boundaries, risks, ethics, the responsibility of individuals for their actions as well as the ethics and sustainability of personal and professional activities, risk analysis, participatory planning, traditional ecological knowledge</p>	<ul style="list-style-type: none"> <li>- Ability to consider values, principles and goals associated with sustainability and responsibility in assessing actions and envisioning the future</li> <li>- Ability to consider values, principles and goals associated with sustainability and responsibility in solving complex sustainability problems and to identify related differences in the actions of different parties</li> </ul>	<p>Practical projects with local communities, participatory methods, case-based teaching (case studies), project-based learning, problem-based learning, collaborative learning, field instruction</p>
<p><b>Interaction and cooperation skills</b></p> <ul style="list-style-type: none"> <li>Understanding, assessing and reconciling different opinions, viewpoints and starting points</li> </ul>	<p>Forms, methods and dynamics of collaboration (interdisciplinarity, transdisciplinarity), management and leadership, working in a group, cooperative development of knowledge, switching viewpoints, participatory methods, negotiation, mediation, discussion, constructive conflict resolution</p>	<ul style="list-style-type: none"> <li>- Ability to work and collaborate with people from different fields and with various stakeholders</li> <li>- Ability to apply a range of interactive and participatory methods in the group's planning activities</li> <li>- Ability to work empathically and compassionately with a range of individuals</li> </ul>	<p>Collaborative learning, problem-based learning, project-based learning, interdisciplinary group instruction, group discussion (e.g., supervising a dialogue based on the Timeout method)</p>

# Student wellbeing

Should be taken into account  
in all programmes

Study-related burnout was at  
a worrying level already  
before Corona

Possibility to add PED590  
Kohti parempaa  
opiskelua/Towards better  
wellbeing and studying (3cr)  
for example as a voluntary  
course

We will develop additional  
modules (2cr)

Click to add text

# How could the programme support your wellbeing? (HUL)

- More interaction between students and with the teachers
- More group work to get to know at least some students
- Flexibility/understanding in course assignments and schedules
- Teacher could ask how are we doing and understand that studying online is very exhausting Click to add text
- More feedback from teachers/listening to student feedback
- Decreasing workload
- Activating teaching
- More guidance on planning studies
- Smaller assignments to courses throughout the course
- More breaks to lectures
- Possibility for online studying together with others
- Recordings

# Continuous learning (instructions only in Finnish at the time)

- Part of the programme: programmes are responsible for offering courses in Open university
- Aim: **flexible possibilities to study** which make it possible for open university students and other participants to join. It is recommended that **courses would not have too strict ways to complete the course**. Multiple ways to teach and complete courses are recommended.
- Programme which supports individual choices: **possibilities to choose different courses**. Recommendation of **fully optional courses**
- Programmes should describe in the curriculum what kind of **competences and possibilities to maintain one's knowledge and skills** the programme offers and how the programme supports graduated students by providing possibilities to update their knowhow.

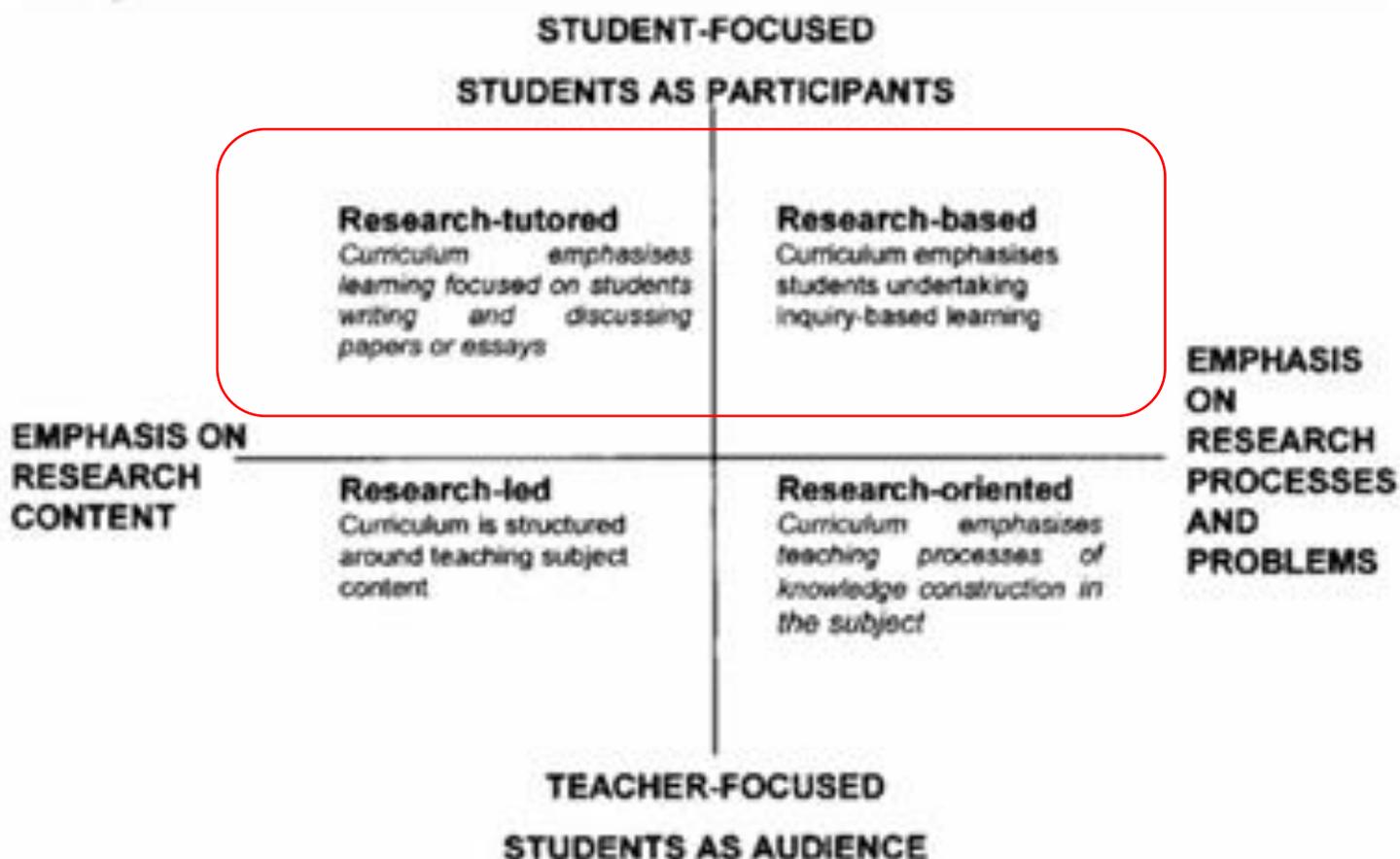


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## Enhancing the connection between research and teaching

One focus area in HY guidelines for curriculum planning

One way to think about the relationship between teaching and research is Haleys model



# How teaching can enhance or support research?

(Blomster et al, 2021)

## 1. Academic's well-being at work

Increasing motivation and coping, opportunity to share ideas and results

## 2. Research expertise and know-how

Increasing mastery of knowledge, theory and research methods

Possibility to reflect your ideas with students

Developing communication and interaction skills

## 3. Research process

Planning, carrying out and reporting about research

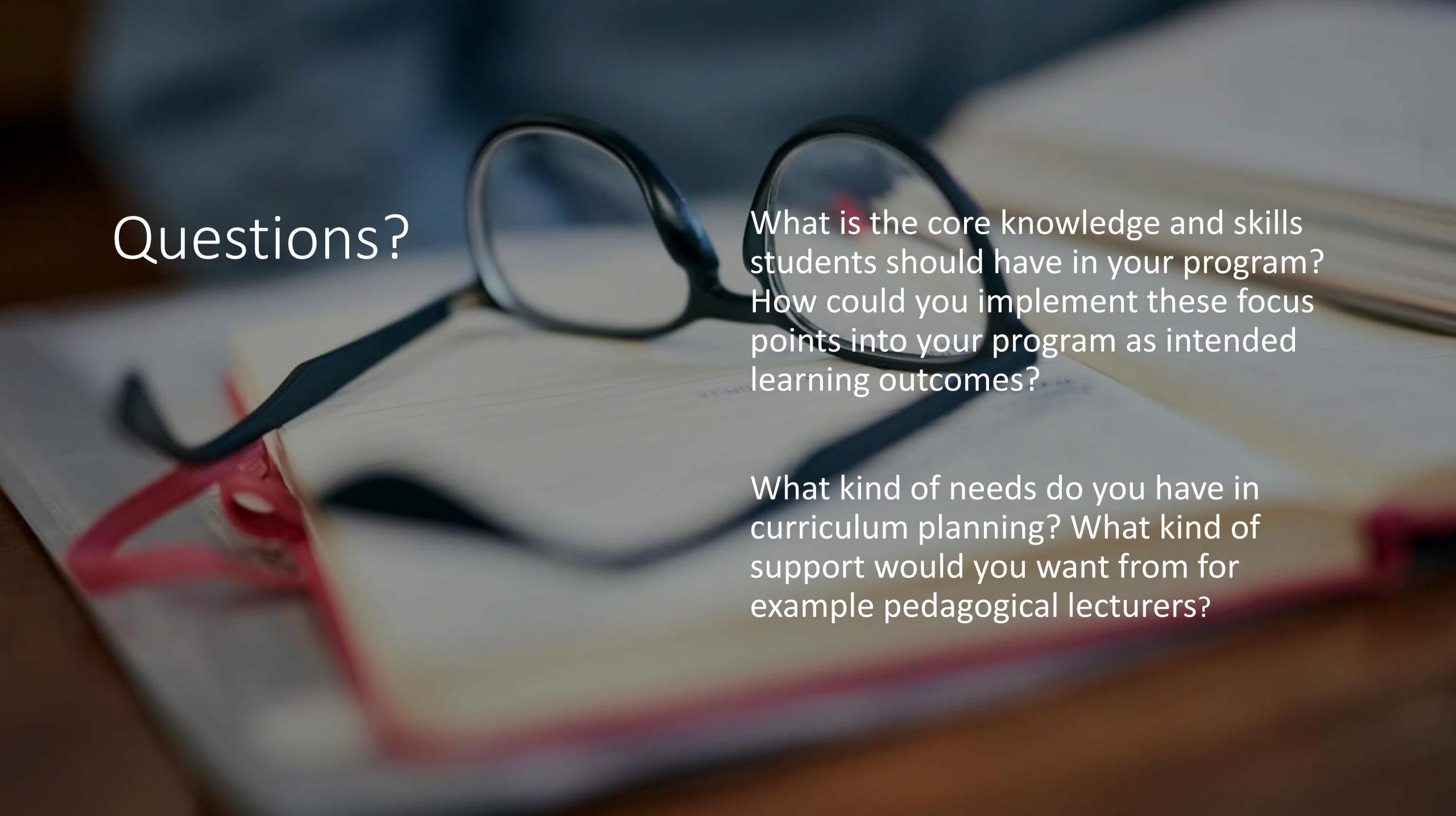
(ideas, need for research, pilot studies, learning about and validationg methods, collecting data, proposals, analysing, manuscripts, communication of results,

## 4. Scientific community

Students as a work force and research partners (teaching gives an opportunity to recruit)

Supporting interdisciplinary communication (offers points of view of different disciplines)

## 5. Connection and impact of research on society

A pair of black-rimmed glasses with a thin bridge is resting on an open book. The book has a red bookmark visible on the left page. The background is a soft-focus wooden surface.

# Questions?

What is the core knowledge and skills students should have in your program? How could you implement these focus points into your program as intended learning outcomes?

What kind of needs do you have in curriculum planning? What kind of support would you want from for example pedagogical lecturers?