

Replacing task for the 1st teaching session

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1. Curriculum work

How do you do curriculum work at your school?

First, we have general discussions about different study programmes so that every faculty member knows the curriculum status. Then different programme directors also have discussed with relevant professors to get comments/feedback about possible changes. Through these activities, I am familiar with the process of curriculum work and the overall view of programme studies. The major part of doing curriculum is that I am going to decide how I would update/revise my responsible courses for the curriculum and the position of my courses in different study programmes. For my new course, I am asking for comments about the course content/design from selected faculty members. After presenting the course information into the curriculum draft, I am discussing with some relevant professors and programme directors to get their comments. Furthermore, I am working with programme officers to get support for defining the best schedule for the courses.

Who leads the curriculum work in paper/in practice in your school?

We have different peoples responsible for different study programmes. In general, Petri Vuorimaa coordinates our department activities in the 2020-2022 curriculum plan.

How do you participate?

My participation is through three aspects: first I design/revise courses under my responsibility for the curriculum. Second, I mainly give comments about the curriculum and discuss the position of my courses in different programmes. Third, I coordinate courses in my responsible track which I am a track director (for the master level).

What good practices your school has relating to the curriculum work?

I think we have different discussions for the whole department, so people can see a clear curriculum for different programmes. Furthermore, I think professors are also discussing on how to consolidate courses to avoid duplicate materials and to streamline the courses in tracks.

Is there anything you think could be done in a different way in your school?

It is my first time doing this curriculum in my department and it is just to start. Thus, it is hard to draw any suggestion here. Maybe establishing a kind of knowledge dependencies among courses would be good for capturing better the overall curriculum and prerequisite dependencies.

2. Intended learning outcomes, analyze your own course's learning outcomes

Are the outcomes in your own course formed like they are supposed to according to the definition of learning outcomes? Why they are/are not?

I think they are. We have clear different levels of knowledge, ranging from “understand” to “create” for our intended learning outcomes. If students can only reach the level of “understand” / “apply”, they will only just “pass” the course. My course is about advanced topics and the learning outcomes also define many levels of knowledge related to “analyze”, “evaluate” and “create”. If students can achieve such levels of learning outcomes, they will pass the course with “pass with excellent”. The learning outcomes also include aspects from affective and psychomotor domains as well (e.g., support, capture, and present). Furthermore, the way we formed the intended learning outcomes follows simple expressions with clear outcomes that can be mapped back to the core content of the course.

Whose point of view have they been drawn?

They have been drawn from student perspectives as well as from teacher perspectives. From the student perspectives: students want to have more on hands-on on the study so that they can achieve “understand, apply and analyze” for the knowledge they learn from the topics studied. However, since my course is advanced and targeted to the research for master and PhD students, the learning outcomes should include “evaluate” advanced subjects and “create” new knowledge. These requirements are drawn from teacher perspectives for advanced topics.

How are they related to the content?

The content of the courses has different components: the component of lectures and discussion would lead to “understand” and “apply” levels of learning outcomes. In the component of topic selection, analysis and presentation in my course, students are asked to identify a suitable topic for their specific project, and they need to present the topic, thus students can achieve the level of “analyze” learning outcomes. The final component is to work on a specific project with the goal to evaluate/assess state-of-the-art or create new values/knowledge from the state-of-the-art. This component will help students to achieve the “evaluate”/“create” learning outcomes.