TARGET GROUPS

COURSE: **TEAM:**

MAIN THEMES:	WHY THIS THEME IS RELEVANT RIGHT NOW?
1.	1.
2.	2.
3.	3.

	1	2	3	4
‼ Target groups that are interested in the theme				
▶ What motivates a learner in this target group?				
♥ What is difficult for the group in this theme				
⇒ How will they find the course?				

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CORE CONTENT & LEARNING OBJECTIVES

COURSE:　　　　　　　　　　　　　　**TEAM:**

BLOOM'S TAXONOMY:	PREREQUISITES	MUST KNOW	SHOULD KNOW	NICE TO KNOW
	Skills and knowledge that the learner must have when course starts.	Core content, that needs to be learned to continue.	Supplementary knowledge adding details and practical applications	Specific knowledge that deepens competence in a certain topic
	Before the course learner is able to...	*After the course the learner is able to...*		
CREATE	create..	create..	create..	create..
EVALUATE	evaluate...	evaluate...	evaluate...	evaluate...
ANALYZE	analyze...	analyze...	analyze...	analyze...
APPLY	apply...	apply...	apply...	apply...
UNDERSTAND	understand...	understand...	understand...	understand...
REMEMBER	remember...	remember...	remember...	remember...

Cognitive demand

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WORKLOAD ESTIMATION

COURSE: **TEAM:**

Credit: 1 ECTS = 27 h

Task	Type	Workload / unit	Workload	Hours	ECTS
Reading (Word count in monography ca. 600/page, textbook 750/page)	**Survey**: Reading to survey main ideas; OK to skip entire portions of text	20-50 pages / hour in native language. Foreign lang. 60%			
	Understand: Reading to understand the meaning of each sentence	10-20 pages / hour in native language. Foreign lang. 60%			
	Engage: Reading while also working problems, drawing inferences, questioning, and evaluating	5-15 pages / hour in native language. Foreign lang. 60%			
Writing (250 words / page)	**Reflection/Narrative:** Essays that require very little planning or critical engagement with content	1 h / page			
	Argument: Essays that require critical engagement with content and detailed planning, but no outside research	2 h / page			
	Research: Essays that require detailed planning, outside research, and crtical engagement	4 h / page			
Exam preparation	Recap of content and making notes	5,5 h / 1 ECTS in exam.			
On-campus teaching	Lectures, seminars, etc.	1 h = 0,037 ECTS			
	Digesting the content of on-campus teaching through individual work	1-2 h / hour of teaching			
Group work	Eg. preparation of a presentation	5 h preparation / 1 h presentation			
		TOTAL:			

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COURSE STRUCTURE

COURSE:

TEAM:

ORIENTATION & ACTIVATION
Arousing previous knowledge and interest, evaluation of prerequisites

PREREQUISITES

Letter of motivation? Prerequisite test?

Pre-assignment? Pre-reading?

Setting personal learning goals?

WELCOME & ORIENTATION

Kickoff-meeting: Engaging the group, communication channels

Tools and resources:

Learning objectives: see canvas Learning Objectives

BASICS & SPARKING INTEREST
The learner acquires the basic knowledge (must know) on theme, and directs her interest more specifically. For detailed planning use Learning Experience canvas.

➜ MODULE 1

Key topics in the module:

Contents: video, readings etc.

Activities/assignments:

➜ MODULE 3

Key topics in the module:

Contents: video, readings etc.

Activities/assignments:

➜ MODULE 2

Key topics in the module:

Contents: video, readings etc.

Activities/assignments:

➜ MODULE 4

Key topics in the module:

Contents: video, readings etc.

Activities/assignments:

DEEPENING INTERACTION
Collaborative knowledge construction through assignments

➜ PROJECT/GROUP WORK

Case/project:

Assignment to turn in:

Method: eg. "jigsaw"

➜ INDIVIDUAL ASSIGNMENT

Theme:

Assignment to turn in: Eg. essay, presentation

SUMMARY & EVALUATION
Summarizing, evaluating, assesment and feedback

➜ SUMMARY

How is the course summarized? How to make learners reflect?

➜ ASSESMENT

See Learning Objectives canvas

➜ FEEDBACK & RECOGNITION

How will the learners get feedback? How is learning made visible and credited?

CONTINUOUS FEEDBACK

How do the learners get iterative feedback during the course?

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ACTIVITIES & FORMATS

COURSE: **TEAM:**

TARGET LEVEL (see Learning Objectives)	TOPICS TO LEARN (see Learning Objectives)	ACTIVITIES & FORMATS	TOOL
CREATE: Designing, publishing, planning, producing, inventing, constructing	✏️	☐ Individual research essay/paper ☐ Individual presentation ☐ Individual project: product, design, service Group work (asynchronous): ☐ Collaborative research/design project	☐ Moodle/LMS ☐ Other ………………………… ☐ Adobe Connect / Zoom ☐ Other …………………………
EVALUATE: testing, experimenting, checking, judging, moderating, critiquing	✏️	Content evaluation: ☐ Research essay/paper ☐ Peer-evaluation (of essays, of group work) Video conference (real time): ☐ Online-seminars / group discussions ☐ Moderating a seminar	☐ Moodle forum ☐ Google Drive ☐ Other ………………………… ☐ Adobe Connect ☐ Zoom ☐ Other …………………………
ANALYZE: organising, outlining, integrating, comparing, validating	✏️	☐ Reflection essay (can be self-evaluated) ☐ Self-evaluation ☐ Peer-commenting (of text, of participation) Video conference (real time): ☐ Online-seminars / group discussions ☐ Small group discussions / 1-to-1 discussions ☐ Online workshop (real time) ☐ Commenting/annotating videos ☐ Creating videos	☐ Other ………………………… ☐ Adobe Connect ☐ Zoom ☐ Other ………………………… ☐ Flinga ☐ Other …………… ☐ H5P: Interactive video ☐ Panopto/Etuubi ☐ Other ……….
APPLY: implementing, operating, using, editing	✏️	☐ Argumentative essay ☐ Exam ☐ Solving a business case collaboratively ☐ Watching videos ☐ Online exercise session (Fin. *laskuharjoitus*) ☐ Editing wikis (asynchronous): ☐ Collaborative authoring ☐ Gallery of cases / instances ☐ Virtual lab work (introductory) ☐ Quizzes, multiple choice tests	☐ EXAM ☐ Other ………………………… ☐ Adobe Connect / Zoom ☐ H5P: Quiz, Multiple choice ☐ Panopto/Etuubi ☐ Adobe Connect/Zoom ☐ Other …………………………
UNDERSTAND: summarizing, explaining, categorizing	✏️	☐ Posters ☐ Reflective/narrative essays ☐ Forum discussions & commenting (asynchronous) ☐ Classification and identification exercisses ☐ Infromation lookup exercises: mindmap etc Online chat (real time): ☐ Small group chats ☐ Teacher Q&A	☐ Moodle/LMS ☐ H5P: Hotspot, sequencing ☐ Mindjet ☐ Other ………………………… ☐ Moodle chat room ☐ Other …………………………
REMEMBER: Identifying, recognising, listing	✏️	☐ Flash cards ☐ Listening to podcasts ☐ Reading articles	☐ Panopto/Youtube ☐ H5P: Flashcards ☐ Flinga ☐ Other …………………………

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COMMUNICATIONS & SUPPORT

COURSE:

TEAM:

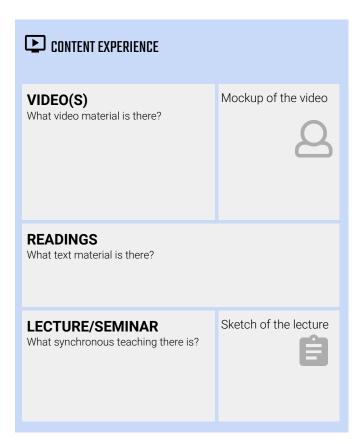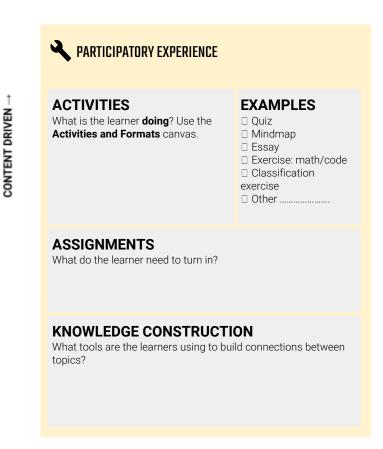|	**APPLICATION & REGISTRATION** Finding the course, application, registration	**STARTING & ACTIVATING** Pre-exercises and introduction	**BASICS** Core content, lectures, materials	**DEEPENING INTERACTION** Group work, projects, assignments	**FEEDBACK & ASSESSMENT** Summary, assessment, feedback & closing dowm
LEARNER'S NEED What information the learner needs, what kind of support?	What courses are available? What is this course about? What do I learn in this course? What's the structure and schedule of this course? Where is this course taught? Are there prerequisites? How do I register? Where are the instructions for registration? Have I registered?	When is the course going to start? Is there a pre-exercise? How to turn it in? Who else is participating? What tools are being used in the course? I can't login to course online platform. I can't participate the first weeks of the course, can I still participate? I have previously done half of the course, can I participate partially? How is the grading done?	I can't make it to the lecture, do I need to compensate this? Where can I find the readings? I didn't understand the assignment. I can't open pdf file. My connectivity is bad and I can't watch the videos, can I read the material instead?	My connectivity is bad, do I have to take part in group discussions? Where can I find the assignments? What tools should I be using for the exercises/assignments? I can't get contact with my group. There is a freerider in my group. I can't get in touch with my business case company.	Is there an exam? When? What is the content area of the exam? How do I get feedback? How do I give feedback? I disagree with my grading. I wanted to get better grades. Did I pass the course? How can I prove my accomplishment for my employer?
COMMUNI-CATION CHANNELS How is the message delivered?					
SUPPORT CHANNELS How to reach out when there's a question?					
WHO REPLIES? Who's responsible for the channel, who will reply?					

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LEARNING EXPERIENCE

COURSE: **TEAM:**

This canvas is used to plan individual modules or weeks as learning experiences. Use the Course Structure canvas for general planning.

MODULE #:   **MODULE NAME:**   **KEY TOPICS:**

▶ CONTENT EXPERIENCE

VIDEO(S)
What video material is there?

Mockup of the video

READINGS
What text material is there?

LECTURE/SEMINAR
What synchronous teaching there is?

Sketch of the lecture

↑ CONTENT DRIVEN

🔧 PARTICIPATORY EXPERIENCE

ACTIVITIES
What is the learner **doing**? Use the **Activities and Formats** canvas.

EXAMPLES
☐ Quiz
☐ Mindmap
☐ Essay
☐ Exercise: math/code
☐ Classification exercise
☐ Other ....

ASSIGNMENTS
What do the learner need to turn in?

KNOWLEDGE CONSTRUCTION
What tools are the learners using to build connections between topics?

← PASSIVE   ACTIVE →

💻 INTERFACE EXPERIENCE

VIRTUAL ENVIRONMENT
What's the platform? What other online tools are needed?

MICROLEARNING/CHUNKING
How is the content chunked to accessible nuggets (15 min)?

PITCH TALK
What's the purpose of this module, told in 30 seconds?

↓ PROCESS DRIVEN

👥 SOCIAL EXPERIENCE

MEETING(S)
What face-to-face or online gatherings there are?

COMMUNITY/DISCUSSION
What channels there are for informal chat and support?

REAL-WORLD RELEVANCE
How do you connect the content to the real world?

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CHECKLIST FOR PSYCHOLOGY OF LEARNING

COURSE:

	PSYCHOLOGICAL NEED	POSSIBLE METHOD	True 5	4	3	2	False 1
MOTIVATION	**1. Meaning in content**	Course description connects the learning content to wider context and interests of the learners.	☐	☐	☐	☐	☐
	2. Experience of competence	Learner takes a participatory assignment right at the beginning of the course. If the assignment can be failed, there must be a possibility for retry.	☐	☐	☐	☐	☐
	3. Autonomy	Learner can pick the best suitable elements of learning for her/him, eg. time of study, project topic.	☐	☐	☐	☐	☐
	4. Social relatedness	Learner is connected to other learners through eg. meetings, chat rooms, forums, video conferencing.	☐	☐	☐	☐	☐
MEMORY	**5. Learning content is linked with previous knowledge**	Previous knowledge is activated at the start of the course through eg. prerequisite test or letter of motivation.	☐	☐	☐	☐	☐
	6. Memorizing is active knowledge construction	The learner has to look up for information and showcase her findings. There is eg. a project work, group assignment, presentation or mathematical exercises included in the course.	☐	☐	☐	☐	☐
	7. Context helps remembering, irrelevance prevents it	The learning content is linked with real-world examples, for example business cases. Every topic is demonstrated with at least one example.	☐	☐	☐	☐	☐
	8. The last and first piece of information is often best remembered	There is at least some kind of summary at the end of the course: "take-home message". Even better, if there is summary after every module.	☐	☐	☐	☐	☐
ATTENTION	**9. People can focus on one thing / medium max 15-20 minutes**	Single videos or lectures are not more than 15 minutes long.	☐	☐	☐	☐	☐
	10. People learn better through divided training than through cramming	Course content is divided into smaller chunks and chunks are assembled into thematic modules.	☐	☐	☐	☐	☐
EMOTION	**11. People learn and perform well, when they experience psychological safety**	Individual learners can participate and present results anonymously. Discussions are participatory and everyone is included.	☐	☐	☐	☐	☐

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