

Students, Entrepreneurship, Curricula

Game Changer Education - Integration model



Aalto-yliopisto
Aalto-universitetet
Aalto University

Head of Learning Services
Eija Zitting

28.10.2019

President

Provost

VP (edu)

LESG
Strategic management of teaching and learning

LESjory
Operative management of learning services

LESG IT
Development of ICT portfolio

Open University SG

Language Center SG

Aalto Junior SG

Other task forces

Decision-making body

VP management team

Steering group

Learning steering group, LESG

LeSG (Learning Steering Group) is a PMT (President Management Team) task force for Academic Affairs focused on education, teaching and learning.

Prepares and co-ordinates implementation of the university strategy and joint education related affairs:

- Prepares all education related affairs to the university Academic Affairs Committee and President's Management Team
- Conducts the strategic management of learning related affairs'
- Co-ordinates all joint education related development efforts
- Provides a platform for good practice sharing across schools
- Enhances the harmonisation of learning related processes and actions
- Co-ordinates quality management in learning area
- Conducts performance management of learning and LES (including KPI development)
- Conducts management of permanent and temporary task forces related to learning and teaching

A photograph of three students in a laboratory or workshop setting. They are gathered around a table, focused on a task. One student in a light blue shirt is leaning over, another in a green shirt is looking at a device, and a third in a dark shirt is looking down. The table is cluttered with various electronic components, tools, and papers. In the background, there are computer monitors and other lab equipment.

ATTRACTIVE PROGRAMMES

- Globally attractive programmes
- Deep transdisciplinarity
- Experimental, participatory and challenge based learning methods

E-LEARNING SOLUTIONS

- Majority of courses apply e-learning solutions
- Wide ability to produce digital learning material among the faculty
- Automation in study assignments and electronic exams

Educating Game Changers

Grand challenges call for the education of professionals with the knowledge and capabilities to build a sustainable society and to increase wellbeing through disruptive change

SUCCESS OF STUDENTS

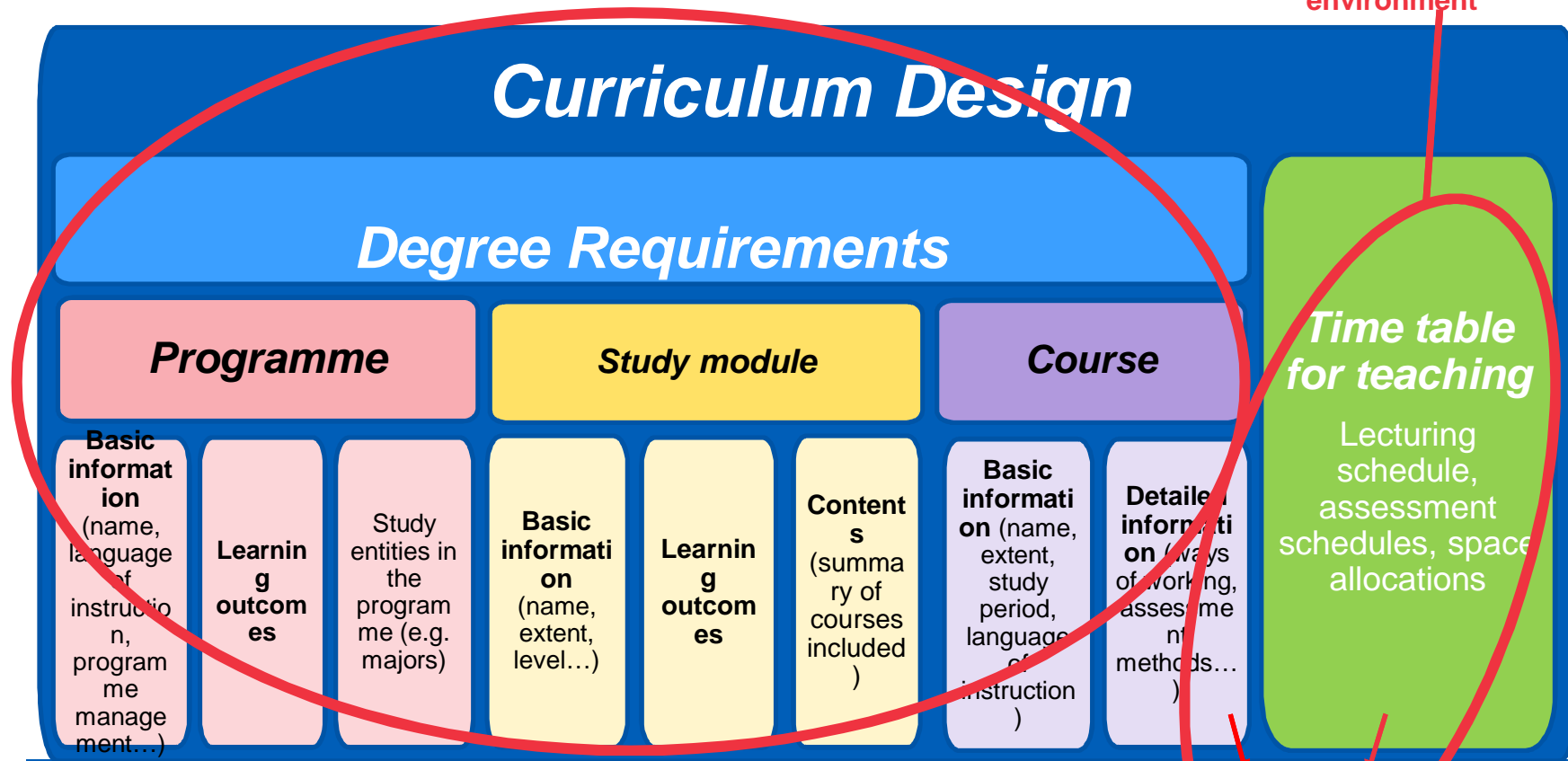
- Advanced study progress performance
- Study skills education integrated into curricula
- Regular study well-being surveys

WORKING LIFE CAPABILITIES

- Large share of credits earned in internships
- Wide collaboration with working life enrich learning results
- International students integrated in working life

Biannually Confirmed Curricula

Annually, no separate confirmation. Published in MyCourses learning environment



The curricula are confirmed biannually by the school academic affairs committees. Published in course management system

Syllabus

Curriculum design in two-year cycles

September-December

- Preparation of degree requirements in the programmes
 - Planning of resources for teaching
- Responsibility: Programme director, Head of Department

August 2019

- **Strategic curriculum planning starts on degree and programme level Programme Reviews etc.**
- Responsibility: Vice Dean

January 2020

- Finalizing the degree requirements, learning outcomes, basic course information → Responsibility: Programme director and teachers
- Scheduling of teaching starts → Responsibility: LES and teachers

February - March

- Degree requirements: Degree Programme Committee or other decision-making body
- Responsibility: LES and decision-making body

March - April

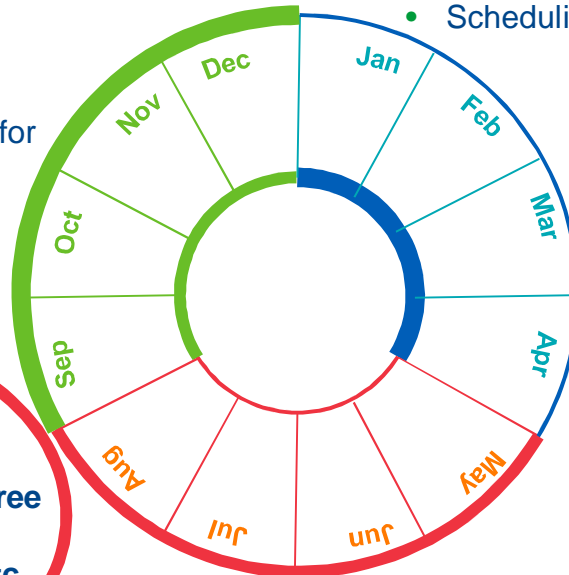
- Decision on degree requirements in School's Academic Affairs Committees
- Responsibility: LES and School AAC
- Study guides published → Responsibility: LES

May 2021 –

- Preparations for the planning of curricula 2022-2024 begins (every other year)
- Responsibility: Vice President, LES

June 2020

- Course descriptions and schedules published
- Responsible: LES



Learning in ent activities

Learning outcomes to fulfill (curricula)



Learning in entrepreneurship activities

Challenges & solutions

- Identifying the relevant learnings - Curriculum mapping
- Ways in include activities in curricula – courses? Parts of courses? Minors?

**Mindset
(interest)**

(Elective) Courses

**Behavior
(skills)**

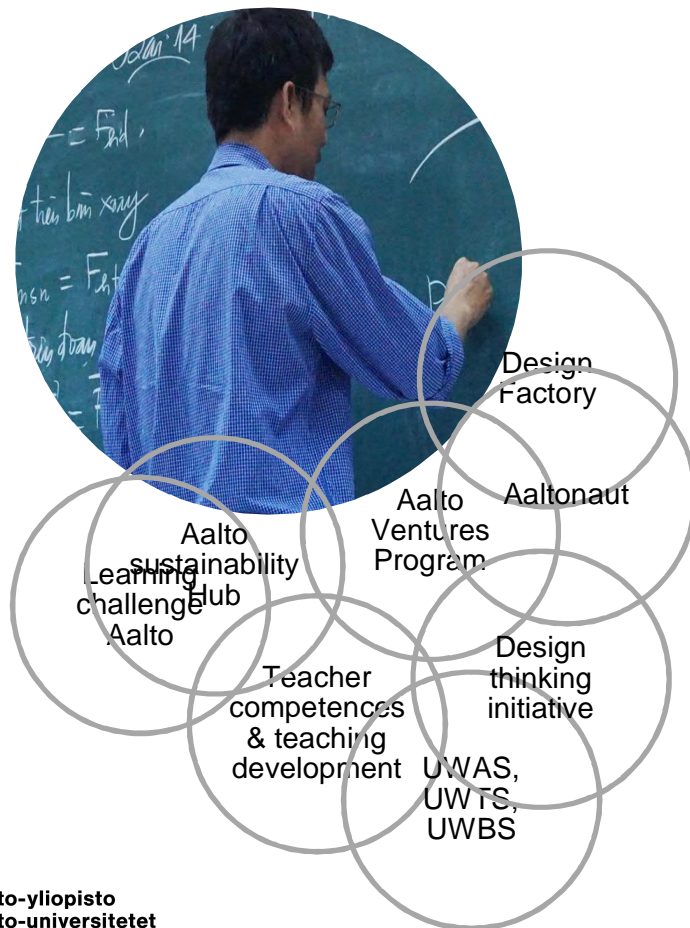


**Behavior
(skills)**

Integrated Education

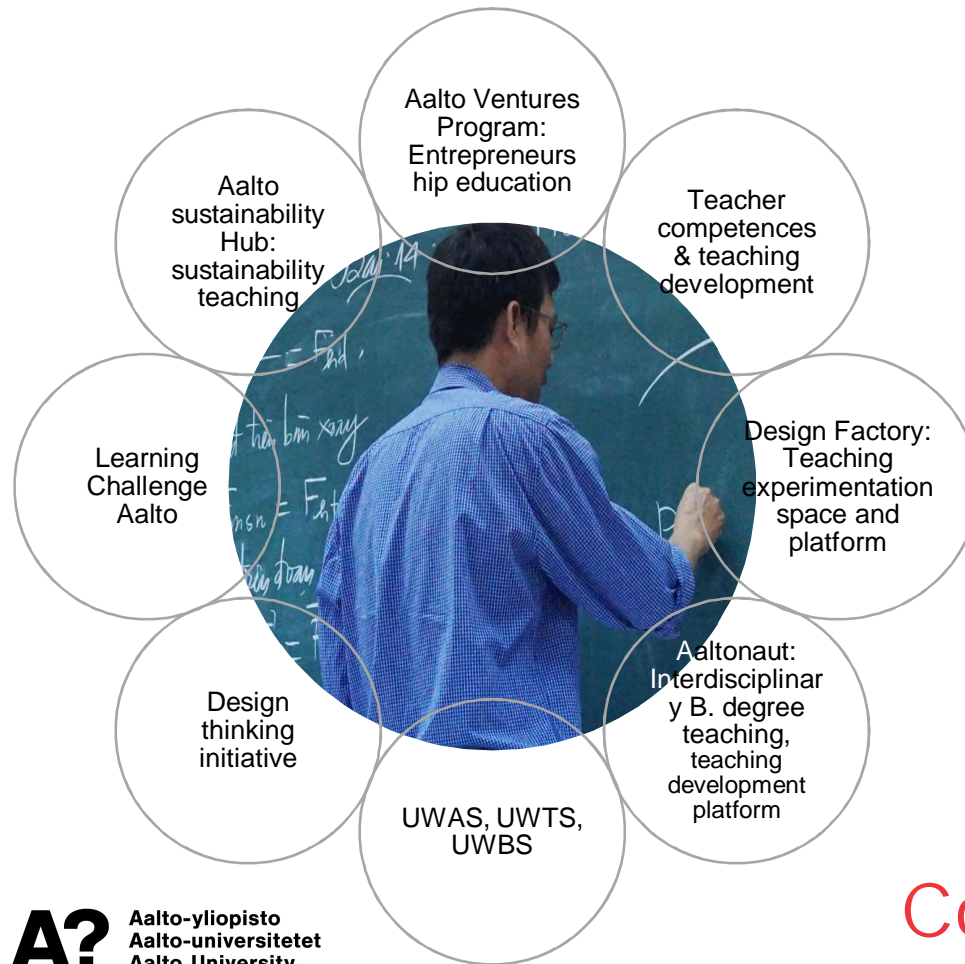
**Mindset
(interest)**

Unconnected initiatives



- **Development pressure on the same teachers**
- **Overlapping experimentations**
- **No peer-support / network**
 - Limited resources
 - Limited impact

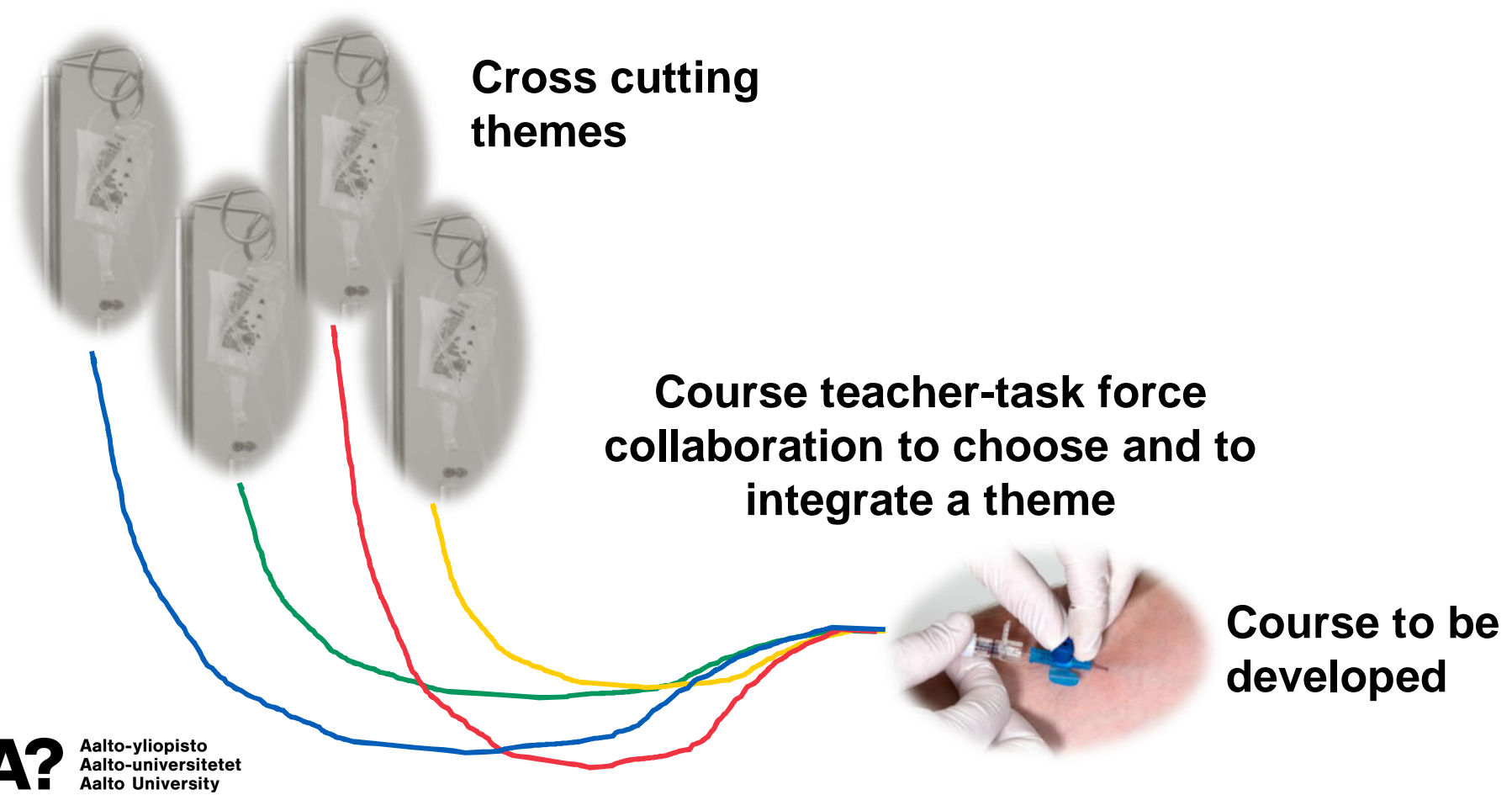
Unconnected initiatives



- **Coordination for meetings with teachers**
- **Shared contacts**
- **Easier reach to schools management**
- **Shared learning**
- **Project courses product management**
- **Bigger impact via network**

Collaborative teaching

Collaborative teaching





Aalto-yliopisto
Aalto-universitetet
Aalto University

Thank you!



aalto.fi