

# **How to plan, implement and assess PRESETT teacher education study programmes – Finnish experience**

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## Assessment of PRESETT teacher education study programmes

### Wrap-up, Assignment 1 (distant education), Closing

14:00	Assessment of teacher education programmes Assessment procedures and feedback practices Washback effect: curriculum development based on feedback
15:45	Tea / coffee break
16:00	Wrap-up of training Take-aways and planning for own work Q&A
17:15	Assignment 1 for the development teams (30 min) Feedback (15 min) Closing (15 min)
18:15	End of the session



# Assessment of teacher education programmes

Assessment procedures and feedback practices

Washback effect: curriculum development based on feedback

# ● ● **Going back to the aims...**

Discussing curriculum implementation and carrying out assessment procedures against underlying ideas and aims

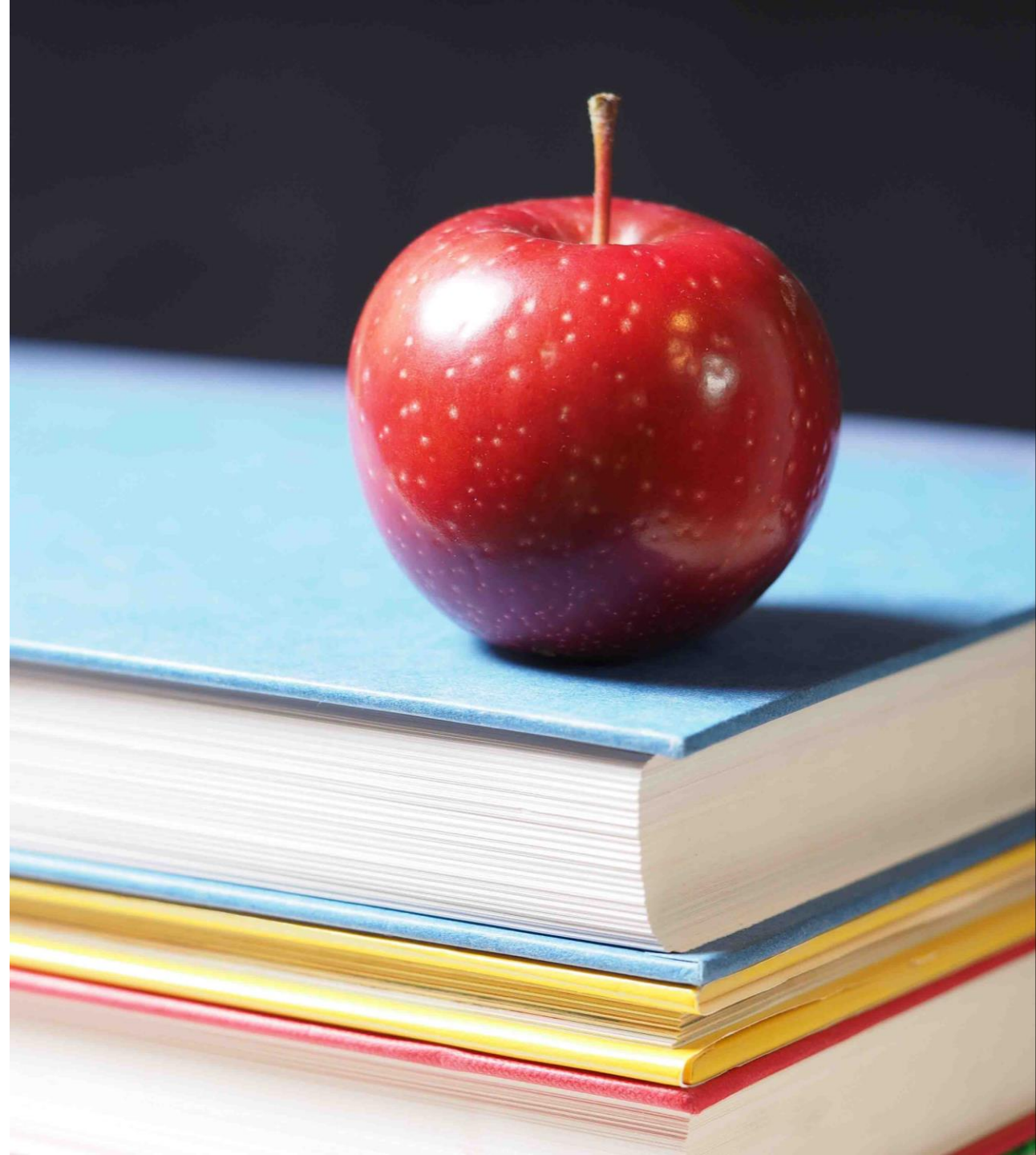
# Starting points for curriculum development (general goals)

- Improve student competences (knowledge and skills) and address current needs/trends
  - 21<sup>st</sup> century skills; ICT use and digitalisation, collaborative approach
  - Sustainable education, multi-professionalism, interculturalism and globalisation...
- Study organisation and structure of the degree programmes
- Efficiency of training
- Strengthen students' role in teacher education
- Enhance possibilities to find employment after graduation
- Something else?

Course related objectives

## ● ● Formulating the aims

- Producing an official document
  - **Input:** defining and outlining the way training should be implemented (what and how education should look like?)
  - **Output:** what should be learned? What kinds of skills and knowledge should students gain?



# ● ● Sources of feedback

## Within the university

- Student teachers
- Teacher educators
- Administrative personal
- Statistics and annual figures
  - number of graduations versus in-take
  - number of study credits...

## Stakeholders outside university

- Alumni
- Ministry of Education
- Institutions providing education (municipalities / schools)

# Assessment procedures and feedback practices

- Several levels
  - **Course level:** Teacher educators collect feedback on their own courses (personal purposes)
  - Feedback collected at the **programme level**
    - Master education / Bachelor education
    - Subject teacher education (example)
  - Feedback from alumni?
- Listening to **student voices**
  - Alternative assessment and empowering student teachers during the course
  - Student members in programme/unit meetings
  - Annual "Wine and whine" meetings (organised by student associations)



# Collecting feedback

- Feedback collected by teacher educators on their own courses, e.g.,
  - what was good content/activities, what was unnecessary content/activities, which methods were most beneficial to students
- Feedback collected at the programme level
  - Subject teacher education at UH, same questionnaire yearly, e.g.,
    - How well did the study unit support your preparedness to act independently as a teacher and as a member of a teaching community?
    - Assess the workload in relation to the completed study credits
    - Assess the preparedness that you have received from the studies for using ICT in teaching
    - To what extent have the studies supported the development of your interaction skills
    - How do you feel you were encountered as a student in your studies?

# Washback effect:

## ● ● curriculum development based on feedback

- How is feedback shared among teacher educators / staff members?
- How does feedback affect teaching in reality?
- What changes are made based on the feedback?
  - Structural (programme / course level)
  - Content-related / method-related (course level)
- How are students informed of changes made based on their feedback?

# Curriculum development based on future needs?

- Forecasts for future skills
  - Content of courses revised?
  - Generic / specific skills and knowledge (cf. personal practical theory)
- Demographic changes
  - More/less teachers needed, of what subjects?

**Activity**

**Individual / group**

**work**



# ● ● Individual task (about 10 min)

Consider the ways assessment procedures influence and show in your work as a teacher educator on your own and write down your thoughts (paper/laptop).

- 1) Write down one or two best practices related to programme assessment. Why do you find them good?
- 2) In what ways should existing procedures get improved?
- 3) In what ways are student teachers involved in programme assessment?

# ●● Group work (25 min)

You are divided into groups of 5-6 persons.

- Let's build together a mind map of assessment for the different levels of curriculum work and implementation
  - Discuss in your group the best assessment practices that help to improve and to better understand teacher education at different levels. Write concise ideas in short form:
    - **Use a green background** for good practices that are already in use
    - **Use a purple background** for practices that need to or should be improved or added
- <https://edu.flinga.fi/s/EH5M5QH>

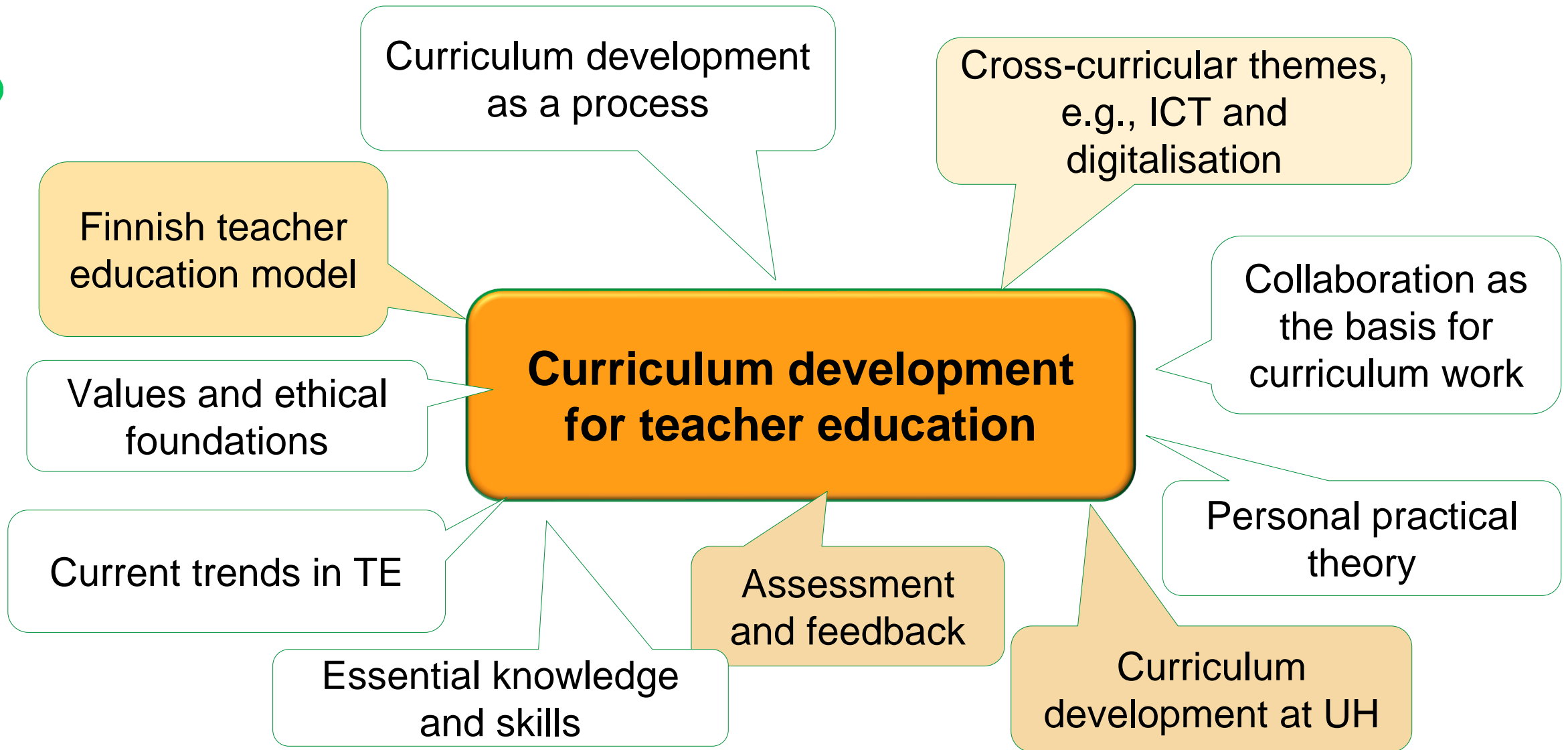
● ● **Tea / coffee break**



# Wrap-up of training

## Take-aways and planning for own work





**Activity**

**Individual / group**

**work**



# ● ● Recap of the training (10 min)

Write down your own reflections according to the following questions:

- What did I learn during this training?
- How is this content relevant to my work?
- How did I see something from a new perspective or make other realizations?
- What are the next steps I want to take in my home university?



# ●● Speed dating about take-aways

- You will be sent into breakout rooms with 3 persons for just 4 minutes at a time. Then breakout rooms are closed and reopened with a new small group (twice).
  - Share one of your expectations of curriculum work
  - Share one of your expected challenges in your own work
  - Share one of your next steps in your home university

# Questions & Answers

# Assignment 1 for the development teams (30 min)

# **Feedback (15 min)**

# **Closing (15 min)**

# ● ● End of training

- Thank you!
- Kiitos!

