

## How an experienced teacher establishes constructive alignment in course coordination and teaching

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### Program text

This paper explores how an experienced teacher establishes constructive alignment. This exploration is grounded in a teacher development model and in empirical fieldwork at KU's science faculty.

### Abstract

Constructive alignment is a prominent concept in Danish higher education pedagogy that gets passed on to university teachers (Leth Andersen 2010). This paper presents evidence that constructive alignment remains challenging for teachers in Danish higher education even when they have gathered substantial teaching experience. At the same time, other domains such as session planning, time management, or phases of the didactic game (Brousseau 2002) have become unproblematic. These findings are based on a knowledge development model that enables the identification of challenges in teacher development, because it maps elements of teacher expertise in both involved teaching and reflection on teaching (Wieser 2018; 2020). This model provides the conceptual horizon for a case study on teacher development. The case study was located at the KU's science faculty, where I engaged in ethnographic fieldwork with an experienced university teacher throughout a course she coordinated. During this course, I conducted a video ethnography of sessions, narrative interviews, and collected video diaries with reflections on teaching. Analysis of data highlights that the teacher was involved in a development process that focused on maintaining constructive alignment for students throughout her course. This paper gives insights into considerations of the teacher with respect to course development, and analysis highlights two considerations that remained central for the teacher throughout the course: Having students on board and bringing students in line. Having students on board refers to enabling the students to start performing within a didactical contract, while bringing students in line refers to their closeness to appropriate performance with course concepts. Both considerations refer to an intended course path that the teacher wants to run through together with students and illustrate how an experienced teacher established constructive alignment.

### Author(s)

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### Literature

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