

A! PEDTA INTRO (5 cr)

Session 3:

Teaching and learning at the university



Aalto-yliopisto
Aalto-universitetet
Aalto University

Aalto University Learning services
University pedagogical training
Jukka Välimäki & Jenni Koponen



WARM-UP

With a pair, share a new insight you have gained after the first sessions.



Schedule 13.00-16.00

Warm-up, practicalities, learning logs

Learning at the university: STEP 1

Learning at the university: STEPS 2 + 3

Levels of thinking about teaching

Peer group work, teaching experimentation, preparing for session 4, feedback

A! PEDTA INTRO 57, autumn 2023

I as a university teacher	Teaching and learning at the university	Interaction in teaching & Constructive feedback	Curriculum work & Planning teaching	Teaching experimentation & We as university teachers
WEEK 36 Pre-assignments	WEEK 38 Independent tasks	WEEK 40 Independent tasks	WEEK 42 Independent tasks	WEEK 44 Independent tasks
WEEK 37	WEEK 39	WEEK 41	WEEK 43	WEEK 45
Session 1 Mon 11.9. 13:00-16:00 (Väre F101)	Session 3 Mon 25.9. 13:00-16:00 (Otakaari 3, F239a)	Session 5 Mon 9.10. 13:00-16:00 (Väre F101)	Session 7 Mon 23.10. 13:00-16:00 (Otakaari 1, U271 U9)	Session 9 Mon 6.11. 12:00-16:00 (on campus)
Session 2 Thu 14.9. 9:00-11:00 (in Zoom)	Session 4 Thu 28.9. 9:00-11:00 (in Zoom)	Session 6 Thu 12.10. 9:00-11:00 (in Zoom)	Session 8 Thu 26.10. 9:00-11:00 (in Zoom)	Session 10 Thu 9.11. 9:00-11:00 (in Zoom)
Learning log 1	Learning log 2	Learning log 3	Learning log 4	

Session 9:
Teaching
experimentation

Working in peer groups

Week 43: DL for Peer group work 27.10., to be shared with other groups.

Time to give feedback until 8.11.

How to complete the course (in a nutshell)

1. Pre-assignments, assignments for the sessions completed

2. Teaching experimentation completed

3. Participation in peer group work

4. Participation in contact sessions

5. Learning logs written (at the end of themes 1-4 = four logs)

Learning outcomes for A! Peda Intro course

After this week, you

- ✓ have expanded your network among teachers at Aalto University and gained experiences of working in a multidisciplinary teacher group.
- ✓ will apprehend your role as a teacher in the learning process of the students.
- ✓ are aware of the AllWell? study wellbeing process at Aalto.



Summary from learning logs

General comments

- The class environment was friendly. Eager and optimistic feelings for the future
- Discussions with peers were useful and enlightening, others have same thoughts than I, I got new viewpoints.
- I got interested in reflective practice to my teaching
- Importance of active listening in group work. I feel I have been heard in my group
- With different backgrounds we share the same commitment and motivation to learning and teaching. Nice to have diversity in groups.
- The sessions gave insights to see my teaching in a fresh way
- Cocktail party contributed to a warm atmosphere, made interaction easy / was not necessary.
- Great examples of new tools and methods / frustrated with all the different technologies.
We intentionally use several different tools and methods during this course – more than is necessarily needed in your teaching.
- Opportunities to get personalized feedback during this course?
We have many forms of feedback during this course (general / peer / personal), but participants or groups can contact teachers for individual feedback.
- Online / face-to-face: each format has its own distinct advantages and shortcomings. Some preferred f2f over Zoom.
We want to give study experience of both during this course.

“Good university teacher” group work

- “Ideal teacher” group work was engaging when having members from different fields, challenged teacher identity thinking, efficient for learning, drawing supported discussion
- I became more conscious about the qualities of good teaching and where to focus. Group work gave me understanding about the collective nature of learning
- It was interesting to notice how similar the descriptions were
- Excellent start for the course, clarified my thoughts, explored what students already know about the topic
- Being a good teacher is much more than mastery of the subject. What is a sustainable way of being a teacher
- “It's essential to remember that teaching is an evolving journey, and no one is perfect.” There are many ways to be a good teacher.
- Teacher can have several roles; motivator, facilitator, even be a role model

You are allowed to use AI as your “study buddy”, with limitations

You are allowed to ask inspiration from AI, but you must state which tool you used, and how and where you have used AI.

You are still not allowed to copy-paste any text or material produced by AI: it is not your work and you always have to state everything with your own words.

You are always responsible of your submitted work
→ it should be your work.

We follow academic writing practices and maintain academic integrity:
copy-pasting text produced by someone/thing else and presenting it as yours is cheating.

Based on course instructions by
senior university lecturer Kirsi Yliniemi

Approaches to teaching and learning: Gallery walk



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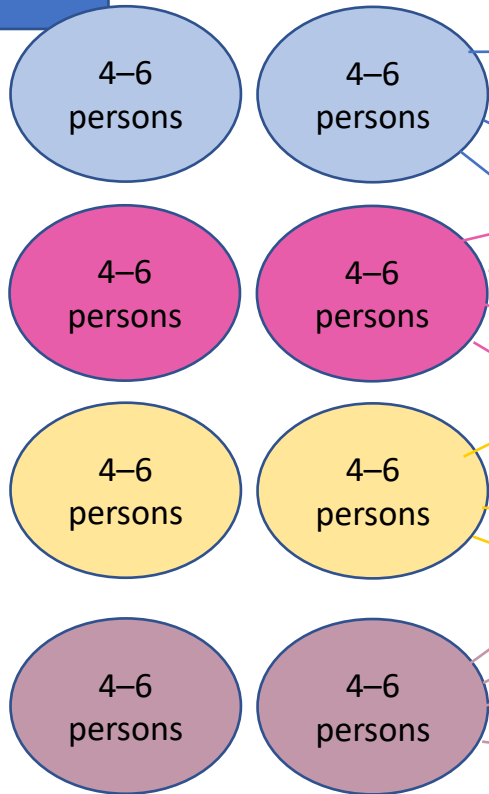
Gallery walk method

4 themes, 3 steps:

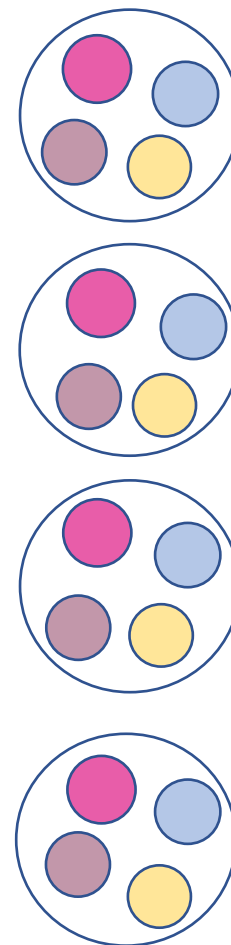
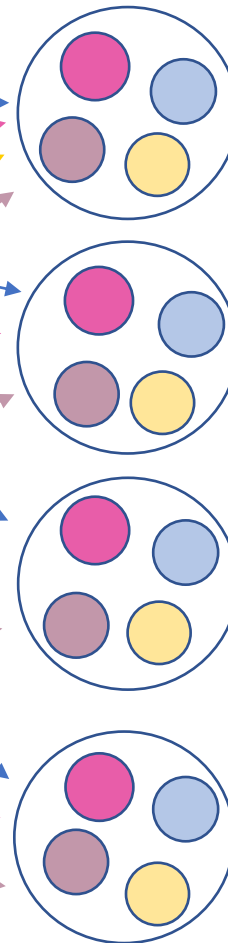
- **Step 1:** Discussion in theme groups & preparing the findings into a presentable "poster format" (30 min). *Staying in one group, working on one poster.*
- **Step 2:** Into new mixed groups: teaching, discussion and elaboration of the themes: (4x10min = 40min). *Staying in one group but moving between the posters.*
- **Step 3:** Into four theme groups & preparing the take-home messages (15min). *Staying in one group.*

Gallery walk in practice

Steps 1 theme groups



Step 2: working in new mixed groups

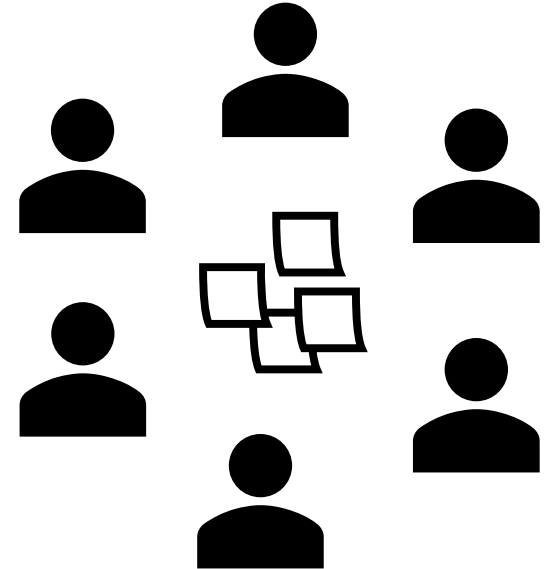


Formation of groups

Step 1 (30 min) BACK 14.10

Working in a theme group of 5-6 people

- **Discuss** your theme:
 - What do you think about it?
 - What kinds of examples regarding the theme arose from your experiences as a teacher?
 - What did you learn about it, based on the readings?
- **Prepare** a poster on the given topic
- **Be prepared** to briefly **present** the poster / pitch the content to your peers in the next step. You will have 5 min for the presentation and 5 min for discussion.



Themes & their numbers

- 1 and 5 Different levels of thinking about teaching
- 2 and 6 Designing effective learning in small groups
- 3 and 7 Designing effective learning in large groups
- 4 and 8 Surface & deep approaches to learning

Formation of mixed groups

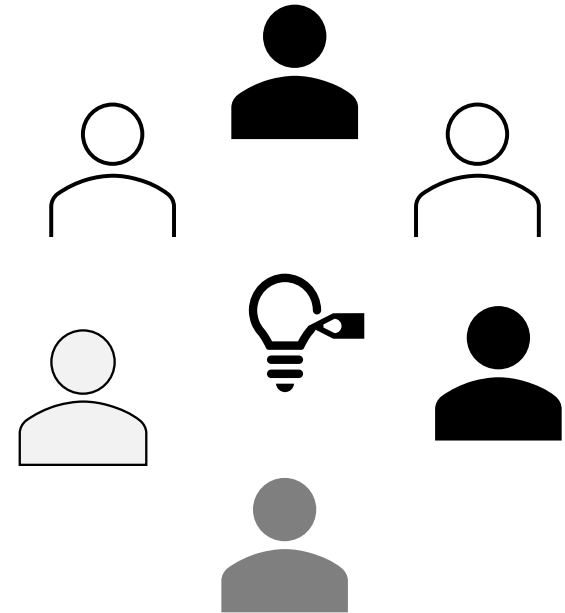
Step 2 (40 min)

Working in a new, mixed group of 4-6 people.

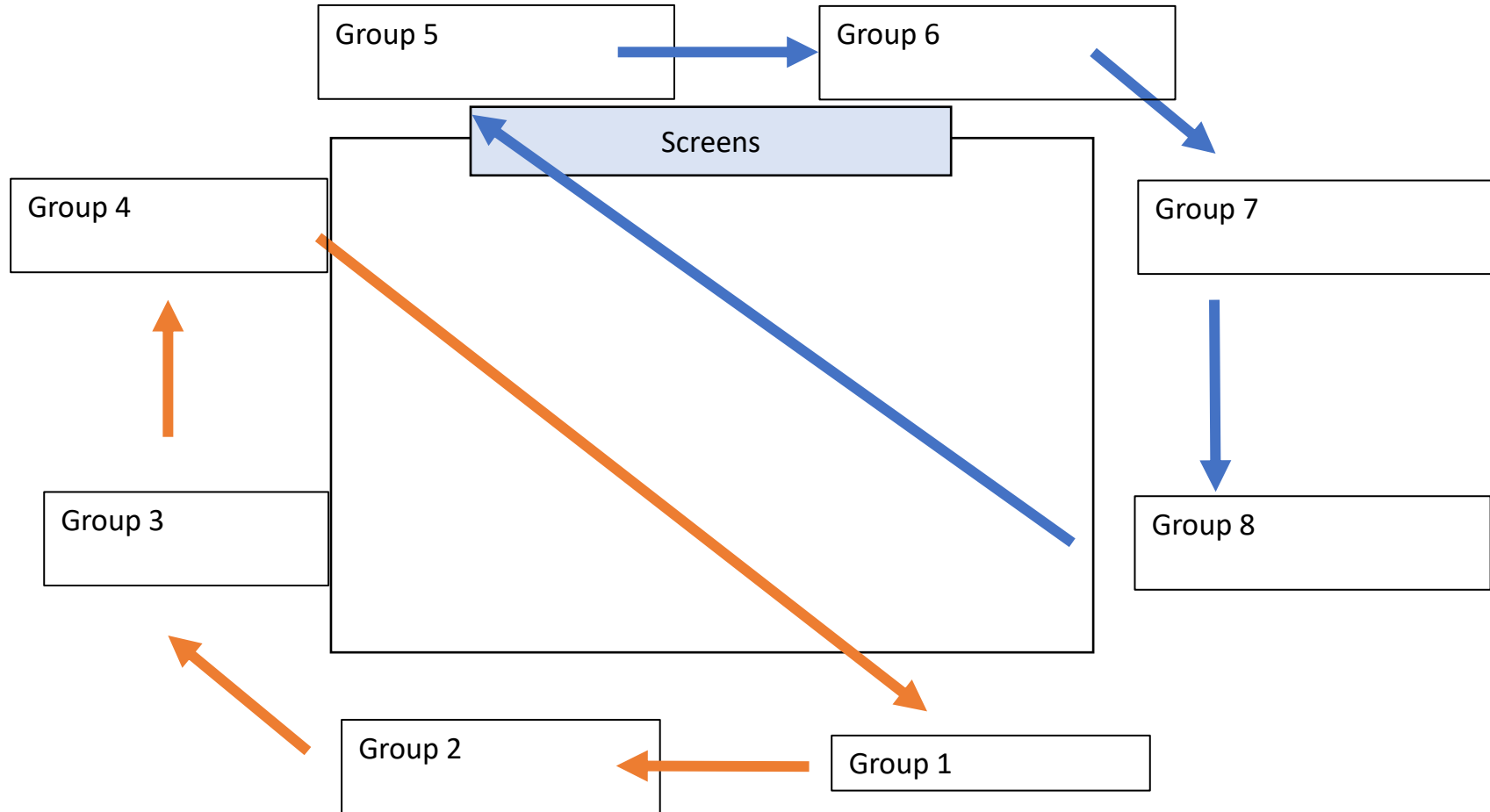
- Each poster is presented by the member(s) of the theme group that has produced it (10min).
- The mixed group makes questions. The presenter can add new thoughts on the poster, if something essential comes up (5min)
- Each group goes from poster to poster (~10 min/poster) in numerical order: **1→2, 2→3, 3→4, 4→1. OR 5→6, 6→7, 7→8, 8→5**
- The facilitators (Jenni & Jukka) will let you know when it's time to change theme.

Themes & their numbers

- 1 and 4 Different levels of thinking about teaching
- 2 and 6 Designing effective learning in small groups
- 3 and 7 Designing effective learning in large groups
- 4 and 8 Surface & deep approaches to learning



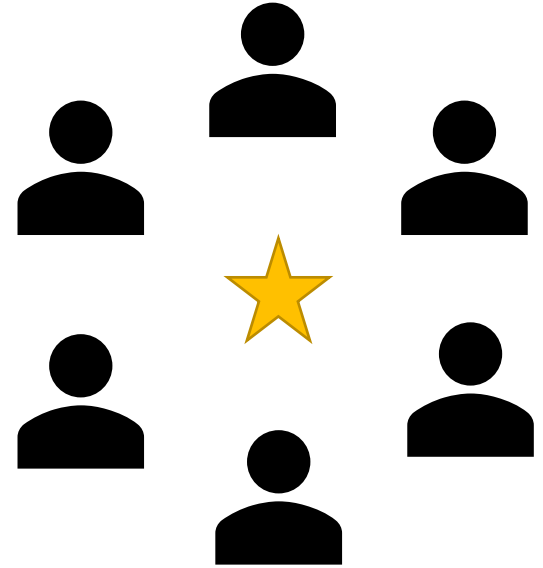
Gallery: Starting places & posters



Step 3 (5 min)

Go to the poster you created

- As a group, about your group's theme: Choose **1 take-home message**, write it at the bottom of the poster and draw a star next to it.



Three levels of thinking about teaching & approaches to teaching and learning

References:

Biggs & Tang (2011)

Biggs (2003)

Ramsden (1992)

Trigwell & Prosser (1996)



	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher	LEVEL 3 (no blaming)
FOCUS	What the student is?	What the teacher does?	What the student does?
TEACHER'S ROLE	Expert of the content	Expert of the content	Expert of the content AND Learning facilitator
TEACHING	Transmitting information Lecturing Assessing Teaching as selective activity: "good" and "poor" students. Teacher-centred	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centred, content-focused	Supporting learning Setting clear learning outcomes Reflecting own activities as teacher. Teaching and activities based on constructive alignment. Student-centred, learning-focused
STUDENT'S ROLE & APPROACH	Attending lectures Listening and taking notes Reading Passing the exam Memorizing Surface approach to learning	Attending lectures Listening Answering Passing the exam Giving feedback Memorizing and understanding	Active approach to study Responsibility over own learning Understanding Reflecting Deep approach to learning

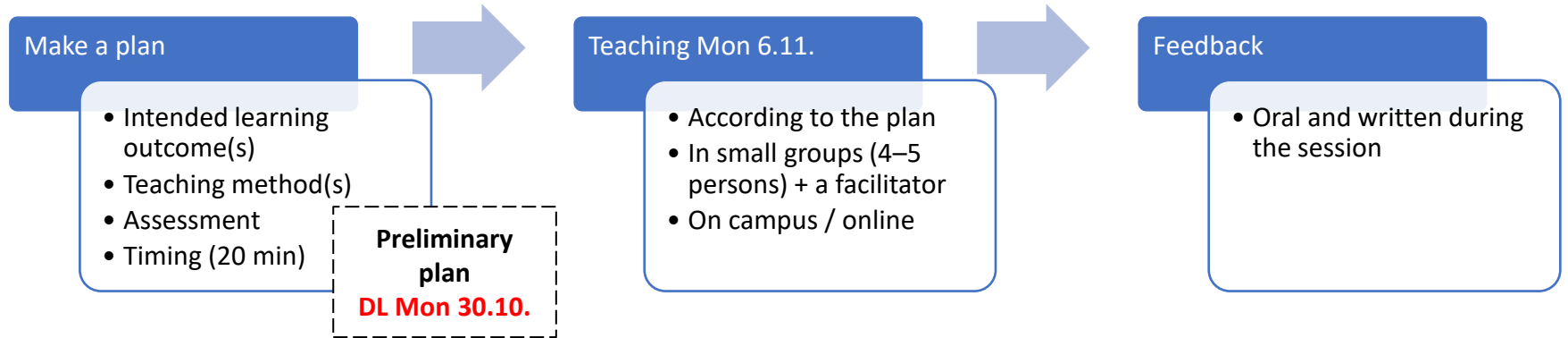
**Group work,
teaching experimentation,
what to do now
& feedback**

Peer group work

Have you...

- Agreed on your ways of working?
- Shared ideas on your topic?
- Searched for information / material?
- Formed a question or a problem that you want to solve OR have you found a clear focus or an angle?
- Agreed on the end result: what kind of a material will you produce?
- What are the next steps?
- Agreed on how many times will you need to meet?

Teaching experimentation, 3 phases



Start planning

- Choose the topic
- Define intended learning outcome(s)

Detailed instructions in MyCourses:

Course: A!Peda Intro 57 (English)
Autumn 2023, Topic: Written plan
for the Teaching experimentation:
Inbox & guidelines

What to do now?

Writing notes for Learning log 2

- *Peer-group working continues*
- *Your individual teaching practice plan, you can start planning*



Feedback

<https://edu.flinga.fi/s/EZS5UT5>

- In this course we demonstrate different ways of collecting feedback during the course. So far you have given feedback through learning log and Presemo. This time we'll use a Feedback tree in Flinga.
- Think about your approach to feedback: how would you like to collect feedback in your teaching? Which tools could work for you and your students?

With post-its:

1. **Today I learned... (green post-its)**
2. **Today the level of my participation was... (orange)**
3. **Feedback / Feelings / Greetings to the facilitators (yellow)**



Thank you! Kiitos!

25.9.2023