

A! PEDTA INTRO (5 cr)

Contact session 5:

*Interaction in teaching and
constructive feedback*



Aalto-yliopisto
Aalto-universitetet
Aalto University

Aalto University Learning Services
University pedagogical training



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.**

Schedule 9.10.2023

Warm-up

Learning logs

History of learning theories

Interaction in teaching

BREAK

Group dynamics

BREAK

Visitor, senior university lecturer Harri Hakula: *The perspective of an experienced teacher: Teaching large groups*



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Red or Green

**Learning happens in
interaction with others.**

**Interaction in teaching
needs careful planning.**

**Safe learning
environment creates
good basis for interaction
in teaching.**



Highlights from learning logs



From learning logs

important to have good support networks as well as an atmosphere that promotes well-being for students.

the choice of the physical classroom is equally important to the chosen teaching approach.

The teacher's responsibility is to facilitate learning by initiating situational interest, organising the course and material in logical sequence and be open to the discussions and questions.

important to make clear to students how we incorporate their feedback

discuss beforehand how groups are formed, think about what is a good group size

we don't need to be perfect as teachers, but we all practice teaching from our own starting points and through our own personalities and that we are on our own paths of developing in this.

Gallery walk method

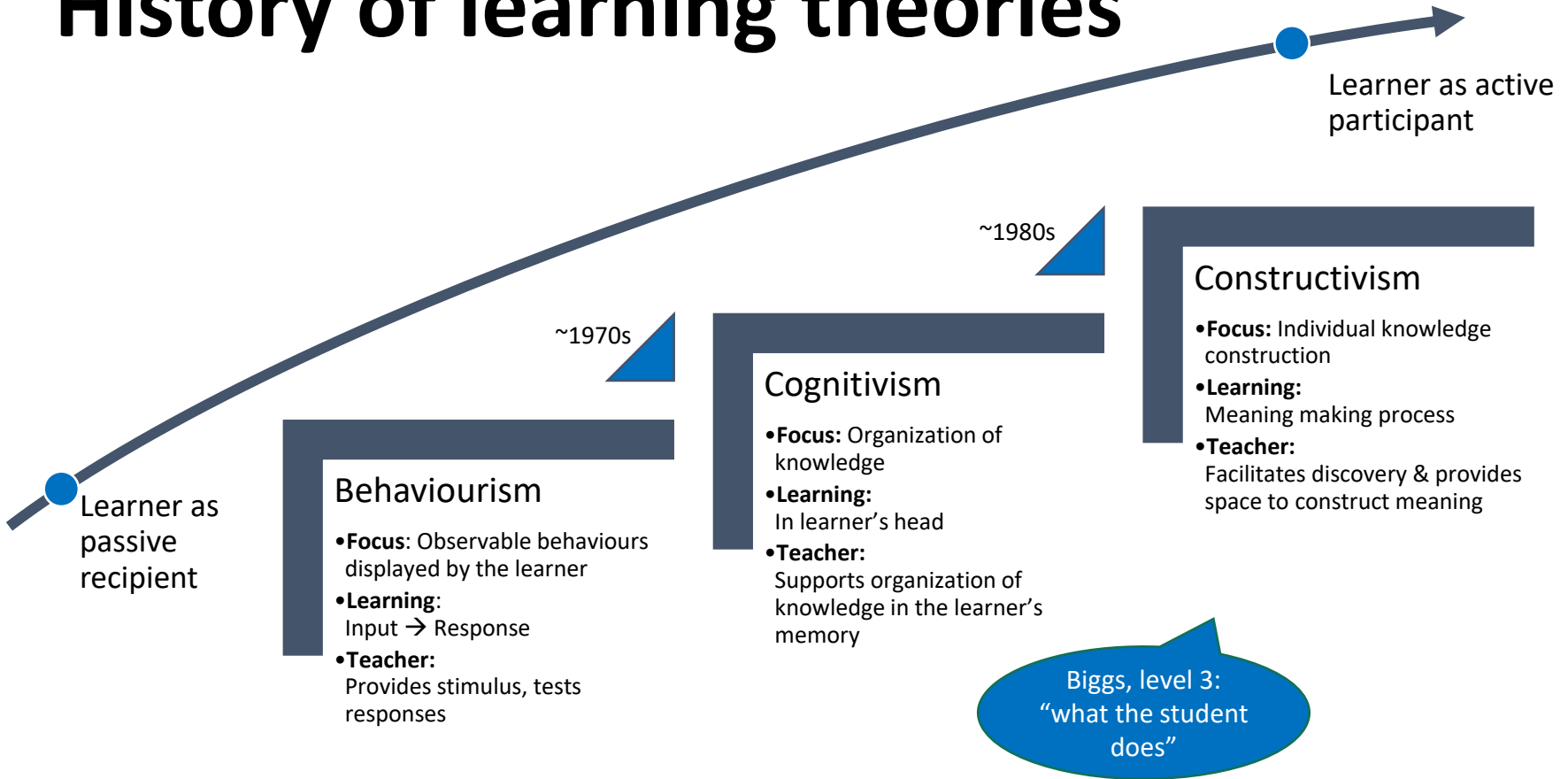
- Gallery walk was seen as a good method for activating students to collective learning
 - Majority saw that GW was engaging and effective for learning and knowledge sharing
 - Some of you felt they did not learn anything new: I did not learn much from the discussion after having already read the texts
- GW made good debate possible, would not be possible if lecturing was the method
- Reading the material before the class was seen beneficial - although some felt that the load of reading material was demanding.

Levels of thinking about teaching, approaches to teaching, motivation

- Approaches to teaching reminded me how I interpret learning + The articles sparked a lot of thoughts regarding the relationship between teaching and learning
- I started to think my teaching through students' eyes
- Importance of student interest in their studies put me think how to support it with my teaching practices
- Teaching should always aim towards deep learning + "Levels of teaching" helps to concentrate on DL
- What is the interplay between deep and surface learning
- I was able to find the meaning of the levels of teaching through reflection
- What is the role of time in approaches to learning (adopting deep or surface learning)?
- Sometimes reducing the pace or the workload is needed to create an environment where deep engagement is possible. **There is a saying that "Coverage is the worst enemy of learning."**
- Is it possible for each course teacher to strive for the maximum amount of deep learning? **Surface learning is associated with (short term) recall of content & anxiety, deep learning with contextualized understanding, meaningful learning experiences and longer-term learning. Shouldn't we aim for the latter?**
- Studying (in HE and in basic education) is often designed in ways that seem to be designed to encourage a very instrumental view of learning and hinder deep learning. **We have certain context, but the overall development has been towards DL.**

Glimpse into History of Higher Education

History of learning theories



Interaction in teaching

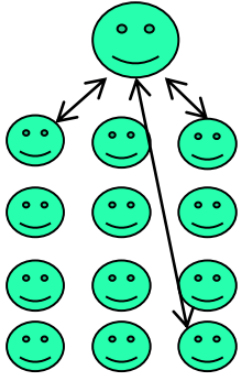
Interaction in teaching – why?

- The fundamental rationale is to improve students' learning
- Here interaction refers to the kinds of exchanges (communication) that are believed to extend thinking and enhance learning
- According to this view, learners develop understanding ...
 - in interactive & social situations
 - helped by & in collaboration with others

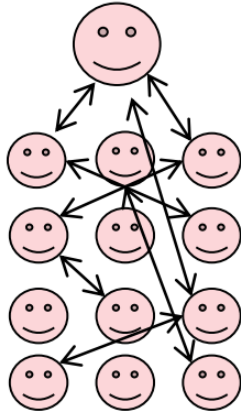
Vygotsky 1972; Bruner 1986; Britton 1970; Wells 1986; Norman 1992; Barnes & Todd 1995; Mercer 1995 (in discourse: Gumperz 1982; Chafe 1982; Tannen 1989; Levinson 2006)

Different types of facilitated interaction

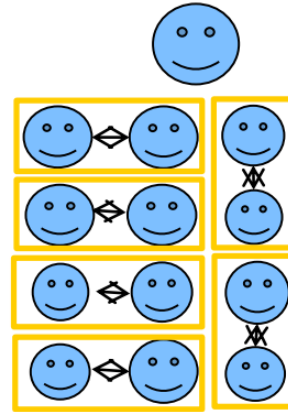
A. Between teacher and student



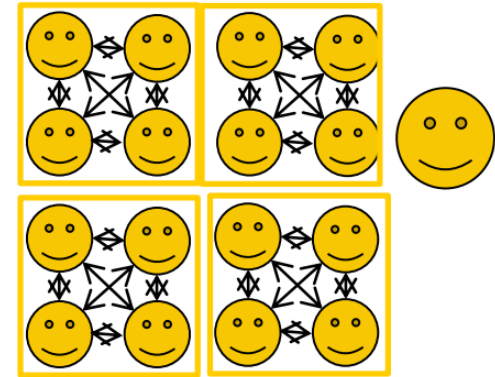
B. Teacher led group discussion



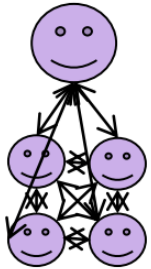
C. Discussion in pairs



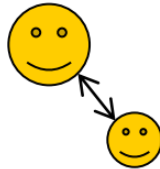
D. Group discussion; teacher coordinates



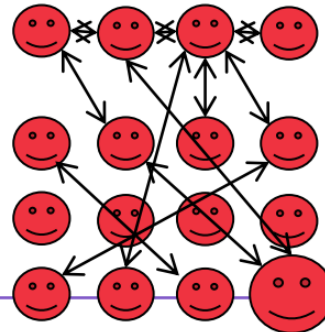
E. Group instruction



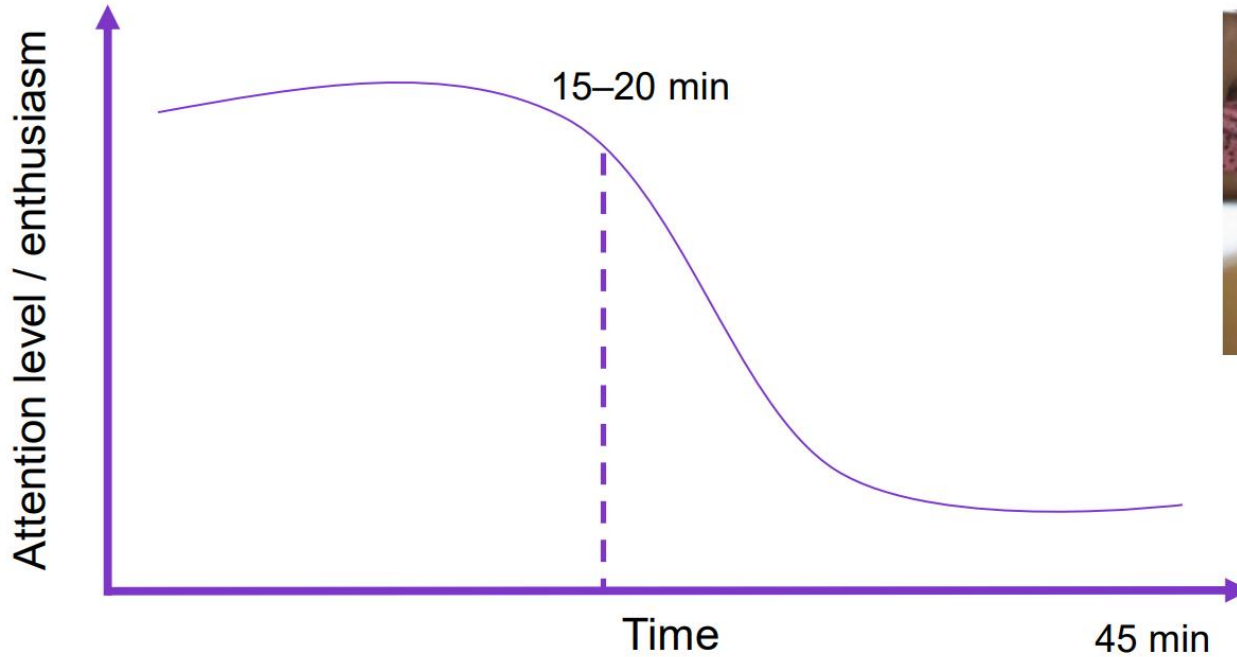
F. Personal instruction



G. Group discussion, led by the students



Attention vs. rhythm of teaching



Break



Interaction in teaching (method: Think-Pair-Share)

1. Individually

2 min: Consider your own thoughts and ideas. Write down the most important thing briefly, for yourself.

2. Pair

6 min: Share your ideas with each other. Try to be active when listening and respectful with communication. Choose or form a common main idea (what is central/interesting/open-ended for you and why).

3. Group (2 x pair)

6 min: Share the main ideas of your pairs with each other. Choose or form a common main idea for your group (what is central/interesting/open-ended for you)
→ Post your main idea in Presemo: presemo.aalto.fi/autumn23intro/

Group dynamics

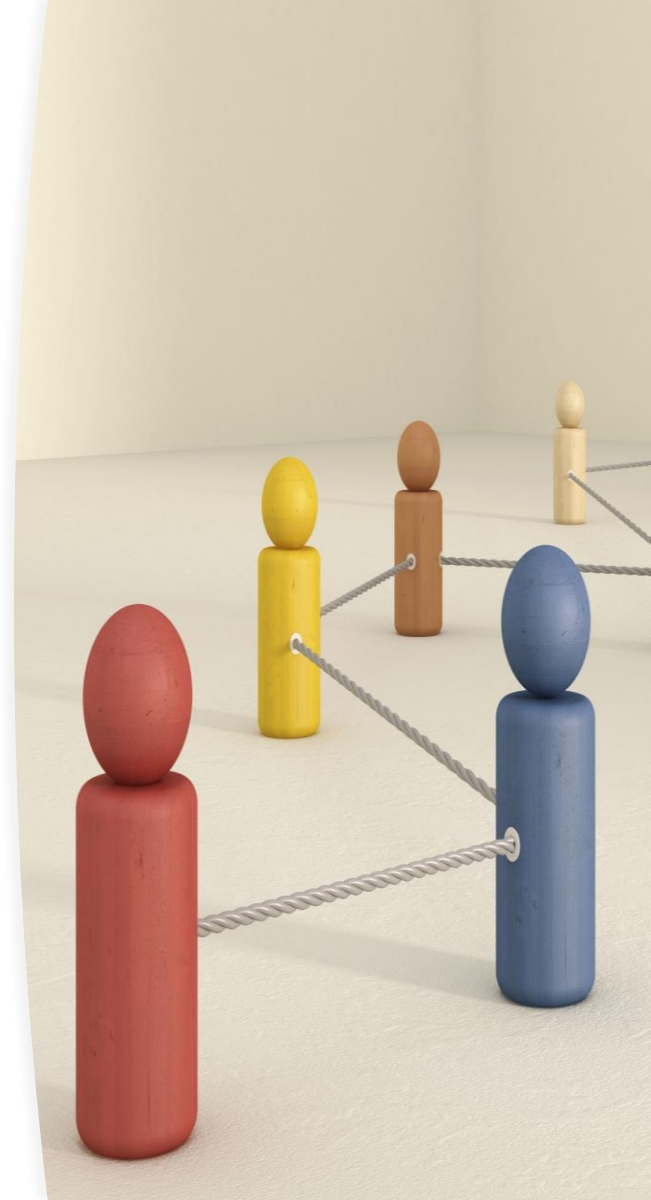
Group dynamics and roles in a group

- Group Dynamics Theory
- Group Types
- Factors Affecting Group Dynamics
- Strategies To Improve Group Dynamics
- Group Roles
- Gamification: Group roles



Group dynamics

- Group dynamics refers to the patterns of interactions and relationships that occur within a group of people.
- Understanding group dynamics helps explain how groups form, function, and evolve over time.
- Group dynamics encompasses the various psychological processes and behaviors that influence how individuals within a group behave, make decisions, and relate to one another.



Group development

- Group dynamics theory states that all groups go through a cycle of states that contribute or prevent the completion of their goals.
- The actions of group members should not be interpreted and judged on their own merits but examined as a part of a larger system, a network of individuals with a common goal.

Forming

Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.



Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Adjourning

The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.

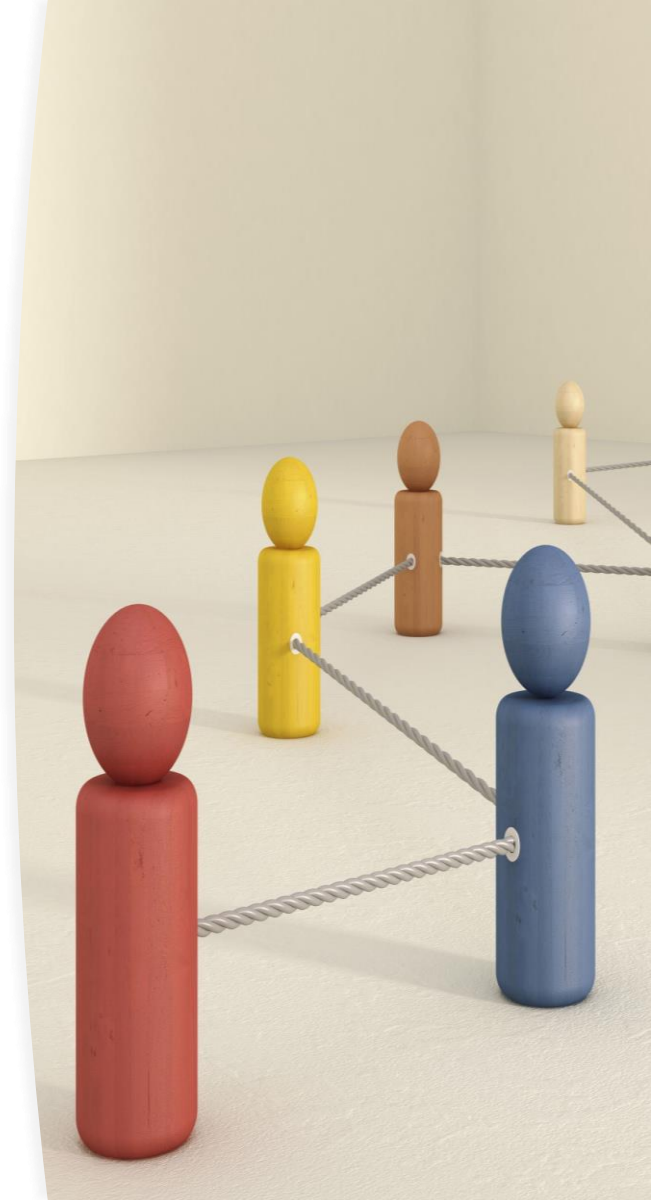


Theory: Tuckman 1965, 384-399, Tuckman & Jensen 1977.

Picture: <http://wheatoncollege.edu/sail/leadership/student-involvement-handbook/strengthening-group/leadership-teambuilding/>

Group norms

- All groups have group norms that are formally or informally recognized and maintained. These have been instituted for the functionality and productivity of the group.
- Following group norms is seen to strengthen group cohesiveness. For a group to have a high level of group cohesiveness, individual members of the group must be able and willing to work together for the completion of common goals.

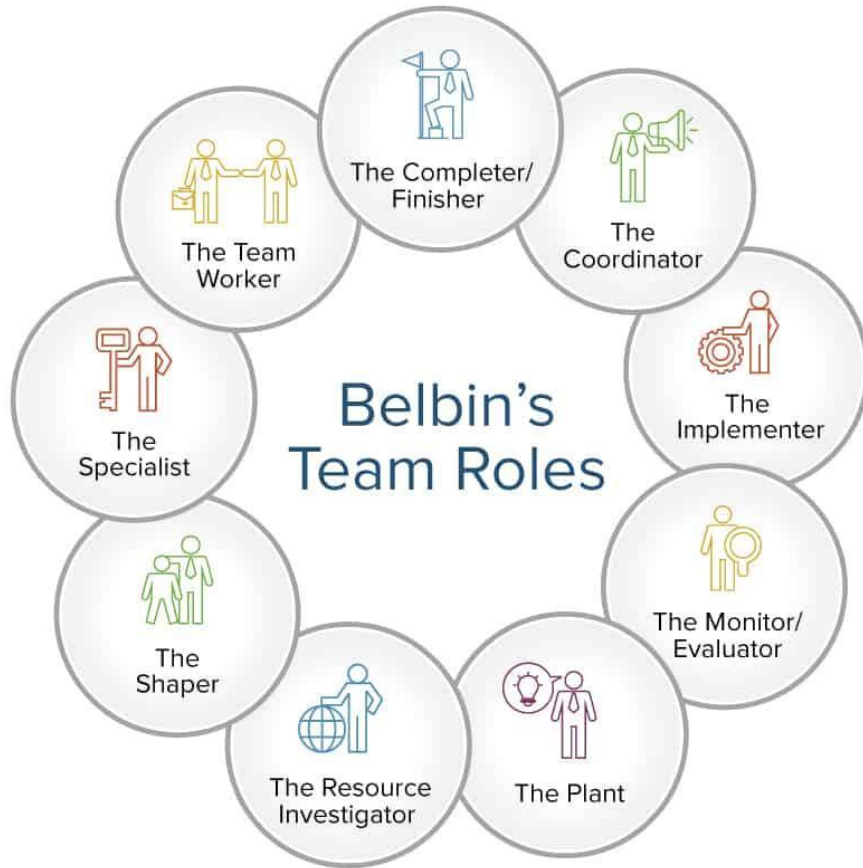


Belbin's Team Roles

- Group roles are created for managing and carrying out group responsibilities
- R. Meredith Belbin, the British management theorist whose seminal work on team roles in the 1970s and 1980s still shapes our understanding of team roles today.
- “The types of behavior in which people engage are infinite. But the range of useful behaviors, which make an effective contribution to team performance, is finite.”
- R. Meredith Belbin



These useful behaviors are the basis of the nine Belbin team roles.



Role	Description	Allowable Weakness
Shaper	Problem solver, thrives under pressure	Pushes limits
Implementer	Practical thinker, brings ideas to life	Dislikes change
Completer Finisher	Diligent and detail-oriented, obsesses over quality	Prone to stress, doesn't delegate well
Coordinator	Natural leader, organizes and delegates	Delegates own tasks to others
Team Worker	Sensitive to needs of others, helps avoid conflict	Remains neutral, has a tendency toward indecisiveness
Resource Investigator	Extrovert, develops contacts for the team	Struggles to maintain long-term enthusiasm
Plant	Creative, out-of-the-box thinker	Ignores working constraints
Monitor Evaluator	Analytical, critical thinker, good decision maker	Dispassionate, may be overly critical

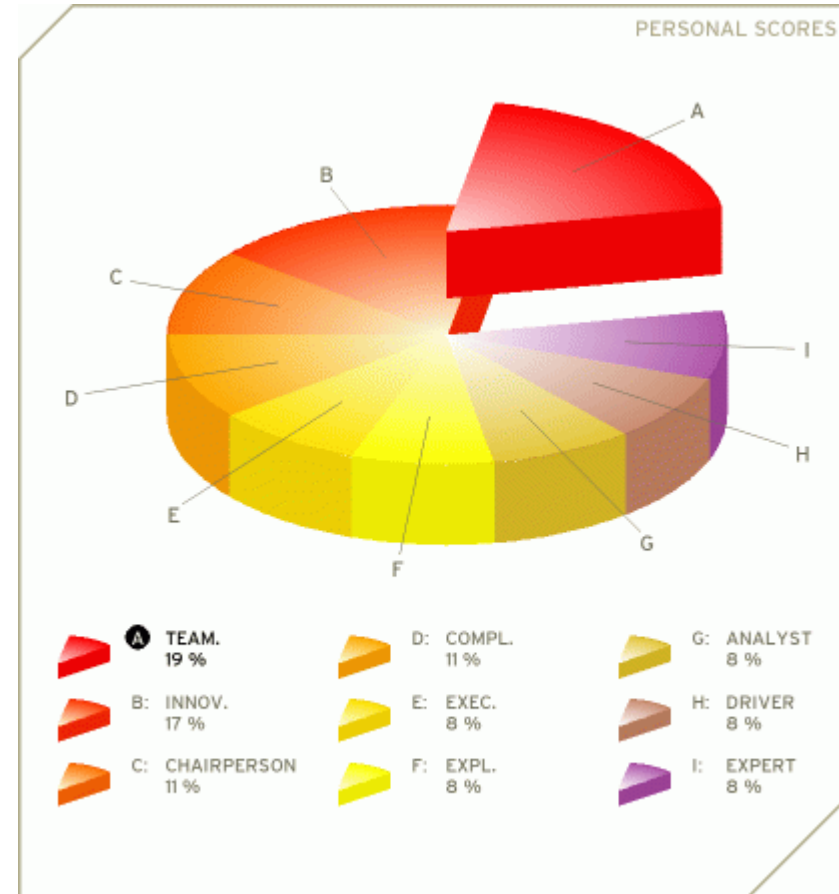
Who are you in a team?

Which one(s) are you?

Most individuals do not conform exactly to one Belbin role. People play multiple roles that are either complementary or conflicting. Some roles are more likely to co-occur in individuals.

Take a quick team role test (5 min):

<https://www.123test.com/team-roles-test/>



Different roles in groups

Professional roles

- e.g., principal, teacher, student, coordinator

Roles connected to communication

- e.g., quiet, talkative, reclusive

Roles based on structure of norms

- e.g., dominating, controlling, uncooperative, comforting

Roles based on feelings

- e.g., encouraging, inspiring, withdrawing, harmonizing

Authority roles

- e.g., chief, worker

How to improve group dynamics

- **Clear Goals:** Define achievable goals, realistic timelines and roles.
- **Communication:** Promote open and respectful communication.
- **Conflict Resolution:** Develop effective conflict resolution strategies.
- **Leadership:** Appoint a neutral leader or facilitator.
- **Inclusivity:** Value diversity and ensure equal participation.
- **Regular Check-Ins:** Schedule regular progress meetings.
- **Celebrate Success:** Acknowledge achievements.
- **Feedback:** Encourage constructive feedback.
- **Decision Making:** Clarify decision-making processes.
- **Manage Group Size:** Consider group size for efficiency and equality.
- **Time Management:** Use meeting time efficiently.
- **External Help:** Seek assistance when needed.
- **Follow-Up:** Reflect and adapt strategies as needed.



See also (more about groupwork)

- [Teamwork First-Aid Kit | Aalto University](#)
- Burke, A. (2011). Group work: How to use groups effectively. *The Journal of Effective Teaching*, 11(2), 87-95. https://uncw.edu/jet/articles/vol11_2/burke.pdf

Break



Harri Hakula, senior university lecturer

What to do now?

In MyCourses, under session materials:

- **Choose** how you will conduct the teaching experiment: On-campus or online.
- **Read** the text about constructive and effective feedback (2 pages)

+ Writing notes for Learning log 3



Feedback

- Platform: **Presemo**
- Method: I like – I wish
- presemo.aalto.fi/autumn23intro/



Thanks for today

See you on Thursday!