



Aalto University

Learning and Teaching in Higher Education (5 cr)

Reflection, expertise and development

*Maire Syrjäkari ja Päivi Kinnunen
Contact session 3: 7.3.2017*



Photo: Maire Syrjäkari, 2014

Timeline: Learning and Teaching in Higher Education (5 cr)



Pre-assignment
DL
26.1.2017



CS1: 2.2.2017
University pedagogy and learning theories

Log 1
DL 9.2.

Reading tasks (3)
DL 14.2.

Essay:
Approch to learning and teaching



CS2:15.2.2017
Approach to teaching and expertise

Log 2
DL 22.2.

Reading tasks (2)
DL 6.3.

Essay:
version 1.0
DL 24.2.



CS3: 7.3.2017
Reflection, expertise and development

Log 3
DL .14.3.

Reading tasks (2)
DL 27.3.

Essay:
Peer feedback
DL 6.3.



CS4: 28.3.2017
Quality of teaching

Log 4
DL 4.4.

Essay:
version 2.0
DL 13.3.

Essay:
Facilitator feedback
DL 27.3.

Essay:
Final version
DL 21.4.2017

Themes and intended learning outcomes

Peer feedback from essay: My approach to learning and teaching
The meaning of reflection on development teacher's competence
Assessment of own competence

After this session you

- have a student experience of giving and receiving feedback as well observing the feedback situation. You may also be able to implement a feedback situation on your own teaching.
- have knowledge about reflection process and ways.
- are aware of the importance of reflection to your own development.

Schedule

9.00 – 11.00

Orientation

Peer Feedback

11.15 – 12.15

Lunch

12.15 – 15.00

Reflection

Development as a teacher and an expert

15.00 – 15.30

For next session

From previous session

4 Questions (4 Q's)

1. **Facts:** What do you remember?
2. **Feelings:** What were your feelings/reactions?
3. **Focus:** What was essential to you?
4. **Action:** Pick 1-2 topics from Q3. What would you do about it/them?

Peer Feedback

Feedback discussion

- Feedback discussion is a guidance situation in a group of three persons.
- In a group each has a role of:
 - *Coach / instructor*
 - *Student / actor*
 - *Observer*
- Discussion topic is the essay and how to promote the writing process
- Time:
 - *15 min coaching and giving constructive feedback and wrap-up*
 - *3 min observer gives feedback on coaching*
- Four/five rounds – you will act once in each role

Roles and tasks in a discussion

Coach

- Start with interviewing your peer shortly
- Give constructive feedback on your peer's essay
- Wrap-up your discussion and make a plan for the next step

Observer

- Time the discussion and observe the coaching:
 - *How do the questions function / what are good questions?*
 - *What are the strengths of the coach?*
 - *How is the constructive feedback?*

Wrap-up: observer gives quick feedback on the situation (5??? min)

- How did the questions promote the discussion? Was the feedback constructive? How did the coach act in the situation?
-

Modified GROW model



Set goal (2 min)

- If your essay was ready, how would it look like?

Reality (2 min)

- What have you done? What has helped you to write the essay?
- How close are you in completing your essay on scale 1-10 (if 10 means best possible situation and 0 opposite to it)

Opportunities and options (2 min)

- What do you have to do to complete your essay and achieve your goals?
- Is there something that prevent you to carry out your plans?

Constructive feedback (7 min)

- Give constructive feedback on the essay

Wrap-up: What – when – by whom + will to do it (2 min)

- What are the next small steps that will be carry out next?
- How can you remove possible obstacles?
- What do you do to complete your essay writing?

Observer gives quick feedback on the situation (3 min)

- How did the questions promote the discussion? Was the feedback constructive?
How did the coach act in the situation?

(Whitmore: Coaching for Performance)

Essay feedback Groups

Group 1	
Uppa Heidi	ARTS
Glerean Enrico	SCI
Karvinen Meeri	ENG
Kontturi Eero	CHEM

Ryhmä 2	
Mannerla-Magnusson Meri	ARTS
Schmidt Jens	SCI
Niiranen Jarkko	ENG
Kortela Jukka	CHEM
Jokinen Ville	ENG

Ryhmä 3	
Di Marino Mina	ARTS
Todorovic Milica	SCI
St-Pierre Luc	ENG
Bankar Sandip	CHEM

Ryhmä 4	
Lehtonen Sari	ARTS
Henriksson Linda	SCI
Roncoli Claudio	ENG
Duan Ruifeng	ELEC

Ryhmä 5	
Seppänen Olli	ENG
Vuorinen Ville	ENG
Zakeri Behnam	ENG
Goerlandt Floris	ENG

Peer feedback groups and roles

Group 1: Heidi-> Enrico ->Meeri -> Eero -> Heidi

- Coach Heidi, actor Enrico and Eero observer
- **Coach Enrico**, actor Meeri and Heidi observer
- Coach Meeri, actor Eero and Enrico observer
- Coach Eero, actor Heidi and Meeri observer

Each round:

- 15 min coaching, giving constructive feedback and wrap-up
- 3 min observer gives feedback on coaching
- 4th person takes care of timetable

Peer feedback groups and roles

Group 3: Mina-> Milica -> Luc -> Sandip -> Mina

- Coach Mina, actor Milica and Sandip observer
- Coach Milica, actor Luc and Mina observer
- Coach Luc, actor Sandip and Milica observer
- Coach Sandip, actor Mina and Luc observer

Each round:

- 15 min coaching, giving constructive feedback and wrap-up
- 3 min observer gives feedback on coaching
- 4th person takes care of timetable

Peer feedback groups and roles

Group 2: Meri-> Jens -> Jarkko -> Jukka -> Ville J. -> Meri

- Coach Meri, actor Jens and Ville observer
- Coach Jens, actor Jarkko and Jukka observer
- Coach Jarkko, actor Jukka and Meri observer
- Coach Jukka, actor Ville and Jarkko observer
- Coach Ville, actor Meri and Jens observer

Each round:

- 12 min coaching, giving constructive feedback and wrap-up
- 2 min observer gives feedback on coaching
- 4th person takes care of timetable

Peer feedback groups and roles

Group 4: Sari -> Linda -> Claudio -> Ruifeng -> Sari

- Coach Sari, actor Linda and Ruifeng observer
- Coach Linda, actor Claudio and Sari observer
- Coach Claudio, actor Ruifeng and Linda observer
- Coach Ruifeng, actor Sari and Claudio observer

Each round:

- 15 min coaching, giving constructive feedback and wrap-up
- 3 min observer gives feedback on coaching
- 4th person takes care of timetable

Peer feedback groups and roles

Group 5: Olli -> Ville V. -> Behnam -> Floris -> Olli

- Coach Olli, actor Ville and Floris observer
- Coach Ville, actor Behnam and Olli observer
- Coach Behnam, actor Floris and Ville observer
- Coach Floris, actor Olli and Behnam observer

Each round:

- 15 min coaching, giving constructive feedback and wrap-up
- 3 min observer gives feedback on coaching
- 4th person takes care of timetable

Break after 2 feedback session

Reflection

Levels of Reflections (Mezirow, 1998)

1. Descriptive reflection

- What? Reporting
- Describes situation and general reaction with little attempt to uncover personal assumptions/beliefs about the situation.

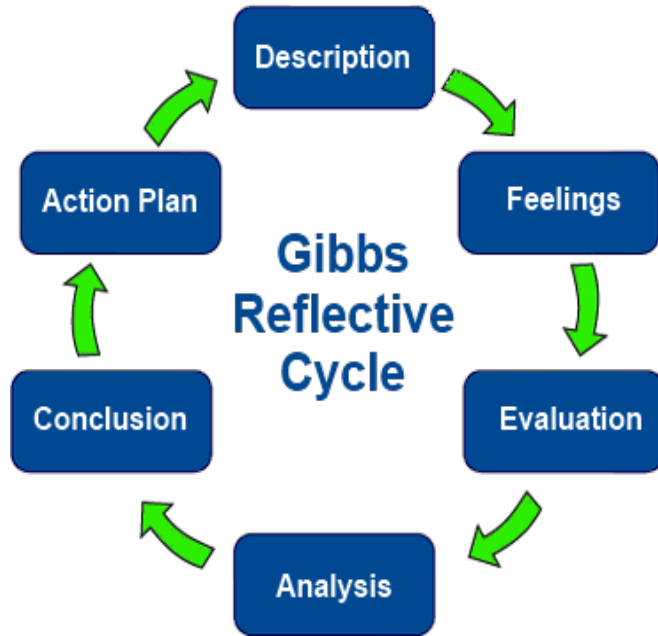
2. Analytical reflection

- Why? What if?
- Integrates meaningful reaction to situation based on assumptions/beliefs, feelings, and alternative perspectives/points of view.

3. Critical reflection

- Now what?
- Uncovers the root causes of our knowledge, assumptions and beliefs. Discovers new meaning and suggest how this experience can impact and inform the future
- To be aware of our presumptions and principles is requirement for change.

Action plan: What are you going to do differently in this type of situation next time?



Description: What happened?

Feelings: What were your reactions, thoughts & feelings?

Evaluation: What was good & bad about the experience?

Conclusion: You have explored the issue from different angles and have a lot of information to base your judgement. What can be concluded?

Analysis: What sense can you make of the situation? What was really going on?

Lunch break 11.15-12.15

Group assignment (30 min)

Discuss about the articles you have read as home assignments. Ponder and discuss together about the following questions:

1. What is reflection?
2. Why should a teacher reflect on his/her teaching and teaching competence?
3. How and when to reflect? Share good practices.
4. Alone or together? What are the pros and cons of reflecting alone or together?

Time for discussion and writing your responses to Mycourses Reflection discussion forum (Under Contact Session 3 and there select **right** topic).

What is reflection? (group works)

Reflection is a tool for self-observation and assessment regarding one's personal learning process and activities. This "mirroring activity" includes mental processing and emotional awareness around a task which is challenging enough to create engagement with the learning topic.

Reflection is:

Digestion of information

Mental process

- Conscious thinking targeting to a certain outcome, and unconscious process
 - *New connections and understanding*
 - *Creates new knowledge from what you already know*

Trough reflection the knowledge becomes one's own knowledge and one is able to develop own views about the issue

- *A necessity in becoming an expert*

One also remembers better after reflecting

What is reflection? (group works)

Mental process that takes time where we develop deeper understanding of the things we already know in order to construct new knowledge. It's prerequisite to improvement.

- 1) Critical processing of ideas
- 2) Critical analysis of our understanding of topics

Reflection is pondering as the Finnish word "pohdinta" suggests. It's simply a process of thinking about cognitive and non-cognitive things you have done. Reflection is also a kind of self-assessment. Reflection can be be descriptive (like in master's level), analytical (like in doctoral level studies), and critical.

Why should a teacher reflect on his/her teaching and teaching competence?

Being reflective might help teachers to get a better understanding of your own strength and weakness.

To be able to create a view, a teacher needs to reflect
To recognize one's competences and to be able to improve
Implementing a cycle of reflection and improvement
You know where to target for development efforts

To develop your own teaching competence.

To improve as a teacher, and to develop teaching in all levels: sessions, methods, curriculum. Reflection helps to communicate about learning and teaching.

How and when to reflect? Share good practices

Reflection is a constant process to collect and evolve ideas for development of the teaching. You can reflect before and after each teaching session, as well as at the end of the course based on the students' feedback on the course.

How:

Collecting feedback from the students and discussing with them

Writing down the things that seemed not to work: analyses on why, how to improve

Having a log for each course: writing things down immediately when they appear

When:

Systematically after each contact session (if time), at least after the course

When getting a chance through e.g. a good discussion with a colleague

When the experience is still fresh

How and when to reflect? Share good practices

Basically after and before all teaching activities. Teaching logs for example.

How: critical thinking; peer assessments, learning portfolio, projects, cross-feedback, learning diary, essay,

When: after contact session, after courses/studios

How: critical thinking; peer assessments, learning portfolio, projects, cross-feedback, learning diary, essay,

When: after contact session, after courses/studios

Alone or together? What are the pros and cons of reflecting alone or together?

If you are alone you can develop your own ideas. You feel much more free, even though it could be more difficult. If you think by yourself there is a risk to get 'mental disorders'.

If you reflect together you can get diverse inputs and from different perspectives. You can go outside the 'tunnel vision' and get more support.

The deepness of reflection depends on the relationship of the reflecting group

- You might not want to say everything that comes into your mind

With other you might be able to iterate quicker than alone

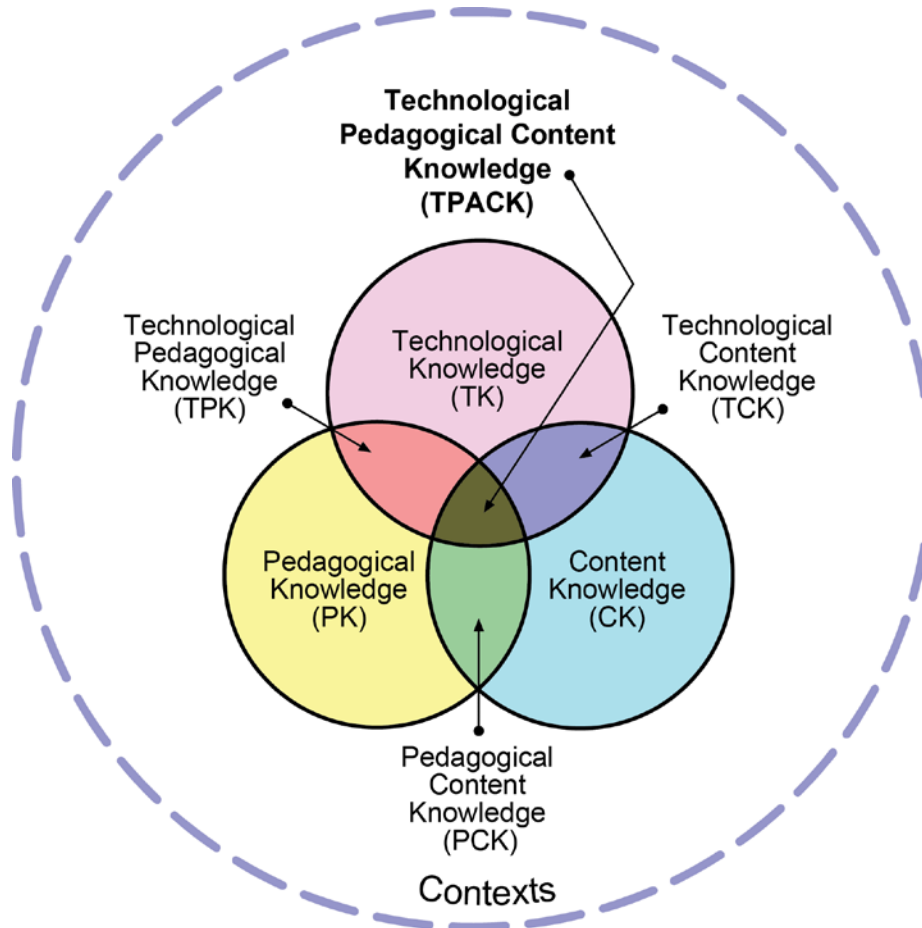
- You still need a common ground where the conversation starts

In the end one must reflect by him/herself to be able to create an own view

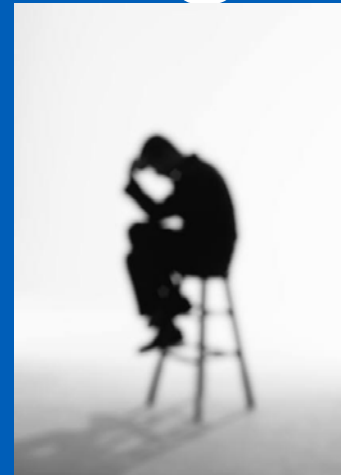
Reflection both in alone and together are useful. However, reflection together with other colleagues is always preferred as it give broad dimensions to our involvement.

Teaching competence

Components of teacher's competence



The levels of thinking about teaching



Biggs & Tang (2011): Teaching for quality Learning at
University

	LEVEL 1 Blame-the- student
FOCUS	What the STUDENT is?
TEACHER'S ROLE	Expert of the content
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning

	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher
FOCUS	What the STUDENT is?	What the teacher does?
TEACHER'S ROLE	Expert of the content	Expert of the content
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centered
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen Give answers Pass the exam Give feedback Memorize and understand

	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher	LEVEL 3
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 Learning facilitator
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centered	Support learning Clear learning outcomes Teaching and learning activities Student-centered
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen and give answers Pass the exam Give feedback Memorize and understand	Active approach to study Responsible over own learning Understand – deep approach to learning

Pedagogical arrow

TEACHING ACTIVITIES



LEARNING ACTIVITIES



LEARNING OUTCOMES

An example of levels of thinking

Category	Students' success is understood...	What is the focus?	Dominating aspect	
1	Subject	as being influenced by the inherent nature or quality of the subject matter to be learned.	The nature of the subject being taught and how it impacts students' success.	Subject
2	Intrinsic	as being caused by an intrinsic quality or "magical" ability of the student, something neither the instructor nor the student can significantly impact or change.	Students' intrinsic attributes and how they are connected to success.	Student
3	Previous experience	as being influenced by the amount, quality, or design of preparation before coming to the current course (e.g., in high school or in prerequisite CS classes).	How students' background knowledge and previous experience impact their success.	Student
4	Attitude/ Behaviour	as being influenced by the student's attitude or behaviour (e.g., hard work or being proactive).	Students' attitudes or behaviours and how they are connected to success.	Student
5	Developmental	as a process of developing an understanding, way of thinking or skill, with the instructor's help.	Strategies the instructor uses to help students succeed.	Instructor and Student

Instructor may also see each level through the filter of his/her own experience

Table 1: Different categories of instructors' understanding of student success/failure.

Self-evaluation: I as a teacher and an expert

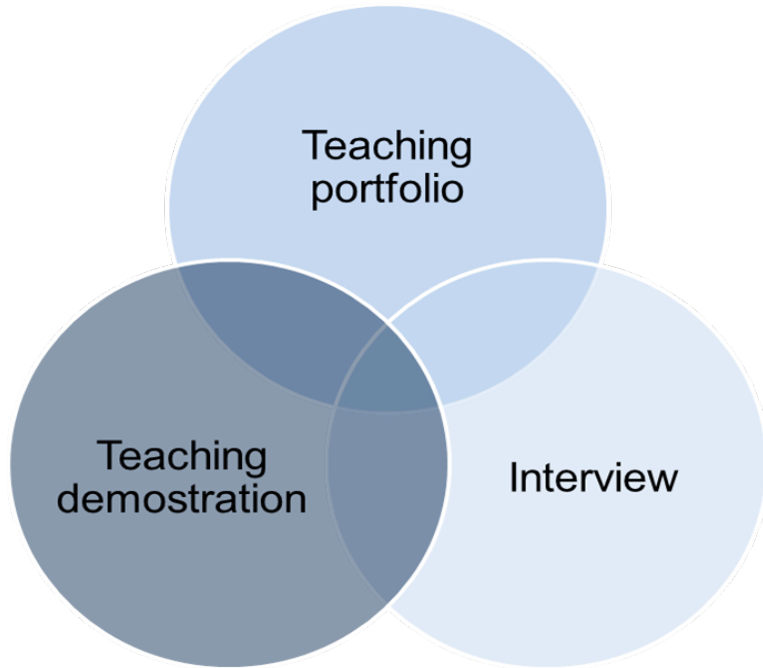
Teaching competence assessment at Aalto University

Key criteria:

1. Teaching experience including supervision of doctoral and master level theses.
2. Development of teaching, experience in course development.
3. Pedagogical education and studies.
4. The quality of student and peer feedback and utilization in developing teaching.
5. The ability to teach.

Reflection is asked in each criteria in teaching portfolio and it is also evaluated.

Comprehensive assessment of teaching competence



The assessment of teaching competence is **comprehensive** in terms of taking into account:

- experience,
- merits and achievements in teaching,
- professional development in teaching as presented in the teaching portfolio,
- performance during the teaching demonstration,
- and outcome of the teaching competence interview.

Self-evaluation and sharing

1. Evaluate your own pedagogical competence by utilizing Aalto University matrix.
2. Draw your profile to figure.

Your expertise in this area:

1= very little, 5= very much

Importance in your own work at the moment and in the future:

1= not at all, 5 = very important

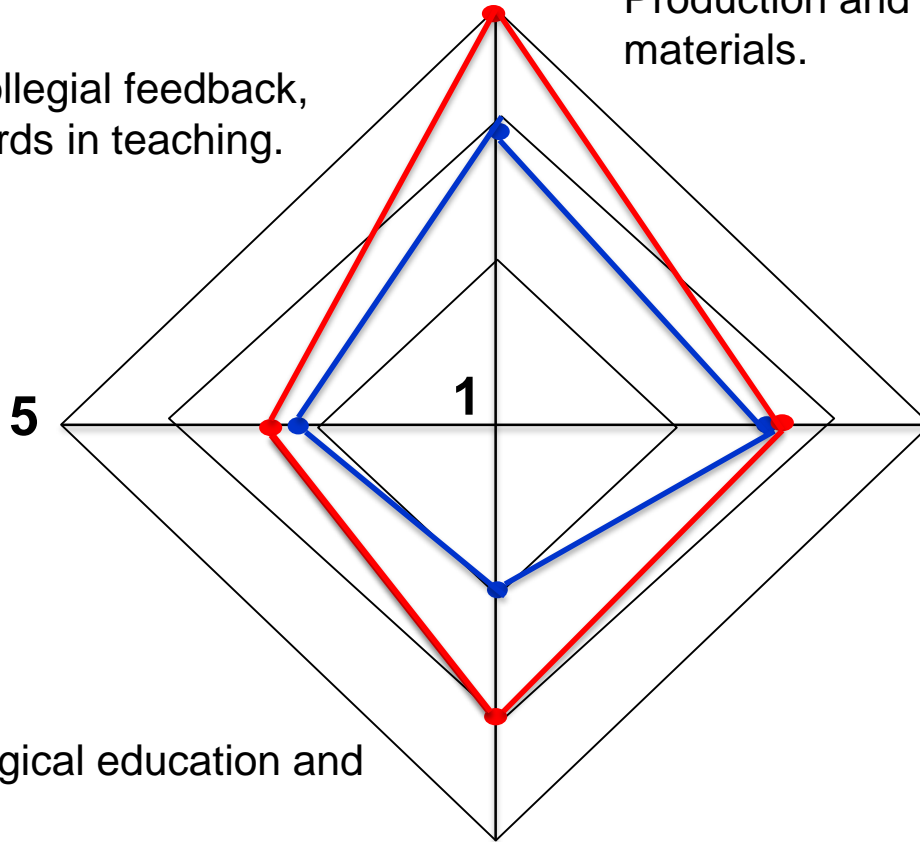
3. Share your profile to a peer, discuss and make a concret plan what you going to do within next 6 months.

1. Teaching experience including supervision of doctoral, master and bachelor level theses. Production and use of teaching and learning materials.

4. Student and collegial feedback, honours and awards in teaching.

2. Development of teaching including teaching philosophy and approach to teaching and learning, experience in course and curriculum development. Experience in educational leadership.

3. Pedagogical education and studies



Peer consultation

Peer consultation

- Examine the strengths and development areas of each member of the group related to teaching competence.
- Looking at things from different perspectives.
- Receiving and giving collegial feedback.

What do we learn by Peer Consultant?

- To Identify and become aware of own actions and manners as a teacher.
- To see alternative ways of working.
- To accept considering the issues from different perspectives.
- To explain and analyze own experiences.
- To listen and observe a discussion.
- To learn to help peers to organize their thoughts.

Role: Actor

An actor explains his/her views and experience on own teaching skills, strengths and areas for development.

He/she can share things, experiences, problems, feelings related to his/her own work and teaching competence.

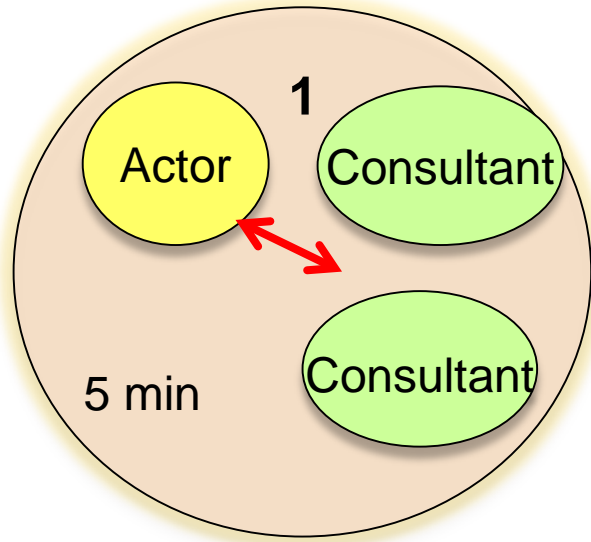
Role: Consultant

The goal is to help the actor by analyzing and discussing about what he/she heard.

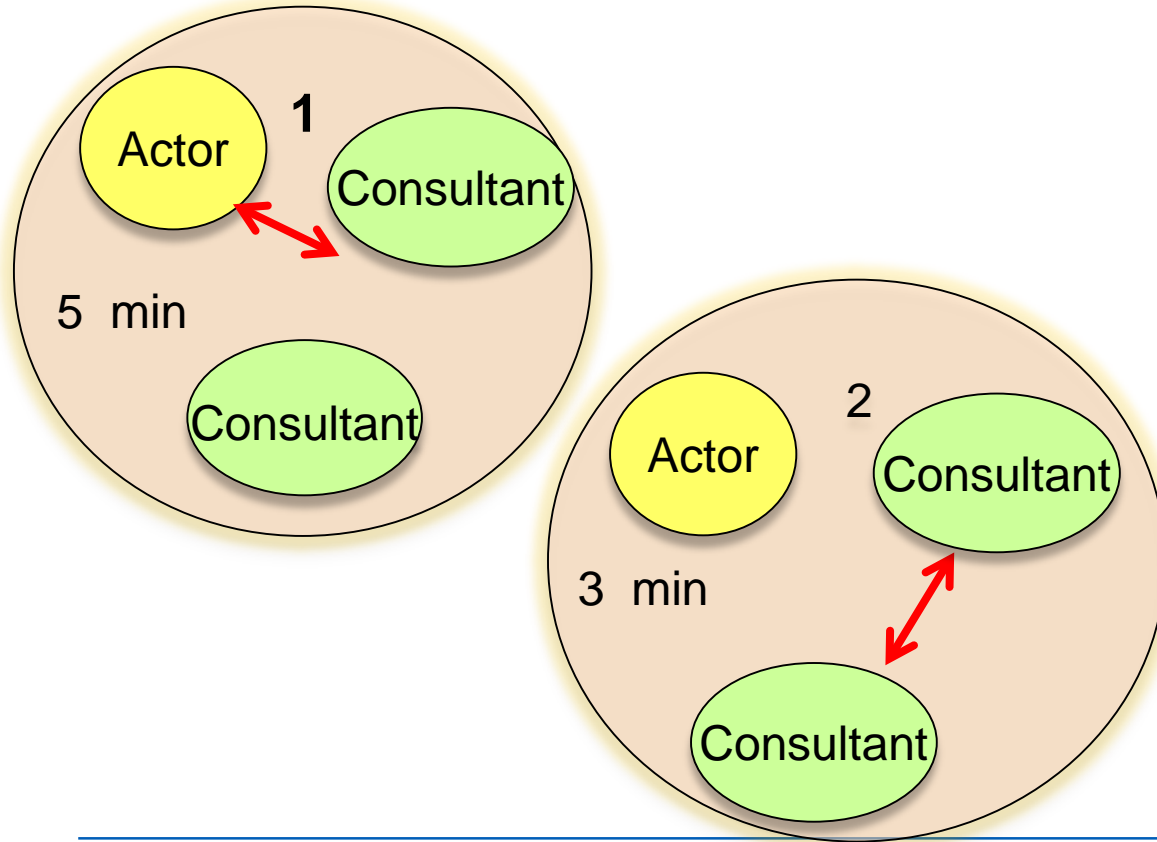
Do not offer ready-made solutions and direct advice.

You can make hypotheses, structure and to highlight additional insights.

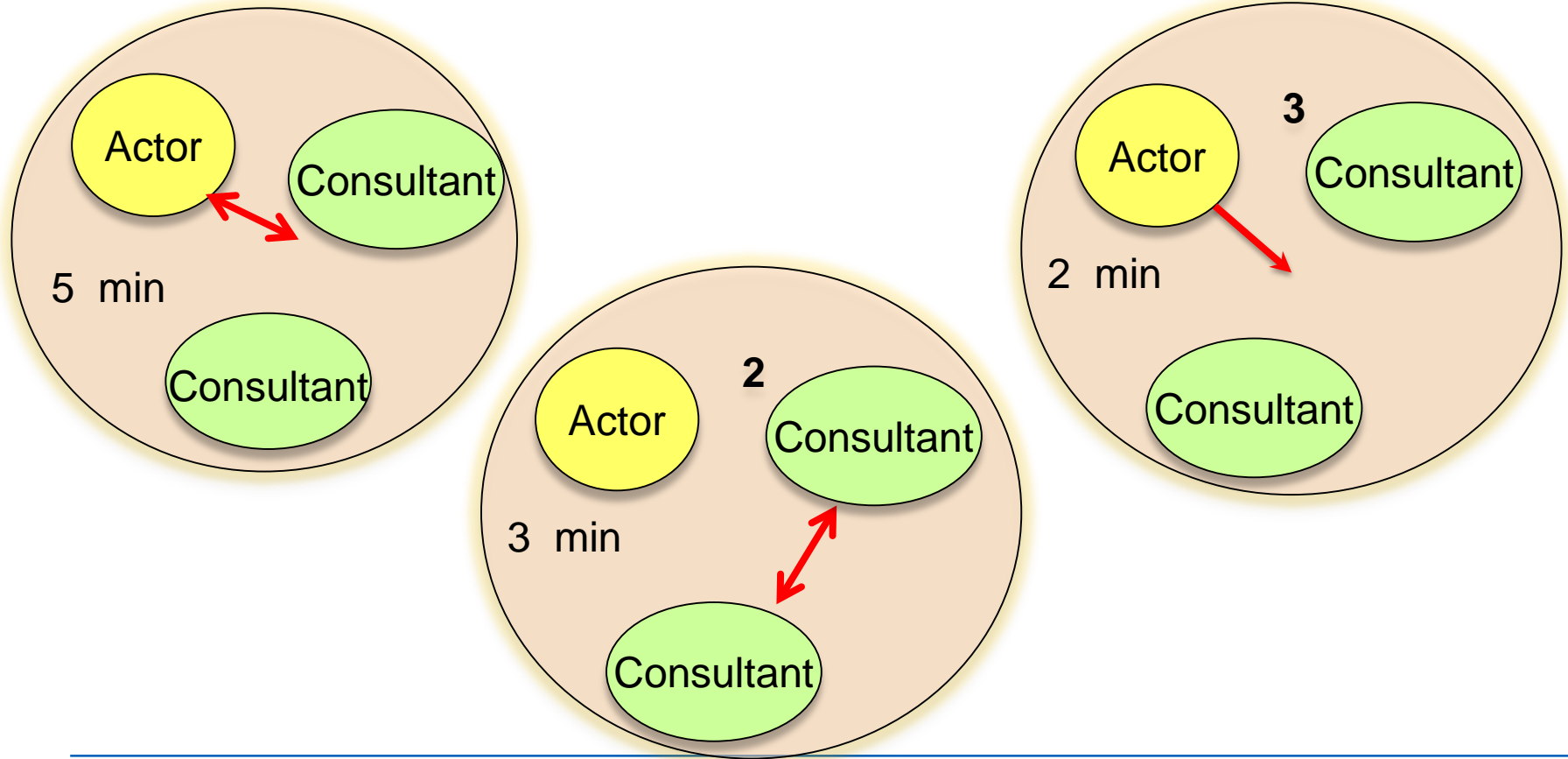
Peer Consultation phase 1:



Peer consultation phase 2:



Peer consultation phase 3:



Break

Assignments for the next session 28.3.2017

1. Learning log 3, DL 14.3.2017
2. Essay 2nd version DL 13.3.2017

Assignments for the next session 28.3.2017

3. Reading assignment(s): Read one or more.

The Quality Handbook of your own school.

Aalto University Audit report 2016

https://inside.aalto.fi/display/CurrentAffairs/Auditing+in+2016?preview=/33624601/45387799/Aalto%20University_audit%20report_2016.pdf

Thank you!