



Hi, I'm
Marko
and I'm
at your
service
today!

What you want to discuss? (and what you have discussed so far?)

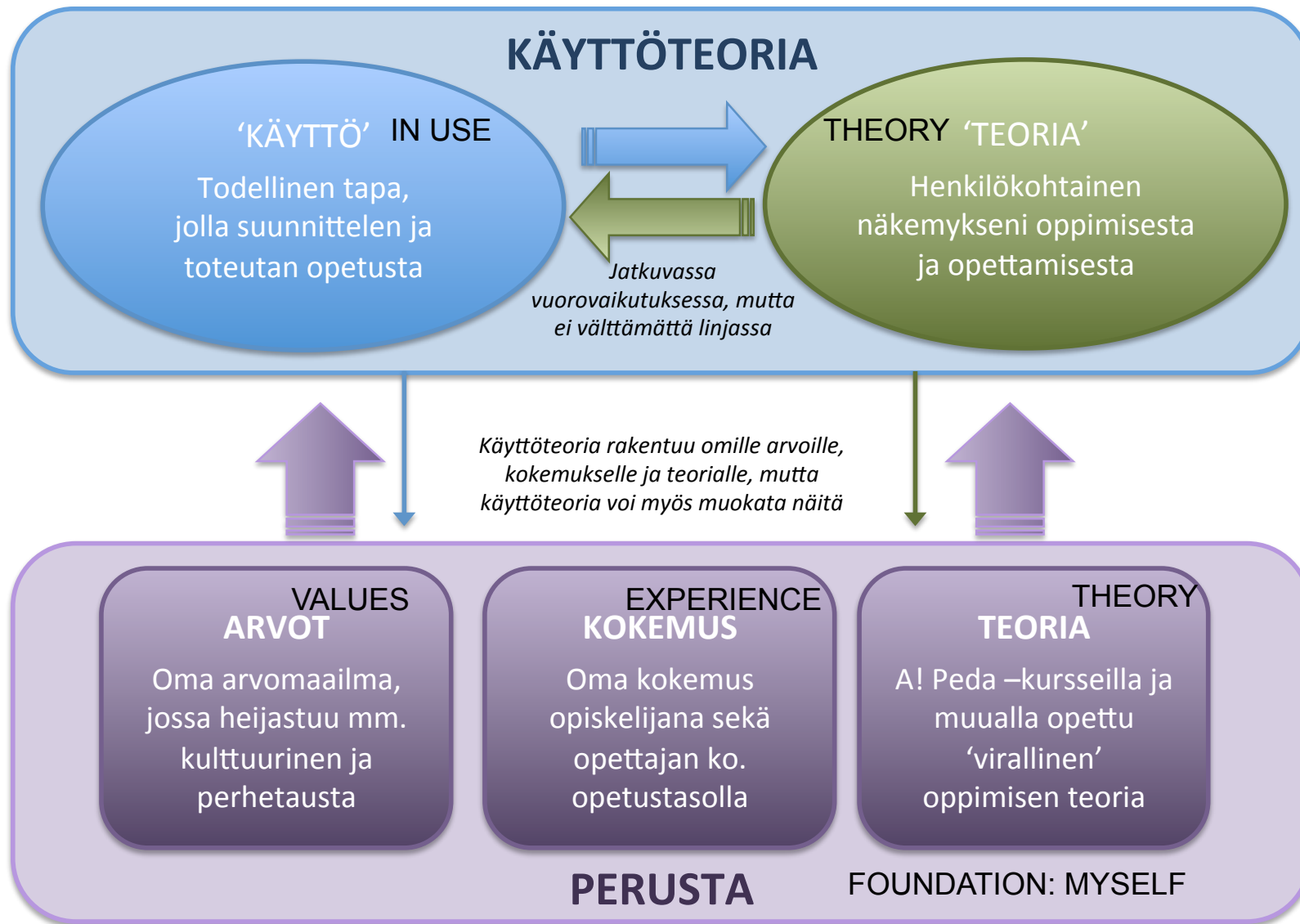
Some ideas, based on tips from Maire:

- **Learning-centered approaches**
→ Flipped learning, peer learning...
- Teaching **philosophy**: how I see myself as a teacher, what is my Theory-in-Use i.e. 'käyttöteoria'?
- **Practical experiences** from teaching: what is most difficult in my work as a University Lecturer?

WHAT IS
YOUR
PREFE-
RENCE?

Theory-in-Use (Käyttöteoria)

- I have got to make two TiUs, and after initially struggling with them, have found them ultimately super-useful!
 - May feel theoretical/odd, but at least for me the great thing is that it forces you to think the eternal tension between:
 - Theory (How I think I teach, based on what I learn e.g. during A! Peda courses as well my own beliefs about learning and teaching)
 - Practice (How I actually teach i.e. what it looks like in the classroom)
- “Research on the relationship between teacher beliefs and their classroom practices found that teachers’ experiences impact what they believe teaching should be like and that teachers form their own theories in teaching”
 - Important also to think how we have been taught in the past!



When I flipped

...my experiences
in combining flipped
and peer learning

CASE: Vesi- ja
ympäristötekniikka

BACKGROUND: more with less

- Large course (150 students) + our only compulsory Bachelor level course
 - Comprehensive view on our field: visiting lecturers
- New, broader Bachelor programmes mean that part of the students not so interested in this theme...
 - UNDERSTANDING: basic knowledge of our field for all the students (as B.Sc students should know all programme fields)
 - MATCH-MAKING: course inspires 'suitable' students to take our elective course + select our Master's Programme
- Aim = learning (even by accident), not just passing the course

METHODS

- Course has two main themes
 - 1) Context: VESI & YMPÄRISTÖ } *Reading circles + lectures*
 - 2) Methods: TEKNIKKA } *Weekly exercises*
- READING CIRCLES (RC) + LECTURES make use of group work, peer learning and flipped learning
- EXERCICES done the normal way i.e. individually (students: "Let us do something alone, too!")
- ASSESSMENT: 50% + 50%, half of the RC grade coming from self- and peer assessment, which also includes group working skills
- More: <https://mycourses.aalto.fi/course/view.php?id=5946>

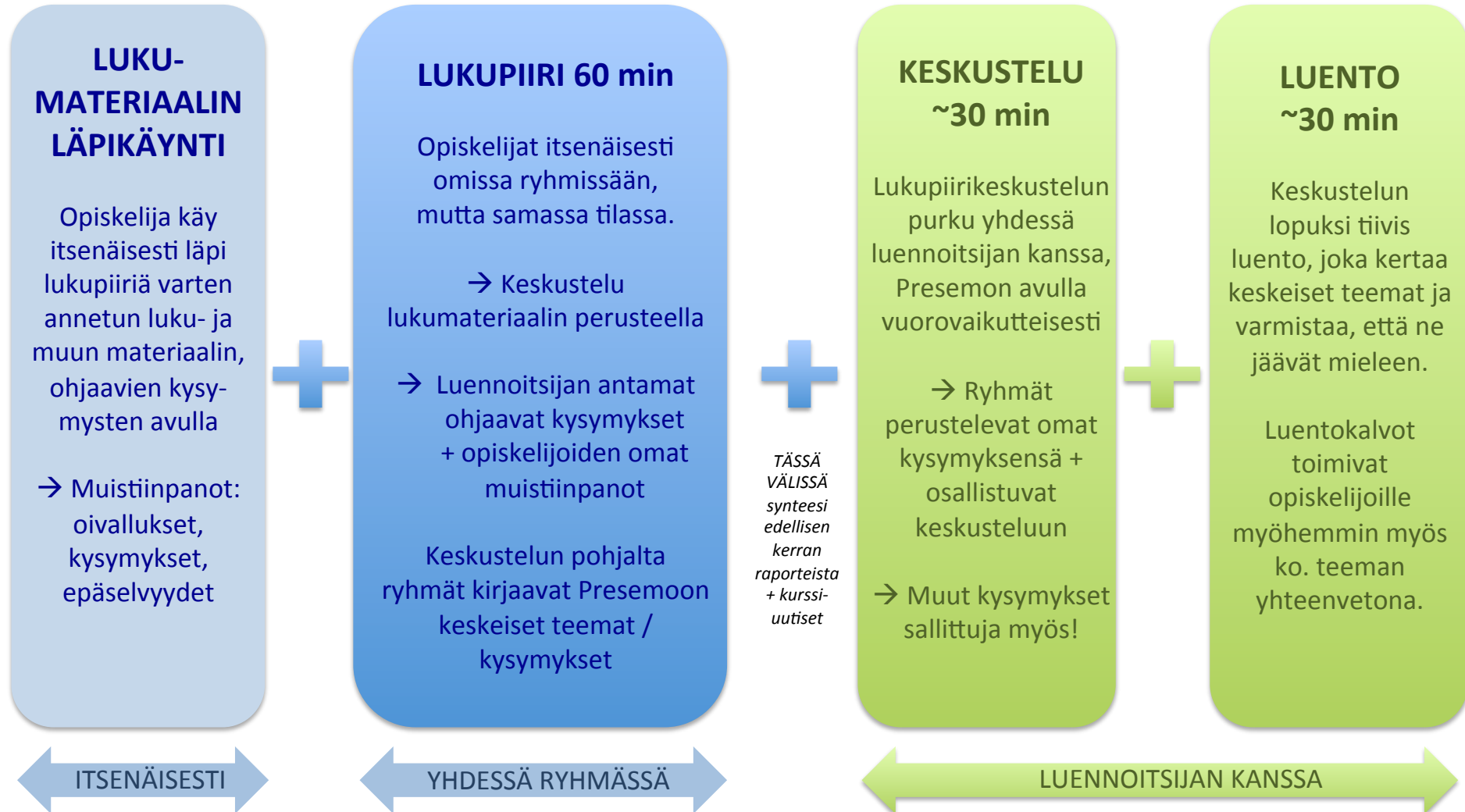
PREPARATORY READING CIRCLE?

- Flipped learning
 - Material given one week before the RC: combination of theory and practice (news stories, videos, legal docs etc.)
 - Read independently before the RC meeting

Ok, but how then to go through the reading material with 150 students?

- Peer learning through reading circle groups (in total 20 groups)
 - Clear instructions (incl. team roles) + guiding questions
 - Quick recap through Presemo: each group lists two insights and/or questions, or participate in a poll (more: presemo.aalto.fi/enyc2003)

READING CIRCLE → LECTURE






CONCLUSIONS: benefits

- Preparatory Reading Circle works!
- More interactive way of learning, with no additional resources
- 'Learning by accident'
- Combination of group work and individual assignments = 'good'
- Feedback group very useful
- Work load more even throughout the course(students & teachers)



CONCLUSIONS: challenges

- Planning took quite lot of time, but only for the first time
 - Lectures still not working as  interactively as I hoped (and planned)
- Requires time and change in mindsets, for both students and teachers (hopefully pays off during later courses)

?

Group work results in more even grades

CONCLUSIONS

- Simple thing: requires most from us teachers
 - Change in mindset: teachers should not and must not guide and control everything; students also learn from each other and without teacher
 - Courage, openness, trust
- "Let them do it"
 - Finding out and learning together with peers
 - Peer pressure works! (e.g. reading the given material)
 - Also assessment of learning
 - Giving students more responsibility for learning must be coupled with similar responsibility for assessing it

MyCourses is wonderful: use it!

- In a course with 150 students, it is very important that all material is easily available and that assignments can be viewed, submitted and graded electronically
 - All course material (reading material, guiding questions) in MyCourses
 - Groups having their own discussion forums
 - One for general discussion and draft discussion, another one for the reading circle report submission
 - This year also Weekly Exercises (viikkoharjoitukset) done and assessed in MyCourses, using its Quiz function
 - Works like a charm!
- Presemo useful, too: used for group's questions and polls



THANKS!

Happy to hear
your experiences
+ discuss more!

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