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A! PEDA INTRO (5 credits)

Day 2: Learning and teaching

Aalto University Learning Services
University Pedagogical Training and Development
Kirsti Keltikangas and Maija Lampinen
26.9.2017

Structure of the day

09:00-09:15   Reflection on the last session
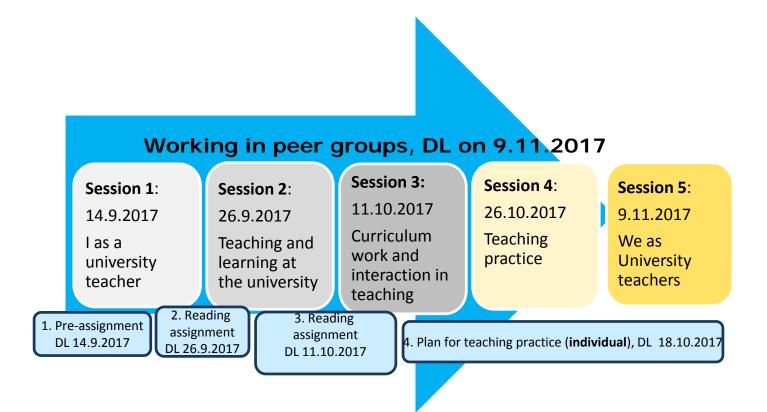
09:15-11:40   Reading assignment: discussion, group work,
                          gallery walk and wrap-up the topic, break included

11:40-12:00   Assignments for the next session and closing

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A! Peda Intro timeline/autumn 2017

Working in peer groups, DL on 9.11.2017

Session 1:

14.9.2017

I as a university teacher

Session 2:

26.9.2017

Teaching and learning at the university

Session 3:

11.10.2017

Curriculum work and interaction in teaching

Session 4:

26.10.2017

Teaching practice

Session 5:

9.11.2017

We as University teachers

1. Pre-assignment DL 14.9.2017

2. Reading assignment DL 26.9.2017

3. Reading assignment DL 11.10.2017

4. Plan for teaching practice (**individual**), DL 18.10.2017

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Excerpts of feedback of contact session 1

- Very nice to meet and interact with other participants
- I was hoping for a bit more content from the teachers (..some existing theories, what makes a good teacher..)
- I really like the multicultural & -disciplinary aspects of the group
- Positively surprised about the group works and discussions
- I learned how joyful it is to learn in a group by interacting with the peers
- Teachers were more like in the background (student-centred learning)
- Thinking more about motivation

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Pair work

- What do you think about the given reading material?

  - Do you have some questions, answers, wonders..?

  - Do you disagree or agree with the authors?

  - Did you learn new concepts or points of view?

  - Any other questions or unclear issues about the material?

Group work: Learning at the university

Themes for group work

1. Different levels of thinking about teaching

2. Designing effective learning in small and large groups

3. Surface & deep approaches to learning

4. Students' motivation

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Gallery walk, instructions, part 1.

- Working in a group of 4-6 people.

- Discuss your theme – what do you think about it?

- What kind of examples regarding the theme you could find from the university teaching?

- Make together a poster about the given theme (you can decide in the group about poster's visualisation)

- Be prepared to present the poster to a new group – everyone in the group will present the theme.

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Gallery walk, part 2.

Attach the posters on the wall.

New groups

A group will go from poster to poster (~10 min/poster). The teacher will signal when time is up.

The poster is presented by a member of the group who has been producing it. Others may comment / add ideas.
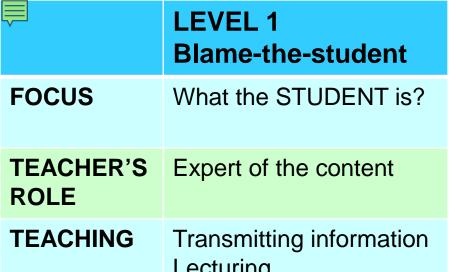
A wrap-up of the gallery walk.

Break

The levels of thinking about teaching

Biggs & Tang (2011): Teaching for quality Learning at University, pages 16-29.

	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 faciltating 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 faciltating 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

⬇

STUDENT LEARNING OUTCOMES

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Karjalainen (2009) Opetusopas Oulun yliopiston opettajalle, pp. 18-21 (source in Finnish)

Expectancy-value –theory of motivation

Value and meaning of the task

✖

Expectancy for success

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Motivation

Is the knowledge or skill useful?

Am I interested in this topic?

Willingness to learn new things

Do I have a chance to succeed if I try?

Are the tasks on a reasonable level? Is the amount of tasks suitable?

Is instruction offered and easy to approach

Is it ok to collaborate and cooperate with other students?

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(*expectancy–value theory*) (Eccles & Wigfield, 2002)

Approaches to learning: background

- **Lot of research on learning approaches has been performed in universities worldwide since the '70s**

- **Approaches to learning were developed when trying to understand and explain *why* students' *learning outcomes* differed so much**

- **The approaches were initially considered to be stable and immune to differences. Today they are understood to be situational: changeable and influenced by the learning situation (teacher, subject, group, requirements,...)**

  - This means that we approach a learning situation in certain way (depending on our previous experience, self-image, interest, motivation,…) BUT we also react to the situation and behave (consciously or unconsciously) in a certain way

Deep learning

Typical motivation	To understand and follow one's own interest
Learning strategies	Knowledge building; finding similarities and differences between theories and concepts; understanding the bigger picture (not forgetting the details)
Difficulties	Knowing one's own limits and what is enough; getting things done "well enough" and proceeding to other tasks; getting stuck with (or finding and answering) questions that are too difficult (might get frustrated or dissatisfied with one's own behaviour)
Support provided	Find relevant extra information; encourage to share interest with other students; set the "well enough" goals; explicate the allocated workload; give positive feedback on what's sufficient for learning efforts

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Surface learning

Typical motivation	To pass the course (reasons for not setting higher objectives can vary from not-interested to no-chance-to-succeed)
Learning strategies	Rote learning, seeking hints, passive receiving
Difficulties	Concentrating on what is important to learn; to start doing things and trust one's possibilities to succeed; finding one's own interests; proactively creating links between course contents so that knowledge does not seem to be fragmented and full of irrelevant details
Support provided	Help believe in one's own skills; positive feedback on things already done; help build bridges between the contents; set goals; find appropriate (basic enough) exercises; help to start working

Compiled from Biggs (1999), Entwistle (1988) and Ramsden (1992))
http://exchange.ac.uk/learning-and-teaching-theory-guide/deep-and-surface-approaches-learning.html

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Organised learning

Typical motivation	To optimise and get "good results" (grades); interest in practical matters: skills and knowledge that can be used in the future (in work)
Learning strategies	Being aware of course requirements and assessment criteria; monitoring and planning one's studies, but being dependent on the teacher's goals
Difficulties	Optimising grades, but forgetting one's own interests and learning; sometimes overestimating one's own skills
Support	Help to concentrate on learning and to find meaning; challenge to set "deeper" goals

Entwistle (1988); Marton & Säljö (1976)

Approaches to learning

Entwistle (1988); Marton & Säljö (1976)

Orientation	Objective	Action	Consequence
Deep	To understand for oneself	Active processing	Actively interested (gets deeply engrossed)
Surface	To achieve the pass criteria	Simply reproducing content to pass the course	Difficulties in understanding and anxiety
Organised	To obtain good grades	Systematic planning of activities	Aware of performance criteria

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Homework for Tuesday 11.10.

1. Reading assignment

2. Start preparing your teaching practice, DL 18.10.

Reading assignment

The participants are divided in **four groups** and each group reads one topic. Familiarise yourself with the following articles. You will teach the topic to a small group.

Topic 1: Learning outcomes (Krista, Tuomas, Magd, Solomon, Anna-Mari)

Declan Kennedy, Áine Hyland, Norma Ryan:

Writing and Using Learning Outcomes: a Practical Guide

http://www.dcu.ie/afi/docs/bologna/writing_and_using_learning_outcomes.pdf

Topic 2: Students' workload (Ugur, Oldouz, Charlotte, Mihkel, Wang Meng)

Karjalainen, A., Alha, K. ja Jutila, S. (2006) Give me time to think. (pp. 9-39)

About workload and learning - credits and calculation:

http://www.oulu.fi/w5w/tyokalut/GET2.pdf

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…Reading assignment

Topic 3: Teaching methods (Yong Liu, Rahman, Helena, Sam, Mikko)

Hyppönen, O. & Lindén, S. Handbook for teachers – course structures, Teaching methods and assessment, Chapters 3-4, pp. 18-55, https://aaltodoc.aalto.fi/bitstream/handle/123456789/4755/isbn9789526030357.pdf?sequence=1

Topic 4. Learning assessment (Pascale, Jan, Imran, Andrew, Saqlain)

Brown, S. & Race, P. (2013) Using effective assessment to promote learning, in Hunt, L. & Chalmers, D. (ed.) University teaching in focus. A learning-centred approach. Pp. 74-91.

Pls remember the maximum nbr of e-learning licences (3) with this material!

A plan for teaching practice

➤ Start to consider and write a plan for your teaching practice. Submit it on MyCourses by Wednesday 18.10.2017.

➤ You can find instructions on MyCourses.

Feedback by Presemo

http://presemo.aalto.fi/pedaintro33cs2fb

🟡 **I am excited and inspired …**

🔴 **I am concerned about …**

🟢 **I expect, I need. I'd like to…**

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