



# A! PEDTA INTRO (5 credits)

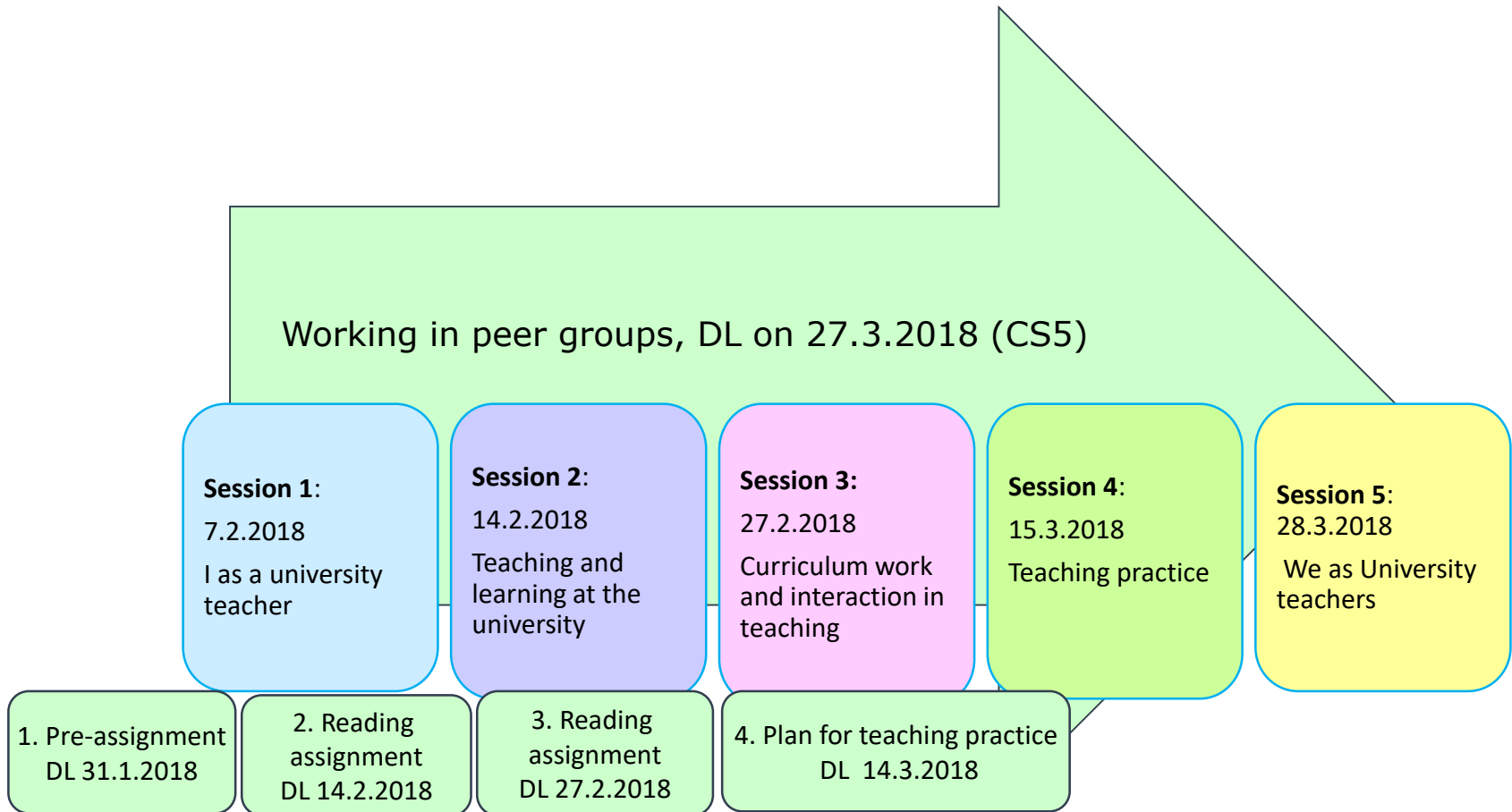
## *Day 2: Learning and teaching*

*Aalto University Learning Services  
University Pedagogical Training and Development  
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14.2.2018*

# Structure of the day

- 12:00-12:15      Reflection on the last session
- 12:15-14:40      Reading assignment: discussion, group work,  
gallery walk and wrap-up the topic, break included
- 14:40-15:00      Assignments for the next session and closing

# A! Peda Intro timeline/spring 2018



# From last contact session

Discussion in groups about the themes presented during last session

*University teaching and teacher, good university teaching, about teaching and learning, peer groups, personal objectives*

# 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?
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# Group work: Learning at the university

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# 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

# 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.
  - Attach the posters on the wall.
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# Break

# Gallery walk, part 2.



New groups

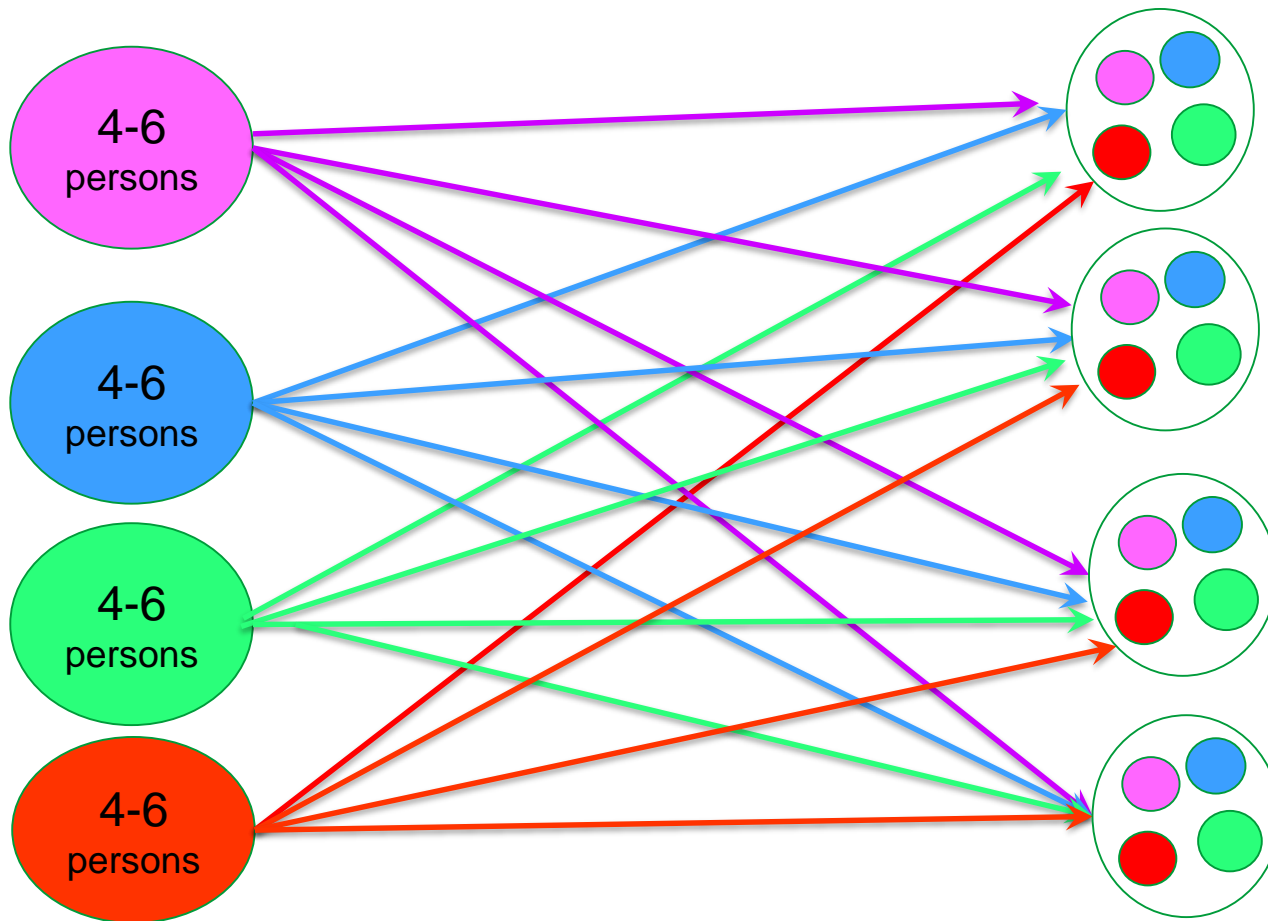
A group will go from poster to poster (~10 min/poster). The teacher will signal when time is up.

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.

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# Gallery walk in practice



# The levels of thinking about teaching

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

## **LEVEL 1**

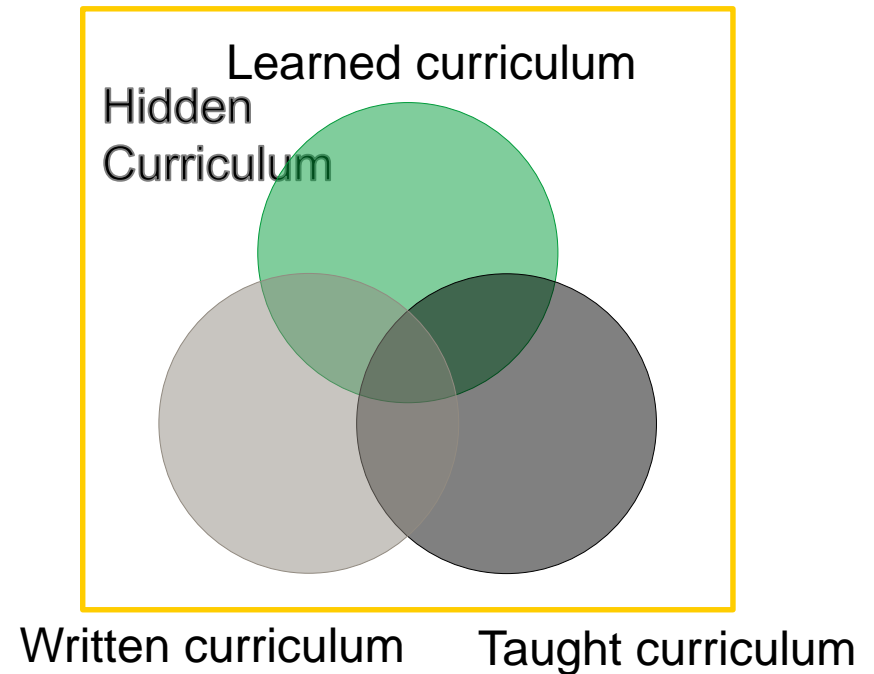
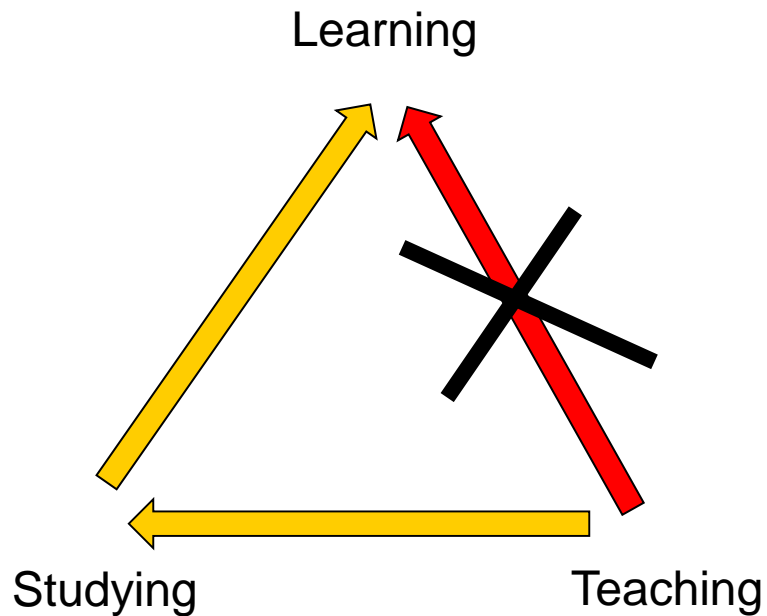
### **Blame-the-student**

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

	<b>LEVEL 1 Blame-the- student</b>	<b>LEVEL 2 Blame-the-teacher</b>
<b>FOCUS</b>	What the STUDENT is?	What the teacher does?
<b>TEACHER'S ROLE</b>	Expert of the content	Expert of the content
<b>TEACHING</b>	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
<b>STUDENT'S ROLE</b>	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

	<b>LEVEL 1</b> <b>Blame-the- student</b>	<b>LEVEL 2</b> <b>Blame-the-teacher</b>	<b>LEVEL 3</b>
<b>FOCUS</b>	What the STUDENT is?	What the teacher does?	What the student does?
<b>TEACHER'S ROLE</b>	Expert of the content	Expert of the content	Expert of the content Learning facilitator
<b>TEACHING</b>	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
<b>STUDENT'S ROLE</b>	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

# Different aspects of curriculum work



14.2.2018



# Approaches to learning: background

- Lot of research on learning approaches has been done 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

# 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

# Homework for Tuesday 27.2.2018

1. Reading assignment

2. Start preparing your teaching practice plan, DL 14.3.

# 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 (Roland, Rodrigo, Fabricio, Camilla and Silvan)**

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

## **Topic 2: Students' workload (Sarianna, Asit, Chris, Kristina and Ramzy)**

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>

# ...Reading assignment

## **Topic 3: Teaching methods (Ilyena, Parinya, Ayman, Mikko and Summer)**

Hyppönen, O. & Lindén, S. Handbook for teachers – course structures, Teaching methods and assessment, Chapter 3-4, pp. 18-55,

<https://aaltodoc.aalto.fi/bitstream/handle/123456789/4755/isbn9789526030357.pdf?sequence=1>

## **Topic 4. Learning assessment (Roberto, Jussi, Anas, Juhana and Idil)**

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 14.3.2018.
- You can find instructions on MyCourses.

# Feedback by Presemo

<http://presemo.aalto.fi/apedaintro2018>

- I am excited and inspired ...
- I am concerned about ...
- I expect, I need. I'd like to...



# Deep learning

<b>Typical motivation</b>	To understand and follow one's own interest
<b>Learning strategies</b>	Knowledge building; finding similarities and differences between theories and concepts; understanding the bigger picture (not forgetting the details)
<b>Difficulties</b>	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)
<b>Support provided</b>	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



# 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>

# 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)