



Aalto University

# Learning and Teaching in Higher Education (5 cr)

Reflection, expertise and development

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*Contact session 3, 12.4.2018*



Photo: Maire Syrjäkari, 2014

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

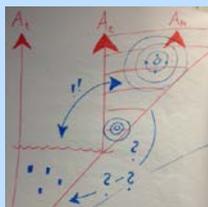


Pre-assignment  
DL 1.3.2018



CS1: 7.3.2018  
University pedagogy and learning theories

Log 1  
DL 12.3.



CS2: 21.3.2018  
Approach to teaching and expertise

Log 2  
DL 27.3.



CS3: 12.4.2018  
Reflection, expertise and development

Log 3  
DL 16.4.



CS4: 4.5.2018  
Quality of teaching

Log 4  
DL 9.5.

Reading tasks (3)  
DL 20.3.

Reading tasks (2)  
DL 11.4.

Reading tasks (2)  
DL 3.5.2018

Essay:  
Approach to learning and teaching

Essay:  
version 1.0  
DL 3.4.

Essay:  
Peer feedback  
DL 11.4.

Essay:  
version 2.0  
DL 23.4.

Essay:  
Facilitator feedback  
DL 3.5.

Essay:  
Final version  
DL 23.5.2018



# 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	<i>Lunch</i>
12.15 – 15.00	Reflection Development as a teacher and an expert
15.00 – 15.30	For the next session



# Your learning logs (CS 2)

- Focus on the learning more than on students' motivation?
- Group works (gallery walk, articles, future job/skills needed) divided your opinions into two – either you felt they were useful/interesting/effective, or not good/or you felt your work in the groups was not sufficiently effective or productive
- Many “votes” for the method first pre-reading assignment, then group work or discussion in the contact session
- Reminder based on the logs: during the course in the discussions and group works, please respect all viewpoints shared despite any factors behind them

# Excerpts from your logs

- “the elaboration was painful but the result was convincing (no pain no gain!)”
- “in many occasions, both terms were indiscriminately used but in other cases, they were talking about different things. Is it same idea? I have found some information online and my confusion increased even more”
- “the social interaction was quite enjoyable, but to be honest, I felt I didn’t learn that much”
- “these pedagogical methods should include going beyond the comfort zones and include more interdisciplinary approach”



# 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 (3- 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)

# Groups for giving feedback (essays)

Group 1	
Imran Ashgar	SCI
Cross Sam	ENG
Galan Juanjo	ARTS
Gloukhovtsev Alexei	BIZ

Group 2	
Fink Gerhard	ENG
Kaario Ossi	ENG
Karakoc Alp	CHEM

Group 3	
Kim Mariia	ELEC
Korvala Jenni	Lang. centre
Lehtonen Miikka J.	BIZ
Nieto Fernando	ARTS

Group 4	
Paverd Andrew	SCI
Rubio Ana Diaz	ELEC
Saarela Saara	ARTS
Shahzad Summer	ENG

Group 4	
Sjöberg Mats	SCI
Tähkämö Leena	ELEC
Verma Ira	ARTS
Yawaar Sadaat Ali	BIZ



# Peer feedback groups and roles

## Group 1: Ashgar, Sam, Juanjo, Alexei

- Coach Ashgar, actor Sam and Juanjo observer
- Coach Sam, actor Juanjo and Alexei observer
- Coach Juanjo, actor Alexei and Ashgar observer
- Coach Alexei, actor Ashgar and Sam observer

Each round:

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

# Peer feedback groups and roles

## Group 2: Gerhard -> Ossi -> Alp

- Coach Gerhard, actor Ossi and Alp observer
- Coach Ossi, actor Alp and Gerhard observer
- Coach Alp, actor Gerhard and Ossi observer

Each round:

- 15 min coaching, giving constructive feedback and wrap-up
- 3 min observer gives feedback on coaching
- (4<sup>th</sup> person takes care of timetable )



# Peer feedback groups and roles

## Group 3: Mariia -> Jenni -> Miikka -> Fernando

- Coach Mariia, actor Jenni and Miikka observer
- Coach Jenni, actor Miikka and Fernando observer
- Coach Miikka, actor Fernando and Mariia observer
- Coach Fernando, actor Mariia and Jenni observer

### Each round:

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

# Peer feedback groups and roles

## Group 4: Andrew -> Ana -> Saara -> Summer

- Coach Andrew, actor Ana and Saara observer
- Coach Ana, actor Saara and Summer observer
- Coach Saara, actor Summer and Andrew observer
- Coach Summer, actor Andrew and Ana observer

Each round:

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

# Peer feedback groups and roles

## Group 5: Mats -> Leena -> Ira -> Ali

- Coach Mats, actor Leena and Ira observer
- Coach Leena, actor Ira and Ali observer
- Coach Ira, actor Ali and Mats observer
- Coach Ali, actor Mats and Ira observer

Each round:

- 15 min coaching, giving constructive feedback and wrap-up
- 3 min observer gives feedback on coaching
- 4<sup>th</sup> 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?

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

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

# Lunch break



# 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 \(Under Contact Session 3 and there under the \*\*right\*\* topic\)](#).

# Teaching competence

# A?

Aalto University

# The levels of thinking about teaching

additional reading



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

	<b>LEVEL 1</b> <b>Blame-the- student</b>
<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

# Pedagogical arrow

**TEACHING ACTIVITIES**



**LEARNING ACTIVITIES**



**LEARNING OUTCOMES**

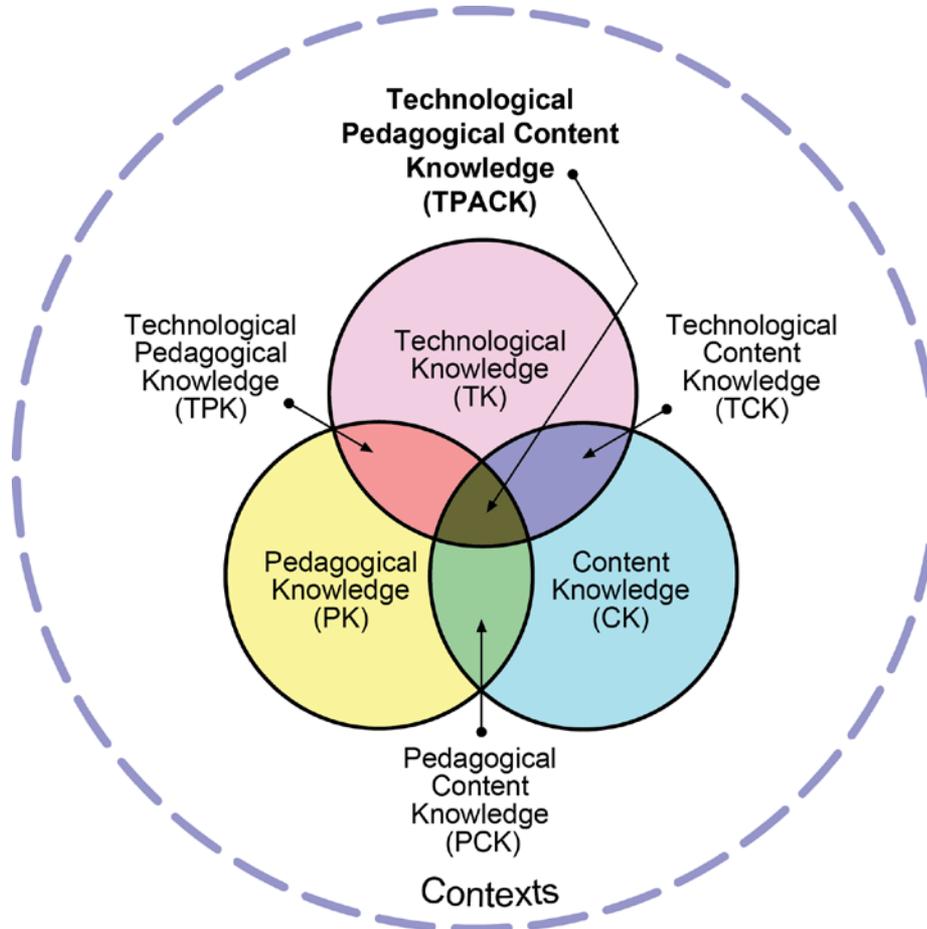
## An example of levels of thinking

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.**

# Components of teacher's competence



# Self-evaluation: I as a teacher and an expert

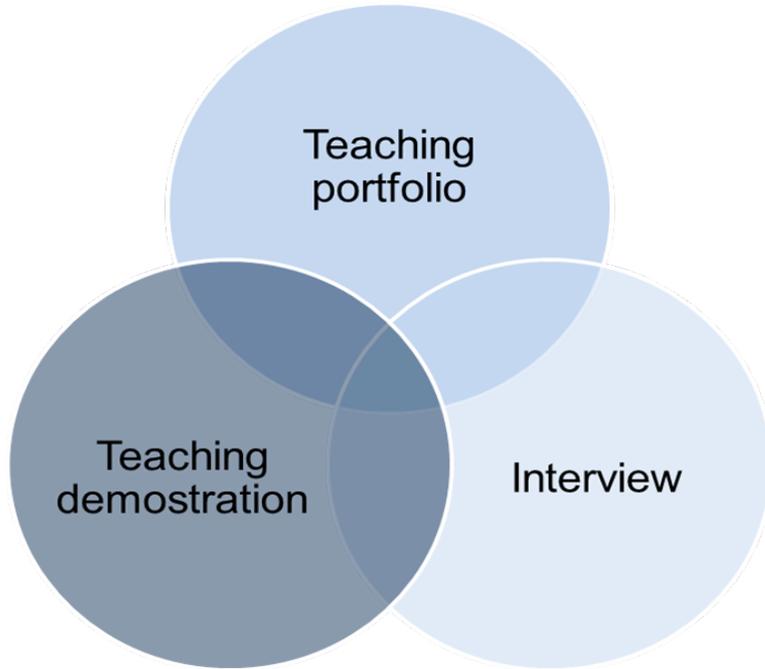
# Teaching competence assessment at Aalto University

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 are going to do within the next 6 months.

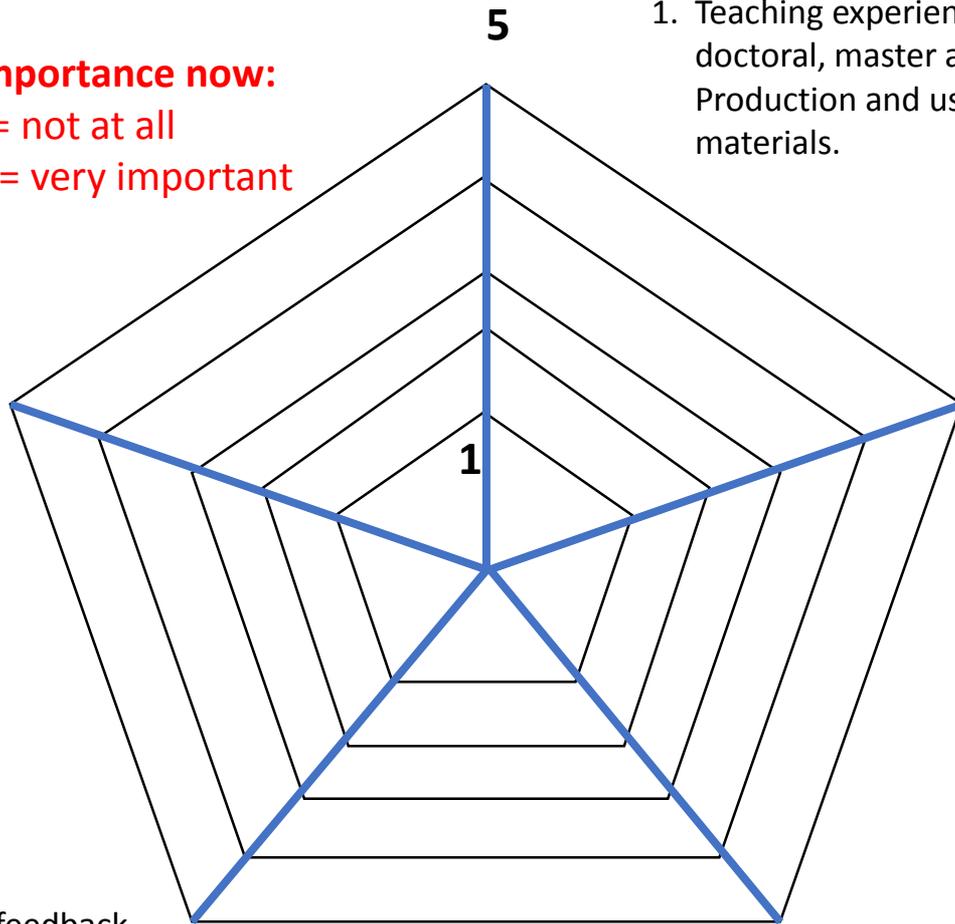
**Expertise:**

1= very little  
5= very much

**Importance now:**

1= not at all  
5 = very important

5. The ability to teach.



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

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

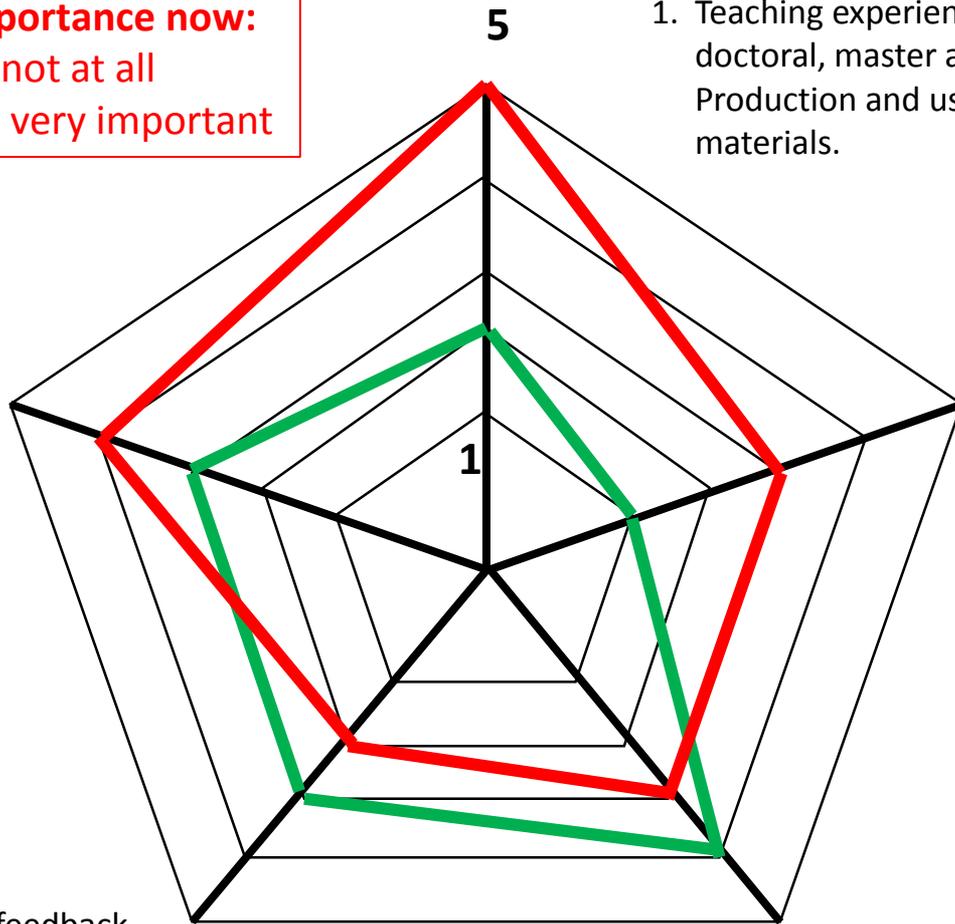
3. Pedagogical education and studies

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

**Expertise:**  
1= very little  
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3. Pedagogical education and studies

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



# 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.

# Assignments for the next session 4.5.2018

1. Learning log 3, Tuesday DL 16.4.2018
2. Essay 2<sup>nd</sup> version, Monday DL 23.4.2018

# Assignments for the next session 4.5.2018

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/ajankohtaista/Auditointi+2016?preview=/33623195/45387808/Aalto%20University\\_audit%20report\\_2016.pdf](https://inside.aalto.fi/display/ajankohtaista/Auditointi+2016?preview=/33623195/45387808/Aalto%20University_audit%20report_2016.pdf)

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today!**