

Learning and Teaching in Higher Education (5 cr)

Quality and Teaching

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Contact session 4: 4.5.2018



Photo: Maire Syrjäkari, 2014

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

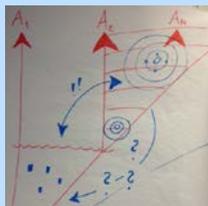


Pre-assignment
DL 1.3.2018



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 20.4.

Essay:
Facilitator feedback
DL 3.5.

Essay:
Final version
DL 23.5.2018

Schedule

Development of Teaching Competence in Tenure Track,
Pauliina Ilmonen, professor, Dept. of Mathematics and Systems
Operations

Quality of Teaching

Lunch

KPI's in education, Jussi Välimäki, Head of Finance, BIZ

Quality in Education, continues

Wrap-up and feedback

Learning outcomes

After this session you are

- able to define what is quality of teaching from different points of view
- aware of factors related to teaching competence development

Experiences in tenure track part - and how have I developed as a teacher

Guest speaker

**Professor Pauliina Ilmonen from Mathematics and Systems Operations
department, School of Science**



Break

Excerpts from your logs

- **Useful in the previous session: giving peer feedback, self-assessment (spider form), feedback models**
- **“...it was evident for me that we have arrived to the course from different positions and, perhaps, with different agendas or expectations. Nevertheless, I think that the common objective is the same and we will have to use the acquired knowledge according to our specific situations.”**
- **“the peer feedback and the guidance given during the class is essential to me and is helping me a lot”**

The Quality of Teaching

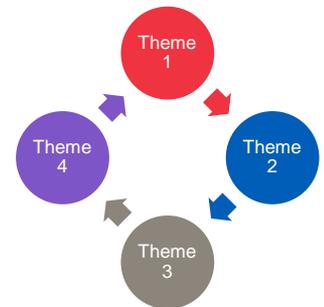
The idea of Learning café

There are four café tables in the room with four different themes. Each table has its own café hostess / host, who stays at the table. Groups rotate tables clockwise until they have discussed two topics. (10 min/table)

There is a poster paper on the each table on which the group documents the discussion and the findings.

Finally, the themes are collected on discussions, where a café hostesses / hosts summarizes the key ideas.

(5 min /table)



What are concrete examples / elements of high (or low) quality teaching from the viewpoint of....

1. Teachers

2. Students

3. Programme directors (and other directors e.g. department and school level)

4. University management

Lunch break

KPI's in education

KPI = Key Performance Indicators

Feedback from 2016 BSc graduates

Questions related to funding (OKM)

Question	ARTS (n=212)	BIZ (n=289)	CHEM (n=135)	ELEC (n=192)	ENG (n=375)	SCI (n=242)	Aalto (n=1472)
The skills I acquired in my education meet my expectations	4,20	4,29	3,95	3,86	3,85	4,29	4,07
My education meets the set goals.	3,91	4,32	3,80	3,77	3,78	4,20	3,98
The teaching was to a large extent of good quality.	4,10	4,33	3,72	3,78	3,81	4,13	4,00
I am satisfied with the used teaching methods.	3,73	4,03	3,65	3,76	3,67	3,96	3,81
I am satisfied with my course of studies.	3,92	4,29	3,89	3,88	4,06	4,19	4,06
I feel comfortable at my university.	3,84	4,49	4,30	4,32	4,38	4,42	4,31
There was sufficient support available for the organisation of studies.	3,30	3,62	3,57	3,74	3,40	3,83	3,56

Agree / very easy: 5 points, Somewhat agree / moderately easy: 4 points, Somewhat disagree / moderately difficult: 3 points, Disagree / very difficult: 2 points, I cannot answer this question / I cannot assess this statement: 1 point, I did not need support in this issue: 1 point

Feedback from 2016 B.sc. graduates

Questions related to funding (OKM)

Question	ARTS (n=212)	BIZ (n=289)	CHEM (n=135)	ELEC (n=192)	ENG (n=375)	SCI (n=242)	Aalto (n=1472)
There was sufficient support available for the preparation of the Bachelor thesis or final exam.	3,82	3,95	4,08	4,30	4,22	4,26	4,11
How easy or difficult was it to find information and support on different aspects of your studies?	3,44	3,92	3,66	3,76	3,60	3,81	3,70
If needed, I would always know where to find a person to whom I can turn for help.	3,79	3,90	3,91	3,85	3,78	3,79	3,83
I was satisfied with the opportunities I had to influence and participate in my programme.	2,82	3,08	2,80	2,70	2,54	2,97	2,80
I was satisfied with the communication I had with the teaching staff.	3,90	3,78	3,73	3,70	3,63	3,82	3,75
The feedback I received from the teaching staff has helped me with my studies.	3,84	3,67	3,38	3,21	3,40	3,52	3,51

Agree / very easy: 5 points, Somewhat agree / moderately easy: 4 points, Somewhat disagree / moderately difficult: 3 points, Disagree / very difficult: 2 points, I cannot answer this question / I cannot assess this statement: 1 point, I did not need support in this issue: 1 point

Assignment:

Perspectives to quality issues

Group work

Discuss and ponder/find solutions to given questions.

A :Questions

- In which different ways can a teacher give feedback to students?
- How can teacher motivate students to give feedback?

B: Questions

- How can we enhance interaction/communication between teachers and students?
- Can planning of teaching improve the quality of learning?



Aalto University

Break

Wrap-up and closing the course

NEXT



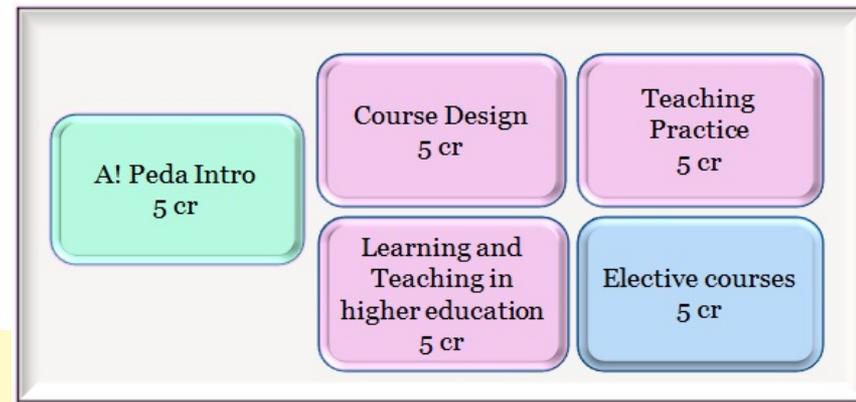
Photo. M. Syrjäkari 2017

Submit the final version of your essay, Approach to Learning and Teaching, to MyCourses DL 23.5.2018

Write your own reflection feedback, DL **9.5.2018**. You can find the webropol feedback tool in MyCourses first page.

We will send the link to course feedback by email.

Please, check that you have submitted all required assignments.



Upcoming pedagogical courses

Autumn term 2018

- Opetuksen suunnittelu 5 cr/ Teaching practice, 13.9.-13.12.2018, enrollment 2.5.-30.8.2018, <https://inside.aalto.fi/display/enles/Teaching+Practice+%285+cr%29%2C+fall+2018+and+Academic+Year+2018-2019>
- Course Design 5 cr, 23.10.-12.12.2018, enrollment 3.-28.9.2018
- Assessment of Learning/Oppimisen arviointi (3 or 5 cr), 22.10.- 12.12.2018
- Kontakti ja kohtaaminen – vuorovaikutteinen opetus 2 op, 2.-30.11.2018 (in Finnish)

Spring term 2019

- Opetuksen suunnittelu 5 op (in Finnish), 15.1.-20.3.2019
- Teaching practice/Opetusharjoittelu 5 cr, to be informed
- Multicultural Competence for Aalto teachers 5 cr, appr. March-May 2019
- And others

Link to all pedagogical courses available in A2018- S2019 <https://inside.aalto.fi/pages/viewpage.action?pageId=38810431>

Reflection feedback?

1. How do you feel you have met the learning objectives of the course?
2. Did you get something else, unexpected?
3. Did you get some useful tools in order to develop your own teaching as well as teaching competence?
4. Did the course support you as a teacher?
5. Did something surprise you?
6. What do you still wonder?
7. Which belongs in the bin (in this course)?
8. Which areas or topics I would like to keep (in this course)?



Thank you!

Additional material

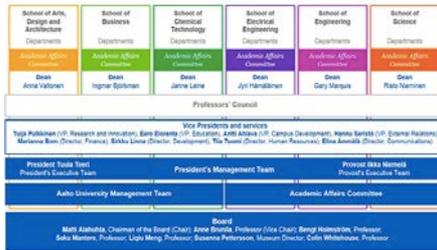
Aalto Quality System embedded in University governance



Aalto University Strategy and Quality Policy



Annual clock
(Board & management meetings, resource & strategy dialogues, budget allocations, management review)



Organisation & Processes
(Decision-making, roles, responsibilities, reporting, services)

Information & Documentation
(Handbook, Inside, processes descriptions)



Feedback & Development
(KPIs, student feedback, surveys, development actions)



Personal development and career advancement
(Tenure track, development discussions, incentives)

1. Assistant Professor (fixed term)
2. Associate Professor (tenured or fixed term)
3. Professor (tenured)

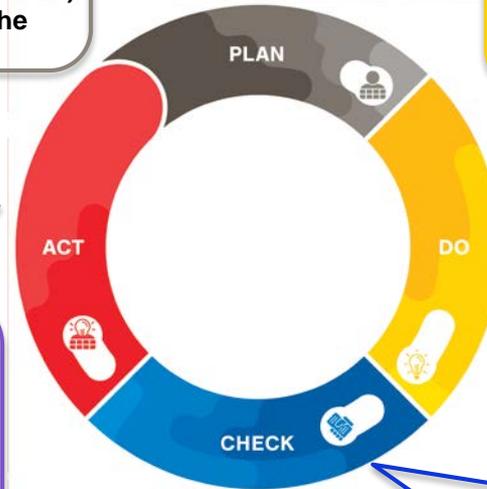
Long term evaluation program (RAE, TEE, SA(A)B, FINEEC AUDIT)



Quality cycle in education

- Participate in curriculum planning
- Plan courses (learning objectives and outcomes, teaching methods, scheduling, work load, learning assessment, feedback processes)
- Plan admission criteria for the programme/course

- Select students
- Facilitate learning (lectures, exercises, labs etc.)
- Supervise, advice and tutor
- Assess learning, give feedback and counter feedback, grade the students



- Advance the course / programme based on learning results, workload and feedback
- Develop pedagogical skills, acquire pedagogical training
- Respond to the feedback
- Revise student selection

- Assess learning results
- Process course feedback
- Analyse graduate and stakeholder feedback
- Monitor study work load
- Self-evaluation
- Evaluation with colleagues on major / programme level

Teacher's Annual Clock

- December**
- Evaluation week for period II
 - Informing students on your spring courses

- November**
- Recruiting teaching assistants for spring
 - **Potential Tenure slot -decisions**
 - **Advance notice on resource allocations**
 - **Updated School's resource plans**

- October**
- Evaluation week for period I
 - Meeting with students you are tutoring
 - **Resource Dialogues between School and Provost**

- September**
- Participating in freshmen activities, get-together with new students
 - **School's resource planning: Dean's visits to departments**

- August**
- Informing students on your autumn courses
 - Refreshing for next academic year

- July**
- Refreshing for next academic year

- June**
- Work plans
 - Refreshing for next academic year

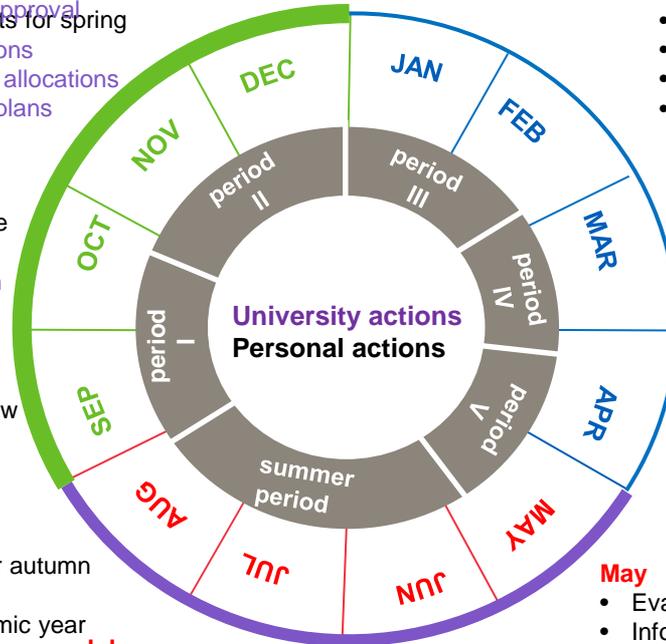
- January**
- Curriculum planning: adding, removing and changing courses
 - Development discussions

- February**
- Development discussions
 - Department's strategic planning
 - Evaluation week for period III
 - **School's Annual Review**

- March**
- Department's strategic planning
 - Master students' selection
 - **School's strategic planning: Dean's visits to departments**

- April**
- Curriculum planning: course descriptions
 - Scheduling and booking lecture halls for next academic year
 - Agreeing on resources needed with the programme director and head of department
 - Evaluation week for period IV
 - Meeting with students you are tutoring
 - **School's strategic planning**

- May**
- Evaluation week for period V
 - Informing students on your summer courses
 - Recruiting teaching assistants for autumn
 - **Strategy Dialogues between School and President**
 - **Tenure slot -decisions**
 - **School's Performance Agreements**



Jan-Dec
Planning, implementing and assessing teaching