



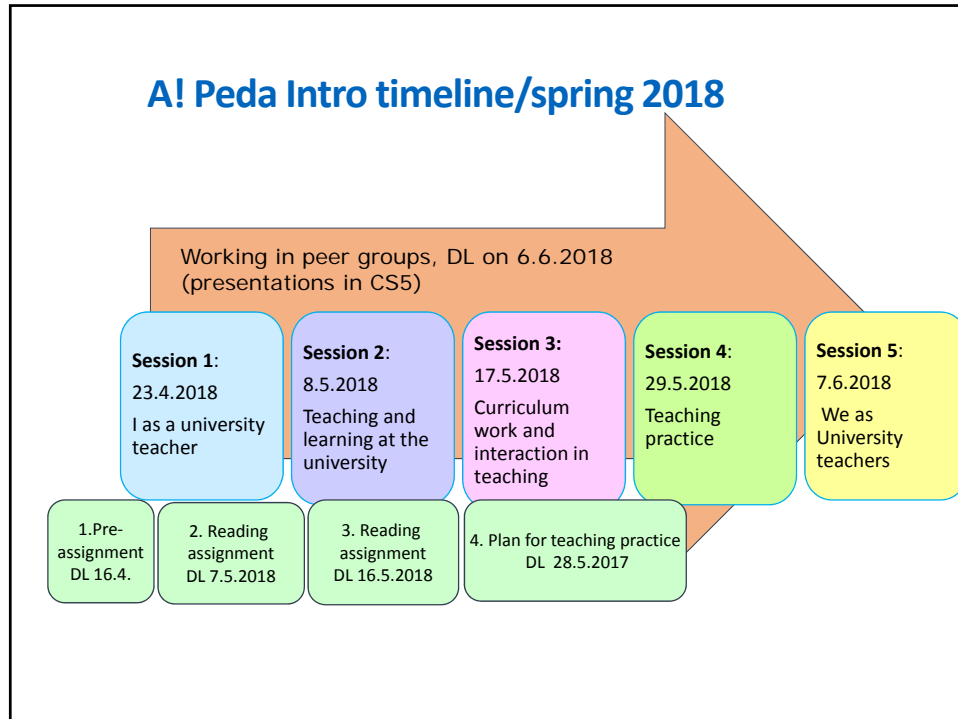
## A! PEDTA INTRO (5 credits)

*Teaching session 2:  
Learning and teaching in higher education*

*Aalto University Learning Services  
University Pedagogical Training and Development  
Maija Lampinen and Päivi Kinnunen  
8.5.2018*

### Structure of the day

- 9:00-9:15 Reflection on the last session
- 9:15-11:30 Reading assignment: discussion, group work, gallery walk and wrap-up the topic, break included
- 11:30-12:00 Assignments for the next session and closing



*Discuss with your peers in the table:*

### **What do you remember from the last teaching session?**

- *What are the characteristics of "a good university teacher"?*
- *What is your personal learning goal?*
- *What is the topic of your peer group?*

## Discuss with your peer...

- ...about the given reading material (reading assignment)?
  - Do you have some questions, answers, wonders..?
  - Do you disagree or agree with the authors?
  - Did you learn new concepts or viewpoints?
  - Other questions or unclear issues about the material?
- You have 5-10 min time for discussion.

## Group work: Learning in higher education

## Topics for the group work

1. Levels of thinking about teaching
2. Approaches to learning: theoretical findings
3. Students' motivation
4. Designing effective learning in small and large groups

Use the material from reading assignment:

- Chapter 2: **Teaching according to how students learn**, AND part of the Chapter 3: **Setting the stage for effective teaching**, pages 16-39 in Biggs, John and Tang, Katherine. *Teaching for Quality Learning at University*. 2007. (4th ed.) McGraw-Hill,
- Chapter 2: **Effective Classroom Teaching**, pages 21-37 in Hunt, L. & Chalmers, D. (eds) 2013. *University teaching in focus. A learning - centred approach*. London & New York: Routledge.



## Gallery walk, instructions: phase 1 (time: 50 min, including 10 min break)

- Working in a group of 3-4 people.
- What should the others learn about the topic? Write 1-2 learning outcomes of the topic on the top of the poster.
- What kind of examples regarding the theme arose from your experience?
- Make a poster that could be used as learning material of the given topic (learning outcomes, theory and examples).
- Plan the teaching method: How could you teach the topic?
- Be prepared to present the poster to a new group – everyone in the group will teach the topic to a new group.



## Gallery walk: phase 2



- Attach your poster on the wall
- New groups
- Each group visits each poster (~10 min/poster). The teacher will signal when the time is up.
- The poster is presented by a member of the group who has produced it. Others may comment / add ideas.
- A wrap-up of the gallery walk.

## Additional material: the 3<sup>rd</sup> approach to learning: Organised / Strategic approach to 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)

# Homework for 16.5.2018

1. Reading assignment (see the next slides)
2. Continue planning your teaching practice plan, DL 28.5.2018.
3. Have you met your peer group?



## 1. 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 (Salvatore Andolina, Eman Zarie, Tommi Himberg, Shila Jafari)**

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 (Naser Hossein, Marta Malik, Riikka Kytönen)**

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 (Anna Kajosaari, Yancho Todorov, Fiu Liu)

Hemminki, M. & Leppänen, M. & Valovirta, T. (2013) Get inspired! A guide for successful teaching. Chapter 5. How do I teach? Pp. 39-49.

<https://aaltodoc.aalto.fi/handle/123456789/11990>

### Topic 4. Learning assessment (Aino Hirvola, Muhammad Tabassum, Shahab Basiri)

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. (e-book)

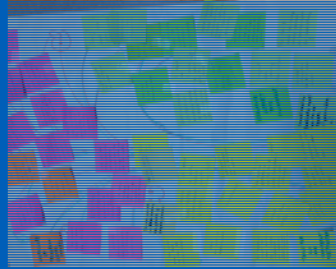
Pls remember the maximum nbr of e-learning licences (3) with this material!

## 2. Continue planning your teaching practice session (20 min)

- Start to consider and write a plan for your teaching practice. Submit it on MyCourses by 28.5.2018.
- You can find instructions on MyCourses.

## Feedback. Write on the notes:

- I liked in the teaching session /
- I wish...



# Additional material



## Wrapping up: Levels of thinking about teaching

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

	<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	8.5.2018 21

	<b>LEVEL 1 Blame-the- student</b>	<b>LEVEL 2 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

## 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

## 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

<b>Typical motivation</b>	To pass the course (reasons for not setting higher objectives can vary from not-interested to no-chance-to-succeed)
<b>Learning strategies</b>	Rote learning, seeking hints, passive receiving
<b>Difficulties</b>	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
<b>Support provided</b>	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

## Organised / Strategic approach to 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)