PED-131.2110 | DAY TWO

LEARNING AND TEACHING IN HIGHER EDUCATION

Päivi Kinnunen & Erika Perttuli-Borobio
paivi.kinnunen@aalto.fi | erika.perttuli-borobio@aalto.fi

Timeline for Learning and Teaching in Higher Education

DAY 1: 27.3.19	DAY 2: 9.4.19	DAY 3: 3.5.19	DAY 4: 23.5.19
• University pedagogy and learning theories • Educational research	• Approach to teaching and expertise	• Reflection, expertise and development	• Quality of teaching

TASK TYPE	DEADLINE		
PRE-ASSIGNMENT (WRITING, READING, STUDY-RIGHT FORM)	25.3.		
LEARNING LOG	LOG 1, DL 3.4.	LOG 2, DL 18.4.	LOG 3, DL 10.5.
READING TASKS	READING TASKS (3 PCS), DL 8.4.	READING TASK (1+), DL 2.5.	READING TASK(S), DL 22.5.
WRITING ESSAY	VERSION 1.0, DL 18.4.	VERSION 2.0, DL 14.5.	VERSION 3.0, DL 31.5.
PEER-FEEDBACK ON THE ESSAY	PEER-FEEDBACK ON VERSION 1.0, DL 2.5.		

Let’s get to know more of each other

- Tell us your name
- Share one thing you remember from the first day
- How do you want to develop as a teacher?

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TODAY'S SCHEDULE	
9.00-11.00	Dicipline-based teaching Learning-centered culture
~ 11.00-12.00	Lunch
12.00-15.20	Research of your own field Expertise
Homework	

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Learning logs & Feedback from Day 1

Productive
peersupport
Useful
Motivating
ShorterSession
Informative
Flexible
long
lotsOfHomework
constructive
Interesting
theories
Interactive
DifferentViewpoints
relevant
Fun
intensive
engaging
important
Simple
GoodImputs
exchange
reflection
relaxed
flashback

Issues most mentioned in the logs and feedback

- Learning theory matrix & pre-assignment reading: Enjoyed/found useful the process of making the matrix; Gave vocabulary to talk about teaching and learning
- Snowball method was considered useful/good, confusing
- Good group discussions, sharing experiences with other teachers, supporting and useful, inefficient
- Importance of listening others/giving space for other people's ideas even if one does not personally agree with them.
- How same elements + issues came up in spite of different disciplines and backgrounds
- It is better to write the log immediately after the day has ended.
- Research on one's own teaching gave new insights
- Well taught courses at the school/ department of X?
- What is a good teaching method? It depends on the context, ILOs, group size …
- Less "group therapy"

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DAY 2:

Approach to Teaching

Dicipline-based teaching
Learning-centered culture
Expertice

Discipline-based teaching

TODAY'S DISCUSSION

- To what degree would you say your discipline has a "signature pedagogy"?
- How does assessment practice in your department reflect signature pedagogy?
- Are there threshold concepts in the subject you teach?
- How do you typically teach threshold concepts?

Learning-Centered
Culture

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Gallery walk: What is learning-centred culture and how could we promote it?

Phases of the gallery walk:

- *Thinking about given topic individually*
- *Working in a group → create a poster on the topic*
- *In the new groups, teach the content of the poster to others*

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GALLERY WALK: PHASES 1 AND 2	
Phase 1: Individual work	**Phase 2:** Groupwork of 5 people (~15 min)
• Think about the theme and write down notes what do you think about the the topic (5 min)	• Discuss your theme – and try to answer the questions • Design a poster about the given theme • Be prepared to present the poster to a new group – everyone in the group will present the theme

Topics for the Posters

Discuss and illustrate/write your ideas on a poster. Include concrete actions. Time: ~20 min.

GROUP 1

- What is learning-centered culture?
- What kind of teaching activities support and promote learning-centred culture in your discipline?

GROUP 2

- What is learning-centred culture?
- How could “Degree programme manager” or “Professor in charge of the major” support and promote learning-centered culture?

Topics for the Posters

Discuss and illustrate/write your ideas on a poster. Include concrete actions. Time: ~20 min.

GROUP 3

- What is learning-centered culture?
- How a student could affect learning-centred culture?

GROUP 4

- What is learning-centered culture?
- How could a university/department support and promote learning-centred culture?

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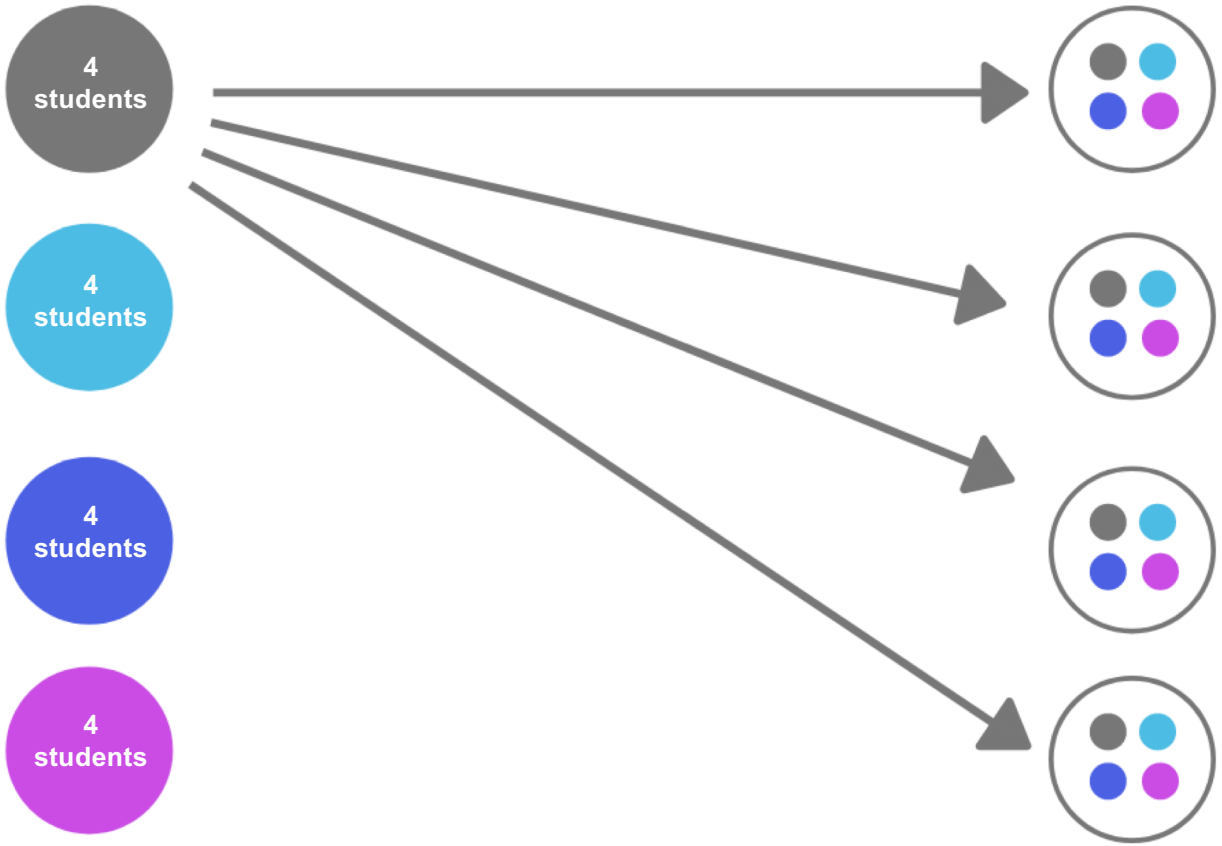
GALLERY WALK: PHASE 3

- Attach the poster on the wall.
- Formation of new groups.
- A group will go from poster to poster (10 min/poster). The teachers will signal when the time is up.
- Each poster is presented by a member of the group who produced it. Others may comment / add ideas.

How to form groups for gallery walks?



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Why Gallery Walk?

- To engage students: each student has to participate in creating and presenting.
- Enables students to learn the bigger picture – not only his part of the group work.
- Through the gallery walk, students are able to add new thoughts and ideas.
- Challenges for a teacher? S/he cannot follow all the discussions / The division into groups has to be done with care / What else?

LUNCH!

EDUCATION RESEARCH OF YOUR OWN FIELD

- Summarize the educational research paper your read as a homework to the others.
  - Goals / research questions of the paper
  - Motivation for the work. What is the problem addressed?
  - What kind of data is collected and how is it analysed if there is an empirical part in the work?
  - Are there any learning theories / models in the background?
  - What are the key findings and conclusions?
  - How can the results be applied in teaching practice?
  - **Would you recommend the paper to others to read? Why?**

If you are interested in education research in your field, please check out two of our selective courses “Reading circle” and “Writing circle” (if you are interested in doing educational research in your field yourself). Both of these courses are scheduled to start in fall 2019.

Expertise

Why to Explore Expertise?

- Universities must (University Act 558/2009, 2 §)
  - Promote free research and scientific and artistic education,
  - provide higher education based on research,
  - and **educate students to serve their country and humanity**.
  - In carrying out this mission, universities must interact with the surrounding society and strengthen the impact of research findings and artistic activities on society.

- We need knowledge and skills to support our students to become experts (teaching and guiding).
- Besides our expertise within the field, we need to develop our expertise in teaching and learning (pedagogical expertise)
- We should also develop discipline-based learning and teaching

Studies leading to the second-cycle university degree (master's degree) must provide the student with: *

- good **overall knowledge of the major subject** or a corresponding entity and conversance with the fundamentals of the minor subject or good knowledge of the advanced studies included in the degree programme;
- knowledge and skills needed to **apply scientific knowledge and scientific methods** or knowledge and skills needed for independent and demanding artistic work;
- knowledge and skills needed for **operating as an expert and developer** of the field;
- knowledge and **skills needed for scientific or artistic postgraduate education and continuous learning**;
- and good **language and communication skills**.

The education is **based on research or artistic activity and professional practices** in the field.

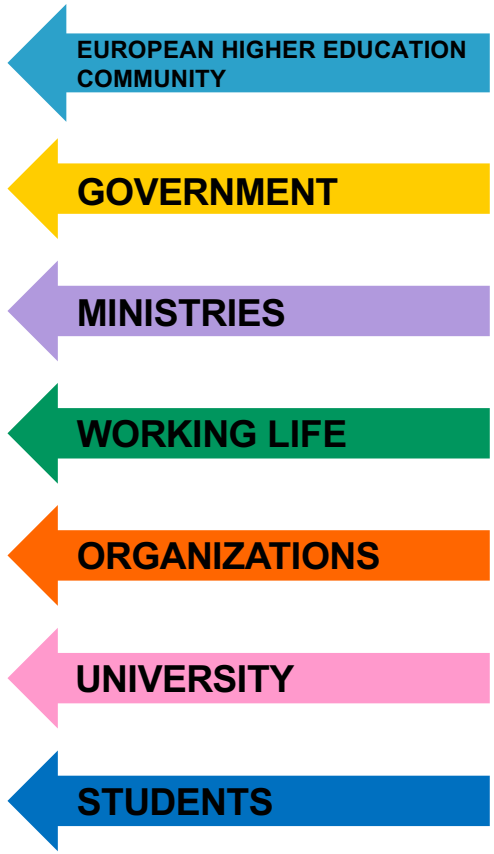
* The Government Decree on University Degrees (Valtioneuvoston asetus yliopistojen tutkinnoista 1039/2013) lays down provisions on University Degrees.

What to teach to our future experts? - We are facing many challenges

University has the most challenging duty in the education sector. *(Karjalainen, 2003)*

“The universities must arrange their activities so as to assure a high international standard in research, education and teaching in conformity with ethical principles and good scientific practices.”

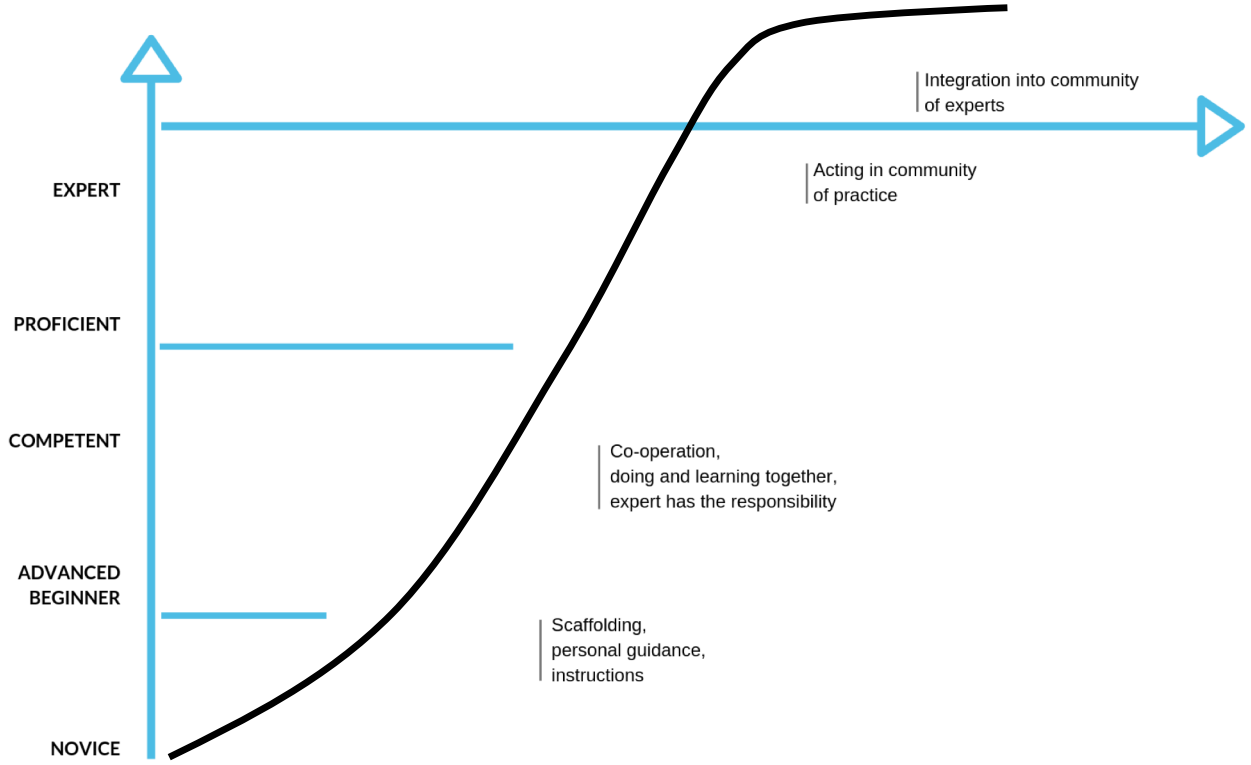
UNIVERSITIES ACT 558/2009



Learning to Become an Expert is a Process

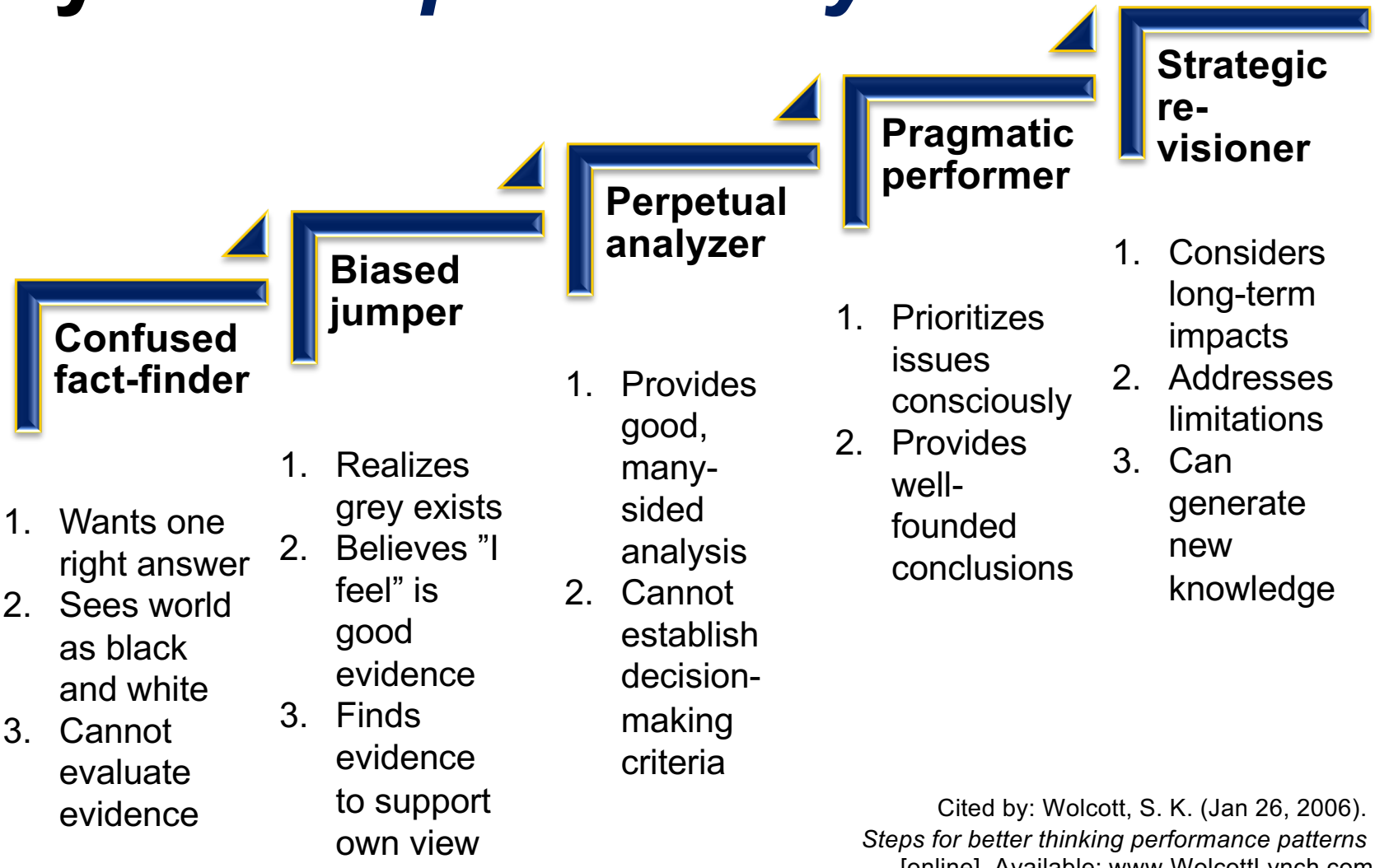
Deliberate practice

- Long term practicing
- Focusing on improving performance in aspects that need it the most
- Using the latest scientific knowledge of the field
- Mentoring & social support and feedback are essential parts of the process



Hakkarainen, 2000; Anderson, 1982; Dreyfus 1986

Students' critical thinking ability *develops little by little*



Cited by: Wolcott, S. K. (Jan 26, 2006). *Steps for better thinking performance patterns* [online]. Available: www.WolcottLynch.com

Five Stages of Skill Acquisition
(Dreyfus and Dreyfus, 1986)

Skill level	Components	Perspective	Decision	Commitment
1. Novice	Context-free	None	Analytical	Detached
2. Advanced Beginner	Context-free & situational	None	Analytical	Detached
3. Competent	Context-free & Situational	Chosen	Analytical	Detached, understanding and deciding. Involved in the outcome.
4. Proficient	Context-free	Experienced	Analytical	Involved understanding. Detached deciding.
5. Expert	Context-free & Situational	Experienced	Intuitive	Involved

Dreyfus, H L and Dreyfus, S E (1986) *Mind over Machine: the power of human intuition and expertise in the age of the computer*, Oxford, Basil Blackwell

Group work

It is year 2035 and you are a member of steering group in a company X. You are a fast growing company in your field (or university) and you desire to have the best experts. You have a good competitive position but there is still intense competition.

Your task:

1. Give a name for your company.
2. You are hiring new experts. Write a list of desired knowledge, skills and competences for your candidates. Remember they are the future experts in your field. Utilize the pre-reading material but consider also requirements in your field.
3. What kind of studies or experience do you value from the viewpoint of the future?
4. Write your lists (2 and 3) on MyCourses discussion area, word document or slides and bring them to MyCourses.
5. Time: 30 min – prepare 5 min presentation.
6. Make a slide or two and submit it MC – Materials – Day 2 – 2035 job advertisement

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Homework

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Summary of Homework for the Day 3:

- Learning log 2, DL 18.4.2019
- Essay, 1st version, DL 18.4.2019
- Prepare to give written and oral feedback on your peer's essay DL 2.5.2019.
  - Familiarize yourself with constructive feedback.
  - Document will be updated into MC (the area will be updated).
- Reading task(2), DL 2.5.2019

Essay version 1.0: My approach to teaching and learning

- The aim of this essay is to begin to formulate your approach to teaching and learning. When you combine theoretical knowledge with your prior experiences, reflect on your values and thoughts, you begin to develop your own approach to learning and teaching. You can use your pre-assignment and discussions of learning concept (mindmaps) as a starting point for your essay.
- For the first version write about:
  - Your values and thoughts relating teaching and learning
  - How do you think your students learn/how learning [insert you field here] happens.
  - What is the role of a student and a teacher in the process of learning.

- The essay is written in a form of an essay. Use references and cite them properly.
- The length is around 2000 – 3000 words.
- Deadline for version 1.0 is on the **18th of April 2019 | 4/18/19**.
- More instructions for the essays is found on MyCourses.

Peer feedback on essay v1.0: Groups for giving feedback (essays)

Group 1	Andrés (ARTS)	→	Jan (CHEM)	→	Rainhard	→	Athanasios (ENG)	→	Andrés (ARTS)
Group 2	Anna-Mari (ARTS)	→	Ayman (ENG)	→	Anton (SCI)	→	Ioannis (ENG)	→	Anna-Mari (ARTS)
Group 3	Mady (CHEM)	→	Hadi (ENG	→	Eva (ENG)	→	Ghita	→	Mady (CHEM)
Group 4	Michael (CHEM)	→	Vitalija (ENG)	→	Samuel (SCI)	→	Jussi (ENG)	→	Michael (CHEM)
Group 5	Silvan (CHEM)	→	Maija (ENG)	→	Talayeh (SCI)	→	Spyros (ENG)	→	Silvan (CHEM)

E.g. Andrés → Jan = Andrés is giving feedback to Jan

Reading assignment(s): Read one or more. DL 2.5.2019

Biggs and Tang. 2011.Teaching for Quality Learning at University. Chapter2: Teaching according to how students learn. (e-book, link in MyCourses)

Moon Jenny : Reflection in Higher Education Learning (document in MyCourses)

Moon Jenny: Guide for Busy Academics No. 4 Learning through reflection (link in MyCourses)

Tynjälä, P. 2005. Konstruktivistinen oppimiskäsitys ja asiantuntijuuden edellytysten rakentaminen koulutuksessa (pdf in MyCourses)

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What would you like us to:
- keep on doing
- stop doing
- start doing

https://presemo.aalto.fi/tlhe2

Thank you!

See you May 3rd, in Q101 | Väre