

Learning and Teaching in Higher Education

Day 3

Photo: Maire Syrjäkari, 2014

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LTHE, day 3
 3.5.2019
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Timeline for Learning and Teaching in Higher Education

Day 1: 27.3.

University pedagogy and learning theories, Educational research

Day 2: 9.4.

Approach to teaching and expertise

Day 3: 3.5.

Reflection, expertise and development

Day 4: 23.5.

Quality of teaching

Task type	Dead lines		
Pre-assignment (writing, reading, study right form)	25.3.		
Learning log	Log 1 (from day 1), DL 3.4	Log 2 (from day 2), DL 18.4.	Log 3 (from day 3), DL 10.5
Reading tasks	Reading task before Day 2 (three reading tasks), DL 8.4	Reading task before Day 3 (one or more texts), DL 2.5.	Reading task(s) before Day 4, DL 22.5.
Writing essay	Version 1.0, DL 18.4.	Version 2.0, DL 14.5.	Version 3.0, DL 31.5.
Give peer feedback on the essay	Peer feedback on version 1.0, DL 2.5.		

Instructor feedback

Day 3

REFLECTION

DEVELOPING EXPERTISE AS A TEACHER TEACHING COMPETENCE

27.3.2019

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Today's ILOs

After this session you

- have knowledge about reflection process and ways to reflect.
- are aware of the importance of reflection to your own development as a teacher.
- 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.

Schedule

- 9.00 Orientation
Reflection: The meaning of reflection on
development teacher's competence
- Peer feedback on essay
- ~11.45 – 12.45 Lunch**
- ~12.30 Development as a teacher and an expert
Assessment of own teaching competence
Homework

Your learning logs from Day 2

- Group works (gallery walk, articles, future job/skills needed) divided your opinions into two:
 - you felt they were useful/interesting/effective, wishes to have a longer/shorter time per poster.
 - You felt that your work in the groups was not sufficiently effective or productive. Reminder based on the logs: during the course in the discussions and group works, please respect all viewpoints shared despite any factors behind them. Opposing viewpoints are ok – we can agree to not agree.
- Sometimes there is not enough time to discuss topics in depth.
- Future competences – company in 2035 – fun, but no tangible ideas for curriculum development

Your learning logs from Day 2

- Topics that you mentioned many times:
 - Signature pedagogy
 - learning-centred culture: how to implement this in my own teaching, lcc & motivation?
 - Reading articles on educational research useful – discussions were either usefull or less useful.

If you are interested in reading more or got interested in doing educational research yourself: Elective peda courses coming up - Reading and writing circles

- Discussions with my peers helped me to learn.
- I got inspired to try out new teaching methods in my own teaching.
- Reading and writing circle courses comping up!

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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

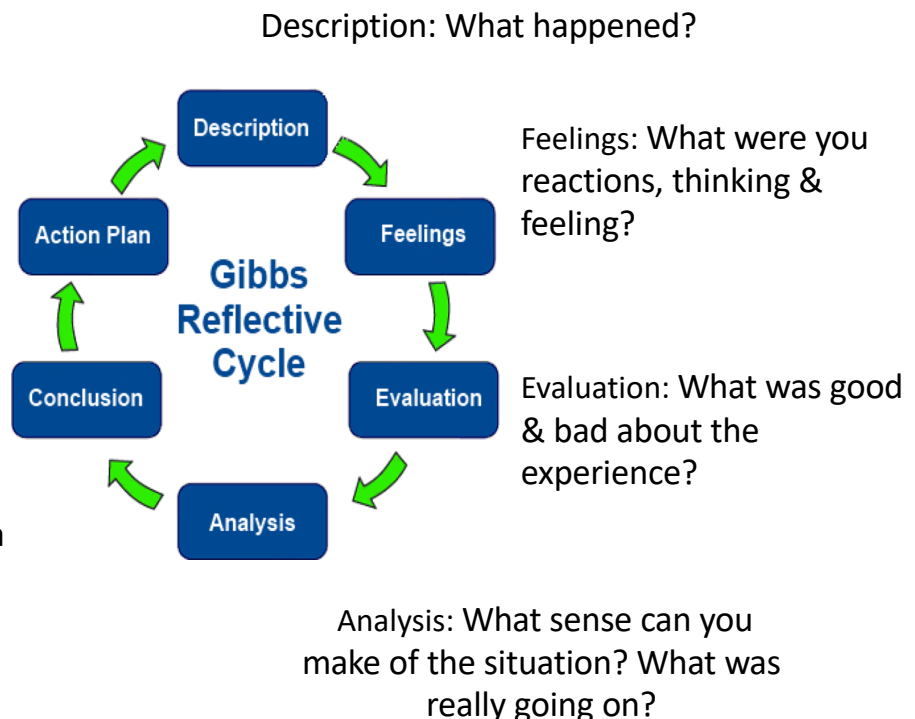
- Why? What if?
- Integrates meaningful reaction to situation based on assumptions/beliefs, feelings, and alternative perspectives/points of view.

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?

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



Group assignment (20 - 25 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).)



Peer feedback on essay



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*
 - *3-5 min observer gives feedback on coaching*
- Four/five rounds – you will act once in each role

Roles and tasks in a discussion

Coach

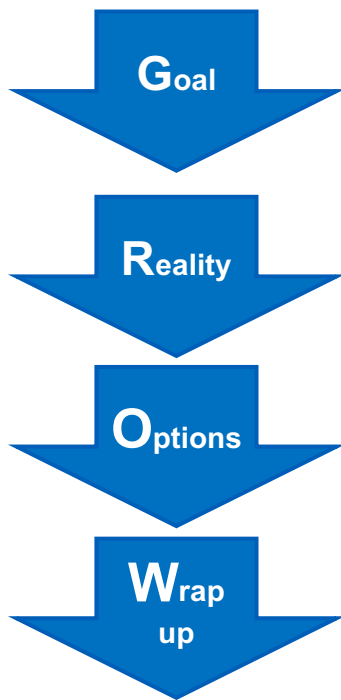
- Start with interviewing your peer shortly
- Give constructive feedback on your peer's essay
- Wrap-up your discussion and make a plan for the next step

Observer

- Time the discussion and observe the coaching:
 - *How do the questions function / what are good questions?*
 - *What are the strengths of the coach?*
 - *Was the feedback constructive?*

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?



GROW model

– a framework to give feedback on/guide the process

(Whitmore, John: Coaching for Performance)

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Set a goal

- How would you define your goal?
- What do you want to move forward?
- The goal should be in a **SMART** format: Specific, Measurable, Achievable, Relevant and Time specific.



Current situation

- What have you done? What has helped you to do [task that you were meant to do]?
- If you think about your [task that you were meant to do] now, how ready it is on a scale of one to ten, 1-10, if 10 means the best situation and 0 the opposition of it.

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What could you do? Opportunities and options

- What should you do to achieve your goal?
- Is there something that prevents you from achieving your goal?
- Is there something that might help you to achieve your goal?



What – when – by whom + will to do it

- Wrap-up, small steps that will happen
- What will you do to complete [task that you were meant to do]?
- What are your next steps?
- How could you remove possible obstacles?

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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)

Peer feedback groups and roles

Group 1: Jan, Rainhard, Athanasios

- Coach Jan, author Rainhard, observer Athanasios
- Coach Rainhard, author Athanasios, observer Jan
- Coach Athanasios, author Jan and observer Rainhard

Each round:

- 15-20 min- coaching, giving constructive feedback and wrap-up
- 5 min - observer gives feedback on coaching
- Observer takes care of the timetable

Peer feedback groups and roles

Group 2: Ayman, Anton, Ioannis

- Coach Ayman, author Anton and observer Ioannis
- Coach Anton, author Ioannis and observer Ayman
- Coach Ioannis, author Ayman, observer Anton

Each round:

- 15-20 min- coaching, giving constructive feedback and wrap-up
- 5 min - observer gives feedback on coaching
- Observer takes care of the timetable

Peer feedback groups and roles

Group 3: Mady, Hadi, Ghita

- Coach Mady, author Had, observer Ghita
- Coach Hadi, author Ghita and observer Mady
- Coach Ghita, author Mady and observer Hadi

Each round:

- 15-20 min- coaching, giving constructive feedback and wrap-up
- 5 min - observer gives feedback on coaching
- Observer takes care of the timetable

Peer feedback groups and roles

Group 4: Michael, Vitalija, Samuel, Jussi

- Coach Samuel, actor Jussi, observer Michael, Vitalija
- Coach Jussi, actor Michael, observer Vitalija, Samuel
- Coach Michael, actor Vitalija, observer Samuel, Jussi
- Coach Vitalija, actor Samuel, observer Jussi, Michael

Each round:

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

Peer feedback groups and roles

Group 5: Silvan, Maija, Talayeh, Spyros

- Coach Silvan, actor Maija, observer Talayeh, Spyros
- Coach Maija, actor Talayeh, observer Spyros, Silvan
- Coach Talayeh, actor Spyros, observer Silvan, Maija
- Coach Spyros, actor Silvan, observer Maija, Talayeh

Each round:

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



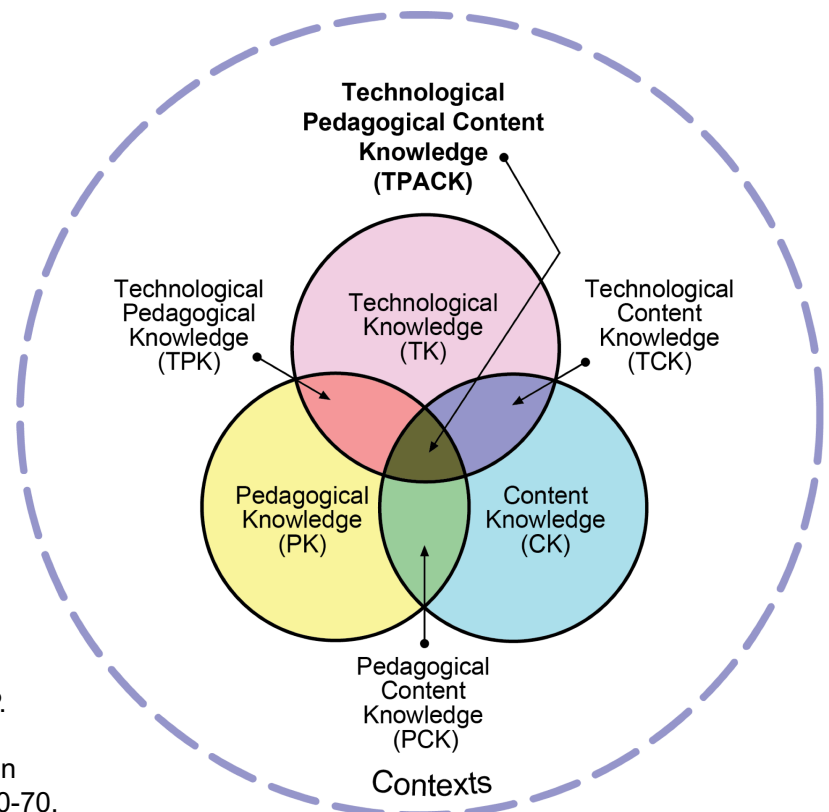
Teaching competence:

-TPACK

Aalto's criteria used in teaching competence evaluations



Components of teacher's competence



Further reading: Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

Teaching competence assessment at Aalto University

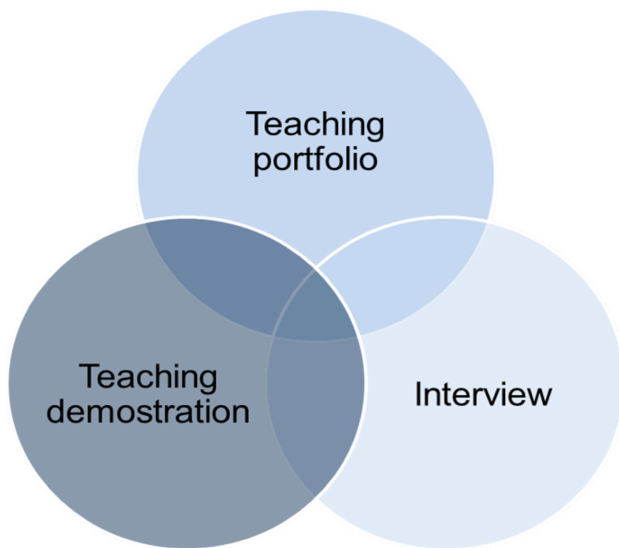
Teaching competence assessment at Aalto University

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: I as a teacher and an expert

Self-evaluation and sharing

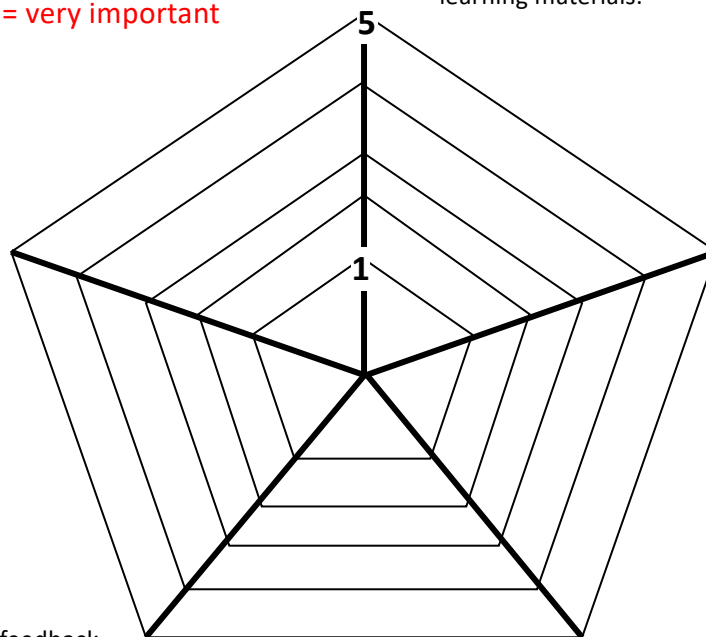
1. Evaluate your own pedagogical competence by utilizing Aalto University matrix.
2. Draw your profile to figure.
 - Your expertise in this area: 1= very little, 5= very much
 - Importance in your own work at the moment and in the future: 1= not at all, 5 = very important
3. Share your profile to a peer, 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

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

5. The ability to teach.



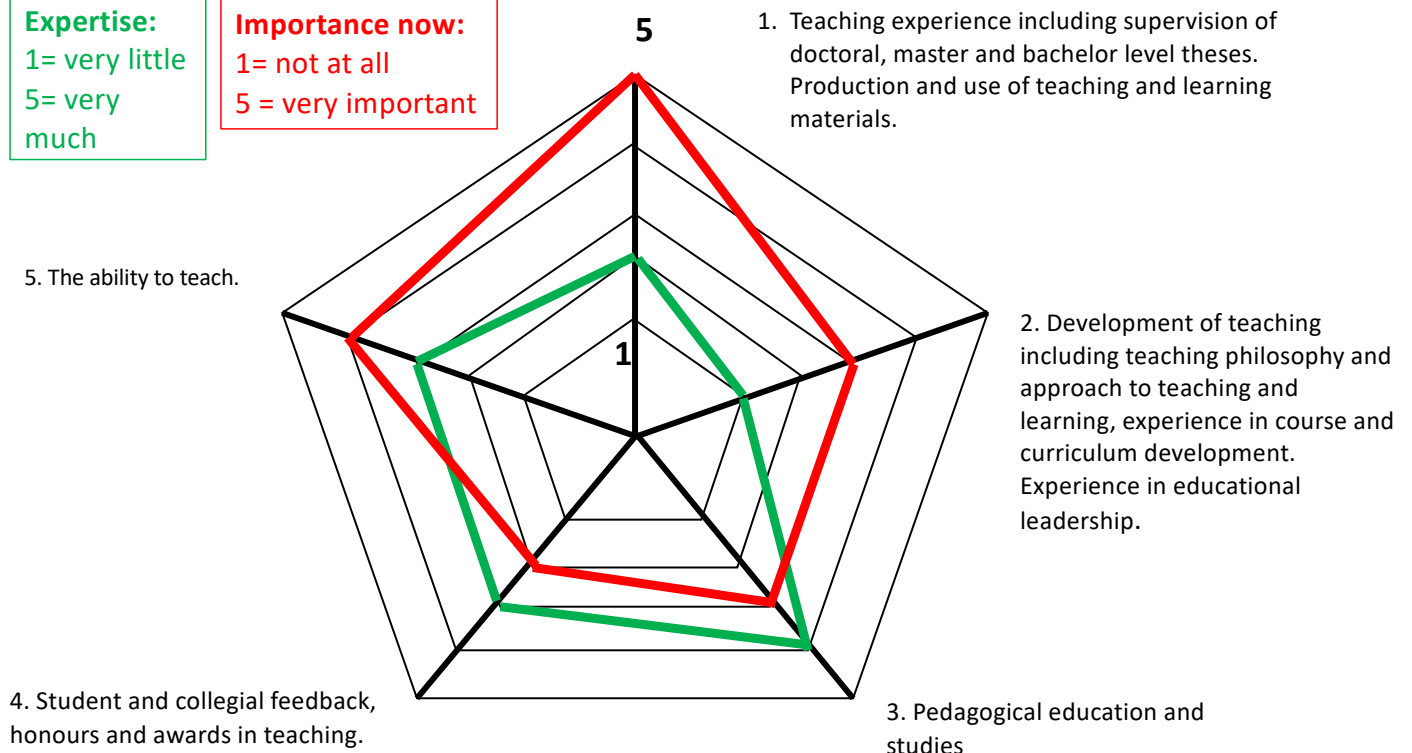
2. Development of teaching including teaching philosophy and approach to teaching and learning, experience in course and curriculum development. Experience in educational leadership.

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

3. Pedagogical education and studies

Expertise:
1= very little
5= very much

Importance now:
1= not at all
5 = very important



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.

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Home assignments for the next session

1. Learning log 3, DL 10.5.2019
2. Essay version 2.0, DL 14.5.2019
 - Question for you: What do you want feedback on?
3. Reading assignment(s), read one or both:
 - The Quality Handbook of your own school.
 - Aalto University Audit report 2016

**Thank you for your work
today!**

**See you on May 23rd
in **M240**, Otakaari 1**