

A! PEDTA INTRO (5 cr)

Contact session 2:

Teaching and learning at
the university



Aalto-yliopisto
Aalto-universitetet
Aalto University

Aalto University Learning Services
University Pedagogical Training
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25.9.2019



Schedule

- Reflection on the last session
- Learning at the university
- AllWell? Success of students – guest Sara Rönkkönen
- Assignments for the next session and closing

+ two short breaks

A! PEDA INTRO 42

TIMETABLE

Pre-assignment

DL 9.9.

WEEK 37-39

Session 1

I as a university teacher
11.9. at 9.00-15.30
(TU6, Maarintie 8)

The first group meeting
Arrange with your group

Learning log 1

DL 18.9.

Reading assignments

DL 23.9.

WEEK 39-41

Session 2

Teaching and learning
at the university
25.9. at 12.00-16.00
(TU6, Maarintie 8)

Learning log 2

DL 2.10.

Reading assignment

DL 7.10.

WEEK 41-42

Session 3

Curriculum work,
interaction in teaching
9.10. at 9.00-15.30
(1023-1024 AS4,
Maarintie 8)

Learning log 3

DL 16.10.

Plan for teaching practice

DL 16.10.

WEEK 43-44

Session 4

Teaching practice
23.10. at 12.00-15.30
(U264 K-ryhmä,
Otakaari 1)

Trim the group presentation

Arrange with your group

Learning log 4

DL 28.10.

WEEK 44

Session 5

*We as university
teachers,*
group presentations
30.10. at 9.00-15.30
(U250a FINAVIA,
Otakaari 1)

Working in the small groups
Group presentation for the Session 5

Learning outcomes for A! Peda Intro course

After the course, you

... will recognize the issues that may have an impact on learning experience.

... will recognize the stages in teaching design.

... have expanded your network among teachers at Aalto University and gained experiences of working in a multidisciplinary teacher group.

... will recognize your strengths as a teacher.

... will apprehend your role as a teacher in the learning process of the students.

In addition: You are aware of the AllWell? -wellbeing process at Aalto.

Something from the logs

I like

- We went to the roots of pedagogy
- Good discussions and interaction
- Shared experiences, ideas from the participants
- New terms around the blurry ideas on teaching and learning
- Peer-group
- Being exposed to different ways of teaching
- The idea of the relation between challenge and ability
- New ideas and dimensions about learning and teaching

I wish

- I knew the schools where others are coming from
- We wouldn't concentrate too much on the "happy side" of teaching
- Balanced participation of all participants & more time for (some) discussions
- Difference between formal teaching and informal teaching
- More theoretical knowledge & about teaching philosophy
- More about university students and their activation
- About lecture presentations
- Creating a good atmosphere for questions and critical thinking

Pair work

What did you think about the given reading materials?

- Do you have some questions, answers, wonders..?
- Do you disagree or agree with the authors?
- Did you learn new concepts or points of view?
- Any other questions or unclear issues about the material?

Group work: Learning at the university

Themes for group work

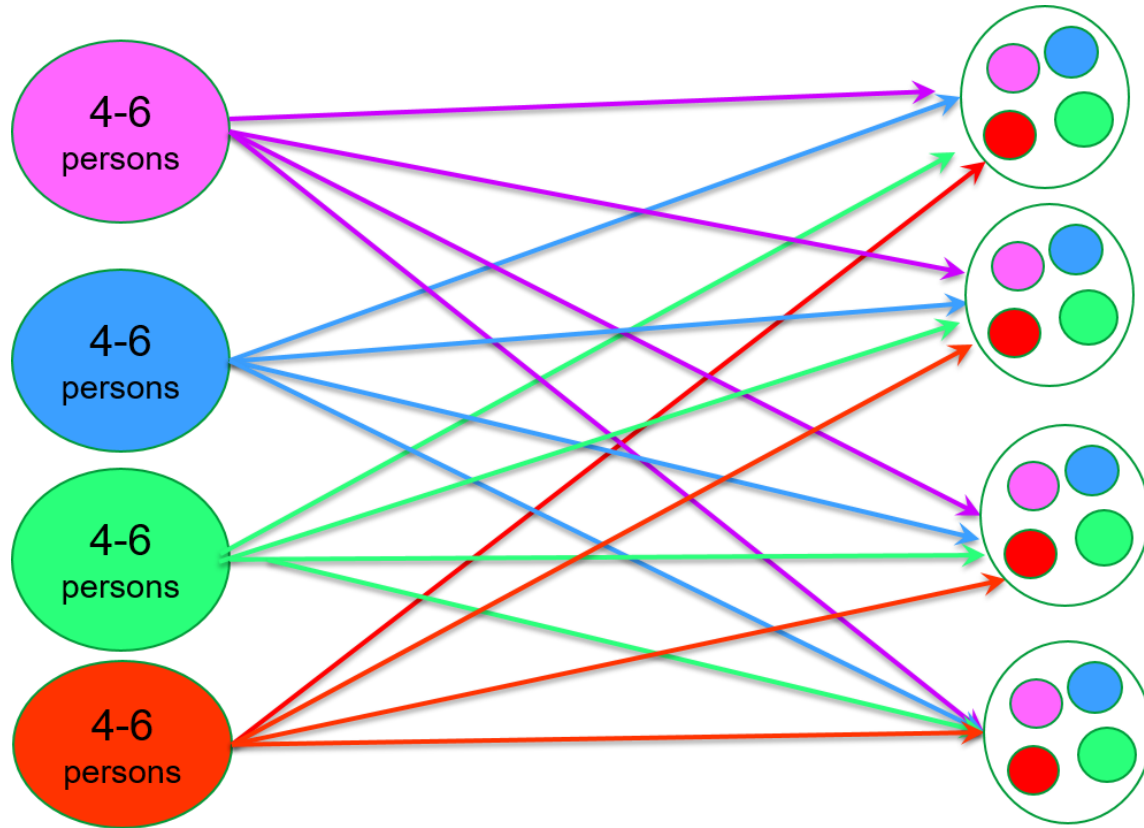
1. Different levels of thinking about teaching
2. Designing effective learning in small and large groups
3. Surface & deep approaches to learning
4. Students' motivation

Gallery walk, instructions, part 1.

- **Working in a group** of 4-6 people.
- **Discuss your theme:**
 - What do you think about it?
 - How is your theme realized in university teaching? Give examples.
- **Make a poster** together about the given theme (you can decide in the group about poster's visualisation)
- **Be prepared to present the poster** to a new group – everyone in the group will present the theme.
- Attach the posters on the wall.

Break

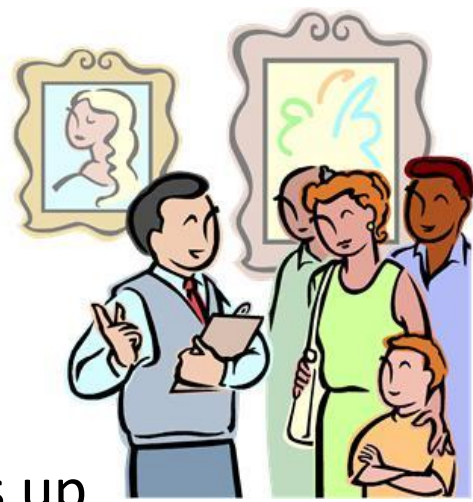
Gallery walk in practice



Gallery walk, part 2.

New groups:


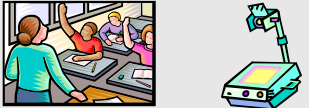

A group will go from poster to poster (10 min/poster). The teacher will signal when time is up.



The poster is presented by a member of the group who has been producing it. Others may comment / add ideas.

→ A wrap-up of the gallery walk.

The levels of thinking about teaching

Level of teaching	Teaching	Learning
<p>Level 1 What the student is</p> 	<p>“Good students learn, poor students don’t”. Differences in learning are explained by differences between students, such as motivation and ability.</p> <p>Good content competence is an important attribute of the teacher and should be clearly stated in the teaching.</p> <p>Teaching is transmitting information from teacher to students.</p>	<p>Learning is the process of receiving knowledge from the teacher and increasing it.</p> <p>Promotes a surface approach to studying.</p>
<p>Level 2 What the teacher does</p> 	<p>Structuring the subject matter into comprehensible entities is essential.</p> <p>The teacher acquires a comprehensive repository of various teaching methods to try to ensure the transfer of knowledge from the teacher to the students.</p>	<p>The goal of learning is to achieve the right understanding about the subject being studied.</p> <p>Combining new knowledge with previous knowledge is essential.</p>
<p>Level 3 What the student does</p> 	<p>The purpose of teaching is to enable quality learning for students.</p> <p>The teacher reflects their own activities and is able to streamline operations where appropriate.</p> <p>Teaching is based on constructive alignment.</p>	<p>During the learning process, the student's understanding develops and changes qualitatively.</p> <p>Promotes a deep approach to studying.</p>

Teacher-centred

Surface approach

Student-centred

Deep approach

Approaches to learning: background

- 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,...).

→ 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

<i>Orientation</i>	Objective	Action	Consequence
<i>Deep</i>	To understand for oneself	Active processing	Actively interested (gets deeply engrossed)
<i>Surface</i>	To achieve the pass criteria	Simply reproducing content to pass the course	Difficulties in understanding and anxiety
<i>Organised</i>	To obtain good grades	Systematic planning of activities	Aware of performance criteria

Some references

(for further reading, optional if you have time)

Entwisle, N. & Ramsden, R. (1983) *Understanding Student Learning*. Routledge, London. E-book version published in 2015.

Felder, R.M. & Brent, R. (2005) Understanding Student Differences. *Journal of Engineering Education*, (94)1, 57-72.

Marton, F., Hounsell, D., & Entwistle, N. (Eds.). (1997). *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Pang, M.F. & Marton, F. (2005) Learning theory as teaching resource. *Instructional Science*, 33, 159–191.

Break

AllWell?

Success of Students

Sara Rönkkönen (LES Aalto)

Preparation for the next time

Homework for the next session

1. Learning log by 2.10.2019
2. Reading task – read the text you got
3. Start preparing your teaching practice plan,
DL 16.10.2019

Reading task – groups

1/2

The participants are divided in **four groups** and each group reads one topic.

Familiarise yourself with the following article of your own group. You will teach the topic to a small group in the next session (9th October).

Topic 1: Learning outcomes (Maryam, Marium, Pantelis, Shashank, Hong-Linh)

Declan Kennedy, Áine Hyland, Norma Ryan:

Writing and Using Learning Outcomes: a Practical Guide

<http://procesbolonski.uw.edu.pl/dane/learning-outcomes.pdf>

Topic 2: Students' workload (Arpine, Caterina, Floran, Sebastian, Weiwei)

Karjalainen, A., Alha, K. ja Jutila, S. (2006) Give me time to think. (pp. 9-39)

About workload and learning - credits and calculation: <https://www.oamk.fi/fi/tutkimus-ja-kehitys/hankkeet/kope/materiaalit/kirjojajaartikkeleita/>

→ Kirjoja ja artikkeleita → from the list: Karjalainen, A., Alha, K. & Jutila S. (2008). Give Me Time to Think

Reading task – groups

2/2

Topic 3: Teaching methods (Alice, Martin, Arun, David, Zhogsen)

Hyppönen, O. & Lindén, S. Handbook for teachers – course structures, Teaching methods and assessment, Chapter 3-4, pp. 18-55,
<https://aaltodoc.aalto.fi/bitstream/handle/123456789/4755/isbn9789526030357.pdf?sequence=1>

Topic 4. Learning assessment (Núria, Stephan, Julian, Luis, Junhe, Aqdas)

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.

http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=507455&site=ehost-live&authtype=sso&custid=ns192260&ebv=EB&ppid=pp_74

(maximum number of e-learning licences is 3 with this material!)

Plan (individual) for teaching practice

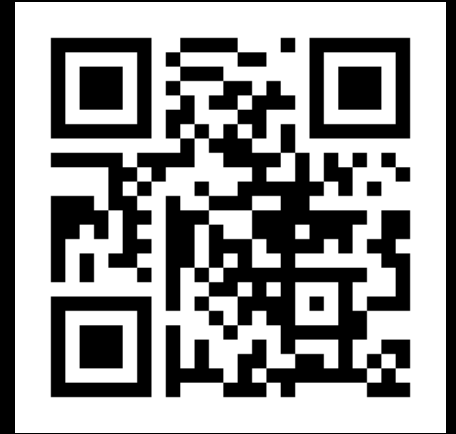
- Start to consider and write a plan for your individual teaching practice. Submit it into MyCourses by 16.10.2019
- You will be divided into smaller groups on 23rd October when you will give your teaching practice for your peers in the groups
- You can find instructions on MyCourses –
<https://mycourses.aalto.fi/course/view.php?id=23474§ion=8>

Feedback by Answergarden:

Write
3 descriptive adjectives
of how you felt about
today's session.

Link:

<https://tinyurl.com/intro42s2>



Thank you!