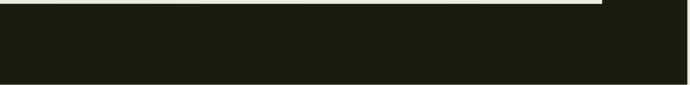


HOWUTEACH –
THE INTERACTION BETWEEN
*UNIVERSITY TEACHERS’
WELL-BEING*
AND THEIR PEDAGOGICAL
COMPETENCE

<https://www.aalto.fi/en/news/howuteach-self-reflection-tool-for-higher-education-teachers>

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HowUTeach – self-assessment instrument for teachers

- The project focuses on university teachers' pedagogical competence, experiences of their working environment and well-being
- The main goal is to increase teachers' awareness of these elements through developing a self-assessment instrument 'HowUTeach'
- Teachers will receive feedback on the basis of their own responses
- In addition to the survey, we use interviews, a 'learning-tracker' and smart rings to collect data

The aim is to explore how university teachers' well-being is associated with their pedagogical competence

WELL-BEING

APPROACHES TO
TEACHING

Participants and data

- Teachers from three Finnish research universities

HowU Teach –
questionnaire
(N=90)



Semi-structured
interviews
(N=26)

Dimensions of HowUTeach self-assessment tool

- **Approaches to teaching**
 - *Learning-focused*
 - *Content-focused (information transmission)*
 - *Unreflective teaching*
 - *Organised teaching*
- **Experiences of work environment**
 - *Interest and relevance*
 - *Support from colleagues*
 - *Autonomy*
- **Integration of teaching and research**
- **Well-being**
 - *Stress (general and teaching-related)*
 - *Burnout (exhaustion, inadequacy, cynicism)*
 - *Self-efficacy*
 - *Anxiety (concentration disruption, worry)*
 - *Recovery from work-related stress*
 - *Self-compassion*

Well-being

- *Self-efficacy (Skaalvik & Skaalvik, 2010)*
- *Stress: general and teaching-related (Elo et al., 2003)*
- *Burnout: exhaustion, inadequacy, cynicism (Schaufeli et al., 2012)*
- *Anxiety: concentration disruption, worry (Grossbard et al., 2009)*

Approaches to teaching

- *Learning-focused*
 - Interaction with the students, activation
- *Content-focused*
 - Transmission of information to the students
- *Unreflective teaching*
 - Difficulties in understanding the relations between own teaching and students' learning processes
- *Organised teaching*
 - Putting a lot of time and effort in teaching

(e.g. Trigwell, Prosser & Taylor, 1994; Postareff & Lindblom-Ylänne, 2008)

Rationale for this research

- Studies have consistently reported high stress and burnout levels of primary school teachers (e.g. Aloe et al., 2014; Skaalvik & Skaalvik, 2017)
- Teacher burnout has negative impact on students' learning outcomes (Zee & Koomen, 2016) and students' stress regulation (Oberle & Schonert-Reichl, 2016)
- Relationships between teaching approaches and well-being remain relatively unclear
 - *Teaching approaches are related to emotions regarding teaching (Postareff & Lindblom-Ylänne, 2008)*
 - *Learning-focused teaching is associated with lower levels of burnout than the content-focused approach (Cao et al., 2018)*

Conclusions based on preliminary results

- Teachers' pedagogical competence is strongly related with their well-being

- Enhancement of teachers' pedagogical skills is a sustainable investment

- Interactive teaching and 'feeling the connection' with the students seem to be of specific importance for teachers' well-being

- If the teacher feels incapable of using activating methods and interacting with the students, not only students' learning suffer, but also the teacher suffers

- Development of teaching is emotionally demanding

- Attempts to interact with students and activate them is often associated with nervousness and fear

Conclusions

1. Ability to reflect on own teaching is related with well-being
2. Interactive teaching and 'feeling the connection' with the students seem to be of specific importance for teachers' well-being
3. Pedagogical support right from the beginning of the teaching career is highly important

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Enhancement of teachers' pedagogical skills and reflectivity is a sustainable investment

