



Aalto University
School of Electrical
Engineering

PED-131.9000 Workshop master as a learning instructor

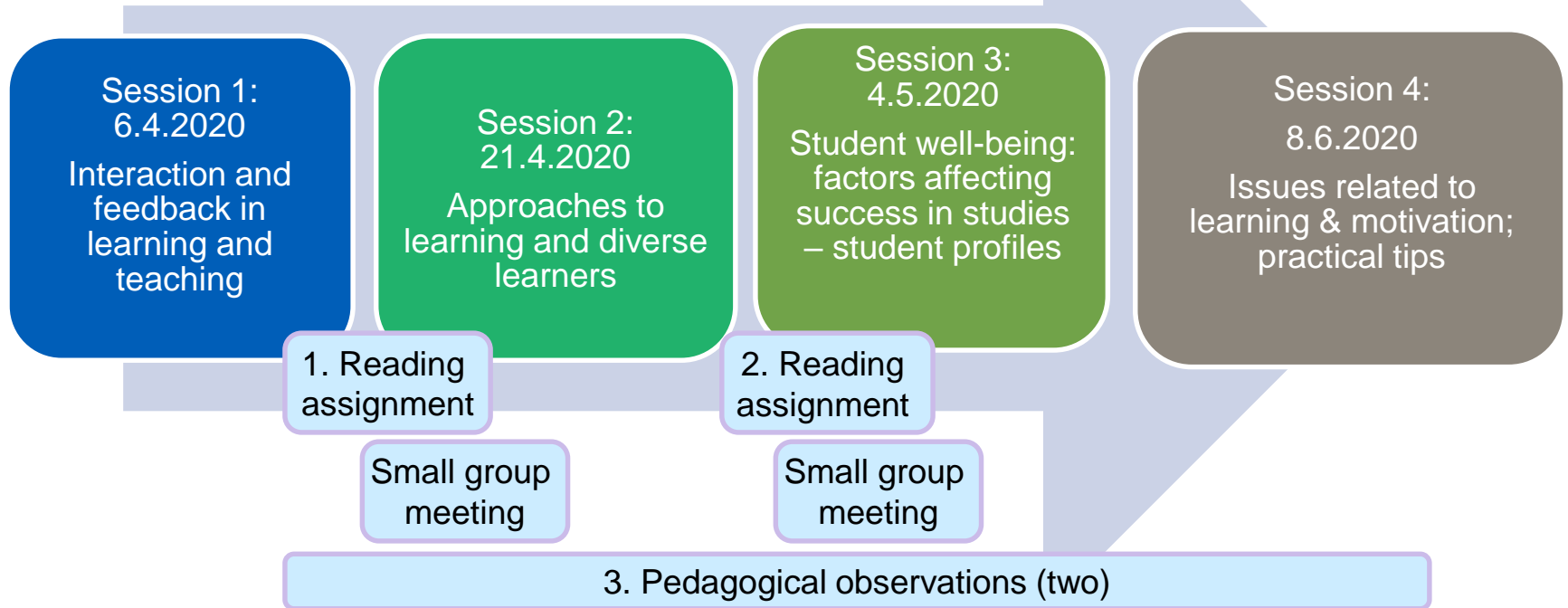
Day 2, 21.4.2020

Tiina Pylkkönen and Kirsti Keltikangas

Today's schedule

- 9:15–9:20** **Getting started**
- 9:20–10:00** **Giving and receiving feedback**
- 10:00–10:10** **Break**
- 10:10–10:55** **Diverse learners, guest study psychologist Paula Sjöblom**
- 10:55–11:00** **Break**
- 11:00–11:40** **Approaches to learning and levels of thinking about teaching**
- 11:40–12:00** **Learning assignments, feedback**

Course structure



Learning outcomes of this session

After this session you

- are aware of ways of giving constructive feedback
- are aware that motives, choices and life circumstances affect success in studies
- recognise different approaches to learning
- are aware of the different levels of thinking about teaching

Feedback of the previous session

- ✓ “I think it was good, but since many of the course participants have teaching experience, it seemed that there could be more time given to the workshop masters to tell their stories.”
- ✓ “This was good first session. and slow enough for us who haven't been a student for a looong time. Some good pointers were given.”
- ✓ “Would be nice if the slides would have some more empty space on the side for notes, video chat and stuff on screen”
- ✓ “It was interesting to see how this kind of online course could be organised in a way that group discussions and work are possible.”
- ✓ “Voisiko olla vähän enemmän taukoja? Ryhmämme toivoo tehtävänantoja myös suomeksi. Kielitaidosta riippuen tehtävien ymmärtämisessä oli eroja.”

Feedback



Aalto University
School of Electrical
Engineering

What type of feedback have you received?

Recall a feedback session and analyse it:

- How was the situation?
- Who gave/received the feedback?
- How did you feel about it?
- What was good/not so good in the situation?
- Did you learn something from it?

Discuss and share them in groups of two or three

Feedback

What is feedback about?

- **Task**
- **Process**

Hattie, J. and Timperley, H. (2007) The Power of Feedback. Review in Educational Research.

What does feedback mean?

- **Motivational:** influences beliefs and willingness to participate
- **Reinforcement:** rewards specific behaviour
- **Informational:** aims to change performance to a particular direction

Nelson, M. M., & Schunn, C. D. (2009). The nature of feedback: How different types of peer feedback affect writing performance. *Instructional Science*, 37(4), 375–401.

Constructive feedback[†]

- **Relevant, tailored**
 - addresses the performance/process that it is meant to address
 - designed to meet the individual actor's specific needs and circumstances
- **Factual**
 - based on actual achievement/performance
- **Confidential**
- **Encouraging**
 - motivates to continue and increase efforts
- **Immediate** (some studies[‡] show that delayed feedback has its benefits too)
 - provided as soon as information is available
- **Helpful**
 - provides suggestions for improvement of teaching and learning
- **Respectful**
 - respects actors' integrity and needs

Offering feedback

Your message should be in the tone: *I appreciate you and what you have done and whatever else I say should be taken in this context.*

- Be realistic
- Be sensitive to the goals of the recipient: LISTEN
- Be timely!!
- Be descriptive
- Don't be judgemental
- Be positive

Examples (1/2)

Constructive	Unconstructive/destructive
<p>Is about an issue/action</p> <ul style="list-style-type: none">▪ <i>E.g. Up to here everything is fine... now let me see... ah, there's an error here.</i>	<p>Is about the person</p> <ul style="list-style-type: none">▪ <i>E.g. Can't you understand when I tell you...?</i>
<p>Justifies the views</p> <ul style="list-style-type: none">▪ <i>E.g. Consider this from the point of view of...</i>	<p>Contains judgements (good/bad)</p> <ul style="list-style-type: none">▪ <i>E.g. You don't know what you're talking about.</i>
<p>Is useful for development</p> <ul style="list-style-type: none">▪ <i>E.g. You did this part correctly, and practice this part some more...</i>	<p>Does not necessarily benefit anyone</p> <ul style="list-style-type: none">▪ <i>E.g. How stupid can you be...</i>
<p>Takes into account the recipient's state of development, situation, ability to receive feedback, etc.</p> <ul style="list-style-type: none">▪ Confirm the situation: <i>Can you explain what you have done...? What do you think about this...?</i>	<p>Does not take the recipient into account, is given only from the evaluator's perspective</p> <ul style="list-style-type: none">▪ Assume you know the situation: <i>This is how it is, nothing you say will change my mind...</i>

Examples (2/2)

Constructive	Unconstructive/destructive
<p>States observations</p> <ul style="list-style-type: none">▪ <i>E.g. This is what I observed... This looks like... I think this is...</i>	<p>Makes subjective conclusions / interpretations</p> <ul style="list-style-type: none">▪ <i>E.g. This is what you did. This went like this because...</i>
<p>Two-way process, the recipient has an opportunity to respond</p> <ul style="list-style-type: none">▪ <i>E.g. Do you think that you understood what I meant... I hope I understood your question correctly...? Could you elaborate...?</i>	<p>One-way process, no chance to answer or reflect</p> <ul style="list-style-type: none">▪ <i>E.g. This is how it was, and that's it.</i>

Additional material: Principles of effective feedback (1/3)

1. Feedback is ongoing and integral part of assessment/course

- relevant, timely, fit for purpose, informs the process of learning
- constructively aligned with intended learning outcomes

2. Feedback guidance is explicit

- clarifies assessment criteria, is explicit about the criteria of quality

3. Feed-forward is emphasized more than feedback activities

- feedback is on work in progress

4. Students are engaged in the process

- feedback enables development of self-assessment skills: not too detailed and specific.

5. Content and level of feedback

- focuses on what, how, and why
- suggestions on how to improve
- takes students' level of understanding into account

6. Training in feedback/forward is an integral part of a course

- feedback facilitates relationship building between lectures and students
- peer feedback
- training in how to peer- and self-assess

Additional material: Concrete actions to ensure students receive useful feedback (2/3)

1. Ensure an appropriate range and choice of assessment opportunities throughout a programme of study;
2. Ensure that guidance about assessment is integrated into all teaching sessions
3. Ensure all resources are available to students via virtual learning environments and other sources from the start of a program to enable students to take responsibility for organizing their own learning
4. Clarify with students how all elements of assessment fit together and why they are relevant and valuable
5. Provide explicit guidance to students on the requirements of assessment
6. Clarify with students the different forms and sources of feedback available including e-learning opportunities

Additional material: Concrete actions to ensure students receive useful feedback (3/3)

7. Ensure early opportunities for students to undertake assessment and obtain feedback
8. Clarify the role of the student in the feedback process as an active participant and not as purely receiver of feedback and with sufficient knowledge to engage in feedback
9. Provide opportunities for students to work with assessment criteria and to work with examples of good work
10. Give clear and focused feedback on how students can improve their work including signposting the most important areas to address
11. Ensure support is in place to help students develop self-assessment skills including training in peer feedback possibilities including peer support groups;
12. Ensure training opportunities for staff to enhance shared understanding of assessment requirements

Short break!



Aalto University
School of Electrical
Engineering

Diverse learners

Study psychologist

Paula Sjöblom



Aalto University
School of Electrical
Engineering




Levels of thinking about teaching

Reference

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



Aalto University
School of Electrical
Engineering

Level of teaching	Teaching	Learning
<p>Level 1 What the student is</p> 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher-centred</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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Surface approach</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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Student-centred</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 the concept of constructive alignment.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep approach</p> <p>During the learning process, the student's understanding develops and changes qualitatively.</p> <p>Promotes a deep approach to studying.</p>

Based on Biggs 2003, Ramsden 1992, Trigwell & Prosser 1996

Approaches to learning: short theoretical background



Aalto University
School of Electrical
Engineering

Background

- **Universities worldwide have done much research on learning approaches since the 1970s**
- **Categories for 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 we approach a learning situation in certain way (based on our previous experience, self-image, interest, motivation,...) BUT we also react to the situation and behave (consciously or unconsciously) in a certain way

Deep approach to learning

Typical motivation	To understand and follow one's own interest
Learning strategies	Knowledge building; finding similarities and differences between theories and concepts; understanding the bigger picture (not forgetting the details)
Difficulties	Knowing one's own limits and what is enough; getting things done "well enough" and proceeding to other tasks; knowing when to give up when stuck with (or finding and answering) questions that are too difficult (might get frustrated or dissatisfied with one's own behaviour)
Support provided	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 approach to learning

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

Compiled from Biggs (1999), Entwistle (1988) and Ramsden (1992)
<http://exchange.ac.uk/learning-and-teaching-theory-guide/deep-and-surface-approaches-learning.html>

Organised learning (strategic approach)

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 overestimates one’s own skills
Support	Help to concentrate on learning and to find meaning; challenge to set “deeper” goals

Entwistle (1988); Marton & Säljö (1976)

Pienryhmissä/In small groups (5 min)

- Keskustelkaa pienryhmässä omien opiskelijakohtaamisten perusteella mitä näistä oppimisen lähestymistavoista olette tunnistanee ohjatessanne opiskelijoita pajoissa
- Jos ette vielä tunne kaikkia pienryhmässänne, tehkää ensin lyhyt esittelykierros (nimi/työpaja)
- Discuss with your peers in the group which of these learning approaches you have recognised or seen when encountering/tutoring students in the workshops
- If you don't know everybody in your discussion group, pls do a short round (name/workshop)

Approaches to learning

Entwistle (1988); Marton & Säljö (1976)

Orientation	Objective	Action	Consequence
Deep	To understand for oneself	Processes actively	Actively interested (gets deeply engrossed)
Surface	To achieve the pass criteria	Simply reproduces content to pass the course	Difficulties in understanding, and anxiety
Organised (strategic)	To obtain good grades	Systematically plans activities	Aware of performance criteria

How to support learning as a workshop master?

- **Know the learning objectives (intended outcomes) of the lesson and the course as a whole***
 - **Nurture students' need to achieve the outcomes (good teaching communicates this need where it is lacking; motivation is a product and a prerequisite)***
 - **Make students feel free to focus on the task: safe learning environment***
 - **Allow collaboration and dialogue, e.g. activating questions***
- + use of continuous assessment, different modes of assessment, feedback of learning etc.**

Learning assignments for the next session (1/3)

1. Reading assignment
2. Teaching observation
3. Group meeting

1. Reading assignment: DL 29.4.2020

Go to MyCourses→Day 2, and find the link for the book:

Hemminki, M. Leppänen, M. & Valovirta T. 2013: *Get inspired! A guide for successful teaching.*

Read Chapter 5, “How do I teach?”, pp. 39–49.

Read the text so that you can discuss it with your peers in your group and in class.

Learning assignments for the next session (2/3)

2. Teaching observation. DL 29.4.2020

- Observe an exercise class. If possible, visit a class of your group members or your other peers or ARTS teachers
- Focus on **the students** and note down at least the following: What do the students *do*? How does the teacher *motivate* them? Add reflections and insights of your own. You may give constructive feedback to the teacher (ask first); if you do, be specific, be positive.
- Use the feedback form from MyCourses → Day 1 for this. Submit your observations and reflections to the submission box in MyCourses → Day 2.

Learning assignments for the next session (3/3)

3. Group work: reflect on the teaching session and the reading assignment. DL 29.4.2020

- Arrange a meeting with your small group (do it now).
- In the meeting, plan your teaching observation and discuss the article.
- Submit your notes and reflections in MyCourses (Day 2):
 - *What did you discuss?*
 - *What did you observe?*
 - *What did you think about the article?*

Seuraava kerta maanantaina 4.5. klo 9.15-12.00

Next session on Monday 4.5. at 9.15-12.00

Hauskaa vappua siinä välissä!