

# A! PEDTA INTRO (5 cr)

Session 2:

*Teaching and learning at the university*

**A”**  
Aalto-yliopisto  
Aalto-universitetet  
Aalto University

Aalto University Learning Services  
University Pedagogical Training  
Samu Tikkanen, Sara Rönkkönen,  
16.2.2021, 12.00-15.30



# A! Peda Intro 47 (5 ECTS)

Course timeline 26.1.2021-8.4.2021

Pre assignment  
DL 26.1.2021

**Session 1:**  
**Tue 2.2.2021**  
12.00-15.30  
*I as a university teacher*

Feedback 1

Readings

**Session 2:**  
**Tue 16.2.2021**  
12.00-15.30  
*Teaching and learning at the university*

Learning Log  
1 DL 26.2.2021

Readings

**Session 3:**  
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12.00-15.30  
*Curriculum work, interaction in teaching*

Feedback 2

**Session 4:**  
**Tue 16.3.2021**  
12.00-15.30  
*Individual teaching sessions*

Learning log  
2 DL 2.4.2021

**Session 5:**  
**Thu 8.4.2021**  
12.00-15.30  
*Peer group presentations*

Final feedback

**INDIVIDUAL TASK:** Teaching practice preparation, session on 16.3.2021. DL for the plan 9.3.2021.

**GROUP TASK:** Peer group meetings (at least 2) and final presentation on 8.4.2021. DL for the final outcome 6.4.2021.

Individual reflecting & processing during the course

# Schedule 12.00-15.30

**12.00-12.15** Practicalities, feedback  
from last session, burning questions (*outside option*)

**12.15-12.45** AllWell? And study well-being at Aalto (*outside option*)

**12.45-13.00** *Break*

**13.00-14.25** Learning at the university: group work (back at your desk)

**14.25-14.35** *Break*

**14.35-15.10** Learning at the university: group work continues

**15.10-15.30** Assignments for the next session

# Learning outcomes for A! Peda Intro course

## After the course, you

- ✓ have expanded your network among teachers at Aalto University and gained experiences of working in a multidisciplinary teacher group.
- ✓ will apprehend your role as a teacher in the learning process of the students. In addition: You are aware of the AllWell? - study wellbeing process at Aalto.
- ✓ will recognize the issues that may have an impact on learning experience.
- ✓ will recognize the stages in teaching design.
- ✓ will recognize your strengths as a teacher.



# Something from the Feedback:

## Likes

- Discussions
- Atmosphere
- Multidisciplinary course
  - All schools represented
- Course schedule, contents and instructions well delivered
- Rhythm of the session
  - Good combination of small group work and lecture
- Finding the peer-group and brainstorming the idea in breakout rooms

## Recommendations

- Finding the peer-group and brainstorming the idea in breakout rooms
  - Some participants faced technical issues
  - Everyone not prepared beforehand

# A!Well?

**A!Peda Intro 16.2.2021**

**Sara Rönkkönen**

**30 min session, optionally  
walking outside**

**12.15-12.45 30 minutes:**

**15min intro, 15min for discussion**



# Welcome! Housekeeping of the walking session:



- Please, keep your microphones muted when not talking



- Please, feel free to ask questions in chat at any time (*in case your fingers don't freeze*)



- In Break out rooms, even if walking outside and not using the camera, please stay active and keep the conversation going!

# Learning goals for today

- *Study wellbeing*, definition of
- The importance of study wellbeing in *learning*
- The importance of *teaching* in study wellbeing

AND

- Learning from each other and sharing best practices when it comes to remote learning and student (and teacher) wellbeing

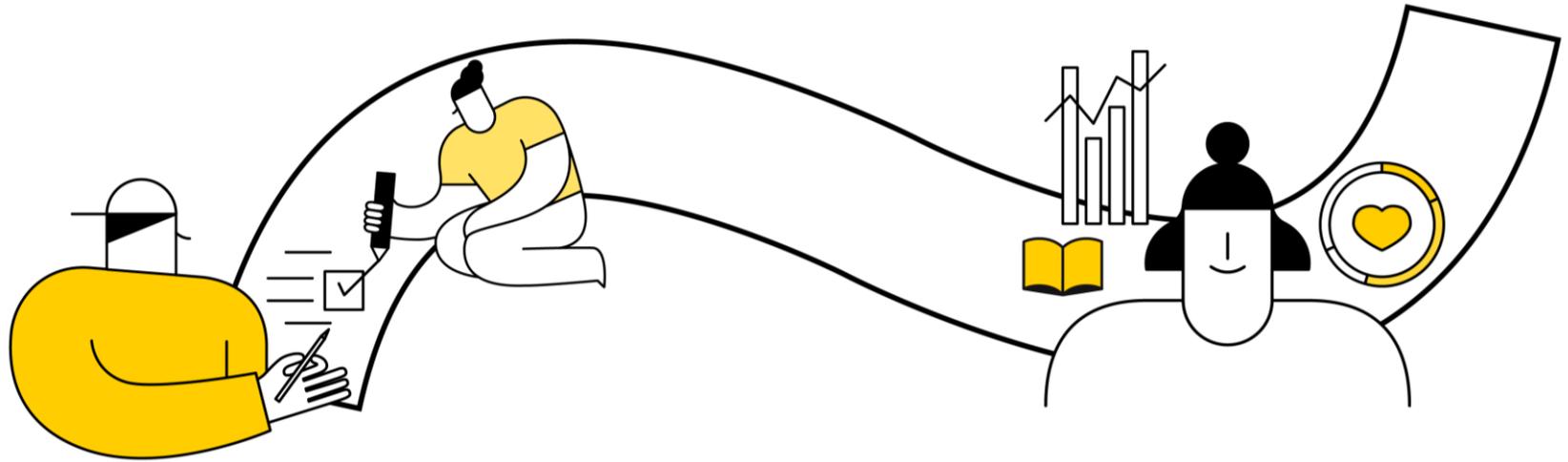
# What is the role of wellbeing in learning and teaching in higher education?

***“Koulu ja yliopisto ovat muutakin kuin kognitiivista oppimista. Nyt korona-aikana on vihdoin ymmärretty, että hyvinvointi ja oppiminen kulkevat käsi kädessä.”***

*Professor, psychologist Katariina Salmela-Aro, University of Helsinki*

*Yliopisto-lehti, Alumni-liite 07/2020*

# What is AllWell?



sent to  
**3500 students**  
yearly

assesses **study-skills** and  
**study-well-being**, the quality of  
teaching and peer support

## Student's resources and well-being

- Study burn out (*Salmela-Aro et al. 2009b*)
- Avoidance (*Nurmi et al 1995*)
- Self compassion & self criticism (*Raes et al. 2011*)
- Suppression of emotions (*Gross & John 2003*)

## Study skills and motivation (*see more in Parpala & Lindblom-Ylänne, 2012*)

- Deep approach to learning
- Commitment to studying
- Organized studying
- Trust oneself as learner
- Surface approach to learning

## STUDY ABILITY

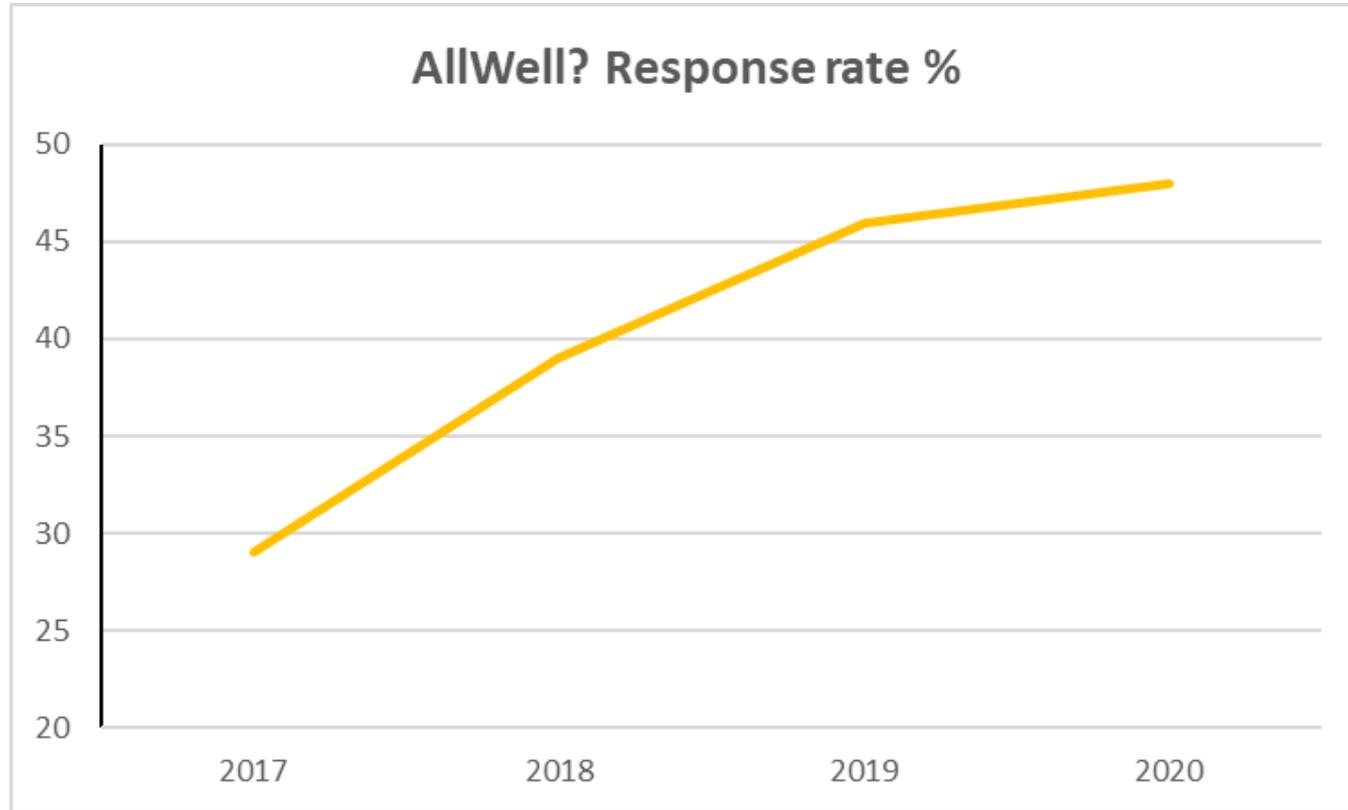
## Teaching (*see more in Parpala & Lindblom-Ylänne, 2012*)

- Interest in teaching
- Feedback from teachers to students
- Alignment of teaching

## Study environment (*see more in Parpala & Lindblom-Ylänne, 2012*)

- Support from other students

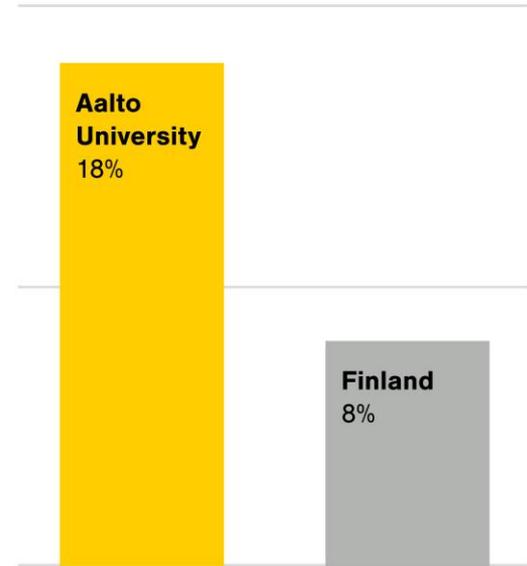
# 2017-2020 response rates (target groups: 1st year master's and 2nd year bachelor's students): in 2020 almost 50% of the students replied



Throughout 2017–2020, around **20%** of Aalto University students were at **high risk** of study-related burn-out<sup>1</sup>.

That is **more than twice** the national average<sup>2</sup>.

Percentage of students with high burn-out risk

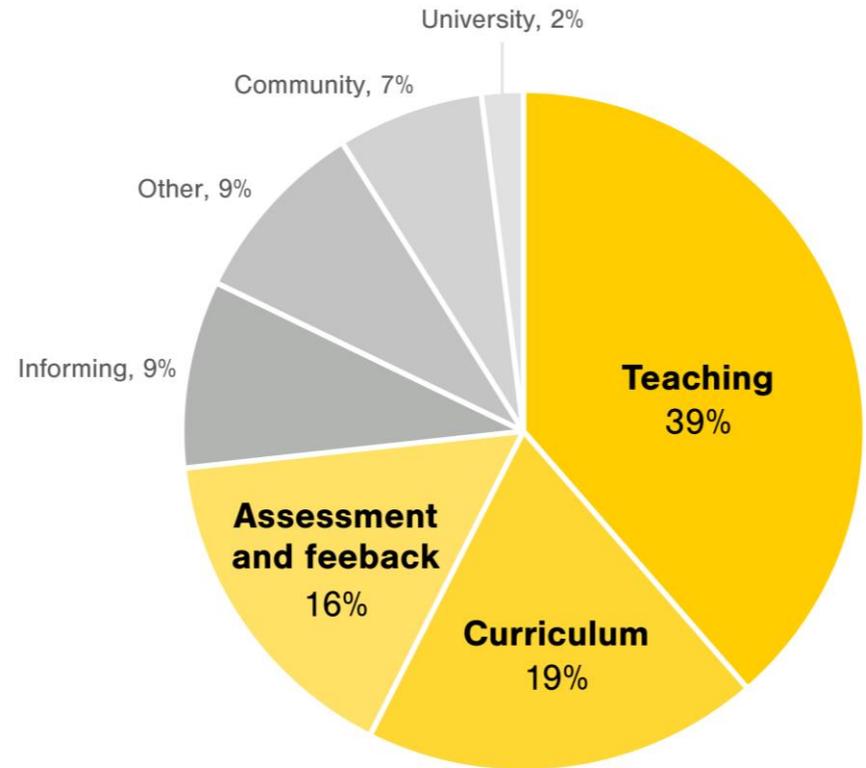


<sup>1</sup> Students' burn-out risk levels consist of three aspects: study related stress (exhaustion), losing motivation (cynicism) and experiencing inadequacy.

On the risk scale from 9 to 54, „high risk“ is over 37 points.

<sup>2</sup> Compare with YTHS2012, Finnish student health care survey results, national level.

When we asked students what would help to improve their well-being, around 75% of answers pinpointed **teaching related issues** as a main factor<sup>1</sup>.



<sup>1</sup> Results from AllWell?2019, response size 951 students.

# To sum up..

- Based on the AllWell? questionnaire, we know that students who feel well also study well (GPA's, ECTS per year).
- Most of our students are doing ok, but unfortunately, we know that about 20% of our students are in the risk of study related burnout (this was before the corona virus outbreak).
- We also know that when asked what the university could do to improve the wellbeing of our students, 75% talked about teaching.
- Analysis conducted with data from AllWell show that teaching can have a positive impact on students' burn-out risks especially by lowering surface approach and increasing self-efficacy.

# What can we do in teaching?

From curriculum and teaching development point of view, the key things related to student wellbeing are

- *aligned curriculum level co-planning of teaching as well as*
- *increasing communication and interaction between teachers*

In teaching, balancing course and curriculum level workload and using feedback and assessment methods that support learning, are essential.

*Based on AllWell project findings*

# COVID-19, remote teaching and learning (and study wellbeing)

- There is evidence that three factors are associated with an optimal learning moment:
  - Student is *interested* in the topic
  - Student has the *skills* needed to accomplish the topic
  - Tasks are *challenging* enough.

There is also evidence that in remote learning, these moments are rare. How could we support optimal learning moments in remote teaching? Please share your good practices, both, as teacher or learner, if possible.

# Warm-up in the Break out room (5 minutes)

1) Where are you? How are you doing?

2) What comes to your mind about study wellbeing?

# Small group work: supporting learning and study wellbeing in remote teaching (in Breakout rooms)

**QUESTION: How could we bring more  
(or how can we support) optimal  
learning moments in remote  
teaching?**

***Please, focus on sharing good practices!***

## Debriefing: Any ideas you wish to share with the rest of the group?

### FROM end 2020 group:

- *Being creative when it comes to the material students have at home; what can be done in the kitchen, in the bathroom to make safe experiments?*
- *Meeting safely face to face in nature, outside – creative approach to teaching spaces, also casual gettogethers*
- *Creating a atmosphere of trust*
- *Using tasks or methods that direct to cooperation instead of competition*
- *Recording the lectures to support flexibility and provide an opportunity for students to watch the lesson again*
- *Co-teaching, co-teaching with another teacher from the same physical space*
- *Having a lecture moderator to support the lecturer, to be able to get a better idea on how students are doing, how to guide them forward during the lecture*
- ...

# Coming back to the learning goals of today

- *Study wellbeing*, definition of
- The importance of study wellbeing in *learning*
- The importance of *teaching* in study wellbeing

AND

- Learning from each other and sharing best practices

**Thank you!**  
**allwell@aalto.fi**

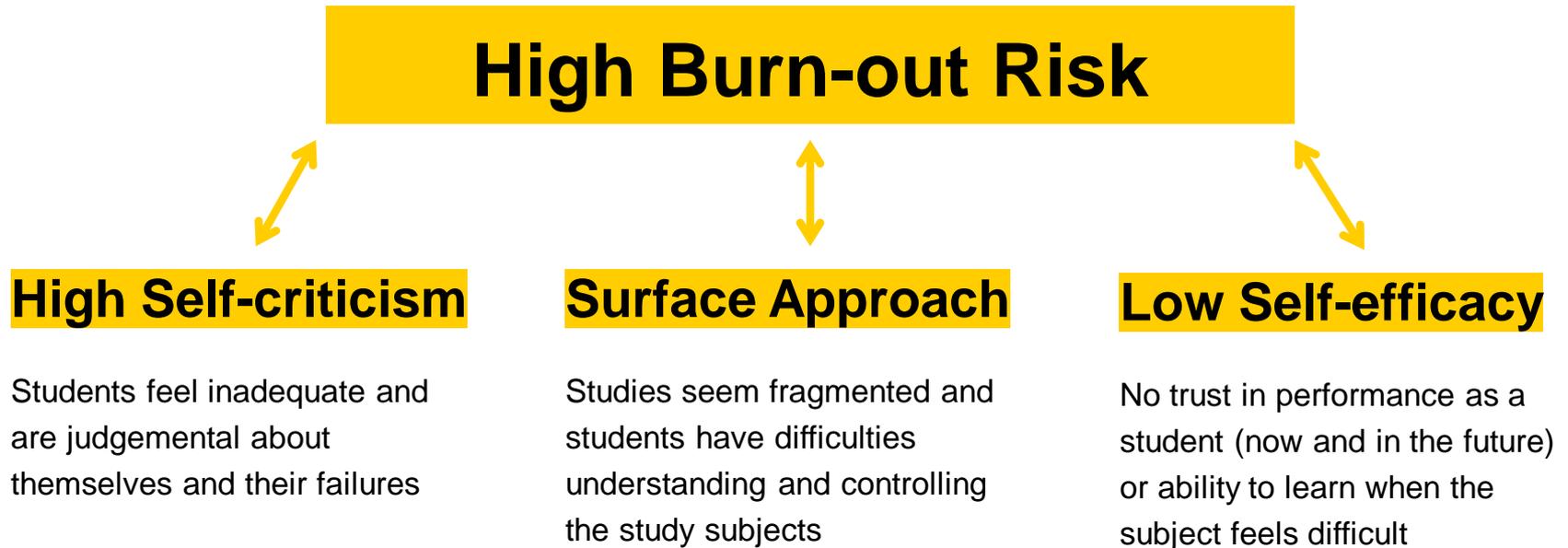


**aalto.fi**

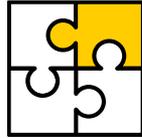


**Aalto-yliopisto**  
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**Aalto University**

**Network analyses have shown that students' burn-out risk is tightly linked to self-criticism, surface approach to learning and self-efficacy.**



Teaching can have a **positive impact** on students' burn-out risks by lowering surface approach and increasing self-efficacy.



## Low Surface Approach

Studies seem coherent and students have no difficulties understanding and controlling the study subjects



## High Self-efficacy

Trust in performance as a student (now and in the future) and ability to learn when the subject feels difficult

# Student support point of view:

- **Starting Point of Wellbeing**
- **Study and career planning psychologists**
- **Individual study arrangements**
- **Personal Impact course set**
- **AllWell? Questionnaire and counter feedback**

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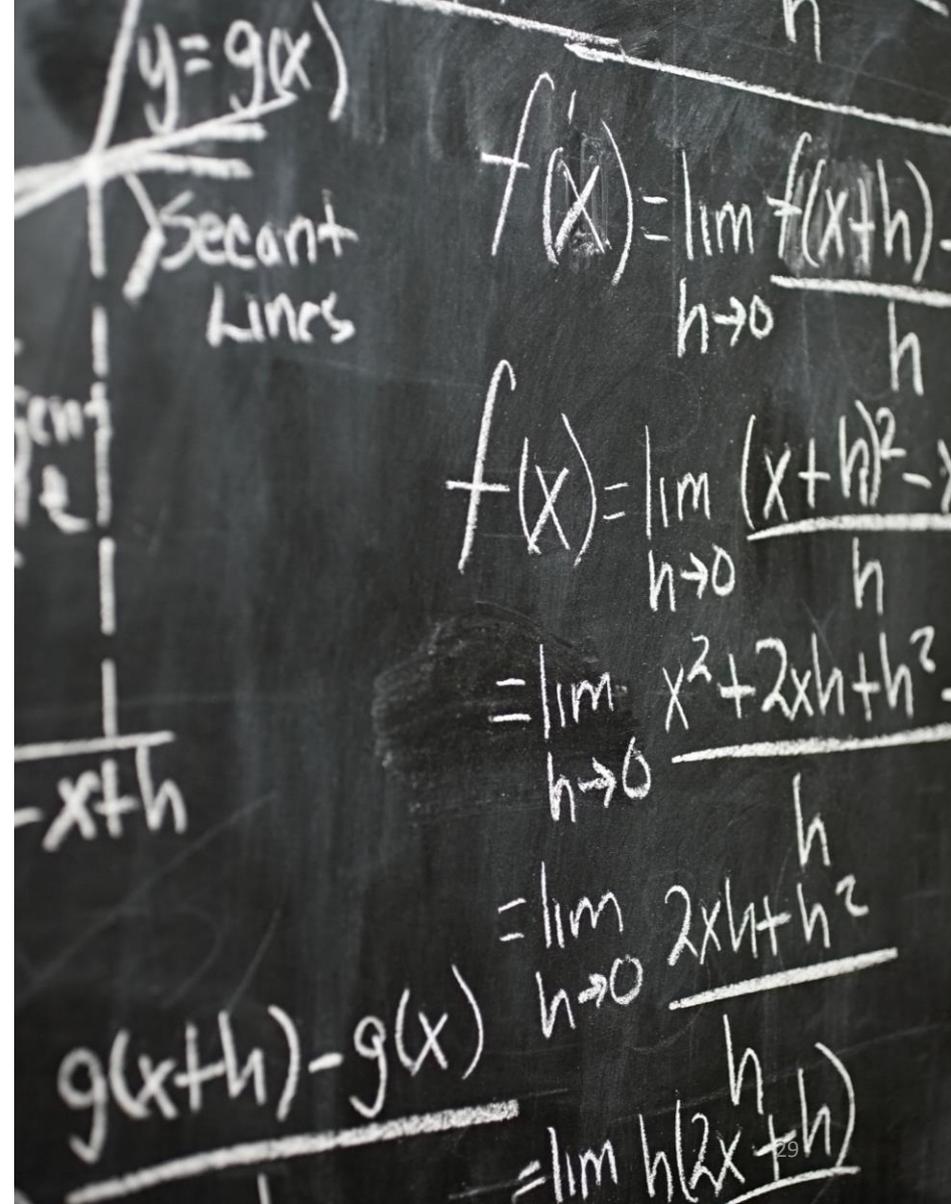
# 3 levels of teaching & approaches to teaching and learning

## References:

Biggs, 2003

Ramsden, 1992

Trigwell & Prosser, 1996



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## LEVEL 1

### Blame-the- student

#### FOCUS

What the student is?

#### TEACHER'S ROLE

Expert of the content

#### TEACHING

Transmitting information  
Lecturing  
Assessing  
Teaching as selective activity:  
"good" and "poor" students.

**Teacher-centred**

#### STUDENT'S ROLE & APPROACH

Attending lectures  
Listening and taking notes  
Reading  
Passing the exam  
Memorizing  
**Surface approach to  
learning**

	<b>LEVEL 1 Blame-the- student</b>	<b>LEVEL 2 Blame-the-teacher</b>
<b>FOCUS</b>	What the student is?	What the teacher does?
<b>TEACHER'S ROLE</b>	Expert of the content	Expert of the content
<b>TEACHING</b>	Transmitting information Lecturing Assessing Teaching as selective activity: "good" and "poor" students.  <b>Teacher-centred</b>	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning  <b>Teacher-centred, content- focused</b>
<b>STUDENT'S ROLE &amp; APPROACH</b>	Attending lectures Listening and taking notes Reading Passing the exam Memorizing <b>Surface approach to learning</b>	Attending lectures Listening Answering Passing the exam Giving feedback Memorizing and understanding

	<b>LEVEL 1 Blame-the- student</b>	<b>LEVEL 2 Blame-the-teacher</b>	<b>LEVEL 3 (no blaming)</b>
<b>FOCUS</b>	What the student is?	What the teacher does?	What the student does?
<b>TEACHER'S ROLE</b>	Expert of the content	Expert of the content	Expert of the content AND Learning facilitator
<b>TEACHING</b>	Transmitting information Lecturing Assessing Teaching as selective activity: "good" and "poor" students.  <b>Teacher-centred</b>	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning  <b>Teacher-centred</b>	Supporting learning Setting clear learning outcomes Reflecting own activities as teacher. Teaching and activities based on constructive alignment.  <b>Student-centered</b>
<b>STUDENT'S ROLE &amp; APPROACH</b>	Attending lectures Listening and taking notes Reading Passing the exam Memorizing <b>Surface approach to learning</b>	Attending lectures Listening Answering Passing the exam Giving feedback Memorizing and understanding	Active approach to study Responsibility over own learning Understanding  <b>Deep approach to learning</b>

# Correlations between approaches to teaching and dimensions of teacher well-being?

- Teachers with most negative feelings, confusion and low confidence: correlation with a developmental phase in teaching, unreflective teaching
- Teachers who did not express their emotions strongly or expressed mainly negative emotions: correlation with a content-focused approach
- Teachers who were most positively charged with teaching and most emotionally affected: correlation with a learning-focused approach to teaching

## References:

Postareff & Lindblom-Ylänne, 2008, 2011, 2015

## See also

Martin & Lueckenhausen, 2005

Pekrun, 1992

Trigwell, Prosser & Taylor, 1994

# Further readings

Cao, Y., Postareff, L., Lindblom-Ylänne, S., & Toom, A. (2019). Teacher educators' approaches to teaching and connections with their perceptions of the closeness of their research and teaching. *Teaching and Teacher Education*, 85, 125-136.

Postareff, L. & Lindblom-Ylänne, S. (2015). What triggers emotions in university teaching? *Journal of Professional and Vocational Education*, 17(2), 83-96.

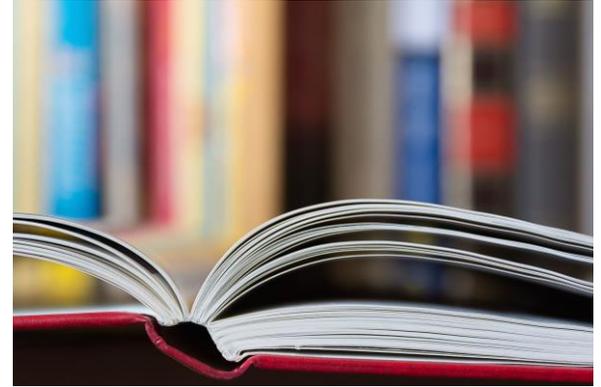
Postareff, L. & Lindblom-Ylänne, S. (2011) Emotions and confidence within teaching in higher education, *Studies in Higher Education*, 36:7, 799-813.

Postareff, L. (2007). *Teaching in Higher Education: From Content-focused to Learning-focused approaches to teaching*. University of Helsinki.  
<http://hdl.handle.net/10138/19882>

Sutton, R.E. & Wheatley, K.F. (2003). Teachers' Emotions and Teaching: A Review of the Literature and Directions for Future Research. *Educational Psychology Review*, 15: 327-358.

Trigwell, K. (2012). Relations between teachers' emotions in teaching and their approaches to teaching in higher education. *Instructional Science*, 40(3), 607-621

Yanling, Postareff, Lindblom & Toom, 2018. The relations between self-efficacy beliefs, burnout and approaches to teaching.



# Learning at the university

## Group work

### Themes:

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

Outcome: Jamboard poster with take-home messages

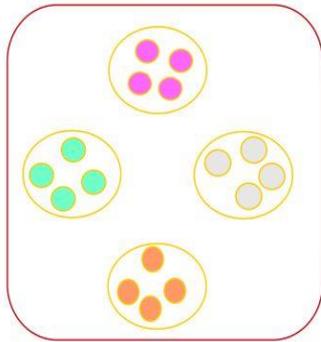


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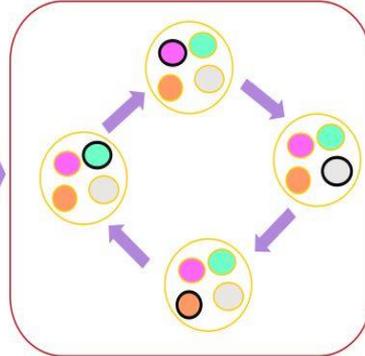
## Gallery walk method



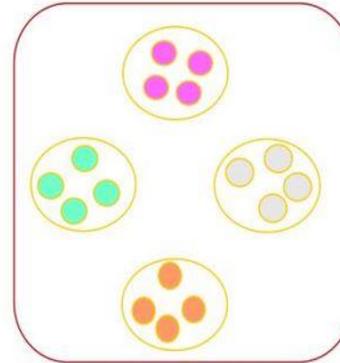
Phase 1: One theme



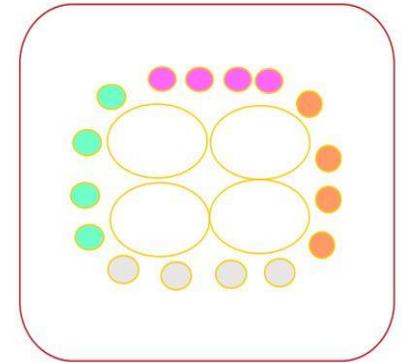
Phase 2: Gallery walk – all themes



Phase 3: Back to the original groups and original theme

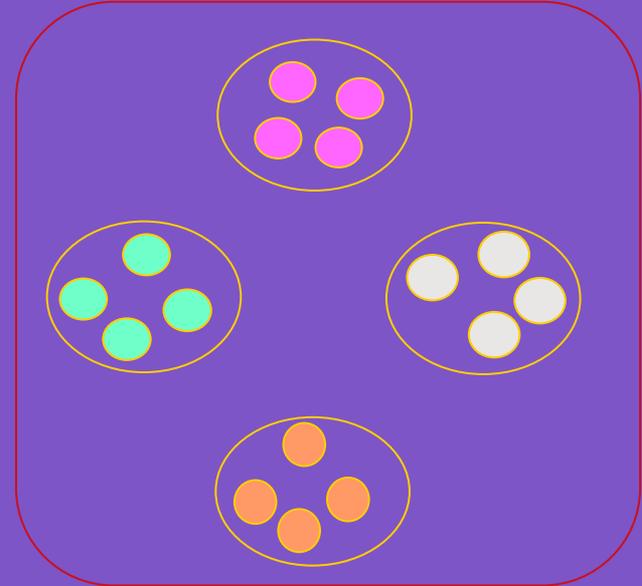


Phase 4: Wrap-up



# Gallery walk, instructions: phase 1 (time: 30 min)

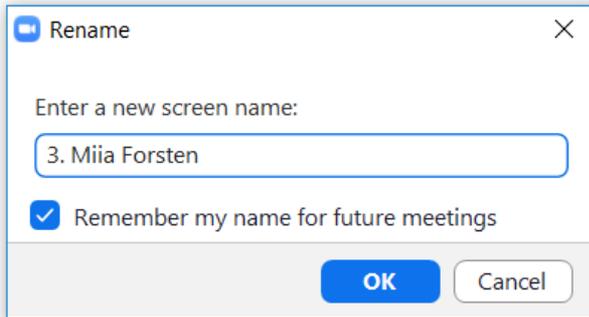
- Work in a group of 4–6 people.
- Discuss your theme—what do you think about it?
- What kind of examples regarding the theme arose from your experiences as a teacher?
- Make “a poster” of the given topic in Jamboard
- Be prepared to present the poster to a new group— **everyone in the group will teach/present the topic to a new group (max 5mins).**



# Before gallery walk phase 1

When you go to a breakout room, please add the number of your group in front of your name, like this (if you enter to the breakout room 3):

1. Take the pointer on your name at the participants list
2. Click the "More" –button
3. Click the "Rename" -button
- 4.



Rename

Enter a new screen name:

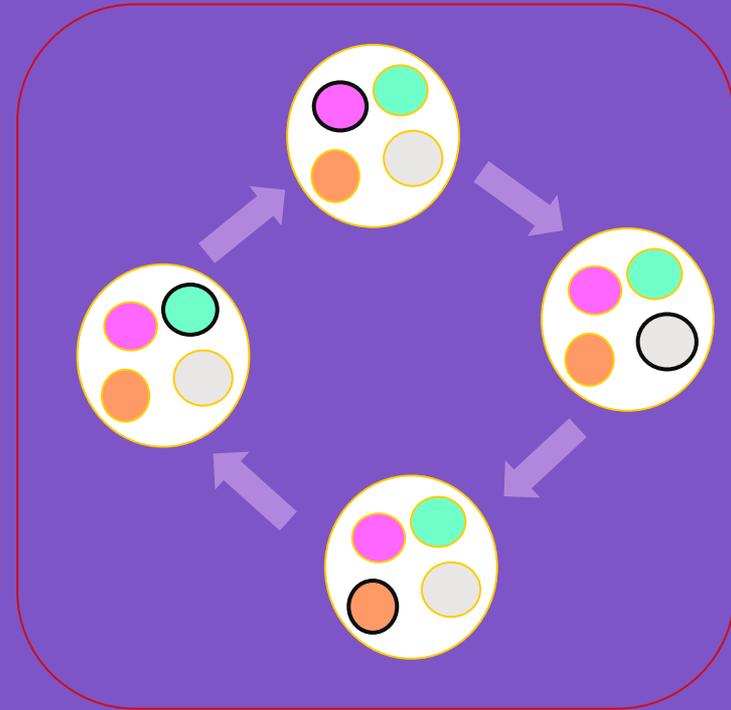
3. Miia Forsten

Remember my name for future meetings

OK Cancel

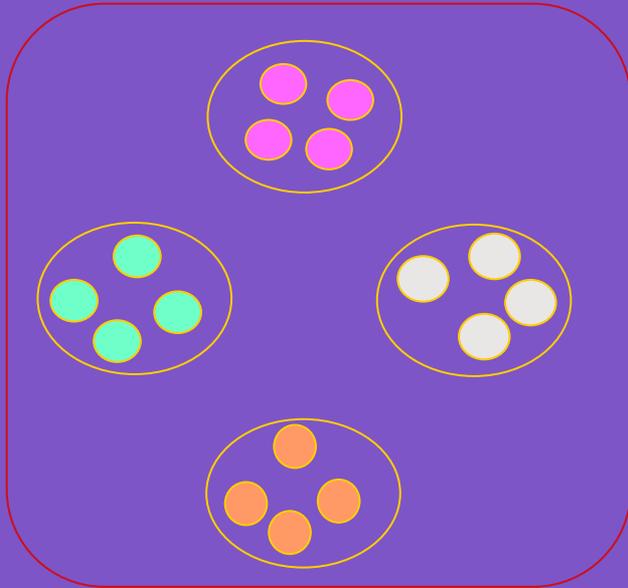
# Gallery walk: phase 2

- New groups
  - Each group goes from poster to poster (~10 min/poster). The teacher will signal when the time is up.
    - The poster is presented by a member of the group who has produced it (5mins).
    - The new group adds their thoughts on the poster (5mins).
- 



**Break  
(10 minutes)**

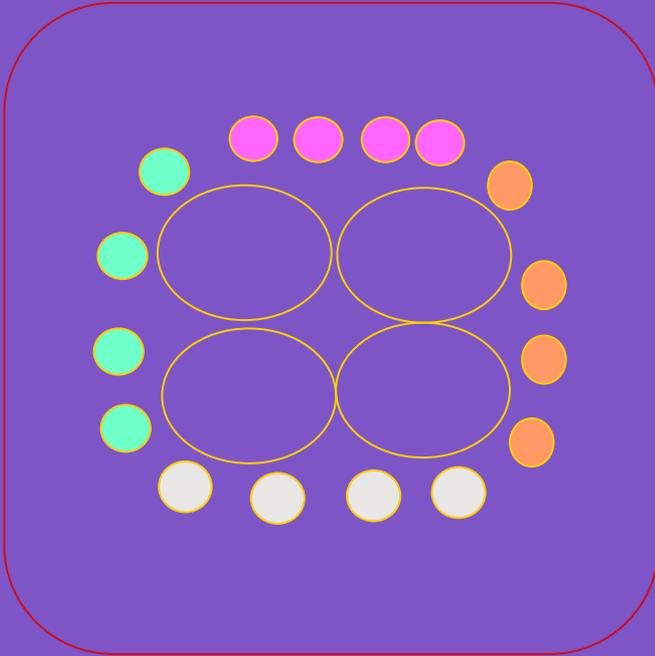
# Gallery walk: phase 3



## Back to the original groups

- Pick 3 take-home messages:
  - The most important observation that arose on this subject?

# Gallery walk: phase 4



**Everyone together presenting the take-home messages.**

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Individual reflecting & processing during the course

# Preparation for the next time

**For the next session,**

1. Learning log, DL 26.2.2021

2. Reading task – read the text you will get, DL 1.3.2021

\*Start preparing your teaching practice plan, DL 9.3.2021\*

\*Peer-group working continues, DL 6.4.2021\*

# Readings for next time

1/2

Familiarise yourself with the following article.

## Topic 1: Learning outcomes (Valeria, Maarit, Irina, Ville, Esko)

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 (Joni, Titta, Maija, Tiina, Tri)

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 –

# 2/2

## Topic 3: Teaching methods (Aleksi, Elina, Jarno, Veronika, Camilla, Koray)

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 (Jenni, Kush, Janika, Esa, Kiia)

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](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!)

- Feedback by Answergarden:

Write **3 descriptive adjectives** of how you felt about today's session. Adjectives will be visible for everyone.

- Link:

<https://answergarden.ch/1749203>



A winter landscape with a snow-covered path, trees, and mountains. The text "Thank you!" is overlaid in the center. The scene is bright and sunny, with a clear blue sky and a large tree on the left. In the distance, a few people are walking on the path, and a red and black marker is visible on the right. The mountains in the background are covered in snow and evergreen trees.

**Thank you!**