



Aalto University

# A! PEDTA INTRO (5 credits)

## *Day 2: Learning and teaching*

*Aalto University Learning Services  
University Pedagogical Training and Development  
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# A! Peda Intro timeline

## Working in peer groups

### Session 1:

7.4.2016

I as a  
university  
teacher

### Session 2:

14.4.

Teaching  
and learning  
at the  
university

### Session 3:

21.4.

Curriculum  
work and  
interaction in  
teaching

### Session 4:

12.5.

Teaching  
practice

### Session 5:

2.6.

We as  
University  
teachers

1. Pre-assignment

2. Reading  
assignment

3. Reading  
assignment

4. Pedagogical observation  
DL 20.4. and 1.6.

5. Plan for teaching  
practice DL 10.5.

# Structure of the day

- 12:00-12:35 Reflection on the last session
- 12:35-15:30 Reading assignment: discussion, group work, gallery walk and wrap-up the topic
- 15:30-16:00 Assignment and closing

# Feelings from previous session

Security:  
safe place  
to try

Adventure

Learning

Writing

Views to future

Creativity

Helping others

Good food

Fulfillment

Hungry

Travel: Student's path

Fun

Sharing; good practices  
and same problems

Core content; what is important

Anticipation

NOW!

Change makers

Why are we doing this?

Long road from theory to practice

# From last session

Discussion in groups about the themes presented during last session

*University teaching and teacher, good university teaching, about teaching and learning, peer groups, personal objectives,*

# Pair work

- What do you think about the reading material?
  - Do you have some questions, answers, wonders..?
  - Do you disagree or agree with the authors?
  - Did you learn new concepts or points of view?

# Short break

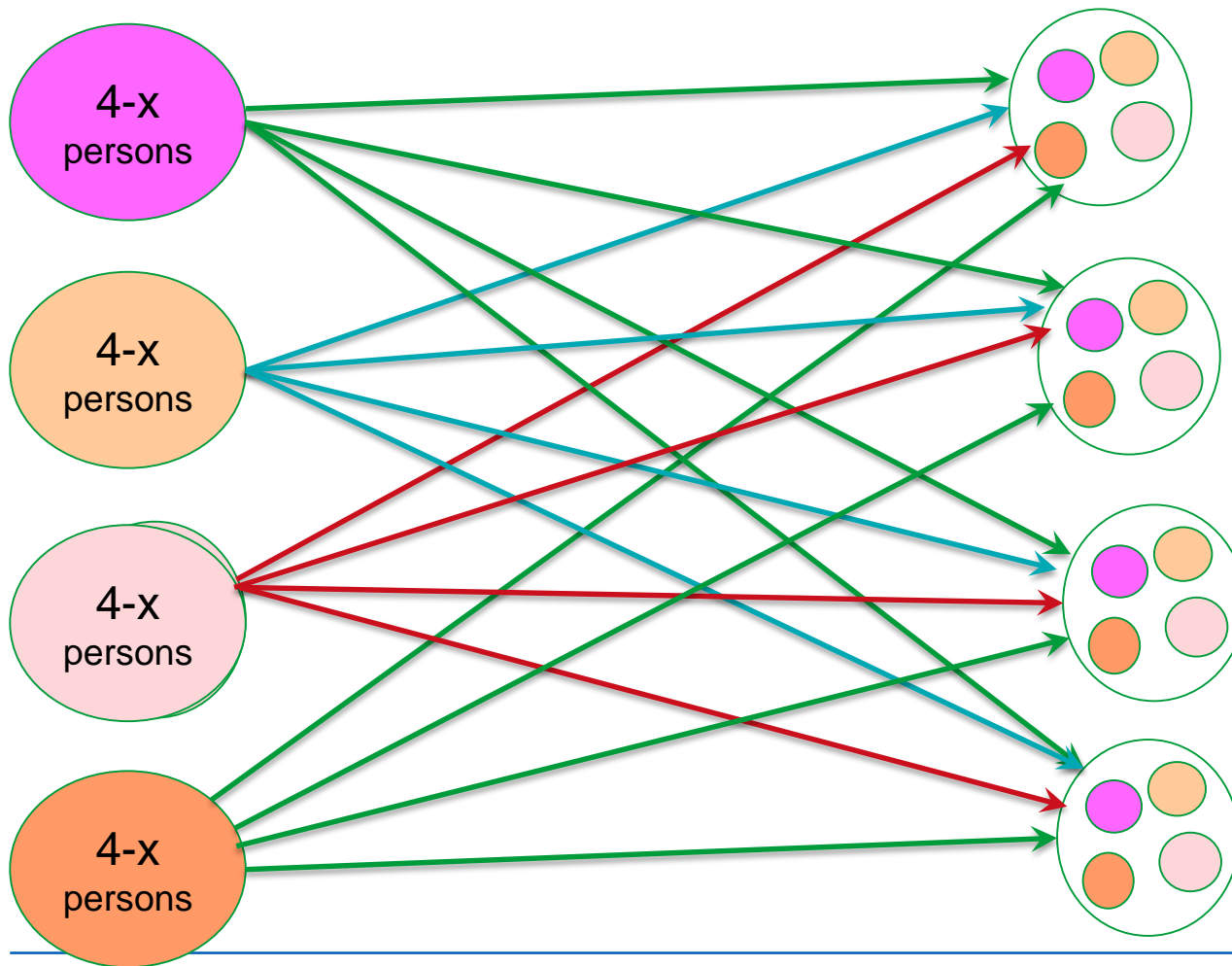
# Group work: Learning at the university



# Themes for group work

1. Different levels of thinking about teaching
2. Students' learning and learning objectives
3. Surface & deep approaches to learning
4. Students' motivation

# Gallery walk in practice



# Gallery walk, instructions, Part 1.

- Working in a group of 4 people.
- Discuss your theme – what do you think about it?
- What kind of examples regarding the theme you could find from the university teaching?
- Make a poster about the given theme.
- Be prepared to present the poster to a new group – everyone in the group will present the theme.

# Gallery walk, part 2.

Attach the posters on the wall.

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.



# Break



Aalto University

# The levels of thinking about teaching

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

## **LEVEL 1**

### **Blame-the-student**

<b>FOCUS</b>	What the STUDENT is?
<b>TEACHER'S ROLE</b>	Expert of the content
<b>TEACHING</b>	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered
<b>STUDENT'S ROLE</b>	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning

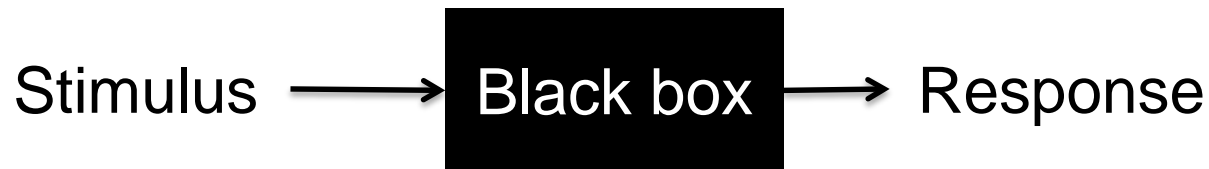
# Behaviourism

(1900→1950..1960)

Central role (subject of learning): a teacher

Learner: passive role responding to environmental stimuli.

Learning: a change in external behaviour





	<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 Assessment Teaching as selective activity: Good and poor students. Teacher-centered	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centered
<b>STUDENT'S ROLE</b>	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen Give answers Pass the exam Give feedback Memorize and understand

	<b>LEVEL 1</b> <b>Blame-the- student</b>	<b>LEVEL 2</b> <b>Blame-the-teacher</b>	<b>LEVEL 3</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 Learning facilitator
<b>TEACHING</b>	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centered	Support learning Clear learning outcomes Teaching and learning activities  Student-centered
<b>STUDENT'S ROLE</b>	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen and give answers Pass the exam Give feedback Memorize and understand	Active approach to study Responsible over own learning Understand – deep approach to learning

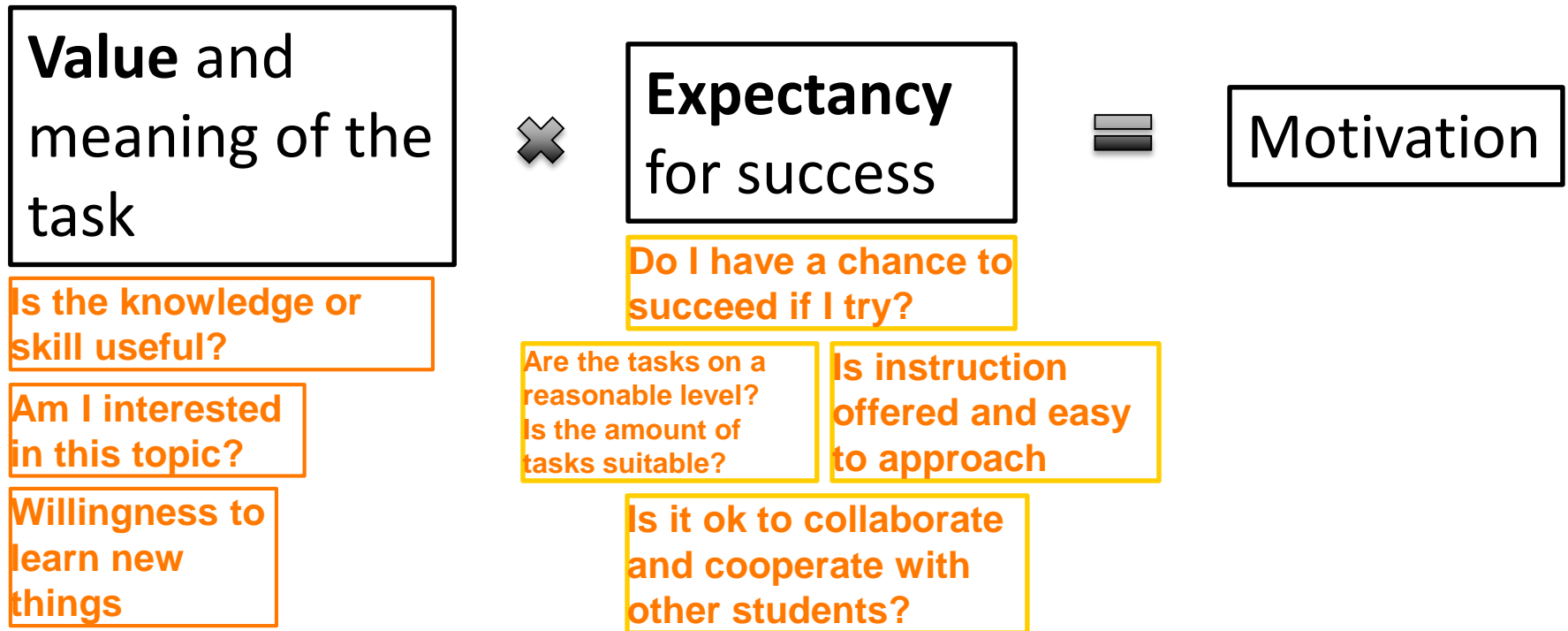
# Constructivism (1990→)

Learning is an active, contextualized process

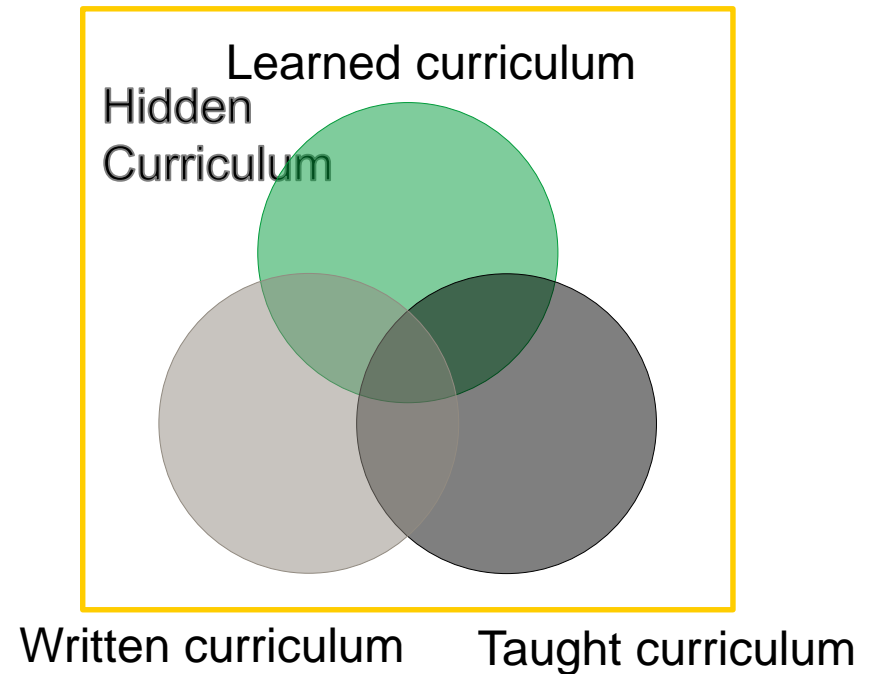
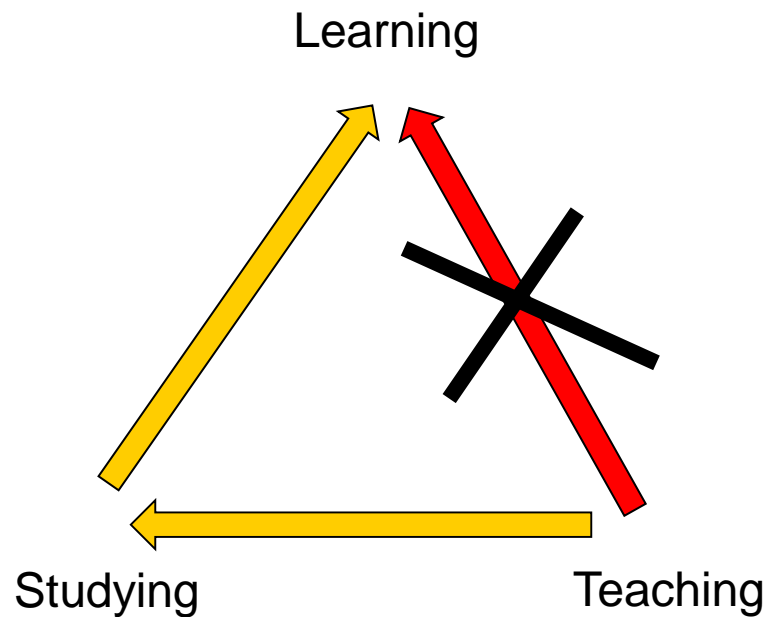
Learner's role is seen as an active constructor of knowledge

Interaction is important in learning

# Expectancy-value –theory of motivation

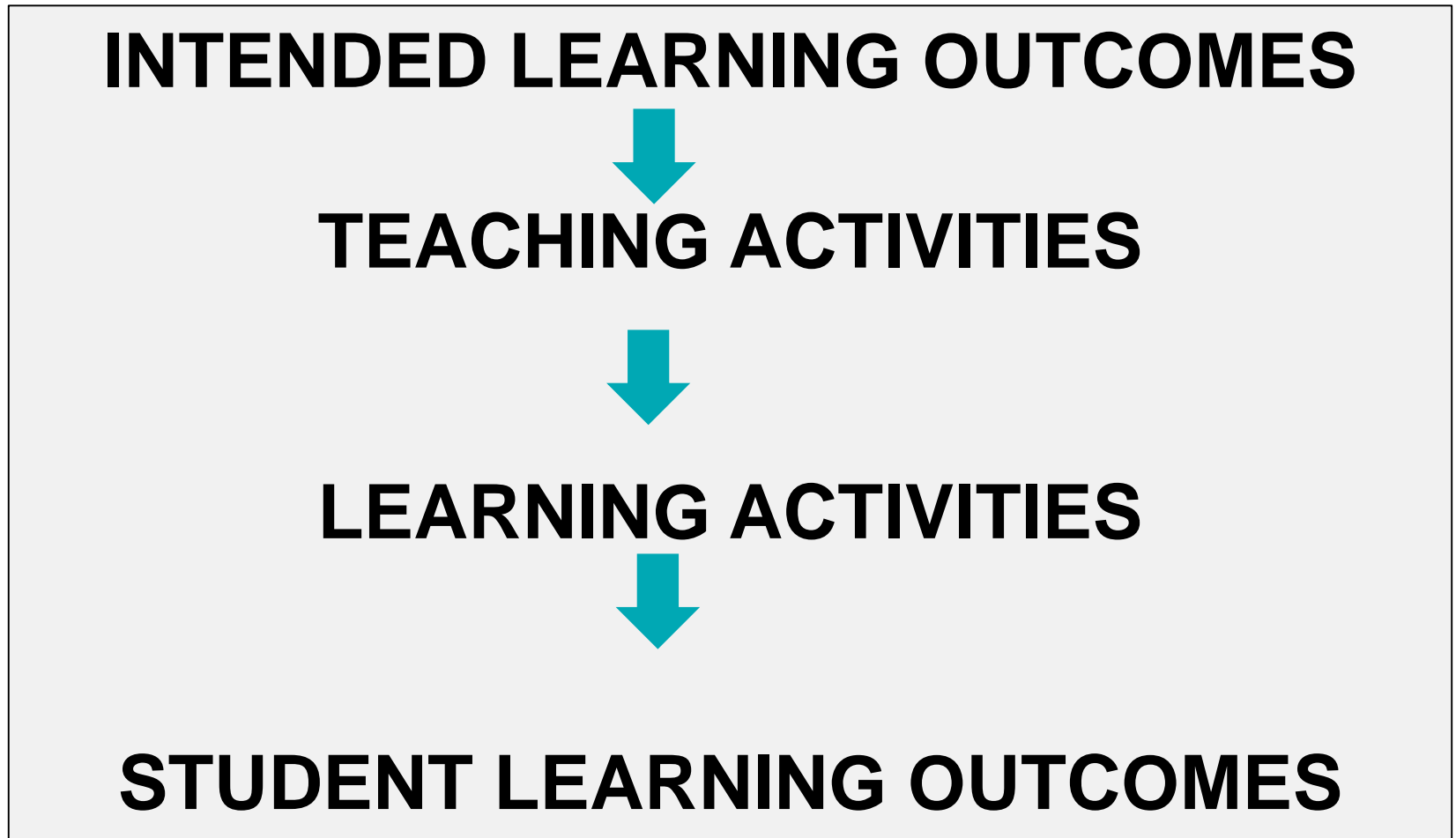


# Different aspects of curriculum work



15.4.2016

# Pedagogical arrow



# Homework

1. Reading assignment
2. Pedagogical observation
3. Consider your teaching practice

# Reading assignment

The participants are divided in **four groups** and each group reads one topic. Familiarise yourself with the following articles. You will teach the topic to a small group.

## **Topic 1: Learning outcomes (Iiro, Jaakko, Kirsikka)**

Declan Kennedy, Áine Hyland, Norma Ryan:

Writing and Using Learning Outcomes: a Practical Guide

[http://www.dcu.ie/afi/docs/bologna/writing\\_and\\_using\\_learning\\_outcomes.pdf](http://www.dcu.ie/afi/docs/bologna/writing_and_using_learning_outcomes.pdf)

## **Topic 2: Students' workload (Catarina, Jorge, Aris and David, )**

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

About workload and learning - credits and calculation:

<http://www.oulu.fi/w5w/tyokalut/GET2.pdf>



# ...Reading assignment

## **Topic 3: Teaching methods (Chirstian, Afroza, Sandip, Eve)**

Hyppönen, O. & Lindén, S. Handbook for teachers – course structures, Teaching methods and assessment, Chapter 4, pp. 34-55, <https://aaltodoc.aalto.fi/bitstream/handle/123456789/4755/isbn9789526030357.pdf?sequence=1>

## **Topic 4. Assessment (Djepar, Yanling, Genku, Mariia)**

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.

# Pedagogical observation

- Make observations on learning, teaching, guidance, supervision, tutoring etc. regarding your own field during the course
  - Write your first discussion text in MyCourses discussion area using a new topic (at least 150 words).
  - Focus on analyzing, questioning, wondering, rethinking, considering...
- 
- Deadline for the first discussion text April, 20, 2016
  - and two comments to peers' texts DL 1.6.2016

# A Plan for teaching practice

- Start to consider and write a plan for your teaching practice. Submit it on MyCourses by May 10, 2016.
- Instructions can be found on MyCourses.

# Feedback by feelings tree

- I am excited and inspired ...
- I am concerned about ...
- I expect, I need. I'd like to...

