

A! PEDA INTRO (5 cr)

Session 2:

Teaching and learning at the university + Student well-being



Aalto-yliopisto
Aalto-universitetet
Aalto University

Aalto University Learning Services
University Pedagogical Training
Sara Rönkkönen & Marja Elonheimo
Visiting specialist: Sanna Hangelin
7.9.2021



A! Peda Intro 49 (5 ECTS)

Course timeline 24.8.2021-26.10.2021

Pre-assignment
DL 20.8..2021

Session 1:
Tue 24.8.2021
12.00-15.30
*I as a university
teacher*

Session 2:
Tue 7.9.2021
12.00-15.30
*Teaching and
learning at the
university*

Session 3:
Tue 21.9.2021
12.00-15.30
*Curriculum work,
interaction in
teaching*

Session 4:
Tue 5.10.2021
12.00-15.30
*Individual teaching
practices*

Session 5:
Tue 26.10.2021
12.00-15.30
*Peer group
presentations*

Feedback 1

Learning Log 1
DL 15.9.2021

Feedback 2

Learning log 2
DL 13.10.2021

Final
feedback

Readings

Readings

INDIVIDUAL TASK: Teaching practice preparation, session on
5.10.2021

GROUP TASK: Peer group meetings (at least 2) and final presentation on 26.10.2021

Individual reflecting & processing during the course

Schedule 12.00-15.30

12.00-12.15 Practicalities, feedback from last session, burning questions

12.15-12.45 AllWell? and study well-being at Aalto

12.45-13.00 *Break*

13.00-14.25 Learning at the university: group work

14.25-14.35 *Break*

14.35-15.10 Learning at the university: group work continues

15.10-15.30 Approaches to teaching and learning & 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.



Peer group working

1. (Activating) teaching methods

Tuulia, Yusein, Fares, Gökhan, Nikhilendu, ~~Xabier~~

2. Diversity and inclusion in teaching

Laura, Ted, Francesco, Thad

3. Interaction in online teaching

Kristjana, Raed, Girish, Sergei, Vanni

4. Interaction in online teaching

Alexandru, Henrikki, Paulo

5. Planning and developing teaching (*are we missing someone?*)

Petteri, Roby, Shreyasi, Muhammad, Mashrura, Fevzihan

Practicalities, questions?

- **MyCourses?**
- **Group work: checking the group members!**

Also:

- **Individual Teaching practice**
- **Something else?**



Feedback from session 1 – I liked...



A word cloud of feedback items. The words are arranged in a roughly rectangular shape, with 'Interaction' and 'Discussions' being the largest. The colors of the words are green, red, and orange. The words are: GroupWork, Interaction, NewIdeas, InteractiveTools, DidntLike, TopicsForTheGroupWork, Discussions, CourseStructure, and OtherParticipants.

GroupWork
Interaction
NewIdeas
InteractiveTools
DidntLike
TopicsForTheGroupWork
Discussions
CourseStructure
OtherParticipants

Feedback from session 1 – Suggestions

TimeForIdealTeacherResults
GroupForming
GetToKnowAll
TooMuchTimeInGroups
LiveSessions
MoreClarity
Flinga

Warming up

- After last session, what kind of insights & thoughts you have had related to learning? Or have you learned something (anything) new?
- Share your thoughts / experiences in a small group.
- 5 min



AllWell?

—

A!Peda Intro, 2021
AllWell? and
study well-being at
Aalto

A''

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Aalto-universitetet
Aalto University

Sanna Hangelin, Specialist

7.9.2021



Learning goals for the session (30min):

1 What is study well-being

3

Remote teaching & well-being
– What would support
students' well-being?

2 Study well-being & learning
and teaching

4

Learning from each other and
sharing best practices

Students' well-being in the headlines lately:

Etäopinnot, yksinäisyys ja taloudellinen tilanne heikentäneet monen korkeakouluopiskelijan hyvinvointia



Touko Niinimäki | Sosiaalipolitiikan asiantuntija (terveydenhuolto, hyvinvointi, yhdenvertaisuus)
17.06.2021



Juuso Karjanlahti soitti YTHS:ään, kun opinnot eivät korona-aikana enää sujuneet – Ennätysmäärä opiskelijoita on hakenut tänä vuonna apua keskittymisongelmiin

Yhä useampi opiskelija epäilee itsellään aktiivisuus- ja tarkkaavaisuushäiriö adhd:ta.

Korkeakouluopiskelijoiden hyvinvointi puhuttaa nyt laajasti

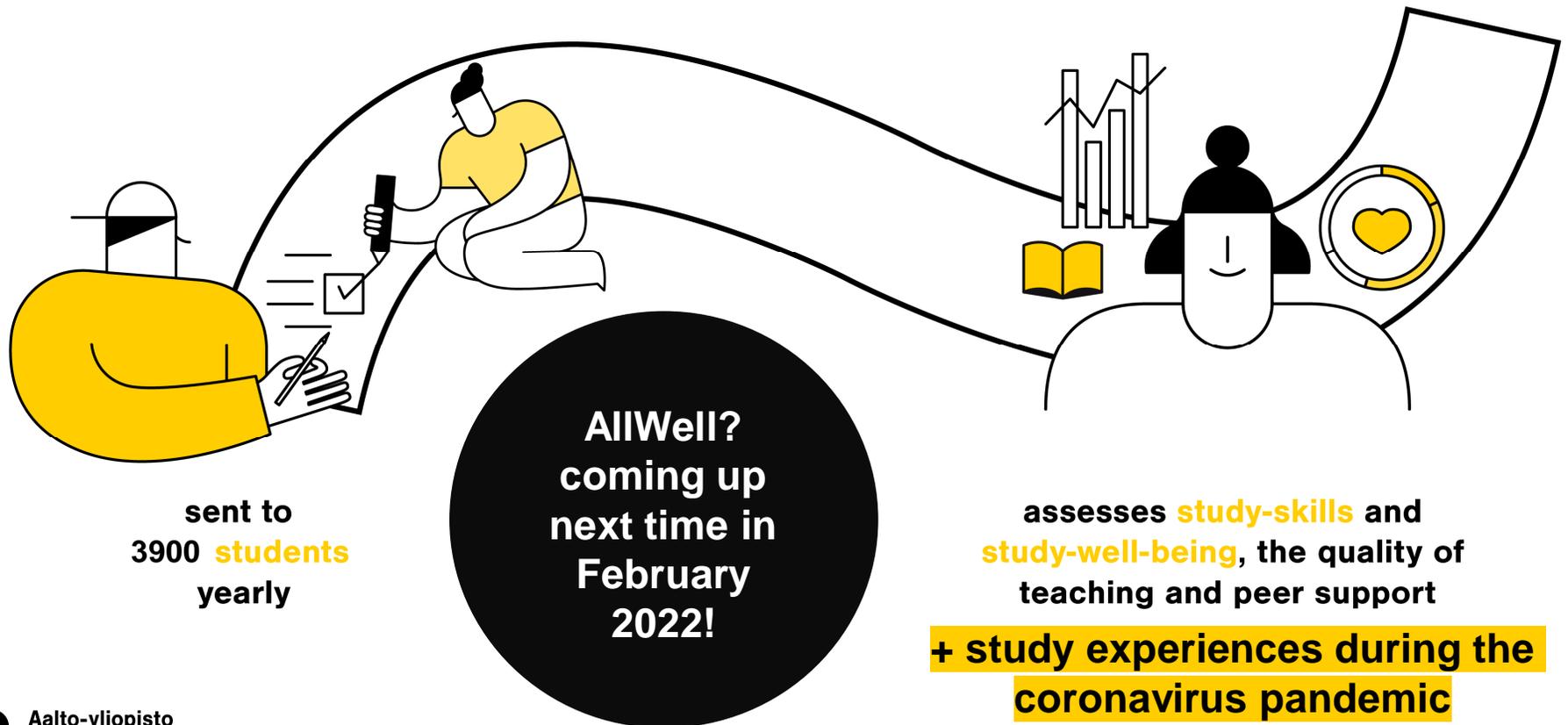
03.03.2021

JAA



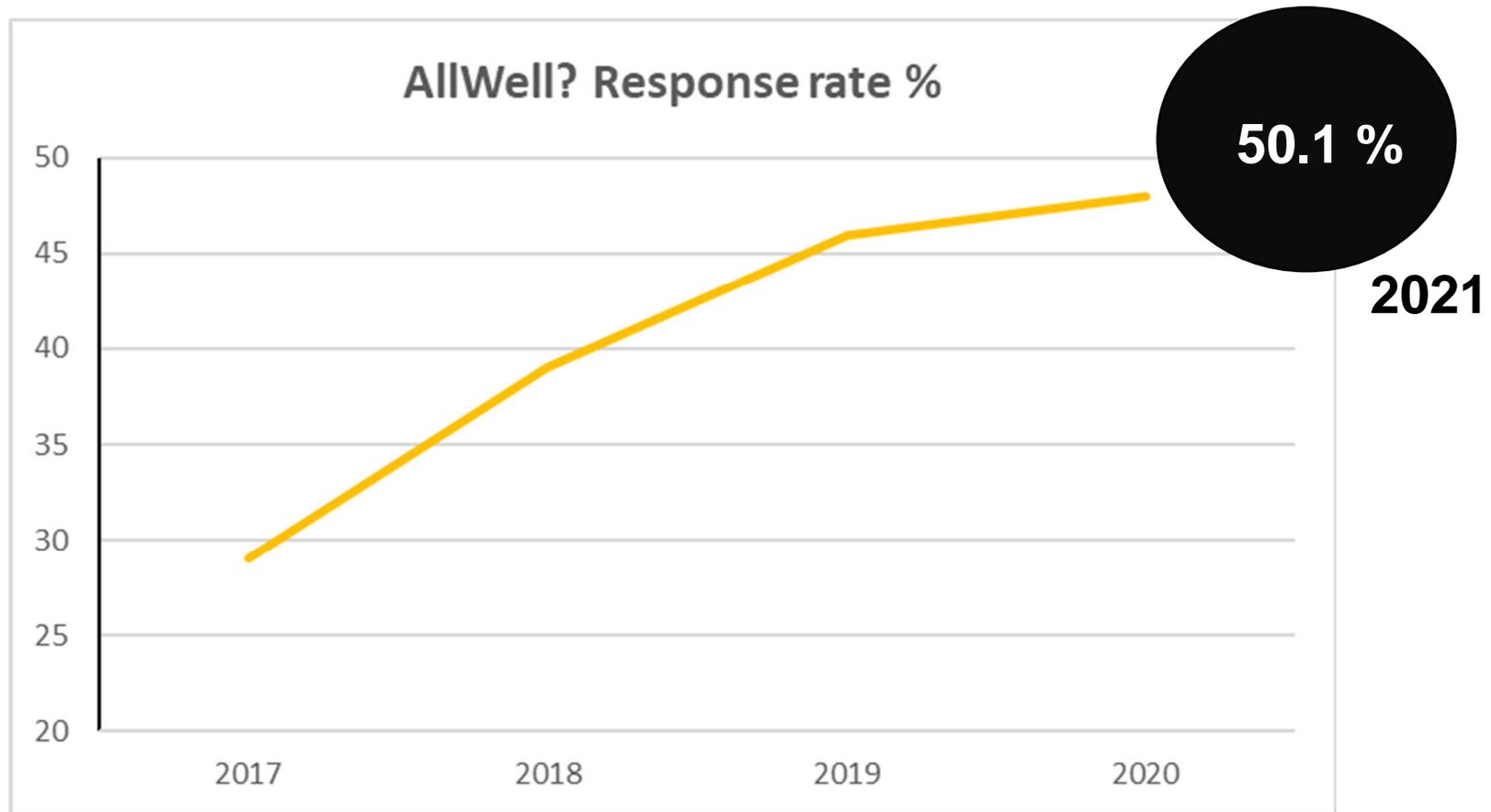
Julkaisimme helmikuun lopussa tiivistelmän Jodel-keskustelusta, jossa korkeakouluopiskelijat olivat erittäin huolissaan jaksamisestaan. Aihe herätti laajaa huomiota. Saimme sen seurauksena vinkkejä siitä, miten korkeakouluopiskelijat ovat tarttuneet

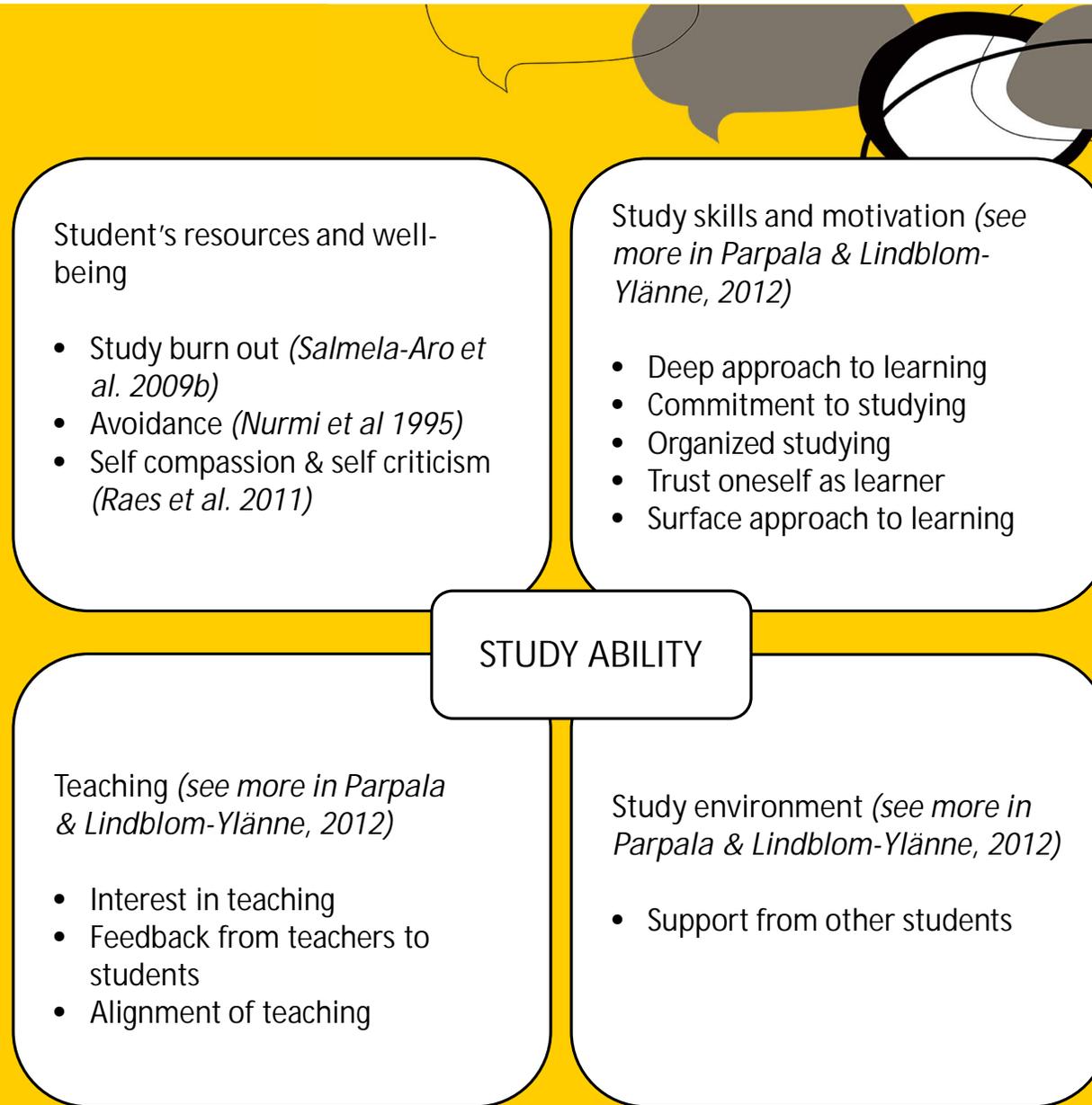
AllWell? is a study well-being questionnaire for all Aalto's 2nd year bachelor's students and 1st year master's students.



Response rates 2017-2021:

Annual questionnaire to 1st year master's and 2nd year bachelor's



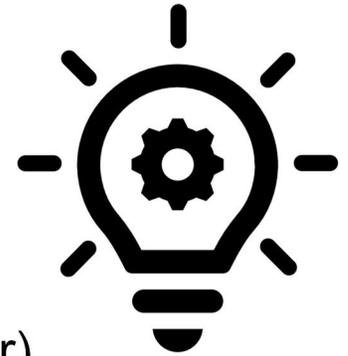


Study well-being + teaching & learning



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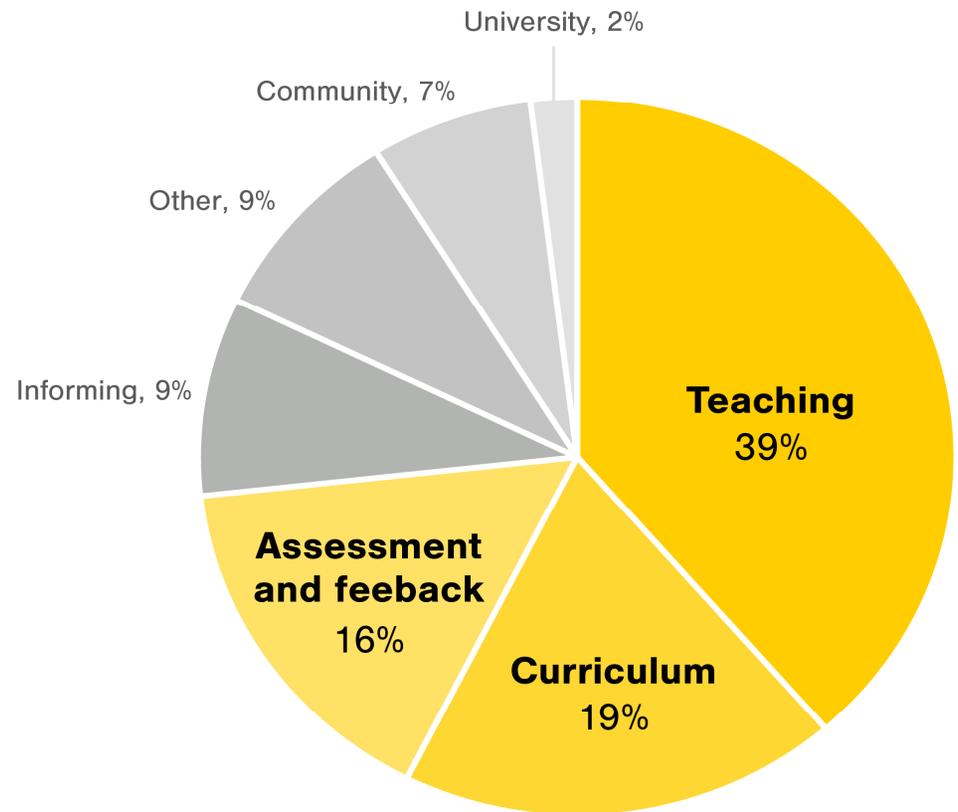
Based on the AllWell?, we know that:



- **students who feel well also study well** (GPA's, ECTS per year).
- Most of our students are doing ok, but unfortunately, **around 20% of our students are in the risk of study related burnout** (23% in 2021).
- **Learning facilities on campus (libraries, group work facilities etc.) support students' well-being** (mental, physical and social).
- We also know that when asked **what the university could do to improve the wellbeing of our students, 75% talked about teaching.**

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

When we asked students what would help to improve their well-being, around 75% of answers pinpointed **teaching related issues** as a main factor¹.



1 Results before corona outbreak, from AllWell?2019, response size 951 students.

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? findings

Learning and study well-being

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.

Remote teaching and learning (and study well-being)

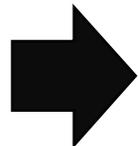
Based on AllWell? 2021 results



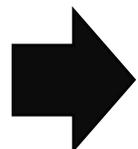
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What has been challenging?

- Lack of motivation

 How to get things done, when not feeling motivated?

- Experiences of the meaningfulness and joy of studies are missing

 More students are considering dropping out

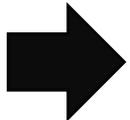
- Challenges in concentration

•Loneliness, not enough social interaction or peer support



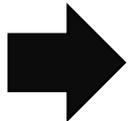
How to support grouping

•About 40% of students feels that they have had difficulties getting their studies under control



How to support study skills, self management, time management

•More students in higher risk of having study related burn out



higher self-criticism, more surface approach to learning, and lower self-efficacy

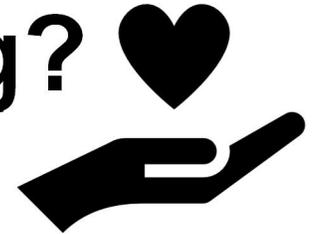


What supports well-being in distance learning?



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Remote teaching and well-being?



(Based on AllWell? 2021 open data)

Planning:

- Clear learning goals
- Workload is on reasonable level

Teaching:

- Activate students
- Clear slides and materials makes lectures easy to follow

Guidance & Communication:

- Possibility to get help and guidance with low effort
- Communication with teacher and other students
- Empathy

Assessment:

- Flexibility with deadlines etc.
- Try multiple ways of assessment
- Give feedback when possible

Remote teaching and well-being



Some quick and easy things to try (based on AllWell 2021 open data):

Ask your students how they are doing

Polls/quizzes and other quick tools to activate students

Breaks during lectures

Help students to find a group to study with

Open book – exams

Let's share our thoughts, ideas and best practices! (10min)

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

Share your ideas: flinga.fi/s/FCFED3B

Thank you!
allwell@aalto.fi
Sanna.hangelin@aalto.fi



aalto.fi



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

High Burn-out Risk

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graph TD; A[High Burn-out Risk] <--> B[High Self-criticism]; A <--> C[Surface Approach]; A <--> D[Low Self-efficacy];
```

High Self-criticism

Students feel inadequate and are judgemental about themselves and their failures

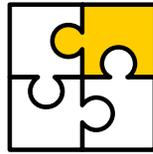
Surface Approach

Studies seem fragmented and students have difficulties understanding and controlling the study subjects

Low Self-efficacy

No trust in performance as a student (now and in the future) or ability to learn when the subject feels difficult

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**
- **Materials at MyCourses**

12.45-
13.00 Break



Schedule 12.00-15.30

12.00-12.15 Practicalities, feedback from last session, burning questions

12.15-12.45 AllWell? and study well-being at Aalto

12.45-13.00 *Break +10mins*

13.00-14.25 Learning at the university: group work +10mins

14.25-14.35 *Break +10mins*

14.35-15.10 Learning at the university: group work continues +10mins

15.10-15.30 Approaches to teaching and learning & assignments for the next session

Learning at the university

Group work, based on the readings



Theme groups:

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



Method: Online "Gallery walk"



Outcome: [Jamboard](#) poster with take-home messages

"Gallery walk" method

4 themes, 4 steps:

- **Step 1:** Discussion in theme groups & preparing the findings into a presentable poster format (30 mins). *Staying in one BO-room, working on one poster.*
- **Step 2:** Into new mixed groups: teaching, discussion and elaboration of the themes: (4x10mins = 40mins). *Staying in one BO-room but moving between the posters.*

BREAK

- **Step 3:** Back to the theme groups & preparing the take-home messages (10mins). *Staying in one BO-room, working on one poster.*
- **Step 4:** Theme groups present their take-home messages to others (30mins). *Everyone in the same space.*

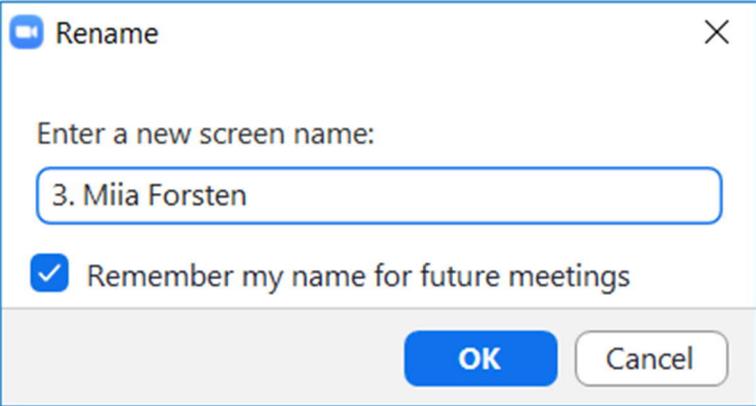
Before starting gallery walk step 1

When you arrive to a Breakout Room, please add the number of your group in front of your name, like this (e.g. if you enter to the breakout room 3):

- Take the pointer on your name at the participants list
- Click the "More" –button
- Click the "Rename" -button

Themes & their numbers

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



Rename

Enter a new screen name:

3. Miia Forsten

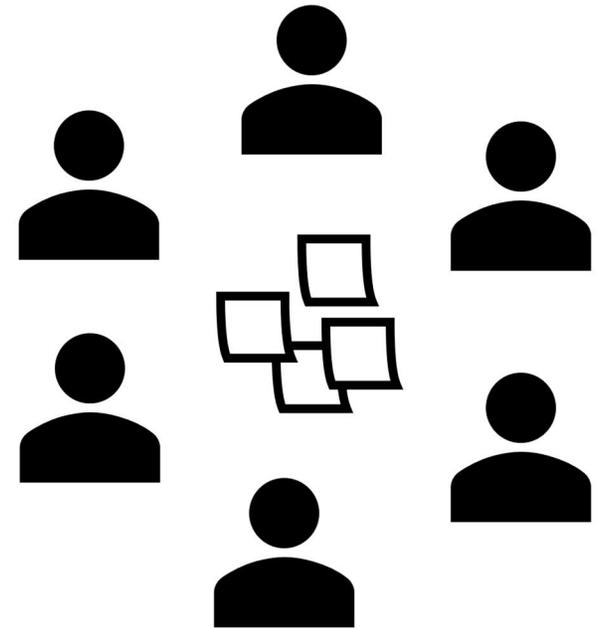
Remember my name for future meetings

OK Cancel

Step 1 (30 mins)

Working in a theme group of 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?
 - What did you learn about it, based on the readings?
- **Prepare** “a poster” of the given topic in Jamboard.
- **Be prepared** to briefly **present** the poster / pitch the content to your peers in the next step. You will have 5 mins for the presentation.



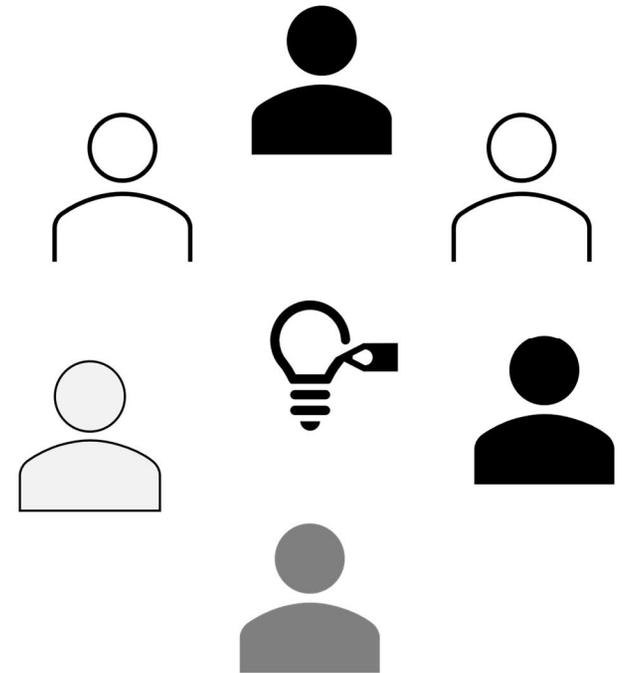
Step 2 (40 mins)

Working in a new, mixed group of 6 people
A->1., B->2., C->3., D->4.

- Each poster is presented by the member(s) of the theme group that has produced it (5mins).
- The mixed group makes questions and adds their thoughts on the poster (5mins)
- Each group goes from poster to poster (~10 min/poster) in numerical order: 1-> 2, 2-> 3, 3-> 4, 4-> 1.
- The facilitators (Marja/Sara) will let you know when it's time to change theme.

Themes & their numbers

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



14.25-14.35
Break



Step 3 (10 mins)

Working in a theme group of 6 people

- Discuss what you learned / found out during the step 2
- What were the most important observations that arose from this theme?
- Choose **3 take-home messages** and write them down
- Be prepared to present your take home messages to everyone else



Step 4 (30 mins)

Working all together

- Present your theme group's take home messages to everyone else (4 theme groups)



3 levels of teaching & Approaches to teaching and learning

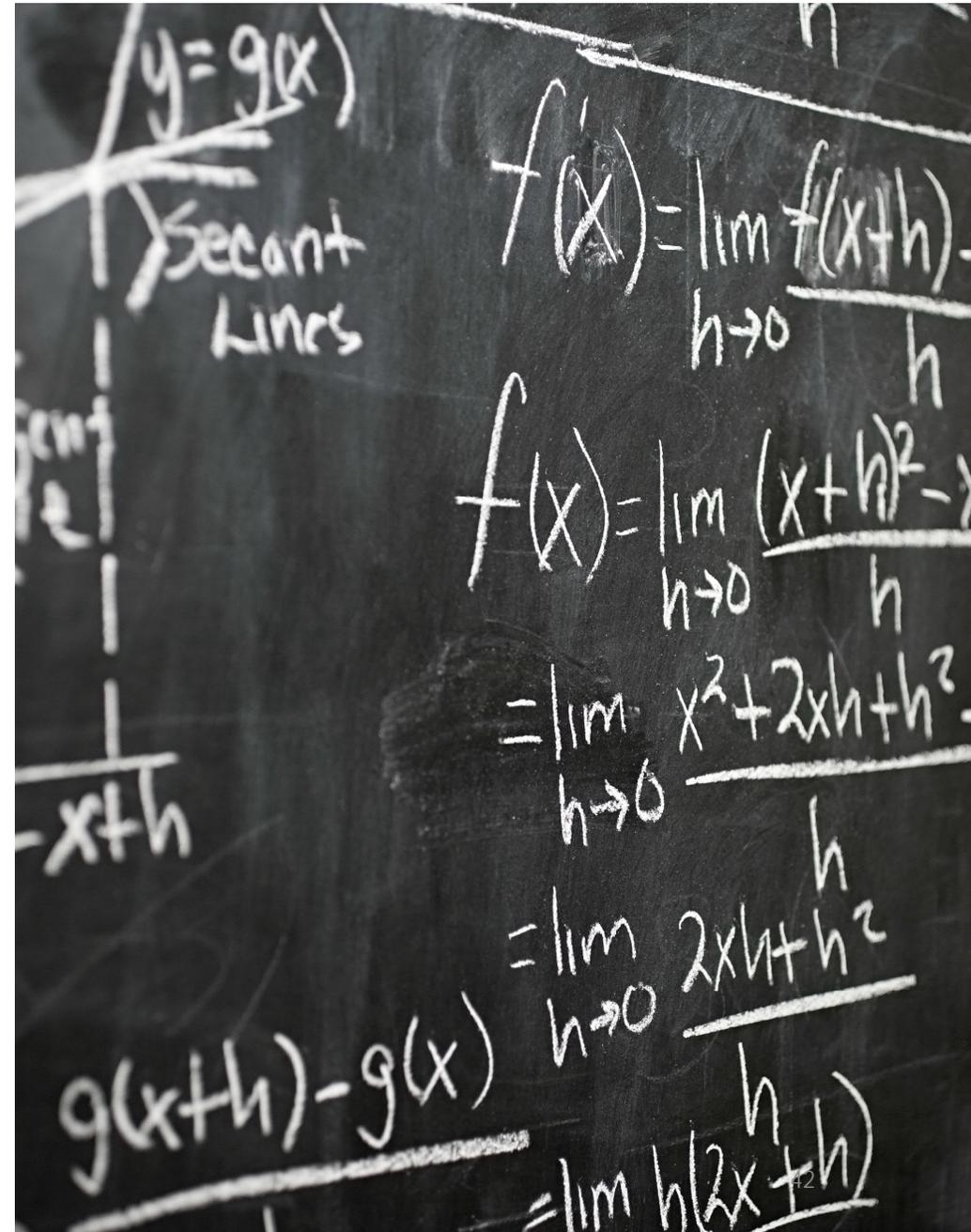
References:

Biggs & Tang, 2011

Biggs, 2003

Ramsden, 1992

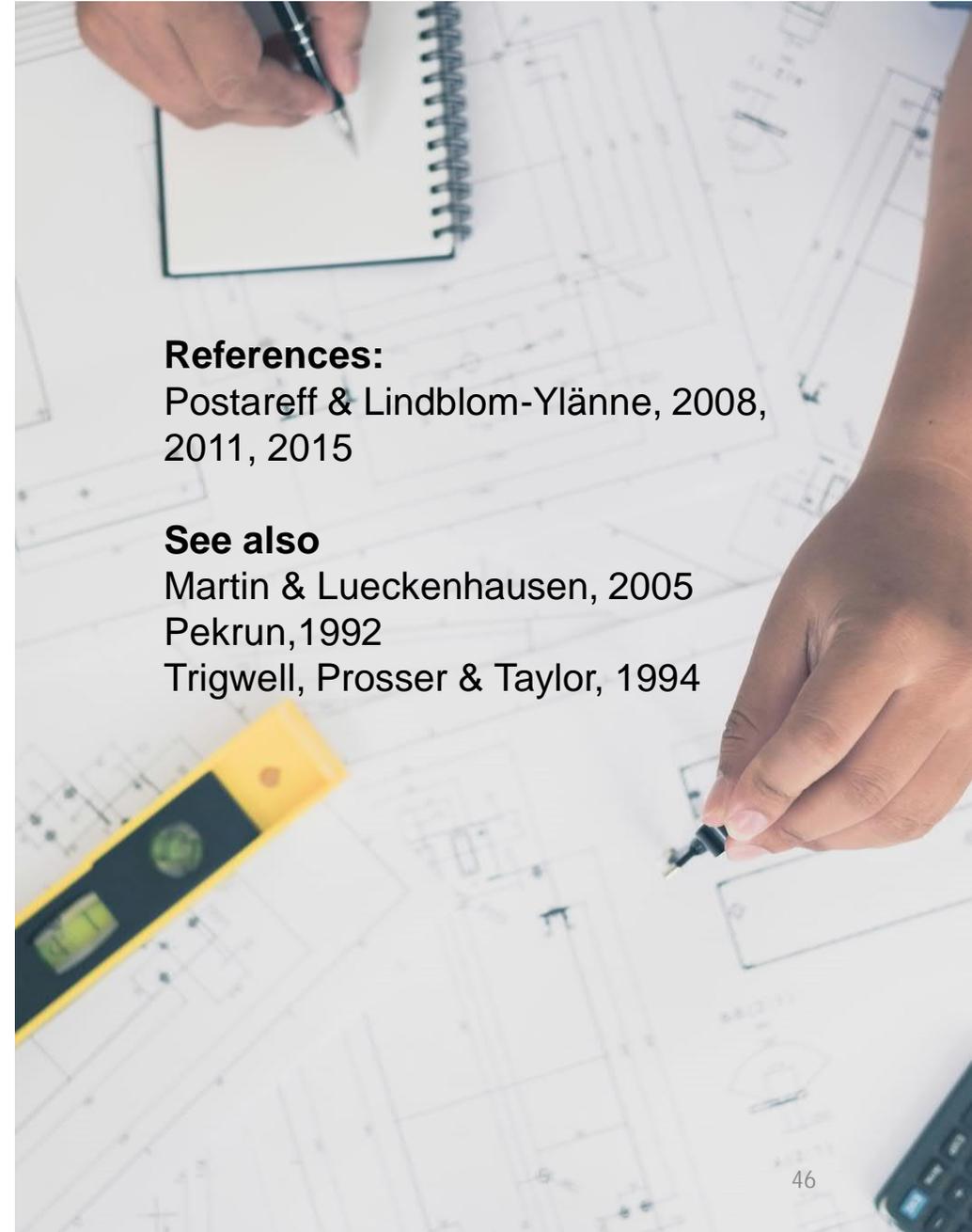
Trigwell & Prosser, 1996



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

Correlations between approaches to teaching and dimensions of *teacher well-being / emotions*?

- 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.

Hailkari, T., Virtanen, V., Vesalainen, M., & Postareff, L. (2021). Student perspectives on how different elements of constructive alignment support active learning. *Active Learning in Higher Education*, [1469787421989160]. <https://doi.org/10.1177/1469787421989160>

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.

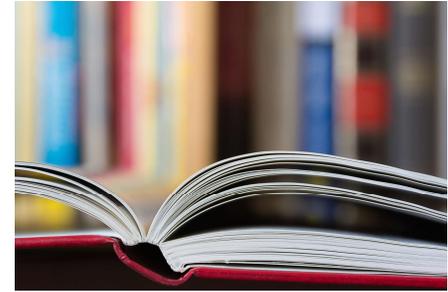
Postareff, L. (2007). Teaching in Higher Education: From Content-focused to Learning-focused approaches to teaching. University of Helsinki. <http://hdl.handle.net/10138/19882>

Prosser, M. and Trigwell, K. 1999. Understanding learning and teaching. The experience in higher education, Buckingham: Open University Press

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 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.



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 Guest speakers / visiting specialists

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Individual teaching practices

Learning log 2
DL 13.10.2021

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Peer group presentations

Final feedback

INDIVIDUAL TASK: Teaching practice preparation, session on 5.10.2021

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Individual reflecting & processing during the course

Preparation for the next time

For the next session,

1. Learning log, DL 15.9.2021
2. Reading task (more about that on the next slides), DL 21.9.2021

Also, remember:

- *Your individual teaching practice plan, teaching on 5.10.2021*
- *Peer-group working continues, presentations on 26.10.2021*

Readings for the next time

1/2

Familiarise yourself individually with **ONE topic & article** (your first name indicates which one)

Topic 1: Learning outcomes (Yusein, Laura, Raed, Paulo, Shreyasi)

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 (Fares, Ted, Girish, Henrikki, Roby, Fevzihan)

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

Readings for the next time

2/2

Topic 3: Teaching methods (Sergei, Gökhan, Alexandru, Tuulia, Muhammad, Francesco)

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 (Thad, Nikhilendu, Kristjana, Petteri, Mashrura, Vanni)

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!)

Feedback from today's session

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

Answergarden link:

<https://answergarden.ch/2075244>



Thank you! Kiitos!

9/7/2021
Photo by [Timothy Meinberg on Unsplash](#)