A! PEDA INTRO (5 cr)

Session 2:

Teaching and learning at the university + Student well-being
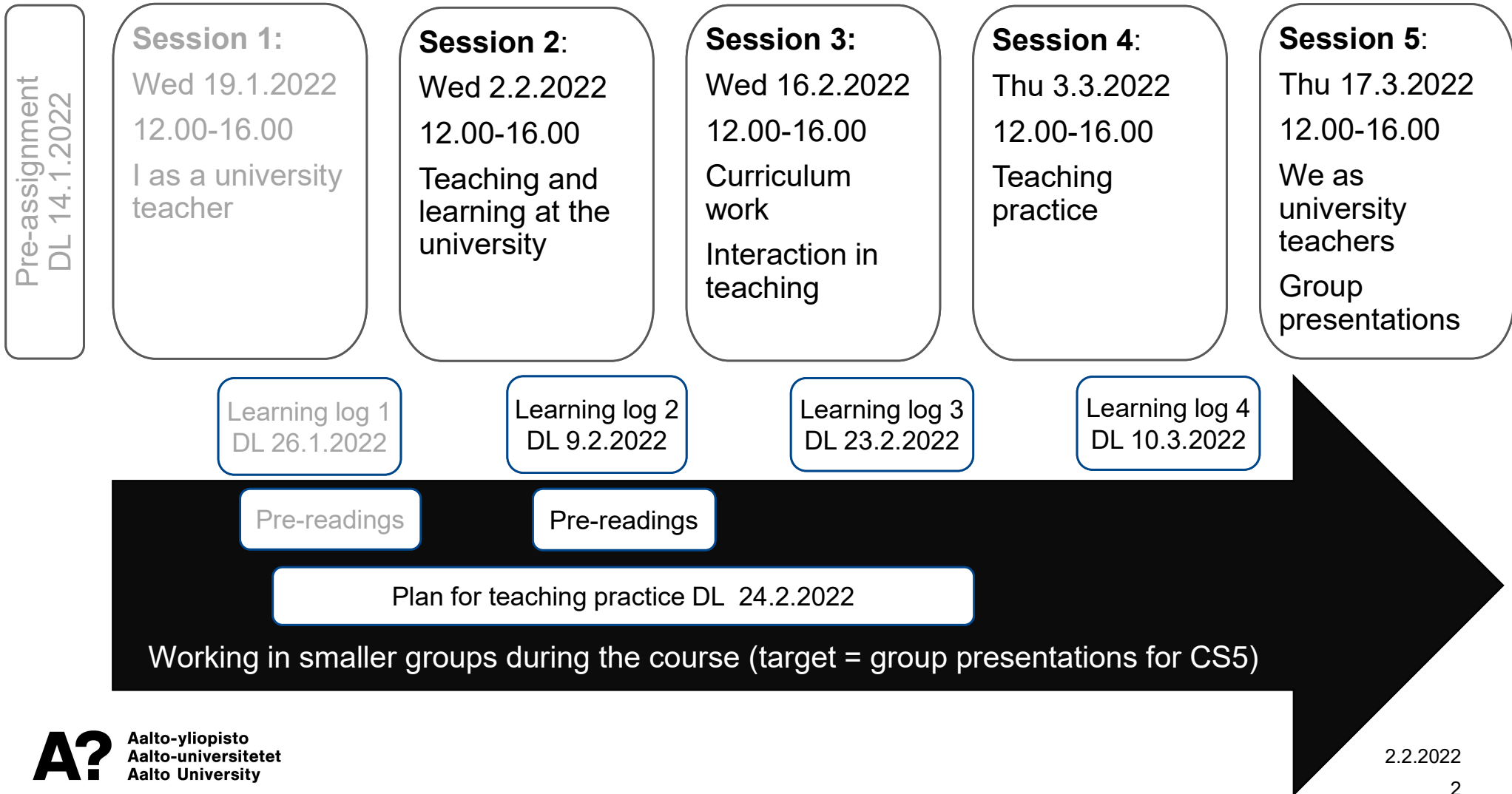
A"
Aalto-yliopisto
Aalto-universitetet
Aalto University

Aalto University Learning Services
University Pedagogical Training
Marja Elonheimo & Erika Myllyniemi
Visiting specialist: Sanna Hangelin
2.2.2022 at 12.00-16.00

A! Peda Intro timeline spring 2022

Pre-assignment DL 14.1.2022

Session 1:
Wed 19.1.2022
12.00-16.00
I as a university teacher

Session 2:
Wed 2.2.2022
12.00-16.00
Teaching and learning at the university

Session 3:
Wed 16.2.2022
12.00-16.00
Curriculum work
Interaction in teaching

Session 4:
Thu 3.3.2022
12.00-16.00
Teaching practice

Session 5:
Thu 17.3.2022
12.00-16.00
We as university teachers
Group presentations

Learning log 1
DL 26.1.2022

Learning log 2
DL 9.2.2022

Learning log 3
DL 23.2.2022

Learning log 4
DL 10.3.2022

Pre-readings

Pre-readings

Plan for teaching practice DL 24.2.2022

Working in smaller groups during the course (target = group presentations for CS5)

A? Aalto-yliopisto
Aalto-universitetet
Aalto University

2.2.2022

2

Schedule for today

12.00-13.10

- Practicalities, feedback from last session, warm-up
- Learning at the university: group work

15min BREAK

13.25-14.30

- Learning at the university: group work continues
- Approaches to teaching and learning

15min BREAK

14.45-16.00

- AllWell? and study well-being at Aalto
- For the next session & feedback

A? Aalto-yliopisto
Aalto-universitetet
Aalto University

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.

… 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.

In addition: You are aware of the AllWell? -wellbeing process at Aalto.

A? Aalto-yliopisto
Aalto-universitetet
Aalto University

Something from the logs

Key takeaways

- The process of learning and field of pedagogy is surprisingly wide.

- Different groups, but still quite similar characteristics for an ideal teacher.

- "Teacher should be foremost a "human being"".

- Discussions were fruitful and thought-provoking.

- A teacher can structure the group work by assigning the chair role etc.

- A presentation on "group working" was very useful and informative.

Structure

- "I liked being part of a group and seeing people's faces."

- "I liked the format, especially the breakout rooms."

- "I would prefer to have this kind of session in class."

Time

- More time for group works vs. The pace of the session was too slow

- Concern: "Workload of this course for my schedule is quite heavy."

Warming up

- **After last session, what kind of insights & thoughts you have had related to learning? Or have you learned something (anything) new? How did it feel?**

- **Share your thoughts / experiences in a small group.**

- **~10 min**

Aalto-yliopisto
Aalto-universitetet
Aalto University

Photo by Benjamin DeYoung on Unsplash

Learning at the university
- Group work

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

Aalto-yliopisto
Aalto-universitetet
Aalto University

"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.*

BREAK

- **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.*

- **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.*
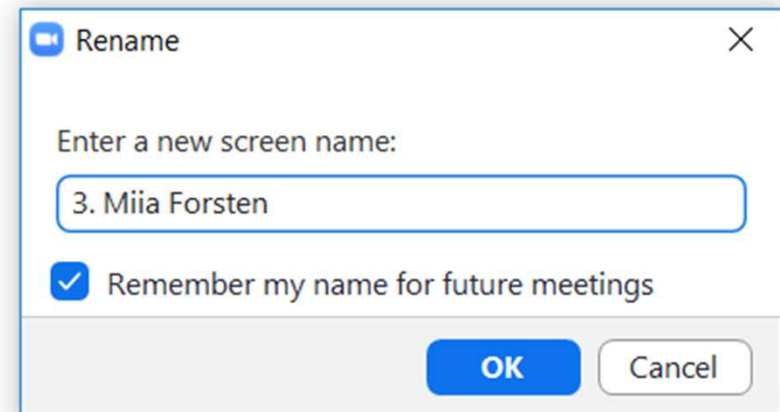
Before starting gallery walk step 1

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

A? Aalto-yliopisto
Aalto-universitetet
Aalto University

Step 1 (30 mins)

Working in a theme group of 5-6 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 all prepared** to briefly **present** the poster / pitch the content to your peers in the next step.

Break

Aalto-yliopisto
Aalto-universitetet
Aalto University
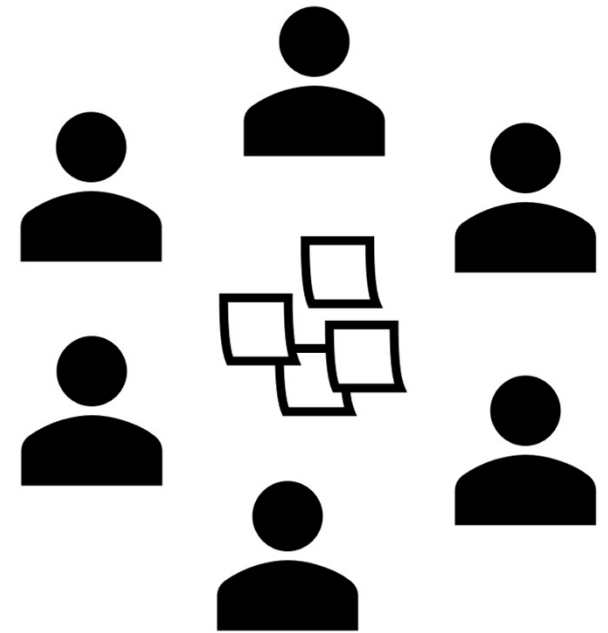
Step 2 (40 mins)

Working in a new, mixed group of 5-6 people

- Each group goes from poster to poster (~10 min/poster) in numerical order: **1-> 2, 2-> 3, 3-> 4, 4-> 1.**

- 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)

- The facilitators (Marja/Erika) will let you know when it's time to change theme.

A? Aalto-yliopisto
Aalto-universitetet
Aalto University
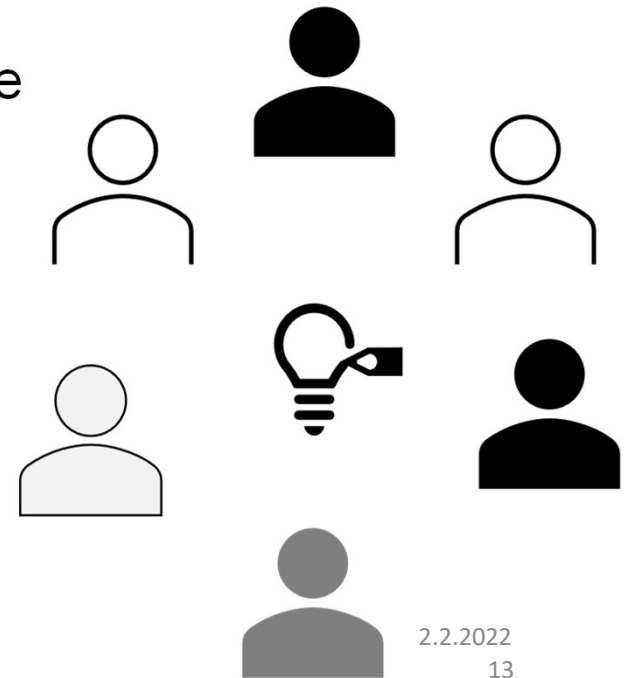
Step 3 (10 mins)

Working in a theme group of 5-6 people

- Discuss what you learned / found out during the step 2
- Was there any changes?
- What were the most important observations that arose from this theme?
- Choose **1-3 key takeaways** and write them down concisely.

- Be prepared to present your take key takeaways to everyone else --> Last in alphabetics (by first name) is the group chair.

Step 4 (10 mins)

Working all together

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

3 levels of teaching
&
Approaches to teaching and learning

References:
Biggs & Tang, 2011
Biggs, 2003
Ramsden, 1992
Trigwell & Prosser, 1996

A? Aalto-yliopisto
Aalto-universitetet
Aalto University

	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**

Tiger:

(Kinash and Knight 2013, p.19)

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.
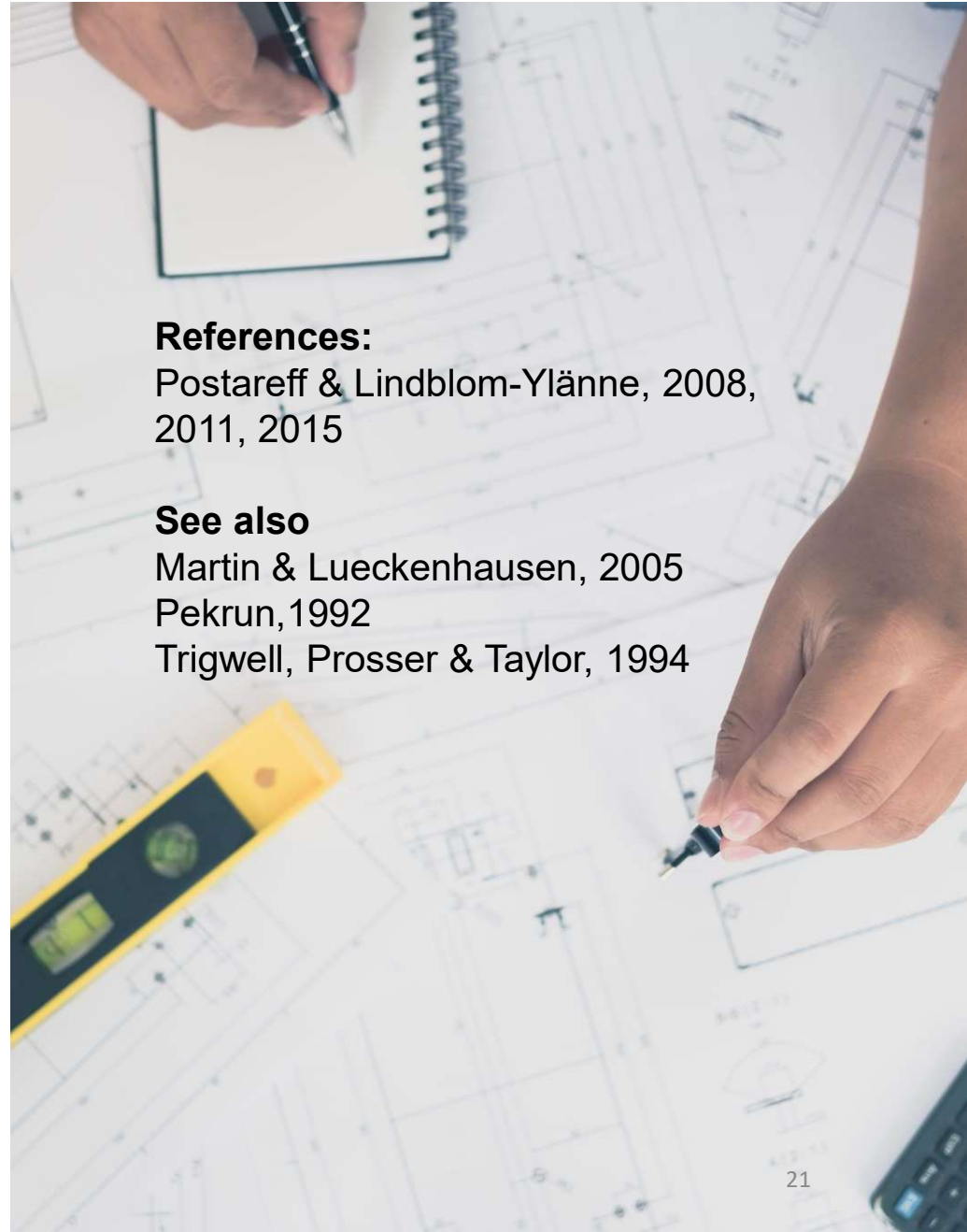
References:
Postareff & Lindblom-Ylänne, 2008, 2011, 2015

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.

Entwisle, N. & Ramsden, R. (1983) Understanding Student Learning. Routledge, London. E-book version published in 2015.

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.

Break

Photo by Daria Rudyk on Unsplash

23

AllWell?

—

A!Peda Intro, 2022 AllWell? and student wellbeing at Aalto

Sanna Hangelin, Specialist

2.2.2022

Learning goals for the session (45min):

1 What is study wellbeing?

2 What can we do to improve student wellbeing?

3 Remote teaching & well-being – Experiences from last year

4 Learning from each other and sharing best practices – time for discussion & questions

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.

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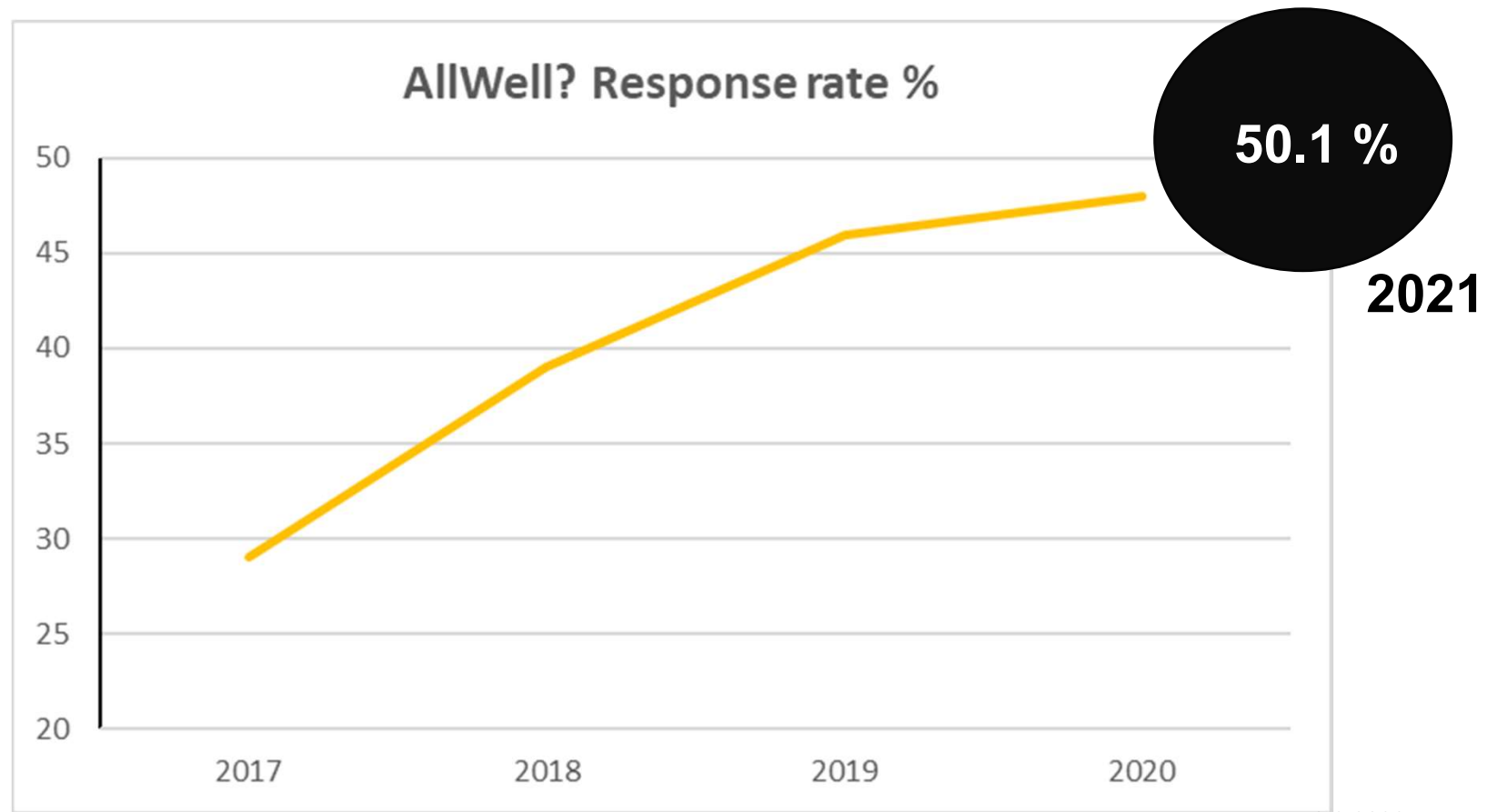
AllWell? is a study well-being questionnaire for all Aalto's 2nd year bachelor's students and 1st year master's students.
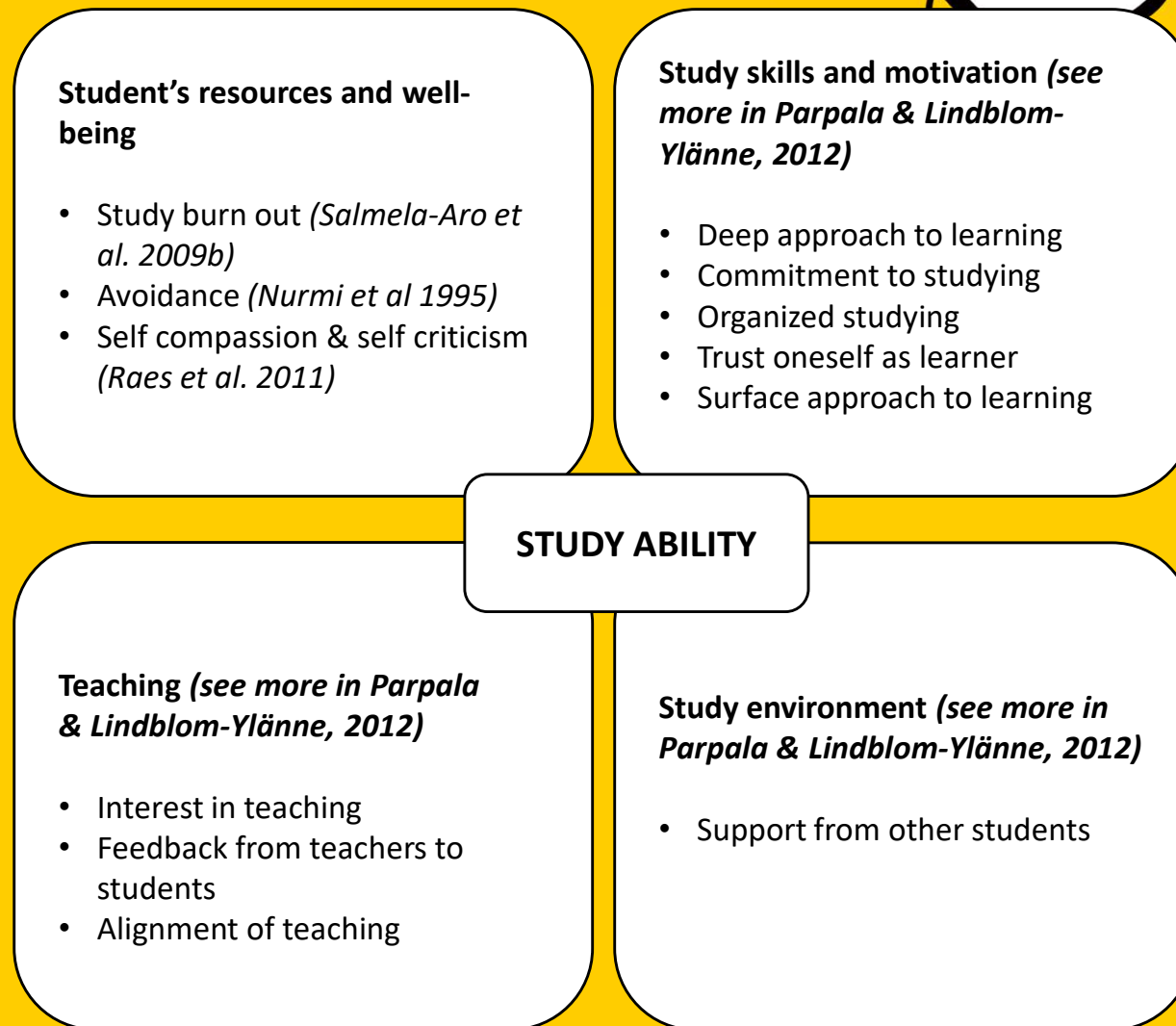

sent to
3900 **students**
yearly

AllWell? Will be open again in February 2022!

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

+ study experiences during the coronavirus pandemic

Response rates 2017-2021:

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

AllWell? Response rate %

50.1 %

2021

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)*

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

Source: Kunttu, Kristina. 2005.

Main findings from the AllWell? Questionnaire

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' holistic 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**.

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

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.
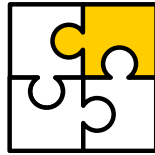
Low Surface Approach

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

Why is students' well-being so important?

Students' level of burn-out risk not only affects their wellbeing, but is also linked to their academic performance.

Students with lower burn-out risk levels perform better in regard to both grades and credits.

0 ———————————————————— 60

No burn-out risk

Credits per year	51
Grade point average	3.9

High burn-out risk

	45
	3.6

1 ———————————————————— 5

What can we do to improve student well-being?

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

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

University, 2%

Community, 7%

Other, 9%

Informing, 9%

Teaching
39%

Assessment
and feeback
16%
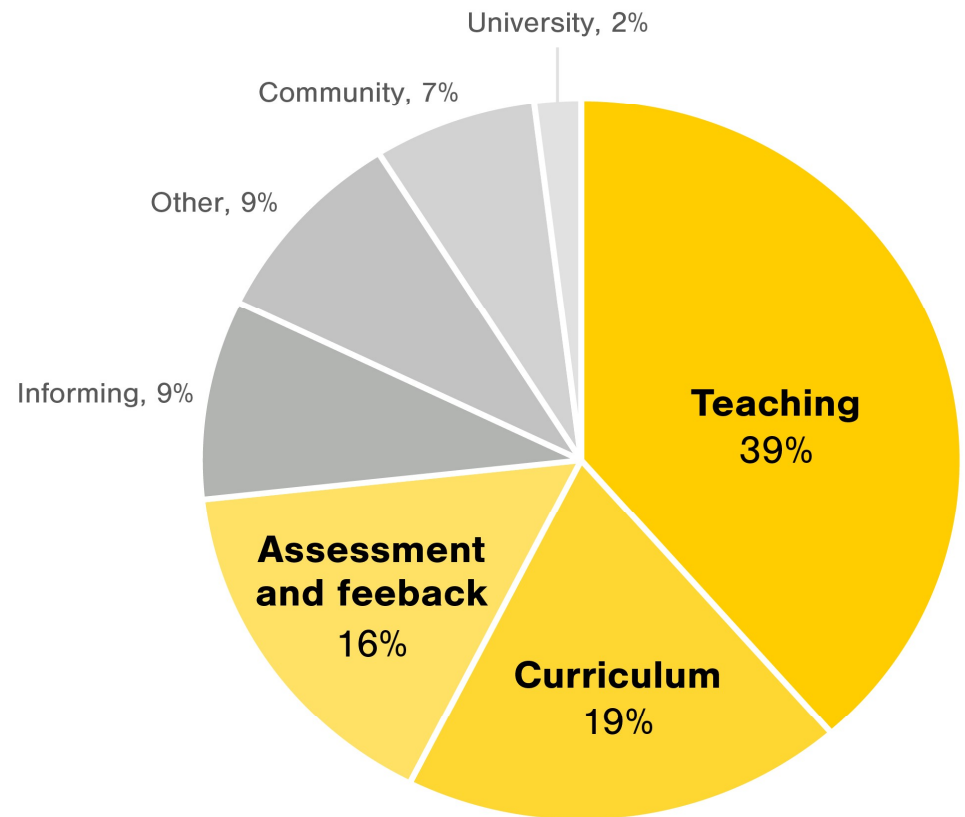
Curriculum
19%

How we can improve students' well-being through 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

- using feedback and assessment methods that support learning, are essential.
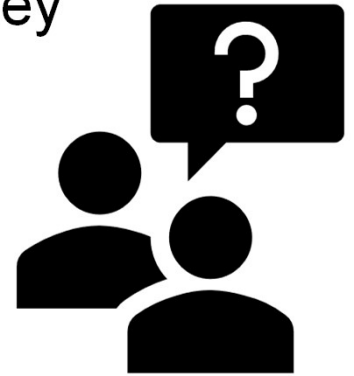
Remote teaching and learning (and student well-being)

Based on AllWell? 2021 results

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?

Remote teaching and well-being? ♥

(Based on AllWell? 2021 open data)

Planning:

- Clear learning goals
- Workload is on reasonable level
- Communication between teachers

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

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 support students wellbeing through teaching (in hybrid way of working)?

Share your ideas: edu.flinga.fi/s/ET53VZ3

Aalto-yliopisto
Aalto-universitetet
Aalto University

Thank you!

Email: allwell@aalto.fi
Instagram: @aaltowellbeing

aalto.fi

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**

Wrapping up the session

Aalto-yliopisto
Aalto-universitetet
Aalto University

Practicalities, questions?

- **Group work: how is it progressing?**

- **Individual Teaching practice**

- **MyCourses**

- **Something else?**

Preparation for the next time

For the next session,

1. Learning log, DL 9.2.2022

2. Reading task (more about that on the next slides), DL 15.2.2022

Also, remember:
- *Your individual teaching practice plan, teaching on 3.3.2022*
- *Peer-group working continues, demos on 17.3.2022*

Readings for the next time

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

Topic 1: Learning outcomes (Brenda, Shervin, Cintia, Mariia, Emilia, Simon)

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 (Sami, Leonardo, Karar, Darya, Farid, Rahinatou)

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

Topic 3: Teaching methods (Niklas, Weixin, Tamás, Ahmad, Aurora, Behnaz)

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 (Byungjin, Julia, Eduardo, David, Tomasz, Maryam)

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/2315753

Thank you!
Kiitos!

Photo by Galina N on Unsplash