



FEEDBACK + WAY FORWARD DAY

(Final day of WAT-E1100 course!)

18.10.2023

TIMETABLE: WEDNESDAY

9.00 Introduction to your group feedback session
+ writing your personal feedback

'I like, I wish':
<http://ilikeiwish.org>

10.00 Group feedback, using an applied version of 'I like I wish'

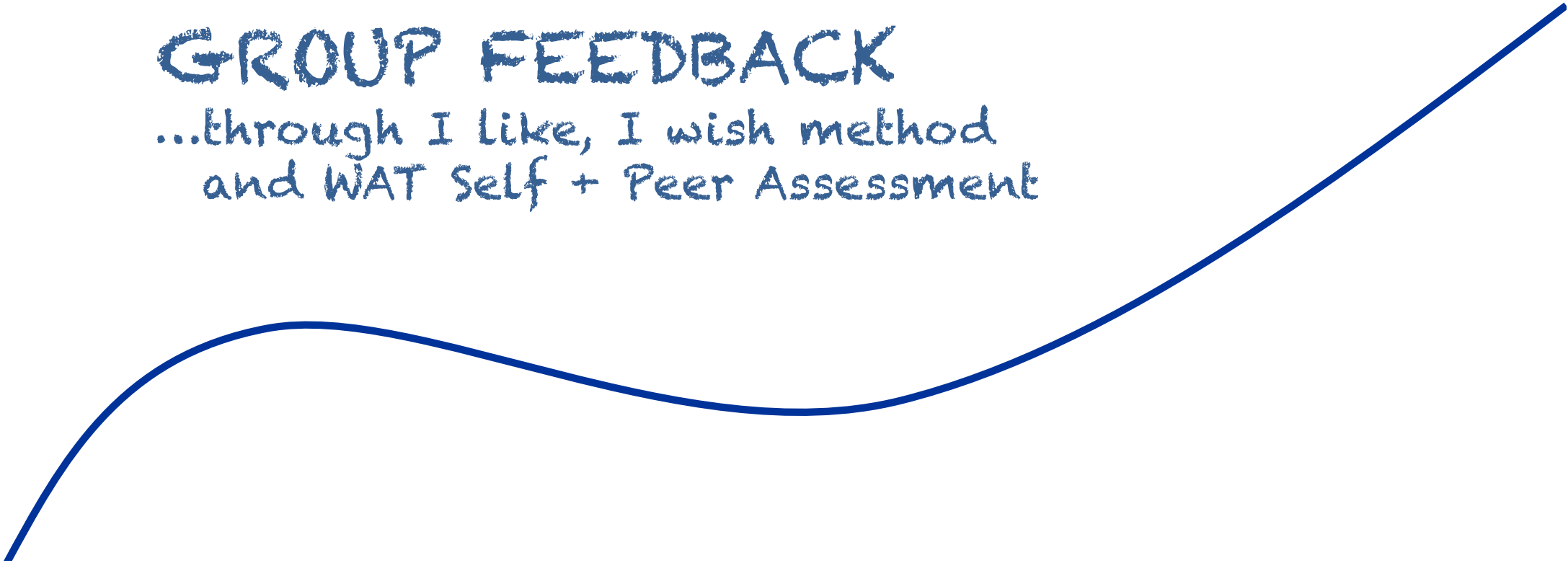
→ You have 1.5 hours for this, then break

11.45 Way forward: recap on WAT programme,
portfolio process and WAT career

Joint lunch around 12.30 in Fat Lizard!

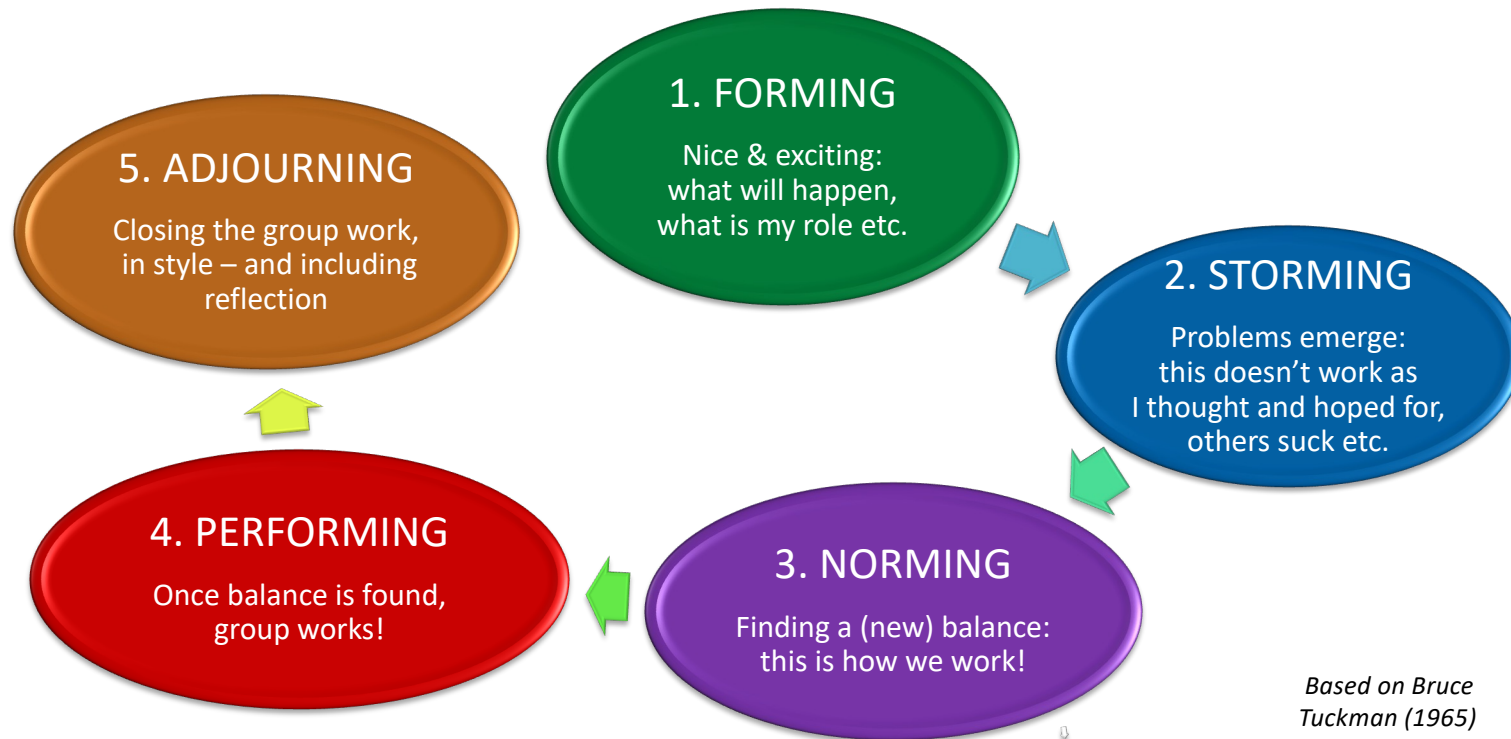
GROUP FEEDBACK

...through I Like, I wish method
and WAT Self + Peer Assessment

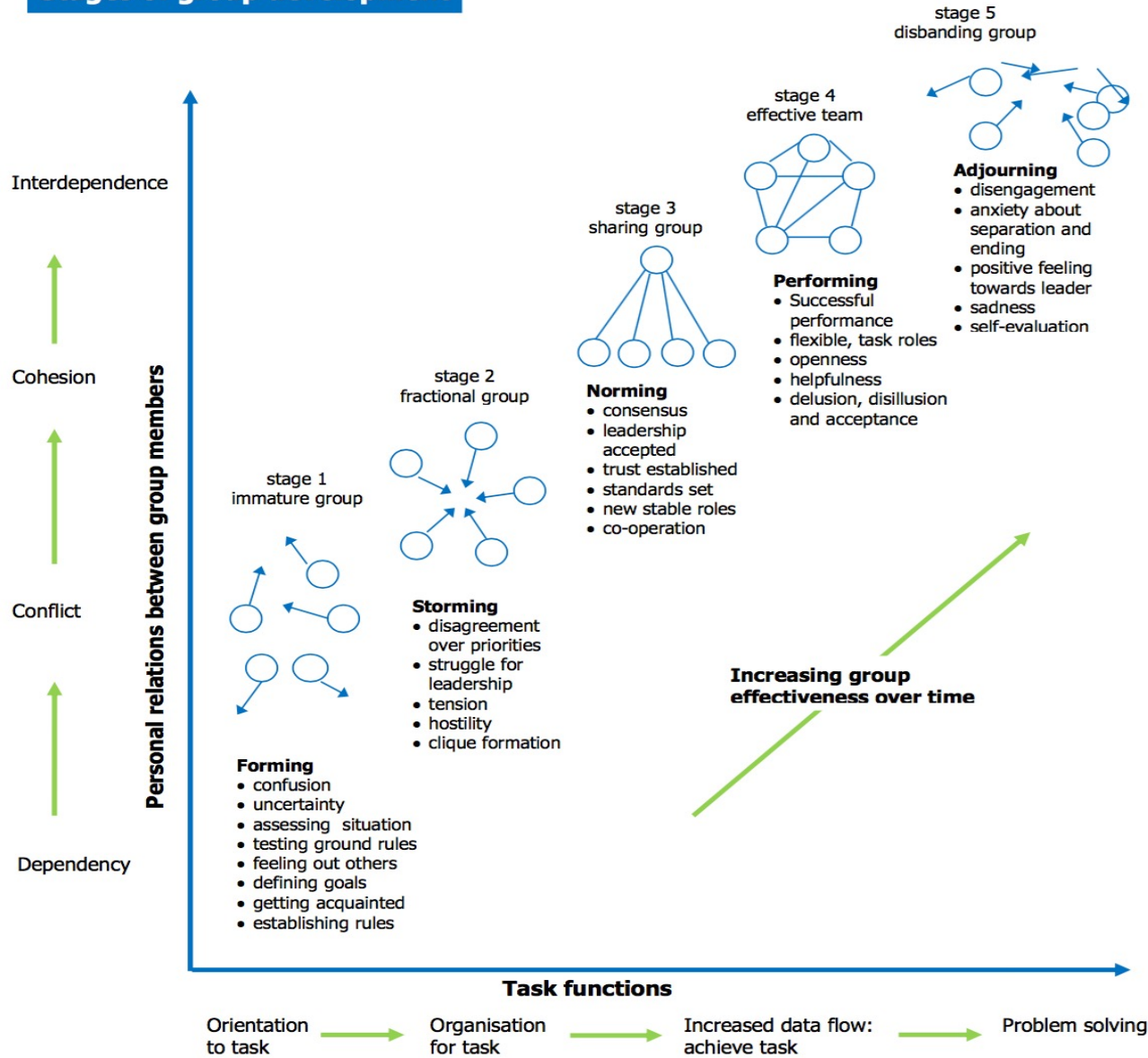


RE-CAP FROM FIRST DAY: GROUP WORK

- Group working is fun! ...and hard.
- Five common stages of group work
 - Be ready for storms, too: part of the learning process



Stages of group development



OUR AIM:
TO GO THROUGH
THIS ENTIRE
PROCESS DURING
WAT course

Source: Aurora / Tuckman
<http://bit.ly/2cPGiFa>

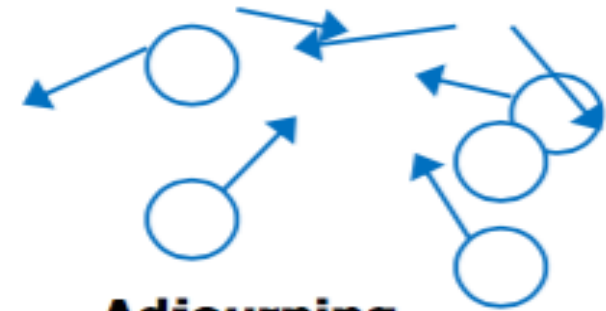
ADJOURNING

We are now in final, adjourning phase

→ Important to do this so that you:

- 1) reflect your group work process, and
- 2) reflect your own role in the group,
...and based on this
- 3) give constructive feedback, and also
- 4) receive the given feedback (not easy!)

Allows you to learn from the process

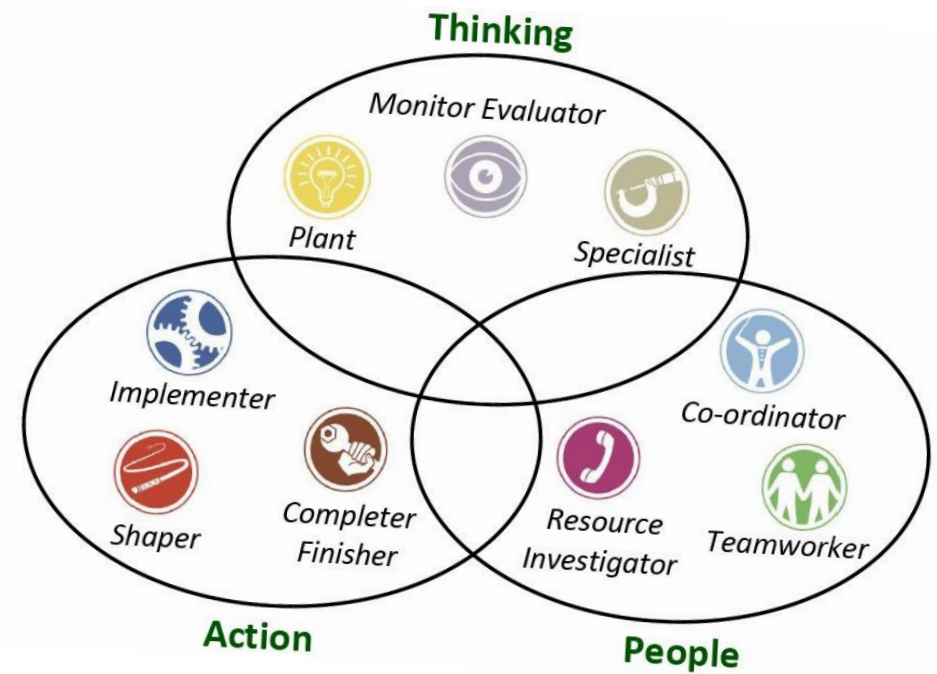


Adjourning

- disengagement
- anxiety about separation and ending
- positive feeling towards leader
- sadness
- self-evaluation

DIFFERENT ROLES IN A GROUP

- SHAPER comes up with new ideas
- OVERACHIEVER aims high, even at
- COORDINATOR focuses on the job
- WITHDRAWER stands back, does c
- IMPLEMENTER focuses on implem
- FREE-RIDER let's others do the w
- SPECIALIST brings in-depth (but selective) knowledge



PROJECT + TIME MANAGEMENT

- Your 'mini-projects' = weekly assignments (Thematic Tasks & Weekly Exercises)
→ We give you the main aim and timeline i.e. deadline
- Based on the aim and timeline,
 - 1) divide the aim into objectives and related activities,
 - 2) agree on the division of responsibilities (who does what)
 - 3) plan and manage your time
 - Use SMART objectives
 - Decide on the 'level of enough' i.e. when something is ready

Specific: what are we going to do?

Measurable: how to measure it is done?

Achievable: can we do it in the given time & resources?

Relevant: will this objective contribute to our main aim?

Time-bound: when will the objective be accomplished?

GROUP FEEDBACK

You have a possibility to give feedback to your group members in two different, complementary ways:

1) "I like, I wish" feedback method

- A self-facilitated group feedback method by Satu rekonen
- Done today, face-to face

2) Peer & Self Assessment

- Part of the course assessment, 10% of the grade based on it
- Done anonymously within next two weeks (DL 31.10):
you will receive this week a link to Webropol survey



I like I wish is a facilitated team feedback activity where team members of a team engaged in a creative project get to provide and receive both positive and constructive feedback in written as well as in spoken format. Sessions are processed in a safe and systematic way. The format was developed by Satu Rekonen through dozens of sessions organized since 2011 on several different interdisciplinary courses taking place mainly in Aalto Design Factory.



ilikeiwish.org



=

*a facilitated team
feedback method*

I LIKE, I WISH!

FIRST: write likes and wishes to your group and all group members to the template provided (you have until 10 am for this)

→ *LIKES = specific strengths of someone/your group*

→ *WISHes = potential not yet fulfilled by someone/your group*

Consider the person's contribution for both **content** and **process**

Be honest but constructive

EXAMPLES:

"I **LIKE** that you listen to everyone's point of views so carefully and take into account how others are feeling."

"I **WISH** that you would share your own ideas more openly, as I'm sure our group would benefit from them."

The image shows a digital feedback form titled "FEEDBACK ABOUT OUR GROUP". It features a green header bar with a play button icon and a plus sign. Below the header, there are two columns. The left column is labeled "Like" and the right column is labeled "Wish". Both columns have a "Type here" placeholder text. The form is set against a light blue background with a teal footer bar.



FEEDBACK ABOUT OUR GROUP

|
like

Type here

|
wish

Type here



FEEDBACK ABOUT MY GROUP MEMBERS: Type group member's name here

|
like

Type here

|
wish

Type here

FEEDBACK ABOUT MY GROUP MEMBERS: Type group member's name here

|
like

Type here

|
wish

Type here

ANY QUESTIONS?

I LIKE, I FEEL, I WISH, I PROMISE!

1) LIKES for one group member at a time

- One person LIKES at a time, others do not interrupt
- Person being LIKEd doesn't say anything, either:
writes down key points to 'Notes about me'
- At the end of all LIKES, the person liked makes
their '**I FEEL**' round (reaction to the comments)
- After, move to the next person and do the same

Note: repetition is fine (as strengthens the point)

2) WISHes in a similar manner, but in different order

3) WISHes for your group; then LIKES for your group

4) Promises: one thing from WISHes you promise to act on

- Also share your feelings about the exercise

PLACES:

Group 1: 264 (Marko)

Group 2: here

Group 3: here

Group 4: 280

Group 5: 247a

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+ writing your personal feedback

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11.45 Way forward: recap on WAT programme,
portfolio process and WAT career

Joint lunch around 12.30 in Fat Lizard

Any remarks regarding
your discussion?
How was it?

PEER + SELF ASSESSMENT

'I like, I wish' exercise paves the way for the peer and self assessment everyone **MUST** do (DL Tue 31.10)

→ 10% of the grade for the course based on it

Idea of self and peer assessment:

- 1) Reflect on your own role in your group**
- 2) Reflect others role in group**
- 3) Give grade and constructive feedback based on those**
→ You have a possibility + responsibility to affect your grade
- 4) Get others' feedback for yourself**

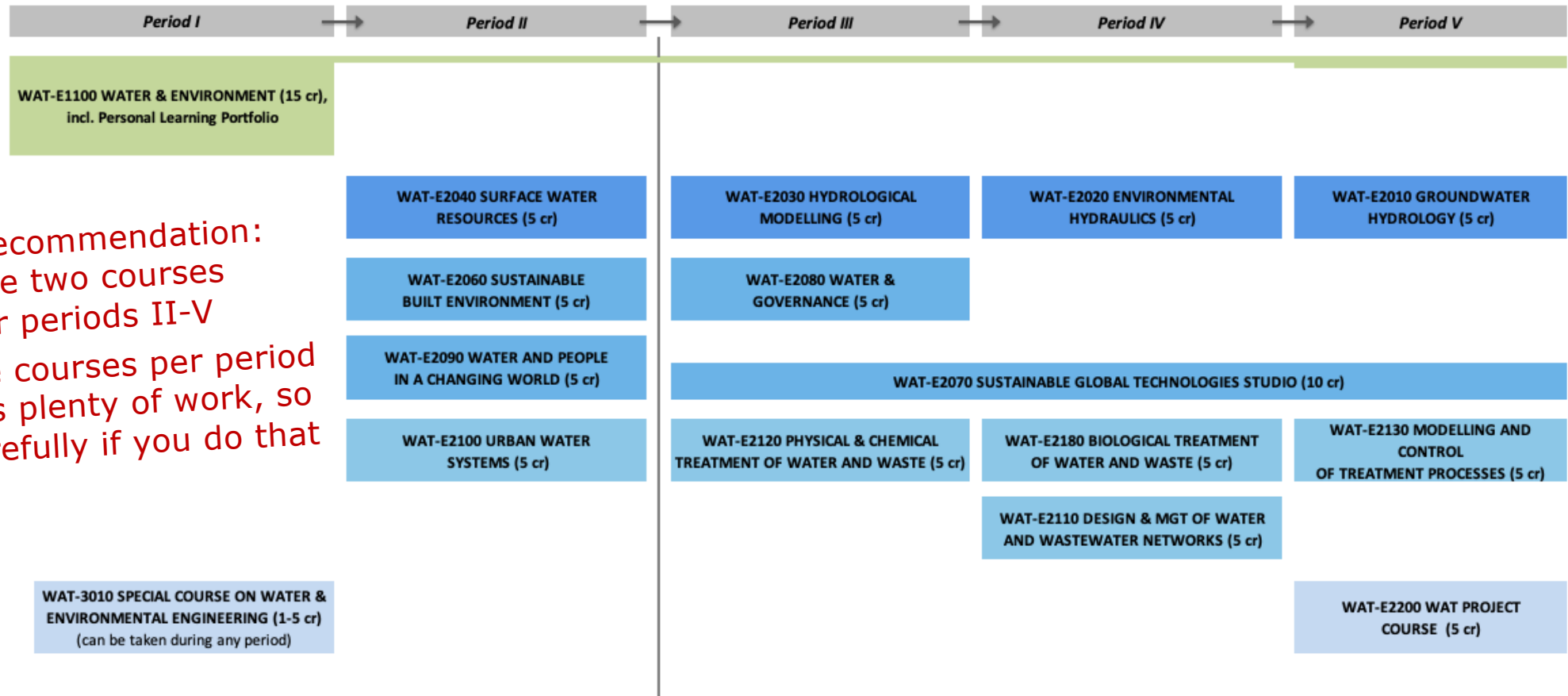
Content (WHAT?)
+ process (HOW?)
→ Be honest!

Evaluation is anonymous: everyone will get back only their average grades + written comments

Peer + Self Assessment done through Webropol: the link comes to your email soon

WAY FORWARD:
WAT programme + portfolio process

WAT COMMON & ADVANCED COURSES



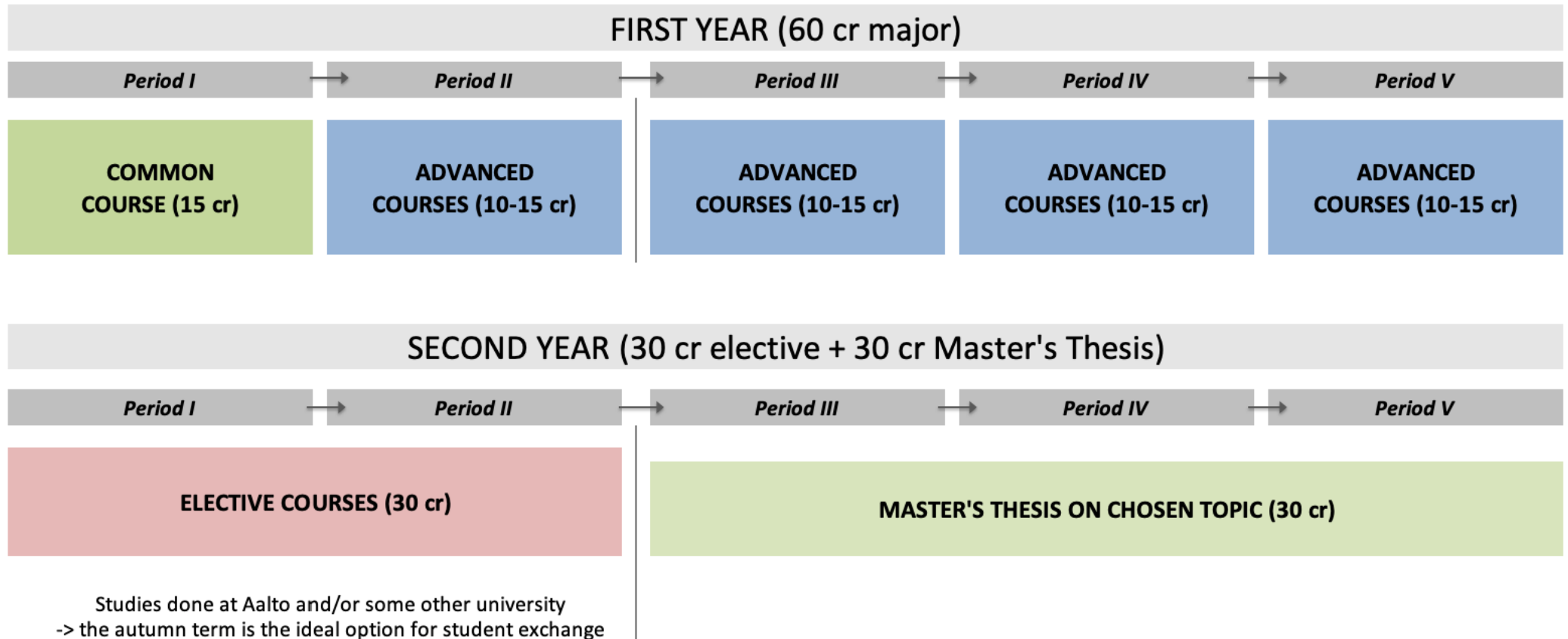
Our recommendation:
take two courses
for periods II-V
→ Three courses per period
requires plenty of work, so
plan carefully if you do that

WAT Master's Programme: Weekly timetable for advanced courses

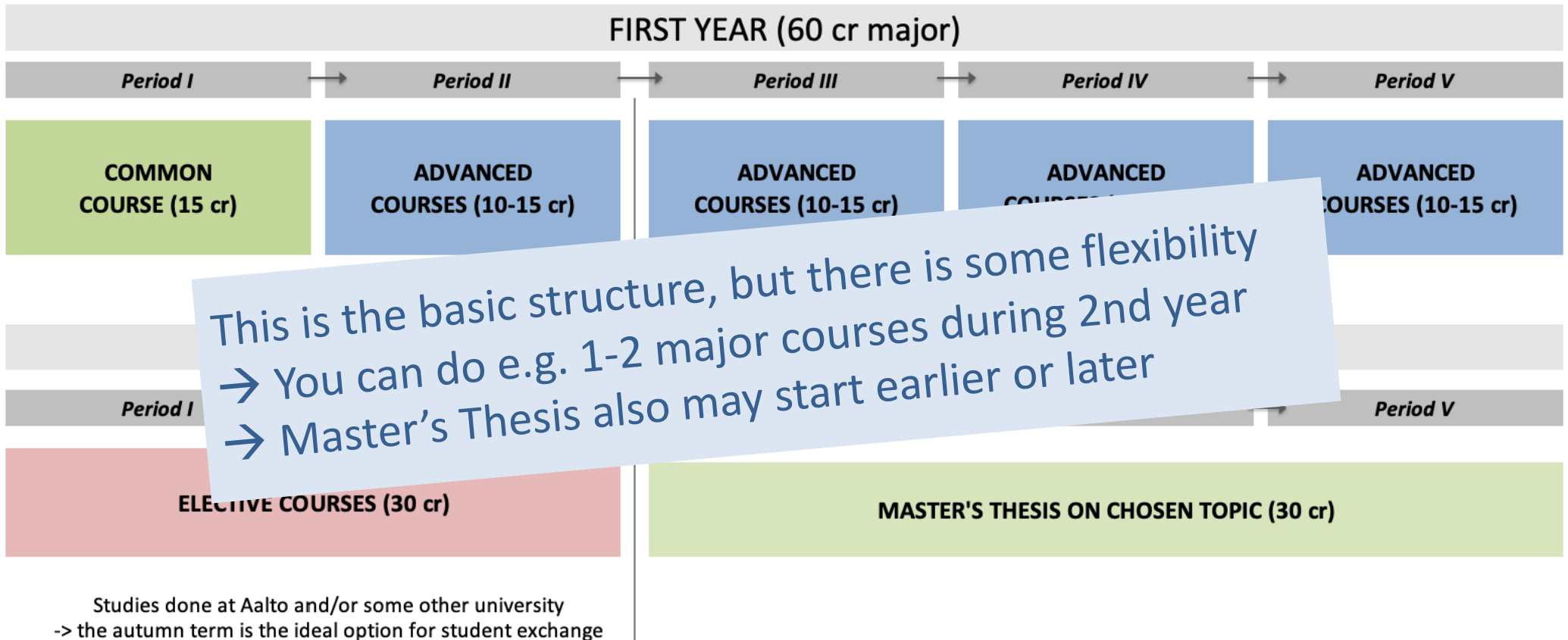
19.10.2022

		Mon	Tue	Wed	Thu	Fri	
Morning	9.00-12.00	Course slot 1	Course slot 2	Course slot 3	Course slot 4	Course	The morning sessions can start earlier in some courses
	LUNCH	Advanced courses planned so that you can take any course combination without major overlaps → This document available in: http://bit.ly/WATportfolio					
Afternoon	13.00-16.00	Course slot 3	Course slot 4	Course slot 5	Course slot 1	Course slot 2	The afternoon sessions can finish later in some courses

WAT 1st + 2nd YEAR



WAT 1st + 2nd YEAR



ELECTIVE STUDIES

- Elective studies provide together with your Master's Thesis your own specialization: think carefully what to take!



- Do you want to broaden or deepen your expertise? More skills or knowledge?
- Elective studies do not have to form a minor = you can take freely any mix of courses totaling 30 ECTS
 - The main prerequisite is that the courses are meaningful for your personal study path and career plan, and thus complement your other courses
- The elective courses should be at Master's level, too
 - Exceptions: courses clearly from another field may also be at Bachelor level
 - Contact Programme Director, if you plan to take Bachelor level courses!

ELECTIVE STUDIES

If you want some tips, our WAT pages have examples of possible programmes that you can take your elective courses from

Examples for elective studies from Aalto (WAT programme)

There are many types of courses that suite well our field also here in Aalto. For examples, it is worth checking the courses from following AaltoENG's Master's Programmes:

- Building Technology
- Geoengineering
- Geoinformatics
- Real Estate Economics (incl. law)
- Spatial Planning and Transportation Engineering

Similarly relevant to our field are more methodologically-orientated courses available at Aalto's Systems Analysis Laboratory (<http://sal.aalto.fi/en/teaching>), sustainability-focused Creative Sustainability courses (<http://acs.aalto.fi>) as well as entrepreneurship-focused Aalto Ventures Program courses (<https://avp.aalto.fi/avp-courses/>).

Several programmes at Aalto and ENG provide very relevant courses

→ Both thematically and methodologically: our choice what to emphasise

MASTER'S THESIS

- Premise: it is part of your studies, not a working place
 - Provides a possibility for summative learning + creates a specialisation: think carefully its focus (use e.g. your portfolio)!
 - Supervised by our staff members: accepts your plan
- Yet, many WAT students do get some compensation for their Thesis work (salary or other)
 - But requires activity (and also bit of luck) from you!
 - We will announce open positions through email

Welcome to our Master's Thesis Seminars!

<https://mycourses.aalto.fi/course/view.php?id=30301>

WAY FORWARD: portfolio process

- The estimated workload for WAT-E1100 course has been 'just' 12 credits: 3 credits (80 hours) reserved for portfolio process + WAT Synthesis Session
 - Nordic5Tech students also participate in these

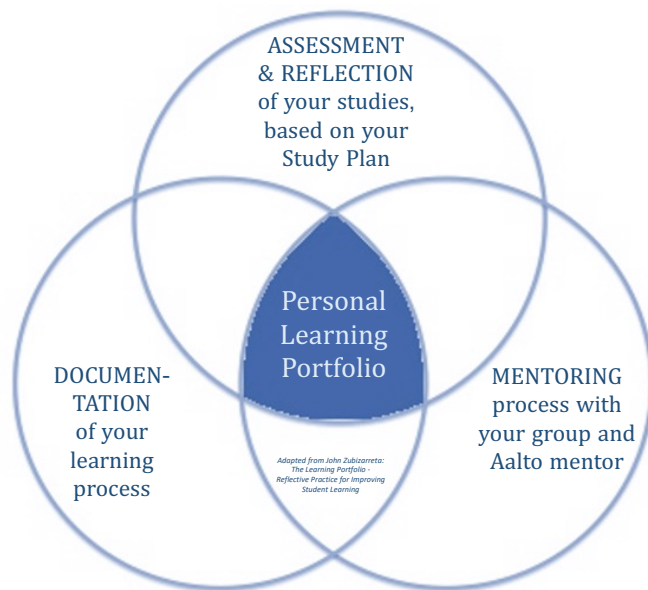
Your Personal Learning Points from this course form the first step towards basis for your portfolio, too!

Exchange students and other non-WAT degree students can do either portfolio or a **compensatory task**

→ Discuss this with Marko

YOUR PERSONAL PORTFOLIO PROCESS?

More information on portfolio process in our portfolio page at MyCourses: <http://bit.ly/WATportfolio>



The screenshot shows the "WAT Personal Learning Portfolio" page in the MyCourses system. The page title is "WAT Personal Learning Portfolio". The left sidebar contains a navigation menu with items: Grades, Sections, WAT Personal Learning Portfolio, Submission of your portfolio, Master's Thesis Process, Well-being, Dashboard, Site home, Calendar, Learner Metrics, and Teacher Metrics. The main content area features a heading "WAT Personal Learning Portfolio" and a paragraph: "These pages provide you information about Personal Learning Portfolio (PLP) that all WAT degree students will do as part of their studies. For general information related to your studies, please have a look at the Into pages of our WAT Master's Programme." Below this, it states "The aim of the portfolio process is:" followed by two bullet points: "To assess and reflect your summative learning, based on your Personal Study Plan (PSP) -> This also helps you to plan your future studies" and "To learn to document your skills and knowledge". A smaller version of the Venn diagram is shown on the right side of the page. At the bottom, it explains that the portfolio process runs throughout the entire Master's Programme and requires 2 credits of WAT-E1100 course, with 54 hours of work. It also notes that the work is done individually but discussed with Mentor Groups.

PORTFOLIO: main parts

Portfolio process consists of following compulsory parts:

- Creating your own **Personal Learning Portfolio** & submissions to MyCourses
→ *Two deadlines: 31.3.2024 and final version when graduating*
- Meetings with your **own mentor group** for peer support
→ *At least one meeting next spring, before submitting your first version*
→ *Include a short report from your meeting into your portfolio*
- Meetings with your **Aalto Mentor**
- Completing **WAT feedback survey** at the end of first year
- Attending **WAT Synthesis Session** at the end of first year
- Attending the **Master's Thesis process**

Make also use of
the activities and
courses by Aalto
Career Design Lab!
<https://www.aalto.fi/en/aalto-university/career-design-lab>

PORTFOLIO: milestones

Portfolio is a process, so start working on it immediately and update during your studies: the format is free.

1. Submit your portfolio to MyCourses twice
 - 31.3.2024 + final version before your graduation
2. Self-organised session with your Mentor Group before the 1st portfolio submission (Feb-March 2023)
 - Include short report of the session into your portfolio
3. Discuss your portfolio with your WAT-mentor during your spring meeting 2024 + in the 2nd year meeting(s)

WAT FEEDBACK & SYNTHESIS SESSION

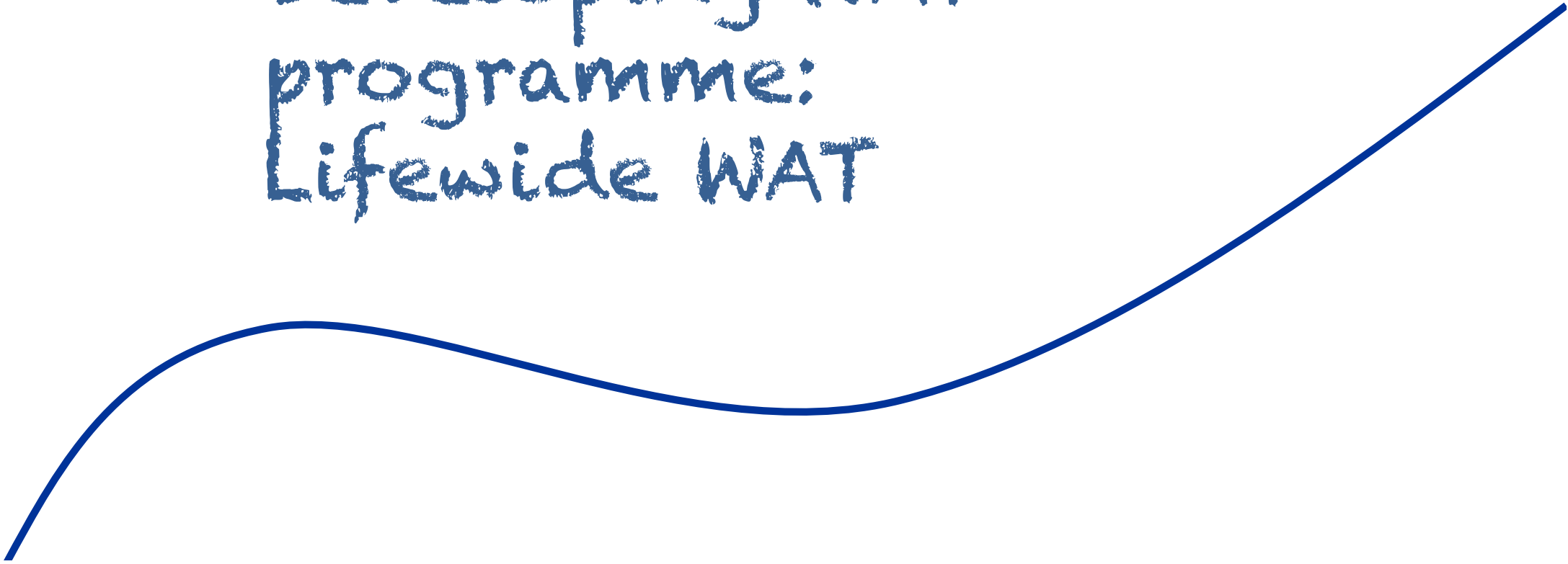
We also collect general feedback on your first year of WAT studies (i.e. major studies) during spring 2024 through a Webropol survey: survey is sent to you in April-May 2024

- The survey helps you to reflect and synthesise your learning, and provides us feedback on how the WAT programme works as a whole
- This way also complements the portfolio process

We will discuss the survey results and your first year together at the end of first year: last Thursday of Period V i.e. **Thu 6.6.2024 at 14.00**

- Mark it already now to your calendar!

Developing WAT
programme:
Lifewide WAT



BACKGROUND: DEVELOPING THE WAT PROGRAM

Development project 2016-2020:
working life relevance of WAT

- *WAT Feedback Surveys*
- *WAT Teacher Surveys*
- *WAT Alumni Survey in 2017*
- *WAT Employee Survey in 2019*
- *WAT Expo event in 2020*

→ Anu Vehmaa's Master's Thesis:

<https://aaltodoc.aalto.fi/handle/123456789/31604>

→ Scientific publications:

<https://www.mdpi.com/2071-1050/10/8/2605>

<http://bit.ly/KarvinenVehmaaKeskinen>



THE AIMS OF THE NEW LWL- PROJECT 2022-2025

Learnings from the WAT development project:

Focus on promoting life wide learning,

working life connections and sustainability through:

- Supporting students' professional identity development, career path planning and entrepreneurial mindset, create opportunities for closer working life connections

Means:

- a) New project course WAT-E2200: connections to working life actors
 - b) Alumni activities: career stories, encounterings with students, network
 - c) Intensified knowledge sharing between education and working life
 - d) Stakeholder events
- + connected research, communication and publications

Publications from WAT development project 2016-2020

- Vehmaa, A. (2018). Working life of water and environmental engineers: a case study of career paths, core competencies and the role of sustainable development. Vesi- ja ympäristötekniikan diplomi-insinöörien työelämä: tapaustutkimus urapoluista, keskeisimmistä työelämäkyyvistä ja kestävä kehityksen roolista. Diplomityö, Aalto-yliopiston Insinöörityö, Aalto-yliopiston Insinöörityö, Aalto-yliopiston Insinöörityö, Aalto-yliopiston Insinöörityö korkeakoulu. <https://aaltodoc.aalto.fi/handle/123456789/31604>
- Vehmaa, A., Karvinen, M. & Keskinen, M. (2018). Building a more sustainable society? A case study on the role of sustainable development in the education and early career of water and environmental engineers. Sustainability 10(8). DOI:10.3390/su10082605 <https://www.mdpi.com/2071-1050/10/8/2605>
- Karvinen, M., Vehmaa, A. & Keskinen, M. (2019). Muuttuvien työelämätaitojen sisällyttäminen tekniikan alan koulutukseen : tapaustutkimus Aalto-yliopiston vesi- ja ympäristötekniikan maisteriohjelmasta. Yliopistopedagogiikka 26(1). ISSN: 2242-8070. <https://lehti.yliopistopedagogiikka.fi/yliopistopedagogiikka-1-2019>
- Karvinen, M., Renko, J., Kaikko, A. & Keskinen, M. (2020). Vesialan tulevaisuuden huipputekijä syntyy koulutuksen ja työelämän yhteisellä. Vesitalous 6/2020. https://www.vesitalous.fi/wp-content/uploads/2020/11/Vesitalous_0620_lowres.pdf
- Renko, J., Kaikko, A., Karvinen, M., & Keskinen, M. (2020). Aalto-yliopiston Vesi- ja ympäristötekniikan maisteriohjelman sidosryhmäselvitys 2019-2020. Yhteenvetoraportti: Alan tulevaisuus, osaamistarpeet ja vastavalmistuneiden rooli. Aalto-yliopiston verkkojulkaisu. ISBN 978-952-60-3785-1. <http://urn.fi/URN:ISBN:978-952-60-3785-1>
- Karvinen, M., Renko, J., Kaikko, A. & Keskinen, M. (2020). Kestävä kehityksen osaaminen tärkeää vesialan insinööreille. Abstrakti ja esitys, Kasvatustieteen päivät 15.12.2020. https://www.helsinki.fi/sites/default/files/atoms/files/kasvatustieteen_paivat_2020_-_abstraktikirja_2.pdf

See also the summary presentations (in English) of the alumnisurvey and stakeholder survey in MyCourses:

REMEMBER YOUR WELL-BEING!

WAT Course is an intensive start, and studying should not be as intensive all the time (as would become too burdening)

→ WAT Advanced Courses structured differently, with more time to focus on fewer themes and/or methods

Do take care of your (and colleagues') well-being: don't 'overdo' it!

→ Portfolio page includes a sub-page on well-being (incl. links for time management): check it out!

→ Make use of our excellent study psychologists, too!

REMEMBER YOUR WELL-BEING!

Aalto's study skills page has several handy tips related to studies
(link below + in portfolio page)

Prioritisation
e.g. by setting goals:
A, B & C goals

→ Then break
the goals into
components

Be aware of
procrastination

→ Try e.g.
Pomodoro technique
→ Discuss with and
learn from your peers

Plan and manage
your study time – and
make sure also to have
enough free time!

→ Weekly plans
→ Be well!

<https://www.aalto.fi/en/study-at-aalto/study-skills>

REMEMBER YOUR WELL-BEING!

Aalto's study skills page has several handy tips related to studies
(link below + in portfolio page)

Study techniques and time management

Self-management and time management

Deep approach to learning

Setting goals

Organized studying

Time management

Surface approach to learning

Implementing projects

Studying mathematics

Writing your thesis

Significance of memory in studying

Appeal of studies

Alignment of studies

Feedback

Learning in a group

Social relationships

Optimistic achievement strategy

Pessimistic achievement strategy

Self-handicapping achievement strategy

Self-efficacy

Self-esteem

Self-compassion

Perfectionism

Regulation of emotions

Anxiety and performance anxiety

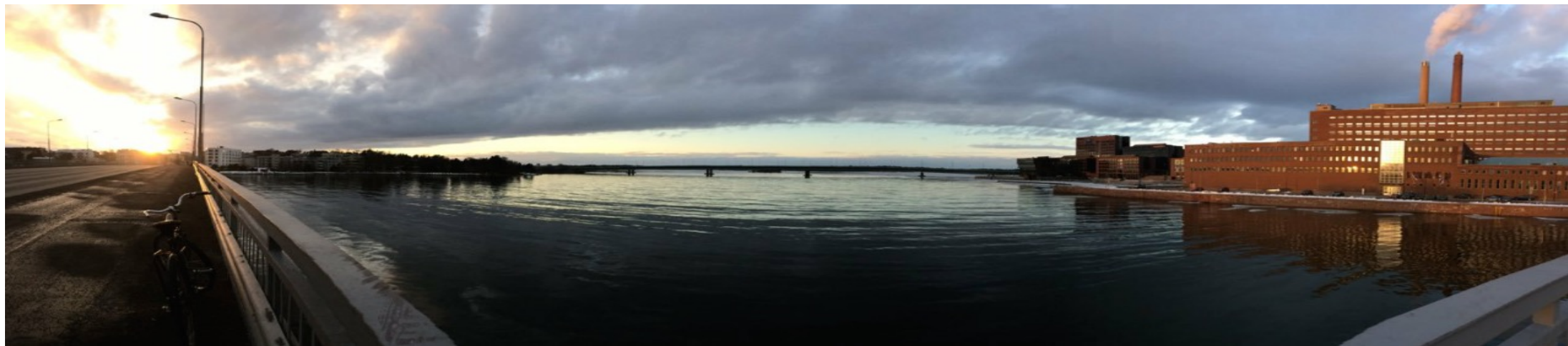
Stress

<https://www.aalto.fi/en/study-at-aalto/study-skills>

Comments?

Final task:
describe your
feeling right
now with
ONE word





*That's all folks
- thanks!*

