

Learning and Teaching in Higher Education (5 ECTS)

Session 1 – Introduction

Samu Tikkanen & Linda Mäkinen

13.9.2023



Aalto-yliopisto
Aalto-universitetet
Aalto University



Welcome to the course!

Your course facilitators:



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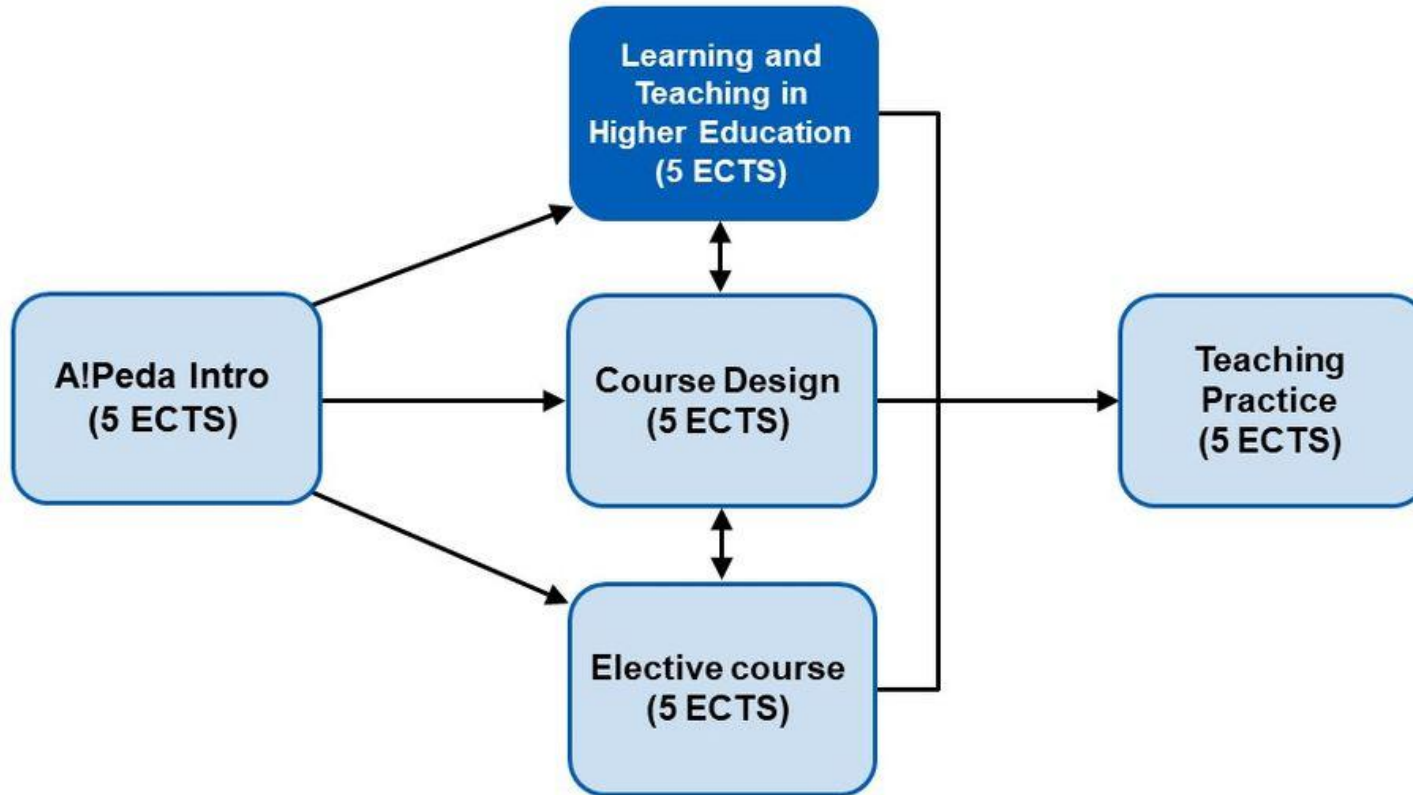
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Aalto University Pedagogical Training (25 ECTS)



Learning outcomes for this course

After the course, you:

- will be able to identify, define and evaluate factors that affect your teaching,
- will be able to recognize different learning theories and have become aware of how they influence teaching,
- have formed own approach to teaching / teaching philosophy and you have knowledge on how to develop your teachership and teaching,
- you recognize factors which affect to the quality of teaching,
- know how to consider students as experts of the future, have reflected on your own expertise and your development as a teacher,
- be able to understand your own teaching in a wider context and envisage the expertise provided, by your own field of teaching and the future prospects of the field.

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Contents

How to support my students' learning?

How to develop my own teachership?



Learning

Learning-centred culture

Quality of learning

Expertise (students)

Learning theories

Approach to learning and teaching

Reflection

Providing & receiving feedback

Quality of teaching

Expertise (teacher)

General principles

Dialogue 

Equality 

Narrative 

Building shared knowledge 

Openness and confidentiality 

Commitment to the common process 

Practicalities 

Verme's principles (Heikkinen&al., 2012)

Schedule today 12.15–15.30

Introduction to the course

Getting to know each other

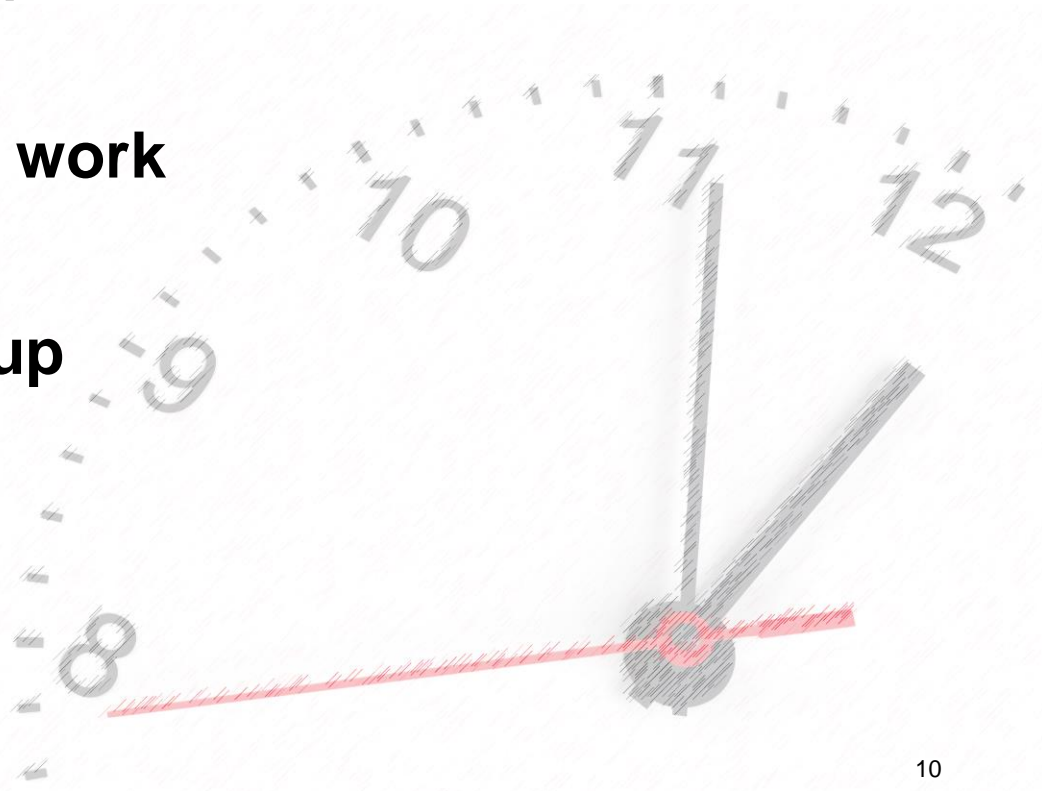
BREAK

What is learning? – Group work

BREAK

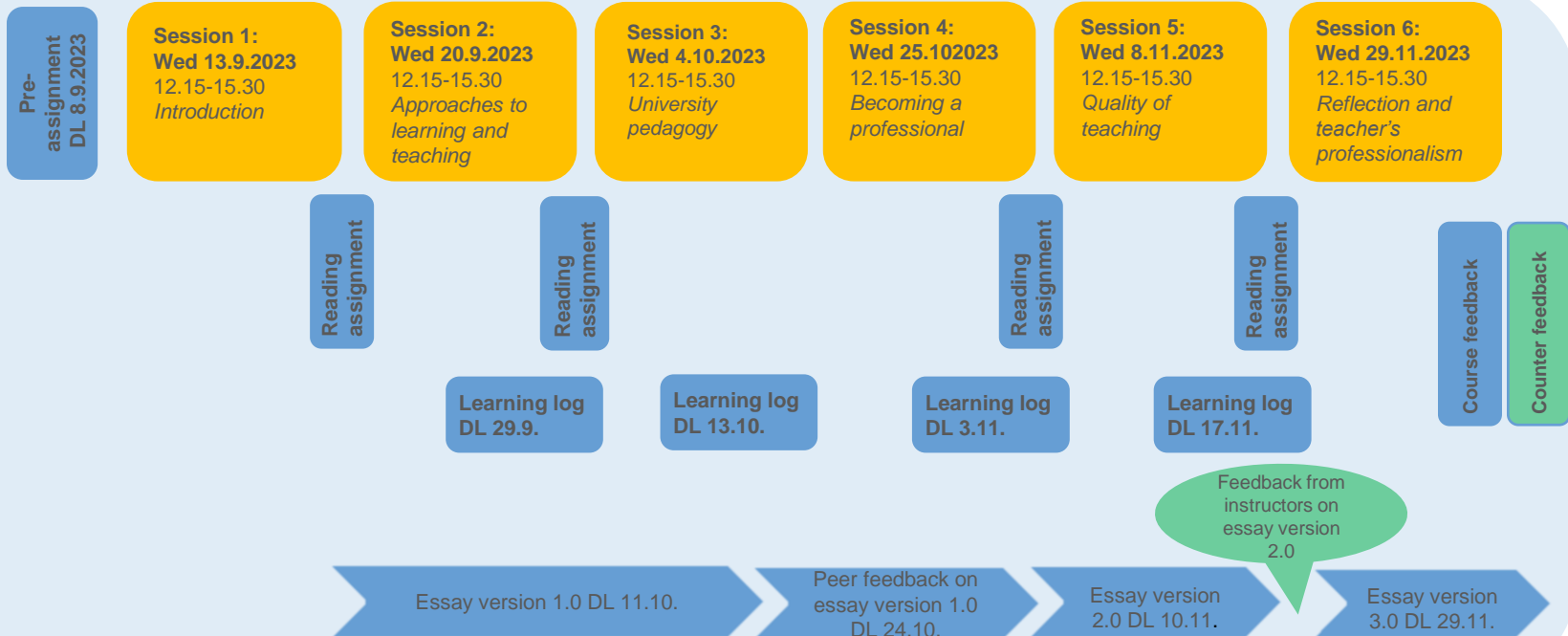
What is learning? – Wrap-up

For the next time



Learning and Teaching in Higher Education (5 ECTS)

Course timeline 13.9.-29.11.2023



Individual reflecting & processing during the course

Course workload allocation

Learning and Teaching in Higher Education (5 ECTS)

1 ECTS = ~27h

5 ECTS = 5 * ~27h = ~135 h

Contact sessions		48h 45min
	Contact sessions	6 * 3h 15min = 19h 30min
	Reflection related to the contact sessions	1,5 x 19h 30min = 29h 15min
Assignments		68h
	Pre-assignment	2 h
	Learning logs	4 * 1 h = 4 h
	Reading tasks	~ 10 pages / h ~ 100 pages = ~10 h
	Essay	36 h
	Peer-feedback on essay	8 h
	Research article, own field	8 h
Other independent work (MyCourses etc.)		~18h
Total		~ 135h

Student workload estimation

Note: The coefficients given are simplified and an estimation should always be made according to teachers understanding of the material, group and other circumstances.

Mark to this column

ECTS credit: 1 cr = 26.7 h

Task	Type	Workload / unit	Workload	Unit	Hours	Credits	NOTE
Reading (Word count in monography ca. 600/page, textbook 750/page)	Engage: Reading while also working problems, drawing inferences, questioning, and evaluating	4-10 pages / hour in native language.		pages read	0,00	0,00	
		In a foreign lang. 60%		pages read	0,00	0,00	
	Understand: Reading to understand the meaning of each sentence	10-20 pages / hour in native language.		pages read	0,00	0,00	
		In a foreign lang. 60%		pages read	0,00	0,00	
		20-50 pages / hour in native language.		pages read	0,00	0,00	
Writing (250 words / page)	Research: Essays that require ability to analyse and evaluate the target by own research.	4 h / page		pages written	0,00	0,00	
		2 h / page		pages written	0,00	0,00	
	Reflection/Narrative: Essays that require very little planning or critical engagement with content	1 h / page		pages written	0,00	0,00	
Exam preparation	Recap of content and taking notes	4-5 h / 1 credit in exam		credits from exam	0,00	0,00	
Contact teaching + time reserved for individual work Individual work hours are calculated for every hour of teaching	Lectures, seminars	One additional hour of individual study per lecture hour		hours of contact teaching	0,00	0,00	

Cards: expectations & introductions

1. Pick-up a card that describes your expectations of the course.
2. Introduce yourself & show your card to the group and tell how it represents your expectations and why you chose it.





Break

Picture: Stock Images

Your turn:

What is learning?

Snowball method: What is learning?

Step 1: (~20 min)

- Summon up your pre-assignment. Tell your pair about your own approach to learning and teaching. What is **learning**?
- Discuss with your pair and consider together your conception of **learning**.
- Create a common mind map on **learning**.

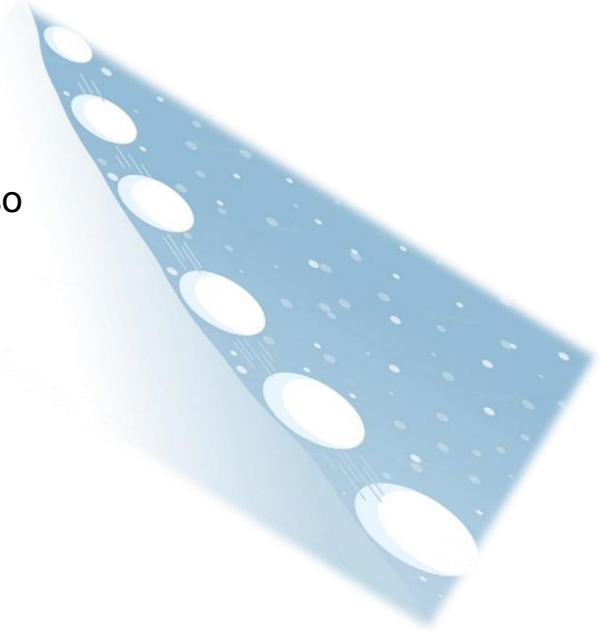
Step 2: (~20 min)

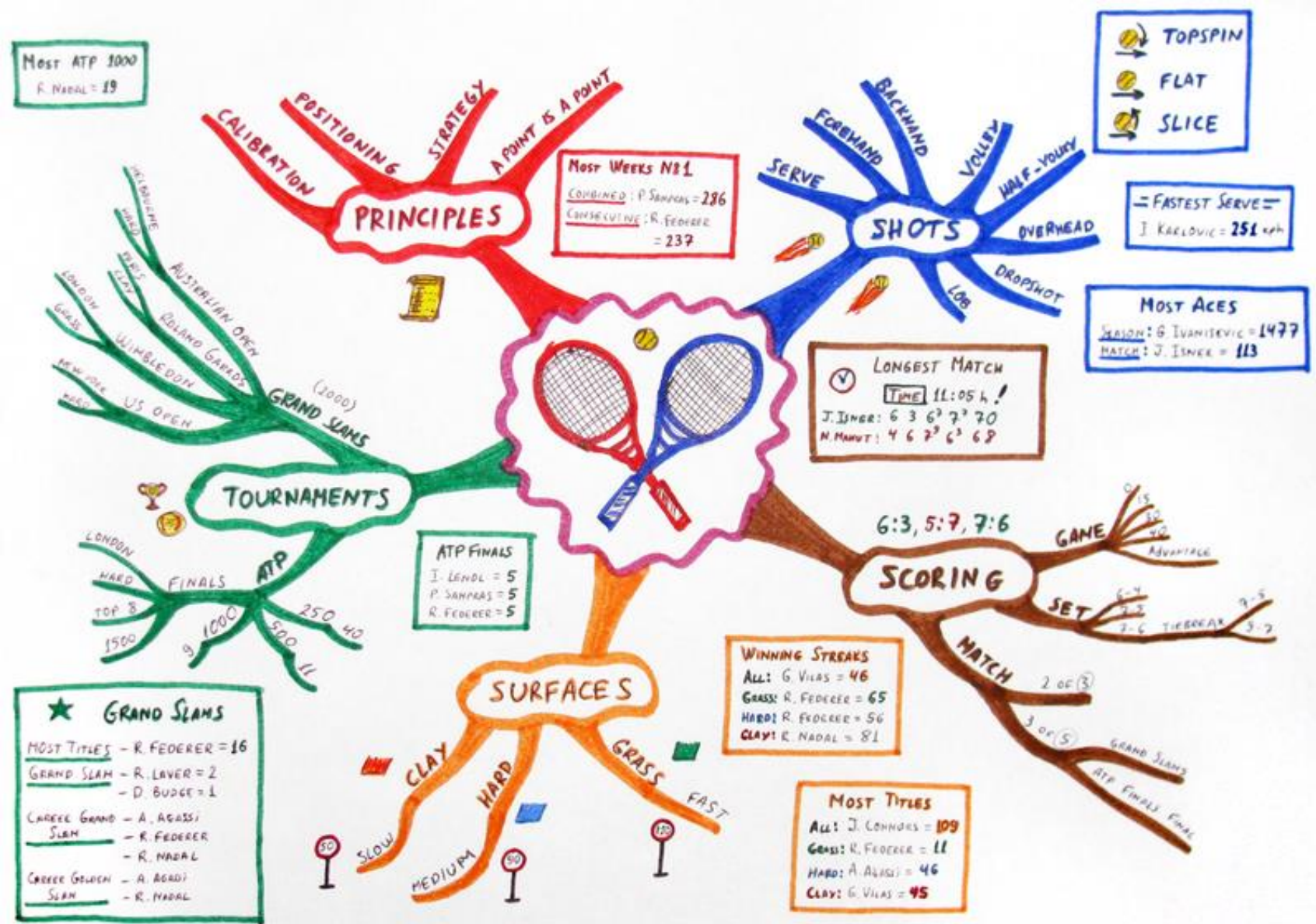
- Two pairs (2+2) combine their mind maps into a common one. You can also add new things to this new map. Focus on *what is learning?*

Step 3: (~20 min)

- Two groups (4+4) combine or create one map based on the previous maps. Focus on *what is learning?*
- Prepare to present your common mind map to others.

Step 4: Going through the maps together (~30 min)





Break

Picture: Stock Images

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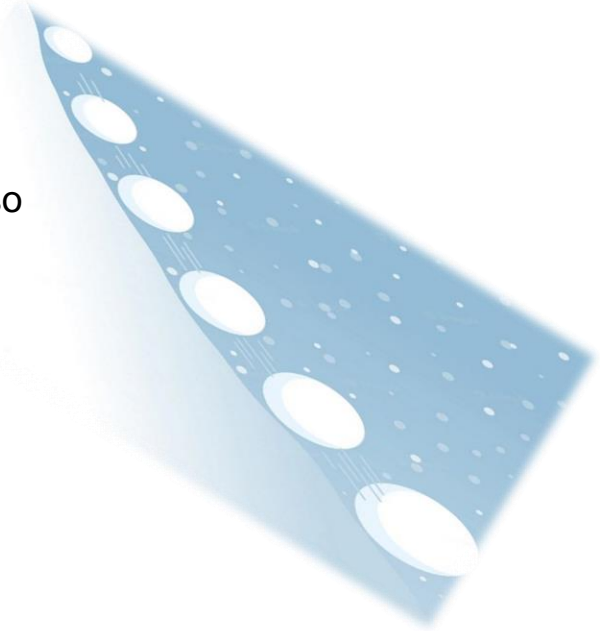
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Feedback from pre-assignment (1)

Learning is...

- an everyday process, and it is one of the most fundamental activities of humans, whether it is performed in awareness or intuitively, or happens formally or informally
- Learning has different levels
- Students are active members of the learning community and new members of the discipline
- Learning is a continuous and active process both for the student and the teacher
- “Teaching & learning is a synergistic interplay of motivation and interaction.”
- Learning is a growth process for the students facilitated by the teacher
- Learning is content-specific phenomenon, the need of versatile learning methods and different learning activities
- Aalto students are game changers, learning activities based on that objective
- “Learning is something that I want to learn to understand more.”

Feedback from pre-assignment (2)

Teaching is... Teacher is... My approach to learning and teaching is...

- Imparting knowledge and experience to the students
- Becoming a teacher was a coincidence or rising-up from positive learning experiences
- Aiming at deep learning, understanding and development of expertise by activating students and their prior knowledge
- Teacher is a facilitator of student's learning process, teacher is an enabler, connection-maker
- "When I teach, I learn myself"
- Strong will to develop pedagogical thinking and practices and willingness to see how students develop as experts of their field
- Teaching students how to learn and lead their learning skills
- "Teaching is also terrifying. I'm hoping that pedagogical courses would give me encourage and self-confidence."
- Teaching as "an opportunity to influence the future of my field of research".
- Supporting students' critical thinking and creativity.

Assignment for the next session 20.9.2023



Reading task I: Chapter 1, Understanding learning (written by Martyn Stewart), pp. 3–22.

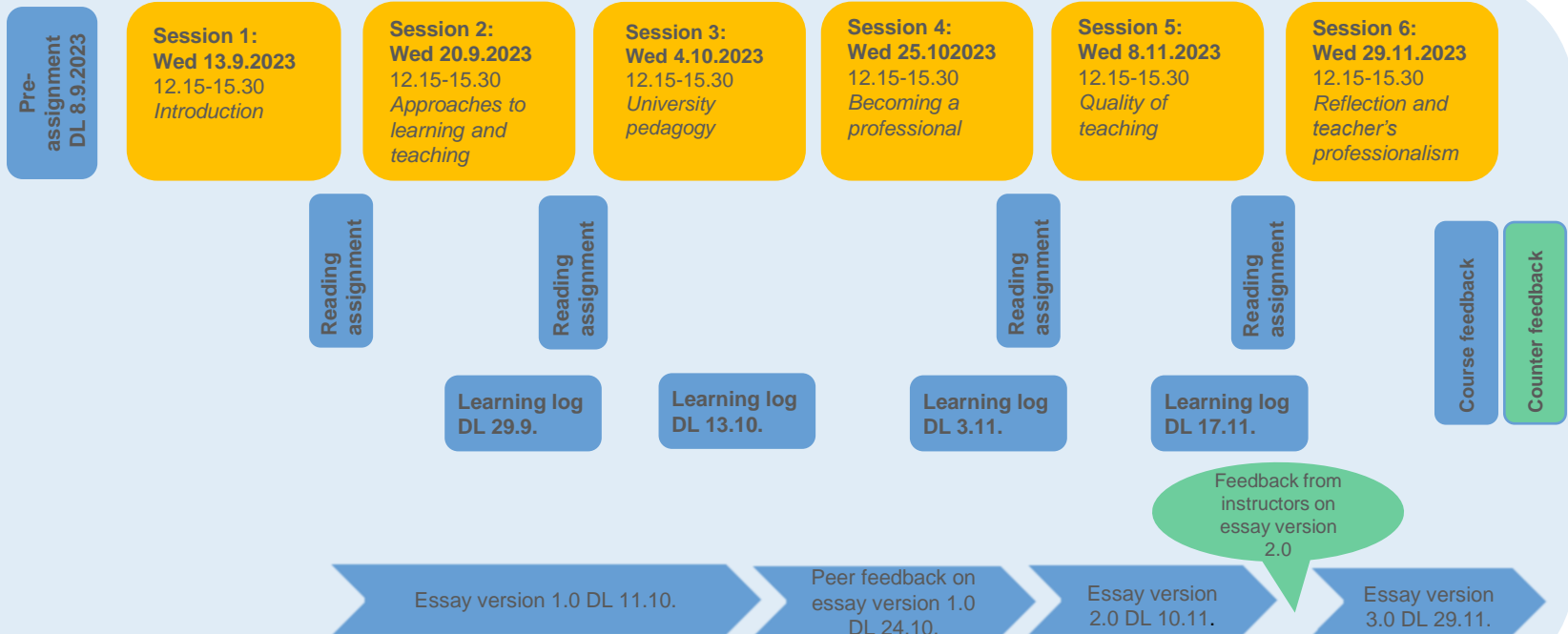
The article is from the book Hunne, Lynt & Chalmers, Denise (edit.) 2021. *University Teaching in Focus. A learning-centred approach*. 2. edition. London: Routledge. Available from Aalto Primo as an online edition (log in to get the access to the book):

https://primo.aalto.fi/permalink/358AALTO_INST/ha1cg5/alma999510057406526

The older edition from 2013 is also available in the Aalto library as a printed version (4 pieces).

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Course timeline 13.9.-29.11.2023



Individual reflecting & processing during the course

Thank you!

