

Learning and Teaching in Higher Education (5 ECTS)

DAY 3 – UNIVERSITY PEDAGOGY

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4.10.2023

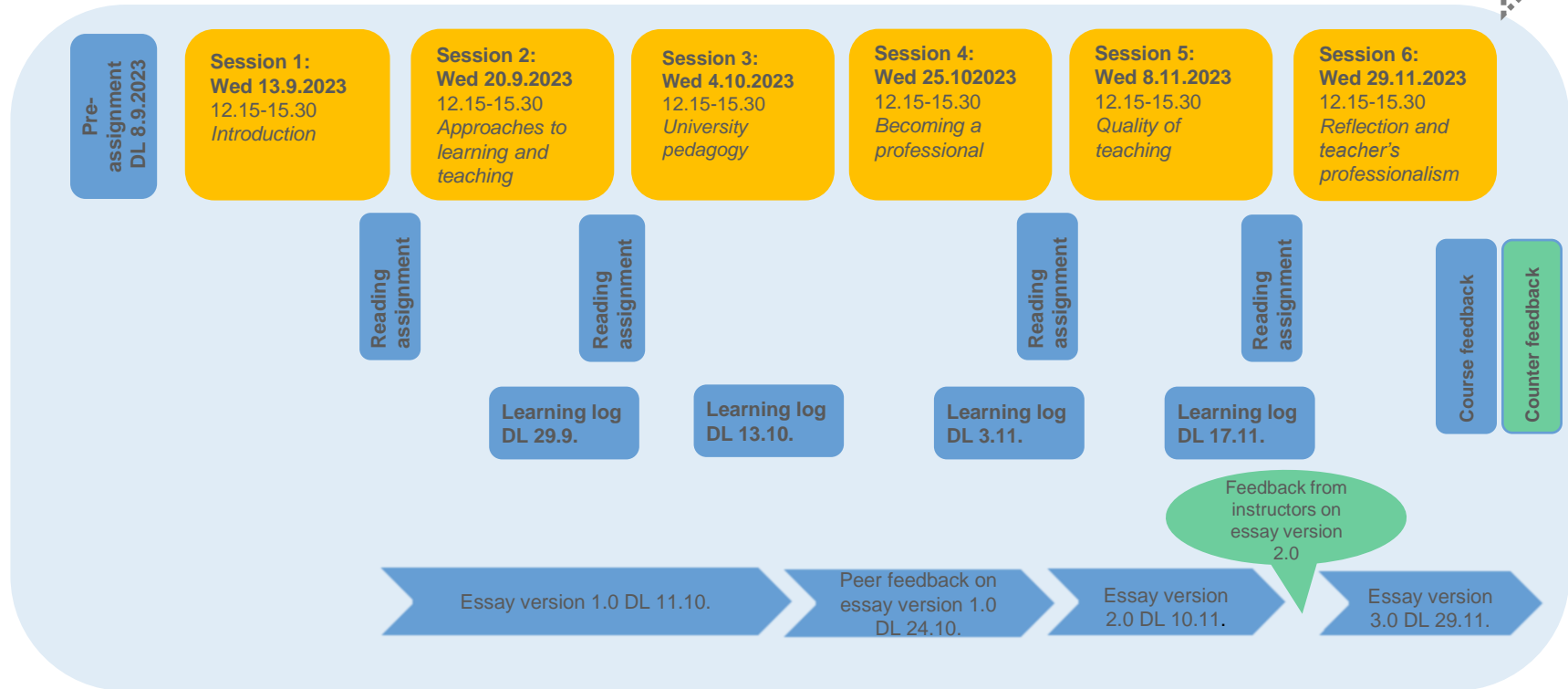


Aalto-yliopisto
Aalto-universitetet
Aalto University



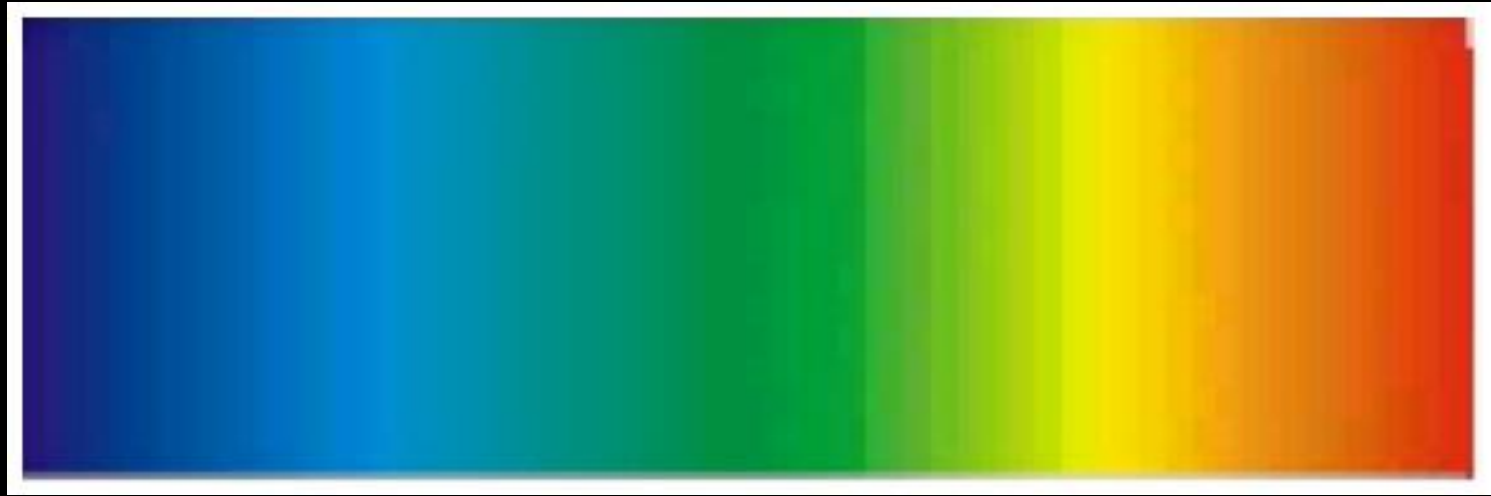
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Course timeline 13.9.-29.11.2023



Individual reflecting & processing during the course

How do feel at the moment?



Feedback of the learning logs

*“The aim of the learning log is to focus and follow your learning and become **aware of your thought processes**. Learning log is **a reflective writing** concerning the topics presented in the previous contact session. It is a unique record of your thinking and learning during the course.”*

Peer discussions and group work methods

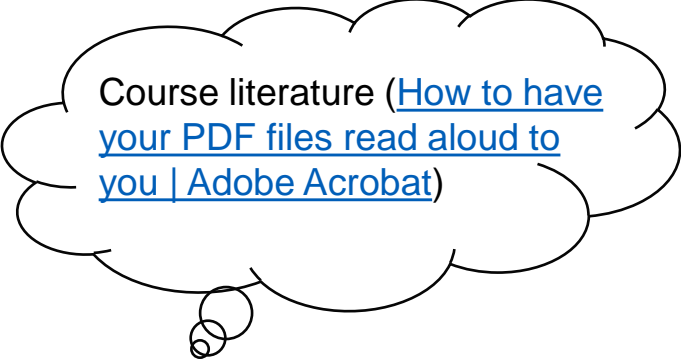
Snowball method and gallery walk → experience as a student → application to own teaching.

The discussions with other participants were inspiring and insightful.

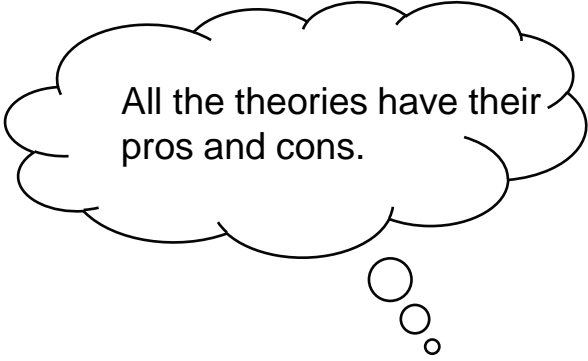
“I even rather strongly disagreed, but conversations brought up equally interesting differences between different disciplines as well as personalities, from which I could learn a lot from.”

Feedback of the learning logs

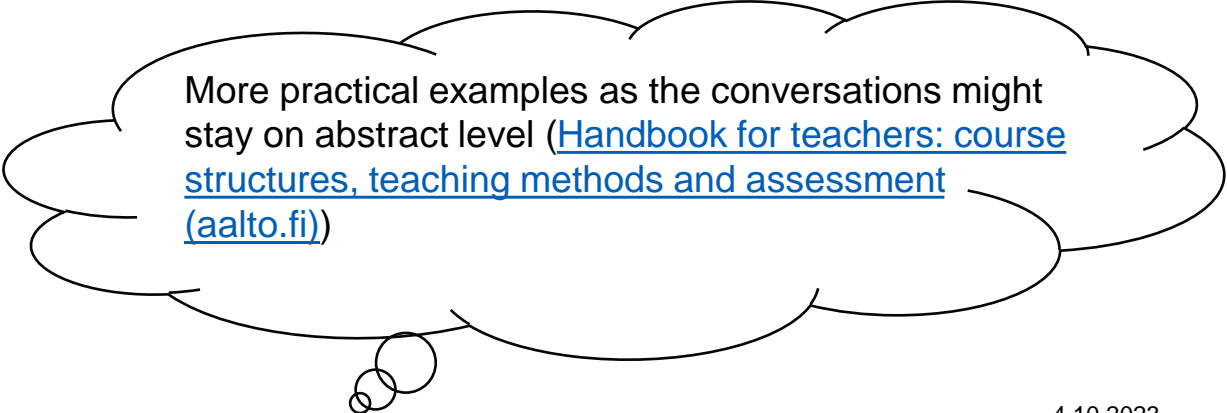
Good combination of theory and practice



Course literature ([How to have your PDF files read aloud to you | Adobe Acrobat](#))



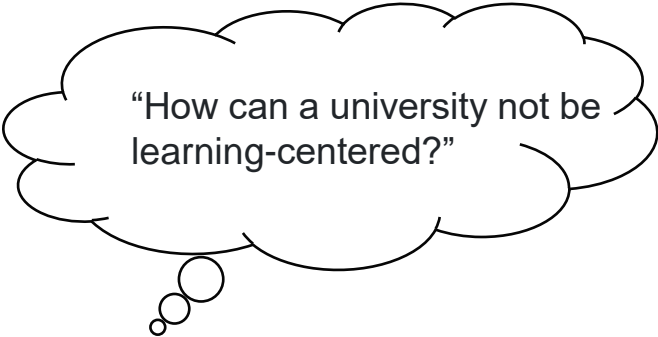
All the theories have their pros and cons.



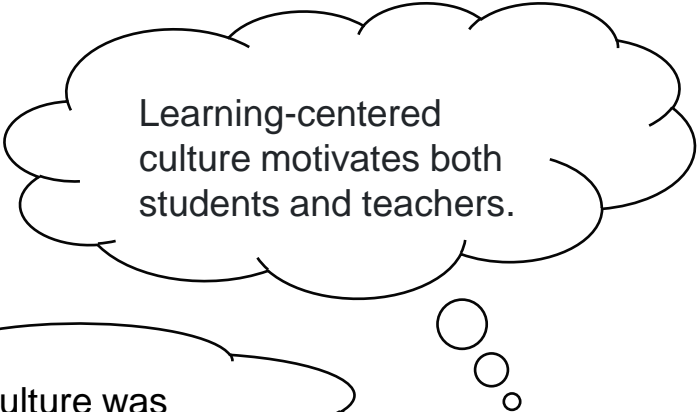
More practical examples as the conversations might stay on abstract level ([Handbook for teachers: course structures, teaching methods and assessment \(aalto.fi\)](#))

Feedback of the learning logs

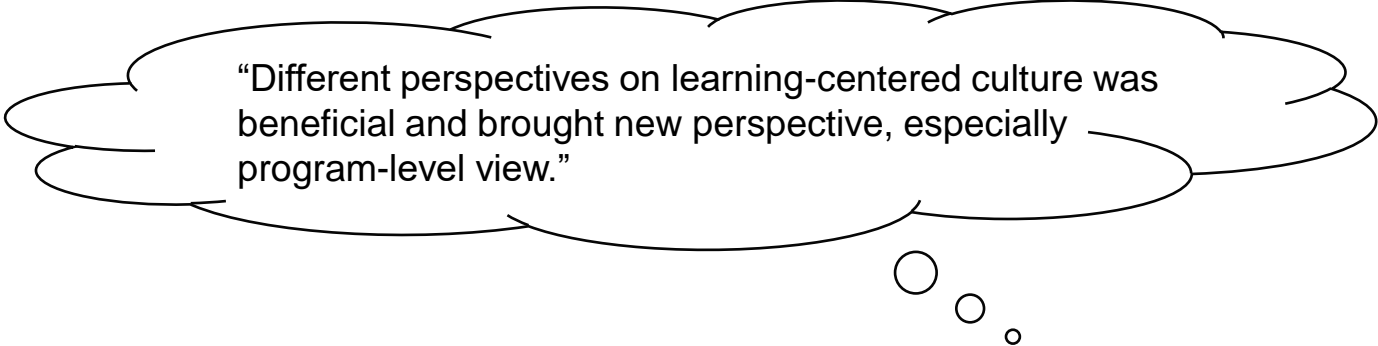
Learning-centred culture



“How can a university not be learning-centered?”



Learning-centered culture motivates both students and teachers.



“Different perspectives on learning-centered culture was beneficial and brought new perspective, especially program-level view.”

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.

Schedule for today 12.15–15.30

University pedagogy

Research of your field

BREAK

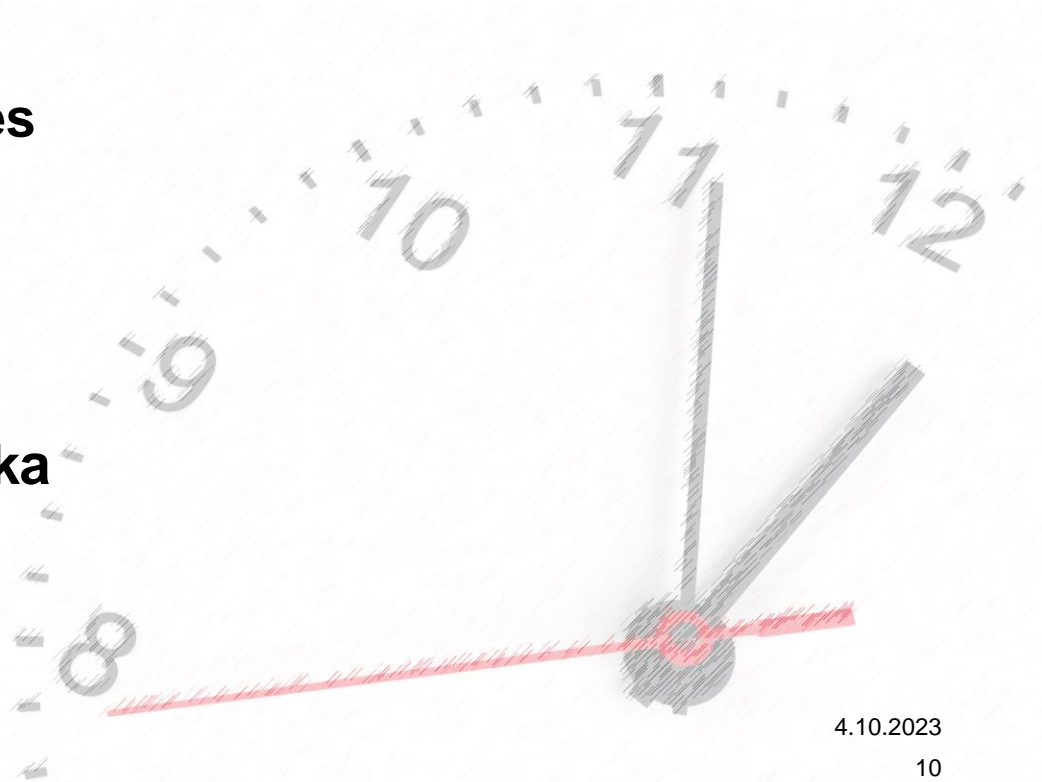
Research of your field continues

For the next time

BREAK

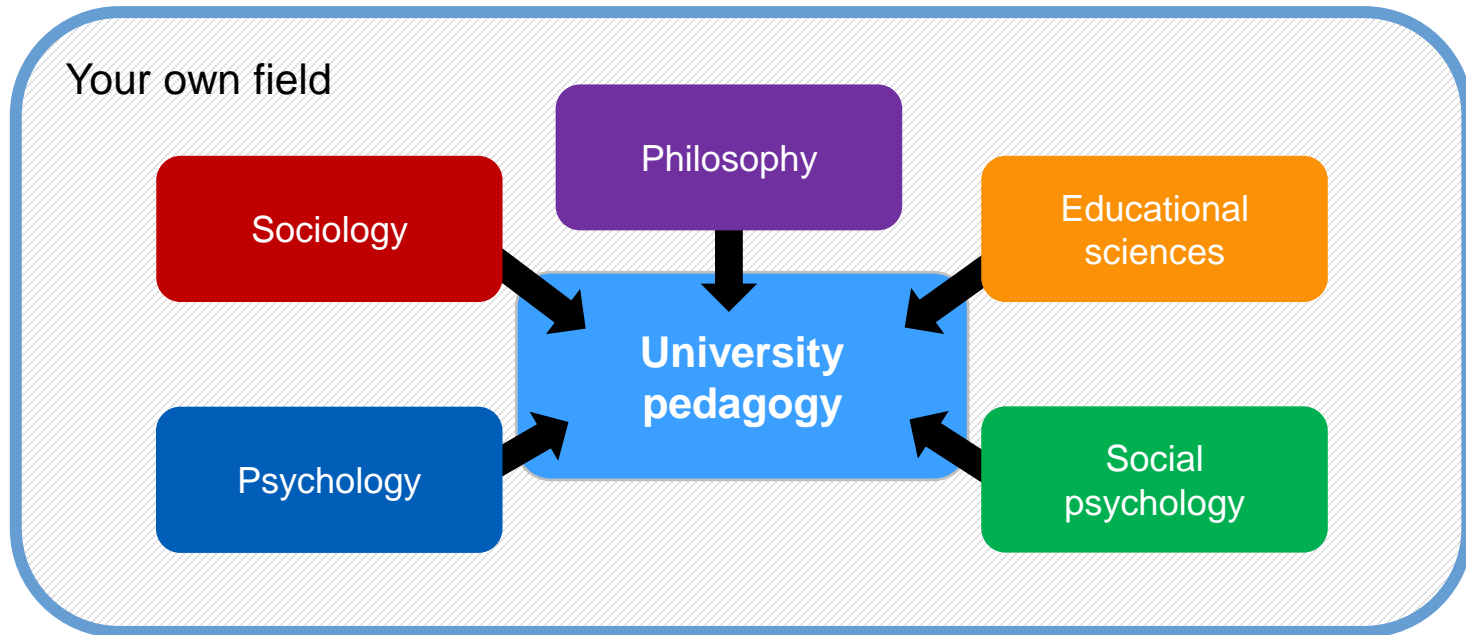
Aalto course feedback:

Mari Nuottajärvi & Timo Ovaska



What is university pedagogy?

University pedagogy is a *multidisciplinary field* of research, where learning, studying, teaching, guiding, assessing and educational leadership is in the center of study.



University campuses and pedagogical research in Finland



Faculty of Education:

- Tampere University
- University of Eastern Finland (Joensuu)
- University of Helsinki
- University of Jyväskylä
- University of Lapland (Rovaniemi)
- University of Oulu
- University of Turku
- Åbo Akademi (Turku)

The mission of the universities

“1. The mission of the universities is to promote independent academic research as well as academic and artistic education, to provide research-based higher education and to educate students to serve their country and humanity at large. In carrying out their mission, the universities shall promote lifelong learning, interact with the surrounding society and promote the social impact of university research findings and artistic activities.

2. The universities shall arrange their activities so as to ensure a high international standard in research, artistic activities, education and tuition in conformity with research integrity.”

(Universities Act 2009/558,2§ / section 2.)

Both are needed:



Learning materials, research knowledge, scientific thinking, expertise in your field of discipline, development of expertise

+



A versatile support for learning

Understanding your own learning activities

Educational research of your own field

1. Summarize the educational research paper you read as a homework

- Goals / research questions of the paper
- Motivation for the work: What is the problem addressed?
- What kind of data is collected and how is it analyzed if there is an empirical part in the work?
- Are there any learning theories / models in the background?
- What are the key findings and conclusions?
- How can the results be applied in teaching practice?
- Would you recommend the paper to others to read? Why?

2. Possibility for the others to ask questions about the educational research.

How? 3-4 persons in a group
~12 mins / paper

Groups

Valeriya
Harri
Emma
Jari

Riikka
Elif
Christine

Kathrin
Hedon
Heidi
Farid

Kai
Susanna
Julia

Eduardo
Sesilja
Inge
Girish

Janne
Mari
Jose

BREAK



4.10.2023

Photo by [Kaizen Nguyễn](#) on [Unsplash](#)¹⁹

Discipline-based teaching

Discussion in the same groups (10 mins):



To what degree would you say your discipline has a “signature pedagogy”?
e.g., How do the students learn / are taught in your discipline?



How does assessment practice in your discipline reflect on the possible signature pedagogy?

e.g., Are there common or widely used assessment practices in your discipline?

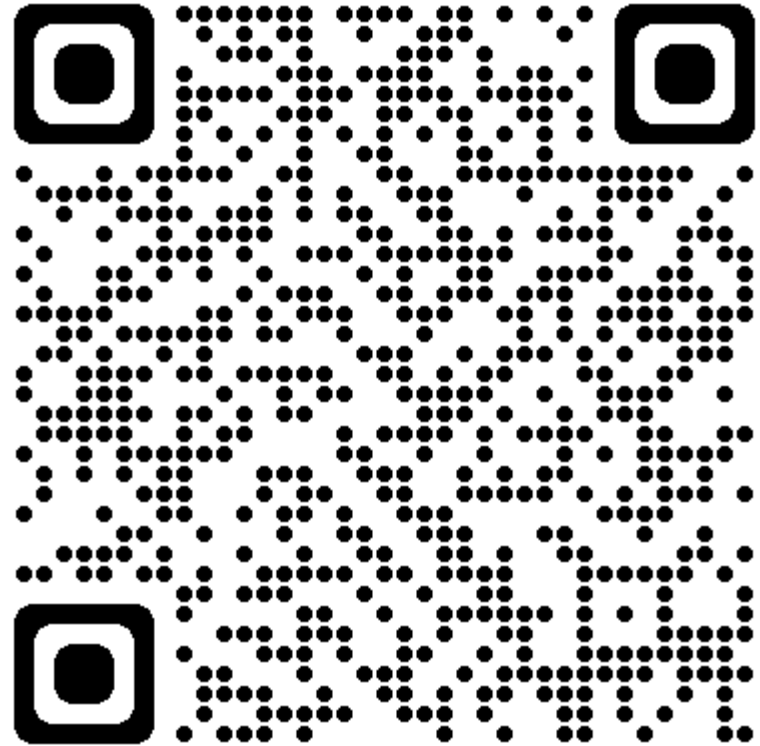


Are there threshold concepts in the subject you teach? If yes, how do you teach them?

e.g., What are the obstacles (bottlenecks) which many students encounter in the subject you teach?

Presemo

1. To what degree would you say your discipline has a “signature pedagogy”?
2. To what degree do you teach interdisciplinary student groups?



Why doing educational research in your subject field is worth while?

You don't have to rely on gut feeling on what works and what doesn't work in teaching.

You may get information, e.g., on:

- Who your students are: how do they think, what kinds of conceptions (or misconceptions) they have?
- How do the students study?
- What effect specific *teaching method/assignment type* ... had on students' *learning/ persistence/ drop out rate/ motivation/ interest* on the topic?
- Why this teaching method works?
 - Better understanding of learning process.
 - You are better equipped to guide the learning process.

Assignments for the next session 25.10.2023, instructions on MyCourses



Learning log 2, DL 13.10.



Return your essay version 1.0 to MyCourses,
DL 11.10.



Give written feedback of your peer's essay, DL 24.10.
Prepare also for giving oral feedback next time!



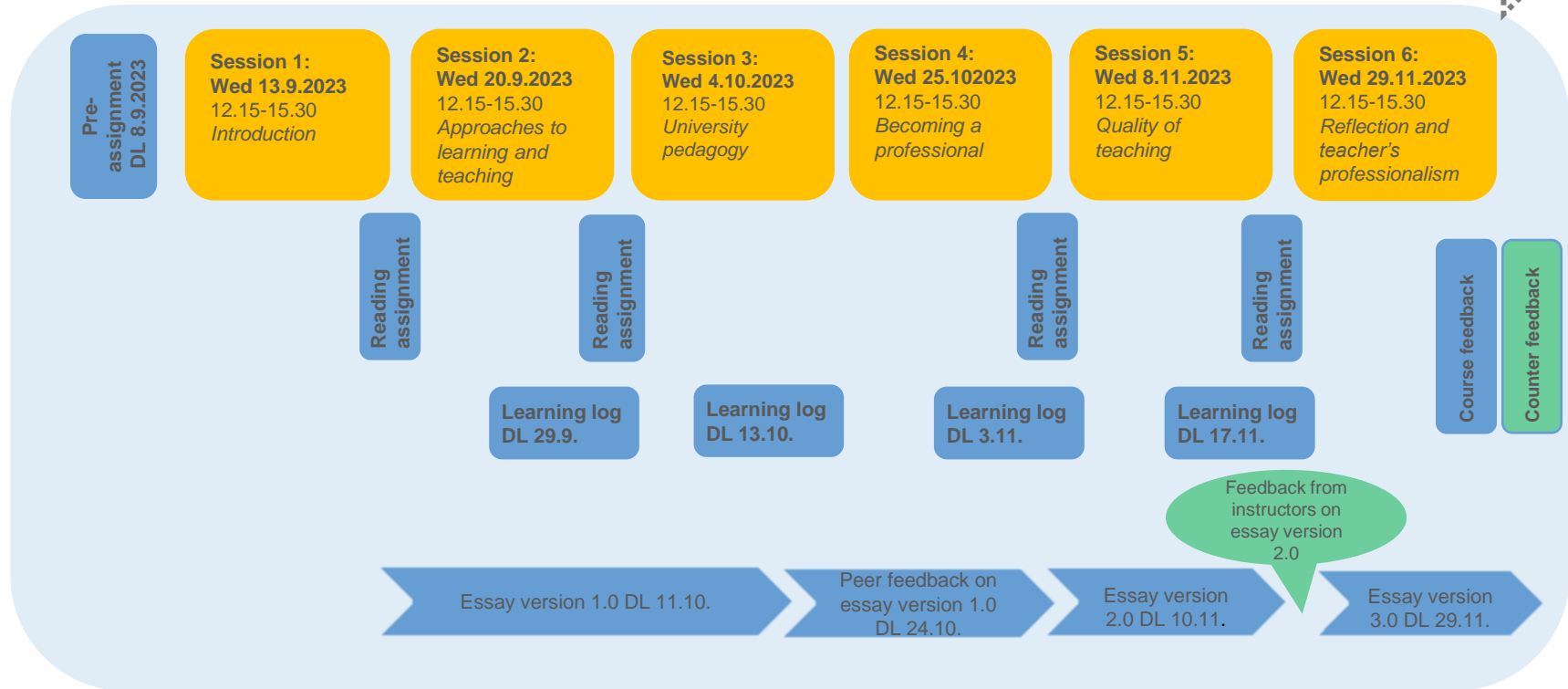
Peer feedback on essay, DL 24.10.

- The goal is to get support and feedback from a peer for writing the essay and to practice giving constructive feedback.
- Feedback is given from one essay in one peer group in two different stages: first written on MyCourses in the discussion area of your peer group, and then orally during next session.
- Return your essay version 1.0 to MyCourses discussion area as attachment before **11.10.** so your peer has enough time for reading it and give feedback to you before **24.10.** Your essay will be visible for your group members and the teachers. Remember to give feedback to your peer of their essay as well. Feedback chain: $A \rightarrow B \rightarrow C \rightarrow D \rightarrow A$
- Feedback should help your peer to continue their essay. You can focus on your peer's questions or e.g. give new viewpoints or literature tips.

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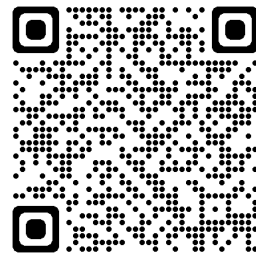


Individual reflecting & processing during the course

Aalto course feedback

Mari Nuottajärvi
Timo Ovaska

Feedback on the course so far



I like...



I wish...

Thank you!

