A! PEDA INTRO (5 cr)

Session 4:

- *Approaches to learning*

- *Motivation*

- *Student well-being*

Register your attendance:
Our MyCourses workspace
→ The last activity on the first page, "Attendance"

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A! PEDA INTRO 57, autumn 2023

I as a university teacher	Teaching and learning at the university	Interaction in teaching & Constructive feedback	Curriculum work & Planning teaching	Teaching experimentation & We as university teachers
WEEK 36 **Pre-assignments**	WEEK 38 **Independent tasks**	WEEK 40 **Independent tasks**	WEEK 42 **Independent tasks**	WEEK 44 **Independent tasks**
WEEK 37	WEEK 39	WEEK 41	WEEK 43	WEEK 45
Session 1 Mon 11.9. 13:00-16:00 (Väre F101)	**Session 3** Mon 25.9. 13:00-16:00 (Otakaari 3, F239a)	**Session 5** Mon 9.10. 13:00-16:00 (Väre F101)	**Session 7** Mon 23.10. 13:00-16:00 (Otakaari 1, U271 U9)	**Session 9** Mon 6.11. 12:00-16:00 (on campus)
Session 2 Thu 14.9. 9:00-11:00 (in Zoom)	**Session 4** Thu 28.9. 9:00-11:00 (in Zoom)	**Session 6** Thu 12.10. 9:00-11:00 (in Zoom)	**Session 8** Thu 26.10. 9:00-11:00 (in Zoom)	**Session 10** Thu 9.11. 9:00-11:00 (in Zoom)
Learning log 1	Learning log 2	Learning log 3	Learning log 4	

Session 9: Teaching experimentation

Working in peer groups
Week 43: DL for Peer group work **27.10.,** to be shared with other groups.

Time to give feedback until **8.11.**

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Schedule

Gallery walk: Key-takeaways

Deep & surface learning

Motivation

Break

AllWell? and study well-being at Aalto (Sanna Hangelin)

For next session

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Gallery walk: Key-takeaways

Levels of teaching:

- Level 3 is a middle ground between 1 and 2, but not. It is unique. Depends on who and what you teach, who you tech. Engage. Deep learning.

- Effective learning requires willingness to accept shared responsibility

Small group teaching

- In small groups engaging and sharing individual prior knowledge support and lead to deep learning.

- Contingent on context → No size fits all → Balancing act

Large group teaching

- Large groups might require more teacher-focused teaching, therefore facilitating deep learning

- Activate students to participate in teaching

Pair discussion (6 min)

- What could be applied to your own teaching? A concrete conlusion.

- Post in Presemo:
presemo.aalto.fi/autumn23intro/

Deep & surface learning

- The objective and teacher's attitude are the key factors in deep learning

- Surface & deep learning are intertwined

Approaches to learning

Deep approach to learning

Typical motivation	To understand and follow one's own interest
Learning strategies	Knowledge building; finding similarities and differences between theories and concepts; understanding the bigger picture (not forgetting the details)
Difficulties	Knowing one's own limits and what is enough; getting things done "well enough" and proceeding to other tasks; knowing when to give up when stuck with (or finding and answering) questions that are too difficult (might get frustrated or dissatisfied with one's own behaviour)
Support provided	Find relevant extra information; encourage to share interest with other students; set the "well enough" goals; explicate the allocated workload; give positive feedback on what's sufficient for learning efforts

Surface approach to learning

Typical motivation	To pass the course (reasons for not setting higher objectives can vary from not-interested to no-chance-to-succeed)
Learning strategies	Rote learning, seeks hints, passive receiving
Difficulties	Concentrating on what is important to learn; to start doing things and trust one's possibilities to succeed; finding one's own interests; proactively creating links between course contents so that knowledge does not seem to be fragmented and full of irrelevant details
Support provided	Help believe in one's own skills; positive feedback on things already done; help build bridges between the contents; set goals; find appropriate (basic enough) exercises; help to start working

Compiled from Biggs (1999), Entwistle (1988) and Ramsden (1992))
http://exchange.ac.uk/learning-and-teaching-theory-guide/deep-and-surface-approaches-learning.html

Organised learning (strategic approach)

Typical motivation	To optimise and get "good results" (grades); interest in practical matters: skills and knowledge that can be used in the future (in work)
Learning strategies	Being aware of course requirements and assessment criteria; monitoring and planning one's studies, but being dependent on the teacher's goals
Difficulties	Optimising grades, but forgetting one's own interests and learning; sometimes overestimates one's own skills
Support	Help to concentrate on learning and to find meaning; challenge to set "deeper" goals

Entwistle (1988); Marton & Säljö (1976)

Approaches to learning

Orientation	Objective	Action	Consequence
Deep	To understand for oneself	Active processing	Actively interested (gets deeply engrossed)
Surface	To achieve the pass criteria	Simply reproducing content to pass the course	Difficulties in understanding and anxiety
Organised / Strategic	To obtain good grades	Systematic planning of activities	Aware of performance criteria

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Some references

(for further reading, optional if you have time)

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

Felder, R.M. & Brent, R. (2005) Understanding Student Differences. Journal of Engineering Education, (94)1, 57-72.

Marton, F., Hounsell, D., & Entwistle, N. (Eds.). (1997). *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Pang, M.F. & Marton, F. (2005) Learning theory as teaching resource. Instructional Science, 33, 159–191.

Motivation and interest: how to support them?

What motivates people to learn?

Motivation is not ON—OFF

- **Intrinsic motivation**
  - originates from within ourselves
    - *our own interest*
 - learning itself is rewarding

- **Extrinsic motivation**
  - reasons to work come from outside
    - *mandatory activity*
    - *everyone in our family has done this*
  - external rewards or punishments
    - get a good/bad grade
    - facilitates getting a job

Appropriate level of challenge & motivation

Flow-theory (Csikszentmihalyi 1988) + Self-efficacy belief of motivation (Bandura 1977, 1997)

The higher your self-efficacy the more you will believe you are capable of achieving a task or goal. Conversely, the lower your-self-efficacy the less you will believe you are capable of achieving a task.
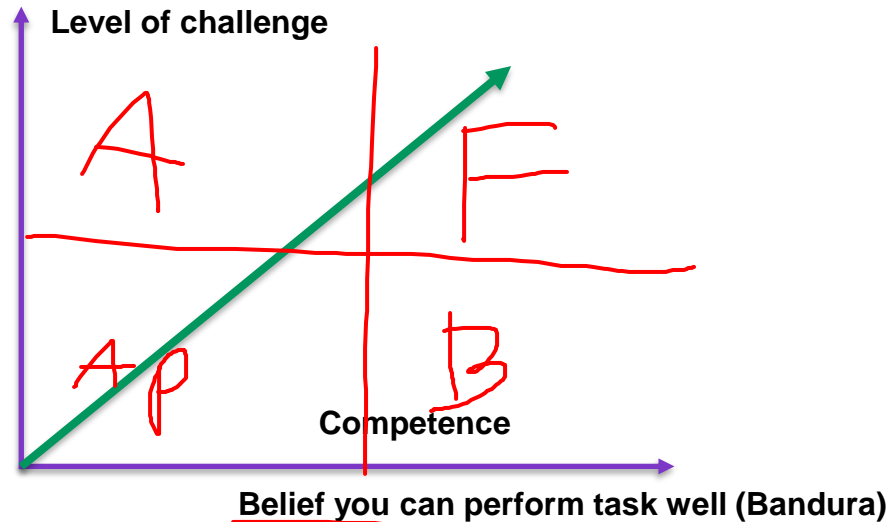
Bandura A. 1977. Self-efficacy: Toward a Unifying Theory of Behavioral Change. Psychological Review 84, 191–215.
Bandura A. 1997. Self-Efficacy: The Exercise of Control. W.H. Freeman and Company, New York, NY.
Csikszentmihalyi, M., & Csikszentmihalyi, I. (Eds.). (1988). Optimal Experience: Psychological Studies of Flow in Consciousness. Cambridge: Cambridge University Press.

Interest

- a psychological state of engaging (and re-engaging) with particular content

- the outcome of an interaction between a person and a particular content

- *Situational interest:* triggered in the moment by environmental stimuli, which may or may not last over time

- *Individual interest:* a person's relatively enduring tendency to re-engage particular content over time

(Hidi & Renninger, 2006)

How to support motivation and interest?

- Create a safety zone: encouraging and friendly communication
  - Safe to make mistakes, safe to ask questions and to collaborate

- Promote a sense of autonomy

  - Offer alternatives in tasks

  - Show your own interest for the subject

- Help set achievable goals: e.g., the next step in problem solving

  - Give meaningful tasks

  - Give positive feedback, notice progress, give a sense of competence

Break
We will continue at 10:20

Session 3: Sanna Hangelin – Allwell?

For the next session

Last thing for this week (39)

Learning log 2 (reflection of this week's content and discussions) Due: Friday, 29 September 2023

Independent week (40)

Assignment: Interaction (two short videos + reflection) Due 6.10.2023

Work with your peer group

Think about your teaching experimentation topic

About the group work:
1) Familiarize yourselves with **the pedagogical topic** that you have chosen to work with. You are free to precise the topic a lot more and choose a perspective that you are interested in.

Then plan and produce a **teaching material online** that teaches something that you have learned **about your topic** and found especially useful to the other participants in this course.

2) With your group: a max 5 min video about your way of working as a group & the key learning in your material.

Thank you! Kiitos!