

Learning and Teaching in Higher Education (5 ECTS)

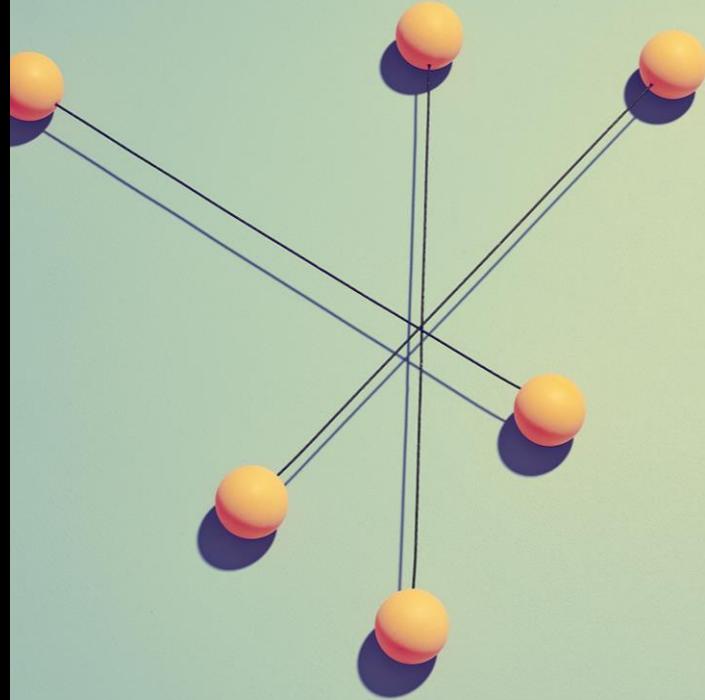
Session 2 – University pedagogy and teacher's professionalism

Anna Vilhunen & Linda Mäkinen

19.3.2024

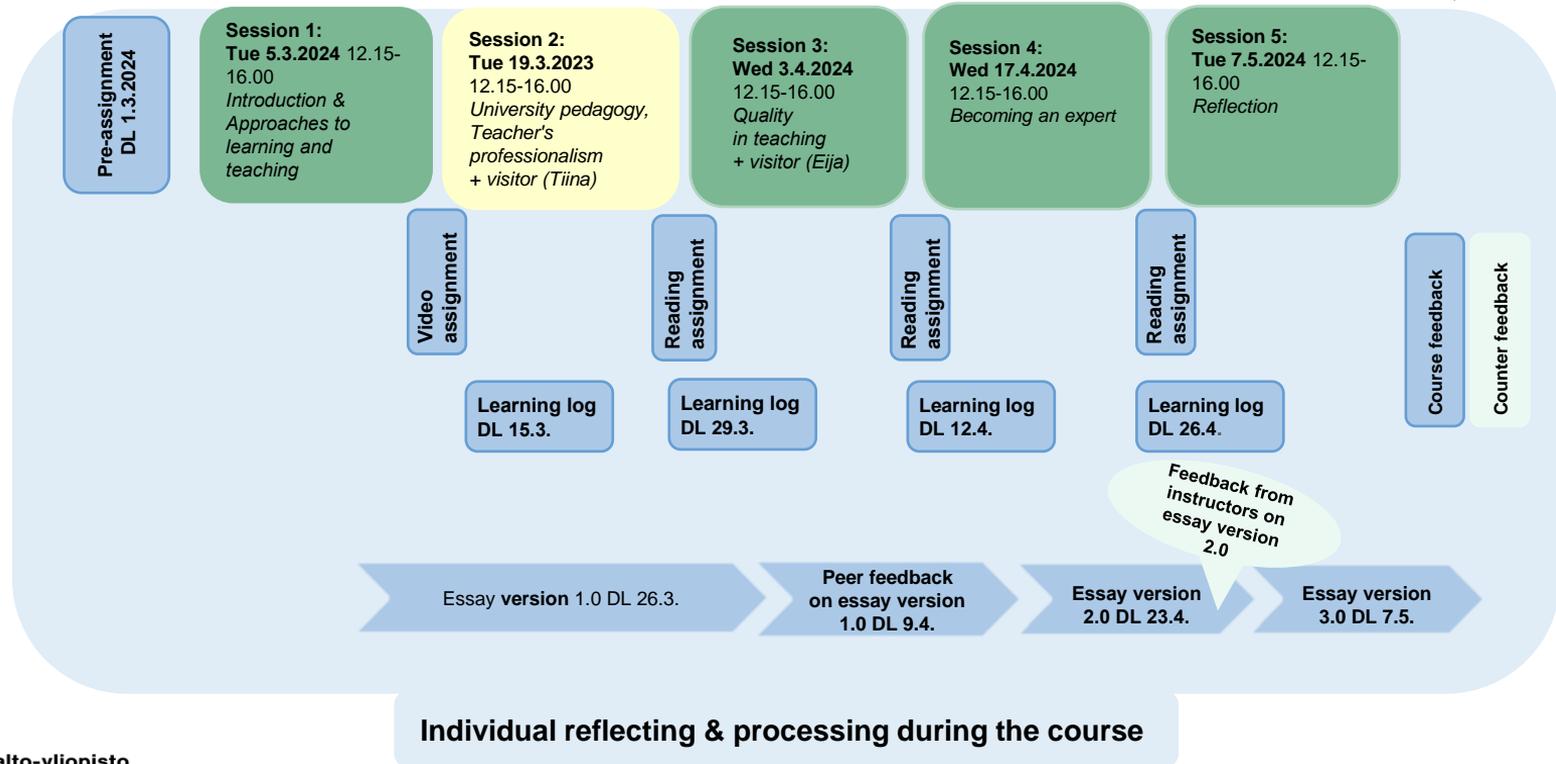


Aalto-yliopisto
Aalto-universitetet
Aalto University



Learning and Teaching in Higher Education (5 ECTS)

Course timeline 5.3.-7.5.2024



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 today 12.15–16.00

12.15 Orientation

12.25–13.25 Tiina Pylkkönen: Academic wellbeing

BREAK 15 min

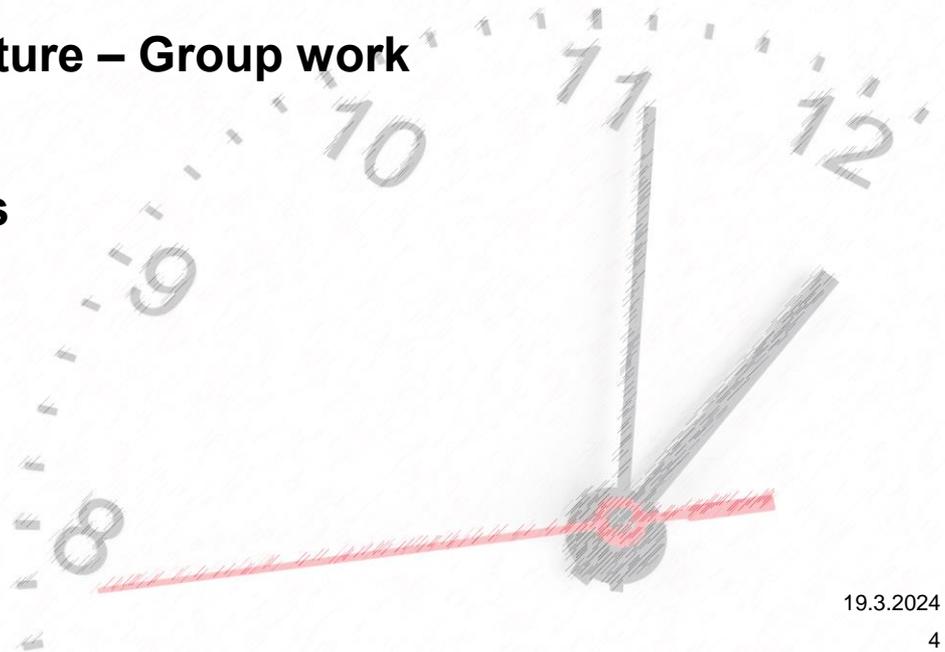
13.55–14.55 Learning-centred culture – Group work

BREAK 15 min

14.50–15 Learning-log take aways

15–15.15 University pedagogy

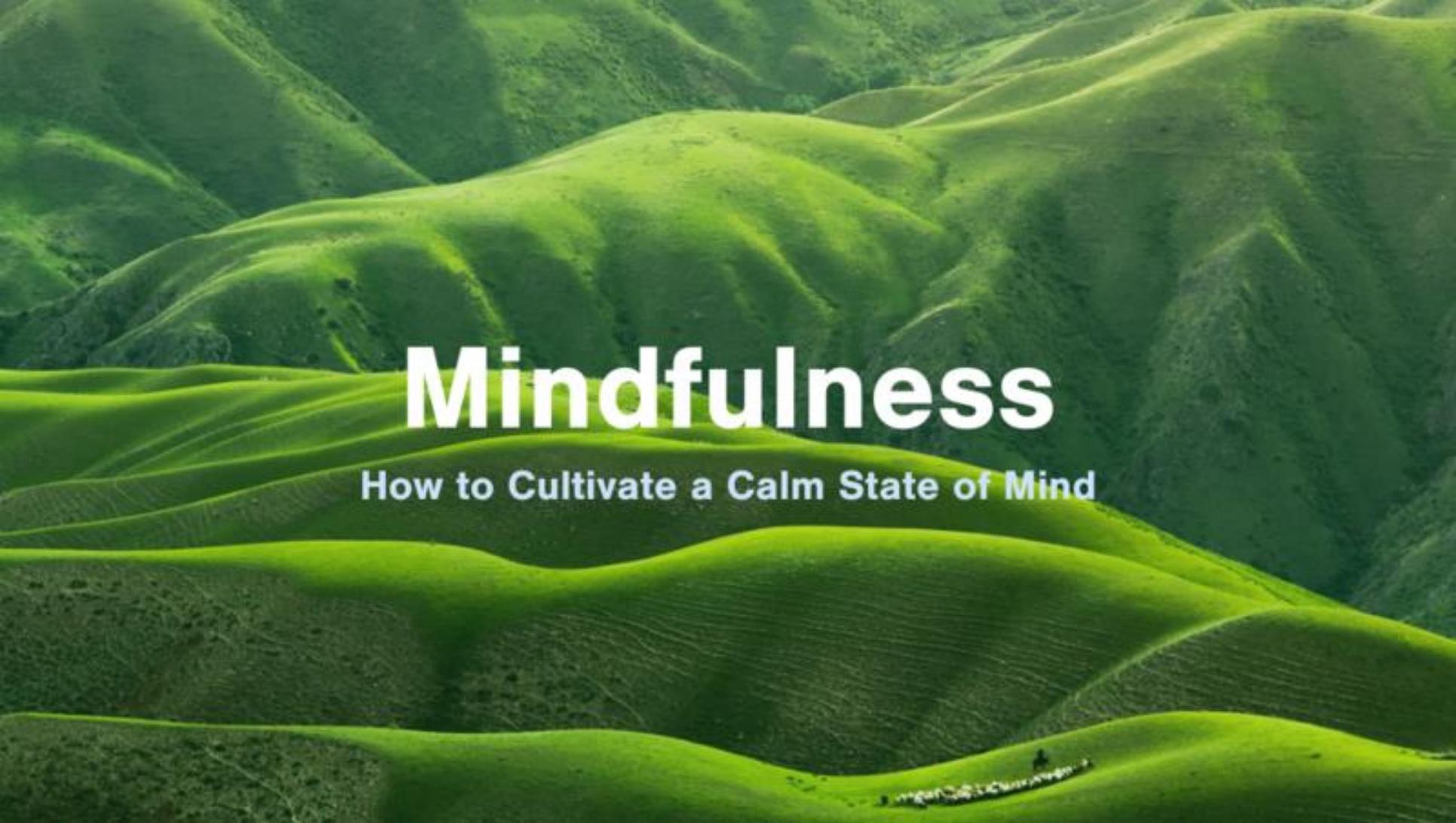
15.15–16 For the next time



ACADEMIC WELLBEING

**TIINA PYLKKÖNEN,
Community developer,
Oasis of Radical
Wellbeing**

<https://www.aalto.fi/en/oasis-of-radical-wellbeing>

An aerial photograph of rolling green hills, likely the Malpais National Monument in New Mexico. The hills are covered in vibrant green grass and are illuminated by bright sunlight, creating strong shadows and highlights that emphasize their undulating shapes. In the lower right foreground, a small group of people is visible, walking along a path that winds through the hills. The overall scene conveys a sense of peace and natural beauty.

Mindfulness

How to Cultivate a Calm State of Mind

OASIS^{of} *Radical Wellbeing*

Academic wellbeing

19.3.2024

Tiina Pylkkönen, community developer



Aalto University launches new MOOC "Art of Living" by Frank Martela

This new massive open online course on how to live a good life is lectured by Ph.D.,

29.5.2023 | News



8.4.

Pedagogical training, Workshops
8.4.2024 15:15 – 16:30

Towards better learning in more inclusive environment

Join the workshop on supportive and inclusive study environment.



Compassion I: Prison of the Mind

What happens when we notice that one of us is missing? A short film by Merita Petäjä and Eero Tiilikainen (Aalto University, 2018)



Compassion II: Have a Good Day

Groundhog Day -type story about self-compassion. Short film by Merita Petäjä and Eero Tiilikainen, produced by Aalto AiviWell? /



Compassion III: Sonja

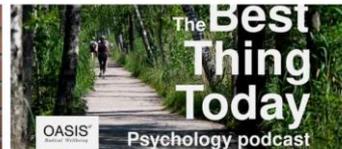
A student receives an interesting internship offer but is faced with a difficult decision after learning that greenwashing is practiced at the



Future-led Learning podcast

The Future-led Learning podcast offers a platform for university educators to reflect their ideas about teaching and learning.

Podcasts



The Best Thing Today podcast series

The Best Thing Today is a podcast series by Aalto study, career and advanced study psychologists.

Podcasts

Wellbeing Desk for Aalto personnel

Wellbeing Desk is a low-threshold ...




Radical wellbeing is a necessity. By Merita Petäjä

Oasis of Radical Wellbeing is a new project from Aalto University researching, collecting



Oasis blog: The meaning of encounters

As a teacher, researcher and developer of leadership, I have had hundreds of opportunities over the years to support
Oasis of Radical Wellbeing



Oasis blog: Mental Distress is Not Your Fault

"When the source of mental distress is structural, there is nothing even an army of
Oasis of Radical Wellbeing



Keys to Your Wellbeing I: Dealing With Feelings

We can try to accept and explore difficult feelings. How? A wellbeing package for your
Oasis of Radical Wellbeing



Keys to Your Wellbeing II: Self-Compassion With a Fierce Twist

Self-compassion helps, and you can learn and practice it. A wellbeing package for your use,
Oasis of Radical Wellbeing



Keys to Your Wellbeing III: Group Flow - What?!

Flow can also be achieved together with others! A wellbeing package for your use,
Oasis of Radical Wellbeing



Keys to Your Wellbeing IV: In It Together

What kind of quality you bring to interaction with people? Connecting with others can be
Oasis of Radical Wellbeing



Keys to Your Wellbeing V: Movement for a Better Brain

Even a small amount of movement can refresh the brain and enrich thinking.
Oasis of Radical Wellbeing



Keys to Your Wellbeing VI: The Surprising Impact of Psychological Safety

Psychological safety refers to feelings of trust
Oasis of Radical Wellbeing



Today's goal:

- To reflect on your own work wellbeing
 - To recognize the connections of your wellbeing and wellbeing in academia
 - To identify aspects related to wellbeing in the community
 - To get new ideas and share ideas and methods to others
-
- Methods: flipped learning, individual reflection, active listening, group discussion

Guidelines for inclusive interaction

During this session we will....

Meet people with an open mind and respect diversity.

Let's appreciate diverse backgrounds and boundaries while staying curious and sensitive to each other's perspectives.

Strive to acknowledge unconscious bias and challenge your assumptions.

Be open to new perspectives, listen and give space to everyone. Make sure everyone is involved and respect each other's time, space & effort.

Speak with care and respect

Use respectful language, and language that everyone understands. It's a good practice to introduce your pronouns with your name.

Be compassionate and learn from mistakes

Striving to see your mistakes and others' as valuable elements of the learning process.

If you notice inclusion barriers do not hesitate to act

What are the key elements of your personal work wellbeing (self-reflection 3 minutes)

- Values and meaningful work
- Supportive people, quality of interaction
- Coping skills, mental resources
- Physical resources



Active listening exercise

- What are the key elements of you work wellbeing?
- One minute to prepare
- Share with a partner 2+2 min



Food for thought: Guidelines for inclusive interaction

Why is it important to focus on wellbeing in academic community?

- Teaching has been characterised as a stressful profession; experiences of stress are common among teachers (Aloe et al., 2014; Skaalvik & Skaalvik, 2017; Virtanen et al., 2023).
- Prolonged stress is related with reduced teaching satisfaction and risk of burnout (Skaalvik & Skaalvik, 2017).
- Students' burnout and other challenges in wellbeing have increased (e.g., Salmela-Aro, 2017).
- A risk of study-related burnout is associated with lower academic achievement (e.g., Asikainen et al. 2022; Rönkkönen et al. 2022); we know that students who feel well, also study well – and the other way round
- Teachers' wellbeing influences students' wellbeing and eventually quality of learning (Aloe et al., 2014).



Risto Sarvas: [Mental Distress is Not Your Fault](#)

Division in to 5 groups

What practices enhance our...

- wellbeing in teaching
- wellbeing in learning
- wellbeing in curricula and structures
- wellbeing in leadership
- wellbeing in ways of working

Each of the groups will get 2 topics and a wild card. You have about 10 minutes on the first and 6 minutes on the second topic. Additional 5 minutes for the wild card. Write your answers to the posters on the walls.

Let's sum up!



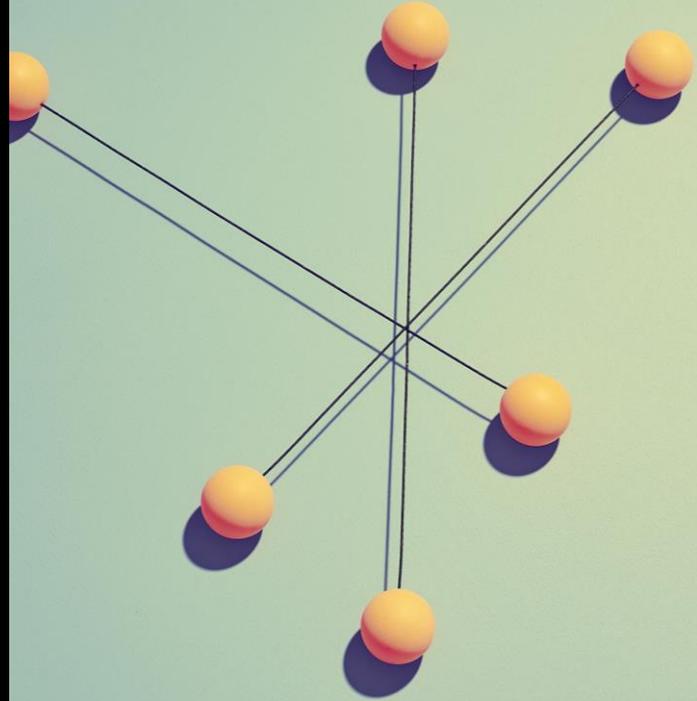
BREAK

19.3.2024

17

Photo from stock images

Learning- centred culture



What is learning-centricity?

- *“The goals of the teacher's activity changes significantly when we assume that the teacher's most important skill is to create workable learning environments through which the learner has the opportunity to develop his or her ability to learn.”*
(Rauste-von Wright 1997, 30)
- *“Learning-centered teaching is an evidence-based best educational practice that focuses on what students are learning, how they are learning, and the application of learning.”*
(Blumberg, Phyllis 2019: *Making Learning-Centered Teaching Work: Practical Strategies for Implementation*, p. 3)
- *The term “student centered” (or “learner centered” or “learning centered” or “person centered” or “child centered”) is widely used in the education literature around the world – –*
(Hoidn & Klemenčič 2021 (edit): *Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education*, p. 1)

→ **Students, their learning process and the learning context is on focus.**

Learning-centricity in Aalto strategy

Our Plan 2024-2027

Joint educational targets (pg. 10) →

Education – Future-led learning

Focus of development

We take greater societal responsibility in degree education and continuous learning, in and across our key areas. We elevate student experience and quality of learning.

Long-term direction (2030)

Growth without sacrificing quality, from **enrolment** to graduation (and LWL). Strategic enrollment management utilising novel digital means and platforms. The integration of int'l students utilising Talent Boost programme.

Excellence in **student success and learning** experience by analytics, suitable digital tools and well-designed processes. Learning centricity is built on evidence-based pedagogical developments and the appreciation of teaching. Flexibility provided for digital learning is leveraged for intended learning outcomes. The multilingual approach in Aalto education in all degree levels is ensured.

Data-driven **wellbeing development** that is integrated in educational leadership at all levels. Comprehensive and holistic stance covering not only student wellbeing but also faculty and staff.

Aalto is known for its **multidisciplinary education**, entrepreneurial activities and its bold commitment to **sustainability** and **creativity**. Educational **programme portfolio management** in degree education (DE) acknowledging the life cycle of individual programmes. Systematic analysis of the viability of programmes according to 2-year curricula revision cycle, including attractiveness, academic results, quality of teaching and learning, and societal impact as well as employability. The development of doctoral education, including target setting and thematic doctoral schools.

In **Life-wide learning** (LWL), attention to the learning funnel (from reachable and affordable introductory courses to in-depth learning experiences) leveraging both our campus and online possibilities as well as stakeholder collaboration. Synergies between LWL and DE are explored and enhanced. These may range from positive learning experience benefiting from versatile learners in same courses to more structural arrangements enabling focused DE content and supplementing LWL offering.

Digital learning is enhanced both in blended and fully online modes. The focus will not be only on individual courses but on learning paths and on substantial pieces of our offering such as educational programmes.

Our Plan 2023-2026

Action 5: Advancing learning centrality

Target state

Learning centrality is built on evidence-based pedagogical developments and the appreciation of teaching. Flexibility provided for digital learning is leveraged for intended learning outcomes.

Milestones 2023-2026

- Vision and targets for hybrid teaching and learning, especially based on systematic monitoring of the academic years 2021-2022 and 2022-2023, during 2021-2023.
- Learning analytics for supporting teachers and students 2021-2023.
- Feedback practices alignment and systematic utilization 2022-2023.
- Teaching development activity, which supports experimental courses as well as together with LES and other service experts analyses evidence (Considered in parallel to action 3 and tbd Aalto distinguished educators –concept) 2022-2024.
 - New course concepts
 - Teaching methods
 - Session concepts
 - Teaching at the courses

Our Plan 2024-2027

Action 5: Advancing learning centrality

Target state

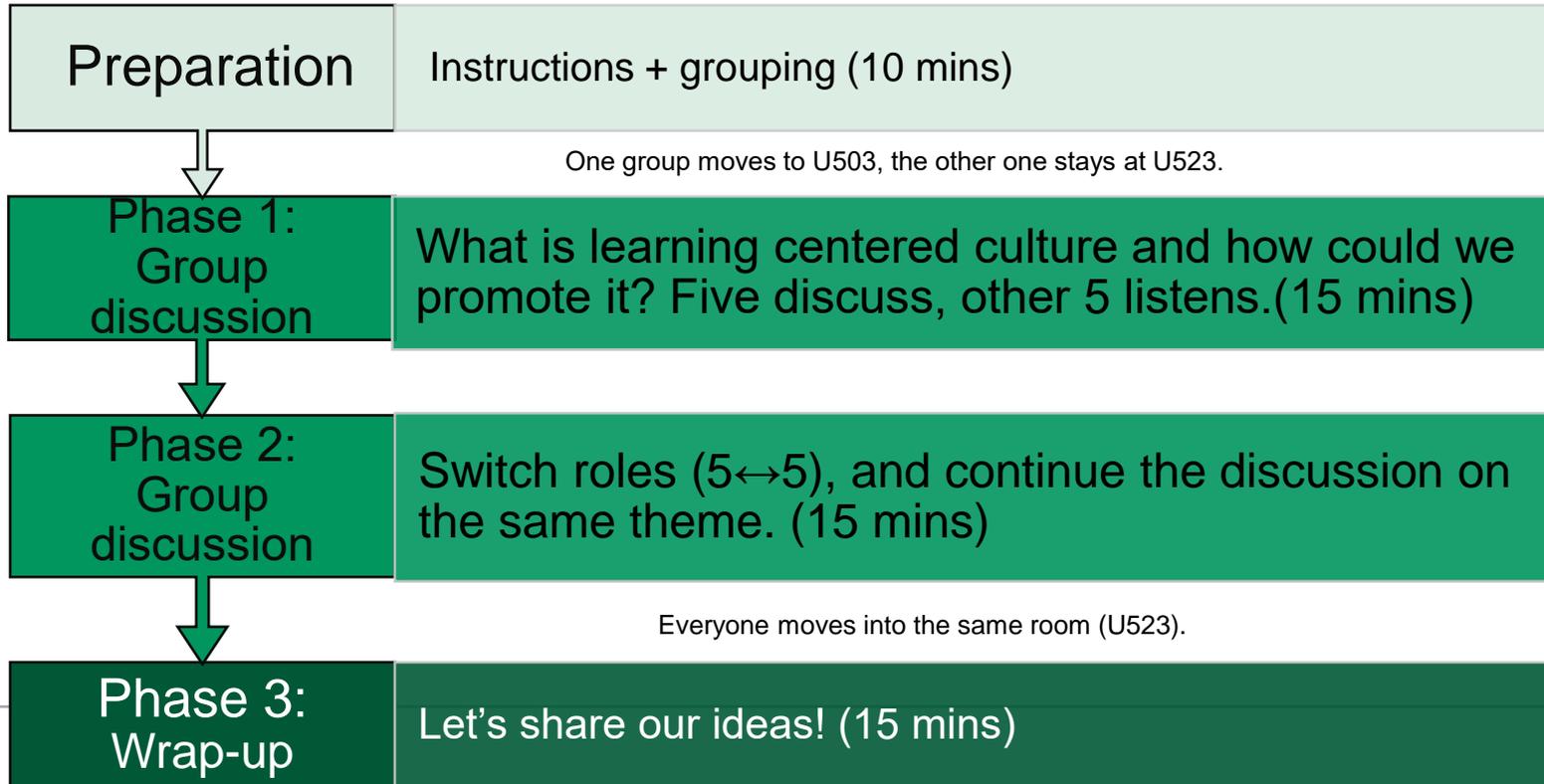
Learning centrality is built on evidence-based pedagogical developments and the appreciation of teaching. Flexibility provided for digital learning is leveraged for intended learning outcomes.

Milestones (2024-2027)	Year
Learning analytics for supporting teachers and students 2021-2023.	2023
Feedback practices alignment and systematic utilization 2022-2023.	2023
Teaching development activity, which supports experimental courses as well as together with LES and other service experts analyses evidence (Considered in parallel to action 3 and tbd Aalto distinguished educators –concept) 2022-2024. <ul style="list-style-type: none">• New course concepts• Teaching methods• Session concepts• Teaching at the courses	2024

Group-work: Learning-centricity

Method: “Fish bowl”

What is learning-centred culture in practice and how could we promote it?



Fish-bowl



**What is learning-centred culture
in practice?**

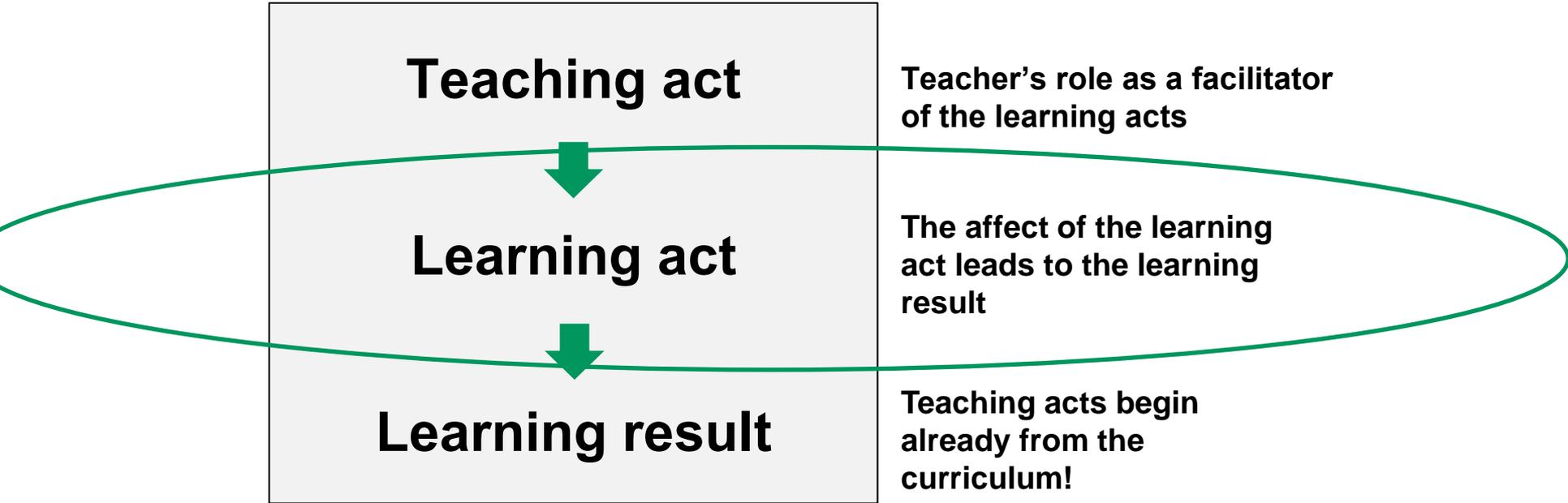
How can we promote it?

Wrap-up: Groups share their ideas

How to promote learning-centred culture?

- Teaching design takes into account students' prior knowledge and needs.
- Utilizing activating teaching methods.
- The teacher guides students for independent thinking and knowledge construction.
- Assessment on learning and selected teaching methods highlights understanding and deep learning (aligned with intended learning outcomes).
- Supporting learning by encouragement & motivation.
- Paying attention to learning atmosphere and workload.
- Students may participate in curriculum planning and course design.
- Student feedback is systemically collected, analysed and utilised.

Pedagogical arrow



Where to get support and ideas?

- [Aalto University Teacher services](#) team (part of Learning services, LES) advances learning-centricity and the quality of teaching by offering support services for the Aalto community.
 - e.g., pedagogical training, teacher onboarding, individual advice, consultations and sparring (face-to-face, online, through My Teaching Support etc.), programme development support (workshops, meetings etc.), events (teacher's lunch etc.), teaching competence assessments...
- [Collegial support](#) (peers at your own school/department, colleagues in other Aalto's schools and in other universities in Finland and abroad)
 - Discussions
 - Observing other teachers' teaching
- [Students'](#) ideas (through formal or informal feedback)
- Further pedagogical [studies](#), educational [research](#) (in other universities) & [literature](#)



BREAK

19.3.2024

30

Photo from stock images

Learning log take-aways

Your personal learning goals

- To understand the theoretical (scientific) basis of learning and teaching, and how teaching and learning has evolved through time
- To gain knowledge on discipline-based pedagogies and learn how to apply this in your own research & teaching
- To further develop as a teacher, e.g., through deepening the understanding of the topics of this (LTHE) course and learning new methods and “core principles”

Learning log take-aways

About learning theories

- “The learning theories were good to understand, but I don’t immediately see how I could apply them in practice.”

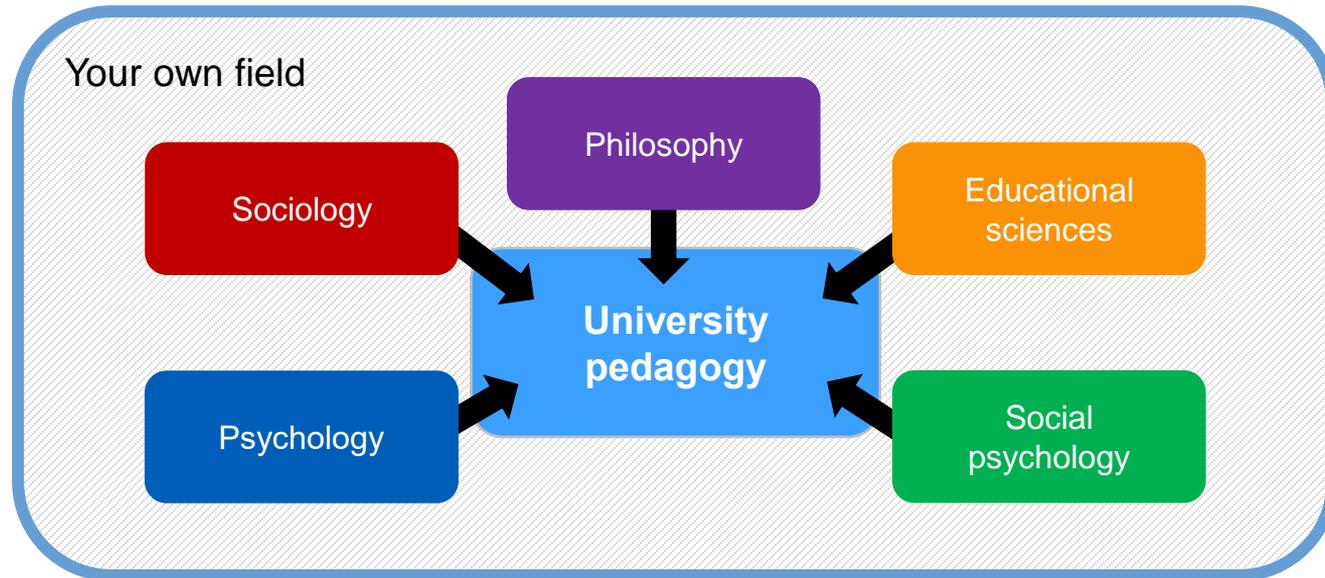
Let’s briefly reflect on our previous lecture to outline the application of (some) learning theories in practice

→ What theories were applied in our 1st session...

- When at the end of the session I said: "parrot stickers to all of you for participating the discussion so actively“?
- As the main teaching and learning methods were snow-ball (*What is learning?*) lecturing (course practicalities) and lecturing utilizing flipped classroom (learning theories)?
- When you were given learning log as a home assignment?
- Video on learning theories with some practical examples: [The Art Of Persona \(2021\) "The 5 Learning Theories"](#), published 22.8.2021

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 of Helsinki. Centre for University teaching and learning. Pedagogical education and development | Centre for University Teaching and Learning | University of Helsinki)

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:

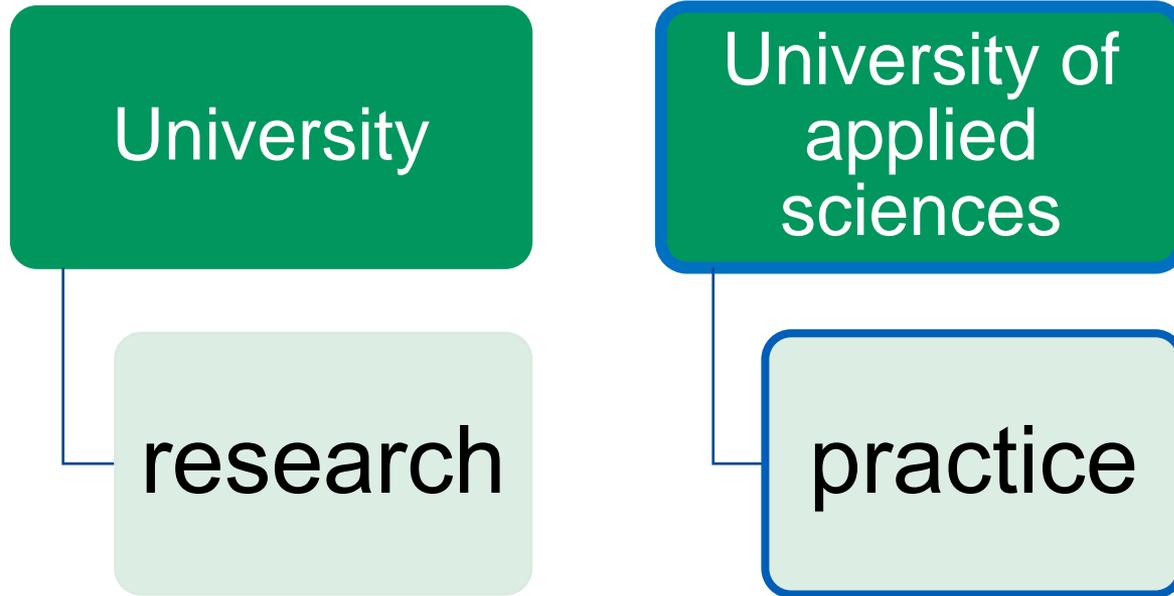


Learning materials,
research knowledge,
scientific thinking,
expertise in your field of
discipline, development of
expertise



A versatile support
for learning
Understanding your
own learning
activities

Teaching in university of applied sciences



K. Mäki & L. Vanhanen-Nuutinen (2022) [Korkeakoulupedagogiikka_screen.pdf \(haaga-helia.fi\)](#)

Pedagogical education in Finnish universities of applied sciences

JAMK
University
of
Applied
Sciences

Haaga-
Helia
University
of
Applied
Sciences

Häme
University
of
Applied
Sciences

Oulu
University
of
Applied
Sciences

Tampere
University
of
Applied
Sciences

Course assignments

Assignments for the next session

3.4.2024, instructions on MyCourses



Assignment: Educational research in your own field of science, DL 1.4.2024 (before next session)



Learning log 2, DL 29.3.2024
(on MyCourses under today's session)

Next
week!



Reading assignment: Chapter 4. Discipline-based teaching, p. 81–105. https://primo.aalto.fi/permalink/358AALTO_INST/ha1cg5/alma999510057406526 (before next session)



Write the essay version 1.0, and return it by 26.3.2024

Next
week!

Educational research on your own field

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 kind of conceptions (or misconceptions) they have?
- How do the students study?
- What effect e.g., specific teaching method/assignment type etc. has on students' learning/ persistence/ drop out rate/ motivation/ interest on the topic?
- You can better elaborate why a certain teaching method works, due to e.g.,
 - Better understanding of learning process.
 - You are better equipped to guide the learning process.



Search: Educational research on your field DL 1.4.2024

Aim: Familiarize yourself with educational research and discipline-based pedagogy on your field.

Assignment: Search one educational research paper from your field based on your own interest. Think how your approach to learning and teaching could benefit from the research paper.

Add the details in [MyCourses](#) before the next session. Be prepared to present the details and discuss the topic in a small group.

- Reference to the paper
- Goals / research questions of the paper
- Motivation for the work. What is the problem addressed?
- What kind of data is collected and how it is analysed, if there is an empirical part in the work?
- Are there any learning theories / models in the background?
- What are the central results and conclusions?
- How can the results be applied in teaching practice?
- Using the scale from 1 to 5, would you recommend this paper to your colleague to read? 1=definitely no, 5=definitely yes:

Data bases / websites where to find papers to read

- Aalto Primo
- Web of Science: Social sciences citation index
- ERIC
- Google Scholar
- <https://www.sciencedirect.com>
- Ieee Xplore, <https://ieeexplore.ieee.org>
- Wiley Online Library, <http://onlinelibrary.wiley.com>
- <https://peer.asee.org>
- <http://aapt.scitation.org>
- <http://www.tandfonline.com>

Journals

- Journal of Engineering Education
- European Journal of Engineering Education
- Computer Science Education
- ACM Transactions of Computing Education
- IEEE Transactions on Education
- IEEE Transactions of Learning Technologies
- Computers & Education
- British Journal of Educational Technology
- Journal of Chemical Education
- Chemistry Education Research and Practice
- Journal of Management Education
- International Journal of Art & Design Education

Some engineering education research and computer science education conferences

- Frontiers in Education (FIE)
- Annual SEFI conference
- American Society for Engineering Education conference (ASEE)
- Research in Engineering Education Symposium (REES)
- Innovation and Technology in Computer Science Education (ITiCSE)
- International Computing Education Research conference (ICER)
- Koli Calling – International conference in computing education research

Journal of University Pedagogy (Yliopistopedagogiikka)

- Review articles and writings focusing on teaching and learning in higher education.
- The journal contains topical information on academic development as well as accounts and reports of university pedagogical experiments and development projects.
- It is issued twice a year online.
- The journal is published by Peda-forum, the Finnish network of expertise in university pedagogy and academic development.
- Articles and writings are published in Finnish, in Swedish, and in English.



Learning log 2, DL 29.3.2024 (on MyCourses under today's session)

Next
week!

The aim of the learning logs 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.

Questions for the 2nd [learning log](#):

- What work-related factors foster your wellbeing as a teacher?
- What are your thoughts on the connections between teacher's and students' wellbeing?
- How do you define learning-centricity?
- With what concrete actions you promote learning-centricity in your teaching?



Essay version 1.0: My approach to learning and teaching

Next week!

The aim of this essay is to begin to formulate your approach to learning and teaching. When you combine theoretical knowledge with your prior experiences, reflect on your values and thoughts, you begin to develop your own approach to learning and teaching. You can use your pre-assignment, learning logs and discussions of learning concept (mind-maps) as a starting point for your essay.

- The essay is written in a reflective, personal and appropriate style. Use references and cite them properly.
- The length of final essay version is around 4–6 pages.
- Deadline for version 1.0 is on the 26th March 2024.
- You will give and receive peer feedback on the essay version 1.0.
- More instructions for the essay can be found on [MyCourses](#).



Reading assignment: Chapter 4. Discipline based teaching, p. 81-105 before the next session.

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

Feedback on the previous session

Strengths	Development suggestions
<ul style="list-style-type: none">• Learning-theory –topic• Clear instructions• Group work and discussions• Good atmosphere• Getting to know each other• Sharing multidisciplinary views	<ul style="list-style-type: none">• More active participation (activation)• More interaction and such interaction that “gets Finns going”• Small group discussions instead of big group discussions• Switching groups• More concreteness and practical tips

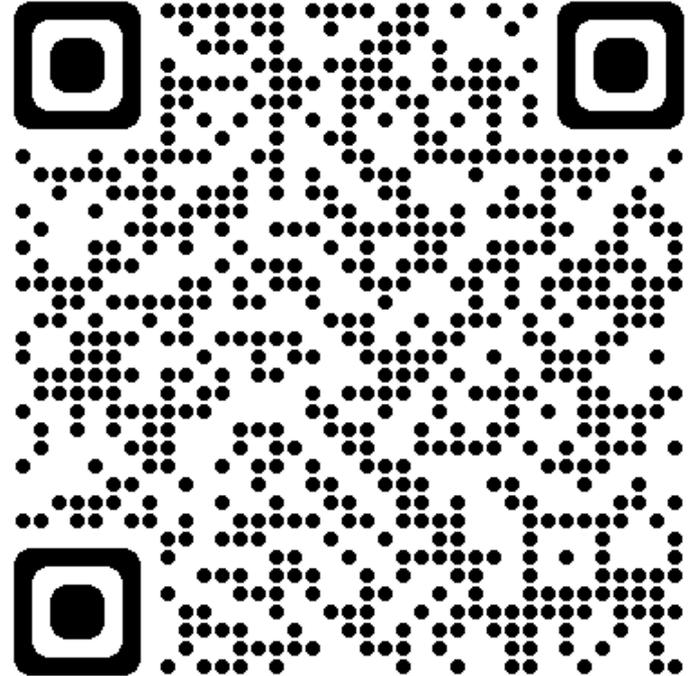
Feedback on this session

<https://presemo.aalto.fi/lthe23>

Same method as last time, but
this time online.

1. I like...

2. I wish...



Thank you!

