

Learning and Teaching in Higher Education (5 ECTS)

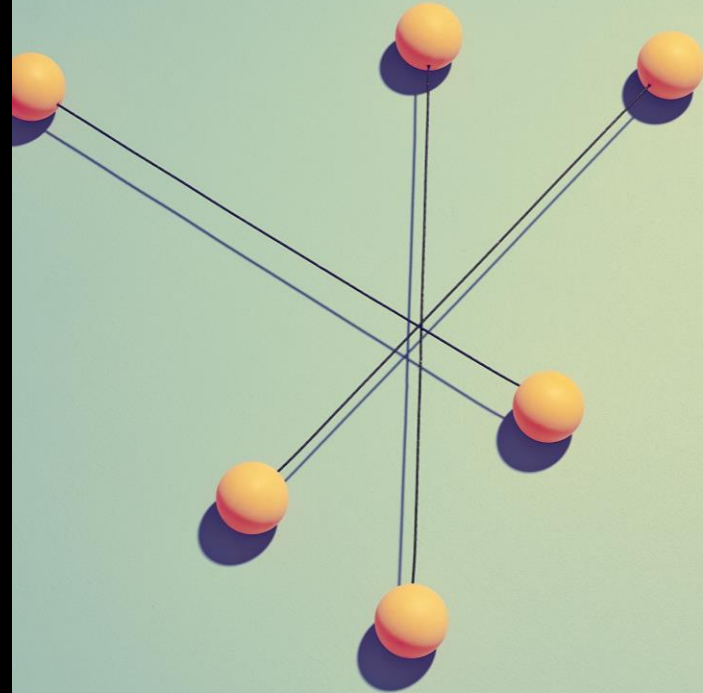
Session 3 – Quality in teaching

Anna Vilhunen & Linda Mäkinen

3.4.2024

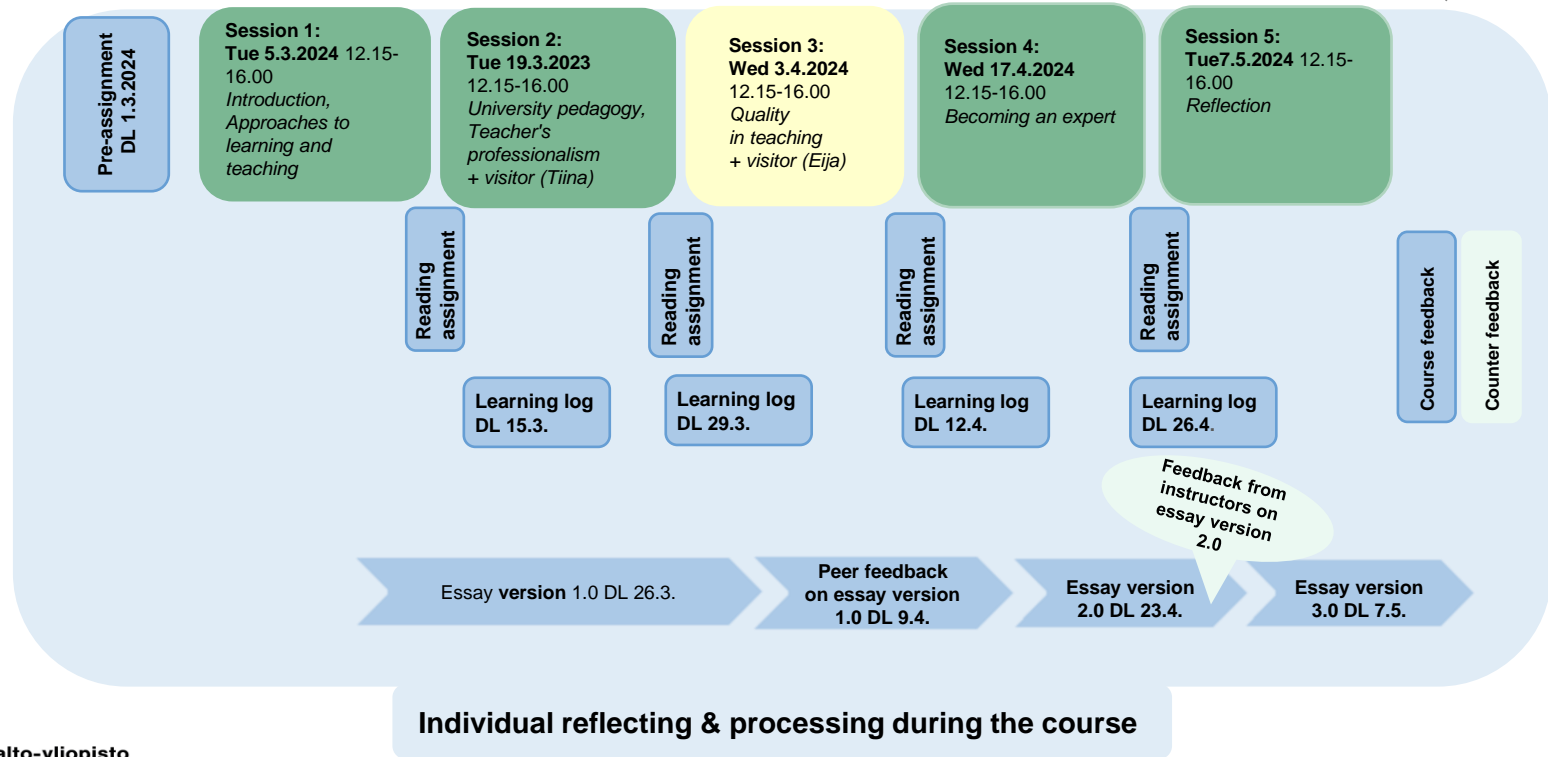


Aalto-yliopisto
Aalto-universitetet
Aalto University



Learning and Teaching in Higher Education (5 ECTS)

Course timeline 5.3.-7.5.2024



Schedule today 12.15–16.00

12.15–13.15 Visitor: Eija Zitting – Quality and KPI's in education

BREAK 13.15–13.30

13.30–14.45 Quality of teaching

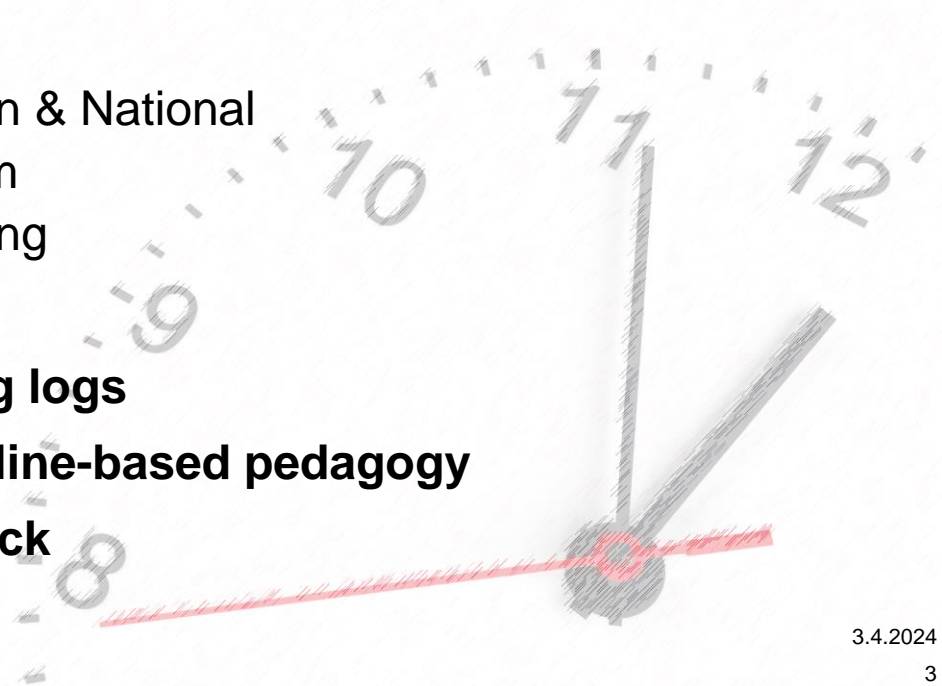
- Quality frameworks: European & National
- Aalto university quality system
- Group work: Quality of teaching

BREAK 14.45–14.55

14.55–15 Brief feedback on learning logs

15–15.45 Group discussion: Discipline-based pedagogy

15.45–16 Next + mid-course feedback



Learning outcomes for this course

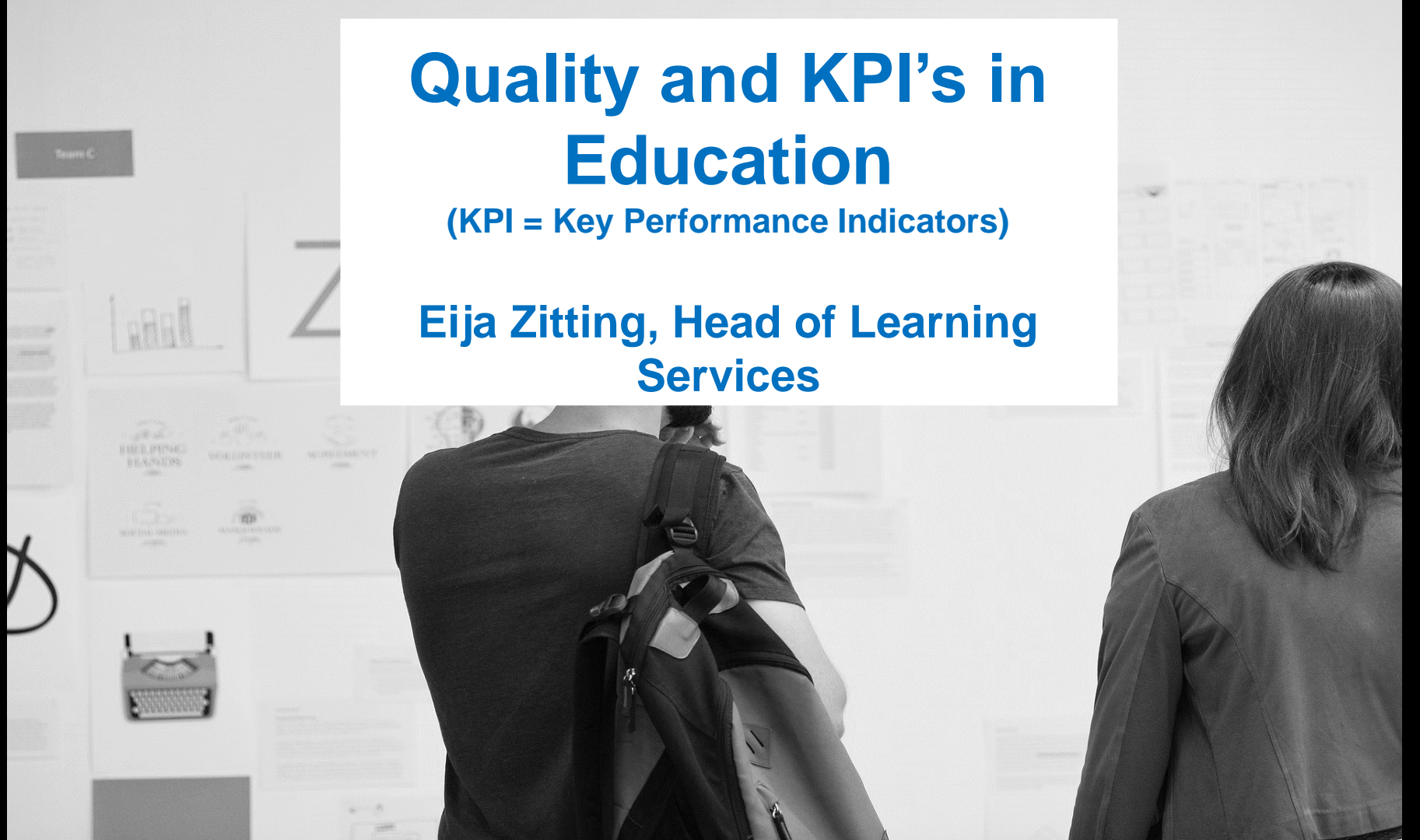
After the course, you:

- 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.

Quality and KPI's in Education

(KPI = Key Performance Indicators)

Eija Zitting, Head of Learning Services



Quality of teaching and learning – KPI and funding model perspective

Learning and Teaching in Higher Education

About University's annual cycle

Aalto University quality system

The quality system and the Aalto way of working are based on the PDCA cycle (Plan, Do, Check, Act). This enables us to improve our procedures and activities throughout the university to meet our strategic objectives.

PLAN

- Aalto strategy
- Joint / Schools' / Departments' strategic plans
- Regulations, instructions
- **Applying the improvements needed**

ACT

- Identifying the needed
 - Adjustments to the strategy
 - Improvement actions
 - Renewal of objectives



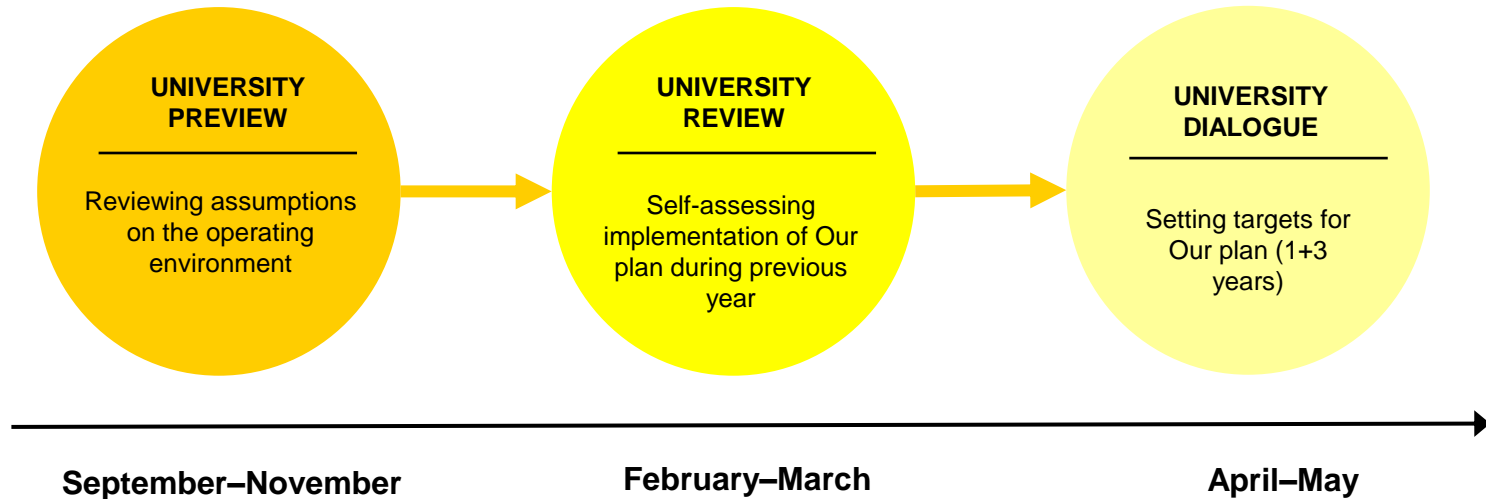
DO

- Research activities
- Artistic activities
- Education and learning
- Societal interaction and impact
- Cross-cutting approaches: sustainable solutions, radical creativity, entrepreneurial mind-set
- Services and leadership

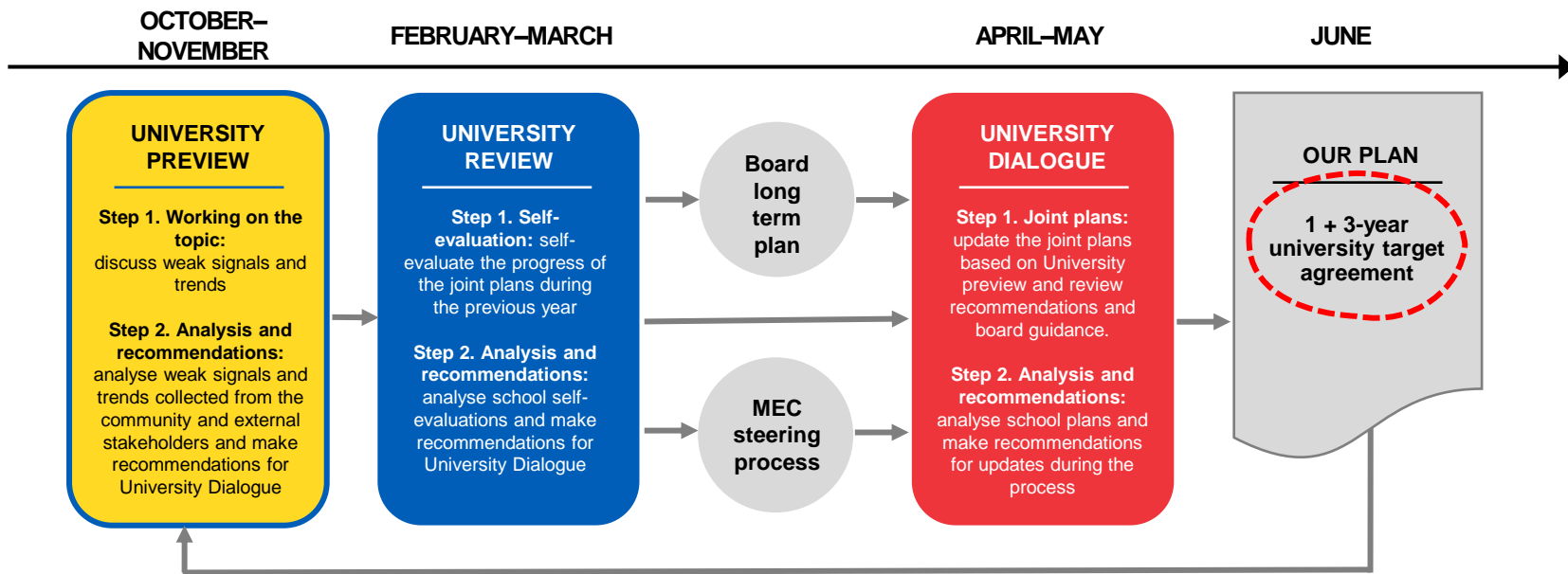
CHECK

- Key performance indicators
- Internal and external evaluations
- Milestones achieved in strategic project portfolio roadmap
- Feedback
- Changes in operating environment and assumptions on external trends

Annual strategic processes



University's annual cycle, steering group perspective



T2 follow-up (Sept):

- Key performance indicators
- Progress of development project portfolio

T1 follow-up (June)

- Key performance indicators
- Progress of development project portfolio

Continuously, when needed, make recommendation for the approving body/person on project gate proposals and response to PMT



KPIs– key performance indicators

Discussion: what kind of indicators you would like to see for education?

Comments:

MEC *current* funding model

Universities Core Funding From 2021

42% Education

30% Bachelor's degrees and Master's degrees

- Master's degrees 19%, Bachelor's degrees 11%
- Coefficients: graduation times, multiple similar degrees, fields of education
- Funding up to the agreed target (Master's degrees)

5% Continuous learning

- ECTS based on cooperation 1%

4% Number of employed graduates and quality of employment

- Number of employed graduates 2%, graduate tracking 2%

3% Student feedback

34% Research

8% PhD degrees

14% Scientific publications

- Refereed scientific publications: Rating of publications Level 0 (coefficient 0.1), Level 1 (1), Level 2 (3) and Level 3 (4)
- Other publications: 0.1
- Coefficient for open publications: 1.2

12% Competitive research funding

- International competitive research funding
- National competitive research funding and corporate funding

24% Other education and science policy considerations

15% Strategic development

- Part A. Strategy of the University, implementation of the strategy, profiling, internationalisation
- Part B. National education and science policy aims
- Emphasis on part A

9% National duties

- Special national duties, teacher training schools, National Library of Finland, University of Arts

JOINT: Performance indicators, education



It's time for an update

To view the Power Bi add-in, update Microsoft Office to the latest version. [Learn more about Office updates.](#)



Aalto-yliopisto
Aalto-universitetet
Aalto University

[Link to the University Dialogue Reporting tool in Power BI service](#)



Performance indicators, education

Education

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target
New enrolled students	3,441	3,628	3,730	3,825	3,835	3,845	100
Student intake bachelors	2,322	2,408	2,390	2,470	2,470	2,470	100
Student intake masters	1,119	1,220	1,340	1,355	1,365	1,375	0
Degree equivalent	2,918.1	3,223.9	3,543.2	3,841.2	3,972.4	4,051.2	0.0
Bachelor's degrees (number of)	1,491	1,614	1,765	1,938	1,989	2,023	0
Master's degrees (number of)	1,925	2,136	2,347	2,525	2,624	2,680	0
Bachelor's feedback: The response rate (%)	65.9 %	60.5 %	85.4 %	87.0 %	88.4 %	89.6 %	
Bachelor's feedback: The average of the points	3.8	3.9	3.8	4.1	4.1	4.1	
Bachelor's degrees in target time (3 years) (%)	49.6 %	50.9 %	58.6 %	57.8 %	58.0 %	61.5 %	
Bachelor's degrees in target time + 1 year (%)	83.2 %	82.7 %	88.0 %	88.0 %	88.0 %	88.1 %	
Master degrees in target time (2 or 5 years) (%)	22.5 %	25.0 %	37.1 %	38.4 %	40.0 %	43.7 %	
Master degrees in target time + 1 year (%)	64.9 %	67.1 %	68.7 %	69.5 %	70.0 %	72.4 %	

Useful links

[Key figures of 2023 and annual reports | Aalto University](#)

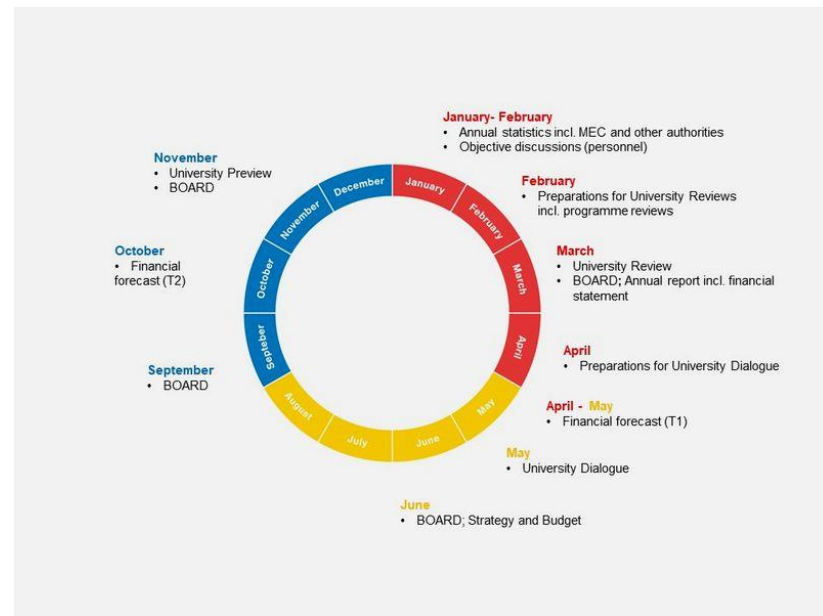
[Strategy and quality | Aalto University](#)

[Our plan 2024-2027 | Aalto University](#)

[Aalto KPI dashboard](#)

[Vipunen - Education Statistics Finland](#)

[Steering, financing and agreements - OKM - Ministry of Education and Culture, Finland](#)



A!

Presenter Name

—

Kiitos
aalto.fi



BREAK

Picture: Stock Images

Qualification frameworks

Qualification frameworks

European Higher Education Area

European Qualification Framework (EQF)

National level

The Finnish National Framework for Qualifications (FINQF)

Aalto/ School/ Programme level

Degree regulations in the Schools of Aalto University

Learning outcomes for Bachelor's and Master's Degree

The curriculum of the degree programme (usually in the form of study guide, SISU, etc.)

Teacher level

Course unit

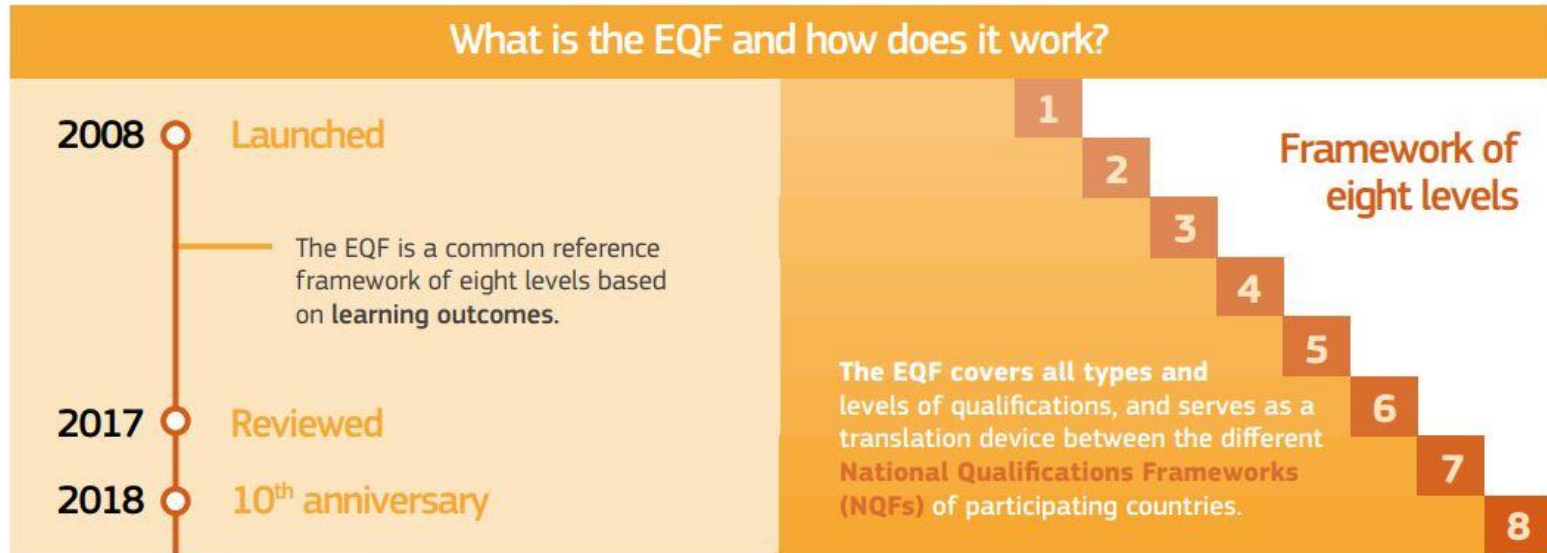
Teaching session

Student level

Personal study plan

European Qualifications Framework (EQF)

10 years of the European Qualifications Framework (EQF)



[Qualifications frameworks | Finnish National Agency for Education \(oph.fi\)](https://oph.fi/qualifications-frameworks)

[The European Qualifications Framework: supporting learning, work and cross-border mobility \(oph.fi\)](https://oph.fi/the-european-qualifications-framework-supporting-learning-work-and-cross-border-mobility)

EQF's objectives

The EQF aims to improve the transparency and comparability of people's qualifications.

It also aims to:



modernise education and training systems,



increase the employability, mobility and social integration of individuals,



link all types of learning and support the validation of learning outcomes.

[Qualifications frameworks | Finnish National Agency for Education \(oph.fi\)](https://oph.fi/)

What are learning outcomes?

- 1 Learning outcomes express what a person is expected to know, understand and is able to do.
- 2 They describe the content of qualifications, clarifying what is expected from a learner.
- 3 They support progression in learning, making it possible to compare and combine learning from different contexts (formal, non-formal or informal).

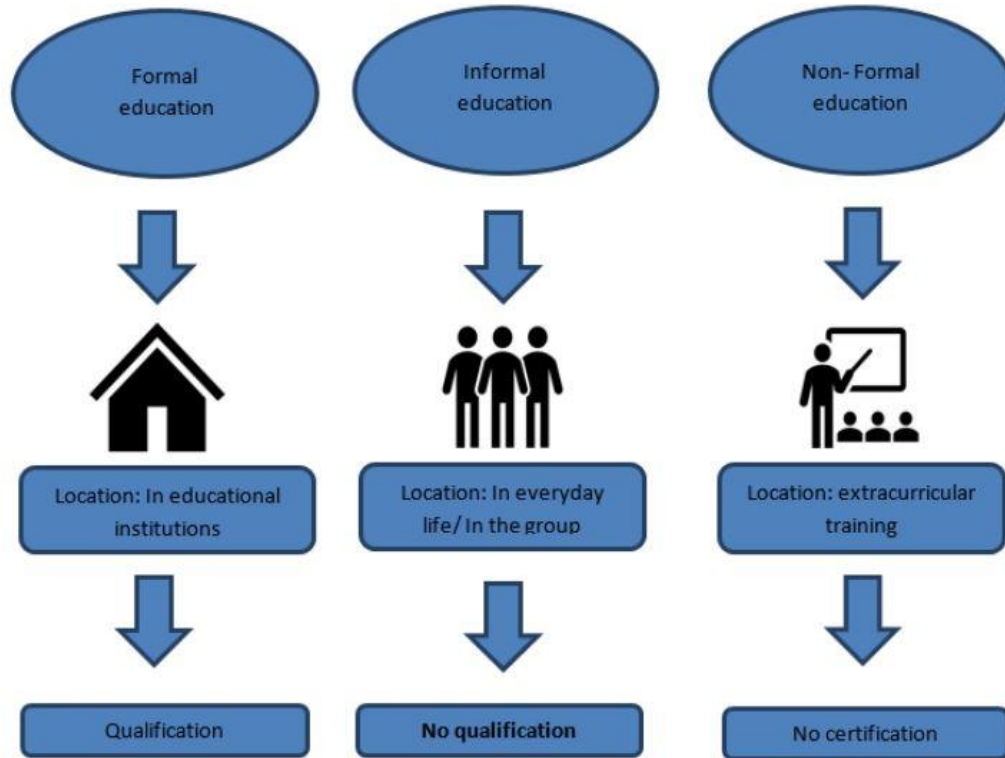
Education and training providers can...

...more easily understand the content, the level and therefore the value of qualifications of those who wish to continue their learning.

...more easily compare and assess qualifications from different countries and contexts.

[Qualifications frameworks | Finnish National Agency for Education \(oph.fi\)](https://oph.fi/)

Validating non-formal and informal learning in Europe



[Validation of non-formal and informal learning | CEDEFOP \(europa.eu\)](#)
[Formal, Informal and Non-Formal Learning – PE-LE project](#)
[european inventory validation 2018 Finland.pdf \(europa.eu\)](#)

National Qualifications Frameworks

The Finnish National Framework for Qualifications (FiNQF)

- The Finnish National Framework for Qualifications (FiNQF) describes the qualifications, syllabi and other extensive competence modules that belong to the Finnish national education system.
- The purpose of the qualifications frameworks is to facilitate comparison of qualifications and qualification levels of different countries and to promote mobility and lifelong learning.
- The qualifications, syllabi and other extensive competence modules are classified into eight levels based on the required competences.
- Each level in the qualifications frameworks describes the knowledge, understanding and practical capability achieved by an individual who has completed a qualification, syllabi or competence module at that level.
- The competences are described as jointly agreed in European collaboration with the European Qualifications Framework, EQF.

[Qualifications frameworks | Finnish National Agency for Education \(oph.fi\)](https://www.oph.fi/sites/default/files/documents/tutkintojen_viitekehysten_osaamistasokuvaukset_fi_sv_en.pdf)

https://www.oph.fi/sites/default/files/documents/tutkintojen_viitekehysten_osaamistasokuvaukset_fi_sv_en.pdf

Level 6	<i>Finnish National Qualifications Framework Descriptors</i>	<i>European Qualifications Framework Descriptors</i>
<ul style="list-style-type: none"> • Bachelor's degrees (universities of applied sciences) • Bachelor's degrees (universities) 	<ul style="list-style-type: none"> ○ Has a good command of comprehensive and advanced knowledge of his/her field, involving a critical understanding and appraisal of theories, key concepts, methods and principles. ○ Understands the extent and boundaries of professional functions and/or disciplines. ○ Has advanced cognitive and practical skills, demonstrating mastery of the issues and the ability to apply knowledge and find creative solutions and applications required in a specialised professional, scientific or artistic field to solve complex or unpredictable problems. ○ Works independently in expert tasks of the field and in international co-operation or as an entrepreneur. ○ Manages complex professional activities or projects. ○ Can make decisions in unpredictable operating environments. In addition to evaluating and developing his/her own competence, he/she takes responsibility for the development of individuals and groups. ○ Has the ability for lifelong learning. ○ Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks. ○ Communicates to a good standard verbally and in writing in his/her mother tongue both to audiences in the field and outside it. ○ Communicates and interacts in the second national language and is capable of international communication and interaction in his/her field in at least one foreign language. 	<p>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</p> <p>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</p> <p>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</p>

Level 7	Finnish National Qualifications Framework Descriptors	European Qualifications Framework Descriptors
<ul style="list-style-type: none"> • Master's degrees (universities of applied sciences) • Master's degrees (universities) 	<ul style="list-style-type: none"> ○ Understands comprehensive and highly specialised concepts, methods and knowledge corresponding to the specialised competence in his/her field, which are used as the basis for independent thinking and/or research. ○ Understands issues that are at the interface between his/her field and different fields and evaluates them and new knowledge critically. ○ Solves demanding problems, also creatively, in research and/or innovation, which develop new knowledge and procedures and applies and combines knowledge from various fields. ○ Works independently in demanding expert tasks of the field and in international co-operation or as an entrepreneur. ○ Manages and develops complex, unpredictable and new strategic approaches. ○ Manages things and/or people. ○ Evaluates the activities of individuals and groups. ○ Accumulates knowledge and practices in his/her field and/or takes responsibility for the development of others. ○ Has the ability for lifelong learning. ○ Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks. ○ Communicates to a good standard verbally and in writing in his/her mother tongue both to audiences in the field and outside it. ○ Communicates and interacts in the second national language and is capable of demanding international communication and interaction in his/her field in at least one foreign language. 	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p> <p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p> <p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>

Level 8	Finnish National Qualifications Framework <i>Descriptors</i>	European Qualifications Framework <i>Descriptors</i>
<ul style="list-style-type: none"> • Universities' and National Defence University's scientific and artistic postgraduate degrees (licentiate and doctoral degrees) • General Staff Officer's Degree • Specialist Degree in Veterinary Medicine • Specialist training in medicine • Specialist training in dentistry 	<ul style="list-style-type: none"> ○ Has a good command of extensive knowledge areas and contexts. ○ Masters the most advanced and/or specialised and most profound knowledge, skills and/or theories, which are placed at the most advanced and/or specialised level of the field and at the interface between different fields. ○ Finds creative solutions. ○ Creates new knowledge in compliance with good scientific practice. ○ Conducts independent and reliable scientific or artistic and professional research. ○ Develops professional functions and/or his/her scientific or artistic field. ○ Develops and applies new ideas, theories, approaches or processes in the most advanced operating environments. ○ Works independently in the most demanding expert tasks of the field and in international co-operation or as an entrepreneur. ○ Manages things and/or people. ○ Synthesises and prepares critical evaluations required to solve complex problems in research and/or innovation. ○ Extends and redefines knowledge or professional practices. ○ Accumulates knowledge in his/her field and/or takes responsibility for the development of others. ○ Has the ability for lifelong learning. ○ Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks. ○ Communicates to a good standard verbally and in writing in his/her mother tongue both to the scientific community and the general public on issues pertaining to his/her own research area and the entire discipline and/or professional field. ○ Communicates and interacts in the second national language and is capable of demanding international communication and interaction in his/her field in at least one foreign language. 	<p>Knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p> <p>The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</p> <p>Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</p>

Finnish Education Evaluation Centre FINEEC – (in Finnish Karvi*)

About FINEEC

- Responsible for the national evaluation of education in Finland
- Produces reliable national evaluation information
- Supports quality management
- Universities must participate in audits regularly

Audit of Aalto University

- Passed the audit 28.4.2023
- The Quality Label is valid for six years, until 28.4.2029
- Excellent level on all three areas:
 - Creates competence
 - Promotes impact and renewal
 - Enhances quality and wellbeing

*Kansallinen koulutuksen arviointikeskus (Karvi) [webpage](#)

Aalto Quality management

Aalto University quality system

PLAN

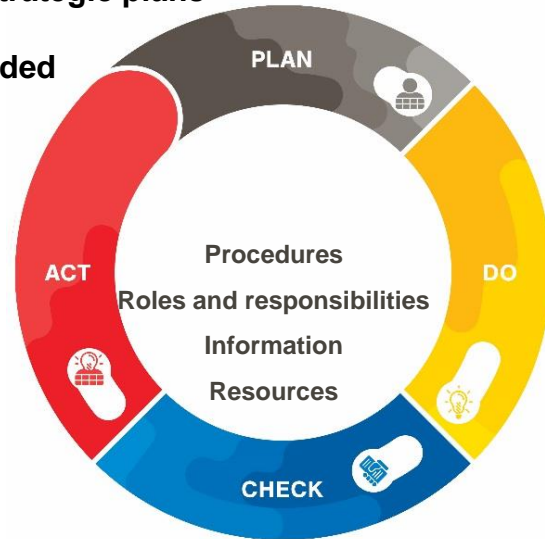
- Aalto strategy
- Joint / Schools'/ Departments' strategic plans
- Regulations, instructions
- Applying the improvements needed

DO

- Research/ artistic activities
- Teaching and learning
- Societal interaction and impact
- Cross-cutting approaches
- Services and leadership

ACT

- Identifying the needed
- Adjustments to the strategy
- Improvement actions
- Renewal of objectives



CHECK

- KPI's
- Internal and external evaluations
- Milestones achieved in strategic project portfolio roadmap
- Feedback
- Changes in operating environment and assumptions on external trends

Multi-year evaluation programme

Aalto University Evaluation Programme 2022-2028

Internal and external evaluation of university activities

→ Ensures, that Aalto's core activities are evaluated systematically.



*University Review includes:

- Quality management system, incl. long term evaluation programme, Aalto Handbook and Indicator Handbook
- Core activities; research & art, impact & innovation incl. infra, education incl. programmes (every second year)
- Cross cutting approaches; sustainability, radical creativity, entrepreneurship
- Enablers (community & people incl. diversity & inclusiveness, services & resources, infra & campus)
- Risk assessment, Aalto priorities and other relevant special themes as planned

Confirmed 02032023 AMT

Quality management tools for teachers in Aalto

Student surveys

- Course feedback (course and programme level)
- Bachelor feedback
- AllWell?

Staff surveys

- Wellbeing surveys
- Physical and digital campus evaluations

Internal, external and international evaluations

- annual university review
- discipline based evaluations

Career path processes

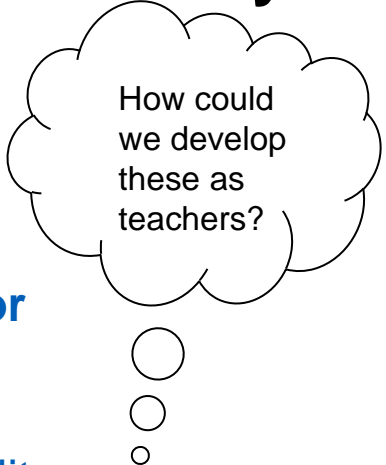
- teaching competence assessment (TCA)



Picture: Stock Images

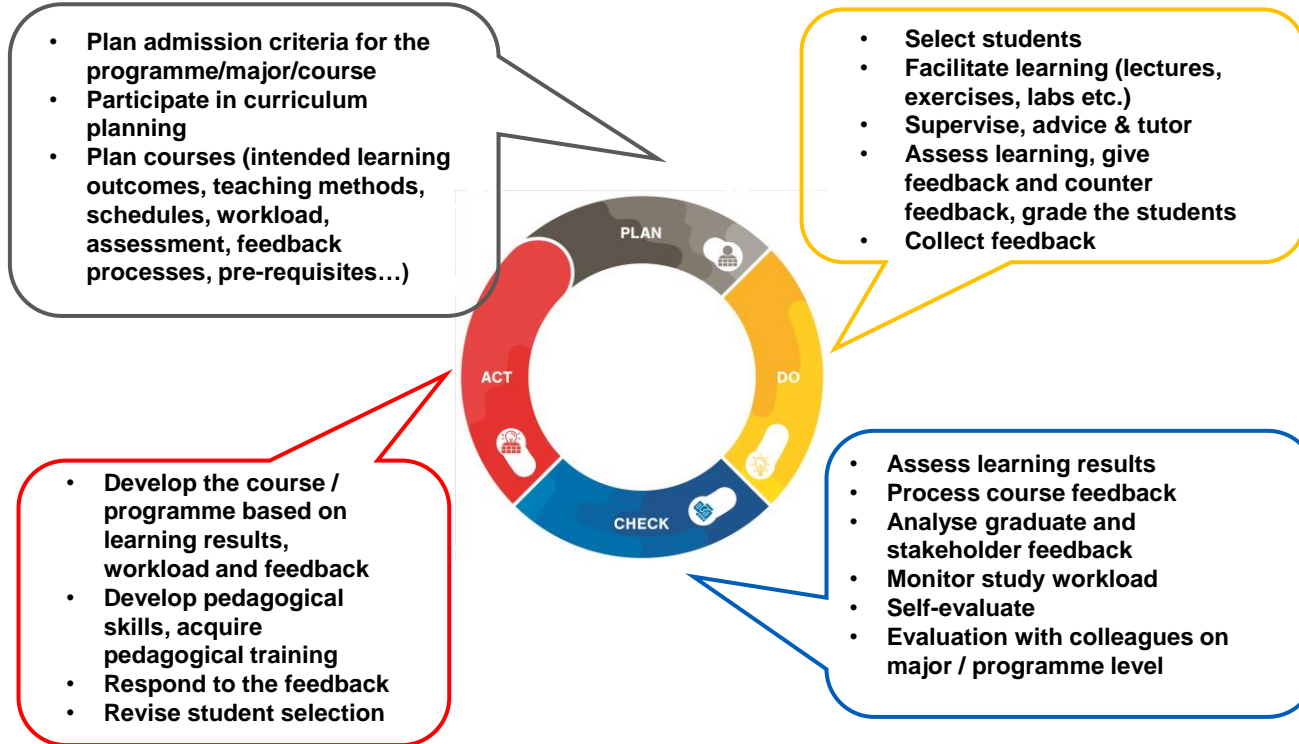
Recommendations of FINEEC audit of Aalto University:

- **Systematic feedback for students** should be strengthened
 - formative feedback
 - Feedback-on-feedback
- Aalto should consider **ways to improve work-life balance for staff and study workload for students.**
- Aalto should **progress their outstanding work in EDI** (equality, diversity and inclusion).
- Aalto should **incorporate radical creativity into capturing the impact and develop further qualitative measurements and indicators to capture impact particularly in artistic activities.**



How could we develop these as teachers?

Education quality cycle



Teacher's handbook at Aalto

Teaching practices – checklist for teachers

Digital platforms for teaching and learning

Learning spaces for teaching in Aalto University campus

Information for new teachers – how to get started with teaching at Aalto

[Aalto Teacher's handbook](#)



Programme director's handbook

- Collection of **guidelines, information about processes, tools, services and good practices** at Aalto University.
- The aim is to **support** degree programme directors, heads of majors and others involved in **implementing, evaluating and developing the programmes**.
- Includes **onboarding material** (for programme directors).
- As the leadership and programme management practices are constantly developed, so is the material in this handbook

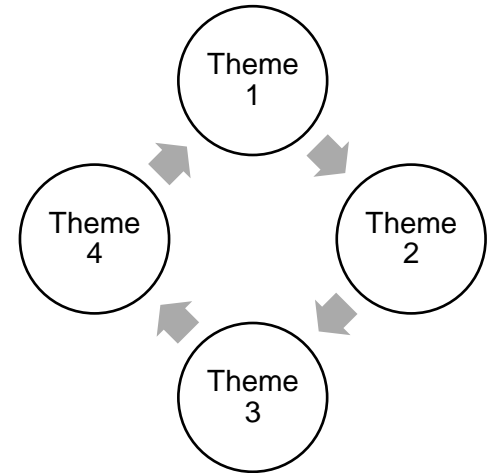
[Programme director's handbook | Aalto University](#)

Other viewpoints to quality of teaching?

Group work: Learning café

Idea of a Learning Café

- Four groups with different themes.
- Each café has a host, who remains there all the time, and a poster where the group documents the discussion and their ideas.
- Groups rotate (others than the host), until they have discussed all topics. (10 mins/table)
- Hosts present other groups' findings to the new group and help them discuss the topic further.
- Finally, each café host summarizes the key idea of the theme to others (~3 mins/table)



What are the elements/concrete examples of high-quality teaching from the viewpoint of...

Themes

1. **TEACHERS**
2. **STUDENTS**
3. **PROGRAMME DIRECTORS (and other directors e.g., department and school level)**
4. **UNIVERSITY MANAGEMENT**

Learning café wrap-up

Each group host presents their key ideas in 3 minutes.

What is high quality teaching from the viewpoint of a...

- Student
- Teacher
- Programme director
- University management?



Quality of teaching – defining factors, viewpoints, measures

e.g., assessment
, feedback,
regulations...

Standards (Ellis 2018), **quality control systems** (Biggs 2001, Huusko 2009); peer review, **assessment** etc. (Bright et. al. 2021; Krause 2021)

Money (Biggs 2001)

Pedagogical methods, clarity, motivation,

Subjective perceptions (Hénard & Roseveare 2012; Hill & Christian 2012; Skelton 2005)

Communication (Moore et. Al 2007; Brown & Edmunds 2018)

Stakeholders' definitions (Nasser-Abu Alhija 2017, Devlin & Samarawickrema 2010)

Teacher-student connection (Ramsden 2003)

Safe and learner-centred environment (Nilson 2016)

Substance & curricular knowledge (Hativa 2000)

Skills and approaches (Wood 2017; Filene 2005; Hativa 2000)



BREAK

Picture: Stock Images

Feedback on the learning logs

Feedback of the learning logs

Your thoughts about academic Wellbeing, e.g., teacher's wellbeing and its relation to students' wellbeing...

"The **information** about well-being information desk **was useful**... also the online resources shared."

"When I am calm and relaxed, I am able to relate more to the students and provide better support during the teaching sessions."

Factors, that promote your wellbeing as a teacher, top three:

1. **Flexibility** (e.g., content, methods, working hours)
2. **Open working environment** (e.g., peer support, non-discriminative environment)
3. **Motivation** (towards one's own work – e.g., teaching topics)

Feedback of the learning logs

Your thoughts about learning-centricity, its obstacles, and ideas for promoting it...

"**Learning centricity for me is a general attitude in life** (in every part of life, not only the university or school) towards an interest and curiosity to learn that does not aim at specific outcomes."

"**I promote learning-centricity by providing information in multiple ways** (text, images, videos, quizzes) and I focus to provide **comprehensive feedback**"

"**...university policy** of getting more students **might hinder the learning process**" → "university handles students like a factory"

"**Sadly, it seems that learning is often reflected and measured against what is necessary and useful in professional life.**"

"**...learning and studying** in the university is often understood as a **preparation for a job**, instead of approached as a chance to learn for the sake of learning in itself."

Discipline-based pedagogy – Research of your field

Educational research of your own field

1. Summarize orally the educational article you read as a homework and your insights in small groups

- Goals / research questions of the paper
- 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 and how can the results be applied in teaching practice?
- Would you recommend the paper to others to read? Why?
- Your thoughts on the article?

3–4 persons in a group
~10–13 mins / paper

Go through the articles and your insights before 15.45.

Groups

ARTS + LES

Hanna

Aino

Lauri

Evi

ARTS +
BIZ

Paula

Solip

Lauri V.

CHEM +
SCI

Samuel

Hossein

Jara

Matti

ARTS + ELEC

Anna E.

Talvikki

Aleksi

Lauri J.

ENG + SCI

Anna A.

Mohamed

Mashrura

Timo

ELEC +
ARTS

Filip

Gopika

Antony

Laura

Thoughts & insights?

For the next time

Assignments for the next session 17.4.2024, instructions on MyCourses



Learning log 3, DL 12.4.2024.



Reading assignment

Chapter 14: A quality approach to university teaching, p. 304–323.



Write peer feedback on essay, DL 9.4.2024.

Prepare also for giving oral feedback next time!



Learning log 3, DL 12.4.2024 (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 3rd [learning log](#):

- What does high quality teaching in higher education mean to you?
- How can you verify high quality in teaching?
- Students' viewpoint: How do they define high quality teaching? Have you discussed with your students about the theme?
- What possible threats could impact to the quality of teaching and how can you overcome them?



Reading assignment

Chapter 14: A quality approach to university teaching, p. 304–323.

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



Peer feedback on essay, DL 9.4.2024.

Next
week!

- 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 peer group) in two different stages: first written on MyCourses in the discussion area of your peer group, and then orally during next session.
 - Make sure your own essay version 1.0 is returned to MyCourses discussion area as attachment so your peer has enough time to read it and write feedback.
 - Remember to give feedback to your peer of their essay by **9th April**. Feedback chain: A → B → C → D → 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.

Feedback (or feed forward?)

Constructive

- Is about an issue/action
- Justifies the views
- Is useful for development
- Takes into account the recipient's state of development and situation
- States observations
- Two-way process: the recipient has an opportunity to respond

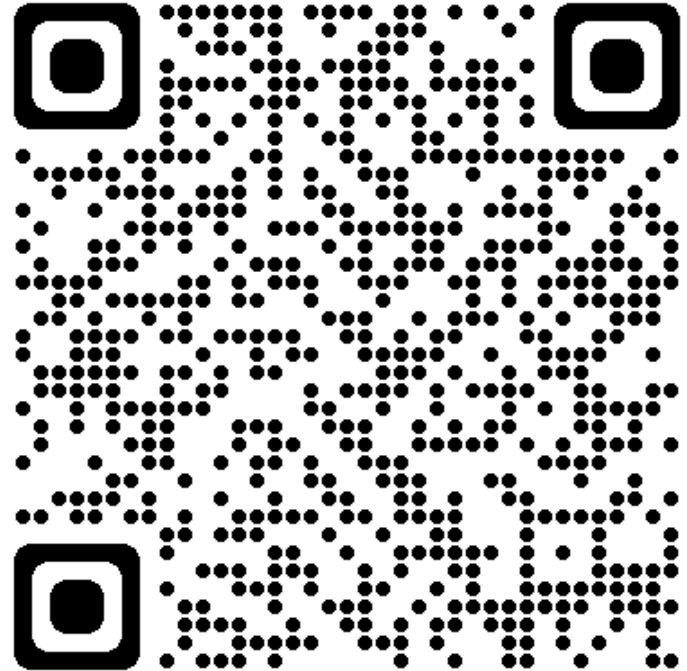
Unconstructive / destructive

- Is about a person
- Includes judgements (good / bad)
- Does not necessarily benefit anyone
- Does not take the recipient into account, is given only from the evaluator's perspective
- Makes subjective conclusions / interpretations
- One-way process

Mid-course feedback

1. How has this course supported your development as a teacher so far?
2. What has been the most useful for your development?
3. What could be developed?

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



Thank you!

