

Learning and Teaching in Higher Education (5 ECTS)

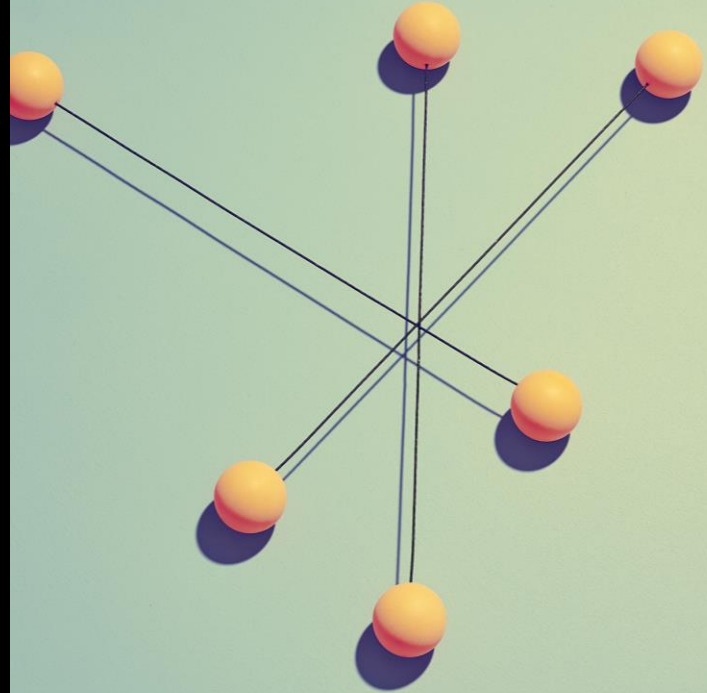
Session 5 – Reflection

Anna Vilhunen & Linda Mäkinen

7.5.2024

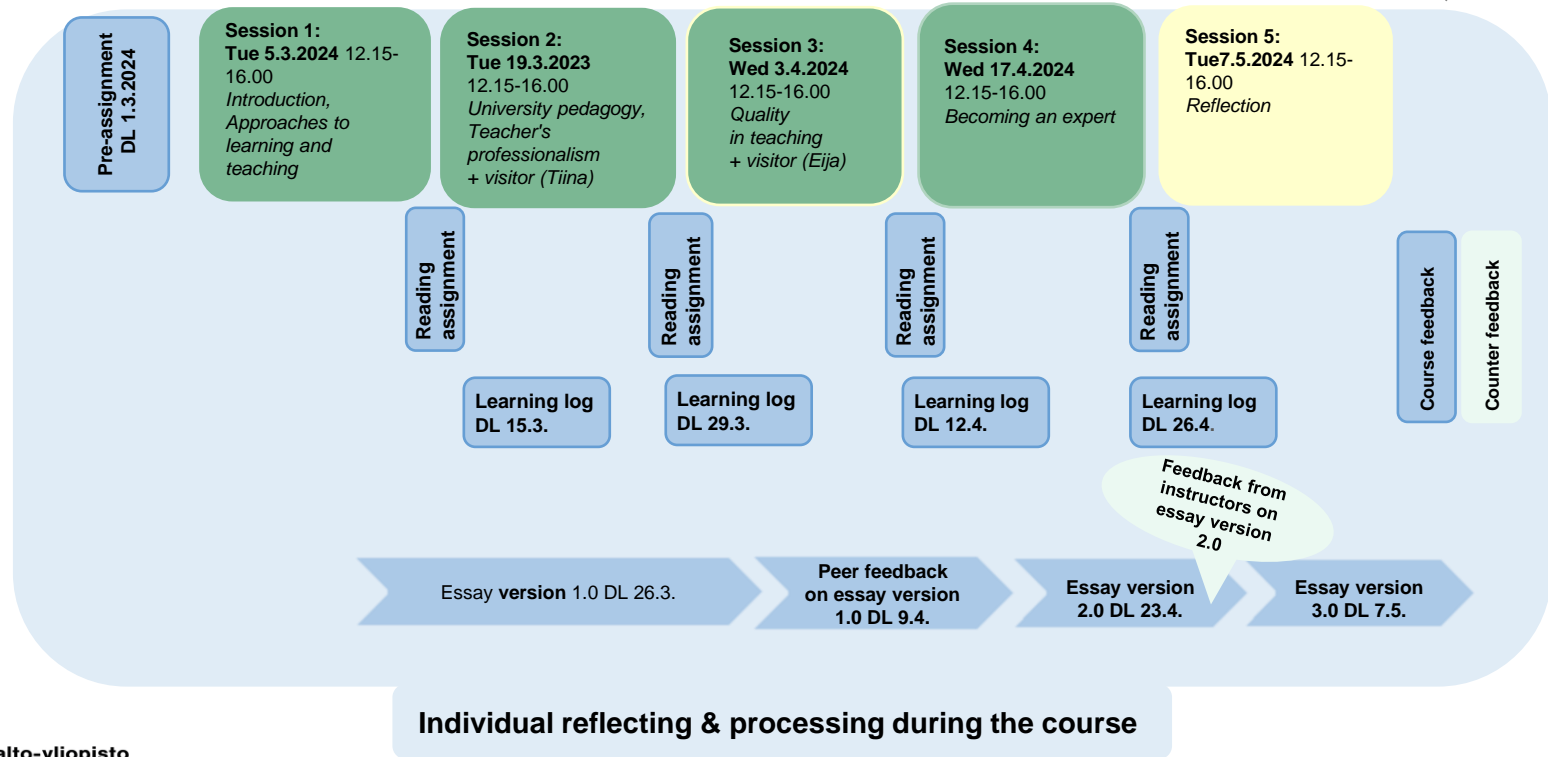


Aalto-yliopisto
Aalto-universitetet
Aalto University



Learning and Teaching in Higher Education (5 ECTS)

Course timeline 5.3.-7.5.2024



Today's schedule

12. 15–12.45 Warm-up & learning logs

12.45–13.15 Aalto TCA process

13.15–13.30 *BREAK*

13.30–13.50 Reflection (theory)

13.50–14.30 Self-evaluation – I as a teacher and an expert

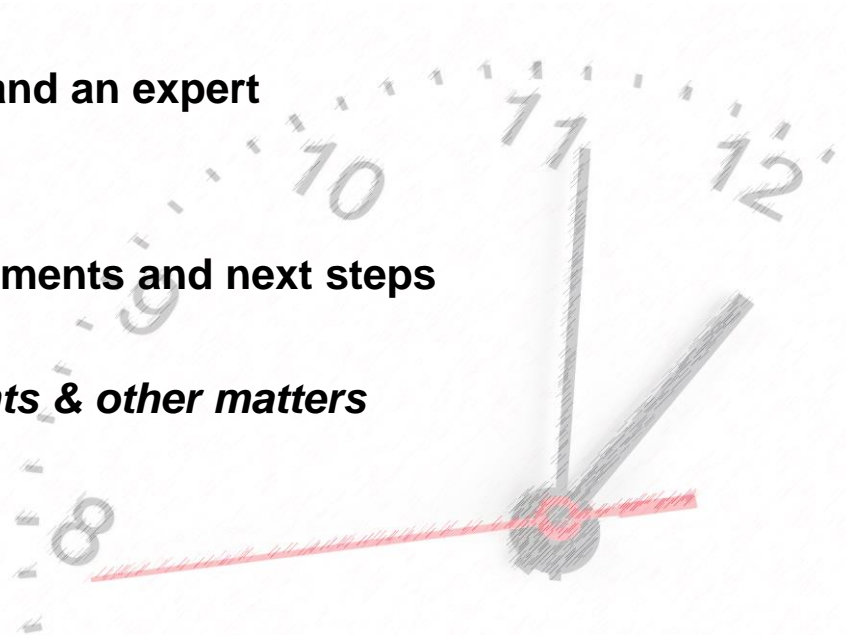
14.30–14.45 *BREAK*

14.45–14.55 Feedback from the essay 2.0

14.55–15.10 Wrapping-up the course: assignments and next steps

15.10–15.20 Course feedback

15.20– *Course related questions, assignments & other matters*



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.



Which of the chairs
do you sit on?



A

7.5.2024

5

Learning logs

Expert's skills

"It's more about knowing what are the areas for new sets of questions within the discipline than knowing the answers."

"being an expert is knowing your limits"

Expertise vs. Automation, technology and AI

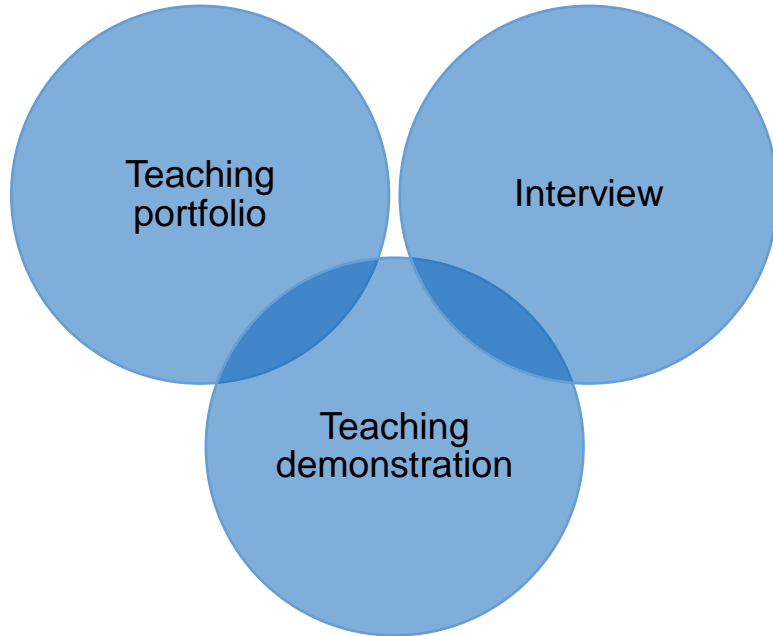
"As a researcher and teacher, I need to focus on more on the human side."

Expert's path

"Another thing worth considering is giving our students a safe environment to fail and learn from that experience. After all, this is what they will (and should) be doing many many times in their future career."

Teaching competence assessment (TCA) at Aalto University

Holistic assessment of the teaching competence



The assessment takes into account the following aspects:

- approach to teaching and learning
- teaching experience
- involvement in curriculum development and educational leadership
- development as a teacher
- student feedback
- performance during the teaching demonstration,
- and outcome of the teaching competence interview.

Teaching portfolio

Teaching portfolio guidelines for candidate (1.4.2024)

Teaching portfolio

The teaching portfolio presents your competence, experience and professional development in the domain of teaching in a systematic and concise way. **The length of the portfolio cannot exceed 5-8 pages. In addition, you can include a maximum of 6-10 pages of carefully selected appendices.**

General guidelines:

- Write the portfolio as a narrative text
- Write in the first person (I, me, my...)
- Document all relevant work experience, provide evidence for your claims, and support the text with reflection and appropriate references
- If you have had a long teaching career, you can choose to focus on the past 5-10 years. Even in this case, include a list of all courses you have taught during your career as an appendix, in order to demonstrate the breadth of your teaching experience.

Cover page and table of contents: The cover page must include your name and date, the purpose of the teaching portfolio, contact information, and your highest degree obtained. Add a table of contents with page numbers, including a list of appendices.

Please follow the structure indicated below. The structural components provide the main headings of the teaching portfolio and give suggestions of aspects to consider in each key component. Please note that all the components may not be relevant to you and are not expected to be equally covered.

If you are on tenure/lecturer track in Aalto University: Provide a summary within each section on how you have developed your teaching competence **since your latest appointment on the track.**

Portfolio structure (max. 5-8 pages)

- | | |
|--|---|
| 1. Approach to teaching and learning | a. Description of how you teach
b. Evidence, examples, and reflection |
| 2. Teaching experience | a. Teaching
b. Supervision and advising
c. Teaching and learning materials
d. Course development |
| 3. Curriculum development and educational leadership | a. Curriculum development
b. Educational leadership |
| 4. Development as a teacher | a. Pedagogical studies and development of teaching skills
b. Key learnings and reflection |
| 5. Feedback | a. Feedback you have received
b. Awards and credentials |

Appendices (max. 6-10 pages)

Practical tips for your development in TCA-process

- Remember to update your teaching portfolio regularly!
- Keep a record of and update, e.g., the following information:
 - Theses (BSc, MSc, PhD) you have supervised/advised – each time your students have graduated, add them to a table (e.g., in Excel with name, topic, year)
 - Courses you have taught (name, code, level, year and your role)
 - Pedagogical courses you have completed
 - Course feedback (grades and reflection on how you have utilised the feedback) & awards
 - Teaching materials and teaching related publications/literature

EMERGING

DEVELOPING

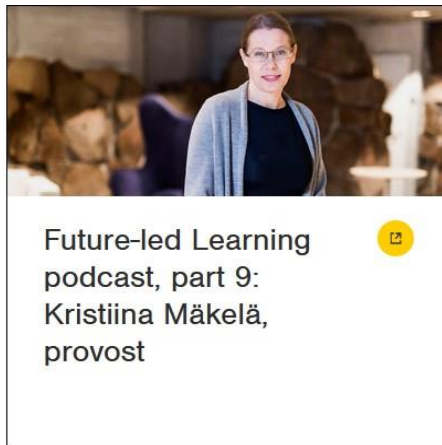
GOOD

HIGH QUALITY

EXCELLENT

Guidelines for the committee (evaluation matrix)

- Tenure track career path
- Lecturer career system



Future-led Learning 9: Kristiina Mäkelä, provost at Aalto University

Tenure track evaluation criteria

Pedagogical support for your development as teachers and for the TCA process

Pedagogical specialists

ARTS: Linda Mäkinen (& Tiina Pylkkönen absent)

BIZ: Maura Ratia (& Riikka Evans absent)

CHEM: Jukka Välimäki

ENG: Heidy Tiits-Tikkanen

ELEC: Anna Vilhunen & Kirsti Keltikangas
(& Marja Elonheimo absent)

SCI: Miia Forstén

U-level: Erika Myllyniemi, Samu Tikkanen, Vilma Kaipainen & Jenni Kotonen

Digital pedagogical specialists

ARTS: Antti Huittinen

BIZ: Silvana Perez Läherinta

CHEM: Suvi Toivonen

ENG: Karoliina Pakkanen

ELEC: Jaana Brinck

SCI: Veruscka Xavier Filgueira

U-level Teacher services specialists: Luis Costa, Timo Ovaska, Kalle Kataila, Esa Salmio, Tiina Lehtonen, Outi Rautakoura, Saara Kanerva, Risto Maijala & Valeria Gryada

Teacher's handbook at Aalto

<https://www.aalto.fi/en/teachers-handbook>



Teaching practices

A checklist for teaching practices and steps that need to be taking over the entire lifespan of a course,

Teacher's Handbook



Digital platforms for teaching and learning in Aalto University

Digital platforms for teaching and learning in Aalto University

Teacher's Handbook



Learning spaces for teaching

In Learning spaces for teaching, you can find basic information on teaching and learning facilities in Aalto University campus.

Teacher's Handbook



For a new teacher

In 'For a new teacher', you can find basic information on how to get started with teaching at Aalto University. For permanent teaching staff and hourly paid teachers.

Teacher's Handbook

Questions?





BREAK

Reflection

Think and answer in Presemo:



<https://presemo.aalto.fi/lthe5>

You can answer several times!

Allows you to see things and experiences from different and new perspectives.

Allows you to control and direct your own learning.

Increases awareness of yourself and your own activities in different situations.

Helps you to combine theory and practice.

Develops pedagogical thinking.

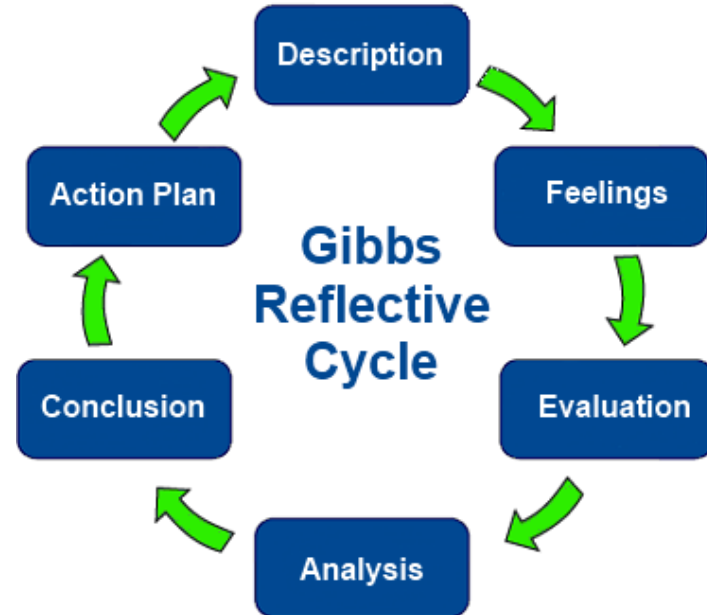
Supports decision-making in teaching and learning situations.

Why to reflect?

A central tool for developing teaching –
Teacher's teaching and learning perception instrument

→ An expert's way of working

Reflection



Gibbs G. (1988). Learning by Doing: A guide to teaching and learning methods.

Action plan: What are you going to do differently in this type of situation next time?

Conclusion: You have explored the issue from different angles and have a lot of information to base your judgement. What can be concluded?

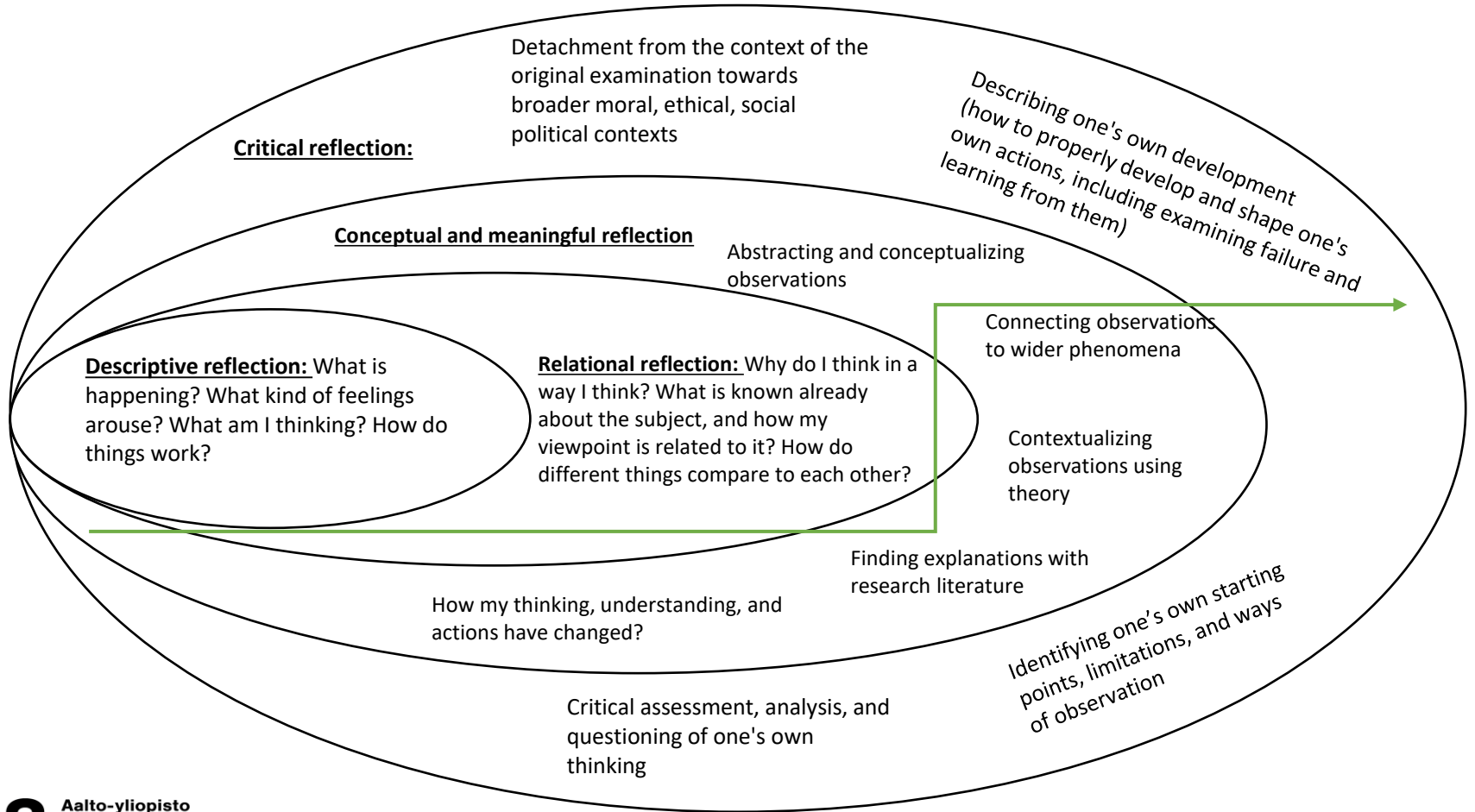


Feelings: What were your reactions, thinking & feeling?

Evaluation: What was good & bad about the experience?

Analysis: What sense can you make of the situation? What was really going on?

Gibbs, G. (1988/2001) "Learning by doing: a guide to teaching and learning methods". Further Education Unit, Oxford Polytechnic: Oxford.
Available at: <http://www2.glos.ac.uk/gdn/gibbs/index.htm> (Structured debriefing in Chapter 4.3.5)
<https://www.mindtools.com/blog/corporate/wp-content/uploads/sites/2/2014/08/Gibbs-Reflective-Cycle.pdf>



Self-evaluation

– I as a teacher and as an expert

Self-evaluation – Your teacher competence profile



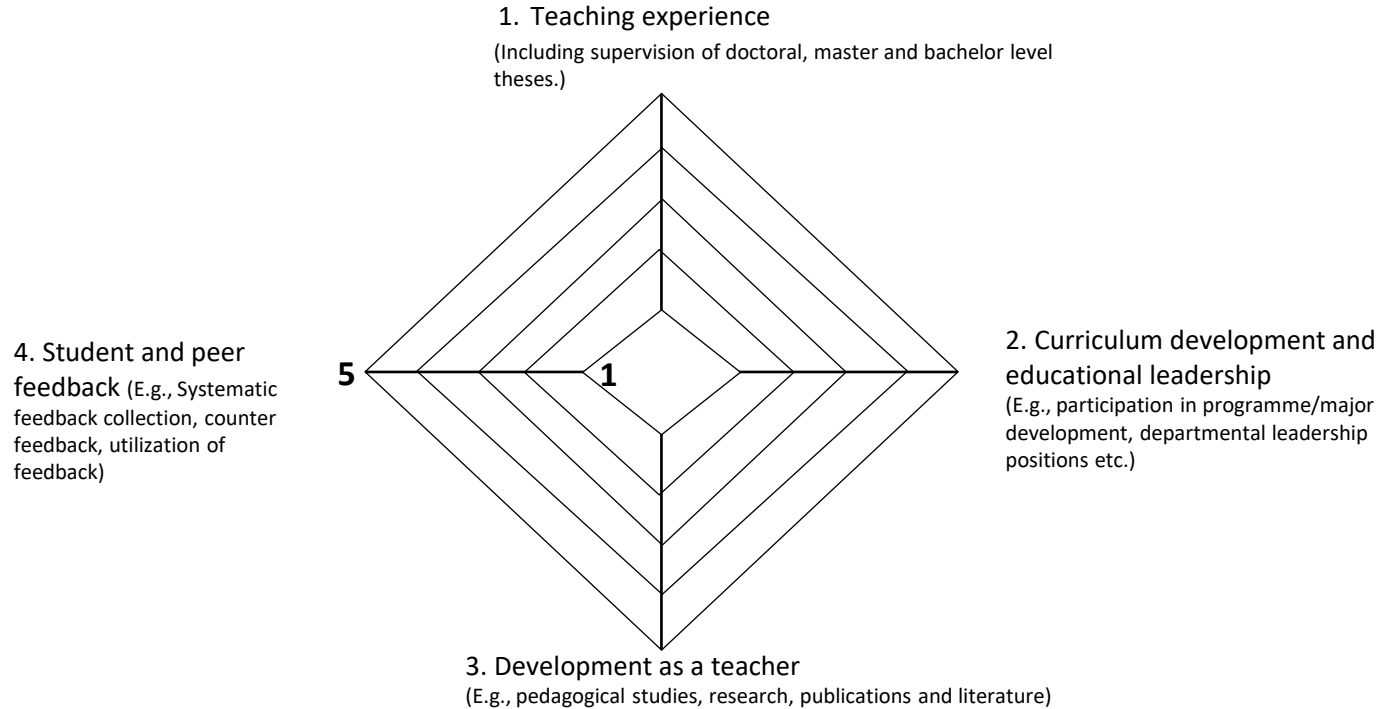
1. Evaluate your own pedagogical competence dimensions by drawing your profile to the spider web figure.
 - **Your expertise in this area: 1= very little, 5= very much**
 - **Importance in your own work at the moment and in the future: 1= not at all important, 5 = very important**
2. Make a concrete plan what you are going to do within the next 6 months.

Applied from: A review of research on teacher competencies in higher education
<https://www.emerald.com/insight/content/doi/10.1108/QAE-08-2021-0126/full/pdf?title=a-review-of-research-on-teacher-competencies-in-higher-education>

Your teacher competence profile

Expertise:
1= very little
5= very much

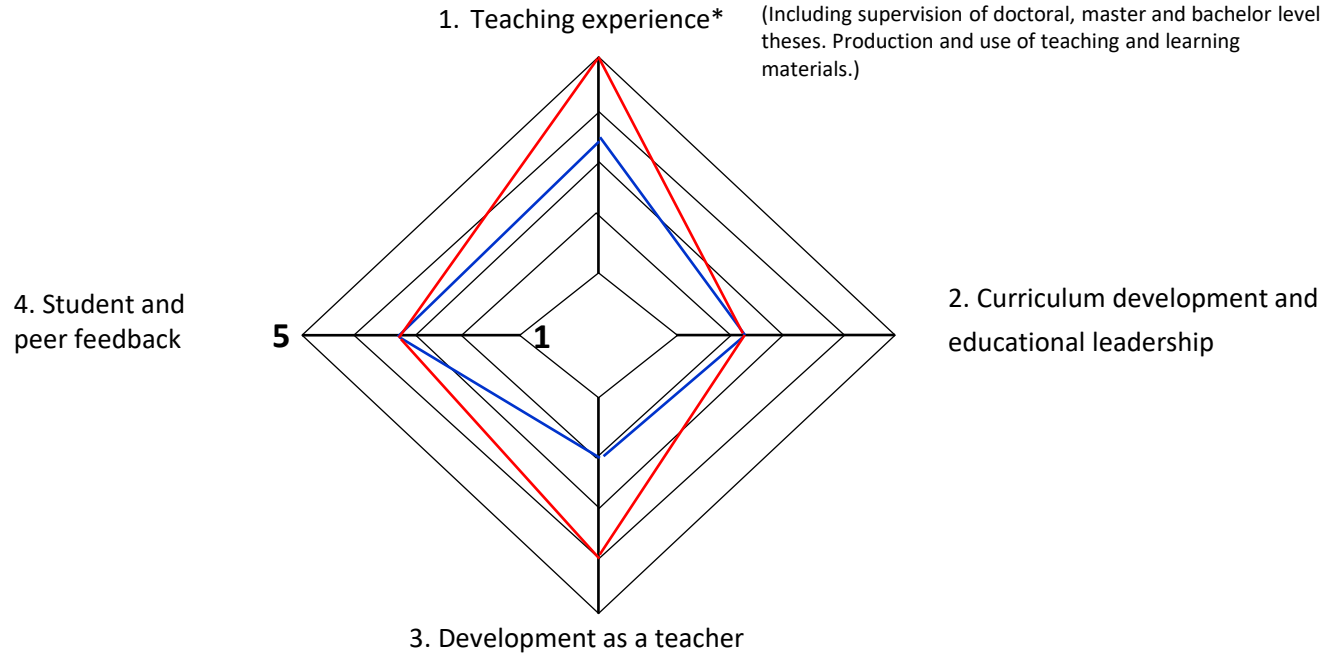
Importance:
1= not at all
5 = very important



Your teacher competence profile

Expertise:
1= very little
5= very much

Importance:
1= not at all
5 = very important



30.11.2022

Concrete action plan to develop your teaching competence [★]

Make a concrete action plan (1-3 objectives for yourself) by which you will develop your own teaching competence. The scope for your plan can be for example calendar year 2024 or academic year 2024-2025.

Objective:

Action to achieve the objective:

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Pair discussion

- **Share your thoughts on this assignment and the previous reading assignment Hunt & Chalmers (2021) CHAPTER 15 “Building your career through teaching”, p. 328-342**
 - If you look at the four competence dimensions, what are your strengths as a teacher?
 - How should you further-develop yourself as a teacher?
 - What are your future plans in your teaching path?

Feedback on the essays

Feedback from the essay 2.0 versions

What we praised

- You have put time and effort into the essays and it shows
- Enjoyable to read!
- Own experiences & reflection combined to theory
- Own development ideas & action plans

What we commented about, if there was lack of

- Development ideas
- Concrete examples
- References
- Reflection of one's teaching practices and feedback

Most important: Your reflection about writing the essay – what have you gained during the writing process?

Wrapping up the course

Learning outcomes for this course

After the course, you:

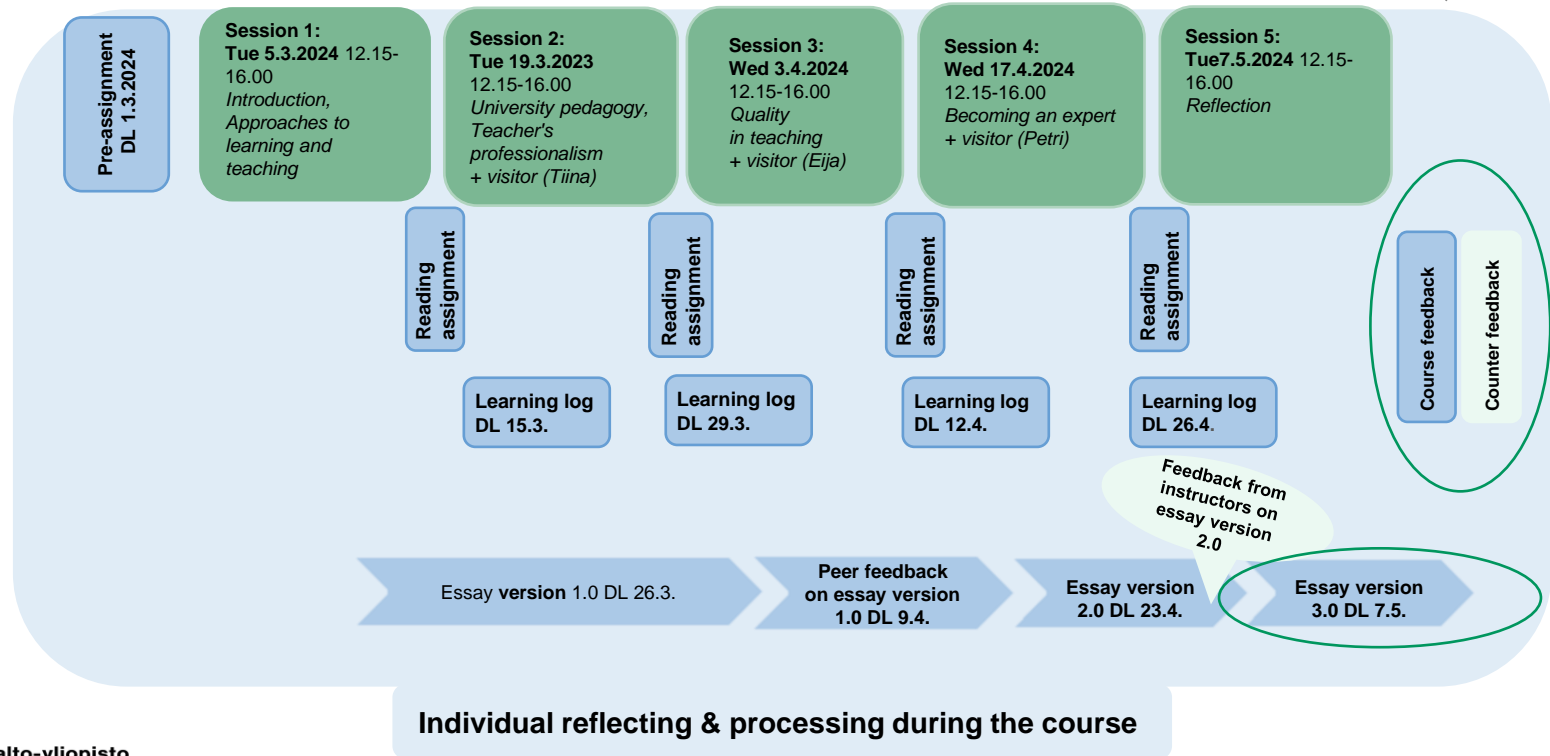
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- will be able to **recognize different learning theories** and have **become aware of how they influence teaching,**
- **have formed own approach to teaching / teaching philosophy** and you **have knowledge on how to develop your teachership** and teaching,
- **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,
- will 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.

Content of this course

- The concept and conceptions of teaching and learning
- Learning theories, approaches to learning and teaching
- Learning-centricity – how to promote it? (and the alignment with [Aalto's strategy](#))
- Academic well-being
- Quality of teaching – quality factors, qualification frameworks, how to measure
- University KPI's and funding system
- Expertise – what is it and how it builds?
- Future's thinking – the purpose of education in the future, anticipatory thinking etc.
- Field specific pedagogy and views
- University pedagogy and the mission of universities ([Universities Act](#))

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Course timeline 5.3.-7.5.2024



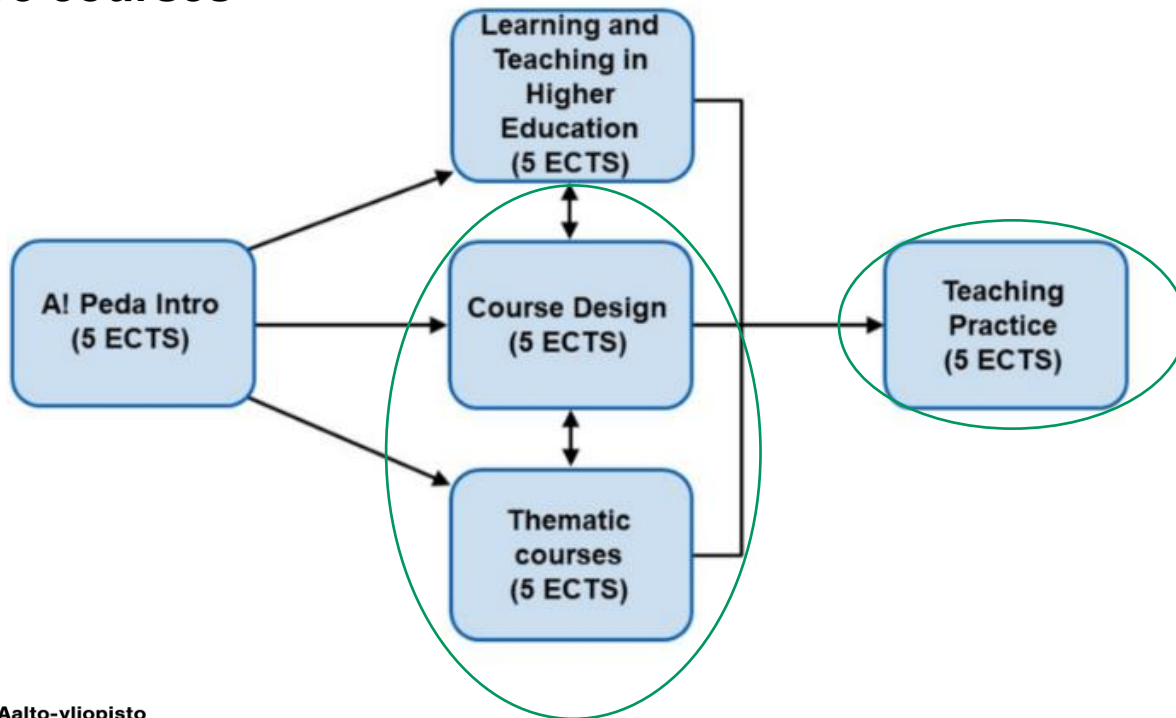
Check that you have submitted the following assignments

- Pre-assignment
- Learning logs (4)
- Essay 1.0
- Written peer feedback on the essay 1.0 (to one of your small group members)
- Essay 2.0
- Essay 3.0 (DL today 7 May)
- Substitute assignments (absences)
- Course feedback on MyCourses

Next steps on your pedagogical development

[Pedagogical training: main page | Aalto University](#)

Core courses



Autumn 2024
course selection
is published on
15 May!

Next steps on your pedagogical development

[Pedagogical training: main page | Aalto University](#)

Thematical courses:

- [Versatile assessment for learning](#)

- continuous online course with continuous registration, 1-2 ETCS, multilingual in English and Finnish

- [Doctoral Supervision](#)

- September - December, 3 ETCS, in English

- [Sustainability in teaching](#)

- September - December 2024, 3 ETCS, in English

- [Open networked learning](#)

- xxx – xxx, 5 ETCS, in English

- [Coaching group for teachers](#)

- xxx – xxx, 1 ETCS, in Finnish

- [Teaching assistant as a learning instructor](#)

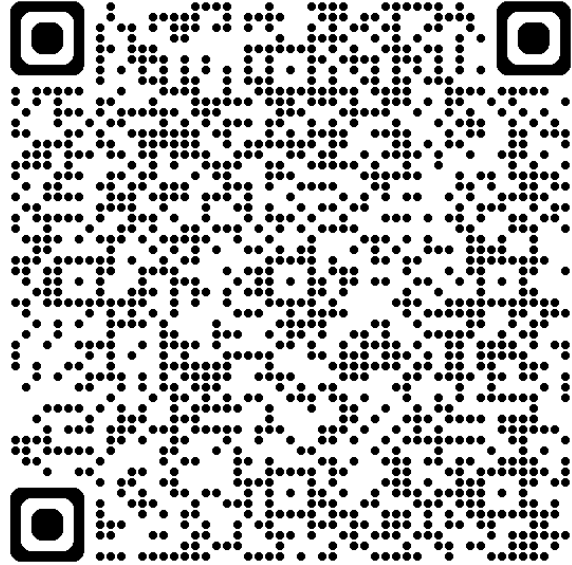
- “Orientation course” for TA’s. October - December, 2 ETCS, in English

Course feedback

Please go to MyCourses and give feedback on this course

[Link to feedback form](#)

- We will publish the counter feedback in MyCourses later



Q/A, assignments and other matters



**Thank you for
participating
this course!**

