



Aalto University

Learning and Teaching in Higher Education (5 cr)

Quality and Teaching

*Maire Syrjäkari ja Päivi Kinnunen
Contact session 4: 28.3.2017*



Photo: Maire Syrjäkari, 2014

Timeline: Learning and Teaching in Higher Education (5 cr)



Pre-assignment
DL
26.1.2017



CS1: 2.2.2017
University pedagogy and learning theories

Log 1
DL 9.2.

Reading tasks (3)
DL 14.2.

Essay:
Approch to learning and teaching



CS2:15.2.2017
Approach to teaching and expertise

Log 2
DL 22.2.

Reading tasks (2)
DL 6.3.

Essay:
version 1.0
DL 24.2.



CS3: 7.3.2017
Reflection, expertise and development

Log 3
DL .14.3.

Reading tasks (2)
DL 27.3.

Essay:
Peer feedback
DL 6.3.



CS4: 28.3.2017
Quality of teaching

Log 4
DL 4.4.

Essay:
version 2.0
DL 13.3.

Essay:
Facilitator feedback
DL 27.3.

Essay:
Final version
DL 21.4.2017

Schedule

Quality of teaching

Development of Teaching Competence in Tenure Track,
Jani Romanoff, professor

Lunch

Quality of teaching continues

KPIs in education, Eija Zitting, head of Learning Services

Turnitin, Minna Vänskä, educational specialist

Learning Centred Culture in Practice, Marko Keskinen, lecturer

Wrap-up and feedback

Learning outcomes

After this session you are able to

- are able to define what is quality of teaching from different points of view
- aware of factors related to teaching competence development

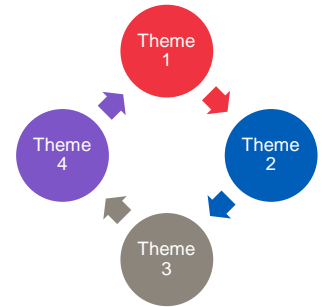
The Quality of Teaching

The idea of Learning café

There are four café tables in the room with four different themes. Each table has its own café hostess / host, who stays at the table. Groups rotate tables clockwise until they have discussed two topics. (10 min/table)

There is poster paper on the tables on which the group documents the discussion and the findings.

Finally, the themes are collected on discussions, where a café hostesses / hosts summarizes the key ideas.
(5 min /table)



What are concrete examples / elements of high (or low) quality teaching from the view point of....

1. Teachers

2. Students

3. Programme directors (and other directors e.g. department and school level)

4. University management

Break

Aalto University

School of Engineering

Learning and Teaching in Higher Education

Development of Teaching
Competence in Tenure Track

Lunch break

Assignment:

Perspectives to quality issues

Group work

Discuss and find solutions to given question.

Questions for groups 1 and 2

- How can teacher motivate students to give feedback?
- In which different ways a teacher can give the students feedback?

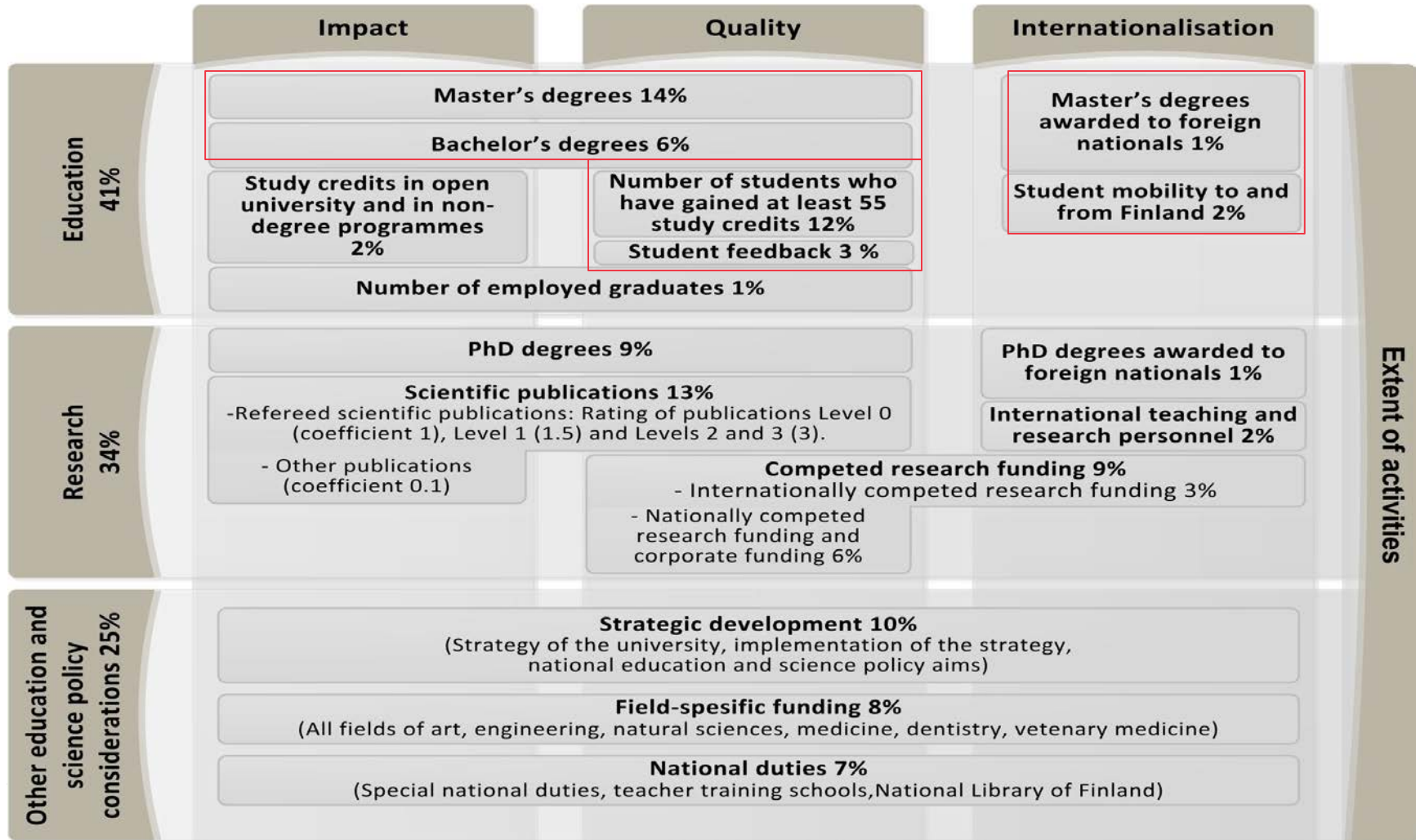
Questions for groups 3 and 4

- How can we enhance interaction between teachers and students?
- Can planning of teaching improve the quality of learning?

KPIs in education

Eija Zitting, Head of Learning Services

Universities' core funding from 2015



KPI's (Key Performance Indicator) in Aalto

The student's progress in his studies and graduation

Degrees (B.Sc., M.Sc., PhD)

55 cr/academic year

Quality in teaching

B.sc. graduates inquiry (**response rate** and **quality**)

Feedback from 2016 B.sc. graduates

Questions related to funding (OKM)

Question	ARTS (n=212)	BIZ (n=289)	CHEM (n=135)	ELEC (n=192)	ENG (n=375)	SCI (n=242)	Aalto (n=1472)
The skills I acquired in my education meet my expectations	4,20	4,29	3,95	3,86	3,85	4,29	4,07
My education meets the set goals.	3,91	4,32	3,80	3,77	3,78	4,20	3,98
The teaching was to a large extent of good quality.	4,10	4,33	3,72	3,78	3,81	4,13	4,00
I am satisfied with the used teaching methods.	3,73	4,03	3,65	3,76	3,67	3,96	3,81
I am satisfied with my course of studies.	3,92	4,29	3,89	3,88	4,06	4,19	4,06
I feel comfortable at my university.	3,84	4,49	4,30	4,32	4,38	4,42	4,31
There was sufficient support available for the organisation of studies.	3,30	3,62	3,57	3,74	3,40	3,83	3,56

Agree / very easy: 5 points, Somewhat agree / moderately easy: 4 points, Somewhat disagree / moderately difficult: 3 points, Disagree / very difficult: 2 points, I cannot answer this question / I cannot assess this statement: 1 point, I did not need support in this issue: 1 point

Feedback from 2016 B.sc. graduates

Questions related to funding (OKM)

Question	ARTS (n=212)	BIZ (n=289)	CHEM (n=135)	ELEC (n=192)	ENG (n=375)	SCI (n=242)	Aalto (n=1472)
There was sufficient support available for the preparation of the Bachelor thesis or final exam.	3,82	3,95	4,08	4,30	4,22	4,26	4,11
How easy or difficult was it to find information and support on different aspects of your studies?	3,44	3,92	3,66	3,76	3,60	3,81	3,70
If needed, I would always know where to find a person to whom I can turn for help.	3,79	3,90	3,91	3,85	3,78	3,79	3,83
I was satisfied with the opportunities I had to influence and participate in my programme.	2,82	3,08	2,80	2,70	2,54	2,97	2,80
I was satisfied with the communication I had with the teaching staff.	3,90	3,78	3,73	3,70	3,63	3,82	3,75
The feedback I received from the teaching staff has helped me with my studies.	3,84	3,67	3,38	3,21	3,40	3,52	3,51

Agree / very easy: 5 points, Somewhat agree / moderately easy: 4 points, Somewhat disagree / moderately difficult: 3 points, Disagree / very difficult: 2 points, I cannot answer this question / I cannot assess this statement: 1 point, I did not need support in this issue: 1 point

Break

Turnitin

Minna Vänskä, Educational Specialist

Learning Centred Culture in Practice

Marko Keskinen, Lecturer

Wrap-up and closing the course

NEXT



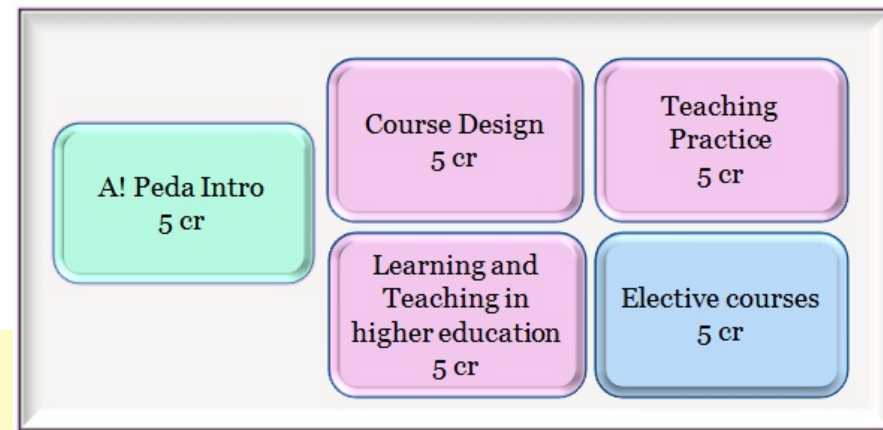
Photo. M. Syrjäkari 2017

Submit the final version of your essay, Approach to Learning and Teaching, to MyCourses DL 21.4.2017

Write your own reflection feedback DL 13.4.2017. You can find a feedback tool from MyCourses first page.

We will send the link to course feedback by email.

Please, check that you have submitted all required assignments.



Upcoming peda courses

Spring term 2017:

- Opetuksen suunnittelu, 5 op (enrollment period 1.3. - 30.3.2017)
<https://inside.aalto.fi/x/0Z9AAG>
- Multicultural Competence for Teachers at Aalto, 5 cr (enrollment period 1.3.-31.3.2017) <https://inside.aalto.fi/pages/viewpage.action?pageId=35526487>

Fall term 2017:

- Oppiminen ja opetus yliopistossa 5 op
- Opetusharjoittelu (5 op)/ Teaching Practice (5 cr) (suomi/English, will start on August)
- Course Design (5 cr)
- Providing and Utilizing Feedback (3/5 cr, elective course)

Reflection feedback?

1. How do you feel you have met the learning objectives of the course?
2. Did you get something else, unexpected?
3. Did you get some useful tools in order to develop your own teaching as well as teaching competence?
4. Did the course support you as a teacher?
5. Did something surprise you?
6. What do you still wonder?
7. Which belongs in the trash (in this course)?
8. Which I want to keep (in this course)?



Thank you!

Additional material

TEK Graduate Survey

<https://public.tableau.com/profile/arttu.piri#!/vizhome/TEKGraduateSurvey2016/TEKGraduateSurvey2016>

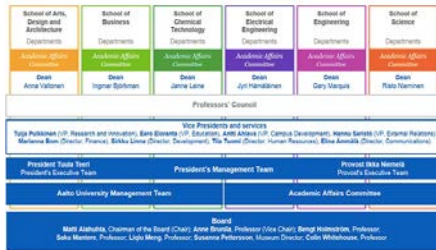
Aalto Quality System embedded in University governance



Aalto University Strategy and Quality Policy



Annual clock
(Board & management meetings, resource & strategy dialogues, budget allocations, management review)



Organisation & Processes
(Decision-making, roles, responsibilities, reporting, services)

Information & Documentation
(Handbook, Inside, processes descriptions)



Feedback & Development
(KPIs, student feedback, surveys, development actions)



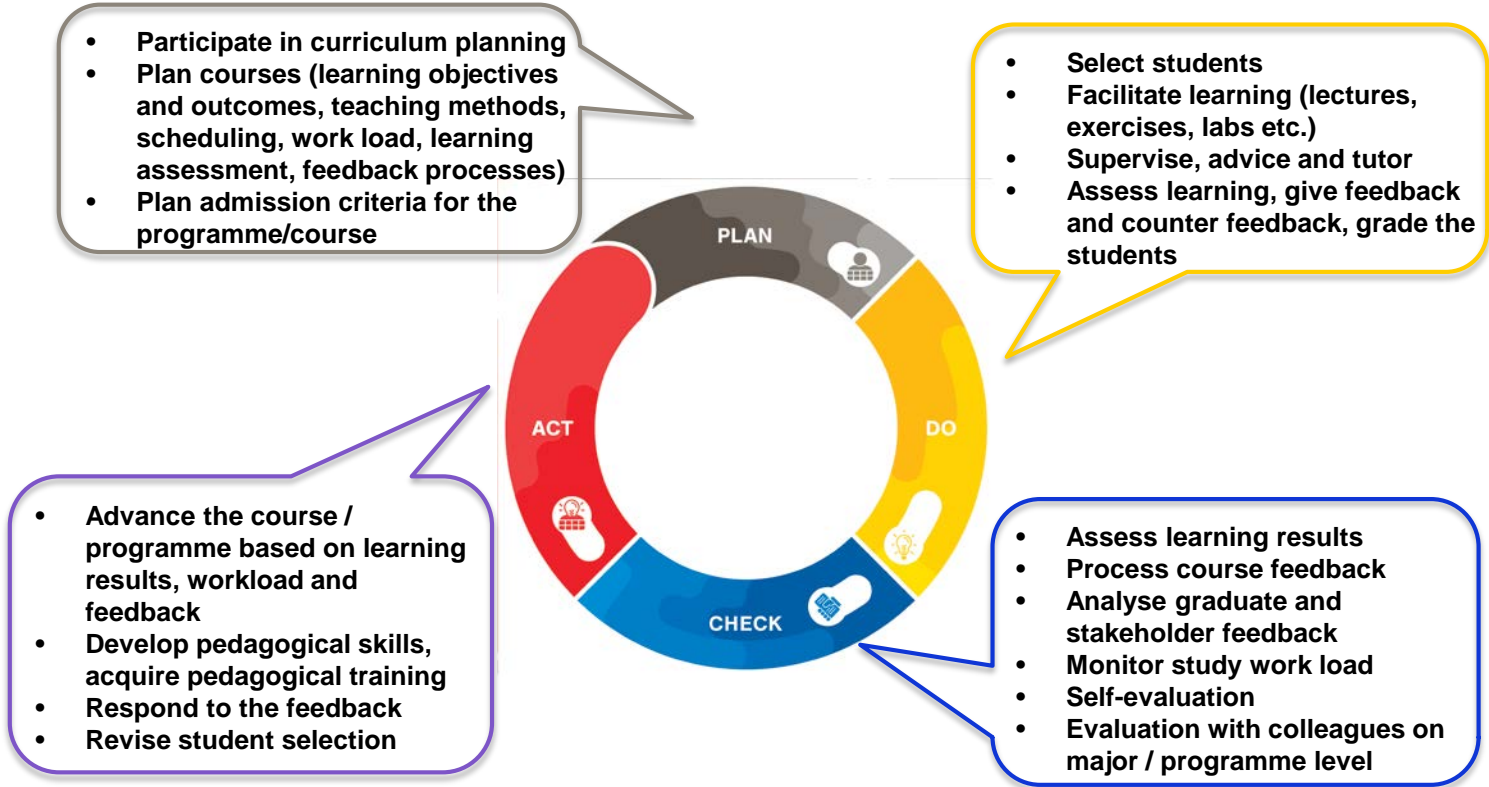
Personal development and career advancement
(Tenure track, development discussions, incentives)

1. Assistant Professor (fixed term)
2. Associate Professor (tenured or fixed term)
3. Professor (tenured)

Long term evaluation program (RAE, TEE, SA(A)B, FINEEC AUDIT)



Quality cycle in education



Teacher's Annual Clock

