

Learning and Teaching in Higher Education (5 cr)

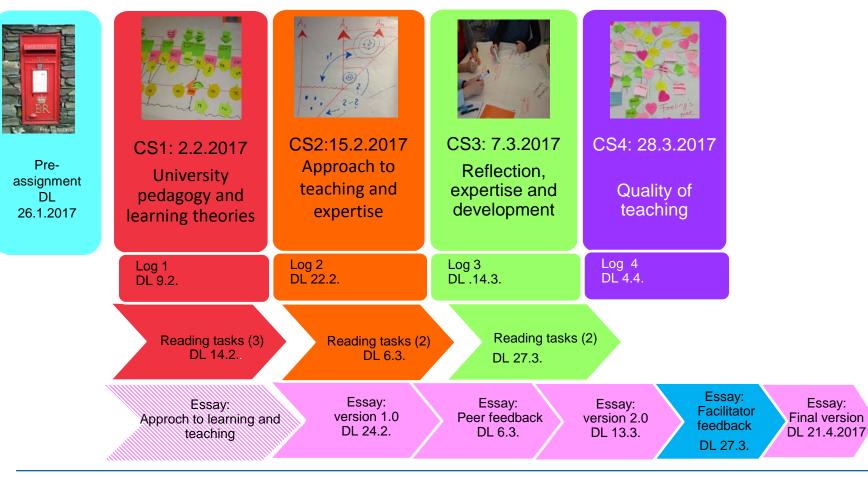
Quality and Teaching

Maire Syrjäkari ja Päivi Kinnunen Contact session 4: 28.3.2017



Photo: Maire Syrjäkari, 2014

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





Schedule

Quality of teaching Development of Teaching Comptetence 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

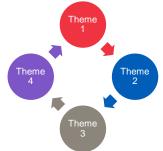


The idea of Learning café

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 expamples / 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







Aalto University School of Engineering

Learning and Teaching in Higher Education

Development of Teaching Comptetence in Tenure Track



Lunch break



Assignment:

Perspectives to quality issues



7.4.2017

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

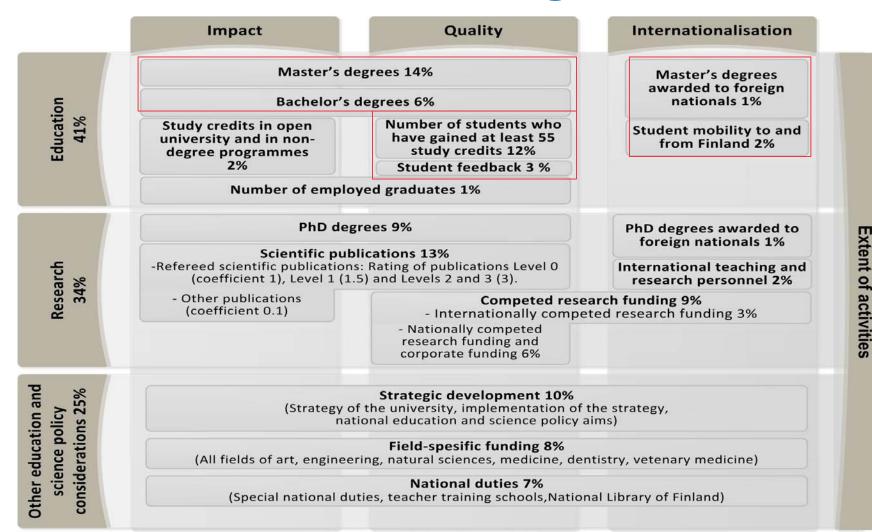
- How can we enhance interaction between teachers and students?
- Can planning of teaching improve the quality of learning?



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	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
I he 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









Turnitin Minna Vänskä, Educational Specialist



Learning Centred Culture in Practice Marko Keskinen, Lecturer



Wrap-up and closing the course



NEXT



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 MyCoures first page.

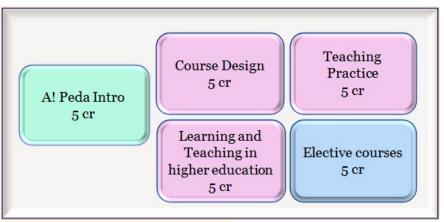
We will send the link to course feedback by email.

Please, check that you have submitted all required assignments.

Photo. M. Syrjäkari 2017



Information about pedagogical courses in Inside: https://inside.aalto.fi/x/PzNQAg



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 ٠
- Opetusharjoittelu (5 op)/ Teaching Practice (5 cr) (suomi/English, will start on ٠ August)
- Course Design (5 cr) •
- Providing and Utilizing Feedback (3/5 cr, elective course) ۲



Aalto University

Course Design-16, Päivi Kinnunen and Virve Pekkarinen 12.10.16

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/TEKGradu ateSurvey2016/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)

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Arlanna Born (Otaci	lor, Finance), Bitkle Linne (Exercise (VP, Environment), The	Antil Antesa (J.P. Campus Tussel (Director: Human Ro	nanona), Eline Anonikia (j	Nector, Communications ()
			to and services		
Dealt Aona Vallonen	Deal Ingmar Björkman	Dean Janna Laine	Dean Jyri Hamatsinen	Gen Gery Verguis	Gean Risto Neminen
inden again	Analonic Affairs Consultor	Andrew Affairs Committee	Assistance Afficient Descentione	Andrew Afford Committee	Accelerate Affeirs Committee
Design and Architecture Departments	Business Departments	School of Chemical Technology Departments	School of Electrical Engineering Departments	Experience of Engineering Departments	School at Bolence Departments

Organisation & Processes (Decision-making, roles, responsibilities,

reporting, services)

Information & Documentation (Handbook, Inside, processes descriptions)



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

2015



2016

Personal development and career advancement

2020

(Tenure track, development discussions, incentives)



2022

2021

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

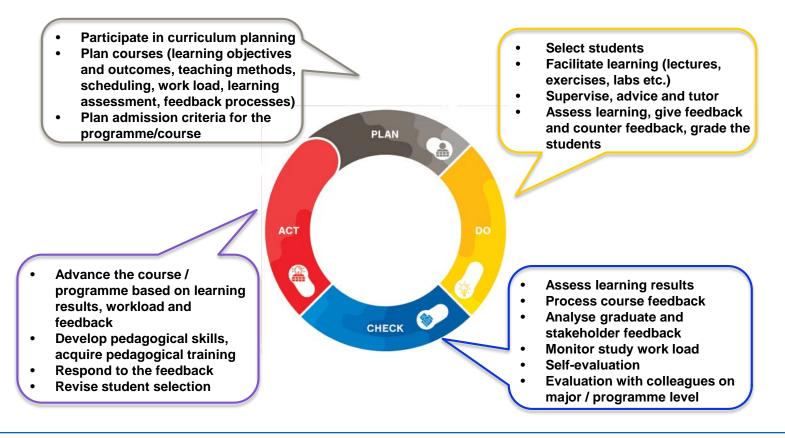
2018

2017

2019

7.4.2017 28

Quality cycle in education





Teacher's Annual Clock

December

- Evaluation week for period II
- Informing students on your spring courses

100

SEP

404

period

ONA

November

- Recruiting teaching assistants for spring •
- Potential Tenure slot -decisions
- Advance notice on resource allocations •
- Updated School's resource plans •

October

- Evaluation week for period I
- Meeting with students you are tutoring
- Resource Dialogues between School and Provost

September

- · Participating in freshmen activities, get-together with new students
- School's resource planning: Dean's visits to departments

August

- Informing students on your autumn courses
- · Refreshing for next academic year

Jan-Dec

Planning, implementing and assessing teaching

January

JAN

- Curriculum planning: adding, removing and changing courses
- Development discussions

FR.

DOLO

KAM

MAR

APR

May

February

- **Development discussions**
- Department's strategic planning
- Evaluation week for period III
- School's Annual Review March
- Department's strategic planning
- Master students' selection
- School's strategic planning: Dean's visits to departments

April

- Curriculum planning: course ٠ descriptions
- · Scheduling and booking lecture halls for next academic year
- Agreeing on resources needed with the programme director and head of department
- Evaluation week for period IV
- Meeting with students you are tutoring
- School's strategic planning
- Evaluation week for period V
- Informing students on your summer courses
- Recruiting teaching assistants for autumn
- Strategy Dialogues between School and President
- Tenure slot -decisions
- School's Performance Agreements

period period /// period IV **University actions** Personal actions

DEC

period

JUL

summer

Julv Refreshing for next June

academic year

NUL

Work plans

Refreshing for next

academic year