



Aalto University

Learning and Teaching in Higher Education (5 cr)

Approach to teaching and expertise

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Contact session 2: 15.2.2017



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

9.00-	Something from logs Learning centered culture
11.15-12.15	Lunch Researching the education of own field (cont.) Expertise
-15.30	For the next session

Learning logs

“Breaks were good...I need to remember them on my class. Too often it is 2+ hours of direct work. It is somewhat strange that I as a teacher am not tired during even a long session, but as a student I am. One would imagine that teaching requires more but perhaps not?”

Learning process started..

“In the pre-assignment, it had been difficult for me to continue the sentence “Learning is...”, but now I might add, for example, “...an active, continuous process”.

” What I had not previously really thought of was the importance of reflection.”

” Thus, it was nice to be able to recognize that,...”

”In addition, I started to plan...“

” I also began to list what I really... “

” I’m also interested in learning how to”

”It made me think about teaching from a fresher perspective,... “

Learning theories and own approach to learning

”I was inspired by the lecture regarding learning theories...”

“This part (educational research) is certainly something that I want to investigate more in the future.”

“I realized that my teaching value grounds on interactions with the students and student learning activities.”

“I was also excited with the idea that teachers should tell their students what values they have in their teaching, what they think learning is, and also what they expect from the students.”

”After the session I was thinking more about my own values as a teacher.”

“Values as a teacher question caught me by surprise and I guess I have never really thought about values in the context of teaching”

From logs: Teaching methods

“The application of mixed methods has supported the learning in the class.”

“..the activating teaching methods (e.g., the snowball) appeared to work well on us as we very smoothly started to collect and accumulate ideas.”

” It made me think about the teaching methods,.... “

”Many of these I have or I could apply later on into my own teaching..”

”The method seems very powerful and I can easily see myself using it especially in research workshops, possibly also in teaching.”

”I quite like the idea of giving somewhat extensive pre-reading and pre-assignments, and then only covering some key ideas on class”

”The snowball exercise was both fun and challenging. It was interesting to see which ideas I had in common with other people, and which ones were different. As our group got bigger... the exercise brought new points to my reflection about learning and teaching.”

”I believe that I should carefully think of this group dynamics behaviour while planning group activities with students.”

Approach to teaching and learning of this course

”I was inspired by the various backgrounds and experiences of other participants.”

“We shared experiences of teaching/learning that provide a wider understanding of common difficulties but also hopes for the future.”

” However, the book chapter we had to read and the pre-assignment, too, supported well the issues that we discussed in the class, as well as the nice and open atmosphere. “

”There were quite a few things that were already familiar from A!Peda Intro course but with a different edge, “more professional”.. “

“I really appreciate that we were forced to meet with the other participants during the “cocktail party”. This helped to “break the ice” and the successive discussion and interaction were more lively.”

Sharing

“...and the discussion with peers really facilitated my learning.”

“We had many fruitful discussions and I was delighted to hear so many good thoughts and comments related to learning and teaching.”

”...and I particularly liked that the group comes from different disciplines.“

“...it is always great to meet other teachers and to spend a full day thinking about teaching – a rare luxury.”

Group work: What is learning centered culture and how could we promote it?

16.2.2017

Gallery walk: part 1

- Individual thinking about the theme 10 min
- Working in a group 5 people 30 min
- Discuss your theme – and try to answer the questions
- Make a poster about the given theme
- Be prepared to present the poster to a new group – everyone in the group will present the theme



Photo: Maire Syrjäkäri 2012

Learning centered culture?

Discuss, consider and illustrate/write your ideas on a poster:

Group 1:

- What is learning centered culture?
- What kind of teaching activities support and promote learning centered culture?

Group 2:

- What is learning centered culture?
- How could “Director of the Degree programme” or “Leader of the Major” support and promote learning centered culture?

Learning centered culture?

Group 3:

- What is learning centered culture?
- How a student could affect learning centered culture?

Group 4:

- What is learning centered culture?
- How could a university/department support and promote learning centered culture?

Time: 20-30 min

Gallery walk, part 2

- Attach the posters on the wall.
- We form new groups
- A group will go from poster to poster (10 min/poster).
The teacher will signal when time is up
- The poster is presented by a member of the group who has been producing it. Others may comment / add ideas.
- A wrap-up of the gallery walk.



Break 5 min

Why gallery walk?

Engage students: each student has to participate in creating and presenting.

The student learns the entity – not only his part of the group work.

Students learn more during the gallery walk and are able to add new thoughts and ideas.

Challenges for a teacher? Cannot follow all the discussions and have to be careful dividing into groups.

Learning centered culture

How to promote learning centered culture?

- Teaching design takes into account students' prior knowledge and needs.
- The aim is to promote students' learning by utilizing activating teaching methods.
- The teacher guides students for independent thinking and knowledge construction.
- Assessment on learning highlights understanding and deep learning (aligned with intended learning outcomes)

Learning centered approach

- The roles of a teacher and a student; (e.g. a teacher as a coach, active learner) a teacher trusts, encourages and motivates).
- Interaction promotes learning
- The learning atmosphere is open, confidential and safe.

"The conditions must be created in such a way that a student wants to do hard work in order to learn and there must be support available for selecting suitable methods." (2A2)

".. a teacher can only create a situation, a support network, a framework in which learning becomes possible" (1B1)

Learning centered approach

"I strongly believe that learning takes place between the student's ears, which results that the work done by the student is in key role - I see myself more as a coach.

My task is to clarify difficult issues and guide the student to proceed in right direction and use right methods for solving problems.

Learning-centered, therefore, to me means that the student's work is the most important." (2A2)

16.2.2017

Lunch break 11.15-12.15

Education research in your own field of education

- Task: Choose one of the journals and browse papers published in 2014-2016
- Select one or two different types of papers, which you find interesting
- Write a short (500-1000 words) of the papers where you discuss
 - Goals / research questions of the paper
 - Motivation for the work. What is the problem addressed?
 - What 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?

Break

Expertise

Why to explore expertise?

Universities must

- promote free research and scientific and artistic education,
- provide higher education based on research,
- and **educate students to serve their country and humanity.**
- In carrying out this mission, universities must interact with the surrounding society and strengthen the impact of research findings and artistic activities on society.

(Ministry of Education and

Culture)

- We need knowledge and skills to support our students to become experts (teaching and guiding).
- Besides our expertise within the field we need to develop our expertise in teaching and learning (pedagogical expertise)
- We should also develop discipline-based learning and teaching.

Studies leading to the second-cycle university degree (master degree) must provide the student with: *

- good **overall knowledge of the major subject** or a corresponding entity and conversance with the fundamentals of the minor subject or good knowledge of the advanced studies included in the degree programme;
- knowledge and skills needed to **apply scientific knowledge and scientific methods** or knowledge and skills needed for independent and demanding artistic work;
- knowledge and skills needed for **independently operating as an expert and developer** of the field;
- knowledge and **skills needed for scientific or artistic postgraduate education**;
- and good **language and communication skills**.

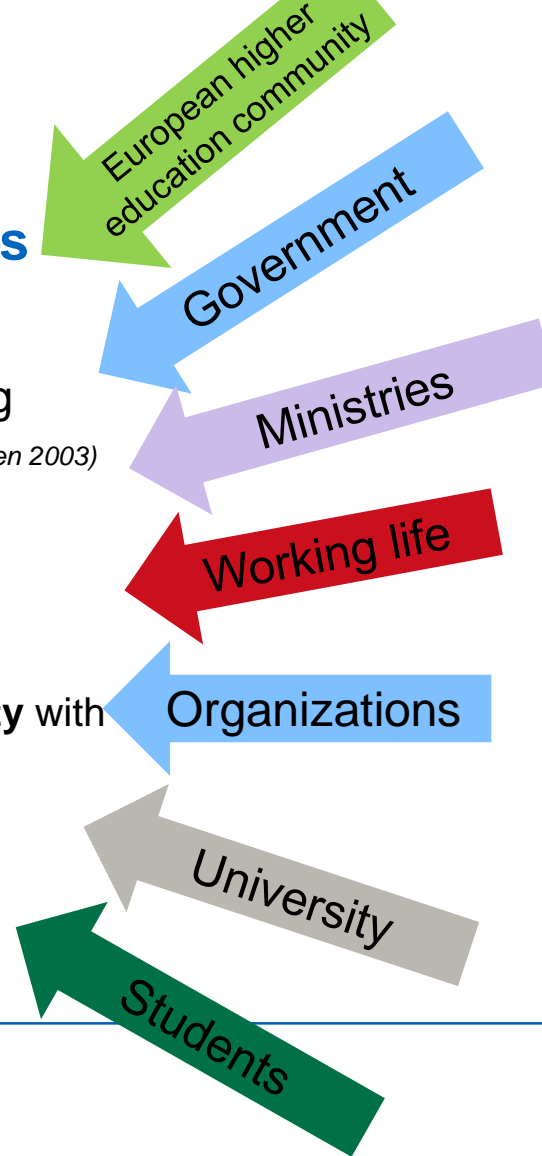
The education is **based on research or artistic activity and professional practices** in the field.

What to teach to our future experts? -We are facing many challenges

University has the most challenging duty in the education sector. *(Karjalainen 2003)*

“The universities must arrange their activities so as to assure a high international standard in research, education and teaching in conformity with ethical principles and good scientific practices.”

UNIVERSITIES ACT 558/2009

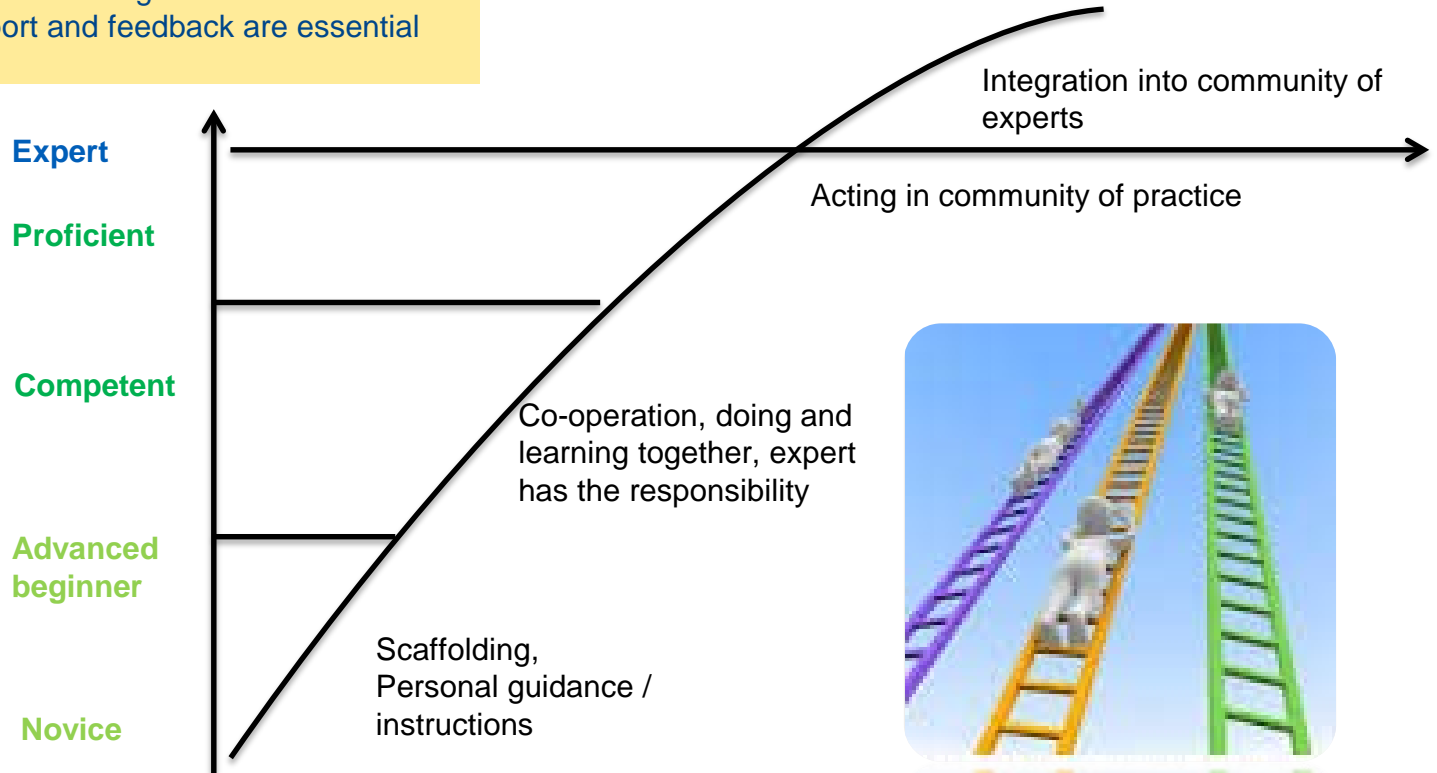


Wishes, expectations and requirements

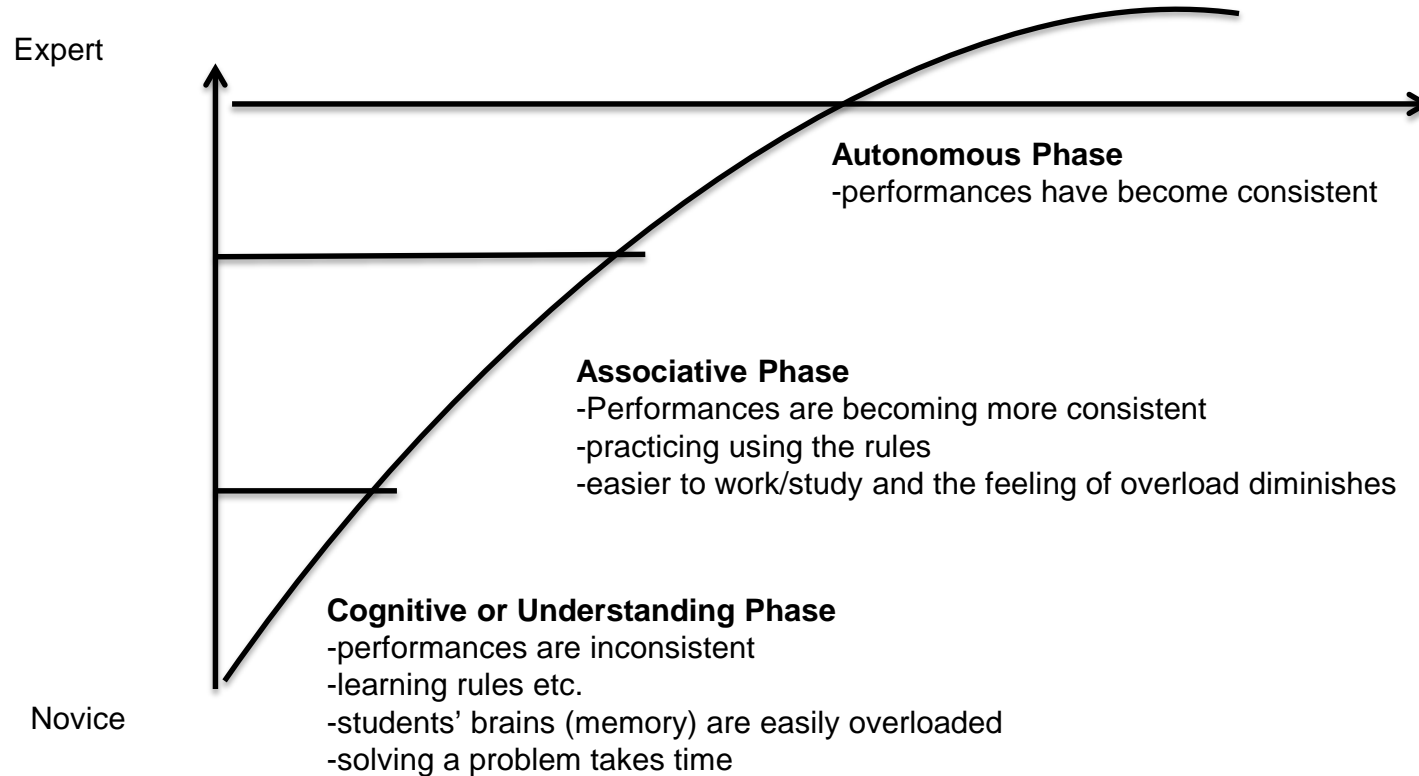
Learning to become an expert in a process

Deliberate practice

- Long term practicing
- focusing on improving performance in aspects that are the weakest
- Using the latest scientific knowledge of the field
- Mentoring & social support and feedback are essential parts of the process



Three stages of learning



Group work

It is year 2030 and you are a member of steering group in a company X. You are a fast growing company in your field (or university) and you desire to have the best experts. You have a good competitive position but there is still an intense competition.

Your task:

1. Give a name for your company.
 2. You are hiring new experts. Write a list of desired knowledge, skills or competence for your candidates. Remember they are the future experts in your field. Utilize the pre-reading material but consider also requirements in your field.
 3. What kind of studies or experience you value?
 4. Write your lists (2 and 3) on MyCourses discussion area, word document or slides and bring them to MyCourses.
 5. Time: 30 min – prepare 5 min presentation.
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Groups

Group 1	
Uppa Heidi	ARTS
Glerean Enrico	SCI
Karvinen Meeri	ENG
Kontturi Eero	CHEM

Ryhmä 3	
Di Marino Mina	ARTS
Todorovic Milica	SCI
St-Pierre Luc	ENG
Bankar Sandip	CHEM

Ryhmä 2	
Mannerla-Magnusson Meri	ARTS
Niiranen Jarkko	ENG
Kortela Jukka	CHEM

Ryhmä 4	
Jokinen Ville	ENG
Henriksson Linda	SCI
Roncoli Claudio	ENG
Duan Ruifeng	ELEC

Assignments for the next session 7.3.2017

1. Learning log 2, DL 22.2.2017
2. Essay, first version DL 24.2.2017
3. Prepare to give written and oral feedback on your peer's essay DL 7.3.2017. Familiarize yourself with constructive feedback (document can be find in MyCourses/ 2nd contact session).

Continue..

Essay feedback Groups

Group 1	
Uppa Heidi	ARTS
Glerean Enrico	SCI
Karvinen Meeri	ENG
Kontturi Eero	CHEM

Ryhmä 2	
Mannerla-Magnusson Meri	ARTS
Schmidt Jens	SCI
Niiranen Jarkko	ENG
Kortela Jukka	CHEM
Jokinen Ville	ENG

Ryhmä 3	
Di Marino Mina	ARTS
Todorovic Milica	SCI
St-Pierre Luc	ENG
Bankar Sandip	CHEM

Ryhmä 4	
Lehtonen Sari	ARTS
Henriksson Linda	SCI
Roncoli Claudio	ENG
Duan Ruifeng	ELEC

Ryhmä 5	
Seppänen Olli	ENG
Vuorinen Ville	ENG
Zakeri Behnam	ENG
Goerlandt Floris	ENG

Assignments for the next session 7.3.2017

4. Reading assignment(s): Read one or more.

Biggs and Tang. 2011. Teaching for Quality Learning at University. Chapter 2: Teaching according to how students learn. (e-book, link in MyCourses)

Moon Jenny : Reflection in Higher Education Learning (document in MyCourses)

Moon Jenny: Guide for Busy Academics No. 4 Learning through reflection (link in MyCourses)

Tynjälä, p. 2005. Konstruktivistinen oppimiskäsitys ja asiantuntijuuden edellytysten rakentaminen koulutuksessa (pdf in MyCourses)

Thank you!