



Aalto University

A! PEDTA INTRO

*Day 2: Interaction (with Rinna Toikka)
& Learning at the university*

*Aalto University Learning Services
University Pedagogical Training and Development
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10.10.2018*

Structure of the day

12:00-12:15 Reflection on the last session

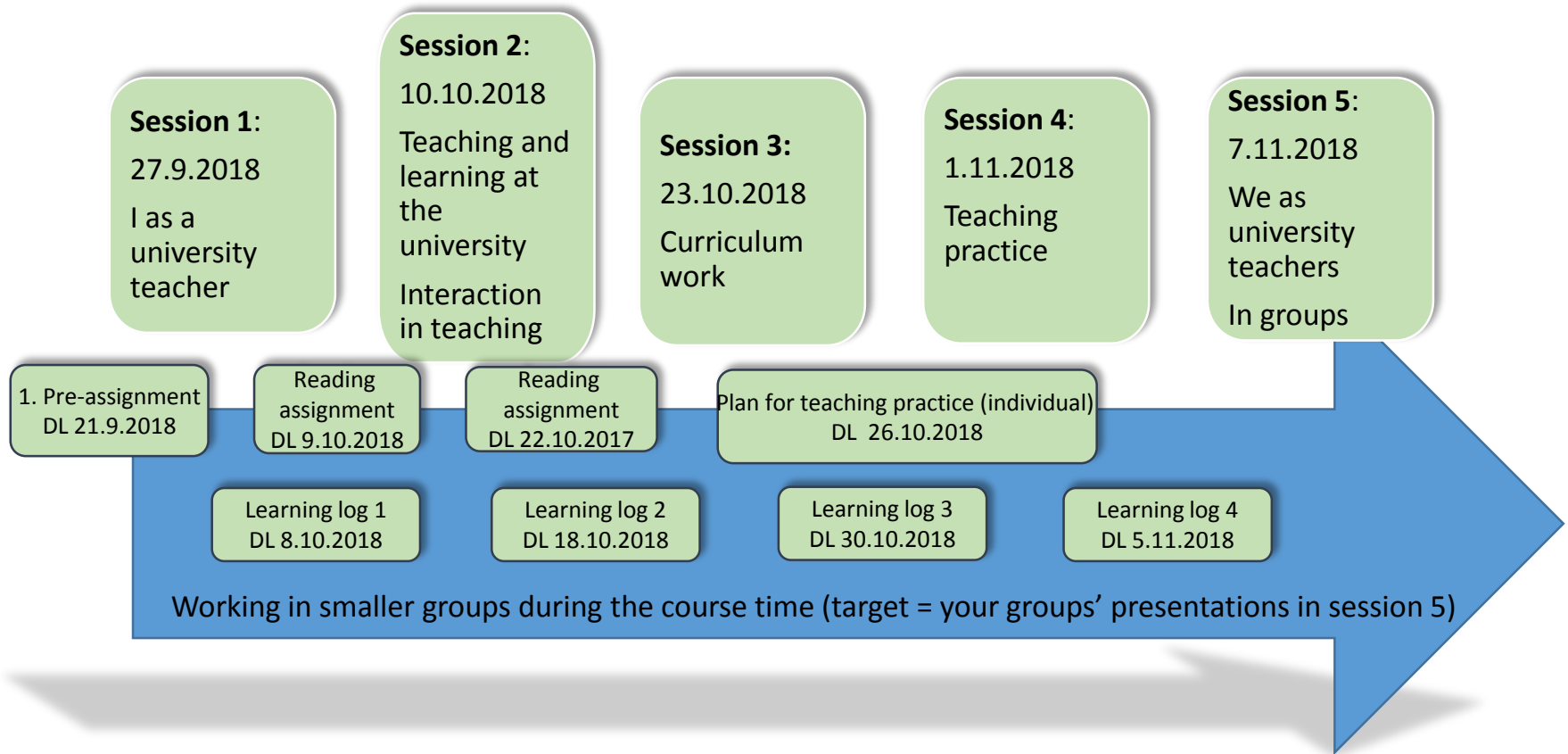
12:15-13.15 Interaction (Rinna Toikka)

----10 min break----

13.25-15.25 Reading assignment: discussion, group work,
gallery walk and wrap-up the topic, break included

15:25- Assignments for the next session and closing

A! Peda Intro timeline/Autumn 2018





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Something from learning logs

I LIKE

“I have always believed that social interaction is one of the most effective ways of learning and the first session of the pedagogy class was a perfect example of it. “

“I talked to participants from different countries, disciplines and career stages.”

“I really loved the way we worked with physical things like big sheets of paper, walking around the room sticking post-it notes on the walls.”

“Given that we had just about half an hour of discussion and were able to glean so much information and achieve common ground, I would say that the first day was a very promising start to the course.”

“I would definitely think of adopting these kind of practices at the beginning of a course that I might be responsible for in the future.”

I WISH

“Besides the practical questions I also hope to discuss more philosophical questions such as the purpose of university education, the role of credits and grading, and setting the appropriate expectation level.”

“I hope that at the end of the class I will feel more comfortable with my role as a teacher.”

I'm concerned

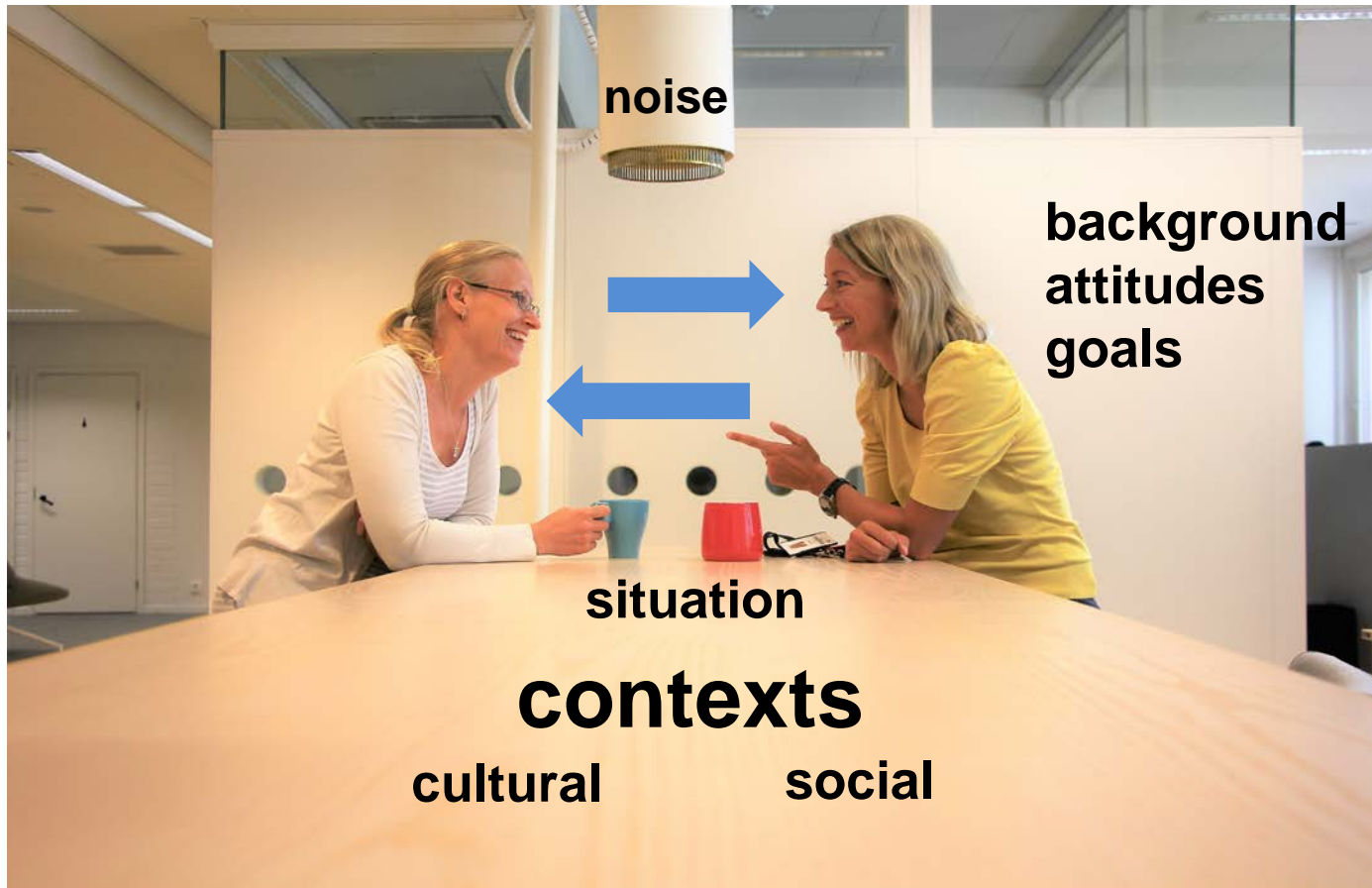
“During the contact session and our group session, I was exposed to a lot of ideas about teaching from my fellow students. Since we're all beginning teachers, I don't trust every idea to be good.”

“I found (and I think this was true of most people) the last part of the session on forming the groups and plans rather unclear. “

“What made me wonder is it determined how to assign substitute assignments to students missing parts of the contact sessions.”

Interaction in teaching

Rinna Toikka / Language Centre / Speech communication



Communication competence

- verbal & nonverbal
- observing (listening, interpretations etc.)
- comm. competence = contextual

Different situations

- **intra- and interpersonal, group and organizational communication, public speaking**
- **motivating, feedback, guiding groups, explaining, lecturing, activating, discussions, interaction with colleagues..**
- **teaching communication skills?**

Challenging cases

**Share challenging situations and choose 2 specific cases
(as different as possible)**

What went wrong? Why was it challenging?

How could you make it work?

What kind of comm. competence you need in these situations?

As a teacher? As a student?

Prepare to share your case examples with others



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Break 10 min

Group work: Learning at the university

Themes for group work

1. Different levels of thinking about teaching
2. Designing effective learning in small and large groups
3. Surface & deep approaches to learning
4. Students' motivation

Gallery walk, instructions, part 1.

- Working in a group of 4-6 people.
- Discuss your theme – what do you think about it?
- What kind of examples regarding the theme you could find from the university teaching?
- Make together a poster about the given theme (you can decide in the group about poster's visualisation)
- Be prepared to present the poster to a new group – everyone in the group will present the theme.
- Attach the posters on the wall.

Gallery walk, part 2.



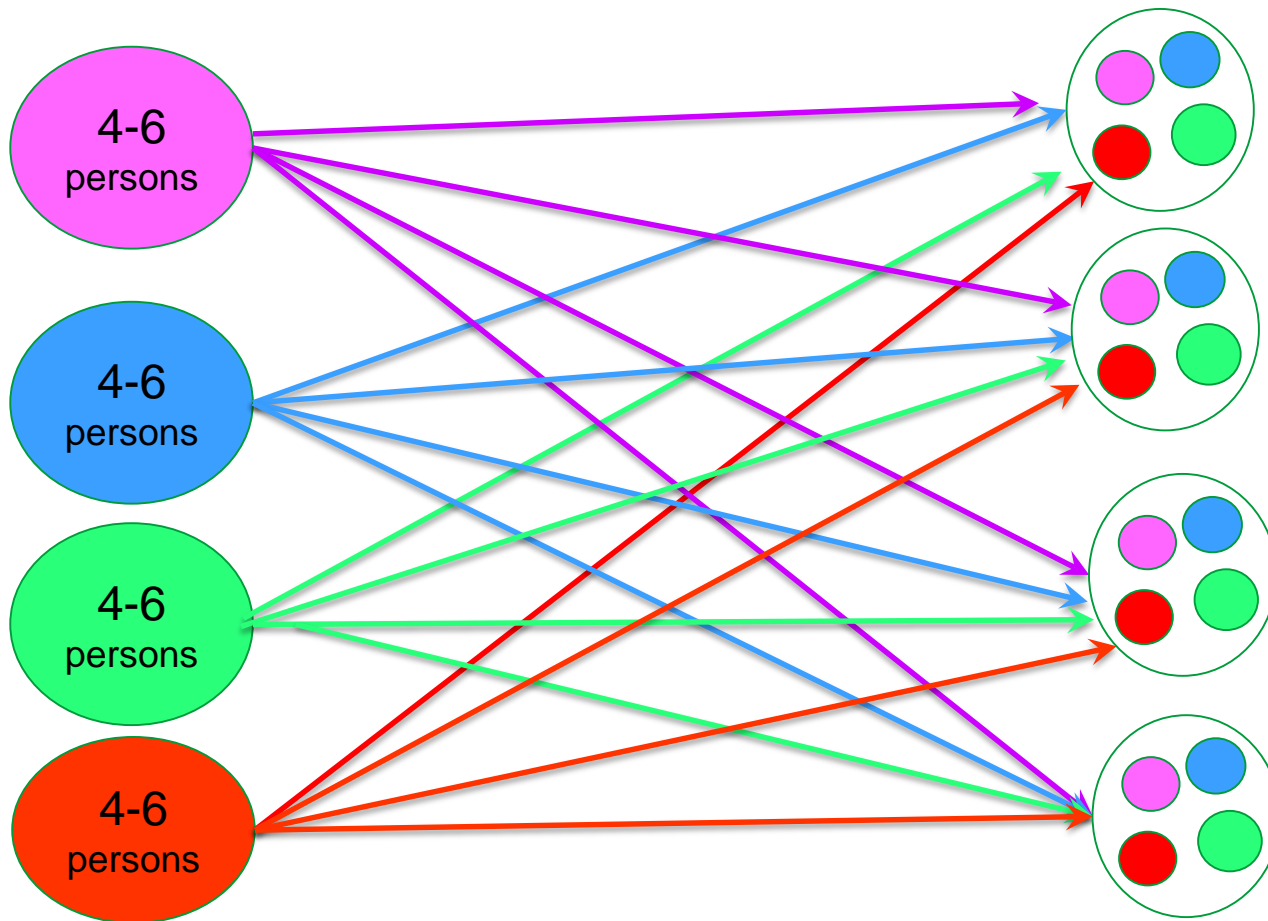
New groups

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.

Gallery walk in practice





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The levels of thinking about teaching

Biggs & Tang (2011): Teaching for quality Learning at University, pages 16-29.

LEVEL 1

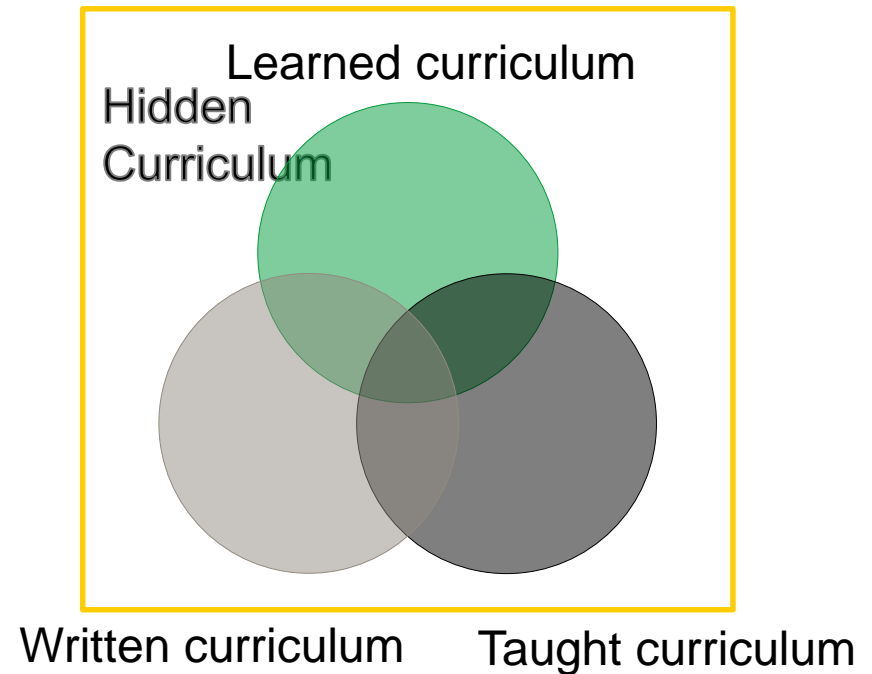
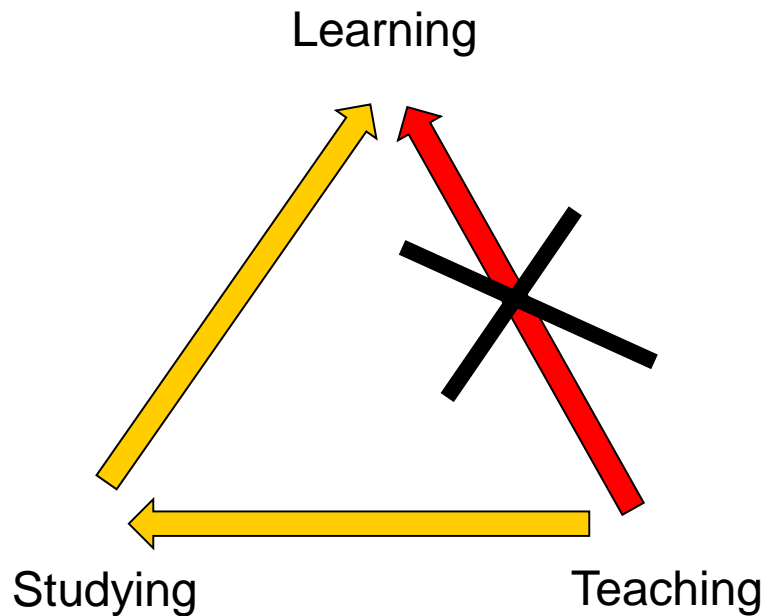
Blame-the-student

FOCUS	What the STUDENT is?
TEACHER'S ROLE	Expert of the content
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centred
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning

	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher
FOCUS	What the STUDENT is?	What the teacher does?
TEACHER'S ROLE	Expert of the content	Expert of the content
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centred	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centred
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen Give answers Pass the exam Give feedback Memorize and understand

	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher	LEVEL 3
FOCUS	What the STUDENT is?	What the teacher does?	What the student does?
TEACHER'S ROLE	Expert of the content	Expert of the content	Expert of the content Learning facilitator
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centered	Support learning Clear learning outcomes Teaching and learning activities Student-centered
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen and give answers Pass the exam Give feedback Memorize and understand	Active approach to study Responsible over own learning Understand – deep approach to learning

Different aspects of curriculum work



10.10.2018

Approaches to learning: background

- Lot of research on learning approaches has been done in universities worldwide since the '70s
- Approaches to learning were developed when trying to understand and explain *why students' learning outcomes* differed so much
- The approaches were initially considered to be stable and immune to differences. Today they are understood to be situational: changeable and influenced by the learning situation (teacher, subject, group, requirements,...)
- This means that we approach a learning situation in certain way (depending on our previous experience, self-image, interest, motivation,...) BUT we also react to the situation and behave (consciously or unconsciously) in a certain way

Approaches to learning

Entwistle (1988); Marton & Säljö (1976)

Orientation	Objective	Action	Consequence
Deep	To understand for oneself	Active processing	Actively interested (gets deeply engrossed)
Surface	To achieve the pass criteria	Simply reproducing content to pass the course	Difficulties in understanding and anxiety
Organised	To obtain good grades	Systematic planning of activities	Aware of performance criteria

Some references (for further reading, optional if you have time)

Entwisle, N. & Ramsden, R. (1983) *Understanding Student Learning*. Routledge, London. E-book version published in 2015.

Felder, R.M. & Brent, R. (2005) Understanding Student Differences. *Journal of Engineering Education*, (94)1, 57-72.

Marton, F., Hounsell, D., & Entwistle, N. (Eds.). (1997). *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Pang, M.F. & Marton, F. (2005) Learning theory as teaching resource. *Instructional Science*, 33, 159–191.

Reading task

The participants are divided in **four groups** and each group reads one topic.

Familiarise yourself with the following articles. You will teach the topic to a small group in the next session (23rd Oct.)

Topic 1: Learning outcomes (Chrysl, Guo-Xu, Lachlan, Maryam, Spyros)

Declan Kennedy, Áine Hyland, Norma Ryan:

Writing and Using Learning Outcomes: a Practical Guide

http://www.dcu.ie/afi/docs/bologna/writing_and_using_learning_outcomes.pdf

Topic 2: Students' workload (Derin, Kay, Loc, Marijn, Michael A., Zach)

Karjalainen, A., Alha, K. ja Jutila, S. (2006) Give me time to think. (pp. 9-39)

About workload and learning - credits and calculation:

<http://www.oulu.fi/w5w/tyokalut/GET2.pdf>

...Reading task, groups 3 & 4

Topic 3: Teaching methods (Anastasiia, Athanasios, Ghita, Hadi, Matti, Michael H.)

Hyppönen, O. & Lindén, S. Handbook for teachers – course structures, Teaching methods and assessment, Chapter 3-4, pp. 18-55, <https://aaltodoc.aalto.fi/bitstream/handle/123456789/4755/isbn9789526030357.pdf?sequence=1>

Topic 4. Learning assessment (Elif, Rhodri, Rainhard, Samuel, Yannis)

Brown, S. & Race, P. (2013) Using effective assessment to promote learning, in Hunt, L. & Chalmers, D. (ed.) University teaching in focus. A learning-centred approach. Pp. 74-91.

Pls remember the maximum number of e-learning licences (3) with this material!

Plan (individual) for teaching practice

- Start to consider and write a plan for your individual teaching practice. Submit it into MyCourses by 26.10.2018.
- You will be divided into smaller groups on 1st Nov. when you will give your teaching practice for your peers in the groups
- You can find instructions on MyCourses - <https://mycourses.aalto.fi/course/view.php?id=22803§ion=8>

Homework for Tuesday 23.10.2018

1. Reading task – read the text you got in the “lottery”

2. Start preparing your teaching practice plan,
DL 26.10.2018

Feedback by feedback tree

- I am excited and inspired ...
- I am concerned about ...
- I expect, I need. I'd like to...



Deep learning

Typical motivation	To understand and follow one's own interest
Learning strategies	Knowledge building; finding similarities and differences between theories and concepts; understanding the bigger picture (not forgetting the details)
Difficulties	Knowing one's own limits and what is enough; getting things done "well enough" and proceeding to other tasks; getting stuck with (or finding and answering) questions that are too difficult (might get frustrated or dissatisfied with one's own behaviour)
Support provided	Find relevant extra information; encourage to share interest with other students; set the "well enough" goals; explicate the allocated workload; give positive feedback on what's sufficient for learning efforts

Surface learning

Typical motivation	To pass the course (reasons for not setting higher objectives can vary from not-interested to no-chance-to-succeed)
Learning strategies	Rote learning, seeking hints, passive receiving
Difficulties	Concentrating on what is important to learn; to start doing things and trust one's possibilities to succeed; finding one's own interests; proactively creating links between course contents so that knowledge does not seem to be fragmented and full of irrelevant details
Support provided	Help believe in one's own skills; positive feedback on things already done; help build bridges between the contents; set goals; find appropriate (basic enough) exercises; help to start working

Compiled from Biggs (1999), Entwistle (1988) and Ramsden (1992)
<http://exchange.ac.uk/learning-and-teaching-theory-guide/deep-and-surface-approaches-learning.html>

Organised learning

Typical motivation	To optimise and get "good results" (grades); interest in practical matters: skills and knowledge that can be used in the future (in work)
Learning strategies	Being aware of course requirements and assessment criteria; monitoring and planning one's studies, but being dependent on the teacher's goals
Difficulties	Optimising grades, but forgetting one's own interests and learning; sometimes overestimating one's own skills
Support	Help to concentrate on learning and to find meaning; challenge to set "deeper" goals

Entwistle (1988); Marton & Säljö (1976)