



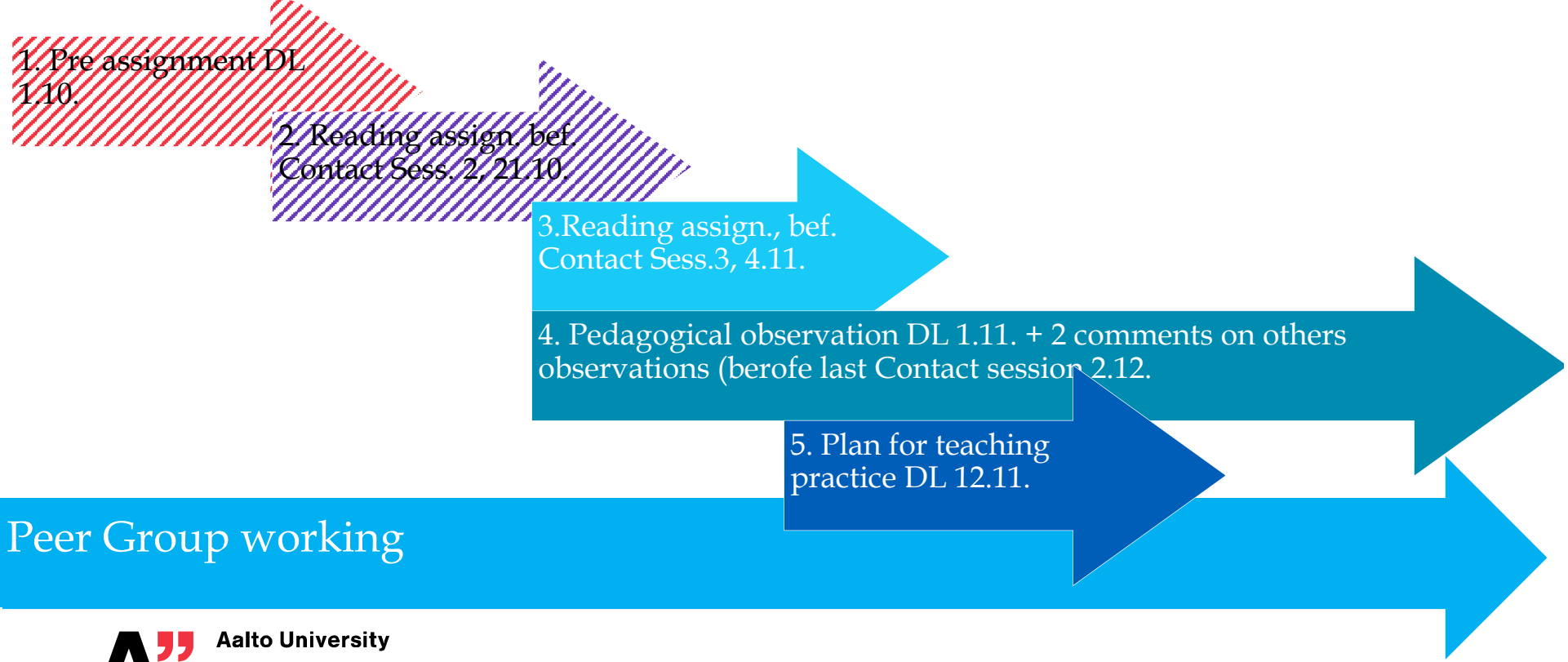
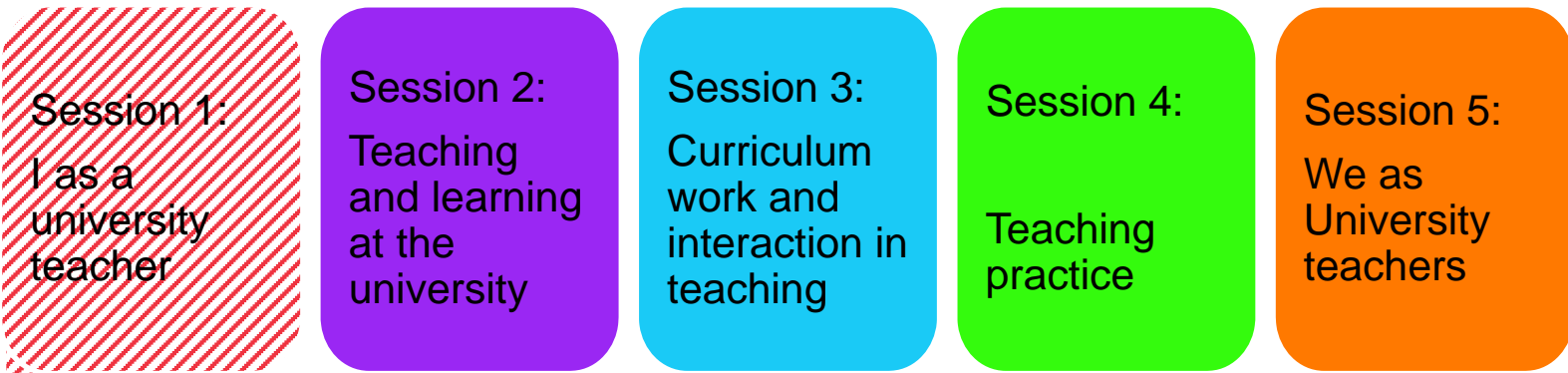
Aalto University

A! PEDTA INTRO (5 credits)

Day 2: Learning and teaching

*Aalto University Learning Services
University Pedagogical Training and Development
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October 21, 2015*

A! Peda Intro timetable



Peer Group working

Structure of the day

- 12:00-12:35 Reflection on the last session
- 12:35-15:30 Reading assignment: discussion, group work, gallery walk and wrap-up the topic
- 15:30-16:00 Assignment and closing

Quite **exhausted** but interested

It is really **beneficial** to talk with **different people** about teaching. I get to know many useful solutions to many teaching problems

It was **fun** to work with my peer group **Empathy** for students

Feelings

Interesting! Good to be a student trying/experiencing different/good teaching methods

It's nice to **discuss teaching** with people from other departments who have similar experiences

This was a **very interesting** and **beneficial** session...

Today was a **very inspiring** day. Lot's of **new ideas** to think about and reflect on.

Intense but **rewarding!** Emerging **enthusiasm**

Good feeling, great atmosphere! We need to do **a lot self-reflection**

I was a bit **disoriented** by the way in which the course is structured but I think it is just a **cultural issue**.

I had a **nice and interesting** day discussing teaching and its importance but I'm not quite sure **what it was I was supposed to learn** (what was the supposed learning outcome)

Today was very **intensive** and **overwhelming** but **positive** to get to know other teachers and the spectrum of fields in our university

Very **beneficial** and **inspiring**. Feeling that the course **will meet my expectations**.

I feel **challenged** to consider my way of teaching.. I feel that I am surrounded by clever & creative people who use excellent techniques... **I need to learn**.

Questions from last session

- 1. Will I be able to learn all the group-working techniques which are used in the pedagogical course and adapt them to my own teaching?**
- 2. Is it possible to become a good teacher by studying for it?**
- 3. What is the most important characteristic that teacher must have?**
- 4. What has been the biggest change in teaching practice at Aalto during the past 10 years?**
- 5. Are there any pedagogical studies done regarding maintaining student's interest/motivation? In general, how much scientific research is done in pedagogy and how much is anecdotal?**

Learning outcomes for A! Peda Intro course

After the course, the participant:	CS 1	CS 2
Recognizes issues that may have an impact on learning experience.	x	x
Recognizes stages of designing teaching.		
Has expanded his/her network among teachers at Aalto University and has gained experiences of working in a multidisciplinary teacher group.	x	x
Recognizes his/her strengths as a teacher.	(x)	
Apprehends his/her role as a teacher in the learning process of the students.		x

Scientific journal series on behavioural sciences, for example:

Assessment & Evaluation in Higher Education
British Journal of Educational Psychology
Education sciences and psychology
Educational Psychology
Educational Psychology Review
European Journal of Psychology of Education
Higher Education
International Journal for Academic Development
International Journal for Researcher Development
Journal of Research in International Education
Learning environments research
Learning and Instruction
Reflective Practice
Studies in Educational Evaluation
Studies In Higher Education
Teachers and Teaching
Teaching in Higher Education
Yliopistopedagogiikka (in finnish)
etc..

Scientific journal series on Engineering education, for example:

ACM Transactions of Computing Education

British Journal of Educational Technology

Computer Science Education

Computers & Education

European Journal of Engineering Education

IEEE Transactions on Education

IEEE Transactions of Learning Technologies

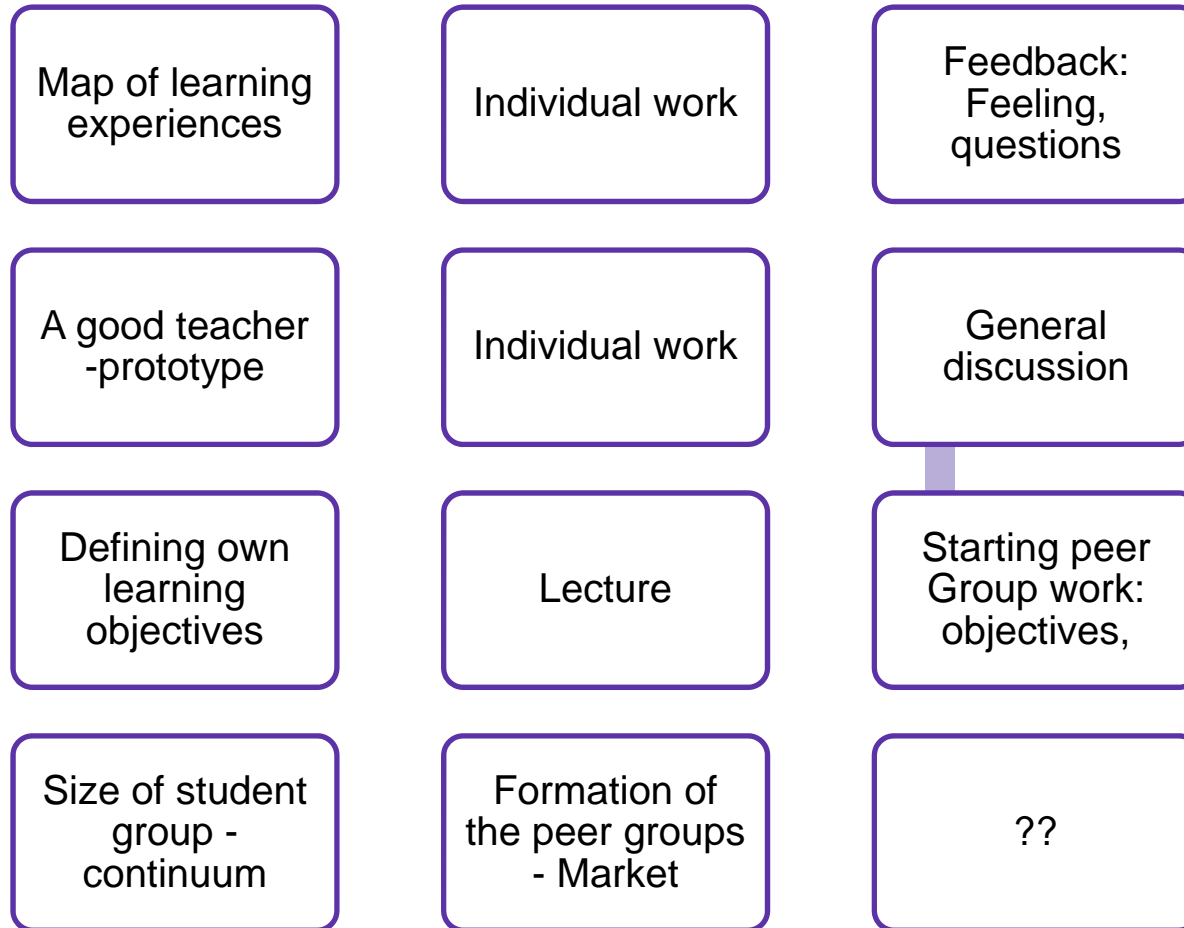
International Journal of Science Education

Journal of Engineering Education

Journal of Chemical Education

Journal of Management Education

Pedagogical “script”



Pair work

- What do you think about the reading material?
 - Do you have some questions, answers, wonders..?
 - Do you disagree or agree with the authors?
 - Did you learn new concepts or points of view?

Group work: Learning at the university

Themes for group work

- 1. Different levels of thinking about teaching**
- 2. Students' learning and learning objectives**
- 3. Surface & deep approaches to learning**
- 4. Students' motivation**

Gallery walk, instructions, Part 1.

- Working in a group of 4 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 a poster about the given theme.
- Be prepared to present the poster to a new group – everyone in the group will present the theme.

Break

Gallery walk, part 2.

Attach the posters on the wall.

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.



Aalto University

The levels of thinking about teaching

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

	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher	LEVEL 3 Concetrate-on-learning
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 faciltating 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

Approaches to learning

(Entwistle (1988); Marton & Säljö (1976)).

Orientation	Objective	Action	Consequence
Deep	To understand for oneself	Active processing	Actively interesting
Surface	Pass criterias	Repetition, passing	Difficulties in understanding and anxiety
Strategic	Good grades	Systematic planning and actions	Awareness of criteria

The levels of thinking about teaching



LEVEL 1 What the student is?



LEVEL 2 What the teacher does?



LEVEL 3 What the teacher does?

Teacher centered

Student centered

Teaching

Central to this level teacher is a good content knowledge that should be clearly brought out.

Teaching is seen as information transmission from teacher to students.

Structuring the subject in matter to form of the entities to be understand.

The teacher has a wide variety of teaching methods that would allow him/her to try to ensure the transmission of knowledge from the teacher to students.

The main aim of teaching is to enable students high-quality learning.

The key is the teacher's reflection, and change in behavior.

Surface approach

Deep approach

Learning

Learning is receiving information from a teacher and increased amount of knowledge.

Promotes **surface-oriented approach** to learning.

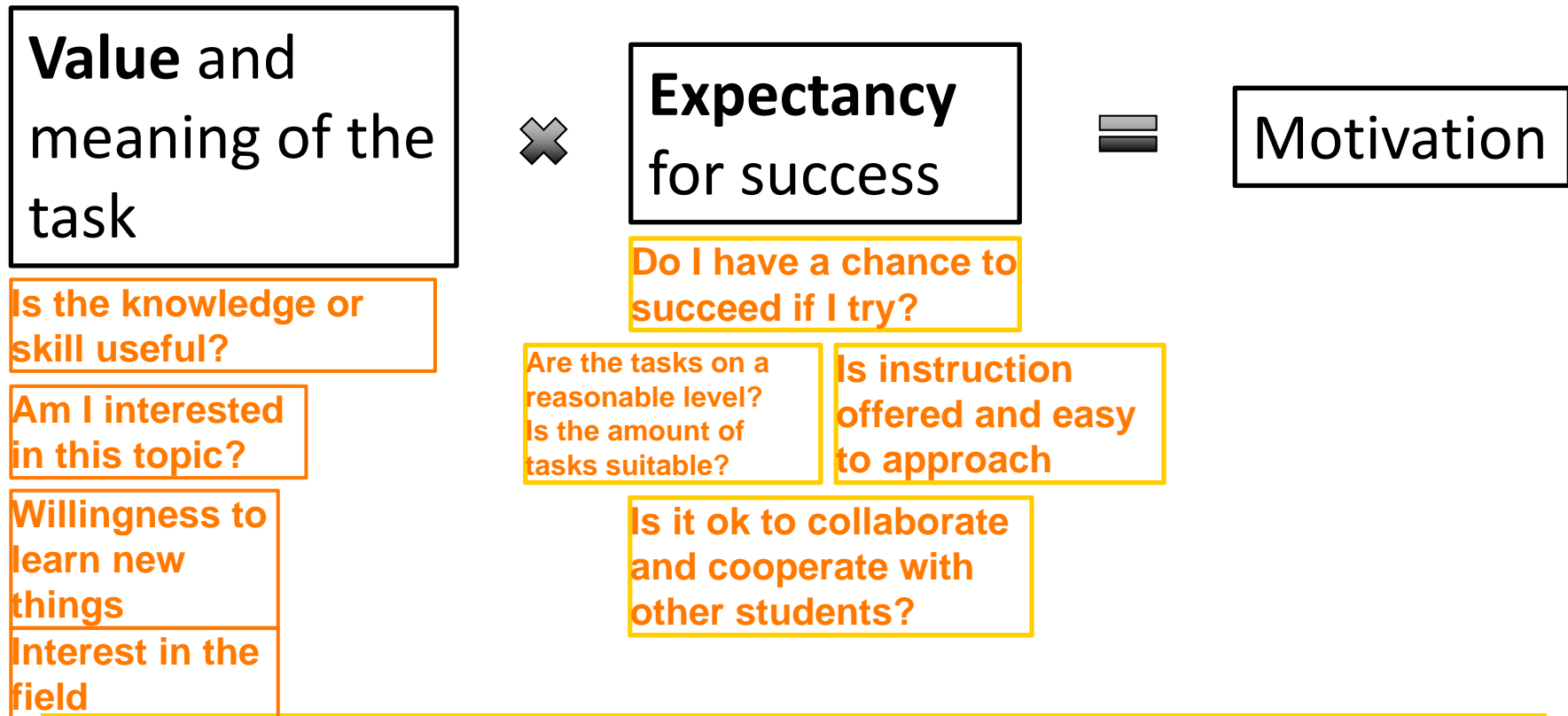
The aim for learning is to reach the correct understanding in the matter studied.

The essential issue is to combine new information with the prior knowledge.

During the learning process, the student's understanding is growing and changing qualitatively.

Promotes **deep-oriented approach** to learning.

Expectancy-value –theory of motivation



Homework

1. Reading assignment
2. Pedagogical observation
3. Consider your teaching practice

Reading assignment

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.

Topic 1: Learning outcomes (Names)

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 (Names)

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 assignment

Topic 3: Teaching methods (Names)

Hyppönen, O. & Lindén, S. Handbook for teachers – course structures, Teaching methods and assessment, Chapter 4, pp. 34-55,
<https://aaltodoc.aalto.fi/bitstream/handle/123456789/4755/isbn9789526030357.pdf?sequence=1>

Topic 4. Assessment (Names)

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.

Pedagogical observation

- Make observations on learning, teaching, guidance, supervision, tutoring etc. regarding your own field during the course
- Write your first discussion text in MyCourses discussion area using a new topic (at least 150 words).
- Focus on analyzing, questioning, wondering, rethinking, considering...
- **Deadline for the discussion text**
1.11.2015

A Plan for teaching practice

- Start to consider and write a plan for your teaching practice. Submit it on MyCourses by 12.11.2015.
- Instructions can be found on MyCourses.