



# **SUPPORTING HIGH QUALITY TEACHING AND LEARNING IN HIGHER EDUCATION – AN INSTITUTIONAL APPROACH**

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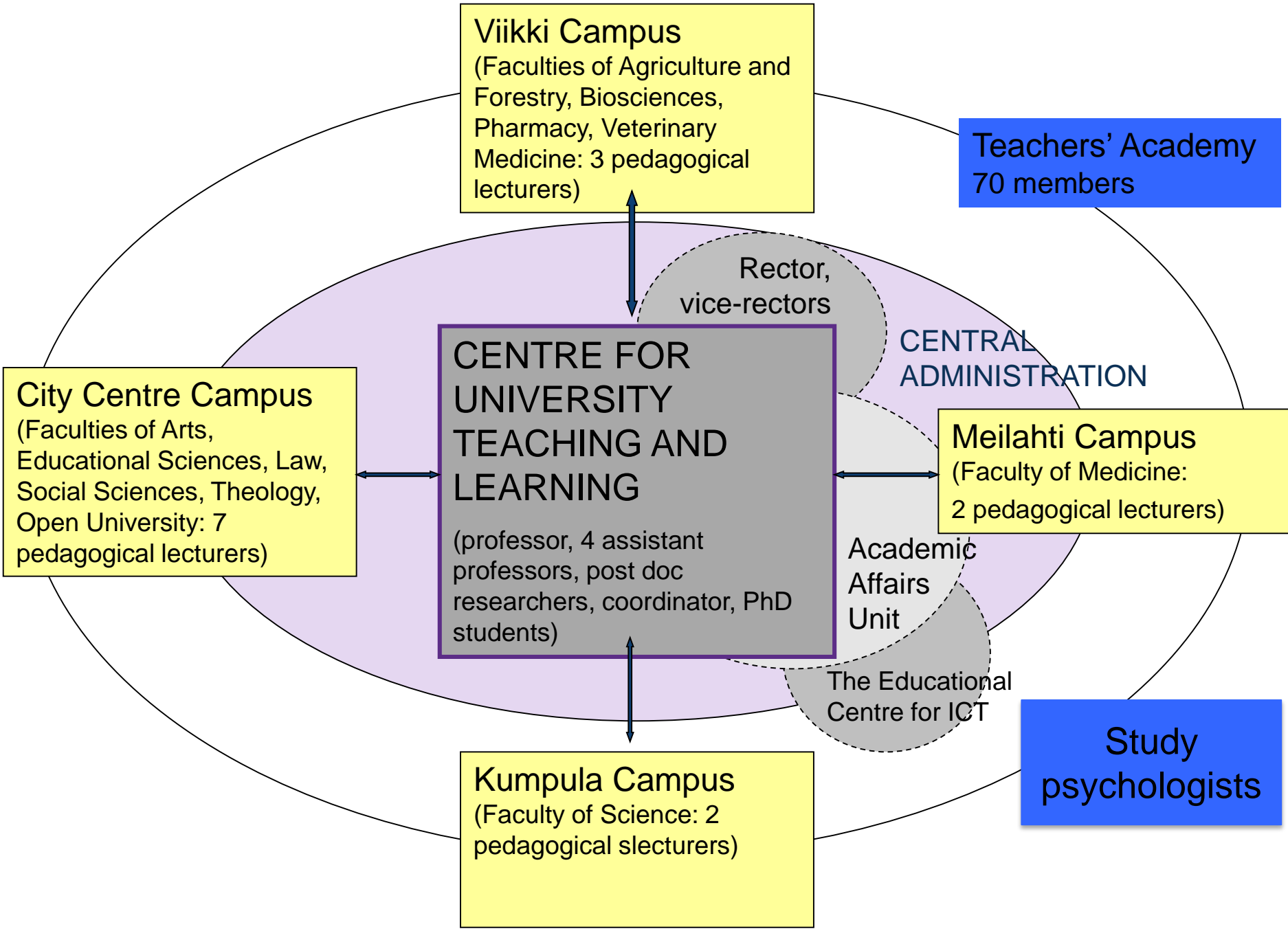
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# SUPPORTING HIGH QUALITY TEACHING AND LEARNING - PRACTICES AT THE UNIVERSITY OF HELSINKI

- A carefully designed **organisational structure** for supporting high quality teaching and learning
- **Research** on higher education teaching and learning
- **Educating the educators** - Courses on university pedagogy
- **Research-based feedback system** 'HelsinkiUniLearn' for enhancing the quality of teaching and learning

# **ORGANISATIONAL STRUCTURE FOR SUPPORTING HIGH QUALITY TEACHING AND LEARNING**



# **RESEARCH ON HIGHER EDUCATION TEACHING AND LEARNING**

TRANSITION TO  
UNIVERSITY STUDIES

**STUDENT LEARNING DURING UNIVERSITY STUDIES**  
Bachelor – Master - Doctor

TRANSITION TO  
WORKING LIFE

engagement    sense of belonging    agency

academic emotions    **STUDENT**    stress - burnout    knowledge practices

well-being    procrastination

self-efficacy    self- and co-regulation    motivation    generic skills

approaches to learning    strategies    study progress    critical thinking

**LEARNING ACTIVITIES**

approaches to teaching    pedagogical practices    supervision

pedagogical awareness    assessment    scholarship of teaching and learning

degree programs    use of digital technologies    teacher development

multiple learning environments

**LEARNING ENVIRONMENT**



# RESEARCH INFORMS THE DEVELOPMENT OF TEACHING AND LEARNING

An example:

- Research revealed that students with challenges in organising/regulating their studies are well represented at the Faculty of Theology
- Implications for curriculum design:
  - More structure to the theology Bachelor and Master programmes
  - More 'checking points' and focus on personal study plans
  - Study skills courses (regulation of learning)
  - Helping students to deal with extensive exams

# **EDUCATING THE EDUCATORS**





# **BASIC STUDIES IN UNIVERSITY PEDAGOGY (25 ECTS)**

- Teaching and learning in higher education (5 ECTS)
- Constructive alignment in course design (5 ECTS)
- Assessment of learning practices and quality of teaching (5 ECTS)
- Academic supervising (5 ECTS)
- Development of teaching and practical training (5 ECTS)



# ADVANCED STUDIES IN UNIVERSITY PEDAGOGY (35 ECTS)

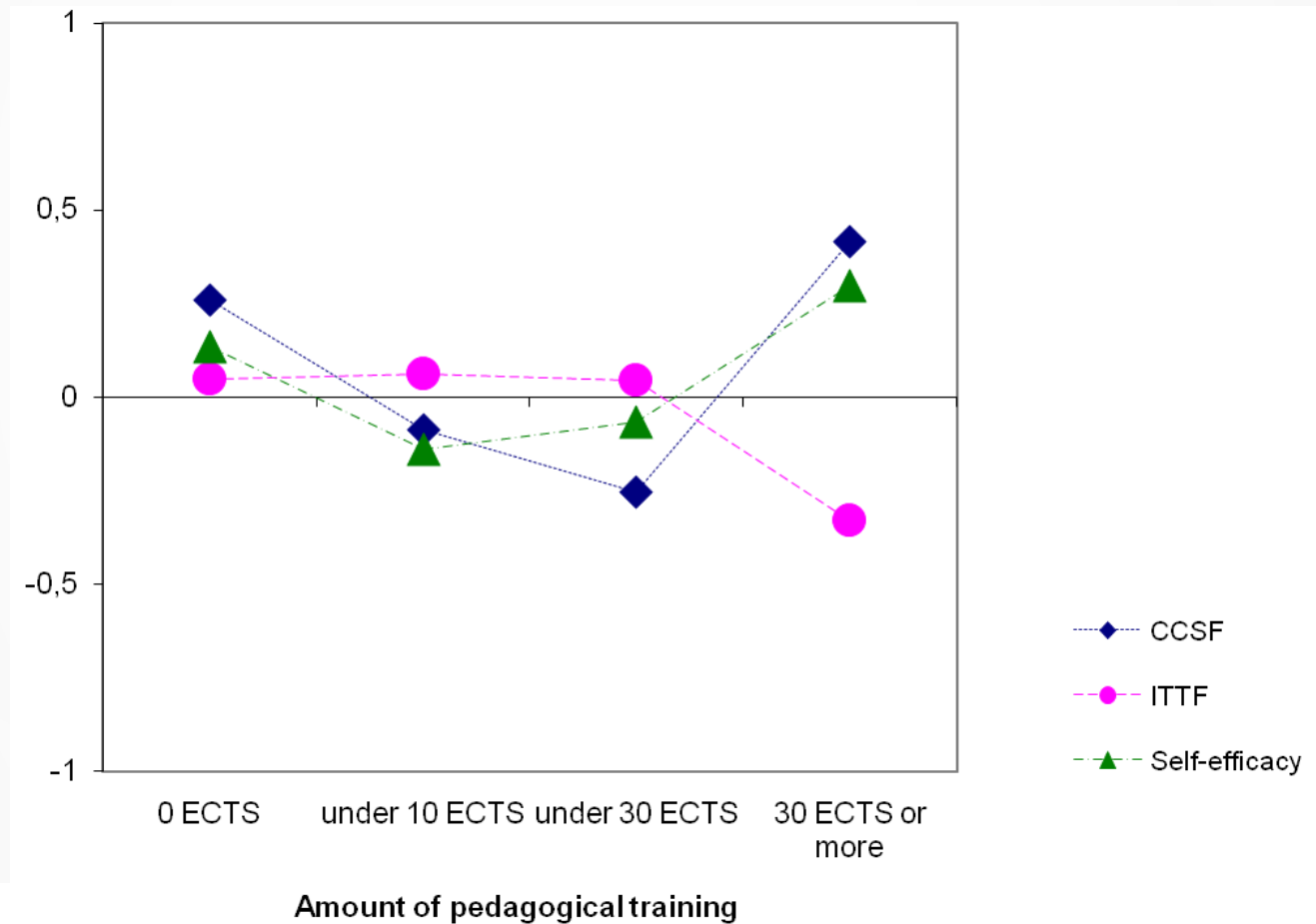
- Psychology of learning (5 ECTS)
- Internationalisation in higher education (5 ECTS)
- Curriculum design and pedagogical leadership in higher education (5 ECTS)
  
- Research methods in educational sciences (4 ECTS)
- Research in higher education (6 ECTS)
  
- Discipline specific pedagogy and teaching practice (5 ECTS)
- Teaching practice in school and adult education (5 ECTS)

# PEDAGOGICAL DEVELOPMENT COURSES

- 5 - 60 credits
- 60 credits → Formal teacher qualification
- Voluntary participation
- Provided in Finnish (60 cr) , English (25 cr) and Swedish (25 cr)
- Contents are mainly based on the research carried out at the centre
- Research on the impact of the courses

# THE EFFECT OF PEDAGOGICAL TRAINING

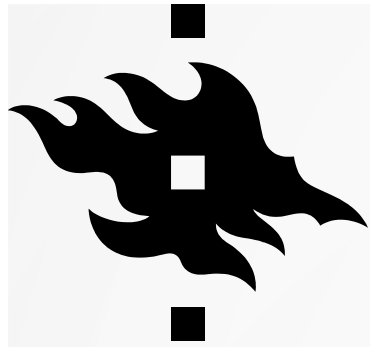
(POSTAREFF, NEVGI & LINDBLOM-YLÄNNE, 2007)



# EDUCATING THE EDUCATORS: IMPORTANT LESSONS LEARNED FROM RESEARCH AND PRACTICE

- Long process (short courses are ineffective or even harmful) (Postareff, Nevgi & Lindblom-Ylänne, 2007)
- Conceptual change – delay in changes in teaching practices (Postareff, Nevgi & Lindblom-Ylänne, 2007)
- Resistance (boundary crossing; Akkerman & Bakker, 2011) (Postareff & Nevgi, 2015)
- Importance of research-based education
- Peer support; heterogeneous groups
- Activating methods; active involvement of the educators

# **HOLISTIC RESEARCH-BASED FEEDBACK SYSTEM**



# HOLISTIC RESEARCH-BASED FEEDBACK SYSTEM

**HelsinkiUniLearn**

<http://blogs.helsinki.fi/howulearn/en/>

- Student feedback system (HowULearn; HowUStudy)
  - Study processes (deep approach, surface approach, organised studying), burnout, working-life skills in relation to other students
- Teacher monitoring and feedback system (HowUTeach)
  - Teaching processes (learning- /content-focused approach to teaching, teacher burnout in relation to other teachers)
- Instrument for quality enhancement of degree programs
- Instrument for the development of teaching and learning environment at UH
- Research instrument



# THE CENTRE COMPARED TO OTHER ACADEMIC DEVELOPMENT CENTRES

- A research-intensive centre
  - Most of the centres in the world are more service centres than strongly research-informed
  - Many centres do research, but research may not be linked to teaching and learning in the university
  - Rooted in the different faculties
- Courses are long processes
  - Many centres only offer shorter workshops
  - Based on research
- Helsinki Centre is clearly linked to the strategic aims of the University
  - Research focuses on our own University
  - Research informs strategic decisions





# DISCUSSION

- What is your ‘take home message’?
- What is important in your own institution’s context when aiming at enhancing the quality of higher education teaching and learning?



# REFERENCES

- Akkerman, S. F., & Bakker, A. (2011). Boundary Crossing and Boundary Objects. *Review of Educational Research*, 81(2), 132–169.
- Postareff, L., Lindblom-Ylänne, S. & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. *Teaching and Teacher Education*, 23, 557-571.
- Postareff, L., & Nevgi, A. (2015). Development Paths of University Teachers during a Pedagogical Development Course. *Educar*, 51(1), 37-52. doi: 10.5565/rev/educar.647