



Aalto-yliopisto  
Perustieteiden  
korkeakoulu

# Learning and instruction

*PED-131.9000 Teaching assistant as a learning instructor/part 2/4.11.2016  
SCI Learning services  
Kirsti Keltikangas and Jukka Parviainen*



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# Interaction in teaching

# How have you experienced assistant work so far?

1. Pick a **postcard** which somehow describes your experiences of working as an assistant
2. **Find someone** you have never talked to/you do not know
3. **Present yourself** and talk about your card and your experiences



# Timetable

9.00-9.30	Welcome, getting to know each other and feedback from learning tasks
9.30-10.15	Introduction to the theme & working together
10.15-10.25	Break
10.25-11.30	Interaction, presentation skills
11.30-12.00	About the course structure, following tasks and feedback

# Feedback from reading cycles and learning diaries

- Levels of thinking about teaching aroused much discussion in groups and in learning diaries – level 3 (focus on what the student does) not often possible (at least in BSc level)
- “group was generally unanimous on the importance of deep learning and had specific and concrete ideas that help achieve deep learning” – however, it was noted in the diaries that surface learning can be a choice
- ...quite interesting to find the authors express the need for teachers to build a "safe" learning atmosphere where students can make mistakes and learn from them, this was something that we discussed during the first lecture too !

# What is a good course assistant?

What are the elements and capabilities that create "a good course assistant"?

Step 1:

- Write down each element or capability on a separate sticky note.
  - Share your thoughts to your group (of 4-5 persons)
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# Drawing a "prototype" of a good teaching assistant

## Step 2:

Draw and describe the course assistant that has the attributes and capabilities you have discovered

You can personalize your prototype:  
Give her/him a name, age, discipline etc.

Prepare to present your group work.

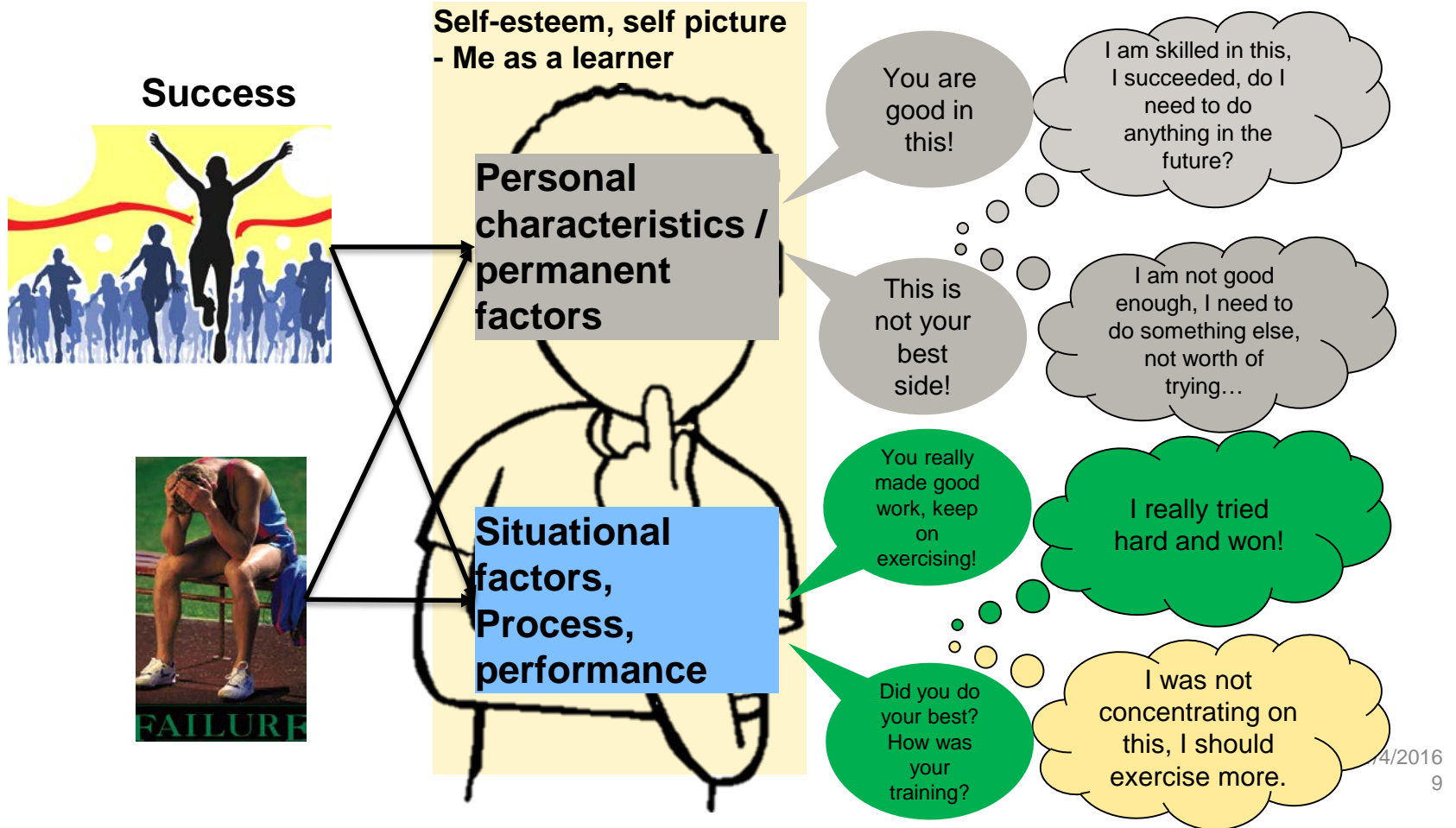


# Feedback

Constructive	Unconstructive/ destructive
Is about an <b>issue/action</b>	Is about a <b>person</b>
Justifies the <b>views</b>	Contains <b>judgements</b> (good/bad)
Is useful for <b>development</b>	<b>Does not</b> necessarily <b>benefit</b> anyone
<b>Takes into account</b> the recipient's state of development, situation, ability to receive feedback etc.	<b>Does not take</b> the recipient into account, is given only from the evaluator's perspective
States <b>observations</b>	Makes <b>subjective conclusions / interpretations</b>
<b>Two-way process</b> , the recipient has an opportunity of responding	<b>One-way process</b> , no chance to answer or reflect.



# Feedback – attributions - motivation



# Interaction consists of...

	%
words we say	
sounds and how we say the words	
non-verbal actions and body language	

# Face-to-face interaction consist of

**7% of words we say**

**38% of sounds and how we say the words**

**55% of non-verbal actions and body language**

*Covey, S. 1998. Seven habits of highly effective people.*

# What makes an effective and engaging college instructor - example

Based on students' feedback (Delaney, Johnson, Johnson & Treslan, 2010)

1. Respectful
2. Responsive
3. Knowledgeable
4. Approachable
5. Communicative
6. Organized
7. Engaging
8. Professional
9. Humorous

# Some ways to proceed with those who are stuck

## Give feedback

- Tell something positive about the proceeding

## Ask

- Can you explain how did you get here?
- What was your main idea?
- Do you have any things you are unsure about?

## Use peers

- Is there someone in the same situation? Can they share ideas? Help each other?
- Try to stay close and listen if they get on track. Give support if they do, keep asking questions if they don't

## Something extra

- Is there some extra material they could use?
- Some extra exercises more on right level?

## Next step

- Make sure the students know how to proceed. If they still don't know, help what to start with

# Creating interaction (repetition)

## Atmosphere

- Show your interest to students and their situations
- Proof, that a stupid question does not exist  
→ Remember to support this message with your body language and tone
- Highlight, that you are here to learn and it may feel difficult in the beginning. Share your own experiences.

## Equality / fairness

- Make sure that all have access to interact, ask questions that are possible for most of the students. Avoid asking all the time from those who know best.
- Use independent / pair / group tasks or discussions to make it easier to participate

# Believe in, that students can

***Try always to believe in, that students can if they want and try hard. If you don't believe, it's more likely that they cannot either.***

**Self-fulfilling prophecy (itsensä toteuttava ennuste):**

**If the teacher is told that the students are "very good" in something, the students will manage better than if the teacher is told that to students are "very bad" in it. (there is not difference in the students factual knowledge level)**

# Greetings from study psychologist

## Background

(surprisingly large)

A part of the students tend to play that they understand, even though they really don't.

## Consequence

Students get stuck, but are too afraid to admit it.

They try to survive alone, make up "own theories" or play that they are not interested (or really lose their interest) and give up?

## Solving?

Creating **atmosphere** that students really feel themselves comfortable to admit what they can or cannot.

Everyone needs some positive feedback on their learning "good, you got this long."



# Safe atmosphere

- **Accept that no one knows everything, not even you ;)**
  - **Students should feel that you respect them and you are interested in to support their learning: Concentrate on your non-verbal communication and tone of your voice**
  - **Try to get to know them personally**
  - **Be present, concentrate on the situation and be available**
  - **Encourage students to cooperate:**
    - **It's much easier to admit that man doesn't understand if he/she knows someone who feels the same**
    - **Interaction supports learning: getting aware of own learning, understanding while explaining**
    - **You hear what they think, and can concentrate on important points**
-

# Presentation skills (esiintymistaidot)

Reacting to audience reactions

Accelerating 'understanding the message'  
With good presentation skills. The content becomes on higher quality

proportion preparing and performance



Managing stage fright

Orientating to communicative situation realistically: what really can happen?

Non-verbal communication

# Teaching assistant as a learning instructor, autumn 2016

## Working in peer groups

### Session 1:

September 2016

Learning, motivation,  
constructive feedback

1.

Article + reading cycle 4.11.

### Session 2:

4.11.2016

Interaction in teaching

2. Learning  
diaries  
4.11.

3. Reading  
assignment  
DL 19.12.

### Session 3:

19.12.2016

Different approaches to  
learning

4. Teaching  
observations  
DL 19.12.

5. Group meeting  
DL 19.12.

6. Blog-post in  
MyCourses  
DL 19.12.

# Learning outcomes for this course

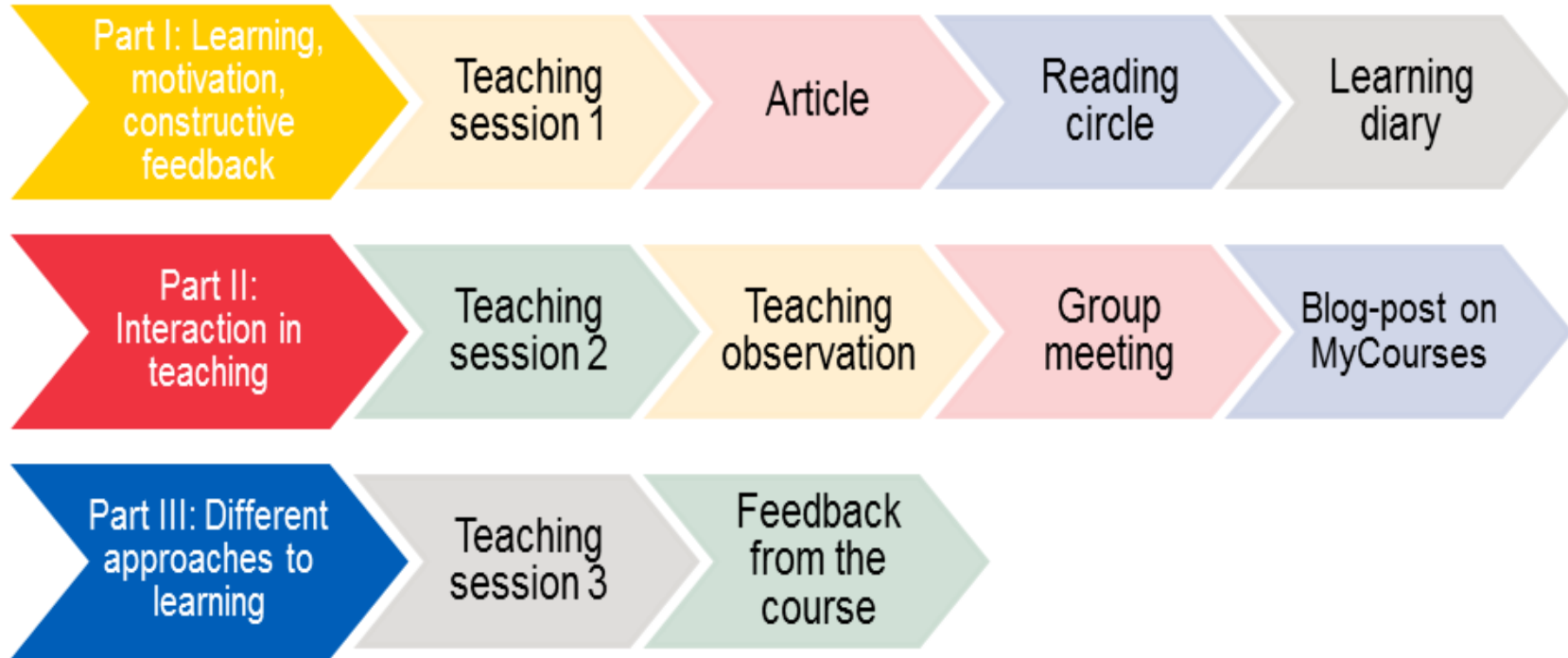
After the course, the participant is:

be able to observe the environment from the learning perspective and identify aspects to support students' learning proces

recognize ways to how to supports students' study motivation

identify your role as a learning instructor and find ways to regulate your behavior adjusted to students' needs.ds

# Course structure



# Tasks before the 3rd course session (19.12.2016) with your peer group

**DL Monday 19.12.2016**

- **Reading article**
- **Teaching observations**
- **Group meeting**
- **Blog-post in MyCourses**

**<https://mycourses.aalto.fi/course/view.php?id=11934&section=1>**

**Any comments/questions about the tasks?**

# Something to continue with

**Amy Cuddy, TED Talks: About stage fright and empowering**

**[https://www.youtube.com/watch?v=Ks-\\_Mh1QhMc](https://www.youtube.com/watch?v=Ks-_Mh1QhMc)**

**Practical guide to start with:**

**Hemminki, Leppänen & Valovirta. Innostu ja onnistu opetuksessa: <http://urn.fi/URN:ISBN:978-952-60-5484-1>**

**Hemminki, Leppänen & Valovirta. Get inspired! A guide for successful teaching: <http://urn.fi/URN:ISBN:978-952-60-5486-5>**

# Tree of feelings/thoughts



**Pink= I am enthoustiastic....**

**Yellow= I ponder, I think...**

**Green= I doubt, I critizice...**

**Thank you/Kiitos for today's session!**