



Aalto University

Teaching practice (5 cr)

spring 2017

18.1.2017

Teachers: Maire Syrjäkari ja Kari Nuutinen

Timetable for today

12.30- 15.30 Relaxation exercise
Introduction to the course,
and forming and starting the peer groups.

1. Individual goal setting? (5 min)

- Think about and write down your own learning goals for this course
- What new or different activities or things you would like to try in your own teaching?

2. Interview: Take a pair and ask her/him (15 min)

- What is her/his name?
- What field/discipline/school/department does he/she represent?
- What kind of things he/she wants to experiment, develop or renew in his/her teaching during this course?

3. Introduce your friend for the others (1-2 min).

Teaching practice aims to

- Develop participant's teaching skills
- Adapt taught theory to participant's teaching practices
- Give opportunity to have guidance to plan and conduct teaching but also to try something new in teaching.
- Support reflection to develop participant's teachership and pedagogical expertise.

Learning outcomes

After the course, you will be able to:

- plan, implement, develop and evaluate decisions in teaching that are aligned with learning outcomes
- make observations about the teaching of other teachers, give constructive feedback about it
- use the observations and feedback to develop teaching
- identify and critically analyze your own pedagogical choices and decisions

Teaching Practice, practical issues

Teaching practice, timeline

**Kick-off
meeting
18.1.201**

I peer
group
meeting

January

II peer
group
meeting

February

III peer
group
meeting

March

IV peer
group
meeting

April

May

June

Teach own course, evaluate the course, compile the teaching practice plan report

Observing peers' teaching and giving feedback on it.

Observing other teaching (at least 5 teaching observation): one observation should be done in a university of applied sciences or in a upper secondary school

Report
DL 15th
June

In other words..

- Participating in one contact teaching sessions (January).
- Participating in guided peer group meetings (4 meetings).
- Teaching your own course: practical implementation of the teaching plan.
- Observing peer group members' teaching and providing oral and/or written feedback to your peers in peer group meetings.
- Observing other teaching sessions including at least one observation in a upper secondary school (lukio) or at a university of applied sciences (AMK).
- Writing teaching practice plan including reflection and evaluation.

Workload for Teaching Practice course

- One contact session 5h
- Peer group meetings and giving feedback 20h
- Observations (total) 45h
 - *Peer group's members' observations* 20h
 - *Other teaching observations* 25h
- Teaching own course 16h
- Familiarising oneself with teaching environment 4h
- Reflecting and writing the Teaching practice plan 40h

TOT. 130 h
Cr. 5 cr

Teaching Observation

Teaching observations

Observing and giving feedback on your peers' teaching (~20 h)

- 3-4 observations and feedback (written and oral)
- Observations will be reported and reflected in teaching practice plan

Other observations (~25h = 5 observations)

- You can observe teaching at any field.
- Observe teaching also at **different levels or institutions**, **at least one observation should be done either in upper secondary school (lukio) or at a university of applied sciences (AMK)**

How to observe teaching?

- Observation is **following** and **reflecting** on teaching and learning situation.
- The idea is to pay attention e.g. to learning outcomes, teaching environment, interaction, activating students, teaching methods, rhythm of teaching session. What kind of influence they have on teaching and learning?
- When writing about observations try to describe your ideas, thoughts or insights the observation gave to you. How could you develop your teaching based on the observation.

→ **Make observation related to pedagogical decision making!**

In observations you can pay attention to:

- Teaching plan
- Content and teacher's actions
- Interaction and performance
- Students participation
- Concluding the session

- Give oral and/or written feedback to your peers in peer group meeting:
 - *The strenghts of teaching session*
 - *Possible further development suggestions*

→ Instructions for observation are in MyCourses

Report your observations!

| | DATE | HOURS | INSTITUTE+ TEACHER+ SUBJECT | REFLECTION |
|---------------|------------|---------|-----------------------------------|------------|
| Observation 1 | XX.XX.2017 | 2 hours | | |
| Observation 2 | | | | |
| Observation 3 | | | | |
| Observation 4 | | | | |
| Observation 5 | | | | |

Teaching practice plan

1 OBJECTIVES FOR THE TEACHING PRACTICE

1.1 Pedagogical development task / research questions for the teaching practice

1.2 Personal learning outcomes for the teaching practice

2 TEACHING PHILOSOPHY AND APPROACH TO TEACHING

3 OPERATIONAL ENVIRONMENT OF YOUR TEACHING PRACTICE

4 TARGET GROUP OF YOUR COURSE AND ITS EFFECT ON COURSE PLANNING

4.1 Course participants and their level of knowing

4.2 Analysis of the effect of the target group to the pedagogical choices made

5 COURSE PLAN

5.1 Basic information (name of the course, amount of the ECTS, teaching period, level of the course, etc., link to the learning platform eg. MyCourses, schedule of the sessions..)

5.2 Learning outcomes (including also skills such as group working, presentation skills etc.)

5.3 Content (for example core content divider)

5.4 Assessment: methods, criteria, scale

5.5 Teaching methods

5.6 Course workload (both from students and the teachers side)

5.7 Course connections to the programme (on which module course belongs to, connections with other courses, previous knowledge required and what knowledge does this course offer to other courses)

5.8 Materials used during the course

5.9 **Student feedback** (methods, focus areas, time) and teaching development (how do you collect student feedback and how do you use it in order to develop your teaching)

6 EVALUATION AND REFLECTION OF THE TEACHING PRACTICE (will be completed in the end of the course)

6.1 Evaluation and reflection of your own teaching

6.2 Teaching observation: peer group

6.3 Teaching observation: other than peer group

7 REFERENCES

MyCourses

Break 15 min

Peer-group Working

Members of the peer groups

Maire's group

- Haneda Katsuyuki
- Millar John
- Rinne Mikael
- Rong Aiying
- Zhou Quan

Kari's group

- Hostikka Simo
- Kaitavuori Kaija
- Kosonen Risto
- Peltokorpi Jaakko
- Riihonen Taneli
- Roto Virpi

Peer-group working

Discuss about the following themes

- When will you have teaching?
- What is the target group?
- What type of teaching are you going to have? (small group/mass course, exercises/contact sessions etc.)

Scheduling the meetings and observations

- Schedule the meetings (4) for the peer-group
 - Who will be in charge to make a reservations for the room
- If possible make suggestions/plans for observations

Set goals for your Teaching Practice

- What would you like develop in your teaching or in your teaching competence? What would be your development task and personal learning objective(s)?
- How could you achieve your goals/objectives? What could you do?
- Discuss about your goals and plans with your peer.
- Remember to write your development task and objectives to the report for the next meeting!

Thank you

Sources

- Teacher Student Union of Finland – SOOL
<http://www.sool.fi/sool/in-english/>
- Teacher qualifications in Finland
<http://www.helsinki.fi/teachereducation/step/information/qualifications/>
- Teacher Qualifications
http://www.helsinki.fi/palmenia/kotka/opettajaksi/eng_screen.pdf
- Teaching Qualifications
http://www.oph.fi/english/services/recognition/fnbe_decisions/teaching_qualifications