



Aalto-yliopisto
Perustieteiden
korkeakoulu

Learning and instruction

PED-131.9000 Teaching assistant as a learning instructor/part 2/27.3.2017

Aalto SCI Learning Services

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World map

We will create a map in the classroom

Where were you born?

Tell the others:

- What is your name?
- Where were you born?
- What is your department
- Teach others **one** of the following words in your native language
(teaching/learning/studying/teacher/student)





Timetable

12.00-12.15	Welcome, getting to know each other and feedback from learning tasks
12.15-13.05	Introduction to the theme & working together
13.05-13.50	Interaction, presentation skills
13.50-14.00	Break
14.00-14.30	Interaction-theme continues
14.30-15.00	About the course structure, next course session, following tasks and feedback

Feedback from reading cycles and learning diaries

- Meta: Method “Flipped learning”
- Level 3 context:
 - Teacher’s view: Intended learning outcomes (ILOs) => Teaching activities => Assessment
 - Student’s view: Assessment => Learning activities => Outcomes
- Role of Teaching assistant?
- A pupil, 12 yrs, asks: “Why is $(-1)*(-1) = +1$?”
 - How would you react?
 - Any connection to Ch 2: Teacher’s levels 1/2/3; learning approaches: surface/deep learning

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
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Drawing a "prototype" of a good teaching assistant

Step 2:

Draw and describe the university teacher 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.





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Interaction in teaching

Interaction consists of...

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

Face-to-face interaction

7% is the words we say

38% is sounds and how we say the words

55% is 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

- Say something positive about the proceeding

Ask

- Can you explain how you got here?
- What was your main idea?
- Are there any things you are unsure about?

Use peers

- Is there someone in the same situation? Can they share ideas or 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 at the right level?

Next step

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

Creating interaction (repetition)

Atmosphere

- Show your interest to students and their situations
- Prove that stupid questions do not exist
 - Remember to support this message with your body language and tone
- Highlight that the students are here to learn and they may find things difficult in the beginning. Share your own experiences.

Equality / fairness

- Make sure that all have the possibility to interact; ask questions that most students are able to answer. Avoid asking always from those who know best.
- Use independent/pair/group tasks or discussions to make participation easier



Empathy for students' life situations

Try to understand and listen to students. It's better not to draw conclusions if you are not totally sure. People do not take responsibility if they feel that they are being questioned or mistrusted. Try to get to know the students, it's then easier to take situational things into account.

Fundamental attribution error:

We tend to overestimate the impact of personal, inner aspects and underestimate situational factors.

- We explain the behaviour of people we know differently from strangers**

Helkama, K. & Myllyniemi, R. & Liebkind, K.: Johdatus sosiaalipsykologiaan

Believe that students can

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

Self-fulfilling prophecy (itsensä toteuttava ennuste):

If the teacher is told that the students are "very good" in something, they perform better than if the teacher is told that the students are "very bad" in it. (There is no difference in the students' actual knowledge level.)

Greetings from study psychologist

Background

A (surprisingly large) part of the students tend to play that they understand even though they really don't.

Consequence

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

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

Solution?

Create an **atmosphere** that students really feel themselves comfortable to admit what they can or cannot do

Everyone needs some positive feedback on their learning: "Good! You got this far."



Safe atmosphere

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



Creating safe and positive atmosphere

- **The student is acknowledged as a person, as a human being: presence, respect, personal contact**
- **Getting to know the students, students getting to know each other**
- **Rules: what is happening and when**
- **Discuss instead of stating goals, working methods, timetables**
- **Teacher's presence: concentrating on the teaching session**
- **It is essential that students perceive that they may have another opinion, incomplete thoughts, and questions.**
- **The teacher is interested in getting feedback and developing their work**

Presentation skills (esiintymistaidot)

Reacting to the audience's reactions

Accelerating 'understanding the message' with good presentation skills. The content becomes of higher quality

proportion preparing and performance



Managing stage fright

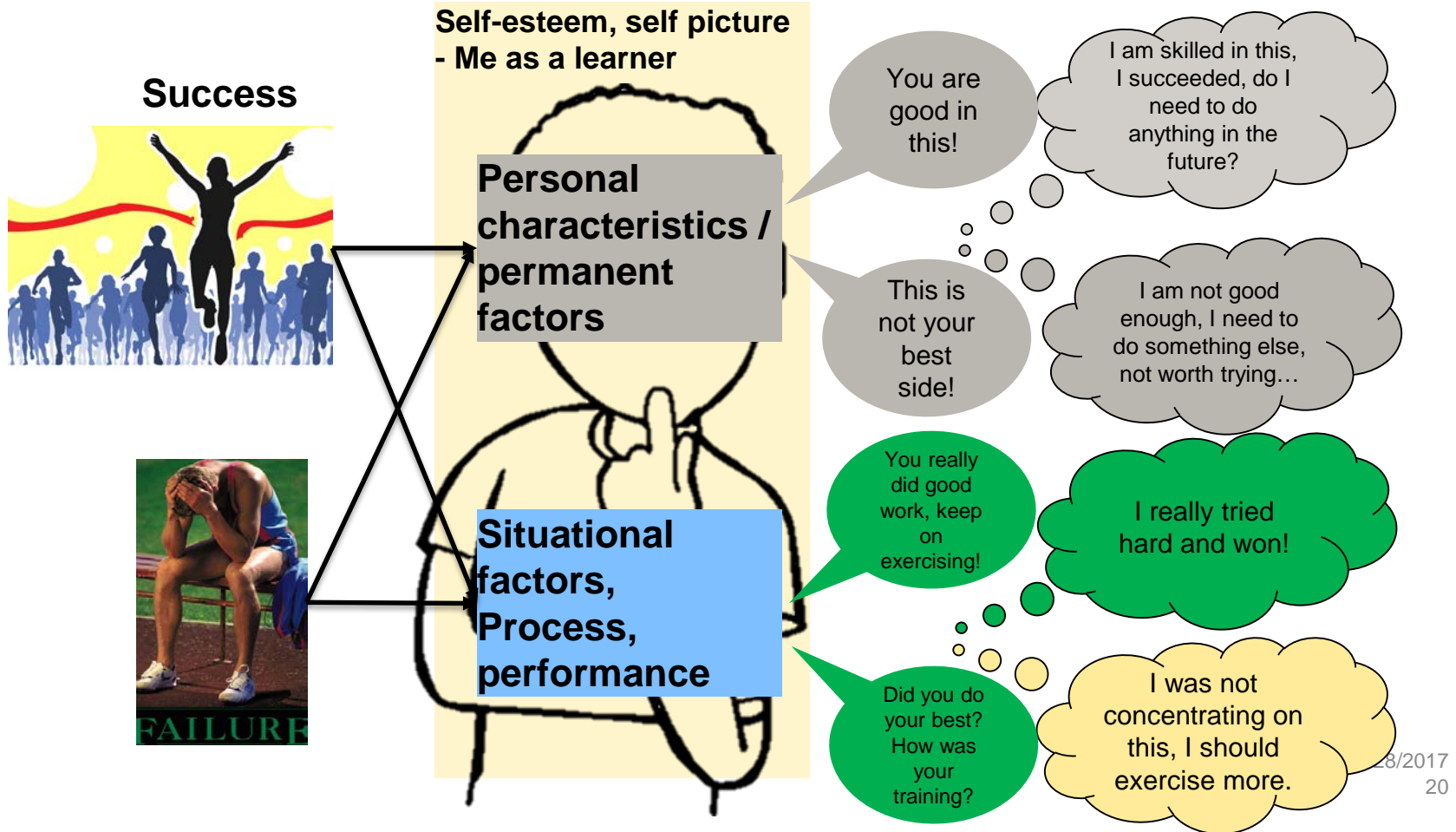
Orientating to a communicative situation realistically: what really can happen?

Non-verbal communication

Feedback (see teaching observation form in MC)

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

Feedback – attributions – motivation



Course status



Teaching assistant as a learning instructor, spring 2017

Working in peer groups

Session 1:

1.3./7.3.2017

Learning, motivation,
constructive feedback

1.

Article + reading
cycle 27.3.2017

2. Learning
diaries
27.3.2017

Session 2:

27.3.2017

Interaction in teaching

3. Reading
assignment
DL 21.4.2017

Session 3:

21.4.2017

Different approaches to
learning

4. Teaching
observations
DL 21.4.2017

5. Group meeting
DL 21.4.2017

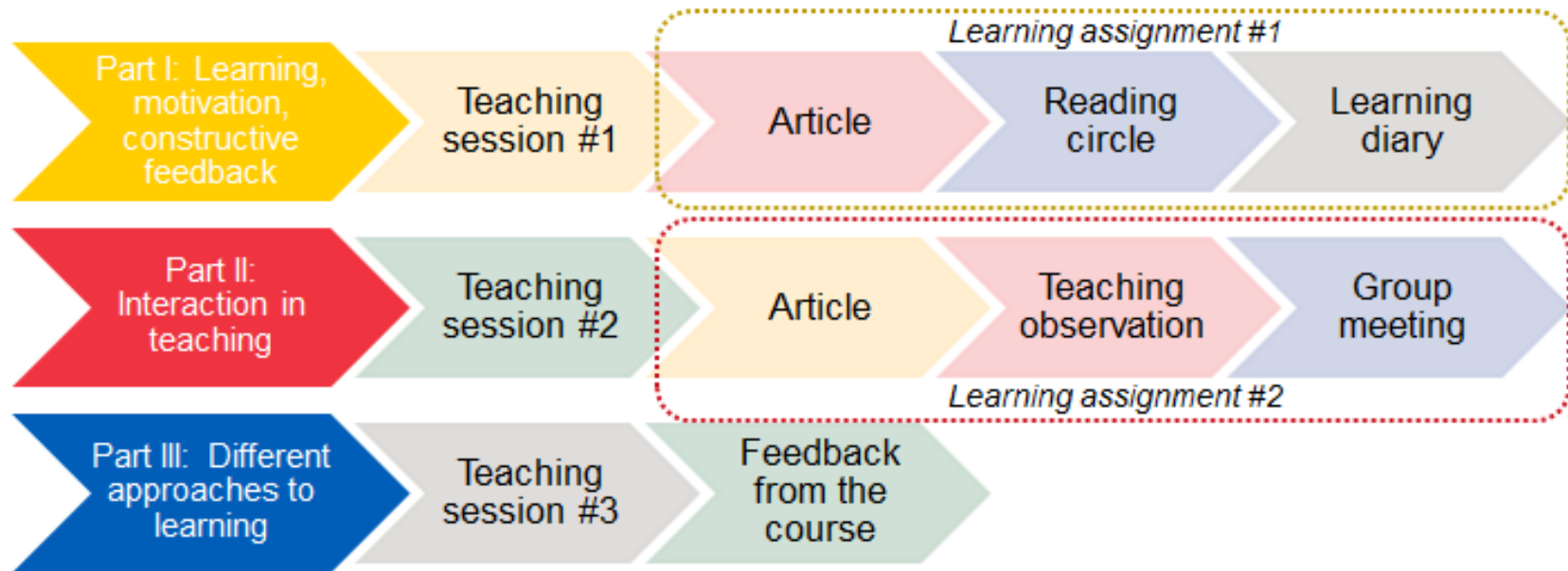
Learning outcomes for this course

After the course, the participant is able to

observe the environment from the learning perspective and identify aspects to support students' learning process

recognise ways to support students' study motivation

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





Tasks before the 3rd course session (21.4.2017) with your peer group

DL Monday 21.4.2017

- **Reading the article (Hemminki et al: "How do I create an environment that supports learning?")**
- **Teaching observation(s)**
- **Group meeting**

<https://mycourses.aalto.fi/course/view.php?id=15566§ion=1>

Any comments or 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

A 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 today's feedback/thoughts



Pink= I am enthusiastic....

Yellow= I ponder, I think...

Green= I doubt, I criticise...

Thank you/Kiitos for today's session!

Tree of feedback



- **I doubt...**
 - "7 % of interaction is words"
- **I ponder, I think...**
 - Message (in general): presenting it one thing, what is the message another
 - Goals of this course? Could they be presented more clearly?
 - After my "Eureka" moment, I was not able to pay attention any more...
- **I'm enthusiastic in...**
 - Reading assignment was ok