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Learning and instruction

Pedagogical intro to Math, Physics, CS & NBE course assistants Tuesday 7.3.2017

SCI Learning services (LES)

Kirsti Keltikangas and Jukka Parviainen



Timetable

12:00-12:15 Coffee and welcome

12:15-15:00 Learning and instruction

Successful learning situation

Supporting motivation to study

Interaction and feedback

break included in between

What do you think about working as an assistant?

1. Pick one **postcard** which somehow describes your thoughts about working as an assistant
2. **Find someone** you have never talked to before this morning/event
3. **Present yourself** and talk about your card and your thoughts



Learning objectives

After this introduction

... you have got to know other assistants

... you recognise things related to learning

... you have become conscious of ways to motivate and activate the students

... you know ways how to give constructive feedback

Successful learning situation

What is it all about?
What does it consist of?

Exercise

Independent work (3 min):

- Write down on a sticky-note (1 thing / paper)

Groupwork (7 min):

- Present your ideas to your group and have a discussion about them
- Try to wrap up and group the themes you have found

What can you as an instructor / assistant do to support learning?

1. Discuss the theme in a group
2. Write down your "**ideas to support learning**" on the sticky-notes (1 thing / paper)
3. Place your "**ideas of actions**" next to the learning elements they are connected to

15 min

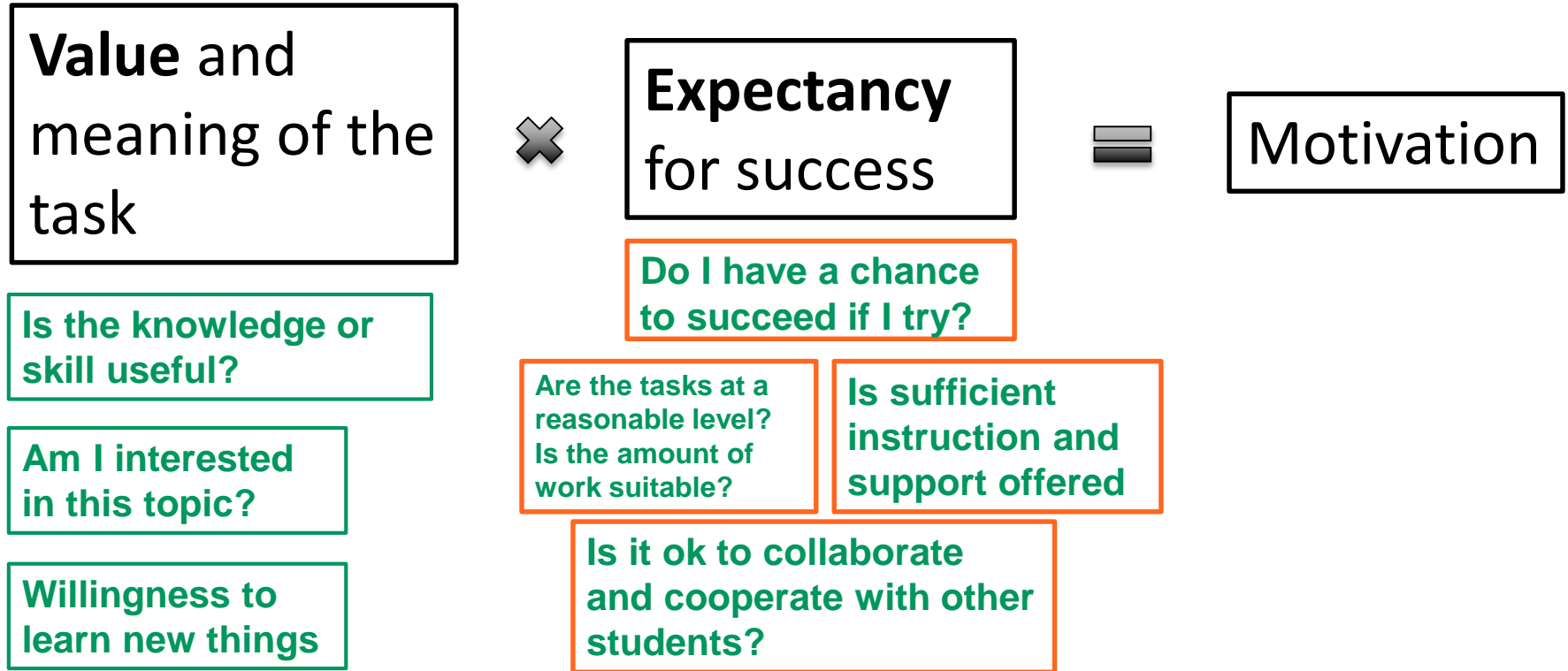


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Motivation to study; how to support it?



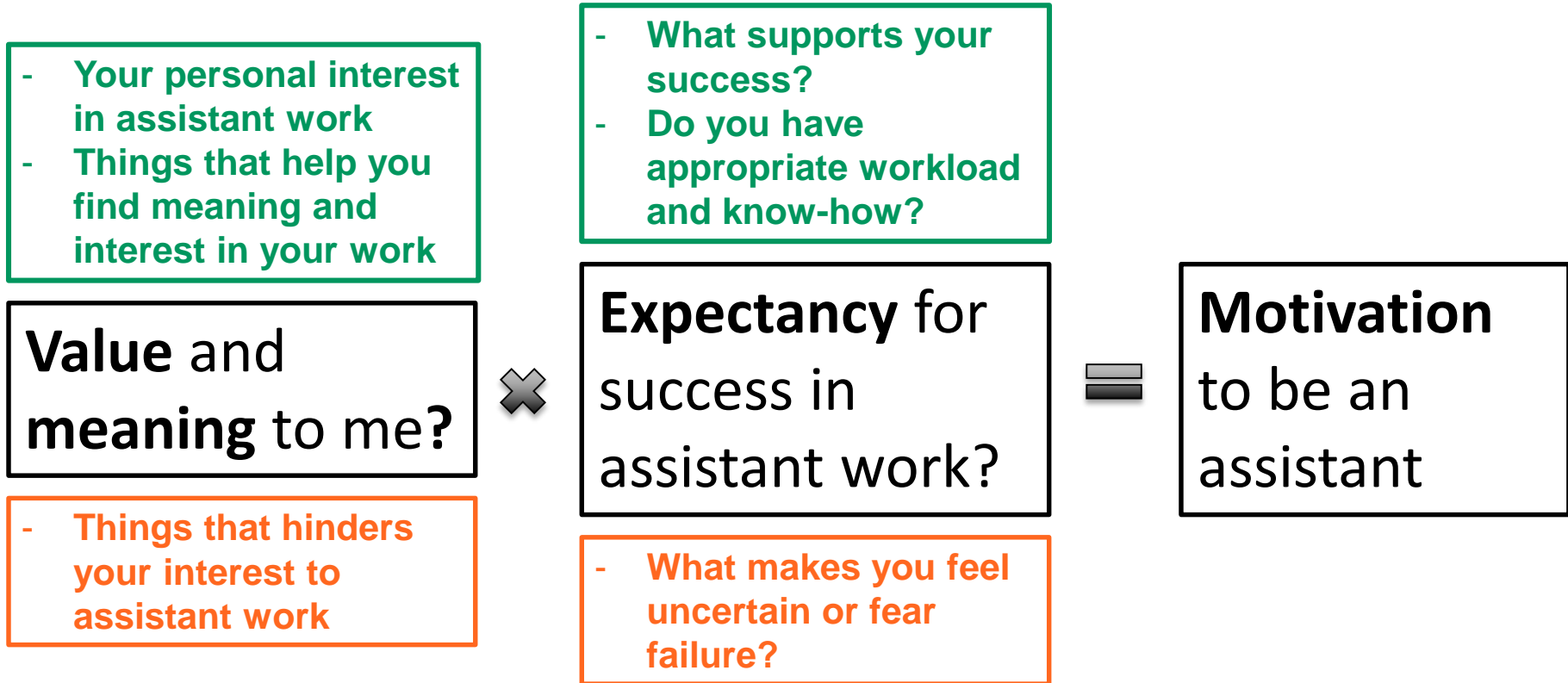
Expectancy-value theory of motivation



Think about your work as an assistant

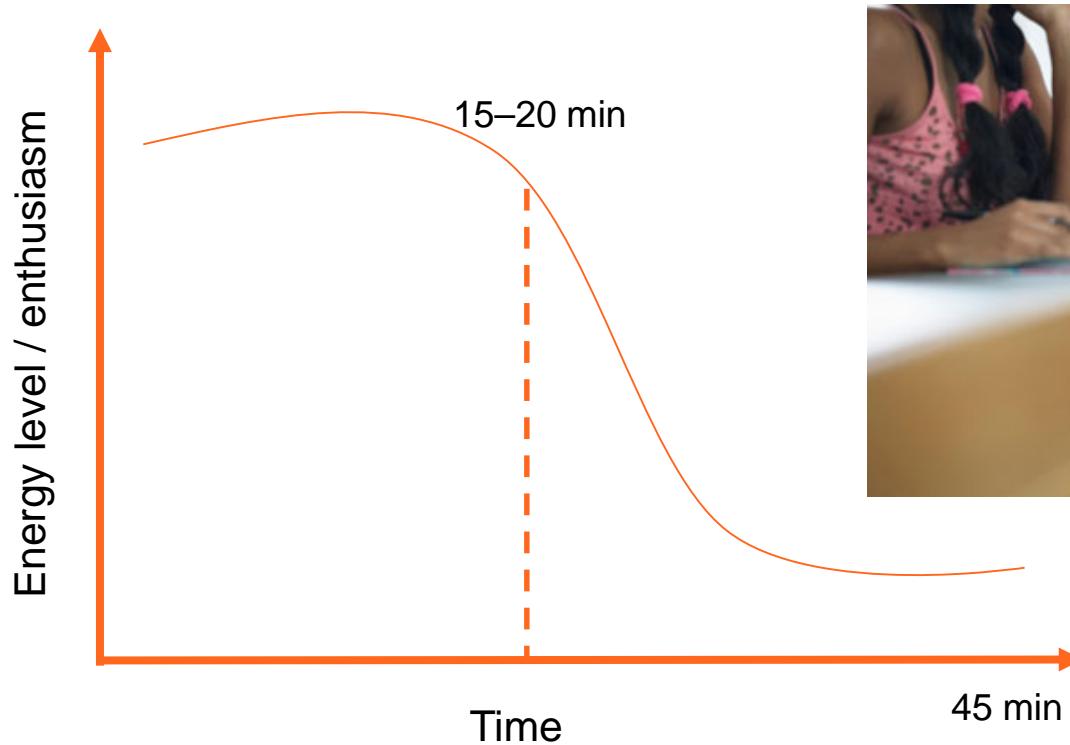
- **What motivates you?**
 - What makes your work **more/less meaningful?**
 - What makes it **more/less possible for you to succeed** in your work?
 - What can you do to **support your own motivation?**
 - What can **other people/the environment do?**

Motivation to be an assistant?



Interaction: Why and how?

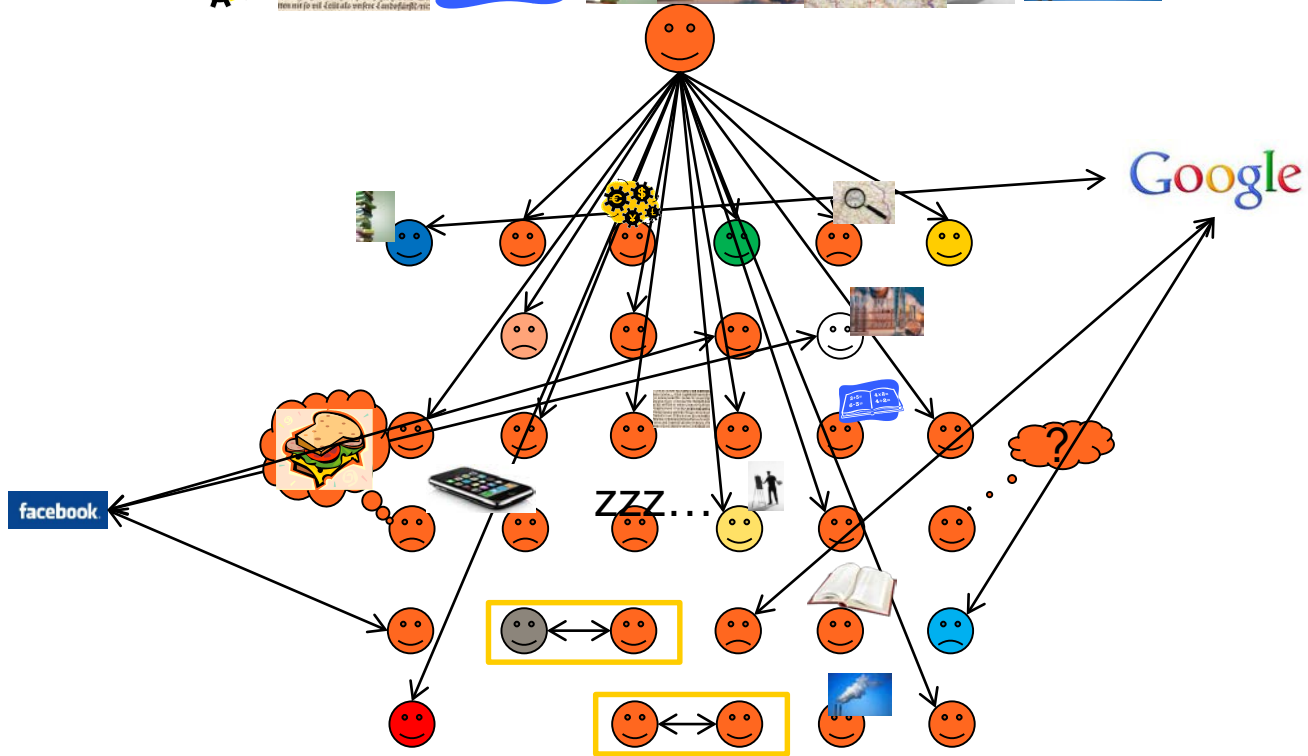
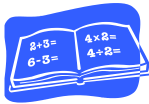
Rhythm of teaching vs. energy level



E.g., Johnson, A. & Proctor, R. W. 2004. Attention, theory and practise

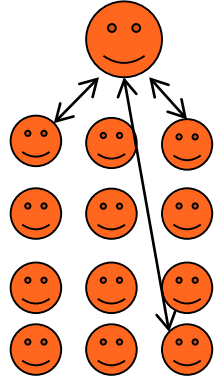


...immer mehr...
...für die...
...zu...
...zu...
...zu...
...zu...

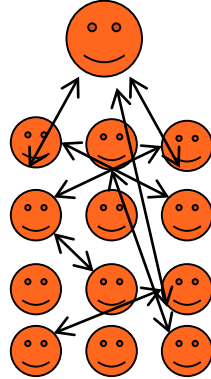


Examples of how to arrange interaction

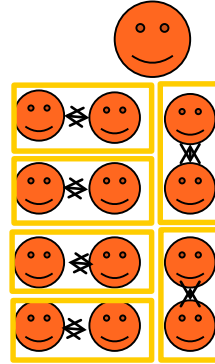
Between teacher and student



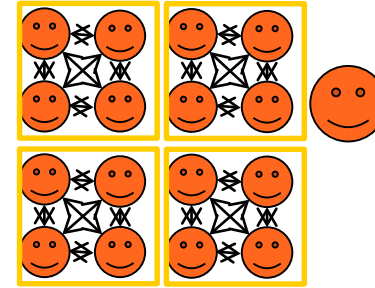
Teacher led group discussion



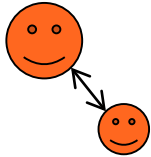
Discussion in pairs



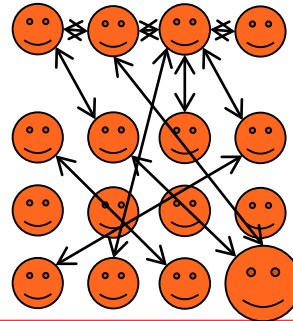
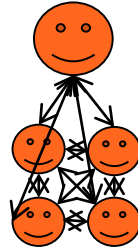
Group discussion; teacher coordinates



Personal instruction



Group instruction



Group discussion, led by the students

Interaction: to promote learning



**Constructive discussion of
conflicting points of view**

**Deep processing of
the objected subjects**

Fair/equal participation

Positive and safe atmosphere

Open questions to open the mind/thinking (Aarnio & Enqvist 2002)

How do you consider...?

What is it based on...?

What does it mean...?

What are the consequences of...?

How do you understand...?

What is it all about...?

What is the meaning of...?

What if...?

What is this... connected to?

How do you feel about...?

What do you think you are going to do...?

How do you explain...?

How is it in your point of view...?

What kind of actions...?

Feedback

What type of feedback you have received?

Recall a feedback session and analyse:

- How was the situation?
- Who gave/received the feedback?
- How did you feel about it?
- What was good/not so good in the situation?
- Did you learn something from it?

Feedback

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

Examples

Constructive	Unconstructive/destructive
An error or mistake has occurred	You have made a mistake
I see that something has happened here that you should consider a bit further...	This is wrong.
You could concentrate on this in the future	You went totally down the drain with this.
To make sure: Would you like to talk about...? What do you think about this..? Would you have a second..?	Cuts to the chase immediately: this is how it was, this is what happened, this is what you did.
This is what I observed .. This looks like.. I think this is...	This is what you did . This went like this because...
Do you feel that you understood what I meant... I hope I understood your question correctly..? Could you give details..?	This is how it was, and that's it .



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**Examine the table of
constructive feedback related
to your experience**

*Do you find connections or
similarities?*

After this afternoon's training?

- **Possibility to complete pedagogical training (PED-131.9000 Course assistant as a learning instructor, 2 credits) during spring 2017**
- **Entire training consists of two other afternoons/mornings (together with Math/Computer Science/NBE depts. in 27.3. + 21.4. + learning and reading tasks**
- **We will ask for your feedback via Presemo survey**
- **In this form, you can confirm your enrollment to the 2-cr training**
- **More detailed info will come when we have the number of participants for the course**

A”

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Thanks for your
participation and
wish you a
successful term
as a course
assistant!

