

## 1. What possibilities are there to teach elsewhere?

Some possibilities include e.g.

- Aalto EE
- Aalto Open University
- Aalto HR courses
- Aalto schools
- Companies

### How can you get these opportunities?

- Clarify to yourself what you can do
- Network actively within Aalto, e.g. in other peda courses and different events, tell others what you do and offer to come and teach in the other units if they have need
- Network actively outside Aalto, e.g. with visiting lecturers and other company representatives
- Market / sell yourself actively to others, e.g. Aalto Open University or HR

## 2. Diagnostic tools or methods for pre-requisite knowledge / skills?

- Some methods were presented in the Team assignment last time
- Pre-course assignment (e.g., mind or concept maps)
- Pre-course exam

## 3. Critical thinking:

- Step 1: If you are here, why do you want to study in a university?
  - Steps: willingness to move beyond?
  - How to jump between stages?
- Being in stage 1 doesn't mean you're a bad student; the thinking skills just haven't developed yet – university studies ideally help to develop the skills
- Moving to next steps often requires help, e.g. right kinds of assignments: not too easy, not too difficult, and then scaffolding (support) to help students complete the assignments that are on the next level. Teachers can also support students by motivating them, telling and showing them why it is important to challenge oneself and move to the next step
- Susan Wolcott's material (<http://www.wolcottlynch.com/educator-resources>) provides good examples of the kinds of assignments that help students develop their skills.

## 4. How do I know what students think they do not know?

Try to ask them with open-ended / multiple choice questions that force students to formulate an answer or indicate the right answer.

For example, if you have some key concepts in the course that they need to know after the course, you can have a small assignment at the beginning where they need to provide definitions for the key concepts. This will help you see which ones they already do know / don't know yet.

Often, it might be good to avoid simple yes/no answers (e.g. "Do you know concept X?"), as many students will say that they know them even if they are in fact unclear to them.

## 5. How to deal with difficult situations:

There are many different ways to try to deal with difficult, frustrating situations. Here are just some suggestions that you can try:

### a. unmotivated students

- Use a current topic from the news to demonstrate why the issue being learnt is important
- Highlight work-life relevance
- Be explicit about the big picture: how do the different tasks in the course link to the course learning outcomes, and how does the course link to other courses
- Introduce some choice to make students more engaged in the learning process: for example, let the students choose between three different types of assignments to accomplish a certain learning outcome. Perhaps writing a report is motivating for some of the students, but others can find preparing a play more motivating.
- Make sure your assignments are at the right level; if your assignments are too easy or too difficult, they can be unmotivating for the students.
- Break down large tasks to smaller parts to help students get the feeling of accomplishment. I.e., don't make them eat an elephant at once, but instead help them break it into smaller pieces

### b. students that are arrogant towards learning

- Try to help the students realize what they don't already know. If you notice you have arrogant students that already think they know everything, you can try to give them a task that they will not be able to complete 100% satisfactorily. Then, show how your course will help them build the skills they need. At the end of the course, let them perform the same task and discuss how their new learning has helped them.

### c. group work conflict – how to facilitate

- Team work conflicts can perhaps best be addressed before they appear.
- At the beginning of a course, go through the stages of team formation. You can also give the students Aalto's teamwork rubric (available at the bottom of <https://inside.aalto.fi/display/enbiz/Help+and+tools+for+teaching>) and spend a moment discussing what teamwork actually consists of.
- Make student teams agree on and sign team rules, and have a session at some point during the course (e.g. half-way through the assignment / course) to discuss how things are going with the teams.
- Encourage student teams to be open about conflicts, as teamwork isn't easy – we are all trying to learn how to do it.
- Give students some methods that will help them ensure everyone's input, e.g. the 2+2+2+2 minutes – giving everyone room to speak.

### d. change-resistance – how to initiate change in these circumstances?

- Start with the lowest-hanging fruit. Are there already people that are positive towards the change and influential e.g. in the department? Work first with these people to get more change-agents, then try to convince others. Don't start with the ones that are the most resistant to change or have no influencing power.

- Try to motivate the change through something that is important to the change-resistant people, i.e. try to see it from their perspective and then highlight what's in it for them if they do change (e.g. making their job easier / faster)

## **6. What if student want harsh instead of soft feedback?**

Always aim to provide constructive feedback. We will talk more about what constructive feedback is in class on April 7.

## **7. 1 sheet re: methods [teaching methods?]**

At the end of the course, we will provide a list with all the teaching methods that we have used during the course.

Otherwise, Hyppönen and Linden's Handbook for Teachers, available at <https://aaltodoc.aalto.fi/bitstream/handle/123456789/4755/isbn9789526030357.pdf?sequence=1>, has an excellent listing of different teaching methods.

## **8. How do we complement deep learning with embodied learning?**

Embodied learning means, in short, involving the whole body in learning, e.g. solving math problems while throwing a ball with the other students.

This is a huge field of research at the moment. Please take a look at e.g. the dissertation behind this link for further reading and references on this topic.

[https://etda.libraries.psu.edu/files/final\\_submissions/6178](https://etda.libraries.psu.edu/files/final_submissions/6178)

## **9. What is the connection between EU level regulations and how the broader context in general frames single courses and their planning?**

At the EU level, what's called The Bologna agreement has impacted the structure of university studies even in Finland. For example, the idea that a bachelor's degree is 3 years long and a Master's degree 2 years long comes from the Bologna agreement. One of the motivations for the Bologna process was to make it easier for students to study abroad as exchange students because the university degrees are similar everywhere.

In line with the EU-level agreement, we also use e.g. ECTS study credits system instead of the old study weeks (opintoviikko) also in Finland.

Then, at the Finnish level, there is a University Act that guides Finnish universities. According to the act, for example, education at the university level should be based on research.

Aalto University School of Business then has certain common learning objectives for both BSc and MSc programs. The individual specialization areas or major programs then need to make sure that the courses within the program help the students reach these common learning objectives.

A single course teacher needs to make sure that his/her course fits in the program in a meaningful way and helps reach the common learning objectives of the school / the specific learning objectives of that program. This means courses cannot be planned in isolation.

**10. I would have liked more theory on learning types - aural, visual, hands-on etc.**

For short a description, please see e.g., <http://www.nwlink.com/~donclark/hrd/styles/vakt.html>.

For more papers, use the keyword "learning styles". Databases like <https://eric.ed.gov> have several scientific papers on this topic.

**11. What are the technologies available at Aalto which can be used by teachers for learning?**

Please take a look at the following links:

- oppimisen verkkopalvelut <https://inside.aalto.fi/display/files/Oppimisen+verkkopalvelut>
- ICT for learning <https://inside.aalto.fi/display/enles/ICT+for+Learning>
- <https://wiki.aalto.fi/display/OPIT/Home>

**12. How can I improve my syllabus in practical terms?**

There are several options. You can e.g.

- contact the school's pedagogical expert (Päivi) and book a time to discuss the syllabus together
- talk about your syllabus with an experienced teacher in your department (who is also interested in developing teaching)
- take the pedagogical course "Course design/Opetuksen suunnittelu". See <https://inside.aalto.fi/pages/viewpage.action?pageId=38810431>

**13. Rough side of learning?**

Here, we would need a bit more information about what you meant by the rough side of learning. Please let us know what you meant so that we can address this issue during the course. Thank you!