



Aalto University

A! PEDTA INTRO (5 credits)

Contact session 1: I as a university teacher

*Aalto University Learning Services
Kirsti Keltikangas and Maire Syrjäkari
27.9.2018*



Welcome to the course

Your course facilitators

Kirsti Keltikangas(teacher in charge)

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Schedule for the day

9.00-11.30 Morning session

- Introductions (course and participants)
- Being a teacher at Aalto University

11.30-12.30 Lunch

12.30-15.30 Afternoon session

- Discussion on the pre-assignment
- Formation of personal goals
- Forming peer-groups

We have 22
people in this
course

coming from
all six Aalto
schools

speaking these
languages

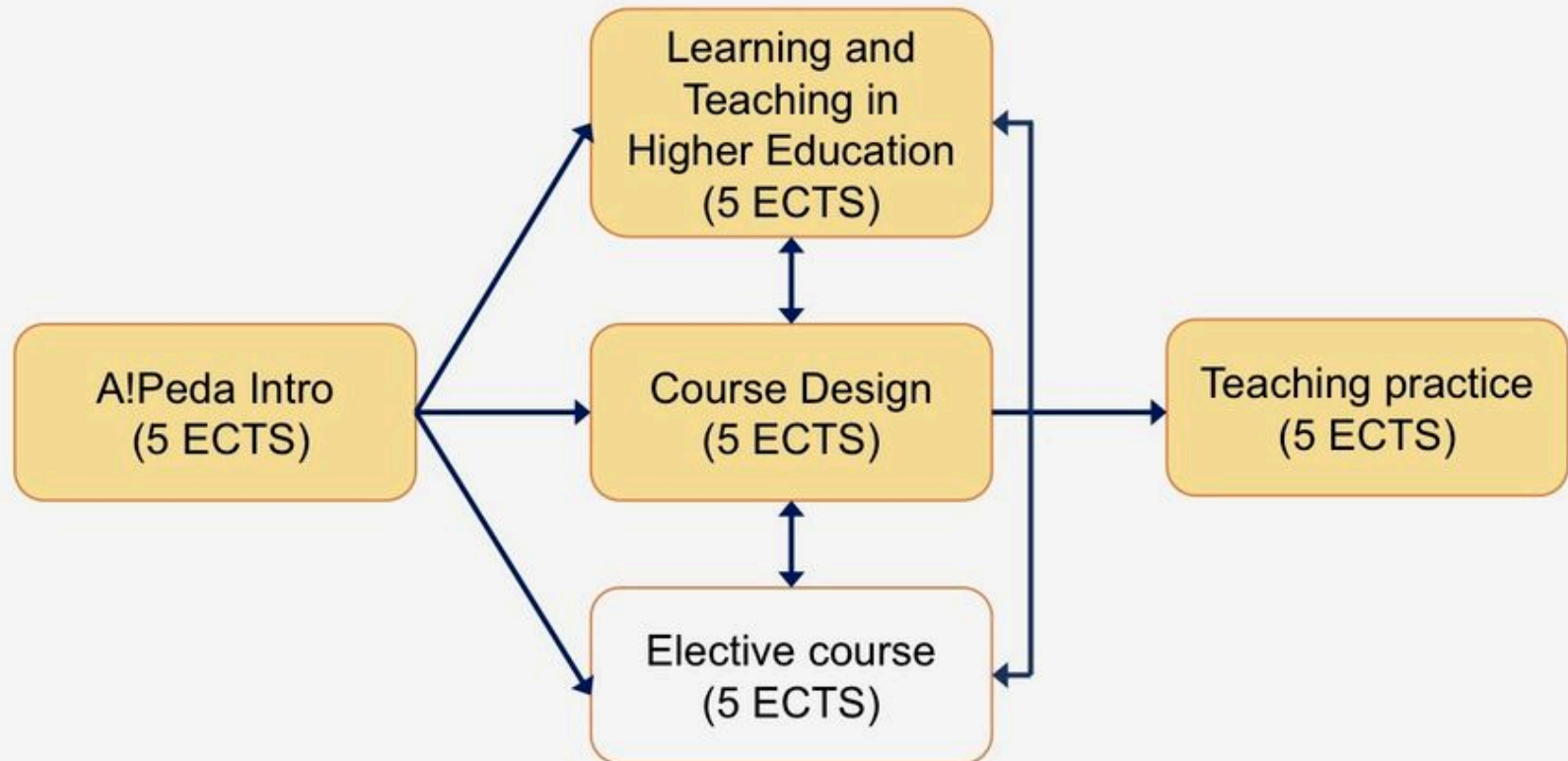


What is A! Peda Intro course?



Photo. M. Syrjäkari 2014

Aalto 25 ECTS pedagogical training entity

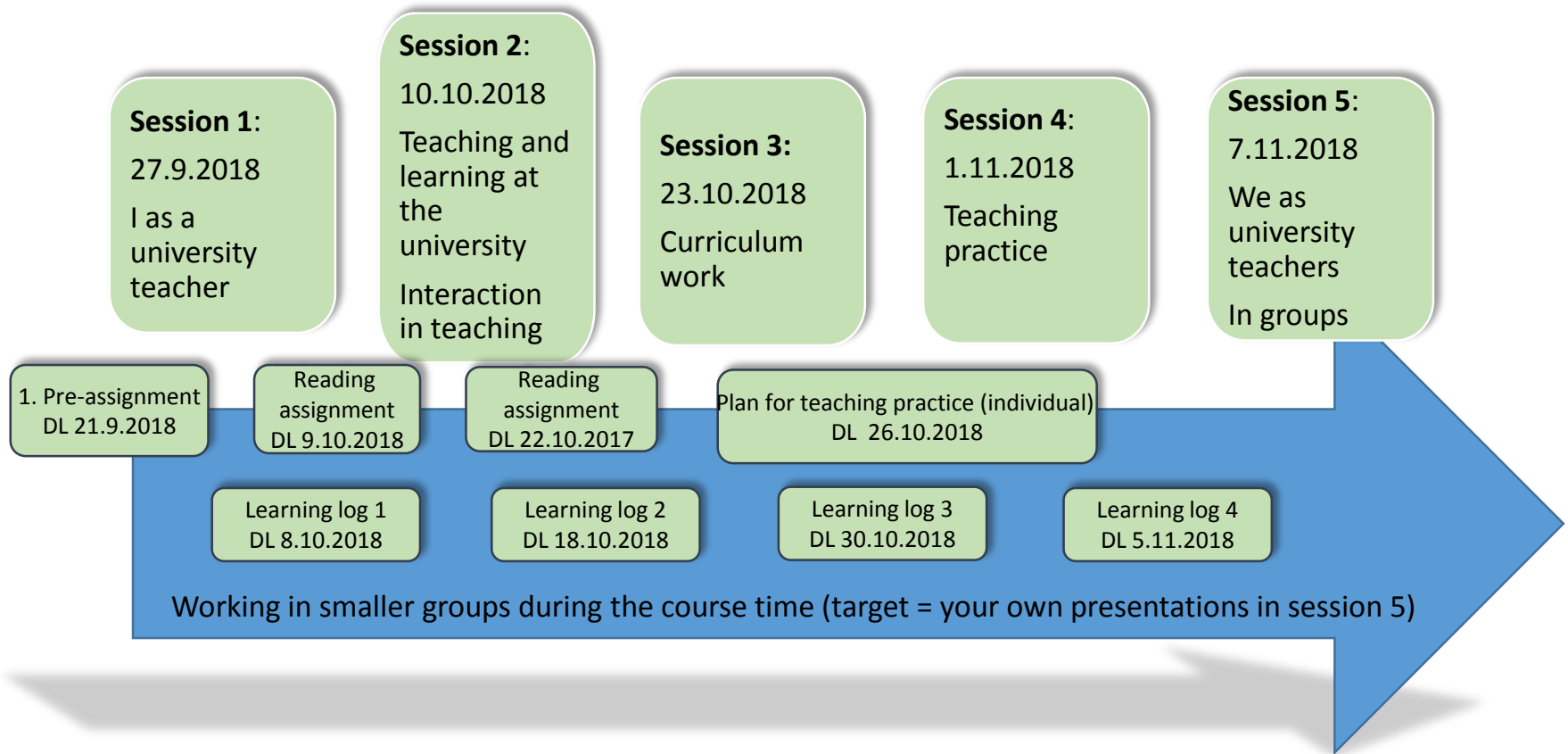


Learning outcomes for A! Peda Intro course

After the course, you

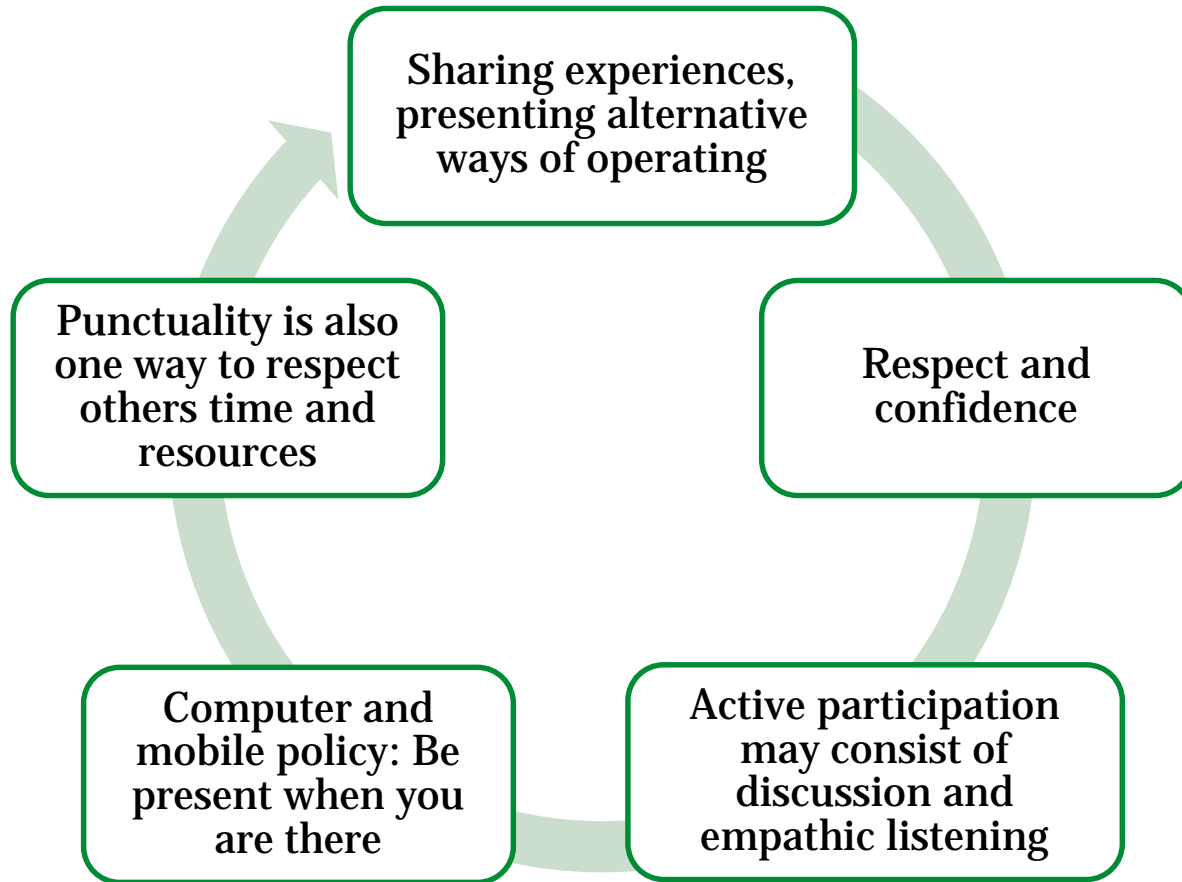
- will recognize issues that may have an impact on learning experience.
- will recognize the stages in teaching design.
- have expanded your network among teachers at Aalto University and gained experiences of working in a multidisciplinary teacher group.
- will recognize your strengths as a teacher.
- will apprehend your role as a teacher in the learning process of the students.

A! Peda Intro timeline/Autumn 2018



Guiding principles on this course

This course is based on a collaborative learning process:



Collaborative learning process requires attendance on contact teaching.

If you have some need for absence, please discuss it with the instructors.

How to pass the course acceptably?

- ✓ Pre-assignment, intermediate assignments completed and submitted (incl. learning logs and reading assignments)
- ✓ Teaching practice
- ✓ Peer group working during the course
- ✓ Attendance on contact sessions

Participant workload

A. Contact teaching sessions	29 h
B. Learning assignments (all together)	32 h
<i>a) Pre-assignment</i>	<i>5 h</i>
<i>b) Reading assignment x 2</i>	<i>10 h</i>
<i>c) Learning log x 4</i>	<i>4 h</i>
<i>d) Quiz</i>	<i>1 h</i>
<i>d) Plan for teaching practise</i>	<i>12 h</i>
C. Working in peer groups (2-3 meetings + independent work)	33 h
D. Reflection & independent work	40 h
<hr/> Total	129 h
(one credit is equivalent to 27 h workload)	(~ 5 credits)

Cocktail-party

1. Name:
2. The best in my home country is..
3. I am interested in teaching because...
4. What are my strenghts as a teacher?



Break





Good university teacher?

What are the elements and capabilities that create "a good university teacher"?

Write down each element or capability on a separate sticky note. (5 min)

Ideal teacher (10 min)

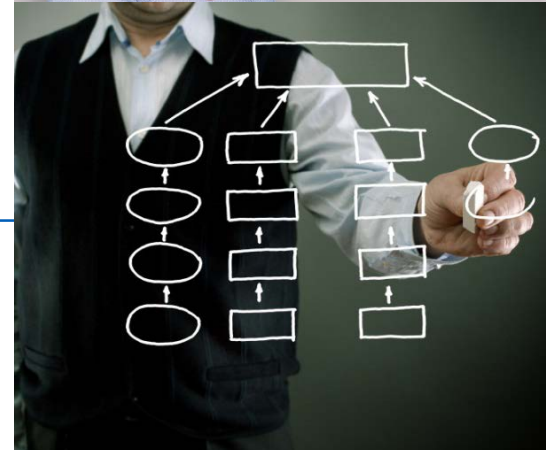
Share your ideas with your group members.

Which sticky notes are related to each other?
Group the notes.

Name the themes according to the note
groups.

Drawing a "prototype" of a good university teacher

- ✓ Draw and describe the university teacher that has the attributes and capabilities you have discovered
- ✓ Are there some contradictory expectations for a good teacher?
- ✓ Personalize your prototype:
Give her/him a name, age, discipline etc.
- ✓ Time: 30 min



Lunch 11.30-12.30

Conceptions of teaching and learning – why it is important to be aware of these?

Teacher's own conception of learning has an impact on his/her choices of teaching methods

If you want to develop your teaching, it is vital to know what to develop

- Different conceptions may lead to different teaching methods – and different methods may lead to different learning results

Different students may be used to different teaching and learning methods, so the expectations of teaching and learning may vary

Pre-assignment

Present your pre-assignment in your group.

Look for similar and different features in your conceptions of learning.

- ✓ *How would you describe learning?*
- ✓ *What is your role as a teacher in your students' learning process?*
- ✓ *What are your strengths as a teacher?*

Ensure everyone has an equal amount of time to talk!



Photo: Maire Syrjäkari

Personal objective/theme for the course



Kuva: Maire Syrjäkari, 2014

Take a moment to think about your own objective for the course and write it down.

Coffee break

Starting to form peer groups

- Go to one of the A4 sheets (on the walls) to which your own objective might be relevant/you would be most interested in
- Discuss your objectives and their connection with the theme *with others* interested in choosing the same topic
- Write down viewpoints relevant to the theme that emerges during your discussion
- You may change groups and talk to different people

Forming peer groups

- Each group should have appr. 4-5 people
- Preferably multidisciplinary groups
- Pick a name for your peer group and list members and give to Maire: you will get your group's wiki
- Write down your group's common and personal objectives on group's wiki.

Peer group working

1. The participants can work towards their personal objectives by setting a **common objective** for the group
2. Discuss and decide the actions needed to achieve this objective
 - ✓ At least two meetings during the course
 - ✓ Meetings may be f2f or virtual, between the contact days
 - ✓ Collaborative discussions and documentation in your group's own space in MyCourses

Peer group working continues

3. Make a plan for the meetings in order to further your objectives.
For instance:
 - 1st meeting: clarify objectives, divide tasks, planning of how to report the outcomes, check your timetables
 - 2nd meeting: discussion on discovered answers, new viewpoints, new ideas and integration of viewpoints as well as planning the presentation of group objectives, process and outcomes for the last face-to-face teaching session
4. Write a summary of each meeting & the final outcome on MyCourses
5. Demonstration on the last f2f session (**7.11.2018**). Demonstration will preferably activate all the others listening/following your group.

Each demonstration 20 min + 10 min discussion/feedback. Your group decides how to present it (whole group/two members/or other solution)



For the next session (10.10.2018)

- ✓ Read and familiarise yourself with the materials and make a quiz into MyCourses (to teaching session 2)

Biggs, John and **Tang**, Katherine. Teaching for Quality Learning at University. 2011. (4th ed.) McGraw-Hill, pages 16-39. E-book is available: <http://lib.aalto.fi/en/>

Hunt, L. & **Chalmers**, D. (eds.) 2013. University teaching in focus. A learning-centred approach. London & New York: Routledge. Pages 21-37/chapter 2. E-book is available: <http://lib.aalto.fi/en/>

- ✓ Bring the texts with you next time and be ready to work on the read material!
- ✓ Try to meet with your peer group at least once (preferably F2F meeting) before the next course session
- ✓ Start thinking about your plan for teaching practice (held on 1.11.2018).

Your plan for teaching practice (individual)

- Start to consider and write a plan for your teaching practice. Submit it on MyCourses by **26.10.2018**.
- Teaching practices will be held on 1.11.2018 in smaller groups (4-5 persons) with a facilitator in each group
- After your own session, you will receive feedback (oral/verbatim) both from peers and facilitator
- Instructions and inbox for submitting a plan can be found on MyCourses

Feedback of the day



“Thoughts and feelings”

1. Think of something that you have learned today or something that triggered your thoughts
 2. Share your thoughts (one sentence)
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Thank you!/Kiitos!
