



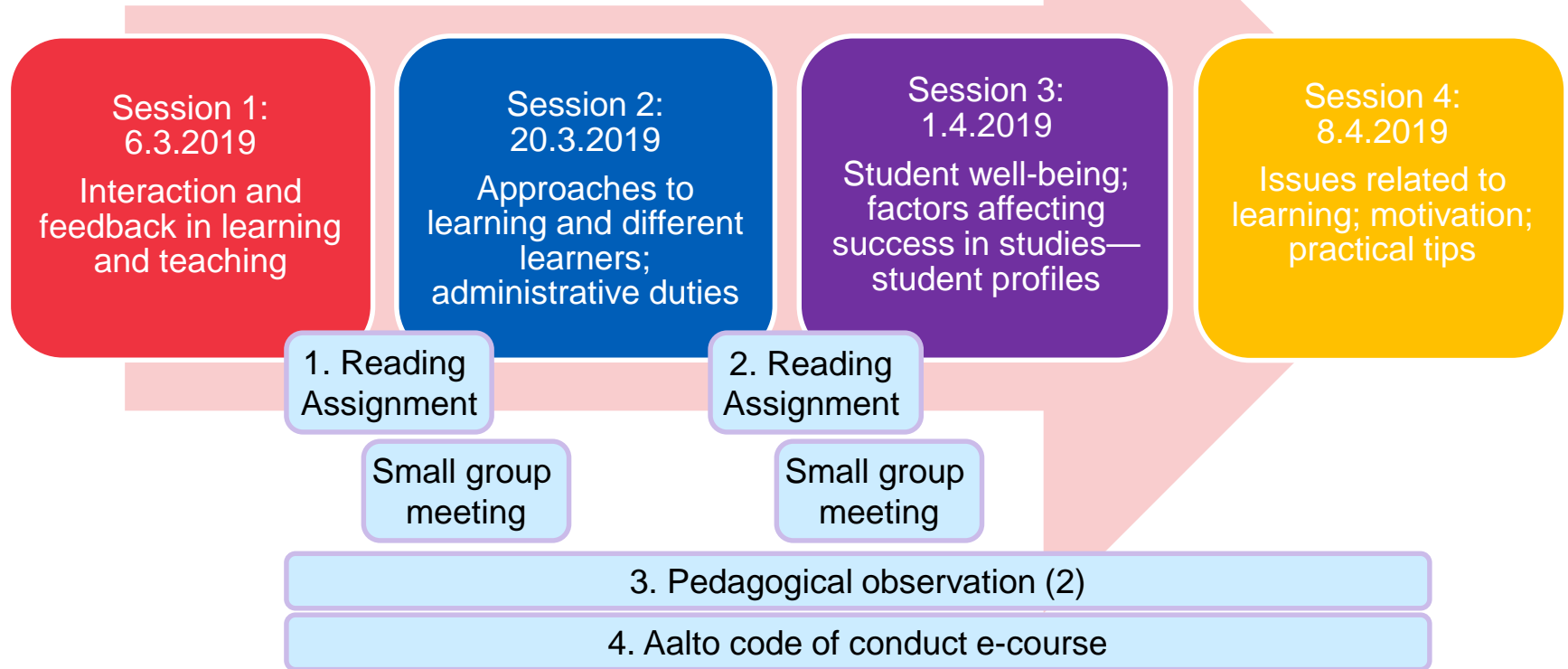
Aalto University
School of Electrical
Engineering

PED-131.9000 Teaching assistant as a learning instructor

Day 3

Luis Costa and Kirsti Keltikangas

Course structure



Today's schedule

- 9:00–9:05** Getting started
- 9:05–9:20** Student well-being: Vice Dean Keijo Nikoskinen
- 9:20–9:50** Observations: a brief discussion; code of conduct
- 9:50–10:00** Break
- 10:00–11:40** Group work: Different student profiles (break included)
- 11:40–12:00** Wrapping up the day's work

Learning outcomes

After this session you

- **are aware that motives, choices and life circumstances affect success in studies**
- **acquire some experience on how to face different people**

Teaching observations

Group discussion (10 min):

- What kind of interaction did you see in the class?
- What did the students do?
- Why did the teacher do what they did?
- Would you do something differently?
- What did you learn from the observation?

General discussion (~20 min)

Reminder: Code of conduct as an e-course

- **School board decree, March 2018: staff of the School of Electrical Engineering must be familiar with the code of conduct**
- **Detailed material is available as an e-course**
 - Professors discuss the material with their groups
 - (Aspiring) teaching assistants go through the material during the teaching assistant course
- **E-course is at**
<https://mycourses.aalto.fi/course/view.php?id=19437>

Short break!



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Different student profiles

Read through the four student profiles and note their most important characteristics and life circumstance. Think about the learning approaches as well.

For the profile assigned to your group, think about the following (50 min):

- Have you met students who might be similar in any way?
Don't take the profiles too literally and don't get stuck with details
- How might they act and succeed in your course(s)?
- How can you support their learning or help them solve exercise problems?
- How can you support their motivation?

Act out an exercise class where the student with the given profile is present (one member is the given student, one is the assistant, and others are other students)
(10 min/group)



Tim

In the morning, Tim remembered that he should do his course assignments. Feeling somehow anxious and restless, he decided to do his laundry first, and, while waiting for the washing in the machine to be done, he checked if there was anything interesting in Netflix. Four hours later he felt even more anxious, but nonetheless he picked up the course material. The first assignment was difficult, and he tried to look for an example similar to the assignment in the material. He did not really understand the idea of the assignment and wondered why he had to study such demotivating material.

The next day he went to the exercises (laskarit) and noticed that he didn't really understand what the assistant was talking about. For a moment he thought that it would be a great idea to ask if the assistant could explain the main idea more clearly. Then he noticed that everyone else was taking notes. He was glad that he didn't ask anything so that the others didn't notice how stupid he was.

Lisa

Lisa woke up early in the morning because she had a very busy day ahead. She was worried about her math assignments. She had allocated two hours for the assignments and knew that it was too little for such complicated assignments, but she also had to prepare for two oncoming exams, attend an important board meeting of her guild, take her dog to the vet, and write some summer job applications. She ended up spending one hour with the math assignments, having tried in vain to look for something helpful in the course materials to do the assignments as quickly as possible. She felt bad about herself because she really would like to do well in her studies. Math is important in her field, and she knows that. She blamed herself for bad time management.

The next day she went to the exercises (laskarit) and asked for some help. She didn't understand what the assistant said because she couldn't remember what some of the key concepts meant. "Too much information," she thought but didn't say anything.

Anna

Anna found math assignments very interesting. She had attended all the lectures and even read some extra material she found on the Internet while she looking for material on a related topic. She had a good routine for doing calculations, but one of the assignments was particularly difficult. She had some ideas on how to solve this difficult assignment, but she didn't know how to proceed.

Anna went to the exercises (laskarit) and took a seat in the back row. She had always been shy and was a bit anxious about whether the course assistant was paying attention on her. She didn't really know other students in the classroom because she preferred to study on her own. She was hoping that someone else would ask the same questions she had in mind.

Ted

Ted had always been interested in natural sciences and thought that the assignments on the course were quite easy. He spent some time calculating the assignments but skipped the last one because he thought it was kind of stupid. “Why should I know this type of detail anyway? And there are so many other interesting things to do...”

The next day Ted came to the exercises (laskarit) and noticed that the course assistant was one minute late. Most of the time Ted either talked with his friends or browsed Facebook. The assistant asked Ted to write one solution on the blackboard, to which Ted asked, in turn, if it really was necessary, because the assignment was so simple. When explaining some details of the last assignment, Ted interrupted the assistant and asked if the assistant really understood what they were talking about.

A reminder

If you want the two credit points from this course

- **All your course work must be handed in**
- **Do the makeup assignment if you miss a session**
- **If some work is incomplete, come talk to us**