



Aalto-yliopisto
Perustieteiden
korkeakoulu

Assistant training: Learning and instruction

Pedagogical intro for SCI course assistants, 4.3.2019

@115a

SCI Learning services (LES)

Miia Forstén and Miia Leppänen

Timetable

9:00-	Coffee and getting to know each other
9:15-	Welcome - Jani-Petri Martikainen, Miia Forstén and Miia Leppänen
	What makes a learning situation successful?
10:30-11:15	Interaction in learning and teaching
11:15-12:00	Constructive feedback

What do you think about working as an assistant?

How does it feel?

Pick a **postcard** which somehow describes your thoughts about working as an assistant/or when starting (if you are new)



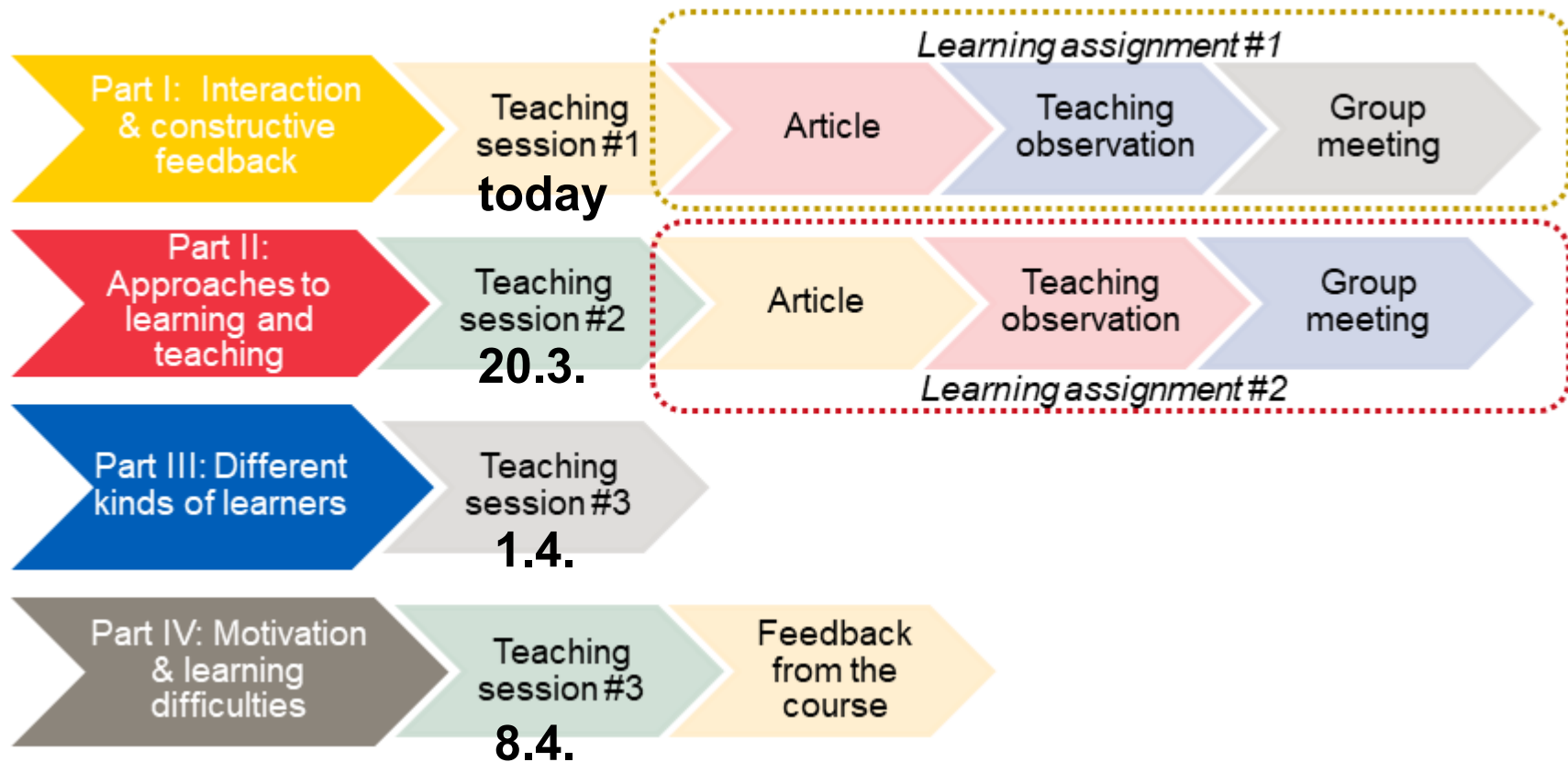
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Learning outcomes for this course

After the course you will be able to

- observe the classroom environment from the learning perspective
- identify aspects to support students' learning process
- recognise ways to support students' study motivation
- identify your role as a learning instructor

Course structure



A”

How to complete the course (in case you want to complete it with 2 ECTS)

- Participating in the teaching sessions
- Doing the coursework
 - reading assignments (two)
 - teaching observations + giving written feedback
 - do a reflective write-up (half to one page)
- Participating in the group meetings

Participant's workload

A. Teaching sessions	12 h
B. Learning assignments (all together)	14 h
<i>a) Reading assignment x 2</i>	<i>4 h</i>
<i>b) Teaching observation</i>	<i>6 h</i>
<i>c) Reflective write-up</i>	<i>4 h</i>
C. Working in peer groups (2 meetings)	8 h
D. Reflection & working independently	20 h
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Total	54 h
(~ 2 credits)	

(one credit is equivalent to a workload of 27 h)

What makes a learning situation successful?

What makes a learning situation successful?

Independent work (5 min):

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

Groupwork (10 min):

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

Sharing to all groups (10 min):

- Be prepared to bring your themes to white board, we are going to wrap them up to one map.

What can you as an assistant do to support learning?

1. Look at the themes, what makes a learning situation successful?
2. Discuss in a group: What can you as a Teaching assistant do to support learning and make the learning situation successful
3. Make a list as a group:

Guidelines to successful learning situation

15 min

A”

Conceptions of teaching and learning: why is it important to be aware of them?

The teacher's own conception of learning has an impact on their 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

International students may be used to different teaching and learning methods, so they expect different ways of teaching

Short break!

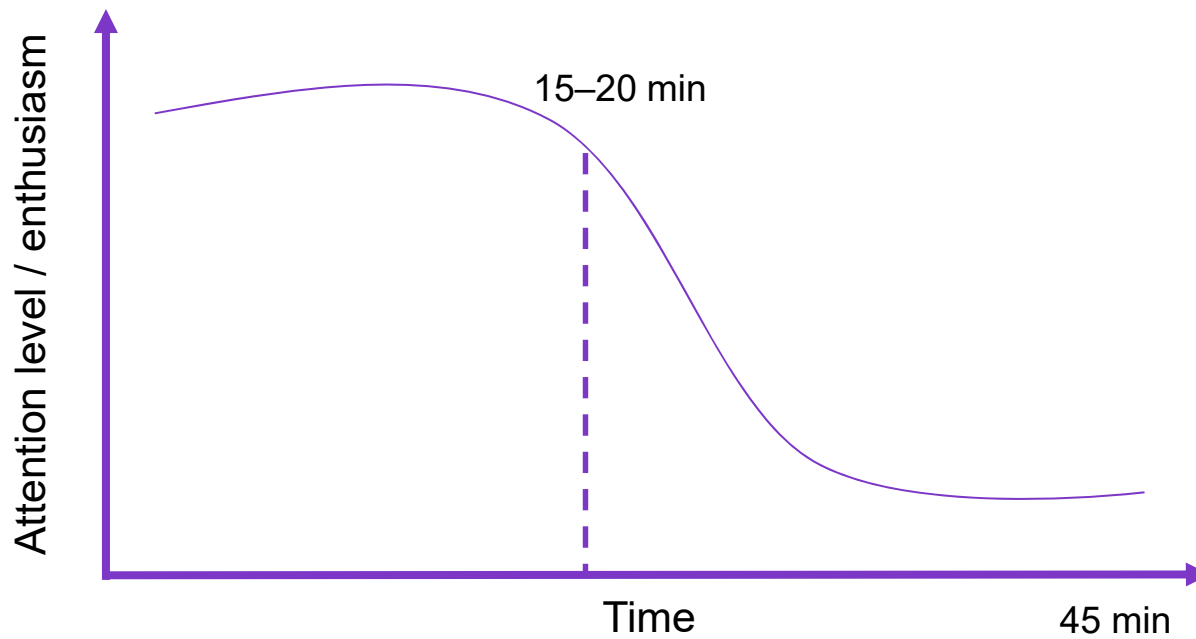
Interaction: Why and how?

Interaction in teaching: why?

- Here interaction refers to the types of exchanges (communication) that are believed to extend thinking and enhance learning
- The fundamental rationale is to improve students' learning
- According to this view, learners develop understanding
 - *in interactive and social situations*
 - *with the help of and in collaboration with others*

Vygotsky 1972; Bruner 1986; Britton 1970; Wells 1986; Norman 1992; Barnes & Todd 1995; Mercer 1995 (in discourse: Gumperz 1982; Chafe 1982; Tannen 1989; Levinson 2006)

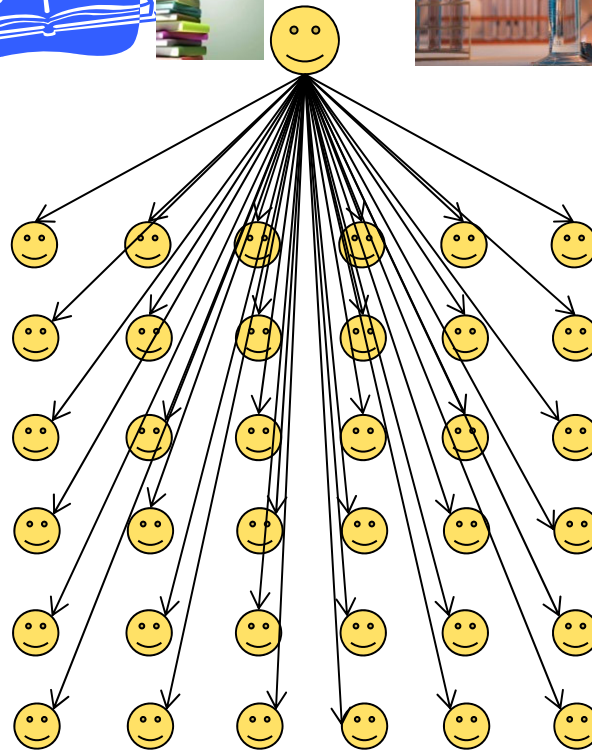
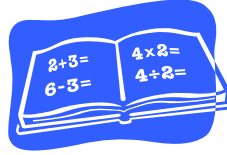
Attention vs. rhythm of teaching

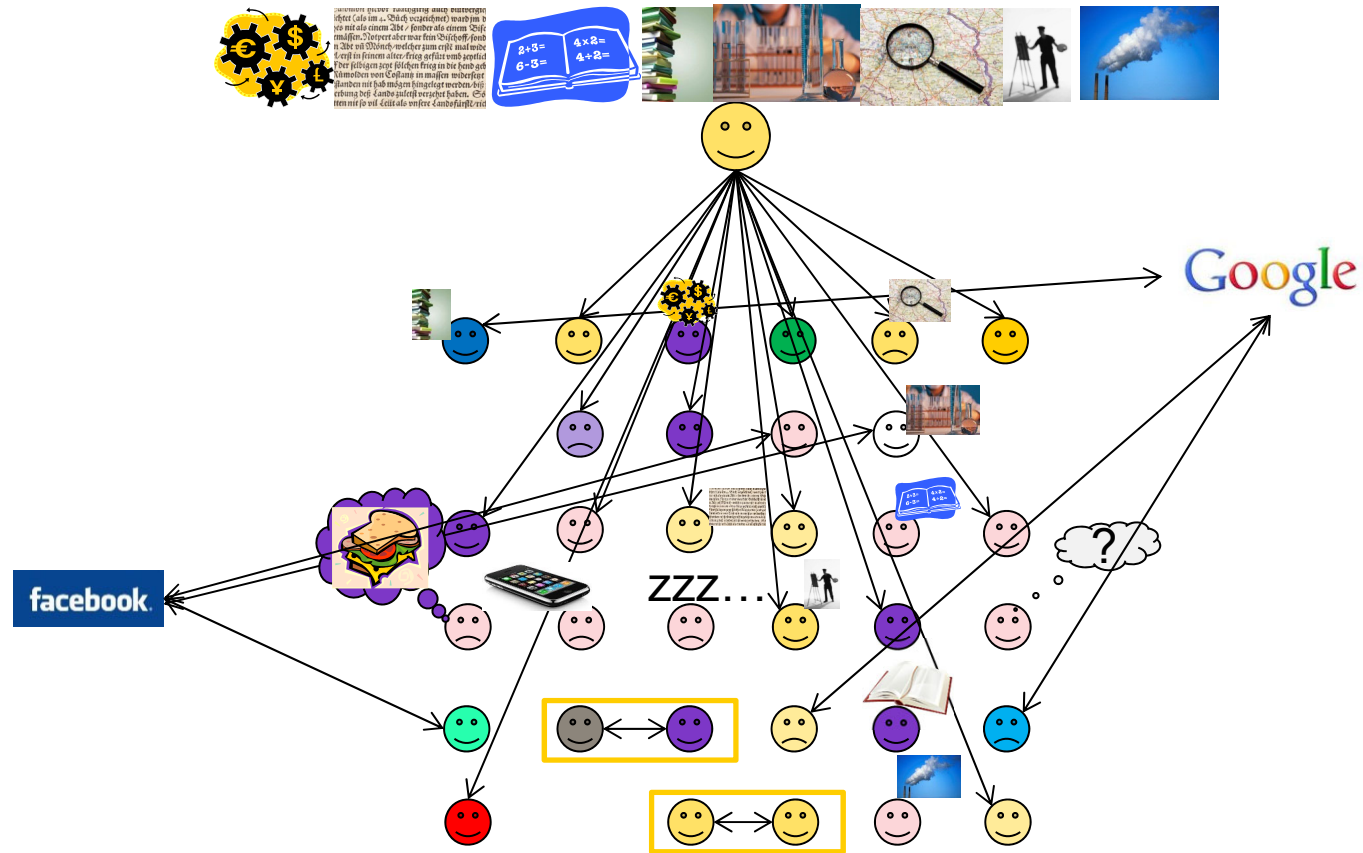


E.g., Johnson, A. & Proctor, R. W. 2004. Attention, theory and practise



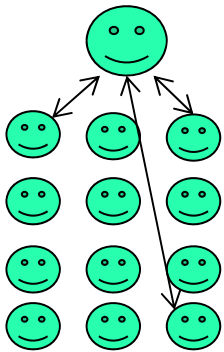
...wenn zuvor rauchig auch nur ver-
tet (als im 4. Buch verzeichnet) worden
ist mit als einem Abt / sonder als einem Bis-
choff. Notpert aber war kein Bischoff, son-
der ein Mönch, welcher zum ersten mal wide-
rte in seinem alter, krieg gefürcht und gepred-
et selbigen zeit solchen krieg in die hand ge-
morden von Coslans in massen widerlegt
inden nit hab mögen hingelagt werden, bis-
ung des lands zuletzt verzeret haben. So
nnit so vil. Erit als unsere Landesfürst/ric



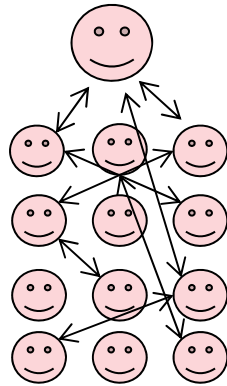


Examples of how to arrange interaction

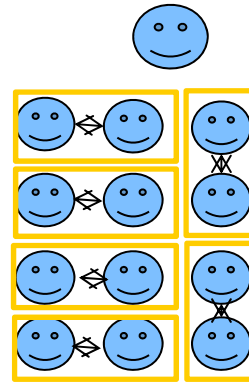
Between teacher and student



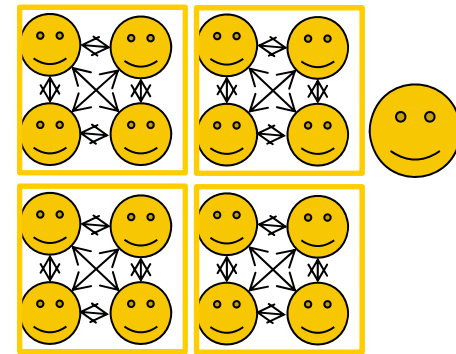
Teacher led group discussion



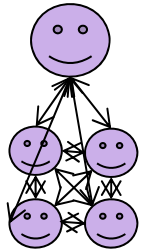
Discussion in pairs



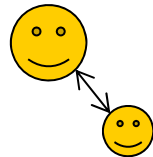
Group discussion; teacher coordinates



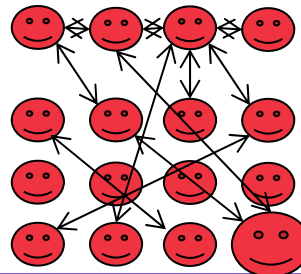
Group instruction



Personal instruction



Group discussion, led by the students





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**Recall a situation when
*interaction has been challenging.***

Share your experience in a group

Interaction to support learning



Constructive discussion of
conflicting points of view

Deep processing of
the objected subjects

Fair / equal participation

Positive and safe atmosphere

Interaction consists of...

	%
Words we say	
Sounds and how we say the words	
Non-verbal actions and body language	

Face-to-face interaction consist of

7% of words we say

38% of sounds and how we say the words

55% of non-verbal actions and body language



Covey, S. 1998. Seven habits of highly effective people.

*listen – ask – listen – ask – listen – ask – listen – ask – listen – ask – listen – ask – listen – ask
– listen – ask – listen – ask – listen – ask – listen – ask – listen – ask – listen – ask – listen –
ask – listen – ask – listen – ask – listen – ask – listen – ask – listen – ask – listen – ask.....*

Open questions to stimulate 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...?

Short break!

Feedback

Experience of a feedback situation

Recall a feedback session and analyse it with the material:

Who gave and who received the feedback?

How did you feel about it?

Do you find more constructive or destructive elements in it?

Discuss with your pair be prepared to share your findings

	Constructive	Unconstructive/destructive	
<i>Up to here everything is fine, but can you tell me what happened at this point?</i>	Is about an issue/action	Is about the person	<i>You are not talented enough to do these tasks.</i>
<i>As I see, the challenge is to tackle this problem...</i>	Justifies the views	Contains judgements (good/bad)	<i>This is not the right way to do it.</i>
<i>You did this part correctly, and <u>practice</u> this part some more...</i>	Is useful for development	Does not necessarily benefit anyone	<i>You failed in this.</i>
<i>Can you explain me what was your objective...? How do you think you succeeded with this...?</i>	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	<i>This was a failure. I was waiting for better performance in this.</i>
<i>This is what I observed... This looks like... I think this is...</i>	States observations	Makes subjective conclusions / interpretations	<i>This is how it is. This went like this because you always...</i>
<i>Do you feel that you understood what I meant... I hope I understood your question correctly...? Could you elaborate...?</i>	Two-way process , the recipient has an opportunity to respond	One-way process , no chance to answer or reflect	<i>OK, this is ready. If you don't have any questions, let's carry on.</i>

Offering feedback

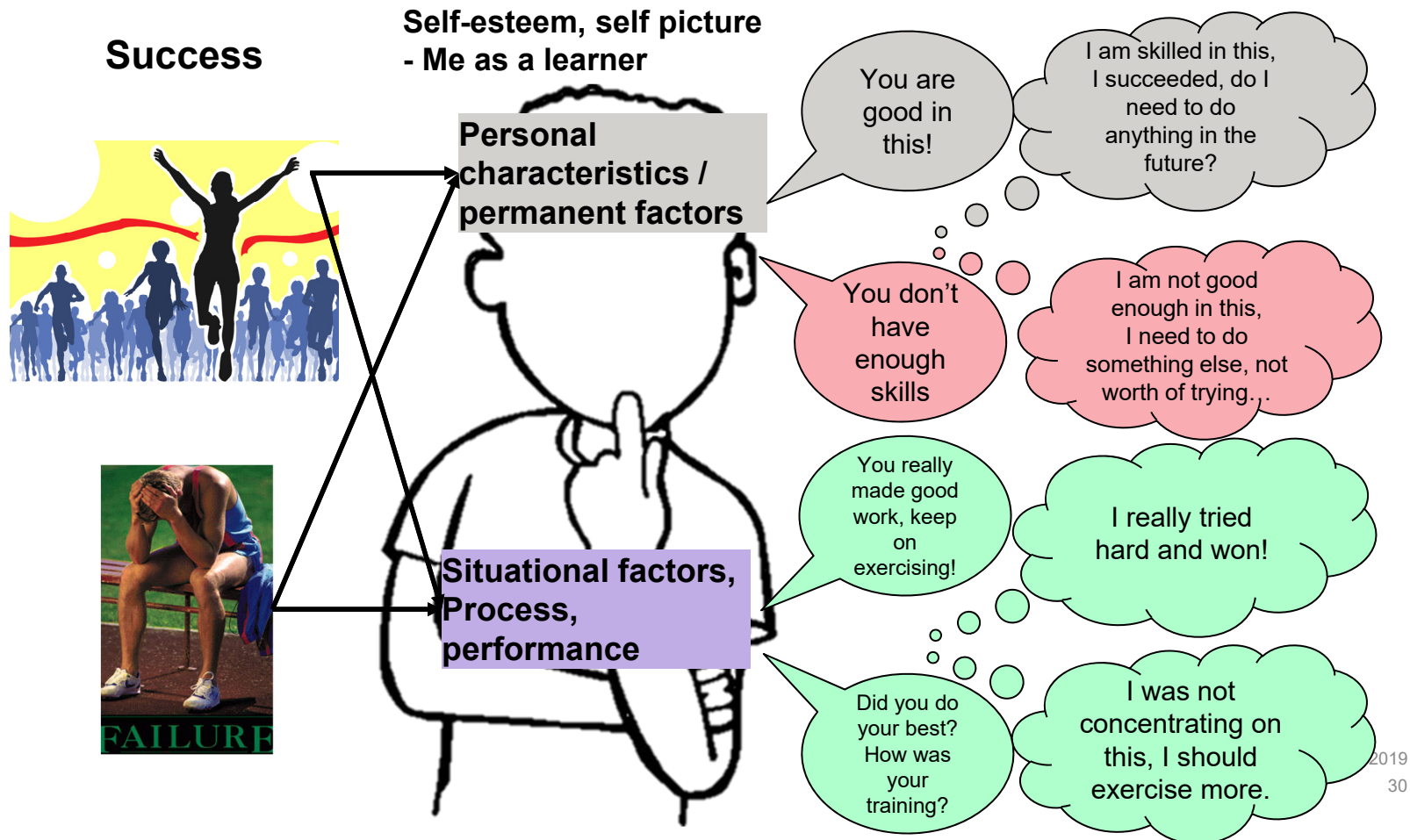
Your message should be in the tone: *I appreciate you and what you have done and whatever else I say should be taken in this context.*

- Be realistic
- Be sensitive to the goals of the recipient: LISTEN
- Be timely!!
- Be descriptive
- Don't be judgemental
- Be positive



Adapted from Boud, D. (1991). Implementing Student Self Assessment. HERDSA Green Guide. No. 5. Second Edition. Sydney: HERDSA. Revised October 1994.

Feedback – attributions - motivation



What next?

If taking 2 ECTS course => Learning Assignment #1

Learning assignment LA#1 (before next meeting)

1. Reading assignment: before Teaching observation #1
2. Teaching observation: before group meeting #1
3. Group meeting #1 before 15.3.

1. Reading assignment:

Go to MyCourses → Learning assignments -> LA #1, and find the link for the book (available both in English and Finnish):

Hemminki, M. Leppänen, M. & Valovirta T. 2013: *Get inspired! A guide for successful teaching* (en) / *Innostu ja onnistu opetuksessa!* (fi)

Read **Chapter 2, What generates learning**, pp. 9-18

and **Chapter 3, How do I create an environment that supports learning?**, pp. 19-26

Read the text so that you can discuss it with your peers in your small group and later in the class.

Learning assignment LA#1

2. Teaching observation

- Visit an exercise class where you act as an observer. If possible, visit a class of one of your group members.
- Focus on interaction in the classroom and note down at least the following: How was it created? What approaches were used? Which aspects you found supported students' learning process? You can add reflections and insights of your own.
- Be specific, positive and give constructive feedback. **Use the feedback form from MyCourses (LA#1) for this.**
- Give your feedback to your peer/the teacher, and submit it in MyCourses (LA#1) with the name of the observed peer/teacher removed.

Learning assignment LA#1

3. Group work: reflect on the teaching session and the reading assignment

- Arrange a meeting with your small group (do it now).
- In the meeting, plan your teaching observation and discuss the article.
- Submit your notes and reflections in MyCourses (LA #1): What did you discuss? What did you observe? What did you think about the article?

What is hard in assistant work?

Many students in queue, waiting for help.

Answering to questions, familiarizing with the content.

Too hard questions to answer.

Understanding the level/perspective at which the students operate, designing the course accordingly everything

Taking account students on different knowledge levels.

How to provide constructive feedback.

Being equal to all students.

Ensuring whatever I am supposed to inculcate sinks in to the students properly.

To know what is hard to the students

Create a friendly atmosphere which make feel the student safe to express their feeling and in the same time remain professional.

Keeping students motivated and handling interaction with students who have a very strong personality (e.g., when they have extensive work experience or are skeptic about the course contents)

Keeping lectures and exercises flowing, without stamming. I almost feel that I should write down what I am supposed to say and practice it. How to activate students to ask questions?

Get involved and interacting with students

Identifying students' individual needs during the learning process.

Especially performing in front of the audience.



Feedback time:

What did you learn? Your take home message?

+ free feedback of the teaching today

Write down to sticky notes