

# *BIZ A!Peda Intro – Pedagogical training for business school faculty (6 cr) SYLLABUS*

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Instructor's contact information	Course information
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## 1. OVERVIEW

This course is mainly aimed at persons appointed to a tenure track position or the lecturer career system at Aalto BIZ, but it is also open for post doc researchers and PhD students if they are responsible for teaching a course. The participants need no previous pedagogical training.

## 2. LEARNING OUTCOMES

After the course, the participant is able to:

- Recognize that a variety of issues can impact learning
- Identify and use his/her strengths as a teacher
- Understand a teacher's role in students' learning processes
- Understand how educational leadership impacts teaching planning
- Use different methods (such as cases and ICT) in teaching to support student learning

### **3. ASSESSMENT, GRADING, EXAM FEEDBACK**

The course is evaluated pass/fail. Passing the course requires attendance in the contact sessions and completing all the assignments.

### **4. ASSIGNMENTS AND READINGS**

- Five pre-assignments (before each contact session)
- Team assignment related to learning and teaching (20 min teaching session + 1-page abstract)
- Individual teaching practice session 1 (10 min)
- Individual teaching practice session 2 (20 min)
- Individual final assignment

All assignment instructions and the required readings for each assignment will be available in MyCourses when the course starts.

## 5. PRELIMINARY SCHEDULE

Session	Date	Topic	Visitors	Reading and Assignment Due Date
	20.3. Wednesday			<b>Due:</b> Pre-assignment 1 (Reflection essay)
1	22.3. Friday	Introduction to university pedagogy		
	27.3. Wednesday			<b>Due:</b> Pre-assignment 2 (Course syllabus + read 2 articles)
2	29.3. Friday	Curriculum work: Tools for planning teaching	Timo Saarinen (Afternoon coffee with the Vice dean, teaching)	<b>Due in class:</b> <ul style="list-style-type: none"> <li>• Team assignment group 1: activating previous knowledge</li> <li>• Team assignment group 2: learning from best practices in online courses</li> </ul>
	3.4. Wednesday			<b>Due:</b> Pre-assignment 3 (Preparation for case session)
3	5.4. Friday NOTE! Starting time 8.30 am	Teaching with cases; 8.30-10.30	Ingmar Björkman (teaching with cases)	<b>Due in class:</b> <ul style="list-style-type: none"> <li>• Team assignment group 3: team building and icebreakers</li> </ul>
	10.4. Wednesday			<b>Due:</b> Pre-assignment 4 (10-min teaching session)
4	12.4. Friday	Using different teaching methods and facilitating interaction  Teaching practice 1	Miikka Lehtonen (Innovative course design) (12.30)	<ul style="list-style-type: none"> <li>• Team assignment group 4: Giving and getting feedback</li> <li>• Team assignment group 5: facilitating interaction between students and</li> </ul>

Session	Date	Topic	Visitors	Reading and Assignment Due Date
				teachers in the classroom
	27.4. Saturday			<b>Due:</b> Pre-assignment 5 (20-min teaching session)
5	29.4. Monday	Teaching practice 2  Course wrap-up	Teemu Kautonen (Flipped classroom and blended learning) (12.30)	<b>Due in class:</b> <ul style="list-style-type: none"> <li>• Teaching practice session</li> <li>• Team assignment group 6: Reviewing taught content and assessment</li> </ul>
	13.5. Monday			<b>Due:</b> Final assignment

## 6. COURSE WORKLOAD

Activity	Breakdown, hours	Total time, hours
Classroom hours and time to think	35+35	70
Pre-assignments		45h
1: Write reflection essay	5	
2: Make course syllabus + read 4 articles	10	
3: Prepare for case session (read case, answer questions)	8	
4: Prepare short 10-min teaching session, deliver in class	7	
5: Write teaching plan for 20-min teaching practice, deliver in class	15	
Team assignment		20h
Final assignment		25h
Total		160h (6 cr)

## 7. OTHER ISSUES

- Course Policies: Attendance in all sessions is mandatory
- References: APA