PED-131.9000 Teaching assistant as a learning instructor

Day 1

Essi Nuotio ja Miia Forstén

Timetable

13:00–15:00   **Welcome (Essi Nuotio, Miia Forstén)**

                    Get to know each other

                    Course structure and content

                    Group work: "Good" course assistant / teacher?

                    Interaction in learning and teaching

                    Feedback in learning and teaching

                    Learning assignments

15:15-16:00   **Visitor Jani-Petri Martikainen**

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Cocktail-party

1. My name, study programme…
2. My favourite freetime hobby is…
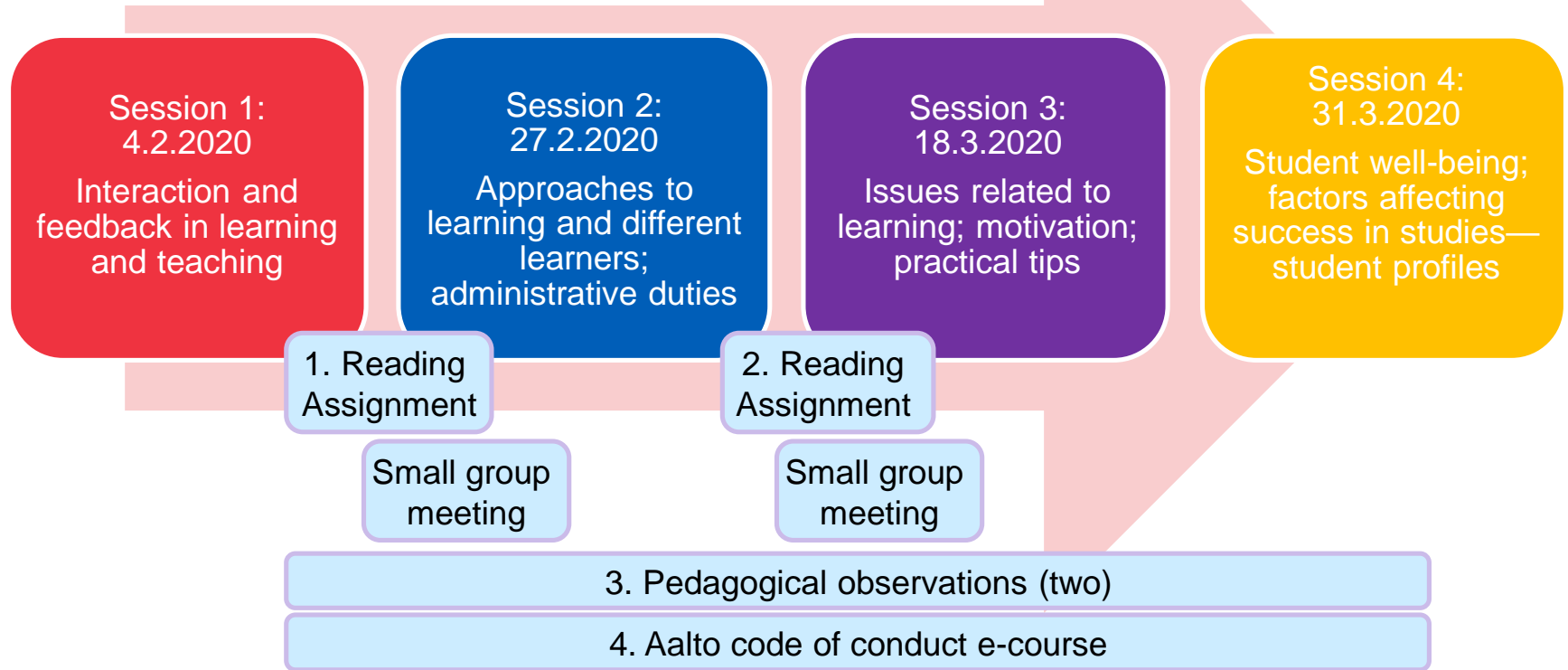3. I am interested in teaching because…

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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 and identify aspects to support students' learning process

- recognise ways to support students' study motivation

- identify your role as a learning instructor

Course structure

Session 1:
4.2.2020
Interaction and feedback in learning and teaching

Session 2:
27.2.2020
Approaches to learning and different learners; administrative duties

Session 3:
18.3.2020
Issues related to learning; motivation; practical tips

Session 4:
31.3.2020
Student well-being; factors affecting success in studies—student profiles

1. Reading Assignment

2. Reading Assignment

Small group meeting

Small group meeting

3. Pedagogical observations (two)

4. Aalto code of conduct e-course

How to complete the course

- Participating in the teaching sessions

- Doing the coursework
  - reading assignments (two)
  - teaching observations and giving written feedback (two)
  - complete the e-course on the code of conduct at https://mycourses.aalto.fi/course/view.php?id=19437

Participating in the group meetings
- reflective write-up of half to one page (two, group work)

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Participant's workload

A. Teaching sessions   **12 h**

B. Learning assignments (all together)   **15 h**

    a) Reading assignment x 2   *4 h*

    b) Teaching observation x 2   *6 h*

    c) Reflective write-up   x 2   *4 h*

    d) e-course, code of conduct   *1 h*

C. Working in peer groups (2 meetings)   **10 h**

D. Reflection & working independently   **17 h**

_____

Total   **54 h (2 credits)**

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MyCourses

Course:

PED-131.9000 Teaching Assistant as a Learning Instructor Spring 2020 (Group B)

"Good" course assistant

What makes a good course assistant?

What are the elements and capabilities that make "a good course assistant"?

Step 1 (5 min):

- Work with your group
- Write down each element or capability on a separate sticky note. One element in an one sticky note.

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Drawing a "prototype" of a good teaching assistant

Step 2 (~15 min):

- Draw and describe the course assistant that has the attributes and capabilities you have discovered

- You can personalise your prototype:
        give her/him a name, age, discipline etc.

- Prepare to present your group work (max 5 min/group)

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 accustomed to different teaching and learning methods, so they expect different kinds of teaching

The conceptions of learning and teaching- where do they come from?

The learning and teaching environment

Teaching methods

Teaching practicies

Guiding skills

Approaches to teaching

Conceptions of teaching and learning

Theoretical knowledge

Self-image

Values

Conceptions of knowledge

Idea of human being

Teaching and learning experiences
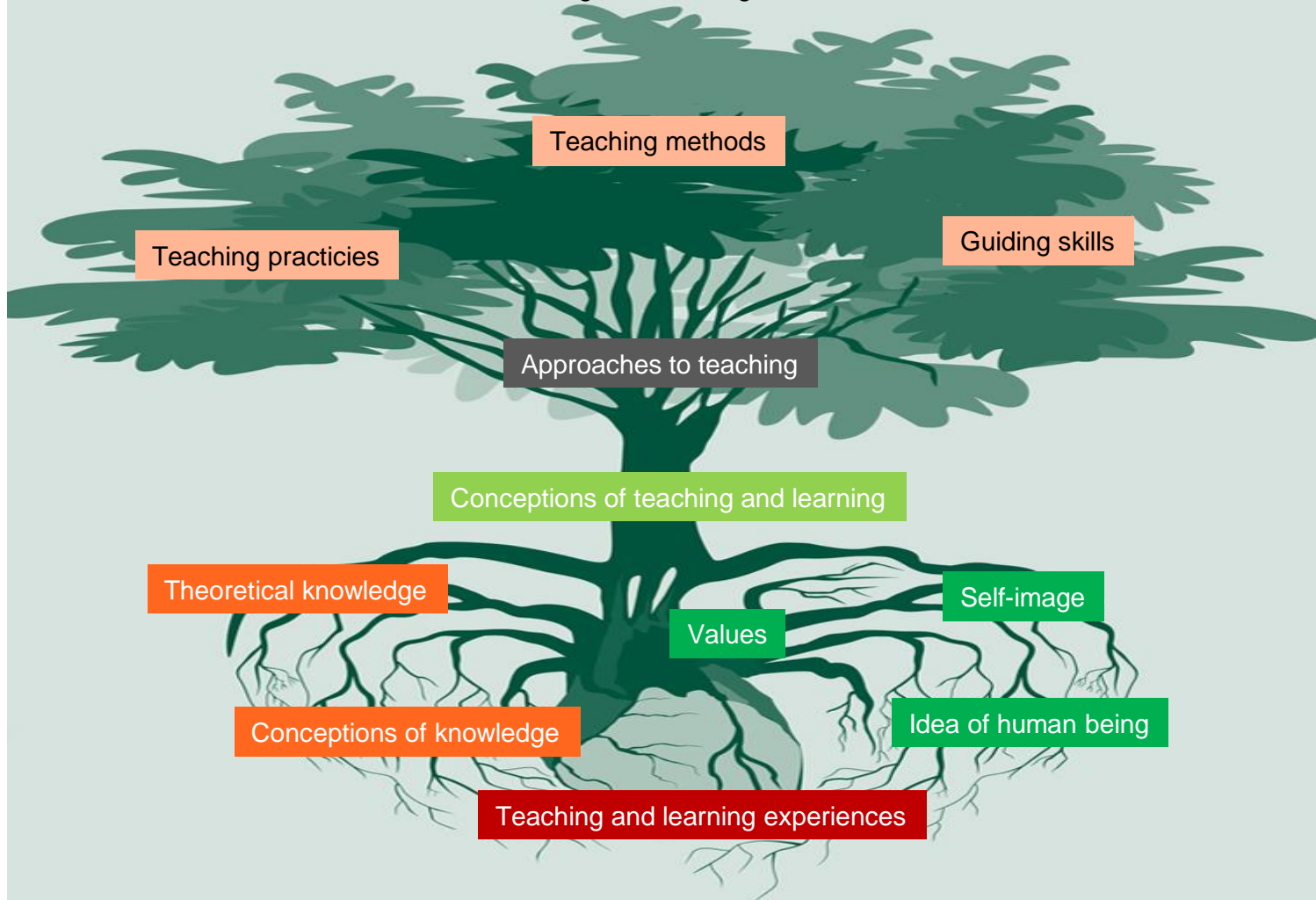
The growth environment: Culture, social background, political atmosphere…
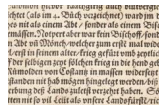
5.2.2020

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What is interaction?
How do we create it?

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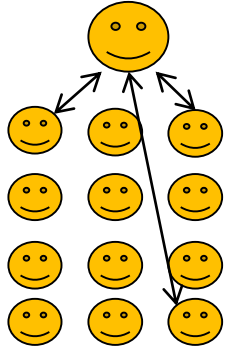
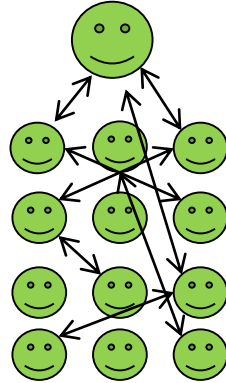Picture: Miia Leppänen
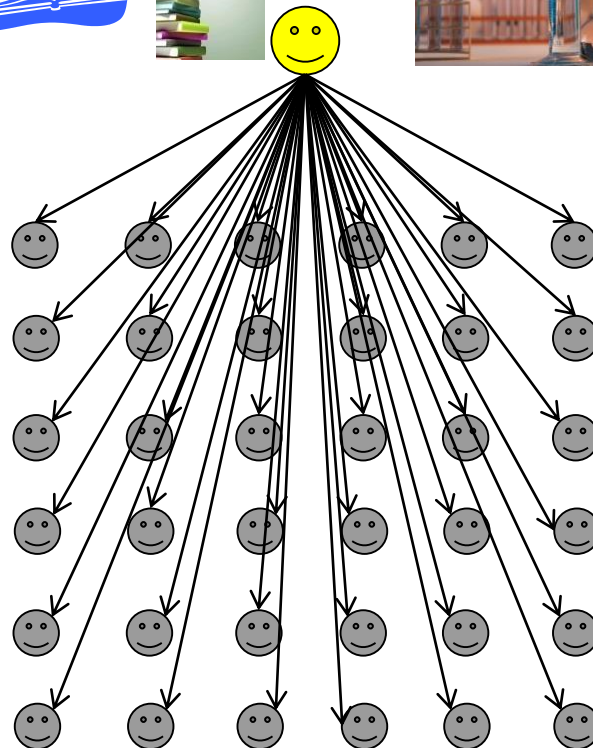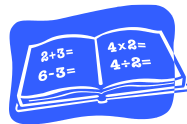
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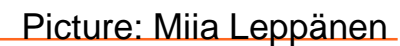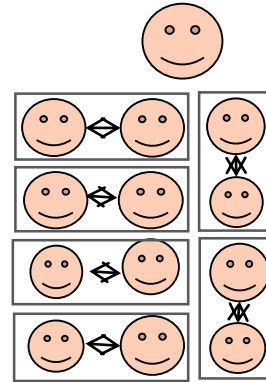
Examples of how to arrange interaction
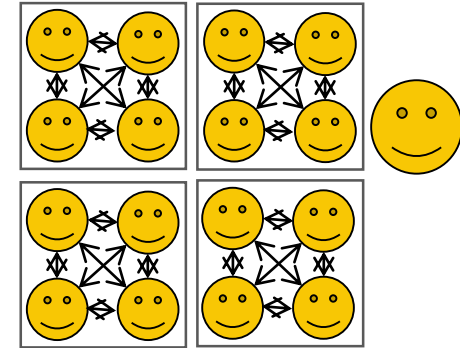
Between teacher and student
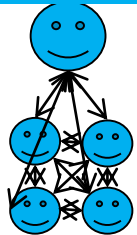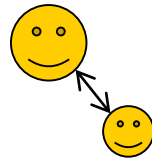
Teacher led group discussion

Discussion in pairs

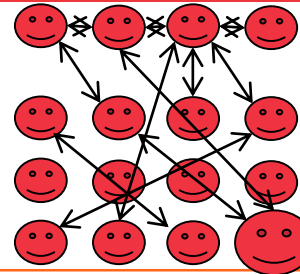Group discussion; teacher coordinates

Group instruction

Personal instruction

Group discussion, led by the students

?

Feedback

in learning and teaching

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

What type of feedback have you received?

Recall a feedback session and analyse it with the material:

- How was the situation?
- Who gave/received the feedback?
- How did you feel about it?
- What was good/not so good in the situation?
- Did you learn something from it?

Discuss and share them in groups (10 min)

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

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Additional materials about feedback

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Feedback about the course assistants

Students have given positive feedback:

About course assistants ability to explain things clearly and effectively:

- The best thing was that course assistants explained all the details of the math problems and gave formulas and tips how to get the right solutions instead of just giving the right answer.

- Assistants helped to understand things very profoundly and had time to explain and answer the questions

- It's positive that course assistants are usually students themselves and can easily understand the problems in the learning process

Course assistants attitude:

- It was easy to ask "stupid" questions and be in contact with the assistants

- Assistants were genuinely excited about the things they were teaching

- It was easy to approach assistants with any problems and questions and they offered positive feedback

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Students have given negative feedback:

Lack of explanation during teaching:

- Assistant didn't explain math problems enough. Assistant assumed that we students had better level at math than we actually had. That caused problems.

- Assistant in our group could have been more clear with all the instructions and he could have explained the course contents and course tasks better.

- Lack of feedback

Open questions to stimulate thinking (Aarnio & Enqvist 2002)

Can you explain what you have done so far?

What are you aiming for? (intermediate results in the problem)

How do you consider…?

What is it based on...?

What does it mean...? / What is the meaning of...?

How do you understand...?

What is it all about...?

How do you explain…?

How is it in your point of view…?

What are the consequences of...?

What if...?

What is this… connected to?

How do you feel about...?

What do you think you are going to do...?

What kind of actions…?

5.2.2020

Try always to lead the learner to the right direction *by asking*, not telling the right answer.

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.....

Learning assignments for the next session

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Goals of the learning assignments

1. **Reading assignments (two)**
   - Read the text so that you can discuss it with your peers in your small group
2. **Teaching observations (two)**
   - Observe a class, focusing on a given theme
   - Make notes and reflect on the observation
   - Give feedback to the teacher observed
3. **Group meetings (two)**
   - Reflect on the previous course session
   - Discuss and reflect on the reading assignment
   - Plan your teaching observation
4. **Code of conduct e-course**
   - General guidelines of acceptable behaviour

Learning assignments for the next session (1/3)

1. **Reading assignment: DL 27.2.2020**

    Go to MyCourses→Day 1, and find the link for the book:

    <u>Get inspired! A guide for successful teaching</u>

    Section 2 "What generates learning" pp. 9-18, and
    Section 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

Learning assignments for the next session (2/3)

2. Teaching observation: DL 27.2.2020

Visit an exercise class, if possible 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 for this.**
- Give your feedback to your peer/the teacher, and submit it in MyCourses (Day 1) with the name of the observed peer/teacher removed.

Learning assignments for the next session (3/3)

3. **Group work for the course: DL 27.2.2020**

    - *Start your group work now:* Arrange two meetings with your small group, one before the next class and the other after (do it now).

    - Plan your teaching observation and discuss the read text.

    - Submit your notes and reflections in MyCourses (Day 1): What did you discuss? What did you observe? What did you think about the article?

    Notes on the group work; one for the entire group (put the names of the group members on the document submitted)

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Feedback time:
What was good?
What would you change?

Please answer Feedback questions in Presemo:

http://presemo.aalto.fi/cafeedback

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Next…

Quick brake (10-15 min)

➡ Visitor Jani-Petri Martikainen at 15.15-16.00

Room: Top Lounge, U523