

Form for non-degree studies

Please complete following parts of the form:

- student number,
- personal data,
- signature.

If you cannot remember your student number, your personal identification number will do.

APPLICATION FOR THE RIGHT TO PURSUE NON-DEGREE STUDIES

Student number at Aalto University (if known)

PERSONAL DATA

Name (last name, first names)	Finnish personal identity code or date of birth
Street address	Telephone number
Postal code and city	E-mail address

OTHER INFORMATION (data for the central statistical office)

Country/city of birth	Mother tongue	Gender
Nationality	Office language (Finnish, Swedish, English)	<input type="checkbox"/> Female <input type="checkbox"/> Male

I AM SUBMITTING THIS APPLICATION (filled in by the applicant)

<input type="checkbox"/> Because I wish to upgrade my professional competence.	Please enclose your latest degree certificate and letter of reference from your employer.
<input type="checkbox"/> For other reasons	Please give a statement of purpose on a separate sheet.
<input type="checkbox"/> I am an employee of Aalto University	

APPLICATION FOR NON-DEGREE STUDIES (please note that you have to fill in a new form for each discipline you wish to study) (filled in by the applicant)

School and discipline				
Code of the course	Name of the course /module	ECTS	To be filled in by a member of the staff of the target discipline	
			Accepted / Rejected	Name and date

SIGNATURE

Date	Signature
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Return address: Student services of target school, contact information
http://www.tkk.fi/en/studies/contact_information/.

19.10.2015

Pedagogical Training for Business School Faculty - course

*Pedagogical Training (6 ECTS)
Aalto University Learning Services
Marja Elonheimo (MA) & Christa Uusi-Rauva (DSc)
October 19, 2015*

Welcome to the course!

Teachers and contact information:

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Structure of the day

Morning session

- Introductions (course and people)
- Being a teacher at BIZ

Lunch

Afternoon session

- Why teaching matters at BIZ? Seppo Ikäheimo (Vice dean)
- Discussion on the pre-assignment
- Formation of personal goals
- Forming peer-groups for project work

World map

**We will create a map in the classroom:
Where were you born?**

Tell the others briefly (approx. 1 min):

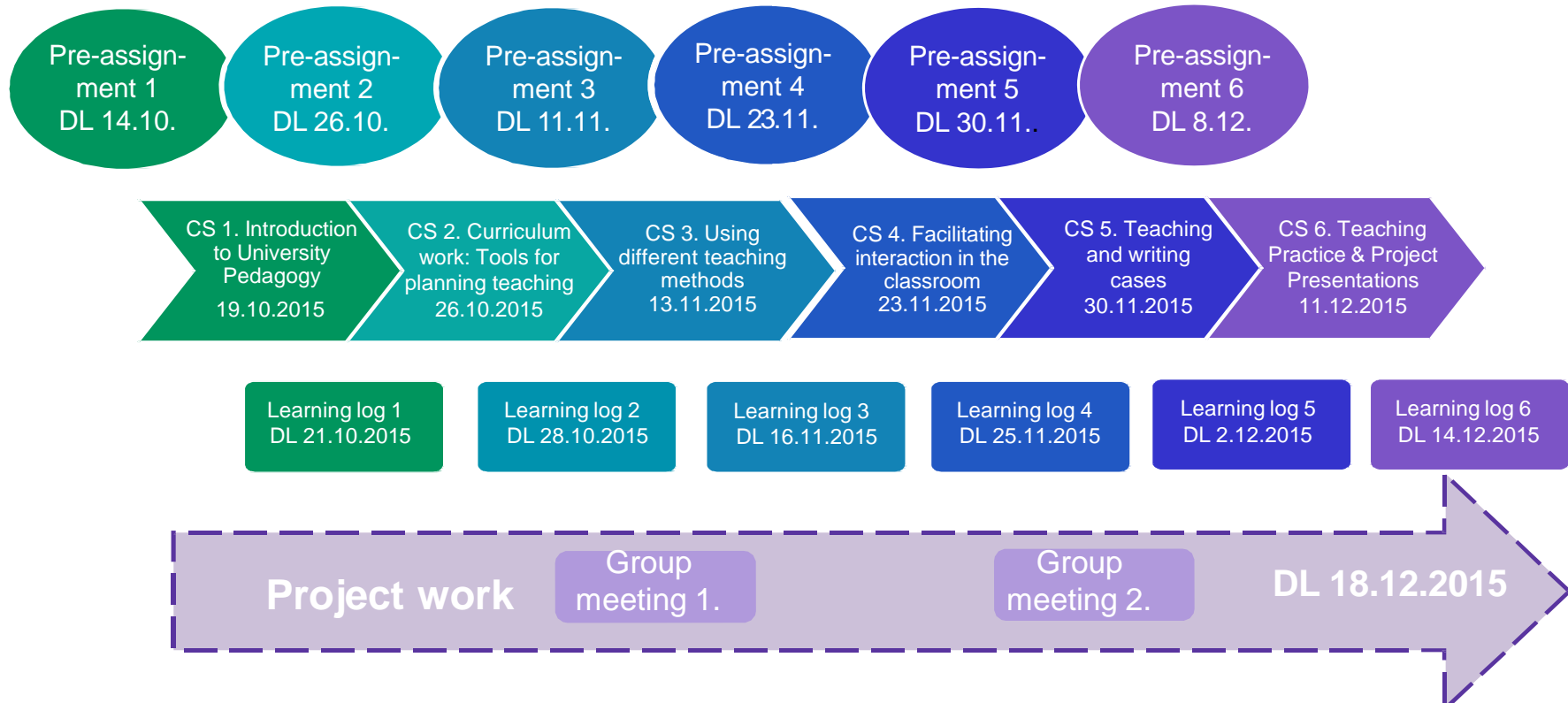
- **What is your first name?**
- **Tell a story of a learning situation you remember very well.**
 - **Where did it happen?**
 - **Who was present?**
 - **How did it feel?**

Learning objectives for the course

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

Course Timeline and Functions



Course workload (6 cr)

	Work load	~160 hrs
Contact sessions		42 hrs
Pre-assignment 1	5 hrs	5 hrs
Pre-assignments 2-6 - Reading exercise - Peda observation - Interaction exercise - Case working - Plan for Teaching Practice	= 48 hrs 8 hrs 10 hrs 7 hrs 8 hrs 15 hrs	48 hrs
Project work (incl. peer group collaboration and meetings)	15 h + meetings 2 x 3 hrs (+ 2 x 3 hrs of preparation)	35 hrs
Learning logs (incl. Reflection on teaching and learning, studying the material, additional material etc.)	6 x 5 hrs	30 hrs

MyCourses as a learning platform

My Courses is used as a learning platform during the course.

You will find it at: <https://mycourses.aalto.fi/>

Login with Aalto User ID

You will find the course on the: **Pedagogical Training for Business School Faculty (6 cr)**

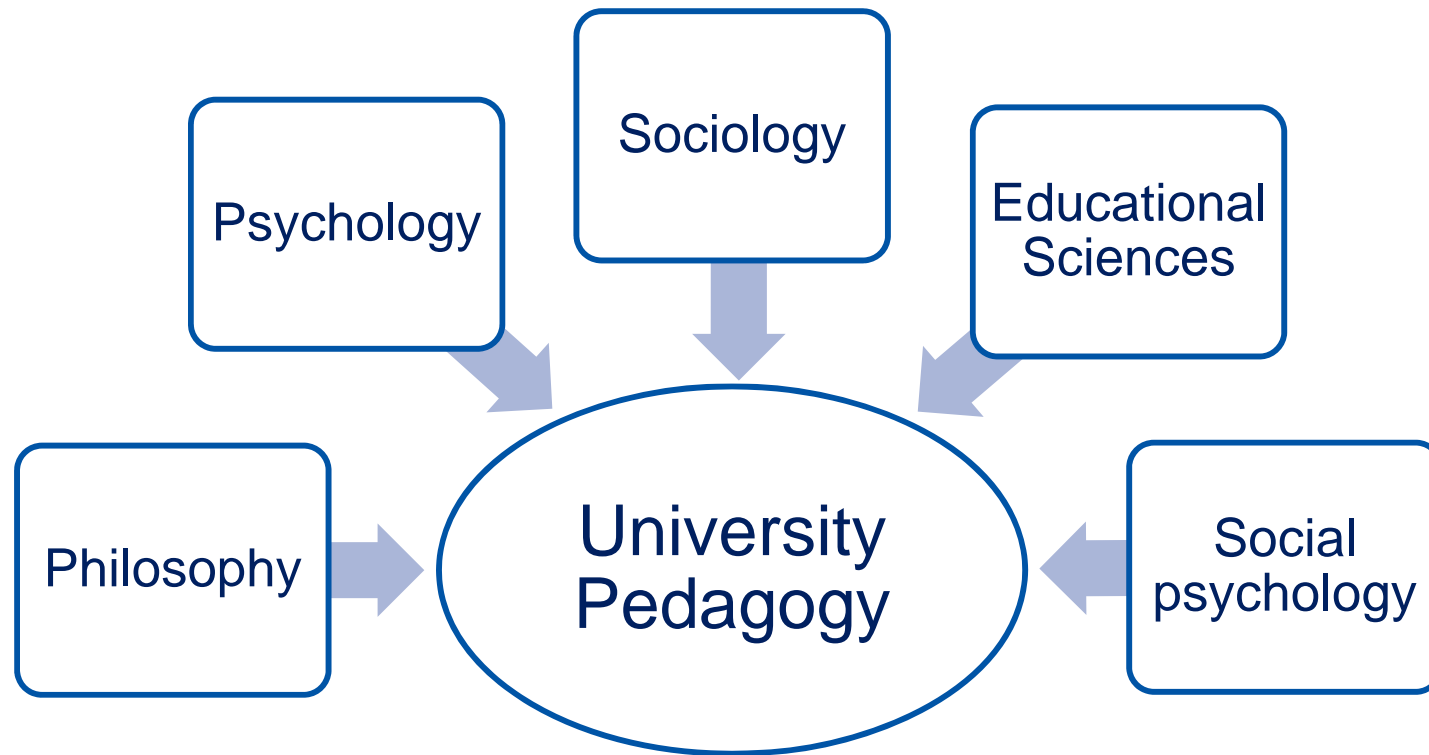
On MyCourses you will find material for the course, assignments, wiki-pages for peer groups, reading materials...

Contact session 1:

Introduction to
University Pedagogy –

Being a teacher at BLZ

What is university pedagogy?



What is an ideal university teacher?

What are the elements and capabilities that create
” an ideal university teacher”?

Write down each element or capability on a
separate sticky note.

Ideal teacher

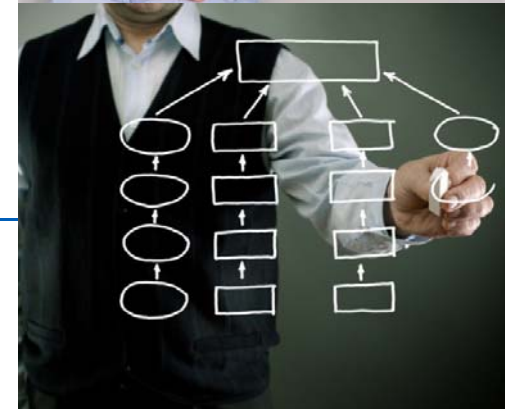
Share your ideas with your group members.

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

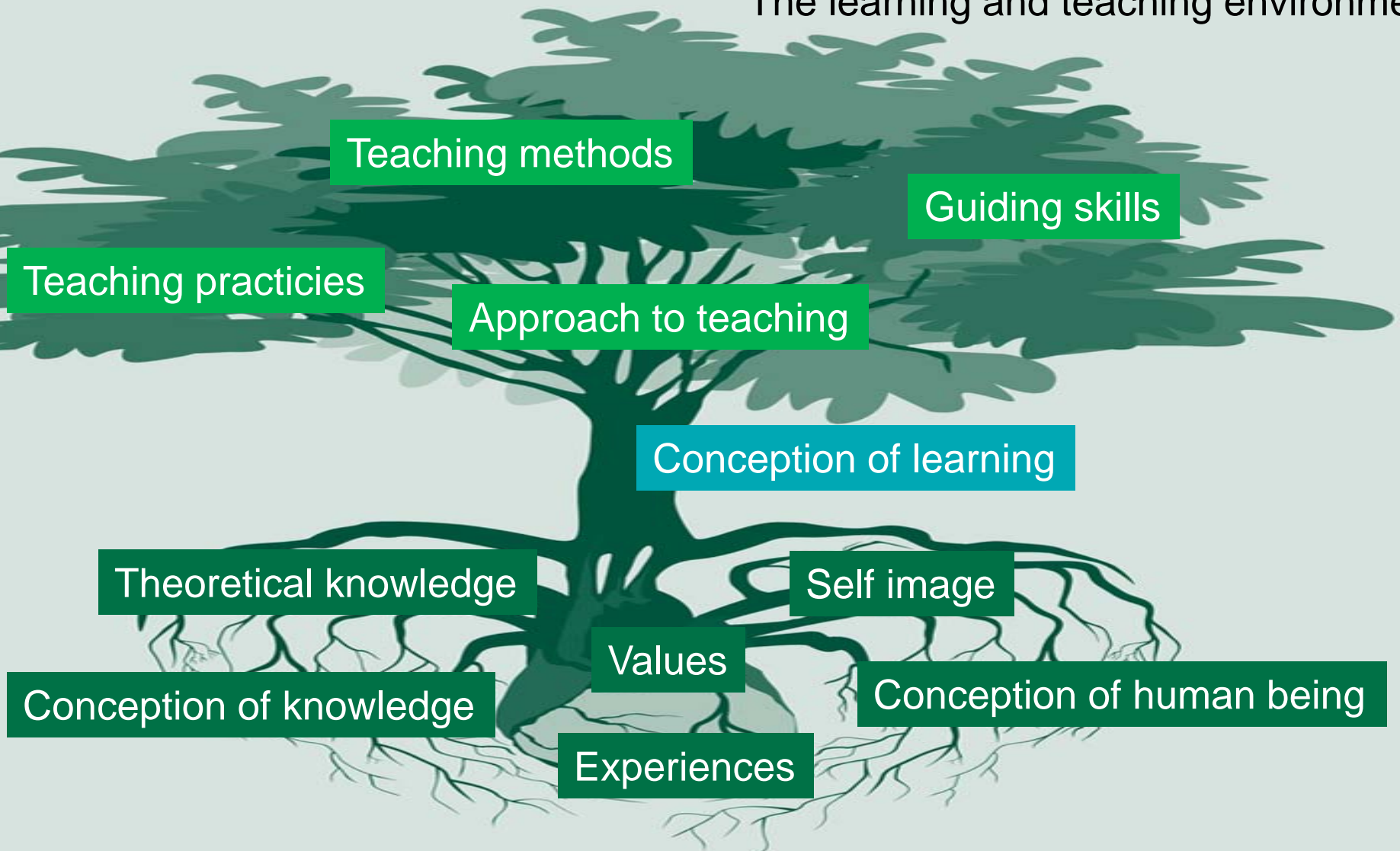
Name the themes according to the note groups.

"Prototype" of an ideal university teacher

- ✓ Present your ideal university teacher
- ✓ Are there some contradictory expectations for a good teacher?
- ✓ What differentiates the ones who are excellent, not just good?



The learning and teaching environment



The growth environment: Culture, social background, political atmosphere...

Lunch

Why teaching matters at BIZ?

Seppo Ikäheimo (Vice dean)

Present your
Pre-assignment
at your table.

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?*



Everyone has 2 min time to talk!



**Personal objective for
the course –
write it down**

Project work in peer groups

Peer group work - instructions

- 1. Go to one of the posters that you find interesting.**
- 2. Discuss why you all find this theme interesting.**
- 3. Write down emerging ideas on the poster together.**
- 4. Visit other interesting posters if you want and do the same.**
- 5. Choose the theme you want to work on (min 3 people).**

Peer group work today

- 1. Set a common objective for the group.** Name your peer group.
- 2. Make a plan for your meetings and what you will do.**
 - ✓ At least two meetings during the course
 - ✓ Meetings may be f2f or virtual, between the contact days

For example:

- ✓ 1st meeting: clarify objectives, divide tasks, plan how to report the outcomes
- ✓ 2nd meeting: discussion on discovered answers, integration of viewpoints, planning the presentation

Peer group work during the course

3. Write a summary of each meeting & the final outcome on MyCourses
4. Present your project on December 11.

Learning log

Learning log – 1-page reflective essay

- **What were your thoughts after the session?**
- **What supported your learning in the session?**
- **What kind of thoughts and feelings arouse to you concerning the themes presented?**
- **Can you see change in you? How does it show in the way that you teach?**
- **What would you like to focus on in the future?**

Learning log 1 DL 21.10.2015

For the next time

1. **Select one course where you teach and bring the course description/syllabus to the contact session**
2. **Upload the syllabus to MyCourses.**
3. **Read the article “*Planning teaching and learning – Curriculum design and development*” – details in MyCourses**
4. **Decide when you want to complete your teaching practice – 11.12. or during your own course.**

Feedback

1. Today's main insight
2. Topmost feeling about today