



Aalto University

# Teaching practice Opetusharjoittelu (5 cr) autumn 2020

*24.8.2020*

*Teachers: Kirsti Keltikangas (ELEC), Riikka Evans (BIZ)*

# Welcome to the course!

Your course facilitators:



- **Riikka Evans**
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- **Kirsti Keltikangas** (teacher in charge)
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# Timetable for today

9.00- 9.50	Welcome! Introduction to the course
9.50-10.00	break
10.00-10.45	Forming the peer-groups and planning the timetable
10.45-10.55	break
10.55-11.50	Rinna Toikka (Language centre), giving and receiving feedback
11.50-12.00	wrapping up, questions?

# Getting to know each other

## 2. Interview your peer (15 min in groups)

- What is her/his name?
- What field/discipline/school/department does he/she represent?
- What kind of activities (s)he wishes to try in her/his course?
- How (s)he is planning to develop his/her teaching in this course?

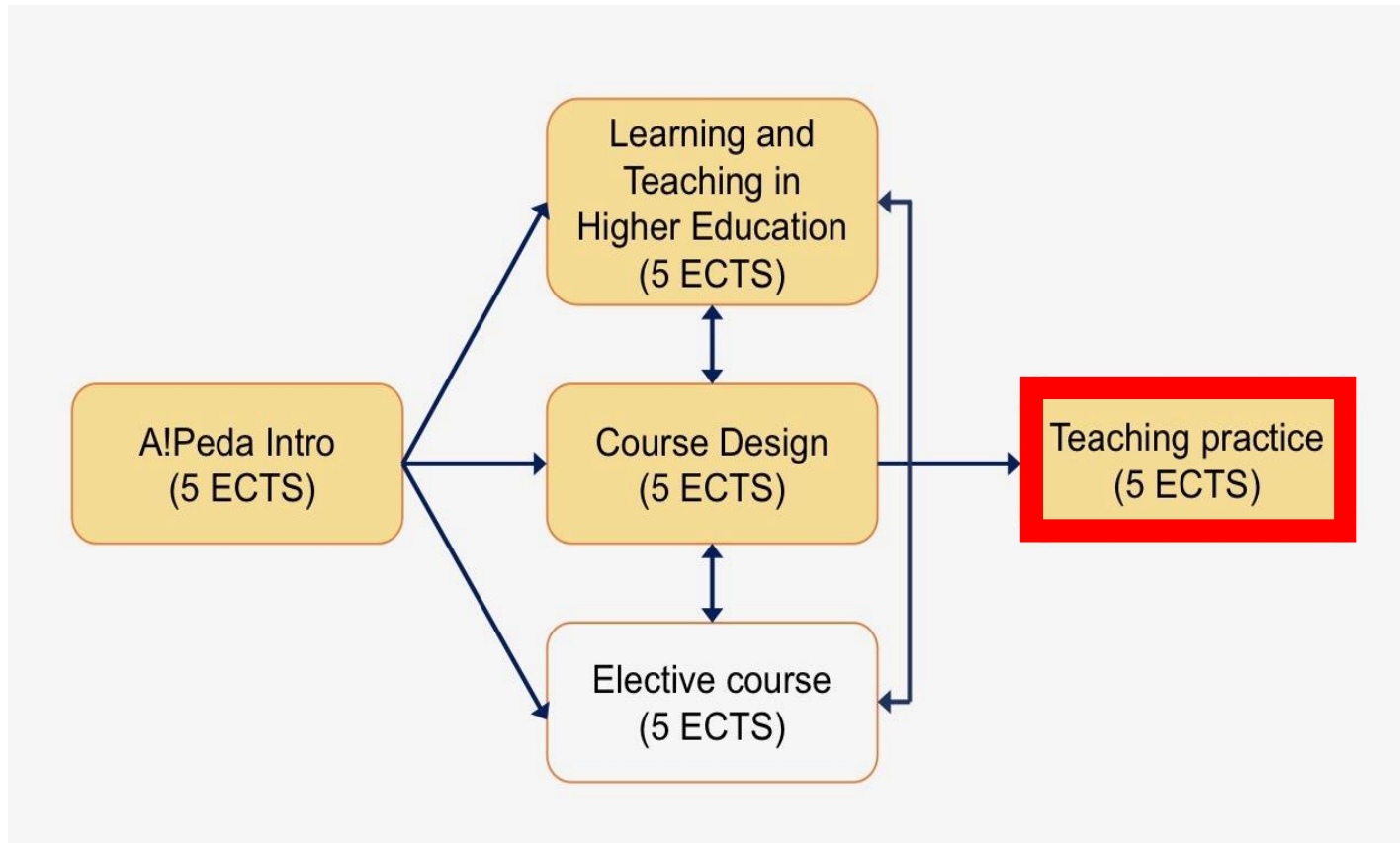
## 3. Introduce your friend to the rest of the group – all together

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# 1. Set your personal learning goal (5 min)

- What would you like to learn in the course? Write down (as a file to your own laptop) your own learning goals for this course.
- What kind of new activities would you like to use in your course or your teaching?

# The structure of pedagogical studies at Aalto (25 cr)



More information on the upcoming courses, see [aalto.fi](https://www.aalto.fi) (log in to see the whole content): <https://www.aalto.fi/services/pedagogical-training-main-page>

# Teaching practice aims to

- Develop participant's teaching skills
- Adapt learned theory to participant's teaching practices
- Give an opportunity to have guidance to plan and conduct teaching but also to try something new in teaching.
- Support reflection to develop participant's teachership and pedagogical expertise.



Develop participant's teaching skills

Adapt taught theory to participant's teaching practices

Teaching practice aims to

Offer opportunity to have peer feedback and guidance from a facilitator to plan and implement teaching, as well as, encourage to try something new in teaching.

Support reflection to develop participant's teachership and pedagogical competency.

# Learning outcomes

After the course, you will be able to:

plan, implement, and evaluate justified pedagogical decisions (constructive alignment) in teaching

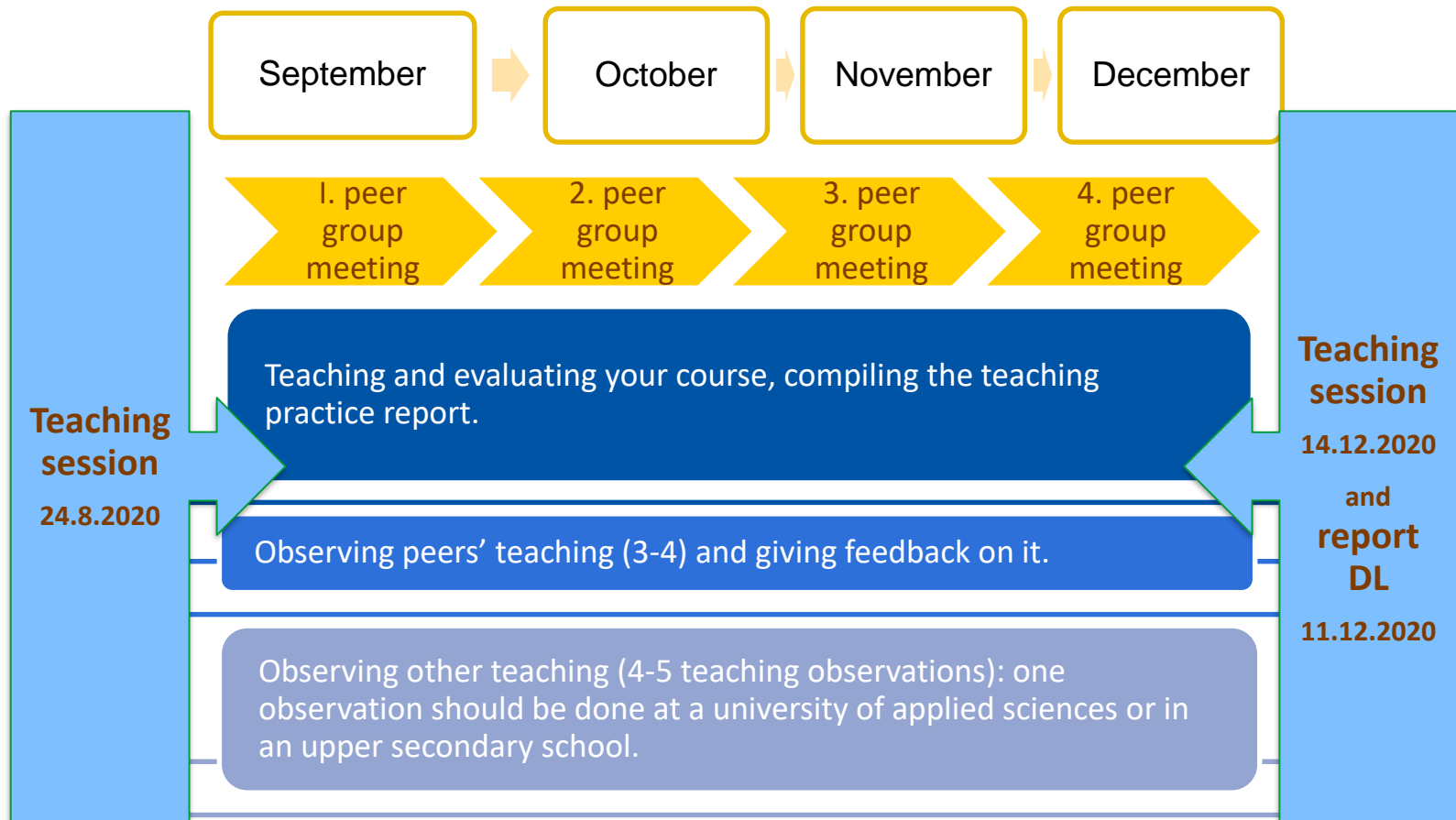
identify and critically analyze your own pedagogical choices and decisions

observe teaching from the pedagogical point of view, and give constructive feedback on it

utilize the observations and received feedback in your teaching development

# Teaching practice, practical issues

# Teaching practice, timeline



# In other words..

Participating in the teaching session (August).

Participating in guided peer-group meetings (4 meetings).

Teaching your own course: practical implementation of the course design.

Observing your peers' teaching and providing oral and written feedback on their teaching in the peer-group meetings.

Observing other teaching/classes including at least one observation in an upper secondary school (lukio) or at a university of applied sciences (AMK).

Writing a teaching practice plan including reflection and evaluation about your own teaching and observations of other's teaching.

# Participant workload (5 credits)

	Workload for 5 ECTS = 135 hours	hours
A.	Contact sessions (2 x 3h)	6
B.	Peer-group meetings and giving feedback	20
C.	Observations (total)	45
	a) Observing peers' teaching	20
	b) Observing other teaching (lukio & AMK)	45
D.	Teaching own course	16
E.	Familiarising with teaching environments	4
F.	Reflection, writing, reading materials and other independent work	42
	TOTAL	135

(one credit/ECTS is equivalent to 27 h workload)

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# Teaching observations

# Teaching observations (total 8)

## Observing and giving feedback on your peer's teaching (~20 h)

- 3-4 observations and feedback (written and oral)
- Observations will be reported and reflected in the teaching practice report

## Other observations (~25h = 4-5 observations)

- You can observe teaching at any field (science, arts, business, social sciences...)
- Observe teaching also at **different levels or institutions** → at least one observation should be done either in
  - 1) upper secondary school (lukio) or
  - 2) university of applied sciences (AMK)



# How to observe teaching?

- Observation is **following** and **reflecting** on teaching and learning situation.
- The idea is to pay attention e.g. to learning outcomes, teaching environment, interaction, activating students, teaching methods, rhythm of teaching session. What kind of influence they have on teaching and learning?
- When writing about observations try to describe your ideas, thoughts, or insights the observation gave to you. How could you develop your teaching based on the observation.

→ **Make observations related to pedagogical decision making!**

# In observations you can pay attention to:

- Teaching plan
- Content and teacher's actions
- Interaction and performance
- Students participation
- Concluding the session
  
- Give oral and written feedback to your peers in the peer-group meeting:
  - *The strenghts of teaching session*
  - *Possible further development suggestions*

**→ Instructions for observation are in MyCourses, see Materials**

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# Report your observations!

	DATE	HOURS	INSTITUTE+ TEACHER+ SUBJECT	REFLECTION
Observation 1	XX.XX.2017	2 hours		
Observation 2				
Observation 3				
Observation 4				
Observation 5				

# Teaching practice report

## 1 YOUR OWN OBJECTIVES FOR THE TEACHING PRACTICE

1.1 Pedagogical development task / research questions for the teaching practice

1.2 Your own personal learning outcomes for the teaching practice

## 2 TEACHING PHILOSOPHY AND APPROACH TO TEACHING

## 3 OPERATIONAL ENVIRONMENT OF YOUR TEACHING PRACTICE

## 4 TARGET GROUP OF YOUR COURSE AND ITS EFFECT ON COURSE PLANNING

4.1 Course participants and their level of knowing

4.2 Analysis of the effect of the target group to the pedagogical choices made

## 5 COURSE PLAN for the course taught during teaching practice

5.1 Basic information (name of the course, amount of the ECTS, teaching period, level of the course, etc., link to the learning platform e.g. MyCourses, schedule of the sessions..)

5.2 Learning outcomes (including also skills such as group working, presentation skills etc.)

5.3 Content (for example core content divider)

5.4 Assessment: methods, criteria, scale

5.5 Teaching methods

5.6 Course workload (both from students and the teachers side)

5.7 Course connections to the programme (on which module course belongs to, connections with other courses, previous knowledge required and what knowledge does this course offer to other courses)

5.8 Materials used during the course

5.9 **Student feedback** (methods, focus areas, time) and teaching development (how do you collect student feedback and how do you use it in order to develop your teaching)

## 6 EVALUATION AND REFLECTION OF THE TEACHING PRACTICE (will be completed in the end of the course)

6.1 Evaluation and reflection of your own teaching

6.2 Teaching observation: peer group

6.3 Teaching observation: other than peer group

## 7 REFERENCES

# Our MyCourses workspace

# Members in the peer groups

## Riikka's group

Caterina Soldano (ELEC)

Jan Deska (CHEM)

Luc St-Pierre (ENG)

Tuomas Siitonen (ARTS)

Ivan Vujaklija (ELEC)

## Kirsti's group

Tua Björklund (ENG)

Weiwei Lin (ENG)

Tarik Taleb (ELEC)

Edris Pouresmaeil (ELEC)

Ilkka Laakso (ELEC)

Imran Ashgar (SCI)

# Peer-group working

## **1) Discussion about the following themes**

- When will you have your teaching/courses?
- What is the target group?
- What type of teaching are you going to have? (small group/mass course, exercises/contact sessions etc.)

## **2) Schedule your meetings (and observations)**

- Schedule the meetings (4) with your peer-group
  - Who will be the host at each time
- If possible, make suggestions/plans for observations
- Write down your schedules in MyCourses



# Before the next peer group meeting

- a. Familiarize yourself to course's MyCourses workspace:  
**Teaching practice autumn 2020 – Opetusharjoittelu syksy 2020**
- b. Write down your personal goals and objectives to your teaching practice report (template can be found from [MyCourses – Materials](#)) and return the 1st version of your report in MyCourses ([MyCourses – Peer group meetings and teaching practice plans – Discussion forum, submit the versions of your teaching practice plan and report here](#)) before your first peer-group meeting.
- c. Write down your teaching timetable to MyCourses ([MyCourses - Peer group meetings and teaching practice plans](#)). Check your peers' teaching timetable and pick the teaching sessions you will go to observe (3-4 sessions).
- d. If you have agreed on observing teaching somewhere else e.g. in a upper secondary school or other institution, write down time, place etc. and welcome others to join you if possible. ([MyCourses - Observations outside Aalto](#))

**We highly recommend you to start the teaching observations right away!**

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# Useful references

Teacher Student Union of Finland – SOOL <http://www.sool.fi/sool/in-english/>

Teacher qualifications in Finland

<http://www.helsinki.fi/teachereducation/step/information/qualifications/>

Teacher Qualifications [http://www.helsinki.fi/palmenia/kotka/opettajaksi/eng\\_screen.pdf](http://www.helsinki.fi/palmenia/kotka/opettajaksi/eng_screen.pdf)

Teaching Qualifications

[http://www.oph.fi/english/services/recognition/fnbe\\_decisions/teaching\\_qualifications](http://www.oph.fi/english/services/recognition/fnbe_decisions/teaching_qualifications)

**How do you feel about teaching  
practice now?**

# Thank you/Kiitos!