



Aalto University

PED-131.9000 Teaching assistant as a learning fasilitator

Session 3: Different kinds of students

6.10.2020

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Different learners

Study psychologists
Paula Sjöblom and Hannu Pesonen

6.10.2020

Today's schedule

9:00–09:45 Different students: Study psychologists Paula Sjöblom and Hannu Pesonen

BREAK

10:00–10:05 Today's topics

10:05–10:20 Observations: a brief discussion in small groups

10:20–11:45 Group work: Different student profiles

11:45–12:00 Wrapping up the day's work

SOMETHING THAT YOU LEARNT TODAY OR THAT TRIGGERED YOUR THOUGHTS

- Liked the method gallery walk, I'm going to use it...
 - Learned about the available services
 - Thought about the approaches, the motives behind them. Also teacher's workload in these.
 - Ice breaking of online meetings, effects positively on people learning
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HOW WOULD YOU IMPROVE TODAY'S SESSION?

- A little bit repetitive, as the issues were already read and discussed in the small groups
- Time management - the beginning was slow and smooth, at the end of session pace was too fast

COURSE STRUCTURE

Pre-assignment

DL 7.9.

DAY 1

Interaction and feedback
Thursday 10.9. at 9:00-12:00
(Zoom)

Reading assignment
DL 17.9.

**Group reflection on reading
assignment**
DL 18.9.

Orientation for the Day 2
DL 21.9.

DAY 2

Approaches to learning
Wednesday 23.9. at 9:00-12:00
(Zoom)

Reading assignment
DL 30.9.

**Group reflection on reading
assignment**
DL 1.10.

Orientation for the Day 3
DL 2.10.

DAY 3

Different kinds of students
Tuesday 6.10. at 9:00-12:00
(Zoom)

Code of Conduct
DL 27.10.

Orientation for the Day 4
DL 28.10.

DAY 4

*Students' study wellbeing:
issues related to learning
and motivation*
Friday 30.10. at 9:00-12:00
(Zoom)

Course feedback
After the last session

Teaching observation 1 & Teaching observation 2

DL 22.9. & DL 5.10.



Learning outcomes

After this session you

- **are aware that motives, choices and life circumstances affect success in studies**
- **acquire some experience on how to face different people**

Teaching observations



Teaching observations

Group discussion (~10 min in small groups in Zoom Breakout room):

- What kind of interaction did you see in the class?
- What did the students do?
- What kind of motivation did you see in the class?
- What did the teacher do?
- Would you do something differently?
- What did you learn from the observation?
- If you received feedback from your teaching how did you feel about it?

General discussion (~5 min with the whole B group in the Main room in Zoom) Every group will have short presentation/summary about the their discussion.



Group work 2.

Different student profiles

Different student profiles

Work with your small group (enter your Breakout room). Read through one of the student profiles and note the student's most important characteristics and life circumstances. Think about the learning approaches as well.

With your group, prepare a list of “DOs and DON'Ts” for other course assistants. How would you recommend an assistant to help the student (e.g. Tim)? What would you recommend them not to do?

Please, do the list in Power Point, save it and be prepared to share the list via Zoom.

These questions help you to think about Dos and DON'Ts:

- Have you met students who might be similar in any way?
Don't take the profiles too literally and don't get stuck with details How might they act and succeed in your course(s)?
- How can you support their learning or help them solve exercise problems?
- How can you support their motivation?



Group 1 → Tim

Group 2 → Lisa

Group 3 → Anna

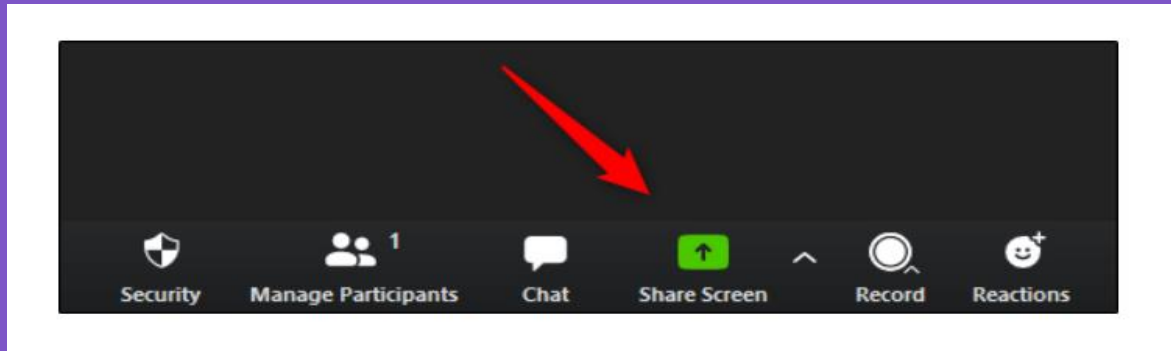
Group 4 → Ted

Find the profiles of these students on My Courses

Sharing your Dos and DONTs

Share PowerPoint you made by

Clicking the Share Screen symbol and
Choose the presentation you want to Share.



Different student profiles

Timeline

10.20-11:00 Preparing “DOs and DON’Ts” in groups in Breakout rooms. (feel free to take a break as needed – just agree with your team on Zoom about it)

11:00-11:40 Going through the DOs and DON’Ts with the whole group B – In the main Zoom room → each team presenting their ideas (max. 10 min / student profile)

Tim

In the morning, Tim remembered that he should do his course assignments. Feeling somehow anxious and restless, he decided to do his laundry first, and, while waiting for the washing in the machine to be done, he checked if there was anything interesting in Netflix. Four hours later he felt even more anxious, but nonetheless he picked up the course material. The first assignment was difficult, and he tried to look for an example similar to the assignment in the material. He did not really understand the idea of the assignment and wondered why he had to study such demotivating material.

The next day he went to the exercises (laskarit) and noticed that he didn't really understand what the assistant was talking about. For a moment he thought that it would be a great idea to ask if the assistant could explain the main idea more clearly. Then he noticed that everyone else was taking notes. He was glad that he didn't ask anything so that the others didn't notice how stupid he was.

Lisa

Lisa woke up early in the morning because she had a very busy day ahead. She was worried about her math assignments. She had allocated two hours for the assignments and knew that it was too little for such complicated assignments, but she also had to prepare for two oncoming exams, attend an important board meeting of her guild, take her dog to the vet, and write some summer job applications. She ended up spending one hour with the math assignments, having tried in vain to look for something helpful in the course materials to do the assignments as quickly as possible. She felt bad about herself because she really would like to do well in her studies. Math is important in her field, and she knows that. She blamed herself for bad time management.

The next day she went to the exercises (laskarit) and asked for some help. She didn't understand what the assistant said because she couldn't remember what some of the key concepts meant. "Too much information," she thought but didn't say anything.

Anna

Anna found math assignments very interesting. She had attended all the lectures and even read some extra material she found on the Internet while she was looking for material on a related topic. She had a good routine for doing calculations, but one of the assignments was particularly difficult. She had some ideas on how to solve this difficult assignment, but she didn't know how to proceed.

Anna went to the exercises (laskarit) and took a seat in the back row. She had always been shy and was a bit anxious about whether the course assistant was paying attention on her. She didn't really know other students in the classroom because she preferred to study on her own. She was hoping that someone else would ask the same questions she had in mind.

Ted

Ted had always been interested in natural sciences and thought that the assignments on the course were quite easy. He spent some time calculating the assignments but skipped the last one because he thought it was kind of stupid. “Why should I know this type of detail anyway? And there are so many other interesting things to do...”

The next day Ted came to the exercises (laskarit) and noticed that the course assistant was one minute late. Most of the time Ted either talked with his friends or browsed Facebook. The assistant asked Ted to write one solution on the blackboard, to which Ted asked, in turn, if it really was necessary, because the assignment was so simple. When explaining some details of the last assignment, Ted interrupted the assistant and asked if the assistant really understood what they were talking about.

If you have missing learning assignments

1. Teaching observations and reports (if you have not done them)
2. Group meetings (if you have not met twice)
3. Code of conduct

Reminder: Code of conduct as an e-course

- **Staff of the Schools at Aalto must be familiar with the code of conduct**
 - **Detailed material is available as an e-course**
 - Professors discuss the material with their groups
 - (Aspiring) teaching assistants go through the material during the teaching assistant course
 - **E-course is at <https://mycourses.aalto.fi/course/view.php?id=19437>**
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A reminder

If you want the two credit points from this course

- **All your course work must be handed in**
- **Do the substitute assignment if you miss a session**
- **If some work is incomplete, please come talk to us**

Feedback

Feedback tool for this session can be find on My Courses
