

Teaching assistant as a learning instructor

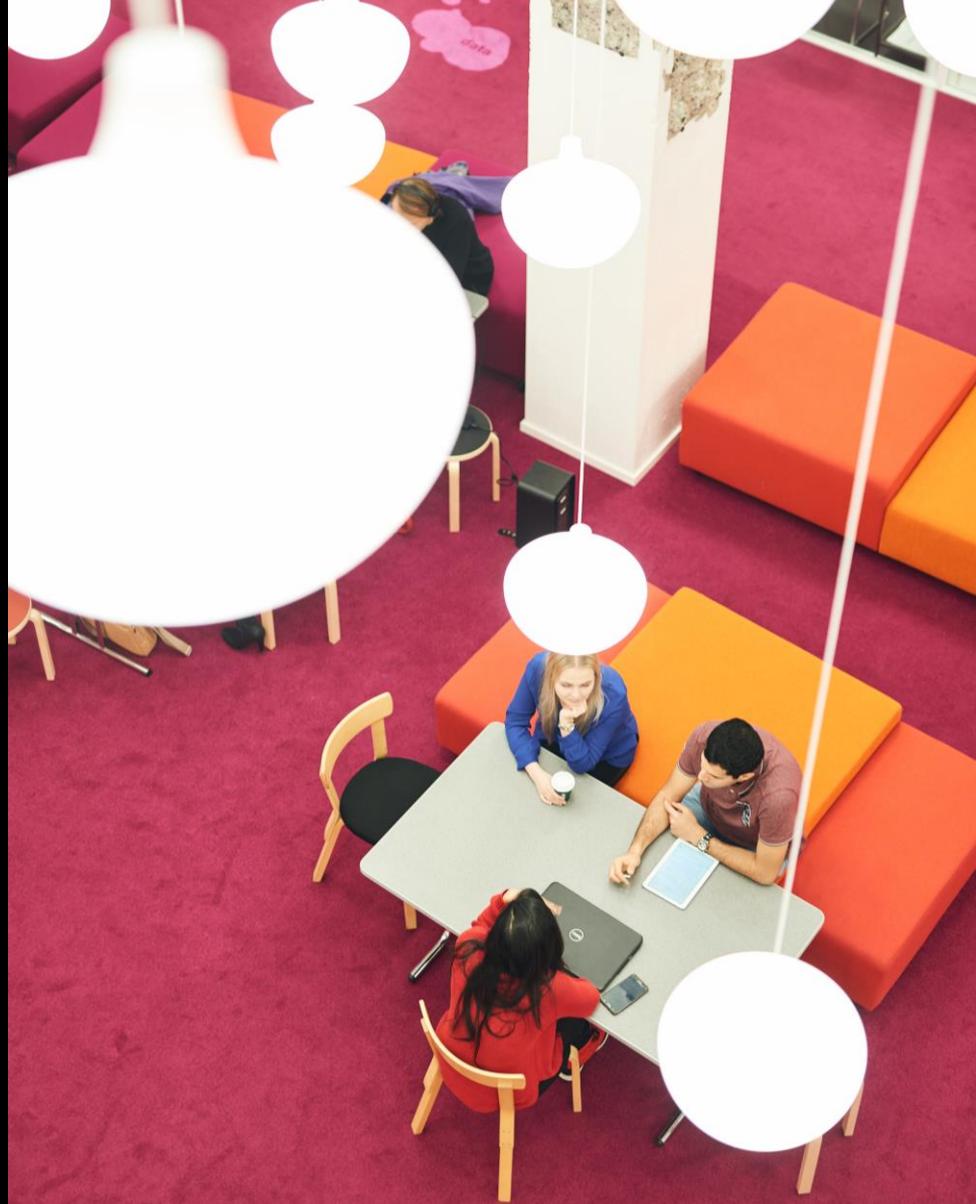
Day 2

22.9.2021

Miia Forstén, Samu Tikkanen



Aalto-yliopisto
Aalto-universitetet
Aalto University



Today's schedule

09.00-09.50 Lecturer Emppu Salonen &
seasoned teaching assistant Simo Hakanummi

--short break—

10.00-11.00 Interaction
Feedback

--short break—

11.10-11.30 Information about the teaching observations

11.30-12.00 Assignments for the next time

TEACHING ASSISTANT AS A LEARNING INSTRUCTOR

Autumn 2021

Pre-assignment

DAY 1

Introduction and getting to know each other
Thursday 16.9. at 13.00-15.00

Assignments

Code of conduct
Orientation for the Day 2

DAY 2

Interaction and feedback
Wednesday 22.9. at 9:00-12:00

Assignments

Reading assignment
& group reflection

DAY 3

Approaches to learning, levels of thinking about teaching
Thursday 14.10. at 13.00-16.00

Assignments

Planning your observation
Reading assignment
& group reflection
Orientation for the Day 4

DAY 4

Different kinds of students
Tuesday 2.11. at 9:00-12:00

Assignments

Digital teaching tools
assignment
Orientation for the Day 5

DAY 5

Students' study wellbeing: issues related to learning and motivation
Friday 11.11. at 13.00-16.:00

Teaching observation 1
(video)
DL 14.10.

Teaching observation 2
(a teaching session)
DL 9.11.

Sessions are organized in Zoom
Materials, assignments and links are in MyCourses

From the previous session...

I'm enthusiastic about...

- learning new teaching skills
- learning new aspects to be TA
- learning new techniques
- co-operation and group work

I am puzzled/ pondering/ thinking of...

- online tools to help teaching
- what are Aalto University's expectations for Teaching Assistants
- various background of TA's in this course

I expect, I need...

- to learn more new skills to approach a new course
 - more help from the teachers of this course
 - to hear different experiences and situations that may be challenging
-

Interaction: Why and how?

situation

Disturbance

background
attitudes
goals

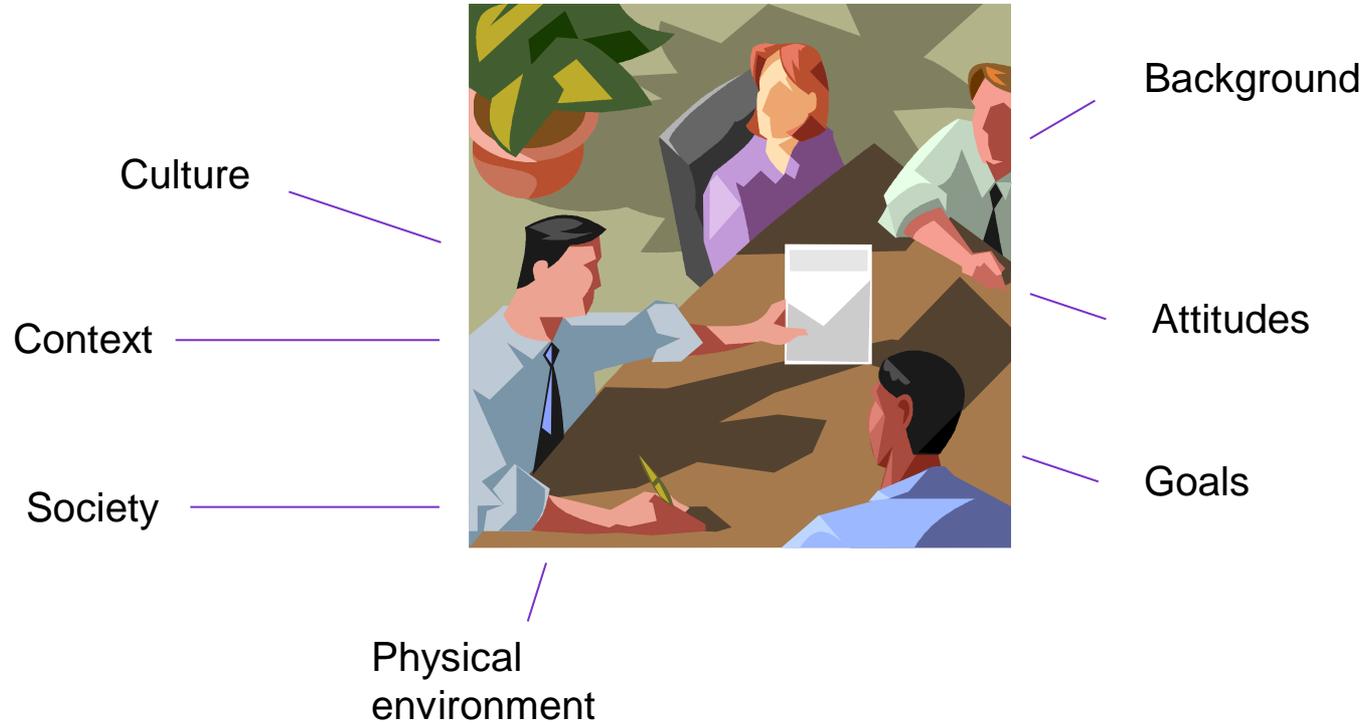
contexts

culture

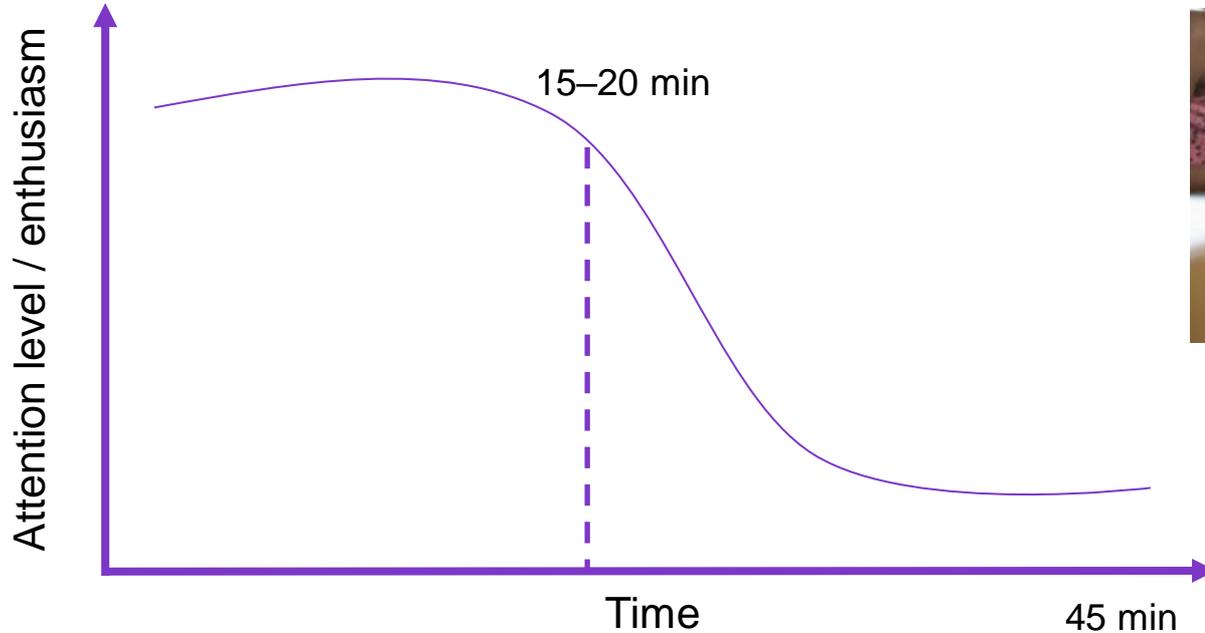
physical environment

society

Interaction

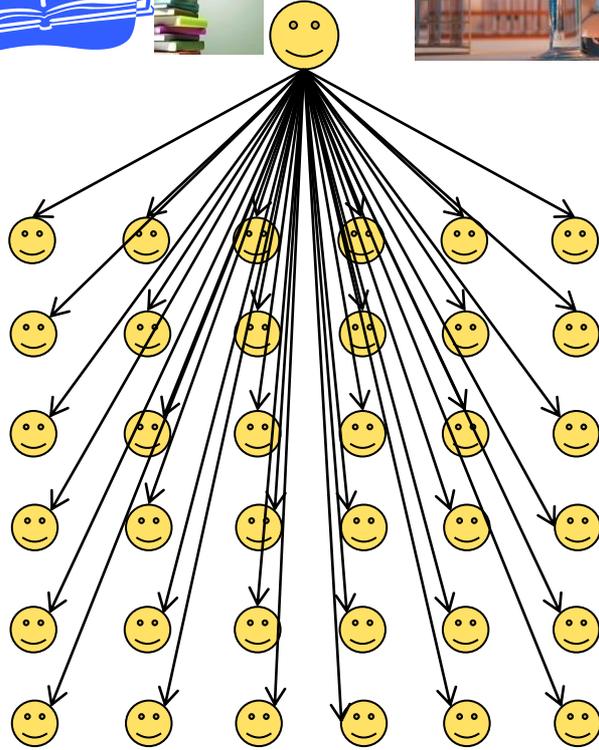
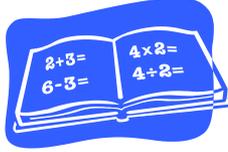


Attention vs. rhythm of teaching



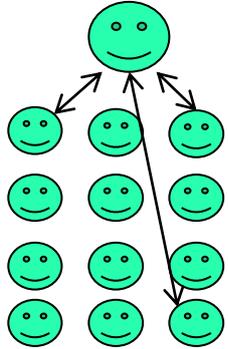


...wenn dieser rausging auch einverge
tet (als im 2. Buch verzeichnet) ward im d
mit als einem Abt / sonder als einem Bist
affen. Notpert aber war kein Bischoff, son
Abt ein Wönch, welcher zum erlt mal weid
ist in seinem alter, frieg gefürt vmb sepflic
er selbigen sepf solchen frieg in die hand geb
mosden von Caparin in massen widerfar
nden nit hab insagen hingedegt werden, bis
sing des Landes zuletzt verzeht haben. Es
n nit so vil Leüt als vnfrer Landesfürst, rid

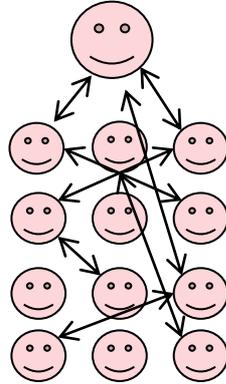


Examples of how to arrange interaction

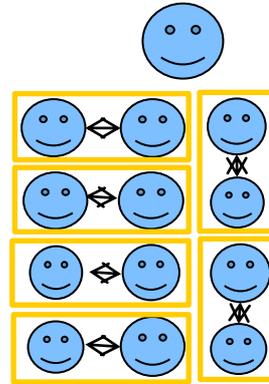
Between teacher and student



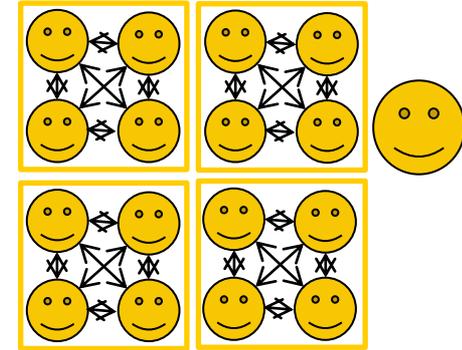
Teacher led group discussion



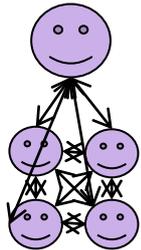
Discussion in pairs



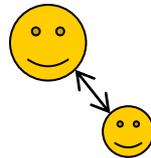
Group discussion; teacher coordinates



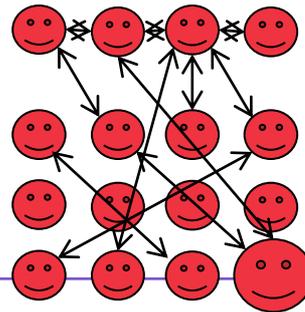
Group instruction



Personal instruction



Group discussion, led by the students



Chat storm: How to support interaction in remote teaching?

- **2 minutes individual thinking time**
 - Think about your role as a teaching assistant
- **On “go” we will all write the answers to the Zoom chat**

Interaction: to promote learning



Constructive discussion of
difficult issues

Deep processing of
the learned subjects

Fair/equal participation

Positive and safe atmosphere

Remember
the code of
conduct

About feedback

Feedback (feed forward)

| Constructive | Unconstructive / destructive |
|--|--|
| Is about an issue/action | Is about a person |
| Justifies the views | Contains judgements (good/bad) |
| Is useful for development | Does not necessarily benefit anyone |
| 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 |
| States observations | Makes subjective conclusions / interpretations |
| Two-way process, the recipient has an opportunity of responding | One-way process |

Additional material: Examples (1/2)

| Constructive | Unconstructive/destructive |
|--|---|
| <p>Is about an issue/action</p> <ul style="list-style-type: none">▪ <i>E.g. Up to here everything is fine... now let me see... ah, there's an error here.</i> | <p>Is about the person</p> <ul style="list-style-type: none">▪ <i>E.g. Can't you understand when I tell you...?</i> |
| <p>Justifies the views</p> <ul style="list-style-type: none">▪ <i>E.g. Consider this from the point of view of...</i> | <p>Contains judgements (good/bad)</p> <ul style="list-style-type: none">▪ <i>E.g. You don't know what you're talking about.</i> |
| <p>Is useful for development</p> <ul style="list-style-type: none">▪ <i>E.g. You did this part correctly, and practice this part some more...</i> | <p>Does not necessarily benefit anyone</p> <ul style="list-style-type: none">▪ <i>E.g. How stupid can you be...</i> |
| <p>Takes into account the recipient's state of development, situation, ability to receive feedback, etc.</p> <ul style="list-style-type: none">▪ Confirm the situation: <i>Can you explain what you have done...? What do you think about this...?</i> | <p>Does not take the recipient into account, is given only from the evaluator's perspective</p> <ul style="list-style-type: none">▪ Assume you know the situation: <i>This is how it is, nothing you say will change my mind...</i> |

Additional material: Examples (2/2)

| Constructive | Unconstructive/destructive |
|---|--|
| <p>States observations</p> <ul style="list-style-type: none">▪ <i>E.g. This is what I observed... This looks like... I think this is...</i> | <p>Makes subjective conclusions / interpretations</p> <ul style="list-style-type: none">▪ <i>E.g. This is what you did. This went like this because...</i> |
| <p>Two-way process, the recipient has an opportunity to respond</p> <ul style="list-style-type: none">▪ <i>E.g. Do you think that you understood what I meant... I hope I understood your question correctly...? Could you elaborate...?</i> | <p>One-way process, no chance to answer or reflect</p> <ul style="list-style-type: none">▪ <i>E.g. This is how it was, and that's it.</i> |

Offering feedback

- Be realistic
- Be sensitive to the goals of the recipient: LISTEN
- Be timely!!
- Be descriptive
- Don't be judgemental
- Be positive

Be Kind!

“I appreciate you and what you have done...”

“We are on the same side..”

What type of feedback have you received?

Phase 1. Recall a feedback session and analyse it.

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

Phase 2. Based on your analyse, discuss in pairs.

Phase 3. After your discussion, answer the Presemo questions:
What kind of elements to use/avoid, so that the given feedback supports learning?

All the answers in Presemo are visible to others



Break

Observations

- **Teaching observation 1 (video observation)**
- **Teaching observation 2 (online / onsite observation)**
 - Forum in MyCourses:
 - What course do you teach, how can one observe a teaching session? Which teaching sessions do you observe?

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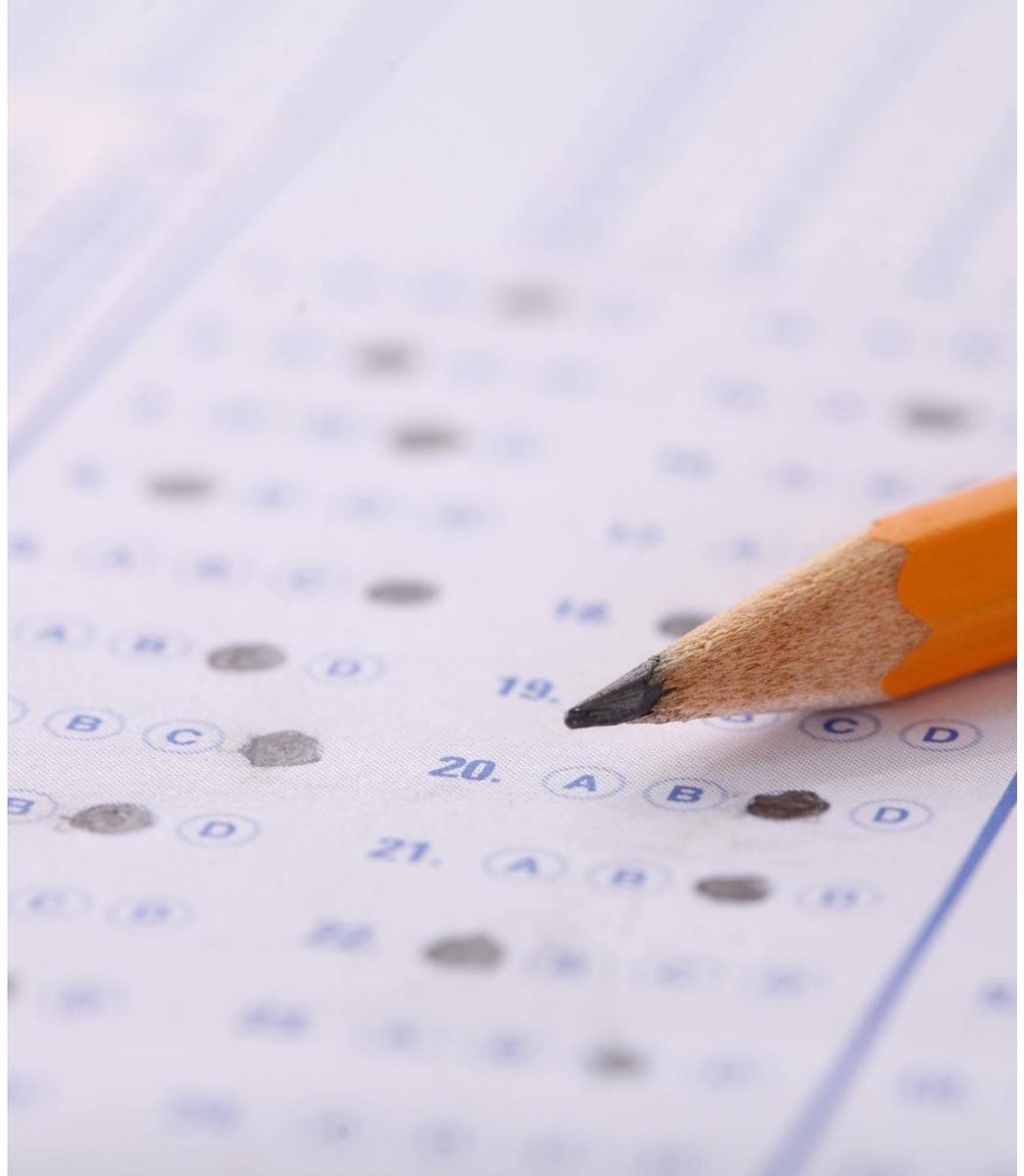
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Learning assignments for the next time



Learning assignment

1. Reading assignment (before the group meeting)
2. Group meeting (DL 12.10.)
3. Teaching observation (DL 14.10.)

1. Reading assignment:

Hemminki, M. Leppänen, M. & Valovirta T. 2013: *Get inspired! A guide for successful teaching.*

Read Chapter 5, “How do I teach?”, pp. 39–49.

Read the text so that you can discuss it with your peers in your small group and later in the class.

Learning assignment

2. Group work: reflect on the teaching observation and the reading assignment DL 12.10.2021

- Arrange a meeting with your small group
- In the meeting discuss the article and the video you observed.
- Submit your notes and reflections in MyCourses (Day 2): What did you discuss? What did you observe? What did you think about the article?
 - *One and joint return from the group*

Learning assignment

3. Teaching observation 1, DL 14.10.2021

- Watch the two videos of teaching sessions.
 - Observe teaching and focus on interaction.
 - Use the feedback form from MyCourses for this.
-
- Videos and detailed information with helping questions can be found in MyCourses → section Teaching observations

Feedback of the day: I like / I wish

Share your thoughts:

Go to: <https://www.menti.com/ut5gaa8qw8>

Or in www.menti.com insert the code: 4852 4719

Or use the qr-code:





Thank you!