

Teaching assistant as a learning instructor

Day 3

14.10.2021

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Aalto-yliopisto
Aalto-universitetet
Aalto University



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 12.10.

Teaching observation 2
(a teaching session)
DL 9.11.

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

Today's schedule

13:00	–	13:10	Start of the day and the 1st teaching observation
13:10	–	13:25	Approaches to learning, Levels of thinking about teaching
13:25	–	14:05	Group work
			BREAK ☕
14:15	–	15:15	Group work continues
			BREAK ☕
15:20	–	15:35	Group work wrap-up
15:35	–	16:00	Getting ready for the next time, feedback

From your teaching observations:

Typical challenges



Use of time



“This was easy, basic thing”



Teacher doesn't know, doesn't remember...



Using memorized formula



Direct answer to the exercise



No interaction (with all students)

Good practices

- Solve problems together instead of using time for one specific problem with one student.
- Take it seriously, help to understand, be supportive
- Explaining phase by phase, ask students to explain the phases
- Engage students to solve problems together
- To be able to use different useful tools to demonstrate...
- Notify all students

Approaches to learning

Levels of thinking about teaching



Aalto-yliopisto
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Background

- Lot of research on learning approaches has been done in universities worldwide since the 1970s
- Approaches to learning were developed when trying to understand and explain *why* students' *learning outcomes* differed so much
- The approaches were initially considered to be stable and immune to differences. Today they are understood to be situational: changeable and influenced by the learning situation (teacher, subject, group, requirements,...)
- This means that we approach a learning situation in certain way (depending on our previous experience, self-image, interest, motivation,...) BUT we also react to the situation and behave (consciously or unconsciously) in a certain way

Approaches to learning

Entwistle (1988); Marton & Säljö (1976)

Orientation	Objective	Action	Consequence
Deep	To understand for oneself	Active processing	Actively interested (gets deeply engrossed)
Surface	To achieve the pass criteria	Simply reproducing content to pass the course	Difficulties in understanding and anxiety
Organised/ Strategic	To obtain good grades	Systematic planning of activities	Aware of performance criteria

See also Chapter 2.1 in "Get inspired!" / "Innostu ja onnistu opetuksessa"

	LEVEL 1 Blame-the-student
FOCUS	What the STUDENT is?
TEACHER'S ROLE	Expert of the content
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning

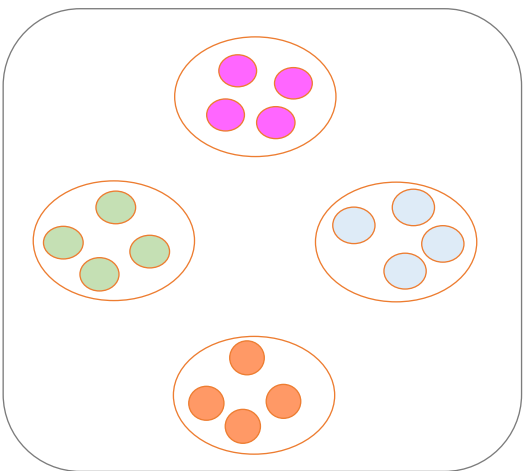
	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher
FOCUS	What the STUDENT is?	What the teacher does?
TEACHER'S ROLE	Expert of the content	Expert of the content
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered	Transmitting information and understanding Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centered
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen Give answers Pass the exam Give feedback Memorize and understand

	LEVEL 1 Blame-the- student	LEVEL 2 Blame-the-teacher	LEVEL 3
FOCUS	What the STUDENT is?	What the teacher does?	What the student does?
TEACHER'S ROLE	Expert of the content	Expert of the content	Expert of the content Learning facilitator
TEACHING	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered	Transmitting information Teaching is carefully planned Various teaching methods More management than facilitating learning Teacher-centered	Support learning Clear learning outcomes Teaching and learning activities Student-centered
STUDENT'S ROLE	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning	Attend lectures Listen and give answers Pass the exam Give feedback Memorize and understand	Active approach to study Responsible over own learning Understand – deep approach to learning

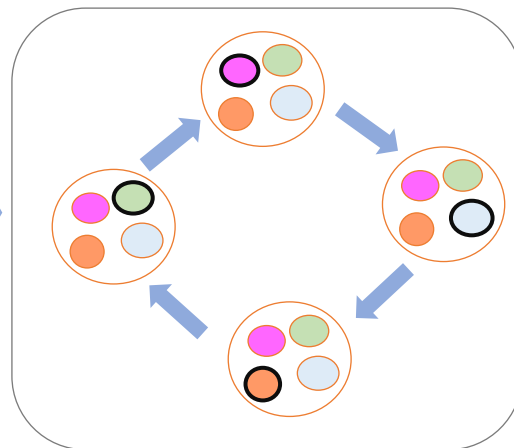
Group work: Learning and teaching at the university

Gallery walk as a learning method

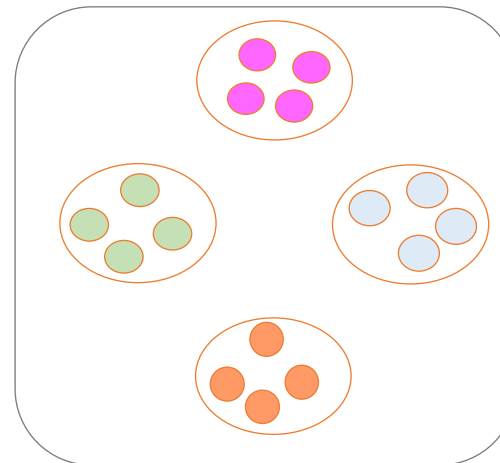
Phase 1: One theme per group



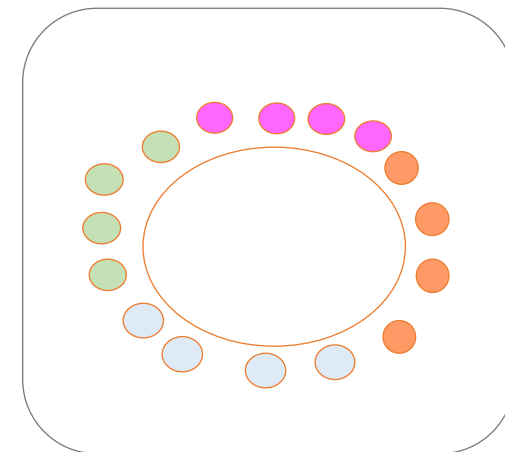
Phase 2: Gallery walk – new group & all themes



Phase 3: Back to the original groups

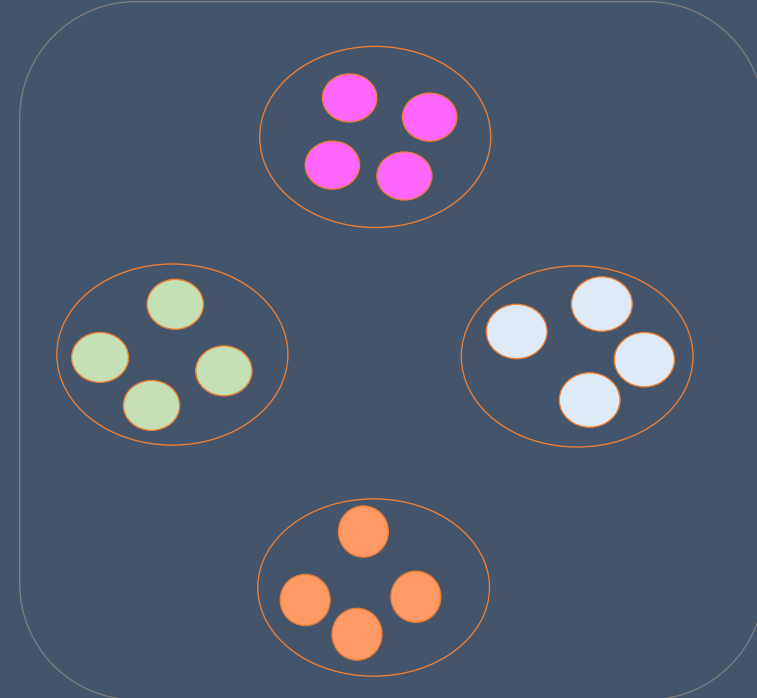


Phase 4: Wrap up altogether



Gallery walk, instructions: phase 1 (time:35 min)

- Work in a group of 4-5 people.
- Make “a poster” of the given topic in Jamboard
 - Discuss your theme—what do you think about it?
 - What kind of examples regarding the theme arises from your experiences as an teaching assistant and/or as a student?
- Be prepared to present the poster to a new group— **everyone in the group will teach/present the topic to a new group (max 5mins).**



Topics for the group work

- Breakout room 1: Different levels of thinking about teaching
- Breakout room 2: Surface approaches to learning
- Breakout room 3: Deep approaches to learning
- Breakout room 4: How do I create an environment that supports learning?

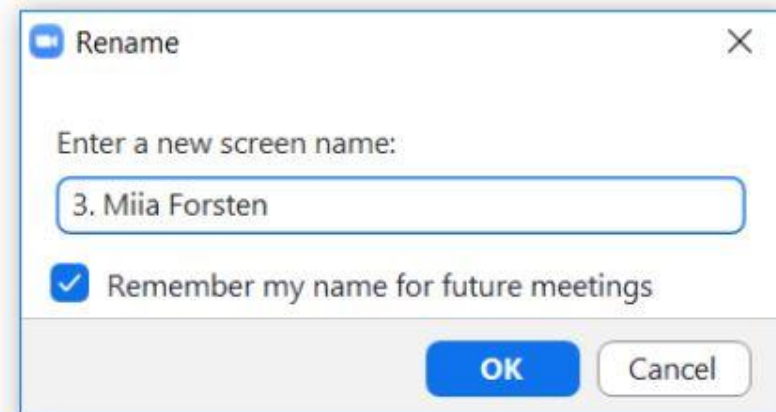
Before you begin...

When you go to a breakout room, please add the number of your group in front of your name, like this (if you enter to the group 3):

In breakout room:

1. Go to participants list → take the pointer on your name
2. Push the "More" -button
3. Push the "Rename" -button

4.



Rename

Enter a new screen name:

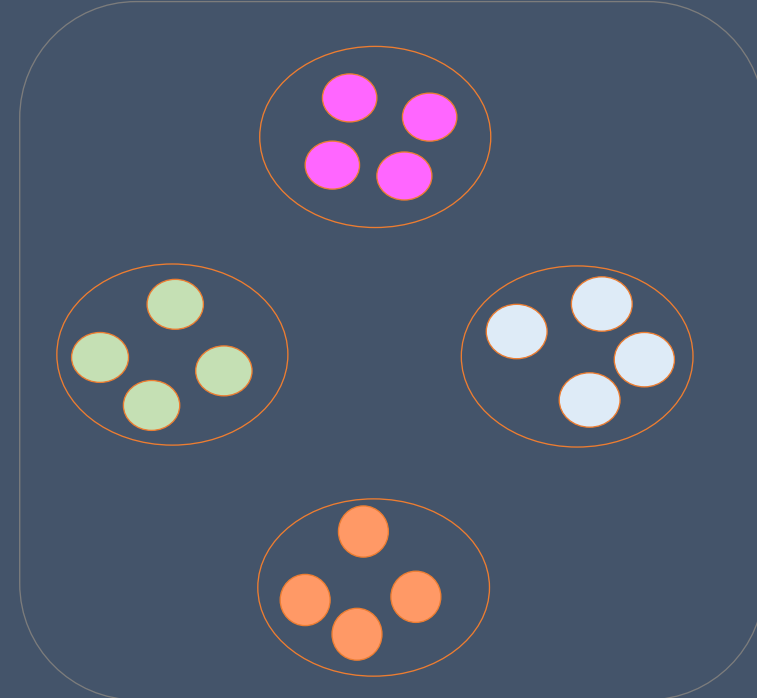
3. Miia Forsten

Remember my name for future meetings

OK Cancel

Gallery walk, instructions: phase 1 (time:35 min)

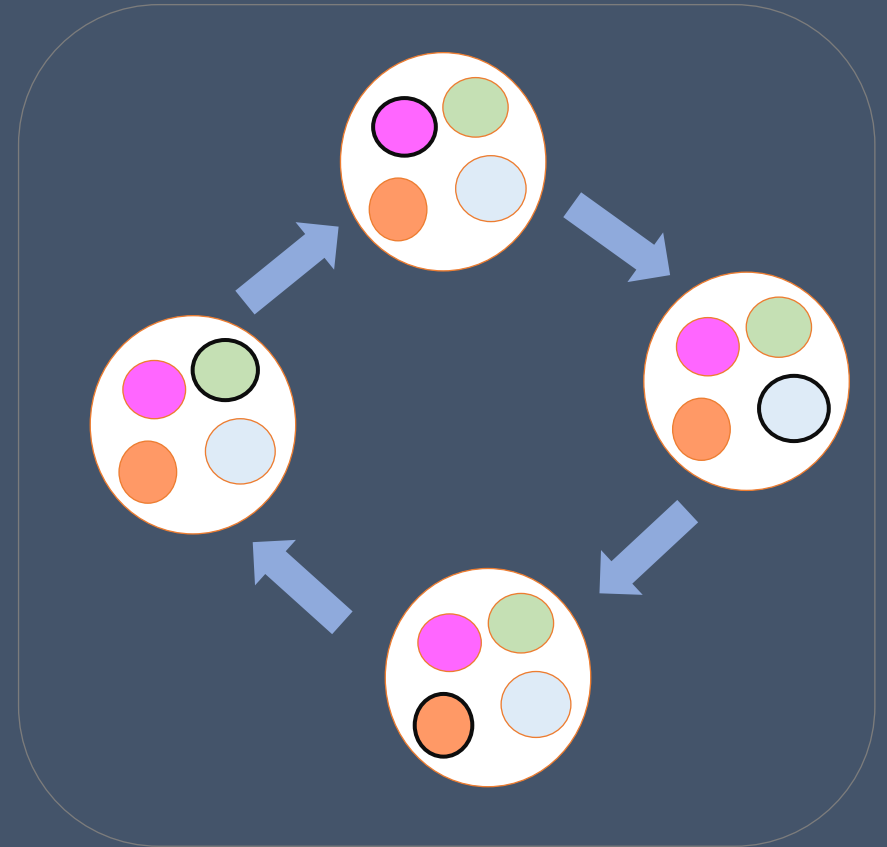
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BREAK

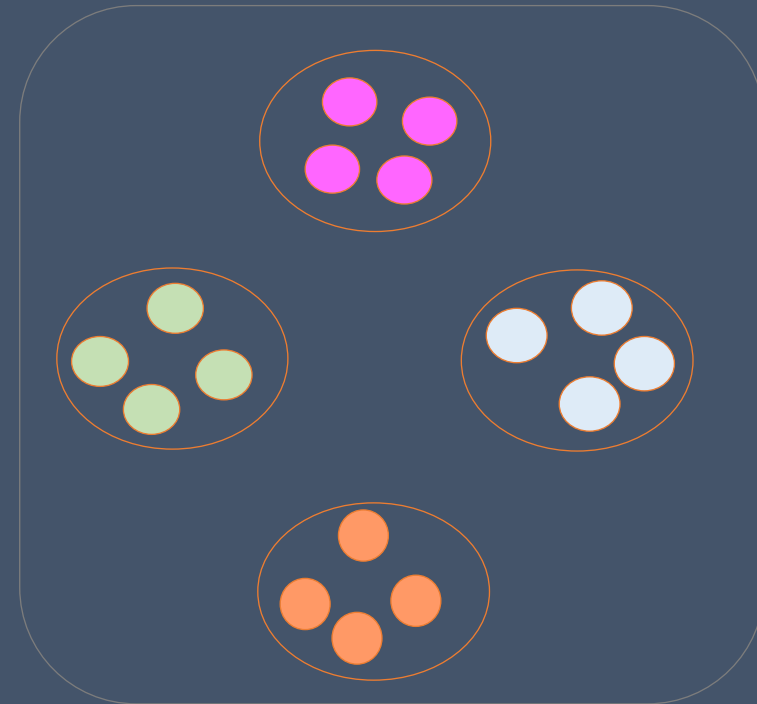
Gallery walk: phase 2 (45min)

- New groups
- Each group goes from poster to poster (~10 min/poster) in Jamboard. Note that breakout room stays the same.
 - The poster is presented by a member of the group who has produced it (5mins).
 - The new group adds their thoughts on the poster (5mins).



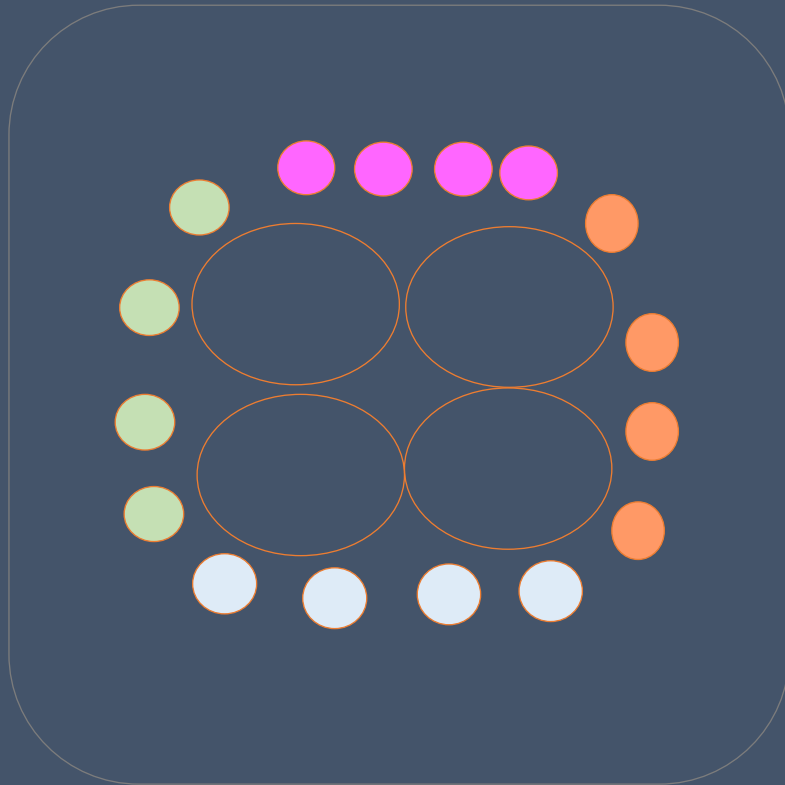
Gallery walk: phase 3 (time: 15 min)

- Return back to your original group.
- Discuss about the updated poster and findings that arose about your group's theme during the gallery walk.
- Pick the most important observation that arose on this subject and fill it in the Jamboard's last page.
- Be prepared to share your thoughts in the wrap-up phase.



BREAK

Gallery walk: phase 4



- The most important observation that arose on this subject?

Learning assignments for the next session

1. Reading assignment and group reflection (DL 29.10.)
2. Orientation for the session 4 – questions for the keynotes (DL 29.10.)
3. Teaching observation 2 (DL 9.11.)

Learning assignments for the next session

Reading assignment

Go to MyCourses→Day 3, and find the link for the book:

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 group and in class.

Group discussion: reflect on the teaching session and the reading assignment. **Arrange a meeting with your small group (do it now after this session).**

- In the meeting, plan your teaching observation and discuss the article.
- Submit your notes and reflections in MyCourses (Day 3):
 - *What did you discuss?*
 - *What did you observe?*
 - *What did you think about the article?*

Learning assignments for the next session

Questions for the third session topic. DL 29.10.2021

- Please go and read the links given for the third session's keynote. You can find the links in MyCourses.
- Submit your questions and reflections to the forum in MyCourses → Day 3 by 29.10.2021.

18.9.2019

Learning assignments for the next session

Teaching observation 2. DL 9.11.2021

- Observe an online exercise class. If possible, observe a class of your group members or your course mates.
- Focus on **the students** and note down at least the following: ***What do the students do?*** **How does the teacher *motivate* them?** Add reflections and insights of your own. You may give constructive feedback to the teacher (ask first); if you do, be specific, be positive.
- Use the feedback form from MyCourses → **Teaching observations** for this. Submit your observations and reflections to the submission box in MyCourses → **Teaching observations** by 9.11.2021
- Remember to use the forum in MyCourses if someone can come and observe your teaching.

Feedback:

[Flinga - Feedback TA group B-21](#)