

# A! PEDTA INTRO (5 cr)

Contact session 1:

I as a university teacher



Aalto-yliopisto  
Aalto-universitetet  
Aalto University

Aalto University Learning Services  
University Pedagogical Training  
Marja Elonheimo & Jukka Välimäki  
11.9.2019



# Welcome to the course!

Your course facilitators:



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# Schedule

## 9.00-11.30 Morning session

- Introductions (course and participants)
- Being a teacher at Aalto University

## 11.30-12.30 Lunch

## 12.30-15.30 Afternoon session

- Discussion on the pre-assignment
- Formation of personal goals
- Forming peer-groups
- For the next session

# We have 22 people in this course...

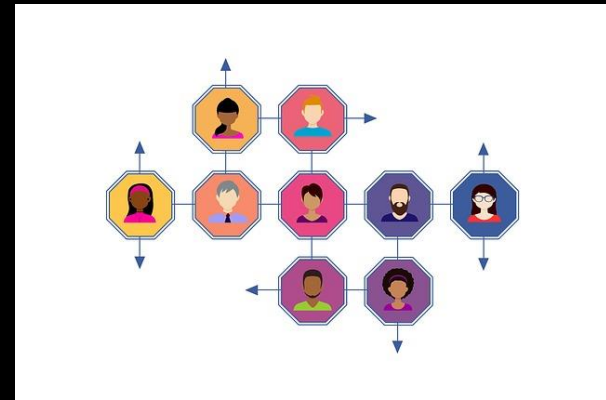
... coming from all  
six Aalto schools,

speaking these  
languages:

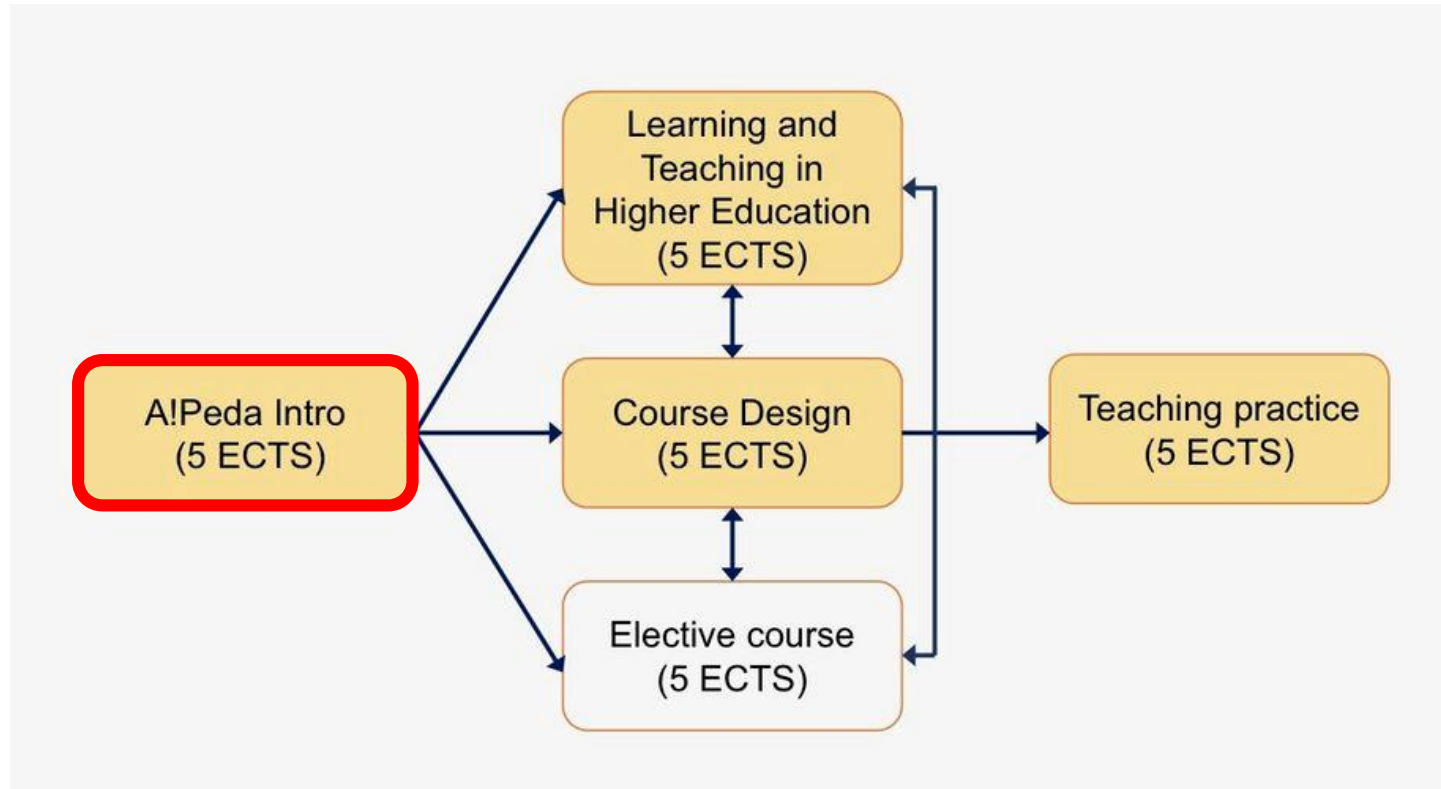


A word cloud of 22 languages in various colors and sizes, arranged in a roughly triangular shape. The languages are: Vietnamese (top, red), Catalan (green), Spanish (red), French (purple), Persian (red), Greek (purple), Chinese (blue), English (blue), Tamil (blue), Turkish (red), Finnish (green), German (red), and Italian (red).

# What is A! Peda Intro course?



# Aalto 25 ECTS pedagogical training entity



# Learning outcomes for A! Peda Intro course

## After the course, you

... will recognize the issues that may have an impact on learning experience.

... will recognize the stages in teaching design.

... have expanded your network among teachers at Aalto University and gained experiences of working in a multidisciplinary teacher group.

... will recognize your strengths as a teacher.

... will apprehend your role as a teacher in the learning process of the students.

# A! PEDTA INTRO 42

## TIMETABLE

Pre-assignment

DL 9.9.

WEEK 37-39

### Session 1

*I as a university teacher*  
11.9. at 9.00-15.30  
(TU6, Maarintie 8)

**The first group meeting**  
Arrange with your group

### Learning log 1

DL 18.9.

**Reading assignments**  
DL 23.9.

WEEK 39-41

### Session 2

Teaching and learning  
at the university  
25.9. at 12.00-16.00  
(TU6, Maarintie 8)

### Learning log 2

DL 2.10.

### Reading assignment

DL 7.10.

WEEK 41-42

### Session 3

Curriculum work,  
interaction in teaching  
9.10. at 9.00-15.30  
(1023-1024 AS4,  
Maarintie 8)

### Learning log 3

DL 16.10.

**Plan for teaching  
practice**  
DL 16.10.

WEEK 43-44

### Session 4

*Teaching practice*  
23.10. at 12.00-15.30  
(U264 K-ryhmä,  
Otakaari 1)

### Trim the group presentation

Arrange with your group

### Learning log 4

DL 28.10.

WEEK 44

### Session 5

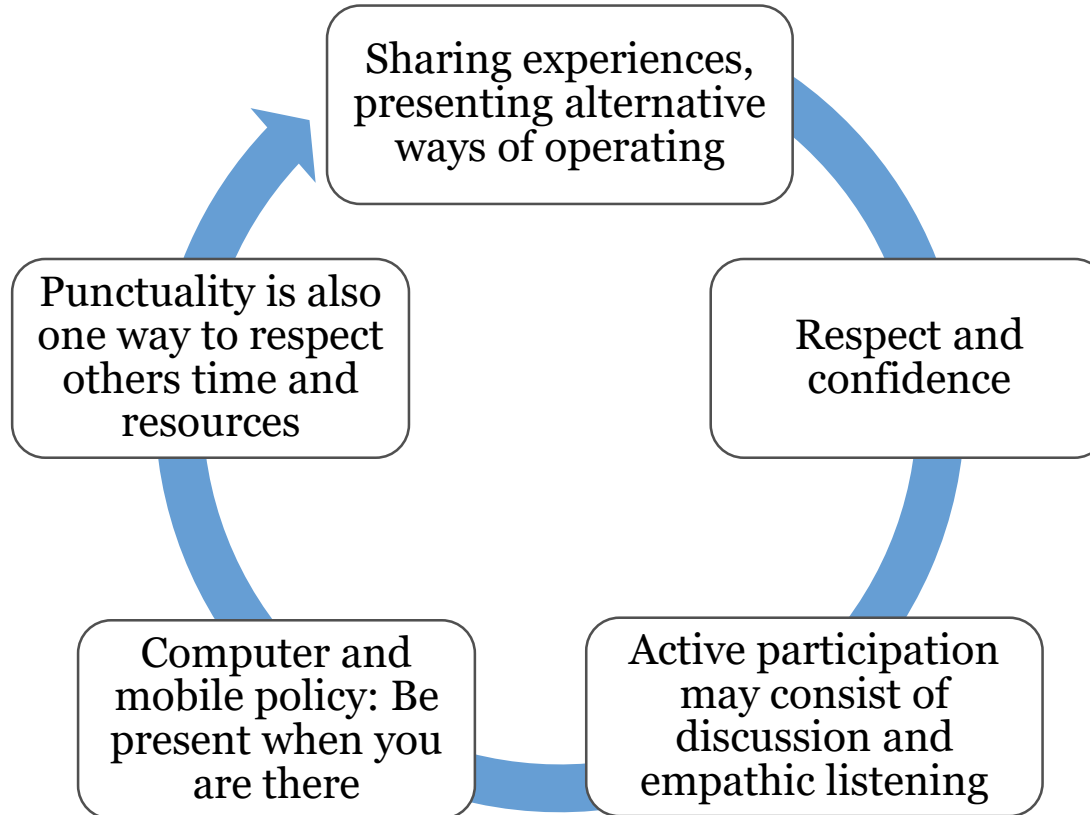
*We as university  
teachers,*  
*group presentations*  
30.10. at 9.00-15.30  
(U250a FINAVIA,  
Otakaari 1)

**Working in the small groups**  
Group presentation for the Session 5



# Guiding principles on this course

This course is based on a collaborative learning process:



Collaborative learning process requires attendance on contact teaching.

If you have some need for absence, please discuss it with the instructors.

# How to pass the course acceptably?

- ✓ Pre-assignment, intermediate assignments completed and submitted (incl. learning logs and reading assignments)
- ✓ Teaching practice
- ✓ Peer group working during the course
- ✓ Attendance on contact sessions

# Participant workload

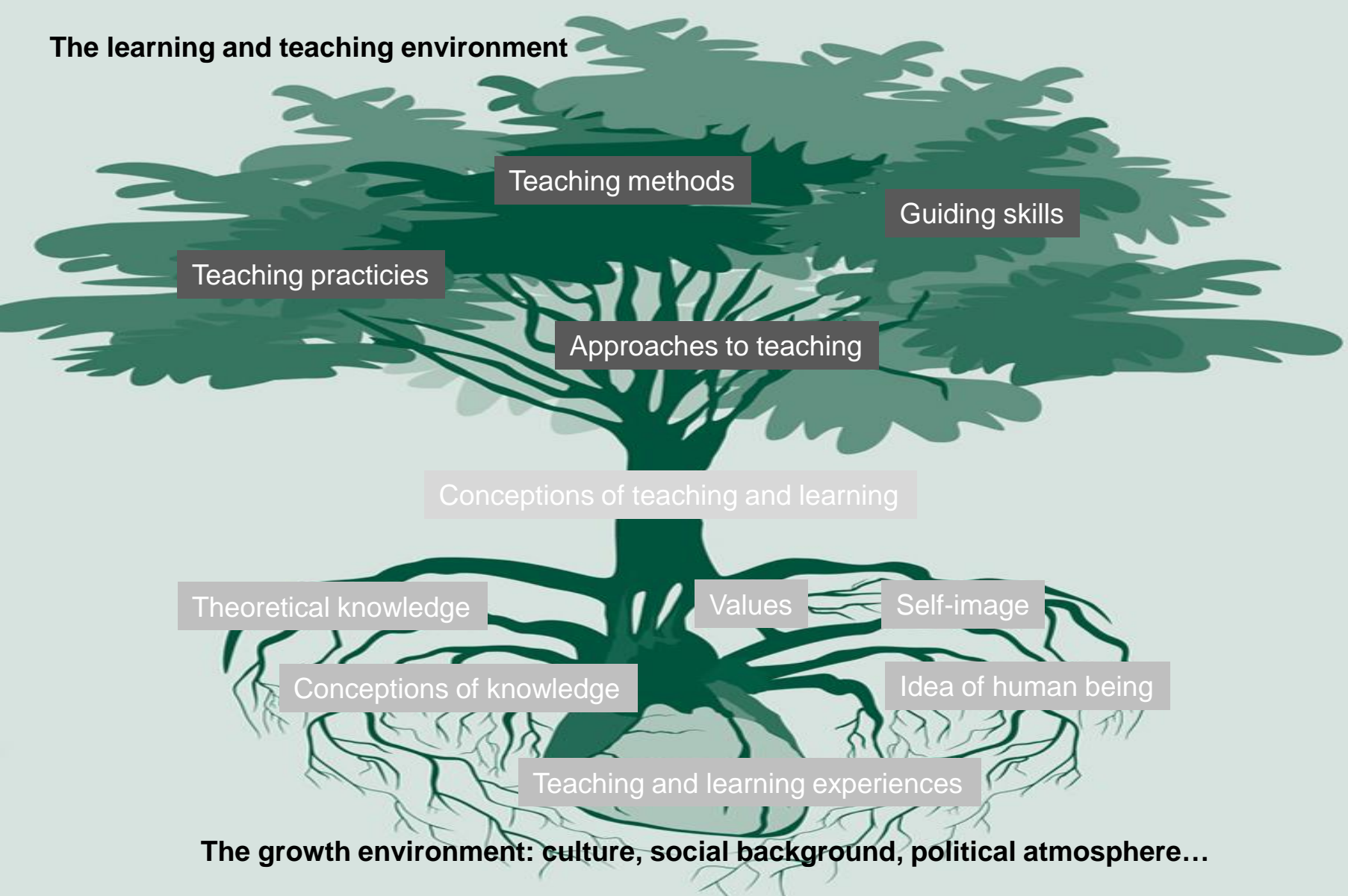
1. Contact teaching sessions	29 h
2. Learning assignments (all together)	31 h
<i>a) Pre-assignment</i>	5 h
<i>b) Reading assignment x 2</i>	10 h
<i>c) Learning log x 4</i>	4 h
<i>d) Plan for teaching practise</i>	12 h
3. Working in peer groups (2-3 meetings + independent work)	35 h
4. Reflection & independent work	35 h
<b>TOTAL</b> (one credit is equivalent to 26,7 h workload)	<b>130 h</b> (~5 credits)

# Cocktail-party

1. My name:
2. My favourite freetime hobby is...
3. I am interested in teaching because...



# The learning and teaching environment



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

# Good university teacher?

What are the elements and capabilities that create "a good 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.**

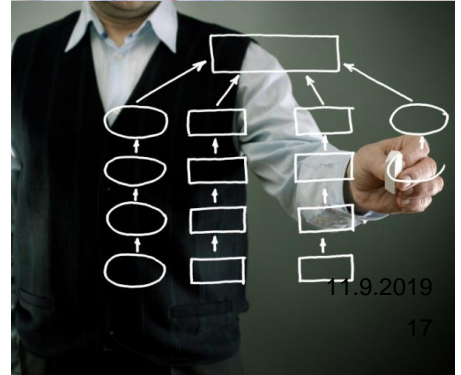
**Name the themes according to the note groups.**

# Break



# Drawing a "prototype" of a good university teacher

- ✓ Draw and describe the university teacher that has the attributes and capabilities you have discovered
- ✓ Are there some contradictory expectations for a good teacher?
- ✓ You can personalize your prototype:  
Give her/him a name, age, discipline etc.



# Conceptions of teaching and learning – why it is important to be aware of these?

- Teacher's own conception of learning has an impact on his/her choices of teaching methods.
- If you want to develop your teaching, it is vital to know what to develop.
  - Different conceptions may lead to different teaching methods – and different methods may lead to different learning results
- Different students may be used to different teaching and learning methods, so expectations of teaching and learning may vary.

# Lunchtime



# Pre-assignment

Present your pre-assignment in your group.

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?*



Ensure everyone has an equal amount of time to talk!

# My personal objective for the course

Take a moment to think about your own objective for the course and write it down.



Kuva: Maire Syrjäkäri, 2014

# Starting to form peer groups

- Go to one of the A4 sheets (on the walls) to which your own objective might be relevant/ you would be most interested in.  
→ *Discuss your objectives and their connection with the theme with others interested in choosing the same topic*
- Write down viewpoints relevant to the theme that emerges during your discussion.
- You may change groups and talk to different people.

# Forming peer groups

- Each group should have appr. 4-5 people.
- Preferably multidisciplinary groups.
- Pick a name for your peer group and list members and give to Marja/Jukka: you will get your group's wiki.
- Write down your group's common and personal objectives on group's wiki.

# Peer group working today

1. The participants work towards their personal objectives by setting **a common objective for the group.**
2. Discuss and decide the **actions needed to achieve this objective.**
  - ✓ At least two meetings during the course
  - ✓ Meetings may be f2f or virtual, between the contact days
  - ✓ Collaborative discussions and documentation in your group's own space in MyCourses
3. Make **a plan for the meetings** in order **to further your objectives.**

For instance:

  - **1<sup>st</sup> meeting:** clarify objectives, divide tasks, planning of how to report the outcomes, check your timetables
  - **2<sup>nd</sup> meeting:** discussion on discovered answers, new viewpoints, new ideas and integration of viewpoints, planning the presentation of group objectives, process and outcomes for the last contact teaching session



# Peer group working continues

4. Write a **summary of each meeting & the final outcome** on MyCourses.
5. **Demonstration** on the last contact session (30.10.2019). Demonstration will preferably activate all the others.

Each demonstration 20 min + 10 min discussion/feedback. Your group decides how to perform it.

# For the next session (25.9.2019)

1. **Learning log** in MyCourses, **DL 18.9.2019**.
2. **Read and familiarise** yourself with the materials:
  - Biggs, John and Tang, Katherine. Teaching for Quality Learning at University. 2011. (4<sup>th</sup> ed.) McGraw-Hill, pages 16-39. E-book is available: <http://lib.aalto.fi/en/>
  - Hunt, L. & Chalmers, D. (eds.) 2013. University teaching in focus. A learning-centred approach. London & New York: Routledge. Pages 21-37/chapter 2. E-book is available: <http://lib.aalto.fi/en/>
3. **Bring the texts** with you next time and be ready to work on the read material!
4. **Try to meet with your peer group** at least once (preferably F2F meeting) before the next course session.
5. **Start thinking** about your plan for teaching practice (held on 23.10.2019).

# Your plan for teaching practice (individual)

- Start to consider and write a plan for your teaching practice. Submit it on MyCourses by **16.10.2019**.
- Teaching practices will be held on 23.10.2019 in smaller groups (4-5 persons) with a facilitator in each group.
- After your own session, you will receive feedback (oral & written) both from peers and facilitator.
- Instructions and inbox for submitting a plan can be found on MyCourses.

# Feedback of the day

A small green seedling with several leaves is growing in a pot. The pot is being held by a pair of hands, which are visible at the bottom of the frame. The background is a soft, out-of-focus grey.

1. Think of something that you have learned today or something that triggered your thoughts
2. Share your thought (one sentence)

# Thank you!