

A! PEDTA INTRO (5 cr)

Contact session 3:

Curriculum work

Interaction in teaching



Aalto-yliopisto
Aalto-universitetet
Aalto University

Aalto University Learning Services
University Pedagogical Training
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9.10.2019



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

Schedule

9.00-11.30 Morning session

- Feedback from the previous session
- Curriculum work (group work)

11.30-12.30 Lunch

12.30-15.30 Afternoon session

- Interaction in teaching – guest Rinna Toikka
- How U teach? Questionnaire – guest Viivi Virtanen
- Next assignments & closing the day

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.

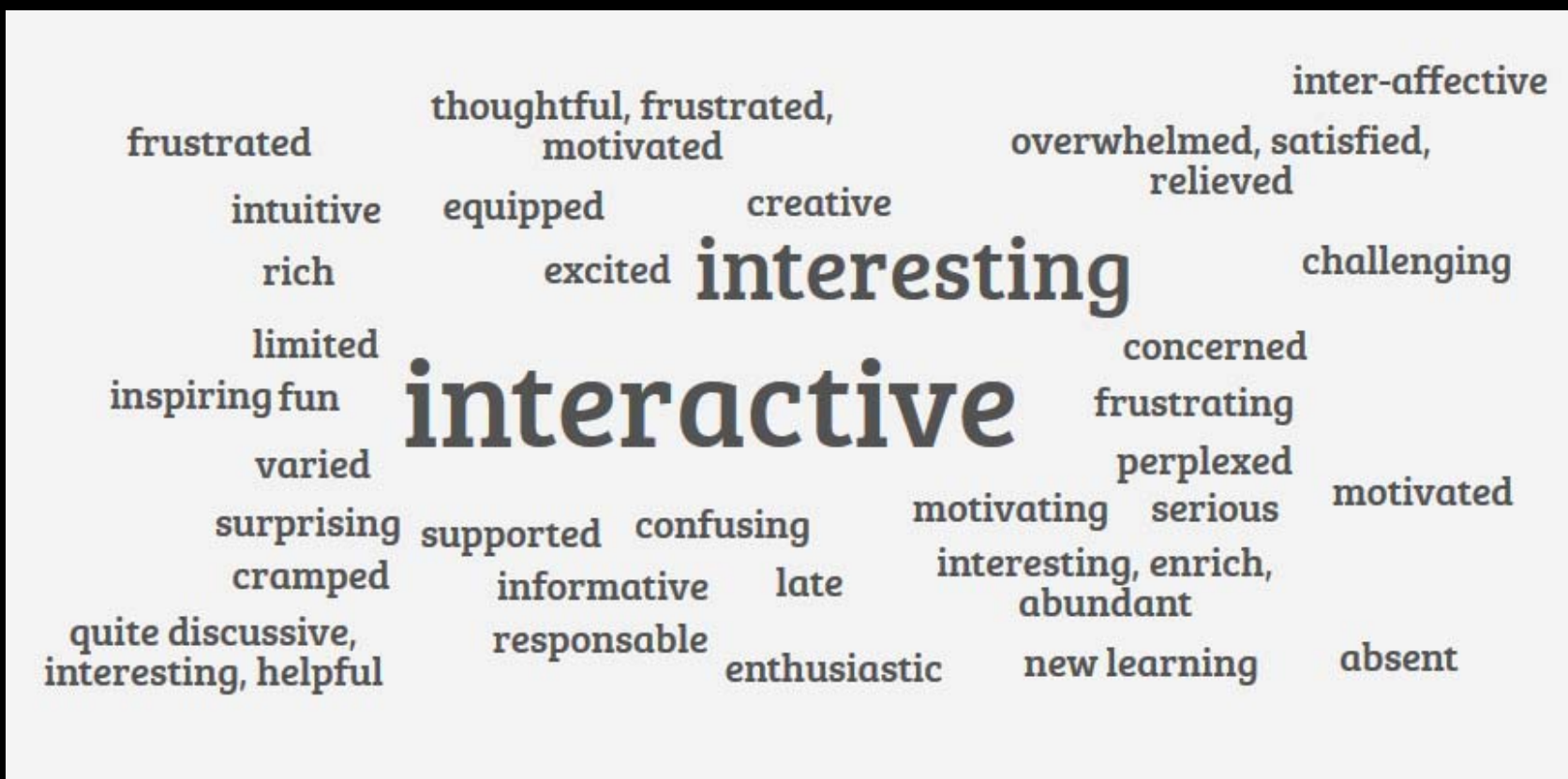
... will recognize your strengths as a teacher.

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

In addition:

You have explored the role of interaction in teaching.

Your thoughts from the previous session



From the logs 1/2

Interesting, inspiring, motivating:

Gallery walk was an interesting teaching method, that I would like to consider in my teaching in the future too.

Especially the fact that everyone from the initial group gets the chance to explain their project is a good motivation to them to be totally involved in the group work.

I also liked the small group work, it really confronted me to different arguments, leading me to change my perspective.

I really liked the good discussion in our first group activity. We had quite different opinions about the topic but through examples and our understanding, the discussion went deeper than I expected.

I particularly enjoy the exercise to define how we can activate and motivate students.

I was really triggered by the talk of Sara.

Reading the student comments was insightful. At some point, I would appreciate specific training in reading such comments.

I also appreciate that you give us some feedback on our previous logs: it gives an overview of what the overall class thoughts.

I liked this quote: “It is our responsibility in how students learn.”

From the logs 2/2

Frustrated, confused, concerned:

Sometimes the group discussions were quite short.

Half a day was not enough to talk about the four key themes in pedagogy and ponder about a topic as important as the state of student well-being at our university.

The gallery walk did not help me to advance with the topic.

Many of the people in my poster group hadn't read the chapters but instead of listening they participated in a very active role, without even knowing what they were talking about. I felt really frustrated and waste of everyone's time.

In Aalto's highly international environment of students and activities, it would be excellent for a teacher to be trained for understanding international background and culture and diverse teaching and learning processes in which students might have been trained before.

I would like to know more about how Aalto is working to support the well-being of staff (professors, lecturers, teachers, postdocs, project managers, secretaries, etc.). So far, this aspect is not very clear for me.

Curriculum work – what is it all about?

Curriculum work on the different levels

European Higher Education Area

Academic degree standards (EQF = European Qualification Framework), Bologna process (Bologna declaration)

National level

Government Degree Regulation, Ministry of Education and Culture in Finland

Aalto/ School/ Programme level

Degree regulations in the Schools of Aalto University

Learning outcomes for Bachelor's and Master's Degree

The curriculum of the degree programme (usually in the form of study guide, WebOodi, etc.)

Teacher level

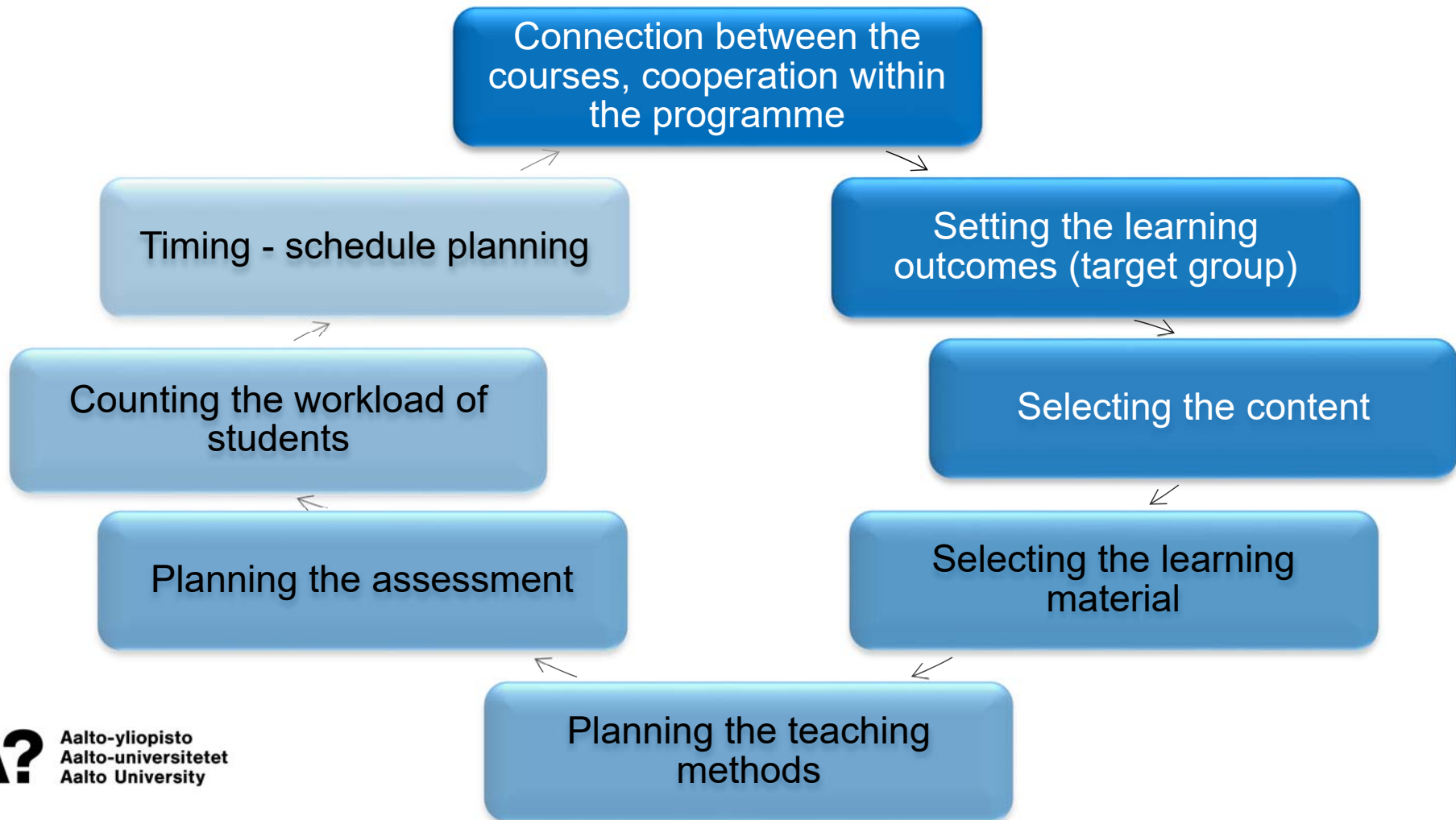
Course unit

Teaching session, plan for the contact or distance teaching

Student level

Personal study plan

Elements (steps) of the curriculum work, the planning process



Group work: Curriculum work

- Puzzle (jigsaw) method

Phases:

1. Working in expert-groups divided by topic
2. Working in mixed groups
3. Back to the expert-group
4. Short wrap-up



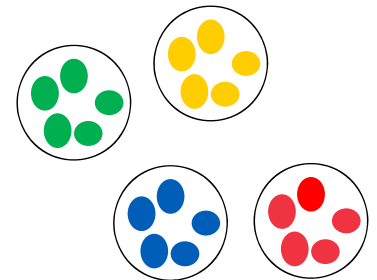
Phase 1: Working in expert-groups divided by topic

Groups are working on the topic given in the previous session.

- a) Learning outcomes (**Maryam, Marium, Pantelis, Shashank, Hong-Linh**)
- b) Student's workload (**Arpine, Caterina, Floran, Sebastian, Weiwei**)
- c) Teaching methods (**Alice, Martin, Arun, David, Zhongsen**)
- d) Learning assessment (**Núria, Stephan, Julian, Luis, Junhe, Aqdas**)

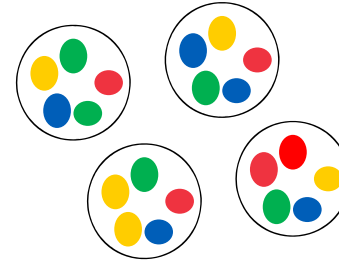
The group:

- discusses the topic (reading material),
- defines the main points and summarises this on a paper/slides/etc.,
- asks if something is unclear.



Break

Phase 2: Mixed groups



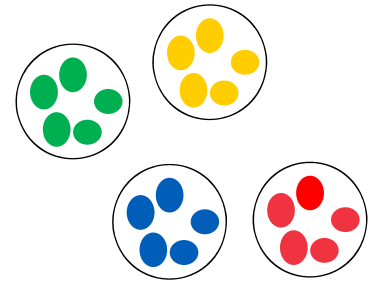
Experts on each topic will be divided in new groups.

The experts in each group will teach their topic in this order:

- a) Learning outcomes
- b) Students' workload
- c) Teaching methods
- d) Assessment

If there are unclear issues, please write them down.
They could be discussed in the end of the exercise.

Phase 3: Back to the expert-groups divided by topic



Go back to your "topic group" and discuss together:

- What do you think about curriculum work as a whole? What is easy or challenging?
- Did you learn something new about your topic after you worked in a mixed group?
- Could you use the method (puzzle) in your teaching?

Tiger:



(Kinash and Knight 2013, p.19)

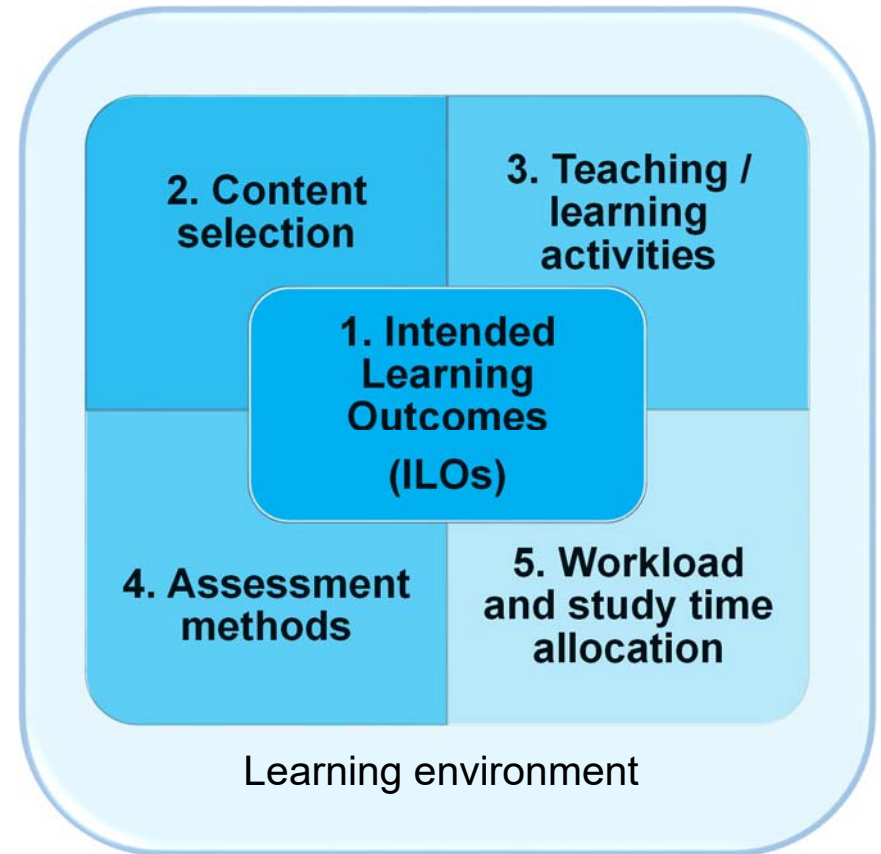
Constructive alignment in teaching

Planning constructively aligned course

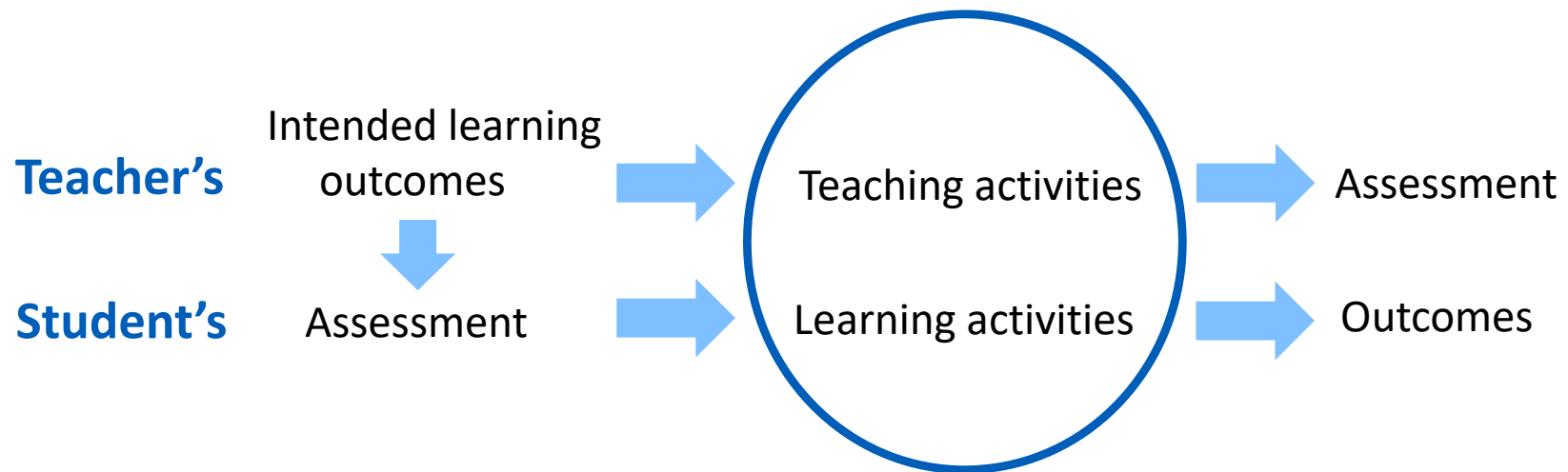
The concept of "**constructive alignment**" is related to constructivistic approach on learning (Biggs 1996, 2003).

Constructive alignment means that **the components in the teaching system**, especially the teaching methods used and the assessment tasks, **are aligned** with the learning activities assumed in the intended learning outcomes.

The teacher's job is to create a **learning environment** that supports the learning activities appropriate to achieve the intended learning outcomes.



Teacher's and student's perspectives on assessment



Students learn what they think they will be tested on.

Lunch

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Interaction in teaching and activating teaching methods

Interaction in teaching – why?

- The fundamental rationale is to improve students' learning
- Here interaction refers to the kinds of exchanges (communication) that are believed to extend thinking and enhance learning
- According to this view, learners develop understanding
 - In interactive & social situations
 - Helped by & in collaboration with others

Vygotsky 1972; Bruner 1986; Britton 1970; Wells 1986; Norman 1992; Barnes & Todd 1995; Mercer 1995 (in discourse: Gumperz 1982; Chafe 1982; Tannen 1989; Levinson 2006)

Interaction in teaching

University lecturer Rinna Toikka

Break

How U teach? –questionnaire

Educational specialist
Viivi Virtanen

For the next session

Homework

- 1. Write and submit your learning log by 16.10.2019.**
- 2. Read: Get Inspired. A guide for successful teaching. Chapters 4 and 5, pp. 27-49.**
- 3. Write for your teaching practice and submit it on MyCourses by 16.10.2019. Instructions can be found on MyCourses on the left navigation.**

Information for contact session 4

- Teaching practice will take place on Wednesday 23.10.2019
- Teaching practice includes three parts:
 - A) You do your individual teaching plan
 - B) You will do your teaching practice based on your plan
 - C) You will give and receive oral and written feedback
- You will have an opportunity to teach in a small group (3-4 persons) something from your own field for 20 min.
- We suggest you to try a method or a way of teaching that is new to you.
- Think about the following: aims of the teaching practice, content, methods and interaction etc.
- Is there a particular theme on which you would like to receive feedback?

Feedback by feedback tree

- I am excited and inspired by ...
- I am concerned about ...
- I expect, I need. I'd like to...



Thank you!