PED-131.9000
Teaching assistant as a learning instructor
Day 2

Pedagogical training for teaching assistants, Thursday 27.02.2020
Learning Services (LES)
Essi Nuotio, Miia Forstén

Today's schedule

13:00 - 14:00   **Student administration, Saara Kanerva**

14:00 - 16:00   **Group work: approaches to learning and levels of thinking about teaching**

Wrapping up the group work
Learning assignments for the next time, feedback

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Course structure

Session 1:
4.2.2020

Interaction and feedback in learning and teaching

Session 2:
27.2.2020

Approaches to learning and different learners; administrative duties

Session 3:
18.3.2020

Student well-being; factors affecting success in studies—student profiles

Session 4:
31.3.2020

Issues related to learning;

learning difficulties, motivation; practical tips

1. Reading Assignment

2. Reading Assignment

Small group meeting

Small group meeting

3. Pedagogical observations (two)

4. Aalto code of conduct e-course

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Learning outcomes of this session

After this session you

- **know that you have administrative responsibilities**
- **know where to find information about your responsibilities**
- **recognise different approaches to learning**
- **are aware of the different levels of thinking about teaching**

From the previous session…

You liked:

- I liked the "Cocktail-party" since i was a little bit nervous at the beginning. It's a good way for me to familiar to each other.
- There was lot of doing and discussing with other students
- Good interactive exercises
- that we had time both for discussions, and to learn new ideas from the lecturers and each other.

You would develop:

- More time for discussions would be nice, there could have been more lecture time
- The session was a bit long, it could be a bit shorter and more compact
- I would have hoped more theory how people learn
- Too much reading from the slides

Return to contact session 1

How to activate students in big classes?

Examples of how to arrange interaction
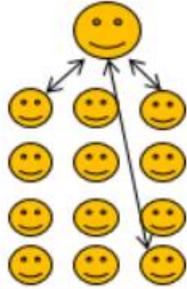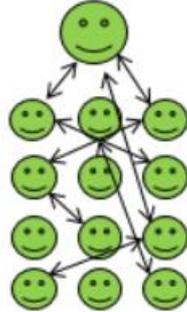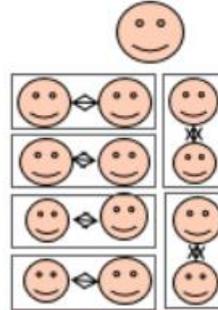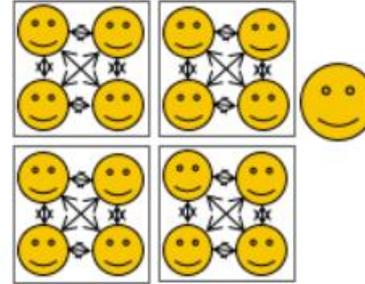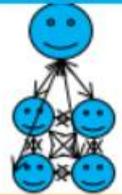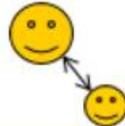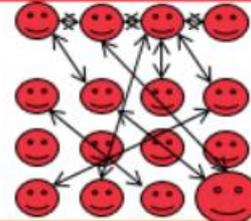
Teacher

- "Takes care" of the groups:

- Makes sure that everyone has a group

- Goes around the class/groups and activate the discussion

- Sum up the discussion afterwards; is responsible for summing it up in one way or another

Group work:
Learning and teaching at the university

Topics for the group work

1. Surface approaches to learning
2. Deep approaches to learning
3. Strategic approach to learning
4. How do I create an environment that supports learning?

# Gallery walk, instructions: phase 1 (time: 20 min)

- Work in a group of 4–6 people.

- Discuss your theme—what do you think about it?

- What kind of examples regarding the theme arose from your experiences as a student and/or as an assistant?

- Make a poster of the given topic.

- Be prepared to present the poster to a new group—**everyone in the group will teach/present the topic to a new group**.

Gallery walk: phase 2

- Attach your poster on the wall

- New groups

- Each group goes from poster to poster

(~10 min/poster). The teacher will signal when the time is up.

- The poster is presented by a member of the group who has produced it. Others may comment/add ideas.

- Wrap-up of the gallery walk; go back to your own poster with your first group. Pick up a couple of things that you think should be like take-home messages. Present those to others.

Pros and cons of Gallery Walk

Näyttelykävely käytännössä (gallery walk)
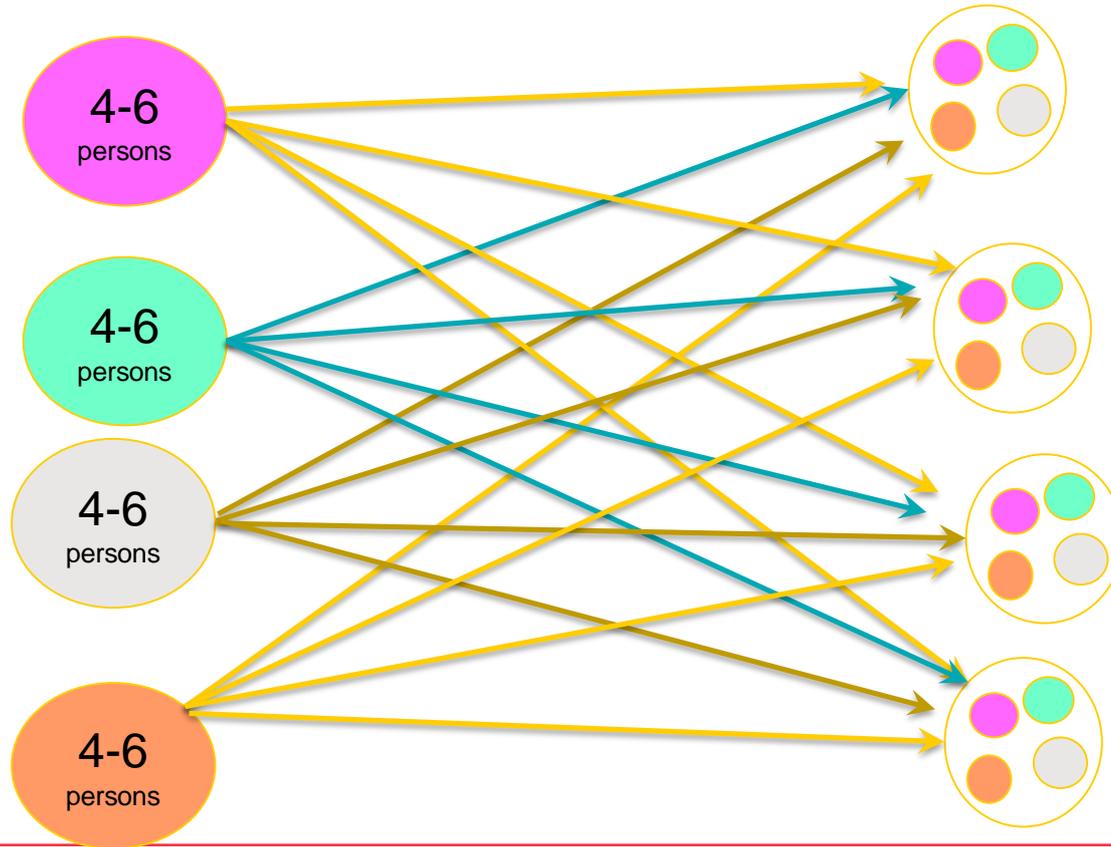
Approaches to learning: Some theory behind them

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

Deep learning

Typical motivation	To understand and follow one's own interest
Learning strategies	Knowledge building; finding similarities and differences between theories and concepts; understanding the bigger picture (not forgetting the details)
Difficulties	Knowing one's own limits and what is enough; getting things done "well enough" and proceeding to other tasks; getting stuck with (or finding and answering) questions that are too difficult (might get frustrated or dissatisfied with one's own behaviour)
Support provided	Find relevant extra information; encourage to share interest with other students; set the "well enough" goals; explicate the allocated workload; give positive feedback on what's sufficient for learning efforts

Surface learning

Typical motivation	To pass the course (reasons for not setting higher objectives can vary from not-interested to no-chance-to-succeed)
Learning strategies	Rote learning, seeking hints, passive receiving
Difficulties	Concentrating on what is important to learn; to start doing things and trust one's possibilities to succeed; finding one's own interests; proactively creating links between course contents so that knowledge does not seem to be fragmented and full of irrelevant details
Support provided	Help believe in one's own skills; positive feedback on things already done; help build bridges between the contents; set goals; find appropriate (basic enough) exercises; help to start working

Compiled from Biggs (1999), Entwistle (1988) and Ramsden (1992))
http://exchange.ac.uk/learning-and-teaching-theory-guide/deep-and-surface-approaches-learning.html

Organised / strategic learning

Typical motivation	To optimise and get "good results" (grades); interest in practical matters: skills and knowledge that can be used in the future (in work)
Learning strategies	Being aware of course requirements and assessment criteria; monitoring and planning one's studies, but being dependent on the teacher's goals
Difficulties	Optimising grades, but forgetting one's own interests and learning; sometimes overestimating one's own skills
Support	Help to concentrate on learning and to find meaning; challenge to set "deeper" goals

Entwistle (1988); Marton & Säljö (1976)

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Levels of thinking about teaching

- **Biggs & Tang (2011): Teaching for quality Learning at University, pages 16-29.**
- **Trigwell, Prosser & Waterhouse (1999)**

	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 faciltating 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 faciltating 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

Learning assignments for the next time

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Learning assignment #2

1. **Reading assignment**
2. **Teaching observation**
3. **Group meeting**

1. **Reading assignment: DL 18.3.2020**

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.

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Learning assignment #2

2.   Teaching observation, latest DL 31.3.2020

- Visit an exercise / lecture where you act as an observer.

- Focus on interaction and students. Especially **observe students** and note down the following: What do the students do? How does the teacher motivate them through different kind of interaction? How was it created? What approaches were used? Which aspects you found supported students' learning process? You can add reflections and insights of your own.

- Be specific, positive and give constructive feedback. **Use the feedback form from MyCourses for this.**

- Give your feedback to your peer/the teacher, and submit it in MyCourses (Day 2.) with the name of the observed peer/teacher removed.

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Learning assignment #2

3.   **Group work: reflect on the teaching session and the reading assignment. DL 18.3.2020/(latest DL for teaching observations 31.3.2020)**

- Arrange a meeting with your small group
- In the meeting, describe your teaching observation and discuss the article.
- If you weren't able to attend yet on the teaching session, you would participate in discussion only related to article.
- Submit your notes and reflections in MyCourses (Day 2): What did you discuss? What did you observe? What did you think about the article?