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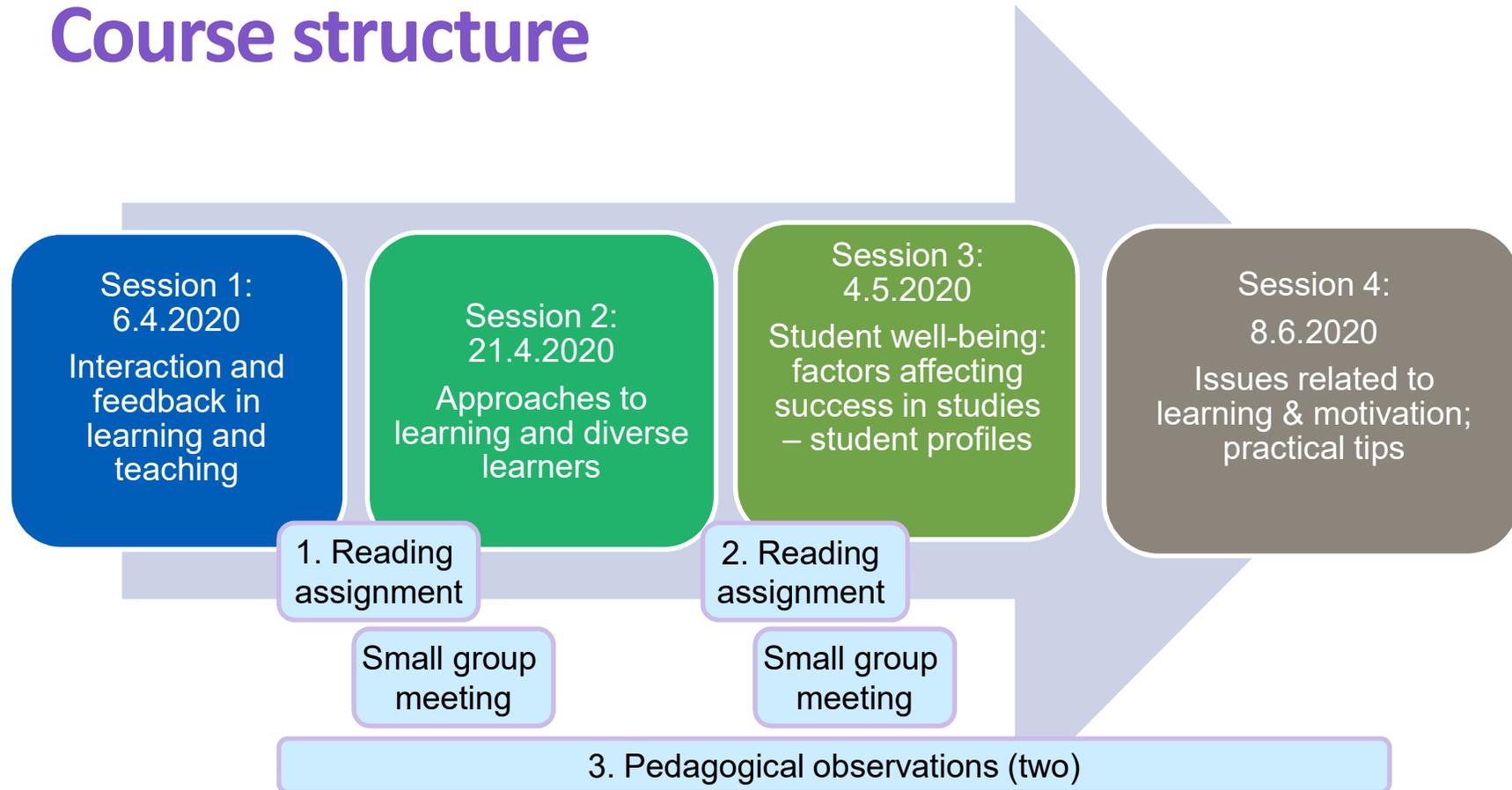Engineering**

PED-131.9000 Workshop master as a learning facilitator

Online Session 4: Groups, collaboration with teachers, feedback
8.6.2020
Tiina Pylkkönen and Kirsti Keltikangas

Course structure

Session 1:
6.4.2020
Interaction and feedback in learning and teaching

Session 2:
21.4.2020
Approaches to learning and diverse learners

Session 3:
4.5.2020
Student well-being: factors affecting success in studies – student profiles

Session 4:
8.6.2020
Issues related to learning & motivation; practical tips

1. Reading assignment

2. Reading assignment

Small group meeting

Small group meeting

3. Pedagogical observations (two)

Today's schedule

9:15–09:25   Practical issues

9:25–10:15   About groups, learning in groups
Ryhmistä, oppimisesta ryhmissä

10:15–10:30   Break / Tauko

10:30_11:15   Nathalie Lautenbacher

11:15–12:00   Collecting feedback from the course
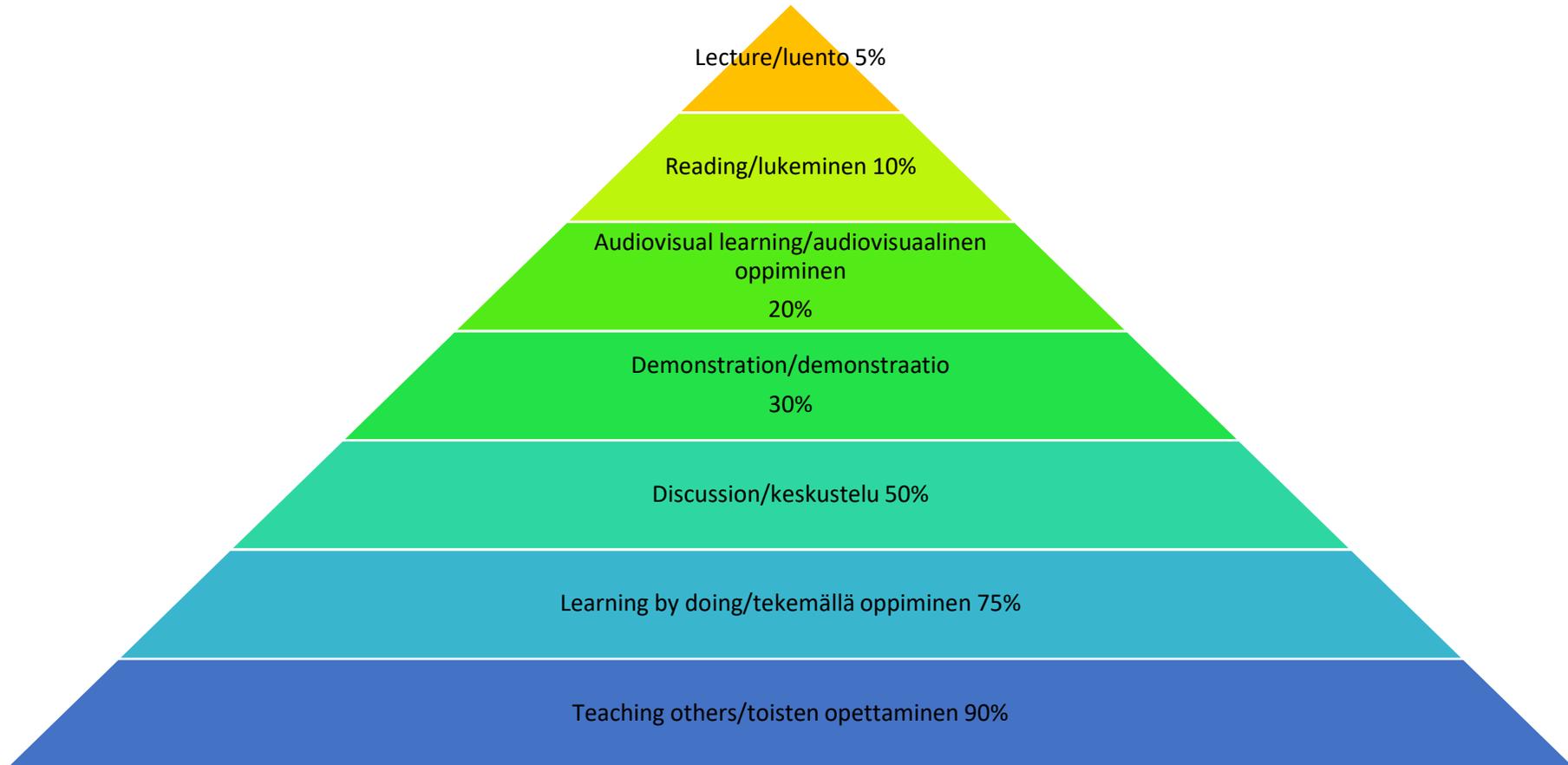& Wrapping up the day's and course's work

Learning outcomes

After this session you

- **Will recognise issues in learning in groups**
- **Have got acquainted with group forming ideas, roles in groups and general learning ideas in groups**
- **Have got acquainted with collaboration possibilities with teachers**
- **have reflected your experiences of teaching and learning**

About learning in groups
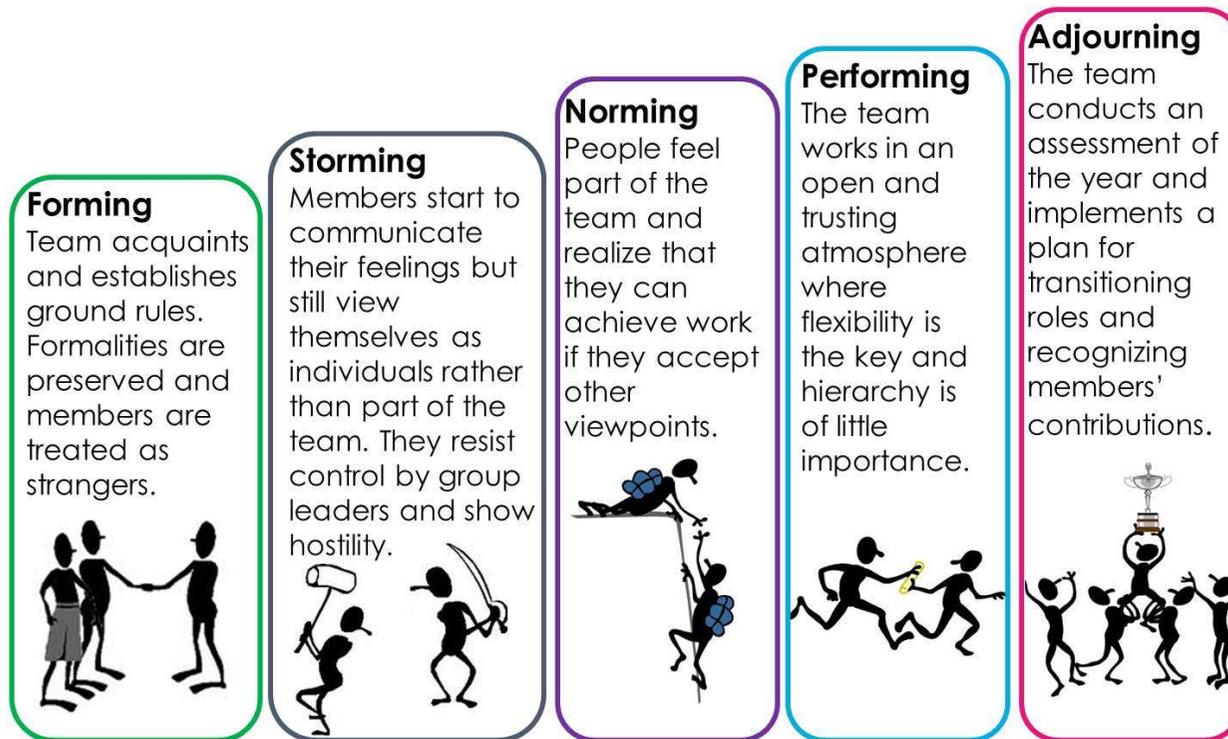
Learning pyramid/Oppimisen pyramidi

Lecture/luento 5%

Reading/lukeminen 10%

Audiovisual learning/audiovisuaalinen oppiminen 20%

Demonstration/demonstraatio 30%

Discussion/keskustelu 50%

Learning by doing/tekemällä oppiminen 75%

Teaching others/toisten opettaminen 90%

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Model produced by National training laboratories Institute, Bethel Maine in the 1960's

Rules for traditional learning vs. co-operative learning

Traditional learning	Co-operative learning
Do just your own work	Help others to succeed
Take care of only your own tasks	Besides yourself, take responsibility of the team
Do not care about what the others do	Take part of responsibility of the team's results
Don't help/guide others	Help others and listen what they say
Don't ask for help	Ask others' opinions /Ask help
Pay attention only to the teacher (what she/he says and does)	Discuss and let everyone say their part
Look only the teacher	Participate in the common actions and take eye contact also to the other students
Be silent	Be active and talk

Adapted from Sahlberg & Leppilampi 1994 and Repo-Kaarento 2007

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Stages of group formation and different roles in groups

Stages of group development

Forming
Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.

Storming
Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.

Norming
People feel part of the team and realize that they can achieve work if they accept other viewpoints.

Performing
The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.

Adjourning
The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.

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Group size

Designing the group size is usually making some kind of compromises and providing for some changes.

There usually is some "ideal" group-size, but many things have to be taken into account.

- Is it more likely, that group size is going to **increase or decrease** during the group working process?
  - *If the ideal is 4, should you start with group size 3-4 or 4-5?*

- Is there the "total amount of groups" that course personnel can handle from e.g. feedback, instruction or "amount of topics" - perspective?

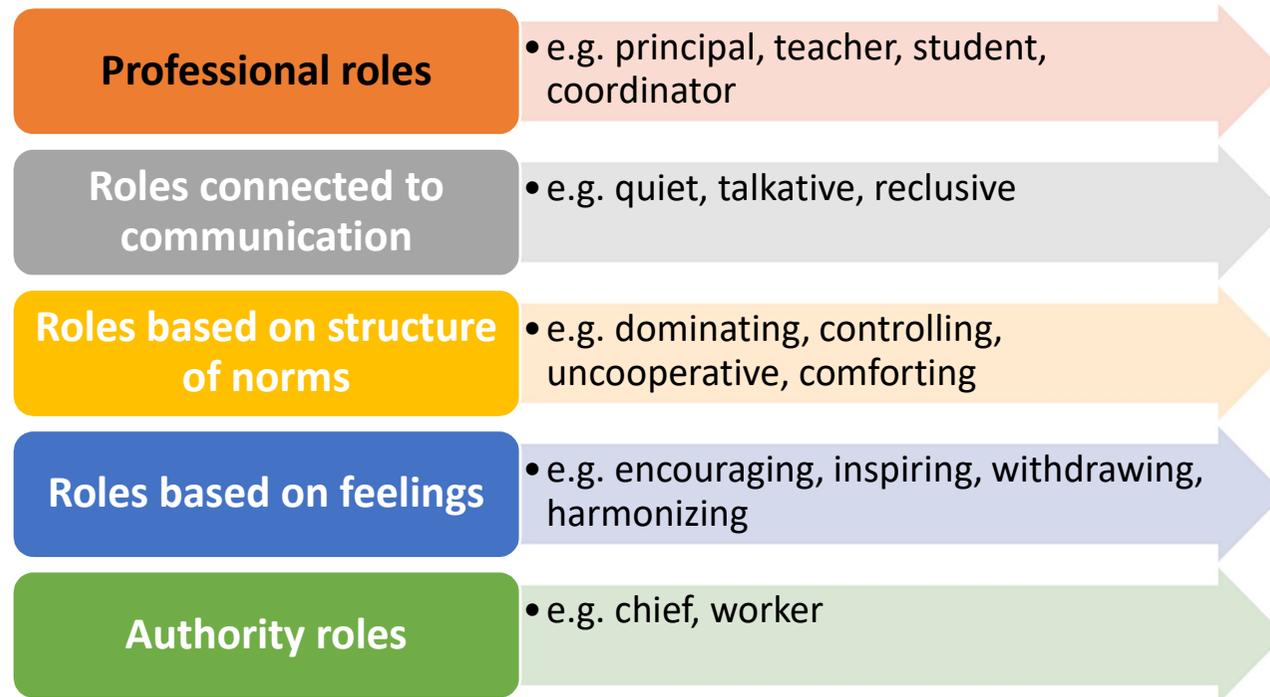# Increasing group size, increasing demands

- Safe atmosphere: building the team dynamics and atmosphere
- Common rules
- roles
- Managing the free rider -challenge
- Time
- Social skills

Saloviita 2000

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Different roles in groups

Professional roles	• e.g. principal, teacher, student, coordinator
Roles connected to communication	• e.g. quiet, talkative, reclusive
Roles based on structure of norms	• e.g. dominating, controlling, uncooperative, comforting
Roles based on feelings	• e.g. encouraging, inspiring, withdrawing, harmonizing
Authority roles	• e.g. chief, worker

Nathalie Lautenbacher

Working in groups

Instructions for the group work:

- We have 3 themes (3 break-out rooms)
- Each group has a specific topic to discuss and reflect on
- Write in Flinga to express your group's ideas about your topic
- In the last theme, pick 2–3 main ideas/things you'd like to share with others
- All the Flinga pages will be saved and shared in MyCourses
- In the end, we will discuss and share main thoughts
- Fling address **https://flinga.fi/s/FSDV9U8**

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Flinga address

https://flinga.fi/s/FSDV9U8

Themes for groups

Theme 1:
Things you remember from this course so far

In this course we have discussed different topics, you have read a couple of articles, and you have observed teaching.

– What do you remember from those activities?

– What have you learnt?

– What would you like to learn more?

– Do you see difficulties in applying what you have learnt?

– Other thoughts, feelings, etc.

– What kind of learning/teaching methods were used on this course?

Theme 2:
Things which are relevant for a workshop master

The teaching assistant has an important role in a student's learning process. From your point of view, what should a workshop master remember when she or he is

— Working/collaborating with a teacher?

— guiding a student?

— in the role of workshop master?

— Any other point of view

Theme 3:
Things you would not change, things you'd develop, and things you'd leave out in this course

What do you think about the course?

– Would you like to change something?

– Would you like to know or learn more about something?

– What would you develop?

– What was good?

– In what way have you benefitted from the course?

Believe that students can

Try always to believe that students can if they want to and try hard. If *you* don't believe they can, it's more likely that they don't either

Self-fulfilling prophecy:

The students of a teacher who is told their students are very good at something perform better than the students of a teacher who is told their students are very bad at it, even though there is no difference in the students' actual knowledge level.

Some ways to proceed with those who are stuck

Give feedback	Ask	Use peers	Something extra	Next step
• Say something positive about the proceeding	• Can you explain how you got here? • What was your main idea? • Are there things you are unsure about?	• Is there someone in the same situation? Can they share ideas or help each other? • Try to stay close and listen if they get on track. Give support if they do, keep asking questions if they don't	• Is there some extra material they could use? • Some extra exercises more at the right level?	• Make sure the students know how to proceed. If they still don't know, help with what to start with.

One last reminder

If you want the two credit points from this course:

- All your course work must be handed in

- Do the substitute assignment if you miss a session

- If some work is incomplete, please e-mail us

Course feedback by webropol

Please go to this

link in webropol

And give your overall feedback soonest on this course!

Thank you/Kiitos

**for your active participation in the course!
Have a nice summer!**