Teaching assistant as a learning instructor

Day 2

23.9.2020

Miia Forstén, Jukka Parviainen
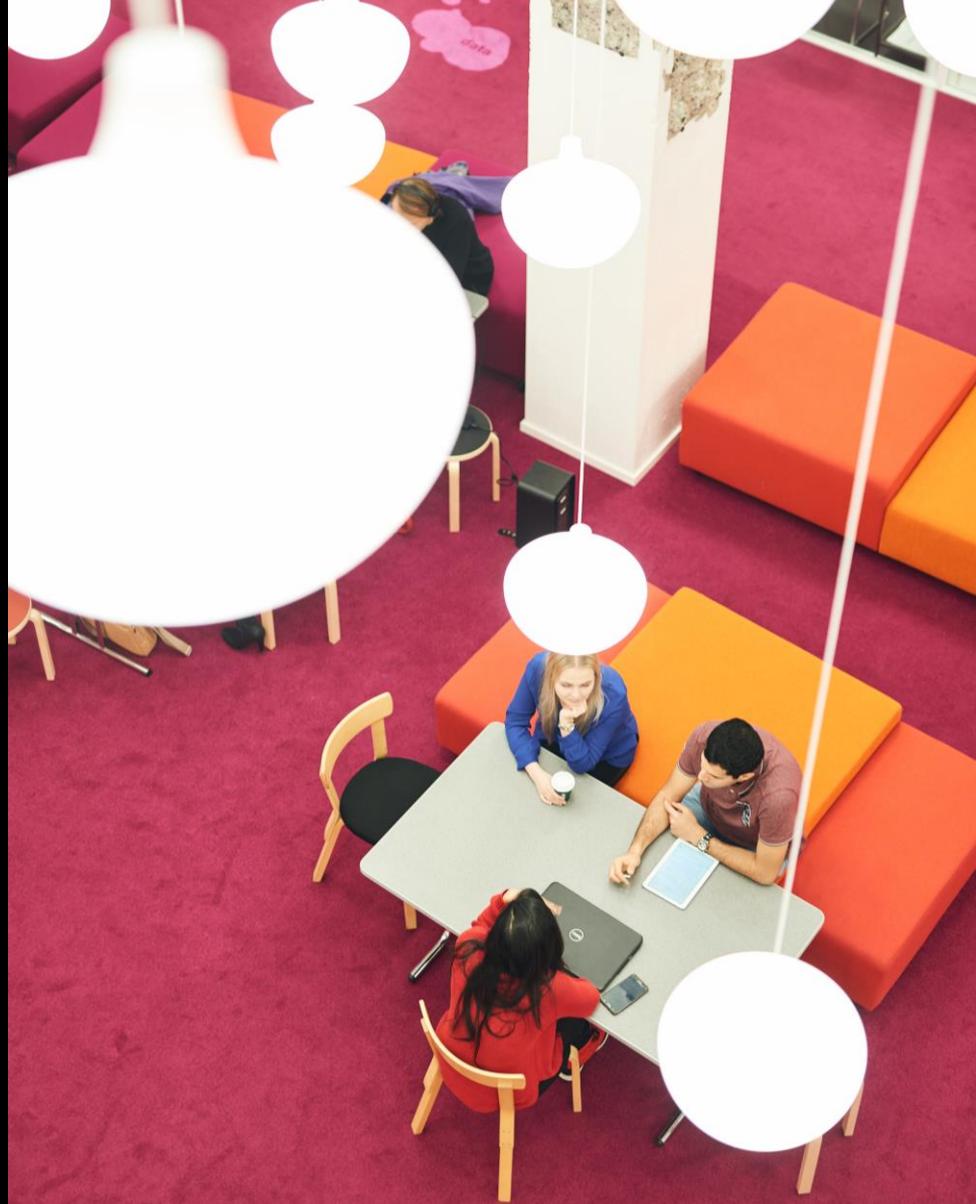
Today's schedule

09:00 - 09:45
10:00 - 12:00

Student administration, Jenni Tulensalo
Group work: approaches to learning
Learning method Gallery walk

Wrapping up the group work, some theory
Learning assignments for the next time
Feedback

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COURSE STRUCTURE

Pre-assignment
DL 7.9.

DAY 1
Interaction and feedback
Thursday 10.9. at 9:00-12:00
(Zoom)

Reading assignment
DL 17.9.

Group reflection on reading assignment
DL 18.9.

Orientation for the Day 2
DL 21.9.

DAY 2
Approaches to learning
Wednesday 23.9. at 9:00-12:00
(Zoom)
Reading assignment
DL 30.9.

Group reflection on reading assignment
DL 1.10.

Orientation for the Day 3
DL 2.10.

DAY 3
Different kinds of students
Tuesday 6.10. at 9:00-12:00
(Zoom)

Code of Conduct
DL 27.10.

Orientation for the Day 4
DL 28.10.

DAY 4
Students' study wellbeing: issues related to learning and motivation
Friday 30.10. at 9:00-12:00
(Zoom)

Course feedback
After the last session

Teaching observation 1 & Teaching observation 2
DL 22.9. & DL 5.10.

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**

From the previous session…

You liked:

- **Group discussions...**
- **Randomly mixed groups and discussions…**
- **Learning about new tool (Flinga, Zoom)**
- **Interactive class**
- **Petra's presentation**

You would develop:

- **Instructions for assignments could be clearer and in a written mode.**
- **The tasks of the day were not clear**
- **"Any phd student also has many stories and has been a TA for many times".**
- **Using the chat channel in Zoom – post the necessary links**

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Group work:
Learning and teaching at the university
Approaches to learning

Gallery walk as a learning method

Phase 1: Group work

Phase 2: Gallery walk

Poster at wall & regrouping
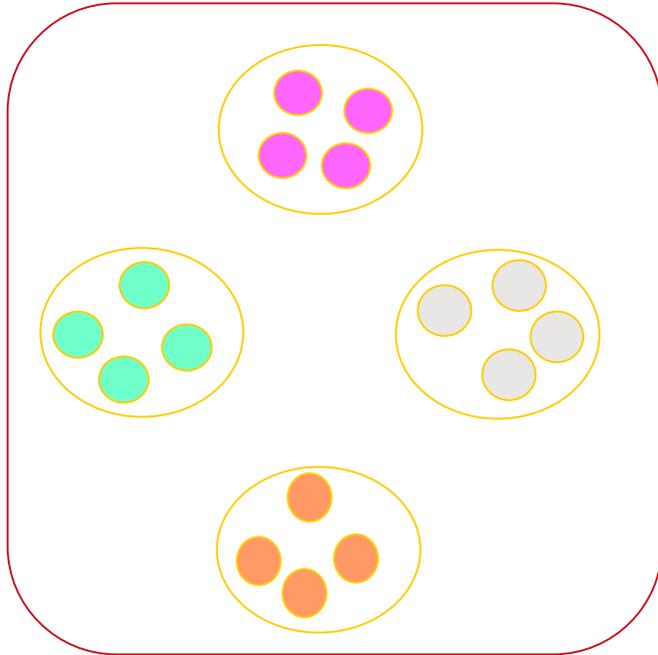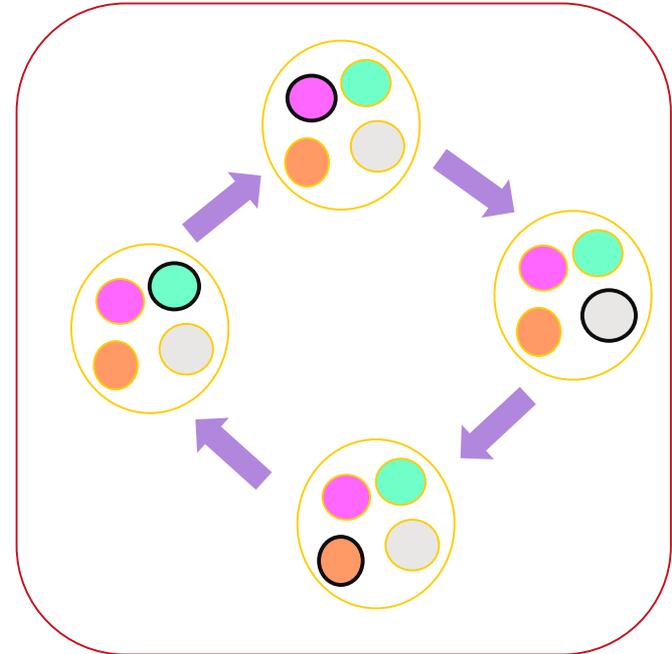
N persons / group, N groups (= stations = posters), 1-N topics, etc.

N stations = posters

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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 a environment that supports learning?

General instructions; how do we work?

Phase 1, ~30 min.
Working in the breakout rooms using Jamboard as a workspace.
- **Jamboard and its subpages <u>HERE</u>**

    <u>https://jamboard.google.com/d/1r-e3W7jNbVHeZB54izzA0kHsr__sFnwpxTFlc-YM4p4/edit?usp=sharing</u>

- **The group works in the breakout room**
- **The group makes notes/ a poster to the Jamboard.**

B R E A K

Phase 2:
Miia/Jukka creates the new groups → after the break you come and join to the new breakout room with new people
- **The group goes around from poster to poster (~10 mins per poster)**
- **1→2→3→4**

Gallery walk, instructions: phase 1 (time: 30 min)

- Work in a group of 3–6 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 in a Jamboard.
- Be prepared to present the poster to a new group—**everyone in the group will teach/present the topic to a new group**.

Short BREAK

Gallery walk: phase 2

- New groups
- Each group goes from poster to poster (max.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.

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)

Levels of thinking about teaching

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

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Teaching according to how students learn

- Next slides presents three levels of thinking about teaching

-The levels demonstrate how teacher's own thinking about teaching affects on what kind of learning activities (deep or surface approaches) students use.

Read more: Biggs, J. & Tang, C. 2011: **Teaching according to how students learn** from Teaching for Quality Learning at University, pages 16-29.

	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

Day 2

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"

Teacher's role to support deep learning
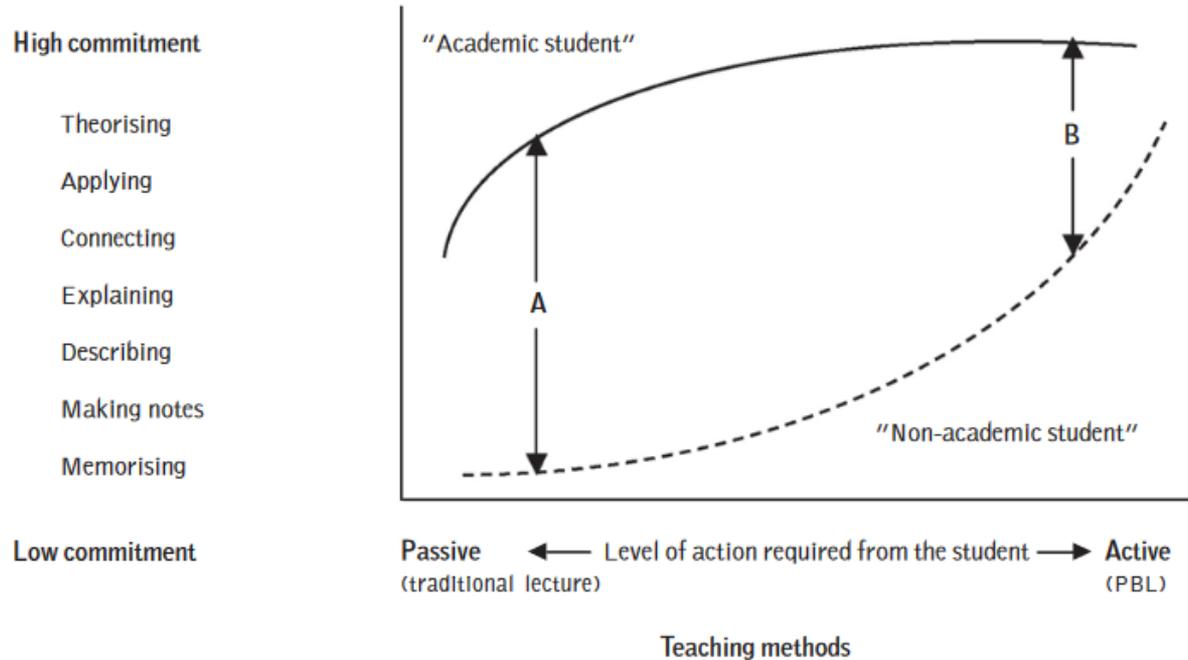
- **Teacher uses active (/student/learning-oriented) teaching methods**
- **=> Forces "non-academic students" to use more deep learning approaches**

Learning assignments for the next time

Learning assignment #2

1. **Reading assignment**

2. **Teaching observation**

3. **Group meeting**

1. **Reading assignment: DL 30.9.2020**

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.

Learning assignment #2

2. Teaching observation, DL 5.10.2020

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

- Focus on students and note down at least the following: What do the students do? How does the teacher motivate them? 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.

Learning assignment #2

3. **Group work: reflect on the teaching session and the reading assignment. DL 1.10.2020/(latest DL for teaching observations 5.10.2020)**

- 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?

Feedback of the day

1. Think of something that you have learned today or something that triggered your thoughts

2. How would you improve the day's session?

Share your thoughts

1. Go to **https://www.menti.com/hbnbomko9j**

2. In **www.menti.com** Insert the code **94 74 96 8**

3. Or use the qr-code

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