



Aalto University

A! PEDTA INTRO (5 credits)

Day 1: I as a university teacher

*Aalto University Learning Services
University Pedagogical Training and Development
Miia Leppänen, SCI Learning Services and
Marja Elonheimo, BIZ Learning Services
October 6, 2015*

Welcome to the course

Teachers and contact information:

Miia Leppänen

miia.leppanen@aalto.fi

0503841682



Marja Elonheimo

marja.elonheimo@aalto.fi

0505122683



Structure of the day

Morning session

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

Lunch

Afternoon session

- Discussion on the advance assignment
- Formation of personal goals
- Forming peer-groups

World map

We will create a map in the classroom

Where were you born?

Tell the others:

- What is your name?
- Tell a story of a learning situation you remember very well.
 - Where it happened?
 - Who was present?
 - How did it feel?

What is A! Peda Intro course?

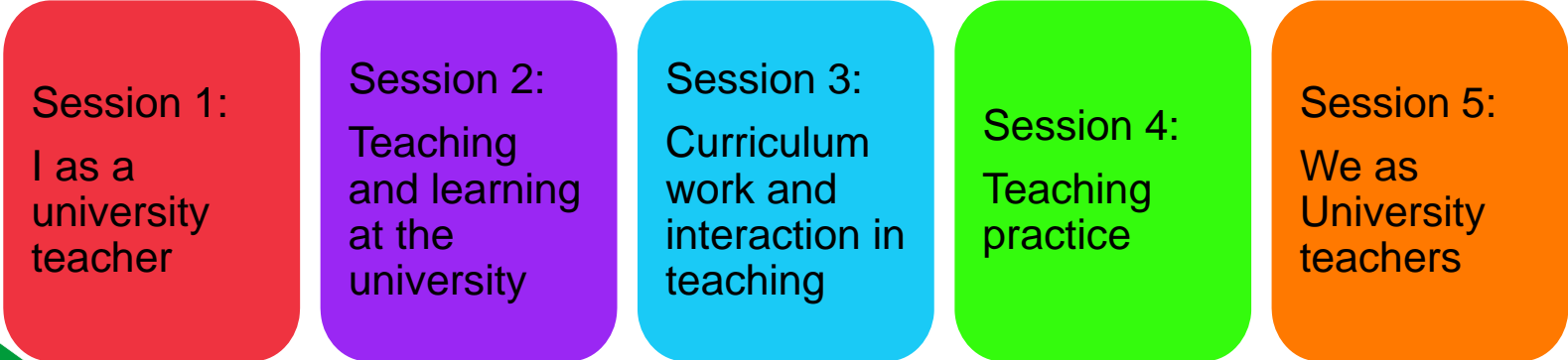


Learning outcomes for A! Peda Intro course

After the course, the participant:

- **Recognizes** issues that may have an impact on learning experience.
- **Recognizes** stages of designing teaching.
- **Has expanded his/her network** among teachers at Aalto University and has gained experiences of working in a multidisciplinary teacher group.
- Recognizes his/her **strengths as a teacher**.
- Apprehends his/her **role as a teacher** in the learning process of the students.

A! Peda Intro timetable



1. Pre assignment DL 1.10.

2. Reading assign. bef. Contact Sess. 2, 21.10.

3. Reading assign., bef. Contact Sess. 3, 4.11.

4. Pedagogical observation DL 1.11. + 2 comments on others observations (before last Contact session 2.12).

5. Plan for teaching practice DL 12.11.

Peer Group working

Guidelines for this course

- Sharing experiences, presenting alternative ways of operating
- Respect and confidence
- Active participation may consist of discussion and empathic listening
- Computer and mobile policy: Be present when you are there
- Punctuality
- ... anything else?

Course working methods



Break

What is a 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

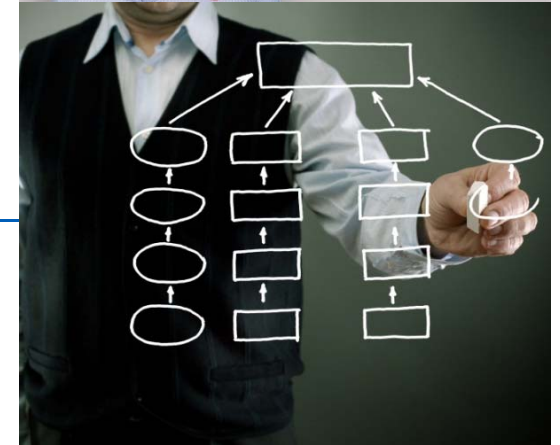
Share your ideas with your group members.

Which sticky notes are related to each other? Group the notes.

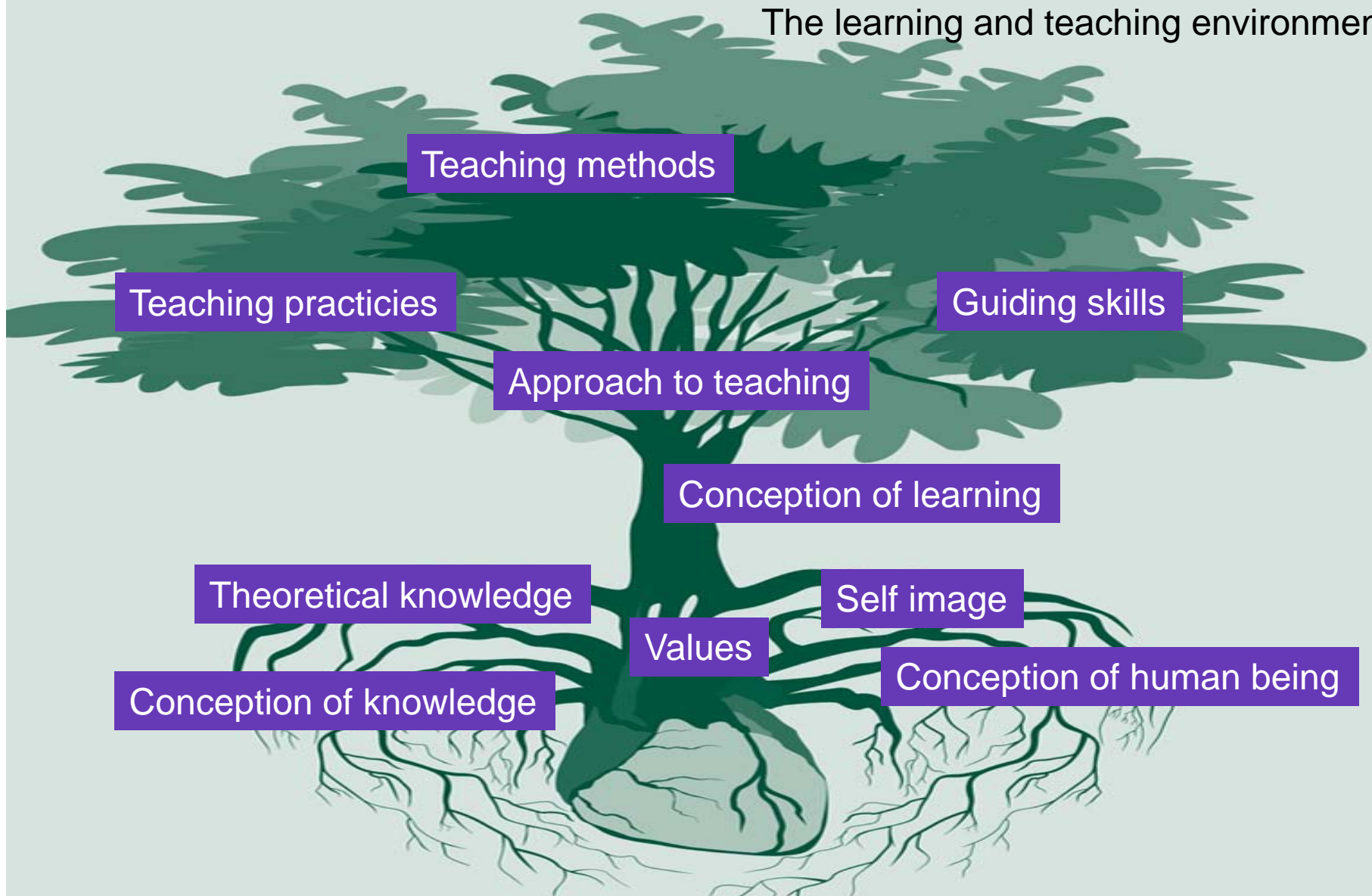
Name the themes according to the note groups.

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?
- ✓ *If you want to:*
 - ✓ *Personalize your prototype*
Give her/him a name, age, discipline etc.



The learning and teaching environment



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

Lunch



Participant workload

A. Contact teaching sessions	29 h
B. Learning assignments (all together)	35 h
<i>a) Pre task</i>	<i>5 h</i>
<i>b) Reading assignmentx 2</i>	<i>10 h</i>
<i>c) Pedagogical observation</i>	<i>8 h</i>
<i>d) Plan for teaching practise</i>	<i>12 h</i>
C. Working in peer groups (2-3 meetings+ independent work)	35 h
D. Reflection & independent work	30 h
<hr/>	
Total	129 h
(one credit is equivalent to 27 h workload)	(~ 5 credits)

How to pass the course acceptably?

- ✓ Advance assignment, intermediate assignments completed and submitted
- ✓ Teaching practice (at the contact session 4)
- ✓ Peer group work presented and displayed on MyCourses
- ✓ Attendance on contact sessions

MyCourses as a learning platform

My Courses is used as a learning platform during the course.

You will find it at: <https://mycourses.aalto.fi/>

Login with Aalto User ID

You will find the course on the: Aalto University Pedagogical training
-> **A! Peda Intro (25)**

On MyCourses you will find material for the course, assignments, space for peer groups, reading materials...

Present your
Pre assignment
at your table.



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!



Personal objective or theme for the course

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

Group formation methods

What			
Students choose	<p>There are numerous ways to form small groups. In this case, we will do it based on topics.</p>		
Drawing lots			
Teacher chooses			
Based on characteristics			
Based on topics			<p>Students form groups on the basis of certain topics. You can choose the topics in advance or students can form groups by negotiating on their own goals or interests & similar goals in the same group.</p>

Starting to form peer groups

- Go to one of the sheets to which your own objective might be relevant
- Discuss your objectives and their connection with the theme
- Write down viewpoints relevant to the theme that emerges during your discussion
- You may change groups and talk to different people

Peer group working

1. The participants can 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

Aims for today:

- **Common objective for the group work**
- **Name for the group**
- **Action plan & next meeting**

Peer group working continues

3. Make a plan for the meetings in order to further your objectives. For instance:
 - 1st meeting: clarify objectives, divide tasks, planning of how to report the outcomes...
 - 2nd meeting: discussion on discovered answers, new viewpoints, new ideas and integration of viewpoints as well as planning the presentation of group objectives, process and outcomes for the last face-to-face teaching session
 4. Write a summary of each meeting & the final outcome on MyCourses
 5. Demonstration on the last f2f session.
-

For the next session

- ✓ Read and familiarise yourself with the material:
Biggs, John and **Tang**, Katherine. Teaching for Quality Learning at University. 2007. (4th edition) McGraw-Hill pages 16-39. ebook is available: <http://lib.aalto.fi/en/>
At MyCourses as a PDF-file: Learning assignments
- ✓ Bring the texts with you next time
- ✓ Be ready to work on the read material!

Feedback

- 1. Form (at least) one question from the topics of today**
 - 2. What is your topmost feeling about this contact session day?**
-

Thank you!
