

# Teaching assistant as a learning instructor

## Teaching session 3

10.11.2022

Samu Tikkanen, Maura Ratia

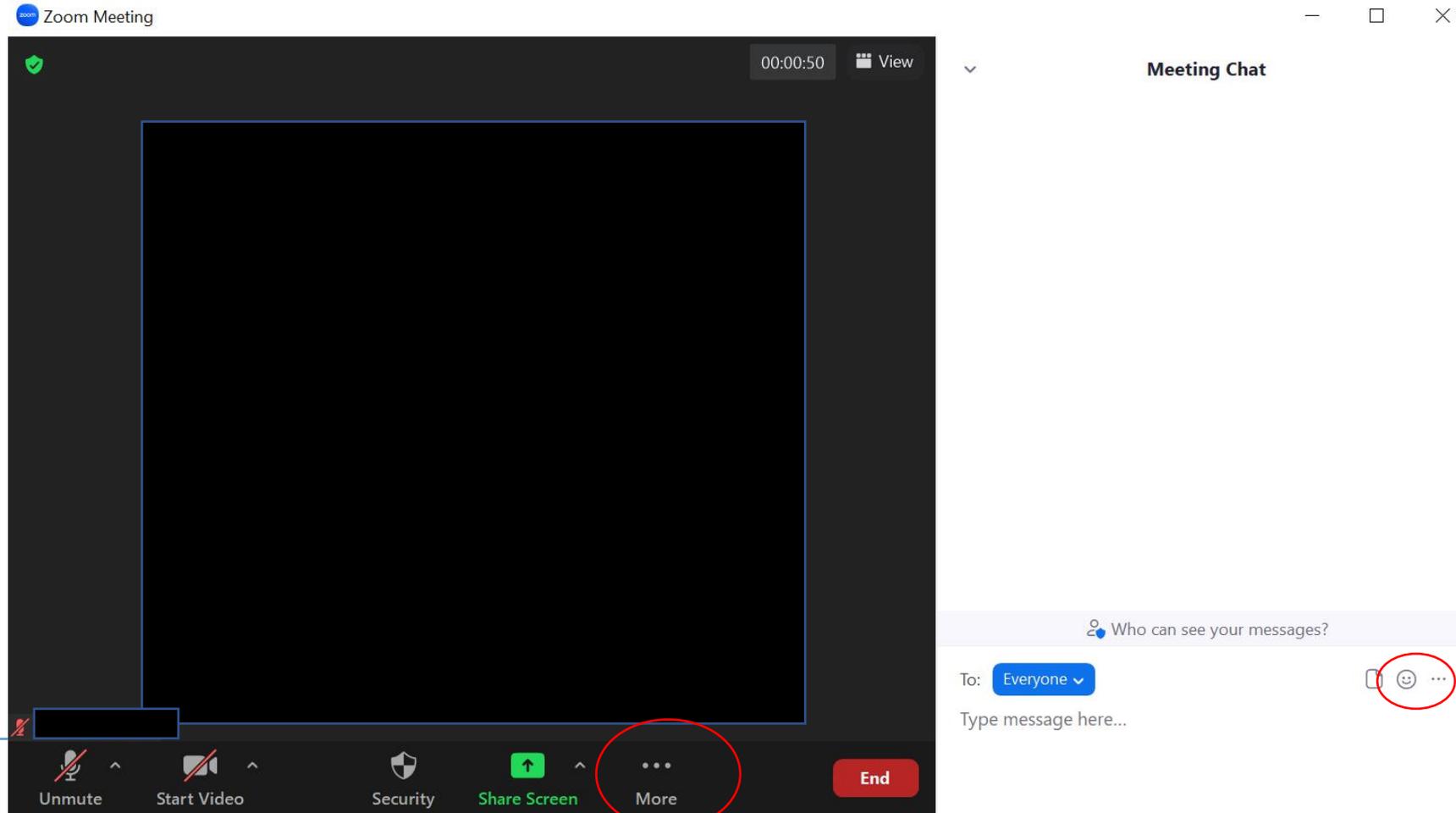


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# How are you feeling today?

Pick an emoji and type it in the Zoom chat.



**A!**

# Today's schedule

12:15	–	12:30	Start of the day, group feedback on the video teaching observation
12:30	–	12:50	Theories: Approaches to learning, Levels of thinking about teaching
12:50	–	13:30	Group work: Learning and teaching at the university
			BREAK ☕
13:40	–	14:40	Group work continues (includes a short break) ☕
14:40	–	14:55	Group work wrap-up
14:55	–	15:00	Getting ready for the next time, feedback

# From your teaching observations:

## Typical challenges



Use of time



“This was easy, basic thing”



Teacher doesn't know, doesn't remember...



Using memorized formula



Direct answer to the exercise



No interaction (with all students)

## Good practices

- Solve problems together instead of using time for one specific problem with one student.
- Take it seriously, help to understand, be supportive.
- Explaining phase by phase, ask students to explain the phases.
- Engage students to solve problems together.
- To be able to use different useful tools to demonstrate.

# Approaches to learning Levels of thinking about teaching



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# 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

<b>Typical motivation</b>	To understand and follow one's own interest
<b>Learning strategies</b>	Knowledge building; finding similarities and differences between theories and concepts; understanding the bigger picture (not forgetting the details)
<b>Difficulties</b>	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)
<b>Support provided</b>	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)

# Approaches to learning: recap

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"**

# Levels of thinking about teaching

- Biggs & Tang (2011): Teaching for Quality Learning at University, pages 16-29.
- Trigwell, Prosser & Waterhouse (1999): Teachers and Students Approaches to Learning

	<b>LEVEL 1</b> <b>Blame-the-student</b>
<b>FOCUS</b>	What the STUDENT is?
<b>TEACHER'S ROLE</b>	Expert of the content
<b>TEACHING</b>	Transmitting information Lecturing Assessment Teaching as selective activity: Good and poor students. Teacher-centered
<b>STUDENT'S ROLE</b>	Attend lectures Listen and take notes Read Pass the exam Memorize – surface approach to learning

	<b>LEVEL 1 Blame-the- student</b>	<b>LEVEL 2 Blame-the-teacher</b>
<b>FOCUS</b>	What the STUDENT is?	What the teacher does?
<b>TEACHER'S ROLE</b>	Expert of the content	Expert of the content
<b>TEACHING</b>	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 facilitating learning Teacher-centered
<b>STUDENT'S ROLE</b>	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

	<b>LEVEL 1</b> <b>Blame-the- student</b>	<b>LEVEL 2</b> <b>Blame-the-teacher</b>	<b>LEVEL 3</b>
<b>FOCUS</b>	What the STUDENT is?	What the teacher does?	What the student does?
<b>TEACHER'S ROLE</b>	Expert of the content	Expert of the content	Expert of the content Learning facilitator
<b>TEACHING</b>	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 facilitating learning Teacher-centered	Support learning Clear learning outcomes Teaching and learning activities  Student-centered
<b>STUDENT'S ROLE</b>	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

Level of teaching	Teaching	Learning
<p>Level 1 What the student is</p> 	<p>“Good students learn, poor students don’t”. Differences in learning are explained by differences between students, such as motivation and ability.</p> <p>Good content competence is an important attribute of the teacher and should be clearly stated in the teaching.</p> <p>Teaching is transmitting information from teacher to students.</p>	<p>Learning is the process of receiving knowledge from the teacher and increasing it.</p> <p>Promotes a <b>surface approach</b> to studying.</p>
<p>Level 2 What the teacher does</p> 	<p>Structuring the subject matter into comprehensible entities is essential.</p> <p>The teacher acquires a comprehensive repository of various teaching methods to try to ensure the transfer of knowledge from the teacher to the students.</p>	<p>The goal of learning is to achieve the right understanding about the subject being studied.</p> <p>Combining new knowledge with previous knowledge is essential.</p>
<p>Level 3 What the student does</p> 	<p>The purpose of teaching is to enable quality learning for students.</p> <p>The teacher reflects their own activities and is able to streamline operations where appropriate.</p> <p>Teaching is based on constructive alignment.</p>	<p>During the learning process, the student's understanding develops and changes qualitatively.</p> <p>Promotes a <b>deep approach</b> to studying.</p>

Teacher-centred

Surface approach

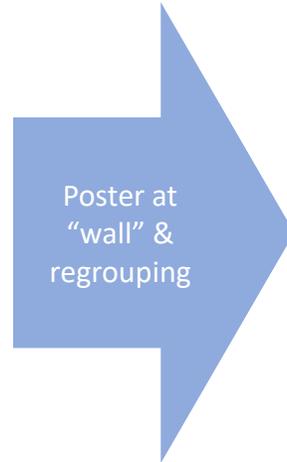
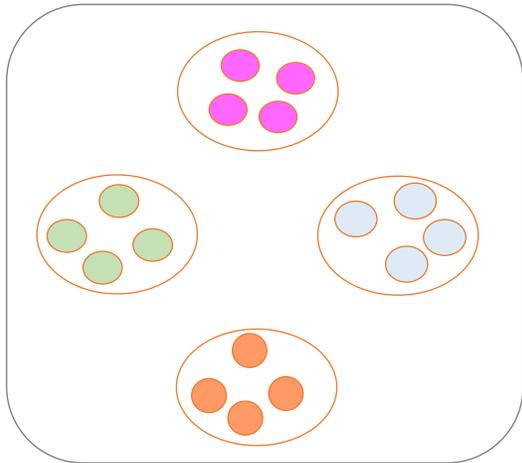
Deep approach

A

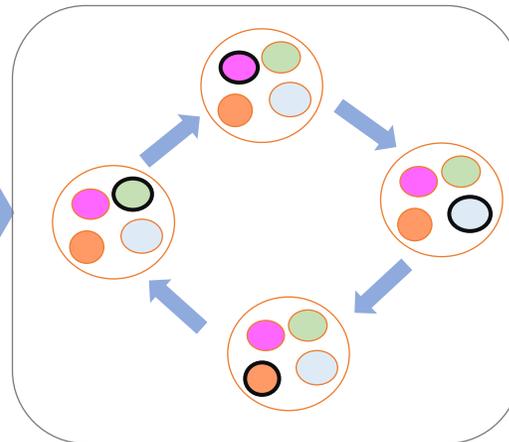
# Group work: Learning and teaching at the university

# Gallery walk as a learning method

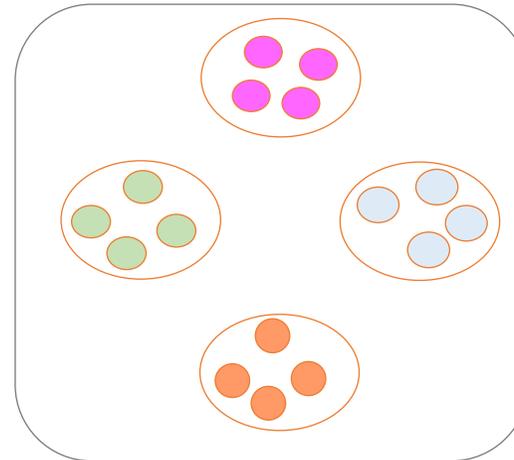
Phase 1: One theme per group



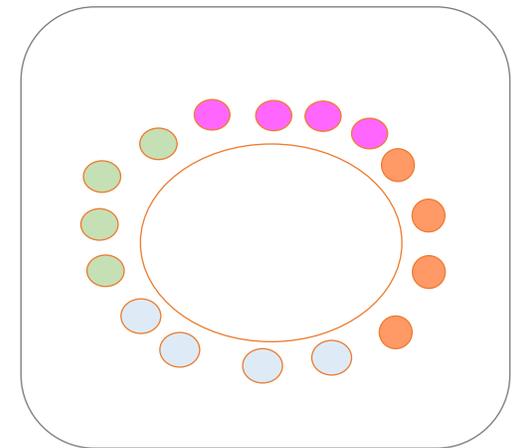
Phase 2: Gallery walk – new group & all themes



Phase 3: Back to the original groups

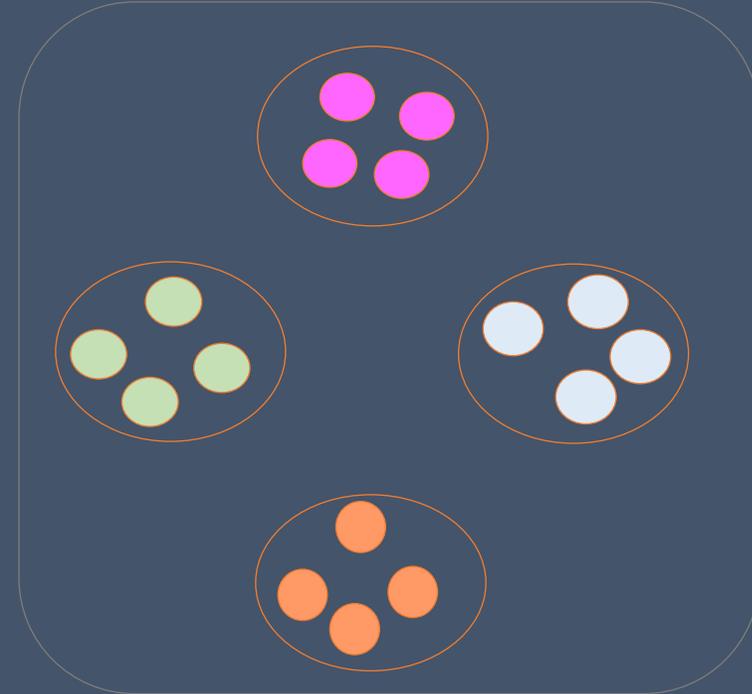


Phase 4: Wrap up altogether



# Gallery walk, instructions: phase 1 (time: 35 min)

- Work in a group of 4-5 people.
- Make “a poster” of the given topic in Jamboard
  - Discuss your theme—what do you think about it?
  - What kind of examples regarding the theme arises from your experiences as an teaching assistant and/or as a student?
- Be prepared to present the poster to a new group— **everyone in the group will teach/present the topic to a new group (max 5mins).**



# Topics for the group work

- Breakout room 1: Different levels of thinking about teaching
- Breakout room 2: Surface approach to learning
- Breakout room 3: Deep approach to learning
- Breakout room 4: How do I create an environment that supports learning?

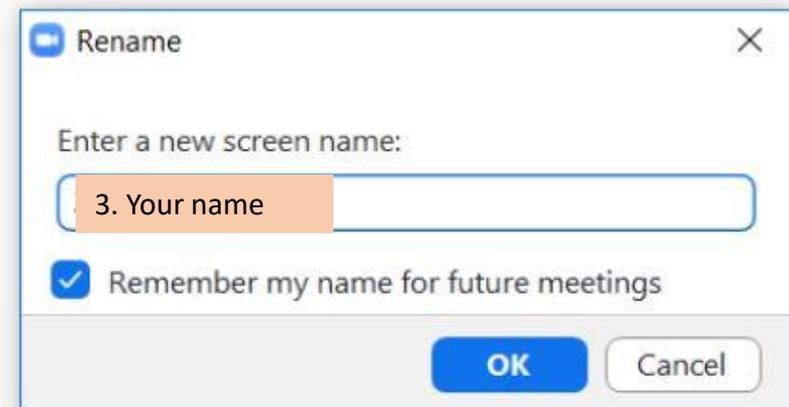
# Before you begin...

When you go to a breakout room, please add the number of your group in front of your name, like this (if you enter to the group 3):

In breakout room:

1. Go to participants list → take the pointer on your name
2. Push the "More" -button
3. Push the "Rename" -button

4.



Rename

Enter a new screen name:

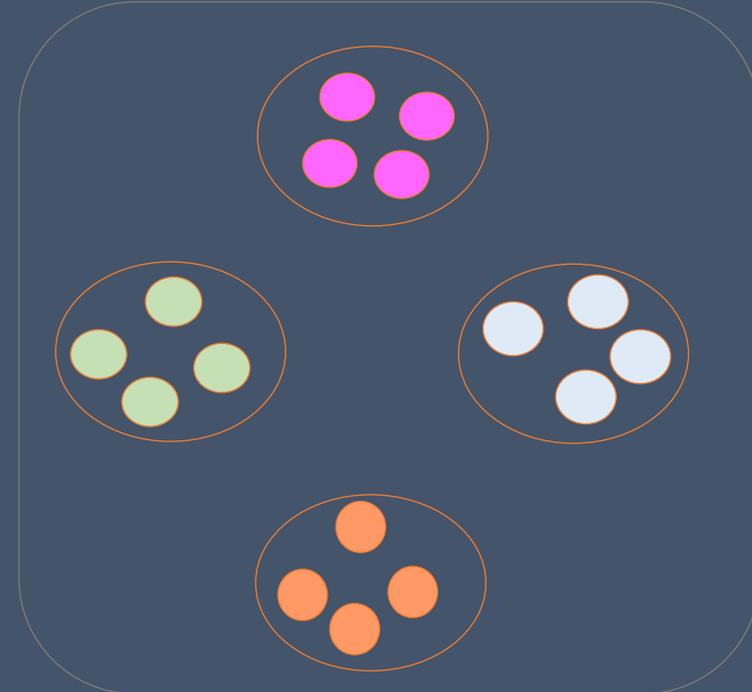
3. Your name

Remember my name for future meetings

OK Cancel

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

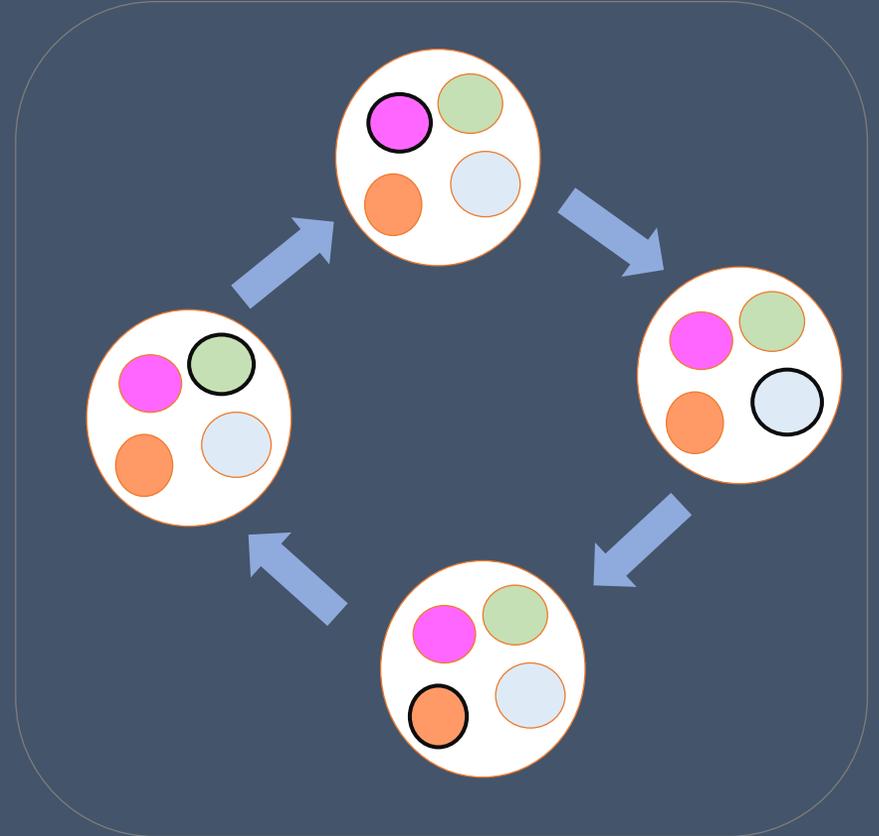
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**BREAK**

# Gallery walk: phase 2 (40min)

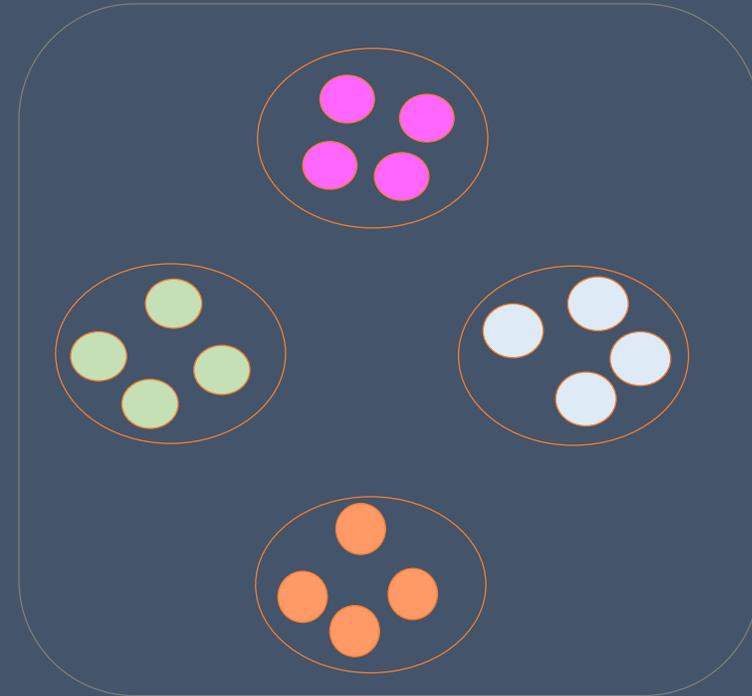
- New groups
- Each group goes from poster to poster (~10 min/poster) in Jamboard. Note that breakout room stays the same.
  - The poster is presented by a member of the group who has produced it (5mins).
  - The new group adds their thoughts on the poster (5mins).



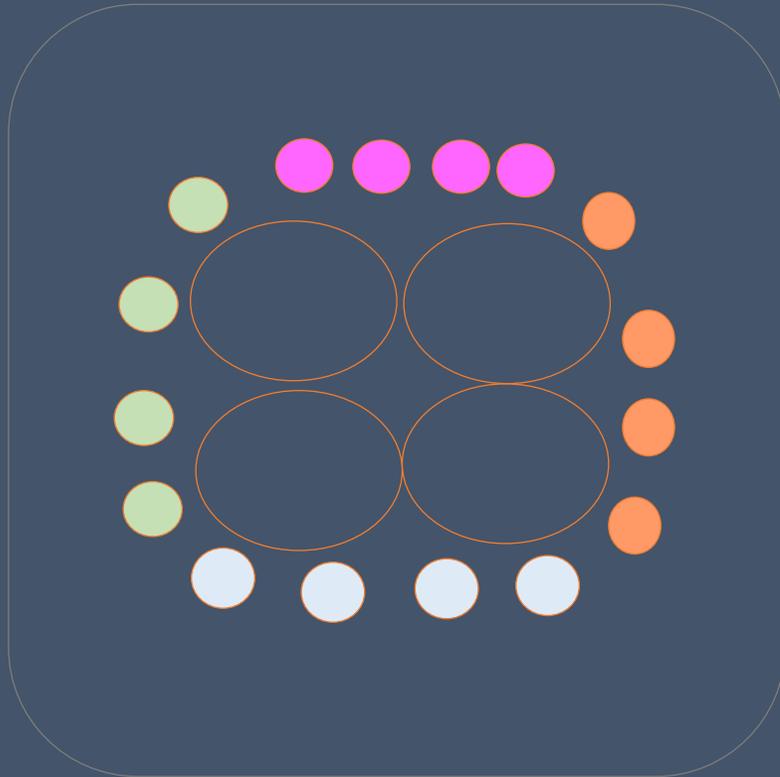
**BREAK**

# Gallery walk: phase 3 (time: 10min)

- Return back to your original group.
- Discuss about the updated poster and findings that arose about your group's theme during the gallery walk.
- Pick the most important observation that arose on this subject and fill it in the Jamboard's last page.
- Be prepared to share your thoughts briefly in the wrap-up phase.



# Gallery walk: phase 4



- The most important observation that arose on this subject?

# Learning assignments for the next session

1. Reading assignment and group reflection (DL 23.11.)
2. Orientation for the session 4 – getting to know the page:  
[Individual study arrangements | Aalto University](#) (DL 23.11.)

(Remember also the authentic teaching observation DL 15.12.)

# Teaching assistant as a learning instructor (2cr)

Course timeline 13.10.2022-15.12.2022

Pre-assignment  
DL 10.10.2022

**Session 1:**  
Thu 13.10.2022  
12.15-14.00  
(campus)  
*Introduction*

**Session 2:**  
Thu 27.10.2022  
12.15-15.00  
(campus)  
*Interaction and  
feedback*

**Session 3:**  
Thu 10.11.2022  
12.15-15.00 (online)  
*Approaches to  
learning, levels of  
thinking about  
teaching*

**Session 4:**  
Thu 24.11.2022  
12.15-15.00  
(online)  
*Different kinds of  
students*

**Session 5:**  
Thu 15.12.2022  
12.15-15.00  
(campus)  
*We as teaching  
assistants*

Reading  
assignment  
& group  
reflection

Reading  
assignment  
& group  
reflection

Final  
feedback

Individual assignments in MyCourses (e.g., questions for visitors)

Video observation (DL  
9.11.) VIDEO

Teaching observation (DL 13.12.)  
AUTHENTIC

Individual reflecting & processing during the course

Feedback:

<https://edu.flinga.fi/s/E76K3YK>