A! PEDA INTRO (5 credits)

Day 1: I as a university teacher

Aalto University Learning Services
University Pedagogical Training and Development
Maire Syrjäkari ja Virve Pekkarinen
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Welcome to the course

Teachers and contact information:

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Structure of the day

9-12 Morning session

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

12-13 Lunch

13-16 Afternoon session

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

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World map

We will create a map in the classroom

Where were you born?

Tell the others:

- What is your name?

- Where were you born?

- What is your school and department

- What is your favorite hobby?

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.

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A! Peda Intro timeline

Working in peer groups

Session 1:
7.4.2016
I as a university teacher

Session 2:
14.4.
Teaching and learning at the university

Session 3:
21.4.
Curriculum work and interaction in teaching

Session 4:
12.5.
Teaching practice

Session 5:
2.6.
We as University teachers

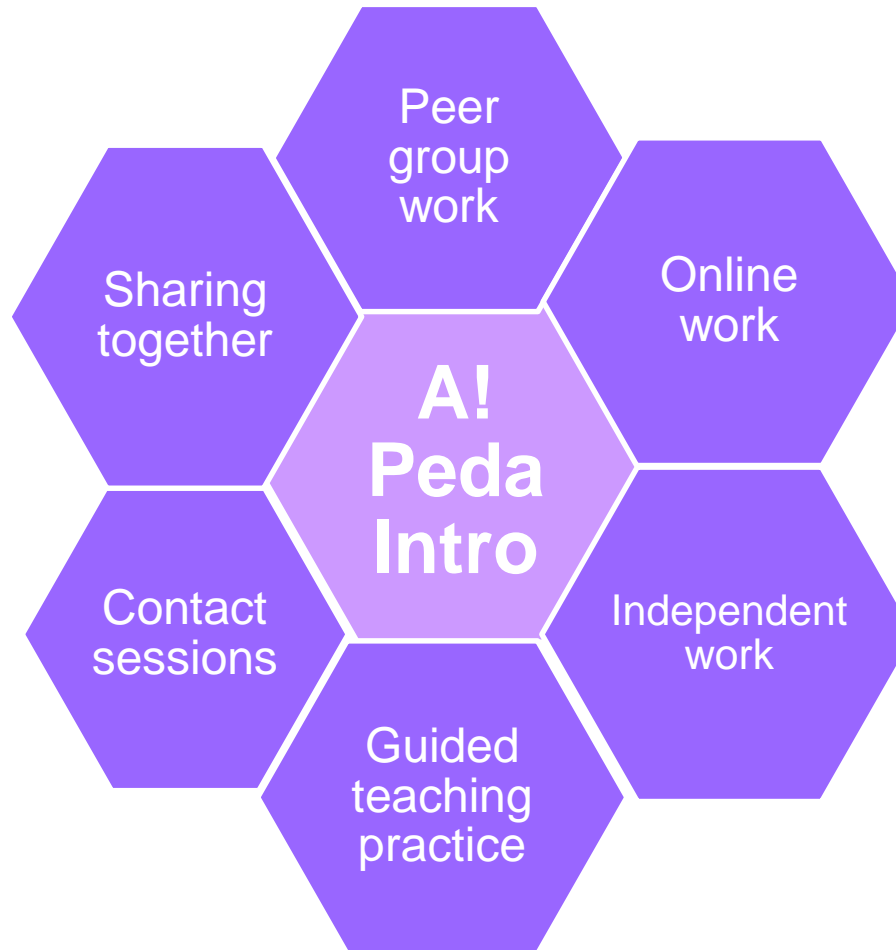1. Pre-assignment

2. Reading assignment

3. Reading assignment

4. Pedagogical observation

5. Plan for teaching practice

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Course working methods

Participant workload

A. Contact teaching sessions   29 h

B. Learning assignments (all together)   35 h
    a) Pre task   *5 h*
    b) Reading assignment x 2   *10 h*
    c) Pedagogical observation   *8 h*
    d) Plan for teaching practise   *12 h*

C. Working in peer groups (2-3 meetings+ independent work)   35 h

D. Reflection & independent work   30 h

_____

Total   **129 h**
(one credit is equivalent to 27 h workload)   **(~ 5 credits)**

Aalto-yliopisto

How to pass the course acceptably?

✓ Pre-assignment, intermediate assignments completed and submitted

✓ Teaching practice

✓ Peer group work presented and displayed on MyCourses

✓ Attendance on contact sessions

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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?

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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?

✓ Personalize your prototype:
Give her/him a name, age, discipline etc.

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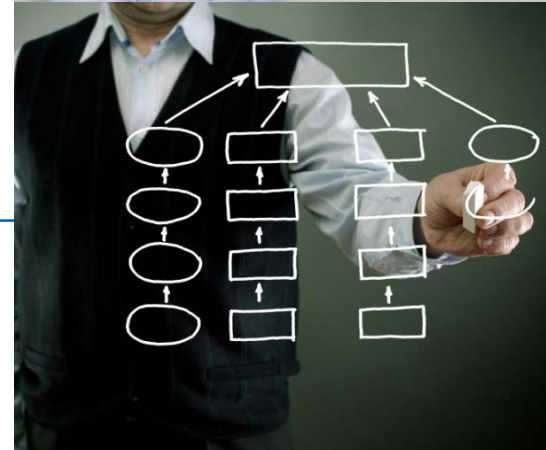
Lunch 11.30-12.30

Conceptions of teaching and learning – why is it important to be aware of these?

Teacher's own conception of learning has an impact on his/her choices of teaching methods

If you want to develop your teaching, it is vital to know what to develop
- Different conceptions may lead to different teaching methods – and different methods may lead to different learning results

Different students may be used to different teaching and learning methods, so the expectations of teaching and learning may vary

MyCourses as a learning environment

MyCoures is used as a learning environment during the course.
https://mycourses.aalto.fi/

Login with Aalto User ID

A! Peda Intro (28)

On MyCourse you will find material for the course, assignments, space for peer groups, reading materials…

Pre-assignment

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!

Photo: Maire Syrjäkari

Personal objective/theme for the course

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

Coffee break

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

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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/

✓ Bring the texts with you next time
✓ Be ready to work on the read material!

Feedback of the day

"Thoughts and feelings"

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

2. Pick a post card that illustrates this

3. Share your thoughts (one sentence)

Thank you!