A! PEDA INTRO (5 credits)

Course session 1:
I as a university teacher

Aalto University Learning Services
University Pedagogical Training and Development
Kirsti Keltikangas and Päivi Kinnunen
10.1.2017

Welcome to the course

Teachers and contact information:

Kirsti Keltikangas

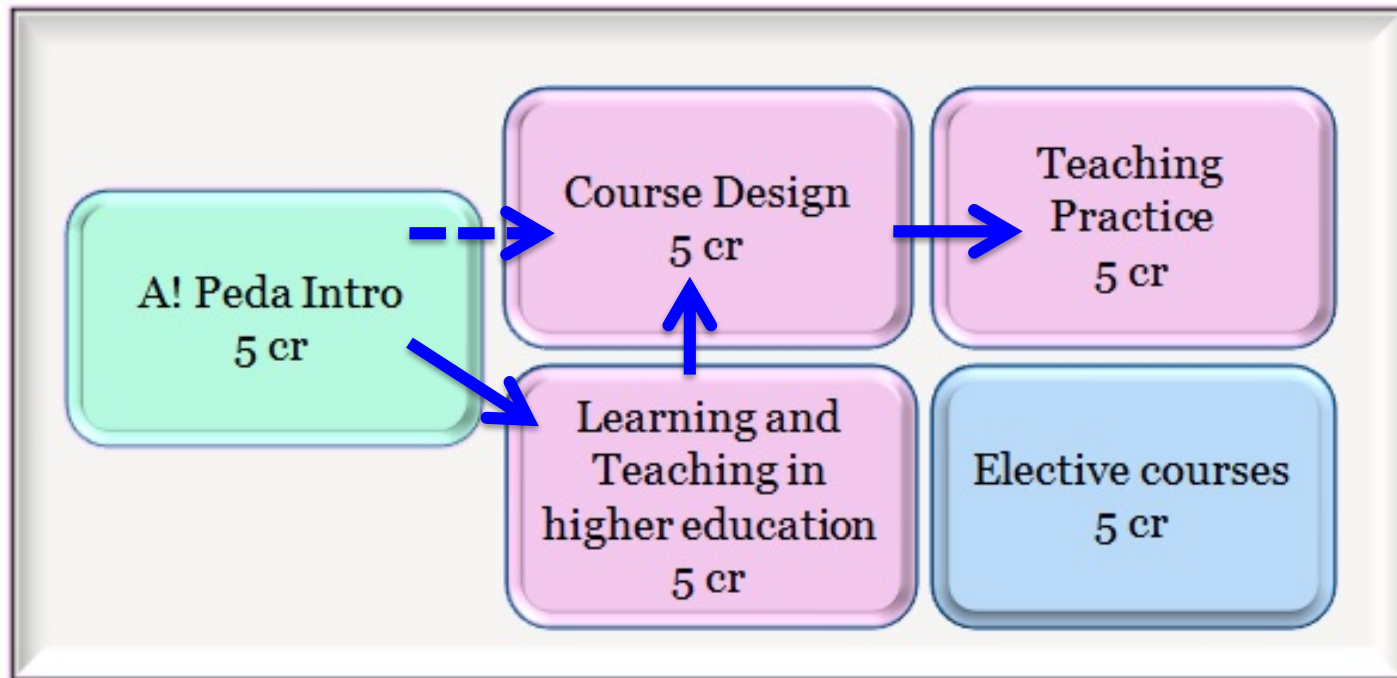Pedagogical specialist, SCI

kirsti.keltikangas@aalto.fi

050 4085288

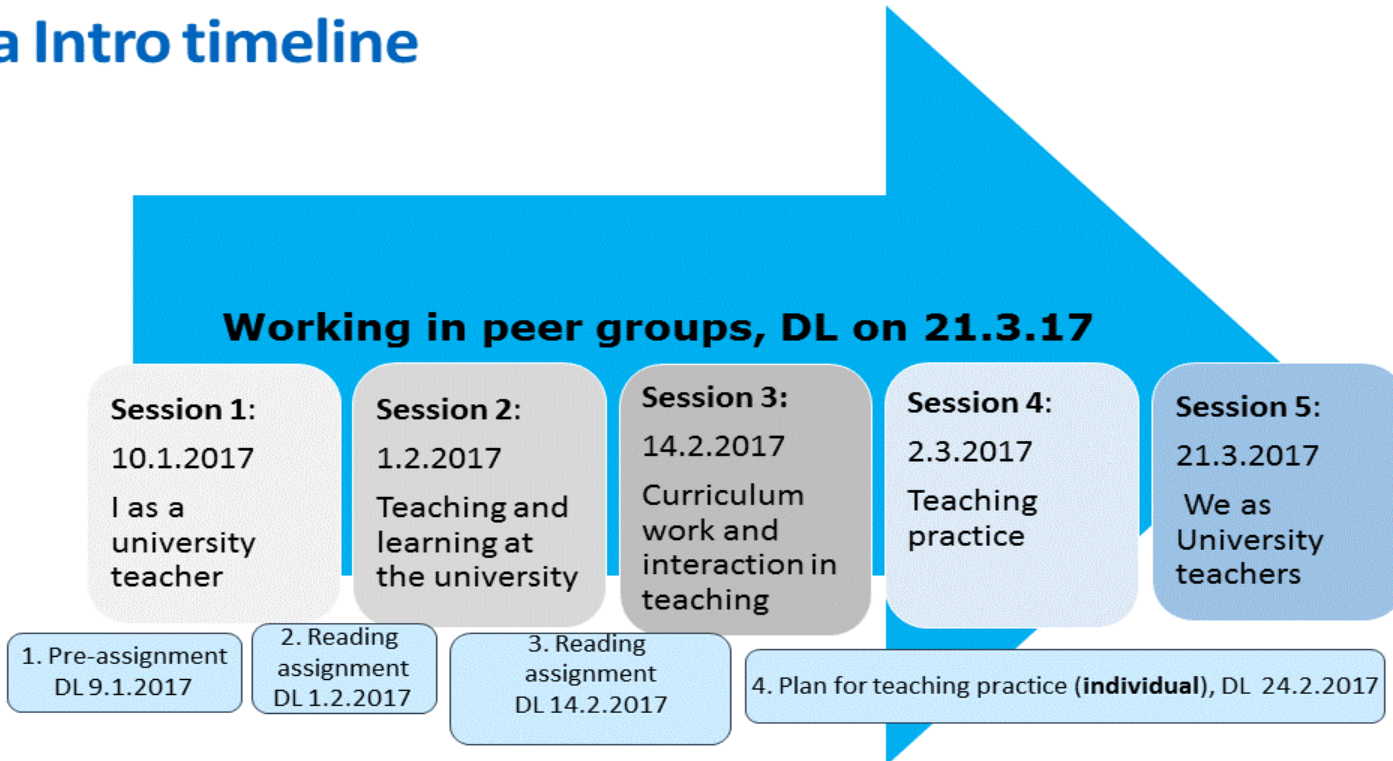**Päivi Kinnunen**

Pedagogical specialist, BIZ

paivi.kinnunen@aalto.fi

050 4364699

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Structure of Aalto pedagogical training programme

A! Peda Intro timeline

Working in peer groups, DL on 21.3.17

Session 1:
10.1.2017
I as a university teacher

Session 2:
1.2.2017
Teaching and learning at the university

Session 3:
14.2.2017
Curriculum work and interaction in teaching

Session 4:
2.3.2017
Teaching practice

Session 5:
21.3.2017
We as University teachers

1. Pre-assignment DL 9.1.2017

2. Reading assignment DL 1.2.2017

3. Reading assignment DL 14.2.2017

4. Plan for teaching practice (**individual**), DL 24.2.2017

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MyCourses as a learning environment

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

Login with Aalto User ID

A! Peda Intro (32) Spring 2017

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

Structure of the day

9.00-11.30 Morning session

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

11.30-12.30 Lunch

12.30-16 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

- Teach others any of the following words in your native language (teaching/learning/studying/teacher/student)

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What is
A! Peda Intro course?

Photo. M. Syrjäkari 2014

Educational science

Adult education

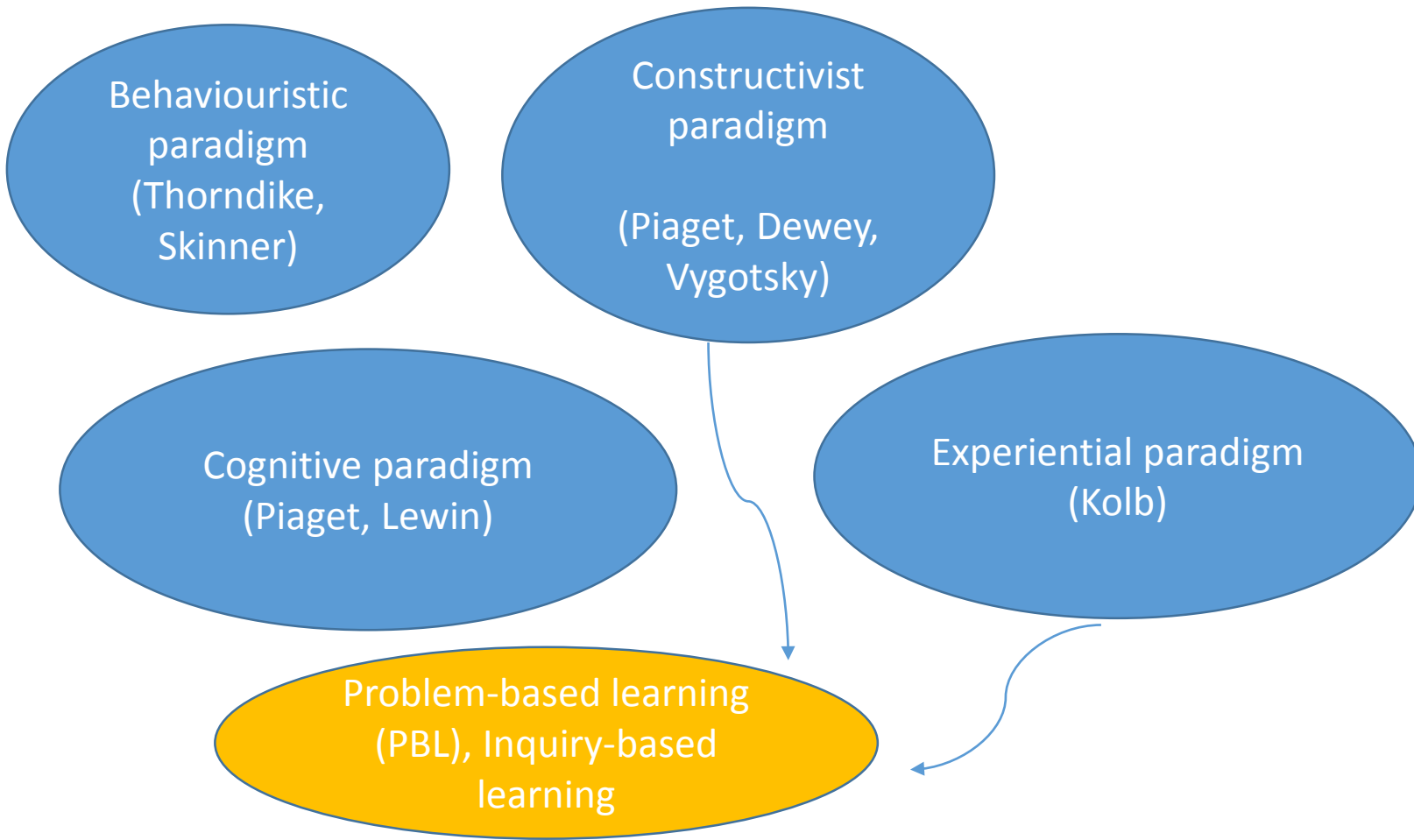This course (and other pedagogical courses) draws on …
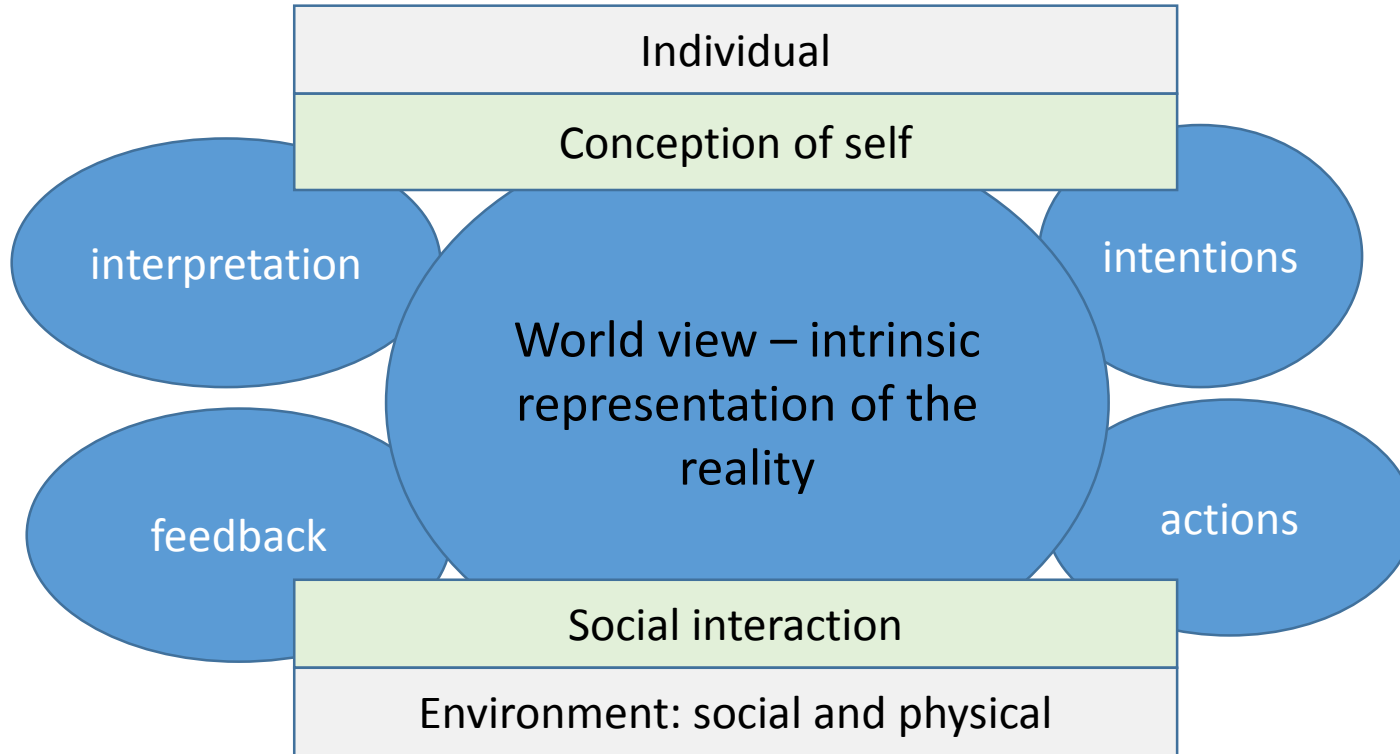
Psychology

Sociology

Philosophy

Field specific pedagogic

Learning approaches in educational sciences (in parenthesis some representatives in the approach)

Behaviouristic paradigm
(Thorndike, Skinner)

Constructivist paradigm

(Piaget, Dewey, Vygotsky)

Cognitive paradigm
(Piaget, Lewin)

Experiential paradigm
(Kolb)

Problem-based learning (PBL), Inquiry-based learning

Adapted from Jyväskylä University of Applied science/Teacher Education college

Active transfer in learning processes –psychological viewpoint to learning

Individual

Conception of self

interpretation

intentions

World view – intrinsic representation of the reality

feedback

actions

Social interaction

Environment: social and physical

Source: Soini, T. (1999) Preconditions for active transfer in learning processes

Learning outcomes for A! Peda Intro course

After the course, you

- **Will recognize** issues that may have an impact on learning experience.

- **Will recognize** stages of designing teaching.

- **Have expanded his/her network** among teachers at Aalto University and has gained experiences of working in a multidisciplinary teacher group.

- Will recognize your **strengths as a teacher**.

- Will apprehend your **role as a teacher** in the learning process of the students.

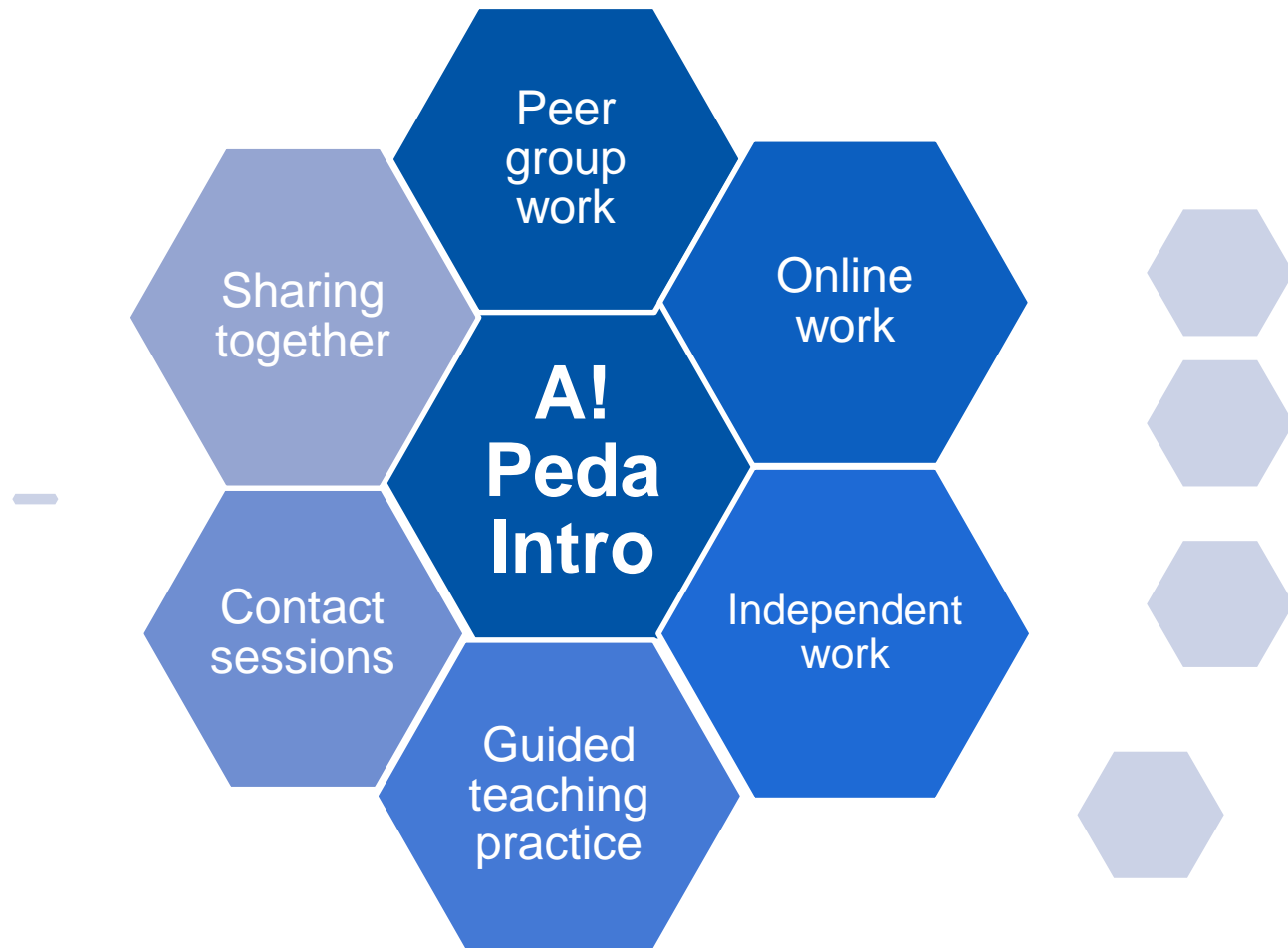**A"** Aalto University

Personal objective/theme for the course

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

Break

Course working methods

Peer group work

Sharing together

Online work

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Contact sessions

Independent work

Guided teaching practice

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Participant workload

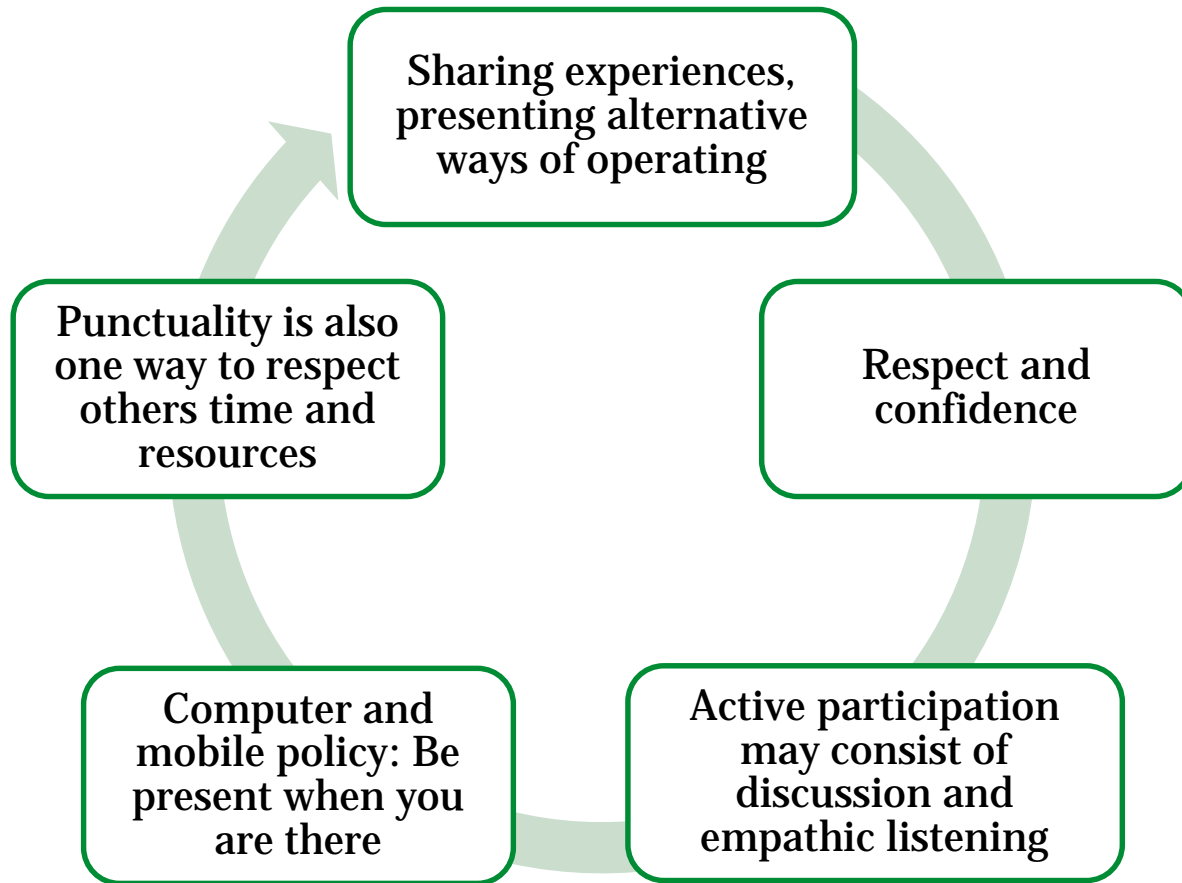A. Contact teaching sessions   29 h

B. Learning assignments (all together)   35 h

    a) Pre-assignment   *5 h*

    b) Reading assignment   x 2   10 h

    d) Plan for teaching practise   12 h

C. Working in peer groups (2-3 meetings+ independent work)   40 h

D. Reflection & independent work   35 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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Guiding principles on this course

This course is a **collaborative learning process**:

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 is also one way to respect others time and resources

Collaborative learning process requires **attendance** on contact teaching.

If you have some need for absence, please discuss it with the instructors.

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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

Lunch 11.30-12.30

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 (= one element/one 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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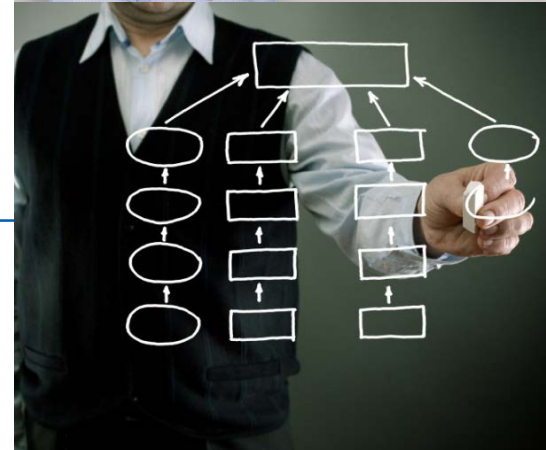
Conceptions of teaching and learning – why is it important to be aware of these?

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

Coffee break

Starting to form peer groups

- Go to one of the A4 sheets (in the walls) to which your own objective might be relevant/you would be most interested in

- Discuss your objectives and their connection with the theme *with others* interested in choosing the same topic

- Write down viewpoints relevant to the theme that emerges during your discussion

- You may change groups and talk to different people

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Forming peer groups

- Each group should have appr. **4-5 people**

- Preferably **multidisciplinary groups**

- **Pick a name** for your peer group

- **Write down your common and personal objectives** on MyCourses (there are discussion forums for each peer group as working platforms)

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, <u>between</u> the contact days
   - ✓ Collaborative discussions and documentation in your group's own space in MyCourses

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, check your timetables

   ➢ 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 (**21.3.2017**). Demonstration can preferably activate all the others listening/following your group.

   Each demonstration 30 min + 10 min discussion/feedback. Your group decides how to present it (whole group/two members/or other solution)

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Your <u>individual</u> plan for teaching practice

➢ Start to consider and write a plan for your teaching practice. Submit it on MyCourses by 24.2.2017.

➢ Teaching practices will be held on Thursday **2.3.2017** in smaller groups (4-5 persons) with a facilitator

➢ After your own session, you will receive feedback (oral/verbatim) both from peers and facilitator

➢ Instructions can be found on MyCourses, see <u>https://mycourses.aalto.fi/course/view.php?id=15264&section=8</u>

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For the next session (1.2.2017)

✓ Read and familiarise yourself with the materials:

Biggs, John and **Tang**, Katherine. Teaching for Quality Learning at University. 2007. (4th ed.) McGraw-Hill, pages 16-39. E-book is available: http://lib.aalto.fi/en/

Hunt, L. & **Chalmers,** D. (eds) 2013. University teaching in focus. A learning-centred approach. London & New York: Routledge. Pages 21-37/chapter 2. E-book is available: http://lib.aalto.fi/en/

✓ Bring the texts with you next time

✓ Be ready to work on the read material!

✓ Try to meet with your **peer group** at least once (preferably F2F meeting) before the next course session

✓ Start thinking about your **individual** plan for teaching practice (held on **2.3.2017**)

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Feedback of the day

"Thoughts and feelings"

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

2. Write one or two words describing your thoughts to sticky note

Thank you!/Kiitos!