



Aalto University
School of Electrical
Engineering

PED-131.9000 Teaching assistant as a learning instructor

Day 1

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Timetable

- 9:00–9:30** **Welcome**
- 9:30–12:00** **What makes a good assistant/teacher?**
Interaction in learning and teaching
Giving feedback

What do you think about working as an assistant?

Pick a **postcard** which somehow describes your thoughts about working as an assistant

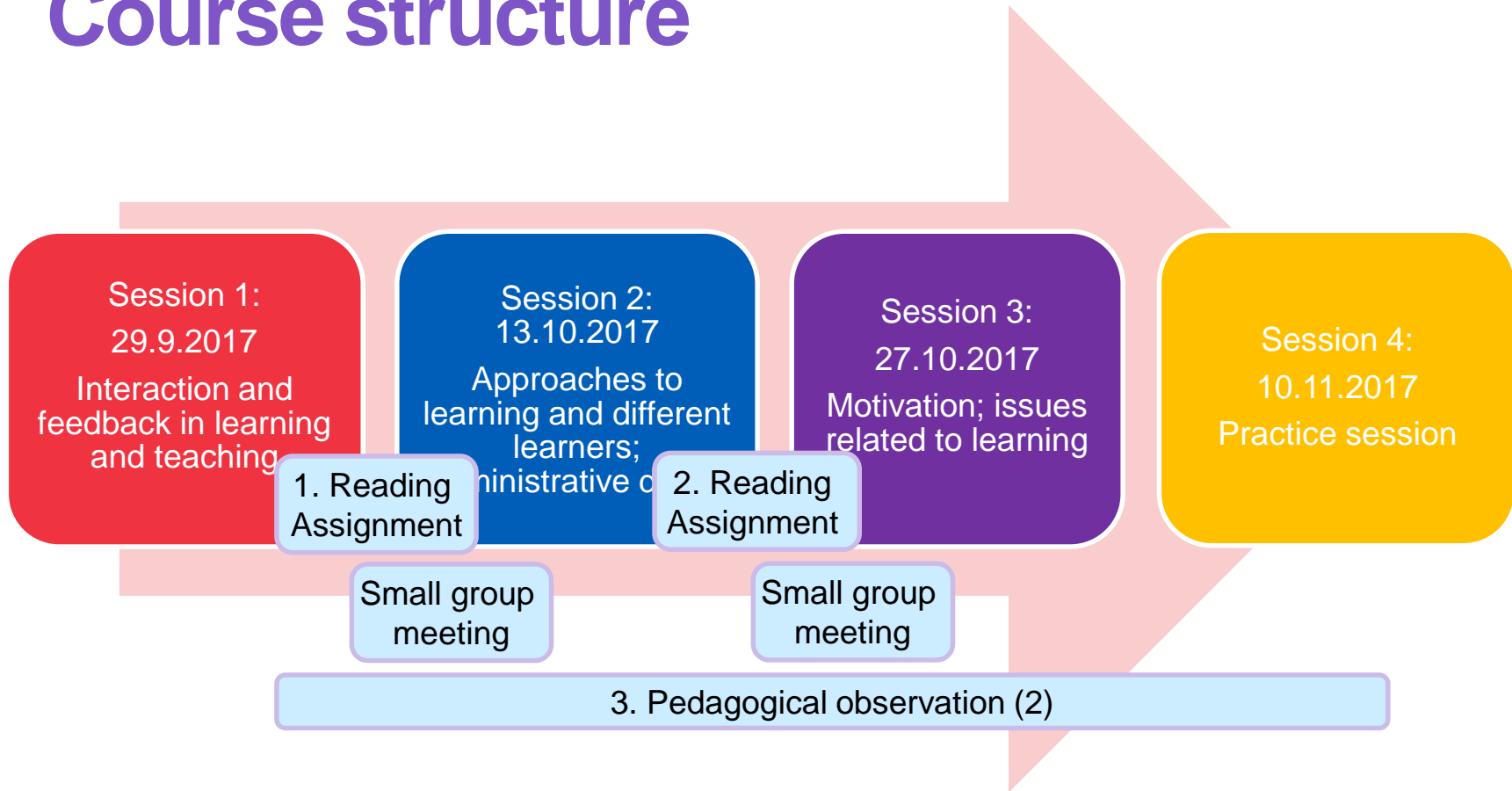


Learning outcomes for this course

After the course you will be able to

- observe the classroom environment from the learning perspective
- identify aspects to support students' learning process
- recognise ways to support students' study motivation
- identify your role as a learning instructor

Course structure



How to complete the course

- Participating in the teaching sessions
- Doing the coursework
 - reading assignments (two)
 - teaching observation and giving written feedback
 - do a reflective write-up (half to one page)

Participant's workload

A. Teaching sessions 12 h

B. Learning assignments (all together) 14 h

a) Reading assignment x 2 4 h

b) Teaching observation 6 h

c) Reflective write-up 4 h

C. Working in peer groups (2 meetings) 10 h

D. Reflection & working independently 18 h

Total 54 h
(2 credits)

(one credit is equivalent to a workload of 27 h)

Your expectations (1/3)

- **Guidelines and fundamentals** of teaching a course.
- I would like to enhance my assistantship skills to be a an effective part of the teaching and learning process.
- **identify aspects to support students' learning process and my role as a learning instructor** etc.
- The proposed structure of being a course assistant. the knowledge level which is necessary to conduct classes or practice sessions. To mark the assignments and related knowledge.
- **Hope course help me with questions:**
 - 1) How to motivate students,
 - 2) Basics information about teaching,
 - 3) Ethics in teaching.
- **Pedagogiikkaa**
- **Gain knowledge helpful in teaching assistance.**
- How to **efficiently transfer knowledge** and **involve the students, motivate** them during the exercises
- I am very interested in **pedagogy**, and I believe that I already possess some skills that allow me to explain things in clear and simple ways so that others would understand, but I would like to become better and learn what new teaching techniques and skills I could apply during this period and perhaps in future teaching

Your expectations (2/3)

- I hope that I will be able to catch a good method for **transferring efficiently scientific knowledge** to other person and help them solve real problem. It will be helpful for me for the future work as a bachelor's
- thesis advisor.
- **Vuorovaikutustaitoja, ilmaisemaan itseäni paremmin.**
- I'd like to learn **how to make others learn**, I've started my PhD recently, and teaching is a part of it, so I need consolidate my experience.
- Haluaisin oppia **kuinka saan selitettyä asioita paremmin** oppilaille ja yleisesti **oppimaan opettamaan paremmin**. Varsinkin kun en ole koskaan saanut erityisempää koulutusta opettamiseen, paitsi armeijan johtajakoulutuksen, minkä aikana sain opettaa mm. Ensiaputaitoja.
- I would like to learn how to adapt the teaching methods to be effective in teaching.
- To learn how to **aid students in their learning and keep them motivated and involved** in class proceedings.
- Knowledge and skills about teaching and **2 cr**.
- Pedagogiikan perushommia. Erityisesti kiinnostaa, että **miten kannattaisi toimia jos oppilaat eivät ole kiinnostuneet materiaalista**.

Your expectations (3/3)

- **Miten opetukseen kannattaa valmistautua? Millainen on hyvä harjoituslaskarien rakenne? Miten ottaa huomioon eritasoiset opiskelijat? Yleisiä opetustekniikoita? Miten ihmiset oppivat parhaiten, esim ensin yleisdiipadaapaa ja sitten mennään itse asiaan..? Miten laskareita / luentoja voi keventää, että ei tunnu niin raskaalta (jos vitsailu ei ole se oma juttu)? Eroaako esitelmän pitäminen seminaarissa laskarien / luennon pitämisestä?**
- **Oppia paremmaksi kurssiassistentiksi.** Koska aikaa on vähän keskityn ehkä huonoimpien opetustapojeni parantamiseen.
- **To learn;**
 - * **how to be a good teaching assistant,**
 - * **how to help students to deepen their understanding** of the course content,
 - * **how to involve students** in an efficient way in problem-solving discussions,
 - * **how to have an active and energetic class that motivates students** to continue attending the class by the end of the semester.

What makes a good course assistant?

What are the elements and capabilities that make "a good course assistant"?

Step 1 (5 min):

- Write down each element or capability on a separate sticky note.



Drawing a "prototype" of a good teaching assistant

Step 2 (steps 2 and 3, ~30 min):

- Share your thoughts with your group.

Step 3:

- Draw and describe the course assistant that has the attributes and capabilities you have discovered.
- You can personalise your prototype:
Give her/him a name, age, discipline etc.
- Prepare to present your group work (max 5 min/group).



Conceptions of teaching and learning: why is it important to be aware of them?

The teacher's own conception of learning has an impact on their 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

International students may be used to different teaching and learning methods, so they expect different kinds of teaching

Short break!



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Interaction: Why and how?



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Interaction in teaching: why?

- The fundamental rationale is to improve students' learning
- Here interaction refers to the types of exchanges (communication) that are believed to extend thinking and enhance learning
- According to this view, learners develop understanding
 - *in interactive and social situations*
 - *with the help of and in collaboration with others*

Vygotsky 1972; Bruner 1986; Britton 1970; Wells 1986; Norman 1992; Barnes & Todd 1995; Mercer 1995 (in discourse: Gumperz 1982; Chafe 1982; Tannen 1989; Levinson 2006)

Interaction

When dealing with social information

we observe the situation

we interpret

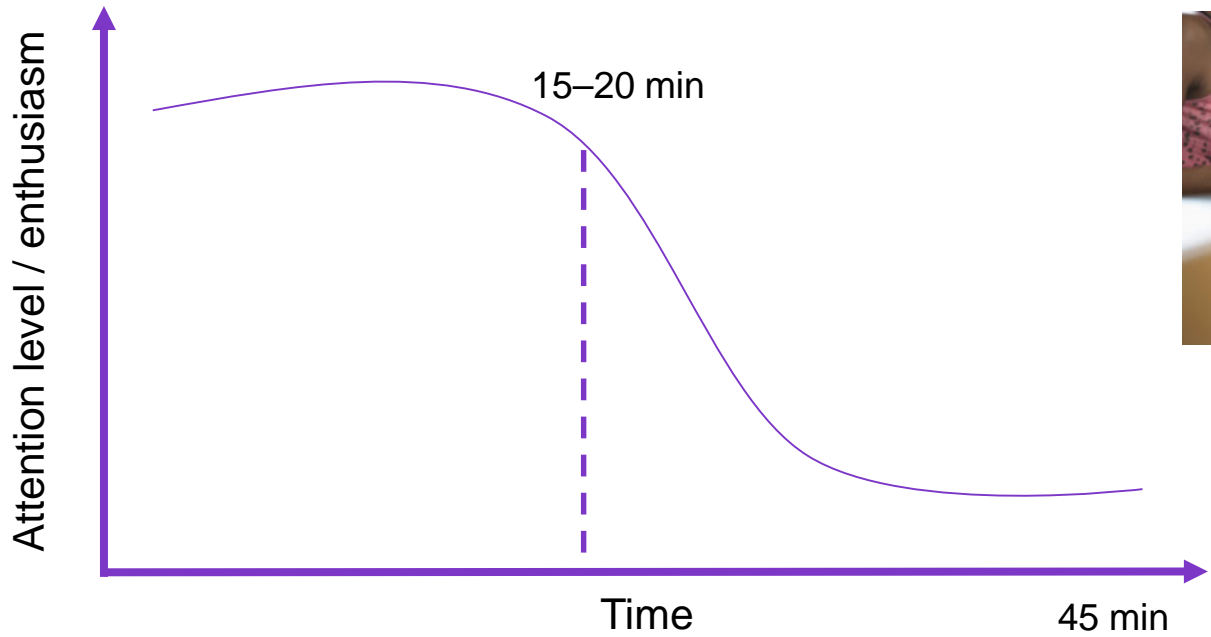
we set a goal



we consider optional
courses of action

we consider the
wisest course of
action

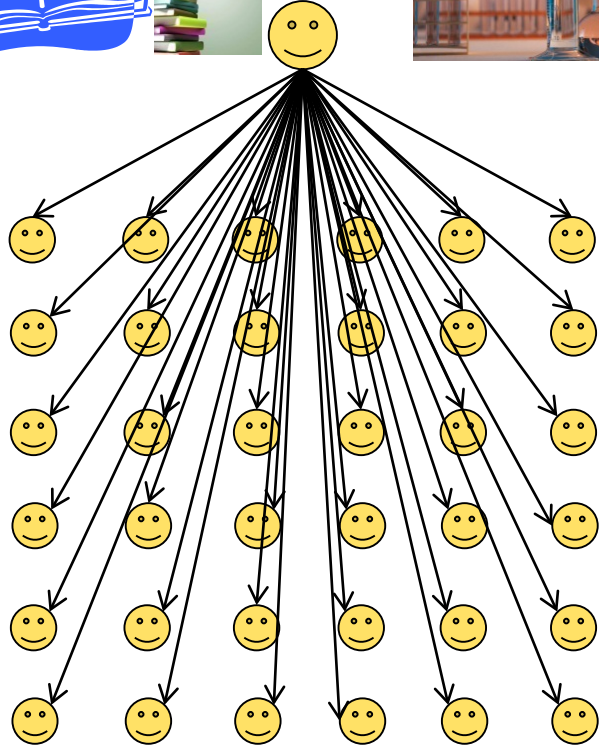
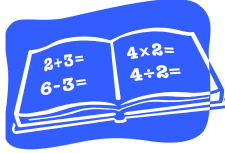
Attention vs. Rhythm of teaching



E.g., Johnson, A. & Proctor, R. W. 2004. Attention, theory and practise

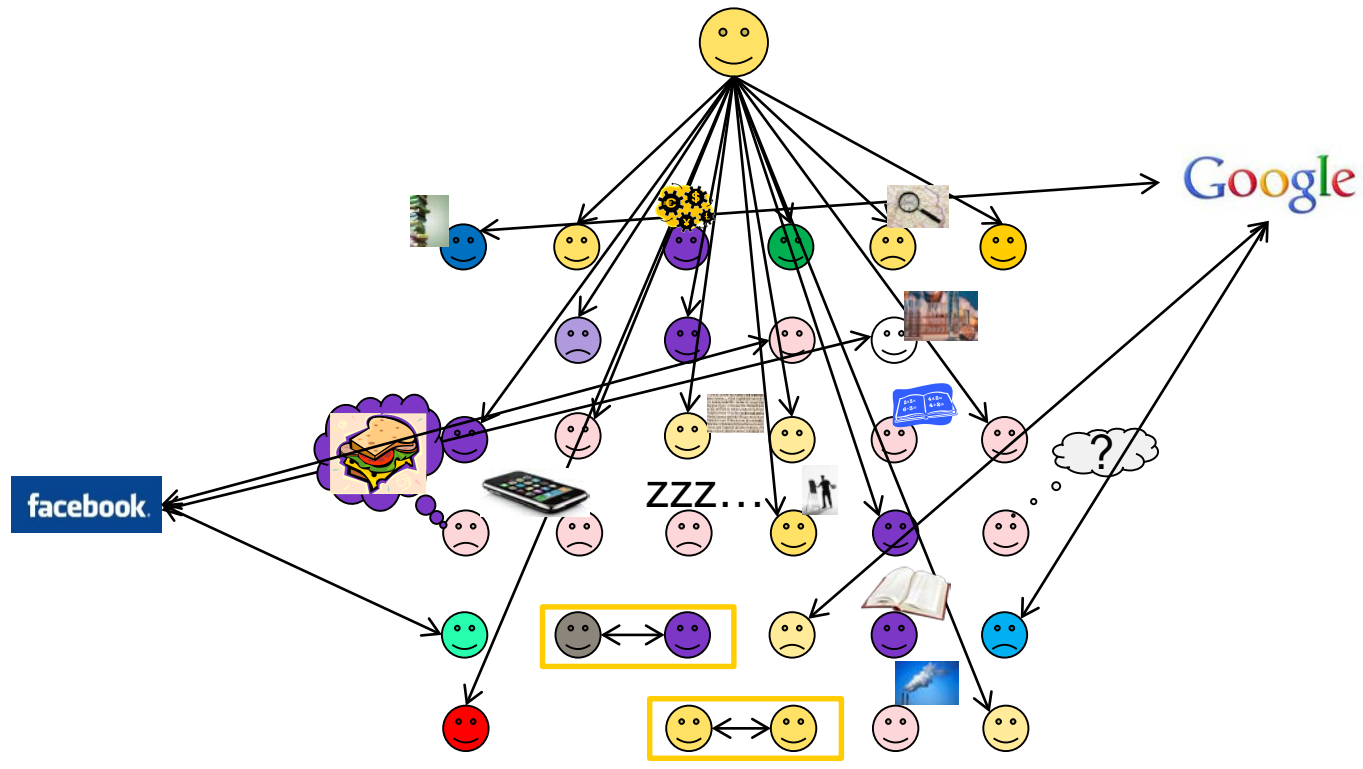
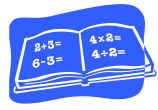


...wenn gewer rauchig auch duntvergie
tet (als im 2. Buch verzeichnet) ward im 2
mit als einem Abt / sonder als einem Wist
äffen. Nostert aber war kein Wisthoff, sond
Abt ein Wisthoff, welcher zum erlt mal wude
ist in seinem alter: frög gefürt vmb zepflic
er selbigen zeit sölchen frög in die hend get
mosden von Cofans in massen widerstue
nden nit hab insagen hingelagt werden, bifi
ung des Landes zuletzt verzeht haben. Es
n nit so vil Leüt als vnfrö Landesfürst, ric



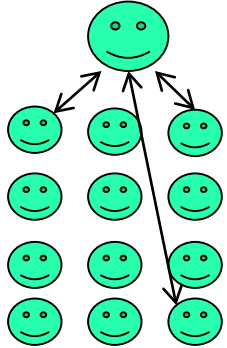


...wenn diese Auswertung nicht zufriedenstellend ist, so mit der Kunden- / Service-Abteilung in Kontakt treten. Die Kunden- / Service-Abteilung wird Sie unterstützen, um Ihre Anliegen zu klären. Bitte beachten Sie, dass die Kunden- / Service-Abteilung nicht für den Schaden von Kunden an anderen Kunden haftet. Bitte beachten Sie, dass die Kunden- / Service-Abteilung nicht für den Schaden von Kunden an anderen Kunden haftet.

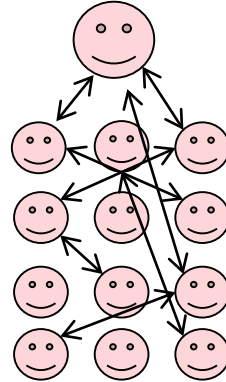


Examples of how to arrange interaction

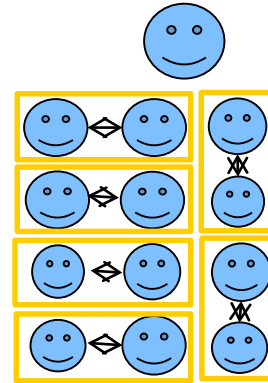
Between teacher and student



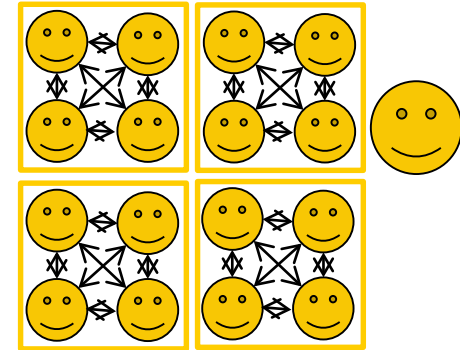
Teacher led group discussion



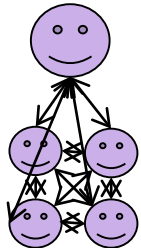
Discussion in pairs



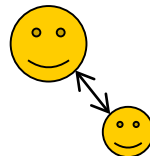
Group discussion; teacher coordinates



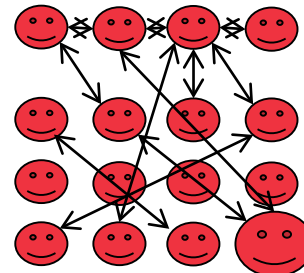
Group instruction



Personal instruction



Group discussion, led by the students



Interaction: to promote learning



Constructive discussion of
conflicting points of view

Deep processing of
the objected subjects

Fair/equal participation

Positive and safe atmosphere

Remember
the code of
conduct

Open questions to stimulate thinking (Aarnio & Enqvist 2002)

How do you consider...?

What is it based on...?

What does it mean...?

What are the consequences of...?

How do you understand...?

What is it all about...?

What is the meaning of...?

What if...?

What is this... connected to?

How do you feel about...?

What do you think you are going to do...?

How do you explain...?

How is it in your point of view...?

What kind of actions...?

Short break!



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Feedback



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What type of feedback have you received?

Recall a feedback session and analyse it:

- How was the situation?
- Who gave/received the feedback?
- How did you feel about it?
- What was good/not so good in the situation?
- Did you learn something from it?

Discuss and share them in groups of two or three (10 min)



Offering feedback

Your message should be in the tone: *I appreciate you and what you have done and whatever else I say should be taken in this context.*

- Be realistic
- Be sensitive to the goals of the recipient: LISTEN
- Be timely!!
- Be descriptive
- Don't be judgemental
- Be positive

Feedback

Constructive	Unconstructive/destructive
<p>Is about an issue/action</p> <ul style="list-style-type: none">▪ <i>E.g. Up to here everything is fine... now let me see... ah, there's an error here.</i>	<p>Is about the person</p> <ul style="list-style-type: none">▪ <i>E.g. Can't you understand when I tell you...?</i>
<p>Justifies the views</p> <ul style="list-style-type: none">▪ <i>E.g. Consider this from the point of view of...</i>	<p>Contains judgements (good/bad)</p> <ul style="list-style-type: none">▪ <i>E.g. You don't know what you're talking about.</i>
<p>Is useful for development</p> <ul style="list-style-type: none">▪ <i>E.g. You did this part correctly, and practice this part some more...</i>	<p>Does not necessarily benefit anyone</p> <ul style="list-style-type: none">▪ <i>E.g. How stupid can you be...</i>
<p>Takes into account the recipient's state of development, situation, ability to receive feedback, etc.</p> <ul style="list-style-type: none">▪ Confirm the situation: <i>Can you explain what you have done...? What do you think about this...?</i>	<p>Does not take the recipient into account, is given only from the evaluator's perspective</p> <ul style="list-style-type: none">▪ Assume you know the situation: <i>This is how it is, nothing you say will change my mind...</i>

Examples

Constructive	Unconstructive/destructive
<p>States observations</p> <ul style="list-style-type: none">▪ <i>E.g. This is what I observed... This looks like... I think this is...</i>	<p>Makes subjective conclusions / interpretations</p> <ul style="list-style-type: none">▪ <i>E.g. This is what you did. This went like this because...</i>
<p>Two-way process, the recipient has an opportunity to respond</p> <ul style="list-style-type: none">▪ <i>E.g. Do you think that you understood what I meant... I hope I understood your question correctly...? Could you elaborate...?</i>	<p>One-way process, no chance to answer or reflect</p> <ul style="list-style-type: none">▪ <i>E.g. This is how it was, and that's it.</i>

Goals of the learning assignments

1. Reading assignments (two)

- Read the text so that you can discuss it with your peers in your small group

2. Teaching observations (two)

- Observe a class, focusing on a given theme
- Make notes and reflect on the observation
- Give feedback to the teacher observed

3. Group meetings (two)

- Reflect on the previous course session
- Discuss and reflect on the reading assignment
- Plan your teaching observation

Learning assignments for the next session 1/3

1. Reading assignment: DL 13.10.2017

Go to MyCourses→Day 1, and find the link for the book:

Biggs, J., Tang, C. 2011: *Teaching for Quality Learning at the University*.

Read **chapter 2, "Teaching according to how students learn"**, p. 16–33.

Read the text so that you can discuss it with your peers in your small group

Learning assignments for the next session 2/3

2. Teaching observation: DL 13.10.2017

- Visit an exercise class, if possible a class of one of your group members.
- Focus on **interaction** in the classroom and note down at least the following: How was it created? 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 1) with the name of the observed peer/teacher removed.

Learning assignments for the next session 3/3

3. Group work for the course

- *Start your group work now:* Arrange two meetings with your small group, one before the next class and the other after (do it now).
- Plan your teaching observation and discuss the article.
- Submit your notes and reflections in MyCourses (Day 1): What did you discuss? What did you observe? What did you think about the article?

Hand in

- Your notes, reflection and feedback given on the observation
- Notes on the group work; one for the entire group (put the names of the group members on the document submitted)



**Feedback time:
What was good?
What would you change?**

