



## A! PEDTA INTRO (5 credits)

*Contact session 1: I as a university teacher*

*Aalto University Learning Services  
Maija Lampinen  
23.4.2018*



### Welcome to the course

Teacher and contact information:

**Maija Lampinen** (teacher in charge)

Educational Developer, ELEC

[maija.lampinen@aalto.fi](mailto:maija.lampinen@aalto.fi)

050 4057792

## Timetable for 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 pre-assignment
- Setting personal goals for the course
- Forming peer-groups

Chinese Urdu  
Persian Farsi  
Arabic English  
Italian Russian  
Suomi

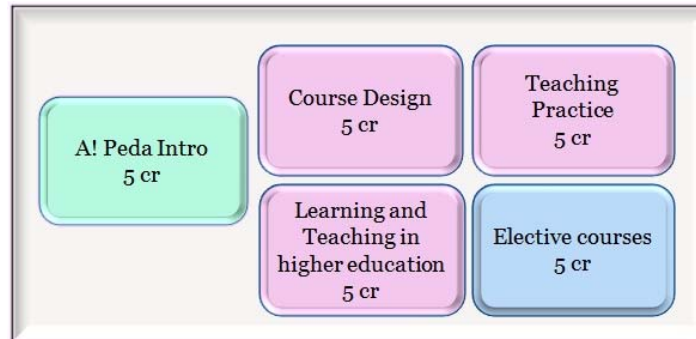
Persian Urdu  
Arabic Farsi  
Russian English  
Italian Chinese  
Suomi

## What is A! Peda Intro course?



Photo: Maija Lamminen

## Structure of Aalto pedagogical training programme

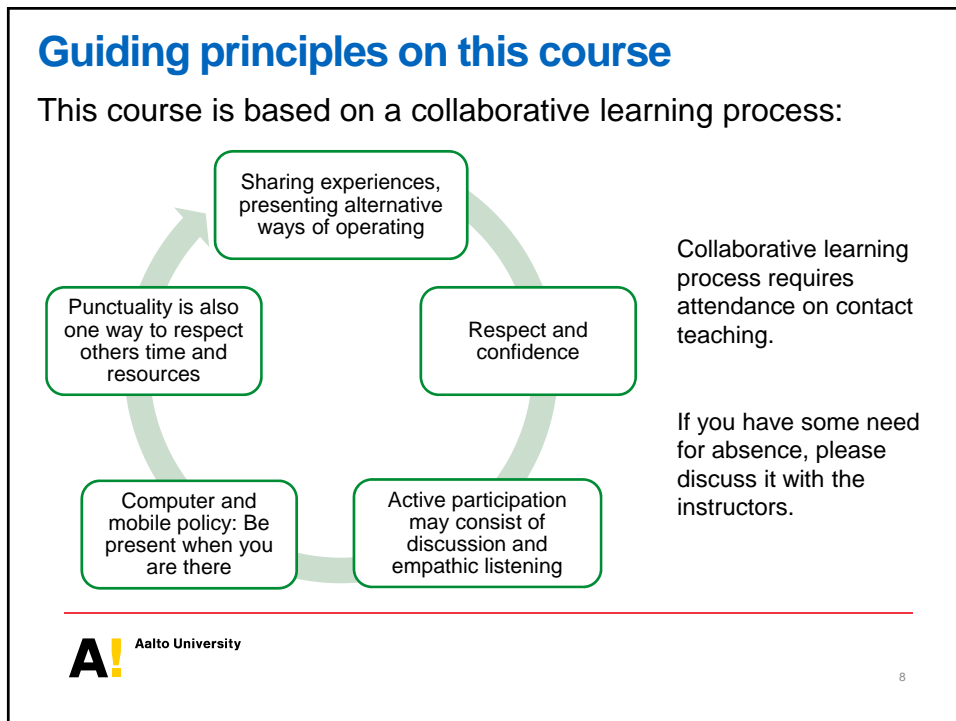
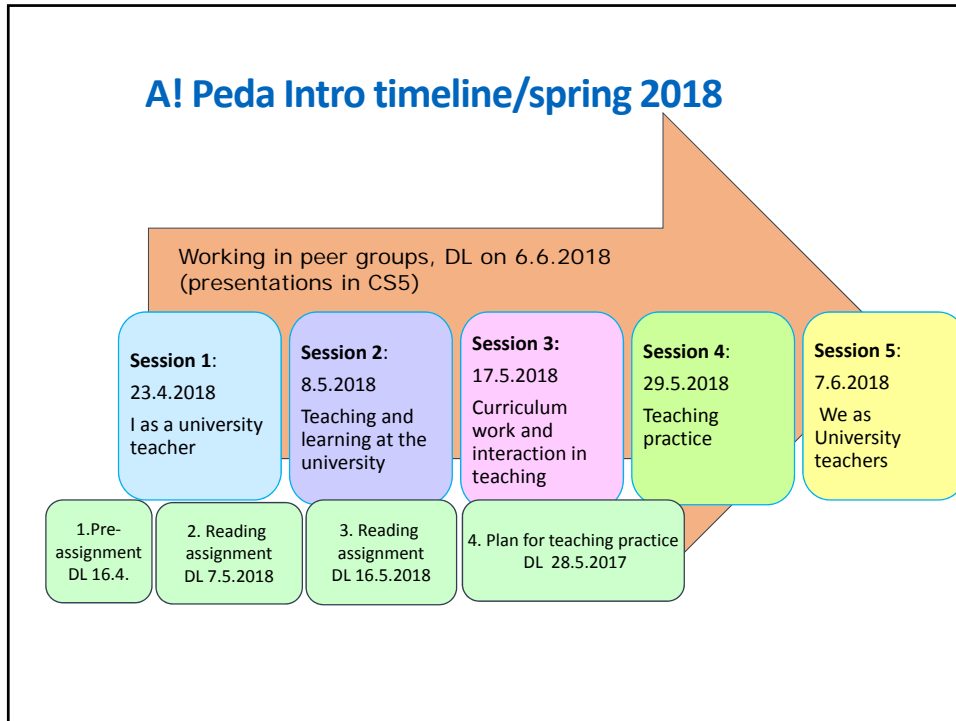


<https://inside.aalto.fi/display/en/es/The+structure+and+the+courses+of+pedagogical+training>

## Learning outcomes for A! Peda Intro course

After the course, you

- will recognize issues that may have an impact on learning experience.
- will recognize the phases of teaching design.
- have expanded your network among teachers at Aalto University and 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.



## How to pass the course acceptably?

- ✓ Pre-assignment, intermediate assignments completed and submitted
- ✓ Teaching practice
- ✓ Peer group work presented on contact session 5 and displayed on MyCourses
- ✓ Attendance on contact sessions

## Participant workload

A. Contact teaching sessions	29 h
B. Learning assignments (all together)	35 h
<i>a) Pre-assignment</i>	5 h
<i>b) Reading assignment</i> x 2	10 h
<i>d) Plan for teaching practise</i>	12 h
C. Working in peer groups (2-3 meetings+ independent work)	40 h
D. Reflection & independent work	35 h
<b>Total</b>	<b>129 h</b>
(one credit is equivalent to 27 h workload)	<b>(~ 5 credits)</b>

# Cocktail-party

1. Name:
2. The best in my home country is..
3. I am interested in teaching because...
4. What are my strenghts as a teacher?



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# Break

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## **Excercise: 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. (5 min)

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## **Ideal teacher (10 min)**

1. Share your ideas with your group members.
  2. Which elements are related to each other? Group the notes into themes.
  3. Name the groups of themes.
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## Drawing a "prototype" of a good university teacher

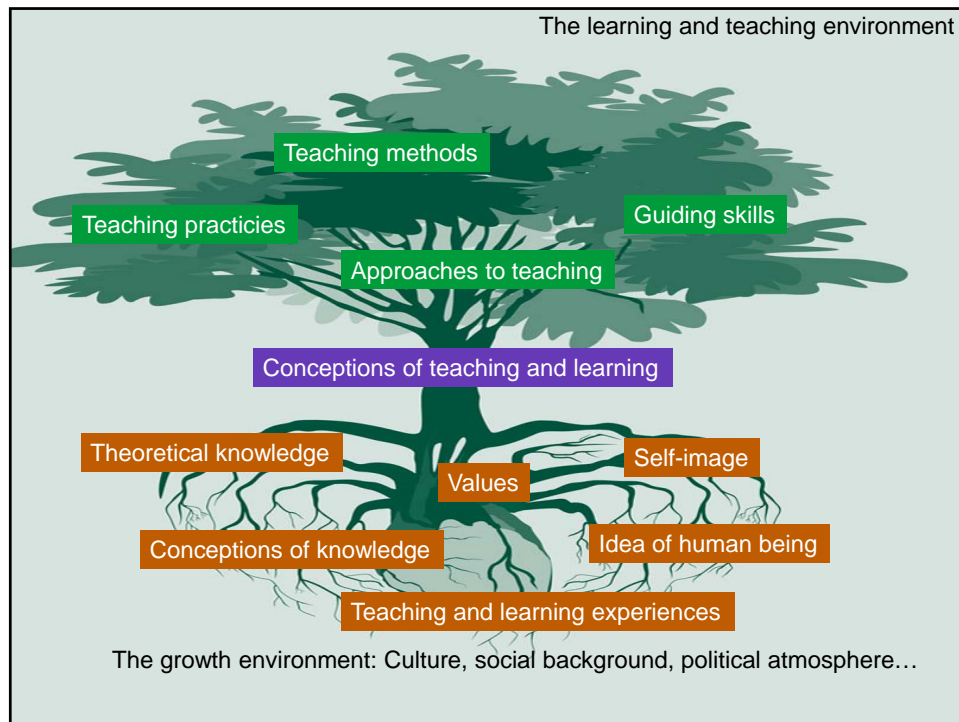
- ✓ Draw and describe the university teacher that has the attributes and capabilities you have discovered
- ✓ Are there some contradictory expectations for a good teacher?
- ✓ Personalize your prototype:  
Give her/him a name, age, discipline etc.
- ✓ Time: 30 min



**Lunch 11.30-12.30**

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## Conceptions of teaching and learning – why it is 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

## Pre-assignment

Present your pre-assignment in your group.

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!

Time 20-25 min



Photo: Maire Syrjäkari

## What do you want to achieve in the course?

- What would you like to learn in the course?
- What would be your personal learning objective / goal?
- Write down your objective / goal.



Kuva: Maija Lampinen

# Coffee break

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## Starting to form peer groups

- Go to the posters (on the walls) that are close to your own objective and which topics interest you most.
- Discuss your objectives and their connection with the theme *with others* interested in choosing the same topic
- Go to the couple of posters and find a group that might support you to achieve your goals or have an interesting topic.
- Write down on posters viewpoints relevant to the theme that emerges during your discussion
- The goal is to find and form a small group

## Forming peer groups

- Each group should have 4-5 people.
- Preferably multidisciplinary groups.
- Pick a name for your peer group, list the name of the members and tell them to Maija who name your wiki in MyCourses.
- Describe and write your objectives in wiki:
  - What is your goal as a group?
  - What are the goals of your group members?

## Peer group working 1/2

1. The participants can work towards their personal objectives by setting a **common objective** for the group
2. Discuss and decide the **timetable and actions** to achieve your objective
  - ✓ At least two meetings during the course, preferably three.
  - ✓ Meetings may be f2f or virtual, between the teaching sessions.
  - ✓ What kind of actions would support you to achieve your objectives?
3. **Make a plan for the meetings in order to further your objectives.**  
**For instance:**
  - ✓ 1<sup>st</sup> meeting: clarify objectives, divide tasks, planning of how to report the outcomes, check your timetables
  - ✓ 2<sup>nd</sup> 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

## Peer group working 2/2

3. Write / draw / record a **summary of each meeting** & the final outcome on MyCourses. Agree who is writing the summary each time. What did you discuss? What has been done? What are your next steps/actions?
4. **Plan the demonstration** for the last teaching session (**7.6.2018**). Try to plan a demonstration that activate the others in the class. You are free to choose the form of demonstration. Be ready to discuss how your peer group worked.

Time for demonstration is 20 min + 10 min discussion/feedback.

## Learning assignments for the next session (8.5.2018)

### 1. Read and familiarise yourself with the materials:

- a) Biggs, J. and Tang, K. 2011, (4<sup>th</sup> ed.)
  - a) *Chapter 2: "Teaching according to how students learn", AND*
  - b) *Chapter 3: "Setting the stage for effective teaching" pages 16-39 in Teaching for Quality Learning at University. McGraw-Hill, E-book is available: <http://lib.aalto.fi/en/>*
- b) Hunt, L. & Chalmers, D. (eds.) 2013.
  - a) *Chapter 2: "Effective classroom teaching", pages 21-37 in University teaching in focus. A learning-centred approach. London & New York: Routledge. E-book is available: <http://lib.aalto.fi/en/>*

### 2. Bring the texts with you next time and be ready to work on the material!

3. If possible, **meet your peer group** members at least once (preferably F2F meeting) before the next course session.

### 3. Start to plan your teaching practice (held on 29.5.2018).

## Plan your teaching practice (individual)

- Start to plan your teaching practice. Submit your written plan on MyCourses by 28.5.2018.
- Teaching practices (20 min teaching session) will be held on 29.5.2018 in small groups (4-5 persons) with a facilitator.
- After your teaching session, you will receive written and oral feedback from your peers and facilitator.
- Instructions and inbox for submitting a plan can be found on MyCourses.

## Feedback of the day

“Thoughts and feelings”

1. Think of something that you have learned today or something that triggered your thoughts
2. Share your thoughts (one sentence)



**Thank you!/Kiitos!**

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