



A! PEDTA INTRO (5 credits)

Day 4: Teaching practice

*Aalto University Learning Services
University Pedagogical Training and Development
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Schedule

12:00-12:50	Orientation to teaching practice
13:00-13:35	I Teaching practice and feedback
13:40-14:15	II Teaching practice and feedback
14:15-14:30	Break
14:30-15:05	III Teaching practice and feedback
15:10-15:45	III Teaching practice and feedback

Objectives of the day

- ✓ To practice teaching
- ✓ To observe and analyse the teaching situation
- ✓ To practise giving and receiving feedback
- ✓ To perceive one's own strengths as a teacher and consider one's personal development targets
- ✓ To get new ideas for teaching

Discuss with your peers and write your thoughts to padlet:

1. Who provides feedback and on what?
2. Why should we provide feedback to the students?
3. What is constructive feedback?

https://padlet.com/lampinen_maija/intro_feedback

Time: 10 min



Feedback can...

- **raise** students' **consciousness** of the strengths of their work,
- **boost** students' **confidence and self-concept** regarding personal strengths and abilities,
- **provide guidance** on areas for further development of skills and enhancement of work,
- **enhance** students' own judgement, **understanding of assessment criteria and ability to self-audit** their own work.

(HEA Feedback toolkit. The Higher Education Academy, 2013)

Feedback can perform several functions and it can be used primarily to:

- correct errors;
- develop understanding through explanations;
- generate more learning by suggesting further specific study tasks
- promote the development of generic skills by focusing on the evidence of the use of skills rather than on the content;
- promote meta-cognition by encouraging students' reflection and awareness of learning processes involved in the assignment;
- encourage students to continue studying.

(Gibbs and Simpson, 2011, p.19-20 in HEA Feedback toolkit. The Higher Education Academy, 2013)

Who provides feedback?



<https://www.yeahwrite.org/?p=3322>

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Different feedback mechanisms include:

- Specific, targeted, teacher / tutor feedback **on individual's work**
- Generic teacher / tutor feedback **for the whole group**
- **Automated** feedback (e.g. self-assessment tasks)
- Feedback from people other than the teacher / tutor (e.g. form **peer student**)
- **Informal feedback** (e.g. comments from the teacher made in the corridor)

(HEA Feedback toolkit. The Higher Education Academy, 2013)

A tip:

- ✓ Tell your student when and how you will give feedback.
- ✓ In the feedback, include a self-assessment of students' input on their learning process

How to give constructive feedback?



Feedback

Constructive	Unconstructive/ destructive
Is about an issue/action	Is about a person
Justifies the views	Contains judgements (good/bad)
Is useful for development	Does not necessarily benefit anyone
Takes into account the recipient's state of development, situation, ability to receive feedback etc.	Does not take the recipient into account, is given only from the evaluator's perspective
States observations	Makes subjective conclusions / interpretations
Two-way process, the recipient has an opportunity of responding	One-way process

✓ Instead of using the word BUT, you can use the word AND

Effective feedback..

..is feedback, which is picked up, read, and acted on by students

..is timely. To be effective feedback should be provided for students while it still matters to them.

...helps students take action to improve their learning. Feedback should be for learning, not just evaluation of learning.

...is clear, detailed and specific.

...has a forward-facing focus. Feedback should be constructive, not just backward-looking, with a focus on aspects of the work which are relevant to later assessments.

...builds motivation and self-esteem. Feedback should help students want to learn by being encouraging and supportive in tone.

HEA (Higher Education Academy) Feedback toolkit. The Higher Education Academy, 2013.

Effective feedback..

...is realistic and focuses on students' performance. Make sure your students realise that the feedback is about their work, rather than about them as people.

...is targeted to the purpose of the assignment and the criteria for success. The functions of feedback vary according to the nature of the assessment and to its criteria for success. Be flexible and avoid a one-size-fits-all approach.

...encourages dialogue with teachers / tutors and peers as a way to make sense of their learning.

...helps students develop their ability to make informed judgements on their own work. The goal of feedback is enhancement of learning and improvement of future work and should therefore develop students' abilities to self-audit the quality of their own work.

HEA (Higher Education Academy) Feedback toolkit. The Higher Education Academy, 2013.

Tell and guide by asking:

- ✓ What do you think...?
- ✓ What are the grounds for...?
- ✓ What does it mean...?
- ✓ What are the consequences...?
- ✓ How do you understand...?
- ✓ Where does it come from that...?
- ✓ What is the meaning of...?
- ✓ What if...?
- ✓ What has x to do with y?
- ✓ How do you feel...?
- ✓ How do you describe...?
- ✓ How do you find this...?
- ✓ What kind of actions...?



(Aarnio & Enqvist 2002)

For the next session

- ✓ Be prepared to present your peer group work/findings/outcomes (20 minutes)
 - ✓ Choose an appropriate method for your presentation
- ✓ In the beginning of next session you have about 30 minutes for planning and finalizing the "presentation".

Teaching practice



Teaching Practice

- ✓ Duration of each practice is 20 minutes
 - ✓ Self-evaluation and reflection
 - ✓ Feedback 10-15 min
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You can give feedback on...

- ✓ Interaction, communication skills
- ✓ Taking the participants into account and activating them
- ✓ Keeping in line with the objectives
 - ✓ What was the aim?
 - ✓ Selection of learning content, presentation and command of the content
 - ✓ Did the methods support the (intended) learning outcomes?
 - ✓ Assessment?
- ✓ Enthusiasm, presence, emotional atmosphere
- ✓ Teaching media, materials
- ✓ Starting and finishing of the situation
- ✓ Anything else?

Feedback form

Strengths

1.	
2.	
3.	
4.	
5.	
6.	

Development targets

1.	
2.	
3.	
4.	
5.	
6.	

Suggestions for the next time

1. _____

2. _____

3. _____

Groups for teaching practice

Päivi Kinnunen (U413c):

Riikka Kytönen (ARTS)
Viktar Asadchy (ELEC)
Eman Zarie (CHEM)
Salvatore Andolina (SCI)

Kirsti Keltikangas (U402):

Anna Kajosaari (ENG)
Naser Hossein (SCI)
Marta Malik (BIZ)
Jens Schmidt (SCI)

Jari Holopainen (U414c):

Aino Hirvola (ENG)
Muhammad Naveed Tabassum (ELEC)
Anand Tatikonda (CHEM)
Jingrui Li (SCI)

Maija Lampinen (U414b):

Shila Jafari (CHEM)
Tommi Himberg (SCI)
Yancho Todorov (CHEM)
Jussi Jokinen (ELEC)

Thank you!