

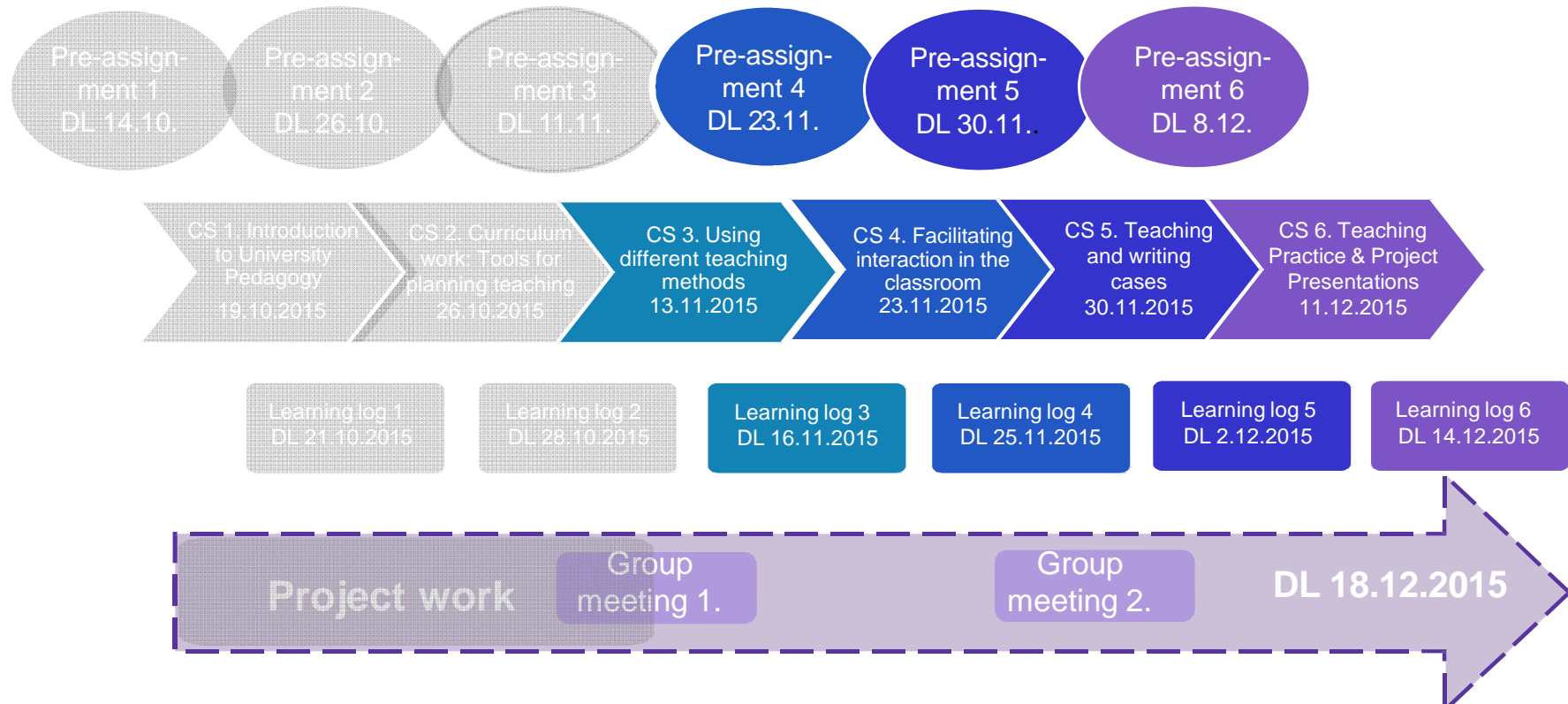


Pedagogical Training for Business School Faculty

CS3: Teaching methods

*Pedagogical Training (6 ECTS)
Aalto University Learning Services
Marja Elonheimo (MA) & Christa Uusi-Rauva (DSc)
November 13, 2015*

Course Timeline and Functions



Timetable and content

Morning session

From last session

Teaching insights from AEE - Pekka Mattila

Curriculum planning – teaching methods, assessment, workload

Lunch

Afternoon session

Technology in teaching - Ilona Mikkonen

Teaching methods

From the logs 1/2

I assumed this course to give more basic theory on “how to teach the right way”.

I hope that we will cover the challenges and opportunities of large-group teaching (>120 students) at some point of this course.

One takeaway for me was that I will pay more attention to communicate the learning outcomes more clearly.

The finance department [...] seems to have exceptionally good teachers [...]. With time, I hope that [...] all teachers in Aalto will be equally good instead of equally bad.

From the logs 2/2

I have given lectures in the past where I really hadn't planned specific learning outcomes.

I felt puzzled by the apparent contradiction of maintaining coherence in course curricula by following School-level [...] guidelines when I listened to [Markku Kaustia].

I almost fell in love with the Susan Wolcott stages of critical thinking. It was an answer to my provoked thoughts.

What are the general issues I really want my students to learn, and remember, after the course? I'm still thinking about it.

Teaching methods: sources

Hyppönen, O. & Lindén, S. 2009. **Handbook for teachers: course structures, teaching methods and assessment.**

<https://aaltodoc.aalto.fi/handle/123456789/4755>

Teaching Toolkit from UCD

<http://www.ucd.ie/teaching/resources/teachingtoolkit/>

ClickEinstein-blog

<http://blog.clickeinstein.com/2015/10/28/10-ways-in-which-project-based-learning-teaches-life-skills/>

Journal of University Pedagogy

<http://lehti.yliopistopedagogiikka.fi/journal-of-university-pedagogy/>

Hemminki, M., Leppänen, M. & Valovirta, T. 2013. **Get inspired! A guide for successful teaching.**

<https://aaltodoc.aalto.fi/handle/123456789/11990>

Learning outcomes for the session

After this session you will be able to

- **Use teaching methods that support your learning outcomes**
- **Select appropriate assessment methods for your course**

Warm-up

With a pair, discuss different teaching methods you have liked as a student and why.

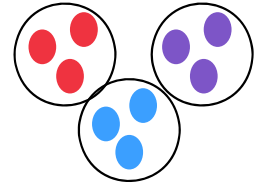
Teaching insights from AEE – Pekka Mattila

Group work: curriculum planning

Puzzle method - phases:

1. Working in groups divided by topic
2. Working in mixed groups
3. Back to the expert group
4. Short wrap-up

Phase 1: Working in groups divided by topic



Groups work on the topic given in the previous session.

Topic 1: **Inductive Teaching and Learning** (Sadaat, Peter, Laura E., Marja)

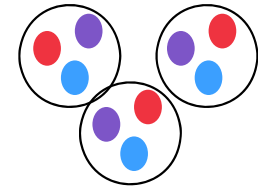
Topic 2: **Students' workload** (Alexei, Tomi, Laura S., Ines)

Topic 3: **Applying an inductive** method (David, Henry, Anne, Myrto)

Topic 4. **Assessment** (Anton, Mikko, Katariina, Fernando)

- Discuss the topic (based on the reading material)
- Define the main points and summarize these on a flipchart
- Ask if something is unclear
- NOTE: Topic 1 from small-group perspective, Topic 3 mass teaching

Phase 2: Mixed groups



1. Form new groups: one member from each original group to each mixed group.
2. Teach your original topics to others so that the expert of each topic teaches to others in the new group. Time: 10 minutes per topic.
3. Move clockwise to the next table and repeat step 2.

If there are any unclear issues please write them down. These can be discussed at the end of the exercise.

Phase 3: Back to original topic groups

Go back to your "topic group" and discuss together:

Could you use the method (puzzle group work) in your teaching?

Lunch

Ilona Mikkonen: Technology in teaching

Activating teaching methods

Theme 1. Ice breaking

- **Discuss and choose two ice breaking methods**
- **Plan a short teaching session where you use these methods**
- **Set the context: which course**
- **Motivate students to participate by telling them what the objective of the exercise is**

Theme 2: Activating students

- **Get students to discuss good ways to teach mass courses**
- **Choose either**
 - cumulative group - snowball p.41
 - fish bowl p.49
- **Context: BIZ peda course**
- **Motivate students to participate by telling them what the objective of the exercise is**

Hyppönen, O. & Lindén, S. 2009. Handbook for teachers – course structures, teaching methods and assessment. Pdf-version: <https://aaltodoc.aalto.fi/>

Theme 3: Activating previous knowledge

- You are teaching a class session on assessment
- Your group is new
- You want to find out their previous knowledge about the subject but also activate students to work together
- You decide to use the mind map method (p. 38)
- Motivate students to participate by telling them what the objective of the exercise is

Hyppönen, O. & Lindén, S. 2009. Handbook for teachers – course structures, teaching methods and assessment. Pdf-version: <https://aaltodoc.aalto.fi/>

Theme 4: Reviewing taught content

- **Task: review student knowledge about constructive alignment**
- **Use the teaching walk –method (p.42)**
- **Context: BIZ peda**
- **Motivate students to participate by telling them what the objective of the exercise is**

Hyppönen, O. & Lindén, S. 2009. Handbook for teachers – course structures, teaching methods and assessment. Pdf-version: <https://aaltodoc.aalto.fi/>

For next time

- **Learning log DL is 16.11.2015**
- **Pre-assignment 4:**
 - Plan a 10-minute interactive teaching session for the other students in the course. More specific instructions in MyCourses.
 - Upload your plan to MC before class, by 8.55 am on November 23. Also, bring it to class

Feedback