



# Feedback from 2013 workshops

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## 1. Feedback from presenters

- Difficulty of mixed groups (some small teaching, some MA problem sets, some 2:1 teaching; also mixed experience groups)
- Forced to attend by department
- Larger group than expected and not all registering
- Room not fit for purpose
- Dominated by one department (problematic for those from another)
- Positive response to working with another presenter – perhaps beneficial to have some regularity of who you work with; also worked better when presenters knew each other before the workshop
- Flip charts worked well to engage with participants
- Consider the balance between discussion time and presentation time in workshops
- Notes from EN sufficient
- Good to keep flexibility in programme depending on presenters and host university
- Limited time so hard to do hands-on teaching but examples work well
- Workshop sometimes drags – is 10.30am to 4pm too long?
- Practice teaching for 10 minutes, record and discuss – maybe hard to fit into a one-day session but perhaps a follow up
- Lack of flexibility that GTAs have means that games are seen as fun but not practical to implement, because of time and concern of fitting everything in, GTAs often revert to initial habits – need to consider the challenge of tight time constraints/content requirements

## 2. From GTA attendees

### 2.1. Overall rating of the workshop

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The workshop met my own objectives	0.54%	2.16%	12.43%	50.27%	34.59%
The workshop was well structured		2.16%	9.73%	48.65%	39.46%
The presenters were of a high standard		0.54%	4.84%	43.55%	51.08%
The materials were of a high standard	0.54%	3.24%	21.62%	46.49%	28.11%
I enjoyed the workshop	1.08%	3.78%	14.59%	46.49%	34.05%
Overall the workshop was useful to me	2.17%	3.26%	8.70%	47.28%	38.59%

### 2.2. Time and balance of activities

	Too Little	About Right	Too Much
Presentation	1.10%	88.95%	9.94%
Groupwork	11.11%	78.89%	10.00%
Discussion	6.11%	88.89%	5.00%
Length of workshop	1.64%	60.11%	38.25%



### 2.3. *What did you find most useful about the workshop?*

- Group discussions with presenters and other GTAs – on concerns and anxieties and helpful tips to overcome them, as well as on role and responsibilities of GTA
- Dos and don'ts of teaching/key concepts for teaching
- Useful techniques for: planning/structuring class, making classes interactive (including games and videos), keeping students engaged, time management, marking and giving feedback (including quantitative vs. essay work)
- Learning that getting through all the material isn't the only goal
- Setting and understanding expectations – in particular through preparing for the first class
- Practical examples from the classroom (presenters and GTAs experiences)
- Hand-outs and education literature, as well as other websites and resources to use
- Group work within the workshop
- Awareness of students: different learning types, handling challenging students, building a professional relationship with class, also thinking how students approach the class and testing/ensuring they've understood
- Explanation of UK education system and subject benchmarking
- Getting advice from experienced lecturers

### 2.4. *What did you find least useful about the workshop?*

- Information relevant to specific departments (e.g. using Turn-it-in) or not department specific enough
- Presentations on HE structure, modules, courses etc.
- Too theoretical (referencing educational literature)
- Certain sessions not relevant or interesting to all GTAs, e.g. assessment, example problem sheet, games, international learning environment; or not module specific
- Concern that it isn't practical to incorporate techniques into short classes (GTAs under time pressure already)

### 2.5. *How could we have improved the event for you?*

- Timing – made it shorter/longer or divide sessions across several days
- Have subject specific sessions
- Rotate groups so working with different people
- Use of visual aids, videos of teaching (or demonstration of good teaching)
- Give some material in advance
- More tips on marking, assessment and providing constructive feedback
- More time for discussion/Q&A and examples
- Demonstration of good teaching
- More technical information – data about teaching issues, student satisfaction or pedagogic information etc.
- Better/more materials
- Discussion of teaching undergraduates vs. postgraduates
- Practice teaching and get feedback
- Bring along past students to raise issues from experience or more experience GTAs



2.6. *What will you take away from the workshop? What changes in your teaching practice are you planning as a result?*

- Setting expectations with students and discussing with them what they need help with
- Importance of planning and structure, e.g. practice questions before the tutorial, answering questions, student participation, group work
- Aligning activities to learning outcomes – make sure students understand concepts
- Importance of enthusiasm and how to motivate students
- Not worrying if all the material isn't covered
- Awareness of different learning types and value of learning about the students
- Confidence
- Importance of first class
- Tips for marking and giving effective feedback
- Additional teaching resources
- Handling unexpected situations – questions or disruptive students
- Managing time as a GTA
- International perspective

2.7. *What other workshops would you like to attend?*

- Teaching specific subjects – different approaches and assessment
- Marking, assessment and feedback
- Resources for teaching, making material interesting and relevant
- Academic writing and note taking
- Technology workshop - using AV equipment, student feedback, plagiarism software
- Follow up workshop
- More technical workshop on learning and teaching skills
- Presentation skills
- Teaching graduate students

2.8. *Do you have any other comments?*

- Well thought-out course
- Presenters kept us engaged and allayed fears about teaching for the first time
- Not all suggestions are possible in the kind of teaching some GTAs are doing
- Provide more materials
- Website for GTAs following workshop
- Great, friendly environment
- Great presenters
- More locations
- More group discussion



### 3. From new lecturers

#### 3.1. Overall rating of the workshop

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The workshop met my own objectives			7.69%	38.46%	53.85%
The workshop was well structured			7.69%	30.77%	61.54%
The presenters were of a high standard				23.08%	76.92%
The materials were of a high standard		7.69%	15.38%	38.46%	38.46%
I enjoyed the workshop				53.85%	46.15%
Overall the workshop was useful to me				38.46%	61.54%

#### 3.2. Time and balance of activities

	Too Little	About Right	Too Much
Presentation		100.00%	
Groupwork	7.69%	92.31%	
Discussion	14.29%	85.71%	
Length of workshop		100.00%	

#### 3.3. What did you find most useful about the workshop?

- Exchange of good practice, ideas and practical examples
- Introduction to useful resources
- Making lectures, seminars, assessment and feedback more effective
- New ideas – PBL, assessment design, games

#### 3.4. What did you find least useful about the workshop?

- More examples would be helpful
- Some parts not relevant for some lecturers – e.g. small group teaching

#### 3.5. How could we have improved the event for you?

- Give the material electronically as well as paper copies
- More interactive learning – group work, discussions (e.g. of practicalities of implementing some ideas)
- Practice teaching to get feedback
- Module design



- More on preparing for lectures

3.6. *What will you take away from the workshop? What changes in your teaching practice are you planning as a result?*

- Use clips to demonstrate complex ideas
- Use games and experiments even in lectures, use PBL
- Plan lectures more formally and use more formative assessment
- Integrate tips for getting students involved – more active approach to learning (linking lessons) and better understanding of how students learn
- Give effective and fair assessment and feedback
- Explore online resources

3.7. *What other workshops would you like to attend?*

- Assessment and course design
- More on interactive teaching/activities in large groups

3.8. *Do you have any other comments?*

- Great workshop
- Relevant and useful for economics lecturers
- Try to arrange before teaching starts

#### **4. Ideas for workshops for experienced lecturers**

- Interactive teaching methods
- New teaching technologies
- Reflection of formative and summative assessment methods and the better methods out there
- Innovative teaching for micro
- Whole day workshops are too demanding on time for lecturers with pressures of research, teaching and admin so maybe a modular workshop where people could attend parts useful to them would work better – ideas could come from universities themselves depending on their needs
- Technology in teaching
- Module design
- Issues surrounding assessment