

Getting involved: GTA development & careers

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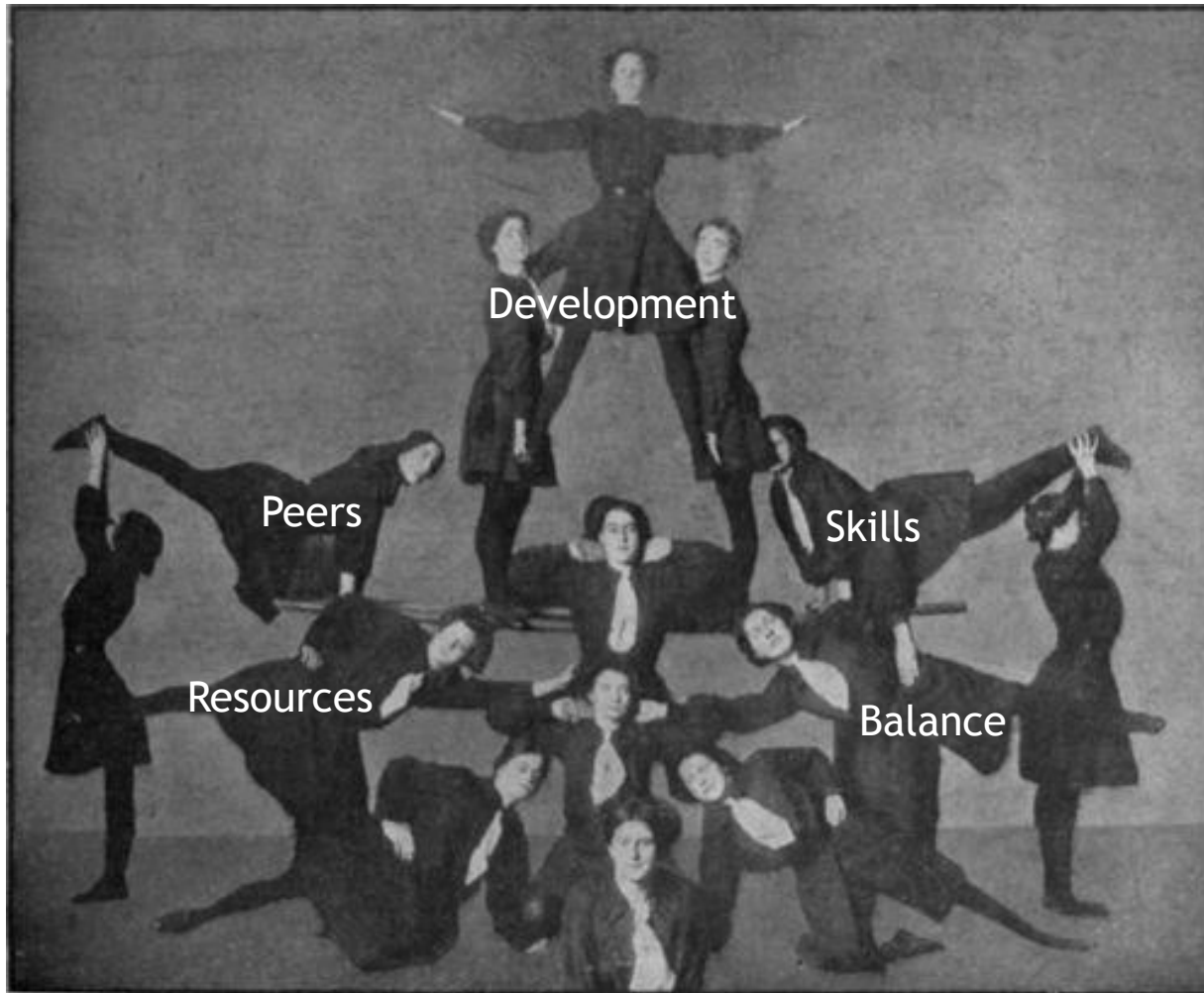
Structure of the session

- ▶ *Activity: Compare & contrast support*
- ▶ *GTA training & progression:
The GES model*
- ▶ *Case Study 1: Hannah*
- ▶ *Activity: Problem-based progression*
- ▶ *Case Study 2: Melike*
- ▶ *Focus on the HEA fellowship programme*



Discussion

Support structures





Discussion

Mapping your support structures

GTA training & progression: The GES model

“Lab leaders are great. They are very helpful.”

- ▶ GTAs are hugely important for UG teaching in GES @ Glasgow.
- ▶ GTAs are engaged in: labs, tutorials, fieldclasses, summer schools, guest lectures, essay marking.
- ▶ GTA teaching is valued by students
- ▶ GTAs are supported in GES to progress
- ▶ **Geography-1 Team Teaching Excellence Award 2014-15**

Tutorials: - “Lovely style of teaching always helpful and understanding”

GTA training & progression: The GES model

- ▶ A large peer group - About 20 PGs
- ▶ Communication, support & development:
 - ▶ Clear chain of responsibility
 - ▶ Teaching meetings
 - ▶ Training sessions
 - ▶ Teaching design opportunities
 - ▶ Conference/Away Afternoon
 - ▶ Observation & Feedback

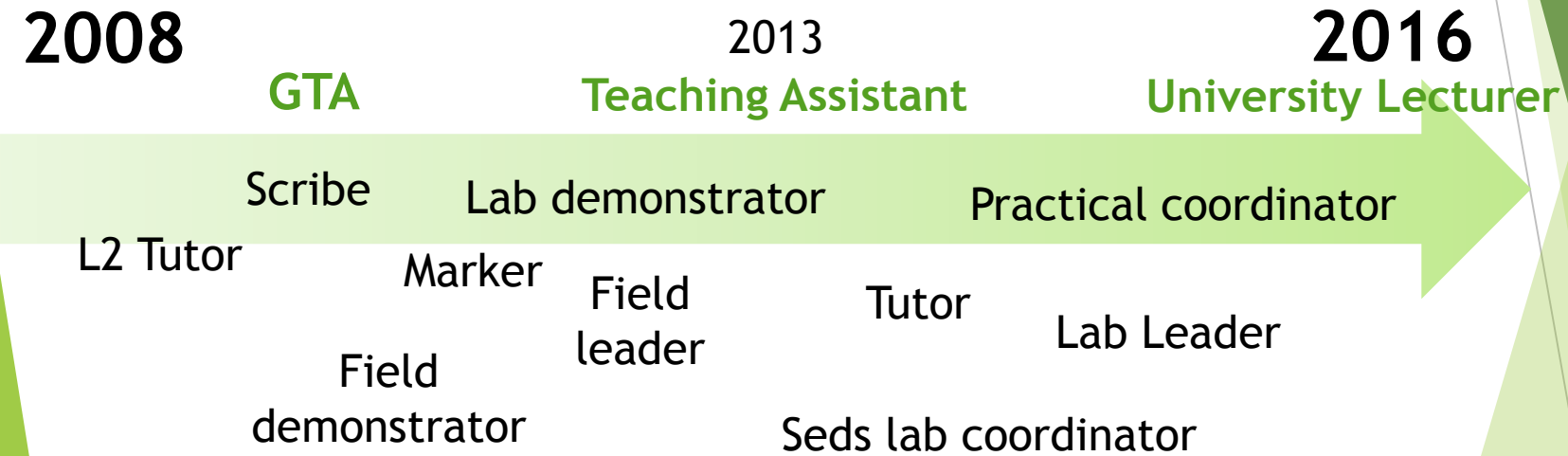


GTA training & progression: The GES model

- ▶ Teaching progression through roles
 - ▶ Demonstrator>Tutor/Lab Leader>T. Assistant>Lecturer



GTA training & progression: The GES model





Discussion

Problem-based progression

Scenario 1:

You've been a lab demonstrator for 2 semesters, you are familiar with the lab set-up and like the lively format.

What might your next teaching step be?

Scenario 3:

You've been a tutor for 1 year and your PhD just hit a particularly intense phase.

You'd like to keep some teaching on for continuity, training and income.

What roles might suit?

Scenario 2

You've been a GTA for 2.5 years and have taught across the degree programme in terms of subject and role.

You'd like your teaching in your final year to be closer aligned to your research.

What are your options?

Case Study 2: Melike

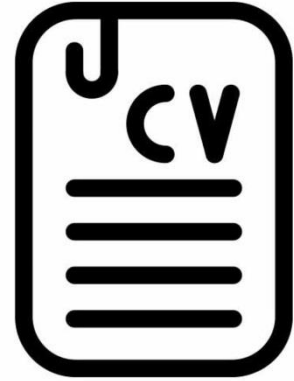
From: Germany

PhD: Everyday spaces of encounter
& conceptions of diversity and nationhood in
contemporary Scotland

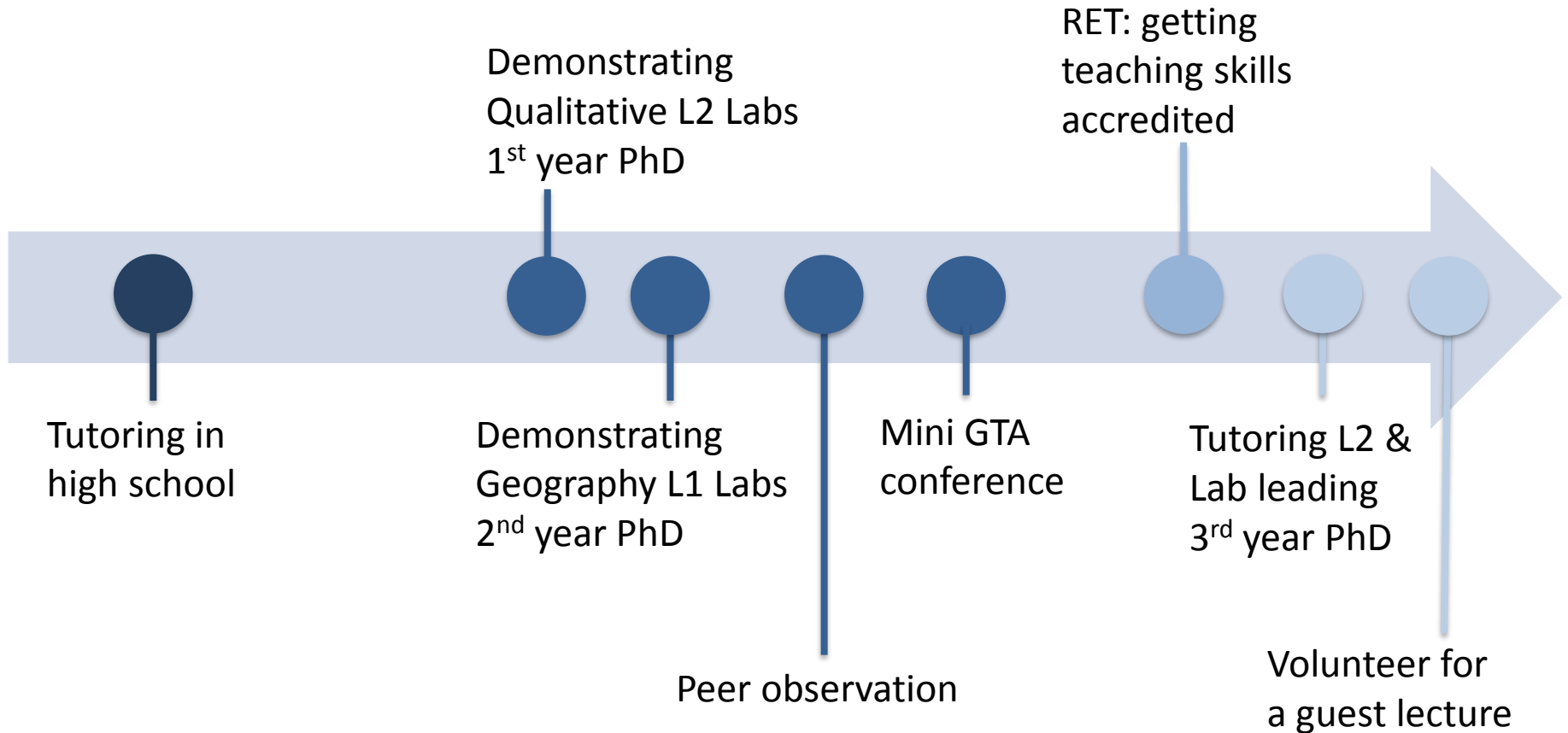
Teaching: Demonstrating
Qualitative L2 Labs
& Geography L1 Labs



Why did I want to be involved with teaching?



Key moments in my teaching career so far...



HEA Fellowship Accreditation

- ▶ There are four categories of recognition:
 - ▶ **Associate Fellow** (usual GTA category)
 - ▶ **Fellow** (experienced GTA, TA, UT or Lecturer e.g. Cheryl, Hannah)
 - ▶ **Senior Fellow** e.g. Gordon Curry
 - ▶ **Principal Fellow** e.g. Professors and/or Learning & Teaching big wigs
- ▶ The only requirement for being recognised in a given category is that you convincingly demonstrate that your current practice is operating at the appropriate Descriptor of the [UKPSF](#) (1 through 4).

Associate Fellow

You're likely to be one of the following:

- ▶ an early-career researcher with some teaching responsibilities (e.g. PhD student, graduate training assistant, contract post-doc)
- ▶ in a demonstrator/technician role with some teaching responsibilities, or support teaching/learning

How long does it take?

- ▶ Approx 9 months (for me)
- ▶ Intro session: 16th Sept 2015
- ▶ L&T support workshops: February 2016
- ▶ Peer observation: March 2016
- ▶ RET application writing day: 6th of May 2016
- ▶ Submission: 16th May 2016
- ▶ Accreditation: 26th June 2016

Can I afford the effort?

- ▶ Stage of PhD/position
- ▶ Cost out with academia
- ▶ Value in your potential career
- ▶ Additional skills/interest
- ▶ ‘Concrete’ recognition

RET application materials

- ▶ Reflective personal statement (~1000 words - teaching philosophy & practice)
 - ▶ *Respect individual learners and diverse learning communities*
 - ▶ *Promote participation in higher education and equality of opportunity for learners*
- ▶ Reflective analysis (<1000 words - specific examples of approach & their impact:
 - ▶ K1 - *subject material*
 - ▶ K2 - *appropriate methods for teaching and learning in the subject area and at the level of the academic programme*
 - ▶ K3 - *how students learn, both generally and within their subject/disciplinary area(s)*
- ▶ Peer Observation Reflection report (500 words)
- ▶ Reference

Areas of Activity - 2 of these

1. Design and plan learning activities and/or programmes of study
2. **Teach and/or support learning** +1 other
3. Assess and give feedback to learners
4. Develop effective learning environments and approaches to student support and guidance
5. Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

Area of Activity 1

- ▶ **Design and plan learning activities and/or programmes of study**
 - Course/content design

Area of Activity 2

- ▶ **Teach and/or support learning**
- ▶ Direct engagement with learners whether in groups or individually.
- ▶ You might also mentor learners to support their learning and contribute to courses and programmes that develop learning in higher education.

Area of Activity 3

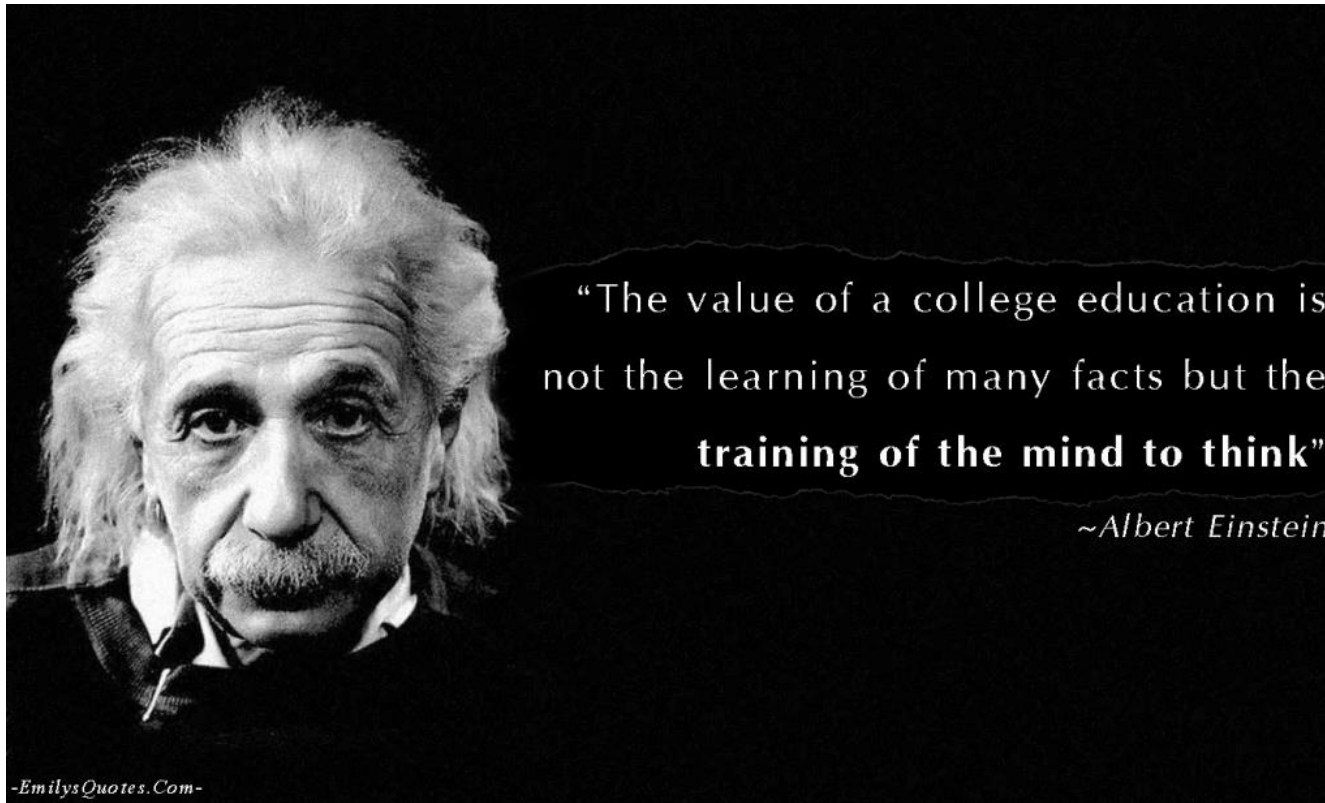
- ▶ **Assess and give feedback to learners**
- ▶ Direct knowledge and use of *effective* assessment and feedback/feedforward approaches. May be summative and/or formative.

Area of Activity 4

- ▶ **Develop effective learning environments and approaches to student support and guidance**
- ▶ **How do you:**
 - ▶ utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners' needs?
 - ▶ ensure that your learners can access and use a broad range of learning opportunities?
 - ▶ develop practice to meet the learning implications of widening access and supporting learners with disabilities?

Area of Activity 5

- ▶ Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.
- ▶ how do you incorporate subject and pedagogic research and/or scholarship within your practice as a teacher?
- ▶ how do you gather and utilise information from your own activities?



“The value of a college education is
not the learning of many facts but the
training of the mind to think”

~Albert Einstein

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