Getting involved: GTA development & careers

Dr Hannah Mathers & Melike Peterson
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

- Development
- Peers
- Skills
- Resources
- Balance
Mapping your support structures
GTA training & progression: The GES model

- 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

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

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

2008
- GTA
- L2 Tutor
- Scribe

2013
- Teaching Assistant
- Marker
- Field demonstrator

2016
- University Lecturer
- Tutor
- Lab Leader
- Lab demonstrator
- Practical coordinator
- Seds lab coordinator
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…

- Tutoring in high school
- Demonstrating Qualitative L2 Labs (1st year PhD)
- Demonstrating Geography L1 Labs (2nd year PhD)
- Peer observation
- Mini GTA conference
- RET: getting teaching skills accredited
- Tutoring L2 & Lab leading (3rd year PhD)
- Volunteer for a guest lecture
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: 16\textsuperscript{th} Sept 2015
- L&T support workshops: February 2016
- Peer observation: March 2016
- RET application writing day: 6\textsuperscript{th} of May 2016
- Submission: 16\textsuperscript{th} May 2016
- Accreditation: 26\textsuperscript{th} 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
Contacts

Hannah Mathers
▶ Hannah.Mathers@glasgow.ac.uk
▶ @cirqueburk

Melike Peterson
▶ m.peterson.1@research.gla.ac.uk