Survey Results

Legend

Question text

1. Your comments should be constructive and truthful and will remain anonymous. - About the module:

1.1) The module was organised well and ran smoothly

1.2) Online resources for this module were helpful (answer only if applicable)

1.3) Assessment arrangements and marking have been fair

1.4) Methods of assessment allowed me to demonstrate my learning

1.5) When I submitted my work punctually, feedback was provided within the School's declared timeframe

1.6) The criteria used in marking were made clear in advance

1.7) Feedback on my work has helped me

1.8) Overall, I rate this module

2. - ENGAGEMENT_GENERIC

Forms returned: 11
2.1) On average, what was the total time you spent working on directed learning for this module per week? (this should include preparation for lectures or tutorials etc, as well as attendance).

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2.2) I undertook extra learning beyond the minimum directed study for this module (e.g., unrequired reading, attending related extracurricular events etc).

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3. ID5101 - Lecturer Mr Sukhi Bains - About the lecturing staff on this module:

3.1) Lecture material was well organised

<table>
<thead>
<tr>
<th>Excellent</th>
<th>81.8%</th>
<th>18.2%</th>
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3.2) The lecturer was good at explaining things

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3.3) The teaching style was engaging

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3.4) I was able to contact the lecturer if I needed to

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4. ID5101 - Lecturer Ms Alison Malcolm-Smith - About the lecturing staff on this module:

4.1) Lecture material was well organised

<table>
<thead>
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4.2) The lecturer was good at explaining things

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4.3) The teaching style was engaging

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4.4) I was able to contact the lecturer if I needed to

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5. ID5101 - Lecturer Dr Heather McKiggan-Fee - About the lecturing staff on this module:

5.1) Lecture material was well organised

<table>
<thead>
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<th>90.9%</th>
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### 5.2) The lecturer was good at explaining things

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<td>9.1%</td>
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**Average (av.):** 1.1  
**Median (md):** 1  
**Deviation (dev.):** 0.3

### 5.3) The teaching style was engaging

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<td>9.1%</td>
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**Average (av.):** 1.1  
**Median (md):** 1  
**Deviation (dev.):** 0.3

### 5.4) I was able to contact the lecturer if I needed to

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**Average (av.):** 1.2  
**Median (md):** 1  
**Deviation (dev.):** 0.4

### 6. ID5101 - Tutor Miss Rebecca Wilson - About the staff on this module:

#### 6.1) The staff member was good at explaining things

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<tr>
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**Average (av.):** 1.5  
**Median (md):** 1  
**Deviation (dev.):** 0.8

#### 6.2) The class / activity was well organised

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<td>Good</td>
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**Average (av.):** 1.6  
**Median (md):** 1  
**Deviation (dev.):** 0.9

#### 6.3) I was able to contact the staff member if I needed to

<table>
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<tr>
<td>Good</td>
<td>11.1%</td>
</tr>
<tr>
<td>Good</td>
<td>11.1%</td>
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**Average (av.):** 1.3  
**Median (md):** 1  
**Deviation (dev.):** 0.7
Profile

Subunit: CAPOD

Responsible for modules: Dr Heather McKiggan-Fee

Name of the course: ID5101 - Introduction to University Teaching 1: Supporting Student Learning (S1-2018/9)

Values used in the profile line: Mean

1. Your comments should be constructive and truthful and will remain anonymous. - About the module:

1.1) The module was organised well and ran smoothly
   - strongly agree
   - strongly disagree
   - n=11  av.=1.3  md=1.0  dev.=0.5

1.2) Online resources for this module were helpful (answer only if applicable)
   - strongly agree
   - strongly disagree
   - n=11  av.=1.2  md=1.0  dev.=0.4

1.3) Assessment arrangements and marking have been fair
   - strongly agree
   - strongly disagree
   - n=9  av.=1.2  md=1.0  dev.=0.4

1.4) Methods of assessment allowed me to demonstrate my learning
   - strongly agree
   - strongly disagree
   - n=10  av.=1.5  md=1.0  dev.=0.5

1.5) When I submitted my work punctually, feedback was provided within the School’s declared timeframe
   - strongly agree
   - strongly disagree
   - n=10  av.=1.2  md=1.0  dev.=0.6

1.6) The criteria used in marking were made clear in advance
   - strongly agree
   - strongly disagree
   - n=10  av.=1.1  md=1.0  dev.=0.3

1.7) Feedback on my work has helped me
   - strongly agree
   - strongly disagree
   - n=10  av.=1.1  md=1.0  dev.=0.3

1.8) Overall, I rate this module
   - excellent
   - poor
   - n=11  av.=1.3  md=1.0  dev.=0.6

2. - ENGAGEMENT_GENERIC

2.1) I undertook extra learning beyond the minimum directed study for this module (eg unrequired reading, attending related extracurricular
   - strongly agree
   - strongly disagree
   - n=11  av.=2.5  md=2.0  dev.=0.9

3. ID5101 - Lecturer Mr Sukhi Bains - About the lecturing staff on this module:

3.1) Lecture material was well organised
   - excellent
   - poor
   - n=11  av.=1.2  md=1.0  dev.=0.4

3.2) The lecturer was good at explaining things
   - excellent
   - poor
   - n=11  av.=1.1  md=1.0  dev.=0.3

3.3) The teaching style was engaging
   - excellent
   - poor
   - n=11  av.=1.3  md=1.0  dev.=0.5

3.4) I was able to contact the lecturer if I needed to
   - excellent
   - poor
   - n=10  av.=1.3  md=1.0  dev.=0.7

4. ID5101 - Lecturer Ms Alison Malcolm-Smith - About the lecturing staff on this module:

4.1) Lecture material was well organised
   - excellent
   - poor
   - n=9  av.=1.0  md=1.0  dev.=0.0

4.2) The lecturer was good at explaining things
   - excellent
   - poor
   - n=9  av.=1.0  md=1.0  dev.=0.0

4.3) The teaching style was engaging
   - excellent
   - poor
   - n=9  av.=1.0  md=1.0  dev.=0.0

4.4) I was able to contact the lecturer if I needed to
   - excellent
   - poor
   - n=9  av.=1.0  md=1.0  dev.=0.0
5. ID5101 - Lecturer Dr Heather McKiggen-Fee - About the lecturing staff on this module:

| 5.1) Lecture material was well organised | excellent | | poor | n=11  av.=1.1  md=1.0  dev.=0.3 |
| 5.2) The lecturer was good at explaining things | excellent | | poor | n=11  av.=1.1  md=1.0  dev.=0.3 |
| 5.3) The teaching style was engaging | excellent | | poor | n=11  av.=1.1  md=1.0  dev.=0.3 |
| 5.4) I was able to contact the lecturer if I needed to | excellent | | poor | n=11  av.=1.2  md=1.0  dev.=0.4 |

6. ID5101 - Tutor Miss Rebecca Wilson - About the staff on this module:

| 6.1) The staff member was good at explaining things | excellent | | poor | n=8  av.=1.5  md=1.0  dev.=0.8 |
| 6.2) The class / activity was well organised | excellent | | poor | n=9  av.=1.6  md=1.0  dev.=0.9 |
| 6.3) I was able to contact the staff member if I needed to | excellent | | poor | n=9  av.=1.3  md=1.0  dev.=0.7 |
7. - Please help me improve the design of the course by answering these questions

7.1) How has your teaching been affected by what you learned on this module?

- Having never thought about teaching theory before, I've learned a huge amount on this module! Some of which I can't include myself - I'm not in charge of testing - but I will try to incorporate as much as I can.
- How hasn't it been affected? It's given me a base of knowledge to think about my own teaching practices to build better practices in the future. It's also opened my eyes to a number of blind spots in my own teaching (how I engage with foreign students, for example) that will be useful in the future. I feel so much better equipped to move forward in a meaningful way. I am very concerned with constantly improving my teaching and my classes so that students feel not just that they know things, but that they can do things with their knowledge. I have tools now and more knowledge to inform my practice towards facilitating this.
- I have started engaging more with students and have realised a lot about my personal teaching style.
- I think that now I am more aware of the students' needs.
- Improve in knowing theory for tutorials and juncture but not much on lab based sessions.
- The module helped me redefine my role in the classroom as a tutor. It provided me with theory and ideas that enabled me to reach the goals I set for myself at the beginning of the module.
- This module completely changed my idea about the methods of teaching. I have designed an entirely new set of activities and objectives for my tutorials.
- This module has helped me take my teaching from 'I know the material and hopefully can survive the hour with the undergraduates' to a place where I am confident in my ability to think about the question of 'why' tutorial is being run as it is, and change the things that need changing on the fly. While this might have happened naturally over time, or with reading the readings assigned myself, being able to think about these issues as part of a community of learners has accelerated my progression as a teacher faster than would have otherwise been possible.

7.2) Please reflect on the effort you put into the module overall and whether you feel this enabled you to get a good learning outcome.

- A good outcome is challenging when most of the content is aimed at types of teaching I don't currently undertake. Also very arts heavy for content.
- I had a better outcome earlier in the semester when I managed to put more work in. Later in the semester, everything came to a head and my effort and learning dropped off a bit. If I had had more time this semester (fall semester is notoriously busy in my department), I feel it would have been better. But I see myself coming back to the course material next semester as a starting point to more thought about pedagogy. The class did succeed in opening up a big wide world of literature on teaching.

- I think I have invested substantial amount of time into the module, but think most things we discussed do not apply to my teaching experience. I think the time it took me to read the materials and to write all the required paragraphs was more than I would want to invest having known I will most probably not be able to use this.
- I think so - definitely worth the reading. I've learned loads!

- The fact that the module was based on regular independent work went very well with the idea of regular reflection on teaching.
- The workload was quite a lot. However, there was no unnecessary activity in this module. I enjoyed and learnt every single part of it.
- This course, while a lot of work, was not unmanageable. I found that the effort was easy to put in as long as it was scheduled (and tended to do the work on days I was already teaching, so as to keep thematic momentum going), but did not find the course as a whole as daunting as the first lecture made it seem to be. Part of this was the fact that I saw an improvement in my teaching almost immediately after beginning to reflect on why I was organising tutorials in a certain way, and so that motivated me to continue to learn about teaching pedagogy and incorporate that where possible. This also made keeping a reflective log a learning process, rather than a chore (which I know is the goal, but I've personally always found things like 'learning logs' to be difficult to keep up with on other courses)!
- This module was really well balanced in terms of design for a group of people with additional commitments. The readings were great but not inaccessible or requiring alot of decoding to understand. I found myself able to read and think about my practice at the same time - sometimes even getting distracted by reflecting during the reading process.

7.3) How well do you feel technology was integrated into the module? Are there other tools/apps that you think would improve the learning experience?

- Being the whole module based on Moodle, technology was an integral part of it, and everything worked well. The variety of media that
Having some videos as required readings were helpful and refreshing. I would suggest a few of them for each session.

I thought technology meant that the course met less often, but was still effective. It was particularly helpful to have the chance to reflect in a guided fashion before lecture, as putting my thoughts down on the discussion boards made me think critically about why I felt a certain way. I think this improved the quality of in-class discussions as well, since not only had we all done the reading, but this initial reflection in a public space meant it was possible to jump in at the proverbial deep-end of conversation.

I wonder if the forums are useful - they just end up as a list of individual points, rather than a discussion - but then I got some good ideas from some of these threads, so maybe they are the best tool! I'm not sure what the alternative would be anyway!

It was for the first time I have participated in an E-learning environment and I think it was well organised and well lead

Once I got use to it, it worked fine.

This was probably an issue with copyright laws, but having to go through the library's ebook portal every time I wanted to read some of the course material was a real hassle. If there is a way to maximize the number of readings that are available as straight pdfs (not DRM-locked files), the better.

Where media was used it was used very well and the moodle assignments were very convenient and made it easy to keep track of module requirements.

Do you feel that the various elements of the module (classes, assigned readings, Linking Activities, etc) worked together as an integrated whole? Why or why not?

I think that the links between various elements of the module were obvious, which meant that it was easy to see how each part integrated well as a whole. After reading the material particularly on e-learning this term, it became very clear how this course was doing that well, which I think was a particular strength -- the digital components meant that even on weeks the class did not meet I still felt connected to the group and to our shared goals.

Seemed to work fine but challenging to understand all different links during course so plan to go back through it after essay feedback occurs.

The linking activities never quite stuck for me, but I think that's because I didn't see how they were "linking". They were often useful nice ways to procrastinate from other things.

The moodle was a really great component of this course that allowed it to function well for its purpose. The only activity I disliked was the concept diagram. While I understand what it was meant to do, it was a very time consuming exercise in that if I were doing it purely for myself, the prompts would have been reduced to words or symbols that would make no sense to anyone but me. Trying to do this exercise in a way that would make sense to an onlooker made it time consuming and less useful to me, as I'd never actually use it in the form i submitted.

Yes - I thought things were well linked together

Yes, because I could see the connections among all these elements.

Yes, the result was a well-spread, regular amount of work throughout the semester.

Yes. I tried to read the material and submit the assessments on time, so I found the lectures well connected to those and it was beneficial to understand the main points.

Yes I believe the design was very suitable and the activities linked together well.

Why would you recommend (or not) this module to others?

Because it encourages the development of new ways of facing the learning-teaching processes.

I had an interesting experience today where some former students of mine were chatting to me about their honours classes and how they feel disengaged from the work because they don't find any encouragement to explore it deeper - I would probably recommend this module to the entire department.

I would absolutely recommend this module to others, and in fact already have!

I would recommend for arts students that give lectures or tutorials. Currently it is not well designed for scientists especially if only in teaching labs, asdo I would warn them of this issue if they said they were keen.

I would recommend this module to students who do substantial amount of tutoring and are engaging with students on a weekly basis. I don't think the module is suitable for sciences, despite the transferable skill base. We have a completely different study design and are transferring knowledge in a different way! The course would perhaps be more suitable for lecturers who actually do teaching and not for students who are only allowed to participate in demonstrations.
I would, and I have been.

If you're interested in teaching - it's definitely worth the time!

It has been transformative to my teaching. I have a friend applying for jobs in the US academic market and they want teaching statement. She clearly hasn't really studied or thought through theory of teaching carefully, and it shows in her teaching statement. I expect this class will be a big help when I'm in the same position.

The level of effort required is an issue, of course.

It's a great opportunity to learn theory on teaching, to reflect on your teaching, to listen to other people reflecting on their teaching. If makes you continuously develop and improve

This module gave me what I needed to understand the reality of being a teacher. It helped me to transform my experiences into knowledge.

8. ID5101 - Free Text Questions -

Please indicate the aspects of this module that most helped you increase your confidence in your own knowledge and skills.

I think that keeping a log was most helpful for me -- I knew that I did not want to ever write 'I went in to tutorial thinking this was going to flop, and then it did', because I thought that would be letting myself down, which kept me thinking critically over the semester of how to improve my teaching each week. I also found just sitting in a lecture again to be useful, and incorporated many of Heather's teaching tactics (such as breaking students into groups for just a minute at a time, sometimes) into my tutorials in an effort to help make the classroom feel less 'stale' (since the lectures for this module always seemed to fly by). I also found the discussion boards useful, since that level of thinking about the readings before class helped improve the quality of discussion. Lastly, the visual aid -- while a bit of a daunting challenge -- was incredibly useful toward the end of the course, as it made it clear that each of the readings was somehow connected to the others, and helped me to create a 'big picture' of what I had learned this semester.

Looked into background of my teaching especially reflective log was good

Some aspects of this actually made me realise where I was doing a bad job (teacher focused learning) - so have given me pointers on how to improve!

The moments of discussion and exchange in the lectures were fundamental.

I really enjoyed everything about this module. I wish I took it at a less busy time so that I could have engaged even more with extra resources. It has provided me with great tools to move forward in my practice both in terms of actively using transformative reflection to improve my teaching but also by providing so many resources for building exercises and activities for my classes to help students achieve their objectives.

The lectures were so helpful as the activities designed by Heather helped me to put the knowledge gained from readings into practice.

Please add any general comments you would like to make about this module, e.g. what worked well and where improvements could be made.

Add more scientific type references to balance out the art readings or give both and let us pick which to read.

I'm not sure what the point of having a tutor was. I'm guessing her job was to double check we are doing the discussions well, but I wouldn't say having short feedback on my posts was particularly helpful. In addition, we weren't given much motivation to engage with other people's discussion topics. The few times I did it, I had a nice experience, but I didn't manage to do it regularly because so much other stuff was going on.

There is a lot of reading for this course... if it would have been possible to get the complete reading list earlier, that would have helped a lot.