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  
100% 0% 0% 0% 0%  
strongly disagree  
n=11  
av.=1  
md=1  
dev.=0  

1.2) Online resources for this module were helpful (answer only if applicable)  
strongly agree  
80.9% 9.1% 0% 0% 0%  
strongly disagree  
n=11  
av.=1.1  
md=1  
dev.=0.3  

1.3) Assessment arrangements and marking have been fair  
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100% 0% 0% 0% 0%  
strongly disagree  
n=10  
av.=1  
md=1  
dev.=0  

1.4) Methods of assessment allowed me to demonstrate my learning  
strongly agree  
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strongly disagree  
n=11  
av.=1.2  
md=1  
dev.=0.4  

1.5) When I submitted my work punctually, feedback was provided within the School's declared timeframe  
strongly agree  
100% 0% 0% 0% 0%  
strongly disagree  
n=11  
av.=1  
md=1  
dev.=0  

1.6) The criteria used in marking were made clear in advance  
strongly agree  
100% 0% 0% 0% 0%  
strongly disagree  
n=11  
av.=1  
md=1  
dev.=0  

1.7) Feedback on my work has helped me  
strongly agree  
23.6% 36.4% 0% 0% 0%  
strongly disagree  
n=11  
av.=1.4  
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1.8) Overall, I rate this module  
excellent  
100% 0% 0% 0% 0%  
poor  
n=11  
av.=1  
md=1  
dev.=0  

2. - ENGAGEMENT_GENERIC  

2.1) I directed my own learning beyond the minimum module guidelines (e.g. reading beyond the booklist, attending, attending events related to the topic)  
strongly agree  
36.4% 36.4% 18.2% 9.1% 0%  
strongly disagree  
n=11  
av.=1.2  
md=2  
dev.=1
2.2) On average, what was the total time you spent working on this module per week?

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<td>More than 20 hours</td>
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3. ID5101 - Lecturer Mrs Margaret Adamson - About the lecturing staff on this module:

3.1) Lecture material was well organised

3.2) The lecturer was good at explaining things

3.3) The teaching style was engaging

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

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

4.1) Lecture material was well organised

4.2) The lecturer was good at explaining things

4.3) The teaching style was engaging

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

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

5.1) Lecture material was well organised

5.2) The lecturer was good at explaining things
5.3) The teaching style was engaging

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

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

6.1) Lecture material was well organised

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6.2) The lecturer was good at explaining things

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6.3) The teaching style was engaging

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

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7. ID5101 - Tutor Mr Maxime Jacquet - About the staff on this module:

7.1) The staff member was good at explaining things

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7.2) The class / activity was well organised

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7.3) I was able to contact the staff member if I needed to

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Profile

Subunit: CAPOD
Responsible for modules: Dr Heather McKiggan-Fee
Name of the course: ID5101 - Introduction to University Teaching 1: Supporting Student Learning (S1-2015/6)

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.=1.0 md=1.0 dev.=0.0

1.2) Online resources for this module were helpful (answer only if applicable)
strongly agree strongly disagree n=11 av.=1.1 md=1.0 dev.=0.3

1.3) Assessment arrangements and marking have been fair
strongly agree strongly disagree n=10 av.=1.0 md=1.0 dev.=0.0

1.4) Methods of assessment allowed me to demonstrate my learning
strongly agree strongly disagree n=11 av.=1.2 md=1.0 dev.=0.4

1.5) When I submitted my work punctually, feedback was provided within the School's declared timeframe
strongly agree strongly disagree n=11 av.=1.0 md=1.0 dev.=0.0

1.6) The criteria used in marking were made clear in advance
strongly agree strongly disagree n=11 av.=1.0 md=1.0 dev.=0.0

1.7) Feedback on my work has helped me
strongly agree strongly disagree n=11 av.=1.4 md=1.0 dev.=0.5

1.8) Overall, I rate this module
excellent poor n=11 av.=1.2 md=1.0 dev.=0.4

2. - ENGAGEMENT GENERIC

2.1) I directed my own learning beyond the minimum module guidelines (e.g. reading beyond the booklist, attending, attending
strongly agree strongly disagree n=11 av.=2.0 md=2.0 dev.=1.0

3. ID5101 - Lecturer Mrs Margaret Adamson - 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.=1.0 md=1.0 dev.=0.0

3.3) The teaching style was engaging
excellent poor n=11 av.=1.2 md=1.0 dev.=0.4

3.4) I was able to contact the lecturer if I needed to
excellent poor n=10 av.=1.5 md=1.0 dev.=0.8

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

4.1) Lecture material was well organised
excellent poor n=11 av.=1.5 md=1.0 dev.=0.5

4.2) The lecturer was good at explaining things
excellent poor n=11 av.=1.5 md=1.0 dev.=0.5

4.3) The teaching style was engaging
excellent poor n=11 av.=1.9 md=1.0 dev.=1.2

4.4) I was able to contact the lecturer if I needed to
excellent poor n=10 av.=1.7 md=1.0 dev.=0.9
### 5. ID5101 - Lecturer Ms Alison Malcolm-Smith - About the lecturing staff on this module:

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

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<td>6.1) Lecture material was well organised</td>
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### 7. ID5101 - Tutor Mr Maxime Jacquet - About the staff on this module:

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<td>7.1) The staff member was good at explaining things</td>
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<td>7.2) The class / activity was well organised</td>
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<td>7.3) I was able to contact the staff member if I needed to</td>
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- n=11, av.=2.4, md=2.0, dev.=1.4
- n=11, av.=1.5, md=1.0, dev.=1.2
8. - Please help me improve the design of the course by answering these questions

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

- I am much more reflective about the concrete effects of teaching methods and the importance of intended learning outcomes.
- I've thought considerable more about Intended Learning Outcomes and how best to achieve them.
- Increased knowledge of teaching theory has helped me understand teaching structure and general principles, whilst providing me with ideas of how to improve. I think I am now aware and more conscious of the differences between learners and feel more equipped to deal with the wide range of teaching requirements.
- More aware of issues such as learning environments and need to establish dialogue with students about concepts inherent in the subject.
- Overall I became a more confident and reflective teacher.
- Since beginning the course I have been encouraged to more open to experimenting with my lesson format. Also, the course has definitely prompted more personal reflection on my teaching.
- This was an extremely benefitting professional development module. I used insights drawn from teaching materials, lectures and discussions with my peer group in the course into my teaching.
- Yes, certainly. Though some more practical advice/literature (given to me after specific enquiry) for starting off would have made the application of the abstract theories on our teaching far easier. (2 Counts)
- Yes, made me move up the teaching levels to thinking about how the students learn, not about being liked by them.

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

- I did not like the online discussions. Far more time-consuming and less engaging than real-life discussions. Also, I felt that some of the background information was too much in detail (e.g. which policy led to which increase in student numbers - 5 min would have been sufficient for that, the half an hour could have been far more effectfully been used for discussions on the literature). (2 Counts)
- I think moodle was very well used. I really appreciated the fact that most of the readings were available online.
- I think technology was integrated well in the module, with Moodle being at the centre of the module structure. I've always been a bit skeptical about the value of Moodle as a learning platform, so it was good to see it being used effectively! Discussion boards helped us to interact outside of seminars.
- I thought that technology was quite well integrated into the module.
- It was fine. I dislike Moodle, but nothing extra needed.
- It was good, but perhaps a bit demanding. Monitoring all the discussions takes a lot of time.
- Just the right level; I don't think any more would be useful
- Moodle was a good platform to refer to for all the information and can't imagine needing more tools or apps.
- Very well

8.3) Do you feel the Peer Pairs were helpful? Why or why not?

- Fairly helpful
- Good, got to know at least of the group a lot better, encouraged for good discussions
- It was helpful to discuss issues with someone from a totally different subject.
- Not sure. It was interesting to talk to someone from a completely different discipline, but not very applicable to my teaching. Maybe it would have been more helpful if I had chosen a tutor from a similar discipline. (2 Counts)
- The idea of peer pairs is very good because activities done through the peer pair helps one to discuss one's teaching practices and related issue with a colleague in an uninhibited way while getting candid feedback on one's teaching practices.
- Very useful, particularly for discussing departmental differences in assessments and teaching methods.
- Yes, it was helpful, as it provided the opportunity to get a more in-depth appreciation of another tutor/demonstrator's teaching experience, and compare teaching practice across disciplines. It also encourages classmate interaction outside of the seminars.
- Yes, it was interesting to contrast with the work in another faculty
- Yes, they were, indeed. A few very interesting topics were brought up, and also we could exchange strategies from past experience.
Yes. Allowed me to compare my experience with someone else, and ask each other for advice etc.

Do you feel the networking lunch should be a required activity? Why or why not?

I attended the one with a guest speaker from the Alternative Format Suite, which was very enlightening. On that basis I would say yes.

I like attending networking lunches, regardless of the requirement. I believe they are helpful and lead to reflection.

I personally found it difficult to fit into my schedule, and attended one were the majority of people attending from this course, however I would have found it even more interesting if there had been other tutors (who were not on this course).

It was a useful experience, however I don't feel like my teaching benefited much from it.

Maybe have it required, but I would suggest to do it without guest speaker - the time taken up by him or her talking can't be used for discussions, which is supposed to be the aim of the lunch. (2 Counts)

Networking lunch served as a brief informal class for the module and was very beneficial. I think it should be a required activity.

Whilst I think networking lunches are a good idea generally, the one I went to consisted almost entirely of class members! It would have been nice to be able to widen the discussion to tutors outside of the module. I did like the idea of having guest speakers from different areas of the university.

Yeah, it forces students to engage with other tutors a bit more.

Yes, they're good platforms for discussions on teaching and its a free lunch, who wouldn't want to go!

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

For the introduction to pedagogy and interaction with other tutors.

I think the very fact of thinking about your teaching, and considering why you are doing and what you want to achieve makes you focus on your teaching and want to improve - so definitely yes.

I would recommend this module to others, simply as it provides a formal setting to carefully consider your own teaching in relation to others across the university, which can provide you with a whole new perspective on your teaching practice.

The module helped me to understand some of the background of teaching and to put my experiences in context. It can help people understand the teaching environment and dynamics better and use this knowledge to become better teachers.

Though participating in this course meant considerable extra workload which at times made our already tight academic schedule tighter, as I said before, the course was extremely beneficial for a person beginning to teach in a new system. I think participating in this course will help the new teachers make themselves equipped for a full time job as a teacher. It is for this reason I'll certainly recommend this course to other people.

Yeah. I already have.

Yes, although I would emphasise that it should not be taken in a final year, and I would recommend it be offset by a lighter teaching load. It can have a predatory effect on research.

Yes, definitely.

Yes. However, I would insistingly warn about the workload. I know you warned us in the first class, but I didn't really believe it (and talking to other students, I wasn't alone in this...). (2 Counts)

Yes. Will encourage you to consider teaching as a skill, and like any skill it takes time to practice and this gives you more resources to improve your skill with. More confidence in what you're doing is right/could be improved

Enjoyable course.

The course definitely started really really good, with lots of discussions and information on what the best way to teach is and various activities/tactics you can you. The final two lectures were not as stimulating. The focus on Electronic Learning environment was not that applicable and could be summarised by "encourage students to use the internet and gain knowledge and be aware of the various route they do this by" and maybe an online exercise, it felt a shame to focus on it for so long when the previous lectures had such an interesting focus on learning styles etc.

We had already been given the Diversity talks when we became demonstrators and felt like a box-ticking part of the course. Internationalism felt vague and I didn't feel was that useful compared to discussing the reading lists which I think would have been more useful.

9. ID5101 - Free Text Questions -

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

Collective dialogue concept explained a lot to me and helped me develop as a teacher.

I liked the structure of the lectures/workshops. It was encouraging to be able to interact with the other students and to relate to some of the experiences that they were sharing.

The reflective log idea was great! Also, it was really useful to get feedback on it in advance.
Knowing that other people had the same struggles as I did was very reassuring. Lots of new suggestions from readings has given me more options to try when things are not going as I would wish them.

My teaching observation. Also, meeting other tutors/demonstrators across the university and being able to discuss our views on teaching - this showed me the number of early career teachers with similar perspectives and experiences.

The emphasis on reflectiveness and psychological theories - the first two weeks, in sum

The extra literature on practical teaching tips (I could experiment with methods and observe how students react) and the teaching observation (outside view on my teaching, since it went very well definitely good for building my confidence. (2 Counts)

The online forum in which we shared our teaching experience and making connections between the readings and our teaching practices was very helpful. Keeping the teaching log was very helpful because that gave me an opportunity to look back at my teaching while helping me organise myself plan my subsequent classes.

Theoretical knowledge of how people learn, how to teach them, giving examples of a range of activities and us thinking of how they could apply to our teaching.

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

I think this module has been very thoughtfully designed and I have enjoyed participating. Tying up required readings with lectures helped us to process the teaching theory. Discussions both in class and on Moodle were engaging and thought-provoking. I can't really think of any improvements that could be made.

I understand that this most likely cannot be changed, but I see having both the reflective log and the reflective essay as somewhat redundant, especially when the reflective essay requires specific examples, which, to my mind, is what the reflective log is there for. I would suggest having the essay be more generic, i.e. allow the students to focus on whatever they want that is relevant, without having to worry so much about ticking boxes. As stated above, I understand that this is unlikely given the requirements set by the HEA, but I thought it was worth mentioning.

Sorry, made these in the previous section, should have kept them for here.

Very good module!

The reading takes up so much time that I find the online discussions not appropriate. Instead, one could shift some of the dry aspects (e.g. policies, standard frameworks, ...) to have time for more controversial topics during the classes. Also, I would have preferred more introductory reading on different learning concepts to start off (instead of frameworks) - since we ran out of time, we only touched on this very lightly and it turned out to be the base on which a lot was built on later.

The use of Moodle is interesting, but perhaps a bit heavy. Active discussions can take a lot of time to monitor. And sadly to say, I am not sure an online tutor adds anything. I had forgotten about his existence until the last week, and I do not think the discussions suffered particularly as a result. It might be better to let the discussion flow freely.