ID5101 - Introduction to University Teaching 1: Supporting Student Learning (S1-2016/7)
Forms returned: 13

Survey Results

Legend

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<tr>
<th>Question text</th>
<th>Relative Frequencies of answers</th>
<th>Std. Dev.</th>
<th>Mean</th>
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<tr>
<td>1. Your comments should be constructive and truthful and will remain anonymous. - About the module:</td>
<td></td>
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<tr>
<td>1.1) The module was organised well and ran smoothly</td>
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<td>1.3) Assessment arrangements and marking have been fair</td>
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<td>53.8%</td>
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<td>1.7) Feedback on my work has helped me</td>
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<tr>
<td>1.8) Overall, I rate this module</td>
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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) | | 23.1% | 53.8% | 7.7% | 15.4% | strongly disagree |
| | | n=13 | av=1.2 | md=2 | dev=1 |
2.2) On average, what was the total time you spent working on this module per week?

- 0-5 hours: 15.4% (n=13)
- 5-10 hours: 53.8%
- 10-15 hours: 23.1%
- 15-20 hours: 0%
- More than 20 hours: 7.7%

3. ID5101 - Lecturer Mrs Margaret Adamson - About the lecturing staff on this module:

3.1) Lecture material was well organised

- Excellent: 58.3%
- Good: 25.0%
- Satisfactory: 16.7%
- Not Satisfactory: 0%
- Poor: 0%

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

4.1) Lecture material was well organised

- Excellent: 58.3%
- Good: 33.3%
- Satisfactory: 0%
- Not Satisfactory: 8.3%
- Poor: 0%

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

5.1) Lecture material was well organised

- Excellent: 70.0%
- Good: 20.0%
- Satisfactory: 10.0%
- Not Satisfactory: 0%
- Poor: 0%
**5.3) The teaching style was engaging**

<table>
<thead>
<tr>
<th></th>
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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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**7. ID5101 - Tutor Dr Eilidh Harris - 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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**8. ID5101 - Tutor Mr Sean Murphy - About the staff on this module:**

**8.1) The staff member was good at explaining things**

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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 (S1-2016/7)

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=13  av.=1.7  md=1.0  dev.=1.1

1.2) Online resources for this module were helpful (answer only if applicable)
   - strongly agree
   - strongly disagree
   n=13  av.=1.5  md=1.0  dev.=0.9

1.3) Assessment arrangements and marking have been fair
   - strongly agree
   - strongly disagree
   n=12  av.=1.7  md=1.0  dev.=1.0

1.4) Methods of assessment allowed me to demonstrate my learning
   - strongly agree
   - strongly disagree
   n=13  av.=1.7  md=1.0  dev.=1.2

1.5) When I submitted my work punctually, feedback was provided within the School’s declared timeframe
   - strongly agree
   - strongly disagree
   n=13  av.=1.7  md=1.0  dev.=0.9

1.6) The criteria used in marking were made clear in advance
   - strongly agree
   - strongly disagree
   n=12  av.=1.5  md=1.0  dev.=1.1

1.7) Feedback on my work has helped me
   - strongly agree
   - strongly disagree
   n=13  av.=1.3  md=1.0  dev.=0.5

1.8) Overall, I rate this module
   - excellent
   - poor
   n=13  av.=1.7  md=1.0  dev.=1.1

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=13  av.=2.2  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=12  av.=1.6  md=1.0  dev.=0.8

3.2) The lecturer was good at explaining things
   - excellent
   - poor
   n=12  av.=1.5  md=1.0  dev.=0.5

3.3) The teaching style was engaging
   - excellent
   - poor
   n=12  av.=1.6  md=1.0  dev.=0.8

3.4) I was able to contact the lecturer if I needed to
   - excellent
   - poor
   n=11  av.=1.7  md=1.0  dev.=0.9

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

4.1) Lecture material was well organised
   - excellent
   - poor
   n=12  av.=1.6  md=1.0  dev.=0.9

4.2) The lecturer was good at explaining things
   - excellent
   - poor
   n=12  av.=1.5  md=1.0  dev.=1.2

4.3) The teaching style was engaging
   - excellent
   - poor
   n=12  av.=1.5  md=1.0  dev.=1.2

4.4) I was able to contact the lecturer if I needed to
   - excellent
   - poor
   n=10  av.=1.4  md=1.0  dev.=0.7
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

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7. ID5101 - Tutor Dr Eilidh Harris - About the staff on this module:

7.1) The staff member was good at explaining things

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8. ID5101 - Tutor Mr Sean Murphy - About the staff on this module:

8.1) The staff member was good at explaining things

8.2) The class / activity was well organised

8.3) I was able to contact the staff member if I needed to
9. - Please help me improve the design of the course by answering these questions

9.1) Do you feel that the effort you put into the module overall enabled you to get a good learning outcome?

- I found that my engagement tended to fluctuate over the semester due to teaching commitments, which meant that I didn't feel I was able to engage in a sustained and consistent way. Part of this is just due to time pressures, but the number and frequency of small tasks throughout the module began to feel like a bit too much and I felt like I was taking too much of a surface approach as the semester progressed - just trying to get through the readings and not devoting as much thought as I should to my forum posts, for example.

- Yes (4 Counts)
- Yes
- Yes I believe so. The encouragement to reflection was worthwhile.
- Yes I do.
- Yes, there was a lot of work but I feel this was worthwhile
- yes

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

- A lot of online materials which were great though sometimes the e-books did not open which was sometimes a little irritating. Generally, very good.
- I feel technology was well integrated into the module.
- I felt like technology was integrated well into the module with the use of Moodle. Links to videos and slides were also provided. I think that trying to integrate more tools or apps would just be done for the sake of it and may not actually enhance our learning.
- Technology was implemented well. Moodle was used well.
- Technology was integrated well.
- Technology was well integrated
- The moodle resources were extensive and very useful.
- Very well - but there was a lot of information on the Moodle page. I found it hard to find out where to find the information even with a ctrl+f, could you explain the moodle structure in the handbook?
- Well enough to be useful. The integration of more tools/apps etc would be an unnecessary distraction.
- Yes very well
- well integrated

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

- I found my peer pair helpful, although toward the end of the semester it was difficult for us to find a mutually convenient time to meet. It felt kind of like having a confidante, which was a nice feeling!
- Not particularly. We lost focus and strayed from the question. Our experiences were not only of different subjects but of different degree programmes, different personal styles and philosophies of teaching and different departmental cultures that shape the kinds of teaching practices that we can adopt.
- Not really. We met a couple of times briefly but I am not sure why this could not have been conducted during the class times.
- The peer pairs were very helpful. They allowed ideas and experiences to be discussed at more length than normal class time would allow. They helped me to challenge and explore my own experiences through the perspective of my peer.
- Was only slightly helpful as we focused more on what we would need to write rather than actual advice
- Yes, I enjoyed time for more in depth conversation and learning more extensively from a more experienced staff member.
- Yes, because discussion helped me to improve my understanding
- Yes, the peer pairs were helpful. Discussion with my peer pair helped me to discuss related issues and get help from each other.
- Yes. I found the most useful thing about the course was talking with fellow tutors about teaching and this was a big part of that.
- yes I enjoyed our conversation and it was interesting to discuss things with someone in another School. It was also helpful to read about other people's conversations
Do you feel the networking lunch should be a required activity? Why or why not?

- I did not attend a networking lunch as there were none left nearer the end of term. I attended a different networking event. I do not think the lunch should be mandatory - I do not see the benefit of this lunch and hearing about other people’s experience, there was not much networking taking place, rather listening to a talk.
- I do think that it should as it makes us make connections with other teaching staff outside of our own disciplines, share best practice, and discuss our teaching. If it was optional I feel like a lot of people may not go, which would defeat the purpose.
- I personally found it very pleasant and interesting. The presentation was good, informative and suitable for a lunchtime event.
- No - I didn’t attend a networking lunch opting for a teaching event that was organised within my own School to fulfil the ‘teaching event’ criteria. Allowing this rather than a networking lunch meant that I could gain useful insight into the specifics in my department and also contribute to the expectations of teaching amongst my peers. A networking lunch option is fine as others may benefit from it.
- Yes - although I think the definition could be expanded. It’s good to chat with other tutors etc.
- Yes because it helps to meet new people
- Yes, nice experience
- Yes, that helps to see how other people deliver their talk and compared with ours.

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

- I would and have because it makes you think about your teaching, which is worthwhile. And even if one does not agree with every article, it’s important to begin to articulate your pedagogical teaching.
- I would highly recommend this module to others, it was hard work but very useful
- I would recommend the module to others, as it has been very informative and shone a light on aspects of my teaching that I didn’t even realise I needed to develop.
- I would recommend this course to others as it really helps focus the mind on your own teaching practice and the teaching practice/culture of the School. It helps to highlight what you are doing well and provides direction for improvements.
- I would recommend this module to others as a way to gain a useful insight into what current thought is on a range of pedagogical issues. I would recommend it to those with little teaching experience as a first step to HEA associate fellowship (and thus keep line managers happy when it comes to TEF). For those with no idea or experience of equality and diversity issues, I would recommend this course as a way to gain some initial insight.
- I would recommend this module, I am not sure if three hour classes are completely necessary and the module is very tightly compacted and does not feel very ‘spread’ over the semester so I would advise someone this and that they should set aside quite a lot of time for the first 7/8 weeks of term.
- It is useful to know about our own weaknesses. That helps to change our way of teaching.
- The module invites teachers to remember they are also learners and become better teachers through reflective practice.
- This course helps to improve our skills
- Yes - already have!
- It is very helpful, the readings are very interesting and relevant, and the best part is that in discussion you can bring up your own questions relating to your own teaching practice and get useful advice specific to your needs. I found it

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

- Discussion and peer pair discussion
- Discussion was good for building my confidence as it was a very helpful and supportive group. Feedback on the online work was also encouraging.
- I feel a little more confident that I teach well. I received very positive feedback from my teaching observation and having never had one before, this was a good exercise.
- I was extremely grateful for the amount of time and detail that went into the feedback on my draft essay. More time has been spent on this than on any other feedback I’ve ever received for a piece of work. Thank you.
The presentation by Sukhi Baines and the tasks he set were useful in thinking about the practicalities of equality and diversity in tertiary level teaching and in helping to pre-empt potential problems ahead of time.

The session on effective lecturing was particularly useful. Despite being an okay lecturer (based on what peers and students have reported), it’s the area that I am least confident about and I benefitted tremendously from the frank discussion about approaches to lecturing.

- Lectures, reading materials
- Mainly chatting with other tutors. I found that to be the most useful part of the course - by that, I mean constructed chatting, around the things we read.
- More practical focus such as the last class on lecturing. I liked the smaller tasks such as the mind maps
- The encouragement to keep a reflective log and continue to be creative in my tutorial planning were great. The teaching observation and requirement to implement a new teaching method were also very helpful.
- The reflective aspect of the module was most useful to me. The module was not just focussed on learning about pedagogic theories and practice; it encouraged you to take those theories and practices and really consider how they related to your own current practice.

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

- Good, interesting, helpful material well-organized and well presented.

Thank you

- I enjoyed the course and have recommended it to others. However, there are a couple of ways I'd improve it: I preferred the group discussion to lecture element of class. I found the former more useful and more engaging. I found one assignment deeply frustrating and would really look to adapt it: the digital literacy exercise. It felt like the worst kind of CV padding and I know from talking with other students on the course that I was not alone in feeling that. I understand the aim, I just think that there is a middle ground - whereby we show the (sometimes surprising) skills we have in IT without having to resort to jargon or reporting that we know how to use email! But I don't want this to be negative! I did enjoy the course and have recommended it to others.

- I liked the lectures very much. The course was very informative.

- I think that improvements could be made in the readings assigned - some of them I really felt as if they were exercises in simply stating the obvious and I felt like I was wasting my time reading them. Then trying to find something to comment about on them became quite painful. I also think that a better balance could perhaps be struck with the regular assignments. Perhaps rather than having multiple forum posts for specific readings there could be one overall discussion forum for the topic, where we are free to comment on what spoke to us about the readings, or what we didn't like, and more of a real discussion could evolve.

- I think that the number of compulsory components perhaps limited me to a more superficial engagement with the subject matter. Rather than spending time reading in more depth, I spent it writing posts on moodle forums or drawing diagrams (I understand that diagrams work for some but it is not a tool I have ever particularly enjoyed or found very useful).

- I think there could be a greater discussion about the purpose of academia, whether it is simply a way to train people for work or whether the intrinsic value of learning is more important. Despite a chorus of laments about the marketisation of academia and seeing students as customers, it seemed that there was an undercurrent which suggested that the student/customer is always right and that we as teachers must be malleable and fit around their aims. PS - I'm also acutely aware of the irony of raising this issue on the student evaluation form, though I'm somewhat comforted in that I didn't pay for this course!

- If the module could be a little more spread with the essay deadline perhaps being set later than the end of Nov. I think this would help a lot of people. All the people taking part in this module are very busy and it is difficult to juggle all the commitments. I am unsure if 3hrs is really necessary- If we started punctually at 2pm and had a much shorter break then I am sure we could complete the material in 2hrs. The teaching staff were excellent. I do think some material could be more concisely presented however though if the contact time was cut down to 2hrs every two weeks, this would help in this.

- More group discussions

Thank you

Thank you Heather. This is an excellent module.