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

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)
2.2) On average, what was the total time you spent working on this module per week?

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3. ID5102 - Lecturer Dr Kristen Angela Harkness - About the lecturing staff on this module:

3.1) Lecture material was well organised

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3.2) The lecturer was good at explaining things

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

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4. ID5102 - Lecturer Dr Heather McKiggan-Fee - About the lecturing staff on this module:

4.1) Lecture material was well organised

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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. ID5102 - Tutor Mr Maxime Jacquet - About the staff on this module:

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5.3) I was able to contact the staff member if I needed to
Profile

Subunit: CAPOD
Responsible for modules: Dr Heather McKiggan-Fee
Name of the course: ID5102 - Introduction to University Teaching 2: Curriculum Design and Assessment (S2-2015/6)

Values used in the profile line: Mean

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

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2. - ENGAGEMENT_GENERIC

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3. ID5102 - Lecturer Dr Kristen Angela Harkness - About the lecturing staff on this module:

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5.1) The staff member was good at explaining things

5.2) The class / activity was well organised

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

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6. - Please help me improve the design of the course by answering these questions

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

- I feel more confident in my teaching abilities and think that I'm much better prepared for designing curricula. I have a newfound understanding of the importance of constructive alignment and I am aware of flaws in existing programmes/courses (as well as how these flaws could be rectified).

- I have really changed the way I provide feedback to my students and discuss their work with them. It's taken a while to get used to leaving a pause to allow them to answer my questions, but I feel they have become more comfortable in "thinking out loud" to me without worrying about looking stupid.

- I was able to improve some of my teaching strategies as well as gain reassurance that I was doing many things right already.

- It has made me think about how my teaching fits into the bigger picture of my School, the University and what students expect beyond this. It has also given me ideas for adjusting my teaching style/practice in order to better encourage student engagement at sub-honours level.

- My teaching has been affected from day one of this module. Since then, I have tried to be more mindful of the students' perspective. I've learned that teaching is not about impressioning students but supporting their learning. This module has not simply provided me a bag of teaching tricks, it has constantly challenged and changed my assumptions and attitudes towards teaching. Being competent is not enough, what is more important is being an effective educator. I will feel accomplished as an educator when I see my students being active and deep learners, i.e. "critically and creatively" engaged in the process of learning.

- The reading and peer discussion have made me much better-informed about how to go about designing a module and the kinds of things that it's important to consider - aligning learning exercises and assessment to learning outcomes, for example. My own tutoring has been influenced by the way the seminars ran, too, in particular I've started asking students to bring their own discussion points to class, in order to get them to think more actively and deeply in advance of the tutorial.

- This has had a very positive effect on my teaching, giving me the skills to become a more effective educator and continually self-evaluate for ongoing improvement.

- This module has given me a theoretical understanding of teaching that allows me to understand where things go wrong and how to improve them. Dedicating time to learning about teaching additionally improved my confidence as a tutor. I think that the main benefits of the module will however become more apparent in the future, when (hopefully) I have the opportunity to design modules. I certainly now feel that I will be able to do so in a more integrated, engaging, and inspiring way.

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

- It's a great way to learn more about the theoretical side of teaching, learning and curriculum design, as well as how to practically implement this theoretical understanding.

- Absolutely - the module was very helpful.

- Develops a very novel skill set, and demonstrates a real interest in improving your attitude to module design.

- I think that every teaching staff member should take this module because it's the least we can do as educators. Having a PhD does not necessarily mean being an effective educator in the higher education context. Especially those who design modules will be invited to reflect on what is constructive alignment, how to constructively design intended learning outcomes, teaching and learning activities, assessment tasks.

- I would recommend this module to anyone who feels that their teaching would improve from having a more theoretical basis. I think that the module provides a fantastic opportunity to develop ideas about teaching, assessment, and curriculum design, and to help PGTAs feel empowered when their current experience of teaching might be limited to implementing isolated tutorials on poorly-designed survey modules. It also offers a highly useful introduction to the pragmatic concerns affecting higher education.

- It offers an invaluable opportunity to learn from other tutors in other schools and to design a module of your own - which is an advantage going into the job market.

- This module made me aware how poorly organised some of the modules are, which leads to frustration, which state I would only wish on people I don't like. I'm not trying to be mean, but this awareness is a double edged sword. On the other hand, it's great to have formal recognition of one's improved teaching skills.

- Yes, absolutely. It's informative and it's also enjoyable to meet other students and discuss issues to do with teaching etc with them.

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

- Yes. Meeting my peer pair provided an excellent opportunity to have an in-depth discussion regarding 'innovation in teaching' and 'the use of technology', with several unexpected possibilities emerging from the collaborative effort.

- I enjoyed the peer pairs discussion, it was reassuring that similar issues are experienced by tutors in different School, but also helpful to hear different approaches to these issues.

- I personally felt that the Peer Pairs were not particularly helpful, and just an additional amount of time required for the module. However, since I already knew people taking the module I might be an exceptional case - I already had people to support my work and to discuss ideas with.
I think they were helpful and they allowed to discuss issues of teaching at a different level.

Not really to be honest - there's so much work on the module already that I found these were more something to be 'ticked off' on the long list of things to be completed. I gained more from general class discussion with others from other disciplines.

Peer Pairs were helpful because, apart from having met a great colleague, we had the chance to critically discuss themes like innovative assessment and using technology for teaching. We also shared our experiences as teachers and lifelong students, which is always comforting and constructive for our reflection on our practices.

Yes - I loved observing a tutorial (not done in my school, and on a topic I haven't covered since I was 17!) and thinking about the differences in module design across Schools. I was also much more productive when writing about a topic if I'd discussed it with my Peer Pair, and he explained some really excellent assessment techniques which appeared in my final module proposal.

Yes, I'd excellent discussions with my pair partner, and both of us took ideas from the discussion topics and incorporated them into our reflection and module design. My partner also sat in on one of my tutorials, and I think both of us found that helpful in terms of getting ideas and receiving helpful feedback.

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

- No. I suspect the idea was to (a), increase our interdisciplinary ties through informal networking, and (b). help us to engage with the course matter outside of the course itself. However, as it is a compulsory requirement it has felt like a bit of a chore and the intended informality has been erased. I think it would be more useful to simply point us in the direction of teaching events & conferences that are running in and around St. Andrews.

I enjoyed the lunch very much, but most of what was discussed was about teaching styles so may have been more useful for ID5101.

I think it should be a required activity because our busy postgraduate lives tend to let us neglect the importance of sharing our experiences and doubts, learning from others' good practices or reflecting on our own teaching practices on the basis of our colleagues' experiences.

It can be quite difficult to find one that fits in with your schedule, but again, they offer a useful opportunity for ideas sharing. I'm not sure whether it should be a required activity, but I do think it should be strongly encouraged - I think people would still go, even if it wasn't required.

Yes - I enjoyed this and think it's a great way to get people talking about the practical aspect.

Yes - it is a good way to demonstrate interest in exchanging teaching practice. A free lunch is also a comparatively easy task to complete!

Yes but the networking lunch I attended in Lower College Hall did not contribute to shared practice although food was Shockingly good and made me feel that the university is spending money the wrong way. Again.

Yes, as peer discussion elements are one of the most useful parts of the course, in my opinion. However I think it's great that an equivalent session can count instead - it encouraged me to go to the 'Teaching led Research' symposium, which I found very stimulating and refreshed my enthusiasm re teaching.

6.5) 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?

- Yes, but having so many different forms of assessment certainly exacerbated the workload. After leaving the first seminar, it felt like that was an awful lot to organise in advance.

All the different elements of this module worked together as an integrated whole because their diversity contributed to the attainment of the same outcome: reflecting on our teaching practices to implement their efficiency.

I definitely felt that the various components of the module contributed to offering an integrated means of improving and reflecting upon my approaches to teaching, module design, and assessment. However, sometimes the classes did not feel particularly helpful, and did not seem to be timed particularly well. In particular, going over discussion from the online platforms in class felt a little forced because people had already contributed their opinions, and much of the discussion seemed to have already taken place. I think that the classes would have felt more helpful if they took the online discussion as a given, and moved on to trickier or separate topics.

I particularly liked the freedom about when to do the linking activities etc. - this meant that each student could individually design their work plan, creating an integrated module that worked individually.

I think that the module works very well, as long as you go into it with a good idea of what to expect. I felt that all the elements supported and reinforced each other nicely.

I think they all worked together although I found the forum discussions overwhelming. I think the length of a post should be capped at 400-500 words, forcing people to be concise. I struggled following forum discussions because of the sheer volume and basically tried to post something as soon as possible to have an excuse not to read the whole exchange before posting something that could contribute to the discussion.

I liked the classes and I liked that we didn't discuss the reading there in a straightforward way, given that we were supposed to think about them for out contribution to the discussion boards. I liked that the discussion boards deadlines were a week before the class - I think it worked well. But I still think that capping the posts can contribute to a more vigorous discussion.

Yes - they integrate very well, although I think there could have been fewer forum post requirements.

Yes, in that they all contributing to me exploring ideas around module design. I feel like the seminars could perhaps contain more elements similar to peer pair discussion, so that all together or in small groups we'd hammer out ideas for innovative teaching, module structure, etc. together before the final presentation classes. The exercises in seminars tended, I think, to cover similar ground to the
moodle and pair discussions, rather than providing something that I felt stretched my thinking in a different direction.

- Yes, it really forced me to do the reading, and not try and cram in all of the work in prep for a seminar. I also liked that I could stagger the work when my other work loads became heavy.

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

- The process of designing my own module has been incredibly helpful and I have also enjoyed hearing about everyone else's modules. The initial readings - particularly Biggs & Tang and the Gibbs blog - and the accompanying online discussions were also real eye-openers. Both of these activities have instilled in me an appreciable awareness of the challenges of teaching effectively. I have just a few suggestions for possible improvements:
  1. It would perhaps be worth splitting the module presentations across 3 sessions so that there is sufficient time for questions. Alternatively, each person could present to just half of the group, so that feedback could be more intensive.
  2. The online discussions were great, but it felt a bit like people mostly wrote set points that didn't necessarily respond to others. It could perhaps be worth encouraging people to write short responses more frequently, rather than very large and detailed pieces that overlapped with other people's points.
  3. A few more guest lecturers would be worthwhile. I think everyone took a lot away from Dr. Harkness's lecture and it would be nice to see some other ways in which effective teaching approaches are implemented.

- The readings;
- the blog critical discussion;
- the in-class discussion;
- the presentation of the module proposal;
- the peer-pair activities;
- the networking lunch;
- the mind-map (challenging but felt very accomplished once finished);
- the feedback comments received by me and by others.

The critical reflection on my teaching, knowledge and skills was particularly triggered by the great opportunities I had to read my colleagues' blog contributions and the feedback comments they received! Thank you for that!

- Being able to talk with other postgraduate tutors, as opposed to other members of teaching staff. The environment of the classroom and the Moodle forums really helped create an atmosphere for honest and supportive discussion.

Whilst there are a lot of readings to do, I found that there was a nice balance of things which I found helpful, but also some attitudes which I did not necessarily agree with and it was helpful to have the opportunity to reflect on why I felt that way about things. Being able to think about my teaching in a wider perspective was really helpful and helped free my brain up for ideas of how I could change and improve things and better engage my students in a subject that I love.

- Discussion on moodle - encouraged critical thinking, friendly debate, and pushed us to use external texts as evidence in argument.

Really loved seeing the contrasting opinions on moodle from other students and how the Schools varied. The module proposal will be invaluable in my future, as I hope to become a lecturer and expect to need a similar document to this in any job applications.

- I really enjoyed designing my module. The knowledge of theory helped me to align assessment with the taught content and I had a pretext to actually spend time thinking about things I really want to do in life.

I also appreciated the opportunity to reflect on the purpose of ILOs.

- The actual module design exercise, and completing it after having given sustained thought to ILOs and alignment - concepts I didn't know much about before. It's very satisfying having a professional-looking document in front of me with a module planned on it. It helped me to articulate my own disciplinary knowledge, but also demonstrate what I'd learned from ID5102 about module design.

I do find group discussion stimulating too - it's very helpful to learn from other people's thoughts and feedback, and to articulate what I think myself, so I think interactive elements - in person or on Moodle - are really beneficial and essential to the course.

Sitting in on an academic's tutorial was helpful too - not something I'd done before, I'd only ever done it the other way round. So seeing how someone else ran a tutorial has influenced how I structure classes and how I interact with students. Discussing teaching after observing this class was also very beneficial.

- The opportunity to design and present my own module was what initially drew me to ID5102, and, this was borne out when actually doing this. This is such a crucial skill both for academic jobs and interviews, and improved my confidence as an aspiring academic. It's also a fantastic way of tying together both reflections on one's own teaching practice and the theories we had discussed throughout the module.

- The presentation and formative feedback along the way were incredibly helpful, as well as the class discussions.

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

- On the whole, I have really enjoyed this module - even more than I expected to! The workload has felt quite heavy at times, but I appreciate that this is necessary to reach the required standard. Heather has been an excellent course leader and the class dynamic has been friendly and relaxed, which is obviously beneficial to learning.

I wouldn't hesitate for a second to recommend this course to a friend/colleague and I am already trying to encourage others to implement some of the theory that we have covered.

(my suggested improvements are mentioned above (in answer 7.1)). Thank you for running the course - keep up the good work!

- I have learned so much from Heather and my colleagues. The instructor is very generous because the possibilities of learning from this module are greatly amplified, not only by virtue of the effective structure of this module and its required activities, but also - and most importantly - because you can read most of your colleagues' blog contributions and the feedback comments they received.

Therefore, you learn-by-doing (there are so many formative assessment tasks), you learn from your errors, but you can also learn by
observing and reflecting on what your colleagues are learning, their critical and constructive contributions and their "errors". Well, you need to devote long hours to this module, and maybe it's not just a 10-credit module, and yet, there is nothing I would change.

- I know the mind map exercise was an experiment in doing less writing exercises. I didn't really find it very helpful, perhaps because I think in words rather than diagrams. But I think I'd have found summarising aspects of the readings and their relationships more beneficial if I hadn't been trying to mould them into a diagram. I also found it took me ages to do relatively little work. And for the most part everyone's diagrams (including my own) seemed to me very complicated, so looking at others didn't give me as much as reading a paragraph would have.

Otherwise, I great course, useful and stimulating - and relaxed and even fun, too. Thanks very much!

- I really struggled with the Mind Maps because my brain likes lists more than diagrams. Could we be encouraged to do the reading in ways other than a mind map?

- I think that perhaps the assessment could be improved. A large part of the reflective essay seemed to be about balancing the various questions that had to be addressed, creating an exercise in structuring an essay that was not really the aim of the assessment. It also felt unnatural to be having to rationalise assessment to a marker who hadn't read the module proposal. Although this might create more work, I wonder if it would be possible to separate out some of the components of the reflective essay, so that instead students submit 2 pieces: 1. a rationale for their assessment that is submitted and marked in tandem for the module proposal. 2. a reflective essay on teaching practice and applying theory.

I also felt that some of the required reading was a bit repetitive, and perhaps it wasn't necessary to read similar treatments of the same material in multiple sources before each class. The readings that I found most engaging tended to be articles that had undertaken specific research into educational efficacy, rather than the more textbook like works. Might it be possible to set fewer readings that introduce and explain general concepts and more engaging with actual research?

- Thanks for a great module - I would suggest that the workload is very heavy, and as such I think some of the forum post activities could be reduced; these took up so much time that I think the quality of the posts suffered a bit, whereas fewer of these would have allowed us to engage more fully and meaningfully with this. Otherwise, this was an excellent course, brilliantly delivered, and Heather is a real asset to CAPOD - thank you!

- The module handbook should have page numbers :) I printed it out and then dropped it and then struggled putting it back together.

The list of 18 activities we have to complete could be organised chronologically and contain deadline dates.

Also, forum posts should be capped at 400 words.