Teaching for Researchers

Faculty of Engineering and Physical Sciences

Dr. Lynn Clark
Faculty Post-doctoral Research Associates

Nine Schools with ~ 500 PDRAs

School of Physics and Astronomy
• 78 PDRAs
• Currently, 6 are lecturing, lab demonstrating, academic tutoring
• Most sub for their Principle Investigator (PI)/other colleagues
• PDRAs that want to teaching doing so

• 59% ‘want more experience and recognition’

Faculty of EPS, CROS 2011
Aims to:

– Give an overview of approaches to teaching & learning in HE
– Share good practice from experienced academics
– Develop participants' understanding and ability to teach effectively
– Introduce reflective practice as a tool for development
Who created Pilot TfRs?

Dr. Gemma Muckle
(and her son Edward)

EPS Researcher Development Team
Alys Kay
Alex Hinchliffe
Dee-Ann Johnson
Jim Boran

Academic
Dr Arthur Garforth
What is TfR?

Blended learning programme

1. Eight 2.25hr lunchtime sessions (over 4 months)
   > 10 faculty academic contributors

- School of Physics & Astronomy
  - Dr Marion Birch (Senior Lecturer)
  - Prof Sean Freeman (Director of Research)

2. Online (closed) networked space

- Blog - host pre and post session info, instructions, resources, tasks for completion

- Forum – present, discuss & debate T&L aspects raised on course
1. Attend at least 7 of the 8 sessions (1st & last mandatory)
2. Complete tasks, include reflective practice & peer feedback
Why a blended approach to TfR?

• Develop reflective practice, self & peer assessment
• Document learning & consolidation of existing knowledge
• Build community of support, sharing of knowledge & creation of new knowledge
• Encourage mentor culture, seeking input from more experienced colleagues
Evaluation: Feedback from the 2011 cohort and contributors?

- 29 PDRAs
  - 2 PDRAs from Physics (4 on this year’s course)

Participants (General):
- ‘...very real and positive impact on both teaching practice and approaches to teaching’
- Technology needs to be more robust!

Contributors (from Physics):
- Micro-teach - longer and filmed (Dr. Marion Birch)
What did the Physicists have to say?

‘..no-one learns to teach until they are teaching’
‘...toolkit for teaching’
‘...anecdotes from experienced teaching staff in faculty...very useful’
‘...helpful to do by faculty...relevance of examples & useful to compare with colleagues across schools’
‘..why do I have to use this ******* blog?’

Dr. Tim Ware, Research Fellow in Applied Nuclear Physics
‘..unrealistic expectations
‘...identify gaps’
‘...encouraged to seek informal mentors.. experienced colleagues
‘...feedback is key....time constraints, but smaller groups compared with peers in different Schools’
‘...online helped engage those who wouldn’t contribute in class so much’
1. Extended course (Feb-June) - to complete tasks, include a break after 4 sessions
2. Request & include ‘Unanswered questions’ in class in wiki – to generate community-generated resource
3. Re-ordered session – to encourage reflective practice earlier in course
4. Reduced number of tasks, moved write a lecture plan to after planning your teaching session
5. Included a developmental (filmed) Micro-teach (during break)/or peer reviewed observation of teaching
6. Automatic monitoring of task completion
7. Changed online environment and introduced an optional ‘Get Started Online’
Welcome – Teaching for Researchers 2012

January 31, 2012 in Essentials

This site supports the Teaching for Researchers course – a blend Engineering and Physical Sciences Faculty at The University of Manchester.

Vadim Lensky (2011 Participant) shares some of his thoughts about opportunities to develop a breadth of skills and reflect on your experiences - engage and learn, and get ahead.

Laura Louise Thom's blog

Session 1 – Principles of Teaching and Learning in HE

Posted on January 23, 2013 09:40

The reason I have signed up for this course is to develop my awareness and understanding of teaching and learning within Manchester University. I currently have no teaching experience and am looking forward to gain the confidence during this course to undertake a teaching post in the future.
Thanks

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