

SEED TA Training Session 1

Introduction to being a TA: Different learning styles, self-evaluation and reflective teaching practice



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Some content adapted from training materials
originally developed by Andrew Davies

Being a TA – what do I need to know?

- TA hub:
<http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/tahub/>
- Teaching Assistant Handbook
- TA representative: nominations and election
- SEED contact for initial and administrative queries: Gail Diwall (SEEDteachingassistants@manchester.ac.uk)

TA training and HEA Associate Fellowship

TA training:

1st Year:

- Faculty-level training: online and networking (1 + 6 + 2 hours, 9 hours in total)
- SEED/discipline-level training: 12 hours, combination of training days & eLearning
- Discipline-level training: supported teaching practice, peer review & evaluation (in cooperation with appointed mentor)

2nd and 3rd Year:

- Faculty-level refresher training (in development)
- Discipline-level training: supported teaching practice, peer review & evaluation (once each year carried out by appointed mentor)

Contacts for training and HEA issues:

Faculty: Ian Fairweather

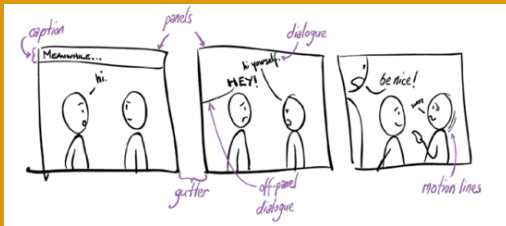
Seed: Tanja Müller (GDI, TA coordinator), Drew Whitworth (MIE, HEA assessor)

Learning styles and reflective practice

How do we learn?

- Individual
- Contextual
- Relational

What type of learner am I?



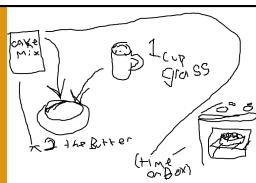
I learn best through ...

- Visualisation (pictures, diagrams, displays, videos, flip-charts ...)
- Listening (spoken word, music, other sounds ...)
- Physical experience (touching, feeling, holding, doing experiments ...)



What type of learner are you?

A rough & ready test:



You want to bake a cake and have little experience with baking. What would you do?

- Read a recipe book and follow its instructions.
- Ask somebody who is a good baker and follow the advice I am given.
- Just have a go and see what comes out.

Activity One (10 minutes):

Pair up and discuss with your partner what type of learner you are based on one concrete example.

In a second step reflect whether you can think of an example when your preferred way of learning has changed.



Reflective praxis and self-evaluation

Activity 2 in groups of three:

- Step 1 (10 minutes): Think on your own about a teacher who has positively influenced your learning (What did they teach? What made them stand out?) – once finished discuss your experience in your group.
- Step 2 (10 minutes): Think on your own about a teacher who has negatively influenced your learning (What did they teach? What made them poor teachers?) – once finished discuss your experience in your group.
- Step 3 (10 minutes): As a group come up with a list of 5 attributes that make a good teacher.
- Step 4 (10 minutes): discussion by whole class

Reflect on your own teaching

Keep a reflection log/diary – become a reflective practitioner!



Learning/reflection log – an example

What have I learned?		What am I going to do about it?		
Experiences/Activities What were the main experiences for me or the main things that I did when I was designing?	Reflections How did I feel during these experiences?	Learning What did I learn about myself or about other people?	Goals What do I want to do about this? What ideas could I try to test out? What ideas don't seem to be doing?	Planning What can I do to help me achieve goals?

Some useful references

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- Samples, J. and Copeland, S. (2013) 'The universality of good teaching: a study of descriptors across disciplines', *International Journal of Teaching & Learning in Higher Education*, 25(2): 176-188.
- Brookfield, S. D (1995) *Becoming a Critically Reflective Teacher*, San Francisco, CA, Jossey Bass.
- Claxton, G (1998) *Hare Brain Tortoise Mind. Why Intelligence Increases When You Think Less*, London Fourth Estate.
- Morrison, K (1996), Developing Reflective Practice in Higher Degree Students through a Learning Journal, *Studies in Higher Education*, Vol 21, No 3, pp 317-332.
