



What makes (you) a good teacher?

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Introductions

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Introductions

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Rep, Faculty of Biomedical & Life Sciences,
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Joy Perkins, HEA Centre for Bioscience
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Aberdeen

Morven Shearer, HEA Centre for Bioscience
Rep, School of Biology, University of St.
Andrews

Background

HEA Bioscience Reps' Meeting, Newcastle University, 2008

- Discussion
 - Involvement of different groups within HE
 - Staff
 - Undergraduate students
 - Postgraduates and Postdoctoral Fellows

- Reps' Fund
 - Successful bid
 - Involve postgraduates and postdocs
 - Develop events to introduce HEA Centre for Bioscience

Questionnaire

163 Postgraduates and Postdocs from 18 institutions

% respondents	postgraduate	postdoc
female	47	13
male	32	8

Have you previously heard of...?

% respondents	HEA	HEA Centre for Bioscience
Yes	17	10
No	83	90

Questionnaire

Would you be interested in attending a one-day event?

	% respondents
Yes	76
No	24

What Centre for Bioscience information and resources would you be interested in?

	% respondents
Small group teaching	27
Practicals	26
Assessment & Feedback	19
First Year Experience	16
eLearning	9



Intended Learning Outcomes

- The importance of teaching & learning in Higher Education
- The relationship between teacher and student
- Reflection on practice
- Incorporation of the Scholarship of Teaching & Learning (SoTL) into teaching



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What makes you a good teacher?

You are all here today because you have an interest in developing your teaching, which may be:

- Lab practicals
- Tutorials
- Lectures
- Project supervision



What skills do you bring to your teaching?



HEA Centre for Bioscience tips

- Be prepared – read up on the topic beforehand
- Arrive early for teaching sessions
- Encourage students to ask questions and seek answers through their own reflection
- Ensure that students are aware they can ask for further explanation
- Be confident enough to say you don't know the answer
- Ask for feedback on your teaching and reflect on improvements
- Talk to other teachers
- Find out if further training courses are available

<http://www.bioscience.heacademy.ac.uk/ftp/resources/shortguides/demonstrators.pdf>



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Teaching Bioscience in Higher Education

- Lectures
- Lab practicals
- Seminars
- Project supervision
- Tutorials

What are the strengths and weaknesses of each of these types of teaching?

What is the relationship between teacher and student in each type of teaching?





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Associate of the Higher Education Academy

- Two ways to gain recognition
 - Completion of an accredited course
 - On the basis of your experience in teaching & learning

HEA Associate application form

Associate status for professional recognition of HEA can be achieved by providing information on:

- 1. Design and planning of learning activities and/or programmes of study
- 2. Teaching and/or supporting student learning
- 3. Assessment and giving feedback to learners
- 4. Developing effective environments and student support and guidance

And

- 5. Integration of scholarship, research and professional activities with teaching and supporting learning

In groups, discuss criteria 1-4, and decide which one is most relevant to your experience





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The Scholarship of Learning & Teaching

The HEA Centre for Bioscience provides a variety of resources to help you develop your teaching

- Resources for new lecturers
- Short guides
- Bioscience Bulletin
- Case studies

How can you incorporate these resources into your teaching?

