



What Counts as Teaching?

You will need to consider whether you have the breadth and depth of experience. As early career researchers you may be approaching AFHEA from a variety of backgrounds or levels of experience and as such, what counts as appropriate activity is typically varied:

- Colleagues who support teaching or learning (e.g. learning technologists, learning developers and learning resource/library staff);
- Colleagues who undertake demonstrator/ technician roles that incorporate some teaching related responsibilities;
- Experience in relevant professional areas where teaching and learning are an integral component

What constitutes "teaching and/or supporting learning" will vary according the context in which you are working. It is up to you to explain the what why, how and so what of each activity you discuss, but for convenience we include a list of possible examples below:

Teaching/Supporting learning activity examples

Your teaching activity might be formal and timetabled or it might be informal and outside of scheduled classes.

As such, relevant teaching activities might include:

- lecturing
- running seminars or tutorials with individuals or groups of students to support their learning
- small group work
- demonstrating in practical sessions
- delivering (or facilitating/co-delivering) workshops
- studio, laboratory or workplace-based teaching
- fieldwork
- teaching as part of a team
- providing one-to-one individual advice (through drop-ins or booked tutorials)
- designing learning materials for group or individual use (paper-based or online resources such as Powerpoint slides or Blackboard content)
- providing online or remote support (eg: through Skype, webinars, email, blogs, discussion forums, etc)
- contributing to the development/improvement of courses by working with course tutors/teams (making clear what your role was)

Assessment and feedback activity examples

As a PGR student you will normally not be setting or writing assessment criteria, but you do need to demonstrate an understanding of:

- the importance of assessment and feedback in the context of your work with students;
- the role that assessment and feedback plays in supporting learning;
- the appropriateness of the assessment approaches and feedback techniques for your specific context;
- how you make informed, formative judgements about students' work

Relevant activities include:

- assessment and feedback on:
 - assignments
 - presentations
 - group work
 - crits and displays
 - live performance
 - reflective diaries and journals
- providing formative feedback on draft projects/dissertations;
- informally (formatively) assessing and/or giving feedback on students' work during sessions (including workshops, practical laboratory sessions, fieldwork sessions)
- helping students to understand, and engage with, feedback from their lecturers
- creating interactive online practice materials (eg., Blackboard Quizzes) that offer questions and (formative) feedback for students
- providing feedback within online resource/training packages.