



# **PREPARING TO TEACH (P2T) 2022-23**

This brochure outlines the teaching and learning opportunities available to full- and part-time doctoral researchers during their doctoral studies at Reading. The introductory Preparing to Teach (P2T) programme has been designed to support doctoral researchers who contribute to teaching and learning activities in the University. This includes laboratory or computer classes, demonstrating, running problem-solving sessions, taking tutorial classes or seminars, giving lectures, performing assessments and providing feedback. Please note that in most instances on appointment to a teaching and learning position, doctoral researchers will be issued with a staff email account through which all Human Resources correspondence will be sent.

Please note that Preparing to Teach is an **introduction** to Teaching and Learning at the University and it is the School's responsibility to offer support and feedback on a student's individual teaching practice. The Centre for Quality Support and Development (CQSD), in collaboration with the Graduate School, run the Preparing to Teach programme three times a year, in the autumn, spring and summer term of each academic year. On completion, doctoral researchers will be able to print a certificate of attendance from the Graduate School Booking Pages on the RISIS webportal.

For the 2022/23 academic year, please note this course will be delivered via two different modes: remotely online, and Face to Face in a physical classroom (F2F). You can choose which delivery mode to sign up for, *either* online *or* F2F. The course content, activities and learning outcomes are identical, regardless of the delivery mode. The online option will run once in the Autumn term and once in the Spring term; the Face To Face option will run once in the summer term.

The online mode of P2T will be delivered with synchronous and asynchronous online delivery, via the Graduate School's VLE, Blackboard. The course comprises two mornings of webinars and course material to be completed. Attendance on **both** of the online mornings of the Preparing to Teach programme **in the same term** will count as one of the Reading Researcher Development Programme (RRDP) sessions during the course of your studies. Alongside the synchronous sessions you will also be expected to fully engage with and complete the asynchronous course materials. The in-person Face to Face mode of P2T takes one full day and comprises in-person workshops which take place on campus and again, attendance and engagement for the full day is a requirement.

The RRDP offers a wide range of training sessions, development workshops and activities designed to help you to gain the skills you will need to carry out your research professionally and effectively, and to be successful in your on-going career. This brochure complements the Graduate School Training and Support Guide which outlines all the generic skills training provision available to you to help you carry out your research professionally and effectively: [www.reading.ac.uk/graduateschool/skillstrainingprogramme/gs-timetable.aspx](http://www.reading.ac.uk/graduateschool/skillstrainingprogramme/gs-timetable.aspx)

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## Preparing to Teach - frequently asked questions

### Who can attend?

All current doctoral researchers who contribute to teaching and learning activities in the University are eligible to attend the Preparing to Teach programme, irrespective of funding status or whether studying full- or part-time in Reading or working off campus.

### Will I have to pay a fee to attend a course?

All events are free of charge to current doctoral researchers.



### Is the training compulsory or voluntary?

The University's policy is that all PGRs who engage in teaching duties should be appropriately trained. The normal expectation is that the majority of doctoral researchers engaged in supporting teaching and learning in the University should (and will want to) attend the Preparing to Teach programme. If Schools / Departments wish to replace this central provision by arranging their own training, they should inform the Dean of Postgraduate Research Studies. The only exception to this is where PGRs are only going to perform demonstrating duties (i.e. no other teaching support), Schools can provide in-house training without seeking approval.

### Which courses shall I attend?

Doctoral researchers who sign up for the online delivery mode should attend **both** mornings **in the same term** of the full Preparing to Teach programme. Those who sign up for the Face to Face delivery mode should attend the full day on campus. On completion, students will be able to print a certificate of attendance from the Graduate School Booking Pages on the RISIS webportal.

### How do I request a place on a course?

You can request a place on the Preparing to Teach programme via the Graduate School booking pages on the RISIS webportal.

### Where is the training delivered?

Preparing to Teach sessions delivered by CQSD for this academic year 2022/23 in the Autumn and Spring terms will be online. P2T in the summer term will be delivered Face to Face at the London Road campus

### Preparing to Teach – overview

The Preparing to Teach programme is delivered over two mornings online and is repeated in the Autumn and Spring terms. The Face to Face option runs in the summer term. **Please note that attendee numbers for each block of training will be capped** with the expectation that attendance at the two online mornings will be in the same term. The programme is suitable for doctoral researchers from across all research disciplines and all year groups who contribute to teaching and learning activities in the University. Academic Developers from CQSD deliver all the sessions.

Term	Mode of delivery	Dates	Times
Autumn	Online	Thursday 3 <sup>rd</sup> & Friday 4 <sup>th</sup> November 2022	9.30 - 13:00 (Registration 9.00 - 9.30)*
Spring	Online	Monday 16 <sup>th</sup> & Tuesday 17 <sup>th</sup> January 2023	9.30 - 13:00 (Registration 9.00 - 9.30)*
Summer	Face to face	Thursday 11 <sup>th</sup> May 2023	9:30 - 16:15 (Registration 9:15-9:30)

\*Both days

Students can request a place on Preparing to Teach via the Graduate School Booking pages on the RISIS webportal. Students must attend *both mornings* of the online programme, **in the same term**, in order to be eligible for a certificate of attendance.

## Preparing to Teach - the programme

The programme covers four key areas:

### **Introduction to Teaching and Learning at the University of Reading**

This session introduces the Preparing to Teach one-day programme for doctoral students who teach at the University of Reading. We explore the wide variety of contexts in which teaching and learning can occur. Evidence-informed approaches to T&L are introduced, and we consider key concepts around how students learn. We introduce applicable active learning pedagogies and provide guidance around how to constructively align a teaching session.

### **Effective Teaching and Learning**

There is no such thing as a typical student. This session highlights the importance of knowing your diverse cohort of learners in order to support them in the best ways possible, enabling them to thrive in an HE environment. We review key areas of essential information around safeguarding, setting boundaries, classroom management; and together explore a range of strategies to manage and monitor learning effectively.

### **Effective Practice**

Engagement with learning is a key factor for success. This session centres on how creating the optimal conditions for learning can affect performance and learning outcomes. We examine the value of small group sessions and look at the role of session leaders, highlighting a range of techniques tutors can use to facilitate learning in small groups; and we provide practical support with regard to large group teaching, including embedding active learning, coping with nerves and managing large group dynamics. Teaching and learning in other contexts (labs, field work, tutoring) is investigated.

### **Assessment and Feedback**

Assessment is a vital part of the learning process. This session is an introduction to the University of Reading's approach to assessment and feedback. We consider different types and purposes of assessment in the learning cycle and explore the impact of formative assessment. We examine some of the broader issues around standardisation, inclusivity and understanding assessment criteria, and explore how effective feedback / feed forward can transform learning.

## Preparing to Teach – additional sessions

The Technology Enhanced Learning (TEL) team deliver one additional course to support doctoral researchers with teaching online. Students should ideally have completed Preparing to Teach before attending this session.

The course will be delivered remotely as a webinar. Please request a place via the Graduate School booking pages on the RISIS webportal.

In advance of the webinar students may wish to complete the TEL online tutorial ‘Running Interactive Online Sessions’ which can be found in the Preparing to Teach area in the Graduate School Blackboard organisation.

<b>Teaching in Online Interactive Classes</b>		
<p>This session will introduce you to teaching online classes as an active learning environment to engage your students. It will cover pedagogic considerations that can help you and your students get the most value out of the opportunities online classes can bring.</p> <p>In this session you will:</p> <ul style="list-style-type: none"> <li>• Learn about the importance of scaffolding effective learning with your students through access to digital tools, motivation, and online socialisation.</li> <li>• Participate in and discuss online interactions such as: use of third-party apps, polling, micro-feedback, online chat, and breakout groups, and how they enhance teaching and learning through meaningful engagement between teachers and students.</li> <li>• Consider the importance of structure and segmentation of online sessions and how they can increase and encourage student attention to make them more active in your classes.</li> <li>• Be signposted to where you can access valuable technical guidance and support for online classes.</li> </ul>		
Autumn term	Friday 11 <sup>th</sup> November 2022	14.30-16.00
Spring term	Tuesday 17 January 2023	14.30-16.00
Summer term	Friday 12 May 2023	9.30-11.00

## Preparing to Teach - further reading and resources



Below is a brief list of suggested further reading to accompany Preparing to Teach. All volumes are available through the University of Reading library.

Ashwin, P. (2015). *Reflective Teaching in Higher Education* London: Bloomsbury Academic

Fry, H., Ketteridge, S. & Marshall, S. (2014). *A Handbook for Teaching & Learning in Higher Education* 4th Ed. London: Routledge

Race, P. (2009). *In at the Deep End: Starting to Teach in Higher Education* Leeds: Leeds Met Press

Race, P. (2015). *The Lecturer's Toolkit* 4th Ed. London: Routledge

Ramsden, P. (2003). *Learning to Teach in Higher Education* 2nd Ed. London: Routledge

You will also find it helpful to refer to the resources on the CQSD website:

[www.reading.ac.uk/reading-cqsd/cqsd-home.aspx](http://www.reading.ac.uk/reading-cqsd/cqsd-home.aspx)

And look out for appropriate online courses, such as this recommended MOOC:

Contemporary Approaches to Teaching - hosted by the Council of Australasian University Leaders in Learning and Teaching (CAULLT) and led by A/Prof Agnes Bosanquet (Macquarie University) and A/Prof Marina Harvey.



## Beyond Preparing to Teach - routes to professional recognition

A small number of doctoral researchers may want to build on the Preparing to Teach programme and gain professional recognition for their role as a teacher and/or supporter of learning. There are many benefits to gaining HEA Associate Fellowship (AFHEA):

- It provides national recognition of your commitment to professionalism in teaching and learning in higher education;
- It demonstrates that your practice is aligned with the [UK Professional Standards Framework \(UKPSF\)](#);
- It provides an indicator of professional identity for higher education practitioners, including the entitlement to use post-nominal letters AFHEA;
- It is a portable asset that has UK-wide relevance and which is increasingly recognised by higher and further education institutions internationally.

### The CPD Route to AFHEA for PhD students with teaching responsibilities

Under the University of Reading's Advance HE accredited FLAIR Framework (Facilitating Learning and Teaching Achievement and Individual Recognition), those who have completed the Preparing to Teach programme may be eligible for our scheme to support PGRs in attaining AFHEA status. You will need to have sufficient teaching\* hours (a minimum of twenty across the academic year) which enable you to engage in supporting teaching and learning, and support from your doctoral supervisor and Head of School (or equivalent).

Consideration for enrolment for this route is through an eligibility-based 'Application to Apply' process. The provision itself consists of compulsory taught sessions, writing workshops and feedback opportunities, all of which aim to support your application for professional recognition.

Due to the level of commitment required, it is not recommended that doctoral researchers embark upon this scheme during the writing-up phase of their doctoral studies.

Details of the new scheme will be published on the Graduate School website towards the end of the autumn term 2022.

\*Lecturing, delivering seminars and workshops, marking, supervision, providing advice and support to less experienced doctoral researchers, demonstration, field trips, *et al.*