# GCU GTA Small and Large Group Teaching Checklists

These checklists should act as a prompt and a reminder of some of the points covered in the GTA workshop sessions. They also provide a way for you to review your own performance and plan for future teaching sessions.

*These checklists have been adapted from: Race, P. (2009) In at the Deep End (2nd revised edition 2009). Leeds Met Press, under a CC BY-NC- 3.0 license*

# Where am I now? Large Group Teaching Checklist

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not applicable yet** | **Not Yet** | **Yes** | **Date** **needed** | **Planned Action** |
|  |  |  |  |  |  |
| **Have you got lectures to prepare?** |  |  |  |  |  |
| **Do you know roughly how many lectures, and for how many** **students?** |  |  |  |  |  |
| **Will you have one or more series of lectures with the same group of students?** |  |  |  |  |  |
| **Have you got the intended learning outcomes for these l4ctures?** |  |  |  |  |  |
| **Have you given lectures before on this topic?** |  |  |  |  |  |
| **Have you got handout materials on this topic?** |  |  |  |  |  |
| **Have you got slides on this topic?** |  |  |  |  |  |
| **Are you able to create slides yourself?** |  |  |  |  |  |
| **Will you be involved in setting assessment tasks in connection with your lectures?** |  |  |  |  |  |

# Where am I now? Small Group Teaching Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not Yet** | **Yes** | **Date needed** | **Planned Action** |
|  |  |  |  |  |
| Do you have tutorials/seminars to prepare? |  |  |  |  |
| Do you know roughly how many tutorials/seminars and how many students?  |  |  |  |  |
| Do you know where these fit into the overall module? |  |  |  |  |
| Are you giving the associated lectures? If not, do you know who is? |  |  |  |  |
| Do you know what the tutorials/seminars are intended to cover? Do you already know the subject matter? |  |  |  |  |
| Do you know roughly how big the tutorial/seminar groups will be? |  |  |  |  |

# PREPARING YOUR FIRST LECTURE CHECKLIST

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Yet** | **Yes** | **Planned Action** |
| Do I know how may lectures I will be giving to this class? |  |  |  |
| Do I know roughly how many students may be there? |  |  |  |
| Have I found out what these students are likely to know already about the topic of the lecture? |  |  |  |
| Do I know where my particular lecture(s) fits into the overall module my students are studying? |  |  |  |
| Have I seen the actual lecture room I expect to be using? |  |  |  |
| Are there any specific learning outcomes for this lecture? |  |  |  |
| Have I turned these into the actual intended learning outcomes I will introduce at the start of my lecture? |  |  |  |
| Have I prepared slides to accompany my lecture? |  |  |  |
| Have I checked out that I can work the equipment I need in the room I will be using? |  |  |  |
| Have I prepared any handout material (paper or digital links) I want student to have during the my lecture? |  |  |  |
| Have I the opportunity to talk about my particular lecture to other colleagues who already work with these students? |  |  |  |
| Have I tested that I can be seen and heard well in the room I will be using?  |  |  |  |

# How did it go? Reviewing my lecture checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Very well**  | **Quite well** | **Not well** | **Action for next time**  |
| Did I introduce and explain the learning outcomes clearly to the students? |  |  |  |  |
| Did I manage to speak confidently and clearly? |  |  |  |  |
| Did I add some interactive elements for the students as part of the lecture? |  |  |  |  |
| Did the interactivity work well with the students? |   |   |   |   |
| Did I manage to involved *all* of the students in the interactivity? |  |  |  |  |
| Did my slides help the students to make sense of the subject matter? |  |  |  |  |
| Did I engage the students by asking them questions during the lecture? |  |  |  |  |
| Did I succeed in getting the students to ask me questions? |  |  |  |  |
| Did I return to the intended learning outcomes, and find out how the students felt they had got on with them? |  |  |  |  |
| Did I bring the session to a rounded and punctual close? |  |  |  |  |
| What was the best thing about this particular lecture? |  |  |  |  |
| What was the least satisfactory thing about this lecture? |  |  |  |  |
| What is the single most important change I intend to make next time I give this particular lecture?  |  |  |  |  |

## PREPARING SMALL GROUP SESSIONS CHECKLIST

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not yet** | **Yes**  | **Planned Action** |
| Do I know how many small group sessions I will be running with this class? |  |  |  |
| Do I know whether I will be taking all of the class in separate repeated sessions, or whether other colleagues will be running parallel small group sessions alongside mine? |  |  |  |
| Do I know whether I will be running associated lectures with the students, or whether the lectures will be given by other colleagues? |  |  |  |
| Have I worked out the intended learning outcomes for these students in language I can share with the students? |  |  |  |
| Do I know where these small group sessions fit into the overall module my students are studying? |  |  |  |
| Do I know if I will be using the same teaching room for all the sessions? |  |  |  |
| Have I prepared task briefings for work students will do before the sessions? |  |  |  |
| Have I prepared relevant handouts/slides for the sessions? |  |  |  |
| Do I know whether any equipment I many need is available in the given teaching rooms? |  |  |  |

# How did it go? Reviewing my small group session checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Very well**  | **Quite well** | **Not well** | **Action for next time**  |
| Did I introduce and explain the intended learning outcomes clearly to the students? |  |  |  |  |
| Did the session work well in terms of these outcomes – did most of the students achieve the outcomes? |  |  |  |  |
| Did the activities I planned for the students work out well in practice? |  |  |  |  |
| Did I manage to involve all the students in doing things during the session? |  |  |  |  |
| For seminar type sessions, did I manage to let students themselves play a full part in delivering their contributions? |  |  |  |  |
| Did I succeed in getting the students to work together in different combinations, so that they made the most of collaborative working? |  |  |  |  |
| How well was I able to use the small group session to address questions and problems raised by individual students? |  |  |  |  |
| Did I bring the session to a rounded and punctual close?  |  |  |  |  |
| What was the best thing about this session? |  |  |  |  |
| What was the least satisfactory thing about this particular session? |  |  |  |  |
| What is the single most important thing I will do differently next time I run a similar session?  |  |  |  |  |