# **TRANSCRIPT: Who’s the Teacher? A critical reflection of different perspectives and shared learning experience.** Department of Academic Development & Student Learning. Glasgow Caledonian University – Shared Learning Experience Recording

**00:00:00 - 00:00:10 – Question 1**

Narrator: Tell us one thing that you learned from studying with other student teachers as part of the GTA series.

**00:00:11 - 00:00:42 – Student Response Q1**

JOO: I learned the importance of working in small groups. This gave us an opportunity to interact, get to know each other by name, to know our individual areas of research. You know, give us opportunity to air our opinions in small groups and then give us the provision to work in unity as a team to come up with unified responses in the situations where tasks were given to us.

**00:00:43 - 00:01:19 – Teacher Response Q1**

FK: So that's a good question to start with, I learned about the experiences that the graduate teaching assistants brought with them and also about the challenges they perceived as they moved forward with their learning and teaching. I really gained an appreciation of the commitment and the excitement and the value that the graduate teaching assistants can bring to the classroom. I knew that before but being able to work hand in hand with the GTA’s really brought this to life and their passion for teaching is absolutely fantastic.

**00:01:20 - 00:01:28 – Question 2**

Narrator: Tell us about a technology that you plan to use in your teaching as you move forward.

**00:01:29 - 00:02:11 – Student Response Q2**

JOO: During the GTA training we made good use of Padlet. I think that going forward in my teaching experience, I will use the Padlet because it gives students the opportunity to add their opinions in writing and also create an avenue for other students to interact using the Padlet.

**00:02:12 - 00:02:21 – Teacher Response Q2**

FK: As a result of learning from the needs of the Graduate Teaching Assistants, we've actually incorporated a combination of Microsoft Teams and Blackboard Collaborate Ultra sessions. Rather than delivering the series on only one of those particular platforms, and that suggestion came from one of the learners. So we were really keen to implement this, and indeed we've done that, and the next forthcoming series will feature both of those pieces of technology.

**00:02:22 - 00:02:34 – Question 3**

Narrator: What was your most valuable outcome of the GTA series in the context of a shared learning experience?

**00:02:34 - 00:03:06 – Student Response Q3**

JOO: Prior to the GTA series, I had believed and thought that feedback should be given in the sandwich approach. where you make corrections, compliments and corrections again. But I learned very importantly, as I interacted with the RISE model, during the GTA series, that it is best to, as well as give compliments and identify areas of improvement, but also to guide the students in the way forward, which is very important.

**00:03:08 - 00:03:38 – Teacher Response Q3**

FK: I think for me it’s been gaining a variety of perspectives. Learning with, and about, the Graduate Teaching Assistants and gaining their perspective on learning and teaching; but also learning from my colleagues in the teaching team. Being able to share ideas and practice with each other has been really important. Planning, delivering and reflecting with my peers has meant that the series has been a personally valuable learning experience.

**00:03:39 - 00:03:47 – Closing slide**

Narrator: Department of Academic Development and student learning. Glasgow Caledonian University.

**END**