Postgraduates that teach

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What is facing the next generation of researching/teaching academics?

Globalisation
International collaboration
Interdisciplinarity

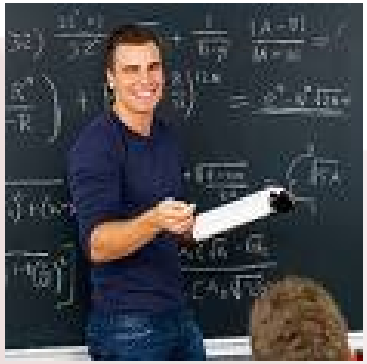
E-learning
Web 2.0 technology

Widening participation
Student diversity
Less ££

Student engagement
The student experience
Student-centred learning

Enterprise
Innovation
Employability

Aims



To find out what kinds of work PGRs do in Higher Education

To see what kind of institutional support PGRs get in their employment roles

To assess PGR perceptions of the quality of their employment experience

Demographics

~ 400 respondents from over 50 institutions of which ~300 had teaching experience

Demographics

UK-domiciled **69%**

Full-time **73%**

Female **63%**

Under 30 **70%**

Subject

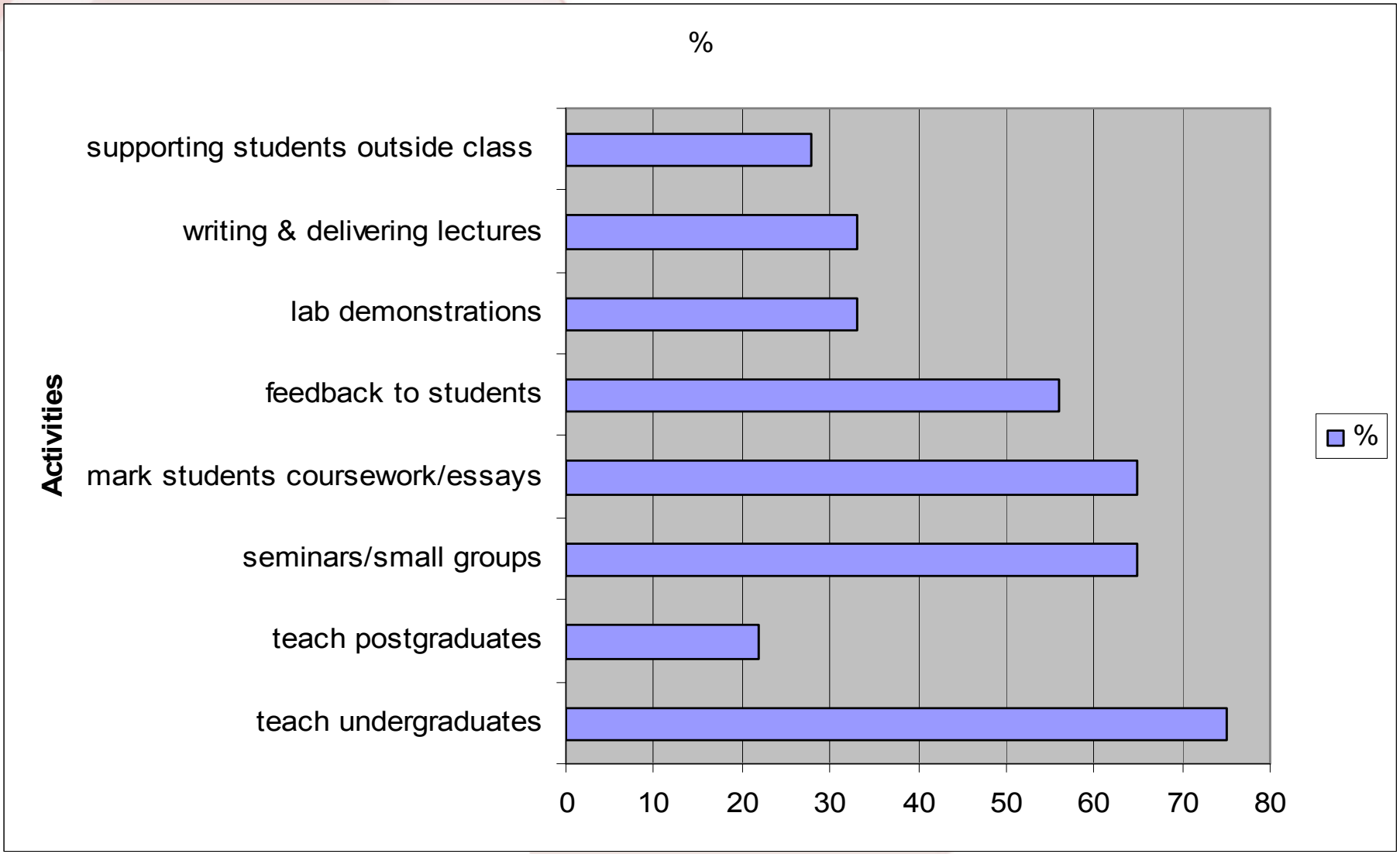
Medicine & allied subjects 5.3%

Bio. & phys. sciences **38.3%**

Social sciences **30.7%**

Arts/Humanities 18.3%

teaching roles



training received

- 59% how to teach in small groups
- 56% how to mark/assess and give feedback
- 51% guidance on plagiarism
- 49% how to plan a lesson or course
- 48% how to give a lecture or presentation skills

41% induction into department teaching structures (42% answered 'not available')

35% theories of teaching and learning (40% 'not available')

24% teaching students with special needs (46% 'not available)

views of teaching training

55% thought they had received appropriate and adequate training for their role

35% felt they had **not**

When asked about opportunities to pursue qualifications:

20% had taken up the opportunity to pursue a qualification

43% said they would pursue a qualification if one were available

12% had the opportunity but had not taken it up

comments on training

‘While I accept that training courses are an obligatory part of the role, I do not believe that attending these courses has made me a better (or worse) teacher’

‘A one day course - and then in the deep end!’

‘I decided to pursue a teaching course of my own volition as no particular practical or theoretical pedagogical support was offered or assumed to be useful’

quality of experience

	SD or D	neutral	A or SG	Mean
Appropriate payment	**33%**	**14.8%**	**52.3%**	3.19
Knew where to turn for support	13.2%	14.2%	72.7%	3.79
Treated equally with other staff	**25.2%**	**23.1%**	**51.7%**	3.35
Appropriate supervision/ feedback	**31.6%**	**31.9%**	**36.4%**	3.05
Useful skills development	**2.1%**	**8%**	**90%**	4.24
Fitted with other commitments	11%	16.2%	72.8%	3.78
Generally positive experience	4.5%	10.4%	85.1%	4.08
Would recommend to a friend	4.8%	14.9%	80.2%	4.03

quality of experience ii

	SD or D	neutral	A or SG	Mean
Confidence in own standards	3.1%	10%	86.9%	4.09
Teaching well-organised in dept	**26.2%**	**28%**	**45.8%**	3.19
Preparing for academic role	21.2%	26.5%	52.3%	3.44
Teaching benefits my research	**30.1%**	**31.8%**	**38.1%**	3.12
Teaching to my expertise	7.7%	10.1%	79.3%	4.00
Opps to feed back to dept	**39.2%**	**24.1%**	**36.7%**	2.97
Research/teaching complementary	22%	22%	56%	3.44

comments

‘I struggle with the idea of not paying teachers for the time it takes to prepare lessons and read the materials as this often adds up to more time than what is spend in the classroom’

‘My teaching and research could be more complementary, but I have had the opportunity to engage in some research-led teaching and introduce new texts onto some modules’

‘Unfortunately, teaching has negatively impacted upon my research due to the time commitment in addition to the library job I already have to do to fund my studies. This total approximately 25 hours' work per week, which leaves little time for work on my thesis’

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