LSE Teaching and Learning Centre

Handbook for GRADUATE TEACHING ASSISTANTS

2016/17

Teaching and Learning Centre

The Teaching and Learning Centre supports and complements the work of graduate teaching assistants in many ways.

Development and training

Being a GTA at LSE, an induction programme designed especially for those who are new to teaching, runs throughout Michaelmas Term and is repeated in a concentrated one day programme in January for those teaching only in Lent Term. See Section 1.4 in this handbook for more details.

The **LSE Postgraduate Certificate in Higher Education for GTAs** is a qualification, run over one or two years, for those wishing to gain a more formal award for their teaching. See Appendix 2 in this handbook for more information.

For those interested in more informal and open discussion about teaching, LSE's **Academic Development Programme** offers a series of workshops and practice exchange forums. See **lse.ac.uk/tlc/adp** for details.

Resources

As well as this and other handbooks, the Teaching and Learning publishes a range of materials for those teaching at LSE, including notes of guidance on subjects like assessment and feedback and case study features of good practice. Find out more at **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx**

IMPORTANT NOTES

This handbook was produced in the summer of 2016 and all content was correct at the time of going to press. Readers are recommended to check the school website for possible changes through the 2016/17 year to names and contact information.

To improve findability, some of the policy related documents that are referred to in this handbook have been migrated to the Policies and Procedures section on the School's intranet. Please therefore check there – **lse.ac.uk/intranet/LSEServices/policies/home.aspx** – for specific policy-related documents using the search or A-Z list functions.

There are references throughout this handbook to LSE- or HE-specific terminology such as course convenor, departmental manager and formative assessment. Please use the Glossary (**Section 11**) for explanations of these terms.

THE LSE EDUCATION BLOG

Our long-standing teaching blog is being transformed! All existing content will be moved over, so the weekly resources and regular features on teaching practice at LSE will still be available, but they'll be restructured for easier access and joined by new content that reflects the wealth of educational activity happening across the School.

Don't miss out: subscribe at **lse.ac.uk/educationblog**

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Welcome from Dr Claire Gordon, Head of LSE Teaching and Learning Centre

Welcome to all new teachers at LSE. I hope you will enjoy the challenges and stimulation of working with some of the most capable social science students internationally, and that you will find the School to be supportive of you in this important role. You join a team of some 900 full-time-equivalent academics at LSE.

If this is your first experience of teaching, you will face several challenges in the coming year. I hope this guide will help you to address some of them. The experience should also be enriching: it should help to embed your own understanding of the subjects you teach; it may provide some useful breadth, to complement the focus of doctoral research work; there may be opportunities for you to discuss your own research with students and without doubt the experience of teaching will strengthen your communication skills, and provide useful evidence for future job applications both within academia and beyond.

LSE is keen to support the development of future faculty. We know our PhD students go on to take up academic posts in universities across the globe. That is why we take this development work seriously, and offer all teachers in the School the opportunity to progress through to formal qualification level if they so wish. For sure there is plenty of artistry and scope for personal flair in teaching, but there are also plenty of things about the teaching and learning process that you can usefully find out about from others, practise, reflect on, and get feedback on. There is also a large body of educational research which can usefully inform your evolvingpractice. Take advantage of what is on offer both from the Teaching and Learning Centre and from the departments where you teach, full-time faculty, fellow teachers, peers and students. These different voices and perspectives can all make important contributions and help you establish your personal and distinctive approach.

Please feel free to contact the Teaching and Learning Centre at any time if you have questions about teaching and student learning development at LSE – contact details are on the back cover.

> *This is my first experience as a GTA. Accordingly, I read the handbook word-by-word at least once. I even distributed to the class excerpts of the handbook that pertain to the role of the GTA so that they know what they can reasonably expect from me.*
>
> *International Relations GTA*

Acknowledgements

Special thanks to Dr Kate Exley (BSc; PhD in Genetics University of Liverpool), Consultant in Educational Development, who was the primary author, compiler and editor of the first edition of this handbook. Kate has undertaken staff development projects in more than forty UK universities, and for many years ran the in-house training for GTAs at LSE.

Thanks also to the many GTAs who have contributed ideas and experiences to the handbook over the years.

Colleagues across LSE, notably David Faggiani, Jane Hindle, Dr Colleen McKenna and Dr Claudine Provencher, have also contributed a great deal to the handbook since its original publication, incorporating ideas for good practice in teaching and reflecting content from and requirements of the PGCertHE course.

And finally, thanks to the Centre for Teaching and Learning, Stanford University, for the idea of producing a handbook for teachers. When we started on this project we were in part inspired by the work of Stanford, which we recommend to colleagues as another useful resource: **teachingcommons.stanford.edu/**

Section 1: Being a GTA at LSE

This section outlines what your roles and responsibilities as a GTA at LSE are, gives an overview of the main differences between undergraduate and postgraduate teaching and provides information about the development opportunities that LSE offers to teachers.

1.1 Becoming a GTA at LSE

Recruitment and selection of GTAs is the responsibility of academic departments within LSE. Anyone interested in becoming a GTA in a particular department must therefore contact that department directly. Departments have somewhat different approaches to recruitment and appointment and to the details of the contracts they offer, according to their specific requirements.

Once appointed, you should receive a formal contract of appointment from the School's Human Resources Division. Every individual appointed to work in the School is expected to provide necessary evidence of eligibility to work and to sign and return their contract before starting work.

If you have a Tier 4 student visa and you are planning to work, please bear in mind that it is a condition of your visa that you must not work any more than 20 hours per week during term-time and it is your responsibility to ensure that you do not breach this condition.

Before starting work, you should ensure that you have received a contract, signed and returned it, and taken evidence of your eligibility to work in the UK, such as original passport and/or visa to the Human Resources Division. If you have any queries about your eligibility to work in the UK or what documents you need to provide, please contact the Human Resources Division.

Most GTA contracts are in place before the start of the new academic year (or appropriate term, should you be working on a "half unit" course). However, due to the very high workload faced by HR and academic departments at the start of the academic year, there may be some delay. If you have not received a contract or are concerned about your contract, contact the departmental manager in the department in which you are teaching in the first instance.

The document outlining terms and conditions of employment for GTAs and guest teachers can be found on the HR website at: **www.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/salaryInformation/pdf/termsAndConditionsGTAsAndGuestTeachers2014v1.1.pdf**

1.2 The roles and responsibilities of a class teacher

The vast majority of GTAs are employed primarily as class teachers on undergraduate courses. As such, your roles and responsibilities are set out in the Code of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment (**lse.ac.uk/intranet/LSEServices/TQARO/Calendar/CodeOfGoodPracticeUndergraduate.pdf**). You should read this in full before starting to teach.

The key parts of the code relevant to class teachers are:

Teaching

...

2.4 Lecturers are responsible for organising the class programmes for their courses, for liaising with class teachers to ensure that the classes are properly coordinated with their lectures, and for submitting course reading lists to the Library in good time for required books to be purchased.

2.5 Classes are a compulsory part of the teaching and learning experience. Class sizes should not normally exceed 15 students.

2.6 Classes will normally give students the opportunity to participate in a discussion of material relevant to the course. The nature and format of these discussions will vary according to the subject matter of the course.

2.7 Lectures and classes start at five minutes past the hour and end at five minutes to the hour. Staff and students should make every effort to start and finish on time.

2.8 Formative coursework is an essential part of the teaching and learning experience at the School. It should be introduced at an early stage of a course and normally before the submission of assessed coursework. Students will normally be given the opportunity to produce essays, problem sets or other forms of written work. The number of these pieces of work for each course will be detailed in the online Course Guide.

2.9 Feedback on coursework is an essential part of the teaching and learning experience at the School. Class teachers must mark **formative** coursework and return it with feedback to students normally within two weeks of submission (when the work is submitted on time). Class teachers must record the marks, or the failure to submit coursework, regularly via LSE for You.

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2.11 Class teachers must record student attendance on a weekly basis via LSE for You.

2.12 Class reports are an integral part of the School's monitoring system on the academic progress of its students. Class teachers must complete, via LSE for You, full and accurate reports, including a general assessment of each student's progress, at the end of the Michaelmas and Lent terms.

2.13 All full-time members of staff and part-time and occasional teachers must have regular weekly office hours during term time when they are available to students to discuss issues relating to the courses they are teaching. These hours should be displayed outside their offices.

Responsibilities of the student

3.1 Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in term time must first obtain the consent of their adviser. Students away through illness must inform their adviser and their class teachers and, where the absence is for more than a fortnight, the Student Services Centre.

3.2 Students with disabilities which might impact on their studies should contact an adviser in the Disability and Wellbeing Service in good time to negotiate reasonable adjustments. These will be set out in an Individual Student Support Agreement. Students must also agree on the extent to which this information will be shared within the School. If the School is not informed about a disability in good time, it may not be able to make the appropriate reasonable adjustments.

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3.5 Attendance at classes is compulsory and is recorded on LSE for You. Any student who is absent on two consecutive occasions or is regularly absent without good reason will be automatically reported to their academic adviser.

3.6 Students must submit all required coursework on time, whether it is summative coursework (ie, work that counts towards the final mark) or formative coursework (that does not count towards the final mark). In submitting coursework, students must abide with the School's policy on plagiarism as set out in the School's Assessment Offences Regulations: Plagiarism and the Statement on Editorial Help.

...

Examination and Assessment

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4.4 Students who regularly miss classes and/or do not provide required course work may be denied permission to sit an examination.

4.5 Any student who requires individual examination adjustments must contact an adviser in the Disability and Wellbeing Service so that reasonable adjustments can be recommended. Applications for individual examination adjustments should normally be made **no later than** seven weeks before the date of the student's first examination.

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A similar code is available for MSc programmes: the Code of Practice for Taught Masters Programmes (**lse.ac.uk/intranet/LSEServices/TQARO/Calendar/CodeOfGoodPracticeTaughtMasters.pdf**).

In practical terms, most GTAs, at both undergraduate and postgraduate levels, are expected to:

- attend relevant training;
- plan and prepare weekly (or occasionally fortnightly) classes, including developing appropriate materials and methods as necessary;
- run the classes with groups of students;
- be available for one or more weekly or fortnightly "office hours";
- mark, grade and give students feedback on class/course work as appropriate (this may be weekly in some cases);
- monitor student attendance and progress and write reports on student progress thus contributing to their School record;
- take part in appropriate School and departmental course/teacher evaluations;
- attend meetings associated with their course as requested/ appropriate;
- (in some cases) take part in formal assessment of student work under the direction of full-time academic faculty; and
- (in some cases) contribute to Moodle.

Moodle is a school-wide system that provides web-based support for all courses and programmes. It is used for collecting assignments, for communication, for formative assessment, for discussions, for collaborative projects and for disseminating lecture and class materials as well as feedback. For more information on Moodle see **Section 8.1**.

1.3 The differences between undergraduate and postgraduate teaching

Undergraduate teaching

At undergraduate level, the GTA operates in the context of the following set of "relationships".

Each course is run by a course coordinator or teacher responsible. This person will normally give some or all of the lectures associated with the course and have overall responsibility for its academic direction and assessment. (S)he may also run one or more of the classes associated with the course, and has responsibility for ensuring that any class teachers working on the course are properly briefed as to the course content, process and assessment.

The course will be part of at least one, but more often several, different programmes. As such, students on any given course may be drawn from a variety of different programmes, and quite possibly from different home departments. Many courses will also have General Course students. These are students visiting the LSE in their second or third year from another university overseas (mainly, though not exclusively, from the US).

Each programme in a department comes under the oversight of the departmental tutor. Each undergraduate student also has an academic adviser, usually a full-time member of academic staff based in their home department. The academic adviser has an important pastoral role, as well as one of academic guidance; for instance, the academic adviser may help his/her students to make choices about courses, advise them on progress, help them consider career options, offer advice and refer students to various other support services across the School.

If students face difficulties or find themselves in conflict with staff on their course and/or programme, they can turn to the head of the department. Some will also seek advice from the departmental manager.

The vast majority of undergraduates are registered onto a three-year programme. Very few students are part time. A programme generally comprises four courses per year, each spanning across the Michaelmas, Lent and early part of the Summer terms. There are some "half units" courses which last only one term. Many courses can be taken by students who are at different stages of their programme, and, as such, you may have a mix of, say, first and second or second and third year students in your class. Most courses have some formative assessment (eg, essays, problem sets, class presentations), generally marked (and, in some cases, set) by class teachers. Each course will be summatively assessed or examined, most often by a sit-down two- or three-hour examination, though some departments use more varied assessments, including essays, projects, dissertations, portfolios etc. The exam period starts in mid-May.

Full details of programmes and courses at the undergraduate level are available from the online Calendar (**lse.ac.uk/calendar**). In addition, many departments now have a departmental undergraduate handbook for their undergraduate programmes. These often contain important and useful information about the programmes, details of teaching and assessment approaches in the department, information on study skills, etc. They provide useful contextual information for GTAs, so do ask for copies, or seek them out. They are usually kept in the departmental websites or in Moodle.

LSE100 The LSE Course

You may wish to keep abreast of, and make reference to, the material and skills that students are learning in their compulsory LSE100 classes.

All first year undergraduate students are required to take *LSE100 The LSE Course: Understanding the causes of things*. This is an interdisciplinary and innovative course which is taught over two terms, the second term of students' first year and the first term of their second year. The course has been designed to use important issues and debates to explore the fundamental issues of evidence, explanation and theory from the perspective of different social science disciplines. By providing an opportunity for students from all degree courses to engage with these issues and debates in the lectures and in small group classes, the course is designed to strengthen skills in three broad areas: methodological skills, information skills and communication skills. Read more about LSE100 and its learning outcomes at **lse.ac.uk/LSE100**

Postgraduate teaching

At postgraduate level, most MSc programmes span over a full calendar year (September to September), though a few are only nine months long, finishing in July. Programmes are again made up of courses. Most MScs will comprise three or four taught courses and a dissertation. There are rather more half unit courses at MSc level than at BSc level. Again, formal exams and essays predominate in terms of assessment, though there are many other types of assessment used at MSc level.

MSc courses have course coordinators (similar to the undergraduate teacher responsible). Each programme has a programme director (rather than the departmental tutor at undergraduate level). Again, many courses can be taken by students drawn from more than one programme, and/or department, although they should all be MSc or postgraduate diploma students. Each student should be allocated to an academic adviser. In addition, many departments allocate students to a dissertation supervisor who guides them through the process of writing the dissertation (a common feature of many MSc programmes).

At departmental level, students again have access to the head of department and departmental manager where necessary. Full details of courses and programmes at the graduate level are available from the online Calendar (**lse.ac.uk/calendar**). As with the undergraduate level, many departments now have departmental programme handbooks for each MSc programme (see "Undergraduate teaching" section above for details).

1.4 Development opportunities at LSE

All new GTAs are required to attend the Being a GTA at LSE induction programme when they begin teaching at the School and are paid for their time. The training is provided by the Teaching and Learning Centre. It is run throughout Michaelmas Term and is repeated in a concentrated one-day programme in January for those teaching only in Lent Term. Attendance at the induction programme is arranged through departmental managers following recruitment to work as a GTA. If you have any queries about attendance, please contact your departmental manager.

The workshops run as follows:

Session 1: An introduction to teaching and learning at the School. Topics considered include how students learn, class teaching, presenting and explaining, preparation and understanding student diversity.

Session 2: Assessing students' work. This workshop focuses on how to use assessment criteria to mark coursework fairly and on giving constructive and helpful feedback to students.

Session 3: Videoed practice teaching session. This gives you a brief practical experience of running part of a class, with feedback and discussion led by a facilitator, and involving other GTAs.

Session 4: A review of teaching practice. This is a two-hour session towards the end of Michaelmas Term to review how teaching has gone, compare experiences, ask questions and collectively solve any problems that have arisen.

Sessions are, where appropriate, divided into workshops that focus on the specific needs of quantitative teaching or qualitative teaching.

I found the training for new class teachers very useful indeed. In particular, I thought it was very good for me to do the video-recorded practice teaching, even if I hated the idea prior to the session.

A variety of further, optional opportunities for training and support is provided at the School. The Teaching and Learning Centre runs an Academic Development Programme for staff and you are welcome to attend sessions that you find interesting and relevant. Further details can be found at **lse.ac.uk/tlc/adp**

Learning Technology and Innovation (LTI) offers support, advice and training on how to use Moodle and classroom technologies to all staff. See **Section 10** for contact details.

The Language Centre runs two English for Teaching Purposes programmes, including one designed specifically for teaching staff and GTAs. See **Section 10** for contact details.

For those GTAs who wish to gain a more formal award for their teaching, there is the LSE Postgraduate Certificate in Higher Education (PGCertHE). This Higher Education Academy accredited course involves the production of a teaching portfolio that includes work on three modules for the associate level qualification and, for the full level qualification, completion of a further two modules. See **Appendix 2** for further details.

Opportunities arise twice annually for applying to become a GTA or an LSE Fellow with LSE100. Vacancies are advertised on **lse.ac.uk/LSE100**

Section 2: Preparing to teach a class

This section of the handbook considers ways in which GTAs can prepare for their teaching role.

2.1 The teaching context at LSE

2.2 Gathering information about the courses you are teaching on

2.3 Preparation before a class

2.4 Preparing for your first class

2.5 Getting to know your students

2.6 Managing your time and workload

2.1 The teaching context at LSE

At LSE most undergraduate courses are timetabled for 20-22 teaching weeks, and comprise both lectures and classes. Most lectures are given by full-time academic staff, whilst many of the classes are run by GTAs. Most undergraduate lectures are of fifty minutes duration, starting at five minutes past the hour, and ending at five minutes to the hour, to allow students and staff time to change over to another room for the following hour.

Classes are usually held once a week (though some may be once per fortnight). Most classes are again of 50 minutes duration, starting at five minutes past the hour, and ending at five minutes to the hour. Timing is an important element in teaching – run over at your peril! Students will generally give you warning that time is up, by packing their bags and leaving. Most classrooms have a clock, though these cannot always be relied upon.

GTA-led classes should have a maximum of 15 students. A few may have one or two extra, but if you find yourself with significantly more (eg, 18+), do raise it with the teacher responsible and/or departmental tutor. At the start of the year, students may audit courses, and you will find that numbers and constituents of your class can change from week to week. This should be reflected in your class register, which is updated by the hour (see **Section 3.3**). Things should settle by about Week 4 of term. However, it is worth taking this point into consideration when planning early sessions.

You will probably also be required to offer a further weekly or fortnightly hour of support for each course on which you teach, called the office hour (see **Section 5.1**). Other academic staff (including the teacher responsible and all academic advisers) hold office hours. You may want to check on the office hours of the teacher(s) responsible for the course(s) on which you teach, should students raise questions you prefer them to take directly to them.

2.2 Gathering information about the courses you are teaching on

It is important that new GTAs consult with the teacher responsible for the course from an early stage. Even if you have taught on the course for a year or more, do keep in close contact, and make sure you are properly briefed. The teacher responsible should provide guidance on course aims and objectives, the reading list, student course work and assessment arrangements, and may possibly suggest teaching approaches. Some may specify the approach they wish their GTAs to take in class teaching tightly, whilst others are happy for the GTA to design their classes with greater flexibility. Find out how much choice you have.

> *In my course, there is a detailed course handbook with all the lectures, all the class problem sets, and the answers for each of the problem sets. In addition, for each session, the teacher responsible has outlined the "difficult" parts of the topic, and suggested ways of tackling them.*
>
> *Economics GTA*

> *I developed a GTA pack for my course, including detailed lesson plans for each week, handouts, common problems encountered in essay writing, my TQARO feedback detailing students' likes and dislikes, and my reflections on how to motivate and facilitate critical reflection. Subsequent GTAs have found this pack extremely helpful. Most GTAs have probably developed something similar, especially those who have done the PGCertHE.*
>
> *Geography GTA*

You will certainly want to read the information that is provided to students about the courses that you will support, including any course guides produced by the teacher responsible and any departmental handbooks. Make sure you are familiar with the course structure, aims and learning outcomes, syllabus and particularly the assessment requirements of the course (eg, hand-in dates for course work). It is very helpful to look at the past exam papers for your course too, although do double check that the course and exam paper have not fundamentally changed from one year to the next. Check out whether there is a Moodle online support site for the course (see Technologies for teaching in **Section 8.1**). These often contain lots of course material, including detailed lecture material. In some cases, the full materials from the previous year will be available and can provide useful background and briefing for your work.

You may also benefit considerably from talking to class teachers who taught in the department and on your course last year. They will be extremely knowledgeable about teaching your course, having developed lessons plans, given feedback and formally reflected on appropriate teaching styles (sometimes as part of the PGCertHE). Learning from and building on their experience will enable you to improve your own teaching and save you a great deal of time. They may also be able to give you inside information about the teacher's preferences or highlight the course topics that students seem to struggle with, note frequently asked questions or suggest interesting examples that they have used in their teaching.

The teacher responsible for your course should arrange a briefing session for you. At this, it is worth checking what is expected from classes. Ask specifically about your role vis-à-vis:

- content (eg, What are the "core" topics? Are any "optional"? Where is the focus and emphasis of the course? How are theory and application of theory balanced? To what extent will students be expected to recall, apply, critique theories/models/formulae? And do you have any role in deciding any of this?);

- preparing students to do academic writing (eg, Are there any departmental style guides, emphasis on particular forms of argument, marking criteria, etc?);
- preparing students for exams or other assessment (eg, Will you be running revision classes towards the end of the year? How much emphasis is put on exams? Is this year's paper likely to be similar to previous years? Are there examples of past essays that you and students can see?);
- developing students' academic skills (eg, critique, analysis, evaluation, synthesis – what's the emphasis?);
- improving other student skills (eg, oral communication, team work, problem solving ability, presentations);
- guiding students on proper citation and referencing conventions, and on how plagiarism is defined in the discipline; and
- the underlying logic of the course (eg, How is it structured? Does the order of topics matter? Is there a "theory" part, then "applications" later, or are they interwoven?).

Quite often the person who has designed the course sees the underlying logic as obvious or taken for granted – yet it might not be either to you or the students. Getting a clear understanding of the course structure can also be important in helping you decide how to approach the teaching of particular classes. In **Section 3** a variety of teaching approaches are discussed and it is helpful to "align" your choice of teaching method with the learning aims and outcomes of the course, the detailed learning outcomes for a given class and the way in which the students will be assessed. For example, if all students need to be able to work with a particular set of theoretical ideas that cut across several aspects of the course, then the initial work on understanding that theory needs to be worked on by all students (rather than, for example, allocating it to one student for a class presentation and hoping that others might do a bit of the associated core reading). Alternatively, there may be some aspects of the course (eg, particular examples, reference to specific countries or sectors, specific applications, etc) which are illustrative, but where it is very much up to individual students what direction to take, what focus to give and how much effort to expend.

2.3 Preparation before a class

The rooms available for class teaching at the School are very variable in terms of size, shape and the layout of the furniture. As part of your preparation, try to visit the room(s) that you have been allocated for your teaching. Check the audio-visual equipment that is provided as standard in that room and order any additional equipment that you may need from the AV support team. See **Section 8.2** for more information about teaching rooms.

If you wish to provide your students with handout materials or other consumables, contact your departmental manager or designated course administrator who will be able to help you with the stationery and materials you will need. These should be freely available to you, although there may be some restrictions for very large courses. These restrictions are usually in place as a means of ensuring reasonable equity between students attending different classes, and avoiding students getting very different messages about course content and approach from several different teachers. Also be aware that there may be copyright issues if you are photocopying or scanning published material or content that is not copyright of LSE or Creative Commons licenced. You are advised to contact your departmental manager for further advice about this.

Before you start teaching, also check out other sources of support available to you and your students. **Sections 8**, **9** and **10** may provide useful starting points.

2.4 Preparing for your first class

Class teaching is discussed in **Section 3**. However, there are some important issues to consider when preparing to teach for the first time.

When you have made yourself familiar with the syllabus and learning aims and outcomes of the course you will teach on, you will need to plan the actual classes.

Thinking about content

You may wish to attend the lectures for the course to help you orientate your class teaching and synchronise your approach with that of the lecturer. Indeed some courses require GTAs to attend lectures. As mentioned earlier, lecturers often put their lecture materials on Moodle. Looking at past exam papers can also help you determine the themes and issues that should take a greater priority in your teaching. Some class teachers describe allocating the content of their classes into two planning columns, "must have" and "nice to have". Reading lists at the School are often very extensive but some will indicate "core" texts as opposed to "further reading". However, many students will ask for further guidance in prioritising their reading. You may wish to guide them in doing so, and/or suggest other reading. In making your additional suggestions do consult with the teacher responsible for the course, and do check that anything you recommend is part of the library stock by contacting the librarian responsible for your department.

Beginnings

The first class with a new group of students is always an exciting time. Both you and the students may feel nervous and shy in the new group. Work hard to make everyone feel welcome and quickly at ease in the class. Establish rapport with the students and develop a positive working environment for all. There are many approaches that GTAs use to do this. Here are some suggestions:

> *I always introduce myself and give the students my contact details and office hours first. I then go on and ask them to introduce themselves to the class, asking for their name, degree and why they chose this course.*

> *I tried this last term – I said please introduce yourself to the person next to you. Then I asked each student to introduce their neighbour to the rest of the class. I am lucky, I am teaching a subject close to my research and so I try and tell the students why I love the subject. I ask them what interests them about it and from there explain the syllabus we will be covering.*

> *In the first class we play a memory game where everyone says their name and those of all the other students who have already said theirs. By the end we've heard most names about a dozen times so it's easy for everyone to remember.*

You may find it useful to have a clear agenda for your first session, to be sure that you remember things such as:

- introducing yourself;
- getting students familiar with each other;
- giving an overview of the course, or at least how classes work within the course – in terms of both the content you will cover and the kinds of skills they may be developing;
- working with the class to agree "ground rules" and ways you will work together (eg, discussing expectations around weekly workload/reading, punctuality, meeting assessment deadlines, student contribution to discussions, etc – if these matters are not discussed early on, it may be difficult to sort out problems that arise later) – for more on this see Managing expectations in **Section 3.3**;
- ensuring there is some time in the first session for "real" work – ie, subject specialist work;
- setting the group up for the coming week (readings, roles, your office hours, their next lecture, etc); and
- mentioning Moodle (if applicable) – if your students have difficulty accessing it or have any problems using it, ask them to contact the IT Services helpdesk.

In a quantitative class one GTA has developed a checklist to remind himself of important points to include at the beginning of the first class:

Checklist for running my first class

- *My name and contact details (on the board):*
  - *email*
  - *office hours (building, office, time)*
- *Their names and emails (check to ensure they all use LSE email – note I won't send to other email accounts)*
- *Check first names/preferred names for class against formal name and photo*
- *Note the information they will get from me (deadlines, updates, marking, etc)*
- *Ask them to attach the following to homework:*
  - *my name*
  - *their name*
  - *module*
  - *group*
  - *week/item*
- *Tell them to staple this information to homework and post in GTA pigeon hole*

2.5 Getting to know your students

It is very helpful to get to know your students quickly and by name. However, particularly for those GTAs teaching more than one class, this can be easier said than done. LSE students (and staff!) are drawn from over 150 different countries and may have names which are both difficult for you to pronounce and remember because they are unfamiliar.

Here are some strategies for learning names quickly that you may find helpful.

- Print out a class list, which can include student photos, from your LSE for You website. Annotate this list to include the names that students like to be called by (which might be totally different from the one on the register!).
- Provide plastic badges or sticky name badges for students and try and give the badges to the right students at the beginning of each class. GTAs who use this method say that they know all the names after the first three classes.
- Discreetly note seating arrangements when taking the register. This enables you to use people's names even if you have not yet learned which face goes with which name.
- Ask students to sit in the same place in the classroom for the first few weeks and make a sketch of the room plan with the students' names marked on it (one GTA said that they drew this marked room plan on the whiteboard in the classroom and it helped the class members learn each other's names too).
- To help with pronunciation, spell names phonetically on the class list and ask students to correct you if you make mistakes.
- A GTA reported that, as a class, students had invented names for each other using the same first letter, eg, Helpful Hannele, Lively Li and Gentle Georgiana, which had not only helped in remembering names but had also broken the ice.

As well as learning names it can be helpful to collect some other key information about your students. For example, where are they from? What other courses are they studying? What's their interest/motivation to do the course? Which students live in the same neighbourhood (useful if you want students to work together outside of class)? Who has good IT skills (to encourage them to share skills/teach each other)?

Students who have disclosed that they have a disability may have an Individual Student Support Agreement (ISSA) (see **Appendix 9** for an example) arranged with them by the Disability and Wellbeing Service. Students may prefer to keep their disability confidential from their fellow students, and indeed can choose to keep it confidential from you. Whether or not students have disclosed a disability, it is important that you teach in ways that are inclusive of all students, including those with disabilities. Some that you may not "see" include dyslexia, hearing impairment and chronic fatigue. See **Section 3.5** for guidance on inclusive practice and **Section 4.5** for information about teaching students with dyslexia and other neurodiverse conditions.

It is also useful to ask your students to tell you who their academic adviser is, especially if they are studying your course outside of their home department.

2.6 Managing your time and workload

As at July 2016 the standard contractual hours for a GTA appointment is built up as shown opposite. They may vary slightly across departments – for example marking regimes are highly variable between courses – so local arrangements may apply.

Preparing for classes can be very time-consuming, particularly in your first year. Do expect to spend an hour or two at least in preparing for each class (as allocated for in your contract). However, don't feel you need to read everything on the reading list or attend every lecture (unless this is required). Remember that you are not expected to learn the subject for the students but to facilitate their learning. You may find that office hours are not that heavily used, and can be a useful time for you to do class preparation and marking.

Students may expect additional help outside class time and office hours allocated to the course. It is up to you to decide how flexible to be on this, but don't feel under pressure to see students beyond the allocated office hours (unless there are particularly pressing reasons). Decide from the start what your "email availability" will be and be sure to discuss this with your students in your first session. Are you happy for students to email you with queries? How quickly might they be able to expect response to emails? Can you post a reply to a discussion area in Moodle if the query is of general relevance? Is email an alternative to office hours or an additional contact mechanism? Be warned that emails from students can mount up significantly, and watch out for students who use it as a way of getting you to do their work for them. Where relevant, direct them back to course and programme handbooks to find information for themselves, rather than acting as their "memory" for deadlines, people to contact, etc. And also give some thought to how your email contact with students can build up expectations they then put on other GTAs. Finally, make sure that students use their official LSE email addresses when contacting you; other addresses may end up in your junk folder.

As mentioned before, a document outlining terms and conditions of employment for GTAs and guest teachers can be found on the HR website at **lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/salaryInformation/pdf/termsAndConditionsGTAsAndGuestTeachers2014v1.1.pdf**

Contact hours	Actual teaching contract time in hours	(ie, weeks x groups x length of seminar)
Preparation	2 hours per different course taught	(ie, weeks x courses x 2)
Lecture attendance and meetings	Actual hours	(ie, weeks x courses)
Office hours	1 office hour per 3 groups	(ie, weeks x groups 3)
Formative marking (qualitative subjects)	4 items per student per course; 3 items marked per hour	(ie, 4 x groups x 15 / 3)
Reports and Registers	0.5 hours per student per full unit per year	(ie, groups x 15 x 0.5)

Section 3: Class teaching

This section gives detailed guidance on the various aspects of running classes at LSE. Wherever possible, it indicates the main distinctions in teaching between running "discursive classes" in the more qualitative subjects and running "problem classes" in quantitative subjects. For more subject specialist guidance, contact your teaching department. See also **Section 9** where further reading and resources are listed.

3.1 The different types of class teaching at LSE

Classes can take a number of forms. In quantitative subjects, such as Economics, Mathematics and Statistics, the class will usually be used to work on problem sets given to students in the previous week. In qualitative classes the time may be spent in discussing key questions, critiquing journal articles and/or clarifying and enhancing concepts introduced in the lecture. A few GTAs will support "workshops" rather than classes, for example, on some Department of Methodology and Information Systems courses. Here, you may spend much of the time giving students one-to-one or small group support in a context where there might be quite a large group working at computers, or on particular small group assignments.

There are "traditional" approaches to class teaching within LSE. For example, many of the more discursive subjects will involve class discussions (whole group, small groups, pairs) as well as one or two short student presentations, followed by plenary discussion. Quantitative sessions are often "taught" from the front of class by the class teacher, with the use of a white board to explain problems/concepts, etc. That said, there is also considerable diversity. Many class teachers on discursive courses now use techniques such as debates, small group discussions, "buzz" groups, or sequenced questions in a plenary setting. Some quantitative class teachers experiment with inviting students up to the white board to write down solutions, getting students to work in pairs, or working round the class asking each student to answer a question. The main message here is, don't feel too constrained in your approach – irrespective of your discipline, consider different teaching activities that will encourage students to take a more active role in their learning and help them achieve the intended learning outcomes. Some examples are given below, in Section 3.4.

Whatever the precise context, class time needs to be distinct from lectures, and should be an opportunity for students to develop their own thinking on a subject and their abilities to present and discuss their ideas. The guidelines below are intended to help you accomplish this goal. It is also necessary that you discuss the approach you intend to take with the teacher responsible for the course, and desirable that you take time to discuss your classes with other GTAs.

3.2 Planning classes

Many new GTAs wonder how there can possibly be enough to say to fill the class period. However, this will be the least of your worries. Your job is to facilitate and moderate the class, not doing all the work for the students. New GTAs sometimes tend to over-manage the situation. Remember that the class isn't just a matter of your communication with your students; it's a chance for your students to share and explore ideas, clarify issues they may have, pool resources and develop their understanding. At LSE, classes are very diverse and often include students from all over the world with a tremendous variety of educational and cultural experiences. It is easy to overlook this potential and the value of student input and to end up trying to carry the whole conversation yourself, which is incredibly exhausting and counter-productive.

Thinking through the main learning aims of the class

Most courses at LSE set out clear course aims and some have more detailed learning outcomes for the course as a whole. Using these as the broader context for your teaching will be useful as you prepare specific learning outcomes for each class. A learning outcome is a statement that describes what a student should be able to do after attending the class and completing the associated work assignments. These will inform and help you plan your class design.

Make sure you are familiar with the reading and topics associated with each class. Inform yourself of what the students have studied in any related lectures and think of some helpful questions to ask and points you can make.

Alex, a GTA in Government, suggests that for each class you should have three clear points to make.

Below are examples of learning aims for some LSE courses, extracted and adapted from recent course Moodle websites.

AC100

- appreciation of accounting/finance as social science
- understanding of the underlying concepts and theory of the subject and of its limitations
- familiarity with contexts in which it is used
- ability to use, manipulate, analyse and evaluate numerical and other data
- ability to prepare and interpret basic accounting statements
- ability to think critically and communicate effectively

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- examine the methodologies used in geographical research and evaluate their application to different kinds of research problems
- develop practical skills in the application of a range of contemporary quantitative and qualitative research techniques, in the use of computers in solving research problems, and in the presentation of research proposals and results
- prepare second-year students, who already have a grounding in social science methodology, to undertake their Individual Research Projects (IRPs) in Year 3
- enable students to critically assess the methodological validity of the research contained in geographical literature

Including teaching and learning activities in the class

In preparing your classes, take time to consider what activities the students will do to enable them to enhance their understanding of the topic covered.

How are you intending the students to engage with the material? What learning processes do you want to use and how will you ensure all those attending can fully participate? For instance, you may decide on a horse-shoe arrangement of seats, to ensure that a student with a hearing impairment can see each person speaking.

See How I run my classes on page 28 for some more examples of ways you could organise your class time.

A GTA in Government likes to run her classes around student presentations, so, at the start of the course, topics are divided between students and dates for discussions allocated. Students prepare a ten-minute talk to introduce the topic for discussion before taking part in an open question and answer session. There are usually two presentations in one class session.

A GTA from Social Psychology has a different view: I generally find that the standard presentation format, whereby students are responsible for a presentation at the start of the class period, is not always the best method. Although students do gain confidence and specific knowledge about the reading, they do not actively engage in the topic at hand. I believe presentations should be used sparingly, for those topics that are difficult to discuss as a class. Shared experience and discourse, to me, allows for the best form of learning.

Structuring class activities

Sometimes classes can seem to become unfocussed because different students are interested in different aspects of the topic or problem. As a consequence, students can feel frustrated by what they see as irrelevant comments by others. By having a very clear view of the steps of a useful session, the GTA can achieve the balance between over-directing and a more laissez-faire approach. The examples of frameworks below may help structure class activities and discussion/dialogue between you and the students and among the students themselves. Note that you may actively involve the students at any/all points in each structure.

Example 1
A "problem solving" structure

1 Formulate the problem/define the issue.

2 Suggest hypotheses/reasons.

3 Review relevant data.

4 Evaluate alternative solutions, consequences, and implications.

Example 2
Comparing/contrasting different models or theories

1 Outline/describe competing models.

2 Compare/contrast the models (eg, through a matrix device).

3 Conclude on relative merits of the models.

Example 3
Analysis and critique of a given theory

1 Review key concepts connected with a particular theoretical position.

2 Consider the evidence in support/refutation of the theory.

3 Consider the implications of the theory (eg, for practice, for future theory development).

4 Link theory from one session to the next.

These are simply examples. You may need to adapt or design a framework that suits your discipline and class topics better. However, keeping a clear sequence or structure in your mind may help you to maintain a clear focus in the discussion and to meet the learning outcomes for the class.

At times, particularly in the more discursive subjects, you may find it helpful to structure the session around an essay or exam question. In some courses, the adviser responsible may well provide guide questions.

For many quantitative classes, the aim is formative: students should go away understanding the theoretical and technical issues raised by a given set of exercises, and therefore be able to tackle similar problems which they meet in future. Ideally, before the class students should have completed and handed in some pre-set homework, which the class teacher has marked and will use in the class to illustrate those theoretical and technical issues. Different departments have different policies, both in terms of what they expect from students and class teachers. However, class teachers generally agree that classes based on problem sets are much more successful where students are encouraged to do the work each week and to hand it in so the class teacher can get a feel for problems arising before the session and use this data to help plan the class.

With respect to the structure of my teaching, I have seen that creating links of each week's work to what has been taught during the previous ones has helped students in using each class as a building block for the next ones.

Economics GTA

On some quantitative courses the teacher in charge will provide written solutions to the exercises, to be handed out in class, but on other courses – depending on the content of the exercises and the preferences of the teacher in charge – solutions (or sketch solutions) may not be available until after classes are finished. There are advantages and disadvantages to both approaches, and the teacher in charge has to decide on the balance of the two in each case. One advantage of not handing out solutions in class is that students are apt to pay more attention to the work done during the session; one advantage of handing them out is that, in very computational exercises, the class teacher can refer to pre-printed algebraic and numerical details of the solution, and hence concentrate on the basic theory and strategy involved.

In some cases, it will be possible to cover all the exercises in a homework set over one class, while on other courses there will be too much material. It will be up to the class teacher to judge – in the light of the student work they have marked and of their overall understanding of the course – which questions and/or which topics to prioritise. Example 4 below is a suggested structure for running a quantitative class.

Example 4
Structure for running a quantitative class

1 Take register and hand back marked homework (each of which provides a way of matching students' names and faces).

2 When pre-printed solutions are available, it is sometimes appropriate to pass them round at this stage, especially when the problems are very computational, while in other cases it may be better to hand them out at the end of the session.

3 Discuss with the class which selection of questions from the homework should be addressed in class; in some cases the class teacher might have (and insist on) a definite preference, in others it will be more appropriate to go with the students' preferences.

4 Check with students whether there is anything else – typically, a difficulty to do with recent lectures – that they would like you to talk about.

5 If the answer is NO: work through the chosen questions from the homework, with the emphasis on explaining theory and strategies for future application, not simply on "solving" particular questions.

6 If the answer is YES: the class teacher may need to extemporise about the issue which the students are interested in. It may or may not be possible to revert to discussing issues from the homework after such alternative topics.

It is always advisable to start any class by checking with the students that what you are proposing for the session is going to be useful: it does happen (although rarely) that the students will much prefer you to spend time clarifying something that has come up in lectures. Be prepared – to some extent! – to be flexible.

In preparing you should be thinking about two aspects of your role:

- the topic to be discussed, and
- the management and facilitation of the class.

An Economics teacher tries to find events that the students hear about in the news and links them to problem sets. This helps to make classes more interesting and stimulates discussion.

3.3 Running classes: generic considerations

Class registers

At LSE, attendance at lectures is optional but attendance at classes is compulsory for undergraduate students. It is also an institutional responsibility to the main HE funding agency that undergraduate student attendance be monitored to some extent. Therefore, a small but important job for the GTA is to keep an accurate class register each week. It is important that your data entry is systematic, regular and accurate as class registers can provide vital "early warning" signals of students who may be in difficulty.

Student records can be marked in three different ways: P (present) if the student attended this particular class; A (absent without reason) if the student failed to attend this class and did not provide a valid reason for doing so; R (absent with reason) if the students did not attend this class but provided a valid reason for doing so (eg, they were ill).

You can access your class register through LSE for You on the School's main website. For step-by-step instructions on how to access a register, see IT Services' "Class registers" document. There is also a "Tutorials" link at the bottom of all LSE for You pages, providing guidance in using the various sections.

Each student registered to your class(es) should be on the register. If students come to class and are not on your register, you may allow it for one week (on the assumption that things are in a state of flux at the start of term) but you should request that students sort out their timetable. In order to maintain reasonable class sizes, do discourage students from simply turning up to the classes they prefer (some may try to avoid early morning classes!). You need to mark in attendance each session, record any coursework grades, and write brief comments (see **Section 4.4** for more on class reports). The register also includes photographs of the students you teach, which can be a great way to start learning their names and faces!

Students who have disclosed a disability which requires "reasonable adjustments" will have an ISSA (Individual Student Support Agreement). If this has been disclosed to you, it should be taken into account when looking for reasons for absences and when commenting on class reports.

The GTA provides a regular point of contact with students through the classes. If a student is experiencing difficulties and begins to miss classes it is the GTA who will be the first person to see this. It is, therefore, crucial that concerns are reported to academic advisers and departmental tutors. The online system now automatically emails the student and his/her academic adviser if you mark the student "absent" (with or without reason) from class on two consecutive sessions. If students show irregular attendance at classes, if they do not complete course work and if they fail to turn up for a class in which they are presenting work, it is worth adding a note to this effect on their online record. Through this early detection system many of the more serious difficulties and course failures can be avoided.

But be warned! Students have direct access to anything you write. So keep it accurate and polite.

Note that some students in your class register may be highlighted in yellow. These students are being monitored by the Student Progress Panel (because they have already failed some exams). It is particularly important that you keep the reports on these students up to date, and note any relevant information. Please do not make the register "public" to the student group, as this could cause embarrassment.

Managing expectations

Before running a class, you will need to become aware of the implicit set of attitudes and messages you bring into the classroom with you. Equally important are the attitudes and expectations that your students bring with them.

You: Your reactions, your responses to students, the attitudes you project in your actions all suggest to your students the sort of interaction they can expect. The way in which you field students' comments will give the most important clue. No one wants to feel that their remarks will be put down or dismissed. Students are also sensitive to what they think you REALLY want (eg, Does he want a discussion or a chance to give a mini-lecture on his favourite topic? Does she say she wants disagreement and then gets defensive when someone challenges her?). Your students will try to read you so that they can respond appropriately. Be sensitive to the clues you give them and do your best to create a "safe" place for open and frank questioning and discussion to take place, irrespective of the subject.

Your students: It is well worth the time and effort it takes at the beginning of a class, with a new group of students, to find out what they are expecting from you and the class. You could simply ask them and some confident students may respond helpfully. Better still, you could ask the students to write down some brief notes about how they see your role and theirs in the class and what they see as the purpose(s) of the class. This would also provide an opportunity for students to explain privately any special arrangements they may need in order to participate fully.

If your students are first years and new to classes at LSE you may even wish to facilitate a discussion about how you will work together. Some GTAs find it useful to draw up class ground rules.

See **Section 2.4** and **Section 2.6** for more on, respectively, ground rules and managing your workload.

Listening effectively

> *I tried using ground rules last session and was pleased by the students' reaction. I gave them a list of five points – things like "we will start on time" – and I asked them to edit the list in pairs. They added some really interesting things, like "no one should dominate the discussion" and "everyone should do the core readings each week". I think it helped us to get off on the right foot.*

As a class teacher, you will need to hone your personal and communication skills, in particular your listening and questioning skills, your ability to give clear explanations and your ability to end classes effectively. The following sections offer some useful hints about this.

1 Try to keep an open mind and listen to what is actually said.

2 Listen for meaning. For example, a student may ask you a muddled question about a small detail when actually what (s)he may be telling you is that (s)he is completely lost and doesn't understand this at all – or the student may be dyslexic.

3 Try not to pre-empt what a student is saying, by cutting them off mid-question and giving them an answer to a problem as you see it. As much as possible, let them explain their uncertainties and confusions. Concept development often requires that students first understand how the new ideas presented fit with what they already know. If the new concept requires them to let go of some previous understanding, this needs to be actively acknowledged. In other words, you can't simply overlay a new and contradictory set of ideas before the old ones have been explored and deconstructed.

4 Try to find a workable balance between, on the one hand, thinking ahead in the discussion in order to maintain the flow and focus and, on the other, being overly directive and forcing the discussion along your set path.

Questioning skills

There are a number of techniques you can use to encourage students to ask questions and to open up discussion.

The most obvious is to draw on students' questions and comments and to expand upon them with your own remarks. You may want to jot down several statements or questions beforehand and use these as a springboard.

For many quantitative subjects, you may want to plan out a sequence of short questions aimed at helping students work their way through a problem, or grasp a better understanding of a theory or model. A number of class teachers in Economics, Mathematics, Statistics and Accounting use this approach. Some will go round the class more or less sequentially, so students know when their "time" to answer is approaching and can prepare. Others take a more random approach, calling on people by name. Yet others ask questions to the group as a whole, and let whoever wishes to respond.

This issue of whether or not to call on students individually and by name to contribute to the class is one of the more controversial aspects of questioning. Clearly, teachers have different styles and students will have varied expectations. The advantage of addressing individual students is that you can tailor comments and make interventions that are appropriate for specific students. It may be a way of involving a very quiet student who you know has useful contributions to make but finds it difficult to raise them in the class. However, great care should be used when "spotlighting" students. If some students think that they may be "picked on" to answer questions it may make them very uncomfortable in the class and less able to think and work out their own position or solution. (This may particularly affect the non-native speakers of English in your class and those with disabilities.) This may also have a knock-on effect on the other students and so the positive atmosphere in the class can be eroded.

If you choose to use a direct questioning approach it is also sensible to think through what you will do when a student cannot answer your question or gives a muddled or an incorrect response. It is likely to fall to the teacher to "rescue" the situation and in some circumstances to help re-build the confidence of an embarrassed or flustered student. Because of these potential difficulties it is, therefore, suggested that you do not ask individual students to answer your questions so directly until you have established a good rapport with your class and you have got to know your students better.

> *I think the most important ingredient in a good class is enthusiasm for the subject matter. This gets the students interested and makes the class more interesting for all. I also focus on creating a supportive learning environment so that all students feel that they can contribute/ask questions. To do this, I have lots of group exercises and make sure that everyone speaks in the first two weeks – if they don't speak then, they may never speak!*
>
> *Law GTA*

With more discursive subjects, it is generally preferable to open up discussion with open-ended questions which will get students thinking about relationships, applications, consequences, and contingencies, rather than merely the basic facts. Open questions often begin with words like "how" and "why" rather than "who", "where" and "when", which are more likely to elicit short factual answers and stifle the flow of the discussion. This more closed questioning approach tends to set up a "teacher/student" "question/answer" routine that does not lead into fruitful discussion of underlying issues. You will want to ask your students the sorts of questions that will draw them out and actively involve them, and you will also want to encourage your students to ask questions of one another. Again, it is for you to decide whether to call on students directly, or leave the discussion and discussant "open". Above all, you must convey to your students that their ideas are welcomed as well as valued.

> *Sometimes people are too shy to speak in front of the whole class, which is why no one wants to answer questions. I find that if you get people to talk in front of the class by eg, reading out a question (people are usually not too shy to do that), they are subsequently less shy about speaking in class. This is a good way to get people to answer your questions.*

Very occasionally you may have a student in your class who suffers from more than the normal level of anxiety or shyness when called upon to contribute to the class discussions or to present their work. Treat such situations with sensitivity and if appropriate seek specialist guidance from the Disability and Wellbeing Service, Teaching and Learning Centre or the Language Centre.

There are a number of pitfalls in asking questions in class. Here are the four most common ones:

1 Phrasing a question so that your implicit message is, "I know something you don't know and you'll look stupid if you don't guess what's in my head!"

2 Constantly rephrasing student answers to "fit" your answer without actually considering the answer that they have given.

3 Phrasing a question at a level of abstraction inappropriate for the level of the class – questions are often best when phrased as problems that are meaningful to the students.

4 Not waiting long enough to give students a chance to think.

The issue of comfortable "thinking time" is an often-ignored component of questioning techniques. If you are too eager to impart your views, students will get the message that you're not really interested in their opinions. Most teachers tend not to wait long enough between questions or before answering their own questions because a silent classroom induces too much anxiety for the class teacher. It can be stressful if you pick on a student for an answer and all the group are waiting for a reply (see below). Many students, particularly those with certain disabilities or dyslexia, students who are not confident in speaking in public, or not confident in speaking English, may become unduly flustered in such a situation. Creating a more comfortable space in which to think is likely to induce a better "quality" of answer and increase the opportunities for all students to contribute effectively.

> *I've found that paired discussions allow students to test out and articulate their ideas in a non-intimidating environment. To enrich debate, different pairs are tasked to discuss different aspects of a common topic. Having built up confidence, someone from each pair contributes to a general discussion. Midway I'll point to differences in approach, highlighting controversies. This usually kickstarts collective debate and full participation.*
>
> *Geography GTA*

The above approach is likely to help make your students feel more confident for a number of reasons. Firstly the students have the chance to "check out" their answers with a peer; secondly, they are required to "rehearse" and put their thoughts into words; and thirdly the answer gains a form of endorsement from the peer which increases confidence in its value. Once the students have confidence that you will give them time to think their responses through, and you show them that you really do want to hear their views, they will participate more freely in future.

> *I divide the classes in groups to work on questions I bring to the class. This is a main pattern of work, but I try to vary depending on the issue. I have even brought postcards to the class to ask them about Catalan architecture when we were talking about the role of the regionalist movements in the consolidation of democracy in Spain.*
>
> *Government GTA*

Asking students questions about work that they have not done is clearly a different issue from those noted above, and comes back to issues around agreeing ground rules with students to ensure that they prepare adequately for class. It is important to agree on working patterns from the start, and follow them through. Here are a couple of examples of approaches some class teachers use.

> *A class teacher in Sociology starts each session with a "round" to establish who has read what. All the students know this will happen, and so can be sure to be prepared – even if they only read a chapter of a core text.*

> *A class teacher in Accounting uses a similar approach. Each week he goes round the class to check who has attempted the problem set for the week. Students only need to hand in two pieces of work per term for marking. However, he finds that by doing the round weekly, most students do the exercises in advance most weeks, and will be candid (and generally give convincing explanations) when for some reason they have not been able to do the work.*

Giving a clear explanation

The first piece of advice here is to try not to do too much explaining in class. This may sound a little strange but it is all too easy to be drawn into the trap of giving mini-lectures rather than facilitating learning. However, there are times when your students will look to you to help in clarifying points or linking class discussions and course work with related lectures.

In giving a clear explanation you should start from where your learners are. You may choose to summarise "what we know already" or indeed ask one of the students to do this task for the group. There are four quick tips to help structure your explanation:

1 Structure what you say so that you have a clear beginning, middle and ending.

2 Signpost your explanation to make the structure clear to everybody.

3 Stress key points.

4 Make links to the learners' interests and current understanding. You can do the latter through the use of thoughtful examples, by drawing comparisons and by using analogy.

> *I try to think of really good examples to illustrate the main points I want to make. If you can find something current from the papers or the news then you are often onto a winner – I like to bring along the paper and hand it round the group. I thought about asking the group to bring in their own examples too and I might try this next year.*

It is worth reiterating that classes should not turn into lectures – but for further advice on how to go about preparing and planning more formal presentations and lectures, see **Section 6**.

Teaching considerations when a GTA's first language is not English

Many LSE class teachers are post-graduate students from overseas. Teaching in a foreign language can be a fantastic way of improving your English. However, it may also present a number of challenges too. Here are a few common sense reminders if this applies to you:

1 Always face your students when you are talking to them so that they can also use your eye contact and body language to fully understand your meaning.

2 In discussion, write down key terms and names when you are referring to them. You can do this on the white board or flipchart as you speak or include them in a brief handout and explicitly refer to them in class.

3 Encourage your students to ask questions.

> *I know my English isn't perfect, so when I met my class I said to them "You need to stop me if I talk too fast or my accent is too strong." We needed to sort out how they could stop me without feeling embarrassed – one of my groups actually wave at me if I lose them!*

4 Try to talk slowly and clearly so that students will have every opportunity to understand what you are saying.

5 If your students ask you a question that you don't understand, you can:

- ask the student to repeat or rephrase the question;
- open up the question for the whole class to think about (eg, "That's a good question ... Can someone begin to help us answer it?");
- attempt to rephrase the question yourself and answer it when you are sure you understand correctly.

> *Because English isn't my first language I am very careful not to make mistakes when writing feedback. To get the wording right I look at model answers and write the comments on a word processor which checks my spelling.*
>
> *Methodology GTA*

A number of class teachers take up the option of additional voice and pronunciation training. This is freely available at the School through the Teaching and Learning Centre and the Language Centre. The Teaching and Learning Centre also offers one-to-one voice training with an experienced voice trainer, along with a small group workshop on voice training for speaking to large audiences. The Language Centre offers longer small group courses, tailored to specific needs. See **Section 10** for contact details.

Ending a class, with prompt to future study

Getting the timing of classes right can be a challenge. There is inevitably pressure on time, as many GTAs try to cover as much as possible in the time available. Finding that time has simply run out is a common experience. With that in mind, it is useful to plan the end of sessions as carefully as planning the beginning, and then to watch the clock so that you can decide when the "end game" needs to start. An obvious element in "ending" used by many class teachers is to summarise the ground that has been covered, key learning points, or main issues raised. This can give a sense of "neatness" and closure to sessions.

> *At the end of each session, I like to give a quick summary of the main points we've covered in the discussion. After the session I write up some brief notes to bring these together, and post it up in Moodle, so we all have a brief record of what we've covered in each session. The students seem to like this and find it useful.*
>
> *International Relations GTA*

> *In quantitative classes students usually come up with questions at the end of the class, so to allow time for that and to finish the class on time I usually start wrapping up early.*
>
> *Methodology GTA*

Another way of looking at the end of a class is to see it as an opportunity to prompt students to further study. Rarely will a class manage to "complete" the topic under discussion. As such, you may wish to consider ways of using the summing up more as an opportunity to identify any "gaps" or issues that haven't been addressed, key readings which you have noted students have not yet read but probably would benefit from spending time on, and in giving students some pointers as to further work they may engage with. Finally, it is often worth prompting students to plan ahead, to make links to the next lecture and next class, and ensure that everyone is on track to make the most of the next class in the series.

3.4 Running classes: specific suggestions

Suggestions for running problem set classes

With thanks to Dr Tony Whelan, former quantitative study adviser in the Teaching and Learning Centre and prize-winning class teacher in a number of LSE departments.

Possible DOs

1 In some sessions, it may be appropriate to discuss the theory and methods involved in a topic, at a fairly general level, and then to use that discussion as the basis for approaching the issues raised by homework exercises.

> On one pure mathematics course, homework revealed that students had considerable difficulty with an important idea in algebra, namely that of a subgroup of a group. One successful class session involved spending half the time studying the relevant definitions and properties, with lots of examples of things that were, and that were not, subgroups of particular groups. This clarified the issues involved, and it was then possible to go back to the homework questions and clarify how the basic ideas applied in all of them. A similar approach worked with the idea of estimators on an elementary statistics course.

2 In most sessions it is fruitful to encourage students to read questions carefully and to absorb the information in the question. In many applied areas this can be motivated by the observation that, in the "real world", real problems require considerable effort and thought to decide what is important about them, and what mathematical approach(es) might be fruitful.

section3

On a mathematical programming course, it often proved useful to summarise, on the board but in a different colour from the "solution", those items of information that were given – often in convoluted form – in the question under discussion. On pure mathematics courses, it is frequently useful to display – again, in a different colour – key definitions, tests and criteria that are going to be applied in the solutions to one or more later questions.

3 In most sessions, it is also fruitful to discuss the thought processes that students need to engage in while approaching how to solve a problem. At each stage, students need to be able to decide "What should I do next?"

In an elementary statistics course, there are strategies for calculating probabilities using two results known as Bayes' Formula and the Total Probability Formula. It is often useful, at an appropriate stage, to (re-) display those results, in a different colour from the "solution", to remind students just why the next calculation is the appropriate one to carry out. Similarly, in explaining the Gaussian Elimination method of manipulating matrices, it can be useful to put coloured boxes around the key cells and blocks being used at various stages in the calculations.

4 It is frequently useful to motivate ideas and techniques by reference to real world examples.

In an elementary statistics course, students meet the concept of "outliers", that is to say values in a set of data that seem a long way away from the bulk of the known data. In real world situations, such anomalies can be due to, for instance, instrument errors. The discovery of the famous hole in the ozone layer, over Antarctica, illustrates both the importance and the difficulty of dealing with this problem: it was discovered using meteorological balloons, but then the question arose why meteorological satellites observing the same area earlier had not identified it first. It turned out that the computer programmes used to analyse the satellite data had been so written as to reject, as "outlier" instrument errors, true readings which ought to have revealed the ozone hole ... but were ignored until it was discovered a different way.

5 Make sure that classes are well prepared, with a proper structure: some ideas about this can be found just above, and also in Example 4 in **Section 3.2** above.

6 Be prepared to repeat things, often from slightly different angles, and to summarise the ideas you are trying to get across, eg, as bullet points.

7 Pay careful attention to whether students appear to be following what is being said: there are all sorts of clues that can help with this, involving body language and facial expressions as well as any explicit questions or interjections that they make.

8 Even when a class teacher is dominating the discussion (which will often be the case in problem solving classes), (s)he should make sure that students are encouraged to yell out if something is unclear, or wrong.

9 One other technique that helps to involve students, even when a class teacher is dominating the discussion, is from time to time to ask something like "Someone tell me what comes next". This approach can be varied by asking particular students something similar, but whatever detailed approach may be used teachers need to be aware of the twin dangers of the "pushy" student, who likes to show off how much (s)he knows, intimidating or discouraging others, and of the shy or nervous student, who needs to be encouraged to respond in such situations.

Definite DON'Ts

1 Don't just read out, or ask students to read, pre-printed solutions supplied by the teacher in charge.

2 Don't skip detailed points of reasoning on the grounds that they are "easy" or "obvious".

3 Don't go too fast.

4 Don't be afraid to acknowledge errors when they happen.

Suggestions for running class discussions

The following are some of the common problems that can occur in classes and some ideas about how to cope with them:

• **The whole group is silent and unresponsive**. Ask students to work in pairs to get people talking and energised. Ask groups of four to discuss what could be done to make the group more lively and involving, and then pool suggestions.

• **Individuals are silent and unresponsive**. Use open, exploratory questions. Invite individuals in: "I'd like to hear what Clive thinks about this." Use "buzz" groups (pairs or groups of three).

• **Sub-groups start forming with private conversations**. Break them up with sub-group tasks. "What is going on?" Self-disclosure: "I find it hard to lead a group where ..."

• **The group becomes too deferential towards the teacher**. Stay silent, throw questions back, open questions to the whole group. Negotiate decisions about what to do instead of making decisions unilaterally.

• **Discussion goes off the point and becomes irrelevant**. Set clear themes or an agenda. Keep a visual summary of the topics discussed for everyone to see. Say: "I'm wondering how this relates to today's topic." Seek agreement on what should and should not be discussed.

• **A distraction occurs (such as two students arriving late)**. Establish group ground rules about behaviour such as late arrivals.

• **Students have not done the preparation**. Clarify preparation requirements, making them realistic. Share what preparation has been undertaken at the start of each session.

• **Students do not listen to each other.** Point out what is happening. Establish ground rules about behaviour.

• **Students do not answer when you ask a question**. Use open questions, leave plenty of time. Use "buzz" groups. Ask students to write down their answers first and share with a neighbour.

• **Two students are very dominant**. Support and bring in others. Give the dominant students roles to keep them busy (such as note-taker). Use structures that take away the audience. Think about how you position yourself. If you sit next to them rather than opposite them, it is harder for them to "come in". See if you are giving them too much "non-verbal" encouragement, such as nods, eye contact and positive comments. You may need to break some social rules now and then!

• **Students complain about the seminar and the way you are handling it**. Ask for constructive suggestions. Ask students who are being negative to turn their comments into positive suggestions. Ask for written suggestions at the end of the session. Agree to meet a small group afterwards.

• **Students reject the seminar discussion process and demand answers**. Explain the function of seminars. Explain the demands of the assessment system. Discuss their anxieties.

• **The group picks on one student in an aggressive way**. Establish ground rules. Ask "What is going on?" Break up the group using pairs or small group activities.

• **Discussion focuses on one corner of the group and the rest stop joining in**. Point out to the group what is happening. Look at the room layout, how the students are positioned and where you sit – see if physical re-organisation could make a difference to undesirable group dynamics and enhance discussion flow.

Adapted from materials produced by Dr Alan Booth (University of Nottingham) and Jean Booth (University of Coventry), in Enhancing Teaching Effectiveness in the Humanities and Social Sciences: participant guide (1997), *UK Universities and Colleges Staff Development Agency, Sheffield, pp 115-16*.

Making the most of student presentations in classes

There is a growing interest in UK higher education in helping undergraduates to develop their "core skills". These include communication skills, numeracy, ability to work with others, problem solving and use of information technology. Classes offer a huge potential for students to develop and improve core skills, and in particular, their oral communication skills both through informal class discussions and by giving formal presentations. To help students do this is, therefore, an important aspect of your work as a class teacher.

The Teaching and Learning Centre's *Giving feedback on oral presentations* (available at **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx** under "Notes of guidance") provides useful guidance on running presentations in class and the key points are reproduced in the adjacent column:

Preparing students for class presentations

• Discuss with students the overall purpose of student presentations both within the discipline and for their broader skills development.

• Ensure that their presentations link to the class and/or the rest of the course.

• Consider timing and format. For instance, keeping the presentation short is useful so that it does not dominate the class session but acts as a way of structuring the class – placing it halfway through the session for ten minutes, with five minutes for the presentation and five minutes for questions – and limiting the use of PowerPoint to four or five slides at most or one side of A4 is a good discipline.

• Discuss the feedback criteria with the class and, where appropriate, develop a customised feedback sheet (see **Appendix 3** for an example). The Teaching and Learning Centre can work with you on this.

• Offer them visual aid advice, for instance good practice in using PowerPoint, or preparing handouts for other students in the class.

• Suggest a meeting with you before the presentation. This can be useful in ensuring that the student has addressed the question and that the presentation is well integrated into the rest of the session.

• Let the student/s know how they will be receiving feedback (office hours, feedback sheet, Moodle, in the class, audio feedback) and what elements of the presentation they will be given feedback on.

Running class presentations

- Outline the structure of the session at the start, indicating when and how long the presentation will be and how it fits into the overall class plan.
- Clarify what the role of the rest of the class is during the presentation/s. Will students ask questions after the presentation? Will they give peer feedback on all or some aspects of the presentation to the student presenting?

Some of the advice in Giving a clear explanation in **Section 3.3** can be readily applied in the student context. Talk to your students about how they might structure their arguments or prioritise the key points they wish to make. Help them to illustrate their talk with apt examples and to relate any new ideas or information to what has already been discussed in class. If your students are encouraged to use visual aids and/or handouts, it may also be desirable for you to offer guidance on this. Section 6 in this handbook may be helpful to you in doing this.

Check also with the teacher responsible for your course, and look through the departmental programme handbooks and the Moodle page for your course. Several departments now include guidance on seminar presentations in their documentation to students. You can usefully draw this to your students' attention. In addition, LSE LIFE runs a series of learning development events on various aspects of seminar presentation and public speaking, and has a range of resources available on its Learning Development Moodle course, several of which are available for class teachers to adapt to their own needs.

Many students use the opportunity of class presentations to learn how to use PowerPoint and operate the computer display equipment. You may wish to alert students to IT training on using PowerPoint. Equipment to enable classroom presentation is now available as standard in the majority of classrooms across the School; and where there is no such facility, you can book portable equipment from the AV Unit. However, the equipment set up does vary from room to room, so encourage students to have a trial run if they can, and be sure to check out how the equipment works yourself (contact the AV Unit for hands-on guidance if you need it).

Many students find presenting in class very stressful and for some it is particularly difficult (eg, because of a disability, mental illness, or due to language difficulties). Encourage students to make you aware of such concerns, and either offer additional support if you feel able and have time, or point them to other support available in the School (eg, LSE LIFE, Disability and Wellbeing Service, Language Centre).

Helping students to develop academic writing skills

There is clearly more to class teaching than simply packaging content and delivering it to students. The School places great importance on students' abilities to communicate effectively, both orally and in writing. This section considers how to help support students with their academic writing skills. These come to the fore in the ways in which students will be summatively assessed, eg, through the essay and through written examination scripts.
This is usually an area of particular difficulty for dyslexic students. It can also cause concerns for some students for whom English is a second or third language, and for students unused to the particular writing style expected in the UK HE system, which is often much more critical and analytical than they may be used to.

Class teachers can very usefully devote some of their teaching time to the support of these process skills and may want to encourage their students to discuss and review their academic writing abilities. The detail of marking and providing feedback on course work and essays is tackled in detail in Section 4. In addition, class teachers may wish to consider setting aside some class time to work with students on essay writing technique, peer critique and review of each other's work, and exam technique. Here are some examples of approaches to running classes to help students develop their writing skills used by recent class teachers.

To help students get an idea of what we are looking for in essays, I ran a session a few weeks into the year where I gave the students an essay I'd written as an undergraduate which was on a relevant topic (I didn't tell them it was one of mine!). I asked them all to mark it against the departmental essay marking criteria, and we then discussed the grades they'd given it and comments they'd make about how to improve it. It helped the students get a clear idea of what was expected from them.

It is important to get the wording right when reporting findings of quantitative analyses. This shows that the student actually understands what (s)he is doing. To help students with this, I pay special attention to the writing in their homework. I suggest better ways of presenting results and encourage them to look at the course pack and model answers for wording answers.

LSE LIFE offers support for academic writing skills' development through its learning development events, the LSE Study Toolkit, the Learning Development Moodle site and a limited number of one-to-one sessions. See the inside front cover for more details.

Helping students to prepare for their examinations

At the School there is a strong focus on end-of-course written examinations and your students will be keen to maximise their performance in these assessments. You can do much to help in their efforts and you may wish to use some class time to work with students on exam preparation.

You do need to inform yourself about the form that your students' examinations will take. How many questions do they need to answer? Do they have any choice? Has the exam format changed since last year?, etc. All exam papers for the past three and more years are available through the School's website at **library-2.lse.ac.uk/protected-exam/index.html**

Your students may find it useful to work through old exam questions in class. You can use these in revision classes in a number of different ways. For example, you could ask students to work in small groups and answer two or three questions in class and ask them to jointly present their views for discussion. Alternatively you could set a "mock" exam where students work independently on questions in class under exam conditions, etc.

You can mark your students' answers and give them constructive feedback but you can also invite students to mark each other's answers and encourage them to apply the assessment criteria used in the department. Such formative assessment can be a very powerful teaching tool and many students gain a great deal from making and defending judgements about the quality of their own answers, those of a peer or those presented in an anonymous answer (from last year) that you keep for teaching purposes. This can be an active and engaging way to help your students understand the quality and standards of work required by your department. It will often prompt discussion and questioning about the detail of the exam. For example "How long should my answer be?", "How many references should I include?", "Can I refer to my own experience?", etc.

The Teaching and Learning Centre's Self-assessment and peer feedback (available at **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx** under "Notes of Guidance") includes useful information for this approach.

You may also be able to ask the teacher responsible for the course for common "errors" that students make when tackling his/her questions and discuss these during your class.

If you are teaching first year students, it may be helpful to discuss approaches to revision with your class and encourage them to draw up realistic plans and timetables. It is probably worth reminding new students that most people work more productively in (short) timed bursts and when they are not tired, hungry or upset/worried. Your students can obtain advice and support by attending the exam preparation sessions offered by LSE LIFE towards the end of Lent Term, or by booking a one-to-one session with an experienced study adviser. You can also guide your students to look at the information and advice provided on Moodle course Learning Development, whose materials you are welcome to adapt and use with your own classes.

Here are some tips for exams. What would you add?

- Divide your time between the number of questions and try and stick to it.
- Do your best question first.
- Read the question very carefully, underlining key words.
- Don't jump straight in – spend a few minutes noting down the most important points you wish to present and putting them in a sensible order.
- Re-read the question before writing your conclusion so that you can make sure that you relate your previous discussion clearly to the question that was actually asked!

Starting such a list and inviting the class to add to it may be a useful way of encouraging all your students to plan carefully for their assessments.

Last term in the revision class I asked the students to work in groups of three to tackle different past exam questions. I gave the same question to two or three groups so that they could compare their different approaches. The focus of the class was to look at how exam questions could be read, interpreted and answered differently. Our discussions were about the process of answering the questions and not on the detail of the subject.

How I run my classes: examples from GTAs

This section gives a range of practical examples, tips and suggestions from current and recent LSE class teachers.

Using student presentations: an example from International Relations

My department has very clear and detailed guidelines on what is expected of class teachers and I don't think I can change the format. The class "aims and objectives" are given by the department and the topics covered support those given in the lectures. The students must each give a presentation at least once during the course, but it is up to the teacher to set the standards for these and organise their delivery. This year I allowed the students the freedom to design, prepare and deliver their own presentation. This did lead to a wide variety in the quality of the presentations. Some of the reading lists are a bit overwhelming and students needed some help to prioritise their reading and focus on key texts. I have noticed a great variation in the three classes I teach. The groups are very different and my "quiet" Monday morning class is the most difficult to run. I have found it helps to give the students a short list of the questions that will be discussed that session before the presentation starts. This is to focus their attention on the most relevant issues and to diminish the chances that they will become less attentive during the presentation and just wait for my final summary. In a class where shy, introverted students would like to participate but find it difficult to do so, it is a good idea to ask them to discuss the questions in pairs or threes before starting the whole class discussion. I also encourage the shy students to get feedback from their small group. This does seem to give them confidence and makes it more likely that they will take a more active role in upcoming sessions.

Debate and discussion: an example from Law

In my classes, I divide the students into two groups that usually consist of six students per group. I prepare two essay questions, one giving a particular standpoint and the other with the opposite standpoint. The idea behind the two questions is that each group must defend their particular standpoint. I ask all the students individually to pre-prepare four or five points that will illustrate their argument. At the beginning of the class I leave the students for about 10-15 minutes to discuss the question they have been allocated and to come up with four or five points collectively to argue their standpoint. I have found that this works much better if I leave the room as the students are less inhibited and more inclined to talk. This also works well because even if a particular student has not prepared, he or she can get some ideas from the other students. I have also observed an additional benefit – the other students pressure the student who does not prepare to do some work as the rest tire of someone who consistently does not do any work themselves. We then come together as a whole group and debate both questions. I summarise at the end with a vote on which of the questions and standpoints they most agreed with and I highlight key learning points.

Experimenting with a simulation exercise: an example from International Relations

I wanted to use a simulation in one of my classes this year as I have attended very useful, but longer running, simulated exercises myself. I have found them to be very helpful in understanding decision-making processes and in developing my own skills of negotiation and debate. However, I must stress that this is just one class from a set of more traditional, student-presentation-based classes. The preparation time cost for this exercise would preclude the widespread use of this method to many more of my classes. The simulation I wrote was text-based and asked students to work individually or in pairs to prepare their allocated "country's" position in an EU decision-making forum. I found that the students really did prepare well and all but one student reported that they enjoyed the simulation exercise and felt that they had gained from it. The students were asked to put forward their country's viewpoint following a written brief and to negotiate with their peers – I let this part of the class run for about 40 minutes. I then concluded the class by describing the outcomes of the "real" meeting on which the simulation was based. I also tried to draw out the main learning points for the students, not only in terms of the knowledge gained, but also in terms of their skills development and their greater appreciation of how negotiated settlements are reached internationally.

Working through the problem set: an example from Economics

My subject is very quantitative and my students usually have six numerical problems to solve each week. They are given these before the class and are expected to have tried to solve them on their own before we meet. In practice some have and some haven't. I have found that the students want me to go through the solutions to all the questions on the board but I am told by the lecturer that these classes should be interactive and a place where students think and can ask questions. There isn't enough time to go through all the solutions either. So I begin by asking which problems the students have had difficulty with and write up a list of questions on the board. I then use this to structure the class. I try to get the students to answer my questions as I work through the problems. I usually sit next to the visualiser and write as I talk on a piece of paper. This way I am facing the students and going at the right pace for them to take notes. Some of the students are under-confident and I never pick on students to answer my questions as this can cause embarrassment – and they hate it. Occasionally I ask for a volunteer to take us through their solution on the board and I may try doing a "spot the mistake" solution on a handout in one of my classes this year to give a bit of variety.

3.5 Ethical and compliance considerations

LSE's Ethics Code

LSE has an Ethics Code which sets out the principles by which the whole LSE community – including staff, students and governors of the School – is expected to act. The full Code can be found at **lse.ac.uk/ethics** and an edited version of it appears in **Appendix 10** here.

Equity, diversity and inclusion

The School, as a public body, has to comply with the Equality Act 2010 which sets out nine protected characteristics as the grounds upon which discrimination is unlawful: age, disability, gender reassignment (now commonly referred to as gender identity), marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The School takes a "beyond compliance" approach by integrating equality and diversity into its core values. The School's Ethics Code which sets out the guiding principles for all members of the LSE community includes a commitment to equality of respect and opportunity (see **Appendix 10**).

The School expects all its staff and students to proactively consider and embed equity, diversity and inclusion in everyday behaviour and practices with respect for the knowledge and experience of others.

To find out more about equality, diversity and inclusion at LSE and for related resources, please see **lse.ac.uk/equalityanddiversity**

Considering student diversity in your teaching

As mentioned above, the School is expected to comply with statutory equality legislation and it is therefore important that you are aware of such legislation and adapt your teaching so as to respect student diversity.

- Revise curricula if necessary to include different kinds of national and cultural experiences, and to include them in non-stereotypical ways.
- Ensure that the teaching methods and materials you use are accessible to students with a variety of specific learning differences.
- Monitor classroom dynamics to ensure that students whose background may be unfamiliar to you and/or others in the class do not become isolated.
- Vary the structure during the course to appeal to different modes of learning.
- Don't call on students whose background may be unfamiliar to you and/or others in the class to act as "spokespersons" for their group, eg, "So how do Muslims feel about ...?"
- Recognise and acknowledge the history and emotions your students may bring to class.
- Respond constructively to non-academic experiences that may affect classroom atmosphere and performance.
- Consider the ways in which your use of language might impact upon different individuals.

Adapted from "General principles in teaching 'minority students'", in A Handbook for Teaching Assistants, *University of California Santa Barbara* (UCSB)

Teaching students with disabilities

Note that the Equality Act 2010 places a duty on the School to make reasonable adjustments for people with disabilities to pre-empt any substantial disadvantage in employment, study or the provision of services. For those students who have disclosed a disability you should receive in advance of the first class an Individual Student Support Agreement outlining the reasonable adjustments. You may wish to seek further or specific advice from the Disability and Wellbeing Service (see **Section 10** for contact details), but we list here some practical measures that apply to teaching disabled students.

- Providing outlines of lectures or class handouts on Moodle in good time will help dyslexic students and those who may have difficulty taking notes because of a physical or sensory impairment.
- Always making use of the existing radio mic systems will ensure students with a range of hearing impairments will be accommodated.
- Reading through PowerPoint slides as you discuss the points will help students with a visual impairment follow more easily. If you make your PowerPoint slides available online, students can go over them at their own pace. You can use the notes field in PowerPoint to add more detailed information and comment. If you save the PowerPoint as a PDF with the "notes pages" option selected, students will be able to see your slides and notes. IT Services provides advice on using PowerPoint.
- Making space beforehand for a student using a wheelchair.
- Allowing audio recording of classes.
- Using preferred methods of communication, depending on the student, eg, email, which can be read by a screen reader, to supplement handwritten notes or oral feedback.

3.6 General Course students

One group of students class teachers do need to be aware of is General Course students. Each year, some 300+ General Course students come to LSE. The General Course offers a one year programme of study that is fully integrated into undergraduate life at LSE. Applicants to the programme have a strong academic record (at least a 3.3 GPA – grade point average, or equivalent and/or in the top 10-15 per cent from their year; a 3.5 GPA if they are concentrating on Economics courses) and will have completed at least two years of university level study by the time they join us. Most General Course students are from North American institutions, but the students who come from them are not necessarily US citizens. There are a small but significant number from

European universities. In addition, over the last several years the number of students coming directly from Chinese universities has been on the rise. This meant that, in 2014/15, General Course students were drawn from 45 countries and 133 universities. They make up about 8 per cent of LSE's undergraduate population and about 25 per cent of the intake of "new" undergraduates to the School.

Their previous personal experiences range from those who have spent all of their lives in their home country and its educational system, to those for whom the LSE year is but one more step in a multi-national educational experience. On the whole, General Course students are not conspicuous within the School. There are General Course students attached to every department and they take a very broad range of courses. The School's policy is that General Course students should be fully integrated into the School and its departments, and treated, as far as possible, as are other second or third year undergraduates. The majority of General Course students will return to North America for their final year of study. A small but significant number are in their final year, and will graduate, from their home university, at the year's end.

Where General Course students join first year classes, they will be as new to the LSE as their classmates but, unlike their classmates, they may already have clear ideas about what it is to be a student, and how to go about university-level study. Where they join second and third year classes, they clearly will have had somewhat different "preparation" for the courses they are studying, compared with students on standard three year programmes. Either way, it is worth noting that they are newcomers who may experience problems in adjusting to life in Britain, but more particularly getting to know LSE's "ways of doing things". They may well need help in making sense of LSE administrative practices. Most commonly, they feel academically rather than culturally disorientated. In particular, they may need (and will welcome) additional guidance and feedback on essay writing as well as advice on exam preparation and revision.

The one important difference concerning General Course students that class teachers need to be aware of is the requirement for somewhat different "class reports" – see Class grades for General Course students in **Section 4.4**.

If you have any questions regarding General Course students in your classes do not hesitate to contact the Associate Dean of General Course, Mark Hoffman: **gc.dean@lse.ac.uk**

3.7 Getting feedback on your teaching

Section 7 describes the formal monitoring and evaluation mechanisms in place at LSE to assure the quality of education the School provides. This brief section focusses on what you can do to check how things are going for yourself.

At various points in the year, you will want to assess how well you and your students are doing. Here are some suggestions to help you evaluate your classroom teaching:

Reviewing your students' progress

- As noted in Questioning skills under **Section 3.3**, ask questions designed to monitor student understanding. This is a way to informally assess student progress.
- Watch for students' reactions to your discussion questions. Take notice of body language and eye contact.
- Consider using short quizzes designed to monitor students' understanding of the previous week's material. (Some of the large quantitative courses now have this built in, using computerised self-assessment tests in Moodle.) Discipline-specific teaching and learning support, particularly in quantitative subjects, can by found by visiting the Higher Education Academy Disciplines page at **heacademy.ac.uk/workstreams-research/disciplines**
- Try out an "instant questionnaire". This is a simple technique of asking three or four "indicative" questions or statements about a particular session, and getting an instant response to them from the students (usually anonymously, on strips of paper, done at the end of a session). Statements might take the form of "I now feel confident to tackle problems about x", "Today's class was too fast for me", "I really feel I need more help on understanding theory y", etc.
- Most courses require students to hand in two essays each term. Several of the quantitative courses expect students to complete problem sets each week, but may only require two of those to be handed in to you for marking. In this case, it is still worth getting a clear feel for which students are doing the work each week (eg, by looking to see who takes out notes, as opposed to blank paper, at the start of the session). Don't expect 100 per cent every week, but watch out for students who only seem to have done it when it is hand-in time, and if more than half are failing to do class work on a regular basis, you need to take action (see **Section 4.4** on writing class reports).

Reviewing your teaching

- Ask students how things are going when they come to see you in office hours, and if they have any suggestions for how the class can be improved.
- A few weeks into term, ask students to jot down answers to the following: What would you like me to stop doing/continue doing/start doing? (Think of variations on this theme, for example, asking them to comment similarly on what they'd like from their fellow students in the class.) Use this also as an opportunity to check on the effectiveness of measures you've agreed with the students to promote equality and inclusivity.
- Using peer observation of teaching sessions can also greatly benefit the reflective class teacher. It can be very useful to agree to observe and be observed by another class teacher reciprocally to help develop teaching skills.

I asked if I could sit in on one of the experienced class teacher's classes before I met my own group, just to see how he did it. I really liked his approach but I knew I wouldn't have the confidence to mimic him – still, it gave me an idea of how to break up the time and how to avoid doing all the talking.

• Invite the teacher responsible for the course or a member of the Teaching and Learning Centre to observe your teaching and arrange a feedback session afterwards.

• You may wish to videotape your classes or use the Echo capture system available in some classrooms to review your own approach. (You would need to consult with your students about this and probably explain that it is for your benefit and therefore ultimately for their benefit!) Contact the Teaching and Learning Centre at **tlc@lse.ac.uk** if you would like to give this a try.

section3

Section 4: Marking work and giving feedback

In this section you will find guidance about marking students' work and lots of ideas for giving effective feedback.

4.1 The student assessment context at LSE

Students at LSE are expected to do two types of assessment during their studies. Class work or course work is submitted to the class teacher for **formative assessment**, to help the students develop their skills and understanding. This work may well be graded, to give students a feel for how they are progressing. (The National Student Survey identified the requirement for feedback to be provided as early as possible so that students can respond to it in future assessments.) But much more important will be the feedback you provide, which should help them to improve and develop – this is often termed "feed-forward" as it is future focussed. In addition, students are required to produce assessed essays and projects and to take unseen written examinations for **summative assessment**, designed to evaluate their current level of academic achievement (for grading).

Formative course work

Normally, GTAs will only be involved in marking formative assignments, designed to help the students with their studies and to provide opportunities for individual feedback.

Below are examples of formative course work required by two different departments.

GV100, Introduction to Political Theory, offered by the Department of Government

Students are required to write two 1,500 word essays in the MT and two 1,500 word essays in the LT. These essays will be due at the middle and end of each term – the precise submission date will be set by your class teacher. Extensions or departures from these submission dates are with prior permission only.

Titles for the essays are to be found on the class reading for each thinker. Students can prepare their own titles at the discretion of their class teacher – please seek permission **BEFORE** departing from the listed essay topics. The essay questions are designed to assess your understanding of the arguments of the thinkers covered – they are expected to be expository and critical.

All essays will be marked by class teachers and moderated by the Course Convener.

MA100, Mathematical Methods, offered by the Department of Mathematics

Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner.

Class teachers should keep an accurate record of student grades and performance and include a summary of this information in their class reports (see Writing class reports in this section).

The Code of Good Practice for Undergraduate Programmes indicates (paragraphs 3.7 and 4.4) that permission to sit exams may be denied to students who regularly miss class and/or do not provide required course work. You may wish to point this out to students. However, before taking students to task, do check whether there are good reasons for their apparently poor work record (eg, some disability-related reasons such as hospital appointments, or particular personal and emotional difficulties). Depending on the situation, this could be done by talking directly with the student or, perhaps preferably, through their academic adviser or the lecturer in charge of the course.

Marking of formative essays is an ideal moment to check that students are fully aware of referencing and citation practices, and know what they need to do in order to avoid accusations of plagiarism (for more on this, see A note on plagiarism in **Section 4.2**). Students will benefit from having this information in advance of preparing their first assignment.

Summative course work

A growing number of courses include some in-course assessment as part of the summative assessment. This normally takes the form of essays, extended essays, dissertations, projects, and occasionally more practical assignments such as conducting and reporting small empirical or data analysis projects. An important point to note is that where students are working on formally assessed essays which count towards the final degree classification, you need to check with your department on the nature and extent of advice you can give the students. For example, many departments allow students to seek tutorial advice prior to getting down to writing, including advice on literature and format specifications, and possibly on the structure of an outline.

However, many departments do not allow students to get feedback on draft essays that will be summatively assessed and on dissertations after the end of the Summer term. Very few undergraduate courses currently have formally assessed course work, but it is more and more common on MSc courses. For disabled students, it is also important to be aware of the advice in the Individual Student Support Agreement (see sample ISSA at **Appendix 9**).

Exams

As noted above, most courses at LSE include a closed, fixed time examination. These are usually of three hours' duration, though some are slightly longer – for instance, some Law and Accounting courses add a further 15 minutes' "reading" time for long papers – and some are shorter, such as some half units or courses where there are essays as well as exams. As mentioned earlier, most GTAs are not involved in marking exams, but may well want and be expected to help students with exam preparation: see more on this in Helping students to prepare for their examinations in **Section 3.4**.

Some departments do involve GTAs in marking summative exams. Where this is the case it is important that you:

- are clearly briefed to this effect, and agree to it in your contract;
- are paid for marking (usually on a "piece" rate, rather than an hourly rate);
- are properly trained and advised on marking standards, criteria and practice.

4.2 Marking students' course work

Below are some tips, guidance and prompt questions to help you with the marking and feedback process. Anyone wanting more detailed guidance may wish to find and read some of the resources recommended in **Section 9**.

Checking things out

First, there are some important preliminaries you may wish to check out if you are new to marking, or if you are new to the institution. Things to consider include:

- Learning outcomes: these are usually incorporated into course guides but you may need to check with the teacher responsible for the course.
- Assessment regulations and requirements: see the Undergraduate section of the Calendar (**lse.ac.uk/calendar**), plus departmental handbook or relevant course outline.
- Assessment criteria: in most departments there is a set of agreed assessment criteria for work, but again you may need to check with the teacher responsible for the course. An example is given in **Appendix 7**, from the Sociology Department, showing the mark frame from its SO100 course.
- ISSA specifications for some disabled students will mean that there is a letter of relevant advice which should be taken into account attached to the exam paper (eg, about the impact of dyslexia on spelling).
- Syllabus: see the Calendar course guides plus departmental handbooks and course outlines.
- Previous assignments/essays/exams for these students and for past students on this course. Check if there is a bank of past student work that you can check out.
- Marking/feedback sheets: some examples are offered in the **Appendices**, but do check to see if the teacher responsible has their own, or if there is a departmental version that has emerged and not yet filtered through to the Teaching and Learning Centre. (NB: If you produce your own, the Teaching and Learning Centre would love to see it!)
- Likely grade distribution: it is worth checking around as to how others are grading, how last year's students did on essays, exams, etc.
- How grades will be used: for example, General Course students will obtain an exam mark and a coursework mark from classes based upon their marked coursework, presentations and their participation in class. Both marks go forward to their course transcript.
- The preferred grading convention for the course. Both percentages and letter grades are used at the School. **Appendix 6** gives one department's interpretation of their inter-relationships and provides a guide to the associated descriptors. This example is used to mark undergraduate essays in International History. From the student perspective, an important part of understanding grading conventions is to know how these might relate to grades in exams or other formal assessment. Students also prefer it when faced with one (rather than multiple) set of grading conventions.

> *Many students say how much they appreciate my "feed forward", which enables them to understand why they have lost marks, how they might improve and feel confident that we will achieve this together. But other students are disinterested and simply skim over my comments to look for their marks. To motivate students to reflect on and learn from their feedback I now focus on providing feedback to unassessed draft essays, before they are submitted. Then, keen to get a good mark and with an opportunity to respond to my comments, I have their attention.*
>
> *Geography GTA*

Getting down to marking

Marking often creates considerable anxiety amongst new GTAs, and many find it helpful to talk to colleagues, especially when starting out. Several departments now offer "practice marking sessions" to new GTAs, or do some moderation of class work grading to ensure that class teachers are marking to a similar standard. The teacher responsible for your course may also ask or offer to look at a sample and check on your grading and feedback to students.

When you are faced with your first set of marking, make sure you give yourself time and space to mark. It requires good concentration even at the best of times, and especially the first few times. You may wish to try the following approach – see if it works for you:

- Sort work into sets – similar/same topic; similar approaches.
- Take the first five scripts, read them quickly, do not attempt to grade them but try to get a feel for the standard and range of approaches.
- Mark using marking scheme/student feedback sheets. Take breaks and monitor yourself to make sure you are applying the same standards to each piece of work fairly.
- Ask yourself about any biases or preconceptions you might have. If possible, it is best to mark "anonymously", but this is not a requirement for class work. You may recognise student handwriting or points of view, so you need to be vigilant, and be prepared to reassess a piece of work before returning it to a student.
- Record the grades on the online class register.

If you are concerned about a piece of work (eg, worries over plagiarism), or realise, for example, that there is a problem with either the framing of, or "model answer" to, a problem set question, do seek advice from the teacher responsible for the course.

You may wish to keep your own records on each student. Several class teachers now use feedback cover sheets (see **Appendices 3, 4** and **5**), and fill them out electronically. This enables them to keep their own copies, which can be helpful in building up feedback to students over time.

A note on plagiarism

The following is an extract from the School's *Regulations on Assessment Offences: Plagiarism* (in full at **lse.ac.uk/intranet/LSEServices/TQARO/Calendar/RegulationsAssessmentOffences_Plagiarism.pdf**). It is a good idea to refer students to these, especially the What is plagiarism? section.

1 All work for classes and seminars as well as scripts (which include, for example, essays, dissertations and any other work, including computer programs) must be the student's own work. Quotations must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the work of the student, whether deliberately or not, is plagiarism.

2 The definition of a student's own work includes work produced by collaboration expressly allowed by the department or institute concerned or, at MPhil/PhD level, allowed under the Regulations for Research Degrees. If the student has not been given permission, such work will be considered to be the product of unauthorised collusion and will be processed as plagiarism under these regulations.

3 Students should also take care in the use of their own work. A piece of work may only be submitted for assessment once. Submitting the same piece of work twice will be regarded as an offence of "self-plagiarism" and will be processed under these regulations. However, earlier essay work may be used as an element of a dissertation, provided that the amount of earlier work used is specified by the department and the work is properly referenced.

4 Each department and institute is responsible for instructing students on the conventions required for the citation and acknowledgement of sources in its discipline. The responsibility for learning the proper forms of citation lies with the individual student.

5 These regulations apply to allegations of plagiarism against any student. The offence of plagiarism can take place in any work, though these regulations cover only alleged plagiarism in draft MPhil/PhD work and in assessed work submitted in connection with the requirements for an LSE award. Allegations of plagiarism against a student that are outside these regulations, for example in formative work or work submitted in connection with external publications, may be considered under the Disciplinary Regulations for Students.

There is some evidence to suggest that many new entrants to HE are not fully aware of proper referencing techniques, including referencing websites and informal references (eg, to a classmate's work, or lecturer's handout). Research by staff in the Department of Information Systems and Innovation Group also suggests that international students may not be aware of UK referencing conventions. You might wish to remind your students about the Library's information and courses on referencing and LSE LIFE's study advice provision, both of which offer further information if necessary.

Many LSE departments make use of Turnitin, a text matching and plagiarism prevention tool. For more on this see Technologies for teaching in **Section 8**.

4.3 Giving feedback

The fundamentals

The aim of any feedback is to inform the students about the strengths of their work and to identify areas for development in future work. So, in any kind of feedback format, focus on giving students feedback that will help them in the future and enable them to understand why they got the mark they did. (It is worth giving some thought as to whether the "future" might mean their next course essay, exam preparation or preparing detailed ideas to come through well in a forthcoming interview for getting on to a higher degree.) One question students often ask is "How could I upgrade this answer from a 2:2 to a 2:1?" If you are unfamiliar with UK university degree classifications, see the Glossary at **Section 11**, which sets out the classification boundaries and percentage "equivalents" used at LSE.

Make sure that your feedback is timely. There is plenty of research evidence that indicates that the closer the feedback is to the actual doing of a piece of work, the more the student can learn from it. Within LSE, for course work submitted on time, students can expect a two-week turnaround time and most class teachers try to turn work around in one week. See the Code of Practice on Teaching, Learning and Assessment for Undergraduates (**lse.ac.uk/intranet/LSEServices/TQARO/Calendar/CodeOfGoodPracticeUndergraduate.pdf**), paragraph 2.9. If students hand in the work late, then this "contract" goes and you can decide on what might be reasonable. But remember that the longer the delay, the less they are likely to get from your feedback.

In the case of courses using weekly problem sets, class teachers are advised to check what the expectations are, both for students to turn work in, and for it to be marked. The ideal is weekly hand-in and turnaround of marked papers, but this is often not a formal requirement.

You will need to consider how much of the feedback you give to students is done in writing – note that one of the easiest ways to engage students with written feedback is to type it, as students often complain they can't read handwriting! – and how much is done through discussion in office hours (see next two sections for specific advice on both). Whether you are giving written or verbal feedback, it helps if you can be as positive and constructive as possible. Making use of the "feedback sandwich" will help you do this:

- Start with finding something positive to comment on.
- Where criticism will be helpful, give clear ideas as to what to do next time. For a piece of work you consider to be particularly poor, think through what might best be tackled first by the student. Select maybe three or four key things to work on and don't overwhelm him/her with every mistake – be realistic in terms of what they could work on and improve next time. Use future work to tackle other issues.
- Finish with a positive point.

You may also want to read the Teaching and Learning Centre's notes of guidance on feedback:

- *Making best use of pro-forma for essay feedback*
- *Giving collective feedback on exams*
- *Giving feedback on oral presentations*
- *Giving feedback on quantitative work*

as well as its two A5 leaflets for students, *Making feedback work for you* and *Using feedback for exam preparation*. All are available at **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx**. Hard copies can be requested from the Teaching and Learning Centre by emailing **tlc@lse.ac.uk**

> *I try to offer helpful feedback in any useful format. For this purpose I experimented with the Moodle function to record feedback on essays as an audio file using Wimba Voice. It is an easy-to-use piece of technology that allows me to give more nuanced advice, faster. At the beginning I felt a bit funny talking to myself as I recorded the comment, but after a while I got used to it and managed to record a lot more than I could have written down in the same time. Most of my students really like it. I think that is because it is a relatively personal form of giving feedback and you can still reach those students who never come to an office hour with it.*
>
> *Social Psychology GTA*

> *I use three methods to provide feedback to unassessed essays:*
>
> - *Individual written feedback – to identify three key issues for each student to address so that they achieve higher marks.*
> - *Group email – to outline general problems, so that no student feels they have done uniquely poorly.*
> - *Circulation of anonymised best essay, with the author's permission, explaining why the essay achieved a high mark.*
>
> *Geography GTA*

Remember too that good use can be made of Moodle and other tools for giving feedback. If assignments are collected via Moodle, it is easy to return feedback to students via Moodle, either as text or an audio file. You might also want to consider turning weekly problem sets into a quiz in Moodle, which automates the entire process, including feedback. Turnitin, the text matching and plagiarism prevention tool, can also be used to provide feedback to students. See **Section 8.1** for more about Turnitin and Moodle and contact Learning Technology and Innovation (LTI) for advice on making best use of them.

Giving written feedback

Below is a brief set of pointers you may wish to consider on content and style of feedback (adapted from pp.20-22 of *OU: Teaching in HE* (H851), Chapter 4).

- Feed forward – give feedback that the student can use to develop and improve.

- Say why something is a problem, not just what the problem is. For example, perhaps especially on quantitative subjects, you might want to draw their attention to a method or concept (such as Lagrangian optimisation, partial differentiation). You might also want to give the student a reference to a book or other source, with a precise suggestion to look at a few identified pages or short sections.

- If something is worrying you, check it out. For instance, do you suspect the student is dyslexic? has shared work? has plagiarised work from printed or web-based sources?

- Clearly link the grade and the comments you make.

- Indicate how they could most readily improve their grade and help them prioritise.

- Clarify whether you are giving your opinion or stating fact/theory.

- Write feedback they will understand – use appropriate language and ensure it is legible.

- Be clear about the annotation you put on their work. Avoid using single words or general phrases like "more discussion", "literature", "references", and instead consider how students can learn from your comments and do better next time, for instance by writing "You need more literature here, eg, … " (and give examples of the sort of literature you mean).

And wherever possible, be clear about whether you are:

- correcting mistakes (NB for dyslexic students, comment on strengths and avoid emphasising known weaknesses, such as spellings or poor structure);

- helping them improve on presentation/style (don't feel you have to correct every detail);

- getting them to understand the question;

- giving encouragement/praise.

In this context, think about and check out the extent to which non-native English speakers want detailed feedback on the quality of their written English, and your capacity for doing this. There is support for both English for Academic Purposes and proof-reading via the Language Centre (see **Section 10** for contact details).

Giving verbal feedback

In addition to written feedback, many class teachers encourage students to visit them in office hours for further verbal feedback on their work. The approach you use here can be distinctively different from your written feedback, focusing on working with the students to enable them to verbalise their understanding and misunderstandings. Again, here are a few pointers on how you might approach giving verbal feedback:

- Encourage the student to ask questions.

- Invite them to paraphrase: What did they really mean to say? How do they understand the question?

- Invite them to react. Do they think your analysis is fair? (NB Be clear this is an opportunity for clarification, not negotiation over marks!)

- Check out students' assumptions about assessment, especially with students who have studied at other universities (you may find it useful to ask if you can see some previous work). What have they been expected to do in the past? Because they are at LSE, it is likely that they will have been very successful in past assessments. If they are no longer being successful, you might need to help them overcome past assumptions before they can build for the future.

- Where necessary, refer students for special support. For instance, for language problems, encourage students to use the Language Centre; if the students have difficulty with quantitative subjects, it may be possible for them to get support through the Teaching and Learning Centre (see **Section 10** for contact details for both of these). Watch out for spelling/structure discrepancies between class and written work as the student might have dyslexia (see **Section 4.5** for more on this).

The Teaching and Learning Centre's *Making best use of essay pro-forma* (see **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx**) includes examples of teachers providing written feedback without the grade and then using office hours to provide the grade and have a more detailed discussion about the essay. Check with your course tutor if they are happy for you to do this.

Giving feedback on student presentations

Many undergraduate courses now require students to make a presentation during one of the classes associated with a particular course. These represent an excellent opportunity to give them feedback on a key skill. You will be expected to comment on the content of what a student has talked about, but you can also, very helpfully, comment on how they presented their work too. In giving feedback you should always try to:

- be clear,

- be honest,

- be specific, and

- BE ENCOURAGING.

Remember, the best kind of feedback is that which causes an improvement in the student's next presentation (not feedback that shows how clever you are!). People are more likely to take your feedback seriously and act upon it if they receive balanced feedback. Try to give a mixture of positive, reinforcing feedback (eg, "I really liked your relaxed manner and you spoke very clearly – that was good, keep doing it like that") and constructive criticism (eg, "Your structure was a little unclear, and you didn't include a summary or conclusion at the end. Next time, remember to think about the key points you would like to leave your audience thinking about at the end. This is important as it is the last thing they will hear from you.").

The Teaching and Learning Centre has produced a document called *Giving feedback on oral presentations* that provides lots of useful guidance as well as a sample pro-forma for written feedback, reproduced at **Appendix 3**.

A note on data protection

It is always worth bearing in mind that, under the Data Protection Act, any individual is entitled to see anything written about them, including job references, reports or exam feedback. When writing feedback, references or reports, be frank but fair and, even when a student has been difficult to work with, be sure that what you write is what you would be prepared to say to them face to face, with evidence to back it up.

The School has a Data Protection Policy, which can be found under the Policies section of the website.

4.4 Writing class reports

At the end of the Michaelmas and Lent terms, undergraduate class teachers are expected to write reports on the students in their classes, using LSE for You. For step-by-step instructions on how to use these, see the IT Services' document "How to use Class Registers", in the Online guides and FAQs section of its website (**lse.ac.uk/intranet/LSEservices/IMT/guides/LSEFORYOU/home.aspx**). Now that the registers are online it is also possible to make some notes through the terms, but this is not a requirement.

As students can always view their individual report and also the Teacher Term Comments at the end of class reports, bear in mind the need to keep your comments fair – see the In summary section below for more on this.

Class reports are used in three main contexts:

1. The Committee on Student Progress

Where a student has failed an exam, the Committee on Student Progress will examine the student's class record to assess whether the reason for this is lack of ability, poor learning, or other factors (eg, disability, sudden medical emergency, etc.) For this purpose, it is crucial that the Committee has clear and accurate information on:

- the number of classes the student has attended compared with total number of classes he/she could have attended;
- the number of pieces of course work the student has completed and submitted, again compared with the number he/she should have completed and submitted;
- an indication of whether the student is generally well-prepared for class (eg, has completed weekly assignments/undertaken core reading/contributed to class discussions – in other words, has done the expected work, or habitually comes to class unprepared).

It is also extremely useful for the Committee to have a feel for whether the student struggled more or less from day one, made steady progress through the term, was apparently strong throughout the term, started well, but seemed to face increasing difficulties as the course progressed, etc. In other words, the report should indicate whether or not a student has improved or had increasing problems over the period.

Dependent on class reports, students may only be allowed to re-sit an exam if, for example, they substantially improve their attendance at class, and hand in all work required. Other recommendations may be made for students who have worked diligently, but still failed in the exam.

2. Writing job references for students

Academic advisers and departmental tutors are often asked to write references for students. If the student has made reasonable use of his/her academic adviser then (s)he will have both personal insight and the class reports to work with. However, remember that many academic advisers will come from a different discipline. As such, they may have little insight into the student's ability to cope with class work: so your report can be very important. The departmental tutors are much more reliant on the class reports, as they will often have to write reports on students they barely know. Again, remember that some students will be asking for references from a departmental tutor in another department/discipline.

Job references require a somewhat different insight into students than that required for internal purposes. Employers are often interested in attributes such as:

- punctuality
- attention to detail
- thorough and diligent work
- consistency
- ability to work under pressure
- communication skills
- honesty.

For reference writing, it is the open-ended comments that you make that will be most useful. They do not need to be lengthy, but it is worth distinguishing, for example, between the student who consistently does the work and is making steady progress, the student who is erratic, often late to class, and hands in untidy and poorly explained work, and the student who has been silent throughout, yet still does high quality written work.

Note that class reports for writing references are particularly important for second and third years, but can also be important in the first year, for example for vacation work, or summer work placements.

As a class teacher, you yourself may well be asked by students to provide references for them. It is perfectly reasonable to say no, particularly if you have any concerns about the student.

In fact, the current advice is that only full-time members of School staff should complete the references, although you as a class teacher may be requested to provide some of the detailed information. It is considered best practice for you as the student's class teacher to write confidentially to the convenor or academic adviser with your comments and for the full-time staff member to use your comments as the basis for the reference.

If you do provide a reference, it is very important that you are fully aware of the legal implications of what you are doing as you (and indeed any reference writer) have personal liability. You are also strongly advised to have the letter checked by a member of full time faculty before it is sent off. It is sad to say that there are cases of referees being sued, by both the person for whom they have written a reference and by employers. One useful source of guidance on reference writing that you should consult is the LSE Careers' *LSE staff guide to writing references* in the Careers information for LSE staff page at **lse.ac.uk/careersService/aboutUs**

3. Academic adviser/student meetings

Class reports are reviewed by academic advisers before they meet with their students. These meetings can in theory happen at any time, but traditionally are scheduled at key points in the year (eg, when students are deciding their course choice for the coming year). The most important point that academic advisers need to know is if the student is having any serious study problems (eg, noting if a student started well but seems to be getting worse over time, or if they are routinely not submitting course work, or not keeping up with other work set). Any general comments you make about a student's standard of work must reflect these problems – a student cannot be said to be studying to a "satisfactory" standard if they are not submitting course work, for instance. If you have any such concerns about a student, it is also important to discuss this with the tutor responsible for the course, and to see whether any further support is possible or advisable.

In very extreme scenarios (eg, a student never showing at class, never handing in work), the academic adviser may decide not to allow a student to enter the exam. This is very rare.

In summary

When writing class reports:

- Do provide clear information on the proportion of classes attended, compulsory work completed and a feel for whether or not the student was well prepared for classes.

- Try to write something about every student (eg, "rarely contributes in class, but appears to be keeping up with the work" is much more useful to tutors and reference writers than "OK", especially if you are teaching second or third years).

- Wherever possible, indicate where you feel a student is on a downward trend, or is seriously struggling with the work.

- Do not state that a student is studying to a "satisfactory" standard if they are routinely not submitting course work. Even if you can comment positively on other aspects (attendance, participation, etc.) anything more than occasionally missed work is not satisfactory.

- Keep employer references in mind – reports may be used as evidence of a student's personal attributes such as punctuality, consistency, willingness to contribute, etc.

- Keep your reports frank but fair.

- Refer as appropriate or necessary to the Inclusion Plan (IP), if the student has one, and has disclosed it to you. **Appendix 9** provides an example of an IP.

Class grades for General Course students

The above explanation of class reports is relevant for all students in your class. In addition, by the beginning of the Summer Term, you will need to provide a class grade for the General Course students in your class.

Towards the end of the Michaelmas Term, you will receive an email from Registry with a list of General Course students in your classes. You will also be directed to guidance notes on how to formulate the class grade and how to input this via LSE for You. You will need to submit half unit Michaelmas Term grades by Week 4 of Lent Term and all remaining grades by the end of Week 2 of Summer Term.

The class grade is meant to be an overall assessment of the work the General Course student has done in the class over the course of the year. There is no fixed algorithm for this but it needs to take into account their attendance, their overall level of participation, any presentations they may have given, and the problem sets and/or essays they have completed. Given the steep learning curve that General Course students go through in adjusting to LSE and the UK higher education system, you may want to weight your assessment towards the latter half of the course.

The table below shows the standard LSE classifications, how these map on to standard percentage grades and the equivalent letter grades for use with General Course students.

This class grade will form part of the LSE transcript the student receives at the end of their year at LSE. It is important that the class grade be a fair and accurate assessment of the student's overall performance. It is not meant to be your prediction of how they will perform on the exam. Nor should you mark General Course students harshly as a way of incentivising them to perform well on the exam.

Class grades for General Course students

Degree class equivalent	% mark	Equivalent	Written work	Class work
First	75+	A+	A+	A+
First	70 – 74	A	A	A
Upper Second	65 – 69	A-	A-	A-
Upper Second	60 – 64	B+	B+	B+
Lower Second	55 – 59	B	B	B
Lower Second	50 – 54	B-	B-	B-
Third	45 – 49	C+	C+	C+
Third	40 – 44	C	C	C
Fail	39 or lower	F	F	F

The reason this is important is because the class grade, along with the grade they receive for the end of year exam, will play an important role in determining whether the General Course student receives credit for the course at their home institution. In some cases, the class grade and exam grade may be averaged and factored into the student's GPA at their home university.

If you have any queries about grading General Course students please contact Mark Hoffman, Associate Dean of the General Course, on **gc.dean@lse.ac.uk**

4.5 Dyslexia and written work

One matter on which you may wish to seek further specialist advice is where you know, through a student IP, or have an idea, through your own concerns, that a student may be dyslexic or neurodiverse. Some students have been identified as dyslexic or neurodiverse from an early age and have developed study strategies which may have been successful so far, but which may not be so effective at university. Others, faced with the greater academic challenge, or perhaps coming from a different culture, are belatedly referred and assessed. This can lead to ambivalence and some loss of confidence, which will be compounded if faced with a "dyslexia does not exist" attitude. It does and students who have made the grade and secured a place at LSE have already experienced additional barriers. It is important to celebrate neurodiversity as part of the diversity of the LSE community. Neurodiversity is associated with strengths such as originality and strategic thinking.

LSE also has many dyspraxic students who can be overlooked as they may have strong spelling skills. Dyspraxic students characteristically have difficulties with organisation, prioritising and structuring ideas and information in written work.

If you feel that a student may be neurodiverse, talk to them. Reassure them with an initial positive statement about some aspect of their work, but go on to indicate that there are certain elements in their writing/organisation/reading that might be worth investigating. Suggest that they talk to somebody in the Neurodiversity team (based in the Disability and Wellbeing Service), who can provide one-to-one consultations, a screening interview or ideas for support.

It might also be worth encouraging students to take advantage of the learning development opportunities offered by LSE LIFE, via a series of events, its Learning Development Moodle site and one-to-one sessions – see the inside front cover for further details.

Further information about supporting neurodiverse students can be found in the Staff Guides on the Disability and Wellbeing Service web pages at **lse.ac.uk/intranet/LSEServices/disabilityAndWellBeingService/Staff-Guides/Home.aspx**

Students can be referred to the self-help study strategies in Dyslexia and Neurodiversity Moodle at **moodle.lse.ac.uk/course/view.php?id=3001**

General approach

- Be sensitive towards individuals and their work, as many neurodiverse students are likely to have experienced negative reactions to their academic work at some time in their educational history

Guidelines for marking written work and giving feedback

- Read fast, looking for ideas, understanding and knowledge
- Highlight what the student has done well and indicate WHY it is good
- Type feedback or ensure handwritten feedback is legible
- Clearly explain comments made in feedback
- Don't penalise for poor handwriting on exam scripts
- Don't penalise for errors which may be due to the student's condition (see below)

Errors in writing and speaking which may be due to neurodiverse conditions

- Incorrect use of homophones (eg. hear and here, there and their)
- Omission or transposition of letters, syllables and words (eg. said for siad)
- Poorly constructed sentences
- Erratic or incorrect use of punctuation
- Inconsistent or incorrect use of tenses
- Use of a similar but incorrect word
- Restricted vocabulary

Section 5: Office hours and student contact outside of class time

This section offers advice on dealing with students outside of the classroom.

5.1 Managing your office hours

5.2 Helping students to study effectively

5.3 Responding to students' requests for advice on personal matters

5.4 Responding to students' requests for private tutoring

5.5 Personal relationships with students

5.1 Managing your office hours

At LSE, office hours are used as a way of providing additional support for individual students. GTA contracts now pay, as a default, for one office hour per three classes that you teach, although there may be variation across departments and at different times of the year. Most class teachers timetable a mutually convenient time with their students and stick to the same hour each week. Ideally it should be timed on the half hour (eg, 10.30-11.30am) to avoid timetable clashes for the greatest number of students. If there are still some students who are unable to make your office hour timing, you may want to check with your department what alternative arrangements can be made or, alternatively, agree a different time with individual students convenient to both of you.

> *What works best for me is if I use the hour before my class as my office hour. It helps me manage my own time as the office hour cannot overrun.*

Some class teachers encourage their students to contact them using email. This may be convenient for both you and your students but do be aware that this method of communicating can be more difficult to manage – and managing your own time should be a major concern from the outset. If it is easy for students to contact you by email, and you "encourage" them with detailed written answers to their questions, it can also encourage students to ask for answers rather than think things through for themselves first. Do not be afraid of setting clear boundaries for use of email, and for the "turnaround time" you operate in responding to students. You might, for example, say that you will only answer emails in your allocated office hour time.

> *A GTA from the Department of Methodology reports: I find it easier to communicate via email. I can give students a clear answer and they can go back to my email for future reference. However, email communication does seem to encourage students to ask questions without reading first and to assume that you are available 24 hours a day to help them!*

Also be aware that how you respond to students may raise their expectations and demands on other teachers. Moodle courses contain forums which you can use to facilitate better communication with and among your students. Revision questions that students email in might be posted here anonymously with answers from you, as is the practice in a large Economics course, for example, and the glossary function can be used to create a quick and simple FAQ bank. Contact Learning Technology and Innovation (see **Section 10**) who will be happy to advise you on any of this.

In the office hour, you may see very motivated and interested students who want to discuss topics in more detail, you may see students who are too shy, or lacking in confidence in their spoken English, to ask you questions in class or you may see students who have a particular problem.

In practice the office hour tends to be underused by students and so this time might also provide you with some useful thinking and preparation time for your classes. You may wish to encourage your students to use the office hour and repeat your invitation to attend several times during the term.

5.2 Helping students to study effectively

Do think about the key differences between lectures, classes and office hours. The office hour is an ideal opportunity to develop your mentoring skills. There are two main elements involved. The first is working with individual students to encourage them to identify misunderstandings, and see what they do understand and how they can express themselves in the language of the discipline you are teaching. The second is to help them to learn "how to think" as an economist, a historian, an anthropologist, etc., and to get detailed insight into the thinking processes of the discipline. Recognising the peculiarities of each "academic world" can be particularly important where you are working with students whose home department is different from the course they are studying with you (for example, helping someone who is well on their way to becoming a historian to grasp how an economist thinks and works). If you want to develop your ideas on being an effective mentor, contact the Teaching and Learning Centre (see **Section 10** for contact details) for further guidance.

Students are more likely to visit your office hour when they are preparing for a class assignment or when they are revising for the end of course examinations. Many of the contacts will be about parts of the curriculum that they are struggling to understand or apply and you will be called upon to listen carefully and use probing questions to try and tease out the specific causes of difficulty or concern. You may at times also be asked to give concise explanations and respond to your students' questions. However, you should not try to do the students' work for them and your approach should aim to encourage, prompt and guide students towards understanding rather than to simply "give the answers" or for you to solve the problem.

Especially when it comes to revising, students may need your help in developing an effective approach to their work and methods of studying. There are many good books on "study skills" that you could recommend to your students. Some suggestions are given in **Section 9**. LSE LIFE runs a Learning Development Programme throughout the year – with slides from them and other resources available on its Learning Development Moodle site – as well as a limited number of one to one sessions. See the inside front cover for details.

Here are some hints and tips that your students may find helpful to follow.

- TALK to people – teachers, advisers, peers. Find out as much as you can about what is expected of you.
- Be systematic and get your notes and materials organised.
- Invest time in mastering the skills you need to study effectively, eg: computing, library, language, information skills.
- Plan backwards from deadlines and consider drawing up a work or revision plan.
- Manage your time explicitly, allocate appropriate amounts of time to tasks, be realistic and build in some flexibility but stick to your plans and goals.
- Think about when and where you work well and do your most demanding tasks when you are at your best.
- Don't try and eat the elephant all in one go, chop it up into manageable chunks! Divide large and complicated tasks into small achievable pieces.
- Build in checking and review time so that you can edit, proof-read, spell-check, etc.
- Reward yourself for getting jobs done (rather than hours spent) and keep a sensible balance between work and play.

5.3 Responding to students' requests for advice on personal matters

As you get to know your students better, they may ask for your advice on academically related matters (eg, "Should I change courses?" or "I get so nervous during exams that I can't sleep") and they may also want to talk to you about more personal concerns (eg, "I can't pay my rent", "I suspect my boyfriend is using drugs" or "I think I am pregnant"). In such cases you may wish to offer a listening ear but you should not feel responsible for your students' choices or actions. In other words you want to offer support but not open-ended assistance. At LSE there is a wide range of student support services and specialist sources of advice and guidance. Your role, therefore, is probably one of referral, putting the student in touch with the people at LSE who have the specialist knowledge and expertise to offer them information, help and guidance. GTAs are not expected to be trained counsellors or to offer advice in these situations and, with the best of intentions, you may actually do more harm than good.

The first person you can encourage your students to turn to is their academic adviser. This may be particularly appropriate for issues around course choice, initial ideas on future careers or other course and departmentally related issues.

For the wide range of pastoral and personal issues, you may wish to familiarise yourself with the many student services, or alternatively point students to how to find these out for themselves on the School website, or in the undergraduate and graduate handbooks. A quick listing of the main services/contact people (and direct links to the services on the web version) can be found in **Section 10**.

When you work with students in this way, you should keep a careful written record of your conversations and correspondence with them and be aware of issues of confidentiality. In your dealings with your students always strive to be open and honest. As a general rule you should respect your students' privacy and keep their confidences. However, there may be some circumstances where it may also be sensible to liaise with the teacher responsible for the course and/or the student's academic adviser. If this is the case you should make your views clear to the student and gain their consent and permission to take things further. Even better, it may be possible to support the student in resolving their own problem or encouraging them to talk to the relevant people for themselves.

If you are uneasy about a student's personal/mental state, do seek advice even if you do not think it is yet an emergency situation. You can always speak to a member of your department or one of the specialist student support services on a "no names" basis in the first instance. It is important that you do not try and tackle difficult student problems on your own. There is now detailed advice in the booklet *Cause for concern: guidance to working with students in difficulty*, available to download at **lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/adviceCounselling/studentCounsellingService/worried.aspx** or in hard copy on request by emailing **ssc.advice@lse.ac.uk**

Finally, there are some circumstances where it is **vital** that you inform others. In particular, if you suspect that a student may be at risk of harm to themselves or to others, contact either a senior member of staff in your department without delay or contact the School's Student Wellbeing Service Manager Adam Sandelson on ext. 3627 or email **a.sandelson@lse.ac.uk**

To protect students' interests and to maintain a professional "teacher/student" relationship, it is better to avoid getting too friendly with your students or gossiping or colluding with their moans and complaints. It is unwise for GTAs to get drawn into discussions about individual members of academic staff and other GTAs or to be openly critical of the course, the department or the School. If there are issues that do need bringing to the attention of the teacher responsible or the department, do so tactfully but assertively. The ability of the GTA to act as a communication bridge between students and the academic staff responsible for the course is one of the enormous benefits of the class teaching system at LSE. Note that you have a formal opportunity to provide feedback on the course on which you are teaching in the Lent Term – see **Section 7** for further details.

Many departments now have a member of full-time academic staff who acts as adviser to GTAs. (S)he is a useful person to go to when you have concerns. The other key person you may wish to contact is the Head of Department or Institute.

5.4 Responding to students' requests for private tutoring

On occasions, students have asked GTAs if they can hire them as private tutors. While there is no formal School policy on this, there are some fairly strong views on ethical practice. The recommendation is that the School/department/Teaching and Learning Centre do not put forward persons to act as private tutors – it is up to the student to find someone and agree terms. It would be inappropriate for a GTA to act as a private tutor to a person they teach. You may, however, wish to point the student to the free learning development opportunities available at LSE through LSE LIFE – see the Glossary (Section 11) for further details.

5.5 Personal relationships with students

Given that you may have supervisory, pastoral care or assessment responsibility for students, it is important to recognise that you are in a "position of power". Therefore, to maintain a professional teacher/student relationship and to avoid conflicts of interest, it is advisable not to enter into personal relationships with students. In some cases, engaging in a personal relationship with a student may constitute misconduct and/or harassment.

Please note that such boundaries also need to be maintained outside of class time and office hours, such as at social gatherings in pubs and in communication via email or social media.

section5

Section 6: Lecturing at LSE

GTAs at LSE are occasionally asked to give lectures; usually this is the responsibility of full-time academic staff. The majority of GTAs will, however, be expected to give presentations, so in this section we consider how presentation skills can be built upon and adapted for giving a teaching lecture.

At LSE a lecture is usually timetabled for a 50-minute slot. Many of the lecture rooms are well furnished with audio-visual equipment – see **Section 8** for further details – including the Echo "lecture capture" system, which provides the opportunity for reviewing your delivery.

6.1 Preparing a lecture or talk

At the heart of a good lecture is a clear and appropriate structure. There is a lot of truth in the old saying:

Tell them what you're going to tell them,

Tell them, and

Tell them what you've told them

Think clearly about how you are going to begin, how you are going to grab attention and communicate the structure of your talk.

Most people new to lecturing massively over prepare in both the time they spend and the amount of material they want to include. Here are some suggestions for a practical preparation method to help you avoid this common pitfall:

• Decide what you want to talk about – this may be given to you by the teacher responsible for the course – and make free associations around the topic. What are the key points you would want to convey? What are the examples you would like to use to illustrate these points?

• Use your lecture to do more than present facts. Take the opportunity to demonstrate thinking in your discipline. Share complex intellectual analyses, bring together several ideas, compare and contrast known theories with new ones, refer to recent literature and studies.

• Choose a structure for your talk. Most lectures are given using a "classical structure" which has a clear introduction to give the context, set the question and state the purpose of the lecture. This is followed by a number (often three) of topic sections. The lecture concludes with a summary, conclusion and indication of how to find out more, further reading and suggestions on how to work towards the next class and next lecture. However, there are several alternatives that may better suit your message. For example, you may select a "comparative structure" in which the central sections seek to compare the different features of two different systems or models, eg, comparing the economies of North America and the UK, or Model x and Model y in explaining the evidence obtained, or an old and new process of management.

I recently gave a research talk and I chose the "problem-centred" structure that we heard about at the course in September. So I presented the problem I was interested in at the beginning and then went on to explain the four possible explanations given in the literature. I finished the talk with a brief look at my interview data which does seem to support the "simplest explanation" – although it is very early days and I did stress that too.

• Read selectively. You are interested in this subject and enjoy reading about it so it is very easy to spend much more time than you need to in reading round the topic. You may also feel that you have to know everything there is to know about it in order to feel confident. Both factors encourage new lecturers to spend much too long at this stage of preparation. Instead give yourself a "shopping list" of specific points you wish to find out or that you need to research further. This list should also be accompanied by a good estimate of how long you wish to spend talking about any given topic.

• Spend some time thinking about how you are going to make it relevant to your audience. What are their interests, what will they know already, what are their motivations to listen to you? Try and find apt examples to illustrate your points, try and find the relevance of your argument for your listeners and try to make connections with their interests and experiences. In this context, features of the student group such as the mix of home departments, nationality, level, practical/professional experience are important considerations that might suggest particular examples, illustrations or evidence to support what you are saying.

• Do consider how you are going to keep the attention of your audience. Very rarely do listeners concentrate for the full 50 minutes and many studies put concentration span closer to 15 or 20 minutes on average. One easy way to tackle this is to break your talk into 10 or 15 minute chunks and change what you and what the audience does. Vary the stimulus! You may wish to ask your audience questions (rhetorical or real – but both can give an opportunity for a brief pause) or invite them to consider a case study or work through an example themselves. You may wish to vary how you present your ideas and information, using PowerPoint, using handouts, using the whiteboard, etc.

• Produce any notes, audio/visual aids and resource material that you need. Take care to proof-read and check them thoroughly.

• Practise your talk and keep a note of timings and any helpful "stage directions" such as "Write up the names and dates on the whiteboard here", "PAUSE!", "BREATHE!", "Move to next slide".

• Remember to consider yourself – how do you react under pressure? It is common to speak more quickly when nervous and, therefore, you may need to think of ways of slowing yourself down at the beginning of your talk.

6.2 Delivering a lecture

There are a number of useful tips you may want to keep in mind when delivering a lecture or a presentation:

1 If possible, get to the room early, check the equipment and find out what to do or who to call if things don't work. Take the trouble to put things where you like them and, if possible and necessary, move the furniture to create the dynamics and atmosphere that you want.

2 Let students know, at the beginning of your talk, what you will cover during that period by putting a brief outline on the board, by providing a handout, or by any other appropriate means. This will help your students to follow your lecture and rescue themselves if they get lost.

3 Identify on a slide the learning outcomes for the lecture.

4 Where appropriate, relate your talk to topics previously covered so that students begin to develop some sense of the structure of the course content.

5 Begin slowly and gradually speed up, watching your students for signs of interest or loss of attention. In the 15 minutes you've planned for each major concept, spend no more than 10 minutes on straight lecture. Lecturing for more than 10 minutes is inadvisable, because of the strain on the listener. After 10 minutes, ask a question, tell an anecdote, or do whatever is necessary to relieve the tension of listening.

6 Keep students' attention with your voice and maintain eye contact with your students.

7 Give the lecture or talk and immediately afterwards make notes to yourself about how you would do it differently next time.

The Teaching and Learning Centre offers a number of training events on lecturing – see **lse.ac.uk/tlc/development**. In addition, you may wish to have your lecture observed, and possibly recorded so you can see yourself in action. Watching how other people set about lecturing can also be useful. Most LSE lectures are "open" and you are welcome to sit in on them and get some different ideas on style and approach.

6.3 Handling nerves

Most public speakers say that they feel most nervous just before they begin to talk and during the first five minutes or so, and then things get much easier. During your preparation, it is worth considering how you will handle your own anxieties and nerves. What are your symptoms? You need to learn how to hide these symptoms and pretend to be more confident. For example, do your hands shake? Then avoid holding your notes in your hand! Does your mouth go dry? Remember to bring a bottle of water along. Often by finding ways of controlling the symptoms, you will find that you are no longer feeling quite so anxious.

It is unlikely that you will ever get rid of "big lecture" nerves completely. Indeed, some of the effects of the extra adrenalin you feel are a good thing and will help you to improve your presentation or lecture. However, nerves do need controlling and you may like to consider how to be "kind to yourself" at the beginning of your talk. For example, if you use a visual aid at the start your audience will look at that rather than you which can ease the pressure you feel. If you fear that your mind may go blank, make "user-friendly" notes with key terms and prompts in bold or in different colours. Remember to breathe deeply and slowly if you feel panicky. Know yourself and plan to help yourself when you feel most ill at ease.

If lecture/public speaking nerves is something that does concern you considerably, you may find a session with the voice trainer helpful – this can be arranged through the Teaching and Learning Centre (see **Section 10** for contact details).

Section 7: Monitoring teachers’ performance and ensuring quality

Maintaining and enhancing the quality of teaching and learning at LSE benefits the current intake of students. It also ensures that LSE continues to attract the world’s best students and remains compliant with national requirements.

The School operates a comprehensive system of quality assurance procedures, and details about those that are relevant to you in your role as a GTA are set out in this section.

7.1 How teaching quality is assured at LSE

7.2 Student surveys

7.1 How teaching quality is assured at LSE

Academic and Student Affairs Committee reviews of departmental provision

The Teaching Quality Assurance and Review Office (TQARO) runs the School's various internal teaching quality procedures. These procedures are set by the Academic and Student Affairs Committee (ASC) and the Academic Board.

One of the main quality assurance procedures is the ASC reviews of departmental provision. Each department and institute is reviewed every five or so years. These reviews help the School, as the awarding body, assure the quality and standards of its awards. The reviews explore departmental provision under four main headings: academic standards, quality assurance, quality enhancement and student views. They are developmental in nature, and aim to identify and share good practice. Where departments identify gaps or omissions in their provision, the review team suggests examples of relevant good practice from their knowledge of other review outcomes.

Annual programme monitoring

A separate quality assurance procedure (the outcome of which forms part of the evidence base for ASC reviews) is annual programme monitoring. These in effect require departments to conduct annual mini reviews of their taught programmes based on a range of data TQARO provides for the purpose (eg, external examiner reports, student performance data, survey results). Departments are required to complete an annual programme review template which results in the production of an action plan for each programme.

External quality review

All UK universities are accountable to their relevant funding councils (for example, the Higher Education Funding Council for England, HEFCE), and ultimately to the Government. In recent years, there have been various systems of external review for both teaching and research. On research, there is a system called the Research Excellence Framework (REF). Whilst it is not relevant in this context, you may wish to find out more about it in order to better understand the context in which you are teaching – see **www.ref.ac.uk**. On teaching, a recent government White Paper 'Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice' (May 2016) detailed plans to create a new Office for Students(OfS). The OfS will incorporate HEFCE and be awarded legislative responsibility for quality assurance, with plans to appoint a sector-owned body capable of designing and operating the quality assessment system. This body will in all likelihood remain the Quality Assurance Agency (QAA). You can find out more at the QAA website (**qaa.ac.uk**). An important element of the regulatory arrangements will be a new Teaching Excellence Framework (TEF). The TEF will for the first time link funding for teaching in higher education to quality and will assess institutions on three 'aspects of quality': teaching quality, learning environment, and students outcomes and learning gain.

7.2 Student surveys

Some departments run a brief paper-based survey of students' views about class teachers in Week 4 or 5 of the Michaelmas Term. This is a quick local check, aimed at identifying any classes where there appear to be problems. These surveys are handled by the department. If they have any concerns, they will normally contact the appropriate class teacher soon after the survey to discuss the situation and see what support, advice or encouragement might prove useful. You may or may not get feedback on these surveys, but do feel free to ask if you don't hear anything.

At School level, the Teaching Quality Assurance and Review Office (TQARO) conducts surveys of students' opinions of teaching. Students are surveyed about the teaching they receive from both GTAs and permanent staff. These surveys provide teachers with important information about the perceived quality of their teaching. They also provide the School with a general measure of teaching standards. These surveys take place in the Michaelmas Term (or Lent Term if a GTA is teaching only in Lent Term). Students are asked about their views on class teaching, as well as lecturing and other aspects of course delivery.

All surveys are conducted on paper, as this produces better response rates. They usually take place in Weeks 8 or 9 of the Michaelmas Term. Each teacher is given a survey pack for each class they take: the pack contains a set of blank questionnaires, a cover sheet and an instruction sheet. Questionnaires are distributed in class and teachers are asked to leave the room while the students complete them. The survey comprises a quantitative section, in which students rate their satisfaction with various aspects of the teaching, and a qualitative section that asks for written comments about the quality of their learning experience on the course in question.

The results of the quantitative section of the survey are seen by:

- you, the individual class teacher, so that you can reflect on your own teaching and develop your skills;
- the Head of Department/Institute and the departmental teacher responsible for the course, who can quickly see if any class teachers are having difficulty with their classes;
- the Director of the Academic and Professional Development Division, who uses the data to monitor general concerns in teaching in order to respond to training needs and to identify GTAs who could be nominated by their department for annual teaching prizes; and
- the Pro-Director for Teaching and Learning, who has an overview of teaching across the School.

Teaching question results are also made available to Teaching Committee Chairs and staff mentors, course convenors, programme directors and to relevant Heads of Department where the course is compulsory for a programme but taught outside the teacher's department. Course scores are also considered by the Academic and Student Affairs Committee.

The only person who sees the students' qualitative comments is you, the class teacher. These comments are often the most useful part of the survey for developing and improving teaching practice and can alert you to any specific problems in your classes.

In addition to producing individual reports for teachers, TQARO produces aggregated quantitative data for departments and the School. These are available on the TQARO website: **lse.ac.uk/intranet/LSEServices/TQARO/Home.aspx** The School-wide aggregated data for 2015/16 is reproduced at **Appendix 8**.

Research indicates that feedback from students is most useful when teachers take that feedback, discuss it with someone else and decide on appropriate actions for development. You may wish to discuss your results with the teacher responsible for the course, the departmental "mentor" for class teachers (if there is such a person), or the relevant departmental adviser in the Teaching and Learning Centre (see **lse.ac.uk/intranet/LSEServices/TLC/academicStaff/departmentalAdvisers.aspx**).

GTAs who score badly will be supported by the teacher responsible for the course and by the Teaching and Learning Centre (average scores higher than 2.1 will be used to denote a relatively poor score, in a scale of 1-5 where 1 is the top mark). Mentors (chosen on the basis of their own good scores) may also be appointed for these GTAs from the department's permanent staff. Following a period of support and development, these GTAs will be surveyed again in the Lent Term (if they are teaching on a course that runs in that term). If the scores show no improvement, the GTA may have his/her contract revoked unless there are special extenuating circumstances, to be approved by the Head of Department and the Pro-Director for Teaching and Learning.

This is intended as a supportive process. The School is interested in helping teachers to develop and improve, rather than trying to allocate blame. But it has a responsibility to students to take action where teaching problems persist.

You will be kept informed about the running of the surveys by staff from TQARO. Do check with other class teachers in around Week 7 of the Michaelmas Term if you have not received information, as it may mean that for some reason you have not been included in the distribution. If the office is alerted whilst the survey is still running, they may be able to add you and your students into the survey.

The survey results will be sent to you, usually a couple of weeks after the survey has closed. Please contact the TQARO office if you do not get your results within a few weeks. In some cases (where there are fewer than five respondents) you will not get any results. However, there are some occasions when the data goes astray, so it is worth asking.

The survey is also used to identify good practice. Each year, every department is invited to nominate one or more GTAs for departmental teaching prizes. Should you be nominated, you will receive the prize through your pay, plus a certificate signed by the Director of LSE. You may also be invited to contribute to the initial training sessions for new class teachers – and to contribute to ideas included in this handbook!

Section 8: Facilities and resources

This section runs through some of the basic practical issues of class teaching. Much of this material has already been covered elsewhere, but is brought together here for quick reference.

8.1 Technologies for teaching

Moodle

Moodle, the School's Virtual Learning Environment, provides web-based support for courses and programmes by bringing together a range of resources and tools in one place, available at any time and from any place via the Internet. Is it available to all LSE students and teaching staff.

There is considerable variation as to how Moodle is used but most courses will contain course materials such as handouts, reading lists, weblinks and e-packs. In addition Moodle can be used for:

- discussion boards
- online quizzes
- multimedia content
- collecting work
- providing feedback.

Using Moodle offers advantages for both students and staff:

- Instant access anytime, from anywhere.
- Students can view and print materials in formats that suit their needs (large print, different font).
- Resources are always available: an online reading is never "out on loan".
- Improved student learning experience through engaging and supporting students online.
- A one-stop-shop for all course-related documents, communication and activities.
- Provides information on student activity and performance.

Moodle is run and supported by the Learning Technology and Innovation (LTI) team. They offer advice, support and training in how to use educational technologies, including Moodle, effectively. If you are interested in innovating your teaching with educational technologies please contact LTI: **lti-support@lse.ac.uk**

Students experiencing difficulties using Moodle should contact the ITS helpdesk and/or their department. There are also Moodle FAQs for students accessible from the LTI website.

Library resources in Moodle

To ensure students make the best use of the resources available to them, provide them with online readings. Using Reading Lists @ LSE (**readinglists.lse.ac.uk**), you can easily link to full text e-journal articles, e-books and websites, as well as to the Library's print holdings. For core readings, the Library can carry out copyright checks and then digitise the readings for you, helping to make book chapters or articles available to all your students while ensuring you are compliant with the School's Copyright Licensing Agency (CLA) licence.

You should take care not to upload any content to Moodle where you do not own the copyright, unless you have permission. This includes images, text or other materials you might find online. LTI provides online copyright advice on its website.

You should also talk to your academic support librarian about the range of information skills sessions they can run for your students such as literature searching, managing information and citing and referencing. Do encourage your students to register for the Library Companion for Students, an online course available in Moodle, to help them maximise their use of Library resources.

Lecture capture

Lectures may be recorded using a system called Echo 360. The system is currently installed in the Old, New, Hong Kong and Peacock lecture theatres, as well as all lecture theatres and classrooms in the New Academic Building, and in many other rooms across campus. For full availability of the system as well as literature and more information see the LTI Lecture Capture web page.

For students whose first language is not English, being able to review lectures can be particularly helpful. Students can see the PowerPoint or other visual material as well as view and/or hear the lecturer. They can navigate through the lecture by clicking on slide icons and jump to any point to review a specific part. If Echo 360 is being used on a course you are teaching on, encourage students to review those parts of the lecture they were unclear about within a day or so of it being given. They may need reminding that recorded lectures are only a supplementary resource and not an alternative to attendance! They are best used as a follow up to reinforce the points made in lectures.

Teachers can now view which parts of the lecture students review the most, making it a useful tool for finding out what students may be having some difficulty in hearing or understanding.

In rooms that do not have the Echo 360 system, CLT can help lecturers to make their own recordings or "podcasts" of lectures, for distribution to students.

Plagiarism prevention and text matching

LSE uses Turnitin text matching and plagiarism prevention service – an online service that enables comparison of students' work with electronic sources including the Internet and other students' work submitted to TurnitinUK.

Turnitin can be used to set up classes to check assignments. These can be set for students to check their own work against faulty referencing or without students having access to "originality reports". Contact LTI (**lti-support@lse.ac.uk**) to be given an instructor account, for advice on how best to use the service with your students, and instructions on how to set it up. Visit the LTI's Plagiarism website for further details.

Instant voting

Also known as PRS (Personal Response System), instant voting can be used to enable "agile teaching" and enhance communication among students and between students and teacher. Teachers create questions which can be used either directly in a PowerPoint presentation or as a standalone programme to run alongside any other presentation tool.

They can be beneficial in both small classroom settings and large lecture halls. Students can answer either with small handsets or online with their own devices such as smartphones, tablets and laptops. You can borrow up to 160 handsets directly from LTI, depending on availability. To allow the use of online voting, you must contact lti-support@lse.ac.uk to be given an account. The LTI Instant Voting webpage contains further information, including a guide and screencasts on how to get started.

Other classroom technologies

LTI has a range of other technologies (voice recorders, e-beam, etc.) that can be used to enhance your teaching; if you want to borrow or discuss the use of any of these, get in touch via **lti-support@lse.ac.uk**.

Innovative use of emerging technologies

LTI staff advise and teach on the use of emerging technologies for teaching, learning and research, in particular on the use of social media such as blogging, Twitter and other social networking tools, as part of its Digital and Information Literacy programme. LTI also runs the NetworkED seminar programme exploring how new technology is impacting on education. The Learning Technology Innovation Grant (LTIG) is available to LSE teaching staff who are interested in improving their teaching through the use of educational technologies, including using Moodle in a more innovative way. For more information see the Learning Technology innovation Grant web page or contact the Head of Learning Technology and Innovation via **lti-support@lse.ac.uk**

8.2 Teaching room equipment

The majority of classes at LSE take place in designated teaching rooms that are normally supplied with white boards and pens, overhead projectors and an internal telephone to make emergency calls.

Most rooms are now also equipped with internet access as well as data, audio and video projection facilities. If you require any additional audio-visual (AV) equipment you can book them from the Audio Visual (AV) Unit in advance.

You can also check the equipment that is provided in your allocated room before you begin your teaching. See the LSE Timetables Page (**lse.ac.uk/admin/timetables/confirmed/ttrooms.htm**) and scroll down to the link to Teaching rooms. The site includes room layout, a photo of the room and details of the equipment provided.

Guidance on the use of equipment is available at **lse.ac.uk/intranet/LSEServices/IMT/facilities/avServices/teachingRoomEquipment.aspx**

If you feel that rearranging furniture and layout would improve the running of your class, do feel free to move the furniture, but please re-set the room at the end of your class for those who will use the room after you.

Also useful are the video clips and information about teaching room technology at LTI's Classroom technologies web page.

Note that one of the most common problems you will encounter is a lack of pens or working pens. It is always worth carrying a few with you but make sure they are "dry wipe" pens, as other pens may be "permanent" and take considerable effort and special solvents to remove from the whiteboards. Pens are replaced every day by the room monitors, but they do not have time to check each pen. So when you realise a pen is dry, throw it away rather than putting it back in the box!

If you wish to use the data projection facilities, it is best to seek advice in advance, and check out the precise operating instructions for your room. You will need your LSE email user name and password to log in in the first place. You will usually need to turn the projector on via consoles on the desk or switch on the wall. Two common problems here that may confuse you (even if someone from AV has taken you through the kit beforehand) are:

- **Laptop/computer switch.** On the control desk, there is a switch to enable people to use their laptop rather than the class PC. If this is switched in the wrong direction, the input from the PC will not show on the screen. Simply switch it over, and all should be well!

- **Wrong input facility selected.** How you ensure that video, PC output or some other output is projected can be controlled in different ways in different rooms. Check you know the controls for the room you are in.

Disseminating classroom materials

Your departmental manager or course secretary will be able to help you with stationery and any materials you need for your teaching, such as photocopied handouts. These should be freely available to you, but do check if there are restrictions or departmental guidelines.

Teachers can use Moodle, the LSE's Virtual Learning Environment, to allow students online access to reading lists, PDFs of lecture slides and links to recordings of lectures (where available) and other resources. For more on Moodle see above.

As already noted, legislation requires that you anticipate a wide variety of needs and make "reasonable adjustments" to your teaching resources and handouts to ensure that your teaching remains inclusive. For example, you may need to provide handouts in large font size for students with visual impairment or to accommodate the needs of a dyslexic student who wants to audio-tape your classes. One possibility is to make handouts available via Moodle in advance of classes, so that students can print them out in a format appropriate to them. Please also check with the teacher responsible before teaching begins to see if you have any students known to have Individual Student Support Agreements (ISSAs) so that you can respond to their requirements where possible. If you have any concerns about how to support any disabled students in your classes please do consult with the Disability and Wellbeing Service: see **Section 10** for details.

8.3 Health and safety considerations

Teaching at LSE is not generally hazardous, but GTAs have an important role to play in safety. You should familiarise yourself with the fire safety information for the buildings in which you teach or run office hours (see **lse.ac.uk/intranet/diaryAndEvents/timetables/home.aspx**), as you will be expected to lead the students you are teaching to the Fire Assembly Point in the event of a fire alarm being activated . Blue Fire Action Notices in every building tell you where to go, and information is also available on the Health and Safety website (**lse.ac.uk/intranet/LSEServices/healthAndSafety/Home.aspx**). Pay particular attention to anyone who needs assistance.

Should you discover a fire, don't try to put it out yourself, but raise the alarm (red break glass box near stairs) and report the location of the fire to Security as quickly as possible.

Class sizes are set in line with the capacity of the room, particularly to make sure it is easy for everyone to exit the room in the event of a fire evacuation. You should therefore never allow more people to join the class than the official capacity of the room.

Watch out for people leaving bags, coats and other items where others could trip over them, and ask for them to be moved if they are in the way.

For students who might have difficulty exiting the building (eg, due to mobility difficulties) check if they have arranged for a Personal Emergency Evacuation Plan with LSE Security.

Never stand on a chair on castors (wheels) or tip seat. If you need to reach an overhead projector and can't do so from the floor, contact AV for assistance (telephone numbers are in teaching rooms).

Sometimes a student may be taken unwell during a class. If this happens, call Security on ext 666, and they will send a First Aider. Keep calm, and keep everyone safe. You may need to temporarily suspend the class, or re-locate it. Contact Timetables (020 7955 6333) if you can't find a room.

LSE is a very open institution in central London, and unfortunately does experience thefts. Never tackle a thief yourself or put yourself in danger, but get as much information as you can to report to Security (ext 666) immediately. Don't leave items unattended or unsecured, and remind your fellow students to keep their personal belongings secure. Remember to log off any computers you use at the end of every session, so that nobody else can use your computer account.

Section 9: Further reading and resources

LSE's Teaching and Learning Centre offers a wide range of events on teaching and learning throughout the year, and class teachers are welcome to sign up for them. One to one support (eg, meetings, teaching observation, advice and support on specialist issues, and access where necessary to external training and support) is also freely available. The Centre has a wide range of books, videos and other teaching resources concerned with many aspects of teaching and learning. Contact the Teaching and Learning Centre (see **Section 10**) for further details.

The Library collections (**lse.ac.uk/library/collections/home.aspx**) include materials for education to support teaching, learning and research. To learn more about the collections for education please use the Education subject guide (**lse.ac.uk/library/subjectGuides/Education/home.aspx**)

You can contact your department's Academic Support Librarian (**lse.ac.uk/library/services/liaison/home.aspx**) at any time for specialist support and advice on materials and resources for teaching and research as well as on developing digital and information skills for study and research.

You can also access materials and resources from the Teaching and Learning Centre website (**lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx**) and the Library's collection of bookmarks via Delicious (**delicious.com/lselibrary/education**). Also the Institute of Education (**ioe.ac.uk**) UCL has an extensive library of teaching and learning related material, including a number of subject specialist educational journals and a substantial higher education section.

9.1 Class teaching

9.2 Learning development for students

9.3 Assessment and feedback

9.1 Class teaching

The first resources listed here are practical, containing a number of simple "hints and tips".

Gibbs, G and Habeshaw, T (1992), **Preparing to teach: an introduction to effective teaching in higher education,** Technical & Educational Services Ltd, Bristol, pp255. *LB2393 G43*

Habeshaw, S, Habeshaw, T and Gibbs, G (1992), **53 interesting things to do in your seminars and tutorials,** Technical and Educational Services, Bristol, pp136. *LB1032 H11*

SEDA, the Staff and Educational Development Association, is also publishing Gibbs's "53 Powerful Ideas All Teachers Should Know About" on its website (**seda.ac.uk/53-powerful-ideas**)

For those of you wishing to do so, the following two books will allow you to reflect deeper on various aspects of teaching in higher education:

Moore, S, Walsh, G and Risquez, A (2007), **Teaching at College and University (Open Up Study Skills)**, Maidenhead: Open University, pp168. LB2331 M82

Fry, H, Ketteridge, S and Marshall, S (eds) (2009), **A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice**, London: Routledge, pp544. LB2331 H23

For more on running discursive classes see:

Brookfield, Stephen D and Preskill, Stephen (1999), **Discussion as a way of teaching: tools and techniques for university teachers,** Open University Press, Buckingham, pp191. *LB2393.5 B87*

For some detailed guidance on assessment, and in particular essay marking, see:

Brown,G, Bull, J and Pendlebury, M (1997), **Assessing student learning in higher education,** Routledge, London, pp317, in particular Chapter 5, "Assessing Essays". *LB2367.G7 B87*

Campbell, A, and Norton, L (2007) **Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice**, Exeter: Learning Matters Ltd, pp 176. LB2331 L43

9.2 Learning development for students

Useful as starting points are the new LSE Study Toolkit (**lse.ac.uk/studytoolkit**) and LSE LIFE's Moodle site Learning Development (**moodle.lse.ac.uk/course/view.php?id=698**) where students can access advice and resources on a range of topics such as essay writing, exam preparation, justifying arguments, dissertations, reading and time management. These are complemented by a year-long series of workshops and lectures and a limited number of one-to-one appointments with a study adviser or the Royal Literary Fund Fellow in the Teaching and Learning Centre. See the inside front cover for more information.

In addition, you may want to encourage students to read things for themselves. The Library has a number of items, for example:

Dunleavy, Patrick (1986), **Studying for a degree in the humanities and social sciences,** Macmillan, London, pp213. *LB2395 D92*

Levin, Peter (2004), **Write great essays! Reading and essay writing for undergraduates and taught postgraduates**, Open University Press, Maidenhead, pp136. *LB2369 L66*

Levin, Peter (2004), **Successful teamwork! For undergraduates and taught postgraduates working on group projects**, Open University Press, Maidenhead, pp136. *LB1032 L66*

Levin, Peter (2004), **Sail through exams! Preparing for traditional exams for undergraduates and taught postgraduates**, Open University Press, Maidenhead, pp112. *LB2367.G7 L66*

Levin, Peter (2005), **Excellent dissertations! Planning, managing and writing a dissertation project for undergraduates and taught postgraduates**, Open University Press, Maidenhead, pp136. *LB2369 L66*

9.3 Assessment and feedback

In LSE student responses to the National Student Survey, feedback on assessment has traditionally received a low rating compared with other aspects of their studies. Partly for this reason, it has become a major area of focus in teaching and learning at the School. The Teaching and Learning Centre has produced a series of guidance notes, which take as their starting point the key principle that feedback should be a dialogue between student and teacher and not simply a grade. As such they reflect the ten principles proposed by the National Union of Students:

The ten principles of good feedback practice

Feedback …

1 should be for learning, not just of learning

2 should be a continuous process

3 should be timely

4 should relate to clear criteria

5 should be constructive

6 should be legible and clear

7 should be provided on exams

8 should include self-assessment and peer-to-peer feedback

9 should be accessible to all students

10 should be flexible and suited to students' needs

Source: *The Great NUS Feedback Amnesty, Briefing Paper*

The Teaching and Learning Centre's guidance notes, which include lots of useful tips and information as well as, in most cases, sample pro-forma for giving written feedback, are available to download at **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx** or can be requested in hard copy by emailing **tlc@lse.ac.uk**

Section 10: Contacts

A

Accommodation
Residential Services Office, Saw Swee Hock Student Centre, 3.02 (3rd Floor)
Tel: +44 (0)20 7955 7531
Fax: +44 (0)20 7955 7717
Email: **accommodation@lse.ac.uk**
Web: **lse.ac.uk/accommodation**

Adviser to women students
Dr Bingchun Meng
TW2 7.01H
Tel: +44 (0)20 7107 5020
Email: **b.meng@lse.ac.uk**

Audio Visual Services
STC S50
Tel: +44 (0)20 7107 5400
5300/5400 (for urgent support calls)
Email: **imt.av.support@lse.ac.uk**
Web: **lse.ac.uk/imt/avServices**

C

Careers
Saw Swee Hock Student Centre, 5th Floor
Tel: +44 (0)20 7955 7135
Email: **careers@lse.ac.uk**
Web: **lse.ac.uk/careers**

D

Dean of the General Course
Mr Mark Hoffman
OLD 1.09
Tel: +44 (0)20 7107 5197
Email: **gc.dean@lse.ac.uk**

Giovanni Graglia, Executive Assistant to the Dean of Graduate Studies and the Dean of the General Course
OLD G.14
Tel: +44 (0)20 7955 7445
Email: **g.graglia@lse.ac.uk**

Disability and Wellbeing Service
OLD G.23
Tel: +44 (0)20 7955 7767
Email: **disability-dyslexia@lse.ac.uk**
Web: **lse.ac.uk/disability**

Sue Haines, Administrative and Office Manager
OLD G.23
Tel: +44 (0)20 7955 7767
Email: **s.haines@lse.ac.uk**

E

Educational Strategy Unit
20 Kingsway
Head: Jane Hindle
Email: **esu@lse.ac.uk**
Web: **lse.ac.uk/esu**

Emergency number
Ext. 666

Equity, Diversity and Inclusion (EDI)
TW1 6.01 (6th floor, Tower 1)
Tel: +44 (0)20 7955 7826
Email: **edi@lse.ac.uk**
Web: **lse.ac.uk/equalityanddiversity**

Estates
(plumbing, heating, cleaning defects, etc)
Emergencies Helpdesk: 020 7131 8713 or ext 2444 between 8am and 5pm weekdays; ext. 2000 at all other times.
Non-emergencies: Service request forms via web (**lse.ac.uk/intranet/LSEServices/estatesDivision/HelpdeskAndServices/serviceRequesthelpdesk/Home.aspx**).

Ethics
If you need advice on the possible ethical implications of a decision and/or are unclear about whether or not you should proceed please contact **ethics@lse.ac.uk** for further advice.

Stephanie Allison, Ethics Manager
Tel: +44 (0)20 7955 7975
Email: **s.allison@lse.ac.uk**
Web: **lse.ac.uk/ethics**

Examinations and Ceremonies
Damian Roberts
OLD G.14
Tel: +44 (0)20 7955 7148
Email: **d.p.roberts@lse.ac.uk**

F

Faith Centre
Saw Swee Hock Student Centre, 2nd floor
Tel: +44 (0)20 7955 7965
Email: **faithcentre@lse.ac.uk**
Web: **lse.ac.uk/faithcentre**

Revd Dr James Walters, Chaplain and Interfaith Adviser
Email: **j.walters2@lse.ac.uk**

H

Health Centre
St Philips Medical Centre, 2nd floor,
Tower 3, Clement's Inn WC2A 2AZ
Tel: +44 (0)20 7955 7016
Fax: +44 (0)20 7955 6818
Web: **lse.ac.uk/medicalCentre**

The Medical Centre is open Monday to Friday between 9am and 5pm

Human Resources
SAR 2 (2nd floor, Sardinia House)
Note: Human Resources will be moving into the Lionel Robbins Building during the 2014/15 session.
Tel: +44 (0)20 7955 6659

I

Information Management and Technology
Information and support on hardware, software, security, training and all other IT-related matters.
Tel: +44 (0)20 7107 5000
Email: **it.servicedesk@lse.ac.uk**
Web: **lse.ac.uk/imt**

L

Language Centre
Tel: +44 (0)20 7955 6713
Email: **languages@lse.ac.uk**
Web: **lse.ac.uk/language**

John Heyworth, Centre Manager
20 KSW.G06
Tel: +44 (0)20 7955 7933
Email: **j.heyworth@lse.ac.uk**

Learning Technology and Innovation
Tel: +44 (0)20 7849 4697
Email: **lti-support@lse.ac.uk**
Web: **clt.lse.ac.uk**

Library
10 Portugal Street
London WC2A 2HD
Tel: +44 (0)20 7955 7229
Email: **library.enquiries@lse.ac.uk**
Web: **lse.ac.uk/library**

Academic Support Librarians: **lse.ac.uk/library/services/liaison/home.aspx**

Library information skills training programmes: **lse.ac.uk/library/services/training/home.aspx**

LSE LIFE
Library, Ground Floor
Head: Dr Claudine Provencher
Email: **lselife@lse.ac.uk**
Web: **lse.ac.uk/lselife**

M

Main switchboard
Tel: +44 (0)20 7405 7686

P

PhD Academy
Library, 4th Floor
Professor Linda Mulcahy, Director
Tel: +44 (0)20 7955 7268
Email: **l.mulcahy@lse.ac.uk**

Dr Sarabajaya Kumar, Academic and Professional Development Adviser
Tel: +44 (0)20 7955 6079
Email: **s.kumar3@lse.ac.uk**

S

Security
Ext. 2000

Staff Counselling Service
Tel: +44 (0)20 7955 6953
Email: **staff.counselling@lse.ac.uk**
Web: **lse.ac.uk/intranet/staff/staffcounselling/Home.aspx**

Student Counselling Service
KSW 5.07 (5th floor, 20 Kingsway)
Tel: +44 (0)20 7852 3627
Fax: +44 (0)20 7955 6625
Email: **student.counselling@lse.ac.uk**
Web: **lse.ac.uk/counselling**

Student Services Centre
Ground Floor, Old Building
Email: **ssc.advice@lse.ac.uk**

Students' Union
Web: **lsesu.com**

Students' Union Advice and Support
Saw Swee Hock Student Centre
Tel: +44 (0)20 7955 7158
Email: **su.advice@lse.ac.uk**
Web: **lsesu.com/advice**

T

Teaching and Learning Centre
20 Kingsway
Head: Dr Claire Gordon
Email: **tlc@lse.ac.uk**
Web: **lse.ac.uk/tlc**

Teaching Quality Assurance and Review Office (TQARO)
TW1 5.00 (Tower 1)
Head: Thomas Hewlett
Head of TQARO
Tel: +44 (0)20 7955 6114 6387
Email: **t.w.hewlett@lse.ac.uk**
Web: **lse.ac.uk/collections/TQARO**

Timetables
Tel: +44 (0)20 7955 6333
Email: **Timetables@lse.ac.uk**

Section 11: Glossary

A

Academic adviser: Every undergraduate student should be allocated an academic adviser who should be a full time member of academic staff based in the student's home department. The academic adviser has an important pastoral role, as well as one of academic guidance and personal development (eg, the academic adviser may help his/her students make choices about courses, advise them on progress, help them consider career options, offer advice and refer students to various other support services across the School, etc).

Academic and Student Affairs Committee (ASC): The committee responsible for determining policy and strategy in the areas of quality assurance and quality enhancement in the School.

Academic Board: The principal academic body of the School. All major issues of general policy affecting the academic life of the School and its development are brought to the Board. Quality assurance issues often feature on its agendas.

Aligning your teaching: The concept of "alignment" is about organising teaching and assessment methods such that they actively support the "learning outcomes" you've set for the students. For more detail see the work of John Biggs (references available from Teaching and Learning Centre).

ASC review of departmental provision: A review of a department/institute which is conducted on behalf of ASC every five years. The internal reviews are developmental, and are designed to assist departments in their efforts to improve the provision of their education. The review of educational provision conducted by ASC looks back at recent activity in departments, and looks forward to planned activity.

Audio-visual (AV) services: Supports teaching rooms and lecture theatres at LSE. From data projectors to visualisers, the AV support team supplies a wide range of audio/visual equipment for the LSE community.

C

Calendar: This is updated annually and contains the following information: key addresses and dates; about LSE; programmes of study; learning support and career development skills; financial matters; school services; alumni relations; examinations; Library and IT services; disciplinary and other regulations and procedures; diploma programmes; master's programmes; MRes/PhD in political science; research programmes.

Course: A unit of study, usually spread over 20-24 weeks of study (full unit) or 10 weeks of study (half unit).

Course administrator: Takes care of the administrative organisation of the course.

Course co-ordinator: Usually a member of full-time academic staff in a department who has overall responsibility for the academic direction and assessment of a particular course. See also Teacher responsible below.

D

Departmental managers: Manage the administrative functions of each academic department.

Departmental "mentor" for class teachers: A member of full-time staff designated as the guide/mentor/adviser to GTAs.

Departmental handbooks: Most departments will have separate student handbooks for undergraduate programmes, MSc programmes and PhD programmes. These vary considerably from one department to another and one programme to another, but often include administrative and other information about the programme, codes of practice, advice on study skills, information about course and assessment deadlines, and other interesting departmental and School information that should help students find their way around the School and their particular department/programme.

Departmental tutor: Oversees all undergraduate programmes within his/her department.

Director of LSE: Professor Julia Black (interim).

Dissertation supervisor: Guides students through the process of writing the dissertation (a common feature of many MSc programmes). Note that on many MSc programmes, students will have an academic adviser and a dissertation supervisor (often different people). The academic advisor has a more general academic advisory and pastoral role.

E

Echo lecture capture: The system which enables recording of lectures in some LSE teaching rooms and lecture theatres. This can be useful both as a reviewing/learning tool for new teachers and as a way for students to listen again to your talk or lecture.

Educational Strategy Unit: The School's new Educational Strategy Unit has been established to support the communication of educational strategy, policy and practice at LSE and in particular to facilitate the implementation and progress of the LSE Education Strategy 2015-2020.

Equality Act 2010: The Act which replaces and strengthens previous equality legislation and which is supported by a Public Sector Equality Duty.

Ethics Code: LSE's Ethics Code sets out the principles by which the whole LSE community – including all staff, students and governors of the School – is expected to act. See lse.ac.uk/ethics for the full Code and Appendix 10 here for an edited version of it.

F

Formative assessment: Involves setting assignments that are designed to help students with their studies and provide opportunities for individual feedback. This work may well be graded, to give students a feel for how they are progressing, but much more important will be the feedback provided, which should help them to improve and develop. In most cases, the grades on formative assessment do not count towards the students' final degree results.

Full unit course: A unit of study, usually spread over 20-24 weeks of study.

G

General Course students: Students on LSE's Study Year Abroad Programme visiting LSE in their second or third year from another university overseas (mainly, though not exclusively, from the US). It is not a separate programme of study but a fully integrated undergraduate year. Each student is assigned to one of the School's 20 academic departments, in which they will pursue at least one of their four courses.

Graduate handbook: Part of the School Calendar that is relevant to graduate students. See Calendar above.

Graduate teaching assistant (GTA): A member of teaching staff paid by the hour, who is also registered as a PhD student.

H

Half unit course: A unit of study, usually spread over 10 weeks of study.

Head of Department: Every academic department has a Head of Department (until recently known as the convener), responsible for the academic management of his/her department and its relationship to the rest of the School, Institutes have "directors", who have a similar remit.

Higher Education Academy: Works with institutions, discipline groups and individuals, to provide the best possible learning experience for all students. They provide an authoritative and independent voice on policies that influence this such as quality and standards, pedagogic research, teaching standards, e-learning, performance indicators and the evaluation of teaching and learning programmes.

Higher Education Funding Council for England (HEFCE): Distributes public money for teaching and research to universities and colleges. In doing so, it aims to promote high quality education and research, within a financially healthy sector. The Council also plays a key role in ensuring accountability and promoting good practice.

Home department: The department within which a student is registered for his/her programme of study. A student may choose courses from departments other than his/her home department.

I

Individual Student Support Agreement (ISSA): A School ISSA is a summary of the adjustments and resources the adviser to students with disabilities has agreed are necessary to meet the individual needs of a student, based on documentary evidence, in consultation with the student and key academic and administrative personnel. See **Appendix 9** for an example.

Institute of Education (IoE): Founded in 1902, the Institute of Education has an international reputation for high quality research, teacher training, higher degrees, consultancy in education and the related aspects of professional practice and the social sciences.

L

Lent Term: The second term in the academic year running from around the second full week in January until the fourth week in March. For the 2016/17 session term dates are 9 January 2017 to 24 March 2016.

LSE degree classifications

Undergraduate degree: The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

First Class Honours	70 – 100
Upper Second Class Honours	60 – 69
Lower Second Class Honours	50 – 59
Third Class Honours	40 – 49
Fail	0 – 39

The final degree classification is based on a somewhat complex compilation of individual course results, details of which are given in the Calendar and on the School's website.

Taught masters: Each paper is given a result as follows:

Distinction	70% and over
Merit	60 – 69%
Pass	50 – 59%
Fail	X – 49%
Bad Fail	0 – X

LSE for You: An online web environment which contains personal information such as pay information, emergency contact details, and also contains class registers and photographs of students in your class(es).

LSE Library: Founded in 1896 as the British Library of Political and Economic Science, LSE's Library is the largest in the world devoted exclusively to the social sciences. It has been recognised by the Higher Education Funding Council as one of only five National Research Libraries in England and its collections have been designated by the Arts Council as being of outstanding national and international importance. Library services aim to support the needs of LSE students, researchers and staff in their course of study, research or teaching. Of particular interest to teachers will be Academic Support Librarians who offer specialised support and assistance to academic departments and research centres (see **lse.ac.uk/library/services/liaison/home.aspx**) and Library Search, the Library's primary system for finding books, journals and articles within its collections, and where users can also manage Library loans and requests.

LSE LIFE: LSE LIFE is the School's academic, personal and professional development centre for undergraduate and taught master's students launching in September 2016. Housed in bespoke space on the ground floor of the LSE Library, LSE LIFE integrates for the first time the many opportunities offered by different LSE departments and services, making available a range of one to one, workshop and large group learning events and courses running throughout the year. Students can come to LSE LIFE to develop academic, communication and research skills, learn languages, get advice on personal effectiveness and in making life choices, and gain insights into graduate recruitment and career paths, as well as to participate in intensive activities such as coaching events and experiential learning programmes with external organisations.

LSE Postgraduate Certificate in Higher Education: A Higher Education Academy (HEA) accredited programme offered by the Teaching and Learning Centre. Participants who successfully complete the programme will receive a Postgraduate Certificate in Higher Education, which is externally recognised in the UK.

M

Mentoring: One-to-one support preferably in a situation where no obvious power relations exist. At LSE there are various student mentoring schemes in place, whereby students volunteer to act as mentors to each other (usually second and third years acting as mentors to first years). Similar systems are in place for staff. New full time academic staff should be allocated a mentor who is a more established colleague and can advise on a diverse range of School-related matters. Some departments now also have a designated mentor for graduate teaching assistants.

Michaelmas Term: The first term in the academic year running from around the third week in September until around mid-December. For the 2016/17 session it runs from 22 September 2016 to 9 December 2017.

Moodle: The School's Virtual Learning Environment, Moodle is a web space that contains course materials, announcements, electronic readings, quizzes, assignment submissions, discussion areas and other tools.

O

Office hour: Weekly or fortnightly hour of support for each course on which GTAs teach, used as a way of providing additional support for individual students. Most class teachers timetable a mutually convenient time with their students and stick to the same hour each week. Ideally it should be timed on the half hour (eg, 10.30-11.30am) to avoid timetable clashes for the greatest number of students.

P

Pigeon hole: A small open compartment for keeping letters or documents, based in the department where you teach. Each GTA will either have their own pigeon hole or might have a shared GTA pigeon hole. Check this regularly for post, student work or other communications from the department.

Programme: Each student is registered on a programme either leading to an undergraduate or masters degree, or involving study at the School for a set period, eg, the one-year General Course. This is the total combination of courses taken.

Programme co-ordinator: Oversees a single masters programme (rather than the one departmental tutor who oversees all programmes in a department at undergraduate level).

Q

Quality Assurance Agency (QAA): In 1997, the QAA was established to provide an integrated quality assurance service for UK higher education. It is an independent body funded by subscriptions from universities and colleges of higher education, and through contracts with the main higher education funding bodies. The Agency's mission is to safeguard the public interest in sound standards of higher education qualifications and to encourage continuous improvement in the management of the quality of higher education.

R

Research Excellence Framework (REF): This replaced the RAE (Research Assessment Exercise) as the mechanism for enabling the higher education funding bodies to distribute public funds for research selectively on the basis of quality. For more information see the REF section of the HEFCE website (**ref.ac.uk**).

S

Senior Academic Support for Students: The School has two key central academic posts for student support. They have a wide range of responsibilities for the academic experience and pastoral wellbeing of undergraduate, General Course and taught graduate students.

Senior Adviser to Students: This role has recently established to replace the previously separate roles of the UG and PG Deans. As of summer 2016, it is vacant and being recruited to so you will be contacted once an appointment has been confirmed. In the interim, if you wish to refer students for further support or if you would like to discuss a particularly complicated case, please direct your enquiry to the Advice Team in the SSC (**ssc.advice@lse.ac.uk**) and the team will be happy to assist.

The Senior Adviser will be available to see any undergraduate or taught graduate student. In addition to providing support on academic and pastoral matters, the role will act as a mediator between students when seeking early, informal resolution of complaints; works in collaboration with the Chaplain and Interfaith Adviser and the Pro-Director for Teaching and Learning in promoting good campus relations; will act as a point of contact between the Students' Union and the School for matters of welfare and support; and can provide AAs and DTs with advice when their students have relatively complicated circumstances and the appropriate course of action is not necessarily clear.

Alternative contact: SSC Advice Team, tel +44 (0)20 7955 6167, email: **ssc.advice@lse.ac.uk**

Student feedback questionnaires: Each year the Teaching Quality Assurance and Review Office (TQARO) conducts two main surveys of students' opinions of teaching. The Michaelmas survey considers teaching by hourly-paid class teachers, and is conducted in Week 7 or 8 of the Michaelmas Term.

Summative assessment: Takes place after a period of teaching and is designed to evaluate the student's current level of academic achievement. Each LSE course will be summatively assessed or examined, most often by sit-down two- or three-hour examination, though some departments use some more varied assessments, including essays, projects, dissertations, portfolios and practicals of various kinds.

Summer Term: The third and last term in the academic year running from around the fourth week in April until around mid-June. For the 2016/17 session it runs from 24 April 2017 to 9 June 2017.

T

Teacher responsible: A member of full-time academic staff in a department who has overall responsibility for the academic direction and assessment of a particular (usually undergraduate) course. See also Head of Department and Course co-ordinator above.

Teaching observation: Teaching in HE is often a very "private" affair between the tutor and students. The main feedback staff get is from students. Teaching observation brings in a new perspective, and also can trigger off ideas both within the observer and the person being observed, focused on teaching process – the "how" of teaching, rather than the content. It enables individuals to identify strengths and weaknesses, and highlight areas for development. Where colleagues observe each other both within and across departments, this can promote sharing of good practice, and can increase awareness of teaching/learning approaches – and course content.

TQARO: Teaching Quality Assurance and Review Office, which is the support office to the Academic and Student Affairs Committee (ASC). TQARO works closely with the Teaching and Learning Centre, runs teaching surveys and manages, the School's portfolio of taught programmes and courses.

V

Voice coaching: The Teaching and Learning Centre offers one to one voice coaching with an experienced voice coach, along with a small group workshop for those who speak to large audiences. The Language Centre offers longer small group courses, tailored to specific needs.

Appendices

Appendix 1: A short guide to teaching observation

Having your teaching observed by a colleague can provide useful feedback, and gives a different perspective to the student feedback you will get through LSE surveys. Some departments require new teachers to have at least one class observed, usually by either a member of full time faculty or staff from the Teaching and Learning Centre. For everyone else, teaching observation is an open option, either by making your own arrangements with a colleague, or through requesting a teaching observation from the Teaching and Learning Centre. Where teaching observation is a requirement, the department and observer should let you know what will happen with the results of the observation. For any informal observations you arrange, the process should be entirely confidential. The notes below outline a suggested process which should make teaching observation productive.

Before

Before a teaching observation it is useful for the two people involved to meet for around 20 minutes to discuss: the objectives/intended student learning for the session; the context of the session within the overall course; the extent to which the session to be observed is part of the teacher's "standard" teaching repertoire, or something of a "special" event; any issues the teacher being observed is particularly concerned about/ interested in having feedback on.

Student briefing is recommended in all cases, but will be particularly important if observation is of small group work – where the observer may influence the whole dynamics of the session. Students mainly need reassurance that it is the teacher, rather than themselves, that is the focus of attention.

During

The observer should sit in an unobtrusive position. It is useful if the observer can see and record both a description of what the teacher does (verbal/non-verbal/visual, etc), plus a commentary on student response/participation. The observer may find it useful to have a list of prompts available – preferably discussed beforehand with the teacher being observed. This might include any/ all of the following, or other issues as requested by the observer:

- clarity of the objectives for the session, and of what the teacher expects students to gain from being there;
- content: relevance, accuracy, appropriateness;
- structure/logic;
- teaching/learning methods – how appropriate are they in terms of the objectives?;
- personal communication skills: enthusiasm, confidence, warmth, creativity;
- delivery and presentation: language, pace, audibility, effective use of support materials;
- student involvement: rapport, interaction, responsiveness, opportunity and encouragement for participation, use of student contributions, etc.

After

The observer will need a brief period following the session to review his/her notes. Soon after (as soon as possible), the observer and teacher need to meet to discuss the session. It is useful to start this discussion by asking the teacher to reflect on his/her teaching, and then build on that, rather than the observer taking the lead. In providing feedback it is important to: build on the positive; be specific; refer to behaviour which can be changed; encourage the teacher to clarify specific ideas/actions for improvement, and indicate how these can be followed up.

Record keeping

The benefits to be gained from observation cannot easily or even particularly usefully be "kept on file". The main benefit comes from colleagues meeting, observing and discussing their teaching, with an eye to improvement (both individual and departmental). However, if individuals wish to use observations to provide evidence about the quality of their teaching, they may wish to keep a brief written summary on file. This may follow a standard protocol, or may simply be a summary of strengths, areas for improvement, and follow-up actions. Anyone wanting to complete the LSE Postgraduate Certificate in Higher Education will be expected to include written reports on teaching observations. See **Appendix 2** for more details.

Follow-up

At the end of the observation, it is worth considering any follow-up action which might be useful. This could take a number of forms:

- asking the person observed to give a brief input (eg, at a departmental or course meeting) on a particularly valuable component of his/her teaching – in order to spread good practice further;
- asking for specialist advice – possibly on aspects of teaching, or on areas of content;
- arranging for further observations focused on a given issue, where the person tries out different approaches to tackle a given issue;
- attending relevant courses/workshops/ using other resources.

It may be useful to establish how action will be followed through.

Use of lecture capture

A useful adjunct to teaching observation is to review a teaching session that has been recorded using the Echo 360 lecture capture system. This enables the individual to get a feel for him/herself of how the teaching comes across, and to check back on issues raised in the observation discussion. If you are interested in exploring this option further please contact the Teaching and Learning Centre at **tlc@lse.ac.uk**

If you require any further information or support on establishing peer observation of teaching in your department, please contact Claire Gordon, Head of Teaching and Learning Centre (email: **c.e.gordon@lse.ac.uk**, ext 7180).

Sample teaching observation form

A sample feedback form from a teaching observation made in the 2010/11 session is provided on the following pages.

Teaching and Learning Centre

Teaching observation feedback form		
Name of teacher:		**Name of observer:**
Course code:	**Room no:**	**Time:**
Subject:		**No.of sts:**
Subject:		
Teaching aim of the class:		
Comment on the following:		
Structure and timing of the class (Did the stages of the class follow logically, did they combine in variety of focus and tasks, was the timing for each stage appropriate?)		

There was a good positive friendly atmosphere to this group – evidenced by a number of students talking to you before class. You started on time and it was good to comment about resources on Moodle for them. The green screen was not much fun for you but well managed. It was good to get the late student to sit in with the group.

The session had a positive start with the group activity mini quiz. You had made really clear handouts for the session – supportive and provided a structure for the session. There was good noise in the room during the tasks and this is something to be listening for when setting tasks. During the first task it would have been useful for you to walk round the groups and ensure they are doing the task. This was a great group exercise but you were doing more work than they did – something we talked about when we met.

Good introduction to the presentation and setting it up for the class. Do you give feedback to students on the design and delivery as well as the disciplinary content of the presentation afterwards? Did you have a class about presentations – did you give any guidance, structure, timings, etc? What did you want the students to learn/do in the presentation? The presentation took up a lot of the session – they are useful to have in a session but, as we talked about, they need to work with your session plan. It can help to limit the number of slides, say 4-5 slides for 10 minutes. Excellent positive affirmation of presenter throughout. Very positive that all the students applauded the presenter. I think you could push the students more on the asking of questions – maybe give them time to write one down during the presentation (the handout could be used for this) and then select people to ask from around the room – all this encourages them to be more active listeners.

At 1630 you set a paired work task on a question for seminar – this was done well with clear instructions.

You demonstrated throughout the session calm, confident classroom management and made use of the board and projector – although be careful with the written part of the board work as it becomes a little messy during the session. Good to set board up when pair work going and the importance of you listening to their conversations even though your back was turned. It would add to the group work to go round the groups and work with them a little and be less distant from them and hear more of what their conversations are about and thus allow you to evaluate how their learning is developing in the session and any misconceptions that need to be addressed.

You provided positive affirmation of students' contributions with good management of

input. When asking about policy networks there was an opportunity to ask for someone to contribute who hadn't spoken up yet; you asked then silence – here get them to do this in a quick buzz group moment – make them work. As we talked about, it became apparent they hadn't done the reading and you let them off the hook a little – very easy to do but we discussed some approaches to getting them to undertake the readings and reiterating the importance of them doing the work. On the whole though you facilitated class discussions well. At the end you did well to ask someone who hadn't spoken to wrap up. Maybe give them a minute in pairs to talk about this then ask the quieter people to speak up. Given this is not a first year group you can then ask the non-contributing students to speak up with a "let's hear from someone who hasn't spoken today". Some rearrangement of the room and you sitting more with them would allow you to have more control of the group. You provide a lot of energy in the session and we talked about if anything calming down a little. With the students doing more tasks the pressure will be taken off you to be "on" the whole time and more importantly makes them engage in their learning and allows them to work in different ways, and for some it will give them a bit more time to work/think the questions through.
Student participation (Did the students have to work during the class, did this work increase their understanding of the class topic, did they develop the skills they will need for the exam/real world, did the tasks mean they are more likely to prepare for the class or can they just sit and not participate?)
On the whole this was a very friendly and engaged group – a few students tended to dominate the session as discussed above and a few students did not speak all session. It is clear they respect your knowledge and they see you as an expert. Maybe with some of the suggestions above regarding readings and group work they can all be involved and contributing based on readings.
Teaching manner (Did the teacher look in control, confident etc?)
Good clear voice and enthusiasm throughout the session. You have a nice friendly rapport with the students and approach your teaching in a confident manner. There is no doubt that the students see you as the expert in the room. You made good use of names throughout the session. It is evident you want your students to do well and this positive, supportive attitude to teaching is to be commended.
Visuals (Did the use of the white board, projector, OHP, etc, help with the clarity of the information/flow of the class?)
Board was used well – but be careful with red pen and handwriting.
Other comments/recommendations
Overall, did the teacher achieve his/her aims? How do you know?

Appendix 2: Teaching development for research students

Many research students apply to be "teaching assistants" in the School – and elsewhere. This can provide useful experience, particularly for those wanting to continue in academia. If you are interested in teaching in the School, discuss this with your supervisor – and make sure that time spent on teaching does not compromise your research plans. If you do decide to teach, then the School expects that all postgraduates with teaching responsibilities undergo basic training in teaching. There are two "levels" of training available in the School. These are offered through the Teaching and Learning Centre – email **tlc@lse.ac.uk** or phone ext 6624 in the first instance, and we will then be able to keep you up to date on workshops and other forms of support.

Level 1: GTA induction programme (compulsory for all new graduate teaching assistants registered as PhD students in the School)

- GTA induction programme workshops, covering student learning, class teaching, presentation skills and assessment. Note these workshops are spread over the first term, as several full- and part-day sessions. There is also an intensive one-day version in January for those teaching only in the Lent Term and for those who missed the first series. Contact your departmental manager for dates.

- School welcome to GTAs (run only once in early October – but thereafter recording is available for reference).

- Briefing/induction at departmental and/or course level (check with your department for details).

The programme is non-certificated, with no additional mentoring or support, other than that provided by the tutor responsible for the course you teach on. The Teaching and Learning Centre will, on request, issue you with a letter indicating the sessions you attended.

Level 2: The LSE Postgraduate Certificate in Higher Education

LSE offers all its teachers the opportunity to undertake a formal, externally accredited Postgraduate Certificate in Higher Education (PGCertHE). The programme is recognised by the Higher Education Academy, and accords with statutory expectations of university teaching staff.

The programme offers PhD students who teach a valuable additional professional qualification which may be advantageous for those seeking UK academic jobs. In the majority of UK HE institutions, new lecturers are expected to obtain such a qualification in their first few years in post, and as a requirement of probation. To come into a new lectureship with all or part of this requirement complete can be a big bonus!

The programme includes development across five main areas of work:

- small group teaching;
- evaluating teaching;
- student learning;
- assessing and feedback;
- course design.

Two "levels" of qualification are available: the "associate" certificate and the "full" certificate. Associates work on three of the five areas noted above. The full certificate requires work across all five areas. Participants prepare their own work plans to address the programme outcomes, in consultation with Teaching and Learning Centre tutors.

The LSE PGCertHE is a two-year programme and people need to be able to set aside around half a day per fortnight during the teaching terms to work on the programme. Participants can join the programme in October each year, and submit portfolios for external examining by the end of the academic year.

Appendix 3: Example of a feedback sheet for student presentations

This sheet is reproduced from the Teaching and Learning Centre's *Giving feedback on oral presentations*, available at **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx**

LSE Teaching and Learning Centre

Name ______________________________
Department ______________________________
Course ______________________________
Presentation title ______________________________

These are the particular aspects of my presentation I would like feedback on:

1.

2.

FEEDBACK FROM TEACHER

Content	**Criteria**	**Comments**
Focus on task		
Cogency of argument		
Evidence and analysis		
Engagement with literature		
Handling of questions		

Process
Structure
Timing
Visuals
Voice and presence (clarity, language)

General comments (including linking to essay/problem sheets and exams)

How I intend to use this feedback in future work:

Presentations:

Essay writing:

Appendix 4: Example of a feedback sheet for student essays

This sheet is reproduced from the Teaching and Learning Centre's *Making best use of pro-forma for essay feedback*, available at **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx**

Feedback on: Essay .... **Assessment number: 1 of 4**

Student name: **Tutor name:**

Course code/name:

Title:

Date submitted:

To the student: Please note what you would find it most helpful to have feedback on for this piece of work (you can either note in the space below, or put a star next to one or more of the comment boxes below).

Feedback on:

The extent to which this piece of writing addresses the question.	
The appropriateness of the writing style for the nature of the piece of work and the discipline.	
The quality/range/ appropriateness of evidence used.	
Care of presentation, eg accuracy and appropriateness of referencing/citation, quality of proof reading, any concerns regarding punctuation, layout, sentence structure, use of English, etc.	

The main strengths of your essay:

What needs to be worked on in your essay:

What you should pay attention to if you wish to improve your grade for your next submission:

Any additional comments (eg how this assignment relates to examination):

Summary table

	Bad fail	Fail	3rd	2:2	2:1	1st
Answers question						
Writing style						
Quality of evidence						
Presentation/referencing						

Please make an appointment to meet with me on:
My room number is:
Office hours on:
Email:

You might find it useful to get further advice from
- ☐ your academic adviser
- ☐ LSE LIFE
- ☐ LSE Language Centre
- ☐ LSE Library

GRADE: ___________
(NB: Grade will be given following the face-to-face meeting with your tutor)

appendices

Appendix 5: Example of a feedback sheet for students' quantitative work

This sheet is reproduced from the Teaching and Learning Centre's *Giving feedback on quantitative work*, available at **lse.ac.uk/intranet/LSEServices/TLC/Resources/home.aspx**

LSE Teaching and Learning Centre

Homework cover sheet for:

Personal details

Family name:

First name:

Preferred name:

Homework details

Exercise set number or name:

Submission deadline:

Handed in on:

Student's comments and/or queries (optional):

Teacher's comments:

Grade:

Appendix 6: Example of comparative grading scales

The example below is the International History Department's undergraduate grading scheme, taken from the *Department of International History Handbook for Undergraduate Students 2011-12.*

Class	Marks %	Attributes
1	70-80 80-100	Exceptional answers, well-presented and argued with sophistication, which demonstrate a wide familiarity with the subject matter and the historiographical debate. The above plus answers that show strong evidence of independent judgement and originality, which are often combined with evidence that the student has read well beyond the course's reading list..
2.1	60-69	Competent work showing a good grasp of the subject matter. Evidence of familiarity with the most important reading and historiographical debates. In general, factually correct and comprehensive in coverage, although there may be minor slips and omissions. Clear presentation and organization of answers which address the question directly and relevantly. Answers show an understanding of and familiarity with terms and concepts relevant to the question.
2.2	50-59	Answers demonstrate some understanding of the subject matter but are marred by poor presentation or by lack of sophisticated argument or knowledge. Answers are frequently narrative in style and only indirectly, or inadequately, address the question. They often include unsupported generalizations, occasional inaccuracies, irrelevance, omissions, contradictions and are weak in definition and application of concepts. Although the main issues are understood, they are often presented in a superficial manner and there is little attempt to go beyond the standard reading.
3	40-49	Weak answers which nevertheless show evidence that there is some familiarity with the subject. Answers are often weak narrative/descriptive accounts, which move towards the relevant area required by the question but display only a partial grasp of the topic, the requirements of the question, and the manner in which to construct an answer. Argument fleeting and frequently simplistic. Evidence of basic familiarity with the facts but inaccuracies and omissions occur.
Fail	30-39 0-29	Incoherent and poorly structured answers containing many errors and showing little knowledge of the subject matter. Also coherent and adequately structured answers which wholly fail to address the question. Minimal evidence of any familiarity with the subject matter. Failure to address the question combined with incoherent structure and argument.

Appendix 7: Example of departmental assessment criteria

The example below is the Sociology Department's SO100 mark frame.

Undergraduate Mark Frame

First Class Honours (70- 100%) This class of pass is awarded when the essay demonstrates clarity of analysis, engages directly with the question, and **shows** an independent and critical interpretation of the issues raised by it. The essay shows exemplary skill in presenting a logical and coherent argument and an outstanding breadth and depth of reading. The essay is presented in a polished manner, and all citations, footnotes and bibliography are rendered in the proper academic form.

(>80%) **Answers in the upper range will be outstanding in terms of originality, sophistication and breadth of understanding of relevant themes and material.**

Upper Second Class Honours (60-69%) This class of pass is awarded when the essay attempts a systematic analysis of the issues raised by the question and **demonstrates** independent thought. The essay shows **appropriate** skill in presenting a clearly reasoned argument, and draws on a good range of relevant literature. The essay is well-presented and citations, footnotes and bibliography are rendered in the proper academic form.

Lower Second Class Honours (50-59%) This class of pass is awarded when the essays shows an **understanding** of the issues raised by the question, **and demonstrates some engagement with relevant literature. The discussion may rely more heavily** on description than on **independent** analysis. There may be some inconsistencies, irrelevant points and unsubstantiated claims in the argument. Presentation and referencing is adequate but may contain inaccuracies.

Third Class Honours (40-49%) This class of pass is awarded when the essay **shows a limited** understanding of the question and demonstrates a partial familiarity with the issues raised by it. The essays contains a minimal attempt at analysis and argumentation and **demonstrates** limited knowledge of the relevant literature. Presentation **may be** poor and referencing incomplete.

Fail (20-39%) **The essay shows little understanding of the subject and does not adequately address the question. It may be based entirely on lecture material, poorly structured and contain significant errors of fact. The essay may be poorly presented with inadequate referencing, and fail to demonstrate knowledge of the relevant literature.**

Bad Fail (0-19%) **A bad fail is awarded to essays that demonstrate no understanding of the question nor of the relevant literature. The essay may be incomplete, and is likely to be poorly presented with little or no referencing.**

Appendix 8: School-wide aggregate for TQARO's GTA survey, 2015/16

Schoolwide GTA Class Survey MT 2015-16

No. of responses = 17311

Overall indicators

Global Index

1. **Class/Seminar Teacher Evaluation**

2. **Course Evaluation**

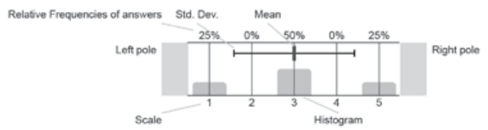
Global Index: av.=1.9 dev.=0.9

1. Class/Seminar Teacher Evaluation: av.=1.8 dev.=0.9

2. Course Evaluation: av.=2.1 dev.=0.9

Legend

Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

1. Class/Seminar Teacher Evaluation

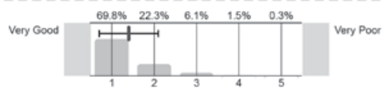
This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section (overleaf) asks for your views on the course as a whole *at this point in time*. Finally, the third section asks for some information about you, to aid analysis.

Your responses will be used to identify areas of good practice. They will also be used to help improve the teaching and learning experience for you and your peers. Please complete the survey thoughtfully and constructively, marking one box for each question unless indicated otherwise.

Please rate your class/seminar teacher on the points below using the following scale:
(1 – very good, 2 – good, 3 – average, 4 – poor, 5 – very poor, not applicable)

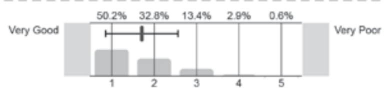
Average

1.1) Spoken English



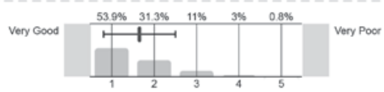
n=16361
av.=1.4
dev.=0.7
ab.=7

1.2) Skill at involving members of the class



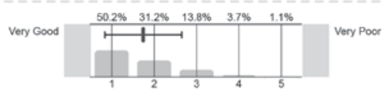
n=16300
av.=1.7
dev.=0.9
ab.=20

1.3) Clarity in presenting course material



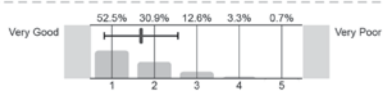
n=16228
av.=1.7
dev.=0.8
ab.=23

1.4) Made the classes intellectually stimulating for you

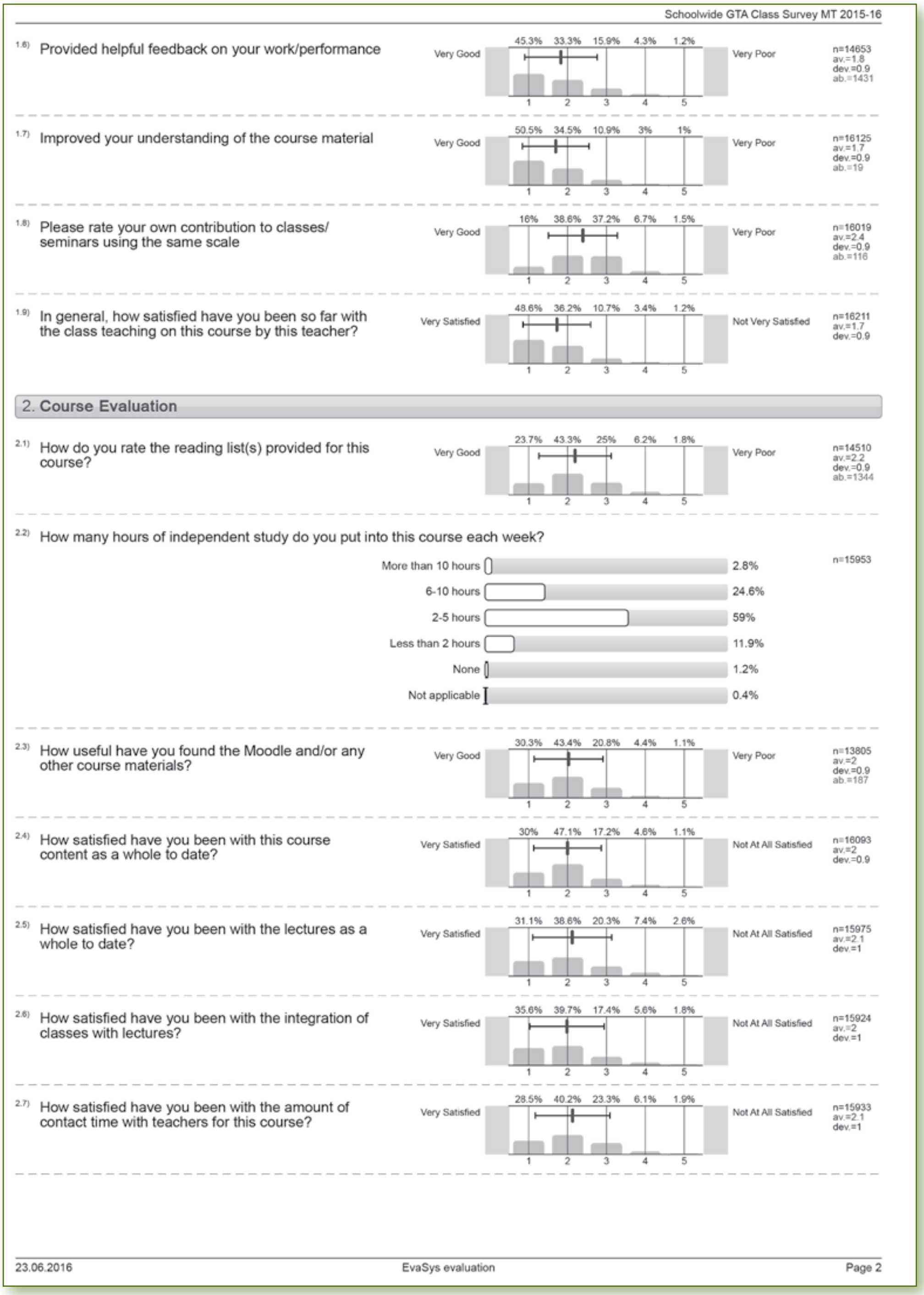


n=16154
av.=1.7
dev.=0.9
ab.=22

1.5) Communicated a structure to the topic of each class meeting



n=16132
av.=1.7
dev.=0.9
ab.=41



1.6) Provided helpful feedback on your work/performance

Very Good	1	2	3	4	5	Very Poor	
	45.3%	33.3%	15.9%	4.3%	1.2%		n=14653 av.=1.8 dev.=0.9 ab.=1431

1.7) Improved your understanding of the course material

Very Good	1	2	3	4	5	Very Poor	
	50.5%	34.5%	10.9%	3%	1%		n=16125 av.=1.7 dev.=0.9 ab.=19

1.8) Please rate your own contribution to classes/ seminars using the same scale

Very Good	1	2	3	4	5	Very Poor	
	16%	38.6%	37.2%	6.7%	1.5%		n=16019 av.=2.4 dev.=0.9 ab.=116

1.9) In general, how satisfied have you been so far with the class teaching on this course by this teacher?

Very Satisfied	1	2	3	4	5	Not Very Satisfied	
	48.6%	36.2%	10.7%	3.4%	1.2%		n=16211 av.=1.7 dev.=0.9

2. Course Evaluation

2.1) How do you rate the reading list(s) provided for this course?

Very Good	1	2	3	4	5	Very Poor	
	23.7%	43.3%	25%	6.2%	1.8%		n=14510 av.=2.2 dev.=0.9 ab.=1344

2.2) How many hours of independent study do you put into this course each week?

More than 10 hours	2.8%	n=15953
6-10 hours	24.6%	
2-5 hours	59%	
Less than 2 hours	11.9%	
None	1.2%	
Not applicable	0.4%	

2.3) How useful have you found the Moodle and/or any other course materials?

Very Good	1	2	3	4	5	Very Poor	
	30.3%	43.4%	20.8%	4.4%	1.1%		n=13805 av.=2 dev.=0.9 ab.=187

2.4) How satisfied have you been with this course content as a whole to date?

Very Satisfied	1	2	3	4	5	Not At All Satisfied	
	30%	47.1%	17.2%	4.6%	1.1%		n=16093 av.=2 dev.=0.9

2.5) How satisfied have you been with the lectures as a whole to date?

Very Satisfied	1	2	3	4	5	Not At All Satisfied	
	31.1%	38.6%	20.3%	7.4%	2.6%		n=15975 av.=2.1 dev.=1

2.6) How satisfied have you been with the integration of classes with lectures?

Very Satisfied	1	2	3	4	5	Not At All Satisfied	
	35.6%	39.7%	17.4%	5.6%	1.8%		n=15924 av.=2 dev.=1

2.7) How satisfied have you been with the amount of contact time with teachers for this course?

Very Satisfied	1	2	3	4	5	Not At All Satisfied	
	28.5%	40.2%	23.3%	6.1%	1.9%		n=15933 av.=2.1 dev.=1

Schoolwide GTA Class Survey MT 2015-16

2.8) How satisfied are you that the feedback received on this course will be helpful in preparing you for the final course assessment?

	1	2	3	4	5		
Very Satisfied	27.9%	39.6%	23.3%	7%	2.3%	Not At All Satisfied	n=15553 av.=2.2 dev.=1

2.9) Would you recommend this course to other students?

Yes	64.6%	n=15696
Maybe	29.7%	
No	5.7%	

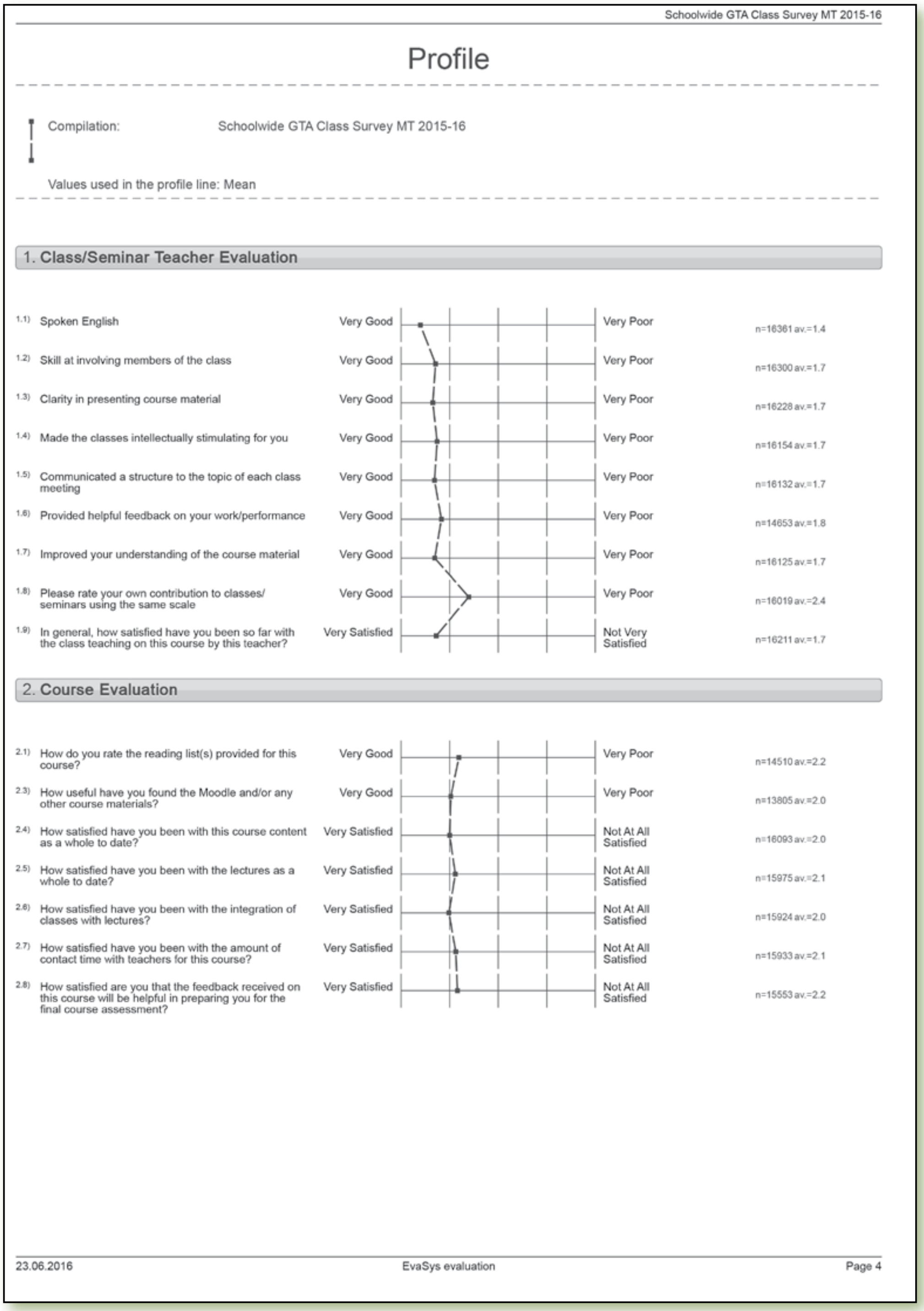
3. Your Information

3.1) Which category of student are you?

First Year Undergraduate	29%	n=15915
Second Year Undergraduate	20.2%	
Third Year Undergraduate	15.3%	
General Course	5.3%	
Intercollegiate	0.1%	
Certificate	0%	
Diploma	0.5%	
Masters	29%	
Socrates or Erasmus	0.1%	
Research	0.4%	
Other	0.1%	

3.2) Which of the reasons given below describe why you are taking the course? *(Please select all that apply)*

It is compulsory for my degree programme	53%	n=17311
I am interested in the subject matter	40.7%	
It was recommended to me by other students	6.5%	
It was recommended to me by a tutor	1.8%	
Other	1.2%	


Schoolwide GTA Class Survey MT 2015-16

Profile

Compilation: Schoolwide GTA Class Survey MT 2015-16

Values used in the profile line: Mean

1. Class/Seminar Teacher Evaluation

1.1) Spoken English	Very Good	Very Poor	n=16361	av.=1.4
1.2) Skill at involving members of the class	Very Good	Very Poor	n=16300	av.=1.7
1.3) Clarity in presenting course material	Very Good	Very Poor	n=16228	av.=1.7
1.4) Made the classes intellectually stimulating for you	Very Good	Very Poor	n=16154	av.=1.7
1.5) Communicated a structure to the topic of each class meeting	Very Good	Very Poor	n=16132	av.=1.7
1.6) Provided helpful feedback on your work/performance	Very Good	Very Poor	n=14653	av.=1.8
1.7) Improved your understanding of the course material	Very Good	Very Poor	n=16125	av.=1.7
1.8) Please rate your own contribution to classes/ seminars using the same scale	Very Good	Very Poor	n=16019	av.=2.4
1.9) In general, how satisfied have you been so far with the class teaching on this course by this teacher?	Very Satisfied	Not Very Satisfied	n=16211	av.=1.7

2. Course Evaluation

2.1) How do you rate the reading list(s) provided for this course?	Very Good	Very Poor	n=14510	av.=2.2
2.3) How useful have you found the Moodle and/or any other course materials?	Very Good	Very Poor	n=13805	av.=2.0
2.4) How satisfied have you been with this course content as a whole to date?	Very Satisfied	Not At All Satisfied	n=16093	av.=2.0
2.5) How satisfied have you been with the lectures as a whole to date?	Very Satisfied	Not At All Satisfied	n=15975	av.=2.1
2.6) How satisfied have you been with the integration of classes with lectures?	Very Satisfied	Not At All Satisfied	n=15924	av.=2.0
2.7) How satisfied have you been with the amount of contact time with teachers for this course?	Very Satisfied	Not At All Satisfied	n=15933	av.=2.1
2.8) How satisfied are you that the feedback received on this course will be helpful in preparing you for the final course assessment?	Very Satisfied	Not At All Satisfied	n=15553	av.=2.2

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Appendix 9:
Example of an Inclusion Plan (IP) for students

Inclusion Plan (IP) for students

INCLUSION PLAN

(Formerly known as Individual Student Support Agreement - ISSA)

Name	PADDINGTON BEAR
E-mail	disability-dyslexia@lse.ac.uk
Student Number	200410626
Programme	Social Anthropology Ms
Year of Programme	1
Academic Department	Anthropology

Summary of relevant information related to disability:

Paddington has been identified as having a Specific Learning Difficulty , described as dyslexia.

Dyslexia is a condition that impacts upon the efficient processing of information , especially when a student is placed under time pressure. It is described as a Specific Learning Difficulty because the difficulties with learning that are experienced by a student are contextually specific and dependent upon the type of activity being carried out. Dyslexia directly impacts upon literacy-based tasks because the student is likely to have difficulties with aspects of phonological processing, which is a fundamental, underpinning skill required to build good literacy skills in order to achieve accurate and fluent word reading and spelling. Students with dyslexia often also experience some difficulties with aspects of working memory. Working memory enables a student to keep several pieces of information active while trying to do something with them. If there are problems with working memory then note taking in lectures can be challenging. Poor working memory can also result in some students experiencing difficulties creating logical coherent structures in their writing, particularly at the level of sentence construction. Interestingly, students studying on programmes requiring the use of formulae and working through mathematical proofs can make 'clerical' errors as a result of poor working memory. This leads to the incorrect answer even though the correct methodology has been used. It should be remembered that the students studying at LSE have met the required entry criteria. A diagnosis of dyslexia should not be viewed as a limiting factor in achieving success in academia and the workplace.

DWS Adviser
Mrs Brown

Each IP will vary according to the nature of the disability , the kind of adjustments required, the programme being followed and individual. **It s very important that information is handled carefully and adjustments put in place, wherever possible, with discretion and sensitivity.**

Action by:	**Reasonable adjustments:**
Academic Department Adjustments This relates to the support that will be arranged with the Department	■ Extensions to deadlines may be required ■ Please allow student to record lectures/seminars/meetings as appropriate ■ Directed reading lists ■ All lecture slides/notes to be provided in advance where possible
Disability and Wellbeing Service This relates to the support that can be facilitated by DWS	■ Loan of recording device ■ 1-to-1 Study Skills Tuition ■ Letter of Notification
Library Services	■ Subsidised Photocopying ■ Access to Priority PCs ■ Extended Loans

Signature of Student **Date:** 21/07/2016

Signed Original retained in a confidential file in the DWS. This information will be recorded in restricted code on SITS.

LSE Disability and Wellbeing Service, Houghton Street WC2A 2AE
e-mail: disabiltiy-dyslexia.ac.uk telephone: 020 7955 7767

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appendices

LSE

INCLUSION PLAN

(Formerly known as Individual Student Support Agreement - ISSA)

Name	PADDINGTON BEAR
E-mail	disability-dyslexia@lse.ac.uk
Student Number	200410626
Programme	Social Anthropology Ms
Year of Programme	1
Academic Department	Anthropology
Individual Exam Adjustments This section refers to formal exams taken as part of a degree qualification. **All IEAs are subject to the approval of the IEA Panel.** NB. The Exams Office will confirm approved IEAs with you via email.	■ 25% Extra writing time ■ Letter of Notification ■ Use of a PC
Student Actions	■ Check my programme handbook if I need an extension ■ Liaise with my Department about extensions

Circulation only (as agreed with Student)	**Documents:**
■ Library/IT services ■ DM, Prog Admin, Module Teachers & Lecturers ■ LSE 100	■ Diagnostic Assessment Report

Signature of Student	**Date:** 21/07/2016
Signed Original retained in a confidential file in the DWS. This information will be recorded in restricted code on SITS.	

LSE Disability and Wellbeing Service, Houghton Street WC2A 2AE
e-mail: disabiltiy-dyslexia.ac.uk telephone: 020 7955 7767

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Appendix 10: LSE Ethics Code

The whole LSE community, including all staff, students and governors of LSE, are expected to act in accordance with the principles which are set out in this Code under the following headings:

- Responsibility and accountability
- Integrity
- Intellectual freedom
- Equality of Respect and opportunity
- Collegiality
- Sustainability

Council, Academic Board, their subsidiary committees, and the management of the School are responsible for the promotion, implementation, and application of the Code. Decisions should be taken at all levels with reference both to the School's objectives and to the principles set out in this Code.

The full Code also makes reference to relevant policies and procedures of the School, some of which are designed to deal with complaints, disciplinary and other misconduct matters. For further details please see **www.lse.ac.uk/ethics**

Ethical guidelines

It is impossible to devise a single set of rules to resolve every ethical dilemma which members of the LSE community may face. Instead, the principles in the Ethics Code should guide the exercise of judgement in individual cases. The following guidelines provide further information on how each principle should apply in practice, and lists some of the policies and procedures by which individual issues are presently addressed.

Decision making step-by-step

Three simple steps should be followed to identify and resolve the ethical implications of individual decisions and actions:

1) Consider whether what you plan to do is compatible with the principles in the Ethics Code. Further guidance is often available from existing policies, several of which are listed in the following text.

2) Ask yourself how you would explain your actions if you had to justify them to close friends and family, or if they were on the front page of a newspaper. What would be the impact on your reputation, or that of the School? How would you feel about asking someone else to do what you are proposing to do?

3) Seek advice from an appropriate person, such as a colleague or line manager, or one of the School committees tasked with handling ethical matters. Specific committees handle research ethics and the ethics of receiving external grants and donations, while the Ethics Policy Committee will consider dilemmas of particular difficulty where principles may conflict.

1. Responsibility and Accountability

In order to uphold our commitment to responsibility and accountability, we will:

1.1 Embed the principle of individual responsibility at every level of the School's management and governance structures.

1.2 Raise concerns relating to ethical matters as they arise.

2. Integrity

In order to uphold our commitment to integrity, we will:

2.1 Be honest and truthful.

2.2 Act in accordance with all relevant legislation and statutory requirements.

2.3 Declare interests and manage appropriately possible conflicts.

2.4 Be transparent and consistent in our decision making.

2.5 Maintain our independence in engaging with outside parties.

2.6 Conduct fundraising activities in line with the principles set out in the Ethics Code.

3. Intellectual freedom

In order to uphold our commitment to intellectual freedom, we will:

3.1 Protect individuals' freedom of expression

3.2 Uphold the freedom to research and convey research findings.

4 Equality of respect and opportunity

To uphold our commitment to equality of respect and opportunity, we will treat all people with dignity and respect and ensure that no person will be treated less favourably because of her/his role at the School, age, disability, gender (including gender reassignment identity), ethnicity and race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background.

5 Collegiality

In order to uphold our commitment to collegiality, we will promote within the School an inclusive and participatory working and social environment in which we encourage, support and behave appropriately to one another.

6 Sustainability

In order to uphold our commitment to sustainability, we will minimise any negative impact we may have on the natural and built environment by effectively managing our resources.

For further information on the Ethics Code or for any ethics queries please email **ethics@lse.ac.uk**

LSE Teaching and Learning Centre

The Handbook for graduate teaching assistants brings together a wealth of information that will help you to enjoy and get more out of your teaching at LSE. It aims to provide you with practical information and insight into teaching and the support of student learning, covering topics such as

- planning and delivering class teaching;
- marking work and giving feedback;
- office hours and responding to students' requests;
- facilities and resources.

We trust you will find it useful. As always, feedback is welcome at any time: contact us at **tlc@lse.ac.uk**

LSE Teaching and Learning Centre

tlc@lse.ac.uk

lse.ac.uk/tlc

lse.ac.uk/educationblog

@LSETLC

This information can be made available in other formats, on request. Please contact **tlc@lse.ac.uk**

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