These checklists are intended to support graduate teaching assistants/demonstrators to enhance learning during both self-led and co-taught teaching events (either online or in physical space).

# Guidance for GTAs teaching a session on their own

**Before the session:**

- Develop a plan for the teaching event. You may wish to use this template to inform your planning: 

|  |  |  |
| --- | --- | --- |
| Title:  Duration: | Module | Number in Sequence |
| Aim(s): | | |
| Session learning outcomes:  (i)  (ii) | | |
| Teacher activity: | | Student activity: |
| Resources needed: | | |

* Have you liaised with the module lead to confirm that your activity aligns with the module’s learning outcomes? 
* Have all activities been prepared? E.g., groups pre-allocated, polls or quizzes created, pre-reading announced, do the students need to print off a handout themselves or will you be providing them-Are you using IT in your session? If so, does the setting have adequate WIFI, charging ports, projectors etc. 
* Send any pre-work, pre-reading to students in advance of the session. 

**During the session**

* Take attendance. 
* Are students engaging in planned activities? What is your back-up plan to improve engagement? 
* Are your activities appropriately on-time? Are you on track for students to cover everything

you intend? 

**After the session**

* Consider writing up a post session reflection. 
  + What do I think went well? What didn’t go so well?
  + Do I think students achieved the learning outcomes for this session? How can this be evidenced?
  + What improvements can be made for the next time you run this event?
* If timing was an issue (all activities were not completed) how will this material be covered

in the next session? 

* Consider posting a VLE announcement confirming what was discussed in this session and signposting to the next session. 
* Consider asking for feedback from students, where appropriate. 

# Guidance for GTAs co-teaching/assisting during a teaching event

**Before the session**

* Read the session plan created by the session leader. Consider asking for clarification on challenging areas/ sharing suggestions for improvements if appropriate. 
* Review the slides, any pre-reading, pre-work that students were expected to complete. 
* Liaise with other teachers/assistants and agree on the division of work e.g., if students are working in small groups, how many groups will you facilitate? 

**During the session- Applicable to online classes**

* Welcome the class to the session. After class has started, welcome any latecomers.
* Be conscious of when in the lecturer’s presentation you are expected to support

or create an activity e.g., poll or breakout rooms. 

* Take attendance. 
* Pay attention for cues to action. 
* During a breakout room/group work, monitor that everyone is in an assigned group. 
* Flag any important questions that the lecturer may not have seen in the chat. 
* Monitor the session in case the lecture loses connection/is on mute- do you know what is ‘next’? 

**After the session**

* Consider writing up a post session reflection  
  + What do I think went well? What did not go so well?
  + Do I believe students achieved the learning outcomes? What evidence do I have of this?
  + Which techniques/strategies for engagement could be used in your own practice?
  + What improvements might be made for the session?
* Consider engaging with the session leader on positive features of the teaching event: where/how might you be able to support them with providing instructions to a future GTA to support them the next time they run this teaching event? 
* How did your support during the teaching event impact on the quality of learning/engagement during the session? 