

Brilliant Club: Experience of a tutor



Our Mission:

To widen access to highly selective universities by placing PhD students in schools serving low participation communities to deliver university-style teaching to high performing pupils.

96% of privately educated children go on to study at any university

36% of state school children go on to study at any university

16% of children eligible for free school meals go on to study at any university

48% of privately educated children gain a place at a highly selective university

18% of state school children gain a place at a highly selective university

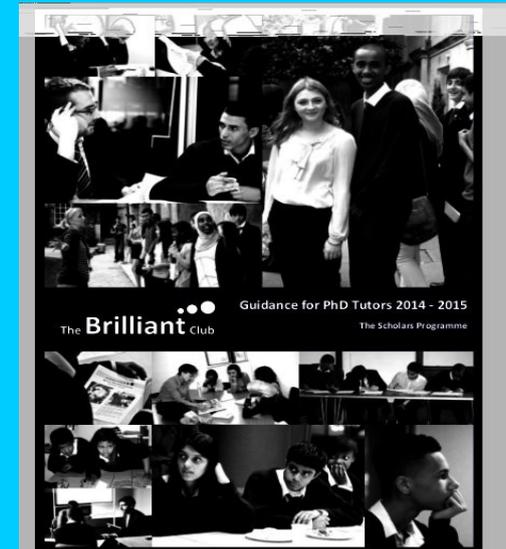
2% of children eligible for free school meals gain a place at a highly selective university

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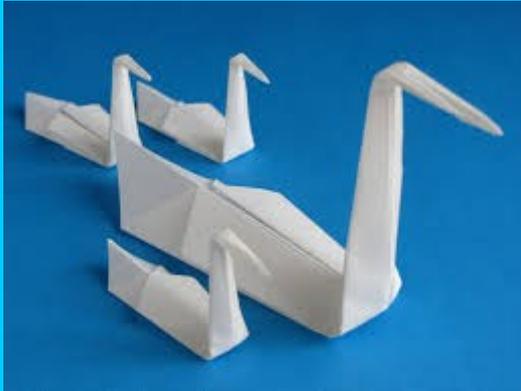
Training Weekend

Things you shouldn't say to a PhD student...

1. How's the PhD going?
2. Have you written up yet?
3. Lazy students, heh?
4. My taxes fund you
5. Students know nothing of the real world
6. Of what practical importance is your research?
7. How many papers have you published?
8. When do you plan to get a real job
9. So you won't be a real doctor?
10. When do you finish?



Giving Instructions

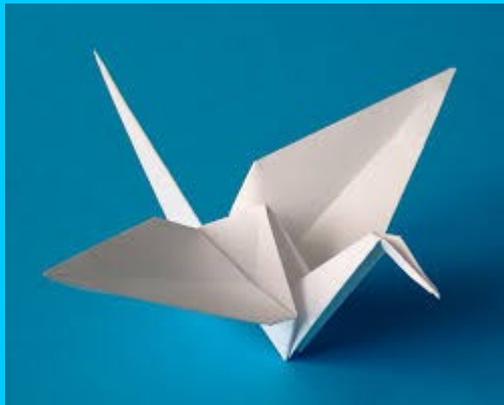


1 Minute in Silence



Think about how you are feeling and what you are doing

Make a Paper Swan Origami



Giving Feedback

-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining Think for another word for feedback. For younger students(particularly KS2) it is potentially an abstract concept.
-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining Power sessions. Efficient. Automate where possible so have time and energy for more personalised individual feedback
-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining Create time for each students to give oral feedback to reinforce and help explain written feedback.
-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining Feedback must be a cycle and a dialogue. Create a system where students mark in future work how they've acted on feedback
-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining allow students to create a rubrix for feedback which they design thus giving them ownership of the process. Colour, symbols etx
-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining Think of the most memorable and most effective feedback you have ever received. Not necessarily the same situation!

-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining To engage students with feedback design a game or classroom activity for students to think about what type of feedback is best.
-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining Turnitin has done research on what constitutes the most effective feedback. Problems arise very often from technical issues
-  **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining For goodness sake be consistent with feedback! Keep a log for future reference. Dr Hazelwood leading session on feedback.

Every good conversation starts with good listening.

Subject: KS2: Who proved Pythagoras' Theorem?

Year 5/6 Biology, History, Maths and Philosophy

- The Healthy Heart
- Poverty and Progress
- Pythagoras
- What is Fairness

Year 7/8 STEM, Arts and Humanities

- Understanding Viral Infections
- A Hero's Journey - Monomyth
- The Most Significant Turning Points in English History
- Could the Stars Float in the Bath?
- Can Terrorism ever be Justified?

Y9/10 Arts and Humanities

- Does Altruism Exist?
- Seriously Funny Political Comedy
- Gender in Twentieth-Century Britain
- Language, Mind and Myth
- Cyber-Threats
- "A Modest Proposal", Jonathan Swift and the Art of Essay Writing
- Theatre for the People: *A Taste of Honey* Then and Now
- Nineteenth Century Encounter in Poetry and Science
- Propaganda Posters in Mao Zedong's China

Y12 Arts and Humanities

- Images of Terror
- An Introduction to Film Studies
- Shakespeare – Our Contemporary
- Ghosts, Mothers and Women's Writing in Contemporary Spain
- Music in Nineteenth Century India

Y12 Social Science

- Art, Performance, Culture, and Geopolitical Imaginations
- Corporate Governance: Convergence or Divergence?
- Can we use Social Media in Education?
- Is Due Process Necessary for all Criminal Trials?
- Urban Linguistics
- Guerrillas and Gorillas: Conservation in Regions of Armed Conflict
- Optical Illusions and Psychology

Y9/10 STEM

- Prime Numbers and Code Breaking
- Killing Cancer with Sound Bullets: Ultrasound and its Applications
- An Introduction to General Relativity
- Could you Predict Aircraft Failure?
- The Neuroscience of Language
- Tissue Engineering, Regenerating and Repairing the Human Body
- The Structure of Volcanoes
- Mathematics of Infectious Diseases: Modelling Bird Flu Epidemics

Y12 STEM

- Neuroscience: Brain Anatomy and Function
- An Insight into Drug Delivery
- The Ghost in Your Genes
- An Introduction to Computer Programming
- Material and Energy Balances in Chemical Process Industries
- Superbugs to Green Tea: An Introduction to Microbiology
- Polymers in the Modern World
- Numbers to the Rescue! Mathematics for Science Problems

Bruno Reddy Sunday Morning Maths Lesson



LinkedIn

 **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining Our brains are designed to see patterns so hence ratchet up the complexity by changing one variable at a time. #scientific

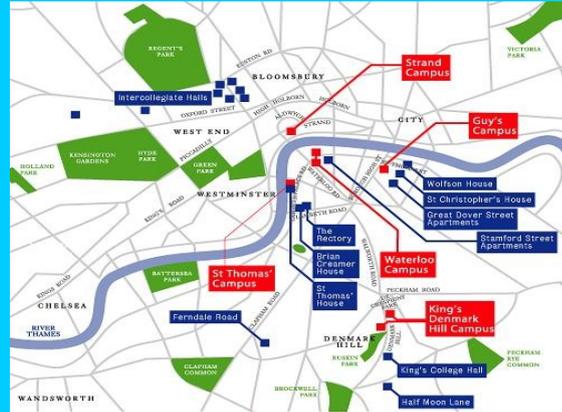
 **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining Lessons from Shanghai: each question designed to start a conversation I'm itself instead of just for 'extra practice'

 **Maire Gorman** @DrMangChromRide · 11 Oct 2015
#TBCTraining 'The Pencil Pledge' and Times Tables Rock Stars'. Sunday morning maths lesson with Bruno.

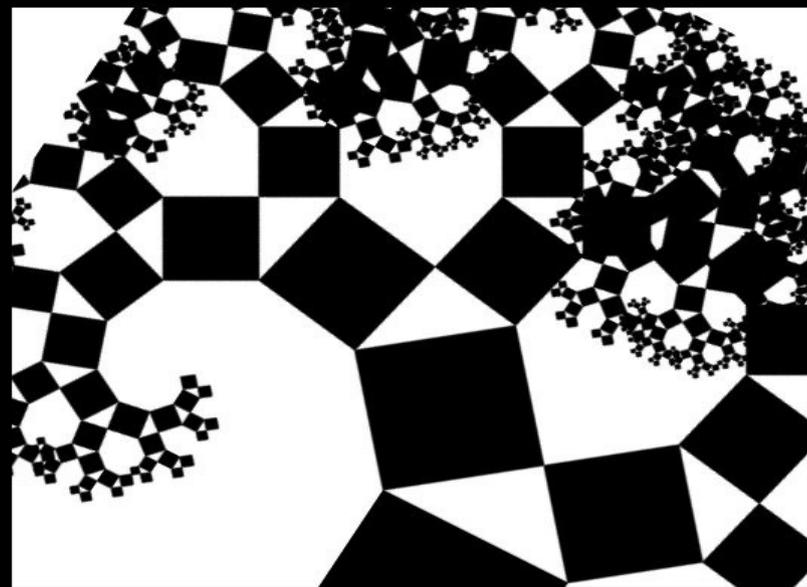


Twitter

Launch Trip-Kings College London



Launch Trip



Who Proved Pythagoras' Theorem?

The **Scholars** Programme

Key Stage 2 Programme

Pupil Name: _____



Homework Assignment 2: Research and Discussion Task

Researching: Ways of learning at universities: seminars and lectures

University-style learning is very different to learning in school. At school, you currently have lessons, maybe 5 or even up to 10 a day, followed up by homework. At university you have to structure your own time a bit more. You will have scheduled 'lessons' but you will also be expected to do lots of independent learning. **There are different types of 'lesson', including seminars, lectures and tutorials.**

Lectures

Lectures are very different from school learning. They are one-hour long talks from a professor or another expert. They could be attended by up to 200 students.

- You will be given a timetable of all the lectures that happen for your subject, and you will be responsible for deciding which to attend.
- Doing some independent reading on the lecture topic before and taking notes during the lecture will help you focus and increase how much you remember.

Seminars

Seminars are for small groups of students studying the same course. They are normally led by a tutor. In seminars students talk about topics from their reading or lectures. Students take an active role in seminars.

- Before seminars you would need to take some time to read the key course materials.
- Seminars may be 1-2 hours long.
- When debating, it's very important to contribute. There are no 'right' or 'wrong' answers and it is fine to disagree with your peers or tutors.

Tutorials

In a tutorial small groups of students (1-6 students) discuss the work they have produced with a tutor who is a teacher at the university. The work may be an essay, a report or a plan or proposed assignment.

- Tutorials are around 1 hour long.
- Preparing for tutorials is vital. This is an opportunity to pick the brains of an expert in the subject, so make sure you turn up with some questions!

Independent Learning

University will require you to do lots of work on your own, and to organise your time so that you get essays, assignments and reports finished to meet your deadlines.

- Universities have large and well-stocked libraries, which are places to work as well as to rent books.
- It will be important to find a place where you can work quietly, with focus and without distractions.
- You will soon understand how you learn best.

Laboratories

Some science subjects such as Biology, Chemistry and Computing allow you to spend time working on your own experiments in a laboratory.

- Laboratories are designed for hands-on research. They are often open all day and you need to plan your time well.
- Other students and professors may be working in your laboratory and there are sometimes chances to work together.

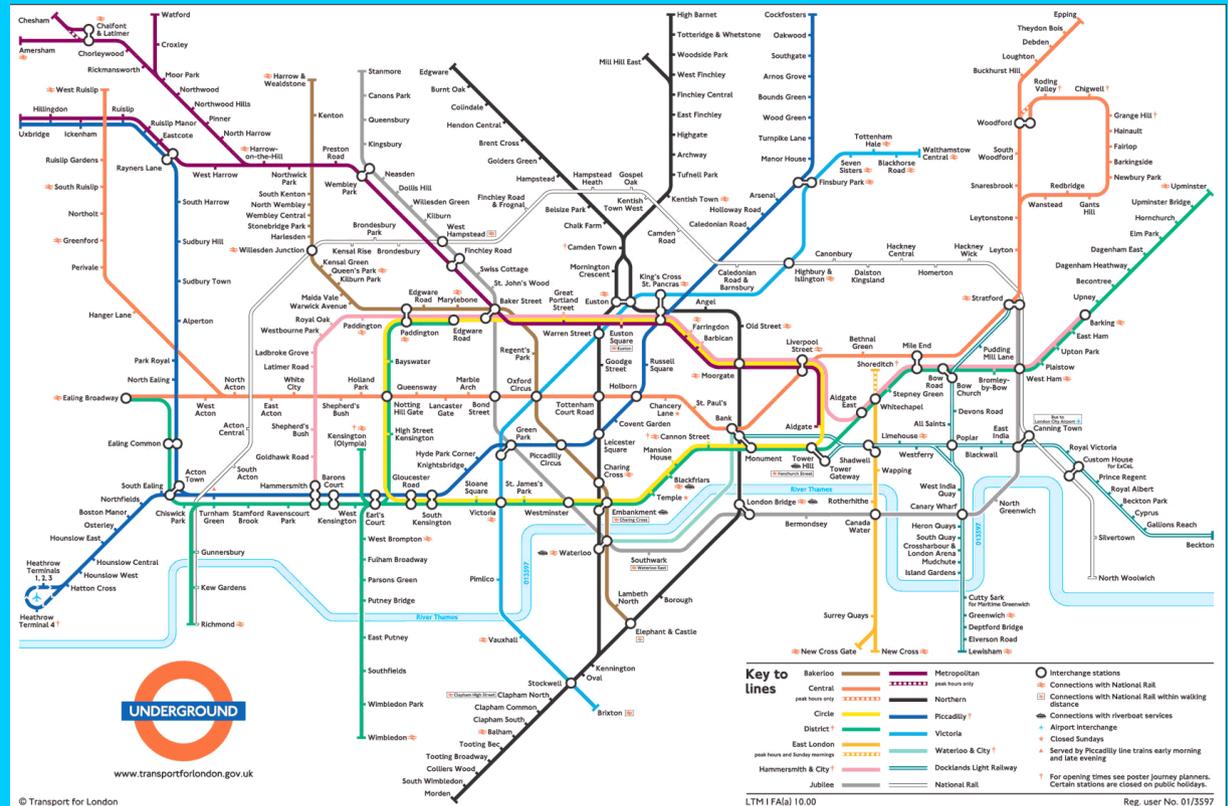
Workshops

If you are studying an applied subject such as engineering, you may learn through workshops. These have machinery and tools to work with.

- Some workshop activities will require working in a pair or team, whilst for others it will just be you.
- You will have to wear special clothing and take precautions.
- Teachers and technicians will guide you with your work.

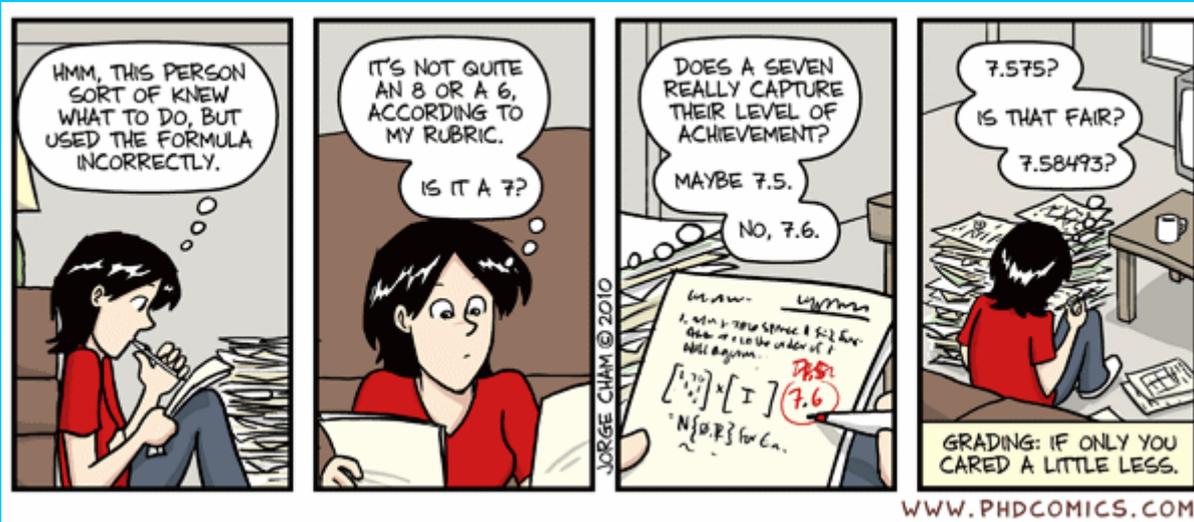
- What are 3 differences between the way you learn at schools and how you might learn at university?
- What are the main differences between how you are learning now and how you might learn at university?
- What style of university learning was the first session with your PhD tutor most like? Why?
- Which style of university learning do you think you would most enjoy? Why?

Tutorials 2-6: North East London



Marking

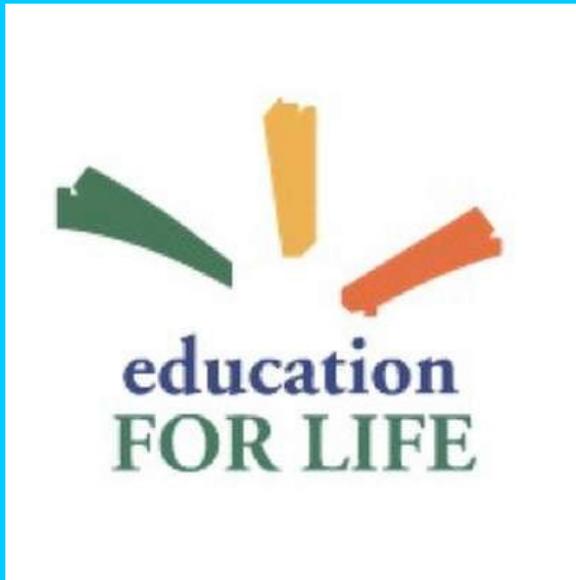
Pupil Feedback Report -Resilience Comment



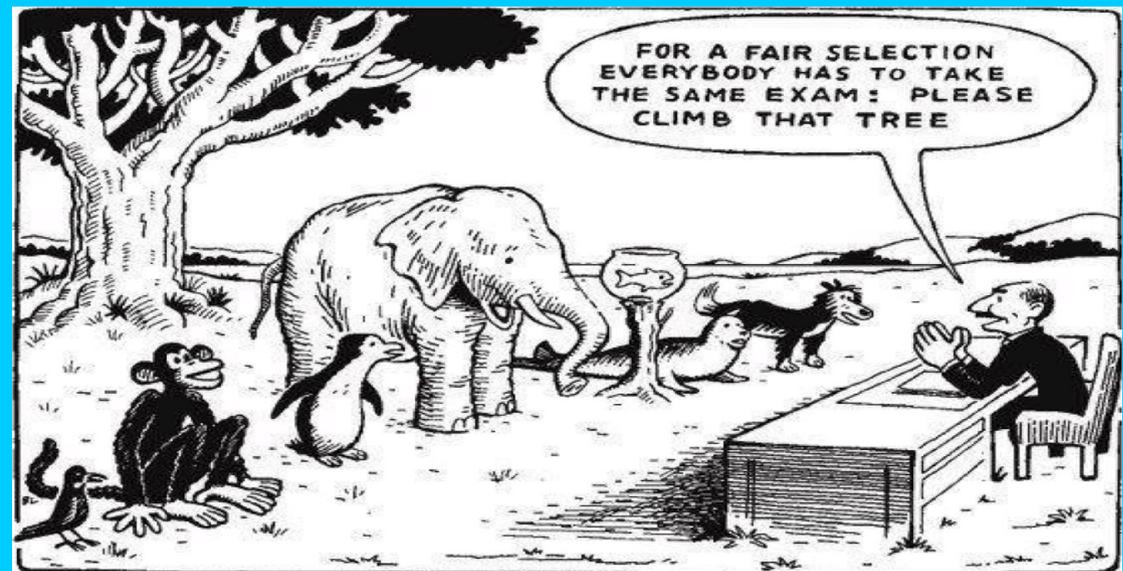
Mark Scheme for final assignment part 2

Skill	1 st	2:2	3 rd
Communication	<ul style="list-style-type: none"> Writing is coherent and is organised with a logical structure. Spelling, grammar and punctuation are almost flawless. Writing is of an appropriate style for an essay. 	<ul style="list-style-type: none"> At times writing is poorly organised and lacks a logical structure. Spelling, grammar and punctuation are weak in places. Style is inconsistent, resulting in lack of clarity. 	<ul style="list-style-type: none"> Writing is poorly organised and lacks logical structure. Spelling, grammar and punctuation are weak. Writing is not of an appropriate style for a scientific document.
Argument	<ul style="list-style-type: none"> There is a clear and structured flow of argument using logical reasoning. Alternative views have been identified and taken into consideration. Outside sources have been used to strengthen arguments. 	<ul style="list-style-type: none"> The structure of arguments may be unclear in places and difficult to follow. Alternative views have not been identified but not considered fully. Outside sources have not always been used, weakening arguments. 	<ul style="list-style-type: none"> The structure of arguments is unclear at times. Alternative views have not been identified or considered. Arguments are not supported by outside sources.
Mathematics	<ul style="list-style-type: none"> Pythagoras' Theorem is explained both geometrically and algebraically. A correct mathematical proof is given. Mathematics is appropriately formatted and laid out. 	<ul style="list-style-type: none"> Pythagoras' Theorem is explained. A proof is given but is weak in places. At times mathematics is not appropriately formatted or laid out. 	<ul style="list-style-type: none"> Pythagoras' Theorem is stated. A proof has been attempted but is weak. Formatting and layout of mathematics is poor.
Creativity	<ul style="list-style-type: none"> A high level of intellectual initiative, insight and creativity is shown. Unique methods or sources are used, or unique arguments or conclusions are made. 	<ul style="list-style-type: none"> Some evidence of creative qualities is shown, but the topic is explored in quite a superficial manner. Some effort has been put into approaching the problem from a unique angle, although this may be lacking in academic rigour. 	<ul style="list-style-type: none"> Little evidence of creative qualities is shown. Little effort has been made to approach the problem from a unique angle. If a unique angle was presented it is not done so in an academically rigorous way.
Research	<ul style="list-style-type: none"> Sources have been correctly referenced in the agreed format. Diagrams are correctly used and referenced. 	<ul style="list-style-type: none"> Sources are not always referenced correctly. Some diagrams are not relevant or are not correctly referenced. 	<ul style="list-style-type: none"> There is little or no attempt to reference. Diagrams are incorrectly used and referenced, or not used at all.

Tutorial 6: Reflection



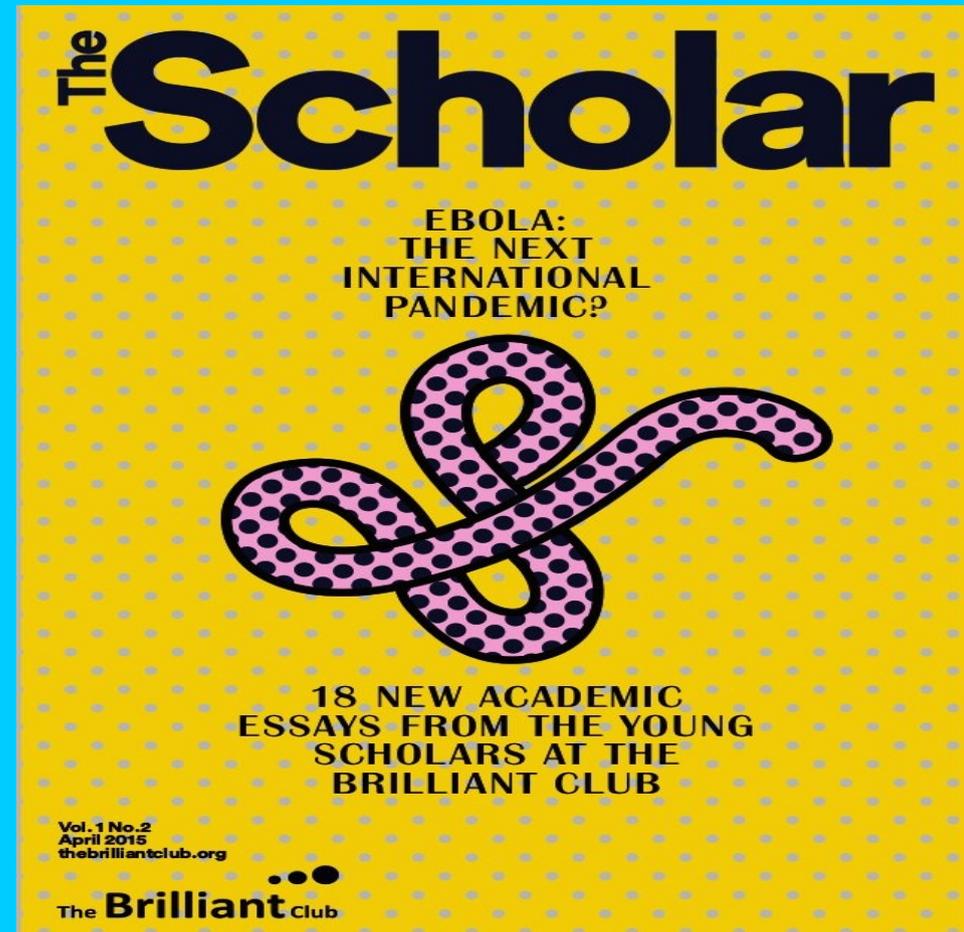
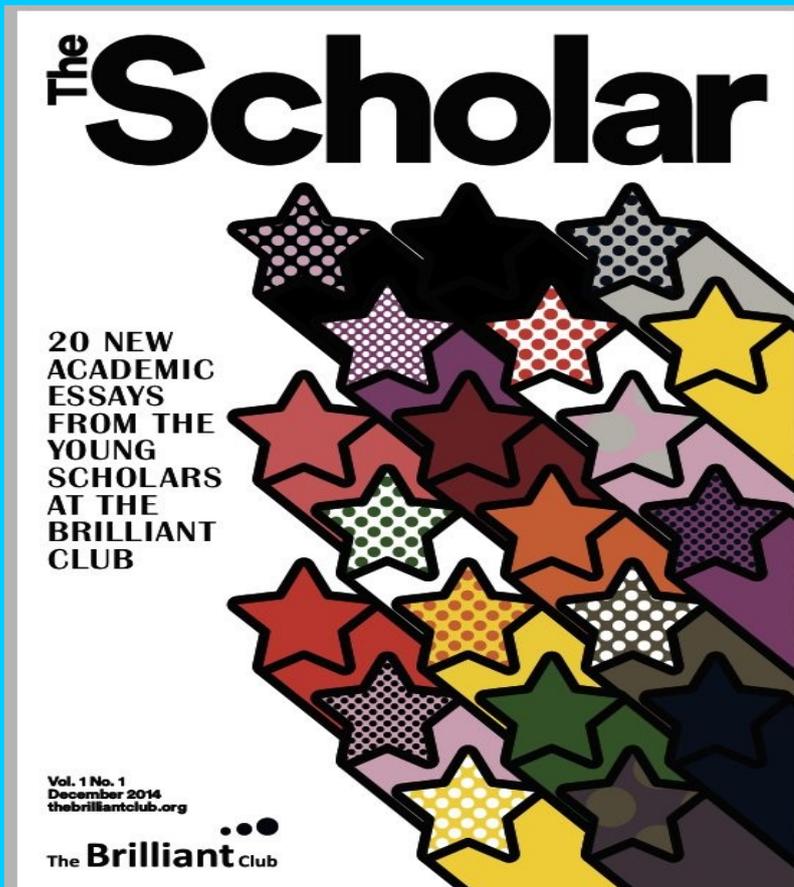
Every good conversation starts with good listening.



Graduation



Pupil A: The Scholar



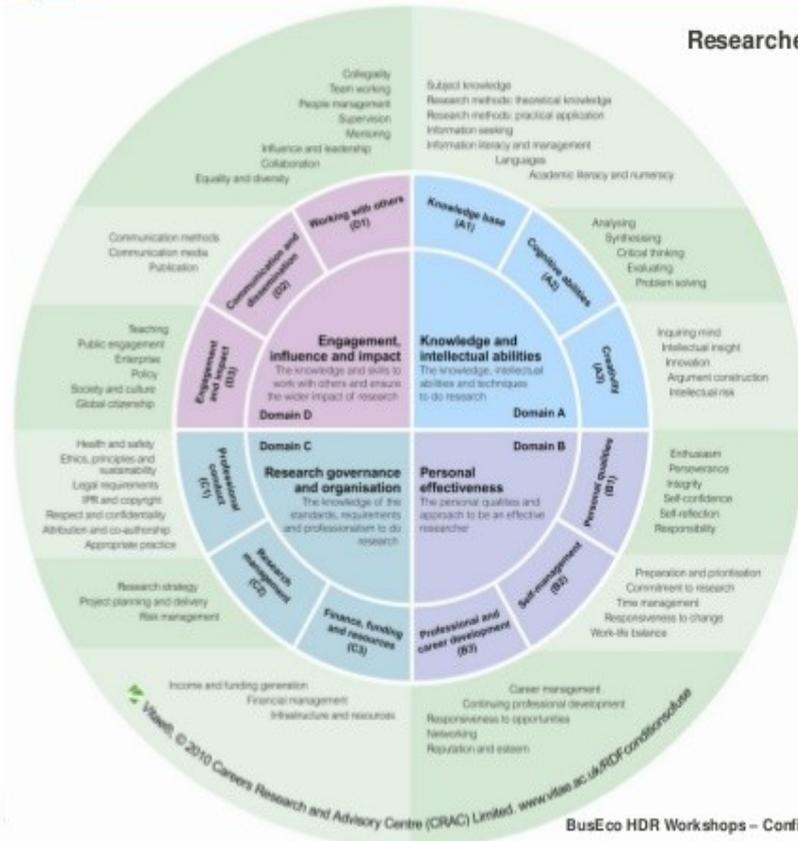
Pupil B

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 16 th December 2015	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Researcher Development Framework

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www.vitae.ac.uk



- 4 domains
- 12 sub-domains
- 63 descriptors



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