**A-Level English Literature Workshops**

**Teacher Questionnaire**

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| 1. Did you find the teaching sessions useful? If so, why? | **Very useful – I read the novel before the lesson and was amazed that I have never crossed paths with it before!**  **The materials provided were pitched exactly right for our students, and gave them plenty of challenge – mine were familiar with the New Woman and also beginning to perceive imperialism and colonialism as major factors in English Literature, but this crystallised a lot of ideas for them and for me. I could hear pennies dropping!** |
| 2. Would you change anything about the teaching sessions? If so, what? | **Hannah’s interaction with the students was lovely – she put them at ease and made them feel confident to speak, even some who normally avoid unmuting their mics! I’d recommend keeping the camera on for whoever is presenting, but I really understand why some prefer not to – this is something we have been debating at length in college!**  **I’d love to have more time and further discussion – the format inevitably meant that some students could sit back and let others do the talking – this is something we also struggle with in an online teaching format! My class have been using breakout rooms in Teams to do group work and feeding back in the main room, and that lets the quieter students gain confidence to present their ideas.**  **The recorded lectures are an outstanding resource which we will use for years to come. More of this would be very welcome!** |
| 3. Did the sessions change the way you think about a particular topic or issue? Can you give an example? | **Definitely! There has been some ground work – I’ve found that it’s really important to show students that they can talk about colonialism / decolonising the classroom / imperialism / racism – plenty of students are nervous about offending their white teachers (we have an overwhelmingly white teacher profile in Loreto and indeed this is the case in many schools). Once they feel reassured that the conversation is positively encouraged, the students have a lot to say. I was really glad that my class saw that this conversation is happening in universities and that their ideas could be part of that.**  **I guess this isn’t changing the way we’ve been thinking, but it has given us more encouragement.**  **Also, African Modernism! We have plenty to think about in future discussions! I love this and will be using more from the Shreiner novel as a result of having my horizons widened! I’m going to ask our dept to consider this novel for coursework study. It was interesting to hear Hannah explain the K-word to the class – they probably don’t know that the N-word is in this novel, but this would be an aspect that requires careful handling, and is really the only worry I would have about using this novel.** |
| 4. Did the sessionschange the way your students think about a particular topic or issue? Can you give an example? | **As they said in the chat, they really appreciated having some specific aspects to consider about modernist texts – fragmentation was something they immediately understood. Perhaps being in lockdown has sharpened their recognition of this…** |
| 5. Is there any other information you would like to provide? | **I don’t think so!** |
| 6. Would it be ok to contact you again in 4-12 weeks’ time to return the students’ postcards with short student questionnaires? | **Yes!** |

**\*\*Please send completed questionnaires to southafricanmodernism@salford.ac.uk\*\***

Please tick this box if **you are** happy for your answers to be used for public research purposes (for example in research journal articles, published on an academic blog, or used to evidence impact and reach of research in university and public reports). All quotes will be anonymised.