

## A-Level English Literature Workshops: Returning Teacher Questionnaire

Thank you very much for taking the time to answer this questionnaire. We appreciate your help. The purpose of this questionnaire is to build an accurate picture of how we are supporting learners. It will also assist us in improving our practices.

Please note that filling in this form is voluntary and all of the questions are optional. Any information you give in this form will remain anonymous. We will not share or publicise any information which may lead to an individual being directly or indirectly identified.

### Part 1: Present Session(s)

1. What did you find most useful about the teaching session(s)?

The opportunity to focus on an extract for close reading in the seminar. Excellent synthesis of concepts in the lecture - challenging and accessible for students.

2. How did the session(s) change the way you think about a particular topic or issue?

Useful to ~~see~~ revisit realist v modernist fiction + its connection to changing economic conditions + Imperialism.

3. How did your students respond to the session(s)?

Well - they were stimulated to discuss the extract + were encouraged by Chris to have confidence in their interpretations.

4. How did the session(s) change the way your students think about a particular topic or issue?

Yes - the time period, genres + focus on imperialism

5. How could the session(s) be improved?

More focus on the 3rd section - checks - time can cut - more on more vividly - But I really appreciate the positive encouragement from Chris.

## Part 2: Previous and Present Sessions

1. How far do you agree that the sessions prepared your students for assessments?

Disagree

☐

Neither Disagree/Agree

☐

Agree

☒

2. How did the sessions prepare (or not prepare) your students for assessments?

Close reading + links to context

3. How did the A-Level results of the group(s) we supported compare with previous assessment outcomes (e.g. grades awarded)? Can you provide any examples?

Not really → we awarded CAGs/TAGs.  
I'd say your input has broadened teacher's focus on the time period + is a useful addition to the work we already do on Conrad's Heart of Darkness + Kipling's A Plain Tale from the Hills

4. Do our sessions have any long-term academic or non-academic benefits to students and/or teachers? Can you provide any examples?

So beneficial for L6 students to engage in lecture-style learning + very stimulating breadth in the lecture followed by close focus in seminar.

5. Are there any additional comments you would like to make?

Thank you for the resources.  
Such a great time of year to launch this part of the course + great to shift the focus to S. African text.

☒ 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.



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#### Part 1: Present Session(s)

1. What did you find most useful about the teaching session(s)?

Great for students to get a taste of the structure of the course at university level  
re. lecture then discussion seminar, thank you!  
As usual, content + delivery so engaging + well pitched

2. How did the session(s) change the way you think about a particular topic or issue?

writes/subjects on the curriculum and genuine 'attempt' to 'decolonise' through looking at 'ex-centric' texts, such a useful perspective. Also, the antithesis of realism and Modernism - hadn't thought about the 'unrealism' involved in ignoring new media of production part - Empire.

3. How did your students respond to the session(s)?

I can see them offering v. astute readings of the Olive Schreier passage, as they have before. Will know more later when they feedback / when I read their work on prose.

4. How did the session(s) change the way your students think about a particular topic or issue?

will update via email later!

5. How could the session(s) be improved?

I think we could have given students some input on study skills beforehand - note-making but also asking Qs and verbal discussion in seminars as some could get more from it if they had a little more confidence / feel.

## Part 2: Previous and Present Sessions

1. How far do you agree that the sessions prepared your students for assessments?

Disagree

☐

Neither Disagree/Agree

☐

Agree

☒

2. How did the sessions prepare (or not prepare) your students for assessments?

Unseen prize 1880-1910  
but also Foster context

3. How did the A-Level results of the group(s) we supported compare with previous assessment outcomes (e.g. grades awarded)? Can you provide any examples?

Well this was in lockdown last time so hard to quantify, but incredibly I know many had their minds opened and creativity unlocked via the experience.

4. Do our sessions have any long-term academic or non-academic benefits to students and/or teachers? Can you provide any examples?

Will update  
via email

5. Are there any additional comments you would like to make?

Thanks so much! Salford seems  
so progressive and such a great  
team.  
K. generous of you to visit us.

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1. What did you find most useful about the teaching session(s)?

The workshop discussions and feedback were very useful!

The introduction to modernism / modernism on from realism) very useful in the lecture

2. How did the session(s) change the way you think about a particular topic or issue?

The links between modernism and colonialism were interesting

3. How did your students respond to the session(s)?

They were very positive about the text and enjoyed the discussion



4. How did the session(s) change the way your students think about a particular topic or issue?

I suspect it has opened their eyes / made them more aware of links between the 1880-1910s and colonialism

5. How could the session(s) be improved?

N/A

6. Are there any additional comments you would like to make?

N/A

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### Part 1: Present Session(s)

1. What did you find most useful about the teaching session(s)?

links to unseen exam - prose, 1880-1910 as well as to as coursework text - that all students study

2. How did the session(s) change the way you think about a particular topic or issue?

Made us think about connections between set texts and genre - connections about making students aware of motifs + perspectives.  
introduction to colonialism + texts, a text from a different context.

3. How did your students respond to the session(s)?

well. Really nice to have the general talk 1st and then smaller tutorial with close readings + shared ideas. This was really useful.

4. How did the session(s) change the way your students think about a particular topic or issue?

Nice to have the extract to explore together = helps with confidence about close-reading + sharing ideas.  
Nice to see connections with A Level + degree  
Nice to explore the narrative perspective + to get students to pick out what they think is relevant + when.

5. How could the session(s) be improved?

Perhaps how to incorporate the critical statement explicitly - in the exam they have to do this, quoting snippets from the 2 statements

## Part 2: Previous and Present Sessions

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Disagree

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Neither Disagree/Agree

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Agree

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2. How did the sessions prepare (or not prepare) your students for assessments?

Academic discussion + phrases used