

Welcome from the GTA Mentor

I

Your Role as a Class Teacher at LSE

Class teachers are a vital part of teaching at LSE. You play a key role in the life of the department and are one of the main points of contact with our students.

Your weekly encounters with your students give you the opportunity to build a substantial and intellectually rich relationship with your students. The time they spend with you in class should be engaging, active and stimulating. How you teach will shape how they think about our discipline and the topics they study.

-10.5/C2_0 0.2f 223.6 Td 7

How teaching works at the LSE

Almost without exception, undergraduate students take four 'full unit' courses each year (or three full units and two half units). In addition, each student is allocated an Academic Mentor (or a personal tutor) for their time at the School. The Mentor's role

Since 2018-19, prospective GTAs starting the PhD programme in Economic History have participated in a departmental training programme working alongside experienced GTAs. This is described separately in documentation for that course.

1) Eden Centre induction course.

The Eden Centre at LSE runs an annual GTA induction course for new teachers at the beginning of

Learn from informal student feedback. We recommend that you take a few minutes around the middle of each term to discuss the way ~~that~~ is working with your students. An effective method is to distribute file cards and ask them to identify one ~~thing~~ about your teaching they would like you to stop, one thing they would like you to start, and one they want you to continue.

Office hours

All GTAs are expected to ~~be~~ . This should occur regularly at the same time each week. The time will be advertised on the department's web pages and a note should also be posted on your ~~office~~. At certain times of term, you may need to offer additional office hours to meet student needs (eg: to return essays). However, at other times you may have no students during office hours.

Office hours should start at 30 minutes past the hour, ~~to~~ minimise the number of students unable to attend owing to timetable clashes. You should also find the time to see students who have legitimate reasons (e.g. other classes) why they cannot make your office hour. We discourage you from being available to see ~~students~~ at all times.

Office hours must not start before 9.30am or finish after 6.30pm. Office hours can be made bookable via Student Hub.

Marking Student Work

GTAs are expected to mark essays and other coursework. Each course is different, so you should discuss the marking schedule and responsibilities with the course leader.

Make sure that your students are fully aware of the requirements for each piece of work and deadlines. Essays handed in on time must be marked and returned by the departmental deadline. You should be firm in sticking to the published deadline for work.

In marking ~~is~~ . This is necessary for us to meet the demands of the Office for Students.

The first essay that students write in first and second year courses should be followed up by appointment during your office hours to discuss the essay, either individually or in small groups. Appointments should be a minimum of 10 minutes long. Take this time to discuss the essay with your students properly and to discuss their progress in general. Meetings are not required for subsequent essays, but they are best practice and remember to inform students that they can see you during your ~~office~~ hours.

The department's general marking schema is given as an annex to this guide.

Plagiarism

If you suspect a student of plagiarism, contact the course convenor and the Department Tutor immediately. Dealing with both the student and the LSE in such cases is part of their role. You should not try to address this yourself. The School has detailed guidance on plagiarism:

<https://info.lse.ac.uk/staff/divisions/academicregistrarsdivision/student-services/assets/documents/internal/staff/guidance-for->

Recording Attendance (LSE for You)

You have access to electronic class lists as part of LSE for You. The School requires all undergraduate students to attend classes and you are responsible for maintaining attendance registers for your classes. This applies to online as well as in person teaching

It is of the utmost importance that you maintain accurate class registers by completing the registers after every class. If you do not do this repeatedly, or does not do it at all, may

cause problems, and this is often the only way in which the student's academic adviser are of the problem.

For more information on how to use LSE for You, please see the IMT website:

If you are forced to postpone a class due to unforeseen circumstances, please let the Timetables Office know as soon as possible and ask them to reschedule the class. Please contact the students in person, through the ClassMailer on LSE For You or via email. Please inform the Undergraduate Programme Administrator of the arrangements made and inform the Department Manager when providing notification.

If you are ill, or cannot take a class for any reason possible, please contact the other class teacher to see if one of them can take your class (on the basis that you will do one of their classes later on). If you cannot do this, or find one who is available, please ring the course coordinator or Departmental Manager (020 7955 7857).

If the class has to be cancelled, ring timetables on 020 7955 6333 or email them on timetables@lse.ac.uk. They will put up a notice on the teaching room door. If you are cancelling a 9am class on the day of the class, please ring the Porters on 020 7955 6760. As timetables do not open until 9.30am. There is time at the start of the summer term to run additional classes to replace any that have been cancelled earlier in the year.

Communicating with students

LSE for You has a class mailer option which is the best way to send messages to all students in your class(es).

Writing references

The Senior Advisor to Students states that for your legal protection, but instead ask the student to ask a faculty member. Faculty may then ask you either for notes on the student, or to comment on a draft that they have prepared.

Dealing with Discipline Problems in Class Occasionally

GTAMeeting Dates

Mandatory Meetings

Required for all GTAs. Details on times and venues will be communicated prior to the meeting.

Autumn Term

14: 00, 8 September

Departmental Induction

Points of contact

Issue	Contact
Questions about the course on which you are teaching	Course convenor
Serious matters relating to specific students (including suspicions of plagiarism or long unabsences)	Departmental Tutor (for students from other departments, please refer to their departmental website for the relevant contact)
General questions regarding teaching	GTA Mentor
Questions about visas	Human Resources (HR.pay.info@lse.ac.uk)
Questions about pay or contract	Department Manager, or Human Resources (HR.pay.info@lse.ac.uk) General contractual guidance is here https://info.lse.ac.uk/staff/divisions/Human-

UG Programme Director

Professor Oliver Volckart
Responsible for overseeing
the performance and
development of our UG

AppendixA: Class presentations

The ability to give a good presentation is a useful one, and one that can usefully be learned while a university student. This note has been prepared by the Teaching and Learning Development Office to help both students and class teachers understand what makes a good presentation.

Oral presentations can be based on a general overview of a particular topic or an aspect of a topic, they can be focused on a specific question related to the topic for discussion or they may take some other form; in any event the development of good practice for ALL types of presentation involve similar principles.

Under no circumstances should presenters read verbatim from prepared essays or other texts. If papers are written out presenters must speak to, rather than from, the paper. However it is

Class presentations do not usually count as part of the formal assessment, but class teachers are required to give a grade for class performance/contributions, including presentations.

Students who are not native English speakers may find it helpful to attend the Presentation Skills Workshops offered by the School's Language Centre.

Annex B Undergraduate marking schema
Marking Criteria for Undergraduate Examinations in Economic History
From Academic Session 2018

Examiners use the following benchmark when assessing summative assessments (examinations and thesis work).

First Class (70-100)

90-100 Analysis of such originality or insight as potentially to change some aspect of conventional understanding on the subject treated; and in the case of a thesis to be potentially publishable.

80-89 Analysis of exceptional quality, based on comprehensive knowledge (both historical and conceptual) of the topic, and *either* developing an original argument in response to the question, *or* demonstrating independent critical discussion and insight.

70-79 Analysis which shows both broad and deep knowledge of the historical evidence as well as conceptual command of the subject matter based on close engagement with the question, an informed understanding of the historical period, and the issues raised by the historical literature.

Upper Second Class (60-69)

Clearly written and well argued work which reflects an understanding of the question as well as the historical period and issues under discussion, engages seriously with the question and offers a thorough analysis of the relevant materials.

Lower Second Class (50-59)

Work which displays an understanding of the questions set and knowledge of the historical periods and issues under discussion, but which tends to a less than systematic critical analysis of material and to presentation of a discussion which is not consistently focused or relevant.

Third Class (40-49)

Work which shows sufficient knowledge to frame a basic answer to the question and which contains relevant information about the historical period and issues under discussion, but which is otherwise characterised by lack of clarity and originality, by an absence of analytical skills, by a tendency to factual error and by straying from the question at hand.

Fail (0-39)

34-39: Work which provides some material relevant to the question and demonstrates some knowledge of the historical period and issues raised but which is otherwise badly marred by weaknesses of error, omission and relevance, and which demonstrates very little analytical understanding.

30-33 Work which fails to proceed beyond the most rudimentary acquaintance with the historical period and issues under discussion, which pays little attention to the precise question posed and has persistent factual errors or an inability to frame a consistently coherent argument.

20-30 Characterised by paucity of information, confusion and lack of relevance but with some germane points or information.

0-19 Work which reveals paucity of information or knowledge about the period and question under discussion and is characterised by persistent confusion and error concerning any historical ideas it mentions, as well as by a total inability to engage with the question and frame a coherent argument in response to it. Alternatively, work which is seriously truncated and totally undeveloped.