

A-Level English Literature Workshops: 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.

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

→ Outlining argument beforehand, quick itros to theory and then treating the sheets as academics.
→ Very well-paced, clear and inspiring
→ Really enjoyed it - thank you.

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

→ Linking colonialism, exoticism together as well as linking other theories more closely.
→ Some great definitions for key terms to use in my own teaching

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

- Engaged, inspired (particularly about theories to apply for their coursework) and enthusiastic
- Enjoyed the close reading aspect, applying the theory

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

→ widened their understanding of how literary critical theory can be applied to texts with the goal of change e.g. ecocriticism → when we read Clouds gather.
→ lessons for climate crisis
→ further their understanding of university academic learning in English.

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

Can't think of anything drastic to change/improve!
Really effective workshops and lectures.
Perhaps there may be a way to elicit responses from some of the quieter students? Nominations may be too scary for them, but maybe some gentle prompts. E.g. 'Any ideas from this table?'. Or writing ideas down on post-its?

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

However, I appreciate they may not wish to contribute.
Fantastic session - thank you.

A-Level English Literature Workshops: Returning Teacher Questionnaire

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Part 1: Present Session(s)

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

Excellent, high-level academic topics. So interesting to hear about literary criticism in relation to South African literature. The context + culture of lit crit was very useful in terms of exam / coursework prep and the South African texts were useful in terms of diversity and extension.

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

I had never thought about post-colonialism and evolutionism together in this way - it was fascinating! I also thought that the evolutionism presentation's context was really surprising and powerfully presented - I loved the idea of reading for the environment.

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

Very positively. They were really very engaged and academically challenged by the content.

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

It definitely broadened and developed the way they interact with texts and the scope of the theories / lenses they can use to evaluate literature.

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

1 hour they are superb!

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

☒

And extended them.

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

These sessions gave them a really high level, academic appreciation of the critical theories (which they need for their exams and coursework). I think that showing them how these theories are developed contextually and globally is invaluable in giving them a genuine - rather than just face-level - understanding.

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?

The girls who attended last year all achieved A or A* grades. An outstanding was also at A* (or very high A) grade. These are the best results we have had. 3 girls went on to apply for Oxbridge after the session (2 had previously decided they wanted to read history!) All 3 renewed offers and a further pupil ^{will be} Reading English Literature at Bristol.

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

Yth. Definitely. We returned the session last year throughout the rest of the year - and this year (with last year's year 12). The pupils most certainly had an excellent grasp of ideology following last year's session on Marxism - they were able to have confidently about ideological structures which definitely helped them to analyse Bane!

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

I think these sessions are absolutely superb. How amazing for pupils to be engaged with such intellectual ideas for the joy of learning and extension. This acts improve their exam performance but is - in my opinion - exactly what learning should be - intellectual, wide-ranging, literary exploration and evaluation.

☒ 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.

Thank you so much, Jade and Katie. Once again, this has been a highlight of the academic year!