

## HDR Teaching — Guiding Questions

HDR students are exposed to a variety of experiences in the course of their studies, which may include various teaching related activities. In order to get the most out of your studies it is incumbent upon you to ensure that the activities undertaken during your course are concordant with your career expectations.

If, for example, you anticipate pursuing an academic career, student evaluations are often required as portion of university academic application processes. As Edwards, Bexley, and Richardson (2011)<sup>1</sup> indicate, “the vast majority (83 per cent) [of HDR students] have at some time seriously considered an academic career and more than half (54.1 per cent) of all students intend to pursue such work in the medium- to long-term.” If you anticipate pursuing an academic career it is vital that you ensure that your research is appropriately supplemented with various other activities, including teaching. Managing your career trajectory means more than producing great research and publishing in high ranking journals.

The following are some questions you may wish to work through individually or with your supervisor in order to identify if gaining teaching experience should be a priority during your studies. Are you intending on pursuing a career in academia? If not, will teaching be a component of your future career? If you feel that acquiring teaching experience is an important component of your HDR experiences then the following steps should be taken.

1. Arrange a meeting with your supervisor to identify potential teaching opportunities that align with your career aspirations. If for example, you plan on teaching in a sociology department, than chemistry tutoring is likely an inappropriate use of your limited HDR time.
  - Identity the types of teaching activities you’re interested in and which will best serve your career; for example, marking, tutoring, co-teaching, teaching in-person, teaching online, etc. Be mindful of the outputs required by institutions.

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<sup>1</sup> Edwards, D., Bexley, E., & Richardson, S. (2011). Regenerating the academic workforce: The careers, intentions and motivations of higher degree research students in Australia. *The Careers, Intentions and Motivations of Higher Degree by Research Students in Australia. Findings of the National Research Students Survey*. ACER ISBN, 978-0.

2. With your supervisor conduct a prior learning assessment in order to identify short-comings in your skills which may prevent you from being successful in the classroom. Propose strategies to overcome short-comings, for example, enrolling in the Graduate Certificate in Learning and Teaching in Higher Education.
3. Teaching opportunities at CSU are usually negotiated between your Principal Supervisor and Head of School (though teaching at other institutions is possible) and are typically available only after endorsement sign-off. Importantly, if you have scholarship funding, the terms of the scholarship must be abided by in adopting any teaching responsibility.
4. If you assume a teaching role, ensure that you receive outputs from the experience. These are typically in the form of student evaluations.