

# CAREER ESSENTIALS

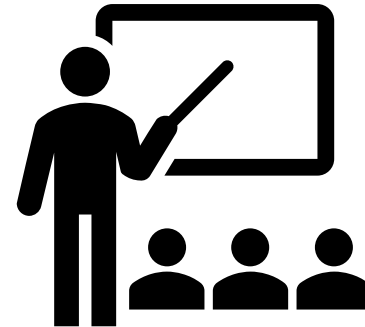
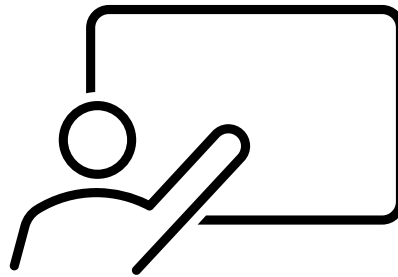
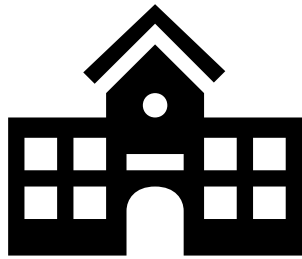
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**CAREERS  
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**Faculty interview preparation:  
How to do a teaching presentation**

# Preparing for your Teaching presentations for faculty interviews



## Tips and advice from Dr. David Huen

A former **University of Cambridge postdoc** and senior lecturer at  
the University of Wolverhampton

who has assessed many teaching presentations

# Teaching presentation: why and what?

- **Can candidate teach?**
  - Some minimum threshold expected – higher in teaching-intensive unis
  - Good teaching wanted – more valued by teaching institutions.
- **Short**
  - Usually 5-15 min range.
- **Specified topic**
- **Audience of teaching staff (*and students*)**

# Ticklist

- **What is the brief?**
  - What subject?
  - What year group?
  - Context?
    - e.g. first 5 minutes of a 50 min lecture..
- **What setup?**
- **Virtual or in person**
  - Projector?
  - Your laptop or theirs?
    - Using yours could be a whole world of pain...
  - What pointer?
    - If your own, is your pointer legal (some green pointers have excessive IR power!)?
  - Other facilities?

# What are you trying to prove?

- **I can teach NOW**
  - I'm ready to go. (Good enough to deploy without further training though I'd like that too)
- **What am I here to prove?**
  - They expect you know your subject well already – not an issue
  - I know the context in which my teaching fits
    - What students know about it already
    - Learning objectives: what I will add to their knowledge today
  - I can engage a student audience
  - I can organise material
  - (I can design a whole body of teaching)

# Structure

- I tell you what I am going to teach
- I teach you what I said I would
- I summarise what you have learned

# Slides

- **Roughly a slide a minute.**
- **A slide is not a treatise**
  - A figure to talk around can be useful
  - Limit yourself to pithy text

# Signalling knowledge of context

- **Your brief is to deliver a first year lecture on ...**
- **An opening line like “I will teach you about <xxx> today. During the A-levels you have recently done, you will have already learned about <yyy>. I will refresh your memory about that and move on to ...”**
  - This says I know what the student is expected to have covered.
  - It also says that I will provide an entry route for those who have not covered that background yet via a quick revision.



# Signalling knowledge of context

- **You have a brief to deliver a third-year lecture on the subject of <xxx>**
- **An opening line like “This lecture would probably reside within your BI312 module. In your second year, you will have learned about <kkk>”**
  - I have taken the trouble to understand your course structure and have some idea about how I can contribute immediately.

# Maintaining engagement

- It is difficult to maintain engagement on the basis of content only.
- Let your enthusiasm about the subject show through.
- If you can illustrate a point with something from your previous research, it helps a lot.
- An occasional anecdote about how something you are teaching came to be discovered can help.
- (Appropriate) humour helps.
- If you are daring enough, interact with the audience (some risk).
- Flat monotone/impenetrable accents/etc can lose an audience quickly.

# An alternative presentation brief (I)

- **Sometimes, you are not asked to do a lecture simulation. Instead, you are asked to propose a module in your specialty within their course.**
- **For example, how would you set up a module in ecological genetics?**
- **What you'd want to show:-**
  - You know something about their course structure
    - Other modules
    - No of credits per module, etc.
  - You know something about course requirements – e.g. QAA subject benchmarks
  - You have a plan, where you fit in it and reasons for your decisions

## An alternative presentation brief (II)

- **For example, “How would you envisage contributing to teaching of population genetics in our institution?”**
- **You’ll want to show:-**
  - As with previous slide.
  - What you can uniquely contribute
    - In terms of teaching (with evidence)
    - In terms of practical projects (with evidence)
    - Links with outside parties that could enhance student experience (e.g. opportunities to work with NHM).
  - Your ability to teach is assessed incidentally here.

# Summary

- **Think of the presentation in terms of signals you want to send to the assessors.**
- **Ensure those signals are well and truly embedded.**
- **Ensure you meet all aspects of the brief.**

**GOOD LUCK**



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