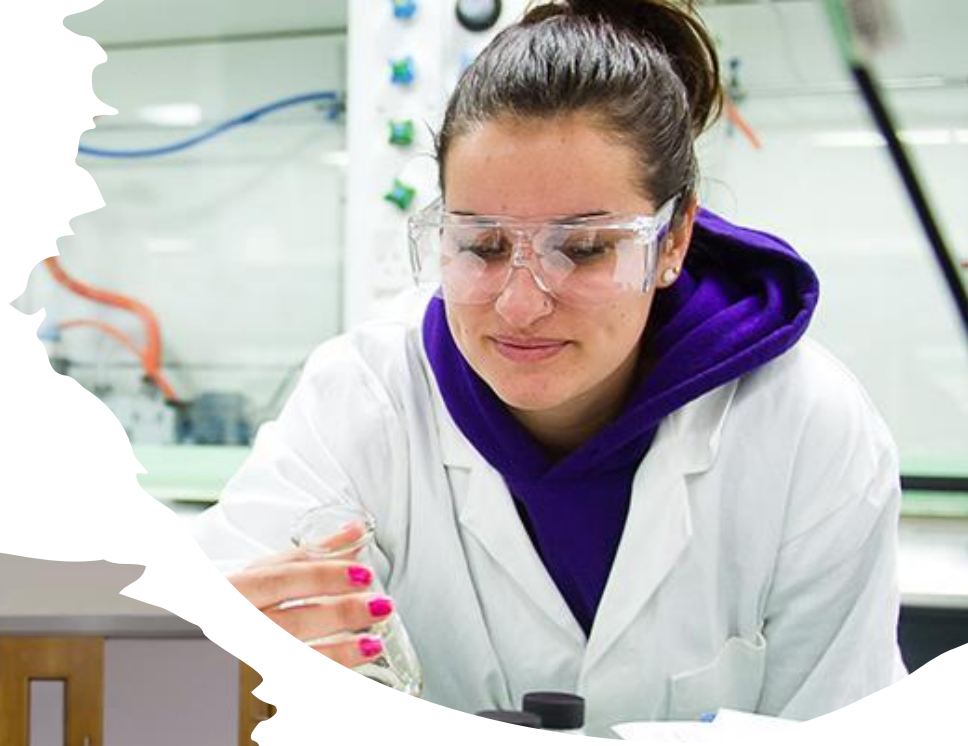
How Important are GTAs to Students?

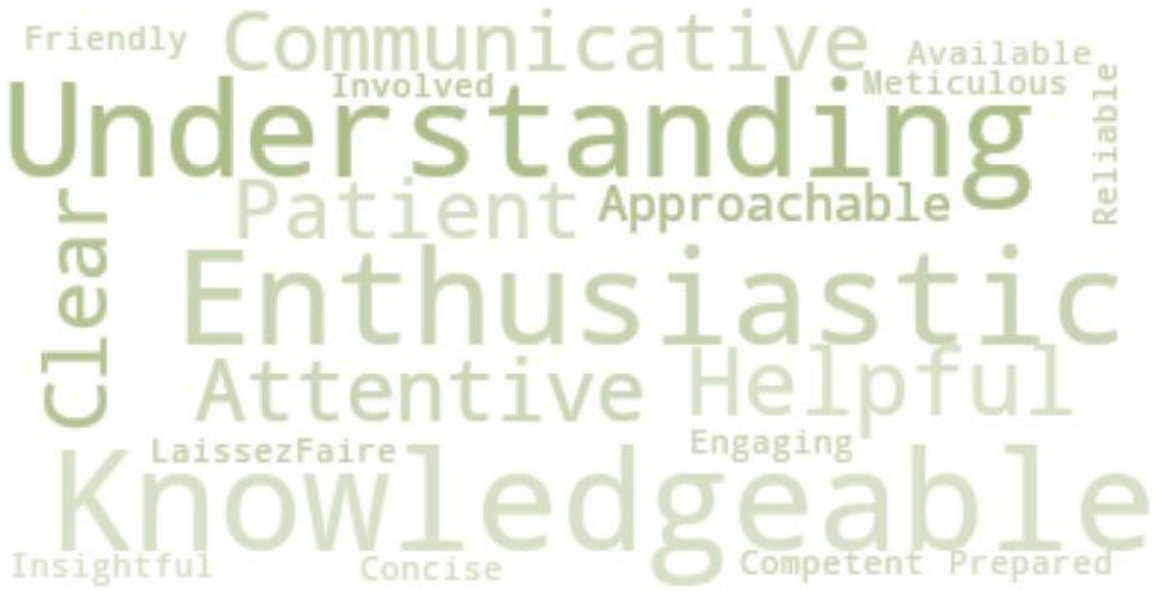
- Over 80% of the students said their lab demonstrators impacted:
  - Their understanding of the theory behind the experiment
  - Their enjoyment of the experiment
  - Their final results from the lab



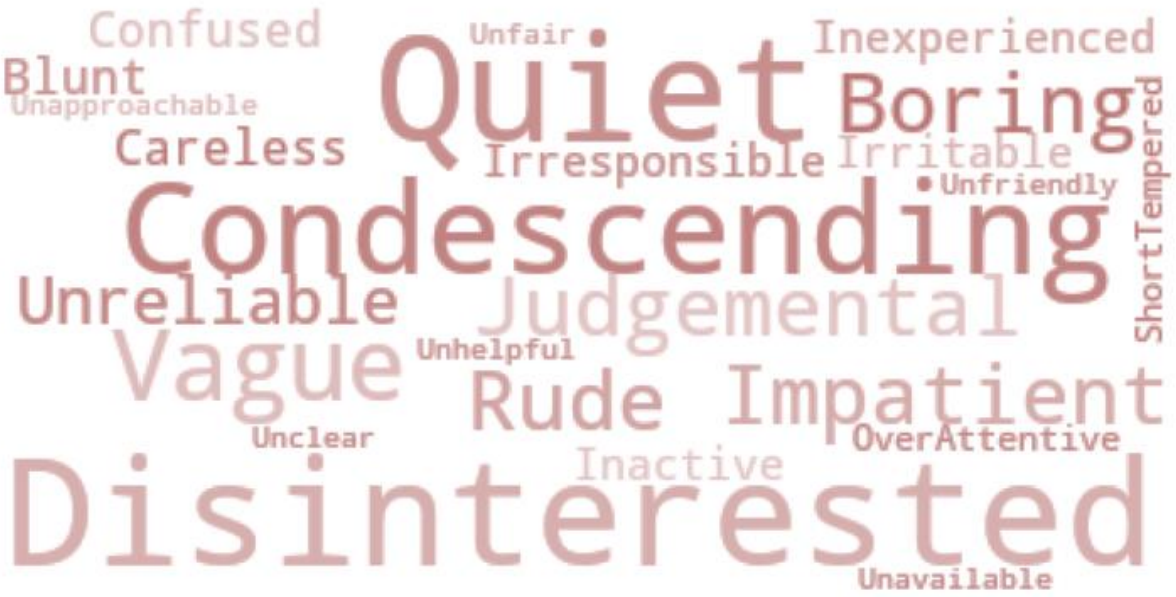
Data collected and compiled by:
Dr Anita Banerji, PDRA in STEM Laboratory Practice
Ellis McKenzie, Physics Student

What Characteristics do Students Link to GTAs?

Positive



Negative



What Does Good Look Like?

"The demonstrator was patient, kind, and clear with their explanations. They seemed to genuinely enjoy what they were teaching, and it was really apparent in the way they spoke to us as students."

"When we were measuring the quantity incorrectly and hadn't known that yet, the demonstrator walked by and showed us the correct way."

"When I was stuck as to how to calculate an uncertainty, the demonstrator asked me questions about the experiment to hint as to how to do it."

"We worked together instead of the demonstrator just fixing for me. We didn't find a solution in the end, but I learned a lot more about problem solving in labs."

"The demonstrator would always make sure it was clear what they meant and that we understood."

Top Tips for GTAs from Students

Know your experiment

Give your own explanations as well as showing students where they can find the information in the lab scripts

Be available and approachable, proactively engaging with students whilst still creating a learning space

Check students have understood your explanations and know what their next steps are and why

Ask questions that promote the students to problem solve and learn themselves

Spend time problem solving with the students, explaining what you are doing as you go. Talk to peers or do some research to find a solution if you need to

Show patience when students don't understand at first and relate explanations to the aims of the experiment

Share your passion for your subject