1.1 What are the expectations for tutor professionalism at UQ?

- Gain an appreciation of the value and role of tutors at UQ
- Identify the expectations of a professional tutor at UQ
- Reflect on your prior experiences in tutorials
- Identify concerns common to new tutors

Introduction: Professionalism as academic staff
Activity 1: Tutorial experiences
Activity 2: Concerns as a New Tutor
Tutors@UQ Overview

1.2 How do we learn?

- Gain an appreciation for principles of learning
- Recognise the influence that the tutors can have on learners

Activity 3: How do you become good at something?
Activity 4: How do you know you are good at something?
Principles of learning
Activity 5: How you would like to influence students.

1.3 How do we tutor for learning?

- Gain an appreciation of the student diversity at UQ
- Discuss strategies to help create classes which cater to a diverse range of learners
- Recognise the importance of small group learning activities
- Recognise that we learn in different ways and this can impact how you tutor.

Activity 6: What types of students will be in your class?
Diversity at UQ
Activity 7: Case studies – inclusive teaching
Creating an inclusive environment
1.4 How do we design tutorials for learning?

- Recognise the importance of planning and preparation
- Critique and evaluate a tutorial plan
- Recognise the importance of motivation and engagement
- Recognise the importance of activating prior learning

Tutorial planning
Activity 8: Critique tutorial plans
Activity 9: Your first tutorial - one fun idea

Session wrap-up and reflection

Review
Question for reflection
What’s next?
Resources to take away
1.1 What are the expectations of professionalism at UQ?

Tutors are professional teachers

Tutors, as sessional teachers, are key to our students learning. As professionals, all teachers at UQ work within an agreed policy framework articulated in the Policies and Procedures Library (PPL). One of these policies is a Code of Conduct for staff at The University of Queensland (PPL 1.50.01a). All UQ tutors should be aware of and abide by this code of conduct.

The code of conduct outlines the professional conduct expected of all University staff. Consistent with the Public Sector Ethics Act, this Code of Conduct sets out a number of ethical principles that the University requires staff members to comply with in the performance of their roles at the University. The ethical principles are:
- integrity and impartiality
- promoting the public good
- a commitment to the system of government
- accountability and transparency.

Each ethical principle is underpinned by a number of values that describe the behaviour demonstrating the relevant principle. These are discussed in detail in the PPL.

As a tutor at UQ, you are a valued member of the academic community and a critical part of our students’ learning experiences.

Sample tutor duty statement

<table>
<thead>
<tr>
<th>Duty</th>
<th>Tasks Allocated and Time</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>12 x 4 hours (two 2-hour tutorials per week) No lecture attendance</td>
<td>48.00</td>
</tr>
<tr>
<td>Preparation</td>
<td>12 x 1.5 hours</td>
<td>18.00</td>
</tr>
<tr>
<td></td>
<td>12 x 1 hour meeting</td>
<td>12.00</td>
</tr>
<tr>
<td>Marking</td>
<td>1000-word assignment; 50 x 15 minutes</td>
<td>12.50</td>
</tr>
<tr>
<td></td>
<td>2000-word assignment; 60 x 30 minutes</td>
<td>25.00</td>
</tr>
<tr>
<td>Consultation</td>
<td>12 x 1 hour</td>
<td>12.00</td>
</tr>
<tr>
<td>Other</td>
<td>assistance with course administration</td>
<td>7.50</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>135.00</td>
</tr>
</tbody>
</table>

This is to indicate that the tutor duty statement for this course has been discussed and agreed with each of the tutors allocated to the course:

Tutor’s Signature:
Course Coordinator:
Course Coordinator’s Signature:

Active reflection on your own and others’ experiences is the first step to developing a professional approach to teaching.
1.2 How do we learn?

The Principles of Learning

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Practice</th>
<th>Feedback</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motivation – We learn when we pay attention, are interested and can see the relevance. We use engagement strategies to motivate our students to engage in the learning process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Practice – We learn by doing it ourselves. People will have different preferences for how they like to practise and there are some disciplinary differences (for example, how you learn and practise for mathematics will differ for how you learn and practise for music). Even within the same discipline, people will go about practising differently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Feedback – We respond to other people’s reaction to guide our learning. Other people’s reaction can also impact on our motivation to persist or disengage. Feedback is critical in the learning process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reflection – We need time to reflect and make sense of what we are learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Activity 5: How would you like to influence your students?

‘To become a good teacher, first you must understand your students’ experiences of learning. Out of this grows a set of principles for effective teaching in higher education.’ (Ramsden, 2003, Preface)
1.3 How do we tutor for learning?

Activity 6: What types of students will be in your class?

Consider the students in your classes. Who will they be? Undergraduates or postgraduates? What age? What gender? Where will they come from? What past educational experiences will they have? Reflect on who your students could be. Write this in the space below.

As a tutor you need to provide a variety of learning experiences. Remember that your students won’t necessarily learn the same way you do.

Creating an inclusive environment

Activity 7: Case studies – inclusive teaching

1. Amy is tutoring a first year class and is happy with how the discussion is going. The atmosphere in the room seems positive and a number of students are actively contributing ideas and points of view. But Amy is aware that one or two students are not participating and are sitting with their heads down, making it difficult for her to make eye contact with them and include them in the discussion.

What is the problem?
How did it come about?
What strategies would you use to address it?
1.
2.
3.
4.
2. Ringo has been tutoring for three weeks, and he feels that he has been successfully implementing class discussions as a strategy to actively engage his students in the tutorials (which he learned about in his tutor training course!). At a course tutor meeting, the coordinator mentions a recent complaint she received from a group of students who perceived favouritism of local students over international students by tutors during class discussions and when fielding questions. The coordinator asks all of the tutors to consider whether this could be occurring in their tutorials and asks them to consider some strategies to address this complaint.

What is the problem?
How did it come about?
What strategies would you use to address it?
1.
2.
3.
4.

3. John is new to tutoring although he missed tutor training. He designs funny and witty mini-lectures to give in his tutorials inspired by his favourite UQ Lecturer. The students laugh, sometimes ask questions, appear to listen intently and some even say he is their favourite tutor! When John marks the first tutorial assignment, he is shocked that so many students performed poorly as he covered all the content in his tutorials. When the course coordinator receives John's marks, he questions John's approach to tutoring and asks him to consider other approaches.

What is the problem?
How did it come about?
What strategies would you use to address it?
1.
2.
3.
4.

4. Indira is a new tutor who is anxious to ensure that her classes are inclusive and foster a positive learning environment for all students. She has established ground rules in the first tutorial. However, during a tutorial discussion when one student is offering his opinion on the topic, she notices a pair of students apparently making fun of the student's response.

What is the problem?
How did it come about?
What strategies would you use to address it?
1.
2.
3.
4.
Joshua, a third year science student, is a keen tutor for physiology students in a second year course. He informs his course coordinator that he knows Mel and Cheng in the course, and asks not to be assigned to tutor them or mark their assessment pieces due to a possible conflict of interest. One afternoon, Joshua gets a message through Facebook from Mel, asking whether a term can be abbreviated in their lab report or not. Joshua knows that this is not a really crucial question, so he quickly messages back that this is fine. Mel next asks a more complex question via Facebook. Joshua wisely realises that this is perhaps not the best forum for answering student questions, and suggests that Mel asks the question in the next practical session. Meanwhile, Mel has shared on the course’s Facebook page that a tutor has agreed that abbreviation of terms is fine. Another student asks Mel “how do you know this?” Mel replies, “I am friends with a tutor on Facebook, and he said this was the way to go.”

What is the problem?
How did it come about?
What strategies would you use to address it?
1.
2.
3.
4.

Tutors need to create classes that engage all students in learning.
1.4 How do we design tutorials for learning?

| Topic: Learning Planning / Learning Objectives | Week # 4 |
| Course: EDUC 1024 | Tutorial time: 8 - 9AM |

**TUTORIAL OBJECTIVES:**
By end of tutorial, students will:
1. Evaluate appropriate existing learning objectives
2. Create appropriate learning objectives

**TUTORIAL STRUCTURE:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (Set)</th>
<th>Tutor Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00</td>
<td>QUESTION: HAVE YOU EVER TAKEN AN EXAM AND THOUGHT, &quot;WHERE DID THAT QUESTION COME FROM?&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POINT: LINK TO ALIGNMENT OF LEARNING OBJECTIVES TO ASSESSMENT</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Main Content</th>
<th>Tutor Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.10</td>
<td>Biggies &quot;ALIGNMENT&quot;: define &quot;learning objective&quot;; identify roles of learning objectives</td>
<td></td>
</tr>
<tr>
<td>8.10</td>
<td>EXAMPLES OF LEARNING OBJECTIVES TO EVALUATE</td>
<td></td>
</tr>
<tr>
<td>8.30</td>
<td>PRINCIPLES OF WRITING LEARNING OBJECTIVES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHECKLIST</td>
<td></td>
</tr>
<tr>
<td>8.45</td>
<td>Give 2 content area &amp; teaching activity, students to write 2 learning objectives</td>
<td></td>
</tr>
<tr>
<td>8.50</td>
<td>Reminder of upcoming assessment due date</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**
- 1 questions during time (informal)
- 1 individual work from "conclusion" activity (no grade, just to tell me how they understood it)

**RESOURCES**
- 1 visualiser or individual copies to hand-out for check list
- 1 whiteboard markers

---

Are each of the following clearly visible in the tutorial plan?
1. learning objectives
2. motivation activities
3. informing time
4. practising activities
5. opportunity for feedback / informal assessment
6. opportunity for students to reflect

Consider:
1. How is the timing of activities arranged in the tutorial?
2. How is the match or alignment of objectives, activities and feedback / informal assessment?
Checklist: Are each of the following clearly visible in the tutorial plan?

1. learning objectives
2. motivation activities
3. informing time
4. practising activities
5. opportunity for feedback / informal assessment
6. opportunity for students to reflect

Consider:

1. How is the timing of activities arranged in the tutorial?
2. How is the match or alignment of objectives, activities and feedback / informal assessment?
Preparation and organisation are determining factors in student satisfaction with teachers/lecturers/tutors and are correlated with higher student learning outcomes.

Checklist: Are each of the following clearly visible in the tutorial plan?

1. learning objectives
2. motivation activities
3. informing time
4. practising activities
5. opportunity for feedback / informal assessment
6. opportunity for students to reflect

Consider:

1. How is the timing of activities arranged in the tutorial?
2. How is the match or alignment of objectives, activities and feedback / informal assessment?

Activity 9: Your first tutorial - one fun idea

Consider your first tutorial. Jot down a fun idea that you will use in your first tutorial.

Preparation and organisation are determining factors in student satisfaction with teachers/lecturers/tutors and are correlated with higher student learning outcomes.
Have I prepared the following for the first day?

<table>
<thead>
<tr>
<th>Course related resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• tutorial plan ready</td>
</tr>
<tr>
<td>• ECP printed and ready to hand out</td>
</tr>
<tr>
<td>• student handouts printed and ready to hand out</td>
</tr>
<tr>
<td>• course code/ name and my contact details posted as students enter</td>
</tr>
<tr>
<td>• list of enrolled students / attendance sheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the location of and access to the room</td>
</tr>
<tr>
<td>• the layout of the room</td>
</tr>
<tr>
<td>• audio visual equipment</td>
</tr>
<tr>
<td>• whiteboard pens/chalk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies and information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• my policy on reading drafts</td>
</tr>
<tr>
<td>• deadlines for dropping or adding units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety and Security arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• emergency numbers: Security x51234 Emergency</td>
</tr>
<tr>
<td>x53333</td>
</tr>
<tr>
<td>• OH&amp;S included at school level</td>
</tr>
<tr>
<td>• fire exits are identified and fire alarm procedures</td>
</tr>
<tr>
<td>• the unlocking and relocking of doors</td>
</tr>
</tbody>
</table>

Adapted from Conducting Tutorials (Lubin & Sutherland, 2009)