### Document history

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<th>Version</th>
<th>Date</th>
<th>Author</th>
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<tbody>
<tr>
<td>V1.0 Final</td>
<td>2010</td>
<td>Julie Duck, Kelly Matthews</td>
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<td>06/02/17</td>
<td>Peter Rutherford, Christine Slade</td>
<td>Updates and modifications following consultation with content authors, program facilitators and faculty representatives.</td>
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In 2008, the Deputy Vice-Chancellor (Academic) funded a strategic teaching and learning grant to explore tutor preparation across UQ. The team found tutors were receiving varying levels of preparation and proposed an institutional model to more systematically prepare new tutors in the area of teaching and learning. The institutional approach was endorsed in 2009.

Many thanks to the project team: Julie Duck (leader), Barbara Masser, Fiona Barlow and Paula Myatt, with Terrilyn Sweep and Deanne Ogilvie as Project Officers, and important contributions from Kelly Matthews and Dominic McGrath.

The Tutors@UQ program, coordinated by the then Teaching and Educational Development Institute (TEDI), began in 2010. The materials were developed by Kelly Matthews and Julie Duck with design expertise provided by the TEDI Educational Technologies unit.

In 2012, the Tutors@UQ Strategic Advisory Committee was formed to guide and ensure the on-going quality of the program. Minor changes have been made to the program to continuously improve it over the years. In 2016, Institute for Teaching and Learning Innovation (ITaLI) staff Christine Slade and Peter Rutherford updated the program and made some modifications following consultation with the content authors, program facilitators and faculty representatives.

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For more information on Tutors@UQ go to www.itali.uq.edu.au or email itali@uq.edu.au
Tutors@UQ overview

The Tutors@UQ program is designed for NEW tutors from any discipline, although the sessions are facilitated at the faculty or school level, allowing for discipline-specific examples and contextualisation. The program is structured around three face-to-face sessions for a total of five hours of contact time.

- Session 1: Two hours prior to start of semester
- Session 2: Two hours prior to start of semester
- Session 3: One hour follow-up session during semester

We use the word ‘tutor’ broadly, as an inclusive term encompassing the diversity of learning environments in which UQ tutors might find themselves (classrooms, labs, field sites, work sites, online environments, etc.). Tutor refers to demonstrators, problem-based learning (PBL) leaders and clinical supervisors, as well as tutors of small and large group tutorials.

Session 3 overview

The final session of the Tutors@UQ program allows tutors to come together following a few weeks of tutoring to debrief and reflect on their experiences. The one hour session is largely designed around tutors discussing what strategies worked, and did not work, in their efforts to engage students in learning. The facilitator’s role is to guide small group activities and draw broader connections to better tutoring practices during the whole group discussions. The main emphasis of the session is on reflection (‘reflective practice’) as a means to improve tutoring practices and student learning. Tutors will also learn about university professional development workshops that they can attend to further improve their tutoring.

Facilitator preparation

While the Tutors@UQ program has been designed with ‘learning objectives’, ‘learning activities’ and ‘learning resources’ ready to go, preparation is vital for successful facilitation of the program. The Tutors@UQ program is not prescriptive by design. While the learning objectives are defined with aligned learning activities to create coherence across the program, Tutors@UQ facilitators have room for creativity in deciding how to facilitate the activities (i.e. buzz groups or think-pair-share) and how to present certain information (i.e. include a personal story from your experience that is relevant to tutoring or a discipline-specific example).

Each faculty may have an ITALI liaison who can assist with planning and co-facilitating the session. In fact, the preferred model is for new tutors to interact with academics from the faculty and ITALI during the Tutors@UQ program, so please contact your liaison for further assistance.
Overview
of Session 3
Run sheet for Session 3

RUN SHEET TEMPLATE: to assist in planning the session

<table>
<thead>
<tr>
<th>Start time</th>
<th>Topic</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>xx.00</td>
<td>Introduction</td>
<td>ADA (suggested)</td>
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<tr>
<td>xx.03</td>
<td>3.1 What happened in my tutorials?</td>
<td></td>
</tr>
<tr>
<td>xx.23</td>
<td>3.2 How can I improve my tutoring?</td>
<td></td>
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<td>xx.38</td>
<td>3.3 Where to from here?</td>
<td></td>
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<tr>
<td>xx.43</td>
<td>Wrap-up and evaluation</td>
<td>ITaLI Liaison (suggested)</td>
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<tr>
<td>xx.50</td>
<td>The End of Session 3</td>
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</tr>
</tbody>
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Faculty administrative support for facilitators should provide:

1. Handout for students.
2. Evaluation surveys if desired.
3. Sign-in sheets to document tutor attendance.
Introduction

to Session 3
Introduction

Purpose
To introduce Session 3

Discussion points
Introduce yourself and the final session of the Tutors@UQ program.

You will recall that the Tutors@UQ program comprises three learning sessions – two are offered before tutors begin their first semester of tutoring and the third during their first semester of teaching.

Session 3 is the final session offered after tutors have conducted their first few weeks of tutorials.
About Session 3

Purpose
To provide tutors with an overview of Session 3

Rationale
To overview the modules in Session 3.

Discussion points
In this session we will be addressing three questions.
3.1 What happened in my tutorials?
3.2 How can I continue to improve my tutoring?
3.3 Where to from here?
Module 3.1
What happened in my tutorials?

Rationale
To introduce Module 1.

Learning objectives
In this module tutors will:

- Reflect on their experiences as a tutor, identifying success and concerns
- Discuss and develop strategies to address individual concerns about their tutoring
What happened in my tutorials?

Purpose
To encourage active reflection on tutorials, and review the four Principles of Learning.

Discussion points
In the first sessions of the Tutors@UQ program we discussed four Principles of Learning – motivation, practice, feedback and reflection. Using this framework for how students learn, we considered how to provide activities that engage all students in learning, and we discussed how to prepare and manage tutorials for learning. We considered how tutors would know if their students are learning and the importance of providing ongoing feedback on student learning outcomes to make student learning possible and to guide teaching.

Using this framework, tutors should reflect on the tutorials they have conducted over the past few weeks. Active reflection on one’s own and others’ experiences is a first step in developing a professional approach to teaching. In Session 1 we asked tutors to reflect on tutorials they had experienced as a student. Now we would like tutors to reflect on tutorials they have experienced as a tutor.
Activity 1: What helped students learn?

Purpose
To reflect on activities, approaches or strategies used in tutorials that helped students learn.

Activity 1 instructions
What helped students learn?
Take a minute or two to reflect on the tutorials you have conducted over the last few weeks. Think about what activities, strategies or approaches were effective. What worked? What made for a good tutorial in which you believe students learned?

First, identify one or more activities, approaches or strategies that helped students learn and write them down. Pair with a partner and share what you have done in your tutorials that was successful.

Sample responses:
• In class debates.
• Pop quizzes.
• Case studies.
• Use of exemplars.
• Group discussions.
Activity 1: What helped students learn? cont’d

Now consider:

What evidence do you have that these activities, approaches or strategies worked well?

Conduct as another Think-Pair-Share activity.

Sample responses:
• I asked them and they told me it was useful.
• They were working independently.
• They were using the language of the discipline.
• They stayed for the whole tutorial because they were enjoying it.
Activity 2: What didn’t help students learn?

Purpose
To reflect on activities, approaches or strategies used in tutorials that didn’t help students learn.

Activity 2 instructions

What didn’t help students learn?
Take a few minutes to think about any activities, approaches or strategies you tried to use in your tutorials that didn’t work as well as you had hoped in helping students learn. What were you trying to do? What happened?

First, identify one or more activities, approaches or strategies that didn’t help students learn as well as you’d hoped and write them down. Pair with a partner and share what you have done in your tutorials that was unsuccessful.

Sample responses:
• Spending too much time reviewing the lecture.
• Lecturing rather than discussing.
• Asking questions that were too broad.
• Giving them a task I discovered they’d done the semester before.
• Over-talking.
• Not skilled enough to get them talking yet.

Now consider:
What evidence indicated that these activities, approaches or strategies didn’t work well?

Sample responses:
• Blank faces.
• Students telling me that they didn’t understand what was required.
• Students leaving early because they weren’t engaged.
Summary

Purpose
To summarise Module 1

Identifying, reflecting on and sharing effective strategies, as well as approaches that could be improved, is essential to professional practice.
3.2

15 mins

How can I improve my tutoring?

Purpose
To introduce Module 2

Learning objectives
In this module tutors will:
- Recognise the importance of reflective practice and continuous improvement
- Discuss ways to evaluate their teaching (and student learning)
- Recognise continuous self-reflection as a part of professional practice
The cycle of reflective practice

Purpose

• To recognise the importance of reflective practice and continuous improvement
• To introduce the cycle of reflective practice

Discussion points

According to University policy (PPL 5.41.12 Academic Categories) teaching as an activity includes:

‘Undertaking reflection, review and continuous improvement of curricula, teaching resources and teaching approaches.’

Evaluation is part of our responsibility as teachers towards our students. [We should] evaluate the quality of our own work with the overriding aim of improving the quality of student learning … Evaluation is a continuous and continuing process. It should occur before a course, during it, and after it (Ramsden, 2003, p. 225).

A straightforward yet effective means of improving teaching practice and student learning outcomes is to engage in a process of reflective practice, an ongoing cycle of planning, acting, observing and reflecting (adapted from Carr & Kemmis, 1986). The teacher plans a teaching approach, puts it into action, observes what happens, takes time to reflect and then revises the plan where necessary to improve student learning.
Activity 4: Evidence of the quality of teaching and student learning

Purpose
To consider various sorts of evidence about the quality of teaching and student learning.

Discussion point
Teachers need to consider what sort of information or evidence they could gather about the quality of their teaching and the quality of student learning.

Activity 4 instructions:
What sorts of evidence can you gather about your tutoring?
Over the last few weeks you have planned tutorials and you have taught. Take a few minutes to consider:

What sort of information or evidence could you gather (or have you already gathered) about the quality of your teaching and the quality of student learning?

Tutors to share their thoughts with the facilitator.
Responses are usefully grouped into four categories.
Some facilitators have found it useful to publicly gather and classify tutor responses in a table such as this to highlight the different types of evidence available to teachers.

<table>
<thead>
<tr>
<th>Student</th>
<th>Student</th>
<th>Peer</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of students’ work</td>
<td>Comments from students</td>
<td>Feedback from other tutors</td>
<td>Reflection on what worked</td>
</tr>
<tr>
<td>Students asking good questions</td>
<td>Asking students whether my explanation was clear</td>
<td>Comments from the course coordinator</td>
<td></td>
</tr>
</tbody>
</table>
Observing and evaluating your teaching practice

Purpose
To discuss various sorts of evidence that can be used to evaluate teaching (and student learning)

Discussion points
There are four key sorts of evidence that you can use to reflect on and inform your teaching practice – your students’ learning, your students’ experiences of your teaching and their learning, your peers’ evaluations of your teaching, and your own evaluations of your teaching.

(See A tutor’s guide to teaching and learning at UQ: itali.uq.edu.au/filething/get/570/tutor-training-manual)
Activity 5: UQ evaluation of tutors

Purpose
To inform tutors of the UQ ‘formal’ course evaluations.

Discussion point
Before you begin tutoring you should be aware of the Student Evaluation of Tutor (SETutor). This is a formal questionnaire that evaluates the student experience of tutoring at UQ. It is designed to be used in courses where student learning is supplemented by small group learning, led by a tutor or lab demonstrator.

SETutor surveys are requested by schools for their tutors and may be administered via QR Codes or as direct emails to students. Schools will decide which system the school prefers to use for their tutors.

Surveys may be administered for tutorial groups with more than five (5) students enrolled. If a tutorial group has fewer than 5 students, you may like to consider using the paper-based Open Response Questionnaire.

Activity 5 instructions
Activity 5 is an activity tutors should carry out at home for their own benefit. It requires them to view the results of an example SETutor and the steps taken by the tutor to improve their teaching after she had received the feedback. Tutors should use the example to reflect on their current tutoring and bear this activity in mind for when they receive their own SETutor results at the end of semester.

They should use the feedback they receive to continuously improve their teaching.
Summary

Purpose
To summarise the content of Module 2

Evaluation and feedback are essential but not straightforward. Careful reflection on feedback is required before modifying your teaching practices.

Remember:
Your handout has a case study offering an example of results from SETutor.
Module 3.3
3.3

Where to from here?

Purpose
To introduce Module 3.

Learning objective
In this module, tutors will:
• Identify future professional learning opportunities
Where to from here? cont’d

Purpose

• To remind tutors that the University provides support and opportunities for them.
• To make tutors aware of the UQ Tutors website.

Discussion points

In this program we have tried to provide a range of learning activities designed to assist tutors to develop a professional approach to tutoring.

There is other support available to tutors within schools, within faculties and within the University, both to assist tutors during this semester and to provide ongoing support into the future.

Tutors should be encouraged to make use of the website UQ Tutors www.uq.edu.au/tutors, which provides links to a range of useful resources.
Where to from here? cont’d

Purpose
To make tutors aware of staff development workshops.

Discussion points
Tutors should be reminded that ITaLI conducts teaching and learning workshops as part of UQ’s Staff Development Program including:

- Small Group Teaching
- Designing Assessment
- Assessment Using Multiple Choice Questions
- Enhance Teaching with Educational Technologies
- Implement Assessment Marking, Moderation & Feedback
- Educational Video Production
- Social Media for Teaching and Learning

eLearning Solutions Service (ELSS) conduct a series of technology focused workshops including:

- Learn.UQ (Blackboard)
- Turnitin
- Grade Centre
- Active learning tools

For more information, go to www.uq.edu.au/staffdevelopment
Summary

Purpose
To summarise the content of Module 3

Remember, there are a range of opportunities and resources available to assist you to further develop your tutoring over time.
Wrap up
Wrap up and evaluation

Purpose
To summarise the learning in the Tutors@UQ program

Discussion points
This completes the Tutors@UQ program.
Based on activities in Sessions 1 and 2, tutors should understand and be able to identify the expectations for tutor professionalism at UQ, and have more in depth appreciation for:

• How we learn
• How to tutor for learning
• How to design tutorials for learning
• How to manage tutorials for learning
• How to know if their students are learning
• How to get feedback on their tutoring

Based on Session 3, tutors should also be able to:
• Reflect critically and constructively on their teaching
• Appreciate and be prepared for dealing with complex issues
Your next tutorial

Purpose
To encourage tutors to improve one aspect of their teaching in their next tutorial

Discussion points
Finally, tutors should be encouraged to engage in the process of reflective practice; they should identify one aspect of their teaching that they would like to modify or change and specify what they can do in their next class to improve the quality of their tutoring.

Activity 6 instructions
Your next tutorial

Think about the process of reflective practice in which you observe, reflect, plan and act. Reflecting on your observations in your tutorials so far, identify one aspect of your teaching that you would like to modify or change over the next few weeks.

Have tutors write down the one aspect of their teaching they will change.
Evaluating Session 3

Purpose
To gather tutor feedback on the Tutors@UQ Session

As tutors are completing activity 6, begin handing out the evaluations.
Feedback from tutors is one important way we improve the Tutors@UQ program. Encourage tutors to respond honestly and thoughtfully.
References


Online resources

Institute for Teaching and Learning Innovation:
www.itali.uq.edu.au

General tutors website (Tutors@UQ program):
www.uq.edu.au/tutors

Getting tutors evaluations:
www.itali.uq.edu.au/content/student-evaluation-of-tutor-setutor

UQ Staff Development Program:

A tutor's guide to teaching and learning at UQ:

Griffith Institute for Higher Education: Learning and teaching
www.griffith.edu.au/learning-teaching