Acknowledgements

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 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.

In 2014, the success of Tutors@UQ program was recognised with a UQ Program that Enhances Learning award.

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For more information on Tutors@UQ go to www.itali.uq.edu.au or email itali@uq.edu.au
Overview of Session 1
**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 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 1 overview**

The first session of the Tutors@UQ program focuses new tutors to think about student learning and their role in fostering student learning. Principles of learning are discussed, along with strategies to assist tutors in planning tutorials, practicals, and so on. The concepts of active engagement and inclusive environments for learning are emphasised, and the facilitator has the opportunity to model several small group learning strategies during the session. Case studies are used to engage tutors in real scenarios they might face and to build their confidence and preparedness for 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 aligned with learning activities to create coherence across the program, Tutors@UQ facilitators have room for creativity in deciding how to facilitate the activities (e.g. buzz groups or think-pair-share) and how to present certain information (e.g. include a personal story from your experience, which is relevant to tutoring or a discipline-specific example).
### Run sheet for Session 1

**RUN SHEET TEMPLATE:** to assist in planning the session

<table>
<thead>
<tr>
<th>Start time</th>
<th>Faculty of SESSION 1</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>xx.00</td>
<td>Attendance: sign-in of tutors</td>
<td>ADA (suggested)</td>
</tr>
<tr>
<td>xx.00</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>xx.15</td>
<td>1.1 What are the expectations for tutor professionalism at UQ?</td>
<td></td>
</tr>
<tr>
<td>xx.35</td>
<td>1.2 How do we learn?</td>
<td></td>
</tr>
<tr>
<td>xx.55</td>
<td>1.3 How do we tutor for learning?</td>
<td></td>
</tr>
<tr>
<td>xxx.15</td>
<td>1.4 How do we design tutorials for learning?</td>
<td></td>
</tr>
<tr>
<td>xxx.40</td>
<td>Wrap-up and evaluation</td>
<td></td>
</tr>
<tr>
<td>xxx.00</td>
<td>The End of Session 1</td>
<td></td>
</tr>
</tbody>
</table>

Faculty administrative support for facilitators should provide:

1. Handout for tutors.
2. *Tutors@UQ* evaluation surveys.
3. Sign-in sheets to document tutor attendance.
Introduction to Session 1
Orientation: Tutors@UQ

Key points

• Tutoring roles at UQ are diverse – but tutors share a responsibility for student learning
• Tutoring is challenging but rewarding

Rationale

To recognise the diversity of work done by tutors at UQ and their shared responsibility for student learning

Discussion points

The work of tutors at The University of Queensland (UQ) is diverse. Tutors lead classes, tutorials, workshops, labs, practical sessions, problem based learning, drop-in sessions, peer-assisted study sessions and groups online. However, all tutors share a responsibility for student learning.

Tutors report that what they like most about tutoring are the relationships they form with students and teaching staff, the satisfaction of helping others, and seeing students learn. Tutors tell us that tutoring is challenging but rewarding.
About the program

Key points

- The Tutors@UQ program is designed to provide professional development for new tutors
- The program is based on what tutors, tutor coordinators and Heads of School said tutors need to know
- The program comprises three sessions: two before and one during the first semester of tutoring

Rationale

To introduce tutors to the Tutors@UQ program

Discussion points

In 2008, staff involved in a UQ Teaching and Learning Grant conducted research to develop a sustainable, institution-wide tutor training program that supports the professionalisation of the tutoring role.

The Tutors@UQ program was developed from the research to provide a systematic approach to the professional development of tutors. It was created following consultation not only with tutors but also with students, course coordinators and Heads of School.

The Tutors@UQ program comprises three learning sessions offered before and during the first semester of tutoring.
About Session 1

Key points
Session 1 addresses four questions:

1. What are the expectations for tutor professionalism at UQ?
2. How do we learn?
3. How do we tutor for learning?
4. How do we design tutorials for learning?

Rationale
To overview the modules in Session 1:

Discussion points
The first 2-hour session, Session 1, comprises four learning modules. Each module includes information and activities designed to assist new tutors.

Session 1
1.1 What are the expectations for tutor professionalism at UQ?
1.2 How do we learn?
1.3 How do we tutor for learning?
1.4 How do we design tutorials for learning?
Module 1.1
1.1 What are the expectations for tutor professionalism at UQ?

Learning objectives

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

Rationale

To introduce Module 1 and emphasise the importance of clearly specified learning objectives.

Discussion points

Note that each module has a number of clearly specified learning objectives. The use of explicit learning objectives assists both the teacher and the learner to understand what is being done and why.
The importance of tutors

Key points

- Tutors are recognised as central to teaching and learning at UQ
- Students typically have more to do with their tutors than with their lecturers

Rationale

To emphasise high-level recognition of the important role of tutors

Discussion points

Research demonstrates that the relationship with tutors is vital to quality of students educational experience

We encourage tutors to recognise themselves as part of the academic teaching community.


The AUSSE Research Briefings are produced by the Australian Council for Educational Research (ACER), drawing on data from the Australasian Survey of Student Engagement (AUSSE).
The teaching cycle

Key points

• Tutors play an important role in the teaching cycle

• In this cycle, teachers identify learning objectives, provide learning activities, assessment and feedback with the goal of developing graduate attributes

• This program focuses on helping new tutors understand their role in the teaching cycle

Rationale

To encourage tutors to appreciate the part they play in the teaching cycle.

Discussion points

Although most tutors are employed on a course-by-course basis and will interact with students as part of a single course, or perhaps a couple of courses, it is essential that all teaching staff at UQ have an appreciation of the bigger picture of student learning.

Throughout the program we will make reference to a course teaching cycle (adapted from Humphries & Jolly, 2003).

All teaching staff at UQ work as professionals to help students develop graduate attributes of in-depth knowledge and skills in the field of study, effective communication, independence and creativity, critical judgement, and ethical and social understanding (PPL 3.10.5b). They are expected to do this through the design and implementation of appropriate learning activities and assessment.

Tutors play an important role in this teaching cycle, and this program is focused on helping new tutors understand their role in this cycle. In line with stated learning objectives, tutors will provide learning activities for their students, assess students’ learning, provide feedback on students’ learning, and help students to develop graduate attributes.
University policy and the Staff Code of Conduct

Key points

- UQ has a policy framework, the PPL, within which all UQ staff work
- The Staff Code of Conduct guides behaviour for all professional teachers at UQ (including tutors)

Rationale

To identify the expectations of professional tutors at UQ

Discussion points

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 1.50.1). 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:

- Respect for the law and system of University governance.
- Respect for persons: staff should treat students, other staff and members of the community equitably and with respect.
- Integrity: staff should be honest in carrying out their duties, and avoid conflicts between their private interests and their University responsibilities.
- Diligence: staff should carry out their duties in a professional and conscientious manner.
- Economy and efficiency.
Contracts and duty statements

Key points

- Tutors are professional employees of the University
- Their role should be specified in a contract which outlines what work they are being expected to complete during the semester

Rationale

To recognise the importance of tutor duty statements

Discussion points

Tutors at UQ are usually employed as casual tutors under the Casual Academic Staff Policy (PPL 5.41).

Under the supervision of a lecturer or other senior member of staff, tutors are expected to conduct tutorials and demonstrations, mark essays and assignments, be available for student consultation and assist as required. The specific duties required will be determined by the course co-ordinator or program director.

The program or course coordinator who is responsible for the design and conduct of the course should complete a duty statement outlining the specific duties and provide a copy to the tutor for his/her agreement. The contract might include time for class preparation including regular meetings with the course co-ordinator, class contact, marking and student consultation.

Before they start tutoring, tutors should consult with their school about their duty statement or contract, and resources available to them.
Summary

Key point

- Tutors should feel that they are valued members of the academic community and have an important responsibility for student learning

Rationale

To summarise the value and role of tutors at UQ

Discussion points

In summary, tutors at UQ play an important role in the teaching cycle. We encourage tutors to recognise themselves as part of the academic teaching community, to act professionally and expect to be treated professionally. This includes having a clear indication at the start of semester of their responsibilities in each course for which they are tutoring at the start of semester.
Activity 1: Reflecting on personal experiences in higher education

Key points

• Tutors reflect on their experiences as a student in tutorials and discuss the characteristics of effective and ineffective classes

• Tutors might use a think-pair-share activity in their tutorials

Rationale

To use reflections on experiences as a student to identify features of effective and ineffective tutorials and introduce the think-pair-share activity

Purpose of activity

Reflecting on personal experiences in higher education

New tutors bring with them ideas about effective and ineffective tutorial classes that have been shaped by their prior experiences. These experiences largely come from their time as a student in tutorial classes. Activity 1 asks new tutors to reflect on their past experiences and ‘compare notes’ with a peer.

The activity is called a think-pair-share. Each person considers the topic/question and writes down some ideas/answers. He or She joins with another for discussion. This provides a good basis for wider discussion. Tutors might use a think-pair-share activity in their own tutorials.

ACTIVITY 1 instructions

Think about tutorials you’ve attended in the past. What were the best? What were the worst? First, think about examples, and jot them down. When instructed, pair with another person and share your examples.
Activity 2: Identifying concerns with becoming a tutor

Key point

- Tutors share common concerns about classroom management, helping students to learn and about administrative issues

Rationale

To identify common concerns about becoming a tutor

Purpose of activity

Despite these insights based on their experiences as a student in a tutorial, new tutors might have concerns or worries about switching into the role of the tutor. Activity 2 asks tutors to consider what concerns them about being a tutor and to share their concerns. In a group led discussion, the facilitator should summarise these concerns under three headings: Management, Learning and Administration.

ACTIVITY 2 instructions

You will soon be a tutor at UQ; what concerns do you have about being a tutor? First, think about concerns or worries you have about tutoring. Second, new tutors at UQ share many common concerns. Share your concerns.

Sample Responses

<table>
<thead>
<tr>
<th>Management</th>
<th>Learning</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengaged students</td>
<td>Helping students with disabilities</td>
<td>Understanding uni culture</td>
</tr>
<tr>
<td>Shy students</td>
<td>Dealing with diversity</td>
<td>Expectations of the course coordinator</td>
</tr>
<tr>
<td>Poor attendance</td>
<td>Not knowing the answers!</td>
<td>Getting paid!</td>
</tr>
<tr>
<td>Student grievances</td>
<td>Not working</td>
<td></td>
</tr>
<tr>
<td>Students who turn up late</td>
<td>Knowing whether students are learning</td>
<td></td>
</tr>
<tr>
<td>Students who hand in late work</td>
<td>Demanding student</td>
<td></td>
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</tbody>
</table>
Describing the content of *Tutors@UQ*

**Key points**

- This program aims to address tutors’ concerns about generic teaching and learning, and classroom management.
- Tutors should ask their schools for administrative advice and for discipline or course-specific teaching and learning advice.

**Rationale**

To explain the emphasis of the Tutors@UQ program on generic teaching and learning skills, including classroom management.

**Discussion points**

*Tutors@UQ* addresses the issues and concerns that tutors have identified as central to an induction program to provide a basis for a professional approach to teaching. The focus is on generic teaching and learning and classroom management – issues that are of relevance to all tutors. Schools should provide tutors with further information about administrative issues (such as how to get paid) and, ideally, with discipline-specific advice relevant to the specific courses on which they will be teaching (e.g., on problem-based learning, conducting labs, etc.).

<table>
<thead>
<tr>
<th>BEFORE SEMESTER</th>
<th>DURING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One</strong></td>
<td><strong>Session Three</strong></td>
</tr>
<tr>
<td>- What are the expectations for tutor professionalism at UQ?</td>
<td>- What happened in my tutorials?</td>
</tr>
<tr>
<td>- How do we learn?</td>
<td>- How can I continue to improve my tutoring?</td>
</tr>
<tr>
<td>- How do we tutor for learning?</td>
<td>- Where to from here?</td>
</tr>
<tr>
<td>- How do we design tutorials for learning?</td>
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<tr>
<td><strong>Session Two</strong></td>
<td></td>
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<tr>
<td>- How do we manage tutorials for learning?</td>
<td></td>
</tr>
<tr>
<td>- How do we know if our students are learning?</td>
<td></td>
</tr>
<tr>
<td>- How is my tutoring evaluated?</td>
<td></td>
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<tr>
<td>- What else do I need to know before I start tutoring?</td>
<td></td>
</tr>
</tbody>
</table>
Summary

Key point

- Tutors should actively reflect on their own and others’ experiences

Rationale

To encourage active reflection on teaching

Discussion points

We began by asking tutors to reflect on their own and others' experiences. According to Paul Ramsden (2003) in *Learning to Teach in Higher Education*, ‘active reflection on your own and others’ experiences is the first step to developing a professional approach to teaching.’
Module 1.2

The session began by discussing the expectations for tutor professionalism at UQ. Now we will focus on how we learn and what this means for the design, conduct and management of tutorials.
Learning objectives

In this module, tutors will:
• Gain an appreciation for principles of learning
• Recognise the influence that the tutors can have on learners

Rationale

To introduce Module 2

Discussion points

Learning is a dynamic and complex process. You could do a degree program on how people learn. The goal of this module is to introduce tutors to some applied and practical principles of learning that are based on sound educational research. The framework is based on research by Phil Race (2010) Race, P. (2010). Making Learning Happen (2nd ed.). London: Sage from phil-race.co.uk and the activities are modelled on an online module: Quinn, D. (2010). Learning and Feedback. Retrieved July 10, 2010 from breeze.unisa.edu.au/learn.
Activity 3: How do we learn?

Purpose of activity
- Educational experts and learners agree that we learn when we are interested, when we practise, when we are encouraged and when we have time to reflect on what we are learning.

Rationale
To reflect on how we learn or become good at something.

Activity background
Activities 3 and 4 are a pair of activities modelled on an online module (Quinn, 2010). They are designed to elicit intuitive knowledge about how we learn and how we know we have learned.

ACTIVITY 3 instructions
First, think of something that you are good at. Second, consider and write down how you became good at it. When prompted by the facilitator, share this with someone near you. Think about the similarities and differences in your approaches.

Sample responses:
by practice; perseverance; mimicry; enthusiasm; listening; thinking; trial and error; good instruction; consistency.

According to research (Race, 2010), when educational experts were asked this question they responded: practising, coaching, reflecting and talking to others. When large groups of learners were asked the same question they responded: practice, lessons, experience, reading about it, talking and listening to others, and perseverance.

There is broad agreement on how we learn, as well as differences between learners.
Activity 4:
How do we know what we have learned?

**Purpose of activity**
- Educational experts and learners agree that we know we are good at something based on the reactions of other people and feedback.

**Rationale**
To reflect on the evidence we use to know we are good at something.

**ACTIVITY 4 instructions**
Thinking about what you answered for ‘what you are good at’ above – how do you know you are good at that? What evidence did you use to determine that you are good at it? When prompted, share this with someone near you. Think about the similarities and differences in your approaches.

Sample responses:
By receiving good feedback
Getting recognised
Good grades
Feeling comfortable about it
Other people ask for your help
Peer review

Race says that the responses of educationalists and students are much the same – we look to the reactions of other people and feedback.
Principles of Learning

Key points

• There are four basic principles of learning: motivation, practice, feedback and reflection

• However, people vary in what motivates them to learn, how they prefer to ‘practice’, their reaction to ‘feedback’ and the amount of time they need to learn

Rationale

To gain an appreciation of four basic principles of learning and recognise that people vary in their approaches to learning

Discussion points

These four broad principles of learning offer new tutors a framework to consider how students learn.

However, Race also recognises that people vary in their approaches to learning – in what motivates them to learn, how they prefer to ‘practice’, their reaction to ‘feedback’ and the amount of time they need to learn.

Adapted from Race (2010).
Activity 5: How tutors will influence student learning

Purpose of activity

• Tutors need to think about all aspects of learning – motivating, practice, feedback and reflection

• Tutors also need to recognize that not all students learn the same way they do

Rationale

To encourage tutors to think about the implications of the four principles of learning for their tutoring

ACTIVITY 4 instruction

With the principles of learning in mind, think about the influence you will have on student learning. How would you like to influence your students?

Sample answers:

I want to motivate and inspire students; give them appropriate opportunities to practise what they are learning; give them encouraging feedback that helps them to persevere and allow enough time for them to consolidate what they are learning. And, to do so, I’ll need to think carefully about using a variety of approaches and techniques that cater for different people.
Summary

Key point

- Teachers must understand their students' experiences of learning.

Rationale

To encourage tutors to think about their students' experiences of learning as a basis for their approach to teaching.

Summary point:
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.
Summary

Key points

• Tutors must recognise that their students won’t necessarily learn the same way they do
• Tutors need to provide a variety of learning experiences to cater to diverse learners.

Rationale

To emphasise the need for diverse learning activities

Discussion points

According to Paul Ramsden (2003), 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.
Module 1.3

We have reflected on your learning and the different approaches people have to learning. Now let’s focus on how this applies to our tutoring.
How do we tutor for learning?

Learning objectives
In this module, tutors will:
• Gain an appreciation of the student diversity at UQ
• Discuss strategies to cater to diverse learners
• Identify characteristics of supportive and engaging tutorial classes
• Recognise the importance of small group learning strategies
• Recognise that we learn in different ways
• Recognise the impact the different ways we learn can have on our tutoring

Rationale
To introduce Module 3
Activity 6: Thinking about your students

Purpose of activity
• Tutors need to know who their students are and appreciate student diversity

Rationale
To recognise the diversity of learners

Activity background
In preparing to tutor, tutors often think a lot about what they will be teaching but they spend less time thinking about who they will be teaching. Tutors need to be aware of diversity in their students’ background and personal circumstances, as well as their diverse approaches to learning. Activity 6 is designed to encourage new tutors to think about who their students will be.

ACTIVITY 6 instructions
Who will your students be?
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 in your handout.
The diversity of UQ Students

Key point

• Students at UQ are very diverse

Rationale

To provide pertinent details about student diversity at UQ

Discussion points

UQ has a diverse community. We have nearly 50,000 students. Over 21,000 students were born overseas. Around 29,000 were born in Australia, including over 350 Indigenous Australians and Torres Strait Islander students. UQ has around 24% (over 12,000) international students, representing well over 100 different countries of origin. Within our student community, around 27% (over 13,000) of students speak a language other than English at home.

(UQ Reportal, 2014)
The goal of inclusive teaching

Key point

- Teaching needs to be inclusive, meaning every student has the opportunity to engage in learning in every tutorial

Rationale

To emphasise UQ’s goal for teaching to be inclusive

Discussion points

The University is striving to achieve in terms of equity and diversity, and requires that we provide a safe, accepting and inclusive environment. The University of Queensland values and embraces diversity amongst tutors, students and staff.

The onus is on each of us to take responsibility for this. This means that teaching needs to be inclusive, meaning every student has the opportunity to engage in learning in every tutorial.
Activity 7: Inclusive pedagogies

Purpose of activity

- Engage tutors in case studies and identify strategies for inclusive small group teaching

Rationale

To demonstrate the use of case studies as a learning activity and discuss strategies to cater for diverse learners

Activity background

Activity 7 uses four case studies based on real situations faced by tutors at UQ and designed to encourage tutors to think about inclusive pedagogies.

Case studies are an effective learning activity. A ‘story’ or scenario is presented to the group (often, but not always, as a handout). Groups discuss the story or work together on related questions. Tutors might like to use case studies as a learning activity in their own tutorials.

ACTIVITY 7 Instructions

On your handout are four case studies (real situations faced by tutors at UQ). Pair up with another tutor to discuss one of the four case studies with your partner. Then write down your answer to the two questions pertaining to your case study. All four case studies will be discussed; be sure to take notes on each case during that discussion.
Case study 1

Key point

- If students appear disengaged in class, tutors need to understand why and use strategies to include them.

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?
What strategies would you suggest to address this problem?

Sample response
Problem: Lack of engagement, but not sure why

Strategies:
1. If there’s time in class when student are doing an activity, quietly approach the student and ask if they are okay.
2. If no time in class, approach the student at the end of class.
3. Try to build a relationship, reach out and understand the reason for disengagement.

(continued on next page)
Case study 2

Key point

- Tutors must take care not to exclude students unintentionally

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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 point 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?
What strategies would you suggest to address this problem?

Sample response
Problem: Could be ‘excluding’ students unintentionally

Strategies:
1. Monitor who you are calling on in class and who is raising their hand to respond.
2. Set up systems for students responding (as opposed to shouting out) and then select students to respond if they raise their hand.
3. Introduce ‘think time’ before calling on students – this will assist those who need time to think through their answer before responding.
4. If lots of group activities, have students switch the role of who speaks for the group.

(continued on next page)
Case study 3

Key point

- Tutors should articulate and enforce explicit expectations of respect for differing opinions

3. John is new to tutoring although he missed tutor training. Inspired by his favourite UQ lecturer, he designs funny and witty mini-lectures to give in his tutorials. 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?
What strategies would you suggest to address this problem?

Sample response
Problem: Students do poorly on class assessment and John is using only one teaching style (i.e., lecturing)

Strategies:
1. Go to tutor training!
2. Introduce different styles of teaching, less tutor-centred lecturing and more student-centred activities.

(continued on next page)
Case study 4

Key point
• Tutors should articulate and enforce explicit expectations for respect for differing opinions

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?
What strategies would you suggest to address this problem?

Sample response
Problem: Inappropriate student behaviour

Strategies:
1. Set ground rules for students that explicitly articulate expectations of respect for differing opinions.
2. Walk near laughing students and stand by them in class.
3. Speak to laughing students at end of class.
Summary

Key point

- Tutors need to create classes that engage all students in learning.
Module 1.4

We have discussed principles of learning and how those principles relate to the importance of providing a supportive, engaging and inclusive class. Now we will discuss how to plan, prepare and design tutorials.
1.4
How do we design tutorials for learning?

Learning objectives
In this module, tutors will:
• Recognise the importance of planning and preparation for tutoring
• Critique and evaluate tutorial plans using the four principles of learning
• Identify key features of a ‘tutorial plan’
• Identify possible complexities and discuss strategies for managing them
• Recognise the importance of motivation and engagement
• Prepare for the first tutorial

Rationale
To introduce Module 4
Tutorials as learning activities

Key point

• Tutorials should focus on learning activities

Rationale

To emphasise the importance of tutorials as learning activities

Discussion points

New tutors often focus on what they do as a tutor. However, effective tutors know that what the students will do in the tutorials is the key to enhancing student engagement and learning outcomes.

Within the bigger picture of university study, tutorials are important in providing a focus on learning activities.
Applying the four principles of learning to tutorials

Key points

• Tutorials should be planned with the four principles of learning in mind

• Tutors need to engage and motivate students

Rationale

To encourage tutors to use the four principles of learning as a basis for the design of their tutorials

Discussion points

We can apply the four principles of learning to tutorial classes to consider how tutors will plan their ‘learning activities’.

Motivation:

It is all about engaging students with the content and concepts at the beginning of each class.

‘If students understand why information is important and useful, if their curiosity is piqued, if they are appropriately challenged, and if they perceive relevance of the content, they will be willing to exert more effort and will perform better as a result’ (Theall, 2006, p. 1).
Key point

- Tutors need to provide learning activities that allow students multiple ways of practising.

Discussion points

Practice:
Once you have students engaged and motivated you need to:

1. Give clear, explicit instructions.
2. Provide the relevant content/concepts.
3. Allow students to ‘practise’ the content/concepts. You have to develop learning activities that allow students multiple ways of practising!

Structure your tutorials so that students are actively involved, with opportunities to use, apply and discuss the content or knowledge they are intended to learn (the learning objectives).

‘Motivation is intensified when a student can say, ‘I did it myself’. Thus, using activities that allow students to find information, to organise it in meaningful ways, or to use it, all have the potential to provide opportunities for success.’ (Theall, 2006, p. 2)

‘When students passively sit and listen, they have little investment in learning except to do it in order to pass an assessment and get a mark. (Theall, 2006), p. 2’ 

(continued on next page)
Key point

- Tutors need to provide constructive feedback to students on their learning

Discussion points

Feedback:

‘Assessment is about several things at once. It is about reporting on students’ achievements and about teaching them better through expressing to them more clearly the goals of our curricula. It is about measuring student learning; it is about diagnosing misunderstandings in order to help students to learn more effectively. It concerns the quality of the teaching as well as the quality of the learning.’

(Ramsden, 2003, p. 177)
Key point

- Tutors need to wrap up each class in a way that allows students time to reflect on what they have learned

Discussion points

Reflection:
Practising and quality feedback are integral for student learning; however, without time to reflect on and digest the experience, learning will be diminished. Tutors need to consider how they will ‘wrap-up’ each class in a manner that allows students time to reflect.

Feedback will be discussed in more detail in Session 2.
Aligning and balancing tutorial activities

Key points

• Tutors need to consider the amount of time to be spent on each activity and allow sufficient time for practice

• Engagement, informing and practice activities should align with the stated learning objectives

Rationale

To encourage tutors to think about the balance and alignment of the components of their tutorials

Discussion points

The different sizes of the individual components of the diagram illustrate the amounts of time to be spent on each type of activity. Note the importance of providing sufficient time for practise with feedback.

Engagement, informing and practice activities are intended to develop student learning and should align with the stated learning objectives.

‘When planning to teach we first need to be clear about what we want students to learn and then teach and assess accordingly in an ‘aligned’ system of instruction’ (Biggs, 1996 in Biggs 1999, p. 64). ‘Alignment is when all components – learning objectives, learning activities and assessment – address the same agenda and support each other’ (Biggs, 1999, p. 64).
Activity 8: Tutorial plans

Purpose of activity
To introduce the notion of a tutorial plan and identify important components of tutorial plans

Activity background
- A tutorial plan should include learning objectives, motivation activities, informing time, practice activities, opportunity for feedback/informal assessment, and opportunity for students to reflect
- A tutorial plan should include the proposed timing of activities and there should be a match or alignment of objectives, activities and feedback/informal assessment
- An effective way to learn about something new is to see and discuss an example of it

ACTIVITY 7 instructions
Tutorial plans will vary in formatting, although all should contain some key features. A tutorial plan should include learning objectives, motivational activities, informing time, practice activities, opportunity for feedback/informal assessment, and opportunity for students to reflect. A tutorial plan should include the proposed timing of activities and there should be a match or alignment of objectives, activities and feedback/informal assessment.

An effective way to learn about something new is to see an example of it. Discuss the tutorial plan on Slide 34 as a class. To guide the critique of this plan, use a checklist based on the principles of learning (see handout).
Checklist

- learning objectives
- motivation activities
- informing time
- practice activities
- opportunity for feedback / informal assessment
- opportunity for students to reflect

Consider:

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

Sample response:

This plan specifies the learning objectives clearly
It has a good motivating question
It has some clearly structured informing time and content aligns with the learning objective
It has a clear conclusion
There could be more time for assessment and time for students to reflect

(continued on next page)
Take home activity: Planning for tutorials

Purpose of activity
- Tutors can practise planning with lesson plans with two lesson plans on handout

Rationale
To identify the key features of a lesson plan and stimulate thoughts about planning their first tutorial.

Discussion points
The home lesson plans allow tutors to critique plans for a first tutorial. This activity should encourage them to think about developing a tutorial plan for their own first tutorial.

If there is time, the facilitator can run this activity during the session with instructions below.

ACTIVITY 8
Tutorial Plans
On the handout are two examples of tutorial plans for first tutorials. Pair up with another tutor, compare the two plans using the checklist and answer the questions. Remember to consider the principles of learning. Use the spaces provided for notes for class discussion.

Sample response Plan 1:
Needs more time for students to practise
Needs more time for reflecting

Sample response Plan 2:
Needs clearer learning objectives
Needs more time for doing and practising
Activity 9: Thinking about your first tutorial

Purpose of activity
To share ideas that might be used in a first tutorial

Activity background
Tutors should be encouraged to think about using the tutorial plan templates in Activity 8 for planning their first tutorial. Activity 9 asks tutors to think of one idea or strategy that they might plan to use in their first class. Tutors will benefit from sharing ideas about strategies or techniques they will use in their first class.

ACTIVITY 9 instructions
Your first tutorial
Consider your first tutorial. Jot down one idea that you might use effectively in your first tutorial. When asked, share with the class.
Summary

Key points

• Tutor preparation and organisation affect student satisfaction and learning outcomes

• Being prepared also helps to reduce tutor anxiety

• Tutors at UQ are expected to be prepared and plan for each tutorial, focusing not only on what they will teach but how they will teach

Rationale

To emphasise the importance of planning and preparation

Discussion points

Preparation and organisation are determining factors in student satisfaction with teachers, lecturers and tutors and are correlated with higher student learning outcomes.

For new tutors, preparation and planning help to reduce the nerves and anxiety associated with tutoring for the first time.

We expect tutors at UQ to maintain professionalism, which means being prepared and planning for each tutorial. This involves more than knowing the content – tutors must also know how they will teach that content and how they want their students to be engaged in the learning of that content.

Setting the right tone from the first tutorial is critical. On the handout is a first tutorial checklist, as well as tutorial plan templates that tutors can adapt to suit their purpose.
Wrap up

That completes the four modules in this session. Let’s wrap up.
Session wrap up and reflection

Key points

• This session discussed expectations as a professional tutor, how we learn, how we tutor for learning and how we design tutorials for learning
• It emphasised how tutors plan tutorials to include learning activities that are aligned with learning objectives

Rationale

To summarise the key points from Session 1

Discussion points

In this session, we focused on four modules:

• The expectations for tutor professionalism at UQ
• How we learn
• How to tutor for learning
• How to design tutorials for learning

We emphasised that tutors are valued members of the UQ teaching staff with important responsibilities for student learning. They play an important role within the teaching cycle, which is aimed to help students learn and develop the graduate attributes. Recognising student diversity, we focused on how tutors plan tutorials for learning with appropriate learning activities that are aligned with specific learning objectives.
Activity 9: Session wrap up and reflection

Purpose of activity
• Tutors should appreciate that teaching is about how they will make student learning possible

Rationale
To encourage reflection on learning from Session 1

Activity background
In wrapping up the session, facilitators should allow time for tutors to reflect on what they have learned in the session. If there is time, a few responses might be shared with the class.

ACTIVITY 9 instructions
Question for Reflection
Take a moment to reflect….
How has this session influenced your perceptions of tutoring and student learning?

Sample responses:
• It’s about the students, not about me
• It’s about being prepared and the diversity of students
Introducing Session 2

Key point

- Session 2 will continue with the teaching cycle, discussing how to manage learning activities, how to provide assessment tasks that are aligned with learning activities, and focusing on the central role of feedback in student learning.

Rationale

To describe what will be covered in Session 2

Discussion points slide 40

In Session 2 we will continue with the teaching cycle, discussing how to manage learning activities, how to provide assessment tasks that are aligned with learning activities and focusing on the central role of feedback in student learning.

Discussion points slide 41

Warm thank you to tutors!
References


