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 2
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 2

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

<table>
<thead>
<tr>
<th>Start time</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>xx.00</td>
<td>Introduction</td>
<td>ADA (suggested)</td>
</tr>
<tr>
<td>xx.05</td>
<td>2.1 How do we manage tutorials for learning?</td>
<td></td>
</tr>
<tr>
<td>xx.25</td>
<td>2.2 How do we know if our students are learning?</td>
<td></td>
</tr>
<tr>
<td>xx.35</td>
<td>2.3 How is my tutoring evaluated?</td>
<td></td>
</tr>
<tr>
<td>xx.40</td>
<td>2.4 What else do I need to know before I start tutoring?</td>
<td></td>
</tr>
<tr>
<td>xx.50</td>
<td>Wrap-up and evaluation</td>
<td></td>
</tr>
<tr>
<td>xx.00</td>
<td>The End of Session 2</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 2

Tutors@UQ Session 2, is the second and final 2-hour block for new tutors before they start tutoring. This session includes four modules covering managing tutorials, assessment, formal tutor evaluation and other preparation and support for tutoring. The majority of this session focuses on assessment with the question ‘How do we know if our students are learning?’
Orientation: Tutors@UQ

Key point

• Welcome tutors to the second of three sessions that comprise the Tutors@UQ program

Discussion points

This is the second of three sessions that comprise the Tutors@UQ program.
About the program

Key points

• The program comprises three sessions: two before and one during the first semester of tutoring. Session 2 is the second of the sessions offered before the first tutorial

• Session 2 builds on Session 1 to ensure that tutors are well prepared for their first experience of tutoring

Rationale

To remind tutors of the structure of the Tutors@UQ program and the place of Session 2 in that program

Discussion points

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 2 is the second of the sessions offered before the first tutorial.

Session 1 addressed four questions:

• What are the expectations for tutor professionalism at UQ?
• How do we learn?
• How do we tutor for learning?
• How do we design tutorials for learning?

Session 2 builds on Session 1 to ensure that tutors are well prepared for their first experience of tutoring.
About Session 2

Key points

Session 2 addresses four questions:

1. How do we manage tutorials for learning?
2. How do we know our students are learning?
3. How is my tutoring evaluated?
4. What else do I need to know?

Rationale

To overview the modules in Session 2

Discussion points

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

Session Two

2.1 How do we manage tutorials for learning?
2.2 How do we know if our students are learning?
2.3 How is my tutoring evaluated?
2.4 What else do I need to know before I start tutoring?

We will begin by discussing how we manage tutorials for learning and then how we now if our students are learning.
The Teaching Cycle

Key points

• In Session 1 we focused on how tutors plan tutorials for learning with appropriate learning activities that are aligned with specific learning objectives

• In Session 2 we will discuss how to manage learning activities and prepare the learner for assessment tasks measured against criteria and standards

Rationale

To explain how Session 2 will complete discussion of the teaching cycle that we introduced in Session 1

Discussion points

Recall that in the teaching cycle, teachers identify learning objectives and provide learning activities, assessment and feedback, with the goal of developing graduate attributes.
In Session 1 we focused on how tutors plan tutorials for learning with appropriate learning activities that are aligned with specific learning objectives.
In Session 2 we will discuss how to manage learning activities and prepare the learner for assessment tasks measured against criteria and standards in order to demonstrate attainment of learning objectives.
2.1 How do we manage tutorials for learning?

Learning objectives

- Discuss ways to deal with difficult situations in tutorials
- Consider proactive strategies for managing tutorials
- Learn that the University has a statement of expectations for student behaviour as well as policies and procedures for dealing with student misconduct

Rationale

To introduce Module 1
Activity 1: Managing tutorials for learning

Purpose of activity
To encourage tutors to plan and prepare for common classroom situations using case studies

Activity background
In Session 1 we discussed the importance of providing an educationally inclusive environment characterized by mutual respect, effective relationships, clear communication, explicit understandings about expectations and critical self-reflection. These attributes, as well as preparation and organisation for tutorials, are determining factors in student satisfaction and are correlated with higher student learning outcomes. Tutors also need to anticipate difficult classroom situations and be prepared to deal with them if they arise. Anticipating difficult classroom situations and identifying strategies to deal with these is important in providing an effective learning environment.

ACTIVITY 1 instructions
These four case studies are real situations faced by tutors at UQ. Pair up with another tutor, choose one of the following case studies and discuss it with your partner. Identify the challenge and suggest ways to manage it. Take notes on each case study when discussed.
Case Study 1

Key point

- Tutors must ensure that class discussions are inclusive of all students, not dominated by particular students

1. Paul is a good student; however, whenever you ask another class member a question he jumps in to answer it and then continues to dominate the conversation. You notice others are becoming annoyed with him dominating every discussion.

What is the challenge?
- providing an environment where everyone can contribute

What strategies would you use to address it?
Sample responses:
- Involve others in the class (knowing students’ names helps)
- Set ground rules for in-class contributions, to ensure that there is opportunity for all to contribute
- Talk to Paul in private
Case Study 1

Key point

- Tutors must ensure that students are prepared for tutorials

2. Jules is midway through the semester when she finds once again that her students have not prepared the work she asked them to for the lesson. She is quite concerned, as this has happened every week for the last four weeks.

What is the challenge?

- Lack of motivation or expectations aren't sufficiently clear

What strategies would you use to address it?

Sample responses:

- Set ground rules
- Explain your expectations clearly
- Explain how this preparation will assist them with their assessment
Case Study 1

Key point

• Tutors should not feel intimidated if they do not know the answer to a question

3. A discussion in Jane’s tutorial is really going well, and she is finally feeling more confident, when one of the students asks her a relevant question that she does not know the answer to. Jane is worried that if she doesn’t give an answer her students will think that she is not a good tutor.

What is the challenge?

• Thinking she will be seen as incompetent

What strategies would you use to address it?

Sample responses:

• Be honest: tell students you don’t know

• Redirect the question to the class: “That’s a good question – would anyone else like to answer this?”

• Undertake to find out for the next class, and follow through

• Make it an activity for homework
Case Study 1

Key point

- Tutors must be firm in keeping tutorials on task

4. Peter is leading a discussion about an important topic when one of the students relates it to an event that occurred during his previous holiday. It is not relevant to the class discussion and more and more students are turning towards him to join the discussion about his holiday.

What is the challenge?
- Class management

What strategies would you use to address it?

Sample responses:
- Be firm; redirect the conversation back to the topic: “The holiday sounds interesting and that discussion can be continued later; however, we need to continue with the class topic”
- If Peter continues to interrupt the class, discuss it with him in private
- Set ground rules for tutorials at the beginning of the semester and refer back to these
Activity key point

• For well-managed tutorials, tutors must articulate standards and expectations, enforce limitations, require that students are prepared and be prepared themselves

Rationale of activity
To consider proactive strategies for managing tutorials

Activity background to inform discussion

Behaviour management strategies
A number of strategies can be used to foster a well-managed tutorial.

Communication:
Clearly articulating standards and expectations from the start of the class is vital to fostering a well-managed classroom. If a student becomes disruptive, it should be immediately communicated to him or her.

Limitations and Enforcement:
Behavioural limitations, such as whether or not eating and drinking and using mobile phones is allowed, should be articulated clearly to all students and enforced.

Student Preparedness:
It should be made clear that it is not only a student's responsibility to herself/himself but also to others and to the tutor that he or she comes to class prepared. This needs to be communicated clearly and enforced actively.

Tutor Preparedness:
Tutors should hold themselves to the same standards as they hold their students. It is also a good idea for tutors to articulate student expectations through explaining their own corresponding responsibilities.

(Flamand, 2010)
Summary

Key point

- The fundamentals of classroom management are based on the effective communication of goals and expectations, as well as a willingness to articulate and enforce behavioural standards
Module 2.2

Now we have identified the challenges of and strategies for managing the classroom environment, let's consider how we will know our students are learning.
Module 2 is the most significant section of Session 2, covering the responsibilities of tutors in regards to assessment, including:

- Discuss the role of assessment and feedback in learning
- Apply a criteria marking sheet to determine a student grade
- Recognise the role of criterion-referenced marking
- Recognise the need for moderation of grades
- Compare and contrast features of effective and ineffective feedback
- Identify possible complexities of student marking and discuss solutions
- Identify the UQ policy on remarking
- Recognise UQ approach to academic integrity
- Identify appropriate tutor responses to instances of student plagiarism
Activity 2: How will you know your students are learning?

Key points

- The tutor's role is to make student learning possible, offering students guidance about what they are learning and how to learn it better.
- Tutors need to consider how they will know their students are learning.
- Buzz groups are a useful strategy for inclusive small group teaching.

Purpose of activity

To consider how tutors will know if their students are learning and demonstrate the use of buzz groups as a learning activity.

Activity background

In Session 1 we identified four principles of learning: Motivation, Practice, Feedback and Reflection. We considered how we tutor for learning, emphasizing that what the students do in tutorials is the key to enhancing student engagement and learning outcomes.

We also talked about the importance of assessing student learning in tutorials and offering students guidance about what they are learning and how to learn it better. The tutor’s role is to inform, question, prompt, assess, encourage and guide students to achieve the learning outcomes; that is, ‘to make student learning possible’ (Ramsden, 1993, p. 7).
ACTIVITY 2 instructions
How will you know your students are learning?
As a tutor, how will you know whether your students are learning?
In groups of three or four, brainstorm all the responses you can think of.

Sample Responses:
• The kind of questions they ask
• Their verbal and non-verbal communication
• Their retention of information
• The discussions
• You notice improvement
• They start using the language or lingo of the subject
• Their responsiveness
• Attendance
• They challenge ideas
• Their results

This activity involves a buzz group, a small discussion group formed for a specific task, such as generating ideas, solving problems, or reaching a common viewpoint on a topic within a specific period of time. Tutors might like to use this small group strategy in their tutorials.
Three main ways of knowing whether students are learning

Key point

- Tutors know whether students are learning through observation, consultation and focused analysis

Rationale

To identify three main ways of knowing whether students are learning

Discussion points

Observation
Noting how students behave and talk about their learning, the questions they ask, the responses they provide

Consultation
Asking students to talk or write about their learning – individually or in groups

Focused Analysis
Setting students tasks and making judgments about their responses with respect to predetermined criteria and standards
Summary

Key points

• Tutors must be attuned to and actively solicit indicators of student learning outcomes.

Summary point:
Final grades are not the only way we know learning is happening. As a tutor you must be attuned to and actively solicit other indicators of student learning outcomes.
Activity 3:
How will you help your students improve their learning?

Key point

• Tutors must be actively engaged in helping students improve their learning

Purpose of activity

To reflect on how tutors will help their students improve their learning

Discussion points

How will you help your students improve their learning?
Knowing whether their students are learning is important. But it is also important for tutors to think about how to help their students improve their learning.

ACTIVITY 3 instructions
Knowing whether your students are learning is important. But, as a tutor, how will you help your students improve their learning?

Sample responses:
• Giving them constructive feedback
• Showing them where they went wrong
• Providing them with an alternative explanation that might assist their learning
Feedback

Key points

- Feedback on their learning is the most powerful single influence on student achievement.
- Tutors must give ongoing and constructive feedback throughout the semester.
- Students should be encouraged to persist and develop rather than disengage.

Rationale

To emphasise the importance of feedback to the student.

Discussion points

Feedback

According to Gibbs and Simpson (2005, p. 9), ‘Feedback on their learning is the most powerful single influence on student achievement.’ Effective feedback is critical in the learning process: other people’s reactions impact on students' motivation to persist and develop or disengage.

Tutors must not wait until the end of the class or the semester, or until they conduct formal assessment, to let the learners know how they are doing. Tutors must remember to give ongoing and constructive feedback throughout the semester.

Remember, encouragement motivates learners. It motivates students to ‘hang in there’ and continue their learning. It also lets them know the tutor is taking an active interest in their learning, and allows the tutor to ‘keep their finger on the pulse’ so they can monitor learners’ needs more effectively.
Activity 3: Why are students critical of the feedback they receive?

Purpose of activity
To discuss why students often feel they have not received helpful feedback on their learning and discuss how to make feedback more effective.

Activity background
- Students often feel that they do not receive helpful feedback on how they are going in their courses – tutors need to consider why this is so and appreciate the implications for their role in providing feedback.
- Tutors should make the provision of feedback integral to the planning for tutorials during the semester.
- Tutors should alert students to the forms feedback will take.
- Tutors should actively engage students with the criteria and standards against which learning will be evaluated.
- Tutors should provide constructive feedback against the criteria and standards and actively engage students with the feedback.
- Tutors should provide timely feedback and honour stated feedback commitments.
- Feedback on their learning is the most powerful.

Why are students critical of the feedback they receive?
When students evaluate university courses, their lowest responses are typically to items about the quality of feedback they received on their progress. We need to consider why this is so.
ACTIVITY 4 instructions

When students evaluate UQ courses, their lowest responses are typically to the item 'I received helpful feedback on how I was going in the course.' Why do you think this is so? And what are the implications for you as a tutor?

Sample responses:

Why do you think this is so?
• Delay between handing assignments in and getting them back
• Vague or unhelpful feedback
• Feedback that is no longer pertinent to what the student is learning

And what are the implications for you as a tutor?
• Need to provide timely feedback
• Need to provide effective feedback
• Need to make feedback a central component of tutorials

Tutors need to:
• Make the provision of feedback integral to the planning for tutorials during the semester, not an add-on
• Alert students to the forms feedback will take: weekly quizzes on the lecture material, oral responses provided during discussion, individual comments on written work, consultations, responses to questions on the course discussion board, summary written/ oral feedback collated during marking, exemplars of work demonstrating specific levels of achievements (with student permission)
• Actively engage students with the criteria and standards against which learning will be evaluated
• Provide constructive feedback against the criteria and standards and actively engage students with the feedback
• Provide timely feedback and honour feedback commitments
Summary

Key point

• Feedback on their learning is the most powerful single influence on student achievement

Summary point:
Feedback on their learning is the most powerful single influence on student achievement
(Gibbs & Simpson, 2005, p. 9)
Activity 5: Marking and feedback

Note: This is a 3 part activity

**Purpose of activity, part 1**
To give tutors experience marking in the absence of predetermined criteria and standards, identifying variability in both what is assessed (criteria) and quality expected (standards)

**Key points for activity, part 1**

- A key responsibility for most tutors is marking assessment tasks
- Without pre-determined criteria and standards, markers will assess based on their own standards

**Activity background**
A key responsibility for most tutors is marking assessment tasks. A goal of this module is to provide tutors with some practical experience and information to make them more confident about marking. The purpose of the next exercise is to demonstrate the value of marking using criteria and standards as well as a process of moderation.
ACTIVITY 5 instructions

Marking
This activity has three parts, all relating to the following scenario:

Imagine you are tutoring for a course in a School of Tourism. In this course, students are asked to write a one-paragraph pitch on Brisbane as a destination for international tourists. The aim is to attract visitors to the city.

Activity 5, part 1 instructions

Mark the paragraph below. Assign a mark out of ten to it and then justify your mark.

Brisbane enjoys a lazy sub-tropical atmosphere happily accepting many tongue in cheek nick names including “Brisney-land” and “Brisvegas”. But Brisbane also has a serious side as a state capital and large and growing city. Brisbane has a strong arts scene centred around GOMA, the Queensland Art Gallery, Queensland Museum and QPAC all conveniently located together, where Brisbane’s residents and visitors have enjoyed world-class exhibitions, international performers and emerging (and returning) local talents. Shopaholics will be busy too (although prices are pretty high for the average tourist). The Gabba, Ballymore and Lang Park are Brisbane’s sporting homes where the Lions, Wallabies and Bronco’s respectively reside when Australia isn’t taking on the world. Exploring Brisbane’s heart on foot is easy enough particularly winter when the weather is more pleasant (in summer it’s hot, humid and at times, unbearable, so come in winter). The city makes the perfect base for daytrips further afield, although public transport can be unreliable at times. (The response for this activity was inspired by www.wordtravels.com and www.lonelyplanet.com)
Marking with criteria and standards

Purpose of activity, part 2
To mark using pre-determined criteria and standards

Key point for activity, part 2
- The provision of criteria and standards should ensure more consistency in marking

Activity 5, part 2 instructions
Re-read the paragraph and mark it again, this time using this criteria and standards sheet to guide you.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Low Standard 0 marks</th>
<th>Competent Standard 1 mark</th>
<th>High Standard 2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage of key dimensions of appeal including art &amp; culture, sport, shopping, food</td>
<td>Focuses on very few dimensions</td>
<td>Covers a reasonable number of dimensions, but at least one obvious omission</td>
<td>Very comprehensive. Covers all key dimensions</td>
</tr>
<tr>
<td>Explanation of local cultural terms</td>
<td>Frequent assumptions of local knowledge</td>
<td>Few assumptions of local knowledge</td>
<td>No assumptions of local knowledge. All local/cultural references are clearly explained</td>
</tr>
<tr>
<td>Reference to geographical location</td>
<td>No reference to geographical location</td>
<td>Some reference to geographical location</td>
<td>Very clear reference to geographical location</td>
</tr>
<tr>
<td>Persuasiveness</td>
<td>Doesn't make the destination sound appealing. Focuses only on negative aspects</td>
<td>Makes the destination sound reasonably appealing but draws attention to some negative aspects</td>
<td>Makes the destination sound extremely appealing and focuses only on positive aspects</td>
</tr>
<tr>
<td>Readability</td>
<td>Poor grammar and sentence construction with a number of spelling errors</td>
<td>Reasonably well written. Few grammatical errors and very few spelling errors</td>
<td>Very well written. Excellent grammar and sentence construction with no spelling errors</td>
</tr>
</tbody>
</table>

This activity is more powerful if tutors see the diversity of marking within the group of tutors attending. Previously, facilitators have asked tutors to raise their hands and taken a rough poll for each possible mark from 0 – 10. Other facilitators have asked a small selection of tutors to share their mark and rationale, seeking contrasting marks and schemes. There should be some convergence in marks when compared to marking without criteria and standards, but not comprehensive agreement.
Moderation

Purpose of activity, part 3
To recognise the need for moderation of marking

Key point for activity, part 3
- Moderation of marking is also essential to ensure consistency

Activity 5, part 3 instructions
Finally, review your marking using the criteria and standards sheet through discussion with other markers. Then, decide on a final mark for the paragraph.
Criterion-referenced assessment and moderation

Key point

- The University of Queensland uses criterion-referenced assessment. Judgments about the quality of students’ performance are made by reference to predetermined criteria and standards and not by reference to the achievement of other students.

Rationale

To recognise that UQ uses criterion-referenced assessment and that UQ requires moderation of marking.

Criterion-Referenced Assessment

The University of Queensland uses criterion marking to explicitly define the relationships between summative assessment and the (i) learning objectives, (ii) standards to be met, (iii) performance expectations held of students and (iv) award of grades.

In criterion-referenced assessment, judgments about the quality of students’ performance are made by reference to predetermined criteria and standards and not by reference to the achievement of other students.

- Criterion: a property or characteristic by which the quality of something may be judged.
- Standard: a definite level of achievement aspired to or attained. Standards specify levels of quality (or achievement, or performance) for each criterion.

(PPL 3.10.2 Assessment - Procedures)
Key point

- The University of Queensland requires that we use a process for developing consistency or comparability of assessment judgements. Moderation of all assessment should be undertaken for students within a course/group and for students in different classes/groups within a single course.

Rationale

To recognise that UQ requires moderation of marking.

Discussion points

Moderation

The University of Queensland also requires that we use ‘a process for developing consistency or comparability of assessment judgements’ (based on Sadler, 1998). Moderation of all assessment should be undertaken for students within a course/group and for students in different classes/groups within a single course.

Moderation ensures:

- Task clarity and validity or alignment with learning objectives
- A common understanding of task requirements among all involved in teaching or other forms of preparation for assessment
- Consistency of opportunity for students to develop required learning (e.g. resources, access to formative tasks and feedback)
- Consistency and defensibility of judgments
- Ongoing monitoring and enhancement of assessment quality
Activity 6: Providing effective feedback

Key point

- Students appreciate specific feedback on their work

Purpose of activity

To consider how to provide appropriate feedback on written work

Activity 6 instructions

Take a moment to think about how you would provide feedback to the student on their paragraph. Would the criteria and standards sheet that you completed provide sufficient and effective feedback for the student?

Sample responses:

- The criteria and standards sheet isn’t personal enough
- It doesn’t tell students how to get better
Activity 7: Feedback for learning

Key point
- Students appreciate specific feedback on their work

Purpose of activity
To consider how to provide appropriate feedback on written work

Activity 7 instructions
Here are two examples of feedback on this student’s work. What does the feedback tell the student? Could the student use the feedback to improve?

Some good points, but your writing is well below par! If I was to base my decision to visit Brisbane on the way this paragraph is presented, I would be unlikely to ever see the city!

Sample responses:
- It says that the writing is poor but the feedback isn’t explicit in providing information about how the writing could be improved
- The tone is sarcastic and would not help the student to persist

The information is quite comprehensive and ‘sells’ Brisbane well. The tone or pitch is also well-suited to the task. However, you need to take more care with your sentence structure, grammar and spelling and make sure that you don’t use local terms that an international audience won’t understand. As a piece of advertising, attention to detail is important and it is this aspect that you need to work on.

Sample responses:
- The feedback explicitly identifies the key strengths and explicitly states what the student could do to improve
Framing written feedback

**Key point**

- Feedback needs to be encouraging and constructive and offer explicit suggestions for improvement

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>Recommendation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address the work, not the person</td>
<td>Your essay (oral presentation, role-play, lab report)…</td>
</tr>
<tr>
<td>Begin positively</td>
<td>Shows an awareness of the range of resources… however…</td>
</tr>
<tr>
<td>Use encouraging expressions (or refer to desirable outcomes)</td>
<td>would be strengthened … would convince your readers more effectively…</td>
</tr>
<tr>
<td>Use passive voice</td>
<td>It is generally considered most effective…</td>
</tr>
<tr>
<td>Offer explicit suggestions for improvement</td>
<td>Select material from authoritative sources such as peer-reviewed journals… Consider integrating these ideas… What’s your main point here? If it’s that you disagree, put that idea up front and explain…</td>
</tr>
</tbody>
</table>
# Framing written feedback

## Key points

- Feedback should not be dismissive, sarcastic or ambiguous

## DON'T USE

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfocused comments</td>
<td>Confused; Generally sound; Adequate</td>
</tr>
<tr>
<td>Dismissive, sarcastic comments</td>
<td>Most of this is straight out of the book!</td>
</tr>
<tr>
<td>Comments that shift responsibility elsewhere (referrals to specific resources, such as Student Services, can be helpful)</td>
<td>Get help with your English.</td>
</tr>
<tr>
<td>Comments sending ambiguous messages:</td>
<td>Text is based on only a few readings and not on your own thinking.</td>
</tr>
</tbody>
</table>

(Chamberlain, Dison & Button, 1998)
Summary

Key point

- It is important to provide effective feedback that helps learners to improve.
Activity 8: Challenges with marking

Key points of activity

• Tutors will experience some challenges associated with marking

• Tutors must manage their time to ensure that marking is completed within the required timeframe

Purpose of activity

Engage students in case studies to plan for common assessment challenges

ACTIVITY 8 instructions

As a tutor with responsibility for a number of students, how might you manage these different responses to your marking?
Case Study 1

Key point

- It is important to prepare for marking and feedback

1. Peter has thirty students in his tutorial and needs to return the students’ results at the next tutorial, which is today. He likes to give a lot of feedback for each paper, but he realises now that he does not have enough time to complete marking all of the papers.

Sample responses:
What is the challenge?
- Time management and professional responsibilities

How would you manage this?
- Be honest with students and the course coordinator
- Improve time management skills
Case Study 2

Key point

- It is important to moderate grades early so that tutors are marking consistently

2. Jayson has marked all his allotted assignments according to the criteria and standards sheet provided by the course coordinator. When he mentions his spread of marks to another tutor who is marking in the same course, he realises that his marks are significantly lower than those awarded.

Sample responses:
What is the challenge?
- Moderation

How would you manage this?
- Using early moderation before marking all assessments
- Discuss with course coordinator
Case Study 3

3. Sue has marked the assessments according to the criteria and returned them to the class. Simon approaches her after the tutorial and is quite angry. He believes she has not marked it correctly. Even though she explained the criteria and how his responses did not meet those criteria, he becomes aggressive and insists he receives a remark by the other tutor.

Sample responses:
What is the challenge?
• Student management

How would you manage this?
• Calm the student
• Advise that you can discuss the issue, but ask the student to read over the feedback first and then make an appointment with you
• Use criteria sheet to justify your decisions
• If the student is still upset, advise that she can request remarking

Discussion points
• Students may request remarking if they believe the mark awarded does not reflect their performance as measured against the published assessment criteria
• Tutors should be aware of University policy on requests for remarking of assessment

Background information to inform discussion

Remarking assessment
At times, a student may believe the mark awarded does not reflect his or her performance as measured against the published assessment criteria. PPL Assessment procedures (PPL 3.10.02.8) outline the procedure to be followed in requests for remarking of assessment.

Assessment is remarked only when the student:
• Has sought and received feedback about their performance on the assessment from the course coordinator or lecturer concerned; and
• Provides in writing a sound academic case to show how the mark awarded does not reflect their performance with respect to the published assessment criteria for that assessment.

The application must also be made within strict timeframes.
Plagiarism

Key point

- It is important for tutors to report suspected plagiarism to course coordinators
Assessment roles and responsibilities

Key points

- Tutors have particular roles and responsibilities in the process of assessment
- Tutors co-facilitate development of intended learning objectives (e.g. through the provision of feedback)
- Tutors help ensure summative assessment judgements

Rationale

To provide tutors with an overview of the roles and responsibilities of course coordinator, tutors and students in the process of assessment

Discussion points

There are three people involved in the process of assessment, and each has roles and responsibilities.

<table>
<thead>
<tr>
<th>Course Coordinator</th>
<th>Tutor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and articulate course learning objectives</td>
<td>Co-facilitate development of intended learning objectives (e.g. provision of feedback).</td>
<td>Engage in appropriate learning behaviours and provide evidence of achievement of learning objectives as assessment responses</td>
</tr>
<tr>
<td>Design course assessment plan and individual assessment tasks and coordinate implementation</td>
<td>Help ensure summative assessment judgements</td>
<td></td>
</tr>
<tr>
<td>Determine and take responsibility for remarking, plagiarism, collusion and cheating</td>
<td>Report suspected misconduct to course coordinators</td>
<td></td>
</tr>
</tbody>
</table>
Summary

Key point

• Tutors should understand their role and responsibilities as a tutor in the processes of assessment.
Module 2.3

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.
2.3

How is my tutoring evaluated?

Learning objectives

• Consider the importance of getting feedback on their tutoring

• Identify the UQ student evaluation of tutoring, the SETutor

Rationale

To introduce Module 2.3
The SETutor

Key points

• To make tutors aware of the SETutor, which formally evaluates the student experience of tutoring at UQ

Rationale

To identify the UQ student evaluation of tutoring, the SETutor.

The SETutor

All professional teachers seek feedback on their teaching. In Session 3 we will consider a range of methods, both formal and informal, for evaluating your teaching. However, before you begin tutoring you should be aware of the Student Evaluation of Tutor (SETutor) survey. 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.

Module 2.4

We have now completed modules covering the teaching and learning aspects of your role as a tutor. Before we finish, let’s look at where you can access further training for the future.
2.4
What else do I need to know before I start tutoring?

Rationale
To introduce Module 4

Learning objectives
• Gain an understanding of broader tutor induction and training
• Gain an understanding of other supports and resources in place for tutors
• Reflect on their role as a tutor in making learning possible
Where to from here?

Key points

• Schools will provide tutors with further information about application processes, administrative details, and discipline-specific teaching and learning

• Tutors should return for Session 3 after they have taken some tutorials

• Tutors should also meet regularly with their course coordinator and with other tutors on the course

• Tutors should be aware of University-level resources that might assist them

Rationale

To understand additional support provided by the schools and other resources in place for tutors

Learning objectives

• Identify the UQ Staff Development website at http://www.uq.edu.au/staffdev/ provides information about the program and courses they offer

• Identify resource, A tutors’ guide to teaching and learning at UQ, that is available at http://www.uq.edu.au/tutors/

• Identify policies and Procedure website at http://ppl.app.uq.edu.au
Discussion points

We have now completed Sessions 1 and 2 of the Tutors@UQ program, which were designed to provide tutors with some professional training before their first class.

Schools will provide tutors with further information about administrative details and discipline specific teaching and learning. Tutors can access information about their particular school on the School Information page at http://www.uq.edu.au/tutors/index.html?page=61237

During the semester there will be continuing support. Session 3 will provide an opportunity for tutors to reflect on what is happening in their tutorials and share experiences and insights with other tutors. Tutors should also meet regularly with their course coordinator and with other tutors tutoring on the course.

You might also look at more professional development opportunities in the future. We will talk more about these resources and professional development opportunities in Session 3.
Wrap up

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

Rationale
To summarise the key points from Session 2

Discussion points
In this session, we focused on four modules:

• How do we manage tutorials for learning?
• How do we know if our students are learning?
• How is my tutoring evaluated?
• What else do I need to know before I start tutoring?
Activity 9: Reflecting on the session

Key point of activity
• Tutors should appreciate their role in providing feedback on student learning

Purpose of activity
To encourage reflection on learning from Session 2

Discussion points
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.

Question for Reflection
Take a moment to reflect….

How has this session influenced your understanding of your role as a tutor in making student learning possible?

Sample responses:
• Students will be looking to me for feedback on their learning
• My role is to help students to improve their learning
References


