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 3
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 3

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

<table>
<thead>
<tr>
<th>Start time</th>
<th>Faculty of SESSION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>xx.00</td>
<td>Introduction</td>
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<tr>
<td>xx.03</td>
<td>3.1</td>
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<td>xx.23</td>
<td>3.2</td>
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<td>3.3</td>
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<td>xx.43</td>
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<td>xx.50</td>
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</tbody>
</table>

**Facilitator**: ADA (suggested)

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 3
Introduction

Rationale
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 the Session 3

Rationale
To provide tutors with an overview of 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 3.1

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
Rationale
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 had experienced as a tutor.
Activity 1:
What helped students learn?

Note: This is a 2 part activity

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

ACTIVITY 1, part 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.

Sample responses:
- In class debates
- Pop quizzes
- Case studies
- Use of exemplars
- Group discussions
**ACTIVITY 1, part 1 instructions**
Now consider: what evidence do you have that these activities, approaches or strategies worked well?

**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 for activity
To reflect on activities, approaches or strategies 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 below.

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

Rationale
To summarise the purpose of Module 1

Summary point:
Identifying, reflecting on and sharing effective strategies, as well as approaches that could be improved, is essential to professional practice.
Module 3.2
How can I improve my tutoring?

Rationale
To introduce Module 3.2

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**

**Rationale**

To recognise the importance of reflective practice and continuous improvement and 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 3: Evidence about the quality of teaching and student learning

Purpose of activity

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

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 3 instructions

What sorts of evidence can you gather about your tutoring?

Over the last few weeks you have planned tutorials and you have taught (acted). 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?

Be prepared to share your thoughts with the facilitator.

Responses are usefully grouped into four categories.

Note: Some facilitators have found it useful to publicly gather and classify tutor responses in this table 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>

ACTIVITY 4: Observing and evaluating your teaching practice
Observing and evaluating your teaching practice

**Rationale**
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.

UQ evaluation of tutors

Rationale

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

Discussion points

As a tutor, 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.

Further details on when and how to arrange tutor evaluations is listed on the student handout.

If you want to run an evaluation, ask your course coordinator if they will arrange it. If not, you can arrange one yourself via the ITaLI website no later than week 10.
Rationale
To summarise the purpose of Module 2

Summary point:
Evaluation and feedback are essential but not straightforward. Careful reflection on feedback is required before modifying your teaching practices.
Module 3.3
Where to from here?

Rationale
To introduce Module 3

Learning objectives
In this module, tutors will:
• Identify future professional learning opportunities
Rationale
To remind tutors that the University provides support and opportunities for them.

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

There are other supports 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.

Rationale
To make tutors aware of the UQ Tutors website.

Discussion points
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.
Rationale
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:
- Scholarship of Teaching and Learning (SoTL)
- Introduction to University Teaching Program
- Leadership in Teaching and Learning
- Teaching and Learning Practice
- Internationalisation and Inclusive Teaching and Learning
- Evaluation
- Blended Teaching and Learning
- Assessment

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

Tutors might also consider enrolling in the Graduate Certificate in Higher Education. This program is designed for university teachers and PhD students who seek to improve their educational practice. It introduces major conceptual issues, research directions and innovative practices associated with higher education. It challenges and extends notions of learning, curriculum, pedagogy, assessment of student performance, and evaluation of teaching and courses within the higher education context.
Summary

Rationale
To summarise the purpose of Module 3.3

Summary point:
Remember, there is a range of opportunities and resources available to you to assist in further development of your tutoring over time.
Wrap up
Wrap up and evaluation

**Rationale**
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
Activity 4: Your next tutorial

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

Activity background
Finally, tutors should be encouraged to engage in the process of reflective practice by identifying one aspect of their teaching that they would like to modify or change and specifying what they can do in their next tutorial to improve.

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

Rationale
To gather tutor feedback on the Tutors@UQ Session

Discussion points
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.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Student Evaluation of Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Queensland</td>
<td>Mr. Tom Tutor</td>
</tr>
<tr>
<td>ST Tutors</td>
<td>TEST7777: Sample Course 7</td>
</tr>
</tbody>
</table>

Mark as shown: ( ) Please use a highlight pen or a felt-tip. This form will be processed automatically.
Completion: Please follow the examples shown as the form and scale to help optimize the reading results.

1. __________ was well prepared.
2. __________ communicated clearly.
3. __________ was approachable.
4. __________ inspired me to learn.
5. __________ encouraged student input.
6. __________ treated students with respect.
7. __________ gave helpful advice and feedback.

8. Overall, how would you rate this tutor?
   - Very Poor
   - Poor
   - Average
   - Good
   - Very Good
   - Excellent

9. What aspects of this tutor’s approach to teaching best helped your learning?

10. What would you like this tutor to have done differently?
References


Online resources

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

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

Getting tutors evaluations:
www.tedi.uq.edu.au/teaching/tutoring

UQ Staff Development:

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

Griffith Institute for Higher Education: Good practice guide:
www.griffith.edu.au/__data/assets/pdf_file/0017/119006/GPG-dev.pdf

Planning for success: Teaching active learning classes at UniSA: