ITaLI

A Concise Guide For

Industry Experts@UQ

The University
Of Queensland
AUSTRALIA

Overview

The University of Queensland values collaborations with industry experts and welcomes you as a supervisor of students undertaking industry placement or as a guest lecturer. The opportunity for our students to learn from industry experts in the classroom or the workplace is critical to their education and one which we regard highly. For you, we trust this will be a positive experience and lead to continued collaboration with the University.

This guide is designed to provide you with information that will assist you as a visiting lecturer or supervisor of students in an industry placement.

Make the experience count

You can make a difference in the lives of students. Your preparation and organisation will be key factors in student learning and satisfaction with the learning experience you deliver:

- Think about what you want students to learn from their experience with you
- Develop and rehearse the learning experience
- Prepare questions, support materials and activities to help students learn.

Help students learn

Course alignment

The course coordinator decides which significant and essential knowledge, skills and attitudes students are expected to demonstrate over the duration of the course. These are the course learning outcomes. At UQ, we aim for alignment between learning experiences, assessment and learning outcomes so it is important that the learning experience you provide contributes to student achievement of these. You will need a clear understanding from the course coordinator of what objectives you are to fulfil with the learning experience.

Apply the Principles of Learning

There are four basic Principles of Learning to consider when you prepare a learning experience for students. These principles are appropriate to the learning experience you will deliver. Plan the experience to ensure motivation, informing and practice activities align with the learning outcomes you are aiming for.

Motivation is a way of getting your audience engaged and give them a reason to learn the material you will communicate. Feedback is vital during the practice time of the learning experience to ensure students know when they are doing well and find out what they can do to improve. Reflection is an often overlooked area of the Principles of Learning but is critical to ensuring the learner can make sense of what they have heard, seen or experienced.

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The Principles of Learning

The Principles of Learning

Motivation	1.
Practice	2.
Feedback	3.
Reflection	4.

1. Motivation – We learn when we pay attention, are interested and can see the relevance. We use engagement strategies to motivate our students to engage in the learning process.

2. Practice – We learn by doing it ourselves. People will have different preferences for how they like to practise and there are some disciplinary differences exist -for example, how you learn and practise for mathematics will differ to how you learn and practise for music. Even within the same discipline, people will go about practising differently.

3. Feedback – We respond to other people's reaction to guide our learning. Other people's reaction can also impact on our motivation to persist or disengage. Feedback is critical in the learning process.

4. Reflection – We need time to reflect and make sense of what we are learning.

Adapted from Phil Race (Race, P. (2010). *Making Learning Happen* (2nd ed.). London: Sage Publications) and http://phil-race.co.uk

Activity timing

When planning a learning experience, consider the amount of time which should be devoted to each element. This diagram draws in another element, that of Informing, but Practice with Feedback constitute the same as Practice and Feedback in the Principles of Learning. Note the importance of ensuring adequate time for practice with feedback; it should take up the majority of the time.

Aligning and balancing the learning experience
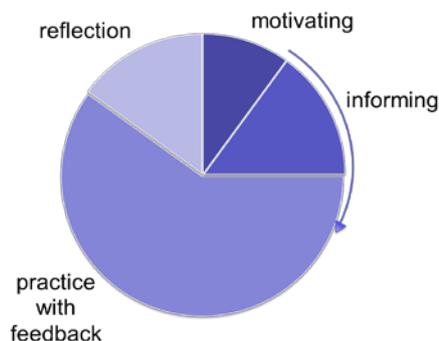
Adapted model for considering learning activities (McAlpine 2004).

How to know students are learning

It is important to establish if the experience you are delivering is hitting the mark and that students are learning from it. Ways in which you can determine if students are learning include:

- Their attentiveness
- The kind of questions they ask
- The responses they give to questions you ask
- The discussions they engage in
- Use of the topic language
- They challenge ideas
- They ask for or provide additional information.

Feedback

Effective feedback is critical to the learning process; your reactions and the messages you send will impact on students' motivation to persist and develop or disengage. Formative feedback should be ongoing during the learning process to help students recognise their strengths and weaknesses and identify steps they need to take to improve their performance. It is important that students know you are giving them feedback so make it clear to them that is what you are doing, and encourage them to reflect upon the feedback they are given. When you give feedback:

- Focus on the task not the learner
- Provide elaborated feedback (describe what the student did and why it was correct or not)
- Present feedback in manageable units
- Be specific and clear with feedback messages
- Keep feedback as simple as possible
- Reduce uncertainty between performance and goals
- Give unbiased, objective feedback
- Promote a learning goal orientation via feedback (Shute, 2008).

Supervising in the workplace
Role model and mentor

Supervising industry placements is a complex responsibility; students will look to you as a role model and mentor for their guidance and learning. A good placement experience is characterised by a supervisor who:

- Willingly shares knowledge, particularly when it is not easily seen or understood, and makes that knowledge easy to comprehend
- Decides upon an appropriate sequence of activities relevant to learner development and initiates them
- Provides close guidance that develops professional practice and guards against inappropriate practice (Billet, 2001).

Positive relationships

To facilitate a favourable learning environment it is essential to develop a respectful and supportive relationship with the students so you can provide a quality experience and improve their learning opportunities. Student perceptions early in the placement can impact the quality of their learning throughout the experience. Ideally, you should demonstrate to the students right from the first day that you are willing to be a teacher, mentor and role model, and establish your credibility as an industry expert who can guide and support their learning. Key descriptors of what students' value in their workplace supervisor include:

- Inspiring
- Credible
- Open-minded
- Supportive
- Approachable
- Patient
- Non-threatening

Encouraging your students will motivate them and let them know you are taking an active interest in their learning, while giving you the opportunity to monitor their needs more effectively.

Planning and communication

Be familiar with the objectives of the placement program so you can plan a valuable and appropriate learning experience for the student before they arrive. Develop a work plan with the student early on to ensure that you both share common expectations for the placement, and use the opportunity to learn if the student has any special interests you may be able to accommodate during their time with you. Schedule times to meet throughout the placement to give feedback and for the student to ask questions or raise concerns. It is also good practice to advise the student when and how they may can contact you at other times if necessary.

Guest lecturer

Preparing a lecture

If you have been invited as a guest lecturer, consider what you want your audience to be able to do or know at the end of your presentation. This should be agreed with the course coordinator and should be explicit. Recognise that your presentation is only one element of a course so it is important to know where your lecture fits within the course. You can get an understanding of this by learning what has been taught in preceding classes and what will follow your presentation. This will make your presentation of more benefit to the students and they will tune in and engage more if they can see the relevance. (You may wish to attend the class the week before your delivery so you get a feel for the experience you are stepping into).

The key to effective teaching is communication – in this instance effectively communicating the material to your audience will be the difference between a successful presentation and one that misses the mark. Consider first who your audience is, what their capabilities are, and how much time you have to convey your message.

Content

It is better that you cover fewer concepts, in detail, than to try and skip through lots of content without the opportunity for you or the students to examine it more closely. When you practice your presentation pay particular attention to your timing and tighten it up then and there – it is much easier to decide what to leave out in the planning stage than it is during the presentation. Plan something extra to have on standby in case you finish your delivery early.

Real world examples

An effective way to engage your audience at the start is to introduce yourself, give some industry background and let the audience know what you can contribute to their learning. It is a valuable technique to recount personal experiences or to tell a story as part of your delivery. Think of events that have occurred in the workplace that would help you illustrate your message as examples.

Visual presentation

You may choose to use PowerPoint slides to accompany your presentation. If you do, remember that less is more. Try to present information on your slides simply and with clarity rather than including lots of bullet points. [Beyond Bullets](#) can help you with creating effective PowerPoint presentations.

Student resources

If you have handouts or additional resources to share with the audience it is a good idea to send them to the course co-ordinator in advance so they can load them to the course BlackBoard site to make them available to the students.

Delivering your lecture

Lecture theatre equipment

It is usually more efficient to use the existing equipment in the room rather than plugging in other devices, so take your presentation to the lecture theatre loaded to a USB stick rather than only on your laptop. Get to the room early so you can familiarise yourself with the equipment and try it for yourself before the audience arrives so you know how it operates. If you think you wish to move around the room while speaking, check with the course coordinator before the lecture about the availability of a radio microphone. [Audio visual user guides](#) are available to help you familiarise yourself with the a/v equipment in teaching spaces.

Lecture objectives

Display the structure of your lecture at the beginning so your audience can see where you are going and what you are going to cover during your presentation. Students are more likely to tune in and follow you if they know where you are taking them. During the lecture, it is a

good idea to point out transitions during your presentation so the audience can see where you are in the dialogue; lead the audience rather than have them guess where you are going.

Engagement strategies

Presenting a lecture does not require that you stand behind the rostrum and read from your notes. An audience can start to lose attention to a speaker in as short a time as 10 -15 minutes. If you feel comfortable, move around the room as you speak. You may wish to ask questions for the students to respond to or you may encourage them to ask questions relevant to your topic. One valuable strategy is to include an interactive element to your presentation to help your audience stay engaged; this has the advantage of helping the audience increase their learning, identify questions and be more alert to your presentation when you move on.

Simple interactive strategies you could try that are quick and easy to prepare and implement include Think-Pair-Share, Muddiest/Clearest Point and the One Minute Paper.

Additional support:

UTEACH Support Suite – an outline of the support available for teachers and courses.

The Institute for Teaching and Learning Innovation (ITaLI)

eLearning Staff Support