

# Tutors@UQ Facilitator's Guide: Session 3



## Document history

Version	Date	Author	Comments
V1.0 Final	2010	Julie Duck, Kelly Matthews	
V1.1 2012	2012		
V1.2 2014	2014		
V1.3 2015	2015		
V1.4 2017	06/02/2017	Peter Rutherford, Christine Slade	Updates and modifications following consultation with content authors, program facilitators and faculty representatives
V1.5 2021	20/01/2021	Peter Rutherford, Christine Slade, Tanya Henry	Updated to current UQ branding documents and minor language changes

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

In 2012, the Tutors@UQ Strategic Advisory Committee was formed to guide and ensure the on-going quality of the program. Minor changes have been made to the program to continuously improve it over the years. In 2016, Institute for Teaching and Learning Innovation (ITaLI) staff Christine Slade and Peter Rutherford updated the program and made some modifications following consultation with the content authors, program facilitators and faculty representatives. ITaLI staff Christine Slade, Peter Rutherford and Tanya Henry updated the program once again in 2020 to reflect the current UQ branding with minor additions to content to reflect topics regularly included in the program delivery.

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For more information on **Tutors@UQ** go to [www.itali.uq.edu.au](http://www.itali.uq.edu.au) or email [itali@uq.edu.au](mailto:itali@uq.edu.au)

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## Tutors@UQ overview

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

Session 1: Two hours prior to start of semester

Session 2: Two hours prior to start of semester

Session 3: One hour follow-up session during semester

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

### Session 3 overview

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

### Facilitator preparation

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

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

Facilitators can change images throughout the PowerPoint presentation to reflect their situation. Images can be sourced from [UQ Images](#).

Activities throughout this session have been prepared for face-to-face delivery. Activities can be adjusted and adapted for online or combined session delivery as required with the use Zoom, breakout rooms, chat, Padlet and Polls. Please note that Padlet is best when facilitators / presenters have two screens to work with.

## Overview of Session 3

### Run sheet for Session 3

RUN SHEET TEMPLATE: to assist in planning the session

Faculty of SESSION 3		
Time Allocated (minutes)	Date:	Facilitator
	Time: Session:	
0:00	<b>Attendance: sign-in of tutors</b>	
0:05	<b>Introduction</b>	ADA (suggested)
0:20	<b>Module 3.1</b>	<b>What happened in my tutorials?</b>
0:15	<b>Module 3.2</b>	<b>How can I continue to improve my tutoring?</b>
0:20	<b>Module 3.3</b>	<b>Where to from here?</b>
0:05	<b>Wrap-up and evaluation</b>	ITaLI Liaison (suggested)
0:00	<b>The End of Session 3</b>	

Faculty administrative support for facilitators should provide:

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

## Introduction to Session 3

### Orientation: *Tutors@UQ* (PowerPoint Slide1)

#### Purpose

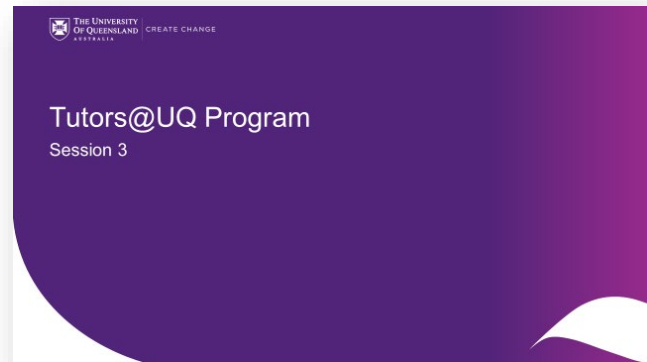
To introduce Session 3

#### Discussion points

To introduce 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.



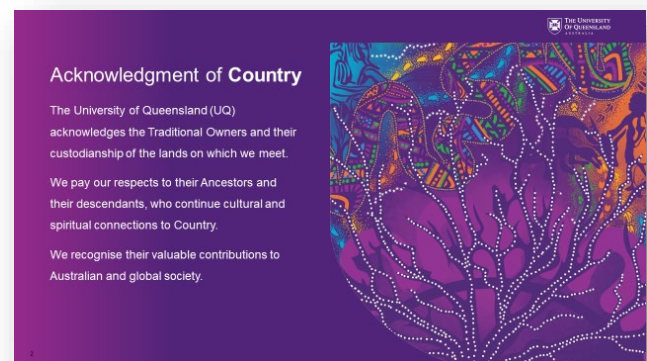
### Acknowledgement of Country (PowerPoint Slide 2)

#### Key points

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.



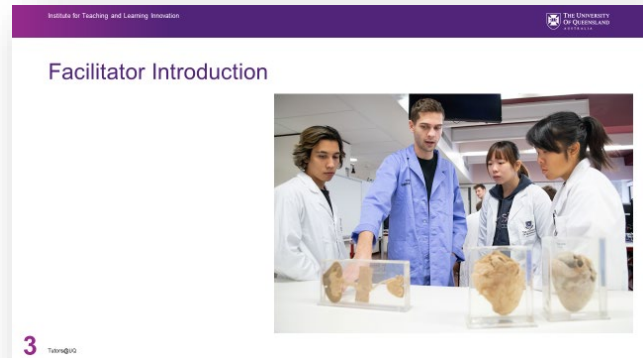
## Facilitator Introduction (PowerPoint Slide 3)

### Key points

- Each Facilitator to introduce themselves
- Tutor introductions at the beginning of first class

### Discussion points

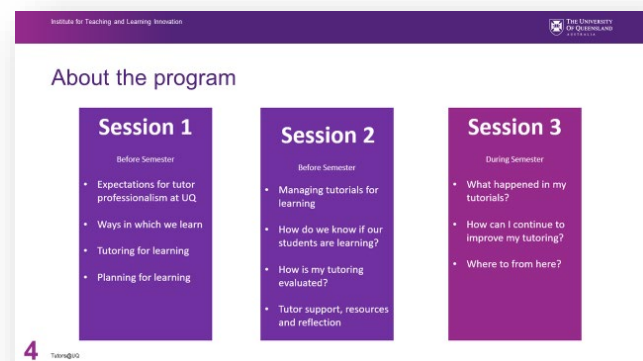
What are you prepared to disclose?



## About the program (PowerPoint Slide 4)

### 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 is comprised of three learning sessions offered before and during the first semester of tutoring.



## About Session 3 (PowerPoint Slide 5)

### Purpose

To provide tutors with an overview of Session 3

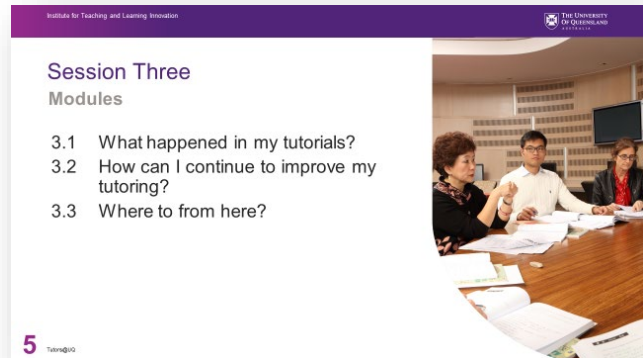
### Rationale

To overview the modules in Session 3.

### Discussion points

In this session we will be addressing three questions.

- 3.1 What happened in my tutorials?
- 3.2 How can I continue to improve my tutoring?
- 3.3 Where to from here?



## Module 3.1: What happened in my tutorials?

Allow 20 minutes for Module 1

### What happened in my tutorials? (PowerPoint Slide 6)

#### Learning objectives

1. Reflect on their experiences as a tutor, identifying success and concerns
2. Discuss and develop strategies to address individual concerns about their tutoring

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Module 3.1  
What happened in my tutorials?

Learning Objectives

- Reflect on your experiences as a tutor, identifying success and concerns
- Discuss and develop strategies to address individual concerns about your tutoring

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### Student-teacher relationship

(PowerPoint Slide 7)

#### Purpose

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

#### Discussion points

In the first sessions of the Tutors@UQ program we discussed four Principles of Learning – motivation, practice, feedback and reflection. Using this framework for how students learn, we considered how to provide activities that engage all students in learning, and we discussed how to prepare and manage tutorials for learning.

We considered how tutors would know if their students are learning and the importance of providing ongoing feedback on student learning outcomes to make student learning possible and to guide teaching. Using this framework, tutors should reflect on the tutorials they have conducted over the past few weeks. Active reflection on one's own and others' experiences is a first step in developing a professional approach to teaching. In Session 1 we asked tutors to reflect on tutorials they had experienced as a student. Now we would like tutors to reflect on tutorials they have experienced as a tutor.

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The Principles of Learning

Motivation	1
Practice	2
Feedback	3
Reflection	4

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

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## Activity 1: What helped students learn? (PowerPoint Slide 8)

### Purpose

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

### Activity 1 instructions

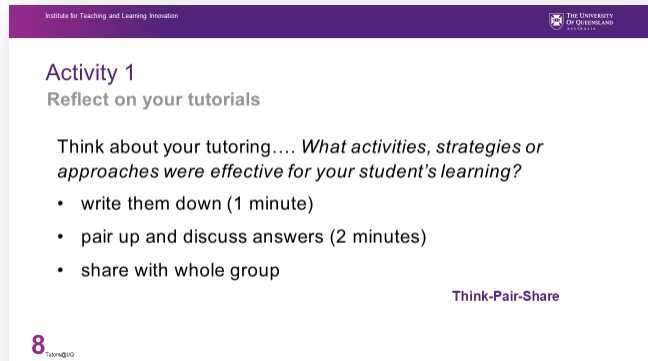
What helped students learn?

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

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

### Sample responses:

- In class debates.
- Pop quizzes.
- Case studies.
- Use of exemplars.
- Group discussions.



Activity 1  
Reflect on your tutorials

Think about your tutoring.... *What activities, strategies or approaches were effective for your student's learning?*

- write them down (1 minute)
- pair up and discuss answers (2 minutes)
- share with whole group

Think-Pair-Share

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## Activity 2: What helped students learn? (PowerPoint Slide 9)

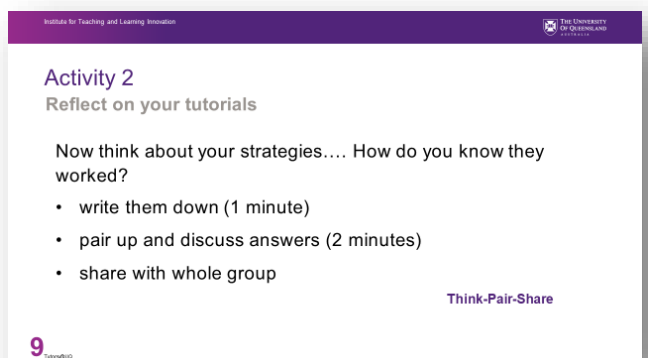
Now consider:

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

Conduct as another Think-Pair-Share activity.

Sample responses:

- I asked them and they told me it was useful.
- They were working independently.
- They were using the language of the discipline.
- They stayed for the whole tutorial because they were enjoying it.



Activity 2  
Reflect on your tutorials

Now think about your strategies.... How do you know they worked?

- write them down (1 minute)
- pair up and discuss answers (2 minutes)
- share with whole group

Think-Pair-Share

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## Activity 3: What didn't help students learn? (PowerPoint Slide 10)

### Purpose

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

### Activity 3 instructions

What didn't help students learn?

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

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

Sample responses:

1. Spending too much time reviewing the lecture.
2. Lecturing rather than discussing.
3. Asking questions that were too broad.
4. Giving them a task I discovered they'd done the semester before.
5. Over-talking.
6. Not skilled enough to get them talking yet.

Now consider:

What evidence indicated that these activities, approaches or strategies didn't work well?

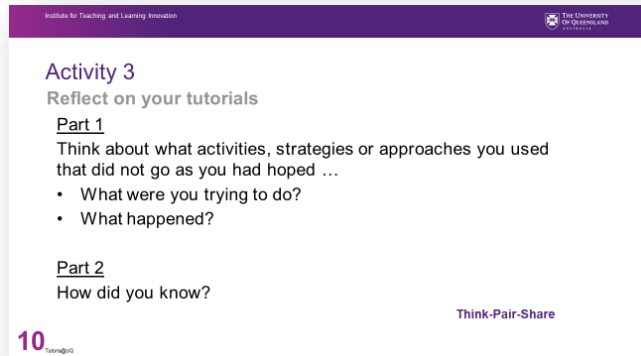
Sample responses:

1. Blank faces.
2. Students telling me that they didn't understand what was required.
3. Students leaving early because they weren't engaged.

## 3.1 Summary (PowerPoint Slide 11)

### Purpose

To summarise Module 3.1.



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### Activity 3

Reflect on your tutorials

Part 1  
Think about what activities, strategies or approaches you used that did not go as you had hoped ...

- What were you trying to do?
- What happened?

Part 2  
How did you know?

10 | Think-Pair-Share



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### 3.1 Summary

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

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## Module 3.2: How can I improve my tutoring?

Allow 15 minutes for Module 3.2

### How can I improve my tutorials? (PowerPoint Slide 12)

#### Learning objectives

3. Recognise the importance of reflective practice and continuous improvement
4. Discuss ways to evaluate their teaching (and student learning)

Module 3.2  
How can I improve my tutoring?

Learning Objectives

- Recognise the importance of reflective practice and continuous improvement
- Discuss ways to evaluate your teaching (and student learning)

### The cycle of reflective practice (PowerPoint Slide 13)

#### Purpose

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

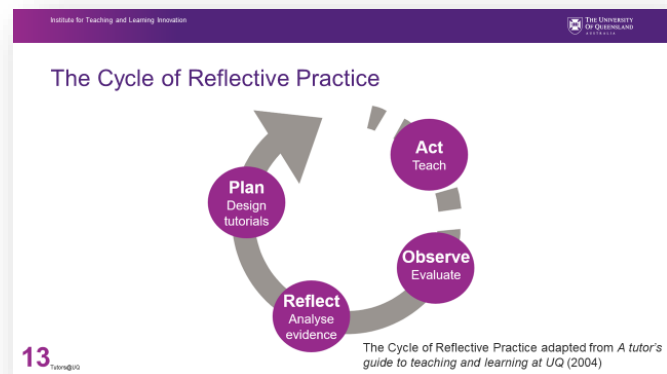
#### Discussion points

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

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

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

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



## Observing and evaluating your teaching practice (PowerPoint Slide 14)


### Purpose

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

### Discussion point

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

See A tutor's guide to teaching and learning at UQ: <https://itali.uq.edu.au/files/4600/Tutors-Guide.pdf>



Four key sources of evidence about the quality of your teaching

1. Student Learning
2. Student Experience
3. Peer Evaluation
4. Self Evaluation

## Activity 4 UQ evaluation of tutors (PowerPoint Slide 15)

### Purpose

To inform tutors of the UQ 'formal' course evaluations.

### Discussion point

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

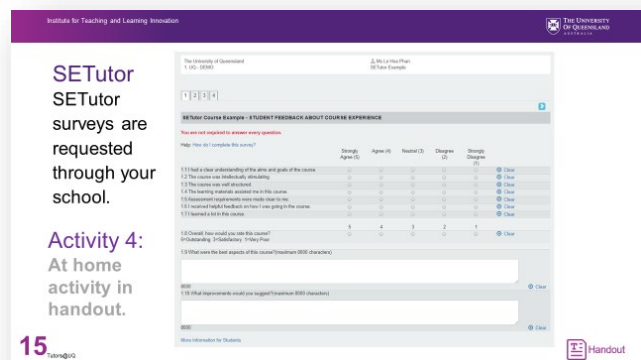
SETutor surveys are requested by schools for their tutors and may be administered via QR Codes or as direct emails to students. Schools will decide which system the school prefers to use for their tutors.

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

### Activity 4 instructions

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

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



SETutor surveys are requested through your school.

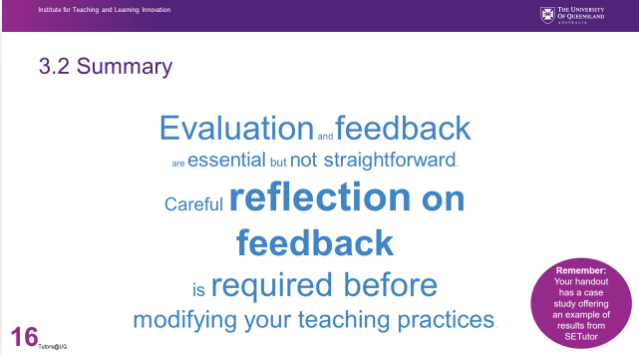
Activity 4: At home activity in handout.

Help: How do I complete this survey?	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Clear
1.1 I had a clear understanding of the aims and goals of the course	5	4	3	2	1	Clear
1.2 The course was intellectually stimulating	5	4	3	2	1	Clear
1.3 The course was well structured	5	4	3	2	1	Clear
1.4 The course was well delivered	5	4	3	2	1	Clear
1.5 Assessment/Assignments were clearly explained	5	4	3	2	1	Clear
1.6 Assessment/Assignments were clearly explained	5	4	3	2	1	Clear
1.7 I enjoyed a lot of the course	5	4	3	2	1	Clear
1.8 Overall, how would you rate this course?	5	4	3	2	1	Clear
1.9 Overall, how would you rate this course?	5	4	3	2	1	Clear
1.10 What were the best aspects of the course? (Maximum 200 characters)						Clear
1.11 What improvements could you suggest? (Maximum 200 characters)						Clear

## 3.2 Summary (PowerPoint Slide 16)

### Purpose

To summarise the content of Module 3.2.



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### 3.2 Summary

Evaluation and feedback  
are essential but not straightforward.

Careful **reflection on  
feedback**  
is required before  
modifying your teaching practices

**Remember:**  
Your handout  
has a case  
study offering  
an example of  
results from  
SETutor

16

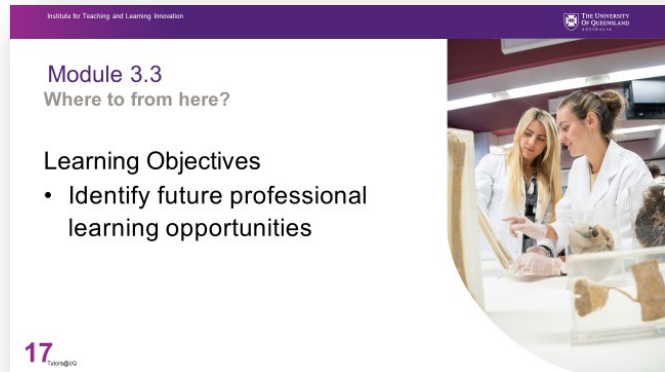
## Module 3.3: Where to from here?

Allow 20 minutes for Module 3.3

### Where to from here? (PowerPoint Slide 17)

#### Learning objectives

- Identify future professional learning opportunities



### Where to from here? (PowerPoint Slide 18)

#### Purpose

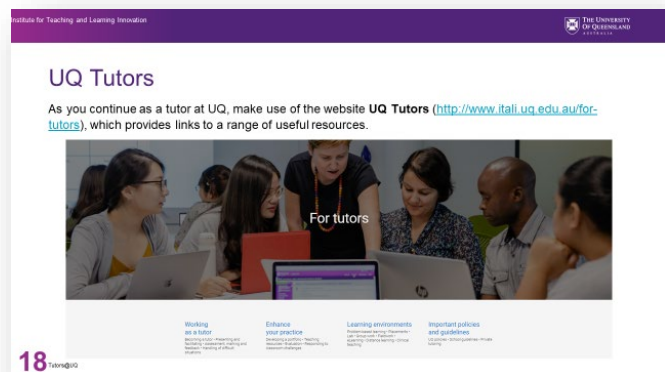
- To remind tutors that the University provides support and opportunities for them.
- To make tutors aware of the UQ Tutors website.

#### Discussion points

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

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

Tutors should be encouraged to make use of the website [UQ Tutors](http://www.itali.uq.edu.au/for-tutors), which provides links to a range of useful resources.





## Where to from here? (PowerPoint Slide 19)

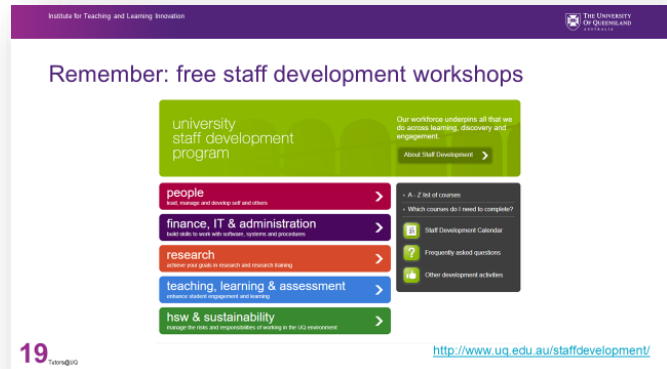
### Purpose

To make tutors aware of staff development workshops.

### Discussion points

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

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



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

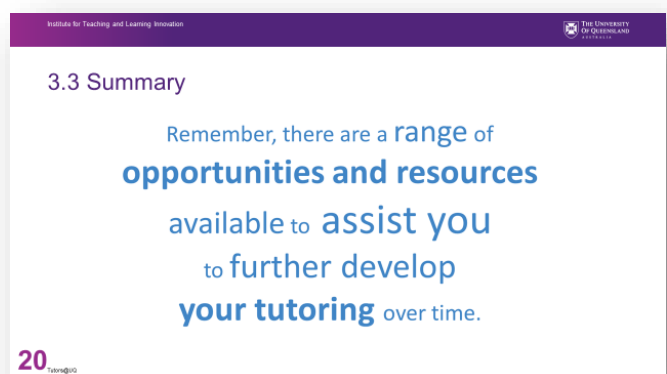
- Learn.UQ (Blackboard)
- Turnitin
- Grade Centre
- Active learning tools

For more information, go to <http://www.uq.edu.au/staffdevelopment/>.

## 3.3 Summary (PowerPoint Slide 20)

### Purpose

To summarise the content of Module 3.3.



## Wrap up

*Allow 5 minutes*

### Wrap up and evaluation

#### Purpose

To summarise the learning in the Tutors@UQ program

#### Discussion points

This completes the Tutors@UQ program.

Based on activities in Sessions 1 and 2, tutors should understand and be able to identify the expectations for tutor professionalism at UQ, and have more in depth appreciation for:

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

Based on Session 3, tutors should also be able to:

- Reflect critically and constructively on their teaching
- Appreciate and be prepared for dealing with complex issues

## Activity 5: Your next tutorial (PowerPoint Slide 21)

### Purpose

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

### Discussion points

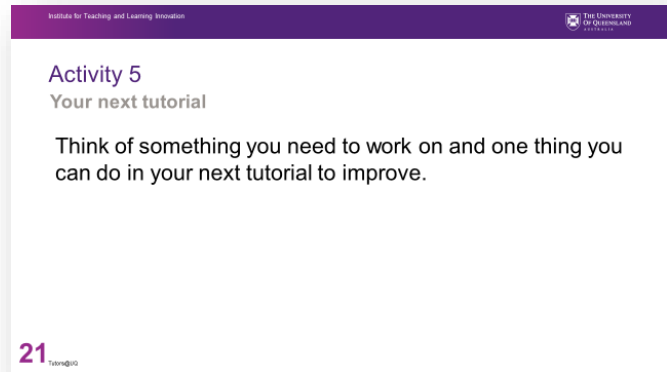
Finally, tutors should be encouraged to engage in the process of reflective practice; They should identify one aspect of their teaching that they would like to modify or change and specify what they can do in their next class to improve the quality of their tutoring.

### Activity 5 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.



## Thank You and Evaluating Session 3 (PowerPoint Slide 22)

### Purpose

To gather tutor feedback on the Tutors@UQ Session

Hand out the evaluations.

Feedback from tutors is one important way we improve the Tutors@UQ program. Encourage tutors to respond honestly and thoughtfully.



Question	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
1.1. Very well prepared					
1.2. Clear presentation					
1.3. Very knowledgeable					
1.4. Engaged in activities					
1.5. Encouraged student input					
1.6. Encouraged students to help each other					
1.7. Good overall presentation					

Comments:

## References

Angelo T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco, CA: Jossey-Bass.

Bradbury, H. (Ed.). (2010). *Beyond reflective practice: New approaches to professional lifelong learning*. London: Routledge.

Cannon, R., & Newble, D. (2000). *A handbook for teachers in universities and colleges (4th ed.)*. London: Kogan Page.

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## Online Resources

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

General tutors website (Tutors@UQ program): <https://itali.uq.edu.au/for-tutors>

Getting tutors evaluations: <https://itali.uq.edu.au/evaluation/setutor>

UQ Staff Development Program: <http://uq.edu.au/staffdevelopment/teaching-and-learning>

A tutor's guide to teaching and learning at UQ: <https://itali.uq.edu.au/files/4600/Tutors-Guide.pdf>

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



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