

# Tutors@UQ

## Facilitator's Guide:

### Session 1



## 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	19/01/2021	Peter Rutherford, Christine Slade, Tanya Henry	Updated to current UQ branding documents and minor language changes
V1.6.2023	17/01/2023	Tanya Henry, Peter Rutherford, Christine Slade	Updated student enrolment statistics

## 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 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 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 of 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 1

## Run sheet for Session 1

RUN SHEET TEMPLATE: to assist in planning the session

Faculty of SESSION 1		
Time Allocated (minutes)	Date: Time: Session:	Facilitator
0:00	Attendance: sign-in of tutors	
0:05	Introduction	ADA (suggested)
0:15	Module 1.1	Expectations for tutor professionalism at UQ
0:30	Module 1.2	Ways in which we learn
0:45	Module 1.3	Tutoring for learning
0:15	Module 1.4	Planning for learning
0:10	Wrap-up and evaluation	ITaLI Liaison (suggested)
0:00	The End of Session 1	

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 1

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

#### Key points

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

#### Rationale

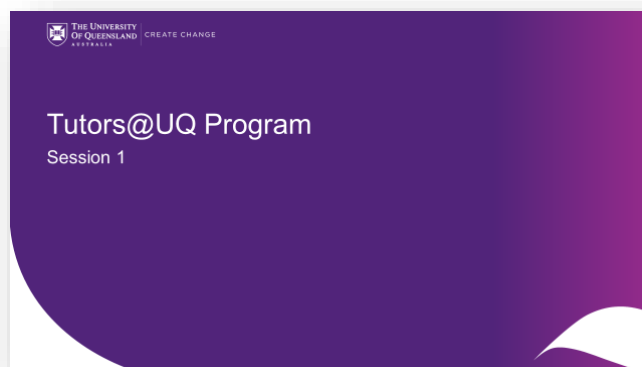
To recognise the diversity of work done by tutors at UQ and their shared responsibility for student learning.

#### Discussion points

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

Tutors report that what they like most about tutoring are the relationships they form with students and teaching staff, the satisfaction of helping others, and seeing students learn.

Tutors tell us that tutoring is challenging but rewarding.

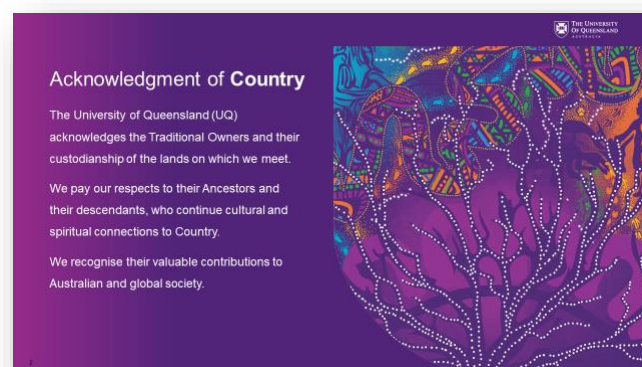


### Acknowledgement of Country (PowerPoint Slide 2)

#### 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.





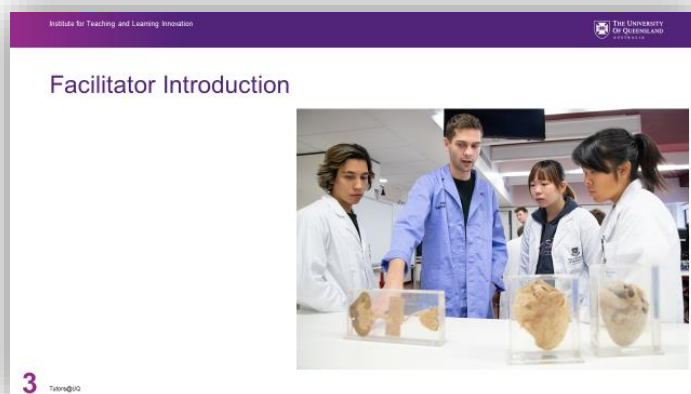
## Facilitator Introduction (PowerPoint Slide 3)

### Key points

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

### Discussion points

What are you prepared to disclose to your students? Each person must make their own decision about how much they feel comfortable sharing with their students. Think about what you would like to share before arriving at your first class.



## 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

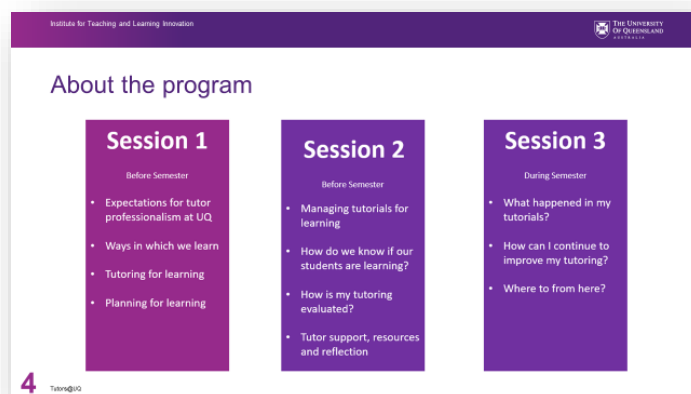
To introduce tutors to the Tutors@UQ program.

### 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 1 (PowerPoint Slide 5)

Session 1 addresses four questions:

1. Expectations for tutor professionalism at UQ
2. Ways in which we learn
3. Tutoring for learning
4. Planning for learning

### Rationale

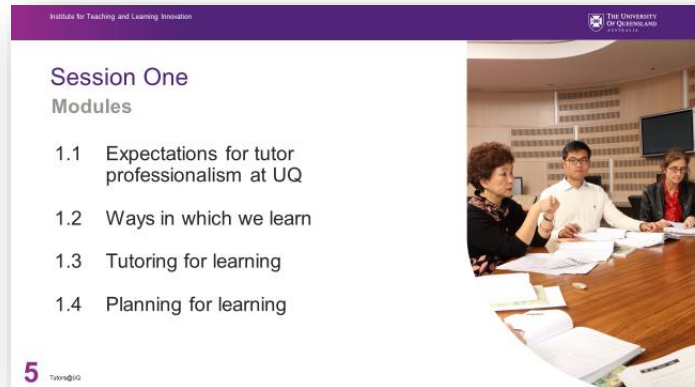
To overview the modules in Session 1.

### About Session 1

The first two hour session, Session 1, is comprised of four learning modules. Each module includes information and activities designed to assist new tutors.

### Session 1

- 1.1 What are the expectations for tutor professionalism at UQ
- 1.2 Ways in which we learn
- 1.3 Tutoring for learning
- 1.4 Planning for learning



We will begin by discussing  
the expectations for tutor  
professionalism at UQ

## Module 1.1: Expectations for tutor professionalism at UQ

*Allow 15 minutes for Module 1*

### Expectations for tutor professionalism at UQ (PowerPoint Slide 6)

#### Learning objectives

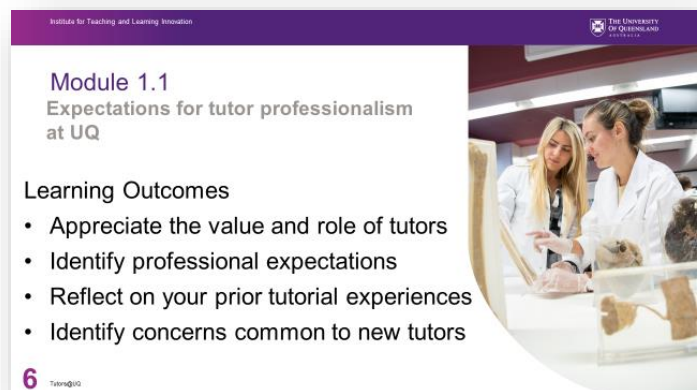
- Gain an appreciation of the value and role of tutors at UQ
- Identify the expectations of a professional tutor at UQ
- Reflect on their prior experiences in tutorials
- Identify concerns common to new tutors

#### Rationale

To introduce Module 1 and to emphasise the importance of clearly specified learning objectives. Clearly specified learning objectives assist both the teacher and the learner in understanding what is being done and why.

#### Discussion points

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



## Student-teacher relationship (PowerPoint Slide 7)

### Key points

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

### Rationale

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

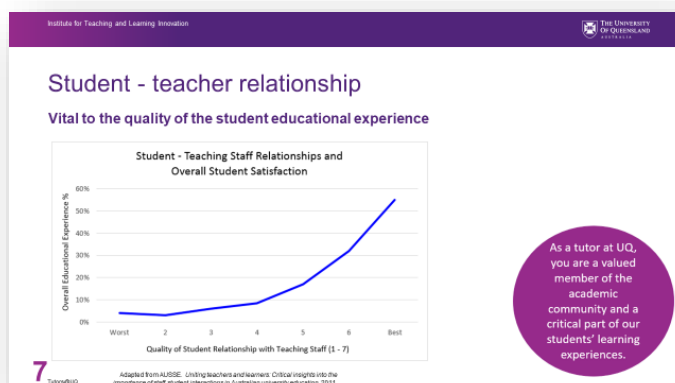
### Discussion points

Research demonstrates that the relationship with tutors is vital to the quality of students' educational experience. We encourage tutors to recognise themselves as part of the academic teaching community.

- < 20% of students rate their overall educational experience as excellent if they perceived the quality of their relationships with teaching staff to be lower than 5 on a scale of 1-7.
- 54.8% of those who rate their relationships with teaching staff as excellent also rate their overall educational experience as excellent.
- Similarly, less than 20% of students 'very much' agree that they are acquiring a broad general education if they perceive the quality of relationships with teaching staff to be below 5 on a rating of 1-7.

ACER (2011), AUSSE Research Briefing, Volume 12 September 2011,  
[http://www.acer.edu.au/files/AUSSE\\_Research\\_Briefing\\_Vol12.pdf](http://www.acer.edu.au/files/AUSSE_Research_Briefing_Vol12.pdf)

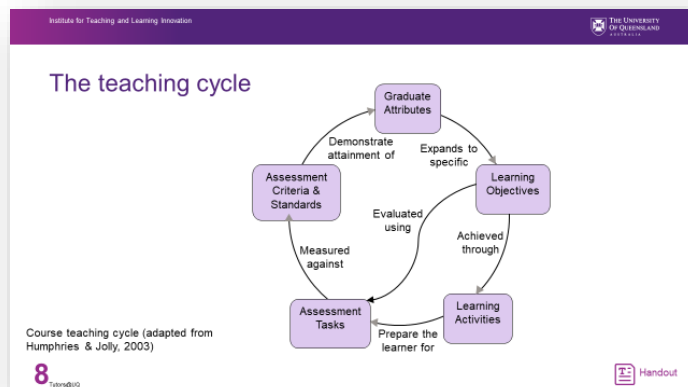
The AUSSE Research Briefings are produced by the Australian Council for Educational Research (ACER), drawing on data from the Australasian Survey of Student Engagement (AUSSE).



## The teaching cycle (PowerPoint Slide 8)

### Key points

- Tutors play an important role in the teaching cycle
- In this cycle, teachers determine learning outcomes, and provide learning activities, assessment and feedback with the goal of developing graduate attributes
- This program focuses on helping new tutors understand their role in the teaching cycle



### Rationale

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

### Discussion points

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

Throughout the program we will make reference to a course teaching cycle (adapted from Humphries & Jolly, 2003). All teaching staff at UQ work as professionals to help students develop graduate attributes of:

- in-depth knowledge and skills in the field of study,
- effective communication,
- independence and creativity,
- critical judgement, and
- ethical and social understanding [Policies and Procedures Library (PPL) 3.10.5b].

They are expected to do this through the design and implementation of appropriate learning activities and assessment.

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

## University policy and the Staff Code of Conduct (PowerPoint Slide 9)

### Key points

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

### Rationale

To identify the expectations of professional tutors at UQ.

### Discussion points

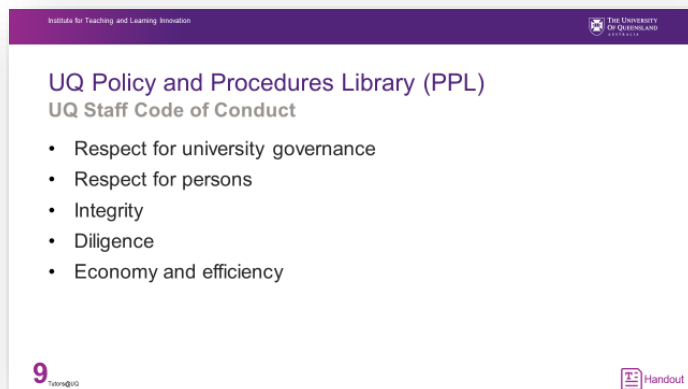
As professionals, all teachers at UQ work within an agreed policy framework articulated in the Policies and Procedures Library (PPL). One of these policies is a Code of Conduct for staff at The University of Queensland (PPL 1.50.01a). All UQ tutors should be aware of and abide by this code of conduct.

The Code of Conduct outlines the professional conduct expected of all University staff.

Consistent with the Public Sector Ethics Act, this Code of Conduct sets out a number of ethical principles that the University requires staff members to comply with in the performance of their roles at the University. The ethical principles are:

- integrity and impartiality
- promoting the public good
- a commitment to the system of government
- accountability and transparency.

Each ethical principle is underpinned by a number of values that describe the behaviour demonstrating the relevant principle. These are discussed in detail in the PPL.



## Contracts and duty statements (PowerPoint Slide 10)

### Key points

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

### Rationale

To recognise the importance of tutor duty statements.

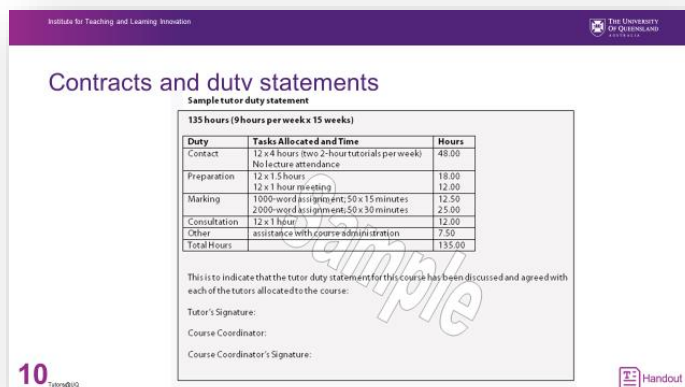
### Discussion points

Tutors at UQ are usually employed as casual tutors under the Casual Academic Staff policy (PPL 5.41.10b).

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

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

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



**Contracts and duty statements**

**Sample tutor duty statement**

135 hours (9 hours per week x 15 weeks)

Duty	Tasks Allocated and Time	Hours
Contact	12 x 4 hours (two 2-hour tutorials per week)	48.00
	No lecture attendance	
Preparation	12 x 1.5 hours	18.00
	12 x 1 hour meeting	12.00
Marking	1000-word assignment: 50 x 15 minutes	12.50
	2000-word assignment: 50 x 30 minutes	25.00
Consultation	12 x 1 hour	12.00
Other	assistance with course administration	7.50
<b>Total Hours</b>		<b>135.00</b>

This is to indicate that the tutor duty statement for this course has been discussed and agreed with each of the tutors allocated to the course.

Tutor's Signature: \_\_\_\_\_

Course Coordinator: \_\_\_\_\_

Course Coordinator's Signature: \_\_\_\_\_

10 Handout

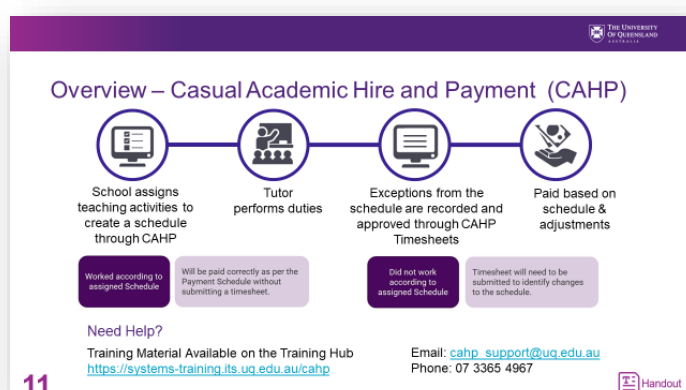
## Overview – Casual Academic Hire Payment (PowerPoint Slide 11)

### Key points

- CAHP payment system
- Payment will be as per the assigned work schedule without submitting a timesheet
- A timesheet will need to be submitted if work has varied from the assigned work schedule

### Rationale

- Brief overview of payment process for tutors
- Encourage tutors to refer to handout for additional information



## Academic integrity (PowerPoint Slide 12)

### Key points

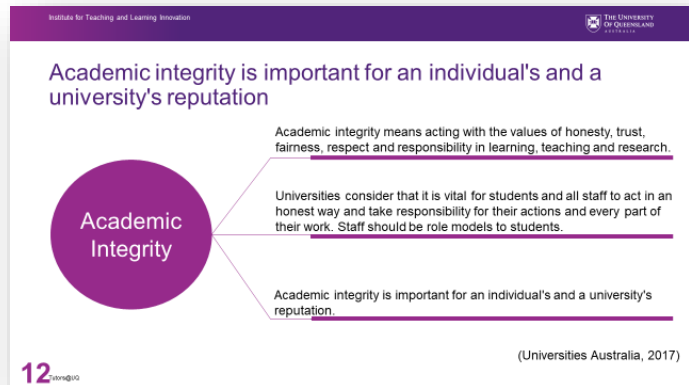
- To be familiar with academic integrity.

### Rationale

To be familiar with academic integrity and to recognise the tutors' role in encouraging student integrity and identifying infractions.

### Discussion points

- Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research.
- Universities consider that it is vital for students and all staff to act in an honest way and take responsibility for their actions and every part of their work. Staff should be role models to students.
- Academic integrity is important for an individual's and a university's reputation.
- Academic integrity and UQs policy position will be discussed in more detail in session 2.





## Use of social media (PowerPoint Slide 13)

### Key points

- Apply PPL6.20.01 in lieu of a UQ social media policy. Use common sense and be guided by behaviours acceptable in the face-to-face environment
- Social media use should be determined by the course coordinator in consultation with tutors
- A team approach needed for how it will be used and how students will be supported



### Rationale

To advise tutors that protocols should be established with course coordinators before using social media with students. Tutors need to use it responsibly.

### Discussion points

- UQ social media policy is still under development. Refer to PPL6.20.01 Acceptable Use of UQ ICT Resources for the present. Common sense should prevail until the policy is finalised and released.
- Tutors should negotiate with course coordinators what approach will be taken and which platforms will be used. Agreement should be reached about setting expectations and how the tool will be used.
- Apply the same standards you use for face-to-face interactions to your online environment; laws, university policies, professional standards, behaviour expectations and consideration for others apply equally.
- The use of social media may aid in learning, however, it is beneficial to guide students in the appropriate use of these platforms.
- The same disciplinary processes and consequences apply to both staff and students for breaches online as they do in the face-to-face world. Some things to keep in mind for your interactions with students:
  - Consider which capacity you are acting in. Your professional communications should be very different to your personal communications.
  - If you are both a staff member and student, distinguish between your roles and make it clear to the recipients in which capacity you are interacting.
  - Be mindful when you are communicating in your professional role. Is what you communicate on behalf of the University or a personal view?

For more information refer to PPL6.20.01 Acceptable Use of UQ ICT Resources.

## Activity 1: Reflecting on personal experiences in higher education

(PowerPoint Slide 14)

### Key points

- Tutors reflect on their experiences as students in tutorials and discuss the characteristics of effective and ineffective classes
- Tutors might use the Think-Pair-Share activity in their tutorials

### Rationale

To use reflections on experiences as a student to identify features of effective and ineffective tutorials, and to introduce the Think-Pair-Share activity.

### Purpose of activity

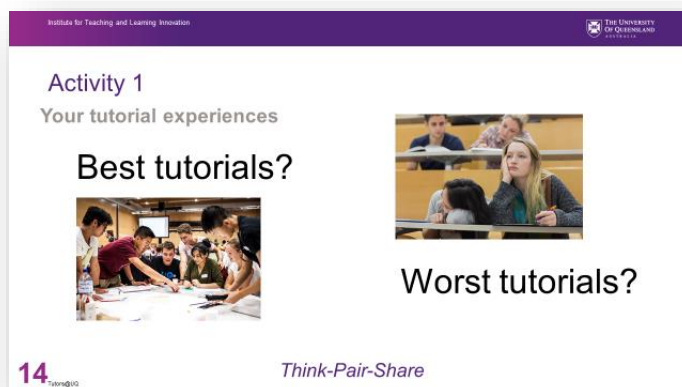
Reflecting on personal experiences in higher education.

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

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

### Activity 1 instructions

Think about tutorials you've attended in the past. What were the best? What were the worst? First, think about examples, and jot them down. When instructed, pair with another person and share your examples.



## Activity 2: Identifying concerns with becoming a tutor (PowerPoint Slide 15)

### Key point

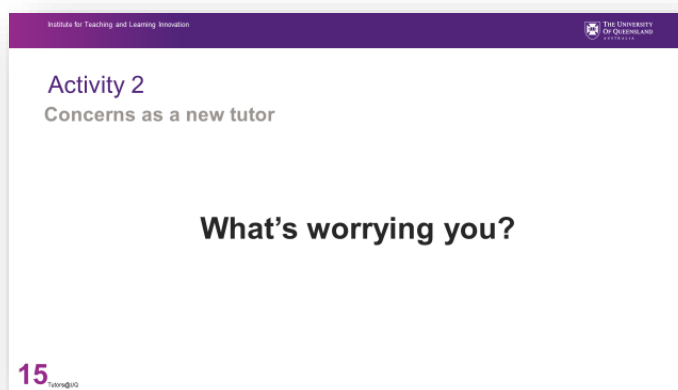
- Tutors share common concerns about classroom management, helping students to learn, and administrative issues

### Rationale

To identify common concerns about becoming a tutor.

### Purpose of activity

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



### Activity 2 instructions

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

**N.B.** This activity is suitable to be run with a Padlet page (<https://padlet.com>) you have prepared before the session. Have tutors add their concerns to the Padlet wall under the category headings and use these entries to promote a facilitator-led discussion.

Visit [www.elearning.uq.edu.au/a-z-guides](http://www.elearning.uq.edu.au/a-z-guides) for easy instructions on [how to sign up to and use Padlet](#).

### Sample Responses

Management	Learning	Administration
<ul style="list-style-type: none"> <li>Management Learning Administration</li> <li>Disengaged students</li> <li>Shy students</li> <li>Poor attendance</li> <li>Student grievances</li> <li>Students who turn up late</li> <li>Students who hand in late work</li> </ul>	<ul style="list-style-type: none"> <li>Helping students with disabilities</li> <li>Dealing with diversity</li> <li>Not knowing the answers!</li> <li>Not working</li> <li>Knowing whether students are learning</li> <li>Demanding student</li> </ul>	<ul style="list-style-type: none"> <li>Understanding uni culture</li> <li>Expectations of the course coordinator</li> <li>Getting paid!</li> </ul>

## Describing the content of Tutors@UQ (PowerPoint Slide 16)

### Key points

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

### Rationale

To explain the emphasis of the Tutors@UQ program on generic teaching and learning skills, including classroom management, to ease beginning-tutor concerns.

### Discussion points

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

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### Course Content of Tutors@UQ

BEFORE SEMESTER		DURING SEMESTER
<b>Session 1</b> <ul style="list-style-type: none"> <li>• What are the expectations for tutor professionalism at UQ?</li> <li>• How do we learn?</li> <li>• How do we tutor for learning?</li> <li>• How do we design tutorials for learning?</li> </ul>	<b>Session 2</b> <ul style="list-style-type: none"> <li>• How do we manage tutorials for learning?</li> <li>• How do we know if our students are learning?</li> <li>• How is my tutoring evaluated?</li> <li>• What else do I need to know before I start tutoring?</li> </ul>	<b>Session 3</b> <ul style="list-style-type: none"> <li>• What happened in my tutorials?</li> <li>• How can I continue to improve my tutoring?</li> <li>• Where to from here?</li> </ul>

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## Summary (PowerPoint Slide 17)

### Key points

- A. Tutors should feel that they are valued members of the academic community and have an important responsibility for student learning.
- B. Tutors should actively reflect on their own and others' experiences

### Rationale

To summarise the value and role of tutors at UQ and to encourage active reflection on teaching.



### Summary point A.

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

### Summary point B.

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

As a tutor at UQ,  
you are a valued  
member of the  
academic  
community and a  
critical part of our  
students' learning  
experiences.

## Module 1.2: Ways in which we learn

The session began by discussing the expectations for tutor professionalism at UQ.

Now we will focus on how we learn and what this means for the design, conduct and management of tutorials.

*Allow 25 minutes for Module 2*

### 1.2 How do we learn? (PowerPoint Slide 18)

#### Learning objectives

In this module, tutors will:

- Gain an appreciation for principles of learning
- Recognise the influence that the tutors can have on learners

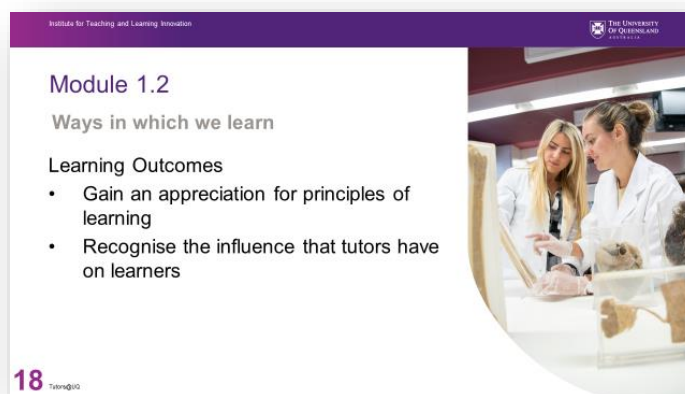
#### Rationale

To introduce Module 2.

#### Discussion points

Learning is a dynamic and complex process.

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



## Activity 3: How do we learn? (PowerPoint Slide 19)

### Purpose of activity

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

### Rationale

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

### Activity background

Activities 3 and 4 are a pair of activities modelled on an online module (Quinn, 2010).

They are designed to elicit intuitive knowledge about how we learn and how we know we have learned.

### Activity 3 instructions

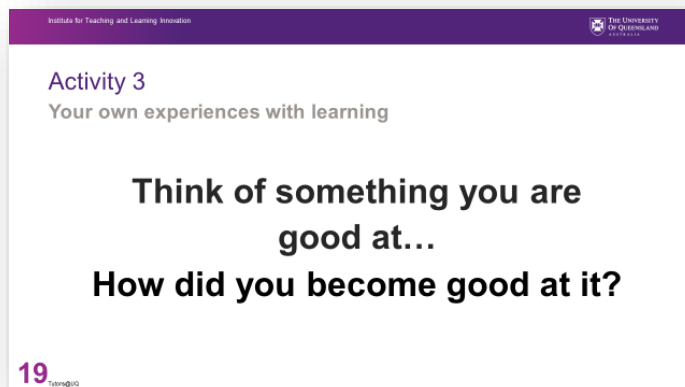
First, think of something that you are good at. Second, consider and write down how you became good at it. When prompted by the facilitator, share this with someone near you. Think about the similarities and differences in your approaches.

### Sample responses:

practice	enthusiasm	trial and error
perseverance	listening	good instruction
mimicry	thinking	consistency

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

There is broad agreement on how we learn, as well as differences between learners.



## Activity 4: How do we know that we have learned something well?

(PowerPoint Slide 20)

### Purpose of activity

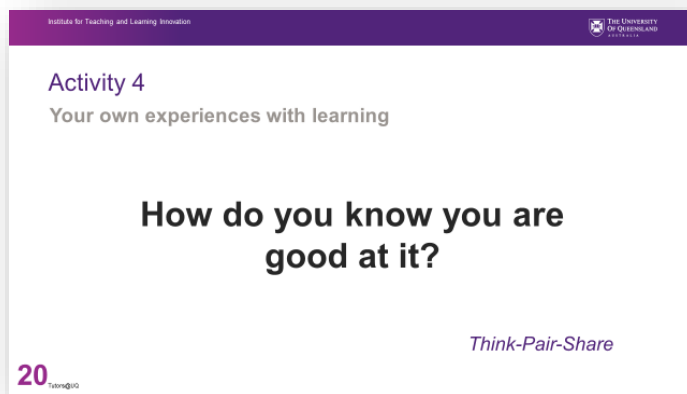
- To convey that educational experts and learners agree that we know we are good at something based on the reactions of other people and feedback.

### Rationale

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

### Activity 4 instructions

Conduct this activity as a Think-Pair-Share: Thinking about what you answered for 'what you are good at' above – how do you know you are good at that? What evidence did you use to determine that you are good at it? When prompted by the facilitator, share this with someone near you. Think about the similarities and differences in your approaches.



### Sample responses:

receiving good feedback	being recognised
getting good grades	feeling comfortable about it
other people ask for your help	through peer review

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

**N.B.** This activity is suitable to be run with a UQWordstream <https://apps.elearning.uq.edu.au/> you have prepared before the session. Students can contribute their idea at <https://apps.elearning.uq.edu.au/facilitatorsActiveLearnID> for a facilitator-led discussion.

Visit <https://elearning.uq.edu.au/elearning-tools/active-learning-tools> for easy instructions on how to use UQWordstream.



## The Principles of Learning (PowerPoint Slide 21)

### Key points

- There are four basic Principles of Learning: motivation, practice, feedback and reflection
- People vary in their approach to learning

### Rationale

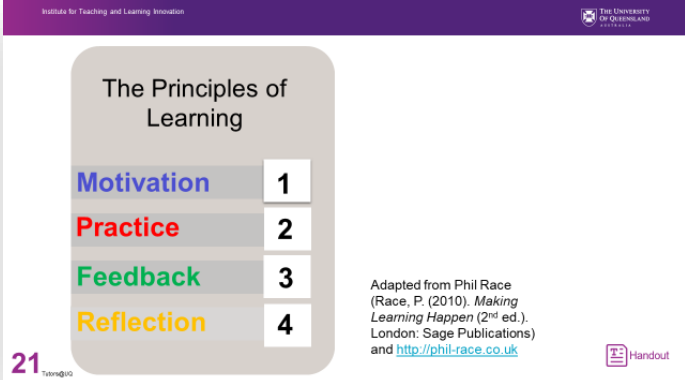
To gain an appreciation of four basic principles of learning and recognise that people vary in their approaches to learning.

### Discussion points

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

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

Adapted from Race (2010).



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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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Handout

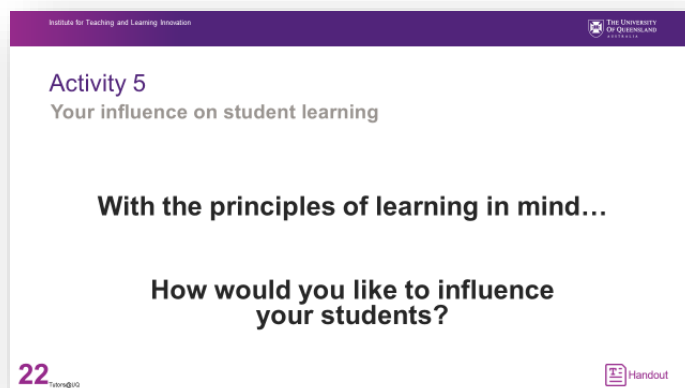
## Activity 5: How tutors will influence student learning (PowerPoint Slide 22)

### Purpose of activity

- Tutors need to think about all aspects of learning – motivating, practice, feedback and reflection
- Tutors also need to recognise that not all students learn the same way they do

### Rationale

To encourage tutors to think about the implications of the four Principles of Learning for their tutoring.



### Activity 5 instructions

With the Principles of Learning in mind, think about the influence you will have on student learning. How would you like to influence your students? Record your responses in the handout before we share answers around the class.

### Sample answers:

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

**N.B.** This activity is suitable to be run with a Padlet page ([padletuq.padlet.org](https://padletuq.padlet.org)) you have prepared before the session. Have tutors add their thoughts to the Padlet wall to share with one another.

Visit [www.elearning.uq.edu.au/a-z-guides](https://www.elearning.uq.edu.au/a-z-guides) for easy instructions on how to sign up to and use Padlet.

## Summary (PowerPoint Slide 23)

### Key points

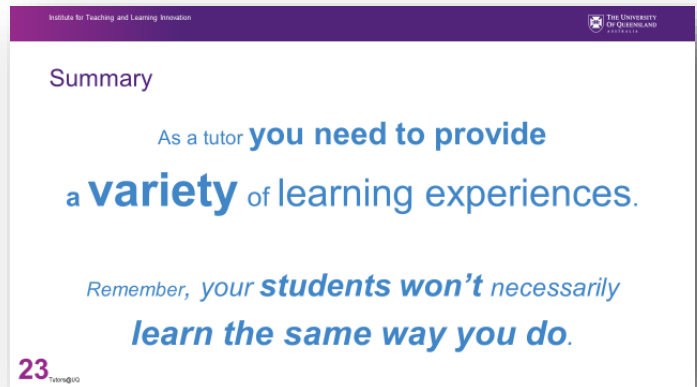
- Tutors must recognise that their students won't necessarily learn the same way they do
- Tutors need to provide a variety of learning experiences to cater to diverse learners

### Rationale

To emphasise the need for diverse learning activities.

### Discussion points

According to Paul Ramsden (2003), to become a good teacher, first you must understand your students' experiences of learning. Out of this grows a set of principles for effective teaching in higher education.



As a tutor you need to provide a variety of learning experiences. Remember that your students won't necessarily learn the same way you do.

## Module 1.3: Tutoring for learning

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.

*Allow 45 minutes for Module 3*

### 1.3 How do we tutor for learning? (PowerPoint Slide 24)

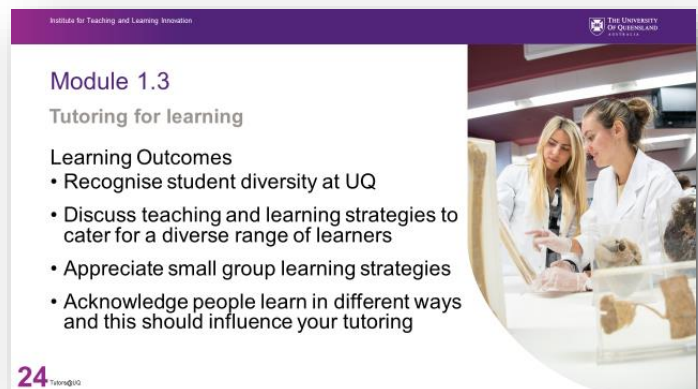
#### Learning objectives

In this module, tutors will:

- Gain an appreciation of student diversity at UQ
- Discuss strategies to help create classes which cater to a diverse range of learners
- Recognise the importance of small group learning strategies
- Recognise that we learn in different ways and this can impact on how you tutor

#### Rationale

To introduce Module 3.



## Activity 6: Thinking about your students (PowerPoint Slide 25)

### Purpose of activity

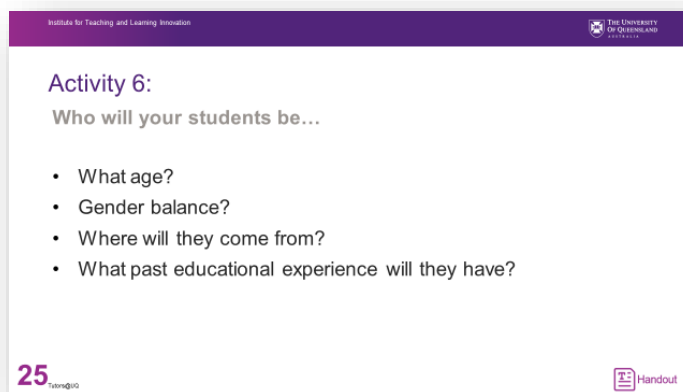
- Teachers need to know who their students are

### Rationale

To recognise the diversity of learners.

### Activity background

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



### Activity 6 instructions

Ask students to think about and record responses to: Who will your students be?

- Consider the students in your classes.
- Who will they be?
- Undergraduates or postgraduates?
- What age?
- What gender?
- Where will they come from?
- What past educational experiences will they have?

Reflect on who your students could be. Write your thoughts in your handout.

## The diversity of UQ students (PowerPoint Slide 26)

### Key point

- Students at UQ are very diverse

### Rationale

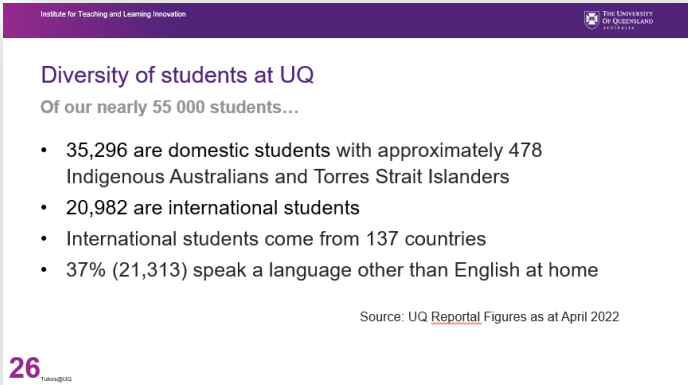
To impress upon the tutors the diversity of students at UQ.

### Discussion points

UQ has a diverse community. We have nearly 55 000 students with 35,595 domestic students, including around 470 Indigenous Australians and Torres Strait Islander students. UQ has around 37% (over 20,379) international students, representing over 70 countries of origin.

Within our student community, nearly 36% (over 20,000) students speak a language other than English at home.

(UQ Reportal, 2020)



The slide is titled 'Diversity of students at UQ' and 'Of our nearly 55 000 students...'. It lists four bullet points: 35,296 domestic students (including 478 Indigenous Australians and Torres Strait Islanders), 20,982 international students, international students from 137 countries, and 37% (21,313) speaking a language other than English at home. The source is cited as 'UQ Reportal' figures as of April 2022. The slide number '26' is in the bottom left corner.

Category	Count
Domestic students	35,296
Indigenous Australians and Torres Strait Islanders	478
International students	20,982
International students from countries	137
Students speaking a language other than English at home	21,313 (37%)

## The goal of inclusive teaching (PowerPoint Slide 27)

### Key point

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

### Rationale

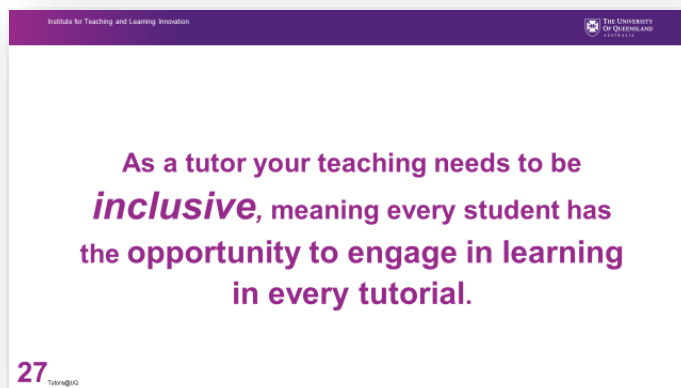
To emphasise UQ's goal for teaching to be inclusive.

### Discussion points

There are a number of Equity and Diversity key performance indicators, targets and objectives detailed in the UQ Strategic Plan 2017-2021. These demonstrate UQ's

commitment to creating and maintaining a diverse and inclusive institution. The University strives to provide a safe, accepting and inclusive environment and values and embraces diversity amongst tutors, students and staff.

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



## Activity 7: Inclusive pedagogies (PowerPoint Slide 28)

### Purpose of activity

- Case studies are a useful strategy for inclusive small group teaching.

### Rationale

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

### Activity background

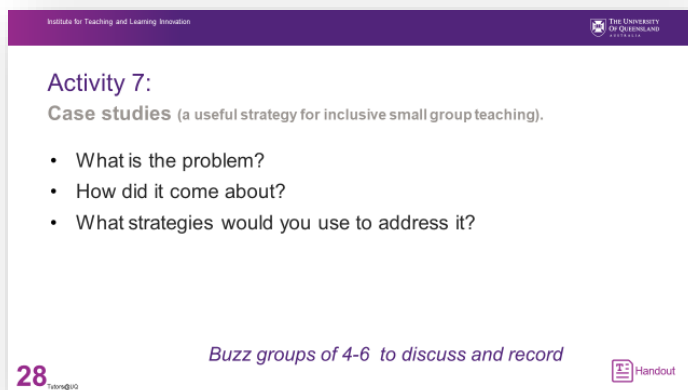
Activity 7 uses five case studies based on real situations faced by tutors at UQ and designed to encourage tutors to think about inclusive pedagogies.

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

### Activity 7 instructions

In your handout are five case studies (real situations faced by tutors at UQ). Form into groups of 4-6 to discuss the case study allocated to your group. Write down your answer to the three questions pertaining to your case study. All four case studies will be discussed; be sure to take notes on each case during that discussion.

(continued on next page)





## Case study 1

### Key point

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

Amy is tutoring a first year class and is happy with how the discussion is going. The atmosphere in the room seems positive and a number of students are actively contributing ideas and points of view. But Amy is aware that one or two students are not participating and are sitting with their heads down, making it difficult for her to make eye contact with them and include them in the discussion.

What is the problem?

What strategies would you suggest to address this problem?

### Sample response:

Problem: Lack of engagement, but not sure why.

Possible strategies:

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

(continued on next page)

## Case study 2

### Key point

Tutors must take care not to exclude students unintentionally.

Ringo has been tutoring for three weeks and he feels that he has been successfully implementing class discussions as a strategy to actively engage his students in the tutorials (which he learned about in his Tutor Training course!). At a course tutor meeting, the coordinator mentions a recent complaint she received from a group of students who perceived favouritism of local students over international students by tutors during class discussions and when fielding questions. The coordinator asks all of the tutors to consider whether this could be occurring in their tutorials and asks them to consider some strategies to address this complaint.

What is the problem?

What strategies would you suggest to address this problem?

### Sample response:

Problem: Could be 'excluding' students unintentionally.

Possible strategies:

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

(continued on next page)

## Case study 3

### Key point

Tutors need to use student-centred learning activities.

John is new to tutoring although he missed tutor training. Inspired by his favourite UQ lecturer, he designs funny and witty mini-lectures to give in his tutorials. The students laugh, sometimes ask questions, appear to listen intently and some even say he is their favourite tutor! When John marks the first tutorial assignment, he is shocked that so many students performed poorly, as he covered all the content in his tutorials. When the course coordinator receives John's marks, he questions John's approach to tutoring and asks him to consider other approaches.

What is the problem?

What strategies would you suggest to address this problem?

### Sample response:

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

Possible strategies:

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

(continued on next page)

## Case study 4

### Key point

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

Indira is a new tutor who is anxious to ensure that her classes are inclusive and foster a positive learning environment for all students. She has established ground rules in the first tutorial. However, during a tutorial discussion when one student is offering his opinion on the topic, she notices a pair of students apparently making fun at the student's response.

What is the problem?

What strategies would you suggest to address this problem?

### Sample response:

Problem: Inappropriate student behaviour.

Possible strategies:

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

(continued on next page)

## Case study 5

### Key point

Tutors should know to treat students equally and avoid any inference of a conflict of interest.

Joshua, a third year science student, is a keen tutor for physiology students in a second year course. He informs his course coordinator that he knows Mel and Cheng in the course, and asks not to be assigned to tutor them or mark their assessment pieces due to a possible conflict of interest.

One afternoon, Joshua gets a message through Facebook from Mel, asking whether a term can be abbreviated in their lab report or not. Joshua knows that this is not a really crucial question, so he quickly messages back that this is fine. Mel next asks a more complex question via Facebook. Joshua wisely realises that this is perhaps not the best forum for answering student questions, and suggests that Mel asks the question in the next practical session.

Meanwhile, Mel has shared on the course's Facebook page that a tutor has agreed that abbreviation of terms is fine. Another student asks Mel "how do you know this?" Mel replies, "I am friends with a tutor on Facebook, and he said this was the way to go."

What is the problem?

What strategies would you suggest to address this problem?

### Sample response:

Problem:

- Student access to the tutor not available to other students. Tutor set a precedent by responding outside of contact hours and through a channel not accessible to the other students.

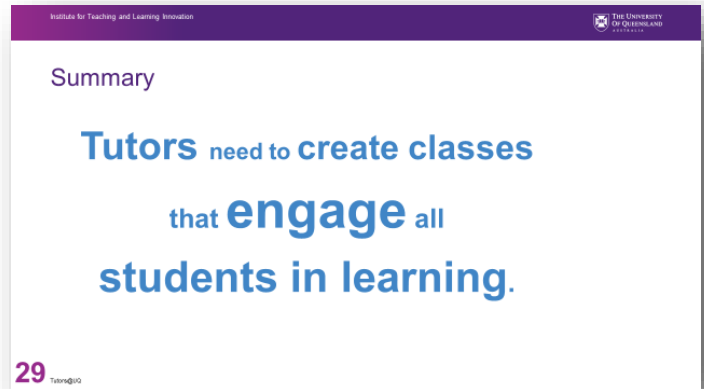
Possible strategies:

1. Establish contact rules and stick by them
2. Joshua could have informed Mel that he could not respond when the first question was asked.

## Summary (PowerPoint Slide 29)

### Key point

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



## Module 1.4: Planning for learning

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

Allow 15 minutes for Module 4

### 1.4 How do we design tutorials for learning? (PowerPoint Slide 30)

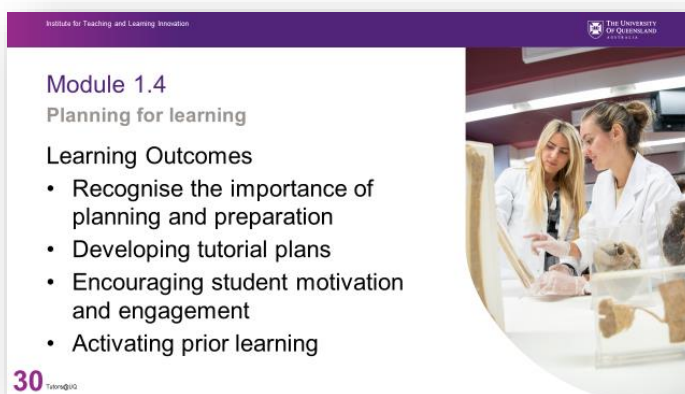
#### Learning objectives

In this module, tutors will:

- Recognise the importance of planning and preparation for tutoring
- Critique and evaluate a tutorial plan
- Recognise the importance of motivation and engagement
- Prepare for the first tutorial

#### Rationale

To introduce Module 4.



### Tutorials as learning activities (PowerPoint Slide 31)

#### Key point

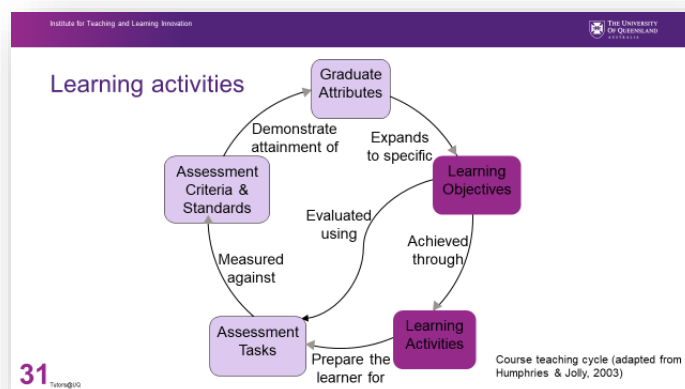
- Tutorials should focus on learning activities

#### Rationale

To emphasise the importance of tutorials as learning activities.

#### Discussion points

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



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

## Applying the four Principles of Learning to tutorials (PowerPoint Slide 32)

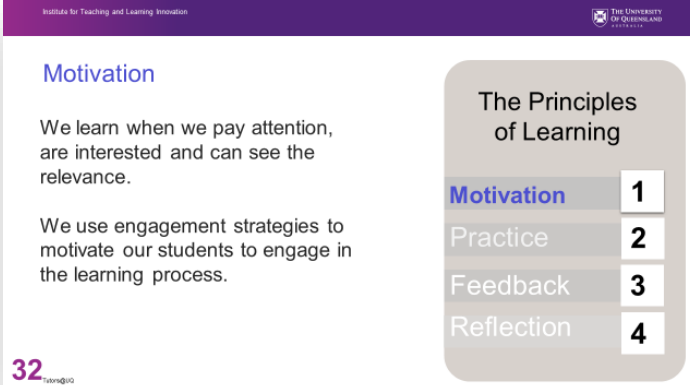
### Key points

- Tutorials should be planned with the four principles of learning in mind
- Tutors need to engage students with the content

### Rationale

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

We can apply the four Principles of Learning to tutorial classes to consider how tutors will plan their 'learning activities'.



**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.

**The Principles of Learning**

Motivation	1
Practice	2
Feedback	3
Reflection	4

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### Discussion point

#### Motivation

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

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



## Applying the four Principles of Learning to tutorials cont'd (PowerPoint Slide 33)

### Key point

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

### Discussion point

#### Practice

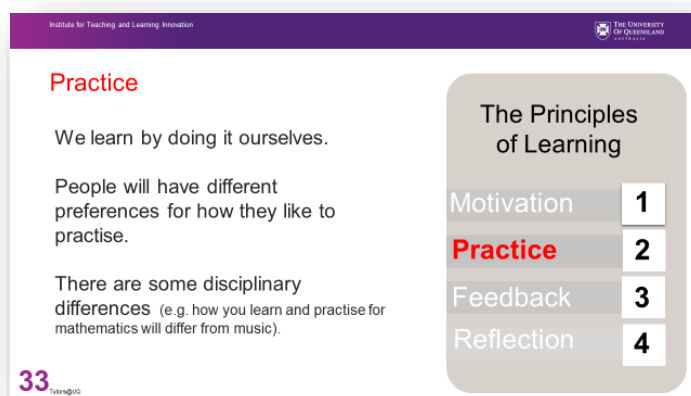
Once you have students engaged and motivated you need to:

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

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

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

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



## Applying the four Principles of Learning to tutorials cont'd (PowerPoint Slide 34)

### Key point

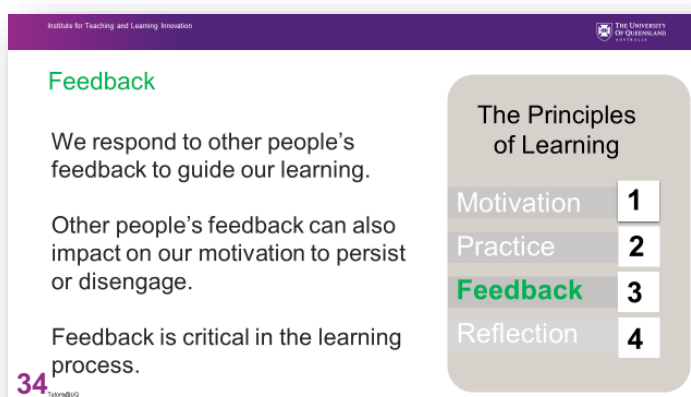
- Tutors need to provide constructive feedback to students on their learning

### Discussion point

#### Feedback

'Assessment is about several things at once. It is about reporting on students' achievements and about teaching them better through expressing to them more clearly the goals of our curricula. It is about measuring student learning; it is about diagnosing misunderstandings in order to help students to learn more effectively. It concerns the quality of the teaching as well as the quality of the learning' (Ramsden, 2003, p. 177).

(continued on next page)



## Applying the four Principles of Learning to tutorials cont'd (PowerPoint Slide 35)

### Key point

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

### Discussion point

#### Reflection

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

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**Reflection**

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

**The Principles of Learning**

Motivation	1
Practice	2
Feedback	3
<b>Reflection</b>	<b>4</b>

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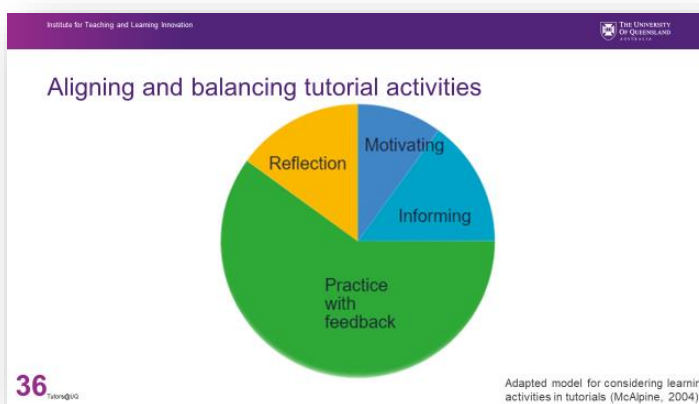
## Aligning and balancing tutorial activities (PowerPoint Slide 36)

### Key points

- Tutors need to consider the amount of time to be spent on each activity and allow sufficient time for practice
- Engagement, informing and practice activities should align with the stated learning objectives

#### Rationale

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



### Discussion point

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

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

'When planning to teach we first need to be clear about what we want students to learn and then teach and assess accordingly in an 'aligned' system of instruction' (Biggs, 1996 in Biggs, 1999, p. 64).

'Alignment is when all components – learning objectives, learning activities and assessment – address the same agenda and support each other' (Biggs, 1999, p. 64).

## Activity 8: Tutorial plans (PowerPoint Slide 37)

### Purpose of activity

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

### Activity background

- Activity 8 provides participants with the opportunity to review an example tutorial plan and consider the inclusions.

### Activity 8 instructions

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

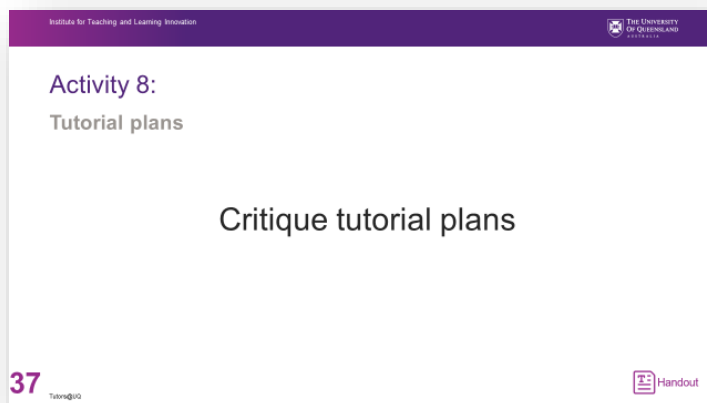
An effective way to learn about something new is to see an example of it. Discuss the first tutorial plan in the handout as a class. Use a checklist based on the Principles of Learning (see handout) to guide the critique of this plan.

### Checklist:

- Learning objectives
- Motivation activities
- Informing time
- Practice activities
- Opportunity for feedback/informal assessment
- Opportunity for students to reflect

### Consider:

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



### Sample responses:

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

## Activity 8: Tutorial plans cont'd. Take home activity

### Purpose of activity

- Tutors should recognise strengths and weaknesses in sample tutorial plans

### Rationale

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

### Discussion points

If there is time the facilitator can run this activity during the session (with instructions below), otherwise the lesson plans in the Student Handout allow tutors to critique a second plan before having to prepare their own plan for their first tutorial.

### Activity 8 instructions

#### **Tutorial Plans**

In the handout are other tutorial plans. Pair up with another tutor, compare one of the plans using the checklist and answer the questions. Remember to consider the Principles of Learning. Use the spaces provided for notes to contribute to a class discussion.

#### Sample response Plan 1:

Needs more time for students to practise.

Needs more time for reflecting.

#### Sample response Plan 2:

Needs clearer learning objectives.

Needs more time for doing and practising.

## Activity 9: Thinking about your first tutorial (PowerPoint Slide 38)

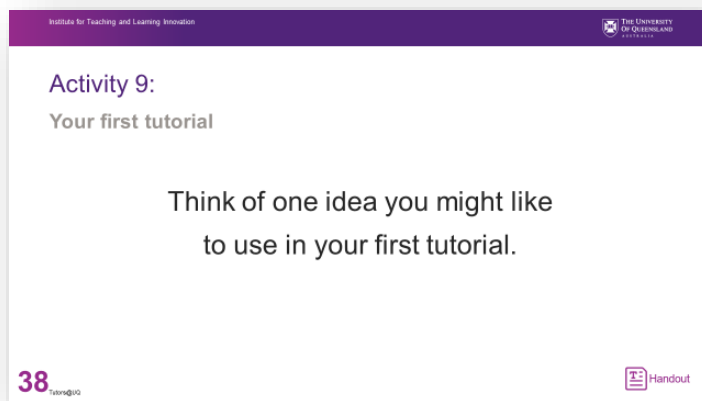
### Purpose of activity

To encourage tutors to think about their first tutorial and share ideas that they may use

### Activity background

Tutors should be encouraged to think about using the tutorial plan templates in Activity 8 in planning for their first tutorial.

Activity 9 asks tutors to think of one idea or strategy that they might plan to use in their first class. Tutors will benefit from sharing ideas about strategies or techniques they will use in their first class.



### Activity 9 instructions

Your first tutorial: consider your first tutorial. Think of some things (idea, strategy, rule, voice tone etc.) that you would like to use in that first tutorial. Share one idea with the class when asked.

**N.B.** This activity is suitable to be run with a UQWordstream <https://apps.elearning.uq.edu.au/> you have prepared before the session. Students can share their idea or strategy at <https://apps.elearning.uq.edu.au/facilitatorsActiveLearnID> for a facilitator-led discussion.

Visit <https://elearning.uq.edu.au/elearning-tools/active-learning-tools> [www.elearning.uq.edu.au/a-z-guides](http://www.elearning.uq.edu.au/a-z-guides) for easy instructions on how to use UQWordstream.

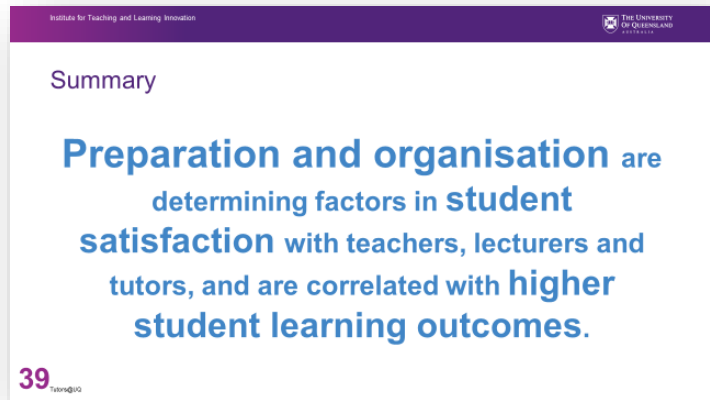
## Summary (PowerPoint Slide 39)

### Key points

- Tutor preparation and organisation affects student satisfaction and learning outcomes
- Being prepared also helps to reduce tutor anxiety
- Tutors at UQ are expected to be prepared and plan for each tutorial, focusing not only on what they will teach but how they will teach

### Rationale

To emphasise the importance of planning and preparation.



### Summary points

- Preparation and organisation are determining factors in student satisfaction with teachers, lecturers and tutors and are correlated with higher student learning outcomes.
- For new tutors, preparation and planning help to reduce the nerves and anxiety associated with tutoring for the first time.
- We expect tutors at UQ to maintain professionalism, which means being prepared and planning for each tutorial. This involves more than knowing the content – tutors must also know how they will teach that content and how they want their students to be engaged in the learning of that content.
- Setting the right tone from the first tutorial is critical. On the handout is a first tutorial checklist, as well as tutorial plan samples that tutors can apply to their purpose.

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

## Wrap up

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

Allow 10 minutes for wrap up and reflection

## Session wrap up and reflection (PowerPoint Slide 40)

### Key points

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

### Rationale

To summarise the key points from Session 1.



### Discussion points

In this session, we focused on four modules:

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

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

## Activity 10: Reflection (PowerPoint Slide 41)

### Purpose of activity

- Tutors should appreciate that teaching is about how they will make student learning possible

### Rationale

To encourage reflection on learning from Session 1.

### Activity background

In wrapping up the session, facilitators should allow time for tutors to reflect on what they have learned in the session.

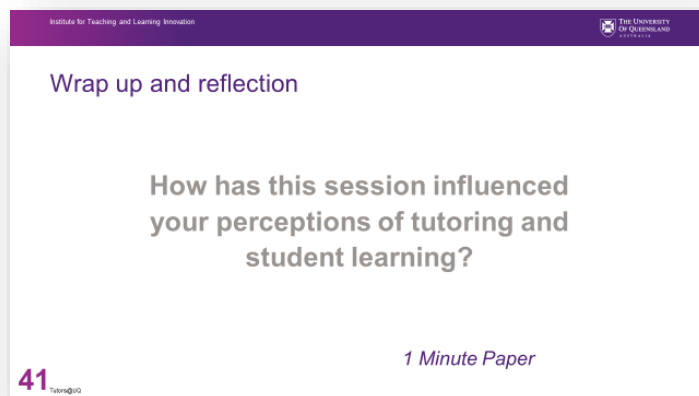
### Activity 10 instructions

#### Question for Reflection

Take a minute to reflect by writing a 1 Minute Paper: How has this session influenced your perceptions of tutoring and student learning?

- What are the 2-5 most significant (central, useful, meaningful, surprising, disturbing) things you have learned?
- What questions remain uppermost in your mind?

If there is time, a few responses might be shared with the class.





## Introduction to Session 2 (PowerPoint Slide 42)

### Key point

- General introduction to the next session

### Rationale

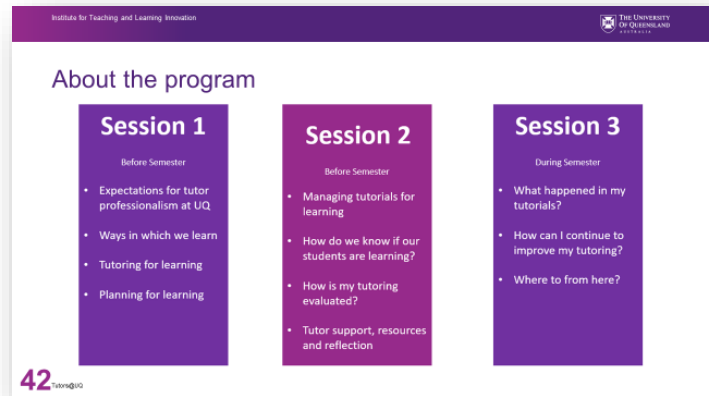
To describe what will be covered in Session 2.

### Discussion points

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

We'll address the following questions:

- 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?



## Thank you (PowerPoint 43)



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