

# Tutors@UQ Facilitator's Guide Session 2



## Document history

Version	Date	Author	Comments
V1.0 Final	2010	Julie Duck, Kelly Matthews	
V1.1	2012		
V1.2	2014		
V1.3	2015		
V1.4	06/02/2017	Peter Rutherford, Christine Slade	Updates and modifications following consultation with content authors, program facilitators and faculty representatives
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V1.6.2023	19/01/2023	Tanya Henry, Peter Rutherford, Christine Slade	Updated internal UQ title references
V1.7.2023	13/07/2023	Tanya Henry, Christine Slade	Addition of Gen AI and UQ Library slides
V1.8.2024	25/01/2024	Tanya Henry, Christine Slade, Peter Rutherford	File-sharing slides replaced contract cheating slides
V1.8.2025	29/01/2025	Tanya Henry, Peter Rutherford, Christine Slade	Addition of AI Student Hub slide and SETutor slide content updated

## 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 2 overview

The second session of the Tutors@UQ program focuses largely on assessment and moderation. Using case studies, tutors explore real scenarios around marking, time management, and student remark requests. The facilitator's role is centred on managing small group activities and drawing broader conclusions relevant to all tutors during the whole group discussions for effective tutoring practices.

### 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

### Run sheet for Session 2

RUN SHEET TEMPLATE: to assist in planning the session

Faculty of SESSION 2			Facilitator
Time Allocated (minutes)	Date: Time: Session:		
0:00	Attendance: sign-in of tutors		
0:05	Introduction		ADA (suggested)
0:20	Module 2.1	How do we manage tutorials for learning?	
0:60	Module 2.2	How do we know if our students are learning?	
0:10	Module 2.3	How is my tutoring evaluated?	
0:15	Module 2.4	What else do I need to know before I start tutoring?	
0:10	Wrap-up and evaluation		ITaLI Liaison (suggested)
0:00	The End of Session 2		

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 2

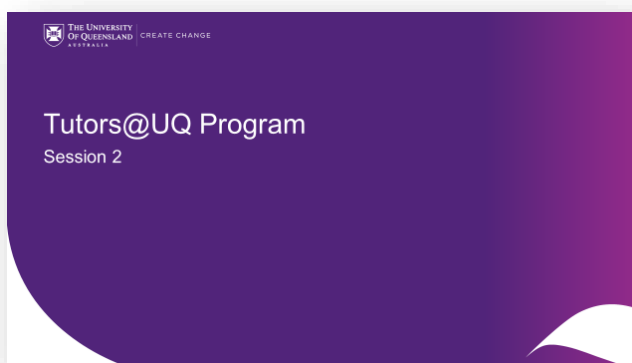
### Orientation: *Tutors@UQ* (PowerPoint Slide1)

#### Purpose

- To introduce Session 2. This is the second of three sessions that comprise the Tutors@UQ program. This is the final training session for new tutors before they begin to tutor.

#### Rationale

This session is to assist tutors new to teaching with preparation and support for their teaching, management of tutorials, assessment of students and evaluation of the tutor.



#### Discussion points

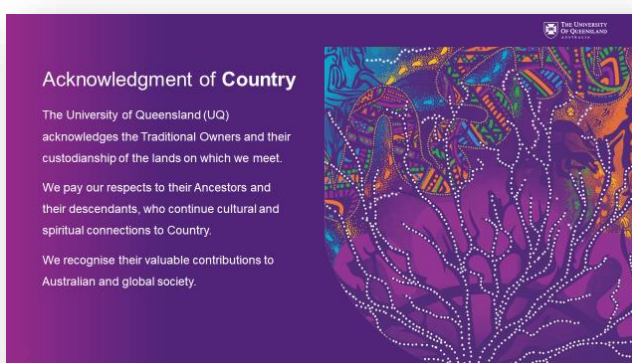
This session includes four modules covering managing tutorials, assessment, formal tutor evaluation and other preparation and support for tutoring. Most of this session focuses on assessment with the question 'How do we know if our students are learning?'.

Using case studies, tutors explore real scenarios around marking, time management, and student remark requests. The facilitator's role is centred on managing small group activities and drawing broader conclusions relevant to all tutors during the whole group discussions for effective tutoring practices.

### 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.

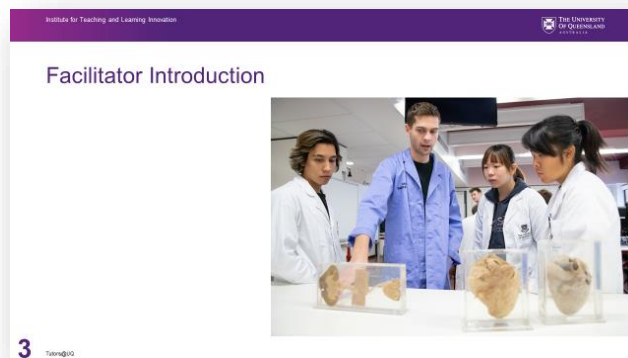




## Facilitator Introduction (PowerPoint Slide 3)

### Key points

- The program comprises three sessions:
  - two before and one during the first semester of tutoring. Session 2 is the second of the sessions offered before the first tutorial
  - Session 2 builds on Session 1 to ensure that tutors are well prepared for their first experience of tutoring



### Rationale

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

### Discussion points

You will recall that the Tutors@UQ program comprises three learning sessions – two are offered before tutors begin their first semester of tutoring and the third during their first semester of teaching. Session 2 is the second of the sessions offered before the first tutorial.

Session 1 addressed four questions:

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

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

## About Session 2 (PowerPoint Slide 4 and 5)

### Key points

To identify the topic area of each of the four modules which comprise this session

### Rationale

To overview the modules in Session 2.

### Discussion points

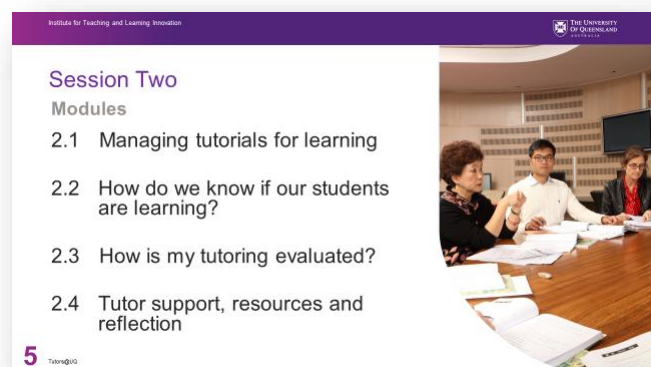
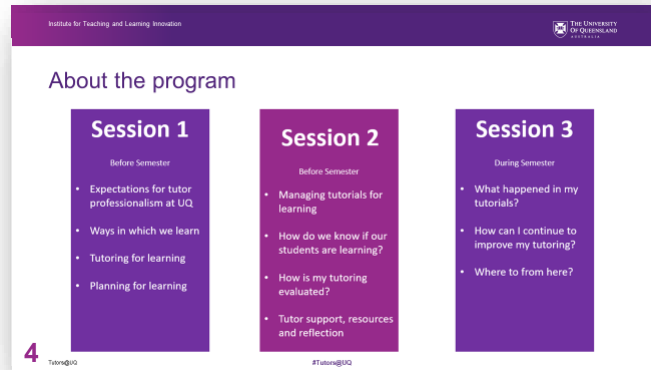
The second two hour session, Session 2, comprises four learning modules. Each module includes information and activities designed to assist new tutors.

2.1 Managing tutorials for learning?

2.2 How do we know if our students are learning?

2.3 How is my tutoring evaluated?

2.4 Tutor support, resources and reflection



## The teaching cycle (PowerPoint Slide 6 and 7)

### Key point

- How tutors can manage learning activities to prepare the learner for assessment tasks measured against criteria and standards

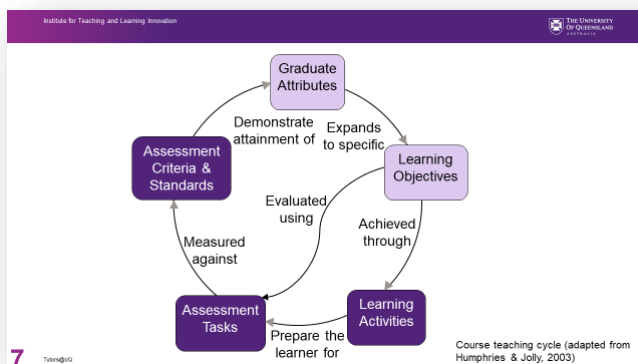
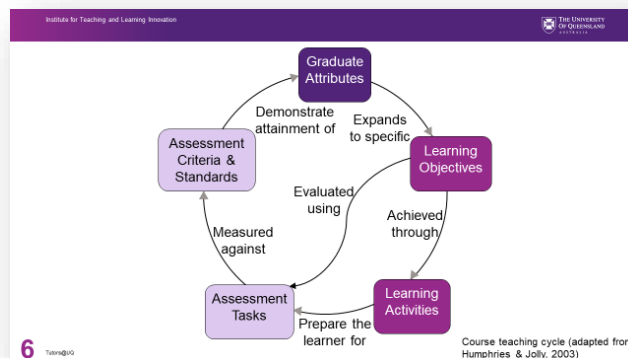
### Rationale

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

### Discussion points

Recall that in the teaching cycle, teachers identify learning objectives and provide learning activities, assessment and feedback, with the goal of developing graduate attributes.

- In Session 1 we focused on how tutors plan tutorials for learning with appropriate learning activities that are aligned with specific learning objectives.
- In Session 2 we will discuss how to manage learning activities and prepare the learner for assessment tasks measured against criteria and standards in order to demonstrate attainment of learning objectives.



## Module 2.1: How do we manage tutorials for learning?

Allow 20 minutes for Module 2.1

### 2.1 How do we manage tutorials for learning? (PowerPoint Slide 8)

#### Learning objectives

- **Discuss** ways to deal with difficult situations in tutorials
- **Consider** proactive strategies for managing tutorials
- **Identify** the policies and procedures for dealing with student misconduct

#### Rationale

To introduce Module 2.1.

### Activity 1: Managing tutorials for learning (PowerPoint Slide 9)

#### Purpose of activity

To encourage tutors to plan and prepare for common classroom situations using case studies.

#### Activity background

In Session 1 we discussed the importance of providing an educationally inclusive environment characterised by mutual respect, effective relationships, clear communication, explicit understandings about expectations and critical self-reflection.

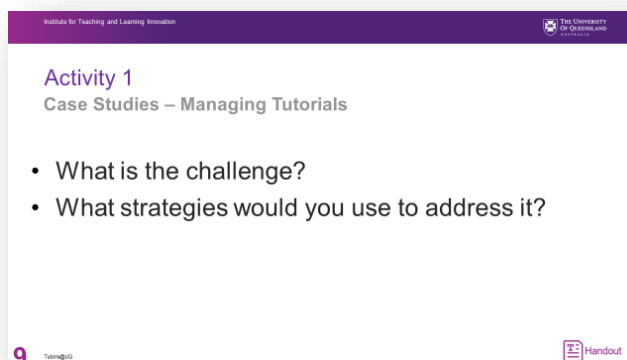
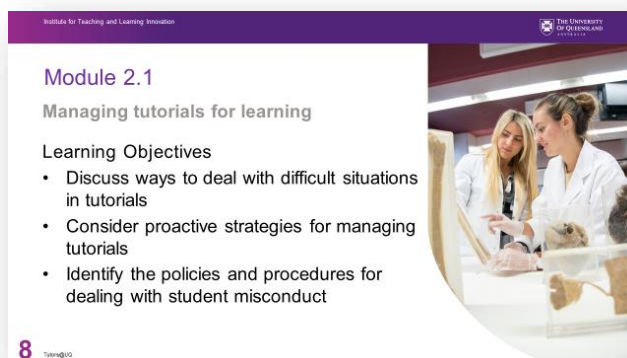
These attributes, as well as preparation and organisation for tutorials, are determining factors in student satisfaction and are correlated with higher student learning outcomes.

Tutors also need to anticipate difficult classroom situations and be prepared to deal with them if they arise. Anticipating difficult classroom situations and identifying strategies to deal with these is important to provide an effective learning environment.

#### Activity 1 instructions

These five case studies are real situations faced by tutors at UQ. Pair up with another tutor, choose one of the following case studies and discuss it with your partner. Identify the challenge and suggest ways to manage it. Share with the larger group.

Take notes on each case study when it is discussed.



## Case study 1

### Key point

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

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

### Sample responses:

#### What is the challenge?

- Providing an environment where everyone can contribute.

#### What strategies could you use to address it?

- Involve others in the class (knowing students' names helps).
- Set ground rules for in-class contributions, to ensure that there is opportunity for all to contribute.
- Talk to Paul in private.

## Case study 2

### Key point

Tutors must ensure that students are prepared for tutorials

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

### Sample responses:

#### What is the challenge?

- Lack of motivation or expectations aren't sufficiently clear.

#### What strategies could you use to address it?

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

## Case study 3

### Key point

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

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

### Sample responses:

#### What is the challenge?

- Thinking she will be seen as incompetent.

#### What strategies could you use to address it?

- Be honest: tell students you don't know.
- Redirect the question to the class: "That's a good question – would anyone else like to answer this?"
- Undertake to find out for the next class and follow through.
- Make it an activity for homework.

## Case study 4

### Key point

Tutors must be firm in keeping tutorials on task

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

### Sample responses:

#### What is the challenge?

- Class management.

#### What strategies could you use to address it?

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

## Case study 5

### Key point

Tutor conduct should be consistent with the behaviours of other tutors in the course

The pharmacology course coordinator believes tutors are present in the room to facilitate learning by asking students constructive questions to get them thinking; tutors are not to simply give all the information away directly.

One afternoon, the five tutors in the lab are working with 60 Pharmacy students, and things are going relatively smoothly, except for one team of students whose data is not really working out well. Caitlin, a tutor, overhears another tutor ask the students what might be going on, but the students don't really respond very well and are frustrated. She decides to approach the students shortly afterwards and begins to explain why the data and setup might not be working well.

The students recognise her willingness to help and they begin to ask questions about the assessment piece – what is important? can she read a draft? and so on. Soon, she has four groups peppering her with questions about the scientific principles and the assessment piece – she has drawn quite a crowd!

### Sample responses:

#### What is the challenge?

- One tutor operating outside the boundaries of expected tutor conduct.

#### What strategies could you use to address it?

- Caitlin may recognise for herself this is a problem. She could call an end to it, have the students move back to their work groups and learn from the experience.
- Tutors could speak with Caitlin to remind her of the course coordinators expectations and let her know it is unfair if some students get the benefit of her advice but others don't.
- If she thought what she was doing was justifiable, Caitlin could have a conversation with the course coordinator or other tutors to explain what she was doing and why.

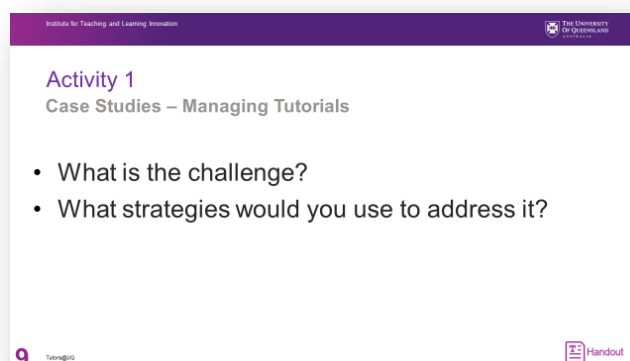
## Managing tutorials for learning follow-up discussion (PowerPoint Slide 9 continued)

### Key point

For well-managed tutorials, tutors must articulate standards and expectations, enforce limitations, require that students are prepared, and be prepared themselves Activity background to inform discussion.

### Rationale

To consider proactive strategies for managing tutorials. Tutors should determine how they want to run their tutorials before they begin teaching and establish expectations during the first class.



### Activity background to inform discussion

#### Behaviour management:

A number of strategies can be used to foster a well-managed tutorial, as identified within the discussion points of each of the case studies above.

#### Communication:

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

#### Limitations and enforcement:

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

#### Student preparedness:

It should be made clear that it is not only a student's responsibility to themselves but also to others and to the tutor that they come to class prepared. This needs to be communicated clearly and enforced actively.

#### Tutor preparedness:

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

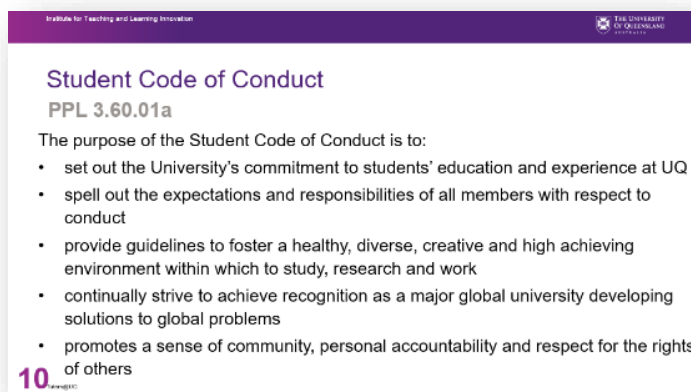
(Flamand, 2010)



## Student behaviour and the Student Code of Conduct (PowerPoint Slide 10)

### Key points

- There are expectations for student behaviour
- There are consequences for not abiding by those expectations
- Most situations are best handled by the tutor; however, inappropriate conduct should be referred to the course coordinator, who deals with it as misconduct



### Rationale

To inform tutors of the University's expectations for student behaviour, as well as University policies and procedures for dealing with student misconduct.

### Discussion points

#### The Student Charter and procedure for dealing with student misconduct

It is the University's aim that students participate in a quality educational and a rewarding personal experience. The Student Code of Conduct (PPL 3.60.01a) sets out the expectations students can properly hold of us as they receive their education. It also outlines what we can expect of students in undertaking their studies.

Students can be expected to:

- treat other members of the University community equitably and with respect and courtesy
- respect the opinions of others and deal with disagreement by rational debate
- avoid conduct which might reasonably be perceived as discrimination, harassment or bullying or which is otherwise intimidating.

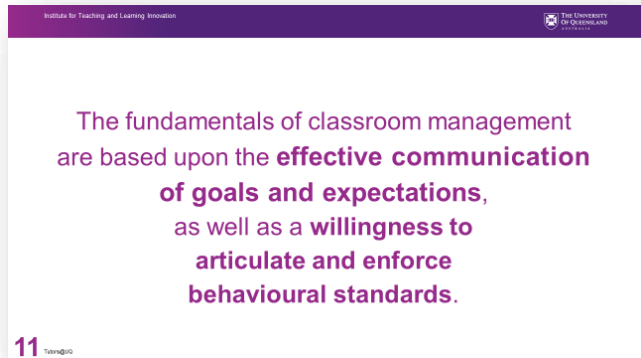
The University takes very seriously conduct that impairs others' pursuit of activities in the University and hinders the pursuit of academic excellence (e.g. through cheating) or improper use of University facilities. The Student Integrity and Misconduct policy (PPL 3.60.04a) outlines procedures for investigating and assessing suspected cases of misconduct.

Most difficult classroom situations are best and most effectively handled by you as the tutor, but remember, tutors are employed under the supervision of a lecturer or other senior staff and you should seek guidance from others.

## Summary (PowerPoint Slide 11)

### Key points

- The fundamentals of classroom management are based on the effective communication of goals and expectations, as well as a willingness to articulate and enforce behavioural standards
- The University has a Student Charter that establishes appropriate behavioural expectations and policy that outlines procedures for dealing with academic misconduct The fundamentals of classroom management are based on the effective communication of goals and expectations, as well as a willingness to articulate and enforce behavioural standards.



## Module 2.2: How do we know if our students are learning?

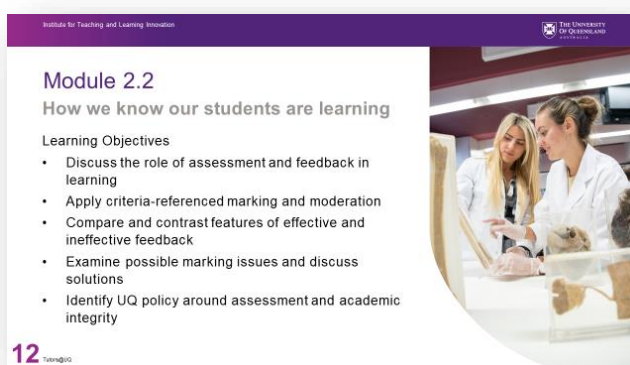
Now we have identified the challenges of and strategies for managing the classroom environment, let's consider how we will know our students are learning.

*Allow 60 minutes for Module 2*

### Introducing Module 2.2 (PowerPoint Slide 12)

#### Learning objectives

- Discuss the role of assessment and effective feedback in learning
- Apply criteria referenced marking and moderation
- Compare and contrast features of effective and ineffective feedback
- Examine possible marking issues and discuss solutions
- Identify UQ policy around assessment and academic integrity



#### Key point

- Module 2 is the most significant section of Session 2, covering the responsibilities of tutors regarding assessment

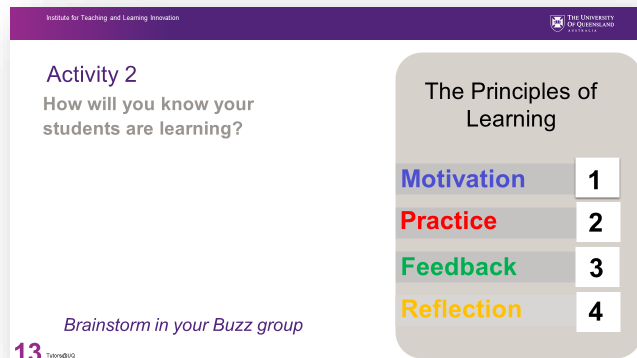
#### Rationale

To introduce Module 2.

## Activity 2: How will you know your students are learning? (PowerPoint Slide 13)

### Key points

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



Activity 2  
How will you know your students are learning?

The Principles of Learning	
Motivation	1
Practice	2
Feedback	3
Reflection	4

Brainstorm in your Buzz group

13 Thinking

### Purpose of activity

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

### Activity background

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

We also talked about the importance of assessing student learning in tutorials and offering students guidance about what they are learning and how to learn it better. The tutor's role is to inform, question, prompt, assess, encourage and guide students to achieve the learning outcomes; that is, 'to make student learning possible' (Ramsden, 1993, p.7).

### Activity 2 instructions

How will you know your students are learning?

As a tutor, how will you know whether your students are learning? In groups of three or four, brainstorm all the responses you can think of.

### Sample responses:

- The kind of questions they ask
- Their verbal and non-verbal communication
- Their retention of information
- The discussions
- You notice improvement
- They start using the language or lingo of the subject
- Their responsiveness
- Engagement in tutorials
- They challenge ideas
- Their results

This activity involves a buzz group, a small discussion group formed for a specific task, such as generating ideas, solving problems, or reaching a common viewpoint on a topic within a specific period. Tutors might like to use this small group strategy in their tutorials.

## Activity 3: How will you help your students improve their learning?

(PowerPoint Slide 14)

### Key point

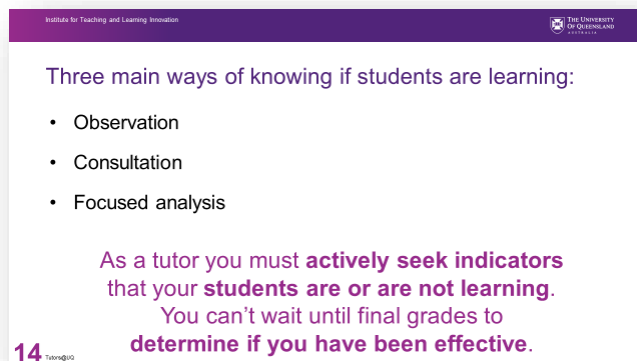
- Tutors must be actively engaged in helping students improve their learning

### Purpose of activity

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

### Discussion points

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



Institute for Teaching and Learning Innovation

Three main ways of knowing if students are learning:

- Observation
- Consultation
- Focused analysis

As a tutor you must **actively seek indicators** that your **students are or are not learning**.  
You can't wait until final grades to **determine if you have been effective**.

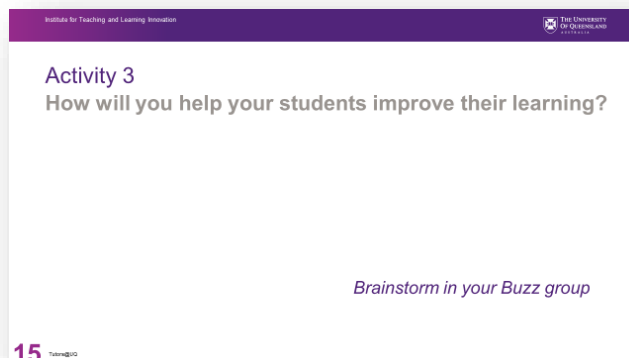
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### Activity 3 instructions (PowerPoint Slide 15)

Knowing whether your students are learning is important. As a tutor, how will you help your students improve their learning? Discuss this within your Buzz group.

### Sample responses:

- Giving them constructive feedback
- Showing them where they went wrong
- Providing them with an alternative explanation that might assist their learning



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Activity 3  
How will you help your students improve their learning?

Brainstorm in your Buzz group

15 Tutors@UQ

## Feedback (PowerPoint Slide 16)

### Key points

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

### Rationale

To emphasise the importance of feedback on student achievement.

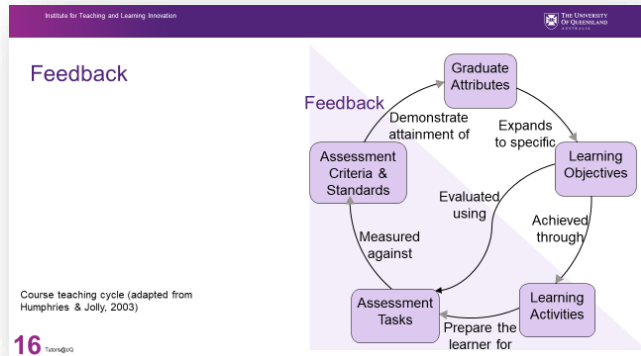
### Discussion points

#### Feedback

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

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

Remember, encouragement motivates learners. It encourages students to 'hang in there' and continue their learning. It also lets them know the tutor is taking an active interest in their learning and allows the tutor to 'keep their finger on the pulse' so they can monitor learners' needs more effectively. Adult learning principles (WestOne, n.d.)



## Activity 4: Why are students critical of the feedback they receive?

(PowerPoint Slide 17)

### Key point

- Tutors play a key role in ensuring feedback to students is meaningful and timely

### Purpose of activity

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

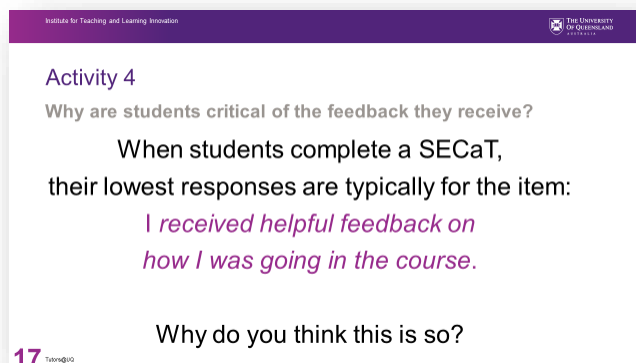
### Activity background

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

### Activity 4 instructions

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

Why do you think this is so?



## Activity 4: Why are students critical of the feedback they receive? Cont'd

### Sample responses:

- Delay between handing assignments in and getting them back
- Vague or unhelpful feedback
- Feedback that is no longer pertinent to what the student is learning

What are the implications for you as a tutor?

### Sample responses:

- Need to provide timely feedback
- Need to provide effective feedback
- Need to make feedback a central component of tutorials

### Tutors need to:

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

**N.B.** This activity is suitable to be run with a UQWordcloud <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 [www.elearning.uq.edu.au/a-z-guides](http://www.elearning.uq.edu.au/a-z-guides) for easy instructions on how to use UQWordcloud.

### Summary (PowerPoint Slide 18)

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



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Summary

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

(Gibbs & Simpson, 2005, p.9)

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## Activity 5: Marking and feedback

Note: This is a three part activity

### Key points for activity, part 1

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

### Purpose of activity, part 1

To give tutors experience marking in the absence of pre-determined criteria and standards, identifying variability in both what is assessed (criteria) and quality expected (standards).

### Activity background

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

### Activity 5 instructions (PowerPoint Slide 19)

#### Activity 5: Marking and feedback: Marking

This activity has three parts, all relating to the scenario below.

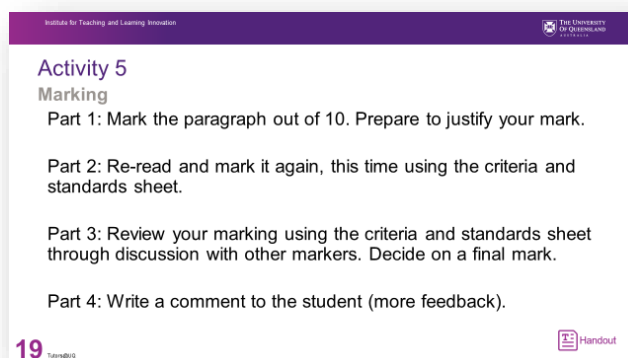
Imagine you are tutoring for a course in a School of Tourism. In this course, students are asked to write a one paragraph pitch on Brisbane as a destination for international tourists. The aim is to attract visitors to the city.

#### Activity 5, Part 1:

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

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

(The response for this activity was inspired by [www.wordtravels.com](http://www.wordtravels.com) and [www.lonelyplanet.com](http://www.lonelyplanet.com))



## Activity 5, Part 2:

### Key point for activity

- The provision of criteria and standards should ensure more consistency in marking

### Purpose of activity

To mark using pre-determined criteria and standards.

### Instructions

Re-read the paragraph and mark it again, this time using this criteria and standards

Criteria	Low Standard 0 marks	Competent Standard 1 mark	High Standard 2 marks
Coverage of key dimensions of appeal including art & culture, sport, shopping, food	Focuses on very few dimensions	Covers a reasonable number of dimensions, but at least one obvious omission	Very comprehensive. Covers all key dimensions
Explanation of local cultural terms	Frequent assumptions of local knowledge	Few assumptions of local knowledge	No assumptions of local knowledge. All local/ cultural references are clearly explained
Reference to geographical location	No reference to geographical location	Some reference to geographical location	Very clear reference to geographical location
Persuasiveness	Doesn't make the destination sound appealing. Focuses only on negative aspects	Makes the destination sound reasonably appealing but draws attention to some negative aspects	Makes the destination sound extremely appealing and focuses only on positive aspects
Readability	Poor grammar and sentence construction with a number of spelling errors	Reasonably well written. Few grammatical errors and very few spelling errors	Very well written. Excellent grammar and sentence construction with no spelling errors
<b>Final Mark</b>	<b>/10</b>		

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

## Activity 5, Part 3

### Key point for activity

- Moderation of marking is also essential to ensure consistency

### Purpose of activity

To recognise the need for moderation of marking.

### Instructions

Finally, review your marking. Use the criteria and standards sheet and discuss with other markers the score you gave the writer. You should be able to have consistency in the scoring by each of the markers in your group and be able to reach a decision on the final mark for the writer of the paragraph.

## Criterion-referenced assessment follow up discussion

### Key point

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

### Rationale

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

### Discussion points

#### Criterion-referenced assessment

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

In criterion-referenced assessment, judgements about the quality of students' performance are made by reference to pre-determined criteria and standards and not by reference to the achievement of other students.

- Criterion: a property or characteristic by which the quality of something may be judged.
- Standard: a definite level of achievement aspired to or attained. Standards specify levels of quality (or achievement, or performance) for each criterion. (PPL 3.10.2 Assessment - Procedures)

## Moderation follow up discussion (PowerPoint Slide 20)

### Key points

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

### Rationale

To recognise that UQ requires moderation of marking.

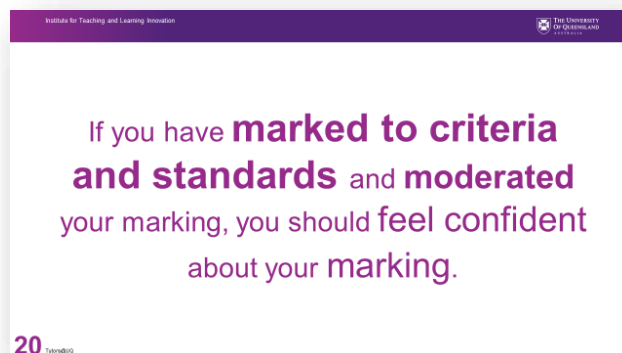
### Discussion points

#### Moderation

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

Moderation ensures:

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



## Activity 6: Providing effective feedback (PowerPoint Slide 21)

### Key point

- Students appreciate specific feedback on their work

### Purpose of activity

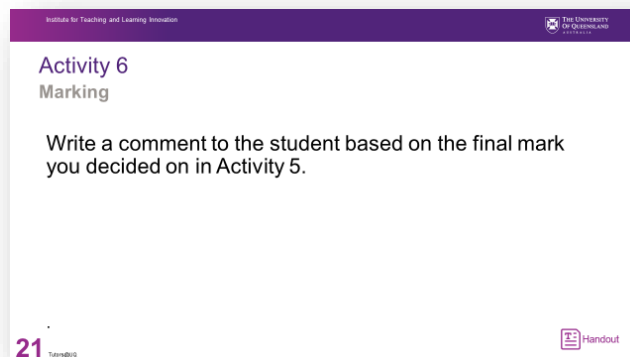
To consider how to provide appropriate feedback for tutors' marking of written work.

### Activity 6 instructions

- Take a moment to think about how you would provide feedback to the student on their paragraph.
- Write a comment to the student based on the final mark you decided on in activity 5.
- Would the criteria and standards sheet that you completed provide sufficient and effective feedback for the student?

### Sample responses:

- The criteria and standards sheet isn't personal enough.
- It doesn't tell students how to get better.



## Activity 7: Feedback for learning (PowerPoint Slide 22)

### Key point

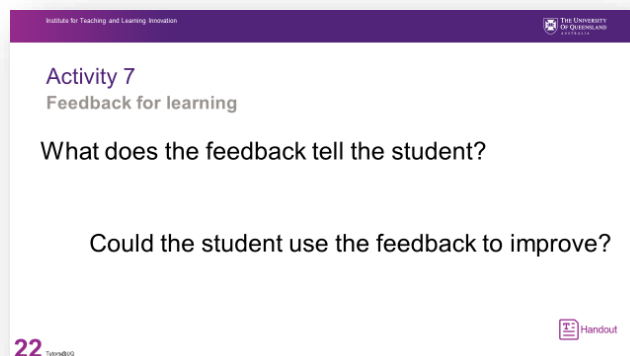
- Students appreciate specific feedback on their work

### Purpose of activity

To consider how to provide appropriate feedback on written work.

### Activity 7 instructions

Here are two examples of feedback on this student's work (in student handout). What does the feedback tell the student? Could the student use the feedback to improve?



**Example 1.** *Some good points, but your writing is well below par! If I was to base my decision to visit Brisbane on the way this paragraph is presented, I would be unlikely to ever see the city!*

**Example 2.** *The information is quite comprehensive and 'sells' Brisbane well. The tone or pitch is also well-suited to the task. However, you need to take more care with your sentence structure, grammar and spelling and make sure that you don't use local terms that an international audience won't understand. As a piece of advertising, attention to detail is important and it is this aspect that you need to work on.*

### Sample responses:

For example 1:

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

For example 2:

- The feedback explicitly identifies the key strengths and explicitly states what the student could do to improve.

## Framing written feedback (PowerPoint Slide 23, 24 and 25)

### Key point

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

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Feedback – helping students to improve their learning

Feedback can be about:	Feedback comes in many forms:
<ul style="list-style-type: none"> <li>Individual assignments</li> <li>Group work</li> <li>Practical activities</li> <li>Drafts</li> <li>Student ideas during discussion</li> <li>Student contributions to workshops</li> </ul>	<ul style="list-style-type: none"> <li>Written comments on students work</li> <li>Verbal comments about student work</li> <li>Comments made during class discussions</li> <li>Comments made in online forums</li> </ul>

23 Teaching@UQ Adapted from *Feedback: make it work for you*. CETL, Oxford Brookes University: UK.

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Formative and summative feedback

- Formative feedback
  - Ungraded or low-stakes activities
  - Examples: interactive classroom activities, homework and surveys
- Summative feedback
  - End of topic or end of semester evaluation
  - Examples: exams, final projects and research reports

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Written feedback

Do:

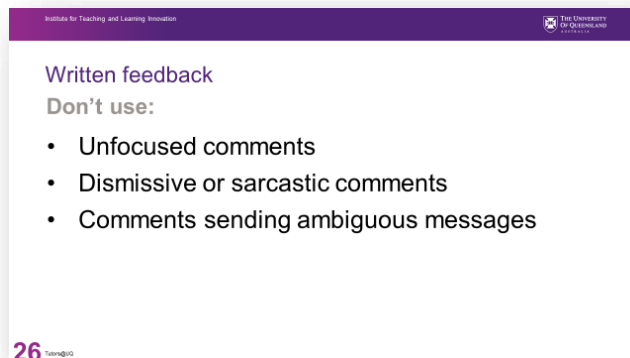
- Address the work, not the person or effort
- Begin positively
- Use encouraging expressions (or refer to desirable outcomes)
- Use passive voice
- Offer explicit suggestions for improvement

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## Framing written feedback cont'd (PowerPoint Slide 26)

### Key point

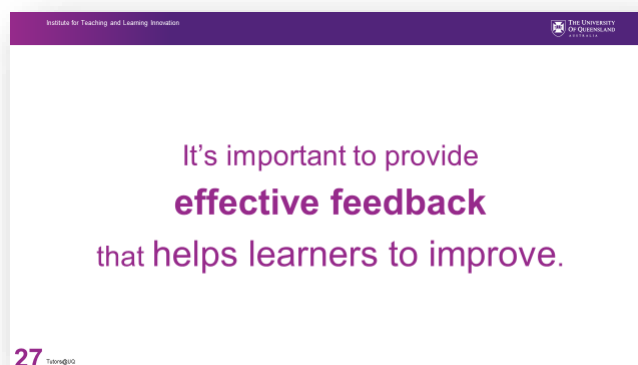
- Feedback should not be dismissive, sarcastic or ambiguous



## Summary (PowerPoint Slide 27)

### Key point

- It is important to provide effective feedback that helps learners to improve





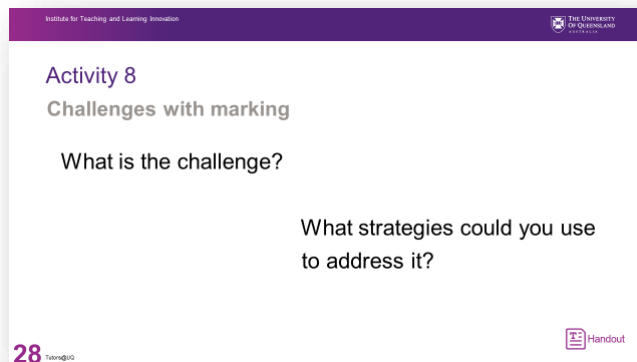
## Activity 8: Challenges with marking (PowerPoint Slide 28)

### Key points of activity

- Tutors will experience some challenges associated with marking
- Tutors must manage their time to ensure that marking is completed within the required timeframe

### Purpose of activity

Marking isn't always easy, and tutors will inevitably experience some challenges around marking.



### Activity 8 instructions

As a tutor with responsibility for several students, how might you manage these different responses to your marking?

## Case study 1

### Key point

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

1. Peter has 30 students in his tutorial and needs to return the students' results at the next tutorial, which is today. He likes to give a lot of feedback for each paper, but he realises now that he does not have enough time to complete marking all the papers.

### What is the challenge?

Time management.

### How would you manage this?

#### Sample responses:

- Be honest with students and the course coordinator.
- Improve time management skills.

## Case study 2

### Key point

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

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

### What is the challenge?

Moderation.

### How would you manage this?

#### Sample responses:

- Using early moderation before marking all assessments.
- Discuss with the course coordinator.

## Case study 3

### Key point

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

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

### What is the challenge?

Student management.

### How would you manage this?

#### Sample responses:

- Calm the student.
- Advise that you can discuss the issue but ask the student to read over the feedback first and then make an appointment with you or the Course Coordinator. Note: Check your schools policy for who the student is to meet with.
- Use criteria sheet to justify your decisions.
- If the student is still upset, advise that he can request re-marking.

## Background information to inform discussion

At times, a student may believe the mark awarded does not reflect their performance as measured against the published assessment criteria. PPL Assessment Re-mark procedure (PPL 3.10.10) outlines the process to be followed in requests for remarking of assessment.

Assessment is re-marked only when the student:

- Has sought and received feedback about their performance on the assessment from the course coordinator or lecturer concerned.

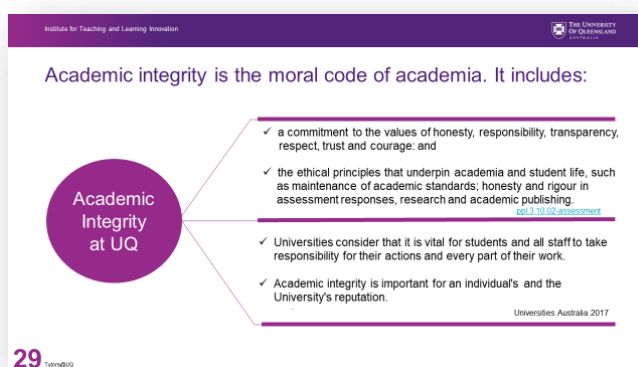
- Provides in writing a sound academic case to show how the mark awarded does not reflect their performance with respect to the published assessment criteria for that assessment.

The application must also be made within strict timeframes.

## Student integrity (PowerPoint Slide 29)

### Key points

- To understand the University's policy position on academic integrity
- Academic staff have a responsibility to clearly explain academic expectations, what constitutes plagiarism, and to cultivate a climate of mutual respect for original work
- Tutors need to be familiar with the Academic Integrity Module (AIM)
- Tutors play a very important role in identifying cheating and plagiarism, as well as in helping to encourage academic integrity
  - Tutors are to refer all cases of suspected plagiarism, collusion and cheating to the course coordinator



### Rationale

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

### Discussion points

- Academic integrity was briefly discussed in session 1.
- Student Integrity and Misconduct PPL 3.60.04a identifies academic integrity as the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism, maintenance of academic standards, honesty and rigor in research and academic publishing.
- Expectations for academic integrity and what constitutes plagiarism, collusion and cheating should be made clear to students by academic staff, including tutors.
- Academic staff, including tutors, should cultivate a climate of respect for original work. Academic integrity should be encouraged and expected for all pieces of assessment, no matter how minor the value of the assessment piece is. Misconduct on minor pieces of assessment should not be ignored.
- Suspected misconduct (e.g. minor plagiarism, absence of referencing) cannot be dealt with by the deduction of marks by the tutor or the course coordinator.

## What can you do to strengthen academic integrity (PowerPoint Slide 30 and 31)

### Discussion points

- Tutors play a very important role in identifying and reporting cheating and plagiarism. Despite text matching software such as Turnitin for written assignments (and programs such as MOSS for computer assignments), academic staff judgement will be one of the most effective ways to determine whether a piece of assessment has been plagiarised.
- Tutors need to be familiar with the module on Academic Integrity that all students new to UQ are asked to complete in their first semester: [www.uq.edu.au/integrity](http://www.uq.edu.au/integrity). This can be used as a basis for discussing issues around plagiarism and collusion with students.
- UQ's Student Academic Honour Code reminds students that academic integrity is important. There is evidence to show an honour code can reduce cheating.

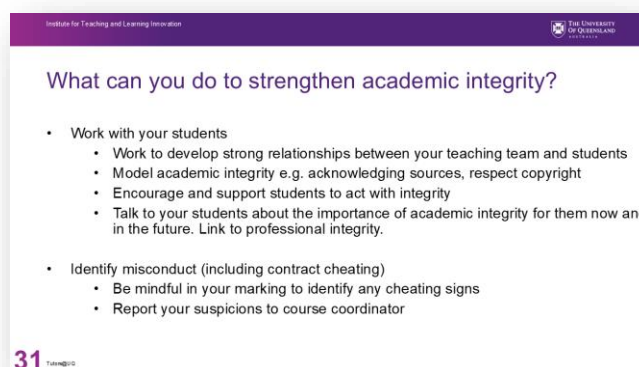
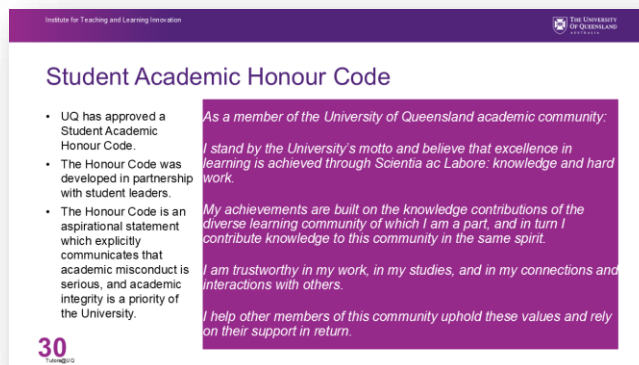
There are things you can do as a tutor to encourage student integrity. Take a minute to consider the question:

*What strategies could you use to encourage academic integrity from your students?*

### Sample responses:

- Encourage students to have pride in their work.
- Promote a scholarly attitude and talk about expectations
- Take stress away from students.
- Ensure students know how to reference.
- Make sure students are aware of the consequences.
- Make sure students know when assessment is due and advise them to start preparing well in advance.

One responsibility of a tutor is to identify and report plagiarism, collusion and cheating. They should not challenge a student with their suspicions and should report all suspected cases to the course coordinator.



## UQ's position on Generative AI (PowerPoint Slide 32)

### Key points

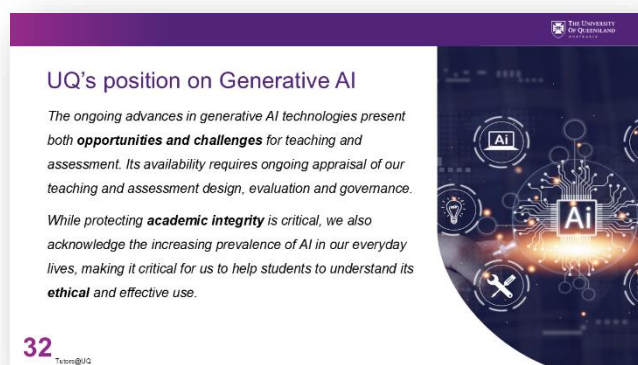
- To be aware of UQs position on generative AI.
- To recognise generative AI in teaching, learning and assessment.

### Rationale

To be familiar with UQs position on generative AI and the impacts this can have on teaching, learning and assessment.

### Discussion points

- Generative artificial intelligence (AI) tools create content based on a prompt that can include text, PDF's, images and videos. Generated content commonly includes images, code, text, and video. ChatGPT was launched in November 2022 and has created an impact within higher education due to its accessibility and usability.
- [The Teaching, learning, and assessment with Generative AI](#) ITaLI webpage provides details about UQs position on generative AI.



## Assessment option (PowerPoint Slide 33)

### Key points

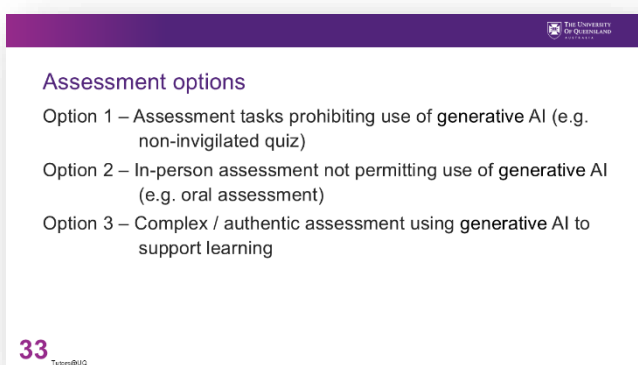
- To understand the assessment options available with consideration to generative AI.

### Rationale

To be aware of the options available for assessment in response to generative AI.

### Discussion points

- The permitted use of generative AI may vary with each assessment task.
- Tutors need to be aware of generative AI assessment options for the courses in which they are teaching. This information is noted in the ECP and assessment instructions.



## UQ's position on the Turnitin AI Indicator Tool (PowerPoint Slide 34 and 35)

### Key points

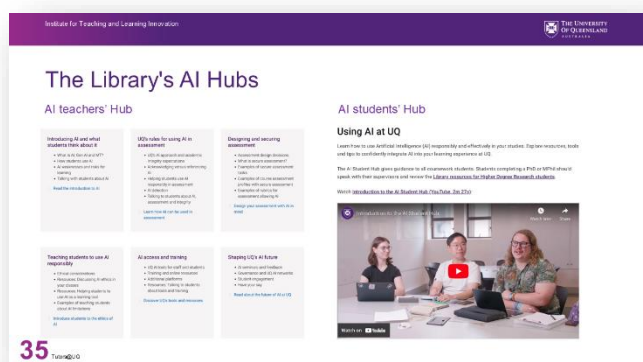
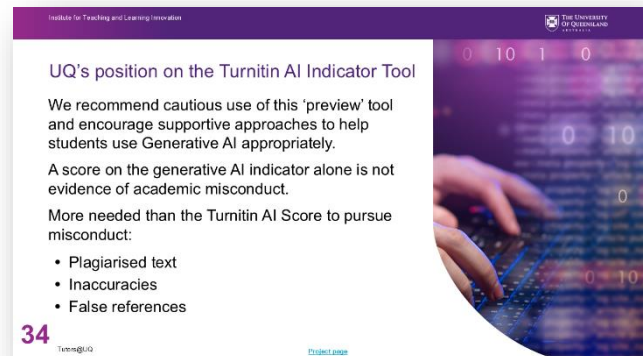
- To recognise appropriate use of the Turnitin AI Indicator Tool.
- To be aware of resources available at the library via AI Hubs for staff and students

### Rationale

To be aware of the use of the Turnitin GenAI Writing Detection Indicator and its use as an educative tool.

### Discussion points

- The indicator is located within Turnitin's Similarity Report (staff-view only). It produces an overall score to indicate the proportion of text with a high probability of being produced by Generative AI (for example ChatGPT).
- An indicator score alone should not be considered to be evidence of cheating. Think of it as a red flag that may warrant further investigation. Report any concerns to your course coordinator.
- The [Turnitin Generative AI writing indicator eLearning Guide](#) provides details of how to access the AI writer indicator and usage tips.
- [Turnitin Generative AI writing detection indicator preview](#) provides details of how to use this tool.



## Academic Integrity and cheating (PowerPoint Slide 36, 37, 38 and 39)

### Key points

- To understand the term contract cheating
- Tutors need to know how to identify possible contract cheating when marking
- To recognise how wide spread contract cheating is

### Rationale

To be familiar contract cheating and be able to identify potential contract cheating.

### Discussion points

- The term 'contract cheating' covers paid or unpaid agreements made by a student with a third party to complete their assessment task/s for them, which in turn, is submitted as the student's own work. Informal arrangements for others to complete a student's assignments (such as family, friends or other students) have been known to exist for many years.
- New forms of academic dishonesty, however, are now available to students through outsourcing assessment tasks to online contract cheating or ghost-writing services. Students can easily access these services to buy affordable and timely delivered assessment responses. Each assessment item is individualised, rather than taken from an existing source, so is difficult to detect contract cheating with anti-plagiarism data matching software such as Turnitin.

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**Cheating behaviour to look for when marking**

<b>Plagiarism</b>	<ul style="list-style-type: none"> <li>Copying or paraphrasing someone else's work and presenting it as your own.</li> <li>This includes using your own work without authorisation in a different context (self-plagiarism).</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>Working with other students on an assessment task in which individual answers are required.</li> <li>Collusion may occur unintentionally or intentionally.</li> </ul>
<b>Contract Cheating</b>	<ul style="list-style-type: none"> <li>Commissioning someone else to complete an assessment task for you to submit, either paid or unpaid.</li> <li>Examples include online contract cheating services, family or friends, other students.</li> </ul>
<b>Fabrication Falsification</b>	<ul style="list-style-type: none"> <li>Making up research data and presenting them as results.</li> <li>Manipulating, changing or omitting research data and presenting results which will not be valid.</li> </ul>

36 Turnitin

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**Signs of contract cheating when marking**



Trust your instinct if something does not feel right and consult course coordinator

Do not talk to the student about it

Adapted from work by Associate Professor Cath Ellis, UNSW & Dawson, P & Sutherland-Smith, W, CRADLE Dealink

37 Turnitin






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**File-sharing sites**

Commercial file-sharing sites let you buy, sell or trade academic content. They may offer some genuine support services, but they also profit from the upload of student-generated and university-owned materials.

N.B. This applies equally to privately shared sites such as Facebook, WeChat or other sharing apps where students may have set up pages for sharing.


Using these sites places you at risk of academic misconduct.

38 Turnitin


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**Academic misconduct risks in using file-sharing sites**



**Avoid uploading:**

- your assessments (e.g., exams, essays, coding tasks, etc.) as they could be used by others to cheat
- course materials (e.g., PowerPoint slides, class notes etc.) as this breaches UQ copyright



**Avoid downloading:**

- work completed by others and submitting all, or part of it, as your own work.
- answers for any assessable item such as exams, quizzes, homework tasks etc.

UQ Policy and Procedure: Student Code of Conduct

39 Turnitin



Research by [Rowland, Slade, Wong & Whiting \(2018\)](#) examined the persuasive marketing features of ten contract cheating /file sharing sites (based on optimization in web browsers) and highlighted the concern that vulnerable students, when under pressure in their studies, may be lured into or rationalize the appropriateness of using these attractive online services.

### **Student and staff research in Australian universities**

The findings of the large OLT-funded project, '[Contract cheating and assessment design: Exploring the Connection](#)' (2016-2018) led by Associate Professor Tracey Bretag and Dr Rowena Harper, provided further insights into contract cheating practices in Australian universities. Participants in this research spanned eight Australian universities, 1147 teaching staff and 14,086 students.

A student survey found that:

- Students share their academic work with others –
  - 27% provide completed assignments to others
  - 15% bought, sold or traded notes.
- 6% self-reported in having engaged in one of five cheating behaviours:
  - Obtaining a completed assignment to submit as own
  - Providing exam assistance
  - Receiving exam assistance
  - Taking an exam for another
  - Arranging for another to take one's exam.
- Assessment design impacts students' academic integrity. Students report they are less likely to cheat on assessment which is:
  - Completed in class
  - Personalised and unique
  - Viva
  - Reflection on practicum.

A staff survey showed contract cheating often goes unreported, as staff feel that:

- They cannot prove contract cheating breaches
- Pursing misconduct is too time consuming
- They are not encouraged to report
- Penalties for misconduct are too lenient.

Research results about the influences and pressures on students to cheat can be explained as:

### **Individual**

- Family expectations
- Desire to excel
- High levels of stress
- Lack of preparation



- Lack of linguistic proficiency in English (Bretag & Harper 2018)
- Poor ethical decision-making skills and/or situational ethics (Rowland et al. 2018)

#### **Contextual**

- Pressure to perform
- Highly competitive environment (McCabe et al. 1999)
- Peer attitudes and behaviour (McCabe & Trevino 1997)
- Perception of many opportunities to cheat e.g., no matching software used, same assessment tasks used over semesters/several years (Bretag & Harper 2018)
- Dissatisfaction with the teaching and learning environment (Bretag & Harper 2018)

Research by [Bretag & Harper et al. \(2016-2018\)](#) found that non-cheating students are not concerned about contract cheating. They do not realise that contract cheating is a serious breach of academic integrity and has potential future professional consequences.

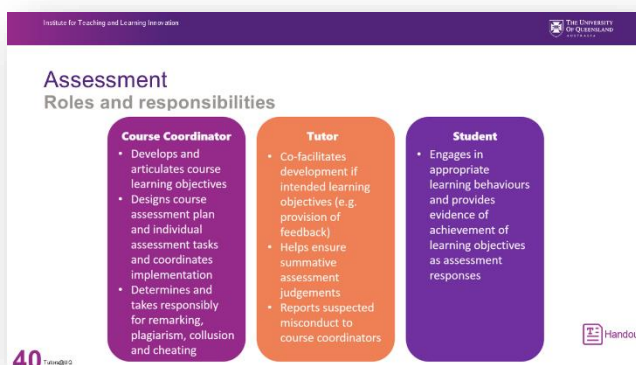
#### **Identify and pursue misconduct (including contract cheating)**

- The [Centre for Research in Assessment and Digital Learning \(CRADLE\)](#) at Deakin University suggest the following strategies:
- Tell students the markers will be looking for cheating
- Tell markers to look for cheating when marking
- Ask markers to use their discipline knowledge to spot cheating
- Look for lack of appropriate discipline theory
- Look for missing sections e.g., tables, figures and reflections
- Consider follow up vivas/dialogue between markers and students.

## Assessment roles and responsibilities (PowerPoint Slide 40)

### Key points

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



### Rationale

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

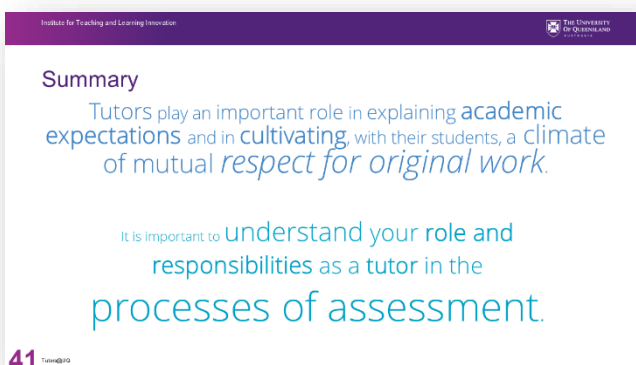
### Discussion point

There are three people involved in the process of assessment, and each has a role to play and responsibilities to meet.

## Summary (PowerPoint Slide 41)

### Key points

- Tutors play an important role in explaining academic expectations and in cultivating a climate of mutual respect for original work with their students.
- Tutors should understand their role and responsibilities as a tutor in the processes of assessment



## Module 2.3: How is my tutoring evaluated?

We have reflected on your learning and the different approaches people have to learning. Now let's focus on how this applies to your tutoring.

Allow 10 minutes for Module 3

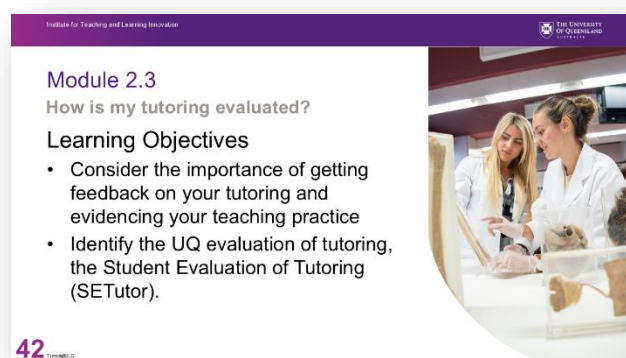
### 2.3 How is my tutoring evaluated? (PowerPoint Slide 42)

#### Learning objectives

- Consider the importance of getting feedback on their tutoring
- Identify the UQ evaluation of tutoring, the SETutor Student Evaluation of Tutoring

#### Rationale

To introduce Module 3.



### The SETutor (PowerPoint Slide 43)

#### Key point

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

#### Purpose

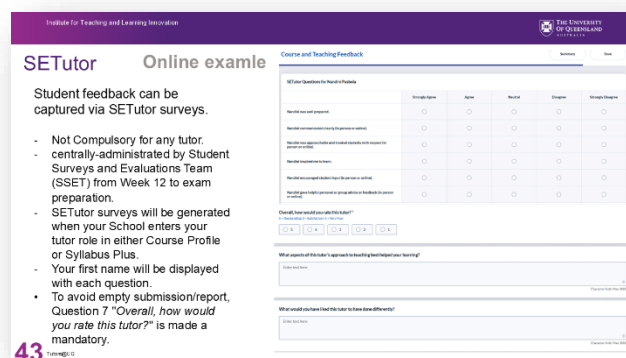
To identify the UQ student evaluation of tutoring, the SETutor.

#### The SETutor

All professional teachers seek feedback on their teaching. In Session 3 we will consider a range of methods, both formal and informal, for evaluating your teaching.

However, before you begin tutoring you should be aware of the Student Evaluation of Tutor (SETutor). 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.

[www.itali.uq.edu.au/student-evaluation-of-tutor-setutor](http://www.itali.uq.edu.au/student-evaluation-of-tutor-setutor)



## Module 2.4: Tutor support resources and reflection

We have now completed modules covering the teaching and learning aspects of your role as a tutor. Before we finish, let's look at where you can access further training for the future.

*Allow 15 minutes for Module 3*

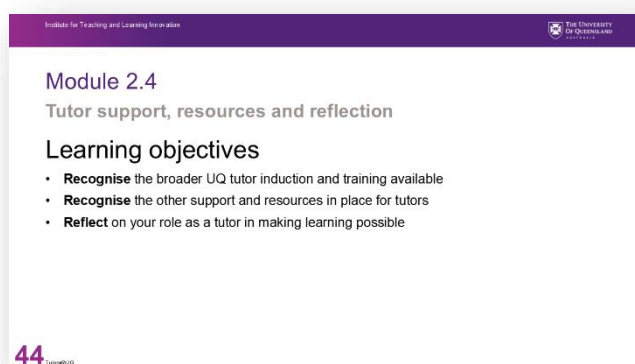
### 2.4 What else do I need to know before I start tutoring? (PowerPoint Slide 44)

#### Learning objectives

- Gain an understanding of broader tutor induction and training
- Gain an understanding of other support and resources in place for tutors
- Reflect on their role as a tutor in making learning possible

#### Rationale

To introduce Module 4.



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### Module 2.4

#### Tutor support, resources and reflection

#### Learning objectives

- **Recognise** the broader UQ tutor induction and training available
- **Recognise** the other support and resources in place for tutors
- **Reflect** on your role as a tutor in making learning possible

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### Library support (PowerPoint Slide 45)

#### Learning objectives

- Recognise support available from UQ Library
- Recognise that the library offers support to both tutors and students

#### Rationale

To introduce Library support offered at UQ.



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### The Library provides support for tutors and students

For teaching staff, we provide:

- Digital learning objects to support your students
- Help with accessing resources
- Support for course reading lists

For students, we provide:

- Help online and face to face
- Student IT support including support online exams
- Access to print and online resources
- Range of study spaces
- Referencing guides and online software (EndNote)
- Training & skills development for information digital literacy e.g.:
  - Digital Essentials bit.ly/uq-de

45 Connect with us today: <https://web.library.uq.edu.au/contact-us>

## Where to from here? (PowerPoint Slide 46 and 47)

### Key points

- Schools will provide tutors with further information about application processes, administrative details, and discipline-specific teaching and learning
- Tutors should return for Session 3 after they have taken some tutorials
- Tutors should also meet regularly with their course coordinator and with other tutors on the course
- Tutors should be aware of University-level resources that might assist them

### Rationale

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

### Discussion points

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

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

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

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

### Resources that may help beginning tutors to increase their knowledge and improve their skills:

- The UQ Staff Development website at <http://www.uq.edu.au/staffdevelopment/> provides information about the program and courses they offer
- A tutors' guide to teaching and learning at UQ is available at <http://www.uq.edu.au/tutors/>
- Policies and Procedures can be found at <https://ppl.app.uq.edu.au/>
- ITaLI website: <https://itali.uq.edu.au>

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Where to from here?

Before semester	During semester	Ongoing
<ul style="list-style-type: none"> <li>Tutors@UQ Sessions One and Two</li> <li>School induction               <ul style="list-style-type: none"> <li>- Administration</li> <li>- HR information</li> <li>- OH&amp;S</li> <li>- School specific learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tutors@UQ Session Three</li> <li>Ready to Tutor Week (week 1)</li> <li>Course support</li> <li>Coordinator support</li> <li>Tutor meetings and correspondence</li> </ul>	Staff development programs including: <ul style="list-style-type: none"> <li>Ready to Teach Week (2 weeks prior to semester start)</li> <li>Ready to Tutor (1st week of semester)</li> <li>Reflective practice</li> <li>Peer observation</li> </ul>

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Staff development programs

Graduate Teaching Associates (GTA) program	HEA@UQ	Teaching Online for Tutors
1 Semester (2 hrs / week)  For: Aspiring academics who have a teaching position and some teaching experience (>25hrs).  Provides participants with the knowledge and practical skills to build a successful teaching career in higher education	For: All Staff at UQ involved in Teaching and Learning  Professional recognition program for participants with teaching and learning experience and expertise to gain accreditation through the Higher Education Academy (HEA). This program supports participants to develop a reflective portfolio which is submitted for assessment against the HEA professional standards framework.	This online course complements the Tutors@UQ program.  The program is designed to prepare tutors for: online teaching and learning; supporting and motivating students; <ul style="list-style-type: none"> <li>creating an inclusive online learning environment; and</li> <li>using UQ teaching supported technology to enrich learning.</li> </ul>

47 <https://itali.uq.edu.au/teaching-guidance/new-to-teaching>

## Wrap up

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

*Allow 10 minutes for wrap up and reflection.*

### Key points

- Management of tutorials for learning
- How you know if students are learning
- How your tutoring is evaluated
- Other things to know before you start tutoring

### Rationale

To summarise the key points from Session 2.

### Discussion points

This session covered managing tutorials, assessment, formal tutor evaluation and other preparation and support for tutoring. The majority of the session focused on assessment with the question 'How do we know if our students are learning?'.

- We emphasised the strategies that can be used to ensure that classes are well managed.
- We discussed the importance of providing effective feedback and the impact it has on student learning.
- We talked briefly about the SETutor—the University's instrument that is used to evaluate tutoring, and we identified other sources of information and support for tutors.

## Activity 9: Reflecting on the session (PowerPoint Slide 48)

### Key point

- Tutors should appreciate their role in providing feedback on student learning

### Rationale

To encourage reflection on learning from Session 2.

### Discussion points

In wrapping up the session, facilitators should allow time for tutors to reflect on what they have learned in the session. If there is time, a few responses might be shared with the class.

### Question for Reflection

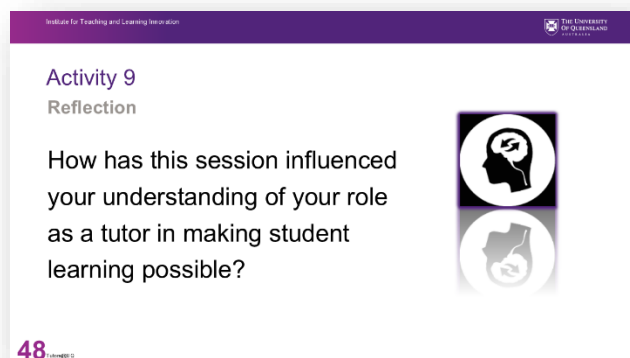
Take a moment to reflect.... *How has this session influenced your understanding of your role as a tutor in making student learning possible?*

### Sample responses:

- Students will be looking to me for feedback on their learning.
- My role is to help students improve their learning.

**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 reflections to the Padlet wall and encourage them to take the time to read the reflections of others.

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.



## Introduction to Session 3 (PowerPoint Slide 49)

### Key point

- General introduction to the next session

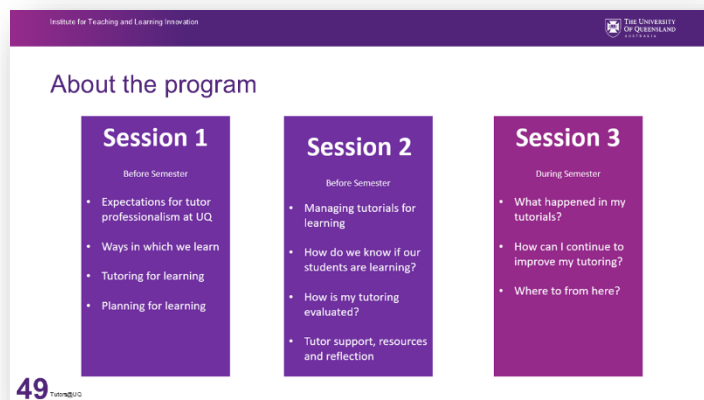
### Rationale

To describe what will be covered in Session 2.

### Discussion points

In Session 3 we will address the following questions:

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



## Thank you (PowerPoint Slide 50)





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