

Tutors@UQ Session 1 Student Handout



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Tutors@UQ Session 1 Overview

Module 1.1: Expectations for tutor professionalism at UQ

- Gain an appreciation of the value and role of tutors at UQ
- Identify the expectations of a professional tutor at UQ
- Reflect on your prior experiences in tutorials
- Identify concerns common to new tutors
- Introduction: Professionalism as academic staff
- Activity 1: Tutorial experiences
- Activity 2: Concerns as a New Tutor
- Tutors@UQ Overview

15
minutes

Module 1.2: Ways in which we learn

- Gain an appreciation for principles of learning
- Recognise the influence that the tutors can have on learners
- Activity 3: How do you become good at something?
- Activity 4: How do you know you are good at something? Principles of learning
- Activity 5: How you would like to influence students

30
minutes

Module 1.3: Tutoring for learning

- Gain an appreciation of the 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 activities
- Recognise that we learn in different ways and this can impact how you tutor.
- Activity 6: What types of students will be in your class? Diversity at UQ
- Activity 7: Case studies – inclusive teaching Creating an inclusive environment

45
minutes

Module 1.4: Planning for learning

- Recognise the importance of planning and preparation
- Critique and evaluate a tutorial plan
- Identify the importance of motivation and engagement
- Understand the importance of activating prior learning
- Tutorial planning
- Activity 8: Critique tutorial plans
- Activity 9: Your first tutorial - one fun idea

15
minutes

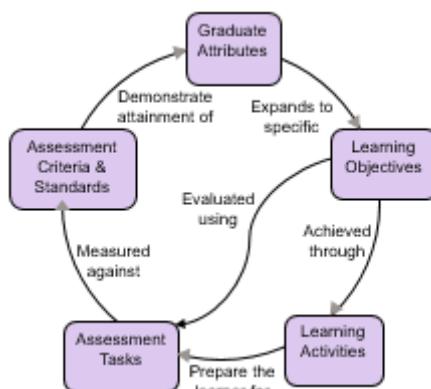
Session wrap-up and reflection

- Review and question for reflection
- What's next?
- Resources

10
minutes

Module 1.1: Expectations for tutor professionalism at UQ

Tutors are professional teachers



Tutors, as sessional teachers, are key to our students learning. 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.

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

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) No lecture attendance	48.00
Preparation	12 x 1.5 hours 12 x 1 hour meeting	18.00 12.00
Marking	1000-word assignment; 50 x 15 minutes 2000-word assignment; 50 x 30 minutes	12.50 25.00
Consultation	12 x 1 hour	12.00
Other	assistance with course administration	7.50
Total Hours		135.00

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:

Casual Academic Hire and Payment (CAHP)

Training Material Available on the Training Hub: <https://systems-training.its.uq.edu.au/cahp>

Contact details:

Email: cahp_support@uq.edu.au

Phone: 07 3365 4967

BEFORE SEMESTER		DURING SEMESTER
Session 1	Session 2	Session 3
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> What happened in my tutorials? How can I continue to improve my tutoring? Where to from here?

Module 1.2: Ways in which we learn

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.

1. We learn by doing it ourselves. People will have different preferences for how they like to practise and there are some disciplinary differences (for example, how you learn and practise for mathematics will differ for how you learn and practise for music). Even within the same discipline, people go about practising differently.
2. We respond to other people's reaction to guide our learning. Other people's reaction can also impact on our motivation to persist or disengage. Feedback is critical in the learning process.
3. We need time to reflect and make sense of what we are learning.

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



Activity 5: How would you like to influence your students?

'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.'
(Ramsden, 2003, Preface)

Module 1.3: Tutoring for learning?

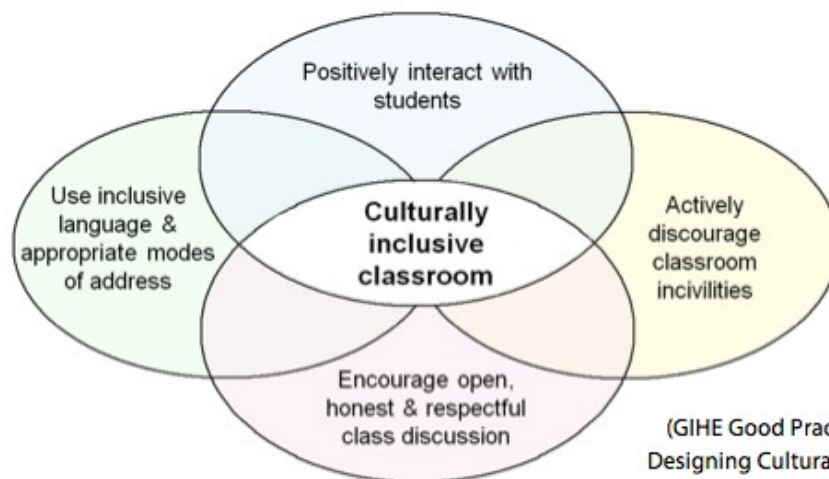
Activity 6: What types of students will be in your class?

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 this in the space below.

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.

Creating an inclusive environment



(GIHE Good Practice Resource Booklet –
Designing Culturally Inclusive Learning and
Teaching Environments - Classroom
Strategies)

Recommended strategies to assist with creating a culturally inclusive classroom

Activity 7: Case Studies – inclusive teaching

1. 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?

How did it come about?

What strategies would you use to address it?

- 1
- 2
- 3
- 4

2. 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?

How did it come about?

What strategies would you use to address it?

- 1
- 2
- 3
- 4

3. John is new to tutoring although he missed tutor training. He designs funny and witty mini-lectures to give in his tutorials inspired by his favourite UQ Lecturer. 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?

How did it come about?

What strategies would you use to address it?

- 1
- 2
- 3
- 4

4. 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 of the student's response.

What is the problem?

How did it come about?

What strategies would you use to address it?

- 1
- 2
- 3
- 4

5. 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?

How did it come about?

What strategies would you use to address it?

1

2

3

4

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

Module 1.4: Planning for learning

*Discussed in lectures
A LAST WEEK*

Topic: <u>LESSON PLANNING / LEARNING OBJECTIVES</u>	Week # <u>4</u>
Course: <u>EDUC 1029</u>	Tutorial time: <u>8-9AM</u>

TUTORIAL OBJECTIVES:

By END OF TUTE, STUDENTS WILL:

1. EVALUATE APPROPRIATE EXISTING LEARNING OBJECTIVES
2. CREATE APPROPRIATE LEARNING OBJECTIVES

TUTORIAL STRUCTURE:

Time	Introduction (Set):	Tutor Approaches
8AM	<p>QUESTION: HAVE YOU EVER TAKEN AN EXAM & THOUGHT, "WHERE DID THAT QUESTION COME FROM?"</p> <p>POINT: LINK TO ALIGNMENT OF LEARNING OBJECTIVES → ASSESSMENT</p>	Present Question - STUDENTS DISCUSS in pairs - tute discussion
8.10	Big idea "ALIGNMENT": DEFINE 'LEARNING OBJECTIVE'. IDENTIFY ROLES OF LEARNING OBJECTIVES	Mini-lecture
8.20	EXAMPLES OF LEARNING OBJECTIVES TO EVALUATE	INDIVIDUAL - PAIR - SHARE
8.35	PRINCIPLES OF WRITING LEARNING OBJECTIVES CHECKLIST	Mini-lecture & QUESTION/ANSWER
8.45	CONCLUSION: ASK GIVE A CONTENT AREA & TEACHING ACTIVITY, STUDENTS TO WRITE 2 LEARNING OBJECTIVES	INDIVIDUAL TASK, TO BE COLLECTED BY TUTOR
8.52	REMINDER OF UP-COMING ASSESSMENT DUE DATE	

ASSESSMENT → The END!

- QUESTIONS DURING TUTE (INFORMAL)
- INDIVIDUAL WORK FROM "CONCLUSION" ACTIVITY (NO GRADE, JUST TO TELL ME HOW THEY UNDERSTOOD IT)

RESOURCES

- VISUALIZER OR INDIVIDUAL COPIES TO HAND-OUT FOR 'CHECK LIST'
- WHITEBOARD MARKERS

Are each of the following clearly visible in the tutorial plan?

1. learning objectives
2. motivation activities
3. informing time
4. practising activities
5. opportunity for feedback / informal assessment
6. opportunity for students to reflect

Consider:

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

Time	Purpose	Lecturer Activity	Student Activity
9.35	Introduction to topic First lecture on topic so: <ul style="list-style-type: none"> Motivate Arouse interest Link to student 'real world' experience 	<ul style="list-style-type: none"> Tell anecdote that indicates how the principles of heat transfer are relevant to everyone's life as well as all areas of mechanics. Video clip – fire walkers Ask students to give other examples where heat transfer is operating in 'hidden' ways. 	<ul style="list-style-type: none"> Listen Look at photos on slide Think about their everyday contact with heat transfer
9.45	Mini lecture <ul style="list-style-type: none"> Examples of heat transfer situations in popular mechanics Theoretical basis underlying practical situations 	<ul style="list-style-type: none"> Present examples using powerpoint Ask them to vote correct/incorrect on stages Give them double-glazing example to work through (relatively easy) Ask for responses and discuss 	<ul style="list-style-type: none"> Listen and watch Take notes Ask questions Consider each next step in the example Work through example on heat loss through double-glazed windows and explain answer Share ideas with other student Justify responses
10.10	Problem Solving in Buzz Groups <ul style="list-style-type: none"> A problem in heat transfer to be solved 	<ul style="list-style-type: none"> Directions for buzz group Tell them what we are doing next, why. Show them the flash lights signal to stop. Present problem Provide 'clues' 	<ul style="list-style-type: none"> Discuss ideas for solutions with another student Make notes
10.20	Summary	<ul style="list-style-type: none"> Ask for three different responses Congratulate on creativity, link engineering and creativity Provide correct solution Summarise key points 	<ul style="list-style-type: none"> Provide responses Listen Take notes Feel positive
10.25	Close		

Source: http://tlu.ecom.unimelb.edu.au/tutortraining/pdf/first_tutorial/Tutorial_lesson_plan_example2.pdf
(University of Melbourne, 2007)

Are each of the following clearly visible in the tutorial plan?

1. learning objectives
2. motivation activities
3. informing time
4. practising activities
5. opportunity for feedback / informal assessment
6. opportunity for students to reflect

Consider:

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

Course: UNI 0101

Time / Venue: 10am Thursday, building 8 – room 139

Tutor: John Dewey

Topic
1st Tutorial Class
Week 1

Learning Objectives

In this tutorial students will:

1. Meet other students
2. Identify expectations for success & ground-rules / policies for the tutorial class
3. Examine the course profile & discuss course requirements
4. Prepare for 1st Tutorial assignment

	Motivation	Information	Practise	Conclusion
Time	12 – 15 min 10:00 – 10:15	5 – 7 min 10:15 – 10:22	20 – 23 min 10:22 – 10:45	5 min 10:45 – 10:50
Learning Activity	<ol style="list-style-type: none"> 1. Ice breaker: Unique & Share (http://www.icebreakers.ws/team-building/unique-and-shared.html) 2. Short tutor intro: Who am I? Why am I your tutor? My role as a tutor is... How / when to contact... 	<ol style="list-style-type: none"> 1. Mini-lecture on "How do I get a '7' in this course" - Post expectations - Post ground rules - Post relevant policies Q&A (feedback) 2. Hand-out course profiles 	<ol style="list-style-type: none"> 1. In pairs, have students read the course profiles & write down any questions they have about it. (5 min) 2. Combine pairs (group of 4) and have students try to answer each others' questions. (4 min) 3. Whole group Q&A to answer remaining questions (5 min). 4. Individually, have students write down (i) their learning goals for the course (what grade, etc); (ii) their study plan for the course; and (iii) areas of concern. Collect this from students & post general feedback on Blackboard (Bb) – tell students to check Bb by the next class in prep for study groups. 	<ol style="list-style-type: none"> 1. Acknowledge common concerns of students in the course – re-iterate "how to get a '7'" tips & your role as a tutor 2. Refer to instructions for next tutorial assignment on Bb – set expectations for student preparation!!! 3. Answer final questions
Notes	Post @ start: <ul style="list-style-type: none"> • course code & title • my name & email • learning objectives 	Check visualiser is working to display notes Post all notes on Bb Tell students how to find notes on Bb	Arrange copying of course profiles from coordinator.	Ensure assignment instructions on Bb! Need a hard copy for class.

Feedback (informal assessment)

Question & Answer (Q&A) build into activities

Post general feedback based on papers that students hand-in (practice/learning activities) onto Bb
 Re-enforce Bb tutorial group discussion board as mechanism for on-going feedback during the semester

Formal Assessment & Feedback

None for this tutorial.

Assessment requirements for next tutorial explained.

Post-tutorial reflections

Are each of the following clearly visible in the tutorial plan?

1. learning objectives
2. motivation activities
3. informing time
4. practising activities
5. opportunity for feedback / informal assessment
6. opportunity for students to reflect

Consider:

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

Activity 9: Your first tutorial – one fun idea

Consider your first tutorial. Jot down a fun idea that you will use in your first tutorial.

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

Have I prepared the following for the first day?

+ Course related resources		✓
<ul style="list-style-type: none"> tutorial plan ready ECP printed and ready to hand out student handouts printed and ready to hand out course code/ name and my contact details posted as students enter list of enrolled students / attendance sheet 		
Teaching resources		
<ul style="list-style-type: none"> the location of and access to the room the layout of the room audio visual equipment whiteboard pens/chalk 		
Policies and information		
<ul style="list-style-type: none"> my policy on reading drafts deadlines for dropping or adding units 		
Safety and Security arrangements		
<ul style="list-style-type: none"> emergency numbers: Security x51234 Emergency x53333 OH&S included at school level fire exits are identified and fire alarm procedures the unlocking and relocking of doors 		

Adapted from Conducting Tutorials (Lubin & Sutherland, 2009)



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