

Tutors@UQ Session 2

Student Handout



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Tutors@UQ Session 2 Overview

Module 2.1: Managing tutorials for learning

- 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
- Activity 1: Case study: managing tutorials. Behaviour management

20
minutes

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

- Discuss the role of assessment and 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
- Activity 2: How will you know whether your students are learning?
- Activity 3: How will you help your students improve their learning?
- Activity 4: Why are students critical of the feedback they receive?
- Activity 5: Marking and feedback
- Activity 6: Providing effective feedback
- Activity 7: Feedback for learning.
- Activity 8: Case study: challenges with marking.
- Assessment roles and responsibilities

60
minutes

Module 2.3: How is my tutoring evaluated?

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

10
minutes

Module 2.4: Tutor support, resources and reflection

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

15
minutes

Session wrap-up and reflection

- Review
- Activity 9: Question for reflection

10
minutes

Module 2.1: Managing tutorials for learning

Activity 1: Case studies: managing tutorials

Case study 1. 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.

What is the challenge?

What strategies would you use to address it?

1

2

3

Case study 2. 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.

What is the challenge?

What strategies would you use to address it?

1

2

3

Case study 3. 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.

What is the challenge?

What strategies would you use to address it?

1

2

3

Case study 4. 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.

What is the challenge?

What strategies would you use to address it?

1

2

3

Case study 5. 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!

What is the challenge?

What strategies would you use to address it?

- 1
- 2
- 3

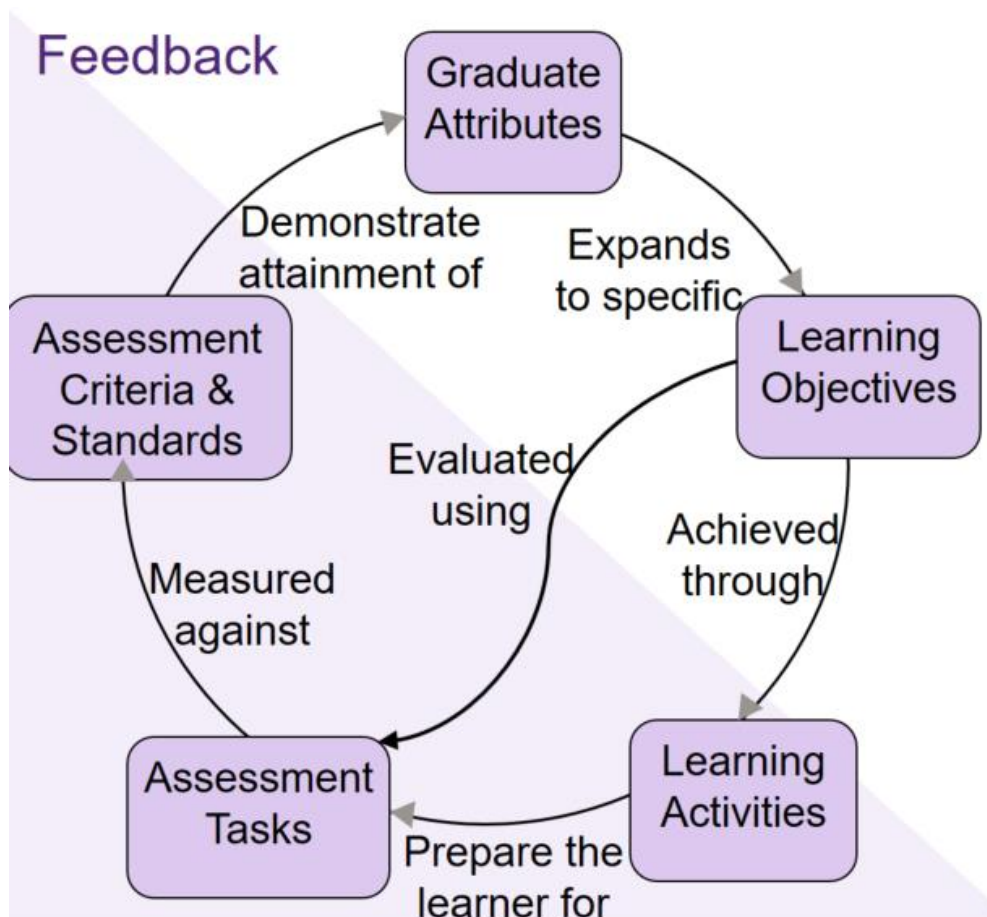
The fundamentals of classroom management
are based upon the **effective communication**
of goals and expectations,
as well as a **willingness to**
articulate and enforce
behavioural standards.

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

There are three main ways of knowing whether students are learning:

Observation	Noting how students behave and talk about their learning, the questions they ask, the responses they provide.
Consultation	Asking students to talk or write about their learning – individually or in groups.
Focused Analysis	Setting students tasks and making judgments made about their responses with respect to predetermined criteria and standards.

Final grades are not the only way we know learning is happening. As a tutor you must be attuned to and actively solicit other indicators of student learning outcomes.



Course teaching cycle (adapted from Humphries & Jolly, 2003)

Activity 5 Marking and feedback

Part 1: Mark the paragraph below. Assign a mark out of 10 to it and then justify your mark, explaining why you gave it the mark you did.

Brisbane city 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 and www.lonelyplanet.com)

Part 2: Re-read the introductory paragraph and mark it again, this time using this criteria and standards sheet to guide you.

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
Final Mark	/10		

Final grades are not the only way we know learning is happening.

As a tutor you must be attuned to and actively solicit other indicators of student learning outcomes.

Activity 6 Providing effective feedback

Write a comment to the student based on the final mark you decided on in activity 5.

Activity 7 Feedback for Learning

Here are two examples of feedback on this student's work. 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.*

Framing 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

Don't use:

- Unfocused comments
- Dismissive or sarcastic comments
- Comments sending ambiguous messages

It's important to provide
effective feedback
that helps learners to improve.

Activity 8 Case studies: challenges with marking

Case Study 1. Peter has thirty 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 of the papers.

What is the challenge?

How would you manage this?

- 1
- 2
- 3

Case Study 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 awarded by the other tutor.

What is the challenge?

How would you manage this?

- 1
- 2
- 3

Case Study 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 she has not marked it correctly. Even though she explained the criteria and how his responses did not meet those criteria, he becomes aggressive and insists he receives a remark.

What is the challenge?

How would you manage this?

1

2

3

Tutors play an important role in explaining **academic expectations** and in **cultivating**, with their students, a climate of mutual *respect for original work*.

Dealing with Plagiarism

The Assessment – Procedures document (PPL 3.10.02) outlines your responsibilities to support student integrity and help prevent and manage plagiarism. See [3.60.04 Student Integrity and Misconduct](#).

As a tutor you should:

- give students opportunities to develop the knowledge and skills required to observe the conventions of their discipline with regard to the use of the work or ideas of other persons and the representation and interpretation of data.
- make students aware of their responsibilities to maintain high standards of academic integrity in accordance with the Student Charter (PPL 3.60.01), Intellectual Property for Staff, Students and Visitors (PPL 4.10.13) and Student Integrity and Misconduct – Policy (PPL 3.60.04a). This includes directing students to complete the online Academic Integrity module.

You should expect students to:

- take responsibility for maintaining high standards of academic integrity (see the Student Charter)
- complete the compulsory Academic Integrity (online module) tutorial
- affirm in submitting assessment that the work submitted is their own work. This acknowledgement may be reinforced by the requirement to complete a declaration of originality.

The online Academic integrity tutorial (<https://www.uq.edu.au/integrity>) covers four areas:



As a tutor, if you suspect a student is cheating let your course coordinator know and deal with it.

[Student Integrity and Misconduct – Policy \(PPL 3.60.04\)](#) outlines the process that you must undertake if you believe a student has engaged in academic misconduct (such as cheating, collusion or plagiarism, or seeking to gain an academic advantage through the improper use of University facilities, information or the intellectual property of others). As a tutor, if you suspect misconduct you must inform your course coordinator and let them take action. As a tutor, you cannot impose a penalty for misconduct. See <https://ppl.app.uq.edu.au/content/3.60.04-student-integrity-and-misconduct>

Assessment Roles and Responsibilities

Course Coordinator

- Develops and articulates course learning objectives
- Designs course assessment plan and individual assessment tasks and coordinates implementation
- Determines and takes responsibility for remarking, plagiarism, collusion and cheating

Tutor

- Co-facilitates development of intended learning objectives (e.g. provision of feedback)
- Helps ensure summative assessment judgements
- Reports suspected misconduct to course coordinators

Student

- Engages in appropriate learning behaviours and provides evidence of achievement of learning objectives as assessment responses

It is important to **understand your role and responsibilities** as a **tutor** in the **processes of assessment.**

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Online Resources

- Institute for Teaching and Learning Innovation: <http://www.itali.uq.edu.au>
- General tutors website (Tutors@UQ program): <https://itali.uq.edu.au/for-tutors>
- Getting tutors evaluations: <https://itali.uq.edu.au/evaluation/setutor>
- UQ Staff Development Program: <http://uq.edu.au/staffdevelopment/teaching-and-learning>
- Policies and Procedures : <https://ppl.app.uq.edu.au/>

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