A tutor's guide
to teaching and learning at UQ

THE UNIVERSITY OF QUEENSLAND
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NOTES:

Although some sessional teaching staff may not be involved in tutoring per se but instead are involved in lab teaching, presenting lectures and so on, the term 'tutor' has been used throughout this manual for ease of reading. At The University of Queensland, tutors make up the large majority of sessional teaching staff.

Also note that UQ runs a five hour Tutors@UQ program for new tutors at the beginning of Semesters 1 & 2. Please contact your school/faculty administration to find out details.

SECTION 1
Getting started

Your role and responsibilities as a tutor

Knowing your role and duties *before* you start teaching is a very important step in preparing yourself to teach. Make sure you clarify with the course coordinator/lecturer what they expect of you, and if possible, find out whether you should be given a duty statement or contract.

Common duties for a sessional teacher or tutor include:

- Leading tutorial sessions
- Conducting laboratory sessions
- Marking assignments and exams, or other student activities (e.g., lab reports, quizzes, journals, in-class activities).

Meeting your course coordinator before the semester begins, and then regularly throughout the course helps to establish and maintain good communication channels between yourself and your supervisor, enabling you to keep abreast of current tasks and issues in the course.

Also, **get to know other tutors**, either those working on the same course/s as you or other tutors in your department. Giving and getting support from your peers can be the most beneficial way to survive and thrive as a new teacher! Apart from giving and getting social support, you can share teaching tips, experiences, and broaden your knowledge base.

Meeting with the Course Coordinator

At your initial meeting with the course coordinator, make sure that you ask about the following things:

- What skills and knowledge you will need to tutor on this particular course? Is there any training available? Does the School or Faculty have a designated Tutor Training Coordinator?
- The tutorial program – is there a plan/schedule for the entire semester? How are tutorials conducted? Is there a structured program or learning guide for tutorials? Are you required to develop tutorial plans and materials? You may ask for past examples of tutorial activities so that you can familiarise yourself with your role.
- Can you have copies of all teaching materials, such as textbook/s, course outline, lecture notes (if produced for students), references/readings, lab manuals etc, so that you can prepare in advance of class?
- What is the assessment for the course, and are you are required to mark students' work? – If so, is there a marking scheme/criteria for the assessment task/s, and what is the expected turn-around time for marking?
- Are you expected to attend lectures? Is this part of your paid work or expected as part of your own preparation?
- What resources are you allocated as a staff member – office, phone, photocopying/printing allocations, stationary, library card, parking permit, etc?
- Will you be required to undertake, or be subject to, an evaluation of your performance? If so, in what form, when, and how?

It is also a good idea at this initial meeting to ask your course coordinator if they would be willing to set a number of meeting times with you throughout the semester. Having this regular contact with them serves several purposes, for example:

- You can keep the course coordinator up-to-date with how students are going in the course, as you are most often the first 'port of call' for students;
- You can keep the course coordinator informed about your work, and you have an opportunity to discuss any difficulties you may be experiencing;
- You have an opportunity to clarify your understanding of particular aspects of the course such as the assessment, before any problems arise or become worse;

If face-to-face meetings become difficult to schedule, keep contact via email or a brief written report on how you are going. It's OK to take the initiative to contact the course coordinator, and they will usually appreciate the effort that you make.

Effective attributes for a tutor

Student feedback indicates that a good tutor is someone who:

- Is enthusiastic;
- Is approachable, and accessible for consultation;
- Acknowledges students as individuals, values students and creates a welcoming environment;
- Is confident, organised and prepared;
- Is positive about students and student learning, and not critical;
- Is knowledgeable of the relevant course topics, course details, organisational issues (e.g., policies, resources and services);
- Gives clear explanations (of learning material and assessment criteria and expectations, and is willing to discuss them with individual students);
- Uses a variety of teaching and learning methods;
- Uses purposeful activity (for the learning that is important for the session;
- Utilises the knowledge and experiences of individuals in the group;
- Manages group dynamics well;
- Treats students equitably and fairly;
- Facilitates student interaction (and has appropriate resources/facilities prepared, such as the set up of the room);
- Asks questions and is able to generate but not dominate discussion – leads the group through the material, not 'lecturing' but gives students opportunities to answer questions and ask other questions, and checks whether students have an understanding of the material;
- Doesn't assume prior knowledge, and encourages people to ask even "stupid" questions without fear of ridicule;
- Is supportive, takes some interest in each student's progress, and gives constructive feedback to individuals not just the whole class;
- Reflects on their own performance as a teacher and seeks to continually improve.

If this seems like an overwhelming list of attributes for you to have as a tutor, don't be concerned. Being a good teacher is something that develops over time, and no one could expect a new tutor to have all of these skills and abilities from the start. In the section on "Evaluating and improving your teaching" you will be introduced to a variety of strategies for getting information about how you are going as a tutor, and what to do with this information in terms of your own professional development.

However, even though you cannot be expected to demonstrate all of the above attributes as a new tutor, having an idea of the above skills and abilities can help you in preparing and planning for your first time as a tutor.

Fears and concerns

New tutors often have a variety of fears and concerns about their first tutoring experience, and most of these fears and concerns are common worries for all new tutors. For example:

"I'm really nervous, and worried that the students will see how nervous I am"

"I feel so overwhelmed, that I don't know where to start"

"What if I don't know something? I'll be so embarrassed"

"I'm worried that there will be some problem students who I won't be able to handle"

"How will I last a whole hour? It will be embarrassing if I haven't got much to say"

"What if the class doesn't want to do the things I've planned…what if they don't want to participate?"

"I don't really know what they are going to expect of me…and what if I don't give them what they want?"

These comments are valid concerns for new tutors who have never dealt with a classroom environment, or if you are tutoring in a new environment. However, there are some things that you can do in the first tutorial (and beyond) to start to address these concerns. That's why careful preparation and planning before the first tutorial is so important.

Preparation and planning

Remember, first impressions often do count, so it is important that you make the kind of impression that you want on the group. This might seem a bit intimidating, but remember as the tutor, you have the opportunity in the first tutorial to 'set the scene' and establish the kind of classroom environment that suits YOU. If you can make a strong start, many of your fears and concerns will be easy to handle if they arise. The following list contains key tasks for you to consider in preparing for your first tutorial session.

Checklist for new tutors – Surviving your first class!

- **Get organised** (find out where the room is, make sure it has the things you need in it, organise materials such as overheads, whiteboard pens, etc).
- **Prepare material thoroughly** (read the material and think about it – what questions would you ask about it, etc).
- **Dress and behave appropriately** (dress to assert authority and credibility, and behave in a professional manner at all times).
- **Prepare an icebreaker activity** (get to know the students, and allow them to get to know you – see Ice-breakers on p.12 for ideas).
- **Make a strong start** (be aware that nerves will be worst at the beginning – have some strategies to cope with these – overheads with information on them such as your name and contact details, an outline of the tutorial session and objectives, what's going to happen, etc – take a deep breath, it won't be as bad as you think!).
- Talk to the group about your **expectation**s of them, and ask about what expectations they have of you. Consider getting the group to **establish a set of ground-rules** for their class (see Establishing expectations or ground-rules on p.15 for ideas).
- **Facilitate** the tutorial session, don't dominate (see Effective small group teaching and learning on p.23 for ideas).
- **Question skilfully** (see section in Effective small group teaching and learning on p.23 for ideas).
- Be aware of **diversity and inclusiveness issues (https://itali.uq.edu.au/resources/inclusive-practice)**
- Be prepared with some **strategies for dealing with challenging students (https://itali.uq.edu.au/for-tutors/enhancing-practice#3)**

And, don't forget to **reflect on your first tutorial** session – How did it go? Did you achieve all your objectives and get through all the necessary material? What went well? What did you enjoy and what did the students seem to enjoy? What could be improved for next time?

Celebrate...you'll never be a new tutor again!

Introductory activities – Ice-breakers

Introductory activities have been designed to help people to get to know one another when they come together as a group for the first time. They are sometimes known as 'ice-breakers' or 'warm-ups'. Just as you, the tutor, will feel nervous about meeting the students for the first time, often the students also have anxieties about who will be in the group, how they will be seen, and may feel reluctant to take any risks in participating until they feel more comfortable.

These introductory activities are a good way of setting the 'tone' for the sessions; showing your students that you wish to establish a relaxed atmosphere and engender a spirit of fun as people talk to one another, participate in activities, and learn from each other. However it's important to take into account students' expectations and past experiences (and your own! You may have had negative experiences with these kind of activities as a student yourself) and select the activities with which you think your group would be comfortable with. So, if in doubt, select an activity that isn't too risk-taking, requiring a great deal of self-disclosure or participants to have the whole group's attention on them specifically.

Introducing your neighbour

When people are sitting in a circle, ask them to form into pairs. Each person in the pair tells their partner something about themselves; where they work, their family, etc. Once this is done, each person then introduces their neighbour to the large group.

I like ...
Have people sitting in a circle. One person begins by saying his or her name and favourite food. For example, "I'm Sasha and I like bananas". The next person repeats what has been said and then adds their name and food. The third person then has to remember the previous two people's name and their favourite food before adding their name and favourite food. And so it goes on until the last person (a tutor) has to recall everyone's name and favourite food.

Soul-mates
Have people think of three things, for example their favourite food; favourite name for a girl; favourite song. They then have to go round the rest of the group trying to find someone who likes the same three things as they do.

Catch my name
Have the group sitting in a circle and pass round a ball. As people take it they say their name loudly for all to hear. When this is done, the rule changes; people then throw the ball to another person. The person catching it has to say the name of the thrower. If they cannot remember they have to find out the person's name before they throw the ball to someone else. Once again, that person has to say the name of the thrower. The game continues until everyone's name is known.

Your number's up
With the group sitting in a large circle, number them from one to five; then start again at one and carry on until everyone has a number except one or two people. They go into the middle. The tutor calls out one number and those people have to change seats. As they do, the people in the middle try to find a seat and they then become that number. The game continues until everyone is well warmed-up!

Name bingo
This is a great game to get people up and moving around, talking to each other. Give everyone a sheet of paper and pen on which are drawn nine squares (three by three). People have to collect the autographs of nine people in the room (one per square) and as they do, find out a little about them. When everyone has filled their squares; the tutor then calls out the names of people in the group. If people have that name in one of their squares, they mark it off. The winner is the first person who has the names of three people in a row or column. They have to introduce the three people to the rest of the group.

Person Bingo

This is a variation of Name Bingo and works on the same principles of bingo with numbers, so the instructions are easy, for example “Find a person in the group to match each one of the squares below, and then yell bingo! Use only one name per square, and try and use each name only once”.

You can change the characteristics written in the squares to anything that you think will suit your group, or even the course they are studying. Below are some examples;

…enjoys cooking curries	…has travelled to Europe	…doesn't like chocolate
…has a dog	…wears the same shoe size as you	…can speak more than one language
…can play the guitar	…practices yoga every morning	…wears a red item of clothing

Learning students' names

One of the greatest challenges at the beginning of a new semester is coping with new students' names. No matter how large the class it is worth persevering so students have a sense that you care about them as individuals, and this can help create the kind of atmosphere that facilitates learning. Here are some suggestions to assist in coping with the challenge of learning names (or at least some names):

- Name badges – these can be given out as people arrive. Write the names in large print so that they are easy-to-read. Sticky labels can be used as name badges.
- Have students sit in the same seats for the first few weeks until you are able to match names with faces. Pass around a seating chart for students to fill in (warn them that joke names will not be appreciated!).
- Have students give their name before they speak. This can be continued until everyone (both teacher and students) feels they know each other.
- Use students' names as often as possible.

- Have students make place cards on the first day of class that can sit on the desk in front of them.
- Take a class photograph of students and cut them up and put their photograph beside their name on the class list.
- Have students introduce themselves to the class by a descriptive adjective – eg. Gorgeous Greg, Brilliant Betty.

Establishing expectations or ground-rules

Often problems arise with students because of unclear expectations about your role as a tutor and about their role as a student and a member of the class. Establishing expectations or ground-rules at the beginning of semester can help clarify these expectations and help in maintaining a good working relationship between you and the group, individual students, and among the students themselves.

If you feel uncomfortable using the term, 'ground-rules' with university students, as sometimes this may seem or be perceived as juvenile, then use the term expectations. Getting the students to generate the ground rules themselves (with input from you as the tutor, of course) can also help to establish rules that will be more likely to be kept by the group, as students will feel like you trusted and valued their perspectives.

A set of ground-rules can be a helpful tool when having to deal with difficult situations at a later date – for example, if some students are dominating discussion or behaving inappropriately, being able to refer back to the ground-rules that the students themselves negotiated can be quite powerful in getting back control of the class. It's also quite useful to review the ground-rules during the semester, to get feedback from students on how they think things are going, if there are any rules that aren't working or any rules that should be added.

Here are some possible ground-rules (for the tutor and the students):

- everyone will be on time
- respect each other's point of view
- listen to each other, and don't interrupt when another person is speaking
- don't criticise or 'put down' another person
- come prepared for each class
- turn off mobile phones

Some possible ways to generate a set of ground-rules with the class include the following:

(1) Use pyramiding to get students thinking about their expectations and what they would like as ground-rules. First, ask students to think about (and write down) what kind of expectations they would like set for the group on their own, then after a couple of minutes, they turn to their partner and share their ideas, and then each pair joins with another pair and this group of 4 shares ideas and negotiates a common set of ideas. After a few minutes (say 5 – 10 minutes), ask one member of each group to report back to the whole class and you write each idea on the board. Once a set of expectations/rules has been generated, discuss the list with the class, clarifying if needed and making changes (if appropriate).

(2) Start with a short list of rules and expectations that you have created, ask the class to form small groups (around 4 students) and discuss the list – do they agree, is anything missing, etc? Then ask each group to feed back to whole class their comments. This then works in a similar way to the last part of pyramiding.

SECTION 2
Understanding student learning

What do students learn?

According to research (e.g., Arnold et al, 1991; Laird, 1985) generally students retain:

- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they see, hear and say
- 90% of what they see, hear, say and do

As *Confucius* says, "I hear and I forget. I see and I remember. I do and I understand".

Consequently, effective learning is most likely to occur if students have the opportunity to hear a lecture or discussion, see a demonstration or visual display, discuss the material, and have an opportunity to do something with this material. 'Doing' something is what we call 'active learning', engaging with the learning material through activities by themselves and with other students.

Therefore, in universities where the common structure for a course of study comprises lectures and tutorials or lab sessions, the role of the tutor and the tutorial becomes vital for the learning process. It is the small group environment of the tutorial that can provide most opportunities for students to 'say' and 'do', what they have seen and heard in the lecture.

However, not all students learn in the same way. The next section will discuss some key ideas relating to the ways in which students approach their learning.

How do students approach their learning?

There are a variety of models that explain the different ways in which students approach their learning, most reflecting different activities or strategies that students use and the motivations behind using them. The following is an example of one framework developed by Richardson (1990) based on work by Ramsden and Entwistle (1981), which includes a questionnaire called the Approaches to Study Inventory.

Approach	Examples
Meaning orientation	
Deep approach	Active questioning in learning – *"I usually set out to understand thoroughly the meaning of what I am asked to read"*.
Comprehension learning	Readiness to map out the subject and think divergently – *"In trying to understand an idea, I let my imagination wander freely to begin with, even if I don't seem to be much nearer a solution"*.
Relating ideas	Relating information to other parts of the course or beyond – *"I try to relate ideas in one subject to those in others, or to real life situations"*.
Use of evidence and logic	Relating evidence to conclusion – *"Puzzles or problems fascinate me, particularly when you have to work through the material to reach a logical conclusion"*.
Reproducing orientation	
Surface approach	Preoccupation with memorising – *"The best way for me to understand what technical terms mean is to remember the text-book definition"*.
Improvidence	Over-cautious reliance on details – *"Tutors seem to want me to be more adventurous in making use of my own ideas"*.
Fear of failure	Pessimism and anxiety about academic outcomes – *"The continual pressure of study and assignments, deadlines and competition often makes me tense and depressed"*.
Syllabus-boundness	Relying on staff to define learning tasks – *"I like to be told precisely what to do in essays or other assignments"*.

Another very well known model of student approaches to learning is by John Biggs (1987) who developed the Study Process Questionnaire (SPQ) to measure an individual student's typical learning style. Like Richardson's model above, the SPQ contains the surface and the deep approaches, but also includes an achieving approach to learning. Each approach is a combination of 'motive' (motivation) and 'strategy' (action). On the next page is a description of each approach.

Approach	Motive	Strategy
Surface	*Extrinsically motivated* – (often to avoid failure) by assessment requirements and the need to 'pass', seeing study as a means to an end such as a job, balancing not working too hard with passing.	Focuses often on only the bare essentials, the facts and details (rather than making connections between them and seeing the structure of what is being learned), in order to reproduce the information accurately, and often use memorising strategies. They aim to meet assessment requirements but often only to minimum standards, and appear to be focused on passing the assessment instead of learning and understanding.
Deep	*Intrinsically motivated* – usually to satisfy personal curiosity and interest in the topic.	Aim to maximise their own understanding of concepts, and make sense of what they are learning. They read widely, discuss ideas with others, reflect on different perspectives, relating ideas together and making connections with previous experiences.
Achieving or Strategic	*Motivated to achieve* academically, often linked to ego and self-esteem, and wish to obtain high grades or other rewards/ recognition.	Optimise their organisation of time and effort and choose the most efficient and effective strategy for particular tasks (while memorising is often considered a surface strategy, it depends on the intention, and is often a part of the achieving approach if the most efficient and effective way of learning the particular material). They identify the assessment criteria and estimate the learning effort required to achieve a particular grade. Often follow up all suggested readings/exercises, scheduling time and organising workspace.

Studies of student learning show that often the approach adopted by students is strongly influenced by factors in the environment, the teaching method, or the nature of the subject, such as the type of assessment used, the workload required, feedback received, the enthusiasm of the teacher, or a large amount of content to be covered in the subject (e.g. first year biology or chemistry).

Research also shows that the learning approach adopted by students is often closely related to the quality of their learning and their academic achievement – students who have a surface approach to learning, being extrinsically motivated and focussed on facts and details rather than understanding and relating concepts, and developing an interest for in what is being learned, will normally achieve a lower quality learning outcome.

Teachers can influence these factors to varying degrees. For example, we can discourage disinterest and extrinsic motivation, and encourage intrinsic interest by sharing our own passion and enthusiasm for the subject, emphasising its relevance to their overall program of study and their career goals, particularly in designing interesting activities and assessment tasks that help students to make connections between the subject and the 'real world' of work or the profession.

It is the making of connections between ideas that distinguishes between surface and deep approaches to learning, and hence, the quality of students' learning. We can also see now why students retain more knowledge if they see, hear, *say and do*; that the more students 'say' and 'do', the more they are like to make sense of the information for themselves, develop an understanding of the material and relate information learned to other parts of the subject or beyond. These ideas are brought together in the following section on theories and principles of learning.

See and hear

Say

Do

Theories and principles of learning

Recent developments in student learning have been primarily based on a **constructivist** philosophy, whereby effective learners are considered to be the determinants of what is learnt. From this 'learner-centred' view, the teacher's role is that of a facilitator of the learning, and the prior ability and knowledge of the learner determines the learner's approach to a learning task. Learners take an active role in the learning process, particularly for those who choose to be engaged in meaningful learning where their intentions become more significant than those of the teacher (Moon, 1999).

According to the constructivist view of learning, the effective learner constructs their own knowledge and the knowledge is conceived to be organized like a network (i.e., cognitive structure) rather than a bucket of information contained in memory. Students utilise what they already know (their prior knowledge) in helping the learning of new material and integrating or assimilating it with their existing knowledge – they build on what they already know and are more likely to engage in meaningful learning.

Meaningful learning (or deep learning) occurs when the learner intends to understand the learning material and make sense of it in terms of what they already know and experience, and to utilise this knowledge in new situations. This is in contrast to rote learning or learning by memorising (or surface learning) which occurs when the learner does not, or cannot, relate the material of learning to prior knowledge and instead learns isolated bits of knowledge such as facts and details.

Given these notions about how students learn, here are some **key principles of learning** that are important foundations for effective teaching and learning (Angelo, 1998; Biggs, 1999).

1) **Learners need guidance and support,** and benefit from being given some basic structure from which to grow their knowledge from – having 'sign posts' pointing out key information is crucial if it is to be learned.
2) **Learning is best facilitated when students' prior knowledge is 'cued',** so that they can begin to assimilate new information in an organised way that relates to their existing knowledge.
3) **Learning occurs through communication and social interaction,** and students should be encouraged to share, question, reflect on and challenge ideas so that their knowledge is modified and advanced.
4) **Learning is not a 'spectator sport'** and students need to act on information for it to become meaningful and integrated with their existing knowledge.
5) **Deep understanding occurs when students are able to apply their knowledge to new situations,** and this kind of learning occurs through practising with this information many times in different contexts.
6) **Students learn better when they are aware of their own learning processes,** the strategies they use, and if they continually monitor their understanding.

SECTION 3
Effective small group teaching and learning

Introduction to small classes

Small group teaching refers to tutorials, seminars, practical classes, demonstrations and clinical settings where students are taught in groups of between ten and thirty – just the kind of teaching environment that you will most likely be responsible for as a tutor.

These classes are very important in the overall quality of the experience that undergraduate students have at university, and are especially important in establishing and maintaining contact between students and their teachers and peers, helping students to learn effectively and in having a sense of belonging to the university.

Role of small classes in student learning

Small classes provide opportunities for demonstrations, expansion and elaboration on student understanding, a more effective forum for the giving and getting of feedback for both students and teachers, and allow students to explore the relevance of knowledge within the context of a course, lecture or topic. Moreover, in the small class environment, students can develop in three key ways:

Personally – small classes are important for students' well-being, as well as learning, and fulfil a very important role in:

- *Building confidence* (e.g. in giving seminars, working in pairs/trios/project groups, developing the ability to discuss and argue, to present and justify an opinion etc)

- *Making studying at university more enjoyable and more rewarding* (although not for some such as introverts, who may never prefer smaller classes) – providing an environment in which students can establish friendships and peer groups that can then be extended outside the classroom.

Socially – effective learning is collaborative and social, rather than competitive and isolated and as such learning is essentially an interactive, interpersonal, and emotional activity. Therefore tutorials can:

- *Provide an opportunity for teaching staff to get to know students* – frequent student-teacher contact in and out of classes is perhaps the most important factor in student motivation and involvement. The concern that teachers show for students helps them to keep working and get through rough times. Knowing a few teachers well enhances students' intellectual and emotional commitment to learning.
- *Learning is enhanced when it is more like a team effort than a solo race* – like the old saying, "two heads are better than one". Working with others significantly extends the potential for learning. Articulating and sharing ideas and responding to others' reactions improves students thinking and deepens their understanding – not only of the course content, but of the process of learning itself! A supportive learning environment where learners feel empowered to negotiate tasks, take risks and be part of a shared context are necessary to develop cooperation among students.

Educationally – working in small groups not only improves the quality of learning, enhancing students' personal understanding and learning, but also increases the scope of learning from the course content to higher order reasoning and thinking skills, and other such skills and abilities that are often called "generic skills". These include;

- Problem Solving skills
- Reasoning skills
- Development of relevant or appropriate attitudes (e.g. professionalism)
- Speaking skills
- Listening skills
- Leadership
- Cooperation

Essential elements of small classes

According to Newble and Cannon (2000) there are three elements necessary for successful small group teaching:

Active participation

- Participation by all the students – requires keeping numbers as low as 5-8, but you can break up "small groups" of 20-30 in to smaller groups for at least some of the time.
- Getting everyone involved in a way that is productive and inclusive – this is one of the major skill areas for you to develop as a small class teacher.
- Creating the right atmosphere from the beginning is important, and it is important to recognise and respect students' personal comfort zones – the use of ice breaker activities, getting to know names, etc can help in the early stages to make the context non-threatening – so students feel comfortable discussing their ideas with the group.

Face-to-face contact

- It is important to ensure that your physical environment (i.e., classroom) allows for face-to-face contact between you and the students and among the students themselves – having students sit in rows will not help to generate effective communication and discussion in the tutorial. Non-verbals (gestures, facial expressions, etc) are often just as important as the spoken voice in the delivery and comprehension of people's ideas.
- This is also an important aspect in the development of good interpersonal skills, verbal communication and listening skills (see above).

Purposeful activity

- Learners must recognise that information is important if it is to be learned – knowing why you have to know something, enables students to 'fit' this into their developing knowledge, connecting new information with their existing knowledge. It is much easier to learn subsets of knowledge when you have an idea of the big picture, can see its relevance, see how it is connected to practice and how it builds on what you already know.
- Therefore, each session should have a purpose (that is clearly explained to students) and develop in an orderly way – this requires you to plan tasks that are going to bring about the learning you want students to achieve.
- Remember all the while that there are many skills students may be learning (such as the social and personal skills) while they are working through tasks that seem on the face of it to be concerned with content. So, staying mindful of what your students can, and are, learning *because* they are doing small class activities is very important because it allows you to self-consciously build into your planning both the specialist disciplinary content *and* the small group skills you want them to learn.

To these three key elements, we could also add:

Intellectual engagement

- Students need to make some sense of what they are learning in terms of what they already know (or think they know). It is important for teachers to encourage students to relate the learning material to their existing knowledge, but to also go beyond simply linking ideas to prior knowledge – encourage students to engage in investigative inquiry stemming from the linking of prior experiences and identification of relationships between new and already known concepts.
- They need to be intellectually challenged in a manner that is relevant for the learning you want them to achieve – consider what kind of learning objectives have been set for the course; do students have to acquire knowledge of particular concepts? do students need to be able to demonstrate their ability to critically analyse key theories or research findings related to the topic? do student need to show how they can use reasoning and analytical skills in order to draw conclusions from sources of information?

Working with small groups

Effective small group teaching requires not only a good understanding of the subject matter, but knowledge of how groups develop and function over time. As the initial 'leader' of your class group, it will be important for you to keep track of how the group is going, being mindful of potential difficulties, and being ready to respond if these arise. This is particularly important if the students are also required to form small groups within the class in order to undertake learning activities. The following section will guide you through the essential principles of working with small groups.

A model of group formation and processes

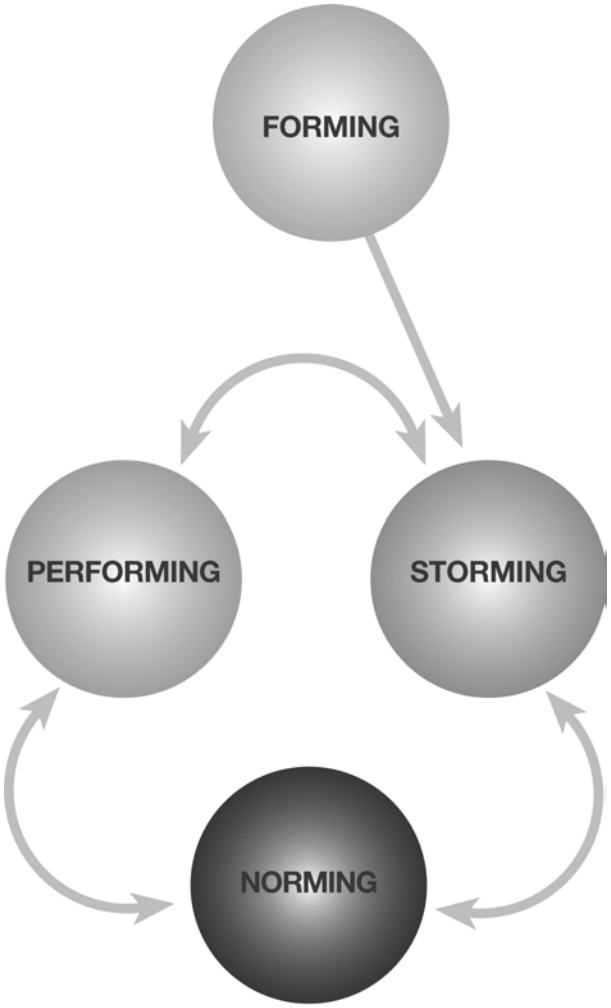
(from: Tuckerman, 1965, and Atherton, 2003)

Forming – the group is just coming together, and members often show shyness, uncertainty and diffidence, although extravert members may assume some kind of leadership.

Storming – establishing pecking order among members, and sometimes 'testing' out the leader (in a class, that's often the teacher), disagreements can occur and roles are eventually allocated (initial leadership may change)- can be an uncomfortable process, but an important stage *not* to be avoided by the facilitator.

Norming – following on is an emergence of group identity and cohesion, What kind of behaviour and contribution is acceptable and what isn't? This is rarely done explicitly, of course, and it can readily slip back into Storming.

Performing – when the productive work and learning occurs.



(Mourning) – when the semester is over and the group disbands.

The diagram here shows the group process not as a linear sequence, but as more of a cycle, after the initial forming. However, the group can progress to and from any the three later stages during its lifetime.

For teaching in small classes, it is perhaps most important to recognise the 'Storming' phase. This process may not always be obvious to you as the tutor, or to the students in the group. It is inevitable and it cannot be structured out of existence, however, within the classroom situation, it may need to be contained to some degree, particularly if the process begins to test the most obvious role in the group – that of the teacher (Atherton, 2003).

It is important for you as the tutor, to respond to any processes of storming, particularly if your role is tested (e.g., students not adhering to ground rules, out-of-role questioning, etc). The rest of the class will most likely be looking at you to act in some way, to respond to students involved, and may become confused about their place and role (and yours) in the class group, and will not know where to look for leadership. You may not want to "lead" or emphasise your authority, but you may well have a problem of wasted time and loss of a learning culture if you do not.

Getting students to form groups

There are a variety of methods you can use to get students to form small groups. For example, prior to class you can allocate numbers to groups and then get each student to select a numbered card from a bucket in class, and join together as groups according to your selected groupings (e.g., if you have 16 students in the class, you might allocate numbers 1 to 4, 5 to 8, 9 to 12, and 13 to 16 into groups). This method of course, is completely arbitrary, and depending on the mix of students in your class, you might prefer to use a method by which students form groups on their own using some kind of self-selection criteria such as;

- Desire to succeed or get high marks (e.g., all those who want a '7' to form one group, all those who just want a 'pass' to form another, etc)
- Desire to minimise workload
- Intending to go on to further study in discipline (e.g., similar career goals and interests)
- "Outsiders" just filling credit points
- Desire to complete course or subject regardless of marks (e.g., driven by personal interest in the course)

Of course by using such methods, students may miss out on learning from each other in some ways. For example, by not mixing interest areas those students who don't think the course it particularly interesting may not pick up on other students' enthusiasm and interest that can sometimes be contagious! Or by not mixing achievement levels, some of the lower achieving students may not learn from their higher achieving peers. However, the obvious advantage to using self-selection is that you might minimise group conflict problems.

Techniques for group facilitation

Ensuring equal participation

Having a good group ‘climate’ is one of the main things to establish and maintain in order to ensure active and equal participation by all students in the group. Avoiding the dominance of a single member is an important role for you as the tutor, as is supporting and encouraging the quiet student/s to contribute to participate. Here are some steps to take to ensure equal participation of all students:

- The physical layout of the room should be arranged to encourage equal participation, e.g. sitting members in a circle so that they face each other.
- Provide a set of 'rules' for discussion/group work– these may be some that were generated as ground-rules for the group in the first tutorial (e.g. contributions can only be made in turn, time limits may be set, comments in favour of an idea are allowed only by comments against it, etc).
- You may find yourself filling silences by reverting to mini lectures. It is easier to draw all of the students into a discussion if you know their names. Use a list if you can't rely on your memory. It is important however not to embarrass or force contributions from class members which may scare them off of ever opening their mouths in class again! Perhaps inadvertently draw in the quieter ones by asking non-specific questions, e.g. "What do you others think about Rachel's model for an alternative?"
- Consider telling students that next week’s tutorial session will involve a discussion about “X”, to give anxious or shy students plenty of time to think about the topic and therefore feel more confident about sharing their ideas during group discussion.
- Similarly, get students to brainstorm their ideas about the discussion topic for a few minutes before starting the discussion, and perhaps get students to share their brainstorming with the person next to them first.
- If students are required to form small groups, in selecting members for each group, take into account the likelihood that any one member will "dominate" perhaps from their personality characteristics or 'expert' knowledge.

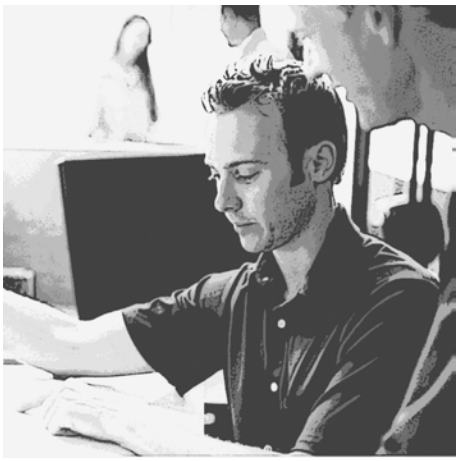
Using questions

Facilitating student participation in the group also relies on the use of 'Questioning', and this is a key skill for small group teaching. Sometimes you will need to use a variety of techniques to get discussion going, and to maintain it for any length of time. It's often a good idea to prepare some strategies for asking questions, particularly if you have a feeling that the topic for discussion is difficult or boring, something to which students may not spontaneously respond.

It is also important to remember not to use 'closed-ended' questions – these are questions that can be answered with only one or two words, or with 'yes' or 'no'. This does not encourage discussion, and doesn't require students to show the reasoning behind their responses. "Open-ended" questions are best, and usually start with terms such as "How…" or "Why…".

Because facilitation of discussion and questioning is so important to effective small group teaching, you'll find advice about questioning techniques in just about every guide to teaching, but here are some common questioning techniques that are easy to remember and implement as a new tutor:

- **Pausing** – allow students time to think about a question before responding.
- **Re-phrasing** – perhaps the students aren't responding because they have no idea what you mean, *but* allow sufficient time to get a response (try counting to 10 or 15 before speaking again) and use eye contact to encourage any student "thinking about" having a go at responding.



- **Direct** – the question in different ways (for example, ask a question to the whole group & wait for response, or ask an individual to respond, or ask an individual the question first up, etc).
- **Redirecting** – questions to other students (e.g., "Mary has argued that.., what do you think Tim?") is a useful technique to involve other learners and draw out other views.
- **Focussing** – using pre-planned questions to initiate discussion or to direct major shifts in discussion to other topics or issues that need to be considered. For example, "Let's start by considering the first set of research findings here…", or "Can anyone see anything in common between these two theories…?".
- **Refocussing** – is essential when students have wandered off track, and you can either repeat the original or focus question (e.g., "so, how does that relate to..."

or "now, to go back to our original topic…"), or try rewording it slightly – this is particularly useful if you want to encourage students to see something from another perspective (e.g., "how do you think that would work when….", or "how does that compare with what [reference] theorises?").

- **Probing** – use probes to follow-up on students' contributions, for clarification or for examples (e.g., "What do think will happen then?" "Tell me more about the…"), as this can help to stimulate thinking and reasoning skills.

Some other key things to remember when facilitating group discussion include:

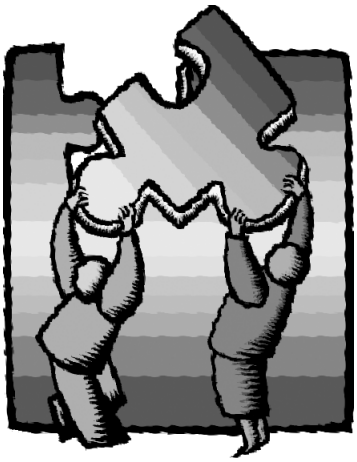
- **Reacting** – always react in a positive way despite the response. In the case of an inadequate answer it may be necessary to clarify the question or redirect it to another student.
- Make sure the questions **involve all the students if possible**, and discussion is distributed around the class**.** Allow many students' contributions to contribute to a coherent whole answer to the initially posed problem, rather than making a large contribution yourself.
- **Encourage** student questions, and perhaps allow time for reflection. Respond positively to any questions that emerge, showing that you value all responses (e.g., either verbally or non-verbally with smiles, nods, eye-contact, etc).
- It is very important to **pitch questions at an appropriate level** for students' understanding, but vary the level to accommodate different *individuals'* levels of understanding – and to respond to every contribution appropriately:
- **Reward the good** (including that *within* a response that otherwise needs work), and correct the bad (avoiding ridicule) – try using these questioning techniques to draw out the problems or strengthen up the argument.

Methods for group-work during class

Even though a class of 15 to 25 students is considered a 'small group', as a tutor, you will often find that this is just too big to enable effective participation by all students in the class, positive interaction among students and interaction between you and the students – and therefore, effective learning also suffers. Breaking students up in to smaller groups can be very successful in facilitating students' active engagement in the learning material, and in providing opportunities for practice in problem solving and critical thinking. It also takes the focus off you, the tutor, as being the 'knowledge holder', acknowledging that the students themselves have valuable ideas and knowledge to offer. Here are some common techniques for group-work in class;

Pyramiding or **"Think, Pair, Share"** – to start, ask students to think about (and write down) their ideas or response to a question, topic, or problem on their own, then after a couple of minutes, turn to their partner and share their response. Then after a couple of minutes, each pair joins with another pair and this group of 4 shares their responses, thinks about the issue further, and negotiates a common set of ideas. After a few minutes (say 5 – 10 minutes), ask one member of each group to report back to the whole class (group generated points can be summarised by you or the students on an OHT or whiteboard).

Buzz groups – this is a great technique for getting students to discuss a particular issue, problem or topic for a very short period of time (say 5 minutes). Students form pairs of small groups of 3 or 4, and one student acts as reporter and/or scribe. Depending on the size of the class, all or some groups are called upon to report on their discussion. Group generated points can be summarised by students or teacher on an OHT or whiteboard or the teacher can provide his or her own solution or summary of important points.



Jigsaw method – for this strategy, each student works on one part of a learning task and then works collaboratively with a group of other students to combine the various parts and complete the activity. The learning task/problem is broken into parts and students are asked to work on a response to that part-task individually. Then students working on the same part work in a group together to come up with a response and check their understandings against those of other students. Students then form into different groups in which each of the different parts of the task is represented, and each student explains to the others their response to their part of the problem.

Debate – The division of a class or individuals into groups to represent particular points of view (most commonly 'for and against') on a controversial topic. Each group works to develop an argument to support its allocated point of view. Students could be invited to argue a view they don't endorse, engage in the debate in character or through role-plays.

Fishbowl – this is a great method for introducing a bit of fun and energy to a focussed class discussion. Some students start off the discussion by sitting in a small circle of chairs, with the rest of the class in a surrounding circle of chairs, listening to the discussion. Students in the outer circle can join in the discussion by swapping seats with someone in the small inner circle.

Dealing with difficult situations

Don't panic!! Many tutors may never encounter a really difficult, tricky or uncomfortable situation in class. Those who do may at first feel like just running away from it, but like all the skills you need as a tutor, you will develop skills in managing difficult situations with experience. However, while this may be the result of good luck, it's probably worth erring on the side of caution and putting in place good management strategies in order to minimise or avoid such situations.

Here are three important tips for good classroom management:

1. **Ground rules help the group work better –** especially if the 'rules' are generated by the students themselves (see p. 15 for details).
2. **Structure is just as important in small groups as it is in lectures –** students will work better if the purpose of the class and/or activity is clear to them (e.g., a statement of aims and objectives for the session works well). Just remember to be explicit about what you expect from your students, and avoid giving them a task to complete without a rationale – this may help reduce some problems in class like students being distracted, off track, disinterested, or non-communicative.
3. **Pay attention to the 'tone' of the group –** interaction in a small group is greatly influenced by the tone or atmosphere, and whether students feel able to take a risk in front of you and their peers. You can actively work towards changing the tone of the group through your own actions and non-verbals.

Problems with student participation

Of the problems that you are most likely to encounter when working with small classes, many of these will be related to student participation and interaction as learners, particularly in terms of group discussion. Below are some possible problem situations and useful techniques for trouble-shooting small group discussions.

Problem	*Possible techniques*
The group is silent or unresponsive	Use buzz groups, pyramiding sequences Ask what's going on – why are they silent? Make a clear statement about what you want from the group.
Individual students are silent	Use less 'whole-group' methods such as think-pair-share to get discussion going Try to draw the student out by picking up on something relevant to them and the topic for discussion e.g., "You've had experience as a nurse, Jane, haven't you – so how do you think psychological illness is perceived by nurses in general?
Students not listening to each other, not building discussion but point scoring	Use a listening exercise e.g., where one student has to paraphrase what another student says. Refer back to the ground rules (or introduce a new one) Say what you see or feel, e.g., "There's seems to be a lot of antagonism here in the group…"
Sense of a group or clique among some students, a private joke	Don't use sarcasm, but confront the students, e.g., "Is there a reason why you aren't participating with the rest of the class?" Invite them to share their discussion with the group Self-disclosure, e.g., "I find it hard to lead the group, and listen to what people are saying…"
One or two students dominate	Use hand signals and verbally ask them to let others speak Assign roles for the group discussion, e.g., timekeeper, scribe, summariser, reporter
Discussion goes off track, or becomes irrelevant	Set a clear topic at the start Draw the groups attention to the situation, e.g., "I'm wondering how this is related to our topic of discussion?" Ask a clear question or make a clear statement to direct discussion back to the topic

(adapted from: Gibbs & Habeshaw, 1989; Smith, 1997).

Managing student behaviour

Just as you, as a member of staff, are bound to behave according to the **UQ Code of Conduct** (see p.58 in this guide), students are also required to behave according to University policies, including the **Student Charter** (see p.56 in this guide), which outlines the expectations and responsibilities relating to students. For example, the Student Charter states that, students as individuals can be expected to:

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

And, as members of the University community, students can be expected to:

- Respect University property and the facilities, such as library, computing and laboratory resources, which the University provides to support teaching and learning, so that these are available to fellow students.
- Avoid conduct which disrupts the teaching, learning or research activities of other students and staff, or which interferes with others performing their duties.

It's unlikely that you will ever have to draw students attention to these policies in order to deal with problem behaviour, however it is important for you to know that they exist. More often than not, the kind of behaviour issues you will come across as a tutor will be related to the following kinds of students:

The expert student

Often, you will have one (or two) 'experts' in your class, students who seem to have a comment or opinion about just about everything! While you will probably find these students frustrating and disruptive to the flow of the session, it's important not to "put them down" or openly show your frustration. This may discourage other students from offering their comments and opinions, but also may impact on the 'expert' student quite negatively. Sometimes, people who appear to be 'experts' are over-compensating for an actual lack of self-esteem and may perhaps feel 'beneath' the rest of the class (e.g., a mature-age student, a student from a different discipline or experience background, etc).

In class discussion times, allow them to respond, but use techniques such as 'redirecting' (see section on questioning above) to encourage other students to have a go. Often peer pressure will also work to eventually limit their activities. If you can't seem to work around the person using subtle directing and redirecting (e.g., "Thanks Sue – that was very interesting…how about someone else…?"), then you may want to talk with them along before or after class – be gentle, alert them to their 'over-zealousness' in discussion and how it would be the other students, if they didn't dominate so much…etc.

The negative student

You may also experience different kinds of negativity, either overt (such as challenging the class discussion or activity in a negative manner) or covert (such as remaining silent and not participating). Try methods such as those above (under 'the expert') for dealing with the overt negative student, and try bringing the covert negative student into the group activity by methods such as asking them directly to give their opinion, etc. If these kinds of techniques don't work, then try talking with the students individually. You might actually find that there is a particular reason for the negativity, and that by addressing this with the student you are able to facilitate a change in attitude quite easily.

Helping students find support

Because of the nature of your role as tutor, and your relationship to a small group of students, students often see you as an important person in their lives as a student, and may approach you with problems or issues other than those directly related to the course you are tutoring in. While it's important to deal with students empathically, don't feel that you must help (or solve) all of their problems for them. If a student approaches you with a need, problem or concern outside the scope of your role as a tutor, it's important for you, and for the student, that you direct them to the appropriate student support network or section. Students will always have concerns or needs external to their course or program of study that are best dealt with by other people, such as those in student support services.

Most universities have policies and sections of the institution that deal with the following student support issues. However often not all teachers and students are aware of the range or extent of services, or indeed that some exist. For example, at UQ there are services that provide the following:

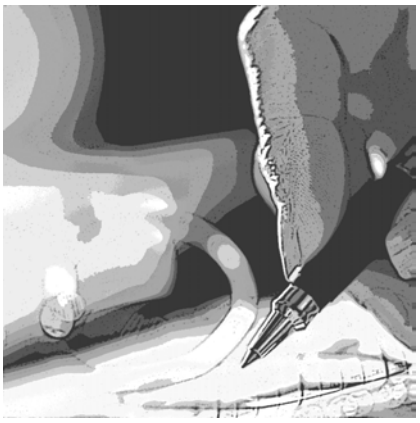
- academic skills programs
- careers advice
- counselling
- disability services
- indigenous student support
- international student support
- student equity
- IT training
- library skills
- accommodation
- finance
- enrolment
- student union

As a tutor, you might like to summarise some information about the kind of support services that are offered at your institution, and provide this to students at the first tutorial session. Section 6 on p.53 (Resources, services, and policies) in this booklet provides an overview of many of the services for students at UQ, including contact details and links to more comprehensive information.

SECTION 4
Marking and giving feedback

Most tutors will be required to undertake some kind of marking of students work, whether it be of formal assessment tasks, or in-class/take-home activities or exercises. Whichever the case, it is important to prepare yourself appropriately for the task and take it seriously.

Students are often very anxious about assessment and their performance, particularly when it concerns major pieces of assessment or important courses required for their program of study (for example, sometimes a course has to be completed and passed in order to progress onto the next course or year level). Your 'performance' as a marker is therefore just as crucial as their performance as a student. From the student's perspective, every mark counts!



Before we talk about marking students work, here is an overview of some of the key principles and policies regarding assessment at The University of Queensland.

UQ principles for assessment

The specific assessment approach adopted at The University of Queensland and endorsed by the Teaching and Learning Committee of the Academic Board is called **'criterion referenced assessment'**, whereby marks for all pieces of assessment are decided by reference to previously specified yardsticks ("criteria") and, where a grade is assigned, it will be assigned on the basis of the standard the student has achieved on each of the criteria for the course. This method is in contrast **to norm-referenced assessment** (as involved when 'grading to the curve') which looks at how well the student has done in comparison with the 'norms' established by the other students in the group.

Assessment requirements at UQ must be transparent and be provided, in writing, to students in the first week of class each semester as part of the course profile except in those cases where student input into assessment requirements is standard procedure. With respect to assessment, the course profile must include:

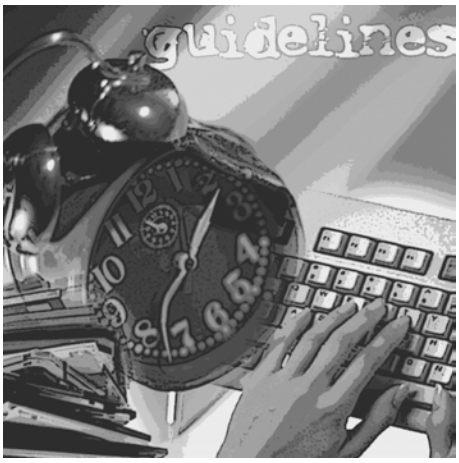
- clear, accurate and detailed assessment requirements, and objectives and goals of the course;
- how assessment methods link to objectives and goals;

- number and form of each item of assessment to be completed;
- relative importance (weighting) of each item of assessment;
- due dates for assessment;
- clearly written criteria and standards against which achievement will be judged for each piece of assessment;
- details of the method used to calculate a final grade from the aggregation of individual assessment items (and their weighting).

More details about assessment policies at UQ can be found in the UQ Policy and Procedures Library (PPL) at **https://ppl.app.uq.edu.au/content/3.-teaching-and-learning**.

Guidelines for marking

- Be sure you use criteria and standards that are congruent with those established by the lecturer in charge of the course – they should have clearly explained this to you, so if they haven't make sure you arrange to meet with them to discuss this. It is important that you check your understanding of the criteria and standards for marking, especially with regard to giving 'part-marks'.
- Explain the assessment criteria and standards to your students.
- Check your school's policy on plagiarism and explain it to students.
- Be vigilant about cheating and copying.
- When marking, make comparable judgements (moderation) across students and groups – e.g. cross-marking with other tutors (each tutor marks a few assignments, making a note of the marks given, and then exchanging these assignments with another tutor who then marks them without knowledge of the tutor's marks – the tutors can then discuss their assessment of the students performance and they marks the have allocated, checking that they have a shared understanding of the criteria and standards for the assessment task for that course).
- It's often useful to check back over your marking of students work, particularly if the length of time between marking the first few and the last few was quite long. Sometimes your ideas change as you go through, and it's important to ensure that your judgements were consistent throughout the marking process.



- Provide meaningful, timely feedback – but choose an appropriate amount or detail of feedback according to the importance and length of the assessment task (e.g., a short 1-2 page report should not require as many comments as a 1500 word essay).
- Consider giving generic feedback to the whole class (such as a summary of overall performance on assessment and common strengths/weaknesses) – but ensure that generic feedback is meaningful. For example, if the worst results were for a particular question of a test, or aspect of an assignment, explain why and how students' work for this particular task could be improved.
- Provide examples of good and poor assignments, and have students use the marking criteria to identify the difference between their own work and these examples.

Giving feedback

Giving feedback to students, apart from being part of University policy, is a very important part of the learning process. According to policy, "feedback should be offered on every item of assessment to identify what the student has achieved satisfactorily and ways in which the student can improve their learning".

Feedback is also a valuable and personal way of improving individual student's learning outcomes and developing rapport between you, the tutor, and the students in your class. It can also lead to difficult interpersonal situations between you and a student if they become upset with the feedback you give. Try and think about how your feedback will be received by the individual.

Feedback can be provided to students in a number of ways and, as mentioned in the above section, may vary in its level of detail depending on the relative importance of the assessment item and the resources available (such as the tutors available time – that is why it is important to determine first up how much time you have and should allocate to marking a particular assessment task in the scheme of the overall semester/subject).

	Feedback may include discussion as a group, written comments on work, model answers, lists of common mistakes, peer and self-evaluation, and form feedback sheets containing common positives and criticisms and some individual comment. Also, you may consider including on-going tasks that utilise tutor and/or peer feedback such as set exercises, short in-class quizzes, weekly papers – this forms continuous assessment and feedback to track progress.

Tips for giving feedback to students

- **Provide high-quality, timely feedback** – part of the responsibility for marking also requires markers to be clear in their responses to students, and as objective and specific as possible (remember that the primary purpose of giving feedback is to inform students about exactly how they are going – what they are doing well, and in which areas they can, or need to, improve).
- **Be sincere and positive** with students about their results.
- **Be consistent** in the way your structure and provide feedback.
- **Be constructive** in your comments – identify strengths and areas for improvement in relation to the learning objectives, and give indications of how the work can be improved.
- **Avoid generic symbols** (ticks/crosses) without explanatory comment.
- Remember to **balance your comments** with both positive remarks and critical (yet constructive) comments. It's always good to begin and end with a positive comment.

For more information about assessment issues, here is a useful web link:

- **https://itali.uq.edu.au/resources/assessment**

Plagiarism

The University has adopted the following definition of plagiarism:

"Plagiarism is the action or practice of taking and using as one's own the thoughts or writings of another, without acknowledgment. The following practices constitute acts of plagiarism and are a major infringement of the University's academic values:

- Where paragraphs, sentences, a single sentence or significant parts of a sentence are copied directly, and are not enclosed in quotation marks and appropriately footnoted;
- Where direct quotations are not used, but are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other simple reference within the text of the paper; and

- Where an idea which appears elsewhere in printed, electronic or audio-visual material is used or developed without reference being made to the author or the source of that material."

(Policy Number: 3.60.04 in the PPL – go to the following link – **https://ppl.app.uq.edu.au/content/3.60.04-student-integrity-and-misconduct**

Plagiarism can take many forms (James, McInnis & Devlin, 2002), and is also described differently depending on the conventions of the particular discipline or culture you are working within. However, some common forms are:

- Cheating on an exam by copying from other students or other unauthorised material.
- Submitting someone else's work as ones own for a piece of assessment.
- Using any information, written text, graphics or other material from the internet and not acknowledging it as someone else's work (and therefore, presenting it as ones own work).
- Quoting or paraphrasing material from a source (e.g., a book or journal article) without acknowledging where you sourced the information (and therefore, presenting it as ones own work).
- Group work also presents a context for possible plagiarism. For example, if a student copies from other members while working in a group, or if a student contributes less, or nothing to a group assignment and then claims an equal share of the marks

However, plagiarism may not be necessarily intentional. Even if you do detect some plagiarism, don't immediately assume that the student intentionally did it. Some reasons why unintentional plagiarism may occur include:

- The student may not understand what plagiarism actually means, either at university or for the particular discipline area.
- The student may not have a correct understanding of citation and referencing conventions, or may have limited skills in summarising and paraphrasing of information.
- The student may also have problems with stress and workload management

As a tutor or sessional teacher, you must refer all suspected plagiarism cases to the Course Coordinator.

An important part of your role as a teacher, is to make sure that your students are aware of plagiarism as a University policy and discuss with them what plagiarism is, and check that your students are aware of the correct referencing conventions for your discipline.

More information and resources on plagiarism

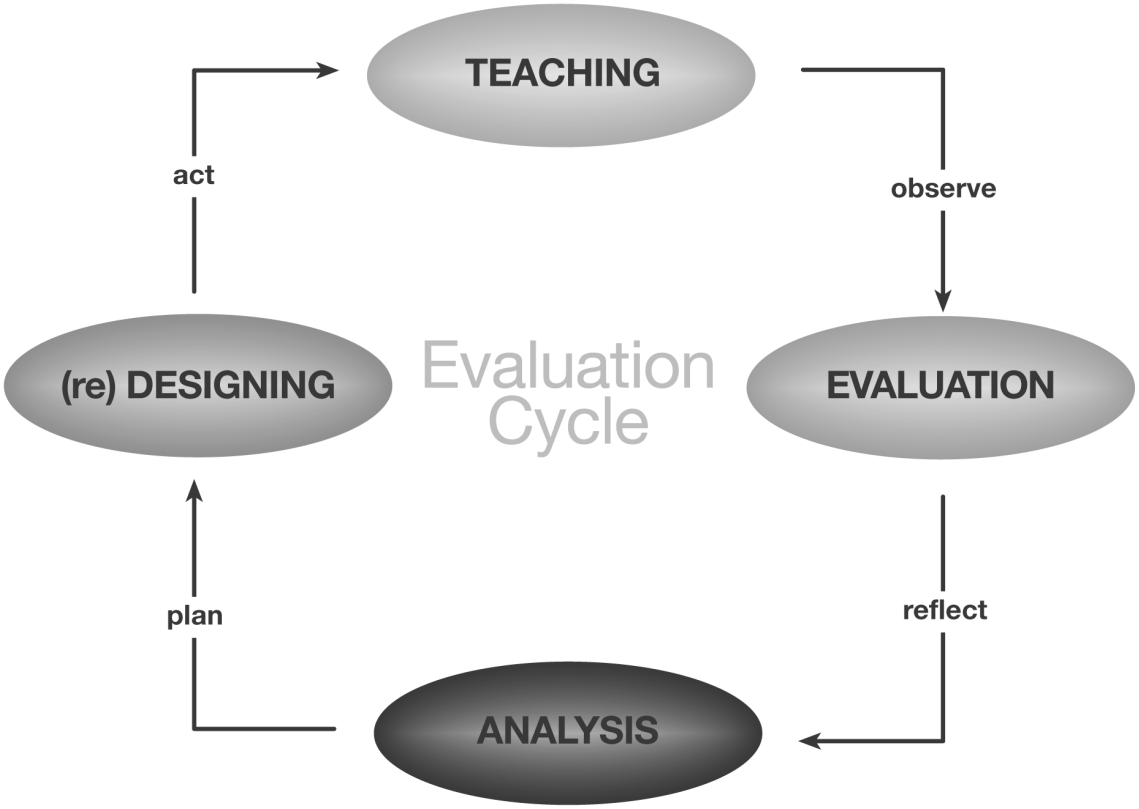
- The UQ Library has some resources on how to prevent problems linked to plagiarism: **https://web.library.uq.edu.au/library-services/services-teaching-staff#8**
- UQ Student Services offers advice to students on how to avoid plagiarism – **https://www.uq.edu.au/student-services/upcoming-workshops**
- UQ has developed an online tutorial for students: **https://www.uq.edu.au/integrity**

SECTION 5
Evaluating and improving your teaching

Evaluation as reflective practice

A good professional reflects on what they do (and why they do it!), to gain an understanding of their strengths and their weaknesses, or areas in which they can improve. In higher education, we call this process engaging in reflective practice, an ongoing cycle of planning, acting, observing and reflecting (adapted from Carr & Kemmis, 1986).

This process is described in the diagram below. As a new tutor, you will start in the planning and designing phase (e.g., your first tutorial!), move to the acting phase (which in this case is teaching), and then at some stage you might want to get some information to inform you about how you are going as a tutor – this is the observing or evaluation phase. Once you have some information about your practice you might then reflect or analyse this information in order to find out in what areas of teaching you are doing well, and what areas you can improve on.



The information that you recollect with regards to your practice can be used for both summative (i.e., used for promotional/career purposes, you can put this in your resume as evidence of your skills and abilities) and formative purposes (i.e., used to develop and improve your practice).

There are a variety of methods for evaluating your teaching practice, and different types of information or data you can collect. For example, the data can be qualitative (e.g., student comments) or quantitative (e.g., ratings on survey items), and it can be formal or informal. The next section describes different methods of evaluating your teaching practice.

Evaluation methods

There are four key areas by which you can collect and evaluate data about your teaching practice – yourself, your peers (e.g., other tutors), your students' experiences, and your students' learning.

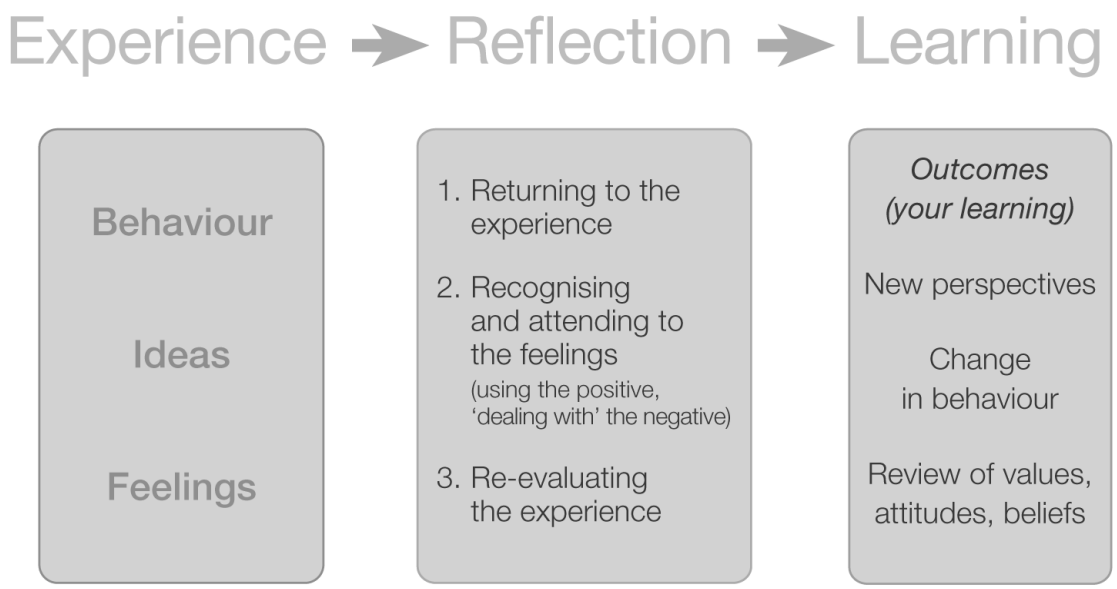
Self-evaluation

- ***Self reflection, analysis & evaluation***
    - Using the "good tutor" attributes that were discussed in Section 1 on p.7 of this guide, we have developed a self-evaluation tool that can be used to help your prioritise areas of teaching in which to focus on for evaluation and/or improvement. You are asked to rate each attribute according to how important it is to you as a teacher (or to the context in with you teach), and also according to how you perceive your performance on each particular attribute. In reflecting on the outcomes, you can then focus on those attributes for which you rated your own performance poorly (or at least, not as good as other attributes) that you also considered to be important. You may not worry so much about those attributes that were rated lowest by you on performance if they were also rated as low on importance to you. Go to the back of this guide to find the complete version of this self-evaluation tool. As an example, the following figure shows the first few attributes and the rating scales for importance and performance.

Good Tutor Attributes	How important this attribute is to *you*	How you rate yourself on this attribute
	Optional *Crucial*	*Lousy* *Excellent*
I am enthusiastic	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊
I am approachable, and accessible for consultation	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊
I acknowledge students as individuals	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊
I value students and create a welcoming environment	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊
I am confident	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊
I am organised and prepared	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊	⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊⌊

  - The ***Teaching Perspectives Inventory (TPI)*** can help you collect your thoughts and summarize your ideas about teaching. The TPI is quick to complete – it usually takes no more than 10-15 minutes to answer all the questions and to automatically score your results. You may also choose to print out your profile sheet to help you visualise and interpret your scores. See – **http://www.teachingperspectives.com/tpi/** – to access the Teaching Perspectives Inventory.

- ***Teaching journal*** – it can be very useful, particularly as a new teacher, to keep a journal about your teaching experiences. This can be in the form of a kind of 'diary', where you write about certain events or personal thoughts, reflecting on these experiences and hopefully then learning from these experiences. When making a journal entry, it is helpful to keep in mind the 3-stages of recalling the experiencing, reflecting and then learning, as detailed in the diagram below (see Boud, Keogh, and Walker, 1985).



So, for example, after your first tutorial session for the semester you might replay the session (or parts of it) from memory, observing and recalling your behaviours (and perhaps the behaviours of students), feelings, exactly what took place and what your reactions were, attending to detail, but avoiding judgment (you can observe and note that there was judgment in the original, but avoid making judgments during the recall).

Peer evaluation

- ***Classroom performance*** – ask another tutor (usually someone who is an experienced teacher) to sit in on your class and give you feedback. Be specific about the aspects of your practice that you want to be observed and commented on – this makes it easier for the observer to give useful feedback to you. Alternatively, organize to have your class video-taped, and you can ask a colleague to observe the video of your performance and discuss their observations with you later.
- ***Teaching and learning materials*** – similarly, if you have developed some materials for use by your students, you can ask a colleague to comment on these materials in relation to certain aspects as requested by you (for example, whether they are they interesting, well constructed, clear, etc).
- The following page provides some information about getting feedback from peers: **https://itali.uq.edu.au/professional-learning/peer-observation**

Student experiences

Students are a very important and reliable source of information about how your teaching supports their learning, and they are often the best source of information about classroom processes, assessment tasks and the interpersonal aspects of teaching. The following methods describe ways in which you can obtain information from students about your teaching, both formally and informally.

- ***Student Evaluation of Tutor (SETutor) survey*** – Most universities encourage their teaching staff to use student evaluation of teaching methods, and often there is a standard tool that teachers can access. At The University of Queensland, this tool is called SETutor [pronounced, see-tutor] (**https://itali.uq.edu.au/evaluation/setutor**). Tutorials with fewer than six students may use the Open Response Questionnaire: **https://itali.uq.edu.au/evaluation/alternatives**. There are also other evaluation strategies that have been designed for use in particular contexts (**https://itali.uq.edu.au/evaluation/check-in-survey**). ***SETutor Scales and Items*** – The Student Evaluation of Tutor survey has two parts:

  1. Seven items on a five-point Likert scale, rated "Strongly Agree" to "Strongly Disagree," gathering student feedback on the quality of teaching; and a single item with a five-point Likert scale for an overall rating of the teacher.
  2. Two open-ended questions eliciting feedback on positive and improvement aspects of the teaching.

  The first time you use this type of evaluation, it will allow you to get a general picture of how you are going as a new teacher. However, in the following semesters, the evaluation will allow you to develop a sense of where your strengths and weaknesses lie relating to specific skills, abilities or teaching tasks.

  The following table presents the current standard evaluation form designed specifically for tutors at UQ.

[Tutor Name]	
Q1	...was well prepared.
Q2	...communicated clearly.
Q3	...was approachable.
Q4	...inspired me to learn.
Q5	...encouraged student input.
Q6	...treated students with respect.
Q7	...gave helpful advice and feedback.
Q8	Overall, how would you rate this tutor?
Open-ended Questions	
Q1	What aspects of this tutors approach to teaching best helped you learning?
Q2	What would you have liked this tutor to have done differently?

For further information on tools and strategies to assist you in improving your skills as a tutor, visit: **https://itali.uq.edu.au/for-tutors**.

- ***Informal class feedback***
    - *The Minute Paper* (Angelo & Cross, 1993) – stop the class for 2 or 3 minutes early and ask students to respond very briefly – in one minute! – to two questions: "What did you find most useful about the session today?" and "In what way could the session be improved?".

      This is a very quick and easy method, instant and manageable data to which you can respond. It's good to remember to give feedback about the general outcomes of the questions to the class and note any changes that you are going to make as a result of the feedback.
    - Alternatively, consider using a "*suggestion box*" for getting feedback either on how a particular session went, or about how the classes (and your teaching) are going in general. This might be a good option if students seem uncomfortable or shy about chatting to you as in the above method, and it provides the students with an anonymous way of giving you feedback.

Student learning

- ***Student's self-reported knowledge*** – sometimes it can be very helpful to get feedback from students about their learning as a way of getting feedback about your teaching. For example, if you have spent a session on a particular concept and you want to know whether your approach was effective in helping students to understand that concept, try using a method called *"The Muddiest Point"* (Angelo & Cross, 1993).

  At the end of class, ask students to respond to this question on a piece of paper – "What was the 'muddiest' point in this class. In other words, what was least clear to you?". From students' responses you can then gauge how effective the session was in facilitating student learning, and perhaps identify where any major problems occurred (e.g., if the majority of students comment on the same aspect as being the muddiest point). You then have the opportunity to address this the next time you meet with your students.
- ***Student work*** – similarly, you can get an idea of your students learning from their performance on assessment, in-class or out-of-class activities. This information can also help you to pinpoint where you may need to think about your approach to teaching and how effective it is in facilitating student learning. For example, if your students complete an in-class quiz and most get the questions about facts correct, but many fail the questions that require application of knowledge to solve a problem, then you may need to think about how you approached this aspect of the learning material with students.

- ***Approaches to learning***
    - *The VARK questionnaire* – can help to people appreciate the variety of different ways in which people learn, and to identify their own preferred preferences (e.g., Visual, Aural, Read/write, Kinesthetic or Multimodal). It can support students who have been having difficulties with their studies through helping them to identify the most effective learning methods for their preferred way of learning, and is useful for teachers who would like to develop additional learning strategies for their classrooms. It can be used with a group or class or with one-to-one counselling, but it does require some explanation to avoid students or teachers leaping to inappropriate conclusions.
      Access this questionnaire at: **http://vark-learn.com/**
    - Similarly, you can use *The Approaches to Study Inventory* (ASI) with students to examine their typical approach to learning in relation to the kind of learning that takes place rather than the kind of mode through which learning takes place as in the VARK questionnaire (see Section 2 – How do students approach their learning on p.17 for an overview of the theory that underpins this questionnaire). A sample of the ASI in included in the back of this guide.

Some general principles…

- Don't overuse students as sources of evaluation data
- As a new teacher, consider getting feedback early on in the semester, so that you have an opportunity to address any aspects before it's too late!
- Always be prepared to respond to feedback and inform students you will and will not be making on the basis of it, and why.
- Don't ask specific questions about the course or your teaching that you don't intend to change or that you can't change.

SECTION 6
Resources, services and policies

Resources and services for students and teaching staff

University libraries

There are several branch libraries at The University of Queensland, covering a broad range of disciplines and campuses. There are also library liaison officers, who are responsible for a particular discipline area and can provide advice for academics and students.

Names of liaison officers and contact details are listed at:
https://web.library.uq.edu.au/library-services/liaison-librarians

Locations and hours:
https://web.library.uq.edu.au/locations-hours

IT services and support

Information Technology Services (ITS) Help Desk
UQ Information Technology Services (ITS) Help Desk staff can help with computer or network problems, audiovisual technology in central teaching spaces and staff usernames and passwords.
Telephone: 336 56000
Email: **help@its.uq.edu.au**

eLearning Support Team
The eLearning support team is responsible for the management of the University's central eLearning services, including Blackboard and video recording technologies.
https://elearning.uq.edu.au/
Telephone: 336 56000
Email: **help@learn.uq.edu.au**

Staff Professional Development
eLearning Systems and Support (the eLearning team) provides a range of professional development workshops and resources to support teaching staff implement Technology Enhanced Learning in their courses using the University's eLearning systems. This includes central workshops run through Staff Development, school-based custom workshops, individual support for course coordinators, self-help text-based guides and self-help video resources.

Student services

https://www.uq.edu.au/student-services

This unit exists to enhance student wellbeing, learning outcomes, career and life goals. Student Services sees its role as a partnership in service delivery with the rest of the University community. Support is provided to students on a range of issues, including:

- Academic preparation for new International students
- Career planning
- Finding, applying for and keeping a job
- Study and exam skills
- Financial assistance
- Services for students with a disability/medical condition
- Personal issues and enhancing life skills
- Budgeting tips
- Tertiary learning skills
- Writing skills

Student Services offers numerous workshops throughout the course of a year to assist students with aspects of their wellbeing, learning outcomes, career and life goals.

Appointments with counsellors, disability advisers, learning advisers, international student advisers and financial assistance advisers can be made by **contacting Reception** at the relevant campus location (Student Services has an office at St Lucia, Gatton and Herston campuses).

Student Centre (St Lucia, Ipswich, Gatton, Herston campuses)

http://www.uq.edu.au/student-centre/

Students can access the Student Centre on their campus for advice and assistance.

Institute for Teaching and Learning Innovation (ITaLI)

https://itali.uq.edu.au/

The Institute for Teaching and Learning Innovation (ITaLI) works to improve, by research and practical means, the quality of teaching and learning at The University of Queensland. ITaLI's role includes:

- The provision of academic staff programs and courses for learning about and enhancing all aspects of teaching and learning, and academic career development
- The blending of UQ courses and creation of award-winning MOOCs and other online teaching and learning resources
- The collection and interpretation of data about teaching and learning practices and technologies
- The evaluation of teaching and learning
- The administration of awards, grants and fellowships
- The implementation of the UQ Student Strategy 2016-2020
- The development of educational technologies
- The provision of research and scholarships in higher education

Policy and Procedures Library (PPL)

The UQ Policy and Procedures Library (PPL) website contains information regarding the official policies and procedures of the University approved by Senate **https://ppl.app.uq.edu.au**. The University is committed to the provision of efficient and effective administrative support to serve the needs of the whole University.

The section of the PPL related to Teaching and Learning can be found at:

https://ppl.app.uq.edu.au/content/3.-teaching-and-learning

Student Charter

https://ppl.app.uq.edu.au/content/3.60.01-student-charter

The purpose of the Student Charter is to set out the University's commitment to students' education and experience at UQ, and to spell out the expectations and responsibilities of all members with respect to conduct; to provide guidelines to foster a healthy, diverse, creative and high achieving environment within which to study, research and work; and to continually strive to achieve recognition as a major global university developing solutions to global problems. The Charter brings together key principles outlined in the University's various policies that promote a sense of community, personal accountability and respect for the rights of others.

Student Strategy 2016-2020

https://student-strategy.uq.edu.au/

The Student Strategy is a multi-year program designed to inspire, align and guide action right across UQ to transform the student experience. Since 2016, UQ has been implementing a range of initiatives to reinvigorate the Teaching and Learning space to ensure a breadth and depth of opportunities are available to all UQ students. The Office of the Deputy Vice-Chancellor (Academic) supports the implementation and realisation of the program by providing funding for initiatives.

Assessment Policies

Assessment principles and practices

https://ppl.app.uq.edu.au/content/3.10.02-assessment

Assessment is an integral part of the teaching and learning process, and makes a significant contribution to learning outcomes. Assessment means work (for example, examination, assignment, practical, performance) that a student is required to complete for any one or a combination of the following reasons:

- the fulfilment of educational purposes (for example, to motivate learning, to provide feedback);
- to provide a basis for an official record of achievement or certification of competence; and/ or
- to permit grading of the student.

The specific assessment approach adopted at The University of Queensland and addressed by the various Teaching and Learning Committees is called 'criterion referenced assessment'. This method explicitly defines the relationship between assessment and the learning objectives, the standards to be met and the performance expectations held of students.

The assessment process should be as open as possible. Students should be provided with as much information as possible and should be free to ask questions. Students with special needs (eg. non-English-speaking background and disability) are entitled, in certain circumstances, to make special arrangements to undertake their assessment, particularly with regard to central examinations. Fairness should be a major consideration in all assessment practices.

Special arrangements for examinations for students with a disability

https://ppl.app.uq.edu.au/content/1.70.08-disability

The University of Queensland has a legal and moral responsibility to provide a participatory environment for students with disabilities. As part of its responsibilities, the University has developed a **Disability Action Plan**; a strategic document aimed at identifying and eliminating disadvantage and disincentive to students with disabilities.

Under the policy on Students with a Disability the University articulates a commitment to be proactive in providing students with disabilities the opportunity to participate fully in University life and to realise their individual goals and potential by:

making reasonable accommodation (such as academic adjustments, variations in procedures, and specialised support services) to meet the needs of students with disabilities, while applying one academic standard to all students.

The procedures outlined below form one strategy to effect the Policy Statement (as does the University's statement on **The Provision of Alternative Academic Arrangements for Students with a Disability)** . The procedures further the Goals of the Disability Action Plan and also interpret the **Assessment Rule** on 'Special Arrangements'.

Examinations

https://ppl.app.uq.edu.au/content/examinations-procedures

UQ Code of Conduct

https://ppl.app.uq.edu.au/content/1.50.01-code-conduct

The University recognises its staff as its greatest asset. The purpose of the Code of Conduct is to guide and enhance the conduct of staff in performing their duties in the collegial environment of the University. The Code of Conduct has the support of the University's governing body, Senate, and applies to all officers and employees of the University. There are five fundamental ethical principles enshrined in the *Public Sector Ethics Act 1994*, from which the ethical obligations contained in the University's Code of Conduct are derived. The ethical obligations are summarised in this section. More detailed advice on these ethical obligations is contained in the description below and in University policies and procedures. Staff should familiarise themselves with the Code

of Conduct and endeavour to ensure that its principles are observed at all times. Significant departures from the standards of conduct outlined in the Code of Conduct may amount to misconduct on the part of the individual staff member.

Student appeals

Student grievance resolution

https://ppl.app.uq.edu.au/content/3.60.02-student-grievance-resolution

Following a review of student grievance processes conducted in 1998, an implementation report on *Student Grievance Resolution: Strategies for Improvement* was developed. The policy and procedures reflect practically and philosophically the expectations and responsibilities of both the University and its students, as set out in the **Student Charter** and the **Research Higher Degree Candidate Charter**.

Appeals to Senate by students

https://ppl.app.uq.edu.au/content/3.60.05-appeals-senate-students

The University is committed to providing students with the best opportunity to successfully complete their studies within the rules approved by Senate. However, it is recognised that from time to time disputes arise and the University has developed grievance resolution procedures to provide the framework for the determination and resolution of grievances. Appeals to Senate are normally possible only when all other avenues to resolve the grievance have been exhausted (refer to the **Student Grievance Resolution** policy). This policy addresses the issues relating to appeals by students to Senate.

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WEB RESOURCES

- Sessional teaching resources – **https://itali.uq.edu.au/for-tutors**
- Tutoring and demonstrating – handbook from the University of Edinburgh **https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators/resources/handbook**
- Small group teaching – tips from Oxford Brookes University **https://www.brookes.ac.uk/services/ocsld/resources/small-group/**
- Toolbox and resources on ITaLI website – **https://itali.uq.edu.au/resources**
- Tutors@UQ program – **https://itali.uq.edu.au/professional-learning/new-teachers-and-tutors/tutors-at-uq**
- Graduate Teaching Associates program – **https://itali.uq.edu.au/gta**
- SETutor evaluations – **https://itali.uq.edu.au/evaluation/setutor**

EVALUATION RESOURCES

Approaches to Study Inventory

(from Richardson, 1990)

How to complete this questionnaire:

Please answer every item quickly by giving your immediate response.

Circle the appropriate code number to show your general approach to studying.

4 means definitely agree
3 means agree with reservations
2 is only to be used if the item doesn't apply to you, or if you find it impossible to give a definite answer
1 means disagree with reservations
0 means definitely disagree

1.	I try to relate ideas in one subject to those in others, wherever possible	4 3 2 1 0
2.	I usually set out to understand thoroughly the meaning of what I am asked to read	4 3 2 1 0
3.	Ideas in books often set me off on long chains of thought of my own, only tenuously related to what I was reading	4 3 2 1 0
4.	I like to be told precisely what to do in essays or other assignments	4 3 2 1 0
5.	I often find myself questioning things that I hear in lectures or read in books	4 3 2 1 0
6.	The continual pressure of work – assignments, deadlines and competition – often makes me tense and depressed	4 3 2 1 0
7.	I find it difficult to 'switch tracks' when working on a problem: I prefer to follow each line of thought as far as it will go	4 3 2 1 0
8.	Lecturers seem to delight in making the simple truth unnecessarily complicated	4 3 2 1 0
9.	I usually don't have time to think about the implications of what I have read	4 3 2 1 0
10.	In trying to understand a puzzling idea, I let my imagination wander freely to begin with, even if I don't seem to be much nearer a solution	4 3 2 1 0
11.	I generally put a lot of effort into trying to understand things which initially seem difficult	4 3 2 1 0
12.	I prefer courses to be clearly structured and highly organised	4 3 2 1 0
13.	A poor first answer in an exam makes me panic	4 3 2 1 0
14.	In trying to understand new ideas, I often try to relate them to real life situations to which they might apply	4 3 2 1 0
15.	When I'm reading I try to memorise important facts which may come in useful later	4 3 2 1 0
16.	I like to play around with ideas of my own even if they don't get me very far	4 3 2 1 0
17.	I am usually cautious in drawing conclusions unless they are well supported by evidence	4 3 2 1 0

18.	When I'm tackling a new topic, I often ask myself questions about it which the new information should answer	4 3 2 1 0
19.	Often I find I have to read things without having a chance to really understand them	4 3 2 1 0
20.	In reporting practical work, I like to try to work out several alternative ways of interpreting the findings	4 3 2 1 0
21.	I find I have to concentrate on memorising a good deal of what we have to learn	4 3 2 1 0
22.	Often when I'm reading books, the ideas produce vivid images which sometimes take on a life of their own	4 3 2 1 0
23.	The best way for me to understand what technical terms mean is to remember the text-book definitions	4 3 2 1 0
24.	I need to read around a subject pretty widely before I'm ready to put my ideas down on paper	4 3 2 1 0
25.	Although I generally remember facts and details, I find it difficult to put them together into an overall picture	4 3 2 1 0
26.	I tend to read very little beyond what's required for completing assignments	4 3 2 1 0
27.	Having to speak in tutorials is quite an ordeal for me	4 3 2 1 0
28.	Puzzles or problems fascinate me, particularly when you have to work through the material to reach a logical conclusion	4 3 2 1 0
29.	I find it helpful to 'map out' a new topic for myself by seeing how the ideas fit together	4 3 2 1 0
30.	I find I tend to remember things best if I concentrate on the order in which the lecturer presented them	4 3 2 1 0
31.	When I'm reading an article or research report, I generally examine the evidence carefully to decide whether the conclusion is justified	4 3 2 1 0
32.	Tutors seem to want me to be more adventurous in making use of my own ideas.	4 3 2 1 0

Thank you for the time it took you to complete this questionnaire. Your lecturer is very interested in your responses and will have a report back soon about the scores for the whole class. You will then be able to compare your own scores with the general pattern of responses for the class as a whole, and perhaps discuss them with your lecturer.

----------Cut or tear here if you want to keep a record of your score----------

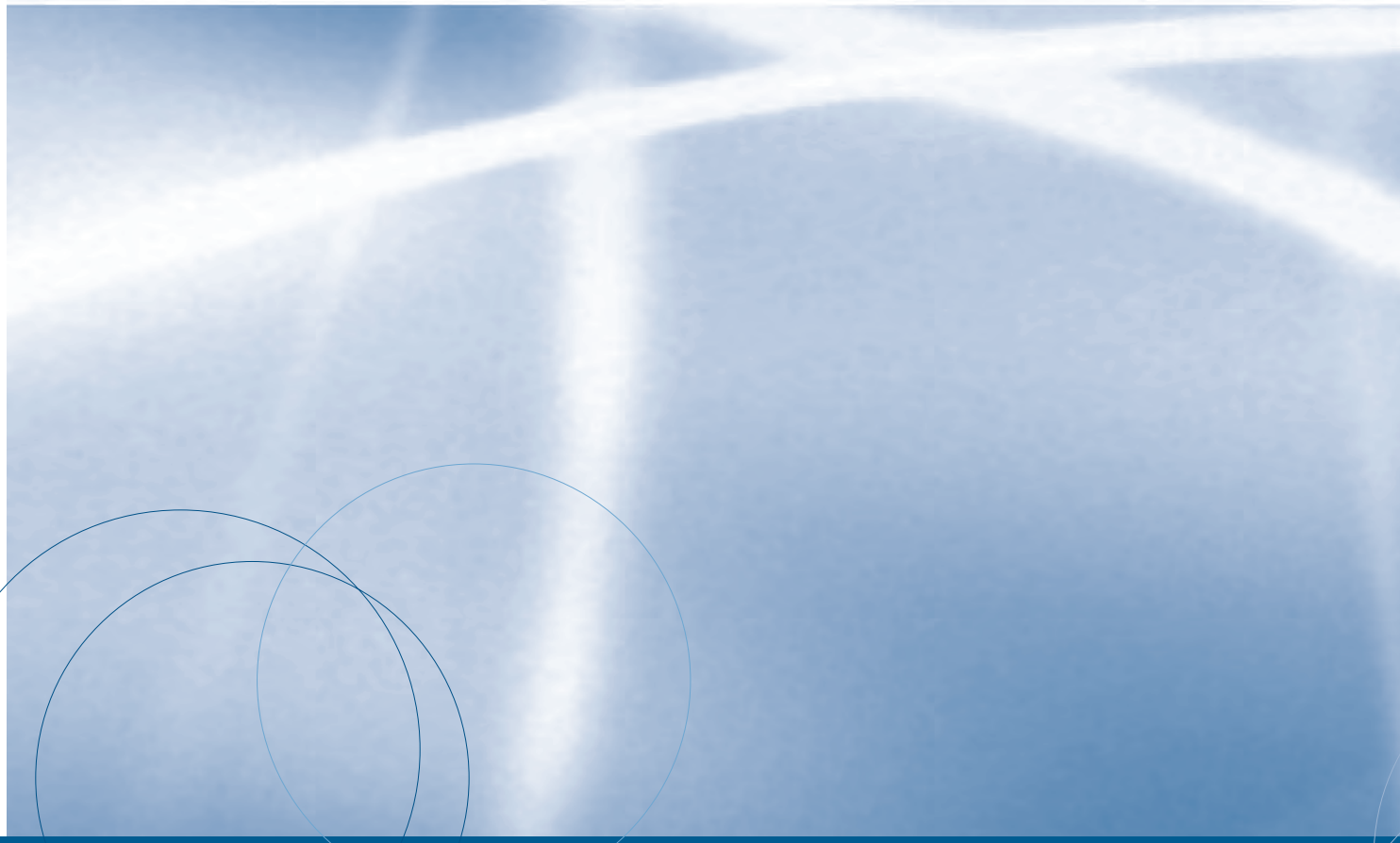
When you have answered all items, you may use this table to calculate your scores:

Subscales and SCALES	**Code**	**Items to add**	**Sum**	**Divide by**	**Score**
Deep approach	DA	2 + 5 + 11 + 18		4	
Comprehension learning	CL	3 + 10 + 16 + 22		4	
Relating ideas	RI	1 + 14 + 24 + 29		4	
Use of evidence and logic	UE	17 + 20 + 28 + 31		4	
MEANING ORIENTATION		*All four sets above*		*16*	
Surface approach	SA	8 + 9 + 15 + 19 + 21 + 23		6	
Improvidence	IP	7 + 25 + 30 + 32		4	
Fear of failure	FF	6 + 13 + 27		3	
Syllabus- boundedness	SB	4 + 12 + 26		3	
Reproducing ORIENTATION		*All four sets above*			

Self-evaluation tool

Good Tutor Attributes	How important this attribute is to *you*	How you rate yourself on this attribute
	Optional ***Crucial***	***Lousy*** ***Excellent***
I am enthusiastic	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I am approachable, and accessible for consultation	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I acknowledge students as individuals	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I value students and create a welcoming environment	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I am confident	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I am organised and prepared	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I am positive about students and student learning	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I am knowledgeable of the relevant course topics and details	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I give clear explanations	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I use a variety of teaching and learning methods	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I use purposeful activity (aligned with the learning objectives of the session and/or course)	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I utilise the knowledge and experiences of individuals in the group	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I manage group dynamics well	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I treat students equitably and fairly	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋
I facilitate student interaction	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋	⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋⌊⌋

Good Tutor Attributes	How important this attribuute is to you	How you rate yourself on this attribute
	Optional *Crucial*	*Lousy* *Excellent*
I am enthusiastic		
I am approachable, and accessible for consultation		
I acknowledge students as individuals		
I value students and create a welcoming environment		
I am confident		
I am organised and prepared		



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