**Document history**

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<th>Date</th>
<th>Author</th>
<th>Comments</th>
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<tr>
<td>V1.0 Final</td>
<td>2010</td>
<td>Julie Duck, Kelly Matthews</td>
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<td>06/02/17</td>
<td>Peter Rutherford, Christine Slade</td>
<td>Updates and modifications following consultation with content authors, program facilitators and faculty representatives</td>
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In 2008, the Deputy Vice-Chancellor (Academic) funded a strategic teaching and learning grant to explore tutor preparation across UQ. The team found tutors were receiving varying levels of preparation and proposed an institutional model to more systematically prepare new tutors in the area of teaching and learning. The institutional approach was endorsed in 2009.

Many thanks to the project team: Julie Duck (leader), Barbara Masser, Fiona Barlow and Paula Myatt, with Terrilyn Sweep and Deanne Ogilvie as Project Officers, and important contributions from Kelly Matthews and Dominic McGrath.

The Tutors@UQ program, coordinated by the then Teaching and Educational Development Institute (TEDI), began in 2010. The materials were developed by Kelly Matthews and Julie Duck with design expertise provided by the TEDI Educational Technologies unit.

In 2012, the Tutors@UQ Strategic Advisory Committee was formed to guide and ensure the on-going quality of the program. Minor changes have been made to the program to continuously improve it over the years. In 2016, Institute for Teaching and Learning Innovation (ITaLI) staff Christine Slade and Peter Rutherford updated the program and made some modifications following consultation with the content authors, program facilitators and faculty representatives.
The Tutors@UQ program is designed for NEW tutors from any discipline, although the sessions are facilitated at the faculty or school level, allowing for discipline-specific examples and contextualisation. The program is structured around three face-to-face sessions for a total of five hours of contact time.

- Session 1: Two hours prior to start of semester
- Session 2: Two hours prior to start of semester
- Session 3: One hour follow-up session during semester

We use the word ‘tutor’ broadly, as an inclusive term encompassing the diversity of learning environments in which UQ tutors might find themselves (classrooms, labs, field sites, work sites, online environments, etc.). Tutor refers to demonstrators, problem-based learning (PBL) leaders and clinical supervisors, as well as tutors of small and large group tutorials.

Session 2 overview

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

Facilitator preparation

While the Tutors@UQ program has been designed with ‘learning objectives’, ‘learning activities’ and ‘learning resources’ ready to go, preparation is vital for successful facilitation of the program. The Tutors@UQ program is not prescriptive by design. While the learning objectives are defined with aligned learning activities to create coherence across the program, Tutors@UQ facilitators have room for creativity in deciding how to facilitate the activities (i.e. buzz groups or think-pair-share) and how to present certain information (i.e. include a personal story from your experience that is relevant to tutoring or a discipline-specific example).

Each faculty may have an ITaLI liaison who can assist with planning and co-facilitating the session. In fact, the preferred model is for new tutors to interact with academics from the faculty and ITaLI during the Tutors@UQ program, so please contact ITaLI for further assistance.
Overview
# Run sheet for Session 2

**RUN SHEET TEMPLATE:** to assist in planning the session

<table>
<thead>
<tr>
<th>Start time</th>
<th>Faculty of SESSION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>xx.00</td>
<td>Introduction</td>
</tr>
<tr>
<td>xx.05</td>
<td>How do we manage tutorials for learning?</td>
</tr>
<tr>
<td>xx.25</td>
<td>How do we know if our students are learning?</td>
</tr>
<tr>
<td>xx.35</td>
<td>How is my tutoring evaluated?</td>
</tr>
<tr>
<td>xx.40</td>
<td>What else do I need to know before I start tutoring?</td>
</tr>
<tr>
<td>xx.50</td>
<td>Wrap-up and evaluation</td>
</tr>
<tr>
<td>xx.00</td>
<td>The End of Session 2</td>
</tr>
</tbody>
</table>

**Facilitator**

- ADA (suggested)
- ITaLI Liaison (suggested)

Faculty administrative support for facilitators should provide:

1. Handout for students.
2. Evaluation surveys if desired.
3. Sign-in sheets to document tutor attendance.
Introduction
to Session 2
Orientation: Tutors@UQ

Purpose

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

Rationale

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

Discussion points

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

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

Key points

• The program comprises three sessions: two before and one during the first semester of tutoring. Session 2 is the second of the sessions offered before the first tutorial

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

Rationale

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

Discussion points

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

Session 1 addressed four questions:

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

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

**Key points**
To identify the topic area of each of the four modules which comprise this session.

**Rationale**
To overview the modules in Session 2.

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

2.1 How do we manage tutorials for learning?
2.2 How do we know if our students are learning?
2.3 How is my tutoring evaluated?
2.4 What else do I need to know before I start tutoring?
The teaching cycle

Key point

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

Rationale

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

Discussion points

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

- In Session 1 we focused on how tutors plan tutorials for learning with appropriate learning activities that are aligned with specific learning objectives.

- In Session 2 we will discuss how to manage learning activities and prepare the learner for assessment tasks measured against criteria and standards in order to demonstrate attainment of learning objectives.
Module 2.1
2.1
How do we manage tutorials for learning?

Learning objectives

• Discuss ways to deal with difficult situations in tutorials

• Consider proactive strategies for managing tutorials

• Learn that the University has a statement of expectations for student behaviour as well as policies and procedures for dealing with student misconduct

Rationale

To introduce Module 1.
Activity 1: Managing tutorials for learning

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

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

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

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

Activity 1 instructions
These five case studies are real situations faced by tutors at UQ. Pair up with another tutor, choose one of the following case studies and discuss it with your partner. Identify the challenge and suggest ways to manage it. Share with the larger group.

Take notes on each case study when it is discussed.
Case study 1

Key point

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

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

Sample responses:

What is the challenge?

- Providing an environment where everyone can contribute.

What strategies could you use to address it?

- Involve others in the class (knowing students’ names helps).
- Set ground rules for in-class contributions, to ensure that there is opportunity for all to contribute.
- Talk to Paul in private.
Case study 2

Key point

- Tutors must ensure that students are prepared for tutorials

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

Sample responses:

What is the challenge?

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

What strategies could you use to address it?

- Set ground rules.
- Explain your expectations clearly.
- Explain how this preparation will assist them with their assessment.
Case study 3

Key point

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

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

Sample responses:

What is the challenge?

- Thinking she will be seen as incompetent.

What strategies could you use to address it?

- Be honest: tell students you don’t know.

- Redirect the question to the class: “That’s a good question – would anyone else like to answer this?”

- Undertake to find out for the next class, and follow through.

- Make it an activity for homework.
Case study 4

Key point
• Tutors must be firm in keeping tutorials on task

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

Sample responses:
What is the challenge?
• Class management.

What strategies could you use to address it?
• Be firm; redirect the conversation back to the topic: “The holiday sounds interesting and that discussion can be continued later; however, we need to continue with the class topic”.

• If Peter continues to interrupt the class, discuss it with him in private.

• Set ground rules for tutorials at the beginning of the semester and refer back to these.
Case study 5

Key point

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

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

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

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

Sample responses:

What is the challenge?
- One tutor operating outside the boundaries of expected tutor conduct.

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

Key point
- For well-managed tutorials, tutors must articulate standards and expectations, enforce limitations, require that students are prepared, and be prepared themselves.

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

Activity background to inform discussion

Behaviour management:
A number of strategies can be used to foster a well-managed tutorial.

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

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

Student preparedness:
It should be made clear that it is not only a student’s responsibility to himself but also to others and to the tutor that he or she comes to class prepared. This needs to be communicated clearly and enforced actively.

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

(Flamand, 2010)
Student behaviour and the Student Charter

Key points

• There are expectations for student behaviour

• There are consequences for not abiding by those expectations

• Most situations are best handled by the tutor; however, inappropriate conduct should be referred to the course coordinator, who deals with it as misconduct

Rationale

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

Discussion points

The Student Charter and procedure for dealing with student misconduct

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

Students can be expected to:
• treat other members of the University community equitably and with respect and courtesy

• respect the opinions of others and deal with disagreement by rational debate

• avoid conduct which might reasonably be perceived as discrimination, harassment or bullying or which is otherwise intimidating.

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

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

Key points

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

- The University has a Student Charter that establishes appropriate behavioural expectations and policy that outlines procedures for dealing with academic misconduct.
Module 2.2

Now we have identified the challenges of and strategies for managing the classroom environment, let’s consider how we will know our students are learning.
Introducing module 2.2

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

Key point
• Module 2 is the most significant section of Session 2, covering the responsibilities of tutors with regard to assessment

Rationale
To introduce Module 2.
Activity 2: How will you know your students are learning?

Key points

• The tutor’s role is to make student learning possible, offering students guidance about what they are learning and how to learn it better

• Tutors need to consider how they will know their students are learning

• Buzz groups are a useful strategy for inclusive small group teaching

Purpose of activity

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

Activity background

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

We also talked about the importance of assessing student learning in tutorials and offering students guidance about what they are learning and how to learn it better. The tutor’s role is to inform, question, prompt, assess, encourage and guide students to achieve the learning outcomes; that is, ‘to make student learning possible’ (Ramsden, 1993, p.7).
Activity 2: How will you know your students are learning? cont’d

Activity 2 instructions

How will you know your students are learning?

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

Sample responses:

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

This activity involves a buzz group, a small discussion group formed for a specific task, such as generating ideas, solving problems, or reaching a common viewpoint on a topic within a specific period of time. Tutors might like to use this small group strategy in their tutorials.
Three main ways of knowing if students are learning

Key points
• Tutors know whether students are learning through observation, consultation and focused analysis

Rationale
To identify three main ways of knowing whether students are learning.

Discussion points

Observation
Noting how students behave and talk about their learning, the questions they ask, the responses they provide.

Consultation
Asking students to talk or write about their learning – individually or in groups.

Focused Analysis
Setting students tasks and making judgments about their responses with respect to predetermined criteria and standards.
Activity 3: How will you help your students improve their learning?

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

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

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

Activity 3 instructions
Knowing whether your students are learning is important. As a tutor, how will you help your students improve their learning? Discuss this within your Buzz group.

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

Key points

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

Rationale

To emphasise the importance of feedback on student achievement.

Discussion points

Feedback

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

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

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

Adult learning principles (WestOne, n.d.)
Activity 4: Why are students critical of the feedback they receive?

Key point

• Tutors play an important role in ensuring feedback to students is meaningful and timely

Purpose of activity

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

Activity background

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

Activity 4 instructions

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

Why do you think this is so?
Activity 4: Why are students critical of the feedback they receive? cont’d

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

What are the implications for you as a tutor?

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

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

N.B. This activity is suitable to be run with a UQWordcloud https://apps.elearning.uq.edu.au/ you have prepared before the session. Students can contribute their idea at https://apps.elearning.uq.edu.au/facilitatorsActiveLearnID for a facilitator-led discussion.Visit www.elearning.uq.edu.au/a-z-guides for easy instructions on how to use UQWordcloud.
• Feedback on their learning is the most powerful single influence on student achievement.

Feedback on their learning is the most powerful single influence on student achievement. (Gibbs & Simpson, 2005, p. 9)
Activity 5: Marking and feedback

Note: This is a three part activity

Key points for activity, part 1

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

Purpose of activity, part 1

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

Activity background

A key responsibility for most tutors is marking assessment tasks. A goal of this module is to provide tutors with some practical experience and information to make them more confident about marking. The purpose of the next exercise is to demonstrate the value of marking using criteria and standards as well as the process of moderation.
Activity 5: Marking and feedback cont’d: marking

Activity 5 instructions

Marking

This activity has three parts, all relating to the following scenario:

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

Part 1:
Mark the paragraph below. Assign a mark out of ten to it and then justify your mark.

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

(The response for this activity was inspired by www.wordtravels.com and www.lonelyplanet.com)
Activity 5: Marking and feedback cont’d: criteria and standards

Key point for activity, part 2
• The provision of criteria and standards should ensure more consistency in marking

Purpose of activity, part 2
To mark using pre-determined criteria and standards.

Activity 5, part 2 instructions
Re-read the paragraph and mark it again, this time using this criteria and standards

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Low Standard 0 marks</th>
<th>Competent Standard 1 mark</th>
<th>High Standard 2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage of key dimensions of appeal including art &amp; culture, sport, shopping, food</td>
<td>Focuses on very few dimensions</td>
<td>Covers a reasonable number of dimensions, but at least one obvious omission</td>
<td>Very comprehensive. Covers all key dimensions</td>
</tr>
<tr>
<td>Explanation of local cultural terms</td>
<td>Frequent assumptions of local knowledge</td>
<td>Few assumptions of local knowledge</td>
<td>No assumptions of local knowledge. All local/cultural references are clearly explained</td>
</tr>
<tr>
<td>Reference to geographical location</td>
<td>No reference to geographical location</td>
<td>Some reference to geographical location</td>
<td>Very clear reference to geographical location</td>
</tr>
<tr>
<td>Persuasiveness</td>
<td>Doesn’t make the destination sound appealing. Focuses only on negative aspects</td>
<td>Makes the destination sound reasonably appealing but draws attention to some negative aspects</td>
<td>Makes the destination sound extremely appealing and focuses only on positive aspects</td>
</tr>
<tr>
<td>Readability</td>
<td>Poor grammar and sentence construction with a number of spelling errors</td>
<td>Reasonably well written. Few grammatical errors and very few spelling errors</td>
<td>Very well written. Excellent grammar and sentence construction with no spelling errors</td>
</tr>
<tr>
<td>Final Mark</td>
<td>/10</td>
<td></td>
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This activity is more powerful if tutors see the diversity of marking within the group of tutors attending. Previously, facilitators have asked tutors to raise their hands and taken a rough poll for each possible mark from 0 – 10. Other facilitators have asked a small selection of tutors to share their mark and rationale, seeking contrasting marks and schemes. There should be some convergence in marks when compared to marking without criteria and standards, but not comprehensive agreement.
Activity 5: Marking and feedback cont’d: moderation

Key point for activity, part 3

- Moderation of marking is also essential to ensure consistency

Purpose of activity, part 3

To recognise the need for moderation of marking.

Activity 5, part 3 instructions

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

Key point

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

Rationale

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

Discussion points

Criterion-referenced assessment

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

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

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

Key points

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

Rationale

To recognise that UQ requires moderation of marking.

Discussion points

Moderation

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

Moderation ensures:
- Task clarity and validity or alignment with learning objectives
- A common understanding of task requirements among all involved in teaching or other forms of preparation for assessment
- Consistency of opportunity for students to develop required learning (e.g. resources, access to formative tasks and feedback)
- Consistency and defensibility of judgements
- Ongoing monitoring and enhancement of assessment quality
Activity 6: Providing effective feedback

Key point
• Students appreciate specific feedback on their work

Purpose of activity
To consider how to provide appropriate feedback for tutors’ marking of written work.

Activity 6 instructions
Take a moment to think about how you would provide feedback to the student on their paragraph. Would the criteria and standards sheet that you completed provide sufficient and effective feedback for the student?

Sample responses:
• The criteria and standards sheet isn’t personal enough.
• It doesn’t tell students how to get better.
Activity 7: Feedback for learning

Key point
• Students appreciate specific feedback on their work

Purpose of activity
To consider how to provide appropriate feedback on written work.

Activity 7 instructions
Here are two examples of feedback on this student’s work (in student handout).
What does the feedback tell the student? Could the student use the feedback to improve?

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

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

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

Sample response:
• The feedback explicitly identifies the key strengths and explicitly states what the student could do to improve.
Framing written feedback

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

<table>
<thead>
<tr>
<th>Written feedback</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Address the work, not the person</td>
</tr>
<tr>
<td></td>
<td>• Begin positively</td>
</tr>
<tr>
<td></td>
<td>• Use encouraging expressions (or refer to desirable outcomes)</td>
</tr>
<tr>
<td></td>
<td>• Use passive voice</td>
</tr>
<tr>
<td></td>
<td>• Offer explicit suggestions for improvement</td>
</tr>
</tbody>
</table>

Discussion points

<table>
<thead>
<tr>
<th>DO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address the work, not the person</td>
<td>Your essay (oral presentation, role-play, lab report)…</td>
</tr>
<tr>
<td>Begin positively</td>
<td>Shows an awareness of the range of resources… however…</td>
</tr>
<tr>
<td>Use encouraging expressions (or refer to desirable outcomes)</td>
<td>would be strengthened … would convince your readers more effectively…</td>
</tr>
<tr>
<td>Use passive voice</td>
<td>It is generally considered most effective…</td>
</tr>
<tr>
<td>Offer explicit suggestions for improvement</td>
<td>Select material from authoritative sources such as peer-reviewed journals… Consider integrating these ideas… What’s your main point here? If it’s that you disagree, put that idea up front and explain…</td>
</tr>
</tbody>
</table>
Framing written feedback cont’d

Key point
• Feedback should not be dismissive, sarcastic or ambiguous

Discussion points

<table>
<thead>
<tr>
<th>DON’T USE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfocused comments</td>
<td>Confused; Generally sound; Adequate</td>
</tr>
<tr>
<td>Dismissive, sarcastic comments</td>
<td>Most of this is straight out of the book!</td>
</tr>
<tr>
<td>Comments that shift responsibility elsewhere (referrals to specific</td>
<td>Get help with your English.</td>
</tr>
<tr>
<td>resources, such as Student Services, can be helpful)</td>
<td></td>
</tr>
<tr>
<td>Comments sending ambiguous messages:</td>
<td>Text is based on only a few readings and not on your own thinking.</td>
</tr>
</tbody>
</table>

(Chamberlain, Dison & Button, 1998)
Summary

Key point

- It is important to provide effective feedback that helps learners to improve.
Activity 8: Challenges with marking

Key points of activity

• Tutors will experience some challenges associated with marking

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

Purpose of activity

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

Activity 8 instructions

As a tutor with responsibility for a number of students, how might you manage these different responses to your marking?
Case study 1

Key point

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

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

What is the challenge?
Time management.

How would you manage this?

Sample responses:

- Be honest with students and the course coordinator.
- Improve time management skills.
Case study 2

Key point

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

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

What is the challenge?
Moderation.

How would you manage this?

Sample responses:
- Using early moderation before marking all assessments.
- Discuss with the course coordinator.
Case study 3

Key points

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

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

What is the challenge?
Student management.

How would you manage this?

Sample responses:
- Calm the student.
- Advise that you can discuss the issue, but ask the student to read over the feedback first and then make an appointment with you.
- Use criteria sheet to justify your decisions.
- If the student is still upset, advise that he can request re-marking.

Background information to inform discussion

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

Assessment is re-marked only when the student:
- Has sought and received feedback about their performance on the assessment from the course coordinator or lecturer concerned.
- Provides in writing a sound academic case to show how the mark awarded does not reflect their performance with respect to the published assessment criteria for that assessment.

The application must also be made within strict timeframes.
Student integrity

Key points

• To understand the University’s policy position on academic integrity

• Academic staff have a responsibility to clearly explain academic expectations, what constitutes plagiarism, and to cultivate a climate of mutual respect for original work

• Tutors need to be familiar with the Academic Integrity module

• Tutors play a very important role in identifying cheating and plagiarism, as well as in helping to encourage academic integrity

• Tutors are to refer all cases of suspected plagiarism, collusion and cheating to the course coordinator

Rationale

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

Discussion points

• Student Integrity and Misconduct PPL 3.60.04a identifies academic integrity as the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism, maintenance of academic standards, honesty and rigor in research and academic publishing.

• Expectations for academic integrity and what constitutes plagiarism, collusion and cheating should be made clear to students by academic staff, including tutors.

• Academic staff, including tutors, should cultivate a climate of respect for original work. Academic integrity should be encouraged and expected for all pieces of assessment, no matter how minor the value of the assessment piece is. Misconduct on minor pieces of assessment should not be ignored.

• Suspected misconduct (e.g. minor plagiarism, absence of referencing) cannot be dealt with by the deduction of marks by the tutor or the course coordinator.
Student integrity cont’d

Discussion points

• Tutors play a very important role in identifying and reporting cheating and plagiarism. Despite text matching software such as TurnItIn for written assignments (and programs such as MOSS for computer assignments), academic staff judgement will be one of the most effective ways to determine whether a piece of assessment has been plagiarised.

• Tutors need to be familiar with the module on Academic Integrity that all students new to UQ are asked to complete in their first semester: www.uq.edu.au/integrity. This can be used as a basis for discussing issues around plagiarism and collusion with students.

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

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

Sample responses:

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

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

Key points

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

Rationale

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

Discussion point

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

<table>
<thead>
<tr>
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<th>Tutor</th>
<th>Student</th>
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<tbody>
<tr>
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<td>Engage in appropriate learning behaviours and provide evidence of achievement of learning objectives as assessment responses</td>
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<td>Design course assessment plan and individual assessment tasks and coordinate implementation</td>
<td>Help ensure summative assessment judgements</td>
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Assessment Roles and responsibilities

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Summary

Key points

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

• Tutors should understand their role and responsibilities as a tutor in the processes of assessment.

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

It is important to understand your role and responsibilities as a tutor in the processes of assessment.
Module 2.3

We have reflected on your learning and the different approaches people have to learning. Now let’s focus on how this applies to your tutoring.
2.3

How is my tutoring evaluated?

Learning objectives

- Consider the importance of getting feedback on their tutoring
- Identify the UQ student evaluation tool of tutoring, the SETutor

Rationale

To introduce Module 3.
The SETutor

Key point

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

Purpose

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

The SETutor

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

However, before you begin tutoring you should be aware of the Student Evaluation of Tutor (SETutor). This is a formal questionnaire that evaluates the student experience of tutoring at UQ. It is designed to be used in courses where student learning is supplemented by small group learning, led by a tutor or lab demonstrator.

Module 2.4

We have now completed modules covering the teaching and learning aspects of your role as a tutor. Before we finish, let’s look at where you can access further training for the future.
2.4

What else do I need to know before I start tutoring?

Learning objectives

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

Rationale

To introduce Module 4.
Where to from here?

Key points

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

Rationale

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

Discussion points

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

Schools will provide tutors with further information about administrative details and discipline specific teaching and learning. Tutors can access information about their particular school on the School Information page at http://www.uq.edu.au/tutors/
Where to from here? cont’d

Discussion points cont’d

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

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

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


- Policies and Procedures can be found at [https://ppl.app.uq.edu.au/](https://ppl.app.uq.edu.au/)

- ITaLI website: [https://itali.uq.edu.au](https://itali.uq.edu.au)
Wrap up

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

Key points

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

Rationale

To summarise the key points from Session 2.

Discussion points

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

• We emphasised the strategies that can be used to ensure that classes are well managed.
• We discussed the importance of providing effective feedback and the impact it has on student learning.
• We talked briefly about the SETutor—the University’s instrument that is used to evaluate tutoring, and we identified other sources of information and support for tutors.
Activity 9: Reflecting on the session

Key point
• Tutors should appreciate their role in providing feedback on student learning

Rationale
To encourage reflection on learning from Session 2.

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

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

Sample responses:
• Students will be looking to me for feedback on their learning.
• My role is to help students improve their learning.

N.B. This activity is suitable to be run with a Padlet page (https://padlet.com) you have prepared before the session. Have tutors add their reflections to the Padlet wall and encourage them to take the time to read the reflections of others. Visit www.elearning.uq.edu.au/a-z-guides for easy instructions on how to sign up to and use Padlet.
References


