Tutors@UQ Session 3 Plan

3.1. What happened in my tutorials?   20 mins

- Reflect on your experiences as a tutor, identifying success and concerns
- Discuss and develop strategies to address individual concerns about your tutoring

Activity 1: What helped students learn?

Activity 2: What didn't help students learn?

3.2. How can I continue to improve my tutoring?   15 mins

- Recognise the importance of reflective practice and continuous improvement
- Discuss ways to evaluate your teaching (and student learning)
- Recognise continuous self-reflection as a part of professional practice

Activity 4: What sorts of evidence can you gather about your tutoring?

Activity 5: Case study – feedback about your tutoring.

3.3. Where to from here?   5 mins

- Identify future professional learning opportunities
- Tutorial planning

Professional learning opportunities as a tutor at UQ

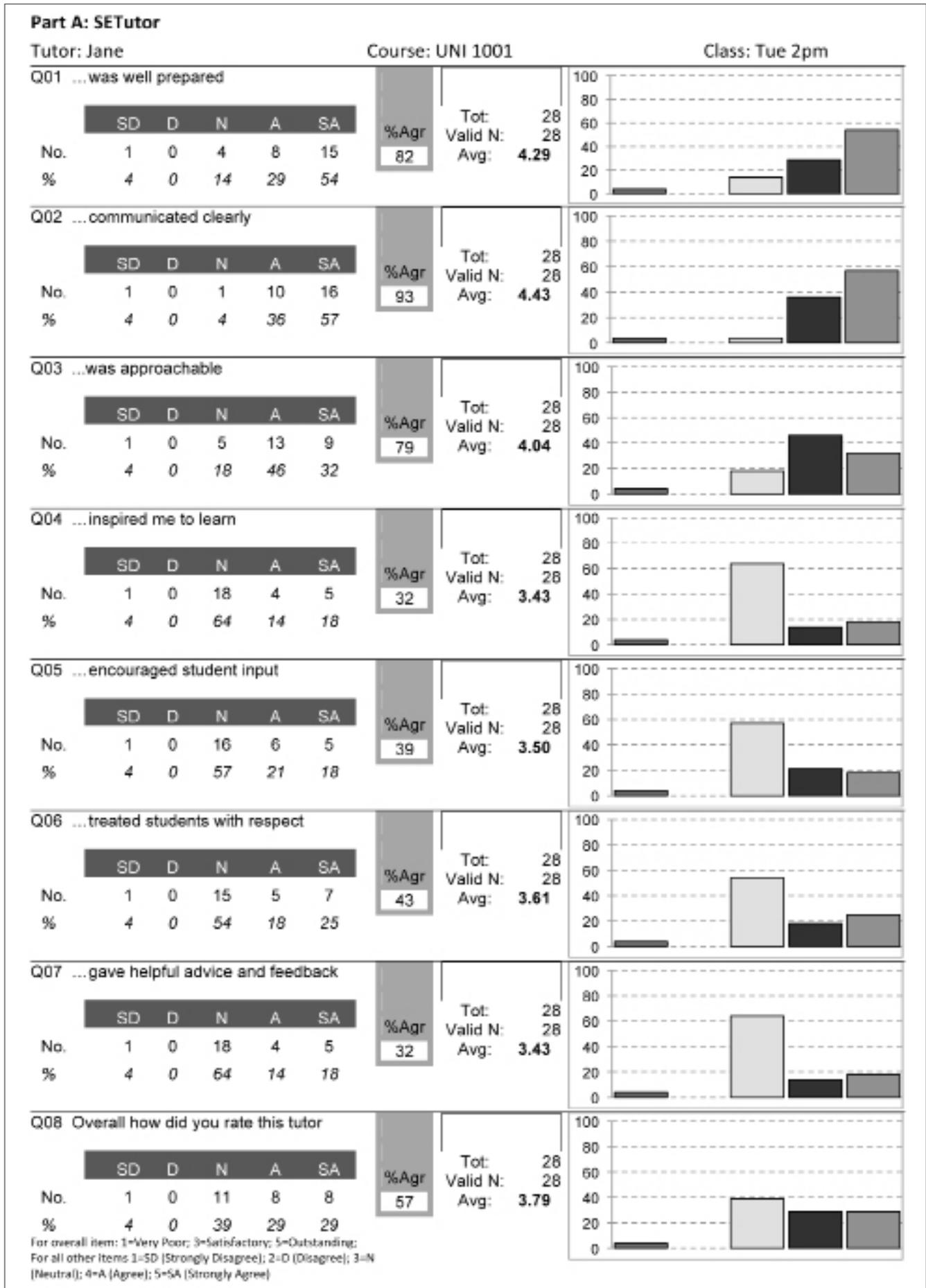### Session wrap-up & reflection   5 mins

- Review
- What's next?

Evaluation of tutoring

Interested in formally evaluating your tutoring? UQ uses the *Student Evaluation of Tutor* (SETutor) questionaire.

Remember, SETutors must be ordered by week 10.

Information and details for available from: www.tedi.uq.edu.au/teaching/tutoring

Part A: SETutor

Tutor: Jane   Course: UNI 1001   Class: Tue 2pm

Q01 ...was well prepared

	SD	D	N	A	SA
No.	1	0	4	8	15
%	4	0	14	29	54

%Agr: 82   Tot: 28   Valid N: 28   Avg: **4.29**

Q02 ...communicated clearly

	SD	D	N	A	SA
No.	1	0	1	10	16
%	4	0	4	36	57

%Agr: 93   Tot: 28   Valid N: 28   Avg: **4.43**

Q03 ...was approachable

	SD	D	N	A	SA
No.	1	0	5	13	9
%	4	0	18	46	32

%Agr: 79   Tot: 28   Valid N: 28   Avg: **4.04**

Q04 ...inspired me to learn

	SD	D	N	A	SA
No.	1	0	18	4	5
%	4	0	64	14	18

%Agr: 32   Tot: 28   Valid N: 28   Avg: **3.43**

Q05 ...encouraged student input

	SD	D	N	A	SA
No.	1	0	16	6	5
%	4	0	57	21	18

%Agr: 39   Tot: 28   Valid N: 28   Avg: **3.50**

Q06 ...treated students with respect

	SD	D	N	A	SA
No.	1	0	15	5	7
%	4	0	54	18	25

%Agr: 43   Tot: 28   Valid N: 28   Avg: **3.61**

Q07 ...gave helpful advice and feedback

	SD	D	N	A	SA
No.	1	0	18	4	5
%	4	0	64	14	18

%Agr: 32   Tot: 28   Valid N: 28   Avg: **3.43**

Q08 Overall how did you rate this tutor

	SD	D	N	A	SA
No.	1	0	11	8	8
%	4	0	39	29	29

%Agr: 57   Tot: 28   Valid N: 28   Avg: **3.79**

For overall item: 1=Very Poor; 3=Satisfactory; 5=Outstanding;
For all other items 1=SD (Strongly Disagree); 2=D (Disagree); 3=N
(Neutral); 4=A (Agree); 5=SA (Strongly Agree)

Jane also received the following feedback to the open response question: 'What would you like this tutor to have done differently?'

- We need more feedback
- Why did you cut your hair? It was awesome.
- You need to consider me not just what you want to say
- Get a different job – you shouldn't be tutoring
- Nothing – I loved your tutes – thanks Jane.
- I really couldn't connect with you
- Get a better room – the air-conditioning was too cold
- We already have lectures, you need to be a tutor
- Nothing
- Answer my questions
- Provide notes online
- –
- Realise that we're not all able to keep up with her
- Skip some of the boring things we already know
- Tell us how we are going
- Pay attention to where we are up to
- Nothing
- Smile

During the next semester:

Jane decided to focus on increasing student interactions and incorporate small group activities into her classes. To gather some evidence of the effect these changes were having, she asked both her students and peer, Yoko, for feedback.

Part B: Student Feedback

Jane asked her students to write on a piece of paper one thing that was working well and one thing that needs improvement in her tutorials. Jane collected and reviewed the responses. A lot of students identified the group work as valuable. Some students said they needed more attention and wanted their questions answered, too. A few students commented that they should spend less time talking with other students and wanted to be told how to get the answers. A lot of students appreciated the organised, well-prepared approach Jane took to tutorials.

Part C: Peer Review

Jane asked her fellow tutor, Yoko, to observe her class. Jane asked Yoko to focus particularly on student group work and see if it was working for all the students.

Teacher's name: Jane

Observer: Yoko

Date: August 12th

Planning and purpose: Were the goals of the tutorial clear? Was the tutor well-prepared for the class?	Comments: The goals for the class are very clear on your lesson plan. The tutorial is incredibly well planned and organised – I wish I could keep to timing like you. The materials you prepared before class were excellent – you should share copies with the other tutors. I don't think you ever told the students the tutorial goals or the goals for each activity.
Process: Did the tutor use methods appropriate to the goals? Were they applied effectively? Did he/she modify methods if necessary in response to the context? Did he/she communicate effectively?	Comments: Your tutorial ran like clockwork. Your explanations of content were beautiful. But the students didn't always seem to know what they had to do. You never deviated from your lesson plan, which seems to work as you included looking at student responses. Some students seemed a bit confused. I think the activities match the goals but you may have to spend more time explaining what students are meant to produce in their groups.
Assessment: Did the tutor assess student learning during the tutorial and provide ongoing feedback?	Comments: You seemed to spend lots of time with individuals or some groups and not see the work of the whole class. I didn't hear you tell people they were on the right track – just if you noticed they were missing the point.
Outcomes: Did the students achieve the stated goals?	Comments: I think at least most of the students achieved the goals you set out. Though I am not sure if they realised it.

General Comments:
It was a really good tut, I learnt a few things and will try the second activity in my next tutorial.
At the end of the tutorial there were a couple of students who had been trying to ask questions who never got an answer, you might want to try deliberately moving to different parts of the room to make sure you see all the students.

When debriefing after the session, Yoko commented that Jane didn't make the goals of each activity clear to the students: 'While I think students are engaged and learn what you want them to, I don't think all the students know they are achieving the goals. Also it was very serious; you didn't seem to smile or laugh at all during the tutorial.'

Planning for better tutoring - template

Identify what you want to achieve and why, and think how you will go about it. Outline a plan of action and the evidence you will look for to evaluate the success of your plan.

When asked, be prepared to share your plan of action with the class.

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1. What do you want to do?

2. Why? What are you hoping to achieve by doing this?

3. How will you go about doing this? And when? In what timw frame?

4. What evidence will you use to evaluate the outcome?

Plan
Design tutorials

Act
Teach

Observe
Evaluate

Reflect
Analyse evidence

Appendix 1: A sample peer observation guide

Teacher's name: _____

Observer: _____ Date: _____

Planning and purpose: Were the goals of the tutorial clear? Was the tutor wellprepared for the class?	Comments:
Process: Did the tutor use methods appropriate to the goals? Were they applied effectively? Did he/she modify methods if necessary in response to the context? Did he/she communicate effectively?	Comments:
Assessment: Did the tutor assess student learning during the tutorial and provide ongoing feedback?	Comments:
Outcomes: Did the students achieve the stated goals?	Comments:
General Comments:	

References

Angelo T. A., & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco, CA: Jossey-Bass.

Bradbury, H. (Ed.). (2010). Beyond reflective practice: New approaches to professional lifelong learning. London: Routledge.

Cannon, R., & Newble, D. (2000). A handbook for teachers in universities and colleges (4th ed.). London: Kogan Page.

Carr, W., & Kemmis, S. (1986). Becoming critical: Education, knowledge and action research. London: Falmer Press.

McIntosh, P. (2010). Action research and reflective practice: Creative and visual methods to facilitate reflection and learning. London: Routledge.

Race, P. (2010). A guide to making learning happen for post-compulsory education (2nd ed.). Los Angeles, CA: Sage.

Ramsden, P. (2003). Learning to teach in higher education (2nd ed.). London: Routledge.

Schön, D. A. (1995). The reflective practitioner: How professionals think in action. Aldershot, England: Arena.

Online resources

Teaching and Educational Development Institute:
  www.tedi.uq.edu.au

General tutors website (Tutors@UQ program):
  www.uq.edu.au/tutors

Getting tutors evaluations:
  www.tedi.uq.edu.au/teaching/tutoring

UQ Staff Development:
  http://uq.edu.au/staffdevelopment/teaching-and-learning

A tutor's guide to teaching & learning at UQ:
  www.tedi.uq.edu.au/sites/default/files/files/TutorTrainingManual.pdf

Griffith Institute for Higher Education: Good practice guide:
  www.griffith.edu.au/__data/assets/pdf_file/0017/119006/GPG-dev.pdf

Planning for success: Teaching active learning classes at UniSA:
  http://www.unisa.edu.au/ltu/staff/progress/planning.pdf