### Session 1 Plan

#### 1.1 What are the expectations for tutor professionalism at UQ? 20 min
- Gain an appreciation of the value and role of tutors at UQ
- Identify the expectations of a professional tutor at UQ
- Reflect on your prior experiences in tutorials
- Identify concerns common to new tutors

<table>
<thead>
<tr>
<th>Introduction: Professionalism as academic staff: PPL</th>
<th>Think-Pair-Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Tutorial experiences</td>
<td></td>
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<tr>
<td>Activity 2: Concerns as a New Tutor</td>
<td>Individual &amp; Whole group</td>
</tr>
<tr>
<td>Tutors@UQ Overview</td>
<td></td>
</tr>
</tbody>
</table>

#### 1.2 How do we learn? 20 min
- Gain an appreciation for principles of learning
- Recognise the influence that the tutors can have on learners

| Activity 3: How do you become good at something?    |                  |
| Activity 4: How do you know you are good at something? |                  |
| Principles of learning                              |                  |
| Activity 5: How you would like to influence students.|                  |

#### 1.3 How do we tutor for learning? 35 min
- Gain an appreciation of the student diversity at UQ
- Discuss strategies to cater to diverse learners
- Identify characteristics of supportive and engaging tutorial classes
- Recognise the importance of small group learning strategies
- Recognise that we learn in different ways
- Recognise the impact the different ways we learn can have on our tutoring

<table>
<thead>
<tr>
<th>Activity 6: What types of students will be in your class?</th>
<th>Diversity at UQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 7: Case studies – inclusive teaching</td>
<td></td>
</tr>
<tr>
<td>Creating an inclusive environment</td>
<td></td>
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</tbody>
</table>

#### 1.4 How do we design tutorials for learning? 25 min
- Recognise the importance of planning and preparation for tutoring
- Critique and evaluate tutorial plans using the 4 principles of learning
- Identify key features of a ‘tutorial plan’
- Identify possible complexities and discuss strategies for managing them
- Recognise the importance of motivation and engagement
- Prepare for the first tutorial

<table>
<thead>
<tr>
<th>Tutorial planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 8: Case studies – first tutorial plans</td>
<td></td>
</tr>
<tr>
<td>Activity 9: Your first tutorial - one fun idea</td>
<td></td>
</tr>
</tbody>
</table>

### Session wrap-up and reflection 10 min
- Review
- Question for reflection
- What's next?
- Resources to take away
1.1 What are the expectations of professionalism at UQ?

Tutors are Professional Teachers

Tutors, as sessional teachers, are key to our students’ learning. As professionals, all UQ tutors abide by a code of conduct. The Policy and Procedures Library (PPL) outlines a code of conduct for staff at The University of Queensland (PPL 1.50.1).

The code of conduct outlines the professional conduct expected of all University staff:
- Respect for the law and system of University governance.
- Respect for persons: staff should treat students, other staff and members of the community equitably and with respect.
- Integrity: staff should be honest in carrying out their duties, and avoid conflicts between their private interests and their University responsibilities.
- Diligence: staff should carry out their duties in a professional and conscientious manner.
- Economy and efficiency.

http://ppl.app.uq.edu.au/

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

Sample tutor duty statement

135 hours (9 hours per week x 15 weeks)

<table>
<thead>
<tr>
<th>Duty</th>
<th>Tasks Allocated and Time</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>12 x 4 hours (two 2-hour tutorials per week) No lecture attendance</td>
<td>48.00</td>
</tr>
<tr>
<td>Preparation</td>
<td>12 x 1.5 hours</td>
<td>18.00</td>
</tr>
<tr>
<td></td>
<td>12 x 1-hour meeting</td>
<td>12.00</td>
</tr>
<tr>
<td>Marking</td>
<td>1000-word assignment; 50 x 15 minutes</td>
<td>12.50</td>
</tr>
<tr>
<td></td>
<td>2000-word assignment; 50 x 30 minutes</td>
<td>25.00</td>
</tr>
<tr>
<td>Consultation</td>
<td>12 x 1-hour</td>
<td>12.00</td>
</tr>
<tr>
<td>Other</td>
<td>assistance with course administration</td>
<td>7.50</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>135.00</td>
</tr>
</tbody>
</table>

This is to indicate that the tutor duty statement for this course has been discussed and agreed with each of the tutors allocated to the course.

Tutor’s Signature: 
Course Coordinator: 
Course Coordinator’s Signature:
Active reflection on your own and others' experiences is the first step to developing a professional approach to teaching.

Tutors@UQ Overview

<table>
<thead>
<tr>
<th>Before Semester</th>
<th>Semester</th>
<th>During Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session One</td>
<td>Session Two</td>
<td>Session Three</td>
</tr>
<tr>
<td>2. How do we learn?</td>
<td>2. How do we know if our students are learning?</td>
<td>2. How can I continue to improve my tutoring?</td>
</tr>
<tr>
<td>4. How do we design tutorials for learning?</td>
<td>4. What else do I need to know before I start tutoring?</td>
<td></td>
</tr>
</tbody>
</table>

1.2 How do we learn?

1. **Motivation** – We learn when we pay attention, are interested and can see the relevance. We use engagement strategies to motivate our students to engage in the learning process.

2. **Practice** – We learn by doing it ourselves. People will have different preferences for how they like to practise and there are some disciplinary differences (for example, how you learn and practise for mathematics will differ for how you learn and practise for music). Even within the same discipline, people will go about practising differently.

3. **Feedback** – We respond to other people’s reaction to guide our learning. Other people’s reaction can also impact on our motivation to persist or disengage. Feedback is critical in the learning process.

4. **Reflection** – We need time to reflect and make sense of what we are learning.


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

‘To become a good teacher, first you must understand your students’ experiences of learning. Out of this grows a set of principles for effective teaching in higher education.’ (Ramsden, 2003, Preface)
1.3 How do we tutor for learning?

Activity 6: What types of students will be in your class?
Consider the students in your classes. Who will they be? Undergraduates or postgraduates? What age? What gender? Where will they come from? What past educational experiences will they have? Reflect on who your students could be. Write this in the space below.

As a tutor you need to provide a variety of learning experiences. Remember that your students won’t necessarily learn the same way you do.

Creating an inclusive environment

Recommended strategies to assist with creating a culturally inclusive classroom

Activity 7: Case studies – inclusive teaching

1. Amy is tutoring a first year class and is happy with how the discussion is going. The atmosphere in the room seems positive and a number of students are actively contributing ideas and points of view. But Amy is aware that one or two students are not participating and are sitting with their heads down, making it difficult for her to make eye contact with them and include them in the discussion.

What is the problem?
How did it come about?
What strategies would you use to address it?
1.
2.
3.
4.
2. Ringo has been tutoring for three weeks, and he feels that he has been successfully implementing class discussions as a strategy to actively engage his students in the tutorials (which he learned about in his tutor training course!). At a course tutor meeting, the coordinator mentions a recent complaint she received from a group of students who perceived favouritism of local students over international students by tutors during class discussions and when fielding questions. The coordinator asks all of the tutors to consider whether this could be occurring in their tutorials and asks them to consider some strategies to address this complaint.

What is the problem?
How did it come about?
What strategies would you use to address it?
1. 
2. 
3. 
4. 

3. John is new to tutoring although he missed tutor training. He designs funny and witty mini-lectures to give in his tutorials inspired by his favourite UQ Lecturer. The students laugh, sometimes ask questions, appear to listen intently and some even say he is their favourite tutor! When John marks the first tutorial assignment, he is shocked that so many students performed poorly as he covered all the content in his tutorials. When the course coordinator receives John’s marks, he questions John’s approach to tutoring and asks him to consider other approaches.

What is the problem?
How did it come about?
What strategies would you use to address it?
1. 
2. 
3. 
4. 

4. Indira is a new tutor who is anxious to ensure that her classes are inclusive and foster a positive learning environment for all students. She has established ground rules in the first tutorial. However, during a tutorial discussion when one student is offering his opinion on the topic, she notices a pair of students apparently making fun of the student’s response.

What is the problem?
How did it come about?
What strategies would you use to address it?
1. 
2. 
3. 
4. 

Tutors need to create classes that engage all students in learning.
1.4 How do design tutorials for learning?

**Tutorial planning**

<table>
<thead>
<tr>
<th>Topic: Learning Planning</th>
<th>Week # 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course: EDUC 1024</td>
<td>Tutorial time: 8 - 9 am</td>
</tr>
</tbody>
</table>

**Tutorial Objectives:**

1. Evaluate appropriate existing learning objectives
2. Create appropriate learning objectives

**Tutorial Structure:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Introduction (Set):</th>
<th>Tutor Approaches</th>
</tr>
</thead>
</table>
| 8 am  | **QUESTIONS:** Have you ever taken a
|       | exam & thought, "Where did that
|       | question come from?" |
|       | **POINT:** Link to alignment of
|       | learning objectives → assessment |
| 8.10  | **BIULS "ALIGNMENT": Define
|       | "LEARNING OBJECTIVE": Identify roles
|       | of learning objectives |
| 8.10  | **EXAMPLES OF LEARNING OBJECTIVES TO
|       | EVALUATE** |
| 8.35  | **PRINCIPLES OF WRITING LEARNING OBJECTIVES
|       | CHECKLIST** |
| 8.45  | **Give a content area & tasking activity. Students to
|       | write 2 learning objectives** |
| 8.52  | **Reminder of Up-coming assessment due date** |

**Assessment**

- Individual task to be collected by tutor
- Questions from "Conclusion" activity
- Individual work from "Conclusion" activity (no grade, just to tell us how they understood it)

**Resources**

- Visualiser copies to hand-out for "Check list"
- White board markers

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

1. Learning objectives
2. Motivation activities
3. Informing time
4. Practising activities
5. Opportunity for feedback / informal assessment
6. Opportunity for students to reflect

**Consider:**

1. How is the timing of activities arranged in the tutorial?
2. How is the match or alignment of objectives, activities and feedback / informal assessment?
## Checklist: Are each of the following clearly visible in the tutorial plan?
1. learning objectives
2. motivation activities
3. informing time
4. practising activities
5. opportunity for feedback / informal assessment
6. opportunity for students to reflect

### Consider:
1. How is the timing of activities arranged in the tutorial?
2. How is the match or alignment of objectives, activities and feedback / informal assessment?
Checklist: Are each of the following clearly visible in the tutorial plan?
1. learning objectives
2. motivation activities
3. informing time
4. practising activities
5. opportunity for feedback / informal assessment
6. opportunity for students to reflect

Consider:
1. How is the timing of activities arranged in the tutorial?
2. How is the match or alignment of objectives, activities and feedback / informal assessment?
Activity 9: Your first tutorial - one fun idea

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

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

Have I prepared the following for the first day?

<table>
<thead>
<tr>
<th>Course related resources</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>• tutorial plan ready</td>
<td></td>
</tr>
<tr>
<td>• ECP printed and ready to hand out</td>
<td></td>
</tr>
<tr>
<td>• student handouts printed and ready to hand out</td>
<td></td>
</tr>
<tr>
<td>• course code/ name and my contact details posted as students enter</td>
<td></td>
</tr>
<tr>
<td>• list of enrolled students / attendance sheet</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• the location of and access to the room</td>
<td></td>
</tr>
<tr>
<td>• the layout of the room</td>
<td></td>
</tr>
<tr>
<td>• audio visual equipment</td>
<td></td>
</tr>
<tr>
<td>• whiteboard pens/chalk</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Policies and information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• my policy on reading drafts</td>
<td></td>
</tr>
<tr>
<td>• deadlines for dropping or adding units</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety and Security arrangements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• emergency numbers: Security x51234 Emergency x53333</td>
<td></td>
</tr>
<tr>
<td>• OH&amp;S included at school level</td>
<td></td>
</tr>
<tr>
<td>• fire exits are identified and fire alarm procedures</td>
<td></td>
</tr>
<tr>
<td>• the unlocking and relocking of doors</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Conducting Tutorials (Lubin & Sutherland, 2009)
Student Services


Student Services provides support for University of Queensland students in a variety of areas:

- First year students
- Accommodation
- Careers
- Counselling
- Disability, illness and injury
- International student support
- Learning
- Multi-faith services
- University life

Coming to university can be a very exciting and rewarding time. It can also be a time of change and stress which may bring a whole range of difficulties and dilemmas that affect a student’s life and studies. If you notice that any of your students are struggling, whether it is study, career or life related, please refer them to Student Services so that they can get the support they need. Students can make appointments to speak with someone, attend workshops and seminars, or simply use the website’s helpful resources.