Becoming Engaged

A guide to tutoring at Murdoch University

This guide was prepared by Ann Lefroy and Rhondda Tilbrook and the contents are correct as at January 2015.
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Introduction

Murdoch University welcomes new tutors and welcomes back experienced tutors. As a tutor at Murdoch you will be aiming to engage students in a positive and rewarding university experience and this guide has been written with that in mind.

Stepping into the role of a University tutor for the first time can be a daunting experience. However, it can also be an extremely rewarding experience. It’s a chance to not only inspire, but to be inspired.

This guide aims to clarify your roles and responsibilities as a tutor at Murdoch University; it provides practical information on teaching in a tutorial or laboratory; it includes links to Murdoch specific information about policies and procedures and it includes material from the literature on teaching and learning.

Murdoch focuses strongly on engaging students in the learning process. Current research suggests that strong student engagement plays a pivotal role in academic and personal success. The process of engagement should encourage students to think freely, work effectively with other students and staff and gain the necessary skills and confidence to achieve their full potential. As a tutor, you have the opportunity to enable students to achieve these desired objectives.

Throughout this guide, you will find a range of strategies and techniques you can use to engage with your students and get them engaged in the broad learning experience they are undergoing here at Murdoch.

Hopefully you will find this practical guide useful.
Section 1 - The Murdoch Environment “Getting Started”

a) Location

Murdoch has three campuses in the Perth area and offers courses at two locations in Singapore, an International Study Centre in Dubai and at KDU University College (until end semester 1 2015). The main campus is at South Street, in Murdoch, a suburb 15 kilometres south of Perth’s CBD and there are campuses at Rockingham and Peel. Detailed location descriptions, directions, public transport information and campus maps for all Perth campuses can be found at: http://www.murdoch.edu.au/About-us/Our-profile/Campuses/

Murdoch also has offshore teaching programs in a number of places.

b) Murdoch’s Vision

Murdoch is committed to being an influential and innovative research university with a focus on quality learning and teaching. It aims to promote intellectual freedom and creativity while providing students with a wide range of support structures to assist and engage them in their learning.

Flexibility, in relation to degree structures and learning styles, features prominently in Murdoch’s vision. The University aims to provide students with varied opportunities to pursue interdisciplinary education, while enabling them to change directions and focus as their degree progresses.

To help staff and students map their progress and success, Murdoch has developed a list of graduate attributes. Essentially these refer to qualities that students should develop by the completion of their degree and which will assist them in their desired profession and adult life in general.

The graduate attributes are as follows:

- Communication
- Critical and creative thinking
- Social interaction
- Independent and lifelong learning
- Ethics
- Social Justice
- Global Perspective
- Interdisciplinarity
- In-depth knowledge of a field of study

For specific information on these attributes please refer to: http://our.murdoch.edu.au/Educational-Development/Preparing-to-teach/Graduate-attributes/ or type “graduate attributes” in the Murdoch search tool
As a tutor, it’s your responsibility to become acquainted with Murdoch’s vision and graduate attributes and the unit’s learning outcomes. The following sections on ‘Student Learning’, ‘The Tutoring Experience’, and ‘Teaching Tips’ will provide practical ideas to assist you in developing and presenting high quality tutorial sessions that help to foster Murdoch’s graduate attributes and the learning outcomes. It’s a good idea to familiarise your students with the graduate attributes from the outset as they provide overarching objectives for their studies and can encourage accountability for their learning.

**c) Modes of study, units and courses at Murdoch**

Murdoch prides itself on being able to offer a wide range of study modes for various units and courses. This provides students with the flexibility to fit study into their lives rather than having to adjust their life in order to study. Depending on their course students have the option to study full or part time, on campus or externally and in a range of teaching periods.

The units at Murdoch can have a number of offerings (eg semester 1 internal, semester 1 external, semester 2 external). Most units also have an online site on LMS (Learning Management System), which all students and tutors (internal and external) may access. This enables tutors to access online material, communicate with their students and monitor students’ online engagement. However, it is important that you do not intrude to the extent that students are inhibited from engaging with others.

Undergraduate and postgraduate degrees are offered in most disciplines. It’s a good idea to have some knowledge of typical degree pathways that encompass the unit you are tutoring. A list of Murdoch courses and links to details on each one can be found at: http://www.murdoch.edu.au/Courses/ or follow the quick link ‘courses’.

**d) Administrative responsibilities of tutors**

As a tutor, there are some administrative issues that need to be addressed before you start. They are as follows:

- Ensure you have and know your Murdoch ID (staff number) and password
- Get a staff card
- Apply for a Murdoch e-mail address
- Ensure all contact details have been given – check in MyHR
- Apply for access to the University’s Student Management System (Callista). Staff access to Callista is via the MyStudents tab in MyMurdoch

All this information and necessary forms can be found at: http://our.murdoch.edu.au/IT/IT-forms/
Go to The Student Centre to apply for a parking permit or use the online parking system by following the links at http://our.murdoch.edu.au/Student-life/Get-organised/Getting-your-parking-permit/.

e) Important information and policies

As a tutor and staff member there are certain policies and procedures that must be understood and adhered to. The following are key areas for tutors to be aware of:

- Murdoch’s Strategic Plan 2012-2017 See http://www.murdoch.edu.au/About-us/Strategic-plan/ or follow the Quick link “Strategic Plan”
- Code of Ethics
- Student Code of Conduct
- Student Charter
- Assessment and Academic Integrity
- Copyright
- Equity and Social Inclusion
- Occupational Safety & Health

**Code of Ethics**

Murdoch has certain principles, values and behaviours it expects its staff to follow. The three main principles are:

- Justice
- Respect
- Responsible Care

These relatively common sense principles must be adhered to at all times and whenever possible fostered in the classroom.

For specific information on these attributes please refer to: https://goto.murdoch.edu.au/EthicsCode

**Student Charter (attached to the Student Code of Conduct)**

The Student Charter sets out the services that Murdoch aims to provide its students as well as the responsibilities of the students. Students should not view these services as legal obligations of the university, but it does provide the students with a set of expectations and a sense of ownership for their study. As an educator, it’s important to familiarise yourself with these services and where applicable ensure they are being followed. The Student Code of Conduct and the attached Student Charter can be accessed at: http://our.murdoch.edu.au/Student-life/Rights-and-responsibilities/Your-responsibilities/Student-code-of-conduct
**Assessment**

In relation to assessment, Murdoch has a well-articulated Assessment Policy and Assessment Procedure. See https://www.murdoch.edu.au/index/policies/index?Filter=assessment

It is useful to be familiar with this policy particularly the sections on Purpose of Assessment (2), Principles of Assessment (4), Feedback (7.1), Academic Integrity (7.2) and the Grading System (10). The Procedure contains a section on Assessment and academic Integrity (2).

Murdoch takes an educative approach to academic integrity, seeing the development of the student as an ethical citizen as its primary focus. Therefore, as a tutor you have the responsibility of helping each student to develop an understanding of academic integrity and appropriate ethical behaviour. Practical examples of how to do this will be provided in the ‘Assessment’ Section 6.

**Student Appeals**

Murdoch has a Student Appeals Process which is open to all students. It is a procedural review which investigates whether proper process has been followed. Students are encouraged to resolve issues initially through the Unit Coordinator and / or appropriate staff and as a tutor you may need to be involved with the process but should not take the matter personally or be defensive.

More information about the Student Appeals process can be found at: http://www.murdoch.edu.au/vco/secretariat/appeals/appeals.html

**Copyright**

You need to be aware of copyright issues such photocopying, playing audiovisual material during a tutorial and posting 3rd party material onto LMS, wikis and other internet sites and that all non-AV third party copyright protected materials are made available through the Library’s My Unit Readings system. For more details about copyright see Appendix 1 and http://library.murdoch.edu.au/Copyright-matters

**Equity & Social Inclusion (ESI)**

The Equity and Social Inclusion Office ensures that the University establishes, implements, monitors and evaluates its equity, disability, social inclusion and diversity policies, projects and programs as they relate to students, across all its campuses. The ESI has a dual focus:

- to provide strategic advice to the University on access, participation and retention of students from particular groups, as identified within “equity” categories defined by the Australian Government. Currently those groups
are students from non-English speaking backgrounds, students with disability/medical conditions, students from low socioeconomic status backgrounds, students who identify as Indigenous and students from regional and remote locations.

to provide support to those students.
The ESI co-ordinates the Equity complaints resolution process in relation to student complaints. This encompasses the areas identified under the State and Commonwealth anti-discrimination and equal opportunity legislation.

The ESI also conducts programs that students may wish to engage in. These programs support student involvement in campus life and enrich the student experience.

Some students may have permanent or temporary disability or medical conditions which can impact on their study. In recognition of this, students are encouraged to register as soon as possible for support with a Disability Advisor in the ESI Office. This enables a learning support plan to be developed using the Equity Quality Assisted Learning tool known as EQAL. This learning support plan is also called an ‘EQAL’ plan.

A student’s supports are based upon appropriate supporting documentation such as medical specialist, psychiatric or other relevant professionals’ reports. Each student’s EQAL plan may be composed of coursework and/or assessment supports. Students are expected to use their EQAL plan throughout their academic journey and to access the online student EQAL portal to request equipment and alternative test arrangements as, and where, needed.

*How do I know a student is on an EQAL Plan?*

Once a student has an EQAL Plan set up, an ‘EQAL’ flag is placed on Callista. This alerts academic staff to the fact that the student has an EQAL Plan. More formally, the Disability Advisor sends the EQAL Plan to each relevant School Dean and the Academic Chair with consent from the student. If the student requests confidentiality, ESI does not send the EQAL Plan to the Dean and Academic Chair, and the flag is not placed on Callista.

It is the student’s responsibility to advise their Unit Coordinator and tutor that they have an EQAL Plan, and to discuss with the relevant teaching staff exactly what that means for their learning and supports. This needs to be done by the student well in advance of academic deadlines.

For students who have external placements it is very important that early discussion occurs with the Unit Coordinator and Placement Officer to ensure that any relevant supports are in place prior to placement.

Overall, we encourage the University to ensure universal design is used across all areas. This includes the development of courses and units. Academic teaching staff can assist students by ensuring that the learning materials and texts are provided in formats that may be easily converted into e-format when required, or are WC3 compliant for web sites.
For further information please contact the Equity and Social Inclusion Office on 9360 6084 or email equity@murdoch.edu.au

**Occupational Safety and Health**

The Office of OSH provides guidance on matters such as OSH legislation, Incident & Hazard reporting and Management, Ergonomics, Safe Systems of Work, Manual Handling and Safety Audits. See https://our.murdoch.edu.au/Occupational-Safety-and-Health/

**f) Support for tutors**

**The Unit Coordinators**

Your Unit Coordinator(s) should be your first point of contact for any questions that you have related to teaching their unit. Unit Coordinators are responsible for providing tutors in their unit with the support necessary to deliver successful tutorials. You should never feel uncomfortable approaching your Unit Coordinator for information and to ask questions. They are aware that their role is to help you and are quite happy to do so.

Many Unit Coordinators will have regular meetings with the tutors in their unit to discuss tutorial activities and assessment tasks. This is a great chance to raise any questions, moderate assessments and ensure consistent practice among tutors. It’s a good idea to have an informal chat with your Unit Coordinator at the start of the unit to get an idea of their expectations and also to find out the best ways to contact them.

In relation to assessment, Unit Coordinators will provide tutors with marking guides and, where appropriate, sets of solution to problems. Where possible, they will also meet with tutors to consider marking techniques to ensure consistency in the allocation of marks by different tutors.

**Academic Staff Development**

Some of the workshops/courses available are:

**LMS workshop for tutors**

Experience an online unit as a student and learn about the different tools which you may use as a tutor. Enrol online for this workshop via Training Course Management system - https://goto.murdoch.edu.au/TrainingCourseManagementSystem
Socially Challenging Behaviour sessions for tutors

At the beginning of each semester, CUTL offers a workshop for tutors on teaching students with challenging behaviours. This includes diagnosed and undiagnosed mental health and disability issues that may be socially challenging for students, their peers and/or tutors.

Scholarly Practice of Academics Course

The Scholarly Practice of Academics (SPA) is designed to help you develop your teaching, research and service portfolio and profile. To meet the SMART Probationary Objectives you have to provide evidence that clearly demonstrates that you have meet your objectives. The content in SPA has been mapped against the SMART Probationary Objectives and the use of PebblePad in this module is intended to provide you with a space to develop and refine your evidence, philosophy, and SMART goals. SMART goals are: Specific, Measurable, Achievable, Relevant and Time framed. As you work toward addressing each of goal you will find the information in this unit and the opportunity to interact with others on the same path not only relevant but essential. SPA comprises 10 modules offered in intensive mode over the non-teaching breaks and offered twice a year. For details contact Dr. Craig Whitsed on ext 2753, or email c.whitsed@murdoch.edu.au

Enhancing Postgraduate Supervision (EPS) is a requirement for tenure-track staff at Murdoch University*, as a part of their probationary criteria. Other academic staff who are interested in supervising higher degree by research (HDR) candidates are welcome to enrol subject to agreement by their Dean.

The overall aim of the program is to enhance the quality of HDR supervision by deepening awareness of the dimensions of the supervisory role, ensuring that academic staff are familiar with Murdoch University policy and procedures relating to postgraduate research and supervision and equipping them with a range of supervisory skills to facilitate candidates’ timely completion.

EPS consists of five modules delivered online:
1. Ethics, research integrity and Murdoch University policies.
2. Effective supervision
3. The changing nature of higher degrees by research
4. Responding to diversity
5. The examination process

EPS is offered in both Semester 1 and 2 and in an intensive mode beginning in late January. The program includes working with a mentor, participation in an online discussion forum, and completion of one assessment task. Details of the program can be found at: http://our.murdoch.edu.au/CUTL/Academic-development/Scholarly-practice-of-academic-staff---overview/Enhancing-PG-Supervision/
*Probationary academic staff, who have already completed an equivalent accreditation program, or who meet the Murdoch University criteria for being a principal supervisor, should consult their Dean about applying for an exemption from EPS.

**Murdoch University Certificate in University Learning and Teaching**

This prestigious program, developed by the Centre for University Teaching and Learning (CUTL), aims to develop and reward excellent practice in learning and teaching and has been developed with the needs of a range of staff in mind including newly appointed and early career academic staff.

Delivered by recognised leading practitioners, senior academics and Murdoch students, the Certificate is based on an innovative and leading edge model of delivery.

The Certificate offers:
- a highly flexible delivery model, with options leading to 3 or 6 postgraduate credits (formal accreditation pending)
- individual, workshop, seminar and online support for the development of excellent practice
- access to a cross-Murdoch community of practice
- an alternative to the traditional course requirement for newly appointed academic staff.

Assessment is centred on the development and design of discipline learning activities and materials. For details of the application process, contact the Centre for University Teaching and Learning - CUTL@murdoch.edu.au.

**g) Contractual arrangements**

The following is a brief overview of the structure and system used to calculate payments for tutors and should be seen as a guide only. For clarity it is important that you contact HR for full information on processes and policy. Part Time Teaching Rates effective 28 June 2014 can be viewed at: http://our.murdoch.edu.au/Human-Resources/_document/Payroll-Information/Academic-Casual-Salary-Scales-June-2014

Your contract with Murdoch will be a Casual Academic Contract and Activity Payment. A Short Guide to the Casual Academic Online Application (CAC) can be found at: http://our.murdoch.edu.au/Human-Resources/_document/Online-Services-for-Academic-and-Professional-Staff/Short-Guide-to-the-Casual-Academic-Online-Application

If you are required to submit a payment claim (timesheet) please log on to https://webapps7.murdoch.edu.au/pls/apex/f?p=HRS_MENU:MENU and register your number of hours. Please note that you must submit the correct
paycode profile (as listed in Part Time Teaching Rates) to avoid any delay in payment.

For each original one hour tutorial you present, your payment covers the tutorial plus two hours of associated non-contact duties to cover preparation, student consultations and marking undertaken during the teaching delivery time. For subsequent (repeat – within a period of 7 days) tutorials in the same unit the payment covers the one-hour tutorial, student consultation and an hour of associated marking. Additional payments will be made where the marking workload is in excess of the teaching delivery time.

MyHR

You can view your job details, payslips and payment summaries on MyHR which is the web self-service application. You are also able to edit your personal details, bank information, emergency contacts and diversity information as required. To access, select the MyHR icon on Murdoch’s home page for staff: http://www.murdoch.edu.au/staff/

Queries

More information can be found on the HR website: http://www.murdoch.edu.au/hr2/money/money-home.html

If you have any queries about contracts or payments talk to the Academic Support Officer for your school: http://goto.murdoch.edu.au/AcademicSupportOfficers
Section 2 - The first year student

Although this guide is relevant to all tutors, the following section is particularly relevant if you are tutoring first year units.

a) Importance of student engagement

Engagement is a multi-dimensional concept. In a general sense, engagement refers to the level of active involvement a student has in learning-related activities (Krause & Coates, 2008). The Bradley Review of Australian Higher Education conducted in March 2008 looked into the issues of retention amongst first year students. The findings from this review highlighted the importance of student engagement, in particular engagement with their course of study and more explicitly their engagement within the university setting itself. This included tutorials, workshops and other forms of course participation and their engagement with the university through the development of social networks and participation in campus life activities.

When students are engaged with their course and with their university, they are more likely to succeed. By feeling a part of the university community and feeling like a valued member of that community, students are more likely to stay on campus and by staying on campus are less inclined to feel disassociated with the university.

Without student engagement a university can become an institution (and potentially a chore) rather than a community or experience for the student involved. This can result in feelings of despondency and a lack of commitment. Tutors can assist by being the first point of contact and counselling and/or directing students to support staff.

b) Engaging first year students to encourage success

Early success at university results when students' needs are met. As academic teaching staff you represent the students' first point of contact (in the unit you are teaching). Thus it is important for you to be able to draw on concepts and styles of teaching that engage and stimulate first year students, helping them to develop the persistence necessary to be academically successful (Lizzio, 2006; Zepke, 2010). Lizzio has identified a framework, which he believes is essential to success for students during their first year at university.

The Five Senses of Success (Lizzio, 2006)

1. Students’ success at university depends on their sense of capability

Students who are better prepared for the roles and tasks of university study (viz., ‘learning ready’) tend to have greater early academic success and are consequently more satisfied and persistent with their studies. Students’ sense of capability depends on how well they understand what is expected of them in the student role, their mastery of basic academic skills and their level of commitment.
in contributing to their learning community. You can help develop a sense of capability by clarifying and negotiating expectations, providing entry level development of academic skills and engaging students as active members of a learning community.

2. Students’ success at university depends on their sense of connectedness
Students with stronger connections are more likely to be successful learners, effective colleagues and happy people. Students’ sense of connectedness depends on the quality of relationships with peers, with staff and their feelings of identification or affiliation with their school or university. You can help develop connectedness by providing opportunities for students to form good working relationships with their fellow students and with staff and encouraging them to be involved within the university.

3. Students’ success at university depends on their sense of purpose
Students with a clear sense of purpose are not only more likely to find their study rewarding, but also to be more committed and persistent when the work gets challenging. Students’ sense of purpose depends on their sense of vocation, their engagement with their discipline of study and their capacity to set personal goals. You can help develop a sense of purpose by providing opportunities for students to be as clear as they possibly can about their reasons for going to university and their choice of degree, to see the relevance of their course of study and to systematically develop their strengths and talents.

4. Students’ success at university depends on their sense of resourcefulness
Successful students not only know how to study but also how to proactively manage the challenges of their whole university experience. Students’ sense of resourcefulness depends on their ability to navigate the university system to get the help and information they need, willingness to speak up if they have a problem and an ability to balance their work, life and study commitments. You can help students to be more resourceful by providing clear and accessible roles, procedures and resources and encouraging timely help-seeking behaviour.

5. Students’ success at university depends on their sense of academic culture
Successful students know the value of learning ‘how things are done’ and what is important or valued in a new culture. Students’ sense of cultural competence depends on their appreciation of the core values and ethical principles of the university and how these will inform their approaches to study and working relationships with fellow students and staff.

c) Predictors for success
The research literature is clear and you will have experienced these as educators, that there are a number of predictors of academic success for first year students (Wilson, K. 2010).
Students are more likely to succeed if they:

- invest time on task – time spent on study each week is the best predictor of academic success
- regularly attend class – enhanced opportunities for learning
- balance all commitments – include not working more that 15 hours per week in paid employment
- develop a social network – just a few friends make a difference
- are able to articulate a clear goal or reasons for attending university – what will I gain?
- engage with the on-line university environment
- develop a level of academic self-confidence

Ongoing reinforcement of these predictors with students is encouraged.

d) Predictors of poor university retention

The following are some of the most common predictors that a student might be at-risk of discontinuing or doing poorly in the unit.

- Lack of social network at university
- No sense of purpose or direction for their degree
- Lack access to, or do not access online learning
- Works more than 25 hours per week
- Belong to a minority group

What can you do?
It is essential that you become proactive in identifying and reporting students displaying at-risk behaviours that are predictive of disengagement from studies. The specific behaviours to look out for and the processes involved in reporting students are discussed in detail below in the ‘Identifying at-risk first year students’ section.

e) Student Advisor

Murdoch recognises that many students struggle with both their transition and their persistence with their study. Many arrive under-prepared for a tertiary learning and study environment and with poorly defined academic goals and limited knowledge or understanding about their own learning processes or indeed potential. Combined with an increasing complexity of challenges both within and outside the university, Murdoch recognises that for some, the reality of a tertiary degree may seem too difficult to achieve.

With this in mind, Murdoch has a network of Student Advisors (SAs). Each SA is located within a School and is responsible for supporting students enrolled within that School. Their primary objective is to assist students with their transition into
undergraduate study and to work with individual students to ensure they gain a deeper engagement in all University life. *The SAs’ activities also aim to improve retention of students at Murdoch.*

If you are tutoring in first year units, it’s important that you know who the SAs are for the School/s in which your units are located. If you are a Transition Unit tutor details for the SAs will be provided in the first Transition Unit lecture. SAs will work with the Academic staff within the Schools to monitor academic achievement and offer support to students to maintain satisfactory progress.

Most importantly, SAs will be operating in an **outreach capacity**, contacting those students demonstrating any at-risk behaviour. They will offer support to students: directing them to an appropriate support or academic staff member before the student has lost too much confidence in their learning capabilities. This ‘just in time’ activity relies on tutors’ early identification of those students who demonstrate at-risk behaviour. The following section outlines the roles and processes that you can take to ensure at-risk students are identified and assisted.

The SAs take their place alongside academic and support staff, working towards the common goal of ensuring that Murdoch’s first year students feel they belong to a stimulating and responsive learning community.

**f) Identifying at-risk first year students**

As a tutor, your role is critical to the success of the University’s retention program. The at-risk student support strategy has been customised for each school and for particular units. If you are tutoring first year units, it’s essential that you find out from the Unit Coordinator of that unit the agreed upon strategy for reporting students exhibiting the at-risk behaviours, as described in Table 1 (page 20). In addition to reporting to the SA, you may choose to have a one on one discussion with the student or to refer them directly to the university support services including their Student Advisor, the Centre for University Teaching and Learning (CUTL), Equity and Social Inclusion or Murdoch Health Services.

**g) Reporting at-risk first year students**

A reporting mechanism has been developed online via MyStudents for reporting at-risk behaviours to the SAs. Before reporting make sure you have identified the unit’s agreed upon strategy for reporting first year students. All tutors will gain access to MyStudents on the processing of their employment contract. The steps to access the online reporting form are as follows:

1. Go to the Murdoch Staff home page: [http://our.murdoch.edu.au/Staff/](http://our.murdoch.edu.au/Staff/)
2. Select MyMurdoch
3. Log in using your Staff number and password
4. Select MyStudents from the Red Ribbon menu items, top left

5. Click on the red MyStudents icon, top right

6. On the left hand side menu select ‘At-Risk Student Alert’

This takes you to the online reporting form.

Do you want to report student(s) as being At-Risk by:

1. Class groups
2. External Students only
3. One student (by student number)
4. Entire unit
5. Multiple students (by student number)

From here you can enter single or multiple students via a few different methods. Each method results in a report being sent to the SA. You simply choose which method suits your situation best. The instructions for each method are outlined below:

**Reporting students from your class list (with screenshots):**

1. Select the Go button next to Class groups.

2. Select the appropriate unit code and campus location and click Search.
3. Select the appropriate class(es) you are reporting for and click Find Student.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Day</th>
<th>Start Time</th>
<th>End Time</th>
<th>Std Count</th>
</tr>
</thead>
<tbody>
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<td>MONDAY</td>
<td>02:30 PM</td>
<td>05:30 PM</td>
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<tr>
<td>✔️ LAB</td>
<td>TUESDAY</td>
<td>02:30 PM</td>
<td>05:30 PM</td>
<td>17</td>
</tr>
<tr>
<td>❌ LAB</td>
<td>WEDNESDAY</td>
<td>02:30 PM</td>
<td>05:30 PM</td>
<td>16</td>
</tr>
<tr>
<td>❌ LAB</td>
<td>THURSDAY</td>
<td>02:30 PM</td>
<td>05:30 PM</td>
<td>13</td>
</tr>
<tr>
<td>❌ LAB</td>
<td>FRIDAY</td>
<td>02:30 PM</td>
<td>05:30 PM</td>
<td>16</td>
</tr>
<tr>
<td>❌ LAB</td>
<td>MONDAY</td>
<td>09:30 AM</td>
<td>12:30 PM</td>
<td>17</td>
</tr>
<tr>
<td>❌ LAB</td>
<td>FRIDAY</td>
<td>09:30 AM</td>
<td>12:30 PM</td>
<td>16</td>
</tr>
</tbody>
</table>

4. Select the student(s) from the list and the behaviour you are reporting them for. Add an appropriate comment for the FYA and click Submit.

<table>
<thead>
<tr>
<th>Person ID</th>
<th>Title</th>
<th>Surname</th>
<th>Given Names</th>
<th>Previously Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ 3077203</td>
<td>Ms</td>
<td>XXXXXX</td>
<td>XXXXXX</td>
<td>YES</td>
</tr>
<tr>
<td>❌ 3077205</td>
<td>Ms</td>
<td>XXXXXX</td>
<td>XXXXXX</td>
<td></td>
</tr>
<tr>
<td>✔️ 3101163</td>
<td>Ms</td>
<td>XXXXXX</td>
<td>XXXXXX</td>
<td></td>
</tr>
</tbody>
</table>

**Reporting external students:**
1. Select the Go button next to External Students only.

2. Select the appropriate unit code and campus location and click Search.
3. Select the student(s) from the list and the behaviour you are reporting them for. Add an appropriate comment for the SA and click Submit.

**Reporting one student at a time:**
1. Select the Go button next to One student (by student number).

2. Select the appropriate unit code and campus location. Enter the student number and click Search.
3. Select the behaviour you are reporting the student for and add an appropriate comment for the SA. Click Submit.

**Reporting students from an entire unit enrolment list:**
1. Select the Go button next to Entire unit.

2. Select the appropriate unit code, campus location, internal or external mode and click Search.
3. Select the student(s) from the list and the behaviour you are reporting them for. Add an appropriate comment and click Submit.

**Reporting multiple students:**
1. Select the Go button next to Multiple students (by student number).

2. Select the appropriate unit code, campus location, internal or external mode.
3. Select the behaviour(s) you are reporting the students for and add an appropriate comment for the SA.
4. Enter the student numbers in the Student Id box. Separate the student number with a comma “,” and do not include any spaces. Click Submit.

**Table 1. At-risk behaviours explained.**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Missed first class</td>
<td>Missing the first class may be a result of not enrolling correctly, being unable to find the room or feeling overwhelmed by the transition or even believing that attendance at tutorials or labs is not compulsory or required.</td>
</tr>
<tr>
<td>• Missed first lab</td>
<td></td>
</tr>
<tr>
<td>• Missed multi class</td>
<td>Students may throughout the semester deal with illness, family issues etc. and will subsequently miss the</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>occasional tutorial or workshop. Missing consecutive or multiple tutorials is a warning sign that the student may not be engaged with the unit or understand the requirements of the unit.</td>
<td></td>
</tr>
<tr>
<td>• Not handed in first assessment item</td>
<td>Irrespective of the percentage/weight on this assessment item, students who fail to hand in their first assessment are showing warning signs of a lack of engagement. If students do not understand the importance of assessment, particularly in the first few weeks of university study, then a pattern of behaviour will likely develop, often leading to withdrawal.</td>
</tr>
<tr>
<td>• Did not submit assessment item</td>
<td>Failure with early university assessment is a well-known predictor of loss of confidence and student drop-out, but with timely advice and support, this trend can be overcome.</td>
</tr>
<tr>
<td>• Failed an assessment item</td>
<td></td>
</tr>
<tr>
<td>• Not engaged in online tutorials</td>
<td>Interaction with LMS / online tutorials, could be identified by the Unit Coordinator by checking tracking data within the online unit. By not accessing LMS students are not getting adequate help, support or resources, nor are they keeping up to date with the unit. This may be because they have IT issues or just a lack of understanding about how LMS works and what information is available there. Online engagement is particularly important for external students.</td>
</tr>
<tr>
<td>• EAL/ESL issues</td>
<td>EAL/ESL help is available from the Centre for Teaching and Learning, and notification of such issues to the SA allows them to form a holistic view of a student and therefore offer the best advice.</td>
</tr>
<tr>
<td>• Requires additional academic support</td>
<td>SAs are well versed in all of the available supports for students and always refer students to the appropriate places/people, e.g., CUTL. This feedback again allows SAs to form a holistic view of a student. It is important to include a comment when reporting students who require additional academic support so the SA can direct students to the most suitable support.</td>
</tr>
<tr>
<td>• Other</td>
<td>Any other behaviour that has not been covered by the above categories that might suggest that a student is at-risk of disengaging or withdrawing from their studies, should also be reported to the SA by using the ‘Other’ category and stipulating the details in the Comments field. For example, the comment could specify: “lacking in preparation for several tutorials”.</td>
</tr>
</tbody>
</table>
h) After students are reported

At-risk alerts are reported to the SAs on a daily basis. The SA will attempt to contact all reported students to reinforce the need to be engaged in their studies, offer assistance where required, arrange for private meetings, or refer the student to specialist support services such as the Centre for University Teaching and Learning or Health and Counselling where appropriate. The phone calls and emails are friendly and conversational in tone. Students are contacted by their SA as soon as possible and all FYA-student contact is confidential.
Section 3 - Student Learning

a) Student centred learning

Murdoch has a student centred learning approach where the learner plays the main role in shaping what is learnt. In this style of learning the learner is encouraged to take as active a role in the learning process as possible (Moon, 1999). Here are some examples of the key differences between student centred learning and more conventional styles:

<table>
<thead>
<tr>
<th>Student centred learning</th>
<th>Teacher centred learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students play an active, interactive role</td>
<td>Students play a passive role</td>
</tr>
<tr>
<td>Students get opportunities to decide what and how to learn</td>
<td>The teacher makes the vast majority of decisions</td>
</tr>
<tr>
<td>Learning is relevant and interdisciplinary</td>
<td>Learning focuses on a singular discipline/subject</td>
</tr>
<tr>
<td>Emphasis on questioning/producing information/ideas</td>
<td>Emphasis on receiving information/ideas</td>
</tr>
<tr>
<td>Teacher as facilitator and mentor</td>
<td>Teacher as expert and controller of knowledge</td>
</tr>
<tr>
<td>Focus on motivating intrinsically (curiosity, engagement, responsibility)</td>
<td>Focus on motivating extrinsically (grades, praise)</td>
</tr>
<tr>
<td>Focus on group work</td>
<td>Focus on working individually</td>
</tr>
<tr>
<td>More focus on self and peer assessment</td>
<td>Assessment in the hands of the teacher only</td>
</tr>
<tr>
<td>Learning that has both long and short term relevance.</td>
<td>Short-term learning for specific goals (assessments).</td>
</tr>
</tbody>
</table>


One of the goals of the student centred learning philosophy is to encourage deep learning (Ramsden, 2003). This occurs when the learner actively tries to understand the material by integrating it with what they already know and using it in new situations. This is in contrast to more traditional styles of learning based on rote learning or learning by memorisation. The more traditional style may enable students to pass assessments based on recall, but does not allow for the development of critical and creative thinking skills, which are vital for understanding and processing ideas both at university and in future careers. So the main message here is to **make learning meaningful to the student.** This ensures their best chance of success.

b) Principles of effective learning

Here are some key principles of learning to keep in mind when planning and facilitating a student centred learning environment (Angelo, 1998; Biggs, 1999).
1. **Learners need guidance and support** – by providing basic structure students are given the foundations for building their knowledge.

2. **Learning occurs best when learners are given opportunity to access their prior knowledge.**

3. **Learners benefit from social interaction and communication** – the sharing of information enables students to critically evaluate their knowledge and modify or expand on it.

4. **Learners should be ‘participants’ not ‘spectators’** – deep and meaningful learning only occurs when students are able to use information and integrate it into what they already know.

5. **Students learn best when they are in control of their learning process and have tangible goals set.**

c) **Types of learners**

The principles mentioned above apply to all learners and are quite global in nature. However it’s essential to be mindful of the fact that there are many different types of learners with different needs. It’s helpful to try to discern what types of learners are present in your group and vary the tutorials to appeal to several learning styles. The following briefly describes some different types of learners and how to recognise them (Felder & Soloman, n.d.).

*Note: A person is not one type of learner all of the time and may be many types of learners at one time, thus it is important to ensure tutorial activities and teaching styles are varied to accommodate a range of learners.*

**Active vs. Reflective Learners**

**Active learners** tend to ‘dive right in’ and do. They will retain information by applying that information and explaining it. They generally thrive in group environments.

**Reflective learners** tend to prefer thinking through things before responding or doing. They generally prefer working alone.

**What can you do?**

To accommodate both learners some time should be allotted for students to think through ideas, brainstorm perhaps by writing some ideas down before jumping into a discussion. This being said, the majority of time should still be focused on active discussion, debate and problem solving. Sitting passively and taking notes is a struggle for both active and reflective learners.

**Sensing vs. Intuitive Learners**

**Sensing learners** seem to prefer learning facts and prefer to use proven methods to solve problems. They don’t like surprises and need to see connections between what is being covered, the assessment and the real world.
Intuitive learners prefer discovering and creating, trying to grasp more complex concepts rather than focusing on facts and figures. They tend to dislike repetition and value some experimentation with teaching and assessment methods.

What can you do?
It’s important to try to provide concrete and specific examples when possible to illustrate an idea while encouraging big picture thinking and creative exploration of ideas. When using this method start with the facts and once those have been consolidated the discussion can move onto more reflective and creative ideas stemming from those facts. The most effective learning uses a combination of sensing and intuition.

Visual vs. Verbal Learners

As the name suggests, visual learners commit information to memory much more easily when they see pictures, dramatisations, charts, films and other forms of multimedia.

On the contrary, verbal learners prefer written and spoken accounts.

What can you do?
Traditionally, most university environments focused on the written and spoken word; thankfully this is changing. The key once again is to provide variety and options. For example, if trying to illustrate a difficult concept ensure if possible that a diagram is provided as well as a written explanation.
Section 4 - The Tutoring Experience

a) The tutorial

A face-to-face tutorial, affectionately known by most as a ‘tute’, is an organised gathering of students under the guidance of a tutor. There are usually around 15, but no more than 20 students and attendance should be strongly encouraged though some flexibility is allowed – this information will be included in the unit study guide. Tutorials usually last 50 minutes, but will vary across units. Some units may have workshops or labs instead of tutorials. Though different, some of the following tips and suggestions may be useful.

Tutorials, either face-to-face or online, are the main opportunity students have for discussion, expansion, clarification and elaboration on the weekly topics from their lectures and readings. Online tutorials can be conducted using Blackboard Collaborate. In some units the external students engage in discussion via the discussion forum in the online unit. The tutorial is an excellent chance for students to explore, in a supportive and non-intimidating environment, the relevance of complex concepts that are introduced in lectures/workshops.

It is important to note that a tutorial is different to an informal gathering in that there is a designated topic or theme around which the discussion should revolve. It is the role of the tutor to ensure the discussion stays on topic and to re-focus students if and when the discussion becomes too tangential.

In small classes such as tutorials there are certain elements necessary for success. Newble and Cannon (2000) suggest active participation, face-to-face contact and purposeful, engaging activities as the key features of an effective tutorial. In addition to these students need to be stimulated on an intellectual level while feeling supported and welcomed within the group.

The Unit Coordinator usually chooses the topic of the tutorial. Many on campus units have regular meetings for all tutors and unit coordinators, which help ensure consistency between tutorials. You should refrain from deviating from the weekly topic as this only serves to disadvantage the students, as they may not be fully covering the information they will be assessed on.

Creating a sense of community within your tutorial in the first few weeks will greatly benefit both you and your students. Section 5b ‘Icebreakers’ provides practical ways of doing this through fun and engaging tutorial activities.

b) Structuring your tutorial

When structuring a 50-minute tutorial you should consider both the content of the tutorial and the processes involved in learning this content. In other words ‘what’ is going to be learnt and ‘how’ it will be learnt. The following are some suggested structures for a 50-minute tutorial, which adopt a student-centred learning process
as the focal point. Focusing on the students as the ‘doers’ is critical to successfully engaging them.

The ‘Classic’ Tutorial

In this approach, the focus is on student participation in small groups leading to the generation of ideas on specific topics.

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeping &amp; Introduction</td>
<td>Tutor informs students of any deadlines etc. and introduces main topic. The tutor offers students the opportunity to ask questions about the most recent lecture.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Outline of main discussion questions</td>
<td>Students are given handouts of discussion questions to read through and think about. They can ask for clarification at this stage.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discussion and analysis</td>
<td>Students are put into ‘buzz’ groups (groups of three or four) and discuss/brainstorm answers to the questions. The tutor circulates and monitors.</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Summary</td>
<td>The class comes together and shares some ideas. The tutor directs questioning ensuring all groups give their thoughts.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Tutor provides positive feedback and goes through any tasks they need to complete for the following week.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

‘Pyramid Style’

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeping &amp; Introduction</td>
<td>Tutor informs students of any deadlines etc. and introduces main topic.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discussion and analysis</td>
<td>Pyramid style - students start by doing a task by themselves. They are then organised into pairs and asked to do the same task again. The pairs subsequently become groups of four and so on depending on size and time. This is a great way to foster quality debate as the students gently ‘warm up’ and gain confidence in their ideas.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Summary</td>
<td>The class comes together and attempts to draw a conclusion. Tutor provides positive feedback and goes through any tasks they need to complete for the following week.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
positive and constructive feedback and goes through any tasks they need to complete for the following week.

‘Jigsaw Method’

This is a fantastic activity as it really forces students to take initiative for their learning while getting a chance to work individually as well as in various groups.

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeping &amp; Introduction</td>
<td>Tutor informs students of any deadlines etc. and introduces main topic. The tutor offers students the opportunity to ask questions about the most recent lecture.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discussion and analysis</td>
<td>Jigsaw Style - each student is assigned one part of the learning task to work on for about ten minutes. They then form groups with other students who were working on the same part of the task as them and go through their responses to check their understanding. They then form new groups of about 4 students (each student in the group should have been assigned a different part of the task) and they work collaboratively to combine the various parts and complete the activity.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Summary</td>
<td>The class comes together and each group explains their response to the others. Tutor provides positive and constructive feedback and goes through any tasks they need to complete for the following week.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

‘The Debate’

In this classic and effective style of tutorial the class is divided into groups to represent particular points of view. In the most common style of debate they are given a topic and have to argue either ‘for’ or ‘against’ it. Each group works collaboratively to develop an argument to support their designated viewpoint. Then the tutor initiates the debate procedure.

Note: It can be effective to encourage heated debate as long as students respect each other’s viewpoint and remember to not take anything personally. Perhaps they can be given roles/characters and have to debate in character. This can add comedy and enjoyment to the overall debate.
<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeping &amp; Introduction</td>
<td>Tutor informs students of any deadlines etc. and introduces main topic. The tutor offers students the opportunity to ask questions about the most recent lecture.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discussion and analysis</td>
<td>Debate Planning Carry out ‘The Debate’</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 minutes</td>
</tr>
<tr>
<td>Summary</td>
<td>The class comes together and decides, as objectively as possible, which side had the most powerful arguments and persuasive study. Tutor provides positive and constructive feedback and goes through any tasks they need to complete for the following week.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

‘The Match Stick Game’

Anecdotal evidence is that many students do not prepare by reading or listening to lectures. In this situation, the tutor guides discussion through the topic but in a way that requires all students to contribute. This is good for controlling excessive speakers and encouraging non-speakers (who can talk on the topic generally) to participate, but the tutor needs to close off before highly shy/embarrassed students feel the pressure and become discouraged.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Housekeeping &amp; Introduction</td>
<td>Tutor informs students of any deadlines etc. and introduces main topic. The tutor offers students the opportunity to ask questions about the most recent lecture.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discussion and analysis</td>
<td>The Match Stick Game - students are given 3 matches each and are advised that they can/must speak only 3 times. The tutor collects a match each time someone speaks. The tutor and students then reflect of the activity and talk about the benefits of each student contributing and encouraging others to contribute.</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Summary</td>
<td>Tutor provides positive and constructive feedback on the discussion and goes through any tasks they need to complete for the following week.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
c) Tutorial objectives

Though the content discussed in the tutorial depends on the unit, most tutorials share common objectives. These objectives are aimed at developing a student’s academic skills set and critical thinking ability. Tutorial discussions should focus on incorporating the following learning activities depending on the task and timing in the teaching period (Marshall 2006, 94-95).

Most tutorials aim to do one or more of the following:

- discuss a controversial opinion
- clarify ideas/issues
- apply new ideas
- identify major themes
- problem solve
- compare and contrast
- analyse an argument
- evaluate evidence
- prepare for essay writing
- evaluate writing
- prepare for exams
- discuss any problems

All tutorials aim to:

- engage the student in the learning process
- effectively communicate ideas
- consolidate knowledge
- develop verbal and language skills

When planning your tutorial, keep these objectives in mind and communicate them to the group so they understand the reasoning behind particular tasks.

d) Seating arrangements

The way that the seating is arranged in a tutorial can have a huge impact on the dynamic of the discussions. The following diagrams offer suggestions on how to arrange the seating (Griffiths and Partington 1992, 29-34). Depending on the size of the classroom some of these arrangements may not be possible.

The following pages provide visual examples of some effective seating arrangements.
Arrangement #1 – Circle Discussion

A
B
C
D
E
F
G
H

T = Tutor
A – K = Students

Arrangement #2 – Roundtable Discussion A

B
A
T
M
K

C
J

D
E
F
G
H
I

T = Tutor
A – K + M = Students
Arrangement #3 – Roundtable Discussion B

T
A K
B J
C I
D H
E G

T = Tutor
A – K = Students

Arrangement #4 – T-shaped Discussion

A T K
B J
C I
D H
E G

T = Tutor
A – K = Students
Which arrangement is best?
There is no clear answer to this question. Each arrangement has its merit, but it really depends on the dynamic within each tutorial group. It may be an idea to experiment for the first few sessions until you find something that seems to work well for your group.

As you will notice, in each arrangement there are certain seats that are closer to and/or within direct eye contact to the tutor. It’s best to keep an eye on which students tend to avoid these seats. Are they less likely to want to participate? It may be a good idea to have students change seats on a regular basis.

The days of having the tutor sitting authoritatively at the front of the classroom in an unusually large chair are over. The more intimidating the tutor and environment, the less likely that students will actively participate. Creating a sense of equality within the tutorial will promote quality discussion.

**What are some effective and fun ways to have students change their seats?**
You notice that the students in your tutorial are always sitting in the same place and beside the same people. This can sometimes create little groups within the group and can make whole group discussion more trying. So how can you as the tutor get the students to change seats without angering/frustrating them? The following ideas may help.
Find your match

Give each person a card with a word on it; each card should be half of a matching pair. For example, if you are teaching English Literature you may give one student ‘Romeo’ and the other ‘Juliet’. Students need to find their pair and sit beside this person. This activity can be used to highlight some relevant information from the unit and is generally well received by students of all ages.

Something in Common

Each student needs to find another student who has something specific in common with him/her. The tutor chooses this commonality (i.e. month of birthday, # of brothers or sisters, a country they have both visited). The student sits beside this person.

Line-up

The students are given a certain criterion (e.g. birthday starting from January, height) and they have to line themselves up according to this criterion. They then sit around the discussion table in order of this line-up.

e) Your role as a tutor

As a tutor you are in a unique position to personally influence the learning of individual students. As mentioned previously, at Murdoch, we believe the best way to influence a student’s learning is to engage them in the process. There is strong research evidence that students who are widely engaged in their university community as well as their studies are more successful. Therefore, Murdoch aims to engage students with:

- the Murdoch community
- their fellow students and staff
- their units and programs of study
- their plans for the future.

Formal study is an important component, but the broader context within which students learn is equally important. As a tutor, you can influence students to engage with their studies and encourage them to engage with university clubs, activities and the university atmosphere. Taking a personal interest in each of your students is vitally important to their success and your success as a tutor.

As a tutor you ‘wear many hats’. Some of your roles include facilitator, expert, mentor, examiner, learner and motivator. It is important to keep in mind however, that you are not lecturers or teachers. Your job is generally not to choose the material for discussion, but rather to engage students in the content already selected.
Starting out

These are the key things you need to know before you begin and it may be up to you to take the initiative by seeking out the appropriate people and finding the information you need.

You need to know about the following before you start:

- The teaching materials being used (textbooks, Unit Information and Learning Guide, online unit if applicable, lecture recordings and notes etc...)
- Types of assessment for the unit and the role you will have in marking the assessments.
- Whether or not you are expected to attend lectures (in most units you can also watch/listen to them online).
- What resources you are allocated (photocopying, stationery, office space etc...)
- An understanding of how the Unit Coordinator wants the tutorials conducted.
- An understanding of the skills and knowledge you will need to tutor a particular unit.

The following are key roles to be aware of:

**Facilitator**

As a tutor, arguably the main role you play is that of facilitator. Your goal is to make sure tutorials run smoothly and discussions are informative, relevant, equitable and hopefully enjoyable for all students. Tips and strategies for ensuring tutorials are successful are provided throughout this guide.

**Being accountable to Unit Coordinator(s)**

Most units have meetings for all tutors and the Unit Coordinator. These meetings are intended to discuss the main topics of discussion for that unit while moderating to ensure consistency among tutors. Your Unit Coordinator will let you know when and where these meetings will be held.

**First Point of Contact**

For many students you will be the first person they come to for answers to a variety of questions related to unit content. You are not responsible for answering every question, but it’s always appreciated if you can help point the student to the appropriate support network or direction.

It’s essential to have a sound knowledge of the Unit Information and Learning Guide and other resources for the unit (eg online unit) and be able to answer most queries of this nature.

Some students may approach you with issues of a non-academic nature. You should be receptive and empathetic, but don’t feel the need to solve all of their
problems. We know that non-academic issues are a main cause of students withdrawing from university study, but your role is mainly to support them academically. You should feel comfortable referring a student to a support service on campus such as the Student Advisor or Murdoch University: Health, Murdoch University: Counselling or Equity and Social Inclusion if they have non-academic issues. Having a list of contact details for important student services such as the Student Advisors and IT service desk is a useful idea.

A list of important Murdoch contacts is available in Appendix 2. You can remind students about the links to different Murdoch services which are provided within their MyMurdoch site. To view these links go to the Current Students webpage, login to MyMurdoch and select the links listed at the bottom of each webpage under ‘Further Information’. You can also refer students to the contact details in their Unit Information and Learning Guide and to the Help and Assessment Policy links in their online unit.

f) Attributes of a ‘great’ tutor

If you think back to a tutor or teacher you remember fondly, you will probably find they have many attributes in common with the list below. This does not mean you must possess all of these traits to be a good tutor; in fact part of creating a positive learning environment is about finding a style that works for you. Our suggestion is to be mindful of these attributes when tutoring and remember there is no such thing as the perfect tutor. As lifelong learners we owe it to our students and ourselves to commit to continual professional development.

A great tutor:

- is approachable – gone are the days of intimidating tutors. Students want and expect to be able to come to you with questions, ideas and feedback.
- is encouraging and enthusiastic – a smile still goes a long way. Simple words of encouragement can make a huge difference to student motivation. We are all gluttons for positive feedback.
- has sound content knowledge.
- is fair and equitable at all times – political incorrectness is not tolerated in higher education.
- can relate to the students - students will respond better if you remember their names or nicknames and one or two bits of personal information about them from the outset. See below for tips.
- varies their teaching and learning methods – have fun with your tutorials, let your creativity run wild. Students always remember the tutorials that are slightly offbeat and engaging while still being on topic. The more engaged the student, the more information they retain.
- questions skilfully – see Section 5d (page 45).
- is clear and purposeful when explaining, questioning and discussing – students want to know why they are discussing any given subject. Focusing on the big picture and providing explicit outcomes will promote student motivation.
doesn’t just hear, but LISTENS – you can show that you are listening by actively and positively acknowledging student ideas and contributions.

remembers that undergraduate students are not PhD students and do not have a high level of subject knowledge and awareness of discipline-specific language.

Be aware of not falling into the trap of talking too much. A tutorial is not a lecture and is very process based. It’s quite easy for a student to sit passively and listen to you, but it’s unlikely that much deep learning and critical thinking is being done. A ‘great’ tutor is motivating and questions skilfully, but also stands back and lets the students take more control of their learning.

*Remembering students’ names*

As mentioned in attributes of a ‘great’ tutor, remembering each student’s name from the outset will play a pivotal role in enabling you to get off to the right start with the students. Using a student’s name and pronouncing it correctly will help students to truly believe you value them as an individual. Here are some ways to help you do this:

- **Name badges** – sticky labels are good to use as badges, to make things more interesting you could have a variety of coloured markers, students write their name in the colour they think best represents them then explains why. This can act like an icebreaker as well.
- **Class lists with photos** are available from Callista
- **On the first day take a group picture of the students, go home and memorise the names for the next tutorial.**
- **For the first few weeks, have students give their names before they speak.** (and perhaps provide an interesting bit of information about them).
- **Play the Name Game** – not only does this activity help tutors remember names, but it is a great way to build a sense of community and help students get to know each other.
  - **How to play** - starting on the left of the tutor the 1st student states his/her name, the 2nd states his/her name and the name of the student on their right, each student has to repeat the names of all the students before him/her:
    - Hi, I’m Jo
    - Hi, I’m Mary, that is Jo
    - Hi, I’m Richie, that’s Mary and Jo
    - etc…

  **Tip:** Use the students’ names as much as possible when communicating with them.

For handout about ‘Principles of Good Practice in Teaching and Learning’ see Appendix 3.
g) Tutoring external students

Murdoch has a long tradition of offering high quality external units. Like on campus tutoring, tutoring external students still adopts a student centred approach. You may be allocated responsibility for tutoring external students only, so you need to check with the Unit Coordinator about your role.

Many units have students enrolled in both internal or external mode and all students will have access to the same online unit on the Learning Management System (LMS). Some units, which are offered externally, will use the online unit extensively for online tutorials in the discussion forum or assignment submission. In other units your main contact with students could be through email or the feedback you provide on assignments.

In units where the discussion forum is used for online tutorials the tutor or Unit Coordinator generally initiates the discussion through a series of tutorial questions, but it’s mostly up to the students to respond to the questions and each other. As the tutor, you should not become the centre of the discussion as this creates an unmanageable workload and discourages students from making a contribution and taking advantage of the opportunity to network with peers around the study topics.

Use of the discussion forum helps to reduce the isolation many external students feel.

h) Using the online unit

Most units at Murdoch have an online presence, termed the ‘online unit’, therefore you need to be aware of good practice in online teaching, how the learning management system works and the opportunities online teaching and tutoring provide. Tutoring online can be quite rewarding and is generally a flexible work option, but it does present its own challenges that need to be worked through. It’s important to firstly check with your Unit Coordinator to ascertain what level of online presence they require you to have – for example, who initiates the discussion posts, do you talk to all students or just your own group?

Preparing for the Role

The following is a checklist of things to do in preparation for your role as an online tutor:

- Discuss your roles and responsibilities with the Unit Coordinator.
- Ensure you can access the online unit offering from the LMS link on the staff home page and lecture recordings (if appropriate). Your Unit Coordinator will arrange access to the online unit and lecture recordings.
- Get to know the features of the site and clarify anything you are unsure about (i.e. where key information is located, important dates, where to find students assignments).
- Ensure you have high-speed Internet access and organise any passwords that may be required.
- Be aware of netiquette, emoticons and online lingo.

The Discussion Board

When you are tutoring internal students, you may choose to use the discussion forum in the online unit as a preview or follow-up to the face-to-face tutorials and to encourage your students to post information and communicate with other students studying the unit.

One of the main roles of the tutor in a unit that actively uses ‘online tutorials’ is to post regular threads on the discussion forum. These threads are generally in the form of questions from the readings, which students respond to. It’s important to note that the tutor’s job doesn’t end once they’ve posted the questions. Monitoring and responding regularly to the discussion thread is imperative for the following reasons:

- Responding to the students lets them know that their voice is being heard and appreciated. It’s a great motivational tool!
- Monitoring ensures that inappropriate responses are dealt with quickly before they can escalate.
- Monitoring helps to keep the discussion focused.

For many units, discussion is encouraged, but not a formal part of the assessment. In these situations you’ll find that there will be some students who rarely or never participate. These individuals are known in the virtual world as ‘lurkers’. It is impossible to completely prevent ‘lurkers’, but you can take steps to increase participation. For example, you could post a friendly message on the discussion forum encouraging all students to participate and reminding them that ‘there is no such thing as a silly question’.

Netiquette

In order to compensate for the faceless nature of online environments, new styles of virtual communication and behaviours have been developed. Netiquette is a loose set of ground rules to ensure online discussions run smoothly. The main rules are as follows:

- Don’t type messages in caps lock as it implies you are shouting.
- Avoid animations or graphics unless they are necessary for your discussion as they slow down the speed in which messages are transmitted.
- Try to keep messages clear and to the point. Long, rambling messages from either the tutor or other students are generally unconstructive to the flow of ideas.
- Use sarcasm and humour with caution. It can easily be misinterpreted online.
- Always treat the perspectives of other participants respectfully even if you don’t agree.
- Only use virtual space for information relating to the unit, not your own personal gain. Unsolicited advertisements are frowned upon and termed ‘spamming’.
- Everything posted on the Internet is public property so be extremely careful what you say as all information posted can be used in grievance procedures.

In every online unit there should be some information on netiquette in the discussion area for the students. If you feel that students are not following these ground rules, you may choose to post some information about netiquette in your online discussion to remind students that it needs to be followed.

Motivating Students Online

One of the greatest difficulties faced by experienced tutors when transitioning to online tutoring is finding ways to motivate students using the written word alone. Many tutors rely heavily on intonation and body language to motivate students. You don’t have these ‘tools’ at your disposal in an online unit. So what can you do to encourage and engage students?

1. Begin discussions with a welcome message.
2. Be positive and friendly – as much as possible acknowledge student contributions.
3. Avoid writing in overly academic terms – for the most part write in a conversational manner that is professional, but not intimidating. Exclamation points are fine when used sensibly.
4. Try to relate to the students – get to know your group as quickly as possible, learn nicknames and a bit of personal information you can use when appropriate.
5. Be explicit about how much you intend to participate. Give students an idea of how frequently you will be participating and be realistic. If you set these expectations from the start and stick to them you’ll avoid complaints.
6. If you are going to be away from your computer for a longer period of time than usual politely let your students know in advance.
7. Engage the students through a variety of strategies such as applying ideas to relevant contexts, questioning skilfully, presenting conflicting opinions and drawing attention to controversial opinions.
8. Don’t dominate the discussion – make sure you highlight the importance of student-to-student interaction. As students build rapport, their confidence and engagement also grows.
9. Monitor the discussion and refocus if it gets off topic.
10. Gently encourage ‘lurkers’ to participate, but don’t start lecturing them.
Note: Like the on campus environment, inappropriate and rude behaviour such as racism, harassment or slander should not be tolerated. If these situations arise, deal with them quickly and firmly and if necessary discuss them with the Unit Coordinators.
Section 5 - Teaching Tips

a) Planning and preparation

Although there are those rare occasions when a tutorial group flows with ease and little planning, this is the exception. The vast majority of great tutors pay close attention to the planning process. So why is it so important to plan?

- Careful planning drastically reduces the actual stress involved in running a tutorial. A calm and collected tutor will find it much easier to gain both the attention and respect of the students.
- Planning ensures student engagement and participation. Students can get bored easily and rightfully demand engaging and varied tutorials.
- Planning enables tutors to meet the needs of all students and the requirements of the unit.

The following is a list of things to consider when planning your first tutorial.

1. **Read material thoroughly** – This may seem obvious, but with hectic schedules it may be overlooked. Nothing will result in loss of student engagement more quickly than a tutor who appears uninformed or out of their depth. It’s important when reading material that you focus on what questions you could be asked.

2. **Be organised** – Get to your room with time to spare so you can organise seating and make sure it has the things you need such as an overhead projector, whiteboard, markers etc.

3. **Prepare an Icebreaker activity** – as the name implies, these are a great way to break the ice and create a welcoming environment. See part b) below for some suggestions.

4. **Set clear ground rules** – this may be something you’d like to consider having the group do together on their first day. Make sure your expectations are clear from the outset.

5. **Have a back up plan** – Sometimes things don’t go as planned. For the first few tutorials it may ease stress levels to have a back up plan so that if one activity isn’t working you have something to fall back on.

Planning Subsequent Tutorials

It’s always a relief when the first tutorial is over. You’ve had a chance to build a rapport with your students and establish some ground rules. There is a tendency to over plan for the first tutorial and become more relaxed as the sessions continue and you get to know your students. You will probably find that your planning will become a bit less time-consuming as the unit progresses and students become more familiar with the content and group dynamics of the tutorials. As your confidence grows, it’s likely you’ll start adapting your style a bit from week to week and add some spontaneity to the sessions. However, it’s crucial, regardless of the situation, to maintain a certain level of consistency from
week to week. For example, if ground rules are set in the first session, it’s your role to make sure they are maintained and/or updated throughout the unit. One final suggestion is to always begin sessions by outlining the key objectives and summarising the previous tutorial and lecture if necessary. This provides students with a clear purpose and context for their learning.

*Establishing Ground Rules*

Although most tutors have certain rules they expect to be followed, often these rules are not explicitly communicated to the whole group. This can cause misunderstanding and frustration. Setting clear ground rules, not only for the students, but the tutor as well, will more than likely pay dividends in the long run. Often ground rules are set for the students, but not the tutor, which can create an overly authoritarian situation. This is something Murdoch aims to avoid.

Providing an opportunity at the start of the unit for the tutorial group collectively to set some reasonable and equitable ground rules for the rest of the unit is a great way to stimulate discussion and enables students to take some ownership of their learning.

*b) Icebreakers*

If you have been involved in any type of classroom or meeting environment it’s likely you’ve been involved in these activities before. Otherwise known as ‘warm ups’ they can really help to make students feel more at ease. Some of these icebreakers may initially seem a bit childish, but with the right attitude can be a huge success. Others are a bit less confronting; just pick one that suits your style.

*Introduce your neighbour*

This is one of the most common icebreakers with university students. Have students form pairs, perhaps with the person they are sitting beside. The tutor gives the pairs a few minutes to tell each other something about themselves. The tutor can provide categories (family, hobbies, etc.) or just leave it open. After a few minutes each person introduces his or her partner to the group.

| Pros: very easy to facilitate, requires minimal planning and no resources |
| Cons: can be intimidating for the shyer students, depending on the students it can feel a bit dry and dull |

*Find someone who*

Students are given a list of instructions starting with ‘find someone who’. Some examples could be:

Find someone who…

- Loves rap music
- Plays an instrument
- Has travelled to 4 continents
- Has competed in a sport

The students go around the group asking questions until they find someone who has done one of the activities. They then put that student’s name beside the activity. The winner is the first student to find someone who has done each activity (this may not be possible).

| Pros: Ideal way to get all the students mingling while not being put on the spot |
| Cons: Can be quite time-consuming, handout required |

2 minute jam

Give students an interesting question (i.e. In the event of an apocalypse, what three things would you pack in your bag?). Ask the students to form groups of two or three and share their responses for 2 minutes. When the two minutes are over ask the students to change partners/groups and provide them with a new question to discuss. The icebreaker works particularly well with a combination of fun questions and university-related questions (i.e. What are your expectations of this unit?).

Name Bingo

Each student is asked to draw a nine square grid (3x3) on a scrap of paper. The students then collect the autographs of nine people in the room and while they are doing this they find out a little about them. Once all the squares have been filled the tutor then calls out names of students in the group. If students have the name on one of their squares they mark it off. The first student to get three names in a column or row is the winner.

| Pros: fun and motivating and requires minimal preparation |
| Cons: Can be quite time-consuming |

c) Increasing student motivation

Having motivated and engaged students is key to running a successful tutorial group. The following are suggested strategies for increasing student motivation.

- Get students up and moving, perhaps by having them come to the white board to solve problems and brainstorm ideas.
- Make sure that one student isn’t dominating the discussion. This can be done by re-directing questions to other student or initiating ‘rounds’ where everyone in turn responds to a question and/or makes a statement on a given topic.
- At the beginning of a session have each student write down some ideas or questions about the topic/readings then have them form groups/pairs to discuss.
- Experiment with different group formations to ensure students don’t always have the same partner.
Pose an agree/disagree statement and have the class divide into those who agree, disagree or are undecided. Then the agree and disagree groups have to try to persuade the undecided. This can be made into a game if desired.

Begin a discussion by drawing on the experiences of the students that somehow relate to the main topic.

It might help the discussion to start with a quick summary of the main points discussed in the lectures or readings. This will ensure that those students who haven’t completed all requirements for that week still get a chance to involve themselves in the discussion. It’s a fact that some students will show up to tutorials unprepared. We still want them to get something out of the tute.

Try to arrange the seating so that more outgoing students are paired with shyer in the hopes that the more outgoing students will engage the others in discussion.

Take turns getting students to lead the tutorial discussion (this is best done later in the unit once rapport has been developed).

Whenever possible try to incorporate the interests of the students into the tutorial discussions.

The effect of the tutor’s behaviour on student motivation

It is foolish to think that an interesting topic or theme will naturally motivate the students. The tutor plays a vital role in keeping the student motivated. The delivery of content is just as if not more important than the content itself for increasing student motivation. The following are some simple behaviour tips that you as a tutor can implement to engage students:

- Use a lot of appropriate body language and facial expressions to capture the student’s attention. A simple smile can go a long way!
- Give positive and constructive feedback whenever possible and ensure equitable use of feedback. It doesn’t matter how old or mature a person is, a simple statement like “Well done!” “That’s an insightful idea!” or “Great point!” can really make someone’s day.
- Show interest in each student as an individual, try to occasionally engage them in conversations of a more informal nature.
- Lead by example. If you seem excited by the content, it’s much more likely the students will be excited as well.

d) Skilful use of questioning

The type and timing of questions used can make a huge impact on the effectiveness of a tutorial. Skilful questioning can greatly enhance the quality of student discussions.

The following is a simplified list of things to remember when questioning:
1. Don’t use ‘closed-ended’ questions. These are questions that require only a yes or no response. “Open-ended” questions are best, they usually start with question words such a “how…”, “why” or “what…”

2. Best to start with simpler, concrete questions to check for understanding and/or misunderstanding of the lecture and readings.

3. Once a general understanding has been established, move on to more abstract questions that have students compare and contrast, give explanations or draw inferences.

4. Always pause and allow the student to think about the question before responding or moving on.

5. Re-phrase the questions if students seem to be having difficulty responding. Make sure the questions are phrased at an appropriate level.

6. Never criticise a student’s response, be supportive and even if their response is completely misguided try to have something positive and encouraging to say while highlighting ways to refine the response.

7. Encourage students to ask questions to each other and respond to each other rather than directing all responses to you.

8. Probe students to follow-up on student contributions or get a different perspective (e.g. “Tell me more about…” or “What will be the outcome of this?”)

9. Avoid non-specific questions such as “Are there any questions?” Students can get lost and/or intimidated by this type of questioning. A better option is: “This is a tricky concept. What are some examples you can think of to illustrate this concept? What conclusions can be drawn? Do you agree with the conclusions made?”

For a handout on questioning strategies and examples of effective questions to stimulate discussion see Appendix 4.

For examples of ‘Discourse Markers to Guide Communication’ see Appendix 5.

e) Classroom management

The following are different challenges you may face while tutoring. Some suggestions on how to handle them are provided.

Lack of student participation

This is a problem you are likely to encounter at some stage while tutoring. There are many reasons students may avoid participating. When trying to find the root of the problem, it’s important to not only look externally, but internally as well. Tutors, like anyone, can get into bad habits that may create some dysfunction with the group. Have a look at the list below for possible reasons for lack of student participation:

- Poor tutoring – some examples of this could be the tutor talking too much, not listening, not involving students enough or not being well planned.
- Students are struggling with the questions being asked of them.
There is a negative group dynamic, perhaps some students are becoming overly dominant and discouraging others from participating.

Something about the learning environment is intimidating/unwelcoming.

The lecture/readings for that week were particularly challenging and or boring and students either don’t know what to say or don’t feel inspired to explore the topic.

The majority of students were out late the night before and are nursing major hangovers (this is unlikely, but not unheard of in a university environment).

You have an unusually shy tutorial group.

**What can you do?**

As a tutor your role is to try to determine what the reason is and remedy it as best you can. The following are ways of increasing student participation, many have been mentioned previously so will only briefly be touched upon.

- Use motivation techniques such as buzz group and pyramid.
- Briefly summarise the main ideas of the lecture and readings – students may just need some clarification before responding.
- Assign roles for the group (i.e. leader, summariser, scribe, reporter).
- Ask some more personal, experience related questions to draw students into the discussion and then point out their relevancy.
- Be direct and ask them “Why are you silent?”

For a list of Classroom Management Scenarios see **Appendix 6**.

**Difficult Students**

As a professional it’s important never to give preferential treatment to any particular student. It’s natural to find some students more pleasant to tutor than others, but attention should never be drawn to this fact. Occasionally you’ll have a particular student that causes problems to the group dynamic as a whole. The goal is to deal with the problem without isolating the student. Here are some types of students that may pose some difficulty while teaching. You are always welcome to speak to your Unit Coordinator about a difficult student and if necessary they can intervene.

**The ‘Know-it-all’**

This student will seem to have an opinion on just about everything and often an unwillingness to see things from other perspectives. Without realising it, the behaviour of this student often discourages other students from participating.

**What can you do?**

Often this student may be trying to over-compensate for a lack of confidence or ability in another area. They are usually unaware of the negative effect they are having on the group. It’s important not to discourage them or show outright frustration, rather work on re-directing the discussion (e.g. “That’s an interesting point Jane...how about someone else...?”) You could also organise a discussion
structure (e.g. students sit in circle and go around the circle giving their opinion) so that other students are ensured of a chance to speak. If this continues and gets progressively worse it’s best to have a chat with the student before or after class. Just make sure the discussion does not end up criticising them personally, but rather explains the importance of having all the students speak.

The ‘Cynic’
Sometimes, no matter how energetic and inspiring you are, no matter how stimulating the topic is, there will be a student who chooses to be either overtly or covertly negative.

What can you do?
If possible, try to find out why the student is so negative. Perhaps they are simply seeking attention or it could be that their learning style is very different to the one being used. Often trying to involve the student as much as possible and providing positive feedback can work to slowly erase the negativity. It may be necessary to have a one-to-one chat with them after class. Make sure to show you respect their opinions and are willing to negotiate to ensure the tutorials meet their needs if reasonable.

The ‘Surfer’
This student only wants to do the bare minimum to pass and is reluctant to participate, often because he or she hasn’t bothered to do the readings or go to the lectures. You’ll often find this student in units that students have to take as a prerequisite for something else. These students are not necessarily disruptive, but can decrease the overall morale of the group.

What can you do?
Try to find out what the students’ interests are and where possible draw relevance from the topics discussed in the tutes to their interests. Work on gaining their respect, if they are invested in you as a tutor they may be more willing to invest in the unit. Pairing them with a positive and enthusiastic student can also help.
Section 6 - Assessment

a) Assessment as a learning process

As a Murdoch tutor, you should be taking an educative approach to assessment by helping students to prepare for specific assessments, engaging them in the assessment process and providing useful and constructive feedback. You are generally not responsible for setting the assessment types and tasks. This is the role of the Unit Coordinator, but you can help students become informed and active participants in the assessment process. The following section provides details on the assessment policies and guidelines at Murdoch while providing some tips and ideas for successfully integrating assessment preparation into the tutorials.

b) Types of assessment

There are many ways that students can be assessed at Murdoch. The following are the main forms of assessment used. The following website provides more details on the types of assessment mentioned below.

http://our.murdoch.edu.au/Educational-Development/Preparing-to-teach/Designing-a-unit/Assessment-types/

- Diagnostic Assessment
- Formative Assessment
- Summative Assessment – used to obtain student grades/marks
- Self-Assessment and Peer Assessment
- Authentic Assessment
- Program Assessment
- Criterion and Norm-Referenced Assessment

The main form of assessment used to obtain a mark or grade from a student is summative assessment. This can be done within the unit or at the completion of the unit during the exam period as a formal exam. This form of assessment must be valid, reliable and recorded in a systematic fashion.

c) Providing feedback

Tutor feedback is an integral part of the learning process for students and is something tutors should take very seriously. Students appreciate constructive feedback and it’s a great way of garnering their respect, but more importantly it’s a valuable and proven way of helping students to learn and identify specific areas for improvement. Feedback can be used to engage students in the assessment process and provides a platform for progression.
This being said, there is the potential for feedback to be upsetting to the student and thus result in a decrease in student participation and/or motivation. So, it’s essential when constructing feedback to think carefully about how that individual will receive it.

Feedback within the unit can be provided in a variety of different ways depending on the nature of the assignment and other variables such as the tutor’s available time. Some common styles of feedback are:

- Discussion as a group
- Written comments on work including positive comment and/or constructive criticism
- Model answers
- Lists of common mistakes
- Self or peer evaluation

Here are some tips for ensuring feedback given is received positively:

1. Show respect for diversity and individuality.
2. Direct feedback at the work, not the student.
3. Be as objective and specific as possible with your feedback. Make sure your feedback is clear and provide examples when possible.
4. Be honest with students, but always find something positive and/or encouraging to say.
5. Make sure when giving feedback that you have a clear understanding of assessment criteria and learning outcomes and are addressing it specifically.
6. Avoid symbols such as ticks and crosses, but if used make sure you provide an explanation.
7. It’s always good to try to begin and end on a positive note. This is affectionately termed the ‘sandwich’ approach and can balance the criticism.
8. Avoid starting with directive verbs such as “don’t”, “stop”, “never use”…
9. When identifying areas for improvement or weaknesses, try to use the passive voice so the subject is not the focus of the criticism. For example, “You didn’t include a thesis” could be “A thesis was not included”.
10. Provide feedback as soon as possible or within certain parameters set forth by the Unit Coordinator or yourself, so that the feedback is in time to be meaningful and of assistance for the next piece of work.

The following are different tutorial activities that you can facilitate which focus on providing and understanding feedback.

1. **Group analysis of feedback**
   The tutor provides the group with one or more examples of anonymous, marked assessment tasks. This could be in the form of a marked essay, report etc. The students are asked to read the assessment piece and then focus on the feedback given. In groups they discuss whether they agree
with the feedback and provide reasons for their opinion. They then report their views to the rest of the class and discussion continues if relevant.

This activity helps students critically interpret feedback. A skill they can transfer to their own assessments.

2. **Peer Proofreading**  
Students bring a piece of writing (i.e. essay, story) to the tutorial. This writing is given to another individual in the class who is required to provide the student with feedback. Once this process is completed the writing is given back to the original author to review. The author then edits their writing according to the feedback given and submits to the tutor for further feedback and guidance.

This activity really enables students to focus on certain structural and systematic issues that can appear in academic writing, but in order for this activity to be successful the tutor must provide explicit instructions as to what the students need to edit for while proof-reading (e.g. grammar, formal language, topic sentences etc…)

3. **Group Proofreading**  
This activity can be done before handing back a set of assignments (essays etc…) The tutor goes through the essays and anonymously finds examples of specific concerns (i.e. awkward sentence structures, unclear paragraph structures, illogical deductions, lack of clear argument). The students have to go through the examples and find out what the problem is for each. They can do this in groups or individually and then share their findings.

This activity can also be done a few weeks before submission of a specific assignment, informing students of certain problems they need to watch out for.

**d) Marking guidelines**  
Students are given a mark and may be given a grade for different assessment activities throughout the unit. The tutor needs to keep track of these marks in order to award a final mark at the end of the unit. The final mark is converted to a grade according to the range of marks given in the table below. The academic transcripts will include both the final mark and grade for each student.

The final mark is given as a whole number (0.5 and above is rounded up, 0.49 and below is rounded down).
<table>
<thead>
<tr>
<th>Mark (as a percentage)</th>
<th>Grade</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>High Distinction</td>
<td>HD</td>
</tr>
<tr>
<td>70-79%</td>
<td>Distinction</td>
<td>D</td>
</tr>
<tr>
<td>60-69%</td>
<td>Credit</td>
<td>C</td>
</tr>
<tr>
<td>50-59%</td>
<td>Pass</td>
<td>P</td>
</tr>
<tr>
<td>Below 50%</td>
<td>Fail</td>
<td>N</td>
</tr>
</tbody>
</table>

The students failed to participate in assessment components that had a combined weight of 50% or more of the final mark.

| 50% and above          | Ungraded Pass       | UP           |

Interpreting Grades
An area that can cause difficulty among tutors is identifying the kind of work expected to achieve these grades. Moderation between tutors and unit coordinators will facilitate this process. This is an exercise where everyone marks the same assignment(s) (student names removed) and then compares, discusses and adapts their marking as required. It’s important to be as objective as possible and remain consistent with your approach to marking. The following descriptions indicate in general terms the expectations of different grades. Please note that these identifiers must be interpreted in the context of the unit, e.g. the expectations for an HD in an introductory unit are quite different to those in an honours unit.

The following information has been taken from: https://www.murdoch.edu.au/index/policies/index?Filter=assessment

**High Distinction (HD)** Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the unit.

**Distinction (D)** Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the unit.

**Credit (C)** Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives may not be fully achieved.

**Pass (P)** Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives may not be achieved.
**Fail (N)** Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the unit.

**Failure to Submit (DNS)** The student failed to participate in assessment components that had a combined weighting of 50% or more of the final mark. This grade is considered the equivalent of a Fail (N) grade for the purposes of assessment of academic progress.

**Ungraded Pass (UP)** Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of subject matter; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the unit.

e) **The academic essay**

Essay writing is one of the most common types of assessment in any university environment. It is arguably one of the most complex assessment tasks to complete and mark. It’s no surprise that it can cause both the writer and assessor some stress and uncertainty.

Some students are poorly prepared to write academic style essays. New students sometimes struggle with the rigid structure and formal expectations of essay writing so it’s essential as a tutor that you are clear with your expectations and feedback for the students and provide them with plenty of examples and opportunities to practise these new skills.

**Importance of the Academic Essay**

Some students may feel too much importance is placed on the essay writing process as upon first glance it may not seem relevant to other tasks they will be asked to complete in their intellectual and professional careers. It’s easy to understand how essay writing may be viewed as somewhat pointless in today’s world of informal, free flowing writing styles and loose expression. However, upon closer inspection, it can be seen to foster a variety of transferable and timeless skills that will benefit the student in a multitude of ways.

Essay writing builds many practical skills. Firstly, it enables students to interpret and analyse information. As they are given structures and boundaries they are forced to think critically about what information is meaningful and relevant. Additionally, essays are arguably the best way for students to learn the importance of supporting opinions with reasons and facts. This skill is essential to thriving in all aspects of both their personal and professional lives. What’s more, students can dramatically improve and/or polish their writing skills through the process of proofreading and editing their work and the work of their peers. The process can be extremely empowering when taught and executed effectively as
there are few skills more highly recognised than the ability to express oneself in a clear and comprehensive manner.

*The ‘Basic Writer’ – Fostering good essay writing skills*

There are many reasons why students may write poorly in an academic setting.

- English is not their first language – with the rise in international students, Murdoch now has a relatively large percentage of EAL (English as an Additional Language) students
- Specific vocational skills have been given more prominence in their prior learning experiences, sometimes to the detriment of their writing ability
- Modern technologies foster a very informal style of writing
- Students are unclear as to the purpose of the writing task
- Students are unaware of the expectations of the audience they are writing for

As a tutor, you are responsible for communicating your expectations to the students. Don’t ever assume they intrinsically know what to do. Perhaps the most common reason students do poorly on essays is they don’t have a clear understanding of the expectations of the assessor. This is also the easiest reason to remedy.

*Essay Writing Tips*

Here are a few general essay writing tips. For more detailed information, Marshall (2006) provides key strategies and insights into writing essays including tips on planning, referencing, structure and style as well as useful examples and feedback (227-321).

1. Start research and brainstorming as soon as possible
2. Be clear on the purpose of your essay
3. Be clear on the expectations of the audience you are writing for
4. Try using patterned notes to help plan your essay – it makes links between ideas clear and easy to identify
5. Be very conscious that you are following essay structure
6. Allow yourself some time between drafts - this usually enables one to gain a fresh and more objective perspective
7. Try to find another student to proof read your essay
8. Think of essays as a process, they take time to do well. An essay written at the last minute is unlikely to get a high grade.

*Returning Essays*

Essays are often returned during the tutorials. It’s important to use this time to provide constructive feedback, but be aware of falling into the trap of sitting and giving students a lecture about what they did wrong. This only acts to dishearten and discourage students from actively considering the feedback given. Many
tutors use the ‘sandwich’ approach where they start with some general and positive feedback, then go through some of the more pressing concerns they had about the essays in general, concluding with some more positive feedback.

Depending on the quality of essays and classroom dynamic, you may choose to use some of these learning strategies when returning essays.

1) Best Essay – With the student’s permission, make a photocopy of the best essay, including your feedback and give it to the students. Providing students with a high quality example puts them in a better position to objectively critique their own work and provides a model for future essays.

2) Reflection – Have students write a reflection about their essay once they have received their feedback. Questions they could address are as follows:
   - Good things about my essay
   - Areas for improvement
   - Feelings about my mark/grade
   - What I enjoyed/didn’t enjoy about the essay writing process

3) When distributing assignments avoid responding to individual, immediate responses, such as, ‘why did I get this mark’ or ‘what do you mean by this…’. Encourage students to take it away and review the comments. Then, if they need clarification, they should come back to you for a discussion.

f) Referencing

Referencing - a basic definition

In short, referencing is a way of acknowledging the authority of an author(s), who provided evidence or support for an argument. The work being referred to should be acknowledged in ‘in-text’ and at the end of the text as part of a reference list of bibliography.

The benefits of referencing

Referencing helps students create a more credible argument by providing evidence for their views. It is also a key way for students to demonstrate the breadth of their research and their ability to aptly apply the literature within their discipline.

Murdoch’s stance on referencing and plagiarism

Murdoch takes a developmental approach to referencing. It aims to ensure ethical practices through educating and informing students and providing clear and explicit instructions as to what is expected. These practices are aimed at developing good practice among students and preventing plagiarism.
Murdoch’s definition of plagiarism is as follows:

"Plagiarism constitutes using the work of another without indicating by referencing (and by quotation marks when exact phrases and passages are borrowed) that the ideas expressed are not their own. … Plagiarism and collusion apply to work in any medium (for example, written or audio text, film production, computer programs, etc.)" (Murdoch University, 2004, p. 21)

Plagiarised work is an example of a failure to show academic integrity. As mentioned previously, high standards in academic integrity is an expectation Murdoch has of all its students and staff. Academic integrity revolves around a respect of the ideas and publications of others through appropriate referencing. A lack of academic integrity can include plagiarism, collusion, examination misconduct and stealing or purchasing the work of others.

Plagiarism can take many forms. The following are examples of plagiarism (Bath & Smith 2010, 50-51).

Plagiarism is:

- material that is copied word for word, but not in quotation marks or without acknowledgement.
- paraphrased material without acknowledgement of its source.
- copying the work of other students on an exam.
- using another students work with or without their permission for an assessment.
- using information, including graphics and graphs, from the Internet without acknowledgement.
- inequality in group work; for example, one student does very little or nothing, but does not acknowledge his/her shortcomings and claims the same mark.

In many cases the students don’t plagiarise intentionally. For example:

- The student may not understand what constitutes plagiarism, perhaps due to language or cultural barriers.
- The student may be unaware of the citation and referencing conventions of the university or unit.
- The student is under a lot of stress and fails to include referencing as he/she is rushed in submitting the assignment.

*The tutor’s role in promoting academic integrity and helping students reference correctly*
At the beginning of the unit it’s important to have a discussion with the students about referencing. It’s important to be explicit by providing examples of plagiarism as well as correct use of referencing. Make sure students are aware of referencing conventions for the unit you are tutoring in. A useful activity is to provide examples of plagiarised work for your students to have a look at. You could make this activity more deductive by providing a variety of examples, some that have been plagiarised and others that haven’t, and have students work together to decide which ones have been plagiarised.

It is important to regularly discuss referencing with your students. Many students find referencing to be one of the most confusing aspects of academic writing.

It’s also important to inform students about and encourage them to use Turnitin - a type of text matching software that will be explored in more detail in Section 7b - Educational Technologies.

Several referencing styles are used at Murdoch. The Unit Information and Learning Guide should indicate which style is to be used by students. More information about the different referencing styles can be found at: http://library.murdoch.edu.au//Getting-help/Referencing/ or type ‘referencing’ in the Murdoch search tool.

The following are practical ways in which tutors can help promote academic integrity within the classroom:

- Ensuring that you reference any examples you use in PowerPoint slides overhead transparencies, or handouts
- Providing plenty of examples of good referencing for students
- Clearly articulating rules for group work/assignments
- Providing regular reminders of rules and consequences surrounding academic integrity
- Providing clear and positive feedback when referencing is done appropriately
- Pointing out errors in unit guides and readers to the Unit Coordinator

The following site provides general information on referencing and citing including examples of typical errors students make: http://our.murdoch.edu.au/Student-life/Study-successfully/Referencing-and-citing/

**g) Student discipline regulations regarding plagiarism**

There may be times when you encounter plagiarised work, no matter how proactive you are educating your students about it. Dishonesty in assessment, including plagiarism and collusion, is considered misconduct under the Student Discipline Statute. Depending on the seriousness of the case, it can lead to a
requirement to undertake additional work, failure in a unit or in a part of it, suspension from the University or even permanent expulsion from the University.

The following website provides the Student Discipline Regulations according to the University Legislation: [https://goto.murdoch.edu.au/StudentDisciplineRegulations](https://goto.murdoch.edu.au/StudentDisciplineRegulations)

If you suspect that one of your students has acted dishonestly in assessment, you should inform your Unit Coordinator before further steps are taken.

**h) Final exam information**

Final exams usually take place once the unit tutorials have finished and thus you are likely to have less involvement with exams. You may have to mark the exams, but generally have little if anything to do with the actual construction (done by the Unit Coordinator) and delivery (done by the Exam Office) of these exams.

This being said, you can inform students on general exam protocol and help them prepare for the final exams.

The following are some general exam guidelines for Murdoch:

- On campus exams are usually held in sessions starting at 9:30 am, 2:00 pm and 5:00 pm.
- Exams are usually of two or three hours duration with an additional 10 minutes reading time.
- Internal students and those external students who live within a 100km radius from a Murdoch campus or Examinations Centre are required to sit all their exams on campus, or at the Examinations Centre advised by the Exam office responsible for examinations. Students will be advised of the Examinations Centre at which they are to sit their examinations.
- Students who live outside a 100km radius of an Examinations Centre or a Murdoch campus are responsible for nominating a suitable Invigilator (who will be paid by the University) by the date advised by the Exam office.
- Students who are less than 30 minutes late in arriving at the examination can sit the examination but will not be given any extra time.
- Students who are more than 30 minutes late for an examination will not be allowed to sit the examination.
- Students with a disability or medical condition who want to apply for Alternative Examination Arrangements should contact the Equity Office to discuss their needs.
- Students must provide a valid form of photographic identification at the Examination Venue.
- Students can only take writing materials (pens, pencils, eraser, ruler), water in a clear bottle and permitted Examination Aids into the exam unless otherwise instructed.
During the exam, students are not permitted to leave in the first or last 30 minutes and must raise their hand if they wish to get the invigilator’s attention.

Some exams are ‘open book’ and students are permitted to bring in and use notes/readers during exams. This has to be advised by the Unit Coordinator.

Rules for the Conduct of Examinations can be found at: [https://goto.murdoch.edu.au/ConductOfExaminations](https://goto.murdoch.edu.au/ConductOfExaminations)

**i) Preparing for exams**

There are several things that you can do within the tutorial to help students prepare and engage in the exam preparation process. Many students, especially first year students, are quite apprehensive about sitting exams. It’s important to remind them to plan ahead, know specific exam times and locations and what they can and cannot bring into the exam. The student, and the student only, is responsible for getting to the exam on time, following exam protocol and showing academic integrity, but you may want to offer them some guidance in the weeks leading up to the exam to help alleviate some exam anxiety. The following are a list of tips for students when preparing for exams. You may want to give this list to your tutorial group or alternatively have them work together to brainstorm a list of their own.

**Exam Tips:**

- **Start preparing early** – don’t wait until the last minute, this will only result in exhaustion and forgetfulness come the final exam.
  - Teaching tip: At least a couple weeks before the exam have students come to class with a study schedule they have prepared for the exam. Have them compare with other students.
- **Review past exam papers whenever possible** – past exams provide student with tangible examples and an idea of what to expect.
  - Teaching tip: You could give students a past exam to work through/discuss in groups during a tutorial session.
- **Practise effective note taking/review** – clear and detailed notes really help students study more effectively.
  - Teaching Tip: Using some of the readings from the unit, have students practise note taking strategies such as linear and patterned notes to find a method that works for them.
- **Take care of yourself** – proper nutrition, a good nights sleep and some exercise will do wonders for your focus on the actual day!
  - Teaching Tip: Have students keep a log of their nutrition, sleep pattern and exercise routine in the weeks leading up to the exam. Have them set some goals in relation to these factors (i.e. go for a 30 minute jog 3 times a week to clear my head/ have a salad or smoothie at least once a day).
- **Arrive early on the day of the exam to avoid unneeded pre exam stress.**
Know the exact location of your exam so you don’t get anxious searching for it on the actual day.

More tips and strategies can be found at: http://our.murdoch.edu.au/Student-life/_document/Student-Learning/Top-10-Quick-Tips/Preparing-for-Examinations.pdf or type ‘preparing for exams’ in the Murdoch search tool

For an Exam Checklist, which you can give to students a few weeks before the exams, see Appendix 7.

For detailed information on Assessment policy at Murdoch please see the following link: https://www.murdoch.edu.au/index/policies/index?Filter=assessment

**Alternative Examination Arrangements:**

It is important for all students to be advised that there are mechanisms in place for obtaining alternative examination arrangements. In some instances it may be necessary for a student to seek a deferral of their unit’s examination. This may be for a variety of reasons including a temporary injury or impairment, religious practices, and Australian Defence force commitments. Students need to contact the Examinations Office in the first instance for advice – there is also information available at: http://our.murdoch.edu.au/Student-life/Get-organised/About-exams/Deferred-assessment/or follow the ‘Deferred Exams’ quick link. Students will generally need to apply on the prescribed form and supply a medical certificate in support of their request.

One of the most frequently requested supports from Equity & Social Inclusion (ESI) is for negotiation of alternative exam (and/or test) arrangements for students with ongoing disability/medical conditions. As a standard practice let all students know that, if they have a disability or condition that may warrant assistance, to register with ESI early in the semester. This is quite important if there are mid-semester or inter-semester tests for the unit you are tutoring in. ESI may set in place ongoing examination arrangements and tailor supports for tests during the semester. Please be aware that the alternative examinations database will close off around the second study break of each semester for those students with ongoing support requests.
Section 7 - Resources for staff and students

a) Library

There are three libraries at the Murdoch campus on South Street in Murdoch, the Main Library, the Veterinary Library and the Curriculum Resource Centre for Education students. Another library is located at Rockingham, offering services to staff and students of Murdoch University, Challenger Institute of Technology and Rockingham City public library patrons. The Library at Peel campus is located in the Learning Common area of Murdoch building 101.

The Library located on Bush Court at South street offers a range of services for students and staff including borrowing, computer access, copying, printing and binding. All staff are entitled to borrow books. The following website provides detailed information of the services the Murdoch library offers: http://library.murdoch.edu.au/ or follow the ‘library’ quick link.

b) Educational Technologies

For an overview of all educational technologies offered at Murdoch see: http://our.murdoch.edu.au/Educational-Development/Educational-technologies or type ‘educational technologies’ into the Murdoch search tool.

The Learning Management System (LMS)

Most units at Murdoch have an online site on the LMS, which is used by both internal and external students. Staff are able to access a site through a link on the Murdoch staff page. Unit Coordinators are responsible for providing learning materials and other resources on the site. The Unit Information and Learning Guide is usually provided in the online unit. This includes information such as assignment details, study schedules, resources and contact details. Tools, which may be available within the online unit, include discussion forums, online assignment submission, quizzes and links to resources. There may also be links to lecture recordings on LCS (Lecture Capture System) and to Turnitin.

As a tutor, make sure you check whether your Unit Coordinator uses the LMS and if so find out what role you are expected to perform in the online unit.

The Centre for University Teaching & Learning (CUTL) offers LMS training for staff at certain times throughout the year. For information on training see https://goto.murdoch.edu.au/TrainingCourseManagementSystem

The following link provides more details on the LMS system: http://our.murdoch.edu.au/Educational-Development/Educational-technologies/LMS/
Lecture Capture System (LCS)

LCS provides streaming and downloadable audio or screen capture of certain lectures for student viewing. LCS has many advantages:

- It allows lectures to be accessed at any place or time
- It caters to learners with disabilities or for whom English is their second language
- It appeals to growing numbers of part time and mature aged students who can’t attend lectures due to other commitments
- It creates more consistency between internal and external studies
- It helps avoid potential timetable clashes
- It is a useful revision tool.

Tutors can access the recordings through the online (LMS) unit or LCS. Tutors need to go to http://lcs.murdoch.edu.au. Make sure you check whether the lectures for the unit you are tutoring have been recorded. If appropriate, access will have been granted by the Unit Coordinator.

Blackboard Collaborate Web Conferencing

Blackboard Collaborate Web Conferencing is a tool which can be added to an online unit and used for virtual classes with real-time voice and video. Students and the facilitator (tutor) can converse as in a face-to-face situation. Content such as Powerpoint slides can be displayed and comments and questions can be entered as text. Interactivity is provided with an electronic whiteboard, quizzes and surveys. When the video option is selected a streaming broadcast of any user sharing video is displayed.

It is a very useful tool for tutors who have external students and would like to ‘converse’ with them. A class time can be arranged and students access the Classroom and participate in the online tutorial. The session can be archived so that students who cannot ‘attend’ can review the session later.

Turnitin

Turnitin is a type of text matching software that is widely used at Murdoch. Some units require students to submit essays to Turnitin to be checked prior to submitting them for marking.

Turnitin checks submitted material against its huge database of web and electronic journals and against work submitted by other students to find pattern matches.

Turnitin will provide students and staff with a percentage of matching information for each assignment submitted. There is no fixed percentage deemed acceptable as this can depend on the type of terminology needed for the assignment, but it
does give students and tutors an idea of whether the assessment could fall under the umbrella of plagiarism.

The following link provides more details about this service:
http://our.murdoch.edu.au/Educational-Development/Educational-technologies/Turnitin/

PebblePad

PebblePad is a personal learning system which enables students to plan, record and reflect on their learning experiences and develop an e-portfolio. It is not as widely used as LMS or LCS, but is important to be aware of.

Further information on this tool can be accessed at:
http://our.murdoch.edu.au/Educational-Development/Educational-technologies/PebblePad/

Note: Students access their online units from their MyUnits page. From this page they can also access the Unit Information page for the unit and will often have access to recordings on LCS, My Unit Readings and the Murdoch Online Survey System (MOSS).

c) Centre for University Teaching and Learning (CUTL)

CUTL provides face-to-face and online resources for students. It provides a broad range of services such as workshops, consultations and tips for studying successfully and developing academic skills. CUTL is located on the fourth floor of the library building at South Street in the north wing. Students can organise personal consultations with student learning staff in person, by email or by phone.

Consultations can be booked by phone at: 9360 2142 or by email CUTL@murdoch.edu.au

Make the most of your study – website

There is a very helpful webpage called ‘make the most of your study’ with a variety of tips and strategies to assist students in essential areas such as referencing, researching, essay writing and general numeracy and literacy. The following link will take students directly to this page:
http://our.murdoch.edu.au/Student-life/Study-successfully/Make-the-most-of-your-study/ or type ‘study successfully’ into the Murdoch search tool.
Section 8 - Evaluating and improving your teaching

a) Tutoring is a constant learning process

Higher education is a field that is rapidly changing and evolving. What was considered effective practice twenty years ago may be considered detrimental to student learning in today’s society. This is due in part to new research as well as the wider changes within society.

Educators are encouraged to be open-minded, flexible and committed to keeping their teaching practices current. Ongoing and varied evaluation is a means to ensuring that your teaching methods remain fresh.

If we want our students to think critically and adapt to change then we have to lead by example. We have to be willing to be a ‘learner’ ourselves and accept feedback, however confronting it may be.

For these reasons and many more, being a successful educator requires continual professional development and evaluation. As stated by Bertola and Murphy (1994) “Successful tutors never stop learning” (47).

b) Importance of evaluation

Some tutors avoid evaluation as it can feel quite confronting and involves a range of emotions. However, the process is essential to quality teaching practice and when done effectively can be incredibly empowering.

Evaluation functions in the following ways:

- It enables you to discover what methods and behaviours were the most/least effective.
- It informs your tutoring practice, allowing you to adjust or adopt new methods to improve your teaching.

Evaluation can also be used as evidence of successful tutoring and thus from a professional standpoint it’s to your advantage to ensure evaluation is performed on a regular basis.

c) Methods of evaluation

Office of Strategy, Quality & Analytics (OSQA)

OSQA conducts regular surveys of Murdoch units and teaching as well as helping in the design and delivery of other evaluation tools. Unit and teaching surveys are mandatory; units each time they run and teaching at least once every two years. Teaching surveys are required if applying for promotions and awards within the
university. Your Unit Coordinator will know if a survey is being conducted on your unit over the period you are tutoring. Tutors can also commission a Teaching Survey relating to their personal performance. For more information about this service refer to the following web page:

Self-Evaluation/Reflection

This can be the least confronting method, but to have any effectiveness must be done as objectively as possible.

One way of doing this is to have a look at the attributes of a ‘great’ tutor as discussed in section 4 and decide how many of these attributes apply to you. Once you’ve done this you can make a list of key areas that you need to work on in your tutoring.

Many tutors find it helpful to reflect on their tutoring immediately after a session while it’s fresh in their minds. This type of informal self-reflection can be as simple as asking oneself the following questions and perhaps documenting them in a log or journal:

- What went well?
- How could I improve?
- This task worked because...
- This task didn’t work because...
- Was this an improvement from the previous week?
- Was my planning effective?
- How could I plan differently next time?

Student Evaluation

Often, the quickest and most honest source is your students. Some informal and general evaluation can be done at the end of each session by asking some of the following questions:

- What part of today’s session did you enjoy the most? Why?
- What part of today’s session did you find the most useful? Why?
- What would you like to be done differently next week?
- Are you being given enough time to thoroughly discuss the subject?

Your students view you as an authority figures and may be unwilling to provide any negative feedback to your face. For this reason anonymous class questionnaires about the tutorials may allow you to get the most honest responses.

For a student feedback/evaluation form see Appendix 8.
Peer/Colleague Evaluations

Having a colleague evaluate your tutorial session can be a very useful way of getting relatively objective and informed feedback. You may want to ask a trusted colleague to sit on one of your tutorials and provide some informal feedback. This is a great way to share ideas and methods that will keep tutorials fresh and interesting.

For further information go to:
http://our.murdoch.edu.au/Educational-Development/Preparing-to-teach/Peer-feedback-on-teaching/
Section 9 - Important Links and Contacts

For many new tutors, knowing where to go or who to contact for specific information can be a tricky task. The following is a list of Internet links and contact information that is relevant and useful for tutors. Some links have already been given within the guide, but are repeated here for easy access.

Assessment Policy
https://www.murdoch.edu.au/index/policies/index?Filter=assessment or follow the ‘assessment policy’ quick link

Centre for University Teaching and Learning (CUTL)
http://our.murdoch.edu.au/CUTL
Phone: (08) 9360 2142
Email: CUTL@murdoch.edu.au

Directions to Murdoch and parking details
http://www.murdoch.edu.au/index/visitors/wherearewe#campuses or follow the ‘parking’ quick link

Educational Technologies
http://our.murdoch.edu.au/Educational-Development/Educational-technologies/

Student Advisors
https://goto.murdoch.edu.au/StudentAdvisors/ or follow the ‘Student Advisors’ quick link

Murdoch Health Services: Medical and Counselling
http://our.murdoch.edu.au/Student-life/Health-and-happiness/Your-health or follow the ‘health and counselling services’ quick link

Equity and Social Inclusion
http://our.murdoch.edu.au/Student-life/Rights-and-responsibilities/Disability-rights-and-access/ or follow the ‘Equity’ quick link

Learning Management System
http://our.murdoch.edu.au/Educational-Development/Educational-technologies/LMS/ or follow the ‘lms’ quick link

MyMurdoch is the 24/7 gateway to the many online resources available to Murdoch students and staff.

Students can access their online learning materials and view their Personal Calendar via MyUnits, manage their enrolment, check exam results and sign up for activities (tutorials, labs and workshops) via MyInfo, see their your Library Loans and Booklist via MyServices, and find answers to all of their Uni questions via MyAnswers. MyMurdoch provides links to Webmail and the Library's online services. https://my.murdoch.edu.au/students/home
Staff Code of Conduct
https://goto.murdoch.edu.au/Conduct

Student Code of Conduct
https://goto.murdoch.edu.au/StudentCodeofConduct

Student Equity
(Administration)
Phone: (08) 9360 6084
Email: equity@murdoch.edu.au

Student Centre
Chancellery Building, Level 2
Phone: (08) 9360 6000

Surveys and Evaluations

Turnitin
http://our.murdoch.edu.au/Educational-Development/Educational-technologies/Turnitin/
References


Bertola, P. and Murphy, E. (1994). Tutoring in the social sciences and humanities, a beginner’s practical guide, Australia: Curtin University of Psychology.


Appendices
Electronic versions of all these Appendices can be downloaded from http://our.murdoch.edu.au/Educational-Development/Preparing-to-teach/A-guide-to-tutoring/Appendices/

Appendix 1 - Copyright matters for tutors

Delivery of supplementary readings to students

- Photocopies of hardcopy newspaper articles etc
- Articles in Library databases
- Links to websites
- Other 3rd party works and LMS

‘Reasonable portions’ to copy

Shared internet sites and 3rd party works

Student participation in discussion groups on LMS

Showing film and other AV material in tutorials and lectures

Copyright in a student’s own work

‘Fair dealing’ with copyright works: what students may copy for their own study – including assignments, tutorial presentations, and conference papers

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Delivery of supplementary readings to students

See also http://library.murdoch.edu.au/Copyright-matters/Unit-readings/

Delivery of 3rd party material via My Unit Readings

Most readings – book chapters, journal articles, lecture notes/slide presentations that include ‘unauthorised’ 3rd party images – should be submitted to the Library’s My Unit Readings for delivery to students under the CAL licence. http://library.murdoch.edu.au/Ourservices/Teaching-support/Adding-material-to-Reserve/More-information-aboutelectronic-course-materials/

Delivery of 3rd party material other than via My Unit Readings

- **Photocopies of a hardcopy original:** under the CAL licence, any number of photocopies of a ‘reasonable portion’ of a work (when a portion of that work has not already been included in the unit reader) may be made to hand out in class.
- **Digital works**: if the work (e.g. an article) is available in one of the Library’s databases a link can (usually) be made from your unit LMS site to the article.

- **Links**: you can link from LMS to most Library databases and ebooks, and you can also link from LMS to many off-campus websites. But be aware that the net is not a copyright-free zone; downloading and copying content will depend on a website’s terms of use. However, if a freely accessible website offers pdf downloads it is usually ok to link to that website so that students can download a copy of the pdf for themselves.

You may upload third party works to a LMS site only when:

- the copyright is owned by the University e.g. the work has been created by you or another member of Murdoch Uni staff as teaching/admin material
- the material has been supplied to the University with a licence (other than the CAL licence) to copy it e.g. teachers’ materials accompanying a set text
- the material is out of copyright e.g. because the author has been dead for more than 70 years
- the copyright owner has attached a Creative Commons or other Open Access licence
- the copyright owner gives you permission to use their work e.g. a colleague sends you a copy of their conference paper with an email saying that you can use the item in your teaching – a written copy of any permission must be kept by the unit coordinator, and the item must be marked as being ‘reproduced with the copyright owner’s permission’.

Any other third party copyright material that is to be provided online must be delivered through My Unit Readings or via a link from LMS to a Library database or other website.

**‘Reasonable portions’ to copy**

- **from a published work** of more than 10 pages (applies to the CAL licence and Fair Dealing): up to 1 chapter or 10% of the pages
- **from a hardcopy journal or periodical** (applies to the CAL licence): 1 article from any one issue
  - 2 or more articles may be copied if they all relate to the same topic
- **from a hardcopy journal or periodical** (applies to Fair Dealing): 1 article from any one issue
  - 2 or more articles may be copied if they are all required for the same course of study
- **from a hardcopy anthology** (applies to the CAL licence): any work of fewer than 15 pages; the work may be distributed to students as a photocopy or through My Unit Readings – it must not be uploaded to LMS
- **from a digital journal**: most of the Library’s database licences do not allow articles to be copied into LMS or My Unit Readings; delivery to
students is via a link from LMS or My Unit Readings to the database, or by reference

- **from an ebook in the Library's collection**: most ebook licences allow the individual reader to download up to 20% of the content – but may not allow any upload to My Unit Readings. Please contact the Library or Copyright Coordinator if you have queries about specific items

- **images from the internet** (applies to the CAL licence): any image can be copied if it is to be used for the educational purposes of the University; however, lecture notes or slide presentations including such images must be delivered via My Unit Readings

  - It may be more convenient to use images that have Creative Commons or other copyright-friendly licences as these can be uploaded to LMS: see [http://library.murdoch.edu.au/Copyright-matters/Open-access-images/](http://library.murdoch.edu.au/Copyright-matters/Open-access-images/) for info about sourcing and using Creative Commons licensed works.

**Delivery of 3rd party material via shared internet sites**

You may upload third-party works to wikis, blogs, etc when:

- the material is out of copyright (e.g. because the author has been dead for more than 70 years)
- the copyright owner has attached a Creative Commons or other copyright-friendly licence identifying the work as an Open Education Resource (OER) or Open Access (OA) work
- the copyright owner grants permission to reproduce their work; this may be made
  - in a statement on a website, or
  - by individual arrangement (a written record of such an arrangement must be kept by the course coordinator and the item identified as being ‘reproduced with the copyright owner’s permission’)
- you may be able to make a link to another online site or work (depending on the other site’s terms of use: not all websites allow links).

**Student participation in LMS discussion groups**

Students using LMS sites may only share digital/digitised third party copyright works, e.g. articles, images, AV materials, etc., with other students and staff by:

- providing a link or reference to an online site or work
- requesting the unit coordinator/tutor to post the work in My Unit Readings or add a link to a Library database
- obtaining the written permission of the copyright owner
- using works that are Creative Commons licensed or otherwise copyright-friendly.

**Playing AV material in a ‘classroom’ situation** i.e. not in a lecture that is being recorded in the Lecture Capture Service (LCS)
You can play AV works (from DVD, by linking to Youtube, etc) in tutorials and workshops where there is no recording taking place.

Copyright in a student’s own work

Students retain the copyright in their own work. However, they are required as a condition of enrolment to give the University a non-exclusive license to publish that work in whole or in part via web or other formats, under the conditions the University specifies for its publications, including recognition of authorship. (But be aware of any 3rd party content.)

Fair dealing for students

- **Fair dealing for the purpose of research or study**
  Any individual can copy a ‘reasonable portion’ of copyright material for the purpose of their own research or study. As well as copying for reading and research, this ‘purpose’ also covers reproducing material (including music and film) for an assignment or other form of assessment.
  - Student works that include copyright material used under this provision must not later be published – even on a personal website – submitted for a competition or festival, or included in a portfolio, as those uses no longer fall under the provision of ‘research or study’. In these cases permission to use the material should be obtained from the copyright owner.

- **Fair dealing for the purpose of review or critique**
  Students may copy and reproduce copyright material for the purpose of review and critique: this must involve engaging with the material e.g. making a judgment of it or the ideas it expresses, or comparing it with other works in order to make such a judgement. Such material can be included in, for instance, in a conference paper, or journal article.

Further information


University copyright coordinator: copyright@murdoch.edu.au

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i This varies for group works such as a film where the University, as producer, is usually the copyright owner.

# Appendix 2 - Useful Contact Information for Students

## Where do I go? What do I do?

<table>
<thead>
<tr>
<th>Name</th>
<th>Services Provided</th>
<th>Contact Info</th>
</tr>
</thead>
</table>
| Equity & Social Inclusion         | The Equity & Social Inclusion Office is responsible for ensuring entry and support for a number of diverse groups. They can also help you for emergency loans. | ECL 1.009  
9360 6084 |
| Student Advisors                  | The Student Advisors (SAs) are your main referral point or ‘sign post’ for all matters ‘first year’. | follow the ‘StudentAdvisors’ quick link and select the SA for your school |
| Murdoch University Health:        | You can make use of Counselling Service to help you address personal or psychological issues that are causing you concern. The Service is strictly confidential. | Counselling: To see a Counsellor for the first time either phone or drop in to the Counselling Service on the west side of Bush Court. All new clients are seen in a triage appointment to assess their needs and decide on an appropriate course of action. Triage appointments are available any weekday between 9:15 – 11.15 am and 1.15 – 2.15 pm.  
9360 1227 |
| Murdoch University Health:        | The on-campus, bulk-billing GP service provides consultations to students.      | Medical: To make an appointment contact 9360 2293 |
| Centre for University Teaching    | CUTL provides academic and study skills assistance. You can book one-on-one consultations with experts in different disciplines. | Library (North) Room 4.007  
9360 2142 |
| and Learning (CUTL)               |                                                                                 |                                                  |
| Careers and Employment Centre     | The Centre is a professional support service available to all Murdoch students, Alumni and employers | 9360 2596  
careers@murdoch.edu.au |
| IT Service Desk                   | This is the place to go for all computer-related questions as well as getting ID cards and passwords. | 9360 2000  
itservicedesk@murdoch.edu.au  
Library North Wing Level 2 |
<p>| Library                           | The Library is the source of a rich                                             | <a href="http://library.murdoch.edu.au/">http://library.murdoch.edu.au/</a>                   |</p>
<table>
<thead>
<tr>
<th><strong>Parking at Murdoch</strong></th>
<th>follow the ‘parking’ quick link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quick Tips and Online Tutorials</strong></td>
<td>The Top-10-quick-tips website provides key information on a variety of subjects such as referencing, time management, essay writing and critical thinking. <a href="http://our.murdoch.edu.au/Student-life/Study-successfully/Top-10-quick-tips/">http://our.murdoch.edu.au/Student-life/Study-successfully/Top-10-quick-tips/</a></td>
</tr>
<tr>
<td><strong>Scholarships</strong></td>
<td>Murdoch offers a variety of scholarships for first year students. follow the ‘scholarships’ quick link</td>
</tr>
<tr>
<td><strong>Sports and Recreation</strong></td>
<td>Murdoch offers a range of social sports, interfaculty sports and fitness activities. <a href="http://www.murdochsports.com.au">http://www.murdochsports.com.au</a></td>
</tr>
<tr>
<td><strong>Student Centre (SC)</strong></td>
<td>The SC is the place to go for all administrative questions and concerns. They are involved with enrolments, deferrals, fees, exchanges to name just a few. Chancellery Building Level 2 9360 6000</td>
</tr>
<tr>
<td><strong>Student Guild</strong></td>
<td>Murdoch Guild is the student representative association for all students of Murdoch University and the recognised channel of communication between the student community and the University. <a href="http://www.guild.murdoch.edu.au">http://www.guild.murdoch.edu.au</a> 9360 2158</td>
</tr>
<tr>
<td><strong>Timetables and Dates</strong></td>
<td>Provides a wide variety of specific dates, deadlines and timetables for all students and staff. Follow the quick link ‘timetable’</td>
</tr>
</tbody>
</table>
Appendix 3 - Some Principles for Good Practice in Teaching and Learning

Taken from Teaching Skills Development Program (2010) – online unit

Good practice encourages student – teacher contact and demonstrates concern and respect for students
Frequent student-teacher contact both in and out of class, is an important factor in student motivation and engagement in their learning. A teacher's concern helps students keep on working and get through rough times. Knowing a few teachers well enhances students' intellectual and emotional commitment to learning. Students want to know that they ‘matter’ to someone and will respond to a teacher who makes an effort to know them as individuals and who demonstrates an understanding of the individual challenges students face. Good teachers afford students the respect of fellow learners and representatives of the discipline.

Good practice creates an optimal learning environment
The teaching and learning environment should be one that is respectful, safe, engaging and friendly, sets clear standards that are observed and is physically comfortable. By trusting student's intentions, valuing and respecting their abilities and conveying high expectations, teachers create an environment that motivates and challenges students. Anxiety generated by cynicism, disrespect, time pressures and unreasonable sanctions for non-compliance with structures and processes may lead to surface approaches to learning.

Good practice encourages collaborative and cooperative learning
Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others significantly expands the potential of learning and student ownership of their learning responsibilities. Articulating and sharing ideas and responding to others' reactions improve thinking and deepen understanding. 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 and collaboration among students.

Good practice encourages active learning
Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments and spitting out answers on exams. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to what they feel is important. They must make what they learn a part of themselves. Active learners will take a deeper approach to learning. Equally important is the need to make explicit the learning processes that are occurring in the learning environment and why particular strategies are being used.

Good practice provides intellectual challenge, communicates high expectations and provides appropriate support
Expect more and you will get it. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for them and make extra efforts. In challenging students and developing in them a sense of independence and responsibility for their learning, the appropriate amount of support must also be provided, otherwise the development we strive for in the students may be hindered. Finding the right balance of support and challenge is the key. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for teachers. Workload is an important factor and overburdening students will encourage surface approaches to learning.

Good practice acknowledges, respects and embraces diversity
Students in the classroom represent the diversity that is found in the wider community. Such diversity includes cultural and linguistic backgrounds, religious beliefs, educational and employment experiences, urban and rural backgrounds, school experiences, family and community structures, sexual orientation, gender and age. The effective classroom acknowledges, supports and uses this diversity to enhance the learning experience.

Good practice recognises different ways of learning, encourages student independence in their learning and facilitates engagement with the subject
High-quality learning is associated with perceptions of student independence and choice over how they approach their learning and the ways in which they learn. Students bring different talents and ways of...
learning to university. Brilliant students in the seminar room may be all thumbs in the lab or studio. Students rich in hands-on experience may not do so well in theory. Students need the opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily. Engagement is facilitated through interest and relevance often generated by choice and control resulting in students enjoying learning and probably learning at higher cognitive levels.

**Good practice communicates enthusiasm for the subject and for teaching**

There is no substitute for a professional’s eager interest in and love for teaching. Some teachers demonstrate this interest outwardly in their classroom teaching behaviours, while others demonstrate it in the tone of their assignments, exams, grading and in the teaching-learning strategies they choose and implement. When students sense that a teacher’s zest is authentic, they respond in kind.

**Good practice reflects clear organisation, smart preparation and clear presentation**

Paramount in learning is how well we structure new knowledge for students. Lessons to be learned and teaching strategies must be organised and clear. Organisation is clear when the level of difficulty of content matches somewhat, the student’s prior level of understanding. Clarity and cohesiveness are emphasized by the well-chosen example, analogy and active learning strategy. Being well-prepared allows for flexibility and dictates that teaching is pared to fit the time allotted and the path the class may take. Organisation and preparation does not compensate for poor communication to the learner. Attention must be given to aspects of delivery including voice, pace, humour, clarity and body language as well as the media we use.

**Good practice measures learning with appropriate assessment tasks and gives prompt and meaningful feedback**

Assessment should align with learning outcomes and teaching activities and be appropriate for the course and students. It should be relevant, authentic and manageable. Knowing what you know and don’t know focuses learning. Feedback is an integral part of learning. Students need appropriate feedback on performance to benefit from assessment. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement.

**Good practice creates a meaningful and relevant context for learning based on interconnected knowledge**

Cognitive growth is enhanced by the restructuring that occurs when new knowledge is connected with existing knowledge. Most learning occurs naturally embedded within a context which is obvious / explicit to the learner. 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.

**Good practice emphasises fairness**

Ethical behaviours and the creation of optimal learning environments are integral to the academy’s learning mission. Teachers must engage their students in fair play and allow only fair play between students. Students thrive in situations they trust, i.e., when goals are clear and teachers are consistent in expectations and grading and uphold academic integrity.

Compiled by Allan Goody, these principles are an expansion of existing material including:


*Seven (plus three) principles for good practice in undergraduate education*. The Office of Instructional Resources, University of Illinois at Urbana-Champaign. February 2000.
Appendix 4 - Asking Questions

Taken from Teaching Skills Development Program (2010) – online unit

Questions serve a number of purposes including:

- generating discussion and encouraging engagement with the material;
- testing the students’ knowledge;
- clarifying information;
- stimulating students into expressing ideas and constructing arguments;
- challenging higher level thinking;
- challenging prior conceptions and understandings; and
- allowing the teacher or students to make a link between what they and the others are thinking.

Often the same question can satisfy all these purposes. Questions can be used in any teaching and learning situation but the type of question may vary according to the context, the subject matter, the purpose of the questioning, and the learning environment that has been established and the specific group or class dynamic.

Questioning Strategies

General Tips

- Avoid posing a multi-part, highly-academic and leading question at the start of a session.
- Avoid questions where it seems that there is only one right answer (where there are more than one!)
- Wait long enough for responses.
- When no response, repeat the question, not rephrase it as another question.
- Avoid answering your own question and turning the discussion into a mini-lecture.
- Check if students understand the question.
- Try to have some idea of the mental processes students are going through and adjust your questions to the way they respond. Questions are often time, place and person dependent.
- Draw out a range of possible answers from students and encourage discussion of their merits. This often produces ideas that you had not previously thought of. You may then reveal your own list for comparison.
- Ask questions which give informative answers. Minimise the use of verbal checklists.
- If you do not get the answer you want, consider the possibility that the answer a student gives may be the answer he or she wants, or that you have asked the wrong question.
**Bringing in and Shutting Out**

These gestures highlight two complementary purposes. In order to encourage students to talk, you may need to invite individual members of the group into the discussion, either verbally or non-verbally. You may also pick up significant non-verbal signals for example when a student silently smiles or frowns. On such occasions you might say:

*What are you thinking, John?* or *You smiled, John* or *You look puzzled John.*

On the other hand you may want to restrain someone who is always answering the questions or constantly interrupts as this behaviour may lead to frustration in the group (and for you). Try to 'shut' the student out in a supportive yet straightforward manner. Often the student is only trying to demonstrate their understanding and is happy that you acknowledge their understanding.

*Peter, just hold that thought for a moment while we hear what others have to say.* or 
*Mary, I know you understand this concept, so lets see how many others do.*

**Reflecting and deflecting questions**

When students ask questions like *Can you tell us about ....* or *What should the answer be?* it is easy to fall into the trap of becoming the expert and providing all the answers. The student probably has an inkling of the answer anyway or would not have asked the question and it is better to get students to formulate their own ideas in the first instance so turn the question back with *Well, what do you think?*

You can also redirect or deflect them. For instance the question from a student:

*I don't understand what the author is trying to say. What does it all mean?* could be met with
*Well, what do others think?* or *Do others have the same problem?* or *Do you have any ideas what it means?*

There are occasions when you probably are the only person who could know the answer or where reflecting or deflecting could result in discussion taking too long or getting off track.

**Supporting and Valuing**

It is easy to overlook the creation of a positive learning environment where there is a feeling of belonging and an atmosphere of trust and openness. Students should feel that their questions and responses are valued and need not fear making a fool of themselves. There is a ready temptation to correct student responses. Too much 'correcting' may defeat student initiative and willingness to engage and ask questions and you may find yourself doing all the talking again.
This is not to say that you should not correct errors but you should think about 'when' and 'how' to correct errors. To reject or correct the first contribution a student makes may be counterproductive. In addition to stifling further contribution it may also contribute to the belief that there are right and wrong answers to every question. Ways of helping correct these errors might be by asking questions such as

*Let's just look at that more carefully.*
*How did you arrive at that conclusion?*
*How does that match with what you said before?*
*Would anyone else like to comment on what George is suggesting?*
*What do you like about it? What has prompted your interest in this?*

Students may thus pick up that they have said something irrelevant or inconsistent but be encouraged to discover their own way out. An honest attempt to contribute should be welcome. However, if you feel a comment is irrelevant to the discussion you may respond with:

*Can we come back to that later?*
*That's interesting, but not quite relevant at the moment. I'm interested to know about you line of thought here but can we talk about it later?*

It is important to recognise that the apparent irrelevance of a comment may be an indication that the student is feeling out of depth or has had to wait so long to speak that the contribution has become out of date.

If the question indicates that a student has a personal interest or if it appears that the discussion has lost any sense of personal relevance to the students, questions like the following may help.

*I'm interested to know what your thinking is on this.*
*How does it seem to you?*
*What did you like about it?*
*That's interesting. What made you arrive at this answer?*

**Clarifying and Elaborating**

Students may find it difficult to express their ideas at first. You might wish to check that you understand what is being said before the whole group is led astray or confused. The student is often grateful for the clarification. Ask a question such as

*Let me make sure that I understand what you are asking - are you saying...?*
*My understanding of what you are saying is ... ... Is that right?*
*Can you rephrase that? What did you mean by...?*

Elaborating questions help students express themselves more fully, both in thought and feeling.
Can you tell me more? Could you elaborate on that? OK, what else?
'How does that make you feel?'
How does that connect with what you said before?
Can you give me an example?
Can you take your argument a bit further?

Re-directing

Sometimes you may wish or have to change direction and/or move on. You may have to take control but can ask in consensual way as opposed to an authoritarian manner. Ask

Are we ready now to move on?
Do you think we’ve worked on this concept for long enough now?
Can we stop here and check whether we’re going about this the right way?
or with some more authority;
Hold those thoughts but I think we need to switch our attention to another aspect
…
I think we’ve covered that point for long enough so we can move on to… .

Examples of Questions

Open-ended questions
What are the some of most important factors to consider in this case?
In developing a solution to this issue, what steps did you take?
What aspects of the case did you find most puzzling?
Why did you prioritise the factors in this way?

Diagnostic questions
What is your analysis of this situation?
What conclusions can you make from the facts presented?
What do you think would have happened if the first two factors were not taken into account?

Information-seeking questions
What are the three essential components in this compound?
How many tests were carried out on this data?
When did the patient lose consciousness?
What two conditions are necessary for this to occur?
What strategies did your group use to solve the problem?

Challenge questions
Why do you believe that?
What evidence do you have to support your group’s decision?
If I said that your diagnosis is wrong, what evidence might you need to refute my claims?
**Action questions**
What steps will you take now that we have agreed that you are right to this point? 
What will you do to achieve the desired outcome?

**Questions on priorities**
Given the limited resources, what step should be taken first? Second? Third? 
Given the information provided by the witness, what are your priorities for diagnosis and treatment?

**Prediction questions**
What do you think might happen if you administer this drug? 
What do you anticipate to be the result of your analysis of this case? 
How well do you think your team will work together?

**Hypothetical questions**
How do you think the patient might have reacted if you had not been able to attend the examination? 
If you worked on this project on your own, do you think you would have achieved a better outcome? 
If you were in that situation, what would you do?

**Questions of extension**
Yes, you have that right but what if we now consider the final two factors in the case? 
How will you feel when you succeed in completing this step in your research? 
Ok, you have demonstrated how to complete this task. Now what is the next logical step to take?

**Questions of generalisation**
Based on the work you have completed, how might this apply in the broader community? 
Do you think that this research has application in other areas of science?
Appendix 5 - Discourse Markers to Guide Communication – for student and staff

Introducing a Topic; Stating Objectives
Today, we are going to talk about lesson planning. (discuss, examine, look at, explore)
Generally, there is not one correct lesson plan format.
Verb + ing is/are ... . (Teaching is a rewarding activity)
The objective/s for today’s tutorial is ...

Emphasising
The most important thing is ... (extremely, very, especially, particularly)
The main point of all this is ...
The key component in completing ...
The major ingredient in this compound ...
The surprising aspect of this is ...
Remember, there are many ways of structuring a lecture.
The critical distinction between ...

Illustrating / Giving Examples
For instance, there are ...
For example, teaching first year students ...
In particular, clarity of voice is ...
Specifically, think about the way you ...
There are several reasons for being prepared such as ...
Look at the way this is written, for example.
To give you an idea of how this should be done, let us ...

Rephrasing for Clarity
Let me explain it another way.
In other words ...
Let me draw a diagram to illustrate what I mean.
In every day terms, what we are saving is ...

Making Transitions
Now that we have discussed ... ... let's move on to ...
That concludes the topic of ... . Next we will ...
While we could discuss this for the rest of the lecture, we need to move on to ...
On the one hand we ... ... and on the other hand we have ...

Summarising / Concluding
To sum up, ...
To wrap up, ...
In conclusion, ...
In summary, ...
So in general, we can say that ...
So then, the three points to take away from this lecture are ...
Now, let's look at what we did today. First ...

Taken from Teaching Skills Development Program (2010) – online unit
Appendix 6 - Classroom Management Scenarios

How would you handle the following scenarios? It may be useful to discuss your ideas with other tutors.

1. **Lack of discussion.** In the tutorial you go over the questions assigned to the readings. However, you cannot get the students involved in any discussion on the material. You do all the talking.

2. **Lack of discussion.** You start the morning discussion with the question "*Well, what did you think of the article that was assigned for the reading this week?*" You get no response. You then ask a more direct question about the content. No response. You then ask who read the chapter. No response.

3. **Disruptive students.** You and the class are in the middle of a very active discussion about a concept that is crucial to the lecture this week and the upcoming exam. Everyone is participating in an orderly fashion except for two students who are having a 'private' conversation. They are clearly annoying the students who are trying to participate in the discussion.

4. **Disruptive, non-participating student.** A student comes to the class 15 minutes late and proceeds to take a seat, search through his/her bag to find materials, drops the bag on the floor and then asks: what question are we talking about? And then he/she proceeds to read the newspaper.

5. **Disorganised, poor language skills.** Students have been assigned to make short presentations in each tutorial. The assigned student for the week showed up late and was clearly disorganised. The student also had a strong accent and poor language skills. The other students lose patience, many leave the class and those remaining are laughing and making inappropriate comments about the presenter.

6. **Teacher communication skills.** A student comes to you to complain that their results in the mid-semester test are a reflection on your poor communication skills. He says that he has difficulty understanding what you are saying.

7. **Not understanding a student.** A student in your class asks a question which you do not understand the first time. You ask the student to repeat the question. You still do not understand. After the third time, you interpret what you think the question is and ask the student if that is what is being asked. The student says no and becomes very frustrated and upset. Other students are sighing; some are quietly laughing.

8. **Age diversity in class.** Your tutorial has two mature-age students and twenty students direct entry from school. The mature-age students are very forthcoming in their comments, but they often don’t seem to have done their preparatory reading. You have gone to great efforts to draw out the direct entry students in discussions during class, as they had initially seemed content to let the mature-age students run the show. When you collect some feedback on your teaching, you find a couple of comments saying that you are only interested in teaching younger students and treat mature-age students like dummies.

9. **Not knowing the answer.** The lecturer bought forward the assigned lecture topic for week nine to week six and forgot to tell you. When the students come to your tutorial they have a lot of questions about the topic and you do not know the answers to most of them.

10. **Not knowing the answer.** You have had an especially busy week as your thesis proposal is due today. You had a quick glance at the topic for the tutorial but have not prepared. When the students come to your tutorial they have a lot of questions about a couple of particular issues and you realise it is a topic you have not dealt with for some time. You find you do not know the answers to many of their questions.

11. **Conflict management.** You provide a summary of the reading and then pose a controversial question. This leads to a heated discussion among the students that quickly gets out of control. Students begin to use offensive language and the threat of mild violence.

12. **Dominating student.** There are two students who do all the talking in the tutorial. They are always prepared and seem to know all the answers. You find yourself directing much of the discussion and questions to them. Most of the other students don’t seem to mind. They are quiet and appear to be taking lots of notes.
13. **Confused students.** You are conducting a tutorial dealing with the topic presented in the lecture. After a short time of silence and looks of confusion and eventually a confession from some students, you realise that the students understood nothing from the lecture.

14. **Dominating student.** You have a student who is dominating the discussion in your class. You notice some students rolling their eyes. Others have clearly switched off.

15. **Student interjecting.** A student unexpectedly interjects and says that they don’t know what you are talking about. This leads to a detour to some controversial issues where the student has very strong views that differ from yours. You don’t have sufficient facts at hand to establish your point that you know is correct and that is supported by the lecture material.

16. **Decreasing class attendance.** It is now week six of semester and the number of students attending your tutorial has decreased each week to the point where there are now only six (originally 22) students showing up regularly.

17. **Disruptive students.** It is week five of semester and some students are beginning to arrive 10 – 15 minutes late for tutorials. You reminded them in week three about punctuality and how their lateness disrupts the class.

18. **Disputing marks.** Some of your students come to you and say that their friends who have a different tutor for this subject received higher marks for work that they think is inferior to their own. They want their marks adjusted.

19. **Group assignments.** Two students come to you to complain that the third member of their group is not contributing to their group assignment. The project has been going for 6 weeks and the final report is due next week. The two students ask for special consideration in the marking of the project.

20. **Group assignments.** Two days before an assignment is due, a student comes to you and asks for special treatment due to a disability that will make it difficult to complete the assignment by the due date.

21. **Academic integrity.** Students are encouraged to work together on the weekly assignment but are required to submit individual answers. Some of the work that is submitted from several students is identical.

22. **Academic integrity.** You have almost finished marking question three on the 23 mid-semester test papers. You start reading the next student's answer and it seems vaguely familiar, that you have read this argument before. By a quick scan back through the other papers you find an answer that is almost identical.

23. **Student/teacher relationships.** A student of the opposite sex comes to your office to seek help with an assignment. He/she moves a chair to sit very close to you. The student suggests that perhaps you could meet for coffee off campus or at their home to discuss the assignment.

24. **Student/teacher relationships.** A mature-age student, (similar age to you) asks to meet at a café to get some help on the homework.

25. **Availability to students.** The lecturer for the course in which you tutor informs you that he has received complaints from students who say that you are never available for assistance out of class time.

26. **Not enough time.** Each week the students are assigned problems to solve and should come to class with their solutions and any questions. There are always questions about every problem and you spend most of the time doing the solutions on the board. However, you only get the first two or three completed each class.

27. **Laboratory teaching.** Two groups of students begin complaining that you never get to their group in the labs. They say you concentrate your attention on the students in the front. You tell them to raise their hands when they want assistance. They say that they gave up raising their hands after 4 weeks of being ignored.

Taken from Teaching Skills Development Program (2010) – online unit
## Appendix 7 - Exam Checklist

<table>
<thead>
<tr>
<th>What I need to do</th>
<th>Notes</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As soon as possible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sure I have written all my exam times, venues into my planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If necessary, arrange time off work and rearrange any appointments that clash with my exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If necessary, arrange childcare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get hold of past exam papers, sample exams if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify gaps in my knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule group study sessions if possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduce and organise my study materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try to think up a list of questions to help focus my studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage with the materials – try to build association between concepts (mind maps can be helpful)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try to come up with memory aids (acronyms, rhymes etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare myself mentally (get in the zone – remember the power of positive thinking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find ways to keep myself relaxed and mentally alert such as yoga, exercise, meditation, walks with friends...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The week before</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare my body both physically and mentally (eat well, get some sleep, keep hydrated, review materials regularly etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduce my notes down even more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check how my memory aids are working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get my supplies (pens with plenty of ink, watch etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-check the exam timetable and travel arrangements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The day before</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuel up (it’s hard to concentrate on an empty stomach) with healthy foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work off restless energy through exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-check that I have all the necessary equipment I need for the exam and pack my exam bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-check work, care and travel arrangements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the exam is in the am, set two alarms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get a good nights sleep (if you have followed this checklist you won’t need to cram :)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double check the exam time and venue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### On exam day

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure I have brought my student ID with me</td>
<td></td>
</tr>
<tr>
<td>Eat a nutritious brekkie with slow release carbs, protein, fruit and veg</td>
<td></td>
</tr>
<tr>
<td>Take water to the exam</td>
<td></td>
</tr>
<tr>
<td>Use relaxation methods</td>
<td></td>
</tr>
<tr>
<td>Take extra clothes in case I get cold</td>
<td></td>
</tr>
<tr>
<td>Re-check my equipment and packed exam bag</td>
<td></td>
</tr>
<tr>
<td>Do a quick review using my memory aids and reduced notes</td>
<td></td>
</tr>
<tr>
<td>Don’t bring valuables with me as I have to leave my bag at the front of the room</td>
<td></td>
</tr>
<tr>
<td>Arrive in plenty of time and don’t talk to other students about the unit — be confident I am prepared</td>
<td></td>
</tr>
</tbody>
</table>

### During the exam

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure to use the reading time to get a grasp of the questions</td>
<td></td>
</tr>
<tr>
<td>Tackle the questions you feel most confident with first</td>
<td></td>
</tr>
<tr>
<td>Look at how many marks each question is worth and allocate time spent on each accordingly</td>
<td></td>
</tr>
<tr>
<td>Take a deep breath and try to relax and keep focused. Don’t worry about the people around you</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from (Cottrell, The Exam Skills Handbook 2007)
Appendix 8 - Student Feedback/Evaluation Record

My learning in this class is helped by …

My learning in this class is hindered by …

I suggest that …

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

The one thing I still do not understand is …

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

The three most important points in today’s class were:

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

Summarise today's topic in one sentence.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

The take home message from today's lecture is …

_________________________________________________________________

A question that I need answered is …

_________________________________________________________________

What aspect of this session do I least understand and what do I need to do to address this?

_________________________________________________________________
_________________________________________________________________

Taken from Teaching Skills Development Program (2010) – online unit
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