Griffith University
School of Psychology
Mt Gravatt

TUTOR TRAINING & DEVELOPMENT MANUAL

2007

Associate Professor Keithia Wilson, Associate Professor Alf Lizzio & Dr Tamara Ownsworth
GRIFFITH UNIVERSITY
SCHOOL OF APPLIED PSYCHOLOGY
MT GRAVATT

TUTOR TRAINING & DEVELOPMENT WORKSHOP
2007

CONTENTS

1. Workshop agenda for 2007

2. The roles and responsibilities of Tutors and the Sessional Coordinator

3. Guidelines for effective learning and teaching practice

4. Guidelines for effective assessment practice
School of Psychology  
Mt Gravatt Campus  

Tutor Training  

Wed Feb 14th  
9:00-1:00pm  

Psychology Building Room M24_2.40  

9:00-10:30am  
Introduction and Orientation to Tutoring  

- General welcome to tutoring role and responsibilities by Head of School (Alf Lizzie) & Deputy Head of School (Analise O’Donovan) – 9:00-9:15am  
- Program overview by Tutor Development Coordinator (Keithia Wilson) – 9:15-9:20  
- Tutor role and administration by Sessional Coordinator (Tamara Ownsworth) - 9:20-10:30  

10:30-11:00am  
Break (morning tea provided)  

11:00-11:15pm  
Effective Administrative Practices  

- Outlining effective administrative practices to support students (Melanie Wedgwood – School Administration Officer)  

11:15-1:00pm  
Effective Teaching and Assessment Practices  

- Effective learning and teaching practice (Keithia)  
  - Principles of effective teaching  
  - Designing and facilitating your first tutorial  
- Effective assessment and learning practice (Keithia)  
  - Assessment policy  
  - Principles of effective assessment  
- Obtaining feedback on your teaching practice (Tamara)  
  - Forms of feedback  
  - Conducting Student Evaluations of Teaching (SET)  

1:00pm  
Summary, Questions & Evaluation  

- Evaluation of training program  
- Completion of casual pay sheets
Tutor Training
2007

Tutor roles & the Sessional
Coordinator role
Dr Tamara Owensworth

Tutor Role &
Administration

○ General role:
  ○ Provide extra resources beyond the
    lectures, answer questions and give
    more of a 'human feel' to the subject
    material
  ○ Enhance students' understanding of
    the lecture material (application of
    theory to practical skills and
    exercises) and course requirements

Tutor Working Time

○ Meetings with the convenor/other
  tutors
○ Preparation for tutes
○ In class teaching
○ Student consultation
○ Marking
Specific duties

- Prepare for the tutorial – reading photocopying handouts OHTs
- Conduct the tutorial (50 minutes) to the best of your ability – everyone has a different style and different skills
  - Read the teaching tips in the tutor guidebook (e.g. strategies for difficult behaviours)
  - If you can't run a tutorial for a particular week call the convenor, other tutors or (if needed) Diana Fisher (3735 3333)

Meetings

- Meet with the convenor several times throughout the semester (3 times at least) – first meeting is important to clarify roles and the workload. It is important to discuss expectations regarding the following:
  - Preparation (teaching, photocopying etc)
  - Assessment: Marking of essays/ reports and exams (when/how many)
  - Convenors need to give tutors marking scheme sheets for each assessment form (make sure you are clear about the criteria);
  - Time spent marking (usually 20 minutes per 2000-2500 essay);
  - Any extra marking money available for a course (this needs to be pre-approved by the Head of School)

Tutorial Outlines

- Tutorial outlines and materials (see p. 23) are needed at least a fortnight before the tutorial so that you have the opportunity to prepare (note: some convenors may provide all in advance). At minimum these include:
  - Goals of the tutorial
  - Key questions to be answered
  - Procedures exercises activities etc
  - Links with the content of the lectures
  - List of requirements and materials for tutor
Meetings

- Second meeting: Prior to assessment - Discuss marking criteria and assessment guidelines (e.g., use of marker's shorthand sheet, discuss procedures for suspected plagiarism)
- Third meeting: After assessment - Moderation meeting. Bring along the Mean and SD for the marks and proportion of grades in each category. Fail grades and a sample of assignments across each grade are double marked.
  - Additionally, you may wish to meet as a team of tutors a few times throughout the semester

Marking

- Mark students work fairly and objectively. If you have a strong reaction to a student (positive or negative) ask another tutor or the convenor to mark their work (or get the assignment double marked). See page 32 about the appeal process
- Try to justify the mark with progressive comments using the marker’s shorthand sheet (page 7) and providing some brief constructive concluding comments at the end (see page 8)
- All students should be encouraged to purchase the ‘Writing for Psychology: An introductory guide’ to support them with APA referencing

Marking

- Be aware that there is generally a 3 week turnaround for marking. In the past, tutors have struggled with this turnaround. Please check with the convenor exactly when assessments will be ready for pick-up and make the weeks after this as clear as possible
- If you are offered extra marking (this needs to be pre-approved by the convenor and Head of School), carefully think about whether you have time to do this within the turnaround period. Rate: $30.45 per hour
Marking

- Tutors often find that their marking time (and consultation time) is greater than the hours they are paid.
- Really try to avoid this by establishing an equitable marking load early, setting limits for yourself and using the marker’s shorthand sheet and referring students to the convener.
- If this is still an issue, raise it with the convener.

Marking example

- 2 people taking tutes
- 150 students x 2 assignments (20-25 mins)
- 3 assignments per hour = 50 hours marking per assignment
- Tutor is paid for 4 x 1 hr tutes* = 4 hours marking x 12 weeks = 48 hours
- Tutors will mark 50% of the assignments
- *Note: this is double for 2-hour tutes

Consultation Hours

- Six consultation hours are allocated throughout each semester. These typically relate to the tute content and assignment queries*
- Check with the convener when to hold these (usually before and after major assessment, but discuss this with the convener); combination of face-to-face, telephone and email.
- University policy is to respond to emails within 48 hours (important to check your email daily).
- Post consultation hours and contact details on your door, announce in tutes and list on the Learning@Griffith site.
General Business

- Email: If you have a private email that you check more regularly than your unit one, please give this to Diana to replace or add to your contact details (also the convenor and course website).
- Pay rate: $51.36 per hour for the first tute (preparation of original tute, conducting tute and marking).
- $60.91 for the second (teaching and marking).
- $30.45 for consultation (one set 6 hours).
- Pay queries (see p. 22): contact Salaries - Finance and Business Services: Ext. 58988.
- Please note: first pay is not usually until 3rd week of semester (covers pay for work in week 1 only).

General Business

- Rooms: Check the rooms where you are teaching before you start. Check if it has an OH projector, TV, Video, Whiteboard etc. If you need other equipment ask AV to organise this.
- Stationery: 2nd and 4th floor (photocopiers) - you will need a key (ask Diana) OR ITs whiteboard markers, butchers paper etc.
- Photocopy code will be 1234 (don't share this) and will change by week 14.
- Equipment code: 1111.
- Technical problems: call technical services on room phone (Ext: 58883).

Sessional Coordinator's Role

- Advertising tutoring work available in the School (Dec for Sem 1 and May for Sem 2) via email.
  - A group email is sent around to postgraduate students. If you have another email that you check more frequently, let Diana Fisher know (note: you need to check your Griffith one regularly for students).
  - You will receive a preliminary timetable of the tutorial times available, details about the convenors and pay rates.
  - If you are particularly interested in working with someone please contact them and introduce yourself.
Sessional Coordinator's Role

- There is a tight timeframe for applications - late applications will greatly decrease your chances of being offered work. You must fill in the required paperwork to be involved in the allocation process.
- I try to match convenors' requests for tutors with the students request for work and the actual tutorial timetable. This is quite difficult.
- Sometimes people miss out on work not because of their experience but due to availability.

Sessional Coordinator's Role

- Staff are asked to ensure that new students obtain work by employing at least one new tutor in each course.
- After the tutorial allocation has been finalised I will let you know whether you have been successful. If you accept, you need to sign a tutor contract as soon as possible with banking and tax file details if you are a new tutor. It is then up to you to organise the first meeting with the convenor (do this well before semester starts).

Problems, Queries etc

- Any queries about your role or the course need to be initially directed to the convenor.
- If the issue isn't resolved to your satisfaction you can talk to me and Keithia for support and problem-solving.
- The next option is to make time to see the Head of School, Assoc Professor Alf Lizzio (Mt Gravatt).
Problem-solving and issue Resolution Process

Aim to be pre-active and communicate your needs and concerns early to the convener.

A problem arises

Discuss with the convener or other tutors

Discuss with Matlab or myself

Make an appointment to see Head of School about a hybrid issue

Finally... Take care of yourself
WHAT IS EFFECTIVE TEACHING/LEARNING FACILITATION PRACTICE?

Tutor Training - 2007

Student Perceptions of Teaching

The big idea:
Students' perceptions of their learning environment are a powerful influence on:
• how they will approach study in a course
• what academic outcomes they will achieve

A Consistent Finding:

When students perceive that they are receiving "good teaching":
• they increase their understanding approaches
• do better academically
• feel more satisfied about learning
WHAT DO STUDENTS IDENTIFY AS GOOD TEACHING?

Results of the CEQ (Course Experience Questionnaire) based on student surveys -
- Good Teaching
- Clear goals & standards
- Appropriate assessment
- Independence in learning
- Generic skills
- Appropriate workload

Ass/Prof Keithia Wilson Feb-14
2007

---

Good Teaching

How do you know the material?
- Content mastery - demonstrating a sound understanding of the course content / material

How well do you explain it to us?
- Providing clear explanations matched to the learners - balancing simplicity vs complexity
- Tailor pace to break down complex concepts from the lectures into smaller packages / simplify concepts & translate into our everyday language

How interesting do you make it for us?
- Personal energy, enthusiasm & demonstrated interest in both the material & your role as tutor
- Stimulating students' interest through variety in process - e.g. discussion, visual aids, setting tasks to apply concepts to practice etc. (Systematic use of Hidi's Experiential Learning Cycle of experience, reflection, input & application to inspire learning)

Ass/Prof Keithia Wilson Feb-14
2007

---

Good Teaching continued....

How do you manage the learning experience?
- Setting clear goals & processes for each topic - being organized
- Keeping group discussions focused & on track
- Sharing and highlighting individual students
- Setting through the identified goals for each topic
- Encouraging students to take responsibility for each others' ideas

How rewarding and motivating are you?
- Caring positive feedback & praise to students in class for their contributions

How responsive to our needs are you?
- Considering a working alliance rather than working with and responding to students and their needs vs "doing a pre-planned set piece"
- Making opportunities for students to ask questions or make comments
- Actively seeking & using student feedback to improve your teaching process (daily asking for feedback at the end of a topic, or using the weekly tutorial review to evaluate content & process)
- Showing concern for students & their learning

Ass/Prof Keithia Wilson Feb-14
2007

---
YOUR FIRST TUTORIAL
FORMING A WORKING ALLIANCE

The Big 5 Questions for students are:

1. Who is the leader here?
2. Who are the other people here?
3. What will we be doing in these tutorials?
4. What is expected of me in my role as a student?
5. What can I expect of my tutor?

The underlying human issues are:

FORMING RELATIONSHIPS

TASK OR CONTENT

PROCESS - RULES & RULES for behaviour

FORMING RELATIONSHIPS

(1) LEADER-MEMBER W'KING ALLIANCE

Introduce yourself through sharing:

- Name
- Background in psychology study & practice to establish your credibility & expertise (Expert Power)
- Your experience when you were in their shoes as students to join with the students creates empathy & engagement
- A brief values statement about what is important to you in your role as a Tutor (e.g., creating a forum for lively discussion where different views are valued or whatever) to create an inclusive & valuing group atmosphere or climate

FORMING RELATIONSHIPS (2)
MEMBER-MEMBER W'KING ALLIANCE

Introduce members to each other through sharing information:

- Ask students to form pairs (a reduced threat factor & anxiety & makes it easier to speak up in tutorials) to have 2 minute discussions sharing relevant info on 2 or more of the following e.g.
- Names
- What attracted you to studying psychology?
- What are your challenges with studying?
- How do you learn best?

What are 2 key values in your life?

Asking them to choose a different person to talk to each time seems to build relationships across the group. Feel free to choose your own topics for pair discussion.

Plan an as a whole group at least names, & if time permits, a brief mention of one of the questions above or a single word that best describes their feeling about starting and/or their first academic year.

Start to build a Group/Team identity & Trust & disclosure & greater likelihood of speaking up in tutorials.
CLARIFYING THE TASK OR CONTENT OF TUTORIALS (3)

- Outline the overall role or purpose of the tutorials generally in the course at which you are tutoring. Students understanding where does this tutorial fit the course viz.
- Elaboration of the lecture
- Opportunity to clarify lecture material
- Opportunity to apply the lecture material
- Skills development
- It may be useful to give a broad conceptual overview of the course content and identify key concepts to be covered. If you have a list of the tutorial topics for each week, this can be a good time to distribute & discuss
- Inform them that you will be providing a structured process for each tutorial to guide learning & discussion
- Inform them that they are welcome to ask questions in tutorials to clarify concepts or information

Ass/Prof Keithia Wilson  Feb 14th  2007

CLARIFYING THE PROCESS OF TUTORIALS (4)

- Inform them that you will be providing a structured process for each tutorial to guide learning & discussion
- Inform them that they are welcome to ask questions in tutorials to clarify concepts or information
- Clarifying that the TUTOR role centres around the 3 components of:
  1. Taking responsibility for structuring and facilitating each tutorial
  2. Being available for consultation outside of tutorials – you will need to say when, where, & how to give your contact details (be specific so they know the location)
  3. Being committed to student’s learning
- Clarifying that the STUDENT role centres around the 3 components of:
  1. Attending all tutorials & actively participating in tutorials
  2. Taking responsibility for their own learning
  3. Being proactive and seeking assistance from their tutor when needed

Ass/Prof Keithia Wilson  Feb 14th  2007

STUDENT-TUTOR WORKING ALLIANCE

CLARIFYING ROLES (4 & 5)

What students can expect of Tutors (Student rights & Tutor responsibilities)
- Be friendly & respectful
- Be committed to student’s learning
- Be on time for tutorials & consultations
- Provide clear instructions & feedback in tutorials
- Provide resources for each tutorial
- Be available & approachable for consultation
- Provide timely & quality feedback on assessment

What Tutors can expect of Students
(Tutor rights & Student responsibilities)
- Be friendly & respectful
- Be committed & responsible for your own learning
- Be on time for tutorials & consultations
- Be attentive in tutorials
- Participate in setting goals & expressing opinions in tutorials
Tutors are free to tutor other students
- Tutors are not responsible for your end of term results
- Your program,
  - the quality of the learning experience,
  - assessment

Ass/Prof Keithia Wilson  Feb 14th  2007
EFFECTIVE ASSESSMENT PRACTICE
OVERVIEW

1. FUNCTIONS OF ASSESSMENT

2. SETTING ASSESSMENT

3. PREPARING FOR HELPING STUDENTS

4. ASSESSING WRITTEN WORK

5. PROVIDING FEEDBACK ON WORK

6. MANAGING FOLLOW-UP
EFFECTIVE ASSESSMENT PRACTICE

1. FUNCTIONS OF ASSESSMENT

1. Summative
   • Degree of knowledge, understanding or skill against set criteria
   • Assign a grade/mark which allows students to be norm referenced in their cohort

2. Formative/developmental
   • Assessing students’ personal strengths
   • Identifying areas for improvement for future learning & achievement
   • Tutor & Student PARTNERSHIP with Tutor as learning facilitator

3. Assessment as Learning
   • More than a grade
   • Ultimately assessment = Learning from the experience (skills, knowledge, understanding, confidence)

2. SETTING ASSESSMENT

• Convenor’s responsibility
• Research evidence of strong relationship between learning & type of assessment

→ essays, reports, practical assessment = Deep Learning
   This is why the quality of the comments on essays can make a real difference to a student’s learning & development = TUTOR AS CHANGE AGENT
→ exams, especially multiple choice = Surface Learning
3. PREPARING FOR HELPING STUDENTS

- ESTABLISH CRITERIA OR STANDARDS FOR SUCCESS
  * Operationalise criteria – general + specific
    (Convenor’s responsibility to generate)
  * Discuss evidence for criteria - present & absent
  * Establish criteria for each grade – F, P, C, D, HD
    (generated with Convenor &/or Tutor Teams)

- WEIGHT the CRITERIA

  * Allocate marks to each criterion

4. ASSESSING WRITTEN WORK

- FUNCTIONS OF ASSESSMENT
  1. Summative
  2. Formative/developmental
  3. Assessment as Learning

- ROLE OF TUTOR
  1. Support v Challenge
     → HIGH SUPPORT + LOW CHALLENGE
     → success & achievement
  2. Stance of MUTUAL RESPECT
     → warm, approachable with boundaries
  3. Efficient
     → allocate a set time for each item
     → compare the first 5 or so you mark with other
tutors to benchmark your marks & grades
     → reliability & consistency & equity
  4. Fair & Just
     → outcome (distributive justice) – “my mark is fair”
     → process (procedural justice) – “the process was fair - I can understand why I received this mark”
     → personally - students feel valued & confident -
       (interactional justice) = 2 components
1. (interpersonal justice) – "I was treated with dignity and respect in the assessment process, and feel valued in my role as a student."

2. (informational justice) – "From the written comments provided to me I can see what I did well, and also what I need to do to improve my work in the future. I'm confident that I know how I can improve my marks."

5. PROVIDING WRITTEN FEEDBACK ON ESSAYS, REPORTS ETC.

- AIMS

1. Enhance student learning & understanding

2. Provide justification for mark (my comments must match the mark I have given)

3. By giving progressive feedback throughout the body of the essay (ticks, words, phrases, marker's shorthand abbreviations etc...see page 7 of "Tutor's Guidebook")
   - must not be in a red pen
   - must not be negatively critical or judgmental (e.g., ! or "honestly!")
   - Must be clearly understandable by the student (e.g., don't just circle or ? something)

4. By giving a concluding paragraph that summarises the strengths and areas for improvement - see page 8 of the "Tutor's Guidebook", and the following page here for a proforma to guide your practice. This quality of feedback is expected from tutors in the School.

5. Consider collating a summary profile of collective strengths & weaknesses across all of your tutorial groups to provide additional developmental feedback - need only be 1-2 paragraphs
   - Overall, the most common strengths of the essays were......
   - Overall, the most common issues requiring improvement were...
6. MANAGING FOLLOW-UP

* Re-marks (within a 2 week time frame)
  → a student’s RIGHT to request

* Discussion/Dialogue
  → listen to the student’s opinions first before you respond
  → they may have a point
  → if you don’t agree with them, help them to understand the value of their assessment item & to learn from the experience

* Don't personalise the discussion
  → this is not a personal threat to you
  → this is NOT about power
  → your role as Tutor is to help them to learn from the assessment experience
  → remain objective & don’t lose your cool

REFERENCES


PROFORMA FOR THE STRUCTURE OF CONCLUDING FEEDBACK ON ASSESSMENT

1. AFFIRM EFFORT & INTENTION

   - *You clearly tried to....*

   Provides: 1) expression of tutor’s goodwill & openness
   → contributes to perceived fairness/social justice

2. IDENTIFY ACHIEVEMENTS & ACKNOWLEDGE STRENGTHS

   - *What I like about your approach is ..........*
   - *You were able to clearly....*

   Provides: 1) learning on strengths & skills
   2) builds trainee’s personal confidence
   3) contributes to a supportive, trusting r’ship &
      perceptions of fair treatment → interpersonal
      justice

3. IDENTIFY LEARNING GAPS & PROVIDE CONSTRUCTIVE LEARNING

   - *You could improve this report/essay by.....*

   Provides: 1) learning and identifies areas for
   future improvement → learning
   2) justification for the mark/grade → outcome justice

4. PROVIDE INVITATION TO DIALOGUE

   - *If you would like to discuss this further then.........*

   Provides: 1) possibility of trust in you as a tutor
   2) implies expressed concern for trainee
   3) offers “voice” or opportunity for expression of
      views → sense of procedural justice

5. PROVIDE PROGRESSIVE as well as CONCLUDING F’BACK
REFERENCES

