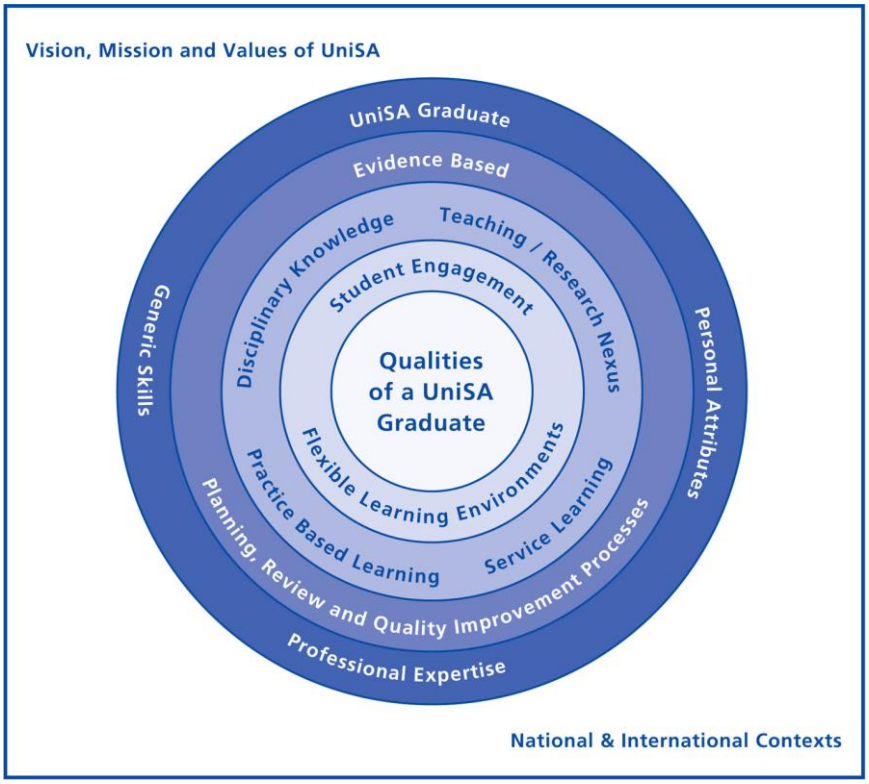
University of South Australia

Planning for success: Teaching active learning classes at UniSA



Prepared by staff from the Learning and Teaching Unit .

CONTENTS

WELCOME

Planning for success provides advice for improving your effectiveness at teaching active learning classes at the University of South Australia (UniSA) particularly if you have never done any teaching before. Active learning classes include tutorials, practicals, laboratory sessions, workshops, studio, work-based placements and their online equivalents; usually involve student numbers between 15 to 30; and often they are taught by sessional academic staff. Active learning classes help students learn by providing opportunities for students to put into practice the content of a course and to link their current knowledge to new. Effective planning can help active learning classes be successful for both teachers and learners.

This booklet is also a resource for a 3 hour face to face workshop – called 'Tutoring @ UniSA'. You can find out more about this workshop and register to attend one of these active learning sessions at this web site.

Throughout this document are embedded links to web sites (underlined) of which the web addresses will not display in print. Generally, an extract of relevant information in the web site has been provided. If you wish to view these linked web sites you should **access an electronic version of the document, with active links, from the Tutoring@UniSA web site.** To browse to the electronic version, go to the UniSA staff portal (myUniSA) and under My teaching access the link Academic development. Select Getting started > Workshops>Tutoring @ UniSA. The current electronic version of this guide will be linked here.

Material for this booklet has been drawn from Paul Ramsden's book *Learning to teach in higher education* (2003), John Biggs' book *Teaching for Quality Learning and University* (1999 and 2007), UniSA policy, procedures, resources; UniSA sessional academic experiences, and excellent external sources listed at the end of the booklet. Another key contributor could be you! Access our wiki and share your strategies and experiences.

Planning for Success has 4 main sections. The first section looks at what effective teaching is understood to be in the Australian higher education system. The second section is a practical workbook to help plan, execute and evaluate an active learning class. The third section looks at supporting learning, particularly in regard to providing feedback on students' learning, developing group skills and supporting students online. The fourth section looks at strategies for marking students work. Throughout are provided quotes from key readings to allow you to see the original text (grey boxes); lists of strategies allow you to mark off which approach you would like to try (double lined boxes with black banners) and boxed white space for planning, recording and reflecting on your teaching and student learning outcomes. If you have other strategies that are successful where you work, please add them to our wiki.

This resource will be updated in each year by staff at the Learning and Teaching Unit. If you have any feedback or input that will assist in the development of this resource then please either contact one the Academic Developers or use the Tutoring @ UniSA web site to make your contribution.

SECTION 1: ABOUT EFFECTIVE TEACHING

This first section of *Planning for success* develops your understanding of effective teaching. Collected here is a discussion of 'good' teaching, as it has been referred to, with extracts from Paul Ramsden's book *Learning to teach in higher education* and how teaching and learning is conceived at UniSA. There is also advice from your peers from each Division offering their personal perspectives on what they thought was important for a new academic staff member to know before attempting their first active learning class.

WHAT IS 'GOOD' TEACHING?

What is understood about 'good' teaching in the Australian higher education sector has been largely determined by Paul Ramsden and his colleagues. They developed and researched the Course Experience Questionnaire (CEQ) a national survey of graduate perceptions about the quality of teaching experienced at university. Parts of this have been adopted as indicators by the Federal Government for university funding, along with student retention data and graduate employment rate several months after graduating. It means millions of extra dollars in funding for those universities that can provide evidence of the best teaching.

SIX KEY PRINCIPLES OF EFFECTIVE TEACHING IN HIGHER EDUCATION AND THEIR RELATIONSHIP TO EVALUATION

Paul Ramsden, in the 2003 edition of his book *Learning to teach in higher education,* has identified from his research and understandings about effective teaching in higher education into 6 key principles.

QUOTE: Ramsden P. (2003) *Learning to teach in higher education* (2nd Ed.) London: RoutledgeFalmer, p 93 -99.

Principle 1: Interest and explanation
The first group of characteristics contains elements described in studies of student evaluations as quality of explanation and stimulation of student interest. Few people will disagree that a facility for giving clear explanations of complex subject matter is a mandatory part of the lecturer's repertoire. … Even more important, however, would appear to be the related ability to make the material of the subject genuinely interesting, so that students find it a pleasure to learn it.

Principle 2: Concern and respect for students and student learning
The second set of qualities is mainly about our consciousness of students and our consideration for them. … Research on higher education … underlines the vital importance of respect and consideration for students in effective university teaching. … Good teaching is nothing to do with making things hard. It is nothing to do with frightening students. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly. … related to generosity are honesty and interest in teaching, versatility in teaching skills, and availability to students.

Principle 3: Appropriate assessment and feedback
Giving helpful comments on students' work is an equally essential commitment. It is plainly related to our accessibility to students. Of all the facets of good teaching that are important to them, feedback on assessed work is perhaps the most commonly mentioned. … setting appropriate assessment tasks … is evidently a difficult but crucial skill. It implies questioning in a way that demands evidence of understanding, the use of a wide variety of techniques, the discovering of what students have learned, and avoidance of any assessments that require students to rote learn or merely to reproduce detail.

Principle 4: Clear goals and intellectual challenge

Principles 4 and 5 form a pair analogous to the 'rhythmic claims of freedom and discipline'. All education may be seen to proceed in a triple cycle of growth, from a stage of absorbing, discursive, romantic discovery, through a stage of precision … to a stage of generalisation and application, where again initiative and inquiry dominate. … (The) teacher's task is to recognise these equal claims of freedom and discipline, and their cyclical ordering, without overemphasising one or the other; to create a system in dynamic equilibrium. The implication is that control over learning should reside both with the teacher and with the student. … Break neck attempts to 'cover the ground' in the absence of a clear structure focused on key concepts intensify (student) confusion and deaden their excitement.

Principle 5: Independence, control and engagement
High quality teaching implies recognising that students must be engaged with the content of learning tasks in a way that is likely to enable them to reach understanding. Perceptions of choice over how to learn the subject matter, and of control over which aspects students may focus on, are related to high-quality learning … sharp engagement, imaginative inquiry and the finding of a suitable level and style are all more likely to occur if teaching methods that necessitate student energy, problem solving and cooperative learning are employed.

… These kinds of methods permit the degree of student control over learning and can thus accommodate individual differences in preferred ways of reaching understanding, as well as having within them the potential to free students from overdependence on teachers. … it is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but they enjoy learning more. That is how it should be in higher education, as in any education; if we love our subjects, we must want other people to find them enjoyable rather than dull. Learning should be pleasurable. There is no rule against hard work being fun.

Principle 6: Learning from students
The foregoing principles are necessary but not sufficient for good teaching. Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change; it involves constantly trying to find out what the effects of instruction are on learning, and modifying that instruction in the light of the evidence collected. … Evaluation of teaching in its true sense, is no more or less than an integral part of the task of teaching, a continuous process of learning from one's students, of improvement and adaptation. Were we to lose all our knowledge about the nature of good teaching, it would be possible to reconstruct every other principle from a complete understanding of this one.

The CEQ survey, which was designed by Paul Ramsden, is currently comprised of 25 items and two text responses. The survey items look at various aspects of the student's experience, but the only items currently used to influence university funding are good teaching, generic skills, and overall satisfaction. These are:

QUOTE: UniSAinfo Reporting at UniSA's Planning and Assurances web site

Course (Program*) experience questionnaire (CEQ) items

Good teaching items

1. The teaching staff of this course motivated me to do my best work
2. The staff put a lot of time into commenting on my work
3. The staff made a real effort to understand difficulties I might be having with my work
4. The teaching staff normally gave me helpful feedback on how I was going
5. My lecturers were extremely good at explaining things
6. The teaching staff worked hard to make their subjects interesting

Generic skills items

7. The course developed my problem solving skills
8. The course sharpened my analytic skills
9. The course helped me develop my ability to work as a team member
10. As a result of the course I feel confident about tackling unfamiliar problems
11. The course improved my communication skills
12. The course helped me develop the ability to plan my own work

Overall satisfaction item

13. Overall, I was satisfied with the quality of this course

***note that the CEQ uses the term *course* in the same way UniSA uses the term *program*.**

APPROACHES TO THE JOB OF TEACHING

This quote from Paul Ramsden uses 3 fictitious case studies to describe distinct ways that teachers think about their teaching. The first two approaches he says are not incorrect, but more incomplete. The teacher described in the third case uses a type of research approach to continually develop their teaching.

QUOTE: Ramsden P. (2003) *Learning to Teach in Higher Education* (2nd ed.) London: RoutledgeFalmer, p. 14-18

The case studies of teachers described below are fictionalised and each combines information from several different individuals, but all the information comes from what actual teachers have said or have been observed to do.

Case 1

John teaches electrical engineering. He regards today's students as inferior to those of 10, or even five years ago - mainly, he says, because the schools don't prepare them as well. Asked why he thinks this can be so when the entry standards to his department's courses are now higher, he blames falling standards in school-leaving examinations - especially maths. He also argues that today's students put less time and effort into their studies.

He has been experiencing, for the first time in his career, discipline problems in lectures

The students just aren't interested, aren't bothered, like they used to be. They're out to get a degree as easily as possible. They're not natural workaholics, which engineering students have got to be, because the amount of work they have to get through is reasonably strenuous. This lot think they can memorise the facts the night before the exam, spot the question types, and plug the numbers into the right formulae, and to hell

with listening in lectures. They're wrong of course, but they don't know how wrong until after the first-year exams.

John wants some new techniques are delivering his content more effectively.

Most of the things that used to work don't seem to work anymore. The techniques in the book on lecturing you lent me didn't work either. They all ignored the buzz group questions and talked about Saturday's game or something. They're basically idle and won't do a thing unless it gets a mark. I tried a few labs differently, I asked them more questions and try to explain things better, but there were problems because some of the students reckoned I was spending too much time on explaining and not enough on getting the stuff across, covering the syllabus. Which was true of course. And now with my student appraisal coming up, I'm worried, I guess. Remembering what we tell them is the big thing the students. The amount of knowledge in the subject increases every few minutes and the syllabus is now twice as big as it was when I was a student. I am thinking about some video presentations to get the stuff across, to transfer it more effectively from my mind to the students' heads. If something is visual, they'll remember it better. Isn't that right?

Case 2

Shari teaches politics. She is convinced that students learn best by doing, by being active:

The session you ran on small group teaching was really helpful. The problem is to get them doing and talking. They come into second year expecting me to be the fount of all knowledge. They want all the answers.

She sees a main task in her teaching as being to overcome this lack of independence by managing learning in class.

What I'm doing now is not thinking so much about the material in the topic but about how I'm going to split this up and work out the groups. How I'm going to structure the movement from two to say, groups of six or a plenary. It's vital to get people voicing their opinions early. Once they're off, the session will be pretty much over and your home and dry. You've treated the problem effectively.

Shari does not talk about the subject matter, the concepts and knowledge associated with the particular topic, in her description of her class management strategy. She assumes that if the students are talking and the class ends on a high note that they will have learned something important. The student involvement is a measure of success, and she feels quite successful.

Case 3

Elizabeth teaches physiology. She has spent the last five years restructuring the first and second-year curriculum for medical students in this discipline, and has become interested in applying ideas from educational research to the practice of teaching. She has developed an ability to step back from the immediate events of the lecture room and practical class and see what is happening to the quality of student's engagement with the content. She has altered the curriculum to make it more interesting, to make its aims clearer, and to begin from students' naive conceptions of physiological structure and systems. She has tried to change the assessment methods so that students are rewarded for (and see they are rewarded for) understanding and explanation rather than being able simply to reproduce correct factual information. Student evaluations and grades have improved, and there is also some evidence of students being able to use the material more effectively when they begin the clinical component of the medical course.

She enjoys teaching but is not entirely comfortable with her course.

I try to listen to students all the time and 'read' their work as I am marking it. They are all different. It's still far from ideal. I can't get to all of them. I have come to see that teaching can never be perfect and that if you wait for the one perfect solution you delude yourself and nothing changes. In the end it's up to the teacher to keep changing. I spent a lot of time thinking 'I wonder what the difference was between what I did last time

and what I did this time? What caused the difference?' It's puzzling and it's enjoyable. Sometimes I realise then that what I expected students to get from the session wasn't what they actually got, so I change it next time. I try to expect the unexpected.

What John Shari and Elizabeth are saying

Case 1

- Teaching is about transmitting knowledge from academic staff to students
- student learning is separate from teaching
- student learning is a process of acquiring new knowledge
- problems in learning are not to do with teaching

Case 2

- teaching is about managing student activity
- student learning is associated with teaching
- problems in learning can be fixed by adopting the right teaching strategy

Case 3

- teaching is about making it possible for students to learn subject matter
- student learning is a long and uncertain process of changes in understanding
- teaching and student learning are interrelated - understanding students ways of thinking about the subject matter is essential for helping them to learn
- the activities of teaching and the process of reflecting on them are inextricably linked
- problems and learning may be addressed by changing teaching, but with no certainty of success. Constant monitoring is needed. Yesterday's solutions might not work today.

These three examples highlight important differences in the ways lecturers think about teaching and function as teachers. Success in learning how to improve your own teaching is related to the extent to which you are prepared to conceptualise your teaching as a process of helping students to change their understanding of the subject matter you teach them.

But simply thinking about teaching is not enough. Every teacher has thought about teaching: the challenging assignment is to merge thinking and doing. Constant practice informed by the study of the qualities displayed by good teachers is necessary. Everyone has progressed some way down the road represented by these three stories; that is, one and two above are not so much wrong, as inadequate representations of the truth. They are narrow visions of teaching. Telling students about facts and ideas in science or humanities is not in itself incorrect: it is simply that it is only one part of teaching, and not its most important part. Blaming students is not improper - what teacher has not done it sometimes, often with more than enough justification? But that is not the point. It is not an efficient or effective way of helping students to learn: it is not a professional approach to **TEACHING**. Each of these ways of experiencing teaching has implications for the ways in which students will learn.

Through Paul Ramsden's work we gain an understanding of good teaching and how it can be measured. This research has influenced the Teaching and Learning environment at UniSA which has been articulated through our Teaching and Learning framework.

TEACHING AND LEARNING AT THE UNIVERSITY OF SOUTH AUSTRALIA

One of the key elements of the University's Teaching and Learning framework is a commitment to student engagement through experiential learning. The framework emphasises:

- **Student engagement through experiential learning** (including practice-based learning, service learning and the teaching-research nexus)
- **Graduate qualities** (discipline knowledge, skills and personal attributes)
- **Flexible learning environments** (formal and informal; face-to-face, online and print)

The three main mechanisms for student engagement at UniSA are:

Teaching-research nexus - *the linking of teaching and research in our programs and courses*

Practice-based learning - *authentic and active learning in workplaces and in the classroom*

Service learning - *students use their developing professional knowledge in practical settings that are directed to the support of other people, whether as individuals or in groups.*

Graduate qualities

A graduate of the University of South Australia:

- operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
- is prepared for life long learning in the pursuit of personal development and excellence in professional practice
- is an effective problem solver capable of applying logical, critical, and creative thinking to a range of problems
- can work both autonomously and collaboratively as a professional
- is committed to ethical action and social responsibility as a professional and citizen
- communicates effectively in professional practice and as a member of the community
- demonstrates international perspectives as a professional and as a citizen.

Elaborated indicators of these Graduate qualities, which relate specifically to individual programs, are available in some areas. If your program team has not done this, generic indicators of achievement of the Graduate qualities are available.

Flexible learning environments

Flexible Learning Environments include:

- the physical spaces and resources provided by the University (e.g print)
- the various tools and software that comprise the virtual teaching, learning and support environment available to students and staff, and
- the series of arrangements made by staff to foster, guide and structure learning.

Flexible learning environments describes the conditions we seek to establish as professional educators to facilitate this student managed progress to the outcomes we have identified as educationally, socially and professionally desirable.

SECTION 2: Good teaching strategies– A work book

Planning is a key strategy used by successful teachers. This section of *Planning for Success* provides practical guidance on how successful teachers plan, execute, evaluate and develop active learning classes. A workbook format has been used to guide you through this process. You will find quotes in shaded boxes, strategies in double lined boxes with black banners and prompts to use a planner for an active learning class (yellow page). An active learning class log is included at the end of this section, providing a template for reflecting on your teaching and learning events.

GETTING READY FOR THE STUDY PERIOD

To get ready for working with a group of students for a study period you need to make sure you have all the material and skills to be an effective teacher. This starts with your course coordinator, but also requires planning on how you will support the formation of peer-to-peer relationships with students.

STRATEGIES: Questions for your course coordinator

Who are my students? What year level is the course at university – will they be learning about uni life and academic skills (e.g. report writing) as well as your topic? Is there usually a gender mix in this class? What age range? Will there be a cultural mix in my classroom? What cultures? What linguistic base? What do they aspire to be when they finish this course/program? What work experience have they had?

What **knowledge, skills and attitudes** will I need to teach in this particular course? Is there any training available? (e.g. Tutoring @ UniSA workshop, Teaching @ UniSA course, school-based training, AssignIT, Turnitin, moderation meetings).

The **teaching program** – is there a plan/schedule for the entire study period? How are the sessions conducted? Is there a structured program or learning guide for the classes I am involved in? What Graduate qualities are important to develop in my classes? Am I required to develop my own tutorial/lesson plans and materials? If so, are there past examples of activities used in these classes that I can use to familiarise myself with my role?

Can I have copies of all **teaching materials**, such as textbooks, course information booklet lecture notes, references/readings, laboratory manuals etc, so that I can prepare in advance of class?

What is the **assessment** for the course, and am I required to mark students' work? – If so can I have a copy of the assessment feedback sheet for each assessment task? What is the expected turn-around time for marking (normally with 2 weeks)? Are AssignIT and/or Turnitin being used?

Am I expected to attend **lectures**? Is this part of my paid work or expected as part of your own preparation?

What **resources** am I allocated as a staff member – email account, UniSA network access, office, phone, photocopying/printing allocations, stationary, library card, parking permit, etc?

Will I be required to undertake, or be subject to, an **evaluation** of my performance? If so, in what form, when, and how?

Can we organise **meeting** times during the study period so I can inform you on how students are going in my class, how I are going, and clarify understandings. If meetings are not feasible are email reports okay?

Supporting first year students

Often sessional staff will find themselves teaching first year students who are transitioning to University as well as learning a new topic area. First year students need special support (orientation, social, administrative, academic), particularly in the first 6 weeks of University life. Research has demonstrated that without this support students tend to give up on study. Many programs at UniSA have a First 6 weeks web site for their program or school to support this time of transition. Take time to familiarise yourself with your program's First 6 weeks web site so you are in a better position and help students during this period.

Building peer to peer relationships to support learning

One role of a teacher of an active learning class that is not always explicit is to support the formation of effective peer to peer relationships between students. These relationships are vital for supporting learning and life as a student.

QUOTE: Biggs J. (1999) *Teaching for quality learning in higher education* Buckingham:Open University Press p87

There is much evidence that student-student interaction, both formally structured and spontaneous, can enrich learning outcomes (Collier 1983; Johnson and Johnson 1990; Topping 1996). The following outcomes are likely in effective student-student learning interactions.

- *Elaboration of known content.* Students hear of different interpretations, things they themselves hadn't thought of. This facilitates:
- *Deriving standards for judging better and worse interpretations.*
- *Metacognitive awareness of how one arrives at a given position.* How did he arrive at that conclusion? How did she? How did I get to mine? Which is better?

The metacognitive aspects are sharpened because students readily identify with each other's learning in a way they do not do with top-down teacher-directed learning (Abercrombie 1969).

Then there are the motivational and social outcomes:

- Interacting with peers is usually more interesting than listening to lectures
- Increased self-concept, communications skills, self-knowledge ('I can teach!')
- Getting to know other students better, out of which friendships may arise.

In your first active learning class you should consider including an **icebreaker** which is more about fun and getting to know the students, and students getting to know each other, than about the content area. It is advisable to have a strategy for **learning student names** which gives students a sense that you care about them as individuals. Make time to **establish expectations** for what is going to happen in your class to help form productive working relationships. Examples and strategies for icebreakers, learning names and establishing expectations are presented below.

STRATEGIES: Icebreakers

Introduce yourself

Ask students to introduce themselves one by one to the group including something about themselves – for example, 'share your passion' or recount one 'joy, trauma and trivia' they experienced that week. Start with yourself.

Find someone

This works well in large groups as it gets students talking. Prepare a list of questions asking the students to

find answers by asking members in the group. Questions like “find the name of someone born in Australia, but not in SA”; “find the name of someone who has lived overseas and plays a musical instrument”. Perhaps offer a prize to the student who can complete their question list first.

Common ground

The whole class stands up and mills around. Each person has the task of finding out one thing he or she has in common with each other person, but it must be something different for each one they meet.

Decades and Diversity

A good one for when your students span a large age group. Ask students to break into smaller groups according to the decade they went to high school. Each smaller group needs to brainstorm 3-5 lists of items that were in that decade (e.g. music, clothing, events, weekend activities, limits in family life). Each group reports their lists. The activity concludes with a whole group discussion about the insights, meanings and perceptions about the activity - recognising the powerful influence of age and time on understanding.

Introduce the animal

An icebreaker that allows introductions and lets the teacher learn something about the participants. To do this you will need a deck of cards with animal photographs on it. Spread the cards out on a table and ask the participants to select a card that best represents how they are feeling about being at the class. Participants then sit in a circle, and starting with the teacher, they hold up their selected card, introduce themselves briefly to the group and then indicate why they selected that particular animal.

Introduce your neighbour

When people are sitting in a circle, ask them to form into pairs. Each person in the pair tells their partner something about themselves; where they work, their family, etc. Once this is done, each person then introduces their neighbour to the large group.

Catch my name

A good icebreaker for learning names. Have the group sitting in a circle and pass around a ball (scrunched up paper works). As people take it they say their name loudly for all to hear. When this is done, the rule changes; people then throw the ball to another person. The person catching it has to say the name of the thrower. If they cannot remember they have to find out the person's name before they throw the ball to someone else. Once again, that person has to say the name of the thrower. The game continues until everyone's name is known.

STRATEGIES: Learning students’ names

Name Badges

Consider preparing pin-on name tags based on your class lists and giving these out as people arrive. Use large fonts so that they are easy-to-read. Sticky labels can also be used as name badges.

Pictures

Take a class photograph of students, cut them up and put faces beside their names on the class list.

Bring along a digital camera to photograph participants, individually or in their workgroups and make an electronic name and picture board like this one using the picture gallery function in FrontPage If your

students are external, ask them to provide a digital image for you to upload into the web site.

Who is talking?

Make a group agreement that students give their name before they speak. This can be continued until everyone (both teacher and students) feels they know each other. Also try and use students' names as often as possible.

Seating charts

Have students sit in the same seats. Pass around a seating chart for students to fill in.

Place cards

Have students make place cards on the first day of class that can sit on the desk in front of them.

STRATEGIES: Establishing expectations

It is often useful to bring in a set of previous expectations, and then negotiate adjustment to suit the class group. Such expectations may include:

- everyone agrees to be on time;
- respect each other's point of view;
- listen to each other,
- don't interrupt when another person is speaking;
- don't criticise or 'put down' another person;
- come prepared for each class (e.g. readings, researched topics, attempt set problems)
- turn off mobile phones

This can also be based on your program's Student charter.

P L A N	***Describe your student group. How will you develop peer-to-peer relationships between your students (icebreakers / learning names / establishing expectations) during the study period?***

GETTING READY FOR THE TUTORIAL OR ACTIVE LEARNING CLASS

The next part of this workbook looks at planning what is going to happen in the active learning class. A template planner is presented which can also be downloaded from the *Tutoring @ UniSA* web site. Following the planner are quotes and strategies that address each part of the planner and prompts you to record what you would like to do. ***Note that Course coordinators may already have prepared planners for you to use.***

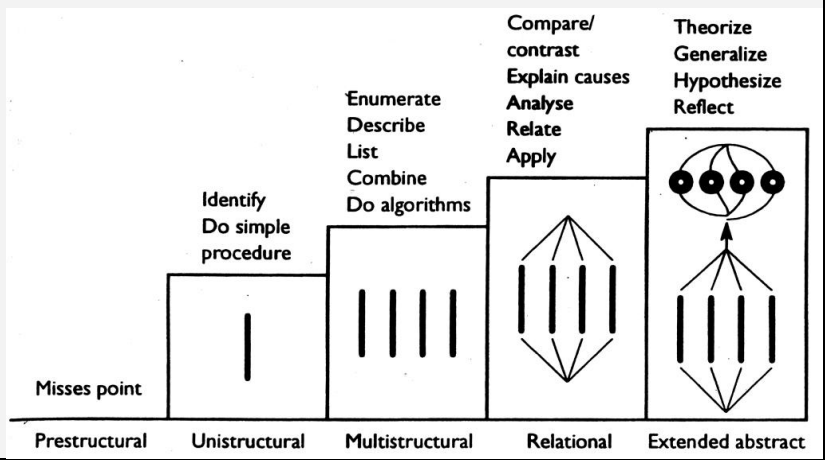
Clarifying the learning objectives and level of learning outcomes

Each active learning class will have learning objectives– what students will achieve as a result of participating in the event. At UniSA, learning objectives are defined in related to content areas and Graduate qualities (see page 9), which have been quantified to the course and year level in the Program approval documentation. For example, an active learning class may be used to help develop students' oral communication skills (GQ 6) and help relate their current knowledge and experience to the new body of knowledge (GQ 1). Practical classes may be designed to develop students' problem solving skills (GQ 3) related to the body of knowledge. Your course coordinator will be able to tell you what knowledge, skill and/or attitude is required to be developed in your classes and to what level.

At university we aim to develop students to have higher order learning outcomes. Once people learn basic information about a topic (through activities such as listing and describing) they need to move to higher level learning outcomes requiring skills such as application and analysis to link topics together (relational knowledge) and use skills such as reflection or hypothesis to achieve 'extended abstract' knowledge.

QUOTE: Biggs J. (1999) *Teaching for quality learning in higher education* Buckingham: Open University Press p47.

- **pre-structural** - use of irrelevant information; no meaningful response.
- **uni-structural -** answer focuses on one relevant aspect only
- **multi-structural** - answer focuses on several relevant features, but they are not coordinated together
- **relational** - the several parts are integrated into a coherent whole: details are linked to the conclusions; meaning is understood.
- **extended abstract** -- answer generalises the structure beyond the information given: higher order principles are used to bring in a new and broader set of issues.



P L A N	Before you do an active learning class use the planning document provided at the end of this booklet or the electronic version on the Tutoring @ UniSA web site, to write down what the learning objectives for the session are, what level of learning outcome is required and what Graduate qualities will be developed. **Note: Course coordinators may already have set plans prepared for your active learning class.**

Incorporating Professional Experience into Teaching

One of the great services that sessional academic staff do when they join the university teaching team is they provide students with insights into current professional practice. It has been well established in the adult education literature that a significant motivator for student engagement is when students are able to see personal relevance in their learning, and that they can see that the knowledge, skills and/or attitudes that they are learning will make them competent in their future workplaces (see Wlodkowski 1999). Cooperative and engaged students can also be a joy to work with!

STRATEGIES: Incorporating professional experience into teaching

Take some time before the session to think about how the content of the active learning class has impacted on you as a professional.

- When have you used this content as a professional?
- When did the content become real for you?
- How did you learn the content?
- Were there any stories that you can share related to this content that can help students visualise the importance of what it is they are about to learn?

Think not only of the knowledge of the topic itself, but try to extend this to its application and the skills and attitudes that were associated with putting this content to action in your workplaces. This can help students appreciate the range of skills required to be fully functional in their profession and link to the Graduate qualities they are trying to develop in their program.

Each program has a list of UniSA's seven Graduate qualities (GQs) that have been elaborated as a list of indicators that reflect the unique aspects of knowledge, skills and attitudes required to function as a professional. You should refer to this elaborated list as you prepare your professional stories, tying these indicators to the content, as it is professionally relevant, as much as you can. If a program that you are teaching has not as yet developed their unique list of indicators, you can use these generic indicators, but please speak to the course coordinator or program director about being involved in the development of these in the near future.

For example, you are tutoring maths for medical scientist students and the topic is solving unknowns in equations. Your anecdote might relate to determining concentrations and ratios of chemicals for preparing solutions for electrophoresis gels. Think about what sorts of things have happened when these computations have been performed incorrectly by you or others (gels oozing all over the bench instead of setting). Emphasise the graduate quality indicators (in this case applying the body of knowledge accurately (GQ1), having effective mathematical communication skills (GQ6) and demonstrating a commitment to personal ethical actions within medical science - double checking calculations and concentrating while you are doing your measurements). One anecdote (which can be reused and shared with other tutors) can go along way in orientating your learners towards the learning topic that they are about to undertake.

If you don't have any professional experiences to share related to that particular content, try talking to your peers or colleagues who may have, find out their stories and share these.

If you do attempt to develop a professional anecdote for a content area but you are totally unaware how the area fits into the profession – please discuss this with your course coordinator. The content may link in ways that are not apparent in your own professional sphere, but relevant to others. It is also possible that the content of the course may be out of date and requires adjustment to ensure it remains relevant to the professional area for which it educates professionals.

P L A N	Before you do an active learning class use the planning document provided at the end of this booklet, or the electronic version on the Tutoring @ UniSA web site, to record how you will incorporate professional experience into your teaching

Large Group Discussion – Listening and using questions

Listening is the key to effective active learning classes. Research has shown that most tutors talk too much in active learning classes, turning them more into mini-lectures. This defeats the purpose of active learning classes as opportunities for students to discuss, debate, and share knowledge, experiences and ideas. Reasons for all this talk include there being too much content to cover so it is easier to just give answers; the teacher's fear they will lose control of the group, and the teacher enjoys being the centre of attention. Active listening is a demanding communication skill that requires patience and perseverance – but the rewards are great.

Facilitating student participation in the group also relies on the use of appropriate questioning and this is a key skill for tutors. Poor questions lead to silence and inappropriate answers. Please don't assume the right questions will pop into your head on the day – take some time to prepare appropriate questions to achieve the learning objectives of the active learning class, particularly if you have a feeling that the topic may not stimulate discussion easily. It is likely that you will need to use a variety of techniques to get discussion going, and to maintain it for any length of time. The aim to get as many students involved in the discussion as possible.

Once students are talking you need to listen actively again and be alert for the times when you need to intervene. Intervention may be necessary to ask a further question, to encourage students who are not participating, provide a fact, make connections between what they know and what they need to know, challenge assumptions, summarise, explain a difficult concept, answer a question, check for understanding, reinforce appropriate behaviour etc.

***STRATEGIES:* Active listening**
• Stop talking • Use non-verbal signals (nods, smiles, eye contact) to encourage the speaker • Let the speaker finish before responding • Check for understanding; paraphrase; ask questions for clarification • Acknowledge what was said • Validate the speaker, acknowledge uniqueness, importance • Ask other's opinions • Listen and respond in an interested way that shows you understand the speaker's point

STRATEGIES: Questioning

Make the ground rules clear - emphasise that there are no 'stupid' answers at the beginning.

Use easy questions first particularly with first year students who may be nervous or shy. Easy ones also give you time to think. You can build on the questions – modelling how students can build on their existing knowledge too.

First check that everyone understands if they can't understand you then there is no point looking for answers.

Give them thinking time – allow students time to think about a question before responding (try counting to 10 before speaking again). Use eye contact and other non-verbal signals to encourage those students who are contemplating answering. If silence persists it is better to reframe the question rather than answer it yourself.

Respond positively to all answers – use smiles, nods, and comments like "that is interesting", even if it's not quite what you're looking for. Often you can use someone else's answers to get more out of others or explore opportunities.

Use a variety of questions–

some open ended (e.g. often questions that start with What do you think ..?, Where do you think ..?, When do you think ..?, How do you think ..? Who do you think ..?, Why do you think?, can be written as open questions)

some closed or requiring a correct answer,

ask for personal experiences ("has this happened to anyone?")

redirect questions to other students (e.g. "John has argued that.., what do you think Lucy?") is a useful technique to involve other learners and draw out other views,

start a new topic using controversial quotes. If the discussion gets off track ask how that relates to the topic (e.g. "so, how does that relate to..." or "how do you think that would work when….", or "how does that compare with what we were talking about last week?")

ask students to prepare their own questions to examine the topic

Also see *Tricky active learning class situations* in the resource section of this booklet.

P L A N	Use the planning document provided at the end of this booklet, or the electronic version on the Tutoring @ UniSA web site to write down a series of appropriate questions to stimulate discussion and build on students' existing knowledge to help understand, relate, analyse and compare the new knowledge as required by the desired objectives and level of learning outcome.

Small Group Activities

Remember that people remember **20%** of what they **hear, 30%** of what they **see, 50%** of what they **see and hear, 70%** of what they **see, hear and say,** and **90%** of what they **see, hear, say and do.** Therefore providing opportunities for students to talk and work with the content in meaningful ways will have payoffs in improved student learning outcomes. Large group discussion is a good way to start a topic, but you can get more students talking and sharing in the limited time if you use smaller group activities. Forming groups and selecting appropriate activities can be pre-planned. Some strategies are presented below. The most appropriate approaches, or combination of approaches, will depend on what you and your students would like to achieve.

***STRATEGIES:* Forming groups**		
Random methods	***Pro***	***Con***
Numbers – Decide how many groups are required and give each group a name. Allow students to select a number from a bucket in class, and make groups according to your selected groupings (e.g., if you have 16 students in the class, you might allocate numbers 1 to 4 to Group A, 5 to 8 to Group B, 9 to 12 to Group C, and 13 to 16 to Group D). *Names* - Work alphabetically down the class or numerically down the student ID list and group students sequentially	Friendship groups are separated and the number and diversity of people students learn to work with are increased – thereby developing student's collaborative work skills (GQ 4)	Need to support student adjustment phase as they get use to making the most of the working group
Non-Random methods	***Pro***	***Con***
International students shared – International students are identified and at least one is placed in each group. Use random methods for the distribution of non-international students. This is particularly good if the assignment requires assessment of international perspectives (GQ7)	International students get to work with local students. Local students are exposed to different perspectives and learn to work in diverse groups	Need to support student adjustment phase as they get use to making the most of a diverse working group
Learning outcome grouping – Ask students what they want to achieve as a result of this course. Some will want high grades and will be prepared to work hard. Others will just want to pass. Group these students based on what they want. *Career grouping* - Ask students what type of job they would like at the end of their program and group students accordingly.	Students team and perform well as they have a common purpose	Separate orientation and learning objectives are required for each group

P L A N	Before you do an active learning class use the planning document provided at the end of this booklet or the electronic version on the Tutoring @ UniSA web site to write down what group formation technique you will use

Methods for group work during class

Here are some techniques for peer-directed teaching and learning activities from John Biggs

STRATEGIES: Small group work activities during class

QUOTE: Biggs J. (1999) *Teaching for quality learning in higher education* Buckingham: Open University Press p 88-90

Buzz groups are *ad hoc* groups of students that are given a question or topic to discuss in the course of a class. The success of this technique, and of many multi-person group structures, depends on the size of the class, and making absolutely sure it is clear to them what they have to do. Putting the question or topic in writing is highly advisable. If the architecture permits, students can be allocated to groups of 10 or so in the same room, but it can be awkward where lecture rooms are tiered, with fixed seats. Try outside under the trees. When the groups have reached their conclusions, one group speaks to the plenary session on their behalf, making sure the spokesperson is nominated in advance. When reporting back, individuals then need not feel shy about saying something others might criticise: it comes from the group. Syndicates and jigsaw are developments of the Buzz group.

Syndicate groups. These are formed out of class of 30 or so divided into four to eight students each (Collier 1985). Each group has an assigned task. The heart of the technique is the intensive debate that is meant to go on in the syndicates. The assignments are designed to draw on selected sources as well as on students first-hand experiences, so that everyone has something to say. The syndicates then report back to plenary sessions led by the teacher to help to formulate and consolidate the conceptual structures that have emerged from each group. Collier reports that student motivation is very high, and that the higher-level skills are enhanced, as long as they are assessed. Otherwise, students tend to ramble. The system has to be aligned.

Jigsaw. This is somewhat similar, except that the groups are more clearly allocated subtasks, and the plenary is to put the finished subtasks back together to solve the main task. This is a good way of getting a complex task handled where every person has had some active input into the solution. The downside is that each group only gets to see the fine-working of its own subtask, and may miss the whole. Again, assessment is the answer: the assessment task must address the whole (concept maps are useful here, as they are what the whole complex is about, not just the subconcept).

Problem-solving groups. Abercrombie (1969) worked with medical students in problem-solving groups. Her groups consisted of ten or so students, and the task was diagnosis, mostly using X-ray plates as stimulus material; the questions found on what was the subject of the X-ray, and what it might mean. The principle is applicable to any situation where students are learning to make judgements, and where there is likely to be a strong difference of opinion. Students have to construct a hypothesis where the data are insufficient to reach an unambiguous conclusion. Different individuals typically seize on different aspects of the data, or use the same data to draw different conclusions, so that astonished students find themselves at loggerheads with others equally convinced of the correctness of their own interpretations. The shock of that discovery can be powerful, forcing students to examine closely the basis of how they arrived at their own conclusions. Students taught in this way made better diagnoses, based more firmly on evidence, and they were less dogmatic, being more open to consider alternative possibilities.

Learning partners. Students select, or are assigned a partner for the unit. This technique is particularly useful in large class teaching.

Learning cells are dyads formed not so much for mutual support but for working jointly on a problem or skill. The justification is simply that students work better when working in pairs (McKeachie *et al*., 1986). This is particularly useful in laboratory situations, learning at the computer terminal or question and answer on set

tasks, as in reciprocal questioning.

Reciprocal questioning. Students are trained to ask 'generic' questions of each other following the teaching of a piece of content (King 1990). Generic questions get to the point of the content; in SOLO terms they are relational for example:

- What is the main idea here?
- How would you compare this with …?
- How is that different from …?
- Now can you give me a different example?
- How does this affect …?

King compared these kinds of questions with equal time open-ended discussion, and while the latter often gave longer answers, they were almost all low level. On critical thinking, and high-level elaboration, the questioning groups were far superior. Reciprocal questioning emphasises that when you are getting students to interact in order to reach specific cognitive objectives, make sure there is a clear, and high-level, agenda for them to address.

STRATEGIES: Small group work activities during class (… continued)

Pyramiding or "**Think, Pair, Share**" – to start, ask students to think about (and write down) their ideas or response to a question, topic, or problem on their own, then after a couple of minutes, turn to their partner and share their response. Then after a couple of minutes, each pair joins with another pair and this group of 4 shares their responses, thinks about the issue further, and negotiates a common set of ideas. After a few minutes (say 5 – 10 minutes), ask one member of each group to report back to the whole class (group generated points can be summarised by you or the students on an OHT or whiteboard).

Debate – The division of a class or individuals into groups to represent particular points of view (most commonly 'for and against') on a controversial topic. Each group works to develop an argument to support its allocated point of view. Students could be invited to argue a view they don't endorse, engage in the debate in character or through role-plays.

Fishbowl – this is a great method for introducing a bit of fun and energy to a focussed class discussion. Some students start off the discussion by sitting in a small circle of chairs, with the rest of the class in a surrounding circle of chairs, listening to the discussion. Students in the outer circle can join in the discussion by swapping seats with someone in the small inner circle.

P L A N	Before you do an active learning class use the planning document provided at the end of this booklet or the electronic version on the Tutoring @ UniSA web site to write down what learning objective/content you aim to cover and what type of small group activities you could use in the active learning class to achieve these objectives. Keep in mind how long each activity will take (depends on how large the groups are and how much reporting back is required).

Interactive lectures – changing passive to active

When we need to teach a large class or to deliver course content, we often default to presenting information in the form of the expository lecture. This style of teaching is one-way and involves minimal if any interaction from the students encouraging surface learning However this method is not necessarily chosen because it is the best way to teach but because many see it as the only way to deliver course content.

A different method is the form of an interactive lecture in which students are encouraged to contribute to the information sharing which occurs. Opening space and allowing time for students to question, comment or respond to issues allows them to be involved in the 'social construction of knowledge' which is at the heart of deep learning The input from your students may also offer new and exciting directions for the field and your own approach to the area.

STRATEGIES: Interactive lecturing

Structure – all good teaching requires preparation, even an interactive lecture which seems to be spontaneous and improvised. You can use the planner to structure the lecture. Break up your lecture so that you talk for no longer than 15-20 minutes in one go without spending some time doing something else.

Types of questions – use well constructed questions (see p. 22 of this document) to probe student understanding. Be aware that open-ended questions may need to be managed as they may take the lecture off topic. Be prepared to provide wait time for students to develop responses to high-level questions. Do not be afraid of silence. Also encourage students to ask questions during the lecture rather than merely respond to yours.

Think, pair share – when introducing a new topic ask students to stop and think about an issue, then talk to the person along side them to share their thoughts. After a few minutes ask for a few discussion summaries from students or use a survey to share (how many of you thought … ?)

Demonstrations – bring along props to your lecture if possible to help understand key concepts.

Think-aloud modelling (Biggs 2003, pp. 87-88) – this approach involves the lecturer thinking out loud the processes of reaching the conclusions that constitute the knowledge of the field. This lets the students understand how an expert works and the ways they may work in the future. Show your revisions and your mistakes and if possible encourage students to have input into this problem-solving or composing process.

Informal Quizzes – a strategy used by a UniSA staff member in the Business division is to conduct informal quizzes in large, 2 hour lectures. This lecturer outlines a problem and encourages students to discuss the process of developing an answer with the person next to them or in small groups. An informal vote is then taken on the correct answer. This technique is also a useful tool for evaluating which aspects of the course his students are struggling with.

Keypads – using TurningPoint software (a PowerPoint addin loaded on each AV-PC in UniSA) and audience response system keypads or 'clickers' (borrowed from Campus Central), you can ask and receive feedback from your students. This can be totally anonymous – therefore providing students with a low risk opportunity to participate, or allow for summative testing – with each participant linked to a clicker.

Teaching and learning across cultures– including all learners

All students are individuals. When you are teaching a class with students who have diverse backgrounds (cultural, language and educational) you need to have a distinct plan for optimising learning for all learners. As experienced teachers will tell you, teaching across cultures requires an additional awareness of one's own cultural practices and assumptions. Remember also that international students are likely to be experiencing culture shock – not only at university but in every other aspect of their lives as well.

STRATEGIES: Teaching and learning across cultures

Think about your own language

- Avoid making students from different backgrounds feel inferior or irrelevant by using words such as 'our culture', 'third world' or 'under-developed countries'.
- Respect student as individuals – use phrases such as 'a student from Hong Kong' rather than 'Asians' and do not assume that all students from a similar cultural group will be the same or expect them to speak on behalf of an entire group.
- Be careful when describing cultural practices, religions and beliefs - be accurate and do not sensationalise.
- When checking if people understand, use phrases such as 'is there anything that is still unclear?' or 'Have I explained that well enough?' rather than 'does everyone understand?' which assumes that everyone should understand.
- Avoid emphasising differences in cultures- try highlighting similarities

Help all student's appreciate that the mastery of intercultural communication is a professionally relevant skill

- Make it clear that being able to work in intercultural and international contexts is the responsibility of everyone and that working in an international environment is one of the outcomes of every UniSA's program (GQ 7 –international perspectives and GQ 4 – working collaboratively).
- If appropriate, try incorporating awareness of cultural diversity as part of the classroom activities and assessment
- Encourage different types of contributions and diverse viewpoints but make it absolutely clear that racist and sexist comments or jokes or behaviour will not be tolerated
- Ask students to prepare a reflective statement as part of an assessment task on the process of working in a multi-cultural group – the role they adopted, the processes they used, how they dealt with critical incidents, how effective the group was and how they plan to improve as an intercultural collaborator.

Helping with communication

- Your culture affects the way you communicate - not only verbally but also non-verbally (e.g. body language, gestures and mannerisms). Some groups avoid being explicit, others talk loudly, rules for 'turn taking', physical contact, and body language may all be different and therefore lead to misinterpretation. Make sure the group is aware of this and discuss how they will deal with this in their class discussions and small group work.
- To help with listening, ensure only one student speaks at a time. Allow breaks between speakers so people who are translating can catch up. If a native speaker makes a complex point, stop and discuss their point to ensure that it is it is understood by all.
- To build confidence in non-native speakers, rather than asking individual students to respond, ask students to write their responses down first and then discuss them with a partner before asking for responses to be shared with the whole group.
- Observe interactions in group tasks – checking that all students participate. Briefly join the group and use directed questioning to encourage equal participation.

Evaluating and developing as a teacher

UniSA expects its teachers to be life long learners who pursue professional development and excellence in professional practice, much like that which is required for our learners to develop through their programs as described in the indicators for Graduate Quality 2 – life long learning

QUOTE: UniSA web site **generic indicators of UniSA's Graduate qualities**

Life long learners

- understand and accept personal weaknesses, strengths and preferred learning styles, have knowledge of a range of learning strategies and take responsibility for their learning and development
- respond confidently to change in a flexible and adaptable manner
- maintain a positive concept of self as capable and autonomous
- sustain intellectual interest and critical thinking as a mature professional.

What happened?

Time spent after the active learning class thinking about what happened and how much learning actually happened during the session is a vital step in the process of developing as a teacher. You may want to do this individually through the use of a teaching journal or collaboratively, by taking a coffee break with your fellow tutors and the course coordinator. It is really up to you and what you feel most comfortable doing, but the investment in time is certainly worthwhile. An active learning class log (which is used in Tutoring @ UniSA) has been reprinted at the end of this booklet to guide you through a process of reflection. Briefly, the process is to fill out the top half of the form (description of sequence and elaboration of the active learning class) as soon as possible after the active learning class, and then complete the bottom half of the form (analysis) in the next day or two. These reflections are especially helpful for planning your next active learning class.

STRATEGIES: Evaluation mechanisms

The Minute Paper (Angelo & Cross, 1993) – stop the class for 2 or 3 minutes early and ask students to respond to two questions: "What was the most significant thing that you learnt today?" and "What questions remain unanswered?" on a card you have given out or on a piece of paper. This is a very quick and easy method, instant and manageable data to which you can respond. It's good to remember to give feedback about the general outcomes of the questions by posting a response to your course web site.

The ***Muddiest point*** is a technique to find out how effective the session was. At the end of class, ask students to respond to this question on a piece of paper – "What was the 'muddiest' point in this class. In other words, what was least clear to you?". From students' responses you can then gauge how effective the session was in facilitating student learning, and perhaps identify where any major problems occurred (e.g., if the majority of students comment on the same aspect as being the muddiest point). You then have the opportunity to address this the next time you meet with your students.

Student work – similarly, you can get an idea of your students learning from their performance on assessment, helping you pinpoint where you may need to think about your approach to teaching and how effective it is in facilitating student learning.

Online feedback (e.g. an anonymous TellUs2 survey) –to enable you to gather continuous qualitative feedback on your teaching. This can allow students to send written comments to a teacher, without the students' identities being revealed. The comments are seen only by you, so it is up to you to analyse them, derive conclusions and take appropriate action.

Student evaluation of teaching (SET) and the ***Course evaluation instrument*** (CEI) are summative evaluations that are presented to students online at the end of the study period. The course coordinator needs to give you access to the CEI to allow you to set up an online SET. An online adviser from the Learning and Teaching Unit can assist you with this process.

Core CEI questions

1. I have a clear idea of what is expected of me in this course.
2. The ways in which I was taught provided me with opportunities to pursue my own learning.
3. The course enabled me to develop and/or strengthen a number of the qualities of a University of South Australia graduate (link opens in a new browser window).
4. I felt there was a genuine interest in my learning needs and progress.
5. The course developed my understanding of concepts and principles.
6. The workload for this course was reasonable given my other study commitments.
7. I have received feedback that is constructive and helpful.
8. The assessment tasks were related to the qualities of a University of South Australia graduate (link opens in a new browser window).
9. The staff teaching in this course showed a genuine interest in their teaching.
10. Overall I was satisfied with the quality of this course.

The CEI also includes 2 text response items and can include additional Likert items and text questions.

The core SET items are

The following 10 core questions are included in all Student Evaluation of Teaching questionnaires. They have been developed by UniSA's Teaching and Learning Committee (TALC) based on teaching and learning principles and policies within UniSA. The core questions cannot be omitted or edited. This is so they can provide a common set of information across courses and over time.

1. The staff member made the aims and objectives of the course clear from the outset.
2. The staff member made the subject interesting.
3. The staff member motivated me to do my best work.
4. The staff member provided adequate opportunities for me to pursue my own learning.
5. The staff member helped me to develop my understanding of concepts and principles.
6. The staff member displayed a genuine interest in my learning needs and progress.
7. The staff member gave me helpful feedback on how I was going.
8. The staff member used up-to-date teaching and learning approaches.
9. The staff member made it clear how her/his teaching developed the qualities of a University of South Australia graduate (link opens in a new browser window).
10. Overall, I was satisfied with the performance of this staff member.
11. What were the best aspects of this staff member's teaching?
12. How could this staff member improve their teaching?
13. Any other comments?

Self-reflective teaching log or blog – it can be very useful, particularly as a new teacher, to keep a log about your teaching experiences. This can be in the form of a kind of 'diary' or web-log, where you write about certain events or personal thoughts, reflecting on these experiences and hopefully then learning from these experiences (see http://www.edublogs.org/) .

Peer review – ask another teacher (usually someone who is experienced) to sit in on your class and give you feedback. Be specific about the aspects of your practice that you want to be observed and commented on – this makes it easier for the observer to give useful feedback to you. Alternatively, organise to have your

class video-taped, and you can ask a colleague to observe the video of your performance and discuss their observations with you later. Remember to reciprocate the favour.

Review of teaching and learning materials – similarly, if you have developed some materials for use by your students, you can ask a colleague to comment on these materials in relation to certain aspects as requested by you (for example, whether they are they interesting, well constructed, clear, etc).

P L A N	Use the planning document provided at the end of this booklet, or the electronic version on the Tutoring @ UniSA web site, to write down how you will evaluate the effectiveness of this particular active learning class for supporting all students' learning.

Learning and Teaching Unit: supporting staff

Resources to develop your teaching are available through professional development services through the Learning and Teaching Unit on your campus and online.

SECTION 3: Supporting students' learning

Now that you are aware how to plan, execute, evaluate and further develop an active learning session such as a tutorial, this next section looks at how you can support students during the study period to assist their learning. We primarily look at the role of feedback in supporting students' learning. Also this section provides strategies for supporting students to work collaboratively, strategies for supporting learners online and strategies for supporting student's academic skill development utilising services available through UniSA.

Each course at UniSA has a Graduate quality profile that stipulates which of the seven Graduate qualities are going to be assessed in that course. As a teacher you need to be aware of these as students will be needing activities and opportunities to develop them and receive feedback on how they are going.

Support structures for student learning may already have been identified by your course coordinator.

FEEDBACK

The provision of meaningful feedback to students on their learning and development is a role for all teaching staff.

QUOTE: Hounsell (2005) and Gibbs and Simpson (2005)

Feedback is any information, process or activity which 'affords' or accelerates learning, whether by enabling students to achieve higher-quality learning outcomes than they might have otherwise attained, or by enabling them to attain these outcomes more rapidly.

The key functions of feedback are:

- allow an evaluation of progress performance or achievement,
- to provide encouragement and support and
- to facilitate an understanding of what high quality work in the profession is and how this might be achieved

It can be described as intrinsic or extrinsic, where **intrinsic feedback** are the opportunities within everyday teaching and learning activities to develop a good grasp of the teacher's expectations and to have practice in meeting these, while **extrinsic feedback** are those opportunities to get feedback on assignments completed wholly or largely within timetabled classes (Hounsell, 2005)

To support learning feedback needs to …

- be sufficiently provided, both often enough and in enough detail
- focus on students' performance, on their learning and on actions under the students' control, rather than on the students themselves and on their characteristics
- be timely, in that it is received by students while it still matters to them and in time for them to pay attention to further learning or receive further assistance
- be appropriate to the purpose of the assignment and to its criteria for success
- to be appropriate, in relation to students' understanding of what they are supposed to be doing (conceptions of task, learning, knowledge, discipline discourse)
- be received and attended to
- acted upon by the student (Gibbs and Simpson 2005).

Feedback and Life long learning

As you work with students, using questions and engaging students in activities, you will have numerous opportunities to provide **intrinsic feedback.** The amount of feedback you provide will be based on the size of the performance. It can be as simple as nodding, smiling to acknowledge their attempt at answering a question, indicating what was right as well as where further development is required.

The **time** between the student performance and receiving feedback impacts on how much students' learn. The shorter the time the better. For this reason when you are working with students in class where they are performing (e.g. demonstrating their use and application of the body of knowledge, communication skills and/or group skills) try to give as much immediate feedback as possible - or perhaps in two stages; your overall impression immediately, and then later follow-up with a more detailed explanation. You do however need to be aware of the **sensitivities** associated with feedback. Minimise highly critical feedback within public environments as it will often be destructive. Think about how the feedback is likely to be received. Try to sandwich any critical feedback between two pieces of positive feedback.

The skill of receiving, analysing and responding positively to feedback is an important part of Graduate quality 2 – life long learning.

QUOTE: UniSA web site http://www.unisanet.unisa.edu.au/gradquals/staff/default.asp#indic

Graduate quality 2
A graduate…is prepared for life long learning in pursuit of personal development and excellence in professional practice. A graduate will:

- understand the limitations of, and have the capacity to evaluate, their current knowledge
- understand and accept personal weaknesses, strengths and preferred learning styles, have knowledge of a range of learning strategies, and take responsibility for their learning and development
- respond confidently to change in a flexible and adaptable manner
- maintain a positive concept of self as capable and autonomous
- sustain intellectual interest and critical thinking as a mature professional.

For this reason, consider asking students to first **clarify what aspects of their performance they would like feedback**. This also focuses your effort as a feedback provider and helps to meet the immediate needs of the student.

The Learning and Teaching Unit has an information sheet for students about feedback called "Making use of feedback on assignments". The sections are: What is feedback?; Why have feedback?; How to deal with feedback; Interpreting feedback; What if…?; and Giving feedback to other students. For staff, principles, policy and resources related to giving feedback are available in the Assessment web site in the Teaching Resources section of Learning and Teaching Unit web site.

Peer feedback is another way to increase the amount of feedback available for students. You will need to provide students with clear criteria to assess student performance.

Feedback on assignments (extrinsic feedback)

To help provide consistent feedback on assignments, particularly in respect to feedback on the development of the Graduate qualities, UniSA uses Assessment feedback sheets that focus markers on providing feedback on key components of assessment tasks. These will be available to you from your course coordinator tailored for each assessment task. Assessment feedback sheets for tutorial participation and an essay are provided in this booklet as examples only.

University of South Australia

Assessment feedback

Ethical issues ABCD 1010

Assignment 1: tutorial participation, 10% ongoing assessment

Key parts or dimensions of this assignment	**Comment by marker**
Commitment to adequate preparation for active learning classes which is demonstrated by the students informed tutorial discussion of the appropriate body of knowledge (GQ1)	
Willingness to collaborate and contribute to discussion with others in small and large groups within the tutorial structure, using logical and rational argument to persuade and negotiate with others (GQ4)	
Effective verbal communication of issues related to the topics being discussed in the tutorial sessions including the display of sensitivity to tutorial group members (GQ6)	

Summary comment

The Graduate qualities being assessed by this assignment are:

The body of knowledge (GQ1) collaboration and team skills (GQ4), effective communication (GQ6)

Graduates of UniSA:

1. operate effectively with and upon a body of knowledge
2. are prepared for lifelong learning
3. are effective problem solvers
4. can work both autonomously and collaboratively
5. are committed to ethical action and social responsibility
6. communicate effectively
7. demonstrate an international perspective

Assignment grade/mark

This form meets the 2006 and 2007 requirements of UniSA's Code of Good Practice: Student Assessment

University of South Australia

Assessment feedback

School of International Studies

Ethical issues ABCD 1010

Assignment 3: Major Essay – word limit 2,500; 50% of final grade; Due: Friday, Week 12

The Graduate qualities being assessed by this assignment are:

Demonstration and application of a body of knowledge (GQ1) that supports the development of an argument that addresses a problem (GQ3) in an ethical way (GQ5) that is clearly communicated in an academic essay writing style (GQ6). Information literacy skills and referencing skills (GQ2) will also be assessed.

Key components of this assignment	Mark	Comment by marker
Essay demonstrates an understanding of the relevant topic with the ethical application of sociological theories.	**/20**	
The essay has been researched broadly and skilfully from primary sources with appropriate Harvard style referencing	**/10**	
Answering the question, development of a convincing argument, using supporting evidence and proposing original and creative solutions to the sociological problems that form the essay topic	**/20**	
Academic writing of an essay that introduces and states your position and direction in the argument clearly. The essay organisation must enhance the answer and link to the question throughout. The conclusion must be convincing. The essay writing style needs to be well set out and fluent, succinct, concise and precise and a pleasure to read.	**/40**	

Summary comment

Grade	Notation	Notational %	Grade description	Assignment grade
High distinction	HD	85–100	An exceptional piece of work in every regard	
Distinction	D	75–84	A good attempt exhibiting high quality work in most areas	
Credit	C	65–74	A sound attempt exhibiting high quality work in some areas	
Pass level 1	P1	55–64	A sound attempt	
Pass level 2	P2	50–54	Just passable	
Fail level 1	F1	40–49	Not passable - some areas requiring significant improvement	
Fail level 2	F2	below 40	Not passable - most areas requiring significant improvement	

What you will need to work on before the next assignment

This form meets the requirements of UniSA's Code of Good Practice: Student Assessment

SUPPORTING STUDENTS' LEARNING OF GROUP SKILLS

Skills in working collaboratively are highly valued at UniSA. Graduate quality 4 articulates what we hope students are able to do by the end of their programs.

QUOTE: UniSA web site http://www.unisanet.unisa.edu.au/gradquals/staff/default.asp#indic

Graduate Quality 4: A graduate…can work both autonomously and collaboratively as a professional.

A graduate will:

- work in a self directed way
- use logical and rational argument to persuade others, to negotiate with others
- work collaboratively with different groups, identify the needs of others and build positive relationships
- provide leadership within a team context by understanding responsibilities for organisation, planning, influencing and negotiating
- work in a team (cooperate with all team members, share ideas, forgo personal recognition, negotiate solutions when opinions differ, resolve conflict, recognise strengths of other team members, share responsibility convey a shared vision for the team, display a commitment to make the team function effectively).

Effective small group teaching requires not only requires a good understanding of the course topic matter, but knowledge of how groups develop and function over time. An online resource about working collaboratively for students and staff is available that uses the analogy of a wheel structure and function to help build understanding of how effective groups work. http://www.unisanet.unisa.edu.au/wheel/. Two excerpts from the resource are presented on the next few pages.

QUOTE: Piltz and Quinn (2004) Working Collaboratively http://www.unisanet.unisa.edu.au/wheel

Comparing group structure and function to the structure and function of a wheel

The **Hub** or centre of the wheel represents the heart of the groups operation and it contains the core values, shared vision and goals. If the hub of the wheel is well constructed and in tune then the wheel runs smoothly and efficiently in the right direction. A group that has collectively clarified its core values, agreed upon purpose and is in tune with its goals is likely to progress in a common direction with a clear focus. If there are problems within the hub, the movement of the wheel is impaired. It can lacks direction or become inefficient in its function. Similarly, a group that is not consistent in its core values or a group that lacks collective clarity in its purpose and goals can experience dysfunction and flounder in its direction and progress.

The **Rim** of the wheel is associated with the hub as it provides stability and direction as the wheel moves. The Rim represents the operating agreements, norms and culture of the group that provide the clear framework for individuals to behave and function whilst in the group. A group in which all members share an understanding of the accepted ways of operating and have a voice in constructing its norms and building a collective culture will have a strong and stable foundation for action. A wheel that has a bent rim will not move efficiently in a straight direction. Similarly, a group that has not established clear agreements on the way that it will operate will experience dysfunction and negative conflict amongst its members.

The special **fibre that is present in the total wheel** represents the group's communication capacity. Communication is a vital key in effective group functioning and it impacts on every variable within group collaboration. Groups that demonstrate refined communication skills are able to establish & articulate core values, goals, norms, present ideas for resolving problems, demonstrate active listening, show empathy and manage conflict in a positive way. A wheel that experiences fragmentation of this fibre is likely to

experience weakness throughout its total structure and this will impact on its performance. Similarly a group that has poor communication skills is likely to experience dysfunction and limitations to its effectiveness.

The **Spokes** of the wheel represent various group processes including: planning, problem solving, decision making, roles and responsibilities, reflection, conflict resolution. A group that functions effectively will apply an understanding of these elements and demonstrate skills in these processes at an advanced level of functioning. The quality of these processes is represented by the length of the spokes in the wheel. If the wheel has very short spokes, and it is moved forward in a single revolution, the distance covered by the wheel is less than the distance covered by a wheel with long spokes. Similarly a group with a low level of processing capacity in all of these areas will be restricted in its potential, whilst a group with members who demonstrate refined skills in these processes has the potential to achieve more. If a wheel has spokes that are of different lengths or different tensions the wheel will not roll smoothly – it encounters dysfunction as it becomes buckled or bumps along its way. Similarly a group that has some processes that are well refined and others that are poorly executed will also encounter dysfunction that will restrict its overall effectiveness.

The **Tyre** of the wheel represents the group's capacity to remain **flexible, open and adaptable to change** as they are confronted with different contextual demands. Just as a wheel can be fitted with a different type of tyre to suit specific terrains, the group must adopt an approach that enables it to optimise its performance in various contexts. Groups that are able to adopt an open minded perspective, demonstrate flexibility and the ability to change with varying circumstances are best positioned to maintain consistency in their effectiveness.

Promoting proactive behaviour

Proactive individuals demonstrate ownership and responsibility for their behaviour as they undertake various roles within group contexts. Adopting a proactive approach is one way of responding to the multitude of situations that confront individuals as they manage the various contexts of their lives. It is based on the belief that individuals have choices in the way that they can respond to all of life situations and that all choices bring with them an array of possible consequences (Glasser, 1998, Covey, 1989).

When individuals choose to accept responsibility, acknowledge ownership and demonstrate commitment they internalise the control of their behaviour. They acknowledge and accept responsibility for the consequences of their choice. When responsibility is abdicated to external factors, individuals become disempowered and reactive. *Reactive* behaviour is commonly evidenced when individuals choose to *blame* external factors, *justify* their actions, *deny* personal responsibility and *not fulfil commitments.* Reactive response choices in behaviour also have consequences for the individual and for others operating around them (Kemp & Piltz, 1995).

Proactive individuals focus their energy on things that they are able to influence. When problems or issues arise when working in a group proactive individuals are clear on determining what they can do to influence the situation. This may include changing their behaviour, if the problem is in their direct control or else working on their communication methods of influence, if the problem is an indirect one that involves other people. Proactive people also acknowledge situations that are totally outside of their control and manage these by recognizing their responses choices when these events arise (Covey, 1989).

A group that is comprised of individuals who are aware of how to demonstrate proactive behaviour are more likely to work effectively because the ownership and responsibility for group collaboration is accepted at an individual level.

Proactive - choice in response	Reactive - choice in response
Accept responsibility	*Blame*
Take ownership	*Justify*
Demonstrate commitment	*Deny*
	Lack commitment
Empowered - internal control	**Disempowered - external control**

Other sections within the Working Collaboratively learning object look at strategies for assessing collaboration skills (GQ 4) and recording student achievement of this skill using the electronic portfolio, *Transcript 2*.

SUPPORTING STUDENTS' LEARNING ONLINE

All courses at UniSA, whether face-to-face or online, offer students the flexibility of having an online dimension to their courses. This can be very basic - course home pages and staff homepages - or it can incorporate many different online tools.

One of the most common tools used in courses are online discussion forums which are used to provide flexible and fair consultations with students. For example, think about a conversation you might have with a student after an active learning class about how to approach an assignment. This may be very helpful conversation, however it happened at only one place and time, and with only one student. If students are shown how to raise these types of questions within an online forum, and a constructive response was provided, potentially all students in the class can benefit from this one interaction. The words are no longer locked in time and space, they can be revisited many times and at any place where a student or teacher can access an internet-enabled computer.

As a teacher you may be asked to work online to support student learning. Here are some strategies for this task.

STRATEGIES: Online active learning

Students need to know who you are

Every member of staff who is on the HR database automatically receives a staff homepage on UniSAnet. Use this environment to provide information about yourself for students, peers, other professionals and the public in general. You can tailor your web site to provide links to other web sites (e.g. course home page) and an image of yourself. The change process begins by clicking the change button at the bottom of your staff homepage. Further help is available at Software help: Staff home pages and by contacting your Online adviser.

Students need to know how to work online

Students need to be able to work out which computers they access and when, how to 'log on' to MyUniSA and discussion forums using usernames and passwords (use IT help desk) and how to operate the forum (post new messages or reply to existing messages, edit messages, add attachments, and activate subscribe to receive an email alert whenever a message is posted to the forum). Similarly you will need to know how to do this. If the course is totally online rather than face to face then they would benefit from the Online learning @ UniSA online workshop which describes experiences of online students. If you are teaching in a fully online course then consider participating in further academic development activities offered through the LTU.

Students need to know when you will be there

Make clear to the students how long the forum will be open and when you will be there. Some staff define one or two 'online office hours' just as they would consultation times, others use email subscriptions to stay in touch with their students. It really depends on the purpose of the discussion and the timeframes you are working with. You can use chat instead of forums if you would prefer to keep strictly to a time.

Students need to know what is going to happen

As discussion forums can be used for many purposes, it is imperative that you make clear to students what is going to happen in any forum that you create, how they are expected to behave and what would happen if they broke those rules. Consider for example if you will allow students to reply to other students or not? You can use these discussion tips as a starting point for negotiating behaviour online in the online discussion forum. In particular, students must know if their contributions are going to impact on their assessment and how assessment of their performance will occur.

Be careful how you read and what you write

Online forums are different to face-to-face discussions as they are text-based, thereby missing any tone, inflection and body language that might help readers understand what has been written and what mood the writer was in. When you read posts - re-read them and check you understand the message. If in doubt ask for clarification. When you write, always use positive and encouraging tones. Use emoticons to convey mood (eg. :-) for happy and :-(for unhappy). Be extra careful with humour and sarcasm – they can backfire. Remember that you are writing in a reasonably public environment so the risk for shame and embarrassment for all participants can be high. Use spellcheckers to ensure accuracy.

Learning and Teaching Unit: supporting students

Learning and Teaching Unit offers many resources for supporting student learning that are presented on the Learning and Teaching Unit web site.

When a student becomes relatively, and unreasonably demanding on your time, and you are concerned about their academic progress or their well-being, please refer them to Learning and Teaching Unit where they can access a range of services - Learning advice, Disability services, Counselling, International student advice, and Career advice.

An online e-referral system is available. An e-referral from you

- sends an email acknowledgment of the referral to you and the student
- the student is then able to access a Learning Adviser or Counsellor at Learning and Teaching Unit for a longer appointment time
- if the student attends, Learning and Teaching Unit staff will contact you with a follow-up email or telephone call. E-referrals do not guarantee that the students will attend.

Information about e-referrals to Learning and Teaching Unit and the e-referral form are available online.

SECTION 4: MARKING, MODERATION AND ACADEMIC INTEGRITY

Most tutors will do some marking of student assessment tasks. Assessment means a lot to students. Your 'performance' as a marker is just as important as their performance as a student. Before we talk about marking students work you need to be aware of assessment practices at UniSA.

The Code of Good Practice: Student assessment Code of Good Practice: Student assessment at UniSA advocates the use of 'criterion referenced assessment', whereby marks for all pieces of assessment are decided by reference to criteria and, where a grade is assigned, it will be assigned on the basis of the standard the student has achieved on each of the criteria for the course. This method is in contrast to the less preferred norm-referenced assessment (as involved when 'grading to the curve') which looks at how well the student has done in comparison with the 'norms' established by the other students in the group.

All final marks are given as grades (High distinction, Distinction, Credit, Pass level 1, Pass level 2, Fail level 1, Fail Level 2) not as an absolute number.

Often course coordinators have nominated to use UniSA's assignment management system, **AssignIT**, for assignment submission. This is a secure database that makes the submission process very easy for students. Once an assignment is in, it can never be 'lost'. If your students are submitting work using AssignIT they can get help through the IT help desk and you as a marker can get help to download, and return marks and feedback from Software help: AssignIT and by contacting your Online adviser.

The University of South Australia has **assessment feedback sheets** for each assessment piece as a way to standardise the amount and quality of the feedback given to all students on their assessment. These are available to students within the course information booklets prior to the assessment. **Moderation** practices are stipulated for each course to ensure consistency of grading between different markers and grades between courses.

Marking and moderation

So there is an enormous pile of papers on your desk – where do you start? Here are some tried and true marking and moderation strategies for the first time marker.

STRATEGIES: Marking and moderation

Before you put 'pen to paper' make sure you have:

- Reviewed the UniSA assessment policy and procedures manual (hard copy in School office)
- Obtained the Assessment feedback form for the assignment
- Become familiar with what constitutes a HD, D, C, P1, P2, F1 and F2 in this type of assignment and have agreement with your course coordinator and fellow markers about the processes you will use to determine grades.
- Read the academic integrity policy (section 9 of the UniSA assessment policy and procedures manual).
- Organise yourself to complete your marking in the agreed turn around time
- Discussed and understand the remark and resubmission processes for each assignment (these will be stipulated in the course information booklet)

While you are marking

- Try to mark only when you are feeling well and can concentrate adequately on the task.
- Some markers read all their assignments very quickly and then separate into 3 piles - very good, ok and bad. They then start marking each pile in sequence, preparing feedback in detail.

- Review the first papers you marked in a session and compare them to the last papers you marked. Is there consistency?
- Be on the look out for any instances of academic misconduct and plagiarism. If you have an instance, please don't dwell too long on it (although the temptation is often great). Put the offending papers into a pile and make a time to see your course coordinator to discuss these incidents collectively. The course coordinator can take it to the School's Academic Integrity Officer to ensure consistent application of university policy.
- Participate in any moderation meetings – organise your papers into your grade levels for comparison to other markers, decide which papers are suited for resubmission.

When you have finished marking

- Prepare generic feedback for the class collectively and present in person if possible, or post to the course home page or online discussion (if available).
- Follow agreed processes for organising re-marking and re-submission.

ACADEMIC INTEGRITY

Academic integrity is similar to professional integrity but relates to academic practice. Breaches of academic integrity are called academic misconduct. One example of academic misconduct is plagiarism. Plagiarism is defined as follows:

QUOTE: UniSA Assessment Policy and Procedures

Plagiarism is a specific form of academic misconduct. Deliberate plagiarism is regarded as a serious act of academic misconduct. Plagiarism means:

- direct copying of the work or data of other persons, from one or more sources, without clearly indicating the origin. This includes both paper-based and electronic sources of material from websites, books, articles, unpublished work such as theses, working papers, seminar and conference papers, internal reports, lecture notes or tapes, and visual materials such as photographs, drawings and designs.
- using very close paraphrasing of sentences or whole clauses without due acknowledgment in the form of reference to the original work;
- submitting another student's work in whole or in part, where such assistance is not expressly permitted in the Course Information Booklet;
- use of another person's ideas, work or research data without acknowledgment;
- submitting work that has been written by someone else on the student's behalf;
- copying computer files, algorithms or computer code without clearly indicating their origin;
- submitting work that has been derived, in whole or in part, from another student's work by a process of mechanical transformation (e.g. changing variable names in computer programs); or
- in any way appropriating or imitating another's ideas and manner of expressing them where such assistance is not expressly permitted in the Course Information Booklet.

Academic Integrity Officers (AIOs)

Academic Integrity Officers are appointed in each school to ensure that a consistent approach is used for both the investigation and resolution of incidences of academic misconduct. The course coordinator will liaise with Academic Integrity Officers on your behalf.

UniSA supports an educative approach to academic integrity and plagiarism. This is an extract from section 9 of the Assessment Policy and Procedures manual.

QUOTE: UniSA Assessment Policy and Procedures

Educative process

With regard to academic misconduct there is an educative process. Steps in the educative process include the following:

a. As part of assessment information given to students by the end of the second teaching week in a course, Course Coordinators shall draw the attention of students to UniSA's view on, and procedures for, academic misconduct, and where appropriate give examples of what would constitute academic misconduct in that course.

b. Appropriate references to plagiarism will be made in lectures and other teaching material, the Library User Education Course, and study support material provided by Learning and Teaching Unit and will include comparisons of acceptable and unacceptable use of references, quotations, bibliography, etc, where appropriate.

For more information and resources on plagiarism, see Staff resources section of the Learning and Teaching Unit. web site

Turnitin

Turnitin is a tool that is available for use throughout UniSA. It can be used to help detect potential sources of plagiarism in student work. Turnitin works by comparing student work to material stored on the Turnitin database and generating a report. The report highlights parts of the student's work that matched text in the database and displays those records where matches were found. Note that it will still be the responsibility of the teacher to verify whether these matched texts are plagiarised or correctly cited material.

When students enrol they agree to the use of Turnitin on their assignments. This agreement is also part of the compulsory assignment cover sheet.

There are two ways in which Turnitin is used at UniSA. First, random checks are made of all student work submitted through AssignIT as a deterrent to cheating – course coordinators will receive these reports. Second, course coordinators may elect to put a group of assignments through Turnitin. Students can check their own assignments or staff can check them after they have been submitted for marking. The choice is up to the staff member. To help students learn about appropriate referencing and citation, some staff may require students to submit their work to Turnitin before submission and include the Turnitin report with their submitted assignment.

FURTHER RESOURCES

KEY UNISA TEACHING AND LEARNING LINKS

Learning and Teaching Unit http://www.unisa.edu.au/ltu/

For staff http://www.unisa.edu.au/ltu/staff/default.asp

For students http://www.unisa.edu.au/ltu/students/default.asp

Policy http://www.unisa.edu.au/policies/default.asp

Code of Ethical conduct http://www.unisa.edu.au/policies/codes/ethics/ethics.asp

Code of Good practice: University teaching

Relationship between staff and students
http://www.unisa.edu.au/policies/codes/goodprac/rltnshp.asp

Assessment policy and procedures manual (incorporating Code of Good Practice: Student assessment) http://www.unisa.edu.au/policies/manual/default.asp

Equal opportunity http://www.unisa.edu.au/policies/policies/corporate/C02.asp and Discrimination and Harassment http://www.unisa.edu.au/policies/codes/miscell/discrmn-staff.asp and http://www.unisa.edu.au/policies/codes/miscell/discrmn-students.asp

SESSIONAL ACADEMIC RESOURCES AND TIPS

- If you would like to reflect more on how you see yourself as a teacher the Teaching Perspectives Inventory is a 10-15 minutes survey that automatically scores your results. You may also choose to print out your profile sheet to help you visualize and interpret your scores.
- The University of Queensland has a large web site supporting the development of sessional academic staff that was the product of a federally-funded development grant. http://www.tedi.uq.edu.au/sessionalteaching/. It includes a "toolbox for tertiary teaching" with many tips for teaching including a glossary and practical advice. There are also resources for those involved in large classes http://www.tedi.uq.edu.au/largeclasses/
- The University of Sydney offers a tutoring Skills program http://www.itl.usyd.edu.au/Tutoring/study/index.html
- McMaster has a nifty page – with many gems.

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University of South Australia

INDICATORS OF PERSONAL ETHICAL BEHAVIOUR

You must not allow dishonesty, personal prejudice or bias to influence you in the conduct of your employment.

You should not accept gifts, benefits or hospitality if their nature and value may be seen as compromising your objectivity and influencing you in your official capacity.

Your actions should be fair, honest, and truthful.

You should avoid actual or perceived conflicts of interest.

You should not condone the use of any statement which is misleading, false or deceptive.

You should conduct yourself with care and skill, and ensure your actions do not conflict with the requirements of integrity and objectivity or the University of South Australia Act.

You should not use confidential or other information for personal advantage or for the advantage of another.

Finally

If you would be ashamed if your conduct was reported in a University newsletter or a local newspaper read by friends and colleagues, you should question whether your behaviour is ethical.

From the Code of Ethical behaviour for UniSA http://www.unisa.edu.au/policies/codes/ethics/Indicators.doc

DEALING WITH PROBLEMS

Sometimes the best laid plans go amiss. This section looks at how you might respond to tricky active learning**.** class situations where learning is being resisted or when things are not coming together in a practical way.

***STRATEGIES:* Tricky active learning class situations**	
Situation	**Strategies**
Blocking • Low frustration tolerance • Immobilisation/hopelessness • Freezing up/blocking • Procrastination Typical student responses: *"It's beyond me." or " I'm stuck."* *"The lecturer is speaking a foreign language."*	• Determine what the student does know: o Through questions and discussions, show the student that s/he is not an empty vessel but already 'partially filled'. o Start by using simple units, then build to more complex ones. o Offer continual positive reinforcement of successfully completed steps. o Use a variety of approaches (examples, diagrams, analogies, computer software).
Confusion (blocking variation) • Disorientation • Helpless feeling about the class Typical student responses: *"I just don't know what to do."* *"I don't know what the lecturer wants."* *"I studied for three hours and got a C!"* *"I'm not sure where we're going."*	• Above approaches may work. • Structure and order the tutoring sessions: o Provide beginning, middle and end. o Offer study tips for notating, listening, time management, brainstorming paper ideas. o Suggest regular lecture/class attendance. o Try to give the student an overview.
Miracle seeking • Global interest concern but little specificity • Enthusiasm regarding being with teacher but fairly passive in actual active learning class • High (often inappropriate) level of expectation • Evasion or inability to stay 'on task' Typical student responses: *"Will you do this for me?"* *"How do you remember all these terms?"*	• Downplay your role (e.g. "I've had more practice or more courses, that's all"). • Focus repeatedly on the task at hand. • Involve student continually with questions, problems, models. • Stress active participation in the learning process (e.g. have student engage the text: star major concepts, 'highlight' only key terms, write marginal notes, question claims).
Over enthusiasm. (miracle-seeking variation) • High expectations of demands on self: talks about limited time, long-range goals instead of immediate tasks • Global interest/enthusiasm often found in older students Typical student responses: *"Look, I'm thirty years old: I don't have the free time these young kids have."*	• Explain counter-productivity of overeagerness. • Be empathic but assure student s/he has time. • Suggest ways s/he can carve out this time with time-management tips (e.g. commuters, or mothers, may tape key-terms, review notes etc to play back in car or between classes at lunch). • Utilise strategies under miracle seeking.

***STRATEGIES:* Tricky active learning class situations**	
Situation	**Strategies**
Resisting. • Expresses sullenness/hostility/ passivity/boredom • Disinterested in class/work/tutor or defensive posture towards class/work/ tutor/lecturer • Easily triggered anger Typical student responses: *"I don't see why I have to do this over."* *"S/he doesn't go over this stuff but expects us to know it."* *"I won't use the stuff in this course ever"*	• Allow students five minutes to ventilate frustration. • Spend time building a relationship. • Be pragmatic, yet understanding: "I know these requirements are difficult, but they're required so let's make the best of it." • Establish your credibility/indicate past successes in similar situations (as opposed to 'downplaying role' under miracle seeking). • If the question arises, assure student his/her complaints about a class are confidential. • Avoid fuelling his/her anger
Passivity. (often a variant of resisting) • Non-involvement/inattention/low self-esteem • Boredom • Little discussion initiated/few questions**.** • Intimidated or overwhelmed Typical student responses: *"My lecturer said I HAVE to come here."* *"History's (or any other discipline) boring."* *"Who cares about stats (or any other course) anyway?"*	• Empathise with student ("You're not crazy about asking questions. in class, are you?" or "You really don't want to be here, do you?") • Attempt to establish rapport and energise student by connecting the courses to his/her interests. • Show relevance of courses to life, other disciplines, future career • Use as many mobilising techniques as you can: o open-ended questions**.** o real or current problems o mini-tasks to be completed by the next session (homework). o reinforce all completed activities and successes.
Fragmentation. (another variant of resisting) • Inability to concentrate or adhere to task, easily distracted • Overwhelmed by academic/athletic/social demands • Uncertain about having university-level skills, declaring a major, etc Typical student responses: *" My high school did not prepare me for this."* *" I've been away from school for so long."* *" I'm lost in Dr Blank's class."*	• Provide lecture/class calendar and other time-management tips. • Suggest structure in his/her schedule such as making appointments to get to the library. • Give course-specific study tips on note-taking, listening, reading text, professor expectations., etc. • Give and review with them any appropriate study tips. • Advise regular lecture/class attendance (where they are having trouble). • Notify students of current LTU workshops, such as time and stress management. • Make necessary referrals (e.g. LTU Counsellors or Learning Advisers)

Based on resource from http://www.tedi.uq.edu.au/teaching./tutor/resources.html but adapted for UniSA

***STRATEGIES:* Troubleshooting practical aspects of active learning classes**		
Problem (alphabetical)	**What to do**	**How to ameliorate or avoid it**
Computers don't work in computer lab	• Don't panic • Use the telephone in the computer lab to call the Computer help desk on x25000	• Go early
Don't know the answer to a student's question	• Learn how to cope not knowing the answer • Find it – help them find it • Turn it over to the students: "What do YOU think?" • Cover it in the next class	• Do preparation - read background materials • Ask for the course information booklet,. lecture materials, readings
Door to teaching. room is locked	• Tell the students to wait. • Locate a security phone in the corridor and dial 88888 and ask for the room to be unlocked	• Get there early
Fire alarm. goes off during class	• Evacuate immediately to designated area. Never assume it is just a drill. Follow the Fire Warden's instructions (they wear hard hats)	• Know where the designated meeting point is for your teaching. area (a sign is posted in each building entrance)
Harassment. – racism, bullying, sexual harassment of one student by another	• Explain why you have a problem with the behaviour • Explain it is not acceptable behaviour • Refer to Policy for students	• Read Policy and procedures in relation to students • Structure the learning environment from week 1 so that students know what kind of behaviour is expected and that they are all responsible for the positive climate
Harassment. – of you by a staff member	• Explain why you have a problem with the behaviour • Explain it is not acceptable behaviour • Refer to Policy for staff • Ask a colleague you trust for support	• Read Policy and procedures in relation to staff • Learn to be assertive – you have the right to be free of harassment
Harassment. – of you by a student	• Explain why you have a problem with the behaviour • Explain it is not acceptable behaviour • Refer to Policy for students • Talk with your course coordinator.	• Read Policy and procedures in relation to students • Learn to be assertive – you have the right to be free of harassment
Indelible marker pen – you just used it on a white board	• Write over with soluble (whiteboard) pen and rub immediately	• Read the label on the marker pen
Lecturers: The coordinator is too busy to talk to you about the course, it's a new course and the lectures. aren't written yet	• Explain that you understand that they are busy however you want to do a good job and you need the information to teach effectively • Ask for a meeting during week 1 to find out about the course. Stay in touch during the course • Suggest meeting over coffee or lunch	• Suggest course coordinator. look at the Working with sessional staff resource
Lights go out	• Often the lights are on a timer switch and a button needs to be pressed ever hour to retain lighting	• Locate the timer button for the lights
Medical emergency. – a student collapses etc	• Get a student to call security 88888 who will contact the first aid officer and emergency. services if needed • Give first aid if you are trained • If not ask if any students are first aid trained	• Know who the first aid officer is

***STRATEGIES:* Troubleshooting practical aspects of active learning classes**		
No white board marker	Talk Look in adjacent rooms or use OHT if you have them	Bring markers with you
Equipment doesn't work (OHP, data projector etc.)	Using the telephone in the teaching. space call campus services and report the fault See if an adjacent room is free	Arrive early and check that the equipment you need to use is working
Photocopy. machine – doesn't work or you can't make it work	Ask school staff for assistance	Find out how to use it before you need to
Plagiarism. – you detect this in and assignment	Don't waste too much time – try to put the offending assignment aside until you finish all the marking. and make a time to see the course coordinator. for investigation through the Academic Integrity Officers. Follow procedures on plagiarism	Know the policy Clearly explain the policy to students at the beginning of the study period, provide examples and reinforce during the study period
Someone else is teaching. in your timetabled teaching room	Find out if the other group is timetabled into the room If not, explain you are timetabled into the room and ask them to go elsewhere If yes, ask campus services if there is an empty room. Contact School timetabler to sort out	Know who is in charge of room allocation in your school N.B. Timetabling clashes are most likely to occur in the early part of the study period
Student complains about another staff member	Don't get involved. Tell them to explain the problem to the teacher involved. Then if they need to take further action they should contact the course coordinator., program director or Head of School as appropriate	
Student complains about the marks you have given	Refer them to the assessment. criteria to which you mark. Ask them to demonstrate to you where in the assignment they meet the various criteria Refer to the remarking policy	Use assessment. feedback. forms developed for each assignment Explain assessment. tasks clearly, mark carefully, cross check with other markers
Student cheats in a test/quiz	Be sure it is cheating Follow University policy and procedures	Know the Assessment policy and procedures in relation to academic misconduct.
Student has a disability.	You may not know about this and you may not need to do anything Refer them to, or contact, the Disabilities liaison officer at Learning Connection. (ext 66666)	Read the material on teaching. students with a disability. available through Learning Connection.
Student has a grievance	Listen carefully Refer them to the course coordinator., Head of School or Student Ombudsman as appropriate	
Student has learning difficulties	Using a referral card from Learning Connection., refer the student to a Learning Adviser at Learning Connection	
Student is depressed, upset, etc.	Listen with sympathy Using a referral card from Learning Connection., refer the student to a student counsellors at Learning Connection (ext 66666)	
Student wants an extension.	The process will be described in the course information booklet	Discuss this with your course coordinator.
Temperature in the room is uncomfortable	Is the air conditioning on? Often a green light will indicate the air-conditioning is on. These are often on a timer and will automatically switch off. Call Security or Campus Services (ext 88888)	Go early and check you know how to operate

From Teaching @ University of Wollongong Guide http://www.uow.edu.au/about/teaching./teachingresources/asd.html#teachatuow but adapted for UniSA

TITLE:

Course:	**Coordinator:**
Overall time:	**Approximate number of students:**

Learning Objectives / Level of Learning Outcome / Graduate qualities

Tilte:

1. Objective (GQ)
2. Objective (GQ)
3. Objective (GQ)
4. Objective (GQ)

Opportunities to incorporate professional experiences into teaching

Appropriate questions to stimulate discussion

- *Question?*
- *Question?*
- *Question?*

Evaluation approach

- Approach

Preparation – remember to always have a plan B!

Materials	**Room**
	Homework
Plan B	**Communication post session**

Schedule of activities				
Content /outcome *e.g Icebreaker to get students talking and motivated*	**Activity** *e.g. Find someone* *If using groups- how formed?*	**Materials** *e.g. name of handout/ prop or technology*	**Time (mins)** *eg. 15 mins and Total time*	

ACTIVE LEARNING CLASS LOG

Event (*Date, Time, Active learning class details)*
Sequence of events (*Make a brief **list describing** what happens. By making a list, you keep a record of what happened. This record may be useful from future reference. It allows you to mention all events, even those that seemed insignificant at the time).*
Elaboration of one or two episodes (***Select** an episode within your event that excited you, causes you to rethink your initial ideas, or convinces you that your initial ideas were valid. **Describe** the episode in detail trying to relive it with as much detail as possible. Include what people said what they did and how they looked. Note specifically the **learners** (what they said and did) **subject** matter (content of active learning class) and **context** (surroundings).*
Analysis of episodes *This is an interpretation of **what feelings and thoughts** may have caused the episodes to occur, **why** they were significant, **what questions** they raise, and **what you think you learnt from them**. **Draw conclusions** from the experience - these may be further questions, realisations or principles. **Draw from past experience and knowledge and readings. Plan** -what will you to as a consequence of this experience the next time you do an active learning class?*