Name: _____

A guide to Tutoring and Demonstrating at the University of Otago

UNIVERSITY of OTAGO
Te Whare Wānanga o Otāgo
NEW ZEALAND

Higher Education Development Centre

http://www.otago.ac.nz/hedc

Contents

Welcome!

Welcome to tutoring and demonstrating at the University of Otago!

Tutors and demonstrators play a key teaching role in this University and are valued members of staff. As a tutor or demonstrator, you are also an important member of any teaching team. You are often the primary link between students and the Department, and therefore you play an important part in the students' learning. If you are a tutor in one of the Halls of Residence, you will spend much of your time helping students to get to know how the University works in relation to their studies. Again, an important and influential role!

The purpose of this handbook is to provide you with introductory information about the basic skills of being a tutor or a demonstrator. The handbook does not provide all the answers, of course. It is merely an introduction. Colleagues in your Department or Hall are very good sources of information and support, but you can also contact us in the HEDC to get further advice (https://www.otago.ac.nz/hedc/people/index.html). We can offer ongoing support through 1:1 consultations.

The best teacher, of course, is your experience! You will learn about tutoring and demonstrating from experience. You will learn about teaching, and you will learn about learning. You will be amazed at how much your experience as a tutor or demonstrator will teach you about yourself as a teacher and a learner, as well as about your students and your subject matter.

We are sure that you will enjoy your time as a tutor or demonstrator and that you will find the experience to be invigorating, educational and enjoyable and we hope that this handbook provides you with some assistance in getting you started on your journey.

At HEDC, we are always interested in updating and refining our resources. If you have any suggestions or comments about how we can improve or enhance this handbook, please contact us at the address below.

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Higher Education Development Centre

Please note - Many of the resources and information contained in this booklet can be downloaded and viewed on the Tutoring and Demonstrating section of the HEDC website (https://www.otago.ac.nz/hedc/staff/tutor/index.html). For comments or suggestions about this handbook email: hedc@otago.ac.nz

Demonstrating

(Allison, 1995, pp. 39-49)

"Demonstrators guide students through various stages of setting up, working through, recording and analysing the results of experiments, field trials and surveys. They work as part of a team, usually made up of other demonstrators, lecturers and perhaps tutors as well.

Demonstrators often have the most direct contact with students. Therefore, the impact a demonstrator can have on a student's learning can be significant.

Demonstrators help students to develop their skills of enquiry through practical and field classes. Field and laboratory classes enable students to see how knowledge is derived through application, experimentation and practice. They are provided with experiences that will help them make the connections between theory and practice. They are given a chance to apply scientific methods by using skills of organisation and planning, manipulation, observation and analysis. Simultaneously, students come to understand professional attitudes and behaviours.

General responsibilities

What you are expected to do as a demonstrator will vary according to discipline, department, paper, students, topic lecturer. At one extreme, your role may be to assist students and answer queries without having been involved with setting up the practical; you may have neither continuity from one practical to another, nor longer-term commitment. At the other end of the spectrum, you may be in sole charge of a group of students, ensuring that all equipment is available and working as well as being responsible for marking assessed work and giving written and oral feedback to students in your group. Some demonstrators may be responsible for the provision of equipment and ensuring that technical staff are present to run it. Other responsibilities may include the distribution of handouts, the supply of consumables prior to practical sessions and the distribution to students of specimen answers.

Practical tips for demonstrators

Practical work and lab classes have particular aims for students learning. Demonstrators should think of themselves as contributing to those aims:

Consolidating subject matter knowledge – through lab work and practicals, a variety of principles can be illustrated: those learned in lectures, as an extension to the material presented in lectures, as a simulation of a real activity in a lab or studio, through the communication of ideas.

Practical tips for demonstrators - use simplified examples; explain ideas using illustrations, diagrams or stories; ask students to explain ideas to other students; use examples not referred to in the lecture.

Introducing disciplinary methods and procedures – through hands on experience, students can develop through understanding and appreciation of the methods and ethos of practitioners in the discipline. These real-life and life-like experiences can be very stimulating their interest and motivate students to continue and to add to their learning.

Practical tips for demonstrators – stimulate independent thinking; teach principles of experimental work in the subject; refer students to extra material from the library illustrating real life examples of how lab work has resulted in discoveries; show how the use of labs is a process of discovery.

Developing technical skills – Field and lab work provides opportunities for students to learn how to use specialised equipment, materials and tools. Technical, practical, observational, manipulative and measurement skills can all be developed. Training students in the writing of reports and keeping day-to day lab diaries are also skills that can be developed.

Practical tips for demonstrators – take time to familiarise students with apparatus and measurement techniques; train students in observation; point out what might not be apparent; give students an opportunity to try things out (being wary of safety and themselves and the equipment).

Developing cognitive skills – carrying out experiments and projects ca promote a range of cognitive skills involved in problem formulation and analysis, classifying data and explaining results and predicting responses.

Practical tips for demonstrators – focus students' attention on aspects of experimental design; teach students to make deductions from measurements and to interpret experimental data; develop skill sin problem solving; use experimental data to solve specific problems; foster critical awareness by helping students to avoid systematic errors.

Promoting teamwork skills – lab and field work, practical experimental activities are often carried out by groups. The skills involved in working worth others can, therefore, be developed and students can gain an appreciation of the value of others in helping them to learn. Also, in teams, tasks can be shared, and observations, predictions and analyses can be discussed meaning that teamwork is a good way to achieve better quality outcomes to an experiment, trial or project task.

Practical tips for demonstrators – where possible, get the students to design experiments for themselves; set up experimental equipment; check observations of others in the team; share possible interpretations with others in the team; compile group reports.

Increasing motivation – the exchange of ideas inherent in working with others can lead to greater motivation towards and interest in the subject. There are thus personal, social and subject learning gains for the student.

Practical tips for demonstrators – point out the reasons for experiments or tasks; clarify how the task will contribute to overall learning in the course; point out how the lab or field work draws on skills learned in other courses and how these new skills and ideas could be applicable in many other situations."

What is the Role of the Tutor?

(from Small group teaching: A handbook for VUW teachers, pp.3 & 4)

Roles a tutor is sometimes expected to fulfil	Roles a tutor should **NOT** be expected to fulfil
instructor & teacher demonstrator role model discipline and School representative intermediary between students & staff postgraduate student advisor marker lecturer	counsellor paper-coordinator editing or re-writing service for students Paper Coordinator's lackey

Implications for Practice

As a tutor, you will be working as part of a teaching team. It is important that you communicate regularly with your Paper Co-ordinator and with your other teaching colleagues.

"Ongoing and regular liaison with your Paper/Tutor Coordinator and with other tutors and lecturers working on the paper is vital to successful teaching and learning. Regular meetings help inform and clarify issues which might arise during the course of the tutoring sessions. If you have not negotiated a regular meeting time with your Paper/Tutor Coordinator and/or other tutors, then ask for this to be established. Such meetings should include the following:

Session outlines - If your Paper/Tutor Coordinator does not provide you with detailed session plans or outlines for each tutorial, then you need to know where your tutorial session outlines fit into the overall paper structure. If you are using your own outlines each week, then use the meeting time to check that you are adequately covering what students are being asked to learn.

Written work and Assessment - You need to know the standards that are required by Paper Coordinators for assignments. If you have been given a marking guide, find out the criteria that have been used to develop it and how much flexibility it will give you as a marker. Use these regular meetings to broach marking and assessment issues with your peers and your Paper Coordinator. Ideally, there will also be specific marking meetings to ensure the moderation of marks across all teachers in a paper.

Feedback - You are in a unique position to feed back to the Paper Coordinator comments about how papers are meeting students' needs. Time for discussion in this area should be allocated at each meeting.

Backup assistance - You should be able to ask for assistance from your Paper/Tutor Coordinator if your tutorial sessions become stressful in any way. You are not expected to deal with students' educational or personal difficulties on your own."

Tutoring in Departments

A tutor in a Department is part of a teaching team and can have a broad range of responsibilities. What you do as a tutor will vary according to Department, discipline area and year level you are teaching.

A tutorial is a regular meeting of students under the control of a tutor to discuss a topic. It is very similar to a seminar (a more advanced type of tutorial) and a workshop (a "doing" session)…The format of tutorials may vary depending upon the subject, the tutor, the topic, the students. (Bertola & Murphy, 1995, p. 5)

The idea that groups help individuals to learn is one of the main reasons why tutorials exist. Another reason for having tutorials is to give students the chance to think about and to absorb the new ideas, theories or information they have been presented with in lectures.

In most small group situations, there will be active participation, face to face contact and purposeful activity (Newble & Cannon, 1995, p. 40).

General responsibilities

In general, a tutor is responsible for facilitating the learning of a group of students as they work on material they will have met during lectures and through their readings. As a facilitator of groups, you will take on the role of leader, encourager, planner, listener, questioner, and director. Your task will be to stimulate discussion and to encourage students to interact with each other and with the subject matter.

Depending on a number of things including, for example, your Department, the paper, the Paper Co-ordinator and the needs of students, you may be provided with a very precise and detailed outline of what you need to achieve each week and how to go about it, or you may be given some general learning outcomes or topics to be covered. Whatever the situation you find yourself, you will have at least some choice in how you run your classes. That means that planning is always essential.

Practical tips for tutors in departments

Remember the following when you are planning for and teaching your small groups:

- Learning together brings great benefits to students.
- Discussion will not happen automatically. You will have to deliberately plan for and implement group interaction strategies.
- Ground rules help make the group work better.
- A positive, supportive and friendly tone in a classroom will help make students work better together.
- Structure is as important for small group work as it is for lectures.
- Variety in approach and activity sustains student interest and involvement.
- Students are able to do things for themselves, and indeed should be encouraged to become independent.
- Getting students to do things (and giving them guidance on how to do them!) such as making effective presentations during tutorials, can boost their self-esteem.
- Your skills of questioning, listening and responding, as well as group management, are key to successful group sessions.

Some things to think about when you are getting ready for your teaching:

- **the setting**, for example, the shape of the room; where your students sit; how the furniture is arranged; where you stand and sit
- **group-work experience** of your students – do you have to show them how to work in groups? how much direction do they need?
- what are the **learning outcomes** of the group work session?
- what **techniques** are you going to use to set objectives, agree on assessment procedures and criteria (if applicable), allocate tasks and develop ground rules for interaction?
- what group **interaction strategy** are you going to use?

Remember, discuss your sessions with your Co-ordinator or any other teacher/tutor with experience. They will be the best source of ideas and guidance. You can also contact the HEDC to discuss any issues or concerns you may have or to talk through some ideas for planning and running your tutorials.

Tutoring in the Residential Colleges

Tutors in residential colleges assist and support students by helping them to solve problems about their studies. However, be mindful that you are not responsible for re-teaching content or providing summaries – this is not going to help students develop effective learning strategies.

In Departments, tutors work in conjunction with other members of a teaching team and follow scheduled events such as weekly labs or tutorials according to the timetable laid out for a paper.

Hall tutors on the other hand, while being aware of the regular tutorials, labs or lectures of a particular paper or groups of papers, start with the needs of the students, rather than the paper timetable. The majority of the time, students in Hall tutorials want advice about how to go about their studies, e.g., how best to tackle an essay question or how to prepare for an exam.

General responsibilities

Your role as a tutor is not to be the subject matter expert, nor is it to reteach content. Your role is to be a facilitator who

- prompts students to think for themselves;
- shares insights with students into how to navigate their way around the University/Department system;
- encourages students to be actively involved in their learning;
- guides students around the course materials;
- offers advice about who best to talk to about any difficulty they may be experiencing with their learning.

Your task as Hall tutor is to create a comfortable, supportive, non-threatening, yet interesting environment, which encourages students to think for themselves and to solve their own problems about their studies.

Practical tips for tutors in residential colleges

- **Use brainstorming techniques** to find out what students need.
- **Ask probing questions** to encourage students to clarify what it is that they are really finding difficult.
- **Keep in touch** with the semester's work for the paper your students are taking. Ask the Paper Co-ordinator of the paper your students are taking if you can have a copy of the course materials. Keeping in touch this way will help you know where your students are up to in their studies, and you will be able to ask more informed questions about their progress.
- **Have a plan of action** for the short term and the long term. While you need to be responsive to your students' needs, you should put together a plan with built-in activities that will help address students' immediate needs - the short term - but also on the topics that you know from your experience and knowledge will help in the longer term. If you only rely on the students' immediate requests to shape your tutorials, you will soon run out of things to do and eventually only the students who have a specific issue will attend your sessions.
- **Use your experience** to help you work out what is important for your students. Think back to when you were new to study, new to the University or when you studied the paper your students are working on. Think also of the experiences of your friends. The questions, difficulties and concerns you and your friends had are probably very similar to those being experienced by your student group. Use that knowledge to help you put together your plan of action and to guide your interactions with your students.

- **Always be encouraging**. Try always to be positive and friendly in your interactions with your group. When you are new to the University, living away from home and perhaps finding student life difficult, or just downright puzzling, it is so good to have a friendly face to turn to for a word of advice or encouragement.
- **Use library resources** to help plan or add materials to your session (see page 42 of this manual for more information about support the library can offer.

Skills of Effective Tutors

(from Ramsden, 2003, pp. 86-87)

Effective tutors have:

- a desire to share their love of the subject with students
- an ability to make the material being taught stimulating and interesting
- a facility for engaging with students at their level of understanding
- a capacity to explain the material plainly
- a commitment to making it absolutely clear what has to be understood, at what level, and why
- concern and respect for students
- a commitment to encouraging student independence
- an ability to improvise and adapt to new demands
- the use of teaching methods and academic tasks that require students to learn actively, responsibly and cooperatively
- the use of valid assessment methods
- a focus on key concepts, and enabling students' clear understanding of them, rather than covering the ground
- a desire to learn from students and other sources about the effects of teaching and how it can be improved.

Advice for teaching:

(after Brookfield, 1990, pp. 192-211)

- be clear about the purpose of your teaching
- plan ahead and be well organised
- reflect on your own learning
- be wary of standardised models and approaches for teaching;
- expect ambiguities
- remember that perfection is impossible
- research your students' backgrounds
- attend to how students experience learning
- talk to your colleagues about their approaches to teaching
- trust your instincts
- create diversity – use a variety of material and methods
- take risks
- recognise the emotionality of learning
- acknowledge your own personality
- don't evaluate only by students' satisfaction – many significant learning episodes involve pain and anxiety for students
- balance support and challenge (but the affirmation of students is most important)
- recognise the significance of your actions – your words and actions must not be discrepant
- view yourself as a helper of learning – anything that you do that contributes to learning is skilful teaching.

Keep up the communication with your students by:

(Bertola & Murphy, 1995, pp. 6-10)

- clarifying your role
- clarifying your expectations of them and of each tutorial session
- planning your sessions
- providing clear tasks
- modelling appropriate behaviour for learning and for interacting with each other
- providing a favourable learning environment that is low risk and safe for all involved
- keeping the group informed
- developing listening skills
- focussing on the process as well as content
- learning from each session

Enhancing your teaching

☞ What are some of my current teaching practices that led to good learning outcomes?

☞ What are some things that I can improve?

☞ How will I do this? What resources do I need? What are my next steps? (You may wish to wait until the end of the workshop to answer this)

Metacognition

Simply put, metacognition means thinking about your thinking. Metacognitive awareness has been around since the mid-1970s, and has been shown to improve student learning. It is seldom explicitly taught; however it is easy to make small change to your tutorials using metacognition awareness to improve student learning outcomes.

There are three stages to metacognition, which are covered in more detail below shift the focus from you as an instructor to the student. In short, students take control of the learning. You assist by helping:

- **prepare** your students for learning;
- them to develop skills to **monitor** their understanding; and
- encourage them to **evaluate** (or assess) their learning, including the effectiveness of the different learning strategies they used.

(1) Preparing for learning

The first step involves goal setting and a self-assessment of the topic and relevant sources. Here is how you can help students prepare for learning:

1. In the first week of your tutorial, encourage your students to familiarise themselves with the course outline and the dates of assignments, term test, etc. Also, discuss access to Blackboard and any other relevant course information and sources. Then demonstrate how they can plan their study timetable bearing in mind other course/paper commitments.
2. At the beginning of each session, prompt students to reflect on what they already know about the topic of the week/content from the lectures. For example, you could ask one/all of the following:

- What do you already know about this topic/material/content?
- What have you found challenging in the past?
- How/where have you applied this knowledge?
- How are you feeling about this topic/content/material?

This approach will help you gauge what aspects of the week's lectures/content your students need to focus on and practice.

(2) Monitoring for learning

The second step will form the core part of your tutorials. Monitoring for learning allows students to reflect on their learning at any given point during their studies, assess what is working well and what is not, and seek help or alternative strategies to aid their learning.

There are three key 'monitoring' strategies that you can incorporate into your sessions.

1. **Information management** allows students to make connections between concepts, and prior knowledge. You can use activities that incorporate mind mapping, concept mapping, diagrams/charts, and translating.
2. **Debugging** prompts students to revisit information, re-evaluate their assumptions about certain concepts, and encourages students to seek help via various resources. You can play an important role in modelling help-seeking practices by directing students to resources available on campus and within departments, including using lecturers' office hours.
3. **Comprehension monitoring** refers to students' self-reflection of their current learning. This may include doing practice quizzes, discussion groups, problem-solving, and other revision activities.

(3) Evaluation for learning

The final step takes place at the end of each tutorial. Build in a few minutes at the end of each session to allow your students to summarise the key points learned during the session. Also, ask students to note anything that is still unclear (i.e. what is the muddiest point?). You can then direct them to resources or use the 'muddiest point' as your focus for part of the next session.

The three phases of metacognitive regulation (preparing, monitoring, and evaluation) are very time efficient strategies that can be built into your sessions. These somewhat simple strategies however, can have a huge impact on students' learning and development as autonomous learners.

The table below (and next page) provides you with some question prompts that you can use to help students reflect on their revision strategies and exam preparation. You will notice that the questions reflect the three stages of metacognition. Taken from **Promoting Student Metacognition by Kimberly D. Tanner (2012)**

Supporting regular revision	
Preparing for learning	☐ What are the goals of the session going to be? ☐ What do I already know about this topic? ☐ How could I best prepare for the session? ☐ Where should I sit and what should I be doing (or not doing) to best support my learning during class? ☐ What questions do I already have about this topic that I want to find out more about?
Monitoring for learning	☐ What insights am I having as I experience this session? What confusions? ☐ What questions are arising for me during the session? Am I writing them down somewhere? ☐ Do I find this interesting? Why or why not? How could I make this material personally relevant? ☐ Can I distinguish important information from details? If not, how will I figure this out?
Evaluating learning	☐ What was today's session about? ☐ What did I hear today that is in conflict with my prior understanding? ☐ How did the ideas of today's session relate to previous sessions? ☐ What do I need to actively go and do now to get my questions answered and my confusions clarified? ☐ What did I find most interesting about the session today?

Preparing for exams	
Preparing for learning	☐ What strategies will I use to study (e.g., study groups, problem sets, evaluating text figures, challenging myself with practice quizzes, and/or going to office hours and review sessions)? ☐ How much time do I plan on studying? Over what period of time and for how long each time I sit down do I need to study? ☐ Which aspects of the course material should I spend more or less time on, based on my current understanding?
Monitoring for learning	☐ To what extent am I being systematic in my studying of all the material for the exam? ☐ To what extent am I taking advantage of all the learning supports available to me? ☐ Am I struggling with my motivation to study? If so, do I remember why I am taking this course? ☐ Which of my confusions have I clarified? How was I able to get them clarified? ☐ Which confusions remain and how am I going to get them clarified?
Evaluating learning	☐ What about my exam preparation worked well that I should remember to do next time? ☐ What did not work so well that I should not do next time or that I should change? ☐ What questions did I not answer correctly? Why? How did my answer compare with the suggested correct answer? ☐ What questions did I not answer correctly? Why? What confusions do I have that I still need to clarify?

Planning your session

(after Barrington, 1998, p. 3)

Skillful teachers usually plan their teaching sessions carefully – but in a way that still allows flexibility and some spontaneity. Whilst a plan shouldn't look like a set of lecture notes, it provides a good framework about what you intend to do in a session. In particular, thought should be given to the processes that will be used during the session. If not, there may be too much emphasis on content, a traditional focus at universities, often to the detriment of the learning process.

- A good plan balances the tension between flexibility and structure, between content and process.
- A good plan helps coherence and a logical development of ideas; develops group rapport; ensures important content gets taught; and manages time.
- Even if your paper co-ordinator has provided you with an outline of the tutorial, it is always a good idea to take some time to think through how you can put the outline into practice.
- When thinking about a teaching session, the following questions can be helpful in devising a plan:
    1. What are the objectives for the session? (What do I want the students to know and to be able to do?)
    2. What teaching/learning processes and resources will I use? (How shall I teach them?)
    3. How will I know how well I have succeeded in achieving my objectives? (What went well and what didn't?)

It is helpful to estimate how long each activity is likely to last. This is a guide for you, but sometimes you might communicate this information to the students, e.g., "for three minutes write down your ideas on x, and then we will have a ten-minute discussion". Note, that the suggested planning template focusses on the three stages of metacognition – planning, monitoring, and evaluation. Following this framework puts the responsibility for learning onto the students and helps free you up from 're-teaching' course content. It also allows students to develop their metacognitive awareness which will be relevant for all their studies.

SUGGESTED PLANNING SHEET			
Skills focus Note-taking from readings	**Peer focus** Summarising and presenting lecture material	**Content focus** Going over Lectures 4-8 – anatomical position and movements	**Resources** A4 note paper. A3 paper for each group. Copy of readings for lecture 4.

Time	**What../activity**	**Resources needed**
5mins	**Preparing for learning:** Introduction of today's agenda. to reflect on what they already know about the topic of the week/content from the lectures. For example, you could ask one/all of the following: • What do you already know about this topic/material/content? • What have you found challenging in the past? • How/where have you applied this knowledge? • How are you feeling about this topic/content/material?	Write on whiteboard post-it notes
10mins	**Monitoring for learning**: Group discussion on note-taking techniques.	None
15mins	Assign students into groups based on similar note-taking methods and give each group a copy of the readings for lecture 4. Get them to quickly come up with some study notes from this and share with the rest of the students.	Copies of readings A4 paper
25mins	Create 4 groups and assign each group a lecture (out of 4-8). Each group is to work on summary notes for this and then present the condensed version to everyone.	A3 paper
5mins	**Evaluation for learning** – students summarise in their own words the key points from the session, and any 'sticky' points and how they will resolve them.	None
Back-up activity	Rat race quiz – students write down a question they have from lectures 4-8. Then, all students write an answer to each question followed by a group discussion to work out the correct answer from each student's answers.	A4 note paper

That Important First Tutorial Session

(after TEDI, *First meeting with students;* Barrington, 1998, p. 3; Bertola & Murphy, 1995, p. 13.)

The first time that you meet your group is very important. You can use the occasion to reassure the students that tutorials will be a positive, valuable and safe learning environment.

You probably remember how worried, nervous and tense you were at your first tutorial, especially if you were a student new to the university. If you show that you are enthusiastic, friendly and open, your students will relax, and you will open the way for a positive tone in the group. Remember that students may see you as having, as indeed you do have, the power to intimidate, hurt and fail them.

During this important first session, besides providing reassurance and a positive base, you can also accomplish a number of important tasks that will help make the remaining sessions more productive. Too often, tutors both new and experienced, rush into content and neglect spending time in helping tutorial members to get to know each other and in establishing ground rules.

Some General Advice

- Aim to show that you are well organised and consultative.
- Do not assume students have extensive knowledge about your discipline or school or the university, particularly if this group is largely first year students.
- Show enthusiasm for your course – how and why does this field excite you?
- Always be well prepared – this includes content and arrangements in the lecture theatre/seminar room/laboratory. Ensure all equipment and materials are working properly and arranged as you wish.
- Identify student fears about the paper or the tutorials you will be running and relate to these fears.
- Include activities that really capture students' interests and attention.
- Provide a structure for each class that is clear and unambiguous.
- Show students that you aspire to be objective or 'fair'.

The First Class

1. **Start the class on time**.
2. **Introduce yourself** to the class and include the title/name by which you prefer to be called. Write your name on the whiteboard; explain your role/function in your Department/Hall or in that paper or course, perhaps giving a brief professional background. Tell them your office location (if you have one) or where they can get in contact with you.
3. Briefly, **share something of yourself** with your students – who you are and what you are like are of great interest to students and will give them a sense of you as a 'real' person. Share your philosophy of teaching with students. Avoid focussing on your own inadequacies or limitations.
4. **Do a "getting to know each other"** session (an icebreaker). This will get the students talking to each other and take the heat off you for a while.
5. **Discuss expectations** about what will go on in the tutorials and negotiate some ground rules. It is a good idea to write the ground rules down, so they can be referred to later, if necessary.
6. Even though the students may have received a handout or handbook about the paper, it is useful in the first or second session to **go over some of the essential information** that they need to know to successfully complete the paper. You may not have time to do this in the first session – it will depend, to some extent, on the size of the group.

7. **Things to explain**:
    - Safety rules and procedures. These apply in any tutorial situation, but especially if you are working in a laboratory or using specialised equipment
    - critical dates – assignments etc
    - the Departmental policy on important matters such as getting extensions for written work
    - the weighting of on-course assessment versus exam,
    - your availability outside office hours
    - attendance requirements
    - work expectations
    - appropriate behaviour
8. Ask the students if they have **any questions or concerns**. Get them to talk about these in pairs (or on paper to be collected anonymously), before they raise them with you.
9. It is very easy to spend most of the first session dealing with housekeeping matters. Try to **include some content** in this first meeting so students can make a connection with the real substance of the course, not merely administrative details.
10. Leave time at the end of the first meeting for **student questions**
11. **Invite student feedback** at the end of the first class. Ask them to write down two things they found of use or two things they learned from the first session and two suggestions for how they think the class could be run in the future. These can be handed in anonymously, and you can use their feedback to provide clarifications, feedback or reassurances at the beginning of the second class.
12. Leave students with the impression that **not a minute of time spent in your class** will be a waste of time.

Clarifying Expectations and Setting Ground Rules

(from Dawson, 1998, pp. 19-21)

Expectations

Expectations …concern both what you want from your students and what they want from you. With first year groups, it will be mostly a case of explaining what you want from them. Because they will be, more than likely, unfamiliar with tertiary study, they will have little realistic idea of what they should expect from you or how to recognise it when you deliver it. You must introduce them to the processes of tutorial learning gradually, and be prepared for the fact that it will take new students the best part of their first semester to give much sign that changes are occurring.

Emphasise that delivering maximum benefit from tutorials depends upon active reading and participation and on the discussion of the subject matter from an informed position. The university system is unsuited to last-minute cramming as it working consistently over the course of a semester that will pay the highest dividends both in assignments and in examinations. Let your students know that you look forward to hearing their views and opinions and to provide a forum for constructive discussion. You may or may not wish to negotiate aspects of your leadership role, but you must at least explain in general terms what you intend to do.

Students in second- or later-year groups may or may not already know one another. In some courses, your students may have been grouped at random by subject choice. In a professional degree, the students may all know each other fairly well. In the first case, you can start out as you would with a first-year group; it will quickly become apparent what quality of interaction you can expect and how much you will have to foster. In the second, there could well be a pre-existing group dynamic which you will have to influence to ensure that your objectives are met. Sound preparation, good-humoured enthusiasm and focusing on outcomes remain the key.

Ground Rules

(from Barrington, 1998, p. 6)

The purpose of an initial formulation of ground rules is as much to lower the chances of dysfunctional tutorials as to encourage a supportive environment. Ground rules provide a sense of structure and set acceptable limits to discussion. Experience has shown that if rules are left unclarified, they may not evolve automatically, making remedial action more difficult later on. The public establishment of a few basic ground rules will generally be sufficient to ensure compliance with them throughout the semester, and the group will feel more at ease from having set its collective seal on standards of appropriate and inappropriate behaviour.

Ground rules should be few in number, basic and – once established – only renegotiable at the expressed wish of a majority of the class. You might ask your group to consider the following rules for adoption.

- There should be no personal criticism or put down comments.
- Everyone should listen when one person is speaking.
- Latecomers should not disrupt others but should catch up after the tutorial is over if they feel they have missed something.

Group members may make other suggestions. However, **ground rules should only govern the interaction between participants. They should not be broadened out to include issues such as turning up on time or undertaking a set amount of preparation**. These matters concern the exercise of individual responsibility and will be difficult or impossible to enforce. They are better dealt with as expectations, rather than as matters for group legislation.

Once ground rules are agreed upon, it will be your responsibility to ensure they are enforced for the benefit of the group as a whole – so be sure that they are **fair, reasonable and practical**. If they are breached, tactfully intervene to remind the person responsible that he or she has broken a basic understanding. With regard to personal slights, failure to enforce basic respect between class members will render the group ineffective for the rest of the semester, so act immediately if the agreed rule is broken.

Here are a couple of ways ground rules can be established:

- By pyramid-style discussion
- Put up some ground rules on an overhead transparency and invite people to talk about them in threes, and then respond by suggesting more.
- You may also find it useful to review the ground rules some time during the semester. This can be particularly helpful if things aren't going so well.

Ice Breakers

(from TEDI, 2001)

If people are relaxed, trusting, informal, respecting of others, warm and collaborative, then this will support the learning process.

Establishing the sort of environment which supports learning does not happen automatically or easily. It takes work and it starts at the beginning of a course. The first meeting is the most important. It is where the tutor and students get to know one another, form first impressions and decide whether and how to make a commitment to fully participate in the rest of the semester. One of the main objectives of the first session is to begin the process of getting acquainted so that levels of anxiety can be reduced. It is the first step in establishing a positive learning environment.

Participants in a learning situation must feel secure and relatively free from anxiety; otherwise, they will not be in a position to learn.

In the first session, it is important to break the ice and allow the students to get acquainted. This is important even if everyone knows each other or if the students have been together in past semesters. Unless they are close friends, rarely do students know exactly what each one does, or their interests or hobbies. Icebreakers are a way to get the students introduced to each other and to the process of creating a positive climate for learning.

It is important to know a range of icebreakers so that the appropriate one can be selected for the group. There are lots of examples around. A small selection has been included in this handbook.

It is the role of the tutor to select the icebreaker carefully and not push the students to do anything that may cause them any embarrassment or create anxiety or mistrust.

Remember the purpose of using ice breakers. It is not to fill in time or because teaching guides tell you to use them. It is to create a positive atmosphere for learning

Break the Ice – Some Ideas

(from Honolulu Community College, *Break the ice*)

Introduce Myself. Participants introduce themselves and tell why they are there. Variations: Participants tell where they first heard about the class, how they became interested in the subject, their occupations, home town, favourite television programme, or the best book they have read in the last year.

Introduce Another. Divide the class into pairs. Each person talks about him/herself to the other, sometimes with specific instructions to share a certain piece of information. For example, "The one thing I am particularly proud of is..." After five minutes, the participants introduce the other person to the rest of the class.

Character Descriptions. Have students write down one or two adjectives describing themselves. Put these on a stick-on badge. Have class members find someone with similar or opposite adjectives and talk for five minutes with the other person.

I've Done Something You Haven't Done. Have each person introduce themselves and then state something they have done that they think no one else in the class has done. If someone else has also done it, the student must state something else until he/she finds something thatno one else has done.

Find Someone. Each person writes on a blank index card one to three statements, such as favourite colour, interest, hobby, or vacations. Pass out cards, so everyone gets someone else's card. Have that person find a person with their card and introduce themselves.

Famous Person. People write a famous name on a piece of paper and pin it on someone else's back. A person tries to guess what name is pinned on his/her by asking others around the room yes or no questions. Variation: Use a famous place instead of a famous person.

My Name. People introduce themselves and tell what they know about why they have their name (their mother wanted to name me after her great aunt Helen who once climbed Pike's Peak in high heels, etc.). It could be the first, middle or nickname.

How Do You Feel? Ask the students to write down words or phrases that describe their feelings on the first day of class. List the responses on the blackboard. Then ask them to write down what they think you as the teacher are feeling this first day of class. List them on the blackboard in a second column and note the parallels. Briefly comment on your feelings and then discuss the joint student/teacher responsibilities for learning in the course.

My Ice Breakers

☞ What is an icebreaker that I currently do?

☞ Is it working? Why/Why not?

☞ Is there an icebreaker that I would like to try?

How to Create an Effective Learning Environment?

(after TEDI, 2001)

Motivation

Motivation is usually defined as something that arouses, directs, and maintains behaviour. It is why people do something in the first place. It is why people keep working towards a particular goal and why they keep on working towards that goal even when things get difficult. There are two types of motivation: *intrinsic* and *extrinsic* motivation.

Intrinsic motivation

Intrinsic motivation is based on personal factors such as needs, interests, curiosity, enjoyment, and reaching personal goals. It comes from within the person. When we are intrinsically motivated, we do not need incentives or rewards; we do something for the pleasure and enjoyment that we get from doing it.

Extrinsic motivation

Extrinsic motivation comes from outside a person. They can be rewards, social pressure, and punishment. When we do something for a reward, to please someone, or to avoid getting into trouble, then we are extrinsically motivated. It means we do something that we are not really interested in doing for its own sake. We do it for the reward or gain that may result.

In an educational situation, both intrinsic and extrinsic motivation are important. Much of a paper or course can and should be interesting to students. But not everything will be interesting or exciting for everyone.

In most papers and courses, there will be certain requirements that must be met by the students. For example, at the end of a paper or section of a paper, the students may have to demonstrate that they have achieved a certain degree of competency, demonstrated a skill, or prepared a report. The students can view these requirements either positively or negatively. Some students may view them as a chore or something of a punishment. Others may view them as ways to help them develop and demonstrate their skills and understanding of the paper.

How the students view the requirements of the paper often affects the way they participate in the paper, that is, in the lectures/tutorials/laboratory sessions etc. Most papers involve the students in a number of activities. Creating a pleasant learning atmosphere throughout the time you work with the students is very important, as it can mean that students are more likely to participate willingly in the whole program. It also means that they are more likely to learn and remember what is being covered in the paper.

It is important **not** to emphasise the requirements of the paper as a threat. For example, “You should pay attention to what I'm saying because you are going to be tested on it later”. This sort of threat will only create a negative learning environment. It is better to explain how the tutorial/paper will enable the students to learn what is required for their work, or how the tests will allow them to develop and practice the skills and understanding they have acquired over the course of the semester. It is then important to point out throughout the paper where the whole program is going and the specific skills that are being developed. Opportunity to practice and demonstrate the knowledge and skills should be provided throughout the semester.

Where at all possible, you need to allow the group to contribute ideas and suggestions about

the direction of the tutorial and the selection of the specific topic areas. This type of instruction is commonly referred to as “user driven”. If the group has this sort of input, then it becomes their own. This will mean that the students are likely to feel a greater sense of ownership and commitment. It becomes something that will meet their needs, and they are more likely to work willingly and cooperatively in the various sessions. It is likely that the students’ needs are not very different from your planned learning objectives. But with some adjustments on your part and some adjustments on their part, both the tutorial requirements and the students’ personal requirements can usually be met.

Sometimes it is up to you to identify the needs and requirements and describe them to the students. These may be social needs, safety needs, security needs, new technology, career opportunities, new machinery, new methods, or simply an easier way to do something. These needs often create a positive climate for learning.

Regardless of what your session is about, you should find some way of encouraging the students to listen. It is not always easy to do this. A good question to ask yourself is, “If I was a student in this tutorial, why would I want to listen to me and be in this tutorial situation?” You should be able to come up with at least three good reasons. If you cannot convince yourself that you should listen to you and that you would want to work in the environment you have created, then you should re-examine your session! If you can convince yourself, then use these reasons to convince the students as well.

Teaching in Diverse Classrooms

In preparation for teaching in classrooms, we suggest that you:

Assume a diverse classroom:

- Create flexible learning processes that account for the variety of learning styles that may exist in any classroom.

- Design instruction and materials with a diverse group of students in mind.
- Think about ground rules or norms that will guide the learning that is to occur.
- When appropriate, develop a session that explores multiple perspectives on the topic.
- Make it clear that sexist and homophobic language, including use of the term 'gay' as a pejorative label, does not have a place within the tutorial environment.
- Be selective and sensitive with your language, i.e. be aware of words that might have negative connotations when discussing/referring to sexuality and gender/sex diversity. Use language that expresses inclusivity.
- Never assume someone's sexuality, unless they have disclosed.
- Use gender neutral pronouns for inferred partners – don't assume a heterosexual relationship.
- If you are not sure of someone's gender, use neutral pronouns.
- For transgender students use the personal pronouns that the student uses.
- Do not assume people want to be labelled.
- Keep queer*-friendly material (posters, flyers, etc.) in your office space.

Make the classroom accessible to all students:

- Create opportunities to get to know your students as individuals.
- Invite student participation.
- Create opportunities for students to interact in class with each other in respectful and meaningful ways.
- Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills.
- Be a role model for students through your own active participation in the learning process.

Confront potential issues of discrimination and manage hot moments

- Devise personal strategies in advance for managing yourself and the class in such moments
- Interrupt blatantly discriminatory behaviours when they emerge in class. For example, negative language, such as the use of the term "gay" as a pejorative term, should be recognised as discriminatory and as warranting interruption.
- Defuse potentially harmful moments by having students step back and reflect on the situation.
- Turn potentially hot moments into powerful learning experiences by turning the questions they raise back to the group for discussion.
- When preparing for tutorial discussions, be conscious of using language that allows for diversity. Consider scenarios that don't assume "boy-girl relationships" and the "mother, father, children" family unit.

Assess one's own biases:

- Develop an understanding of how your experiences, values, beliefs, and stereotypes may influence your knowledge and understanding of groups that are different from your own.
- Examine how your own experiences, values, beliefs, and stereotypes inform the way you interact with individuals whose backgrounds are different from your own.
- Assess how your own experiences, values, beliefs and stereotypes affect the way you behave in the classroom.
- Our own level of comfort and knowledge about issues relating to gender/sex identity and sexual orientation might result in our inadvertently fostering a space which may not be welcoming for some students. If you are uncomfortable or don't understand, seek assistance.

Workshops, policies, guidelines and further resources

HEDC Workshops

The following workshop is offered through HEDC:

- Teaching in a multilingual context

It raises some important issues about teaching and learning in New Zealand and the University of Otago context. Keep an eye on the HEDC website to check for when this workshop and others like it are on offer. https://www.otago.ac.nz/hedc/staff/index.html

Ethical Behaviour

The University of Otago has an Ethical Behaviour Policy. You can find it at:
http://www.otago.ac.nz/administration/policies/otago003161.html
"The objective of this policy is to promote ethical dealings between members of the University community and to provide an environment of safety, respect and dignity so members can participate fully in all aspects of University life."

Gender Transitioning at Work Guidelines

https://www.otago.ac.nz/administration/policies/otago647244.html

OUSA Queer Support

OUSA Queer Support offers Queer Awareness Workshops for lecturers, tutors and students. Contact q.support@ousa.org.nz

Disability Information and Support

Disability Information & Support is proud to be a leader in the field of disability support. They work in partnership with students to tailor support to best suit individual study requirements.
https://www.otago.ac.nz/disabilities/about/index.html

Locals Programme

Locals is a programme run by students for students who choose to live at home, flat or board in their first year. The programme is driven by our team of volunteers, and suggestions from first year students
https://www.otago.ac.nz/locals/about/index.html

Successful Teaching Strategies

(after Ledlow, 1999)

1. Effective Communication – One to One and Whole Groups

(from TEDI, 2001)

Effective communication is a two-way process. This is especially important in discussions that seek to explore ideas, feelings, aspirations and views. Thus for both tutors and students, listening and providing feedback are just as important as speaking clearly and asking questions. The objective of all communication should be an effective exchange of understanding.

This checklist concentrates on two key areas:

- questioning skills
- listening skills

Questioning Skills

There are two main types of questions: *open questions* which are designed to open a conversation or discussion; and *closed questions* which are used to summarise or confirm what the other person is saying.

Open questions

The aim of open questions is to extract information from the students. They usually begin with what? who? why? when?. They can be softened with phrases like 'Think about' and 'Tell me about…' Open questions cannot be responded to with a yes or no answer.

Examples of open questions include:

- What especially pleased you in the tutorial session this week?
- Which teams have you most enjoyed working with this year?
- What are your study plans for the next couple of years?

Closed questions

Closed questions are used when you want a yes or no answer or a specific piece of information. They are best used to summarise what the other person has said or to check your understanding of it. Too many closed questions prevent meaningful dialogue or discussion occurring.

Examples of closed questions include:

- Are you pleased with your results?
- Do you want to study two units next year?
- Can I help you?

Each of the previous closed questions can be converted into an open question:

- Have you any ideas about improving your results?
- How could you manage two new units next year?
- How can I help you?

Probing questions

There is a third type of question that can be used to follow up on matters that have already been raised and to obtain more detail. Probing questions are designed to link a discussion on a particular topic, to get to the crux of the matter, or to clarify information.

Examples of probing questions include:

- Could you tell me more about…?
- What do you mean when you say…?
- What effect has that had on…?

There are three common mistakes in asking questions:

1. Asking too many questions at a time, leaving the other person confused about what you want to know or which question to answer first
2. Suggesting answers in the question, thereby encouraging the other person to choose one of your possible responses rather than provide their own answer
3. Continuing to talk after a question has been asked. In this case, the other person cannot respond, and you cannot listen to the answer if you are talking over it.

Listening skills

Listening effectively is a subtle skill. Sometimes people don't hear what is being said; they only hear part and ignore the rest, or they hear a phrase or word that they focus on and the rest of what is said is distorted or perhaps not heard at all. We also 'listen' through our own psychological 'filters' or mind sets, which can lead to assumptions about what is meant, rather than what is actually said.

Listening, because it appears to be a passive activity, is a difficult skill to teach and learn. It involves concentration and a conscious effort to understand what is said and what is not said.

Active listening techniques:

1. Look interested. Show encouragement through your body language by facing the speaker; keeping eye contact (but not staring), leaning forward slightly, and maintaining an open and receptive posture.
2. Do not interrupt or try to impose your views while the other person is talking
3. Try to stay objective. Avoid making quick judgements or assumptions.
4. Inquire with questions to gain an understanding of what is being said.
5. Test your understanding by paraphrasing or summarising. Examples of paraphrasing include:
    - What you seem to be saying is…
    - What I think we've talked about is…

By paraphrasing, you are also giving the other person, in an assertive manner, an opportunity to clarify their message.

6. Use pauses to encourage a response. Many people continue talking to avoid awkward silences; however, this can rapidly become a one-way conversation. Pauses allow people to think about ideas or suggestions or gather their thoughts or gain composure.
7. Be aware of non-verbal behaviour. Remember that what is being said is only part of the message. The tone, body language and the pace of the conversation or discussion all contribute to the message.

8. The listening process involves looking for visual cues about what the other person is thinking or feeling. It is just as important to be aware of your own body language as this will impact on how the other person responds to you.

2. Active learning

Active learning is any approach to instruction in which all students are asked to engage in the learning process. It can take many forms and be executed in any discipline. It may involve working in groups, but it does not have to. This table has been compiled from many sources and covers a range of possible activities to promote engagement and active learning in a variety of situations.

1-2-4- more Pyramid	Each person writes brief notes about the topic and then compares them with a partner. Each pair discusses its combined list with another couple. This provides a good basis for discussion in the wider group. It is a good idea to limit the '1-2-4' stages, e.g. 2 minutes or so for each individual and for paired work, 5 minutes for the '4' stage.
Brainstorming (Morrison, 2004)	Everyone thinks of as many different ideas as possible. All ideas are accepted and recorded without comment. The ideas are evaluated after a set time period or when the inspiration ends.
Buzz Groups (Morrison, 2004)	Working in small groups, people discuss an issue. Topics can include: How much they already know on a topic What they are not sure about What they want the lecturer to cover next
Case studies (Morrison, 2004)	A story or scenario is presented to the group (often, but not always) as a handout. Groups discuss the story or work together on questions.
Clickers	These can be used to good effect for class participation through students keying in responses to questions. Also useful to allow students to give an answer first and then chat with neighbours and rekey in the answer. This can lead to conversations about why students may have picked the wrong answer – it is very useful for recognising and addressing common misconceptions.
Complete diagrams or tables together	Instead of providing the finished product, if the diagram is simple, draw it on a whiteboard or OHP, and allow time for students to complete it as well.
Critical incidents	These are brief written or spoken depictions of vividly remembered events. These can be used during class to bring out those 'aha' moments, which had a real impact on their learning, or can be used about difficult concepts. Get the students to write a description (where and when it occurred), think about what was involved (e.g. a topic or problem...) and then unpack why it was so memorable.
Cubing (Cassidy, 2008 and	Cubing involves probing a topic from six different perspectives. First, select a topic (issue, person, idea, event, problem, person, object, scene) and then allow 3-5 minutes for students to write from different perspectives (e.g.

https://www.kent.edu/writingcommons/cubing	describing, comparing, associating, analysing, applying, and arguing). Cubing is an excellent tool for rapidly exploring a topic. It reveals quickly what is known and what is not known.
Demonstrations (Morrison, 2004)	The teacher shows students how to do something or uses equipment to explain theory/principles. This activity can also be presented by a student or group. Seeing something real helps students to remember more clearly.
Experiments (Morrison, 2004)	The teacher or students carry out a practical activity to verify or refute a principle.
Exit ticket	At the end of a lecture, get students to write an exit ticket which responds to the question "What questions remain after today's session?" and hand in on the way out. Collect any written responses and address them in the following session.
Extremes (Morrison, 2004)	Each person thinks of the 'best' and 'worst' or 'positive and negative' qualities of something. These are collected and discussed to generate a ranking of extremes.
Fishbowl (Morrison, 2004)	One group discusses a topic. The second group observes the discussion and each person records: A partners contributions (and gives individual feedback afterwards) The important parts of the discussion (may be the identification of issues, applications, generalizations, etc., depending on the task instructions.
Focus breaks	These are deliberate breaks to give students some time out. Bligh (1998) discussed the learning curve in a lecture – after about 20 minutes, learning is on a downward decline. However, if focus breaks are inserted whereby students can have time out for 2-3 minutes, then there is a learning gain as students' attentions are recaptured. Thus plan to have a couple of focus breaks during a 50 minute lecture.
Group discussion (Morrison, 2004)	Groups (up to 6 people) talk about a topic. A set of questions from the lecturer helps to structure the discussion and focus the group. The larger the group, the more difficult it is for everyone to participate.
Interactive handouts (Morrison, 2004)	Instead of providing complete copies of the PowerPoint slides or OHPs, give out sheets with various parts missing. These could be mathematical, formulaic, descriptive, diagrammatical, analytical, and so on. The students need to complete the materials for them to be useful.
Jenkins Line	Named after Alan Jenkins (Geographer/Higher Educationalist). When a topic has polar opposites or a spectrum of possible answers or viewpoints, get students to place themselves along a line and discuss their position with their neighbours, and possibly be called upon to discuss/justify their position with the class.

Jigsaw (Cassidy, 2008)	Each student is the 'expert' on one part; they must work collaboratively to get the full picture; have experts in the area get together first, so they become more expert, then return to the broader group where each one is the expert. Research has shown that we learn more by teaching it. For an assessment, individuals or small groups do the work. The lecturer asks them questions and can ask any member. Higher marks often result.
Lotus Blossom	In this technique, the petals around the core of the blossom are figuratively "peeled back" one at a time, revealing a key component or theme. This approach is pursued in ever-widening circles until the subject or opportunity is comprehensively explored. The cluster of themes and surrounding ideas and applications, which are developed in one way or another, provide several different alternative possibilities. The guidelines for Lotus Blossom are: 1. Write the central problem in the center of the diagram. 2. Write the significant themes, components or dimensions of your subject in the surrounding circles labelled A to H surrounding the central theme. 3. Use the ideas written in the circles as the central themes for the surrounding lotus blossom petals or boxes. Thus, the idea or application you wrote in Circle A would become the central theme for the lower middle box A. It now becomes the basis for generating eight new ideas or applications. 4. Continue the process until the lotus blossom diagram is completed. Good for getting students to unpack factors that influence key concepts. https://innovationmanagement.se/imtool-articles/creative-thinking-technique-lotus-blossom/
Matching (Morrison, 2004)	Used to divide a group into pairs. Members of the group are given cards which contain either a title or a definition. They have to find a person with a complementary card. In the process, they come across a range of definitions and have to think about the topic. The pairs then work together on an exercise/problem related to their title and definition. Reporting back afterwards widens learning.
Mindmaps (Morrison, 2004)	A topic is written on the board or on butcher's paper. The class/group suggests and organizes ideas and information, presenting them visually, often in clusters. Can be carried out using a large group on one diagram, or in smaller groups, or individually.
Mix up media	Try to use a variety of media such as PowerPoint, OHPs, video clips, whiteboard etc. Students will appreciate the variety, particularly if they can engage with some of the material.
Organising information (Morrison, 2004)	Information items are provided out of sequence. Students work (in pairs of small groups) to arrange them in order. The results can then be reported by each group and/or discussed by the wider group. The information can be given to students on a single worksheet or already cut out into pieces for them to arrange in order.

Panel (Morrison, 2004)	Several 'experts' are invited to the session and answer questions from the class. The experts may be from interest groups, other teachers and or/students. They may each speak briefly before the question session.
Playing cards	One playing card is given to each member of the class at the start of a block of teaching. They can be used in a variety of ways. For example, suits can be used to form groups of 13, and particular numbers can be used to form groups of four or red or black numbers for pairs. When asking class questions, particular cards or sets of cards may be called on to comment.
Presentations (Morrison, 2004)	Individuals or small groups find information on a topic, then prepare and deliver a short informative session to the wider group.
Problem generation and solving (fears/problems in the box) (Morrison, 2004)	Individuals or groups consider a topic, issue, process, case, etc. and raise problems or difficulties. Each person or group writes the problem on pieces of paper which are folded and put into a box. The 'problems' are then redistributed and solved by others and shared.
Question and answer session (Morrison, 2004)	This is a useful activity to check students' understanding. A time is set aside for a discussion/answer question. Questions may be submitted in writing at the previous session or on Blackboard (good for shy students).
Quick quiz (Morrison, 2004)	During a class have a quick quiz on the material just covered. This could also take the form of a problem-solving exercise (or practice exam questions), and groups or individuals can compete for speed and accuracy.
Review sessions	Build these into the lecture sequence so that there are dedicated slots to go over any questions and allow practice in exam type questions.
Role play (Morrison, 2004)	Groups/pairs/individuals 'act out' information on a specific topic, often in front of the class or group. Set a time limit for each group and allow time for participants to debrief.
Round (Morrison, 2004)	Every person takes a turn to make a statement. Useful topics: One thing I need to know about… Something I learned today… One important point (about the topic)…
Snowball (Cassidy, 2008)	On a half-sheet of paper that you will not be keeping, write down (something that you are okay with others seeing and legibly so they can read it!) one example from the last several numbered items that you do now in your teaching, or would like to ask a question or comment about. Once done, crumple it up and toss it (gently) into the crowd. Now, everyone picks one up. If it is yours, re-toss it. Read what is on the snowball you un-crumple.

Tell your partner (Morrison, 2004)	Pairs. Each person explains a topic/concept/answer to someone else. The partner has to listen and then ask questions.
Think-pair-share (Morrison, 2004)	Each person considers the topic/question and writes down some ideas/answers. S/he joins with one other for discussion. This provides a good basis for wider discussion and answers tend to be much more forthcoming in a plenary.
Ticket to the class (Cassidy, 2008)	Require a 'ticket to class' to ensure pre-reading or prep is done. The class before, assign the reading and hand out a coloured slip of paper – different colours can be used for different types of questions. Each colour is a unique question that students have to write down and bring to the next class. This encourages all students to read the material and come prepared for the session. Tickets could be collected at the door on the way in so that if there were any common recurring problems, these could be addressed in the session.
Time on task (Cassidy, 2008)	Create lots of time on task during class time. This relates to the Seven Principles for Good Practice in Undergraduate Education by Arthur Chickering and Zelda Gamson. See: https://www.youtube.com/watch?v=E1PECKutOaY
Using resources in the class	At the beginning of the session handout out copies of a paper or papers or other relevant materials to the topic. Different materials can be distributed to different parts of the lecture theatre. Given some focusing questions for each resource (e.g. they may have to read a particular section of the paper and then answer a question). Allow students about 15 minutes to read, and then they can discuss the answers with their neighbours. Then have a plenary to collate the answers and to build knowledge across the class.
Using twitter in your lectures	Use Twitter to get instant feedback from students in your lecture: they can either use their laptop or their mobile phone. For example, see how one university teacher uses it: https://readwrite.com/2009/06/01/how_one_teacher_uses_twitter_in_the_classroom/

3. Facilitating small groups - Co-operative Learning

Co-operative Learning is a formal instructional model in which teachers carefully design lessons and activities that are suitable for use by team groups. These team groups are small, stable, and heterogeneous, and have been adequately prepared for working together.

Climate-setting

Communicate clear expectations to students about co-operative learning on the first day of class.

Rather than telling students that cooperation makes learning fun, demonstrate it. Put students into teams and have them do a simple, well structured co-operative activity. The activity could introduce your course, co-operative learning, or your content.

Personalize the learning environment. People in a learning community know and use each other's first names.

Team Formation

Teams might be self-selected, formed randomly or formed by the instructor, rather than self-selected. They might be large or small, composed of no more than five members. They will be heterogeneous, and they will be stable, that is, they will change no more than twice during the semester.

Co-operative skills development

The explicit development of co-operative skills is one of the concepts that distinguish co-operative learning from traditional group work. There are a number of approaches for helping students develop these skills. You may choose to directly teach co-operative skills. For example, students are asked, "What does active listening look like? What does it sound like?" Their answers are recorded and posted in the classroom as a reminder to use the targeted skill when working together on team tasks.

For some tasks, it is useful to assign roles, such as *Taskmaster* (to keep the group on task), *Recorder* (to make sure all ideas and required outputs of the team are recorded), *Gatekeeper* (someone who opens and closes the gate of communication to ensure that students participate equally), *Encourager* (to help the group function smoothly). Depending on the task at hand, you might have a materials monitor, devil's advocate, coach, etc.

Use tasks that are structured in such a way as to foster certain skills or address certain team problems.

Monitor teams and reinforce good skills.

Lesson design

Well-designed co-operative learning lessons and assignments give students a specific task, such as solving a problem, creating a model, or comparing and contrasting. To a certain extent, they also provide a set of instructions that describe how students should work together.

It's not co-operative learning if the lesson design does not include the following four principles:

Positive interdependence-- the success of all in the team is linked through goals, materials, or rewards. Students are aware that "we sink or swim together."

Individual accountability –at various points in the process, the instructor can verify that all students are contributing and learning. Often this is accomplished through individual public performance (randomly calling on one student in the team) or requiring individual assignments as part of the team assignment.

Equal participation—the structure of the assignment should be such that all students have to participate, and that there are mechanisms to ensure that the participation is fairly equitable. You may try assigning roles, adding steps to the lesson that requires input from all team members, or establishing turn-taking procedures.

Simultaneous interaction – at several points in the lesson, you should ensure that at least more than one student is actively engaged at a time. Adding a step where students work with a partner within the team doubles the amount of participation. Having all students write an individual response before engaging in a team discussion gets all simultaneously involved.

Some suggestions for working with small groups

(from Fry, Kettridge, & Marshall, 2003, pp. 98-99)

- ***Brainstorm session*** – generation of ideas from the group to foster lateral thinking. There is no criticism of ideas until they are logged.
- ***Buzz groups*** – two or three people are asked to discuss an issue for a few minutes. Comments are usually then shared with the larger group.
- ***Cross-over groups*** – used for brief discussions then transfers between groups.
- ***Fishbowl*** – small groups are formed within a large, observation group, followed by discussion and reversal.
- ***Free discussion*** – topic and direction comes directly from the group; the tutor or leader observes.
- ***Open-ended enquiries*** – students determine the structure as well as reporting back on outcomes.
- ***Peer tutoring*** – students learn from one another and teach one another.
- ***Problem-based tutorial group*** – involves small groups using problem-based learning.
- ***Role play*** – use of allocated or self-created roles. It is important to facilitate students to enter and come out of roles.
- ***Self-help group*** – run by and for students; the tutor may be a resource.
- ***Paper discussion*** – group discussion of a paper presented by a student
- ***Simulation/game*** – structured experience in real or imaginary roles. Guidelines on the process are important, and feedback is critical.
- ***Snowballing*** – pairs become small groups than larger groups.
- ***Step-by-step discussion*** – a planned sequence of issues or questions led by a student or the tutor.
- ***Structured enquiries*** - the tutor provides lightly structured experiments and guidance.
- ***Syndicate*** – involving mini-project work followed by reporting to the full class.
- ***Tutorless group*** – the group appoints a leader and may report back; may focus on discussion or completion of some other type of set task.

Some cooperative learning structures

Brainstorming

Stage 1 - The group leader presents the topic/issues/problem. The group analyses the topic and each participant writes down ideas. Alternatively, the group leader may do this for the whole group. All ideas are valued and recorded. There is no discussion about the ideas, and all participants are involved.

Stage 2 - The group reviews the brainstormed ideas. Deletions are made if appropriate (that is, if the group member/s who offered a suggestion request its deletion).

Clarifications are made. There is a group discussion and evaluation of the ideas. Suggestions are then rank ordered according to relevance or importance.

Three step interview

The opinions of everyone in the group are heard. This activity promotes active listening.

Stage 1 - Groups of four are formed, and the topic for discussion is presented.

Stage 2 - In pairs, one becomes the interviewer and the other the interviewee. The interviewer listens to the interviewees' opinion or thoughts on the topic. (This is Step 1 of the *Three Step Interview*)

Stage 3- Still in pairs, the roles are reversed. (This is Step 2 of the *Three Step Interview*)

Stage 4 - Within the group of four, one individual turns to a new partner in the group and tells the partner their own opinion or thoughts on the topic as well as those of the original partner. The new partner then reciprocates. (This is Step 3 of the *Three Step Interview*)

Slip writing

Stage 1- A problem or question is posed.

Stage 2- Each participant records answers on slips of paper – one idea per slip; no discussion; individual activity.

Stage 3- In small groups, all slips are viewed and sorted into piles. Double ups are put together, and any that do not fit are put to one side.

Stage 4- As a whole, group categories and responses are shared.

Stage 5- The group leader draws the threads together in a summary, concept web etc.

Hot potato

Stage 1- The large group is divided into small groups.

Stage 2- The group leader presents the questions, topics or problems to the groups. There is the same number of questions as there are groups. Each question/topic/problem is written on a large sheet of paper.

Stage 3 - Each group is assigned one sheet. Participants brainstorm ideas/reactions/solutions to the topic, question or problem.

Stage 4 - After a designated period of time, the leader asks the group to move on to, or to rotate to, the next question sheet.

The process of rotation continues until all groups have answered all questions.

Stage 5- The group leader facilitates a discussion based on the brainstormed ideas.

Jigsaw

Jigsaw can be used for a variety of goals, including mastery, concept development, discussion and group projects. Jigsaw creates interdependence and ensures positive relations.

Stage 1- Home Groups of four people are formed. This number can vary depending on the activity and the number of people in the whole group.

Stage 2- The assignment to be undertaken is divided into four tasks.

Stage 3- Each member of the Home Group nominates to undertake one of the tasks. They nominate to become "experts" in that task.

Stage 4- The Home Group splits to perform the nominated tasks with all members from the different Home Groups undertaking similar tasks together to form Expert Groups.

Stage 5- Once the experts have completed their nominated tasks, they reform with their original Home Groups and the experts share or "teach" the others in their Home Groups. By bringing all the tasks together, the Home Group is able to complete the original assignment.

Roundtable

Stage 1- Groups of four to six are formed.

Stage 2- A question that has many possible answers is posed.

Stage 3- Individuals list as many possible answers on their own sheet of paper within a given time frame, e.g., 30 seconds or 1 minute.

Stage 4- The individuals then pass their paper to the person on their left and continue listing their ideas on the new sheet. The previous person's ideas can be read. Again this is completed within a given time frame.

Stage 5- This process of passing the papers round the table is continued until the papers return to their original owners. The whole group then reviews the total brainstormed results.

Listen, think, pair, share

This structure allows every individual to express opinions. It leads to elaborate answers and increased discussion.

Stage 1- The whole group listens to the question that is posed.

Stage 2- The individual thinks about his/her possible answers.

Stage 3- The individuals find partners and in pairs, they talk about the questions and discuss their answers.

Stage 4- After this interaction, the individuals share their responses with the whole group.

Teaching activities reflection

☞ What are some active learning activities that I would like to try in my tutorial?

☞ What do I hope to achieve by using these techniques?

☞ How will I know if they are effective?

Assessment

Marking

(after Teaching and Learning Centre, 2004)

If marking is part of your teaching duties, the following suggestions will assist you in your preparation.

a) You should make sure that you are given a copy of:

- Study Guide/Outline for the paper which should include
  - the paper learning objectives/outcomes
  - assignment details, including assessment criteria
  - text books and reading lists
- Resource materials provided to students
- Marking Guide
- Answer Guide
- Referencing Guide

b) You should make an appointment with your paper co-ordinator to discuss the marking you are to do.

It is important that your understanding of the Assessment Task, the Assessment Criteria, Answer Guide and the Marking Guide matches your paper co-ordinator's. Make an appointment to discuss expectations and understandings with your paper co-ordinator, and also with other markers, if possible.

c) Additional questions to ask the paper co-ordinator:

- How many assignments/exams will I be expected to mark?
- How long is it estimated that each one will take to mark?
- What turn-around time is expected?
- Who do I speak to for advice?
- If there is more than one marker, what moderation processes will be put in place?
- How do I submit the marks?
- Are there Departmental policies or practices that I will need to adhere to?

d) Things to discuss with the paper co-ordinator;

- What you both understand about the assignment – what is the assessment task asking of the student?
- What you both understand by each of the criteria.
- Expectations of what will constitute evidence in an assignment to demonstrate that a student has met the criteria.
- What you both understand about the marking guide.
- The nature and form of feedback to provide to students.

e) Other information you will need to familiarise yourself with: Policies and Guidelines

a. University Policy

The University of Otago Senate Policy on Assessment of Student Performance: Principles and Guidelines will explain answers to the following questions:

- How does the University of Otago view assessment?
- What kinds of assessment tasks are appropriate?
- What is the grading system used at the University of Otago?
- What are my responsibilities?
- What are the students' responsibilities?

If the paper you are teaching has an examination as part of its assessment program, you will need to read the *Policy on the Administration of Examinations, Including Departmental Responsibilities*.

You should also make yourself familiar with the **Student Academic Misconduct Procedures** (which include plagiarism). Should you suspect that a student has plagiarised in their assessment work, your first step should be to notify your paper co-ordinator. A note about ***plagiarism***: Teach to inform students about plagiarism. Many instances of plagiarism occur because students are unfamiliar with what constitutes plagiarism or do not know how to avoid plagiarising another scholar's work. It is important that strategies for developing understandings about plagiarism, and how to reference and use other scholars' work should be made explicit to students as part of regular teaching and learning activities.

b. Departmental Policy

There will be Departmental policies and practices relating to assessment, marking and grading. Find out what they are and become familiar with them.

Providing Feedback

(from McKeachie, 1994, p.125)

A major role of any assessment task is to help students learn. Feedback from teachers provides information for the student as to how well he or she has demonstrated their knowledge, skills and attributes.

Up to a point, more comments, and more specific comments, lead to greater learning. There are three kinds of qualifications to this statement:

a) A student can be overloaded with feedback. There is a limited number of things a student can be expected to learn and remedy at one time.
b) The motivation for improvement is affected by the balance of encouragement vs criticism. A heavy dose of criticism may cause a student to feel that there is no use in continuing.
c) The type of comment makes a difference. Simply noting errors is not useful if the student doesn't know how to correct the errors. Helpful comments provide guidance about how to improve.

Here are some examples of comments that might help:

"I don't quite follow your organisation. Could you give me an outline along with your revision?"

"You state your position strongly, but you are weak in covering other positions. See if you can find others in the class with a different position and listen to their arguments."

Some additional suggestions:

(from Rowntree, 1990, p. 328)

- Draw the learners' attention to facts they have overlooked or misinterpreted.
- Suggest alternative approaches or interpretations
- Suggest new sources (e.g. other people) from whom learners might get feedback
- Draw attention to gaps in the learners' reasoning
- Suggest how learners might present their ideas more effectively
- Offer comments that will help learners sharpen their practical skills
- Ask for further explanation of muddled answers
- Demonstrate useful short-cuts in procedure
- Help learners reflect on how a piece of work might have been improved
- Point out relationships between the learner's present work and their earlier work
- Commend the learners for any unexpected insights, special efforts or improvement in competence.
- Be empathetic and consider how you react to feedback. What type of statements/comments have you found helpful/unhelpful as a student?

The following workshop is offered through HEDC:

- Providing valuable feedback

Keep an eye on the HEDC website to check for when this workshop and others like it are on offer.
The website address is: https://www.otago.ac.nz/hedc/staff/index.html

Problems and Solutions: Working with Others

(after TEDI, 2001)

Everyone is an individual, everyone responds to a group situation differently, but you, and the students, have to work with each other during tutorials and laboratory sessions. Some students are difficult to work with and make it difficult for others to work with them. Avoid embarrassing or shutting them off. They can be valuable members in a tutorial if you can manage to get them on your side.

When a student dominates the discussion

Occasionally, some students may dominate the discussion when they have an answer for almost all questions and are uninhibited in presenting these answers. These students are often motivated by a desire to impress other students with their knowledge, or are not inhibited by social conventions.

Response

- ***Pair with less knowledgeable students****:* One strategy is to pair them with less knowledgeable students. They usually appreciate this opportunity to spread their knowledge, and less knowledgeable or struggling students can benefit greatly from this**.**
- ***Ask a student to scribe****:* If a student is dominating a brainstorming session, it can be useful to request that he/she scribe for the group. This acknowledges his/her worth as group members and clears the conversation space for other students to contribute.
- ***Ask for references****:* A student who has contributed many answers to the group discussion is often very confident in their answers. To slow the pace of this student and allow other students to participate, it can be useful to ask the student to support answers with a source, such as the lecture notes or a textbook.
- ***Test answers with group****:* This is an essential element of active learning technique and one that is made more vital when dealing with these students. Less knowledgeable students become involved more if they are asked their opinion.

When a student is quiet

Students who are quiet are not necessarily disengaged. Some students prefer to observe and record notes. A student may also be quiet because they do not feel confident. Calling them out in class may not be the best approach in this case. Rather get to know the student, and help build their confidence.

Response

- *Encourage group input:* Some students are often unsure if their answers or input into group conversations is correct. Assure the group that all input is appreciated, regardless of its status as correct or incorrect. This will encourage students to contribute answers and questions when they feel less confident.
- *Use sub-groups:* Separating a group into subgroups can encourage students to talk. This strategy is particularly effective when students are given a task to do in pairs that necessitates input from both members. If a task is given that involves reporting their results to the rest of the group, it can be helpful to require both students to be verbally involved in this reporting.

The keen volunteer

These people are always the first to nominate or volunteer to do something.

Response

- Thank them and suggest that others need to be involved as well.

The positive participant

These people are positive and cooperate fully in the session and activities.

Response

- Use these students frequently and try to get them working with others in different situations.

A student who is being argumentative and disruptive

It is uncommon for a student to be disruptive in laboratories or tutorials, but it is a concern for many starting out teaching.

Response

- Do not get involved in arguments. Remain calm. Agree with any good points but ask the group's reaction to any bad points. Always try to stop them monopolizing. The group will usually deal with these people in their own way.
- When dealing with a student who is disruptive, it can be helpful to repeat the ground rules
- Try to find out what is bothering them between sessions and try to elicit cooperation.

A student who persistently asks questions

These people ask a number of questions, or start to ask a question but take a long time getting to the point.

Response

- Answer the question to the point. If subsequent questions are asked which are going off the point, suggest that you discuss them during a break or at some later time.

The students who whisper while you are talking

These people whisper or have private conversations during the sessions while you are talking and can be quite distracting to you and others.

Response

- Do not embarrass them. They may be discussing something they found interesting in the tutorial or the lecture.
- Ask them an easy question to let them know you want them back in the session.
- If it persists ask them during a break what they are discussing and if they need some point clarified or raised with the group for discussion. If it turns out to be a personal conversation, ask if they could leave it till later to discuss.

The personality clashes

When there is a clash of personalities, and it looks like animosity is developing, then it needs to be addressed, as it can affect the whole group.

Response

- Emphasise points of agreement, minimise differences. If it persists, be open and ask that personalities be left out of discussions. This can be done in private, and, if necessary, in public. Facilitate different groupings, so they are separated as much as possible. Do not attempt to mediate between them.

Regardless of the different personalities of the individual participants, you need to make sure that you:

- keep the session or discussion on track
- prevent the session or discussion falling into silence
- keep an eye on individuals and note their contribution.

Enhancing your Teaching

(from Bertola & Murphy, 1995, pp. 49-52)

Becoming an effective tutor or demonstrator is an ongoing process of theorizing, practice, and reflection. Successful teachers never stop learning. They reflect on what they do and adapt their teaching strategies to various topics and groups of students. Part of your professional development lies in exploring ways to enhance your teaching in the papers you teach into.

Why evaluate?

Evaluation:

- helps you to find out what you have done right
- allows you to identify what you've done wrong and, most importantly,
- provides information that you can use to improve your teaching.

How to evaluate

Some suggestions

- **Self-reflection** is an important aspect of professional development. Self-reflection helps you to become a better teacher and better able to meet students' needs.
- **Exit tickets**- before students leave, get them to hand you a 'ticket' with an answer to a question or response to what they have learned. This helps you determine if students have 'caught what you taught' and plan for the next session. It also helps the students to reflect on their own learning.
- **Peer observations or Teaching Learning Circle (TLC)** are a reciprocal and collaborative approach to observe each other's' teaching rather than using formal feedback or judgemental process. If you would like to form a TLC to enhance your teaching, please let Tracy or Rob know so we can assist with this.
- **Informal feedback from students** using the technique, **'Start, Stop, Continue'**.
    - Explain to the students that this is an important way for them to have input into how the session can be run and will help you adjust to their learning needs.
    - Students write down what they would like you to start, stop, and continue doing in the sessions.
    - The written feedback is provided anonymously. Use a simple form with three sections labelled 'Start', ''Stop', and 'Continue' You may provide an envelope into which students can place their completed Start-Stop-Continue forms.
    - After collecting students' suggestions, it is important to compile these. Ideally, you will use the feedback to make changes to your sessions and teaching approach.
    - You may wish to share the summarised information with students and to explain in the following session which suggestions you intend to incorporate and which you may not incorporate and why.
- Seek help and general advice from HEDC
- Use a questionnaire – the University Teaching Evaluation questionnaire (information here https://www.otago.ac.nz/quality/evaluate-your-teaching/index.html), or one you design for yourself.

How am I going to evaluate my teaching?

☞ What informal processes will I use to ensure that I am an effective teacher?

☞ What formal processes will I use to ensure that I am an effective teacher?

Further Support Services and Professional Development

There are a number of services provided by the University to support teachers and students. Here are some.

1. Using the Library

www.otago.ac.nz/library

The Library is a place for your students to meet, study solo or in groups, and find high quality information about a broad range of topics. Friendly Library staff can help your students with all parts of the research process, including searching, accessing and evaluating the information needed for their assignments.

The Library webpage is the place to guide your students for all their information needs. Included on the webpage are:

- **Library Search I Ketu -** The best place to start assignments, LSK searches many Library resources in one convenient location.
- **Subject Guides** - Each subject area has a guide curated by the librarian for that discipline. This is the place for more in depth resources on your students' discipline.
- **eReserve** - Lecturers may put the course readings in Blackboard or Moodle. These will be journal articles, chapters or eBooks which may be read online and/or downloaded. They will be under a link called eReserve, or in Course Documents.
- **Reserve -** all libraries have a Reserve area, where print items - mainly textbooks for courses are held. Find the item by searching the course code from the Reserve search on the library homepage (under the LSK search box). These items may be borrowed for 2 or 3 hours, and incur large fines if overdue.
- **Referencing and Citation** - If your students need help with citation styles, check out the guides to all the popular styles and to referencing software.
- **Subject Librarians** - Each discipline has an expert librarian. Find your students' (or yours) on the Library webpage and contact them for expert guidance!
- **Group Study Rooms** - Do your students need a place to study together? Every Library has bookable group study rooms!
- **Other resources** -The library has searchable past exam papers, heaps of tutorials and other self-help materials, and more! Be sure to ask at any library, email the library, or check out the Tutor Guide and the Library homepage for any questions you have.

- **Library Homepage** - http://www.otago.ac.nz/library
- **Library Self-Help Guide** -https://otago.libguides.com/selfhelp
- **Ask Library staff** in person at the desk or Hub
- **Call** on (03) 479 8910, email at ask.library@otago.ac.nz or Live Chat
- **Student Guide to Reserve** https://www.otago.ac.nz/library/reserve/
- **Student Guide to eReserve** https://blogs.otago.ac.nz/ereserve/students/

For More Information SEE: Tutor Guide - http://otago.libguides.com/tutor

2. Higher Education Development Centre (HEDC):

https://www.otago.ac.nz/hedc/index.html

HEDC seeks to work in partnership with staff and students of the University to promote, support and enhance the ideals, knowledge and values of higher education.

HEDC provides a wide range of services including:

- professional development programmes
- new academic staff induction
- postgraduate programmes in tertiary teaching
- the HEDC resource collection
- student learning assistance including Student Learning Development (see below)
- mentoring for staff and students
- research in higher education

From the HEDC website, you can register for workshops, identify appropriate contacts in HEDC, find titles of useful texts for your teaching, link to other useful sites, download guidelines for evaluation of teaching.

Candi Young is the administrator at HEDC and is always only too pleased to help you find what you are looking for. Contact her on ext 6385 or candi.young@otago.ac.nz.

Student Learning Development (SLD)

http://www.otago.ac.nz/hedc/students/index.html

SLD, which is part of the HEDC, has information and resource pages on student learning development for both academic staff and students.

Support for staff

As well as offering a range of services for students, Student Learning Development also provides assistance for academic staff. Upon request, SLD staff can

- present study skills sessions for Departments during normal class times, or at other prearranged times;
- collaborate with staff in providing support for particular assessment tasks;
- advise staff on ways to meet the learning needs of particular students or groups of students;
- inform staff of the availability of resource materials relating to student learning support.

Support for students

Student Learning Development offers a number of services, free of charge, to all enrolled students. Services include

- a workshop program designed to help students to improve their learning strategies and their generic skills;
- individual assistance with assignments/learning strategies
- on-line study skills advice;

- Peer learning programmes – PASS (Peer Assisted Study Sessions), PAN (Peer Assisted Numeracy) and Peer Writers, Conversational English

Contact the SLD administrator on ext 8801 or hedc.studentlearning@otago.ac.nz.

3. Helping stressed, distressed, and struggling students

A practical guide for staff

The health and wellbeing of our students is everyone's concern. We should all be aware of the signs that a student is struggling and know how to help.

Most students cope well with the stresses of University life with support from their friends, whānau, family, and academic departments. Sometimes though they need more than that.

This guide has been produced to:

- Raise awareness of student mental health
- Provide guidance for staff who are dealing with stressed students
- Recognise if there's a bigger problem, and be able to respond or make the appropriate referrals
- Remind you of the sources of student support within the University

Stress, distress, mental illness

Stress is the physical, mental and emotional response to a particular stimulus - called a 'stressor'. Stress can be positive or negative, depending on the level of our response. The good side of stress is improved creativity, learning, efficiency at work and, eventually, a higher level of self-esteem that can lead us to be able to withstand higher stress levels in the future. The bad side of stress is often manifested in physical and mental symptoms.

Distress is also something everyone experiences. It is part of normal everyday life, and we all have our mishaps and disappointments. Usually, we can cope with mental distress and work through it ourselves. If the mental distress is more severe, then talking with a friend, parents or a support person can help.

Mental disorders or illnesses comprise a broad range of problems, with different symptoms. However, they are generally characterised by some combination of abnormal thoughts, emotions, behaviour and relationships with others. These are pervasive changes lasting for two weeks or more and adversely affect the individual's functioning. Most of these disorders can be successfully treated. The first step is to seek professional help.

What you can do to help a student

- Be available - often a distressed student just needs someone to talk to
- Be empathetic - listen, acknowledge their situation - summarise what you've heard. Some useful phrases are "this sounds hard" or "what you're saying is….", show that you're hearing what they're saying
- Help them feel safe and supported. Some useful phrases are "this situation sounds difficult, let's see how we can resolve this", "it looks like you have a lot going on, I can help you with *this* and *this* today, then perhaps we can make another time to look at *that* and *that*"
- Be specific about what your role is and what you can do. If it gets too difficult, use phrases like "you may benefit from some professional input with this issue, my role

is to find you the right person to talk to", or "as your [state your role here] I can help you with [state what you can help with] and the other service will be able to support you further."

- Make appropriate referrals (using the charts in this guide)
- Make talking about wellbeing an everyday thing

What Isn't Helpful

- Being dismissive of a student's situation
- Taking responsibility for their emotional state or actions
- Solving all their problems
- Taking a student home or lending them money
- Replacing the role of a professional clinician if they need one
  (Always maintain professional boundaries)

Privacy and confidentiality

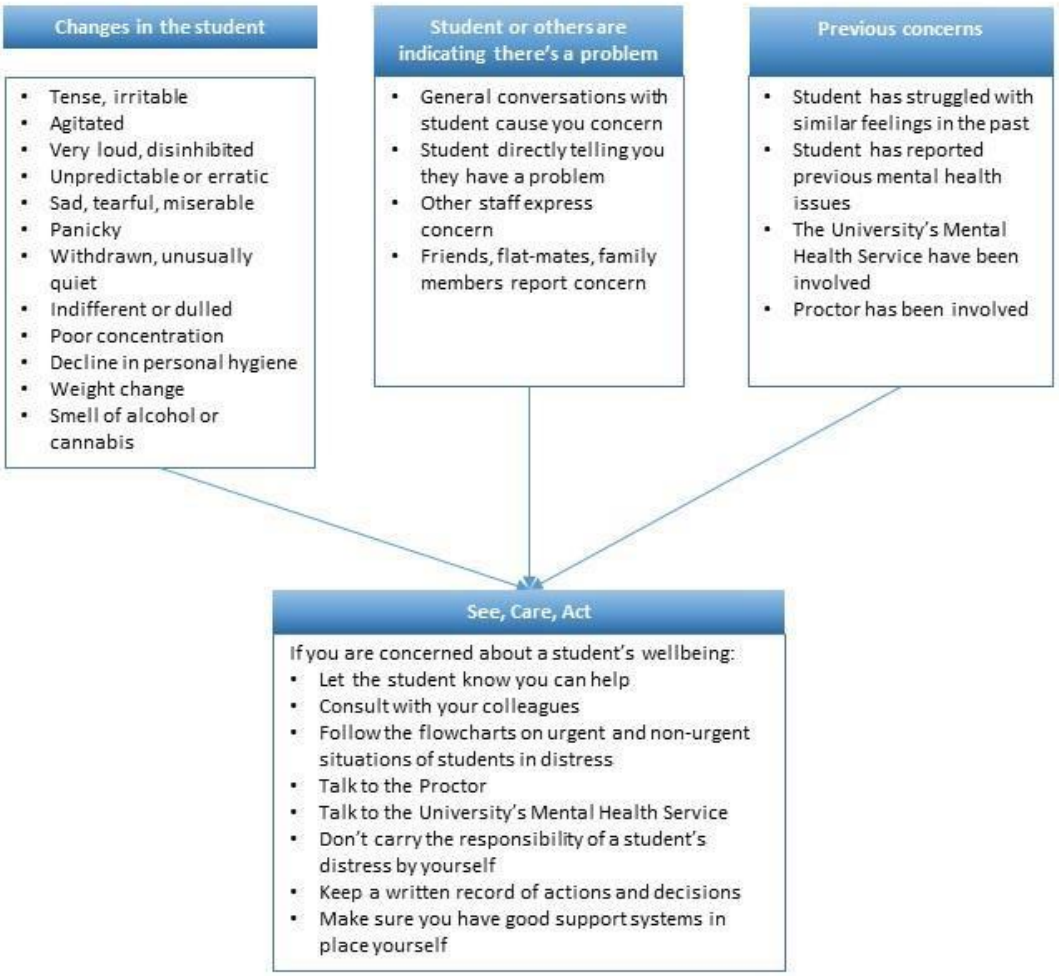
Legally students' personal information needs to be treated as private and confidential and shared only with staff who need the information to help a student:

- Treat all personal information as private and use discretion in using it
- Do not promise absolute confidentiality to a student – advise them that you may have to consult a colleague in order to help them or if they are a risk to themselves or others
- If you need to share personal information clearly explain who you are passing information on to and why
- Do not disclose personal information about a student to anyone outside the University, including parents or caregivers, without the student's consent.
- If a parent or caregiver wishes to contact a student via you, you can offer to forward a message to the student.

Deciding if there is a problem?

If you are concerned that a student is distressed or struggling, then you're probably right. Trust your judgement.

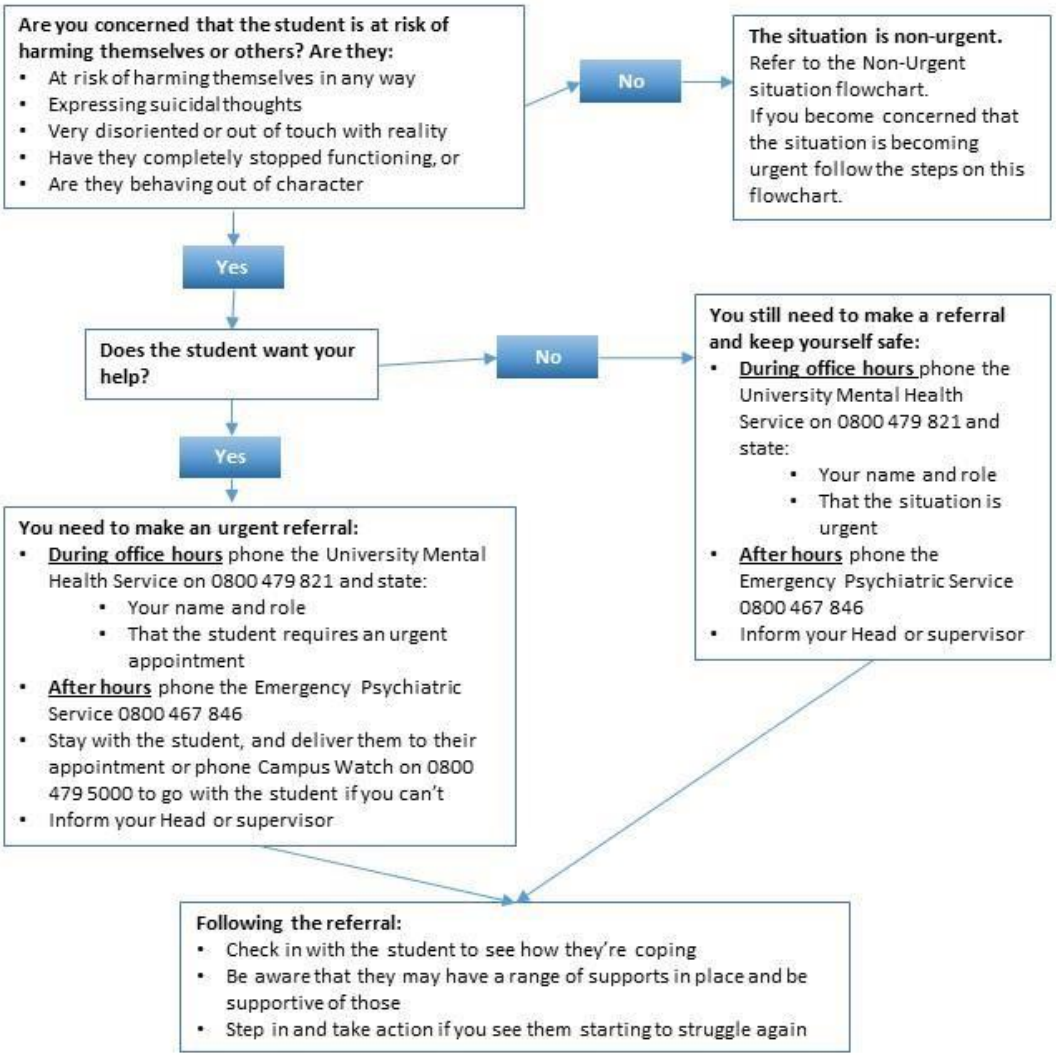
The following indicators can help you decide if there's a problem. Keep an eye out for anything of concern, use the information around you, involve others, and utilise all the support services on campus for students.



Call the police immediately on 111 if you think the student is at immediate risk of harming themselves, is violent or is threatening violence to people or property, or becomes violent at any time

URGENT situations: Who to tell and what to do

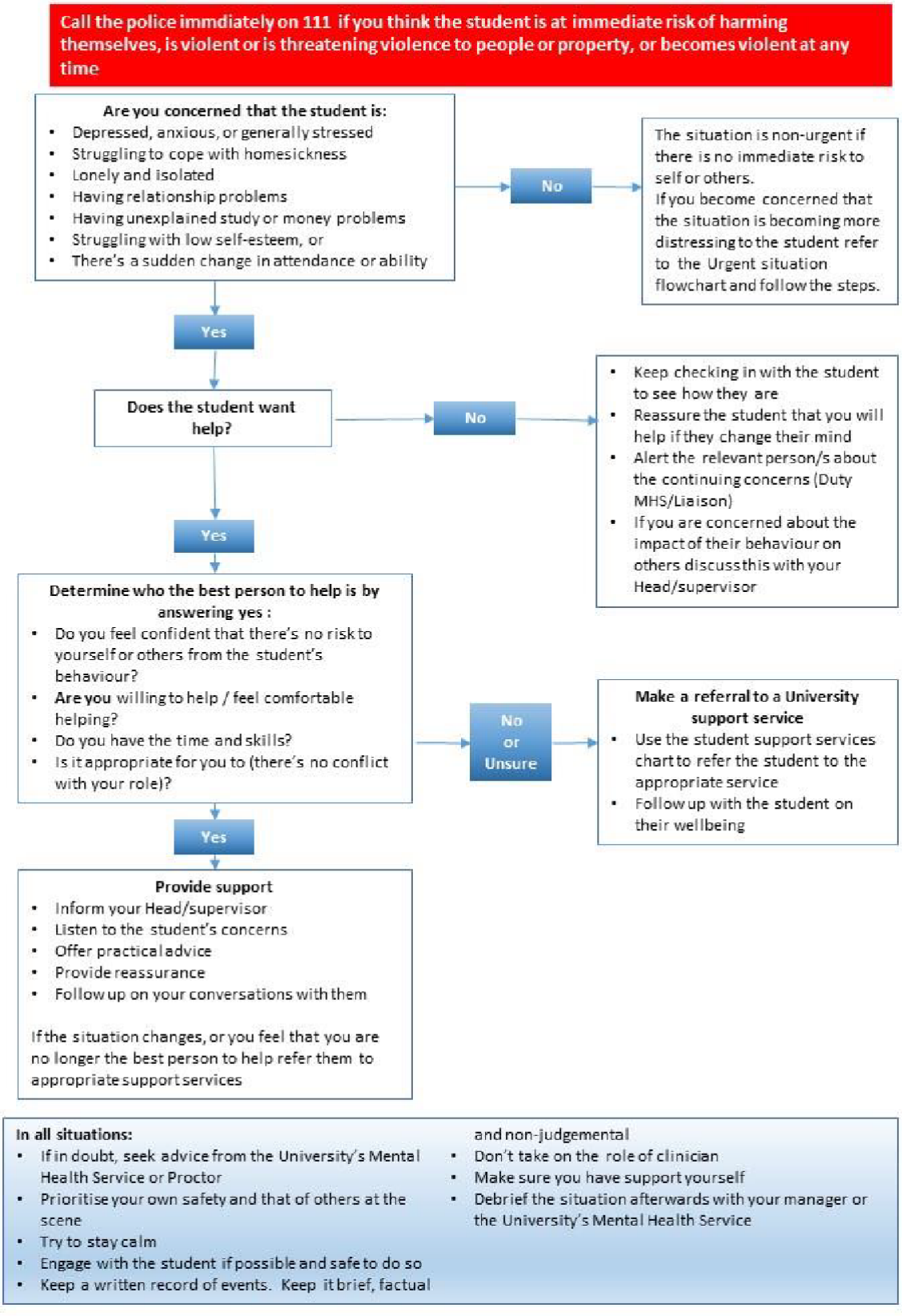
Call the police immediately on 111 if you think the student is at immediate risk of harming themselves, is violent or is threatening violence to people or property, or becomes violent at any time



In all situations:

- If in doubt, seek advice from the University's Mental Health Service or Proctor
- Prioritise your own safety and that of others at the scene
- Try to stay calm
- Engage with the student if possible and safe to do so
- Keep a written record of events. Keep it brief, factual and non-judgemental
- Don't take on the role of clinician
- Make sure you have support yourself
- Debrief the situation afterwards with your manager or the University's Mental Health Service

NON-URGENT situations: Who to tell and what to do



Student support services

Being safe on and around campus
- Campus Watch 0800 479 5000

Accommodation or flatting woes
- OUSA Student Support Centre 479 5449 help@ousa.org.nz
- University Mediation Service 479 5679 mediation@otago.ac.nz

Disruptive behaviour in class
- Campus Watch 0800 479 5000

Disputes between students
- OUSA Student Support Centre 479 5449 help@ousa.org.nz
- Proctor / Campus Watch 0800 479 5000

Feeling discriminated against, harassed or bullied
- OUSA Student Support Centre 479 5449 help@ousa.org.nz
- Campus Watch 0800 479 5000

International student support
- International Office 479 8344
- OUSA Student Support Centre 479 5449

Finding a sense of cultural belonging and support
- Maori Centre 479 8490
- Pacific Islands Centre 479 8278
- OUSA Clubs and Societies 479 5960
- International Office 479 8344

Money worries
- Student Job Search www.sjs.co.nz
- OUSA Student Support Centre 479 5449 help@ousa.org.nz

Sexual harassment or assault
- Te Whare Tāwharau: Sexual Violence Support & Prevention Centre 479 3790
- OUSA Student Support Centre 479 5449

Ongoing academic struggles
- Academic department
- Student Learning Development 479 8801
- Career Development Centre 479 8244

Problems with their physical health
- Student Health 479 8212
- Disability Information and Support 479 8235
- Unipol 479 5888

Social media harm
- Campus Watch 0800 479 5000
- OUSA Student Support Centre 479 5449

Playing and socialising
- Unipol 479 5888
- UniCrew
- OUSA Clubs and Societies 479 5960
- Locals locals@otago.ac.nz

Stress, distress, or mental health worries
- Student Health Wellbeing Team 479 8212
- Emergency Psychiatric Service 0800 467 846
- Text or call 1737 free
- Disability Information and Support 479 8235

Spiritual care and connections
- Chaplains 479 8497
- OUSA Clubs and Societies 479 5960

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