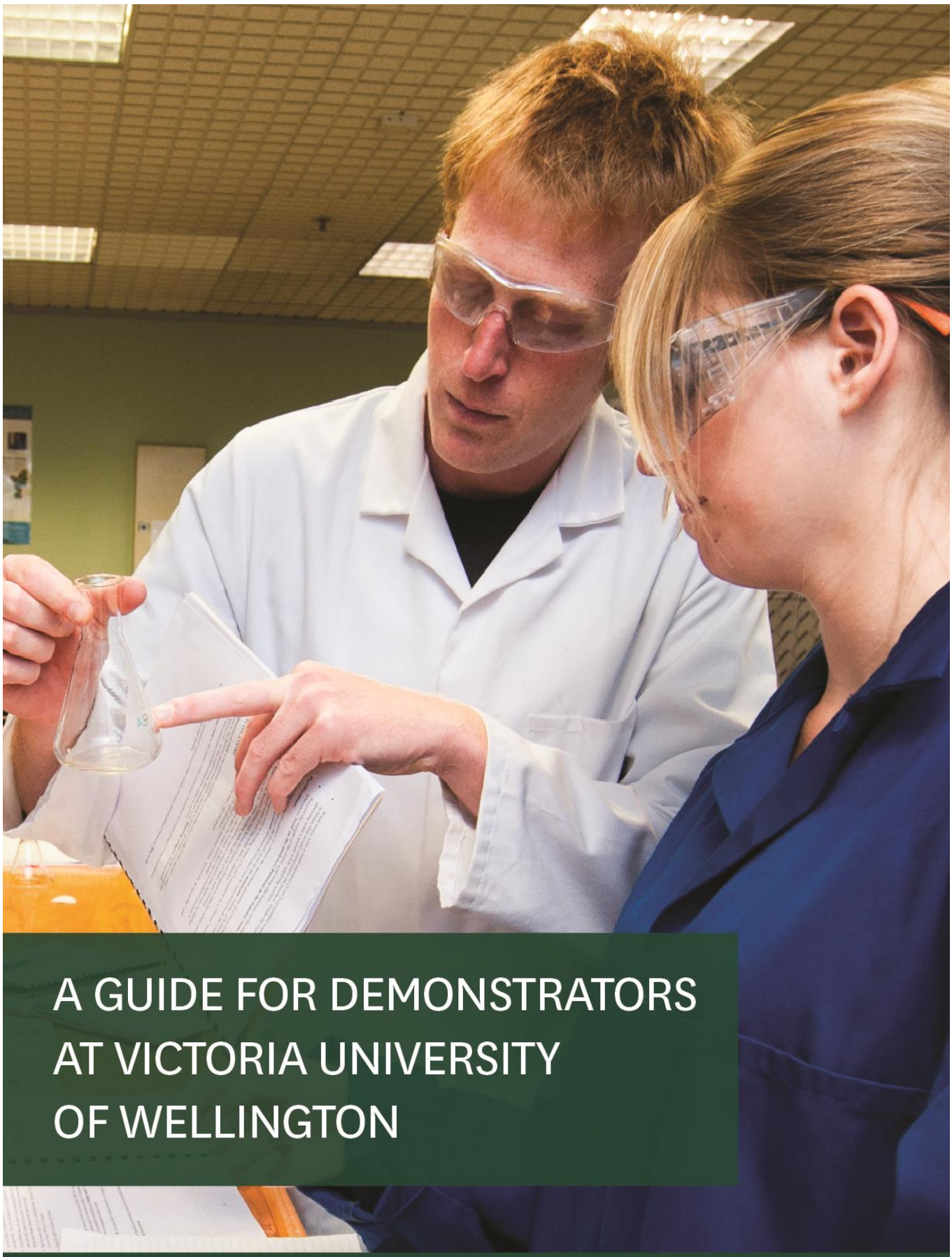

A GUIDE FOR DEMONSTRATORS AT VICTORIA UNIVERSITY OF WELLINGTON

Capital thinking. Globally minded.

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
VICTORIA
UNIVERSITY OF WELLINGTON

ABOUT THIS GUIDE

The *Guide for Demonstrators* is published by the Centre for Academic Development (CAD) and Student Learning (SL) at Victoria University of Wellington to support part-time, fixed-term contract teaching staff at the University, and is particularly targeted at new demonstrators.

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Contents:

Introduction

Welcome to your role as a demonstrator at Victoria University. This Guide uses the word "demonstrator" to refer to demonstrators, sessional assistants, teaching assistants and other part-time limited-term contract teaching staff working in laboratory or studio settings at Victoria University. It is designed to provide the information you will need to succeed and enjoy yourselves while acting as a lab demonstrator or studio leader at Victoria.

Contractual/employment matters

You should have received an Offer of Employment letter which will have outlined what is expected of you in terms of working hours, the period of your employment, and what you will be paid. In this letter you will have been offered the opportunity to join the Tertiary Education Union (TEU), which is a party to the Tutors (and other Teaching and Research Support Staff) Collective Agreement. The TEU can be contacted on phone 0800 278 348 or wellington@teu.ac.nz if you have any questions about this. If you choose not to join the TEU, you will be covered by an Individual Employment Agreement, based upon the terms and conditions contained in the Collective. Before you take your first lab session, you must sign your Offer of Employment letter, and keep a copy for yourself. You will also need to complete and sign a tax code declaration, and provide contact and bank account details.

Working with your course coordinator

You should have *at least* one meeting with your Course/Demonstrator Coordinator before your first labortory or studio session. Course Coordinators will give you all the important documentation and materials you will need before your first session, including a list of students, a Course Outline and copies of texts/handouts/study guides, as well as a contract (if you haven't already signed one) and workplace safety information. At this meeting (or during an initial training session), use the Checklists on the following pages to cover contractual obligations, roles and responsibilities, equipment and resources, and housekeeping issues. Your Course/Demonstrator Coordinator should also arrange for you to have access to the course's Blackboard site.

Ongoing and regular liaison with your Course/Lab Coordinator and with other demonstrators and lecturers working on the course is vital to successful teaching and learning. Regular meetings help inform and clarify issues relating to content, assessment, course structure and organisation, workload, and feedback about how the course is going (for students and for you). If your Course/Lab Coordinator has not negotiated a regular meeting time, then ask for this to be established.

Maintaining professional relationships with your students

(Adapted from Hughes and Hendry's *TA Survival Guide,* 2000)

As a member of the Victoria University community you are entitled to work, learn, study and socialise in an environment of safety and respect. As a demonstrator you have a professional role as an employee of the University. This concerns confidentiality issues and the expected standards of behaviour in relation to staff/student relationships.

- Maintain a professional relationship with your students. Don't attempt to be one of them, especially if you are responsible for marking their work – your position of power precludes close relationships.

- Declare any conflicts of interest (e.g. a family member or close friend in your lab, etc.) to the Course Coordinator.

- If a student approaches you with personal problems, direct them to the appropriate Student Services area such as Counselling, Health, Financial Services etc. See https://www.victoria.ac.nz/students/support/student-services-a-z for a list of student services, or refer to Appendix One of this document.

HARASSMENT

Victoria University is committed to maintaining a learning environment that is free of harassment. If a student in your tutorial tells you that they are being harassed by someone else it is your responsibility to handle this problem quickly and appropriately, and offer support and information:

- Take the complaint seriously, be professional and discreet.
- Encourage the student to contact Mauri Ora's counselling service (see Appendix One or https://www.victoria.ac.nz/students/support/student-services-a-z for contact details), and/or VUWSA's advocacy services, (http://www.vuwsa.org.nz/advocacy), and offer to accompany them to make an appointment.
- As soon as possible, inform your School Manager or Course/Tutor Coordinator.
- If the person doing the harassing is also in your tutorial, seek guidance from your Course/Tutor Coordinator about moving the student to another group.
- For more information, refer to the University policy on Student Conduct (see Appendix Four or https://www.victoria.ac.nz/documents/policy/student-policy/student-conduct-statute.pdf)

If you find yourself on the receiving end of unwanted attention from students in your tutorial group/s, or experience derogatory remarks on the basis of your gender, political stance, sexual orientation, or racial or ethnic origin, seek support from your Course/Tutor Coordinator and/or the University's Student Interest and Disputes Advisor (see Appendix One or https://www.victoria.ac.nz/students/support/admin/disputes-resolution for contact details).

Things to consider before you begin

Use these checklists as a guide to help you find the answers to important questions before you begin teaching.

CONTRACTUAL MATTERS

Have I…

- ❑ Received an offer of employment letter?
- ❑ Fully understood my remuneration and hours of work?
- ❑ Been offered the opportunity to join the Tertiary Education Union (TEU) and be a part of the Collective Employment Agreement for Tutors/Demonstrators?
- ❑ Seen a copy of the Tutors/Demonstrators Collective Agreement, available on the HR Toolkit: http://www.vuw.ac.nz/hr/
- ❑ Identified the labs I will be teaching at which times?
- ❑ Arranged to attend/attended compulsory 3-hour introductory session for demonstrators, plus 2 hours marking and feedback training if you are responsible for marking students' written work – both paid.
- ❑ Familiarised myself with any workplace safety obligations, policies and procedures?
- ❑ Signed my offer of employment?
- ❑ Supplied my bank account details and IRD number?
- ❑ Read and understood the University policies and statutes relevant to my position?

ROLES AND RESPONSIBILITIES

Do I know…

- ❑ The time and place of my laboratory sessions
- ❑ The number of students?
- ❑ The objectives of the course?
- ❑ Whether I am expected to plan each lab myself, or are session outlines provided?
- ❑ How much autonomy or latitude will I have to try new things?
- ❑ To whom I should report student concerns with lectures, exams, assessment?
- ❑ Should I attend lectures? Will I be paid for this?
- ❑ Who will supervise me? How? How often?
- ❑ Will anyone observe my demonstrating? Who? What are the procedures for this?
- ❑ Will student feedback be collected? By whom? How? When?
- ❑ Will I have access to the observation or feedback results? Who else will?
- ❑ Will I be lecturing? Regularly? Occasionally? When the lecturer is absent?
- ❑ Will I be paid for any extra lecturing I do? At what rate?
- ❑ Will I be expected to use Blackboard? If so, how? (participate in discussions, enter grades, circulate information)
- ❑ What are my office hours?
- ❑ When and where are my office hours?
- ❑ Do I get paid for these?
- ❑ When are the Course Coordinator's office hours?

- ❑ What are my accountabilities to the school? Students? Course coordinator? Fellow demonstrators? Anybody else?

EQUIPMENT AND RESOURCES

Which of the following does the school provide?

- ❑ Shared/own office and desk
- ❑ Shared/own phone extension
- ❑ Books and resources on teaching
- ❑ Stationery (student list, paper, pens, whiteboard markers)
- ❑ Designated to meet with students
- ❑ Mailbox/pigeon hole
- ❑ Computing facilities (email? internet access? Blackboard?)
- ❑ Library privileges
- ❑ Photocopying
- ❑ Protective clothing
- ❑ Other materials, e.g. set texts, study guides, student notes, handouts, PowerPoint presentations, lecture notes

TRAINING

What form of training is provided on…

- ❑ Health and safety procedures?
- ❑ Using equipment?
- ❑ Equipment maintenance?

HOUSEKEEPING

- ❑ What is the course name and number, and are there any pre and/or co-requisites?
- ❑ What is the school's deadlines/extensions policy?
- ❑ What is the school's policy on aegrotats? https://www.victoria.ac.nz/students/study/exams/aegrotats
- ❑ What is the most appropriate way for students to reach me?
- ❑ What should I do/whom should I contact, if I am unable to attend a lab?
- ❑ What should I do if students can't attend? Do they need a medical certificate? What options are there for making up missed work?
- ❑ What kind of extra training is offered?
- ❑ Where and when will the training take place?
- ❑ Will I be paid for any training or meetings I'm expected to attend?
- ❑ When and where will our next course-related meeting be?

SAFETY AND SECURITY

- ❑ Where is the nearest fire extinguisher?
- ❑ Where is the nearest fire alarm?
- ❑ What are the emergency procedures for evacuation/ for earthquakes?
- ❑ Where is the nearest first aid kit?
- ❑ Who arranges to lock and unlock the doors?
- ❑ What is the University's emergency number?

Emergency phone numbers:

AV Hotline *(teaching equipment support)*
Extension 5475, or (04) 463 5475 from outside line/mobile
Campus Security/Vic Rescue *(medical or other emergencies)*
Extension 8888, or 0800 842 8888 from outside line/mobile

As a lab demonstrator or teaching assistant at Victoria, you are responsible for building a safe and effective learning environment. Check to see that you have all the necessary materials (such as course outline, handouts, class list, etc.), know where your labs will take place, and are equipped to answer students' questions.

SESSION ONE CHECKLIST

Do I have…

- ❑ A detailed session plan?
- ❑ The course outline/syllabus? (bring extra copies)
- ❑ Textbooks and other required materials?
- ❑ Sufficient copies of any handouts?
- ❑ Paper to record initial ground rules/expectations?
- ❑ Whiteboard markers /Eraser?
- ❑ Introduction cards/information sheets?
- ❑ Necessary materials and resources?

Have I prepared a handout with my contact details?

- ❑ Name
- ❑ University phone number (and mobile or home number IF it is okay to be contacted outside working hours)
- ❑ University email address
- ❑ Office hours & room number
- ❑ Specific times and locations of your lab sessions

If asked, will I be able to explain about …

- ❑ Course objectives and assignment procedures?
- ❑ Attendance and participation policies?
- ❑ Assessment and grading criteria?
- ❑ Extension and deadline policies?
- ❑ Academic integrity, plagiarism and cheating?
- ❑ How, where and when to hand in assignments?
- ❑ Policy on reading drafts of assignments?
- ❑ Deadlines for dropping and adding classes?
- ❑ Assignment and examination dates?

Am I prepared for…

- ❑ Latecomers? Unenrolled students? Students dropping out/ changing classes?
- ❑ Students with special needs/ English as an additional language?
- ❑ Equipment malfunction or breakage?
- ❑ Emergencies?

Characteristics of an effective teacher

Effective teaching relies on high standards, such as those below, adapted from Glassick, et al. (1997)

Table 1: Some characteristics of an effective teacher

Clear Goals and Adequate Preparation	**Appropriate Methods and Effective Presentation**
• Demonstrate sound and up-to-date knowledge of the subject matter. • Organize material according to students' abilities. • Make student understanding, not coverage of content, your primary concern. • Be fully prepared and well organized. • Set clear and appropriate goals and learning objectives, and make these available at the outset. • Ensure all resources are available to all students. • Set time aside for consultations and conversations with students (i.e., schedule and keep regular office hours).	• Employ varied, adaptable, and stimulating teaching approaches and methods. • Get students actively involved with each other and with the subject matter. • Encourage students to be creative, innovative, cooperative and responsible in and for their own learning. • Integrate course goals, objectives and teaching methods with assessment practices. • Respect and show concern for students. • Create a safe learning environment for all involved. • Provide appropriate, constructive and timely feedback. • Be prepared to experiment, improvise and take risks to improve student learning. • Demonstrate a love of the subject matter and enthusiasm for the learning process.
Significant Results	**Reflective Critique**
• Stimulate, and consequently see evidence of, their students' reasoning processes, and their analytical and critical thinking skills in action. • Learn something from your students. • Observe impact of your teaching activities on students' learning. • Encourage students to become independent, self-directed learners with a passion for learning and/or the subject, and a desire to carry on learning outside the classroom and the university.	• Call for, listen to – and act upon – feedback. • Reflect on and evaluate their teaching through self-, peer-, and student evaluation, as well as by reading relevant and recent theoretical literature. • Be open to learning from your students and others around you. • Talk about teaching with colleagues and anyone else. • Constantly rework, revise, refine, and reassess resources and teaching approaches.

The first session

The first encounter builds the foundations of your effective learning environment for the remainder of trimester. If you would like your labs/studios to run quite formally, arrive on time and begin straight away. If you would rather have a more informal atmosphere, arrive early and chat with students before the class begins. Either way, encourage students to interact with each other.

When you are teaching, consider where you will place yourself. Standing behind the bench at the front of the class, for example, creates a formal atmosphere that implies that you are the authority, with all the knowledge, who will tell students what to do. On the other hand, if you move around the lab throughout the session, you can adapt from 'teacher' to 'listener' to 'co-experimenter' accordingly.

INTRODUCE YOURSELF

- Write your name and contact details on the board and the name and number of the course - students have been known to sit through entire sessions unaware that they're in the wrong class!

- Tell students a little bit about yourself: how you'd like to be addressed, and where you come from, how you wound up as demonstrator for this course, etc. If you're nervous, let your students know - they probably are, too! Be enthusiastic and some of your enthusiasm will inevitably rub off on them.

PROVIDE A COURSE OVERVIEW

- Make sure students know the policies for attendance, makeup labs, late reports etc. Being clear about this from the first session can reduce problems later.
- Outline how you will conduct these lab sessions.
- Outline the requirements of assessments, lab reports, etc and when they are due.
- Explain grading criteria.
- Show accepted format for presenting raw data, calculations, graphs, and diagrams.

PROVIDE A SAFETY BRIEFING

- Explain how to use and care for laboratory equipment
- Make sure students have appropriate safety gear.
- Practise safety and courtesy. Insist on adherence to laboratory safety guidelines, and make sure students understand them. Set a good example.
- Be aware of emergency procedures and insist that your students know them as well.

ESTABLISH A LEARNING ENVIRONMENT

Students learn more readily in an environment where they feel comfortable and trust their fellow learners.

- Introduce activities that help your students to remember each other's' names and enable everyone to get to know each other, such as the icebreakers suggested below:

Table 2: Icebreakers

The name game: Have each person (including yourself) take 20 seconds or so to talk about their name: where it comes from, what it means, who named them, whether they like it or not, what they like to be called etc. Start with yourself as an example. Alternatively, depending on class size, you could get students to do this exercise in small groups or in pairs.	World Map: Map out the classroom (e.g. front door is Cape Reinga, back windows are Stewart Island, left side is Australia, right is the rest of the world) and get people to position themselves according to where they were born. (*You can these use these arrangements to place students in groups later on in the class or in subsequent tutorial sessions.)* Other topics, such as 'Birthdays', can also be used.
Partner introductions: Ask students to talk to the person sitting next to them. Give them a few minutes to learn about each other, and encourage them to find out something interesting or unusual about the other person. Then have them introduce each other to the rest of the class.	**Commonalities:** In groups of four or five, get students to find two or three things they share with others: e.g., all living in student hostels, similar tastes in music, youngest in the family, same major subject, etc. After a few minutes, each group reports back to the class.

- Ensure you talk with every student at least once during the experiment.

CONDUCT THE EXPERIMENT

- Establish connections – where appropriate – between current and previous labs.
- Remind students of the purpose or objectives of the lab.
- Demonstrate all procedures at the beginning, rather than interrupting the experiment later.
- Explain why the experiment is important/relevant. Provide practical examples.
- Present theory, explain the experiment, and take questions.
- Tell your students what they are expected to find.
- Clarify any ambiguities in the lab manual.
- Walk around the room and see how students are doing. Provide assistance as required (i.e. facilitate learning by asking questions to ascertain areas of difficulty or confusion – but don't do the work for them).
- Encourage independent learning and problem solving.

CONCLUDE THE LAB (FINAL 5-10 MINUTES)

- Reconvene class as a whole (or meet with teams individually).
- Have students report on their findings.
- If results differ, discuss plausible explanations; acknowledge value of learning from a well-explained "wrong" result.
- Discuss implications: what skills and understanding arise out of this session?
- Respond to questions.
- Outline expectations for next session.
- Ensure students clean up lab benches before leaving.

A typical lab session

These 'first day' suggestions can help establish a pattern for your future sessions.

Table 3: Sample lesson plan

Intro/Icebreaker	5-10 minutes
Housekeeping, instructions, safety briefing	5-10 minutes
Introduce task or experiment	5-10 minutes
Class interaction, teaching.....	20-30 minutes
Conclusion (*questions, feedback, preparation for next week*)	5 minutes

ASK YOURSELF

- What am I teaching today: concepts, facts, skills or a mix of these?
- How can I enable students to have an active role in their learning?
- Is the task to be completed and assessed during class time?
- Do I need to make any accommodations for students with a disability or…?

PLAN AHEAD

- Read the experiment
- Identify difficult steps and/or unclear instructions.
- Identify concepts students should have mastered beforehand.
- Have a strategy in mind, in case some students haven't mastered these concepts.
- Identify what particular skills students need to compete the task.
- Practice explaining the theory and its connection to the experiment.
- Think of examples you can use during the lab to create parallels between the experiment and practical, every-day situations
- Think of questions to encourage students to think about how their results can apply to a larger scientific question.
- Do the lab experiment or task yourself.
    - Identify potentially tricky aspects or parts that may need more time than others.
    - Anticipate questions and practise explaining and demonstrating procedures or theories.

CHECK EQUIPMENT AND SUPPLIES

- Confirm you have all the necessary resources (including safety equipment).
- Know what to do if students turn up without correct gear.
- Review emergency procedures.

ENCOURAGE STUDENTS TO PREPARE BEFOREHAND

- Require students to familiarise themselves with procedures beforehand.
- Collect written 'predictions' as students arrive for the lab.
- Introduce regular —or random— 'pop' quizzes.
- Encourage discussion about anticipated results at the beginning of the lab.

PROVIDE STEP BY STEP GUIDANCE

(Adapted from Lynch, 2011)

Demonstrate all procedures at the start; reinforce safety and other relevant information; check for understanding.

Explain how you have organised this particular lab and the purpose for each activity. For example, if you want students to:

- Describe a reaction – list the individual features and move sequentially from one to the next.
- Analyse a problem for causes - list causes in a logical sequence from simple to complex or specific to general.
- Contrast or use pros and cons - demonstrate how to justify a particular position or process.
- Demonstrate a procedure - separate all the steps in the process and present them in the order in which they occur.
- Summarise - move chronologically from start to finish, revising major topics covered.

Use clear, specific and consistent directions ('first', 'next', 'at the same time as…') to guide students through each stage.

Employ a range of approaches (graphs and diagrams, YouTube clips, real-life examples, etc.) to clarify concepts and processes.

Encourage students to work together to resolve problems and uncertainties.

CONCLUDE AND FORESHADOW NEXT SESSION

- Review key points
- Establish connections, as appropriate, to theory/ assessments/course as a whole.
- Respond to questions; encourage students to contribute to answers.
- Gather feedback (e.g. one-minute paper, "Rounds").
- Foreshadow required preparation for next session.

***NB**: begin every session with a (brief) icebreaker to get students into the habit of talking to each other*

Leading design studios

(Adapted from Barrington (2008), including material from Kansas State University, 2000, and Ohio State University 2001).

Studio situations present unique challenges to teaching. Often, especially in design or performance areas, personal judgment becomes significant and you also need to balance methodological or philosophical issues with practical aspects.

Below are some guidelines for effective delivery of studio-based sessions:

- Plan ahead. *What are we covering? How does today's session relate to the 'big picture' of the course as a whole? What resources or equipment do I need?*
- As always, begin by breaking the ice to ensure everyone know everyone else's names, interests, background, and reasons for taking this course. .
- Communicate to students the expected levels of achievement, attitude, effort, and attendance.
- Make students aware of any safety instructions.
- Demonstrate all techniques at the beginning rather than interrupting the session part-way.
- Provide handouts, if necessary, for extra or background information.
- Balance studio activities with formative feedback on student work.
- Individualise comments on student work or performance.
- Try to visit each student more than once during each studio session.
- During the process of development of ideas, use examples from students' work or performance to demonstrate general principles that others can apply to their specific creative problems.

ASSESSMENTS

- Highlight the relative weightings between process and product:
    - Will assessment focus solely on the final performance or artefact, or
    - Is it equally (or more) interested in how the accomplishment came about?
    - How will learning be measured, in terms of evaluation and improvement?
- Do students need to keep a log or journal, detailing dates and major breakthroughs in the project?
- Will you give quizzes on readings or require students to submit rough drafts, plans or outlines on occasion, as a way of documenting progress.

CRITS AND IN-CLASS FEEDBACK

Perhaps more so than in other disciplines, creative students have a large emotional investment in their projects:

- Explain the importance within the profession of receiving and responding to feedback and emphasise that comments are not personal.
- Highlight formative purpose – to help students fulfil assessment criteria.
- Provide constructive and sensitive feedback.
- Limit criticisms to aspects students can improve.

- Help overcome barriers by offering practical suggestions (e.g. rather than just saying '*rework this section'* you might suggest, '*think about the shape of the handle' or 'focus on strengthening the connections between layers'*).
- Acknowledge potential. Some students will be obviously talented in day-to-day studio performance, and others will have abilities that are not yet apparent. It is your job to encourage all students and refrain from making snap judgments.
- Remain as neutral as possible when it comes to students' work; don't become too emotionally or personally invested in their creative growth as artists.
- Students need to feel supported, rather than pressured to perform.

Fostering an inclusive learning environment

Every student is different: some will come well-equipped for academic success, others may be less confident; some will be the first-in-family to attend university, others may be new to Wellington or to New Zealand: all will have personal strengths and qualities to share.

Small group learning is an ideal setting in which to foster the University's core values such as manaakitanga (mutual respect) and whanaungatanga (sense of belonging), getting to know your students, and encouraging them to get to know each other.

Diversity at Victoria University

Students who are considered to comprise the University's diverse community include:

- Māori and Pasifika students
- International students
- Students from socio-economically disadvantaged backgrounds
- Men and woman in areas where they are under represented
- Mature students
- Refugee background students
- Students with disabilities
- Students with different religious and cultural identities
- Different gender identities and sexualities.

Source: Learning & Teaching, Student Diversity: https://www.victoria.ac.nz/staff/learning-teaching/resources-support/teaching-courses/inclusive-teaching/student-diversity

Good practice for one
is good practice for all

Whakamana and Whakawhanaungatanga

Building respect and togetherness amongst your students

It is up to you to create a supportive learning environment, in which all students feel comfortable to contribute (or not) at their own pace.

- Pave the way by introducing yourself – where you're from, how you came to be at Victoria, if you've travelled or lived overseas, what you do in your free time, where you see yourself in the future, etc.
- Encourage students to do the same: preferred name (and pronunciation), previous experiences, hometown, etc. Icebreakers such as 'things in common', 'geography' and 'birthdays' help break down apparent differences
- Pronounce names properly, seeking clarification if need be. Have students make name-tags or labels, so everyone knows everyone
- Never assume that just because someone has a 'foreign' name, seems shy in class, or speaks with an accent it means they are less capable than native-English speakers; nor will an older student automatically be less computer-savvy (but know more about world events) than younger members of the class

- Likewise, not all Māori speak te reo; not all Pasifika students can sing; not all LGBTQI students have 'come out'; not all Kiwis love rugby
- Don't call upon anyone to speak on behalf of their 'tribe' unless they volunteer to do so
- Be guided by your students; find ways for everyone's strengths to shine through
- Consider whether homogenous groups – or mixing students up – will suit a particular activity. Either way, vary strategies over time
- Use a range of strategies (individual thinking time, talking with a partner, brainstorming, writing on the board, and working in groups) to allow all students to contribute in ways that suit them best
- Use a range of media and presentation styles: written, visual, audio, video
- Ask any students with declared disabilities how they wish to be treated, where they prefer to sit, whether they need particular accommodations, or will simply let you know when the situation arises, etc.
- Speak clearly; check everyone understands before moving on; ensure handouts and handwriting on the board are sufficiently legible
- Make yourself available: be prepared to vary office hours and venues (Library, Hub?) and/or provide phone or email details, perhaps, particularly if some students seem reluctant to approach you in class
- Outline assessment expectations: referencing conventions, assignment format, hand-in procedure, extension policies, etc.
- Provide targeted feedback -- ask students what sort of comments they would like, e.g. international students will know if they need to work on grammar
- Direct students to relevant resources (e.g. Student Learning, online exercises, etc.)
- Offer suggestions that students can use in their next assignments

Further suggestions are available on the University's learning and teaching site:

Inclusive teaching:
https://www.victoria.ac.nz/learning-teaching/support/approach/inclusive
Student diversity:
https://www.victoria.ac.nz/staff/learning-teaching/equity-diversity

Asking questions

A key component in successful teaching lies in guiding learners to find their own answers. The questions you ask, how you ask them, whom you ask, when you ask them-- and how you respond – can help open up discussion and encourage participation.

Educationalists have identified two types of questions: closed/lower-order and open-ended/higher-order. Dawson (1998) states that:

> "*Lower-order questions ask students to recall, define and describe; that is, to provide facts. Higher-order questions require them to perform interpretive rather than descriptive tasks. They may be asked to analyse, compare, evaluate or synthesise; to rank, hypothesise, design or predict. Good questioning leans towards the open-ended and higher-order forms as much as possible" (p. 28).*

SAMPLE QUESTIONS

The following list (*adapted from Davis, 1993 and McKeachie, 1999*) ranges from questions requiring simple answers to those demanding more thought:

- Factual **or exploratory questions** probe facts and basic knowledge and allow little opportunity for dissent: "*How many steps are involved in this process?" "What does x signify in this equation?"*
- **Challenge questions** examine assumptions, conclusions, and interpretations: *"How else might we account for the findings of this experiment?"*
- **Relational or comparative questions** ask for comparisons of themes, ideas, or issues: "*What distinguishes a reagent from a reactant?*
- **Diagnostic questions** probe motives or causes: *"Why didn't the veneer stick to the surface?"*
- **Action questions** call for a conclusion or action: *"How could you design a firewall to block inappropriate online material?"*
- **Connective and cause and effect questions** ask for causal relationships between ideas, actions or events: *"If the framing is replaced, how will that affect flexibility?"*
- **Extension questions** expand the discussion: *"How does Sam's comment relate to what Lucy said before?"*
- **Hypothetical or problem-based questions** pose a change in the facts or issues: *"Imagine the university suddenly found $100 million to spend on research: how might they best spend it?"*
- **Priority or evaluative questions** seek to identify the most important issue, or make a judgement on the relative value of two points being compared: *"Which should we be more concerned about: the economy or the environment?"*
- **Summary questions** elicit syntheses: "*What themes or lessons have emerged from today's sessions?"*

QUESTIONING STRATEGIES

(*Adapted from Barrington, 1998; Davis, 1993; Dawson, 1998; Wright, 1999*)

- Invite answers; do not demand them
- Ask one question at a time. If you get no response, rephrase the question
- Avoid leading questions
- Give students plenty of time to answer
- Encourage follow up comments rather than accepting single responses: e.g. '*Why do you think this?' 'Can you give an example?'*
- Create opportunities for students to ask questions of you, and of each other

ANSWERING STRATEGIES

- Listen carefully to the question being asked
- Take some time to think before responding.
- Make sure everyone heard the question. Repeat and/or paraphrase if necessary.
- Clarify students' questions by asking for an example if you do not understand.
- Answer students' questions directly, but also encourage students to try to answer their own (and each other's) questions first.
- Check back with the student to make sure the question has been answered.
- Show that you value all answers, but consider how you will handle incorrect responses in order to foster further understanding.
- Admit when you do not know the answer. If appropriate, encourage students to find the answer for themselves.

Encouraging participation

Asking appropriate questions is one way to get students to participate in tutorials. Listed below are other examples of activities that can also stimulate discussion, encourage participation, and involve students in the learning process:

BRAINSTORMING

Description	A creative thinking, free association exercise, in which group members generate as many ideas as possible, without criticising or questioning their validity, until time or ideas are exhausted.
When used	To generate new ideas and release students' potential to think creatively.
Procedure	Display topic or question (usually on screen or on a handout to ensure everyone understands what has been asked). Explain rules: no criticism of contributions; quantity more important than quality; more ideas = better chance of useable ideas; the wilder the better – it's easier to tame engagement down, than pump it up; if you can improve on someone else's idea, so much the better. Record suggestions on the board (may need more than one scribe). Only after all possible ideas are expressed do you (as a group) assess the list and prioritise, categorise, thematise, or draw conclusions.
Limitations	Can become disorganised if not well-facilitated. Needs follow-up and clear summarising of key points.

BUZZ GROUPS

Description	Small groups consider different issues, then report back to the larger group.
When used	To stimulate participation from all class members, or to encourage active reflection on an issue with quick answers or solutions.
Procedure	Split class into groups of 3-5, and set each a task: answer specific questions, provide illustrative examples, rank items in order, suggest remedies to a problem, etc. Each group should have a recorder and a reporter, who reports back to the whole class on behalf of the sub-group. Groups should be encouraged to question other groups during the reporting back session.
Limitations	Thought must be given to the purpose and organisation of the groups (e.g. a variety of ability levels). Success also depends on the kinds of questions and tasks specified.

ROUNDS

Description	Going around the room in turn, everyone (including the tutor) makes an uninterrupted statement on a given topic.
When used	To engage full class participation.
Procedure	Everyone must contribute, but may simply say "Pass" if all ideas appear to have been exhausted. No comment or criticism is made until everyone has contributed. Contributions can be in the form of questions.
Limitations	Need topic that won't be exhausted too quickly.

JIGSAW

Description	Divide topic into several parts, assign one for each group, provide relevant resources, and follow up with problem-solving situation where knowledge from all groups must be utilised in order to succeed.
When used	To break big, abstract or complex topics into manageable chunks.
Procedure	Students work in small 'expert' groups to master each topic The facilitator rotates to answer questions and make sure material is understood. Students return to home groups, consisting of one member from each expert group. They teach each other their areas of responsibility and use the new knowledge to solve a problem, plan group essay or assignment etc.
Limitations	Success depends on the kind of material chosen, group dynamics, distribution and division of tasks, and the final problem to be solved.

PYRAMIDS/THINK-PAIR-SHARE

Description	Students think about and/or write down their response to a particular issue or question, then share with neighbour, then in fours, then whole group, until the whole class has pooled and shared their ideas.
When used	To encourage interaction among students, especially shy ones. Can validate students' ideas when they see that others have the same thoughts.
Procedure	Each stage of the pyramid should involve a slightly more complex task, or demand more in-depth thinking, to ensure students are building on the achievements of the previous stage. This exercise is often called "Think, Pair, Share": two minutes think time, two minutes discussion with a partner, then class discussion.
Limitations	Quieter students' thoughts may get railroaded as the groups get bigger, but at least they have the opportunity to contribute at the beginning.

SEND-A-PROBLEM

Description	Groups pose problems, generate answers, and share opinions.
When used	A good way to get groups to discuss and review material or potential solutions to problems related to content information.
Procedure	1) Each member of a group generates a problem, writes on card with a "Q" next to it, and asks the question of other members. 2) If all group members agree, then that answer is written on the back of the card, with an "A" next to it. If there is no consensus on the answer, the question is revised so that an answer can be agreed upon. 3) Each group sends its question cards to another group. After reading the first question, the second group discusses it. If the group agrees on the answer, they turn the card over to see the first group's answer. If there is consensus, they proceed to the next question. If they do not agree with the first group's answer, they write their answer on the back as an alternative. They follow this procedure until they have read all the first group's cards. 4) The question cards can be sent to a third, fourth, or fifth group, if desired. Stacks of cards are then sent back to the originating group. The sending group can then discuss and clarify any question.
Limitations	Can be time-consuming; needs careful explanation, monitoring and follow-up

Providing opportunities to reflect on learning

(Adapted from Hughes and Hendry, *TA Survival Guide*, University of Guelph, 2000)

If you have engaged in discussion or group-work, you will want to round it up before the end of class, and allow some time for summarising and re-capping. Asking the class what they feel they have achieved helps to reveal whether the objectives you set were met and encourages your students to take responsibility for learning outcomes.

The following are some strategies for bringing sessions to an effective close.

ONE MINUTE PAPER

Ask students to answer the following questions on an index card or scrap of paper:

> 1. What was the most meaningful/useful thing I learned during this session?
> 2. What question/s remain uppermost as we end this session?
>
> OR
>
> 1. Today I learned ….
> 2. Today I questioned ….
>
> OR
>
> I would like to know more about ….

Collect the responses and summarise them before the next session. These papers provide you with a formative evaluation of how your tutorials are going and whether learning objectives are realistic and achievable. They can also serve as excellent warm-ups or discussion starters at the next session when summarised.

CLASS RECAP

Have each student list the five most significant things they learned today, then compare with a partner, narrowing the list down to three. Pairs then record their lists on the board and the class as a whole decides the most important lessons learned.

ROUNDS

Get everyone to share one valuable thing they have learned from today's session or would like to know more about.

Before concluding each week, tell students what the next session will cover and what preparation/reading they will have to do beforehand.

Fostering academic integrity

Many students may not know what is meant by plagiarism, why copying is still wrong or how to acknowledge sources effectively. The following statement on academic integrity and plagiarism should appear on every course outline prepared within the school:

> *Academic integrity means that University staff and students, in their teaching and learning, are expected to treat each other honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.*
>
> *Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.*
>
> *The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:*
>
> - *Material from books, journals or any other printed source*
> - *The work of other students or staff*
> - *Information from the internet*
> - *Software programs and other electronic material*
> - *Designs and ideas*
> - *The organisation or structuring of any such material.*
>
> Find out more about plagiarism, how to avoid it, and penalties on the University's website*:*
> *http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism*

Make time to discuss this statement in the tutorial, both at the beginning of the term and before each assignment, explaining its importance in terms of demonstrating the ability to be a 'good student' and a global citizen.

- Draw students' attention to the use of citations in their readings.
- Explain the preferred referencing conventions in your school; demonstrate what these look like; give students opportunities to practise before their first assignment.
- Student Learning has a brochure on 'avoiding plagiarism', which you might like to discuss with students: https://www.victoria.ac.nz/st_services/slss/studyhub/handouts.aspx

Who are your students?

Victoria University active encourages student and staff diversity: age, gender, sexual orientation, socio-economic, religious and cultural; and diverse physical, mental and learning abilities.

CULTURAL DIVERSITY

- Group identity can be very important for some students but you should not single students out as spokespeople for their group.
- Confront racist jokes (or sexist or ageist) and comments immediately. Similarly, be aware of your own use of humour.
- Be aware of other cultures, traditions and religions so as to avoid wilful offense. For example, try not to sit on the desk or table, as for many cultures (including Māori) this is highly taboo.
- Use different teaching methods to encourage participation. Some students, particularly from Pacific Island and Asian cultures, may believe that looking a person of authority in the eye or challenging them is disrespectful.
- Draw on the strengths of all students. Some students are adapting to a new country, culture, school system, language, friends, and new expectations of them as students and people. Even if students are new to university of Aotearoa/New Zealand, many will have considerable life skills and experiences to draw upon.
- Do not assume a student's background, sexual orientation, academic or linguistic ability; doing so may place unrealistically high (or disappointingly low) expectations on students and alienate them from other class members.

Refer to Victoria's Equity and Diversity Policy for further information or refer to key contacts in the appendix:
https://www.victoria.ac.nz/documents/policy/strategies/equity-diversity-strategy.pdf

"Strive for some measure of cultural competence"
(Davies 1993, p.42)

DISABILITIES

Your course coordinator should let you know whether you will have any students with impairments in your tutorials, and what accommodations, if any, are necessary. Disability Services (DS) provides disability advice, expertise and support. They work in partnership with staff, students and the disability community to strengthen Victoria's culture of inclusion, celebrate disability and ensure students can fully participate and achieve their aspirations. DS assess the learning and access needs of students and make recommendations to relevant staff.

Recommended readings include *Reasonable Accommodations: A Guide for Staff Working with Students with Disabilities* – a comprehensive resource available from DS outlining barriers for students with specific impairments (e.g. OOS, speech impairment, diabetes, head injury, asthma, hearing impairment, and many more), and best teaching strategies.

Equal opportunity does not mean that everyone should be treated the same, rather, that people received appropriate support to enable them to achieve their potential. Students with disabilities may need individual arrangements and additional support. These may include modifications in the way information is presented and methods of examination and assessment. This does not give students with disabilities an academic advantage, but rather provides students with the same learning opportunities as others.
Reasonable Accommodations, 1999, p. 14

Achieve.org.nz also provides a list of resources and links, including *The Kia Ōrite: Code of Practice,* which includes best practice standards, policies and legal frameworks that are relevant to your work. https://www.achieve.org.nz/resources/

Although students typically self-refer to Disability Services, for various reasons some may not. Therefore, some students may encounter difficulties in their university work; or identify their impairment just before a test or a major assignment, expecting immediate attention to their needs.

If you have any questions regarding supporting students with impairment, phone Disability Services on 463 6070 for assistance.

ADDITIONAL AVENUES OF SUPPORT

There will be times when students in your tutorial have academic or personal issues beyond your scope. Make sure you have a copy of the Student Guide, which can help you connect students to available services such as Counselling, Health and Finance, and familiarise yourself with the relevant University policies (see Appendix Four).

If you feel a student would benefit from extra assistance with assignment writing, referencing, study or maths skills, beyond what you can cover in class, encourage them to attend a Student Learning workshop or make an appointment with a learning advisor:

STUDENT LEARNING TE TAIAKO, (04) 463 5999 *student-learning@vuw.ac.nz*
Kelburn, Level 0, Kirk Wing, Hunter Courtyard
Pipitea, Mezzanine level, Rutherford House

Student Learning offers workshops, one-to-one appointments and drop-in sessions for both undergraduate and postgraduate students on the following topics:

- Academic writing skills, including essay writing and planning, how to edit your essay, effective reading and note taking, and referencing
- Test and exam skills, including revision and exam techniques, exam essays
- Critical thinking
- Oral presentation skills
- Note taking and time management
- Statistics and calculator skills, maths drop-in

Workshops are advertised throughout the year in the *Student Guide* and on the Student Learning website www.victoria.ac.nz/slss

Marking and giving feedback

ASSESSMENT CHECKLIST

Will I be marking…

- ❑ Essays?
- ❑ Projects?
- ❑ Reports?
- ❑ Quizzes?
- ❑ Exams?

Do I know…

- ❑ The criteria for assigning grades?
- ❑ How much time will I/should I spend on marking? Is this paid?
- ❑ If there will be regular moderation meetings?
- ❑ If I am responsible for the students' final grade? Where should this be recorded?
- ❑ The school procedure for handling plagiarism, cheating, and contested grades?

MARKING AND FEEDBACK WORKSHOPS

If you are responsible for marking your students' work, you will need to attend the CAD workshop on Marking and Feedback in the first weeks of the trimester. Refer to the website https://www.victoria.ac.nz/learning-teaching/support/tutor-training for available workshop times.

ADDITIONAL RESOURCES

CAD and SL also have a series of resources and handouts for tutors which deal with the following issues:

- Marking written assignments - ensuring reliability and fairness, and developing a consistent marking procedure.
- Giving feedback – promptness, consistency, and follow-up.
- Moderation – markers' meetings, cross-marking, and reconsidering grades.
- Effective referencing techniques, essay and report format, critical thinking, grammar tips, etc.

Further information can be found at:
https://www.victoria.ac.nz/learning-teaching/support/approach/guides
https://www.victoria.ac.nz/st_services/slss /
University Assessment Handbook:
http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf

VICTORIA UNIVERSITY GRADING GUIDELINES

The following information comes from the *Assessment Handbook (p.38):*

Grade	***Normal Range***	***Midpoint***	***Indicative characterisation***
A+	90%-100%	95	Outstanding performance
A	85% - 89%	87	Excellent performance
A-	80% - 84%	82	Excellent performance in most respects
B+	75% - 79%	77	Very good performance
B	70% - 74%	72	Good performance
B-	65% - 69%	67	Good performance overall, but some weaknesses
C+	60% - 64%	62	Satisfactory to good performance
C	55% - 59%	57	Satisfactory performance
C-	50% - 54%	52	Adequate evidence of learning
D	40% - 49%	45	Poor performance overall, some evidence of learning
E	0 - 40%	20	Well below the standard required

Seeking feedback on your performance

FORMAL EVALUATIONS

You may request a personal evaluation (student feedback) of your tutoring/demonstrating through your Course Coordinator. Course Coordinators may also request that an evaluation be carried out.

Once your evaluation survey is closed, a summary report will be available to your Course Coordinator. Your Course Coordinator is required to provide you with a copy of the report within one week. If you don't receive a copy of the report from your Course Coordinator within one week of the evaluation closing, please contact them for a copy.

Arrange to discuss this evaluation with your Course Coordinator.

INFORMAL IN-CLASS EVALUATIONS

You might like to place a box or manila envelope at the back of the room and/or outside your office door, and encourage students to drop off questions, comments, concerns.

Conducting occasional fast feedback exercises (e.g. 'one-minute paper, 'rounds', etc. (see page 22) during the trimester gives you a chance to improve your teaching as you go, as well as enabling students to feel like partners in the teaching and learning process.

SELF-APPRAISAL

After each session, ask yourself:

How well did I…

- ❑ Plan the session
- ❑ Introduce the session
- ❑ Make the objectives clear to the students
- ❑ Link the tutorials to the lecture and to previous tutorials
- ❑ Make clear the connections with other relevant topics
- ❑ Involve students in the class
- ❑ Describe facts, concepts, and difficult points
- ❑ Convey enthusiasm for the subject
- ❑ Provide variety and stimulation
- ❑ Use teaching aids
- ❑ Make it clear when I am available outside class hours
- ❑ Ask questions
- ❑ Handle student questions and responses
- ❑ Cope with the range of student ability and preparation
- ❑ Make contact with all class members
- ❑ Monitor student activity
- ❑ Check on student learning
- ❑ Conclude the session

Ask yourself, "If I were a student, would I want a tutor like me?"

Appendix One: Useful Victoria University Contacts

ACADEMIC AND WORK-RELATED CONTACTS:

Student Interest & Disputes Advisor
Robert Stout, room 113
Phone: 463 5023
E-mail: jackie.anderson@vuw.ac.nz

Information Technology Services
ITS Helpdesk
Phone: 463 5050
E-mail: its-service@vuw.ac.nz
Web : www.victoria.ac.nz/its/

Libraries
Rankine Brown (Kelburn Campus)
Phone: 463 6186
Law Library Ph: 463 6372
Architecture Library Ph: 463 6241
Commerce Library Ph: 463 7495
Web : www.victoria.ac.nz/library/

HR Managers
Faculty and School contacts :
http://cms.victoria.ac.nz/staff/human-resources/contacts/faculty

Campus Security & Safety
4 Waiteata Road
Ph: 463 5398 (24 hours)
Internal Emergency (Ext 8888)
E-mail: campus-care@vuw.ac.nz

IT Teaching Services
Ph: 463 5475
E-mail: av-bookings@vuw.ac.nz
Web : www.victoria.ac.nz/its/teaching-services/

Occupational Nurse (Health and Wellness)
Room 203, 4 Wai-te-Ata Road, Kelburn
Ph 463 6845
Web :
http://www.victoria.ac.nz/healthandsafety/

Image Services
New Kirk 116
Ph: 463 5133
E-mail: image-services@vuw.ac.nz
Web : www.vuw.ac.nz/image-services

SERVICES FOR STUDENTS:

Accommodation Service
Level 2, 42 Kelburn Parade
Phone: 463 5896
E-mail: accommodation@vuw.ac.nz
Web : www.victoria.ac.nz/accommodation

Student Crèche
67, 69, 71 Fairlie Terrace
Phone: 463 5151 (Manager)
Phone: 463 5021 (Admin Assistant)
E-mail: victoriakids@vuw.ac.nz
Web:
http://www.victoria.ac.nz/st_services/creche

Career Development and Employment
Kelburn : HU120, Hunter Building
Phone: 463 5393
Pipitea : Rutherford House Mezzanine
E-mail: careers-service@vuw.ac.nz

Financial Support and Advice
Kelburn : Ground Floor, Hunter Building
Pipitea : Rutherford House Mezzanine
Phone: 463 6644
E-mail: student-hardship@vuw.ac.nz

Web : www.victoria.ac.nz/careers

Chaplaincies
Catholic : Kohanga, 4 Kelburn Parade
Ph: 472 3325
Anglican/Ecumenical: Ramsey House
8 Kelburn Parade Ph: 463 5499
Web: www.vuw.ac.nz/chaplains
Muslim Prayer Spaces
Kelburn : KK202A and KK201, Kirk Building
Te Aro : VS 324, Vivian Street
Pipitea : RH347, Rutherford House

Student Counselling Service
Kelburn Phone: 463 5310
Te Aro Phone: 463 5310
Pipitea Phone: 463 7474
E-mail: counselling-service@vuw.ac.nz
Web: www.vuw.ac.nz/st_services/counselling

Disability Services
Kelburn : Robert Stout, Level One
Pipitea: Rutherford House, Mezzanine
Phone: 463 6070
E-mail: disability@vuw.ac.nz
Web : www.victoria.ac.nz/disability

Language Learning Centre
Von Zedlitz Building, Level 0,
28 Kelburn Parade
Phone: 463 5315
E-mail: llc@vuw.ac.nz
Web : http://www.vuw.ac.nz/llc/

Māori Student Support

Web:
www.victoria.ac.nz/students/support/maori

Web : www.vuw.ac.nz/st_services/finadvice

Student Health Service
Kelburn : Mauri Ora, Level One Student Union
Phone: 463 5308
Pipitea : Rutherford House Mezzanine
Phone: 463 7474
E-mail: student-health@vuw.ac.nz
Web: www.victoria.ac.nz/studenthealth
Physiotherapy: 0800 VICPHYSIO 0800 842749
E-mail: info@vicphysio.com

Student Learning
Kelburn, Kirk Building, Level 0
Pipitea : Rutherford House, Mezzanine
Phone: 463 5999
E-mail: student-learning@vuw.ac.nz
Web : www.victoria.ac.nz/slss

Student Recruitment and Course Advice
Level One, Hunter Building
Phone: 463 5374 or 0800 VICTORIA
E-mail: course-advice@vuw.ac.nz

VUWSA
Level Two, Student Union Building
Kelburn Phone: 463 6716
Pipitea Phone: 463 9479
E-mail : Kelburn@vuwsa.org.nz
Web : http://www.vuwsa.org.nz

Te Putahi Atawhai: Māori & Pacific Student Success
Kelburn Phone: 463 6974
Pipitea : Phone : 463 7476
Email : te-putahi-atawhai@vuw.ac.nz
Web : http://www.victoria.ac.nz/tpa

Appendix Two: Developmental levels of understanding

PERRY'S STAGES IN STUDENTS' THINKING (1968)
(*Adapted from Barrington, 2007*)

Stage	Understanding differing points-of-view
1	*Initially students see the world in black and white simplicity - authority figures like teachers supposedly know and teach absolute truths about reality*
2	*Students come to realise that there is uncertainty, but the variety of viewpoints merely reflects that not all authorities are equally legitimate or competent.*
3	*Students accept the notion that genuine uncertainty exists, but only as a temporary state that will resolve once an authority finds the answer.*
4	*Students are likely to become relativists who consider all views equally valid, with no hope of one true interpretation or answer*
5	*Students may retain dualistic ideas of right and wrong, and still accept certain instances where facts are truly facts and only one plausible truth exists.*
6	*Eventually, the inability to resolve internal inconsistencies leads students to a more general cognitive stage of commitment to a particular view in some area.*
7	*In the later stages, students can examine the impacts of commitments and associated trade-offs, and come to realise that the ability to embrace or modify a position in the hindsight of experience is a major part of personal and intellectual growth.*

Developing critical thinking is a complex, highly individualised process; not everyone will attain stages six or seven. Most 100-level students, particularly those straight from school or overseas, are likely to still be at stage one. On the other hand, courses such as Philosophy and Political Science expect students to be open to the impossibility of a single 'right' answer from the very first class.

Consider how students' levels of understanding might influence the design and delivery of your in-class discussions, assessments, and feedback at 100-level, 200-level and/or 300-level.

How will you find out what your students already know?

How will you encourage them to move beyond their comfort zone?

BLOOM'S REVISED TAXONOMY OF LEARNING (2001)
(*Adapted from Anderson & Krathwohl, 2001*)

Skill	Description	Typical instruction words
Creating	*Create new product or point of view*	*assemble, construct, create, design, develop, formulate, write*
Evaluating	*Justify a stand of decision*	*appraise, argue, defend, judge, select, support, value, evaluate*
Analysing	*Distinguish between different parts*	*appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test*
Applying	*Use information in a new way*	*choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write*
Understanding	*Explain ideas or concepts*	*classify, describe, discuss, explain, identify, locate, recongnise, report, select, translate, paraphrase*
Remembering	*Remember and recall information*	*Define, duplicate, list, memorise, recall, repeat, state*

These skills build from the bottom up, with 'remembering' the least complex task and 'creating' the most sophisticated.

How will you vary your activities, feedback and questioning:

- *With each session*
- *From week to week*
- *From one assignment to the next*

to grow students' capabilities over time?

Appendix Three: Useful Extra Readings

THE FIRST DAY OF CLASS:

Barrington, E. (2007). *Hot tips for tutors: A survival guide*. 4th edition. University of Auckland: Centre for Professional Development. Retrieved from https://cdn.auckland.ac.nz/assets/clear/documents/tutors-and-demonstrators/hot_tips_for_tutors.pdf

Davis, B. G. (2009). *Tools for teaching*. (2nd ed.) San Francisco: Jossey-Bass.

FOSTERING DISCUSSIONS

Cooke, W.B., & Royal, J. (2008). Leading discussion sections. In *Teaching assistant handbook*. Retrieved from https://teachingcenter.ufl.edu/ta-development/teaching-assistant-handbook/

Habeshaw, S. et al. (1988). *53 Interesting things to do in your seminars and tutorials*. 3rd edition. Avon, UK: Technical and Educational Services Ltd.

QUESTIONING

Barrington, E. (2007*). Hot tips for tutors: A survival guide*. 4th edition. University of Auckland: Centre for Professional Development. Retrieved from https://cdn.auckland.ac.nz/assets/clear/documents/tutors-and-demonstrators/hot_tips_for_tutors.pdf

Davis, B. G. (2009). *Tools for teaching*. (2nd ed.)San Francisco: Jossey-Bass.

POTENTIAL PROBLEMS AND POSSIBLE SOLUTIONS:

Bertola, P. & Murphy, E. (1994). *Tutoring at university: A beginner's practical guide*. Curtin University of Technology: Paradigm Books.

Dawson, S. (1998). *Effective tutorial teaching: A guide for university and college tutors*. Dunedin, University of Otago Press.

TEACHING THEORY

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: The Carnegie Foundation for the Advancement of Teaching and Jossey-Bass.

Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: The Carnegie Foundation for the Advancement of Teaching and Jossey-Bass.

Brookfield, S. (1990). *The skilful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco and Oxford: Jossey-Bass.

ASSESSMENT, MARKING & FEEDBACK

Anderson, L.W., & Krathwohl, D. R. (2001). (Eds.). *A taxonomy for learning, teaching, and assessing, A revision of Bloom's taxonomy of educational objectives*. New, York, NY: Longman.

James, R., McInees, C., & Develin, M. (2002). *Assessment of learning in Australian universities*. Melbourne Centre for the Study of Higher Education, University of Melbourne and The Australian Universities Teaching Committee.

Naylor, R., Baik, C., Asmar, C., & Watty, K. (2014). *Good feedback practices*. Available from http://melbourne-cshe.unimelb.edu.au/resources/teaching-and-learning/assessment/good-feedback-practices

GENERAL 'HOW TO' GUIDES:

Dawson, S. (1998). *Effective tutorial teaching: A guide for university and college tutors*. Dunedin: University of Otago Press.

Hughes, J.C. & Hendry, J. (2000). *TA survival guide*. University of Guelph, Ontario, Canada: Teaching Support Services.

Lambert, L.M et al (1996). (Eds.) *University teaching: A guide for graduate students*. New York: Syracuse University Press.

Lublin, J., & Sutherland, K. (2009). *HERDSA guide: Conducting tutorials* (2nd ed.). Milperra, NSW: Higher Education Research and Development Society of Australasia.

Pettigrove, M. et al (1993). *Manual for tutors and demonstrators*. Australian National University: CEDAM

Ramsden, P. (1992). Learning to teach in higher education. London and New York: Routledge.

Ramsden, P., Margetson, D. Martin, E., & Clarke, S. (1995). *Recognising and rewarding good teaching in Australian higher education: A project commissioned by the Committee for the Advancement of University Teaching*. Canberra: Australian Government Publishing Service.

The University of Florida Graduate School and Teaching Centre. (2017-18). *Teaching assistant handbook* (17th ed.) University of Florida. Retrieved from https://teachingcenter.ufl.edu/files/TA_Handbook_2017-18.pdf

Appendix Four: Victoria University Statutes and Policies

All tutors should ensure that they obtain and read a copy of the following statutes and policies, as they have significant implications for your role as employees of the University. Policies can be downloaded from the policy website:
http://www.victoria.ac.nz/about/governance/strategy

Academic Grievance Policy

The University seeks to provide a learning environment designed to help students achieve their fullest academic potential. To that end, it is important that procedures exist to ensure decisions affecting student learning and progress are fair. This Policy sets out how perceived academic disadvantage and academic grievances are to be resolved.

Student Conduct Statute

Students are expected to act in ways that are consistent with the role and guiding values of the University, and to regulate their own conduct so as not to impede or prejudice the work of other members of the community. They are entitled to work, learn, study and participate in the social aspects of the University's life in an environment of safety and respect. It is expected that students will act with integrity and demonstrate respect for others. This statute sets out the procedures that apply in the event that a student is alleged to have breached acceptable standards of conduct as described within it.

Staff Conduct Policy

This Policy was originally created to establish the basis for good employment management in relation to discipline and performance. It establishes expectations of staff good conduct, and provides mechanisms for addressing situations when expectations are not met. This Policy is designed to clarify for staff the types of unacceptable behaviour which constitute misconduct.

Acceptable use of Information Systems Statute

Victoria University of Wellington provides network and information systems to promote teaching, learning, and research and to assist with the administration of the University. Users have a responsibility not to misuse these facilities and to respect the rights of others using the information systems. This statute provides a framework for the use of the network and information systems and breaches of this statute are breaches of the Student Conduct Statute and the Staff Conduct Policy.

Equity and Diversity Policy

The University is committed to providing all of its staff and students with an inclusive and accessible environment for work and learning, and an environment that gives them equal opportunities to fulfil their potential and make their contribution.

The University recognises that the presence and success of a broad range of talented students and staff members of different backgrounds and experiences will help to link it more meaningfully to the local and global communities that it serves.

The University accepts that it plays a role in ensuring that the New Zealand community is able to draw upon the abilities and the contributions of all sectors of its diverse populations.