

8 tips from a current tutor



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1 Principles of Tutoring and Demonstrating (PTD)

The semester 1 offering of Principles of Tutoring and Demonstrating (PTD) modules are now fully subscribed. You are welcome to register your interest, but places will only be offered if there are cancellations by registered participants.

The PTD modules comprise a decamod within the ANU Academic Professional development program.

All modules, except Peer Observation (T6) & Evaluation and Reflective Practice (T9), will be held in the CHELT Seminar Room Building 10T1. See <http://chelt.anu.edu.au/contact-us>

Note that places are limited and that priority will be given to research students who are employed as an ANU tutor or demonstrator in Semester 1, 2017.

Select modules

For participants with limited or no tutoring experience:

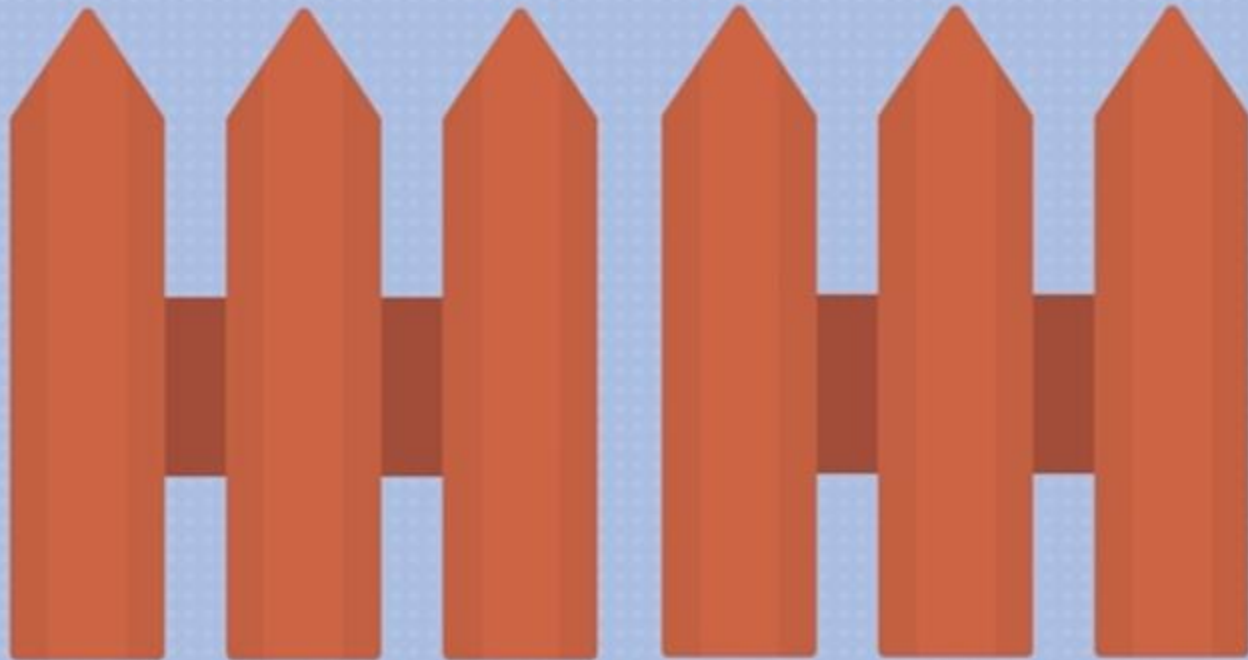
- T1 - Setting the Scene Reflective Practice — Thursday 23 February 1:00-3:00pm
- T2 - Student Learning — Thursday 23 February 3:00-5:00pm
- T3 - Planning a Tutorial — Tuesday 28 February 2:00-4:00pm
- T4 - Teaching Groups & Individuals — Thursday 9 March 1:00-3:00pm
- T5 - Dynamics and Diversity — Thursday 9 March 3:00-5:00pm
- T6 - Peer Observation — Tuesday 14 March (Not in CHELT)
- T7 - Intro to Wattle for Tutors — Thursday 16 March 2:00-4:00pm
- T8 - Assessment and Marking — Thursday 23 March 2:00-4:00pm
- T9 - Evaluation & Reflective Practice — Tuesday 21 March (Online module)
- T10 - Troubleshooting (The Tutorial Toolkit)— Tuesday 28 March 2:00-4:00pm

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Tutoring is a two-way street:
Your Effort = Student Engagement



Know your boundaries



4

Time management (Don't be a perfectionist!)



5

Mid-semester feedback

Mid-semester

One step towards improving teaching and learning is to gather feedback (from students or your peers) so that you can evaluate what is happening in your course(s); allowing you to identify elements that enhance learning as well as any that may be creating obstacles for your students. While end-of-semester SELT evaluations are one means of getting this information, SELT results are summative in nature and any changes you want to make as a result of SELT feedback must wait until the following course offering.

Many ANU teaching staff wish to gather feedback from their students in a more informal and timely fashion as a course is progressing. Mid-semester evaluations are a useful means for collecting such feedback.

Reasons for collecting mid-semester feedback

Mid-semester feedback allows you to:

- measure how things are going before the end of the semester
- reinforce with your students that you take their learning seriously
- make any necessary changes to teaching and learning
- demonstrate your commitment to the feedback process by discussing feedback outcomes with your current students

<http://unistats.anu.edu.au/surveys/formative/>

6

Use a variety of teaching tools



7

Network to gain ideas/insights/support

1) Scholarship of Technology Enhanced Learning, Leadership And Research



2) ANU Tutor Café: Where Tutors
Connect



Tutor Café

8

Use positive encouragement





Thank you for your time
and all the best!