
School of GeoSciences
Induction Course for Tutors and Demonstrators



Friday 12th September 2014
Crewe Annex, Room 4

PROVISIONAL PROGRAMME:

09.30 Registration

09.40 Welcome and Introductions

Anthony Newton, T&D Academic Coordinator
School of GeoSciences

- welcome
- intro to key people who work with T&D's

09.45 Roles and Responsibilities

Anthony Newton
School of GeoSciences

10.00 Health and Safety for Tutors and Demonstrators

Richard Chalkley

10.30 Tutoring and Demonstrating in the School of GeoSciences

PhD Students (Human and Physical Geography, Ecology and Geology)
School of GeoSciences

Half hour presentation, feeding from T&D's experiences, about:

- the type of tutoring and demonstrating offered in the school
 - Human and Physical Geography
 - Earth Sciences
 - Ecological and Environmental Sciences
- Fieldwork opportunities offered
 - Human and Physical Geography
 - Earth Sciences
 - Ecological and Environmental Sciences
- what to expect as a T&D
- the importance of T&D work to the School and the UG students
- how T&D work can benefit the PhD students
- advice to new T&D's (bearing in mind what is coming for the rest of the day)
- other teaching opportunities (LEAPS, Open Days, Science Festival etc)

11.00 Coffee

11.20 Payment and Tutoring and Demonstrating System

Alasdair Howie

- Introduction to the website
- Applying to be a tutor or demonstrator
 - Tutorials and Practicals
 - Fieldwork
- Payment
 - Scholarships
 - Contracts
 - Tutoring and demonstrating
 - Fieldwork
 - Marking

11.30 Why do we teach in practicals/laboratories, tutorials and fieldwork?

- 10 minute breakout session with students working in groups
 - Discuss own experience of tutorials, practicals and fieldwork as an undergraduate
 - How do/did tutorials, practicals and fieldwork add to the undergraduate experience at University?
- then 10-15 minutes reporting ideas to other groups on flip charts/comment from other groups, staff and tutors
- supported by all
- AJN – Short Presentation Summary

12.00 How to be an effective tutor and demonstrator

- Summary Expectations of Tutorials, Practicals and Field Courses (AJN Short Presentation)
- T&D Helpers (Aim is to cover the points below)
 - Tutorials
 - How to prepare for a tutorial
 - How to manage a tutorial group
 - Dealing with difficult students (e.g. those who do not participate or dominate or a quiet group)
 - Practicals
 - Preparation
 - Helping students who do not ask for help
 - Being proactive in helping students
 - Not giving students the answer
 - Fieldwork

- Preparation
- Helping groups
- Divide into Tutorial Groups (5 groups of 10) for role playing
 - One new PG plays the role of tutor and others the UG students. The UG students should play a variety of roles (normal, quiet, dominating, shy, bored student)
- Divide into groups for fieldwork strategies
- Groups feedback to group as whole on issues raised

12.55 Q&A

- students encouraged to ask questions, which tutors and Deputy Manager and Anthony Newton will do their best to answer

13.00 Lunch

14.00 Marking and Feedback Session

Overview of the Assessment Process

Introductory framework of the different stages in the assessment process, as seen from the student perspective (5 mins)

Anthony Newton

- That assessment from this perspective is not only summative (assessment *of* learning), but also, more importantly, assessment *for* learning
- Where and how tutors can potentially make useful inputs in this process

The specifics of marking and commenting in GeoSciences (10 mins)

Anthony Newton & GeoSciences tutors

This is expected to include details of:

- We will follow this with exercise where you will be providing questions and solutions to T&D
- Issues around boundaries of tutors' responsibility (checking mechanisms, handling special circumstances and challenges to marks, etc.) – largely the Course Organiser.
- Marking and commenting processes
- Guidelines and support available to students, and to tutors (hard copies of guidelines to be made available).
- **What does marking and commenting mean for me? (10 groups of 5) (10 minutes)**
 In groups, using Post-it, review what has just been said and make notes on:
 - questions that have come up for you (5 for each group)
 - things you expect to find challenging
 - general questions on marking and feedback

Students will then stick questions on to a board at the front of the class and will be discussed in the next section. Trainers will group similar type of questions on boards at the front of the class.

- **Discussion of specific challenges (20 mins)**

Using materials from the previous exercise, intended to address:

- questions asked by students in previous exercise
- general advice (e.g. how/where to start, remaining consistent, keep track of similar comments, how to allocate the full range of marks)
- what to do with specific (tricky) cases (e.g. boundary cases, poor presentation, excellent/poor work, qualitative judgment for maps etc)

- **Good practice on Feedback on students' work (5 groups of 10) (20 mins)**

Anthony Newton - how did you feel about good or bad feedback as undergraduates

Exercise designed to get them to brainstorm what is effective practice and to their findings.

- Post-it notes to include 'Do's and Don'ts' columns (5 of each per group)
- Discussion of the groups' findings as a whole

Anthony and tutors to give summary on the importance of feedback/learning points – key points from the point of view of GeoSciences and the University

15.15 Summary and Thanks

Anthony Newton

15.15 Fill out T&D Induction Evaluation Form

15.20 Coffee

16.30 Drinks Reception

Grant Institute Museum