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**Introduction**

This Introductory Guide for Tutors has been designed to introduce tutors and new sessional staff to some key teaching procedures and strategies. It also provides a broad overview from planning through to evaluation and tips for reflection for the first few weeks of semester teaching. The aim is to offer practical ideas and strategies that can be used in the classroom and provide links to extra resources.

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**TOP TIPS**

- Conduct an engaging demonstration by being prepared.
- Communicate regularly with your course coordinator.
- Be well informed of your roles and responsibilities as a tutor.
- Enjoy your teaching and remember you play a vital role in the students’ learning.
1. Staff Professional Roles and Responsibilities

Tutors are highly valued for their expertise and contribution to Teaching and Learning. As a professional member of staff you have particular roles and responsibilities to fulfil as outlined below.

- You are expected to demonstrate a high level of professionalism at all times and comply with RMIT Policies and Procedures. When you are engaged in teaching and other duties you are an RMIT staff member even if you are also a student or industry professional. Please refer to the RMIT Code of Conduct.

- In the role of teacher you are to maintain the highest levels of confidentiality and impartiality. At no time are you to discuss marking schemas or solutions with students. If you find there is a personal conflict of interest with a student/s in your class, you are to contact your course coordinator immediately.

- You are required to maintain your discipline and technical expertise, along with developing your teaching abilities such as planning lessons, student engagement, classroom communication skills etc. If at any point you experience any teaching difficulties immediately seek support from your coordinator.

- If you are currently an enrolled student or working outside of the university it is essential you manage your own study, work and personal commitments as well as meet your teaching obligations. You also need to make sure you do not overload yourself and put your own study/work, health and personal responsibilities at risk. If you find you are having difficulty fulfilling your teaching and/or marking commitments you are to discuss this with your coordinator immediately.
### 2. Summary Checklist – Getting Started
Before you commence teaching ensure that you have addressed the following items. Follow-up with your course coordinator on any points you are unsure about.

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<tbody>
<tr>
<td><strong>1</strong></td>
<td>Have you met with your coordinator and other school teaching and administrative colleagues?</td>
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<td><strong>2</strong></td>
<td>If you are a new permanent casual sessional staff member have you submitted all the necessary employment, staff access and IT forms?</td>
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| **3** | Are you clear about your payment for teaching duties and contact hours such as:  
  - Attending lectures as a part of preparing for tutorials/practical classes.  
  - Participating in school/discipline staff meetings?  
  - Being available for student consultation outside scheduled class times?  
  - Responding to student email learning and teaching enquiries?  
  - Assessing and grading students’ assignments and/or marking exam papers? |
| **4** | Have you participated in an Induction or Orientation session? |
| **5** | Have you checked to see if there is a ‘School Manual for Tutors or Sessional Teachers’ with specific guidelines and recommendations? |
| **6** | Have you met other teaching staff with whom you will be teaching? |
| **7** | Are you familiar with the teaching spaces that you will be using and how to obtain room keys where necessary and operate the technology? |
| **8** | Do you know where and how to access relevant facilities and resources including:  
  - Office/preparation work spaces for tutors?  
  - Course coordinators’ office and email address?  
  - Staff room, coffee & tea-making facilities and toilets?  
  - Printers, photocopiers, scanners and fax machines?  
  - Student work areas including computer labs?  
  - Pigeon holes or other snail-mail collection points? |
| **9** | Do you have contact details for IT and AV support staff? |
| **10** | Have you undergone training to use RMIT IT systems such as:  
  - Blackboard.  
  - Novell Login.  
  - Learning Hub.  
  - GroupWise Email.  
  - Employment Self Service. |
3. Teaching Tips for the First Day/s

Carefully planning for your first class will not only reduce stress but will also help establish a framework for planning future classes.

When possible (and sometimes it will not be possible to access a classroom early due to a prior class) there are many advantages to arriving at the classroom ahead of the scheduled start time such as:

- Being able to prepare and set-up for the class and being ready to greet students as they arrive to the tutorial session. This is a good time to practice students’ names which helps set a positive tone to the class.

- Checking any equipment needed for teaching and class activities. If you do find you need technical assistance then you will have time to call for support.

- Re-arranging the furniture to match any particular teaching activities such as group or pair work, although this can also be done with students as a class activity. You must not move or lift any furniture that could injure or cause physical harm to yourself or your students. Also, all furniture needs to be returned to how you found it, ready for the next class.

There is no formula to guarantee a successful first day of teaching – this will depend largely on the specific context of your course, the student body and to a degree your experience and confidence. Aim to include as many of the following strategies into your teaching as possible and this will help ensure a successful first class.

(a) Introductions

It is important in the first session to spend time introducing yourself and helping students to get to know each other. You can create an informal, friendly environment from the start by welcoming students, conveying your enthusiasm for the course and telling them something about yourself. Remember to write your name and email address on the board and let students know if/when you are available for student consultations and when you will be able to reply to their emails.

(b) Using Student Names

Getting to know student names is a useful first step in building rapport with your class. Students, particularly first-year students, appreciate it when their teachers know them by name. It shows that the teacher is interested in them, cares about their transition into their class and concerned about their progress.

Addressing students by name is also a useful tool that you can use to manage and influence classroom dynamics. Remember students may have a preferred name different to that which is recorded on official lists and documents. Confirm with students what they would like to be called.
Although learning and remembering names is not an easy task, particularly if you teach a few classes, it is not impossible if you work hard at it and try some of the tips below. Some ways or learning student names include:

- Ask students to use name tags or sticky labels.
- Place name cards such as A4 paper folded in half on desks for the first few weeks.
- Draw maps of the room layout with students’ names next to where they usually sit, although students will change seats as they form friends and as you re-organise the furniture for particular teaching activities.

Remember students will be appreciative of you making an effort to get to know them and forgiving if you get their name wrong or mispronounce it rather than not making an effort at all.

(c) Ice-Breakers
A good way for your students to meet each other and for you to set the tone for a relaxed and interactive class is to facilitate a short ice-breaker activity. It is another way for you to get to learn students’ names. The type of ice-breaker activity you choose will depend on how much time you have in the first session and how comfortable you feel to facilitate it. For further ideas for icebreaker activities and links to resources – see section 5, Ice-breakers Ideas.

(d) Expectations, Requirements and Class Ground Rules
In the first session it is a good idea to spend a few minutes talking about your role and class expectations and to introduce some agreed ground rules. This does not mean laying down rules in an authoritarian way, rather talking with students about how their class can be conducted in the most effective way, what you expect from them, what they expect from themselves and each other and also what they can expect of you. Some examples of things you might talk about at the commencement of the semester with reminders throughout the semester are:

- Coming to class prepared.
- Being punctual for the start of class.
- Respect for students’ views and backgrounds.
- Importance of active participation and having a go – i.e. to foster a learning culture that “it is far better to contribute and get it wrong rather than never try at all”.
- Importance of turning off (and keeping off) mobile phones and other electronic devices.
(e) Course Overview

Finally, students will always feel more confident if they know that you as their teacher are aware of the overall semester plan and direction of the course, as well as the finer details of how you will assist them reach this end point in the week by week teaching.

In the first two classes of semester take the students through the following points and always allow time for questions and concerns they may have after explaining the following:

- What the course is about. What aims and objectives, theoretical foundations, assumptions are covered. Where this course fits-in with the wider program they are enrolled in. Note, this may be difficult if teaching a compulsory cross-discipline course.

- What interests you about this course? Why you are enthusiastic and passionate about this course. If you have taken this course (or similar) explain to the students what you may have found as the challenging aspects.

- What the required reading materials and practical components are, as well as the extra resources listed in the course guide. Also remind students of ancillary learning and teaching resources and support, such as the library, computer labs, and student-learning support services.

- Students are keen to learn about the assessment and grading. If you have been provided with a guideline for assessment criteria it is important the students fully understand the expectation and components of the tasks.

- You also need to remind students that the course is designed to extend them beyond just the assessment tasks and that certain readings and specific activities are designed around developing certain competencies and graduate attributes.

It is a good idea at this stage to briefly cover these points being careful not to do all the talking. A dot point overhead may be enough, re-assuring the students that you will revisit some of the points in subsequent classes. Try to involve students as much as possible from the first session and encourage them to ask questions about the class or raise issues and concerns.
4. Teaching Tips for More Experienced Tutors

As soon as you are feeling more confident and building rapport with your students you may wish to consider some additional teaching strategies. For relatively new staff, your coordinator or mentor will be able to discuss and guide you through these strategies which are more challenging.

(a) Student-Centred Learning

Student-centred learning is a learning model where students are at the centre and active participants in their learning, as opposed to teacher-centred learning which is more prescribed and often little more than transmission of knowledge with few opportunities for active student engagement.

Ideas to consider for student-centred learning:

- Think about bringing the learning concepts ‘alive’ with active learning strategies. It is important to give clear instructions and check that students understand each step before starting and then having to stop and interrupt an activity. Check that students are aware of the purpose of the activity, i.e. the connection between the activity and the learning objectives and outcomes.

- Facilitating small ‘group activities’ is a way to encourage participation especially by students who may be reluctant to speak-up in a whole-of-class activity. This also provides the opportunity for peers to interact and learn from one another. Some group activities include; quick buzz-sessions, mini-Q&A’s around stats, charts, definitions etc., identifying strengths and weaknesses in lab reports, definition card matching activities or create a concept jigsaw-puzzle to assemble.

- When teaching and asking students questions to gain clarity around concepts and key ideas, rather than always addressing the entire class, change your question-response strategy, such as sometimes call on the entire class, other times nominate a particular student by calling them by name, or call on a pair of students to respond, or have one pair of students respond to another pair of students and so on, to eventually form a group response - see section 8, The Importance of Questions.

- When providing factual information such as assignment details, class changes or exam locations so as to prevent students being distracted from a current learning activity, it is best to have this written on the whiteboard, learning hub and/or provide a handout for students where the information is clearly documented and present it at the start or end of the class.
(b) Engaging With Your Students

Ideas to consider for you connecting with your students and to encourage class connectedness include:

- Be conscious of engaging all students in the class and not just those in the front row or students who are confident enough to participate. Aim to always address students by their preferred name (which may not always be their first name) and encourage students who are less confident in making contributions during class.

- As noted earlier if you are able to learn and use the preferred names of the students this will improve the relationship between yourself and the students and between students. There are particular strategies for learning names of large groups and once you know most of the class, being able to address and call-on individual students by name, especially those who are less confident will help and go towards improving class dynamics.

- When a contribution is made by a less participatory student, acknowledge their ‘joining-in’ and this may help encourage them to further participate. Also, remember that participation does not just have to be measured by how many times a student ‘speaks’ in a whole class context. Look for non-verbal ways of participation such as offering to record group work but not report back to the class or verbal contributions in pair or small group activities.

- It is important to acknowledge that students in your class will bring individual learning strengths and weaknesses, as well as unique personal attributes and experiences - age, gender, preferred learning modes and study backgrounds, cultural and social backgrounds. One style of learning and motivation is not going to be universally appropriate, however, the more you are able to offer a diverse set of teaching approaches the greater the likelihood there is that you will be meeting more students’ needs.

- Rewarding and acknowledging student participation is important but again try to move beyond just verbal or the same repetitive style of praise and response. There are many different ways from a smile or nod, a clap of your hands, or providing early or longer tutorial breaks.

- Try and think of ways of acknowledging and praising students other than just in a ‘whole-of-class’ setting. Take the opportunity when students are working on individual tasks or when you move away from the front of the room, to walk around the classroom and speak one-on-one with students. Let them know you have noticed their extra effort/contribution or suggest ways they may be able to improve and increase their participation.

- As you become more skilled and confident, you can also explore strategies of peer acknowledgment, encourage intrinsic self-reward and build self-evaluation and reflection skills so they can become more independent and feel proud and reward themselves for their own improvements and achievements. You can discuss such ideas with your course coordinator as well as DevelopMe.
5. Ice-breaker Ideas

**Individual**

**Self-introductions (5-10mins)**
Ask students to introduce themselves to the class by:

- Providing their preferred name.
- Talking for 2 – 3 minutes about themselves – e.g. their study background or future goals.
- Stating the main reason why they are taking the course.

**What’s In a Name? (10 – 15 mins)**
This activity is useful in helping you and other class members to start to learn students’ names. It is similar to the activity above except students are asked to explain what their name means and/or the story behind their name – i.e. what do they know about how they got their name?

**Pairs**

**Introducing a Classmate (10 – 15 min)**

- Divide the class into pairs.
- Tell students they have 5 mins to find out 3 pieces of key information about their partner.
- Then ask the student to introduce their partner to the whole class.

**Back to the future (15-20mins)**

- Ask students to think about where they might be in 10 years time.
- Divide the class in pairs and ask them to interview each other.
- What are their partners doing 10 years from now?
- Then ask the students to introduce their partner to the whole class - e.g. “This is Sam. She is the head researcher in a large pharmaceutical company etc.”

**Groups**

**What do we have in common? (15-20mins)**

- Divide the class into groups of 4-6. Set a time limit (at least 5 mins) for the group to make a list of five things they have in common.
- Point out that the list cannot include obvious things like “we’re all doing this course” or “we’re all students at RMIT” etc.
- After the set time, ask a spokesperson from each group to report to the whole class.

**Other Ice-breaker links:**

- [Icebreakers, Fun Games, Group Activities](#)
6. Preparing Your Lesson Content

When preparing to teach it is important to check your understanding of the concepts or problems that will be covered in the upcoming class by checking the lecture notes, tutorial guides and textbooks.

If you are teaching a tutorial or practical class with set questions and problems, it is best to work through all the problems yourself, making a few notes as you go to which you may want to refer to during class. Do this even if you have been provided with solutions to the problems. This will help you explain clearly to the students the steps required and the process involved in solving the problems.

One of the common concerns of new teachers is that they will not know all the answers to students’ questions. While it is very important for you to know most of the course you are teaching, you cannot be expected to know everything. When you are preparing you can try and predict possible questions. Students generally appreciate teachers who are candid about not knowing the answers to difficult student questions.

When faced with a difficult question:

- Acknowledge the student who asked the question and let him/her know that you will try to address it in the next class. It is very important that you do follow-up in the next class and explain how you went about finding the answer.

- If you feel confident enough you can try calling-on the class as a whole and working through the problem together. In a class where a culture of giving it a go has been established students will be willing to contribute and participate in such group problem-solving activities.

- If the question is not relevant to the course, offer to discuss the questions outside of class or refer the student to a relevant text that deals with the topic.

Equally important to spending time reviewing the content of the session is the need to think about how you plan to run the class and how you will move step by step covering the material for example:

- How will you help students achieve the learning objectives/outcomes for the particular session?

- What skills are involved in this?

- Do you need to prepare any particular teaching materials, aids or organise equipment or have furniture set-up in a particular configuration?
7. Preparing Your Lesson Methods

As well as being familiar with the content of the lesson it is important to spend time thinking and mapping-out how you plan to deliver the lesson content, that is what steps and activities you have planned and how much time you will need to cover each of the content areas. The following questions will help you in this process:

1. **What do you want students to learn in this class/session?**
   - What are your key objectives for this particular session?
   - How does this fit into the overall structure of the course? How does it relate to the previous week’s session? Will it link to the following weeks topic, if so how?
   - How do the tutorial activities relate to the material covered in lectures?
   - What skills do you want students to practise/develop (e.g. oral communication, teamwork, problem solving, critical thinking, demonstrations etc.)?
   - Are the activities sufficiently varied to maintain interest?

2. **How will you structure the session?**
   - What are the key priorities for the class – i.e. what will you spend most time on?
   - Will you spend time reviewing concepts/problems introduced in lectures or last week’s session?
   - What kind of activities will you ask students to do?
   - Approximately how long should students spend on each of these?
   - What “back-up” activities/problems will you have in case something you’ve planned doesn’t work well or students finish it faster than planned?

3. **What teaching resources will you need?**
   - Do you need to re-arrange the furniture in the room for your planned activities?
   - Do you need to have audio-visual, particular software or laboratory equipment?
   - Have you got back-up activities planned if the equipment fails?

4. **How will you manage the delivery of the class?**
   - How have you planned to break the class up between introductions, activities and closure?
   - Have you planned a sequence for presenting the learning activities?
   - Have you planned a mix of students working as a whole class, in groups and/or individual activities and how to plan to make the transitions between each of these?
   - How will you know when the class may be losing interest or struggling and have you planned ‘back-up’ activities for such times?

5. **How will you conclude the session?**
   - What preparation/homework will you ask students to do for next week’s session?
   - How will today’s class link to next week’s session?
8. The Importance of Questions

One of the most important ways to engage students and encourage them to actively participate in the class learning process is to become skilled at posing questions.

Confidence in questioning techniques will allow you to:

- Prompt discussion and debate.
- Stimulate creative and critical thinking.
- Develop students’ communication skills.
- Arouse students’ interest in a topic or issue.
- Assess the level of students’ existing knowledge.
- Check students’ understanding of concepts and theories.
- Assist students to review and make links to previous lessons.

Three points to consider when practising and preparing different types of questions:

1. Use a range of questions pitched at an appropriate level. Build question complexity from simple and straightforward questions to more complex questions needing more critical thinking. The types of questions will depend on your purpose for asking them.

2. Two key types of questions are closed – that can be answered with a yes/no response such as ‘Did the temperature go up or down?’ An open question requires a more detailed response and encourages deeper thinking and understanding such as, ‘Why do you think the temperature will increase and what variable could be contributing to this change?’

3. Allow enough time for students to respond. Students need ‘thinking’ time to process and find an answer. Often for new and inexperienced teachers this ‘silent time’ can be uncomfortable. However, first wait for a period of time and then finally offer a prompt to help the students to start to answer the question or re-phrase the question in another way.

4. Respond appropriately to answers and provide positive feedback. Acknowledging all attempts to answer questions, even if the response is incorrect, is very important for establishing the having a go culture for your classroom. If part of the answer is correct acknowledge this first and then follow-up with for e.g. ‘You are on the right track, but have you thought about …’. Also where possible try to invite the class to progressively build on answers.

5. Finally, change and mix question types and the way students can answer them. Not all question and answer sessions have to be responded to just by individuals. Think of having a mix of individual, pairs, groups and whole-of-class responses. Also provide a mix of ways to answer questions such as writing, demonstrating, creating programs or models or using personal response systems (clickers).
9. Guide to Student Assessment

As a tutor you are generally not required to design or set assessment tasks. These are stipulated in the course guide. You may, however, be required to assess students directly or mark their work. This university only uses criterion-based assessment. Before you assess any student or their work make sure you have a copy of the relevant criteria. The purpose of assessment is to reinforce the learning objectives so all assessment tasks are aligned with the learning outcomes.

There are two types of assessment issues you should be aware of:

1. **In class or laboratory:**
   Familiarise yourself with all in-class assessment tasks.
   - Make sure you have the solutions to any quizzes you are required to give.
   - To ensure consistency make sure you enforce any conditions of assessment e.g. students may be allowed to use a cheat-sheet or may or may not be allowed to use dictionaries.

2. **Marking assignments/exams:**
   - Marking guides will be provided by the course coordinator. If you have queries about the guide contact your coordinator for clarification.
   - If you have a query about a student’s work contact the head tutor or course coordinator.
3. Summary Checklist: Assessment

The assessment of tutorial tasks serves two important purposes:

- To assess students learning and grade students on set tasks.
- To provide immediate feedback to specific problems so students become aware of gaps in their understanding.

If you are unsure about any aspect of marking, always check with your course coordinator, your fellow tutors and ask yourself the following questions:

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<tr>
<th>Questions to Consider</th>
<th>Your Notes</th>
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<tr>
<td>Am I clear about what the students are being assessed on in each task?</td>
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<tr>
<td>Do I have a copy of and understand the marking criteria and marking scale?</td>
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<tr>
<td>Do I take marks-off for poor grammar, spelling and English and what do I do with poor referencing methods?</td>
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<tr>
<td>What are the guidelines for granting students extensions? Are there penalties for late submissions?</td>
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<tr>
<td>Do I know what to do if students argue or want to appeal the marks they have been given?</td>
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<tr>
<td>Do I know what to do if I suspect students have submitted work other than their own?</td>
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Academic Integrity

RMIT regards academic dishonesty as a very serious matter. Remind students that every course guide clearly outlines the university’s academic integrity policy and the role and responsibility of each student to adhere to this. If you suspect students of plagiarism then you need to contact your course coordinator immediately. You can also provide students with the following links:

- [Academic Integrity](#)
- [Study and Learning Centre Learning Lab](#)
- [Study and Learning Centre](#)

As a tutor you might detect plagiarism in tutorial submissions. You may also need to be aware of students inappropriately ‘sharing’ group work. If you notice what you think may be plagiarised work you need to consult and be guided by your course coordinator in how to respond and manage this. Some tips that may help you notice plagiarism include:

- Generally poor referencing technique.

- Lack of quotation marks or correct referencing.

- Noticeable repetition from one student paper to another.

- Language that seems inconsistent with the student’s other work.

- Inconsistencies in writing style or fonts within a piece of written work.
10. Providing Student Feedback

In order for students to learn and to make the most of the assessment process it is essential to provide students with feedback. Often students are unsure of what constitutes feedback and only see marks and written feedback on individual reports as feedback. It is helpful to explain that in addition to comments on individual assignments, answering questions in class, on email or in forums/blogs is also feedback. Effective feedback:

- Is timely and given as close to task completion as possible.
- Allows students to adapt and adjust their learning strategies.
- Leads students to being capable of assessing their own work.
- Gives students a clear indication of how work can be improved.
- Focus students on fulfilling the task rather than just effort and time.
- Addresses students’ misconceptions and gaps in their understanding.

If students are to learn from written comments on individual/group assignments they must read, understand and act upon what you have written and respond accordingly in their next piece of work. All students need to receive feedback, not only those who did not do so well. Students who do well need to know why they achieved a high mark and what else is needed to progress further.

Remember to:
- Try to sign off on a positive and encouraging note.
- Make constructive criticisms on potential improvements.
- Clearly explain why you have awarded a particular mark.
- Where applicable, encourage students to come and discuss the report with you.
- Use positive reinforcement and congratulate students on what they have done well.

As well as individual written feedback, it is also useful to provide some general feedback to the whole class. This can be done either during a class or at the start of the next week’s class by drawing attention to common problems and questions asked during the week or from assignments that have been recently assessed.
11. Post-Teaching Evaluation

As a tutor and/or sessional staff member you are not formally evaluated on your teaching. However, your teaching contributes to the overall student experience in any course and each course is formally evaluated at the end of the semester. Feedback on your teaching will guide you to improve your planning, delivery and confidence. You can work on improving your teaching by yourself, with peers as well as senior staff.

As a tutor you are making an important and valuable contribution to your students’ learning. Evaluating your teaching will help you build links and relationships with other teachers and provide opportunities for you to feel a part of your school’s teaching and learning community.

Below is a list of feedback methods and techniques. These are just suggestions and it is important to always ask for support and guidance from other tutors, your course coordinator or the College SEH -Teaching and Learning staff if you want more information or want to explore new ways of implementing these ideas.

**Self-reflection**

It can be difficult to look honestly at your own teaching but if you accept this as part of your lesson planning it will become easier to consider questions such as:

1. Did I achieve the aims and objectives I set for this lesson? If not, why not?
2. Did I struggle responding to some of the students questions and how will I follow-up on this?
3. Was there a particular student or a small group of students I did not seem to engage with & why?
4. What will I try to do differently next time I teach this class of students or lesson?

**Peer assessment**

Arrange with either another tutor or a small group of tutors to go through your lesson plans and watch each other teach two or three times during the semester. You can then come together and provide feedback in a supportive manner. This can only work when all participants agree on the criteria for observations and that there is a professional approach. You may ask a more senior colleague to assist you in setting-up this kind of peer assessment at the beginning of semester.
Teacher Mentor
You will need your school to assist with this approach by asking if you can meet with a senior teacher in the school a number of times preferably before, during and at the end of the semester. This can be done on a one-to-one basis or you may participate in a group to be mentored by one senior staff member. The dynamics of each mentoring relationship will be different, however, when set-up in an explicit and professional manner mentoring is an effective way to improve teaching ability and confidence, as well as building networks with other teachers in the school.

A less formal version is where you ask your course coordinator if you can come and watch them teach a class and they then come and observe you. You may not feel confident in the beginning but over the course of a few semesters of teaching and working with the same course coordinator this can be a very productive way of working.

Journal
A teaching journal can be kept either for each class or over a semester. The idea is to record either electronically or in a book your ideas, feelings, struggles during the planning phase of your class, whilst teaching (if and when possible) and most importantly immediately at the end of a class. This can be kept private or shared. Documenting in dot points or drawings or scribble your challenges, successes and choices provides you with a tool of self-reflection.
12. Health & Safety

Responsibilities

- RMIT is ultimately responsible to provide a safe workplace.

- As an employee you are required to behave in a manner which does not create dangerous or hazardous circumstances.

- Staff who are responsible for students in a lecture, practical class, activity-based class or field trip must be aware of their responsibilities under the Occupational Health and Safety Act (2004) and of the health & safety requirements of the students in their charge.

- You must agree to abide by the RMIT health & safety processes and procedures. Please ask your course coordinator to check for any specific School General Safety Guides and Safety and Operational Manuals.

- A risk assessment is required to be completed for all undergraduate practical classes and activities.

- All accidents, incidents and ‘near misses’ should be reported immediately to your supervisor, course coordinator and the school health and safety representative.

- You should not use any equipment or perform any procedure or process which may be dangerous or hazardous until you have been instructed in the correct operation by your supervisor, course coordinator or an appropriately qualified or experienced instructor.

- All staff and students have a responsibility to observe the emergency evacuation procedures established for RMIT. These procedures clearly spell-out what staff and students must do in emergency situations when attending an RMIT campus.

- Staff have the responsibility to oversee the evacuation of the students in their class under their supervision.

RMIT Health and Safety

As a member of staff you can visit the Health and Safety web pages to help you manage the health and safety risks associated with the various activities undertaken across the Schools and Departments of the University. This includes support for Health and Safety training.
Evacuation Procedures
Be aware of the nearest emergency exit at all times.
On hearing the ALERT signal (beeping tone), becoming aware of an emergency affecting your area or being instructed to be ready by an Emergency Warden, property services personnel or security officer:

- Follow instructions given by any Warden, property services personnel or security officer.
- Cease all work and prepare to evacuate.
- Shut down any equipment or processes.
- Assemble at the nearest fire exit stairs ready to evacuate.

You are NOT required to evacuate unless instructed to do so by the “TONES” or an announcement is made over the public announcement system. On hearing the EVACUATION signal (whooping tone), become aware of an emergency affecting your area or being instructed to evacuate by a Warden, property services personnel or security officer and:

- Follow instructions given by any Warden, property services personnel or security officer.
- Exit the building via nearest fire exit stairs and proceed to the designated Assembly Area.

What you should not do during an evacuation
- DO NOT continue to carry on with your teaching or any other tasks. This causes delays which may put your life and those of others in danger if the emergency is not controlled.
- DO NOT try and contact anyone to find out what is going on, this only congests the telephone system and hampers control of the emergency.
- DO NOT use lifts or escalators.
- DO NOT obstruct or stay around in the building.

Emergency Contact Numbers:
- RMIT Security 24/7: Ext 53333
- Medical Emergency: 0-000
Resources

Student Support

Study and Learning Centre Learning Lab
https://www.dlsweb.rmit.edu.au/lsu/

Study and Learning Centre
http://www1.rmit.edu.au/studyandlearningcentre

Academic Integrity
http://www1.rmit.edu.au/students/academic-integrity

Teaching Support

College resources
http://www1.rmit.edu.au/seh/learningteaching/improving-teaching

SEH teaching tips and FAQs for sessional staff
http://www.rmit.edu.au/browse;ID=9j0vitvcr947

Icebreakers, Fun Games, Group Activities
http://www.icebreakers.ws/

Professional Development Support

DevelopMe
http://www.rmit.edu.au/staff/professionaldevelopment

RMIT Code of Conduct
http://www.rmit.edu.au/policies/codeofconduct

Occupational Health & Safety

Health and Safety
http://www.rmit.edu.au/healthandsafety

Emergency Management
http://www1.rmit.edu.au/browse;ID=7eonxtckrjtr

Evacuation procedure
http://www.rmit.edu.au/browse;ID=qn32307c9oqqz
“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Author unknown