

# How might my students approach their learning?

## Module focus

- surface approach to learning
- deeper approach to learning
- achieving/strategic approach to learning

## Module outcomes

- you will identify the characteristics of different approaches to learning
- you will reflect on how your approach to teaching can influence your students' approach to learning
- you will be introduced to the use of problem solving as a means of fostering deeper learning

***'There seems to be a range of approaches to learning adopted by my students. Some seem to want to be told all the answers. Others seem to want to explore concepts more deeply and are really interested in understanding what we are doing. I wonder what they are learning. Some are just focused on memorising information for my assessment tasks.'***

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. For an upcoming lecture or tutorial, plan a learning activity which requires students to:
  - a. reflect on something related to your discipline with which they should be familiar
  - b. use this existing knowledge to tackle a problem related to your discipline which you feel will challenge them
  - c. suggest that they decide on three possible solutions
  - d. require them to select the 'best' option
  - e. ask them to justify their choice (and elimination of lesser options)
  - f. ask them to report on what they learnt about the activity (not content, but process!).

For example:

Smalltown is one of the fastest growing towns in the area. It prides itself on its new bike trail that includes paved areas and beautifully landscaped natural settings. According to the Smalltown police chief, the bike trails are the target of vandals who have painted graffiti on the asphalt trail and on trees in more scenic and natural parts of the trail. Furthermore, the bike trails are constantly littered with empty water bottles, old tires, broken skateboard wheels, and rusty bicycle chains. There have even been two arrests for public drunkenness on the trail. The Chamber of Commerce has hired you to launch a local advertising campaign that will inspire some civic pride in the trail and develop a sense of community ownership of the trail. Based on this information, work as a group to reach consensus on the exact nature of the problem, analyze an audience for the advertising campaign that you likely could reach, develop criteria for measuring a "good" campaign for reaching that audience, and develop an outline for three different campaigns that meet your criteria and thus might be successful.

(Source: Weiss, R. 2003 'Designing problems to promote higher-order thinking', *New Directions in Teaching and Learning*, 95, 25- 31 - online available <http://www3.interscience.wiley.com/cgi-bin/fulltext/106557111/PDFSTART> accessed 11 April 2007).

2. Follow up with a series of learning activities which lessen your transfer of information and require individuals or small groups of students to increasingly manage their own learning. It may be that as students perceive this

change occurring, those who merely relied on you to provide them with 'all the answers' realise they need to become more responsible for their learning – or maybe not!

3. Involve students more in active evaluation, analysis, critical thinking, re-design, exploration of alternatives – each lecture may begin with, or include a short problem or issue for students to analyse. As the end of the lecture nears, you return to the issue and solicit student responses. Be supportive and encouraging and allow for 'wrong' answers.
4. Begin a discussion thread in DSO in which you invite students to add to and build on an issue. Reward with positive comments and try to shift students towards their own intrinsic reward mechanisms.
5. Remember that depending on the context in which learning takes place, the same student may adopt different approaches.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.tedi.uq.edu.au/Teaching/tutor/resources.html#deep> - is a brief discussion of the different approaches to learning which students may adopt, and includes a few basic suggestions about how to encourage 'deeper' learning.
2. <http://www.iml.uts.edu.au/learn/teach/resources/tm/studentlearn.html> - is a good discussion of:
  - a. the characteristics of different approaches to learning,
  - b. the influence that teaching has on the approach to learning a student may adopt,
  - c. some practical suggestions for discouraging a surface approach and encouraging a deeper and achieving approach to learning,
  - d. the factors which influence students' approaches to learning.
3. <http://www.tedi.uq.edu.au/teaching/toolbox/pedagogy.html> - distinguishes deep from surface learning, lists factors which promote effective learning, and lists the characteristics of effective university teachers.
4. <http://www.springerlink.com/content/h783327838855132/fulltext.pdf> - an article from the *Higher Education* journal which reports on a quantitative study of the link between a teacher's approach to teaching and his/her students' approach to learning - the findings indicate a correlation between an approach to teaching which is information transfer based and a surface approach to learning by students.
5. <http://www.ucalgary.ca/pubs/Newsletters/Currents/Vol2.1/approaches.html> - discusses approaches to learning as being primarily driven by either assessment or workload, which has implications for how we assess and teach.
6. <http://www.engsc.ac.uk/er/theory/learning.asp> - contains a useful discussion of how our design and implementation of the learning experience can influence the approach to learning adopted by a student.
7. [http://www.ucd.ie/teaching/goodPracticeT&L\\_sub/deepSurfaceLearning.html](http://www.ucd.ie/teaching/goodPracticeT&L_sub/deepSurfaceLearning.html) - a very readable discussion of how approaches to learning are influenced by student workload, assessment, learning objectives, our own teaching and a feeling of choice being available to the student.

## Alert !

Remember the distinction between approaches to learning (surface, deep, strategic) and learning styles (auditory, visual, tactile, kinaesthetic).

## Related topics

*How do I cater for different learning styles?*

# How do I ask questions effectively in class?

## Module focus

- phrasing questions in class discussions
- encouraging student responses in class

## Module outcomes

- you will become familiar with a range of question types
- you will identify how you can structure a lesson around a series of questions
- you will become familiar with using a questioning technique which suits your teaching style and your students' needs

*'I ask questions but I don't seem to be able to generate worthwhile discussions. When I try to get a discussion going in class, the students are reluctant to contribute. I can ask a question and nobody responds. And when someone does offer an answer, it often seems to be quite short. Either this or one or two students always seem to dominate. It really becomes frustrating after a while.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Prepare a class around a series of questions beginning with low level 'knowledge' type of questions and building up to more 'analysis' and 'evaluation' questions.
2. When designing questions before the class, try to design them in sets, so that when you ask the first question, and you manage to elicit a response from a student, ask a follow up question which requires the student to expand on or justify what they originally said.
3. By asking questions based on the students' own personal experiences and knowledge you will be much more likely to draw a response.
4. Build in enough 'wait time' between asking your question and getting a response from students - up to 20-25 seconds if necessary.
5. Use a series of overhead transparencies, each with an increasingly difficult question.
6. Use small groups in class to discuss a set of questions related to the topic, and including a progression through Bloom's cognitive domains. The class when brought together again will be better able to discuss the topic.
7. Try asking questions 'in the round', by giving each student in turn the opportunity to either respond or 'pass'.
8. Occasionally towards the end of a class, simply ask 'what did you learn from this activity' - build in 'wait time' though.

**Example:**

As you can see, the theory states that people are motivated both extrinsically and intrinsically.

- Q. Can someone give us an example of a time when they were really motivated?
- Q. And would you say that at that time, the motivation was more intrinsic or extrinsic?
- Q. And what has lead you to that opinion?
- Q. Is someone else willing to share their experiences in comparison to what 'X' has just said?

Often the first response from a student may be brief. Many times, the most important question(s) is the follow up question you ask to draw out an extended response.

**More help**

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. [http://www.brookes.ac.uk/services/ocsd/2\\_learnch/small-group/sgt202.html](http://www.brookes.ac.uk/services/ocsd/2_learnch/small-group/sgt202.html) - discusses clearly why we ask questions and describes 3 types of questions - testing, clarifying and elaborating.
2. <http://facultyfiles.deanza.edu/gems/alvesdelimadiana/tuttech.doc> - some useful tips on how to phrase probing questions, from Deanza College, California.
3. [http://www.idea.ksu.edu/papers/Idea\\_Paper\\_31.pdf](http://www.idea.ksu.edu/papers/Idea_Paper_31.pdf) - a detailed discussion of effective questioning techniques for the classroom, with useful examples from a range of disciplines (from Kansas State University).
4. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/askquest.htm> - quite a detailed discussion of asking effective questions in class with some helpful examples.
5. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/effquest.htm> - offers suggestions and guidelines for preparing planned questions which form the structure of a lesson.
6. [http://changingminds.org/techniques/questioning/socratic\\_questions.htm](http://changingminds.org/techniques/questioning/socratic_questions.htm) - a practical and useful discussion of the Socratic approach to questioning, including many examples of different question types.
7. <http://www.uwsp.edu/education/lwilson/learning/quest2.htm> - offers discussion and examples of five types of questions
8. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/questype.htm> - relates question types to Bloom's taxonomy of learning domains.

**Alert !**

It is important to generate an environment where being wrong or not knowing an answer is OK. From the first class acknowledge all answers as contributing something to the discussion. It is also important that good answers and good discussion are acknowledged.

# How do I avoid breaching copyright legislation?

## Module focus

- how copyright applies to teaching

## Module outcomes

- you will be aware of where to find out what you can and can't do when you want to copy material for use in your teaching

*'I'm not certain what I can copy and use. But I want my students to have access to really good learning resources. What if I want to use handouts? There is so much uncertainty.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. If in doubt, check the relevant regulations – both Deakin's and the relevant Australian legislation.
2. If there is any doubt contact Deakin's copyright compliance section - <http://www.deakin.edu.au/kmd/copyright/index.php>.

### Example:

- Q. As a Tutor at Deakin, am I allowed to photocopy a case study from a textbook for distribution to every student in my class? This question is based on the assumption that the case study represents less than 10% of the textbook, that the source will be acknowledged on the photocopied handout, and that it is being used for educational purposes.
- A. Copyright is measured over the duration of the unit. As long as no-one else teaching the unit is already providing material from the same book to students you are OK. The 10% limit has to be measured against this limit.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.deakin.edu.au/kmd/copyright/index.php> - is Deakin's guide to how copyright legislation affects your work as an academic.
2. <http://cavs.curtin.edu.au/local/docs/CopyrightDo's-Don'ts.doc> - Curtin University's clearly set out 'do's and don'ts' of copyright.
3. [http://www.austlii.edu.au/au/legis/cth/consol\\_act/ca1968133/](http://www.austlii.edu.au/au/legis/cth/consol_act/ca1968133/) - Australia's *Copyright Act 1968*.
4. <http://www.copyright.org.au/publications/infosheets.htm> - the Australian Copyright Council's webpage with a link to a fact sheet on how copyright legislation applies to educational institutions.
5. <http://www.copyright.org.au/publications/infosheets.htm> - the Australian Copyright Council's fact sheet on 'Fair Dealing'.

### Alert !

If you are uncertain, seek proper advice.

# How do I detect plagiarism?

## Module focus

- detecting plagiarism in assignments

## Module outcomes

- you will be more aware of the signs to look for that indicate possible plagiarism by students

*'I realise that plagiarism by students is an ongoing issue. It may be accidental or it may be deliberate or it may be because students are not familiar enough with the strategies to use to avoid plagiarism. It is my responsibility as an academic to be alert to plagiarism and to educate our students about the seriousness of it and the means of avoiding it. It is not always so easy to detect though! What 'clues' do I look for?'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions!

1. When marking assignments, watch out for:
  - a. sudden changes in the use of language
  - b. language which appears to you to be more sophisticated than the 'typical' student response
  - c. paragraphs of material which are not cited
  - d. cited references which are not listed in the bibliography
  - e. cited references which seem outdated
  - f. sudden changes of font style or size
  - g. a feeling of 'I've read this somewhere else'.
2. Search for suspect phrasing by using Google, or a combined search engine such as [www.dogpile.com](http://www.dogpile.com).
4. Submit the electronic version of the assignment (if available) to Turnitin.
5. Ask a colleague or Unit Chair for a second opinion.
6. Be satisfied if you are identifying more cases of plagiarism, but if not, remain alert for the identifiers.

## Example:

### Step 1: Read through this student's response.

As the experts argue increasingly that global warming is becoming a real issue, it is vital that we seek out alternative means of generating power in Australia. This essay will respond to the question: is wind power a viable alternative to Australia's current dependency on fossil fuels? It argues that whilst coal generated electricity is not ideal, there are too many problems with wind power to claim it is a valid alternative.

To begin with, there are a range of reasons why wind power is not the answer to Australia's future energy needs. One of the more significant ones is that many Australians are opposed to the idea of having large, ugly wind turbines located in their neighbourhood. This is known as the NIMBY attitude (Richman 2002) – 'not in my backyard'. Australians tend to support wind energy on an abstract level but object to specific local projects because of the expected consequences primarily concerning noise and visual impact.

There are several other reasons why wind power is not the answer. Among the most common are that bird kills are a common serious problem; wind farms don't work; wind farms are subsidised and that solar electricity could replace wind power. These are all valid arguments. It is inefficient to build huge wind farms when Australia has access to so much free solar power.

### References

Richman, Barak D. 'Mandating negotiations to solve the NIMBY problem: a creative regulatory response. ('not in my backyard').' *UCLA Journal of Environmental Law & Policy* 20 2 (Winter 2002): 223(14).

### Step 2: Find the evidence it is plagiarised. (Answer is at the end of this document.)

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. [http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html) - this is Turnitin's site which provides resources for students and educators as a means of better educating us all on plagiarism. For educators, there are suggestions for teaching about plagiarism, tips for creating assignments to reduce plagiarism, a discussion of why students plagiarise, help with detecting types of plagiarism and printable handouts for students.
2. <http://theguide.deakin.edu.au/TheDeakinGuide.nsf/Web+Staff?OpenFrameSet&Login&Frame=WebContent&Src=WI2.1?OpenPage&Choice=0&Access=Staff> - Deakin's policy with regard to plagiarism – follow this link to "The Guide", select 'Search the Guide', type in 'Plagiarism', select 'Plagiarism and Collusion – Operational Policy'.
3. <http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html> (accessed 8 May 2007) - compare the 3 student responses in this example from Princeton University.
4. <http://www.iastate.edu/Inside/2005/0225/plagiarism.shtml> - suggests helpful strategies for detecting plagiarism, focusing on format, citations, style and content, from Iowa State University.

## Alert !

Be confident that you have good evidence of plagiarised materials before pursuing the matter further. Be wary of accusing students directly of plagiarism. Follow Deakin's recommended procedures for dealing with suspected plagiarism.

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### Answer:

The phrase, '*energy on an abstract level*', is probably beyond most students' writing and should arouse suspicion. A search in Google reveals that it comes from the following and is not cited:

[http://www.windpower.org/media\(485,1033\)/Public\\_attitudes\\_towards\\_wind\\_power.pdf](http://www.windpower.org/media(485,1033)/Public_attitudes_towards_wind_power.pdf)

Also, entering phrases such as, '*bird kills are a common serious problem*', '*wind farms are subsidised*' and '*solar electricity could replace wind power*' demonstrates that this student has used ideas from the following and not acknowledged the source:

<http://www.ceem.unsw.edu.au/content/userDocs/RefutingWindpowerFallacies.pdf>



# How do I respond when students don't do the reading?

## Module focus

- students not coming prepared to tutorials

## Module outcomes

- you will be able to develop strategies to respond to un- and under-prepared students

***“The readings for every tutorial are listed in the Study Guide. I remind them at the end of each tutorial what is required before the next class, and still they don't prepare. How can we have meaningful discussions if the students don't know what we are discussing? I don't want to penalise those who have prepared for class!”***

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Make sure readings are clearly scheduled in the Unit Guide and in DSO.
2. Present in spreadsheet form when each reading needs to be done by.
3. Assign study questions. Hand out study questions that alert students to the key points of the reading assignment.
4. To provide extra incentive for students, tell them you will base exam questions on the study questions.
5. Ask students to write one complex sentence in answer to a question you pose about the readings and provide three sources of supporting evidence: e.g. “In one sentence, identify the type of ethical reasoning Singer uses in his article ‘Famine, Affluence, and Morality.’ Quote three passages that reveal this type of ethical reasoning” (p. 125).
6. Organise prepared students into small discussion groups. Non-prepared students form other groups.
7. Provide discussion activities for the ‘prepared’s’ and require the ‘unprepared’s’ to skim read the reading(s) on the spot.
  - a. NB: All groups are expected to report back to the class on what they discussed.
8. Acknowledge the reality that some students prefer to read after the tutorial, so focus discussions more generally around some key points, and then remind students they will need to follow up before the final exam (if the unit has one).
9. Using some subtle peer pressure can work – e.g. start each tutorial with a short quiz on one of the readings.
10. Try discussing a case study relevant to the focus of the readings.
11. Ask non-threatening questions about the reading. Initially pose general questions that do not create tension or feelings of resistance: “Can you give me one or two items from the chapter that seem important?” “What section of the reading do you think we should review?”
12. Prepare a roster of students which requires each student, or preferably pairs of students, to report on the readings in their designated tutorial week.
13. Have students discuss hypotheticals based on the readings, share their thoughts, and remind them that they will need to follow up on the ‘realities’.
14. Use a card system whereby each student’s name is written on a card, and inform students that each week you will randomly select two cards and ask those students a question about the readings.
15. Start each class with small group work based on the reading(s). Peer pressure can be a strong influence.

16. Arrange the class into small groups and have each group work on a hypothetical scenario related to the topic. Each group reports back on their discussion.
17. In small groups, require the students to respond to some of the questions or case studies often included at the end of chapters in their textbook.
18. Placing the responsibility for what happens in the tutorial on the students is an effective strategy.
19. Be wary of just telling the class what the readings are about as they will come to expect it of you.
20. Require each student to post a comment about the reading(s) in the Unit's online discussion space.

Sources: some ideas adapted from Fredericks, A. 2007 *The Complete Idiot's Guide to Teaching College*, Alpha Books, New York; Lowman, J. 1984. *Mastering the Techniques of Teaching*. Jossey-Bass, San Francisco; "When They Don't Do the Reading" In M. Weimer (ed.) *The Teaching Professor*. December, 1989.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://teaching.berkeley.edu/bgd/motivate.html> - some ideas from Barbara Gross Davis, more aimed at lecturers than tutors.
2. <http://lsn.curtin.edu.au/tlf/tlf1999/summers.html> - explains an interesting strategy based on asking students to summarise readings on cards and submit at each lecture.

## Alert !

If you resort to telling students what the readings are about in detail, they will most likely come to expect it from you. Making it clear to students that they share the responsibility for learning right from the start of semester can help.



## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://writing.colostate.edu/guides/teaching/discussions/index.cfm> - practical advice for leading class discussions
2. <http://www.brookes.ac.uk/services/ocsd/firstwords/fw16.html> - this site from Oxford Brookes University provides some really helpful and practical tips for tutors who are leading discussions in the classroom.
3. <http://www.yorku.ca/srowley/tahomepage/partic.htm> - contains some practical tips for generating discussion, easily applied in the classroom.
4. [http://isites.harvard.edu/fs/html/icb.topic58474/Dawes\\_DL.html](http://isites.harvard.edu/fs/html/icb.topic58474/Dawes_DL.html) - ten useful tips from Harvard for leading effective discussion.
5. <http://depts.washington.edu/cidweb/Bulletin/Participation.html> - a FAQ approach by the University of Washington, covering three strategies for improving classroom discussion.
6. <http://www.teachtech.ilstu.edu/additional/tips/genDisc.php> - suggests some strategies for generating discussion on readings and class materials (Illinois State University).
7. <http://teaching.concordia.ca/resources/teaching-strategies/questioning-skills/> - a succinct look at several tips for promoting classroom discussion.
8. <http://www.jstor.org/stable/1490189?seq=1&Search=yes&term=discussion&term=leader&list=hide&searchUri=%2Faction%2FdoAdvancedSearch%3Fq0%3Ddiscussion%2Bleader%26f0%3Dall%26c0%3DAND%26q1%3D%26f1%3Dall%26c1%3DAND%26q2%3D%26f2%3Dall%26c2%3DAND%26q3%3D%26f3%3Dall%26wc%3Don%26ar%3Don%26sd%3D%26ed%3D%26la%3D%26jo%3D%26dc.Education%3DEducation%26Search%3DSearch&item=8&ttl=8305&returnArticleService=showArticle&resultsServiceName=doAdvancedResultsFromArticle> - this short article makes good sense, and offers some advice from an experienced teacher on well designed questions, patience, ingenuity and flexibility on the part of the discussion leader.

## Related topics

*How do I ask questions effectively in class?*

# How do I give feedback when marking?

## Module focus

- purpose of feedback
- types of feedback
- giving feedback for learning

## Module outcomes

- you will be able to identify characteristics of good feedback
- you will be able to perceive what students expect from feedback

***'University policy requires academics to provide good feedback to students on their learning. But what specific types of feedback will assist with student learning? I have to mark 50 assignments. Am I supposed to spend hours writing comments on them? If the assignment is really good, do I need to write anything? Should I just tick everything? Or should I use a matrix sheet with standardised comments to tick?'***

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Try the 'sandwich' approach when next marking assignments – when writing your overview comments about the assignment in general, begin with a positive comment, followed by constructive criticisms, finishing with a positive reinforcer.
2. Try writing at least one comment on every page of a student assignment – a. praise, b. suggestions for what could have been included to improve the assignment, c. suggested source for further reading, d. URL of advice on proper referencing, e. a request for a clearer explanation.
3. Try having a 'conversation' with the student via your written comments - e.g. 'Yes, I agree' or 'Do you think that this point is adequately explained?' or 'Yes!' or 'Whilst you make a fair point here, have you considered ...' or 'This is a perceptive analysis of the issue' or 'I feel that you could have extended this discussion here to include...'

## Example:

When assessing social problems, [Hulley and Clarke \(1994\)](#) identify two fundamental explanations used to define the cause of the problem. First the the 'blaming the victim' perspective; this approach attributes problems that arise to deficiencies of particular individuals. When considering the above statements made by the Australian Immigration minister and the term 'queue jumpers', it is apparent that these phrases underpin the [blaming the victim pathology](#). The second approach, social construction theory, rationalises that social problems occur as the result of flaws in social organisation and structure. Unlike the 'blaming the victim' approach, this viewpoint moves away from working with individuals and seeks to remedy social problems on a larger scale by reassessing and addressing inadequacies within social structures. These two approaches differ significantly and the actions pursued by those working within a social welfare setting will depend on the theoretical model the professional has adopted.

*Sensible source to use - also consider Green and Thorogood 2004*

*'in'?*

*Unclear here*

*You could expand on this claim*

*Why do you think the Minister made these statements?*

*Good contrasting of approaches here*

\* Source: <http://www.latrobe.edu.au/ssas/pdfdocs/chapter7.pdf> (accessed 8 May 2007).

4. Ask students after Assignment 1 if your feedback was helpful.
5. Survey your students and ask them the types of feedback they find helpful.
6. Watch out for evidence that your advice was heeded when you mark the second assignment or the final exam.
7. Ask individual students for their opinions of your feedback.
8. Ask a colleague for their opinion about the quality of your feedback.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.polyu.edu.hk/assessment/arc/action/feedback.htm> - offers some guidelines for giving constructive feedback to students.
2. [http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id432\\_using\\_feedback.pdf](http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id432_using_feedback.pdf) - article from Phil Race looking at many aspects of giving feedback to students
3. <http://www.iml.uts.edu.au/assessment/feedback/index.html> - a brief discussion of how students regard the level of feedback they receive as evidence of good teaching.
4. [http://itdl.org/Journal/Jun\\_04/article06.htm](http://itdl.org/Journal/Jun_04/article06.htm) - a journal article by Jason Huett, University of North Texas, which discusses the use of email as a tool for giving feedback to students.
5. <http://www.tedi.uq.edu.au/teaching/assessment/grades.html> - a substantial (23 pages) discussion of awarding grades and giving feedback, from the University of Queensland.
6. [http://tlu.ecom.unimelb.edu.au/tutortraining/pdf/feedback/Characteristics\\_of\\_Good\\_Feedback\\_to\\_students.pdf](http://tlu.ecom.unimelb.edu.au/tutortraining/pdf/feedback/Characteristics_of_Good_Feedback_to_students.pdf) - the characteristics of good feedback, from the University of Melbourne.
7. <http://www.unisa.edu.au/ltu/staff/practice/assessment/feedback/default.asp> - David Jacques offers some advice on different types of feedback and giving feedback.

## Alert !

Students expect feedback which informs them of what they did well and what needs to be improved. Assessment offers an excellent opportunity to promote learning.

# How do I know how adults learn?

## Module focus

- characteristics of learners who are at post-secondary education level
- implications for teaching at this level

## Module outcomes

- you will be able to reflect on how you can better meet the needs of adult learners

*'I can remember my teachers at school. But do adults learn differently? I am now working in an adult learning environment. I can't assume that what works for school aged learners will work for adults. Or can I?'*

**Take a moment to reflect on this issue.**

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Shift your emphasis from a teacher centred approach of information transfer to a facilitation of student centred learning conditions.
2. Tap into adult students' life experiences and help them to build on these.
3. Build on adult student motivation to learn by creating/using interesting learning materials and activities.
4. Encourage an increasing shift of responsibility for learning from teacher to student.
5. Avoid the threatening and punitive approach to teaching sometimes evident in secondary school teaching and learning.
6. Create an environment which is non-threatening, supportive and goal based.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://adulthood.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fagelesslearner.com%2Fintros%2Fadulthoodlearning.html> - a useful site which contains an [overview](#) of adult learning theory, a list of [books](#) about how adults learn, [links](#) to other websites about how adults learn, and a brief list of other key adult learning resources.
2. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm> - contains a brief discussion of the principles of adult learning, what motivates adult learners, and some tips to improve teaching
3. <http://www.learnerassociates.net/workshop/> - offers a range of practical tips and strategies for helping adults to learn, set out in easy to follow 'worksheet' format.
4. <http://agelesslearner.com/intros/andragogy.html> - is a basic discussion of the difference between pedagogy (child) and andragogy (adult).
5. <http://archon.educ.kent.edu/~nebraska/curric/tim1/aaal.html> - succinctly summarises assumptions about adult learners.
6. <http://www.celt.mmu.ac.uk/ltia/issue5/artess.shtml> - provides a generalised overview of learning theories, how adults learn and different learning styles. Doesn't address practical strategies for teaching adults.

7. <http://www.nald.ca/clr/demyst/chapter5.htm> - a practical and concisely written reflection on teaching adults.

## **Alert !**

The term 'adult learner' is used here in its broadest sense. It does not only mean adults who are returning to study after a break from formal education. It refers to all students with whom we may come in contact at tertiary level.

## **Related topics**

- *How do I cater for different learning styles?*
- *How might my students approach their learning?*
- *How do motivate my students to learn?*

# How do I learn student names?

## Module focus

- learning and remembering student names

## Module outcomes

- you will be familiar with techniques which allow you to remember names
- using students names in class can have a big impact on student engagement

*'There seems to be a sea of faces in front of me. I will be teaching these people for the next 13 weeks. They all know who I am. Maybe if I could learn some of their names I might be able to get them more involved in class discussion.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Try taking some scrap paper to your first tutorial class. Ask students to fold a sheet into a tent shape, write their name on it and place it on the table in front of them. Collect these place names and distribute them again in your next class.
2. Sending a 'sign in sheet' around every class allows you to identify people by where they sit, as they usually sit in roughly the same places, and with their friends.
3. When you hear a student's name, quickly record some distinguishing physical feature s/he has.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. [http://tutortraining.econ.usyd.edu.au/classroom\\_names.html](http://tutortraining.econ.usyd.edu.au/classroom_names.html) - suggests some basic techniques tutors might use to help learn and remember student names.
2. [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Misc\\_Tips/Learn\\_Names.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Misc_Tips/Learn_Names.htm) - several practical tips from the University of Virginia for helping you to learn and remember student names.
3. <http://tep.uoregon.edu/resources/faqs/managingclimate/lcnames.html> - includes some practical strategies for learning names in large classes.
4. [http://www.delaneykirk.com/2006/07/we\\_spent\\_a\\_lot\\_.html](http://www.delaneykirk.com/2006/07/we_spent_a_lot_.html) - explains the READ techniques for remembering names.

# How do I design learning activities?

## Module focus

- learning design theory
- preparing learning activities which engage students

## Module outcomes

- you will be able to design learning activities based on good design theory

*'Each tutorial seems to be much the same. Students appear to lose interest after a few weeks, and don't want to become involved in classroom learning. We have to cover the theory before the exam. I set all these questions to help students learn and very few of them are able to answer them.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Aim to develop learning activities which seem realistic and authentic to your students.
2. Using case studies to illustrate and apply theory works well with many students.
3. An element of uncertainty and challenge and problem solving (where there is not necessarily one answer) can assist students' learning.
4. Role play, debate, discussion in the round, jigsaw discussions, creating overhead transparencies, think-pair-share all bring variety to tutorial activities, and cater more for different learning styles.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.tedi.uq.edu.au/Teaching/flexible/learning.html#activities> - describes commonly used learning activities, discusses the linking of activities to learning objectives, and suggests activities which challenge student thinking.
2. <http://facultyfiles.deanza.edu/gems/alvesdelimadiana/tuttech.doc> - lists some simple but effective techniques for involving students in learning in the classroom.
3. <http://www.umuc.edu/virtualteaching/module1/systems.html> - a well organised step by step guide to designing learning activities for online learning.
4. <http://elrond.scam.ecu.edu.au/oliver/2002/edmedia1.pdf> - an article by Ron Oliver and Jan Herrington (Edith Cowan University) discussing online learning design for inexperienced teachers.
5. [http://learning.cqu.edu.au/lt\\_resources/learning\\_design.htm](http://learning.cqu.edu.au/lt_resources/learning_design.htm) - this site from Central Queensland University provides a well written overview of the stages of good learning design, both in an online and face to face environment.
6. <http://learning.cqu.edu.au/FCWViewer/view.do?page=7938> - an excellent site from the University of Wollongong, providing advice on learning design principles coupled with exemplars of good practice.
7. [http://tlu.ecom.unimelb.edu.au/tutortraining/engagement\\_small.html](http://tlu.ecom.unimelb.edu.au/tutortraining/engagement_small.html) - includes some suggestions for activities which you can use in tutorials.

8. [http://www.utas.edu.au/casestudies/cases/wordcases/small\\_group\\_tutorials.html](http://www.utas.edu.au/casestudies/cases/wordcases/small_group_tutorials.html) - describes a case study of one teacher's approach to a tutorial activity in Agricultural Science, University of Tasmania.
9. <http://www.lboro.ac.uk/service/teachingcentre/documents/documents/MethodsforGeneratingFormativeFeedbackforStudents.docx> - contains ideas for many different learning activities which can allow you to generate formative feedback for students

## **Alert !**

Classroom activities which:

- vary in style and approach,
- are of relevance directly to the topics being studied, and
- include student perceptions of /experiences with the world

seem to work best.

## **Related topics**

*How do I write learning objectives?*

# How do I write learning objectives?

## Module focus

- writing learning objectives
- learning objectives and learning activities
- learning objectives and assessment

## Module outcomes

- you will be able to write clear learning objectives
- you will be able to use learning objectives to prepare for classes
- you will be able to provide clear direction to students you teach
- you will be able to plan learning activities which support your learning objectives
- you will be able to conduct classes which assist students prepare for assessment

***'We as teachers often read and hear about how we need to include learning objectives in our curriculum and our teaching. But what are they? What are they designed to achieve? How do I actually write them? And how do I actually use them? I am not entirely sure about learning objectives.'***

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Write a sample learning objective for an upcoming topic you will be teaching. Such as:
  - At the completion of the class, my students should be able to ..... (one verb and one behaviour)
2. Ask yourself, 'Is my objective SMART (Specific + Measurable + Achievable + Realistic + Timely)?'
3. For one topic of a unit you are teaching, write a series of learning objectives beginning with the lowest level of the Cognitive Domains and work up through the hierarchy:
  - a. Knowledge
  - b. Comprehension
  - c. Application
  - d. Analysis
  - e. Synthesis
  - f. Evaluation

4. At the beginning of each lecture/tutorial, display that session's learning objectives (overhead transparency/PowerPoint).
5. At the end of each tutorial, re-visit the learning objectives by asking students to respond to a few questions based on the objectives.
6. Try asking students to summarise briefly what they learnt from the session and link responses to the learning objectives.
7. Have students write a response to one or two learning objectives at the end of class and ask them to leave in a box as they exit - a quick read will indicate level of achievement of objectives.

### **Example:**

Students should be able to:

1. explain the six stage model of effective communication
2. identify the major elements of the elaboration likelihood theory
3. distinguish extrinsic from intrinsic motivation
4. apply the law of tort to a given case scenario
5. define public health nursing practice
6. construct a graph to plot the velocity of coronal mass ejection
7. analyse the role of Trotsky in the 1917 Russian revolution
8. discuss the duty of care required of architects

### **More help**

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.calt.monash.edu.au/staff-teaching/support/objectives.html> - detailed discussion of writing learning objectives
2. <http://www.tlc.murdoch.edu.au/gradatt/objectivesLearning.html> - a brief explanation of aligning learning objectives and content and learning activities and assessment, with links to lists of action verbs you can use when writing objectives
3. <http://www.wvrhep.org/ids/manual/WritingObjectives.htm> - helpful advice for those teaching in the health profession area
4. <http://www.ukcle.ac.uk/resources/reflection/table.html> - a table based on Bloom's taxonomy - useful for writing learning objectives for Law students
5. <http://adulted.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nwlink.com%2F%7E%2Fdonclark%2Fhrd%2Ftemplates%2Fobjectivetool.html> - a quick step by step guide for writing learning objectives
6. <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html> - Bloom's taxonomy of learning with an emphasis on asking assessment questions based on each cognitive domain
7. <http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm> - looks at each of Bloom's domains of learning (cognitive, affective, psychomotor) and suggests behaviour descriptions, activities and action verbs for each of the six levels of learning
8. <http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html> - includes a table which clearly defines each of the six levels of learning in Bloom's cognitive domain taxonomy, along with sample verbs and sample behaviours for writing learning objectives.

### **Alert !**

Remember that learning objectives need to be measurable, so they need to specify an action which you want students to be able to demonstrate.

# How do I cater for different learning styles?

## Module focus

- individual learning styles

## Module outcomes

- you will be more familiar with the commonly recognised different learning styles
- you will be better placed to understand how you might cater for different learning styles in your teaching

*'I notice in class that some students write down everything I show on the screen, yet others just seem to sit there and don't write anything. How can they expect to remember everything for the exam? Some of my students are willing to contribute to our discussions, but not many. I realise that people learn in different ways, but I'm not sure many of my students are learning much. I noticed a colleague's class last week in which all the students seem to be involved in the activities. It doesn't seem to happen in mine.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. A learning style inventory in your first or an early class.
2. Use a mix of media for conveying your content in class.
3. Plan learning activities which involve a range of verbal, visual, 'hands-on' and movement elements.
4. Explain to your students that you are using a range of media and approaches so as to both acknowledge and encourage different learning styles.

### Example:

In class, use a combination of verbal communication of content and instructions and visual representations of the same things. If you are explaining a concept, have students construct or fill in a flow chart or table or diagram as you are doing so. Then, by asking the students to compare and discuss their completed charts/tables/diagrams, you have responded to several learning styles in one situation.

## More help

Here are some resources from which you may seek further advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://tip.psychology.org/styles.html> - provides a brief overview of several known learning styles, plus some links to further reading.
2. <http://www.ncsu.edu/felder-public/ILSdir/styles.htm> - based on the Felder-Silverman model of learning styles, this site looks at learning styles from the point of view of the student, by offering suggestions about strategies to use to develop a balanced approach to learning if their preferred style is not catered for by their lecturer.

3. [http://www.ncsu.edu/effective\\_teaching/Learning\\_Styles.html](http://www.ncsu.edu/effective_teaching/Learning_Styles.html) - this site includes a brief discussion and several links to articles with an engineering and science education emphasis.
4. <http://www.wvabe.org/CITE/cite.pdf> - this site contains an extensive discussion of different learning styles and offers suggestions for appropriate teaching techniques to cater for each different style, as well as a learning styles measurement instrument.
5. <http://ctl.unc.edu/tfi1.html> - touches on a range of techniques to address all learning styles.
6. <http://www.vark-learn.com/english/page.asp?p=advice> - downloadable learning styles inventory.
7. <http://www2.le.ac.uk/offices/ssds/sd/pgr/resources/teaching/theories/theories> - a collection of resources on learning styles and learning theorists.

## **Alert !**

You cannot expect to cater for all learning styles all of the time.

## **Related topics**

*How do I motivate my students to learn?*

# How do I make my teaching more inclusive?

## Module focus

- the nature of diversity in the classroom
- inclusive teaching strategies

## Module outcomes

- you will be able to identify the various elements of classroom diversity
- you will be more familiar with strategies to use to make your teaching more inclusive

*'When I walk into a classroom at Deakin, I see young faces, mature age students, students from other countries and cultures, students with disabilities, and I assume students dealing with issues such as transition to university and mental health, amongst other things.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Reflect on what issues may cause some of your students to feel excluded – language, age, culture and so on.
2. In classroom discussions, establish ground rules for the way class members speak to each other and to you.
3. Approach the issue by remembering all students bring knowledge and life experiences to your classes, but each has a different 'entry point'.
4. Tap into this by developing learning activities which require students to first think about and explain what they know about a topic. Be careful that the topic(s) are gender balanced and culturally broad where possible.
5. Encourage a range of students to contribute to class discussion by nominating individuals to respond to questions or discussion.
6. Use a wide range of 'real world' examples in your teaching.
7. Combine students into small groups (by mixing up the diversity) and urge the group to share and combine their existing knowledge/experiences.
8. Ask groups to then use this combined knowledge to solve a new and challenging problem, perhaps from a cultural context with which students would not be familiar.
9. Use language that tends to be 'universal'
10. Occasionally ask students if they understand what you are saying.
11. Select case studies from different cultures – the www makes this achievable.
12. Encourage mature age students to share their experiences with younger students.
13. Design assessment tasks which seek interpretation and understanding rather than recall (where possible), and allow responses which reflect each individual's understanding of an issue.

### Example:

Topic: 'Advertising'

- seek individual's perceptions of advertising
- encourage comments from students about the role of advertising in their particular culture
- using small groups of students, set the challenge to come up with a group consensus on the issue of '*is advertising a reflection of a society and culture at a given time or does a society/culture respond to advertising?*'.

Note: Many topics studied at university can be placed into a cultural context, allowing different perspectives to be contributed and shared.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.latrobe.edu.au/cdip/tips.html> - a brief and basic discussion of both the theory of, and some practical suggestions for, more inclusive teaching.
2. <http://cfe.unc.edu/pdfs/TeachforInclusion.pdf> - an extensive discussion from the University of North Carolina, looking at many aspects of diversity (some within an American context) in great detail. Offers practical suggestions for helping you to become more inclusive with your teaching.
3. <http://www.asu.edu/provost/intergroup/resources/dialogue-guidelines.pdf> - this discussion from Arizona State University offers several guidelines for creating an inclusive and positive climate within your classrooms.
4. [http://tutors.anu.edu.au/tutors/hints-and-tips#Tutoring\\_Tips:\\_External\\_Links](http://tutors.anu.edu.au/tutors/hints-and-tips#Tutoring_Tips:_External_Links) - a short and simple message from ANU which really makes you think about how to define diversity.
5. <http://www.yorku.ca/srowley/tahomepage/incldiv.htm> - contains many useful strategies to use such as assisting painfully shy students, using small group work, involving students in identifying the reasons for some students feeling marginalised.
6. <http://teaching.berkeley.edu/bgd/diversity.html> - many practical ideas from Barbara Gross Davis on how to base your teaching on consideration of race, ethnicity and gender.
7. <http://www.iub.edu/~icy/divtips.html> - many helpful tips for teachers organised around teaching to particular diversity groups such as gender, race, age and religion.
8. <http://isites.harvard.edu/fs/html/icb.topic58474/TFTwomen.html> - focuses on ensuring inclusion of women in classroom activities by providing a range of tips for teachers.
9. <http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html> - from Harvard, this site offers many sensible suggestions for handling 'hot moments' in a diverse classroom. Although American based, the principles discussed are transferable to Australian classrooms.
10. <http://depts.washington.edu/cidrweb/resources/diversitytools.html> - contains links to a range of resources on diversity and inclusivity (University of Washington).

## Alert !

Be alert to the fact that the very matters which lead some students to feel excluded, also impact on their perceptions of the role of teacher and student, as well as their approach to learning. The process of trying to encourage more inclusivity needs to be handled carefully and may be seen as threatening initially by some students. For example, some students from Asian countries may not be as familiar with the Western focus on constructing meaning and questioning their teacher.

# How do manage issues in class?

## Module focus

- dealing with issues in the classroom which may interfere with teaching and learning
- behaviour, ground rules, civility issues, uncooperative students

## Module outcomes

- you will be able to access a range of strategies which you may use in managing your classroom

*'You have prepared your class well. You need to cover some important material today. The class gets started after a few students wander in late. As you are beginning to generate some discussion, Emily's mobile phone rings. You ask her if she would mind turning it off, as it is interfering with the class discussion. She responds that it's important, in fact more important than what you are talking about. Chad makes some comment about women who gossip on phones. The class laughs. Things are not going as you had hoped.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Establish your expectations of classroom behaviour and etiquette in your very first class.
2. Explain to students the reasons for these expectations.
3. When issues arise, the class is looking to you for leadership, so lead.
4. Remain calm and speak firmly.
5. Remind students of the reasons for your expectations - a safe and non-threatening learning environment.
6. Ask 'offenders' to speak with you after the class.
7. If you sense a threat to anyone's safety, ask the student(s) to leave your class. Contact Deakin security (extension 222) if you feel the need, although it is preferable to try to diffuse the situation yourself first.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.flinders.edu.au/teaching/support/sessional-teachers/solving-tutorial-issues.cfm> - offers suggestions about how to deal with a range of issues that may arise in tutorials e.g. generating discussion, students not cooperating.
2. <http://www.bernicessandler.com/id28.htm> - from the Women's Education and Research Institute, Washington, this site focuses mainly on managing males' inappropriate behaviour towards women in the classroom.
3. <http://tep.uoregon.edu/resources/faqs/issuessofrespect/seriously.html> - succinctly explains the importance of establishing yourself in the first class.
4. [http://www.counsel.ufl.edu/selfHelpInformation/facultyAndStaffResources/faculty\\_working\\_with\\_students\\_in\\_crisis.aspx?id=10](http://www.counsel.ufl.edu/selfHelpInformation/facultyAndStaffResources/faculty_working_with_students_in_crisis.aspx?id=10) - from the University of Florida, this site has some useful tips even though they are set in an American context.
5. <http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html> - an interesting discussion about how we can turn 'hot moments' in the classroom into learning opportunities.
6. <http://www.4faculty.org/includes/108r2.jsp> - another article from an American perspective, but includes some advice which is generic and universal.

7. <http://www.iml.uts.edu.au/learnteach/resources/tm/classmgt.html> – a brief description of ideas from the University of Technology, Sydney.
8. <http://www.mccfl.edu/pages/1389.asp> - a collection of sites offering valuable discussion on classroom management, again from an American perspective, but covering many issues which are universal to classrooms.

## **Alert !**

Serious issues don't arise often in adult classrooms, but you need to be prepared just in case. Remember you are a professional and should act accordingly. Anticipate the sorts of issues which may arise, and know what you are going to do if and when they do.

# How do I motivate my students to learn?

## Module focus

- encouraging students to be interested in their learning

## Module outcomes

- you will have some practical ideas to use to try to motivate more of your students to learn

*'The students just don't seem interested. Why do they come to class?'*

**Take a moment to reflect on this issue.**

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Remember that motivation may be intrinsic or extrinsic.
2. Reward regularly, but sincerely.
3. Provide feedback which encourages further learning.
4. Design learning activities which students see as relevant to their needs.
5. Use students' existing knowledge and experiences to illustrate theory in class.
6. Regularly explain where each topic fits into the overall unit and the rationale for its inclusion in the course.
7. Encouraging more independent learning gives students a sense of more control over their learning.
8. Involve and encourage students in class discussions.
9. Challenge students to debate an issue with you, pointing out that you are prepared to change your mind if they can convince you to.
10. Show an interest in your students' lives.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://teaching.berkeley.edu/bgd/motivate.html> - Barbara Gross Davis, from the University of California, Berkeley, offers a range of practical strategies for improving motivation in students, with an emphasis on the student as the centre of learning.
2. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv8rules.htm> - offers 8 basic 'rules' for motivating students, with a focus on teaching accounting students, but generic enough for most disciplines.
3. <http://www.k-state.edu/catl/motive.htm> - a range of helpful ideas from Kansas State University.
4. [http://ctl.stanford.edu/Newsletter/motivation\\_to\\_learn.pdf](http://ctl.stanford.edu/Newsletter/motivation_to_learn.pdf) - a discussion of capturing and using the motivation to learn, from Stanford University.
5. <http://tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html> - this site contains a FAQ approach to motivating students, and contains some practical ideas.
6. <http://adulted.about.com/cs/howtoresources/ht/Motivate.htm> - a brief list of some useful tips.
7. [http://www.ndt-ed.org/TeachingResources/ClassroomTips/Motivating\\_Students.htm](http://www.ndt-ed.org/TeachingResources/ClassroomTips/Motivating_Students.htm) - focuses on using effective interpersonal skills as a means of motivating students.
8. <http://www.virtualsalt.com/motivate.htm> - discusses a broad range of ideas to encourage motivation.

# How do I prepare for a class?

## Module focus

- learning objectives
- lesson plans
- learning activities
- timing and sequence
- learning resources

## Module outcomes

- you will be able to prepare for classes systematically
- you will be planning classes based on sound learning theory
- you will have a clear idea of what you want to achieve in each class
- your students will be clear about what the class is designed to achieve
- you will begin to build up a range of resources to support learning

***'It is common for people new to teaching to be uncertain about what they need to do to be prepared for a class. Naturally, new and inexperienced teachers think about what has to be covered in a class. That is, they focus on the content. Yet sequencing and delivering this content is as important.'***

**Take a moment to reflect on this issue.**

What challenges does this pose for *your* teaching?

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## Possible solutions

Being prepared means you know what you want to achieve and therefore your students know what needs to be achieved. Being prepared means you physically prepare the resources you need to support your teaching. Being prepared means you plan how you will sequence, manage, deliver and evaluate the learning activities.

Perhaps one of these ideas will appeal to you!

1. Try preparing a lesson plan for an upcoming topic – see 'More Help' below.
2. Try completing a checklist before a future class – see 'More Help' below.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/lesspln1.htm> - provides a very basic discussion of the 3 stages model of lesson planning.
2. <http://tip.psychology.org/cross.html> - is a basic discussion of the needs of adult learners.
3. <http://tip.psychology.org/knowles.html> - contains a brief discussion of the principles of meeting the needs of adult learners.
4. <http://www.tedi.uq.edu.au/Teaching/flexible/learning.html#activities> - is a brief discussion of different types of learning activities and how they need to be linked to learning objectives.
5. [http://skillcity.iaaf.uwa.edu.au/data/docs/632483047778906250\\_semester\\_opener\\_4-05.doc](http://skillcity.iaaf.uwa.edu.au/data/docs/632483047778906250_semester_opener_4-05.doc) - a sample lesson plan from SkillCity.
6. [http://www.mq.edu.au/ltc/about\\_lt/curriculum\\_design.htm](http://www.mq.edu.au/ltc/about_lt/curriculum_design.htm) - offers helpful suggestions for the typical generic stages you would include in a lesson plan.
7. <http://www.scu.edu.au/services/tl/pathways/pathways06/pdfs/Pathways-Appendices.pdf> - Appendix 13 on page A 85 contains a sample plan for a lecture in an Education faculty unit at Southern Cross University.
8. <http://www.scu.edu.au/services/tl/pathways/pathways06/pdfs/Pathways-Appendices.pdf> - Appendix 12 on page A81 contains a sample lesson plan for a class on 'Group Processes'.
9. [http://adulted.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=adulted&cdn=education&tm=50&gps=446\\_1690\\_1012\\_604&f=00&su=p554.2.150.ip\\_&tt=2&bt=0&bts=1&zu=http%3A//www.peter-renner.com/lessonPlan.html](http://adulted.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=adulted&cdn=education&tm=50&gps=446_1690_1012_604&f=00&su=p554.2.150.ip_&tt=2&bt=0&bts=1&zu=http%3A//www.peter-renner.com/lessonPlan.html) - contains a model lesson plan template and a sample lesson plan for a 75 minute session on palliative care with health care workers.

## Alert !

Being prepared for a class is a good idea. Feeling you must be locked into your plan step by step is not! Planning gives you a structure. Architects and engineers build flexibility into their designs!

## Related topics

*How do I write learning objectives?*

# How do I help students prepare for exams?

## Topic focus

- end of trimester revision
- managing exam requirements efficiently

## Topic outcomes

- you will be able to assist students with review of unit materials
- you will be able to provide practical advice to assist students with the exam process

*'I have covered all the topics in the unit. I have designed an exam which should assess how well students understand the key concepts. I want to make sure the students come to the exam as well prepared as possible. I can't 'do the exam' for them, but there must be a few ideas I can pass on to them to ease some of the stress they experience at this time of trimester.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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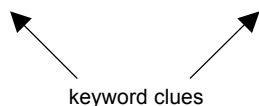
## Possible solutions

1. Advise students to use each topic's learning objectives as a guide for revising the unit content.
2. Suggest that students construct flow charts to connect all elements of a topic, particularly concepts which are sequential. Many of us learn by, and can recall from, visual representations.
3. Similarly, concept maps can be created to assist students see the 'connections' between elements of a topic as well as connections between topics.
4. In the final lecture or tutorial, give students some practice questions as a means of demonstrating the types of questions that will be included in the exam.
5. In the final lecture or tutorial, distribute one or two 'model answers' and have students read and assess them. This assists students to see things from the marker's perspective.
6. Direct students to past exams available from the Library (<http://www.deakin.edu.au/library/>)
7. In the final tutorial or lecture, just giving some basic advice such as the following can be helpful:
  - a. set and adhere to a time allocation per question during the exam time
  - b. if spending too much time on one question, leave it and start another one (and return later if time)
  - c. when students ask "How much do I have to write?", explain that everyone is different, but to make sure "You write as fully as possible"
  - d. in multi-choice exams, use tactics such as – eliminate obvious unlikely answers first, look for clues in the keywords of the question to discriminate between two possible answers, better to make an intelligent guess than always choose option "C" if unsure.

### Example 1: Multiple choice question

**Which type of connective tissue connects two bones?**

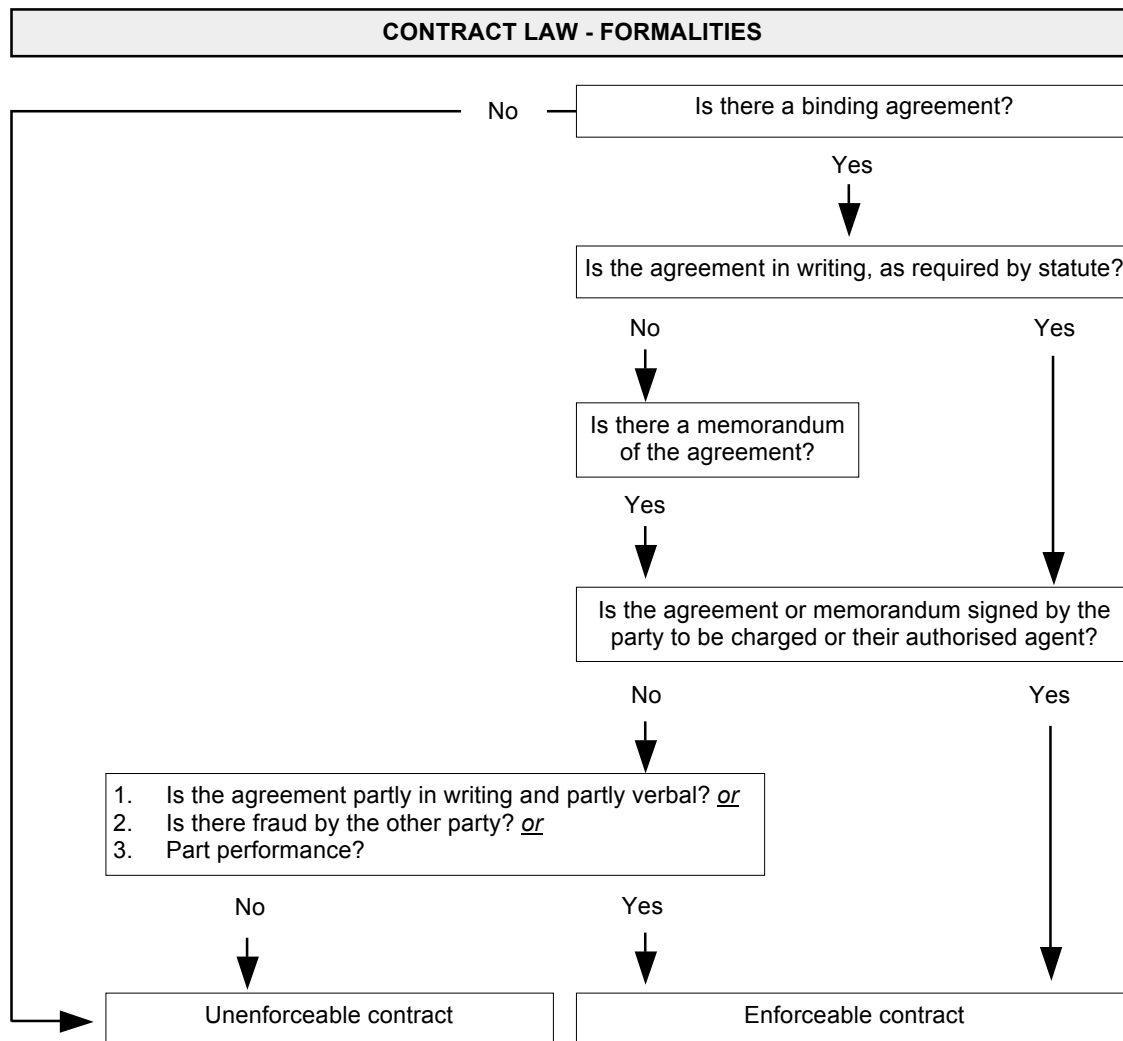
- a. spongy bone
- b. tendon
- c. sternum
- d. ligament
- e. nerve



Source: <http://www.allthetests.com/quiz25/quizpu.php?testid=1201483926&katname=Biology>

Answer: d.

## Example 2: Flow chart



Source: Cusumano, S., Wiseman, L. & Christensen, S. 1999 *Contracts* 2nd edn Butterworths, Sydney p. 61.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <https://academicskills.anu.edu.au/resources/listing/151> – some useful suggestions from the Australian National University
2. [http://media.otago.ac.nz/r73SjLdJm2/FXTmMo5I/Preparing\\_for\\_Exams.pdf](http://media.otago.ac.nz/r73SjLdJm2/FXTmMo5I/Preparing_for_Exams.pdf) - useful discussion from the University of Otago
3. <http://www.monash.edu.au/lls/llonline/study/exam/1.xml> - helpful discussion on exam preparation, exam strategies, interpreting exam questions and other advice, from Monash University
4. <http://www.unisanet.unisa.edu.au/Resources/workshop-exam%20anxiety/word%20docs/Preparing%20for%20exams%20questionnaire.doc> – contains a checklist for students to rate how well prepared for exams they are, from the University of South Australia
5. [www.usq.edu.au/resources/prepareexam.pdf](http://www.usq.edu.au/resources/prepareexam.pdf) – some quick tips for students from the University of Southern Queensland.

## Related Topics

*How do I use concept mapping?*

# How do I promote active learning?

## Module focus

- active learning

## Module outcomes

- you will review the principles of active learning theory
- you will be able to reflect on suitable active learning scenarios for your discipline.

**'Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.'**

(Source: Chickering, A. & Gamson, Z, 1987 'Seven principles for good practice' AAHE Bulletin, 39, 3-7).

### Take a moment to reflect on this comment.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

In your particular discipline, focus on one particular topic/concept of a unit you teach. Using the material presented at <http://tip.psychology.org/sequence.html>, plan a sequence which your students would go through when studying that topic/concept.

## More help

Here are some resources from which you may seek further advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.tedi.uq.edu.au/teaching/toolbox/pedagogy.html#what> - a brief discussion of deep and surface learning and tips for promoting effective learning.
2. <http://tip.psychology.org/sequence.html> - provides a useful background summary of a range of learning theories and their implications for how a teacher might sequence the learning experience.
3. [http://ctl.stanford.edu/Newsletter/active\\_learning.pdf](http://ctl.stanford.edu/Newsletter/active_learning.pdf) - from Stanford University, this is a short overview article of ideas on how to encourage more active learning in the classroom.
4. <http://cfe.unc.edu/pdfs/FYC2.pdf> - some ideas for strategies which promote active learning, from the University of North Carolina.
5. [http://www.yorku.ca/cst/ideas/recommended/active\\_collaboration\\_onlin.html](http://www.yorku.ca/cst/ideas/recommended/active_collaboration_onlin.html) - includes a wide range of ideas for conducting successful tutorials.

# How do I reflect on my teaching?

## Module focus

- ideas for evaluating your teaching

## Module outcomes

- you will be able to develop strategies to assist you reflect on and improve your teaching

***'I was enthusiastic and passionate and really put a lot into this semester. Why are my SETU results not improving?'***

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions!

1. You need to collect and analyse data on your teaching - make use of SETU qualitative feedback.
2. Have a colleague peer review one of your lectures or tutorials.
3. Ask your students for informal feedback half way through semester.
4. Devise and use a 'checklist' of the characteristics of effective teachers.
5. Record your thinking about teaching in a reflective journal and occasionally review it to look for changes in thinking over time.
6. Plan an action learning strategy that allows you to plan, act, evaluate and change.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.ntlf.com/html/lib/suppmat/83brook.htm> - an excerpt from *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms* (Brookfield & Preskill), which looks at teachers who talk too much and teachers who talk too little.
2. [http://www.utexas.edu/academic/diia/gsi/assessment/checklist\\_teachingskills.pdf](http://www.utexas.edu/academic/diia/gsi/assessment/checklist_teachingskills.pdf) - a checklist of characteristics of effective teachers, from the University of Texas.
3. <http://www.tedi.uq.edu.au/teaching/toolbox/pedagogy.html> - offers a list of characteristics of effective university teachers and a brief explanation of the action learning approach to reflection.
4. <http://www.aare.edu.au/06pap/pit06290.pdf> - reports on the results of an investigation at an Australian university into what students expect from their teachers.
5. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm> - the "seven principles of good practice", from the Honolulu Community College.
6. <http://www.brookes.ac.uk/services/ocsd/firstwords/fw4con.html> - contains some helpful advice on getting feedback from students and peers.

7. <http://teachingperspectives.com/> - you may be interested in completing this online teaching perspectives inventory.
8. [http://www.mq.edu.au/lrc/pdfs/041\\_start\\_teaching.pdf](http://www.mq.edu.au/lrc/pdfs/041_start_teaching.pdf) - Macquarie University's definition of being an effective teacher.

## **Alert !**

Reflecting on your own teaching can be daunting. Aim to reflect both on what you believe you are doing well as well as those things which you feel could be improved. A cycle of plan, act, review and adapt can be effective.

# How do I help students feel more at ease?

## Module focus

- helping students feel secure in your classes

## Module outcomes

- you will be able to identify strategies for generating a positive learning environment in your classroom

*My students seem cautious in class. There seems to be a sense of “is this right?” or “I don’t want to get it wrong or I might lose marks”.*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. In your first class, stress that it is OK to make mistakes, it is OK to not know the answer.
2. If a student struggles with an answer to one of your questions, reinforce that your classroom environment is designed to be non-threatening, and thank the student for attempting an answer.
3. For some students, they may be returning to study after a break from formal education. They will often feel insecure, so they need encouragement and support whilst they renew confidence.
4. Promoting classroom discussion can encourage students to offer positive comments to their peers. Adult learners generally respect the views of other students.
5. Giving positive feedback on assessments helps support students.
6. Understanding what motivates adult learners helps teachers to support them.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.timeshighereducation.co.uk/story.asp?storyCode=402213&sectioncode=26> - some ideas for trying to learn students names in their first class.
2. [http://www.staffs.ac.uk/images/suggestedsessionplaninductiontutorial\\_tcm68-23626.doc](http://www.staffs.ac.uk/images/suggestedsessionplaninductiontutorial_tcm68-23626.doc) - some ideas for your first tutorial.
3. [http://www.snm.utas.edu.au/preceptor/adult\\_learning.html](http://www.snm.utas.edu.au/preceptor/adult_learning.html) - discusses the ‘smartie’ approach to nursing education, but can be applied to many disciplines.
4. <http://www.aare.edu.au/04pap/zha04171.pdf> - a paper which reports on research into interpersonal relationships between teachers and students, with an intercultural perspective.
5. <http://otl.curtin.edu.au/tlf/tlf1998/mckenna.html> - older, but useful, article on the induction program for new students at the Curtin Business School.

## Related topics

*How do I know how adults learn?*

# How do I use case studies for student learning?

## Module focus

- use of case studies in class

## Module outcomes

- you will recognise different types of case studies
- you will be familiar with how case studies support student learning

***'Yes, we understand the theory or the problem, but how does this stuff work in real life?'***

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Think of a case study as either a 'real world' example which reflects the theory or as a problem solving exercise for students to grapple with.
2. You don't necessarily have to follow the formula of "here is the theory, now apply it to this case". Challenge students by starting with a case and have them come up with elements of it that they need to further investigate.
3. Many academic texts include case studies relevant to topics which may be used as learning activities in class.
4. With some imagination, case studies can be created to suit the topics you are covering in lectures and tutorials.
5. As an alternative, students can be asked to design particular cases (hypotheticals) which they feel reflect the problems being studied.
6. Case studies don't necessarily have to be detailed accounts - using something as simple as a newspaper article can be a stimulus to illustrating/applying theory.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://www.soc.ucsb.edu/projects/casemethod/intro.html> - from the University of California, Santa Barbara, Sociology Department, "the purpose is to facilitate for teachers around the world the use of the case method of learning as a pedagogy in their own teaching". This website contains a section on [teaching with cases](#), and [a set of cases](#) for classroom use. Teachers are encouraged to download and use cases in their teaching as long as authorship is acknowledged.
2. <http://www.materials.ac.uk/guides/casestudies.asp> - an informative discussion of why we should use case studies, including some examples, from a Materials Science and Engineering perspective.
3. <http://ublib.buffalo.edu/libraries/projects/cases/case.html> - home page for the National Centre for Case Study Teaching in Science.
4. <http://tlt.its.psu.edu/suggestions/cases/> - this site from Penn State University looks at using case studies across a range of disciplines.
5. <http://www.ilr.cornell.edu/tac/toolbox/tips/cases1.html> - brief comments on planning case study use in class.
6. [http://www.cba.bgsu.edu/faculty\\_staff/greenwald/casestudies.htm](http://www.cba.bgsu.edu/faculty_staff/greenwald/casestudies.htm) - contains a set of actual case studies which can be used in Management education.
7. <http://www.economicsnetwork.ac.uk/handbook/casestudies/12.htm> - discusses the pedagogical benefits of using case studies from an Economics perspective.

8. <http://cstl-csm.semo.edu/waterman/CBL/index.html> - offers suggestions on the different types of case studies and how to use them in your classes.
9. <http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/CaseTeaching/index.html#a%20good%20case> - a practical discussion of the why and how of using cases, from the University of Tennessee.
10. [http://cte.umdj.edu/active\\_learning/active\\_case.cfm](http://cte.umdj.edu/active_learning/active_case.cfm) - extensive site with many links to case study theory and practical examples.

# How do I use concept mapping?

## Module focus

- using concept maps to support learning

## Module outcomes

- you will recognise ways that concept maps can assist student learning

***You have explained the topic thoroughly. You have asked 'Are there any questions?'. You read the students' assignments and you see that a lot of the students haven't made the connection between the significant concepts that you have been covering in class. And they don't seem to have made the wider connection between concepts in your Unit.***

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

1. Each tutorial or lecture, explain how the topic fits into the overall Unit structure.
2. Using visuals to help this explanation can assist many students to see the connections, as often topics can be regarded as separate and stand alone.
3. Have students prepare concept maps as a tool for revising and preparing for exams.
4. Make preparing a concept map a learning activity in class to help students see the connection between several concepts.
5. When using small group work in tutorial, groups can be asked to construct a concept map so as to encourage them to pool and share ideas, and deepen their understanding.
6. Ask students to complete a concept map to link the major points you are making in your lecture.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. [http://users.edte.utwente.nl/lanzing/cm\\_home.htm](http://users.edte.utwente.nl/lanzing/cm_home.htm) - includes a basis discussion of the purposes of concept maps, an example, references to concept mapping software and some further reading.
2. <http://istudy.tlt.psu.edu/FirstYearModules/ConceptMap/References.html> - a list of references on concept mapping.
3. <http://www.udel.edu/chem/white/teaching/ConceptMap.html> - a brief but practical discussion of how to prepare a concept map.
4. [http://hsc.unm.edu/consg/critical/concept\\_map.shtml](http://hsc.unm.edu/consg/critical/concept_map.shtml) - discussion and example of using concept maps in Nursing education.
5. <http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/ConceptMapping/> - from the University of Tennessee, this site offers a broader focus, looking at the link between concept mapping, constructivist learning theory and curriculum design.
6. <http://academic.wsc.edu/frc/innovations.htm> - some practical ideas for using concept maps in your teaching.

# How do I use icebreakers in class?

## Module focus

- ice breakers in tutorials

## Module outcomes

- you will be familiar with how to use icebreakers effectively
- you will have access to a range of suitable icebreaker activities

*'That first tutorial was really awkward. Everyone seemed nervous and uncertain. I noticed that when I asked questions, a lot of eyes dropped downwards. There wasn't much discussion going on.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching?

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## Possible solutions

1. Access and try some practical icebreakers which don't require many resources nor much time.
2. A good means of 'breaking', or at least 'melting', the ice is to use an activity which requires students to leave their seats and move around and talk to each other.
3. Trial some activities in your classes until you decide which ones seem to work best.
4. Use different activities in different classes to gauge their effectiveness.
5. Using an icebreaker before forming students into groups in class can be helpful. Also, using icebreaker activities of a team building nature can be beneficial before allocating students to groups for group assignments.
6. Aim for short and simple and non-threatening activities which you can stop reasonably easily if necessary.
7. It is beneficial to establish yourself first with your class before lightening up the mood with an icebreaker.

## More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. [http://adulted.about.com/od/icebreakers/Educational\\_Icebreakers.htm](http://adulted.about.com/od/icebreakers/Educational_Icebreakers.htm) - from 'About: adult and continuing education', this site contains a range of simple icebreakers for use in class.
2. <http://ah.utdallas.edu/rhetoric/tips/icebreakers.html> - some simple icebreaker ideas for the first class.
3. <http://vccslitonline.cc.va.us/mrcte/ice.htm> - some more ideas.
4. <http://www.businessballs.com/> - a range of team building ideas.

### Example:

Take some scrap paper to class. Form students into groups. Have them agree on a design of a paper plane. Have them build a certain number. Test fly them and have the class rate their airworthiness.

## Alert !

It is important that icebreakers be used sensitively. Aim for activities which are non-threatening, 'safe' and culturally inclusive where possible.

# How do I know what students value from teachers?

## Module focus

- the characteristics of tertiary teachers that students appreciate
- the approaches that effective tertiary teachers adopt

## Module outcomes

- you will be able to identify means of better 'connecting' with your students
- you will reflect on critical points in your teaching where you may apply the ideas of this module

*'We have to cover a lot of material in this Unit. They are going to be assessed on all this material, but the students seem to switch off in lectures. I'm not sure exactly what it is my students want from me. I'm giving them all they need. Why do they still keep asking questions in DSO and sending me emails? I notice that some of my colleagues seem to really 'connect' with their students. They certainly get good SETU results.'*

### Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching? .....

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## Possible solutions

From these sites, note the words and themes which appear repeatedly:

1. [http://www.stephenbrookfield.com/Dr.\\_Stephen\\_D.\\_Brookfield/Workshop\\_Materials\\_files/Ch\\_4\\_What\\_Lnrs\\_Valu\\_e.pdf](http://www.stephenbrookfield.com/Dr._Stephen_D._Brookfield/Workshop_Materials_files/Ch_4_What_Lnrs_Valu_e.pdf) - a 12 page chapter from Stephen Brookfield's 2006 book *The Skillful Teacher*.
2. <http://depts.washington.edu/cidrweb/Bulletin/Learning.html> - quite brief; a select few responses from students at the University of Washington when asked what they appreciate from their teachers.
3. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/unmotiva.htm> - this resource is an interesting (and brief) reflection by Ronald Luce, Hocking Technical College, Ohio, about what his experience tells him it is that students want from their teachers.
4. <http://www.usq.edu.au/~media/USQ/learnteach/Information%20flyers/InformationFlyerWhatstudentswantFINALpdf.ashx> - based on Geoff Scott's 2005 research into student responses to the Australian Course Experience Questionnaire (CEQ).
5. <http://teaching.berkeley.edu/ninecomplaints.html> - nine things students complain about at the University of California, Berkeley.

**Example:**

Stephen Brookfield (see the first site above) uses terminology such as the following and then distils the terms into two themes - credibility and authenticity.

- expertise
- experience
- rationale
- conviction
- congruence
- full disclosure
- responsiveness
- personhood

1. Consider drawing up a checklist - key terms in the left column, instances in your teaching where you might try to apply them, in the right column.
2. You can form judgements from everyday interactions with students.
3. Conduct a mid semester survey giving your students an opportunity to comment on your teaching.
4. Analyse Deakin's SETU results after semester concludes.

**Alert !**

Being told that we are not very good at what we do is very confronting. If our students have been honest with us, we can be honest with ourselves. We can objectively reflect on feedback and try to make adjustments to our teaching. We can also decide that we are doing a good job despite the views of others. We can think our students have not been objective with their feedback and continue on. We can cause ourselves undue stress worrying about what students think of us. How s/he will respond depends on the individual teacher.