

Institute of Teaching and Learning
Scenarios

by

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SCENARIO 1 PART A. ENCOURAGING INDEPENDENT THINKING

Cast

Louise A&B -Lisa Schilling

Samantha- Channary Peng

Location - Deakin Waterfront Campus, KMD

Shoot date/time Thursday 30th 1PM-5PM

INT. OFFICE. (peter lane)

Louise A, a lecturer, is not especially helpful in her attitude.

She has given students a list of things that she wants to see in their essays. **Samantha**, a first year female Chinese student (age 20 years old) who has just arrived in Australia, visits **Louise A** in her office at her request. She is not very familiar with university policies, guidelines, rules and the way of doing things here in Australia and had asked **Louise A** if she could meet with her to talk about her essay.

Louise A(lecturer)

Thanks for coming in.

I'm a bit busy so I can't spare you much time, but I have a list of things you need to do for this assignment.

Samantha (student):

Thank you. Can you please tell us what you expect? I am not familiar with the system here.

Louise A(lecturer):

Read this list and the Unit and Study Guide. It's all explained there.

(with attitude) The other students don't seem to have any trouble with it.

Samantha leaves the office looking rather puzzled.

Fade to black

Fade up from black

INT. CORRIDOR. **Samantha** is speaking on her mobile phone to a friend.

Samantha

I still don't quite understand **(pause)**

I can't go and ask her for anymore clarification!

That would be very embarrassing. **(pause)**

Well I'm just going to have to work it out for myself. Okay? Bye.

INT. KMD RECEPTION

Samantha is working on her laptop. **Louise A** walks up behind her and questions her.

Louise A(lecturer)

How are you going with your assignment?

Samantha (student)

Well thank you **(quite proudly)**

I'm getting material off the web, making references and copying the information.

Louise A

You're not just cutting and pasting are you?

Samantha, looks away embarrassed

Louise A

You're not supposed to do that. Have you read the section on plagiarizing? We have rules and policies here at

this university about copying other people's stuff to make essays. **(pause)**
(demeaning) Cutting and pasting.
 This sort of stuff can get you expelled and sent back home.

Samantha is visibly upset and is clearly sad and disappointed after the comments from her tutor.

Scenario 1 Part B

INT. OFFICE. (peter lane)

Louise B, a tutor, tries hard to explain the value of original thinking to her students and encourages students to put their own thoughts into their essays.

She has given students a list of things that she wants to see in their essays. **Samantha**, a first year female Chinese student who just arrived Australia to further her studies, visits **Louise B** in her office at her request.

As a tutor **Louise B** takes care with her students and tries hard to understand what they are thinking and what help they need.

Louise B(tutor):

Take a seat. Are there any things that you would like to discuss?

Samantha(student)

Can you please explain what you expect from the class and especially the next assignment?

I am not very familiar with the process here.

Louise B(tutor)

Most of what you want to know will be explained in the reading list and study guide.

Is there any particular area that you

are more interested in clarifying.

Samantha looks at **Louise B** but doesn't come up with an answer. **Louise B** invites her to sit next to her and gets her essay before referring to it.

Louise B cont.

You seem to put a lot of work into your essays and I can tell that you have been doing a lot of reading. Your essay has potential to be really good but I am afraid that in its current form I have had to mark it down. I would like you to rework it and resubmit it to me. Do you understand what is meant by plagiarism?

Samantha (student)

I'm not really sure. I know that it is a bad thing, but I don't understand.

Louise B(tutor):

Plagiarism has to do with copying other people's ideas or words without acknowledging them. Do you know how to avoid plagiarism?"

Samantha (student)

Frankly I am confused. My friend is also confused. He tried hard but got fail but he doesn't know why. At home it was much easier. The more good stuff you find to put in your essay, the more the teacher likes it. We get bad marks if we don't follow

what is in the books and copy
it all properly."

Louise B(tutor)

You learned a lot of things at home,
but here, we want to help you to go further.
You see, if you just copy stuff you will
get into trouble. but not only that,
you won't learn as much.
We want you to try and work out your
own ideas and put them down in your own words.
It doesn't matter if you make a
few mistakes.
I would rather you try to do your
best to express your own thoughts.
In this unit I am prepared to overlook
some errors of expression, as long as
I can see that you are trying to be original.

Samantha (student)

I understand. Thank you.

SCENARIO 2 Part A ENCOURAGING CONSTRUCTIVE GROUP DYNAMICS

Cast

Tom A&B - John Henderson

David - Tom McLean

Sanjay - Luke Saliba

Sally - Tanya Ho

Mary - Caitlan Williams

Location - Deakin Waterfront Campus, KMD

Shoot date/time- Wednesday 29th 9AM-1PM

INT. TUTORIAL ROOM. (KMD meet)

In tutorial room with **Tom A** tutor who is not that helpful and dismissive, a half a dozen students (2 boys & 4 girls), **David** and **Sanjay**, two 'alpha male' students, dominate the discussion and intimidate other students.

Tom A(tutor)

Now about the group assignment.

I want all of you to participate and collaborate with each other.

10% will be given for group effort and 20% for the final assignment.

David (student)

When is the assignment due?

Tom A(tutor)

All the information is on your
assignment handout sheet.

Sanjay (student)

25 November?

David (student)

Let's get started.

We need to make a time to meet soon.

How about my place tomorrow?

Mary (student)

But sir, can you please explain about
what you expect for the group effort
and the 10% mark?

David (student)

you don't know?

(condescending) So simple,

Tom A(tutor)

Each of you have to put in equal amount
of work and research."

Sally (student)

Do you want us to write notes on our
discussion and meetings so you know what
each of us is doing?

Tom A(tutor)

Perhaps not. That would really slow you down.
Just work amongst yourselves and collaborate.

Tom A takes little notice and writes as they talk.

Sanjay (student)

I'll be the moderator, ok.

David (student)

The objective is to get it done.

I know how it works. I've done collaborative work before.

Mary (student)

I've not done group work like this before.

I only did one on one work.

Sanjay (student)

It's so simple.

You shouldn't be here

then if you don't know how to do such a simple project.

Sally(student)

I'll help you.

Tom A (tutor) pays no attention to the conversation and fails to notice the girls' anxiety.

Scenario 2 Part B (KMD meet)

Tom B, the tutor, is helpful and tries to draw out each of the students, and gently but firmly holds the alpha males from dominating whilst skillfully and sensitively drawing out some of the quieter students who clearly have a lot to say when given the opportunity.

Tom B(lecturer)

Here is a group assignment and I want all of you to participate and collaborate with each other. 10% will be given for group effort and 20% for final assignment. The mark for group work will be decided on how much each of you contributes. Those who do not contribute will get less marks. We will monitor the progress of the group as you go and allocate group marks according to each student's efforts. The assignment will be due 25th November. If you need more time, please let me know beforehand, so we can then agree on another date.

David (student)

How long do you want the assignment report to be?

Tom B(lecturer)

The main thing is that the report has to follow proper reporting format, that is, clearly list objectives, introduction, conclusion and references.

David (student)

How do you know how much work each of us has done in order to give us the 10% for group effort?

Sanjay (student)

Let's get started.
We need to make a time now to meet soon.

David (student)

At my place tomorrow?

Mary (student)

But can you please explain
a bit more what you expect for group effort,
with the 10%?

Sanjay (student)

You don't know?
(condescending) So simple,

Tom B(lecturer)

Well hang on a minute, that's a good question.
The main point is that each of you have
to put in equal amounts of work and research,
but I am relying on you to be responsible
adults, so that I don't have to go checking
up on you.

Samantha (student)

Do you want us to note down our discussion
and meetings so you know what each
of us is doing?"

Tom B(lecturer)

Perhaps not. That would really slow
you down. Just work amongst yourselves
and collaborate. The main thing is that
you all work hard at it. Naturally some
in the group will tend to dominate the
discussion, but that doesn't mean that
the quieter ones are not working.
I really hope that you make an
effort to give everyone a chance to
express their thoughts.

Sanjay (student)

I'll be the moderator, ok.

David (student)

The objective is to get it done.
I know what to do, I've done collaborative
work before.

Mary (student)

I've not done group work like this before.
I only did one on one."

Sanjay (student)

It is so simple. It would be very difficult
for you if you don't know how to do
such a simple project."

Tom B(lecturer)

Hang on. What did I say about giving
everyone a chance to express themselves.
You guys might be surprised about some
of the ideas that the girls have, so
give them chance.
I should warn you that I am inclined
to give higher marks to groups that
work well together.
This is all about learning to work in groups.
If you work well together, you are much more
likely to get a higher grade.
When you report back to the class I am
going to ask each member of the group to
say something. So it is in your interest
to practice this amongst yourselves.

Scenario 3 Part A ENCOURAGING GOOD ESSAY WRITING

Cast:

John A&B - Ian Scott

Danny - Nicholas Torres

Dotty - Midori Takahashi

Location - Deakin Waterfront Campus, KMD

Shoot date/time - Thursday 30th Nov. 9AM-1PM

INT. OFFICE/CORRIDOR. (Di)

Two students, **Dotty** and **Danny**, come to see their tutor **John A** in his office. He is nominally polite but overly brusque and unhelpful when responding to students questions of why their essays were given a low grade. They knock on the door but as they get no response and the door is ajar, they walk in. **John A** is preoccupied with finishing off his work and directs them back out.

John A

Would you mind waiting outside
for a couple of minutes?

They walk back out of his office, embarrassed and humiliated. As they wait outside, they look at each other until they hear **Johns** voice.

John A(tutor)

Come in.

Dotty and **Danny** walk back into his office.

Dotty & Danny (students)

Good afternoon, Dr John.

Both students are very polite.

They are trying to adapt to the new place and culture.

Dotty (student)

Sorry to trouble you for coming
into your office before calling to
make a time. We have received
our essays yesterday and saw that
they have low grades.

We are very sad and disappointed.

We worked so hard.

We put in a lot of time.

We went to the library to get

materials for the essays.

Danny (student)

It is very hard for us to get this low grades. My parents will get very angry with me with this bad grade.

Dotty (student)

They spend so much time and money to send me here to study. They don't want to see me fail.

Danny (student)

What can we do to improve ourselves? Can we please redo our essays?

Dotty (student)

What have we done incorrectly?

John A, the tutor is paying little attention to his students. He is busy finishing off his previous task.

John A(tutor)

Say again. What's your problem?

Dotty (student)

We received our essays grades yesterday. They are bad grades.

John A(tutor)

Okay. Now I remember what you said.

Danny (student)

Please explain to us how we can do better.

Dotty (student)

And can we redo our essays? And resubmit?

John A(tutor)

I've explained and noted my explanation on the back page of the essay.
You should be able to follow.

Dotty (student):

But we had worked so hard. We spent so much time in the library getting information.

John A(tutor)

I made a note that there was some plagiarism in the essay.

Danny (student)

My parents will be very mad at me. They work so hard to send me here to study and now I'll disappoint them. Can you please help?

John A(tutor)

Perhaps you should seek some help from Student Services. They provide help to international students with essay writing. You should know how to write tertiary level essays in this class.

Scenario 3 Part B

INT. OFFICE.

Two students, **Dotty** and **Danny**, come to see their tutor about their essays. **John B**, is warm and friendly and seems genuinely pleased to see the students.

John B explains that the reason that he has asked the student to drop by was that he wanted to pass on his feedback about the essay that could not be easily expressed in written comments.

John B gives constructive and encouraging advice on how the promising elements of her essay could be better developed and the essay brought to its full potential.

John B (tutor)

Come in. How are you both going?

Thanks for dropping into my office.

Dotty and Danny (together)

Good afternoon, Dr John.

Both students are very polite. They both waited for the tutor to be seated before they are seated (as a sign of respect).

John B (tutor)

Please be seated.

If you don't mind I will be with you very soon.

I just want to send this email off.

John B send off the email and then turns and gives them his attention.

Danny (student)

I spend a lot of time working on the essay.

John B (tutor)

You both worked hard and I can

see that in your essays.
You put in a lot of information.
But I wanted to explain that
while there are good ideas
in the essays, they are not very
well developed. Consequently your
essays did not receive as high
a grade as they could have.
How did you feel about the essays
when you were writing them.
Did you feel that it was a
struggle to explain your ideas.

Dotty (student)

I thought I was doing a good job.
I read the essay question
and the class notes and exercises.
I went to the library to do
research. Then I started
working out what I wanted to write.

Danny (student)

I did a similar thing.
I also drew out a map and wrote
notes as to what I wanted to write.
I copied references from the internet.

John B (tutor)

Sounds like you are both on the
right track with your research.
Do you understand the question
and what is required in the essay?

Danny (student)

I think so. I try hard.

Dotty (student)

I just copy what I search on
the Google and put them together.

John B (tutor)

You have some good ideas but they
are simply listed down without
explanation.

I'm looking for you to explain how the
individual ideas relate to each other
and to show how they contribute to your
overall line of argument/discussion.

I'd like you to rewrite and
resubmit your essays,
this time focusing on using
information to develop and present
your views.

As well as including references to
support what you are saying.

Would you like to give it a go and try?

Dotty and **Danny** both nod in agreement.

John B (cont.)

I am happy to look
at a draft then we can meet again
before you formally
resubmit and I can give you
some further feedback

Dotty (student)

Thank you sir, that would be
really good.

Danny (student)

Yes, thank you - I think that
would be very helpful to us.

Scenario 4 Part A GIVING EMPATHETIC FEEDBACK

Cast:

Ann A&B - Vivienne Costelloe

Eugene - Rob Robiah

Jojo - Stephanie Capiron

Jay - Abby Skye

Location - Deakin Waterfront Campus, KMD

Shooting date/time Wednesday 29th November 1PM-5PM

EDITING NOTE : STARTS WITH A SPLIT SCREEN OF ALL 4 PEOPLE.

INT. OFFICES (Di or Alice- PL - Comp Lab - DOMS)

Ann A, a tutor sits in front of a computer with a headset talking with students about online student essays.

She is unhelpful and her comments are frequently cynical.

Ann A is also distracted and disorganized as she tries to gets things in order (plays with her mobile)

The students sit in front of their respective computers.

Jojo is from Mauritia and in her 2nd year in Australia.

Eugene is from Turkey.

The fourth student, **Jay** is from Australia.

Ann A (tutor)

Ok guys show time. Let me
hear what you've done.

There are no responses from students.

Ann A (tutor)

WAKEY !WAKEY Is anyone there?

Eugene (student)

Excuse me but I have trouble
downloading lecture.

Ann A (tutor)

Well I am sorry, but that is up to

you to sort out.
 This is not a beginning computer class.
 You're supposed to know that when
 you enroll in this class.

Jojo (student)

Excuse me, I also have a problem.
 I am computer student and familiar
 with computer. There is something wrong
 with file download this week.

Ann A

What in heaven's name do they
 teach you in computer science
 now a days.
 How hard can it be to learn to
 download a file properly?

Eugene (student)

We did not have problems before.
 Only this week it has been a problem.
 I contacted ITS Helpdesk
 and they helped me.
 They said there was a problem with the link
 to this file. The Helpdesk number is 72400.

Ann A (tutor)

OK OK. So it looks like somebody
 screwed up. I'll come back to this later.
 Let's talk about the assignment work.

No response from students

Ann A (tutor)

HELLO IS ANYONE OUT THERE??

Jay (student)

Actually I have a question about
 the assignment. When you said 1857-1960,

are we suppose to discuss second World War period as well?

Ann A (tutor)

Well, you tell me what year the the second World War was?

Eugene (student)

I think you will find that all the students are aware that second World War occur between 1939-1945, although in Asia, it is dated differently.

Ann A (tutor)

Oh, so how many second world wars were there darl?

Eugene (student)

Actually madame, quite a few. For those in Korea or China, the war began a good deal earlier.

Ann A (tutor)

So let's be pedantic shall we. This is a course about European history.

Jojo (student)

Actually in the instruction for the essay, it says that we should (reads) "analyse the long term underlying economic trends with special consideration given to urbanisation. But without giving particular attention to the second World War years."

Ann A (tutor)

OK OK!!! Good to see that some
of you actually read the instructions.

Scenario 4 - Part B

INT. OFFICES OTHER SPACES.

Same scenario this time **Ann B** is clearly taking care to construct thoughtful responses to students' essays.

Ann B (tutor)

Welcome to Week 5. Does anyone have any questions to start with?

Eugene (student)

Excuse me, but I have trouble downloading lecture.

Jojo (student)

Excuse me madame, I also have the same problem. I am a computer student and familiar with computer. There is something wrong with file download this week.

Ann B (tutor)

What exactly did you do to download the file?

Eugene (student)

I did the normal click to download the file but the message came up unable to download file. File not found.

Ann B (tutor)

How about you Jay. What did you do?

Jay (student)

I did the same thing. I had no problems the past few weeks when I downloaded the other files, except for this week. I did the normal process and checked my browser setting and it seems fine.

Eugene (student)

I rang the Helpdesk this morning and they advised me that they tested it and there seems to be a problem with the file linking.

Ann B (tutor)

Thanks for alerting me to this problem. I'll look into that as soon as possible. In the meantime, I'll email you the file. I will also save the file to our class shared folder.

Ann B types finds and sends the email.

Ann B (tutor)

Does anyone have a question about the assignment?

Jay (student)

Actually I have a question about the assignment. When you said 1857-1960, are we supposed to discuss the second World War period as well, like from 1939 - 1945?

Eugene (student)

I think you'll find that all the students are aware that second World War occur between 1939-1945, but

in Asia and other parts of Europe,
it is dated a little differently.

Ann B (tutor)

You're both making good points about
world war two, but let's refocus, and
define, from the outset, the question, and how
you are going to answer it.
You may all answer in a different way.
That's fine by me.

Jojo (student)

But what happens if we do
in different way?

Ann B (tutor)

As long as you all provide original work.
This is the safest approach, so no
one will misunderstand your intentions.
I am very flexible.

Jojo(student)

I am afraid my English is not
that good to express in essay writing.
Is not very good, but I am
afraid to fail my unit.

Ann B (tutor)

As long as you try to express your
thoughts and write as much as you can,
we can work together to make it a good piece.
Map out your thoughts and write
in bullet points.
Then from the bullet points,
you expand it into short sentences.
From short sentences, you then make
stories and put them into paragraphs.

Jay (student)
Thank you.

CHARACTER DESCRIPTIONS

Academic faculty members

Character A&B will be played by the same person, with a wardrobe and personality change.

For instance, from suit to casual or equivalent.

Other changes could be with and without glasses and different hairstyles.

Don't wish to disguise the A&B character as such, but to make some difference.

Louise A - rather self-important lecturer, appears self-absorbed and comes across as insensitive.

Louise B - tutor, kindly, experienced who clearly loves interacting with students

Tom A - rather grumpy and prickly tutor who seems to resent the demands that students make on his time

Tom B - friendly tutor whose positive manner draws out the best in students

John A - rather stiff and awkward lecturer who, through shyness and insensitivity, tends to come across as unfeeling and intimidating

John B - a lecturer who is an experienced academic who puts students at ease with his warm and accessible manner

Ann A - brash and cocky lecturer who appears completely self-absorbed

Ann B - warm and friendly tutor whose positive manner draws out the best in students

Students

David -brash student who is very much an 'alpha male' and is used to getting his own way

Sanjay -confident and assertive student who likes to dominate conversations and is constantly putting himself forward.

Sally -quietly assertive student from Malaysia who gets annoyed when other students dominate the classroom

Dotty -polite and thoughtful student from a hardworking working family of modest means who had saved up to send her to Australia to study. Only just recently arrived in Australia from Malaysia but has fluent English and a quietly confident poise.

Danny -newly arrived student from a South American family Danny speaks fluent English but is clearly still trying to adapt to the new place and culture.

Jojo -Japanese student in her 20s and in her 2nd year in Australia, Jojo is quiet but confident despite struggling with English

Eugene - confident, turkish background, in his late 20's.

Jay - confident, in her 20's from Australia.

SCHEDULE.

Wednesday AM -Scenario 2 A&B - KMD meet (all day wed)
John Henderson, Tom McLean, Luke Saliba, Tanya Ho,
Caitlan Williams.

Wednesday PM - Scenarion 4 A&B - Comp lab (3-5), KMD, Di
or Alice

Vivienne Costelloe, Rob Robiah, Abby Skye, Stephanie
Capiron.

Thursday AM - Scenario 3 A&B - Di or Alice.

Ian Scott, Nicholas Torres, Midori Takahashi

Thursday PM - Scenario 1 A&B - PL office

Lisa Schilling, Channary Peng.