



# TEACHING@UOW

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# WELCOME

to a unique learning environment

The University of Wollongong is proud of its record as a University, which places students and teaching at the centre of its concerns. We were the first to introduce a number of innovations in educational policy and practice which others have followed. The 'Qualities of a Wollongong Graduate' detail our goals for students who graduate from our programs.

To ensure that the process of teaching is an enjoyable, student-centred and open process we have instituted Codes of Practice which guide all aspects of teaching and assessment and we have for several years required all of our teachers to participate in programs which assist them to become better teachers.

We offer flexible access for our students at the Wollongong campus; Dubai campus; Access Centres on the South Coast, Southern Highlands; Sydney and a number of partner institutions worldwide. Most courses blend face to face teaching and e-teaching. Surveys of our graduates show that they value our course content and innovative teaching methods. We have been Australian University of the Year twice, top University in Learning and Teaching Performance and listed as one of the top 200 universities in the world.

We are excited by the opportunities the future holds for the University and pleased to welcome you to the teaching staff of the University to share in this experience.



A handwritten signature in black ink that reads "Gerard Sutton". The signature is written in a cursive, flowing style.

Professor Gerard Sutton  
Vice-Chancellor University of Wollongong

# INTRODUCTION

Welcome to the diverse cohort of University of Wollongong staff who engage students in a rich array of learning opportunities. This booklet is designed to support you as a member of this teaching team.

It provides information about the University; resources and services to support you in your teaching role; teaching-related procedures, committees and policies; and some ideas to help you in your first few weeks of teaching.

A number of academic staff, tutors and demonstrators have reflected on their early teaching experiences and contributed their ideas to the Troubleshooting section.

I hope this booklet will be a useful resource and help you experience a trouble free, first year of teaching at the University of Wollongong.

Its contents are accurate at the time of publication. As policies, practices and personnel are continually changing please check the following websites for updates or further Information:

## **University of Wollongong**

<http://www.uow.edu.au>

For what's on across the institution, and access to information on research and administration.

## **Focus on Teaching**

<http://focusonteaching.uow.edu.au>

For further resources to support you as you gain depth and breadth of teaching experience and wish to consider your career.

## **Focus on Learning**

<http://focusonlearning.uow.edu.au>

For study resources, activities and supports available to students.

## **Academic Services Division**

<http://www.uow.edu.au/asd/index.html>

For access to all Academic Services Division colleagues who support staff and student learning

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# 1 UNIVERSITY OF WOLLONGONG

## Our vision

To enrich people, communities and the environment by making original and creative connections across disciplinary, social and cultural boundaries.

## Our mission

UOW is a comprehensive research and teaching university of international standing. We achieve our vision through:

- Diversity in access and opportunity for all UOW students and staff.
- Excellence and sustained quality in research and teaching programs, processes and graduate outcomes.
- Enterprise in shaping and realising new and emerging national and international priorities.
- Partnership in innovation and development of staff students and our communities.

## Our principles

We share a commitment to promoting and celebrating:

- Excellence through initiative, enterprise and achievements that take society forward
- Intellectual openness and freedom of opinion

- Integrity
- Mutual respect and collegiality
- Diversity of cultures, ideas and peoples
- Indigenous perspectives and reconciliation
- Foresight, quality and accountability as an institution
- Community partnerships and mutual development
- Equity and social justice
- Responsible stewardship of the natural environment

## Values

We are guided by shared principles and values:

### As a university community...

- Excellence
- Creativity
- Mutual respect and collegiality
- Honesty and tolerance
- Intellectual openness and freedom of opinion
- Receptiveness to the diversity of cultures, ideas and peoples
- Appreciation of and support for indigenous perspectives and reconciliation.

## As a self-governing institution...

- Integrity and good faith in decision-making
- Consultative and timely policy development and implementation
- Foresight, efficiency and prudence in management
- Inclusive and open strategic planning
- Accountability and transparency
- Community collaboration and service
- Equal opportunity and social justice
- Protection of the natural environment.

## Structure of the University

<http://www.uow.edu.au/about/structure/index.html>



# 2 THE UNIVERSITY LEARNING ENVIRONMENT

The university learning environment has undergone significant change over the last few years. Research into the nature of student learning and effective teaching methods is changing our perception of university teaching and learning, such that the focus is on learners and learning rather than teachers and teaching. University education is no longer a process of transmission of facts or 'universal truths' from expert to the learner.

Universities are arenas for critical thinking in which students explore and construct knowledge, and develop a sense of their own power as learners, scholars, researchers and professionals. Implicit in the University's teaching programs is support for the development of the qualities of a Wollongong graduate, qualities based on those generic skills needed for effective lifelong learning and work.

Communication and information technologies are extending the availability of educational opportunities to a greater geographical area than was previously possible. Educational opportunities are now available for students through the Shoalhaven Campus and Education Access Centres at Bega, Batemans Bay, Southern Sydney, Moss Vale, and the Business School in Sydney and Wollongong Innovation Campus. This opportunity to increase the flexibility of teaching and learning has been supported by:

- advances in communication technologies such as internet, teleconferencing, videoconferencing, pod-casting, blogs, wikis, wireless laptops and 'smart', mobile telephones;

- the availability of specifically designed learning resource packs, electronic forums using computers; communication and networking tools on the internet; and
- innovative approaches to assessment.

Learning is a dynamic process controlled by the learner. Learning within the University courses is facilitated when teachers and learners work together in a carefully structured program using appropriate learning resources and educational technologies.

## Qualities of a UOW graduate

The qualities that the University of Wollongong expects of its graduates should be developed while they are students, and their attainment is a key measure of the University's achievement of its core functions. Research graduates are expected to build on the attributes associated with undergraduate and postgraduate coursework degrees and apply these to research-related contexts.

The University is committed to developing graduates who are:

### Informed

- Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.

## Independent learners

- Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.

## Problem solvers

- Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.

## Effective communicators

- Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.

## Responsible

- Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

## Research graduates should also have:

- Ability to make a significant and continuing contribution to knowledge, whether disciplinary or interdisciplinary.

- Ability to conduct independent research and report its outcomes to a range of national and international audiences in a scholarly manner.
- Ability to work collaboratively with individuals and groups across diverse levels and cultures.
- Intellectual honesty, professional integrity and a knowledge of appropriate ethical standards.
- Ability to changing research and work situations in local, national and international environments.
- Ability to seek out opportunities and apply knowledge in new and emerging fields of research that will provide social, cultural or economic benefit.

## Related sites

<http://www.uow.edu.au/student/qualities/index.html>

## A brief description

The original University of Wollongong Campus lies at the foot of Mount Keira about three kilometres from the centre of Wollongong and eighty kilometres south of Sydney.

The University of Wollongong was founded in 1951 as a division of the New South Wales University of Technology.

- In 1961 the division became a college of the University of New South Wales. In 1975 the University of Wollongong became an autonomous institution and in 1982 it was amalgamated with the adjoining Wollongong Institute of Education.

- In 1993 the University of Wollongong Dubai Campus in the United Arab Emirates was opened. Fifteen years on the campus has a student population of approximately 2,500 and offers pre-university diploma courses and bachelor degrees including business and management.
- In 1994 a university centre was opened in Sydney.
- In 1999 the Bega Educational Centre opened.
- In 2000 the Shoalhaven Campus (Nowra) and Batemans Bay Education Centres were opened.
- In 2001 the Moss Vale Education Access Centre was opened.
- In 2003 UOW Southern Sydney was opened.
- In 2008 the first building at the Innovation Campus was opened just to the north of the Wollongong CBD.
- The University also offers courses in Hong Kong, Malaysia and Singapore.

Further information about the University's history is available at: <http://www.uow.edu.au/about/history/index.html>

A history of the University of Wollongong entitled "University of Wollongong: an illustrated history" by Josie Castle is available from the University Library [378.9446/4].

### The students

In 2010, 15,103 undergraduate and 7,167 postgraduate students are enrolled at our onshore campuses and approximately 30% of these are international students. There are more than 3,000 international students enrolled in our off-shore campuses. University of Wollongong students have a variety of backgrounds, expertise, and professional and life experiences. Help us build a supportive and inclusive learning environment by encouraging students to value this cultural diversity and respect differing beliefs and life experiences.

### The academic staff

Academic teaching staff are appointed at various levels: associate lecturer; lecturer; senior lecturer; associate professor and professor. Some research-only academic appointments are made. In 2010, the University employed 944 permanent and 1,492 casual staff.

### The faculties

Academic leadership, planning, educational delivery and quality control is the responsibility of the respective faculties, their Deans and committees. Each faculty is headed by a Dean who is responsible for the academic and administrative management of the faculty, including research, teaching, community services and administration.

The Dean may be assisted by one or more associate Deans. The Sub-Dean is responsible for student support. Faculty structures vary. Most have schools led by heads of school; some have programs with program leaders.

## Flexibility in teaching and learning

It is not necessary or even desirable for all students to learn at the same time, in the same place or in the same way. University teachers continue to seek more effective and flexible ways to help students learn. A variety of different course structures is appearing.

Following are some examples of subjects that have been designed to be as flexible as possible.

### Subject A

Subject A provides a Reading Booklet and Study Guide with activities for students to complete in between face-to-face tutorials. Students use a computer to participate in online discussions at least twice per fortnight. Three hour tutorials are held on campus each fortnight.

### Subject B

Lectures are held once per week at the Wollongong Campus with videoconference links to Shoalhaven, Moss Vale, Bega and Batemans Bay. Face-to-face tutorials are held once per week at all campuses and centres. At Education Centres the tutor attends the videoconference sessions then facilitates a follow-up face-to-face two hour tutorial.

### Subject C

Online lecture materials are provided using the eLearning space. Students work through the materials and post comments and answers on the website by the indicated dates. Activities are included in a Study Guide. Three hour face-to-face tutorials are held four times per semester.

The tutors moderate online discussions, monitoring and responding as required.

## University teaching and learning policies and guidelines

It is essential to have a clear understanding of your responsibilities in relation to teaching and the assessment of students' work.

University policies are developed to define specific goals and to provide a framework to guide action to achieve them.

- General Course Rules - sets out general requirements for admissions, enrolment, assessment and grading and course award requirements.
- Code of Practice - Teaching and Assessment - sets out the responsibilities of faculties and academic staff in relation to the assessment of undergraduate and postgraduate coursework subjects, and the University requirements for subject outlines.
- Student Charter - identifies what students can expect from being a part of the University of Wollongong community and, in turn, what is expected of students.
- Code of Practice - Casual Academic Teaching - sets out a framework for faculties, schools and academic units to recruit, employ, manage and professionally support casual academic staff.
- Student Academic Consideration Policy - sets out the criteria, procedures and timeframes for academic consideration requests.
- Student Conduct Rules - rules to regulate the University's response to suspected academic and general misconduct on the part of students.

- Special Consideration Policy - sets out the procedures and criteria for special consideration requests for all forms of assessment.
- Academic Grievance Policies (Coursework and Honours Students) and (Higher Degree Research Students) - sets out the University's general approach to resolving academic grievances and procedures that may be followed where a student wishes to pursue such a grievance.
- Academic Integrity and Plagiarism Policy - set out the University's commitment to Academic Integrity, with particular reference to acknowledgement practice and plagiarism.
- Good Practice Guidelines - Leading Teaching Teams – provides useful guidance to faculties and subject coordinators in relation to their roles and responsibilities leading casualised teaching teams.
- Good Practice Assessment Guidelines - provides guidance in implementing the Code of Practice - Teaching and Assessment including principles and examples.

You will find the policies related to learning and teaching at:

<http://www.uow.edu.au/about/policy/academics/index.html>



# 3 ROLES OF THE TEACHER

As a University of Wollongong teacher you play a vital part in the University mission. This involves a variety of challenging and stimulating roles; some of these are outlined below.

## A member of the University community

You are a member of the University of Wollongong teaching and learning community with full access to University facilities and support. You will find yourself working cooperatively in teams with other academics, subject coordinators, educational developers and staff of support units.

As a member of the academic teaching staff you are an agent of the University. In order to support students appropriately you will need to be familiar with the procedures and policies of the Academic Registrar's Division, the Code of Practice Teaching and Assessment and Code of Practice Students. University Codes of Practice, Policy, Procedures and Guidelines are found at <http://www.uow.edu.au/about/teaching/policies/index.html>

## A teacher

Teaching is complex, personal and challenging. One way of defining formal teaching is:

*'the provision of structured learning experiences that facilitate effective student learning'.*

Whatever you do as a teacher you should support learning. As a teacher, continue to ask, 'Is this the most effective way for this student to learn?'

Teaching involves much more than knowledge in your discipline. Teaching requires careful planning, monitoring of student progress, assessing students' work, providing feedback and evaluating your own effectiveness. As a teacher you are responsible for creating an environment in which students can learn effectively. This requires a clear understanding of the principles and practices of teaching and learning in higher education.

One of the most important (and under-rated) things teachers do is provide feedback. When students reach university they should be taking control of their own learning and they can do this more effectively if they have relevant, effective and timely feedback. If you see assessment as helping students develop their ability to learn, you will give them more effective feedback than if you see assessment as just determining marks.

## A representative of your department, program or discipline

Each discipline has its own methods and guidelines. You are responsible for maintaining reasonable standards for the students, and for helping them meet these standards. This is a difficult job at the beginning as you try to understand what you can reasonably expect of others. Ask your Faculty Officer or Head of Department about faculty and department policies and procedures.

## A learner

As a teacher you will experience the satisfaction and challenge of facilitating student learning. Students bring their own experiences, knowledge and skills to the learning situation. With your guidance, they will learn from each other and you will learn from them.

As a learner you will also be further developing your teaching skills through seeking student feedback, discussing ideas with others, reading, reflecting on your teaching, possibly participating in university staff development workshops and courses and using the student survey system for self evaluation. Check the following website for information about these.

<http://www.uow.edu.au/asd/index.html>

## An assessor

The University of Wollongong Good Practice Assessment Guidelines have this to say about assessment.

*Assessment is an essential part of quality learning and teaching in higher education and is usually the key factor influencing how students approach the learning and teaching process. Carefully designed assessment tasks can positively affect the approach of students to their study and the quality of their learning.*

The purposes of assessment are to:

- promote learning;
- measure performance, by awarding marks which indicate whether and how well a particular student has attained the stated learning outcomes;
- determine whether a particular student is sufficiently well-prepared in a subject area to proceed to the next level of instruction;
- provide feedback to students which indicates levels of attainment, and to indicate and diagnose misunderstandings and learning difficulties;
- provide feedback to teaching staff to indicate areas in which students are experiencing difficulties, and to identify and diagnose ineffective teaching
- provide students with the self-assessment skills necessary for lifelong learning.

Each faculty has its own procedures for finalising marks before informing students. Check on your responsibilities with your coordinator or supervisor. Subject guides provide information for students and staff about assessment requirements and marking.

If you are a casual teaching staff member you will be expected to mark to a specific set of assessment criteria and a marking scheme. Course guides provide information to students about assessment requirements and how assignments will be marked. You will be marking students' work fairly and providing useful and timely feedback.

## An advisor

It is important to show respect for students as well as enthusiasm for the subject. Some students may feel uncertain or lack confidence, particularly if they are new to university and /or have no recent experience of formal study. Students may come to you to share their joys and successes. Some will also come with their disappointments or complaints. They may want to ask your advice on a course of study or a career choice.

Some students' personal circumstances make it difficult for them to study effectively and they may seek your advice if they are having difficulties. If you are enthusiastic, helpful, knowledgeable, and fair, you will be creating a learning environment that supports students. Find out how to refer students appropriately by reading the section 'Referring students and getting support' located in this booklet.

## Other roles for tutors and demonstrators

You are creating a supportive, small group learning environment. You facilitate student learning, mark and provide feedback on assessment tasks, support students in developing the skills needed for effective learning and offer general academic support for students within the subject. A commitment to student-centred learning and an understanding of how students learn within your discipline underlies your work. A collegial approach to problem solving and to professional development is integral to your role.

As a tutor you are responsible for creating an environment in which students can learn effectively. This requires a clear understanding of your own perception of teaching as well as the principles and practices of teaching and learning in higher education.

Students may live some distance from the campus or Education Centre where you are located which means you may not see them as often as you would in a more traditional course. Such students might feel isolated by physical distance, although some may have chosen to study this way. You can provide a vital link for those students, helping them feel part of the community of students at the University of Wollongong.

If you are working at an Education Centre or even at the Shoalhaven Campus, you will understand students' feelings of isolation because you too may feel physically distant from the academic community of the Wollongong Campus. Use as many avenues as possible to exchange ideas and share your experiences and expertise with academics who teach at the Wollongong Campus. You may be required to attend subject meetings and course planning seminars.

Tutors also use information and communication technologies to support learning. You may be moderating online discussion, using computers, managing videoconferences, supporting students in their use of independent study packages, or using the web for communication and assessment purposes. Some of your students may need your assistance in developing the 'tertiary literacies' needed for effective academic study, for example, using academic conventions in citing references or summarising an argument.

You have a key role in supporting students to develop these skills that lead to the University of Wollongong Graduate Qualities. (See the University website under Educational Policy and Practice.)

## An intermediary

Tutors and demonstrators are effective intermediaries between lecturers and students because they understand both sides. You can explain the faculty rationale to the students, and you can provide an early warning system by telling lecturers if there are any problems. As a friendly advisor you will be listening and using your professional judgement to offer information and support, and referring them on where appropriate.

## A role model

Tutors and demonstrators are often graduate and undergraduate students and can be excellent role models for undergraduates. They are often just a little older, they have clearly been successful at university, and they show the undergraduate students what they can aim for. The most important assets of graduate students are their idealism, enthusiasm, and high standards. You will be an ideal role model if you display these traits in your teaching.

## What is the role of the student?

Teaching may be thought of as an interaction between teacher and student, so while the teacher has certain responsibilities in helping the student to learn, the student also has responsibilities for their own learning and for the learning environment they share with their peers.

Teachers could begin each semester by discussing relevant sections from the Student Charter. The Student Charter can be accessed from the Policy Directory via:

<http://www.uow.edu.au/about/policy/index.html>

## The role of the subject/course/first year coordinator

The responsibility of the subject and course coordinators varies according to departmental procedures. Check with your Head of Department.

## Academic integrity

Academic integrity is an important part of a university learning environment. Guidelines to assist students with the prevention of plagiarism can be found at:

<http://www.uow.edu.au/student/services/fye/resources/startsmart/4/avoidingplagiarism/index.htm>

# 4 LECTURING

## Expectations

For lecturers, the teaching role has changed significantly in recent times. Many of the lecture methods we still use in higher education were established when class sizes were much smaller than they are today. (In the 1960s in Britain the average lecture size was 28 students. 73% of tutorials were one to one. A science practical was 'large' if it had more than 10 students (Robbins Report, 1963). On the other hand, various modern technologies have changed the ways in which we can communicate and present information.

Lecturers need to be familiar with teaching methods other than lecturing, for example, online discussion using communication technology, problem-based learning approaches, eduStream and videoconference.

Lecturing is very demanding - it involves complex facilitation and presentation skills, and the management of a diverse group with different experiences, skills, needs and attributes. Lectures don't just work automatically.

A lecture is more likely to be effective if:

- it is well planned;
- students know what is expected of them; and
- students know what they can expect of the lecturer.

The University of Wollongong provides courses and workshops to support you in developing your teaching skills. Information about these courses is available on the CEDiR website at:

<http://www.uow.edu.au/asd/workshops/index.html>

## What is a lecture?

A lecture used to be thought of as a regularly occurring meeting at which an academic transmitted knowledge to students - the academic spoke and the students sat quietly and took notes.

In the modern learning environment this conception of teaching is no longer acceptable. We can't expect a student to pay attention to someone speaking for longer than 20 minutes without a break from that activity.

Besides, we are not pouring information into students' heads. Students construct knowledge and in university courses they learn best when they are engaged in high-level cognitive activities. Lectures now take various forms so that students are actively engaged in learning.

Activities within lectures might include for example: individual students solving a problem, students discussing a case study in pairs, or all students taking part in a quick 'hands up' quiz. The focus is on learners and learning through interaction and exploration. Students may attend a lecture in person or participate through a videoconference.

Some students at Shoalhaven Campus and Education Centres may download recordings of their lectures from the Internet through a technology called eduStream. These students will need to be engaged in activities such as videoconferencing, online discussion groups, tutorials, consultations and lecturer visits to the centres.

### Making lectures effective

An effective lecture requires a variety of skills:

- Planning - deciding what the students should learn from the lecture and how to facilitate this learning;
- Process - building a supportive and cooperative learning environment with clear purpose, expectations and tasks using presentation skills, group management skills, and facilitation skills;
- Evaluation - evaluating and reflecting on the effectiveness of your teaching.

Many first year students will have had no experience of lectures. Others may have become accustomed to a particular style of lecturing. So it is important to explain in the first lecture:

- the purpose of your lectures
- what they can expect to happen
- what they can expect of you; and
- what is expected of them.



# 5 TUTORING

## Expectations

Tutoring requires facilitation and training skills to manage diverse groups of students. Tutorials don't just work on their own. A class is likely to fail if students don't know what is expected of them and they are not given clear tasks, purpose, process and directions.

Some students will have had no experience of tutorials. Some may have become accustomed to a particular style. Others may feel intimidated. It is important to discuss the purpose of tutorials with the students in the first week - what will happen, what they can expect of you and what is expected of them. Encouraging and valuing their contributions will help develop a positive learning environment.

## What is a tutorial?

A tutorial used to be a regularly occurring meeting at which a small group of students came together under the tutor's leadership. In the modern learning environment the tutorial is much more flexible. A tutorial may take various forms including:

- a discussion session in which the tutor leads a discussion;
- a seminar in which one or more students lead a presentation and discussion;
- a workshop in which the students develop skills and knowledge through structured learning activities;

- a number of small groups discussing a particular topic;
- a demonstration and practice session in which students observe a process, develop their own skills and receive feedback; or
- a problem-based learning session in which students work to solve particular problems.

A tutorial may involve face-to-face, videoconference or online interaction. It may be tutor directed, student centred or student directed.

Underlying the variety of processes and purposes is the main aim of the tutorial - to provide planned, active and interactive learning experiences which facilitate student learning within the subject. The focus is on learners and learning through interaction, exploration and learning by doing. Effective tutorials can help students to develop responsibility for their own learning, provide feedback on learning, and support the development of skills such as critical analysis, teamwork and communication.

## Making tutorials effective

Effective tutorials require skills in three main areas:

- Planning - what the student might expect to learn in the tutorial and how the tutor might best facilitate this learning;
- Process - building a supportive and cooperative learning environment with clear purpose, expectations and tasks; and
- Outcomes - assessing student learning, evaluating and reflecting on the effectiveness of your teaching.

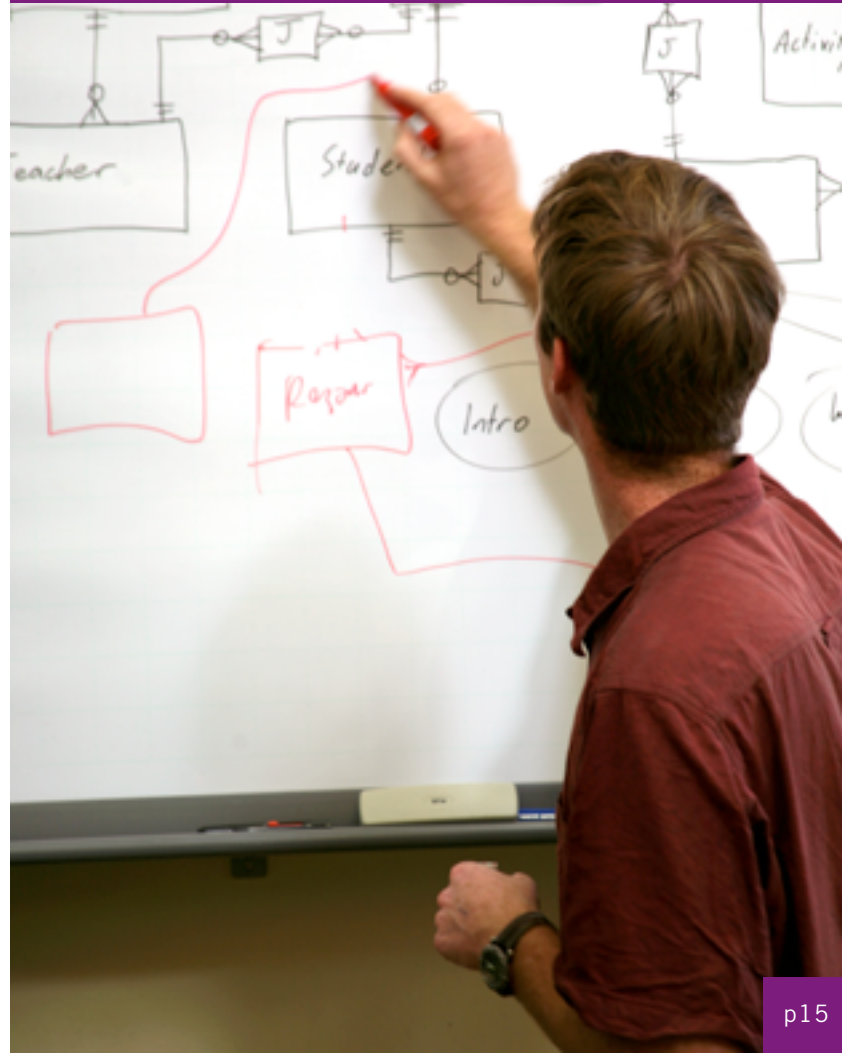
The University of Wollongong provides courses and workshops to support the further development of your tutoring skills.

Information is available from the following websites:

<http://www.uow.edu.au/asd/index.html>

<http://www.uow.edu.au/asd/workshops/index.html>

<https://intranet.uow.edu.au/pods/index.html>



# 6 DEMONSTRATING

## Expectations

Demonstrating is very demanding. It involves complex facilitation and training skills and the management of a diverse group with different experiences, skills, needs and attributes. Practical classes don't just work automatically. A class is likely to fail if students don't know what is expected of them and they are not given clear tasks, purpose, process and directions.

Students will have had different experiences of practical classes. Some may have become accustomed to a particular style - others may feel intimidated. It is important to discuss the purposes of practical classes with the students - what will happen, what they can expect of you and what is expected of them. As you encourage and value all of their work you will continue to develop a positive learning environment for all students.

Don't underestimate the amount of work it takes to be well prepared. Allow yourself time to plan carefully. The most effective teachers pay close attention to detail and check everything before they begin.

However, no teacher is perfect or knows everything, so if you don't know the answers, don't be afraid of admitting it to students and making sure you or one of them finds out for next time.

## How to ensure a practical class is effective

Effective teaching in practical classes requires skills in three main areas:

- Planning - what the students might expect to learn in the prac and how the demonstrator might best facilitate this learning;
- Process - building a supportive and cooperative learning environment with clear purpose, expectations and tasks; and
- Outcomes - assessing student learning, evaluating and reflecting the effectiveness of your teaching.

The University of Wollongong provides courses and workshops to support the further development of your tutoring skills. Information is available from the following websites:

<http://www.uow.edu.au/asd/index.html>

<http://www.uow.edu.au/asd/workshops/index.html>

<https://intranet.uow.edu.au/pods/index.html>

# 7

## PREPARING TO TEACH

### Time and task management

If you do not have your own office it will be useful to set up a dedicated workspace where you can prepare and mark work, and where you can store and find information when needed.

You are not expected to be available on demand. You will be able to work effectively if you control your working conditions by setting times for formal contact, reading emails, moderating bulletin boards, etc.

The amount of time you will need to devote to teaching will vary according to your role, the subjects you are teaching, your marking tasks and so on. Two hours preparation is the norm for each one hour of face-to-face teaching. Your weekly workload may vary according to due dates for assignments. Your first semester is likely to be especially busy as you will be working with new material in a new situation.

We suggest you set up your diary to include:

- due dates and time for marking in the two weeks following the due date;
- face-to-face tutorial meetings;
- regular time for monitoring eTeaching spaces; and
- student consultations, prior to submission of work and after handing back marked tasks.

You may also want to include entries reminding you to check your email and pigeon hole regularly. Remember that the time allowed for a one hour class is really 50 minutes. This gives you and the students a break and time to travel between classes. Don't underestimate the amount of work it takes to be well-prepared. Allow yourself time to plan carefully and pay close attention to detail and timing. Make a plan that includes all aspects of your role and block out regular times in your diary for important regular tasks. Arrange your filing systems so that you can add new tasks as they arise.

### Check the teaching space

Try out the teaching space and equipment before you begin. Is the furniture layout suitable? Can it be moved? Try out a few slides and check the font is big enough. Find out how to use equipment such as data projectors. The data projector screen may have a hidden switch; the video monitor may require a 5-step process for operation. You may need to use the document camera. You may not be able to find the light switch. For medium to large lectures, you will need a microphone. A cordless microphone and wireless presenter will be useful.

Staff from LIFT are available to show you how to operate equipment. Phone LIFT on (02) 4221 3002 for assistance. If you want to borrow a microphone, contact the LIFT audio visual store on the ground floor in Building 20.

If you are teaching in a laboratory, read the lab manual, make sure lab rules are posted and make sure you have what you need to mark lab reports correctly. Be aware of your occupational health and safety responsibilities.

Further information about OH&S can be found at:  
<http://staff.uow.edu.au/ohs/index.html>

## Keep records

Discuss the type of records to be kept with your course coordinator, subject coordinator or supervisor. It is vital that records of rolls and marks be accurate. Your record keeping system will need to be one that others on the team can access, understand and use if you are unexpectedly absent. Keep a record of student names, contact details, student numbers, attendance, assessment, collated marks, what was decided in consultations, etc.

## Build a resource bank

Start a collection of relevant newspaper clippings, articles, stories, cartoons, letters from the media and quotes that you may be able to use in your teaching. This enables you to use relevant current events as examples for discussion, problem solving or case studies that illustrate basic theoretical concepts.

It is useful to collect local stories from the regional media which can illuminate issues, provide examples and exercises. Linking what you are teaching to the 'real world' helps students see the relevance of what they are learning.

## Consultation

Meet with your course coordinator and find out what is required of you. You may have to be available to students at certain times. Keep a record of all your consultations noting what was discussed and decided.

## Meet the Liaison Librarian

Talk to your Liaison Librarian about what's available to support your teaching. Discuss the collection, the librarian's role, special services and the library systems.

## Academic preparation

Read the Course Rules and Policies section of the Course Handbook at:  
<http://www.uow.edu.au/handbook/index.html>

Familiarise yourself with the subject outline and materials. Consider the central themes, issues, problems and cases that students will need to understand. Consider also the key information, equipment, techniques and concepts.

Consider the more difficult aspects of the content and ways to help students understand it. Provide examples and anecdotal accounts that relate theory to students' own experience. Ask yourself what questions a student might ask about new or difficult material.

Clarify any points of uncertainty or disagreement with your coordinator before the semester begins. During the semester stay in regular contact with your coordinator and discuss any concerns or questions that might arise, for example, a 'model solution' that may be provided or a particular emphasis that may be required. Keep in contact with other teachers and discuss academic issues within the subjects you teach. You should also read the Learning and Teaching section of the UOW Strategic Plan at:

<http://www.uow.edu.au/planquality/strategicplan/index.html>

## Subject Coordinator

If you are a subject coordinator you will have oversight of your subject's academic content, assessment and materials. Early in the semester, your administrative responsibilities may depend, to some extent, on the faculty context. In general, you should consider the following tasks:

- Meet with your teaching team, if you have one, to discuss the subject content and assessment requirements.
- Ensure all aspects of the assessment tasks and marking schemes are understood by your markers.
- Ensure cross-marker reliability by having tutors mark some practice assessment tasks and discussing similarities and differences.
- Arrange to have your subject and teaching/tutoring evaluated by accessing the CEDiR website at:

<http://www.uow.edu.au/asd/tsse/index.html> or

<http://www.uow.edu.au/about/teaching/subjectsurvey/index.html>

- Review results of Subject Evaluations and the Course Experience Questionnaire.
- Check with the bookshop to ensure enough copies of the necessary texts are in stock.
- Put any necessary texts on restricted (short) loan in the library.
- Order copies of required texts for the library by contacting your Liaison Librarian.
- Make reading materials available to students online through the Electronic Readings Service at:

<http://www.library.uow.edu.au/libguides.com/coursematerial>.

- If your subject is taught at multiple sites, liaise with your Liaison Librarian to ensure the availability of study materials at each location. Information skills classes can be provided at each site but require advance notice.

You will find useful guidance in relation to your roles and responsibilities leading casualised teaching teams in the Good Practice Guidelines - Leading Teaching Teams at:

<http://www.uow.edu.au/about/policy/UOW069338.html>

## Printing

If you need materials printed, remember that certain times of the year are very busy for the Printery. Check with them as to how long it will take to have your materials printed. Contact details for Print & Distribution Service can be found at:

<http://www.uow.edu.au/printdistribution/index.html>

## Your professional development

Various programs and workshops are available to support your teaching development. You will find these listed on the following website at:

<http://www.uow.edu.au/asd/workshops/index.html>

The Professional & Organisational Development Services unit (PODS) offer staff development programs and these can be found at:

<https://intranet.uow.edu.au/pods/calendar/index.html>

## Your purpose and attitude

*“What we might call ‘pedagogical fitness’ is a cognitive and emotional and moral and sympathetic and physical preparedness.”(Max Van Manen, 1991)*

Teaching is a personal pursuit. It involves the whole human being - heart and mind as well as body. There are many different views of teaching. When preparing for teaching, it is useful to develop a clear idea of your own purpose and attitudes. The following questions can assist this reflection:

- What am I trying to achieve as a teacher? Am I trying to teach facts, skills, concepts, values, processes or all of these?
- How do students actually go about learning in my discipline? What motivates students to want to learn and understand rather than just go through the motions?
- How can I ensure all students are actively involved in learning - actually thinking about what they are doing, not just doing what is required?
- What do I think knowledge is? Is it something to be transferred to the students? Is it something they construct for themselves?
- What do I expect of students in terms of their behaviour, attitude and achievement? What is my attitude to students?
- What strategies will I use to ensure the learning environment is effective for all students?
- How will we agree on what kind of behaviour is acceptable? Will I treat all students equally? What will I do if I have difficulties?
- How do I feel about taking on the role of the teacher?
- How will my other work, especially research, impact on my teaching role?

## Avoiding teaching problems

Problems are less likely to arise if you follow the tips provided below.

- Be clear about your role and responsibilities.
- Think and act confidently. Most teachers are nervous when they begin teaching. Most people won't know if you don't tell them.
- Explain the learning environment: rights and responsibilities, mutual respect.
- Explain what students can expect from you and what is expected of them, for example, show respect for other people.
- Treat all students with respect and make sure they treat each other and you in the same way. Do not accept poor behaviour and explain why the behaviour (not the student) is inappropriate. Model the adult behaviour you expect from them.
- Discuss the Code of Practice: Students.
- Students will not contribute if they think they will be made to look stupid. Never put students down, even if they get the answer wrong. Appreciate the fact that they are trying and that they are prepared to risk speaking up.
- Plan ahead. What will you do in the teaching session? What will the students be doing? Approximately how long will students in each section take to complete the task? What resources will you/they need?
- Plan the teaching and learning process. Start with an outline of the session and provide information about the importance/relevance/

interest of the topic and activities. Finish with a summary and information about the next class.

- Provide information in class. Write the plan for the class on the whiteboard and indicate where you are up to as you proceed through the lesson. For group or individual tasks, give students clear information about each task, what is expected of them and why, and how long it should take.
- Provide feedback on specific assessment criteria to enable students to learn from their mistakes. Be fair in considering applications for special consideration.
- Seek feedback from students and colleagues about your effectiveness as a teacher.
- Ensure students are actively involved in the learning. Make learning interesting, and, if possible, make it fun.
- Use active learning techniques such as:
  - Quick quiz, (hands up, true or false or multiple choice on an overhead or PowerPoint slide)
  - Quick discussion in pairs, e.g. case study
  - Brainstorm
  - Ask questions
  - Problem solving
  - Sharing ideas
  - Convincing each other which is the correct answer.

- Buzz Groups - Students discuss in pairs and then you ask some of them to tell the class. Record answers on slide and discuss.
- Discussion groups of three or four - Do this after you have used Buzz Groups a couple of times (e.g. twice in the first week). Provide written instructions for the group work (on whiteboard, handout or PowerPoint slide).
- Expectations - Make sure the first instruction is that students introduce themselves to each other within the group before starting. Clearly list: what they are expected to do in the group and how; what their different roles will be; how long they have to complete the task; what they should have produced by the end of the group work; and what they will do with their outcomes after the group work.
- Plenary session - After buzz or small group work, provide a 'plenary' session where you discuss group responses with the whole class so students understand what they got right and where they went wrong.

## OTHER TECHNIQUES

### Strategies that support 'quiet' students in developing discussion skills

Start by going round the room asking for one word to describe...

- Start students talking in pairs then groups.
- Let them think and/or write before answering.
- Start with brainstorms and quick quizzes - easy questions in the first couple of weeks.
- Use easy and/or closed questions to begin with so that students get used to answering.
- Don't expect everyone to participate in whole class discussion from the beginning. Try to facilitate open discussions so that all students get a chance to talk.
- Limit the number of responses allowed from each student.

## Strategies for 'dominant' students

- Refer to the expectations of students that you have previously developed and discussed.
- Talk to the student Individually out of class and explain that you value their contribution, however, other students need to contribute too. Ask them to decide what they/you might do to allow other students more space in class. Dominant students are often quite unaware of their behaviour and willing to try to be less so in class.

## Strategies for 'difficult' students

- Discuss the Code of Practice: Students.
- Discuss with the student individually out of class and explain what specific issues are presented by the current circumstances in class. Consult with the student individually out of class whether appropriate changes can be made to promote the class outcome and learning progress for all students. Don't get upset. Avoid confrontations. Make a verbal agreement. If it continues, you might ask the subject coordinator to speak with the student.
- Ask the advice of a SSA or University Counsellor. Consider the possibility that a psychiatric disability might be the cause. In this case contact the Disabilities Liaison Officer.

## Students who seem to lack commitment

- Make preparation rewarding for students - try to have some fun in class.
- Talk to students about preparation. Show your enthusiasm for the subject - explain what is in it for them.
- Consider having a different activity for those students who don't prepare. This will allow students to complete worthwhile work.
- If possible, divide the pre-reading up into parts. Get each student to read a part. Then have students form groups to explain their part to others.
- Build a file of things relevant to topics you teach (for example, newspaper clippings). Start the class by getting students to read one.
- If students are not attending lectures, ask the subject coordinator to come in and talk to them about the importance of lectures.
- Consider referring to a SSA or University Counsellor

## Student privacy and group work

Effective working opportunities must be balanced with student privacy and safety during group work. Students are not required to disclose personal details such as phone numbers and addresses to other students if they do not wish to do so.

# eTEACHING AND eLEARNING

The University's eLearning space will enable you to:

- communicate and collaborate with tutors and students;
- provide online teaching and learning resources including links to eduStream recorded lectures and eReadings from the library, and relevant internet resources for a subject;
- engage students in online group activities;
- provide online assessments and assignments;
- provide opportunities for students to reflect on their learning; and
- access and export student grades.

The University engages a team of experts to assist you with:

- the establishment of an eLearning site;
- support for teaching with technology; and
- good teaching practices.

You have the option to:

- establish a new eLearning site with a learning design template;
- duplicate an existing site with content retained and student activity removed; and
- reinstate a previous site archive with content retained and student activity removed.

Following the creation of your eLearning site, your students will be automatically registered in the site on the date that you specify. You control the content and management of your site using a web browser from anywhere with internet access. Support services available to assist you include eLearning workshops, one-to-one support by phone, online, or at your desk, and access to resources on the eLearning@UOW web portal.

<http://staff.uow.edu.au/eteaching/index.html>

## Requesting an eLearning site

Sites can be created as subject or non-subject sites such as teaching resource and project based sites. A site can be created as a new site or as a copy of an active or inactive site.

**New sites** are created without content except for Institutional standards such as UOW branding, a default set of Course Tools and, for subject sites, a suite of useful student resources.

**Copied sites** inherit content, tools and settings. In subject sites, completing students and their activities such as discussions, assessment submissions and grades are removed.

**Note:** As copied sites may be highly customised, users should refer to Institutional standards for default site settings and display.

## To submit a Site request form:

- 1 Log on to the UOW staff Intranet at <https://intranet.uow.edu.au>
- 2 Click the Manage my eLearning link on right hand side under the banner eLearning@UOW
- 3 Under the heading Adding sites to the Course List, click the link to one of the following options:
  - Option A: To create new site, click the Create a new site link
  - Option B: To copy an inactive site (teaching session has ended or site is inactive), click the Copy a site from the previous session link
  - Option C: To copy an active site (teaching session is current or site is active), click the Copy a site from the current
- 4 Complete the form by selecting from the pull-down options
- 5 Click the Next button to go forward and a page number button to go backwards
- 6 To edit an entry before submitting, click the associated link on the preview page
- 7 After editing, click the next button to return to the preview page
- 8 Print Preview page (as a record of your submission)
- 9 Click submit button
- 10 See submission confirmation page

Your eLearning sites will be displayed as a link in the Course List on the welcome page when you log on to eLearning. To access your site, click on the title. You will be provided with Designer and Instructor access to your site automatically. This will allow you to upload and link your content files and manage student activity and grades. You can give other staff members access to your site (See the options for users on the eTeaching Management System website).

For assistance, or to make an appointment with a Learning Designer to discuss how the eLearning site can be used to support teaching and learning please phone eTeaching support ext 3683 (02 42213683) or visit the Learning Design website

<http://focusonteaching.uow.edu.au/learningdesign/index.html>

# TIPS FOR TEACHING PRESENTATIONS

## Using PowerPoint

PowerPoint enables structured presentations, in a point-by-point form, in small or large spaces. It has the advantages of a professional finish, ease of formatting and editing. It enables the presentation of complex computer graphics. Animations and slides can easily be exported to the web for viewing and files can be printed out. It is an important aspect of instructional design to present, with great clarity and accuracy, the correct amount of information required to satisfy an explanation.

## Tips for slide presentations

- For screen and OHP, use sans-serif fonts, e.g. Arial/Helvetica/Verdana. For paper, use serif fonts, e.g. Times/Palatino.
- Ensure reasonable consistency of colours and layout is maintained throughout, i.e. the 'master slide' feature has been used.
- Images should be of good quality, in a compressed format (.jpg or .gif), fully referenced and relevant to the material being presented.
- Use lower case for the body of text as UPPER CASE is hard to read.
- A general rule is that text needs to be 18-24 points for body and 24-48 points for headings.
- Try to use one slide per key idea. Provide detailed information as handouts.
- Test legibility by reading the page proofs from three metres away and/or reading the slide from the back of the lecture theatre.
- Special effects generally detract from the message so they should be short and subtle.
- Involve students in active learning by inserting a slide with a question, quiz, or problem for students to work on.
- Use a number of slides to convey complex information by building graphics.
- Use light text on dark background for a darkened room and vice versa.
- Avoid glary colours/busy slides that are difficult to read.
- Check the screen and focus. Can the image be seen from the back of the room?
- Find the best place to stand to avoid casting a shadow on the screen or obscuring the line of vision of the audience.
- Have a clear, well placed title on each slide. This helps note taking, focuses attention and assists late arrivals and intermittent listeners.
- Careful use of colour adds emphasis, differentiation and enhanced legibility.
- Never scan or photocopy a page from a book, paper or journal. Print images should be modified to reduce complexity and enhance legibility.
- Switch off the projector when you are not using it. The bright light draws attention.
- Please refer to the ITS Training page for further training in using PowerPoint.

<http://www.uow.edu.au/its/training/UOW001552.html>

# 10 TROUBLESHOOTING

## What to do if...

Stories abound - about teachers who brought their own whiteboard marker for years because no one told them it was in the cupboard, or never knew there was a photocopier machine available etc.

If you want to avoid hassles when you start - such as those above - it is wise to take a proactive approach rather than waiting for disaster to befall you.

## Be proactive

The best way to avoid trouble is to pre-empt it.

- Activate your staff email account.
- Get a campus map.  
<http://www.uow.edu.au/about/maps/index.html>
- Get to know the teaching space, and the equipment.
- Find out what support is available.
- Find out how to use the equipment in the teaching spaces (such as microphone, document camera, overhead projector).
- Demonstrators: read the lab manual, make sure lab rules are posted and make sure you have what you need to mark correctly. Be aware of your occupational health and safety responsibilities.
- Read any information given to students about the course.
- Develop a good relationship with other staff in the faculty - so they will stop in the corridor for a chat. This is how you find out what is really going on.

- Be visible and get to know people - it is often in the tea room and the corridor that you find things out. If you are having difficulties, you will be more likely to get help quickly if you have passed the time chatting with people and they know who you are.
- Keep records of consultations, incidents or accidents. If there is an incident of any kind, write brief notes on what happened and what was said. Keep these notes in your file.
- Keep a teaching journal in which you make brief notes at the end of each class - what you taught and how, what worked and why, what didn't work and why not, how long things took, what happened etc.
- Lecturers - keep students informed using email and/or the Student Management Package.
- Be on time and finish on time (start 5 minutes after the half hour, finish 5 minutes before the half hour). This gives teachers and students change-over time.
- In the first class go over the subject outline. Discuss the way you will run the lectures/tutorials/practicals, and what is expected of you and the students. Discuss their responsibilities towards each other in helping develop a positive learning environment.
- Go to the library. Find out what is available to support your teaching. Talk to your Liaison Librarian about available services.
- Check your contract to see if you are required to undertake the University Learning and Teaching course.  
<http://www.uow.edu.au/asd/ULT/index.html>

## Procedures vary

Procedures vary between faculties and departments, however, the following guide will help you find your way.

## Ask Human Resources

For a staff ID card in your first week, once you have been assigned a staff ID number. Please contact reception on 02 42215902 to arrange an appointment.

## Ask ITS

- For an email account application form. If you are a tutor or demonstrator, your head of department must sign this form.

<https://intranet.uow.edu.au/portal/myit/>

## Ask the Print & Distribution Service

- About its turnaround time. At times there can be delays when demand is high, e.g. before semester begins.

<http://www.uow.edu.au/printdistribution/index.html>

## Ask your Subject/Course Coordinator

- What to do about plagiarism, cheating and student complaints.
- What you should know about late assignments, student illness or special considerations. Is student attendance and participation (face-to-face or online) compulsory? If a student is unable to attend, must they provide a medical certificate, can it be backdated, should they make up for missed work?
- What are the processes and penalties for extensions and late submission of assignments?
- What do you do if you are ill and can't make it to class?
- What departmental support is available and what are the procedures? What do you need to know? Ask about any relevant departmental policies and guidelines. What are the examination procedures?

## TUTORS & DEMONSTRATORS

### Ask your Subject Coordinator

- For a copy of the subject guide, course outline, lecture material, readings, assessment details and marking schemes.
- For an explanation of the assessment criteria, marking scheme, standards, written feedback and examples of marking.
- For approval to evaluate your teaching.
- About students with a complaint.
- What records you need to keep.
- How workloads (including marking tasks) are allocated and how many hours of marking you are being paid for.

### Ask Administrative Staff

- About stationery and office supplies and facilities such as photocopiers.

### Demonstrators

Ask your Subject Coordinator

- For a lab timetable and lab manual.
- What to do about late assignments, student illness, or special considerations.
- If a student is unable to attend a prac, are they required to provide a medical certificate? How can they make up for missed work?

## TROUBLESHOOTING GUIDE

A tutor working party developed this troubleshooting guide. We would like to hear your ideas so we can include them in the next edition. Please send your ideas to: [lkeevers@uow.edu.au](mailto:lkeevers@uow.edu.au)

Problem	What to do	How to ameliorate or avoid it
Computers don't work in computer lab	<p>Don't panic.</p> <p>If the students haven't arrived, close the door and find another staff member who can help you.</p> <p>If the students are in the room, send one of them to find another staff member who can assist.</p>	<p>Go early.</p> <p>Find out who is in control of the computer lab, who is on call in emergencies and how to contact them.</p>
Don't know the answer	<p>Find it – help students to find it.</p> <p>Turn it over to the students: 'What do you think?'</p> <p>Cover it in the next class.</p>	<p>Do preparation – read background materials.</p> <p>Ask for a full course outline, lecture materials, readings, and assessment details.</p>
Door to teaching room is locked	<p>Tell the students to wait.</p> <p>Go and ask your departmental Administrative Assistant to help you urgently.</p> <p>Ring security.</p>	<p>Get there early.</p> <p>Find out who has keys to rooms and their phone number in case you need them.</p>
Fire alarm sounds during class	<p>Evacuate immediately to designated area.</p> <p>Never assume it is just a drill.</p> <p>Follow the fire marshall's instructions.</p>	<p>Get marshalling areas from Administrative Assistant.</p>

Problem	What to do	How to ameliorate or avoid it
Harassment – racism, bullying, sexual harassment of one student by another	<p>Explain why you have a problem with the behaviour.</p> <p>Explain it is not acceptable behaviour.</p> <p>Refer them to the guidelines.</p> <p>If further action is required, refer to Coordinator, Head of Department, then Dean of Students.</p>	<p>Read the Anti-Bullying Guidelines (EED Unit)</p> <p>Structure your learning environment from Week 1 so that students know what kind of behaviour is expected and that they are all responsible for the positive climate.</p>
Harassment – of you by a staff member	<p>As above.</p> <p>Ask a colleague you trust for support in dealing with it.</p>	<p>Read the Anti-Bullying Guidelines (EED Unit).</p> <p>Learn to be assertive – you have a right to be free from harassment.</p>
Harassment – of you by a student	<p>As above.</p> <p>Talk with your Coordinator.</p>	
Indelible marker pen – you just used it on the white board	<p>Write over with a soluble pen and rub immediately.</p> <p>This also works on overhead transparencies.</p> <p>Some departments have white board cleaner.</p>	<p>Read the label on the marker pen.</p>
White board marker – you don't have one	<p>Look in other rooms.</p> <p>Send a student to get one.</p> <p>Keep one in your bag.</p>	<p>Know where stationery is kept and how to access it.</p>

Problem	What to do	How to ameliorate or avoid it
Lecturers: The coordinator is too busy to talk to you about the course, it's a new subject, the lectures aren't written yet	<p>Explain you understand they are busy, however, you want to do a good job and you need the information to teach effectively.</p> <p>Ask for a meeting during Week 1 to find out about the course. Stay in touch during the course.</p> <p>Suggest meeting over lunch or coffee.</p>	
Medical emergency – a student collapses, etc.	<p>Send a student for help and give first aid if you are trained.</p> <p>If not, ask if any students are trained in first aid.</p>	Know how to contact the first aid officer.
No whiteboard marker	<p>Talk.</p> <p>Look in adjacent rooms.</p> <p>Use PowerPoint slides or overhead transparencies if you have them.</p>	Bring it with you.
Photocopier doesn't work or you can't make it work	Ask the Administrative Assistant to help.	Find out how to use it before you need it.
Plagiarism is detected in an assignment	Follow departmental procedures on plagiarism.	<p>Know the departmental procedures on plagiarism.</p> <p>Clearly explain it to the students at the beginning of the semester, provide examples and reinforce during semester.</p>

Problem	What to do	How to ameliorate or avoid it
Someone else is teaching in your timetabled teaching room	<p>Find out if the other person is also timetabled into the room.</p> <p>If not, explain you are timetabled into the room and ask them to go elsewhere.</p> <p>If yes, ask the departmental Administrative Assistant to find out if there is an empty room.</p>	<p>Ring the timetabling officer.</p> <p>Know who is in charge of room scheduling in your unit.</p> <p>NB: Timetable clashes may happen early in the semester.</p>
Students complain about another staff member	<p>Don't get involved.</p> <p>Tell them to explain the problem to the teacher involved. Then, if they need to take it further, they should contact the Department Head, course coordinator or Dean of Students.</p>	
Student complains about the marks you have given	<p>Refer them to the assessment criteria which you use to mark. Ask them to demonstrate to you where in the assignment they meet the various assessment criteria.</p> <p>Remind them that if they have a second marker they might get a lower mark.</p> <p>Refer to departmental policy.</p>	<p>Explain assessment tasks and criteria clearly, mark carefully, cross-check marking with other teachers.</p> <p>Know the department policy on disputes about marking.</p> <p>Keep records of your marking.</p> <p>Read Code of Practice.</p>

Problem	What to do	How to ameliorate or avoid it
Student cheats in a test/quiz	Be sure it is cheating. Follow departmental guidelines.	Know departmental policy and procedures.
Student has a medical condition or disability that is impacting upon their studies.	You may not know about it. You may not need to do anything. Refer them to, or contact, the Disabilities Liaison Officer, if required.	See section on Services Supporting Students. Read Code of Practice.
Student has a grievance	Listen carefully. Refer them to subject coordinator, Head of Department, Dean of Students as appropriate.	See section on Services Supporting Students.
Student has learning difficulties	Refer them to, or contact, the Learning Development Centre.	See section on Services Supporting Students.
Student is depressed, upset, lacking motivation etc.	Listen supportively. Refer as soon as possible to University Counsellors.	See section on Services Supporting Students.
Student wants an extension	Follow departmental policy. You need to be fair to all students and considerate of their difficulties.	Find out who is responsible for giving extensions and under what circumstances they are given.

Problem	What to do	How to ameliorate or avoid it
Tutors: Lecturer hasn't got time to meet on a regular basis	Meet with the other tutors over coffee. Tell the lecturer you are doing this to share ideas. Invite them to have coffee.	Get to know the lecturer as well as you can.
Tutors: Lecturer is too busy to talk to you, it's a new subject and the lectures aren't written yet	Explain you understand they are busy, however, you want to do a good job and you are concerned about not knowing the subject. Ask for a meeting during Week 1 to find out about the course. Suggest a meeting over lunch. Stay in touch during the course.	Go to the lecture if possible.

# REFERRING STUDENTS AND GETTING SUPPORT

The University offers a variety of services to students and staff.

## Dean of Students

<http://www.uow.edu.au/student/services/dos>

The Dean of Students facilitates the resolution of student grievances of an academic or related nature. Contact the Dean or refer a student where any teaching or learning process or procedure may have unfairly impacted on a student.

The Dean of Students' Office is located in Room 19.G003 (Building 19, Ground Floor, north-east wing). For appointments and enquiries please phone 4221-4355 or [email\\_marion@uow.edu.au](mailto:email_marion@uow.edu.au)

Office Hours: Monday-Friday 8.30am-4.30pm

## Woolyungah Indigenous Centre

<http://www.uow.edu.au/wic/index.html>

The Woolyungah Indigenous Centre (WIC) is the primary focus for Indigenous higher education outcomes at the University of Wollongong. WIC provides a central hub for Indigenous student access and support activities, teaching, learning and research in Indigenous Studies as well as a visible centre for engagement with the Indigenous community.

Contact WIC for advice regarding appropriate Indigenous resources and academic information. Staff can access the Centre for help with designing lectures, practical classes and tutorials to better meet the academic needs of Indigenous students.

Indigenous students are encouraged to use the Centre for advice on academic matters including specific study assistance through the Indigenous Tutorial Assistance Scheme (ITAS); WIC Academic Staff for course/subject selection assistance; access to student lounge and some kitchen facilities; and access the computer lab (printer and photocopier available).

The University offers undergraduate subjects in Indigenous Studies and an Indigenous Studies Major in the BA.

## Services Supporting Students

<http://www.uow.edu.au/student/services/index.html>

Services Supporting Students provides a range of services and programs to help students progress their studies. Services Supporting Students consists of the Careers Service, Learning Development, First Year and Transition Programs, Counselling Service, Disabilities Service, and Student Support Advisers located in faculties.

For appointments and general information about the Counselling or Disabilities Service, contact Tel: (02) 4221 3445.

Office Hours: Monday-Friday 9.00am-4.30pm

## Learning Development

<http://www.uow.edu.au/student/services/ld/index.html>

Learning Development provides a range of programs and services to assist students in the development of academic language and learning skills, including mathematical reasoning, appropriate to their discipline of study.

The two main programs are:

- a Faculty Program, which involves the provision of discipline-specific instruction integrated into curricula, curriculum development, professional development, credit-bearing subjects, services for research students and English language support parallel to specific subjects; and
- a Student Program, which includes the provision of special events (such as Immersion Days, Writing Boot Camp, Successful Transitions Program, Mature Age Program, Orientation Programs and the annual Learning Carnivale student conference), individual consultations, generic 'Key to Success' workshops, discipline-specific workshops, and self-access and online learning resources.

The Faculty Program is a main strategy for supporting students because of its ability to provide instruction in necessary academic skills to large numbers of students. In 2009 for instance, over 9,600 students received integrated instruction through the Faculty Program, of whom more than 4,000 were equity students and more than 3,00 were

International students. This provision of integrated instruction ensures that students receive discipline and subject-specific instruction designed around the new genres and learning tasks they face in their curricula, and that they develop the skills to support their learning and reach their academic potential.

In this program, Learning Development lecturers collaborate with Subject Coordinators in core subjects to identify the academic skills required by the curriculum, to design online and/or paper-based instructional resources for the curriculum and to integrate the teaching of those skills into the curriculum. This collaboration can be tailored to suit subjects where there is a high proportion of international students for whom English is a second language. Development can involve learning materials or online resources for building language skills and additional parallel tutorials, which focus on the language skills relevant to the subject.

Subjects are chosen for integration of instruction after negotiation between Learning Development and the relevant Faculty Education Committee, and via the subject approval process. Discipline staff considering integrated academic and language skill development should contact the Learning Development representative on their Faculty Education Committee.

<http://www.uow.edu.au/student/services/ld/staff/UOW021298.html>

The Student Program is operated through the Learning Development, located on level 3 of Building 11 (Unicentre Building) and at each regional campus or Education Centre. It provides free workshops, individual consultations and learning resources for both undergraduate and postgraduate students who wish to improve their academic skills, English language or mathematical reasoning. Workshops on academic skills include: Essay Writing; Report Writing; Study Skills; Presentation Skills; Reading and Note-Making; Structuring Arguments and Critical Thinking; Lectures and Note-Taking; Exam Preparation, and Exam Techniques.

Workshops on English language for international students include: Intensive Grammar; Listening in Lectures; Speaking and Listening; Pronunciation; Reading Skills; Academic English, and Editing your Work.

In conjunction with the Postgraduate Student Research Office, Learning Development provides a Postgraduate Thesis Writing seminar series each semester. Topics include: 'What is a thesis'; 'Structure of a thesis'; 'Planning your research and writing project report'; 'Organising chapters: chapter and paragraph cohesion'; 'Developing a critical argument'; 'Writing a Thesis Proposal and Literature Review'.

Individual consultations are available from Monday to Friday but may need to be booked well in advance in times of highest need. Consultations are one-to-one teaching sessions with a Learning Development Lecturer and aim to help students improve their academic skills. The consultations may focus on a student's assignment task; however, they are not intended to be proof-reading sessions. To make an

appointment for a consultation with a Learning Development Lecturer, students can ring (02) 4221 3977 or visit Learning Development (11: Level 3).

Self-access Learning resources are also available on a range of topics such as Essay Writing, Report Writing and Critical Thinking. These resources are also available online, through UniLearning our interactive academic skills site at:

<http://learning.uow.edu.au/resources>

<http://unilearning.uow.edu.au>

<http://www.uow.edu.au/student/services/ld/index.html>

## First year and transition programs

### First year at UOW

First year at university is an exciting experience but it can be quite a shock for many students and their families with new routines, expectations and responsibilities. New students are not alone in facing these issues and there is a large volume of information and resources available to assist. The First Year @ UOW website has been designed to help new students, whether undergrad or postgrad, settle in at UOW, to answer common questions and to act as a guide to useful services and information. It also contains information for parents and faculty staff.

For more information visit the First Year at UOW site at:  
<http://www.uow.edu.au/student/services/fye/index.html>

## The PASS program

UOW's premier First Year Program is the Peer Assisted Study Sessions (PASS) program. The UOW PASS Program Head is also the PASS National Trainer, which means UOW also hosts the PASS National Centre for Australia and NZ. PASS, which is based on Supplemental Instruction (SI) developed at the University of Missouri, Kansas City in 1973, is an academic support program that targets historically difficult courses. PASS is a non-remedial approach to learning enrichment and numerous evaluations have indicated that the program leads to increases in student performance and retention. It also promotes the development of discipline specific learning communities.

These learning communities are invaluable in assisting students with their transition to university as they provide a supportive peer network. Students work together to consolidate understanding, reinforce key concepts and develop effective study strategies. In short, PASS integrates what to learn with how to learn. Students meet weekly in groups under the guidance and facilitation of a senior student, or Peer Leader, who has previously excelled at the subject. PASS at UOW supports approximately 4,000 students a semester. For further details go to:

<http://www.uow.edu.au/student/services/pass/index.html>

Academic staff interested in the PASS program should contact the PASS Program Manager by telephoning (02) 4221 5685.

## Orientation programs

Student Support and Peer Learning hosts Mature Age Orientation every

year in February. Information is provided on enrolment processes, and a range of services such as ITS, the Library and StartSmart. Information and activities are designed to assist new students to make a successful transition to life at UOW.

## Student Support Advisers

**Student Support Advisers** are part of the Student Support and Peer Learning team at UOW but are located in each faculty. They mainly assist students with non academic issues.

How Student Support Advisers help staff

- Resource to help with disability issues and provide liaison for the disability program e.g. understanding why!, mid session exam questions, how to find resources or equipment
- Case management and support for students with complex issues e.g. international students, Course Progress Rules, misconduct and grievances
- Critical incidents contact and support
- Assist faculty with transition programs e.g. Orientation
- Assist with equity programs initiated by the faculty
- Student welfare and support
- Participate in committees as a resource on student issues
- Participate in other university and community projects

For more information please go to:

<http://www.uow.edu.au/student/services/SSA/overview/index.html>

## Disability Service

The Disability Service provides a system of assessment and registration for the University's provision of reasonable adjustments as defined by the Disability Discrimination Act and associated Disability Standards for Education (2005). Students with a disability who seek reasonable adjustments are required to provide specialist documentation and recommendations for adjustments. The definition of a disability under the legislations is quite broad and includes dyslexia, mental illness, chronic medical conditions etc.

The Disability Liaison Officers register students requesting reasonable adjustments for a disability or medical condition. They also provide advice on how particular disabilities affect university study and information on resources available at the university for assisting students with a disability. Various resources are available for students with a disability, these include: alternative exam arrangements, assistive technology, provision of access to lectures and reading material.

The SSAs can also provide general liaison between the Disability Service and faculties.

Students with a disability who need assistance during their studies should contact the Disability Service by phoning (02) 4221 4942 or call in at the office located on the 3rd floor of the UniCentre building. Students commencing courses are advised to contact a Disability Liaison Officer prior to the beginning of their first session of study so that there is sufficient lead time for the Disability Service and faculties to provide students with reasonable adjustments.

## Counselling services for staff and students

The University Counselling Service provides a free and confidential service five days a week from 9.00am-4.30pm to assist undergraduate and postgraduate students with personal, work or study related difficulties. Through the Employee Assistance Program, the same service is also provided for both general and academic staff. The University Counsellors are experienced, registered psychologists who practice in accordance with the professional and ethical requirements of the NSW Psychologists Registration Board.

They are full members of the Australian Psychological Society, the premier professional association for psychologists in Australia. They regularly engage in peer supervision and undertake professional development activities to update their skills and knowledge base.

Appointments can be made by phoning (02) 4221 3445 or in person at the Counselling Service on Level 3, Building 11.

Preferences are met for a male or female counsellor, if required. The number of consultations needed depends on the problem but many difficulties require only one or two sessions. Consultations typically last 50 minutes.

Although appointments are usually made a week or more ahead, some emergency time-slots are available every day for crisis situations where someone needs to be seen immediately. Reception is staffed from 9.00am-4.30pm.

Some examples of the problems and issues that people bring to the Counselling Service are:

- Communication problems
- Relationship break-ups
- Coping with and adjusting to medical conditions and health problems
- Sexual preference and sexual identity issues
- Sexual problems
- Pregnancy and abortion
- Loneliness
- Low self-esteem and lack of confidence
- Stress, anxiety and depression
- Bereavement and grief
- Eating problems and body image issues
- Drugs and alcohol
- Coping with physical or mental illness
- Adjustment to life changes
- Adjustment to study
- Adjusting when you are the first family member to attend University
- Adjusting when you have come from another culture

- Difficulty concentrating
- Time management and juggling priorities
- Conflict with fellow students or staff
- Coping with failure
- Life-planning and values clarification

The Counselling Service can provide an Assessment for Special Consideration. However, not all Academic Considerations require visiting a counsellor. There is another path where the student provides a Statutory Declaration as well as documentary evidence of unforeseen circumstances. In this case, by providing the university with documents as evidence, and outlining their difficulties via a Statutory Declaration, students can manage the Academic Consideration more rapidly.

A Statutory Declaration can be downloaded from our UOW website.

## Careers Central

- Connecting students to career & job options
- Connecting business to student & graduate talent
- Connecting disciplines to employability & graduate outcomes

<http://www.uow.edu.au/careers/>

Careers Central assists students to establish appropriate career goals, and develop strategies to achieve those goals. All programs, services and resources are free.

## **Services for Academics**

Over many years we have partnered with various faculties, departments and units, and individual staff - to provide services, programs and resources which meet their needs and the needs of our students.

A major area of our activity is helping academic and general staff see the connections between disciplines and employability strategies and positive graduate outcomes (such as further study and graduate employment).

If you wish to explore ways in which we might be able to support your student's career development learning – to assist them to gain greater clarity about their career direction and hence greater motivation to their studies and engagement with their university experience, then please contact the Head of Careers Central, Martin Smith.

## **Services for Students**

Careers advice and counselling are available for individuals and groups. Career counselling is provided through an appointment system by telephoning (02) 4221 3325.

The Careers library contains a wide range of print and electronic based resources. Job seeking via the internet and job applications can be prepared using computers within Careers Central.

## **Jobs on Campus**

Designed to assist students to gain casual work on campus - and to make it easy for units and faculties to get access to a talent pool of campus ready students.

## **Workplace learning programs**

For developing employability, a variety of programs are available for gaining experience in workplace settings. Some programs are group based, others in the traditional individual work experience context. These programs may be available throughout the year, or at suitable times, such as summer, winter or spring breaks. Full details are available at: <http://www.uow.edu.au/careers/wlp/index.html>

## **Job preparation (interviews/resumes)**

Workshops are conducted throughout the year to assist students with their search for graduate employment and other career options. Our publication 'The Edge', which deals with all aspects of the job seeking process, is available in online PDF, CD-Rom.

## **Graduate recruitment programs**

Employers visit the campus in March/April/May/June to encourage applications from final year students for employment in the following year. Final year students need to familiarise themselves with relevant details and to read the notice boards outside Careers Central. Careers Fairs for all disciplines take place in early autumn and spring semesters. Health related Careers Fair takes place in May and Education Careers Fair in August - these all correspond with the relevant industry recruitment schedules.

<http://www.uow.edu.au/careers/jobboard/graduate/index.html>

An information email is sent to all final year students at the start of each year. Students are advised to inform Student Administration of their major when re-enrolling or they may miss out on receiving employment related information throughout the year.

Location: Lower ground floor, UniCentre.

For all enquiries, telephone (02) 4221 3325 or go to:

<http://www.uow.edu.au/careers/index.html>



# HELP AND SUPPORT FOR YOUR TEACHING

## Centre for Educational Development, Innovation and Recognition (CEDiR)

<http://www.uow.edu.au/asd/cedir/index.html>

Telephone: (02) 4221 3140

The Centre for Educational Development, Innovation and Recognition (CEDiR) offers professional support and services to all teaching staff for:

- Teaching,
- Scholarship and leadership in learning and teaching, and
- Career recognition for teaching excellence/innovation.

CEDiR programs are offered in collaboration with other Academic Services Division units. The full scope of current activities can be found on the Focus on Teaching website:  
<http://focusonteaching.uow.edu.au>

Highlights for new teaching colleagues include:

- Academic Staff Development
- University Learning and Teaching (ULT) Course
- Evaluation: Teacher, Peer Review, Probation

## The Academic staff development program

CEDiR staff from Academic Development and Learning Design Units work with faculties to offer staff development programs at the faculty level. They also facilitate an institutional program of seminars and workshops for staff at no charge. These teaching-related workshops are advertised by email and information can be found at:  
<http://www.uow.edu.au/asd/workshops/index.html>

## University Teaching and Learning (ULT) course

This course is the University's teaching development course offered to all academic and casual teaching staff. The program includes workshops and independent study projects related to your teaching. ULT is available through CEDiR at no cost and is a compulsory part of probation and promotion.

Information about ULT can be found at:  
<http://www.uow.edu.au/asd/ULT/index.html>

All newly appointed academic staff (teaching on an appointment of more than 12 months) are required to complete the ULT course unless exempt\*. Please refer to the ULT Course Policy:  
<https://intranet.uow.edu.au/ard/policies/UOW058702.html>

## Publish a paper on teaching

The Journal of University Teaching and Learning Practice (JUTLP) is a peer-reviewed journal, published biannually by the University of Wollongong. The journal publishes papers on effective and innovative teaching and learning practice in the higher education environment.

Information about the journal is available from:

<http://jutlp.uow.edu.au>

## Centre for Academic Systems & Resources (CASR)

CASR supports the development of high quality teaching practices, products and services for the University of Wollongong community.

We do this by offering a range of services including:

### Teaching Services

<https://intranet.uow.edu.au/asd/casr/teachingservices/index.html>

- Management of Teacher Evaluations and Peer Observation of Teaching for promotion and probation
- Coordination of Subject evaluations
- Administration of the University Learning and Teaching (ULT) course
- Coordination of academic development activities including workshops and seminars

### eTeaching Systems

- Provide operational support and ensure system continuity for eLearning@UOW
- Strengthen faculty eLearning system support networks and communication strategies
- Engage in innovative programs and practices associated with eLearning systems
- Management of UOW's eTeaching environment

### Educational Systems Development

<https://intranet.uow.edu.au/asd/casr/esd/index.html>

- Undertake resource development and maintenance to support Faculty teaching activities
- Support the development and maintenance of University wide projects (such as EOnline, StartSmart, UniLearning)
- Develop systems that support teaching activities
- Designing and producing academic systems and resources

## Evaluation of Teaching and Subjects

### UOW Teacher Evaluation

The UOW Teacher Evaluation uses a standard questionnaire administered in class in your absence to ensure student anonymity.

UOW Teacher Evaluation results remain confidential to the teacher being evaluated, and are only released following written authorisation from the teacher. Collation is arranged by Teaching Services and you are provided with a confidential report.

A minimum of four UOW Teacher Evaluations are required for promotion and tenure purposes if you are a full time member of academic staff.

<http://www.uow.edu.au/asd/tsse/index.html>

### UOW Subject Evaluation

Faculties establish a subject review cycle and subjects are evaluated accordingly. Subjects may also be evaluated as part of a course or program review.

Information about teaching and subject evaluation is available from:  
<http://www.uow.edu.au/about/teaching/subjectsurvey/index.html>

### UOW Peer Review of Teaching

Formal peer review of teaching adds additional options to the broad mix of evidence available for academics wishing to provide evidence of their teaching. Participation in formal peer review of teaching at UOW is not compulsory.

Further information can be found at:

<http://www.uow.edu.au/asd/PeerReview/index.html>

For assistance with Peer Review of Teaching please contact Teaching Services at

[teaching-services@uow.edu.au](mailto:teaching-services@uow.edu.au)

### Other forms of evaluation

You may also decide to design an evaluation to explore specific issues or to assess a teaching innovation. Surveys are not the only form of evaluation.

Contact your Academic Services Division Faculty Liaison colleagues from CEDiR, Learning Development or the Library for further assistance with ideas for evaluation.

<http://www.uow.edu.au/asd/facultyliaisonstaff/index.html>

## Learning, Innovation, Facilities and Technologies (LIFT)

LIFT provides and maintains the audiovisual equipment in lecture theatres, videoconferencing suites and other common teaching spaces. LIFT provides laptop computers on loan to teaching staff for teaching purposes. Microphones are available for use in lecture theatres. Students and staff may borrow audiovisual equipment including microphones, data projectors, video cameras, digital recorders and laptop computers for approved educational use.

- Arrange a hands-on demonstration of lecture theatre equipment by phoning (02) 4221 3002.
- Book equipment on the Wollongong Campus by contacting the Audiovisual Store, Ground Floor, Building 20, Telephone (02) 4221 3993.
- For equipment at Bega, Batemans Bay, Moss Vale and Loftus contact the Education Centre Manager At Shoalhaven Campus, contact (02) 4221 7870.
- Information about audiovisual, videoconferencing and teaching space support. Information about this support can be found at: <http://www.uow.edu.au/asd/lift/borrow/index.html>

## eTeaching technologies

A range of eTeaching tools is available to you. These include:

- Videoconference to groups of students at other campuses from specially set up rooms in the faculties.
- Provide students with electronic portfolios (ePortfolios) for storage of work as evidence against the UOW Graduate Qualities and discipline specific professional skills.
- Provide students with online video of recorded free-to-air TV programs that relate to your teaching topics.
- Computer-based programs such as 'Turnitin' to assist students to avoid plagiarism and help you detect it.

Some of these will be accessed via eLearning websites. Keep checking the eTeaching website for news of these and other developments.

## eduStream

eduStream is the system used to access recorded lectures and other learning materials on the Internet. Further information about eduStream can be found at:

<http://www.uow.edu.au/CEDiR/edustream/>

# EMPLOYMENT EQUITY & DIVERSITY

<http://staff.uow.edu.au/eed/>

Telephone: (02) 4221 3917

A great strength of the University of Wollongong is the diversity of its student and staff populations. The University values and encourages this diversity, respects differing beliefs and life experiences and creates a learning environment in which all students and staff can learn and teach effectively.

The Employment Equity & Diversity (EED) unit handles all matters related to state and federal anti-discrimination legislation. The main focus for the unit is on equity issues relating to staff. The unit develops programs/policies/strategies which promote equal employment opportunity and affirmative action, provides an educational and consultative resource on equity issues and deals with specific complaints of harassment and discrimination.

EED policies may be accessed through the EED unit webpage. Please make time to check these policies and contact the EED unit should you require any clarification or assistance in the areas of harassment or bullying; pregnancy and work; flexible workplace; targeted programs for equity groups; any breaches of anti-discrimination legislation; or other related matters.

An online workshop, EO Online: Fair Play on Campus, has been developed to ensure all staff understand their rights and responsibilities in this area. Completion of EO Online is a requirement for probation.

All new staff are required to complete Module 1. Staff with supervisory responsibilities are required to complete Modules 1 and 2.

## **Log on to EO Online at:**

<http://eoonline.uow.edu.au>

For access off campus you will need to use the following login details:

Username: fair

Password: play

An online program titled Responsibilities Rights and Respect Online has been developed to educate students about discrimination and harassment in a university setting. The scenarios can be used for classroom discussion starters and will become a compulsory requirement for students in 2010/2011.

# PROFESSIONAL DEVELOPMENT SUPPORT

## Professional and Organisational Development Services

<http://intranet.uow.edu.au/pods/index.html>

Telephone: (02) 4221 4929

Professional and Organisation Development Services (PODS) supports academic and general staff in attaining skills and developing behaviours required for high performance and professional development. This is achieved through the identification and development of programs that are consistent with the strategic direction of the University, delivered by both in-house and external training professionals.

Staff development programs offered by PODS are advertised through a calendar on the web and via email. The calendar is available at:

<https://intranet.uow.edu.au/pods/calendar/index.html>

A compulsory session for all new casual academic staff (tutors and demonstrators) is held at the beginning of autumn and spring session. The program covers staff responsibilities regarding EED, Privacy and Occupational Health & Safety. An overview is also provided on a range of processes including getting paid and accessing staff resources such as IT, Library, ID cards etc. Email [pods@uow.edu.au](mailto:pods@uow.edu.au) if you would like to find out more details.

In addition to the courses listed on the calendar, PODS offers specialised assistance to faculties and divisions, by way of internal consultancies,

such as planning and review, work group relationships and client service.

PODS have a small collection of books and videos relevant to career and personal development. These are available for loan to staff.

PODS recommends that in your first few weeks at the University you complete the online staff orientation module 'Getting Started@UOW'. This module includes information about the important aspects of campus life such as getting paid and where to get the best coffee!

You can access the 'Getting Started@UOW' module at:

<https://intranet.uow.edu.au/pods/online/>

They also recommend that you attend the Getting to Know Your University (Induction Program for new Academic and General Staff). See further information at:

<https://intranet.uow.edu.au/pods/calendar/index.html>

PODS also coordinate the probation and promotion processes for academic staff. These are important events in any academic's career and strict rules and timeframes apply to both these processes. Preparation well in advance is essential.

For probation information see:

<https://intranet.uow.edu.au/pods/acprobation/index.html>

For promotion information see:

<https://intranet.uow.edu.au/pods/acpromotion/index.html>

## ITS computer training

<https://intranet.uow.edu.au/myit/training/>

email: [its-training@uow.edu.au](mailto:its-training@uow.edu.au)

ITS offers hands-on computer training for all academic and general staff of the University of Wollongong. The training courses cater for computer users of all levels, from the complete novice through to the more experienced computer user.

There are a maximum of 10 participants in each course and each person has the sole use of a computer throughout the course. To see a list and description of courses offered and a calendar of dates, please visit the web site above. Our aim is to provide relevant hands-on training in a friendly environment.



# 15 UOW LIBRARY

[www.library.uow.edu.au](http://www.library.uow.edu.au)

Telephone: (02) 4221 3548

Professional, expert staff are available to support your teaching, research and learning needs. Quality and service excellence are the cornerstones of our commitment to you, recognised through awards and other forms of benchmarking. We are the first Library to win an Australian Business Excellence Award in 2000 and the first in Australia to achieve accreditation against the Investors in People and International Customer Service standards.

## Resources

The University's goals of excellence and innovation in learning, teaching and research are supported through access to half a million books, over 60,000 journal titles, 200,000 journal volumes, nearly 300 databases (online collections of journal articles) and over 60,000 ebooks. Online resources are available 24/7 from any location.

## Liaison Librarians

Liaison Librarians can assist in the development of your students' information and research skills and competency in dealing with scholarly information through: the StartSmart: Essential Academic Information Skills learning guides and quiz; contributing to curriculum planning; developing relevant information skills learning activities; and developing integrated assessment tasks.

Access to relevant information resources is supported through purchasing materials on reading lists and centralised management of copyright compliant digitised readings. Academics can suggest items for the collection by contacting their Liaison Librarian. Core collections of study materials are available at each campus and access centre, supported by electronic access to a wide range of databases and full-text resources.

## Library website

[www.library.uow.edu.au](http://www.library.uow.edu.au)

The Library website provides links to information services and a range of online services, for example:

- search Interfaces, e.g. Summon, catalogue,
- access to online journals and books,
- faculty and course related resources,
- electronic readings,
- training resources and online tutorials.

Useful links include: Services for staff:

[www.library.uow.edu.au/uowstaff](http://www.library.uow.edu.au/uowstaff)

Course material guide:

[www.uow.libguides.com/coursematerial](http://www.uow.libguides.com/coursematerial)

Use 'Ask a Librarian' for online help and assistance. You will receive a response within one working day.

**Curriculum Resources Centre (CRC)**

The CRC provides teaching resource materials for the students and staff of the Faculty of Education. The collection includes material covering most subjects from early childhood through to Year 12; Primary and Secondary school syllabi and support material; formats such as books, kits, DVDs, posters, games and toys; children's literature. The CRC is located on the First Floor of Building 22, Wollongong Campus.

**Document Delivery**

Document Delivery Services can help you obtain material not held by the UOW Library through an online requesting service. Most articles are delivered electronically, with notification via email.

**Feedback**

We welcome your comments, compliments and complaints. Visit 'Tell Us', on the Library homepage, to lodge your feedback online. You will receive a response within two working days.

<http://www.library.uow.edu.au>



# UNIVERSITY ADMINISTRATION

## Academic Registrar's Division (ARD)

ARD supports you in a number of ways.

### Managing your class

The Student Management Package (SMP\_Central) is an essential and effective tool for class management, enabling you to quickly generate student lists, send SOLSMail messages to individuals, groups or the whole class, record assessment results and examination results. 'Help' on the use of SMPCentral is located within the package at: <http://staff.uow.edu.au/cols/smpcentral/>

Access to SMP\_Central for Subject Co-ordinators, Lecturers and Tutors is setup by the Subject Database contact in your Faculty: <https://intranet.uow.edu.au/studentssystem/contacts-list/index.html>

ARD also manages the main University Student Management Package (SMP). Assistance and support can also be obtained by contacting ARD's Student Systems Team on (02) 4221 5983 or (02) 4221 5423 or by emailing [smp@uow.edu.au](mailto:smp@uow.edu.au).

Want more information?

<https://intranet.uow.edu.au/studentssystem/>

### Supporting students

ARD provides a comprehensive range of support services for students including the administration of advanced standing, scholarships, HECS, orientation, enrolment and other student data, deferment, examinations, and graduation. Remote campus students are able to liaise with ARD via email, telephone and face-to-face. Students are encouraged to access Online Services for session timetables, subject availability, examination timetables, examination and assignment results, graduate eligibility and student news. For further information go to: <http://www.uow.edu.au/student/index.html>

At remote campuses, the Head of Campus or Education Access Centres Coordinator liaises with Student Administration and is the first point of contact with ARD.

Student Central also has an internal only staff hotline number, guaranteed to be picked up within 3 rings. Just call extension 4477.

## COMMITTEES AND WORKING PARTIES

### The Policy and Governance Unit

The Policy and Governance Unit provides direction on policy and governance to facilitate effective decision making throughout the University. The unit plays a key role in the development and maintenance of University policy, in particular in the areas of educational policy and practice. The Unit manages the course and subject approval process and maintains the University's online Policy Directory.

UOW policies set out governing principles and requirements in order to guide university-wide decisions and practices. They comply with all relevant legislation rules and are approved by the highest delegated/ appropriate UOW committee. Academic policies have a university-wide effect on teaching, learning, research and internationalisation.

Policy and Practices information is available from:

<http://www.uow.edu.au/about/policy/index.html>

Policies relevant to teaching and learning at UOW:

- General Course Rules - sets out general requirements for admissions, enrolment, assessment and grading and course award requirements.
- Code of Practice - Teaching and Assessment - sets out the responsibilities of faculties and academic staff in relation to the

assessment of undergraduate and postgraduate coursework subjects, and the University requirements for subject outlines.

- Student Charter - identifies what students can expect from being a part of the University of Wollongong community and, in turn, what is expected of students.
- Code of Practice - Casual Academic Teaching - set out a framework for faculties, schools and academic units to recruit, employ, manage and professionally support casual academic staff.
- Student Academic Consideration Policy - sets out the criteria, procedures and timeframes for academic consideration requests.
- Academic Grievance Policy (Coursework and Honours Students) - sets out the University's approach to resolving student academic grievances from coursework and honours students. UOW Academic Review Policy - provides a robust and efficient system to support ongoing academic quality and continuous improvement, and describes the academic quality management structure and the requirements for curriculum and academic unit reviews.
- Student Conduct Rules - rules to regulate the University's response to suspected academic and general misconduct on the part of students.
- Academic Integrity and Plagiarism Policy - set out the University's commitment to Academic Integrity, with particular reference to acknowledgement practise and plagiarism.

The Policy and Governance Unit also:

- manages Subject Evaluation Surveys,
- coordinates the Course Handbook and the University Annual Report,
- supports student elections, and
- supports ceremonial aspects of Graduation Ceremonies.

Information on Policy and Governance is available from:

<https://intranet.uow.edu.au/ard/policygov/index.html>

## Council and its committees

The University is governed by the Council consisting of nineteen members: the Chancellor, the Vice-Chancellor, the Chairperson of the Academic Senate, six Ministerial nominees, two members elected by students (one undergraduate and one postgraduate), two members elected by academic and one by general staff, two members elected by the graduates of the University and three members appointed by Council.

### Administrative Committee

The Administrative Committee is the Executive Committee of Council. The Committee reviews and recommends to Council new policies and strategies in the areas of finance and investment management, major and minor building and site works, occupational health and safety, parking, risk management and staffing.

### Audit Management and Review Committee

The Audit Management and Review Committee is a formally constituted committee of Council with particular responsibility to assist and advise Council in fulfilling its corporate governance and oversight responsibilities in relation to the University's management of risk, its internal control structure, and its external reporting responsibilities.

## Academic Senate and its committees

Academic Senate is the peak body for advising the University Council and the Vice-Chancellor on academic matters and broad issues which affect the academic excellence of the University. Academic Senate represents the University Community in providing a forum for deliberations and decisions regarding all matters relating to scholarship and academic governance.

Its role encompasses policies, systems, services, structures and strategies that impact upon teaching and research, students and staff. Senate is a key forum for academic staff to discuss matters of interest including those relating to the broader governmental, political or market environment. It also serves as a conduit for disseminating key information through the University, including information regarding the external environment affecting the University.

Academic Senate is advised by three major committees: the University Education Committee (UEC), the University Research Committee (URC) and the University Internationalisation Committee (UIC).

## **University Education Committee**

UEC provides leadership in the development of policies and strategies aimed at achieving the University's objectives in teaching and learning. Chaired by the Deputy Vice-Chancellor (Academic), the UEC is a forum for the University to raise, discuss and endorse changes to learning and teaching policies and issues before they are sent to Academic Senate for approval.

## **University Research Committee**

URC is the central body for research management at the University. Chaired by the Deputy Vice-Chancellor (Research), the URC has the responsibility of developing policies and procedures regarding research and overseeing their implementation. The URC is also responsible for all systemic issues relating to research training, including liaison with faculties and research units in the implementation of the University's research training and management plan, which encompasses all aspects of a research student's career at the University.

## **University Internationalisation Committee**

The UIC provides policy advice, goals and strategies for internationalisation within the University. Chaired by the Deputy Vice-Chancellor (International), the UIC aims to support the University to foster an outward looking orientation for staff and students that encourages awareness of and interaction with higher education, government and business in Australia and abroad to ensure excellence in all learning, teaching and research activities.

Other committees also report to Academic Senate, including the Student Awards Committee, the Course Approval Management Group (on course management issues), the UOW/WCA Board of Studies (on matters relating to UOW courses delivered by Wollongong College Australia) and the Academic Review Committee (which oversees student grievance appeals).

Further information, including members, meeting dates and summaries about University Council, Academic Senate and other University Committees are available from:

<http://www.uow.edu.au/governance/committees/index.html>

The University Committee structure is available from:

<http://www.uow.edu.au/governance/committees/structure/index.html>

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## USEFUL RESOURCES

### Reference material

Bertola, P. and Murphy, E. (1994) *Tutoring at University: A Beginner's Practical Guide*. Paradigm Books: Bentley, W.A. [378.125/39]

Biggs, J. and Tang, C. (2007) *Teaching for Quality Learning at University: what the student does* Open University Press: Buckingham. [378.125/45]

Brown, G. and Atkins, A. (1990) *Effective Teaching in Higher Education*. Routledge: London. [378.125/13]

Davis B.G. (1993) *Tools for Teaching*. Jossey-Bass: San Francisco. [378.125/25]

Exley, K. and Dennick, R. (2004) *Small Group Teaching: Tutorials, Seminars and Beyond*. London: RoutledgeFalmer. [378.1795/8]

Exley, K. and Dennick, R. (2004) *Giving a Lecture: from presenting to teaching*. London: RoutledgeFalmer. [378.1796/8]

Forster, F., Hounsell, D. and Thompson, S. (Eds.) (1995) *Tutoring and Demonstrating: A Handbook*. CTLA, University of Edinburgh: Edinburgh. [378.125/36]

Gibbs, G. and Jenkins, A. (1992) *Teaching Large Classes in Higher Education - How to maintain quality with reduced resources*. Kogan Page: London. [378.125094/1]

Gibbs, G., Habeshaw, S. and Habeshaw, T. (1988) *53 Interesting Things to Do in Your Lectures*. TES: Bristol. [371.396/5]

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Gibbs, G., Habeshaw, S. and Habeshaw, T. (1988) *53 Interesting Ways to Assess Your Students*. TES: Bristol. [378.167/2]

Gibbs, G., Habeshaw, S. and Habeshaw, T. (1988) *53 Interesting Ways to Appraise Your Teaching*. TES: Bristol. [378.125/11]

Gibbs, G. (1995) *Learning in Teams: A Tutor Guide*. The Oxford Centre for Staff Development: Oxford. [KZ/ 378.176/GIB]

Laurillard, D. (1993) *Rethinking University Teaching*. Routledge: London. [378.125/26]

Maier, P. Barnet, L., Warren, A. and Brunner, D. (1998) *Using Technology in Teaching and Learning*. Kogan Page: London. [378.173/2]

McKeachie, W.J. (1994) *Teaching Tips*. Heath & Co: USA [378.17/30]

Murphey, E. (1998) *Lecturing at University*. Curtin University of Technology: WA. [378.1796/5]

Newble, D. and Cannon, R. (1991) *A Handbook for Teachers in Universities and Colleges*. Kogan Page: London. [378.17/9]

Nightingale, P., Te Wiata, I., Toohey, S., Ryan, G., Hughes, C. and Magin, D. (1996) *Assessing Learning in Universities*. UNSW Press: Sydney. [378.16/6]

Race, P. and Brown, S. (1993) *500 Tips for Tutors*. Kogan Page: London. [378.125/23]

Ramsden, P. (2002) *Learning to Teach in Higher Education*. Routledge: London. [378.125/12]

Richlin, L. (2006) *Blueprint for Learning: OCnstructing College Courses to Faciliate, Assess and Document Learning*. Stylus: Storling, Virginia [378.199/24]

Toohey, S. (1999) *Designing Courses for Higher Education*. Open University Press: Buckingham. [378.199/18]

## Video resources available from the Library

Teaching Matters: Assessment. (1993) University of Technology: Sydney. [AV378.17/42]

Teaching Matters: Lectures. (1993) University of Technology: Sydney. [AV378.17/42]

Teaching Matters: Tutorials. (1993) University of Technology: Sydney. [AV378.17/42]

Teaching More Students (1992) Oracy video. [AV378.125/30]

## DVD resources available from CEDiR

<http://www.uow.edu.au/asd/ULT/resources/uowteachingdvds/index.html>

## University Web sites

### Acknowledgement Practice/Plagiarism

<http://www.uow.edu.au/student/services/fye/resources/startsmart/4/avoidingplagiarism/index.htm>

### Anti-bullying Policy

<http://www.uow.edu.au/about/policy/UOW066134.html>

### CEDiR

<http://www.uow.edu.au/asd/index.html>

### Code of Practice: Teaching and Assessment

<http://www.uow.edu.au/about/policy/UOW058666.html>

### Student Charter

<http://www.uow.edu.au/about/policy/index.html>

### Code of Practice: Supervision

<http://www.uow.edu.au/about/policy/UOW058665.html>

### Common Teaching Areas/Theatres Audiovisual Facilities

<http://edsnet.CEDiR.uow.edu.au/theatres/index.aspx>

### Copyright Policy

<http://www.library.uow.edu.au/copyright/>

### Course and Subject Approval - Forms and Checklists

<https://intranet.uow.edu.au/coursemgmt/index.html>

### Critical Incident Intervention

<http://www.uow.edu.au/about/policy/UOW058610.html>

### Disability Services

<http://www.uow.edu.au/student/services/ds/index.html>

### eduStream

<http://www.uow.edu.au/CEDiR/edustream/index.html>

### Establish an eLearning Site for your Subjects

<http://staff.uow.edu.au/eteaching/>

**Good Practice Assessment Guidelines**

<http://www.uow.edu.au/about/teaching/goodpractice/index.html#Assessment>

**Guidelines for Conduct of Student Surveys of Teaching**

<http://www.uow.edu.au/asd/tsse/index.html>  
<http://www.uow.edu.au/about/teaching/subjectsurvey/index.html>

**Intellectual Property Policy**

[http://www.uow.edu.au/about/policy/UOW058689Learning\\_and\\_Teaching\\_Grants](http://www.uow.edu.au/about/policy/UOW058689Learning_and_Teaching_Grants)  
<http://focusonteaching.uow.edu.au/ltgrants/index.html>

**Vice Chancellor's Teaching Awards**

<http://staff.uow.edu.au/awards/>

**Subject Evaluation**

<http://www.uow.edu.au/about/teaching/subjectsurvey/index.html>

**University Learning and Teaching (ULT) Course Policy**

<https://intranet.uow.edu.au/ard/policies/UOW058702.html>

**University Strategic Plan**

<http://www.uow.edu.au/planquality/strategicplan/index.html>

**Other web sites****Australasian Society for Computers in Learning in Tertiary Education**

<http://www.ascilite.org.au>

**Australian Learning and Teaching Council (ALTC)**

<http://www.altc.edu.au/>

**Deliberations on teaching and learning in higher education**

<http://www.londonmet.ac.uk/deliberations/>

**Effective uses of Online Course Tools**

<http://www.edtech.vt.edu/edtech/id/ocs/index.html>

**Guidelines on learning that inform teaching**

<http://guidelinesonlearning.com/>

**Higher Education Research and Development Society of Australasia**

<http://www.herdsa.org.au>

**The Higher Education Academy**

<http://www.heacademy.ac.uk/>

