Welcome to undergraduate tutoring in the Faculty of Arts and Social Sciences. This orientation is designed to familiarise you with the most basic teaching resources and tutorial techniques, including matters related to assessment. For more extensive training you may wish to enrol in our Teachers' Development Program (see flyer attached). Audio and text of this orientation program will be available on the Faculty Teaching and Learning Website, http://www.arts.usyd.edu.au/teaching_learning/ in case you want to refresh your memory or follow up on things you heard about here. We hope you will find undergraduate tutoring in the Faculty a rewarding and enriching experience. Should you have further questions, please don't hesitate to contact me at rick.benitez@sydney.edu.au

--Rick Benitez
Academic Support and Development
Arts Teaching and Learning Network

PROGRAM
1. The Teaching Community (15 minutes) — Catriona Elder
2. Introduction to Undergraduate Teaching (15 minutes) — Alison Kuiper (ITL)
3. Teaching in Tutorials (30 minutes) — Rick Benitez
   The first tute
   The tutor as facilitator
   Common scenarios
   Group work and presentation
4. Assessment and Marking (30 minutes) — Nicola Parsons
   Policies (Extension, Special Consideration, Academic Dishonesty)
   On line entry
   Marking practices
   Feedback
5. Teaching Resources (15 minutes) — Brigid Rooney
6. General Discussion (15 minutes)
ORIENTATION PROGRAM FOR UNDERGRADUATE TUTORS

USEFUL LINKS

You might find it useful to bookmark these links. There are all sorts of teaching and learning resources available to you on these pages. Some you may use right away, others you may only notice after you've been teaching for a while. (Thanks to Nerida Jarkey and Sheridan Kennedy for some of these links!) 

1. Faculty Teaching and Learning Site: http://www.arts.usyd.edu.au/teaching_learning/

USEFUL EMAIL ADDRESSES

Arts Teaching and Learning: arts.tlc@sydney.edu.au
Arts Undergraduate Inquiries: arts.undergraduate@sydney.edu.au
Institute for Teaching and Learning: itl@sydney.edu.au
International Office: io.info@sydney.edu.au

USEFUL DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 February</td>
<td>Classes begin</td>
</tr>
<tr>
<td>11 March</td>
<td>Last day to add a unit of study to your enrolment</td>
</tr>
<tr>
<td>31 March</td>
<td>Last day to withdraw</td>
</tr>
<tr>
<td>15 April</td>
<td>Last day to discontinue without failure (DNF)</td>
</tr>
<tr>
<td>22 April – 29 April</td>
<td>AVCC Common Week / Non Teaching Easter Period</td>
</tr>
<tr>
<td>3 June</td>
<td>Last day to discontinue (Discontinued – Fail)</td>
</tr>
<tr>
<td>6 June – 10 June</td>
<td>Study Vacation</td>
</tr>
<tr>
<td>13 June – 25 June</td>
<td>Examination Period</td>
</tr>
<tr>
<td>25 June</td>
<td>End of semester</td>
</tr>
</tbody>
</table>
Welcome

The Faculty of Arts and Social Sciences welcomes its casual teaching staff – we hope your time with us will be rewarding.

As a casual teacher you will be under one of the five schools within the Faculty:

- School of Languages & Cultures (SLC)
- School of Philosophical and Historical Inquiry (SOPHI)
- School of Letters, Art and Media (SLAM)
- School of Social and Political Sciences (SSPS)
- School of Economics

Each school will have its own particular procedures and you will be given information about them on taking up your contract with a program or department. However, the following is an overview of the main issues most common to all schools.

Administration Matters

Support Staff
At the end of this document there is a list of staff for each school who are able to assist you with your enquiries in the areas listed:

- Finance Officer: contracts, payments
- Academic Support Officer: office space, mail, access
- Teaching Support Officer: result processing, special consideration
- Software & Asset Officer: email and unikey accounts
- School Administration Manager: general coordination or problems
- ICT: desktop computing support

Contracts
On approval of the Chair of Department, your Unit of Study coordinator advises the Finance Officer to draw up a contract. After this has been approved by the Head of School, you receive notification by email of your contract. You sign and return the contract and all documents requested. No payments can be made without all information being supplied. All enquiries should be directed to your school’s Finance Officer.

Please note that it can take up to 2 weeks between the time your coordinator confirms your employment and you receiving your contract.

Office Space
Each School has a room with computing access allocated to casual teaching staff and these are utilized on a share basis. If requested by your supervisor, keys will be ordered for the office and the utility/resource room which contains a photocopier, printer, fax, mail pigeonholes etc. You will be advised when the keys are ready and can be collected from: Security, Services Building G12, Ground Floor, Codrington St. Darlington Campus Mon-Fri 8.30 am-4.00pm [http://sydney.edu.au/facilities/](http://sydney.edu.au/facilities/)

For enquiries regarding access to office space, contact your Academic Support Officer

Please note that access is provided on a personal basis. Keys issued are not transferable, nor are they to be used to admit other students, staff or visitors, or to be loaned to others. At all times, responsibility for a key or card rests with the person to whom it is issued. The loss of keys or access cards should be reported immediately to the Systems Section during business hours. After hours, the Security Patrol should be informed on (02) 9351 3487.

Library access
If you are not a Postgraduate Research or Honours student at this university, you will need to fill in the Library Access form at the end of this document and take it to Fisher Library with your Offer of Contract Letter and Photo identification (eg driver’s license or passport). The form does not need to be signed by your supervisor if you take your contract letter along.

Mail
Your Academic Support Officer will advise you of a designated mail pigeonhole for casual teaching staff. You will also be able to send outgoing mail using the School mailing facility.
Photocopy PIN
A personal identification number (PIN) will be allocated for use when photocopying in the utility/resource room. Please photocopy your materials well before your class as there will be high demand in the beginning of semester. Please note that these copiers are not for the use of undergraduate or postgraduate students. In order to manage costs, please do not provide students with the pin number.

Email access
If you are not already a student or staff member at Sydney University, you will need to apply for an email account. Fill in the form at the end of this document and send to your School’s Software and Assets Officer.

UniKey:
To access on-line teaching (if your coordinator uses it for your unit of study), or other university intranet information, you will need a Unikey. If you are a student you will already have one. If not, you will be given a unikey with notification of your email account.

Desktop computer support
The University provides assistance to staff with computing enquiries through their ICT Help Desk:
phone: 9351 6000; email:http://sydney.edu.au/ict/

Audio-Visual Assistance
If you need help with AV in your tutorial/seminar you can request assistance from the University’s AV Unit. The Unit also provides online tutorials at:http://www.usyd.edu.au/ict/audiovisual/
It is advisable to check out your teaching room and the equipment well before your class.

Building Attendant Assistance
If you need help with access to teaching rooms you can call the Precinct Officer help desk 9351 6333

Casual Teacher Development Program
Application for this training can be found at: http://www.arts.usyd.edu.au/tutors_development_program/

Medical
Staff can consult a doctor either on a "WALK-IN" basis or by APPOINTMENT.

<table>
<thead>
<tr>
<th>Wentworth Building G01</th>
<th>Telephone: 9351 3483</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Road, Level 3</td>
<td>Hours: 8.30am to 5.30pm</td>
</tr>
<tr>
<td>(same level as the banks, pharmacy, newsagency,)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Holme Building A09</th>
<th>Telephone: 9351 4095</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Science Road: entry level</td>
<td>Hours: 9.00am to 5.00pm</td>
</tr>
<tr>
<td>(near the newsagent, pharmacy, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Occupational Health and Safety
If you have an existing disability/health problem that would have implications for accommodation and equipment requirements, you should notify your Academic Support Officer.
You can check the university's office ergonomic guidelines at:

Parking
You can find information about parking on campus at: http://sydney.edu.au/facilities/security/parking.shtml

Security
In case of Emergency phone: 9351 3333

Semester End
At the end of semester please ensure that you remove any personal belongings from the casual teaching staff room and return your key to the admin officer. Due to the extreme lack of space on campus, any items left in the rooms cannot be stored.
Consultation Hours
Notification of your consultation hours will need to be supplied to your students and placed on the door of the Casual Teaching Staff room. You will need to take into account that you will be sharing a room with other casual teaching staff so that consultation hours do not clash.

Tutorial/seminar Groups and Timetables
All students can download their timetable from the start of ‘O’ week. Students can make changes to their tutorial/seminar groups initially through the online timetabling system. If they can’t make the exact change through this way, they can seek permission from you but bear in mind that it is your responsibility to ensure that the number of students in a tutorial/seminar does not exceed the set size.

Class Lists
Class lists are available from the Timetabling System (check with your supervisor). The class list will contain the tutorial/seminar group identifier, SID (student identification number), name, degree, email. Casual teaching staff can keep these lists to mark attendance. However allocations will change as students change their choice or when the tutorial/seminars on offer are changed. You may need to add or delete a student to your list. If you are adding a student, it is essential to record the SID correctly. If you are using a learning management system such as WebCT, your tutorial/seminar group will be allocated through that system.

Essay Submission and Return
Please consult the unit coordinator to check specific arrangements but generally, most coordinators will have already set dates for submission of assessments, which are usually early in the week so the student has the weekend to complete work. Assessments must be accompanied by a Cover Sheet which are for the purpose of:
- Identification of the student, tutorial/seminar or class
- Calculation of penalties for late work
- To ensure that students are aware of the policy on plagiarism
Work is usually submitted in essay boxes located in the School.

Student work is returned during class however sometimes this is not possible:
- When work is to be marked after classes stop
- If student does not attend the tutorial/seminar
In such cases the work should be returned to the School Office for collection.

Please let students know a definite day when work will be available for collection as this then avoids numerous enquiries. If you cannot meet this deadline, please email students with the new date, so as to avoid wasting student time coming and checking with the office if the essay has arrived.

Extensions and Special Consideration
The Faculty of Arts and Social Sciences uses a web-based system for students to apply for: Special Considerations, Special Arrangements and Extensions for all assessments.

Only Unit of Study coordinators approve extensions and special considerations – check with your supervisor about this procedure.

Results
The Faculty uses a web-based system for all teaching and marking staff to enter marks. You will be advised by your Teaching Support Officer in the first few weeks of semester about how to access this system.

Staffs are required to be available for enquiries up until the deadline for the submission of results which is usually four weeks after the end of classes.

Plagiarism
All students must sign off the assignment cover sheet that the work they are submitting is their own. If you suspect plagiarism, you should discuss it immediately with the unit of study coordinator.
Semester and Vacation Dates

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Classes begin</td>
</tr>
<tr>
<td>28 February</td>
<td>25 July</td>
</tr>
<tr>
<td>Easter Recess</td>
<td>Mid-Semester Break</td>
</tr>
<tr>
<td>22-29 April</td>
<td>26 Sept – 30 Sept</td>
</tr>
<tr>
<td></td>
<td>(Labour Public Holidays 3 Oct)</td>
</tr>
<tr>
<td>Study Vacation</td>
<td>Study Vacation</td>
</tr>
<tr>
<td>6-10 June</td>
<td>1-4 November</td>
</tr>
<tr>
<td>Exam Period</td>
<td>Exam Period</td>
</tr>
<tr>
<td>13-25 June</td>
<td>8-20 November</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>Semester Ends</td>
</tr>
<tr>
<td>25 June</td>
<td>19 Nov</td>
</tr>
</tbody>
</table>

General Office Hours
(these may vary between Schools – check with your admin staff)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Mon, Tues, Wed, Fri: 10am – 1pm, 2pm – 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester breaks</td>
<td>Mon - Fri: 10am – 1pm, 2pm – 4pm</td>
</tr>
</tbody>
</table>

However, Office staff are available to assist staff from Monday – Friday, 9am – 1pm, 2pm – 5pm.

YOUR CHECKLIST

1. Finalise Contract paperwork
2. Apply for email/library (if not a student)
3. Pick up keys to office space (if required)
4. Confirm teaching times with coordinator
5. Visit teaching rooms
6. Access on-line AV tutorial
7. Confirm consultation times
8. At end of semester - Clear Casual teaching staff Room of your items
9. Return Keys to Admin Officer (for next semester’s casual teaching staff)
University of Sydney

Contract & Casual Employee
CARD APPLICATION

If you are not a Postgraduate Research or Honours student at this university, you will need to fill in the Library Access form and take it to Fisher Library with your Offer of Contract Letter and Photo identification (e.g., driver’s license or passport). The form does not need to be signed by your supervisor if you take your contract letter along.

Please print CLEARLY

TO BE COMPLETED BY CONTRACT/CASUAL EMPLOYEE*

Surname: ..................................................  Given Names: .........................................  Title: .......

Departmental address: ..........................................................................................................................................

Home address: ....................................................................................................................................................

Phone: ........................................................................  Mobile: ............................................................................

Email address: ..................................................................................................................................................

Date of birth: ........................................................  Staff ID No: ..............................................................

Duration of employment: ......./....../...... until: ......./....../......

Signature: ..............................................................  Date: ..........................................................

Note: Please present proof of identity to staff at the University Card Centre, Level 2, Fisher Library. The following documents are acceptable as proof of your identity:

One (1) of the following:
- a valid passport
- a birth certificate
- a current driver’s licence

TO BE COMPLETED BY HEAD OF DEPARTMENT/SUPERVISOR

I confirm the above person’s employment for the period stated. Should this person’s employment cease before the specified date, I undertake to ensure that the University Card Centre is informed.

Name: .................................................................  Position: ............................................................

Department: ................................................................................................................................................

Signature: ..............................................................  Date: ..........................................................

*Privacy Statement: By completing this form you are supplying the University of Sydney with personal information about yourself. The University needs this information so that it can process your application for a card. However, should you not supply the information, or supply only part of it, you should be aware that your application might not be processed. You have the right to request access to and/or correct any personal information concerning you held by the University. Routine corrections, changes and enquiries should be directed to the University Card Centre, telephone: 9351 2423, email: university.cards@usyd.edu.au
Application for a University Email/Unikey

Getting and keeping an account is based on your acceptance of and continuing compliance with the **Policy of the Use of University Information and Communication Technology Resources** (ICT Resources). This Policy is available on the web at [http://www.usyd.edu.au/ICTRPolicy/](http://www.usyd.edu.au/ICTRPolicy/)

By filling out this form I confirm that I have read and understood the conditions of use and agree to abide by them.

On completion of this form please email to your School’s Software and Asset Officer

For Continuing and Casual Staff

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr/Mrs/Ms/Dr/Prof</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Name</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact Email</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact Phone</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of Birth (mandatory if Unikey field not filled)</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Start Date (mandatory if casual)</th>
<th>End Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Classification:</th>
<th>Academic</th>
<th>Casual</th>
<th>General</th>
<th>Postgraduate</th>
<th>Other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casual Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Number</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Number</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Building /Room No</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Room Phone No.</th>
<th></th>
</tr>
</thead>
</table>

For Postgraduate Students – Not Teaching Staff (Your Supervisor must complete the following section)

<table>
<thead>
<tr>
<th>Office Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Received</td>
</tr>
<tr>
<td>ICT Entered Date/BY</td>
</tr>
<tr>
<td>Email Address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sync with</th>
<th>Arts Server</th>
<th>VPN</th>
<th>WEB</th>
<th>Billing Group</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>This is to certify that the above person is a postgraduate student whom I am supervising and that they require access to Arts’ computer systems.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student’s Degree</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor Name</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Office Use Only

<table>
<thead>
<tr>
<th>Date Received</th>
<th>ICT Job No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT Entered Date/BY</td>
<td></td>
</tr>
<tr>
<td>Email Address</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sync with</th>
<th>Arts Server</th>
<th>VPN</th>
<th>WEB</th>
<th>Billing Group</th>
</tr>
</thead>
</table>

## School of Philosophical and Historical Inquiry

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Extn</th>
<th>Room/Bldg</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carter, Carolyne</td>
<td>School Administration Manager</td>
<td>14033</td>
<td>612, A18</td>
<td><a href="mailto:Carolyne.carter@sydney.edu.au">Carolyne.carter@sydney.edu.au</a></td>
</tr>
<tr>
<td>Chen, Jing</td>
<td>Finance</td>
<td>66436</td>
<td>615, A18</td>
<td><a href="mailto:Jing.chen@sydney.edu.au">Jing.chen@sydney.edu.au</a></td>
</tr>
<tr>
<td>Morrison, Stephen</td>
<td>Software &amp; Assets</td>
<td>13094</td>
<td>607, A18</td>
<td><a href="mailto:Stephen.morrison@sydney.edu.au">Stephen.morrison@sydney.edu.au</a></td>
</tr>
<tr>
<td>Walker-Smith, Kaaren</td>
<td>Academic Support</td>
<td>66132</td>
<td>H3.07, A14</td>
<td><a href="mailto:Sophi.enquiries@sydney.edu.au">Sophi.enquiries@sydney.edu.au</a></td>
</tr>
<tr>
<td>Ferrari, Diane</td>
<td>Teaching Support (Thu-Fri)</td>
<td>12271</td>
<td>613, A18</td>
<td><a href="mailto:Diane.ferari@sydney.edu.au">Diane.ferari@sydney.edu.au</a></td>
</tr>
</tbody>
</table>

## School of Social and Political Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Extn</th>
<th>Room/Bldg</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardy, Jane</td>
<td>School Administration Manager</td>
<td>69436</td>
<td>142, A26</td>
<td><a href="mailto:Jane.hardy@sydney.edu.au">Jane.hardy@sydney.edu.au</a></td>
</tr>
<tr>
<td>Ondriskova, Danka</td>
<td>Finance</td>
<td>40560</td>
<td>126, A26</td>
<td><a href="mailto:danka.ondriskova@sydney.edu.au">danka.ondriskova@sydney.edu.au</a></td>
</tr>
<tr>
<td>Tanto, Henora</td>
<td>Software &amp; Assets</td>
<td>67654</td>
<td>127, A26</td>
<td><a href="mailto:henora.tanto@sydney.edu.au">henora.tanto@sydney.edu.au</a></td>
</tr>
<tr>
<td>Hauenstein, Coral</td>
<td>Academic Support</td>
<td>41280</td>
<td>140, A26</td>
<td><a href="mailto:coral.hauenstein@sydney.edu.au">coral.hauenstein@sydney.edu.au</a></td>
</tr>
<tr>
<td>Hauenstein, Coral</td>
<td>Teaching Support</td>
<td>41280</td>
<td>140, A26</td>
<td><a href="mailto:coral.hauenstein@sydney.edu.au">coral.hauenstein@sydney.edu.au</a></td>
</tr>
</tbody>
</table>

## School of Letters, Art, and Media

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Extn</th>
<th>Room/Bldg</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connor, Elizabeth</td>
<td>School Administration Manager</td>
<td>13551</td>
<td>S308, A20</td>
<td><a href="mailto:Elizabeth.connor@sydney.edu.au">Elizabeth.connor@sydney.edu.au</a></td>
</tr>
<tr>
<td>Datt, Prayag</td>
<td>Finance</td>
<td>12656</td>
<td>S311, A20</td>
<td><a href="mailto:Prayag.datt@sydney.edu.au">Prayag.datt@sydney.edu.au</a></td>
</tr>
<tr>
<td>Johnston, Mark</td>
<td>Software &amp; Assets</td>
<td>15466</td>
<td>S307, A20</td>
<td><a href="mailto:mark.johnston@sydney.edu.au">mark.johnston@sydney.edu.au</a></td>
</tr>
<tr>
<td>Corrigan, Eileen</td>
<td>Academic Support</td>
<td>12226</td>
<td>N401, A20</td>
<td><a href="mailto:Eileen.Corrigan@sydney.edu.au">Eileen.Corrigan@sydney.edu.au</a></td>
</tr>
<tr>
<td>Rodrigo, Deborah</td>
<td>Teaching &amp; Learning Support</td>
<td>66418</td>
<td>S309, A20</td>
<td><a href="mailto:Deborah.rodrigo@sydney.edu.au">Deborah.rodrigo@sydney.edu.au</a></td>
</tr>
</tbody>
</table>

## School of Languages and Cultures

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Extn</th>
<th>Room/Bldg</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitrikeski, Drasko</td>
<td>School Administration Manager</td>
<td>67212</td>
<td>511, A18</td>
<td><a href="mailto:drasko.mitrikeski@sydney.edu.au">drasko.mitrikeski@sydney.edu.au</a></td>
</tr>
<tr>
<td>Feng, Helen</td>
<td>Finance</td>
<td>16800</td>
<td>513, A18</td>
<td><a href="mailto:helen.feng@sydney.edu.au">helen.feng@sydney.edu.au</a></td>
</tr>
<tr>
<td>Shaw, Sasha</td>
<td>Software &amp; Assets</td>
<td>16760</td>
<td>512, A18</td>
<td><a href="mailto:sasha.shaw@sydney.edu.au">sasha.shaw@sydney.edu.au</a></td>
</tr>
<tr>
<td>McCabe, Michael</td>
<td>Academic Support</td>
<td>65048</td>
<td>506, A18</td>
<td><a href="mailto:michael.mccabe@sydney.edu.au">michael.mccabe@sydney.edu.au</a></td>
</tr>
<tr>
<td>Isbister, Wayne</td>
<td>Teaching Support</td>
<td>13038</td>
<td>506, A18</td>
<td><a href="mailto:wayne.isbister@sydney.edu.au">wayne.isbister@sydney.edu.au</a></td>
</tr>
</tbody>
</table>

## Other Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Extn</th>
<th>Room/Bldg</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>Computer Desktop Support</td>
<td>16000</td>
<td></td>
<td><a href="mailto:icthelpdesk_idd@usyd.edu.au">icthelpdesk_idd@usyd.edu.au</a></td>
</tr>
<tr>
<td>AV</td>
<td>Audio Visual Support</td>
<td>16000</td>
<td></td>
<td><a href="mailto:av.service@sydney.edu.au">av.service@sydney.edu.au</a></td>
</tr>
<tr>
<td>Precinct Officer</td>
<td>Building Attendant Services</td>
<td>16333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Emergencies</td>
<td>13333</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRINCIPLES of UNDERGRADUATE TEACHING

UNDERGRADUATE TUTOR ORIENTATION
ARTS AND SOCIALSCIENCE

DR ALISON KUIPER
INSTITUTE FOR TEACHING AND LEARNING
What’s important in student-centered learning?

- Relationships
- Curriculum
- Students
- Teacher
- Environment/ context
Relationships

› Curriculum
  - What are you teaching?

› Students
  - Who are you teaching?

› Teacher
  - Who are you when you are teaching?

› Environment/ context
  - What’s the environment and context in which you are teaching?
What are you teaching?

› The teacher and the curriculum

  - Knowledge and expertise in subject area
  - Knowledge and expertise in understanding where students are starting

› *Share your enthusiasm*
Who are you teaching?

› Backgrounds
  - Age, gender, academic ability, cultural background,
  - Interest in unit of study
  - Degree of commitment to study
  - Digital natives?

› Prior knowledge
  - What do they know?

› Get to know them
- What do you want the students to know/ have acquired?

  › Clarify your expectations

  - Make connections for them
  - Provide a sense of direction but also of excitement and discovery

  › Provide different opportunities
Who are you when you are teaching?

› All sorts of possibilities and roles
  - A subject expert?
  - A facilitator?
  - An entertainer?

  - Good teachers come in all sorts of forms

› Know your strengths
› Build relationships
The teacher

› Encourages student-faculty contact
› Encourages co-operation among students
› Encourages active learning
› Provides prompt feedback
› Emphasises time on task
› Communicates high expectations
› Respects diverse talents and ways of learning
  • Chickering and Gamson, 1987, 1991
The context and environment

What’s the environment and context in which you are teaching?

› What’s the entry level?

› What are the exit expectations?

› University context

› Make sure you take into account what you need to know
The Heart of Student Centered Learning

University Structures:
- Divisions, Academic & support services

CURRICULUM

Student Receives Curriculum
- Delivery and assessment
- Development of curriculum

TEACHER

STUDENT

- Delivery and assessment
- Accountability for quality of delivery and assessment
- Responsible for academic and pastoral support
- Provide institutional and contextual support

Develop, review and accountability for
Sessional Staff Orientation UG 2011

Introduction to Teaching in Tutorials

A/Prof. Rick Benitez
Students get inspired by good lectures, they learn in good tutorials. This part of the orientation will introduce you to basic teaching in tutorials. We will cover:
- the first tute (stuff you NEED to know)
- the tutor as facilitator (the most important part of my presentation)
- common scenarios (situations you will inevitably encounter)
- and the dreaded but necessary “small group work” (I’ll try to give you some pointers about how to make this bearable)
The First Tute

Things you will need for your first tutorial:

1. Knowledge of where the classroom is and what it is like.
2. A list of all the students currently assigned to your tute. You can get this information at [http://web.timetable.auth.usyd.edu.au/index.jsp](http://web.timetable.auth.usyd.edu.au/index.jsp)
3. Copies of the Unit of Study Outline
4. Whiteboard Markers, or Chalk, or Overheads or Slides (depending)

Things to do in your first tute:

1. Get to know the students
2. Discuss ground rules for the semester
3. Get started with a very brief exercise to familiarise students with tutorial work
4. Indicate what you’ll be doing (and expecting) in the next tute

GETTING TO KNOW YOUR STUDENTS. Many kinds of ice-breakers are available. Here are a few examples:

The Name Game: Get each student to introduce themselves with a name they’d choose if they were to change their name. Then explain why this name describes them best. This activity helps you get to know what the students are like, and is an amazingly good aide memoire.

The Introduction Game: Pair off students and let them get to know each other for a few minutes. Then have each person in the pair introduce the others tudent to the class. This helps students get to know each other.

The Memory Test: go round the room having each student mention their name, and repeat the names of all the previous students. At the end you can have three or four students try repeating all the names, or you can try. This is good for name recognition.

GROUND RULES AND EXPECTATIONS. Draft a statement that describes how you see the learning environment in your tutorial, including:
- The qualities of successful learning in your disciplinary area
- Students’ expectations of you
- Your expectations of students
- What it means to be prepared for class (students and tutor)
- Participation and contribution
- How you will use students’ feedback to improve their learning

DEVELOPING A PLAN FOR YOUR NEXT TUTORIAL

Draft a plan for your tutorial next week. In your plan, you might like to think about the following:

What are the key ideas/concepts/skills you want students to have understood, engaged with, or begun to develop? What are two or three key outcomes? Think about how these relate to the aim of the unit as a whole.

How will you structure the tutorial? What activities will you use to promote student engagement (with you, the material, and each other)?

How will you allocate the tutorial time?

How will you know whether students have understood the key ideas? (feedback)

You might like to compare your draft plan with another tutor on the unit, or with your Unit of Study Coordinator.
> Clarifying things and Asking Questions
  - Hidden Pictures
  - The Socratic Method
  - Ways of Clarifying Things
    - Analogies
    - Reflecting
    - Relating, Locating, Redirecting, Framing
    - Amplifying
  - Types of Questions
    - Closed Questions
    - Open Questions
    - Probing Questions
    - Encouraging Questions

Clarifying: Like Hidden Pictures? – an analogy: in the 90s people seemed fascinated by staring at “hidden pictures” a kind of 3D gestalt image contained in what superficially looked like a panel of insignificant colours. The key thing is that you have to see the hidden picture for yourself, no one can see it for you. Same with tutoring. As Plato said, it’s not like putting sight into blind eyes, it’s like training the eyes so they can see for themselves (Republic 518). [Or consider Wittgenstein: the aim of philosophy is “to show the fly out of the fly-bottle” (Philosophical Investigations 309). Maybe things seem all too clear, and you are buzzing up against a glass wall] Think of clarifying things for students as showing them how to see, or showing them out of the bottle.

Questioning: A Socratic Method?

Socrates compared his method of questioning to the art of a midwife (Theaetetus 149-151), who can induce labour, deliver an infant into the light of day, and provide for its care and nurture. When a tutor teaches through asking questions, she might find it helpful to think of her role this way. She is helping students to give birth to their own ideas, to develop them as they would for something they are naturally concerned about. To reform them willingly; to give them up only grudgingly.
SCENARIO 1: TRYING HARD BUT NOT QUITE MAKING IT
You have a student in your class who tries very hard, but just does not appear to grasp even the basics. They begin to consume a significant amount of your time both in class and out.

What is your responsibility to this student?
What might you do in this sort of situation?

SCENARIO 2: AM I TOO YOUNG?
You have two mature-age students in your tutorial. One is great, gets involved, seems happy to participate in discussions and works with all younger students. The other criticises you openly, constantly challenges your interpretation of the readings and seems to you to be very patronising. It’s beginning to affect your confidence.

What might you do this in this situation?

SCENARIO 3: STUDENTS NOT INTERESTED
One of your students does not seem interested in your feedback or suggestions on his/her essay. In fact, he or she seems to shun your involvement altogether.

What are your responsibilities in this situation?

SCENARIO 4: THE DISCUSSION DOMINATOR
In your group, there is one person who seems to have an answer for every question asked, almost as if he or she enjoys dominating the discussion. You have begun to notice that some of the other students are becoming annoyed with his or her behaviour while most of the others are simply switching off and ceasing to participate once he or she starts speaking.

What might you do in this sort of situation?
What can you do to prevent such a situation occurring again?

SCENARIO 5: LACK OF PREPARATION
The unit outline requires students to read two articles/complete a worksheet for the forthcoming class session. At the beginning of the session, you find out that only two students out of a group of twenty have read the articles/completed the worksheet.

Why might this have happened?
What can you do about it in that class?
What can you do to prevent it happening again?

SCENARIO 6: RELUCTANCE TO PARTICIPATE
You are teaching a tutorial where several of the students seem reluctant to participate in group discussions, and there seem to be many long silences as a result. You suspect that their behaviour is putting the other students in the class off fully participating.

Why might this be happening?
What might you do in this situation?
Groupwork

Most tutorials in the Faculty of Arts and Social Sciences enrol about 25 students. That’s too many to have everyone participate significantly in the whole discussion each week. A useful way to get students to participate more fully is to engage them in different kinds of group work for at least some of the tutorials.

Here are some types of group situations you can use in your tutes:

1. Buzz Groups: Students work in pairs on a task for 2-3 minutes
2. Problem Centred Groups: Students work in groups of 3-6 on a substantial problem
3. Pyramiding: Students work on their own, then in pairs then in fours then as a whole class.

Buzz Groups
Tasks could include:
review a section of the preceding lecture
apply knowledge from preceding lecture to a personal experience
develop questions about the lecture
prepare way for next section

Tasks not based on right/wrong answers
Tasks not ambiguous, overly long

Problem-centred groups
Tasks could include:
analysis of theory and application to problem
design of experiment and analysis of data

Students develop specific academic and generic skills:
ote taking
team work
communication

More systematic reporting back as part of debriefing the outcomes and process of the task

Pyramiding
Aim is to build conceptual complexity through interaction

Different tasks at each stage, for example:

Own: write a definition of ‘culture’
Pairs: compare definitions and discuss key similarities and differences. Develop a joint concept-map of ‘culture’
Fours: explore how their maps relate to a key theoretical perspective, or theorist (from a reading). Groups produce a paragraph of written text describing their exploration according to set of ideas/concepts
Plenary: groups of four report back to the whole group. These summaries could be posted onto a website, or circulated via email.
The Faculty of Arts is committed to the ongoing improvement of teaching and learning. Teachers should engage in and document critical reflection on their teaching every semester. Using evidence from at least **TWO** lenses each teaching semester (the student and self lens as a minimum) staff should document their reflections on evidence and any actions in response (see Teaching and Learning website for tools grouped under four lenses – student, peer, self, scholarly literature: http://www.arts.usyd.edu.au/teaching_learning/academic_support/four_lenses_index.shtml).

### Description of teaching context:

(e.g. you could indicate what units and/or classes you taught this semester, their size and whether they were junior or senior units, whether in a team or alone, or any relevant details such as piloting a new unit or introducing new elements to an existing unit etc)

### Check the lens/lenses that informed your evaluation and the reflection below.

One Student lens ☑ is required and ☑ Self lens (this pro forma is a ‘self’ lens).

If you gathered additional feedback, tick the relevant lenses below:

- Student ☐
- Peer ☐
- Self ☐
- Scholarly literature ☐

### Critical reflection on teaching and learning

(In this section, reflect on your teaching and learning during the semester. For example: document what you did to evaluate teaching and learning; note any issues arising including what you learned, what worked well, what could be improved, any constraints, any changes or improvements you might make; indicate what additional resources you might need; and say how you did or will report back to current or future students and/or your teaching team)

---

*This form is designed to provide ongoing evidence of a commitment to good teaching practice and will assist in the development of a teaching portfolio for the purposes of PM&D, Promotion, Teaching Awards and Curriculum Review.*
e.g.

- Minute papers conducted in lectures or tutorials
- Teacher-designed surveys (ITL support available)
- Mid-unit formal or informal student feedback
- Student focus groups (ITL support available)
- Unit of Study Evaluation Surveys (ITL – these surveys are used by coordinator to evaluate a unit overall)
- Evidence of student learning outcomes
  - how well did students perform in essay or other assessment tasks?

<table>
<thead>
<tr>
<th>Student</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Lenses</td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>Literature</td>
</tr>
</tbody>
</table>

e.g.

- Voluntary and reciprocal peer observation of teaching
  (There is Faculty T&L support available for this, and you can also find some useful guidelines at the following link
- Informal ongoing discussions/observation with teaching team
  - Discussing, sharing teaching and learning ideas, plans and resources
  - Ideas or published scholarly literature about teaching and learning within a discipline
  - Scholarly literature dealing with generic teaching and learning issues in higher education
  - Best or innovative practices available from various other sources that assist reflection on practice (e.g. tips and strategies found on faculty or university websites, at conferences, workshops and so on)

USEFUL LINKS
Faculty of Arts, Evaluation Resources at [http://sydney.edu.au/arts/teaching_learning/academic_support/four_lenses_index.shtm](http://sydney.edu.au/arts/teaching_learning/academic_support/four_lenses_index.shtm)
Faculty of Arts Assessment Resources at [http://www.itl.usyd.edu.au/](http://www.itl.usyd.edu.au/)
Institute for Teaching and Learning at Sydney at [http://www.itl.usyd.edu.au/](http://www.itl.usyd.edu.au/)

Presenter: Brigid Rooney, Department of English, Faculty of Arts
Reciprocal feedback questions - choose one or two from this extensive list

- What was one important piece of learning from today’s session?
- What is something you need to know about?
- What did you enjoy most about today’s session? What did you enjoy least?
- What would you like to learn in future weeks?
- What did you appreciate most about today’s tutorial? What would you have changed?
- What would you like to see remain in our tutorials? What would you like to see removed?
- What did you get from today’s session?
- What did you find most useful about today’s session?
- If you had to design this course/session, what would you do differently?
- Something you now feel more relaxed or confident about?
- Something that still concerns you?
- What’s the single most important thing you got from today’s session?
- What’s the most significant thing you learned today?
- What question is uppermost in your mind at the end of today’s session?
- Is there anything that wasn’t answered today that you would like an answer to next week?
- What contribution did you make to today's session? What will be your future contribution?
- What is the first thing that comes to mind about today’s session?
- What do you most value in a teacher/learner facilitator (think broadly about yourself and your peers in this role)? What helps you to learn?
- How did you exercise or support leadership today? How might you do it differently?
- What will you do differently (if anything) as a result of today’s session?
- What did you do differently this week? Why?
- What would you like to do before the end of semester in this group?
- Which member of the group impacted on you today and why?
- What issue would you like to have raised that you felt you could not? Or chose not to? Why?
- How’s it going?
- Any suggestions?
- Any final words you wish to say?

Some of the opening words I have used, when I wanted to avoid direct questions, were:

- One thing I would like to say after today’s tutorial is ........
- One thing I learned today was ....
- One thing which is still unclear is ...
- I was surprised that ...
- Something I’d like you to know ...
- One thing that worked for me today was ...
- One thing that did not work for me today was ...
- I had no idea that ...

From Carson, Government and International Relations, 2005
FAQS - TUTORS

- How can I prepare students for their assessment tasks?
- Where can my students go for more help with their essay writing?
- Must I mark to a curve, or conform to a recommended distribution of grades?
- How can I be more confident about marking – i.e. about deciding what marks to award?
- Have you any good tips for writing feedback for students?
- How should I respond when a student asks for an extension?
- How should I support students with a disability?
- How can I explain to students about plagiarism, and why it isn’t acceptable?

How can I prepare students for their assessment tasks?

Tutors play a significant role in preparing students for assessment. In tutorials and seminars you can orient your individual lesson plans towards outcomes relevant for a forthcoming task, and you can design learning experiences to help students understand what’s required. It’s important that your lesson plans cohere with – or at least do not contradict – your UoS coordinator’s directions for the unit. Many coordinators also enjoy learning from tutors, and appreciate it when they contribute their ideas and teaching strategies.

In a typical one-hour tutorial, with careful and creative lesson planning, you can adopt efficient strategies that enable students to practice their skills in essay writing or debating (or other tasks) in class time. You can also engage students in simple self-reflection, self-evaluation or peer feedback exercises at the beginning or end of a class as a lead in to discussion or to consolidate the lesson.

Some examples (there are many more possibilities):

- **Essay writing practice**: Using materials set for tutorial discussion, ask your students to work in pairs to discuss a question, draft short answers together, then swap these answers along with marking criteria with another pair, and invite peer feedback. Or, use several sample (real or mock) introductions to an essay answer on a particular topic and engage students in pairs or groups to identify strengths and weaknesses, and evaluate using marking criteria.

- **Preparing for an assessable debate task**: In a previous week’s class, invite students to join their debating teams and using this week’s tutorial readings along with a proposition you’ve devised, ask them to prepare an informal ‘speed’ debate (1 minute each speaker), for or against a proposition. Hold the debate in the second half of the lesson. In the final five minutes of the tutorial, discuss with them what they learned and/or invite them to engage in some further team planning for their own debate in light of this experience.

NB: if you haven’t already done so, consider enrolling in the Faculty’s Tutor Development Program to gain a deeper understanding of your role.

Where can my students go for more help with their essay writing?

Tutors can do a great deal to support students individually in consultation hours. In some cases, a student may need or want more extensive help than is practicable or fair to provide. In such cases, there are other avenues of support in the Faculty.

For example, during semester, the Writing Hub provides student drop-in times (usually four to five times a week), where students from across the faculty can meet with Writing Hub staff to discuss the finer points of essay writing. Students can check the Writing Hub website during session for an up-to-date timetable of drop-in hours.

For other avenues, consult with your UoS Coordinator, and see FAQs for UoS Coordinators to gain a deeper understanding of your role.

Must I mark to a curve, or conform to a recommended distribution of grades?

The answer is no. Marking according to a curve does not cohere with the Faculty’s policy. The Faculty of Arts recommends a standards-referenced approach to assessment (see the Statement on Assessment and Scaling) available from within the Faculty’s Results Processing System. During the marking process, you should not be thinking about how many Credits, Passes or Distinctions you are giving. You should mainly bear in mind the appropriate level that you consider each student’s work has achieved in relation to the standards described in guides to the interpretations of grades and/or through discussion of samples of student work. That said, if you were to mark 100 scripts and not find varying standards of achievement and a range of grades, there might be a problem!

If you have any questions about this policy and its application, please do not hesitate to contact the Pro Dean, Teaching and Learning, Faculty of Arts.

See FAQs for UoS Coordinators for more information about the Distribution of Grades and when and how it’s applicable.
**How can I be more confident about marking – i.e. about deciding what marks to award?**

It takes a lot of experience to develop deep confidence about one’s academic judgment, but even very experienced academics find marking an abiding challenge.

Here are some steps that may help you through various stages of marking.

**Getting oriented**

- Re-read the assessment brief: the task, the marking criteria and any grade descriptors.
- Take note of any specific instructions about the task or its marking criteria provided by the coordinator, noting especially what criteria are deemed most important (e.g. critical thinking, textual analysis, rigorous use of sources, original interpretation, etc).
- Prepare to identify and look for what’s positive, rather than concentrating only on what’s negative in the work.

**Starting on the marking pile:**

- If marking by hand, it’s often good to use a pencil. Mark the first few papers, checking against marking criteria and penciling your rough notes on a pro forma or your own document.
- Your first approach to a bundle of marking often involves a ‘warm up’ period, as you get a feel for how the students have understood and responded to this precise essay or task. As you mark, focus on establishing a sense of the range of characteristic responses and how various levels of achievement are manifesting in the work.
- After reading through each script, try to form a ‘holistic’ judgment. You should try to establish the broad level of achievement, and then test your judgment against what the script demonstrates against individual criteria. Lastly, fine-tune your judgment as best you can.
- Record your result (as a rough mark) in pencil, jotting alongside the main reasons for your decision, for the record, and for feedback purposes (i.e. note one or two strengths and weaknesses).
- Once you’ve completed a larger batch, it’s a good idea to revisit those very first 6-10 papers to check whether your initial judgment still holds.
- If you have the opportunity early on, you might find it useful to engage in some swap marking with another tutor in the same unit, or with your unit coordinator, to check that you’re generally on target.

**Ploughing through the middle zone:**

- Mark from broad categories: Sometimes one can feel bogged down in a pile of mediocre scripts where it’s hard to distinguish between differing answers of roughly similar quality. It’s often easier to pick out the extremes in student work (excellent or very weak) than it is to calibrate this middle group. Don’t waste too much time and effort on very fine calibrations. Instead, assign marks on the basis of slightly broader groupings: ‘low pass, middle pass, high pass’, and so on.
- Borderline scripts: The biggest challenge is often at the borderline between high pass and low credit, or between high credit and low distinction. Such work is often uneven or patchy, showing glimpses or potential, or strengths against some criteria, with weaknesses against other criteria.
- Manage the pile: in the marking doldrums, take a break to refresh your energy, and – if you can – interleave your bundle strategically with scripts that you think are likely to be excellent. This not only revives the spirit, but can refresh and ‘re-set’ your sense of the standards overall.
- Pace yourself: Take a steady approach and conserve your energy and attention. Be aware of and limit the time you’re spending on any one draft. Set targets and reward yourself when you’ve achieved them.

**Finishing:**

- Consider rank order overall: This exercise is not about imposing marks on the basis of rank order, but using rank order as a means of reflecting on standards and how well your marks represent them. Put your scripts in rough rank order (batching those with the same marks). Check through the bundle, noting especially those essays around the cut-off marks for each grade. Ask yourself whether the essays on either side of the cut-offs do represent work at that level. Reflect on the top ranked essays, considering whether the marks represent the level of achievement (don’t be afraid to use marks in the 90s for really outstanding essays).

  Note problem essays: Make a note of those essays that you think are a problem, or right on the border line, and respond to this precise essay or task. As you mark, focus on establishing a sense of the range of characteristic responses and how various levels of achievement are manifesting in the work.

- Manage the pile: in the marking doldrums, take a break to refresh your energy, and – if you can – interleave your bundle strategically with scripts that you think are likely to be excellent. This not only revives the spirit, but can refresh and ‘re-set’ your sense of the standards overall.
- Pace yourself: Take a steady approach and conserve your energy and attention. Be aware of and limit the time you’re spending on any one draft. Set targets and reward yourself when you’ve achieved them.

**Have you any good tips for writing feedback for students?**


Consider the various other avenues and forms of feedback described in the Feedback area and think about how you might be able to incorporate these into your classroom teaching before or after assessment tasks. Share ideas with your UoS Coordinator and co-tutors.

Some starting points for writing feedback on student work:

- Formulate succinct, positive and focussed written comments: the ‘sandwich technique’ is legendary. Start with praise, noting a positive strength or some competent aspect of the work, pinpoint one or two key limitations or areas for development (referring to marking criteria if possible), and conclude with some encouraging overall remarks.
- Resist acting as a proofreader or editor of student work. If you encounter repeated spelling errors, grammatical glitches, typos or other
errors of written or academic expression, identify the main matter clearly in your feedback to the student and suggest steps s/he might take to improve (see also FAQs for UoS Coordinators(http://sydney.edu.au/arts/teaching_learning/assessment/principles_and_contexts/faqs_uosc.shtml) re help for students with essay writing).

- If you do make notes in the margins, ensure these are succinct, specific and easily understandable by the student – avoid words that convey negative, personal or emotional responses. Save most of your energy for five or six lines (or so) of feedback on the accompanying marking sheet or at the end of the work.

**How should I respond when a student asks for an extension?**

Advise your students that if they need an extension they should apply through the Faculty's Special Consideration Online(http://sydney.edu.au/arts/current_students/online_application.shtml) application process. Encourage them to do so and advise them about late penalties.

If a student experiences significant illness or misadventure (or is absent from class for more than two weeks), it is appropriate to send an email and (if needed) encourage her/him to apply for Special Consideration. Check with your UoS coordinator about who should email the reminder to your student. Absentee students, and students who fail to submit an assessment task, should be gently prompted by email at least once. It is not generally appropriate to chase students repeatedly if they do not respond to emails, but do keep your UoS coordinator in the loop, and keep a record of your efforts.

**How should I support students with a disability?**

Refer to your UoS coordinator for advice with specific students. Often tutors find they are a ready point of contact for such students and that they can support the student’s needs in this way. For more detailed advice about relevant contact people within the Faculty, see the answer for this question in FAQs for UoS Coordinators(http://sydney.edu.au/arts/teaching_learning/assessment/principles_and_contexts/faqs_uosc.shtml).

**How can I explain to students about plagiarism, and why it isn’t acceptable?**

It’s important not to assume that all students understand what constitutes plagiarism or even why plagiarism (in Australian universities) is not considered an acceptable approach to scholarly and academic work. As a tutor, you can help promote understanding of ‘academic honesty’ by discussing with students what this means in an Australian context, and why. This is especially important in culturally diverse classrooms. As well as helping students become more aware of the University’s Plagiarism Policy(http://bull.ucc.usyd.edu.au/pol/FMPro?-db=POL_Main.fp5&-lay=www&-format=/pol/pol_summary.html&RecID=35204&-find) , you could consider adopting some prevention measures in your lessons and in your advice to students about assessment (see Megan Le Masurier’s 9 Steps(http://cms.ucc.usyd.edu.au/iw-mount/default/main/Arts/Assessment/WORKAREA/assessmentTeam/htdocs/teaching_learning/assessment/principles_and_contexts/academic_honesty.shtml)).

© 2002-2011 The University of Sydney. Last Updated: 12-Jan-2011
ABN: 15 211 513 464. CRICOS Number: 00026A. Phone: +61 2 9351 2222.
Authorised by: Pro-Dean, Teaching and Learning.