Proposal: Faculty-Wide Review of the Tutoring Induction Program (TIP)

Background

The Learning and Teaching Centre is undertaking an evaluation of the Macquarie University Tutoring Induction Program (TIP). Specifically, we are reviewing the content of online and face-to-face workshops and investigating the variations of the program across the faculties.

The data collected in this study (via interviews with Macquarie staff involved in the development and delivery of TIP, surveys of participants in the program and a review of the literature and program content), will be summarised in a written evaluation, and used to inform the development and implementation of a revised program for 2015. We have received ethics approval to conduct this evaluation.

This document sets out a proposed set of program level learning outcomes and requirements for TIP, which have been developed in response to the changing needs of faculties and tutors. This proposed review of TIP will be effective Semester 1, 2015. We are seeking your feedback on the proposed changes.

Findings

TIP is an important, university-wide initiative that responds to a growing need to provide a scholarly approach to tutoring, which has benefits for the both the tutors, the students whom they teach (Sutherland & Gilbert, 2013: 9), and their departments.

TIP is a popular program and the workshops are in high demand. Interview data collected throughout this evaluation indicates that all of the university’s Faculties are engaged with the success of TIP. However, TIP has developed in an ad hoc fashion, and there are variations between the faculty requirements. This evaluation also offers an opportunity to review the content of the online and face-to-face modules.

Preliminary data reveals the need to implement a program that is consistent across the faculties, to streamline the administration of TIP, and align the program content between the online and face-to-face modules.

Program Level Outcomes

In order to implement consistency across the program, we have taken a program-level approach to the review, and developed a set of Program Level Outcomes.

Upon completion of TIP, participants will be able to:

- Facilitate classroom interactions through effective communication
- Recognise and apply a range of teaching strategies and activities to engage students in both face-to-face and online environments
- Implement effective practices for assessment, including grading and giving feedback and including online delivery
- Develop the capacity to engage in evaluative and reflective practices to improve teaching
- Recognise the need to support student diversity and accessibility
- Locate and identify Macquarie University's policies and support structures for students and sessional staff

**Participation Requirements**

The number of modules tutors are required to complete varies across Faculties. In FBE and Science, tutors are expected to complete 7 modules; in Human Sciences, the requirement is 5; and in Arts it is 3. This is particularly a problem for tutors who teach across faculties.

The table below shows the current list of workshop offerings 2014:

<table>
<thead>
<tr>
<th>Face-to-face</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>New to Teaching – the first tutorial</td>
<td>Language Issues &amp; Challenges</td>
</tr>
<tr>
<td>Providing Constructive Feedback</td>
<td>Facilitating Discussion</td>
</tr>
<tr>
<td>Teaching Evaluation for Tutors</td>
<td>Giving and Receiving Feedback</td>
</tr>
<tr>
<td>Engaging &amp; Inspiring Students</td>
<td>Academic Integrity – Workable Solutions to Counter Plagiarism</td>
</tr>
<tr>
<td>Teaching Culturally Diverse Tutorials</td>
<td>Exploring Concepts &amp; Ideas</td>
</tr>
<tr>
<td>iLearn Tools – GradeMark &amp; GradeMark Rubrics</td>
<td>Discover iLearn for Tutors</td>
</tr>
<tr>
<td>Managing the University Classroom</td>
<td></td>
</tr>
<tr>
<td>Introduction to Online Tutoring</td>
<td></td>
</tr>
<tr>
<td>Guidelines for Grading</td>
<td></td>
</tr>
</tbody>
</table>

The Learning and Teaching Centre proposes that all TIP participants be required to complete 6 modules, in any combination, with Grademark as a compulsory core unit.

This will ensure that participants achieve the proposed learning outcomes, and that quality and standards for learning and teaching are maintained across the university.

Administrative and funding arrangements are still ongoing and will continue to be made at a faculty-level. The focus of this proposal is establishing Program Level Learning Outcomes.

Feedback is invited on proposed learning outcomes, participation requirements, and suggestions for future workshops offerings. Please send your feedback to Dr Vanessa Fredericks: vanessa.fredericks@mq.edu.au

For further information, please contact Dr Agnes Bosanquet agnes.bosanquet@mq.edu.au or Dr Vanessa Fredericks: vanessa.fredericks@mq.edu.au