Principles of Undergraduate Teaching
Teacher Orientation

Presented by
Dr Bruce Isaacs
FASS, Department of Art History
## Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am</td>
<td>Registration and light refreshments</td>
</tr>
<tr>
<td>10.00am</td>
<td>Welcome (Dr Bruce Isaacs)</td>
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<tr>
<td>10.10am</td>
<td>Teaching in Tutorials and Teaching Resources (Dr Bruce Isaacs)</td>
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<tr>
<td>11:15am</td>
<td>Social Inclusion in Teaching (A/Professor Catriona Elder)</td>
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<tr>
<td><strong>11.45am</strong></td>
<td><strong>Short Break</strong></td>
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<tr>
<td>11.50am</td>
<td>Disability Awareness in Teaching (A/Professor David Evans)</td>
</tr>
<tr>
<td>12.20pm</td>
<td>Assessment and Marking (Dr Melissa Hardie)</td>
</tr>
<tr>
<td>12.50pm</td>
<td>Orientation concludes (Dr Bruce Isaacs and Tanya Doulaveras</td>
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<td></td>
<td>Evaluation form</td>
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</table>
What’s the big deal about tutoring?

– Students require activity, in thinking and doing, to ignite deep learning (Hermann, 2014).

Students need to engage — and be engaged — to think flexibly and creatively in solving problems.

– “Tutors become central to the first year student’s experience and integral to the engagement of the students with the university, the course, other students and the quality of tutorials” (James and Baldwin, 1997)

– “Tutors have a strong influence on students’ academic perceptions and performance because tutors are usually the first academic that students have any form of personal interaction with. The tutor is fundamental to the students’ engagement with the academic challenges of their course.” (Kift, 2002)
The tutor as a highly specialised role

— “The undergraduate tutors’ student status may well engender more learning in students than if the students are taught only by more experienced teachers.”

— Sutherland, 2009

— How is this possible?
Because Sutherland’s emphasis is clearly less on the tutor as expert/authority/know-it-all within a discipline, than as an effective communicator/facilitator.
Teaching and Learning contexts

- **Curriculum**
  - What are you teaching? Lecture vs tutorial content.

- **Students**
  - Who are you teaching?

- **Teacher**
  - Who are you when you are teaching?

- **Environment/Context**
  - What is the nature of the environment and context in which you are teaching?
    A discipline; a unit of study; a department; a school; a faculty; a university; a wider context of culture, and so on.
The context and environment

› USEFUL RESOURCE: FASS Teaching and Learning Site: http://sydney.edu.au/arts/teaching_learning/
› Note the materials housed in ‘Academic Support’, which provide an overview of teaching approaches, pedagogic theory, and available resources.
› Developing a Teaching Philosophy: Brookfield’s Four Lenses: http://sydney.edu.au/arts/teaching_learning/academic_support/four_lenses_index.shtml
› Teaching and Learning Links and Resources: http://sydney.edu.au/arts/teaching_learning/academic_support/resources.shtml
The Teacher – You!

So what makes a good teacher?

**Task** – Small group feeding large group discussion:

1. Form into groups of 3 - move around, introduce yourself!
2. Select a motivated scribe
3. Provide 3 clearly articulated examples/scenarios of ‘good’ and ‘bad’ teaching – be specific.
4. Focus on:
   - The teacher, the tutorial environment, and the communication of content.

5 mins
Teaching in Tutorials

Presented by
Dr Bruce Isaacs
FASS, Department of Art History
Introduction to teaching in tutorials

– The Tutorial Space
– The First Tutorial
– The Tutor as Facilitator
  [and not Lecturer!]
– Common Scenarios (and a few tips)
The first tute

The Tutorial ‘Space’ – the obvious things:

1. Prior knowledge of where the classroom is and what it is like.
2. Equipment and room resources.
3. Copies of the Unit of Study outline and other relevant materials.
4. Familiarity with LMS site [example, ENGL1011 2018]
5. Your call roll: the list of all the students currently assigned to your tutorial. You can get this information (with Unikey) at: http://web.timetable.auth.usyd.edu.au/index.jsp.
6. Whiteboard markers, or chalk, or USB stick with material – be prepared!
The first tute

Things to do in your first tute

– Building the tutorial environment:
  – Introductions, Introductions, Introductions
    [Remember – introduce yourself as well]
  – Icebreakers and building the learning community
    in that critical first tutorial

– Take care of tutorial administration: UOS outline, rolls, forming
groups for assessment, etc.

– Discuss ground rules for the semester
  – Being prepared for each class (your commitment and expectations)
  – Participation and contribution – individual and group participation
  – Actively encouraging student participation
The tutor as facilitator

Active vs passive learning

– Structuring a tutorial to achieve outcomes: where will the discussion lead?
– Critically engaging with course materials – eg – working critically with primary and secondary sources through tutorial tasks.
– Small and large group collaboration
– Student-directed discussion
– Using presentations (while avoiding the dreaded student mini-lecture!)
– Coaxing ideas out of students: using analogy and probing questions
The tutor as facilitator

Achieving three outcomes in each tutorial

- Consider a careful, though ‘unclosed’, lesson plan;
  - Structure the lesson toward conceptual/methodological ‘outcomes’;
  - Avoid delivering a set of prescriptive ‘answers’;
- Generate ideas/’solutions’ through collaboration;
- Use small group activity to change the environment;
- Support and facilitate student-directed discussion;

**TASK:**
Your coordinator requires you to work through a set of problem questions and solutions in every tutorial. This takes the bulk of your time.
- How can you enrich this process to effectively engage the student?
- How can you facilitate a student-centred approach?
Six common scenarios

– **SCENARIO 1:** Am I too young? Am I qualified for this job? I don’t know the answer to a question…

Recall Sutherland: “The undergraduate tutors’ student status may well engender more learning in students than if the students are taught only by more experienced teachers.”

– **SCENARIO 2:** Students seem uninterested/unmotivated.

– **SCENARIO 3:** The discussion dominator – between enthusiasm and intimidation. How do you manage a difficult dynamic?

– **SCENARIO 4:** ‘I haven’t done the reading and I haven’t even watched the movie!’

– **SCENARIO 5:** Deep engagement in material but a reluctance to participate.
Using groupwork

How do you encourage participation in tutorials?

- Schedule *some* group work during each tutorial, even 5 or 10 mins.

- Some types of group situations:
  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. Using small groups to feed large group discussion
  4. LMS weekly discussion groups
Resources for Teachers
See handout with URLs

Presented by
Dr Bruce Isaacs
Department of Art History
Important notice

Code of Conduct:
# FASS TEACHING DEVELOPMENT PROGRAM

MECO Seminar Room S226, John Woolley Building (A20).


For general and administration enquiries, please contact Tanya Doulaveras: [tanya.doulaveras@sydney.edu.au](mailto:tanya.doulaveras@sydney.edu.au)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Date</th>
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<tbody>
<tr>
<td>1-3</td>
<td>Teaching Design and Practice Teaching in the Tutorial Space Constructive Alignment/Diversity</td>
<td>Thursday, 8 March – 9.00 to 3.00pm</td>
</tr>
<tr>
<td>4</td>
<td>Principles of Assessment</td>
<td>Thursday, 22 March – 9.00 to 1.00pm</td>
</tr>
<tr>
<td>5</td>
<td>Teaching Development</td>
<td>Thursday, 12 April– 9.00 to 12.00pm</td>
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</tbody>
</table>
FASS TEACHING DEVELOPMENT PROGRAM

“Why should I do the TDP this semester?”

Hey everyone!

Welcome to teaching at USYD, I hope you’re all finding this orientation session as useful as I did when I first started teaching! If you’d like to go further with developing your teaching skills, I’d strongly recommend making time to come along to the Teaching Development Program, which is running over three Thursdays during semester. It’s an incredibly valuable program run by Tanya Doulaveras (2017 VC Outstanding Contribution to Educational Excellence recipient), Dr Bruce Isaacs (who won FASS teaching awards in 2013 and 2015 and is an A++ teaching resource) and myself, and we’ll talk about a lot of things that you’ll find really valuable in starting to teach. We’ll cover things like how to structure tutorials, design inclusive and engaging activities, deal with tricky situations in tutorials, design and mark assessments, and much, much more. There’s a lot of space for discussion with your fellow tutors, something I found super valuable, and you’ll leave the program with a teaching philosophy that you can use throughout your teaching career and your life.

I found the TDP absolutely invaluable in beginning my teaching, I honestly couldn’t tell you in an entire PhD thesis how useful it was. I struggled a lot with having confidence in standing up in front of a bunch of students, not very far removed in age from me (and often older), and thinking that I had anything valuable to teach them. The TDP taught me how to form my knowledge and experience into a nice little package that I could deliver to my students, and I still refer to the notes I took during the program, two years later. I’m super proud of the positive feedback I’ve had from my students in unit evaluations and even won a tutoring award for my efforts, something which wouldn’t have happened without the program.

The program is primarily aimed at first-time tutors, but if you’d like a brush-up on skills, or have joined us from another country and are interested in learning about how we might approach things differently, we’d love to have you along. If you have any questions Tanya will be able to answer them for you today, or please feel free to email her. Looking forward to meeting all of you on March 8th!

Alix Thoeming
PhD Candidate/Sessional Tutor, Department of Archaeology
Dean’s Citation for Excellence in Tutorials with Distinction 2017
alix.thoeming@sydney.edu.au

Also we have a lot of free pastries, fruit, and coffee - consider it a free lunch ;}

The University of Sydney
## Academic Support and Development

### Workshops, Sessions and Fora coming up:

- [https://intranet.sydney.edu.au/arts/teaching-support/advance-your-teaching/workshops.html](https://intranet.sydney.edu.au/arts/teaching-support/advance-your-teaching/workshops.html)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Who</th>
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<tbody>
<tr>
<td>Key Strategies for Effective Tutorials</td>
<td>Wednesday, 7 March – 12:00 to 1:30 pm</td>
<td>Dr Joe Collins</td>
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<tr>
<td>Anonymous Marking Forum</td>
<td>Friday, 9 March – 1:00 to 2:00 pm</td>
<td>Various</td>
</tr>
<tr>
<td>Strategies for Giving Effective Feedback to Students</td>
<td>Wednesday, 21 March – 12:00 to 1:30 pm</td>
<td>Dr Marie Stevenson</td>
</tr>
<tr>
<td>Peer Observation of Teaching</td>
<td>Friday, 23 March – 12:00 to 2:00 pm</td>
<td>A/Professor Alyson Simpson</td>
</tr>
<tr>
<td>Peer Observation of Teaching</td>
<td>Friday, 12 May – 10:00 to 11:00 am</td>
<td>A/Professor Alyson Simpson</td>
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<tr>
<td>Strategies for preventing and managing challenging behaviours in the university classroom-</td>
<td>Wednesday, 11 April - 12:00 to 1:00pm</td>
<td>Dr Cathy Little &amp; A/Professor Ian Maxwell</td>
</tr>
<tr>
<td>eLearning sessions</td>
<td>Throughout the semester, see online calendar: <a href="http://sydney.edu.au/arts/eLearning/events/index.shtml">http://sydney.edu.au/arts/eLearning/events/index.shtml</a></td>
<td>Faculty Educational Designers</td>
</tr>
</tbody>
</table>
Academic Support and Development continued

FASS Blended Learning Workshops:

• Facilitated by FASS Educational Designers
• Turnitin Training for Markers, Reading Reports, Sharing Quick Mark Libraries
• Blackboard – Using your Grade Centre

FASS eLearning room (Room 322, Brennan A18) can be used by tutors to mark, contact Tanya Doulaveras for further details

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Learn how audiovisual equipment can help you:

— ICT AV Support are running 30 minute one-on-one training sessions for all existing and future academic and professional staff
Other Resources

Teaching Tips: https://intranet.sydney.edu.au/arts/teaching-support/advance-your-teaching/teaching-tips.html

This site offers teaching tips from Faculty staff on Assessment and Assessment preparation, Engaging Students, Inclusion, Lecture and the Tutorial

Quicktips for university systems: https://intranet.sydney.edu.au/arts/teaching-support/manage-your-units-of-study/user-guides-for-blackboard.html

The site offers quick and easy guides to help staff make the most of their LMS sites and university systems

Teaching @ Sydney:
http://sydney.edu.au/education-portfolio/ei/teaching@sydney/what-is-teaching-at-sydney/

This site gives you the latest news from around the campus relative to teaching, including: technologies, news and events, pedagogical summaries, admin changes, educational excellence/award recipients, meetings and lectures

Connecting Cultural Competence to the Curriculum: Blackboard eCommunity:

How to enable Cultural Competence in your pedagogy
FACULTY OF ARTS AND SOCIAL SCIENCES

– **Student Support:**

– **Academic Writing Help:**

  
  – **WRIT1000** - Focuses on developing your writing style at the sentence and paragraph level.

  – **WRIT1001** - Explores writing in academic environments.

– **Postgraduate Coursework:**
ONLINE PROGRAM FOR CASUAL ACADEMICS

— There’s an online program for casual academics available at http://www.itl.usyd.edu.au/introduction-to-teaching/

— The program takes about 3 hours to complete and covers the topics:
  • What is good teaching?
  • Strategies for student engagement
  • Assessment and feedback
  • Inclusive teaching
  • Evaluation and reflective practice
  • Support for you and for your students
Disability Awareness in Teaching
Session Teacher Orientation
Wednesday, February 28, 2018

DAVID.EVANS@SYDNEY.EDU.AU
LESLEY.BEAUMONT@SYDNEY.EDU.AU
Disability Discrimination Act 1992

- The DDA implements Australia’s international human rights obligations under the Convention on the Rights of Persons with Disabilities as well as obligations relating to non-discrimination under other treaties ...
- The DDA protects people with disability against discrimination in many areas of public life including education ...

A primary objective of the Standards is to make rights and responsibilities in education and training easier to understand. The Standards cover enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation.

The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students.
Types of Disabilities

• Visual Impairments
• Hearing Impairments
• Learning Disabilities
• Physical Disabilities
• Medical conditions
• Neurological conditions
• Mental health conditions
• Autism Spectrum Disorders
• Chronic fatigue
• Temporary disabilities (broken leg, etc.)
# FASS Students

## Disability Services Registration Statistics

**FASS Students registered:** 673 (Semester 1, 2017)

<table>
<thead>
<tr>
<th>Disability Types</th>
<th>Number Registered</th>
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<tbody>
<tr>
<td>Vision</td>
<td>10</td>
</tr>
<tr>
<td>Hearing</td>
<td>19</td>
</tr>
<tr>
<td>Psychological</td>
<td>508</td>
</tr>
<tr>
<td>Neurological</td>
<td>58</td>
</tr>
<tr>
<td>Medical</td>
<td>102</td>
</tr>
<tr>
<td>Physical</td>
<td>102</td>
</tr>
<tr>
<td>Learning</td>
<td>54</td>
</tr>
<tr>
<td>Autism</td>
<td>11</td>
</tr>
</tbody>
</table>
Reasonable Adjustment

An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

An adjustment is reasonable if it achieves this purpose while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students.

Common Adjustments

- Lecture recording
- Use of assistive technology (e.g., hearing augmentation system/device, visulette, etc)
- Lecture note-taking/transcription
- Food and drink allowed in class/exam due to medical condition &/or medication side-effects
- Extension to assessment submission deadline
- Extended time for examinations
- Quiet distraction free examination room
- Use of a scribe, reader, or computer in exams
- Alternatives to oral presentations and group work
- Adaptive seating (ergonomic furniture)
- Assistance with time management and study skills
Notification of Reasonable Adjustments & Academic Plans

- FASS uses Academic Plans for students registered with Disability Services as the basis for making reasonable adjustments.

- The Unit of Study Co-ordinator receives an Academic Plan for each student registered with Disability Services, setting out all learning and assessment adjustments required by the student for the whole semester.

- Unit of Study Co-ordinator responsible for passing on this information as relevant to lecturers/tutors/markers.

- Treat all information you receive in the strictest
Academic Plans

- The Unit of Study Co-ordinator receives each student’s Academic Plan only once each semester and is then required to implement all adjustments set out in the Plan throughout the semester.

- Disability Services does not send any reminders, so it is imperative on receipt of each student’s Academic Plan that the Unit of Study Co-ordinator records the scheduling of the adjustments required in such a way that they are not overlooked/forgotten among all the other demands of the semester.

- This is particularly critical in the case of mid-semester exams/in-class tests, for which a separate room/separate invigilation/extra time/scribe/reader may be need to be organised.
Page 1: Cover Page. Includes the student’s details; overview of legislation; responsibilities; directions for Faculty/School; directions for student. This cover page has limited personal information to maintain the confidentiality of the student.

Page 2: Summary of Impacts and Support Requirements. This is a snapshot of the student’s registration with Disability Services. Lists the student’s units of study; provides a description of the condition/s and the impact on the student’s study and participation; lists the student’s approved teaching and learning adjustments with task ownership.
Page 3: Assessment Schedule. Provides a table of assessable tasks and their required adjustments for each enrolled unit. This information is gathered from the unit outlines.

Page 4: Explanation of Teaching and Learning Adjustments. Provides a detailed explanation of each teaching and learning adjustment which is noted on the student’s AP.
Academic Plans & Special Consideration

- **Academic Plans** are managed by Disability Services; long-term supports and adjustments determined according to medical documentation, consultation with the student, and industry standards. For this reason, students with disability are not required to submit an application for Special Consideration to have their reasonable adjustments implemented.

- **Process:**
  - Student requests adjustments
  - AP generate
  - Forwarded to Unit of Study Coordinator (cc’d student)
  - Resolving concerns
Academic Plans & Special Consideration

- **Special Consideration**: handled and determined by Student Administration Services. Short-term illnesses/injuries, issues of misadventure, etc.

- However, a student is still able to apply for Special Consideration, if relevant, once (s)he has utilised the Reasonable Adjustments set out in Academic Plan.

- Result of Special Consideration application notified by Student Administration Services to Unit of Study Coordinator, who is then responsible for passing on this information about individual students as relevant to lecturers/tutors/markers.
Universal Design

- ... design of environments that persons can access and participate in to the greatest extent possible without need for modification or use of specialist devices or technology.

- Give consideration to:
  - Course design
  - Teaching strategies
  - Assessments
Supporting Students with Disability

- Read the University’s Disability Awareness Training Manual, which is available on every Blackboard LMS site.

- Student Disability Liaison Officers:
  - Lesley Beaumont ([lesley.beaumont@sydney.edu.au](mailto:lesley.beaumont@sydney.edu.au))
  - David Evans ([david.evans@sydney.edu.au](mailto:david.evans@sydney.edu.au))

- Disability Services

- Counselling and Psychological Services
Assessment and Marking
Sessional Staff Orientation,
28 February 2018

Presented by
Dr Melissa Hardie (melissa.hardie@sydney.edu.au)
Associate Dean (Undergraduate Programs), FASS
Assessment and Marking

– POLICY AND YOU
  – Simple extensions
  – Special consideration
  – Late work
  – Academic dishonesty
  – Assessment principles
  – Feedback
  – Appeals
Simple extension

**Coursework Policy 2014** (66A)

(1) A **unit of study co-ordinator**, who is satisfied that it is appropriate to do so, may permit a student to submit a non-examination task **up to two working days after the due date** with no penalty.

(2) Such permission is an informal arrangement between the unit of study co-ordinator and the student which does not:

(a) affect the student’s entitlement to apply for **special consideration** under this policy;
(b) alter any time limits or other requirements relating to applications for special consideration; or
(c) constitute an academic decision for the purposes of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

Note: Any faculty resolution or local provision **forbidding the granting of simple extensions is inconsistent with this policy**.
Special consideration

Coursework Policy 2014 (67)

(2) Special consideration is provided in circumstances where well-attested illness, injury or misadventure occurs during a semester or at the time of an examination.

(3) Students who bear a primary carer responsibility toward another person at the time of an assessment may also apply for special consideration on the basis of illness … on the part of the person for whom they care if their ability to prepare for or perform the assessment is adversely affected.

Students apply for special consideration online:
SPECIAL CONSIDERATION AND SPECIAL ARRANGEMENTS

While studying, you may experience short-term circumstances beyond your control, such as illness, injury or misadventure, which affects your preparation or performance in an assessment. We can provide support to you in these circumstances through granting special considerations.

If you have essential commitments that will impact your preparation or performance in an assessment, it may be possible for you to make special arrangements to fulfil your responsibilities.

The University's special consideration process is governed by Part 14 of the Coursework Policy and the Assessment Procedures.

Eligibility & outcomes
How to assess if you’re eligible and what kinds of consideration are granted.

Supporting documentation
Details on what you need to provide with your application.

How to apply
Find out about deadlines, and how to apply online.

What happens next?
Tracking your application and how to appeal a decision.

LONG-TERM OR ONGOING CIRCUMSTANCES

If you are affected by long-term circumstances, such as a recurring medical condition, we encourage you to register with Disability Services.
Special consideration

Coursework Policy 2014 (67)

(7) A student who is reasonably capable of attempting an examination should do so, despite any accompanying application for special consideration.

(10) Special consideration must not be granted for:
   (a) balancing workloads from other units of study, disciplines or faculties;
   (b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or
   (c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided.
Late work

Generally, late penalties are imposed by the UoS coordinator. If work is handed directly to tutors, you must keep records of submission dates.

Resolutions of the Faculty of Arts & Social Sciences (3.10)

(1) **It is expected that**, unless an application for a simple extension or special consideration has been approved, **students will submit all assessment for a unit of study on the due date specified.** If assessment is completed or submitted within a period of extension, no academic penalty will be applied to that piece of assessment.

(2) If an extension is not sought, not granted, or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty. The penalty for coursework is as follows:

   (a) From the day after the published due date, the penalty applied is **two marks (out of 100) per working day**;

   (b) For assignments marked out of a maximum total other than 100, the penalty will apply pro rata.
Academic dishonesty

Academic honesty in coursework policy 2015 (4.13.2)

(2) Detecting and identifying plagiarism is fundamentally a judgement made by an examiner who is aware of the responsibilities involved in the task of academic assessment. Web search and similarity detecting software, and other such means, should be regarded only as tools assisting an examiner to make that judgement.

(3) The University has authorised and mandated the use of text-based similarity detecting software for all text-based written assignments. Faculties must inform students of this in introductory courses, unit of study outlines and informational material provided to them.
Defining dishonesty

**Academic honesty in coursework policy 2015** (3.7.1)

... **academic dishonesty** means seeking to obtain or obtaining academic advantage for oneself or for others (including in the assessment or publication of work) by dishonest or unfair means.

e.g. recycling, dishonest plagiarism, buying essays, exam cheating

**Academic honesty in coursework policy 2015** (3.8.1-2)

... **plagiarism** means presenting another person’s work as one’s own work ... **without appropriate acknowledgement of the source**. ... phrases, clauses, sentences, paragraphs or longer extracts from published or unpublished work (including from the internet) ... or the work of another person ... in a way that exceeds the boundaries of legitimate co-operation.
Detecting dishonesty

- **Turnitin** checks submitted work against the web and other submissions worldwide
- **Workshops** “Turnitin for markers” offered through semester http://sydney.edu.au/arts/eLearning/events/index.shtml
- **You**, your knowledge of the discipline, your students, and the English language are smarter than the software
Dealing with (suspected) dishonesty

– Hand the case over to the UoS coordinator immediately
– Guided by the Academic Honesty Procedures 2016, they determine if the case is due to failure to understand referencing requirements, or one of potential impropriety

http://sydney.edu.au/arts/academic_integrity/index.shtml

And an appropriate chain of events follows
Assessment principles

Coursework Policy 2014 (14.61.1)

(a) Assessment practices must advance student learning.
(b) Assessment practices must be communicated clearly to students and staff.
(c) Assessment practices must be valid and fair.
(d) Assessment practices must be continuously improved and updated.
Principles into practice

- **Clear communication** to you, and **by you:**
  - Your tutorials can help to acculturate students to feedback, rehearse assessment formats, and encourage mindful engagement with assessment tasks

- **Valid and fair** assessment involves:
  - Marking solely to a set of clearly articulated, pre-determined criteria designed to align with the learning outcomes of the unit
  - Ensuring that no student is disadvantaged by assessment practice
  - Keeping good records against criteria for participation grades

- **Advance student learning** by giving good (and timely) feedback
Feedback should be:

- timely
- respectful
- comprehensible
- specific
- linked to assessment criteria or learning outcomes
- mindful of the constraints of the task
- comprehensive
- constructive (i.e. help students to improve)
- clearly summarised at the end

Appeals (within 15 working days of the release of marks)