

# Engaging students in tutorials: Part II

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Learning Development/Thinking Writing

# Sessions:

## **13th October: Session 1 (1 hour)**

- The first session (this Friday) will explore teaching in a tutorial setting: establishing ground rules, energising students to participate during 'chalk and talk' sections, and checking students' understanding. If you already have lots of teaching experience, the session will draw on and develop your expertise; if you are new to teaching, you'll get lots of practical tips to try in your tutorials.

## **27th October: Session 2 (1 hour)**

- The first half of the second session will be an opportunity for you to feedback and share good practice: what tips from the first session did you try, what worked well and what has been challenging. The second half of the session will focus on preparing you for peer observations.

## **Wk beginning 30th Oct: Session 3 (1 hour)**

- Peer observations. You will get into pairs so you have an opportunity to observe one another teaching.

## **Date TBC: Session 4 (1 hour)**

- Discussion of peer observations, reflection and how to take this work forward to keep developing your teaching practice.

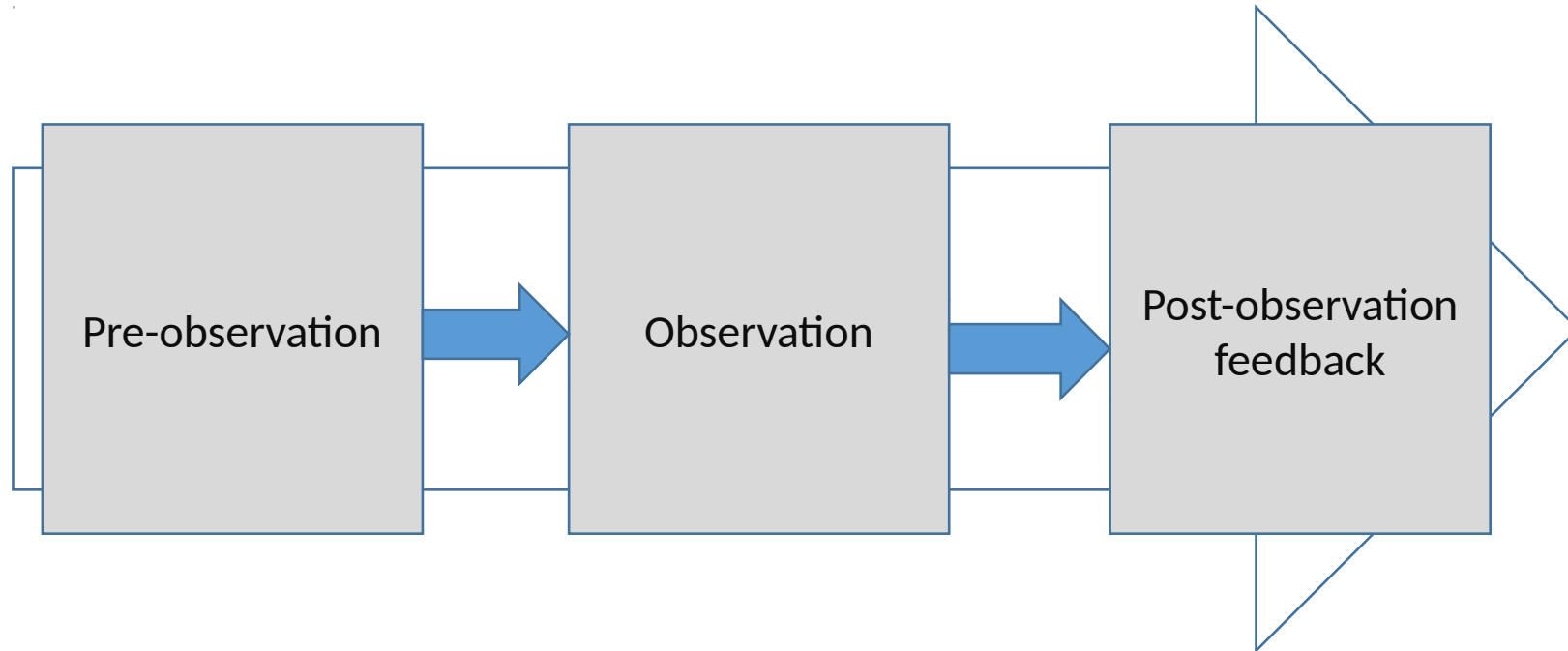
# Aim/s

- To share practice after the first session
- To prepare for peer observations

# Sharing practice after the first session

- What did you try in your teaching?
- How did the students respond? Were they:
  - All active? Or were some still reluctant to participate?
  - Talking to each other?
  - Moving around the room? (perhaps to get into groups, perhaps to help with the 'chalk and talk' element of the tutorial)
  - Answering your questions?
  - Asking questions?
- How did you test their understanding?
- What was still challenging?

# Preparing for peer observations



Martin & Double (1998)

# Principles for Peer-supported Review of Teaching (adapt. Gosling)

- Developmental NOT judgemental: designed to improve teaching
- Collaborative process based on equality between peers,
- Reciprocal benefits: both parties expect to gain from the process,
- Confidential and independent of all management processes relating to probation, promotion, regrading, renewal of contracts, under-performance or redundancy,
- Linked into staff CPD: opportunity for personal and professional development of staff
- Dissemination of good practice: opportunity to promote good teaching and further enquiry into teaching and learning

## 3 models of observation (Gosling 2005, 2009)



Models of Peer Review (revision based on Gosling 2005)

Characteristic	evaluation model	development model	collaborative model
Who does it & to whom? (peer relationship)	Senior staff, or chosen 'evaluators' or 'auditors' review other staff	Educational developers observe/review probationers; or expert teachers review others	Teachers/peers/ colleagues
Purpose	Identify under-performance, confirm probation (tenure), appraisal, promotion, quality assurance, assessment	Demonstrate competency/ improve teaching competencies; part of accredited course	Improve teaching through dialogue; self and mutual reflection; stimulate improvement
Outcome	Report/judgement	Feedback/report/ action plan for improvement to teaching and learning	Analysis, reflection, discussion, wider experience, SoTL activity, improvement to teaching and learning
Status of peer review judgements	Based on authority, seniority, and/or expertise	Expert diagnosis based on experience and expertise	Peer shared understandings and perceptions
Relationship of observer to observed	Hierarchy of power/seniority	Hierarchy of expertise -expert/learner; tutor/student	Equality/mutuality
Confidentiality	Between manager, reviewer and the reviewee	Between reviewer and the reviewee, might include manager, or course tutor	Between reviewer and the reviewee – could be shared within learning set. Public outcomes with permission.
Inclusion	Selected staff, staff being confirmed in post, or applying for promotion, or teaching award.	Staff on initial training course (eg PG Cert), staff identified as needing to improve teaching	All involved in supporting student learning
Judgement	Pass/fail, score, quality assessment, confirm tenure, or promotion	Feedback on how to improve teaching	Non-judgemental, constructive facilitated dialogue
What is reviewed?	Teaching performance, course design, learning materials, student feedback	Teaching performance, course design, learning materials.	Any aspect of course design, teaching, student learning and assessment chosen by reviewee.
Who benefits?	Institution, department	The reviewee (one way interaction)	Mutual benefits for both peers (two way interaction)
Conditions for success	Effective management	Respected 'developers' or senior staff	A culture in which teaching is valued and discussed
Risks	Alienation, lack of co-operation, opposition, resistance	No shared ownership, lack of impact	Confirms existing practice, unfocused, perceived as bureaucratic

# Recording our ideas

- In your groups, compare the observation templates you have been given.
- Rank them in order of preference. Try to justify your ranking.



# Giving feedback

- Establish & maintain atmosphere of trust & mutual respect
- Distinguish between events & interpretations
- Balance positive & negative feedback
- Focus on impact
- Be selective about negative comments
- Beware of prescriptions
- Provide specific examples to support analysis
- **Always come back to the students**

MacKinnon (2001); Gosling (2005)

# References

- D. Gosling (2005) *Peer Observation of Teaching SEDA Paper 118 (London, SEDA)*
- M. MacKinnon(2001) Using observational feedback to promote academic development, *International Journal for Academic Development*, 6(1): 21-28
- G. Martin & J. Double (1998) Developing higher education teaching skills through peer observation and collaborative reflection, *Innovative Education and Training International*, 35(2): 161-170