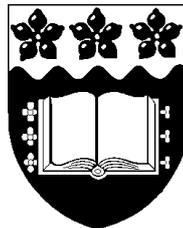


**School Of
Electrical, Computer &
Telecommunications Engineering
UOW**

SECTE Demonstrator Guide

**Policies & Procedures
on
Demonstrating/Tutoring**



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1. Introduction

The School of Electrical, Computer and Telecommunications Engineering (SECTE) has a responsibility to ensure its students obtain a satisfactory experience while studying one of its degrees. As a compliment to full time academic staff the school provides a number of casual academic positions in regards to demonstrating, marking and running tutorials. It is also a SECTE responsibility to ensure that its casual academic staff are well trained and are of the caliber to provide a satisfactory teaching experience to its students.

This document provides the basic information required for the SECTE inductions. It is to be used as a reference point for the number of policies and procedures that casual academics must obey and follow. These policies and procedures have been put in place to ensure a high standard of teaching.

This document is continuously updated and it is the responsibility of the individual to check each session for any changes. This document is available for viewing at the SECTE intranet site.

It must be highlighted that in order to ensure SECTE provides a high standard of teaching that all positions are competitively placed.



2. Induction Process

In order to become a Demonstrator or Tutor in SECTE it is necessary to complete an induction process.

The first component is the university induction. This is a compulsory 2hour induction that covers items such as equal opportunity and other university topics.

The second component is the SECTE inductions. SECTE runs two different induction programs for new casuals wishing to undertake casual academic positions within the school. They are:

Demonstrating & Marking in SECTE: This comprises of an induction session, quiz and assisting an experienced demonstrator. As a result your first subject that you are employed in might be a subject that is not in your skilled area.

Running Tutorials in SECTE: You may apply to undertake this induction after you have completed an entire session of Demonstrating. This comprises of an induction session, quiz and assisting an experienced tutor. If you would like to nominate then you must book an interview with the Laboratory Manager.

When you have completed assisting an experienced demonstrator or tutor you will be assessed. The scale of marking is Failed, Pass, Credit, Distinction & High Distinction. There are eight components to the assessment and you must at least pass each component. The assessment components are:

Demonstrating & Marking in SECTE:

- Did the trainee turn up to classes on time?
- Did the trainee prepare for the subject appropriately?
- Did the trainee know how to perform the experiments appropriately?
- Did the trainee know how to problem solve effectively?
- Did the trainee communicate to the students effectively?
- Did the trainee provide suitable introductions to each experiment effectively?
- Did the trainee show confidence in front of the students?
- Did the students show respect to the trainee?

Running Tutorials in SECTE:

- Did the trainee turn up to tutorials on time?
- Did the trainee prepare for the tutorials appropriately?
- Did the trainee know how to structure the tutorial appropriately?
- Did the trainee know how to problem solve effectively?
- Did the trainee communicate to the students effectively?
- Did the trainee provide suitable explanations to each question effectively?
- Did the trainee show confidence in front of the students?
- Did the students show respect to the trainee?

If you fail the induction process you may apply to try again in the following session. As casual academic positions are allocated competitively it is recommended that you try and receive as high a mark as possible for each of the criteria.

Induction certificates are issued upon successful completion and are valid for 2 years. Renewals only require repeating the induction session and completing the quiz.

It is important to take note that during the middle of each session, the students will be surveyed on the quality of the lab and the quality of your teaching. It is important that the skills learned in your training are carried on into the future.



3. OH&S

Occupational health and safety is very important within your role. Every demonstrator and tutor should have already or about to complete the UOW induction program that includes a guide into OH&S. If you have not attended this session contact your Lab Manager as soon as possible. As a supervisor within the class it is essential that you are aware of proper procedures to ensure that you keep yourself and all students safe.

3.1. Contacts

The most important contacts are listed below:

First Aid:

Sasha Nikolic 35.135 x3418

Steve Petrou 35.128 x3417

After hours call security x4900

Fire Wardens:

Steve Petrou 35.128 x3417

Roslyn Causer-Temby 35.G43 x3065

Emergency Numbers:

External Phone:000

Internal UOW Phone: 0000

UOW Security: 4900

UOW Security Escort: 4555

It is advised that these numbers are placed in your mobile phone. To call these extensions from your mobile phone the prefix is 4221.

3.2. Important Information

In the case of a fire alarm it is required that everyone stops what they are doing. You must direct your class not to panic, leave everything as it is and to walk and assemble at the Duck Pond (for labs in building 35). If your tutorial is in another room you must read the fire information sheet at the entrance of the building. On your first lab/tutorial you must announce to your students where the exits are and where the meeting points are.

Every lab has an electricity kill switch that is located next to the rooms doors and its appearance is a red big button. Pressing this button kills the electricity to the room. This button should be used in incidents such as electrocution. Please note that if this button is pressed Buildings and Grounds must be called on extension 3217 to have an electrician reset the switch.



4. Lab Rules

There are a number of lab rules that demonstrators and students need to follow. It is essential that demonstrators enforce these rules. These rules follow UOW and SECTE policies and must be adhered to at all times.

4.1. Demonstrator Rules

Demonstrators must ensure:

They conduct appropriate preparation for the lab/tute (see section 'Lab Preparation').

Labs will cease 15mins before the scheduled completion time to allow students time to clean up.

Appropriate clothing must be worn (i.e. no thongs etc).

All lights, fans and equipment must be switched off at the end of the lab.

Advise relevant parties of all faults (see section 'Faults & Repairs').

Ensure students adhere to 'Student Rules'

If you have any problems see the Lab Manager.

4.2. Student Rules

Demonstrators must ensure that students:

Do not bring their bags into the lab. All bags must be left in the bag bay outside room 35.135.

Do not eat or drink in the lab.

They wear appropriate footwear. Students must wear covered footwear in ALL labs within SECTE. A warning may be given in the very first week of labs. After the first week any student without correct footwear must be removed from the lab.

Students are correctly behaved. Any disobedient issues must be reported to the Lab Manager ASAP so he can follow it up.

4.3. Faults & Repairs

The demonstrator is responsible for reporting any equipment that failed during the lab. This is important to ensure that equipment is maintained and be in working order for other students to use.

At the front of every lab is a box labeled "Needs Repairing". Attached to the box is a repair card. The repair card needs to be filled in indicating what the item is, its use when it malfunctioned, and what the problem is. If the item can be moved it needs to be placed into the 'Needs Repairing' box. If the faulty item cannot be moved then clearly label which item is at fault on the repair card.

One item that causes the majority of faults is faulty leads. This is one of the first items that needs to be checked out. If you have any suspicion that the leads are at fault be sure to place them in the Needs Repairing box.

Another important item that often gets over looked is stools/chairs. If the stool or chair is unsafe then please ensure that this gets recorded so that it can be repaired.



5. Lab Preparation

Demonstrators are required to prepare for their labs or tutes. It is important that the demonstrator is aware of the subject material prior to commencing the lab or tute. An under prepared demonstrator easily loses the confidence of the students they are supervising and this deteriorates the teaching quality and experience for the student.

Once assigned a position a demonstrator must go and see the subject co-ordinator for guidance and instructions on what is expected from them. It is essential that you keep regular contact with the co-ordinator. The subject coordinator must provide you with as much material as possible to guide you through the process. If you are having trouble then please see the subject coordinator for help. If you are not receiving the level of help that you require you may see the lab manager to mediate the situation.

It is expected that you prepare for the first three labs before the first week of demonstrating. This ensures that the experiment works and you know how it works. If there are any problems getting the experiment to work then the Lab Manager and subject co-ordinator need to be notified immediately. See the section on 'Pays' to determine the level of preparation required by you.

In demonstrating or tutoring the subject co-ordinator may provide some information to guide you. This is only a guide and you must ensure that you know your work and are prepared to answer questions given to you by students.

If you experience any problems in the lab just report it immediately to your Lab Manager or subject co-ordinator. This is for the best benefit of yourself and the students. Do not wait to see if the matter improves by itself.

It must be noted that in order to begin claiming your pay you must show evidence that you have satisfactorily prepared for your subjects. This is shown in Appendix C.



6. Marking

Markers while not directly involved with students play a very important role in the quality of the school. When assigned to do marking it is essential you meet with the subject coordinator and reach an agreement in regards to what is expected from you, how much time you are expected to mark each report and what types of comments you need to make. Plagiarism is an important issue that you need to be aware of. If you suspect plagiarism in any of the work you have marked then you must notify the subject coordinator to investigate the matter further.

Most items that require marking are picked up from the Stores Officer in 35.132A, however confirm with the coordinator. The Stores Officer works Monday – Friday between the hours of 10am to 2pm. If you are unsure it is best to confirm on ext 3415. Items you mark are used by students to study for exams so it is essential that they are marked as soon as possible. Provide an estimate return date to the Stores Officer so that he can inform students should they ask.

Unlike demonstrating which is spread over an entire session marking is concentrated at a specific time and involves many hours of work. Please ensure you are aware when the marking will be required so that you can plan your work around it. If you don't you might find yourself in a very stressful situation.



7. Pays

Once you have been assigned your workload you must receive your casual authority form which outlines all the pay that you are entitled to claim. This form also contains your employee and job number. You must pick up this form from the lab manager before you can start to claim your work. When you get the casual authority form back from the lab manager double check that you have been given all the hours that your entitled to.

To be paid you must fill out a timesheet on a fortnightly basis and place it in the casual submission box that is outside the female toilets on level one. The schedule of payment is outlined on the student acceptance memo given to you when you were officially accepted into demonstrating for the subject. You will not be reminded to hand in your timesheets so be sure to place a reminder. If you do not hand in your timesheets you do not get paid.

It must be noted that in order to begin claiming your pay you must show evidence that you have satisfactorily prepared for your subjects. This is shown in Appendix C.

7.1. Lab Demonstrators

Most Lab Demonstrators are paid at the rate D2. This is the pay rate for a casual employee who does not hold a relevant doctoral qualification. Demonstrators are required to have knowledge on what they demonstrate.

When being granted a lab demonstrating position you may have found an 'L' next to your name. This means that you are the lead demonstrator for that class. You are paid extra hours to ensure the labs work at the start of session. For each odd or even subject you take you get a bonus 3 hours. As an example if you demonstrate ECTE171 on even weeks only you will get a total of 3 bonus hours. If you demonstrate ECTE171 on both even and odd weeks you will get a total of 6 bonus hours.

If your name had no 'L' next to your name that means that you're paid as an assistant and must follow the direction of the leading demonstrator. An assistant does not require the same level of preparation as a leader, however they must have a good level of understanding about the lab.

7.2. Tutorials

The majority of tutorials are paid at the rate T4. This is the pay rate for a casual employee who does not hold a relevant doctoral qualification. The T4 rate covers one hour of class contact and one hour of preparation time.

7.3. Marking

Most markers are paid at the rate M3. This is the pay rate for a casual employee who does not hold a relevant doctoral qualification.

7.4. Induction

Attending the universities compulsory induction seminar is awarded at the rate A1. This is the pay rate for a casual employee who does not hold a relevant doctoral qualification.

All pay information can be found on the universities web site in the staff intranet under personnel. If staff do not attend one of these sessions in the first year of working then they do not qualify to be considered for any further work from the school.



8. Computer Accounts

SECTE looks after its own computers and runs its own domain. At the beginning of each year all the undergraduate accounts have their passwords reset. All new students have an account automatically created for them. At the beginning of each session there may be problems with students logging on and not knowing what to do. Appendix B provides information on what to do with computer accounts.

Take note that most of the computers in SECTE run virtual environments. That is the base operating system contains only a basic amount of software. The rest of the software is located in various virtual environments. Procedures are located as an icon on the desktop of each machine. Be sure that you know how to operate the virtual machines and which virtual machine contains the software that you need to use.



9. Other Matters

It is highly recommended that you see the subject co-ordinator regularly for guidance and build a strong relationship with them. Subject co-ordinators can give preference to who they have demonstrate so this a great way to build a relationship with your students that you are supervising is to get to know their names. Also do not just sit there and wait for someone to come to you for assistance. Be proactive and walk around and talk to all your students and see how they are going. These steps will build a better relationship, make them respect you more and at the end of the day make your job a lot easier.

If English is not your first language do not be embarrassed of your English skills no matter how bad you think they are. Demonstrating is a great way to practise the language and make you more confident to speak it. Therefore be proactive and talk to and help your students as much as you can.



10. Graduate Qualities

The university and faculty are focused on providing our students with a set of graduate qualities. As a demonstrator you must be aware of what these qualities are. It is an expectation that you follow these qualities and provide an environment that the students you teach can learn these qualities.

The qualities are:

Informed

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

Independent learners

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

Problem solvers

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

Effective communicators

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

Responsible

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



“Adult” NOT “Parent” or “Child”

- Insist on adult to adult interactions - don't let a student turn you into a “Parent” or a “Child”. Stay calm and refer to your Tutorial Code of Practice.

Model the kind of behavior you want

- If you show them trust, respect, openness, honesty and enthusiasm you will generate the same in them. Listen to them carefully and check that you understand what they are saying.

Discuss the learning environment: Rights and responsibilities, mutual respect

- What they can expect from you
- How they are expected to behave
- Guidelines for the class?

Plan

- what you will do in the tutorial
- what the students will do
- what resources you/they need
- how the tutorial will proceed – blocks of time

Relationships

- show students you expect respect
- treat people with respect
- know your roles and responsibilities
- demonstrate acceptable behaviors
- consider guidelines for students
- discuss the Code of Practice – Students

Process

- give clear information, expectations and tasks
- make it interesting and if possible - fun
- ensure active learning - students learning together
- quick quiz, hands up true or false, round the room, quick start activity, buzz group, brainstorm etc

Opening and closing

- start with an outline and the big picture
- finish with a summary and information about next week

Outcomes

- assessment of learning - fair and timely marking and feedback
- Ask the subject coordinator how the marking scheme works
- evaluate your effectiveness as a tutor

Active learning

- Ensure students are actively involved in the learning (eg, quick quiz, hands up true or false or multiple choice on an overhead or PowerPoint slide; quick discussion in pairs, brainstorm, ask questions).
- Get students solving problems, sharing ideas, convincing each other which is the correct answer.
- Make learning interesting – and if possible, make it fun.

Facilitation

- Facilitating discussion with a large number of students in tutorial or lab can be difficult as it is not always easy to keep control and to have all students involved. Use the techniques above first – to get students familiar with each other and the idea of discussion. Then you can use open discussion for short periods of time, say before an activity. Ask for – a response from the other side of the room, another corner of the room, a different person, someone who has a different idea, someone who can add to that response etc.



11.4. Opening the first class

“Break the ice”

- It is extremely important to set up an environment where students can work together comfortably. This means they need some time to be introduced, get to know each other and talk about something “non-threatening”.
- Ask each person to introduce themselves around the room – name, what it means, where they are from, what they want to do when they complete their degree. (A good idea is to put up a map and ask them to mark places they come from.)

Clarify expectations

- What you expect of them (eg, respect other students, cooperate with each other, work hard, prepare, be on time etc)
- What they can expect (eg you will try to help them learn, make sure everyone gets a fair go, give them feedback, not put them down)
- How the tutorials will work (eg they will be expected to work in pairs, groups, alone at different times, try out ideas, get things wrong sometimes, learn from mistakes)

11.5. All classes

Keep them informed.

- Remember that this is not the only tutorial or subject students are involved in – and they also have commitments beyond their studies. This means they may forget details. Start your tutorial reminding students what was covered last week, how this topic fits into the subject. Remind students when assessment tasks are due.

Start with the big picture

- why is this topic important, what does it relate to, how will it help them etc

Provide an outline of the tutorial

- what they will be doing.

Provide clear tasks and instructions

- If they need to read something ask them to come with a list the key points from the reading
- Provide groups with specific instructions, eg 1. Introduce yourselves to each other; 2. Decide on a group leader; 3. Read the case and list the advantages and disadvantages of the approach; 4. etc.

11.6. Ideas for Activities

Introductions and Icebreakers

- At the beginning of a subject include an icebreaking activity – get the students talking to each other, introducing themselves, make sure they have all “met at least three other students. Remind them to introduce themselves at the beginning of group discussions and group work (make it part of the task).

Buzz Groups

- Students discuss in pairs and then you ask some of them to tell the class, record answers on board and discuss

Think – talk – write – speak

- Give them time to think of a response and write it down before having to speak in front of the class. Buzz group can achieve this.

Round the room

- Each person speaks around the circle (after giving them the chance to think/write) to offer one point. This can also be done with different sections of the circle at different times during the tutorial. Divide into halves or quarters and choose a different section each time. Be creative – eg, ask for responses from those with December birthdays.



Pyramid

- Students work on the first part of a problem in pairs, then the pairs form fours for the next part of the problem, then eights if it is appropriate.

Brainstorm

- Students call out ideas, no discussion, ideas recorded where they can see them. (Do something with the ideas after the brainstorm, discuss them, use them etc).

Discussion groups of three or four

- Do this after you have used buzz groups a couple of times (eg twice in the first week). Provide written instructions for the group work (on whiteboard or OHT). Make sure the first instruction is that students introduce themselves to each within the group before starting

Clearly list:

- what they are expected to do in the group and how;
- what their different roles will be;
- how long they have to complete the task;
- what they should have produced by the end of the group work; and
- what they will do with their outcomes after the group work.

“Plenary session”

- After buzz or small group work, provide a “plenary” session where you discuss group responses with the whole class so students understand where they went wrong and what they got right. Think creatively about reporting back, eg use A3 paper, post their responses on wall and go round and read; get reporter from each group to form a panel and you chair it.

Share the board

- Get students to use the whiteboard – to demonstrate, try things out.

Use your imagination

- set up fun competitions between groups eg, today we are looking for the fastest group, (most efficient group, most inventive group, most cooperative group).
- use the media – eg newspaper clipping as stimuli or to illustrate the profession in practice.

11.7. The skills of questioning

Skilful teachers will use questioning to ensure learning is meaningful. A series of carefully phrased, non-threatening questions will surface the student’s understanding or misconceptions so that they can be redefined or reframed by the students where required.

Students often don’t know what questions to ask. They may realise they are facing a problem but not be able to shape the question. They may need to shape the problem and articulate the questions. You can support them in this through questioning.

Ask clear questions.

- Ask what they think might be the next step to take in solving the problem
- When a student asks a question, ask the student in return what they think might be a possible answer - or ask the other students. “George – I think you know how to do this – what do you think?”
- When a student asks a question, answer it with another question of the student.
- Ask only one question at a time.
- Wait at least 15 seconds for a response. Silence is the opportunity for thought.
- If there is no answer rephrase the question in a different way and try again.
- Ask open questions such as ...
 - What do you think is happening here?
 - Can you tell me more about that?
 - What do you think the problem might be?
 - Where are you getting stuck - what did you do just before that?
 - What might be the next step to take?
 - Suppose you did x ... what might happen then.
 - What might be the implications of that?

**Probing, checking, encouraging deeper thinking**

- That sounds interesting. Tell me more.
- Is this method working?
 - If yes ... Good. Is there another way you could have done this that would also have worked?
 - If no ... That's interesting. What do you think the problem might be?
- So you seem to be using x method. What made you decide to use x?
- So what you're saying is that [.....] How would you interpret this data at this stage?
- That's an interesting idea ... can you tell us what brought you to that conclusion?
- Paraphrase - So what you're saying is ...
- Clarify - let me see if I understand the question - you're trying to find out ...
- Redirect the question ... I'd like to hear what somebody else thinks about this.
- That's a very good start ... now what more can you tell us about ...?
- That's one argument for ... what is an argument against?

Trying a different way

- So you seem to be agreeing that ...
- I'd like to introduce you to another model that can illustrate this ...
- At this stage it would be useful if you focused on the relevant issue which is ...
- The research into this topic indicates a different view ...
- What you have achieved so far has been very effective ...

11.8. Dealing with 'difficult behaviors'

It is difficult to provide a set of rules or definitive answers - each case depends on the particular context. Some 'discipline' problems may result from a student's serious psychiatric disability which is not immediately apparent. When the level of disruption is low but annoying and there is a disability underlying (more often than not psychiatric where the condition can fluctuate widely depending on medication) the situation becomes complex.

First

- Be aware of the Code of Practice Teaching and Assessment, Code of Practice Students and Code of Practice Students with Disabilities
- Make sure your tutorials offer interest, motivation, relevance, active learning and your approach is on an adult to adult level that treats students with dignity and respect. Regardless of their behavior, always avoid humiliating students, particularly in front of others.
- If necessary agree on guidelines for behavior at the beginning of semester.
- Are you sure it is only the student that is the problem. (Sometimes the problem may arise from the student/demonstrator combination.)

If a problem arises

- Don't get upset. Speak to the student privately after the tutorial. Ask them what the problem is and what they are looking for when they come to a tutorial. Listen carefully and ask questions. Explain what specifically they are doing (the behavior) that is the problem and why it is a problem. Ask them to decide what they will do to change it. Make a verbal agreement.

If there is still a problem

- Speak to the lecturer or subject coordinator. Hold a formal face to face meeting with the student and the lecturer concerned, citing the problem behavior clearly and asking for it to stop. Follow up in writing to the student, noting the time and date of that conversation, the request and the student's eg, agreement or disagreement. This needs to be a straight record of what transpired, copied to the student. Documentation should be placed on the student file.
- If the student does not agree that a problem exists, or agrees and there is a breach later. Hold a second meeting with the student, the lecturer and, depending on the type of problem, the Dean of Students, the counseling service and/or EEO Director. Again, documented, copied to all concerned and placed on the student file.

It is never wise to publicly instruct a student to leave a teaching space unless it is overwhelmingly clear that they are breaching the Code of Practice Students and that the problem is entirely in their hands. That is, they have not been intimidated or insulted, the teaching has been at least adequate,



they really will not listen to reason and are preventing learning from happening or causing a danger to themselves or others.

Never use physical force. If you are concerned about threatening behavior you should call security and seek support from other staff.

11.9. Trouble shooting

Quiet behavior

- Ensure introductions in large and small groups
- Start with going round the room asking for one word to describe ...
- Start students talking in pairs then groups of three or four.
- Start with brainstorming and quick quizzes - easy questions in the first couple of weeks.
- Use easy and/or closed questions to begin with so that students get used to answering.
- Don't expect everyone to participate in whole class discussion from the beginning. Try to facilitate any free for all discussions so that all students get a chance to talk if they want to. Limit the number of responses allowed from each student.

Dominant behavior

- Refer to the guidelines you have for class interactions.
- Talk to them out of class and explain that you value their contribution however other students need to contribute too. Ask them to decide what they/you might do to allow other students a space in class. Dominant students are often quite aware of their behavior and willing to try to be less so in class.

Lack of commitment

- Make it 'rewarding' for them when they do the preparation - try to have some fun in class.
- Talk to them about it. Show your enthusiasm - explain what's in it for them and why they will need it.
- If possible, have a different activity for those who don't prepare so those who do can do worthwhile work.
- If possible, divide the reading up into parts, get each to read their part then get into groups and explain their part to the others in the group.
- Collect newspaper and magazine clippings - start a file - things relevant to topics you teach. Start the class by discussing one of these.
- Students don't attend lectures - ask the subject coordinator to come in and talk to them about importance of lectures. Go to a lecture yourself and talk about it.

11.10. Tips for International Tutors

Every new tutor faces challenges. For the international tutor the role includes reaching across different cultural values and assumptions, different educational systems, different native languages, and non-verbal communication systems. As a tutor you have the opportunity to develop a sophisticated command of English and work in an important part of Australian culture, the educational system. Furthermore, you are invited to enter into a meaningful, cooperative relationship with your students, giving both them and yourself a memorable, enriching experience.

Language Skills

You may think that your biggest problem as a tutor will be your English. If you have trouble expressing yourself in English, if students have trouble understanding you, or you have trouble understanding them, make every effort you can to improve your English pronunciation. Specifically, make sure that you speak English as much as possible, every day. Seek out English-speaking co-workers, and friends and refer to the learning Development Centre. On the first day of class explain that English is not your first language and ask them to let you know if they don't understand.

Ensuring your Students Understand You

1. Do not speak quickly.
2. Repeat and paraphrase to emphasize important ideas.
3. Ask your students to raise their hands when they don't understand what you are saying.



4. Check the dictionary for pronunciation of key words, and practice them.
5. Practice your presentation out loud.
6. Watch yourself speak into a mirror or use a tape recorder

Cultural Differences

You may also be surprised at the informal behavior of students in class and in other interactions with their lecturers and tutors. For instance, students may wear casual clothes to class. During the tutorial they may talk with their friends. They may arrive late or leave early. They may call the tutor by his or her first name and ask questions which seem to challenge the tutor. Such behavior may shock or offend you, if you are accustomed to a culture in which students are overtly deferential and respectful toward their lecturers and tutors.

Recognize that your students are not acting disrespectful of you personally or of you as from another culture. Rather, their behavior is normal for them. Indeed many students may behave informally with tutors they like and respect. However this does not mean that you must tolerate any behavior that appears disruptive to the class, such as students shouting.

Student Expectations

Students expect and appreciate a variety of things from their tutors, for example.

- they expect tutors to explain everything to them very fully, particularly assessment tasks;
- they value tutors who are friendly and open, communicating something about themselves as people;
- they want tutors to interact with them in class, encourage student participation and deal gently with incorrect responses;
- they prefer tutors who make their classes interesting by using a lively presentation style, examples, and humor;
- they respect tutors who are knowledgeable, but who are willing to admit that they do not know something when that is the case.

Adapted from: Wright, W. A. (1998) *An Instructional Resource Guide for Teaching Assistants at Dalhousie University*. www.dal.ca/~oidt/taguide/first.htm



Appendix A – Laboratory Safety Regulations

University of Wollongong



SCHOOL OF ELECTRICAL, COMPUTER AND TELECOMMUNICATIONS ENGINEERING

Laboratory Safety Regulations

(To be retained by the student for the duration of their course.)

GENERAL

Students are required to adopt safe working habits in laboratories. For further information, copies of relevant Australian Standards are available in the University Library. Students must learn the locations of the main switch (emergency trips, where installed), first aid box, fire extinguishers and the nearest telephone. Students who have any doubts about safety procedures should consult with the Laboratory Supervisor/Lecturer before proceeding with an experiment.

DRESS

Solid footwear must be worn in **ALL** laboratories and workshops at **ALL** times.

Eye protection that complies to Australian Standards must be worn in laboratories and workshops where there is a risk of materials impacting or becoming lodged in the eyes. A close fitting laboratory coat must be worn in all areas designated by the Head of the School as a laboratory coat area. Long hair and all free-flowing clothing, including headwear, must be restrained, i.e., tied back, when working in laboratories and workshops where rotating machinery is used or in any other area as designated by the Head of the School.

Access to laboratory classes shall be restricted to only those students and staff who comply with these safety dress regulations.

Anyone not meeting the above requirements will be asked to leave the area and will not be allowed to return until suitably attired. Credit will not be granted to students for time lost because they have been required to leave a laboratory for failing to comply with the above regulations.

PERSONAL BELONGINGS

Students are advised that bags and cases are **NOT** permitted in any of the laboratories. Storage racks that are available at the end of the corridor for bags to be stored safely.

Students are advised not to leave any valuables in their bags. In the case of laptops, mobile phones and wallets, these items may be taken into the laboratories and stored in an appropriate area, so as not to impact on the general safety of the laboratory.

ELECTRONIC TAGGING

All students should be aware that any electrical equipment that is to be connected to mains power within the University needs to be checked and approved by the Workshop Staff (Room 35.128) and tagged appropriately prior to use. Please see the Laboratory Manager, Mr Sasha Nikolic, to arrange inspections.

SMOKING, EATING, ETC.

Smoking, eating and drinking are **NOT** permitted inside the laboratories at any time.

CARE OF EQUIPMENT

All students are expected to take the utmost care in the handling of equipment. Equipment must not be moved from one bench to another unless approved by the Lecturer or Laboratory



Supervisor. Details of any faulty equipment must be given to the Supervisor who will fill in a service card. Under no circumstances should students open the protective cover of equipment. At the end of each experiment, all connections must be removed and the equipment switched off and disconnected from the mains and left in a tidy state. All borrowed parts and leads should be returned to their respective storage places.

LABORATORY ACCESS

Undergraduate Students - General

Expect where open access is permitted and forms for access have been completed, students must undertake laboratory experiments in scheduled laboratory classes.

Undergraduate Students - Projects

For safety reasons, students are not permitted to work alone in a laboratory. For this work there must be a second person in the immediate laboratory area (a member of the technical, laboratory, academic staff or another authorised student). If asked to leave by the University's Security personnel, you must leave. Remember **DO NOT** work alone. (More specific instructions are contained in the appropriate Subject Information Booklet.)

Postgraduate Students

All postgraduate students must advise their relevant supervisors if they intend to work outside normal working hours. The University's Security personnel must be informed when students are working beyond 10.00 p.m. on a weekday or beyond 6.00 p.m. on a weekend or holiday. Remember that students are not to carry out experimental work alone, at any time. (More specific instructions are contained in the appropriate Subject Information Booklet.)

FIRE ALARMS

In the event of the fire alarm being activated in the building in which you are located, you are to leave immediately in an orderly manner through the nearest exit.

FIRST AID

If there is an emergency situation (including medical emergencies) University Security must be contacted, ext 4555 or dial #1 at any Security telephone. If external Emergency Services are contacted for medical emergency situations (e.g., NSW Ambulance Service), please ensure that Security are also notified immediately, ext 4555 or dial #1 at any Security telephone.

In case of a major accident, immediately ring '0 000' and Security on '4555' as above and ask for an ambulance giving your name, exact location, the nature of the accident, etc. If possible, send someone to the Front Gate to receive and direct the ambulance.

In the event of an electric shock it is important to act as quickly as possible:

- De-energise the electric power supply without endangering yourself, and, if necessary, proceed to resuscitation;
- Instructions are displayed in all laboratory areas regarding resuscitation procedures.

Students who believe that they may be disadvantaged by these regulations are asked to discuss the matter with Mr Sasha Nikolic, Laboratory Manager.

Enquiries regarding any matters of safety should be directed to your Supervisor or the Head of School.

F Naghdy
Head of School.
February 2010



Appendix B – SECTE Computer Accounts

University of Wollongong



SECTE Student Computer Accounts

Please note that at the beginning of each year all undergraduate computer accounts are RESET

All NEW students have an account automatically created which you need to ACTIVATE

To reset/activate your computer account:

Password = Student followed by "your student number"
Note: the capital "S" in Student. Your password is case sensitive

For example...

Username: abc123

Password: Student1234567

If your student number doesn't work please try the exact password of Student1234567 as per the example above.

Changing your PASSWORD

We are now using paraphrases. A simple sentence with a combination of the below items is perfect.

Your paraphrase should be a sentence at least 14 characters long.

USE UPPERCASE LETTERS

use lowercase letters

Use non alpha characters (!@#\$%^&*_{}|:~<>?~

Use numbers 1234567890

For example...

2 pigs really Fly?

What do I change my password2!

D0n't f0rget y0ur passw0rd!



Appendix C – Laboratory Preparation Confirmation

Laboratory Preparation Confirmation

As a condition of employment in SECTE it is a requirement that you successfully prepare prior to your Laboratory. In order to confirm that you have met this requirement this form needs to be filled out to confirm that you have prepared for the first three labs prior to the start of session. Please note that your first pay will not be processed until this form has been returned to the Laboratory Manager

Your Name: _____

Please list and sign off the laboratories you are running:

Subject: _____

Subject Coordinator: _____

The following student has been in consultation with me and is prepared to undertake the class.

Subject Coordinator Signature: _____ Date: _____

Subject: _____

Subject Coordinator: _____

The following student has been in consultation with me and is prepared to undertake the class.

Subject Coordinator Signature: _____ Date: _____

Subject: _____

Subject Coordinator: _____

The following student has been in consultation with me and is prepared to undertake the class.

Subject Coordinator Signature: _____ Date: _____

Subject: _____

Subject Coordinator: _____

The following student has been in consultation with me and is prepared to undertake the class.

Subject Coordinator Signature: _____ Date: _____

Subject: _____

Subject Coordinator: _____

The following student has been in consultation with me and is prepared to undertake the class.

Subject Coordinator Signature: _____ Date: _____