

Teaching and Learning Unit
Tutor Training Guide Series

How to Structure and Teach a Tutorial

For Tutors in the Faculty of Economics and Commerce



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The Teaching and Learning Unit Tutor Training Guide Series

This guide has been written for people who are new to tutoring in the Faculty of Economics and Commerce at the University of Melbourne. It is one of a number of teaching and related guides provided by the Teaching and Learning Unit (TLU).

The guide is intended to be a useful source of ideas and advice for good tutoring practice, based on sound educational principles and research.

For more information, advice and resources available to tutors, visit the TLU webpage <http://tlu.ecom.unimelb.edu.au/> or call the TLU directly on (03) 8344 4464.

Other guides in the series include:

- How to Start the First Tutorial
- Encouraging Student Participation in Tutorials
- Tutor Roles and Responsibilities
- Tutorial Questioning Technique
- Assessment and Marking
- Teaching International Students in Tutorials
- Evaluating Your Tutoring
- Resources, Support and Advice for Tutors

How to Structure and Teach a Tutorial

Tutoring is one of the most important aspects of the undergraduate teaching program within the Faculty of Economics and Commerce. Tutors play a central role in students' academic success and their overall satisfaction with university life; they are the personal face of the University for undergraduate students.

The main advantage of tutorials in the Faculty is that, no matter how they are configured, they provide an opportunity for discussion and interaction between students and teachers.

1. What are tutorials for?

You might think you already know the answer to this question. You might be certain you do. However, it is worthwhile reflecting on the question before you rush to teach others. A bad tutorial influences not only students' perceptions of you as a tutor, but also their perceptions of the subject overall (including the lecturer, the course content, materials used and workload).

While lectures are the recognised means of transmitting content, it is tutorials that are the mainstay of the academic system. In many ways it is much easier to give a lecture than to run a good tutorial. By the same token, there is nothing more rewarding than when a tutorial goes well.

How does a tutorial differ from a lecture? What are the aims of a good tutorial? Are there different kinds of tutorials? What are the skills that a good tutor needs? This guide will discuss these things in detail.

Lectures and tutorials

While lectures are an efficient way of content delivery, it is an impractical way to discuss the material presented. Tutorials balance this by emphasising discussion over delivery. While lectures are by nature formal, tutorials offer the opportunity for very free and informal discussion and a freedom to pursue one's queries and concerns.

Importantly, tutor's model the thinking process needed in a subject. Watching a tutor thinking out loud during a class when trying to answer a question or problem, is stimulating and exciting for students. This is difficult to do during a lecture.

The aims of a tutorial

Tutorials help students to link together what they have heard in lectures and what students have read in textbooks, and to give them an opportunity to discuss these ideas. Discussion is critical; without it, it is not a tutorial. Mini-lectures are not tutorials (although a good tutorial may have a segment of mini-lecture as part of a range of other activities).

A good tutorial is highly interactive, promotes opportunity for discussion, debate and critical reflection, and engages students in the subject content by way of analysis of the material being studied. Tutorials give students the opportunity to make mistakes (and learn from them) in a collegial and supportive environment. In addition tutorials:

- Provide the opportunity for contact between students, their peers and with academic staff. This kind of contact is particularly important during the early years of a student's degree when they can often feel lonely and overwhelmed by the new experience of university.
- Help students to review the material they have learned in lectures, develop their ideas and implement their learning through questions and problem-solving.
- Give students a chance to ask questions, develop and voice opinions, argue and clarify their

understanding.

- Provide a way for students to receive immediate feedback on their understanding of the subject material.
- Encourage students to develop oral communication skills which will be essential in their future work.

Are there different kinds of tutorials?

In a word: yes, but all tutorials should exhibit the features mentioned above to a greater or lesser extent. Tutorials can be:

- **Problem-based:** these tutorials are focussed on a problem that requires an answer, i.e. there are set questions to answer each week and the tutorial is based around these. Alternatively, the problem might be a case study in which students are required to identify issues and make practical recommendations.
- **Issue-based:** there may not be questions or even model answers in some tutorials, but instead, topics for general discussion. These might be based on the readings for each week, or the lecture material. It is important for students to have the confidence to be able to offer insight and opinions about these topics. Tutorials like these build critical skills in verbal fluency and aim to create articulate graduates.
- **Activity-based:** some tutorials require more than discussion and problem solving; they require active engagement. This can involve presentations, role plays, games, formal debates or other activities.
- **Mixed:** these tutorials are a combination of all the above types.

Tutorials should promote active learning. They should encourage student discussion and problem solving, and provide tutors with an opportunity to give individual attention to students.

While it may sometimes be necessary for instruction and presentation of theory to be given during tutorials, for the most part, these sessions should be about encouraging students to actively participate and contribute, rather than passively absorbing a mini-lecture.

Some subjects in the Faculty employ the same kind of tutorial each week, while others vary tutorial types throughout the semester. You should make sure you consult your subject coordinator to clarify what kinds of tutorials your subject uses.

Some subjects (e.g. Accounting) tend to naturally favour problem-based tutorials. However, there is no reason why elements of other tutorial styles cannot be used as well. Dr John Wamsley, an Adelaide mathematician, conservationist, and the Prime Minister's "Conservationist of the Year" (2003), famously used rare and endangered native animals (real ones!) to teach set theory in his mathematics classes! Some tutors use web-based activities in conjunction with discussion groups; others use computer-aided modelling of mock companies, and so on. Anything is possible if you think laterally.

While there is a certain amount of content to be covered in a tutorial (and this cannot be neglected), the way this content is covered is at your discretion. What is a good way to engage your audience of students? How can you make the subject interesting for them? How can you make your students think: "This subject is fascinating and I want to study it further/be a professional in this area"?

The type of tutorial is dictated by the subject, the skills, objectives and imagination of the tutor, and their willingness to be creative.

What are the skills that a good tutor needs?

Based on the above points it should be clear that a good tutor needs a range of skills and attributes, including:

- A love of teaching and a desire to make your subject interesting to others.
- Patience and a willingness to change tack, i.e. if one idea isn't working, use another.
- An ability to think quickly and with several dozen pairs of eyes watching what you say and do.
- Creativity and a willingness to try new teaching and learning methods.
- The ability to allow students to work through a problem themselves (as opposed to telling them the answer).
- Being a good listener. You need to be able to listen to students' views and to gently inform them that they may need to consider things differently.
- Anticipation. You need to be able to pre-empt problems that your students are having and to guide them through these problems.
- The ability to model desired behaviour and to grade one's language accordingly. You should be able to simulate the desired thinking and speaking style in a subject in a way that students can understand, and to raise the sophistication of this thinking/speaking style as appropriate. It is no good giving class at Ph.D level if your students find what you are saying unintelligible. Pitch your delivery to your audience's needs.

The Zone of Proximal Development

The Russian psychologist Vygotsky's idea was the Zone of Proximal Development: pitch the material at an appropriate level for the listener (who usually know little or nothing about the material) or ideally just above their current level of development (i.e. their zone). When they ask a question, demonstrating understanding, introduce the technical issues/terms etc and drive the point deeper. When they respond appropriately, drive it deeper again, and so on. (See Kolar, S., and D'Ambrosio, 2002 and Riddle, 1999).

To be a good tutor it is important to allow students to grasp information in *stages*. Too much and you will lose them; too little and you will bore them. This skill in teaching comes with practise and experience.

2. Pointers for tutorials

Becoming a good tutor is a necessary step to becoming a fully-fledged academic, and while many tutors do not go down that path, they develop a range of skills that are invaluable for different kinds of careers. It is therefore vital to take the experience seriously and do the best job you can.

Teaching small groups of students face-to-face is harder than you think. You must be able to:

- Respond to student needs, answer their questions (which often arise out-of-the-blue) and think on your feet.
- Run a creative and interesting class that engages your audience.
- Inspire students, and make subject material both easy to understand and worthy of their further investigation.
- Act as both a mentor (someone who has their confidence, trust and their respect as an academic) and a model of desired behaviour.

Tutoring is therefore a very difficult balancing act. There is no right way to run a tutorial, but there are definitely wrong ways to proceed. Tutorials should not:

- Be highly directed by you. Obviously there needs to be some guidance and facilitation, but mini-lectures are definitely counter-productive).
- Involve giving out answers. This is when problems are gone through and solved. The point of a tutorial is to give students the skills and confidence to solve problems themselves, not to cover the

answers.

- Be talkfests. This term is usually used in the pejorative, i.e. talking without a clear aim. While tutorials should involve a lot of discussion, there should always be a point to it; it should never be random, unstructured or unclear. Nothing annoys students more than having their time wasted. If this happens it will be reflected in your Quality of Teaching (QOT) scores. One bad tutor I recall used to start his tutorial with the question: “So does anyone have any problems?”. If there were no problems mentioned (and most people were too intimidated to say they had problems), the class turned into pointless, random discussions about any topic, related or unrelated to the subject. Needless to say, this is not an example of a good tutorial.
- Be solo events. This means only one or two people in the group contribute and the rest sit in stony silence, which is almost as bad as a talkfest. It either means:
 - i. They have been intimidated (by you or someone else in the class) and are too scared to speak.
 - ii. They are bored by your class and could not be bothered participating.
 - iii. They have not done the required reading (because they find your classes – or the subject – dull).

Your challenge as a tutor is how to reverse this situation quickly.

- Be unstructured. Students need to feel that there is a tutorial travel plan and destination. This does not have to be an answer. One simple way to do this, is to outline the structure at the first tutorial: “I’ll start each tute with a five-minute summary of the key points of the lecture, then we will break into groups to discuss various points and report back findings for 15 minutes. Then we will have a 15-minute presentation each week from someone in the class with time for discussion and debate. Finally, we will end with questions and answers from me”. If this structure is adhered to then students can anticipate the class and prepare for it. Most students like regularity and structure.

Choosing discussion points

There are many ways to choose an issue for discussion, limited only by your imagination:

- Show a segment of a relevant video (for a class in Risk Management, students watched a fascinating video of the Piper-Alpha disaster, and were asked to record and rate risk issues for later discussion).
- Divide students into groups (for and against) and begin the class with a formal debate for a central claim. Students are required to muster arguments for their position. The debate must be completed by the end of the tutorial.
- Invite one student to prepare a presentation for the tutorial and use that as the basis for a discussion.
- Commence the class with a reading that will be of interest to the group. Make a copy for each student and give it to them to read the week before the discussion is to take place. This is likely derived from the lecture material, but it could also be incidental to it. The reading material could be an article in a newspaper or a journal article. When leading a discussion you should be aware of the following important points:
 - i. Introduce the topic and the key issues briefly but concisely to the group.
 - ii. Make sure that everyone in the group contributes to the discussion. You might consider using a round robin strategy.
 - iii. Remind the group that they need to be aware of their audience and so to make comments clearly and logically. In effect, you are training your students in teaching skills too.
 - iv. The main aim of the task is to elicit comments on the following aspects of the reading: What is the author's opinion of this issue? What are their main arguments? What evidence does the author give to support their contentions? Is this evidence sound? Is the article balanced in its presentation of the issue or does it use devices to persuade the reader unreasonably? What are the group members' opinions of the issue?

Eliciting responses

Whatever method is used for creating discussion points, it is vital to have involvement from the entire class. This does not necessarily mean putting students on the spot by singling them out. It does mean that the topic needs to be sufficiently clear for all students – even shy students – to have the confidence to contribute. (Most students will want to contribute if the topic is clear, challenging and interesting.) You need to foster an environment for these contributions to be heard. Some tips:

- Don't pretend to be an expert. Show you are still learning and may make mistakes in your responses. This will encourage students to be adventurous in their responses too.
- Don't give the answer; this encourages students not to think for themselves. Instead, show them how to think. You can do this by thinking out loud with alternatives and objections to those alternatives, until you alight on the right or most plausible solution/perspective. Ask them to do the same with another similar problem and slowly build their confidence.
- Build up slowly. Even if the answer is clear – and students hit upon it early – build up to it slowly by considering the alternatives and weighing them up in discussion. There will always be slower students in the group who benefit from this. Usually the correct response is harder than it seems at first. Students need to get the right answer for the right reasons.
- Dwell on ambiguities. Often in academic work an issue can be multiply ambiguous. Remember that ambiguities can be instructive, so try to elicit them from your students.
- Be friendly and accommodating. If you come across as haughty, aggressive or indifferent to students, they will clam up and say nothing. If you look like you don't like teaching this will show clearly.
- Elicit ideas. The use of language such as: "Can anyone help me with a solution to this issue/problem?" is important. Becoming a facilitator of ideas from others is critical. When students try to respond, be encouraging, assist them in their thinking, and praise them for their contributions: "Mary, you have an answer?" (student answers) "Good point, but what do you mean by X?" (student responds with helpful prompts by tutor) "Excellent. Can anyone else think of an example for Mary's point? Rod, what do you think?".
- Make sure that the comments given by all group members are understood by the whole class, and rephrase comments that are unclear to check for meaning.

Maintaining a discussion

Make sure the discussion keeps moving along and does not become repetitious or irrelevant.

- A good idea is to create a list of bullet points that need to be covered in case an idea or discussion dries up. However it is important not to be prescriptive in a tutorial. A tutorial needs to cover a certain amount of material, but equally it needs to be in response to the needs of the audience.
- Having too much content to cover means you will be tempted to cover the content as opposed to allowing students to fully explore issues for themselves. Always, the emphasis should be on the latter, with an eye on the content as well.
- Make sure you finish the discussion within the agreed time limit. Running overtime indicates a lack of organisational skills.
- Allow five minutes for a summary of the issues discussed. (One of my best tutors always began a tutorial with a five-minute summary of the lecture, and concluded each tute with a summary of the discussion, noting contributions from each of the members of the audience. A very effective strategy.)

Fostering active learning

Many students find it difficult to take an active part in tutorials and other group activities. However, contributions from the entire class are essential in a tutorial. Some students are either too shy or too nervous to say what they know and think in front of other people. Many English as a Second Language (ESL) students are often in this category for different reasons. They are either too unfamiliar with argumentation in the Western university

culture, or they feel their English is not good enough (or both). There are several ways to remedy these problems:

- International students need to know the language of tutorials. Knowing what language to use when asking questions, agreeing, disagreeing or asking for further explanation can give students the confidence they need to open their mouth, say something and be understood. See the TLU student helpsheet *Surviving Tutorials* for more information.
- They need to be reminded that communication is more than grammatical accuracy, and that often others in the group will not even notice grammatical mistakes if the message is clear.
- Tutors need to be polite and positive without being too forceful or subjective. Tutors also need to monitor the contributions of other students in the group if they are dominating the conversation.
- Students in a tutorial are expected to give and take, which means that they should listen carefully to what is being said as well as giving their own opinions and playing an active part in the discussion.

3. The structure of a tutorial using the Coloured Sheet method

The Department of Economics uses a system of colour coded sheets for the distribution of problems and solutions to students in tutorials. These are employed in both Introductory Microeconomics and Introductory Macroeconomics, two of the biggest subjects in the Faculty.

This sheet process illustrates the way a tutorial can be both structured and free flowing depending on the needs of the tutorial. The material to be covered is proscribed by the subject coordinator and a simple process for completing the material is outlined below. However, you are encouraged to use different techniques within that structure in order to make the material as engaging as possible to students.

The blue sheet

Tutors provide students with blue sheets for preparation in advance of the following week's tutorial. The blue sheet includes information on the reading to be done before a tutorial, as well as the key words and concepts to be discussed. Blue sheets can also include review questions and problems that students can use to test themselves. The blue sheet is to be worked on by students before the tutorial while you facilitate a brief discussion of the answers in the tutorial.

You should try not to spend too much time going over these questions and problems as it will prevent you from covering the required material for the tutorial. If you are finding there are more questions than there is time, you could suggest that students see you during a consultation hour or use the Online Tutor to ask about these questions. If students have not attempted the blue sheet questions before attending a tutorial, point out to them that they should not attend the next tutorial unless they have done the required preparation.

The pink sheet

The pink sheet includes the two or three problems that will be the focus of the tutorial. Students are given this at the beginning of the tutorial and will not have seen the problems before. Pink sheet problems are usually developed out of the material on the blue sheet to help students build on their knowledge.

It's a good idea to give students time in the tutorial to work together in small groups, to work on these problems before reporting their conclusions and discussing their answers. A helpful strategy is to get each group to appoint a spokesperson (it should be a different person each week) and encourage them to use the whiteboard or overhead projector to bring their group's conclusions to the whole tutorial, then encourage other groups to add contributions to the problem where necessary.

It is also good idea to get the groups to report back on problem number two before they move on to problem

number three, as it breaks up the process, helping to maintain students' attention and improving their learning.

The green sheet

This is the tutors' notes sheet where the subject coordinator provides you with the solutions to the pink sheet problems. They usually also include information on which area of the material you should focus on, and tips on how to do that. These sheets nor printed answers to problems and tasks, should not be given to students as it is not the best way for them to learn the material.

4. Six principles of effective teaching

There is a rich scholarship of teaching and learning which underpins much of the thinking around planning for, and facilitating tutorials in higher education contexts. The following six principles, while obviously not exhaustive, is an attempt to highlight some important elements of effective teaching as you start thinking about the first tutorial.

i. Interest and explanation

Where material is made interesting and engaging students will take pleasure in learning and thereby learn more effectively.

- Be creative. Think of the best teacher you ever had. What did they do that was so good? Try something similar in your class.
- Think of ways to make the content interesting. Instead of asking students to read an article about Economic History for example, ask them to write and design a newspaper from the 18th century. What kind of information would it have in it related to economics? A class in Engineering were famously asked to build a model bridge which was then assessed for structural soundness, aesthetics, etc. What a great way to learn!
- How can you run the class so that everyone is doing something? Mix up the activities regularly.

ii. Concern and respect for students and their learning

Good teaching occurs when students are encouraged in their attempts to learn, where mistakes are genuinely seen as part of the learning process, and where students are given confidence that they can master the subject. Staff accessibility for consultation about academic work is critical to student learning.

Imagine that you have a class that is unresponsive and flat. They seem to lack confidence in completing the work. What would you do to break the cycle?

- Set simple in-class assignments that they can do with confidence, reward and praise their efforts, and then set the requirements a little higher.
- Find out from your students what the best way is for you to help them. They will appreciate your concern and respond accordingly.
- Demonstrate, by example, how you make mistakes too and that this is part of learning. Start a tutorial by telling them you are going to make five mistakes in the next 40 minutes and get them to compete in groups to find what the mistakes are. Award a prize to the person who gets them all. Competitions are good ways to learn.
- Set group work activities in which better students are matched with weaker students so they can learn from each other.
- Consider making yourself available for informal gatherings and social events to assist in galvanising group solidarity and support, but don't go overboard. Be sensitive to maintaining a professional relationship.

- Ask students to see you individually at a mutually agreeable time. Talk to them in confidence and try to establish the problems they are having.
- Show students model answers, reports, case studies and essays and discuss why they are good. Better still, bring in a range of examples from HD quality to Pass quality and ask students to rank them in groups. Put them in the position of examiner.

iii. Appropriate assessment and feedback

While you do not have control over the assessment instruments which are used, you are able to provide genuinely helpful feedback on student work. This feedback can take many forms:

- Written comments on essays or assignments.
- Tutorial review sessions.
- A couple of minutes spent with each student in a tutorial while others are engaged in some form of group work.
- Mid-semester informal teaching evaluation.
- Short interviews with students during the semester.

iv. Clear goals and intellectual challenge

The intellectual challenge must be high enough to maintain student interest but not so high as to lose them altogether. If in doubt however, a higher rather than lower challenge should be adopted as high expectations are associated with higher levels of academic performance.

- Pitch your classes to the better students and adopt ways of bring the weaker students along as well (for example, carefully organised group work activities).
- Encourage the weaker students to shine: praise their work when it is justified and use it as a model.
- Set tasks that require more than just memorisation of subject content. For example, practical tasks such as fieldwork, summary and critiques of articles which are presented to the group, and formal debates.
- Make your class relevant to current issues and concerns. For example, regular discussions of *Financial Review* articles, government reports from Treasury, etc.

v. Independence, control and active engagement

- Good teaching allows students a sense of control over their own learning. Clearly, there will be some limits to this in terms of course content and assessment requirements, but there will still be a degree of freedom.
- Allow the class to function in small groups to achieve assessment aims, with an elected spokesperson, scribe, researcher, etc.
- Encourage students to think of creative ways of presenting assignments, for example, posters instead of essays, practical activities instead of reports. Allow them to find their own case studies in addition to the ones discussed in class.
- Encourage students to think of new topics to investigate. The main topic area could be interest rates, but students could be allowed to analyse the impact of this in relation to a company of their choosing.
- Set up a competition in which students prepare a document which is peer reviewed by another group (NB: there are TLU web-based tools to assist in this). Each group has to prepare a report on another group's work.
- Formal debates are good ways to learn from fellow students (see TLU student helpsheet **Formal Debating**).

vi. Learning from students

- Knowledge about the students in your tutorials should be actively used to select and adapt teaching strategies. If students aren't learning it is the teacher's responsibility to do something about it. Good teaching involves being prepared to admit mistakes and to try something different.
- Don't be afraid to try new things but monitor them carefully. Usually you can tell in an instant if the task or activity is not working. Be prepared by having a fall-back task if the new idea is not working.
- Ask students informally what is working and what isn't. Usually tasks that involve active engagement work best. We learn best by doing things, not talking about them.
- Learn to read the body language and eyes of your students. Obviously this involves practise and experience, but you need to be sensitive to these cues.

5. Other Strategies for successful tutorials

- Make your own commitment and enthusiasm apparent from the start and assume the students' commitment and excitement. If you enter a tutorial imagining students are there unwillingly, it will result in a *fait accompli*.
- Find a balance between clear structure and substance, coverage of the set materials, and the provision of a relaxed, informal and flexible discussion.
- Learn your students' names. One way is to devise a mnemonic device to remember them. Another way is to put a folded A4 piece of paper in front of students and ask them to write down their names on it so that each student can see every other student's name. Ask students to sit in the same seats each week. Collect this paper at the end of the tute and distribute them the following week. Ask the students to help you with the names for the first few weeks.
- At the start of a tutorial outline the direction you hope the tutorial will take. On an overhead or on the board note three or four main points to be covered in the tutorial.
- Establish your expectation of the group in the first tutorial. If you intend there to be some small group discussion in most tutorials, make this clear at the start.
- Establish your expectations of student preparation (but don't overload students). Make it clear to students that regular tutorial attendance and preparation are a prerequisite for successful engagement with the subject.
- Divert attention away from you by thinking of strategies to start students talking. Ask students how they react to another student's response; listen to what they say and test other students' listening.
- Raise controversial issues and examples and relate the subject as far as possible to current events.
- Students too are responsible for the success of the tutorial. Your job is to provide support and direction. Though allowing silences to continue requires nerves of steel, it is a useful practice as silences point to the students' responsibility and also provide feedback on their understanding.
- Seize teachable moments. If a remark is made or a question raised which plainly goes to the heart of the matter, follow it up and stress its significance. Don't be wedded to a set of sequential points or set material that you must cover when there is an opportunity for relevant and fertile discussion through which students will learn more effectively. Where a detailed set of tasks for each tutorial has been developed by the lecturer, ask students which aspects of the work they have found the most difficult and spend most of the time covering these.
- Tutoring does not entail the mere presentation of information, it involves the elaboration and development of ideas. Avoid telling students the right answer. Provide them with the context in which to discover or decide for themselves.
- Students commonly complain about the difficulty of distinguishing the important from the unimportant. At times the details of the subject, such as a diagram or a mathematical proof, obscure the principle or theoretical proposition which is being demonstrated.
- In order to avoid this you should cut out unnecessary detail from explanations and/or give verbal overviews which emphasise the key ideas or concepts. Also, generate concept maps that demonstrate

the interrelationship of key concepts. Concept maps may be formed by you and displayed on an overhead. Alternatively, they can be generated through small group work by the students and reviewed by you. Either way, they are extremely useful in establishing the relative importance of areas of the subject. Have a look at the TLU student helpsheet *Concept Mapping* for ideas.

- The use of assumptions is also of some concern to students who become dismissive of theory because the assumptions are seen to be unrealistic. Students need to understand the role of modelling and thus the need to make simplifying assumptions. It is important to address this issue early in the semester before an overwhelming degree of cynicism has time to develop.
- Economics involves learning techniques of analysis and ideas that are sometimes at odds with preconceived notions. These preconceptions are often difficult to change even in the face of a substantial body of evidence. The key to achieving this change is to explicitly challenge these preconceptions. Two strategies which are often used are:
 - i. Ask the students if they agree with a particular theory/concept/policy prescription and/or ask them to criticise this theory/concept/policy.
 - ii. Use syndicates or group learning to create situations where students must explain things to each other.

6. Finally

Good tutoring is an art and the finer details are limitless in number. Hopefully you will have many years of successful tutoring experience to learn these skills. Use your first experience as a learning experience for you as much as the students. There are many variables involved in successful teaching.

Congratulate yourself that you are participating in a noble profession; the profession of teaching. You have a real opportunity to influence people in your class. While tutoring is in many ways more difficult than lecturing, it is also more rewarding. If you do a good job years from now students will remember you and the significant contribution you made to their lives.

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A number of other sources were used in the development of this Tutor Training Guide series. Significant elements have been developed with the assistance of the *Department of History Tutors' Guide* and John Fernald's paper *Taking Economics Tutorials* from Harvard University.

The TLU would also like to acknowledge the contribution of Carol Johnston to earlier versions of this series.

Resources, advice and support for tutors

The Teaching and Learning Unit (TLU) provides a range of resources designed specifically for tutors in the Faculty of Economics and Commerce. Go to: <http://tlu.ecom.unimelb.edu.au/tutors/> to see what we offer.

The Centre for the Study of Higher Education (CSHE) also has a useful guide called *Tutoring and Demonstrating at the University of Melbourne* - <http://www.cshe.unimelb.edu.au/bookpages/contents.html>.

Published by:
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Parkville 3010

Phone: (03) 8344 5727
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Design and editing: Rebecca Lever