

## UNIT TEAM MEETINGS

UNIT:	SP/YEAR:	SESSION DATE: Online	SESSION TIME: Online
ATTENDED (ENTER NAMES TO THE RIGHT) :			
DID NOT ATTEND:			
ALTERNATIVE ARRANGEMENT/FOLLOW UP:			
<b>TOPIC (and suggested minutes)</b>		<b>COVERED (highlight as relevant)</b>	<b>NOTES</b>
WELCOMES AND INTRODUCTIONS (5)			
OVERVIEW OF UNIT (10)			
CLARIFICATION OF ASSESSMENTS AND USE OF GC AND TURNITIN (10)			
MODERATION MODEL TO BE USED (5)			
INSTRUCTIONS /GUIDANCE RE THE DB ( setting up/copying over forums, setting up their staff details, communicating with students re tutors' availability etc) (5)			
COMMUNICATION WITH YOU AS UC (when, how, what for) (5)			
TUTOR LOUNGE; BUDDIES (5)			
IMPORTANT POLICIES – check all tutors have a copy of assessment policy and academic integrity policy; can find policies on the Curtin website. Emphasise importance of following policy. (5)			
DATES OF UPCOMING SETLD; KNOW WHERE TO ACCESS MATERIALS ON THE SOE BB SITE (5)			
OTHER			

(5)		
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ANY NOTES/ COMMENTS/SUGGESTIONS OR CONCERNS:

## MODERATION PLAN AND RECORD - School of Education

Please indicate below which situation describes you and your **current** unit, and provide details of moderation activities as shown. Statements are in past tense so that the information does not need re-entering later if unchanged, for:

- pay claim forms for sessional tutors
- the final record at the end of the unit
- entering into the assessment quality survey

Despite the use of past tense, please indicate what is **planned** as well as what has already been completed. **PLEASE SAVE WITH YOUR UNIT NAME/CODE**

<b>Your name:</b>	<b>Unit:</b>	<b>Delivery mode:</b>	<b>Reporting period: S1 S2 SP1 SP 2 SP3 SP4</b>	
<i>Please enter details of <b>other</b> delivery modes for your unit and the relevant UC if known.</i>	<b>Bentley</b> yes /no/don't know	<b>Regional</b> yes/no/don't know	<b>OUA</b> yes no/don't know	<b>Offshore</b> yes/no/don't know
	<b>UC:</b>	<b>UC:</b>	<b>UC:</b>	<b>UC:</b>
<b>Are you UC of a unit delivery in which no-one else is working?</b> <b>YES/NO</b>		<b>If YES, who is your assessment moderator?</b> <b>NAME:</b> <b>OR: don't know</b>		
<b>NAMES of others working in your unit:</b>				
<b>(it is expected that all other people working in the unit will participate in moderation activities).</b>				
<i>Please <b>highlight</b> activities undertaken or planned. Feel free to add information if your situation or activities are not listed.</i>				
<b>Pre-marking moderation</b>	<b>Intra-marking moderation</b>			<b>Post-marking moderation</b>
	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>	
Reviewed tasks and rubrics to ensure alignment	Discussed information provided to students about the task	Discussed information provided to students about the task	Discussed information provided to students about the task	Reviewed marks given by each tutor overall to ascertain consistency with other tutors
Discussed with colleagues teaching the same unit in other delivery modes	Discussed the marking guide or rubric with: all tutors	Discussed the marking guide or rubric	Discussed the marking guide or rubric	Considered or discussed any reasons for wide variation between tutors

Conducted a meeting with all staff associated in assessing work in the unit	Discussed pitfalls/issues	Discussed pitfalls/issues	Discussed pitfalls/issues	Compared results with previous unit iterations
Discussed changes to assessments since last iteration	Reviewed samples of marked assessments prior to marking period	Reviewed samples of marked assessments prior to marking period	Reviewed samples of marked assessments prior to marking period	Made recommendations in the unit review, including recommended changes for task, task descriptions, marking guide/rubric.
Discussed overall assessment strategy or concerns	Provided opportunities to discuss and evaluate marking with others during marking period	Provided opportunities to discuss and evaluate marking with others during marking period	Provided opportunities to discuss and evaluate marking with others during marking period	
Discussed moderation arrangements for unit	Co-assessed failed work – blind marked, or confirmed	Co-assessed failed work – blind marked, or confirmed	Co-assessed failed work – blind marked, or confirmed	
	Double-marked a percentage of work submitted	Double-marked a percentage of work submitted	Double-marked a percentage of work submitted	
	Where marking consensus could not be reached between 2 markers, referred work to: Another tutor	Where marking consensus could not be reached between 2 markers, referred work to: Another tutor	Where marking consensus could not be reached between 2 markers, referred work to:	
	Reviewed marks given by each tutor overall to ascertain consistency with other tutors	Reviewed marks given by each tutor overall to ascertain consistency with other tutors	Reviewed marks given by each tutor overall to ascertain consistency with other tutors	
Please note anything else here concerning your planned or undertaken moderation in your unit, or any questions or concerns you have regarding moderation:				

**FINAL RECORD** The following sessional staff participated in the full range of moderation activities recorded above and can be paid the agreed moderation payment.

Agreed moderation payment for this unit:

Names:

**TUTOR REFLECTION TOOL WITH SOME BEHAVIOURAL INDICATORS – FOR UCS’ REFERENCE. This is a guide/ suggestions only and not intended to be absolute.**

DOMAIN	ASPECT	INDICATOR	DEVELOPING	WELL DEVELOPED	HIGHLY DEVELOPED
Support of students’ learning, informed by knowledge of unit content.	1	DB Interactions – frequency, quality and length of posts	<i>Students may not be responded to within 48 hrs; posts do not always address the question completely; posts only made in direct response to a student’s question</i>	<i>Students’ queries are responded to promptly and tutor is careful to ensure all Qs are answered. Replies may be brief and not take the opportunity to extend, challenge or continue dialogue.</i>	<i>Qs are promptly and fully answered and complex aspects explored. Additional posts are targeted to a group or a student to enable good discussions, extend students’ thinking, challenge ideas, provide more sources.</i>
	2	Feedback and advice to students on the DB – specificity to group, timeliness, contribution to learning development	<i>Feedback is not inclusive of all students – some left without guidance. Weekly feedback may not be timely and/or may not be tailored to the group but generic. Feedback may be vague, eg “great post”</i>	<i>Most students will be included in feedback. Weekly feedback is timely but might not be specific or comprehensive enough to be educative.</i>	<i>Feedback is structured to ensure all students receive useful feedback (eg given reflective frameworks such as a PMI) that relates clearly to the weekly task or discussion, and where necessary, is individualised. Feedback is educative and informative. Weekly feedback relates directly to the particular group’s work and might draw attention to examples within the DB.</i>
	3	Assignment marking – extent of feedback, annotations, mix of formative and summative comments	<i>Feedback on assessments may be too brief, too generic, or insufficiently linked to the assessment criteria or ULOs it assesses.</i>	<i>Feedback may be lengthy but not sufficiently linked to the task criteria or ULOs, or targeted to inform the student regarding how to improve.</i>	<i>Feedback is clear, succinct, clearly linked to criteria and ULOs, and informs the student regarding improvement.</i>
	4	Familiarity with and understanding of unit materials	<i>Tutors’ posts may indicate their lack of content knowledge; tutor may still rely on extensive help from UC and other tutors</i>	<i>Most posts will show the tutor has a good knowledge of content; may seek some support from others in the unit.</i>	<i>Tutor tends to be a go-to person in the team for clarification of content. Tutor’s posts show their strong understanding of content.</i>
Commitment to University and School processes	5	Marking turnaround – compliance with expectations	<i>Assessments are not marked and uploaded within the 2-week turnaround; tutor does not keep UC informed.</i>	<i>Assessment marking completed just on time but without due time to engage fully with cross-marking, or perhaps only manages with close monitoring of their progress.</i>	<i>Assessment marking is completed well within time frames and tutor able to assist others to engage well in moderation activities.</i>
	6	Consistency with University policy,	<i>Tutor has not followed important processes such as extension, late penalty,</i>	<i>Most processes are followed correctly.</i>	<i>Tutor can be relied upon to follow all processes as required and will guide others in this.</i>

		agreed guidelines, and Unit processes	<i>plagiarism or appeals and has made errors.</i>		
	7	Willingness to seek clarification of processes	<i>Tutor tends to make their own decisions without checking. Does not always take heed of UC requests.</i>	<i>Tutor usually checks when unsure, in order to ensure that policy and processes are properly followed. May be unaware that policy exists in some areas.</i>	<i>Tutor will always check whether policy exists or to ensure they are acting consistently.</i>
	8	Consistency of marking	<i>Marking may not be comparable to others' judgements and some inconsistencies may be seen between the set of assessments marked or between the criteria and the marks given. Tutor may not be amenable to feedback regarding the need to review their own marking.</i>	<i>Marking is usually reliable and consistent with criteria and others' judgements; willing to discuss feedback and suggestions for review of judgements.</i>	<i>Tutor can be relied upon to apply marking criteria accurately and consistently to their own marked work, and can explicate and guide good practice to other tutors in this regard.</i>
	9	Professional engagement with moderation of marking judgements	<i>Engagement in moderation will show little commitment to the processes of professional judgement – eg, fail confirmations may be perfunctory, or there may be no engagement in team dialogue about how sound judgements can be made.</i>	<i>Engagement is as expected in the various phases of assessment moderation – pre, during and after assessment. May provide some additional feedback when confirming others' marks. Engagement in professional dialogue shows engagement, with some processes still needing refinement.</i>	<i>Tutor will be fully engaged in all phases of moderation throughout the unit; understands the processes well and works very collaboratively, perhaps suggesting ideas for improved processes or to guide other tutors. May take on a group leader role in a large unit.</i>
	10	Willingness to engage in unit feedback and review process	<i>Tutor may not contribute to the unit review or does not offer useful feedback or suggestions</i>	<i>Contributes to the unit review but suggestions and comments may have limited relevance or practicability.</i>	<i>Contributes well-considered and relevant comments and suggestions as part of the unit review.</i>
Professionalism	11	Interactions with other tutors – collaborative practices, collegiate support, leadership	<i>Has very little interaction, or interactions tend to unsettle rather than contribute to effective working relationships</i>	<i>Interacts quite well although will tend to follow rather than offer insights, suggestions or ideas.</i>	<i>Often brings ideas, suggestions and resources to the group; is actively inclusive and encourages others in the tutor group.</i>
	12	Standard of general communications – professional, literate, supportive, timely	<i>Posts and emails may be unclear, too brief, or may not be properly proof-read for typos and grammatical errors.</i>	<i>Posts and emails are generally well-constructed and are professional and appropriate in</i>	<i>Posts and emails are exemplary in terms of professionalism and literacy. When communicating with students, messages are always carefully</i>

			<i>Emails to students or tutors/UC may not always be entirely appropriate – eg dismissive, blunt.</i>	<i>tone. Communications focus on the issue at hand.</i>	<i>constructed to inform, assist or support students as relevant to their needs.</i>
	13	Initiative and problem solving	<i>Tutor seeks direction and advice on most matters, and does not offer possible solutions.</i>	<i>Tutor is able to resolve routine issues themselves through reference to help provided by various areas of the SOE or Curtin University. Will refer other issues to the UC for resolution.</i>	<i>Tutor can be relied upon to take initiative and resolve most issues. Where unsure, tutor will propose a possible response or solution.</i>
	14	Commitment to own PL, willingness to try new approaches, ask questions, seek learning opportunities.	<i>Tutor shows little evidence of responding to suggestions or of seeking or following up professional learning opportunities. (eg does not attend SETLD days)</i>	<i>Tutor will respond to UC's or other tutors' suggestions or leads to professional learning opportunities.</i>	<i>Tutor brings their own suggestions to the group and is clearly actively engaged in seeking and sharing professional learning opportunities relevant to the unit.</i>
Other skills	15	Facility with software & technology	<i>Tutor is unfamiliar with the LMS and/or other tech tools used in the unit; may require considerable assistance and guidance.</i>	<i>Most tools and programs and the LMS are managed well but tutor needs some help from time to time.</i>	<i>Tutor is very competent with the LMS and other programs and tools and will provide assistance or leadership to others.</i>
	16	Other skills (note in comments section)	<i>Note in here any other areas that impact on the tutor's ability to perform the role that are in need of development.</i>		<i>Note in here any other skills or abilities that demonstrate the tutors' exemplary performance in the role.</i>



Tutors: Please identify an area or areas to focus on for development for your next sessional study period

*Tutors' entries in this section will help guide our planning for the SETLD modules and plenary sessions.*

TUTOR NAME:

DATE:

UC NAME:

DATE:

**Tutors:** Please use this document as a self-reflective tool and complete it at the end of each study period by ticking or highlighting in the appropriate cell. Forward the completed document to your unit co-ordinator, who will review your self-rating and add comments or note where their perspective differs from yours.

Please feel free to add comments in aspects only as you feel necessary, but keep in mind this is not meant to be an onerous or time-consuming process.

**Unit Co-ordinators:** Please give your input as above, only completing details where your perspective differs from the tutors'. Add comments if required and return the document to the tutor concerned for their feedback. Please collect the completed documents and forward to the Course Co-ordinators by the date indicated, keeping each document saved with each tutor's name and Study Period.

# SETLD: Saturday 4<sup>th</sup> May 2019

## Schedule Overview

Time	Session	Location
8.45am – 9.15am	Breakfast and networking	Staff area on Level 3 of Building 501
9.20am – 9.55am	Opening plenary session:  Welcome: Susan Beltman  Primary Course Coordinator – Von Sawers  Common First Year Terminology – a move to make language more holistic and inclusive to all students in their first year: Madeleine Dobson  CAPS Plan Reasonable Adjustments: Madeleine Dobson  Strategic Partnerships and Practicum Experience: Chad Morrison  OUA 10 year celebration: Val Morey  Merga Conference Teachers' Day: Paul Brown	501.204
10.00am – 10.45am	First session of modules	Teaching & Learning spaces in 501 (see detailed program on page 2)*
10.50am – 11.35am	Second session of modules	
11.40am – 12.00pm	Closing plenary session	501.204

\*Please note that we are running **two sessions** of concurrent modules. You must be **registered** via the Wiki on Blackboard to attend.

	MODULE	Welcome to tutoring in the School of Education!	Digital Professional Portfolio – supporting students	Rubrics and Turnitin	Leganto – Reading lists	AfGT and Professional Experience across ITE courses (from commencement)	Graduate Teaching Standard 5	Strategies for streamlining your marking process
1	FOCUS	This module provides orientation for all of our new tutors with important information and advice, which will guide and support you in your new role in Curtin's School of Education.	The Digital Professional Portfolio [DPP] is an online space used to create collections of artefacts to share using Mahara software. The DPP scaffolds preparation of Teaching Performance Assessment (TPA) across the School of Education pre-service education courses with consideration for the development of the graduate teacher standards across the course. The DPP encourages a structural process to guide the act of reflection.  This workshop will explain the purpose of the DPP and the types of evidence that can be included. To enable tutors and practicum supervisors to provide guidance to pre-service educators about critically reflecting on items to include in the DPP, the workshop will also clarify the concept of critical reflection in terms of content, process, and goals.	This is a session on types of rubrics available in Turnitin, how to create and attach them to assessments. A chance to discuss ways to overcome problems and find efficiencies while using Turnitin in your teaching.  <b>**Due to computer availability, it may be helpful to bring your own laptop to this session.**</b>	This module will cover the basics of creating, associating and adding to reading lists in the leganto system. Links will be provided for the library guides. There will be time for hands on examples and Q and A at the end.  <b>**Due to computer availability, it may be helpful to bring your own laptop to this session.**</b>	This session will emphasise key tasks within the AfGT to bring to pre-service teachers' attention when supervising pre-service teachers during Professional Experience (PE) placements, leading up to and completing the AfGT. An exploration of key tasks within Elements (including E1-(1), E1-(2), E1-(4), E1-(5) and an emphasis on relevant Focus Areas and corresponding rubric items will support pre-service teachers to develop detailed, specific and relevant teaching plans that support appropriate assessment processes, measurable learning outcomes, moderation processes with mentors and reflections on practice which support development.	This is the sixth module devoted to understanding the Australian Professional Standards for Teachers (Graduate level) and the implications for our ITE programs. This module will look in detail at Standard 5: Assess, provide feedback and report on student learning.  You are able to attend this session without having completed the previous modules if you have some background knowledge of the standards framework.  <b>**Please note that this module is a double session. Registration for this module means you will continue in the second session.**</b>	This module will explore strategies to support tutors and Unit Coordinators with streamlining the marking process, to ensure the experience is efficient and effective for everyone involved.  <b>**this will also be a remote session**</b>
	AUDIENC E	Suitable for Tutors new to the sessional tutoring role	Suitable for Tutors and Practicum Supervisors	Suitable for Tutors	Suitable for Tutors	Suitable for Unit Coordinators, Tutors and Practicum Supervisors	Suitable for Tutors and Supervisors	Suitable for Unit Coordinators and Tutors
	PRESENTER	Melissa Brodie	Sharon Davies	Craig Sims	Paul Turner	Chad Morrison	Val Morey	Madeleine Dobson
	ROOM	501.204	501.103	501.101	501.102	501.201	501.116	501.202

	MODULE	Introduction to Unit Coordination	Going out in Style: Writing and Referencing Guided by APA	Digital Professional Portfolio - how do students submit them and how do I access them to mark?	Rubrics and Turnitin	Establishing learning objectives, plans for learning and teaching and evaluating measurable learning outcomes: Making the connections explicit for pre-service teachers	Graduate Teaching Standard 5	At Risk Procedure
2	FOCUS	This module will provide an overview of the key responsibilities undertaken by Unit Co-ordinators, whether leading teams or working only with a moderating partner. It is essential PL for those moving into a UC role.	Most of the APA Publication Manual (American Psychological Association [APA], 2010) is about writing well. We want our students to send out their ideas cogently and succinctly using APA style. We want to see a professional level of communication where building on the thoughts of other people is properly acknowledged.  Quotation and referencing is necessary to preserve academic integrity. We will look at some of the key issues involved and consider the resources available to students.  Perhaps Studiosity will save some of the marker time and effort involved in correcting referencing errors, but we will always have a responsibility to encourage sound academic writing in our students.  Reference  American Psychological Association [APA]. (2010). Publication manual of the American Psychological Association (6th ed.). Washington DC: Author.	This session will introduce you to the new Curtin Digital Professional Portfolio. We will go through how to help you to support students to submit their work. We will cover how to access submitted portfolios and discuss how best to mark the work in your units.  <b>**Due to computer availability, it may be helpful to bring your own laptop to this session.**</b>  <b>**Also note that there is a maximum of 10 staff for this module**</b>	This is a session on types of rubrics available in Turnitin, how to create and attach them to assessments. A chance to discuss ways to overcome problems and find efficiencies while using Turnitin in your teaching.  <b>**Due to computer availability, it may be helpful to bring your own laptop to this session.**</b>	Pre-service teachers are required to develop learning and teaching plans for all Professional Experience placements, with increasing sophistication throughout their courses. Reports about their limited capacity to do this suggests some current gaps in their knowledge and practice.  This session is geared towards revisiting the relationship between sound engagement with curriculum content, articulation of intended learning outcomes through their sequenced lesson planning and how these are associated with identifiable and measurable learning outcomes for learners. The AfGT represents the culminating summative assessment of how pre-service teachers can demonstrate this knowledge and practice at course completion. Importantly, the focus on planning is for lessons to be sequenced and organised under an overarching learning objective. This session will focus on emphasising those connections between your current teaching responsibilities and where we expect our pre-service teachers to arrive at course completion and the AfGT in relation to plans for teaching and learning which articulate appropriate and measurable learning objectives and outcomes.	<b>**Please see details above as this is a double module.**</b>	This module will assist supervisors in confidently identifying and administering the At Risk form. It will assist supervisors to recognise pre service teachers failing to make progress towards meeting the competencies and the required professional behaviour/skills at a level expected at their stage of professional learning. The module will include outlining the At Risk Procedure and discussing the importance of the supervisor, student and mentor working together to improve pre service teacher practices in order to pass their placement.
	AUDIENC E	Suitable for Tutors	Suitable for Tutors	Suitable for Tutors	Suitable for Tutors	Suitable for Supervisors and essential for anyone involved in internship supervision.	Suitable for Tutors and Supervisors	Suitable for Supervisors
	PRESENTER	Sharon Davies	Paul Brown	Craig Sims	Paul Turner	Chad Morrison	Val Morey	Felicia Tierney and Helen McAullay
	ROOM	501.103	501.217	501.101	501.102	501.201	501.116	501.218

## SETLD for OUA Tutors and Coordinators

Please sign up for one of the available workshops *prior* to attendance (max 10 places available for each)

structions:

1. Click 'Edit Wiki Content'
2. Enter your name under the workshop you will attend
3. Click 'Submit'
4. Check that your name has been saved and that it is in the correct column for your choice

Module	Unable to attend	Working smarter with Blackboard <b>NOW FULL</b>	Managing the downloading, marking, uploading and storage of assignments <b>NOW FULL</b>	Managing Turnitin Assignments <b>NOW FULL</b>	What is feedback and how can you provide it? <b>NOW FULL</b>	Fielding the curve balls – assisting students with challenging questions. <b>NOW FULL</b>	Using BB Collaborate	Moderation – why is it necessary and how can it be done?	So you want to be a Unit Co-ordinator?	Getting the glue recipe right..... <b>NOW FULL</b>	Bb Collaborate session for off-campus staff
1	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
2	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
3	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
4	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
5	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
6	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
7	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
8	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
9	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

## **Outstanding Tutor Award (OUA)**

This award recognises the dedication, passion and commitment of a tutor working in an online teaching and learning environment.

### **Criteria:**

- Support of students' learning, informed by knowledge of unit content.
- Assignment marking – extent of feedback, annotations, mix of formative and summative comments.
- Discussion board interactions – recognition for their dedication to their students and encouraging students to learn. Frequency, quality and length of posts, contribution to learning development, catering for the different needs of students, innovation related to the unit content delivery.
- eValue feedback.

A tutor may nominate themselves or be nominated.

### **How to nominate a tutor or nominate yourself**

- Complete the nomination form. Your name, the name of the tutor you wish to nominate (this could be yourself). The unit name and study period the nominee was a tutor.
- Provide comments (300 words max.) to support your nomination. This is a short summary of why you want to nominate yourself or another tutor for this award.
- Provide specific examples if possible. This is not essential but could include discussion board threads, emails, examples of feedback given to students when marking assignments, examples of innovative approaches to supporting students learning (All information is accepted in confidence).

### **Your nomination will therefore consist of:**

- A completed nomination form
- Comments (300 words max.)
- Your nomination may or may not include specific examples

Please return the nomination form and any supporting documentation to either Sharon Davies [sharon.davies@curtin.edu.au](mailto:sharon.davies@curtin.edu.au) or Val Morey [V.Morey@curtin.edu.au](mailto:V.Morey@curtin.edu.au). Nominations close at 5pm, Friday of week three of the study period following the nomination period.

## **Outstanding Tutor Award (OUA)**

### Nomination Form

**Your name:**

**Name of tutor for nomination:**

**Study period:**

**Unit name:**

**Comments (300 words max.):**

I have attached evidence to support this nomination

I have NOT attached evidence to support this nomination

*A panel comprising of Curtin academic and professional staff will judge the applications against the criteria based on the comments and/or examples given in the submission. (All information is accepted in confidence.)*

**INSIDE THIS ISSUE:**

## What's Happening?

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Welcome to the first edition of Online Connections!

This newsletter is an opportunity for anyone associated with our online Education courses to access and share information.

This monthly newsletter will contain information and ideas that will support you in your work. We will also take the opportunity to showcase and celebrate good practice and achievements.

Therefore, please do not hesitate to send through any items or information that could be of interest to this community.



**Look inside to find:**

*How you can share short videos easily online*

*Whose photo appears within*

*All about those Extension Applications....*

*What our staff have been publishing .....*

## Statistics Snapshot

Here is a summary of student enrolments across all of our OUA units in Study Period 2.

Most students will be enrolled in two units, although some only in one.

You can see that our Open first year units have broad appeal and they represent an excellent opportunity for anyone to engage in tertiary study—perhaps students are already set on completing a teaching degree or perhaps they are trialling possibilities..... ➤

<b>EDC 111 (753)</b>	<b>EDC 141 (972)</b>
<b>EDC 155 (945)</b>	<b>EDC 171 (697)</b>
<b>EDE 107 (62)</b>	<b>EDE 202 (91)</b>
<b>EDE 205 (131)</b>	<b>EDE 207 (109)</b>
<b>EDE 305 (83)</b>	<b>EDE 306 (91)</b>
<b>EDP 215 (360)</b>	<b>EDP 245 (413)</b>
<b>EDP 315 (290)</b>	<b>EDP 335 (297)</b>
<b>EDP 410 (221)</b>	<b>EDP 425 (123)</b>
<b>EDU 575 (6)</b>	

## Seen on the DB - A snapshot of a 'typical' OUA student?



Hello everyone,  
My name is XXXXX. I'm sorry I am a bit behind with this already, I have had trouble with my log in details coupled with a nightmare week at work and visiting family from interstate. I'm 27 and work in natural resource management for Melbourne Water. My academic background lies in conservation and land management and also sustainability. I am doing two units at a time and I work full time which keeps me out of trouble. I also play tennis and soccer. Apart from that I love travelling, snowboarding and relaxing. I want to teach primary school as I have spent a couple of summers in the U.S when I was younger working at a summer camp with kids and loved it and I think I am suited to it and would be happier than in my current career. I look forward to learning a lot this study period and surrendering my social life for the next 12 weeks (and hopefully being more organised from now on!)  
Thanks

### Techie Tools for your toolkit

**Jing** is a small piece of software that can make it really quick and easy to capture short lengths of video or visuals and share them easily with others. It was developed by the TechSmith corporation in 2007 and can be freely downloaded, although you do need to establish an account.

The software captures video of your computer screen and then it can be instantly uploaded, with a URL being automatically created. This makes it ideal for quick and easy sharing.

This could be a handy way to quickly share short visual information with students.

Here's how to do it:

<http://www.youtube.com/watch?v=vt6eAzctVbk>

By Jingo, what's that?



### SPOTLIGHT ON... POLLY FARMER

**Polly says**.....I am a qualified Primary School Teacher and have been working for over 8 years across all year levels from PP to Year 7. I completed my Masters in Education in 2009 and have been working for OUA for almost 4.5 years now.

**We say**..... Polly has worked in wide range of units in our primary program and has filled the role of Unit Co-ordinator in many

of them. She has developed expertise across most units in our course and so is an excellent source of advice!

Polly was the recipient of an award in 2014 for being one of the "top ten" rated tutors across ALL OUA units, Australia-wide, that ran in SP4, 2013.

Polly is currently living in Melbourne with her family, but stays with us online :)







faq

## Hot Topics: *Assessment Extensions*

### ***Is the list of allowable reasons in the policy an exclusive list?***

No, the assessment policy clearly says that reasons can include but are not limited to, the list given. You need to judge whether the reason given appears reasonable.

### ***Can an extension be granted if the student does not apply until or even after the due date?***

The assessment policy states that extensions should be lodged before the due date. However, they can be submitted up to five days following the due date, if due reason for the delay can be provided. The onus is on the student to provide reasonable cause as to why they were not able to apply sooner.

### ***Is it OK to ask the student to send in work completed so far?***

Yes, if that will reasonably influence your decision whether or not to grant the extension, or determine the appropriate length of the extension.

### ***Is 7 days the maximum allowable?***

No, although most extensions will be for 7 days or less. All extensions must be supported by a level of documentation that reflects the length of extension sought. The challenge for OUA students is to be able to manage the work of the unit if illness prevents them from working for more than 7 days. Seek advice from your UC, so that a sound decision can be made and advice given about the impact on the student's overall study in the SP.

### ***What if I am unsure of the right decision?***

Seek guidance from your UC, or forward all the information so that your UC can make the final decision.

### ***Can an extension be granted without a formal Application for Extension?***

No. All extensions must have an accompanying formal application. Students must be advised of the outcome of their application.

### ***What if the student is only seeking 24 hours' extension?***

No—please see above.

## Staffing Rounds

We engage in continuous cycles of recruitment in order to ensure we can keep our pool of tutors at a level where we are confident we can fill all vacancies each Study Period. This can be a challenge as we never know which or how many tutors will move on to other things, or simply choose not to work in a given Study Period. We are always happy to accept an Expression of Interest and a CV from people referred by existing tutors, so if you know anyone whom you could recommend for the role, by all means encourage them to apply.

EOIs would need to reach Val by the end of June for the current round, but can be sent at any time.

**EOIS for existing tutors for work in SP 3 will be sent out in mid-July.**

## What does the research say?



## You may find these articles interesting



Eva Dobozy (from Curtin School of Education) and Dirk Ifenthaler: Initial teacher education by open and distance modes: A snapshot of e-competency experiences in

You can access this article at:

<http://www.openeducationeuropa.eu/de/download/file/fid/35323>

Mel Henry, Julie Ann Pooley and Maryam Omari (from ECU): Student motivations for studying online: A qualitative study.

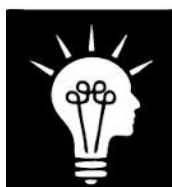
You can access this article at:

<https://otl.curtin.edu.au/events/conferences/tlf/tlf2014/refereed/henry.pdf>

## What's on Your Mind?

Do you have a:

- Question
- Concern
- Idea
- Suggestion
- Resource to share?



We would love to hear from you. Please send Val an email:

[v.morey@curtin.edu.au](mailto:v.morey@curtin.edu.au)

9266 3770

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## **Letter of Confirmation for Tutors**

### **Sessional Employment in the School of Education**

#### **Key information:**

- Study Period 1, 2020 dates are as follows: <https://www.open.edu.au/your-studies/getting-started/key-dates>
- The standard size of a study group is 51-75 students. The standard fortnightly payment made for teaching is based on standard sized groups. Non-standard sized groups are paid at non-standard rates.
- Your group size will be confirmed by Melissa. Unless you are advised otherwise, this is how many students who have been assigned to you in Blackboard by edLTS and how many students you will be paid for.
- Please familiarise yourself with the UC and Tutor Blackboard Roles and Responsibilities manual that is attached.

#### **Online Teaching Duties:**

- Familiarise yourself with all unit materials including the unit outline, weekly tasks, readings, assessments, etc.
- Ensure that you liaise with the Unit Coordinator and clarify any issues with them.
- Maintaining an ethical, respectful and supportive learning environment.
- Completing all Blackboard responsibilities as per the attached UC and Tutor Blackboard Roles and Responsibilities document.
- Be responsible for facilitation of learning for your students within the Blackboard discussion board. Ensure that students are actively involved, answer any questions and respond to issues that arise, and encourage knowledge development. Your presence on the Blackboard must be frequent enough so that students' questions and concerns are responded to in no more than 48 hours. At busy times, you will need to respond more frequently, as the focus must always be on ensuring students are adequately supported.
- Provide feedback on learning activities posted.
- Respond promptly to all email enquiries (within 24 hours whenever possible), while encouraging students to post queries on the discussion board for peer support.
- Inform [HUM-ED-SESS@curtin.edu.au](mailto:HUM-ED-SESS@curtin.edu.au) and the Unit Coordinator of any absentees.

#### **Marking Duties:**

You will be responsible for marking the assessments submitted by students in your group(s). This will involve:

- Accessing student work submitted electronically via Turnitin/Turnitin Direct.
- Marking student submissions (via GradeMark) by providing formative and summative feedback (rubric, comments, and grades) in the required turnaround time.
- Sharing any issues with marking with the Unit Coordinator.
- Participation in assessment moderation – please see section below.
- Check all marks are entered correctly in the Grade Centre.

#### **Moderation Duties:**

Moderation is expected to take place in all units. Unit Coordinators are responsible for developing and implementing a moderation plan. All tutors are expected to participate and contribute as per the plan. If you are the only staff member in your unit, a moderation partner will be appointed by Melissa by the end of Week 2.

### Unit Review:

- Participate in the Unit review process.

### Payments:

Please find attached the 2020 pay guide – this has been recently updated, as per previous correspondence. I have also attached the key pay dates for 2020. These payments are facilitated by the Coordinator of Sessional Staff (Melissa Brodie), authorised by the School Business Manager (Michael Tindall), and paid by the Faculty of Humanities' Human Resources team. If at any time you wish to check what you have been paid, you can log in to OASIS, select Employee Kiosk, and click the following links: My Pay menu > Timesheet > Individual Approved Timesheets History. You can then enter the date range as relevant and click 'Find' to locate timesheets. If you have further queries, please contact [hum.pac@curtin.edu.au](mailto:hum.pac@curtin.edu.au)

### Support and guidance:

As the Coordinator of Sessional Staff, I am happy to help with any queries you may have. Please feel free to keep in touch throughout the Study Period. I will be in regular contact regarding payment procedures to ensure that pay can be arranged efficiently. Remember that you can also contact our edLTS team via [hum-edLTS@curtin.edu.au](mailto:hum-edLTS@curtin.edu.au) with any questions related to Blackboard or other tech issues, and that your Unit Coordinator is a point of contact. If you aren't sure who to ask, let me know and I can advise you 😊

Please find attached key pay dates for 2020, the School of Education Pay Guide for 2020 and UC and Tutor Blackboard Roles and Responsibilities manual. If you have any questions in regards to these documents, please let me know.

Kind regards

Melissa

**Melissa Brodie**  
**Coordinator of Sessional Staff**  
**School of Education**  
**Faculty of Humanities**  
**On campus | Monday – Thursday**

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**Web | <http://curtin.edu.au>**