

Sessional Teaching Program

HANDBOOK

THE UNIVERSITY OF NEWCASTLE
AUSTRALIA



This booklet compiled & edited by

Centre for Teaching & Learning
The University of Newcastle.

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three times per year and is available from:*

www.newcastle.edu.au/service/teaching-learning/Sessional/resources/Sessional.pdf.



The UNIVERSITY
of NEWCASTLE
AUSTRALIA

WELCOME

Professor Kevin McConkey

Deputy Vice-Chancellor (Academic)



Welcome to teaching at the University of Newcastle. You are a pivotal and valued member of the teaching team. As a sessional teacher, you may have more opportunities for face-to-face contact with students and often know them better in smaller groups than other teachers. You will have a great influence on the success of their learning outcomes. Please look at what works and what doesn't work as you build a scaffold for their learning: you may be the first to notice that parts of the scaffold are missing, so you have an important role in providing feedback on the conduct of the course to the course coordinator. You will often be in a position to know where students are having problems before anyone else and be able to offer appropriate support.

Many of us gain a much deeper understanding of our own disciplines through teaching. I hope you find that teaching is a great avenue for refining your ideas and sparking new ones about your discipline. I anticipate that your teaching will benefit your research and vice versa.

I hope your teaching experience will be rewarding for both your students and yourself as you guide students through their learning pathways. This handbook, complementing the Sessional Teachers' workshop, aims to assist you in your teaching endeavour. Please participate in discussions on teaching practice with colleagues, and also participate in staff development workshops, which will give you pragmatic interpretation and application of current research in education. The Graduate Certificate in the Practice of Tertiary Teaching program is also offered by the University to guide you in the development your teaching skills, and I encourage you to consider that program.

I wish you well in your role.

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Management & Employment

1.1 The people you need to know

Your academic supervisor is generally the course coordinator of the course in which you are teaching. If you are acting as a course coordinator, you are responsible to either the program convenor of which the course is a part, or to the Head of School in which the program is located. If you have any queries or difficulties with any aspect of your work, your academic supervisor should be your first point of contact. The role of the course coordinator may be found in the University policy library:

www.newcastle.edu.au/policylibrary/000626.html

Details about your Head of School can be found at:

www.newcastle.edu.au/service/teaching-learning/contacts.html

Other people you should get to know are:

- The administration staff of the School and Faculty who will administer your employment and help ensure your access to services and facilities is trouble-free
- Other members of your course and program's teaching team
- The Student Academic Conduct Officer for your School:
www.newcastle.edu.au/service/academic-integrity/staff/saco-staff.html
- The Faculty Librarian: www.newcastle.edu.au/service/library/services/flas.html
- The Learning Support Program Team:
www.newcastle.edu.au/unit/ctl/lsp/index.html

1.2 Employment

Academic pay rates, timesheets and payroll contacts:

www.newcastle.edu.au/service/payroll

A continually updated University Staff Induction Program is available for all new members of the University (Including The New Staff Induction Booklet) and will help familiarise you with the wider University community:
www.newcastle.edu.au/unit/hrs/induction/index.html

Faculties and/or Schools will often run induction programs for new staff. Contact these offices to check when they are running.

1.3 Checklist for the sessional teacher

Employment Issues

- a. Do you have a contract? Has your supervisor seen it and discussed it with you? If not, have you suggested this to your supervisor/s?
- b. Do you get paid appropriately according to the roles and responsibilities you have been asked to assume? Does your workload align with the payment you receive?
- c. Do you have a statement of duties, roles and/or responsibilities that outline what is expected of you? If not, have you approached your supervisor to discuss this?
- d. Are you required to be available for student consultation time outside scheduled class hours? Are you paid for this consultation time?
- e. Are you required to attend any lectures? Are you paid for this time? If not, have you approached your supervisor to discuss this?
- f. Do you have adequate access to office space, necessary supplies, phone, fax and computer facilities, e-mail, Library rights and support services? If not, ask your supervisor or relevant personnel officer about arranging this.
- g. Are you aware of all the University or School policies and practices that affect you (including intellectual property, harassment, workplace health and safety procedures, ethical guidelines)? If there is a School handbook for sessional staff (or teaching staff in general), do you have a copy?

Training and professional development issues

- a. Have you read relevant policies or guidelines on casual employment as a sessional teacher at the University?
- b. Have you participated in any formal induction process (including being shown how to access resources, complete administrative tasks, use teaching technology, facilities, etc.)? Are you paid to attend these sessions?
- c. Are you provided with any resources or guidelines to assist you in your teaching practices? Are there any available in your School/Department or from a university unit such as a staff development unit?
- d. Do you know what level of training and support you are entitled to? Have you accessed it? If you are not officially entitled to any, whom could you approach in your School to arrange some internal or external training and professional development?

- e. If you believe you have a particular training need, have you approached your supervisor or someone else to discuss the possibility of receiving training or mentoring?
- f. Are you paid for professional development activities that you are obliged to undertake?
- g. What processes are there for you to provide feedback to your School or supervisor about the level and type of induction, training and support? Have you approached anybody with your feedback on this yet?
- h. Does your School or supervisor make opportunities for you to liaise and share ideas with other sessional teachers? If not, what could you do to create these opportunities?
- i. Are you trained in how to mark students' papers and/or carry out assessment procedures? If not, have you suggested some form of training to your supervisor to ensure consistency of assessment across the entire course/subject?
- j. What processes are there for you to provide feedback to your supervisor about the level and type of support and supervision s/he provides?
- k. Have you read the information provided on Occupational Health and Safety at: www.newcastle.edu.au/service/ohs/induction/index.html
What is your role in implementing OH & S with your students and/or in your teaching (e.g. in laboratory sessions)?
- l. Are you aware of the University policy on *Discrimination, Harassment, Bullying and Workplace Violence*?
www.newcastle.edu.au/policylibrary/000393.html
Do you know about how to access support services if these issues or other personal problems are affecting your work?

Communication & referral services

- a. Can you get in touch with your supervisor and fellow teachers when you need to (via e-mail, e-mail lists etc)?
- b. Do you meet regularly as a teaching team with other sessional and full-time staff who teach the same or similar courses? If so, are you paid to attend these sessions?
- c. If your students have concerns external to their course or program of study, do you know where to direct them? Do you know about your University's student support services (see Chapter 4).
- d. If your students approach you with a need, problem or concern outside the scope of your role as a sessional teacher, direct them to the appropriate student support network or section. Don't feel you must solve all their problems for them (see Chapter 4).
- e. How do you receive University-wide information and messages that may be of interest to you or are relevant to you as a staff member? For example, do

you have an allocated pigeonhole for receiving mail and newsletters, access to a computer with e-mail, etc?

- f. Is there a contact person for sessional teachers who is responsible for communicating with casual staff and disseminating relevant information? Who is it and have you had any contact with them?
- g. Do you know how the course/subject you teach fits into the academic program as a whole and what role it plays? If not, is there some way you could find out? This information can be helpful in your teaching to make links with students' existing and emerging knowledge.
- h. In what ways can you make a contribution to the curricula or to the development of teaching and learning practices within your School or course? For example, do you know about your School's Teaching and Learning Committee or Program Advisory and Review Committee? If no formal means currently exist, could you suggest this to your Head of School or supervisor?

IT services, e-mail & accounts

As a staff member you will be allocated a username (University ID) and password to access the following accounts:

- E-mail (usually firstname.lastname@newcastle.edu.au)
- Blackboard (for online teaching)
- ITskills (online training packages for IT and human resources training)
- Internet access.

To activate these accounts and to see any other accounts you may need and for which you must apply (eg home modem access), see:

www.newcastle.edu.au/service/computing/accounts/setup.html

Other categories of users, such as affiliates or contract staff, must request computing accounts via *Accounts and Access to IT Services Online* :

www.newcastle.edu.au/unit/it/account/index.html

Check with your supervisor if you are unsure.

If you have problems with your IT accounts, contact:

The 17 TripleZeroIT Service Desk (the University IT Service Desk)

Phone: (+61 2 492) 17000.
E-mail: 17000@newcastle.edu.au

Or log your request directly through the 17TripleZero Service Portal:

www.newcastle.edu.au/17000

1.4 E-mail

GroupWise is the corporate e-mail system for staff at the University of Newcastle. GroupWise simplifies communications by providing the Universal Mailbox - a single access point for all types of messages, calendar information and documents.

Login: login from the icon on your desktop after installation or at:

<http://groupwise-web.newcastle.edu.au>

Help: Try the help icon in the GroupWise application, or go to:

www.newcastle.edu.au/service/computing/staffemail/groupwise.html

or ring the IT Service Desk on +61 2 492 17000

or e-mail: 17000@newcastle.edu.au

or Webportal: www.newcastle.edu.au/17000

Groupwise Training

www.newcastle.edu.au/service/staff-development

Register through the Training Calendar under *Information Technology/ Corporate systems* in HRonline:

<https://hronline.newcastle.edu.au>

1.5 Blackboard

Blackboard is the University of Newcastle's online course delivery and management system. It can be found at:

<http://blackboard.newcastle.edu.au>

Activating your Blackboard account

Staff new to the University must activate their Blackboard account by enabling their University of Newcastle e-mail address (standard is firstname.lastname@newcastle.edu.au).

Go to:

<http://onlineservices.newcastle.edu.au/accounts>

Login with your Uni ID and Internet Access password.

Click *My Email* and follow the prompts. Your account will be activated in approximately 6 hours.

Your Blackboard username is your University ID; the password is synchronised with your Internet Access password. To change this password login to the *Online Services Accounts* website, <http://onlineservices.newcastle.edu.au/accounts> then select *Change Password*.

Setting up Blackboard courses

Course coordinators are generally responsible for ensuring that the courses you teach in are set up and that you are enrolled with an appropriate level of access.

Support for Blackboard

Training (an information service) and support documentation are provided to staff by the Centre for Teaching and Learning.

The Blackboard Support website provides user guides, FAQ's and other information:

www.newcastle.edu.au/service/blackboard

Blackboard training for academic staff

Training sessions on Blackboard are offered regularly, please register through the [Training Calendar](#) under *Teaching and Learning* in HRonline:

<https://hronline.newcastle.edu.au>

Please see the *Professional Development* section (Section 3) if you have difficulty using HRonline.

Help with Blackboard

If you are experiencing problems with Blackboard, please log a support call with the IT Service Desk. The Academic Support team in the Centre for Teaching and Learning will resolve your call.

E-mail: 17000@newcastle.edu.au

Phone: (+61 2 492) 17000

Web Portal: www.newcastle.edu.au/17000

Further information about teaching with Blackboard can be found in section 2.7 *Teaching in the online environment*.

For access to self-help guides for Blackboard course instructors, see:

www.newcastle.edu.au/service/blackboard/staff/support/guides.html

1.6 Other accounts

1.6.1 Turnitin

Turnitin is a text-matching system which can most effectively be used as a teaching and learning opportunity to help improve students' academic writing skills and assist students in avoiding academic misconduct and plagiarism in particular. It allows students to see errors in their work in terms of correct and incorrect citations. Turnitin gives students a chance to revise their work prior to final submission for assessment.

Turnitin is made available to students through the creation of a *Turnitin Assignment* in Blackboard. Training sessions are available on how to use Turnitin and it should not be used without adequate training for staff complemented by instruction to students in the academic writing skills relevant to a discipline's requirements.

Staff and students have access to an expert advisor on academic misconduct, the *Student Academic Conduct Officer (SACO)*. The SACO is a specialist in the disciplines of the School who consults with all lecturers on assessment practice, and is aware of the conventions of the discipline and able to advise on what constitutes collusion, plagiarism or cheating in academic work. The SACO is the only person who can allocate penalties for academic misconduct which aims ensure consistency and transparency in the application of the policy.

For guides and a manual on the use of Turnitin for both students and staff see:

www.newcastle.edu.au/service/turnitin/

Training for academic staff

Training sessions: *Using Turnitin within Blackboard* are offered regularly. Please register through the Training Calendar under *Teaching and Learning* in HRonline:

<https://hronline.newcastle.edu.au>

Please see *Professional Development and Training* (Section 3) if you have difficulty using HRonline.

Help with Turnitin

Please log a support call with the IT Service Desk. The Academic Support team in the Centre for Teaching and Learning will resolve your call.

E-mail: 17000@newcastle.edu.au

Phone: (+61 2 492) 17000

Web Portal: www.newcastle.edu.au/17000

Turnitin support website for University of Newcastle staff

The University provides a support site for staff member's to assist in their use of Turnitin. More detailed information is available, including training guides, FAQs, etc, at:

www.newcastle.edu.au/service/turnitin/

1.6.2 **Lectopia**

Lectopia (formerly *iLecture*) is a system that records the audio of a lecture along with any material presented on the computer and/or document camera. The Lectopia system processes the material into an online format which can be linked and accessed from within Blackboard.

The University conducted a pilot of the Lectopia system in Semester 2, 2005. Further information is available at:

www.newcastle.edu.au/service/ilecture/

Enquiries about Lectopia can be directed to:

Brian Tame (Centre for Teaching & Learning)

Phone: +61 2 492 17000

E-mail: ilecturesupport@newcastle.edu.au

1.6.3 **ITskills**

ITskills is a self-paced online learning system which all students and staff have access to via Blackboard. There are approximately 109 courses available, covering basic training in Information and Communication Technology (ICT) skills. The courses include:

- International Computers Driver's Licence (ICDL) resources
- Microsoft Office training: *Word, Excel, Access*
- Design and media: *Dreamweaver, FrontPage, Illustrator, Photoshop*
- Project management: *Microsoft Project*
- GroupWise (staff e-mail)
- Internet: *Internet Explorer*
- Operating system: *Windows XP Professional*
- Macintosh training courses: for Mac versions of the programs and systems listed above
- Accessible courses: text-based versions of courses designed for use with screen reader software for the visually impaired. They can be beneficial for all because they are easily accessed by modems with slower speeds.

www.newcastle.edu.au/service/teaching-learning/itskills.html

Teaching Spaces

1.7 Technology Support in Teaching Spaces

The Teaching Spaces Support service (part of the Centre for Teaching & Learning) provides a range of services to support teaching and learning at the University of Newcastle.

These include:

- Provision and maintenance of audiovisual equipment services to classrooms, computer laboratories and lecture theatres
- Support and administration of the University's videoconference facilities
- Support and administration of the University's Lectopia facilities.

A support service is available for all the audiovisual, computer, data control, and videoconference equipment in timetabled lecture theatres, tutorial rooms and computer labs.

To access the equipment and to keep the equipment secure in lecture theatres generally an AV cabinet key is required, which needs to be applied for via the online forms on the University website at:

www.newcastle.edu.au/service/keys/

Teaching Spaces Support (TSS), however, is working towards non-key access with access slots to operate the equipment. This is available already in some venues. We rely on cooperation from staff to ensure that the equipment is turned off and the AV cabinets are locked at the end of the lecture.

To use the technology support in teaching spaces at Callaghan Campus, if a problem exists, or occurs while using the equipment in a timetabled lecture theatre or classroom, use the phone which is located in most lecture theatres and press the “**Hotline**” button this is a direct line to TSS. If this phone is unattended the call can be diverted to a TSS staff member via a mobile phone.

For Ourimbah Campus, report all service calls to the IT Service Desk (see below).

Alternatively, if the fault is not urgent, staff can phone the IT Service Desk:

Phone: +61 2 492 17000
E-mail: 17000@newcastle.edu.au

and provide the following information:

- The nature of the problem and level of urgency
- The type of equipment which has the fault
- The room number or theatre name
- Your name and contact number.

You may also call the 17000 number if you require advice on the use of the theatre equipment or temporary installation of external appliances such as a laptop computer.

If you rely on this arrangement it is advisable to test this several days prior to the lecture to ensure that the laptop and leads are compatible.

Teaching Spaces support staff are available from 8am to 5pm at Callaghan Campus and 7.30am to 3.30pm at Ourimbah Campus on University working days.

At the beginning of each semester a lecture theatre equipment familiarisation course is conducted on operating techniques for the University facilities.

Please contact:

Centre for Teaching and Learning
Phone: 61 2 492 18602.

1.8 **Computer Labs**

Your staff username and password will allow you to log into any of the general Labs (including the Library Labs) on campus.

See also the following website:

www.newcastle.edu.au/service/computing/

How people learn

The primary function of educators is to provide direction and support for student learning. To do this, it is wise to have an understanding of how people learn and, more specifically, how adults learn. Learning theorists David Kolb and Ronald Fry developed a learning style profile to identify people's learning style. This is underpinned by the following propositions:

- People use learning as their primary mode of adapting to the world
- Learning involves grasping and transforming (knowledge, concepts)
- People learn in four ways:
 - Through immediate, concrete experience
 - Through observation and reflection
 - Through abstract thinking
 - Through active experimentation
- Effective learning is cyclical and holistic (starting with concrete experiences and involving all four modes)
- People go through different stages of learning; from birth, through adolescence, adulthood and later in life
- Life experiences shape the way people learn
- People usually prefer one mode of learning than another
- People's education and occupation particularly influence their learning styles
- Learning is interactive
- Learning involves people acting on and reacting to their environment.

Adapted from Foley, G (1995) "Teaching adults", in Foley, G (ed) *Understanding adult education and training* Allen & Unwin, Sydney (citing Kolb, D (1984) *Experiential learning: experience as the source of learning and development*, Prentice-Hall, Englewood Cliffs, N.J.)

Ways of learning

There are at least five basic activities associated with the human processes of seeing, listening, thinking and motor responses.

- **Trial and error**

The learner acts and behaves with the intention of achieving some result or end state.

- **Perceptual organisation**

The learner perceives the total stimulus situation: cues, conditions, rewards etc and then organises it or “maps it out” into a comprehensible or understandable pattern that guides or directs his or her behaviour.

- **Behaviour modelling**

A great deal of human learning is a result of first observing how others have behaved, and how they have been rewarded or punished in particular situations, and then attempting to imitate the correct or most appropriate performance or series of behaviours.

- **Mediation**

Language in oral or written form, is a mediational process through which humans require a great deal of learning through their lifetime.

- **Reflection**

This is a process of thinking about and reflecting back on experiences.

Adapted from *The Theory and Practice of Training*, Roger Buckley and Jim Caple

Some additional information can be found at:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-1.htm>

<http://adulthood.about.com/cs/learningtheory/>

www.tedi.uq.edu.au/sessionalteaching/

Facilitating Learning

2.1 What is facilitation?

As tutors and laboratory supervisors, etc., our role is to support student learning. In this capacity we are learning facilitators. The Oxford dictionary says to facilitate is “to make easier or less difficult”.

How do you make learning easier or less difficult while at the same time ensuring that learning has actually occurred?

Boud (1996) refers to the person who works to promote others’ learning as an *animator*. You as facilitators of learning need to “empower people with positive suggestion”.

Facilitation is about helping adults to learn; that learning is self-directed and facilitators have a role to play.

Facilitators have described what they do the following ways:

“It’s striking a balance between the group and the task”

“It’s about guiding, rather than directing, an individual and/or group to apply their knowledge and skills”

“Facilitation is about helping-about making processes easier”

2.2 The facilitator’s role

In recent years there has been a shift in learning to:

- *Learner-centred* teaching strategies
- Actively engaging the student in the learning process and
- Recognising and acknowledging that the student will have existing knowledge, skills and attitudes that will impact on their individual learning.

Your role as a facilitator, is therefore, more concerned with facilitating a change in students’ knowledge, attitudes and skills while engaging and acknowledging the individual. As a skilled facilitator you will be able to guide, help and refocus students without them being aware there may be a problem.

This involves developing:

- An environment of mutual trust and respect
- Delivering strategies that can be changed on the spot when you identify students are having difficulty
- A range of strategies that enable you to describe and demonstrate particular skills
- Using effective listening and questioning skills
- Strategies to engage the learner
- Effective feedback and evaluation mechanisms.

As a facilitator you should bear in mind:

- The adult attention span is short: some research suggests about 20 minutes
- We take in information through a number of senses: *I hear and I forget, I see and I remember, I do and I understand*
- We learn best when actively involved – participating in the learning process
- Different people learn in different ways – different learning styles of adults.

If your role is to help people learn, you need to be aware that people learn differently and their experiences of learning may be different.

Adults have already had learning experiences; both informal and formal, some of which may have been positive and/or negative.

Adults can have fears about learning because of:

Level of reading, writing or math skills

Level of confidence

Cultural differences

Previous life experience

Age

Physical ability

General knowledge

Gender.

It is important to remember that as the facilitator you know the subject matter and issues surrounding the information. The temptation will be to take the participants directly to the issues, to discuss them head-on and to resolve them in a short time frame. Your responsibility is to design a learning process that will allow the participants to discover the issues themselves instead of you discussing and resolving the issues for the learners. Remember learners need to be empowered so therefore learning is a process of discovery for the learners.

This has implications for you as the facilitator.

Your role is ensuring the learning is:

Active – by engaging the learner in the learning process.

Holistic – by integrating knowledge and skills

Practised and reinforced – by providing opportunities for practice.

Meaningful – by ensuring the learners' needs are met.

Given useful feedback and rewarded – by providing individual learners with constructive feedback

2.3 Preparing to facilitate

As with most things you do planning is an important part of facilitating. You cannot assume that the knowledge and skills you have in a subject area will enable you to successfully engage the student without some thought on how you are going to do this.

The key is to plan ahead so you can identify and make any linkages between sessions.

As discussed previously your knowledge of the subject area and your knowledge and application of adult learning principles will have an important role to play in your planning.

On the following pages are some questions you might consider while planning to allow the above to occur.

Questions you might think about when planning could include:

1. WHY am I doing this facilitating? Consider:
 - The overall outcomes of the program as well as the individual sessions
 - The outcomes for the learners as individuals
 - The subject content and the related knowledge and skills that you have
 - Be prepared in your introduction to the learners to explain who you are and what your experience is in the area.
2. WHO is the audience? Consider:
 - The experience of the learners
 - Have the learners attended previous sessions in relation to this subject area or related areas.
3. WHAT is the facilitating about? Consider:
 - What are the outcomes of the session and whole program
 - What do the learners need to know
 - How and when will assessment occur.
4. HOW will I be doing the facilitating? Consider:
 - Activities and methods you will be using
 - Preparing program and session plans
 - The sequence of the sessions
 - Resources and equipment you will need.

5. WHERE will I be doing the facilitating? Consider:
 - Will it be a workshop, in a lab or a tutorial
 - What safety considerations are there
 - What resources do I need to prepare
 - Is the required equipment available and in working order.
6. WHEN will I be doing it? Consider:
 - Time of the day or night

Some additional information can be found at:

<http://science.uniserve.edu.au/courses/tutortraining/resources.html>

www.tedi.uq.edu.au/sessionalteaching/

www.newcastle.edu.au/service/teaching-learning/teachingatnewcastle

www.itec.uq.edu.au/~elec4800/Presentation_skills.pdf

www.managementhelp.org/grp_skill/resource.htm

www.albany.edu/cpr/gf/

2.4 The action of facilitation

Below is a list of actions to consider in helping adults learn. You will notice that there is overlap between facilitation and adult learning.

1. Gain the learners' attention by:
 - Using a variety of teaching and learning methods
 - Showing and/or explaining how the learning can be useful to them
 - Providing opportunity for practice
 - Drawing on their experiences
 - Respecting learners
 - Listening to learners.
2. Keep learners actively involved in the learning process by:
 - Helping them identify what they want or need to know
 - Asking learners about their expectations
 - Drawing on learner's experience and informal learning
 - Helping them relate their learning to their needs
 - Using a variety of teaching and learning methods
 - Encouraging learners to listen and learn from each other.

3. Use linkages in the way you present information by:
 - Designing activities to utilise the learning between sessions
 - Designing activities at end and beginning of each session to draw in linkage
 - Drawing on learner’s experience and informal learning
 - Helping them relate their learning to their needs
 - Using a variety of teaching and learning methods.
 - Designing activities that enable learners to evaluate, reflect, debate and discuss.
4. Divide content into meaningful “chunks” by identifying from the subject content:
 - What the learner **must know** to be able to meet the outcomes
 - What the learner **should know** to gain a clear understanding of what they **must know** (the information the learners must be given)
 - What the learners **could know**: this information is desirable for, but not essential, to gain a clear understanding.
5. Highlight and reinforce what they have learnt:
Refer to strategies Section 2.5.
6. Provide informative feedback to learners:
Refer Section 2.12
7. Actively “manage” the learning environment by:
 - Ensuring learners are able to value differences, share mutual respect and encourage one another
 - Having enough space for easy movement by all
 - Having comfortable temperature
 - Ensuring it is safe and accessible
 - Having good lighting and ventilation
 - Ensuring suitable, working equipment and aids are available
 - Having comfortable tables, chairs etc.

Additional information can be found at:

<http://science.uniserve.edu.au/courses/tutortraining/resources.html>

www.tedi.uq.edu.au/sessionalteaching/

www.newcastle.edu.au/service/teaching-learning/teachingatnewcastle

www.managementhelp.org/grp_skill/resource.htm

www.albany.edu/cpr/gf/

www.tedi.uq.edu.au/sessionalteaching/teaching_ideas_frameset.html

2.5 Strategies to support facilitation of learning

These strategies are discussed below:

1. Brainstorming
2. Buzz groups
3. Case studies
4. Critical incidents
5. Demonstration
6. Discussion
7. Fishbowls
8. Group discussions (small & large)
9. Panel discussion
10. Question & answer session
11. Role plays
12. Tele-conferencing
13. Simulations
14. Debates
15. Computer-based activities.

1. Brainstorming

A method for developing as many ideas about a topic as possible building on suggested ideas.

Used for:

- Problem solving
- Collecting a wide range of views
- Team work
- Focusing on a particular issue.

2. Buzz groups

Small groups are given a specific topic to discuss intensively and on which the group must make a recommendation or a decision of some kind.

Used for:

- Problem solving
- Decision making
- Focusing on specific issue
- Involving all students
- Team work.

3. Case studies

Present a problem to be worked through by students. It can be based on real-life situations.

Used for:

- Involving all students
- Practice and application of learning
- Identifying differences and alternative options
- Process review
- Self-discovery
- Developing analytical skills.

4. Critical incidents

A particular type of case study which looks at a critical happening in a real life situation which the trainer or the students provides.

Used for:

- Developing analytical skills
- Problem-solving
- Decision-making.

5. Demonstration

The Facilitator illustrates an example of the subject matter, such as how to bandage a broken arm or how to conduct a non-discriminatory employment interview.

Used for:

- Development of interpersonal and psychomotor skills
- Processes
- Procedures
- Work flow
- Practice and application of learning.

6. Discussion

A two-way dialogue between the facilitator and students. Usually facilitate discussion so that it stays close to the subject matter at hand.

Used for:

- Deepening understanding
- Focusing on a specific issue.

7. Fishbowls

A particular way of discussing a subject. It consists of students forming two rings: an inner ring and an outer. Those in the ring have to keep the discussion going and those in the outer ring must get into the inner ring to be able to join the discussion.

Used for:

- Analysing group processes
- Monitoring group effectiveness
- Focusing on a specific issue
- Team work.

8. Group discussions (small and large)

Discussions between students around some issue or topic.

Used for:

- Deepening understanding
- Focusing on a specific issue
- Involving all students
- Identifying differences and alternative options
- Process, review.

9. Panel Discussion

Usually a number of people form a panel and each gives a short lecture after which questions are taken and discussion takes place

Used for:

- Any topic where you have access to an “expert”.

10. Question & answer session

The facilitator can ask questions & have the students answer them or vice versa. Can provide questions in advance for research

Used for:

- All situations.

11. Role plays

Acting out a situation. They are powerful tools, because students have to think through strategies while they are “on their feet”.

Used for:

- Practice and application of learning
- Self-discovery
- Self-analysis
- Change preparation
- Skills development.

12. Tele-conferencing

Can be through the telephone only, or via satellite, video. Lectures and other training methods can be used through this medium.

Used for:

- Large-scale training
- Situations in which only one or a few can be trained
- Where employees are spread across distances.

13. Simulations

Similar to a case study, but which tries to simulate real life.

Used for:

- Team-building
- Change preparation
- Practice and application of learning
- Self-analysis
- Skills development.

14. Debates

Students or small groups are asked to prepare a case and then to argue it out against others in the class.

Used for:

- Team-building
- Practice and application of learning
- Identifying differences and alternative options
- Focusing on a specific issue.

15. Computer-based activities

A task can be set to be completed by students using technology. It can also assist in researching topics.

Used for:

- Skills-development
- Self-discovery
- Deepening understanding
- Developing analytical skills.

Adapted from Training in Australia, Michael D Tovey; Prentice Hall 1997

Some additional information can be found at:

<http://science.uniserve.edu.au/courses/tutortraining/resources.html>

www.tedi.uq.edu.au/sessionalteaching/

www.itec.uq.edu.au/downloads/Presentation_skills.pdf

2.6 DOs and DON'Ts for facilitators:

Below are some practical tips for effective facilitation. Additional information can be found on these tips throughout this manual. As you work your way through the manual you will see the linkages between these tips.

Do

Be fully prepared

Preparation is one of the keys to success. Do not leave your preparation to the last minute. Be prepared but flexible.

Be alert – to what is happening with the group and individuals within it

This will enable you to identify if there are any problems being experienced by the learners and if learners' interest is diminishing.

Be confident

You have the knowledge and skills in relation to the subject matter so be confident in your ability and in how you deliver this information to the students.

Build trust

Learning is the most effective when an environment of trust and respect has been developed between you and the learners and the learners themselves.

Use open, clear communication

The use of listening, questioning and feedback techniques is important in the learning process.

Use “I” and “we” statements as assertive messages when you are setting direction such as: “I want you to take 5 minutes to...”

This allows clear instruction as to what is to happen and alleviates confusion as to expectations and outcomes.

Reinforce outcomes

The learning methods, resources tasks and activities should reinforce the outcomes.

Work with the individuals in the group

You need to consider the individual learning styles of adults and be prepared to provide one to one assistance.

Create opportunities for the learners

Learners should have the opportunity to learn in a variety of ways. There should also be the opportunity for them to practice the learning.

Generate discussion

Discussion can be generated in a number of ways such as posing questions, brainstorming setting particular tasks. Discussion allows for a cross section of learning to occur and for the learners to have an input.

Encourage learners

The methods, materials, resources, activities and tasks should be such that they encourage learning. This involves encouraging learners to be actively involved in the learning process.

Review and evaluate

This is an important area for you as the facilitator and the learner. In order to ensure learning is occurring and that the methods, resources, activities suit the learning and the learner on going review and evaluation should occur. This can be from asking questions of the learners, posing questions in group to setting assignments and assessment tasks.

Be prepared to learn

Approach your sessions with an open and enquiring mind and welcome the contribution by others.

Don't!

Ineffective facilitators are obviously the opposite of effective facilitators.

But in particular, ineffective facilitators:

- Make poor use of students' time
- Are unprepared
- Are not interested in students
- Are not interested in students problems
- Have and use poor communication.

Some additional information can be found at:

www.tedi.uq.edu.au/sessionalteaching/

www.managementhelp.org/grp_skill/resource.htm

www.tedi.uq.edu.au/sessionalteaching/teaching_ideas_frameset.html

Teaching in the online environment

As a sessional teacher, you may find that you are required to interact with students online, manage assessments and results or oversee the teaching of an online group. This will depend on whether the course is taught wholly online or is part of a blended learning approach combining face-to-face teaching with eLearning tools or methods.

Blackboard is the University of Newcastle's online course delivery and management system. Blackboard's graphical point-and-click interface allows you to incorporate learning materials from word processing, audio & video, spread sheets, external links to websites, digitised journal articles and presentation files.

These are some of Blackboard's features:

- Course announcements
- Asynchronous threaded discussion
- Synchronous group chat, with or without tools such as white board, group web browser, course browser, and more
- Online quizzes and surveys, with automated grading and statistics capacity
- Course assignment and documents areas
- Course-related external links
- Online file sharing
- Timed release of quizzes and other course materials
- Student rosters, e-mail, and online gradebook
- Group project areas.

2.7 Managing student expectations in the online environment

One of the pitfalls in eLearning can be the expectation from students that lecturers will respond immediately to every e-mail sent or message posted in the discussion forum. Before teaching commences you could consider how you would like to communicate with students and what mechanisms you would like to use. Then communicate this to students so they know the best way to contact you and when you are available.

Blackboard has a number of different tools that you can use to communicate with students within a course. These include:

- E-mail
- Discussion forum
- Announcements
- Virtual Classroom (online and real time chat).

It is advisable to consider which of these tools you wish to use and turn off any that will not be used.

Limit the Send E-mail function

The e-mail function in Blackboard is available to staff and students by default. Users can e-mail all course participants including teaching staff or can e-mail select groups of users.

If you find it difficult to keep up with the number of responses required from students, consider introducing some strategies to manage the amount of e-mail received.

- You could ask students to direct questions about the course to a discussion forum and use e-mail only for private messages such as requesting extensions for assessments. This has the benefit of encouraging online discussion between students and if you are asked the same question, you only have to write the answer once.
- Communicate to students how frequently you will respond to e-mails ie. *I will answer emails/respond to discussion postings sent on Tuesdays between 2 and 5pm.*
- You can turn off e-mail altogether or limit the e-mail function. This may only be appropriate for courses that have face-to-face teaching where students have other opportunities to seek assistance such as during tutorials or in office consultations.

To turn off e-mail completely:

1. From the course control panel, click *Manage Tools*
2. Scroll down and uncheck the box next to *Email*
3. Click *Submit*.

To limit the e-mail function:

1. From the course control panel, click *Manage Course* menu
2. Scroll down to *Communication* and click the *Modify* button
3. Uncheck the desired options
4. Click *Submit*

2.8 Appropriate communication in the online environment

Due to the absence of social cues when communicating face-to-face, it is easy for online communication to be misinterpreted. So, it is important to establish guidelines for appropriate communication online.

All course interaction is guided by the *Code of Ethical Academic Conduct: The University and its students: responsibilities and expectations*

www.newcastle.edu.au/policy/academic/general/code_ethical_academic_conduct_new.pdf

You may refer students to this by adding the above link into your Blackboard course.

Instructions on how to add an external link to your Blackboard course can be found at:

www.Newcastle.edu.au/service/library/tutorials/infoskills/using/page12.html

Here are some suggested strategies to minimise inappropriate communication:

1. Refer students to information and relevant policy

You can refer students to *InfoSkills*, an online tutorial for students covering information literacy and academic integrity. This tutorial contains information and links to policies on information technology use including appropriate online behaviour.

Add an external link to InfoSkills from your Blackboard course:

www.newcastle.edu.au/service/library/tutorials/infoskills/using/page12.html

2. Discussion forum message settings

When setting up discussion forums in Blackboard you should consider unchecking the following settings:

Anonymous posts – Allowing anonymous posts means that people can elect to send completely anonymous messages. There is no way to trace who has sent an anonymous post.

Allow author to modify message after posting – There is no way to retrieve messages that have been modified.

Allow author to remove own posted messages - There is no way to retrieve removed messages.

Describe the purpose of each discussion forum

When setting up a discussion forum, enter a description telling students about the purpose of the forum. This is particularly important when you have a number of discussion forums.

Post the first message in discussion forums

Promote online interaction by posting the first message into the forum. You could ask a question to stimulate discussion or introduce an ‘icebreaker’ activity where everyone posts a message introducing themselves to the rest of the class.

Monitor discussion forums regularly

Ensure that you regularly visit, read and respond to messages posted in discussion forums. This can help students (particularly distance or online students) to feel less isolated.

You may find it useful to state at the beginning of the forum that you will respond to messages once or twice a week. This way, students know when you will respond.

Post regular announcements, beginning with the first day of semester/trimester.

The first page students see when they enter a Blackboard course is usually the announcements page. An announcement can be an informal message welcoming students to the course, advising of tutorial times, directing students to resources or outlining the expectations of the course.

The *Blackboard at Newcastle* support website also has useful information about Blackboard’s Communication tools:

www.newcastle.edu.au/service/blackboard/communication.html

Further information about facilitating online interaction:

Training in Blackboard is advertised on the Leadership and Staff Development website:

www.newcastle.edu.au/service/staff-development/courses/teachingandlearning.html

www.newcastle.edu.au/service/blackboard/staff/support/guides.html

2.9 Grading Online with Blackboard

Blackboard's assessment capabilities include online testing, surveys, assignment submission and an online gradebook to record and display results to students.

If your duties include marking of assessments, you may be required to use Blackboard's gradebook.

Please note that the recording of results in Blackboard's gradebook is unofficial and intended to act as a guide for students.

Please see policy on the *Publication of Students' Results in Assessment*

www.newcastle.edu.au/policy/academic/adm_prog/publication_results.pdf

It is highly advisable to attend training if you will be using any of Blackboard's assessment tools or using the gradebook.

Training in Blackboard's Assessment Tools is advertised on the Leadership and Staff Development website:

www.newcastle.edu.au/service/staff-development/courses/teachingandlearning.html

Assessment

The *Guide to Assessment Policy and Procedures* is an index and summary of the principles and policies to be followed in assessment practice at the University. It is essential to keep your copy of the guide up to date. Look for the guide in the Policy library (*at the time of writing it is still passing through University committee approvals*):

www.newcastle.edu.au/policy/academic/general/guide_assessment_policy.pdf

The "Tips for new staff" from the *Assessing Learning in Australia* website provides an excellent overview of assessing student learning for people with little or no experience. While you may not yet be in a position to determine the nature of assessment in the courses in which you are involved, you will be engaged in assessing and it will help to consider the twelve fundamental principles of effective assessment below.

The principles are united by a single idea: assessment is at the heart of the whole teaching and learning process. For a full explanation of their meaning, visit the website:

www.cshe.unimelb.edu.au/assessinglearning/07

1. Assessment should help students to learn.
2. Assessment must be consistent with the objectives of the course and what is taught and learnt.
3. Variety in types of assessment allows a range of different learning outcomes to be assessed. It also keeps students interested.
4. Students need to understand clearly what is expected of them in assessed tasks.

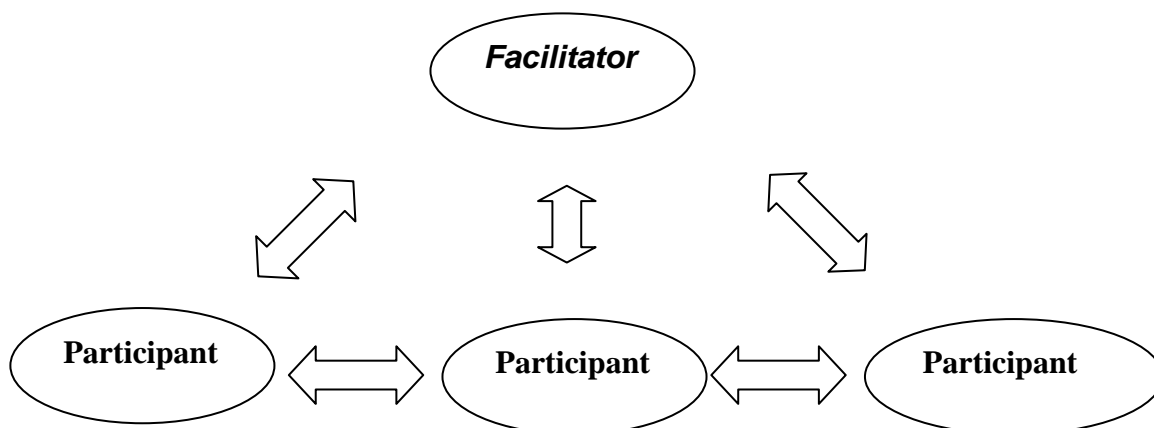
5. Criteria for assessment should be detailed, transparent and justifiable.
6. Students need specific and timely feedback on their work - not just a grade.
7. Too much assessment is unnecessary and may be counter-productive.
8. Assessment should be undertaken with an awareness that an assessor may be called upon to justify a student's result.
9. The best starting point for countering plagiarism is in the design of the assessment tasks.
10. Group assessment needs to be carefully planned and structured.
11. When planning and wording assignments or questions, it is vital to mentally check their appropriateness to all students in the class, whatever their cultural differences.
12. Systematic analysis of students' performance on assessed tasks can help identify areas of the curriculum which need improvement.

Centre for the Study of Higher Education, "Assessing Learning in Australian Universities" www.cshe.unimelb.edu.au/assessinglearning/07/index.html

Communication, Questioning & Feedback

2.10 Communication factors

When you consider adult learning you quickly identify your communication skills, in the learning process is ongoing and crucial. It is not just about the facilitator relaying information to students but also students relaying information to the facilitator and between themselves.



As a facilitator you should think about the students and what learning needs to occur as this will impact on the communication process.

There are a number of techniques that you can use to enable the learner to understand and be involved in the learning such as:

- Active listening
- Targeted questioning
- Points of clarification
- Open discussions
- Giving and receiving feedback.

2.11 Questioning

Questioning is one of the most powerful tools of the facilitator, used effectively it provides the initiator for thinking and subsequent learning. The following are some types of questions which achieve differing outcomes.

Direct questions are aimed at one person to check their understanding. They can be open or closed. Be careful if using this type of questioning that you don't single out a particular person.

Probing questions are presented to the whole group. They can be open or closed and can be used to start group discussion. One difficulty is the group may not respond.

Open Questions

- Invite detailed discussion
- Are useful at the beginning of a conversation
- Begin with words like: *how, why, when, where, what* and *who*.

Closed Questions

- Call for *yes* or *no* answers
- Confirm arrangement or approval
- Begin with words like: *did, have, is* and *would*.

Reflective questions can be used to check students' understanding by rephrasing responses. If the answer or response is not clear then double-check questions can be used for clarification.

When students ask a question that you consider they could answer themselves there are a number of ways you can respond:

- Encourage them to try to answer it themselves.
- Redirect the question to another in the group.
- Redirect the question to the whole group.
- Provide or recommend a resource to enable research by the participant.
- Hint at the answer and provide extra clues.
- Give an answer.

2.12 Feedback

Giving and receiving feedback is an important component of any program and should be constructive.

Feedback “sandwich”

Begin and end on a positive note.

Esteem

How will the learner feel after receiving the feedback?

Environment	Give feedback in an appropriate place at an appropriate time.
Does the learner understand	Check your feedback has been understood.
Be honest and sensitive	It may be difficult, but you must not avoid negative feedback when it is necessary.
Actions, not the person	Focus on the action rather than on the personality of the person.
Confidentiality	Give feedback privately. Protect the learner during and after the program.
Keep it short	Don't overload students, focus on the main points.

Some additional information can be found at:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

science.uniserve.edu.au/courses/tutortraining/resources.html

www.tedi.uq.edu.au/sessionalteaching/

www.newcastle.edu.au/service/teaching-learning/teachingatnewcastle

www.tedi.uq.edu.au/downloads/Presentation_skills.pdf

Preparing Learning Materials

The selection and development of learning materials requires considerable thought and is part of planning. You need to prepare your own notes, handouts or learner workbooks, overhead transparencies, group activities, instructions for the learner, exercises, aids, case studies or other materials you may wish to use. This is not an exhaustive list as what you choose will depend on the factors indicated above.

As the facilitator you must provide an environment that is stimulating to the learner. The use of learning resources aids to increase the effectiveness of the learning by the learner and can assist to overcome barriers to learning.

When selecting your resources there are a number of things you need to take into account:

- The learning outcomes
- Different learning styles
- Barriers to learning
- Confidence of group and familiarity with the topic
- Where the facilitating will take place.

When chosen appropriately, learning resources can:

- Arouse and maintain interest
- Increase comprehension
- Accelerate learning
- Help transfer the learning.

When choosing resources it is important to remain flexible and be prepared to change if the situation requires it.

2.13 Evaluating existing materials and resources

You may already have learning resources that you have used previously but there are number of considerations if using those resources again.

The list below is not complete: there may be other issues you need to consider.

- Are the materials and resources current? It is important to ensure all resources contain up to date information and reflect current practice.
- Do the materials and resources cover the training outcomes? It is important to ensure that materials, activities and tasks allow the outcomes to be achieved.
- Do the materials and resources provide clear and comprehensive information? Is the information presented in such a way to allow for ease of use and understanding and refer learners to other sources to obtain additional information?

- Do the materials offer flexibility? Does the range of materials and resources allow for different learning styles and offer a range of activities and tasks you can choose from to suit learners needs?

Some additional information can be found at:

www.tedi.uq.edu.au/sessionalteaching/

www.managementhelp.org/grp_skill/resource.htm

www.tedi.uq.edu.au/sessionalteaching/teaching_ideas_frameset.html

Evaluation of Teaching

Teaching skills develop as you embark on a continuous loop of review and evaluation of your teaching. Finding out what works and what doesn't and amending your strategies is assisted by a range of evaluation tools at the University. The most important of these to inform teaching practice is the *SET: Student Evaluation of Teaching* and to a lesser degree, the *SEC: Student Evaluation of Courses*. More removed from the teaching and learning coalface is the *CSQ: Composite Student Questionnaire*. Other surveys to be aware of which are externally run are the Graduate Careers Australia's *CEQ: Course Experience Questionnaire* and the Graduate Destination Surveys. The Teaching and Learning website publishes or links to the results of these surveys:

www.newcastle.edu.au/service/teaching-learning/teachingatnewcastle/evaluation.html

2.14 How to compile a teaching portfolio

Your teaching career will develop if you compile a teaching portfolio. This document will be a valuable record of your accomplishments and is also required for promotion at the University. See item 10 of *Promotion of Academic Staff Policy, Procedures and Guidelines – 2005* in the Policy library:

www.newcastle.edu.au/service/hrs/academic_promotions/acpromo.html

A guide to developing your portfolio is at:

www.newcastle.edu.au/service/teaching-learning/teaching-portfolio

Further reading and research

The following list of texts and websites covers a cross section of the topics contained within this resource. You will find that the sites and texts overlap in the information they provide. This list is not exhaustive as there is a huge amount of information available on the internet.

2.15 Websites

<http://science.uniserve.edu.au/courses/tutortraining/resources.html>

www.tedi.uq.edu.au/sessionalteaching/

www.newcastle.edu.au/service/teaching-learning/teachingatnewcastle/

www.tedi.uq.edu.au/downloads/Presentation_skills.pdf

www.managementhelp.org/grp_skill/resource.htm

www.albany.edu/cpr/gf/

www.tedi.uq.edu.au/sessionalteaching/teaching_ideas_frameset.html

www.ala.asn.au/

www.ipl.org/div/subject/browse/edu55.00.00

2.16 Texts

Facilitation Basics, Donald V McCain and Deborah Tobey, ASTD Press, Alexandria, VA, c. 2004.

Working with Experience: animating learning, David Boud and Nod Miller (eds)– Routledge, London and New York, 1996.

Understanding and Facilitating Adult Learning: a comprehensive analysis of principles and effective practices, Stephen D. Brookfield. Milton Keynes: Open University Press, 1986.

The Manual of Learning Styles, Peter Honey and Alan Mumford, Maidenhead, England: 1986.

Understanding Adult Education and Training, Griff Foley (ed), Allen and Unwin, St. Leonard's NSW, Australia, 1995.

2.17 Policies guiding teaching

Key Teaching and Learning policies are gathered together in the Policy library:

www.newcastle.edu.au/policy/staff/st_teaching.html

One of the most important policy guiding behaviours of both staff and students is the *Code of Ethical Academic Conduct - the University and its students: responsibilities and expectations* (see Appendices):

www.newcastle.edu.au/policy/academic/general/code_ethical_academic_conduct_new.pdf

The Student Discipline Rules are also important in defining the acceptable behaviours of your students in the teaching and learning environment:

www.newcastle.edu.au/policy/legislat/discipline/student.pdf

Familiarise yourself with the teaching policies and if you have enquiries ask your course coordinator on the application of the policies.

2.18 The Teaching and Learning website

www.newcastle.edu.au/service/teaching-learning

This site offers assistance with the Centre for Teaching & Learning services described in Chapter 3 (following).

From the Teaching and Learning website, click on the tab *Teaching at Newcastle*, and use the *Teaching Resources* menu for a comprehensive list of facilities such as timetables, videoconferences, lecture theatres, classrooms and meeting rooms, staff desktop computers, central computing laboratories, and software sales and licensing across the University.

The following is a list of the principal categories of information found on the Teaching and Learning website:

- Course Development and Review
- Program Development and Review
- Teaching at Newcastle
- Academic Integrity
- Assessment
- Awards and Grants
- Core Skills
- Educational Methods
- Evaluation
- Probation / Promotion
- Professional Development
- Teaching Resources, Systems and Support
- General Support.

Support for the preparation of teaching materials

The Centre for Teaching and Learning are able provide support to you in the preparation of teaching materials. We are able to assist with identification, prioritisation, scoping and implementation of projects of a strategic and/or innovative nature that improve or add value to the teaching & learning outcomes of your faculty. Apart from the minor costs of consumables (e.g. disks, tapes, print runs), there are no costs to the Faculty for these projects. A scope is devised for each project, a brief is written and costs calculated, but no charges for staff time are levied. We offer support for:

- Learning design
- Course content
- Assessment & evaluation
- Communication in courses
- Groupwork
- Teaching support material in any format, online, print, CD, video, etc.
- For off-air television recording, see:

www.newcastle.edu.au/service/nitl/teachsupp/offair/index.html

Contact for information:

Lyn Sinclair

Phone: +61 249 2 15350

E-mail: lyn.sinclair@newcastle.edu.au

Professional Development & Training

All sessional teaching staff are required to attend the Sessional Teaching workshop coordinated by the Centre for Teaching & Learning. Some Faculties will also run a complementary induction session for you. You will be paid by your School/Faculty for the day you attend. There is a website available which will be a valuable introduction to those unable to attend.

The Graduate Certificate in the Practice of Tertiary Teaching (open to all teaching staff of the University whether as a tenure requirement or for personal development), allows you gain a range of attributes which will enhance your teaching practice. The program is delivered in a flexible mode allowing staff members to access the sessions with minimal disruption to their semester. The cost of enrolment in this program is fully-funded centrally by the University:

www.newcastle.edu.au/service/teaching-learning/teachingatnewcastle

Academic Staff Development programs are published through the Training Calendar under Teaching and Learning (6 month rolling calendar).

Register for Academic Staff Development workshops and training sessions through the Training Calendar under *Teaching and Learning* in HRonline:

[https://hronline.newcastle.edu.au/pls/wss/UONW012\\$VLB.QueryList](https://hronline.newcastle.edu.au/pls/wss/UONW012$VLB.QueryList)

For the full program visit:
www.newcastle.edu.au/service/staff-development/

Accessing Library resources

3.1 Faculty Librarian

Each Faculty has a designated librarian to assist with teaching, research and a range of library and IT questions. We suggest you get in touch with your Faculty Librarian as soon as you can and discuss your needs with them. See:

www.newcastle.edu.au/service/library/about/staffcontact.html#faclibs

Through a number of different services, the University Library provides resources for supporting the preparation of teaching materials. These services include:

1. Online Resources
2. Collections
3. EndNote.

3.1.1 Online resources

Over recent years a growing number of **online titles** – journals and books – has been acquired. Our online collections, like our print collections, are listed in our catalogue NEWCAT. Also listed are the collections of local Health department libraries and other special collections the University has links with. Not all these collections are available to us for loan, however. Whilst some **indexes** and **abstracts** are available in print form, the majority are now subscribed to online and an extensive list of them is available on our web-pages:

www.newcastle.edu.au/service/library/database/

For new members and undergraduate students, we provide the **Subject Resources** pages:

www.newcastle.edu.au/service/library/subject/index.html

which offer listings of databases by subject. This might be useful to you and to your students. If you cannot find a subject there, contact your Faculty Librarian.

We also have an **online Reference page**:

www.newcastle.edu.au/service/library/findinfo/online.html

with links to pages on subject-specialist dictionaries, encyclopaediae, statistics, referencing style guides, plagiarism, standards and patents.

Information on **setting up alerts** for journal contents pages is available at:

www.newcastle.edu.au/service/library/guides/alerting/

3.1.2 Collections

The Library services encompass a wide range of material for research purposes and several specialised collections. See:

www.newcastle.edu.au/service/library/collections/

3.1.3 ENDNOTE - Bibliographic software

Endnote is the preferred bibliographic software package at this University. To download the software and for more information see:

www.newcastle.edu.au/service/library/endnote/

A self-paced online tutorial on the use of Endnote is available at the above webpage.

Help

For assistance contact any of the following:

- Your Faculty Librarian -
www.newcastle.edu.au/service/library/about/staffcontact.html#faclibs
- University IT Service Desk on ext. 17000 – for computer related problems
- Information Desk of your nearest Library – for hours and contact details, see:

www.newcastle.edu.au/service/library/about/hours/

3.2 Library Services

Services and activities relevant to teaching support that are provided by the Library include:

- Operation of three Libraries at Callaghan Campus and City Precinct and support of the Ourimbah Campus Library
- Specialist and general Library collections
- The Auchmuty Information Common
- Library acquisitions and cataloguing
- Electronic scholarly information resources: purchase, access and support
- Interlibrary services
- Support of online databases
- Lending services (including interlibrary services and short loans)
- Library training and orientation
- Library systems support.

As a staff member of the University of Newcastle you have access to this range of services and resources through the Library and the electronic network, including e-mail access. These resources will assist your teaching and research work.

The University Library website:

www.newcastle.edu.au/service/library/

3.2.1 Short Loans

The Short Loans Collections in each of our Libraries allows students access to high-use items. Students can borrow items for up to 2 hours or overnight.

Many of our Short Loans resources are now online.

Teaching staff nominate items to be put into Short Loans. Please see information at:

www.newcastle.edu.au/service/library/shortloans/

For information on submitting items to Short Loans for courses, see:

www.newcastle.edu.au/service/library/shortloans/submit.html

3.2.2 Ordering for the Library Collections

Staff may order books, videos, software, films, DVDs and other material for the Library for either teaching or research. Requests can be submitted to your School's Library Liaison Officer. See:

www.newcastle.edu.au/service/library/policies/lolist.html

You may want to buy multiple copies of texts for your students; see details:

www.newcastle.edu.au/service/library/policies/selection.html

3.2.3 Photocopying

Staff may be eligible to use a School photocopy card. To organise this, see:

www.newcastle.edu.au/service/library/services/pcopy-staff.html

Academic literacies

3.3 Faculty Librarian

Each Faculty has a designated librarian to assist with teaching, research and a range of library and IT questions. We suggest you get in touch with your Faculty Librarian as soon as you can and discuss your needs with them. See:

www.newcastle.edu.au/service/library/about/staffcontact.html#faclibs

3.4 Training/Information Literacy

For information on non-Faculty-specific training sessions for you or your students, see:

www.newcastle.edu.au/service/library/training/index.html

Contact your **Faculty Librarian** for assistance integrating information literacy into your classes or curriculum, for personal assistance in using any of our resources, advice on resources for research.

The Current Student web-pages will provide students with many of the key services available, however you may have a need to advise students to use some support services as you confront students with issues and problems:

www.newcastle.edu.au/currentstudents/index.html

Academic literacies

4.1 Academic skills programs

The Learning Support Program of the Centre for Teaching and Learning offers students individual consultations and academic skills workshops. These are widely publicised and available to all students. The teaching staff will also design course-specific workshops and give presentations on core academic skills within particular courses.

For more information, see:

www.newcastle.edu.au/unit/ctl/lsp/

For enquiries:

E-mail: learningsupport@newcastle.edu.au

Phone: 492 16066

4.2 Information Technology

ITskills is a self-paced online learning system. There are 109 courses available, covering basic training in Information and Communication Technology (ICT) skills, including modules which prepare users for the International Computing Driver's Licence (ICDL).

For more information see:

www.newcastle.edu.au/service/teaching-learning/itskills.html

Information literacy

4.3 Training/Information Literacy

For information on planned training sessions for you or your students, see:

www.newcastle.edu.au/service/library/training/

Contact your Faculty Librarian for assistance integrating information literacy into your classes or curriculum, for personal assistance in using any of our resources, advice on resources for research.

- InfoSkills is a self-paced online tutorial in academic referencing and writing skills which can be effective if its use is embedded in assessment requirements of course for entry-level students
www.newcastle.edu.au/service/library/tutorials/infoskills
- Library skills. Your Faculty Librarian will be able to assist you and your students with information resources and research skills training:
www.newcastle.edu.au/service/library/services/

Access to student IT systems

An often time-consuming area of support for students is their access to the various systems such as e-mail (Studentmail), Blackboard, Turnitin, tutorial registration, etc. If staff or students are having any difficulties with these systems they should contact the IT Service Desk:

Ph: (+61 249 2) 17000

e-mail: 17000@newcastle.edu.au.

Or log your request directly through the Service portal:

www.newcastle.edu.au/17000

Employment

Careers Office will help students with part time work supporting their studies as well as employment at the end of their studies. Students can attend sessions on developing resumés:

www.newcastle.edu.au/service/careers/

General support services at the University

A wide range of support services is available for students including support for those in emotional difficulties and also complaints handling services. Referring students to appropriate services is an important skill.

www.newcastle.edu.au/study/studentsupport/

These links in particular you might find useful:

Counselling www.newcastle.edu.au/service/counselling/

Disability services www.newcastle.edu.au/service/disability/

Indigenous student www.newcastle.edu.au/service/equity/students/aboriginalandtorresstraitislanderstudents.html

Student equity www.newcastle.edu.au/service/equity/students/index.html

Accommodation www.newcastle.edu.au/service/accommodation/

Finance www.newcastle.edu.au/study/fees/index.html

Enrolment www.newcastle.edu.au/study/enrolment/index.html

Student Union www.unu.org.au/

Adaptive Technology Centre www.newcastle.edu.au/service/disability/adtech/index.html

Learning Support www.newcastle.edu.au/service/studentsupport/learningsupport.html

APPENDICES

Policies (criteria and penalties)

This appendix contains reprints from The University of Newcastle Policy Library. They are current as at the date printed at the foot of each document. The policies are available from the University of Newcastle Policy Library, **Policy @ Newcastle**:

www.newcastle.edu.au/policy/

Rules, policies, procedures and guidelines within the Policy Library can be accessed by group or by keyword via the following page:

<http://search.newcastle.edu.au/policy/>

Policies, procedures and rules contained in this manual are found in the *Teaching and Learning* group:

<http://search.newcastle.edu.au/policy/index.jsp?group=Teaching+and+Learning>

1. **Student Academic Integrity - Policy 000608**
(includes penalties)

www.newcastle.edu.au/policylibrary/000608.html

2. **Student Academic Dishonesty - Procedure 000609**
Procedures for Dealing with Student Academic Dishonesty (includes criteria)

www.newcastle.edu.au/policylibrary/000609.html

3. **Code of Ethical Academic Conduct - Policy 000607**

www.newcastle.edu.au/policylibrary/000607.html

4. **Student Discipline Rules - Rule 000341**

www.newcastle.edu.au/policylibrary/000341.html