Research on teaching characterises good teachers in a number of ways. Good teachers:

**GUIDELINE 1**
Create effective student learning experiences that lead to relevant student learning outcomes. Good teachers are enthusiastic about their subject and explain material clearly. They inspire and motivate their students and contribute to the development of students’ critical thinking skills, problem-solving skills and scholarly values.

**GUIDELINE 2**
Set assessment tasks that are authentic for the discipline or profession and foster independent learning and inquiry. Good teachers engage students in a dialogue about assessment standards, coordinate the timing of assessment tasks to avoid overload, and stage tasks so that each task builds on the previous one. They provide timely and useful feedback on students’ performance (see Teaching Insight 4: Giving feedback).

**GUIDELINE 3**
Encourage students to adopt research-like ways of learning, and engage students as active, questioning participants who use the inquiry and research processes of their discipline to learn. Good teachers incorporate primary sources, recent research discoveries and new knowledge in their teaching. They develop curricula and resources that reflect a command of the field, provide support to those involved in the development of curricula and resources, and/or contribute professional expertise to enhance curriculum or resources.

**GUIDELINE 4**
Build on their students’ learning needs and approaches. Good teachers find out about the ways their students are learning and the ways they are relating to their subject, and adjust their teaching. Good teachers are approachable and provide empathic and effective guidance to students; where possible assisting students from equity and other demographic subgroups to participate and achieve success in their courses.

**GUIDELINE 5**
Use evidence to critically review and develop their teaching. Good teachers use insights from others’ teaching (e.g., gained through peer observation, see Teaching Insight 5: Peer observation of teaching), scholarship and research to enhance their own teaching. They investigate teaching/learning in their context and disseminate the findings for the benefit of others.

**GUIDELINE 6**
Participate in and contribute to professional activities related to learning and teaching, and engage in coordination, management and leadership of courses and student learning. Good teachers enhance teaching beyond their own teaching in their context, discipline or profession, and seek opportunities to engage in mentoring junior staff.

*“Teaching Insights” should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/*
The benefits of group-based learning are well documented, and a student’s work with other students is seen as an integral part of the learning process. However, when the groups are formally constituted as part of the learning design for the unit of study, issues related to students’ expectations and to fairness and equity in the design need to be considered. Numerous relevant and detailed guides on group work exist (e.g., google university group work). Rather than repeat them, this guide summarises the essentials in the three key processes: learning design, preparing the students, and assessment. More details on each are also provided in the additional resources on the next page.

**DESIGNING GROUP WORK FOR LEARNING**

- Like all learning activities, the designed group work should be aimed at addressing at least one of the learning outcomes for that unit of study.
- Any assessment of group work processes or content should also be related to learning outcomes.
- These relations should be clearly articulated in Unit of Study Outlines.
- Designs for learning should enable students to see the role of group work activities in the context of their overall program and engage with a variety of approaches to group work over the course of their studies, such as distributed tasks, shared tasks, and groups within groups.
- It is not appropriate to design group work for the sole purpose of reducing the assessment workloads of staff.

**PREPARING STUDENTS FOR GROUP WORK**

- Organised group work can take many forms, including some that students may not have previously encountered. The purpose, group activities and assessment processes to be used must be made clear to students before they start so that they know how to participate in the processes.
- Written versions of these expectations are to be included in unit outlines, and additional reminders provided for students during the group work processes.
- Additional guidance on what is required, and practice for assessments is often necessary. This can include seminars or guidance videos as well as written materials, and include the mechanisms of accountability, both for individual students and the group as a whole. [click here for examples]
- Addressing the purposes, activities and assessment in this way and in some detail is likely to be the best form of prevention of academic misconduct and result in the best outcomes.

**ASSESSMENT OF GROUP WORK**

The University of Sydney’s four principles of assessment apply to the assessment of group work, with several additional considerations.

- Where teamwork processes are assessed in group work, students should be given feedback on their contributions to those processes. Students often struggle with the process aspect of group work because they are focussed on the outcomes. A requirement to report (in oral or written form) on the process helps them to see the value of group work and to learn group work skills.
- A fair system would include an appropriate weighting of assessment for both interactive elements and individual tasks. [click here for an example]
- Where possible contributions from individual students should be included in mark distributions [click here for an example]
- In terms of academic misconduct, the University of Sydney Academic Dishonesty and Plagiarism in Coursework Policy 2012 applies, and students should be advised that they should take reasonable steps to ensure that their joint submission is consistent with academic honesty processes. Steps could include group discussion on the origins of work submitted, and the use of similarity detecting software such as Google.

For examples of additional resources, see over
EXAMPLES OF ADDITIONAL RESOURCES

General Group work principles: Oxford Brookes University, UK
http://www.brookes.ac.uk/services/ocsld/group_work/principles.html

Group work guide for students: University of Auckland, NZ

Group work guide for staff: University of Western Australia
http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct/group-work

Assessing individual learning in teams: OLT report

The University of Sydney - Faculty of Education and Social Work - Group work guidelines for staff and students

The University of Sydney - Business School – Guidelines for Teaching with Group work
http://sydney.edu.au/business/learning/staff/teaching/groupwork
The following guidelines provide advice on how to encourage your students to practice academic honesty in your context.

GUIDELINE 1 – DOCUMENT YOUR EXPECTATIONS
Include clear statements about the University’s policy and procedures on academic dishonesty and plagiarism in your unit of study outline and website. Where appropriate provide plain English statements about the agreed procedures for managing academic dishonesty and plagiarism in your discipline and/or Faculty context. Talk to other staff to ensure your expectations are consistent. Provide a Frequently Asked Questions (FAQ) section on your unit of study website. Provide students with clear guidelines on how students are expected to work together for group work assignments, and the steps they might take to ensure that academic dishonesty and plagiarism are avoided.

GUIDELINE 2 – EDUCATE STUDENTS ABOUT PLAGIARISM AND REFERENCING CONVENTIONS
Inquire about your students’ understanding of plagiarism (e.g., by using a short quiz such as this one from Monash University: http://www.lib.monash.edu.au/tutorials/citing/citing-quiz/quiz.html) and discuss the results in class; explain what plagiarism is and give students practice in identifying examples. Explain skills of summarising and paraphrasing using exemplars of previous students’ work and give students opportunities to practice these skills (e.g., using online modules). Contact the Learning Centre for advice and materials that your tutors can use to teach students about summarising and paraphrasing in your context. Show students your discipline conventions of citing sources and give them opportunities to practice using these conventions before submitting their final work. Your Faculty Liaison Librarian can help with resources on referencing. Acknowledge that conventions may differ across disciplines. Let students know that you are aware of internet ‘paper mills’ and consider critiquing a downloaded paper in class.

GUIDELINE 3 – ENHANCE YOUR ASSESSMENT DESIGN
Consider requiring students to complete an annotated bibliography – a list of references with a critical note about the relevance of each reference – because students must read each source, relate it to the task, and practice correct referencing, and are discouraged from a ‘last minute’ search for sources. Use staged assessment where the next task builds on the previous one (e.g., an essay task builds on an annotated bibliography). Set only a manageable number of tasks. Include a criterion for assignments that requires students to use a fixed number of references from a variety of sources. Change assignment questions/topics each year, and set questions/topics on real-life events, examples or case studies. Provide a list of assignment topics for students to choose from based on their interest. Change the format of an assessment task, e.g., from a report to a poster and/or choose assessment tasks that require a personal approach from students, e.g., a narrative of field experience or critical reflection.

GUIDELINE 4 – FOCUS ON THE VALUE OF ACADEMIC HONESTY
Explain how academic honesty – incorporating values of honesty, fairness and respect (see http://www.academicintegrity.org/fundamental_values_project/index.php) – is the foundation for university scholarship, and a vital element of research enriched learning and teaching at the University. Provide a link to the Library’s iResearch site http://sydney.edu.au/library/elearning/learn/plagiarism/ that includes a video clip of an academic staff member talking about the value of academic honesty. Link academic honesty to students’ future reputation in the workplace and the ‘knowledge economy’, and to professional ethical standards of practice. Model academic honesty through your teaching and all coursework materials by making explicit your use of sources.

GUIDELINE 5 – USE A TEXT MATCHING TOOL (E.G., TURNITIN) AS A LEARNING TOOL
Explain to students how you use Turnitin, and discuss de-identified examples of originality reports in class. For more advice, see the Guidelines to inform the use of similarity detecting software by unit of study coordinators and Faculties for the purpose of educating students about academic honesty http://www.itl.usyd.edu.au/projects/eah/turnitin%20guidelines.pdf.

“Teaching Insights” should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/
The following guidelines provide advice on giving students feedback in your context. There are several practices that you can use to help students make the best use of your feedback.

**GUIDELINE 1 – CLARIFY YOUR ASSESSMENT STANDARDS**
Develop a marking guide or ‘rubric’ for the assessment task – ideally with your markers’ and students’ involvement – that specifies the essential elements and standards of achievement or grade descriptors. For example, e.g. “The work shows a good appreciation of the general purpose of the topic. There is good coverage of the topic with relevant and accurate support and a well developed scholarly argument ...”. Use the grade descriptors when giving your feedback.

**GUIDELINE 2 – USE WHOLE-CLASS FEED ‘FORWARD’**
Summarise your feedback on an assessment task from last year into key things that most students did well, and key things that all students could have done to improve in relation to the grade descriptors. Discuss this feed forward with the class before they attempt their assessment task.

**GUIDELINE 3 – USE EXEMPLARS**
Select typical good and poor examples of past students’ work – exemplars – and ask students to mark them in class using the marking guide. (The examples should be anonymous or if not – used with the past students’ permission; a simple reply to an email requesting their permission will suffice.) Discuss with the class the reasons why the exemplars were awarded the grade they were. Provide examples of different styles, to show that creativity and diversity are welcomed.

**GUIDELINE 4 – SUPPORT SELF-ASSESSMENT**
Use a formative online quiz (i.e., one which doesn’t count toward students’ final mark) to provide immediate feedback to students about why their answers are correct/incorrect or could be better, with practical advice on how to improve their understanding, and links to relevant resources. Collated quiz results also allow you to identify common misconceptions and/or areas of difficulty for all students.

**GUIDELINE 5 – DELIVER USEFUL FEEDBACK**
Inquire about the wider context of learning beyond the current assessment task, and if you can, design well-aligned, staged assessment tasks: activities and tasks that build on the previous activity/task in consistent ways. Provide feedback in sufficient time for students to use it to complete their next task. In your feedback target what students have done well and include individualised, concrete suggestions for how they could improve some aspect of their work or performance.

"Teaching Insights" should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/
The following guidelines provide advice on engaging in peer observation and peer review of teaching in your context. Some Faculties and Units have their own peer observation or review programs. Contact your Associate Dean Learning and Teaching for more information about peer observation or review programs in your area.

“Teaching Insights” should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/

GUIDELINE 1 – CHOOSING PEER OBSERVATION OR PEER REVIEW
Peer observation is a process in which you observe a colleague or peer to learn from watching your colleague. Peer review is a process in which you are observed by a colleague or peer and receive their feedback. The purpose of both processes is to enhance your teaching, while peer review can also be used to document your teaching.

GUIDELINE 2 – CHOOSING A COLLEAGUE
Peer observation:
Choose a colleague who is interested in teaching well and is similar to you in teaching context (e.g., teaches similar class sizes in a similar discipline area).

Peer review:
Teaching, particularly face-to-face teaching is often a very private affair, so letting a colleague observe your teaching for the first time can be disconcerting. Choose a colleague who you trust and have rapport with.

For both, ideally choose a colleague who is successful teaching in the way(s) that you are most interested in improving. You can judge whether a colleague is successful by their reputation and student feedback, and/or whether they have been recognised through a teaching award.

GUIDELINE 3 – STEPS IN THE PROCESS
Peer observation: During your observation note students’ reactions and their level of engagement. Note the steps involved in your colleague’s teaching strategies. Reflect on any aspects of your own approach that are affirmed and new teaching strategies you feel confident about trying as a result of your observation. It is optional whether you meet with your colleague afterwards for a conversation about your experience of the observation.

Peer review: Meet with your colleague beforehand to talk about the context of your teaching and the specific aspects of your teaching you want to improve, and would like your colleague to observe and give feedback on. Decide whether you would prefer your colleague to provide a personal narrative of their observation experience, or make judgements against a set of criteria that you negotiate. Try to arrange the post-observation meeting as soon as possible after the observation. During the observation you may wish to introduce your students to the ‘new’ person in the class.

For both, ‘observation’ can include analysis of curriculum, assessment and/or website design.

GUIDELINE 4 – GIVING FEEDBACK
Peer observation: It is not necessary for you to give formal feedback to your colleague. In an informal meeting afterwards you may wish to share what you found most interesting and useful about their approach and/or the strategies they used.

Peer review: Start the post-observation meeting by relating your experience of teaching in the session. It is important for your observer to provide constructive comments, including practical suggestions for how to improve a particular aspect of teaching. It is also important for your observer to be encouraging and persuade you that you can be successful in using a particular strategy. It can be helpful for the observer to organise their written feedback using a proforma (e.g., see http://www.itl.usyd.edu.au/news/pdfs/bell_proforma.pdf). Feedback from a peer complements feedback from student evaluations of your teaching, and can be used as evidence for promotion or teaching award applications. All feedback should remain confidential.
The following guidelines provide advice on the interpretation of one type of student feedback data, the Unit of Study Evaluation (USE) at The University of Sydney. Most of these suggestions also apply to feedback collected using other surveys.

The Institute for Teaching and Learning (ITL) advises against using only USE results in any decision about improving or judging the quality of teaching. Evidence of reflection on and improvement in teaching is just as important as relevant student feedback data showing evidence of quality, and evidence should be derived from a range of sources: students, peers, self-reflection, and the current literature on effective teaching and learning in higher education.

**GUIDELINE 1 - INTERPRETING NUMERICAL DATA**
Mean scores can be misleading and it is more useful to focus on the percentage agreement (agree + strongly agree) and disagreement (disagree + strongly disagree) for each USE item. Agreement of greater than 70% on an item indicates a strong positive learning experience for students, while disagreement of 30% or more on an item indicates an area for further investigation and possible improvement. Compare units on percentage agreement and disagreement for each item, but be wary of contextual factors that may influence the results. Only compare units in the same discipline area with similar class sizes at the same year or program level.

**GUIDELINE 2 - MAKING USE OF STUDENT COMMENTS**
Students' written comments can provide insight to their learning experience, and clarify quantitative results. It is helpful to consider comments under categories or themes which explain the positive results, and those areas that may require improvement. Use and identify sources of comments that are representative of numerical data. Be wary of investing too much significance in any single comment. Anonymity can occasionally tempt some students to write unhelpful comments. Recognise that pressures unrelated to students' learning experience may also underlie unhelpful comments.

**GUIDELINE 3 - RELIABILITY OF QUANTITATIVE DATA**
Results are best collected over an extended period (e.g., several semesters or at least two years). Results with response rates lower than 60% should be treated with caution, relative to a particular Faculty context. For small class sizes greater response rates are required; for very small classes focus more on collecting qualitative data and/or collect numerical data over several semesters.

**GUIDELINE 4 - CONTEXTUALISING THE RESULTS**
Results should be interpreted within a meaningful context, including (and not limited to) the aims and objectives for the unit; role(s) and contribution(s) to teaching in the unit (if applicable); the size and year of the class; any major local disruptions during teaching the unit; and the changes made to the unit in response to previous student and/or peer feedback. USE data should always be triangulated with other data sources.

**GUIDELINE 5 - DISCUSSING FEEDBACK**
It is helpful to interpret results by sharing them in conversation with a trusted colleague, discipline-specific educational consultant or a colleague from the ITL. Where units have more than one teacher, results should be shared with the whole teaching team (including Sessional staff) and discussed and interpreted together. It is helpful to agree to this process before collecting the data. Key areas for improvement should be targeted and action plans could be devised for addressing these issues.

**GUIDELINE 6 - CLOSING THE FEEDBACK LOOP**
After their exams, students enrolled in units that were surveyed with the USE automatically receive an email with access to the electronic summary report for the surveys they participated in. Unit of study coordinators also have the option of providing students with a short summary of their interpretation of the results, and information on any actions to be taken in response to the feedback. See http://sydney.edu.au/itl/use/feedback_response.htm

For advice on specific contexts, see over
TEACHING INSIGHTS - 6
MAKING USE OF UNIT OF STUDY EVALUATION DATA

FOR SOME SPECIFIC PURPOSES ADDITIONAL CONSIDERATIONS APPLY

TEACHING IMPROVEMENT

- Use the ITL USE summary template (or your Faculty’s version) to reflect on teaching and record evidence from other sources, and plan any improvements. This template is also helpful for documenting your recommendations to others. See GUIDELINE 1 & GUIDELINE 2. [http://sydney.edu.au/itl/use/reports.htm]
- Both peer observation, including observing others in their teaching, and mentoring provide useful sources of ideas for teaching improvement. See GUIDELINE 5.

TEACHING AWARDS AND PROMOTION

- It is helpful to include positive changes in percentage agreement from one semester or year to another, because this shows evidence of improvement in your unit. It is also helpful to show how excellent results have been maintained. See GUIDELINE 1.
- Quote from de-identified student comments (or other unsolicited feedback) to support your case. Use key quotes sparingly. See GUIDELINE 2.
- Show what you have done with your feedback: explain how you have reflected on your USE results, and used them to improve your teaching and enhance your unit. See GUIDELINE 6.
- Effective judgements about the quality of individual units of study must be based on and draw on a wider range of evidence consistent with USE results, including (and not limited to) self-reflection, other sources of student feedback (e.g., focus groups), peer feedback, and student learning outcomes. See GUIDELINE 3 & GUIDELINE 4.
- Use the USE results and other sources of evidence to ‘tell the story’ of your achievements and show how they are distinctive.
- See pages 9 and 10 in the University of Sydney promotions guidelines [http://www.usyd.edu.au/provoat/docs/2010_Policy/Guidelines_for_Applicants_2010.pdf] for more ideas about what other kinds of evidence you could include in your application. See the ITL website for suggestions about how to structure your awards application and other sources of evidence about quality teaching.

TEACHING MANAGEMENT AND PROGRAM IMPROVEMENT

- Faculties use USE data to monitor overall quality of students’ experience using agreed University minimum standards. Benchmarking can also lead to program improvement through collaborative review of course and unit documentation by program teams. See GUIDELINE 5.
- Overall, USE results should be considered in relation to alignment of program goals and learning outcomes as well as in relation to other program data such as Student Course Experience Questionnaire (SCEQ) results. See GUIDELINE 4.
- Effective judgements about the quality of individual units of study must be based on and draw on a wider range of evidence consistent with USE results, including (and not limited to) self reflection, other sources of student feedback (e.g., focus groups), peer feedback, and student learning outcomes. See GUIDELINE 3 & GUIDELINE 4.
- Recognise that change and enhancement in the quality of a program takes time!

For general guidelines, see over

“Teaching Insights” should be read in conjunction with Academic Board Policies: [http://sydney.edu.au/policies/]

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When considering sources of data to draw upon in gathering evidence for promotion and teaching award applications, it’s important to reflect on and include multiple sources of data and to select relevant evidence to support specific claims.

**COURSEWORK TEACHING**
- Unit outlines containing documentation of particular processes and outcomes
  - Class/lecture outlines documenting examples of practices
- Student evaluations of teaching and other forms of student feedback (e.g., letters from past students)
- Peer review records
- Deans’/Head of Department’s commendation
- Assessment artefacts (assignment tasks, marking criteria etc)
- Assessment outcomes that demonstrate enhanced student learning
- Successful teaching research and development grant applications
- Documentation of grant outcomes
- Scholarly publications on teaching (conference papers, letters to the editor, items for Faculty bulletins, manuals for staff development workshops etc)
- Documentation of leadership in teaching activities (invitations, workshop outlines etc)
- Evaluations from a teaching workshop for colleagues
- Qualifications in teaching and learning – assessment outcomes, documentation of assignments and feedback
- Documented external recognition
- Invitations to teach beyond your own faculty or university

**RESEARCH HIGHER DEGREE SUPERVISION**
- Handouts or other documentation of particular supervisory processes and strategies
- Examples of completed supervisory tools or resources used with candidates student evaluations of supervision and other forms of student feedback on supervision – letters from past students, citations from past students, extracts from acknowledgments in theses, student reports
- Peer review records
- Deans/Head of Department’s commendation
- Assessment artefacts (feedback scripts on drafts, excerpts from examiners reports or feedback to supervisors) successful teaching research and development grant applications dealing with supervision
- Documentation of student outcomes
- Documentation of requests for supervision scholarly publications reporting on (your) supervision
- Documentation of leadership in supervisory practices, invitations, workshop outlines, policy & process innovations
- Evaluations from a supervision workshop for colleagues
- Qualifications in teaching and learning relevant to postgraduate supervision – grades, documentation of assignments and feedback from such qualifications
- Invitations to supervise at other universities and other documented external recognition
- Awards for supervisory excellence (SUPRA/faculty)

**LEARNING SUPPORT**
- Unit outlines containing documentation of support processes and resources
- Student evaluations and other forms of student feedback (e.g., letters from past students)
- Deans’/Head of Department’s/ Director’s commendation
- Scholarly publications and papers reporting on your program (and responses to them)
- Documentation of leadership within the University (invitations to speak, workshop/seminar outlines etc)
- Evaluations from workshops/programs for colleagues
- Documentation of recognition beyond the University (invitations to speak, workshop/seminar outlines)
- Evidence of demand for program, including increase in numbers over time
- Evidence of increased student retention
- Evidence of increased student participation in delivering programs eg as student mentors
- Continued funding/resourcing for program/service
- Awards received for program/service eg University of Sydney Union award

"Teaching Insights" should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/
Promotion committees consider the following five dimensions of teaching:

1. **PERFORMANCE**
   How does your ‘teaching’ create effective student learning experiences that lead to relevant student learning outcomes?
   ‘Teaching’ might include: class/unit/curriculum planning & design, teaching aims & strategies, assessment approach, the sort of feedback you provide, ways of supporting student learning - try substituting assessment/feedback etc for ‘teaching’ in this trigger and ask yourself some more specific questions.
   *What are some examples from your own teaching?*
   *What evidence would demonstrate these are high quality?*

2. **RESEARCH-LED TEACHING**
   How does your teaching encourage students to adopt research-like ways of learning? How do you engage students as active, questioning participants who use the inquiry and research processes of their discipline to learn?
   How do you involve students as problem solvers; in learning by inquiry, discovery and experimentation; as participants in undergraduate inquiry projects? How do you incorporate primary sources, recent research discoveries and new knowledge in your teaching? How does your teaching help students develop research-relevant learning outcomes?
   *What are some examples from your own teaching?*
   *What evidence would demonstrate these are high quality?*

3. **STUDENT-FOCUSED TEACHING**
   How is your teaching built on your students’ learning needs and approaches – rather than just a decision about what you would like to teach and the way you would like to teach it? How do you find out about the ways your students are learning and the way they are relating to your subject? How do you adjust your teaching based on what you find out about your students’ learning?
   *What are some examples from your own teaching?*
   *What evidence would demonstrate these are high quality?*

4. **SCHOLARSHIP IN TEACHING**
   How do you use evidence to critically review and develop your teaching? How do you use insights from others’ teaching, scholarship and research to enhance your own teaching? (See above for what ‘teaching’ might cover).
   How have you gone about investigating teaching/learning and disseminating the findings of your inquiry?
   *What are some examples from your own teaching?*
   *What evidence would demonstrate these are high quality?*

5. **LEADERSHIP IN TEACHING**
   How have you contributed to the enhancement of ‘teaching’ beyond your own teaching? What successful outcomes have you achieved in a teaching leadership role in your school/faculty/university? What successful outcomes have you achieved in a teaching leadership role beyond the university (at other universities, nationally or internationally, in your discipline or profession)?
   ‘Teaching leadership’ might include the coordination & management of teaching teams and courses, curriculum & policy development/oversight, mentoring of junior staff in teaching or research student supervision.
   *What are some examples from your own teaching?*
   *What evidence would demonstrate these are high quality?*

For gathering evidence, see over
Some sources of data which might be drawn upon in gathering evidence

COURSEWORK TEACHING
- Unit outlines containing documentation of particular processes and outcomes
- Class/lecture outlines documenting examples of practices
- Student evaluations of teaching and other forms of student feedback (e.g., letters from past students)
- Summary of mid/end of semester feedback and resulting developments/actions
- Peer review records (e.g., structured peer observation; comments and emails)
- Deans/Head of Department’s commendation
- Assessment artefacts (assignment tasks, marking criteria etc)
- Assessment outcomes that demonstrate enhanced student learning
- Successful teaching research and development grant applications
- Documentation of grant outcomes
- Scholarly publications reporting on your teaching
- Documentation of leadership in teaching activities (invitations, workshop outlines etc)
- Evaluations from a teaching workshop for colleagues
- Qualifications in teaching and learning – documentation of assignments and feedback
- Documented external recognition
- Invitations to teach beyond your own faculty or university

RESEARCH HIGHER DEGREE SUPERVISION
- Handouts or other documentation of particular supervisory processes and strategies
- Examples of completed supervisory tools or resources used with candidates
- Student evaluations of supervision and other forms of student feedback on supervision – letters from past students, citations from past students, extracts from acknowledgments in theses, student reports
- Peer review records
- Deans/Head of Department’s commendation
- Assessment artefacts (feedback scripts on drafts, excerpts from examiners reports or feedback to supervisors)
- Successful teaching research and development grant applications dealing with supervision
- Documentation of student outcomes
- Documentation of requests for supervision
- Scholarly publications reporting on (your) supervision
- Documentation of leadership in supervisory practices, invitations, workshop outlines, policy & process innovations
- Evaluations from a supervision workshop for colleagues
- Qualifications in teaching and learning relevant to postgraduate supervision – grades, documentation of assignments and feedback from such qualifications
- Invitations to supervise at other universities and other documented external recognition
- Awards for supervisory excellence (SUPRA/faculty)

LEARNING SUPPORT
- Unit outlines containing documentation of learning support processes and resources
- Student evaluations and other forms of student feedback (e.g., letters from past students)
- Dean’s/Head of Department’s/Principal’s commendation
- Scholarly publications and papers reporting on your program (and responses to them)
- Documentation of leadership within the University (invitations to speak, workshop/seminar outlines etc)
- Evaluations from workshops/programs for colleagues
- Feedback from unit of study team members on their experiences
- Documentation of recognition beyond the University (invitations to speak, workshop/seminar outlines)
- Evidence of demand for support program, including increase in numbers over time uptake by faculties etc
- Evidence of increased student retention
- Evidence of increased student participation in delivering programs e.g. student mentors
- Continued funding/resourcing for program/service
- Awards received for program/service e.g. University of Sydney Union award

*Teaching Insights* should be read in conjunction with Academic Board Policies: [http://sydney.edu.au/policies/]
A flipped class involves students doing pre-work, such as reading, group work, watching short videos or completing online quizzes, to develop their understanding of new material. Some or all of the face-to-face class time is then spent engaging in interactive group learning (e.g. group problem solving, group presentations, debate).

Abeysekera and Dawson (2014, 3), define the flipped classroom as a set of pedagogical approaches that:

1. move most information-transmission teaching out of class
2. use class time for learning activities that are active and social and
3. require students to complete pre- and/or post-class activities to fully benefit from in-class work.

For a longer discussion about what flipped classes are and are not, please see http://www.uq.edu.au/tediteach/flipped-classroom/what-is-fc.html and http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php

A flipped approach is considered a good way for students to learn because:
- it encourages students to take more responsibility for their own learning & come to class prepared
- it enables scaffolding of learning more to be done more broadly than the time available in class
- face to face time can be spent grappling with ideas and misconceptions – class time is used for higher order learning outcomes
- online quizzes can be used to provide feedback before students come to class so both students and teachers can assess progress
- it can potentially provide data on engagement and misconceptions to personalise learning and support
- students can re-watch / rewind videos if they wish, or read material several times
- videos can be sub-titled or a transcript provided, to assist students with English as an additional language.

SHOW ME THE EVIDENCE – WHAT’S GOOD ABOUT IT?
Initial research shows improved student learning outcomes, though further research is needed (e.g. Haak et al. 2011; Missildine et al. 2013). Some students prefer a traditional approach as they may find the flipped approach unfamiliar, perceive a higher workload, or experience a lack of cohesion between in-class and out-of-class work. Students may also express resentment at the perceived shift of the work of teaching from the authoritative teacher to texts of various kinds, with which they are expected to engage and respond. These concerns can be addressed by addressing the following design principles.

GETTING STARTED WITH FLIPPED CLASSROOMS
Kim and colleagues (2014) propose some design principles for flipped classrooms. They are adapted here alongside some application guidelines and practice examples. The transition to a flipped classroom does not need to occur all at once. For example, initially you may just choose to produce short videos for students to watch as stimulus material before class. Alternatively, you may choose to replace some lecture-style content with a problem or question to solve in class, which together with live feedback will address the same learning outcome.
<table>
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<tr>
<th>DESIGN PRINCIPLE</th>
<th>APPLICATION GUIDELINES</th>
<th>PRACTICE EXAMPLES</th>
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| Provide clear connections between in-class and out-of-class activities | Tell students why you are using this learning method (to allow them to own their learning), and how it develops valuable skills. | – Show evidence of impact from previous cohorts.  
– Use analytics from pre-class activities to inform in-class focus.  
– Seamlessly integrate pre- and in-class material. |
| Provide an opportunity for students to gain first exposure to the subject matter prior to class | Determine what students actually need to learn, and use pre-class activities to stimulate interest and provide background understanding. | – Interviews with industry leaders.  
– ‘Home-made’ videos explaining concepts that are most suited to re-watching.  
– Interactive online simulations on class content.  
– Videos demonstrating essential skills. |
| Provide an incentive for students to prepare for class and a mechanism to assess students’ understanding of pre-class material | Students need to be incentivised to strategically spend their time with pre-class material. Keep it short and to-the-point. | – Nominal pre-class online mastery quizzes.  
– In-class anonymous quiz via e.g. Socrative to gauge understanding.  
– Quizzes spliced into videos. |
| Provide clearly defined and well-structured activities within the flipped classroom, and provide enough time for students to carry out in-class activities | Deeply consider the course content and what are essential and non-essential concepts and competencies. Flipping the classroom often involves reducing content and improving relevance and context. | – Create expectation that online and in-class activities are part of the whole learning experience.  
– Design a scaffolded problem-based scenario that allows students to construct their own understanding.  
– Deconstruct an examination question and work through each part through the class. |
| Provide facilitation for building a learning community | Team work and accountability are powerful motivators. Consider the classroom space can be used to promote collaboration within student groups and with staff. | – Groups discuss a question and offer a response to the class via student response system.  
– Teams build a concept map summarising key content.  
– Use online tools (Piazza, wikis, social media) to continue building community outside of class. |
| Provide resources and technologies that are easy to access and use | Use resources and/or technologies that promote collaboration, give students a voice, and provide a safe learning environment. | – Provide worksheets to engage students through writing out problems.  
– Use student response systems to collect feedback.  
– Exploit collaborative learning spaces (e.g. PNR studios) where teams synthesise collective knowledge via e.g. Prezi, Google Docs. |
| Provide prompt/adaptive feedback on individual or group work | Ensure in-class time is valuable for students, Involve teaching assistants if available. | – Offer immediate feedback on pre-class activities.  
– Walk around a lecture while students are working on problems in groups.  
– Continue the conversation after class through additional quizzes or resources. |

Continued over page
FURTHER RESOURCES
The ‘OLT: Flipped classroom project’ provides a comprehensive set of resources http:/ /www.uq.edu.au/tediteach/flipped-classroom/olt-transforming/index.html
Information on enterprise-supported systems is available at http:/ /sydney.edu.au/elearning/staff/index.shtml and via the eLearning helpdesk on extension 18728.
http:/ /www.itl.usyd.edu.au/getinvolved/sydneyteachingcolloquium/resources.htm
http:/ /flippedclassroom.org/index.php
http:/ /net.educause.edu/ir/library/pdf/eli7081.pdf
http:/ /www.uvm.edu/ctl/?Page=resources-teaching/flipped-classroom/index.php
Case studies
http:/ /www.latrobe.edu.au/__data/assets/pdf_file/0009/564147/Exemplar_Herriman.pdf an example of flipping the curriculum in anthropology at La Trobe
Video case studies from a range of disciplines at UQ http:/ /www.uq.edu.au/tediteach/flipped-classroom/case-studies.html
http:/ /chronicle.com/article/Introduction-to-Ancient/140475/ a great practical example of flipping a humanities class

REFERENCES

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This Teaching Insight was developed by Amani Bell in collaboration with Adam Bridgeman, Rowanne Couch, Helen Dalton, Graham Hendry, Danny Liu, Abelardo Pardo, Michele Scoufis, and Mary-Helen Ward.

"Teaching Insights" should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/
Sessional staff play an important role in teaching and our students’ learning, and need to feel welcome and supported. If you work with sessional staff as a unit coordinator or in another leadership role, then read on for some suggestions and resources.

This Teaching Insight was developed by Amani Bell and Kathryn Bartimote-Aufflick, in collaboration with Stephanie Wilson.

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<tr>
<th>1. INDUCTION</th>
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<td>Local induction is important for new sessional staff as they often aren’t aware of university- or faculty-wide induction programs, or aren’t able to attend. There is a helpful checklist here, along with other induction information. Induction could be completed with the whole teaching team in your initial meeting.</td>
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<th>2. COMMUNICATION</th>
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<td>This is the most important aspect of working with sessional staff. You need to have clear, regular channels of communication – which could be a combination of emails, online or face to face team meetings, lesson plans, marking moderation meetings, and inviting sessional staff to observe lectures and/or tutorials. Provide sessional staff with clear explanations of their roles and responsibilities, how the unit is taught, and how the assessment works. Communication goes both ways, so make sure sessional staff feel that they can give you feedback on how the unit is going.</td>
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<th>3. MENTORING</th>
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<td>New sessional teachers often appreciate advice on good teaching e.g. on how to provide useful and timely feedback, clear explanations, and motivate students. This guidance can be given during teaching team meetings, hallway conversations and e-mail correspondence. More experienced sessional teachers may also be able to provide some support and leadership to new sessional teachers. In large units of study, consider setting up a buddy system for sessional teachers. Peer observation of teaching can be a useful way to support teaching, and it can be done by pairs of tutors, or with your involvement.</td>
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<th>4. INCLUSION</th>
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<td>Sessional staff often feel isolated. You can help sessional staff feel welcome by ensuring they have access to the resources and support that they need, and by including them in departmental activities, and on the Faculty email list, and so on.</td>
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<th>5. PROFESSIONAL DEVELOPMENT</th>
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<td>After attending a faculty-based introduction to university teaching, sessional teachers may be keen to find other opportunities for professional development. Here are some ideas:</td>
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<td>- Participate in a short, fully online program ‘An Introduction to teaching at Sydney’</td>
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<td>- The ITL offers a 2 day program on university learning and teaching, which is free for all University of Sydney staff</td>
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<tr>
<td>- Attend teaching and learning workshops held in your Department/School/Faculty</td>
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<td>- Explore programs and resources on eLearning.</td>
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<td>- Discover the resources on the ITL website.</td>
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<td>- The National Tertiary Education Union has a comprehensive handbook for casual academics at Sydney.</td>
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<td>- Be on the lookout for other professional development opportunities for your staff e.g. to give a guest lecture</td>
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<th>6. EVALUATION OF TEACHING</th>
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<td>You may wish to encourage your sessional staff to order a teacher feedback survey. Sessional staff may find it helpful to interpret results by sharing them with others on the teaching team. You may also wish to advise staff about informal ways of seeking student feedback. Consider including staff in the closing the loop email that you send to students after the USS results are released.</td>
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<th>7. REWARDING EXCELLENT SESSIONAL TEACHING</th>
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<td>Many faculties have teaching awards, and sometimes there will be a dedicated category for sessional teachers. Sessional teachers may also be eligible to apply for the University-wide teaching awards - please check the information sheet for each award.</td>
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<th>8. FURTHER RESOURCES FOR UNIT COORDINATORS LEADING SESSIONAL STAFF</th>
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<tr>
<td>The university’s website for coordinators of first year units has some useful advice on working with sessional staff, relevant for any UG or PG units. Here are some video triggers that get you thinking about common scenarios when leading sessional staff, and some best practice exemplars from 6 Australian universities across a range of disciplines, from the Coordinators Leading Advancement of Sessional Staff (CLASS) website. And finally, here are some resources from the ‘Just in time, just for me’ narrative support for unit coordinator’s website.</td>
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WHAT DOES RESEARCH TELL US ABOUT LECTURE RECORDING?

WHY DO STUDENTS USE LECTURE RECORDINGS?
Most students prefer the classroom as the primary learning space with recorded lectures as a supplementary learning tool (Farrington et al., 2014). Students largely use recorded lectures to catch up on missed lectures and as a revision tool for exams and assessments, and often find recorded lectures to be a useful learning tool (Karnad, 2013).

Using recorded lectures to catch up may be because of a clash of classes, or because students are overloaded with assignments, or because they are ill or working or have some personal reason for not being able to attend a particular class (Gosper et al., 2008). Illness or competing priorities such as work or other lectures were more cited reasons for students missing lectures than availability of recorded lectures (Massingham & Herrington, 2006).

A survey of 1160 students by Soong et al. (2006) identified key themes for why students use recorded lectures. The top reasons included: I can watch selected parts of the lectures which I don’t understand (34.51%); I find that video recorded lectures help me in preparing for exams (21.46%); I can view the recorded lectures anywhere, anytime (18.14%); I access video recorded lectures when I am sick (10.73%).

HOW DO STUDENTS USE LECTURE RECORDINGS?
Recorded lectures are used to enhance understanding of difficult concepts by able and by struggling students. Students tend to view specific sections of recordings to reinforce their understanding of concepts, instead of viewing lecture recordings in their entirety (Karnad, 2013).

WHICH STUDENTS MAKE MOST USE OF LECTURE RECORDINGS?
Lecture capture is more likely to be of benefit to low achieving students. Students with lower academic achievement tend to access recorded lectures more frequently and are more likely to view the lecture in its entirety. NESB students or others who are struggling use recorded lectures to increase their understanding of vocabulary and content (Leadbeater et al., 2013; Soong et al., 2006). Some of these students may attend the lecture and then also listen to the lecture, sometimes more than once (Owston, Lupshenyuk & Wideman, 2011).

WHEN DO STUDENTS ACCESS LECTURE RECORDINGS?
Students tend to access lecture recordings more actively at the start of the academic semester with reducing activity as the semester progresses (Phillips et al., 2010). However, students start to increase access to lecture recordings again to prepare for assessments and exams (Gosper et al., 2008).

WHAT IS THE EFFECT ON LECTURE ATTENDANCE?
In general, access to recorded lectures has little to no effect on student attendance at live lectures (Von Konsky et al., 2009; Holbrook & Dupont, 2009; Pursel & Fang, 2012). However, the complexity of student behaviour using recorded lectures makes it difficult to draw simple conclusions about whether access to recorded lectures does reduce attendance. Some studies have found that recorded lectures do seem to have a slight negative effect on lecture attendance (Gorissen et al., 2012), which may be explained by natural declines in student attendance over time. Students only attend lectures if they perceive ‘value’ in them and having access to lecture recordings is unlikely to have an effect on classes which are not generally valued by students (Massingham & Herrington, 2006).

DO RECORDED LECTURES AFFECT STUDENT RESULTS?
Some studies claim that recorded lectures have little to no effect on student results (Leadbeater et al., 2013; Franklin et al., 2011). Traphagan et al. (2009) and Phillips et al. (2011) suggest that more frequent access to recorded lectures leads to more positive results and learning behaviours while Traphagan et al. (2009) found that reductions in student attendance of live lectures due to the availability of lecture recordings had a negligible effect on student attainment.

WHAT IS SYDNEY’S LECTURE RECORDING POLICY?
Find out about the University’s policy at http://sydney.edu.au/elearning/staff/FAQ_lecturestreaming.shtml

Full references available here.