

Developing an Online Induction Course for Sessional Teachers

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Sessional Teachers in Higher Education

- In most Australian institutions, the majority of undergrad teaching is carried out by casual, non-permanent (sessional) staff
- Estimated 60% all academics are sessional – don't know for sure – often record FTE not actual numbers

Sessional Teachers in Higher Education

Pros:

- Financially advantageous for institutions
- Support staff who can't/don't want to work full time
- External experts

Cons

- Working conditions?
- Career development?
- Quality of teaching and learning/student experience?

Sessional Teachers in Higher Education

- Unimelb report: levels/types of training/support for sessional teachers varies across university
- Wanted more systematic training
- Record keeping
- Flexible – accommodate other commitments (e.g. external experts, those recruited after face-to-face inductions)
- Equivalent to 3 hrs face-to-face
- Can be used to compliment existing inductions

OIST

Pre-course
demographics
questionnaire and
self-evaluation of
confidence to
teach



The teaching and
learning environment
at the University of
Melbourne

1



Fundamentals of
effective teaching in
higher education

2



Getting started and
planning to teach

3



Strategies and skills
for small group
teaching

4



Evaluating and
improving your
teaching

5



Final Task: Review of
a Tutorial

6

Post-course
self-evaluation of
confidence to
teach

Certificate of
course completion

Professional development records

Pre-course demographics questionnaire and self-evaluation of confidence to teach



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Content

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Module 1	Module 2	Module 3	Module 4	Module 5
The Teaching and Learning Environment at the University of Melbourne	Fundamentals of Effective Teaching in Higher Education	Getting Started and Planning to Teach	Strategies for Small Group Teaching	Evaluating and Improving Your Teaching
Video message: welcome to the University from Professor Pip Pattison	Guided video discussion on the principles of effective small group teaching in University settings	Interactive checklist with automated feedback to determine users' administrative and academic preparedness to teach	Guided video discussion on structuring small group teaching to maximise use of tutorial time	Tutor vox pop: "How do you evaluate your teaching?"
Introduction to University of Melbourne campus, culture and the Melbourne Curriculum	Student vox pop: "What makes a good tutor?"	Guided video discussion on tutorial planning strategies and techniques for facilitating an inclusive and participatory classroom	Guided video discussion on techniques for delivering useful feedback and student questioning and engagement	Guided video discussion on the importance of self-reflection in teaching and techniques for self-evaluation
Interactive quiz about University of Melbourne history, culture and facilities			Student vox pop: "What makes a tutorial worth attending?"	Downloadable questionnaire for sessional teachers to use during semester to self-evaluate their small group teaching skills
			Tutor vox pop: "How do you encourage student participation in tutorials?"	Tutor vox pop: "What is the most rewarding aspect of being a tutor? What are some top tips for new tutors?"

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**Active
Engaging**


Fundamentals of effective teaching



Think of an
inspiring teacher
you've had.

What made them
so effective?

Getting started: a checklist for sessional teachers

Attached Files:  Getting started.docx (687.245 KB)

Complete the following checklist of things to do when starting out as a sessional teacher.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

1. Have you submitted all the necessary employment forms to your coordinator?

No? It's best to submit all of your employment forms as soon as possible because HR and payroll need some time to add you to their systems. Submitting the forms early will ensure that your pay details, access cards and University email address are processed in time for your start date.

2. Are you clear about your roles and responsibilities? Are you expected to attend lectures, participate in departmental/faculty meetings, be available for student consultation outside scheduled class time, or assess and grade students' assignment and/or mark exam papers?

Having a clear understanding of what duties your new role involves will help you to prepare for your new position and ensure that you and your supervisor are on the same page. If you're unsure about your responsibilities at the University, call or email your supervisor to clarify.

3. Are you clear about your contact hours and the payment you will receive for such activities as: attending lectures or staff meetings, assessing and grading students' work, marking exam papers?

Your supervisor will have this information, so shoot them an email or give them a call to find out more about your employment conditions and the expectations for your role.


4. If your department or faculty has a handbook for sessional teachers, do you have a copy?

Handbooks include useful information for new staff, including key contact information, tips for teaching and marking, important payroll and HR information, and more. Ask your supervisor or the administrative staff for your department if they can lend or give you a copy.

5. Have you participated in an induction or orientation session?

Some departments offer induction sessions for new staff that provide plenty of useful information about your role, your working conditions and what's required of you during your employment at the University. Check whether your department holds an induction session by speaking with your supervisor.

Getting started: a checklist for sessional teachers

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2. Are you clear about your roles and responsibilities? Are you expected to attend lectures, participate in departmental activities, or attend to your own scheduled class time, or other duties?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Having a clear understanding of your roles and responsibilities for your new position will help you feel more confident and less unsure about your role.</i>		
3. Are you clear about your expectations from your supervisor as: attending lectures or seminars, marking, or preparing exam papers?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Your supervisor will have this information, so shoot them an email or give them a call to find out more about your employment conditions and the expectations for your role.</i>		
4. If your department or faculty has a handbook for sessional teachers, do you have a copy?	<input type="checkbox"/>	<input type="checkbox"/>
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Provide resources – all content downloadable

Evaluation and assessment

Pre-course demographics questionnaire and self-evaluation of confidence to teach



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Final Task: Review of a tutorial



Instructions for the final task

You've covered a lot of theory regarding small group teaching, now it's time to put that knowledge to work. Up next is a video of Ryan, a sessional teacher at the University of Melbourne. The video shows snippets of Ryan's first tutorial for the semester and a mid-semester tutorial. Watch the video and critique Ryan's practice.


- What does he do well?
- What could he improve on?
- What ideas from this induction program can you identify in his tutorial?

At the end of the video there will be a text box for you to enter your critiques, so be sure to take notes as you watch.


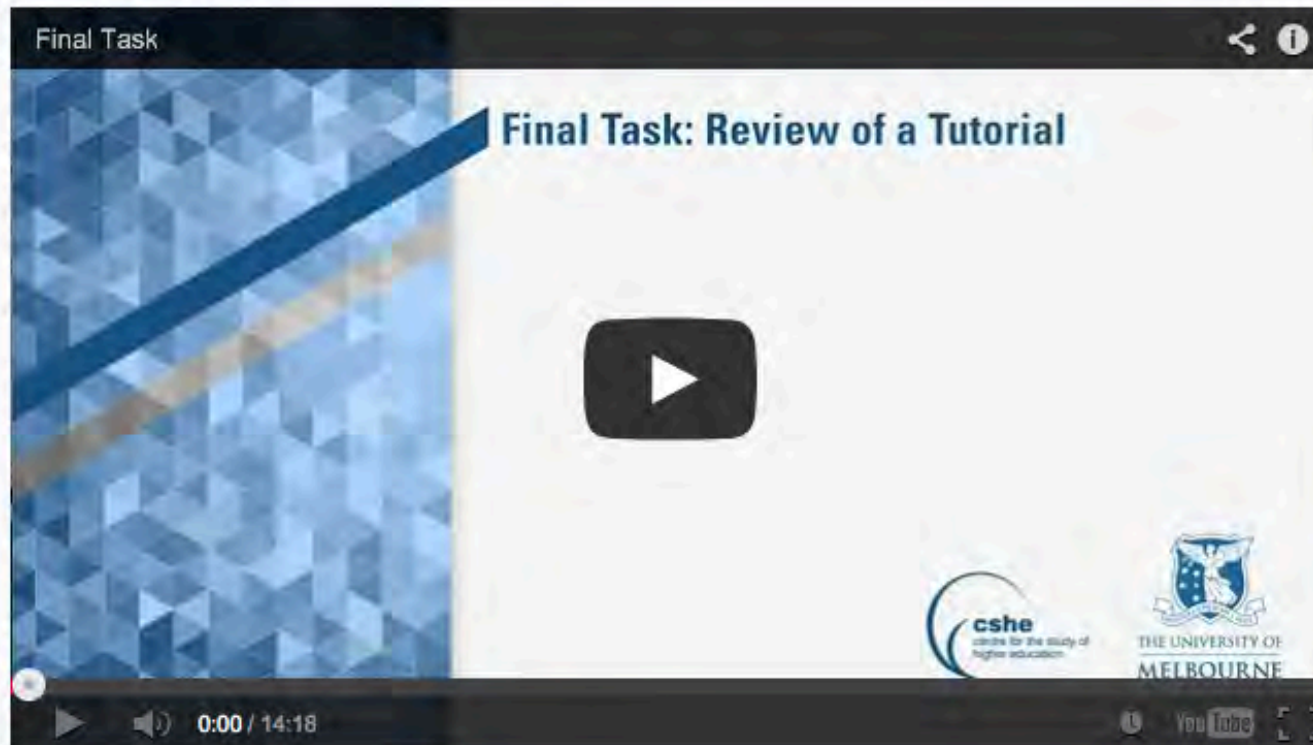


Example Tutorial

The image shows a YouTube video player interface. The video title is "Final Task: Review of a Tutorial". The video content area displays a large play button in the center. The video player includes a progress bar at the bottom showing "0:00 / 14:18". The video player also features a share icon and an information icon in the top right corner. The video player is overlaid on a background that is a slide from a presentation. The slide has a blue geometric pattern on the left side and a white background on the right. The title "Final Task: Review of a Tutorial" is written in a dark blue font on the white background. In the bottom right corner of the slide, there are two logos: the "cshe" logo (Centre for the Study of Higher Education) and the "THE UNIVERSITY OF MELBOURNE" logo.



Example Tutorial



Final Task Submission

There are no right or wrong answers, but thinking back over the principles and concepts covered in this induction course, review this tutorial and note down the positive aspects of Ryan's tutorial and also the areas that Ryan could develop.

After you submit your review, an expert review will be available for you to compare your answers.

Entering a critique of the filmed tutorial is a requirement to complete this induction. If you do not enter anything in this section, you will not be recorded as having finished this course. Please click on Final Submission Task to enter a critique of the tutorial.

Evaluation of OIST

- “Rolled out” for semester 1, 2014
- University wide, at subject coordinators’ discretion

Evaluation of OIST

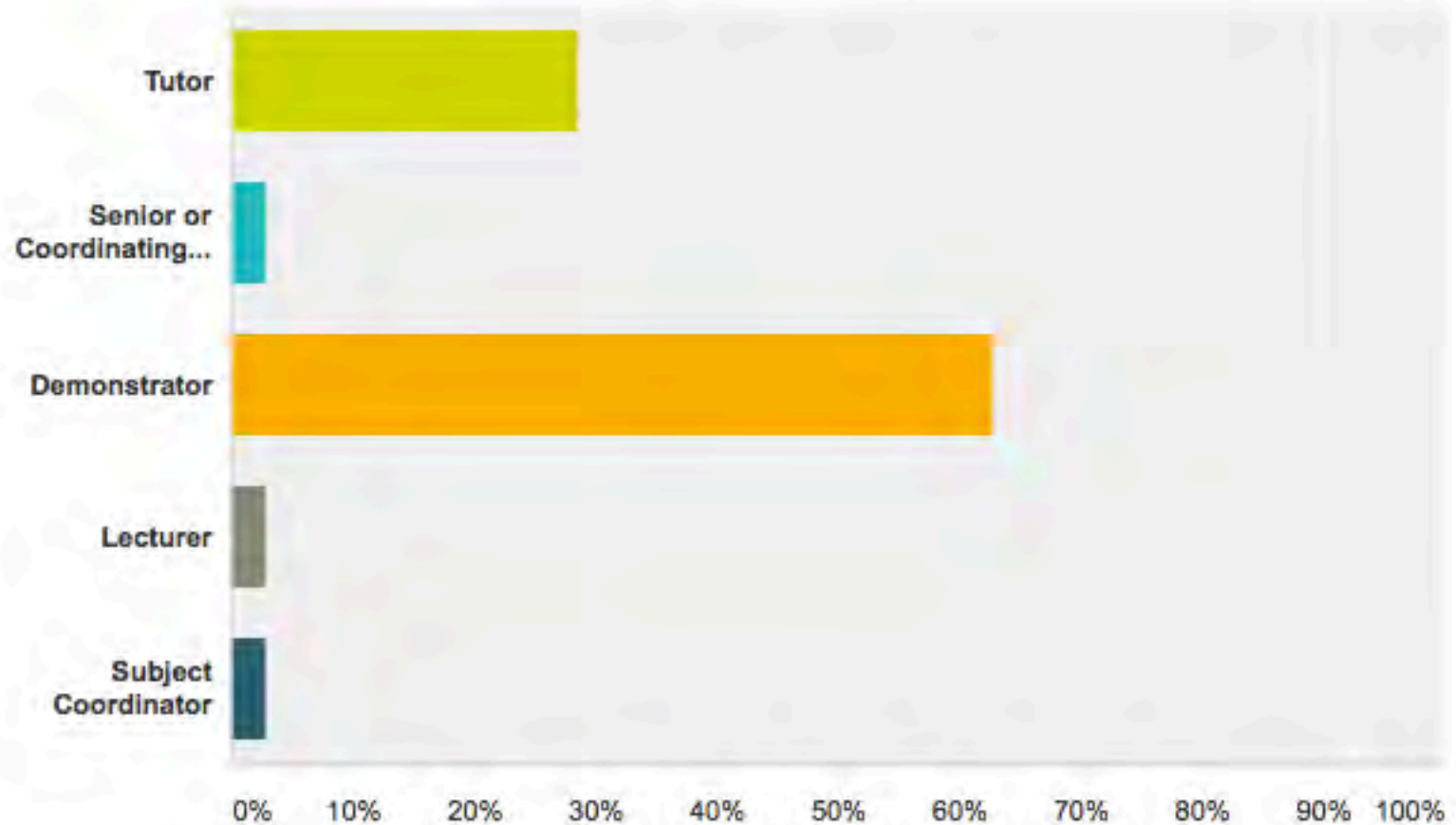
- “Rolled out” for semester 1, 2014
- University wide, at subject coordinators’ discretion
- 37 enrolments

Evaluation of OIST

- “Rolled out” for semester 1, 2014
- University wide, at subject coordinators’ discretion
- 37 enrolments
- 15 completions (41%)

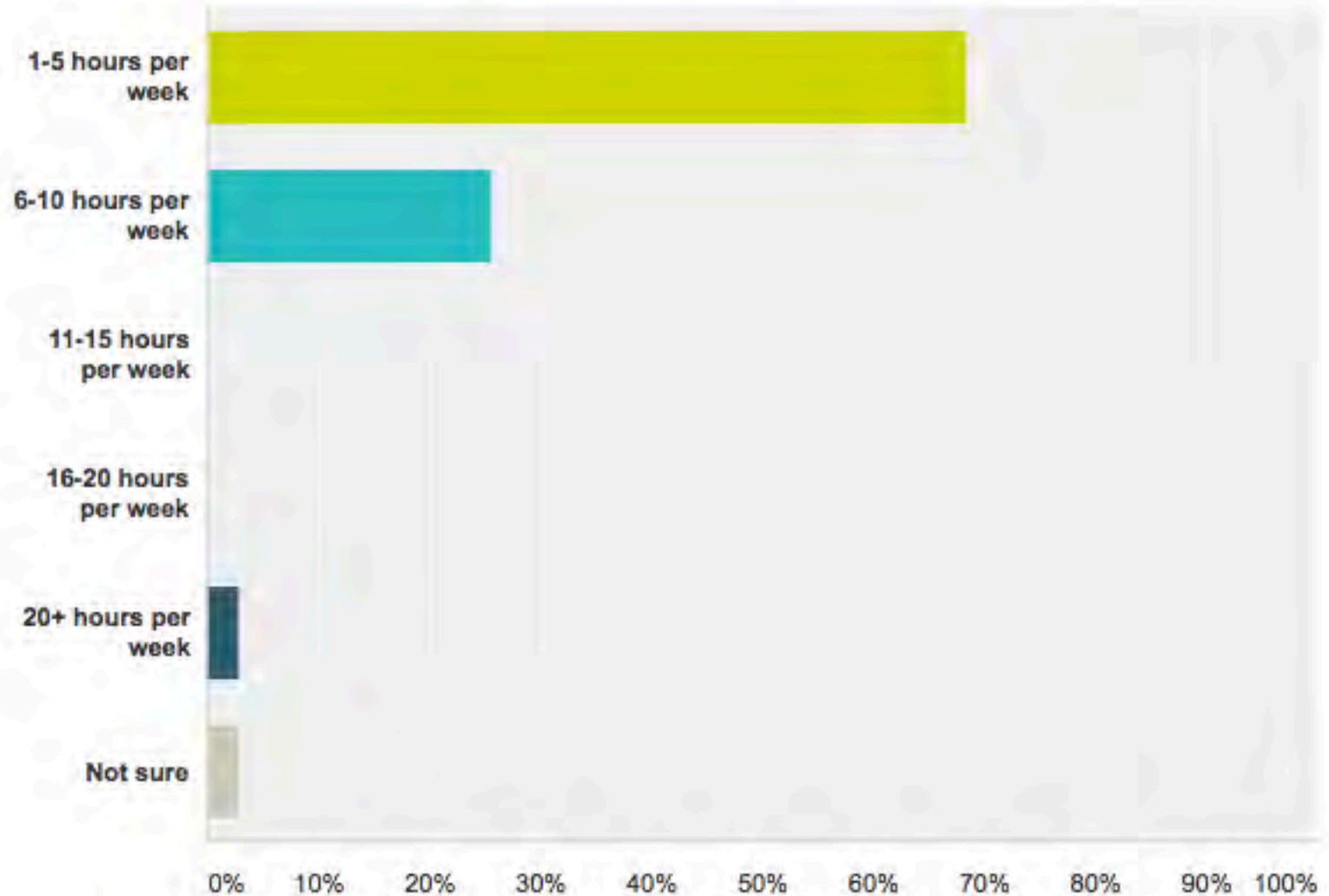
How would you describe your sessional teaching role at the University of Melbourne?

Answered: 35 Skipped: 2



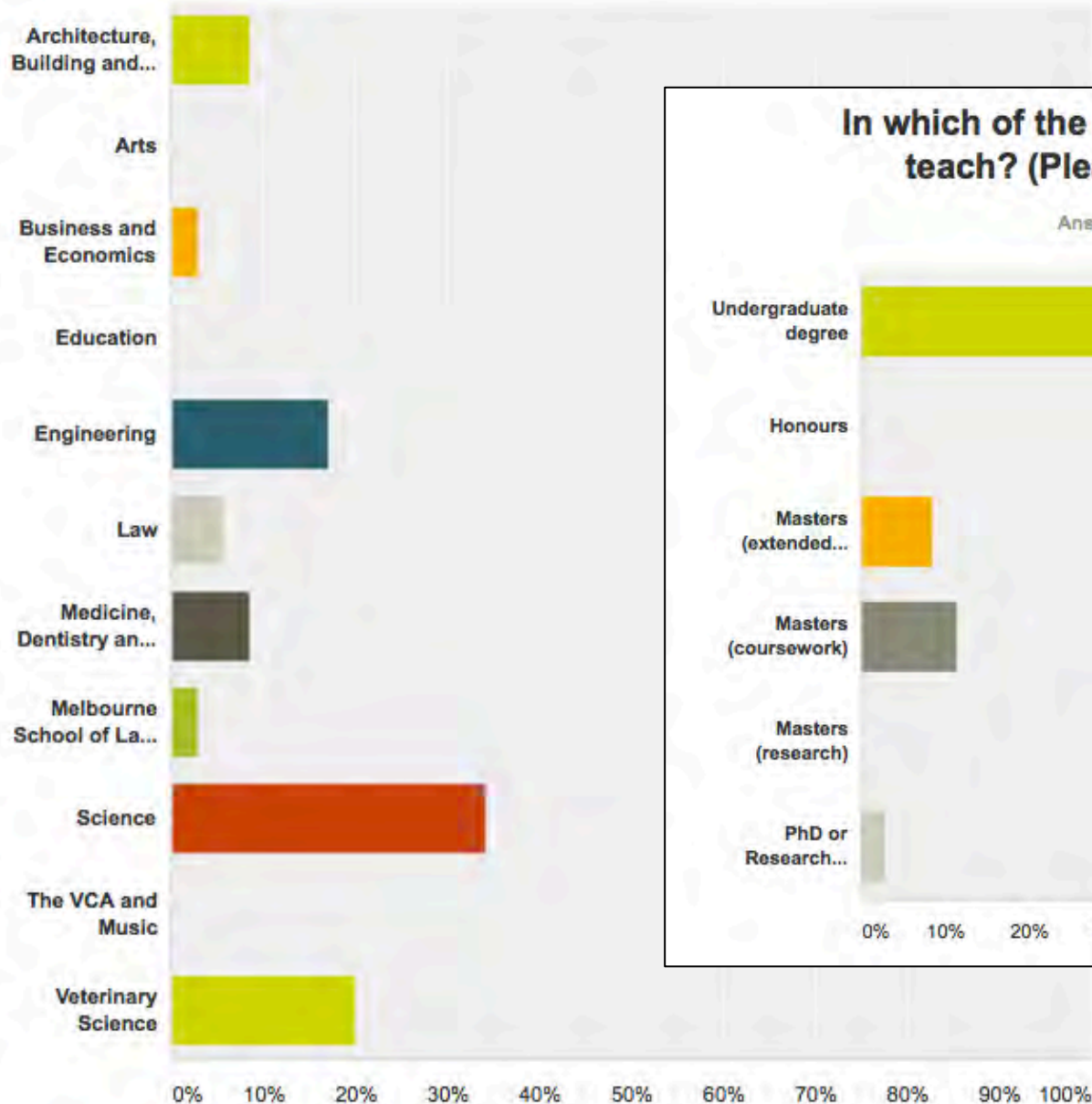
What are your weekly contact teaching hours at the University of Melbourne?

Answered: 35 Skipped: 2



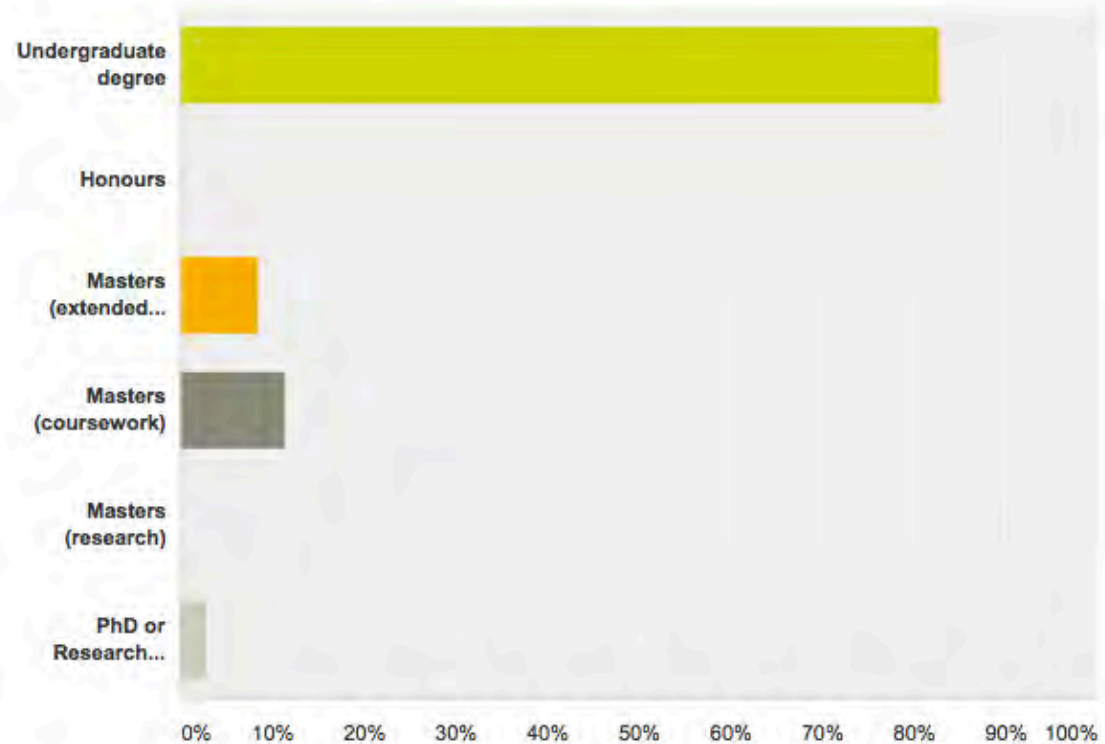
In which faculty or department are you teaching? (Please tick all that apply)

Answered: 35 Skipped: 2



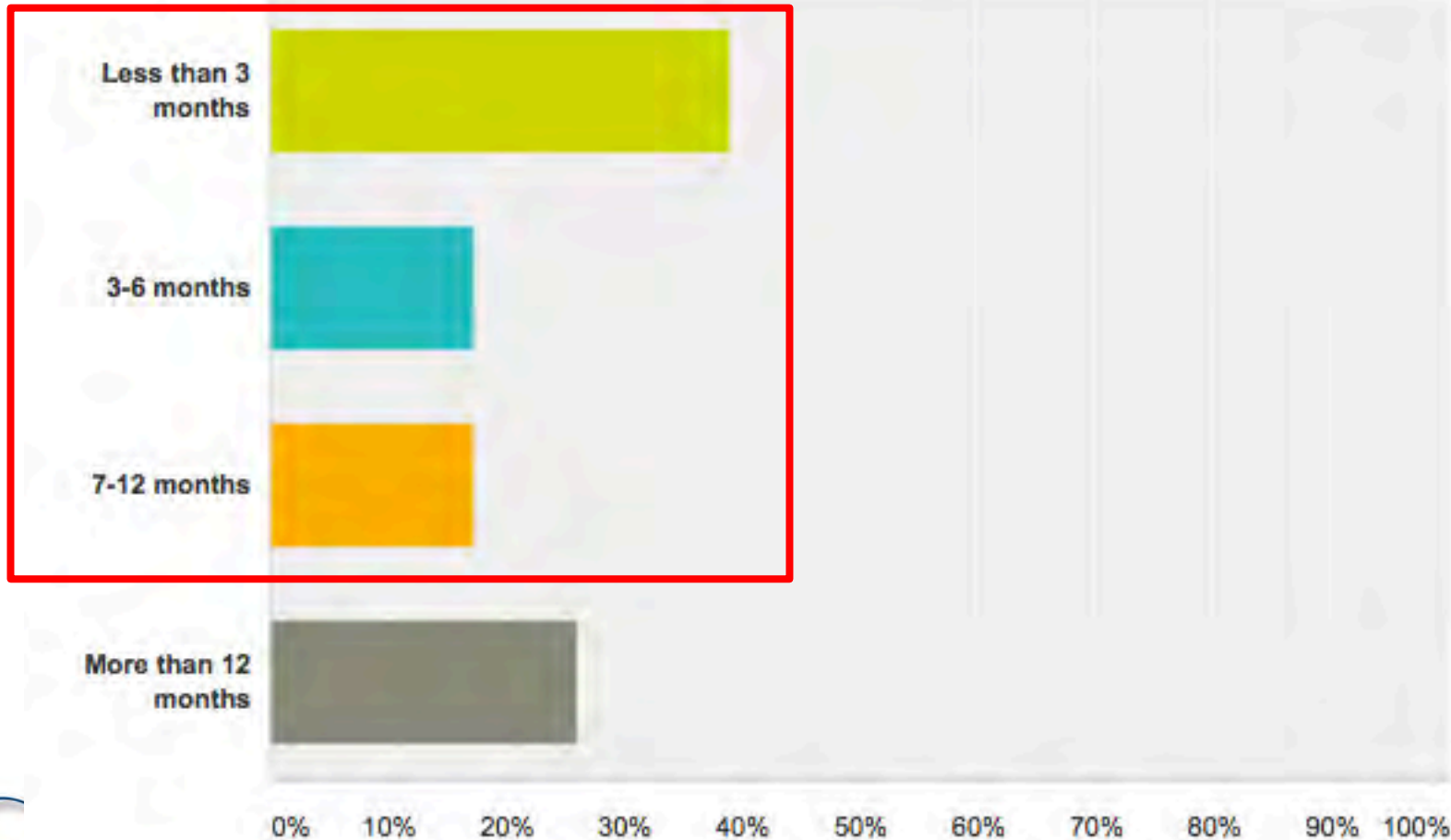
In which of the following courses do you teach? (Please tick all that apply)

Answered: 35 Skipped: 2



How long have you been in your current teaching position at The University of Melbourne?

Answered: 23 Skipped: 14



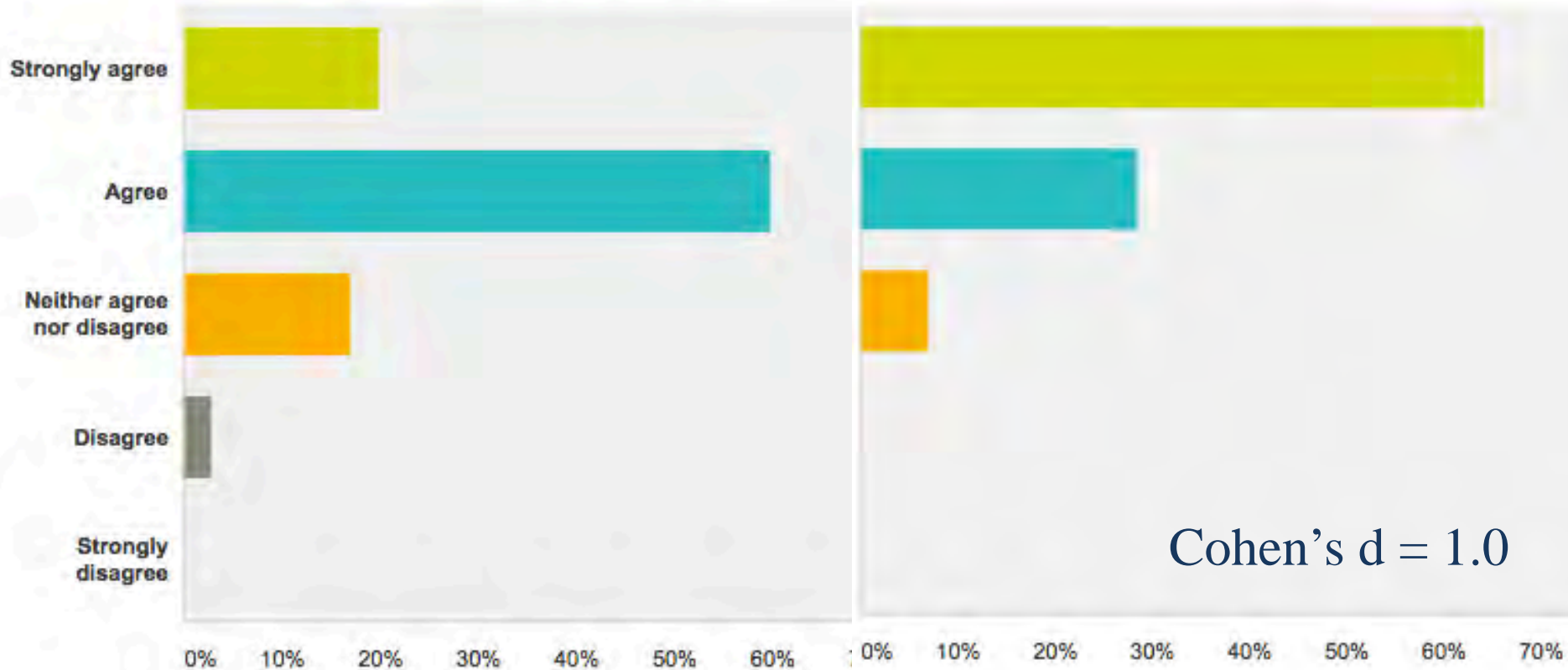
What is the effect of completing OIST
on the pre- and post-course
confidence surveys?

Pre- and post-survey comparisons

I am well-prepared to start teaching

Answered: 35 Skipped: 2

Answered: 14 Skipped: 0

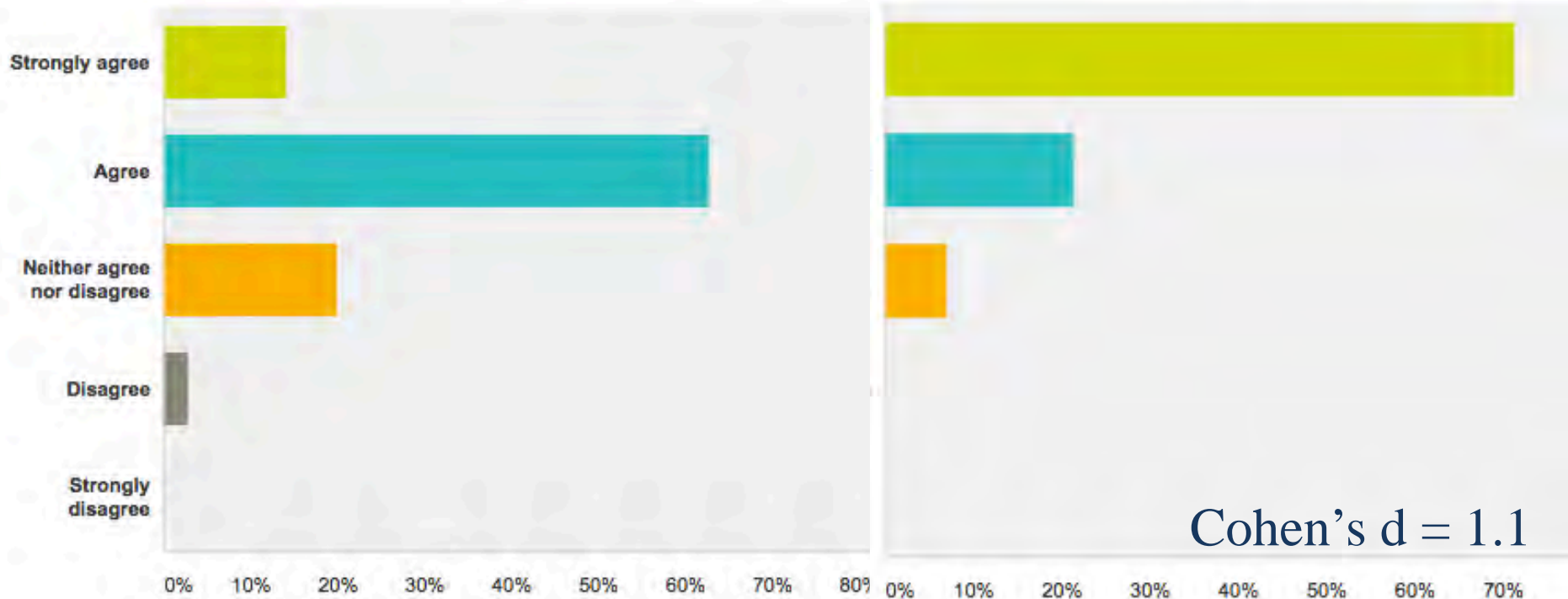


Pre- and post-survey comparisons

I am confident in my ability to facilitate effective learning

Answered: 35 Skipped: 2

Answered: 14 Skipped: 0

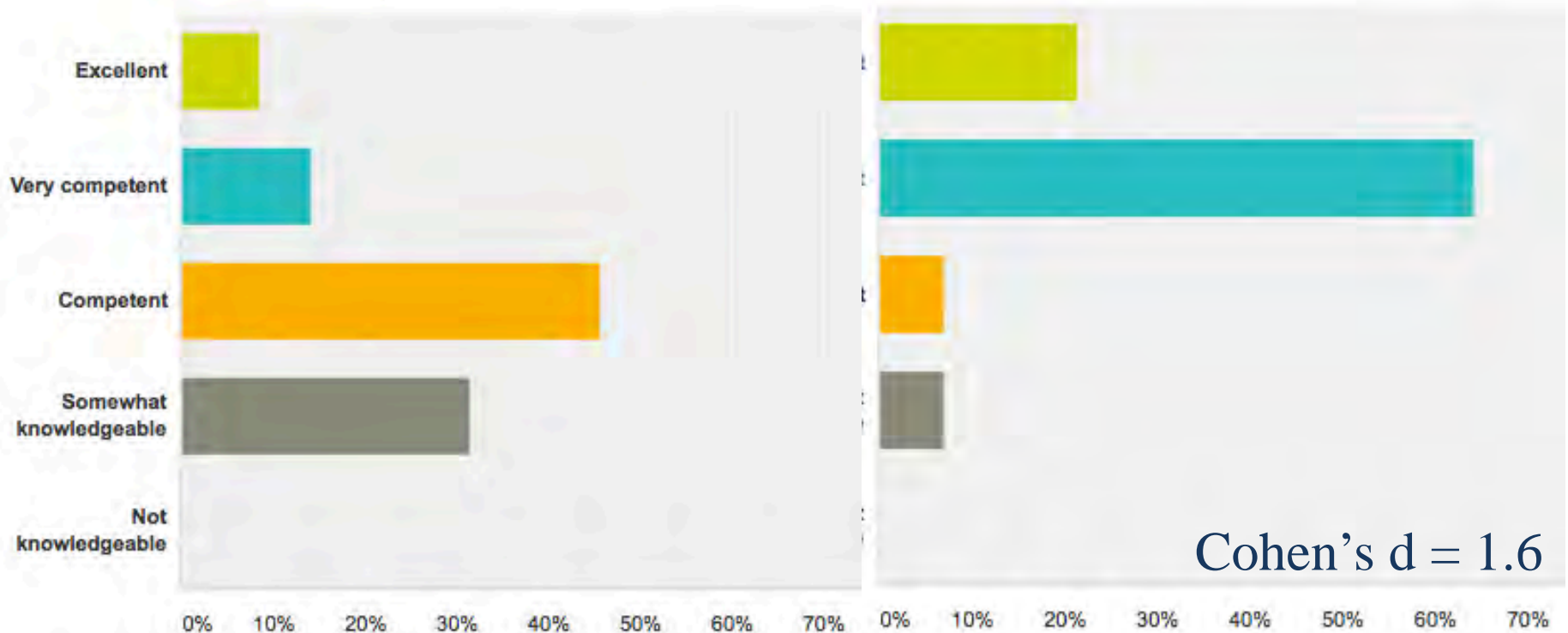


Pre- and post-survey comparisons

Knowledge about how students learn

Answered: 35 Skipped: 2

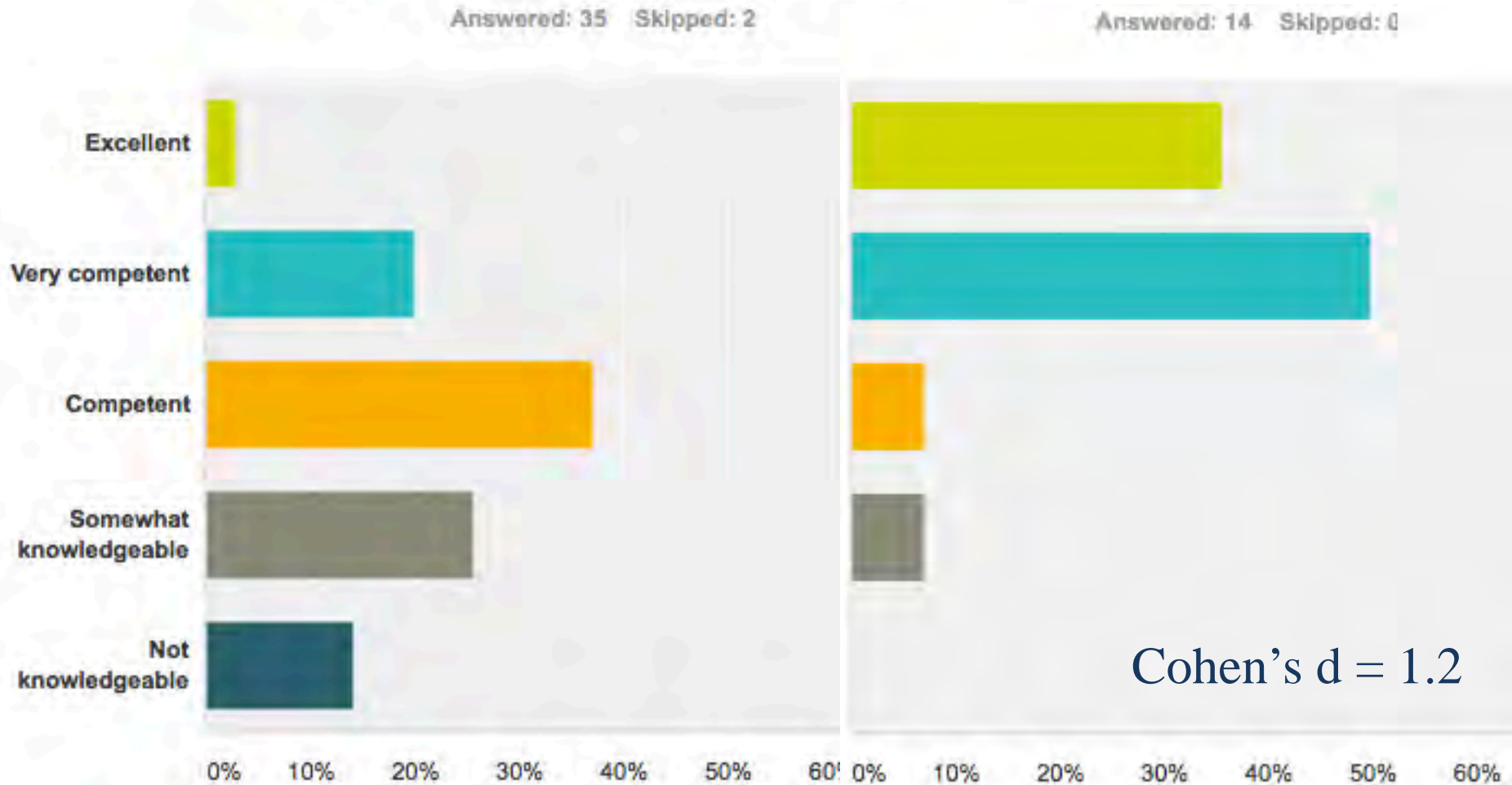
Answered: 14 Skipped: 0



Cohen's $d = 1.6$

Pre- and post-survey comparisons

Strategies for facilitating active learning

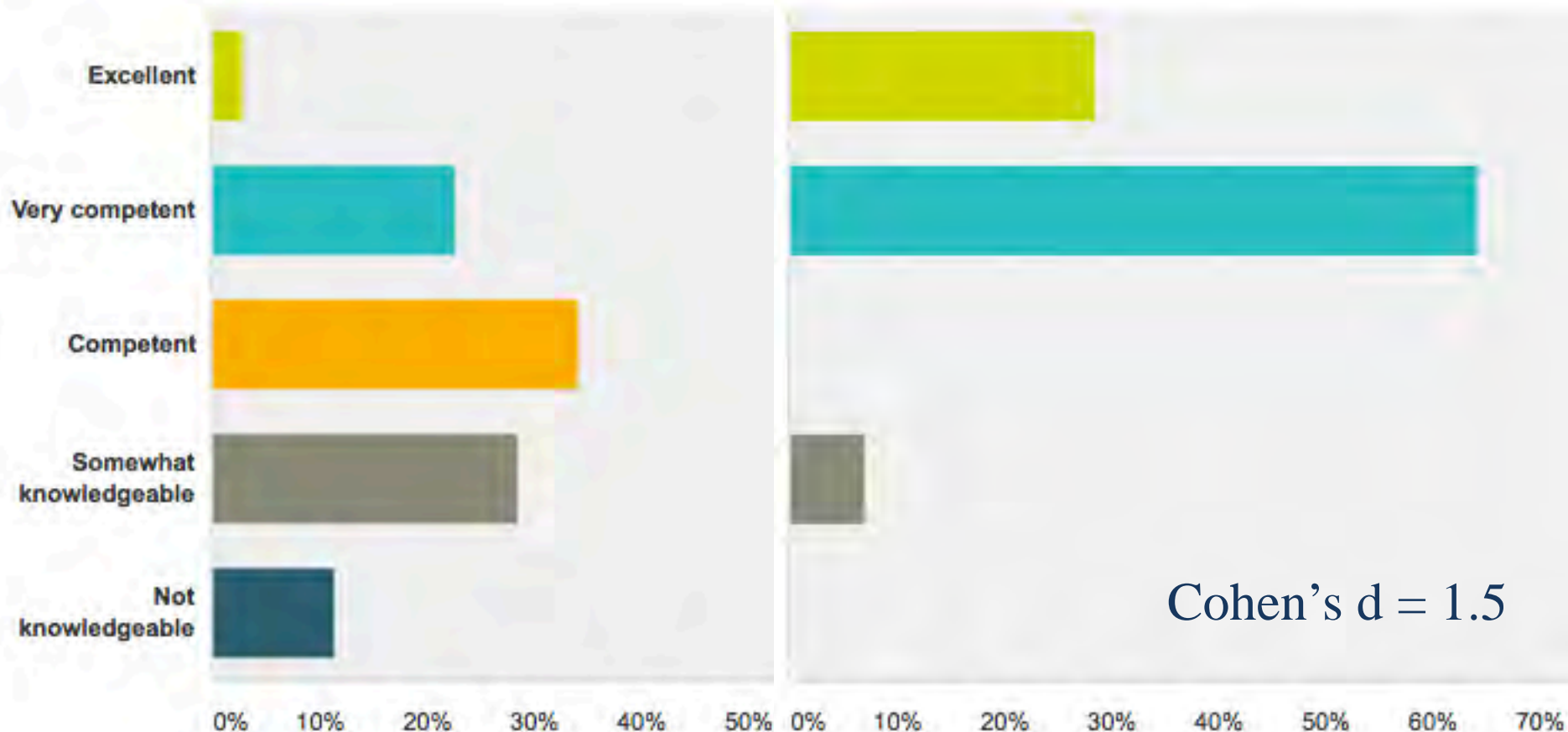


Pre- and post-survey comparisons

Principles of good teaching in higher education

Answered: 35 Skipped: 2

Answered: 14 Skipped: 0



Cohen's $d = 1.5$

Future directions

- Wider usage
 - Pre-requisite for professional development courses
- Refine some modules based on user feedback:
 - Dealing with problem situations
 - Discipline specific content
 - End of module quizzes



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