Faculty of Arts

FACULTY OF ARTS: UNIVERSITY OF THE WESTERN CAPE

A TUTOR’S GUIDE TO TEACHING AND LEARNING

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1. INTRODUCTION

Congratulations on being selected to serve as a tutor for Faculty of Arts students at the University of the Western Cape (UWC). Your academic excellence and experience in your discipline provide you with an opportunity to impart this knowledge and experience to others who seek such excellence for themselves. This tutor’s guide offers you useful information and practical guidance on tutorial issues.

Serving as a tutor at UWC is a responsibility which should not be taken lightly. The students you work with may be experiencing difficulty and various challenges in the course of study they have chosen. There may also be a perception of difficulty around a particular subject, and students will look up to you as their tutor to help them overcome a poor past performance in the subject. In either case, their success may be determined in part by your knowledge, commitment and professionalism.

Work hard to display empathy towards your students. Remember what it was like to be on the other side of the tutor-student relationship. Express your pleasure in being their tutor through your enthusiasm for the subject matter. It is important to display honesty, concern and patience during each tutoring session. In doing so, you will enable the students you work with to relax, increase their confidence and achieve their ultimate goal, that of learning.

All our tutors are expected to learn and abide by the guidelines set forth in this booklet, and to be aware of their responsibilities. Treat this guide as a resource that will assist you in your journey as a tutor, enabling you not only to fulfil your contractual obligations but also to meet the expectations of your faculty and its departments, as well as those of your students. An example of the type of contract you will sign after you have been selected as a tutor is given in Appendix 1 of the booklet. Ensure that you have fully understood the nature and requirements of the job prior to signing the contract.

2. TUTORING VERSUS LECTURING

At university there are various platforms through which subject matter is made available to students. Two of these are lectures and tutorials. Lectures involve large-
group teaching where discussions are led by lecturers. These tend to have a wide academic focus that is informed by the envisaged learning outcomes of a particular module (e.g. the ability to access, process, evaluate and use information from a variety of sources and situations). Tutorials, on the other hand, take their cue from the lectures which precede them, and generally focus on a narrower topic. A tutorial is a small group teaching forum in which students are not only expected to read around a predetermined area or topic but also actively to participate at both an individual and a collaborative level towards knowledge acquisition, generation and implementation.

Research shows that students learn more and remember information longer when they engage actively in their own learning. To achieve this they can work individually, in pairs or in small interactive groups. They learn better when they ask one another questions, think through solutions together, and surprise themselves with the answers to the questions. For this reason, small group tutoring programmes are both popular and effective. Such tutorials are characterized by a hands-off style in which the role of the tutor is that of a facilitator. This means that the students are encouraged to take control of their own learning, while the tutor’s main role is to provide resources and support.

The aim of tutoring therefore is to help students develop the skills and strategies they will need to become confident, independent and active learners. The tutor aims to help students meet the challenge of the rigorous academic standards of tertiary education, guiding them in their adjustment to the demands of the learning environment, and preparing them for a lifetime of self-sufficient learning so that they may one day contribute to knowledge generation. This is done using instructional approaches that are tailored to the skill levels and learning styles of the students, encouraging them to take responsibility both for their learning and their academic success. The tutorial offers a platform where individual students are able to raise the difficulties they are experiencing in understanding aspects of a course and where critical thinking and the development of communication are crucial.

Peer tutoring in particular affords students the chance for individual expression, fostering responsibility and social skills and improving their attitudes towards learning. This is especially so for those with special needs. Peer tutoring is a critical
condition for mainstreaming learning disabled (LD) students into regular classes. It fosters cooperation, empathy and understanding, as well as enhancing the individual’s self-concept.

2.1 Duties of a tutor

One of the main tasks of a tutor is to facilitate groups. Group facilitation is more about process than content. It is less about detailed content or what the group is working on than about how the group approaches big concepts, identifies open-ended questions that encourage group discussion, and how the students identify their learning needs and determine what they need to know. The aim of tutoring here is to make the process of learning easier and more convenient, rather than to answer questions or provide a lecture. Facilitation therefore involves keeping the group focused on their task and guiding them towards achieving their goals.

2.1.1 Some challenges facing tutors

Teachers in general are expected to adjust their instruction to the needs and skills of individual students. This means that a tutor should be able to infer in some way what the students either know or do not know. It involves a difficult process of checking for understanding, assessing the students’ comprehension, and estimating their state of mind. The following are some of the questions which confront tutors:

- How does one decide when a student has learned a particular concept or procedure, and is ready to go on?
- When a student makes an error, should one assume this is a product of carelessness and ignore it, or should one explain the concept or procedure, in the belief that the error reflects some underlying misconception?

In the university context, novice tutors in particular often agonize over:

- How they can ensure that the group is moving in the right direction, and whether there is anything they need to do as they commence with their new role as tutors,
How they can facilitate discussion without dominating the group, and
How they can encourage understanding and creative thinking.

2.1.2 Steps to address challenges

The following tips have been suggested as ways the tutor can address the concerns referred to above:

- Identify the ground rules, both yours and those of your tutees, in the first tutorial. Group rules highlight behaviour welcomed by group members and the core values of effective group discussion. Consider cultural issues and keep diversity and different belief systems in mind when setting the ground rules. Examples of rules include the expectation that all students turn off mobile phones during classes, punctuality, participation by all, and respect for one another’s opinions.

- Tell them about your role and explain in what way it will be different from what they expect from their lecturers. You could summarize your responsibilities as the following: facilitating discussion, helping in the creation of an open, healthy environment that encourages group discussion, experimentation and dealing with uncertainty, asking open-ended questions to encourage group discussion, enhancing the use of educational tools, providing suggestions, summing up key points, providing and receiving feedback, monitoring the students’ progress, and conducting group assessments.

- Discuss with your group the different roles they may play. Students who are aware of their roles and what they need to do usually perform better, so the group dynamics are maintained. A scribe, for example, listens to input, records and organizes information, while the other members contribute to the discussion in ways which add new information and deepen group understanding. The students acknowledge each other’s input, while a group representative may act as spokesperson.

- Build trust and encourage bonding among group members. The following six developmental stages have been suggested: orientation, formation, storming, norming, performing and terminating. In the initial
stages, students get to know one another, establish patterns of communication and agree on ground rules and roles of the different members. However, this is at an individual level which should later lead to teamwork. To establish trust, the tutor should not criticize or label students, or take an attitude that reflects bias.

- Do not dominate group discussions. Instead, focus on facilitating the process. Do not be an information provider. Aim for participation by all the members in order to broaden the concept under discussion. Think in terms of empowerment rather than of ‘control’, encourage feedback on your teaching style, and promote the joy of learning by discovery. Use of the appropriate key questions is also recommended.

- Be a role model and monitor your own teaching skills. You can achieve this by arriving on time, reading the tutor guide in advance and thinking about the flow of the lesson and areas which may need your facilitation. Acknowledge your mistakes, create your own teaching portfolio and record your teaching experiences, including both your personal and professional development. Regularly update your knowledge on recent developments in your field, reflect on your teaching and always seek to improve it.

- Encourage understanding. Motivate your students to act flexibly around what they know and guide them to use their knowledge to construct their own flow diagrams and mechanisms. Ask them to give reasons for their opinions and pose questions which stimulate them to assess, evaluate, compare, weigh evidence, make priorities, interpret, seek information, take decisions, plan their approach and use resources, engaging in lateral thinking and making links.

- Foster critical thinking. Enhance the group’s ability to debate issues rather than to argue, weighing evidence as they rank or refine hypotheses, analyse data, and synthesize information into formed conclusions. Emphasize understanding over memorizing.

- Ask open-ended questions which expand the discussion and encourage all the members to contribute. Keep the group focused on the issues being discussed, foster self-directed learning, and help them
to understand difficult or complex concepts. Encourage them to see the larger picture as well as the finer details.

- Promote group dynamics by always referring to ‘we’. Focus on gains rather than losses. Ask questions, listen and encourage everyone to contribute. Foster accountability, empower your group, expect positive results, and encourage the students to reflect on their learning.

- Solve problems with a win-win approach by viewing conflict as a reflection of liveliness and innovation. When dealing with a problem in the group, take it as a challenge and an opportunity for success. Consider decisions that give as much value as possible to everyone concerned, and stay focused on principles and values. Home in on relationships rather than rules, and document problems with difficult students. When in doubt, consult with a senior colleague about possible solutions.

- Give feedback that builds the group. Feedback is the 'breakfast of champions', so address positive issues before those which need improvement. Be specific and provide examples where needed, and discuss strategies and approaches for improved performance.

3. DIFFERENTLY-ABLED STUDENTS

Other than the challenges described above, students may present with problems of a more serious nature. These can range from students with mobility-related challenges, visual impairment (blindness or low vision), who are deaf or hard of hearing, as well as those with learning-related disabilities.

3.1 Mobility disability

Tutorial venues should be accessible to students who are quadriplegic. For these students, it is advisable to use tables which are high enough to accommodate wheelchairs. They should also be able to move easily around the room.

3.2 Visual impairment

Students who are blind or have low vision require material in alternative formats, whether taped, in Braille, or with enlarged type. Encourage those with low vision to
sit in the front row. Use big, bold letters when writing something down. Contrast is advisable – consider using coloured paper and coloured pens. For information that is in the book, read to the student. Rich verbal descriptions are extremely important. Use very specific language as you verbalize everything and describe in detail. In terms of the venue itself be aware of possible lighting or noisy backgrounds. Be consistent so that students may locate the venue easily.

3.3 Deaf or hard of hearing

These students may use visual cues and lip-read to communicate, so face the student directly when teaching. Make sure you have their attention before speaking, and where possible use visual aids to support what you are saying. Verify comprehension of a concept by asking them to explain it back to you. Rephrase if they did not understand what was said. Remember that some words may be more difficult to lip-read than others.

3.4 Learning disabilities

As is the case with the differently abled, learning disabilities (LDs) can also be lifelong, and therefore do not necessarily disappear. Many students who are learning disabled do not understand their individual disability, how it affects their learning, or how to describe it to others. Such students generally view themselves as having lower academic or social competence, with greater difficulty handling academic demands, adjusting to change or to university life.

Should you have a student with LD in your classroom, be sensitive to his or her needs. Over and above experiencing the campus as having a chilly climate, LD students are often met with negative attitudes by those who suspect them of using their problem as a way of gaining preferential treatment. The ideal support model for these students is one where the tutor has majored in the same subject and/or is a professional LD specialist who can offer strategic instruction.

3.4.1 Learning deficits among university students

The following learning-related challenges have been identified among university students:
Deficits in study skills, such as test preparation, note-taking.
Difficulties with attention, comprehension and concentration.
Problems with organizational skills.
Difficulties with social interaction.
Deficits in specific academic areas, with problems in reading and written composition being the most frequent.
Low self-esteem.

3.4.2 How to handle learning disabilities

To be able to provide appropriate and effective support to LD students you need to be aware of the difficulties such students encounter in their learning. Positive relationships between tutors and their tutees have been found to be of particular benefit to them, especially where they share a common knowledge base in the subject matter. You therefore need to establish a climate in which all the participants can both listen and speak. To enable this, you need to be socially reassuring, to encourage student-centred discussion groups where understanding can be clarified and deepened. It is incumbent upon tutors to take every opportunity available to develop them. This could include offering one-on-one assistance to students to ensure they grasp the main concepts.

4. PRINCIPLES OF GOOD TUTORING

4.1 Characteristics of a good tutor

An integral part of being a successful tutor is to model your own behaviour and practice as an example for your students. If you want them to be punctual, to be prepared and to stick to due dates, then you should do the same. Another important way of setting an example is to embody the idea that learning is a lifelong process. This means being knowledgeable, while at the same time admitting ignorance when you do not know something. This serves to reinforce the importance of seeking out new knowledge. When you emphasize lifelong learning in all facets of your teaching, your students will pick up on your enthusiasm and commitment.

A central condition of promoting lifelong learning is to not position yourself as an expert or authority on the subject matter you are teaching, but rather to view yourself as a facilitator of learning. This means that you will not simply share your expertise
with students whom you view as novices, but will both explain difficult concepts and listen to them, exhibiting understanding and patience when they struggle to master a complex concept or skill.

If you do not present yourself as a figure of ultimate authority, you will be better able to create a space of mutual respect in which your students can comfortably and confidently engage with you. If they see you as unapproachable, they will hesitate about asking you questions about something they do not understand. Bear in mind, however, that being approachable means being friendly, but not being friends with your students. Show compassion when they are having academic or personal difficulties affecting their performance, and avoid being negative in your interactions with them, both verbal and physical. You should also be available for consultations with your students, so you will need to check your emails regularly. If for any reason you are unavailable during an assigned consultation time be sure to inform the student by email and/or leaving a note on your door. Another aspect of being approachable and accessible is learning your students’ names. Students appreciate it when they are not simply a ‘number’ to the people who teach them. To the same end, when you have a student who suddenly misses several classes in a row, follow up and email them, both to foster a sense of accountability and to show them that they are important.

On the more practical side, a good tutor makes rules and policies clear to students from the beginning. If these are not all listed together in the course reader, you can compile a document to distribute to students in hard copy and via email. Whenever a student makes a query about rules or policies, you can refer them to the document. When applying rules and policies you should stick to them for the sake of fairness, but do not be completely inflexible; remember that each student’s situation is unique. Ultimately, if you are unsure of how to handle a situation, you should consult with the coordinator or lecturer before making any decision. You can also source feedback from your fellow tutors, especially the experienced ones, for example on ways to deal with disruptive behaviour in your classes.

4.2 What is it that good tutors do?

Besides stimulating debate, as a tutor you are expected to teach. This means bringing an expert’s view of a subject to your students in terms which they are
likely to understand. Through this, you can develop their more common-sense responses to expert positions within the discipline. Tutors can shape and direct understanding through their actions, while motivating their students through comments such as these:

“The tutor will back you up, follow up and say, ‘Yes, but do you not ...?’”
or he would say, ‘Would you not think it’s more this ...?’

A good tutor will anticipate how students might interpret (or misinterpret) a topic, and will engage them in an interactive process of clarifying their understanding of the specific point:

“Having an encouraging tutor helps, rather than someone who is obviously very clever, but so clever that they can’t see your problem ...
It’s nice having someone who can see why you have a problem.”

Students appreciate tutors who create a space within which they can think:

“It’s nice when it’s ... it is built upon and twisted around, and things. It gives you room for thought.”

Scaffolding is a further important skill in teaching. Students appreciate an environment which helps them arrive at answers on their own through exploration (agency), rather than through spoon-feeding (the mere transmission of knowledge):

“Yeah, he won’t tell you the answer, he makes you think for yourself, but he sort of prompts you along the lines ... He won’t come out and say what the answer is, but if you don’t get it, somebody else might be thinking along the same lines.”

Skill in correcting students is important in guiding their understanding towards expert positions in the discipline. Sensitivity in this regard will create an environment that is not face-threatening:

“It’s the way they [tutors] do it, sort of, getting you to bring it round” …
“They don’t say you’re wrong, but they sort of work it round so that you realize you were wrong”. 
From the foregoing, it can be deduced that an effective tutorial is one which is characterized by an informal social atmosphere and democratic forms of address. These create a false front of agency which disguises the real power of social discourse to shape the minds and actions of individuals. Thus tutors have a dual role, both as gatekeepers for a discipline and as guides to the less expert, leading their students towards ways of construing particular topics or problem situations in an appropriate fashion. These two functions of teaching, enabling and constraining, can thus be seen to be linked rather than opposed.

4.3 Features that promote active participation and learning

4.3.1 External factors

- **Size.** The group should not be too large. This affects the students’ willingness to interact as group, since functioning, participation, listening and intellectual benefit are all encouraged by a smaller group size.

- **Informal group atmosphere.** This is effective because it creates a secure climate and reduces anxiety, increasing the willingness to participate.

- **The nature of the subject matter being discussed, with certain subject areas being more likely to spark lively debate than others.**

- **Not too much pressure from other coursework.** This problem could be alleviated by imparting soft skills, including time-management.

5. THEORIES OF TEACHING AND LEARNING

Learning theories are seen as conceptual frameworks which describe how information is absorbed, processed and retained during learning. Factors such as the environment, our cognitive and emotional levels, as well as our past experiences, all play a role in how our world is shaped and how the knowledge and skills that we acquire are retained (Jones, 2013). Each learning theory has its own influential figures, and their tenets inform teaching in a particular way. As such, the learning theory to which lecturers or tutors subscribe, whether tacitly or explicitly, will inform the choices they make in their teaching.
Notable examples from the range of teaching and learning theories include behaviourism, cognitivism, social learning theory and constructivism. It is beyond the scope of this booklet to discuss all of these. However, the recent major trend in education, and in particular in understanding how students learn, has been away from the behaviourist model towards a constructivist view of learning. The focus of this booklet is therefore on constructivism.

The theory of constructivism focuses on how people learn. Constructivists believe that we are active creators of our own knowledge, in that our knowledge and understanding of the world are created both through our own experiences and our reflection on these experiences. In order to be active creators of knowledge, we need to ask questions, explore situations and assess what we know (Thirteen Ed Online, 2004). This view, translated into classroom practice, means that in effect students are responsible for their own learning. They play an active role in the learning process by constructing their own knowledge. They do this by integrating what they already know, that is, their prior knowledge, with their incoming knowledge in order to learn new material, and also by constantly reflecting on what they are learning. This leads to deeper and more meaningful learning, in contrast to rote learning or memorizing, which is very superficial. In this approach, the learner is at the centre of the teaching and learning process (referred to as learner-centred approach), while the tutor acts as the facilitator. As such, the tutor’s role is to model, coach and scaffold activities such as case studies, inquiry-based or problem-solving activities that lend themselves to testing ideas, drawing conclusions, making inferences, and collaborating with peers. During these activities, the tutor assists, guides and encourages learners in constructing knowledge for themselves.

As a tutor, you should bear in mind the following basic guiding principles of constructivist thinking:

- It takes time to learn. Learning is not instantaneous.
- Learning is a process of active construction in which the student uses sensory input and constructs meaning out of it.
- People learn to learn as they learn: learning consists both of constructing meaning and systems of meaning.
- Learning involves language – the language we use influences learning.
Learning is a social activity. Our conversations and interactions with others, as well as the way we apply knowledge, are all integral aspects of learning.

Learning is contextual, that is, it is context-specific.

The act of constructing meaning is mental. Students should be aware of their own learning processes, the strategies they use, and also be in a position to monitor their own learning.

Everyone needs knowledge to learn. It is not possible to assimilate new knowledge without developing some structure from prior knowledge on which to build.

Learning is not the passive acceptance of knowledge. It takes work, as knowledge has to be interrogated and contested.

Motivation is a major aspect of learning.

[Adapted from Andersen, Cardinale & Marti, 2011]

5.1 The traditional vs. the constructivist classroom

<table>
<thead>
<tr>
<th>Traditional classroom</th>
<th>Constructivist classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins with parts of the whole – emphasizes basic skills,</td>
<td>Begins with the whole – expanding to parts.</td>
</tr>
<tr>
<td>Strict adherence to fixed curriculum.</td>
<td>Pursuit of student questions or interests is highly valued.</td>
</tr>
<tr>
<td>There is a heavy reliance on textbooks and workbooks.</td>
<td>Students are the primary sources, as they are viewed as thinkers with emerging theories about the world.</td>
</tr>
<tr>
<td>Instructor gives, student receives.</td>
<td>Learning is by interaction, building on what the student already knows.</td>
</tr>
<tr>
<td>Instructor assumes directive,</td>
<td>Instructor interacts/negotiates with</td>
</tr>
</tbody>
</table>
6. EVALUATING YOUR TEACHING

As educators, evaluating and reflecting on our practice is an important facet of our teaching. It helps us understand our strengths and weaknesses, and to identify those aspects of our teaching that we need to improve on. This process is referred to as reflective practice. As a tutor, you are an important member of the teaching team, since you contribute significantly to the students’ overall experience and the success of their course. It is important therefore to include evaluation as part of your teaching practice. A four-step model for carrying out change, entailing an ongoing cycle of planning, doing, checking and acting, is shown in the diagram below. The first step involves planning and preparation according to the expected outcomes of the lesson. Once you have given your lesson, you check that you have delivered it adequately, and this is done through evaluation.

When you evaluate your practice, you act on it by analysing and reflecting on the feedback you received, since this analysis will tell you where your strengths lie and in which areas you need to improve. This feedback should be taken into account in the subsequent planning and delivery of your lessons. It will also help build your own confidence as a tutor. For continuous improvement the cycle should be repeated.

<table>
<thead>
<tr>
<th>Authoritative role.</th>
<th>Students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.</td>
<td>Assessment of student learning is interwoven with teaching via the students’ work, observations, and points of view. Process is as important as product.</td>
</tr>
<tr>
<td>Knowledge is inert.</td>
<td>Knowledge is dynamic, changing with experiences.</td>
</tr>
<tr>
<td>Students work individually.</td>
<td>Students work primarily in groups.</td>
</tr>
</tbody>
</table>

[Adapted from Thirteen Ed Online 2004]
There are a number of methods for collecting and evaluating data about your teaching. These can be formal or informal, qualitative or quantitative. Below is a brief guide to some evaluation methods and techniques which you might want to use.

6.1 Self-evaluation

6.1.1 Self-reflection: When we self-reflect we look at our own teaching. It is often difficult to look honestly at our own teaching, but if you accept this as an ongoing part of your lesson planning it becomes easier to answer questions such as:

- Did I achieve the aims and objectives of the lesson? If not, why not?
- Was I able to capture the attention of all students? If not, why not?
- Did I respond to students’ questions adequately? If not, how do I follow up on this?
- What could I do differently the next time I teach this class?

[Adapted from Lynch, 2011]

You may also self-reflect by using the attributes and characteristics of a good tutor, described earlier in this section and also shown in Appendix 2. This can help you prioritize areas on which you would like to focus in order to evaluate or improve your teaching.

6.1.2 Teaching log/journal: You will find it helpful to keep a teaching log or journal, either for each class or collectively for all your classes. This is a form of diary where you record, either electronically or in a book, your ideas, thoughts, feelings and experiences, during lesson planning, while teaching or at the end of the lesson. It is
important that you reflect on these experiences with the intention of learning from them. You may choose to share your teaching log, but this is entirely your decision.

### 6.2 Peer evaluation

You could arrange for one of your peers (preferably someone with a little more experience) to assess your classroom performance or even your teaching and learning materials. Should you want your classroom performance assessed, it is important that you give the observer an idea of what aspects of your practices you would like him or her to observe and comment on. The same would apply to your teaching and learning materials.

### 6.3 Student evaluations

There are different ways in which you can obtain feedback from students on your teaching. One example could be a survey in the form of a scale, as is the case with the Likert scale (see Appendix 3). Additionally, open-ended questions could be used. Your evaluation by students should be ongoing. For example, you may choose to evaluate yourself at the end of a section of work that was covered, or at the end of a term. In this way, you will be able immediately to build on your strengths and work on your weaknesses, rather than relying solely on student feedback at the end of the course or semester, by which time it may be too late. However, remember that whichever method you use, it will pointless if you do not analyse and reflect upon the data.

Many departments in the Faculty of Arts at UWC require students to evaluate their tutors, and this happens mostly at the end of the semester. It is usually done through a standardized student evaluation form (see Appendix 4). This kind of evaluation gives the department an idea of your strengths and weaknesses as a tutor, so that they can mentor you appropriately where necessary. Alternatively, the form may be used to assess your performance with a view to deciding whether to re-appoint you.

### 7. ROLES AND RESPONSIBILITIES OF A TUTOR

#### 7.1 Planning and preparation

Much of what happens in the classroom depends on how well prepared you are for the lesson. It is very important that you have clear objectives in mind before you
teach a lesson. Do not hesitate to verbalize these objectives to your students, as this will help them understand the purpose behind the work they are doing.

7.1.1 Planning

When possible, plan your sessions a few weeks in advance. This will allow you to ask the coordinator or lecturer if anything is unclear before teaching commences. Planning ahead will also give you enough time to research unfamiliar concepts, and will better enable you to plan around marking, which can take up a lot of your time. Another advantage to planning ahead is that it allows you the time to make sure that your lesson plans fit in with the lecture material.

While being prepared and having notes in front of you is handy, being over-prepared can be a common pitfall, especially for new tutors who are afraid of not being able to fill the hour. Do not write down absolutely everything you want to say or ask in class, since you may end up just reading from the page in front of you, and that is not an effective teaching strategy. You might also risk overlooking students’ specific needs if you rigidly stick only to prepared points.

When planning, make a rough estimate of how long each specific activity needs to last. This will ensure not only that you cover all the basics but also that you do not spend too much or too little time on a particular point. Related to this is the need to be flexible in your planning. Students and classes are unpredictable, and it may be necessary to modify a plan midway through a class, due to some unforeseen reason. However, as long as the main objectives are not compromised, this should not be a problem.

7.1.2 Group discussions and activities

Peer-learning through discussion and shared activities is one of the most effective strategies, as long as it is coupled with feedback from the tutor after the discussion or activity. It allows students to learn both from and with each other. However, it is important that you recognize the differing skill levels of your students, and try to group together those with different competency levels. If you plan to carry out an activity with them, it is helpful to do it for the first time with them in class. This will enable you to put yourself in their position, working through the activity with them, rather than teaching at them.
When it comes to group work, through explaining the work to one another, students are able to clarify their own understanding in the same way that they do when answering your questions. Questions ensure that they remain attentive, but you should never accept a simple ‘yes’ or ‘no’. Rather ask them to motivate and explain their answers. If you are worried that you will unable to occupy them for the whole hour, do not prepare extra content; instead devise some extra activities and questions.

For group work to be effective, use the ‘1, 2, 3’ method. Give each person a number ranging from 1 to 3 (or more, depending on the size of your group and how many smaller groups you would like to have). Then group all the ‘1s’, ‘2s’ and the ‘3s’ together. This will allow them to work with ‘new’ people, which in turn will stop them from becoming ‘stuck in a rut’. They will build relationships with other people in the class, not just their usual friends or cliques, as well as seeing new and different perspectives on the questions under discussion.

7.1.3 Question time

Teachers tend to forget to allow time between sections of work for questions from students. In your planning make a note at regular intervals to remind yourself to allow them to ask questions. If you regularly check whether all the students understand the work, they will know that you are invested in their learning. While planning, try to anticipate questions they might ask, and while teaching encourage them to ask questions.

If you suspect that one or more of your students have questions but are too afraid or shy to ask them, then you can ask the question in such a way that they can indicate by a show of hands whether they understand, while everyone has their eyes closed. This works especially well because they are more likely to admit to a problem when they do not feel as though the other students are watching and judging them.

7.1.4 Preparing before and after tests

One way of ensuring that students leave with your
intended objectives fulfilled is to plan a short test for the end of the lesson. You can have them write the answers down and mark one another. Alternatively, you can take the answers in and mark them yourself. Another option is to informally ask them questions, in the process ensuring that not just one or two students answer all the questions. Multiple studies have shown that testing students on lessons improves retention. If you do not have time for a short test, ask them to write a few sentences about what they think they learned during the class, and hand these in to you, either before they leave or at the beginning of the next lesson. You can also prepare additional material for a future lesson if there is a key concept the students did not understand completely.

Testing is useful not only in checking whether students retain knowledge but can also help ensure that they prepare properly for lessons. One of the most frustrating aspects of tutoring is teaching a class when no one has read the text beforehand. Using gate-keeping tests can encourage students to prepare for class, especially if you formalize these tests by doing them in green books, collecting the test scripts and marking them after each class.

7.2 Marking and giving feedback

One of your responsibilities as a tutor is to mark projects and give feedback to students. The type of assessment task, the amount of marking that has to be done, and the type of feedback that you give students will depend on the course and the expectations of the coordinator. It is important that you understand fully what the coordinator expects from you as the marker. You must be well prepared to tackle your marking responsibilities and take them seriously.

Some guidelines for marking:

- Prior to commencing with your marking, ensure that you understand the requirements of the assessment task.
- You will also need to understand the criteria and standards set for the marking of the task. For example, you may be given a rubric to use. Familiarize yourself with this before marking. If you are not sure, it is important that you consult with the course coordinator or get some clarity from your fellow tutors.
Sometimes the coordinator of the course may have cross-marking sessions, in which all the markers mark one or two of the same assessment and then compare their marks and the feedback given. Such sessions help to standardize marking and ensure that all the tutors understand the expectations of the coordinator. However, if this does not happen, you could show initiative by cross-marking with other tutors who are marking the same assessment task.

Sometimes it is useful to mark a few scripts, then give these to the coordinator to check if you are on the right track. A lead pencil is advisable in cases like this one.

It is always good to mark in a quiet environment, as continuous disruptions may affect your marking.

Ensure that your marking is consistent. Avoid leaving excessively long gaps in between your marking as this could destabilize your marking consistency.

Always check the marking due date, then allocate sufficient time to focus on your marking. Rushing through your marking could result in sloppiness and could seriously disadvantage the student.

Be fair and objective when marking.

It is always good to re-read a student’s work if you are uncertain what mark to assign.

Once you have completed marking a script or assessment task of a student, always double-check your totals.

Familiarize yourself with the university or faculty rules and policies regarding plagiarism.

Be vigilant about cheating and copying. If you suspect that a student has copied or plagiarized information, discuss it with the coordinator before taking any action.

A useful tip when marking is to keep a record of common errors made by students, or of problems they have encountered. When you return the assessment task, you can use your records to give them general feedback on the task.
At times it may be useful to keep copies of both good and poor assignments. You could use sections of these (without disclosing the students’ names) to demonstrate what good writing entails.

After marking, immediately record all your marks before returning their scripts to your students. You should have an electronic copy as well as a hard copy.

When capturing marks, ensure that you check the surname and student number before recording them.

7.2.1 Providing feedback

Receiving feedback on work that has been assessed is an important part of the learning process for students, as it gives them insight on their performance. This can be measured against a standard or set of criteria (criterion-referenced assessment), or by comparing a student’s performance with that of other students who completed the same assessment (norm-referenced assessment). Feedback also gives students an indication of the quality of their work.

Feedback can be given to students in a number of ways, depending on the nature of the assessment task and the requirements of the course and/or the course coordinator. It may include written comments on work, model answers, a list of common mistakes, peer- and self-evaluation, and a rubric. It is important to include some kind of self- and peer-assessment, as both play an important role in lifelong learning. Through self- and peer-assessment, students can learn to judge both their own competence and that of their peers in relation to set criteria. The rubric is a further useful tool when providing feedback, as it allows students to see how well they performed in relation to the criteria set in the rubric.

Feedback is effective when:

- It is given as close as possible to the completion of the task.
- Students are able to learn from the feedback. They must be able to read, understand and implement changes on the basis of your feedback.
It gives students a clear idea of how they can improve their work.  
It addresses their misconceptions and gaps in their understanding.  
It leads them to being capable of assessing their own work.  
It focuses them on fulfilling the task, rather than just on time and effort.  

[Adapted from Lynch, 2011]

Below are some tips for giving feedback to students:

- All students need feedback. Those who perform well need to know why they achieved good marks and how they could improve them still further. Similarly, those who perform poorly need to understand why their performance was rated as poor, and develop ways in which they can improve their performance.
- The feedback you give should be of high quality and provided timeously. It should be clear, objective and as specific as possible.
- Criticism should be constructive and focused on potential improvements.
- Balance your comments with both positive and negative remarks. It is always good to begin and end with a positive comment.
- Be sincere and positive with students about their results.
- Avoid using generic symbols (ticks or crosses) without providing explanations.
- Avoid editing the students’ work. For example, instead of replacing a misspelt word with the correct word, tell the student that the word is incorrectly spelt. In this way, you shift the responsibility of learning to the student, who then has to consult a dictionary for the correct spelling. Otherwise, the student may go through your feedback in a mechanical manner, with little or no learning taking place.
- Avoid using vague words or phrases that the students may not understand. For example, ‘word order’, ‘your sentences are not coherent’, ‘sentence structure’. Be more specific; for example, instead of simply writing ‘sentence structure’, explain exactly what is wrong with the sentence and how the student could rewrite it.
- Pose questions to develop higher-order thinking, rather than saying that the student should do x, y or z.
Do not impose your views on your students. Remember it is not your written work. Allow them to retain ownership of their work. Respect their views and help them articulate their thoughts and ideas more clearly. Suggest ways in which they could justify and support their views in order to strengthen their arguments.

Do not patronize or undermine students with your feedback.

Be focused with your feedback. Providing feedback on every single error a student has made soon becomes tiresome. Students may become disheartened and disillusioned when they receive too much of feedback, and are left wondering where to start making improvements. So be selective.

Plagiarism

Sometimes during marking you might detect plagiarism or evidence of students inappropriately ‘sharing’ their work. In this event, consult the course coordinator who will guide and advise you on how to respond and manage the occurrence. Below are some tips which will help you detect plagiarism.

- Lack of quotation marks or correct referencing.
- Generally poor referencing technique.
- Language that seems inconsistent with the student’s other work.
- Inconsistencies in writing style or fonts within a piece of work.
- Noticeable repetition from one student paper to another (Lynch, 2011).

7.3 Strategies commonly used by experienced tutors

7.3.1 A welcoming learning environment
In order to make group work and class discussion productive, you need to create a comfortable learning environment in which students are not afraid to speak up. They should feel that their voices matter, and that they will not be ridiculed for anything they say, either by their tutor or fellow students. One of the easiest ways of creating a welcoming learning environment is to be approachable yourself, but it is also important for the students to get to know one another, as it can be very daunting to speak in front of a group of strangers.

It is a good idea to start a new semester with an ice-breaker or an interesting activity. For example, you could ask the students to chat to each other in pairs, and then have them introduce one another by divulging three interesting facts about the other person. A slightly more challenging welcome exercise is to ask them to draw a picture of themselves – with no words – to show who they are. This also allows them to engage with imagery from the get-go. If possible, you should arrange your classroom tables in a square or rectangle, so that they can all see one another, instead of everyone looking only at you.
A further way to create a welcoming learning environment is to emphasize that learning is a lifelong process. No one expects them to have the right answers first time around, and it is acceptable for them to make mistakes, as long as they learn from them. You could, when appropriate, share your own mishaps as a first-year, and what you learned from them. Showing them that learning is a lifelong process also means that you encourage them to look things up for themselves, and not simply rely on you to provide them with answers. Ultimately you want to help them become autonomous learners.

7.3.2 Show-and-do

When teaching, you should aim for a balance between relaying information to students and having them perform activities. Think of this as a show-and-do approach, where you show them how to do something in the first part of the lesson, then dedicate the second part of the lesson to them practising what you have shown them. The third part of the lesson is devoted to feedback. Simply listening to you teach is passive learning, but engaging them in activities ensures that they take an active part in their own learning process.

Repeating information from the textbook or course reader is a sure way of losing their interest. In contrast, doing activities with them will keep them focused and interested in the subject matter.

7.3.3 Let them teach

Related to the show-and-do approach is letting your students teach the content themselves. Have them do some group work, then ask one of the groups to take your place as tutor and teach the activity to the rest of the class. You take a supporting role, guiding and helping them when they get stuck, and ensuring that your goals for the lesson are achieved. With this approach, the students might make mistakes along the way, but you can help them recognize how to address these.

7.3.4 Provide examples

Do not underestimate the effectiveness of examples. The best ones to use are from the students’ own assignments or tests (with permission), while examples drawn from your own learning experience can put them at ease and make them feel less
self-conscious. Where possible, you can also ask them to provide their own examples from other modules.

7.3.5 The thought pause

When no one responds to a question you have asked, it can be tempting to give the answer yourself. Resist the urge and instead take a thought pause. Chances are eight times out of ten your silence will make someone uncomfortable enough to venture an answer. If this does not work, try to restate the question or approach it from a different perspective (by giving a scenario, for example). If you still find your students unresponsive you could also say something outrageous to get them talking.

The right question can be immensely useful in helping students make connections for themselves, so practise creating guided questions through which you lead the students and give them hints without actually giving them the answers. Be careful, though, not to let one or two students do all the talking; instead, try to involve everyone in the discussion.

7.3.6 The classroom connection

When you feel you are losing their attention or they are struggling with recognizing the usefulness of what you are doing with them, you could tie the lesson to current events or aspects of their own lives, highlighting the relevance of what they are learning. Similarly, when you sense a lull in their attention, you could change the classroom environment a bit. This could be something as seemingly silly as making them all stand up and do stretches (sometimes lack of attention is due to lack of proper blood flow, especially in early classes, or after lunch/late afternoon classes), or asking them to sit on the floor or a desk to create a more intimate environment. Often a subtle change like this is all that is needed to make them aware of their environment and to pay attention.

8. CODE OF CONDUCT

Your duties as a tutor may range from assisting students in furthering their grasp of course concepts, aiding their understanding of assignments through the various stages of writing, or providing preparatory help in advance of an exam or quiz, while
nurturing critical thinking and facilitating debate. In all these, as a tutor, you will be expected to follow a code of conduct.

The tutor acts as a facilitator in the learning process, the desired outcome being that students should become independent learners. With this goal in mind, the tutor should not provide answers to students, but rather should help them arrive at answers themselves as the result of a collaborative tutoring process. The tutor is not meant to “rescue” students, but instead offers them the means by which they can “rescue” themselves as they discover and create successful solutions.

The various departments in the Faculty of Arts strive to provide and promote the training and mentoring of tutors so that students may secure the maximum benefits during tutorials. Such training may occur in different ways and at different times throughout your contract as a tutor. Below are some basic characteristics that a tutor should possess, over and above the requisite knowledge and experience, in order to discharge his or her role in an ethically informed manner. Please note that these expectations are held by all the departments in the faculty:

- **Be punctual:** The tutor is expected to arrive five minutes before the starting time of the tutorial. Maintaining punctuality helps set the stage for your session in many ways, both for you and for your students.
- **Be prepared:** Come into your session prepared for your tutorial. This includes knowing your content in advance as provided to you by your course or tutorial coordinator. In order to enhance the efficiency of your tutorial, remember to bring along all the appropriate resources that you will need (extra paper, attendance register, white board markers, chalk, dusters for both chalk and white board, readers, texts, and charts). You will also need to bring the graded scripts from the previous tutorial for return to the students at the appropriate time.
- **Be honest:** Be upfront with your students when you do not know about a particular concept or process in their course materials. Trying to “fake” your way through will only frustrate your students, negatively affect the relationship of trust you are trying to build with them, and ultimately hurt your reputation and credibility as a tutor. If you do not have an answer to a question, say so,
then promise to investigate the problem while encouraging them to do the same.

- Be a facilitator: Do not give your students answers to a problem or assignment. Instead, discuss what they already know or may have grasped, and use this as a starting point. You are there to support their learning and help them become independent thinkers, not to be an answer bank.

- Be positive: Approach the subject you are tutoring with enthusiasm. Your students may present with a negative mind-set about the course, but this is usually more apparent than real. It is important to infuse the session with your personal passion for the subject. Also, give your students positive feedback as they work through the kind of materials and problems that brought them to you in the first place. Praise their progress, however big or small.

- Be willing to “Meet the students where they are”: You will encounter people from different academic backgrounds, with a diverse collection of learning styles and varying degrees of understanding of the course material. Be available to meet them at their particular points of need, and adjust your tutoring approach accordingly to help them achieve personal success.

- Be mindful of learning styles and learning needs: You need to be aware of your own personal learning style and be able to assess the core learning styles of your students, enabling you to adjust your methods appropriately. Students may also present specific learning needs and/or disabilities. You should respond by offering resources and encouraging such students to access the services they need. Tutors are advised to consult with their course coordinators when connecting students to university services.

- Be a model of academic excellence: Set a standard in your own behaviour for your students to emulate during your sessions. Share your specific course experiences and approaches with them so that they may gain from your perspective. Offer them a variety of strategies. Be conscious of the transference of skills between you and your students and set out to inculcate good habits and methods in them. Take care to maintain academic excellence in your own personal studies.

- Expect the best: Begin each session with your students expecting that they have made an attempt at their homework/assignment/problem. Expect them to come to you having already grappled with the learning material, and now
need your skills as facilitator in their learning process. Do not be a dictator. Do not demand the best, simply expect it.

- Be a good listener: Practise active listening skills so that you may better assess students’ misconceptions and errors. Good listening skills will also allow you to gauge their understanding of the material as you engage in dialogue with them. You can then respond appropriately at their point of need.

- Be encouraging: Encourage students to be active participants in their learning process by seeking to involve them in each step. You do not want them to rely on you all the time, so encourage them to invest their own personal effort in your session. Give them the means to find solutions and encourage them to use the tools you offer them to produce positive results. If they struggle, continue to encourage them to persist in the process.

- Be patient: This is one of the most important characteristics tutors can demonstrate with their students. Do not be annoyed with students who display a lack of understanding of the material. Do not rush but act patiently with them, and be aware of their pacing needs. Allow time for them to reflect on the material and assimilate the new information.

- Be responsible: As a tutor you must strive to be accountable at all times in the delivery and practice of your course. This includes reporting regularly and constructively during meetings as well as discharging your agreement to contractual and departmental expectations and their duly authorized representatives (lecturers, coordinators and administrators) to ensure prompt marking, correct administration and feedback for all your students. Take care not to lose scripts. If a lecturer asks for feedback from your tutorials, give it promptly. If you fail to record marks accurately you may adversely affect the students’ performance. Losing scripts, manufacturing marks out of thin air, failing to comply with a lecturer’s instructions, delaying the submission of marks, failing to attend meetings, contravening university rules and policies as well as your department’s policy and practice may lead to dismissal. If you are struggling to cope, tell your lecturer and/or coordinator that you need help. They will assist and guide you to the best possible course of action to resolve your problems and challenges.
9. POLICIES AND GRIEVANCE PROCEDURE

9.1 Grievance procedure
If you have a grievance against another tutor, a lecturer or a member of the administrative staff, or between yourself and a student, you should first address the problem directly with the person concerned, so that the two of you can try and resolve it. If this does not lead to a solution, approach the course coordinator. If this in turn does not solve the problem you may approach the chairperson of the department in which you are tutoring. If this still does not lead to a resolution then you may approach the Dean. Your complaints should be made in writing, and should be confined to professional issues.

9.2 University support services
To ensure that you function and perform optimally during your academic journey at UWC the following support services are available to you as tutor, which you can also relay to your students when necessary:

9.2.1 Campus Health & Wellness Centre
UWC has modern and well-staffed facilities for your health-related concerns. The services range from day-to-day primary health care to more specialized surgical procedures which are done on site. The Medical Services: Campus Health & Wellness Centre is located on the 1st Floor of the Community Health Sciences Building (next to 'B' Block). For an appointment, consult with a doctor or nurse, or visit: http://doctorsvisit.co.za/members/. You may also call 021-959 2876/5, or e-mail at health@uwc.ac.za for an appointment.

9.2.2 Centre for Student Support Services (CSSS)
The CSSS offers broad student-centred development and professional services, programmes, training opportunities and resources aimed at enhancing students’ academic experiences, graduate attributes and quality of life. The Centre conducts research and engages with national issues and debates to provide a cutting edge service, assisted by dynamic professionals who give high quality, free and confidential services.

Reception: Ms Wendy Wicks and Mr Randall Lange
Tel: 021 - 959 2299/3587, Email: csss@uwc.ac.za
Director: Dr Birgit Schreiber
Tel:021 - 959 2299
Email: birgitdewes@gmail.com
Location: 2nd floor, Community and Health Science Building; open 8h30-4h30.
9.2.3 Information communication services
The primary responsibility of the Operations and Services Department within ICS is to provide comprehensive Datacentre, Networking and Service Desk capability to the campus community. The Service Desk is the single point of contact (SPOC) for all ICT requests on campus. It extends its support to staff as well as students. Among the essential services offered to students, tutors and the broader campus community are:

- Internet and email support, as well as setting up wireless on mobile devices.
- Software support to students, limited to what is licensed for student use.

Tel no.: 021 - 959 2000
Email: ICS ServiceDesk Communication@uwc.ac.za
ICS Application: Support@uwc.ac.za
Location: adjacent to the EMS faculty.

9.2.4 Office for Academic Support
The Office of Academic Support is an innovative learning and development environment for quality student-centred practices. Through multi-level support initiatives, OFS enhances support initiatives and facilitates student retention, throughput and success. In addition, it offers academic support initiatives and strategies for all students, marketing specific student-centred academic support services through the use of multimedia sources to bolster and nurture student engagement.

Programmes and activities:
Living and Learning
Peer Mentoring Programme
Manager: Ms Laetitia Permall
Tel: 021- 959 2729
Email: lpermall@uwc.ac.za
Facebook page: https://www.facebook.com/groups/104520792147/
Location: 2nd floor of the Community and Health Sciences Building; open between 8h30 and 4h30.
9.2.5 Therapeutic services
Therapeutic services is a professional and accredited student counselling service that provides psychological services that facilitate student adjustment to university. Among their various programmes they offer individual crisis and trauma counselling free of charge to all registered UWC students.
Manager: Ms Shahieda Jansen
Tel: 021 – 959 2732
Email: sjansen@uwc.ac.za
Location: 2nd floor, Community and Health Science Building; open between 8h30 and 4h30.

9.2.6 Office for Students with Disabilities
The Office for Students with Disabilities (OSwD) is dedicated to promoting equality, opposing unfair discrimination, ensuring reasonable adjustment to campus, facilitating learning and encouraging participation of all students in university life. Students with disabilities include those who might not directly identify themselves as disabled, but may nonetheless face discrimination in certain aspects of everyday life because of their impairment. The OSwD facilitates access to campus services, resources and academic materials for those with special needs or disabilities, including those who are blind, deaf, or have impaired mobility, learning disabilities and/or chronic medical conditions. Each student is individually assessed (preferably before they apply) and a programme is designed to foster the development of each to their full potential.

Services and interventions
- Ensure that venues are accessible to persons with impaired mobility.
- Provide academic material in Braille, large print, electronic format and audio.
- Arrange for tests and exams to be written at OwSD. Arrange for an amanuensis to assist students who are unable to write/type for themselves.
- Liaise with lecturers, tutors, administrators and staff at the library, residences and other departments and with fellow students to foster an understanding of the challenges faced by students with disabilities.
Monitor the physical environment and new developments to ensure safety and accessibility to the campus community and visitors.

Programme officer: Ms Evadne Abrahams  
Tel: 021 – 959 3586  
Email: eabrahams@uwc.ac.za  
Facebook page: www.facebook.com/groups/oswduwc

Location: 2nd floor, Community & Health Sciences Building; open between 8h30 and 4h30.

9.2.7 Leadership and Social Responsibility
The Office of Leadership and Social Responsibility (LSR) aims to create and assess programmes and services in order to develop leaders who will become active citizens in a global context. LSR is dedicated to offering the best possible leadership development for UWC students. UWC’s Institution Operational Plan (IOP) is used as a guide to align our co-curricular programmes and services. The LSR challenges students to create change, not only in UWC but also in South Africa and the global context. It focuses on active citizenship and community engagement and encourages students to apply their leadership skills in various real-life situations, including personal, professional, and organizational settings. It strives to arm our graduates with skills and knowledge that extend beyond the classroom, and prepare them for an ever-changing world.

Manager: Ms Tonia Overmeyer  
Tel: 021 – 959 9481  
Email: tovermeyer@uwc.ac.za

If you have any queries, please contact Mr Arnold Mdepa via email at: amdepa@uwc.ac.za or visit our office located at the 3rd Floor Student Centre. Facebook page (LSR): https://www.facebook.com/LSRatUWC  
Facebook page (RAG): https://www.facebook.com/groups/147338905451789/

9.2.8 Campus protection
Campus Protection Services (CPS) creates a safe and secure environment on campus by enforcing laws and actively preventing crime, and is responsible for the safety and security of the entire campus community.

Location: Behind the prefab buildings on the West side of campus, as one walks towards the train station.
Administrative Officer: Carmelita Hoffmeister.

Office Number: (021) 959-2476.

E-mail: choffmeister@uwc.ac.za

9.2.9 Various sporting codes and modern facilities for health-related services are also offered at UWC. These range from a super circuit, smith machines, free weights, cardiovascular machines and a stretch area. Should you be interested, contact the Sport Administration Office.

Contact Person: Ms Nadia Mgulwa, Email: sport@uwc.ac.za, Tel: +27 21 959 2548

10. FREQUENTLY ASKED QUESTIONS

The following are to be used only as a guideline. Consult with your course coordinator if you need additional advice.

- **What does it mean for a tutor to be a good example to students?**
  Tutors have a responsibility to conduct themselves professionally at all times and to serve as good role models for their students. This includes appropriate dress, speech and actions, and showing respect for others, including students. Use the tutorial slot effectively to focus the students on the task at hand. Limit the personal `war stories`, as these can become a distraction. Instead set an example of focus that students can follow in their work. Refrain from attending to personal matters during sessions, for example texting or carrying out non-tutoring related tasks.

- **What is the procedure when a student has plagiarized?**
  You should notify the course coordinator of the plagiarism. Once the coordinator has confirmed the presence of plagiarism, he will arrange a meeting with you and the student. You should inform the student via email that plagiarism has been found in his or her essay, and when the meeting will occur. Take care to maintain a neutral tone in your correspondence. In the meeting, the student will be shown where in the essay he or she had plagiarized, and will be given a form to sign admitting plagiarism. This serves
as a warning, provided this is a first offence. In addition, the student must either rework the essay and remove all plagiarism or, where relevant, acknowledge sources (where sources are not viable, the essay may require reworking). You should set a date for when the essay must be returned, which is usually within two to three days. If all plagiarism has been removed, the maximum mark allocation is 50%. If any evidence of plagiarism remains, the student will receive 0%. If this is a second offence, it will go against the student’s name and will be on record, and again the student will receive 0%. If it is a third offence, the student will appear before the proctor.

What do I do when a student does not regularly attend tutorials but submits assignments (misses two or more tutorials)?
Inform the student immediately via email that the assignment will not be marked until the student has met with you. The student must have a valid reason for non-attendance, and where relevant should produce a medical certificate. If the student does not respond, retain the assignment/s and write ‘mark pending’ next to the student’s name in the record of marks for individual assignments. Mail the student an urgent reminder once a week. You may mark the assignments if you wish, and keep them aside. If the student still does not respond, then the departmental procedure is that he or she will not obtain a continuous assessment mark. Consult with your coordinator regarding this final step.

How do I handle a difficult student?
Diplomacy is the key here. There are two ways of handling this, depending on the degree of disruption. You can either tell the student that you would like to speak with him after the tutorial, or ask to speak with him immediately, outside the venue. Remind him that respect works both ways, that you are there to help but will not tolerate inconsideration towards the other students in class, who deserve your full attention. If the student persists, you may forward the his name and details to the coordinator, who will meet with the student.
What can a tutor do when students are disinterested and do not seem to care?

It is not always readily apparent whether students actually do not care. They often come to class affected by personal problems, they may have different learning styles, or have difficulty seeing the value of the module for their future careers. The important thing is not to take their distance personally. Where one individual is involved, do not try to deal with any personal situations the students might have, but rather show support, perhaps by giving an extension on an assignment when needed, or by reporting the student’s difficulties in the marks meeting if he or she has performed under par. In general, try to establish a friendly, respectful dynamic with students which, when married with a passion for the discipline, will go a long way towards showing them that you have a sincere, vested interest in their success. If this approach does not work, you may refer the matter to a more experienced member of staff, but in most instances this will not be necessary. Persistence in treating all students with respect and including them in all activities will elicit engagement on their part. In particular, you can increase their involvement in the learning process by encouraging them to take a leading and participatory role.

How does a tutor maintain the balance between assisting the student and still have them do their own work?

You can achieve and maintain balance by stipulating that any work defined as the student’s (assignments, homework, course work) should be done solely by the student and that you as the tutor should only be consulted in an advisory capacity. Feedback on assignments should be edifying and understandable to the student and not an opportunity to showcase your own prowess. In tutorials, you are there to facilitate discussion around the lesson, not to deliver a lecture. This will encourage independent, critical thought and argument, within the context of the discipline. Ask questions that lead to problem solving and encourage students to ask more questions, even if they think the question is ‘silly’. If they succeed on their own, you should reinforce their confidence by bestowing genuine praise when it is well earned.
11. REFERENCES


12. APPENDICES (Example of a work study contract appointment)
NB: The nature and terms of the contract is subject to change.

Appendix 1

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<td>Administrative</td>
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</tr>
<tr>
<td>Assistant</td>
<td></td>
</tr>
<tr>
<td>Other - Specify</td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE INDICATE WHETHER THIS IS:**

**STUDENT NUMBER**

**TAX NUMBER**

NB: If the Student is NOT a South African citizen certified copy of the study permit is needed which authorises appointment of a student for a maximum of 80 hours per month.

<table>
<thead>
<tr>
<th>BIOGRAPHICAL DETAILS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SURNAME</td>
<td></td>
</tr>
<tr>
<td>FIRST NAMES</td>
<td></td>
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<tr>
<td>INITIAL (S)</td>
<td></td>
</tr>
<tr>
<td>TITLE</td>
<td></td>
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<tr>
<td>GENDER</td>
<td>M / F</td>
</tr>
<tr>
<td>STUDY PERMIT EXPIRY</td>
<td>DATE</td>
</tr>
<tr>
<td>NATIONALITY</td>
<td></td>
</tr>
<tr>
<td>DATE OF BIRTH</td>
<td></td>
</tr>
<tr>
<td>ID/ PASSPORT</td>
<td></td>
</tr>
<tr>
<td>HOME ADDRESS</td>
<td></td>
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<tr>
<td>CURRENT ADDRESS</td>
<td></td>
</tr>
<tr>
<td>POSTAL CODE</td>
<td></td>
</tr>
<tr>
<td>CONTACT NO:</td>
<td></td>
</tr>
<tr>
<td>POSTAL CODE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTRACT DETAILS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT / FACULTY</td>
<td></td>
</tr>
<tr>
<td>COMMENCEMENT DATE</td>
<td></td>
</tr>
<tr>
<td>TERMINATION DATE</td>
<td></td>
</tr>
<tr>
<td>PAYMENT DETAILS</td>
<td></td>
</tr>
<tr>
<td>RATE PER HOUR / AMOUNT</td>
<td>R</td>
</tr>
<tr>
<td>TOTAL HOURS FOR YEAR</td>
<td></td>
</tr>
<tr>
<td>Post Number</td>
<td></td>
</tr>
<tr>
<td>Entity Code / Donor Funding to be</td>
<td></td>
</tr>
<tr>
<td>Account</td>
<td></td>
</tr>
</tbody>
</table>
Students are ultimately responsible to ensure that fee accounts are settled

TAX DECLARATION: This is to confirm that this is my only source of income. Please Note: You are liable for 25% tax deduction if you do render service to another institution.

Y  N

I, (Student full name) ________________________________ hereby confirm that I have read the terms and conditions of this appointment.

ACCEPTANCE OF TUTOR/STUDENT (other) APPOINTMENT AT UWC

Please read the following regulations carefully and sign below:

Terms and conditions:
1. Only full-time registered students will be considered for appointment opportunities on the Workstudy Programme.
2. If a student is awarded a full-cost bursary during the term of the contract, the contract could be terminated and adjusted to give another eligible student the opportunity for financial assistance.
3. Termination of this appointment requires two weeks written notice by either party.
4. Undergraduate students will be allowed to work for a maximum of 40 hours per month.
5. Post graduate students can work for a maximum of 80 hours per month.
6. Post graduate students can work for a maximum of 80 hours per month.
7. This agreement does not constitute an employment contract.

Tuition Fees:
Split will be applicable:

First semester:
60% of the claim will be credited to the student’s fee account, should the student have outstanding fee account.
40% of the claim will be paid directly into the student’s bank account.

Second semester:
80% of the claim will be credited to the student’s fee account, should the student have outstanding fee account.
20% of the claim will be paid directly into the student’s bank account.

Paid up Fees
If the student account has been settled in full, 100% of their claim (for Tutors only) will be paid.

NSFAS Students
If any Credit on the fee account at the end of the year, will be paid directly to NSFAS.

BURSARY HOLDERS
Excluded from 60% - 40% condition. Proof of bursary compulsory.

Payments:
1. Due dates for claims should be strictly adhered to. Late claims will be processed the following month. The payment will be no later than the 23rd of each month.
2. Claim forms not fully and correctly completed by the student, and/or the relevant supervisor, will be returned to the department and deemed to be a late claim.
3. The Work-study Office will not be held responsible for the payment of claims that exceed 40 hours per month, other than periods where the claim periods extends over 5 weeks, and fall within the budget allocation of the department.
4. ONLY STUDENTS WHO HAVE COMPLETED THE FOLLOWING PROCESS WILL BE ALLOWED TO SUBMIT CLAIMS:
   (a) Completed and submitted an Appointment Form.
   (b) Details and confirmation of banking details form
   (c) Certified copy of National id or passport document
   (d) Proof of registration
   (e) For international students we need certified copy of study permit or refugee permit

(Proposed) Tutor Payment Rates
a) Undergraduate level – a maximum of R 62.00 ph
b) Post graduate (Honors&Masters) – a maximum of R 78.00 ph
c) Post graduate (PhD) – a maximum of R93.00 ph

(Proposed) Student Assistant Rates
a) Administrative Assistants – R15.00 ph
b) Senior Lab assistants – R 19.50 ph

Disciplinary offences:
The following rules need to be adhered to otherwise it will result in a breach of these appointment terms which may lead to the cancellation of this agreement:

(a) University material, resources, and equipment (e.g. Telephone, photocopiers, etc.) are for business use only.
(b) Doing homework assignments during hours claim
(c) No social visits from friends
(d) No other personal work
(e) Poor performance
(f) Poor attendance
(g) Misconduct
(h) Altering claim form after supervisor has signed
(i) Major offences, such as insubordination, assault, or theft, are grounds for immediate dismissal.

**Tax:**

Only Students with a Tax no can apply for the Work-Study programme.
Its students responsibly to register with SARS and for UWC with an Income Tax no.

Students earning less than the Tax Threshold (2014 - R67 111 per annum – R5,592 pm) are not liable for PAYE – 2014 Tax year

Students earning greater than the Tax Threshold are liable for Tax (according SARS Tables) and should submit tax returns.

<table>
<thead>
<tr>
<th>SIGNED AT UWC</th>
<th>ON THIS ……… DAY OF …………………</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL NAME (STUDENT)</td>
<td>SIGNATURE (STUDENT)</td>
</tr>
<tr>
<td>FULL NAME (SUPERVISOR / HOD)</td>
<td>SIGNATURE</td>
</tr>
</tbody>
</table>
## Appendix 2: Tutor self-evaluation form

Rate yourself on a scale of 1 to 10 according to:
1. How important the attribute is to you and
2. How you rate yourself on this attribute

<table>
<thead>
<tr>
<th>Tutor Attributes</th>
<th>Importance of this attribute is to me</th>
<th>My rating of this attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am punctual</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>I am knowledgeable – I know my subject matter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provide clear and comprehensive explanations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I act as facilitator rather than an instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen carefully to students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am understanding and patient.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I respect my students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am approachable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am fair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I goto class fully prepared.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make sure everyone understands the material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ask thought-provoking questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage student discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to answer questions and provide further explanations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Tutor self-evaluation survey

Dear Student,

Please take the time to thoughtfully fill out this survey. The information will help me improve on the preparation of the learning materials that I present to you and the way in which I conduct my teaching. Please circle the number that is most appropriate for each statement according to the following scale.
1 = never
2 = rarely
3 = sometimes
4 = frequently
5 = always

<table>
<thead>
<tr>
<th>ITEM</th>
<th>My tutor, JOHN:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is punctual</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Is knowledgeable – demonstrates command of the subject matter.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Provides clear and comprehensive explanations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Acts as facilitator rather than instructor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Listens carefully to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is understanding and patient.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Respects students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Is approachable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Is fair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Comes fully prepared to class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Makes sure everyone understands the material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Asks thought-provoking questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Encourages student discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Is willing to answer questions and provide further explanations.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Please make any additional comments regarding my style of presentation, the course, the texts, etc. below or on the back of this form.

Comments:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
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Appendix 4: Standardized tutor evaluation

Department of English – Course Evaluation

Please fill in this questionnaire to help the department improve its courses. Your time and comments are highly appreciated.

Name of the Course: …………………………………………………

Read each question carefully and tick the box that matches your opinion.

  Strongly disagree  1  2  3  4  5  Strongly agree

<table>
<thead>
<tr>
<th>Name of the Lecturer:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The lecturer was knowledgeable and well prepared.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The lecturer explained new ideas and concepts well.</td>
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<tr>
<td>3. The lecturer gave lectures that were easy to follow and understand.</td>
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</tr>
<tr>
<td>4. I learned a lot from the lectures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. The lecturer encouraged students to ask questions and express opinions.</td>
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</tr>
<tr>
<td>6. The lecturer encouraged students to think critically.</td>
<td></td>
<td></td>
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<tr>
<td>7. The lecturer showed concern whether students learned the material.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. The reading texts and course material were well chosen.</td>
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<tr>
<td>9. You were able to consult the lecturer during consultation hours.</td>
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</tr>
<tr>
<td>10. You attended 80% or more of the lectures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Students were told what was expected of them in the course, the assignments and in the examinations.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of the Tutor:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The tutor was enthusiastic, knowledgeable and well prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The tutor gave tutorials that were easy to follow and understand.</td>
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</tr>
<tr>
<td>14. The tutor encouraged student participation.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15. I learned a lot from the tutorials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Your work was marked promptly, carefully and fairly.</td>
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<tr>
<td>17. There was a clear link between the lectures and tutorials.</td>
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</tbody>
</table>

General Comments:

1. What did you find most useful about this course?
   ……………………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………………………

2. What could be improved about this course? Suggest changes that would benefit future students. (Please use the back of this form if you need more space)
   …………………………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………………………
Faculty Office

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Fax +27 (0)21 959 3636
E-mail arts@uwc.ac.za

Post-graduate: artspostgrad@uwc.ac.za

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South Africa