
Chapter 12

Sources and Resources

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INTRODUCTION

The handbook as a whole offers a grounding in the most important aspects of tutoring and demonstrating. Allied to guidance from within the department, it should enable new part-time staff to get to grips with their roles and responsibilities quickly and effectively. However, there may be a variety of issues that arise in your every day work as a teacher which you wish to pursue further. The aim of this chapter therefore is to outline what additional sources and resources you might draw on. Needless to say, there is no expectation that you will want to take up more than a few of the opportunities offered here, or that you will have the time to do so.

MAIN SOURCES

Four sources of further help are listed which you may find useful:

- colleagues
- organisations which offer guidance and support to students
- workshops, seminars and short courses
- printed guides.

Colleagues

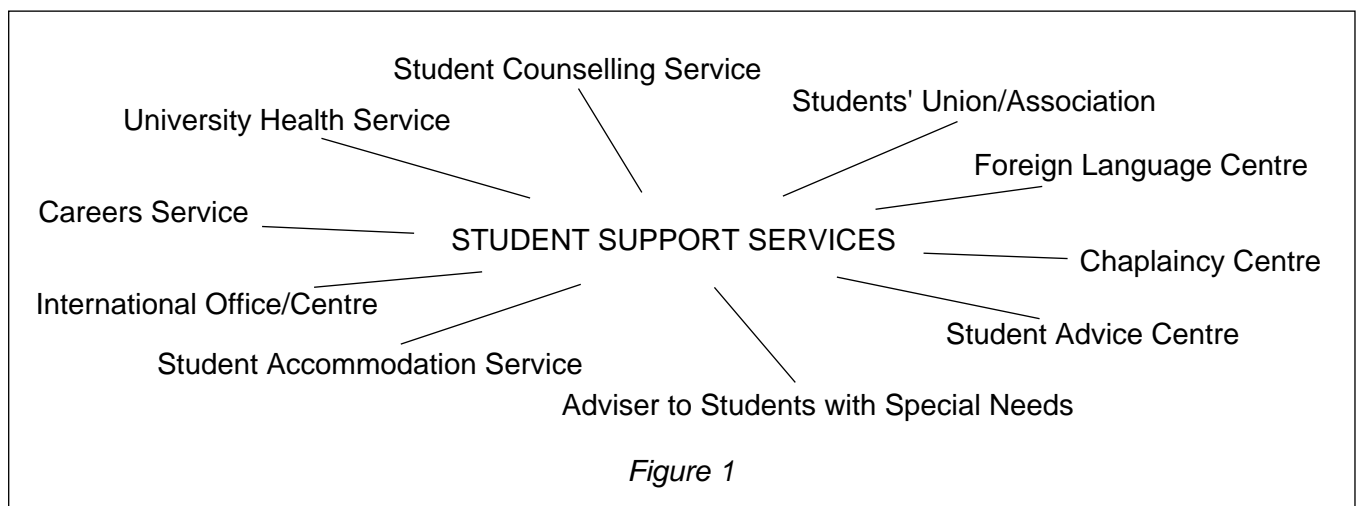
Other colleagues in your department are obviously important resources. They can be of immediate and direct help to you. These colleagues may be lecturing staff, your mentor, a personal tutor, a course leader, other part-time teachers, and also the administrative, secretarial and technical staff of the department. Chapter 9, *Working with Others*, gives details of the ways useful working relationships can be built up with departmental and other colleagues.

Organisations Offering Guidance and Support to Students

Figure 1 lists the agencies that offer help and advice to students and that you will find in most large institutions. It would be helpful for you to keep a contact telephone number or email address for the agencies you consider the most important in your university or college.

Workshops, Seminars and Short Courses

A wide range of staff training and development opportunities are now available in universities and colleges most of which have a staff development or



teaching-learning centre through which programmes are organised. There may also be specific training offered to you from within your department, school or faculty. Look out for any of these training opportunities in staff newsletters and on notice-boards.

Printed Guides

Below are details of some key texts that will be of use to you should you wish to find out more about specific aspects of tutoring and demonstrating.

General Issues in Teaching

Race, P. and Brown, S. (1993)

500 Tips For Tutors

London: Kogan Page, 130pp, ISBN 0 7494 0987 8

This is a start-anywhere, dip-in resource suitable both for novices and more experienced tutors. The 500 'ideas' are grouped as general study skills, starting off and working together, lectures and written work, learning resources, assessment, and life skills.

Brown, G. and Atkins, M. (1988)

Effective Teaching in Higher Education

London: Methuen, 245pp, ISBN 0 416 09082 6

Probably one of the best overall texts on teaching and learning in higher education. Comprehensive coverage is given to lecturing, small group teaching, laboratory teaching, research and project supervision, student learning and helping students to learn. (The chapter on lecturing may be useful if you are asked to lecture.)

Tutoring

Gibbs, G. Habeshaw, S. and Habeshaw, T. (1988)

53 Interesting Things To Do In Your Seminars And Tutorials

(3rd edition) Bristol: Technical and Educational Services Ltd., 136pp, ISBN 0 947885 07 2

The 53 suggestions are grouped under the headings of: starting off, student-led seminars, group work, encouraging students to participate, encouraging students to take responsibility, evaluating the work of the group, written material, expressing feelings. It is a rich compendium for tutors seeking ways to maximise effective student participation.

Lublin, J. (1987)

Conducting Tutorials

(HERDSA Green Guide No.6) Kensington, New South Wales: Higher Education Research and Development Society of Australasia, 40pp, ISBN 0 908557 08 6

This booklet begins by reviewing some fundamental issues such as why tutorials are important, what happens in them and the role of the tutor. Subsequently four themes are dealt with: types of tutorial, getting started, strategies and techniques, problems. A reflective review of the major skills needed to conduct tutorials is presented.

Demonstrating

Gibbs, G and Jaques, D (1989)

Labs and Practicals

Oxford: Oxford Centre for Staff Development, Oxford Brooks University, 106pp, ISBN 1 873576 01 3

This book is easily browsed and covers: aims and objectives, lab guides, contexts, problem solving, co-operative learning, lab technicians, report writing, assessment and giving feedback.

Boud, D Dunn, J and Hegarty-Hazel, E (1986)

Teaching in Laboratories

Society for Research into Higher Education, Milton Keynes, Open University Press, 182pp, ISBN 0 335 15609 6

This detailed and informative guide covers design and organisation of laboratory activities, teaching strategies, assessment and monitoring of laboratory teaching. Case studies are used to illustrate practice.

Problem Solving Classes

Hubbard, R (1990)

53 Interesting Ways to Teach Mathematics

Bristol, Technical and Educational Services Ltd., 150pp, ISBN 0 9 47885 60 9

The usual dip-into format of the '53' series, full of practical ideas. Contents include conducting tutorials, using exercises, developing study skills and assessing learning.

Marking and Feedback

Hounsell, D. and Murray, R. (1992)

Essay Writing for Active Learning

(Effective Learning and Teaching in Higher Education, Module 9) Sheffield: Committee of Vice Chancellors and Principals, Universities' Staff Development Unit, 60pp (part 1), 48pp (part 2)

A very informative guide covering: perspectives on essay writing, why ask students to write essays, what does essay writing entail, facilitating essay writing and feedback. Part 2 includes examples of essay guidance given to students in a variety of disciplines.

Student Learning

Entwistle, N. (1992)

The Impact of Teaching on Learning Outcomes in Higher Education: A Literature Review

Sheffield: Committee of Vice Chancellors and Principals, Universities' Staff Development Unit, 59pp

An up-to-date and comprehensive review of the literature relating to student learning in higher education.

Study Skills and Transferable Skills

Of interest to you:

Habeshaw, T., Gibbs, G. and Habeshaw, S. (1989)

53 Interesting Ways Of Helping Your Students To Study

(2nd edition) Bristol: Technical and Educational Services Ltd., 200pp, ISBN 0 947885 16 1

A book to dip into, with each of the 53 ideas standing alone. It covers organising study, reading and note-taking, writing, learning with others, revising and exams. The focus throughout is on how to help students achieve proficiency in these skills.

Kemp, R. and Race, P. (1992)

Promoting the Development of Personal and Professional Skills

(Effective Learning and Teaching in Higher Education, Module 10) Sheffield: Committee of Vice Chancellors and Principals, Universities' Staff Development Unit, 84pp (part 1), 68pp (part 2)

This publication includes sections on how to help develop students' communication skills, students' team skills, and students' problem solving skills. There are examples given alongside the basic principles and there are detailed case studies in part 2.

For your students:

Race, P. (1992)

500 Tips for Students

Oxford: Blackwell, 148pp, ISBN 0 631 18851 7

Simple, practical hints for students from starting out to finding your feet. It covers such topics as: essay writing, giving seminars, problem solving, exams, and time management. The emphasis is on active learning, and on helping students take increased responsibility for their own learning.

Marshall, L. and Rowland, F. (1993)

A Guide to Learning Independently

(2nd edition) Buckingham: Open University Press, 254pp, ISBN 0 335 19171 1

An excellent general study guide offering a range of ideas and techniques to choose from based on the approach that there is no one way of learning. It covers organising study, using libraries, reading, lectures, tutorials, and writing.

Northedge, A. (1990)

The Good Study Guide

Milton Keynes: Open University, 248pp, ISBN 0 7492 0044 8

A good general study guide to help refine study technique. It includes examples throughout and exercises to practice techniques. It covers organising yourself, reading and note-taking, lectures, groupwork, writing essays and exams.

Clanchy, J. and Ballard, B. (1992)

How to Write Essays: A Practical Guide for Students

(new edition) Melbourne: Longman Cheshire, 152pp, ISBN 0 582 87497 1

An invaluable book on essay writing for any discipline. Its practical approach focuses on analysing a topic, reading and research, note-taking, planning and drafting, editing, and exam essays. The appendices provide materials for practising techniques.

Taylor, G. (1989)

The Student's Writing Guide for the Arts and Social Sciences

Cambridge: Cambridge University Press, 250pp, ISBN 0 521 36905 3

This book will assist students with the problems they may face in academic writing. Topics covered are reading, note-taking, interpretation and analysis, structuring an essay, and use of language. Examples of students' essays are used throughout.

Feedback

O'Neil, M. & Pennington, G. (1992)

Evaluating Teaching and Courses from an Active Learning Perspective

(Effective Learning and Teaching in Higher Education, Module 12) Sheffield: Committee of Vice Chancellors and Principals, Universities' Staff Development Unit, 72pp (part 1), 64pp (part 2)

Part 1 includes techniques for evaluating teaching using students, self and peers. There are sections on developing portfolios and on reviewing courses. Misconceptions about evaluations of teaching are also included. Part 2 has examples of evaluation frameworks and reports of evaluations in action across different disciplines.