

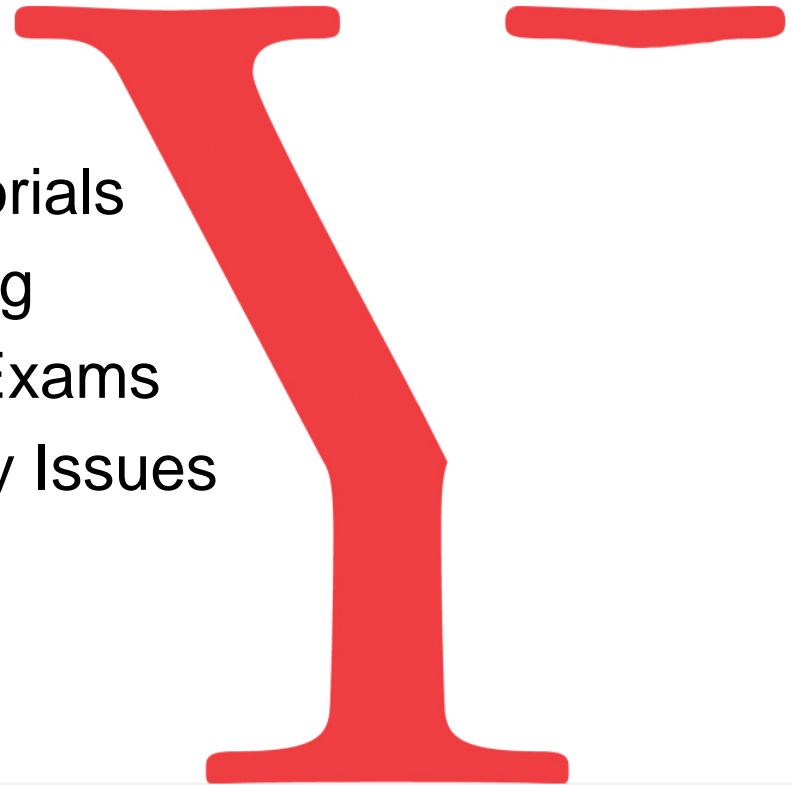
Best Practices for Teaching Tutorials

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Outline

- Introduction
- How to Run Successful Tutorials
- Encouraging Critical Thinking
- Grading Papers and Tests/Exams
- Detecting Academic Integrity Issues



Running a Successful Tutorial



- Structure and planning
 - Clear direction and goals
 - Flexibility
 - Tutorial management
 - Productive discussions

Running a Successful Tutorial



Focus

- Discussing course material and lectures
 - Providing guiding questions pertaining to readings
 - Discussing issues pertaining to lecture material and knowing when to refer the students to the Course Director

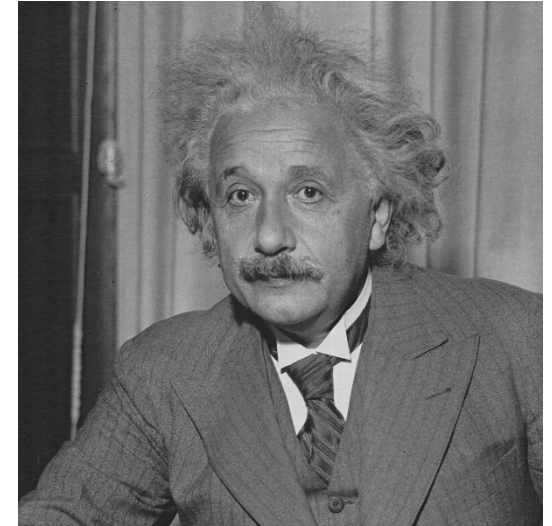
Running a Successful Tutorial



- Highlighting course material, lecture, assignments
- Taking attendance
- Keeping track of participation:
 - Quality
 - Quantity
- Tutorial engagement

Critical Thinking

- Form and Content
- Cognitive Apprenticeship
- Critical Thinking and Analysis



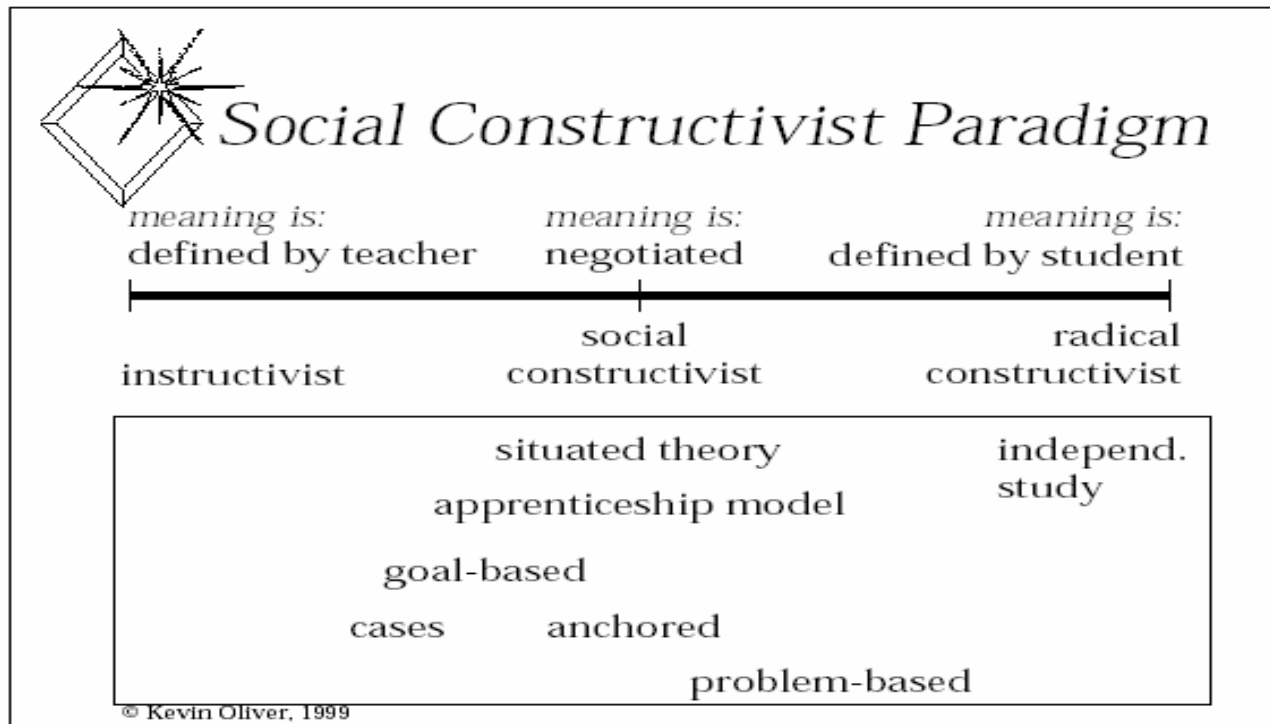
Form and Content



In an application of Simmel's (1971) work to a pedagogical context, teaching is a matter of both "form" and "content".

- Content is based on covering a subject area such as sociology.
- Form is connected to critical skills that may be generic to the post-secondary course.

Cognitive Apprenticeship



Cognitive Apprenticeship



With cognitive apprenticeships, students learn strategies (essential academic skills like critical thinking) in the context of real practice. Strategies are situated so that relationships between course content and strategic knowledge are explicit.

The following steps comprise a method or sequence of teaching/learning steps:

- modeling
- coaching
- scaffolding and fading
- articulation
- reflection
- exploration

Critical Thinking



Critical Thinking is based on reflective thinking that is focused on interpreting, analyzing, critiquing, synthesizing, and evaluating information, arguments and experiences with a set of reflective attitudes, skills, and abilities to guide thoughts, beliefs, and actions (Ruggiero, 1989). It is also about creative thinking that designs, plans and formulates original ideas.

Critical Thinking

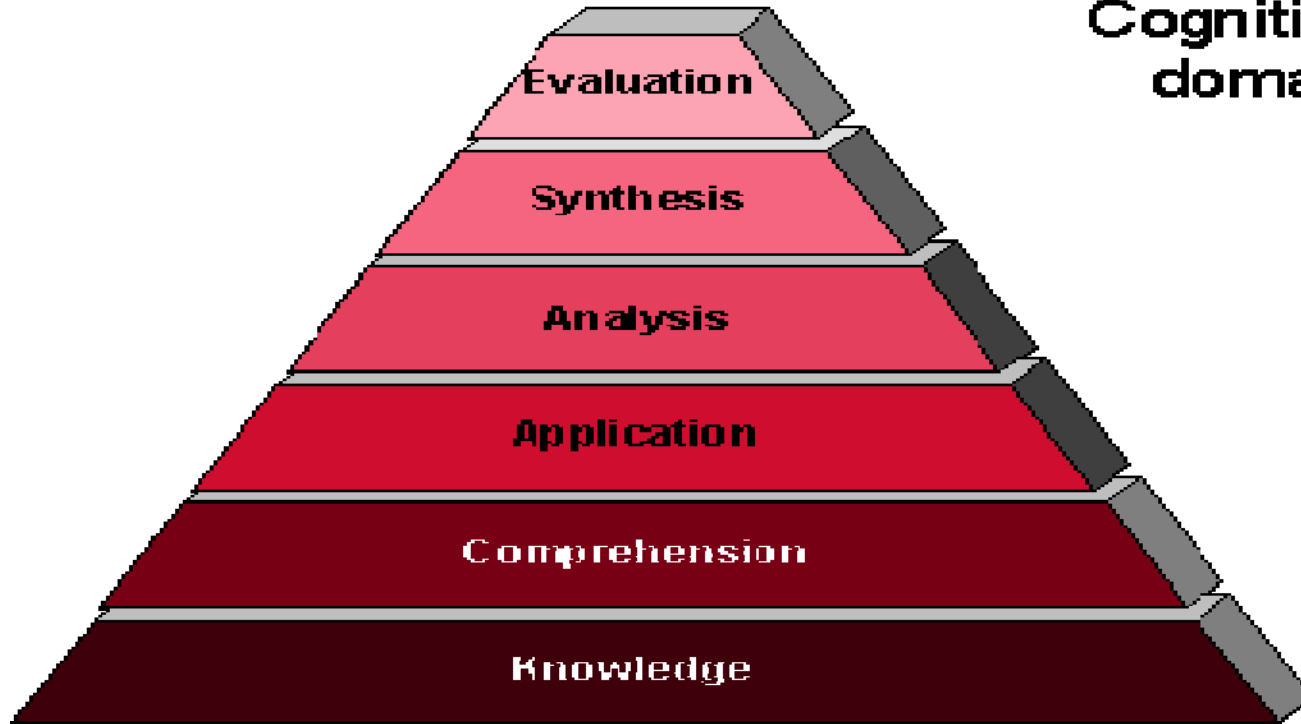


Active Learning involves students doing things and thinking about what they are learning. Students participate in the learning process and apply the knowledge, not just acquire it. It is about being a participant: actively engaging the material and not just being a passive recipient (Cameron, 1999:9).

Critical Thinking



Cognitive
domain



Critical Thinking



Thinking Skills in Bloom's Taxonomy

LEVEL	DESCRIPTION	RELATED SKILLS
Memorize	Learn course concepts and facts; produce a solid knowledge base	Recognize, recall, recite, name, define, describe
Comprehension	Show understanding of course concepts and facts	Restate, explain, interpret, discuss, summarize, defend
Application	Extend course concepts and facts in new directions	Classify, apply, produce, discover, modify, prepare
Analysis	Break ideas apart and relate to other ideas	Compare, contrast, connect, relate, categorize, analyze
Synthesis	Create new organizations of ideas	Design, organize, construct, compose, revise, develop
Evaluation	Make well-reasoned judgments and decisions	Recommend, judge, critique, decide, evaluate, support

Task-Oriented Question Construction Wheel Based on Bloom's Taxonomy

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INFORMATION GATHERING

ACTIVITIES

A definition
 A dictionary
 Events
 Films
 Magazine articles
 Newspapers
 People
 Radio
 Recordings
 Television shows
 Text reading
 Video

CONFIRMING INFORMATION GATHERING

ACTIVITIES

Analogy
 Causal relationships
 Conclusion or implication based on data
 Outline
 Summary

CONFIRMING USE OF KNOWLEDGE

ACTIVITIES

Cartoon
 Collage
 Diagram
 Drama
 Graph
 Photograph
 Poster
 Skit
 Speech
 Story
 Own statement
 Tape recording

MAKING USE OF KNOWLEDGE

ACTIVITIES

Creating...
 A cartoon
 A drama
 A filmstrip
 A forecast
 A list
 A map
 A meeting
 A mobile
 A painting
 A paper which follows an outline
 Shifting smoothly from one gear into another
 A project
 A puzzle
 A question
 Diagram
 Illustration
 Photograph
 Sculpture
 Solution

COMPREHENSION

KNOWLEDGE

APPLICATION

VERBS

Define
 Describe
 Draw
 Identify
 Label
 Locate
 Memorize
 Name
 Recite
 Recognize
 Select
 State
 Write

VERBS

Change Match
 Confirm Paraphrase
 Express Restate
 Illustrate Transform

VERBS

Extend Relate
 Distinguish Infer
 Compare Summarize
 Generalize Predict
 Defend Explain

VERBS

Apply
 Change
 Choose
 Classify
 Collect
 Discover
 Dramatize
 Draw
 Interpret
 Make
 Model
 Modify
 Paint
 Prepare
 Produce
 Report
 Show

ACTIVITIES

Comparison of standards
 Conclusion
 Court Trial
 Editorial
 Establishment of standards
 Evaluation
 Group Discussion
 Recommendation
 Self-Evaluation
 Survey
 Valuing

VERBS

Apprise
 Assess
 Compare
 Consider
 Critique
 Critique
 Judge
 Recommend
 Relate
 Solve
 Summarize
 Weigh

EVALUATION

ANALYSIS

VERBS

Analyze Categorize Classify
 Compare Construct Contrast
 Differentiate Distinguish
 Examine Infer Investigate
 Point out Research
 Select Separate
 Subdivide
 Survey
 Take apart

ACTIVITIES

Break down an argument
 Draw a conclusion
 Graph
 Identify parts of a propaganda statement
 Model
 Questionnaire
 Report
 Survey
 Syllogism

SYNTHESIS

Add to Develop Originate
 Combine Formulate Plan
 Construct Hypothesize Produce
 Create Invent Role-Play
 Design Organize What if

VERBS

A play Article Book Cartoon Game Invention
 Poem Report Song Story
 Formulate a hypothesis or question
 Set of rules, principles, or standards
 Speculate on or plan an alternate course of action

JUDGING THE OUTCOME

ACTIVITIES

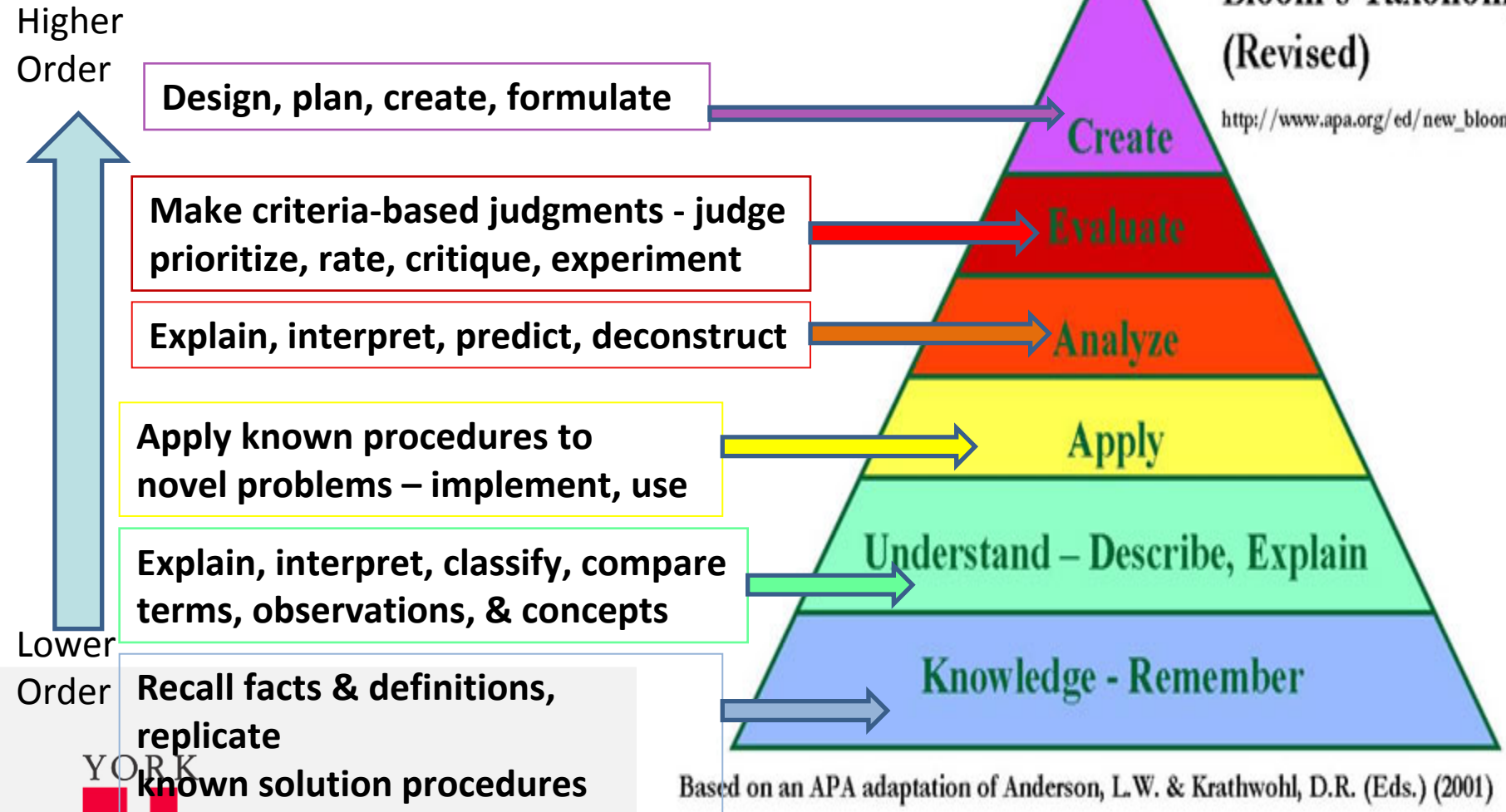
PUTTING TOGETHER

TAKING APART

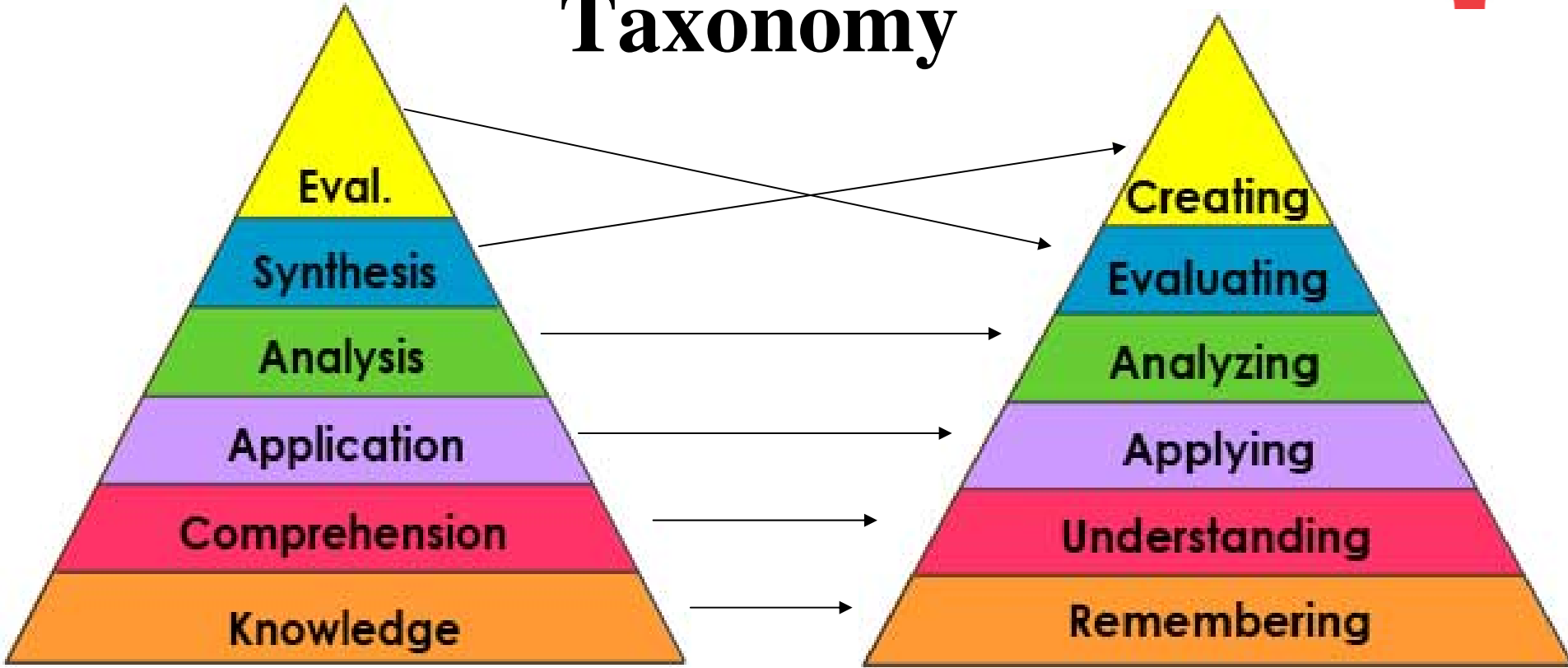
Revised Bloom's Taxonomy of Educational Objectives: Cognitive Domain

Bloom's Taxonomy
(Revised)

http://www.apa.org/ed/new_blooms.html



Comparison: Revised Bloom's Taxonomy



Grading Papers and Tests



- Clarifying the criteria for grading
 - Papers – grading structure, research, referencing, and most importantly, argumentation.
 - Grading process, rubrics, grids, criteria, comments/feedback, and grades
 - Re-grading

Grading Papers and Tests



- Clarifying the criteria for grading
 - Tests/Exams:
 - Template and answers
 - Clarification of grading scheme
 - Grading process – spreadsheets and tables
 - Careful grading
 - Re-grading

Detecting Academic Integrity Issues



The professor and academic integrity

- Teaching Assistants and academic integrity
 - Papers:
 - If you suspect academic integrity issues
 - What you can do
 - Tests/Exams:
 - If you suspect academic integrity issues
 - What you can do during tests/exams
 - What you can do when grading

Referencing and Research



Referencing Guides

<http://researchguides.library.yorku.ca/content.php?pid=239540&sid=1976497>

Research Guides

<http://researchguides.library.yorku.ca/content.php?pid=220564>

Finding Journal Articles

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