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

Social Constructivist Paradigm

- meaning is: defined by teacher
- meaning is: negotiated
- meaning is: defined by student

instructivist

social constructivist

radical constructivist

situating theory

apprenticeship model

goal-based

cases anchored

problem-based

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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 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

http://eduscapes.com/tap/topic69.htm
## Critical Thinking

### Thinking Skills in Bloom’s Taxonomy

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

Revised Bloom’s Taxonomy of Educational Objectives: Cognitive Domain

Higher Order

- Design, plan, create, formulate
- Make criteria-based judgments - judge prioritize, rate, critique, experiment
- Explain, interpret, predict, deconstruct
- Apply known procedures to novel problems – implement, use

Knowledge - Remember

- Recall facts & definitions, replicate known solution procedures
- Explain, interpret, classify, compare terms, observations, & concepts
- Understand – Describe, Explain
- Analyze
- Evaluate
- Create

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

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
http://researchguides.library.yorku.ca/journalarticles
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Visit York Centre for Academic Writing online resources at: http://www.arts.yorku.ca/caw/resources.html and http://www.yorku.ca/laps/writ/

References for writing Sociology Papers


