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   - The Role of Demonstrators and Tutors

2. Lab/Exercise Class Demonstrating
   - What the Job Is

3. Marking
   - What the Job Is

4. Small Group Tutorials
   - What the Job Is
   - What Makes a Good Tutorial?

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   - Dos and Don'ts

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original by M. Smart, adapted by P. Tino
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Why?

- **Demonstrators are very important to the School!**
- **Important part in teaching/learning in larger modules:**
  - Some classes are very large - demonstrators are often the only way to give one-to-one teaching
  - Allow for a more personal approach to feedback and teaching
  - Better feedback to the module lecturer on how the module is going
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- Great experience for you!
  - Your CV
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What Demonstrating Involves

- Usually helping a large number of students to complete exercises
- Useful - students get to ask you, rather than badgering the lecturer
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You will usually meet once a week with lecturer/module TA

- Ask questions - make sure you’re certain about next week’s work
- Each week, you’ll be (typically) paid for around an hour to prepare for the exercise, an hour for the meeting, and up to four hours for demonstrating (6 h/week)
- This might be in a computer lab, or in a class
- The University allows students to work a maximum of 15 hours during term time.
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Workshop module (such as Java) - you’ll probably have to one-to-one mark your students.

- A one-to-one demonstration (viva) is a short marking session between you and your student
- Look at the student’s work with them, mark it according to a set of criteria you’ve been given
- The student must have the opportunity to answer questions about their work, to demonstrate understanding
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If you mark work:

- You will be given a mark scheme for each exercise, which you should discuss with the lecturer/supervisor.
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Tutorials

Small group tutorials - the most important job of those discussed: you are imparting knowledge.

- Reinforce knowledge
  - You will usually be advised on what to cover in your weekly meeting, but you have the flexibility to teach how you want
- One of the most important things: interaction!
  - You can talk with your students individually...

- One-to-one demos - build knowledge of each student’s skills and weaknesses
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- **Learning Outcomes**—What will you teach?
- **Time Management**—When will you teach it?
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Donald Schöen defines a couple of ways that you can reflect upon your teaching: both will apply to you.

**Reflection in Action**
You’re in your tutorial, and something goes wrong. Your students aren’t understanding—what can you do?

**Reflection on Action**
Done before or after a teaching session, based on previous experiences, or feedback

*Critical Reflection* is a vital part of teaching—keep a learning journal.
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What You Should Do

It’s all too easy to assume that because you find the exercise easy, the student will too. So...

- **Remember: If it’s not obvious to them, it’s not obvious!**
- Remember what it was like to be a beginner—be patient
- Be understanding: the student might think you’re going to blame the problem on them
- Explain the question before discussing how you might answer it

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Interact with the student at their level:
- If they’re sitting at a computer, kneel or squat next to it (don’t tower over them)
- When they look at the screen, look at the screen. When they look at you, look back at them.
- Don’t patronise!

Explain your thinking! Don’t make your answers mysterious; show why something works.

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What You Shouldn’t Do

Just as important as what you should do is things you should never do... Remember what it was like when you were in their shoes. What would have helped you?

- Your primary goal isn’t to solve their problem—it’s to help them to solve the problem on their own:
  - Don’t just give them the answer! Work around it! Think about active learning—students learn and reflect best from doing things themselves.
  - Don’t show off—you’ll just look like an idiot, and you’ll intimidate people that have come to you for help.

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Most importantly...

Don’t take the keyboard!

- If you’re in a lab, don’t take the keyboard from the student: at the very most, tell them what to type, so they learn from the interaction.
- If you’re in a class, don’t take the pen!
- If you’re tutoring, get your students involved in the tutorial.

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Most importantly...

Don’t take the keyboard!

- If you’re in a lab, don’t take the keyboard from the student: at the very most, tell them what to type, so they learn from the interaction.
- If you’re in a class, don’t take the pen!
- If you’re tutoring, get your students up and involved in the tutorial.

Part adapted from Phil Agre’s *How to Help Someone Use a Computer*:

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Remember...

Beginners face a language problem: they can’t ask questions because they don’t know what the words mean, they can’t know what the words mean until they can successfully use the system, and they can’t successfully use the system because they can’t ask questions.

(More from Phil Agre)
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(More from Phil Agre)
Outline of this Session

1. Introduction
   - The Role of Demonstrators and Tutors

2. Lab/Exercise Class Demonstrating
   - What the Job Is

3. Marking
   - What the Job Is

4. Small Group Tutorials
   - What the Job Is
   - What Makes a Good Tutorial?

5. General Advice
   - Dos and Don’ts

6. Payment and “The Rules”
   - Rules and Regulations
   - Payment
   - Training
Who to contact...

- For issues concerned with your TA/demonstrator work/allocations:
  - Prof Joshua Knowles (Room UG47, Computer Science)
    j.knowles.1@cs.bham.ac.uk

- For all issues concerned with payments:
  - Melissa Fletcher (Room 138, Computer Science)
    M.L.Fletcher@cs.bham.ac.uk
Payment Basics

- You are responsible for keeping track of the hours you work. The module co-ordinator/TA will not do this for you.

- However, the hours you should work on the module are pre-set and your claims must be consistent with that.
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Worklink and contracts

- Payments will be set-up through our casual worker system, *Worklink*.
- *Worklink* will contact you to set up your employment record.
- The administration of this is through *Worklink*. 
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Documentation Required

For *Worklink* registration, you will need:

- email address
- National Insurance Number
- passport
- visa (if required)
- copy of their CV
- bank details

This information will be needed as part of the eligibility to work checks and post activation. Mel will be in touch to let you know when this is required.
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Postgraduate Teaching Assistants and undergraduates involved in academic support must receive appropriate training and support for the duties they are required to perform. This shall include attending generic training provided centrally by the University, i.e. a core module (ILT001) and a further module (one of ILT002-008) based on the type of teaching and academic support undertaken by the individual postgraduate. This should also include discipline specific and module specific training provided by the School/College.

(Code of Practice: Teaching and Academic Support of Undergraduate and Postgraduate Taught Students by Postgraduate Teaching Assistants and Undergraduates, Section 5.1)

You will **not receive payment until you have completed all your training.**