

UTOS Important Points

Teaching assignments:

The “teaching assignments” must clearly define student tutors’ involvement in the module. Supervisors should clearly spell out the roles and duties of the UTOP student tutors.

For example, UTOP student tutors could assist with:

- preparing slides for the classes;
- producing video clips;
- grading of formative and not summative assessments;
- providing feedback on assignments;
- leading discussion groups or laboratory sessions;
- organising, supporting and leading student field work;
- helping with preparation work for blended learning and flipped classrooms; and
- other duties as deemed appropriate by the supervisor.

Teaching Journal (as a good practice):

Students should be encouraged to maintain a **teaching journal**. The teaching journal could be in the form of a reflective piece. It could include a section for the UTOP student tutors to identify an issue on teaching which they would like to work on and how they may address the issue while reading the module. The reflective piece should include references on teaching which could be developed into their teaching portfolio. Student tutors can create digital reflections. For this, geNiUSbooks is recommended because it allows students to incorporate multimedia (e.g. weblinks, video vignettes and/or audio files).

Assessing the work of UTOP student tutors:

UTOP student tutors may be assessed in the following ways:

1. Classroom observation where the actual teaching is conducted. It is suggested that supervisors observe at least two to three teaching sessions for each UTOP student tutor during the semester. One observed session could take place early in the module whilst the second, towards the second half of the semester. The rationale for observed sessions is to **(a)** provide UTOP student tutors with the opportunity to identify the area(s) they need to further develop in discussion with the supervisor, and **(b)** allow the supervisor to observe the changes in the UTOP student tutor’s teaching during the second session.
2. Evaluation of the teaching journal.
3. Evaluation of quality of teaching materials developed and/or formative feedback to students.