survival guide
for new teachers at UTS
Contents

A guide to survival ........................................................................................................... 1
To get more help ............................................................................................................... 1
Learning and teaching at UTS ......................................................................................... 2
learning.futures ................................................................................................................ 3
Student Profile .................................................................................................................. 4
What is good teaching? ................................................................................................. 5
What makes a good learner experience? ........................................................................... 6
What do the students see as good teaching? ................................................................. 8
But I’m new, how can I do all that? .............................................................................. 9
UTS values teaching ....................................................................................................... 11
Preparing for teaching .................................................................................................... 12
Tutorials, seminars, workshops ...................................................................................... 18
Practical/lab/studio classes ............................................................................................ 20
Lectures .......................................................................................................................... 21
Using learning technologies .......................................................................................... 26
Class management .......................................................................................................... 27
Cultural diversity ............................................................................................................. 29
Developing your career .................................................................................................. 30
Formal support ............................................................................................................... 31
Other sources of support ............................................................................................... 33
Common UTS Systems ................................................................................................. 36
Other information sources ............................................................................................ 39
Finally ............................................................................................................................... 40
A guide to survival

This survival guide has been produced with the help of people who have some understanding of what it is like to be in your shoes–because they have been there. The information it contains is intended to be short, concise and above all practical. You will find some examples of good practice as well as references to other publications containing more detailed information on the various areas addressed.

It is intended to be used as a quick reference guide with some tried and trusted shortcuts and tips to get you started. Later on, when you gain more confidence and expertise, you may like to–and indeed should–try to develop a range of learning and teaching options which suit you, your students and your context.

To get more help ...

Some information on support, systems and sources of information can be found at the end of this guide, with links and phone numbers. In addition, a range of other resources are available from the UTS learning and teaching website https://www.uts.edu.au/research-and-teaching/learning-and-teaching

Contact the Institute for Interactive Media and Learning (IML) for more information. Come to events at the IML LX.Lab or just drop in. Find learning and teaching practice descriptions, stories and information about events and drop-in sessions on the futures blog https://futures.uts.edu.au/ or contact us on 9514 1669.
Learning and teaching at UTS

UTS is a university of technology in central Sydney. We have a distinctive learning and teaching approach, framed by our UTS model of learning, our graduate profile framework and our learning.futures strategy.

The UTS model of learning
The UTS Model of learning is a framework for practice-oriented, research-integrated learning and teaching at UTS.
The UTS Model of Learning has three distinctive features, or themes, that are interrelated in how we design the curriculum and what our students experience:

1. Integrated exposure to professional practice — through dynamic and multifaceted modes of practice-oriented education
2. Professional practice in a global workplace — with a focus on international mobility and international and cultural engagement
3. Research-inspired and integrated learning — providing academic rigour with cutting-edge technology to equip graduates for life-long learning

The UTS model is being refined, with proposed updates including acknowledgement of the creative, innovative and transdisciplinary aspects of our educational experience

Our UTS model and longstanding reputation for practice-oriented education mean that we attract students who value this approach and our strong connections with industry. UTS students typically value learning opportunities that bring the world of work into the classroom to help connect theory with practice, and show how what they’re learning is relevant and meaningful for future career choices. Many of our courses directly engage students with practitioners and industry.

The UTS model guides our curriculum design and links to the graduate attributes (graduate capabilities) that students are intended to develop through their courses. The UTS approach to graduate attributes enables each faculty to focus on attributes that are relevant to its disciplines and professional requirements, while ensuring that each UTS graduate:

- is equipped for ongoing learning and inquiry in the pursuit of personal development and excellence in professional practice
- operates effectively with the capabilities that underpin professional practice in a global context
learning.futures

learning.futures is an evidence-based strategy that describes how we design the student learning experience, based on an effective blend of online and face-to-face learning experiences. All UTS subjects are expected to be design in ways that are aligned with the learning.futures strategy, and many subjects are learning.futures certified. Learning.futures subjects involve students in: having clear goals for learning that relate to the UTS model of learning and intended graduate attributes; using a range of online resources and materials to prepare and engage with new ideas before class; making use of this preparation in class to make sense of ideas, test them out, apply them and take them further; gaining frequent feedback on their learning; engaging in authentic assessment aligned with learning objectives and graduate attributes.

There are many ways in which subjects can be designed with these points in mind: inquiry-based, studio-based, problem-based, project-based, issues-based, topic-based, industry-led and so on. You may wish to refer to the learning.futures area of the UTS web site for some ideas in this area, and download the one page learning.futures guide at: https://www.uts.edu.au/sites/default/files/article/downloads/What-is-learning-futures.pdf

There’s a video for students about learning at UTS at https://youtu.be/XAmEGADLuBA

And one on learning2014, which is the basis for learning.futures at https://www.youtube.com/watch?v=rL0eFmac7mA&list=PLKI3bXqM2ppl0pjHq19d8TGG6_rj4gX15&index=3 (Search for UTS Youtube learning2014 update)

learning.futures also guides the design of entire courses, to prepare students for the future with internships and other work-integrated learning and opportunities for transdisciplinary and international learning experiences.
Student Profile

Teaching is about facilitating student learning. So before you start, it helps to know something about the university and our students.

In 2017, UTS had 44,753 students, including 14,148 international students. We're a microcosm of multicultural Australia, with a very diverse student population. Almost half of our students (48%) were born outside Australia and 46% have a first language other than English. Half our students are women, 32% are over 25 years of age, 11% are from low socio-economic status backgrounds and 1% are Indigenous. More than 1000 students are registered with Accessibility Services.

UTS is committed to social justice, high equity profile and equal opportunities for all students and staff.

Our vision is to be a world-leading university of technology, and our purpose is to advance knowledge and learning to progress the professions, industry and communities of the world. See https://www.uts.edu.au/sites/default/files/strategic_plan_2016.pdf

For more about our student profile, see: https://www.uts.edu.au/about/university/facts-figures-and-rankings
What is good teaching?

The short answer is that good teaching facilitates high quality student learning. This includes planning and implementing a range of learning activities with students’ learning in mind.

Every teacher develops their own style and preferences on the way to becoming an effective teacher. However there are a number of qualities common to all good teachers:

- focusing on students and their learning - seeing teaching as being about creating experiences that enable students to learn
- understanding how students learn in their subject and the kinds of learning experiences that best encourage and support learning (you’ll find more about this in the next pages).
- understanding the subject and how students come to understand it - seeing it from the perspective of the students
- good judgement about how and when to apply different teaching skills and methods
- a commitment to developing their teaching, including learning from students about their experiences
- responding to students' responses to teaching and the subject
- being approachable and concerned for students’ learning

The last two points are especially important and play a major role in developing courses, classes and the forms of assessment used.

You should consider learning activities and assessment methods that encourage your students to adopt approaches to learning which lead to the understanding of their subject, not simply the ability to recall for assessment purposes. Over the last decades, there has been an increasing amount of research on student learning at university and on active learning approaches that can make learning experiences more meaningful and rewarding for diverse student cohorts.

The next two sections look at two perspectives on good teaching that facilitates learning: the perspective of the literature and the perspectives of UTS students.
What makes a good learner experience?

A series of recent meta-analyses and reports have examined the features that are associated with better learning outcomes and with student success and retention. Here’s a short list, which has been summarised under some key headings:

**What learners do to learn:**
- Active learning – individual practice, discussion, collaborative learning etc
- Gaining and making use of feedback on learning
- Meaningful interaction with peers and teachers
- Blended learning approaches that make best use of the different affordances of online and face-to-face learning
- A balance of teacher-scaffolded and inquiry-based, project-oriented and similar learning - appropriate for the students and context
- Assessment tasks - meaningful tasks that support learning, constructively aligned with learning activities and intended outcomes, with clear guidelines and criteria

**What learners are expected to learn, including:**
- Content perceived to be clearly explained, meaningful and relevant - and the ability to make use of the content in context
- Real-world learning opportunities that are relevant to students’ interests and aspirations
- Explicit development of learning and academic skills, including meta-cognitive skills, embedded in the context of what students are learning
- Appropriate intellectual challenge - tasks that are challenging but achievable

**Learner development of:**
- A sense of belonging and connectedness with peers and the university
- Self-regulatory learning skills
- Clear goals and a sense of what success looks like


What do the students see as good teaching?

Some characteristics of good teachers as seen by students at UTS* are:

**They have a positive attitude towards students:**
- they show concern for students and their learning
- they want students to feel intellectually stimulated and develop new skills, like critical thinking
- they display empathy and respect for students
- they encourage student feedback
- they are approachable outside classes

**They seem to students to be:**
- enthusiastic and interested
- open and relaxed
- motivating and engaging

**In their learning and teaching practices they:**
- encourage active student participation
- encourage interaction between students
- provide clear explanations that students understand
- take account of students' diverse backgrounds and prior knowledge
- use practical examples and relevant anecdotes to bring content to life and make it relevant to students
- are well organised and make good use of time
- use UTSOnline and other online resources that are easy to navigate and blend effectively with in-class experiences
- are not ‘know it alls’ and don’t have favorites
- treat diverse student views with respect
- give relevant and timely feedback on students' work
- provide support for students outside class, for example responding on UTSOnline, scheduled consultation times etc

Learning is seen to be a challenging experience while being enjoyable and rewarding for the students involved.

* based on analysis of open-ended responses to Student Feedback Survey questions by students of highly-rated teachers
But I’m new, how can I do all that?

Before we look at aspects of getting started with teaching, it is useful to look at general concerns raised by new academic staff:

**Everything is new**
Getting into the university and faculty/school culture as soon as possible is very important. Take walks around the campus–find out where the cafes are and the library–go to lunch with people–talk–make connections–don’t be afraid to make the first move. Apart from your colleagues, get to know the academic programs office staff in your area, your faculty liaison people from IML learning and teaching, learning technologies and academic language and learning, the library and careers. They can help to point you in the right direction.

**Not enough time**
Many new staff initially feel overwhelmed by time constraints. This is especially true when preparing subjects. Task allocation and prioritising work is very important.

One challenge for new teachers is the feeling that you have to know everything about the subject and have everything perfectly planned from the beginning. You need to be prepared, but it’s unrealistic to think you can be perfect. Talk with a mentor (if you have one) or colleagues about how they prioritise preparation and handle situations where they don’t know the answer to students’ questions.

Don’t be afraid to say no to extra work, but talk to a mentor or colleague first about things that are more and less important to do in your faculty or school. Don’t say no to the more important activities - but you can ask for time to think about new requests, particularly if you’re not sure what they involve. Tell the requester that you’ll think about it and get back to them, then ask a colleague about the request.

**How much content?**
Spending too much time on preparing for class sessions and including too much content in these sessions are common pitfalls for new (and some not-so-new) academic staff. A gulf can develop between what you are trying to teach and what your students are learning. Focus on how you can help students to
learn a smaller number (3-5) of main ideas, skills and ways of thinking effectively. Think of some pre-work that students can do before class, to prepare them to engage in class, then some way of checking whether the students have learned and understood the main ideas. Then think of the practical examples and connections that will bring these ideas to life, and some activities that students can do to make sense of, practice and apply the new ideas or skills, so that they come to understand and be able to use them.

**Unrealistic expectations of self**
One step at a time. Try to set yourself realistic and attainable goals that you can match. Talk to your academic supervisor and/or mentor—seek feedback from colleagues and students—find out how you are progressing.

In an old but good study, Robert Boice (1991) followed groups of new academics for the first four years of their careers at two universities. He identified some of these academics as “quick starters”—people who adjusted quickly, felt less overwhelmed and soon gained confidence in their new positions.

**Suggestions for being a quick starter**
- try to socialise (counterintuitive when you feel so busy, but you get to know people who can save you time in the end)
- ask colleagues for advice and assistance about teaching (many quick starters went to classes given by respected teachers to gain ideas for teaching)
- become involved in research collaborations with colleagues
- get to know your students quickly
- identify possible mentors—people with whom you can discuss your work
- participate in professional development – for example sessions on teaching and learning, many of which are available to casual academics
- try to balance time spent on preparation for teaching with time spent on research and other activities.
- don’t wait for your colleagues to offer assistance—seek it out. UTS has a reputation for friendly staff who will help and give advice when needed.

New Directions for Teaching and Learning, 111-121.
UTS values teaching

A focus on improving your teaching is worthwhile if the institution in which you work values your efforts. UTS has demonstrated that it values teaching in its promotion processes, in the provision of Learning and Teaching awards and grants and in establishing and maintaining academic units such as the Institute for Interactive Media and Learning (IML) and a dedicated space – the LX.Lab - to support learning and teaching.

Since 1990, UTS promotions have been based on contributions to three areas, currently described as: teaching and educational development; research, scholarship and creative work; engagement, partnership and academic management. Leadership is part of all three of these areas. Teaching and research contributions have the same weighting in the promotions criteria (for staff with a 40/40/20 work allocation, weightings differ for academics with different work allocation weightings). Many staff who have achieved promotion have made a major or outstanding contributions to teaching and educational development, and staff have been promoted to the professoriate with their most outstanding contributions being to teaching and educational development. Promotions at all levels are based on merit – there is no quota.
Preparing for teaching

In this section we will look at some ideas for preparing, then we’ll look at the most common methods of teaching used at UTS.

Remember that it is the way your students perceive what they’re asked to do that is important, not necessarily the way you do it. Ask yourself “Is this likely to encourage students to learn?”

Effective preparation
Planning is the best antidote for the nerves that many people feel when teaching a subject for the first time or meeting a new group of students. It is also the only way to ensure that the learning objectives are achieved.

Effective preparation involves considering the learning objectives of your subject (the skills, knowledge, ways of thinking and doing, attitudes that you want students to develop) and developing the face-to-face and online learning activities and assessment tasks that enable students to achieve these objectives within the time frame of the subject. Biggs and Tang (2011) call this connection between the learning objectives, the learning activities that students do, and the assessment (which may be a learning activity in itself) ‘constructive alignment’.

Most academics acknowledge that preparing for the first time that you teach a subject can be very time consuming. It’s tempting to spend every available hour preparing content, but research (for example Boice, 1991) suggests that this doesn’t lead to the best experience for either the students or the teacher. Students are likely to prefer preparation that’s good enough for a clear and organised subject with a teacher who is responsive to their needs, to preparation that includes far too much content for students to understand, or doesn’t allow for interaction. One tip from a very experienced teacher is to distinguish between the ‘need to knows’ – the core ideas of the subject and why they’re important – and the ‘nice to knows’ – the extra material that could become optional or could be followed up by interested students outside class. Try to plan active learning experiences in class that give students opportunities to make sense of and apply the ‘need to knows’.
The aim is to try to reduce your preparation time next time, through modifying what you do in response to students’ learning experiences and reactions, changes in the subject matter, changes in your own experience etc. The following sections provide some suggested things to think about for that initial planning.

Who are your students?
Who will your students be? Why are they doing your subject? Consider what you already know about the students. Students will be a diverse group and they will bring prior knowledge and expectations with them. What might they be expecting, based on the subject information in the handbook and on the website? If you’re new, ask the course coordinator or previous subject coordinator about the kinds of students who do your subject and what they expect. If you’re the subject coordinator, in the weeks leading up to each new session you should receive an email link to a dashboard that shows student demographics. If you don’t receive this, check with your faculty/school admin that you’re listed on CASS (Curriculum and Student System) as the coordinator.

If you don’t know much about your students, plan to use some time in one of the early sessions or use a simple online survey to find out what they know, why they’re doing your subject etc.

What are students expected to learn in your subject?
If you’re a subject coordinator, you should have access to essential sources of information about your subject:

- the previous subject outline should be on CIS (Course Information System) subject outlines. [https://so.uts.edu.au/](https://so.uts.edu.au/) The subject outline will give you an overview of the learning objectives, approved assessment patterns and broad topic areas of the subject
- the UTSOnline site for the subject (or Canvas for some postgrad subjects) from the previous session should have the previous subject outline plus other information for students. [https://online.uts.edu.au](https://online.uts.edu.au) Review the subject site to see what materials and activities are already there.
- the timetable and class list on myTimetable – the class list will be updated regularly [https://mytimetable.uts.edu.au/staff/](https://mytimetable.uts.edu.au/staff/)
All of these sites require login using your UTS staff number and password. If you don’t have access, follow the advice on the site or talk to your school or faculty admin.

If you’re teaching in a subject that’s coordinated by someone else, ask them about the subject and make sure you have a copy of the outline. If you’re a new co-ordinator, see if you can talk to the previous coordinator. Here are some questions to ask them, and to consider for yourself:

- What do the stated learning objectives mean? What are the most important things for students to learn?
- How does your subject fit into the course? Is it first year, middle years or final year? How does it contribute to students’ development of graduate attributes?
- What do students value about the subject? What challenges are common?

If you intend to make changes to the subject, talk to a colleague, or the course co-ordinator about the changes you can make (eg updating readings, changing specific topics or assignment questions) and those that would need Faculty approval (eg the learning objectives, major focus of the content, broad assessment pattern). This information can be found in the Subject Descriptions and Outlines policy, but different faculties also have different internal requirements, particularly if the subject is part of a course that prepares students for professional registration.

Note: the UTSOnline site for each subject becomes available to students on the Monday of the week prior to Week 1 of the session. The subject outline from CIS must be prepared and made available by then. Faculties typically have much earlier deadlines for approval of subject outline changes, so make sure you check your faculty deadlines.

What subject design and learning activities will engage students in achieving the learning objectives?

The first time that you teach a subject, if you’re taking over from someone else you might prefer to keep to their broad design and make a few changes to learning activities as you get to know the students. If you’re more experienced or innovative, you might consider redesigning aspects of the subject. The idea is to design learning experiences with the students in mind: what will engage them in learning, interest them and motivate and challenge them to go further
in the subject? What might help them to overcome any limited views or misconceptions? If you were a typical student, how would you like to learn? What will engage your students in active learning?

Also think about an appropriate blend of online and face-to-face activities to help students to learn. Learning.futures subject designs typically include some pre-work that students do before a class, and activities that make sense or make use of the pre-work in class. One way to think about this is to consider what students might best do on their own online, like watching a video about new content, reading, or doing a self-test quiz, and what might be best learned through collaboration with others in class, like comparing different perspectives on a topic or ways of solving problems, or collaborating to work on a common project. (Online optional activities and resources can also be a good way of pointing students towards the nice-to-know ideas and extra resources that you don’t have time to address in class. But make sure the students are clear on what’s required and what’s optional.)

**How will students be assessed?**
Think about how students will be assessed. Assessment has a very strong influence on how and what students learn. Well-designed assessment can be an integrated part of the learning experience for students (assessment for learning), not just test whether they have learned at the end of the subject (assessment of learning). At UTS, we strongly encourage assessment that enables students to apply the skills and knowledge that they are learning, and all subjects are expected to include at least one authentic assessment task that is relevant to the subject.

If you’re considering changes to the assessment, you’ll need to do some investigation first. You will require faculty approval to change the overall assessment pattern, but should have flexibility to change assignment and project topics, questions and exam papers provided the same learning objectives are being assessed. If you have taken over a subject designed by someone else, see if you can find out why has the assessment been designed in the way that it has been. You may find that the assessment has been designed to develop skills that students need in a subsequent subject, or to assure particular graduate attributes. It would also be useful to find out more about students’ responses to the current assessment pattern. Can the students be given choice or flexibility in any aspect of assessment?
Feedback is a crucial part of any learning and assessment design. How will students gain effective feedback on their learning, including informally in class or online and formally on their assessed work?

Talk to a colleague, your supervisor or course co-ordinator about faculty or course expectations related to assessment, such as any course level submission requirements, extension or late protocols or plagiarism protocols.

**What if students ask for adjustments to the assessment, or want extensions?**

At UTS, we have two different processes: accessibility requirements and reasonable adjustments for students with disabilities, medical or mental health conditions, and special consideration for students whose performance is affected by illness or misadventure.

Students with accessibility requirements should be registered with the UTS Accessibility Service [https://www.uts.edu.au/current-students/students-with-accessibility-requirements/accessibility-service](https://www.uts.edu.au/current-students/students-with-accessibility-requirements/accessibility-service). The Accessibility Service and your faculty or school Academic Liaison Officer can provide advice on reasonable learning and assessment adjustments to enable the student to meet the learning objectives of the subject. If a student tells you that they require assessment adjustments, please ensure that they have registered with the Accessibility Service, and refer them if necessary. Then follow the advice from the Accessibility Service or ALO. Students must be advised about the ALO in the subject outline.

Special consideration requests involve students submitting an online form and accompanying documentation. You can find information about special consideration on the website. [https://www.uts.edu.au/current-students/managing-your-course/classes-and-assessment/special-circumstances/special](https://www.uts.edu.au/current-students/managing-your-course/classes-and-assessment/special-circumstances/special) Ask a faculty colleague or your course coordinator about any agreed faculty protocol or typical practice for responding to typical requests (especially those that fall outside the university guidelines), in order to be fair to all students. Students should be advised about special consideration in the subject outline.

**Resources for learning**

Every UTS subject has an online site in UTSOnline or Canvas. Each faculty has templates for their sites, and there are minimum expectations for the
resources and forms of support that will be available for students. Across all subjects, a week before the start of the session your subject will be expected to welcome students (eg using a video or announcement), make the subject outline available and include some material to begin engaging students with the subject. This could be an interesting video, an activity, a way for students to introduce themselves and get to know others, a diagnostic quiz, a survey or many other items. Ask your colleagues about what they do, or drop in to the LX.Lab for suggestions and help.

Resources for learning can include a wide range of online open educational and other materials as well as more traditional readings and textbooks. The library, and your faculty liaison librarian in particular, can help you to identify relevant materials for your subject. Most publishers produce packages of resource materials for fundamental subjects, but they can be expensive, so you’ll need to ensure that your faculty will support the cost if you wish to use these materials.

If you are going to use a textbook or particular references that are not available in the library, you will need to contact them well in advance of the session in which the resources are required. If you wish to give students online access to readings and other copyright materials, make sure they are copyright compliant by making use of the library’s digital resource register (DRR) and e-readings. http://www.lib.uts.edu.au/learning/drr-ereadings

The library will send you a link to use in your online site. (Don’t directly upload copies of copyright materials like readings, even if the material is in the library.)

Check with the library copyright officer if you are not sure about the status of resources that you wish to use.

The library also has subscriptions to resources, such as Lynda.com, that contain a wide range of materials that can be embedded in subjects. Contact your liaison librarian for information. See http://www.lib.uts.edu.au/about-us/library-staff-directory/librarians
Tutorials, seminars, workshops

Why?
Tutorials, seminars, workshops and similar classes provide scope for active and collaborative learning. Aims might include enabling students to have more interaction with you and with each other and for them to go deeper into making sense of and applying what they’re learning. These sessions might include discussion, problem solving, inquiry activities, games, role plays, debates or many other activities. The range of tasks and activities that are appropriate is limited only by the imagination of the teacher, the kinds of students in the group and (to some extent) the discipline area.

There are many advantages of small group participatory learning. Interaction among students helps to build a sense of belonging and enhances students’ capacity to work in a collaborative way. Group work recognises that learning is an active rather than purely passive process. There is an opportunity for you to listen, to tap the knowledge and experience of students, and for them to share and test their ideas and interpretations.

Effective tutorials, seminars, workshops etc

Creating a good group atmosphere.
Using name tags and learning each other's names is essential and will help to make students less nervous about revealing their difficulties with the subject matter and discussing ideas. An atmosphere of openness and mutual respect will help students to feel more comfortable and encourage participation.

Creating ground rules at the beginning
Discuss expectations about preparation and participation with students. Be clear about reading tasks, pre-class work and rules of discussion within the class. Outline any assessment requirements. You could also try asking the students to talk in small groups about what might make the class work well, then collecting their suggestions and coming to an agreement about appropriate class expectations.

You may need to rearrange the furniture
This is a very important factor in tutorials. Providing a pleasant physical environment will create a more intimate atmosphere. Try arranging furniture
in clusters for group work. Avoid seating students in straight rows if you want them to discuss ideas or work together.

*Involve the students in active learning*

It is important to get all of your students involved in activities. This usually means breaking the class into smaller groups, or even pairs, for some of the class time.

*Suggestions for your first class*

The first class will set the tone for the rest of the subject. The key things to do are:

- **Introductions** – introduce yourself and give your contact details. Say something about your background - students like to know something about the person who is teaching them. Write your name on the whiteboard if there is one, or use the document camera.
- **Provide opportunities for students to get to know others.** For example, students could introduce themselves to a few others in small groups while doing a subject-related activity. You can use nametags, or ask students to make nameplates from A4 pieces of paper.
- **Discuss expectations**
- **Start on some real work**—this demonstrates the way you would like the tutorials to be run.
- **Good conclusion to clarify what’s been learned and discuss expectations (and pre-work) for the next class.**

If the activities do not go as smoothly as you’d like, which can happen for many reasons, reflect on what you might do differently next time. Perhaps ask for some suggestions from your colleagues, or observe some classes run by colleagues with reputations as good teachers (ask them first).

Refer to the notes in this booklet on lectures and practicals. Many of the same basic rules of thumb will apply here.
Practical/lab/studio classes

Why?
Practical classes can provide opportunities for students to begin to experience what it is like to be a professional in their discipline area—to work on a practical problem, communicate solutions and give and receive constructive criticism.

Practical sessions by definition require student involvement. They vary widely between disciplines but some of the common aims can include:

- Encouraging enquiry and exploration
- Linking theory to practice
- Teaching practical skills
- Getting to know students as individuals

Beginning the class
Overview of the subject—recap on the last lesson and explain the context of this lesson
If necessary re-enforce the rules of health and safety in a practical class.
Explain clearly what is expected in this class and attempt to find out if students know this.

Structure
Timing is important to ensure that students can get through what you have planned. You may have a number of different activities planned for a class from demonstrations to simulations from problem solving activities to individual or group review. Plan the timing of different activities and think about whether there are options for allowing for flexibility if the students work faster or more slowly than you expect.

End of the class
The end of a practical or studio session may be an important time for students to review what they have learned and for you to gain feedback on students’ learning. Review time needs to be planned into the session to prevent the all too common experience of running out of time. This time can be used to summarise the session, to ask and answer questions, to draw students attention to points which they may have skipped over and to make links between the practical/studio session and others.
Suggestions for the first practical, lab or studio

- Locate and visit the area assigned to you to eliminate any possibility of coming late on the first day
- Be sure you know how to work any equipment
- Obtain all relevant handouts
- Be familiar with safety issues
- Introduce yourself with your name and consultation details - write these down for students if there’s a whiteboard or similar. Give a brief outline of your professional background
- Ask students to introduce themselves, in small groups if the class is larger
- Ask students to wear name tags for the first few sessions—wear one as well
- Tell students what amount and standard of work you will expect of them
- Discuss lab/studio rules—clothing, behaviour, cleanliness and safety
- Explain the theme and general purposes of the labs / studios in the subject
- Demonstrate the relationship between lecture and lab / studio material
- Get students to do practical work in the first session
- Remind the students about any preparatory work to be completed for the next session
- Thank the class for their work and attention

Lectures

Why?
It’s a good question. Lectures started off as situations in which the lecturer read (literally) from a book to the students. Books were rare and expensive, so this reading was typically the only way that students could hear the content. Now, with the range of materials that are now available online, lecture time can be used very differently. Students can be required to do pre-work, then come to the class ready for interaction and active learning during the class. Lectures should not be used to transmit information that the students can acquire, often more effectively, from watching videos or reading textbooks.

Uses of lectures
- To enable students to gain an overview or framework so that students can locate and make sense of new information and concepts - to get a sense of the big picture
• To help students to understand difficult concepts, problems, issues and ideas, and enable students to gain feedback on their understanding, eg through online response systems or interaction with other students. (This works best in conjunction with online pre-work quizzes or similar activities that provide information about student understandings or misconceptions.)
• To help students to see the relevance or application of ideas, through industry examples or guest lectures
• To model or demonstrate how to formulate and think through issues and problems, or contrast different ways of thinking about them (co-teaching can be useful for this).
• To stimulate motivation and interest in a subject area, if the lecture is intellectually stimulating and well presented

Most of these purposes will be better addressed if students have done some pre-work that starts to engage them with ideas or issues before they come to class.

It is useful to consider the following points in order to help your students to learn.

**Students construct knowledge.** Learners try to make sense of new things in the context of their existing knowledge. It’s important to know about students’ prior knowledge in order to help them to build bridges to this new information and to challenge any existing misconceptions. Diagnostic quizzes, pre-work, online response systems etc can help you to find out what students know.

**Students like to see the whole picture.** Providing an overview of the subject showing the links and relationships within your subject area and with other subjects makes the structure of each class clear to students and enables them to fit all of the topics together and begin to make sense of them.

**Students can be easily overburdened.** Students are likely to retain and understand new material more effectively if it is presented in a clear, concise and simple format, and if they have opportunities to review, apply and gain feedback on what they are learning at the time. It is tempting to cover more information, but it usually doesn’t lead to more learning.

**Students’ attention is limited.** Students can lose concentration quite rapidly if they are listening without a change of pace (or they can become easily
distracted by their online devices). Concentration and learning will improve if there is a change of activity, like a review ‘clicker’ question or group activity. Build these into your lecture plan.

**Beginnings and Ends**

One approach to preparing a ‘lecture’ class is in three distinct stages: the introduction, the body and the conclusion.

**The introduction**

1. Review the previous session and link to the pre-work. This provides links and ensures continuity.
2. Give an outline of this session. Explain what students will be expected to do.
3. Create motivation and a need to know. Explain why the students are learning this and why it’s relevant.
(Note: the above three items might only require a few sentences and/or 1-2 slides)
4. Get students involved in an activity that makes use of the pre-work (this could also be most of the body of the ‘lecture’ in more active sessions.

**The body**

Think about your students. What value will they gain from this class?
1. Consider the balance of what students should have gained from the pre-work, the best use of the class time for active and collaborative learning, and what students might do afterwards to review or prepare for the next class.
2. Decide on the most appropriate learning and teaching strategy(ies) to use.
   As you gain experience with the class, it will become clearer when you might need to spend time explaining or re-explaining material and when to invite students to do activities to review what they’ve been hearing, make connections with their experience or compare views with others (or other activities).
3. Use a variety of student activities and media. Build in ways for students to think about, make sense of and apply new material.

**The conclusion**

1. Review the session. Draw out the main points again, or use a review activity like asking students to note down the three most important points or respond to one or two clicker questions.
2. Preview the next session. Create links and contexts for the students.
   Emphasise what the pre-work will be, why it’s important and how it will be used.
Preparation
Before each lecture you should consider how the students will benefit from this session; how you can ensure that they learn; how you can monitor their learning; and how you will encourage them to engage actively in learning.

Notes Are any PowerPoints or other resources clear and up to date? What content is in the pre-work and what is essential for the class? What activities are essential? What content is desirable but could be omitted if there is no time? Have you got extra examples / questions and activities which you can use?

Rehearsal Have you arranged your timing to include activities, briefing and debriefing? Will there be breaks and for how long?

Opening Is it interesting and exciting? Will it get the students’ attention?

After each lecture it is a good idea to review how the lecture went. Note what was successful and what could be improved on. Were the resources appropriate? How engaged were the students?

Find out from students how the lectures are going. Use a quick question at the end to find out their views about the class, or how they understand a key idea (Mentimeter can be good for this.)

Also, make use of the experience of your peers. Ask a colleague to observe your class, or see if you can observe others’ classes. This can be one of the best ways to learn about new student activities and how they work in classes similar to yours.

Suggestions for your first lectures
You might feel anxious and nervous before your first lecture. However there are some practical steps you can take to ensure that you hit the ground running and with success.

• Visit the classroom the week before your first class to familiarise yourself with the room and equipment. Ask AVS or attend a drop-in (they’re advertised on staff connect and the futures blog events) if you need help.
• Arrive early to the class if possible to get your bearings
• Greet students as they arrive
• Start the class formally – welcome students to the subject. (Some lecturers like to acknowledge the Indigenous owners of the land - the Gadigal people of the Eora nation.)
• Introduce yourself to your students and make sure your name is on your slides or written on the whiteboard.
• Announce your consultation approach – hours, online forum etc
• Start with something exciting in the subject that aims to motivate students and make use of the pre-work (you did give them something interesting to do, didn’t you?). Pose a challenging question or introduce a current issue. Ask students to discuss it in pairs or small groups and introduce themselves when they do this.
• Give a big-picture overview of the subject, especially the potential benefits to students, and how the question or issue fits with the rest of the subject. Make sure you engage students with some key ideas, so that they feel that they’ve learned something new. Plan activities that help students to make sense of the ideas and that model the kinds of activities that they’ll do in subsequent classes.
• Establish ground rules
• Ask students to consider the subject outline (which they should have read before the class!). For example, you could give them a few minutes to review and discuss it in pairs or small groups, then ask questions. Describe your plan for assessment and explain how they can succeed. Describe how you intend to run classes and make use of online materials. Allow time for questions.
• Outline the pre-work to be completed by the following class, or conduct a brief quiz to gauge where students are.
• Review the main points and clarify if necessary.
• End the session by thanking the students for their attention.
• After the session note what worked well and what you might do differently next time.
Using learning technologies

‘Learning technologies’ should be used in the most appropriate way to provide a quality, learning experience for students. This means considering how they will fit into students’ experience of the subject:

- what and how do students want to learn?
- what is best learned face-to-face, especially actively and in collaboration with others?
- what is best learned through other media eg. online, video?

The most effective kind of learning experience is determined not by the technology available, but by considering what is most appropriate for the students, the subject and the learning objectives. Think about the best blend of online activities that prepare students for classes, in-class activities and online activities after classes.

**UTSOnline**

UTSOnline is the UTS name for a centrally supported web-based learning system (Blackboard). All UTS subjects are required to have an online site in UTSOnline (or Canvas for some postgrad subjects) and subject outlines must be provided online.

The URL for UTSOnline is [http://online.uts.edu.au](http://online.uts.edu.au)
The UTSOnline home page has links to help pages and resources for staff and students.

IML can help with learning design and academic support for UTSOnline and other learning technologies. Drop in to the LX.Lab in building 6, or some along to events. You’ll find these advertised on the futures blog [https://futures.uts.edu.au/](https://futures.uts.edu.au/).
Class management

Sometimes new academics can be surprised to find that class management is an issue. This especially can be the case for academics from cultures where students are traditionally quiet and see teachers as authority figures who automatically command respect. Although the majority of students would prefer classes that are orderly and productive, students can disrupt classes in different ways.

It is very common for students to talk in class, and it doesn’t necessarily mean that they don’t respect you as a teacher. Talking may or may not be disruptive, and it’s useful to distinguish between occasional murmurs when a student might be explaining a point that you’ve made to another, and persistent and disruptive talking or other undesirable behaviour (eg persistently arriving late and leaving early). Persistent disruption can be very unsettling for yourself and the other students. To be fair to everyone, teachers should respond to any disruption quickly but calmly.

What practical steps can you take?
Firstly, take a positive interest in students and their learning, and set ground rules from the beginning. If disruptions occur, talk with the students openly to try to establish the reasons for the behaviour. Be prepared to accept that students may be dissatisfied with aspects of your teaching, and you may need to modify your approach. For example, it is common for students to talk if lecturers try to cover too much difficult content too quickly.

Don’t ignore obvious disruption. Firstly, stop the class and point out calmly that the particular behaviour (loud talking, coming to class late etc) makes it difficult for other students to learn and that you would like them to respect others’ needs. You may need to repeat this, and look directly towards the students causing the disruption. If this fails, it is acceptable to point out that they may be asked to leave the class if the disruption continues.

Talk to any persistently disruptive individual privately outside class time, but in a public space. (Outside the room immediately after the class can be good if you’ve had time to think about what you’ll say). Staff can exclude a student from class if they are disrupting others’ learning and do not stop after several
requests. Whatever steps you decide to take against a student, warn the student first. But do not make threats that you do not intend to carry out.

Particularly if you are new, it is important to talk to your academic supervisor, mentor, a senior colleague or IML if you are experiencing disruption. Do not ignore it and let it snowball.

If you think a particular student may need assistance in some area contact student services on x1177.

If you notice any concerning behaviour, there is a useful referral grid at https://web.secure.uts.edu.au/ssu/staff/referral-grid.pdf which can help you to identify what to do. You should call security (dial 6 on any internal phone) if a student’s behaviour is threatening and poses immediate risks.
Cultural diversity

UTS classes are diverse, with students from many cultural backgrounds. Most classes will have a mix of local and international students. Students whose experience of learning and teaching has been in a different culture may experience many more transitions than those educated in Australia when they come to UTS. Other than the obvious language differences, some of these students may have expectations of the roles of teachers and students which are very different to those of students educated in Australia.

Teaching practices that benefit all students include:

- developing students' awareness of what learning means in your subject.
- allowing students time to think about or discuss questions before answering
- setting clear expectations and standards.
- analysing, with students, the requirements of assessment questions.
- explicitly teaching students how to write or speak using the conventions of your discipline (eg the appropriate report style, referencing conventions etc)
- providing opportunities for collaborative learning in class.

Students who were asked to comment on how they thought teachers could improve, made some common, and commonsense, suggestions:

- Improving the clarity of presentations and expectations.
- Showing sensitivity to students’ needs and valuing their contributions.
- Giving feedback on learning, not just marks.
- Encouraging students to meet and interact with each other.
- Developing an awareness of and showing respect for different cultures.
- Breaking classes into smaller groups.
- Developing an awareness of your own language use (jargon, etc.)
Developing your career

As a newly employed academic you will have a number of issues to deal with in the short term: settling into your new job, establishing links with colleagues, getting your teaching under way successfully, making progress on your research and writing and becoming familiar with all the different systems, processes and acronyms used at UTS.

It is important to keep an eye to the future and to be thinking about ways of developing your career. You will be able to discuss this with your academic supervisor from your first planning discussion onwards. There are many ways and routes to building a successful academic career. Some of these are listed below:

- Download the VC’s directive on academic promotion from Staff Connect and look at the categories of work and the criteria. They’ll give you an overview of what’s recognised and valued in your work at UTS, and can be one of the starting points for conversation with your academic supervisor.
- Do the Teaching for learning.futures blended modules. Find out more on the Futures blog
- Enrol in a Graduate Certificate in Higher Education Teaching and Learning (GradCertHEd) course to develop your teaching and learning ideas.
- Apply for a learning and teaching grant if you need resources to develop innovative ideas
- Participate in the Early Career Researcher program (or mid-career researcher program) run by the Graduate Research School
- Register as a PhD supervisor (or cosupervisor) and do supervision development activities
- Identify the priority research areas in your faculty and fit your research to the right areas
- Find a research mentor and collaborators
- Identify the support available for writing grant applications
- Develop educational and research links with industry.
- Join professional associations.
- Attend conferences at home and/or overseas.
- Use the University’s Performance and Development processes to get feedback and direction for your career from your supervisor.
• Plan to take advantage of the UTS Professional Experience Program (PEP) ie study leave.
• Develop and maintain an academic portfolio

It is also important to build up your academic portfolio over a period of time. This can also be used effectively for promotion or tenure applications. Developing your academic portfolio is a requirement of the Development program for new academics and you will develop portfolio components if you complete subjects in the GradCertHEd.

**Formal support**

A 2-year induction and development program has been developed by UTS for all new Level A and B staff with contracts of 2 years or longer. It is also available to staff at higher levels with support of the Faculty Dean. Each staff member should consider finding a mentor in the early stages of their appointment at UTS. All academic staff will also have an academic supervisor who will be named in your letter of offer of appointment.

Most UTS academic staff are appointed on a probationary basis. Probation is the period during which decisions about continuing employment can be made. It is intended to provide for a period of secure employment during which decisions about continuing employment can be made and should be of sufficient length to allow these judgements to be made in each case.

Within the first months of your appointment, your academic supervisor will arrange a planning discussion with you. In this meeting you should:

• clarify the expectations of the University and the work unit
• discuss your goals – short and long term
• discuss your workplan and performance goals for the year, and for your probation period as a whole
• plan support and development activities which will assist you to meet your obligations to the University and enhance your career.

Your academic supervisor should also meet with you to discuss your development program and career needs and interests.
Remember to bring as many ideas and questions as possible to these meetings. Use these meetings to clarify any outstanding issues. Make sure that you are happy and clear about your aims and objectives and the University’s expectations by the end of the discussion with your supervisor.

During probation and in the development program, the University and the academic supervisor will offer ongoing resources, developmental opportunities and feedback to assist staff to meet their development and probation requirements. You and your academic supervisor will negotiate and agree on your workplans and goals, and the goals that you should meet in order to gain continuing employment. During the probation period, you will have opportunities to gain feedback and can renegotiate goals if circumstances change. At UTS, successful completion of probation is based on your achievement of agreed goals, not on unstated standards or winning votes from your academic colleagues.
Other sources of support

Making connections and getting support from others is often the best way of sharing experiences and problems and swapping ideas. Joining informal interest groups or learning communities is also a good way of networking. This section briefly describes some of the main forms of support for teaching staff at UTS.

Professional staff in your faculty/school
Develop a good relationship with the professional staff in your area and find out about their expertise. Professional staff in your faculty academic programs area will typically have a very good understanding of university systems and can help you in your job.

Learning and teaching support
The Institute for Interactive Media and Learning (IML) provides advice and support for academics and faculties in learning and teaching, assessment, subject design, online learning, academic language and learning, academic career development and other issues. It is located on the 27th floor of the Broadway campus, (Tower Building, phone 9514 1669) and provides drop-in support, consultations and events at the LX.Lab in building 6, level 4.

Each faculty is supported by an IML liaison team that includes a learning and teaching academic, an academic language and learning academic and a learning design and technologies specialist. Find your contact people at: https://www.uts.edu.au/research-and-teaching/learning-and-teaching/institute-interactive-media-and-learning/overview

Take a look at the UTS learning and teaching website https://www.uts.edu.au/research-and-teaching/teaching-and-learning for ideas on Assessment, Groupwork and other aspects of subject design and teaching and learning. Follow the futures blog for more ideas and information about learning and teaching events https://futures.uts.edu.au

IML includes the UTS central Academic Programs Office, which is responsible for managing course approval and accreditation processes and for all curriculum information and data management, including the CIS subject outlines system.
The Library
The UTS library has a very wide range of services for staff and students. Of course they have access to a wide range of online journals and resources as well as books and other physical resources, and help resources for students and staff. They host a digital resource register and e-readings to enable easy student access to subject readings (and links to UTSOnline sites) while managing copyright. The library also has liaison librarians for each faculty area who can help you to find resources for your subjects and save you time, as well as letting you know about the many other ways that the library can help you. Find your librarians at: http://www.lib.uts.edu.au/about-us/library-staff-directory/librarians

Research support
The Research and Innovation Office offers a wide range of forms of support for researchers and the Graduate Research School offers researcher development programs, including for early career researchers and postgraduate research supervisors. Look up “researching” on staff connect to find information about funding, research ethics, managing projects, commercialisation and engagement and a lot more. https://staff.uts.edu.au/topichub/Pages/Researching/Researching.aspx

IT Division and Audio-visual services
Service Connect is an online system for IT help information and making requests for support from ITD (your computer, software etc), AVS (audio-visual services – classroom technologies and equipment), IML learning technology help (UTSOnline and other learning technologies) and others. If you make your request online, it will be responded to and you’ll receive a call or visit from a support person and progress emails. https://serviceconnect.uts.edu.au/
You can also phone the IT support centre on x2222

Audio-visual services bookings for equipment etc are made using their booking system https://av-bookings.itd.uts.edu.au/index or call x5252 For urgent AV help in your classroom, call them on x1978. More information can be found on the Staff Connect page (login first) https://staff.uts.edu.au/topichub/Pages/Campus%20systems%20and%20facilities/Audio%20visual%20services/audio-visual-services.aspx

Student services
Student services provides support for students, with services including HELPS (Higher Education Language and Presentation Support) for language and
learning support and UPASS (peer assisted study support), Careers, Counselling, the Health service, Housing, Financial support and Accessibility Services. See https://www.uts.edu.au/current-students/support. To refer a student to Counselling, call x1177. For HELPS, call x9733.

HELPS has developed general and discipline-specific Avoiding Plagiarism resources and other help materials for students which can be linked to your UTSOnline site. Check with your course coordinator about where these are used in your course, or call HELPS on x9733.

Security
To call security, dial 6 on any internal phone, or dial 1800 249 559 from a mobile (freecall). Security are trained in how to respond to threatening or other concerning behaviours and all types of incidents and emergencies, so if you feel unsafe or feel that your students are unsafe, call them. (If it's a medical emergency, call 000 and security.)

On a less urgent note, be aware of the security of your possessions, especially when in coffee shops and other public spaces around campus. Don't leave valuables lying about which could tempt a potential thief—it does happen. Security also applies to material related to assessment preparation and results. If you have any sensitive printed or other physical materials related to assessment (such as draft exam questions or completed exam papers), keep them in a secure place. If you use a filing cabinet, don't leave your key in the top drawer of your desk—it's an obvious place to look.
Common UTS Systems

These are some of the most common cross-university systems that you might use for learning and teaching, research and admin, and to find information. You may find that you use all of these systems or only some of them, depending on your faculty and role. Check with your supervisor or faculty admin if you’re uncertain. All of these systems require login, usually using your UTS staff ID and password.

<table>
<thead>
<tr>
<th>System</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTS email</td>
<td>The default email application Outlook is on your computer and you login with your email address and password (unlike most other systems). You can find info on how to set up your mobile device on staff connect (search for your device type). You can find links for webmail or to reset your password here: <a href="https://email.itd.uts.edu.au/email/">https://email.itd.uts.edu.au/email/</a></td>
</tr>
<tr>
<td>UTSOnline</td>
<td>The UTS name for the Blackboard learning management system (LMS/VLE). All subjects have a site in UTSOnline or Canvas (an alternative LMS for some postgrad and TDI courses). The home page has links to help and information resources for UTSOnline and other centrally-supported UTS learning and teaching tools, including REVIEW, SPARK, Turnitin (which is accessed through UTSOnline), Echo 360, Kaltura and Zoom. <a href="https://online.uts.edu.au">https://online.uts.edu.au</a></td>
</tr>
<tr>
<td>Futures blog</td>
<td>Futures is produced by the IML LX.Lab team and has stories about learning and teaching and also allows you to book in for learning and teaching events and drop-in help sessions and contribute blog posts. It is built in Wordpress. <a href="https://futures.uts.edu.au/">https://futures.uts.edu.au/</a></td>
</tr>
<tr>
<td>Symplectic elements</td>
<td>A web-based system for recording research publications, grants and impacts. Symplectic also feeds data to your public web profile <a href="https://researchoutputs.uts.edu.au/login.html">https://researchoutputs.uts.edu.au/login.html</a></td>
</tr>
<tr>
<td>Research Master</td>
<td>The UTS system for administering research work. It includes forms for recording research projects and applying for ethics clearances. For more information on this and other research</td>
</tr>
<tr>
<td><strong>systems and helpful lists, look for ‘researching’ on Staff Connect.</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong><a href="https://rm.uts.edu.au/">https://rm.uts.edu.au/</a></strong></td>
<td><strong>NEO</strong> The UTS HR and Finance system that staff use to make leave requests, check payslips and complete required online safety and wellbeing modules.</td>
</tr>
<tr>
<td></td>
<td><strong><a href="https://neo.uts.edu.au/">https://neo.uts.edu.au/</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong><a href="https://staff.uts.edu.au/">https://staff.uts.edu.au/</a></strong></td>
</tr>
</tbody>
</table>
| **UTS Staff module** This allows you to update your staff profile for the public website. | **CIS** Curriculum information system
CIS contains more detailed curriculum information to complement the information in CASS. It is used to create subject outlines and feed information to the UTS Handbook online and can be used for mapping graduate attributes across a course. You need to request access through your faculty admin. |  |
| **https://staff-module.uts.edu.au/admin/index.cfm** | **CASS** **Curriculum and Student System**
It is our primary student administration system at UTS and the authoritative source of student and curriculum data. Many academics don’t use CASS directly but you can request a relevant level of access if you have a need. |  |
<p>|  | <strong><a href="http://www.cass.uts.edu.au">http://www.cass.uts.edu.au</a></strong> | <strong>Service Connect</strong> This is the systems help request system. Use this to search for answers to common IT questions and make support requests to ITD, AVS, IML learning technologies, Academic programs office, CASS team etc. Or you can ring x2222 |  |
|  | <strong><a href="https://serviceconnect.uts.edu.au">https://serviceconnect.uts.edu.au</a></strong> |  |</p>
<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVS Bookings</td>
<td>Use this to book AV equipment such as microphones or recording equipment.</td>
<td><a href="https://av-bookings.itd.uts.edu.au/index">https://av-bookings.itd.uts.edu.au/index</a></td>
</tr>
<tr>
<td></td>
<td>For urgent AVS classroom help phone x1978</td>
<td></td>
</tr>
<tr>
<td>Concur</td>
<td>This is the travel and expense system. Use this for booking travel and claiming expenses.</td>
<td><a href="http://concur.uts.edu.au/">http://concur.uts.edu.au/</a> For information and policy links, please see staff connect: <a href="https://staff.uts.edu.au/topichub/Pages/Doing%20my%20job/Travel/travelexpenses.aspx">https://staff.uts.edu.au/topichub/Pages/Doing%20my%20job/Travel/travelexpenses.aspx</a></td>
</tr>
<tr>
<td>PACE</td>
<td>The UTS partnership, alumni, and community engagement database. This should be used to record information about industry and other external partners. Ask your faculty external relations staff member(s) about your access protocols.</td>
<td></td>
</tr>
<tr>
<td>myTimetable</td>
<td>A web-based class allocation system (Allocate+) used from 2017. A staff interface allows academics to see class lists. You need to request access - there’s a form in Service Connect.</td>
<td><a href="https://mytimetable.uts.edu.au/staff/">https://mytimetable.uts.edu.au/staff/</a></td>
</tr>
<tr>
<td>Timetable Planner</td>
<td>This allows students, future students and staff to view UTS timetables.</td>
<td><a href="https://www.uts.edu.au/current-students/timetable/uts-timetable-planner">https://www.uts.edu.au/current-students/timetable/uts-timetable-planner</a></td>
</tr>
<tr>
<td>HIRO</td>
<td>Hazard and Incident reporting. Use this to report any safety and wellbeing incidents, or any hazards that need to be addressed. More information is in the Safety and Wellbeing essentials module that everyone is expected to complete when they start at UTS.</td>
<td><a href="https://www.riskcloud.net/prod/login.aspx?ReturnUrl=%2fprod%2f%3fccode%3duts&amp;ccode=uts">https://www.riskcloud.net/prod/login.aspx?ReturnUrl=%2fprod%2f%3fccode%3duts&amp;ccode=uts</a></td>
</tr>
</tbody>
</table>
Other information sources

University of Technology, Sydney: Calendar: contains lists of the staff, principal officers and major administrative structures of the University. It also reproduces the Act, by-laws and rules http://www.calendar.uts.edu.au/

Your Faculty Handbook: handbook for the current year. This contains details of course structures and individual subjects. Follow your Faculty link from: http://www.handbook.uts.edu.au/

Human Resources Unit Online induction: this includes information concerning your conditions of employment (eg. leave, promotions, superannuation) as well as descriptions of organisational expectations and many of the facilities and services available to you. Go to Staff Connect https://staff.uts.edu.au and look up “starting at UTS”

UTS teaching and learning pages: Including information and resources on Assessment, Groupwork, UTSONline and a range of other teaching and learning topics. https://www.uts.edu.au/research-and-teaching/learning-and-teaching


Learning to Teach in Higher Education: A book by Paul Ramsden (2003, Routledge) which is a valuable resource for staff who think about teaching.

Teaching for Quality Learning at University: This is a practice-oriented guide to curriculum renewal by John Biggs and Catherine Tang (2011).
Finally

We hope that this booklet has introduced you to some of the key ideas and forms of support that are relevant to you as a new academic or casual academic teacher at UTS. We have endeavoured to identify some of your general concerns and attempted to help you to put some of your concerns in context.

Of course you will have your own specific issues and circumstances to address. The message is clear however—communication is the answer. There are a lot of people out there ready, able and willing to offer their advice, support and expertise to you. Seek them out—you won’t be sorry!

We would like to take this opportunity to wish you all the best in your career at UTS and to invite you to send us feedback at iml@uts.edu.au and offer your own expertise in updating this booklet for future additions.

Enjoy your teaching!
Your notes