

Tutoring in History

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Before we start...

- What did you like about your own University tutorials?
- What do you remember about the most engaging of your tutors?
- What were the less successful aspects of your experience of engagement with your tutorials?



Gerda Lerner



Leopold von Ranke

What does the job involve?

Leading stimulating weekly tutorials.

Helping students to make connections between different course topics, and between lectures, tutorials, and assessments.

Monitoring and (from Week 3) recording tutorial attendance via myed.ed.ac.uk > 'Teaching and Research' > 'Student Attendance Recording'

[Home](#)

Groups for Zubin Mistry

Course	Group	
Approaches to Gender History PGHC11209	ALL	<input checked="" type="checkbox"/> Select group
Debating Marriage Between Antiquity and the Middle Ages (online) PGHC11481	All	<input checked="" type="checkbox"/> Select group
Debating Marriage between Antiquity and the Middle Ages PGHC11449	Debating Marriage between Antiquity and the Middle Ages - Seminar Tuesday 11:10	<input checked="" type="checkbox"/> Select group
Early Medieval Sexualities, c.500-1000 HIST10420	Tuesday 11am	<input checked="" type="checkbox"/> Select group
History in Theory CHCA10003	HIT Pathway 01	<input checked="" type="checkbox"/> Select group
History in Theory HIST10407	Pathway ZM - Investigating Sexualities	<input checked="" type="checkbox"/> Select group
Introduction to Medieval Europe 2A HIST08026	Group 3 Tuesday 2.10pm	<input checked="" type="checkbox"/> Select group
Introduction to Medieval Europe 2A HIST08026	Group 6 Wednesday 12.10pm in G.12	<input checked="" type="checkbox"/> Select group
Slavery in the Early Middle Ages HIST10474	Monday 2pm	<input checked="" type="checkbox"/> Select group
The Historian's Toolkit HIST08032	The Historian's Toolkit Tutorial/21 Thursday 13:10	<input checked="" type="checkbox"/> Select group
The Power of Religion in the Early Middle Ages, 500-900 HIST10399	ALL	<input checked="" type="checkbox"/> Select group
The Sources of Medieval History PGHC11214	All	<input checked="" type="checkbox"/> Select group

What does the job involve?

Leading stimulating weekly tutorials.

Helping students to make connections between different course topics, and between lectures, tutorials, and assessments.

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Providing feedback and advice to students via email and office hours (up to 5 hours per tutorial group).

Marking coursework: The amount of assessment/feedback will vary from course to course, so it is important to verify what is expected from you and the hours you have been allocated to perform these duties. TRAINING (e.g. *Turnitin*).

Liaising with the course organizer and course administrator about any problems that arise on the course or with particular students. TIP: copy both the course organizer and course administrator into correspondence relating to issues with students.

Emails: manage students' expectations: you could set an "email window" (e.g. Monday-Friday 9-5)

In case of illness

- Your job is not surveillance or enforcement!
- If a student is ill or has another reason for missing a tutorial, they will probably email you.
- If you are ill etc., staff also have a protocol:
Please email your Course Organiser and Course Administrator. Cover is normally arranged collaboratively.
Follow guidance in HCA Tutor and Demonstrator Absence on reporting absence for sickness.

Helpful Resources

- 'Teaching in HCA' (Course site in Teams)

- HCA Teaching Support webpages:

<http://www.ed.ac.uk/history-classics-archaeology/about-us/working-with-us/teaching-support>

- Useful information:

<https://www.edweb.ed.ac.uk/history-classics-archaeology/about-us/working-with-us/teaching-support/useful-information-for-tutors>

- IAD Resources for Tutors and Demonstrators:

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators/resources>

- HCA Teaching Circle

- Teaching Matters blog

<http://www.teaching-matters-blog.ed.ac.uk/>

Key contacts

- Your COURSE ORGANISER should arrange for you:
 - a course briefing at the start of the semester
 - a “marking meeting” around the time of the first assessment deadline
 - peer observation of tutorials
 - a review meeting at the end of the course
- NB list of ‘Useful Contacts’ on Teaching Support webpages
- Your COURSE ADMINISTRATOR: communication etiquette
- The DIRECTOR OF TEACHING (pre-Honours History): Zubin.Mistry@ed.ac.uk, Room 1M.15 (email as needed!).
- Your LINE MANAGER: the head of History, Prof Diana Paton: Diana.Paton@ed.ac.uk
- Technical problems with LEARN or e-marking? hca-it@ed.ac.uk
- Report suspected plagiarism to hca-misconduct@ed.ac.uk (or flag to your moderator—if unsure, ask them to report it)

Reporting academic misconduct

! B123991	4%	■	✎	👤	📄	9302
B122452	5%	■	✎	👤	📄	9313
b118297	5%	■	✎	👤	📄	9310
B118137 Literature Review	5%	■	✎	.	📄	9311
B123141- Literature Review- Comparative ...	5%	■	✎	👤	📄	9312
B120850 - Literature Review	6%	■	✎	👤	📄	9310
! B123549	6%	■	✎	👤	📄	9311
! Literature Review_B123531	6%	■	✎	👤	📄	9311
B112009_Literature_Review	6%	■	✎	👤	📄	9311
B112721	6%	■	✎	.	📄	9310
BE122846-LitReview-Belief	6%	■	✎	👤	📄	9310
! B124676 - Literature Review (Marxism and...	7%	■	✎	👤	📄	9312
B120800 Introduction to historiography: ...	7%	■	✎	👤	📄	9311
B119410_Lit review	7%	■	✎	👤	📄	9313
B122668	7%	■	✎	👤	📄	93114352

Notification of Suspected Academic Misconduct

Information for tutors about suspected academic misconduct.

The Academic Misconduct Process

If a marker suspects academic misconduct, they must not approach the student in the first instance. Rather they must immediately notify the School Academic Conduct Officer (SACO) of their concerns, without applying any penalty to the work. If you notice elements of poor scholarship (e.g. improper paraphrasing that replicates phrasing from originals; signs of misunderstandings surrounding referencing, etc.), you should also flag the piece of work.

What to do if you suspect Academic Misconduct

It is very important that all cases of suspected academic misconduct in undergraduate or taught postgraduate work are reported to hca-misconduct@ed.ac.uk as soon as possible within any marking turnaround, ensuring that we can decide promptly what action to take before any marks are returned to students.

To flag a piece of work, please email hca-misconduct@ed.ac.uk and copy in the course organiser with the following information:

- Student's exam number
- Course affected
- Type of assessment and weighting within the course
- Face value mark
- Brief summary of reason(s) for flagging the piece of work
- A rough estimate of the benefit to the student's mark

We will use this information to create an Academic Misconduct Report Form (to see what this looks like, there is a link at the bottom of the page).

The Academic Conduct Admin team will be able to access the Turnitin Originality Report so you do not need to send a copy of this as well. However, if you have detected the plagiarism in another way, please supply the supporting evidence, ideally as attachments and certainly as references or links.

The SACO and Deputy SACO are happy to discuss specific cases if you are unsure whether something ought to be flagged, but we would appreciate that you always copy in hca-misconduct@ed.ac.uk so that we have an electronic paper trail of reported concerns.

Once you have reported a piece of work, you do not need to take further action. However, if you would like to speak to the student yourself in addition to flagging the piece of work, that can often be accommodated - just let us know in your email.

A few personal tips...

- Get to know your students' names: use their names as often as you can, even if, at the start, you get them wrong a few times.
- Communicating with Course Organiser / Course Administrator
- You're job is *not* to know everything. The two things that matter most are conveying enthusiasm for the subject, and showing each student that you want them to succeed.
- Students do best when they are clear on what is expected of them. Agree ground rules in the first tutorial (e.g. online etiquette, expectations), explain how much time they should spend preparing (about 8-10 hours per course per week!), help them to understand what makes for a good assignment.

Examples of tutorial activities

- Student presentations (individual or in groups):
TIP: to save time ask the presenters to e-mail you their presentation slides in advance of the class
- “Buzz groups”: dividing the tutorial into smaller groups and assigning different readings to each
- Scaffolding (“pyramid sessions”) discussions by getting students to think about a question individually, then discuss in pairs, then feedback to whole group
- Debates: your course documentation may already frame the tutorial discussion by providing “discussion points” or “presentation questions”

Good luck!

- Your tutorials are where the course *really* happens
- Your enthusiasm can inspire
- Teaching can be the best way to increase your understanding of a subject
- And remember: don't be a Ranke.
- Questions?