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Encouraging Collaborative Learning Among First-Year University Students

Debra Hackett
School of Economics
The majority of new university students have not experienced the type of learning expected of them now. It is much more likely that these students have experienced a more traditional style of teaching where the teacher 'teaches' and students sit quietly and 'learn'. On the other hand, the key characteristics of higher education are academic freedom, activity and innovation, diversity, and efficiency. This paper endeavours to ascertain whether these characteristics are being encouraged in beginning university students.

Although this paper concentrates on the teaching and learning of economics it is my hope that it can become an instructive resource for new tutors from a wide range of academic disciplines who choose to use collaborative learning techniques with their classes.

**Introduction**

*Understanding economics is a process of gathering information, making sense of information, building on conceptual models, and using these models to evaluate and analyze different situations and alternatives* (Ziegert 2000 p 307)

There has been a gradual trend within university departments towards a more collaborative system of teaching; with a change 'from an emphasis on “teaching” to an emphasis on “learning”' (Thorley & Gregory 1994). During 1997 the procedure for conducting first-year tutorials within the School of Economics at Flinders University was revised. Previously, ‘traditional’ tutorials plus a ‘workshop’ were held each week in addition to three lectures. Each of these sessions primarily consisted of a staff member leading the discussion with varying amounts of input from students.

The ‘new’ tutorials/workshops\(^1\) were to be much more inclusive with the class divided into three or four subgroups of six students each. The subgroups could be considered to be four tutorial groups within the one tutorial, which encourage students to work together on each week’s tutorial problems without complete reliance upon the tutor. The tutor was to act as a facilitator for the small groups encouraging them to work together by moving from group to group, checking their work and providing assistance where needed. In addition, in 1999 the Introductory Microeconomics students’ prepared a joint assignment paper.

From the beginning, some of the small groups worked extremely well together and these enabled one to see the benefits of this model of conducting tutorials. However, other groups comprised students who were not always motivated to share their knowledge with the group or just sat around waiting for guidance (or the answer) from the tutor. For tutors who had never experienced this form of teaching it was difficult to know how to influence the groups to become more reliant upon themselves rather than relying on their tutor.

**Approaches to learning**

The deep approach and surface approach to learning are discussed in Johnston (2000a). Students following a deep approach are more personally involved in the task of learning and want to comprehend the underlying meaning of a topic. On the other hand, a surface approach to learning more often arises when students see learning as a means to an end, that is, passing the topic.

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\(^1\) The term tutorial will be used for the rest of the paper.
Table 1: Different approaches to learning

<table>
<thead>
<tr>
<th>Deep approach</th>
<th>Surface approach</th>
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<tbody>
<tr>
<td>The intention is to understand. The student maintains the structure of the task</td>
<td>The intention is only to complete the task, the student distorts the structure of the task</td>
</tr>
<tr>
<td>Focus on 'what is signified' (the arguments, the concepts for solving the problem)</td>
<td>Focus on the 'signs' (words of the text, application of formula needed to solve the problem)</td>
</tr>
<tr>
<td>Relate previous knowledge to new knowledge</td>
<td>Associate facts and concepts unreflectively</td>
</tr>
<tr>
<td>Relate knowledge from other subject/course</td>
<td>Memorise information for assessment only</td>
</tr>
<tr>
<td>Relate theoretical ideas to everyday experience</td>
<td>Treat the task as an external imposition</td>
</tr>
<tr>
<td>Relate and distinguishes evidence and argument</td>
<td>Fail to distinguish principles from examples</td>
</tr>
<tr>
<td>Organise structure and content into a coherent whole</td>
<td>Focus on unrelated parts of the task</td>
</tr>
<tr>
<td>Internal emphasis</td>
<td>External emphasis</td>
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</tbody>
</table>

Source: Johnston (2000a), Table 1

These approaches to learning are not mutually exclusive, so the tutor and their teaching methods will have a direct impact on the learning outcomes of their students. A participatory learning approach is essentially attaining of deeper learning.

Why collaborative learning?

_Enthusiastically, the professor concludes that due to the workings of the market, our scarce resources can be shown to be allocated efficiently and all is right with the world—a point missed by most students who are at best disengaged or at worst asleep—because the professor's explanation neither reflects the complex world in which those students live nor does his or her analysis seem terribly relevant to the contemporary economic issues facing these students._ (Lewis 1995)

One of the goals of collaborative learning practice is active and critical engagement that encourages 'doing'. This will lead students to become empowered and to encourage their thinking to become more critical and creative. Empowerment will involve breaking down the barriers between the student and tutor and, hopefully, between the student and what they are studying. Collaborating will also involve students more directly by incorporating their own experiences. Teachers must keep in mind that 'collaboration is often impeded by the inability to get past power differences between students and faculty' (Gamson 1994 p 45).

Lewis (1995) believes that at the beginning of their economic education many students have an intuitive understanding of a wide range of economic activity in all its complexity and the interest to learn more. The job of the tutor is to help them to realise that the study of economics can increase and improve their understanding and judgement of the economy in which they live, and to appreciate how helpful the study of economics can be and how it can prepare them to be engaged critical citizens in their world.

There is a diverse population of first-year students studying first-year economics and their reasons for enrolling in the topic are just as diverse. Approximately 12 per cent of the first-year economics students at Flinders University are enrolled in the Bachelor of Economics degree,^2^ 65 per cent study first-year economics topics as a compulsory part of their degree and a 23 per cent choose

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^2^ Some of these students will go on to become economists, but many will, either drop out during their degree or later become lapsed economists.
economics as an elective topic (see Figure 1). Thus there can be a dichotomy between the desire to pass on the precision expected of the discipline as opposed to giving students an overall picture of the economy.

One would hope that those students who have chosen an economics topic would find it to be an interesting subject to study and would also wish to learn the academic conventions and rigour of the discipline. But it often seems that those who are compelled to study a topic very often just want to do what is needed to pass and then drop it for the rest of their lives. This is extremely disappointing because the study of introductory economics can lead one to a much greater understanding of the economy and to be able to see why it is so difficult for governments to 'fix' problems such as unemployment and inflation.

![Figure 1](image.png)

Lewis (1995) states that 'We need to teach our students that economic theories and concepts grow out of the world of human action rather than teach them that the world of action must conform to laws identified by economic theories and to concepts that exist prior to and outside of that world.' That is, to engage students by talking to them about the 'real' world in which they live.

Academic members of staff are continually looking for ways to improve the understanding and performance of the students. Collaborative learning can lead to discussion of the tutorial problems in a way that can lead to deeper-level learning. Students will be involved in the learning task, this could lead to an encouragement of their curiosity and the development of their critical thinking skills, assisting them to become better able to remember what they have learned and to be able to apply it to new contexts.

As the benefits of teamwork are recognised and as successful examples become more widely known within industry there will be a stronger trend within the workforce towards team-based projects and employers will be looking for graduates who are equipped to work within this system (Newman & Nelder 1994; Tompson & Tompson 1995). A Business Week report (cited in Tompson & Tompson 1995) states that 'nearly 80% of employers across industries have adopted quality circles, total quality management, team-based systems of some combination'.

**What is collaborative learning?**

Abstract thinking and the ability to apply economic principles logically and fluently are necessary for students to effectively learn economics (Johnston, James, Lye & McDonald 2000). Traditional tutorials may not be the most efficient way of nurturing these skills.

What one means by the term collaborative learning will depend a great deal upon the discipline in which it is being used. Littleton and Hakkinen (1999), however, state that 'there is consensus among researchers that collaboration involves the construction of meaning through interaction with others and can be characterised by a joint commitment to a shared goal'.

**Advantages of collaborative learning**

Littleton and Hakkinen (1999) point out that 'there is a substantial body of evidence demonstrating positive effects of social interaction for learning'. It has been found that groups reach better decisions when more information is needed to solve a problem than any one member of the group may possess, that is, the group is more than the sum of its parts. Collaborative learning can develop
higher thinking skills, because students are more engaged in their learning and this will lead to increased student retention.

Collaborative learning fosters a greater ability to view situations from the perspective of others, develops social interaction skills, oral communication skills and positive race relations. This can encourage diversity of understanding, the opportunity to learn to co-operate with others and to communicate in the language of their discipline. Students will come to understand that people can have quite valid but differing perceptions and gradually feel that they belong to a strong social support system.

An environment of active involved exploratory learning can be created, with a fostering of team building and a team approach to problem solving while maintaining individual accountability. Students can observe others in the learning environment, discuss problem-solving strategies and evaluate the learning approaches. Their self-esteem can be built up because of the feeling of a higher degree of accomplishment and students can learn how to criticise ideas and not people. Reduction of classroom anxiety will enhance student satisfaction with their learning, because the groups are encouraged to assume ownership of the process. Many students are unsure about speaking out and offering their opinions, however in a collaborative learning environment the solutions come from the group rather than from the individual. In addition, it stimulates critical thinking and helps students clarify ideas through discussion and debate, and the level of discussion can become more refined. A more positive attitude towards the subject matter can lead to sharing of success with other groups thereby enhancing the self-esteem of both.

Collaborative learning classrooms more closely correspond to real social and employment situations. Tutors gain a better understanding of their students' learning styles and can establish inclusivity and promote student/tutor interaction more easily.

Studies of collaborative learning of economics

A series of papers from the Department of Economics at the University of Melbourne (Johnston, Olekalns, James & Wilkins 1997, Johnston 2000a, Johnston 2000b, Johnston, James, Lye & McDonald 2000) discuss their experiences over the past five years of running tutorials using collaborative learning techniques. The trials all included two types of tutorial group (traditional and collaborative) to enable comparisons to be made. Johnston et al (2000) found that students involved in the collaborative learning tutorials showed a higher level of academic application and gave higher scores in student evaluation of teaching questionnaires.

The trials of collaborative learning tutorials at the University of Melbourne (Johnston et al 2000) recognised that tutors need to be given training in how to facilitate group learning. The tutors received an initial training session at the beginning and weekly meetings during the semester. 'Tutor tips' are distributed weekly to tutors which 'suggest how to address the problems, areas where students can be expected to experience difficulty are highlighted and appropriate teaching strategies are suggested.' The specific areas where tutors' are assisted to strengthen their skills are:

- student/tutor interaction
- student/student interaction
- depth and clarity of explanations given by the tutor
- questioning skills
- response to student answers
- checking for student understanding
- small group management skills
- use of teaching aids
- time management
- tutor preparation
- tutor expertise/knowledge
- perceived enthusiasm on the part of the tutor
- student preparation for the tutorial

(Source: University of Melbourne 2000)
Johnston et al (2000) looked at a variety of variables including academic orientation, academic application and propensity for collaborative study. They found that collaborative learning students showed a significant difference on a scale of academic application and the mean scores from a teaching-evaluation questionnaire were significantly greater for collaborative learning tutorials than for traditional tutorials. However, high-attending, international, below-average students appeared to benefit most from their participation in collaborative learning tutorials; while high-attending, domestic, above average students were found to have a slightly reduced total mark.

The conclusion was that the collaborative learning tutorials encouraged a deeper approach to learning. The approach included a much greater amount of time spent with the aim of understanding relationships between the problem facing them, and other problems and contexts that they had approached previously.

**Implementing collaborative learning**

*Reasons why students resist collaborative learning techniques*

Students are not familiar with collaborative learning techniques. The roles of student and teacher need to be redefined towards a more nurturing environment rather than a competitive one. Students may also display resentment about being asked to share information with their peers.

Some students may also fear losing the ability to achieve high grades, because the tutor is no longer presenting the important facts but rather they now have to sort out for themselves what is important. An aspect of the collaborative learning tutorial is constant review of the material being covered, providing guidance and support and observing the interaction of the groups. With the whole class, the tutor may need to answer certain questions, summarise using whole class discussions or encourage the small collaborative learning groups to present material. It is important to strike a balance between giving too much and too little assistance.

*Choosing groups*

Results of studies vary as to whether the size and composition of the group are important factors in the successful implementation of collaborative learning (Davidson 1990, Johnston et al 2000). Students frequently begin to form groups among people with whom they feel comfortable working. In general students interact well and the composition of the groups changes little during the semester (Johnston et al 2000).

*Students need to be sold on the idea of collaborative learning*

Tell them what they're doing and why

Students also need to be aware of what knowledge is available to them and to be willing to exchange information with the members of their group (Johnston et al 2000). The tutor's role is to motivate and manage the collaborative learning experience. For collaborative learning tutorials to work effectively students need to be told how the process is to work, what their roles are to be and how to make the most of their collaborative learning experience (Johnston et al 2000).

There are two sources of information provided by Flinders University that can help students to understand what is expected of them within tutorials. 'Responsibilities of students' (Appendix A) and a handout on 'Tutorial Procedures' prepared by the co-ordinator of Introductory Microeconomics (Appendix B) are circulated to students at the start of the semester. However, these documents are often not read by students.

At the beginning of semester 1 2001, an introductory exercise will require the tutorial subgroups to rate the issues raised in these documents in the order of importance. This process will encourage discussion amongst students and encourage them to read important introductory information about the aims of collaborative learning tutorials. It will be interesting to see what students see as most significant within tutorials.

Collaborative learning is based upon teamwork which leads to consensus building (Panitz & Panitz 1998). Students, and their tutors, will need to learn to work well together and sometimes this may entail giving something up. 'What we learn to give up is always getting to do exactly what we want to do ... or we may have to give up always doing it in exactly the way we want to do it.' We will learn 'to share our books, our ideas, our beliefs, our way of life, our cities, our country, our world.' Bruffee (1995, p 14)
Introducing each other
Warm-up exercises and group building activities can be used to encourage student involvement in the learning process and to introduce them to each other. Three activities suggested by Panitz and Panitz (1996) are:

- ‘Finding things in common’. The students have to find five things they all have in common which are not related to their study, work or family (eg favourite musician, food, reading material, place visited) can help them to get to know each other on a more personal level;
- ‘Find something in their pocket or bag’. This can help students to help others in the group to get to know them better by explaining why a particular item reflects their nature or personality;
- Make up three statements about themselves, only one of which is true. Then students within the groups have to guess which statements are true by questioning each other.

Group building
The tutor needs to foster equality of effort, including a sense of responsibility and commitment among group members (Johnston et al 2000).

A variety of group-building exercises would need to be used at various times during the semester (the tutor must be aware that some participants may find such exercises threatening). At the beginning the uncomplicated getting-to-know-you exercises would be utilised to introduce group members to each other and to the tutor. During the progress of the semester it would be necessary to use more specific exercises to assist the students to learn how to co-operate within the group. Exercises such as those based on seeking a consensus and problems based on arithmetic and logic (such as the tutorial problems within an economics course) could be usefully applied to bring groups to a working level.

Over the course of the topic students must learn to cope within the group’s complex interpersonal environment. Feedback from the tutor will be useful to encourage individual group members. The participants must also be encouraged to take part in the process as both a member and a leader. Eventually collaborative learning students would be expected to exert pressure on each other because of the need to contribute to their group.

Computer mediation
There has been some concern that the use of information technology can be perceived as a threat to higher education because it could endanger the ‘interpersonal contexts which give learning meaning and utility’ (Light, Colbourn & Light 1997 p 228). However, computer programs can offer an instrument through which there is greater interaction between tutors and students and between students themselves’ (Agarwal & Edward 1998).

There are many computer programs (such as WebCT) available that can assist the collaboration of students. However, it has been my experience that a large number of first-year students have low or non-existent computer skills. For these students, learning to log-on to the various networks within the university and to access their email is a daunting task.

An introductory use of computers could be utilised which would involve relatively simple computer technologies, leaving the more complicated technologies for a later stage of their academic careers. One alternative could be to maintain an email listserv for each tutorial group. Students would be encouraged to learn how to use the computer network and access their email which would be much less threatening to the new computer users. The tutor would be a member of each listserv group to encourage participation in and to moderate the discussion.

A variety of tasks can be set to encourage participation in the email discussions. Parks (1999) suggests that students are encouraged to evaluate the work they have covered each week via email. Through these evaluations, students will bring up problems that never surface in class. Parks also found that the use of email improved teacher-student communication and, contrary to the belief of many, office contact hours decreased. An email ‘One minute paper’ could be used which asks students to describe the most important concept they learned and/or what questions they still have. Or ask students to name two or three things the group did well and one thing that needs improvement. This will help individual groups to see that they are all struggling with some concepts or doing better at grasping others. The tutor is also helped to determine if the work was covered and understood.
Light et al (1997) found that computer mediation enabled students to 'find out what level everyone else is on' and that it is 'as relevant to full-time residential higher education as it has been found to be for distance learning'. They also found that those students who participated actively scored significantly higher on the 'Deep Approach to Study' subscale ...and within this they score significantly more highly on 'Intention to Understand' ...and 'Use of Evidence'.

Assessment
The purposes of assessment are to assist selection of students (for degrees or occupations), to promote learning and monitor educational standards. Recognition of a student's participation in collaborative learning can have an affect on its use by students. Johnston et al (2000) suggest that ten per cent of assessment be awarded for tutorial attendance, frequency of participation in discussion, relevance and logic in discussion, and evidence of active listening to the contributions of others. They also suggest that for some assignments, students be given the option of a group submission, with the students involved required to report on the contributions of others in the group. However, tutors would need to be well versed in the facilitation of group work and perhaps this should be delayed until tutors are more fully trained in collaborative learning principles.

Nevertheless, in the interim it is especially important that tutors provide appropriate and timely feedback to individual students, tutorial subgroups and to the larger tutorial group. In particular feedback must be specific, sensitive to the goals of the students, prompt and accurate (Murray-Harvey, Silins & Orrell 1996).

Support of tutors

It is a crime and disgrace that thousands of academic staff members are 'set loose' on the unsuspecting student population without a single shred of training.

Block (1999)

Many academic staff members believe that their job is to pass on facts. Students, however, are leaky vessels and don't learn despite the facts having been transferred. Within a collaborative learning tutorial the students and their tutor will be undertaking a journey of discovery together with the tutor as an experienced guide and fellow explorer. Working together won't come naturally, as Bruffee (1995) points out it is something we must learn how to do. Even those tutors who are interested in collaborative learning may still have a long way to go in learning how to do it competently.

Reasons why tutors resist collaborative learning techniques
Tutors may be concerned about a variety of issues when contemplating collaborative learning, such as:

- concern with Student Teacher Evaluations, because 'collaborative learning classes can often appear to be chaotic since groups work differently than individuals' (Panitz & Panitz 1998). Although Johnston et al (2000) did not find this to be the case
- fear of looking stupid by allowing and encouraging students to answer each others questions
- lack of familiarity with collaborative learning techniques and class management (Panitz & Panitz 1998)
- loss of control in the classroom and their exclusive possession of content coverage when students 'formulate their own constructs and ways of understanding the material' (Panitz & Panitz 1998)
- not trusting students to learn for themselves
- students' lack of training in how to cooperate within an academic environment

Encouraging tutors
Tutors come to their new role with a wide knowledge of their particular discipline and its traditions but rarely with an understanding of how to teach; although they all bring with them an in-built informal theory of teaching (Johnston 2000a). Flinders University and the Faculty of Social Sciences offer a range of workshops for new tutors, which help tutors to begin to work on their own theory of teaching. Nevertheless, tutors will encounter a diverse range of behaviours within a collaborative learning environment (Tompson & Tompson 1996) and they will need to be equipped to handle them.
Tutors will need to adopt a democratic leadership style: learning how to assist students to learn and how to facilitate a more secure, co-operative classroom. In order to do this, tutors need to be able to allow students to take more responsibility for their learning than they would in a traditional learning situation. Ideally it would be possible for tutors to observe a teacher who is experienced in the use of collaborative learning techniques and could also serve as a mentor.

It should be obligatory for tutors to receive training in collaborative learning before its introduction into their class and support structures would be needed for tutors who were new to collaborative learning. The training should not consist of a single seminar but should continue over time.

Tutors should keep a record of what works. Sometimes spontaneous changes can occur and it will be helpful to record what hasn’t worked and why.

Transformation of teaching has occurred and ‘some economics instructors have begun to change their teaching methods to include more faculty-student interaction’ (Benzing & Christ 1997 p 187).

Conclusion—the effectiveness of collaborative learning

Johnston et al (2000) found that evaluation surveys of students’ attitudes to the topic, teaching evaluation questionnaires, student attendance, views and comments of tutors, comments by students at subject review committees, tutorial observations and examination results were all positive. Student reaction to the initiative and preparation for tutorials was positive but no widespread improvement in examination achievement was evident. While the techniques appear to have assisted international students from the Asian region, there was no evident improvement in the students’ interest in continuing the study of economics.

Tutors, too, found collaborative learning tutorials to be a positive experience. In the Johnston et al (2000) study only one of the three tutors was committed and enthusiastic at the beginning of the semester. However, by the end of the ninth week they had all become enthusiastic about the project. In particular, the tutors reported that they enjoyed the reduced stress, that they were no longer the centre of attention and had the opportunity to interact with students in a more informal atmosphere (Johnston et al 2000). Because the students felt more at ease with the tutor (and with each other) they were more disposed towards asking questions and, in turn, answering them. They were more likely to take risks. Students were also more likely to be better prepared for tutorials—especially in relation to their reading of the textbook (Johnston 2000).

The Department of Economics at the University of Melbourne has decided to extend collaborative learning to the other core first and second-year economics courses and a second-year statistical course. The Johnston et al (2000) study was able to make the following conclusions about the collaborative learning environment:

- it was received positively and led students to value their tutors more highly and to enjoy their tutorials more
- while it did not produce consistent gains in examination marks, there was a valuable outcome for international students who showed significant improvement in their examination performance. (On the contrary, Johnston, Olekalns, James and Wilkins (1997) found that marks obtained by students improved significantly, when the failure rate fell from more than 20 per cent to about 5 per cent.)
- there was no apparent impact on students’ interest in the subject matter of economics.

Quality teaching will lead to quality learning and our ultimate goal, along with Parks (1999), should be to make economics interesting to students so that they will want to learn more about it. And we, as tutors, can alter the way students approach learning by the way in which we teach our courses.

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Appendix A

Responsibilities of students (Flinders University 2000)

Students of the University have the following responsibilities:

- to apply themselves to their studies to the best of their abilities;
- to become familiar with the rules and regulations governing the degree in which they are enrolled, and to ensure that the subjects selected meet the degree requirements;
- to be aware of the policies and practices of the University and of any faculty and academic unit in which they are enrolled and which are contained in the materials and information made available to them;
- to be aware of and adhere to the rules and regulations concerning the use of University computing, library and other facilities, as set out in published material;
- to meet deadlines for work to be submitted;
- to take the initiative and consult appropriately when problems arise;
- to develop knowledge of procedures that can facilitate learning in their chosen area of study;
- to submit original work for assessment without plagiarising or cheating;
- to attend lectures, tutorials and seminars for each topic in which they are enrolled if on-campus students;
- to accept shared responsibility with staff for their own learning;
- to contribute to the development of University programs and policies by participating in consultative and deliberative processes in a responsible and ethical manner;
- to be aware of the University’s commitment to equal opportunity and to demonstrate tolerance and respect for all members of the University community;
- to respect the right of staff members to express views and opinions; and
- to respect the working environment of all others in all areas of the University.
'Cards' to be used by small groups to rank 'Responsibilities of Students'

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<tr>
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Appendix B

ECON 1002 Introductory Microeconomics

J.W. Hayles
M. Southwood

TUTORIAL PROCEDURES

Some Details

1. Will you lose marks if you do not attend tutorials?
   (a) Attendance. If you attend less than 8 tutorials, your final mark for the topic will be reduced by 10%.
   (b) Tute questions handed in for marking and weekly tests held in the tutorial. The best 8 of these 12 sets of work will count for 20% of your assessment. (10% for the questions and 10% for the tests).
   To be marked as present for a tutorial and to be eligible to sit the weekly test at the end of the tutorial, you must attend that tutorial for at least 90 minutes.

2. Are marks awarded for the degree of participation in tutorials? No. At each table there will be a tutorial sub-group of 6, and members of this sub-group will be trusted to encourage each other to participate.

3. What are students to do during a tutorial? The primary aim is for each sub-group to agree on the answers to the questions set for discussion. Any table can call in the tutor at any time for assistance with a question, if the sub-group discussion has reached some sort of an impasse.

4. Are there guidelines for behaviour to be considered by the sub-group of 6? Yes. We suggest that each table agrees on something like the following:
   (a) Don't put each other down; and, especially, there must be no character assassination.
   (b) Share ideas. Encourage each other to take the risk of being mistaken in what is said. When the group is struggling with a problem, often an advance will be made by correcting someone's mistake i.e. you can learn from discovering what is incorrect.
   (c) Arrive on time.
   (d) Do some preparation prior to the tutorial. Don't rely on others to do the work each week.
   (e) When someone speaks, everyone listens. Roughly share out the speaking time.
   (f) Treat conflict within the sub-group constructively. Some conflict is perfectly normal and healthy. But don't let it spill over into hostility.
   (g) Keep on the topic of the question. Don't wander off down irrelevant paths.
   (h) Smile and enjoy yourself.

5. Participation in your sub-group, will help you to develop
   (a) analytical skills
   (b) deeper approaches to the processing of information
   (c) skills in teamwork and resolving differences
   (d) communication skills
   (e) responsibility for your own learning.

6. One of the most important accomplishments is active listening. Try not to be thinking about what you want to say until you have finished listening to whoever is speaking.

7. How can you best make use of your tutor?
   (a) In the two-hour sessions, the tutor will be available to move among the four sub-groups on request, generally offering help where needed with difficulties.
   (b) The tutor is available at specified times in his/her room for one-to-one discussion of problems. Ask your tutor for details of room location and student priority times.
'Cards' to be used by small groups to rank points raised in the 'Tutorial procedures' handout

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Participation in our sub-group will help us to develop <strong>analytical skills</strong></td>
</tr>
<tr>
<td>2</td>
<td>Participation in our sub-group will help us to develop <strong>deeper approaches to the processing of information</strong></td>
</tr>
<tr>
<td>3</td>
<td>Participation in our sub-group will help us to develop <strong>skills in teamwork and resolving differences</strong></td>
</tr>
<tr>
<td>4</td>
<td>Participation in our sub-group will help us to develop <strong>communication skills</strong></td>
</tr>
<tr>
<td>5</td>
<td>Participation in our sub-group will help us to develop <strong>responsibility for our own learning</strong></td>
</tr>
<tr>
<td>6</td>
<td>Don't put each other down; and, especially, there must be no character assignation.</td>
</tr>
<tr>
<td>7</td>
<td>Share ideas. Encourage each other to take the risk of being mistaken in what is said. When the group is struggling with a problem, often an advance will be made by correcting someone's mistake, ie. you can learn from discovering what is incorrect</td>
</tr>
<tr>
<td>8</td>
<td>Arrive on time.</td>
</tr>
<tr>
<td>9</td>
<td>Do some preparation prior to the tutorial. Don't rely on others to do the work each week.</td>
</tr>
<tr>
<td>10</td>
<td>When someone speaks, everyone listens. Roughly share out the speaking time.</td>
</tr>
<tr>
<td>11</td>
<td>Treat conflict within the sub-group constructively. Some conflict is perfectly normal and healthy. But don't let it spill over into hostility.</td>
</tr>
<tr>
<td>12</td>
<td>Keep on the topic of the question. Don't wander off down irrelevant paths.</td>
</tr>
<tr>
<td>13</td>
<td>Smile and enjoy yourself.</td>
</tr>
</tbody>
</table>