

## Procedural suggestions for Tutorial #1:

### Some information:

My office: Rm. 3256

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#1 – #7 could take you as long as 15 minutes (starting at 10 after and ending at 25 after the hour); if it doesn't take that long, you can add more time to the small group discussions.

1. Ask the students to **sign the class list** on their way in. These attendance lists will provide participation marks for the tutorials so we need to keep track of them – you can either collect them and keep them till the end of the term, or put them in my mailbox, whichever you prefer.
2. **Introduce yourself** to the students. You can remind them that your contact information is on the website (under “Contacts”), and that the best way to contact you is by e-mail. I think it would be good to tell them a little bit about your academic program.
3. You can remind them that there are only nine tutorials. They will need to **refer to the Tutorial Schedule**, which is posted in the course syllabus.
4. I suggest that you also tell them that the tutorials are going to be an enjoyable experience. I have found that you can set students' expectations onto a positive track by telling them, at the start, that “You will enjoy these tutorials because it will give you the opportunity to express your opinion in a smaller-group setting, and learn some really practical, interesting things about environmental management.”
5. Probably also good to tell them that the four **assignments** will be presented in the tutorials, and will be collected in the tutorial session two weeks later, as well as submitted through the portal site, and that it is important to do them on time because their participation in the tutorial activities will depend on having completed the assignments.
6. I suppose you can also remind them about the **participation marks** – I will have told them this in class already. You can say something like, “Just by coming and signing in, you will earn a participation mark for each tutorial. If you contribute to the discussions, you will earn another mark. To keep track of this, I need to be able to read your names on a name tag in front of you.”

Probably the easiest way for you to keep track of their participation is to put a star or checkmark next to the name of those who participated most (there could be 2-3 or even 6 in each tutorial section) at the end of each tutorial.

7. And then ask them to make a stand-up **name tag** for themselves on a folded sheet of paper, in large letters, so you can see their names during the discussions. You may need to remind them about name tags at the beginning of each tutorial, since many will forget about it.

8. You will describe **Assignment #1**. I don't think it matters whether it is before or after the "main" exercise, but I would suggest before, so you don't run out of time. Just introduce the assignment briefly and mention when it is due (next tutorial session).

9. **Main activity** (start at about 25 minutes after the hour): Pass around and **introduce the handout** with the definitions of sustainability, and explain the activity.

Tell students that they need to return the handouts to you at the end of the tutorial, to use them in the following tutorials (and please don't leave the handouts in class after the last tutorial).

Remind students that the course is trying to go "paperless" and for the next tutorials, they need to check the tutorial materials/readings on Blackboard and either have access to an electronic copy during the tutorial or print copies themselves.

10. Break them into **small groups** – six groups of no more than five people each. You can let them do it themselves, or you can indicate which parts of the room should get together, or you can give them each a number, 1 through 5.

11. **Small group discussions** (starting by half-past, or earlier if possible): They should read the definitions and discuss all five of the questions. Approximately 15 to 20 minutes.

12. **Large group reporting** (starting by quarter to the hour): Each of the small groups should report back on one of the five questions. You can ask them to volunteer for a question; they can appoint a rapporteur.

13. They may well ask you whether they should be taking notes during the reports or during the discussions. My answer would be, "Probably not, but you should be listening, thinking, learning, and participating." An example of a type of thing that I might ask them on a test, related to the tutorial activity, would be to "define sustainability two different ways, and discuss some of the pros and cons of each definition."