



Workshop session 1: Tuesday 21st April, 16.30 – 17.30

3a Tutoring International Students – The Importance of Cultural Awareness Training. Jacqueline Daly and Judith Strawbridge, Royal College of Surgeons in Ireland, Ireland.

The Royal College of Surgeons in Ireland with Schools of Medicine, Physiotherapy, Pharmacy, and Nursing has more than 60 countries represented in its student body. We are introducing cultural awareness training for our personal tutors. Student focus groups were held to discuss the impact of cultural background on student education. Some students spoke of isolation, social exclusion, and impact of exam failure in relation to their different religious and cultural backgrounds. We have identified a number of ways by which tutors can better support these students. We are holding a cultural intelligence workshop for our tutors in February. This paper will present results from student focus groups, detail and feedback on the tutor workshop along with practical recommendations to help support international students.

3b Supporting student success through an embedded academic development model. Stephanie McKendry, Victoria Boyd, Jane McKay and Gayle Mckay, Glasgow Caledonian University, Scotland.

The increasingly diverse student population in the UK necessitates a forward-thinking approach to the provision of academic support. A Post-92 Scottish University has recently implemented an institution-wide support system by appointing embedded Academic Development Tutors (ADTs) in each of its seven academic schools, to complement the centralised Effective Learning Service. The posts are funded by the Scottish Funding Council's Widening Access and Retention Premium, and as such have an inbuilt duty to support students who enter the university from a variety of routes and with a diversity of experiences of prior learning. The embedded model affords a distributed academic support service which is tailored to the needs of school-specific programmes. This workshop will introduce the diverse work of the ADTs within three of the academic schools.

3c Investigating the use of new technologies to enhance the student experience. Teri Taylor, Northumbria University, England.

A pilot project was undertaken investigating the use of video conference technology, to assist in supporting Physiotherapy students and educators whilst on clinical placement. The project evaluation demonstrated considerable support from both students and educators for this communications medium, though reservations were expressed regarding its use within failing placements. The project highlighted the potential benefits to all of new technologies in facilitating both support and learning, in environments where students are required to challenge their skills without easily accessible University support. The workshop will provide delegates with the opportunity to share innovations in technological use for the enhancement or replacement of existing support systems. This will underpin the development of conceptual frameworks for application to a variety of new technologies in individual working environments.



3d Developing Communities of Support. Jamie Thompson, Nicola Reimann, Alan White, Donal Shanahan and Joy Shao, Northumbria University, England

This workshop will engage participants with insights from planning, teaching and participating in a postgraduate module on 'Supporting and Guiding Student Development' for university staff.

The module involves participants across roles and disciplines in attempts to create a community of learning, practice and support. Various processes are being used but central to the approach is sharing personal narratives and reflections. These begin from macro and micro considerations of student support, address issues of practice and policy and engage with evaluation and change.

During this workshop, members of this living community (module participants and tutors) give a flavour of their experiences and then invite, support and facilitate participants to consider their own student support narratives and how this relates to the characteristics of a useful community of support.

3e Video resources for personal tutor training. Janet Strivens, University of Liverpool, England.

National policy in UK higher education aims to provide all students with opportunities for what is termed 'Personal Development Planning' (PDP). Many universities choose to integrate PDP provision and personal tutoring provision (although this is not the only model for implementing PDP policy). A survey of practitioners identified a need for training materials to support this enhanced role. Funding from the Higher Education Academy allowed the Centre for Recording Achievement (an educational charity which leads the Academy's work on PDP and e-portfolio developments) to develop materials and in particular to create a series of videos of tutor-student meetings using staff and students from the University of Northampton. The workshop will show samples from these videos and discuss how best they can be used within training sessions for tutors.

3f Understanding how theories of learning impact tutorial support and training, and can transform the "At Risk" college student. Tony Mirabelli, University of California, Berkeley, California, USA

This workshop will describe a peer tutor training program whose tutors serve the most "at-risk" population of students at the University of California, Berkeley, and there is statistical and anecdotal evidence indicating that consistent tutorial support ensures a degree of academic achievement. We will explore how different theoretical models of learning can lead tutors to interact with their tutees in different ways. I will outline how our peer tutors are trained, and share some activities, tools, and techniques used to help tutors understand how theory can drive their practice. I also will answer questions, such as, what is tutoring, what is the role of the tutor, and how much time should a tutor meet with their tutee.