The Higher Education Academy
Social Policy and Social Work (SWAP)

Fran Wasoff, University of Edingburgh

School of Social and Political Studies

TUTORS' MANUAL

2003-2004

School of Social and Political Studies
University of Edinburgh
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Contents

Welcome

Welcome to tutoring in the School of Social and Political Studies (SSPS)!

The School brings together the related subject areas of Politics, Social Anthropology, Social Policy, Social Work and Sociology, as well as several other research and study centres including Science Studies, African Studies, Canadian Studies and South Asian Studies. Its purposes are to improve the coordination of teaching, to enable innovation in teaching and research, to provide better services for students and staff, and to support research activity.

The school has more than 70 academic and administrative staff. Over 1800 students take courses in the School. Teaching and support staff in the principal undergraduate subjects of Politics, Social Anthropology, Social Policy and Sociology are located in the Adam Ferguson Building (AFB); Social Work is located at 31 Buccleuch Place, and those in other centres and units are in buildings nearby. The School is part of the College of Humanities and Social Sciences.

The School offers 16 first and second full and half-year courses in the subject areas of Politics, Social Anthropology, Social Policy, Social Work and Sociology, as well as the two School-wide second level half courses in Social and Political Enquiry and Theory. Tutors play an essential role in teaching on all of these courses.

Tutorial teaching should be rewarding, for you as much as for your tutees but it is also demanding. Being a tutor[1] not only means spending time teaching, but also preparing for teaching, marking coursework, and a certain amount of administration and pastoral support.

This manual is intended as an introduction and guide to all these things for all tutors in all of the first and second year half courses in the School. It contains general information about common procedures and advice to tutors contributing to these courses, and is intended to be used in conjunction with the Social and Political Studies Student Handbook 2003-2004 and the individual course guide for the particular course or courses on which you are tutoring, both of which are given to all students on the course. There may also be specific course information for tutors provided by your course convener. Course information is also available on the SSPS and subject-based websites.

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[1]. The word 'tutor' as used in this manual refers both to part-time and postgraduate tutors and to lecturers taking tutorials, unless otherwise made clear in the text. The term 'tutorial' refers to small group teaching linked to a series of lectures. This manual should be read in conjunction with relevant course booklets and outlines.

Information about the first and second year half courses

Each of the first and second level courses meet for 12 (for the first half of the year) or 11 (for those in the second half of the year) weeks, with two or three lectures per week, and one tutorial per week, except in week 1 of the course. There is a reading week between the end of courses in the first half of the year and the start of courses in the second half of the year. Course conveners are responsible for course administration, and they are supported by course secretaries and sometimes other staff. Course conveners are available for consultation in case of any particular difficulties with the course, your tutorials or with individual students (although a student's Director of Studies should be consulted in the first instance).

Information about the course convener and secretaries for the various first and second year half courses are summarised in the table overleaf.

Course	Course convener	Tel No.	E-mail	Office
Social Policy & Society 1Ah	Fran Wasoff	650 4049	F.Wasoff@ed.ac.uk	214AFB
Politics of Social Policy 1Bh	Mike Adler	650 3931	Mike.Adler@ed.ac.uk	225 AFB
European Social Policy	Alex Robertson	650 3926	Alex.Robertson@ed.ac.uk	213 AFB
Social Policy course Sec'y	Louise Angus	650 4001	L.Angus@ed.ac.uk	206 AFB
Politics 1 (1Ah/1Bh) Politics 2Ah	E Bomberg (convener)	650 4248	E.Bomberg@ed.ac.uk	324 AFB
Politics 1 (1Ah/1Bh) Politics 2Ah	L March (asst convener.)	650 4241	L.March@ed.ac.uk	327 AFB
Politics 1 (1Ah/1Bh) & 2 Sec'y.	Gillian MacDonald	650 4457	poloff@ssc.afb1.ed.ac.uk	206 AFB
Social Anthropology 1Ah	Jeanne Cannizzo	650 3934	J.E.Cannizzo@ed.ac.uk	209 AFB
Social Anthropology 1Bh	Jeanne Cannizzo	650 6860	J.E.Cannizzo@ed.ac.uk	209AFB
Social Anthropology 2h	Alan Barnard	650 3938	A.Barnard@ed.ac.uk	222 AFB
Social Anthropology Sec'y	May Rutherford	650 3932	May.Rutherford@ed.ac.uk	206 AFB
Social and Political Enquiry 2h	Ian Dey Sec'y Natalie Kerracher	650 3917	Ian.Dey@ed.ac.uk	213 AFB
Social and Political Theory 2h	Russell Keat Sec'y May Rutherford	650 4264	Russell.Keat@ed.ac.uk	331 AFB
Sociology 1Ah	Nick Prior	650 3994	Nick.Prior@ed.ac.uk	105 AFB
Sociology 1Bh	Nick Prior	650 3994	Nick.Prior@ed.ac.uk	105 AFB
Sociology 2Ah	Roger Jeffery	650 3976	R.Jeffery@ed.ac.uk	112 AFB
Sociology Sec'y	Natalie Kerracher	650 4001	Natalie.Kerracher@ed.ac.uk	206 AFB

The role(s) of the tutor

We are trying to shift the emphasis in our teaching away from students' passive absorption (or non-absorption) of lecture material, towards a more active self-

education. We would like students to read more books, observe their environment more carefully and in new ways, and develop their confidence to think and argue for themselves about what they find in books or in the world around them. Moreover, we are trying to get students to value the particular subject material they are studying in Social and Political Studies.

The tutor's role is therefore not to give students extra lecturing on topics they have already heard about; it is to help create an atmosphere in which students feel not only that they can discuss the material in the course, but also that it is worth discussing.

We therefore do not think it is necessary for tutors to master every text on the reading-list or be prepared to come up with "right" answers to students' questions. In an ideal world, students should ask each other questions and the tutor's role would be more one of moderator or enabler rather than lecturer. In the beginning of a course, however, you may find that not all students possess the initial confidence to put forward their own arguments. A successful tutorial requires a combination of security ("I can say what I think without getting sat on or humiliated") and stimulation ("the question I have been asked concerns something I recognise from my own experience and identify for myself as something that matters"). The tutor's role is to to provide a *safe* environment for student learning, to encourage students to believe that they all have something worthwhile to contribute, that they all can learn from each other, and that they will not suffer by expressing their opinions.

Not all students will have this view of tutorials. It may help them if you make your role as a tutor *explicit* to your students in one of your first tutorials, so that the "ground rules" are clear to all. Make it clear that students who choose not to participate (by not turning up or not carrying out required work) will find the course difficult. It should also be clear to them that they have a responsibility towards *each other* in contributing to their tutorials because they will let each other (not you, the tutor) down by not performing, or not showing up. (See also under "Attendance Records, etc." on procedures for monitoring and notifying regular and prolonged absentees.)

What being a tutor involves

1. Teaching

Apart from the actual hours of teaching, there will be other things that come with the job. For example, you will have to prepare for your class. You will find that this gets less time-consuming as the year goes on - you will feel more confident in trying out different techniques. Elsewhere in this Manual we suggest where to develop your ideas for ways to run tutorials.

2. Administration

Then there is administrative work involved in tutorial teaching. This includes:

- monitoring students' attendance, and individual levels of participation;

- notifying Directors of Studies or the course convener about regular absentees or otherwise problematic students;
- passing grades and attendance records on to the course secretary and the course convener.

3. Support and pastoral care

Students are advised to approach their tutor in the first instance with problems with their course work. When someone needs extra attention, it is best to try to sort this out at the end or beginning of a class, or to arrange to see the student during your office hour(s). However, this may not work, and in these situations, it is up to you whether you are willing to spend the extra time and energy handling the problem. Consider ways of encouraging students to rely on their peers (e.g. encourage them to exchange work after it has been marked, proof-read each other's documents before handing them in, exchange lecture notes, and so on).

The official procedure for personal problems is to refer students to their Director of Studies. Be sensitive to a student's plea for confidentiality, and by all means be supportive, but remember that problems can be serious and that there are others officially responsible for, and trained to deal with, these situations.

4. Marking and assessment

You will be required to mark your students' written assignments, which contribute to their final grades during the year. This is time-consuming, especially if you are new to the job. It can be stressful, too, not least because coursework is the object of so much student anxiety. There are guidelines later in this Manual which tell you more about procedures and standards, and the difficulties you may encounter. See also the *Social and Political Studies Student Handbook 2002-3* page 23, for further information on assessment criteria and the marking scheme. In some courses, tutors are asked to use a standard form to provide feedback.

Your Conditions of Employment

To become a tutor in the School of Social and Political Studies, you have to sign a contract. This sets out the number of hours you will teach each week, and the current rate of pay. You have to sign and return a contract for each term you work. Changes to contracts may only be authorised by the Head of Department, in consultation with course conveners. All other matters relating to your employment as a tutor are handled by Sue Renton, (AFB room 233). Please see Sue as soon as possible so that she can prepare your contract.
Information that you give Sue, such as your work and home telephone number, address and e-mail, will be held by the course convener and forwarded to the course secretary so that she can also contact you during the day time.

Although contracts are held by the School, payment is made by the University. You will be paid monthly, beginning one month after your contract begins. If you have not worked for the University before, you will need to complete a P46 form.

The rate of pay is for a notional 'tutorial hour', not for an hour as such. That means that it includes additional time spent on preparation, marking and other tasks associated with tutoring.[2]

Facilities

The Undergraduate Office is on the 2nd floor of AFB, room 206. This floor also contains other facilities for the use of staff and students.

The School has its own Resources Room (number 228), which you are welcome to use. You will be given a code number to enable you to use the AFB third-floor photocopier and a swipe card for the photocopying machines on the second floor of the AFB and at 10 Buccleuch Place. The cards are available from May Rutherford in the undergraduate office, room 206, AFB.

We are unable to provide specific computing facilities for part-time tutors who are not also postgraduate students here. However, a hot desk is available and can be booked with Sue Renton. Extensive computing facilities are readily available in the main library, however: just go to the computing service reception desk on the ground floor and explain what you need. Part-time tutors who are not postgraduate students can obtain access to the university library: please ask Sue Renton for a letter which you can show at the enquiries desk on the ground floor. You can also be set up with a university e-mail account; please ask Sue Renton for help.

Training

An introductory meeting of the course convener and tutors usually takes place before tutorials begin, to discuss the course. In a later section of this Manual there are some teaching suggestions for tutorials and for further reading.

If you have not already done so, you are required to attend the tutorial training offered by the University's Centre for Teaching, Learning and Assessment. This comprises two half-day sessions, which take place in week one and week six of term one and are repeated in term 2. Part-time tutors attending these will be paid for doing so, taking each session as equivalent to one hour paid at the demonstrator rate. Further details and online course bookings are available from http://www.tla.ed.ac.uk The Centre has its own library of teaching and learning manuals, which you may borrow. It produces a useful handbook[3] on tutoring and demonstrating, which is issued to all teaching staff. Ask TLA for a copy.

Students

The Scottish degree system requires students to study three subjects a year for each of their first two years. If they complete this Ordinary level successfully, they usually progress to the MA Honours programme in their chosen subject, which lasts a further two years. If not, they usually transfer to the Ordinary or General BSc for one more

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[2]. See Appendix 1 'School Wide Tutorial Rate 2002-3', which relates to Year 1 and 2 tutoring within SSPS.
[3]. Forster, F, Hounsell, D and Thompson, S (eds.) *Tutoring and demonstrating: a handbook*, University of Edinburgh Centre for Teaching, Learning and Assessment

year. This means that students taking first and second year courses in Social and Political Studies come from different disciplinary backgrounds and go on to follow any one of a range of degree programmes. Some may be intending to progress to Honours in a subject area in Social and Political Studies. Others will be taking our courses as a second or third ('outside') subject in order to make up their complement of three. A third group of students are referred to as 'visiting': they are usually undergraduates at universities in other European (or less commonly, North American) countries and are spending a year, or a term, at Edinburgh as visiting students.

There may be significant social divisions among students in your tutorials. Scottish students may have entered university the year before having taken Highers at 17; English students who have taken A levels will be slightly older. Students who have been educated privately, especially in England, tend to be more vocal, self-confident and widely travelled.

This diversity in the student population also means that students come to study Social and Political Studies with a range of different needs and expectations, and with a wide range of commitment to the subject area. You might explore these when you first meet each group (see the first tutorial, below). Some students will have completed a Modern Studies or Sociology course with a Social and Political Studies component at secondary school. Most have no previous academic background in the subject. Our teaching normally has to serve as a double introduction: to Social and Political Studies itself and to the demands and possibilities of university education.

Communication and Course Feedback *(See also the individual course guides)*

Good communication between staff, students and course conveners is integral to the success of any course. Talk to other tutors about the way the course and your tutorial group works, to other staff and the students you teach, and to course conveners.

There will be tutors' induction and feedback meetings between tutors and the course conveners throughout the year; and your attendance at these is important.

To ensure effective communication about the course, please make sure that the course convener and the secretary of the course on which you teach have a note of your postal and e-mail address, and a phone number on which you can be contacted during working hours. E-mail is now the preferred medium for communication about routine course business. Please check your e-mail regularly to pick up any messages. The computing service can help you to set up e-mail access from home, forward messages and deal with any problems: contact 651 3000.

Each subject area has a place or pigeon-hole for tutors' folders for essays, course information, course handouts, difficult to access readings and paper mail. Check the individual course guidance for tutors for the relevant location. Remember also to look at the course notice boards.

You are also most welcome to sit in on the lectures, but you are certainly not required (nor paid) to do so.

Communication with students is also important. Increasingly, students use *e-mail* as an effective and regular way to communicate with each other and with their teachers. They automatically acquire an e-mail account at matriculation and course conveners in many departments depend on them checking their e-mail regularly for conveying messages about the course (see the relevant section in the SSPS Student Handbook). You should encourage your students to use it, as this will facilitate matters for everyone. Make it clear that you expect them to check their e-mail regularly, and perhaps give them reason for doing so, right from the beginning of the course. It would also be a good idea to show/explain to your students how to access the subject website.

Course representatives meetings

Course Representative (or student-staff) meetings are held with the course convener once a term for all half courses. These enable lecturers, students, office staff and the course convener to discuss issues to do with the course.

Please ensure that students choose one member of each tutorial group (*a tutorial rep*) by week 3 to represent them at course liaison meetings. Make it clear to tutorial representatives that they are to come to the first meeting with the course convener, when they will choose two or three class reps to represent the whole class at the subject area Staff-Student Liaison Committee (SSLC), which meets two or three times a year. These meetings are publicised by e-mail to the reps and on the course notice boards. Let course conveners have names, addresses, phone numbers and e-mail addresses of representatives by the end of week 3, by e-mail if you can. We are required to supply the Edinburgh University Student Association (EUSA) with the list of all tutorial reps by the end of Week 3. They have "packs" and run training sessions to help improve existing communication and evaluation measures between staff and students. Please encourage discussion of course issues in tutorials in the weeks immediately prior to SSLC meetings.

Assessment

The assessment in all of the first and second year half courses to which this Manual applies is by a mixture of coursework (50%) and final unseen degree examination (50%) at the end of the year. Students in all half courses have to produce one or more pieces of written coursework (check how many in your individual course guidance) - which you are expected to mark. In some courses only lecturing staff, and not tutors, mark the degree examinations; check your individual course guidance or ask your course convener. The deadlines for work for each of the courses are in the Course Guide. Emphasize these well in advance in your tutorials and ensure students understand that we will stick to them firmly. Please remember that the final authority on individual students' marks - for both course work and exams - is the Board of Examiners, made up of the lecturers and the External Examiner. They meet at the end of June, after the degree exams. Remember also, and remind students, that only you (for extensions up to one week) and the course convener (for extensions of one week or more) may grant extensions.

Coursework marking

Marking takes time, especially if you're new to it. It can be stressful, too, not least because coursework is the object of so much student anxiety. To make your job easier and to ensure consistency, tutors are asked in some courses to use a

standard feedback form; you should look at course-specific guidance for more information. See also the *Social and Political Studies Student Handbook 2003-4,* page 22, for further guidance on assessment criteria and the marking scheme.

If you are fairly new to marking students' work in a particular course, you might find it worthwhile to spend a little time at first, before you read or mark work in any detail, to skim read some scripts to give yourself an idea about the overall standard and content and to start to form your ideas about the feedback you will give. Remember that an important part of giving students feedback on their work is to help them learn high standards and to improve their performance; your feedback should be honestly critical but also constructive. For example, say "This essay shows familiarity with the reading but would be strengthened if you had also commented on . . ." rather than "Though you have done some reading there are gaps and your argument is weak .."

Double marking or moderation

A sample of coursework essays is routinely double-marked during the year. Double marking is intended to reassure tutors, students and external examiners that appropriate standards are being applied across the course. Teaching staff are expected to moderate tutors' marking. The specific arrangements for double marking or moderating your marks vary between courses; please seek specific guidance from the course convener, whom you should feel free to approach at any time for advice.

Students may complain when they think they've done well but have received a lower mark than they expected. This lack of fit usually occurs when students have not grasped the complexity of the question they tackled, or the particular demands of essay writing at this level. If students feel a mark is unfair or inaccurate they may ask for their essays to be second-marked. They should first discuss the essay (further) with the tutor if possible. If, after discussion, the student would still like the essay second-marked you should refer it to the course convener. The tutor and course convener will then discuss the essay and reach agreement.

Marking scheme

There is a common marking scheme to be used by lecturers and tutors to assess work in all the first and second level half courses to which this Manual applies. The criteria for grading work are on page 22 of the *SSPS Student Handbook*.

Use the full range of marks

The arithmetical implications of marking much above 80 or below 30 mean that such marks should be used only with caution. Otherwise, try to use the full range of marks. It may be helpful to decide first to which class a piece of work belongs, and then adjust up or down from there. Borderlines are always difficult. Logically, the scheme assumes that you develop a sense of what mid-grades (75, 65, 55, 45 and 35) really stand for. A 2:1 with slight weaknesses is therefore 62-63; one about which you have reservations is just 60; a good 2:2 is 58-59. By the same token, a straightforward or clear first should be marked at, say, 75 or above, not just 70-72. When submitting marks, *do not enter '0' for work not submitted, but indicate with an asterisk.*

Coursework regulations and procedures

Students are required to submit *two* copies of essays in the relevant course essay box. Those received by the essay deadline are distributed to tutors shortly thereafter

(look in your tutor's pigeon-hole). At this point you should check which students have failed to submit essays, including those given extensions, and notify the course secretary in writing or (preferably) by e-mail. Essays submitted after the deadline are noted by the secretary and distributed to tutors as they arrive.

You, as a student's tutor, may give extensions *of up to one week* to essay deadlines, *before the deadline*, for good reason – e.g. ill health or personal difficulties – but not workload pressure or time management problems. Requests for extensions of one week or more can only be given by the course convener. Students must complete an extension form (available in printed or electronic form from the Undergraduate teaching Office, room 206), stating the reason for the request. If the request is for a period of up to one week, you need to sign it. Late submission is excusable retrospectively only with a supporting note from a Director of Studies and/or medical certification. It is important that you stress to your tutees that the Director of Studies **should not** sign the extension form. See page 11 of the *Social and Political Studies Student Handbook 2003-04* for the penalties for unexcused late submissions (2 points for every weekday overdue). There are also penalties for excessive length, information about which is provided on page 11 of the *Social and Political Studies Student Handbook*. Indicate on the feedback form that you have imposed a penalty. If students fail to submit an essay they will receive a zero mark for that piece of work, thereby reducing their overall mark for the course**.**

Plagiarism

Guidance about plagiarism is given on pages 12, 15 and 19-21 of the *Social and Political Studies Student Handbook 2003-04*. If you suspect that any coursework contains plagiarised material, please contact the course convener.

Returning students' work

You are advised to return students' essays in tutorials, since essays returned via student pigeonholes have occasionally been stolen or lost. Please submit marks to the office as soon as you can, and keep a copy for your own records. You must use the mark sheets provided for your tutorial group(s) (see Administration, below). Since we have a clear timetable of submission and return deadlines (see the relevant course syllabus), and penalise students if they fail to meet their end of the bargain, we ask that tutors honour our side of the bargain, and ensure that essays are returned when promised. Remember to allow sufficient time for any double-marking or moderation of marks you request.

Course Administration

There are a small number of key tasks you are asked to do, though the time you spend on administration should not be great. Course tutors are often the most frequent and effective point of contact between a student and the University, especially for those in years 1 and 2. Tutorial administration, such as noting absence or a poor academic performance, has an implicit welfare function and needs to be

done efficiently. It is not your job as tutor to counsel or otherwise intervene, but you should know how to refer problems appropriately. Each student has a named Director of Studies (DoS) responsible for his or her academic welfare. If you need to contact a DoS, the course secretary can give you their name and e-mail. Most questions will need to be referred to either the DoS or the course convener. Please copy any e-mail correspondence with Directors of Studies or course conveners to the subject area secretary, so that we have a complete record. The arrangements made here are consistent with the 'early warning system' that applies across the Faculty and more widely. The information you record may also be taken into account by examination boards.

Registration

All students who have attended the first lecture will have been asked to register for the course, using a registration form. At the first tutorial, you should ensure that all your tutees have indeed completed a form which has information such as students' term-time addresses and the names of their Directors of Studies. It's worth taking a few spare forms with you, which you can get from the Undergraduate Teaching Office, to whom you should also return the completed forms. The forms are kept in a file in the office and are available for you to consult if you wish.

Attendance

At your first tutorial, you will be given a list of students who have signed up for your tutorial. Please note absences and possible additions, and return to the course secretary. By your second tutorial, you will be given an attendance register with the names of all students in your tutorial group. Please complete the register week by week and inform the course secretary of any consecutive absences (see below). At the end of the course, please return the completed attendance sheets to the course secretary.

Coursework

It goes without saying that you must keep an accurate record of essay marks, as well as any extensions you have given. By the time the first essay has been submitted, you will receive a mark sheet from the course secretary. Use it to record if an essay is late, your grade, any second marker's grade, final grade and any additional comments.

Absences from tutorials

Tutorial attendance and the prompt submission of coursework are requirements for all students. It is important that you keep an accurate record of tutorial attendance. In some courses, a penalty will apply to those students who fail to attend a minimum number of tutorials, without good reason. Penalties applied depend on the subject area; check the course guide. Tutors should inform the course secretary if a student has had two (or more) consecutive unexplained absences. She will then send a standard letter to the student, copied to their Director of Studies (but not to the course convener), noting their non-attendance, asking them to provide an explanation to their Director of Studies, and reminding them of the consequences of

persistent failure to attend tutorials (the course secretary will keep a hard copy of this communication for course conveners to consult).

Please note that pressure of work or problems of time management are not considered an acceptable reason for non-attendance at tutorials or for late submission of work.

Academic progress

The earlier problems are identified, the better. In the first year, tutors should watch out for evidence of difficulties with study skills (particularly use of language). At the end of each term and on the basis of your records of attendance and marks, you should identify students whose performance is such that they may be in danger of failing the course. If you become concerned about the progress of any individual student, get in touch with the course convener. Students who begin to fall behind are sent routine letters from the course convener explaining that they risk debarment from the degree examination. Course conveners, in conjunction with the subject area convener, can urge a weak student to begin to take remedial action, or can formally warn such students that they may be debarred from taking the course examination.

Dealing with problems

Many students will have problems of one kind or another, which they will bring to you in the first instance. Try to encourage self-reliance in respect of problems with coursework. You can refer students who want to pursue specific topics in their coursework to the appropriate lecturer. See what you can do to foster mutual support among students, too: encourage them to talk to and seek advice from each other, and perhaps to share and exchange work as well (but warn them about plagiarism!).

Please deal with administrative problems yourself as far as you can. You, as tutor, have the authority to grant extensions of up to one week to essay deadlines (see essay regulations, in the SSPS Student Handbook). Refer anything else to do with the course to the course convener: all course conveners have office hours when students can see them.

Some students will have disabilities, for example, dyslexia. Please see Appendix 3 for further guidance about our obligations under the Disability and Discrimination Act.

Most other problems, including personal problems, should be referred to a student's Director of Studies (DoS). Be as supportive as you can to students, but don't do any more than you feel able to, are paid for or indeed have a right to. It is course conveners and Directors of Studies who are ultimately responsible for students' academic welfare.

The First Tutorial

The first tutorial takes place in week 2 of the course. You are unlikely to do any substantive work, but it is an important tutorial because it establishes a pattern of interaction according to which subsequent discussion takes place. You need to do a number of things (See also Appendix 2):

*   Introductions: explain to students who you are. They will be interested in (and anyway ought to know of) your background, experience and qualifications. Your reasons for wanting to teach on the course are as significant as theirs for wanting to take it. Then find out who they are. Try to get an idea of how much they know about the subject area of the course and whether they've studied it before. Try to get them to talk to each other as much as to you. Breaking into pairs or small groups or having students introduce one another can be a useful way to begin.

*   Ensure that all students in your tutorial group have registered for the course (see the section on Administration in this Manual).

*   You might want to take a note of students' e-mail addresses and/or phone numbers, though that information (as well as names of Directors of Studies) is on the registration forms to which you have access through the office (see the Administration section in this Manual). Make sure students know how to contact you if they need to; encourage them to use *University* e-mail and ask that they keep to respective office hours when contacting tutors and other staff.

*   Ensure that students understand the educational logic of the course, that it makes sense to them. The course convener will have spent time doing that in the first week of lectures, but you might reinforce it and answer any questions.

*   Establish a collective understanding of what tutorials are for. Different students may have different ideas, and you may need to be firm. State what level of preparation you expect: the task may vary according to the tutorial, but you can reasonably ask (and expect) that students spend a couple of hours during the week doing it. Impress on them they are expected to contribute actively by speaking and listening and responding to others. If you want students to do presentations, talk through what is expected.

*   Explain what is to happen next week (the first 'real' tutorial).

*   Smile a lot!

Teaching resources

See Appendix 2 for some ideas about how to conduct a first and later tutorials.

The TLA Centre (Centre for Teaching, Learning and Assessment), located at Paterson's Land, Moray House Campus, Holyrood Road, has its own library of literature on teaching and learning from which you may borrow for limited periods of time. The following are a few examples:

Brown, George & Madelaine Atkins (1993) *Effective Teaching in Higher Education*. Routledge

Foster, Fred et al (1993) *Tutoring and demonstrating: a handbook*, TLA Centre.

Habeshaw, Trever et al (1987) *53 Interesting Ways of Helping Your Students to Study*. Bristol Technical & Educational Services Ltd.

Northedge, Andrew (1990) *The Good Study Guide*. The Open University.

Appendix 1. School-wide Tutorial Rates (2002-2003)

Hourly rate and office hours

Tutors of first and second year courses are paid the University tutorial rate (i.e. twice the demonstrator rate) plus 10% in order to cover office hours. Tutors will normally be left to make their own arrangements for office hours, which are primarily to discuss assessed work with members of the tutorial group. In the event of difficulties arising, tutors will be required to arrange fixed hours (at least two per year per tutorial group for full year courses and at least one per year per tutorial group for half year courses).

Large tutorial groups

In recognition of the increased workload resulting from the additional marking of large tutorial groups, there is a system for calculating a year-end payment to those tutors who have had a high marking burden.

This payment will be based on the number of pieces of assessed work. Those tutors whose tutorial groups have had on average 10 or fewer students will not receive a year-end marking bonus. Those tutors whose tutorial groups have had on average more than 10 students will receive a year-end marking bonus of 25% of the **standard** University tutorial rate for each piece of assessed work *over and above* the number that should be produced by groups averaging 10. The number varies from course to course. Appended is a set of calculations for a notional year-long course.

Offering tutorial groups additional classes

There may sometimes be special circumstances that lead you to wish to offer additional meetings to some or all of your tutorial groups. In order to be able to claim payment for these meetings, you must obtain authorisation in advance from the course convener.

Attendance at TLA courses
Attendance at one programme of TLA courses should be paid at the University demonstrator rate (£10.22 per hour).

Attendance at course meetings
Attendance at course meetings (including induction meetings) and boards of examiners should be paid at the demonstrator rate. Occasional individual meetings (e.g. with mentors, or to discuss individual problems) would not be paid.

Other types of support

- During the overall time as a tutor, departments should pay for attendance at one full TLA effective tutoring programme.
- For each course, departments should provide course-specific induction, and a tutorial programme of topics and readings.
- Photocopy cards are available from May Rutherford, undergraduate office, room 206.
- Departments should make access to course reading material and basic teaching equipment as easy as possible for tutors.
- Departments should make arrangements for moderating tutors' marking, and provide assistance with marking criteria for new tutors.
- Departments should run a mentoring programme for tutors.

SSPS Example course 1H

University standard rate = £20.43 (*assumed* rate (under review) for 2003-2004)
SSPS Hourly rate*** = £22.47 *(University rate plus 10%)*
Total number of times a tutorial group meets over the year*   10
Assessment load = 2 essays over the year
'Standard' tutorial group size = 10
Therefore over the year a 'standard' tutorial group will produce 20** essays.
Tutors receive a bonus payment for marking more than 20 essays per tutorial group

Tutor	Number of tutorial sessions over the year	Average number of tutorial groups [Number of tutorial sessions / 10*]	Expected number of essays [average number of tutorial groups x 20**]	Actual number of essays marked	Number of essays above 'standard' [Actual number - Expected number]	Bonus payment [No. of essays above standard x £20.43/4]
Tutor A	30	3.0	60	66	6	£30.60
Tutor B	26	2.6	52	48	-4	-£20.43
Tutor C	22	2.2	44	44	0	£0.00
Tutor C	23	2.3	46	56	10	£51.00

'Negative' bonuses are ignored, i.e. tutors who have ended marking a lower than expected number of essays do not have their payment reduced.

Tutor A will be paid during the course of the year 30 x £22.47*** = £674.10, and a year-end bonus of £30.60
Tutor B will be paid during the course of the year 26 x £22.47 = £584.22 , and a year-end bonus of £0.
Tutor C will be paid during the course of the year 22 x £22.47 = £494.34, and a year-end bonus of £0.
Tutor D will be paid during the course of the year 23 x £22.47 = £516.81, and a year-end bonus of £51

Appendix 2. Using tutorials for skills learning in Social and Political Studies

1. Transferable Skills

Aim of this Appendix

This appendix is intended to help you as a tutor in Social and Political Studies to assist students to develop their transferable skills. It suggests a range of possible approaches and techniques you might find useful and is intended as a source of ideas, rather than a prescription for what you ought to do. With experience you will find which ones work for you -- and which don't!

Transferable skills are skills "students should be able to apply ... in different contexts in the same course as well as consciously taking them from one discipline to another" (Reid 1994, p.3). Further, we should add that transferable skills are skills which the student can take with them (or literally transferred) from their educational experience into their work and other activities after leaving higher education.

There are many skills which could be listed under the heading of "transferable skills". It is however useful to distinguish between generic and those skills more particular to social and political theory. The list of generic skills indicated in Figure 1 overleaf has been adapted from Gibbs et al. (1994).

Skills which are particular to social and political theory and transferable across the social sciences include:

analysing social trends	making policy comparisons
assessing policy impacts	problems of measurement
assessing theoretical arguments	summarising & extracting key points
considering the roles of values in arguments	summarising arguments
constructing arguments	understanding key concepts
defining social problems	understanding texts
evaluating arguments	using different types of evidence
interpreting data	using qualitative evidence
interpreting statistics & locating evidence	

These particular skills can be developed in conjunction with the generic list of transferable skills outlined overleaf. Summarising arguments can, for example, be developed through the deployment of group work skills. Information gathering can be learnt through deploying interactional skills or through the use of problem solving skills. Figure 1 summarises a wide range of generic skills, grouping them into broad categories. Each of the teaching methods in Section 2 identifies some of the generic skills it advances.

Approach

The approach which underpins this section is a student-centred one. This means the focus is on the individual student who is responsible for his or her own learning and development. This has important implications for you as a tutor. You are not responsible for the student's learning - rather the student takes responsibility for his or her own learning and skills development. Your task is to help your students develop the skills which they will find useful not just in this course but in other settings too.

Do's and Don'ts

- Do treat your students as individuals with differing interests, abilities and levels of skills
- Do help students to help themselves

- Don't do everything for the student!
- Don't concentrate on course content at the expense of skills development (but don't ignore it either)

Figure 1 Generic Skills

Communication
eg Writing skills including essay writing skills, giving presentations, using media (video, posters), oral skills, reporting skills, debating skills
Group Work
eg Teamwork, cooperation, leadership, chairing, group work skills

Personal
eg Independence, autonomy, self-assessment, self-confidence

Interpersonal
eg Listening including active listening, assertiveness, negotiation, influencing, interviewing, counselling

Organisational
eg Time management, objective-setting, project management, project evaluation, prioritising

Learning
eg Reading flexibly and with purpose, note taking flexibly and with purpose, literature search and review, observing

Information gathering
eg Locating sources, evaluating sources and data, extracting relevant information, interpretation of data, presentation of data, summarising, synthesising, fact finding

Conceptualising & Problem solving
eg Comprehension, problem recognition, diagnosis & analysis, creative problem solving, decision making, evaluating, creative thinking, question handling, critical analysis

Information technology
eg Reading flexibly and with purpose, note taking flexibly and with purpose, literature search and review, observing
Information gathering

eg Locating information sources, evaluating sources and data, extracting relevant information, interpretation of data, presentation of data, summarising, synthesising, fact finding

Conceptualising & Problem solving
eg Comprehension, problem recognition and diagnosis, problem analysis, creative problem solving, decision making, evaluating, creative thinking, question handling, critical analysis

Information technology
eg Using word processing, databases, spreadsheets, graphics, DTP

Source: Adapted from Gibbs et al. (1994)

2. Teaching methods for skills development in tutorials

What teaching method is most appropriate for helping your students to develop their skills? In planning tutorials you should consider the way in which you want to convey your point to tutorial participants. Selecting the most appropriate method can make a big difference to the reception of your message and the length of time it is retained after the tutorial is finished.

The important point to recognise is that there is not just one way of getting your point across. There can be a number of different approaches which will fulfil teaching objectives. No one route is the right one but a particular path might be more effective than others.

Here are some of the variables which may influence the selection of a method:

> course objectives
> learning aims
> time available
> students' level of understanding
> degree of participation expected
> degree of interaction required
> size of group
> facilities available

There are 3 ways of delivering points:

1. Communicating verbally
2. Demonstrating the skills or tasks required
3. Giving students the opportunities for practising the necessary skills

Any teaching method will comprise one or more of these components - communication, demonstration and practice.

Review of teaching methods

What follows is a description of each method; an example; the key skills which are used; and a comparison of advantages and disadvantages.

Assignment	Fishbowl	Role Playing
Brain Storming	Games	Rounds
Briefing Groups	Jigsaw	Seminar
Buzz Group	Library Quiz	Syndicate Groups
Buzzer	Pairs	Workshop
Debate	Pyramid	
Discussion Group		

Assignment

An assignment is usually an exercise requiring members to read something and to prepare either written or verbal answers to a series of questions posed by the tutor. It can be made more productive by linking with other methods, such as discussion.

Generic Skills

- comprehension
- question handling
- decision making
- oral skills
- writing skills
- summarising
- synthesis

Advantages
•paced by individual
•provides feedback on progress & abilities

Disadvantages
•passive
•requires self-motivation
•low participation

Brain storming

Brain storming is a means of generating a quantity of highly creative ideas by a group who make suggestions for later evaluation by the group.

This is a very good method where the aim is to expand people's thinking in an area and look for ideas which might not be arrived at by an individual working on his or her own. Because anything can be said and people are not expected to justify what they say and also because they are stimulated by ideas coming from others, the results are often very creative. This method is particularly appropriate at the beginning of a course or section of a course: if the group surveys the area in the broadest possible way, they have a context into which to fit the detail and there is less likelihood that important items will be omitted.

In brainstorming, members of the group call out suggestions which one member of the group - not necessarily the leader- writes down on a board or flipchart.

The ground rules for the members are as follows:

- call out suggestions in any order
- don't explain or justify your suggestions
- don't comment on other people's suggestions

These ground rules give group members the freedom to express their ideas, even if they aren't sure how they might explain or justify them.

After an agreed period of time, or when no more suggestions are forthcoming, the group turns its attention to the total list, either accepting it as a statement of a range of possibilities (as in the first example below) or discussing the items and selecting the most useful (as in the second example).

The procedure and ground rules will need to be made clear to the group before you start.

Generic Skills

- problem recognition and diagnosis
- problem solving
- creative thinking
- groupwork skills
- evaluating

Advantages	*Disadvantages*
• simple but effective	• misleading title!
• interactive	• can lose focus
• high participation level	• may require facilitation

Briefing groups

Panel of "experts" provide the salient facts or a "brief" on a given topic which then forms the basis for a question and answer session.

Generic Skills

- problem solving
- fact finding
- groupwork skills
- evaluating

Advantages	*Disadvantages*
• fast pace	• too short to be informative
• simple process	• success depends on quality of participants
• medium participation level	

Buzz groups

Buzz groups are pairs or small groups of students who are assigned a task or discussion topic for a limited period (often 5 minutes or less) within the tutorial. The name comes from the noise which is generated when students start talking in buzz groups. This is an opportunity to break into smaller groups to discuss issues and then

relay views, opinions, questions or conclusions back through the group leader to the whole group.

A good moment to suggest buzz is when you want all members of your tutorial group to reflect actively on something, particularly in the area of their personal response or experience.

You could say, "Talk with your neighbour for a couple of minutes and each try to think of examples from your own experience of Goffman's analysis of behaviour in social settings" or "Can you think of instances of the presentation of self in social settings? Get into groups of three and discuss it".

This discussion can be sufficient in itself and need not entail any reporting back afterwards.

Generic Skills

- groupwork skills
- fact finding
- prioritising
- time management
- debating skills

Advantages	*Disadvantages*
• makes topic more meaningful	• time consuming
• provides discussion space	• requires direction
• high participation level	

Buzzer

This is based on radio and television panel games where competitors press a buzzer to indicate that they want to speak.

It can be used in a situation where you want students to interrupt a recording or reading because it is full of points which they should be challenging and questioning. You could say, "On this handout is an extract from .... which deals with the topic we've just been discussing and I'm sure you'll find that you don't agree with everything the author says. So what I'm going to do is to start reading the passage aloud and I'd like you to press your buzzer when there is something you want to challenge".

Students don't actually have a buzzer but they recognise the principle and readily interrupt, either with a verbal statement or, more usually, by saying "Bzzz!" Once the interruption has been made, the group can then discuss the criticism more fully.
This activity has the effect of relaxing the group and encouraging participation, partly because it's fun and also because students can interrupt with a "Bzzz!" without needing to have formulated their precise criticism. And, perhaps most importantly, they feel free to interrupt precisely because this is an interruption exercise. Using this method also means that the group is following through the article or recording as a joint experience and dealing with the criticisms in context.

Generic Skills

- reading skills
- listening
- critical analysis

Advantages

• interactive
• adds fun
• medium participation level

Disadvantages

• can get frivolous

Debate

A debate is typically a verbal exchange between factions holding opposing views with the aim of reaching some conclusions. An important use of the tutorial is as an arena for debate. Teachers often get students to prepare for tutorials by reading statements of a variety of viewpoints in a controversial area. The problem in the tutorial frequently seems to be that in debating the topic students tend to leave the discussion to a small number of articulate, confident or aggressive students.

A way of involving all the students is to divide them into as many sub groups as there are points of view in the controversial area and then to get each sub-group to prepare a case for its viewpoint. The debate itself can be organised quite informally.

For example, you could say to your tutorial, "which of you think that all knowledge is culturally constructed? OK, would you people like to form a group on this side of the room and prepare a series of arguments for that view? The rest of you don't subscribe to that view, then, or aren't convinced? Can you get into a group, then, and prepare your arguments? In twenty minutes we'll come together and have the debate. What I will do is ask each group in turn to make one statement which the other side will argue against. So you'll need to prepare your arguments in order of importance. Right, you've got twenty minutes".

Some possible variations, which you can employ when students are accustomed to this kind of debate, are: students speak for a view which they don't agree with; students change sides half way through the debate; students role-play a proponent of the view they support.

These have the advantage of further improving students' skills in argument and increasing their capacity for understanding the other person's viewpoint.

Generic Skills

- debating skills
- reporting skills
- presenting skills
- active listening

Advantages	*Disadvantages*
• interactive	• time consuming
• adds vitality	• often inconclusive
• high participation level	• learning dependent on group's knowledge

Discussion group

A discussion group consists of a free verbal exchange of knowledge, ideas or opinions between the tutor and students.

It should to be limited to one aspect of a problem of one topic and a have a degree of order. It is important that everyone should get a chance to air their views and consider those of others. Some boundaries need to be established so that the group can work effectively, e.g. on the acceptability of interruptions.

A discussion group won't just happen by itself: the tutor has to make it happen. Timing and preparation are important, as is planning. You should plan to:

1) introduce the topic
2) establish any boundaries for the discussion - what areas will be included and what aspects will be excluded?
3) set out the purpose of the discussion
4) provide background information to set the topic in context (you should keep this concise and brief)
5) include a number of basic questions to get the discussion under way and to provide direction if the discussion begins to falter

Generic Skills

- presentational skills
- active listening
- creative thinking

Advantages	*Disadvantages*
• instant feedback	• can lack structure
• develops ideas	• often inconclusive
• medium participation level	• learning dependent on group's knowledge

Fishbowl

This method is a means of studying group behaviour by dividing students into teams. One team undertakes a task or discussion while the second team observes and notes the process. The results are then discussed before the roles are reversed.

Generic Skills

- decision making
- observing

- listening

Advantages	Disadvantages
• provides insights	• element of risk
• develops feedback	• can be unsettling
• high participation level	• tight control needed

Games

Games are a way of simulating a scenario or event which students can be expected to deal with in the future. They generally involve an element of competition or change. In many cases the group are allotted a role in a created agency and provided with information in order to run the agency for a specified period of time or for the duration of a specified event (eg a health education campaign).

Generic Skills

- interpersonal skills
- decision making
- active listening and observing

Advantages	Disadvantages
• provides insights	• resistance by some to playing games
• develops feedback	• can be unrealistic
• medium/ high participation	• some control needed

Jigsaw

Some topics are so big or abstract or complex that groups have difficulty handling them unless the discussion is structured in some way. A simple way of structuring the discussion is to divide othe topic into component parts and distribute them among members of the group. Students could for example be asked to identify the distinctive features of conservative, liberal, socialist and green ideologies. The component parts can be presented in the form of a list of topic sub headings, questions, problems, quotations, etc. Students choose one item and work on it singly or in pairs for an agreed length of time. The group then comes together and hears the report on each item. Finally the group has an open discussion on the topic as a whole.
It is important that sufficient time is allowed for piecing the topic together again. Jigsaw, the name for this method, is a recognition of this.

The advantages of this method over open discussion are not only that the topic is covered more fully but also that all students are bound to participate and the standard of their contributions is likely to be higher because they have had time to think.

This method can also serve as a model for structuring material in the writing of essays, notes, etc.

Generic Skills

- group work skills

- creative thinking
- synthesising

<table>
<tr><td>*Advantages*</td><td>*Disadvantages*</td></tr>
<tr><td>• provides chance to develop thinking skills</td><td>• time consuming</td></tr>
<tr><td>• encourages group work</td><td></td></tr>
<tr><td>• high participation</td><td></td></tr>
</table>

Library quiz

Students are often taken on a tour of the library as part of their introduction to university. Such a tour can be helpful in familiarising them with the layout of the library, introducing them to library staff and giving them a sense of the variety of resources. But it needs to be followed up with an activity which helps them to be efficient users of the library.

The following illustrates the type of exercise which requires students to explore and work with the resources of the library. Normally the questions would be spaced out so that students could write their answers on the sheet, but here the questions are listed to demonstrate the method. Notice that the questions are restricted to a limited topic area within that discipline so as to illustrate the differences between the various reference sources.

How to run the exercise

Work closely with a subject specialist librarian if possible. You will need to design your own exercises to suit this area and to take account of the way in which resources in your subject are organised in your library. Try to think of the kinds of information you want your students to be able to find, the techniques they will need to use to find them, and the kinds of problem they are likely to encounter. Always test out your exercises by doing them yourself first.

Give students copies of the exercise and ask them to note down the answers to the questions. Encourage them to ask for help if they get stuck.

Generic Skills

- locating information sources
- problem solving
- extracting relevant information
- evaluating sources and data

<table>
<tr><td>*Advantages*</td><td>*Disadvantages*</td></tr>
<tr><td>• encourages use of library</td><td>• needs organisation</td></tr>
<tr><td>• demonstrates sources</td><td>• librarians need warning!</td></tr>
<tr><td>• medium/ high participation</td><td></td></tr>
</table>

Pairs

Students form pairs with other students and talk through a topic. This allows arguments and ideas to be rehearsed as well as informing each person about the arguments and ideas of the other.

Generic Skills

- interpersonal skills
- oral skills
- listening skills

Advantages	*Disadvantages*
• confidence building	• hard to get group discussion going
• allows informal space for discussion	
• high participation	

Pyramid

The 'pyramid' or 'snowball' method involves students first working alone, then in pairs, then in fours and so on. Normally after working in fours they join in some form of whole-group activity involving the pooling of their conclusions or solutions. The method was developed by OU staff for use with tutorial groups.

The following example illustrates the type of activity which lends itself to pyramids. A guide to timing is given in brackets.

Stage 1: Individuals (5 minutes).
Students note down some questions of their own which relate to the tutorial topic. You can judge for yourself which of your tutorial topics are suitable for pyramids.

Stage 2: Pairs (10 minutes)
Pairs of students try to answer one another's questions.

Stage 3: Fours (20 minutes)
Pairs join together to make fours and, in the light of their discussion of the questions, identify general problems and areas of controversy in the tutorial topic.

Stage 4. Plenary (3 minutes for each representative)
A representative from each group of four reports the conclusions of his/her four to the group as a whole. These conclusions can be listed on the board as a record.

The cumulative structure of the pyramid carries with it a number of benefits:

a) the early individual and paired work gives students the opportunity to try out their ideas on their own and with one other person before risking them with a larger number of people

b) the progressive increase in group size means that students are repeatedly confronted with ideas and assumptions which are different from their own

c) the graded increase in the complexity of the tasks, where each stage is built on the achievement of the previous stage, makes problems easier to handle.

With this in mind, you need to design your pyramid in such a way that students are doing something different at each stage: if you repeat the same task, they will get bored and feel that they aren't moving forward.

Generic Skills

- oral skills
- listening
- group work skills

Advantages	*Disadvantages*
• confidence-building	• time-consuming
• allows informal space for discussion	• needs organisation
• high participation	

Role Playing

Role playing consists of the enactment of selected social or work situations, allowing the group to explore a variety of approaches to a given set of circumstances. The students are asked to look at a particular issue or problem from different angles.

Skills

- active listening
- observing
- counselling

Advantages	*Disadvantages*
• enjoyable	• can become frivolous
• develops empathy	• performance may obscure problems
• high participation	• resistance by some to acting out

Rounds

This is a simple way of ensuring that everyone speaks. In a round, everyone, including the tutor speaks about a given topic.

One of the simplest ways of ensuring that all your students will speak in tutorials is to agree that rounds will form part of the regular activities of the group. In a round everyone in turn, including the teacher, makes a statement, uninterrupted, on a given topic. The topic can be proposed by any member of the group. It can relate to the subject matter of the tutorial or to group processes or to the feelings of the group members and can be planned in advance or devised in response to a situation as it arises.

Ground rules for rounds are:

- speak in turn, not out of turn

- it's OK to pass
- it's OK to repeat what someone else has already said

Some examples:

"My name, where I'm from, and why I'm here"

"What I would like to see included in this contract"

"I think my performance last year was . . . This year I'd like to . . ."

"The worst thing that could happen when it's my turn to lead the seminar"

"My positive feedback to you is . . My negative feedback is . ."

"What I'm taking away from this tutorial"

"Something good my partner wrote in her essay"

"One thing I like about being in this group"

Advantages of the round are not only that it ensures that everyone speaks but also that it highlights the diversity of contributions and encourages students to learn from one another. If you are worried that the round may take up too much of your tutorial time, you can, of course, set a time limit on each contribution.

Generic Skills

- oral skills
- listening
- chairing

Advantages	*Disadvantages*
• allows for individual input	• hard to get group discussion going
• high individual participation	• low group interaction

Seminar

A seminar is a formal means of exploring specific topic by researching aspects in advance and exchanging information through reports and discussion with other group members.

A seminar requires more organisation and structure than a discussion group. A chairperson (usually the tutor but it could be another student) introduces the topic and the student (or students) who will lead the seminar. Following the presentation(s), the chair responds by posing a question and/or by opening up the discussion through allowing people a chance to contribute. It is an opportunity for students to experience a format which they will frequently come across in later years.

Generic Skills

- counselling
- oral skills
- presenting skills
- evaluating

Advantages	*Disadvantages*

- encourages different perspectives
- allows individual input
- medium participation

- success depends on efforts of participants
- good chairing required

Syndicate groups

Syndicate groups, or problem-centred groups, are small groups of students (4 to 6 is ideal) who are assigned a problem to work on in the tutorial. Typically, syndicate groups are expected to feed back the results of their work to the overall group.

You can break your tutorial into 2-3 syndicate groups and allocate an issue or small set of issues to consider and report back on.

In the case of a complex problem, an entire session, or several sessions, can be devoted to syndicate group work. Students can be encouraged to use the library and other sources to help them with the problem. The tutor, too, can be available as a resource.

On completing the problem, groups report back to the tutor and to the other students. For example, in tutorial 2.8 you could put your tutorial into syndicate groups and give each group a separate problem to discuss: e.g., the extent of gender inequality in three different areas such as paid work, domestic work and the education system. One of the main points of a syndicate group is that someone has to report back the results of the discussion so you should ensure that each group agrees on who will do this. The groups should be given a time limit (e.g., 15 minutes) to work within.

Generic Skills
- groupwork skills
- fact finding
- prioritising
- time management
- debating skills
- reporting skills

Advantages
- makes topic more meaningful
- provides feedback
- high participation level

Disadvantages
- time-consuming
- requires facilitation

Workshop

A workshop is an informal opportunity for students to discuss or discover practical approaches to dealing with given situations. The emphasis is usually on looking at practical problems rather than theoretical issues.

Generic Skills

- oral skills
- presenting skills
- writing skills
- chairing skills
- counselling

Advantages

• learning can be applied immediately

• informal

• medium/high participation

Disadvantages

• different learning needs of participants

• time consuming

3. Encouraging Participation

Getting students to speak

Tutors often complain that they have difficulty getting students to speak in tutorials, and students for their part may regard an invitation to participate as 'being picked on'. Tutors and students alike seem to believe that while tutors can require students to read books, write essays and sit examinations, they don't have the right to ask them to speak. Other common reasons for students' reluctance to participate in a tutorial are that they don't know the ground rules, they are afraid of exposing themselves in public, or simply that they sense that the teacher really wants to do all the talking.
If, however, you really want your students to speak and you believe you have the right to ask them to speak and you are looking for ways of making it easier for them, you could start by discussing expectations and ground rules. Exchange views about how you would like the tutorials to be, tell them about your plans for getting them to speak – see below – and specify any ground rules. For example, students often assume that there is a ground rule that all discussion should be conducted through the chair and that they should apologise if they speak directly to another student.

If you want a free-ranging discussion, you will need to introduce the opposite ground rule "Anyone is allowed to speak to anyone" and demonstrate your support for it by the way you behave. You could emphasise its importance by giving the students some practice straight away. You could say, "I'm aware that because I'm a member of staff, you tend to listen more to what I say and address your remarks to me rather than to others in the group. If you do this, the discussion never really gets off the ground and we waste the benefits of being in a group. So what I'd like to suggest is that I keep silent for the next half hour and you continue the discussion. You know enough about this topic to be able to do that quite easily. I shall sit here quietly but if I think my presence is inhibiting you, I'll leave the room for half an hour. I'm going to stop speaking now".

Students also tend to assume that the teacher is the only person who is allowed to invite people into the discussion, which is a pity because they often know more about their friends' special knowledge and interests than the teacher does. It's good to hear one student say to another, "You know about this, don't you, Rona? What was it you

were saying yesterday?" You could encourage this by introducing a further ground rule: "Anyone is allowed to bring another person into the discussion".

Exercises which ensure that every student will speak fall into two categories. One is the type of exercise where students speak for themselves in turn:

       Rounds
       Students' questions

The other is the type where a pair or small group of students talks together on a topic and then selects one member to act as rapporteur to the total group:

       Small groups (eg syndicate groups)

       Pyramid
       Debate

In these types of exercise students have time to think before exposing themselves to the whole group. In some exercises they also have the opportunity to try out their ideas on one or two other students before presenting them to everybody.

You will find that when the students have spoken just once in one of these exercises, they will tend to be more willing to speak again in later unstructured discussions.

Icebreakers

Icebreakers are activities designed to encourage students to relax and to overcome – to feel like contributing something. It is well worth spending time breaking the "ice" of tutorials, particularly the first one. People usually develop their own pet icebreaker but it is useful to experiment with different techniques to see which work best on different occasions. For the first tutorial, an example is given under "Introductory activities" on pp. 27-29.

Questioning Strategies

There are various strategies which can be employed when posing questions to elicit different types of responses from students. Three strategies are described below.

1) *Testing Questions*

    Used to elicit information and concerned with:

checking knowledge:	*Which of the social indicators will be most reliable?*
comprehension:	*What do you think is meant by ... ?*
application:	*What relevance would that have in ... ?*
analysis:	*What qualities do they have in common?*
synthesis:	*Could you summarise what we have said so far?*
evaluation:	*What do you feel is best?*

2) *Clarifying Questions*

Used to ensure a shared understanding (often by elaborating a point previously made):

What did you mean by ... ?
Can you give an example ... ?

3) *Elaborating Questions*

Often provide a gentle way of encouraging students to say something more fully - both about thoughts or feelings:

Can you tell me more about that?
What does that make you feel?

Implicit in the above are two *forms* of asking questions - open and closed. Closed questions usually offer little scope for response ("When did Malinowski carry out his fieldwork?"). Because students risk answering wrongly, these may act to inhibit discussion. However, they clearly have their place where checking of factual material is required. Open questions, such as the examples of elaborating questions above, allow more scope for response. They will often draw students out and their use is a powerful enabling strategy in discussion work.

4. Dealing with problems

Here are some suggestions for dealing with six common problems which may arise in your tutorial:

Non-preparation by students

This can happen for a range of reasons despite tutors' best efforts. For example, students may have several courses and with heavy schedules may give preparation for a particular tutorial series a low priority. You can anticipate this by having materials available relevant to the subject in hand - perhaps a few prepared questions or short readings - and commence with the students working on these. It is important that you do not reinforce non-preparation by giving summaries or solutions to the set work itself.

Students who are hesitant about participating

The most constructive way to avoid having silent students is to provide tasks which begin with students thinking about an issue and logging their responses. Sharing these in pairs or threes is invariably successful in involving everyone. Grouping up into fours or sixes will provide confidence-building opportunities for shy or nervous students to get used to speaking in front of larger numbers.

Students who dominate

While students who make a surfeit of contributions may inhibit others, they are nevertheless precious assets and it is important not to alienate them. Putting dominating students into a common sub group will provide others with space to talk. You can also lead from the front on a one-to-one question and answer basis to ensure everyone has opportunities to participate.

The speaking time can be distributed among students using one of the methods where everyone is expected to contribute (see eg the description of *rounds* on page 16). Alternatively a period can be set (eg at the start of the tutorial) when nobody gets to speak for a second time until everyone has spoken. You will need to explain why you are doing this, eg you want to try to get a balance in the contributions people are making.

Dealing with the inaccurate

In some circumstances a blind eye to the occasional inaccuracy may be appropriate. Where a shy student, for example summons up the courage to say something which is incorrect, ignoring the issue may be justified in the interests of encouraging more (accurate) contributions. Frequently drawing attention to inaccuracies risks both focusing the proceedings on the tutor and also the creation of a negative climate. These outcomes can be avoided to some extent if other students can be used to resolve some of the inaccuracies.

Handling difficult questions

Occasionally students will ask questions to which tutors do not have the answers. Conscientious tutors need not fear this situation and students will invariably welcome candour from the tutors about it. Putting the question back into the group can often produce an answer from another student. In the last resort, the tutor can give an undertaking to check the point before the next meeting.

Dealing with the irrelevant

Sometimes students will make contributions which seem to be at best tangential or at worst completely irrelevant to the subject under discussion. While it may be tempting to ignore the contribution, there may well be understandable reasons for the irrelevancy. A student may have misheard or misunderstood the tutor's question or he or she may be misunderstanding the entire topic under discussion. You may have to probe further to discover the source of the confusion and then gently but firmly lead the discussion back on track.

5. The First Tutorial Revisited

Here are some suggestions for skills development activities for the first tutorial.

The first tutorial for the course is important! As Forster (1995) notes, if the experience of the first meeting is a favourable one, this will act as a spur to student motivation and attendance at the following sessions.

One way to structure the first tutorial is:

1. Introductory activities
   Getting to know you   15 mins
   Rounds   10 mins

2. Group discussion   20 mins

3. Work for next tutorial   5 mins

Time management will be important. If the average tutorial lasts 50 minutes, you could allocate the time in the manner indicated above.

1. Introductory activities

Starting off - getting to know you
The sooner members of your tutorial group get to know each other, the sooner they will feel easy about working together and participating in discussion. If you spend some time on introductory exercises at the beginning of a course, students will feel that they have made a start in getting to know each other. There are three sorts of exercise you can do: individual, in pairs, or in small groups. (Whichever you do, don't forget to join in yourself.)

Individual
Each person introduces himself or herself and says something about himself or herself. It's helpful if you make explicit what this should be and write it on the board.

It could be:
 - my name
 - where I'm from, and
 - why I'm here

or
- my name
- which options I'm doing, and
- who else I know in this room.

Pairs

Group members get into pairs and spend three minutes each finding out about their partner. At the end of the six minutes, each person introduces his or her partner to the rest of the group and tells them something about him or her.

Small groups

Students form groups of three or four and spend five minutes finding out what they've got in common with the others in their group: taste in music, Highers or 'A' levels, other courses, and so on. At the end of five minutes they report to the other groups what they have in common.

One advantage of this type of exercise is that it ensures that everybody has the experience of speaking early on. If you want your students to get used to speaking in tutorials, the sooner they start the better.

If individuals join your tutorial group late, don't forget to organise introductions for them. You could say, for example, 'This is Chris, who's transferred from another course. I'd like to welcome you to this group. Who do you know here? Perhaps the rest of you would like to tell Chris who you are and say something about yourselves. (I'll draw a plan of the room with the names on, Chris, to help you remember who everyone is.) And then we'll ask you to say something about yourself. OK, who'd like to start?"

Learning names

Members of a group cannot work together successfully if they don't know each others' names. When you meet a new group, find out if they know each other, and if they don't, spend some time working on names.

If you have started with some kind of introductory exercise, they will already have heard each others' names. You can build on this in the following ways:

- Get students in turn to say the names of everyone in the group and join in yourself. Then change places and do it again until all the names are familiar.
- On the board draw a plan of the furniture in the room and as students speak, write in each name at the appropriate point on the plan.
- Ask students to say their own name first when they speak in the group for the first few times and when they form pairs ask them to remind their partner of their name.
- Encourage them to ask when they forget someone's name.
- Use students' names yourself when you speak to them.

Students find these activities potentially embarrassing but often remark later how quickly the group gelled as a result.

Rounds

Now that the ice has been broken it is useful to keep the momentum up - now is not the time for a mini-lecture! Instead you could try *rounds* (see section 2) which is good way of keeping the discussion going.

The topics could be:
- tutorial group contract "What I would like to see in a contract is ..."
- expectations of the course "What I am looking for from this course is ..."
- expectations of tutorials eg "What I would like from tutorials is ..." or "What I expect from other students is ..." or "The ground rules for this tutorial should be ..."

At the end of this activity you should be prepared to provide a brief summary of the contributions made, e.g. on a tutorial group contract, ground rules, etc.

2. Group discussion

Now is a good time to allow group members to contribute to the tutorial topic. This will give you a chance to get a feel for the group dynamics.

You will have to lead on the topic:

- "I would like to move on now to an exercise relating to our tutorial topic for today which is to compare arguments for and against the claim that globalisation – especially EU – is making the nation-state an anachronism."

This is a keywords exercise - what do phrases such as "globalisation" and "nation state" evoke?
The tutor or a student charts up the words and phrases which are called out or written down by the group in response to the question.
The rules are simple:

• you say whatever first comes to mind
• no one is allowed to pass comment on another's contribution
The exercise could also be undertaken in a number of smaller groups.
You may want to use a flipchart paper and pens.

The tutor can then review the contributions, highlighting and making connections between the comments which have been made.

Hopefully the ice will be well broken by this stage but you will have to be prepared to facilitate the discussion without dominating it.

If the students are finding it hard to contribute points, you could try *jigsaw* (see p. 12 of this manual) and use *pairs* (p. 13) or *buzz groups* (p. 7) for 5 - 10 minutes.

3. Work for next week

Start as you mean to carry on: don't forget to leave enough time to discuss next week's activities and topic and to allocate responsibilities. Always check that the students understand the task that has been set. Make sure that you do this at the end of every tutorial!

6. Resources

Resources used for this section

S. Drew and R. Bingham, *Student Skills: Tutor's Handbook,* Aldershot: Gower, 1997.

N. Entwhistle, S. Thompson and H. Tait, *Guidelines for Promoting Effective Learning in Higher Education,* University of Edinburgh: Centre for Research on Learning and Instruction, 1992.

F. Forster, D. Hounsell and S. Thompson (eds), *Tutoring and demonstrating: a handbook,* University of Edinburgh: Centre for Teaching, Learning and Assessment, 1995.

G. Gibbs et al. *Developing Students' Transferable Skills,* Oxford: Oxford Centre for Staff Development, 1994.

S. Habeshaw, T, Habeshaw and G. Gibbs, *53 Interesting Things To Do In Your Seminars and Tutorials,* Bristol: Technical and Educational Services, 1984.

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D. Leigh, *A Practical Approach to Group Training,* London: Kogan Page, 1991.

A. Northledge, *The Good Study Guide,* Milton Keynes: Open University 1990.

E. Reid, *Staff Development and Student Learning (and vice versa) in the Highlands: the Real McCoy?,* Project Report 9, Edinburgh: Open University in Scotland, 1994.

Other useful resources

Edinburgh University Careers Service, *The Careers Service Guide,* 1997.

Edinburgh University Computing Service, *Writing an Essay using Microsoft Word on the Macintosh,* Second Edition, September 1995.

Edinburgh University Main Library Information Pack.

E. Gower, *Plain Words,* Harmondsworth: Penguin, various editions.

7. References

Buzan, T, (1974), *Use Your Head,* London: BBC Books.

Drew, S. & Bingham, R. (1997), *Student Skills,* Aldershot: Gower.

Forster, F. (1995), 'Tutorials in arts and social sciences' in F. Forster et al, *Tutoring and Demonstrating: a Handbook,* Edinburgh: CTLA.

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Appendix 3.   The Disability and Discrimination Act and Teaching, Learning and Assessment

The Disability and Discrimination Act 1995 was extended to education in September 2002, and requires all teaching staff, and the University as a whole, to work towards ensuring that all students, staff and some members of the public with disabilities have equal opportunities to benefit from and contribute to teaching and learning, and other services and activities in the University.

The Disability Rights Commission has produced two helpful Good Practice Guides, on *Teaching and Learning*, and on *Examinations and Assessment.* Web versions of these guides can be downloaded from the Disability Rights Commission website: http://www.drc-gb.org/drc/Campaigns/Page431.asp#three.

Discrimination against disabled people can occur by treating them 'less favourably' than others, or by failing to make a 'reasonable adjustment' when they are placed 'at a substantial disadvantage' in all aspects of teaching, learning and assessment. We need to make anticipatory adjustments, as well as responding to the needs of students with disabilities, while maintaining academic standards.

To highlight a few simple points to bear in mind now:

- We all need to take reasonable steps to find out if a person is disabled. This is an area of particular importance to Directors of Studies who must ensure that relevant information is communicated to course teachers and secretaries, with the permission of the student concerned. We may need to assist students in making adjustments for their examination arrangements.

- When preparing handouts for the coming academic year, ensure and clearly state that large print versions of all course materials are easily available on request, and for no additional charge, to those who cannot easily read 10 or 12 point versions.

- Check that teaching delivery is accessible to all students. For example, can students with visual impairments access information on overheads or in videos? Think about providing handouts in advance or electronically for visually impaired or dyslexic students. Check that electronic material is fully accessible.

- Are placements and fieldwork opportunities accessible to all students?

- Can students obtain feedback on coursework in alternative forms, if necessary, e.g. verbally?

The Disability Discrimination Act has potentially far-reaching implications for all of our teaching and assessment, and we will need to keep our procedures under review. Perhaps this is an issue that can be discussed at Subject Area Committees.