



## **Workshop session 2: Wednesday 22nd April, 10.15 – 11.15**

### **4a 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.

### **4b 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.

### **4c Tutor feedback: advising students how to act on advice. Deirdre Burke, Sally Bartholomew and Susan Oldham, University of Wolverhampton, England.**

This workshop provides an innovative use of the Microsoft Word 'send to' facility for skills tutors to consolidate discussion with students about tutor feedback on their written work. Participants will try out the tutorial template and the chart of hyperlinks to address issues raised in feedback. Thus students who are confused by the advice to 'write academically,' are provided with guidance on the features of academic writing, and/ or an online tutorial to develop formal writing, and / or a link to a student essay demonstrating the features of good academic writing. Participants will explore the process and the pedagogical principles underpinning this provision of tailored hyperlinks to meet learning needs set out in tutor feedback.

### **4d 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.

**4e The personal tutor and personal development planning. Patrick Doherty, Janet Strivens and Paul Duvall , University of Liverpool, England.**

At the University of Liverpool, Personal Development Planning (PDP) has been implemented as a component part of the Personal Tutorial (PT) system. We believe that PDP is a means by which good practice within the PT system can be enhanced to promote academic planning and reflection to students. We believe that an effective tutor-tutee relationship is pivotal in defining the student experience. However, there is anecdotal evidence that implementing PDP through an existing PT system has had a negative effect on the pastoral role of the personal tutor. This workshop will address this issue by describing the Liverpool experience and inviting participants to discuss and comment on the issues arising.

**4f Understanding how theories of learning impact tutorial support and training, and can transform the “At Risk” college. Tony Mirabelli, University of California, Berkeley, California, USA.**

Understanding how theories of learning impact tutorial support and training, and transform the “At Risk” college student. 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.

**4g Cultivating Emotional Intelligence Through Advising and Tutoring. Steve Fishman, Seneca College, Toronto ,Canada.**

Emotional Intelligence is the unique repertoire of emotional skills that a person uses to navigate the everyday challenges of life. EI skills can assist students in adapting to the demands and pressures of the college environment, promoting effective student learning, and contributing to college success. The positive emotional growth of students is a core value of student development and key to academic achievement and student retention. Participants who attend this session will learn and discuss how academic advisors and tutors encourage students to develop and enhance those EI skills (adaptability, interpersonal skills, time management, stress management, and others) that are paramount for being academically successful. And, in doing so, advisors and tutors expand their own personal repertoire of EI skills which leads to personal and professional growth.