

Associate Lecturer perspectives on supporting students through tuition in groups

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The Open University



“Do students know what tuition is for?”

Our starting point was to question whether students understand what tuition is for. This led to a wider question of whether there is a common understanding between all stakeholders about the role of tuition within the Open University.

Drawing on AL experience and reflective practice

Our investigation focuses on Associate Lecturers. This is because they:

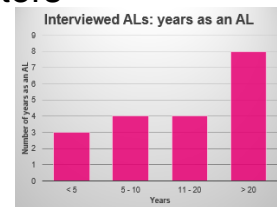
- are experienced in delivering and reflecting on tuition
- have views on student and module team perceptions of tuition
- see the practice of delivering tuition in groups as part of their professional identity

Who did we speak to?

20 ALs from MCT and Science, all Level 1 tutors

May not be a representative group...

- ALs already deeply interested in tuition
- extensive experience at other levels
- extensive external teaching experience
- no younger tutors



What does the literature tell us?

“A common understanding of the role of the tutor is crucial so that tutors and students will know what to expect in a tutorial session.” [Ogina and Mampane (2013)]

“We need to rethink pedagogy in tuition in order to deliver a more positive student experience” [Goodfellow (2015) citing Campbell (2014)]

AL perspectives



AL perceptions of their role

“...actually I am an experienced educator and I should be able to judge what my group needs...”

“I don’t know the module team’s views on group tuition”

“enable students to participate themselves”

Facilitate

“gain some friends”

Sharing

“it can really enliven and invigorate them”

Assessment

“I think that is what students want”

Thoughts for the day:

- Tuition in groups – the only way?
- Online – is it an alternative to f2f?
- How to create social presence online?
- Whither AL professional identity?