Involving ALs in Group Tuition Strategy Decisions
Sharon Dawes, Simon Savage and Ann Walshe
We wanted to know how we could learn from the expertise of our ALs

• How did GTP strategy decisions involve you?

• Log in [here](https://answergarden.ch/926661) and enter one word that describes your thoughts.

[https://answergarden.ch/926661](https://answergarden.ch/926661)
Background…

Facilitation of learning

Group Tuition Policy

Tuition strategy review

Our eSTEEeM project
What we hoped to learn:

• How different modules had captured AL views
• How effective the process had been
• What changes had resulted
• What strategy had been the most successful
What the consultation toolkit asked ALs to feed back on…

• the titles and lengths of tutorials
• the student descriptions and purposes of tutorials
• the spread of tutorials
• the balance between online and face-to-face tutorial provision
• experience of collaborating with AL colleagues in delivering strategies
• the effectiveness of tuition
Trello - a tool for collaborative working

- Support for distributed team members
- Enables management ...
- Intuitive to use
- Low band-width requirement
- Low “faff” requirements
- Mobile device support
- Cheap (preferably free)
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Collaborative working choices

• OneDrive

• eMail

• SharePoint

• Common folder on the servers

• Other software
How we gathered evidence

• Module Debrief sessions

• AL / Cluster manager online discussions

• AL / Module team forum discussions

• Individual discussions between Staff tutors and ALs

• Hackathon
How we gathered evidence

• Module Debrief sessions - TM355
• AL / Module team online discussions - M250, M269, M258, TM356
• AL / Module team forum discussions - TM129, M269, TT284, T215, T216
• AL / Staff tutors forum discussions - T122, T227, TM351, TM352
• AL led tutor forum thread - TM354
• AL/ Staff tutor individual discussions - TM353
• Hackathon - TM356
Literature review

• “Staff expertise is the most important asset in a university…” (Blackmore & Blackwell, 2003)

• Teaching excellence is best achieved through “a culture of quality and enhancement, through dialogue and collaboration” (Marshall, 2017)

• AL’s are experienced in delivering tuition; view it as part of their professional identity; and have views on how it should be done (Walshe & Gallen, 2017)

• Voices of academics are not generally being heard but their views should be included in the debate (Crawford, 2010)
References


How well ALs participated

- Modules studied had between 6 and 30 ALs; response rates ranged from 27% to 83%

- Responders were self-selecting

- Much of feedback concerned how strategies had been implemented

- Some feedback was about other aspects of the AL role
What ALs said

• Some tutorials needed clearer labelling
• Some tutorial descriptions needed to be reviewed and revised
• Descriptions should be sufficiently broad
• AL views on the length of an ideal tutorial differed
• A single tutorial should not try to cover too many topics
• They queried whether the description was important to students or whether they trusted ALs to deliver what was appropriate
• Tutorials more evenly distributed across time
• Daytime alternatives
• Resources and guidance to avoid duplication
• Recognition that AL developed resources and approaches must not be restricted
• Pair teaching on large population modules
• Above all: Flexibility
What ALs wanted

• Tutorials more evenly distributed across time
• Daytime alternatives
• Resources and guidance to avoid duplication
• Recognition that AL developed resources and approaches must not be restricted
• Pair teaching on large population modules
• Above all: Flexibility

• Unsurprisingly there were many different views.
How Module teams can learn from this

• Asynchronous consultations allow time for reflection - but a deadline for responses must be set
• Synchronous consultations allow for quick consultations and good discussions
• Forum discussions could be followed up by brief online sessions to clarify opinions
• Review schedules should be set up well in advance to allow sufficient participation
For the future

Evaluating whether the tuition strategy review was successful

1 – What were the student perceptions of the revised tuition strategy?
2 – Was there an impact on student results?
3 – How effective do ALs feel the revised strategies were?
4 – Do the ALs genuinely feel part of the process?
Any Questions?