Quick Consultations and Adaptable resources

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STN meeting June 17, 2013
Quick consultations

What are they?
• 30 min pre-booked individual consultations with a Study Development Advisor

Who are they for?
• All taught students

What is the purpose?
• To support students in enhancing their approach to their learning and their academic tasks

How do students book?
• Email iad.study@ed.ac.uk subject: Quick Consultation
Pilot for Autumn 2013

• Week 1, Wed 18\textsuperscript{th} Sept 1.30pm – 5.30pm
  ➢ Returning undergraduates only
• Weeks 2, 3, 4, (Weds 25.09; 02.10; 09.10)
  ➢ All taught students
• Possible continuation if demand
Your questions / input

Any questions?

Your input:

• Does this seem useful / feasible to you?
• Will Schools / Student Support Teams be contacting returning students in advance of Induction Week?
  ➢ If so, would you be able / willing to pass on information to students about Quick Consultations?

If you have questions or would like further information, please email chris.doye@ed.ac.uk
What are adaptable resources?

A selection of:
• Information sheets
• Worksheets / task sheets
• PowerPoint slides
• Activities that can be used for individual or group tutorial meetings

Topics:
• Before you arrive
• Meeting your PT
• Lectures / note making
• Feedback
• Time management
• Reflection
• Exams / revision
How can they be used?

• Download
• Use as is
• Or adapt as you wish
  ➢ Many have Word or PowerPoint versions
• PowerPoints for group sessions
  ➢ Annotated slides or accompanying notes
  ➢ Select what you want (they will need to be shortened)
Where are they?

URL:
http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/academic-pastoral/support/resources/adaptable

Or
1. Go to the IAD home page
2. Search “adaptable resources”
Some examples

The following are examples of adaptable materials. The files on the Adaptable materials page are:

• Before meeting your Personal Tutor (3 slides)
• Is it feedback?
• Lecture summary sheet
• Reflecting on a challenging achievement (2 slides)
• Time sponge (activity from ‘Time management’ session PowerPoint session)
The purpose of the meeting

Your Personal Tutor may have specific things to discuss with you but these meetings are also a great opportunity for you to talk about your achievements and interests, to share your concerns and to ask any questions you may have.

The focus of these meetings will be on your academic progress and your future directions. However, if there are other areas where you would like advice, your personal tutor can help you to identify relevant sources of information or support.

Be proactive.

If there are any circumstances that you feel are affecting your progress or wellbeing at university, you should not hesitate to raise them. If you think things could be going better, you are struggling or feel unmotivated, talk to your personal tutor about it.

Prepare for the meeting

To get real benefit from your meeting, it is essential to prepare by making time to think about how things are going and by doing any other preparation work that has been set for you. If you have not been given any specific preparation tasks, you might want to try one of the following:
The purpose of the meeting

I would like to discuss [specific issue] with you but this meeting is also an opportunity for you to talk about your achievements and interests, to share your concerns and to ask any questions you may have.

The focus of this meeting will be on your academic progress and your future directions. However, if there are other areas where you would like advice I can help you to identify relevant sources of information or support.

If there are any circumstances that you feel are affecting your progress or wellbeing at university, you should not hesitate to raise them.

Prepare for the meeting

To get real benefit from your meeting, it is essential to prepare by making time to think about how things are going and by [whatever task you want to set].
Where are you now?

- What has been new to me this year?
- What skills and abilities have I developed?
- How far have I met the aims or expectations I set myself?
- What are the strategies that help me most in my work?
- Are there things that are stopping me doing as well as I could?
- What can I learn from the spoken and written feedback I have received?

How do you want to move forward?

- What am I interested in doing next in terms of my studies? Why?
- Do I have any longer term study or career goals?
- What do I see as my strengths and achievements to build on?
- What do I see as areas for improvement?
- Are there any problem areas I haven't taken steps to address?
Sources of feedback and feedforward

Could any of these give you feedback/forward? Under what circumstances? How could you use it?

<table>
<thead>
<tr>
<th>Source of feedforward or feedback?</th>
<th>How could it be helpful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed instructions before you do an assignment</td>
<td></td>
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<tr>
<td>Lecturer giving different interpretations of a concept or theory</td>
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<tr>
<td>An answer to another student's question in a tutorial</td>
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<tr>
<td>Study tips from peers or near peers</td>
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<tr>
<td>Classmates' comments on another student's presentation in class</td>
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<tr>
<td>Comment from a tutor or demonstrator about an exercise you are doing in class</td>
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<tr>
<td>Critically re-reading your own essay</td>
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<tr>
<td>A student in the year above telling you about problems they had with an experiment or piece of research</td>
<td></td>
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<tr>
<td>The spellchecker</td>
<td></td>
</tr>
</tbody>
</table>

Can you think of other sources of feedforward or feedback?
Summary sheet

A summary sheet can help you identify:

- the main points
- evidence and arguments
- what questions you have
- what you need to do next
Reflecting on a challenging achievement

What was my achievement?

What attributes helped me succeed?

How did I use them?

What challenges did I face?

What did I do about them?

What difference did that make?

What do these things show about me?

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Carrying this forward

How can I use my positive attributes in the future?

How can I develop other attributes that I need?
The time sponge:
Things you do instead of working

- Take a card and write a note of your biggest time sponge on the top half.
- Pass it on to your left.
- Read someone else’s note and write a possible solution on the bottom half.
- Pass the note on again.
- In your small group share the sponges and the solutions.

Adapted from:
Questions and input

Your questions
Your input:

• Are these resources useful to Personal Tutors?
  ➢ Feedback on anything that has been used
• Are there things we could do to make them more useful?
• Are there types of resource or topics that aren’t there but you would find helpful?

Please email: chris.doye@ed.ac.uk with suggestions, questions, feedback