Personal Tutor Meetings

and the effective use of online tools
Feedback
what students would like
Feedback that is ……

- Timely
- Constructive
- Personalised
- Effective
what can still happen
• No feedback
• Illegible feedback
• Late feedback
• Disconnected feedback
• Unhelpful feedback
• Uncollected feedback
Student as passive recipient

number of books. A bookseller can afford to stock
small proportion. What becomes of
They are not published at all; or
imperfectly published. Hundreds
produced every year which are not
the public for sale, or are offered
poor job.
Student as passive recipient of unhelpful comment

- Poorly referenced
- Poorly structured
- Lack of research
- Weak analysis
- No feeling
- No content
- Try Harder
“There should be a consequence for the student of receiving feedback”

Professor Ian Pirie
“It isn’t feedback unless there is subsequent evidence of its effect”

Professor David Boud
what needs to happen
• active engagement with feedback
• reflection and expected actions as a consequence
• explicit evidence required to demonstrate effectiveness
• responsibility of each student
tutors as academic mentors
MUTUALLY CONSTRUCTED FEEDBACK

NOT understood / further guidance required

PROJECT
Task / Assignment

Mutually Constructed Feedback

PRESENT
Critique / Context / Explain / Justify

INTERACTION
Tutor(s) / Peers / Client(s) / Audience

TUTORIAL
Tutor(s) / Student(s) Discourse 'Face-to-Face'

Tutor validates that feedback has been understood or not

Student reflects upon tutorial / writes-up feedback / actions

Tutor makes notes / creates required / suggested actions

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Pirie, I. & Corder, S. (2011)
PT Tools
“Technology is driving rapid change.

The ability to track everything a student does online, for example, will enable teachers to intervene earlier when students are not grasping a concept.

Educators must evaluate what is and isn’t working and stop using what doesn’t work”.

Wayne Smutz, Penn State University, April 2013
Personal Tutor Meetings

The majority of students had 2 or more 'one-to-one' meetings with their Personal Tutor in the previous year

PGT - 79%
ODL - 67%

7% No meetings
14% 1 meeting

18% No meetings
15% 1 meeting

Booking of meetings with personal tutors predominantly arranged via Email

Email: 82%
84%

Phone: 22%
25%

Email: 25%
25%
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- Email: 82%
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Personal Tutor Meetings

% students who sometimes/always...

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51% of PGT and 33% of ODL students said the Personal Tutors kept a record of the meeting, but 41% of PGT and 65% of ODL didn’t know if a record was kept.

The majority of students found Personal Tutor meetings helpful.

PGT – 80%  
40% very helpful, 40% fairly helpful

ODL – 93%  
64% very helpful, 29% fairly helpful
Personal Tutor Meetings

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using online tools effectively
Online tools - *dynamic student record*

- Robust reporting and audit trail - *everything in one place*
- Can be viewed and interacted with remotely from around the world
- Captures progress overtime - *engagement / strengths / weaknesses*
- And is accessible **24/7**
Online tools - *functions*

- Tutee photos
- Student Full Record
- Notes/Meetings
- View Support Team
- Edit course enrolments
- Confirm Attendance
- Real-time information - *right hand side menu links*
Online tools - *functions*

- Assign Tutees
- Schedule meetings for individual tutees
- Add notes of meeting for each tutee
- Schedule a meeting/add meeting notes for a group of tutees
- Attach files
- Incorporate hyperlinks
Add Note

Subject Line

Notes

- Insert standard pre-defined text

4000 Character limit

Categories:
- Academic
- Personal
- Other

Confidential?

Files
- Choose File
  - File 1: no file selected
  - File 2: no file selected
  - File 3: no file selected

Save note  Cancel
Add Note

Subject Line

Notes

[Insert standard pre-defined text]

Categories:

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- [ ] Confidential?

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4000 Character limit

Save note  Cancel
Confidential statement noted
The student disclosed a significant issue that may affect his/her stud ...

Failure of student to engage
Despite several attempts to contact the student and arrange a meeting, ...

Student chooses not to engage
I have been in contact with the student to arrange a meeting. The stud ...

PALS Session Attendance Record
This student attended a Peer Assisted Learning session. ...
Add Note
Subject Line

Notes

☐ Insert standard pre-defined text
Select a standard text to be inserted into the text area below

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Online tools - staff scheduled meetings

1. STAFF
   Schedule a meeting for their tutee

2. STUDENT
   Receives an email alert

3. Meeting setup in Calendar
Online tools - student request for a meeting

- STUDENT Requests a meeting
- PT Receives an email alert
- SSTs Receive an email alert
- Meeting setup in Calendar
Online tools - record of meeting: passive

- TUTEE
  - meeting occurs
- TUTOR
  - Notes of meeting entered into the system
Online tools - record of meeting: active

TUTEE

meeting occurs

TUTOR

Tutor records succinct comments / action points

Tutee records notes of the meeting on the system

TUTOR validates understanding
Online tools - record of meeting: proactive

Tutee completes tasks and uploads to the system

Tutor sends required tasks for meeting

Meeting occurs

Tutee records notes of the meeting on the system

Tutor records succinct comments / action points

Tutor validates understanding
Ideally what we need to achieve

- Complete ‘in-year’ online record for all students
- School strategies developed for the use of online tools
- A consistent approach to recording PT meetings in each School
- Active engagement with feedback models adopted cross-University
- Aiming to achieve >85% satisfaction - feedback/academic guidance
Q&A