



Quotes from tutors for use with workshop designed by Alison Shreeve and Ray Batchelor
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Respect/professionalism

- 1) I think that the role I had and it's still the role I would prefer to have is an enabler, to bring the students into contact with professionals and practitioners and the industry and let those people with initial guidance from me about the students levels, what is required in terms of their outcomes but to let them lead on the projects.
- 2) Very levelling, it was about trying to bring everyone in the room, myself, the MA students and the BA students to one level, that was quite clear in my mind, that I wanted to not, to create an environment, kind of an ambience, of me being the teacher, that we were all talking about professional practice, so it was about us all being professional in that room at that time and I also had a lot of props, so I had lots of examples of portfolios, or cards of whatever subject I was doing each week but quite significantly showing my own portfolio which I did alongside showing other people's as though mine was no different to other people's and also pointing out flaws in my own work as well as other people's so my emphasis was for me getting them to engage in the first instance in the work and the whole point of what we were trying to achieve.
- 3) I don't ever stand in the front and talk to them, we sit in the round so I always make sure there is no student/teacher kind of feeling.
- 4) Sometimes I feel smaller than them a funny thing to say, and I think that's a good thing to feel that you are not this figure of authority that has come in telling them what to do.
Why is that good?
Because there is no what to do, there's no right or wrong way to do it, there are many ways to do what we do in that studio that they need to know I'm just going to show them a few ways and show them people who can show them a few ways and a studio environment way of working works well.
- 5) ...and they go oh I didn't realise you did that, in the context of me as a professional working as a designer and then communicating as a designer.
So part of what you think they get from the sessions is the fact that in the sessions you are communicating as a designer.
Not a teacher or a lecturer - yes.
- 6) Its subjective really, it's because design is such a creative subject which needs expressing in so many way so people expressing how they feel emotionally about

their work is really important but to do that they've got to feel an amount of trust in the tutor to be able to know if they expose a feeling about something it's going to be positive.

And how can you foster that kind of trust.

I guess I do it by letting them see that in me I think, so they see my fragility as much as me needing to see some of theirs so there is a real kind of exchange or levelling of all of that

- 7) I describe myself as a facilitator, I'm not particularly teaching...
- 8) It's important that they see ducks! Smooth on the surface, paddling furiously underneath! We had to be professional, students need to know that we're coping, professional; they need to have confidence in us.

Parent/child

- 1) Yes, and during you might say the work period of that project you are the professional leader, guider, in the evening if you there for more than one day we may stay over for 2/3 days, once the work has finished, we've had our meal and we are relaxing the role changes more to a friend fatherly figure where again one can discuss.
- 2) . I am there supporting them giving them the confidence that the decision is the right decision but they are doing it for themselves.
- 3) in her previous year she had potential and was working quite well so something had happened in her personal life I think. She started not coming in, we didn't see her and we do have a feeling that her parents didn't know that, so that is similar with last year's group that we had a number of failures there and they started not coming in and couldn't get them in so I think that is something I wouldn't want to see happening again and it's a great fear that that happens so you have to be very careful of what you are saying to the students.
- 4) ... there are a million ways to do it so that's really important to me to get across to the students that I'm not going to stand there and tell them how to do it.
Do they ever get cross?
Yes they do.
- 5) We had some tutors in the past who saw their level 4 tutor (role) almost like a relative, almost like a member of the family, to help guide. (...) no – I don't think that works, I think we have to treat them like adults from day one. (...) I don't think it's healthy.
- 6) Sometimes they call me Mum. (...) The reason they call me mum is they recognise that, they think of me as the same age as their parents (...) I'm that sort of generation.

Friends

1. I think having a student who was stalking me once was a danger of that, but you know obviously if they read the messages in the wrong way, it could be risky because they think you are being may be being too friendly. That's only happened to me once and interestingly it was a student from a different cultural background who obviously misunderstood the communication that we had so she thought that it was me trying to be over friendly or something but that's an example of where it did go wrong.
2. It's very close – don't get me wrong – I keep a distance, so it's a warm relationship, but for example, I won't engage in face book...

Family?

Because of that experience it has made me very wary of getting too involved. I think when you said about people talking about it being a family; I think I don't want to be a family

Roles and activities not identified by students as relationships to support learning:

- 1) I see myself as the in between **facilitator**, I will take them find out the problem this is where we need to go, if you need to see a doctor we register, walk across to Student Services to sort them out. Knowing your limitations, there are people better qualified that I to sort it out. I just facilitate, identify the problem and pass it on to the expert.
- 2) With the more mature student they are more focused on what they are, where they are going, why they are here, so the relationship is different. They are more independent, they know where they are going and just need guidance on how to get there. So there is a slightly different relationship, you are **guiding** along their pathway
- 3) I think because of my age, one still gets the impression that one is looked upon as a sort of **fatherly guiding light** sort of thing and what has surprised me..
Across the board
Yes, .. is how at times students are prepared to discuss their personal details and circumstances with you because you identify a problem you know the student isn't performing as best as they can and you start asking questions and all of a sudden this whole raft of personal info comes out and you wonder if you need to know it.
Once they get to know you and you have their confidence they are quite prepared to lean on your shoulder
- 4) '**Social engineering**'
The easiest thing to do I found if you've got a bit of a loose cannon, if you have one who is fighting against becoming part of the cohort is to say OK, go and do your own thing and I think that's wrong, you have to work at it all the time and try to bring them back into the fold.

But going back to the question do I find the father figure as a bind, no cos what happened after the first year after 2/3 years what became apparent to me was that I was shaping people's lives,...

5) **The influence of the project on relations**

It was close because it was exciting for all of us. I remember the course leader saying you're getting as much out of it as the students are; there was that bond of definite excitement. They were exciting projects and I would love to have done the projects and it was really good.

Empathy

1. It's not just being a woman when I think about it, it's about having empathy, seeing things from their view, which I do try to do all the time, which I don't think happens all the time, which is why I keep going back to the levelling thing, it's about getting rid of all that, it's trying to get them in that room, get rid of all the baggage they bring with them from their workshop...
2. The 1:1 tutorial is fundamental, tailor made. You need the body to cut it so it fits, therefore you need a 1:1 tutorial.
3. That's where it's a bit like being a conductor, you know you're having to play them all differently and they're all very delicate instruments and you have to know them all really well.'

Crits

- 1) There is that sort of you can actually play with the students as individually or as part of a cohort and you can have a joke with them which can help particularly if a student is feeling unloved or unsure of himself just if you were having a critique ... or you're demonstrating a particular technique to get that student involved, may be ask the question that he knows the answer to so again he answers and thinks he knows that. There are tricks you have to play to bring out the best in a student to support them at times.
- 2) We have had talks now from (xxxxx) re self assessment to get the student to assess, what are my strengths what are my weaknesses, and this particular project have I enjoyed it am I not enjoying it what is wrong. We started doing this with level 5 last year and that's proved quite good because whatever you say or feedback you give them but you never know how much they have taken in but if they've had a part of that if I've identified a problem, I think I am lacking in this then when you give them the feedback as how to improve that they are more likely to take that feedback on board.
- 3) I knew she was nervous of crits, and I wasn't angry or anything and I just probably made one of those things where I think I'm being very witty and everyone is going no, where I said, Oh how can you actually present this work in all seriousness when you've just seen what your colleagues are presenting, you've got to get your act together you've got two weeks. Well she did run from the room in floods of tears, I didn't think she had but she did go into the loo and some of the others came back but

at the same time as her friends came back, they did say (xxxx), we are really glad you said that to her, that was really important to say.

- 4) Yes that would probably be having to do with assessment in crits where it was perceived that some students were given more time during their presentation or the consideration of their work was perceived as a matter of taste - the studio's taste, didn't like it, or they have it in for me, or they don't understand the pathway.

Liking/disliking

1. It's how they take what you're advising them, some do think you are setting down rules, and that this is what you have to do in order to please you.
2. I think that's really difficult, that feeling they have to please you, when you're giving suggestions that that's not what it is, that's not the criteria you are giving at all.

Impact of off-site learning

the great thing about the live project is you have their full attention, you've got them for a day or for a week or two days in a situation where you've got to work together as a team and as student/tutor and get into the project without worrying about tea, lunch breaks, I've got to go off to a meeting, it means that the student and tutor could focus in the job in hand and get a really good experience out of it in as much as there is a goal whether it be a day or week, we have to achieve something and we have to work together to achieve that goal so at the end of the day or week both the tutor and student can look back on the experience and think it was really good I've learnt a lot, I've enjoyed that, sometimes we'd never do it again, we've done it but wouldn't want to do it too often so it can have a positive/negative effect.

Pressures on relations

Favouritism

Yes because comparable experiences could not be given on the other pathways. This is a problem that is unique to the pathway in that you have to give this parity of experience and there isn't the staffing level to do that it's very difficult. ... there wasn't anything saying that you had to do so many things with them or take them so many places, but the students perceived it as that. The tutors didn't necessarily but the students saw one group of students getting more input than another group. So that became a difficulty.

And they elected to be in the studio

They did and we were there and (xxxx) would be coming in and they saw a lot of us and this was perceived as favouritism by the students who weren't there (because they were doing a different project off site).

Presence/accessibility

Another problem with the one to one teaching if it's in the studio, don't know whether anyone else has said this, is you get this sense of a doctor's surgery where you have the students waiting and they will complain about that more and more, I think, because of the parking situation and everything, oh I come into the studio and I'm kept waiting until the person can see me, I'm just sitting here waiting, because they've got used to working at home so they don't work in the studio and they're just waiting.

They have to determine what they want from the course (...) I'm not in the office to be called in at any point.

Environment

May be that is unusual I don't know but it's really important to me that we are not all cramped together but just generally we are in a comfortable place, that is absolutely my first thought when I'm teaching anywhere. It doesn't matter, we might be teaching outside but that everyone can hear, it's really important also because students very generally sit out of my eye range or they are at the back and I do a lot of that, spend a lot of time arranging the group so everyone can be closer.

You mean physically arranging how the group are distributed in a space so you can maintain eye contact?

So that everyone can hear me, we can maintain eye contact and if we're doing something that there is an adequate ability to do what we are going to do so that is important.

The tutor isn't always best!

Peer learning

Anyway I have been able to say what she (an alumna) thought about her various experiences and stuff and she said they were a very close knit group and they were, as well and again they enjoyed their experience and they were close, they worked together and would advise each other and she said it was the Sorrel (Project) that brought them together and they all did it I think that year.

I think the most significant thing was me being able to, because I knew everyone in both groups, I was able to introduce them to each other in a way they wouldn't have been able to do in any other way, even if they meet in the coffee bar they wouldn't talk in the way about their work so I think it broke a lot of boundaries particularly for the BA students, even though they were level 6 they were quite shy of being in this. There's always a perception I think from BA students that MA students are somehow high level, intimidating people, so I definitely sensed that was the case in the first session when the BA students first came in. There was much more anxiety from the BA students than from the MA. The MA on the other hand seemed to relish the opportunity to talk to the BA students.

Barriers to good learning relations from the tutor's perspective:

- time constraints

- workload - admin
- poor physical spaces for tutorials
- different cultural expectations of the learning relationship
- students wanting their practical work to be liked
- students uninterested and not taking responsibility for their own learning