

## Student: tutor relations in studio based learning.

Workshop for Students in Art and Design

Designed to last about 2 hours. Materials are available to support this workshop and are listed at the bottom of the page.

- AIMS:
- To support student's transition into HE studio based learning environments
  - To explore expectations of students and tutors
  - To enable students to work with tutors to develop learning, teaching and assessment in the disciplines

The workshop will use student and tutor quotes from data collected as part of a research project supported by the Art, Design and Media Subject Centre (ADM-HEA). These are used to explore issues, approaches and solutions leading to better understanding to support learning in studio-based learning environments.

The outline suggested below may be adapted according to local situations and available facilitators, possibly through the Student Union or through year 3 student representatives working with new students to support transition to HE. The materials are adaptable and can be used providing the authors and the ADM-HEA are acknowledged as originators.

Students need to be asked to keep their comments anonymous without naming individual tutors in their discussion, as the object of the workshop is to look at general issues to support learning and helping students to understand how to get the best from their courses. Discussion should have respect for tutors and be professional, it is not about destroying people's reputations!

TIMING	ACTIVITY	FACILITATOR
0-10mins	Welcome and introductions.	Share aims of the workshop with participants plus outline of the research project*
10 - 30	<b>What does your tutor expect of you?</b> What are the key points about the relationship you are entering into with tutors in art and design? Is this different to your expectations or previous experience? What do tutors say they expect?	Buzz group ideas – either write on a flip chart as people call these out or give everyone a post-it note to stick on a wall after discussing with their neighbours. Hand out a quotation from a tutor about their expectations to small groups. Summarise what the groups say and what the key points are arising from the tutor quotations given*.
30 - 60	<b>Adult to adult</b> Small group activity based on one of the quotations from the students and the tutors under this heading. Each group reports back on the discussion and the issues raised	Copy and distribute some of the quotations from the students and from the tutors*. Elect one person from each group to report back. Or when available use a video dramatisation of student tutor relations to start discussion.
60-80	Break	
80-110	<b>Friend, family or professional?</b> How do you maintain the right kind of relationship? Does this change in different circumstances? How might you manage these?	Select a range of positive and negative quotations for each group from the headings listed in the student quotations and the tutor quotations Small group activity with key points fed back to the whole group.
110-120 mins	Summary and close workshop	Identify key points about relations in the studio. Discuss actions and sources of help in the university for students who might be finding transition to HE hard.

- Materials to support workshops:

Project description  
 Student and tutor quotations for activities  
 PowerPoint of key slides  
 Video enactments