the strange non-death of the tutor - antidote to auto-tutor (www:ace.autotutor.org)

Richard Meredith
MPhil/PhD Student
University of Greenwich Business School
Session Outline

1. Context
2. Literature
3. Theory
4. Methodology
5. Key findings
6. Contribution to literature
7. Conclusion
Context

• **HE marketisation**, (Higher Education and Research Act 2017)

• NSS concern *"disingenuous and manipulative activities"* (Newman et al., 2008 cited in Curtis and Pettigrew, 2009:97-98).

• Tutor role changing? - from *"transformative"*, to *“have a degree rather than be a learner"* (Molesworth et al., 2009:277)

• **Staff to student ratio cost pressures** - 1:40+ ratio (Foley and Leach, 2017 in QA165 now)
Literature

- **AutoTutor** (Graesser et al, 2017)

- **Activity Theory of Learning** (Gedera and Williams, 2016; Chrissi Nerantzi et al., 2017 in QA175 before lunch)

- **Technology-Enhanced Education** (Anderson, 2013)

- **Relative Effectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems** (vanLEHN, 2011)
Theory (Entwistle, 2009:76)

**Unsophisticated conception**

- Imparting information
- Transmitting structured knowledge
- Directing student activity
- Encouraging understanding
- Supporting conceptual knowledge

**Sophisticated conception**

**Approaches to teaching**

**Expanded awareness of effects of teaching on learning**

**Subject matter**

- Showing enthusiasm for the subject
- Showing how topics related to the whole

**Teaching activity**

- Guiding students’ understanding
- Exploring ideas clearly and cogently
- Strategic alertness to teaching opportunities

**Relationship with students**

- Showing empathy with students
- Understanding how students learn

**Feelings**

**Knowledge**
Research Question

Does Value Added and Student Satisfaction require human-to-human interaction or vary by nature of the tutoring?

[Gap from O’Connor, 2010]
Methodology

• “Quick & Dirty” Qualitative Instrumental Case Study (Creswell and Poth, 2017:95-97)

• 3 tutor groups in Level 6 UG course 2016/17 “Contemporary Issues in Management” – Critical Theory lens of the challenges that face practicing managers in the complex contemporary operating environment
Key Findings
Does Value Added and Student Satisfaction require human-to-human interaction or vary by nature of the tutoring?
Implications for Literature

Supports:
  Sotto, 2007
  Irby, 2012
  Lujan and DiCarlo, 2017
  Schoem et al., 2017

Questions:
  Baker et al., 2010
Conclusions

• **STUDENT:** When teaching becomes learning (Sotto, 2007)
  1. foster an appreciation of rational argument and scholarship,
  2. inculcate a habit of distinguishing between opinion and evidence,
  3. nourish a sceptical rather than cynical cast of mind,
  4. seed an inclination to ask questions where others see nothing, and
  5. encourage a sense of responsibility for the common good.

• **STAFF:** When teaching becomes meaningful (Madden & Bailey, 2017)
  1. underpins the emerging meaningful work research agenda (viz, interlinked processes of recognition, belonging and contribution).
  2. HE Management engage with tutors about “meaningful learning, through meaningful tutoring'
Richard Meredith
MPhil/PhD Student
Human Resources and Organisational Behaviour
University of Greenwich Business School
Tel. ++44 (0)208 331 7728
R.Meredith@greenwich.ac.uk
Visit the Work and Employment Research Unit (WERU) webpages at:
http://www2.gre.ac.uk/about/schools/business/research/centres/w eru

University of Greenwich is a charity and company limited by guarantee, registered in England (reg. no. 986729).
Registered office: Old Royal Naval college, Park Row, Greenwich, London SE10 9LS