

Senior secondary

Tutorial and support guidance

Tutor handbook



Keeping Girls in School scholarship programme
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'Keeping Girls in School' Scholarship Programme

Tutor's Folder MSCE Resources: 2014–15

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Study Calendar – Term 1

Date	School Term Dates	Week No.	SCHOOL EXPERIENCE Year 1			MSCE SUBJECT STUDY		
			Theme	Unit	Mentor Meeting	Unit	Tutorial	
	School term 1	1	Introduction and Orientation		Meeting	MSCE: Introduction and Study Skills		Tutorial
		2						Tutorial
		3		U1: My learning life	Meeting	E1: Introducing English language	Tutorial	
		4				M1: Numeracy and probability	Tutorial	
		5		U2: How the school works	Meeting	S1: Elements and chemical bonding	Tutorial	
		6		T1: Working with others and learning from them		B1: Locomotion	Tutorial	
		7			U3: Observing a classroom	Meeting	E2: Introducing literature in English	Tutorial
		8				M2: Basic Algebra and Logarithms	Tutorial	
		9		U4: Getting to know the learners	Meeting	S2: Forces and motion	Tutorial	
		10				B2: Respiration	Tutorial	
		11		U5: Helping in the classroom	Meeting	E3: Note-making and comprehension	Tutorial	
		12		Review of Theme 1		M3: Algebra 2	Tutorial	
		13				Meeting	S3: Periodic table and reactions	Tutorial
		14				REVIEW	Tutorial	

Study Calendar – Term 2

Date	School Term Dates	Week No.	SCHOOL EXPERIENCE Year 1			MSCE SUBJECT STUDY		
			Theme	Unit	Mentor Meeting	Unit	Tutorial	
	School term 2	1	T2: Children's learning	U1: Child-friendly schools	Meeting	B3: The circulatory system and the digestive system	Tutorial	
		2		U2: Rights of the child			E4: English language and literature	Tutorial
		3			Meeting	M4: Measuring geometric shapes and solids	Tutorial	
		4			S4: Matter and electricity	Tutorial		
		5		Meeting	B4: Excretion and Coordination	Tutorial		
		6			E5: Modern African fiction	Tutorial		
		7		Meeting	M5: Statistics	Tutorial		
		8			S5: Organic chemistry	Tutorial		
		9		Meeting	B5: New generations	Tutorial		
		10			REVIEW	Tutorial		

Study Calendar – Term 3

Date	School Term Dates	Week No.	SCHOOL EXPERIENCE Year 1			MSCE SUBJECT STUDY		
			Theme	Unit	Mentor Meeting	Unit	Tutorial	
	School term 3	1	T3: Classroom activities and learner's subject knowledge	U1: Activities for numeracy and mathematics	Meeting	E6: Shakespeare's Romeo and Juliet	Tutorial	
		2						
		3		Meeting	S6: Electricity and magnetism	Tutorial		
		4			B6: Drugs and disease	Tutorial		
		5		Meeting	U2: Activities for literacy and language			
		6				Revision units	Tutorial	
		7		Meeting	U3: Reflecting on learning and progress			
		8				Revision units	Tutorial	
		9		Meeting	Review of Theme 3			
	10			Revision units		Tutorial		

Guidance for MSCE Tutors for KGIS Scholars

Distance tutoring

Thank you for agreeing to be a Tutor for the KGIS Scholarship programme. This is an important project for Malawi. We really want our Scholars to succeed in passing the MSCE exams we are supporting them in (English, Maths, Physical Sciences, Biology) so they have the best chance of achieving the aim of becoming teachers.

You will be a crucially important figure in the life of our Scholars. You will advise them how to study, how to manage their time and help to support them when the going gets tough!

The KGIS Scholars need to become **independent distance learners**. They have been more used to learning in a classroom under the direct supervision of a teacher. You will need to help them develop the habit of studying on their own at home. You need to help them understand that they have to study by themselves every day during the year that they are studying for MSCE. You need to help them understand the benefits of their studying together regularly during each week with another Scholar. You will need to help them to understand that the tutorials they have with you on a Friday are to support them with their own study of the subject over the following weeks.

Your professional development

We also want to work with you during this KGIS project on your professional development as a distance tutor. Working as a distance tutor means understanding how to make the most of your limited tutorial time with the Scholars, using the time to focus on important topics, checking on the study they have done in your subject since the previous tutorial, addressing any concerns arising out of that study, and setting them up with everything they need to study before you meet them again for their next tutorial in the subject.

Working this way as a distance tutor will, we feel, have benefits for you in your own professional career. You will learn a different way of working. You will gain expertise in working with adults and leading adult learning. You will become more practised in working with students who have struggled with the demands of MSCE.

You will benefit from facilitating **active learning** for the Scholars, for example in tutorials, so that they themselves actively engage in dialogue, discussion and problem solving about their own learning. Developing your own expertise in active learning will have wider benefits for all your teaching.

You will have the benefit of using these Tutor and Scholar materials, which have been developed for the project by expert Malawian educationalists from MANEB, DTED and MIE, working with members of the Teacher Education in Sub-Saharan Africa (TESSA) community and The Open University UK.

You will attend workshops during the time you are working as a Tutor on the KGIS project. These workshops will be of immediate benefit in your work in supporting the Scholars in their study. They will also help to support you more widely with your professional development, through the opportunities they give you to work collaboratively with educationalists and academics from across Malawi.

This tutor guide

These notes are intended to help you understand what may be expected of you as a Tutor. However, you are experts when it comes to the MSCE exams, so your own expertise is extremely important. You will develop the role of Tutor as you get to know your Scholars.

- You will help the Scholars manage their time and plan their study timetable.
- You will advise the Scholars on the best way to get support from their families and friends.
- You will advise the Scholars on study skills, revision skills and exam technique.
- You will help the Scholars understand the subject-specific materials we provide, including the study units and study calendar.
- You will lead a tutorial in your subject for the Scholars on a Friday at a TDC or local school and set them up with work to do before the next tutorial with you.
- You will advise Scholars how to make the best use of available resources and materials. You may also be able to write some exercises for them.
- You will advise the Scholars where to get help with problems they might be having with the content of all their MCSE subjects. (This might involve referring them to books or other resources or other teachers and colleagues.)

1. Helping the Scholars plan a study timetable

They may find this difficult at first and we hope you will be able to support and encourage them if this is the case. Because they will be working in primary schools for four days a week, as well as studying for their MSCE exams, they will have to be very disciplined about their study time. We have suggested to the Scholars that they set aside regular time each week for MSCE study. They will need to allocate a portion of this to each subject they are studying. How much they allocate to each subject and each unit of each subject will depend on how difficult or easy they find the section. They may need your assistance and advice in organising their study timetable, and sticking to it, particularly in the early stages.

We suggest you go through their study units and study calendars with them and plan a self-guided study timetable for the term ahead. This is a revision course which doesn't aim to be the same as their secondary education, so it is important that Scholars take responsibility for their own learning.

2. Helping the Scholars get support from others

We have suggested to the Scholars that they let their family members know when their time for study is so they will leave them as undisturbed as possible during that time. Your role in emphasising this will be important. If the Scholars are to succeed in undertaking serious study as well as domestic responsibilities and their Teaching Assistant work, they will need the cooperation and support of their families during this year. We also encourage students to work together to support each other. We hope they will work in pairs or small groups so they can assist each other in learning. It would be helpful if you could be aware of the partnerships and encourage them as the year progresses.

3. Advising the Scholars on study skills, revision skills and exam technique

Active learning and revision

Successful revision is about looking again at something in a new way. In the Scholars study guide we have emphasised the value of active learning. This will also be an important aspect of their school experience work. We hope you will reinforce this with them. Research has shown that active learning – learning through activity and understanding – is far more effective than passive repetition or copying out information. This applies for adults as much as for children. The active learning approach involves manipulating or doing something with the material in a way that helps Scholars to remember it. We have suggested various ways of doing this in the Scholars study guide. These include:

- Drawing a diagram of what they have to learn.
- Making notes and written summaries in their own words.
- Explaining and summarising aloud to someone else.
- Developing their own personal memory aids.

You may be able to suggest other ways in which the Scholars can engage with the material and relate it to themselves and their lives. They are then far more likely to remember it. However, this approach may be unfamiliar to the Scholars – they may, for example, feel reluctant to read things aloud to themselves, or even to discuss things with you or their fellow Scholars. You may need to explain the principles of active learning to them and encourage them in it.

Exam techniques

In the study guidance for the Scholars we have suggested that they find a past exam paper for each of the subjects they are taking in MSCE and spend time working out exactly what they have to do in each exam. They may be able to leave out some of the harder areas in the exam if they are only worth a very few marks, and they might find this reassuring to know. We suggest that you help them look through the exam papers and become familiar with their format, timing, which questions are compulsory, etc. Once Scholars have a clear picture of what they need to learn, the task ahead may seem less intimidating.

You will also be able to draw on your experience of advising students how to overcome exam nerves and manage their time well during the exam.

4. Helping the Scholars to understand the materials we provide and to use available resources

The Scholars need to study every day to prepare for their MSCE examinations. They need to use all of the study materials we have provided for them. They also need to draw on as much other material as they can. We have designed MSCE study programmes which suggest that the Scholars use material around them to assist learning. The Scholars may well find this daunting; they may be more used to undertaking all their learning in a school classroom or following exercises in a prescribed textbook. As **independent distance learners** they will not have this help. You will play an important role in encouraging them to see the potential

of their wider environment for learning, and getting them to operate as self-motivating learners, away from a formal classroom.

- You may be able to design or write materials which they can use, or make available resources from the Teacher Development Centre (TDC) or from the secondary school where you are based.
- The Scholars may also need you to explain material in the study guides and units we have provided.

5. Giving tutorials on the content of their MSCE subjects

The Scholars will be studying up to four MSCE subjects supported through this KGIS project. You will be tutoring them in one or more of those subjects, and you will be expert in the subject or subjects in which you are tutoring.

However your role as tutor is not to teach them, but to set them up with two weeks of their own learning in your subject(s) when you meet them for a tutorial, and to offer them subject-specific guidance and advice during a tutorial. The Scholars also need help with study skills and how to approach their study. The resources in the TDC may be useful.

Tutorials: the meetings between Scholars and their Tutor

The Scholars meet for tutorials each Friday during term time. They have two 3-hour tutorials each Friday, one Friday with tutorials in Mathematics and Physical Science and the following Friday in Biology and English. You will be expected to be there on the appropriate Friday for your subject and at the agreed time (morning or afternoon). You may be tutoring more than one subject. If you are tutoring, for example, Mathematics and Physical Science, you will be giving two 3-hour tutorials every second Friday; if you are tutoring Mathematics and Biology, you will be giving one 3-hour tutorial every Friday.

The Scholars may expect you to 'teach' or lecture them during your tutorial but this is not the best use of your time. You may want to spend, for example, 10 to 15 minutes during a tutorial explaining some specific topic, but you should never be lecturing for extended periods during the tutorial. You may have to explain to the Scholars that this is not the point of the tutorials. The Scholars may need encouragement to discuss their work, problems and progress in front of others.

A suggested way of working is to:

- allow the Scholars to raise issues or questions
- divide them into small groups and get them to discuss the questions for ten minutes without your help
- then discuss their solutions in the larger group and give them the benefit of your advice.

The purpose of these tutorials will be:

- to allow the Scholars to raise and discuss any problems they are having during their self-guided study in your MSCE subject
- for you to set up the Scholars with specific work in your MSCE subject for them to complete before you meet them again for their next tutorial in the subject.

Hopefully you will be able to help them solve MSCE subject problems, organisational problems and also to explain specific aspects of the unit. In order to assist you in organising these tutorials we are providing you with detailed **tutorial plans for each tutorial**.

When you sign at the end of a Scholar's unit this will be to show you are aware of the Scholar's progress in the study material. The MSCE units include activities as part of the revision and a practice section which is closer to the exam and some of these may contain answers for self-guided study. Although Scholars need to know whether or not they are getting the work right or not, 'giving a mark' to a Scholar's work should not be the primary focus of the meeting. More than a 'grade' a Scholar will need feedback, encouragement and suggestions for how to improve.

If more practice is needed in certain areas, please advise the Scholars in how they can get this practice (e.g. practising answering mock exam questions, borrowing a textbook and working through it, etc.). Please do also make yourself available for text and short phone messages and questions from the Scholars.

Your first tutorial

Here are some suggestions to help you get started.

- **Introductions.** Make sure all the Scholars in the group know each other's names. Encourage them to say a little about themselves and why they are in the project and why they wish to become teachers. When adults are doing self-guided study mostly on their own as **independent distance learners**, this kind of interaction is important.
- **Reassurance.** The Scholars may be nervous. It is important to reassure them that as Tutor you are there to assist them, not to judge them. They need to be able to discuss difficulties and problems with you. So they need to feel they can do that – not that they have to 'put on a brave face' all the time.
- **Pair working.** Ascertain whether the Scholars will be working in pairs or small groups (i.e. when there are two or more of them in one school) and clarify who they will be working with. Emphasise how helpful teamwork can be in self-guided study.
- **Plan a timetable.** Help the Scholars plan their MSCE study timetable. This will have to be worked round their School Experience work. It will also depend on which subjects they are re-taking. We suggest they also produce a written study timetable of their own which they and their family can refer to. Encourage the Scholars to have **a regular time each day and every day of the week for MSCE study** and to let their family members know when this is.
- **Identify the areas which will need the most work.** Help the Scholars to identify which aspect of your MSCE subject they have most difficulty with and therefore which parts they are going to have to spend most effort and time on. Reinforce the idea that only certain aspects of the syllabus can be covered in the tutorial. There may be areas within the subject that they find hard, others that they find easier. At this stage the Scholars will need lots of encouragement and morale boosting.

- Set targets for the next tutorial. **The tutorial plans for each tutorial help you to do this.** The Scholars will need help at this point reading their MSCE study calendar and study guides for each subject and working out what they need to do during the next two weeks. They will want to know what you expect them to have done before the next meeting.

The second and subsequent tutorials

- It is important with the next tutorial, two weeks later, and at each tutorial after that, that you check on the studying that the Scholars have completed since the last tutorial. If there is any written work to be produced the Scholars will need to bring it to you for comment and assessment. Giving the Scholars constructive advice on how to improve is more important than giving the work a 'grade'. You can decide whether you want to spend precious time during the tutorial going through the Scholars' written work with them, or to spend the time on something else and read their work after the meeting and return it to them (with written commentary) at a later date.
- Some of the content of the tutorials will be up to you and the Scholars to arrange. However it is important that you generally follow the **tutorial plans** in order to gain the maximum benefit from the time you spend with the Scholars. Some Scholars might be happy to bring you their difficulties and issues to discuss. Some might prefer you to direct the content of the meetings.
- Following the principles of active learning we suggest you try and make the meetings as interactive as possible. Don't feel you have to do all the talking! Encourage the Scholars to talk to you and to each other. They are more likely to remember things that way!

Revision tutorials

- After the Scholars have completed Term 2, you will have some revision tutorials. At these meetings the Scholars are likely to need help planning their revision. They will need a revision timetable which allows them to spend time on each subject. We suggest you help the Scholars look at the exam papers again to make sure they remember what is required by each. They will want to spend time at each meeting going through the subjects they feel most concerned about.
- At these revision tutorials, make sure they know where and when the exams will take place, the procedure and any formalities in the exam room. They will need to know what to bring with them, and what they cannot take into the exam room. Everyone gets nervous taking exams, but Scholars are likely to be more nervous if they don't know what to expect. Actually writing down answers to practice or dummy exam papers is a good way to revise – far better than simply reading the materials over and over again. You may be able to supply the Scholars with questions similar to those they will get in the exam.
- They may also need advice about using their time in the exam well. We all know of students who spend all their time answering the first few questions and so don't complete the exam. Encourage Scholars to look at how many marks a question is worth and allocate their time accordingly. A question that is only worth two marks is not worth

spending ten minutes on! Likewise, if a Scholar has difficulty with particular question, encourage her to skip the question, and return to it at the end if she has time. You will undoubtedly be able to offer the Scholars additional advice based on your own knowledge and experience of the MSCE. You have lots of previous experience.

Your responsibilities in tutorials

- You are expected to take a **register of attendance** each Friday and pass that information on quickly and efficiently to FAWEMA they will inform you how to communicate this data.
- FAWEMA will inform you which Fridays you are tutoring on and the venue for the tutorial. Your Scholars have a right to expect you to be there on time each Friday you are tutoring. All the tutorials are very important to the progress of the Scholars.
- Please do not change the time or the venue of the tutorial.
- Altogether, during the year you are working with the Scholars, for each subject you will have approximately have a 3-hour tutorial every second week with them. If you tutor a group of Scholars for two of the four subjects (e.g. Physical Science and Mathematics), you will be giving approximately two 3-hour tutorials every second week.
- You need to make sure you have organised with your school to be available on all the Fridays you are giving your tutorials.
- You need to make sure that you return any written work to the Scholars which you agreed to look at or grade.
- At the end of each tutorial, you need to write a **tutorial report** and send it quickly and efficiently to FAWEMA they will inform you how to do this.

Once again, thank you for your work on this important project. We do hope it will be rewarding for you and the Scholars.

Before you begin your Study Skills tutorial with your group of Scholars, read the 'Scholar's Introduction to Study' in the Scholar's MSCE Resources Folder which is at the back of this Tutor Guide.

Focus in your reading of the 'Scholar's Introduction to Study' on all of the guidance there that the Scholars are given on 'study skills'

Now begin your tutorial on study skills!

MSCE Study Skills Tutorial

Aims of the tutorial

By the end of this tutorial, Scholars will:

- have developed their understanding of study skills
- have begun to work together as a study group
- understand what is meant by independent distance learning and how tutorials fit into independent distance learning
- understand the study that they need to complete before their next tutorials.

Introductory activity: Getting to know each other (15 minutes)

Arrange chairs into a circle. Introduce yourself and ask each Scholar to introduce herself briefly. **Take the register of names at this point.** Try and learn their names as quickly as possible. Ask about their previous experiences of studying MSCE subjects and give each Scholar a short time to answer. Some Scholars may be very confident in their abilities in English; others may already be prepared to acknowledge that they need a lot of help. Some Scholars may lack confidence in talking to the whole group so be prepared for some short responses!

Activity 1: Exploring why this project is important (15 minutes)

Ask the Scholars to look at page 1 of the 'Scholar's Introduction to Study' in their MSCE Resources Folder and complete Activity 1 in writing on that page. The activity asks why the project is important for Malawi, for the community and for the Scholar herself. Each Scholar should work by herself quietly on this activity and really try to find her own reasons as to why she has chosen to participate.

You may want to ask Scholars to share their answers with the group, but if your Scholars are a quiet group at this stage, don't feel that you have to have any feedback from the Scholars. Remember that it is not always necessary to feed back to the group at the end of an activity.

Activity 2: Becoming an independent distance learner (15 minutes)

Divide the Scholars into pairs – for this activity it is best for them to pair with another Scholar from their own school where possible. Ask each pair to find a quiet place in the room where they can talk to their partner and not disturb other pairs. Ask them to read pages 2 to 4 of the 'Scholar's Introduction to Study' in their MSCE Resources Folder then discuss with their partner and each work on Activities 2,3and4. The answers will not be exactly the same as her partner's, so each Scholar must explain to the other the reasons for her responses. While they are doing this, go round to each pair and spend a few minutes listening to their discussion.

After 10 minutes, ask a checking question to each pair, that they can explain to the whole group, e.g.:

- What time of day will you study?
- What might be the obstacles to your studying?
- How will you overcome them?

Then ask for a pair to volunteer to explain to the group what they understand by the term independent distance learner. They may say:

- Someone who is responsible for her own learning.
- Someone who does a lot of the study on her own.
- Someone who is self-disciplined and fits in work and study every day.

Activity 3: Planning (15 minutes)

Keep the Scholars in the same pairs. Ask them to do Activity 5. They need to make decisions and discuss how they will organise their study time every day. Each Scholar needs to make her own decisions and then discuss them with her partner. If her partner for example is working in the same school for her School Experience, the two Scholars would want to do some of their studying together at the same time. Each Scholar needs to fill in her own individual timetable.

Activity 4: Guidance on the examinations (30 minutes)

For this activity, the Scholars will benefit from your expertise and from any resources you can bring to the tutorial. Please bring some past MSCE examination papers; it would be helpful if you can bring papers in more than one subject.

Talk to the Scholars for 10 minutes about the MSCE examinations. For some of them, it may be some years since they sat the exams. Some may have forgotten important details. Talk about what happened in the most recent MSCE exams.

Divide the Scholars into groups of four or five. For this activity make sure that they are working with new people and not sitting with the same people as before. For 5 minutes, ask the Scholars to talk in their new group about any experiences they remember of taking MSCE examinations. The story is of someone who forgot to read the instructions. Has anything like that happened to any of the Scholars? Do any of them have a good experience to share? What helped them to do well in an exam?

For 10 minutes, in their groups of four or five, ask the Scholars to complete Activity in the 'Scholar's Introduction to Study' in their MSCE Resources Folder. Ask them in particular to look at the chart on page 8, discuss in their group, and fill in (in pencil perhaps) any details that they think they already know.

For 5 minutes, get the attention of all the groups and give them the correct information about the MSCE examinations.

This is the kind of activity you will need to repeat regularly through the year, in order to remind the Scholars about all the details of the examinations.

Activity 5: Reading (45 minutes)

Keep the Scholars in the same groups of four or five and ask them to work through pages 8 to 12 in the 'Scholar's Introduction to Study' in their MSCE Resources Folder. Ask them in their groups to discuss how each Scholar plans to read actively (see page 9). Ask each group to focus first on the question of whether a Scholar is going to underline the text, make notes on what they read, or ask questions. Make sure that, in each group, every Scholar discusses this with the group.

Then in the group, everyone should do Activity 7, focusing on Grace's story. They should follow this with Activity 8. The group needs to make sure that they have all read through to the end of the section on Reading.

You as Tutor need to go round to each group and ensure that they are working through the whole section on Reading and completing all the activities. You will be able to answer any comments and queries from the group.

Activity 6: Active learning/Estimating and predicting (30 minutes)

Ask the Scholars to go back to and work for the rest of the tutorial in their original pairs. This is especially important for pairs of Scholars who are working in the same school and/or studying together.

Ask each pair to work through the activities on active learning in the 'Scholar's Introduction to Study' in their MSCE Resources Folder. The first focus for the pair is on **active learning** and each Scholar in the pair needs to come up with her own ideas as to what they are going to do to ensure that what she learns is firmly committed to memory. In the pair, understanding what their study partner's strategies for learning are will be extremely helpful. The pair should complete Activity 9 and the drawing activity.

Then the pair should look at the section on **Estimating and predicting**. Ask each pair to carry out some estimating and predicting in the tutorial room. For example, you could ask them to estimate:

- the number of steps it would take to cross the room
- the length of the room/ the height of the walls
- the area of the floor/the volume of the room
- the distance the Scholar has travelled to the tutorial
- the weight of the bag the Scholar is carrying, etc.

Activity 7: Study before the next tutorial (15 minutes)

It is very important that at the end of each tutorial, you as a Tutor give very clear guidance to the Scholars as to what work and how much work you expect them to do before you meet them again for their next tutorial. For a subject-specific tutorial, you will need to go through in detail what work in your subject (Biology, English, Physical Science, Maths) they need to have done. This should include further work from the current unit they are studying or work from the next unit. It can also include study in your MSCE subject from outside the study units which are provided in this project. For example, you might want the Scholars to look at an MSCE exam paper, or try and answer an MSCE exam question.

You may ask them to do written work which you will provide the answers to at the beginning of the next tutorial, or that you will collect in and correct. Please do remember though that any written work they do for you can only be a representative sample of all the work they need to be doing to do well in the MSCE, so it is important to give them written work which will help them generally in the study of your MSCE subject.

As this is a general study skills tutorial, ask each Scholar to talk to the whole group about her study plans in all of their subject between now and the next tutorials. Be positive and encouraging, but do ask the group to consider if they are planning to do enough work!

MSCE Tutorial Plans

Overview

There are tutorial plans here in each of the four MSCE subjects we are supporting in the KGIS project. Each tutorial plan is there to guide you through each 3-hour tutorial on a Friday. They are to help you plan your tutorial time with the Scholars.

As you will see, the tutorial plan breaks down the 3-hour tutorial into activities and each activity is timed. Most activities are 15 to 30 minutes in length. Some activities are for completion during the tutorial. Some activities, particularly those at the beginning and the end of the tutorial are to guide you in checking on the studying that the Scholars have done since their last tutorial with you, and to guide you in setting work for the Scholars to complete between the end of the tutorial and the next time they meet for a tutorial in the subject.

The tutorial plans in each subject (English, Maths, Physical Science, Biology) cover the year's tuition in all of the MSCE study material which is given to the Scholars in this project. The first term's plans are included here. The study materials given to the Scholars have been chosen by Malawian educationalists, including MANEB, because they are considered particularly important or particularly challenging, so it is vital that you spend most of the time in tutorials focusing on the topics which are included in the study materials.

Your role as Tutor in the tutorials

However, your expertise and your years of experience in teaching MSCE is also very important, and there will be occasions when Scholars wish to discuss MSCE topics which are not included in the study materials. So there is also provision in the tutorial plans for you to incorporate other MSCE material, and to use time in the tutorial for advice and guidance to Scholars on other MSCE topics.

The tutorial plans which follow are also to help you to develop your role as an MSCE Tutor. You may not be familiar with distance tutoring; it is different from secondary school teaching. The tutorial plans are there to guide you through the three hours of a tutorial, making sure that you maximise the limited amount of time you have to spend with the Scholars. The plans also help to ensure that the Scholars understand their responsibilities as **independent distance learners**, and that they leave each tutorial with two weeks of study tasks to complete in your subject before you meet them again for the next tutorial. As **independent distance learners**, the Scholars need to understand that they should be studying for their MSCE exams every day of every week and you can help them to develop that understanding.

Group and pair work

For many activities in a tutorial, we suggest that you divide the Scholars into smaller groups or have them work in a pair with another Scholar. In every tutorial we would like you to think about the advantages and ways to proceed when you break down your large group into smaller units. Remember that there will be variations in age, experience, motivation and

abilities within any group. For this reason alone working in smaller units gives the opportunity for more holistic and varied contributions from all group members towards their learning experience. When this happens, the sum total of the learning can be significantly greater than when working throughout the entire tutorial session as a large group. Small group work will help the Scholars develop their:

- intellectual competencies (e.g. analysing; problem solving)
- communication skills (e.g. listening; explaining; responding)
- personal growth (e.g. self-confidence; working with others).

Aside from the support which Scholars can get from working with fellow Scholars, learning can be more efficient and more effective when students are in settings where they can personally contribute. It will help the Scholars if, rather than simply reproducing knowledge, they can learn to synthesise, apply and develop their perspectives, and this is most likely to evolve in conditions common to small group work, where:

- students are engaged with activities that are **active** rather than **passive**
- students interact with others
- students are intrinsically motivated.

Using group and pair work in your tutorial will also help the Scholars to get to know others in the study group, and help them to form pairs or groups to study together outside tutorials.

We suggest that you start by looking back to all the work you have done in the study skills tutorial and use that experience to:

- familiarise yourself with the format of the tutorial
- practise setting up group and pair work and encouraging the Scholars to take responsibility for their own learning.



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