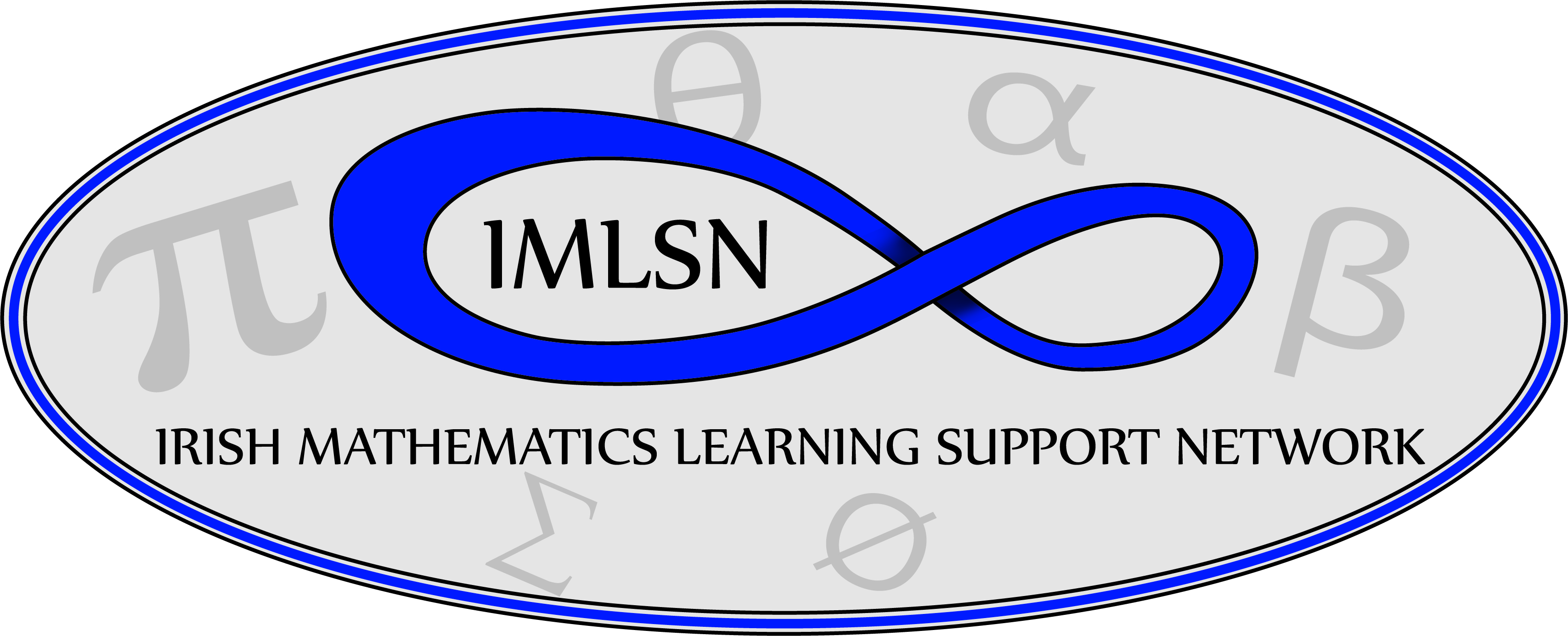
**Workshop 1: Introduction to working in Mathematics Learning Support (MLS)**



**Aim of session:** Clearly outline the typical mathematical ability of students who require MLS and how to interact effectively with them

**Learning Outcomes for session.** *At the end of this workshop the tutor will be able to*:

1. Tutors will recognise that many university students enter third level education with relatively poor levels of mathematical ability.
2. Tutors will note the mathematical topics where there are clear gaps in student understanding such as integration, vectors, BIDMAS, etc.
3. Tutors will develop ways of dealing with scenarios which are commonly encountered during MLS sessions e.g. how to welcome a student to the centre, behaviours they should avoid, habits they should adopt while working in their MLS centre.

**Facilitator instructions for session.**

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| **Title** | **Description** | **Resources** | **Time** |
| Why is MLS important? | Discuss the mathematical background of the students entering 3rd level e.g. leaving cert honours/pass; failure/success in diagnostic tests.  Use the diagnostic test results to tell tutors where students typically have difficulties with basic mathematics. | PPT | **20 minutes** |
| Initial contact with a student in a Maths Learning Support | Discuss how to welcome a student to the centre, making them feel at ease and alleviating any anxieties they may have. | PPT | **10 minutes** |
| Improving tutor’s teaching skills | Outline methods for improving the tutor’s ability through Teaching for Understanding. Emphasise the need to explain to students why they adopt particular approaches and algorithms in certain mathematics problems rather than promoting rote learning alone. | PPT | **10 minutes** |
| Dos and Don’ts when working in a maths support centre. | Challenge the tutors, in groups of 3, to brainstorm “Dos and Don’ts” when working in a maths support centre i.e. the attitudes, habits, actions which they should or shouldn’t adopt. Suggest that they draw on any experience they have as both a tutor and as a student.  Note the suggestions from the groups then ask them to read through section 5 of “Tutoring in a mathematics support centre – a guide for postgraduate students”. Ask if there were any further tips they picked up from the reading that were of particular value to them. | Section 5 of “Tutoring in a mathematics support centre- a guide for postgraduate students” | **20**  **minutes** |

**Resources list for session:**

PPT: “Tutor Training Session 1”

[Tutoring in a Mathematics Support Centre - Mathcentre](http://www.google.co.uk/url?sa=t&rct=j&q=tutoring%20in%20the%20maths%20support%20training&source=web&cd=1&ved=0CC8QFjAA&url=http%3A%2F%2Fwww.mathcentre.ac.uk%2Fresources%2Fuploaded%2F46836-tutoring-in-msc-web.pdf&ei=bsfWUe2GEsLR7AbGuYH4DQ&usg=AFQjCNF6JfgvpojHgwifPCg7hUuUS3jFyQ&bvm=bv.48705608,d.ZGU)www.mathcentre.ac.uk/resources/.../46836-tutoring-in-msc-web.pdf