**Interests and Challenges in the provision of maths support (Friday 12.00-13.00)**

**Experienced tutors**

How to inter-connect campuses. Share ideas of creating and sharing resources.

More students come at exam periods.

Need for online support during covid.

Overcoming student unwillingness/fear to attend maths support.

**Managers**

Challenge is to get students to come for support, not just before exam for “force feeding”. (Can help by offering coffee…. Make it more social…. We are human! … )

Sustainability: (*make sure you define what “sustainability” is…. What are the success criteria for “achieving sustainability”?)*

Arrange room to make it relaxed. Control the environment to make it attractive and worthwhile for students to attend.

MaTRIC purchased squeeze balls 😊 to melt the ice.

How to get support from management for your work. (We will discuss this on Sunday).

**Non-experienced tutors**

How to find time to offer maths support? Start small, only offer specific sessions/periods/groups for maths support (eg over a couple of weeks during exam period for Algebra 101 only).

Then always collect evidence (eg case study) that what you have done (on a small scale) has been effective, in order to argue for more time/resources later.

Approach management with a concrete proposal for a small scale project, don’t expect management to know what is important for you. Then ensure you evaluate it and tell management how beneficial it was.

You can also persuade managers of the importance of maths support by getting “evidence” of success from other universities in your network.

Remember that “maths education” is an interested department (if you have one), it is not just the maths/engineering faculty that has an interest in maths support and the scholarship of maths support.