

S: *Group three, I've worked with a couple of them, I mean I've worked a lot with that group, or with the members of the group. They are quite strong, they know their work and they keep you busy. If you are with them they lead from one question to another.*

Group one, they've got quite strong students in there, it's just that they ... sometimes they become too dependent. Instead of working things out for themselves they will wait for you to come. And you will see if you watch the video, if you leave them for quite a while they will start working it out by themselves. So sometimes they do wait but they don't have to; in time you see if they wait too long they start to do that by themselves.

S: *Group five ... when you work with them they tell you they understand and you get an indication of ok, they know what to do. And what I try to do is I always go through it again, just to make sure and when you leave and you come back you find that they haven't always moved on from where they were, although they said that they understood it, it seems as if they did understand.*

S: *We found that that is one of the big problems in the exams, and I believe if you don't understand the question what you are trying to answer. There is no point in trying to answer something if you don't understand the question. Where you find that most often they get stuck is the information is already given, and now they are trying to find stuff that is already given, because they haven't read properly.*

S: *Yes, and that wastes a lot of time, because they are all confused because they don't know what to do, where it is already given, just that they haven't read it.*

R: *Your overall management of the class. There is this cooperation aspect which means that the students need to work together as a group. Do you think that you manage that well?*

S: *For me it is difficult sometimes, it is difficult sometimes. There is this tendency that one person writes, one person answers and the other person just checks. That's how the group usually works. So what we try to do is to get everybody involved, that's why I ask questions, then I usually ask somebody. And if they don't know than their friend, or someone, is always there that can help.*



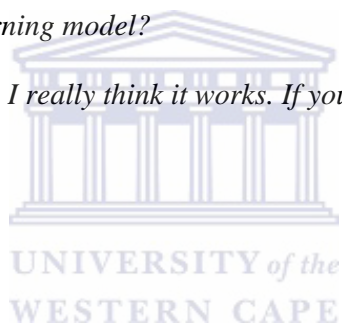
Appendix J: Tutors' view on the Schönian model

S: It works, I really think it works. The problem is that we're not dealing with students from the same background.

S: Ya, so you get students that come here that have quite a good background ... educational background. I mean you can see the difference between students so the model works. I do think it works but it's just the way you apply it. You can't take the model and just apply it directly and then it wouldn't work, but there are a lot of good things you can take out of it.

S: Isn't it a co-operative learning model?

S: When it comes to tutorials, I really think it works. If you apply it properly, it works.



Appendix K: Tutors' view on group work

S: *Don't allow students to dictate what happens in the group, don't let one student dominate, don't let people feel they're out, you can control by getting involved then it will work.*

S: *Uh, sometimes you allow one student to do, but I mean you only allow that after you know the ability of the student, you have an idea what the student is able to do, you can allow a student to do that, well basically in a group you need three or four so if one student is working by himself or herself you still have two of the other people to make up the group, but we do try to get everybody in the group involved.*

S: *There seems to be some ... there is progress ... again in my case I try to approach a group, sometimes you stop and you move on, you ask everybody, when you done to explain that back to you and I tried to get that right.*

R: *I saw that group five didn't work together at all.*

S: *There is time that you ... as I said my back was turned so I don't know what's happening and when you turn around they all seem to be working, and when you get there they all try and help each other out, but when you turn around again they've gone back to the same thing. That's why it's nice to have two people working with the group. But we can't afford to do that, we don't have enough people.*

S: *I should try very hard to get students; I mean I spend lots of time. I spend a whole afternoon helping them but the second year you decide, the students aren't interested, why should I? ... and I'd rather spend more attention to some, although they are strong, but they are willing to work and you'd rather give them your time, then to*

somebody that comes there just for answers. After a while you realize that it's not worth the effort.

S: For me personally I try not to, I never give answers. Copying ... I never write, I'm too lazy to do that stuff, uhm, there are times when you have to give them the answer, I mean there is no way ... I mean you think what more can I do. To them you think, do I give them the answer or do you lead them to that point and ask them to figure it out by themselves. But most of them copy, sometimes you get to a point where you have to give them the answer, because you are running out of time now or you're close to exams and you want to do other work, so you kind of give them the answer.

S: In the tutorials you try, OK, you go through the problem and I'll come back to you or you give them that key to help and see how far they can get. There are those students who are not very comfortable to do the work or they haven't been to lectures. Those are the one's who want you to lecture to them. You tell them you can't do that now. At some point I feel I have to give you an answer now, as you're not going to get anything done.

S: Yes, I do believe that the model works. There is not always time, that's where the problem comes in. For one you don't have enough time to be as precise as the model spoke. You kind of pull on whatever you can get at that time. I made a mistake in the last tutorial, that's why I had to come back to explain something to them. It's usually when you do something with them and when you go over to another group and then it strikes you that you didn't do this properly then you need to go back and that means that you spend another five minutes there, putting things right and sometimes that happens.

Appendix L: Tutors' ability to reflect in action

- S: You find that sometimes you've explained something but when you interact with another group something else creeps up and then you realize 'no wait, wait, I was wrong or I could have been wrong in the way I put something across' or sometimes you find that with one group you suddenly found a simpler way to explain that. So I try and go back and then sometimes its tedious and it gets a bit long and half-way through they lost interest so you need this new dynamic approach and they, kind off, understand easier.*
- S: I think it's from the experience of the years. Personally, if I find I make a mistake I try and go back. What we used to do, we used to mark the stuff ourselves so if I did make a mistake then you I don't penalises the students, because it was my mistake. If I told them something and I would mark that and then I always go back and correct that.*
- S: It will be nice, but as I say time would be the problem. We probably don't have somebody to do it with us. We can't expect. We can't expect Dr X is the only one that works with us and he is in charge and doesn't have the time for it. Our meetings don't have the time for something like that. Apart from us volunteering to do something it won't happen at this stage. So there isn't time for that.*
- S: Individually we could find time but as a group it wouldn't be possible.*
- S: Yes, I understood more working with them then when I did. I learned more of the stuff now. There is no understanding.*