ARE YOU INVOLVED IN TUTORING AND MENTORING IN YOUR HE INSTITUTION? ARE YOU INTERESTED IN WRITING ABOUT IT?

As a strategy to strengthen student learning in higher education, especially amongst "students at risk", we are inviting academics and academic development colleagues to reflect critically on issues relevant to the effectiveness of their tutoring or mentoring practices and to share their findings through writing and publication. This is a call for abstracts which you may want to submit to the 2016 ICED/HELTASA conference (to be held 23 - 25 Nov 2016 at V&A Waterfront, Cape Town), or to other conferences or journals concerned with the Scholarship of Learning and Teaching (SoTL). Through this process, we hope to build and share understanding of effective tutoring and mentoring practices. Derived from this, a Good Practice Guide will eventually be developed, to be shared through HELTASA and across higher education institutions; participants' input will be fully acknowledged.

This is therefore a call to those involved in researching their tutoring and mentoring practices, or who would like to do so, to develop and submit an abstract to our project's selection committee. The benefits to you and your institution will be: a contribution to building good pedagogical practice in HE; publication in peer reviewed journals; access to expert writing support in crafting and publishing an article. Collaboration across institutions and between experienced and less experienced researchers / writers is encouraged.

The project is supported by a DHET Teaching Development Grant (TDG), and co-ordinated by Fundani Centre for Higher Education at Cape Peninsula University of Technology (CPUT); CPUT will be steering the project and co-ordinating research development and writing support, in preparing and publishing papers.

In addition, the project is closely allied to the HELTASA Special Interest Group (SIG) in Tutoring and Mentoring; we plan to disseminate resources and literature and hold a number of e-discussion groups on tutoring over the coming year. One way to contribute is, in the course of the next few months, to lodge a short case study of your tutoring or mentoring practices on the site at *http://heltasa.org.za/tutoring-and-mentoring/*

If you would like to be part of this, please send your email and a request to Lucy Alexander (alexan054@gmail.com).

Project aim and objectives

To contribute to strengthening tutoring and mentoring in South African higher education institutions.
This is to be achieved by:
1. Gathering evaluative research on current practices and innovation in tutoring and mentoring, towards compiling a Good Practice Guide for dissemination amongst SA higher education institutions;
2. Building and supporting SoTL research and publication capacity;
3. Interacting with practitioners to develop and share material and resources on tutoring and mentoring via the HELTASA Tutoring and Mentoring SIG website, e.g. short case studies on your tutoring or mentoring practices, literature on the topic, participation in critical discussions via an online platform.

SoTL - Scholarship of teaching and learning

ICED - International Consortium of Educational Development

HELTASA - Higher Education Learning and Teaching Association of SA
SIG – Special Interest Group: Tutoring and Mentoring

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- Academic Co-ordinator - Lucy Alexander (alexan054@gmail.com)

What support is offered to those who wish to write for publication?

Successful applicants are offered the opportunity to attend a writing workshop/retreat, with follow-up support and critical review from expert writing and editing coaches. Through this process, you are invited to engage in crafting a paper on your selected tutoring or mentoring topic, and with support to submit it to a peer reviewed journal. Applications are welcomed from those who would like guidance in developing a study design, or writing a paper, as well as well as those who are confident

researchers, but who are simply looking for a "critical reader" or copy-editor. For those who are starting out, we would like to encourage you to consider an approach called Design-based Research (DBR); a workshop will be held on the method. DBR seems to be a sensible methodological choice for reflecting on one's own practice, but also for building on existing evidence and applying a theoretical frame to your study. Funding for research assistants, transcription, conference attendance and publication fees is not being offered.

Submission dates

We encourage both those who have already collected data and are working on a tutoring or mentoring topic, *or* those who wish to start a study, to send:
- an expression of interest with a possible title by 30 November 2015;
- abstracts by 6 January 2016 accompanied by a short statement on your involvement in tutoring and mentoring, and your support needs.

Your expression of interest should address:
- *Role, length of involvement and nature of involvement in tutoring and mentoring; discipline, field, or module in which tutoring takes place; topic for research / research question.*

- *The type of support you would value, and in what ways you require support: writing an abstract; developing your research methodology; writing time in a supported writing retreat; one to one support from a critical reader/editor; guidance on publication; any other needs relevant to this process.*

Abstracts will be evaluated by a committee on the basis of their fulfilling the project goals, including collaboration between universities and between experienced and less experienced researchers.

Expressions of interest and abstracts should be sent to Lucy Alexander at alexan054@gmail.com; enquiries can be made through the same address or by calling 083 564 4519/021 781 0065 between 08h00-17h00 weekdays.

If you are interested in submitting your abstract to the ICED conference, it should:
- be related to the conference theme/sub-themes;
- demonstrate an understanding of the issues and existing scholarship in the field;
- explain the theories and/or conceptual frameworks used, and why;
- explain the research design and/or methodological approach;
- contribute to understanding or practice in educational development;
- offer critical/reflective evaluation of your work.

Potential Journals that participants may consider for publication
- Active Learning in Higher Educational
- Critical Studies In Teaching and Learning (CriSTaL) [South Africa. http://cristal.epubs.ac.za]
- Higher Education
- Higher Education Research and Development (HERD) [Australia]
- Innovations in Education and Teaching International (IETI) [UK]
- International Journal for Academic Development
- Research and Development in Higher Education
- South African Journal of Higher Education [www.sajhe.org.za/]
- Studies in Higher Education

Questions that could be considered as part of your research

What roles do tutorials play in academic programmes, and how are they curriculated in different contexts? For example, are they an adjunct to lectures, a space for supporting difficulties, or practical application; are they opportunities for professional simulation or sites for discourse development? Do they provide needs-based support or are they pre-curriculated? Do they demonstrate distinct forms of pedagogy which require curriculation? How are tutors learning to run tutorials? Is tutoring a generic skill or are best practices field specific? E-tutorials: how are they working? What principles of workable practice can we derive for tutoring and mentoring for future developments in the field? In which disciplines or fields does mentoring take place, what roles do they play? What practices do they engage? How do academics distinguish mentoring and tutoring?

ICED-related themes
You may want to take a look at the conference subthemes at http://iced-2016.co.za/conference-sub-themes.htm which could be interpreted as follows:
* How is tutoring conceptualised and implemented in HE with regard to ethics, care and/or quality enhancement.
* Professionalizing our tutoring practices, and training tutors: how are ethics, care and/or quality enhancement incorporated?
* E-tutoring: how are the affordances of computer-assisted learning being incorporated into HE tutorials and how does care and quality enhancement play out in these contexts?
* How is tutoring and mentoring valued in the context of the curriculum: how is this evident in the funding or reward systems for teaching excellence.
* Mentoring students for particular course outcomes: a special relationship of professional care.

We look forward to your responses!