

## A Framework for Discussing the Location of the Maths Drop-in Workshop

<b>Location</b>	<b>Advantages</b>	<b>Disadvantages</b>
<b>Central Support</b>	<p>It provides first hand information for staff development programmes</p> <p>Staff are more likely to emphasise problem-solving techniques</p> <p>It clearly serves all faculties – non mathematics specialists may feel safer</p> <p>It is more likely to buy in effective open learning materials which maths school staff might ‘naively’ want to do themselves</p> <p>Maths support can be linked to other forms of support</p>	<p>Staff development is external to the maths school</p> <p>Staff trained in maths are often part-time</p> <p>A strong remedial image quickly develops</p> <p>This open learning material never gets effectively used by maths lecturers and can be seen as ‘competition’</p> <p>Less likely to have maths CAL programs available which may not be supported if they were</p>
<b>Maths School</b>	<p>Staffing is potentially easier and does not have to involve so many part-timers</p> <p>Students’ module lecturers become available for student-centred help, thereby releasing time otherwise used for individual explanations before and after lectures</p> <p>The marketing of workshop services is made easier since lecturers can simply advise students where to go for help</p> <p>The workshop is a location for research on new worksheets as well as a place to try out new teaching methods</p> <p>Worksheets used by maths lecturers become available</p> <p>Discovery learning using DERIVE etc. can be built into all regular modules to vary the teaching</p> <p>Students get help with the particular methods they need to know to do well in their assignments</p>	<p>Staff less easy to train in effective tutorial techniques; some staff fear questions out of their field</p> <p>Students may want from the workshop a different explanation to the one they currently cannot understand</p> <p>Workshop seen by staff as a remedial activity and follow-up work not undertaken</p> <p>Current staff may be weak in mathematics education research</p> <p>Internally generated worksheets may be of poor quality</p> <p>The maths school maybe less likely to have resources to support CAL than a central service</p> <p>Stronger students may be denied exposure to a variety of approaches</p>