

8. APPENDICES

Below are the appendices that you can print out and use as a work accessory, worksheet, handout or as a basis for conversation. We wish you successful tutoring!

Appendix 1: EXPECTATIONS OF TUTORS AND STUDENTS

Appendix to first section: Tutoring at the University of Ljubljana, author: Sabina Mikuletič Zalaznik.

What the tutor can expect from the student:

- the student should be respectful, sincere and trusting towards the tutor and should strive for a good relationship;
- they should provide contact details through which they can be reached;
- they should attend meetings regularly, and in cases of absence they should excuse themselves in advance;
- they should contact the tutor in the way that was agreed, and should abide by the agreed times;
- they should provide information that is important for conducting the tutorial hours (regarding studies, problems related to studies and so forth);
- they should be familiar with the role of the tutor and the tutor's tasks in the tutor-student relationship.

What the student can expect from the tutor:

- the tutor should be respectful, sincere and trusting and should strive for a good professional relationship;
- they should inform the student when and in what manner they can be reached (email address, telephone number, scheduled tutorial hours);
- they should be available at the agreed times;
- they should respond to emails promptly;
- they should arrive at meetings punctually and properly prepared;
- they should help, advise, support and guide the student, and should not carry out assignments in their place;

- the information entrusted to them by the student should be treated with care and in confidence;
- they should guide the student in seeking information and not seek information instead of the student;
- they should give clear instructions regarding expectations and further work;
- they should not impose their own convictions;
- the tutor also has study obligations.

What the tutor does not do:

- they do not seek information instead of the student, but simply guide the student;
- they do not offer tips about cheating in exams;
- they do not comment on or discuss teaching staff, the assessment policy, teaching methods and study requirements;
- they do not write seminar assignments, reports, notes etc. instead of the student;
- they do not provide the student with lecture notes.

Appendix 2: NOTES FROM MEETING WITH STUDENT

Appendix to second section: Establishing a relationship with the student and preparation for meeting, author: Dr Boštjan Bajec.

Student:

Date of meeting:

Topic of meeting:

Summary of discussed topics:

Review of achievement of goals agreed in previous meeting:

Agreed goals:

Date of next meeting:

Appendix 3: MY PERSONAL SWOT ANALYSIS OF STUDY MOTIVATION

Appendix to third section: Motivation of students to achieve set goals, author: Katja Bizjak.

STRENGTHS

(my personal strengths, making it 'easier' for me to study):

What do you do very well?

What are your key strengths? What do others see as your strengths?

What are you proud of in yourself?

What resources can you rely on?

WEAKNESSES

(my personal 'weaknesses', making it 'harder' for me to study):

Where could you make improvements?

Where do others see your weaknesses?

Where do you have fewer resources than others?

In what situations do you not feel good?

OPPORTUNITIES

(opportunities for me that I see in the external environment):

How can your strengths become opportunities?

What trends can you rely on?

What are the current possibilities for you?

THREATS

(threats for me that I see in the external environment):

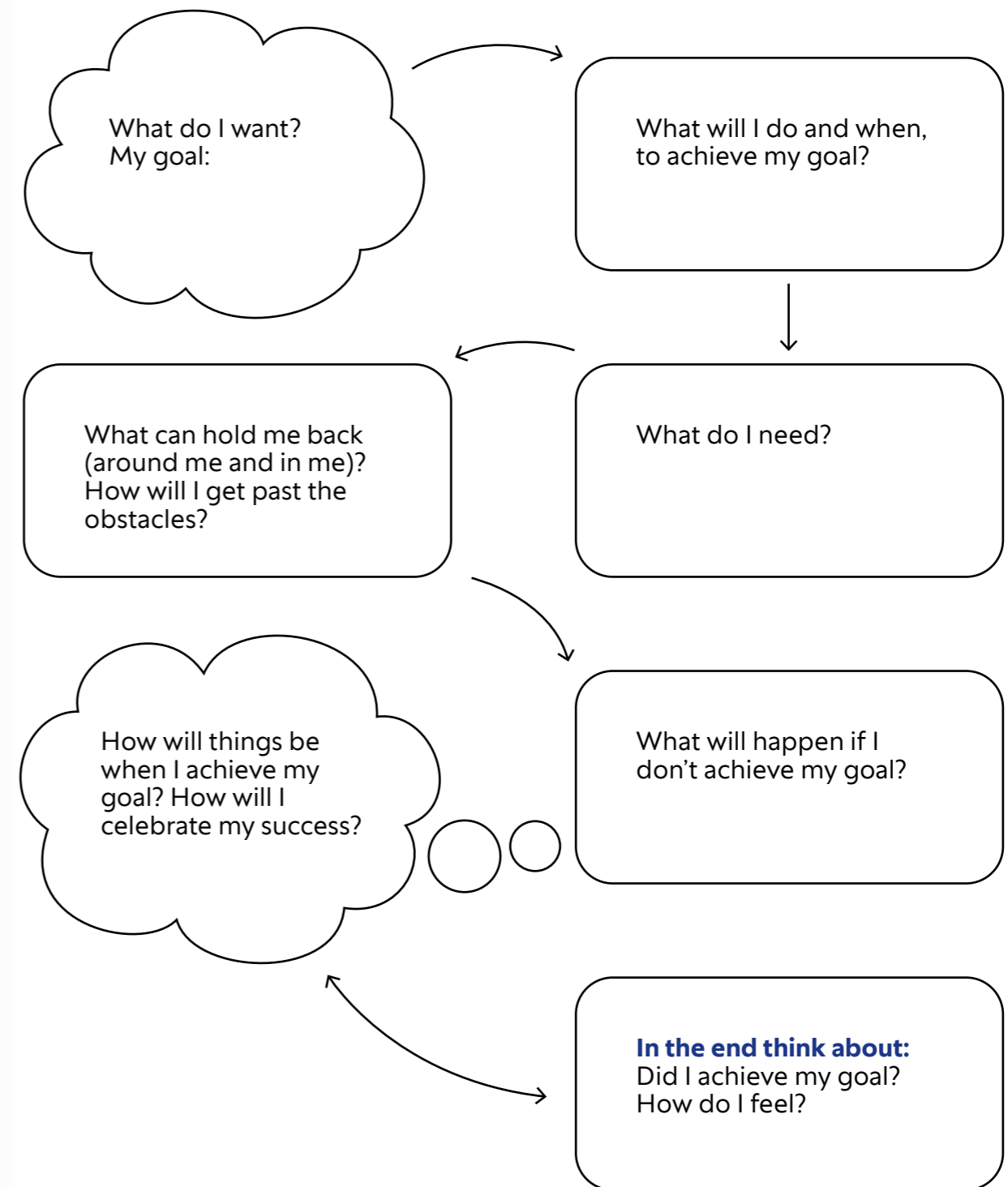
What threats can prey on you?

What/who in your surroundings could oppose your goals?

What threats represent for you your weaknesses?

Appendix 4: MY GOAL

Appendix to third section: Motivation of students to achieve set goals, author: Katja Bizjak.



Appendix 5: ASSESS YOUR GOAL USING THE SMART METHOD

Appendix to third section: Motivation of students to achieve set goals, author: Katja Bizjak.

Using the exercise in front of you, try to set your goal or through questions guide the student to define their goal.

1. Specific: With goals it is very important to be as specific as possible. E.g. *'I want to lose a kilo'* is much more specific than just *'I want to lose weight'*.

My goal: _____

2. Measurable: If things cannot be measured, you cannot control them, including your progress. Each goal must be measurable and in the above example you can see why this is important (*use of scales*).

My goal: _____

3. Attainable: The set goal must be attainable, while at the same time you need to have the feeling that you can actually do it and that you are able to commit to fulfilling your plan.

My goal: _____

4. Realistic, important, rewarding: Attainability implies a realistically set goal, which in turn hinges principally on the time frame for the goal. So each goal must be attainable, and also set in realistic time frames.

My goal: _____

5. Defined timetable: The final piece of advice as part of this formula for setting goals is that for each goal you must determine the time limit or deadline by which you will reach the goal.

My goal: _____

Appendix 10: TEMPLATE FOR LECTURE NOTES OR PRINTING OUT STUDY MATERIAL

Appendix to sixth section: Approaches for effective learning,
author: Dr Sonja Pečjak.

Title:

Study material

Key words

Summary

Appendix 11: MANAGING STRESS IN SIX STEPS

Appendix to seventh section: At the onset of a lengthy period of stress, failure or anxiety, author: Dr Brigita Novak Šarotar, dr. med., psychiatric specialist.

Anticipate and plan!

Try to foresee which stresses might await you, and prepare yourself for them. Each morning or at the beginning of a new week, think about what awaits you, and make a plan of how you will face the stressors.

Limit the effect of the stressors!

Minor stressors such as the morning rush hour on the roads, an important work meeting, quarrel with a partner and so forth can spread into all areas of your life (e.g. when you 'bring home' a bad day at work and then make a bad day for everyone around you). Put stressors in their place: a problem at work should not wreck your relationships at home, and vice versa. When you find that you have a powerful stressor in one area of your life, try concerted to maintain or strengthen the other areas of your life!

React calmly!

If you respond immediately to a stressful situation with action or emotionality, you become a victim of the stressful situation. This triggers a stress reaction, which in the long term weakens your immune system. But if you react calmly, you can maintain your inner balance and in that way gain time to decide consciously how to deal with problems.

Establish control over your body!

It is important to halt the stress reaction as soon as possible: ease your breathing and relax your muscle tension.

Slow down and find your inner strength!

Stressful situations usually drive you blindly towards actions to remove the stress or avoid it. Instead of this, calm yourself mentally and physically using relaxation techniques. When you become attentive to your breathing and a sense of relaxation in your muscles, your attention will automatically be turned inwards. This is the source of your strength.

Think optimistically!

When you are stressed, you often lose sight of what is possible and what is important. In your momentarily negative situation try to find good sides and opportunities. Do not forget your goals.