



Remote Support

Why:

- Student lives out of Leicester and wants support at home from us
- Student requires support urgently
- Poor weather
- Student cannot get to campus
- Student has a medical condition or disability that makes it difficult to attend sessions
- Student prefers support in this way
- Student prefers support outside of University/College hours e.g. evening and weekends



How:

Skype:

- computer/tablet ↔ computer/tablet (with microphone and/or web cam)
- Free
- Visual
- Audio
- You require a Skype account

Google docs:

- Collaborate
- Interactive
- Share documents
- Can use in conjunction with Skype on a computer

Email:

- Share documents
- Not instant
- Need to ensure you have correct details

Telephone:

- Instant
- Could potentially be costly

Skype and Google docs can be downloaded onto a PC or Laptop via their websites or via your app store on a tablet or a smart phone. We would always recommend using a laptop or PC due to the screen size and functionality.



Tips for supporting students remotely

Preparation is key!

Ensure the Student has received and agreed to the Remote Support Agreement

- Try and agree what you are going to do before the session
- You need to ensure you have resources electronically or websites saved as favourites so you can access the information you require to support the student quickly
- Ensure the student is given the guidance information on setting up the software if required and is confident using the technology before starting a session.
- Ensure you are somewhere that has a reliable internet connection.
- Make sure you won't be disturbed.
- If you are using colours make sure you have a key so the student is clear of what each colour relates to.
- Boundaries need to be high you should not make amendments to work or proof read a student's work. Guidance and providing strategies is your role.

Strategies for supporting remotely

Proofreading strategies

- **C**/Capitals **O**/Omissions **R**/Repetition **P**/Punctuation **S**/Spelling **E**/English
- Working from the end of the document to the beginning using a colour first looking for missing capitals, then carrying out the same task for omissions etc.

Time management

- **Break** **Lesson** **Revision** **Sleep**

Academic Writing

- **Highlight a section that they have written**, that doesn't make sense or is not clear, you read it aloud to them, ask them to clarify if that is what they mean. Let them try to re write it underneath the highlighted version and work on amendments together.
- Use the Thesaurus in the review tab or the web while you work, you can both copy and paste links into the document.



Making reading manageable

- Giving guidance on scanning to look for important information. Ask the student to highlight these points.
- Ask the student to highlight difficult words, use the Thesaurus in the review tab or the web.

Research Methods

- Tips and hints in terms of picking out search terms from an essay question or an assignment brief. To allow the student to search more effectively.
- The student should have been given guidance on where to find resources and may need to go to the University/College library to access academic databases to find relevant journals. Once the student has these electronically you may want to support them in techniques for scanning and then skimming.

Planning

- Use of mind maps and spider diagrams – you may want to give examples, let the student pick the pictures they need to be relevant to them.

Presentation Skills

- They can practice to you and you can help them with the time planning by timing them and looking at key points. Even with group work they can practice their part to you via Skype.

Confidence and motivation

- Always be positive if it has been a rush or you have had problems with technology. Naturally you may want to have a moan to the student please don't. You want to start on positive note
- Always start by telling the student how they are and how their course is going, praise achievements and thank the student for being on time for the sessions (thank them for being prepared if they are)
- Discussion and collaboration remotely will naturally help your student. It is important that you remember to praise your student. Asking for clarity or discussing errors can be quite difficult for a student, make sure you praise the work that they have done verbally and also in written correspondence. As this may not be picked up in the way it would in a face to face meeting and may put a student off receiving support.



- Also ask for feedback on grades and presentations, congratulate them, and pick up on their key strengths and again ensure you verbalise praise.

Referencing and Bibliography

- Ask the student to highlight quotes for referencing and to produce a bibliography.
- Give an example and then ask the student to have a go
- Ensure you have an electronic copy of your Harvard referencing guidance
- Always ensure you have asked the student how they have been asked to reference as it may differ from course to course.
- Make sure you can have sight of the guidance they have been given