

# MY STYLE, YOUR STYLE

Compiled by Assoc Prof Dr Santhi Raghavan

## SPOONFEEDING IS OUT

We should understand that we conduct tutorials, not lectures. Tutorials are meant for learners to discuss problems that they face. Usually, I will tell my students what topics to cover before a tutorial and give them questions to discuss. I do not want to spoonfeed students like in a conventional university. I advise my students to do their assignments as though they are doing their thesis. They need to follow the stipulated format and cite references using the APA system. I will tell students during the first tutorial about my style of teaching so that they will get used to it.

*Abdul Hamid Tan  
IP Teknik, Kuala Lumpur*

## RELATING TO THE REAL WORLD

I conduct my tutorials by relating and linking them to what happens in the real world. Often, I put forward situations and ask students how to handle them. Once, we were discussing about students sleeping in class. A learner, who was a discipline teacher in his school, told me that he would allow his students to sleep if they had finished their work. I asked the learners how they would feel if that was done to their own children. There was pin-drop silence. I said if there were interesting activities, nobody would ever sleep. I believe in sharing views, ideas and creating awareness. Ultimately, more learning will take place.

*Anna Mary Perumal  
Sibu*

## MAKING TUTORIALS MEANINGFUL

To motivate adult learners, a tutor must make tutorials meaningful and relevant for them. Before I start a tutorial, I usually try to get an idea of the students' profile, especially about their jobs. Then, I will try to convince them that the course will be useful for them. I try to build my credibility and their confidence in me by delivering the tutorial effectively. Once tutors have built their credibility, it will be much easier to sustain students' attention and interest in tutorials.

*Dr Chai Bui Khiun  
Kuching*



## LIVENING UP LESSONS

Be cheerful when you step into class and greet learners. Start a tutorial by outlining the learning objectives so that they know what are expected of them. Simplify concepts by providing examples from daily life. Translate concepts into graphics as a picture speaks a thousand words. Present ideas in humorous ways to capture their attention. Provide an avenue for questions and opinions. Acknowledge their contributions to encourage them to participate further.

*Wong Shin Voon Johnathan  
Section 7, Shah Alam*

## USING A LEARNING MOTIVATOR TOOL

I have teaching experience of more than seven years in distance learning. I practise the CARES concept as a learning motivator tool. CARES stands for the following:

**CARING** – Take care of students during their learning period.

**APPLY** – Apply current issues or case studies to match concepts so that they are easy to understand.

**RESPONSIBILITY** – Be responsible by responding quickly to any problems students face.

**EMPATHY** – Understand and share students' problems.

**SYSTEMATIC** – Teach, help and share systematically, following proper rules and procedures.

*Zulhairi Zakariah  
Melaka*