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# Crynoldebau / abstracts

One-to-One-to-Many: Sharing the Fruit of Individual Instruction with the Learning Community, Using Social Media

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Technologically-assisted learning aids, such as Panopto, podcasting, and Blackboard, facilitate the revision of material derived from communal teaching modes, such as lectures, seminars and workshops. Comparatively less attention has been paid to capturing and reinforcing the exchange of otherwise ephemeral knowledge and understanding arising from bespoke, one-to-one tutorials.

The argument of the paper is, that: 1. Much of what is discussed in one-to-one tutorials is forgotten, by both tutee and tutor. (While it could be argued that the tutee remembers only what was relevant, experience shows that some important substance remains unrecalled too.); 2. Much of what is discussed in one-to one-tutorials is applicable to others in the student cohort undertaking the same module or scheme of study. Thus, there are sound educational reasons for developing methods by which principles and practices emerging from individual tutorials may be preserved for the collective good.

The paper explores efforts that are being made at the School of Art to permanently render individual tutor-tutee exchanges in the creative arts. This allows the discussion to be revisited and reflected upon after the tutorial by both the learner and the teacher. The process also better prepares the participants for subsequent tutorials. The aim has been to preserve the relative privacy and confidentiality of the one-to-one tutorial by extracting, for example, generic principles, anonymized quotations, and salient ideas, that are of relevance to others. In this way, the one-to-one tutorial enjoys an afterlife and broader field of influence.

The means of disseminating the extractions are the tutor’s daily blogs, principally. In this context, the tutees’ experience of learning is related to the tutor’s own reflection upon their teaching and research practice within a pedagogical feedback loop.