



UPPSALA UNIVERSITY

Department of Social and Economic Geography

Ekonomisk geografi: lokal innovationsmiljö och industriell konkurrenskraft. 7,5hp

Course: 31 March 2009 – 4 June 2009

Course coordinator: Dr. Dominic Power. Tel: 070-4250857 Email: Dominic.power@kultgeog.uu.se

Description:

The course is intended to give students an opportunity to deepen their knowledge of economic geography approaches and issues.

The workload of the course is intended to help students develop their critical skills in an interactive and contact rich forum.

In addition the workload and course moments are designed to help students develop their:

- essay writing skills and speed
- their structured and critical analysis of applied and real cases
- their written and oral presentation skills.

Assessment:

- All classes are compulsory.
- Written assignments can be delivered in Swedish or English.

The final grade will be based:

- 40% on group work – the powerpoints and handouts you prepare for the 2 case analysis sessions
- 60% on tutorial performance and the 2 solo-authored essays prepared for tutorials

Language: the course will involve classes in both English and Swedish. Course materials can be delivered in either Swedish or English.

Course text:

N Coe, P Kelly, H Yeung (2007) *Economic Geography: A Contemporary Introduction*. Blackwell: Oxford.

The course text will be supplemented with articles and book chapters available as downloads from the University library homepage.

Rough outline of course:

- At the start of the course you will be assigned a tutorial group.
- The first 3 blocks will have at their core 3 tutorials. A tutorial is a one hour session with one lecturer and around 3 students.
- For the first tutorial students will be expected to have read in detail the literature assigned and to have related their reading to the question posed (see further below).
- For the 2nd and 3rd tutorial (Blocks 2 and 3) students submit an essay of at least 3 typed pages on the Monday before the tutorial. At the tutorial the essays will form the basis for discussion about the topic in question. Each essay will be graded and commented upon (meaning you will get feedback both on the intellectual content but also on the essays structure, presentation, etc.).
- Blocks 4 and 5 are based on case study analysis that each group will do together. Each group will present their findings in a 15 minute presentation. Further details below.

Timetable:***Introduction******Block 1 - Economic geography theory block***

31 March 13:00-14:00 – DP (Dominic Power) Room: H432

Introductory lecture (1 hour)

31 March 14:00-16:00 – DP, Room: H432

Lecture: A Geographical Approach to the Economy

Reading: Chapter 1 and 2

Tutorial 1: Consumption and consumers.

2 April 10:00-11:00 – Group A – DP, Room: H413

2 April 11:00-12:00 – Group B – DP, Room: H413

For the first tutorial students will be expected to have read in detail the literature assigned and to have related their reading to the question posed.

See further below for the readings and directions

Block 2 - Economic geography theory block

Tutorial 2: Culture and the Firm: Do Countries and Companies Have Economic Cultures?

21 April 10:00-11:00 – DP – Group A, Room: Enequist

21 April 11:00-12:00 – DP – Group B, Room: Enequist

Essay of minimum 2 pages delivered Monday before the tutorial.

See further below for readings and directions

Block 3 - Economic geography theory block

Tutorial 3: Commodity Chains: Where Does Your Breakfast Come From?

7 May 10:00-11:00 – JJ – Group A, Room: Enequist

7 May 11:00-12:00 – JJ – Group B, Room: Enequist

Essay of minimum 2 pages delivered Monday before the tutorial.

See further below for readings and directions

Block 4 - Economic geography case analysis

In this block of the course it is intended that you take the perspective of different actors and use it to analyse applied cases and issues in economic geography. You will work in small groups and present your analysis in class. For each class you will work in your tutorial group. On the basis of the information and readings assigned you will create a short written 'executive summary' (of no more than 3 pages) that will accompany a powerpoint-style presentation (of no more than 15 minutes) that you will present at the class for discussion.

19th May – DP,

13-15 *Case Analysis Presentation and Seminar*, Room: Arpi

See further below for readings and directions

Block 5 - Economic geography case analysis

In this block of the course it is intended that you take the perspective of different actors and use it to analyse applied cases and issues in economic geography. You will work in small groups and present your analysis in class. For each class you will work in your tutorial group. On the basis of the information and readings assigned you will create a short written 'executive summary' (of no more than 3 pages) that will accompany a powerpoint-style presentation (of no more than 15 minutes) that you will present at the class for discussion.

2nd June DP, Room: B159

13-15 *Case Analysis Presentation and Seminar*

See further below for readings and directions

READINGS AND LITERATURE

Course text:

N Coe, P Kelly, H Yeung (2007) *Economic Geography: A Contemporary Introduction*. Blackwell: Oxford.

The course text will be supplemented with articles and book chapters available as downloads from the University library homepage.

Lecture: A Geographical Approach to the Economy

- Reading: Chapter 1 and 2

Tutorial 1: Consumption, and consumers in economic geography? DP

Essay question - Who controls consumption: corporations or consumers?

Suggested readings:

- Chapter 10 of textbook
- Dominic Power and Atle Hauge (2008) No Man's Brand—Brands, Institutions, and Fashion. *Growth and Change*, Vol. 39 No. 1 (March 2008), pp. 123–143
- Crewe, L. 2001. The besieged body: Geographies of retailing and consumption. *Progress in Human Geography* 25(4): 629–640.
- Louise Crewe and Nicky Gregson (1998) Tales of the unexpected: exploring car boot sales as marginal spaces of contemporary consumption. *Transactions of the Institute of British Geographers*, 23, 39-53.
- Yuko Aoyama (2007) Oligopoly and the structural paradox of retail TNCs: an assessment of Carrefour and Wal-Mart in Japan. *Journal of Economic Geography* 7 (2007) pp. 471–490

Tutorial 2: Culture and the Firm: Do Countries and Companies Have Economic Cultures?

Essay question: Does globalisation mean that regional and corporate economic cultures will inevitably become more alike?

Essay emailed to: dominic.power@kultgeog.uu.se

Suggested readings:

- Chapter 11 of textbook
- AnnaLee Saxenian (1994) *Regional advantage : culture and competition in Silicon Valley and Route 128*. Cambridge, Mass. : Harvard Univ. Press.
- Caroline Wigren (2003) The Spirit of Gnosjö – The Grand Narrative and Beyond. Jönköping University, Jönköping International Business School, JIBS, Business Administration <http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-185>

Tutorial 3: Commodity Chains: Where Does Your Breakfast Come From?

Essay question: How does a commodity approach enable us to reconnect distant producers and consumers in the global economy?

Essay emailed to: johan.jansson@kultgeog.uu.se

Suggested readings:

- Chapter 4 of textbook
- Gary Gereffi (1999) 'International trade and industrial upgrading in the apparel commodity chain' *Journal of International Economics* Volume 48, Issue 1, June 1999, Pages 37-70

- Peter Dicken, Philip F Kelly, Kris Olds, Henry Wai-Chung Yeung (2001) Chains and networks, territories and scales: towards a relational framework for analysing the global economy. *Global Networks* 1 (2) , 89–112
- Hughes, A. 2000: Retailers, knowledges and changing commodity networks: the case of the cut flower trade. *Geoforum* 31, 175–90.
- Alex Hughes and Suzanne Reimer (2004) *Geographies of commodity chains*. Harlow : Prentice Hall.
- Rivoli, Pietra, (2005), *The Travels of a T-shirt in the Global Economy. An Economist Examines the Markets, Power and Politics of World Trade*. John Wiley & sons Inc. New Jersey.

Block 4 - Case Analysis Presentation and Seminar 1 – Policy and planning for economic development?

You are a consultant that has been asked to give a presentation on a strategy meeting for regional policymakers. The meeting is organised by a new task force for economic development at a regional authority (you can choose between four regions, see instructions below). The task force wants you to contribute to a critical discussion on the existing strategy for regional economic development, in particular the part(s) of the strategy highlighting the cluster approach as a way of promoting economic development. Your assignment also consists of “delivering” a short report before the meeting including your *critical* discussion and conclusions concerning existing strategy and cluster initiatives as well as recommendations for what policy approach to favour in the new strategy.

The recently recruited head of the new task force has told you that the policymakers who will attend the meeting have very limited knowledge about clusters, both in theory and practice. Some of them have practical experience based on their own regional cluster initiatives. Moreover, you have been told that the policymakers in the region seem to be uncritically convinced that it is possible to “pick the winners”. Or in other words, to identify a few existing clusters that are, or will become, internationally competitive.

Your presentation at the strategy meeting is crucial for laying the basis for a critical discussion on what policy approach to favour in the new regional strategy for economic development. The head of the task force has been relatively vague in describing in more detail what areas you are to focus on in your presentation. You have just an email with some questions (quickly drafted by the head of the task force) which might be interesting to cover in the presentation:

We have a number of cluster initiatives in our region, which I think most of them are mentioned in our regional growth strategy (for more info, see also homepages for our cluster initiatives). We have not, though, discussed and reflected upon basic questions such as:

- Why should our region jump on the recent wave of cluster initiatives as a key policy approach to promote regional economic development? What is the advantage of a strategy based on the cluster approach (and what is the disadvantage)?
- Aren't clusters just temporary hype amongst regional policy makers? Or is there actually something new with clusters that could be used to increase the competitiveness of our region? What does the academic literature say about clusters (e.g. is it just a hype?, how are they defined?). What can we learn from the academic literature when we try to formulate effective policies to regional cluster development?
- Why should we specialise on a few clusters (is there any evidence on that industrial specialisation is correlated with economic growth)? Are there alternative policy approaches?
- What can be learnt from other regions in terms of cluster development (**please focus on the following four regions when discussing policy learning and experiences:** Uppsala kommun, Västra Götalandsregionen, Region Värmland och Länsstyrelsen i Södermanland)? How are their strategies formulated: e.g. are they focusing on one or many clusters? are they focusing on high or low tech? are they collaborating with other regions? are the clusters focusing on SME-networks or do they also include TNC:s? What type of quantitative cluster analysis have they done to verify the growth potential in the cluster pointed out in the regional economic development strategy? Are there any evaluations measuring the effects of policy programmes focusing on cluster initiatives?

Thus, it is up to you how to design the content of the presentation. The points above are just suggestions on issues to critically discuss. The head of the task force are not aware of the recent

critical debate on clusters in economic geography and related disciplines. You may find some inspiration in this literature to your critical discussion (e.g. can a cluster per definition fit to the administrative boundaries of a local authority?).

Case region – choose one of the following regions:

- Uppsala (<http://www.regionuppsala.se/?pageID=107>)
- Värmland (<http://www.regionvarmland.se/index.asp?id=304>)
- Västra Götaland (http://www.vgregion.se/vgrtemplates/Start_30747.aspx,
<http://www.businessregion.se/huvudmeny/branschkluster.4.42d895c410678a3d6138000256.html>)
- Södermanland (http://www.d.lst.se/d/amnen/Regional_utveckling/)

Literature (examples)

- Desrochers, P. and Sautet, F (2004): Cluster-Based Economic Strategy, Facilitation Policy and the Market Process. *The Review of Austrian Economics*, 17:2/3, 233–245.
- Malmberg, A. and D. Power (2005). "(How) Do (Firms In) Clusters Create Knowledge?" *Industry and Innovation* 12(4): 409-431.
- Martin, R. and P. Sunley (2003) "Deconstructing Clusters: Chaotic Concept or Policy Panacea?" *Journal of Economic Geography*, 3(1): 5–35.
- Porter, M. (2000) "Location, Competition, and Economic Development: Local Clusters in a Global Economy." *Economic Development Quarterly*, 14(1): 15–34.

Reports, regional strategy documents, newspaper articles etc. (examples)

- You can find "Regionala tillväxtprogram" for all regions in Sweden. Here are two examples:
<http://www.regionvarmland.se/filer/pdf/RTP%20Huvudrapport%200312.pdf>,
<http://www.regionuppsala.se/documents/RTP%2004-07.pdf>
- C Framåt och Länsstyrelsen i Uppsala län (2002): Kartläggning av IT-klustret i Uppsala län. En klusteranalys på uppdrag av C Framåt och Länsstyrelsen i Uppsala län.
(http://www.regionuppsala.se/documents/Kartlaggning_IT-kluster.pdf)
- NUTEK (2005): Åskådare, regissör eller aktör? En studie av rollfördelningen mellan offentliga och andra aktörer i klusterutveckling. (http://fm.nutek.se/forlaget/pdf/info_046-2005.pdf)
- Andersson, T., Schwaag Serger, S., Sörvik, J & Wise Hansson, E. (2004): The Cluster Policies Whitebook. (http://www.innovating-regions.org/download/The_Cluster_Policies_Whitebook_-_IKED.pdf)
- Odebäck, O., Lundin, P, Zingmark, A (2006): Region Värmland, Länsstyrelsen i Värmland och Nutek Värmlands klusterinitiativ-värdering av samverkan för utveckling och tillväxt.
(<http://www.regionvarmland.se/filer/word/Utvärdering%20av%20kluster%20-%20initiativnollbasmätning.doc>)
- Länsstyrelsen i Södermanland (2003): Sörmlandsbilder 3. Är det vägen som är mödan värd? Erfarenheter och lärdomar från tio års klusterinriktat utvecklingsarbete i Sörmland.
(<http://www.d.lst.se/NR/rdonlyres/01F36376-0EAF-49AF-A18F-4AFC115A671B/0/sormlandsbilder3.pdf>)
- Värmlands Folkblad (Oct. 2007): Bästa klustret finns i Värmland. (<http://www.vf.se/Arbetsliv--naringsliv/Oktober-2007/Basta-klustret-finns-i-Varmland.aspx>)
- Eskilstuna-kuriren (Jan. 2008): Strängnäs Biotech Valley toppar i EU-ranking
(http://www.ekuriren.se/ekuriren/standard_artikel.php?id=626680&avdelning_1=102&avdelning_2=108)
- E24 (Jan. 2008): Politiker kan inte skapa kluster, hävdar klustrens egen "pappa"
(http://www.e24.se/samhallsekonomi/sverige/artikel_215379.e24)

Cluster initiatives (examples)

- <http://www.biotechvalley.nu/>
- <http://www.ideaplant.com/>
- <http://www.robotdalen.org/>
- <http://www.uppsalabio.com/>
- <http://www.paperprovince.se/>
- <http://www.goteborgbio.se/>

National authorities supporting clusters

- NUTEK, Regionalt klusterprogram - samverkan för tillväxt: (<http://www.nutek.se/sb/d/138>)
- VINNOVA, Strong research and innovation milieus (<http://www.vinnova.se/Verksamhet/Starka-forsknings--och-innovationsmiljoer/VINNVAXT/>)

Block 5 - Case Analysis Presentation and Seminar 2 – Place marketing and branding?

In this case the local authorities in your own **home municipality/town** have asked you to create a new branding and marketing strategy for the municipality/town (if you come from different municipalities choose one). In this presentation you will give them an overview of why this needs to be done in their region and what examples of best practice there are that they can learn from. You are free to organize your text and presentation pretty much as you wish, but the following points should be included.

You should:

1. Identify five things (see examples) in your home municipality that is important/interesting/fun to present as a good image or representation of the municipality. Such 'things' could be a Dalahäst from Mora, Uppsala University, Vansbrosimningen, Turning Torso or the funny stories from Göteborg. Anything you think of as an important image of the municipality is applicable. You have to motivate your choice.
2. Identify five strategies that you think the municipality should focus on in their work to strengthen their image or brand. Such strategies could be for example: How to attract inward investments and international venture capital; How to attract and maintain companies; How to attract and maintain skilled knowledge workers; How to attract new citizens; How to attract tourists and visitors; How to increase sales and marketing of locally produced goods.

Other questions that might be interesting to consider:

- Are there any things or themes that you left out that might be of importance?
- Do you present an image of your home municipality that might be controversial or that might conflict with other images of the municipality?

The following literature and links may help you to find ideas and strategies related to urban branding and place marketing:

- Begg, Iain (1999) "Cities and Competitiveness". *Urban Studies*. Vol. 36, No. 5–6 pp. 795–809.
- Jensen, Ole (2005) "Branding the Contemporary City - Urban branding as Regional Growth Agenda?" Paper presented at the Regional Studies Association Conference, Aalborg 2005. (<http://www.regional-studies-assoc.ac.uk/events/aalborg05/jensen.pdf>)
- OECD (Organisation for Economic Co-operation and Development) (2006). *Territorial Review: Stockholm*,
- *Sweden*. Paris, OECD Publications. (<http://www.oecd.org/dataoecd/0/41/36673908.pdf>)
- Niedomysl, Thomas (2004) "Evaluating the effects of place-marketing campaigns on interregional migration in Sweden". *Environment and Planning A*. Vol. 36, pp. 1991–2009.
- Power & Jansson (eds.) (2006) "Image of the city: Urban Branding as Constructed Capabilities in Nordic City Regions". Nordisk Innovationscenter. (<http://www.nordicinnovation.net/prosjekt.cfm?ld=1-4415-45>)
- ISA (Invest in Sweden Agency) www.isa.se
- Municipalities (examples) <http://www.uppsala.se>, <http://www.goteborg.se>, <http://www.vansbro.se> etc)
- Regionförbundet (<http://www.region uppsala.se>). Also available for other regions.
- Sveriges kommuner och landsting (<http://www.skl.se>)

Some tips on reading, writing and tutorials

Reading and note-taking

Rather than just deciding to begin at the beginning, it is worth thinking about how to approach reading a book.

1. Begin reading by browsing or surveying the book/article. Study the table of contents and index to see how the ideas in the book are structured. From chapter headings and subheadings, you may be able to note those sections that are most relevant for your purposes.
2. Check the publication date. This may alert you to the position of the book/article either in relation to recent ideas, current data or particular subject paradigms.
3. Read the abstract, foreword, preface and introduction, as these tend to contain the structure of the piece and a summary of the main themes.
4. The body of the text will contain, in carefully arranged chapters/sections, all the relevant material to support the themes and ideas.
5. Conclusions provide a summary of the main ideas and may point to a different perspective arising from the author's discussion of the material.
6. Indexes are located at the back of some books. They should not be ignored. They list the topics covered in the book with appropriate page numbers for each subject. Using the index for references to a specific topic will prevent you wasting unnecessary time.
7. For factual information, it is often unnecessary to read the whole book. Carefully skim the table of contents and index to select the most useful parts.
8. If you have a particularly difficult piece to read, you may need to read it more than once – first to understand the basic ideas, then more closely to get answers to the specific questions you have in mind. You may need to go back and read a simple text as an introduction.

Notes are taken for different purposes determining the amount of detail required. You might be tempted to try and write down everything you read. This is often just not practical or even desirable. When making notes look for the key points or main ideas. These may be summarised in the preface, introduction and at the beginning of each chapter. Headings and subheadings may be useful indicators as well as where the author places stress on particular words, by italicising, underlining or putting into bold. Main ideas have to be supported with detail and this can vary according to the potential use of the notes. Generally, detailed information should support, clarify or illustrate the main ideas.

At university, lecturers are definitely not looking for a regurgitation of your notes. Be critical when you read. Ask yourself some of the following questions:

- Is the material well presented?
- Do the facts support the main ideas of the author?
- Is the author biased?
- Does the material support the conclusion?
- How does the author's perspective compare with those of others who have written on the same subject?
- What is your perspective?
- As you start to read, you should begin to develop the arguments for your essay.
- Remember always to bear in mind the questions you have been asked, as this will help you to understand what the lecturer/examiner is looking for and it will also help you to focus your reading and note-taking.
- In some subjects, it can be useful to take notes under broad subject headings on separate pieces of paper, rather than to separate your notes by virtue of which text they were taken from. Use sub-headings, coloured ink or highlighting to make your notes easier to navigate.

- Try to avoid overlong notes; you should be creating a précis of the ideas. This will also help you to avoid unintended plagiarism.
- Always note down the source of the information so that you can easily cite your sources later.
- Discussions with your fellow students over the week can also be a very valuable way to learn and can help develop your understanding and arguments.

Writing your essay

Once you have thought about your essay title and collated the notes from your reading you will be ready to start. Everyone takes a different amount of time to write an essay but as a guide, you should allow at least a morning or afternoon for planning and the same for the writing process.

There are some general guidelines that apply:

1. *Write a plan of what you intend to include.* This is vital to writing a good essay and worth spending time on. It will help you not only to digest the information, but also to organise your notes and ideas into a reasoned argument. Ensure there is unity in each paragraph (it may help to deal with each point in a separate paragraph) and a logical order to your ideas. Once you have done this, re-read the essay title and ensure that you are about to answer the question in full.
2. *Consider your audience.* You are writing for an intelligent person who knows at least as much if not more than you do about the subject. Some background material may be superfluous but take care not to cut out relevant information. You do not need to include everything you have read in your essay.
3. *Clarity of expression* is essential in any essay. Do not use overly long sentences and avoid cumulative dependent clauses. Try reading your essay aloud, as this will also help you to identify grammatical errors.
4. *Set your work out neatly.* Do not overcrowd a page or start quotations near the end of a line. Ensure you leave enough space around the text to allow your tutor to add comments if they take the work in for marking. A tutor's feedback is essential to improving your work.
5. *You are likely use a computer,* but legible handwriting is also fine. Remember that you will have to write your answers by hand for future examinations so it can be good practice to do so for some of your tutorial work.
6. *Your introduction should be succinct.* Outline the main points of your argument or the scientific technique in this paragraph. Analyse the question, explain any difficult or ambiguous concepts and then outline your proposed answer.
7. *Do not stray from the title.* If interesting ideas come to light during your reading, note them down and discuss them during the tutorial: do not include them if they are peripheral to the subject.
8. *Consider the style of language* that you are using and always check that your spelling, vocabulary and grammar are accurate.
9. *Only include relevant references and quotations.* If you are quoting work, ensure that you cite the source and also give a page reference.
10. *Be analytical do not just write a survey of the literature.* If you disagree with a published opinion, justify your disagreement with evidence and argument. Be objective in your analysis.
11. *Try not to run out of steam before you get to the conclusion!* You need to include a carefully set out conclusion in which you should restate the arguments or main points of the essay and explain how you have reached your conclusions. You can also use 'scholarly caution' in this section, employ words such as 'perhaps' and 'possibly' in association with your ideas. Do not be afraid to mention unresolved points or to raise them in the tutorial.

12. You should include a *bibliography* at the end of the essay, listing all the books you have consulted in its preparation.

Getting the most from a tutorial

The main aim of tutorials is to provide a forum for the discussion of ideas. Use the opportunities presented by the tutorial to increase your in-depth understanding of the subject. Question your tutor until you understand each concept in full. Make sure you take good notes but do not spend the whole tutorial writing. It may be more productive to write down general headings in the tutorial and add in full notes immediately afterwards while the ideas are fresh in your mind. This will help you to develop your critical understanding of the topic in a constructive way.

Another aim of the tutorial is to improve your written work by developing your organisational skills and strengthening the force of your arguments. Your tutor will be able to suggest ways to improve your work and, through the tutorial itself, provide you with a framework for your studies. You can also learn from your fellow students when comparing essays, debating points or working through a problem. By observing their techniques you can incorporate the most successful into your own repertoire.

Here are some good general rules for getting the most from your tutorials:

1. Always prepare the work you have been asked for. Additional work may also help you to gain different perspectives but it can also be counterproductive if it is untargeted.
2. Always hand in the work on time.
3. If you have any difficulties with the work, contact the tutor in advance.
4. If you have a problem in attending the tutorial, let your tutor know well in advance. Note that attendance is obligatory.
5. Always actively participate in the tutorial. Remember to take a pen and paper and a copy of any relevant texts with you so that you can refer to them in the tutorial. You will not gain the full benefit of your tutor's experience if you treat it like a personal lecture. Ask your tutor to explain any concepts that you are unsure of and be prepared for a debate! Remember this is a developmental discussion from which you can take useful suggestions, not an interrogation.
6. Do not worry about disagreeing with your tutor: so long as your argument is well reasoned they will respect your opinions. You should also be prepared to discuss ideas with your tutorial partners both inside and outside of the tutorial. Be prepared to speak up in a discussion and enjoy yourself!
7. It's a good idea to have, even if not in a formalised way, a series of points, questions, issues you'd like to discuss so that you can take part-control of your tutorials and move along your own agenda. Being proactive – taking hold of the tutorial rather than submitting passively to it, is a way of getting more from the time spent.
8. Practise active listening, both to the tutor and to the other student/s in the tutorial, and engage with, ask questions of, make observations about, what they are saying. Most tutors do like their own opinions, and arguably we all like the sound of our own voices, but more importantly all of us want participatory tutorials in which we can discuss the ideas we've committed our professional lives to with others who are keen to learn, argue, research and enjoy literature to the full.
9. The input your tutor gives you will depend on how you approach the tutorial. This is the benefit of the tutorial system, which is the most flexible method of teaching. The tutor can respond to your needs for clarification and your opinion on the subject. This means that your group may cover different subject matter other groups who have produced work to the same title.

10. If you are experiencing particular difficulties with your work or feel that for one reason or another you are not best suited to your tutorial partner, make a separate appointment with your tutor to discuss this.
11. After your tutorial, take a few minutes to write down what you have learnt while it is still fresh in your mind.