



KATRI RUTH

Counselling psychologist of UEF
katri.ruth@uef.fi



UNIVERSITY OF
EASTERN FINLAND

TUTOR TRAINING MODEL IN PRACTICE AT THE UNIVERSITY OF EASTERN FINLAND (UEF)

Additional material to session titled:

Peer tutoring and the tutor training at the University of Eastern Finland: Peer support as a systematical part of advising services for new students.

TRAINING IN SHORT

- ▶ In training, the students will gain practical skills and knowledge which will assist them in planning and executing the tutoring of new students.
- ▶ Tutoring training course (2 credits) comprises 31h contact training and 23h independent study including learning assignments, tutoring plans and tutoring report with a feedback on how the tutoring was organized and how it succeeded.
- ▶ Working as a tutor (1 credits) : Tutors arrange 10 hours small group meetings and give individual advising when needed. In addition to that peer tutors usually organize different kind of social events and co-operate with the student union and with their own faculty staff.

LEARNING OUTCOMES

Once they have completed the course, the tutors

- 1 will be able to explain key points regarding the university, its services and guidance system.
- 2 will have internalised their responsibilities and obligations as peer tutors.
- 3 will be familiar with the key concepts of small-group work and will be able to guide such groups and pay attention to each student's individual needs.
- 4 will be able to give an account of the structure of their own degrees, including content and study practices, and assist their tutees in beginning their studies.

CONTENT OF THE TRAINING:

IN THE SPRING SEMESTER

DAY 1

Starting day (5h): What it means to be a tutor?

Training includes:

- ▶ Grouping exercises.
- ▶ Reflection of the questions like: "Why I want to be a tutor, what it means to be a good tutor? What kind of expectations you may face as a tutor? What is realistic in a role of the tutor?" Activating learning methods are used.
- ▶ A tutor panel: *The new tutors can ask questions from a group of senior tutors (= experienced tutors)*. The purpose is to transmit "tacit knowledge".

DAY 2

Infoday (2h)

Training includes:

- ▶ Basic information what needs to be done to get the credit points.
- ▶ General objectives of tutoring: *List of duties, "what, where, when?"*
- ▶ Meeting with the teacher-tutors from the faculties.

IN AUGUST:

DAY 3-4

Tutoring camp days in the camping center, outside of the campus. (Some lessons are held in the university campus).

Training includes:

- ▶ Small-group workshops like: "Tutors role as a group leader", "Communication skills of a tutor", "Current issues in the beginning of the studies", "Get familiar with the student union"
- ▶ Lessons about important issues like university security, library services, information technology services, student and learning services.
- ▶ Drafting a tutoring plan
- ▶ Creating a "tutor-song" (Tutors sing it at the first day they meet the new students)
- ▶ Get-together in the evening: Sauna, swimming, having fun.

In workshops, activating learning methods (drama exercises, collaborative learning) are used.

Subject-specific training (4h).

Training includes information about the curriculum and subject specific matters.

Learning in a web-based learning environment and individual work. (23h)

Training includes: drafting a tutoring plan, co-operation with other tutors and faculty staff members, writing info letter to the new students, individual studying with learning materials, report assignment including feedback.

IN NOVEMBER:

"Check up" –meeting: What we have learnt so far? What a tutor can still do during the semester?

In begin of the next year: Thank you -evening.

Evaluation criteria: Pass/fail. In order to have his or her study performance graded as a 'pass', the student must attend all training sessions and complete all assignments.