

Module 4.

The profile of the Tutors Professionalizing service learning at School

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TRAINING COURSE FOR TUTORS AT SCHOOLS

UNIT 1

The role of the tutor at school

- 1.1) Career guidance and tutoring in Europe
- 1.2) Types of Tutoring, Kind of Tutors
- 1.3) Tutoring at Schools
- 1.4) Theory and practices in defining students performance



Think about it!

AFTER COMPLETION OF THIS UNIT, YOU WILL KNOW OR YOU WILL CAPABLE TO DO

Competence

- Methodological acquisition of the tutoring function;
- Tools and strategies necessary to carry out the tutor function;
- Planning and coordination of tutorial activities

Knowledge

- Profile of the tutors and common practices;
- Main functions and activities
- Service learning and school engagement
- Peer tutoring for the student's engagement



Career guidance and tutoring in Europe - Italy



Regulatory framework in Italy

POTS (Plans for Orientation and Tutoring) established by the Ministry of Education, University and Research with Ministerial Decree 1047 of 29 December 2017 have the purpose of improving the **quality of guidance** and **tutoring** by supporting both young people in the choice of degree course and in the first years of university study, in order to:

- **encourage** the continuation of studies after secondary school
- **reduce** the rate of abandonment and dispersion
- **increase** the percentage of those who finish their studies successfully and on schedule



The POT Guidelines

FIRST AREA OF INTERVENTATION **Orientation paths**

- Carry out self-assessment activities of students of upper secondary schools, with the aim of verifying the preparation for admission to universities and increasing their knowledge for the purpose of choosing the training path;
- provide the teachers of scientific disciplines with opportunities for professional growth by participating in the planning of activities carried out jointly with the University

SECOND AREA OF INTERVENTATION **Tutoring activities**

Specific tutoring activities intended for students enrolled in the first or second year of a bachelor's or single-cycle degree course, aimed in particular at those who have encountered initial training obstacles, also integrating with the resources made available for same purpose by the Youth Fund - Tutoring of educational support activities (art.3 DN December 29, 2017, n. 1047)

Theory and practices in defining students performance



The positive correlation between tutoring and school performance

- ▶ **Tinto's theory**
- ▶ **Bean's model of Students attrition**
- ▶ **Pascarella's model**
- ▶ **Recent theories, models and researches**
- ▶ **Current analysis models on student performance**



Tinto's Theory

University drop-out is the result of a process of **lack of integration between the individual student and the educational environment**

Two factors determinate this lack:

- **Characteristics of students**

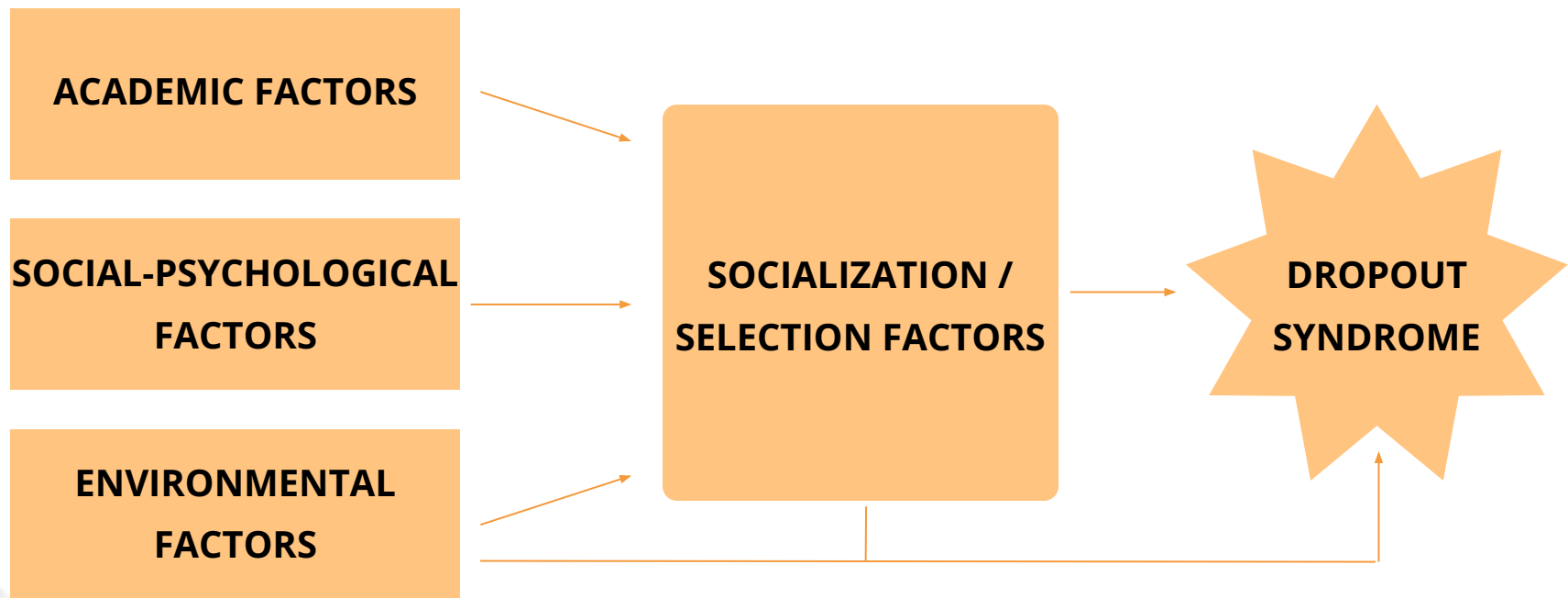
- family back ground (socio-economic status - parental values)
- individual attributes (race and religion)
- pre-university education

- **2. Characteristics of University**

- Organizational and management structure
- Ability to promote the student's social and school integration



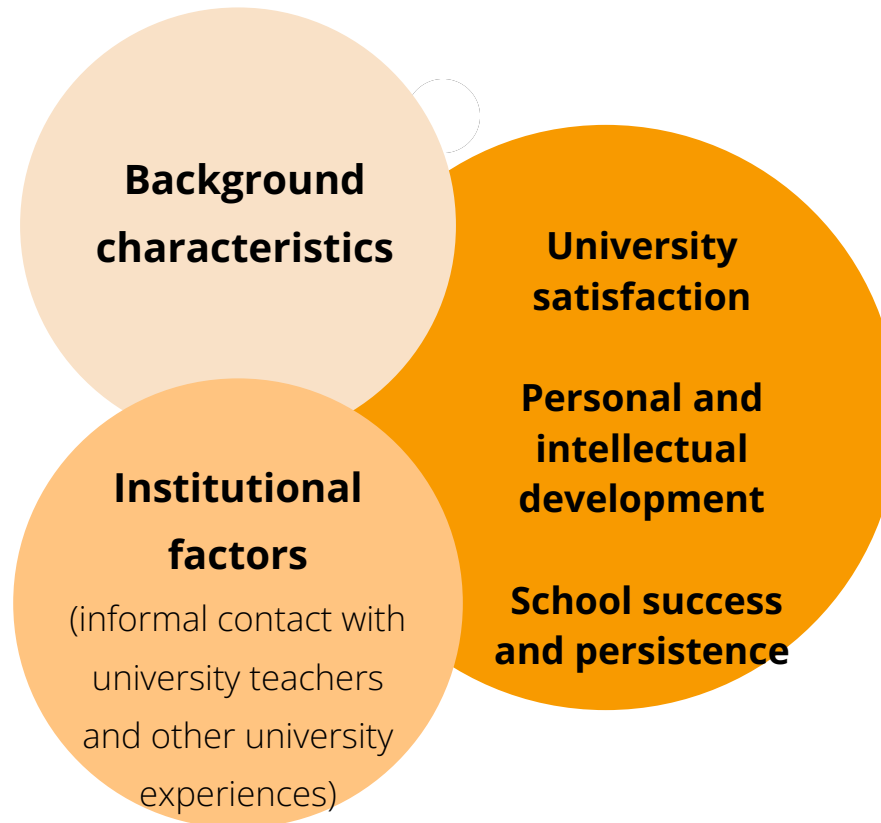
Bean's Model of Students Attrition





Pascarella's Models

The model bases on on a mediate link between **student-faculty interactions** and **resolution/ persistence**



Recent theories, models and researches

The study of students' performance and the causes of drop out become an **interdisciplinary discipline** involving both **humanistic, scientific** and **technological** expertise

Different kind of variables **influence the performance and drop out** of student's:

- **objective** (e.g. age, gender, social background, ethnicity, physical health)
- **psychological** (e.g. satisfaction, happiness, multiple life domains, recent past).
- **institutional** (e.g. school degree, course of study, lessons)



Bandura and Weiner works

Bandura's **theory of self-efficacy** proposed a socio-cognitive model of motivation centered on the role of perceptions of efficacy
Weiner suggests that individual causal attribution of the results obtained determine the efforts that individuals will carry out in the future

Eccles

Underline the relation between **motivational elements of performance**, among which expectations and values plays a central role as elements capable of directly influencing performance, persistence and choices.

Covington

Defines personal worth motivation as the tendency to establish and maintain a **positive self-image** or sense of personal worth

Current analysis models on student performance

An extensive **meta-analysis conducted in 2004** tried to integrate and summarize the motivational, psychological theories of school achievement (Covington; Eccles), the theories on educational persistence (Bean; Tinto) and the explanatory models that combine motivational constructs with skill constructs and cognitive self-management (Pintrich; Schunk).

Main **Psychosocial factors (PSFs)** able to predict either school performance or persistence:



Motivation for



Motivation towards school goals



Institutional



Study commitment



Social support



Social involvement



School self-efficacy



Concept of self

Types of Tutoring, Kind of Tutors



Peer tutoring VS peer instruction

Peer tutoring is often related to the so-called “learning by teaching” in other words, so **learners help each other and learn (themselves) by teaching**

Peer Instruction, as a learning management system, interactive teaching system involving two students, where one **student instructs the other on a subject in which he is well prepared and vice versa**



Main definitions of peer tutoring

Bell and Lancaster

Students are more relaxed with peers and feel that peer tutoring helps their success.

Tutees (those who were helped) learn faster; tutors consolidate their learning and improve; both improve motivation towards commitments and the teacher has more space to coordinate and plan teaching activities

Damon and Phelps

Peer tutoring is an approach in which one child instructs another child in material on which the first is an expert and the second is a novice

Wood

Tutoring “serves to provide a bridge between a learner's existing knowledge and skills and the demands of the new task. Instruction and help in the context of the learner's activity providing a sense of structure to support the learner's problem-solving.

Evolution of the concept

PARTNER LEARNING (SMITH, 1977)

This individualized learning program envisages peer tutoring alongside the traditional lesson modality. The class is subjected to a test on the topic to be studied, on the basis of which couples are formed and problems must be solved in class with the partner.

CO-TUTORING (GOLDSCHMID, 1970)

Designed for the university context, it requires all students in a class to prepare on a topic, also thinking about questions. They are then randomly paired and are invited to teach each other. The teacher plays the role of observer and content expert.

PPP – PAUSE, PROMPT, PRAISE (WHELDALL E COLMAR, 1990)

It is based on a learning model of reading that focuses on three skills:

- a) Use of contextual and syntactic information
- b) Knowing how to discriminate graphical-phonetic information
- c) Self-control and self-correction

Most recent method of tutoring

✦ Reciprocal Peer Tutoring (RPT)

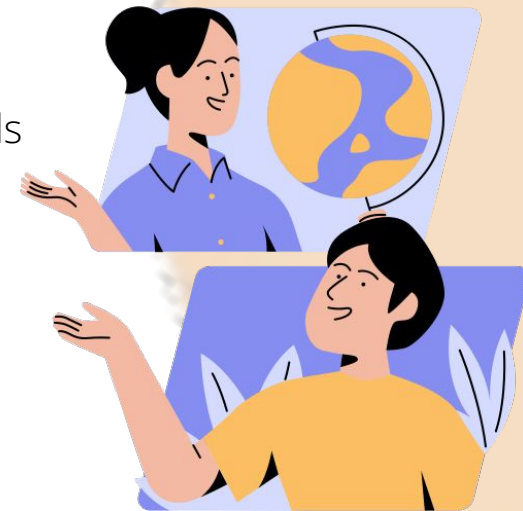
- Groups of two or more students work together on a specific school task
- Students provide each other individualized instruction to each other simultaneously

✦ Cross-Age Peer Tutoring

- Younger students are paired with an older student
- The older student is there to model good behavioural, functional, adaptive, or social skills.

✦ Peer Assisted Learning Strategies (PALS)

- Students are paired with students around the same ability level
- The tutee and tutor roles can change based on which student needs help on a particular skill



✦ **Student Teams–Achievement Divisions (STAD)**

- Small groups of max 4 individuals in which each member of the group works on a common task to achieve common goal
- Examples: group recognition, individual improving scores, quizzes, group study, or lecture presentation

✦ **Teams Games Tournaments (TGT)**

- Students plays games (relate to the subject matter)with the other team's members to get points for their own team's scores
- Each tournament table filled by representatives each group that has an equal capability

✦ **Peer Led Guided Inquiry (PLGI)**

- Pedagogical method on student–student interactions within small groups, with a peer leader acting as a facilitator for those interactions
- POGIL (Process Oriented Guided Inquiry Learning) teaching strategy and of the PLTLW (Peer-Led Team Learning Workshop):

✦ **Class Wide Peer Tutoring (CWPT)**

- Class is divided into pairs or small groups composed by no more than five individuals with different ability levels
- Examples: spelling, quick solving to math problems, fluent reading, learning vocabulary, ect

Tutors profiles



- Subject Tutors
- General Education Tutors
- Test Prep Tutors
- Admissions and Application Tutors
- Homework Help Tutors
- Student/Peer Tutors
- Pre-K Tutors /
Tech and Coding Tutors
- Learning Disability Tutors
- Language Tutors
- On-line tutor



Tutoring at school



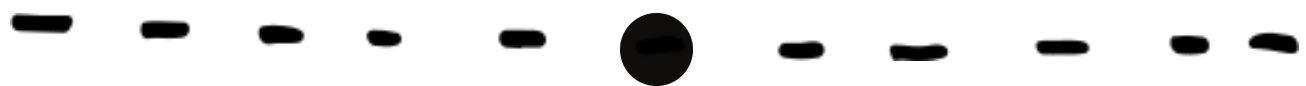
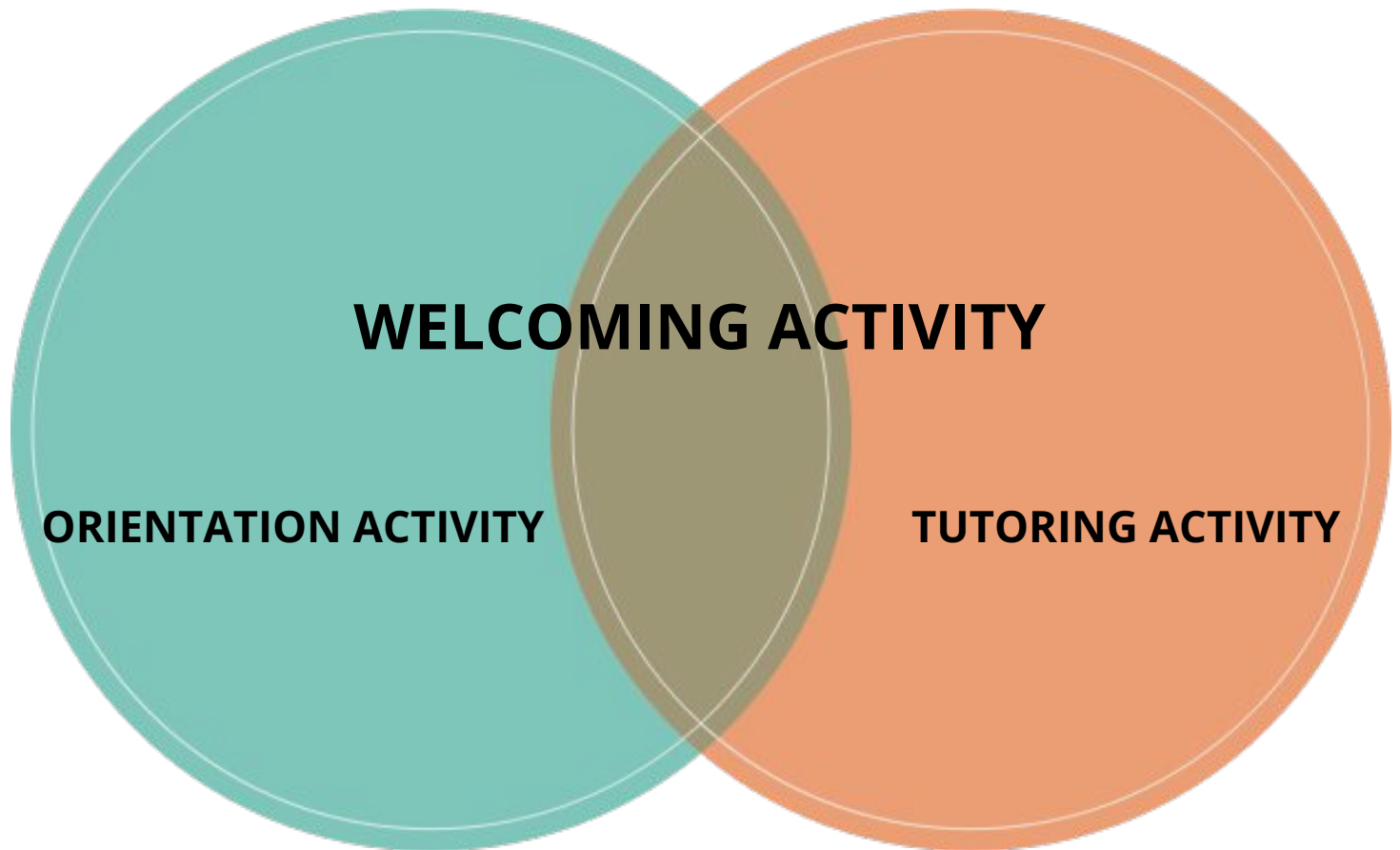
Conditions for tutoring process



REAL NEED

**REAL OFFER HELP OR
SUPPORT (TUTORING
SERVICE)**

**AWARENESS ABOUT
CRITICAL FACTORS AND
POSSIBLE SOLUTION**



TIME OF ENROLLEMENT

Steps of tutoring activities

STEP 1 - WELCOMING ACTIVITIES IN THE SCHOOL LIFE

- Information on the logistic and bureaucratic organization,
- information on particular training offers
- information on the services offered (libraries, cultural and sports activities,...)
- information on tutoring services and on how to use them adequately and profitably,
- organization and management of courses on the method of study.

STEP 2 - SUPPORTING ACTIVITIES

- making study profitable and effective on the basis of the objectives that the individual student sets himself;
- keeping the duration of the studies within the established limits;
- facilitating student's entry into the world of work or at university



UNIT 2

Function of the school tutor

2.1) The tutor: assignation and functions

2.2) Service Learning and School Engagement

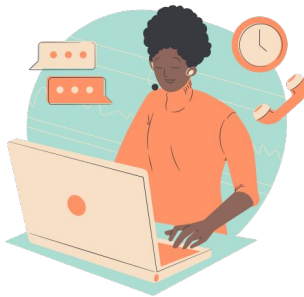
2.3) Learning Motivation and outcome



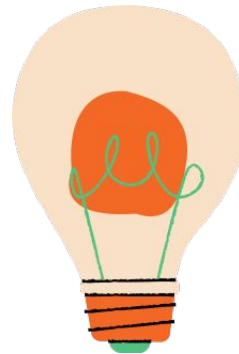
The TUTOR: assignation and functions



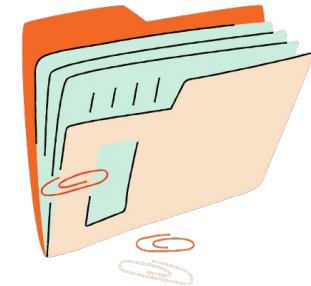
Functions of the tutor's activities



Mediation between
the secretariat



Didactic and
motivational
support



Organizational
support

Main Tutor's activities

Orientation

both on-site and off-site to facilitate the student's choice in planning the study and general organization of the teaching activities

Support

for the development of appropriate approaches to study and for the definition of the daily/weekly/monthly study plan and didactic activities

Welcoming

for facilitate the involvement of the new students into the new environment and develop their ability to plan and organize their time



Service Learning and School Engagement



Service Learning

Informal method in which **peer** and **senior students** are involved in activities addressing **real human, social and environmental needs**, thereby contributing to reach the **awareness to be part of the school community**.



Student's engagement in the learning community

- **Solidarity** dissolve the separation between 'them' and 'us'
- 2. **Hospitality** make students feel welcome and at home
- 3. **Safety** - provide safe, supportive environments where students are accepted and respected
- 4. **Redistribution of power** - give students power over their own learning
- 5. **Criticality** - being aware of/examining the conditions in which schools work



Example of Models of Service-Learning

- ✦ **Direct Service:** a class of practices and strategies that employ peers as one-on-one teachers to provide individualized instruction, practice, repetition, and clarification of concepts (e.g. reading to the elderly, coaching a youth activity).
- ✦ **Indirect Service Learning:** managing project groups or pilot action in favour of the communities, school or local could provide good results in student's performance (e.g: fundraising activities for a community organization).
- ✦ **Research-Based Service-Learning:** a students' collaboration with a community partner to conduct research that addresses community issues or needs, could increase the awareness of the social impact of a student's school pat.
- ✦ **Advocacy-Based Service-Learning:** public speaking and critical thinking should be cultivates as skills and became essential for having success in school career.

Learning Motivation and Learning Outcome



Main theories



Gagne Theory of Learning Outcome

INTRINSIC MOTIVATION

Learning is influenced by three main components:

- External conditions
- Internal conditions
- Learning outcomes > intrinsic motivation

Social Cognitive Theory

SELF-EFFICACY

Believing oneself capable of successfully performing certain behaviors or reaching certain goals. It includes elements such as: motivation level that consist of planning an action; being aware of necessary skills; reviewing outcomes that will be obtained

Convergence Theory

INTERNAL MOTIVATION

Students' motivation is an internal process that is one of the main factors that determines the success rate of student learning.

**TUTOR
AS
SUBJECT
EXPERT**

1. Provided learning materials
2. Provided materials for school discussions
4. Gives a kind of class in the subject matter of the lessons
5. Provided supplements' support with materials on specific matters

**TUTOR AS
ADMINISTRATI
VE SUPPORTER**

1. Advises students to engage with the school administrative staff when appropriately

**TUTOR
AS FACILITATOR**

1. Encourages the student's learning progress
2. Organize specific moments for peer tutoring
3. Facilitate the participation in the school life
4. Responded to students' question on particular difficulties
6. Encouraged to keep the learning constant

**TUTOR
AS
MENTOR**

1. Guided the learning process during the school year and learning schedules
2. Promoted the dialogue with parents and teachers
3. Provided guidance for learning and information for the future choices

UNIT 3

The activity of the school tutor

- 3.1) The mirror of the future
- 3.2) The time management
- 3.3) The independent learning
- 3.4) Critical thinking and career management
- 3.5) Breaking down assignment questions and Preparing for exams



The mirror of the future

The tutor should **stimulate discussion** about **students' expectations** of personal and academic goals over the years

Tutors should highlight those **goals could be revisited** and **reassessed** throughout the year

In this interactive environment, it is important to remind students which **support services are available** (from service-learning centre to the counselling to the career centre etc.



The time management

The tutor should help students **understanding their time management challenges** and how to **resolve** them

Time management should be based on a **daily, weekly and finally half-yearly basis.**

First step: create a **calendar** that covers the entire semester and includes:

- the deadlines for any work to be delivered,
- the dates of the exams to be taken
- the activities related to exams
- the free time's activities.



The independent learning

Tutoring should support students in defining which **independent learning** needs to be further developed

In doing so it's fundamental to organize a brainstorming to rank the **skills** most important for students school success:

- **Time and self-management;**
- **Critical thinking and problem solving;**
- **Digital skills;**
- **Communication**



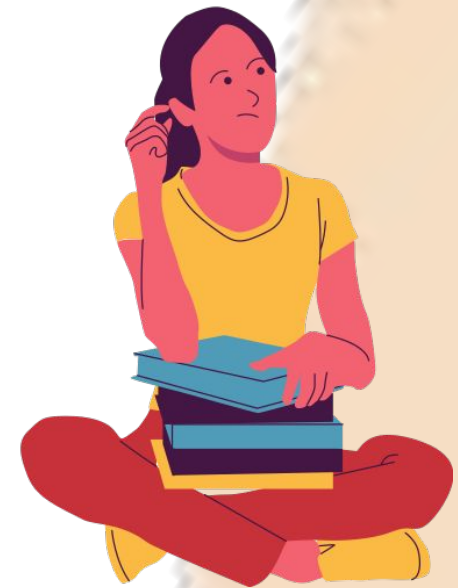
Critical thinking and career management

Critical thinking is a fundamental students skill for build on what **they know, practice,** and **problem solve** with taking care about diverse perspectives.

So it's intrinsic related to the **career management**

Some examples of tutor technique:

- **Thematic Analysis Map Grid**
- **Argument Map**
- **CATS** (Classroom Assessment Techniques),
Cooperative Learning Strategies
- **Case Study Method**



Breaking down assignment questions and Preparing for exams

Tutor should support students in **preparing for the tests** and learning how they can **broke an assignment down into parts** so that it can better understand and let the students be aware about what he/she is being asked to do

Examples of activities:

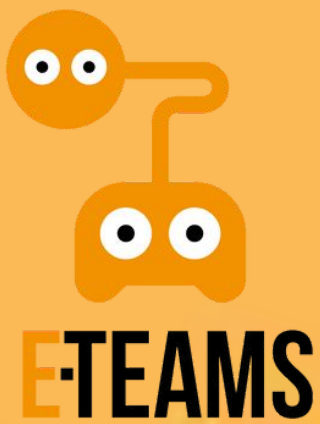
- Evaluation **activity of a peer assignment**;
- Organizing **study group** to revise the study done



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**Thank you for the
attention!**



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