HANDBOOK OF
Tutoring Program

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Handbook of
Tutoring Program

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TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
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Table of Contents

TÜRK-ALMAN ÜNİVERSİTESİ
TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
Forschungszentrum für Fernlehre

Concept of the Tutoring Program

The Tutoring Program, planned as an education concept by Turkish-German University **Distance Education Application and Research Center** and carried out in cooperation with the **Directorate of Health, Culture, and Sports** in the recruitment processes of Tutor students in accordance with the Part-Time Student recruitment principles, is an important part of the education concept of the Turkish-German University.

What Does "Tutor" Mean?
When we look at the dictionary meaning of the word Tutor; It means instructor, consultant, guide, mentor and the origin of the word is based on Latin. The word tutor in Latin is derived from the verb "tueri" and means to "protect" [1].

Tutor is a concept used in Pedagogy and Roman Law. In pedagogy, a tutor is a person at a university, usually in a small group led by instructors or students in higher grades, who usually conducts practices that accompany a course or supplementary practices for a course [1].

Tutoring is the educational support, guidance and consultancy service provided by upper grade students to lower grade students within the scope of peer-to-peer learning (see Leung et al., 2019).

Peer-to-peer learning includes differentiated guidance and consultancy support activities such as sharing learning experiences, academic development and orientation, and information exchange between students [2].

The education concept structured with the Tutoring Program is directly related to peer-to-peer learning. This relationship is representative of a change and transformation in learning activities towards learning collaboration.

What is "Peer-to-Peer Learning"?
It is a teaching method applied by students helping each other on a subject or problem and sharing their knowledge, experience and opinions (Gurjanov, Zakoldaev, Shukalov and Zharinov, 2020).

With the Tutoring Program, a great contribution is made to ensuring the quality of education and improving the quality of education. Evaluating Tutoring stakeholders and the training provided through surveys throughout the process contributes to the evaluation and organization of activities within the scope of quality assurance. In this way, it is possible to report, monitor and improve Tutoring processes while providing information and support exchange among the peers.

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1 https://www.duden.de/rechtschreibung/Tutor.(05.10.2022)
2 https://www.stil.uni-leipzig.de/wp-content/uploads/2016/08/Tutoring_Leitlinie.pdf

The ultimate aim of the Tutoring Program is to support and monitor students' adaptation and learning processes through peer interaction at the Turkish-German University. In this respect, the Tutoring Program is a study that not only supports the educational process, but also encourages academic cooperation and social skills among peers, and supports the student's school belonging.

Within the scope of the mentioned activities/studies, students can deepen the academic subjects and course content they need by reviewing the material of a course with a Tutor, understand the subject/content of the course and acquire a learning strategy by practicing and practicing with the Tutor (Arco-Tirado, Fernández-Martín and Hervás-Torres, 2020). In addition, with the information and guidance given by Tutor about school and education-related processes within the framework of orientation programs for new students, students can easily adapt and get help on educational issues they are curious about.

Tutors provide guidance and consultancy to their peers on the issues they need, based on their own experiences. However, experience alone is not enough for Tutor; for this, Tutor receives training and acquires the necessary knowledge and skills. Thus, with the Tutoring program, there is a system that contributes greatly to the education and academic development of not only the students who receive guidance and consultancy support through Tutors, but also the students who work as Tutors.

In addition, a culture of collaboration is created through peer interaction for students' academic development and career planning. At this point, the most important feature of Tutor students is their ability to manage group processes and dynamics by providing effective communication[3].

There are basically two different issues with the Tutoring Program:

- One of them is the education, guidance, and consultancy process between the Tutor and peer students, which is a format based on peer-to-peer learning of systematic training as a form of education and training, and is included in the educational concept of the Turkish-German University.

- The other issue is that the Tutor student gains competence and perfection in the field of Tutoring. For this reason, Tutor training for these Tutors is also an important element of the Tutor Program.

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3 https://www.stil.uni-leipzig.de/wp-content/uploads/2016/08/Tutoring_Leitlinie.pdf

TÜRK-ALMAN ÜNİVERSİTESİ
TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
Forschungszentrum für Fernlehre

Students who are candidates to become Tutors and who are determined to be able to become Tutors as a result of preliminary evaluation and interviews must receive Tutor training. In this regard, Tutor students are subjected to a training program so that they can acquire communication skills, field knowledge and didactic skills and provide guidance and consultancy support to their peers with these competencies. Students who complete their Tutor training can contact students who need educational support as a Tutor to provide consultancy and guidance. Tutors' duties and responsibilities, duty planning and schedule are determined and monitored by the relevant academic units based on the needs of the students.

In the Tutoring Program, these Tutoring training programs must be planned and executed very well. Tutoring education concept has been prepared at the Turkish-German University. In this context, plans and practices have been made. Another issue that needs to be planned is how and in which areas the Tutors will tutor. Tutors have many fields of study and formats, and these are determined according to the relevant academic units, professional fields, and students' interests and needs.

With the Tutoring Program and supported peer-to-peer learning, a basis is created for students from all levels to learn and gain knowledge and skills by interacting with each other (Leung, 2019). Therefore, with the Tutoring Program, which adopts the concept of peer learning, it becomes possible for students to learn both from and with each other[4]. With this cooperative learning method, both academic and social learning processes are reinforced.

In addition, within the scope of the Tutoring Program, students can receive educational support from Tutors (reinforcement lessons, workshops, project studies, exercise and practice-oriented study lessons, etc.) and guidance and consultancy services regarding training. In most cases, students are attracted to trainings, workshops, etc. offered by Tutors. Participation is not mandatory, it is optional. In addition to the tutors accompanying the lecturers in classes, the program of the activities such as training and workshops they offer should be prepared and announced to the students.

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4 https://dera.ioe.ac.uk/6497/1/Good%20Practice%20Guide%20Key%20Skills%20and%20the%20role%20of%20the%20tutor.pdf

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TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
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Design of the Tutoring Program

Tutoring program is an educational program that encourages and supports learning in pedagogy, such as peer-to-peer learning, application and exercise-oriented course repetition, guidance and consultancy services on course content, path and method, learning strategies and similar issues. The importance and necessity of the tutoring program is especially evident in institutions that provide education in foreign languages. Tutors are a kind of guide to their peers, based on their own experiences and the communication skills, didactic skills and professional field knowledge they have gained through Tutor Training.
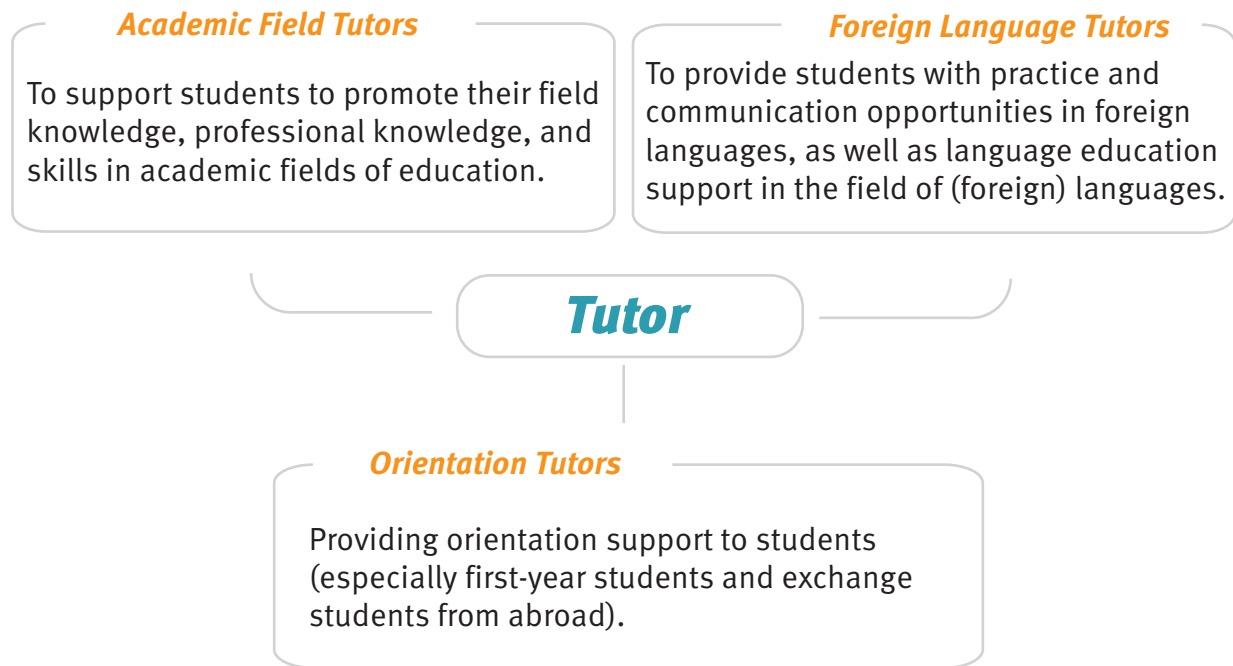
The following points are taken into consideration when planning and building the Tutoring Program as an educational concept within the framework of corporate culture[5]:

1.Establishing the workflow calendar of the Tutoring Program within the framework of the institutional academic calendar, selection and assignment of Tutors,

2.Tutor training:

   a) Skill-oriented trainings: Tutors such as communication skills, didactic skills, digital skills are required to participate in the basic Tutor Training Program prepared by UZEM.

   b) In-field training: Tutors are required to participate in the field-specific Tutor Training Program prepared by the relevant academic units.

3.Determining the Tutoring Program and learning objectives accordingly,

4.The duties and responsibilities of the tutor are determined by the relevant academic units,

5.Determining and monitoring the task distribution and work schedule of Tutors based on the needs of academic unit managers, academic unit Tutor responsibles and faculty members who request Tutors for their courses,

6.Tutor is responsible for several students (e.g. 5 students) and can provide one-on-one Tutoring, counseling and guidance. A Tutor can act as a Tutor for a lecturer's course within the framework of the course in question. Tutor can provide tutoring services in different areas such as project studies, workshops, exercises and practices, supplementary lessons, etc., depending on the needs of academic units.

7. Organizing short-term evaluation and regulation meetings or meetings in cooperation with academic units in order to follow the structure and format of the learning communities carried out under the guidance of tutors,

8. Organizing the program in cooperation with the unit responsible for the planning, implementation and evaluation of the Tutoring Program and the academic unit,

9. Organized processes and activities are periodically evaluated and regulated.

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5 https://www.uni-regensburg.de/centre-for-university-and-academic-teaching/fuer-tutoren/index.html

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TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
Forschungszentrum für Fernlehre

Purpose of the Tutoring Program

At the Turkish-German University, which focuses on application in learning-teaching processes and encourages collaborative learning as an educational concept, students may need to be supported outside the classroom, taking into account their different expectations and needs. The educational support activities offered within the scope of the Turkish-German University Tutoring Program aim to meet diversified expectations and needs. The activities carried out for this purpose are as follows:

Academic Field Tutors

To support students to promote their field knowledge, professional knowledge, and skills in academic fields of education.

Foreign Language Tutors

To provide students with practice and communication opportunities in foreign languages, as well as language education support in the field of (foreign) languages.

Tutor

Orientation Tutors

Providing orientation support to students (especially first-year students and exchange students from abroad).

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TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
Forschungszentrum für Fernlehre

Academic Field Tutors (Fachtutor [6]): To carry out reinforcement training in the field of education, relevant course repetition, practice, and to provide general guidance and consultancy to students in various educational fields. Accompanying and advising students in laboratory and project courses. Within the scope of the support provided to students in academic education areas, it is essential to repeat courses and practice the theoretical and practical contents of the courses. In this direction, the subjects are repeated, practiced by the tutors within the framework of the lessons they will teach. In this way, it is possible to create question-answer communities, discussion environments and experience sharing groups outside the classroom on topics that students do not have the opportunity to ask questions about in lessons, do not understand or need reinforcement.

Foreign Language Tutors (Sprachtutor [6]): With internationalization, language support has an important place in education. Foreign students in institutions need to be encouraged in the field of languages. In this context, the Tutoring Program offers various opportunities to foreign students. Support in the field of Turkish can be provided to foreign students for Turkish courses at the Turkish-German University. Apart from this, the Tutoring Program provides incentives to students in the relevant foreign language, especially in institutions that provide education in foreign languages.

Various workshops, conversation groups, writing workshops, reading hours, courses for language exam preparation, weekly repetitions and practices of the subjects in the course curriculum, one-on-one tutoring hours, answering questions and providing feedback are offered by Tutors in the field of German at the Turkish-German University, which provides education in foreign languages.

Orientation Tutors (Orientierungstutor [6]): he orientation support offered covers all other activities in the organizational, motivational, social, academic and cultural dimensions. Students can consult Tutors and obtain information on the institution, the education system and many other areas. In this way, all activities in students' learning-teaching processes are supported, completed and deepened.

Academic writing support and mentoring can also be provided. Tutoring can be done face to face or in digital environments as e-Tutoring. Tutoring at the Turkish-German University is carried out face to face and e-Tutoring. Tutors provide communication, training and orientation support (in foreign languages), guidance and consultancy in various fields and projects.

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6 http://www.tutorienarbeit.de/fileadmin/pdf/Flyer/Zukunft_der_Tutorienarbeit_an_Hochschulen_Positionspapier_15052018.pdf

Tutoring Stakeholders and Responsibilities

Tutoring activities are carried out under the control and guidance of Faculty, Institute, and College Tutor Responsibles selected by academic units, and Department Tutor Resposibles assigned depending on density. In this regard, it is possible to list the main stakeholders involved in the Tutoring process and the responsibilities of these stakeholders as follows:

Academic Unit Responsible

Academic tutor advisors for each academic unit are assigned by the highest administrative authority of the academic unit to which they are affiliated. They undertake the duties of determining the criteria by which students will be selected as Tutors, selecting Tutors through interviews conducted accordingly, and monitoring and reporting the activities during the Tutoring process.
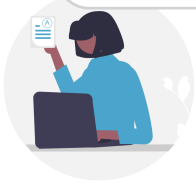
e-Tutor

e-Tutors are Tutor mentors who are expected to be in communication with all stakeholders in the coordination of the Tutor Program.

These Tutor students, who basically undertake the duties of coordinating and supporting Tutor students and giving feedback accordingly, carry out the activities for which they are responsible, both face-to-face, online, and through hybrid methods, under the supervision of the academic unit to which they are affiliated. In addition, monitoring and coordination of communication channels created within the Tutoring Program are among the duties of students in the e-Tutor role

It provides live support within the determined "e-Tutor Hours" and answers students' questions one-on-one online. They also offer online workshops in various fields and take part in the preparation of digital training materials.

e-Tutor Selection Criteria

There are certain criteria in selecting e-Tutors who are expected to interact with all Tutoring stakeholders. These students are assigned by the academic unit that administers the program. The mentioned criteria are as follows.

Students who will serve as e-Tutors must first have previous Tutor experience.	e-Tutors must have competence in using digital tools and producing digital content.	e-Tutors must have high communication and collaboration competencies.

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TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
Forschungszentrum für Fernlehre

Tutor

Tutor, which is undergraduate or graduate students who continue their formal education and have received Tutor training, provides educational support, guidance and consultancy services to peer students, consults by students who need peer support, and works with students who request support in these processes.

In addition to their own courses in an educational program, tutors help prepare course activities and support faculty members in their academic preparation and/or processes.

Tutors also provide support to foreign students. In this context, they provide orientation support in areas such as the education system, examination system, intercultural communication and corporate culture, etc. Tutor students must be students who have passed the foreign language preparatory exam and continue their education in their departments. Students who successfully complete the German preparatory program or continue their education in their departments without being exempt from the preparatory program have priority in becoming Tutor students.

Students accepted as Tutors are required to undergo training. Students receiving training are evaluated periodically through surveys by both the students receiving support and the academic Unit Tutor Responsibles. In this way, the supervision, coordination, and regulation of students operating in Tutoring processes are ensured.

Tutoring is carried out within the scope of part-time student employment and within this scope, Tutors are paid insurance and wages on a partial working hour basis*.

UZEM provides the content and planning part of the tutoring program; SKS handles the application insurance and fee part.

Tutor Student Selection Criteria

At the center of the support mechanism offered by the Turkish-German University Tutoring Program, which is an education concept shaped within the framework of peer learning, are student communities that play two different roles: receiving and giving support. While students receiving support include all students continuing their formal education; The students who will provide support within the Tutoring Program include students who are selected within the framework of certain criteria and who provide guidance and consultancy to their peers with the Tutoring Education and Tutoring experience they receive. In this regard, it is possible to say that there are generally certain criteria in the selection of Tutors.

TÜRK-ALMAN ÜNİVERSİTESİ
TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
Forschungszentrum für Fernlehre

Tutor Student Selection Criteria

Core Competencies

Didactics and Personal Abilities

Core Competencies: The basic competencies taken into consideration for students applying to the Tutoring Program include grade point average, motivation letter, CV, interview evaluation results and past Tutoring experiences. In addition, in the Tutor student recruitment processes on the basis of academic units, these criteria, specifically the basic competencies, are taking a certain course, having laboratory experience or documenting academic studies.

Didactics and Personal Abilities: In order for the learning-teaching processes to be successful, it is important to take into consideration the didactic skills and communication skills of Tutor students, as well as their basic academic/ professional competencies. Therefore, criteria such as organization skills, learning-teaching motivation, communication skills, understanding-expression skills, self-regulation skills, academic reading-writing skills, and sense of responsibility should also be taken into consideration in the selection of students who will be tutors. In this context, Tutor candidate students may need to be interviewed and, if necessary, the criterion of having Tutor experience may be taken into account in order to ensure peer-to-peer information exchange. utors also learn by teaching. They both acquire knowledge and skills such as communication skills, social skills, didactic skills and digital skills. Therefore, when the Tutoring Program is evaluated in terms of the education, development, knowledge and skills acquired by the students who are Tutors and those who receive Tutor support, it is a holistic education concept and focuses on the student.
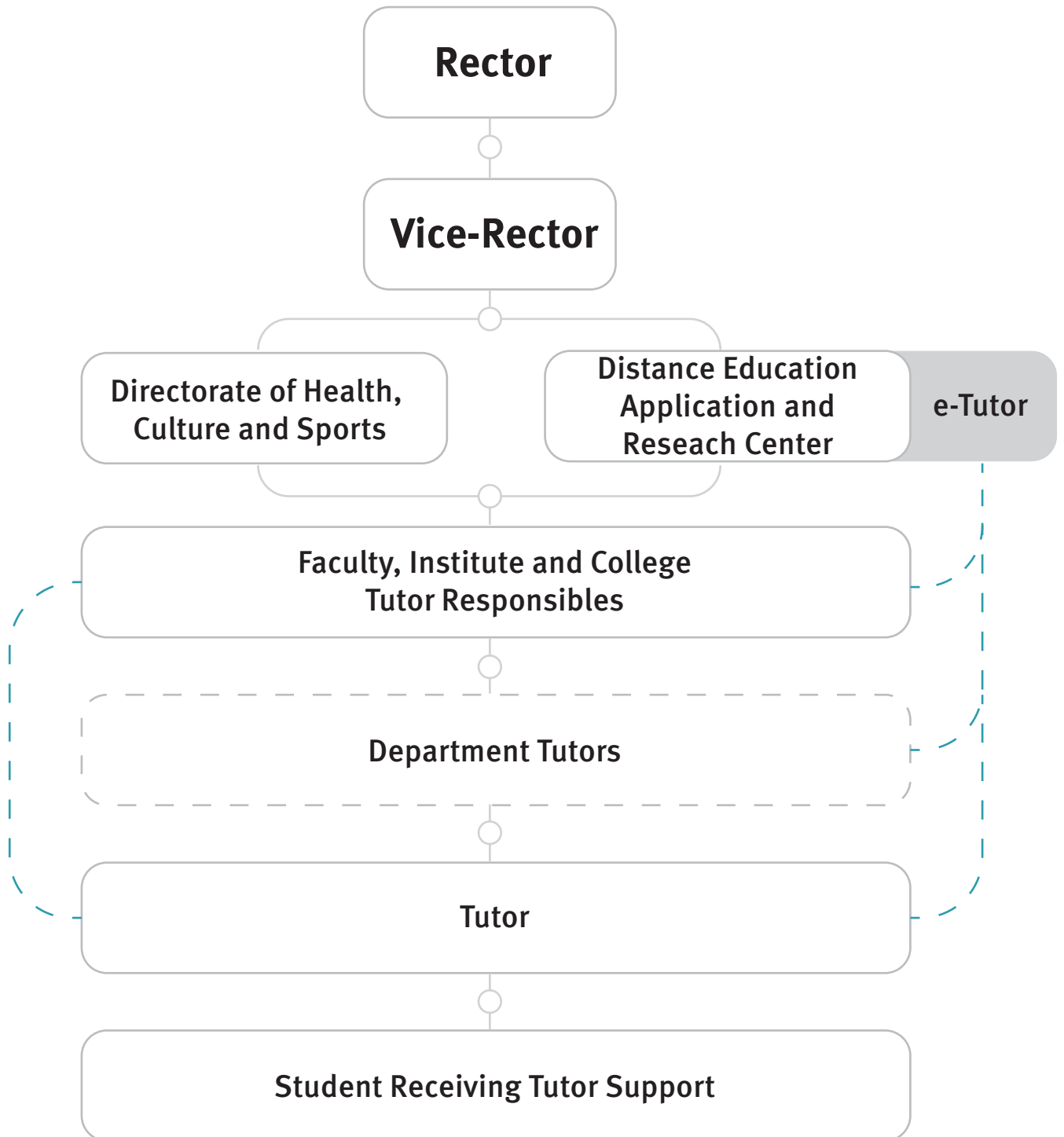
Student Receiving Tutor Support

These students represent people who receive consultancy, guidance, and educational support services from upper-grade Tutors during their learning process.

Those who want to receive support can be students from all levels continuing their formal education.

Tutoring Program Organization Chart

Rector

Vice-Rector

Directorate of Health, Culture and Sports

Distance Education Application and Reseach Center

e-Tutor

Faculty, Institute and College Tutor Responsibles

Department Tutors

Tutor

Student Receiving Tutor Support

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TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
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Basic Principles of the Tutoring Program

1 Tutoring Program supports education.

2 Tutoring Program is based on peer-to-peer learning and interaction.

3 Tutoring support is a program that adopts the principle of equality of opportunity in education.

4 Tutoring Program is carried out as academic support and orientation activities within the educational concept of the Turkish-German University.

5 The Tutoring Program aims to support the academic and professional development of students in both a formal and informal framework.

6 Within the scope of the Tutoring Program, both Tutor students and students receiving Tutor support are encouraged and gain new competencies in the field of education.

7 Peer interaction, cooperation, and social skills are also encouraged through the Tutoring Program.

8 Tutors also gain many competencies through both the Tutor training they receive and the principle of learning through teaching.

9 Through peer learning and interaction, students' sense of belonging is reinforced and they are made to feel that they have become part of a learning community.

10 With Tutoring, students' academic achievements are periodically monitored and reviewed, improvements are made when necessary, and all of these are reported.

11 Since the activities carried out by Tutors are monitored and reported by the academic staff, the Tutoring Program allows academic staff to monitor student development.

Basic Tutoring Activities

Tutoring represents an educational concept that reinforces and supports educational processes. This concept, structured and carried out within the Turkish-German University, aims to create a learning culture by supporting both the individual development of students and the acquisition of social skills in the collaborative learning process.

Tutoring activities carried out at the Turkish-German University have three basic scopes: foreign language support (communication), academic field support, and orientation. Tutoring activities, which include academic support, are carried out by the Tutor with the guidance and support of the academic Tutor responsible for activities such as course repetitions, course exercises and practices, supplementary lessons in processes such as peer interaction and consultancy, guidance, advice, and planning. These interactions can be achieved through specific Tutor-student pairings (one-to-one Tutoring for a certain number of students) or through Tutor and various student groups

Communication Channels

In tutoring processes, communication platforms and channels are created through digital communication tools so that all stakeholders can stay in touch synchronously and asynchronously, monitor, report, and organize the process instantly.

Among the Google Workspace digital tools that are currently used within the Turkish-German University and whose ease of use has been accepted by stakeholders, are Google Classroom, Google Chat and other Google Workspace digital tools (Google Meet, Google Drive, Google Forms, etc.) are used in Tutoring processes as needed.

Communication Channels

Purpose and Method of Use of Google Classroom

It is used to simultaneously provide process monitoring and control for various purposes such as sharing documents and training materials among Tutoring stakeholders, report tracking, and announcements on a single platform. Structures vary according to the interaction styles of stakeholders and this structure is in three (3) different ways.

Within the scope of the first structure, academic unit Tutor responsibles, Distance Education Application and Research Center, Directorate of Health, Culture and Sports and e-Tutors, who have academic and administrative duties in the execution of the Tutor Program, play a role in the flow of the process.

Another group was created specifically for the academic unit and was created so that the Tutor responsible of the academic unit, the Tutors, and the e-tutor of the relevant academic unit can follow the processes within the scope of the academic unit among themselves.

Finally, Tutor students, students receiving Tutor support, and e-Tutor groups responsible for the academic unit come together with students for various purposes such as one-on-one planning, creating discussion groups, carrying out question-answer activities, and sharing study notes.

Purpose and Method of Use of Google Chat

In order for Tutor stakeholders to provide instant communication, chat rooms are created in Google Chat for all stakeholders.

It was created in the same way as Google Classroom, as it is already familiar with the use of students and academics in order to protect personal data and keep information about the program within the institution while managing and executing the relevant process.

Tutor Training

Tutor Training

Tutors who take part in peer-to-peer learning processes with the Tutoring Program represent undergraduate and graduate students who continue their formal education at the Turkish-German University. Therefore, it is of primary importance to compulsorily train Tutor students who will support their peers within the scope of the program.

These trainings primarily include basic subjects focused on communication and didactic skills, and then vocational (in-field) training planned and structured specifically for each academic unit.

While skill-oriented training in the process is provided by the Distance Education Application and Research Center, in-field training is expected to be given specifically to academic units. The coordination of relevant training programs is followed within the Center, and academic units notify the Center about the plans of in-field training to be given.
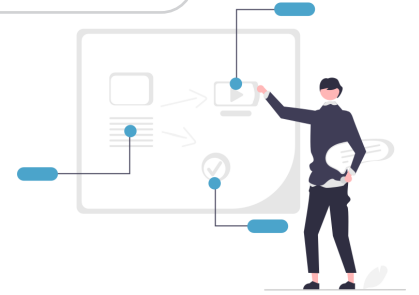
Skill-focused basic training consists of trainings* such as "*effective communication skills*", "*effective presentation techniques*", "*digital competencies*", "*learning strategies*", "*time and crisis management*", "*self-regulation skills*" and "*feedback strategies*".

- Introducing the Tutoring Program
- Communication Strategies
- Effective Presentation Techniques
- Learning-Teaching Strategies
- Reading-Comprehension, Writing
- Listening-Comprehension & Speaking Skills

- Introducing Digital Tools Used in Tutoring
- Effective Communication Skills
- Conflict/Crisis Management
- Time management
- Self-Regulation Skills etc.

These trainings, which are given synchronously (online), are also planned as interactive asynchronous trainings by the Distance Education Application and Research Center.

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TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
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Training Contents

These trainings, which are given synchronously (online), are also planned as interactive asynchronous trainings by the Distance Education Application and Research Center. In terms of continuity in education, it is important that Tutor students have access to Tutor Training materials.

The relevant contents are planned to be accessible to all Tutors within the scope of the "the use of open source in education" concept.

At the end of the training series, Tutor students will be given a Tutor Certificate*. These certificates will serve as a reference for students in their next Tutor term.

*In order to receive a Tutor Certificate, Tutor students must have attended all synchronous and asynchronous trainings and completed the interactive asynchronous trainings with a 70% success rate.
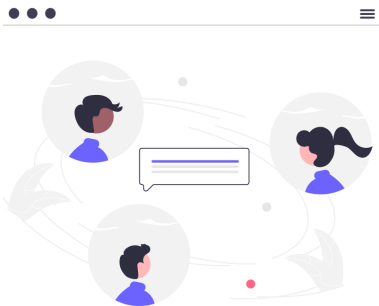
Tutoring Groups (Student Groups Accompanied by a Tutor)

The concept of Tutoring Groups, based on learning and practice communities, represents a more flexible structure in meeting the varying expectations and needs in the learning processes. It refers to supporting students with collective activities such as lessons, exercises or seminars, rather than matching them one-on-one with a Tutor. It is envisaged and recommended that Tutoring Groups formed in this context consist of 3-25 [7,8] students, depending on the support provided, need, or type of activity. However, numbers may vary depending on the type of activities.

The basic principle in such Tutoring activities is to support comprehensive and versatile peer-to-peer learning. A Tutor can support many students within the scope of group studies. Students can also benefit from many Tutors this way.

Tutoring Groups, based on the concept of creating practice-oriented groups (community of practice) that support learning in the context of social relations by Wenger (1991), is an approach that reinforces peer learning (Sindhu, Timmler, Eggert, Bein, & Kühn, 2022). These groups enable interaction among peers to deepen learning through activities such as problem solving, receiving/giving consultancy, practice and discussion.

7 http://www.tutorienarbeit.de/fileadmin/pdf/Flyer/Zukunft_der_Tutorienarbeit_an_Hochschulen_Positionspapier_15052018.pdf

8 https://www.stil.uni-leipzig.de/wp-content/uploads/2016/08/Tutoring_Leitlinie.pdf

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TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
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Tutor-Student Pairings

Tutor-student pairings are when Tutor students are assigned to specific topics on which students request support/consultancy, and Tutors interact one-on-one with one or more students receiving Tutor support. In this context, individual counseling and guidance is available.

The limits of Tutor pairing activities are determined by certain criteria, and each Tutor is responsible for a certain number of students receiving support throughout the process. In this regard, one-on-one matches or small group matches can be made in line with the criteria and initiative of the academic units.

The criteria observed in tutor-student pairings are determined by the students requesting support, and the relevant criteria can be diversified to meet the needs and expectations of the students requesting support.

For the Tutoring Program at the Turkish-German University, the working hours of Tutors are a maximum of 15 hours per week and a maximum of 30 hours per month.

Tutor Study Areas

Students who will become Tutors within the Tutoring Program can take on many duties and responsibilities in line with the criteria determined by the academic units during the Tutoring process. The announcement of these duties and responsibilities, working areas and hours are announced by the academic unit Tutor Responsibles in the academic unit to which the Tutor students are affiliated. Planning and organizing the relevant Tutoring processes are carried out in cooperation with the department and department chairs and academic unit Tutor Responsibles. These duties and responsibilities may be diverse and different depending on the academic unit. The roles that tutors can undertake as part-time students are as shown in the table on the next page.

Type of Activity	Activity Description
Group Work Support	Tutor students can be assigned to carry out application and practice activities for courses in line with the criteria determined by academic units.
Laboratory Support	Tutor students assigned within the scope of technical and applied courses may take on tasks related to the use of laboratories during course processes.
Reinforcement Courses	Tutor students can provide courses/topics/contents determined by the academic units as reinforcement courses. Follow-up of relevant processes and contents should be carried out by the Tutor responsible from the academic unit.
Academic Advisory and Guidance Support	Tutor students can provide one-on-one support to their peers on subjects such as etude studies, answering questions about lessons, and learning strategies.
Academic Writing Support	The cooperation of department or department chairs and academic unit Tutor Responsibles is important for the planning and programming of this type of support to be provided on issues such as literature review and writing strategies.
Word Studies and Applications Support	Tutor students can carry out vocabulary studies and practices on in-field terms (professional terms) specific to the academic unit with their peers in the academic unit they work in.
Field Studies Support	Students working as Tutors in academic units can guide their peers in internships and field studies within the scope of industry-university cooperation. In particular, field studies can ensure the coordination of the relevant course or study under the supervision of the instructor.
Scientific Research Practices	In addition to academic writing support, tutor students can be expected to undertake roles such as academic reading, literature review, understanding and explaining the literature, library use, and resource scanning.
Project Consultancy Support	They can advise students on projects.
Foreign Language Support	They can provide support in the field of foreign language practice and communication in a foreign language, and organize workshops on many different subjects. They can take reinforcement lessons, exercises, and applications in the areas of grammar, speaking, writing, listening, and reading.
Feedback	They give feedback to students about the projects, homework, and exercises done by the students. They encourage the student to acquire communication, learning and research strategies and provide awareness.
Orientation	They can provide orientation support in areas such as the education system, examination system, intercultural communication, and corporate culture.

TÜRK-ALMAN ÜNİVERSİTESİ
TÜRKISCH-DEUTSCHE UNIVERSITÄT

TAÜ - Uzaktan Eğitim Uygulama
ve Araştırma Merkezi
TDU - Anwendungs- und
Forschungszentrum für Fernlehre

Tutoring Workflow - Preparation of the Program

1 Term Tutoring Program and Tutor Training Seminars within this scope and training concept planning are carried out by Distance Education Application and Research Center. Insurance, wages and related documents are carried out by Directorate of Health, Culture and Sports within the scope of part-time student employment.

2 The number of students to be assigned as Tutors within the scope of the university budget is determined by Directorate of Health, Culture and Sports on an academic unit basis.

3 Distance Education Application and Research Center sends a letter to the academic units to determine the Tutor Responisbles by the academic unit officials.

4 The faculty members selected as Tutor Responisbles determine the criteria for Tutor Student recruitment. If there is more than one department within the Faculty/Institute, a department head is selected for each Department/Division in addition to the Faculty/Institute responsible.

5 The selected Tutor Responsibles are notified to Distance Education Application and Research Center.

6 Announcement templates are sent to the relevant responsible persons and authorities by Distance Education Application and Research Center.

● All Academic Units   ● All Tutoring Stakeholders   ● UZEM   ● SKSDB

TÜRK-ALMAN ÜNİVERSİTESİ
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TAÜ - Uzaktan Eğitim Uygulama
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7 The announcement is made on the websites, taking into account the Tutoring criteria determined by the Tutor Responsibles. Application documents are obtained from Directorate of Health, Culture and Sports's website and added to the announcement texts.

8 After the announcements are published, a general planning and introduction meeting is held between the Tutor Responsibles and Distance Education Application and Research Center.

9 After the announcements are finalized, a preliminary evaluation is made by Tutor Responsibles or faculty members designated by the faculty.

10 Preliminary evaluation results are published on the official websites of academic units and the university.

11 Students who pass the preliminary evaluation are interviewed by a commission of three (3) people selected within the academic unit. The commission may consist of faculty/institute/college/department/division officials, or it may consist of three (3) different faculty members within the scope of the relevant academic unit.

12 Information about students who are eligible to become Tutors is reported to Directorate of Health, Culture and Sports by academic units.

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TÜRK-ALMAN ÜNİVERSİTESİ
TÜRKISCH-DEUTSCHE UNIVERSITÄT

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ve Araştırma Merkezi
TDU - Anwendungs- und
Forschungszentrum für Fernlehre

Tutoring Workflow - Program Operation

13 Directorate of Health, Culture and Sports receives the students' application forms and makes their insurance entries.

14 An introduction and organization meeting is held with Tutor stakeholders and the current Tutor work schedule is determined.

15 Communication channels and digital working communities are created.

16 Tutor plans the training of the students and carries out these trainings.

17 Tutor studies begin. These studies are recorded.

18 Student scorecards are forwarded to Directorate of Health, Culture and Sports by the academic unit Tutor officers by the *5th (fifth) of the relevant month* at the latest, taking into account the student reports.

● *All Academic Units*   ● *All Tutoring Stakeholders*   ● *UZEM*   ● *SKSDB*

19 Payments are made regularly by Directorate of Health, Culture and Sports.

20 Tutor studies are reported every 15 days by the academic unit Tutor Responsibles, taking into account the study performance of the Tutor students.

21 Failure to provide optimum performance, leaving the Tutor position, etc. In such cases, an application is made to the Tutor responsible of the academic unit to appoint a new Tutor student.

22 At the end of the semester, the 3 (three) month process, the achievement of the targets and statistical reporting are reported on the basis of the Faculty/Institute/College and, if any, Departments/Divisions.

23 Reports from all academic units are compiled into a single output by Distance Education Application and Research Center. Depending on the final report, measures are taken and rearrangements may be made.

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Resources

Arco-Tirado, J. L., Fernández-Martín, F. D., & Hervás-Torres, M. (2020). Evidence-based peer-tutoring program to improve students' performance at the university. *Studies in Higher Education, 45*(11), 2190-2202.

Jolowicz, Christina/ Kröpke, Heike/ Vassiliou, Jördis (2022): Online, hybrid, Präsenz - was das für die Tutorienarbeit bedeutet. DUZ Wissenschaft & Management (05/2022). S.26-28

Leung, K. C. (2019). An updated meta-analysis on the effect of peer tutoring on tutors' achievement. *School Psychology International, 40*(2), 200-214.

Gurjanov, A. V., Zakoldaev, D. A., Shukalov, A. V., & Zharinov, I. O. (2020, November). Peer to peer Education 4.0. In *Journal of Physics: Conference Series* (Vol. 1691, No. 1, p. 012153). IOP Publishing.

Sindhu, Samuel/ Timmler, Ulrike/ Eggert, Jan/ Bein, Eva & Kühn, Bettina (2022). "Community of tutorial Practice". Ein Praxisbericht über innovative Hochschullehre durch studentische Partizipation an der Goethe-Universität in Frankfurt a. M. In Nora Leben, Katja Reinecke & Ulrike Sonntag (Hrsg.), *Hochschullehre als Gemeinschaftsaufgabe. Akteur:innen und Fachkulturen in der lernenden Organisation* (S. 97-106). Bielefeld: wbv Publikation. https://doi.org/10.3278/6004857w097

Internet Resources:

http://www.tutorienarbeit.de/fileadmin/pdf/Flyer/Zukunft_der_Tutorienarbeit_an_Hochschulen_Positionspapier_15052018.pdf

http://www.tutorienarbeit.de/index.php?id=22

http://www.tutorienarbeit.de/index.php?id=25

http://www.tutorienarbeit.de/fileadmin/pdf/Flyer/Akkrediteirung_Update_Dezember_2018/Kurzversion_Qualifikationsstandards_Tutorienarbeit_an_Hochschulen.pdf

https://www.cedis.fu-berlin.de/services/fortbildung/lehrgaenge/e-tutor/index.html

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