



Continuing Education to Preschool Teachers  
and Education Directors through Online Trainings

### KA2 Strategic Partnerships - VG-SPS-BY-15-36-013864

<b>Intellectual Output:</b>	IO1/A3
<b>Document Title:</b>	Tutoring Guidelines
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<b>Date of delivery:</b>	8/11/2016
<b>Number of pages:</b>	22
<b>Distribution list:</b>	<a href="mailto:eduteach@ili.fau.de">eduteach@ili.fau.de</a>
<b>Confidentiality status:</b>	public



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KA2 Strategic Partnerships - VG-SPS-BY-15-36-

013864 This project has been funded with support from the European Commission.

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## Presentation of the project

As reported in the project application “In 2011, the Council of the EU formally recognizes the central impact of early years service provision for individual, societal, and economic success. In the EU 2020 strategy, providing high quality and accessible education and care are a key element. International skill survey results (Pisa 2012 - OECD, and Pirls/Iglu 2011 (IEA) document the relation between early childhood education and care (ECEC) and school performance which is fundamental for individual development and therefore the key to the future.” The rationale of the EduTeach project is to develop “quality, innovative, and interactive ICT based modules for further professional training opportunities for preschool teachers and education directors”. Specifically the aims of EduTeach are:

- Reaching different ECEC target groups (educators, managers/directors) making them interact for exchange of best practices, discussing real-life examples, and giving professional advice and support with the help of experts in the field;
- Designing a modular training programme to reach the previous goal. The implementation of an online environment will imply three educational approaches: 1. Self-study (reading & watching educational material provided in a digital learning environment) 2. Storytelling (educational problem cases that are in line with the module topic and which professionals from all over Europe share); 3. Webinars (moderated by a project partner and senior experts from the field).

Taking into account the goals and in order to get the proper background information about the target groups at European level a user needs analysis plays a priority role. The analysis will provide a wide and updated overview of the target groups’ profiles and their availability in participating to the online programme.

The output 1 has 3 activities and the present report contains: Activity 3 “Tutoring Guidelines”.



## Introduction

As agreed in the kick off meeting, that took place on 19 – 20/11/2015 and that was hosted by Innovation in Learning Institute in Fürth (Germany) output 1 started in December 2015 with the design of the survey for the User Needs Analysis (IO1/A1). Based on the results of the UNA IO1/A2 – Methodological Guidelines – were set. Activity 1 - User Needs Analysis - and Activity 2 - Methodological Guidelines - were finalized in March 2016 while Activity 3 - Tutoring Guidelines - were produced after the design of the E-Learning course, as guidelines should be strictly connected to the approach and strategies that are used.

**Activity 3 - Tutoring Guidelines** - represents a desk research run by all partners. A comprehensive document (this report) was produced by UNIMC collecting and organizing the materials related to online tutoring and covering the following fields: teaching approaches, supporting strategies, tutor's profile and competencies and tools that can be used for both synchronous and asynchronous communication/interaction. ILI contributed to the report providing specific guidelines about the use of the EduTeach E-Learning Platform.

## Tutoring Guidelines – What is it about? And who is it for?

The present report is meant as a basic reference document to frame the online tutor activity in a pedagogical context. A collection of useful inputs is needed to support online tutors in their professional activity in the different modules organized within the training course for early childhood educators.

While the report is in English the additional resources listed at the end of the document contain publications (book, scientific articles, conference proceedings, reports) published in the different languages of the partnership. This is to allow the tutors who will support the learning activities (in modules written and delivered in different languages) to acquire an additional overview of the topic in their mother tongue.

Since the online tutor's role is strictly connected with the design of the course it is necessary to have a general perspective on e-learning design and strategies to build and support online activities within different approaches.

Online tutoring covers a variety of competences/skills:

- Communication skills (use of the most effective channels and proper style in synchronous/asynchronous activities);
- Subject matter competences (the tutor is an expert in the discipline);
- Technical skills (use of the e-learning platform, management of the learning tools);
- Pedagogical/methodological competences (apply different strategies to reach different objectives and handle different audiences).

Not in every teaching/learning context online tutors need to have the same professional profile and competences/skills. Where teachers are fully present and involved in the course the online tutors do not need to be subject matter experts, but they can focus their supporting action on the communication/interaction level.



## How to tutor online learners

Denis, Watland, Pirotte and Verday (2004) in their contribution to the Networked Learning conference proceedings "Roles and Competencies of the e-Tutor", highlight 11 roles of the online tutors divided into "Central roles" and "Peripheral Roles":

"The Central Roles we see as linked to interaction between the e-tutor and the learners are:

1. content facilitator: the e-tutor intervenes sometimes as subject expert, sometimes as interpreter and guide through the concepts of study...
2. metacognition facilitator: he/she supports reflection on learning activities and outcomes, study skills development...
3. process facilitator: he/she supports learners' learning strategies, time management...
4. advisor/counsellor: he/she provides pastoral support, doorway to institutional/local support systems...
5. assessor (formative and summative): he/she gives feedback on task achievement and performance, assignment development, sometimes he/she is also examiner...
6. technologist: he/she is a guide, first-post support with technologies and tools for learning...
7. resource provider: he/she identifies and locates, develops and produces resources to provide 'just in case' or 'just in time' learning support.

Peripheral Roles are:

8. manager/administrator: the e-tutor supports the management of the course keeping records, checking the enrollements, ...
9. designer: he/she can sometimes intervene to help to design the course or course module, the 'lesson' itself – the pedagogies, the tasks to be done...
10. co-learner: often, the role of the e-tutor is not 'stage on the stage' or even 'guide on the side', but genuinely 'friend to the end' of the course, walking with the learner-participants and learning alongside them;
11. researcher: he/she can be a reflective practitioner and action researcher from his/her e-tutor experience."

It is clear from this overview of roles that the profile of the online tutor can vary according to the technical infrastructure, management and teaching human resources working in collaboration with him/her.

For this reasons we chose to introduce the online tutoring in the wider landscape of e-learning by offering comprehensive resources that can be used to deepen the following topics:

- e-learning management
- teaching approaches
- didactical strategies
- tools and devices.

An introductory manual on the tutor's profile is the "Online Tutoring e-Book". The book, edited by Carol A. Higgison was published in 2000 by The Online Tutoring Skills Project and is available online (<http://web.archive.org/web/20040402033835/http://otis.scotcit.ac.uk/onlinebook/>). Specifically, Chapter 2, "The tutor's role" written by Sarah Cornelius and Carol Higgison provides a description of the topic offering a pedagogical/didactical perspective with theoretical inputs and practical clues represented by case –studies (Figure 1).

## 2 The Tutor's Role

Sarah Cornelius and Carol Higgison

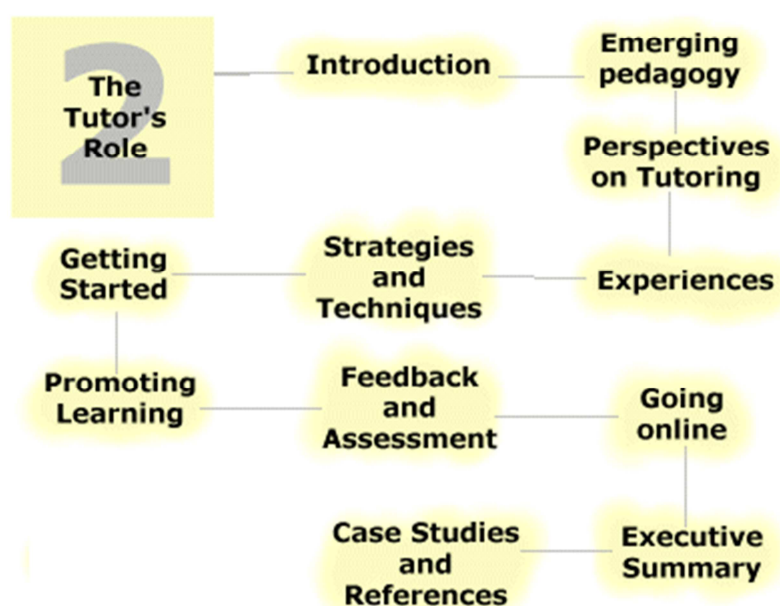


Figure 1 : Chater 2 (source <http://web.archive.org/web/20040305064249/http://otis.scotcit.ac.uk/onlinebook/otis-t2.htm>)

An additional resource that can be used as guidelines for tutors is the report "Effective Online Tutoring Guidelines" produced by staff drawn from the South Yorkshire Further Education Consortium's Learning To Teach On-Line team - <http://www.sheffcol.ac.uk/lettol> - including Julia Duggleby, Joanna Howard, Kate Butler, Les Williams, Martin Cooke, Carol Cotton, Seb Schmoller. The guidelines are available at: [http://ibrarian.net/navon/paper/Effective\\_Online\\_Tutoring\\_Guidelines.pdf?paperid=441695](http://ibrarian.net/navon/paper/Effective_Online_Tutoring_Guidelines.pdf?paperid=441695).

The report focuses on:

- Differences between face-to-face and online tutoring;
- The different roles of the tutor in the different steps of the course life (from design to delivery);



- The different roles of the tutor in the different steps of the course development (from welcome phase to the conclusion assessment phase);
- The communication strategies in different approaches (Problem-Based, Collaborative or Self-Directed Learning).

In the context of the course designed for the EduTeach audience we would like to focus on general communication and interaction issues.

Communication strategies and tools in e-learning acquire an additional value being the face-to-face context replaced with a variety of online environments which let participants, teachers, tutors and students, experience their social presence in different ways.

An effective communication flow among the actors of the teaching/learning process allows the construction of a common self-confidence and sense of reliability.

In e-learning you can use tools to develop both real time conversation and asynchronous ones. As you will see in the following paragraphs every tool can be used for a specific purpose during the learning process. Also environments that were not primary designed to be used in education, like social networks, can play a relevant role to activate informal communication dynamics which can affect students' motivation and engagement.

Courses run at a distance and/or blended course (that is partly developed online) take advantage of several tools in order to enable an effective communication flow among the actors of the teaching/learning process: teachers, tutors, students.

Communication in e-learning can be either **synchronous**, that is with no delay in the time of response (sender and receiver/s experience communication at the same time), or **asynchronous** when the message can be received and replied in a span of time different from the one it was sent.

But time is not the only parameter to distinguish different kind of communication, we need also to consider **direction** (who is communicating to whom), **objective** (the subject of communication), the **actors** (their role in the teaching/learning process), and the **access** (the range of tools provided by the LMS or external to it).

### *Synchronous tools*

Here follows a brief description of the most commonly used online tools to activate a synchronous communication within online courses.

### **Instant Messaging (IM):**

IM is used for a 1:1 bidirectional communication. It is a real time exchange (in some cases if the receiver is not online, the message is stored and delivered once the user logs in, in this case the communication is asynchronous) and it is normally used for a quick and short communication flow.





### **Chat:**

It is a quick and simple tool which let students and teachers/tutors have a real-time conversation (1:1 or 1:n). Such a tool is normally present in any Learning Management System so it can be easily used by students to get a prompt answer from their teachers/tutors or have a brainstorming session with peers during a group activity. Chat also enables students to socialize having an informal exchange and, thus, strengthen their presence in the online environment.

### **Video-conferencing:**

It enables teachers/tutors and students to communicate in real-time using a variety of channels: audio, video, screen-sharing and/or file-sharing capacities. Students can experience a lively learning experience without needing to share the same room with their teacher. Participants just need to have a microphone and a headset (and a webcam if they want to enable video). The video-conferencing tools normally let participant share their written comments or question through a simple textual chat system whose log can be recorded along with the whole video session.

You need to check if the LMS you are using has a video-conferencing tool, otherwise you need to embed one in the platform or use an external environment.

To know more about available free video-conferencing tools follow the Link: <http://pinterest.com/robngood/top-20-free-video-conferencing-tools-2013/>.

### *Asynchronous tools*

Here follows a brief description of asynchronous tools. Asynchronous channels are normally used to deliver messages that do not need a prompt reply (or any reply at all in case of the news/announcement tool).

### **News and announcements:**

In every course tutors need to advise students about starting date and deadlines of activities, events and online meetings. That information is delivered through a "news and announcement" element placed in a visible position in the course layout and managed by the teachers. In this case students are not required to post any reply, but just to read carefully the periodical messages.

### **Help forum:**

Technical and organizational issues can affect the successfulness of an online course. Students may experience difficulties in the access of the online resources or tools and need to have a dedicated space to communicate those problems. The "help forum" is meant to gather students' requests of help and collect the teacher's answers along with suggestions coming from more experienced students. Being a public space it is also useful to avoid the



same questions is asked multiple times by different students. Once a problem is clarified for one student all the others can benefit from the answer.

**E-mail:**

Communication by e-mail may occur when a specific personal problem cannot be publicly posted in the help forum. Commonly e-mail is also used by tutors to communicate specific requests to students or ask for explanation if a problem occurs.

But e-mail can also be used to send collective messages to the class concerning urgent issues or special events.

Please have a look on table 1 below to have a general overview on which tool you could use for what use case:

Communication parameters	options	tools
Time	synchronous	chat, Instant Messaging (IM), video conferencing
	<b>asynchronous</b>	<b>e-mail, help forum, news and announcements</b>
Direction	unidirectional	news and announcements
	<b>bidirectional</b>	<b>chat, IM, e-mail</b>
	multidirectional	chat, e-mail, video conferencing, help forum
Actors involved	teacher-student/s	All
	<b>student/s-student/s</b>	<b>chat, IM, e-mail, help forum</b>
Objective	content-activity related issues	chat, video-conferencing
	<b>personal issues</b>	<b>e-mail, IM</b>
	organizational-technical issues	help forum



<b>Access</b>	within the LMS	IM, chat, help forum, news and announcement, e-mail, video-conferencing
	<b>external to the LMS</b>	<b>video-conferencing (e.g. skype), e-mail, microblogging (e.g. twitter), social networking (e.g. Facebook, google+)</b>

Table 1. Communication tools organized by communication parameters.



## The EduTeach E-Learning Platform

The following chapter is meant to give you an example. The EduTeach learning platform, [www.eduteach-portal.odl.org](http://www.eduteach-portal.odl.org), is an ILIAS 5.1 based LMS. You have the option to register yourself or you get imported as tutor by the EduTeach administration team. After login all EduTeach participants have a common starting page. On the starting page you find all the public EduTeach offers. There are 9 EduTeach topics worked out in English. Every topic will be available in at least 3 further project partners' languages after the EduTeach project ended. Every participant can work through all topics he/she is interested in. There are no preconditions for participating any of them and all modules (=topics) follow a common structure:

In the beginning you will find a short overview about the goals and the time of the module. There will also be an information part about the tutors' role, so the learners will know that there is tutoring for the module and how to get in touch.

After that common introduction part the EduTeach course follows a common concept:

- a. Self-Learning part
- b. Storytelling part
- c. Webinar part

As there will be exercise work and group discussion in most modules, the tutors' role will be to guide the learner through. The tutor, in this context, should focus on the learners' motivation, too. Therefore the tutor should actively participate in forum discussions and have a look on learners who seem to be lost in the self-responsibility of the freedom EduTeach left to them as it is no mandatory course. A direct email or an individual feedback inside the EduTeach environment could help sometimes. If there were exercises to be done by the learners the tutor should check if there were some submissions outstanding and remind the learners if needed. Also tutors should give feedback on submitted exercises, if not done automatically.

During the self-learning phase of a module there might appear FAQs that will be asked and should be answered in the public module forums. E.g. a learner might not understand some parts of the text of a module; the tutor would act as expert and give a simple as possible explanation. Through this other learners who may have the same or a similar question might get an answer out of this.

As listed above usually there is a variety of tools you as tutor could use to tutor your e-learning arrangements. The tools you may use for EduTeach are listed and explained the tutors' group on the EduTeach platform. You find the group on the starting page of the EduTeach platform, after login. If you are a tutor for EduTeach please request access to the group clicking on "Join" in the little drop-down menu on the right hand side next to the group name. After you received a confirmation email from the EduTeach administration team you will have access.



## Useful Resources

### Books

- Niegemann, Helmut M. (2008): Kompendium multimediales Lernen. Berlin, Heidelberg: Springer (X.media.press).

LANGUAGE: German

ACCESS: open

LINK: <http://www.springerLink.com/content/g85uw6>.

SHORT DESCRIPTION:

Kompendium multimediales Lernen follows a teachers' handbook concept. It contains 33 chapters explaining all essentials of multimedia learning. For tutoring of E-Learning arrangements chapter 33.1.5 , 33.1.6, 33.1.7 (pp. 620) might be most interesting. Therein the role of timing, communication, and other tasks a tutor should be aware of are described shortly.

- Bates, A.W. T. (2015), Teaching in a digital age. Guidelines for designing teaching and learning for a digital age, BCcampus (e-textbook).

LANGUAGE: English

ACCESS: open

LINK: <https://opentextbc.ca/teachinginadigitalage/>

SHORT DESCRIPTION:

The book examines the underlying principles that guide effective teaching in an age when all of us, and in particular the students we are teaching, are using technology. A framework for making decisions about your teaching is provided, while understanding that every subject is different, and every instructor has something unique and special to bring to their teaching. The book enables teachers and instructors to help students develop the knowledge and skills they will need in a digital age: not so much the IT skills, but the thinking and attitudes to learning that will bring them success.



- Rivoltella, P.C. (2006), e-Tutor: profili, metodi, strumenti, Carocci, Roma.

LANGUAGE: Italian

ACCESS: see Publisher

LINK:

[http://www.carocci.it/index.php?option=com\\_carocci&task=schedalibro&Itemid=72&isbn=9788874662593](http://www.carocci.it/index.php?option=com_carocci&task=schedalibro&Itemid=72&isbn=9788874662593)

SHORT DESCRIPTION:

Il libro intende riflettere attorno a questa figura, collocandola nel contesto attuale della formazione, definendone ruolo e funzioni e presentando le prassi e gli strumenti del suo lavoro. In tal modo porta a sintesi sei anni di ricerche e sperimentazioni concretizzate in studi di caso e materiali che ne fanno sia un manuale con cui ricostruire contesti teorici e impianti di metodo, sia un vademecum che l'e-tutor può utilizzare come strumento del proprio lavoro. In tal senso il libro si avvale anche di materiale on line pensato come una "cassetta degli attrezzi" dinamica, fatta di schede, griglie e altri strumenti scaricabili.

### Articles

- Ojstersek, N. (2007), Organisation tutorieller Betreuung beim E-Learning; in: Eibl, C., Magenheimer, J., Schubert, S., Wessner, M. (Hg.) (2007): DeLFI 2007: die 5. e-Learning Fachtagung Informatik ; 17.-20. September 2007 an der Universität Siegen. DeLFI; e-Learning Fachtagung Informatik. Bonn: Ges. für Informatik (GI-Edition Proceedings, 111). P.67-78.

LANGUAGE: German

ACCESS: open

LINK: <http://subs.emis.de/LNI/Proceedings/Proceedings111/gi-proc-111-006.pdf>

SHORT DESCRIPTION:

Die Organisation und Gestaltung der Betreuungskomponente ist ein wesentlicher Erfolgsfaktor für das E-Learning. Jedoch wird häufig der hohe Zeit- und Kostenaufwand für die Betreuung und die Bedeutung eines leistungsfähigen Planungs- und Zeitmanagements unterschätzt. Durch das Level Support-Konzept können Lernende optimal unterstützt



werden und zugleich wird ein angemessener Arbeitsaufwand für Betreuende gewährleistet. Insbesondere bei stark arbeitsteiligen Betreuungskonzepten ist die Klärung und Transparenz von Abläufen, Zuständigkeiten und Entscheidungskompetenzen erforderlich. Der kombinierte Einsatz einer Lernplattform und eines Content Management Systems kann sowohl die Entwicklung aktiver Learning Communities unterstützen als auch den Austausch und die Zusammenarbeit im Betreuungsteam fördern

- Banzato, M, Constantino, G. D. (2008), Competence Based Tutoring Online. A Proposal for Linking Global and Specific E-Learning Models, IFIP International Federation for Information Processing, Volume 281; Learning to Live in the Knowledge Society; Michael Kendall and Brian Samways; (Boston: Springer), pp. 209–216.

LANGUAGE: English

ACCESS: open

LINK: [http://Link.springer.com/chapter/10.1007/978-0-387-09729-9\\_32](http://Link.springer.com/chapter/10.1007/978-0-387-09729-9_32)

SHORT DESCRIPTION:

The paper suggests crossing global e-learning models with specific ones so as to determine their possible correlation in order to infer online tutor competence profiles. These are found at the intersection of the pyramid, matrix and e-learning instructional design models. Hypothetical setups of the pyramid e-learning systems are discussed. The competence matrix is described in more detail as a complex and potentially useful instrument to guide OLT training and evaluation. It is concluded that the synergy resulting from the interplay among the competence matrix, e-learning instructional design models and e-learning environments will make it possible to assess instrument potential and conceptual schema appropriateness. It will also show their limitations, with a view to improving them.

- Barberà, E. (2006). Los fundamentos teóricos de la tutoría presencial y en línea: una perspectiva socio-constructivista. Estudios de Psicología y Ciencias de la Educación.



Universitat Oberta de Catalunya. Educación en Red y Tutoría en Línea (págs.: 151:168). UNAM FES Zaragoza, México.

LANGUAGE: Spanish

ACCESS: open

LINK: [http://cfpvirtual.cervantes.es/moodle/pdf/234\\_10/1\\_MI\\_Barbera\\_E.pdf](http://cfpvirtual.cervantes.es/moodle/pdf/234_10/1_MI_Barbera_E.pdf)

Short description:

This article provides an overview of the nature of the tutorial process; the means whereby an adult or "expert" helps somebody who is less adult or less expert from a socio-constructivist perspective making emphasis on the psycho-pedagogic essential elements involved and the necessary tips for online tutoring to be successful.

- Coccia, C. (2012), E-tutor o E-Teacher? La figura del tutor nella didattica a distanza, Rivista scuola IaD N. 5.

LANGUAGE: Italian

ACCESS: open

LINK:

<http://rivista.scuolaiad.it/n05-2012/e-tutor-o-e-teacher-la-figura-del-tutor-nella-didattica-a-distanza>

SHORT DESCRIPTION:

L'articolo descrive le competenze, le capacità ed abilità proprie del tutor nella didattica a distanza nonché il percorso formativo attraverso il quale vengono acquisite. Si analizzano inoltre le attività e i compiti affidati all'e-tutor e il rapporto fra tutor e studente al fine di determinare se l'e-tutor debba essere considerato un e-teacher, come avviene nel caso dei corsi di lingua a distanza.

- Denis, B, Watland,P., Pirotte, S., Verday, N. (2004), Roles and Competencies of the e-tutor. Proceedings of NLC2004, Networked learning Conference.

LANGUAGE: English





ACCESS: open

LINK: <http://www2.uca.es/orgobierno/ordenacion/formacion/docs/jifpev5-doc4.pdf>

SHORT DESCRIPTION:

This paper considers the roles and competencies of the e-tutor. A literature review shows that different roles are assigned to the online tutors. Definitions of these roles are presented and discussed. Afterwards, we present eleven roles we consider important to manage the interactions between learners and tutors in an e-learning environment and the competencies needed to support these tutor's roles. We conclude that to improve the quality of e-learning the tutor's interventions have to be adapted to a specific context and we propose to train the e-tutors for these roles.

- Klimova, B.F., Poulova, P. (2011), Tutor as an important e-learning support. World conference on Information Technology. *Procedia Computer Science* 3 (1485–1489). Published by Elsevier Ltd.

LANGUAGE: English

ACCESS: Under a Creative Commons license

SHORT DESCRIPTION:

Teachers are all the time looking for different ways of increasing the quality of their teaching. At present the use of computers and new technologies has become an important aspect of education. They have enabled the teaching community to redefine some of the strategies and concepts of teaching and learning. In this climate computer-based distance learning courses have emerged. One of the supports of the distance learning is e-learning, which is widely used at the University of Hradec Kralove, Czech Republic. The article attempts to examine how the traditional role of a teacher in the e-courses changes and what preconditions are pivotal for the tutoring of such courses. In addition to that, it describes a creation of e-learning courses from the pedagogical point of view.

Link: <http://www.sciencedirect.com/science/article/pii/S1877050911000378>

- Kiszter, I (2010), Elearning a jövő iskolája- konzulensi útmutató (methodological guide on-line).

LANGUAGE: Hungarian



ACCESS: open

LINK:

[http://www.tenegen.eu/sites/tenegen.eu/files/tenegen/files/FinalProducts/R5\\_Methodology\\_modul\\_1\\_accreditation\\_HU.pdf](http://www.tenegen.eu/sites/tenegen.eu/files/tenegen/files/FinalProducts/R5_Methodology_modul_1_accreditation_HU.pdf)

Short description:

The guide summarises a specific e-learning course tools and possibilities for tutors, and outlines the methodological implications of on-line tutoring and on-line evaluation.

- Közérthetően az e-learningről (Ed: Artudásmenedzsment)- on-line q&a about tutoring

LANGUAGE: Hungarian

ACCESS: open

LINK: <http://elearning.co.hu/blog/2013/07/23/e-learning-tippek-4/>

SHORT DESCRIPTION:

This on-line source is giving short description of on-line tutoring and 10 useful tips to on-line tutors how to become better tutor.

- Pagano, C. M. (2008) Los tutores en la educación a distancia. Un aporte teórico/ Tutors within distance learning. A theoretical contribution. RUSC

LANGUAGE: Spanish

ACCESS: open

LINK: <http://www.uoc.edu/rusc/4/2/dt/esp/pagano.pdf>

SHORT DESCRIPTION:

This article offers an approach towards the importance of tutors within distance learning that consists of reviewing some of the conceptualizations regarding this particular tutorial function. Distance learning has become an alternative form of learning, so the educator-tutor must show conviction regarding the benefits of distance learning – upheld by theoretical knowledge on the principles of this modality – and thus boost their student's confidence.



- Panagiotis, A. (2010), Communication between tutors – students in DL. A case study of the Hellenic Open University, EURODL.

LANGUAGE: English

ACCESS: open

LINK: [http://www.eurodl.org/materials/contrib/2010/Panagiotis\\_Chrysoula.htm](http://www.eurodl.org/materials/contrib/2010/Panagiotis_Chrysoula.htm)

SHORT DESCRIPTION:

In this paper we present the survey which was administered to students and tutors of the course module EDU65 (Open and Distance Education) of the Hellenic Open University. The objective of the survey was to study their views on the frequency, subject and ways of communication between students and tutors as well as review their perceptions on the contribution of this communication to the successful course and completion of studies. Through their answers we try to determine the elements of effective communication between tutor and student and compose the profile of the successful tutor according to the students' stance.

- Ross, W. (2008), Mentoring and Tutoring Online Learners: Personal Reflections: National Implications, Focus on Colleges, Universities, and Schools, V. 2, N. 1.

LANGUAGE: English

ACCESS: open

LINK:

<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Ross,%20William%20Mentoring%20and%20Tutoring%20Online%20Learners%20-%203-30-08%20-%20FOCUS.pdf>

SHORT DESCRIPTION:

The rapid advances in technology has allowed for the continued development of online instructional theories and the application of the principals of adult learning theory to the virtual classroom. The theme central that pervades online mentoring and tutoring is that the online teaching and learning experience is a collaborative learning partnership between learners and faculty. The virtual classroom should provide an atmosphere that facilitates the



exploration of meaning, in which students feel safe and accepted. A convergence on best practices in online instruction includes a focus on how to integrate high quality academic and scholarly work with professional relevance and application. The compelling challenge made to all aspiring online instructors is to transition from facilitators-of -learners to learner-center facilitators.

- Walker, R. (2015) Peer Observation For Online Distance Learning Tutors: Creating The Conditions For Effective Peer Exchange. EURODL.

LANGUAGE: English

ACCESS: open

LINK: <http://www.eurodl.org/materials/contrib/2015/Walker.pdf>

SHORT DESCRIPTION:

This article explores how online distance learning tutors working within a higher education context may be supported in their professional development through participation on an institutional peer observation programme. Drawing on the reflections of participants from two cohorts (2011 and 2012) at the University of York, the article reviews the learning outcomes arising from the peer observation process and investigates the necessary conditions for fostering critical reflection on practice between tutors.

- Λιοναράκης Α., (2006). Η θεωρία της εξ αποστάσεως εκπαίδευσης και η πολυπλοκότητα της πολυμορφικής της διάστασης. Στο Α. Λιοναράκης (Επιμ.) Ανοικτή και εξ Αποστάσεως Εκπαίδευση – Στοιχεία Θεωρίας και Πράξης, (σελίδες 7-41). Αθήνα: Προπομπός

LANGUAGE: Greek

ACCESS: open

LINK:

<http://www.edc.uoc.gr/~panas/EAP/Tmimata/Nea%20paralila%20keimena/%CE%97%20%CE%B8%CE%B5%CF%89%CF%81%CE%AF%CE%B1%20%CF%84%CE%B7%CF%82%20%CE%B5%CE%BE%CE%91%CE%95.pdf>



SHORT DESCRIPTION:

This article is an excerpt from a seminal work in the Greek context in theorizing e-learning and distance learning. E-learning is approached as a distinct scientific field informed and conditioned in turn by a variety of disciplines. E-learning has then its own ontology validated by a respective theory and practical applications thereof. The authors approach e-learning in its polymorphy; on the basis that is, of many methodological approaches and conceptualisations of how it is implemented and practiced. This form of education (learning and training modes) is thus rather flexible and multifaceted in nature for both tutors and learners.

- «ΤΠΕ και εξ Αποστάσεως Εκπαίδευση στην υπηρεσία της Δια Βίου Μάθησης. Πρόσβαση στη γνώση ή ένας νέος ψηφιακός δυϊσμός;» - 5th International Conference in Open & Distance Learning - November 2009, Athens, Greece – PROCEEDINGS, Κ. Β. ΣΑΧΙΝΙΔΗΣ, Μεταπτυχιακός φοιτητής Πανεπιστημίου Αιγαίου, Δάσκαλος, Γ. ΠΟΛΥΧΡΟΝΑΚΗΣ, Μεταπτυχιακός φοιτητής Πανεπιστημίου Αιγαίου, Δάσκαλος

LANGUAGE: Greek

ACCESS: Creative Commons Attribution-Non Commercial-Share Alike 4.0 International License

LINK:

<http://www.edc.uoc.gr/~panas/EAP/Tmimata/Nea%20paralila%20keimena/%CE%97%20%CE%B8%CE%B5%CF%89%CF%81%CE%AF%CE%B1%20%CF%84%CE%B7%CF%82%20%CE%B5%CE%BE%CE%91%CE%95.pdf>

SHORT DESCRIPTION:

This study is an attempt to further promote ICT and Distance Education through Internet as a modern and attractive educational tool that can improve the effectiveness of learning and teaching in Lifelong Learning, supplementary or as a basic educational resource and an adults integrating channel in new social and labor contexts. Distance education with the use of ICT accomplishes Lifelong Learning goals supporting the trainees passing from the Information Society to Knowledge Society. The authors are addressing the issue of the



implications of e-learning at the verge of widening the opportunity for access to knowledge and the creation of a possible new digital dualism, and in that case, they suggest ways to overcome this.