# BEAT- "BE (come) A Tutor - Professionalization in the Tutoring sector"



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# 1  The added value of voluntary tutoring

## 1.1  Introduction

Volunteer tutoring is a niche within extracurricular learning support, primarily offered for money. However, many families cannot afford commercial tutoring. You need an easily accessible, open, and free learning offer. On the other hand, many people would like to volunteer and would also like to offer free tutoring. Often, however, they lack basic information on what tutoring can look like in concrete terms and what skills they have to bring with them.

This compact course provides up-to-date, low-threshold, practice-oriented knowledge about voluntary tutoring.

In this first chapter, you will first learn the basic principles:

- What is voluntary tutoring, who needs it, and who can become a tutor?
- A brief introduction to the course content
- Methods for self-assessment and self-reflection: Do I want, and can I do that?
- Information on voluntary work in general and what you should consider in terms of insurance and employment law

After working on this chapter, you will understand the tutoring system's basics and what to consider when working as a volunteer tutor.

## 1.2  Basic information about volunteer tutoring

**What is volunteer tutoring?**

Tutoring itself is an essential part of the school education of students. According to a study from Austria, 30% of all students receive extracurricular learning support. Just over half of this is in the form of paid tutoring (16%), and a little less than half (14%) is in the form of unpaid tutoring. Often the unpaid tutoring is either privately organized (learning cafés, non-profit associations) or offered directly at the school by the teachers. Voluntary tutoring is characterized by the fact that this support is free of charge or with a small expense allowance but regularly organized in some form. Another feature is that there is actually a market for tutoring. This is not so small and amounts to about 100 million euros per year in Austria, for example (Chamber of Labour 2022: tutoring monitoring).

**Who needs tutoring?**

The learning success of students is strongly dependent on their parents' economic and social status. Studies have long shown that children from socially or educationally disadvantaged households have significantly worse results at school. They need further support but can only afford it insufficiently. Studies show that children from financially weak families receive tutoring much less than children from wealthier families. However, this means that the educational imbalance is exacerbated when tutoring is only available to a specific group for cost reasons. This impacts not only the immediate school years but also the further life of these students.

In order to counteract these increasing learning deficits, it is necessary to offer these children an additional learning offer in the form of free tutoring that is as easily accessible as possible.

**Who can become a volunteer tutor?**

On the other hand, many people have a strong interest in social commitment. Possibly even in the field of tutoring, in order to support students who cannot afford paid services in their educational

path. Tutors do not need any special qualifications or certificates for this. ==References== The following characteristics are significant to give tutoring successfully:

Specialist knowledge: Especially from the secondary level, it is essential to have an above-average overview of the respective subject. Avoid the situation of possibly having to tap into the knowledge yourself during the lesson. This would probably lead to confusion among students and time.

Didactic and methodological competencies: To successfully impart specialist knowledge, didactic and methodological skills are required. In addition to learning techniques, this also includes motivation techniques, tutoring structure, and other aspects.

Sympathy: Tutoring often takes place in a 1:1 situation. Therefore, and because tutoring usually takes place over a more extended period of time, it is imperative that the chemistry between tutors and students is right.

However, especially people who want to volunteer in tutoring are faced with the challenge of obtaining adequate information or a structured and high-quality introduction to the basics of tutoring. This course should also help to get an overview of the topic, to introduce them practically, and thus give a sound basis for the first tutoring lessons and beyond.

PRACTICAL RELEVANCE

To think about it: Do you know people who give tutoring or even do it voluntarily? Ask them how they came to this, why they did it, and how they prepared for it. Perhaps these people will also assist you with words and deeds, especially at the beginning of the activity.

## 1.3    Introduction to the course

**Course description**

As mentioned, you will receive up-to-date, low-threshold, and practice-oriented knowledge for voluntary tutoring. The curriculum consists of a total of 11 modules, which can be assigned to 3 chapters:

1. **A basic understanding of volunteer tutoring:**
- Module 1: Added value of voluntary tutoring (this module): Basics of voluntary tutoring; Instructions for self-reflection; as well as types and motivations of volunteering.
2. **Development of social skills:**
- Module 2: Gender & Diversity: Basic Concepts of Gender Mainstreaming, Gender as a Social Construction; Diversity and gender competences in tutoring; Sensitization methods.
- Module 3: Communication: Communication Models and Types; 4 level model and inner team according to Schulz von Thun; Question and creativity techniques; as well as presentation skills.
- Module 4: Motivation techniques: Psychological basics of motivation, motivation generation, and feedback; as well as apply motivational techniques in tutoring.
- Module 5: Conflict Management: Understanding and Shaping Conflicts, Conflict Prevention; and Applying Conflict Management Tools.
3. **Planning and implementation of tutoring lessons:**
- Module 6: Getting to know and designing the first lesson: From the first contact to the goal agreement to the structure of a tutoring lesson; as well as the design of the learning space

- Module 7: Preparation – Follow-up – Documentation: Setting goals, planning time, checking learning progress; End of the tutoring lesson; as well as tools for documentation

- Module 8. Competence orientation: Important definitions of the term "competence," learning objective and action orientation; Interdisciplinarity and wholeness; Participants-centering; competence assessment

- Module 9: Methodological and didactic basics: seminar design; social forms and methods; Learning basics (learning styles, techniques, and disorders), as well as learning objectives and method determination

- Module 10: Online tutoring: planning an online tutoring lesson, tools, and platforms, preparing for online tutoring; Tips and stumbling blocks; useful apps

- Module 11: General Conditions for Tutoring – Do's and Don'ts: Social Aspects, Limits of Tutoring, Time Management, Tools, and Methods

The processing time for this course is calculated at 2-4 hours per module. This means that the entire course lasts about 35 hours or 1 week.

**Benefits for tutors**

After processing, you will be able to:

- To understand the basics of the tutoring system and to know what to consider when volunteering.

- Further develop social skills in communication, motivation, and conflict management.

- Develop organizational skills by learning to develop individual or a series of tutoring sessions.

- Learn didactic-methodological skills and show different learning styles or apply various methods.

- Build IT skills by learning to schedule online tutoring sessions and apply appropriate tools.

The course is designed in such a way that it can be started and completed at any time. The modules are self-contained so that you can also choose the order independently. Since it is offered on an online platform, you can also freely allocate your learning time or access it from any location with your PC or smartphone and an Internet connection.

## 1.4   Self-assessment and self-reflection

Even with voluntary commitments, it helps to first question yourself whether you can and want to carry out the desired activity to the satisfaction of everyone (including yourself). This should be done beforehand and at regular intervals during the engagement. There may also be annual feedback meetings in the organization where you do the volunteer work, which you can use for such reflections.

Basically, self-reflection can be about the following questions: What do I need as a tutor? What personal expectations do I have? About voluntary tutoring, it could look like this:

What do I need as a tutor?

Expertise: This is the basis for supporting students in the respective school subject. The higher the school level, the higher the demands on the tutor. He/she should not only have a deep understanding of this subject but also be able to convey it adequately and have security in case inquiries go a little further.

- To what extent do I have the knowledge and understanding in this subject according to the requirements of the respective school level?

- To what extent have I even acquired specialist knowledge beyond that?

- What am I missing?

- How can I acquire the missing knowledge/understanding?

Didactic and methodological skills: Besides specialist knowledge, teaching is essential for tutoring. Without a wealth of methods and didactic concepts corresponding to the age of the students, even the best specialist knowledge is of no use.

- To what extent have I already created and implemented didactic concepts for imparting knowledge to pupils?

- Which age-appropriate methods for imparting knowledge do I know or have I already used?

- To what extent was I successful with it?

- To what extent do I need further methodological knowledge to impart knowledge?

- Which sources can I use for this?

Social skills: To ensure an appreciative treatment of the students during tutoring, a certain degree of social skills is required. These ranges, for example, from communication to conflict management to motivation techniques. It ensures that tutoring can be carried out effectively and in the long term.

- To what extent do I already have experience dealing with students outside my family/circle of acquaintances?

- Which competencies can I still develop to offer professional and interpersonal pleasant tutoring?

- How can I acquire the missing skills? Which sources can I use?

IT skills: Tutoring is increasingly being held online. Especially since the beginning of the Corona crisis, the place of tutoring has shifted more and more from face-to-face lessons to online lessons. However, due to technical barriers and different methods, the transition is not easy.

- To what extent do I feel able to give tutoring online?

- To what extent do I have the technical equipment and knowledge to conduct online sessions?

- Which software do I know to support tutoring methodically and didactically?

- How can I acquire the missing knowledge and equipment?

PRACTICAL RELEVANCE

To think about it: To what extent have you acquired specialist knowledge on certain school subjects or competencies? Which ones are you missing? You may also be able to discuss these points with experienced tutors and receive more detailed information. You may also be able to get access to the curricula of the respective school levels in which you want to give tutoring to get a better picture.

**Personal expectations**

Tutoring in itself: Whether for financial reasons, to consolidate his didactic skills, or to have a little variety from the typical job. There are many reasons to get involved in tutoring. However, it probably helps to briefly reflect on personal reasons and expectations in order to be more aware of them.

- Why do I want to give tutoring and not get involved in another area?

- What expectations do I have of the students? What if they did not or only insufficiently fulfilled them?

Volunteering: Giving tutoring voluntarily probably happens out of a different motivation, or are the personal expectations different from conventional tutoring? They will be explained in detail in the next chapter.

- From what motivation would I like to give voluntary tutoring? What do I want to achieve with it?

- Why couldn't it also be conventional tutoring?

- When would I stop volunteer tutoring?

Expectations of yourself: You certainly have expectations of yourself personally with regard to a new commitment. It includes, on the one hand, the question of motivation, but on the other hand, learning and growing in terms of personal and social skills as well as specialist knowledge.

- What would I like to learn personally in tutoring?

- Which skills would I like to expand in tutoring?

- How do I know that I am successful in tutoring?

If you have answered these, but perhaps also some other questions for yourself or with trusted persons, you can better decide to what extent voluntary tutoring is an option. And if some points, especially about the specialist knowledge or the different competencies, do not yet seem sufficient, you can think about how to further build up this knowledge/competencies.

However, there may also be opportunities to arrange a rehearsal day with the organization or directly with the students, to talk to tutors, or to accompany them with tutoring.

PRACTICAL RELEVANCE

To think about it: Maybe you can also talk to experienced tutors to find out their expectations and to what extent they have been met or not met. Also, ask them how you dealt with difficulties and what helps them do so.

## 1.5  Volunteer work – definitions and motivations

**Types of volunteer work**

Volunteer work is an essential civil society resource, which is very pronounced in many countries and is characterized by a variety of activities and services.

Volunteering is when you take on a function voluntarily, with a certain regularity, for a certain period of time and free of charge. It is usually carried out within the framework of associations, institutions, projects, or initiatives. Typical functions include memberships in the volunteer fire brigade or rescue organizations, honorary offices in associations, as well as activities in the municipal council, in the works council, or as aldermen.

The concept of voluntariness is crucial here: it can be defined as a service provided voluntarily and free of charge for persons outside one's household. It also includes personal/professional training and further education measures.

In addition, in the case of volunteering, a distinction can be made between formal and informal engagements, whereby the activities carried out within the framework of associations are regarded as formal volunteering, while private support services or neighborhood assistance are attributed to informal volunteering. The latter emphasizes personal responsibility towards one's neighbors and is often complementary to formal voluntariness.

Volunteering can be defined as the organized charitable or social work and services that are provided voluntarily, with a (regular) amount of time, and without payment to people outside their own household.

Volunteering is divided into five areas:

Gainful employment: Voluntary work is carried out without payment. In addition, free will is in the foreground. However, employees have an employment contract and commit to work performance based on this. They are embedded in a company organization, bound by instructions, and have a disciplinary responsibility, personal service obligation, and economic dependence.

Labor market neutrality: Voluntary commitment means that they do not distort the market. In particular, no full-time employees may be replaced by voluntary commitments, or employees may either not be hired or even dismissed. Also, no financial or personnel bottlenecks should be compensated.

Neighborhood Assistance: Above all, informal is distinguished from formal voluntary commitment. Neighborhood help means, in particular, mutual assistance without remuneration in order to cope with individual or community needs. Typical are the farming area (joint harvest), assistance in the event of disasters, or shopping and visiting services.

Fundraising: This is a form of marketing to not raise flowing funds on a regular basis. It often involves receiving donations or attracting people to support activities.

Civil society: This form of engagement aims at developing the community within the framework of political democracy and is characterized by voluntary commitment.

Volunteer work is very diverse and can be divided into the following areas:

- Disaster relief and emergency services
- Art, culture, and leisure
- Environment, nature and animal welfare
- Ecclesiastical or religious area
- Social and health sector
- Political work and advocacy
- Civic activities and communities
- **Education**
- Sport and exercise
- Refugee aid

To think about: Which volunteer organizations do you know? How are they organized? What topics do they tackle? And how do they do it?

Maybe you already know volunteer organizations in your area that offer volunteer tutoring.

**Motivations for volunteer work**

Behind all this commitment of the people are different motivations, which can be divided as follows:

*Intrinsic motivation*

Intrinsic motivation may be the main factor of volunteer work. It occurs when an activity is carried out for its own sake and not because a reward is in prospect. However, intrinsic motivation is endangered when extrinsic factors are added, such as a form of control or reward, such as payment, or when the autonomy or freedom of one's own decision is threatened. According to the 1996 European Volunteering Study, intrinsic motivation is the main reason 51% of respondents volunteer.

*Responsibility*

Another motive for volunteering is to take responsibility. However, this is sometimes ambiguous and can lead to the fact that responsibility for voluntary work can be assumed from an egocentric and self-interest-oriented perspective rather than a standard good orientation. It is a problem when others feel exploited and, in turn, reduce their performance of responsibility because they feel exploited.

*Altruism, orientation toward the common good*

Selflessness can also be a motivation for volunteering. Above all, social responsibility and compassion play a role here, which then have a beneficial effect on spontaneous or continued helpfulness.

*The Functional Approach*

Finally, the functional approach will be presented, which pursues the motivations of voluntary commitment multifunctionally in relation to pursued goals and life needs. He assumes that different people can perform the same activity without their psychological functions being the same. Six functions are distinguished:

- Value function: Volunteering allows one to express one's values (e.g., to help people in need out of compassion).

- Experiential function: the voluntary activity makes it possible to gain experience or to learn new things.

- Career function: Volunteering enables you to advance your own career and to make contacts.

- Social adaptation function: volunteering can meet the expectations of the social environment.

- Self-esteem function: Volunteering increases self-esteem and gives the feeling of being needed.

- Protective function: Volunteering, for example, is there to distract from one's worries or reduce feelings of loneliness

PRACTICAL RELEVANCE

To think about: What is the motivation behind their (future) commitment to voluntary tutoring? Why did you decide to do this, and what do you want to achieve with it?

Labor law and financial foundations

Of course, giving generally applicable statements about the legal and financial situation in voluntary tutoring is difficult. Since this is handled differently from country to country, you should contact offices in your country for more information that can provide you with information about it.

Many countries do not require tutors to have a degree or other credentials. It is advantageous because non-studied individuals who have gained expert knowledge through professional experience, for example, can provide tutoring. As already indicated above, you should be able to assess your abilities well. Those with only average knowledge of a subject can only offer learning

support to a certain extent and quickly reach their limits. It frustrates not only you as a tutor but also your students.

If you work for a volunteer organization, you may also be protected by liability or accident insurance. In a voluntary commitment, however, you may not receive any remuneration. However, incurred costs, such as travel or travel expenses, material expenses, etc., can be reimbursed.

## 1.6   Summary

In this introductory chapter, you have received basic information about voluntary tutoring. Why is it necessary at all? Who needs this, and what is being done to counter it? A big challenge is that many people are interested in volunteering tutoring. However, some don't know how to approach tutoring, what expertise and social skills they need, and how to do it online. Finally, this module gave you some answers to volunteering, what types there are, how to differentiate, and legal questions.

Let's continue in detail. Informative modules await you to prepare for your personal tutoring commitment. As mentioned above, you can edit the modules independently of each other—no matter when, where, and in what order.

We wish you a lot of fun working on the course and, above all, a lot of success with your first tutoring lessons!

## 2   Gender and Diversity

### 2.1   Introduction

**The topic**
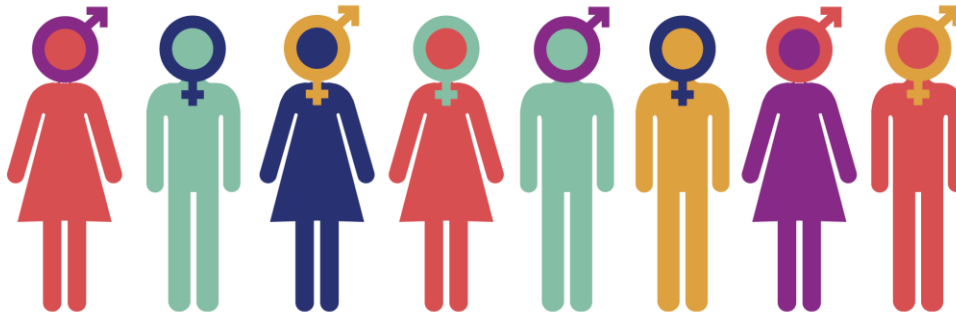


As colorful as the illustration at the beginning of the chapter is the topic "Gender and Diversity" is so complex. A topic that you have already got to know in your trainer training.

To get you in the right mood, please get involved in the following thought experiment:

Imagine a learner in the context of your trainer activity. Give this person a name, an age and consider their fictitious language, origin, current place of residence, work activity, and family circumstances.

Your image of this person becomes more and more concrete, and you end this reflection by answering the following key questions: What are this person's greatest joys and desires? What are this person's biggest worries and fears?

Now we change ONE criterion in your personal description

- gender.

I would now like to reiterate the two key questions. Are your answers the same, or have they changed? Does this make certain stereotypes or role assignments recognizable to you?

According to ABZ* Austria (Work, Education, Future – a non-profit organization for competence for women and business), in the context of this exercise example, the male gender is more likely to be assigned career and work topics, while women are attributed the areas of family and childcare.

In this article, we roll up the gender and diversity spectrum, in addition to the repetition of basic explanations of terms, from the background of your trainer activity. This means that we shed light on gender-specific prejudices and clichés and offer you the opportunity to recognize and reflect on your own behavior and gender competence. Practice examples ensure extensive gender- and culture-sensitive competence in your lessons.

## 2.2   Basic knowledge in the field of gender mainstreaming

You may already have a basic understanding of gender and diversity, but we would like to repeat the most important basic concepts at the beginning of this chapter.



When you hear 'gender mainstreaming,' what knowledge do you already have at your disposal?

Gender mainstreaming is a long-term strategy that promotes equality between men and women. The observance of gender equality aspects in all decision-making and planning processes is just as important as ensuring they are implemented.

HINT

The term "gender mainstreaming" is derived from English and is composed of the two terms "gender and mainstreaming." The basis of gender mainstreaming is based on the recognition that the female and male sex find different social living conditions and possibilities. Unlike German, English distinguishes between the social and cultural "gender" and the biological "sex."

Gender thus examines social gender roles as women and men are or should be. Gender, therefore, represents a social construction and can be changed.

Can you think of an example that defines social gender culturally?

EXAMPLE

Take a look at the toy department. You will discover toys that clearly represent the male or female sex. Boys are assigned, e.g., to cars, and girls, e.g., to dolls. The colors "blue" and "pink" are also strongly reflected in children's gender role allocation in the toy sector.

Whether you belong to the female or male sex is not a characteristic, personal characteristic, specific color, or toy but the result of social processes. It is also known as DOING Gender.

Gender Mainstreaming has set itself the goal of living a gender-neutral reality, overcoming the negative effects of the current gender relations, and anchoring this in all areas of our society.

In your opinion, what successes have already been achieved in our society during gender mainstreaming in recent years, and which goals must be adhered to?

According to the European Commission, positive trends can be observed above all else in the labor market. Women are increasingly represented in this sector and achieve significantly better professional qualifications. In the same breath, it must be added that women still have lower wages than men and are under-represented in management positions.

By 2025, the European Commission aims to achieve policies and objectives that promote gender equality in the European Union.

IMPORTANT

The most crucial lighting objectives are:

- Combating gender-based violence and removing gender stereotypes for women and men

- Economic balance for both sexes

- Same income for the same or equivalent professional activity

- Equality in decision-making and political areas

In addition to gender equality, the focus is on strengthening the role of women. For example, on 4 March 2021, a binding measure on wage transparency was proposed by the Commission. A year later, the proposal for a directive on combating violence against women and domestic violence was presented.

We have now obtained a brief overview of the term gender/ gender mainstreaming. Let's take a closer look at the topic of "diversity."

## 2.3   Basic knowledge in the field of diversity with the help of the diversity wheel

What does diversity mean to you in the training sector?

HINT

Diversity, as it is called in the German language, is derived from Latin and means "divertere/diversitas." The focus is on the individual, structural and institutional levels with regard to differences and similarities between people and groups.

Diversity thus consists of various dimensions protected against discrimination by law in Austria and the EU.

IMPORTANT

These core dimensions, as they are also called, include social differences such as gender and gender identity, age, religion and belief, ethnic origin and nationality, disabilities and prejudices, as well as sexual orientation and identity.

We are all different in our personalities and have already had a variety of experiences in our lives. Depending on where and in which social environment we grew up, social processes and structures were responsible for our character.

Age, gender, sexual orientation, physical and psychological abilities, ethnic affiliation, and skin color are among the criteria that shape us into the person we are.

As a valuable tool to see the complexity of people in an overall picture, you will now get to know the model "4 Layers of Diversity", also called Diversity Wheel, by Gardenswartz and Rowe (2003). This would be adapted to your working environment.

With the help of the diversity wheel, you can get a comprehensive and multi-layered overall picture of them due to your learners' diverse professional and learning backgrounds. Stigmatization breaks out, disadvantages are visible, and special resource approaches such as "network" or"resilience" are reflected and used in training.

In the diversity wheel, we can distinguish between internal, external, and organizational dimensions:
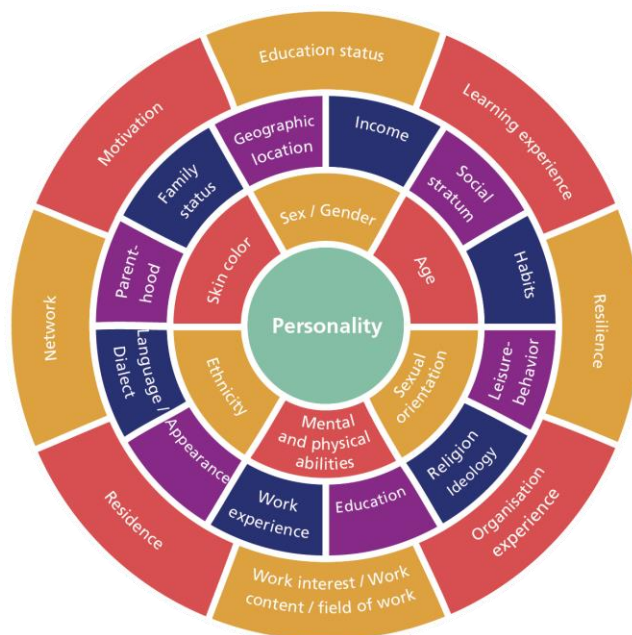


In the first circle, we find the personality that is shaped by our character and behavior. This dimension cannot be changed.

In the second circle, the 'inner dimension' categories are described, which impact us as human beings. These include age, gender, sexual orientation, physical and psychic abilities, ethnicity/origin, and skin color.

The outer dimension, i.e., the third circle, consists of criteria that shape us but can still be changed. These include geographical location, income, social class, habits, leisure behavior, religion/belief, education, professional experience, appearance, language/dialect, parenthood, and marital status.

The fourth group consists of the organizational dimension: educational status, learning experience, resilience, corporate experience, work interest/work environment/work content, place of residence, network, and motivation. These categories are significant for decisions in the education sector.

EXAMPLE

Let's take skin color as a characteristic feature to describe a person and compare two former presidents of the United States. While Barack Obama is often described as the "first black" president of the United States, the 42nd head of state, Bill Clinton, never gets the assignment of a "white" president.

This example makes it clear that specific criteria are decisive in describing a person. For Barack Obama, it is the characteristic assignment of his skin color, while this criterion is not valid for Bill Clinton.

IMPORTANT

It is essential for you in the training area to know that these diversity dimensions are not to be seen separately from each other but networked. This networking is also known as "intersectionality." Every person feels they belong or do not belong to specific categories or identify differently with certain dimensions.

## 2.4   Diversity and gender competence of training persons

In training, the differences between learners are often seen as a major challenge. In addition to the visible diversity characteristics, such as age, gender, sexual orientation, physical and psychological abilities, ethnicity/ origin, and skin color, the less obvious dimensions must be considered and differentiated in training. These include, for example, social background, income, and educational background.

This diversity within the group offers you, as a trainer, the unique opportunity to perceive heterogeneity as a resource and not as a burden.

HINT

As a trainer, do not consider the heterogeneity in your group as a deficit, but use this potential for a learning opportunity for everyone!

Through resource- and needs-oriented training, you promote equality and equal opportunities. In addition, everyone has the opportunity to deal constructively with conflicts and to implement these findings in a reflective manner.

**What does this mean for your training?**

The following questions can help you to implement gender- and diversity-competent training:

- **Communication:** Is there an appreciative atmosphere within the group? Is the non-discriminatory and gender-appropriate language used in training? Do I meet the learners with certain prejudices or expectations?

- **Self-reflection:** How do I see my role as a man or woman? What gender-specific prejudices and ideas do I have? How does this manifest in the classroom with the learners and with me as a trainer?

- **Training contents:** Are the different living environments of the learners given sufficient space? Are the various dimensions of the group made visible in training?

- **Framework conditions:** Have rules been agreed upon that enable open, unprejudiced interaction with each other? Will discussions be offered in which experiences and experiences relating to gender and diversity can be exchanged?

- **Methodological applications:** Are my training methods diverse and needs-oriented? Is it possible for me to support and promote the diversity of learners with my methods?

- **Training materials:** Are the training materials used diverse, and do they offer anti-discriminatory and gender-appropriate content?

As a trainer, you will take on an important role model function and support the learners in breaking down existing role clichés and prejudices and questioning them self-critically. It is important to consciously perceive behaviors and thought structures from the gender and diversity perspective and to critically analyze and reflect on the insights gained.

The basic prerequisite for gender- and diversity-competent training work is a bundle of professional, methodological, personal, and social aspects. In this chapter, you will get to know methods with which you can carefully convey gender equality content and reflect on your own professional competence.

HINT

Empowerment is a person's ability to make self-organized and self-reflective decisions and select an effective and meaningful option for action.

John Erpenbeck and Volker Heyse (1999) have developed a competence model for illustration, divided into specialist, methodological, personnel, social, and action competencies. The competence to act is assigned a particular role, i.e., combines all competencies.

Renate Fuxjäger has supplemented this competency model about gender and diversity skills as specialist knowledge and as a supplement to other competencies.
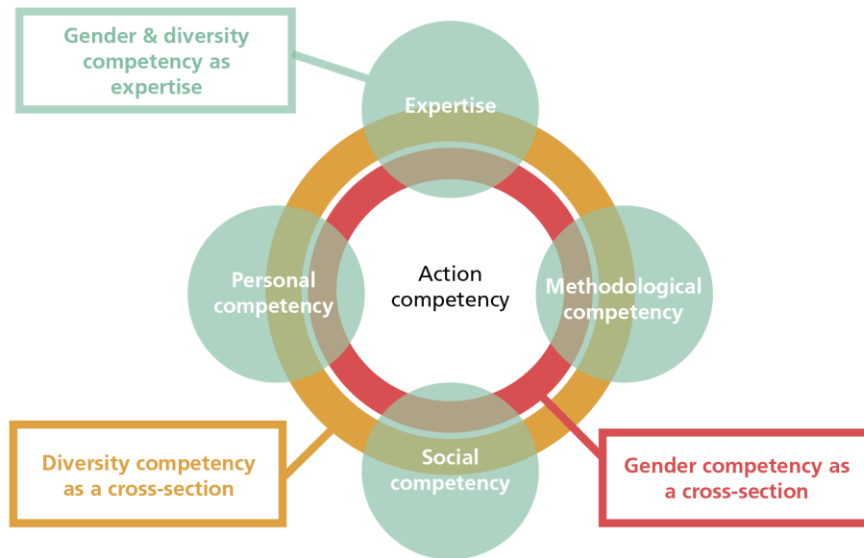
The model represents the structure of a gender and diversity concept and shows the interlocking of the individual fields of competence.

What advantages does this concept bring you in your training?

Based on this model, you can see at a glance which skills are needed for successful gender and diversity-related teaching. They are sensitized to gender and diversity issues, and their competencies are professionalized.

IMPORTANT

Here is an overview of the individual competencies:

- Professional competence
- Social skills
- Personal competence
- Methodological competence

Let's break down these four areas of competence individually and underpin them with practical exercise examples for your training:

## 2.5   Gender- and culture-sensitive expertise

The area of expertise includes specialist knowledge of gender and diversity. In addition to the most diverse terminology that we have already discussed at the beginning of the chapter, it is also advantageous to deal with the history of gender and diversity. Thus, gender, sexual orientation, and ethnic origin are not seen as "natural" personality traits but as an attribution of the society that has categorized these characteristics as different or foreign.

EXAMPLE

"You are not born a woman, you become one" - quote from Simone de Beauvoir (1908-1986), a French feminist, philosopher, and writer who campaigned for women's rights.

The discussion of the legal situation with regard to gender equality policy in Austria is also a vital prerequisite for drawing conclusions, discussions, and connections in the context of gender and diversity.

IMPORTANT

If you, as a trainer, have questions about this topic or if people in your training are affected by discrimination, you can get free advice from the Equal Treatment Advocacy Office.

## 2.6    Gender- and culture-sensible social competence

Social skills enable you in training to communicate and cooperate appreciatively with your learners in class. As a trainer, you must be open, curious and allow diversity. Resistances and irritations can also be perceived. It is vital for you to remain able to act and endure contradictions. Question any reasons for certain behavior or points of view and use the opportunity to integrate new perspectives.

In order to draw attention to personal, but also in the classroom among the learners, stereotypes, prejudices and reflect on them, one must be aware of one's own identity as a woman or man. As an excellent method for deconstructing these gender attributions and role models, the use of so-called gender glasses is suitable.
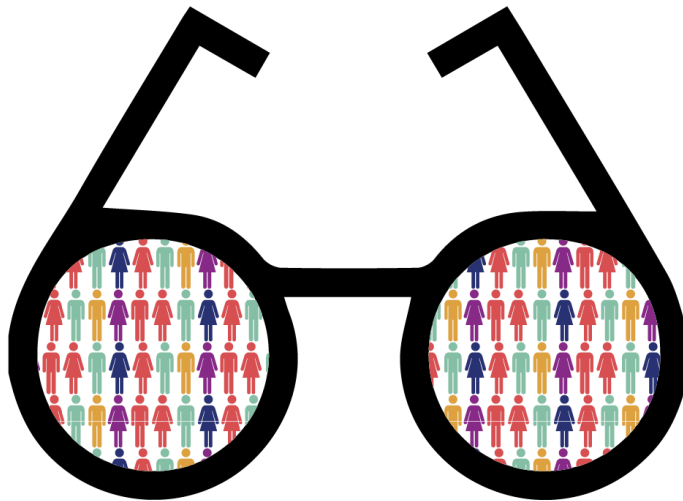


HINT

Of course, these glasses are only to be understood as a symbol that takes a closer look at topics related to gender and diversity and makes a change of perspective. In this way, you, as a trainer and the learners, can understand how to rethink your own behavior and certain attitudes and learn new perspectives.

Can you remember the thought experiment at the beginning of this chapter?

They were asked to mentally invent a person, taking into account certain dimensions. When it was your job to change the sex trait, you used the so-called gender glasses to reflect on whether gender-specific changes had occurred.

This exercise, guided at the beginning of the chapter, was developed by Alan Cooper and is called the Persona Exercise. It's about getting a sense of the variety of needs, fears, and worries that arise when we attribute different dimensions to people, such as gender assignment, in this case.

It is also exciting to observe which role clichés and stereotypes we unconsciously transfer to certain groups of people.

Let's revisit this exercise in more detail:

EXAMPLE

Imagine the following person in your mind: a man with a migrant background, 25 years old, married, has 2 children, and would like to find work.

Put yourself in this person's shoes and answer the following questions: What does the person think, say, feel or do?

In order to show how strongly the mechanisms of action around gender and diversity work, it is interesting to change only one dimension of the persona at a time. That's why we let our main actor change the gender now.

What does the female think, say, feel or do at 25, married, with 2 children, migrant background, and looking for work?

From practice, it can be reported that the majority of people who play through this exercise focus on career planning and career coaching in the male persona. While in the case of the female persona, childcare is primarily considered before the job search.

The gender glasses should be used as an important tool (method) in your training to look at certain teaching topics from a gender- and diversity-appropriate perspective:

Diversity plays a major role in putting on gender glasses, and how can they be used as a resource? As a result, what existing or newly acquired skills do you need in order to be able to fulfill the Equal Opportunities Act?

## 2.7 Gender- and culturally sensitive personal competence

Personal competence means that self-criticism and self-reflection play an important role for you as a trainer and should be integrated into your training and among the learners.

What does this mean for you, and how can you make your lessons gender-appropriate as a trainer?

- For an equal representation of women and men, use texts, images, and exercises that show a diversity of living environments, taking into account educational backgrounds, different origins, sexual orientation, or age.
- The female and male sex should be equally represented in the images, texts, and exercises you show.
- Pay attention to gender-appropriate language and agree with the learners to consciously use this form of language and integrate it into your training.
- You might also ask the students how they wish to be called, regardless of their "official" name.

The list of gender-sensitive languages is long, and keeping track of them is not always easy.

The conscious use of language is important. Only in this way can the equality of the female and male sexes be promoted in our society.

## 2.8   Gender- and culture-sensitive methodological competence

Within the methodological competencies, you will get to know suitable tools to show your group a variety of suitable methods and to apply them accordingly.

Let's start with a picture example that breaks with the classic division of roles between women and



men.

Ask the group to tell what you think is represented in the image and what associations emerge.

Possible questions on your part could be:

- How do you feel about the break with this classic division of roles?

- As a man, would you stay at home while your wife has a job?

- As a woman, would you want your partner to stay at home with the children?

- What advantages and disadvantages would both partners experience, regardless of which model they choose (woman at home, the man working or vice versa): for example, in terms of emotional attachment to the child, importance of education/housework, career kink?

It is important that both women and men not only express their opinions from their point of view but also put themselves in the role of the opposite sex – "What would I want to do if I were a man?"

To support the artwork, you can also use the following text example for the group:

"Society through the ages"

In the past, it was taken for granted that the woman stayed at home with the children and took care of the household. At the same time, the man goes to work and can realize himself professionally. In

today's world, there is an increasing break between these classic family structures and the role reversal of man and woman. Due to the social empowerment of women, the female gender is becoming more and more visible in professional sectors that were previously mainly reserved for men, e.g., politicians, scientists, and mechanics.

If children are an issue, women have the opportunity to continue their professional careers. Therefore, an equal division of roles between men and women is required to reconcile work and parenthood.

Since 1990, men in Austria have had the opportunity to take paternity leave by law. According to the interest group of the Chamber of Labour, between 2006 and 2018, men's childcare allowances more than doubled. This means numbers from about 5,800 to 14,500. However, a closer look reveals that out of ten partnerships, only 2 men take advantage of this paternity leave.

Not only do men need to be strengthened in changing the traditional role model, but also companies must be challenged to support this path.

The further exercise is about the exchange of gender and diversity topics and about pointing out and discussing existing gender role assignments and stereotypes. The participants learn to represent their points of view, articulate themselves, and integrate new perspectives.

Gender-Positioning

A line is drawn across the room – one end of the line stands for approval, the other for rejection. The training person asks gender-related questions, and the participants should position themselves on the line, depending on their opinion. During the discussion, of course, it is possible to change their position on the line at any time.

Here are a few sample questions about this exercise:

- In your opinion, are men and women equal?
- Is it okay for you for women to go to work while men take care of childcare at home?
- Is it justified for women to be paid less in the same job?
- Do you think that men and women should share housework?

## 2.9   Summary

Let's briefly summarize what you have already learned in this chapter.

In this unit, you deepened your existing gender and diversity knowledge. They reiterated the concept of gender mainstreaming and learned that this promotes the gender equality strategy between women and men.

Gender represents a social construction that can be changed and thus does not describe a characteristic or personal characteristic but results from social considerations. This is what we call "Doing Gender." You are aware of the negative effects of the current gender relations. You have learned that the European Commission has set itself the goal of equality within the European Union by 2025. The focus is on gender equality strategies in gender-based violence, gender-sensitive, and gender-sensitive designations, business, and politics.

You took a closer look at the topic of diversity with the help of the diversity wheel by Gardenswartz and Rowe (2003). This diversity focuses on the individual, structural and institutional levels with regard to differences and similarities between people and groups. Diversity thus consists of different dimensions protected from discrimination by law in Austria and the EU. These core dimensions, as they are also called, include social differences such as gender and gender identity, age, religion and

worldview, ethnic origin and nationality, disabilities and prejudices, and sexual orientation and identity.

The diversity wheel, or the "4 Layers of Diversity", as it is still called, now enables you to get a comprehensive and multi-layered overall picture due to your learners' diverse professional and learning backgrounds. Stigmatization breaks out, disadvantages become visible, and you learn to understand this diversity as a valuable resource that should be consciously perceived, promoted, and supported.

In the diversity wheel, they can distinguish between personality, inner, outer, and organizational dimensions and understand the complex systems and processes. In doing so, they recognize the different fields of action within the gender and diversity issue. The prerequisite for this is professional competence, which, according to the competence model of Erpenbeck and Heyse (1999), consists of professional, methodological, personal, and social skills.

Based on this model, you can see at a glance which skills are needed for successful gender- and diversity-competent teaching. You will be sensitized to gender and diversity issues based on numerous examples and exercises. You will be able to question possible gender-specific prejudices and clichés. You can reflect on your gender skills, professionalize them and apply your newly acquired gender- and culture-sensitive competencies in your training.

# 3   Communication

## 3.1   Introduction

Communication is the exchange or transmission of information from at least two people. The exchange takes place verbally via speech, non-verbally via gestures and facial expressions, or paraverbal via tone of voice, speaking tempo, and volume. In the meantime, the path of computer-mediated communication is becoming increasingly important.

## 3.2   Communication models

The following is an overview of common communication models. Particular attention should be paid to preventing and avoiding misunderstandings in the communication act itself. In the following chapters, you will learn how to express yourself more clearly, avoid misunderstandings and build understanding. Communication models try to understand interpersonal communication and make it

# Iceberg-Model

**Culture is ...**

**Clothing**

**Manners**

conscious /
visible

**Language**     **Food**     **Art**

*Meaning and attitude to:*

unconscious /
invisible

**Human / Environment / Relationship**

Strategies - Legal understanding - Authority
(country/company)

**Interpersonal relationship**

Role of women - Power and status -
Educational ideals

**Beliefs / Values / Basic
assumptions**

Religion and tradition -
Ideology -
Understanding
Time/Space

tangible.                                                                                                    The
iceberg model assumes that communication is largely invisible. The iceberg symbolizes consciousness
(the visible plane protruding from the water) and the subconscious (the invisible plane below the
water's surface).

But the larger "invisible" part greatly impacts communication functioning, as beliefs, feelings,
strategies, and communication preferences are hidden here. These subconscious factors have a
massive impact on our communication behavior as they affect the relationship level.

The smaller visible part of the iceberg is what we perceive in the act of communication with the
other person: for example, clothing, language, body language, or manners. Why, for example,
someone uses a dominant body language remains hidden from us in the vast majority of cases, but
this would be important to be able to react adequately.

Situation: You will be asked to give a lecture about tutoring.

Factual level: What? You know you should give a talk about tutoring.

Relationship level: How? How you feel about the request can be different.

The lecture represents an opportunity for you, and you are happy about it.

You think the lecture is an attempt to embarrass yourself and are angry about it.

You may not be aware of your counterpart's intentions. You have assumptions, and then the statement is interpreted by you.

The iceberg model shows that the relationship level – which represents the large, hidden part of the iceberg – acts on the factual level. Of course, it can also happen that the agreement in factual matters leads to an improvement in the relationship level. However, this is much less often the case.

**Transmitter-receiver model (according to Shannon-Weaver)**

According to Shannon-Weaver's transmitter-receiver model, a message is first encoded by the sender in speech and then transmitted as a signal via a transmission channel (e.g., air). Various disturbances can act on this transmission ("source of interference"), which falsify the message or completely prevent transmission (e.g., loud children's screaming during a conversation between parents). The transmitter-receiver model is simplified because it represents a technical-mathematical view of communication. Therefore, it is considered a rather unsuitable model in communication science.



Model of Communication (Shannon Weaver)
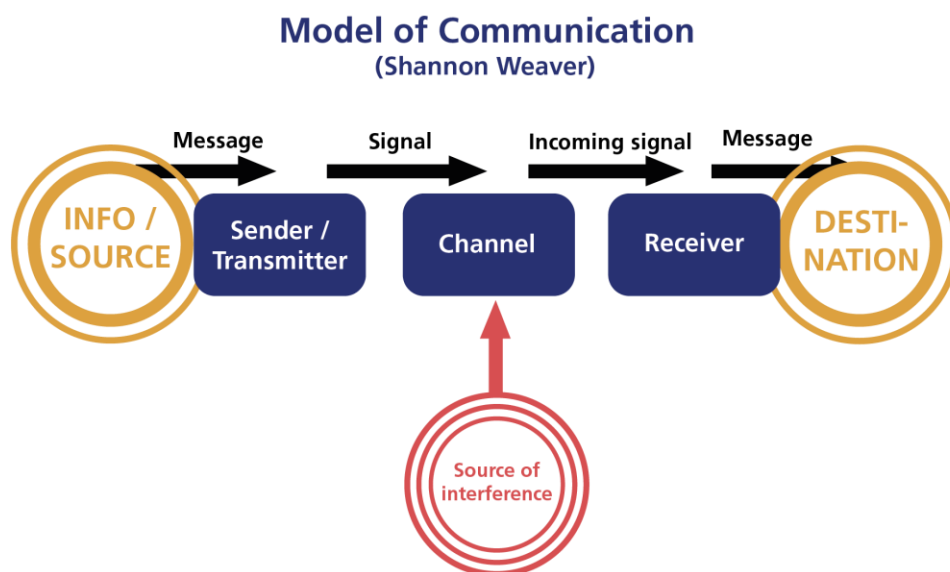
From a purely technical point of view, it makes no difference whether we receive a yes or a no from the other person when asked: "Do you find me sympathetic?" A machine won't care if you like it or not.

In the human context, the respective answer has a huge impact on the further course of the conversation. The condition of the people involved in the conversation changes significantly, and with it, the atmosphere of conversation.

**The communication model (according to Paul Watzlawick)**

Paul Watzlawick formulated five communication axioms with which he illustrates interpersonal communication.

An axiom is an absolutely correctly recognized principle, a valid truth that needs no further proof.

Watzlawick illustrates interpersonal communication with the following five hypotheses:

**1. Axiom: You can't "not communicate."**

This means that a person communicates in every situation. It says that the communicative environment always interprets even a refusal of communication.

EXAMPLE

You sit on the bus, and next to you sits a woman who has headphones in her ear and plays with her smartphone. The woman says nothing, and yet she communicates with you. She tells you that she wants to be left alone.

**2. Axiom: Every communication has a content and a relationship aspect**

In the content aspect, the factual information is packed and communicated to a conversation partner. The relationship aspect illustrates the relationship with a conversation partner. As already illustrated by Freud's iceberg model, the factual and relational levels influence each other in the communication process. According to Watzlawick, the relationship aspect is superior to the content element. If you have a sympathetic conversation partner, you would rather exchange information than if he is unsympathetic. The relationship with your interlocutor affects how you communicate factual information.

EXAMPLE

Julian is offended at Peter for ignoring him, even though they are good friends. Before math class, Peter asks Julian if he has done his homework. Julian replies, annoyed: "Yes, of course, I did the homework!"

Peter has asked a factual question, to which Julian gives a factual answer on a substantive level, but nevertheless, it becomes clear in his tone and by the exclamation mark that Julian is offended.

**3. Axiom: The punctuation of the sequence of events defines the relationship**

Cause and effect are always at play in any form of communication. In any given exchange of information, each individual determines where to begin (or where to punctuate). My counterpart has access to this option because, in this version of the story, the punctuation is determined by the author as well. Differences in punctuation can lead to miscommunication and arguments.

EXAMPLE

A wife and her husband argue. The wife thinks that her husband always withdraws constantly and is therefore upset. The husband, on the other hand, feels that he is constantly withdrawing because it is a consequence of her nagging. You can see that it is a vicious circle.
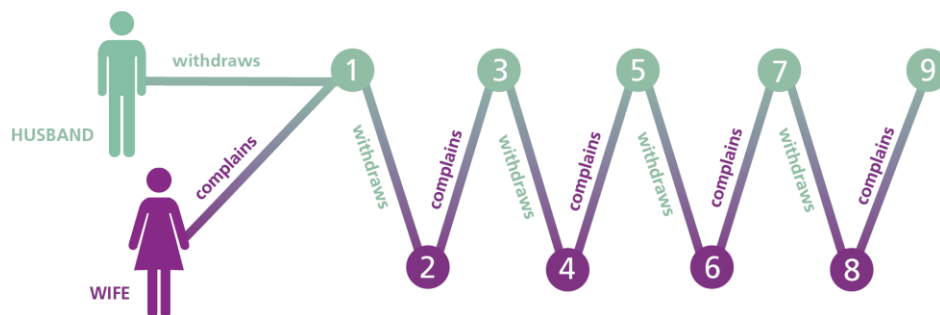
Who is right? Probably both. It is a respective reality for both parties involved, although they completely contradict each other.

## 4. Axiom: Communication can be digital or analog

In this context, communicating analogously means "ambiguous" to communicate, e.g., via facial expressions or gestures, whereas to communicate digitally means "uniqueness" of language and sign use.

EXAMPLE

In the break room, Julia sees her friend Martina sitting on a bench, crying. Julia sees that her friend is doing badly but can only guess why. Julia goes to Martina and asks what the reason is, and she tells her that she got a bad grade on the schoolwork.

The fact that Martina sits on the bench crying stands for analog communication, as Julia can conclude that Martina is not doing well. However, she can only suspect this. But when she asks for the reason, both communicate digitally, as Martina gives the reason for her grief. Thus, Julia now has certainty about her assumption.

## 5. Axiom: Communication is symmetrical or complementary

This axiom deals with the relationship level of the communicating persons. Equal communication (symmetric) differs from the communication of different partners (complementary). Symmetric communication involves communication at eye level and aims to reduce the differences. In complementary communication, hierarchical differences appear (superiority or subordination of the interlocutors).

EXAMPLE

Markus talks to his friend about yesterday's football game during class. The teacher admonishes him: "Be quiet now and watch out, Markus!"

The communication between Markus and his friend is symmetrical, while the communication between the teacher and Markus is complementary, since the student is subordinate to the teacher.

## 3.3 Communication types

Communication serves as the exchange of information between at least two people. There are now a variety of ways to get in touch with others without having to be in the same room or even in the same country. The temporal component also changes – the recipient no longer has to process the message immediately, although it is immediately available worldwide. The quality and quantity of

communication content have changed massively in recent years. Communication is becoming more and more independent of space and time. Consequently, it makes sense to consider the different communication and their respective possibilities and limits. For all these "species," special challenges and conditions must be considered if we want to communicate successfully.

Possible classification of communication types

- Verbal communication: any form of linguistic expression
- Nonverbal communication: facial expressions, gestures, tone of voice, etc.
- Written communication: email, letters, social platforms, etc.
- Visual communication: graphics, images, videos, etc.
- Two-person communication: (=dialogue) 2 people communicate directly with each other
- Group communication: (=polylogue) More than 2 people communicate (discussion rounds, conference calls, meetings, group interviews, etc.)
- Mass communication: it is characterized by the fact that it reaches a high degree of dissemination. Spatial and temporal distance hardly play a role. Disadvantage: One-sidedness and lack of role change of the communication partners. Example: Advertising of any form.
- Telecommunications: this is the exchange of information over a distance. Nowadays, this type of communication is mainly wired (telephone, telex) or wireless (radiotelegraphy, voice radio, broadcasting).
- Computer-mediated communication: this is characterized above all by its high degree of networking (examples: emails, chats, messengers, intranet, newsgroups, video conferences)

## 3.4 Nonverbal communication

Body language is an enormously important part of communication. Non-verbal communication is understood to mean forms of communication that do not take place on the basis of linguistic information transfer. Information is communicated via body language.

Which elements influence the quality of communication? How do we work in different conversation situations? What makes us sympathetic? How do we appear competent and self-confident to other people? These questions run through the entire field of communication. The consideration of non-verbal communication provides us with additional information to answer these important questions.

IMPORTANT

**Communication**

Human communication can be divided into two broad categories:

- the verbal category: the content, the "said."
- the non-verbal category: body language, emphasis, etc.

Before the first word has been spoken, we get a visual impression of the other person. This means that this impression is upstream of all other stimuli. It forms the basis for all further communication acts and interpretations.

**Body language works**

Your own body language not only affects the other person but also your own mood. Scientific studies have shown that, for example, one's attitude impacts how information is processed.

Hanging shoulders, slow gait, lips pulled down, etc., encourage processing negative information. Exhilarating walking, whistling, smiling, etc., even trigger states of happiness.

**Essential elements of body language**

Our body language is an expression of our emotional state. To a large extent, it "happens" unconsciously and directly. As we have seen, there is often incongruity between verbal statements and body language expression.

**Means of expression of body language**

- Facial expressions: gaze, facial expression, etc.

- Gestures: arms, hands, head movement

- Eye contact: long, short, evasive

- Posture: tension, peculiarities, etc.

- Gait: speed, type of execution

- Physical contact: how often, how strong

- Distance/proximity to others: taking up space

- Positioning in space: right in the middle or just "there."

- Territorial behavior: social status

- Odors

- External appearance: dress code, hairstyle

**Facial Expressions**          **Gesturing**
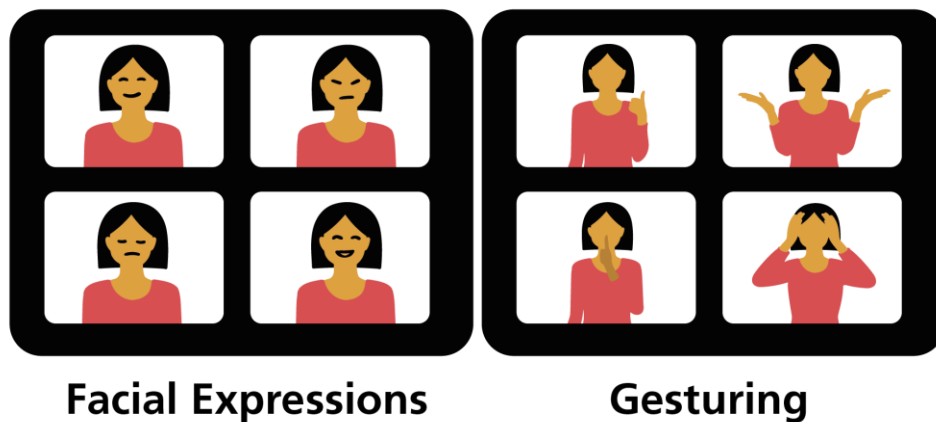
**Nonverbal communication is shaped culturally**

According to behavioral scientist Paul Eckman, only seven different facial expressions are understood by all cultures: anger, sadness, joy, surprise, contempt, disgust, and fear.

EXAMPLE

Frowns are interpreted as a sign of anger in virtually all human cultures. The smile is used worldwide as a positive signal and gesture of sympathy. The interpretation of such signals is also universal; they are understood everywhere.

## 3.5   The four levels of a message from Schulz von Thun

Have you ever misinterpreted your interlocutor? How can we avoid such conditions and promote a better atmosphere for discussion?

The 4-level model from communication scientist Schulz von Thun has possible answers to these questions. This well-known model comes from the German communication scientist Friedemann Schulz von Thun. It is particularly suitable for the analysis of conversation sequences.

The exciting question for communication science is the following:

"Why do misunderstandings occur in communication, and how can they be minimized?"

The 4-level model provides some solutions. It assumes that each verbal message can have at least the following four aspects (hence the 4-level model or the square of a message).

**Aspect of the factual level**

A fact can be communicated. This aspect has a descriptive and not an evaluative character.

**Aspect self-revelation level**

When talking, you can also talk about feelings, points of view, etc. With each sentence, you reveal a little bit of yourself.

**Aspect relationship level**

When you speak, you can also convey an attitude towards the other person. With each statement, the other person is told how to stand by the person.

**Aspect appeal level**

With every statement, there is something to be achieved. It can be a wish, a piece of advice, a request, or an instruction.

Due to the room for interpretation, these four aspects pave the way for many ambiguities and subsequent conflicts. It can happen that two people communicate on different levels.

EXAMPLE

Maria asks her grandma if she can bake her favorite dessert. During the meal, Maria asks her grandmother, "Have you changed the recipe?"

**Content:** The dessert tastes different than usual.

**Self-revelation:** Maria is attentive and has noticed that the dessert tastes different. She likes dessert, or she doesn't like it.

**Relationship:** Maria has a good relationship with her grandmother, as she is free to express her opinion.

**Appeal:** From now on, always use the old recipe from the dessert or the new recipe from the dessert.

REMEMBER

Avoid misunderstandings

Misunderstandings can occur, as the message is only ever understood equally at the factual level of sender and receiver. There may be misunderstandings in the perception and interpretation of the four sides of the message.

## 3.6   "Inner Team" by Schulz von Thun

The model of Schulz von Thun's inner team takes a closer look at the inside of communication. This refers to various personality parts or inner voices that a person carries within himself. Schulz calls these shares "team members." These inner voices are very often contradictory. This can lead to long thought loops, especially when making decisions. For example, someone wants to buy a new dress but can't decide between a black (serious) and a pink (finally stand out).

EXAMPLE

Jan and Mario take the train to school every day. Mario hasn't done the math homework and asks Jan if he can copy it from him on the train. Maybe Jan just gives him his homework notebook and lets Mario copy it. Or Jan is torn back and forth, and "the overcautious one" comes forward; the teacher is worried that the task has been written off. Maybe the "inner driver" will get in touch and say: "Be perfect," and asks why Jan should bother to do the task, and Mario just has to write it off. Maybe "the social one" will also get in touch, who says he has to help Mario because he didn't have time to do his homework.

Jan's reaction will depend on which of his "team members" he listens to at that moment.

REMEMBER

According to Schulz von Thun's "Inner Team," there is coexistence and opposition not only between people but also within the human being.

## 3.7   Question techniques

The right questions at the right time are the key to any communication success. Questions are a conversation technique to lead the conversation and steer it strategically.

There are many different techniques, depending on their location (sales, etc.). Questioning techniques are of great importance in communication. Questions are used to express interest or to obtain new information. When applied appropriately, these can be very valuable with regard to the following points:

- Control conversations – who asks, who leads. With questions, you can open or close subject areas.
- Express interest – Ask questions to convey your interest in your counterpart. However, the question should not be used for perforating questions.
- Receive or convey information – through questions, you will receive targeted information that would otherwise not have been accessible.
- Convince – through clever questions, you can point out misinterpretations of the other person.
- Seduce/manipulate – Questioning techniques also provide the opportunity to mislead people.
- Capture problems – Topics can be illuminated by questions from different sides, and solutions can be found.
- Clear up misunderstandings – questioning supposed points of view can lead to a hardening and resolution of conflicts.

- Reflect points of view - Questioning techniques make it possible to take a step back. This can lead to previously incompatible positions suddenly no longer appearing so incompatible.

- Silence the other person – questions can also be used to force the interlocutor out of the communication act.

In order to be able to use questioning techniques strategically and to unfold their full potential, one must consider a few things:

- Be clear about your goals.

- Ask only one question at a time.

- Ask the questions briefly and easily understandable.

- Ask specific open or closed questions

- Refrain from evaluations within the questions, as your counterpart could feel attacked, and the conversation slides towards the relationship level.

- Give your counterpart time to think and respond.

- Listen carefully.

**Question types**

Questions can be formulated in very different ways. They are therefore differentiated according to question types.

- **Open questions:** In the case of open questions, the respondents are given a great deal of leeway for the answer. Open questions are well suited if comprehensive information is to be requested. These are "W-questions" because they begin with a question word (Who? What? Where? How? etc.)
  *Example: What experience do you have with Excel?*

- **Closed questions:** Closed questions can usually be answered with "yes" or "no." They are suitable for controlling conversations as well as decision-making questions.
  *Example: Do you have experience with Excel?*

- **Control questions:** Control questions are intended to steer the interlocutor in a certain direction.
  *Example: What about afternoon classes in your old school?*

- **Steering questions:** Control questions are used to check whether the interlocutor has understood a train of thought or whether certain information has not been understood correctly. *Example: We agree that we will continue with the volume calculation?*

- **Distraction questions:** Distraction questions lead to a new aspect without taking into account previous statements.
  *Example: "How are your birthday preparations going?"*

HINT

Train to ask questions. Observe yourself in conversation with others.

What questions do you mainly use?

What can you improve to better achieve your conversation goals?

## 3.8   Presentation competence

Presentation competence means conveying the necessary information on a certain fact to a target group, ultimately leading to a decision or action. Within the framework of presentation skills, rhetoric and visualization skills play an essential role. It is about convincing through language and informing comprehensibly and clearly.

In a presentation, not only the content plays a role, but also the form is important:

- **Facial expressions:** A person's face often reflects their feelings. This is also transferred to the listeners.

- **Gestures:** Gestures consist of the use of hands to support the spoken presentation. Underline important passages with your hands.

- **Posture:** If you use your body language correctly, you will look professional and self-confident. Make sure to take an upright stance when giving a lecture.

- **Voice:** During the lecture, the voice should be varied. A monotonous voice bores your listeners. With your voice, you convey emotions and make statements clearer. Be sure to speak loudly, clearly, and slowly.

- **Language:** The language must be understandable for the listeners. Speak in a structured and clear way. In addition, make sure to use technical terms only if they are known to the audience.

Preparation of the content of a presentation

When preparing, it is important to determine the core message that your presentation should convey. It is important to determine what the audience should remember and what the statement of the lecture is. Based on this, the content is created. Up-to-date content should be chosen in the target group's interest and serve your goal.

Structure of a presentation

A presentation should include an introduction, the main part, and a conclusion.

- **Introduction:** At the beginning, the presentation's content topic and the goal should be mentioned. Tell your audience what to expect and why the presentation is important to the audience.

- **Main part:** In the main part, the essential contents, solutions, examples, etc., are taught. The contents should be well structured, and a red thread should run through the presentation. Use visualizations for your presentation and ask questions regularly.

- **Conclusion:** The conclusion is an important phase of a presentation. In the end, the core message of your presentation is summarized. Give your listeners important facts and the next steps on the way.

EXAMPLE

**Opening of a presentation:**

A possibility for a successful introduction to a presentation can be a current message that is interesting for your target group.

Encourage your listeners to think with the following questions:

"Do you have any idea how rare...?"

"What is the first thing that comes to mind when you hear the term Bitcoins?"

**Conclusion of a presentation:**

Pick up your thoughts or questions from the start to the end and answer them.

The following sentences are suitable for the end of a presentation:

"Finally, I come to ..."

"Before I get to the end, I want to ..."

## 3.9   Creativity techniques

Creativity techniques are a good way to develop ideas or solutions to problems. In order to counteract problems in the course of tutoring, creativity techniques help to generate ideas, give food for thought and promote creativity. In the following, creativity techniques are presented, which can be used in tutoring.

**Mind mapping:** In mind mapping, a map is used to structure thoughts on a specific topic and visualize ideas. This enables learners to make connections and make connections visible. Care should be taken to work with key terms and avoid detailed descriptions.

**Brainstorming:** Brainstorming begins with gathering all of your thoughts on a specific topic or question. The triggering of an "avalanche of ideas" is at the heart of this. Only in the second step are all inspirations thoroughly examined and analyzed.

**The 6-3-5 method:** In this method, 6 learners each receive a sheet of paper on which 3 ideas are written. Then the sheet is passed on to the next one, who expands and executes the ideas with his thoughts. This is repeated five times so that everyone has provided each piece of paper with their ideas once. This method allows undisturbed idea production and is very suitable for shy people.

It is recommended to try different methods for creativity because there is no one best creativity technique. You can find out what works best by experimenting with and combining different techniques. The success of a creativity technique also depends on the form of the day and the learners.

In the following, a possible mind map on the subject "word types" from the subject German is
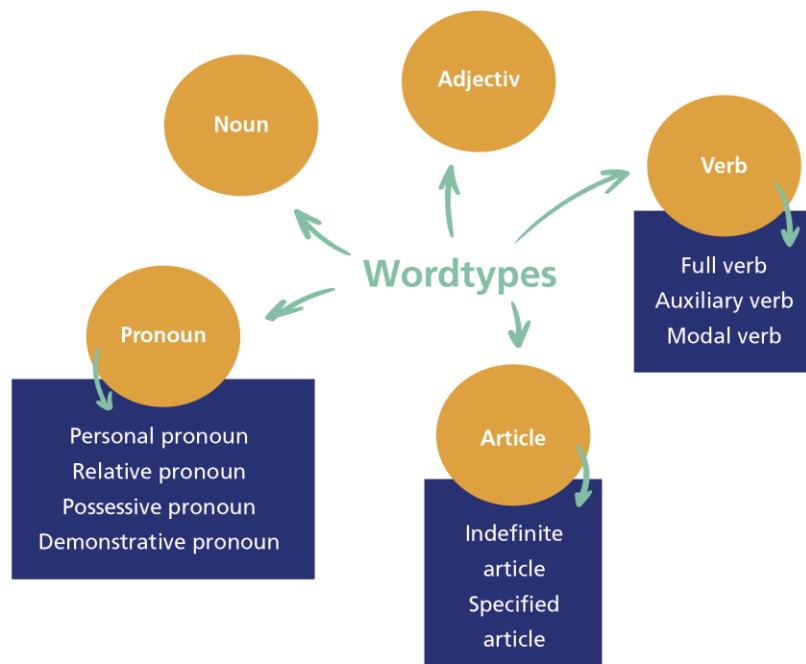


shown:

## 3.10 Summary

This chapter presented various communication models with the background to avoid misunderstandings. Some important models are, for example, the iceberg model according to Sigmund Freund, the transmitter-receiver model according to Shannon-Weaver, and the 5 axioms according to Paul Watzlawack. The iceberg model (after Sigmund Freud) states that in communication, the essentials – as with the iceberg – are hidden under the surface. The factual level represents the much smaller rational part. The relationship level stands for the emotional aspect. According to Shannon and Weaver, the sender-receiver model describes the purely technical message transmission process and completely ignores the meaning. Paul Watzlawick's 5 Axioms illustrate that the interlocutors' relationship and feelings influence linguistic communication. Furthermore, an attempt is made to explain how conflicts and misunderstandings arise.

In the case of the types of communication, non-verbal communication, in particular, was examined in more detail in addition to verbal communication. While verbal communication means the "said," non-verbal communication is understood to mean forms of communication that are not based on linguistic success mediation. It is communicated through body language, which is an important part of communication.

In addition to misinterpretation, the 4-level model of Schulz von Thun was examined in more detail, which assumes that every verbal message can have at least 4 aspects (factual level, self-revelation level, relationship level, and appeal level). These aspects pave the way for ambiguity due to the room for interpretation. Likewise, the "Inner Team" of Schulz von Thun was presented, focusing on the inside of communication, which is often very contradictory.

Furthermore, it was explained that it is the task of questions to control conversations, ask for or convey information, demonstrate interest, grasp problems, or bring about clarity. Depending on the area of application and situation, there are different classification options. Basically, a distinction is made between open and closed question types. Open questions usually provide more information, whereas closed questions provide clarity and structure. Concerning presentation competence, it was noted that not only is the content essential, but also facial expressions, gestures, posture, voice, and language are important. Various creativity techniques were presented, mind mapping, brainstorming, and the 6-3-5 method to develop ideas or solutions to problems. Creativity techniques are great for providing food for thought and promoting creativity.

# 4 Motivation techniques

## 4.1 Introduction

Finding motivation is often difficult, but losing it is all the easier. And yet nothing works without it. Only through it are we willing to make an effort for something and develop further, achieve goals and learn. Only when we are motivated, do we want to do something. In order to get things done, we need a little push in the right direction.

Why people want to take advantage of educational opportunities can now have different reasons. Some want to close knowledge gaps, open up new areas for others, and still, others simply want to improve performance. However, motivation must be essential in how and whether people achieve these goals.

How can we create the most motivating environment possible in courses and learning opportunities? That is what we are dealing with in this unit.

To this end, we dedicate ourselves to the psychological aspects of motivation research and look at the most important pillars of human motivation, such as Maslow's hierarchy of needs and the difference between extrinsic and intrinsic motivation. Furthermore, we learn about the effect of positive psychology, why it is particularly important for a motivating learning environment, which techniques offer themselves as motivational, and how feedback can be used effectively in this sense. Based on this theoretical knowledge, we use case studies to outline how you can put this knowledge into practice.



## 4.2 Psychological foundations of motivation research

For more than a century, psychologists have been working to decipher human motivation. Above all, one name cannot be ignored: Abraham Maslow with his model of the hierarchy of needs (often also called "Maslow's pyramid of needs").

Maslow is relevant to us for two reasons – on the one hand, he is considered a co-founder of humanistic psychology, which in turn gives rise to positive psychology, which plays a major role in knowledge transfer today (more on that later). On the other hand, with his pyramid of needs, he has

created a simple model to understand basic psychological patterns of human motivation in a simplified way.

Motivation is the sum of all motives (i.e., motives) why people do, continue or avoid something, i.e., why a certain behavior is set in motion, maintained, or terminated. The term itself comes from the Latin word "Motus" (German: "movement").

Maslow assumes in his pyramid of needs that men have several specific needs that they seek to satisfy. Among these needs is a fixed hierarchy – only when the underlying need in the hierarchy is largely satisfied does the next most important need become a motivating factor.
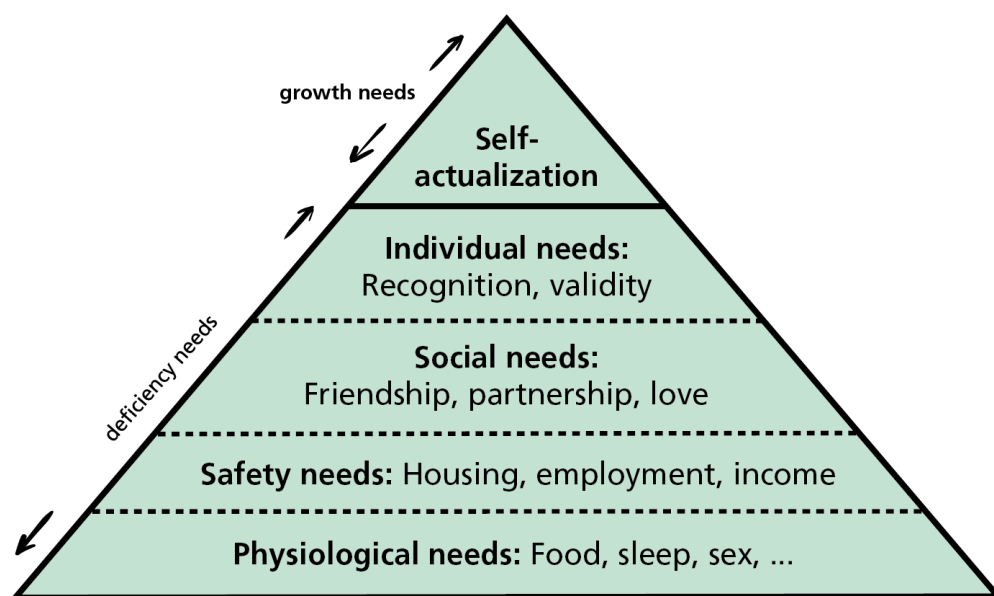


According to his theory, it is important to understand that human behavior is only influenced as long as a need is unsatisfied – if it is satisfied, its motivating power decreases. Maslow has also divided its five levels into deficit needs (also called deficiency needs) and growth needs. While in the levels of physiological needs, security, social needs, and individual needs, the feeling of satisfaction can be achieved (and these lose their motivational influence as long as this state continues), complete satisfaction can never be achieved on the level of self-realization.

EXAMPLE

Let's take a look at a simple example of how the satisfaction of needs could take place in this order:

A hiker arrives at his desired stage destination after a long day's walk. First, he eats his food and drinks a large bottle of water (basic physiological needs). Now he sets up his tent (security). He then calls his partner via his mobile phone (social needs), proudly tells her about his daily performance (individual needs), and then quickly plays a few chords on his guitar (self-realization).

Due to its highly simplified presentation, it is not completely uncontroversial scientifically but serves as a good introduction to the basic psychological understanding of human motivation.

Another relevant finding of motivation research for us is the distinction between extrinsic and intrinsic motivation.

- **Extrinsic motivation:** Our actions are influenced by external, i.e., external factors, and serve to satisfy needs medium or instrumental. It means that one's own actions are only understood as a "means to an end." It is rather externally determined and goal-oriented. External motivational factors are, for example, salaries or grades, social status, or impending penalties.

- **Intrinsic motivation:** Here, the act of action itself is the driving factor in the sense of immediate satisfaction of needs. The action itself gives us great joy and fulfillment; a certain goal is not necessary at all. However, intrinsic motivation also arises when a goal is self-determined and pursued according to one's convictions – even if the action is perceived as unpleasant. However, we can also be intrinsically motivated by adherence to certain ethical norms such as fairness or group membership. Examples of intrinsic motivation are curiosity, positive challenges, feelings of belonging, pride, self-determination, and personal responsibility.



Intrinsic vs. extrinsic **motivation**

**Intrinsic motivation** is about a sense of fulfillment for the individual

**Extrinsic motivation** is about external punishments or rewards
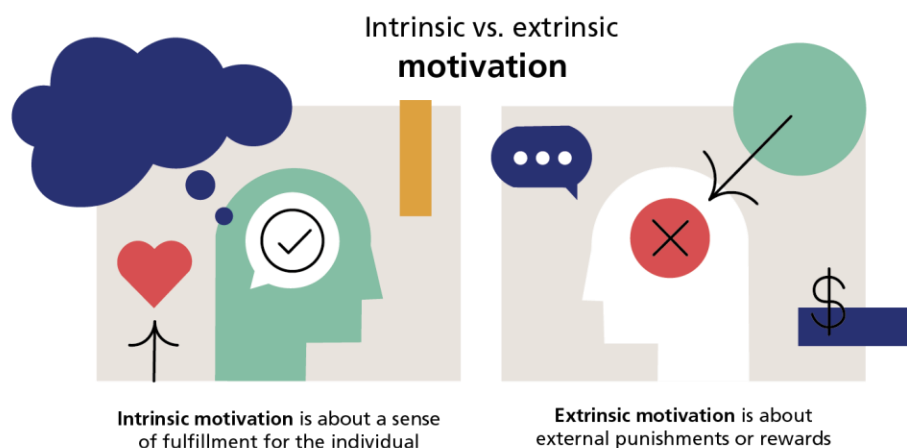
HINT

Extrinsic or intrinsic motivation is often referred to as a "pull" or "Push" theory. This means that extrinsic motivational factors "pull" us into a certain behavior from the outside, while intrinsic factors "push" us into a certain behavior from the "inside out."

The question of whether these two factors can exist independently or whether intrinsic and extrinsic motivation influence each other is particularly important.

Accordingly, especially in education, discussions are repeatedly held as to whether grading systems (extrinsic motivator) stand in the way of enthusiasm for learning (intrinsic motivator). For some time, it has been speculated in motivational research that extrinsic enhancers (such as the expectation of reward for good grades) have a strong negative effect on intrinsic motivational factors and can even displace them permanently.

However, such theories have now been refuted – it is assumed that both forms of motivation can coexist, so only in extremely rare cases is one exclusively intrinsically or extrinsically motivated. Grades, for example, can motivate us to learn simultaneously and in the same way as our curiosity to want to learn something new.

IMPORTANT

However, it has been scientifically proven that the "peaceful" coexistence between extrinsic and intrinsic factors can only occur if the extrinsic amplifier (for example, a reward or punishment) has a direct and comprehensible relationship to the assessed criterion.

In the context of education, the theories just presented can now be classified as follows: In order to create a motivation-promoting learning environment, we must have particularly intrinsic factors such as joy and self-determination in learning, interest in the subject area, and amplify positive challenges that drive people from within. Extrinsic factors, such as evaluation or feedback, must not be missing but must be used positively and comprehensively.

## 4.3 The Importance of Positive Psychology in the Educational Context

As mentioned above, Abraham Maslow has become known not only for his pyramid of needs but also as a pioneer of the so-called "positive psychology," which is now of great importance, especially in the education sector.

DEFINITION

Positive psychology is more than the scientific study of the positive aspects of human life. Its focus is, above all, on human well-being, the foundations of things that make life worth living and promoting it. Satisfaction is an important "measured value." Positive psychology deals, in particular, with strengths of character, positive emotions, and talents. Interventions are being developed to stabilize or increase satisfaction in mentally healthy people.

So, instead of focusing on mistakes, flaws, and shortcomings, we can use the means of positive psychology to focus on strengths, positive experiences, and the qualities of a fulfilled life. However, it is important that "positive" is not a rating in the sense of good or bad – objectivity must be maintained. It merely gives us the means to concentrate on processes with a promoting effect and make greater use of them.

EXCURSUS

The forerunner of positive psychology, i.e., "Humanistic Psychology" (whose founder is now Abraham Maslow), also deals with fulfilling life design, but rather with a focus on talent, giftedness, and potential development. Despite similarities to humanistic psychology, however, positive psychology was distinguished from it – the reason for this was the lack of empirical verification of humanistic ideas.

Satisfaction and well-being are important intrinsic motivational boosters – people who feel comfortable often show themselves as more motivated, creative, solution-oriented, committed, resilient, and open.

Self-determination and personal responsibility also play a major role as intrinsic motivating factors in the field of education. For this purpose, in the sense of positive psychology, the theory of constructivism from learning psychology is used and interpreted accordingly: Every person constructs

their own knowledge. As a tutor, we can only build the most positive framework possible, which offers the prerequisites for this knowledge construction – the person then has to learn on their own responsibility.

Martin Seligman, currently the most important representative of positive psychology, was able to empirically prove the effects of positive psychology in the educational context with a study conducted in 2005 and 2011 and has developed the PERMA-V Model as a guideline for factors that have proven to be conducive to well-being, motivation and ultimately also to learning success:
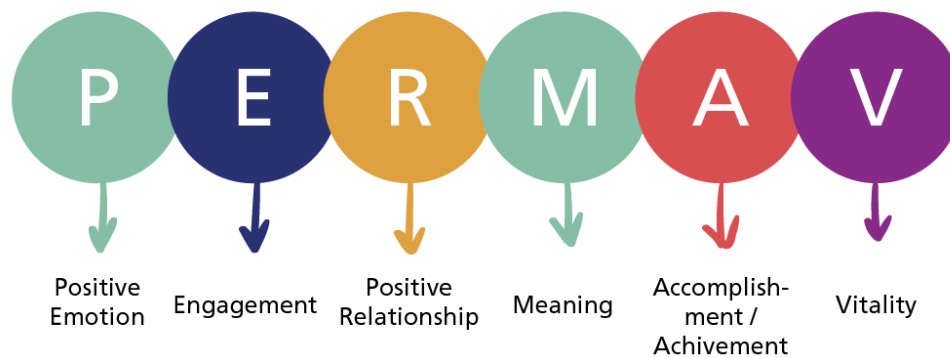


- P – Positive Emotion: Emotions such as fun, joy, interest or curiosity, a positive encounter with the learning environment, and the promotion of positive actions

- E – Engagement: Opportunities to engage in a topic in a self-determined manner and within one's own interest framework

- R – Relationships: common rituals or experiences as the basis for a good relationship between the participants (rituals, for example, in the sense of a short game at the beginning of each learning unit)

- M – Meaning: to make the subjective meaning of abandoned tasks comprehensible in the short or long term

- A – Accomplishment: to be able to achieve small and large goals on a regular basis and to make this goal achievement conscious

- V – Vitality: Incorporating health aspects, such as stress reduction techniques

The elements of the PERMA-V, together with the considerations of positive psychology in the sense of motivation research, can help us to design and use a motivation-promoting learning environment in line with the education sector.

## 4.4   How do you generate motivation?

A major challenge in the field of education lies in interpersonal variability – simply put, every person has different motives as well as motivation processes as to why something should be learned. Fortunately, you can tackle this challenge well: just ask! Of course, if possible, at the beginning of the course, not only can the factors that are personally important for a motivating environment be defined, but also intrinsic factors such as self-determination and personal responsibility can be promoted.

In particular, the focus should be on three aspects:

- **Interest:** What is a person's interest in the course? With which interests can the knowledge to be built up be linked? If we can actively serve the interest, the necessary learning effort will be perceived as positive and satisfying.

- **Self-efficacy:** How competent does a person think he is? How can we make the learning tasks accessible to a person's existing competencies? How do we make a person feel competent in problem-solving and perceive the associated challenges as positive?

- **Goal orientation:** Why did a person decide to take the course? There are essentially three options here: performance (the person wants to achieve the best possible results in a subject), error prevention (the person does not want to fail in this subject), and competence (the person wants to fully understand and identify with the topic being covered). Sometimes the person's goal is unclear – here, we can actively help formulate positive goals.

This makes it clear – motivation should not only bring about interest and success but also convey that people are able to achieve their goals and really understand a wide variety of topics.

REMEMBER

We can provide a motivating learning environment right from the start by actively dealing with their interest, self-efficacy, and goal orientation together with the person concerned.

Extrinsic motivational factors are important – some kind of performance assessment in the form of assessment is absolutely necessary to measure and show learning progress. It is essential to maintain the reference to the evaluated aspect and to communicate it in an understandable way: How do we evaluate homework? Why was the final examination assessed with a grade of 2? We can use it to show a person the value of such rating systems and offer them as a useful factor for evaluating self-efficacy. Nevertheless, extrinsic motivational factors should only be seen as "hygiene factors" – they are a natural part of education but not their main purpose.

Unfortunately, it is often the case that the extrinsic part of the motivation in meritocracy is given more weight than the intrinsic part – this is often because education systems such as schools make it difficult to respond well enough to individual persons. Fortunately, however, there are the following ways to create the most favorable environment for intrinsic motivation:

- Focus on curiosity and everyday relevance: What makes a subject particularly exciting? How do I classify the subject as creatively and meaningfully as possible in the world? Why is it important or exciting to understand the subject particularly well? These questions help to arouse competence-related interest in the learning material. And another tip: "Teaser" the contents of the next unit as exciting as possible – this also arouses curiosity.

- Divide tasks into small steps: Ensure that the course seems manageable with clearly defined partial goals and make room for many small learning successes. This creates a sense of progress and self-efficacy.

- Create positive challenges: Let the knowledge you have learned be applied directly to tasks that are neither over- nor under-demanding. This way, you give immediate meaning to what you have learned and ensure a motivating sense of achievement.

- Introduce small rituals: Regular rituals create security and a positive relationship – and can be fun. Maybe you can play a short "wake up" game at the beginning of each session. Or you can ask to bring a substance-related question to each appointment, which you answer together. Even a small subject-related story ensures an exciting relationship between the knowledge to be acquired and practice.

- Pay attention to a good mood: Learning should be fun. Have small loosening up ready that you can use if you notice that the motivation is tipping. These can be funny or absurd case studies or interesting digressions on related topics.

REMEMBER

Make sure that the extrinsically motivating part of the course runs smoothly and comprehensibly, but do not give it a disproportionate amount of space. It is much more important to put your active focus on the factors of intrinsic motivation – ensure curiosity and meaningfulness, positive challenges, a sense of achievement, and that the fun of the thing itself is not neglected.

## 4.5 Feedback as an important means of motivation

Feedback is an essential tool for personal development. It complements one's own self-assessment with the most objective possible external perception or external assessment. Feedback can either be used to convey praise and recognition or to make criticism or wish for improvement.

HINT

Use feedback for yourself as well. Don't forget that involving your counterpart can strengthen their personal responsibility and self-efficacy – and at the same time, use the information they receive to improve your lessons. Ask: What did you like about the course? What could be done differently?

Feedback serves both extrinsic and intrinsic motivational factors. With defined evaluation systems (grades), we already provide feedback directly related to the performance. However, feedback becomes much more valuable when we use it to target intrinsic factors. With properly used praise and comprehensible, constructive criticism, we can strengthen individual needs such as self-efficacy and recognition.

Here's how to praise correctly:

- **Always combine praise with a concrete achievement:** In order for the praise to work, it must be comprehensible to the person. Blanket praise can miss the mark.

- **Praise authentically and spontaneously:** Be honest in your praise and express it immediately when a commendable performance has been made. Praise given too late or not meant quite seriously can undermine its future effect.

- **Do not praise inflationary:** Use praise often but still consciously – too much praise can make it seem worthless as a result.

- **When praising, do not compare with others:** convey your praise only to the actual person. Do not use comparisons with other people.

How to convey criticism positively:

- **Describe perception:** Explain your personal view of things using I-messages ("I noticed that..."). This ensures that the person feels a little attacked – after all, you only share your perception, not the "absolute truth." However, be as specific as possible. Vague feedback is rather confusing.

- **Show effect:** Now follows the evaluation of this perception. Explain what conclusions you draw from your observations. Avoid exerting pressure or demanding justification and remain objective.

- **Formulate your wish:** Explain to the person what change you expect. Show perspectives, and describe possible new and better ways. However, stay open and ask your counterpart how and whether the feedback was understood. Don't see criticism as a one-way street but as a dialogue. A good way is to ask the other person to repeat your feedback in their own words.

## 4.6   Case study

What could motivational measures look like in practice? Let's take a look at a case study of how it could also occur in the activity as a tutor:

*Petra, a 14-year-old high school student, wants to tutor Spanish. The girl has good grades on average; only in Spanish, she is on a 4. According to her, her motive for taking the tutoring is based on the fact that her parents wish she had better grades in Spanish as well. She seems a bit shy in the first hour and is difficult to inspire to cooperate. Even the abandoned homework (a short story) she has*

*done only on the bare necessities, and the abandoned vocabulary does not sit.*



Some intrinsic motivation is urgently needed here – Petra's motive for going to tutoring with us is purely extrinsic here for the time being: Not only should better grades be achieved, but this demand is also made externally by her parents. So, your displeasure is understandable. We can now use these external factors quite easily – through additional practice in tutoring, we ensure that their grades improve.

However, we must focus on the intrinsic factors to achieve this effectively. On the one hand, we want to awaken Petra's inner interest in the language and its usefulness, strengthen her perceived self-competence and self-confidence in order to encourage her to actively use the language in the classroom and offer her positive challenges and goals. As we have learned, this is interpersonally variable – which is why a first preliminary discussion is particularly important. Therefore, in the second unit, after we got the impression described above in the first tutoring lesson, we took a lot of time, in the beginning, to talk to Petra about her needs and attitudes toward the Spanish language.

HINT

If possible, this conversation should be conducted at the beginning of the tutoring – preferably in the first hour. However, as part of an intervention, if you notice, for example, that a person's motivation decreases drastically, such a conversation also makes sense later on.

Specifically, we asked Petra (obviously a motivated and hard-working student) why she decided to learn Spanish at school, what she particularly liked in class and what she didn't like. We simply let them tell their stories and create an appreciative climate with active listening. We also ask her how she feels about the use of the language and what, regardless of grades or parents, might be her motivation to speak and understand Spanish better.

Petra says she decided to learn Spanish because of an Argentine band she likes. Even before Spanish lessons, she tried to teach herself the language to understand the lyrics in the songs and be able to sing along. However, she finds memorizing "meaningless" dialogues and vocabulary tedious and boring at school. After some time, she has lost interest in the language, which also leads to the fact

that it is constantly deteriorating – she, therefore, hardly dares to work anymore. She once liked it in class when a Spanish series was shown, and she understood more than she would have thought.

Here we now have a strong starting point. So, while the actual lessons consist of the standardized memorization of vocabulary and grammar, which are boring for Petra, we can better respond to her individual needs in tutoring. First of all, we can adjust the structure of the tutoring lesson. Instead of starting the lesson with vocabulary, we asked Petra to bring a song of the Argentine band for the beginning of each hour, which she particularly likes to listen to, and to translate it as homework – based on the song, we ask her for the translation of individual passages. This ritual ensures a positive introduction to every hour, and the homework is also clear.

Petra blossoms at the beginning of the next session – she shows her favorite song and has translated it completely. When asking about the text passages used, without the written translation in mind, however, it hooks a bit, also the dialogue from the school and especially its vocabulary, which she has brought with her, hooks very much. She obviously did not prepare for them. Petra seems a bit frustrated.

Petra has mastered the homework well as a written exercise but still shirks verbal communication. It is important that we praise them for their translation and acknowledge their writing skills. In this way, we ensure positive communication and strengthen their perceived self-efficacy.

At the same time, however, we also need to get them involved in vocabulary learning. We convey this criticism constructively by describing our perception of it ("I noticed that you prefer to write Spanish rather than speak."). We formulate our desire for more focus on vocabulary learning but integrate it into the world of Petra in a meaningful way ("However, we also have to concentrate on learning vocabulary. Think about it, wouldn't it be great if you understood your favorite songs right away and didn't have to translate them on paper?").

HINT

Of course, it would be nice if we could just translate her favorite songs with Petra. In our role as tutor for tutoring, however, we must not lose sight of the basic goal of this – Petra's school grades and her language handling should be improved. That is why it is also our task to carry out the lessons according to the school system and teach the necessary vocabulary and grammar.

In this way, we try to give meaning to even the "boring" part of learning a new language that serves their personal purpose.

We also anchor this in the structure of our tutoring lesson. We "reserve" 20 minutes of it for dialogues and vocabulary, which we put in the middle of the lesson – before that, we practice as usual with a song. In doing so, we conclude a kind of "contract" with Petra about the goals of tutoring: On the one hand, they consist in being able to understand Spanish better and faster (for example, in her songs or series and films), but on the other hand, in speaking Spanish better (i.e., learning vocabulary and dialogues).

We also divide these goals into smaller sub-steps. We agree on a song and a dialogue as well as its vocabulary per unit, which she prepares as homework, and we practice together in the tutoring for 20 minutes. In doing so, we ensure that we always draw the connection between song and dialogue parts, for example, if the same or similar vocabulary occurs.

The "contract" is having an effect. Petra now also takes the dialogues and their necessary vocabulary seriously; simultaneously, she tells us that she has now found some more Spanish-speaking bands that she likes. She reports that she already understands a lot more but still does not understand solo songs at all, and she is very frustrated.

Instead of helping her translate the songs that she doesn't yet understand, we focus together on the sense of achievement – we ask Petra which songs she has already understood well the first time she listens to them and makes her aware that she has a constant little sense of achievement – which in turn means that we praise honestly and authentically. We try to make the challenge of "understanding song" as positive as possible. If it doesn't work out well, we give her a tip to listen to individual sections repeatedly and to fathom a song piece by piece – in other words, to set realistic partial goals. In this way, we design more difficult tasks than can be mastered.

*The tutoring is now "rehearsed" – Petra reliably does her house expenses and is not discouraged by more difficult tasks. At the same time, we notice that the initial enthusiasm is somewhat waning. Although Petra learns vocabulary and dialogue well, her motivation for the songs at the beginning of the tutoring has gone down noticeably. In tutoring, she does not even bring a song with her – she says she now has "no desire for a while" for Spanish music.*

An essential part of a motivational learning environment is variety. We should also use these here so that tutoring does not become too monotonous and the initial motivation booster does not become a tedious duty. So, we told her it's ok if she doesn't want to listen to songs anymore. At the same time, however, we offer her a different challenge: We ask her to simply translate one of her favorite German-language songs into Spanish.

## Summary

In our example, we have intrinsically strengthened Petra's motivation, which was previously determined purely extrinsically by grades and the demands of her parents. In a conversation, we found out their individual needs as well as their own relationship to the subject and used this knowledge to reawaken their interest in the use of the language. In doing so, we have meaningfully integrated the exercises (such as learning vocabulary and dialogues) into their own reference to language from their point of view and linked them with achievable and clear goals.

Focusing on success helped increase Petra's self-efficacy, which she felt herself. A clear structure (ritual at the beginning, 20 minutes of vocabulary) was important, which we loosened up with a little surprise as soon as monotony crept in.

## 4.7 Summary

The topic of motivation has been an important part of psychological research for over a century. According to Abraham Maslow, an important (albeit greatly simplified) basic model is the hierarchy of needs, in which different needs are summarized in levels that build on each other in a certain order.

Furthermore, the distinction between extrinsic and intrinsic motivation is important. While extrinsic motivational factors affect us from the outside (such as salary, grades, or social status), intrinsic motivational boosters act from the inside out (such as curiosity, self-determination, or feelings of belonging).

Especially in the education field, positive psychology and constructivism findings have proven themselves over the last decades. The former focuses on the positive aspects of human life and how positive experiences, strengths, and characteristics help human behavior to improve the quality of life (instead of improving mallets, mistakes, or shortcomings). The theory of constructivism is based on the self-efficacy and personal responsibility of man – man "constructs" his knowledge or his world himself. Based on these two theories, the so-called PERMA-V model for the educational context, whose beneficial effect on well-being, motivation, and learning success, was empirically demonstrated in 2011.

As tutors, we can use this knowledge to create a motivation-promoting learning environment with extrinsic and intrinsic means. Extrinsic factors (such as a performance assessment) can and must be applied in an understandable and comprehensible way in order to provide a person with a useful measure of their level of knowledge but must not become the purpose of the course. However, it is more important to actively promote intrinsic motivation. For this purpose, tutors can use various techniques – if used correctly, these possibilities from positive psychology are long-term and effective means for a particularly motivational environment and are aimed at curiosity and meaningfulness, positive challenges, a sense of achievement, and the fun of learning itself.

Feedback is a particularly important tool in motivation, but above all, intrinsically effective – It complements one's self-protection through a most objective external perception or external involvement. In expressing praise and criticism, there are also techniques to convey them positively and intrinsically. Above all, praise must be associated with a concrete achievement without comparing it with others. When applying criticism, it is essential that it is understood as a dialogue at eye level and conveyed with open ego messages as a personal view of things and a common solution is sought.

# 5   Conflict management

## 5.1   Introduction

Whether we like it or not, we cannot escape conflicts in our lives. They are part of our relationships, part of our professional lives, and sometimes even part of ourselves. Conflicts are often resolved quickly; sometimes, they have dire consequences, and now and then, they lead to positive developments that would not have existed without them.

Conflicts are simply part of being human. That is why they will not be able to be avoided. Fortunately, however, in addition to more than 300,000 years of experience (that's how long modern humans have been around), there are already some definitions, models, patterns, and theories that can help us to counter conflicts preventively, to "deny" them constructively and to resolve conflict situations positively.

However, this knowledge should not help to win conflicts or assert one's own opinion as the right one, but rather lead to the creation of new knowledge from conflicts, to strengthen relationships, to gain new perspectives, and to reach consensus – or at least to know when enough is enough.

„QUOTE"

Crisis can be a productive state. You just have to take away the aftertaste of disaster.

Max Frisch

So, we see conflicts as an opportunity – how we can best use this opportunity, this learning unit should explain. After working on this learning unit, you will be able to constructively deal with possible conflict situations not only in tutoring but also in other situations.

To this end, we will take a closer look at the terms "conflict" and "escalation," learn how influencing factors and differences in conflicts can be recognized, how conflicts can be prevented preventively, which techniques can be used to cope with conflicts that arise and what all this could look like in practice. Let's get started!

## 5.2   An Introduction to Conflict and Escalation

When it comes to conflicts in specialist literature, Friedrich Glasl, in particular, is an important name. He has dealt intensively with conflicts – he is famous for his model of escalation levels, first presented in 1980 and still regarded today as standard conflict analysis and management model. We'll also take a closer look at this model in a moment.

First, however, we need to define and understand the central terms – "conflict" and "escalation." Both words come from Latin: on the one hand, "conflictus," i.e., "collision" or "struggle." On the other hand, "scalae," i.e., "staircase," in the sense of "gradual expansion." The aforementioned Friedrich Glasl and the conflict researcher and psychology professor Karl Berkel provide us with two definitions, more relevant in today's world, in order to classify both terms:

DEFINITION

"A social conflict is an interaction between actuators (individuals, groups, organizations, etc.), whereby at least one actuator experiences incompatibilities in thinking/imagining/perceiving and/or feeling and/or wanting with the other actuator (the other actuators) in such a way that in realization an impairment by another actuator (the other actuators) occurs."

Friedrich Glasl

"In psychology and the social sciences in general, one speaks of a conflict when two elements are simultaneously opposite or incompatible."

Karl Berkel

So, let's summarize what constitutes a conflict:

- There is interaction (communication or behavior) between conflicting parties that relate to each other.

- A conflict can already arise if one of the parties perceives an incompatibility.

- The incompatibility of a party must be associated with an intention to realize (for example, verbal communication). Only a difference of ideas is not yet a conflict.

- Incompatibilities lie in thinking and perceiving, in ideas, but also in feeling or wanting.

- One party also blames the other party for this subjective incompatibility – so the other party is held responsible for the conflict itself.

- IMPORTANT

It is precisely the blame of the opposing party that is the essential part when it comes to the escalation of conflicts – the other party is not only blamed for the incompatibility but also seen as the trigger of the conflict. If, for example, the blame was to be placed on oneself, there would hardly be an escalation of conflicts.



According to Friedrich Glasl, all conflicts now tend to expand. This is because, in the course of a conflict, the factual level (i.e., the topic that is actually at stake) is mismatched with the relationship level – emotions such as insult, insult or the feeling of not being understood become an inseparable part of the conflict, which thus goes beyond the actual factual question. This also changes the

relationship between the parties to the conflict. Glasl has structured this process in a layer model:

**Glasl's model of conflict and escalation**

**1**

| Tension | Debate | Actions instead of words |

+ **Win  Win** +

**2**

| Coalition | Image worries | Threats |

+ **Win  Lose** -

**3**

| Limited destruction | Annihilation | Abyss |

- **Lose  Lose** -

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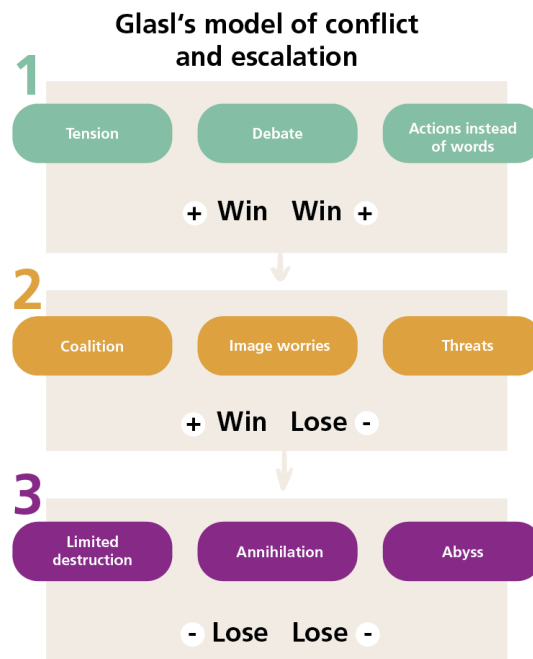
REMEMBER

The nine escalation levels can, in turn, be divided into three basic strategies, which, depending on the level, come into play. Win-win (where both parties can win and learn their lesson from the conflict), win-lose (where there must already be a loser), and lose-lose (where both parties of the conflict lose).

While a conflict resolution in the area of win-win can lead to the desired positive results of a conflict, a conflict in the area of lose-lose will also massively burden future encounters. Each step down lowers the chances of constructive handling of the conflict.

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Let's take a closer look at the individual stages of this escalation model:

**Area 1:**

**Win-win**

- Stage 1: Hardening - points of view vary and clash, communication becomes tense. However, both parties to the conflict still believe in a reasonable smoothing out of the differing views; flexibility prevails.
- Stage 2: Polarization and debate - Points of view increasingly harden and black-and-white thinking ensues. Verbal violence (devaluations, demonstrating one's own superiority as well as communication about third parties), the respective differences are exaggerated and camp thinking is formed.
- Stage 3: Actions instead of words - non-verbal behavior dominates and the assigned roles solidify, talking to each other moves into the background. Misinterpretations are now a serious danger.

**Area 2:**

- Stage 4: Concern about image and coalition - prejudices and rumors are now more important than rational thinking, clichéd role attributions are forming. The camp

| | |
|---|---|
| Win-lose | struggle is now more important, so-called "self-fulfilling prophecies" can now increasingly occur. |
| | • Stage 5: Loss of face - Attacks on the other party are now obvious and are intended to cause the other party to lose face. The other party is to be isolated as the bad, while one's own party is to be profiled as consistently good. |
| | • Stage 6: Threatening strategies - Now follow loudly proclaimed threats, which in turn provoke threats, often connected with demands, sanctions or ultimatums. |
| Area 3: Lose-lose | • Level 7: Limited Destruction Strikes - The conflict party is now to be harmed, this is accounted for as a gain, even if harm is suffered in the process itself. The other party is no longer perceived as human. |
| | • Stage 8: Fragmentation - The other party is to be destroyed, their system is completely marginalized and isolated. |
| | • Stage 9: Together into the abyss - Here, one's own destruction is worth it in order to inflict as much damage as possible on the other party. |

IMPORTANT

Up to stage 3, there is still a chance that the parties to the conflict can independently process and resolve the conflict. From level 4, however, someone has to be called in – for example, a mediator, but (especially later) ultimately the police or a court.

## 5.3   Understanding conflicts

Conflicts escalate because, in communication with each other, the emotional level inevitably mixes with the factual level. Accordingly, many potential factors can influence the following communicative discussion – depending on the topic, context, or participants; even small things can tip the tense situation in a positive or negative direction.

Let's take a look at the extreme characteristics of the influencing factors – they help us to better classify our own behavior or that of the conflict party:

- **Character type:** Do you tend to be more of a restrained or a choleric person?
- **Power and influence:** Are you on an equal footing, or are there (strong) hierarchical differences?
- **Legal awareness:** Do you adhere strictly to legal or moral requirements or not?
- **Personal experiences:** Have you already had good or bad experiences regarding a situation? Or are you completely unbiased?
- **Strategic considerations:** Do you act more intuitively, or do you always plan ahead?

PRACTICAL RELEVANCE

Think about it: where would you classify yourself? What leads to conflicts in you, and what behavior provokes you? Try to understand yourself in your conflict behavior in order to be able to communicate and act more reflectively in the event of a conflict.

Regarding the causes of a conflict, it is now necessary to distinguish between "internal" and "external" conflicts. We all know inner conflicts, and of course, we would like to know how we solve

them – for the purpose of your activities in voluntary tutoring; however, we focus on the external conflicts, i.e., the conflicts that arise between (at least) two people.

**Causes of internal conflicts**

Sigmund Freud already assumed at the beginning of the 20th century that inner conflicts arise due to taboo experiences that contradict our conscious values and are thus suppressed. These can be painful, socially illicit, sexual, or even aggressive experiences. If such experiences are not overcome, suffering follows, which manifests itself in various physical or mental forms.

According to Kurt Lewin (also at the beginning of the 20th century), inner conflicts can also arise with ambivalent forces acting on us¬ – such as the clash of several options for action that, at first glance, do not offer a clear decision for us.

The causes of external conflicts are somewhat less comprehensible in terms of depth psychology. These are based on the following topics:

- Injured self-interests
- Violated norms
- Injured values
- Wounded Beliefs
- Injured claims
- Injured targets

In daily interaction, the above-mentioned influencing factors and causes now mix together, and the potential for conflict arises. This can affect the following situations:

**Individual differences in perception** – these arise due to different knowledge or personal experiences, and character traits but also simply from the prevailing personal mood.

**Intervention in resources** – one's own funds are reduced for reasons that are not perceived as fair (for example, pocket money reduction)

**Unclear distribution of roles** – disorientation or overlapping of areas of responsibility.

**Unfair treatment** – when people are arbitrarily treated differently based on age, gender, origin, or religion.

**Violations of boundaries** – there is interference in one's "own affairs"; one feels ignored as a person or determined by others.

In most cases, several of these points are triggers for the conflict. Therefore, conflict analysis is not necessarily an easy task – more important for our area of application is a rather constructive conflict management, but the analysis helps us in advance.

Let us now examine how conflicts are distinguished concretely and sensibly for our primary goal of better managing them in the event of an emergency.

Differentiation according to the subject matter of the dispute:

- **Conflict of objectives:** The participants pursue different goals.
- **Conflict of paths:** The participants pursue the same goal but in different ways.

- **Conflict of interests:** The interests of interdependent stakeholders are different.

- **Conflict of perception:** There are different views or ideas on a topic that is relevant to the participants.

- **Assessment conflict:** A topic is judged differently.

- **Distribution conflict:** There is disagreement about the distribution of certain resources.

- **Role conflict:** A person does not identify with the role assigned to him or her or does not feel recognized or appreciated in it – or two people compete for the same role.

- **Relationship conflict:** There are different expectations or needs in the design of a relationship.

In group work there is often a conflict of interest between course participants – some want to achieve top marks, and others just get through. However, the final result of group work is the combination of all individually provided services.

Differentiation according to conflict participation:

- **Couple conflict:** There is a disagreement between two people on a topic.

- **Triangle conflict:** Three people feel disunity – but the special thing here is the potential imbalance, as coalitions can form here (e.g., parent-child relationship but also the teacher-school class relationship). Also, there may be misunderstandings due to the communication of two people about a dritte or jealousy when a third person comes into an existing relationship.

- **Group conflict:** Of four people involved, one speaks of group conflicts. Here, subgroups can form (especially from a size of about 14 participants) that come into conflict, leadership conflicts or conflicts of belonging, or the struggle for resources or areas of competence arise. It also becomes complicated because pair and triangle conflicts can occur separately in group conflicts, influencing the group itself.

Differentiation according to event forms:

- **Hot conflict:** This is carried out openly and obviously for all parties involved. Emotions, beliefs, and sensitivities want to be enforced against others.

- **Cold conflict:** This is carried out covertly or internally and is hardly recognizable from the outside. It has particularly destructive potential since if it escalates, it can turn into particularly violent hot conflicts, but it can also lead to paralysis of action or social isolation.

- **Proxy conflict:** Although there is an open conflict, the topic itself is not the real reason for the dispute (for example, if a couple argues about the expenses of a certain holiday and it is actually about financial habits in general). This (often not obvious) obfuscation complicates the resolution of the actual conflict.

If we can classify conflicts for our particular situation according to the subject of the dispute, conflict participation, and form of resolution, then we can better understand the causes and influencing factors and thus gain the necessary distance. We can use it to reflect on the conflict itself and not just our own position in it. This understanding and ability to move to the meta-level help us deal with the conflict professionally.

## 5.4 Conflict prevention

Even if conflicts, as discussed at the beginning of this learning unit, are part of daily life, they can still be prevented under certain conditions. In conflict management, conflict prevention is primarily seen as a task of leaders – equally in organizations and companies, but also for us in the educational context.

Above all, balancing attention and serenity is very important. Just as it won't help to simply ignore potential conflicts, it doesn't make sense to declare every single disagreement to be a real conflict.
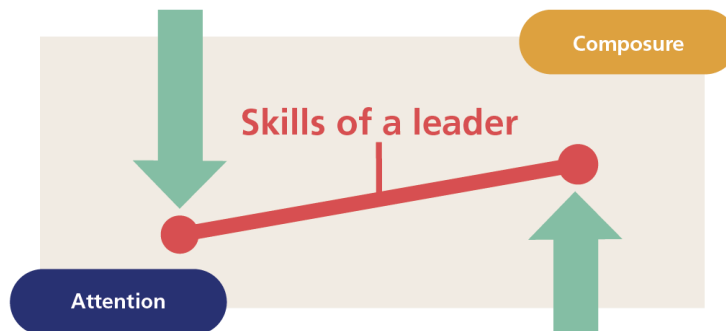


Similarly, as a "leader" in education, special attention can and should be paid to the following factors in order to prevent conflicts:

1. Leadership quality: Your own professional competence, charisma, and security can provide a lot of orientation and safety.

2. Optimal planning: The objectives and intermediate steps are clearly defined; the roles are clear. A discrepancy between setting goals and those actually achieved must be avoided.

3. Professional organization: Organizational means are accessible and known to all participants or are explained and can be used smoothly (for example, Internet access for homework).

4. Effective and efficient control: Mechanisms such as praise or criticism are used constructively, and the scale of these mechanisms is clearly visible.

IMPORTANT

Be aware of your "leadership position," and don't fear it. If you use them correctly, you can contribute a great deal to conflict prevention and thus positively shape the climate in your tutoring activities. But don't overdo it. Leadership qualities can also be shown on an equal footing – for example, with your own expertise in the subject to be taught.

## 5.5 Effective conflict resolution

But now it has happened anyway, and the conflict is simmering. Now it is imperative to make it as constructive as possible – the top priority is: The more objectively and concretely things are discussed, the less space the interwoven emotions get, and the less a conflict will run the risk of stumbling down the escalation levels.

„QUOTE"

Most conflicts arise through communication and can only be resolved through communication.

Ralf Dahrendorf

For constructive conflict management, the following requirements must now be met:

- **Win-win strategy instead of win-lose:** It should be about further developing and improving grievances and not about winning or losing.

- **Leave no room for threats or violence:** With appreciation and understanding, you lead by example and create the opportunity for de-escalation.

- **Accept the other side's opinions:** Everyone has the right to be wrong. For example, even if opinions seem completely contrary, admit to the other side that they might be right.

- **Maintain objectivity:** If this does not succeed, an impartial third party can also help here.

- **Instead of defending points of view, you better focus on needs:** This significantly reduces the potential for escalation, and suddenly, new solutions become possible that would not have come up in the first place on the basis of mere points of view.

- **Do not present the other person with a fait accompli:** Always look for solutions together with the conflicting party instead of simply presenting them the solutions (and thus offending them). This reinforces the "win-win" character in conflict management.

The separation of the factual and relational level, appreciation, and the communication of needs instead of points of view are, therefore, essential factors for the constructive resolution of a conflict. It can also help to offer attractive alternatives to the actual problem situation – this helps the conflicting party to approach you again.

In order to implement the above points, we can use intervention and questioning techniques – on the one hand, we can de-escalate conflicts; on the other hand, they allow us to get to the meta-level of the conflict more easily, to keep track of it and thus to constructively adapt our own behavior, if necessary, to the conflict.

First, let's look at intervention techniques. These serve to actively intervene in what is happening. For this purpose, we have the following techniques at our disposal concerning the educational context:

- **Active listening:** We paraphrase what has just been said and thus ask a question ("Did I understand correctly that you... would like to?"). In this way, we let the other person feel that we pay attention to them and that we understand it. Thus, we remain on the factual level (what is said) and positively influence the relationship level (how something is said).

- **Normalization:** This way, we prevent exaggerations that would otherwise be an escalating factor and deprive the conflict of its drama. Normalizing a situation also shows that the problems are within a solvable framework. We show that a situation is completely "understandable," "normal," and therefore comprehensible for us.

- **Neutralize:** This means preventing blame – with neutral language and as general questions as possible, we can better find out the needs of the other person ("What would have to happen for you to feel better about the situation?").

- **Structuring and mirroring:** We summarize what the conflict party says until they are satisfied with the reproduction ("I am right in assuming that it is important to you..."). In this way, we remove momentum from a conflict and are particularly effective in preventing the descent into a deeper escalation stage.

We can also use the following questioning techniques to raise conflicts to a constructive level:

- **Stimulating questions:** If communication has become entrenched, new approaches can be opened up ("Which option have we overlooked so far?").

- **Participating questions:** With these, we can positively include the relationship level in the solution process – we use them to inquire about the emotional state of the other person ("How would you feel about this solution?").
- **Circular questions:** These are more likely to be asked of oneself than of the other person. In particular, they can help achieve a change of perspective and understanding for the conflicting party (What information is the other party lacking so that you are understood?).

IMPORTANT

Delete the word combination "yes, but..." from your vocabulary. Following an agreement with the denial of this consent has most likely not helped a single conflict on a constructive level.

With this knowledge of requirements, intervention techniques, and questioning techniques, you will be able to deal with conflicts more constructively. Try the next minor conflict!

## 5.6   Case study

Let's now look at how we can classify the level of learned theory in practice. For this purpose, we use a case study from the school context.

The initial situation

*Mrs. M., the mother of a 12-year-old student (who runs the risk of failing in German), has been quietly accusing his German teacher, Mrs. D., for several months of not treating her son correctly and discouraging him at school – at a parents' meeting, the situation finally escalates, and Ms. M. leads to verbal insults paired with serious accusations in front of the assembled parents and Teachers – competence as well as intentions of the teacher are questioned by Mrs. M.*

So here we have it by definition – a tangible conflict: there is an interaction between two parties (mother and teacher), in which one party recognizes the actions of the other party in its perception as incompatible, whereby the blame is clearly also sought with the other party. An originally cold conflict (Mrs. M.'s silent frustration) now develops into a hot conflict (situation on the parents' consultation day).

In the course of the conflict, it will also become clear that this is a perceptual conflict – the student's behavior is interpreted differently by the mother and the teacher. Although the dispute is about a third person, we have a classic couple conflict here – the student does not care about the dispute because he just wants to play on computers in peace.

Hot conflict, perceptual conflict, and couple conflict – we have already differentiated the situation according to the form of the dispute, the subject of the dispute, and the involvement of the conflict. What is the situation at the stages of the escalation model? The conflict is most likely to be at level 4 or level 5. Due to the emotional connection of the mother to the poor performance of her son, the conflict has quietly worsened: her point of view towards the teacher has hardened (level 1), the teacher is classified as black and white and per se, not a "good teacher" (level 2), only "her son would be treated wrongly" (level 3), her son will "fail with this teacher anyway" (level 4) and finally level 5: On the day of the parents' consultation, there is an obvious attack on the teacher's face. – the conflict strategy is, therefore, winless and can no longer be de-escalated according to the escalation model without a mediator.

Concerning the theory discussed, of course, the question remains: What could have gone wrong in conflict prevention under certain circumstances, which the teacher holds due to her "leadership position" in the class? In this case, the German teacher had problems planning her lessons optimally adapted to all students due to the above-average size class. Thus, the son of Mrs. M. had more and

more problems to keep up with and comply with the material; the teacher, in turn, had no time to support the student individually enough.

IMPORTANT

Even if you want to develop sympathy for one side or the other when reading this case study, it is absolutely important to maintain objectivity here – we do not blame either side for the conflict and must never lose sight of the factual level (which is actually what it is about): Mrs. M.'s son does not have good German grades.

Conflict analysis

| Type of carrying out | Conflict involvement | Matter in dispute | Escalation stage |
|---|---|---|---|
| | | | Stage 1: Hardening |
| | | Trade-off | Stage 2: Polarization and Debate |
| | | Path conflict | |
| | | Conflict of interests | Stage 3: Actions instead of words |
| Cold conflict | Pair conflict | Perception conflict | Stage 4: Concern for image and coalition |
| Hot conflict (escalates from a cold conflict) | Triangle conflict | Assessment conflict | Stage 5: Loss of face |
| Surrogate conflict | Group conflict | | Stage 6: Threat strategies |
| | | Distribution conflict | Stage 7: Limited destruction strikes |
| | | Role conflict | Stage 8: Fragmentation |
| | | Relation conflict | Stage 9: Together into the abyss |

**Conflict management process**

*During the escalation, a counseling teacher is present who wants to act as a mediator – she has appropriate training as a mediator and has already been able to solve other such cases. Since Mrs. D. immediately agrees, the mediator contacts Ms. M. by phone the next day and suggests mediation. She also agrees, as she does not want the case to be "swept under the carpet," and begins to talk about her son's problems again on the phone but is asked by the mediator to postpone this to the appointment – which takes place two days later. The mediator starts and explains the framework conditions.*

Here, the requirements for constructive communication must now be ensured. In the beginning, it helps to acknowledge the parties' willingness to resolve this conflict and improve the situation together – and thus to achieve an appreciative climate and a win-win strategy. At the same time, it should also be emphasized here that no evaluation or assessment of the situation is to be expected from the mediation – each opinion is considered equal and important, and the focus is placed on an objective consideration of the factual level.

The mediation techniques in this example could also be used in the first three stages of the escalation model by the parties to the conflict themselves – of course, only if conflict resolution is in their interest.

*Mrs. M. would like to begin to describe her view of things. Mrs. D. agrees. Mrs. M. explains that her son is doing very badly and his performance at school is generally deteriorating – especially in the last school year, although she considers him an intelligent boy. In addition, he is withdrawing more and more. She believes that Mrs. D. cannot cope with his "pretentious" or "stubborn" nature and would not take his problems seriously – she attributes this to the fact that Mrs. D. had once told her that her son should play less computer games but instead do his homework.*

*Afterward, Mrs. D. addresses her attempts to get to Mrs. M.'s son, his defensive reactions, and her regret about the incident at the parents' consultation day. However, she also explains that she is not ready to blame herself for every mental health problem of her students.*

The mediator actively listens (gives verbal and non-verbal signals such as nods of the head and "Mmmh"), and her body is turned towards the person currently speaking. She also applies the technique of structuring and mirroring by summarizing what the two women have said, formulating it as a respective question, which the person can then confirm. The background should be clarified until both parties to the conflict also have the feeling that they have been sufficiently discussed.



**MEDIATION**

The more the mediator neutralizes and normalizes the conversation, the more freely the two women talk to each other – instead of communicating through the mediator. In the case of emerging accusations ("You think my son only plays on computers and never learns"), the mediator normalizes by citing computer gaming as the usual pastime of many young people. At the same time, she gives Mrs. D. the chance to neutralize the accusations ("When do you think Ms. M.'s son plays too much on the computer?"). In addition, she asks participating questions (example to Mrs. D.: "How do you feel that Mrs. M. thinks like this?") and circular questions (example to Mrs. M.: "How do you think Mrs. D. understand your son's behavior better at home?").

*Mrs. M. and Mrs. D. now talk directly to each other. Although Mrs. M. is still very emotional, her dealings with Mrs. D. are now more understanding and polite. Mrs. D. now also responds to Mrs. M. out of her previous defensive attitude. The women now also apologize for their respective behavior. During the conversation, it turns out that Mrs. M. worries that her son could be depressed or do something to himself. Mrs. D. reacts extremely moved, as she actually experiences the student as self-confident, albeit stubborn.*

The mediator now takes a step back but still summarizes what has been said, and the expressed needs and concerns. She is now moving into a solution-oriented phase – asking the two parties to the conflict, who are now ready for a win-win strategy, whether they would like to work together on a solution. The mediator asks stimulating questions in order to open up new approaches to the topic ("Which solutions are open to us?", "How can we find out how Mrs. M.'s son is really doing?"), and participatory questions to positively include the emotional level ("How would you feel about this solution?").

**Completion of conflict resolution**

The mediator accepts all proposed solutions and, in turn, ensures that they are formulated as concretely as possible by asking questions and mirroring. In addition, she summarizes the conversation again at the end – and asks one last time how the two women are doing now.

*Mrs. M. and Mrs. D. state that they are both very relieved and also surprised to feel so understood by the other person. In addition, they arrange a telephone conversation and ask the mediator for another appointment to be able to reflect on the solutions addressed and their implementation.*

**Summary and final thoughts**

A previously hot and escalating conflict could be de-escalated by involving a third person (the mediator). Conflict management techniques were used in a targeted manner:

- active listening

- neutralizing and normalizing intervention techniques

- mirroring and recording communication

- stimulating, participatory, and circular questions

The techniques used by the mediator in our example can, of course, also be used if you are part of a conflict yourself – so if you notice that a conflict is emerging, try, if possible, to take on a mediator role and implement the techniques presented with empathy and objectivity.

## 5.7   Summary

Conflicts are an everyday part of human communication, and the object of intensive research – an important name is Friedrich Glasl, who in 1980 developed the level model of escalation levels, which is a cornerstone of conflict management. It is essential that conflicts arise from the incompatibility of views, values, or feelings of at least one party in the interaction of at least two parties to the conflict, whereby the blame for this incompatibility is seen in the other party.

According to Glasl, conflicts now tend to expand because the factual level mixes more and more with the relationship level. In the escalation model, according to Glasl, there are three levels (win-win, win-lose, lose-lose), with a total of nine escalation levels in which a conflict can move. Depending on the level, the strategy of the parties involved will change.

To analyze conflicts, we distinguish between "inner" conflicts (which we have with ourselves) and "external" conflicts (which we carry out with other persons). Why or to what extent conflicts arise or escalate depends on various factors such as character type, personal experiences, power, and legal

awareness. Essential here is a perceived violation of self-interest, norms, values, beliefs, claims, or goals – usually, several of these emotional factors mix together in a conflict situation.

In order to classify conflicts in the sense of conflict management, we can distinguish them based on the subject matter of the dispute (what is disputed), conflict participation (who and how many argue with each other), and the form of resolution (is argued openly, vicariously or covertly).

Conflicts can be prevented under certain conditions – especially leaders can ensure a less conflict-free environment in terms of planning, organization, praise, and criticism as well as their own leadership qualities.

In order to resolve conflicts that have broken out as constructively as possible, various requirements must be met: a clear separation of the factual and relationship level, appreciation, and the communication of needs instead of points of view. Intervention techniques (such as active listening, normalizing and neutralizing the conflict, and mirroring communication) and questioning techniques (such as stimulating, participatory, or circular questions) are also useful.

# 6 Getting to know each other & designing the first lesson

## 6.1 Introduction

Getting to know each other & designing the first lesson is a critical time in which the instructor can define expectations and help the students to get an overview of the tutor lessons. Tutors must remind the participants to take active steps and make them aware of the organizational and subject-related framework. It is essential to communicate the format and mention all components of the tutorial course (media, appointments, homework, review, communication, etc.)

After working through this content unit, the learner will be able to understand relevant aspects for designing the first lesson. The learner will be able to create a getting to know each other and prepare, implement and follow up on the first lesson.

## 6.2 First contact

The first contact can be used by the tutor and students to introduce themselves and ask a couple of questions to get to know each other better. In the beginning, students may feel a bit uncomfortable and shy when it comes to talking. Small talk may help to overcome this obstacle, for example, questions about age, hobbies, where they go to school, etc. An appropriate atmosphere can be achieved with a friendly and open-minded attitude where the students feel comfortable.

## 6.3 Preliminary talk

Before starting the tutoring sessions, planning a preliminary talk with the students is advisable. This allows you to adjust your preparation accordingly. The preliminary discussion is a possibility to find out the student's expectations and the areas in which they may have problems. It is a good opportunity to formulate goals and the necessary means for achieving them.

Guiding questions for the preliminary talk:

- Which topic should be the main content of the tutoring?

- What are the main difficulties?

- Should the tutoring be on a regular basis or just for a specific exam?

- Which time frame is convenient for the tutoring?

- Do students have a certain learning preference?

- Do students have specific expectations about the tutor?

In the case of a younger student, it would be helpful to include the student's parents in the preliminary talk. In the discussion, the student should be allowed to ask questions and eliminate uncertainties regarding the organizational framework. It should also reveal the strengths and weaknesses of the students. Once tutors know what students are struggling with, the preplanning can be done more specifically. In addition, questions should be asked to find out about the main obstacles experienced by the students and the material used at school.

HINT

The following points can help to make the most out of the preliminary talk:

- Ask your students to provide school documents in the relevant subject. This helps to get a better overview.

- Make notes during the talk.

- In the end, summarize the discussed topics and prepare a plan for the tutoring, including goals.

Explain to your students how the session will work and how they will differ from lessons at school. Make sure to explain to them the following points:

- It will be more like conservation.

- Tell them to interrupt when they cannot follow you.

- They should ask questions whenever something is unclear.

- You will focus on the areas where they have the most difficulties.

## 6.4 The first tutoring session

The first lesson with the students is of paramount importance since it sets the foundation for a proper relationship and specifies the plan for the coming session. The main aim is to create mutual trust.

**Preparation**

For the first session, it is necessary to consider enough time for the preplanning. The tutor must be familiar with the topic and consider different teaching methods to support the students. Besides knowledge about a certain topic, the session must be structured in advance. The tutoring lesson should be planned interactively to keep the students' attention. Information about specific topics can be found on the internet or in reference books. It is also recommendable to prepare backup activities. This is useful because it gives the tutor confidence. After all, if something does not work out as planned, the tutor knows they have backup activities.

Additionally, you should bear in mind that each student is different. While some students need their time for certain activities, others are very quick to accomplish certain activities. It is important to be prepared for both cases.

**Implementation**

In the first tutoring session, information on the student's current status of knowledge should be collected. Goals, which were defined in the preliminary talk, will receive more attention. Intermediate targets will also be defined. An intermediate target, for example, could be the independent solving of a certain exercise task. Furthermore, a realistic target for the next exam should be taken into consideration. Rules, such as punctuality, must be defined in the first lesson to ensure a productive learning environment. This is useful for avoiding conflicts, and it provides structure to the students. Letting the students know that they can ask questions whenever something is unclear to them will also produce such an environment.

It is advisable to start with an activity that exhibits low difficulty, such as a game on a topic with which the students are already confident. This elicits motivation and is a good base for continuous input. The first lesson should be informative and easy to follow. The student should be looking forward to the next lesson and have a feeling of good progress.

It is conducive to include approachable and relevant material in the lesson. Depending on the subject taught, a wide variety of material and input can be found on the internet. The provided material must be up to date. Also, digital formats are a good way to support the learning process. Examples could be Apps, YouTube Videos, or Online Tests. It is beneficial to use a variety of different materials. Especially in the first lesson, distinctive exercises should be integrated. It is crucial to provide the correct answer after every exercise and to give feedback. Furthermore, the students should be given

homework so they can internalize the learned input and consolidate their knowledge. Feedback on their homework must not be neglected as it develops and enhances their skills.

The following points can help to make effective use of the material:

- Combine classic material (e.g., worksheets) with digital material (e.g., apps).
- Use open source on the internet for getting material.
- Ask other tutors for useful material.

**Follow-up**

Before closing the lesson, it should be ensured that the student has the possibility for questions, and feedback should be provided from both sides. Students' feedback allows the tutors to develop their tutoring and adjust preplanning accordingly. Difficulties and sources of errors should be reflected as well as a success experience during the first lesson. This creates a solid base for effective planning of the next lesson. Also, a short overview of the next lesson needs to be communicated to the students so they can adjust and prepare themselves.

IMPORTANT

Prepare the first session properly.

Confront yourself with the relevant topic in advance.

Bring relevant material and evaluate the current level of knowledge.

Consider pedagogical aspects.

Do not forget to praise the students.

Below you will find some of the Dos and Don'ts of a tutoring session:

| Do's | Don'ts |
| --- | --- |
| • Set goals | |
| • Set rules | |
| • Proper preparation of the tutoring session | • Lose patience |
| • Foster independence of the students | • Build up performance pressure |
| • Praise and motivation | • Appear unprepared |
| • Summarize and repeat learned content | • Highlight the weaknesses of the student |
| • Use of different learning methods | • Be late |
| • Consider the needs of a student | |

EXAMPLE

In the following, you will be given an example of what the first tutoring in English could look like:

**1. Ask your students these questions:**

- What are your learning goals? Do you want to improve your conversational English? Do you want to learn the basics? Do you want to prepare for an exam?

- What is your level of English?

- What do you expect from a tutoring session? Do you want to focus on speaking, writing, reading, listening, or a bundle of them?

- After answering these questions, you will do an analysis during the first session.

**2. Introduce yourself to the student. Then ask your student to introduce themselves to you.**

- Prepare a short introduction about yourself, who you are, your teaching experience, education, hobbies, etc.

- Start the talk in English, make sure to speak slowly, and use easy vocabulary when working with beginners.

- The students should know that this is not a test of their English level and that you just want to get them to know better.

**3. Explain how the sessions will work and what the structure of each tutoring session will look like.**

- Set basic rules together with your students for the tutoring session.

**4. Find out what the students want and need.**

- Ask your students what English activities they like. Prepare an English test to get a profound idea about your student's knowledge. This is important to plan future lessons according to the student's needs.

**5. Start teaching something new to your student.**

- According to the student's English level, use prepared material for a teaching lesson during the first tutoring session. This allows the students to get a feel for your teaching style, and you can learn more about your students' obstacles and learning needs.

**6. Ending the tutoring session**

- Summarize the work done during the session and give homework for the next lesson. Plan a date for the next session and always close the session with a positive comment.

## 6.5   The objective agreement

Together with the students' achievable goals needs to be set, and it needs to be shown that success is reachable. It is essential to set a primary goal for each tutoring session. Define them together with your students, and make sure to reflect on them together at the end. Having clear objectives will motivate the students. Another important aspect is that the objectives also include mastery goal orientation apart from performance goal orientation. An example of a mastery goal would be "I want to learn the volume calculation, whereas an example of a performance goal would be "I want to get an A in the next math test." Setting such objectives allows the students to get involved more actively in the tutoring session and complete the necessary homework. Thus, it is important to consider the student's goal when preparing the material.

When setting goals, it is important to do that valuable. For instance, the goal of "Doing my homework" is not very practical because it is very unclear. There is no time limit or time frame, no details on how to track the process, and no indication of an action plan. It is important to know that

when setting objectives, they need to be specific in nature, challenging to the student, and based on self-improvement. They can be outcome goals, such as "Improve my English vocabulary so I can achieve a new benchmark in my reading level," or process-oriented such as doing three mathematical text tasks daily.

**IMPORTANT**

Tutors are able to reinforce the students' personal connection to the goal by discussing why it is of value to them. When you talk to your students and tell them why a specific goal is important, you encourage their sense of ability to act.

When setting goals, make sure to discuss their progress regularly and adjust the planned actions as needed.

**EXAMPLE**

In the following, you will see an example of a goal-setting tool that you can work out with your students:

- What is an academic, school-related goal you have for yourself?

- Why is this important to you?

- What was your past performance like? What has been your best result so far?

- How can you benefit from achieving this goal?

- How will you realize that you have been successful?

- What struggles can occur in achieving this goal?

- What do you need to reach this goal?

Action steps to achieve this goal:

1.

2.

3.

We will discuss with each other this goal every _____ weeks to chat about your progress toward your specified goal.

**HINT**

Consider the following points when setting objectives:

- Which topics should be focused on?

- Where is the need for improvement?

- What should be accomplished in the next weeks/month?

The goals need to be adequate for strengthening knowledge and skills. The important point is that tutors show the students that they believe they can reach the agreed-upon goal. Tutors should be able to put themselves in the student's position and show patience and understanding along the way to the planned goal.

In the following, you will be given an example of how the objective agreement setting can look like:

The tutor Mrs. Clarke asks her student Peter about his goals for this session. Peter says he wanted to understand the difference between "past simple" and "present perfect." Mrs. Clarke agrees and suggests that an additional goal for this session could be to read informational texts focusing on past simple and present perfect. Peter needs to summarize the information to show his understanding.

What needs to be considered when arranging the objective agreement is that relevance is an important driver of the goal for the students. They must understand the importance of what they are learning and why they are learning it. This makes the students more enthusiastic about their learning.

Each student will have different interests. The range of relevance runs across a continuum from least to most relevant:

- **Personal association** is through a linking event such as learning Italian because the student has relatives in Rome. Personal association is the least meaningful on the relevance continuum.

- **Personal usefulness** expands from the student's belief that specific content will support them in reaching a personal goal. An example of personal usefulness would be a student watching Photoshop videos to learn how to edit photos in Photoshop.

- **Personal identification** is the most motivating key to relevancy because there is a profound connection to the content. After all, it is linked to the student's identity. For example, a student who describes himself as a musical artist studies classical and modern music to become more educated and skilled.

Therefore, it is advisable to explore the student's interest on a regular basis to create a link to the goals that need to be achieved.

## 6.6   Designing the learning space

Understanding what makes an effective design regarding the learning space is crucial. The learning space needs to foster productivity and promote student engagement and learning. A learning space should motivate the students and encourage learning as an activity.

**What do we actually understand under "learning space"?**

Spaces in which learning takes place should be designed in such a way that they optimally support the activity of learning. The term "learning space" is mainly associated with the spatial conditions of the learning location, which influence how learning processes occur or can be designed. The effect of the learning environment on the learning process and the sustainability of learning is well known but often receives little attention. Therefore, it would be too superficial to regard learning spaces purely as physical spaces.

Learning space can be divided into four dimensions:

| Physical learning space | Individual learning space | Social learning space | Methodical learning space |
|---|---|---|---|
| - Spatial range<br>- Equipment | - Learning styles | - Participation<br>- Dynamic | - Variety of method |

- Visualization
- Learning motivation
- Careful preplanning

**Designing the physical learning space:**

The first dimension of learning space is the level of the physical learning space, the spatial conditions where the learning takes place. The influence of these factors mainly takes place on the unconscious level and can significantly impact the learning process.

When designing a learning space, several aspects need to be taken into consideration:

- **Flexible:** Learning spaces should reflect the flexibility that students are expected to have later in their working lives. The design should be flexible regarding changing needs. Both cooperative and individual learning can be enabled through flexible elements, thus promoting problem-solving and creative thinking.
- **Creative:** Creative learning spaces should animate and inspire learners as well as tutors.
- **Access to information:** The learning space should make it possible to have quick access to information when needed. For example, a computer should be placed in the working place.
- **Access to working material:** The working material should be prepared, organized, and easily accessible.

Room design influences the atmosphere and determines whether students enjoy learning in a room. The following aspects are part of a successful room design:

- **Light:** Light has a significant impact on our mood. For example, most people feel more vital and fit on sunny days. Daylight makes us awake and active, while the evening sun has a relaxing and calming effect. Light also has a positive influence on the ability to concentrate and the willingness to perform when learning. Bright and light-flooded rooms with natural light are particularly suitable as learning rooms. Of course, the sun does not always shine, so you should ensure your learning spaces are well-lit.

HINT

You can find calculators on the internet to determine how many lumens are needed to illuminate a room. Here you can find a simple calculator: https://www.led-lichtraum.de/led-wissen/lumen-rechner.

- **Room climate:** A temperature between 20 and 24 °C is recommended for an optimal room climate. Also, fresh air is an important aspect. To foster concentration, our brain needs sufficient oxygen. Therefore, tutors should make sure to air regularly.

HINT

**Indoor plants** increase well-being and improve the indoor climate. They provide oxygen as well as humidity in the air.

- **Furniture:** It should be considered to provide an ergonomic workstation to the students. When sitting on a table, knees and elbows should form at least a 90-degree angle. Thus, it is advisable to provide a moveable and height-adjustable chair.
- **Cleanliness and order:** For a successful room design, tidiness in the room and on the table is vital.

- **Designing the individual learning space:** When designing individual learning spaces, it is essential to address individual learning styles and requirements. The challenge for tutors is that each student's individual approach needs to be constructively accessed. In addition to different experiences, learners have unequal prerequisites due to their personalities.

- **Designing the social learning space:** The social learning space is only created by the people participating in it. Social learning spaces encourage the exchange of ideas, allow asking questions, provide answers, and explore issues with each other. It means learning through interaction rather than through knowledge acquisition. Therefore, tutors are not only expected to impart knowledge but should be able to stimulate and accompany the learning process.

- **Designing the methodical learning space:** In the context of the methodical learning space, it is important to have a variety of methods to foster interactive work. The focus should not only be on providing knowledge but also on giving the students the opportunity to try out certain things through practical examples. Autonomy creates challenging learning situations that encourage students to actively develop useful strategies, taking them out of the comfort zone of passive users of knowledge. The selection of appropriate methods can only be decided through careful planning of the tutor sessions. These should be appropriate to the content and contribute to achieving the learning objectives. Thus, it is the tutor's task to consciously select a composition of appropriate methods. The creation of a detailed schedule is a powerful didactic planning tool.

## 6.7  Structure of a tutoring lesson

For structuring the lesson, it is important to consider that each student is unique, and therefore, tutors need the ability to adapt to any situation, student's goals, and expectations. The lessons must be structured well so that the students can progress from lesson to lesson.

Below is an outline that shows how a tutoring lesson could be structured.

| Phase | Duration | Content |
|---|---|---|
| Introductory phase | ~ 15% of available time | This phase is used to activate the student's prior knowledge and find out their main difficulties. |
| Working phase | ~ 70% of available time | In this phase, start working on the relevant topic. Support the students with explanations on topics where difficulties occur and make sure that the students get active. Let them repeat your explanations, and ensure to vary the methods. |
| Repetition phase | ~ 15% of available time | Reflect on the input you have worked on in this lesson with your student. Make sure the students understand your explanations by letting them repeat things in their own words. |

EXAMPLE

Here is an example of how to structure a tutoring lesson using English:

**How to start the session:**

Start with a warmup for the upcoming tutoring session. Implement an exercise that students are already confident in. This can be in the form of the following:

- Memory
- Bingo
- Smartphone or tablet apps (e.g., Speechling)

The warmup session will only last about ten minutes.

After the warmup session, you will work on the tasks the students prepared for this lesson. This is a possibility to find out if the students understand what you have been teaching. Try to engage your students in fun activities. This helps to earn the student's trust. To start the lesson, an English discussion about a field of the student's interest is a good opportunity. This will make him more confident in speaking. Make pauses during the discussion, allowing the students to think and ask questions if something is unclear.

**The middle of the session:**

This will be the main part of the tutoring session. It will consist of explaining the relevant parts to the students, for example, when to use an adjective and when to use an adverb. After explaining the difference between adjectives and adverbs, make sure to do some exercises. Afterward, let the students explain the difference in their own words to find out if they have understood it. The tutor needs to ensure that the students can write English sentences and speak. The tutor will ask specific questions to determine if the students have grasped the concept and if they could overcome some obstacles.

**Take a break:**

To ensure that students do not get overwhelmed by the burden of learning, take a break when you realize that the student's concentration is shrinking. Stretching the body allows the mind to rest and summarize what has been learned during the session.

**Ending of the tutoring session:**

The ending of a tutoring session is an important aspect. The students will reflect upon the impact of the session on their goals. The end of a tutoring session gives time for a recap and for asking for explanations on things that were unclear to the students or where some open questions remained.

For structuring a tutoring session in advance following template can be used:

**TUTORING SESSION PLAN**

**Date:** _____

**Tutoring Time:** 1 hour

**Objectives**

- _____
- _____
- _____

| Section | Description | Material |
|---|---|---|
| Warmup (10 min) | | |
| Review of the student's work (10 min) | | |

Main Lesson (Work on specific topics and have a deep dive into difficulties; homework Support) (30-40 min)

Break (5 min)

5-minute break (Or you can take this break when you realize the students, concentration is shrinking!)

Mini-Lesson (Student's personal objectives and questions) (20-30 min)

Recap and closing (5 min)

Structuring a tutoring session in a template will make you more confident, and you will have a guiding document throughout your session. Bring enough resources, e.g., games, exercise sheets, books, etc., in case something does not work out. It is advisable to be over-prepared than under-prepared.

## 6.8   Summary

When starting tutoring, the beginning is a crucial time, and designing the first lesson must be done accordingly. Especially for the first lesson, more time should be considered for preplanning. Before starting the actual session, a preliminary talk needs to be scheduled with the students to ensure a good start. Use the time to get to know each other better and make the students feel comfortable. Discuss the framework of the sessions and find out the students' expectations.

When designing the first lesson, it is essential to set the foundation for the upcoming sessions and to prepare properly. In the first session, it is important to figure out the current status of knowledge, the goals which should be reached, and the general conditions of the tutoring. Mutual trust is to be established at the beginning of the tutoring. Create the first session, especially interactive, and use different kinds of materials and methods.

It is of special importance to have an objective agreement for the training. Goals must be set together to foster the students' motivation and evaluate their progress. In this aspect, breaking the overall goal into smaller goals and defining them properly is critical. In particular, they need to be practical and reachable. The goals must serve as guidance for the progress, and they need to be reflected on a regular basis together with the students. It is critical that they foster the development of knowledge and skills.

At the beginning of tutoring, time must be spent designing a proper learning space. Besides the physical learning space and the individual, social, and methodical learning space should be considered. Spaces, where learning occurs, should be designed to foster the activity of learning.

When structuring a lesson, it always needs to be considered beneficial for the students, so they can progress from lesson to lesson. Prepare enough material and divide the lesson into introductory, working, and repetition phases. Also, make sure to plan pauses when structuring a lesson to keep the student's concentration high.

# 7 Preparation – Follow up - Documentation

## 7.1 Introduction

In this chapter, you will get an introduction to how to prepare, follow up, and document a training session. You will learn the importance of specific tasks before, during, and after the session. After working through this chapter, you will be able to plan lessons ahead of the class and break them into structured, visible steps so that students can follow easily. You will be able to set goals accordingly, review the training outcome, and reflect on each session.

## 7.2 Goal setting

It is important to set goals at the beginning of the training. Goals help to stay on the path and create motivation for the students. The goals in the lessons will be different for each student. In the first lesson, it is important to define the goals which need to be reached, and the planning should be done accordingly. To improve the students' learning success, a plan including material needs to be created in respect of the defined goals. The goal setting needs to be as specific as possible to create the training as efficiently as possible. There is a method called SMART, which helps to define goals precisely.

According to this method, goals need to be:



- **Specific:** The goals need to be clearly defined. Simple wording is needed, so the student does not have any difficulties understanding it.

- **Measurable:** How can it be measured that the goal has been reached? It is important to have a look at the progress and keep the student motivated.

- **Achievable:** How realistic is it to reach the goal? Goals need to be realistic and manageable. They should not be too easy to reach but also not unachievable.

- **Relevant:** This means that the goal is important for the student and aligns with other potential goals. The students are responsible for achieving their goals, so they must be relevant to them.
- **Time-bound:** A specific date is determined for reaching the goal. The students have a deadline to focus on their work.

Before setting the goals with your student, the tutor can go through the following sheet to ensure that the SMART method is taken into account when setting goals.

**Setting SMART Goals**

**Goal:**_____

**Start Date:**_____

**Target Date:**_____

**Specific:** *What exactly will you achieve?*

_____

**Measurable:** *How will you realize when you have achieved your goal?*

_____

**Achievable:** *How can you make sure that you will be able to achieve the goals? Which resources do you need?*

_____

**Relevant:** *Why is this goal meaningful to your life?*

_____

**Timely:** *When will you reach this goal?*

_____

**The benefits of achieving this goal will be:**

_____

**Identify potential obstacles:**


**Potential Obstacles Potential Solutions**

Action Steps          Expected Completion Date

   1.

   2.

   3.

EXAMPLE

In the following, you will be given some examples which are not reconcilable with the SMART method:

- Goal: "I want to have a good grade on my next exam."

- Goal: "I want to improve my mathematical skills."

- Goal: "I want to increase the time of studying."

In the following, you will be given some SMART goal examples:

- Goal: "I will complete all my tutoring homework at least one day before the class takes place to avoid stress. To accomplish this, I will make a time plan and spend 30 minutes a day working on the homework."

- Goal: "To receive at least a 3 in my next Mathematics exam, I will take a practice test every week to measure my progress until the exam date."

- Goal: "To expand my reading skills in English, I will read at least 200 pages every month in addition to the material provided in class. I will manage this by reading 30 minutes daily and 1 hour on Saturdays."

The goal orientation is absolutely essential. Reconsider goal-setting on a regular basis with your students. Provide them with examples of short-term and long-term goals according to the SMART method. Make goal-setting part of the tutoring. In the following, you will find some points on how to set goals with your students:

- Become familiar with your students' aim concerning the learning process and connect that to their specific and overall goals. Support students by making them aware that reaching their goals is a move toward success.

- At the beginning of the tutoring, demonstrate possibilities for students so that they realize that they are successful and how they should document their progress.

- Create reasonable goals. Setting realistic goals with your students that they can achieve in a reasonable time is a good opportunity to use their goal orientation.

## 7.3   Scheduling

Adequate tutoring session scheduling is critical for overall success, whether for a written test, an oral exam, or the student's learning progress. Scheduling provides structure and divides the learning material into meaningful learning units. Without careful scheduling, there is the danger of losing track, and students might not be able to finish learning on time. The creation of a good scheduled learning plan is paramount for the student's success. A more detailed plan is a lot easier to control. This allows the students to see their accomplishments on a specific day, which can be very motivating.

Together with the students, you can work out an operational plan. Apart from the common tutoring session, the time for homework and independent learning needs to be planned too. Agree on times with the students for studying and what will be studied. When the students have an overview of what needs to be practiced, their planning will become more effective. Sometimes students struggle in taking the first step. To overcome this obstacle, the following example of a checklist can help them when they feel stuck or are inclined to procrastinate.

EXAMPLE

How a checklist could look when a student is stuck at learning.

| What can I do to get started? | • I can read the instructions again to be sure I did not miss anything. |
| | • I can look at the success criteria. |
| | • I can look for resources that can help me. |
| What can I do with my colleagues? | • I can ask colleagues for an explanation if I am unsure about something. |
| | • I can ask colleagues how they solved a certain problem. |
| What can I do with the teacher? | • I can ask the teacher if I understood a task correctly. |
| | • I can go through an example with the teacher. |
| | • I can ask for support in a certain area. |

When scheduling a learning plan together with your students, consider the following points:

- Create a list with your student and agree on what needs to be achieved in the tutoring: That allows your students to document the learning progress.

- Divide the learning material into smaller chunks. Students feel more motivated when they have several smaller tasks rather than a big one.

- Distinguish between tasks of high and low levels of difficulty when categorizing them. Difficult tasks should be done when the student's concentration level is high.

- Write down individual working steps together with your students. This provides an overview to the students and lets them know which tasks are still pending.

- When assigning tasks, always keep in mind a deadline: For example, a certain student exam. Be aware that the higher the difficulty level, the more time needs to be preplanned.

HINT

Determine with your tutoring student at the beginning whether the tutoring should only be for short-term exam preparation or whether it should take place over a period of several months. Consider how useful weekly tutoring is. Then decide how you want to structure your sessions.

Next to the tutoring's overall planning, make sure to schedule every single session properly. The details in each lesson plan will vary between the units being taught and the students. For instance, a lesson plan for a fraction calculation will be different from a unit in cartography. In the following, you will be given an example of a 1.5-hour tutoring session.

EXAMPLE

- First, have a look at the learning outcomes and identify the following:

- What are the key contents the students should understand?

- What specific skills should be developed?

- After taking notes on this questions plan:

- What activities will you provide to support students in developing their understanding and skills?

- What activities will you provide to know if the students have specific skills and understanding?

| Duration | Content | Description |
| --- | --- | --- |
| 5 min | Introduction | Have a short talk with the students or start with an icebreaker game. |
| 5 min | Review of the material from last week | Give them the chance to ask questions if something remained unclear from the last session and check the homework. This time can be used to remediate any unfinished learning. |
| 5 min | Identify difficulties from the last session | Try to address the difficulties which came up during the last lecture. |
| 5 min | Learning objectives | Outline the learning objectives of today's lesson. |
| 25 min | Topic and learning material for this session | Start working on the topic for today and activate the students' prior knowledge. This can be done by using leading questions that direct the students to today's topic. Use examples to provide a better understanding for the students. |
| 5 min | Break | |
| 20 min | Practice | |
| 10 min | Reflection | Reflect together and leave space for questions. Also, give your students homework for the next session. |

EXAMPLE

In the following, you will be given example steps for schedule preparation and how they could look:

**Step 1: Greeting and opening the session**

- Greet the students by their names.

- Be friendly and give them a warmly welcome. Don't forget to make eye contact and smile.

- Arrange the surroundings to facilitate interaction.

**Step 2: Identify the task**

- Foster your students to start out and identify the topic of the session.

- Ask questions to find out the students' main struggles.

- Restate what to work on so the purpose is clear.

**Step 3: Break the tasks into units**

- Give the students the possibility to break the task into manageable parts.

- Restate the steps which the students suggest.

**Step 4: Discover the underlying thought process**

- Make the students identify the problem-solving approach.

- Support the students in discovering how to approach learning the type of task where difficulties occur.

- Support the student in using information sources like notes, etc.

**Step 5: Set an agenda**

- Talk with the students about the time needed to complete each part of a task.

**Step 6: Addressing the task**

- Foster that your students are doing most of the active part, like talking or writing.

- Use selected responses but do not interrupt the students.

**Step 7: Summarize the content**

- The students should be given the opportunity to summarize, in their own words, what they have learned.

- Let them finalize their explanation before you correct them.

- Make sure the students really understood what was learned.

- If necessary, explain again if something remains unclear.

**Step 8: Students' summary of thought process**

- Give the students the opportunity to summarize the process of how the task was addressed.

**Step 9: Confirmation and feedback**

- Confirm that the student's understanding and summaries are correct and give them positive feedback and reinforcement.

**Step 10: Closing and Goodbye**

- End the session on a positive note.

- Thank the students for their contribution.

## 7.4   Assessing the learning progress

Knowing how success looks and monitoring your students' learning progress is very effective. To make learning visible, tutors should consider the following principles:

- Make learning requirements transparent
- Make learning outcomes tangible
- Document results in short intervals

**Make learning requirements transparent**

To make learning requirements transparent, certain questions need to be answered: What should be learned in what time period, in what way, and with what result? What will the learners be able to do

at the end? What can they use it for? Learners need orientation about the learning process and the learning outcome at the beginning. The learning requirements must be transparent. What the learners need to do to achieve the desired goal must be clear. Additionally, the goal must seem real to them.

For this reason, there is always a discussion about the upcoming learning tasks at the beginning of a lesson series or week. The learners should be familiarized with the objectives of the learning unit. They can adjust to the topic more appropriately if they know what to expect. It is then easier for them to think, plan and control what happens in the course of the lesson. They can make suggestions for changes and come up with their own input.

It is useful to visualize the different learning stages on a sheet. The topic, time, type of work, and tasks thus become transparent for the learners. This approach has two advantages for the learners:

- Learners know what to expect and when.
- In the end, the learning progress can be reflected in a feedback session.

**Make learning outcomes tangible**

How can we make success visible?

The best way is to create something practical. This is not possible with every subject matter, but where it is possible, the tutor should make use of it. Practical projects or application-based learning invites learners to support each other, bring in their prior knowledge and experience, and negotiate with each other the best way to proceed and learn something new.

The comparison before - after offers many insights about the many existing competencies and strengths, the group processes and the new things the individual group members have learned, and how they were able to learn them.

**Document results in short intervals**

For learning units that prepare for exams, conducting a small performance review at the end of a week or every other week is helpful. This may sound tough at first glance, but it has an enormous advantage for the learners in receiving reliable feedback on what they have learned. They can then sit back and relax, knowing that the positive result will help them do well in the exam later. They can also get concrete advice on what they still need to learn before the final exam. The constant insecurity of not knowing enough can thus be avoided. The shorter the intervals, the lower the risk of spending a lot of time catching up on missed material.

Such performance reviews do not have to have the daunting character of class tests as they are known from school. Using various test methods allows for a more open-minded approach. The only difference is that, in the end, they need to be solved without help from others. At the same time, this also develops a certain routine regarding the examination process of the final exam.

For example, the performance review at the end of a module or a partial qualification is one of the standards. In terms of form and content, they are based on the structure of the final examinations. As a rule, a practical work task or work sample and a written test are carried out, often with a high proportion of closed questions. The function of this performance review is primarily to provide feedback to learners that they have the competencies at the level required by the final exam. This is documented with the module certificate. Successfully passing the first module certificate in a relatively short time has an encouraging and motivating effect on the learners that should not be underestimated.

In order to document the learning progress, students need opportunities for reflection. This is motivating and allows them to create plans for their improvement. Two effective tools for measuring learning progress are:

- Self-Assessment of Success Criteria
- Comparing assessments over a period

**Self-Ranking of Success Criteria**

At the start of tutoring sessions, communicate success criteria with your students and tell them to rank-order the relative difficulty level for every item. This gives the students the opportunity to think about their current skill level and make decisions on where they must put in more effort. This feedback is also valuable for the tutor. This creates opportunities to identify a lack of certain skills. After a specific time, the students can redo the rank order, making progress visible. In the following example, you can see what a Self-Ranking of Success Criteria can look like.

EXAMPLE

Self-Assessment of Success Criteria

| Level of difficulty | Success Criteria for Unit |
|---|---|
| How difficult will this be for you? (1 = easy) (2 = challenging) (3 = demanding) (4 = difficult) | I can explain that a fraction is a number that represents an equal part of a whole. |
| 2 | I can identify the numerator and denominator. |
| 3 | I can draw a model to represent fractions. |
| 1 | I can use inequality symbols to compare fractions. |
| 4 | I can find equivalent fractions. |

**Comparing assessments over a period**

A second technique for recording the learning progress is to compare assessments over a period. In this case, a student's past performance is compared to current performance. This process allows the students to see where improvement has occurred. These comparative self-assessments encourage students because they can see their growth and development process.

Introducing the recording of the learning progress in your tutoring session will increase the student's confidence. They will realize that learning happens when attaching new knowledge to existing knowledge.

In the following, you will be given examples of measuring your students' learning progress.

EXAMPLE

**Grades:** One possible way to measure the learning process are grades at school, but that should not be the only way.

**Learning time:** If students accomplish more in a shorter time, it signifies success.

**Correct answers:** Every correct answer from a student is a good sign of the learning process.

**Few errors:** Many students believe that they should be error-free, but if they make a few errors, it is the right way in the learning process.

**Error prevention:** If the same error is avoided after doing it several times, then this is an indication of proper improvement.

---

HINT

Measure each student by their own performance only. Each student has their own learning speed and own success.

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HINT

Do not forget to praise your students. Every small success needs to be celebrated. Be authentic with your students and provide them with positive feedback.

---

EXAMPLE

In the following, you will be given an example of how an assessment of learning progress could look:

The tutor is starting a session on two-digit division. To be sure the unit runs efficiently, the tutor wants to ensure that the students have mastered place value and one-digit division before stepping further on more complicated questions.

This allows the tutor to get the information needed to understand the students' status of knowledge. For that following tools can be used:

- Short quizzes
- Journal entries
- Student interviews
- Student reflections

## 7.5   The end of tutoring

You should summarize and repeat the learning material at the end of each tutoring session. This ensures that the learning material is consolidated. This method works even better if the students summarize the material again in their own words. This way, you can also check whether your students have understood everything. If there are ambiguities, you should explain them again in more detail in the next lesson. Sometimes you should use a different teaching method so the students can understand the context better. For example, you could use a concrete example instead of a task. Make sure to provide your students with material that can help them further understand the subject.

EXAMPLE

How the end of a tutoring session could look like:

- Review the content you have done during the session. Make sure that the students understand the relevant topic.
  *e.g., "Good, so we discussed the difference between past simple and present perfect in this lesson. Are you confident with the topic?*

- Ask the students to give you feedback. This helps you plan the next lesson.
  *e.g., "When I explained some difficulties to you, did that work for you? Would you prefer it in another way?*

- Make sure to add a positive note after each session.
  *e.g., "You really showed a lot of effort and did very well today. You will pass your exam.*

When ending the sessions, we want to ensure the students have all the necessary tools for success. In each session, a manageable amount of content should be covered. That leads the students on a path toward effective learning, which prepares them for exams, tests, or future tutoring sessions.

Therefore, the end of tutoring should also include resources and material that supports the student's development. Talk with students about what they want to reach next and highlight what next steps they need to take for improvement. An example could be to read a specific chapter of a book before doing the homework.

Provide the students with helpful websites where they can get more information about the topic. Showing them these resources will guarantee that the students have more tools when studying. Apart from that, we also want to equip the students with common sense. Ask the students to summarize what has been included in the sessions and help to identify patterns that have appeared. Did the individual sessions have anything in common? What are the most important areas for the students to work on?

However, the recap should not just be tasks for the future. As you send the students on their way, remind them of what they have accomplished. Praise them and say they did well during the sessions. This can keep the students motivated, and it also helps them see how they are improving and growing. Remember, growth is the key. Every student is capable of making progress, and we can remind them of their incremental successes to emphasize that point.

EXAMPLE

In the following, you will see practical tips with an example of how to close a training session:

- **Predict test questions:** If the tutoring was for test preparation, take some time to discuss which questions are likely to be on the exam. But be sure to mention that you don't know exactly which will be in the exam.

- **Repeat suggestions given to the students:** Make sure to review the suggestions you have provided to the students. Ask them if they are confident with it and if they want to do a list of topics covered, future plans for success, etc.

- **Plan for upcoming tutoring:** Take some minutes to make a preplan for the next session in order to make the most out of the future session.

- **Predict the next training topic:** Maybe students are struggling with the upcoming topic. To support them, discuss possible ways of preparation (e.g., read a certain chapter, make notes, and write down what is unclear) to get the most out of the class.

- **Summarize the procedure:** Have a look together with your students at how a certain answer arrived. Be sure to allow time for the process of learning.

- **Refer to other resources:** Provide students with resources they can use outside of the training sessions.

## 7.6 Documentation

The documentation not only formulates the learning objectives but also specifies which exercises the student can focus on.

When it comes to documenting performance, that means the focus is on analyzing performance. The goal is to support and encourage every student. This is accompanied by reflection and optimization of instruction, if necessary. Possibilities for documenting process-related performance would be, for example, written and/or oral assessments. The content of assessments includes both subject contents as well as competencies. Assessments can be carried out before the development of new content in order to determine the students' prior knowledge and to adapt the further planning of the lessons to this. If assessments are carried out at the beginning, and after the content development, the teachers and the children can gain an overview of the individual learning progress.

EXAMPLE

In the following, you will see an example of how documentation on the learning process could look.

| Understanding of the task | To what extent has the task been understood? |
|---|---|
| Goal oriented approach | Can the solution lead to a correct or comprehensible answer? |
| Correct procedure | Are knowledge and skills used without errors? |
| Correct solution | Is a correct result achieved? |
| Representation | Are the solution or the result presented in a way that is appropriate for the student? |

HINT

In terms of documentation, tutors must know if students understood the training content and if they can apply it correctly. Thus, when tutors are documenting, it is necessary to consider the following two points:

**Check of learning outcome:** Therefore, it is necessary to know which goal was pursued.

**Agreement on learning goals:** This allows you to check on the achievement of goals; therefore, it is possible to document if the targeted goals have been reached.

## 7.7 Summary

This chapter gave a deeper insight into how to prepare, follow up, and document a training session. One essential point in the preparation of training sessions is setting goals. Often, the mistake is made of setting very vague goals and hence does not lead to success. In this chapter, you have been taught

to formulate goals according to the SMART method. Therefore, the goals need to be specific, measurable, relevant, and time-bound. Using this method will foster your students' motivation, and progress will be visible when reflecting on them.

Proper scheduling needs to be done to make the most out of the training session. The schedule acts as a guideline through the training sessions for tutors and students. It is essential for overall success and provides a structure for the training. Remember that a more detailed plan is easier to control and useful for reflection. For the overall scheduling, a plan should be created with the students to promote their learning activities and help them overcome obstacles. When creating the plan, it is valuable to divide the learning material into reasonable units and to consider a realistic timeframe. This will have a positive impact on learning success.

Obviously, the training sessions should be characterized by success. Therefore, it was taught in this chapter how to evaluate the learning progress of the students. To evaluate the learning outcome properly, it is essential to set meaningful goals at the beginning and to make the learning requirements transparent. The learning outcomes need to be visible, and results are to be documented in short intervals. Therefore, students need the possibility of reflection, which can, for instance, be provided by a self-assessment of success criteria or by comparing assessments over a period.

When it comes to the end of the training, it should not be less attentive than the beginning. An important aspect is to summarize and repeat the learning material. The progress needs to be reflected and documented. After the training, the students need to be provided with all the necessary tools to support their development and ensure their success. Besides, students must be reminded of their accomplishments during the training. This will keep them motivated and is encouraging for their future learning.

# 8    Competence orientation

## 8.1    Introduction

In this chapter, the concept of competence orientation is examined in more detail and examined from different angles. In educational areas, competence-oriented descriptions are increasingly replacing classic goal descriptions. A competence-oriented approach enables learners to tackle tasks independently and in different contexts.

## 8.2    What is competence?

In education, the term competence plays a major role and describes more than just knowledge content. Designing the lessons competence-oriented is, therefore, an essential requirement for trainers. It is a controversial term with numerous definitions from different disciplines. What do you think of when you hear the term competence? When do you think a person is competent?

DEFINITION

According to Franz Weinert, the term is defined as follows:

Competencies refer to the cognitive abilities and skills available in individuals to solve certain problems, as well as the associated motivational, volitional, and social willingness and abilities to successfully and responsibly use problem-solving in variable situations.

Volker Heyse defines the term as follows:

Competencies are skills for self-organization. They include knowledge, qualifications, values, and norms and put them in an available setting. Competencies are particularly important in complex systems with open problems and decision-making procedures.

There is no uniform definition of competence. Basically, it can be said that competence is understood as the ability to combine knowledge and skills in such a way as to manage certain tasks and requirements independently, independently, and according to the situation. Competencies are basic action skills of people. This means that people remain able to act even in new unpredictable situations.

REMEMBER

Competencies are not learned; they are developed with action.

**Conceptual differences**

The terms knowledge, qualification, and competence are often used synonymously. Knowledge is the totality of a person's knowledge based on data and information. The development of competence is reflected in the active handling of knowledge. Qualification means knowledge and skills, which are a prerequisite for developing competencies. Competences include knowledge and qualifications but cannot be reduced to them. The focus is on self-organized thinking and acting.

## 8.3    Why competence  orientation

In education policy, the term competence orientation is of great importance. This can be seen in the introduction of new curricula and the new matriculation examination. Employing a competence-oriented approach, learners should learn how knowledge can be transferred into competent action

and how existing knowledge is used in certain situations. Competencies are essential in vocational education and training and mean more than just knowledge content. Competence describes a network of related aspects such as knowledge, skills, ability, action, and motivation. It is, therefore, essential for dealing with specific problems. In the sense of competence orientation, competencies are understood as a measure of the success of learning processes. Especially in the course of the increasing digitization of the world of work, competence orientation plays an important role. The term competence orientation often appears with the term educational standards. The academic standards significantly contribute to the presentation of the competencies to be acquired.

European education policy development also plays an important role in the context of competence orientation. An important key element for the international comparability of awarded qualifications is the European Qualifications Framework (EQF). The EQF aims to facilitate the cross-border mobility of learners and workers and to promote lifelong learning and professional development in Europe. It covers the education and qualification system of general education, vocational education, and training, as well as the university and non-formal and informal education.

**Formal learning:** Formal learning refers to learning that takes place in the course of an apprenticeship, a course of study, or a professional development and entails a degree. It usually occurs in recognized educational institutions (e.g., schools and universities) and is targeted.

**Non-formal learning:** Learning processes that are systematically planned but do not have a degree or certificate as their goal. These include, for example, in-house training, private language courses, or further training in the hobby sector.

**Informal learning:** Learning that takes place in everyday life, work, family circle, or leisure time. It is not structured in terms of learning objectives, learning time, or learning support and usually does not lead to certification. Informal learning can be targeted, but in most cases, it is not intentional, i.e., casual.

Essentially, competence orientation is based on five principles:

- **Orientation towards learning outcomes:** Traditionally, it was customary to build up educational measures by means of learning material, i.e., the given learning material, i.e., input, should be implemented. In competence orientation, the focus shifts to the learning outcome, i.e., the output. The goal is to acquire the necessary skills to cope with professional activities successfully.

- **Action orientation:** The result of competence-oriented training is professional competence. Content should be learned in such a way that it can be applied immediately.

- **Interdisciplinarity and holistic news:** Different knowledge, skills, and competencies are required to act in professional situations. Therefore, in this context, the importance of competence-oriented training is interdisciplinary and holistic.

- **Learner orientation:** In traditional lessons, the focus is on teaching orientation, which means that the teacher and the subject matter are in the foreground. However, the learning process is carried out at the learning end, so it is important to focus on it. The aim is to support and accompany the learners by, for example, activating previous knowledge or making problem situations available.

- **Participant orientation:** The learners become the subject of the learning processes in competence-oriented training. Accordingly, they should help shape, make decisions and act responsibly. Learners should familiarize themselves with the content; a personal reference to

learning objectives is essential. It is important to build on the previous knowledge of the participants in order to ensure further development.

The individual principles will be discussed in more detail in later chapters.

## 8.4 Learning objective orientation

In the case of learning goal orientation, performance behavior is aligned with developing skills and abilities. An orientation toward learning objectives is, therefore, an important feature of competence-oriented training. What exactly does learning goal orientation mean, and what advantages does it bring? When planning a training session, you need to be clear about what the goal should be. Learning objectives make it possible to precisely describe the learning outcomes and to make teaching and learning processes transparent. If you take a closer look at this example, you will see that learning outcomes do not describe learning content but what learners should be able to do after a learning process.

DEFINITION

Learning outcomes: Learning outcomes are knowledge, skills, and competencies that learners can demonstrate at the end of the formal, non-formal, or informal learning process.

A relevant goal of vocational education and training is to prepare apprentices for a specific field of activity or profession. Therefore, learning outcomes in vocational training are based on the competencies required for a particular activity. In this sense, trainers need to prepare an exact description of the specific requirements.

**Learning objective orientation and competencies**

In the following, you will find more detailed explanations of how learning objective orientation relates to competence-oriented training. It is often discussed that competence orientation is basically nothing new but only a modern term for learning objectives. But how are competencies and learning objectives related? What do they have in common, and what are the differences?

In learning goal-oriented training, competencies are always developed. However, competence-oriented teaching is not a new form of learning-oriented teaching, as there are both distinctions and complementarity. A significant difference is in the goals of the training. Learning objective theory assumes that teachers learn the necessary qualifications to cope with predictable life situations successfully. Competence orientation, on the other hand, develops competencies in order to be able to cope with unpredictable requirement situations. There is also a difference in the importance of the learning paths. Learning paths are also precisely defined in the sense of learning goal orientation.

On the other hand, competence-oriented training allows several paths to the goal, which can be designed by the trainers together with the learners depending on the requirements situation. Furthermore, there are several levels of goals in learning goal-oriented didactics (e.g., indicative goals, rough goals, fine goals). Therefore, several learning objectives can be identified for a unit, which are achieved in individual teaching sequences and can be operationalized. However, competencies are not achieved in a single hour, but the development of competencies takes place in the long term in the sense of competence development. Competencies develop in the interaction of knowledge, skills, and attitudes, while the learning objective orientation divides the learning objectives into cognitive, affective, and psychomotor ones.

However, competence orientation does not conflict with learning objective orientation. Basically, it plays an essential role in planning competence development in the long term and creating partial competencies or learning objectives.

## 8.5   Action orientation

Action-oriented training aims to encourage learners to actively, constructively, and goal-oriented work on learning content. Trainers must therefore ensure the following points:

- For learners, access to necessary knowledge must be created so that information can be organized and embedded in their thought models.

- In training, an action and practice situation must be created that allows the learners to acquire skills and abilities to be used in practice.

- Reflection, critical questioning, and justification must be part of the training.

DEFINITION

The term "action-oriented teaching" refers to a teaching concept intended to enable learners to deal with the learning objects and contents of the lessons in an active manner. The material activities of the learners form the starting point of the learning process.

The essential core of action-oriented teaching is developing an action product, which is usually developed interactively with other learners. The action product is basically defined by the teacher and then supplemented and further developed by the learning group. The respective action product for the presentation of results can vary depending on the topic, e.g., posters, mind maps, panel paintings, or exhibitions. The desired action product should enable holistic learning and establish a reference to the world of life for the learners.

According to research, action orientation has a significant impact on memory. Through practical experience and comprehension, the retention curve is noticeably increased:

| | |
|---|---|
| Do it yourself | 90% |
| Say it yourself | 70% |
| Hear & say | 50% |
| See | 30% |
| Hear | 20% |
| Read | 10% |
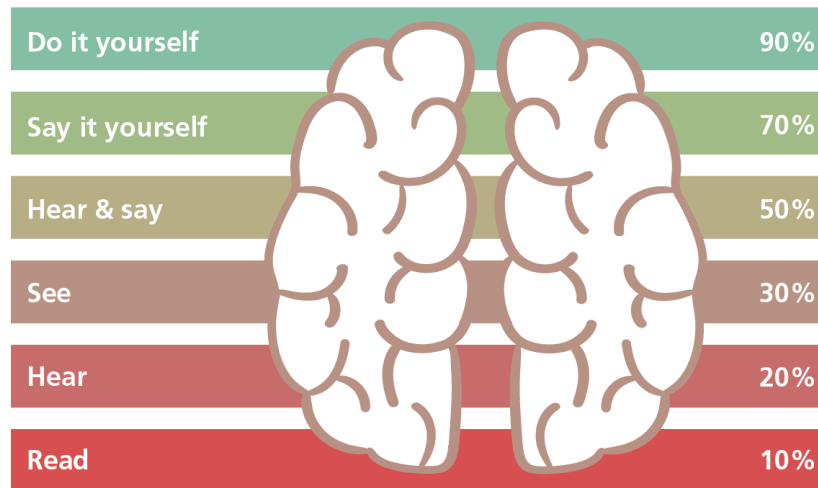
**Action-oriented teaching methods**

But what exactly is meant by action-oriented teaching methods?

First of all, it should be mentioned that methodological considerations require didactic decisions. As soon as you know the goals, contents, demands, target group, etc., it is decided which procedures, social forms, and means the learning processes are arranged. Teaching methods are a combination of teaching and learning methods. They are learning organizational measures through which learning content is conveyed by the teacher or learning goals are achieved by learners. If the aim of vocational education and training is to prepare vocational competence and learners for a future in the information age with its requirements for technical, social, and methodological competence, then the use of action-oriented methods is required. There are numerous action-oriented methods, and the following points characterize them:

- Orientation towards the possibilities and interests of the learners.
- The focus is not only on knowledge and skills but also on problems and possible solutions to problems.
- Constructive work, reflection, and discussion play an essential role.
- The focus is on practical tasks and non-abstract learning content.
- The focus is on independent and self-reliant action.
- Learning content is learned in the context of exploitation. Relevant professional competencies are developed in the active handling of learning content.
- The opportunity to learn in many ways.
- Thinking and acting are linked.
- Reflection on one's own actions is encouraged.
- Creativity, cooperation, and communication are encouraged.

**Selected action-oriented methods**: There is no general classification scheme or a clear demarcation of the methods. There is a way to divide it into macro and micro methods. Macro methods include, for example, company tours, company exploration, case study, simulation games, or project work. Micro methods include, for example, the ABC method, brainstorming, brainwriting, station learning, or mind mapping. Focusing on learners' competencies requires appropriate methods, instruments, and procedures for recording, reviewing, and evaluating. Action-oriented examination formats that solve problems and practical tasks are essential. The following overview shows the difference between traditional knowledge verification and competency-based testing.

| Traditional check | Competence-oriented testing |
| --- | --- |
| Terms are queried; Enumerations, descriptions, and definitions | Practical tasks, as well as solving problems |
| Reproduction of knowledge | Apply and run |
| Selective assessment at the time of the examination | Evaluation over a longer period of time |
| Proof of qualifications | Proof of competence to act |

Competence-oriented testing assesses whether the connections between theory and practice have been understood. Theoretical knowledge serves as a basis but is insufficient to master a professional situation.

## 8.6 Interdisciplinarity and holism

Teachers in the field of accounting need knowledge of certain topics, such as accounting of current business cases, but also pedagogical knowledge and skills in presentation techniques. In addition to professional competence, communication, planning, and accuracy are also important.

In the sense of wholeness, it is essential to promote the entire personality of the learners. In the world of work, for example, originality, flexibility, and decision-making competence are required and are essential for lifelong learning. A holistic-creative approach should be effective for all learners and all topics.

The term interdisciplinarity often appears, especially in the context of education. But what exactly does this mean?

Interdisciplinary means that certain topics are applied and investigated with the help of other disciplines. Thus, a certain object or topic is considered from different perspectives.

Especially in the world of work 4.0, the demand for interdisciplinary teams and interdisciplinary job profiles are increasing. Individual departments are merging more and more, especially when it comes to coping with complex tasks and problems. For this, knowledge from other disciplines is unavoidable. Therefore, it is essential to design learning processes across disciplines. Learners should be encouraged to identify important knowledge and skills for their professional activities as well as in other disciplines and to acquire them independently.

The four areas of competence: Competence not only means the ability to act but includes acquired knowledge, social norms, and logical considerations. The stronger the development of this competence, the more efficient and responsible actions can arise. Therefore, trading competence is a key qualification of people in their professional and social environment. Competence to act can be divided into the following four sub-competences.

- **Professional competence** consists of job-specific, theoretical, and practical knowledge and skills. It is necessary in order to fully understand a fact and enables the elaboration of efficient solutions.

- **Methodological competence** is the ability to execute a solution. It includes the knowledge to acquire and apply knowledge to solve problems successfully. These include, for example, recognizing relationships, a systematic approach to a problem, or the independent development of information.

- **Social competence** refers to the ability of people to find their way in a social structure. These include, for example, the ability to work in a team, cooperate, or deal with conflicts.

- **Personnel competence or self-competence** refers to the ability to deal competently with oneself. It includes, among other things, the ability to criticize, self-reflection, or self-motivation. It also includes assessing one's own abilities and the will to take the initiative.

## 8.7    Learning orientation

Are competencies taught? No Competences cannot be taught; competencies are developed. However, this does not make trainers superfluous but gives them a different role in the learning process. In this learning unit, the changed attitude and role of trainers with regard to the paradigm shift from teaching to learning are examined in more detail. In learning-oriented training, the learners are the focus of the classroom. They are picked up with their different needs, previous knowledge, and interests where they stand.

**From teaching to learning**

The concept of competence is also related to a paradigm shift from teaching to learning. Competences are not based on knowledge but one's own experience. Therefore, competencies are not taught but acquired or developed. This competence development takes place by means of the support and accompaniment of trainers. Learning is a process that takes place in the learners and can only be stimulated and supported, but not trivially controlled. This results in a redefinition of the role of trainers. Therefore, the learners and not the trainers are at the center of the learning process. These are increasingly taking on the role of consultants, tutors, companions, or moderators. Thus, the learning situation focuses on the learners' planning, organization, and support.

IMPORTANT

ople's learning is self-referential. A teacher can not teach or instruct but only enable learning.

## 8.8    Participant centering

Trainers may deal with their target group in preparation for the training and have planned the course accordingly. But the session did not go as expected, as some participants had different wishes or experiences. This is where the principle of participant centricity comes into play. When designing training, it is essential to build on the participants' living environment and experiences and consider the learners' heterogeneity in the planning and implementation.

When planning competence-oriented training, it is important to deal with the learning world in advance. It must be determined which competencies, learning experiences, previous knowledge, interests, goals, and framework conditions the learners bring with them. Building on the learners' living environment promotes a sustainable learning effect.

Learning succeeds all the better, the more learning material can be linked to existing knowledge and the more reference there is to the learning world.

Bönsch et al. 2010

The methodological approach of participant-centering includes different methodological principles, one of which is follow-up learning. Four aspects of prior knowledge, experience, interests, and living environment are illustrated, to which learners can connect:

It is essential to link the professional requirements with the perspectives of the learners in order to obtain an optimal learning result. In the following, points are explained as to how a connection to the living environment and experiences of the learners can succeed at the beginning and during the learning process.

**At the beginning of the training:**

- Examination of the job profile and the required professional competences

- Reflection on existing competencies

- Discussion of learning outcomes and development of individual learning objectives that can be applied in the profession.

- Connect learning outcomes and objectives with existing knowledge and skills by concluding objective learning agreements.

**During the learning process:**

- Design of sufficient opportunities for participation

- Introduction of an ongoing structured reflection process on individual learning progress, e.g., by means of a learning diary or portfolio.

- Application of methods for internal differentiation

## 8.9  Competence assessment

Competence assessment is a careful assessment of a person's knowledge, competencies, and skills. The aim is to determine whether a particular task can be carried out as precisely as possible. In addition to competence assessments, one often reads terms such as competence assessment, competence recognition, competence balancing, competence measurement, or competence survey. The following classifications help classify these terms: information/advice, identification/assessment, assessment/assessment, certification, and formal recognition.

While the term competence recognition covers the entire process, the terms competence assessment, competence balancing, competence measurement, and competence assessment are to be classified into the levels "identification/assessment" or "assessment/assessment." Another term in this context is validation. This term is not always used uniformly, but increasingly it refers to the entire process described above.

DEFINITION

According to the European Council, validation refers to a procedure in which an approved body confirms that a person measured against a relevant standard has achieved learning outcomes. This procedure consists of four steps:

1. Identification of a person's particular experience through an interview;

2. Documentation to make the person's experience visible;

3. A formal assessment of these experiences;

4. Certification of the results of the assessment, which may lead to a partial or full qualification.

Objectives of the competence assessment

Trainers' essential goal is to recognize the learners' existing competencies and build on them. Competence balances are conducive to learners' self-confidence, self-esteem, and awareness of their own abilities. This will strengthen personal flexibility and mobility and improve opportunities in the labor market. European and national efforts to recognize competencies acquired outside formal education systems are linked to the following personal, socio-political, and economic objectives, such as:

- Improving the functioning of labor markets and strengthening competitiveness

- Reducing labor shortages

- Facilitating integration into the labor market

- Increased motivation to participate in continuing education opportunities and simplified access to education and training

- Strengthening of competence to act

## 8.10 Case studies

EXAMPLE

The following is an example of the content of competence-oriented training in the economic sector.

**Procedure:**

The presenter gives the learners a written assignment to process invoices. These should be processed within a certain time. The lecturer will make a solution copy available to check the results. The learners take over the control to reflect on their own results. After completing the work order, there is a discussion about aspects that have succeeded well and still caused difficulties.

**Objective:**

- Professional practice is mapped, and different tasks are taken into account.

- What has been learned is applied and networked in concrete tasks.

- Learners must work independently, manage, and prioritize time independently.

- Social competence is taken into account through teamwork in joint control.

**Learning results:**

- Contents of invoices can be reproduced.

- Know that commercial records must be handled with care.

- Incoming invoices and outgoing invoices can be checked for correctness.

- Invoices can be processed.

- Application of word processing and spreadsheet programs.

*Katharina works as a finance and accounting assistant in a company and has attended this training. Among other things, it monitors payment dates. It documents costs and processes receipts. Furthermore, it checks the incoming invoice and creates the outgoing invoices.*

In this example, the competence to act becomes apparent.

*For example, Katharina must have a good knowledge of finance and accounting. It is also important to work carefully and independently in order to carry out the tasks in a timely and appropriate manner.*

An excerpt from the professional profile Of the Financial and Accounting Assistance is presented in the following.

- The Finance and Accounting Assistant carries out a wide range of tasks in accounting based on his/her knowledge of the individual sub-areas of accounting.

- The Finance and Accounting Assistant is involved in cost accounting and payroll accounting and is able to process payment transactions.

- The Finance and Accounting Assistant has knowledge of procurement and handles tasks in this area.

- The Finance and Accounting Assistant selects the most suitable digital devices, operational software, and digital forms of communication for his/her tasks within the framework of legal and operational requirements and uses them efficiently

*In the sense of Katharina's work, the four fields of competence are illustrated by practical examples:*

- ***Expertise:*** *Katharina can record operational business transactions, accounting data, and check receipts.*

- ***Methodological competence:*** *Once a week, Katharina has a meeting in which the entire department participates. Once a month, she is assigned to write the minutes. She knows how to write minutes well, what to write down in the meeting and how to formulate and structure the minutes.*

- ***Social competence:*** *When it comes to an argument with one of her work colleagues, Katharina keeps a cool head and knows how to deal with conflict. They analyze the problem together and try to find a solution.*

- ***Personnel competence:*** *In turbulent times, Katharina realizes that she is overwhelmed with the number of tasks and asks for support.*

*Since Katharina is thinking of becoming self-employed, she is taking part in a course for starting a business. The course is competence-oriented and sets the following learning objectives:*

- *Create a business plan.*

- *Create marketing plans and use marketing tools.*

- *Plan personnel requirements and apply recruitment methods.*

- *Perform a cost calculation.*

- *Determine operational key figures.*

Part of the course is also a simulation game, often used in the sense of competence orientation in the classroom. A simulation game is a dynamically simulated model with several periods in which several game rounds are played. n actions of a period have an impact on the subsequent game

rounds. The initial situation in the simulation game is basically a conflict situation from the real world. A part of complex reality is depicted, and real processes are simulated in reduced complexity. In the course of the game, set goals are to be achieved by the learners. With the help of simulation games, skills for handling systems can be acquired. The effects of system interventions can be successfully simulated with simulation game methods and thus facilitate decision-making for the selection of the most effective strategies necessary for the preparation of the living environments in business and society. Simulation games are a good opportunity for the acquisition of competencies, as they provide "practical learning fields with a realistic degree of complexity and scope for decision-making and action." In the simulation game, learners are confronted with authentic problems and participate in realistic situations. The decisive factor here is that mistakes may be made. Following the simulation game, the reflection phases take place, which are essential for gaining the necessary insights.

During the simulation game, a business letter must also be written. This business letter does not only have to be correct in terms of content and linguistically understandable but should correspond to the current ÖNORM and have an adequate layout. To create a business letter, not only specialist knowledge of the business process and ÖNORM is necessary, but also linguistic skills and IT skills.

It, therefore, takes into account holistic news and interdisciplinarity.

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EXAMPLE

**Competence orientation in mathematics tutoring**

The topic of the tutoring lesson is fractional arithmetic. The task is to work out the comparison of fractures. The tutor first announces the task. It is noted that not the own thought structure/order is predetermined, but the learners should be given the opportunity to find different possibilities.

**The task is as follows:**

Which fracture is greater? Choose pairs of numbers where you can decide this. How do you go about the comparison? Drawing, calculating, thinking, and arguing are allowed.

$$\frac{3}{4} \, , \quad \frac{4}{3}$$

$$\frac{4}{11} \, , \quad \frac{4}{12}$$

$$\frac{8}{10} \, , \quad \frac{4}{5}$$

$$\frac{11}{12} \, , \quad \frac{5}{6}$$

$$\frac{1}{4} \, , \quad \frac{1}{3}$$

$$\frac{3}{2} \, , \quad \frac{5}{6}$$

**Procedure:**

The apprentices first receive a work order, e.g., in partner work or individual work.

The results are then collected, justified, and sorted.

In the sense of competence orientation, it can be noted:

- Learners argue mathematically.

- The ideas of the learners are expanded.

- Various solutions are promoted.

- Learners' mistakes are used constructively.

**Competence orientation in English tutoring**

In English tutoring, the focus should be on developing writing skills.

**Task:**

Learners write letters in English lessons and report on what they have experienced during their holidays. The learners apply their resources in free text production.

**Learning and teaching:**

Learners can decide for themselves how to write the letter. This task focuses on the individual planning, execution, and review of the writing process. To do this, you need writing strategies continuously developed over previous writing exercises.

**Tutor:**

The tutor supports the learners in the targeted development of the linguistic means needed to write the letter. To complete the task, learners need, for example, vocabulary, greeting, spelling skills, etc.

**Learner:**

The learners try to write the letter with the support of the tutor. They apply linguistic, planning, and reflexive skills.

**Reflection and assessment:**

By recording the strategies used, learners get an overview of how they learn, which strategies are supportive for them, or which want to be tried out anew. By regularly assessing themselves, learners recognize their progress and learn to evaluate their competencies. Based on the learners' self-assessment, learning objectives can be set together with the tutor.

## 8.11 Summary

In this chapter, several definitions of the concept of competence have been presented. Competence describes the ability to cope with certain tasks and requirements independently and according to the situation. If a person is competent, he can act. In education policy, the term competence orientation has become increasingly important, especially in recent years. Educational policy measures have also been taken to integrate competence orientation into the curricula. A distinction was made between formal, non-formal, and informal education concepts.

The individual subchapters presented and described the five principles of action orientation in more detail. These are oriented toward learning outcomes, action orientation, interdisciplinarity and wholeness, learner orientation, and participant orientation. For action-oriented teaching, it is important to consider all five principles to achieve optimal results. A central didactic element in the concept of action orientation is the reference to the learners in the world of life. The approach of competence-oriented learning places learners at the center of learning. The aim is to have a positive effect on learning and to achieve a long-term increase in competence. Social developments also

require universal learning methods that enable learners to be prepared for the increasingly complex requirements of the world of work. By means of competence-oriented learning, people should be able to react flexibly to changes in the future and acquire knowledge, skills, and abilities independently.

# 9 Methodological & didactic basics

## 9.1 Introduction

This chapter deals with the methodological & didactic basics of learning units. Often these terms are used synonymously, but didactics is about planning what is taught, while the methodology deals with how the learning content is conveyed. In this chapter, you will get an overview of how optimal learning is made possible and which methodological and didactic aspects must be considered when planning training units.

## 9.2 Seminar design

The design of a new seminar or training begins with a didactic analysis, in which the client's objectives, the framework conditions, and the target group are described in detail. Subsequently, the learning objectives are defined with the question of what the participants should be able to do after completing the training. As a trainer in a seminar, it is important to deal with the contents. In the implementation planning, you define in which phases you want to use social forms and methods and consider which media you need for this.

Finally, plan how you will verify the achievement of the learning objectives.

**Step 1: Didactic analysis**

- What goals does the organizer strive for?
- What expectations do the participants have?
- Which participant requirements are to be expected?
- Which work equipment (room equipment, media) does the organizer provide?

**Step 2: Description and sequence of learning objectives**

- What should the participants be able to do after the end of the event?
- Is the relationship between theoretical knowledge transfer and practical exercises balanced?
- Which test tasks can be used to check the success of the lesson?
- Are the learning objectives ranked according to their importance?
- Does the order correspond to the level of difficulty?

**Step 3: Collecting and selecting material**

- Which learning objectives do other learning objectives require?
- What experiences are available?
- What technical documents are available?
- Does the material cover the learning objectives?
- Which material content is necessary to achieve the learning objectives?

**Step 4: Choice of social forms, methods, and media**

- Which social forms and methods are suitable for achieving the goals?
- Which media support the learning process most successfully?
- What media are available?

## 9.3    Objectives

Learning objectives provide information about the learners' level of knowledge and skills after the learning process. You will encounter the terms "learning objective" and "teaching objective" in your practice. Let's take a quick look at the demarcation.

Learning objectives describe the desired learning gain of a learner related to specific learning material. Teaching goals indicate which goals a teacher wants to achieve with the help of the teaching topics. The combination of teaching and learning objectives is referred to as a teaching goal.

IMPORTANT

In preparing your lessons, you need to define the learning objectives precisely so that it is clear what to go through (content) and what the learners should be able to do after the training.

In order for this to succeed, consider the following components in the formulation of your learning objectives:

- the description of the content

- the description of the final behavior

- the description of the conditions

- the description of the assessment scale

In the following, the individual parts of the learning objective are analyzed in more detail.

Description of the final behavior (what?)

Each subject that is taught can and must be divided into several topics. There are several learning objectives for each topic, with each learning objective having a content part and a behavioral part.

The content part results from the topic that is taught. However, we have to take a closer look at the behavioral part. The final behavior expected of learners must be described in clear terms, and the behavior must be observable.

**Description of the condition (how?)**

The learning objective should also specify the conditions and means that learners must (or are not allowed to use) or under which the desired end behavior is shown.

*Are they allowed to use scripts or exchange ideas? Does a certain program or a certain formula have to be used?*

**Description of the scale (how much?)**

To check whether the learning objective has been achieved, an assessment standard for the quality of the behavior is required. Standards can determine the degree of quality, quantity, or time.

*How long do learners have to solve the tasks? Do all tasks have to be solved? How much are deviations or how many errors are allowed? What exactly does the result have to look like? When is a task considered solved?*

## 9.4    Social forms and methods

Social forms clarify how social "settings" lesson content is to be learned. Social forms can be distinguished according to frontal teaching, individual work, partner work, and group work.

Frontal teaching: In frontal lessons, you are active in front of the group and give information in the form of a lecture. The participants are passive and listen. The frontal teaching method includes lecture, lecture, demonstration, and demonstration.

Advantages:

- A lot of information can be given in a short time.
- The participants are passive and rather disciplined.
- You can easily proceed with systematics and create an overview.

Disadvantages:

- The lecturers set the pace of work; the participants have to subordinate themselves to it.
- The pace of the lecture is often too high.
- Lack of individual adaptation to different types of learners.
- Independent thinking is hardly encouraged.
- Social behaviors cannot be practiced.
- Skills for independently solving problems are not developed.

Individual work: The participants receive a work assignment to be done individually regardless of the teaching method. There is hardly any verbal communication between the learners. You will receive targeted information about the individual performance, the degree of independence, or the dexterity of the participants.

Partner work: The work order is processed jointly by two participants; the result can then be presented together or by one of the two persons. Through this setting, there is also communication and interaction.

Group work: The work order is to be carried out by more than two participants. In this social form, intensive communication and interaction take place in the respective groups.

Either all groups work on the same task, or the groups get different topics.

The process of group work takes place in 3 phases:

1. A precise formulation of the order
2. Independent work in a group
3. Processing and discussion of the results in plenary

## 9.5    Learning success review

The review of learning success refers, on the one hand, to the verification of the increase in knowledge, but on the other hand, also to influencing the further attitude of the participants to learning and further training in order to increase the motivation for further learning efforts.

It does not necessarily have to do with the learning success that the participants have a sense of success when attending a course. In particular, participants with a strong performance motive would like feedback on their individual performance levels.

The primary purpose of any success monitoring is to provide feedback from participants on their learning progress and success.

**Through the success monitoring, the participants learn:**

- A confirmation of their learning success

- Communication on learning differences

- Notes for self-assessment

- Incentives and motivation to continue learning

**You will learn about success control:**

- Whether the participants have achieved teaching goals.

- Whether certain substance contents have to be repeated.

- Whether the teaching and the choice of methods were appropriate to the situation.

- Whether you were able to adjust correctly to the participants.

- Whether the media used, have contributed to the illustration.

- Whether the chosen control does what you intended with it.

**Implementation of a success check:**

1. Step: Define goals and sub-goals for the training and prepare the corresponding teaching content.

2. Step: Plan the controls to confirm the learning objectives' achievement. You select the type of control and assessment criteria.

3. Step: Conduct the lessons accordingly.

4. Step: Guide the participants to carry out the control tasks.

5. Step: Check the results.

Think about how you control the results and how you want to communicate them. Avoid exposure in front of the group. However, learning objective controls are not limited to these modes of checking the learning level but serve in the broadest sense to determine whether the learning objectives have been achieved. Even repeating the learning material in a joint conversation in the group is a form of checking the achievement of the learning goals. Accordingly, there are different possibilities for the learning objective controls, which can be either oral or written.

## 9.6   Learning basics

A learner's intention to develop from consciously incompetent to consciously competent is described in the learning process.

Numerous learning theories answer the question of what makes learning successful. According to Carl Rodgers, it is innate for man to sustain and develop himself, which drives him to lifelong learning. Rogers formulates ten principles of learning, which include both prerequisites and conditions of successful learning. The following are the 10 principles:

1. People have natural learning potential.

2. Learning of meaning takes place when the learning material is important and interesting for the participants.

3. Learning involves a change in one's own self and is therefore threatening and often provokes resistance.

4. When external threats are minimal, threatening learning processes are more easily perceived and absorbed.

5. If the threat is low, the experience can take place in detail, and the learning process can continue.

6. In particular, learning experiences are anchored when they are acquired through actions.

7. A learning process is promoted and facilitated when learners participate responsibly in it.

8. The most sustainable learning experience is generated by self-chosen learning, which requires the person as a whole, i.e., both emotions and intellect.

9. Independence, creativity, and self-confidence are promoted when self-criticism and self-assessment are of importance, and the assessment by others is secondary.

10. The greatest social benefit in the modern world is learning to be open to change and integrating it into one's self-image.

The following tips are intended to illustrate how efficiently learning can be done:

- **Visualize:** For learners to remember certain facts better, pictorial recordings such as a mind map or a notepad are very suitable. When creating, already the writing leaves traces in the brain.

- **Avoid constant topic switching:** In a unit, the topic or focus should not be constantly changed.

- **Small portions:** Encourage your learners to repeat the learning material regularly to achieve visible success. This is much more effective than cramming through the substance shortly before tests. The background is the forgetting curve of psychologist Hermann Ebbinghaus, which states that the learned knowledge shrinks without repetition to 20 percent until it is finally forgotten.

- **Reading is not learning:**

- Reading does not mean learning right away because the attention span is too low when reading. In order to keep knowledge in mind, it is necessary to work with the material. Therefore, it is important to work with the learners on tasks.

- **Consider learning types:** Make sure they consider all types of learners when choosing learning materials. The materials should therefore be designed for listening, viewing, or experiencing.

- **Planning learning success:** It is important to plan the learning success together with the learners. A good method is backward planning. The goal is, for example, an examination and forms the starting point. Based on this, thematic learning packages are distributed at the current time.

REMEMBER

The forgetting curve shows the degree of forgetting within a certain time. Already 20 minutes after learning, we can only retrieve 60% of what we have learned. After an hour, we keep only 45%; after one day, only 34% of what we have learned is in our memory. After six days, the memory is only 23%, and only 15% of what has been learned is permanently stored.

## 9.7 Learning styles

People acquire new knowledge, skills, and abilities in different ways. For example, there are different ways to acquire new software. Some people would buy a book about it; others do a self-study course; the third prefer to learn from teachers and the fourth look for an experienced practitioner.

So, they all have different learning styles for acquiring new knowledge. Everyone has a personal preference for learning new things. The way we learn best varies. Understanding the different learning styles influences how trainers deal with learners, how group projects are arranged, and how individual learning is designed. Without an understanding of the different learning methods, it can happen that some learners are not optimally cared for because their learning styles have not been taken into account. As a teacher, it is important to adapt the training to the respective learners who are being worked with. The strengths of each individual learner should be addressed to ensure that the information has been understood.

But how can you, as a tutor, meet the needs of the different types of learners? In the following, the different learning styles are explained in more detail, and how they can be applied practically in their units.

**Visual learning type**

People who prefer visual learning like to see and observe things, including images, diagrams, or written instructions. Any presentation, therefore, supports the learning process. This style is also known as a spatial learning style. Learners understand information better when it is presented visually. Visual learners are often recognized if they like to scribble or take more notes.

**Auditory learning type**

Auditory learners usually learn better if the learning material is increasingly absorbed by listening. Those participants prefer to listen to rather than read written notes. Often, auditory learners read their learning materials aloud and can explain certain facts well verbally. It can happen that these people are slower at reading and often repeat things that coaches say.

**Communicative learning type**

The communicative learning type is often called the intellectual learning type, primarily referring to understanding the content through critical discussion. In particular, the exchange with others is a priority here.

**Motor learning type**

Motor learners learn more by experiencing or doing things. They like to participate in class by reenacting events or using their hands to touch and touch to understand concepts. These types of learners often find it difficult to sit still and are particularly athletic. Learning success is greatest when the learners become active themselves. They may need to take a break more often while studying.

With this learning type model, however, it should be noted that not every person belongs to exactly one type of learner. Rather, most people belong to various kinds of learners, so they are mixed types. For effective learning, as many senses as possible should be involved. It is important to consider where the learners' preferences lie and what they are more likely to struggle with.

REMEMBER

It is helpful if learners internalize the learning material through as many sensory channels as possible. The more fields of perception are involved in the brain; the more mental connections can be made to the learning material. This can increase attention and motivation to learn.

## 9.8 Learning techniques

Learning is the ability of people to acquire knowledge and internalize it permanently. This can also be done in situations of daily life. There are a variety of techniques, methods, and strategies that

facilitate the teaching-learning process in people. If these are used, learners have better opportunities to acquire knowledge by learning in a simpler way.

**What is meant by learning technique?**

Learning techniques are activities that are carried out automatically and internalized through practice. Thus, the internalization of knowledge can be facilitated during learning. For example, learning techniques include underlining notes, brainstorming, mind maps, etc.

**What is meant by the learning method?**

Learning methods refer to all training measures that aim to convey certain content and achieve certain goals. Each method is unique and therefore pursues different goals. Methods are often combined. This enables the development of skills and abilities according to a plan. For example, these can be competency-based learning methods or project-oriented learning.

**What is meant by learning strategy?**

Learning strategies are a set of planned tools, techniques, and activities, taking into account learners' needs. They also take into account the goals set in order to make learning processes even more effective. Learning strategies include, for example, the repetition of written or oral content and support strategies that aim to optimize learners' concentration, attention, and motivation.

REMEMBER

Selected methods help to successfully design learning processes. With certain learning techniques, learners can better internalize knowledge and store it in the long term.

In the following, various learning techniques and methods are illustrated, which can be integrated into training.

**Mind map:** A mind map with its graphical representation is particularly suitable for extensive and complex subject areas. The starting point is a central core topic in the middle, and from there, it is worked out step by step. This results in a clear and structured presentation from which all essential information, particularly correlations, can be recognized.

**The Loci Method:** Maybe it has happened to you in your school days that you know where the answer to an exam question is, but you have not come up with the solution. The loci method makes use of this phenomenon and consists of two steps. In the first step, the learners imagine a known path, a route, or a room. In their minds, they then walk past certain objects. In the second step, important facts or figures are linked to the items on the route in the appropriate order. If you later run the route in your mind, it is easier to remember, for example, certain terms or numbers.

**SQR3 Method:** The SQ3R method, developed by Francis Robinson, is a technique for reading mostly complicated texts. It helps learners to recognize important facts. SQ3R or SQRRR is an acronym and stands for the five steps of reading comprehension, Survey, Question, Read, Recite, and Review.

- •Survey: For the time being, only the table of contents of a text should be read, and considerations should be made about the text.

- **Question:** Questions are formulated about the content, for example: What is this chapter about? What do I already know about this topic?

- **Read:** In this step, the actual reading of the text begins, and answers to the formulated questions are sought.

- **Recite:** The text is summarized after a section in your own words. An attempt is made to recall and identify the most important points.

- **Review:** After reading the text, it is important to go through the content again and understand it completely. This can be checked with quiz questions, and then the section can be read again.

Clever notes, according to Cornell: A good transcript of the learners helps them enormously in learning. Learners should take notes by hand. The combination of listening, reading, and writing supports the brain in storing information. The Cornell technique can be used for this. A note sheet is divided in such a way that it is used effectively and sustainably. The sheet of paper is divided into three sections. Most of it is in the middle and has room for notes. The left column is for questions; in the lower third, the learners enter a summary in their own words.

## 9.9   Learning disabilities

A learning disorder, often also a learning disability, refers to an impairment in school learning, especially in reading, writing, and arithmetic. Specific skills or information cannot be obtained due to poor attention, memory, or thought, affecting academic performance.

IMPORTANT

Learning disorders must be separated from intellectual disability; these can also occur in children with normal or high intelligence. Learning disorders affect only certain functions, while cognitive functions in children with intellectual disabilities are generally impaired.

The three most common types of learning disorders are:

- **Reading and spelling weakness (dyslexia):** Affected persons have serious problems with reading and spelling. Many words are misspelled, and learners find it difficult to spell already practiced words correctly. For people with dyslexia, it is typical that words in the same text are sometimes spelled correctly and then incorrectly or incorporate other errors. Often those affected have low self-confidence and develop school anxiety. People with dyslexia do not enjoy learning and often withdraw or, on the contrary, are over-excited or hyperactive.

- **Disorders of written expression (dysgraphia):** Dysgraphia is a type of learning disorder that deals with writing ability. This occurs when learning to spell, or there is a disorder of writing after language acquisition is complete. In the case of writing difficulties, learners have difficulty writing words and texts, even though intelligence is present. Those affected can often write nouns and verbs without problems, while function words and unknown words can be written very poorly or not at all.

- **Computational disorders (dyscalculia):** Dyscalculia is a weakness in understanding numbers and quantities. Learners have problems especially with basic arithmetic. However, their intelligence in other abilities is usually in the normal range. The difficulties occur even with simple invoices. Due to the failures in arithmetic, learners can develop fears of mathematics lessons, and motivation suffers greatly as a result.

For example, a student with learning disabilities may have enormous difficulty calculating but may not have any problems in other areas, such as reading. Learners can already be born with a learning disorder or develop it during growth. The exact causes of learning disorders are unknown but include disturbed processing of spoken and written language, number comprehension, and spatial perception.

Another learning disorder is ADHD, also called attention deficit hyperactivity syndrome. This is not a learning disability in the traditional sense. Often, however, it is accompanied by difficulties in

learning. ADHD is very common in children and adolescents, who are often restless and impulsive. They have difficulty concentrating, and they are easily distracted.

For example, how can you tell if participants have ADHD:

- Cooperation is often unfocused
- The provision of services is very irregular
- Attention fluctuates greatly
- The slow pace of work
- Frequent forgetting

Furthermore, ADHD tests can be done on the Internet. The self-test provides the first clues as to whether ADHD could be present.

IMPORTANT

However, the test does not replace a visit to the doctor and only serves as an initial assessment.

Dealing with learning disorders

To optimally align the training to the conditions of the learners, the following tips for dealing with learning disorders are explained:

- Listen carefully to learners with learning disabilities and try to understand them.
- Talk to learners' parents and consider their information
- Always use understandable language and avoid colloquial language or complex words.
- Offer your support if learners are struggling.
- Find out about the type of problem that learners have.
- Be prepared to use different means and techniques of communication.
- Consider the pace of learners and check that the topic has been understood.
- Make sure teachers and parents are aware of learners' learning difficulties.

REMEMBER

Early intervention can mitigate the effect of learning disorders. People with learning disabilities can develop ways to deal with their weaknesses. Early help increases the chance of success in school and later in life.

## 9.10 Case studies

EXAMPLE

Methodological & didactic basics

Martin is a lecturer in a seminar on communication. Already in advance, he thinks about what the participants should be able to do after this unit. It defines the following learning objectives:

- Define communication as a term.
- Explain forms of communication with an example.
- Describe the transmitter-receiver model with or without communication interference.

- Explain one-way and two-way communication with the help of feedback.
- Distinguish the factual and relationship level with the help of terms.

In order to bring variety to the seminar, Martin alternates between all social forms and works with different methods:

In addition to frontal teaching, Martin uses individual, partner, and group work in the seminar. The work orders might look like this:

| Educational objective | Teaching content | Social form/method | Media |
|---|---|---|---|
| Distinguish the factual and relationship level with the help of terms | Theoretical input: factual and relational level | Entire Group<br>Lecture<br>Role Play | Flipchart<br>moderation cards with role descriptions |

In addition to frontal teaching, Martin uses individual, partner, and group work in the seminar. The work orders might look like this:

**Individual work,** the topic of communication behavior

Martin distributes checklists on his own communication behavior to the participants, which are first filled out individually. It is about finding out the strengths/weaknesses of one's own communication behavior.

**Task:** Fill in a checklist for your communication behavior

**Working time:** 15 minutes

**Results:** The results are then discussed with the partner.

**Partner work:** the topic effect of communication

**Partnerships:** Headquarters

**Task:** The participants receive cards with certain statements. In groups of two, it is discussed which effects statements can have.

**Aids:** Cards

**Time:** 15 minutes

**Results:** The results are then discussed in the plenary.

**Group work,** topic communication skills

**Group layout:** 3 groups of 4 people each join forces.

**Task:** Collect essential communication skills in your small group and then decide on five essential professional competencies regarding communication. Write your five most important answers on moderation cards. Posters can be used to collect the proposals.

**Time:** 15 minutes in group

**Results:** presented by the group.

Martin also wants to make sure he addresses all types of learners during the seminar, so he is considering the following advice:

**How can you enter visual learning types?**

A whiteboard works well when teaching this type of learner. The learners should have the opportunity to draw pictures and diagrams on the board. You should regularly create handouts and use presentations. Visual learners often need more time to process the material because they internalize the visual cues in advance. Ensure these types of learners have enough time and space to absorb the information.

**How can you enter auditory learning types?**

Auditory learners often find it generally difficult to stay still for a longer period of time. Therefore, in your teaching units, you should ask learners to repeat new concepts. Ask questions and let them answer. Encourage group discussions so learners can correctly absorb and understand the relevant information auditorily and verbally. Watching videos and using music or audio samples is also a helpful learning method for this group.

**How can you enter communicative learning types?**

Plan your units so that there is enough time for discussions, discussions, and study groups. Interaction with others is conducive to the learning process in communicative groups. Encourage your learners to learn with a partner with whom they can share the content. For example, the Leitner system is suitable for supporting communicative types. Index cards are created, and several stacks are created, including an initial and a final stack. Each time the learners have answered the contents of an index card correctly, the card is placed one stack further. Once all the cards have arrived on the final stack, the learners are well acquainted with the content.

**How can you enter motor learning types?**

Motor learners learn best when they are on the move. Ask these participants to re-enact a specific scene from a book or lesson they are working on with learners. Try to encourage these learners as well by incorporating exercise into the classroom. For example, with educational games, you move around the room or write on a blackboard as part of an activity. One possibility is also to use the loci method. For example, the learning material is linked to a room or object. When learning, rooms can be walked away, or objects can be included in order to learn successfully. Learners can better access the content if these places or objects are mentally visualized during the exam. Once motor learners can physically feel what they are learning, abstract ideas and complex concepts are easier to understand.

In order to check a review of the increase in knowledge, Martin has prepared a learning success control. He has chosen different forms of learning success monitoring:

**Right/Wrong Tasks:**

The transmitter-receiver model comes from Watzlawick. Tick the box!

- Correct
- False

**Supplementary tasks:**

Complete the statement below by filling in the gaps with the right words or numbers.

The iceberg model comes from _____ and states that about __% of communication is visible and __

**Choice tasks:**

Which statements apply to communication?

Tick the correct answer(s)!

- Communication can be divided into verbal and non-verbal communication.

- Communication takes place exclusively on a visible level

- Paul Watzlawick formulated five communication axioms that illustrate interpersonal communication.

- Body language is an insignificant part of communication.

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EXAMPLE

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Lisa gives tutoring in Italian. For the coming lesson, Lisa defines the following learning goals:

- Learners know the rule of plural formation.

- Learners can order food and drinks in a restaurant.

- Learners can present their work results.

In her tutoring, Lisa always tries to consider different social forms. However, this does not make them arbitrary, but in the context of achieving the goals.

When choosing the social form, Lisa always uses the following questions:

- Should/can the learners communicate with each other during the task?

- Should they support each other?

- Have I alternated quiet phases well with interactive phases?

- Is the material prepared in such a way that the learners can work on something independently in partner or group work?

For example, Lisa wants to improve the listening comprehension of her learners. Therefore the learners should listen to a conversation. In this case, it stands to reason that the learners should listen to the conversation individually.

But if, for example, Lisa wants her learners to develop the ability to speak, e.g., by ordering in a restaurant and responding accordingly, partner work or group work is chosen as the social form.

To make it easier for participants to internalize what they have learned, Lisa gives them a sheet to take notes. She uses the method of Clever Notes, according to Cornell.

**Clever notes after Cornell**

### Clever Notes

Subject _____   Topic _____   Date _____

| Questions | Notes |
|---|---|
| ② | ① |

| Summary |
|---|
| ③ |

1. There is room for notes here: what you have learned is briefly noted down in keywords.

2. Here is room for questions: Questions about the notes are written down as they could be asked in class.

3. Here is room for summary: The notes are briefly summarized in sentences and own words.

Lisa also wants to ensure that she takes learning success monitoring into account during the tutoring session. So that this does not always happen in the same way, Lisa always uses different procedures:

**Ask:** For example, Lisa asks her learners, "Do you have any questions about this?" or "Can you please repeat the rule?" or through surveys such as "Anyone who does not yet feel confident in plural formation, please have their hands.".

**Poster:** One possibility is to carry out the control after a period of practice. A poster with three columns is hung up, and the learners mark with a cross to what extent they have achieved a learning goal: "I have understood/almost understood/not yet understood. It is thus additionally trained to assess one's own abilities.

**Self-control:** Lisa describes the goals of an exercise that the learners work on and gives tips on how they can control themselves. (e.g., they should compare the solutions with the sample solution.)

**Learning posters:** The learners themselves design learning posters on which it is recorded what they will pay particular attention to. The posters can be supplemented step by step in the course of tutoring. Lisa and her learners gain insight into the learning processes and learning problems.

These checks help Lisa to plan the next tutoring lesson and give the learners security.

## 9.11 Summary

In this chapter, the methodological and didactic basics with regard to the planning of training units were explained in more detail. A seminar draft was illustrated, and the essential aspects of the didactic analysis, description, and ranking of the learning objectives, Material collection, and material selection, as well as the choice of social forms of methods and media, were explained in more detail. It is essential to integrate learning objectives into the planning and to define them very precisely in advance. Content, final behavior, conditions, and evaluation standards must be taken into account when formulating the goals. Trainers should also deal with the difference between teaching and learning goals.

Different social forms are used in training depending on the goal and subject area. The social forms of frontal teaching, individual work, partner work, and group work were presented in more detail, and their advantages and disadvantages were illustrated. It is important to use the respective social form in a targeted manner and to promote a good mix of different forms. Regarding the learning success check, it is important to know that these not only serve to check the increase in knowledge but are enormously important for the motivational attitude for further learning efforts. Learning success checks can take place in both oral and written forms. The basics of learning were explained, and an overview of the 10 principles of Carl Rodger's learning was explained.

Furthermore, the four different learning styles were presented, divided into visual, auditory, motor, and communicative. When choosing materials and teaching methods, it is important to consider all learning styles. An overview of different learning techniques, methods, and strategies was given and how they can be integrated into the training units.

Most recently, the most common forms of learning disorders have been described. These are dyslexia (reading and spelling difficulties), dysgraphia (a disorder of written expression), numeracy (dyscalculia), and ADHD. In the case of training, these learning disabilities must be taken into account by the learners and are already included in the planning.

# 10 Online Tutoring

## 10.1 Introduction

The Internet is a great thing for education. On the one hand, we have a globally available pool of information, resources, and interactive learning opportunities; on the other hand, we have extensive and convenient ways to impart this knowledge.

Especially the possibility of taking online tutoring turns out to be very attractive. It can be used conveniently from home and flexibly integrated into the daily routine. All that is necessary on the student side is a capable Internet connection and a computer. On the tutor: inside, it looks a bit different. Although you also benefit from the temporal and local independence, at the same time, you have to bring a lot of preparation and knowledge about the technical and associated pedagogical possibilities and prerequisites. Don't worry – this learning unit will take you by hand and show you everything you need to consider for successful and, above all, professional online tutoring.

In the beginning, we look at which hardware and software must be available to you for online tutoring and how to choose them correctly for your and your students' needs. After that, we focus on the right preparation strategy and on possible online resources that you can use in combination with more classic learning material. Finally, we will give you some learning and motivation-promoting tips for the actual online tutoring course and show you which stumbling blocks and problems can arise and how to avoid or solve them. Let's get started!



## 10.2 Tools and platforms for online tutoring

As we have learned since the impact of the Covid-19 pandemic, connection and communication is everything. Fortunately, the circumstances of the pandemic have also made it easier than ever to keep in touch with each other, talk to each other and work on projects together via the Internet. However, anyone who has ever experienced a poor Internet connection or a missing update knows how quickly online gathering can frustrate them.

To be able to carry out online tutoring successfully and as far as possible without frustration for the tutor and student, some basic technical requirements must be created. On the one hand, this

includes qualitatively sufficient hardware and a selection of suitable and compatible software that meets the requirements of the respective subject.

Necessary hardware:

- **Internet router:** The cornerstone of online tutoring is, of course, a fast and stable Internet, but also where the router is set up. Sometimes a simple LTE router (which works over the mobile network, is flexible and location-independent) is sufficient, but often you will not be able to avoid a fiber optic connection (which is locally bound but guarantees a faster and more stable Internet connection). Whether an Internet connection is sufficient for online tutoring can best be tried out by trying out an online meeting with friends.

- **PC:** The choice between the manufacturer is no longer so important today, as the software used can usually be operated across operating systems via the browser. However, a strong processor and sufficient memory should be installed for the smooth operation of online platforms such as Skype, Google, or Zoom. In addition, the PC must be able to run a current operating system without any problems.

- **High-quality webcam:** A camera with sufficient quality is absolutely necessary so that there is also visual contact – some PCs already have built-in webcams, but their quality is often not sufficient. Investing in a high-resolution camera ensures that the tutor and students can see each other well and clearly. Digital cameras can also be used here, which are connected to the computer via cable.

- **High-quality headset:** Here, too, integrated speakers and microphones are rarely enough. Particularly recommended are, therefore, external, especially so-called on-ear headsets where the microphone is placed directly in front of the mouth. Some models can filter annoying background noise. This ensures the teaching flow is not disturbed by indistinct or rushing verbal communication.

IMPORTANT

The quality of each of these technical aids is directly decisive for the quality of teaching. A rushing headset interferes with the lessons; a poor internet connection can not compensate for a top computer, even if the webcam is very good. Therefore, testing your hardware skills before carrying

out the first online tutoring is advisable.

While you can't avoid the hardware described above in any case, the software to be selected depends on the subject to be taught as well as on the requirements of the lesson itself. The software listed here is necessary for every lesson – later in this learning unit, we will also go through supporting software options (such as apps and other online resources).

In a way, your workplace itself, i.e., the place your webcam will show in the online tutoring, is also part of the "hardware" – make sure that your background is tidy, clean, and not distracting (a wall with a shelf and whiteboard, for example, is more suitable as a background than the interior of a café). In addition, good lighting conditions work wonders – if your workplace is too dark, investing in a small light can't hurt. This ensures the focus on the content of the online tutoring and professionalism and well-being during tutoring.

Necessary software:

- **Video conferencing platform:** Platforms such as Skype, Google Meet, or Zoom now offer extensive options for holding video conferences conveniently and are usually available free of charge to a sufficient extent.

- **Cloud platform:** Cloud platforms such as Dropbox or Google Drive help make files such as homework or further material easily available.

- **Communication platform:** To stay in touch between the units (for example, in the event of schedule changes and regular tasks), email or instant messengers such as WhatsApp or Slack are suitable.

It is important that no matter which software is chosen, it can be used by both sides as far as possible without friction points. Therefore, it is advantageous to familiarize yourself with several platforms and have them available for use on the computer.

Google offers a comprehensive range of software available free of charge, which is particularly integrated with each other and intuitive for most people due to its wide popularity. These include, in particular, Google Meet as a video conferencing platform, Google Drive as a cloud platform, and Gmail for email communication. However, there are other functions, such as Google Docs, in which you can work together on a document in real-time (including a comment function and the possibility to display corrections comprehensibly), Google Chat, or Google Calendar.

All these functions can be accessed and operated free of charge via a created account directly in the browser (therefore, they do not have to be downloaded or regularly updated) and are also accessible on older computers. A practical feature is that your screen can be shared with all participants.

Nevertheless, other platforms such as Skype and Zoom also offer advantages. While Zoom is particularly suitable for recording the lesson and includes, for example, a function with which live voting /voting (interesting for larger groups) can be carried out, Skype also offers the possibility of being invited to an online conference without your own account – and also allows video conferences without a time limit ( both Google Meet and Zoom limit the duration of online meetings to a certain amount of time in their free versions.

In addition, there is also so-called open-source software, which is also suitable for online tutoring. In principle, these have the advantage that their so-called source code is publicly accessible to every person, i.e., it can be adapted as desired (if you have the necessary know-how). More important for our field of application, however, is that this type of software is fully available free of charge.

Examples of open-source tools include Jitsi Meet (https://meet.jit.si) and Etherpad (https://etherpad.org). Jitsi Meet is essentially the open-source alternative to Google Meet. This allows online meetings to be held in the browser (without an account, completely free of charge, and without a time limit), for the participation of which only a link must be provided. Jitsi also offers the possibility of displaying pre-scheduled meetings in your digital calendar. Etherpad is a simple text editor in which you can work on a text together via a shared link without an account or comment on it and correct it. Etherpad also offers a large selection of free plugins with which the range of functions can be extended as desired.

## 10.3  Preparation of online tutoring

So that the online tutoring hours can run smoothly, there are preparation tips. Firstly, of course, the hardware and software just mentioned must function reliably and be known for their operation – you can ensure this independently of your students. In addition, you need basic didactic knowledge, learning material that you can provide, and also some empathy because the preparation for online tutoring is most fruitful when it is tailored to the individual needs of the respective person.

This works best if you clarify these needs with the person in a preliminary conversation. Mutual expectations can be discussed, any problems clarified in advance, and common goals defined. The following topics should be addressed here:

- Which subject/topic causes the greatest difficulties, and what should have the greatest focus in online tutoring?

- How often should the tutoring sessions be carried out, how long should they be, and when should they take place? Especially here, you should respond to the person and, if possible, try to follow their wishes to make tutoring stress-free for them.

- Which technical possibilities are available, which software is required, and are they easily usable for the person? Here it pays off to try out the tools used together.

- At the end of the preliminary discussion, a common timetable with the goals to be achieved should be drawn up.

## IMPORTANT

Write down everything discussed clearly and then let the discussed goals, tools, and topics go to the person – so you make sure that both sides have a kind of "contract" in which the preparations are clear for both sides.

If the online tutoring is about students, then it may make sense to have them show you their used textbooks on the corresponding subjects – so you can get a good first overview. For younger people, a preliminary discussion with the parents is also recommended – they also help to better understand the individual tutoring needs.

Now, of course, your own expertise is also very important – refreshing it is an essential part of the preparation. A personal curriculum helps here – in which you determine which material should be gone through, when and how much time you need to prepare for your own. Especially for the first hour, the preparation should be a bit more comprehensive. Once the plan is in place, you should expect approximately 30 to 60 minutes of preparation per lesson.

## PRACTICAL RELEVANCE

In order to be able to carry out your own preparation efficiently, especially for several people, project management tools such as Notion, which is popular with smaller companies and the self-employed, help. This can be used free of charge and offers the possibility to create databases, information and schedules easily and graphically clear (and to share them with certain people). This means that you have all the necessary and researched information and content in one place and can reuse or adapt it at any time. At the same time, databases can be created on people in which the needs or goals discussed with them are recorded.

The topics discussed in the preliminary discussion should also be included here. A good strategy is to write down bullet points during the research, from which you form questions and tasks. These tasks, in turn, serve as a good anchor to consider the necessary material and any tools for teaching.

To better visualize this learning plan, mind maps help – these can be created either easily with pen and paper or online with providers such as Mindmeister (https://www.mindmeister.com/de) or Miro

(https://miro.com/de/).
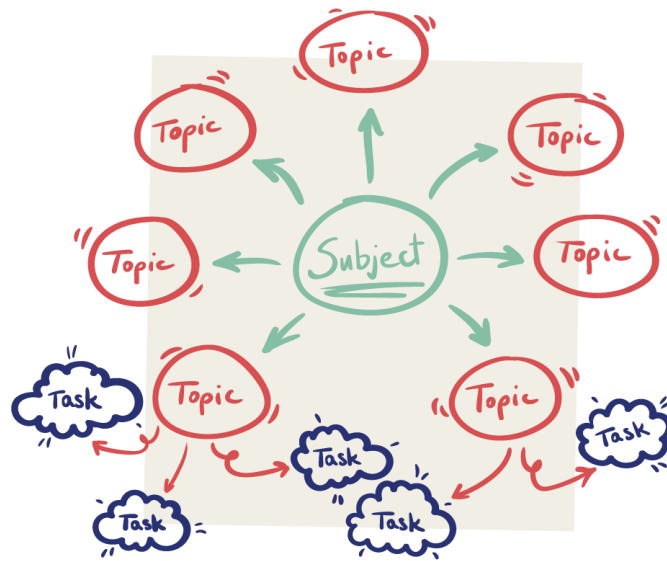
In addition to professional competence, it is also helpful to deal with pedagogical topics in advance – this helps to understand problems during the tutoring hours and to ensure a long-term motivating learning climate. Especially the following examples are useful:

**Learn communication methods:** Techniques such as "active listening" or "nonviolent communication" help you identify and align with individual needs and maintain positive communication.

**Find career aspirations/reference points:** Establish a connection between tutoring and the "real world" by linking it to people's personal career aspirations or living environments.

**Taking away fears:** Tutoring should be fun and a dialogue – make sure that questions and cooperation are allowed and even expressly desired.

When the topics and tasks are defined, the material should be prepared. How this is prepared or conveyed depends on the subject. Proven methods such as exercise sheets or question-and-answer games are still well suited to consolidate knowledge – but the combination with various online offers is even better and, above all, more refreshing for online tutoring. In order to create an understanding of practice in scientific subjects, YouTube videos, for example, help. Languages or other humanities topics can be taught through music, films, or books available online.

So, combining classic and modern teaching materials is best – this will make the lessons varied and exciting. The Internet offers you an extensive media library of didactically prepared materials, websites, and apps that you can use for teaching – here is a small selection of examples:

- **Twiddla:** This is a digital whiteboard on which you can write and draw together free of charge and without registration (https://www.twiddla.com/).

- **Desmos:** An online calculator that can graphically represent all mathematical equations and is used to illustrate function graphs of all kinds (http://www.desmos.com/).

- **Duolingo or Babbel:** These two apps are popular ways to learn languages and repeat vocabulary in a playful way (https://de.duolingo.com, https://de.babbel.com).

Don't overdo it with the application of apps or websites – it's best to choose a maximum of two and give them a clear purpose.

For example, language apps with bite-by-bit exercises, such as Babbel or Duolingo, are well suited to giving up homework between units.

## 10.4 Tips & stumbling blocks for carrying out online tutoring

All preparations have been made, the technical aids work... and yet the tutoring lesson does not really want to get going? Below we will show you some methods that you can use during the lesson to ensure a pleasant and long-term motivating learning environment:

- **Clear structure:** Ensure that every tutoring lesson follows a similar structure – this creates security and trust. You can then make the individual parts of your structure varied. For example, it makes sense to design the beginning of the lesson as a small game (a memory for languages) or to tell an exciting practical story (for natural science subjects). After that, you move on to the main part, which contains more classic exercises, and ends in a more fun final part, which includes any homework.

- **Promote self-reliance:** Make sure your tutoring includes positive challenges that the person can solve on their own. Frequent small successes are a strong motivation booster – avoid a monologue on your part. However, always stay connected and do not leave the online conference during the tasks.

- **Praise correctly:** Strengthen the person's self-confidence by appreciating their successes – praise should be authentic and comprehensibly appropriate, but not inflationary.

- **Have little "wake-ups" up your sleeve:** If you notice that attention is dwindling, you can restore focus with small interruptions – for example, a funny YouTube video or a small online game.

- **Summarize substance:** Let the person summarize the substance in their own words in between – this can be used to consolidate the knowledge on the one hand and at the same time to check whether there are still ambiguities.

In each online tutoring lesson, take the time to use a few more minutes as a follow-up conversation at the end. Reflect together with the person on achieved and still-to-be-achieved goals and ask how the hour was perceived. This allows you to put the person on an equal footing and, simultaneously, have important clues to continuously adapt your lessons to their needs.

In addition, it is worth keeping the following stumbling blocks in mind during the implementation of online tutoring and to be able to react to them, if necessary:

- **Don't rely too much on technology:** Even though the Internet offers numerous great methods for tutoring, you should always be able to hold the lesson interestingly and effectively, even without apps or other online learning aids. Always be prepared for the fact

that something planned does not work or is simply not accessible to the person, and have simple alternatives ready.

- **Test the connection:** If you're sharing your screen for a specific exercise, showing an online resource, or giving a homework assignment, always make sure the person sees or can access what you're seeing – avoiding time-consuming misunderstandings and repetitions. Especially at the beginning of each session, you should check whether you can hear and see each other well.

- **Communicate positively and always remain patient:** Always highlight the person's strengths instead of addressing their weaknesses. However, this also applies to technical aids. Even though it's tempting to be annoyed by a poor internet connection or non-functioning online resources, always maintain a cheerful and positive approach. If necessary, it is better to provide alternatives – and if it is not possible (for example, the Internet connection permanently falters), postpone the appointment to a new date.

- Do not build up unnecessary pressure to perform: Always consider the possible personal backgrounds of a person. Try to realistically agree on learning goals and prepare them into partial goals – if you are unsure, it is better to keep the goals low. Especially with tutoring, unachieved goals can cause additional damage to a person's self-confidence in their own abilities. Therefore, always ensure a pleasant and, above all, technically smooth learning environment.

## 10.5 Case study

How could the possibilities of online tutoring be used in concrete terms? Let's look at an example of how it could also happen in practice.

**Starting situation**

Conny is 28 years old and would like to volunteer as an online tutor for the school subjects German and English. She studied German language, literature, and marketing and works bilingually as an advertising copywriter. Her German skills in writing and language are excellent, and her English is also very good, although not yet at the level of a native speaker.

**Technical preparations – hardware and software**

Conny privately owns a MacBook Air (2020), with which she also wants to carry out online tutoring. However, since she wants to make the quality of the lessons and the connection to her students as high as possible, she gets an on-ear headset with a microphone arm for around 50 €, an external webcam for around 80 € and also uses the external screen of her work to have more display space available.

Conny usually uses Skype to keep in touch with some friends who live in England. For your lessons, however, it needs a few other functions in addition to an online meeting platform:

- In order to be able to share and receive documents such as homework or reading material with her students, she needs a cloud platform.

- In order to be able to carry out writing exercises and correct them comprehensibly, Conny needs a suitable writing program.

- In addition, Conny wants an easy way to send documents, appointments, and access to the online courses for tutoring.

After comparing several online platforms that can be used free of charge for both her and the students, she decides to use the corresponding offer from Google, as she can meet all the requirements here:

- Google Meet as a platform for online meetings: Since Conny plans to limit the tutoring hours to 50 minutes, she does not apply to Google's limitation to 60 minutes. She also finds the possibilities of sharing her screen during the lesson useful. To participate in a meeting, she only needs to send a link – this can also automatically set an entry in the calendar function of Google or other digital calendars.

- Google Docs as a writing program: Conny wants to use the possibility to work together on a document, comment on it, and make visible corrections for homework and dictations. Again, it is enough to share the corresponding link.

- Google Drive as a cloud platform: Conny stores her exercise documents there and plans to store them in a folder for each student, which she can then share individually with the respective person.

- Gmail & Google Calendar: Here, Conny also gets an overview of her appointments and can also send them by email.

HINT

Although Conny already has a private Google account, she creates her own for online tutoring so as not to mix private documents with those of tutoring. In addition to Skype, it also installs Zoom in order to be able to access these meeting platforms if necessary.

Conny has thus created the basic technical requirements – she is still testing them by testing all the functions described above with a friend.

**Preparation of online tutoring and use of online resources**

Let's assume that Conny will now do the tutoring online in English for a 17-year-old student at the beginning.

First, she conducts a virtual preliminary discussion with the student and his parents. Conny asks where tutoring should have the greatest focus (vocabulary and English spelling). In addition, they agreed on 50 minutes of tutoring once a week. The student has the necessary access to a laptop with a webcam and their own headset.

Conny also explains to the student that she wants to use the Google functionalities (as described above), shares her screen in the meeting, and shows the student exemplary processes in Google Docs as well as "his" folder in Google Drive. In addition, she recommends that the student download the language learning app Duolingo to his smartphone to be able to use it in a future supportive way. In the end, they agree on the tutoring goal: Conny should support the student in becoming better in vocabulary and spelling in English and the respective lessons – to this end, she asks him to send her the topics of the semester from his textbook in advance by email.

To process this information graphically, Conny uses the free online tool "Mindmeister" – she sketches her plan as a mind map.
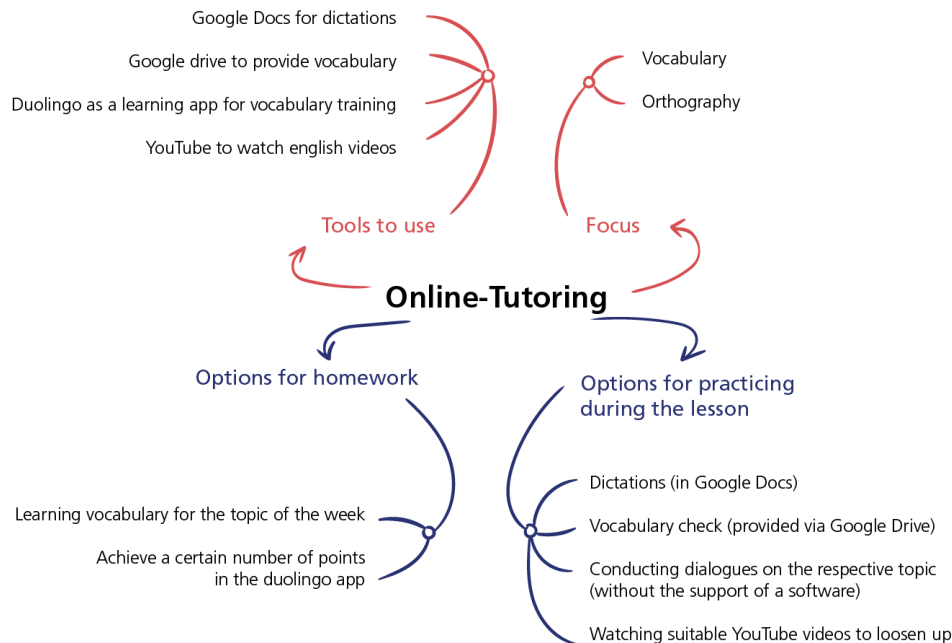


In addition, Conny sets up a structure for how a tutoring lesson should proceed:

1.  In the beginning, a vocabulary memory is to check the vocabulary learned.

2.  Afterward, a dialogue on the respective topic, in which the vocabulary learned can be applied and consolidated.

3.  A dictation via Google Docs, which Conny immediately corrects and goes through together with the student, is intended to improve his spelling.

4.  A funny or absurd YouTube video that suits the topic and that she can show off if necessary to loosen up.

5.  In the end, Conny would like to show what they have achieved in the lesson, reflect on it with the student and give up the homework until the next unit – on the one hand, the necessary vocabulary, on the other hand, the appropriate duolingo exercises.

Parallel to their preparations, two more students will be added. She also conducts a preliminary discussion with them and plans accordingly. In order not to get confused and to get a better overview, Conny decides to create a separate Google Doc for each individual student, in which she collects the information of the preliminary discussion, breaks down the goals as a to-do list into smaller sub-goals, pre-plans the content according to the structure of each unit and enters feedback.

In this way, she gets a better overview of each individual person in tutoring, their progress, and opportunities for improvement.

Alternatively, Conny could also use a project management tool such as Notion. In this, she can better structure the necessary information and link it to each other – but this only makes sense if you want to teach some students simultaneously.

**Possible problem scenarios during online tutoring**

The online tutoring sessions are in full swing, with Conny having already successfully overcome some hurdles:

In principle, Conny checks at the beginning of each lesson whether the connection between audio and video is good enough. However, one of the students repeatedly experiences that the video fails due to a poor Internet connection. To compensate for the loss of visual connection with the student, Conny focuses here on conducting the dialogues. In this respect, she always has a replacement dialogue or a topic in preparation to, if necessary, effectively carry out the online tutoring, even only via audio.

Once, however, the audio connection collapsed. Since this happened in the last 10 minutes of the tutoring unit, Conny finished the tutoring over the phone – but if the audio connection had already collapsed at the beginning, Conny would have postponed the unit completely.

A student cannot cope with the Google platform but can handle Skype well. Here, Conny changes the lessons accordingly by handling the online tutoring via Skype. Although she continues to organize her documents in her Google environment, she adapts the dictation exercises; for example: instead of doing them via a Google Doc, she asks the student to type it in a writing program of her choice and then send her the document via Skype in order to improve the dictation orally together with the student.

**Summary**

For her commitment as an online tutor, Conny first ensured the quality of her necessary hardware and then created a flexible setup of the necessary software suitable for her subjects. To prepare the lessons individually in terms of content and technology, Conny conducts preliminary discussions with the students. On the other hand, she uses an online mind map tool to interpret the elements and structure of her lessons. She creates a mix of classic (dictations) and modern learning methods (language learning apps).

For an overview and to make them easily available, it organizes required documents (but also goals, sub-goals, and feedback) sorted by a student in a cloud platform. Conny also prepares for any technical problems during the lessons and tries to adapt the technical elements of her lessons to the needs and possibilities of her students.

## 10.6 Summary

In order to be able to successfully carry out online tutoring, several technical requirements must be created. The hardware (Internet connection, computer, webcam, headset) directly influences the tutoring lesson's quality and professionalism. In the case of the software, its wide range should be evaluated according to the special requirements and selected accordingly. It becomes easier and smoother if you know and know how to use different platforms, as this can better meet the requirements and needs of the person to be taught.

Preparing for online tutoring is just as important as doing it yourself and should be done per unit. In particular, in a preliminary discussion with the person to be taught, their objectives, technical possibilities, and the frequency or duration and times of the units should be clarified. On the basis of

this information, topics and goals can then be defined. To achieve these goals, the Internet offers numerous resources, apps, and games that can be used in addition to classic material in the online tutoring itself, as well as homework.

These include tools such as online whiteboards or vocabulary trainers and playful approaches such as language learning apps. Various YouTube channels can also provide useful audiovisual material during online tutoring. It is important that these are used purposefully and in moderation in order not to overwhelm you.

During the actual implementation of online tutoring, there are some techniques to make it motivating and learning-promoting in the long term. A clear structure ensures security and trust, for example, an introductory game, a main didactic part, and an informal follow-up conversation. In addition, motivational factors can be specifically addressed, such as a promotion of independence, constant smaller successes, properly used praise, and regular summaries on the part of the person to be taught.

It is also important to keep in mind some stumbling blocks and any problems that may arise as well as their solution. Even if technical possibilities and Internet resources offer valuable support, simple alternatives should always be available – if the planned apps or websites do not work as desired. Furthermore, it should be ensured regularly that the connection between sound and image is sufficient – especially when new technical elements are introduced or demonstrated. Patience and a positive and cheerful approach to both the person and the technology are important factors for a pleasant and motivating learning climate – as well as realistic and meaningfully divided goals.

# 11 General conditions of tutoring – Do's and don'ts

## 11.1 Introduction

In this chapter you will get an introduction on the general conditions of tutoring. You will learn about various solutions for dealing with students and parents. You will learn to allocate time for various tasks as well as how to help the students to schedule their studying time. After working through this chapter, you will know different methods and tools and how to vary them. You will be able to set the limits for the tutoring and find help and guidance when needed.

## 11.2 Social aspects

For parents it is hard to see their child struggle with schoolwork especially when they are not able to help the child despite the best intentions. In such case parents are normally already actively involved in a student's learning. As a tutor, it's important to acknowledge this and to encourage good communication between all parties. It's important to build your student/parent/tutor relationship in the beginning and make sure that everyone has the same goals in mind. If anyone feels there are any obstacles of achieving these goals, open communication is the best way to find a common solution.

**HINT**

**Things to consider when communicating with the parents:**

- Trust. Parents should trust the tutor and let him / her tutoring.

- Place for tutoring. You need a calm environment for a successful tutoring session.

- Motivation. Also the parents should be motivated. With a positive and reassuring attitude, they help to diminish the student's worries.

- Follow-up. The student needs to continue working between the tutoring sessions. This may require help and guidance from the parents.

- •Collaboration. Encourage the parents to contact you if they have questions.

- Progress. Report progress regularly. If your tutoring lasts long, it may be good to report monthly and tell which specific areas you have been focusing, are there any difficulties and what kind of progress can be seen.

- Keep a journal / make notes of all tutoring work and have the journal at each tutoring session. Refer to prior learning when needed. At the end of the tutoring, use the journal as a walk-through of your common work.

- Cultural differences. If the student comes from a different culture, notice that it may have an influence on the student's behaviour or attitude towards studying.

Every student is different and has different motivation for tutoring. That's why it's so important to get to know the student before the actual tutoring starts. Most of the time, students are more than happy to get help from the tutor even if lessons have been arranged by a parent. At some point however, you are likely to meet students who, despite your best efforts, do not engage with what you are trying to teach. This can take the form of students being bored during lessons, being easily distracted or even verbal confrontations.

Remember to talk with your student early on about the boundaries and expectations of you tutoring relationship. A tutor can expect the student to

- come prepared with all material needed (textbooks, class notes, assignment guidelines etc.)

- be active during the tutoring

- be on time

- behave properly

Confrontations are not acceptable and need to be addressed as they happen before they turn into power struggles. In such case, these guidelines can be useful:

- Perception - look beyond the behaviour and consider whether it's developmentally appropriate considering the age of the child. For example, pre-schoolers are well known for throwing screaming temper tantrums, while young adolescents are experimenting with asserting their authority.

- Walk Away - both parties can collect their thoughts and cool down so that the issue can be discussed rationally.

- Keep It Private - speaking to the student privately avoids a power struggle from taking place.

- Watch Your Language - what you model is what you teach. Avoid the use of sarcasm. It can create misunderstandings that it was not intended to.

- Ignore - Don't engage in the struggle.

- Don't Give Ultimatums - threatening is never effective unless you are going to follow through on the threat.

Sometimes you work with a student who is lazy just doesn't do anything. In such cases it is worth trying the rewards for completing assignments. The rewards can be for example fun educational games in which students can participate once they finish their work. Remember to show enthusiasm for the student 's progress every day. The objective is to associate completing an assignment with fun. Eventually the sense of accomplishment should become a reward.

## 11.3 Time allocation

It is often difficult to know how long it takes for the students to do an exercise. Sometimes they are much faster than expected and sometimes it takes a lot longer to finish the task. Experience helps to allocate time needed to a specific task but it's important to remember that every student or group is different from the previous ones.

When you plan your tutoring session, it's important to think which tasks are the most relevant. Those you should have time to go through with the student. In addition, you should have extra exercises, games etc. for both slow and quick learners. If the topic is difficult for the student, you should use different methods (drawings, diagrams, simple exercises, games) to help the student understand. On the other hand, if the student learns quickly, there should be some extra material for that too (more difficult exercises, games etc.).

Too much material for a tutoring session is just fine, too little is not. You don't have to use all the material you have planned. A good tutor can see from the student when there's no use to start a new topic. Also, trying to fit too many things to one session just because you planned so, doesn't help the student to learn.

Someday the students may have lots of questions about the topic and answering to those ruins your plans. Learning and understanding the topic is yet much more important than the original plan. Use the time needed to answer the relevant questions before starting the next topic.

When allocating time needed for various tasks, notice that often new methods need to be explained. If you are planning to use a new method, you have to make sure the students are familiar with the

method. If not, use time to explain what you are going to do next and maybe also what are the benefits of this method.

- Set goals correctly. Set goals that are achievable and measurable (SMART)

- Prioritize wisely. Prioritize tasks based on importance and urgency.

- Set a time limit to complete a task.

- Take a break between tasks.

- Organize yourself.

- Remove non-essential tasks or activities.

- Plan.

**Helping the students with allocating and using time**

Learning to plan their use of time is an important part of the studying skills which the tutor can help the students to obtain. The methods for this vary according to the age of the students. Except the smallest ones, everyone benefits from using a calendar. It' is up to the student whether he/ she prefers a paper calendar or a digital one. Encourage the student to find the possibilities of the calendars. Many students benefit from using different colours for different subjects or tasks. It's equally possible to personalize a paper calendar and a digital one. Remind the student to enter the tasks and tutoring sessions to his/ her calendar and to use it also between the sessions.

Many students have difficulties in getting started with the task whether they are supposed to do homework or to study for an exam or something else. Pomodoro technique is an easy help for this. The name of the technique origins from a tomato shaped kitchen timer and you can easily use a kitchen timer, or any other timer found from your phone. There are also digital applications for this. The idea is to set a timer to for example 15 minutes and to concentrate to the studies until the timer beeps. During that time, they are not allowed to do anything else but to study. When the time is out, it is possible to have a 5-minute break and then set another study time. Often a short, uninterrupted time is enough to get started with the task and the student can easily continue studying after the beep. The times can be varied according to the needs and the age of the student. 45 minutes of studying, 15-minute break might work when the problem is forgetting to have breaks.

**Examples of Pomodoro technique applications:**

- **Pomodoro Timer** for Android. An easy and simple way to set working time and breaks. Free from Play Store

- **Focus To-Do** for Android, a Pomodoro timer, tasks, for Android, free from Play Store

- **Routine Flow:** Routine Planner for iPhones. Stay focused by creating a multi-step routine with a timer for each task. Free from App Store.

- **Focus Keeper – Time Management** for iPhones. An easy and simple way to set working time and breaks. Free from App Store.

- **Pomodor**, web-based, no installation, you can customize the length of the work and break periods. Also, you can set up a free account, which allows you to track how much work you get done on a day. Free from https://pomodor.app/timer

- **Marinara timer**, web-based, no installation. Three different options: Pomodoro which has an interval of 25 minutes of work followed by a 5-minute break, Custom timer where you can customize the working periods and the breaks and Kitchen timer which is just a timer. Free from https://www.marinaratimer.com/

Many students have troubles of concentrating because of their phone. They have got used to checking the phone every other minute, which makes it difficult to focus on anything else. Of course, this can be dealt with agreeing to leave the phone somewhere else, away from the studies but there are several applications for this too. The student may find it more fun to grow trees or something else which shows the no-phone time.

HINT

**Examples of the Get focused applications:**

**Forest** for Android. Grows trees when you don't switch on your phone. Helps to learn discipline and focusing. Free from Play Store.

**Focus Plant** for Android. Grows plants when you don't switch on your phone. Helps to learn discipline and focusing. Free from Play Store.

**Plantie** for iPhones. Grows trees when you don't switch on your phone. Helps to learn discipline and focusing. Free from App Store

**Devo** for IOS and Android. Your personal assistant for doing deep work. It uses machine learning to dissect your productive patterns and actively helps you work smarter. You effectively get your own Deep Work Algorithm, trained using your data alone. From https://timelyapp.com/blog/meet-dewo free trial and a fee after that.

**LeechBlock NG**, a browser extension productivity tool designed to block time-wasting sites. Free from here for Google Chrome or for Firefox.

Cold Turkey Blocker, blocks anything from specific websites and applications to the entire internet with a few exceptions. Has a one-time fee. https://getcoldturkey.com/

## 11.4 Tools and methods in tutoring

A skilful tutor knows many methods and can choose the best ones for each occasion. He or she is also able to vary the methods while tutoring. Versatile methods increase interaction between the tutor and the student and improve the learning process. A good method often increases the student's motivation and gives feedback for both the tutor and the student. Besides the subject, a good method teaches the student critical thinking, problem solving and conversation skills.

HINT

**Things that influence choosing the tools and method:**

- The level, habits, and motivation of the students.
- The readiness, experience, and eagerness of the tutor.
- The subject and the learning objectives.
- The requirements of the method: time, space, group size etc.
- Meaningful and varying methods

Often it is necessary to explain a topic when the student has missed some of the information that is necessary to understand the whole concept. When doing this, keep your explanations clear, short, and to the point. Lecturing is not the best way of tutoring. It's more efficient to be there for the student and help him / her to use the resources he / she already has. The resources may be his / her textbook, notes, previous tests etc.

**Let the student explain.** That reinforces learning and helps you to see what the student already knows and where the possible problems are. Ask different type of questions:

- Use open-ended questions. If the student must answer more than just yes or no, it forces him / her to think more.
- Use probing questions. The student must think other options or explain his /her idea.
- Repeat questions or change them a bit to find out what the student knows.

EXAMPLE

**Examples of open-ended questions:**

- Define this term / What is the definition of …
- Tell me more about …
- Where do you think we should begin?

EXAMPLE

**Examples of probing questions:**

- Why do you think so?
- If that's true, what will happen next?

Listening to the answers is at least as important as the questions. By focusing on the answers, you will know

- if the student understood the topic
- if the student explains it easily or if it still is difficult and takes time
- if the student's non-verbal behavior tells something important

What if the student doesn't say anything? The tutor already knows the answer, but it often takes time for the student to think before answering. You need to be patient not to hurry but to let the student take all the time he / she needs for the processing. If there's still no answer and the student looks bewildered, you can ask helping questions. You may for example divide the original question into smaller parts which may help the student grasp the idea.

Let the student summarize the content. Encourage him / her to give the summary in his / her own words instead of copying by heart the textbook phrases for example. Help the student with questions if needed. This summary will let you know whether the student understood the topic and is ready to move on to the next one.

Don't assume that the student has understood. Always start with the basics and make sure he/ she knows everything that's relevant for the next phase.

How to make sure the student understood

- Check the vocabulary. Does he /she know the terms?

- Let the student summarize what you have said

- Make a quiz of the content

- Play student and let the student play tutor who explains the content

- Let the student draw a mind map or a diagram of the content

Student often find it hard to get started with a big task. Help them divide the task into smaller pieces which are easier to understand.

By varying methods, you you'll find out what kind of methods help the student most. Even though it is not necessary to try to define student's learning type nor are the types so straightforward, it is good to understand the basics of the learning types. Some students learn best by reading and writing or listening (auditory learners), some are more visual, or kinesthetic. Those who benefit from reading and writing can for example read the textbook chapter and make notes of it. Drawing pictures, mind maps or diagrams often helps visual learners. They need to see the content to understand and remember it. Kinesthetic learners benefit from doing. If it fits the content and you have a suitable material, let the student build the diagram or model himself / herself. Even drawing can be remembered better if it involves moving for example to another table.

As its best, learning is fun. So don't forget games. Games can be very simple like memory games with matching picture and word, words in different languages or even a chemical formula and the name of the compound. Only imagination set limits to using games in learning. There are also several digital platforms where you can create your own games or quizzes and use the existing ones. Digital quizzes are an easy way for students to revise topics at home too.

**Easy ways to gamify learning:**
- https://www.blooket.com/

- https://quizlet.com/

- https://quizizz.com/

- https://nearpod.com/

- https://kahoot.com/schools-u/

- https://padlet.com/

Remember to notice the students learning and success. Positive reinforcement is powerful but don't over-exaggerate. Reinforcement gives the student a sense of accomplishment, provides a reward and encourages him / her to learn more. Positive reinforcement can be nonverbal like smiling, a surprised look, nodding, thumbs up etc. When using verbal reinforcement, you could say for example:

- Good job

- Well done

- This went much better than last time

- You are doing fine with this topic
- I'm proud of you
- I knew you could do it
- You have been working hard
- I like the way you are trying your best

IMPORTANT

To put it short, try to use different tools and methods and vary them during the session.

Use mind maps, notes, colours, shapes, motion, games, quizzes, books, videos, podcasts, research, news etc.

To avoid chaos, don't try to fit too many methods into one tutoring session!

An important goal for a tutor is to make himself / herself not needed anymore. A good tutor helps the student to find the best study strategies to use different resources. Let the student do the work, encourage independent learning, and help the student build his/ her confidence.

## 11.5 Help and guidance

You should always know where to seek for help and guidance if you need to. The school or institution must have someone responsible for tutoring so that you can contact him / her when you have questions, or the student has problems that are beyond tutoring. The student may need help from health care, psychologist or somewhere else. It's not your duty to arrange the help but you can inform about the need.

REMEMBER

Make sure you know where you can seek for help and guidance.

## 11.6 Limits of tutoring

Good tutoring should help the student become an independent learner, who acquires critical learning skills, and helps the student learn how to help himself/ herself. Sometimes the student's expectations are not realistic, or the student has problems that are beyond the tutor's skills and duties.

| Tutoring is | Tutoring is not |
|---|---|
| student-centred collaboration. | a homework or editing service. You do not do the student's work for them. |
| helping students to understand and to correct their errors. | correcting errors for them. |
| offering an honest assessment in a supporting way. | unconditional praise. |
| focused on providing academic support. | therapy. |
| helping the students to find the answers and where to seek help. | being an omniscient expert. |
| | babysitting or substituting parents. |

 expert instruction.

If you encounter any problems which you think you cannot handle, contact the person who is responsible for your help and guidance. You are not expected to be a psychologist, counsellor, or confessor.

<span style="color:red">IMPORTANT</span>

Tutors are not counsellors, nor should they try to be. If a student exhibits any of the following traits, contact the person who is responsible for your help and guidance.

- The student behaves significantly differently or tells you he / she is anxious, depressed, troubled, or confused

- The student behaves inappropriately

- The student is unusually demanding or dependent.

Remember to take care of your own well-being.

- Make sure you have work-free days (no tutoring, no lesson planning)

- Have a fixed working schedule.

- Take non-negotiable breaks during the day.

## 11.7 Summary

When dealing with students it's important to make sure that everyone involved, the tutor, the student, and the parents, have similar expectations for the tutoring. It's good to agree on the procedures for example how often and how the tutor should report the student's progress etc. The tutor should be prepared for different approaches which may arise for example from the cultural differences.

Time allocation is a very import skill for a tutor. Being able to plan how long it takes for a student to finish a specific task, helps planning the tutoring session. However, every student is different, and the tutor should have rather too much material than too little when preparing the session. That way it's easy to choose the most relevant materials if it seems that all the material is not going to be used during that session. Games and quizzes are handy as such spare material.

Allocating time is an important studying skill and it's great if you can help the student with that. There are many useful methods starting with the calendar, which may be useful for both the tutor and the student.

When choosing tools and methods for each tutoring session, the tutor should keep in mind the student's learning habits e.g., does he/ she learn best by reading and writing, listening, or doing. It is also important to vary tools and methods during the session. That helps the student stay focused and gives the tutoring session a good structure. Pay notice on the questions you ask. Try to use open-ended questions instead of yes and no answers and don't forget the positive reinforcement.

Remember that you should always have a contact person from the school or institute who will help you if it's needed. It's important to understand the limits of tutoring. Tutoring can help strengthen subject comprehension, boost the student's confidence, and build important learning skills. Tutoring can give student individualized attention that he/ she doesn't get in a classroom. When countering situations that are beyond that and should be addressed to a doctor, a psychologist or someone else, it's important to have someone who you can share these worries.