BEcome
ATutor

BeaT

**Professionalization
in the Tutoring sector**

Curriculum for an

online short course

BEAT – Voluntary tutoring basics

www.beat-project.eu

DESCRIPTION

To maintain a certain quality standard for tutoring and to develop necessary competences for prospective tutors, this online short course provides actual, low-threshold, and practical-related knowledge on voluntary tutoring.

The curriculum consists of 3 chapters:

1

basic understanding of voluntary tutoring

2

development of social skills

3

planning and conducting tutoring sessions

After mastering this online short course, the students will be well-equipped with knowledge and competences to immediately start their individual tutoring career.

TARGET GROUPS

The online course is targeting on people

✔ who are already working as a tutor but didn't receive any specific training yet;
✔ who are interested in volunteering as tutors and would like to develop their skills to prepare their work as a tutor.

QUALIFICATION PROFILE AND COMPETENCES

The learners will be able to:

✔ Understand the basics of tutoring and what to consider when working as a volunteer tutor
✔ Develop competences in communication, motivation, and conflict management (social skills)
✔ Setup single or a series of tutoring sessions (organizational skills)
✔ Illustrate different learning styles and apply a variety of methods accordingly (didactical/methodical skills)
✔ Understand the character of online tutoring and plan online tutoring sessions (IT skills)

APPLIED TOOLS AND METHODS

The following learning methods will be applied in this online course:

✔ **Theory chapters:** All content units in each module will consist of an actual and practical related introduction about the specific topic.

✔ **Exercises:** There will be different exercises in each module to test the acquired knowledge. These exercises will consist of single or multiple-choice questions, assign terms, connect dots and others. The learners will receive automatic feedback after conducting the exercises.

✔ **Assessments:** By conducting assessments, the learners will be able to prove their knowledge on the content of the whole course.
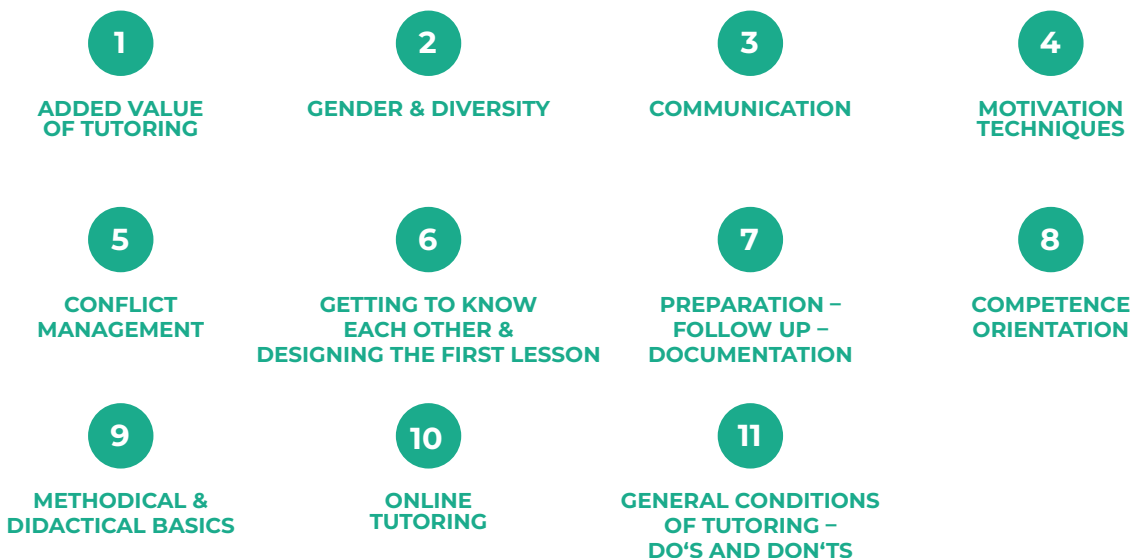
COURSE TYPE

✔ This course will be provided on an online learning platform.

✔ All course modules are self-contained; thus, the learners will have the possibility to choose the sequence of the modules by themselves.

WORKING TIME

✔ Each module incl. exercises will have a working time of approx. 2–4 hours.

✔ Thus, the whole course will have a working time of approx. 35 hours or 1 week.

CURRICULUM MODULES – OVERVIEW

1 ADDED VALUE OF TUTORING

2 GENDER & DIVERSITY

3 COMMUNICATION

4 MOTIVATION TECHNIQUES

5 CONFLICT MANAGEMENT

6 GETTING TO KNOW EACH OTHER & DESIGNING THE FIRST LESSON

7 PREPARATION – FOLLOW UP – DOCUMENTATION

8 COMPETENCE ORIENTATION

9 METHODICAL & DIDACTICAL BASICS

10 ONLINE TUTORING

11 GENERAL CONDITIONS OF TUTORING – DO'S AND DON'TS

1   ADDED VALUE OF TUTORING

Content unit	Learning objective (The learners are able to ...)
1 **Basic information about voluntary tutoring**	describe what tutoring is, who needs it and who can become a tutor
2 **Introduction to the course**	describe the overall content of the course, understand the beneficials for the tutor
3 **Self-assessment and self-reflection**	describe why he/she decided to become a tutor, name own personal strengths, describe own expectations
4 **Voluntary work – definitions, types, and motivations**	exemplify different types and motivations of voluntary work

2   GENDER & DIVERSITY

Content unit	Learning objective (The learners are able to ...)
1 **Basic knowledge in the field of gender mainstreaming**	illustrate basic concepts and methods of gender mainstreaming
2 **Basic knowledge in the field of diversity with the help of the diversity wheel**	get a comprehensive and multi-layered overall picture of their learners.
3 **Diversity and gender competence of training persons**	recognize and use the heterogenity of their group as a potencial for learning possibilities.
4 **Gender- and culture-sensitive expertise**	to take conclusions from their acquired expertise in gender and diverstiy for their training.
5 **Gender- and culture-sensible social competence**	empower themselves with appreciative communication and cooperation skills.
6 **Gender- and culturally sensitive personnel competence**	create gender sensitive tutoring through self-reflection and self-criticism.
7 **Gender- and culture-sensitive methodological competence**	apply appropriate methods for sensitization in gender and diversity.

3   COMMUNICATION

Content unit		Learning objective (The learners are able to ...)
1	**Communication models**	describe different models and definitions of communication
2	**Communication types**	illustrate different categories of communication
3	**Non-verbal communication**	exemplify the importance of implicit messages via non-verbal channels
4	**The four levels of a message by Schulz von Thun**	describe the aspects of the 4-layer models and the factors of decoding a message
5	**"Inner team" by Schulz von Thun**	illustrate the processes, roles, and tasks of the "inner team"
6	**Question techniques**	describe different question techniques and when to use appropriate question techniques
7	**Presentation competence**	illustrate basic presentation and moderation skills
8	**Creativity techniques**	exemplify different creativity techniques and how to apply them in tutoring

4   MOTIVATION TECHNIQUES

Content unit		Learning objective (The learners are able to ...)
1	**Psychological basics in the motivational research**	describe the psychology behind motivation, understand the importance of motivation in learning
2	**The relevance of positive psychology in the education context**	exemplify different motivation techniques
3	**How to create motivation?**	describe different ways to give feedback, understand the importance of feedback
4	**Feedback as an important mean of motivation**	describe what motivates him/her
5	**Case example**	describe the different motivation levels and the possible reasons for them

5 CONFLICT MANAGEMENT

Content unit	Learning objective (The learners are able to ...)
1 **An introduction into conflict and escalation**	describe the character of conflicts and escalations and can describe conflict resolution strategies,
2 **Understanding conflicts**	describe conflict signals, -processes and -relations.
3 **Conflict prevention**	describe the meaning and design of conflict prevention
4 **Effective conflict resolution**	exemplify the most important interventions and question techniques

6 GETTING TO KNOW EACH OTHER AND DESIGNING THE FIRST LESSON

Content unit	Learning objective (The learners are able to ...)
1 **First contact**	illustrate possible topics at the first contact
2 **Preliminary talk**	describe what to discuss and to decide during the preliminary talk
3 **The first tutoring**	describe possible the design and possible topics to agree in the first tutoring session
4 **The objective agreement**	illustrate the purpose and the content of an objective agreement
5 **Designing the learning space**	describe how to design a fruitful learning space
6 **Structure of a tutoring lesson**	illustrate possible structures of tutoring sessions

7 — PREPARATION – FOLLOW UP – DOCUMENTATION

Content unit		Learning objective (Die Lerner:innen können …)
1	Goal setting	divide process into smaller pieces, set goals according to personal needs of the student, understand the importance of a SMART goals
2	Scheduling	plan a schedule for tutoring session and for homework or independent exercises
3	Learning progress	describe the ways of measuring and noticing the progress
4	The end of tutoring	describe what was accomplished, help the student how to proceed without the tutor and where to seek for help
5	Documentation	document the tutoring for the institute, reflect what kind of notes or information might be needed in the future

8 — COMPETENCE ORIENTATION

Content unit		Learning objective (The learners are able to …)
1	What is competence?	illustrate important elements of the term and determine the difference to qualification or performance
2	Why competence orientation?	describe competence requirements concerning labour and educational policy-initiated change of paradigm
3	Learning objective orientation	describe the meaning of learning objectives for learners and the relation to competence-oriented training
4	Action orientation	exemplify action-oriented methods and its effect on learners
5	Interdisciplinarity and holism	illustrate the meaning of interdisciplinary learning processes and the differences between the 4 competence areas
6	Learning orientation	describe changes of tutor's attitudes and role concerning the change of paradigm from teaching towards learning
7	Participant centricity	illustrate how to link possible experiences of learners during tutoring
8	Competence assessment	exemplify important definitions concerning validation and acknowledgement of competences

9   METHODICAL AND DIDACTICAL BASICS

Content unit		Learning objective (The learners are able to ...)
1	**Seminar design**	illustrate and design classes based on didactical and methodical principles
2	**Learning objectives**	formulate learning objectives along with the components content, prerequisite, and assessment standard
3	**Social forms and methods**	describe different social forms in classes and customize them according to learning sequences
4	**Assessment of learning success**	describe the steps of planning and conducting assessment of learning success
5	**Learning basics**	describe basic principles and apply them in their tutoring
6	**Learning styles**	specify different learning styles and adapt learning methods accordingly
7	**Learning techniques**	illustrate different learning techniques and methods for tutoring purposes
8	**Learning disorders**	illustrate types of learning disorders and how to deal with it in tutoring

10   ONLINE TUTORING

Content unit		Learning objective (The learners are able to ...)
1	**Tools and platforms for online tutoring**	illustrate different platforms for online sessions, use at least one platform
2	**Preparation of online tutoring**	describe different plans of an online session, understand the differences and similarities of an online and face-to-face sessions
3	**Tips & stumbling blocks for carrying out online tutoring**	describe the most important things of a meaningful online session
4	**Useful apps**	exemplify apps to support the tutoring (e.g., manage time, concentration, to-do apps, online whiteboards)

11 GENERAL CONDITIONS OF TUTORING – DO'S AND DON'TS

Content unit		Learning objective (The learners are able to ...)
1	**Social aspects**	describe possible solutions when dealing with students and parents
2	**Time allocation**	illustrate how to allocate time for various tasks
3	**Tools and methods in tutoring**	illustrate tools and methods and how to vary them in specific situations
4	**Help and guidance**	know who to contact in the institution for help and guidance
5	**Limits of tutoring**	describe situations that don't belong to a tutor, know where to seek for help