UNIT 2  TUTORING

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2.0  INTRODUCTION

As a student, down the ages, you would have learnt certain things from people whom you might have met outside your School/College/Institution. Such learning would be in an informal way, in which you are relaxed all the time and can raise any doubt without having any preference for the people around or the situation where you are placed. Actually, while you are learning, the person who is imparting you the learning is actually doing the task of tutoring. Are you surprised? Many a times, you yourself have rendered the process of tutoring irrespective of your position and that too when you are not aware that you are imparting some learning.

The process by which people help and support the learning of others in an interactive, purposeful and systematic way is called as Tutoring. Such persons are called Tutors. People who could render tutoring generally include teachers, parents or other adult carers, brothers and sisters, other students from the peer group, and various kinds of volunteers. Even young children can serve as effective tutors. Everyone can be a tutor—
everybody can help somebody with something. In helping others to learn, tutors often learn themselves.

Tutoring is done either on one-to-one basis or on pairs. When Tutoring is done on one-to-one basis, intimacy is enhanced, which helps the learner to raise any doubt without any hesitation. Tutoring, when done in a group, enhances peer learning and may lead to a healthy competition aimed to excel each other.

Scholars like Walberg & Haertel (1997); Topping & Ehly (1998); Rohrbeck et al. (1999) have revealed that tutoring is highly effective. The fact that tutoring is highly effective has its implications to educators in general and learners in particular. This can be of great help for those places where there is lack of professional teachers. Even when there are sufficient teachers, because of the fact that the growth of knowledge is rapid even in economically advanced countries, and hence the learners in addition to relying on professional teachers, can seek the help of people around them, who can enhance the learning process.

Being a student of distance learning you would agree that the ODL learners have different characteristics, different circumstances and reasons for learning. These characteristics have their implications for how you learn and face the challenges while pursuing the distance education course. Can you identify some of the characteristics of an ODL learner?

O’Rourke (2003) identified following characteristics of an adult distance learner:

a) They are adults with busy lives, family and work commitments. This means that they have little time for learning and other commitments may disrupt their learning schedule too.

b) ODL learners have a clear goal for learning. This means that they are more committed to achieving their goals and continue their learning if at all possible.

c) ODL learners may have been away from formal learning for some time. This means that they may need some orientation to formal learning processes like academic writing, research, use of library etc.

d) ODL learners may not be able to reach libraries or other academic resources. This means that they may need to have resources made available in different ways (sent from libraries or at Study Centres).

e) ODL learners are often interested in implications of their learning for their life and work. This means that they are more likely to be motivated to continue; they may want to explore how learning relates to work or life situations in assignments.

Having understood above characteristics, now you may be able to visualise why an ODL learner would need a tutor? But this does not in any way construe that making provision of tutoring is an imperative for a distance learner. There may be other factors and other kinds of instructional help like tutoring through a face-to-face tutor or a digital tutor, to be provided to the learners.

This unit introduces you to the tutoring and its different aspects. Let’s study tutoring in detail.
2.1 LEARNING OUTCOMES

After reading this unit, you shall be able to:

- Discuss the concept of tutoring;
- Describe the role of a tutor;
- Differentiate between tutoring & counselling;
- Explain the role of support staff in tutoring & counselling; and
- Discuss the importance of tutoring services.

2.2 ROLE OF A TUTOR IN ODL

In open and distance learning a tutor may have different responsibilities. These may pertain to academic, administrative or support area. O’Rourke (2003) listed the following roles of an ODL tutor:

a) **Academic advising**
   - Advising learners about course choice, options for continuing for completing a study programme
   - Advising learners about courses for specific qualifications or career choices

b) **Academic instructions and coaching**
   - Responding to questions from learners
   - Clarifying course material when necessary
   - Developing additional resources or tutorial materials
   - Helping learners develop specific skills

c) **Academic facilitation**
   - Providing remedial help, or advice on where to obtain it
   - Providing information about additional resources for learners who want to pursue a particular interest in greater depth
   - Planning and guiding discussions among learners, whether face-to-face, or mediated through a conferencing technology (audio, video, computer)

d) **Academic assessment**
   - Setting assignments for learner assessment
   - Clarifying assignment tasks and options to learners
   - Assessing grading and providing feedback to learners on their assignments
   - Setting examinations
   - Marking examinations

e) **Maintaining supportive communication with learners**
   - Initiating contact with learners at the start of the course
   - Maintaining regular contact with learners for the duration of the course
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- Helping learners address issues that may impede their progress in the course

f) Administrative record keeping and communication with administrative staff

- Verifying student records at the beginning of the course
- Maintaining accurate records of each learner’s work, including assignments and exams, and submitting these records to the appropriate departments.
- Learning about administrative procedures and deadlines that affect learners, such as procedures and deadlines for changing or withdrawing from a course.

Check Your Progress 1

Notes: a) Space is given below for your answer.
       b) Compare your answer with the one given at the end of this unit.

Now that you have understood the role and responsibility of an ODL tutor, please list out various knowledge and skill attributes the ODL tutor would possess based on the area of responsibility under academic, support and administrative field.

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Even though, the process of tutoring is being increasingly used, it can not be taken as granted that every attempt at tutoring would be effective everywhere. In order that tutoring is to be effective, it needs to be thoughtful, well structured and carefully monitored. Tutors must be obvious about how they can help, and how not.

What should tutors need to be? Can you think of a few of the qualities, which you expect in a tutor i.e., in a person from whom you have to learn informally.

Some of the qualities and skills, which are very helpful to a tutor, may be summarized as below:

- reflection
- individualized help
- questioning
- modelling and demonstration
- providing relevant examples
- better understanding of learners
- prompting and self-correction
- immediate feedback and praise
Both the learners and the tutors are benefited from the tutoring process. They can learn to give and receive praise, develop social skills, develop communication skills (listening, explaining, questioning, summarizing), and develop greater self-esteem.

Before moving on to the next section, let us have a break and attempt this Check your Progress.

Check Your Progress 2

Notes: a) Space is given below for your answer.

b) Compare your answer with the one given at the end of this unit.

What are the various skills which help a tutor for effective tutoring?

Having done the above activity now let us find out the attributes of an ideal tutor.

2.3 ATTRIBUTES OF AN IDEAL TUTOR

You would agree that being an ideal tutor would not be quite an easy task, yet there are some attributes which we can adopt and imbibe in our life in order to become good tutors.

O’Rourke (2003) gave an account of an ideal tutor based on the feedback obtained from learners and tutors:

“The ideal tutor is a paragon:, she or he is consistent, fair, professional in standards and attitudes, encouraging but honest, unbiased, kind, positive, respectful and accepting of students’ ideas, patient, personal, tolerant, appreciative, understanding and helpful. Marking by a tutor of this sort will provide the best possible feedback, a crucial, and for most learners, central part of the learning process. A good tutor or instructor:

- provides clear explanations on his or her expectations and marking style
- welcomes extra questions
- locates one’s faults but corrects them kindly and explains why marks have been lost or awarded
- makes thorough but cheerful and constructive comments
- gives an extra boost to encourage a student in difficulty
- clarifies points which have not been easily grasped or correctly learned
- is helpful in achieving the student’s objectives
In a nutshell it can be said that an ideal tutor is the one who treats his or her students the way he or she would like to be treated himself or herself, who is approachable as a real person and who provides the most extensive and encouraging comments.

Check Your Progress 3

Notes:

a) Space is given below for your answers.
b) Compare your answer with the one given at the end of this unit.

What are the various attributes of an ideal tutor?

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2.4 TYPES OF TUTORING

Tutoring generally is of three types. More than getting to know about the types of tutoring, it is important to note the differences between these three types of tutoring.

First of all, let us have a look at the types of tutoring. They are

- Peer Tutoring,
- Cross-Age Tutoring, and
- Parent/Adult Volunteer Tutoring.

I am sure, you would be curious to know about these types in detail. Let’s move on to know the types of tutoring in detail. Each type of tutoring has attributes specific/unique to it.

1) Peer Tutoring

Peer tutoring can be defined as a one-on-one teaching process in which the tutor is of the same general age, grade, or academic status as the learner (Gaustad, 1992). As you read the definition, I am sure, you would recall your group study which you might have done in school/college.

The specific attributes of peer tutoring are:

a) Avoids disruptions in schedules that other forms cannot avoid. It is contained within one class with one group of children (Rekrut, 1994).

b) Provides tutors and learners with a similar language. They feel freer to express their opinions and take risks (Kalkowski, 1995).

c) Is cost effective.
2) **Cross-age Tutoring**

When the tutor is an older student, cross-age tutoring is the appropriate term to use. If you have studied in boarding school, generally, the school authorities encourage a student of a lower class be attached to someone from the higher class, in other words, cross-age tutoring is facilitated.

The specific attributes of cross-age tutoring are:

a) Takes advantage of the higher status inherent in the age difference (Gaustad, 1992).

b) Can increase learner’s self-esteem as a result of having an older, higher-status friend (Topping, 1988).

c) Prevents feelings of inferiority that children may experience if they are of a same-age or peers (Gaustad, 1992).

3) **Parent/Adult Volunteer Tutoring**

The third type of tutoring is Parent/Adult Volunteer Tutoring, where adults outside the school tutor students.

The specific attributes of Parent/Adult Volunteer Tutoring are:

a) Keeps the parents and other community members in touch with the school.

b) Creates advocates of the tutoring process in general.

c) Reduces distractions—adult-student pairs generally do not get easily distracted.

Before moving on to know about the importance of tutoring in distance education, let us have a break and attempt this Check Your Progress.

**Check Your Progress 4**

**Notes:**

a) Space is given below for your answers.

b) Compare your answer with the one given at the end of this unit.

Name the major types of tutoring.

Having done the Check Your Progress, now let us move on to know about the importance of tutoring in distance education.

### 2.5 IMPORTANCE OF TUTORING IN DISTANCE EDUCATION

Over the years, priority among distance educators and researchers has been the issue of the drop out problem. There may be many different reasons for a student to drop out like work-related engagements, social life pressures or financial commitments. When a learner takes a decision to take advantage of an educational opportunity, one of the objectives is to improve the quality of life by making most of their abilities through
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education. In distance education, other challenges can be in the form of a physical disability, returning to school as an older student and feeling odd-man out in the group, and getting adjusted to the cultural and communication differences in a diverse student community etc.

Tutoring in distance education has a number of benefits. Irrespective of the type, scope of tutoring, individual differences of the tutors, there are common benefits that result from tutoring in nearly any setting. A tutor in distance education is more than just a source of information. They are valuable resources for the distance learners to consult. Learners ask the tutors to clarify course materials or explain homework assignments. Tutors advise the distance learners regarding right course selection, educational and career guidance or even introducing them to the professionals in their chosen field.

Tutors in distance education have time-draining responsibilities outside of their normal teaching duties. They engage themselves in the research, prepare lectures and sometimes they themselves are students too, if they are enrolled for some course. Let’s see what is the importance of tutoring in distance education in general to the tutors, and to the learners.

2.5.1 Benefits of Tutoring in General

Tutoring:
1) Heightens sense of competency/adequacy in conforming to new role.
2) Encourages higher levels of thinking. Kalkowski, (1995) found that tutoring improves students’ attitudes toward school: reduces dropout rates, and truancies.
3) Permits more advanced students to study below-level material without embarrassment.
4) Increases motivation to learn in order to maintain new role and thus improves self-esteem and self-confidence.
5) Enhances the ability to manage own learning and study strategies.
6) Increases subject specific knowledge, related general knowledge and thereby enhances the understanding of subject area which leads to the improvement in the attitude toward subject area.
7) Provides more empathy with students. Tutoring breaks down social barriers and creates new friendships. Martino, (1993) reported that tutoring provides emotional support and positive role models.

2.5.2 Benefits of Tutoring for the Learners

Tutoring is beneficial to the learners in many different ways. It:
1) Offers more individualized, systematic, structured learning experience. Martino (1993), revealed that tutoring facilitates individual instruction, wherein lessons are tailored to individual student’s learning styles and levels of understanding.
2) Provides greater congruence between teacher and learner, closer role model and increases the companionship.
3) Improves academic performance and personal growth. This is mainly due to the closer monitoring (from the teacher and tutor) that maximizes time on task.
4) Improves attitude toward subject area as it enables private instruction, apart from whole class instruction.

5) Generates stronger effects than other individualized teaching strategies. In tutoring, the skills are demonstrated instead of just verbalized.


7) Provides intensive practice for students who need it.

8) Improves self-esteem. Tutoring facilitates increased praise, feedback, and encouragement over what they might receive from one teacher, which improves the emotional wellbeing of the individual.

### 2.5.3 Benefits of Tutoring for the Tutors

Tutors also enjoy various benefits out of tutoring practices. Some of the benefits enjoyed by them are as follows:

1) The tutor enjoys a sense of pride and accomplishment for having helped someone else. Tutoring increases self-esteem, confidence, and sense of adequacy as a result of being named a tutor.

2) Tutors gain an increase in their academic mastery as the result of the process of helping somebody with the academic matter.

3) The tutor develops a sense of self-assessment/self-appraisal, which is manifested by a greater sense of dedication to their own instruction, so they can effectively transmit it to the learner.

4) Tutoring helps in standardising the teaching methods so that optimum result is obtained by the tutors. Gaustad (1992) found that as a result of tutoring, a new or increased sense of responsibility and awareness for what teachers must do to transmit knowledge to students.

5) Tutoring helps the tutors to understand the learners better and to follow their learning behaviours amidst their commitments and shortcomings. The tutors develop empathy for learners for whom learning may be much more of a struggle.

Before moving on to know about the importance of tutoring in distance education, let us have a break and attempt this Check Your Progress.

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<td>b) Compare your answer with the one given at the end of this unit.</td>
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<td>What are the benefits of tutoring?</td>
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Hope you have done the Check Your Progress taking into account the benefits of tutoring for the tutor, the learners and institutions. Now let us move on to know the relationship between tutoring and counselling.
2.6 DIFFERENCE BETWEEN TUTORING AND COUNSELLING

Having read about the basics of Tutoring, now let us know the difference between counselling and tutoring.

Counselling

As far as the distance learning/education is concerned, the term “counselling” refers to the following:

1) Student-tutor communication, involving functions like marking and commenting on assignments, face-to-face teaching, telephone tutoring, audio cassettes and video-phone, computer-mediated communication.

2) Tait & Sewart (1983) argued that counselling refers to interactions between student and institute which are not directly subject related. The counselling function thus covers advice on general problems related to part-time and distance study, course choices and further training, examinations, registrations, financial support and payment. In other words counselling in distance education covers activities which under another broad term can be described as Student Support Services.

In short, it can be said that providing support to students facing difficult personal circumstances which are specific (social, psychological, integration in the student life...) is done through counselling.

Tutoring

Tutoring is rendered to give support to students facing difficulties in their studies.

Through tutoring we help students help themselves. The tutor assists or guides the students to the point at which they become independent learners, and thus no longer need a tutor.

To conclude, it can be said that Tutoring is study-related and counselling is related to everything. In general, an individual can serve as both the tutor and the counsellor. However, individual preferences do decide on the roles they want to play.

Before moving on to know about how learners can be supported through learning in distance education, let us have a break and attempt this Check Your Progress.

Check Your Progress 6

Notes: a) Space is given below for your answer.
       b) Compare your answer with the one given at the end of this unit.

How will you compare tutoring and counselling?
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Hope you have done the Check Your Progress on the basis of the aspects covered in counselling and tutoring. Now let us move on to know about how learners can be supported through tutoring.

2.7 SUPPORTING LEARNERS THROUGH TUTORING

Time is the crucial agent for a variety of tasks to be declared as “successfully completed”. Even in studying, time plays an important role, evident from the fact that no one would appreciate if a candidate successfully completes the first standard in an age due for the completion of the eight standards. A major factor in effective learning is Time-on-task. However, when it comes to the content of learning, maximum intake/retention of the materials learnt prevails when learning is done in frequent short sessions. This is more effective than in occasional long sessions.

In addition, learning is successful if the motivation of the learner is triggered first. It should also be remembered that motivation will be highest for real-life goals of the learners. Hence, it can be said that learning is optimised if it is need driven. The disadvantage of such need driven learning is the thirst for completion rather than the thirst for knowledge.

In lines with the need-driven learning, tutoring should also start from the learners point of need rather than the skill of the tutor. The understanding of the subject matter from the point of the learner also matters a lot.

Tutors must establish the knowledge known to the learners first. From there on, they should move on to the content area specified in the syllabus besides uncovering misconceptions from the minds of the learners. The methods used to impart learning i.e., learning strategies must be accorded priority over making students to memorise subject content. Tutors should have enough time to talk with individual learners about their strategies, or explore deep understanding so that the learning process is fruitful.

While practising tutoring the following should be kept in mind:

1) Both the Tutor and learner should agree upon the consistent and regular time to facilitate the learning process. They should remember that coming together is the beginning point for working together. The duration of the tutoring process decides on the quantum of learning transaction that can happen. Frequent tutoring sessions facilitate the feeling of belongingness and remove inhibitions from the learner to openly raise the queries in the mind.

2) The real-life goals of the learner should be targeted. The key areas where the learners need help should be identified first. However, the tutor should take extra effort to understand the hidden motive of the learner so that both the completion of the task and the means to make the learner self-sufficient are targeted. In addition, the tutors have to start with the learner’s immediate concerns and slowly navigate to what is best for the learner over a longer period of time.

3) The tutors should first assess what the learners already know about the subject and should not be carried away by what is actually posed
by the learner. Applicability of the learning imparted to the learner
and further utilisation of the language gained in different contexts is
directly proportional to the effort and ability of the tutor.

4) Learners often need to learn in very small steps. It is not practical on
the part of the tutor to expect the learner to make big leaps. Tutors
should remember that there is individual variability in the capacity
of learning and learning is person specific even though it is goal
oriented in terms of personal, economic, social satisfaction.

5) In order to counteract the challenge posed during the learning
process, an equal amount of self-confidence and support from the
immediate circle of associates is a must. Tutoring is intended to be
supportive to help the learners in their struggle to successfully
complete the task related to the learning process.

Before moving on to know how a tutoring process can be implemented,
let us have a break and attempt this Check Your Progress.

Check Your Progress 7
Notes:  a)  Space is given below for your answer.
              b)  Compare your answer with the one given at the end of this unit.

How will you support learners through tutoring?
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Hope you have done the Check Your Progress. Now let us move on to
know how tutoring can be implemented.

2.8 IMPLEMENTING A TUTORING PROGRAMME

Tutoring programme is institution specific and highly depends on the
tutor who handles the programme. Uniformity in the implementation of
the programme is not prevalent and the high diversity makes the
tutoring programme unique and special which suits the target group.
Irrespective of the size and scope of the tutoring programme, there are
basic steps which may be followed to conduct a tutoring programme.

The following steps may be implemented to organize a tutoring
programme.

1) Consider what the objectives of the tutoring programme are:
   • What is the target age group?
   • What subject area(s) will be the focus?
   • Is academic improvement the main goal, or will the focus be
     also on self-esteem and student attitudes?

2) A person should be earmarked to coordinate the tutoring
   programme preferably by the occupational designation. The tutor
can be recruited either from amongst the employees or specifically
hired for this job or chosen one among the volunteer, irrespective of
the recruitment procedure used.
3) Total support of teaching staff and administration for the implementation of the tutoring programme need to be ensured.

4) Stock of available human, physical, time, and financial resources for the purpose of tutoring should be taken.

5) The parents or guardians should be informed about objectives, policies, and procedures. If needed their permission should be obtained in writing.

6) A plan for evaluating the successfulness of the programme should be chalked out.

7) Since the tutors and learners are key players in the tutoring programme, their identification process should be objective and should be grounded as per objectives of the tutoring programme.

Having read the steps to be taken in organizing a tutoring programme, now let us have a quick look at the procedures for identifying the tutors and the learners, who make or break the tutoring programme.

Identifying the tutors

Ellery (1995) suggested the following to be taken into consideration while identifying tutors for a tutoring programme:

1. A panel can be made either by advertising in the media or seeking nominations from faculty and students

2. Potential tutors must be subject experts of the field in question

3. Dedication, patience and willingness are significant qualities of a tutor. They must be able to lead the learner

4. Suitable incentives may be offered to the tutors.

Identifying the learners

In a tutoring programme, a learner is equally important as a tutor. Martino (1993) suggested selecting such students who are in actual need of some help in a specified subject and feel difficulty in learning within a group. But he cautioned against those students who may have attendance problems or have deviant behaviour. He further advised that the learners need to accept, respect and not feel threatened of the tutoring from a peer.

Before moving on to know how tutors can be trained, let us have a break and attempt this Check Your Progress.

Check Your Progress 8

Notes: a) Space is given below for your answer.

b) Compare your answer with the one given at the end of this unit.

How will you identify tutor(s) for a tutoring programme?

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Hope you have done the Check Your Progress. Now let us move on to know how tutors can be trained.

2.9 TRAINING OF THE TUTORS

Training is important to get the best out of a tutor. Training augments the utilisation of the know-how of tutoring which is generally theory-based with the personal experiences. Training prevents the tutors to resort to damaging practices such as threats, put-downs, or guilt.

Factors for effective tutor training

Kalkowski (1995) gave some suggestions for effective implementation of a tutoring programme:

- The tutors should be provided a bird's eye view of the whole programme.
- Detailed training content may be distributed in advance.
- A pre-assessment of the tutor’s skills should be carried out.
- Tutors may be provided general background of the learners (but avoid any personal or sensitive information)
- Good work done by tutors must be appreciated. This shall motivate them for further good job.
- Continuous monitoring and supervision throughout the course of tutoring may be maintained.
- Proper records may be maintained by the tutors related to learner’s assessment and overall evaluation of the programme.
- A model format may be decided to be followed by tutors for practising interpersonal, management, and content skills.
- Tutors may be trained in error correction procedures.
- Tutors should have the ability to locate the potential area where learners require extra assistance.
- As tutors need appreciation of their good work, the learners should also be provided feedback, encouragement and appreciation.

Before moving on to know the factors to be considered during the conduct of the tutoring session, let us have a break and attempt this Check Your Progress.

Check Your Progress 9

Notes: a) Space is given below for your answer.
   b) Compare your answer with the one given at the end of this unit.

What steps we may keep in mind while implementing a training programme for tutors?

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Hope you have done the Check your Progress. Now let us move on to know the factors to be considered during the conduct of the tutoring sessions.

### 2.10 FACTORS TO KEEP INTO CONSIDERATION WHILE ORGANISING A TUTORING SESSION

Tutoring is beneficial to all the stakeholders involved. However, the following factors should be taken into account to make the tutoring session have optimum result:

- The classrooms must be noise free.
- Effective instructional strategies should be used.
- Authoritarianism should be avoided.
- Tutoring must be conducted in a happy environment.
- Tutors and learners must feel engaged in the programme.
- Tutoring must not be taken as a substitute of what a teacher has accomplished in a classroom.

Before moving on to know the role of the support service staff, let us have a break and attempt this Check your Progress.

#### Check Your Progress 10

**Notes:**

a) *Space is given below for your answer.*

b) *Compare your answer with the one given at the end of this unit.*

What are the factors to be taken into consideration while conducting the tutoring sessions?

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Hope you have worked out the Check your Progress. Now let us move on to know the role of the support service staff.

### 2.11 ROLE OF SUPPORT SERVICES STAFF

While it is evident that the tutoring programme is of real use in the learning process, it should be made clear of what the scope of the tutors, so that the role of the support services staff (SSS) in the tutoring process is not misunderstood.

#### 2.11.1 The Role of the Support Services Staff Aims to

- Conduct the case history of the learner right from the course choice to the fulfilled prerequisite courses to the schedule agreed upon by the learner and the tutor to the arrangement of the infrastructure already available/accessible to the learner.
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- Clarify confusing parts of a lecture or text.
- Solve problems by suggesting possible approaches or working similar problems.
- Help the learner with a course they are currently enrolled in.
- Engage the learner in the specified/allotted time for the duration agreed upon.
- Facilitate the tutoring process, so that the optimum benefit is derived by the learner.

2.11.2 The Role of the Support Services Staff does not Aim to

- Do the homework problems for the learner. (Remember the tutor enables the learner to do the homework)
- Correct papers for the learner.
- Help the learner with take-home tests.
- Repeat the classroom lecture for the learner.
- Help the learner with a course they are NOT currently enrolled in.
- Force the learner to be engaged in the learning process (Remember, the learner has to opt for being benefited by the tutoring process)

While talking about the role of the support services staff, it is also worthy to mention that they can serve as personal tutors. However, it would be apt to review the suitability of the staff to serve as the tutors. It would be a wise choice to put the support services staff as the tutors for their own subject(s) in which they have specialised. They should also be made aware of the student's total situation and the complete teaching system so as to give maximum support. For optimum results, a meeting between the support services staff and the student should be facilitated to achieve a better mutual understanding.

Check Your Progress 11

Notes: a) Space is given below for your answer.
        b) Compare your answer with the one given at the end of this unit.

Explain what the support services staff are not expected to do in tutoring.

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2.12 LET US SUM UP

In this unit, you learnt about tutoring and student support systems. Tutoring has a significant place in distance education as the distance learner has characteristics which need to be addressed in a specific manner. In this unit, you further analysed and discussed how tutoring
Tutoring and student support systems in ODL and workplace learning are used to fulfil functions associated with both academic and non-academic support. You were also explained the difference between counselling and tutoring. One of the important aspects of tutoring is how to identify suitable tutors, learners and how to organise an effective tutoring session. These were also discussed in detail. Finally you studied how the support service staff can extend help to the learners in distance education setting.

As you noticed, a good tutor must have the capacity and willingness to help learners. Building a positive interpersonal relationship in a tutoring programme benefits the tutor and learners. Rekrut (1994) pointed out that almost any subject can be taken up in a tutoring context, and students and adults of all ages can be participants. The important lesson learned from this unit is that an effective tutoring programme is one where the tutors are receptive to the learners questions and concerns and learners feel comfortable in participating.

2.13 FEEDBACK TO CHECK YOUR PROGRESS

QUESTIONS

Check Your Progress 1
a) Advising learners about which course would be beneficial to them.
b) Advising learners about courses they can join as per their qualifications.
c) Responding to student’s queries.
d) Keeping regular contact with the students.
e) Verifying student records.

Check Your Progress 2
• Reflection
• Providing individualized help
• Questioning
• Offering relevant examples
• Having better understanding of learners
• Prompting and self-correction
• Providing immediate feedback and praise

Check Your Progress 3
• Provides clear explanations.
• Encourages students to ask questions and clear their doubts.
• Provides constructive and positive comments on the work of students.
• Provides timely feedback.
• Shows genuine interest in promoting learning in learners.

Check Your Progress 4
• Peer tutoring
• Cross-age tutoring, and
• Parent/adult volunteer tutoring.
Counselling and Tutoring Services

Check Your Progress 5
- Reduces dropout rate
- Increases motivation to learn
- Builds up empathy with students
- Improves self-esteem and self-confidence
- Motivates self-paced and self-directed learning

Check Your Progress 6
Tutoring is provided to students to help them in their studies, whereas through counselling we try to help a student on not only study related issues but on other aspects as well (like social, psychological etc).

Check Your Progress 7
- Arranging frequent tutoring sessions.
- Identifying key areas where the student needs help.
- Making an assessment of what the learner already knows and then proceeding accordingly.
- Taking into consideration the individual’s capabilities and providing support.

Check Your Progress 8
- Seeking nominations from faculty or students
- Advertising in the media

Check Your Progress 9
- Detailed agenda must be prepared in advance and circulated among the concerned.
- Pre-assessment of the skills of tutors to be trained
- Knowledge of child psychology should be provided to the tutors
- Continuous monitoring during training programme should be carried out
- Training is to be provided in error correction procedures.

Check Your Progress 10
- Noise free classroom
- Effective instructional strategies
- Make tutors and students feel engaged in the programme.

Check Your Progress 11
- Doing homework of the students
- Repeat the classroom lecture for the students
- Forceful engagement of student in learning.
2.14 REFERENCES AND FURTHER READINGS


