Developing E-Learning Capacities for Youth Mobility in Europe

Tutorial Concept

Idea of the project PARKUR: self-directed online-learning with tutoring

A systematic support, e.g. supervision in the individual process of a self-directed e-learning language training program is the key to success. Accompanying the participants during their autonomous learning path as well as stimulating a reflection on the learning objectives are fundamental criteria in the design of the platform. Tutors play a key role in coaching, accompanying and advising future trainees during the learning process. The addressed target group (e.g. young learners, trainees, interns) receive tutorial learning support during their online learning. This is important to the extent that they are not yet or only partially used to learning online and autonomously. The online tutor takes mainly the role of an advisor and companion to promote self-directed learning.

Two tutors - One learner

Two tutors will guide the learner as she/he engages in learning activities. The tutors are called Tutor Coach (TC) and Tutor Island (TI). Both tutors accompany the learner throughout her/his learning journey.

As soon as a learner registers on the platform, she/he is assigned a TC. The TC first carries out a learning diagnosis, then accompanies the learners throughout the learning process on PARKUR and gives learning advice and support in case of learning difficulties. The TI, on the other hand, accompanies the learners in the respective learning islands on a selective basis by giving them feedback on various tasks and moderating interactions.

Support the learner's learning success

The platform enables an individualised path on three levels: language training, training in professional aspects and intercultural training. PARKUR is structured around thematic learning islands, which refer to work spaces where learners and tutors of the platform meet for limited periods of time. The exercises of the platform are designed on the basis of authentic situations and resources. Within each island, learners have tasks to complete with other learners and the support of a tutor.

The learner who is still in the process of self-regulation is on a so-called language learning journey. The learner travels from one island to another, from one stage to the next, from one subject to the other. In the first learning consultation, the TC discusses and decides with the learner which learning island she/he will starts with. The TI accompanies the learner then in the learning islands and will evaluate and advise her/him to look for the right content to improve her/his language skills at level A2 (CEFR). Both tutors will continuously support the learner's learning success with their expertise, personal and professional skills and are in regular exchange regarding her/his learning progress.

The platform will be available in 5 languages. In order to use different language combinations for tutoring, an international team of online tutors will be built up and trained, supporting learners in France, Germany, Italy, Poland and Spain.

Role of tutor – between teaching expert and tour guide / animator of the learning resort

There are multiple tasks of a tutor. Generally speaking, both tutors take care of the individual learning success, support and supervision of the learner. For support and supervision, the TC primarily uses the native language of the respective learner. The TI, on the other hand, always expresses herself/himself in the target language and normally does not use the L1 of the learner. Both tutors help the learner to clarify technical problems and identify further learning resources. For this purpose, the tutors are in regular contact with the administrator and the content manager of the learning platform.

In a way, the TC is not only managing the learner's learning process, but she/he is also responsible for the psychological support. The TI on the other hand always gives feedback with the aim of showing the learner her/his strengths during the learning process.

Its specific personal and professional competencies, which are hereby defined, are intended to support the learning outcome.

The tutor's role and tasks can be summarized as follows:

Role	Tasks
Tutor Coach (TC)	**General tasks:** - Individual consultation and support of the learner during her/his learning process - Support to clarify technical questions - Identification of further learning resources **Introduction to PARKUR:** - Is responsible for initial diagnosis - Gives live consultation / learning counselling - Proposes the individual learning path - Undersigns the "Learn contract" with the learner - Introduction into PARKUR **During the learning process:** - Monitors the access to the e-learning platform - Reacts to the learning performance and activities of the learner - Demands the learner's commitment - Encourages the learner - Responds to learner's questions and difficulties - Gives feedback on a regular base regarding learning contract - Consults herself/himself with TI **Conclusion:** - Gives final feedback on the learning process - Is responsible for documentation of the learning results together with the learner
Tutor Island (TI)	**General tasks:** - Animates to step onto one island - Organizes the pathway in terms of deadlines, activates the study group and/or tandem partners **Individual support of the learner:** - Consults the individual learner regarding the content - Is available to assist the learner - Welcomes the learner on the island **Mentoring on an island:** - Supervises the individual activities of the learner - Creates a good study atmosphere - Animates the study group - Presents the learning content during a video conference - Organizes and hosts the video conference - Initiates role plays and gives feedback to the tandem partners or study group - Identifies further learning materials for the learner

Tutor Coach (TC) and Tutor Island (TI)

Since the learner is guided and supported by two tutors, the TC and the TI need to co-operate. The main differing tasks can be summarized as shown:

TC	TI
Looks at all content and tasks on an island	Looks at all contents and tasks on the island, especially final stage and final task
Checks registration and profile of the learner	Welcomes the learner on her/his first step onto the island
Reacts on challenges which the learner faces	Plans a videoconference at the final task
Screens the learning progress of the learning after ending one session (after 10 days)	Puts learner and TC into contact
Motivates the learner when she/he gets stuck in her/his learning process	Gives feedback about the learner to TC
Puts learner into contact with TI	
Gives feedback about the learner to TI	

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Competencies, experiences and qualification of the tutors

Thinking of the important role of tutors during the learning process in the e-learning context, it is necessary to define the competencies, experiences and qualifications of the tutor.

Competencies and experiences	TC	TI
General competencies:	- Has language competencies L1: French, German, Italian, Spanish or Polish - Has language competencies L2: above mentioned languages on level B2	- Shall be a student or trainer for language training programs - Needs to show teaching ability - Should show strong affinity for long-distance learning - Needs to have communication- and presentation skills - Has language competencies L2 at least B2 - Has life experience abroad – if possible
Psychology of learning:	- Needs knowledge about the self-directed learning - Needs basic knowledge about psychology of learning - Needs knowledge about e-learning - Needs knowledge about media didactics	- Needs basic knowledge of learning psychology - Knows about e-learning - Has knowledge about media didactics - Has knowledge about the self-directed learning - Knows about the socio-constructivist theories of learning ("teacher is a coach", "learning is co-operation")
Knowledge of the e-learning program PARKUR:	- Knows the content and structure of PARKUR in specific - Knows platform Chamilo - Knows the concept and objectives of PARKUR	- Knows the content and structure of PARKUR in specific - Knows how to use synchronous & asynchronous online-tools - Knows how to co-operate and collaborate in long-distance learning

Competencies and experiences	TC	TI
Support of the learner:	- Knows how to use synchronical & asynchronical online-tools - Knows about possible assistance during e-learning process - Is aware of her/his role - Knows how to give constructive advices and general conversation techniques - Knows techniques for giving constructive feedback - Knows how to monitor learners' activities - Knows the evaluation and feedback documents - Knows the faq document for learners	- Knows about long-distance tutorials - Is aware of her/his role - Knows how to deal with group dynamics - Knows how to give constructive advices and general conversation techniques - Knows techniques for giving constructive feedback

Training of the online-tutors

Regarding the above described roles, tasks, experiences and competencies, the training shall focus on the following objectives:

1. Psychology of learning: characteristics of self-regulated learning, fundamental knowledge of learning psychology, self-directed learning, e-learning and media didactics;
2. Knowledge of the e-learning program PARKUR: concept, objectives and content and technical functionalities of PARKUR;
3. Support and Monitoring the learner's activities: Knowledge of possible assistance during e-learning process; Knowledge of techniques for giving constructive feedback; Awareness of the tutors' role.

Accordingly, the curriculum for this training itself includes self-study elements as well as long-distance and on-site trainings where tutors will achieve these objectives.

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