

Developing expert training for tutors as part of an Educational Design Research project

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Abstract: In all countries and economies that participated in PISA 2018, socio-economic status still significantly influences students' performance in science, reading, and mathematics. One suggested approach to help mitigate the problem is that people in local communities provide after-school remedial support for students in need in close cooperation with the schools. The aim of the dissertation project is to design and construct a compact training for the voluntary tutors so that they can best support the students. To provide the voluntary tutors with the best training in the least possible time, an innovative competency-based-training using visualized-model-centered instruction was developed. At the beginning of the training, an expert model of teaching and learning is introduced and then used as a reference for lesson planning, training of tutoring sequences in a realistic training environment with student-actors, and reflecting on the experiences. The school closures due to the COVID-19 pandemic necessitated a transition to distance tutoring, which was accomplished by online tutorials in combination with providing associated procedures and templates. The intervention is developed in an educational design research project. The evaluation showed that when tutors adhered to the laid-out procedures and viewed themselves as learners of their teaching, noticeable gains in their learning and the learning of the cared-for children could be observed.

Keywords: Educational Design Research; Visualized-Model-Centered Instruction; Tutoring; Volunteer Tutoring