

# Info Pack for students-tutee

An Info Pack for students (tutees) participating in a university tutoring program should provide comprehensive information to help them understand the program, set expectations, and make the most out of their tutoring experience.

A list of information that should be included in the Info Pack:

**1. Program Overview** (*Briefly explain the purpose and goals of the tutoring program; Provide an overview of the benefits that tutees can expect to gain from participating*).

The Department of Statistics of Georgia has published the statistics of students enrolled in higher educational programs and graduates of higher educational institutions according to different years. The data show that 30-40% of the total number of students cannot complete educational programs. We think the rate of "Dropping Out" from higher education is quite high. As a result of participation in the educational process and observation of the process, the Erasmus + Proment project team believes that the reasons for this can be: peculiarities of university life; the complexity of the educational program compared to the school program; insufficient level of mathematical literacy; low experience of leading an independent life; wrong choice of future profession; uncertainty in future career goals.

To overcome the listed challenges, it is desirable to offer a tutoring program to students of the first academic year and vulnerable groups of the students.

A tutor is a successful undergraduate, master's or doctoral student who provides advice to the first-year undergraduate students and helps them get involved in the academic process as well as in the scientific and creative activities of the university.

The tutor helps the tutee overcome the difficulties encountered during the studies of a study course and to achieve academic success. Its goal is for students to acquire not only knowledge and skills, but also to solve specific problems.

The tutor should be distinguished:

- With high academic performance;
- With fluent written and verbal communication skills;
- With leadership skills;
- With the ability to focus on the problem and find effective ways to solve it;
- With the ability to work in a team;
- With being motivated and highly responsible.



Tutees involved in the tutoring program have the opportunity to consult with tutors on issues of interest to them. Tutors will help them find and process interesting and important information related to the learning process. As a result, tutees will be able to adapt more easily to a foreign university environment.

In the relationship between the tutor and the tutee, it is possible to use both group and individual work forms and electronic platforms. It is planned to develop optional training courses.

The main functions and obligations of a tutor include:

- Finding students who would like / need to join the tutoring program;
- Active involvement of students in the learning process;
- Finding and processing information, literature and materials related to the educational process;
- Providing information and news related to the educational process to first-year students;
- Providing consultations regarding training courses;
- Facilitating the adaptation of students with special needs to the educational process;
- Ensuring the integration of foreign students into the educational process;
- Facilitating the integration of students, who have moved to the faculty, in the educational process.

The university administration will introduce the developed mentoring and tutoring scheme and programs to the students through informational meetings, website and other electronic platforms (the university Facebook page, Twitter and Instagram). A special electronic portal will allow interested students to register for a specific tutoring program and select a tutor.

The tutee is selected from undergraduate students who have some difficulty in engaging in university life, coping with different courses, achieving program learning outcomes, and developing career skills. They are willing to participate in the university scientific activities and other events, but feel that they need additional consultations/seminars to develop the skills necessary for writing and formatting a scientific paper.

Tutors will organize informational meetings and presentations with students registered for the tutoring program, help them in the formation of an individual schedule, provide consultations on the following issues:

- Educational programs and training courses (syllabus, literature, curriculum);

- Evaluation system;
- Academic and administrative registration of students;
- Tuition fees, related benefits and social projects;
- University scholarships;
- Examination processes and appeal of results;
- Internal and external mobility;
- Suspension and termination of a student status;
- Student rights, duties, obligations and personal information;
- Material, information and library resources.

In addition to consultations related to the educational process, the tutor will introduce the tutees to the rights and duties of a student, the internal regulations of the university, the code of conduct; will share information about faculty and university student life (student scientific conferences, student scientific society, student self-government, cultural, sports, intellectual and charity events ) etc.

Within the framework of the tutoring program, tutors will help non-Georgian speaking students to master the educational program of training in the Georgian language, orient in the university space and prepare various practical tasks.

The university space, like any space in Georgia, is not free from gender stereotypes related to the profession, and obviously this also affects students. In some cases, ensuring a balance between studies, personal life and family obligations is a problem. Support mechanisms for young mothers are weak. Family obligations often force them to give up their involvement in active student life and career advancement. Obviously, this leads to the "passiveness" of girls in scientific research and in mastering such specialties where technological knowledge and practical skills are fundamentally important. The active involvement of girls in science is an important factor in terms of raising their qualifications and employment in the future. The goal of the program is to support female students in their professional development and career advancement, as well as to help realize their potential and help young people overcome existing barriers.

Tutoring is based on cooperation, mutual understanding and mutual trust, during which students develop necessary skills, which ultimately contributes to the integration of students into the university environment.

**2. Expectations and Responsibilities** (Clearly outline the roles and responsibilities of both tutees and tutors; Explain the frequency and format of meetings (in-person, virtual, etc.), communication methods, and expected commitment).

The tutor and the tutee meeting agenda should mainly focus on the following:

- Academic support of the learning process;
- Development of skills;
- Evaluation and feedback;
- Increasing the student's self-confidence and self-esteem and career growth in the future;
- Student involvement in various scientific, social, cultural and sports events.

The tutor plays an important role in the success of students enrolled in the tutoring program. They help students achieve their desired goals and academic success throughout the semester.

**The duties of the tutor include:**

- To help a tutee to find and process the necessary information related to the educational process;
- To give an incentive and promote development;
- Give necessary recommendations and help in overcoming various difficulties;
- To be involved not only in the educational process, but also in the scientific and creative activities of the university;
- To help students with special needs to adapt;
- To help foreign students to adapt to the university environment;
- To contribute to raising the level of awareness and awareness regarding gender issues;
- To timely identify gender discrimination and eliminate it.

**The duties of the tutee include:**

- To get acquainted with the schedule of classes, not to be late at and attend meetings regularly;
- To be in constant contact with the tutor;
- To notify the tutor in advance about not attending, moving or refusing the meeting;
- To formulate their questions, goals and objectives specifically and clearly;
- To use effectively the time given to them by the tutor;

- In case of difficulties related to the learning process, they should contact the tutor on time.

The mentoring and tutoring scheme will include group meetings, seminars, one to one meetings, both online and face-to-face, depending on the student's wishes. Tutors will organize presentations and various dissemination events with the target groups. By knowing in advance the academic data of the students (what advantages or difficulties they have, what their motivation is, etc.), the tutor will be able to create an idea about the academic needs of the students, which will make it easier for them to work in the future.

All meetings with tutees must be properly planned and prepared to be successful. During the meetings, the tutor explains their duties to the students and agrees on the format of the meetings. The tutor may use different means of communication: individual and group meetings, online mode, telephone and e-mail consultations, etc.;

**3. Goal Setting and Development** (Explain the importance of setting goals and objectives for the tutoring relationship; Provide guidance on how to define and communicate goals to the tutor).

The purpose of the tutor is:

- To assist students in overcoming and mastering academic difficulties and learning material.

The tutor tries to improve the academic performance of the students, establishes an individual study plan for each student, conducts surveys regarding the conducted meetings, according to which they identify the weak and strong sides of what of tutoring process. The goal is to create a positive environment for teaching, encourage students and their full involvement in lessons, for which they use different teaching methods. The tutor prepares students for exam tests and questions, supports in developing the skills of analysis, synthesis and evaluation, critical thinking; develops interest and skills of applying research methods. The tutor asks the following questions: *Can you make a brief summary of the topics discussed? What useful things have you learnt? Is there any topic you need more elaboration on? What can be done to make tutoring more efficient to you? Are there any priorities we have to focus on?*

The tutor tries to gain and build trust, because tutoring is based on friendship, trust and mutual understanding. The main thing is that the tutor's tone is friendly and the student feels that you are genuinely interested in their opinion.

The tutor periodically evaluates the students' knowledge through tests; teaches them time management and sets an individual teaching plan for each student; uses additional materials (video lessons, presentations, educational websites and literature, etc.) to increase the quality of learning and motivation.

➤ To help students clarify and extract problems and tasks from the study material, to develop a strategy for solving these problems, which in the future will form in the students the effective skills necessary to perform work independently;

The tutor is focused on solving problems and tries to help students develop relevant skills. Its purpose is to offer students difficult but achievable goals, and even more difficult challenges for successful students; assists students who have some difficulties in getting involved in university life, want to participate in scientific activities and events, but feel that they need additional consultations/seminars to develop necessary skills for writing and formatting a scientific paper.

➤ Assist students with personal or professional issues;

➤ Promote the improvement of students' qualifications and professional advancement;

The tutor tries to develop students with general skills necessary for their employment, helps students to plan and develop their career; informs them about labor market prospects and news. Plans various student employment promotion events, trainings and workshops, which serve to find a job for students. Teaches how to properly compile curricula and place them in the employment database so that employers have the opportunity to choose the candidate they want. Assists students to engage in various internship and employment programs.

➤ To introduce students to various scientific, social, cultural, sports or creative events and competitions organized by the university and to promote participation in these events;

The purpose of tutoring is to support students and help them engage in various university activities according to their talents and desires: scientific, cultural, sports, intellectual and cognitive, charity events; to introduce information about sports teams, musical ensembles and creative groups operating in the university, various competitions, projects and programs taking place in the university; to promote their participation in regional and republican universities and student days.

➤ To support female students in professional development and career advancement.

The tutor helps female students escape from the influence of gender stereotypes. Supports young mothers who often refuse to participate in active student life and career advancement due to family obligations.

The active involvement of girls in science is an important factor in terms of raising their

qualifications in the future. The goal of the tutor is to support female students in their professional development and career advancement, as well as to help realize their potential and help young people overcome existing barriers

**4. Communication Guidelines** (Offer suggestions for effective communication, including active listening, asking questions, and seeking feedback).

For effective communication, first of all, the listener should listen carefully to the tutor and ask a focused and well-tailored question, which will make it easier to understand the issue, as well as it will be possible to get comprehensive and complete information about the discussed topic.

Effective communication between the tutor and the tutee depends not only on the tutor, but also on how the student understands and evaluates the information.

If questions about the issue arise again and any topic remains unclear to the listener, it is possible for the tutee to ask questions for further clarification.

During the communication between the tutor and the tutee, both information transfer and feedback are important, through which the tutor will be able to find out how well the information conveyed by them has been understood and perceived.

To make sure the information conveyed by the tutor is easily understood and perceived, the tutor shall try to specifically tackle the topic of interest, be coherent, speak simply and receive feedback from the tutee.

The form of communication with students with special needs is also noteworthy - the tutor shall treat them with the same attention and respect as others.

Communication between the tutee and the tutor can take different forms:

- Face-to-face communication;
- Telephone communication;
- Communication through different social networks;
- Communication through e-mail.
  - The tutor can use different methods for effective communication:
    - **Individual** work method, where students are given time to complete the task independently;
    - **Competitive**: students will be given a certain amount of work and time to complete this work. The first 3 students who complete the given task the fastest and at the same time correctly are evaluated with the highest grade.

➤ **Collaborative:** the group is divided into teams of several students. After completing the task, the work of the teams is evaluated, and at the same time, individual members of the team present their own role and opinions in the performance of this task.

➤ **Discussion:** discussion contributes to the formation of such important skills as: active listening, formulating one's own opinion in an argumentative manner, reasoning, listening to and considering the opinion of others, drawing conclusions.

➤ **Debates:** for the debate, a topic is chosen in advance and one representative of the two teams participates. Other members of the teams can participate in the debate. This way students develop the ability to critically look at and evaluate the discussed issues, develop independent and critical thinking.

➤ **Question-answer mode:** the tutor asks students questions about the explained material. Using this method, the audience becomes active and finds out how correctly and well the material explained by the tutor has been understood.

**5. Confidentiality and Etiquette** (Discuss the importance of maintaining confidentiality and respecting professional boundaries; Provide guidelines for appropriate behavior and communication during tutoring sessions).

The university collects personal data of students, academic and administrative staff. The large amount of data stored in an educational institution necessitates a high standard of data protection in this system, which implies the legality of the data processing process and ensures the protection of the data subject's rights.

Higher education institutions use electronic systems in the management of the educational process, which, along with improved data recording and processing capabilities, also contain the risk of unauthorized access to data. In the process of managing and administering the learning process, staff have access to electronic systems/databases in which personal data of students are collected.

The relationship between the tutor and the tutee shall be based on trust. The student's personal data and information must be kept confidential by the tutor and not transferred to a third party without the student's consent (except in cases of necessity).

Special attention is paid to the storage of student's personal information - the issue of confidentiality. Moreover, the tutor shall know what kind of information cannot be disclosed. Disclosure of confidential or private information provided by the student not only violates confidentiality, but also undermines the student's trust in the tutor.

Confidential information includes: student's academic performance, criminal record, ethnicity, information about health status, sexual life and others.

The purpose for which personal data is being processed must be clearly defined. For example, the tutor may obtain contact information (for example an email address) from a student in order to inform him/her about the educational process. In this case, the purpose of data processing is to inform the student. Data shall be processed only to the extent necessary to achieve the relevant legal purpose.

**6. Meeting Logistics** (Detail how to schedule and prepare for tutoring sessions; Include information about location (if in-person), technology requirements (if virtual), and any necessary materials).

Tutor-tutee relationship shall take into account the following:

- Who shall coordinate the tutor-tutee meeting;
- Duration of a class;
- Number of students in groups;
- Monitoring of teaching;
- Drawing up a schedule and a plan of lessons;
- Determination of the format of the meetings.

Tutors and Tutees will post their CVs on the IT-platform, where they indicate their skills, scientific achievements and interest areas, experience, etc. According to the data placed on the IT-platform, the information will be reconciled taking into account the requirements and skills of the participants.

At the first meeting, the tutor and the tutee discuss their expectations, goals, make future plans, and agree on the ways and conditions of communication.

In the future, communication between the tutor and the tutee will take place in the auditorium, or if the mentee wishes, through an electronic platform. Consultations envisage setting goals and tasks, discussing ways to solve problems. At the meeting, practical experience will be shared about what it means to work in a particular profession, what challenges they may face and what daily activities are like in the chosen profession. They get advice on how to increase your chances of employment in the profession, understand what skills need to be developed for their career advancement. Tutees will develop and improve personal and professional skills, form and expand the circle of professional contacts. They will learn how to properly prepare papers and summaries.

#### **Forms of work:**

- **Auditorium meetings** - a meeting between the tutor and the tutee according to a pre-prepared curriculum, where the purpose of the training course, teaching-learning methods and other relevant activities, what results the tutor and the tutee should expect, are described in detail.

- **Consultations** - meetings in the Mentoring and Tutoring Center, where tutees and tutors can meet other groups and share their experience and knowledge, created and established projects, recommendations and instructions.

**7. Conflict Resolution** (Offer advice on addressing conflicts or issues that may arise during the tutoring relationship).

Conflict is a part of human daily life and arises as a result of opposition of interests of people. Conflict resolution does not mean declaring both sides as winners or declaring one side as the winner and the other side as the loser. With such an approach, the conflict may be temporarily settled, but the main hotbed will not be eliminated.

Various types of conflicts may arise in tutoring and in general in the relationships between the tutor and the tutee as well as the tutees. The tutor should be prepared to meet all kinds of conflicts and be able to resolve them rationally. For this the following methods can be applied:

- Elimination of a problem with a fundamental study of the ground of the conflict and a healthy discussion, in which other members of the group take part in addition to the parties of the conflict;
- Defuse the situation by using healthy humor;
- Negotiations between conflict participants;
- Compromise;
- Surrender.

The tutor tries to determine the structure of the conflict and tries to adapt to the role of a facilitator. For this, the tutor determines the object/subject due to which/whom the conflict occurred; determines the conditions and scope of the conflict and tries to find ways to resolve the conflict.

The best way to resolve the conflict is a properly conducted dialogue, and for this, the parties in the conflict need to listen to each other, learn to express their wishes, so as not to offend the opposing party and its interests, and to keep calm. Controlling emotions is an important factor during an argument. Taking into account these skills, the parties of the conflict will be able to adequately assess the situation and convey their wishes and opinions as correctly and effectively as possible.

The tutor asks the parties involved in the conflict to write down all the causes of the conflict, think of the ways of settling these problems, that best suit them, and then present these strategies to each other. It is important that the tutor tries to explain to the students that the strategies presented by them are not provocative. Subsequently, the group begins to discuss and analyze each option for conflict resolution. Finally, students will choose which of the presented options is the best way to resolve the conflict and agree on one of the options.

Depending on the needs, a psychologist may also be involved in resolving the conflict.



## 8. Feedback and Evaluation (Explain the importance of giving and receiving feedback and how it contributes to personal and professional growth).

One of the important aspects in teaching process is provision of feedback, which ensures the following opportunity:

- **For the tutor** - to determine how the material conveyed by them was perceived and understood;
- **For the tutee** - how the tutor will evaluate the work they have done.

Without the feedback and evaluation, learning outcomes cannot be measured and the teaching process appears to be less efficient. Giving feedback makes the tutee become motivated, which is an important factor to achieve success. The purpose of feedback and formative assessment is to determine how well the student has understood the material. Moreover, the tutor will be able to properly plan the teaching process. Ultimately, this process helps the tutor to gain trust and improve their performance.

In order to improve the tutee's progress and increase their motivation, it is better if the evaluation emphasizes the best aspects of the work and at the same time points out the sides for improvement, giving specific recommendations that the tutees will take into account in the future to eliminate the shortcomings.

In order to effectively evaluate the learning process, tutees may be surveyed periodically to identify the following:

- How relevant the topics to be discussed are;
- If the material explained and conveyed by the tutor is clear and easy to understand;
- If the tutee is involved in the work process;
- If the material explained by the tutor fully satisfies the tutee's interests;
- The extent the tutor helps the tutee to participate in university events;
- Availability of the tutor;
- Tutor's privacy level;
- Usefulness of the tips and recommendations given by the tutor;
- If there is any need to make any changes or add the information to the tutoring content;

## 9. Contact Information (Provide contact details for program coordinators or administrators who can assist with scheduling, questions, or concerns).

The Tutoring and Mentoring Center will be created on the basis of the Department of Student Career Development, Culture and Sports in BSU, where applicants will be given recommendations and support to solve some issues (contact information: tel. +995(422) 29 42 42; email: ---- ----)

**10. Code of Conduct** (Include a code of conduct that outlines expected behavior and reinforces a respectful and professional environment.

All persons connected with the university of contractual basis (academic, administrative and support staff, invited teachers, students) are obliged to follow ethical norms, values and rules of conduct based on: justice, dignity, mutual respect, equality of human rights, trust, freedom of speech and expression of opinion, professional responsibility and honesty.

Tutor standard envisages the following:

- To provide guidance to tutees in accordance with the established schedule;
- To start and finish the scheduled consultations in the time specified by the schedule;
- To provide comprehensive information to tutees;
- To be conscientious, considerate, fair and unbiased;
- To have a high sense of responsibility;
- To follow confidentiality rules;
- To follow the norms of morality;
- To respect the dignity and rights of others;
- Not to carry out such actions that directly or indirectly cause/encourage discriminatory approach towards tutees;
- To act in accordance with the internal regulations and code of conduct of the university;

Tutee-Tutor standard envisages the following:

- To respect a tutors' time;
- Always appear on time for the planned meeting or presentation with the tutor, and in case of not being able to come inform them in advance;
- To review their lecture materials in advance and come prepared to the consultation with the tutor;
- To bring lecture materials, syllabi, tests, which will make it easier for the tutor to get to know the student's problems more specifically;
- Before addressing the tutor for help, they tutees shall carefully study the issue and make sure that it will be difficult to solve the problems themselves;
- To make a preliminary outline of the specific questions and problems that shall be solved together with the tutor;
- To be ready to answer comprehensively the questions that the tutor will ask them about the topic they are interested in;
- To learn teamwork, respect the time and wishes of other tutees;
- To get acquainted with the Code of Conduct of the university.



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