

“Tutoring as a Pedagogical Resource: A Coaching Dimension of a Lecturer’s Work ”

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Preview

- Learning environment on Porvoo Campus
- Facilitation of studies
- ENTRE-COACH training
- Tutoring

HAAGA-HELIA

- A private University of Applied Sciences
- 10 000 students; 700 staff
- Campuses in or near Helsinki, Finland
- Business, Sales and Services, Tourism, Hospitality, IT, Sports, Journalism, Vocational teacher education
- Finnish and international students
- Bachelor and Master levels
- in Finnish, Swedish, and English
- Focus: quality, diversity, specialisation, research and development, work-life, and entrepreneurship.

Porvoo Campus

- Experimental educational practices
- Regional development, innovation, and internationalisation
- Flexible learning environments
- Transparent glass walls
- Shared working spaces
- Latest technologies

Degree Programme in Tourism



- Bachelor of Hospitality Management
- Specialisations: Business Travel Management; Event Management
- Annual intake: 30

Facilitation

- Recruitment of candidates
- Application
- Entrance examination
- Studies
- Graduation
- Alumni

Facilitation

- Student office
- Academic advising
- Semester coordination
- Degree programme administration
- Student unions
- IT department
- International coordinators
- Tutoring by the staff
- Tutoring by senior students
- Social services
- Medical staff

Entre-Coach

- Entrepreneurial mindset
- Life-long learning
- Coaching

Tutoring

- Graduation and employability
 - Study progress (55 credits)
 - Best practices
 - Satisfaction
 - Well-being
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- Peer assesment
 - Pre-assignments
 - Action / time plan

Students' feedback

- **A survey:** how students define tutoring, its relevance, roles, advantages and challenges. The survey also asked for improvement ideas. Response rate - 50 per cent.
- **Tutoring:** a process of joint professional growth, whereby the student and the tutor learn from each other, develop trust, and contribute to the quality of studies.
- **The goals of tutoring:**
 - reflection, discussion; check-ups and reviews;
 - sharing experiences and feedback; support, guidance, and advising;
 - explanations and search for solutions; realising one's potential;
 - career guidance, and insights into one's future professional life.

- **Opinions about the role and impacts of tutoring:**
- One student - tutoring doesn't have much impact on the performance;
- Several students - tutoring was “nice” yet they are alright without it.
- The majority - tutoring is “useful”, “helpful”, “very important”, “priceless”.
- **The advantages:**
- The students get to know their tutors better,
- timely feedback and support, understanding of what to do and how,
- a reassurance that “someone else than just myself is interested”.
- Feeling that the school cares for them, shares their worries, etc.
- improving the grades, obtaining internships, identifying optimal thesis topics, and inspiring fresh and clear thinking about professional future.

- Challenges:
 - Lack of time for tutoring and motivation to prepare in advance.
 - Complex schedules and multitasking
 - Students skipping or forgetting their appointments.
 - Being intimidated by tutoring and seeing it as a “necessary evil”.
 - Doubting whether tutors are skilled enough, prepared, or motivated
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- Yet the majority of the respondents saw no challenges. What the students need are regular reminders, a clear description of tutoring goals and process, and communication skills that would make their participation more efficient. For example, a specific description of tutoring could identify how tutoring is different from academic advising and semester coordination, whereas training in communication could help students to ask the right questions, to give and receive constructive feedback, etc.

- The majority see no challenges, yet need:
- a clear description of tutoring goals and process
- communication skills for efficient participation
- regular reminders
- tutoring as an elective course

- **Expectations about tutors:**

- The tutor strives to provide detailed, correct, and helpful answers to all questions.
- The tutor reaches out to students initiatives and is available freely across all channels.
- The tutor should prepare thoroughly for the discussions and focus on career planning, brainstorming for thesis ideas, internships, etc.
- The tutor should also give tips on how to navigate the studies towards faster graduation.

- **The tutor's personality:**

- an experienced, understanding, caring, patient, and positive professional, who is genuinely motivated to develop a closer relationship, to establish a deeper trust, and to consider the students' best interests as one's own.
- Tutors should have a solution-oriented mind-set and the qualities of a role model.
- Tutors should also avoid lofty ways of speaking and “new age therapies of self-improvement books”.

- **Tutoring could be improved:**
- longer discussions,
- group tutorials and tutoring lectures for larger groups,
- tutoring sessions outside Porvoo Campus,
- tutoring walks, study trips, leisure and sports activities,
- virtual meetings and correspondence.
- agendas/minutes on the school's web-platform.

Observations

- Entre-coach tools : academic, professional, and personal potentials of students
- Empowering the students: responsible, innovative, and efficient.
- Challenges: more resources, flexibility, and commitment,
- need to combine face-to-face and virtual tutoring,
- to match personalities of teachers and students,
- the need to move from the purely therapeutic talk to tangible solutions, etc.

Observation

- Despite the challenges, tutoring is
- on the increase,
- popular with students, staff, and administration
- stimulates innovation, more transparency, accountability and horizontal management of the learning environment
- students can provide a meaningful impact.

Observation

- Traditional teaching will take less space in the work of the staff.
- The staff will be perceived less as teachers and their success with the students and administration will be measured differently.
- The staff are expected to be role-models, career counsellors, people who enable trust and well-being, know the students personally, and can guarantee the students' future employment.
- The students will become more initiative in deciding the contents of their courses / project work,
- The staff will be seen as partners responsible for the infrastructure behind learning, schedules, funding for school projects and arbitration in conflicts.
- Each staff member will act first as a tutor and then as a teacher.

Observation

- Coaching-based tutoring will continue taking more space in the teachers' work load
- *both in job descriptions and in real/virtual classroom interaction.*
- The entrepreneurial mind-set and other ideas of entre-coach project (innovative, disruptive, etc.) will also become more relevant
- *both in how students study and how teachers facilitate learning.*

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