**Effective Tutors and Tutoring within a Blended Learning Context**

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**SUMMARY KEYWORDS**

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Study involves a detailed explanation of a tutors practices on one of their modules. All of these were on blended learning courses. Now how that was operationalized on these courses was on a day school model delivery where learners attended one class per month. So three full days in total over three months, and then the remaining time spent studying independently and utilising resources and communication tools on the university's virtual learning environment. Particularly wrote Search interest for effective teaching of adult learners. And the learners who took part in this research were also in part time, vocationally relevant degrees while speaking while some usually within full time employment, or all the courses were in an education discipline or area. So it's important to note that it was very basic within a school Education and courses within it, such as early years, masters and masters in education and educational management type courses in a white one, this research in this area of interest to me Well, firstly, I was a blended learning student myself and then progressed on to be a course leader of a blended learning course. And now our manage a range of blended learning courses within a department. So each of those roles has given me sort of an interesting insight into effective tutoring a mean adult learner needs. But actually, it was sort of genesis of the research was was much, much simpler. And when I was a master's level student, I had an amazing tutor who could motivate and encourage in online environments is also very, very motivational in face to face environments that could transfer into the online environment. Just pick you up with an email. sense how you're feeling from communication. You out and then motivate you encouraging couraging you accordingly. And other shooters who were who were put in face to face environments didn't seem to be able to do that. And I wanted to know why. And that was what got me researching emotional intelligence caught higher emotional intelligence in shooters translate over into online environments where you have less emotional cues, you don't have the benefit of tone of voice, body language. You can largely we're still operating in text based environments and even if it's synchronous communication, it's not that easy to pick up on some of those emotional cues. So really, the Genesis research was one very effective tutor in an online environment

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and wanting a deeper understanding of

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how that person did it. It was an in that study of a tutors and their practices on a module import In an explanatory mixed methods design which is suggested by Chris Bell and Plano Kroc. This involves quantitative research first and then following this up with a qualitative analysis afterwards to try and explain some of the quantitative findings. So, firstly they involve giving a questionnaire out to ascertain learners perceptions of choosers and the teaching and learning and the assessment they experienced then chooses to get a better idea of their emotional intelligence also completed the mayor celebrate emotional intelligence test. This was then followed by interviews with a tutors and then a V early content analysis. This explored the approaches to teaching and learning that appearing to influence learners perceptions. So a little bit more detail about The study regarding the learner questionnaire 72 students completed it in total. This questionnaire the learner, the learner attitude survey was a modified version of the core experience questionnaire designed by Rumson. Now that was modified. So, as that questionnaire was designed for traditional face to face settings and it was modified to make it suitable for a more online student experience or a blended learning students experience, the scale items within it will good teaching communication, good teaching feedback and concern for student learning clear goals and standard appropriate workload and appropriate assessments. So just just to those five areas gather, just a nice overview of the student learning experience. Now these results from this questionnaire provided some descriptive statistics

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so I could run the tutors

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which was achieved, which were the learners thinking were the most effective, which were the ones who were the least effective. And then I moved on to the quality of data to try and unpick that and find out a little bit more. Why. And through this process, things emerge that were clearly important to all the modules, some more importance of those tutors receiving the highest scores on the attitude survey, and then those that were only observed when the tutors receiving lower scores. And then I could also compare that with the findings from the mosquito, which is the mayor salivate Caruso emotional intelligence test and compare it to the risk compare all the qualitative and quantitative data to that emotional intelligence test as well. To explore the data, analyse and then present the data through a more modern model was developed, which is essentially a conceptual framework for understanding the data within the research. It suggests some qualities and skills of effective choosers In the learners eyes provides a summary of effective tutoring in that education discipline and context they explore. And that model could have relevance for tutors course leaders and managers delivering similar similar programmes. So the model has three main dimensions which I've called higher order concepts they will constructivism, can nature, an instrumentality, and I added lower level factors as I described them which are provided to operationalize those three broad areas. So constructivism represents a student's learning as achieving understanding, can age dimension represents the support and the nature of that support provided by tutors for learners. And then the third dimension instrumentality represents all the factors beyond constructivism and care nature, the contributions to the effectiveness blended learning experience. As I said, the model also also had lower level factors, which were provided to guide online and blended practitioners and other relevant stakeholders in the area. These level of factors were classified into two groups, factors that were associated with effective practice, hey, there were on all the modules and seem to be associated with a generally effective blended learning experience. Then, the model presents are all the factors those factors influence that appear to be influencing learner perceptions of quality. So these factors wherever evidence from the highly effective chooses, ie those receiving the highest scores on the learner questionnaire on the learner attitude server, and indicate practices that if not present, or exist It would influence learners perception of quality. Socially just some examples from the model. The construct of his dimension, some factors that were just generally associated with effective practice was teaching the documents that facilitate a facilitative teaching style and assessment being problem base. Whereas factors influencing learner perceptions of quality included shooters developing a really simple module structure focused around assessment that created more space for learning. And also, as part of the changes were very clear of the purpose of the educational technologies that they were using, why they were using, and they align very carefully with a simple module approach that we're using distracting technologies and things that took people away from working on their problem based assessments. saw the care and nurture dimension. Couple of the factors associated with effective practice included choose we're committed to learner support and choose motivate and encourage learners but only in face to face environments not in the online environment. Whereas factors influencing the learners perceptions of quality include cheaters providing very proactive support, not reactive support. tutors provide a lot of proactive communications sending through messages before the first sessions to introduce themselves simple things and even something as simple as

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the finally for the instrument instrumentality. I mentioned the factors associated with effective practice included tutors or colleagues to collaborate with and discuss effective pedagogy in blended learning environments are teachers or mentors or coaches available to help With educational technologies and the tutors departments had a just a cultural support helping each other that seems as common across all the modules investigated. But factors that influence learners processional quality include, included cheaters managed competing pressures very well and clearly very organised. And a number of tutors who received the high rating solve problems as the occurred and displayed clear low levels of initiative such as real quick rearrangements when modules were disrupted or technologies didn't quite work as well as what they affected. Firstly, from the research, there's very, quite a very simple conclusion. And that is the importance of tutors relationships with learners and developing these relations in quite a short space of time off and quote, the qualitative analysis really on picked That sort of thing that students could toussis could quickly get to know their learners work with. motivate them. And so really just starting to to learn, dynamic was one of the most important things that this study found. There's been a lot of research, particularly clusters constructed as models of the learning, of trying to promote opportunities for peer interaction in blended learning, trying to mimic a face to face classroom. However, there's been a lot of research that found that that's really challenging. And my study found that that was a major in that that was a major finding how hard it was for chooses to get peers interacting within online environments. And you think about the learners, the mature learners doing study part time, they probably have full time jobs or the data full time jobs, they probably got family commitments. So the study promoted an individual constructivist approach, and that is learners largely independent learning largely independently from their peers. And really only engaging in a dialogue with a cheater, which links back to the first point about the importance of those cheater learner relationships. We all have our networks at people or both at work in online environments who we will engage with to learn

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something.

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So it will make sense at least professional people studying part time I didn't want to communicate too much with people on the course.

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But probably work communicating with

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colleagues at work, Twitter, Twitter groups, Facebook groups, etc. The research sort of presented a sort of an alternative form

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of you know,

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developing relations ships with a chooser a simple module structure that promoted problem based learning that appeared appropriate for these type of