

1. TUTORING AT THE UNIVERSITY OF LJUBLJANA

This chapter deals with the following content:

- the purpose of tutoring;**
- roles and tasks in the tutoring system;**
- defining expectations in the tutor – student relationship;**
- forms of tutoring provided at the University of Ljubljana.**

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1.1.

The purpose of tutoring, its role and tasks in the tutoring system at the University of Ljubljana

At the University of Ljubljana (hereinafter: UL) in the Rules of the system of tutoring at the University of Ljubljana (2015) we defined tutoring as the systematic and organised provision of assistance to students in their studies and in their academic development.

The purpose of the tutoring system is to co-create an environment that will underpin and encourage:

- all types of support for students during their studies and for their studies (IT support, support in formulating the elective part of the curriculum, support in studying specific subjects and so forth);
- better progress;
- greater inclusion of students in the work and life of the university;
- greater inclusion of students in extracurricular activities;
- special concern for students with special needs, special status and international students.

Since various different actors are involved in the tutoring system, we will have a look below at who are tutors, tutor coordinators and students, the tasks envisaged for them by the UL tutoring system and what forms of tutoring assistance are provided at UL.

Roles and tasks in the tutoring system at the University of Ljubljana

A **TUTOR** is someone who provides additional explanations and help students acquire information and knowledge; they motivate and guide students and thus contribute to their personal and academic development.

A tutor may be a student or a teacher.

The tasks of a student tutor are in particular:

- regular provision of tutorial hours, during which they advise students regarding studies and other topics and situations;
- familiarising students with their rights and duties and the rights of international students, special needs students and special status students;
- familiarising students with the procedures and rules of operation of the member faculty, the Student Council at the faculty and other forms of student organisation and life (Rules of the system of tutoring at the University of Ljubljana, 2015).

The tasks of a teacher tutor are in particular:

- provision of tutorial hours, during which they advise students regarding their studies, choice of subjects, their further academic path and career opportunities;
- help in resolving academic or other issues that arise during studies ([University of Ljubljana Tutor's Manual, 2007](#)).

A **TUTOR COORDINATOR** may be any professional, research or teaching staff member of a UL member faculty or a student authorised by the member faculty to coordinate tutoring work ([University of Ljubljana Tutor's Manual, 2007](#)).

The tasks of a tutor coordinator are in particular:

- managing tutor meetings;
- monitoring the work of tutors;
- offering tutors help in their work;
- providing tutors with study-related and extracurricular information;
- sees to the implementation of the annual tutoring work plan at the member faculty;
- in cooperation with the Assistant for Tutoring or the Tutoring Committee, compiling a joint annual report on tutoring at the member faculty ([University of Ljubljana Tutor's Manual, 2007](#)).

In the tutoring system a STUDENT is the recipient of assistance and guidance from the teacher tutor or student tutor. Irrespective of their cooperation with a tutor, students are themselves responsible for their academic performance (Rules of the system of tutoring at the University of Ljubljana, 2015).

1.2.

What can the tutor expect from the student and the student from the tutor?

Tutors often find themselves in a situation where students expect from them specific information and favours, such as providing notes, seminar assignments and similar, which is not the tutor's job. Equally, students often do not know what they can expect from tutors, what they can ask them for and what information a tutor can provide. We frequently hear that they do not know when their tutor is available, how they can be reached and so forth. In order to avoid these issues, it is advisable at the very first meeting to set out clear rules and expectations for both sides. Below we have condensed the main tasks or expectations of tutors and students.

You can also find the list in the final section of the Manual (Appendix 1) and this can serve as a tool or handout when working with students. You can adapt it and supplement it depending on your needs.

What the tutor can expect from the student:

- the student should be respectful, sincere and trusting towards the tutor and should strive for a good relationship;
- they should provide contact details through which they can be reached;
- they should attend meetings regularly, and in cases of absence they should excuse themselves in advance;
- they should contact the tutor in the way that was agreed, and should abide by the agreed times;
- they should provide information that is important for conducting the tutorial hours (regarding studies, problems related to studies and so forth);
- they should be familiar with the role of the tutor and the tutor's tasks in the tutor-student relationship.

What the student can expect from the tutor:

- the tutor should be respectful, sincere and trusting and should strive for a good professional relationship;
- they should inform the student when and in what manner they can be reached (email address, telephone number, scheduled tutorial hours);
- they should be available at the agreed times;
- they should respond to emails promptly;
- they should arrive at meetings punctually and properly prepared;
- they should help, advise, support and guide the student, and should not carry out assignments in their place;
- the information entrusted to them by the student should be treated with care and in confidence;
- they should guide the student in seeking information and not seek information instead of the student;

- they should give clear instructions regarding expectations and further work;
- they should not impose their own convictions;
- the tutor also has study obligations.

What the tutor does not do:

- they do not seek information instead of the student, but simply guide the student;
- they do not offer tips about cheating in exams;
- they do not comment on or discuss teaching staff, the assessment policy, teaching methods and study requirements;
- they do not write seminar assignments, reports, notes etc. instead of the student;
- they do not provide the student with lecture notes.

1.3.
**Forms of tutoring assistance
at the University of Ljubljana**

Forms of tutoring differ from each other in three criteria: who is in the role of tutor, what form of assistance are they offering and for whom the tutoring assistance is intended. The following forms of tutoring assistance are provided at member faculties of the University of Ljubljana.

Types of tutoring	What assistance the tutor offers
Orientation tutoring	Help for freshmen students in adjusting to the new living and educational environment.
Course tutoring	Additional assistance to students in understanding and mastering study material in individual courses.
Tutoring for international students	Help for students on arrival in Slovenia in getting over the culture shock and adapting to the new environment.

Tutoring for students with special needs	Assistance for special needs students in adjusting and becoming involved in academic life and work, and help with those study activities that they are unable to perform themselves.
Tutoring for information sources	Help in finding and managing sources of information.
Scientific and research tutoring	Assistance in research work, from the set problem to the solution.
Tutoring for compulsory practical work	Assistance in finding and organising compulsory practical work.
Tutoring for students with special status	Guiding students in obtaining special status, exercising rights and fulfilling requirements, and assistance in inclusion in academic life and work.
Teacher tutoring	Tutoring where a teacher is in the role of tutor.

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