

TUTORING IS A PROCESS OF SUPPORT IN THE AREA OF INTERCULTURAL PEDAGOGY

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Abstract: *Qualitative analysis revealed the role of the tutor in the e-learning process. Training on the topic of tutoring skills was carried out among eighteen tutors in tertiary higher education. A successful tutor motivates students to achieve their goals, while having the appropriate knowledge and experience. As a coach, the tutor uses coaching and communication methods in their work. The main goal is an exchange of experience between professors, researchers, and practitioners in the field of community dynamics, especially in the area of intercultural pedagogy. Our end-goal is to improve the quality of education and, consequently, of personal and intellectual development. The development of ICT has made it possible for lecturers and students to be more connected, as well as to better communicate and interact with the student. Learning becomes a pleasure when the lecturer enjoys their work and encourages problem-solving of specific situations. The role of the teacher is changing. The teacher will acquire new competencies that a good tutor has, such as good communication and motivation skills, as well as ICT skills. Education takes place everywhere and in different environments, not just in the classroom, as learners increasingly assume the role of education organiser. Learning, therefore, is a lifelong process that takes place at different times, being no longer focused on the teacher or institution. The results showed that educators find that continuous training on tutor skills not only facilitates them in their teaching but also in better understanding the intrinsic characteristics and beliefs of mainstream and international students.*

Keywords: *intercultural pedagogy; tutoring; coaching; tertiary education; communication; system analysis; ICT; personal and intellectual development*

1. INTRODUCTION

According to the Bologna Process basic concepts the universities and institutions of higher education have been implementing the tutelage system to monitor students' work and offer study assistance and to systematically lead students through their studies, without strictly focusing on their study development or study problems, but their personal development as well.

This paper includes a qualitative analysis to determine the role of a tutor in the learning process. A training event titled Tutoring and Coaching Skills of Tutors was organised in February and March in 2016 with 18 tutors from higher education institution and faculties (Turnšek Mikačič, n.d.)

A tutor is someone, who listens and hears the students. That is someone, who not only looks at the students, but also sees the students. Tutor takes the role of a motivator, an advisor, of someone,

who assists in guaranteeing the quality of education. A tutor also presents suggestions to develop more effective study habits, which most students lack.

A tutor is a complete person with personal characteristics, values, abilities, skills, knowledge, motivation, and self-image on one hand and culture and values of an organisation on the other hand, which should complement each other, yet it often narrows the circle of potential candidates for tutors.

A successful tutor wants to motivate students to reach their set objectives. It is of utmost importance for a tutor to have adequate knowledge and experience, event skills form the area of pedagogical and didactic development of education to be acquainted with the approaches of successfully leading people and teamwork and listening to the student psychology. A tutor is acquainted with the student experiences, interests, insight at their level to properly advise their

working tempo and evaluate abilities and capabilities for independent work.

This paper will present the visions and the experiences of lecturer tutors, who were trained to learn, what is a tutor, what is their role as a tutor, and, which abilities, skills, knowledge and competences they need to be successful. Tutors realised the importance of designing a tutor plan, how to lead a tutor meeting, how to evaluate progress and a tutor's success, while introducing effective communication strategies.

The intention of this paper is to recognise the management and tutoring of individuals and study groups; to define the power of personal study style to build self-confidence and self-respect. An additional intent is the importance of the use of evolving information and communications technologies and to know, how to organise and manage a social event. Communication stands for active listening, motivating, recognising behavioural and other personality patterns, recognising own limits, inter-cultural proportions and obstacles, as well as problem solving.

2. THERETICAL OVERVIEW

2.1 Definition of Tutoring. Tutor is seen in a role of a *motivator*, *an advisor*, which contributes to improvement of quality of education. A tutor suggests a use of more effective study methods, which are often not used by the students (De Goeij, 1997). The essence of tutoring is to prepare *as many students as possible to successfully complete their studies* and direct them during their studies into the individual research activity, which also results in *improving the reputation of the educational establishment*.

A tutor guarantees the quality of education, monitors the student activity, their assignments and completed tasks. The quality of education is directly visible from the examinations, seminars and presentations by the students.

Lecturer tutors and student tutors are familiar with the following areas besides their professional knowledge. They also regularly upgrade their knowledge in these fields: recognising didactic approaches and several study strategies; recognising the concept of students with special needs (the options of lacking and adaptations); recognising communication strategies, basics of counselling, as well as problem and conflict solving, and motivating students.

Multiculturality and inclusion of foreign students into educational system are very important. Due to the altered social circumstances tutoring can

be one of the recommended approaches for students with cultural, social, and nonetheless material issues, and tutoring with its approaches and measure can offer a bridge to the solution.

Tutors facilitators accept the role of personal advisers, who accompany the students throughout the studies. They act as: me as a tutor standing across an individual student, via e-mail, during office hours, or at arranged meetings. They implement their *knowledge of coaching*. Individual approach is best used with students, who (a) lost their motivation for completing their studies; (b) who require individual assistance or further explanation of a subject; (c) have special needs or status. Experiences with tutees, when dealt with individually, are mostly positive and students reach their set objective.

Tutors moderators interact on the level of *many with many*. *The communication among students increases and the role of a tutor is decreased*. The introduction of student tutoring as collaboration among students contributes to strengthening mutual trust and collaboration (Moust, Bouhuijs, & Schmidt, 2001)

2.2 Role of Tutor and Mentor. Tutor is *usually* a higher education teacher. This additionally clouds otherwise unclear defined borders between tutors and higher education teachers. Higher education teachers shall have or are expected to have skills, which are necessarily assigned to a tutor. Is the hypothesis: every pedagogical worker is also a tutor, correct?

The role of a facilitator is very useful, who, with the help of interactions (i.e. scaffolding) achieves a student to independently understand and use the acquired knowledge. They see opportunities in long-distance tutoring and students(tutees) are warmed up to additional acquiring of specific knowledge. Their work as well as tutor's is evident in the gratitude of students. Tutors are concerned with lack of time for tutor work (Turnšek Mikačič, 2008).

2.3 Teacher Tutoring. A higher education teacher, who is a tutor and is skilled in coaching, directs the tutee to develop their potentials and alleviates the study subject.

As mentors of first year students at higher education institutions encounter with students through their mentor hours, they are almost always available, when students need assistance. They warn about student communication, which can lead to certain discrepancies. Tutor, who is skilled in modern methods of communication, always

confirms mutual understanding and expresses respect to students, their colleagues, and themselves (Radovan, 2011).

Teachers, who are tutors have doubts of leading 50 to 100 students. A tutor facilitator can lead from 50 to 100 students with the assistance of ICT tools such as using forums and emails, while when we need to communicate one to one or on an individual basis the maximum number reduces to 20 students.

2.4 Student Tutoring. Several forms of student tutoring have been described: introduction, objective, and student tutoring, and tutoring for foreign students. A tutor's reputation is also a promotion of an establishment, its professors and students.

The suggestion of higher education teachers is to train student tutors to cover all the areas needed. The role of teachers and current mentors would become a role of coordinators among student tutors. The interested should be trained for tutoring at the end of the first year and it would make sense to give one student each an area or an individual for several areas (Turnšek Mikačič, 2008).

Tutoring has many advantages, yet the general opinion is, a suitable student is not easy to acquire, who would be motivated enough for such form of tutoring. Higher education institutions have attempted, but it was very difficult to acquire a senior student, who was prepared to perform these assignments. Because the role of a tutor is respected and established, the student tutor is an advantage, because they gain experience and a positive reputation.

Use of student tutor for foreign students is a method of student tutoring a foreign student, who was assisted by a student for a second year of studies, who was also born in the same country.

2.5 Tutee and generations. Education opportunities may introduce new professional, didactic, and communication approaches, which are adapted to various generations. Generation Z have had more opportunities to use various tools in their educational experiences, are better educated overall in comparison to other generations and females have had a greater role in the workforce. Warren (2012) states that different generations were taught using different approaches (e.g. from linear, modular to constructivist environments); however it is important to note that Reeves (in Warren, 2012) further states that there are differences, but this does not mean that we need to use different technologies just because previous

generations were taught using different approaches. We need to remember that ICT are just tools to assist us and not the core of teaching. For more detailed information on differences in approaches among various generations are described in Pew Research Center's (2019) Social & Demographics Trends.

A tutee in a tutor process has a very complex role. The collaboration of tutees and their participation, which is specified in various levels, where each level demands certain professional knowledge, which is connected to specific methods of education.

They are expected independence, thinking abilities, consistency, professionalism and accuracy from future graduates. Students, at this level of study and in the current status of the educational system, dependent from directions and teacher directions. Students expect a lot from prepared materials, assignments with solutions, recipes in problem solving and quick management of subject themes before examination. This is the reason to direct students in the understanding of the function of human brain, its capacity and the models of regular studies, critical thinking, and active collaboration during the study process. The use of mind maps in studies contributes to a clear learning of the subject matter.

Interaction among students shall be created *to stimulate students to active transfer of knowledge to their classmates*, this reduces the passive monitoring of some of the students and an abundance of professor tutors and student tutors. Knowledge is strengthened not only with repetition, but with *the ability of passing it on to others*. This form stands for a wholesome and real community between the tutor and their tutees, where the interaction is one the level of many with many. *Communication among students is more spread than communication with their tutor*: with the increase of communication among students, the communication with their tutor is decreased. One suggestion is *more emphasis of specific teaching methods*: Tutee is not merely a passive part of the learning process, the tutee intervenes in the process and helps to create the process by their participation, as such, it is an interactive model. Accepting and conquering knowledge is not an individual process, but includes communication with other people. Learning is more active and interactive, therefore more effective (Turnšek Mikačič, 2008).

Participation is involvement, engagement of the tutees, which takes place on three levels: participation via information (spreading

knowledge); participation via setting opinions, encouragements, instruction (internal processes of opinion and decision making, versions); participation via mutual development of ideas and solutions (external opinion shaping, problem solving, decision preparing).

Collaborative (cooperative) studying with the use of, for example, the internet, designs a non-authoritative social environment for the students to exchange their knowledge freely and express their opinions. Group interaction, constant collaboration with a teacher, asynchronous communication with the help of special communication tools, integrated in the learning environment, where cooperative learning and construction of new knowledge occurs.

A tutor is concerned with *the active and central role of a student* (Radovan, 2011) in the learning process (learner directed training, self-study, independent learning).

A student must never have a feeling they are in any way positioned lower than the tutor. Just as well as a tutor can set clear boundaries and let students know, they are alone responsible for their results. Tutors and tutees can communicate in several ways. The increase of communication among students decreases the communication with a tutor. Teacher tutors meet the students, who begin studying just before their examination. When both parties, the tutor and the tutee, have a good connection, it is the tutor who directs the tutee prior to the examination and together they develop an adapted learning method.

The role of the tutee is mostly solving problems during their studies in a given time and to trust the tutor. If the students successfully pass their study obligations and tutors are successful in their work with students, then *the quality barometer* of the establishment begins to rise. When preparing an interview with the tutee, the tutor researches the choices, which are available or is familiar with answers and follows the understanding of the tutee. It is of utmost importance to actively listen and empathize with the person. A tutor is aware of the important tutor skill of recognising an essential problem and attempts at conquering the issue with the tutor in a way, they are both satisfied with the met objective. An objective is defined with individual smaller steps, which is reached by the tutee.

2.6 Tutor Competences Definition.

Fundamental competences of a tutor should be the fundamental competences of any teacher. Competences of study programmes are important among competences, particularly the general and

generic ones. A tutor's role is also a management role and development of these study competences as well as encouraging their development. Recently, connecting such competences to the content of the study programmes, explaining their meaning and role in specific professional competence has become neglected. This is an opportunity for tutoring (Hampel & Stickler, 2007).

It is very important for *a tutor to know their own competences* to be able to explain to the students the competences, which are offered by each subject in the study programme. *A student should be able to determine the competences of their future profession, which automatically effects the positive attitude towards the studies.*

The idea of a team of tutors with various competences at a high level is also recommended (Strauss & Corbin, 1990) and can only lead to higher quality. The sole question is, how would student tutors accept such organization?

When designing a competence plan, the competences of the tutees as well as the tutors must be considered. Higher education teacher tutors have designed a matrix of their competences and marked the challenges they might expect in the future. The acquired competences should not be neglected but maintained and strengthened.

2.7 Competences Expected by Employers.

Tutors acquaint students with employers expectations in individual categories, which are then divided into values, skills and professional basic knowledge. Tutors examine the harmony of tutee's expectations to the expectations of the employers. Based on these findings tutors set their objectives in individual subjects. As organisers of practical education, tutors' also function as tutors with their company mentors. It occurs very often that company mentors (this mostly occur in organisations that seldomly deal with student work practice) rarely even know, what the students do or the assignments they are given. The situation is unpleasant, even though they explain everything in detail to the students before leaving for their practical work experience. Students also receive instructions and for their company mentors. Companies with experience or regular student work experience practice provide a different situation. Tutors, as organisers of practical education, visit the companies and discuss the performance of the work experience on the spot (Turnšek Mikačič, 2008). These visits are often used to determine the topic and agenda and discuss any outstanding items that otherwise may have not occurred.

2.8 Advantages of Tutor as Coach. It is

believed the mentor/tutor/coach combination is an excellent combination, but each construct has its own definition (D'Abate, Eddy, & Tannenbaum, 2003). The skills of coaching can be used in tutoring. A higher education teacher, as a coach uses coaching methods in their work, which is not connected to time-consuming work and specific strains for an individual. After a tutor is introduced to the coaching techniques and tools, they use these tools in learning, tutoring, communication, and in life. Coaching is partially similar to project management where the project team has its objective, poses questions, determines how to achieve the set objective, the activities that need to be performed, and designing a time sheet of these activities. Tutors also determine how to examine their success along the way, also to determine if the path is correct and if the set objective is partly fulfilled. With students, who wish to improve, this approach increases in self-confidence (Turnšek Mikačić, 2008). Even the students, who pass the assignment later (sometimes after a year or more) experience the task as not as difficult, but they just needed to begin. *If you want to reach your goal, you must take the first step.*

Additional advantages of being a tutor as well as a coach is in the scope of ones activities and can access students in a more professional and focused way. These are more individually oriented and aware of their role in providing directions. The presumption of a coach is that everyone has the solutions and answers within, they just need to locate their internal sources of energy to help them achieve their set objectives. (Turnšek Mikačić, 2008). It is those advantages that enable greater efficiency of the tutor and better performance in tutoring.

A vital role in maintaining the form of a tutor is lifelong learning (Macuh, 2013). The author defined a tutor as a unique personality, who builds their work and life on personal and business *excellence*. Coaching is a useful tool in bringing change at the personal and professional level as well as collective promotion.

Usually changes within an individual are difficult to introduce due to existing patterns, habits and beliefs, as well as identities, they live and cope with at a specific moment. Introducing change means facing the fear outside of our comfort zones, the area of the unknown, our fears, and the surroundings (Hayes, 2006; McDemott & Jago, 2012). Coaching as well as other tools assist individuals to stay away from being *stuck in their limited beliefs*, to keep them in the *flow* and in accordance with their abilities and demands. Students in the tutoring process are guided on their

way to perception, change and introduction of new efficient patterns, habits, approaches with the elements of coaching. After meeting with students, who wish to improve, but with patterns, habits and approaches that were unsuccessful, a tutor can *light up their curiosity, influence their growth of confidence*, even by complimenting something, they could create. The goal of a good teacher is to achieve, even with the least talented students, a standard level of knowledge, while leading others *to exceed that level with their own effort.*

Tutoring with coaching is implemented during each contact with the tutee. According to the research at the Pennsylvania High School Coaching Initiative (Otto, 2009; PAHSCI) conducted in the period of three years the teachers, who were regularly involved in coaching, reached great progress in several areas. A little more than 90% of teachers stated that coaching assisted them in understanding and using new teaching techniques. Teachers, who were regularly involved in coaching one per one, have reported to achieve great changes in teaching in practice, their students were more involved and excited to learn, and their attendance in classes drastically increased.

The method of work of a coach differs from tutoring. A tutor, who is familiar with work of a coach, acquires abilities and easier conduct in working on work assignments with students (Dragovic & Gorenc Zoran, 2019). The advantages of a tutor coach in comparison to classic tutoring is the personal approach, which results in quicker development of an individual and reaching higher set objectives. A tutor coach becomes a more active personality, creative and more ambitious as a result making them better decision makers. The advantages can also be found in the way of thinking and acting. Their activity is future-oriented and mutual collaboration reaches higher synergy effects

A true tutor makes the student feel as if they are allies, the student trusts the tutor and believes their issues and problems, they entrust them. This is achieved with active listening and encouraging, believing in the student, in their competence and success in reaching their goal. Trust is built on honesty and sincere communication. Acceleration of activity is seen in preparing a plan alongside the student. Accepting responsibility is something that is made clear upon their first meeting. It should be clear, they are aware of the responsibility and portrays how they themselves act, if things do not go as planned (Turnšek Mikačić, 2008). They lead by their own example.

Becoming a coach is an effective path towards

becoming excellent tutors in practice. Coaching encourages personal challenges and the abilities for decision making as well as greater self-confidence (Kalan, 2009). The creativity of a coach is perceived as an advantage. Mikačić Turnšek (2008) discusses that a tutor has the following characteristics of a coach: curiosity, empathy, and listening skills. Tutor continues to assist the tutee to reach their set objectives or exceed their expectations. They are positive towards their students and listens to their ideas and suggestions. They pose the right questions to encourage thinking about themselves, their work, and their progress. The skill of a coach to listen is more important than speaking (Dragovic, 2010;). Listening provides a tutor with an opportunity to research the tutee's personality and recognise their desire for personal growth.

A coach helps the tutee, how to see their own potential and encourages them to think about his excellent characteristics. This ability is very welcomed in tutelage as well.

2.9 Basic Concepts of Coaching and Tutoring and Career Plans. The coaching concepts following Turnšek Mikačić (2008) are: creating alliances (creating a relaxed atmosphere, active listening, trust between a tutor and a student); building trust (honest communication, conversation, also about tutee's student or life issues); acceleration of activity (active cooperation of all participants, motivation); accepting responsibility (responsibility is shared among both parties, student tutor, tutor is aware of their responsibility and they present the responsibility of the students at the mere beginning).

Tutors introduce the methods of creating alliances with students, trust, acceleration of activity and accepting responsibilities. Alliances with students are attempted by showing interest in their projects and explaining, as a tutor, that they (tutors) too want to learn something new. Trust is built by strictly abiding by what has been agreed upon and clearly state, they expect the same from the students. Acceleration of activities is necessary, when there is an irreconcilable obstacle on the path to the set objective. There is nothing wrong with going back a step or two to achieve a new momentum for the students.

Students during the tutoring process are also encouraged to develop *career plans* (Turnšek Mikačić, 2014). Each student should at least draft such a plan regarding the professional competences of the study programme that they are enrolled in. When creating a career plan, the role of a tutor

(tutor–teacher, tutor–programme leader and so forth) is vital, if not essential.

Career coaching has a very important role, as it provides an individual with an opportunity to design their own personal career and competence plan with personal characteristics, experience, knowledge, skills and objectives, which assist individuals in following their objectives and strengthens, their self-confidence, and trust.

2.10 Effective Communication in Tutoring.

The law of communication is that it is impossible not to communicate – all people communicate in one way or another. Silence is also a part of communication. Communication is based on the ability to listen, which should be a characteristic of both the tutor and tutee, and it is believed this ability is more important than speaking (McDemott & Jago, 2012; Turnšek Mikačić, 2008). Listening provides a tutor with an opportunity to research the tutee's personality and recognise their desire for personal growth. Listening provide the tutor with understanding of messages, tracking and the analysis of acquired data.

Communication has lately evolved into e-communication, where the use of ICT enables greater accessibility. A part of this is more effective study e-material and a quality transfer of feedback (Gorenc Zoran, Sarieva, & Harrison, 2009). *Feedback*, which can be nowadays given to a tutee by the tutors in the shortest period and is *a foundation for further work with the tutee* and enables faster examination of understanding and tracking, as well as leading the tutee to their set objective.

Active listening and observation, acceptance, giving feedback, recognising student/tutee personal characteristics and professional (prior) knowledge, as well as non-verbal communication (body posture, facial expressions, position of arms).

When applying tools of neurolinguistic programming in e-learning, one can also use the VAKOG (visual, auditory, kinaesthetic, olfactory, gustatory) representative system, word patterns, anchoring, objective setting strategies, language meta model, Milton language and so forth that supplements verbal communication (McDemott & Jago, 2012; Mikačić Turnšek, 2008).

Good communication is achieved with the tools of successful communication in teaching, but also as a tutor, which is recognising perceptive types, observing non-verbal communication, perceiving body language, use of the PRL tools (pacing, rapport, non-content leading and content leading), mirroring, use of non-burdening words, and giving feedback (McDemott & Jago, 2012).

The meaning of a wholesome communication is mostly accepting and giving feedback, which does not mean receiving and accepting it. Certain examples, when a student criticizes the work of the professors only means they have different criteria for themselves and others. This is very often in practice. Communication is a two-way influence. It is possible to be available for *feedback* and *feedforward* for it is a method to examine if the co-speaker heard the message clearly due to the several informational noises (McDemott & Jago, 2012). Tutors can define this as walking a mile in the tutee's shoes to research their model of the world.

Informational and communication technologies are increasingly more important method of communication with students. Their scope is designing, examining, multiplying, remembering, writing and coding, transfer and decoding such messages. The term technology applies to the technical means to design and transfer messages.

Moodle is a Learning Management System (LMS) that is open source and provides many useful opportunities besides basic content. Now, other LMS tools are available with various other functions, but in countries where LMS need to be translated, Moodle provides a greater variety of support than other LMS (Gorenc Zoran & Rozman, 2010). Moodle is a tool for creating dynamic on-line classrooms, ot is inclusive of students, as it provides a great variety of functions for a teacher/tutor to meet their set objectives.

Many teachers and students that are actively involved are older. Of course, technology individuals may require a higher learning curve. Due to the latest research, technologies enable *older people a transformation* into a more active and creative part of the population (Radovan, 2011).

As such, teacher tutors who would like to utilize technologies may use them to reach their goals; however, the tool should not outweigh the purpose (Gorenc Zoran, 2010) of tutoring. The use of technologies if appropriately implemented enables greater mutual connectivity between tutors and students, and better mutual communication and interactivity of students with their course content material.

3. METHODS

Based on the review of literature, three research theses were developed (see Figure 1), which are: (1) Tutor motivates the students in their educational process; (2) 2. Tutor alleviates studying by introducing methods of coaching and communication; (3) 3. Tutor introduces ICT tools

to adapt learning for new generations.

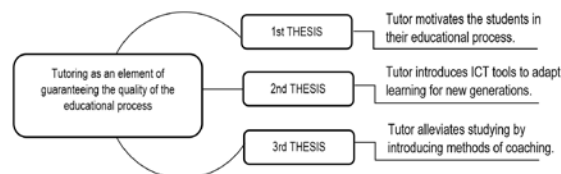


Fig. 1. Research Hypotheses.

Qualitative framework was used to examine eighteen examples of e-learning on tutoring skills in a one month period. Based on the research theses developed, a qualitative framework was used that was situated within focus groups. The study was carried out using conversations between the teacher, who was leading the training, and the higher education teacher tutors who were in training. The material was gathered and organised and transcribed, summarized, coded and categorized. More specifically, the qualitative analysis procedure was distributed in six steps: (1) material organisation, (2) definition of coding units, (3) open coding, (4) selection and definition of relevant concepts and categories, (5) relational coding and (6) designing the final theoretical formulation based on Glaser & Strauss guidelines (1967) and Strauss & Corbin's (1990) framework. Qualitative data was input into ATLAS.ti (ATLAS.ti Scientific Software Development GmbH) for coding and categorization. ATLAS.ti is a scientific programme, which assists in discovering complex phenomena, hidden in data.

4. RESULTS

The major categories for each of the thesis statements are seen in Figure 2 and are discussed in more detail below.

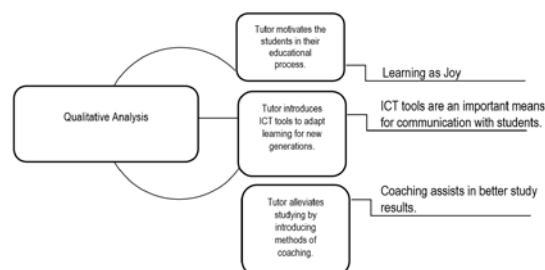


Fig. 2. Qualitative Analysis

4.1 Thesis 1: Tutor motivates the students in their educational process. Due to the *crazy* pace of life learning as pleasure is of great importance,

specifically in finding time to study. Comprehensive coordination is important for effective and successful learning. Some people find it in night-time or evenings, when they can take some time and stop their thoughts from scattering. The moment when a comprehensive reconciliation is achieved, people are in the flow and learn subconsciously. Lecturing is a challenge and a pleasure for the tutor themselves. Their responsibility is directing all energy into positive thinking and collaboration with the students. If they cannot see challenge and pleasure in what they do, *they cannot portray the student learning as a challenge and pleasure.*

The role of a tutor in a classroom is of key importance for the student's success. A successful tutor is someone, who can intermix ICT tools and e-materials with standard and traditional methods for encouraging students' activity. Learning becomes a pleasure, *when the tutor enjoys their work*, encourages problem solving of specific situations and realistic assignments; encourages logical thinking and teamwork; and encourages students to be more flexible and cooperative.

4.2 Thesis 2: Tutor alleviates studying by introducing methods of coaching and communication. Introducing coaching in tutoring can result in successful studies in the process of education. An inappropriate approach made by a coach can result in distrust, thus it is better to not have a coach, if they are not adequately qualified. *Certain elements of coaching can be used by tutors in their work*, particularly in higher grades or in later parts of the studies. Even more, the introduction of coaching as additional training would be more prominent.

Implementation is possible with students, who are part of the higher education study programme as part-time students. They perceive assignments of a coach as welcoming. The higher education teacher coach implements basic tools of *how to reach realisation of basic coaching concepts in tutoring*: Creating alliance, building trust, acceleration of activity, and accepting responsibility.

4.3 Thesis 3: Tutor introduces ICT tools to adapt learning for new generations. Informational and communication technologies are increasingly a more important method of communication with students. One of the advantages of ICT tools is also having all materials and communication tools for a particular subject in one place with access for all. ICT tools enables greater mutual connectivity between tutors and students, and better mutual

communication and interactivity of students with their course content matter.

5. CONCLUSION

The constructivist theory (Vygotsky, 1978) introduces changes in the roles of teacher and tutor as it defines the learning process as a social process, which encourages and demands, besides basic communication between the teacher and the student, communication among participants, colleagues, friends and such. technology has a supportive role, which enables connection between various sources of information at individual networks, where quick evaluation is very important due to the increasing scope of knowledge and experience.

Faced with the mix of generations the mission of lecturers and tutors is to adapt to the expectation of these different generations. Not to stagnate in methods and approaches in the past, but also to be ready to make changes.

Just as *education*, so will *tutoring* change. The standard and classic definition of education is no longer relevant nowadays, when having access to information at the touch of the finger. The best lectures of top universities, student online assistance, virtual and 3D technology is free of charge and available to contribute to the new approach in learning. Teachers and tutors will accept the role of a facilitator to teach students, how to navigate and evaluate the abundance of data that is projected onto each and every one of us on a daily basis. Teaching and learning in interdisciplinary teams will be of vital importance.

Information and knowledge is changing and evolving. The role of a tutor is altered to teach and prepare the students to *acquire new knowledge* and search *appropriate information* independently. The employers often expects this ability from their professionals, who have to *constantly learn and update their knowledge*. *The role of a classically defined teacher has partly redefined in a tutor*, who offers *support* to their students in their studies and searches and evaluates for new information. A tutor is needed in distance education as students are often on their own and need assistance.

Times are changing and so is the role of a teacher. A teacher is no longer just a teacher; they are individuals with professional competences and effective techniques of transferring knowledge to their students, as well as other competences and personality traits. Not only is the transference of knowledge important, but the role of the facilitator and teaching students how to find and evaluate

material – giving them the tools.

We know that education takes place anytime and anywhere, and never just in a classroom. Learning is a lifelong process and it no longer focuses on a teacher or an institution. It is recommended that a teacher acquires competences of a coach and tutor that has communicative and motivational skills as well as skills in ICT management.

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