Subject name: **Student tutoring**		subject code: GUEST1CBNF GUEST1CBLF	weekly/semester hours: full time: 0Lc+2Pr+0lab part-time: 0Lc+10tgy+0lab
Credits: 3 **Requirement:** midterm mark		**Pre-requirement:** -	
Subject owner: Dr. Balázs Zsuzsanna	**Beosztás:** assistant professor	**Faculty and Department name:** Keleti Károly Faculty of Business and Management Department of Business Sciences and Digital Skills	

Way of Assessments:
Mid-term assessment based on closely supervised completion of a practice-based project.

Course description:

Student tutoring is a programme of study for students following the establishment of a tutoring system. In the process of building a tutoring system, students acquire basic learning methodology and mentoring/tutoring competences, which they need to put to use for the first time in their university studies or to put into practice. During the course, students will perform mentoring or tutoring tasks, help fellow students prepare for their courses, organise group sessions or find and organise ways to provide each other with opportunities for knowledge transfer and sharing, to facilitate community building and collective work. The course leader provides the students with instructions on how to organise the tutoring or mentoring tasks, so they are not left to organise the tutoring/mentoring themselves.

Detailed description of the subject, schedule

Education weeks	Topics for lectures and practices
1.	Revising the theoretical foundations of tutoring and mentoring
2.	Individual consulatations
3.	Submission of tutoring/mentoring project proposals via Moodle
4.	Individual consulatations
5.	Starting mentoring/tutoring sessions
6.	Individual consulatations; Conducting mentoring/tutoring sessions
7.	Conducting mentoring/tutoring sessions
8.	Individual consulatations; Conducting mentoring/tutoring sessions
9.	Conducting mentoring/tutoring sessions
10.	Individual consulatations; Conducting mentoring/tutoring sessions
11.	Conducting mentoring/tutoring sessions
12.	Individual consulatations; Conducting mentoring/tutoring sessions
13.	Conducting mentoring/tutoring sessions Submission of tutoring/mentoring journal entries via Moodle
14.	Finishing mentoring/tutoring projects Short presentation of mentoring/tutoring experiences

Mid-term requirements
The final grade for this course is going to be the average of the grades received for the following core tasks: 1. **Active participation in the consultations and in the tutoring/mentoring project** (including the completion of assignments within the given deadlines). 2. **Self-reflective journal entries about the tutoring/mentoring experience to be written after each session** – these entries must be uploaded to Moodle at the end of the semester in one Word document, identifying difficulties, applied techniques, areas of progress, and major milestones, etc. 3. **Short end-term presentation about the tutoring/mentoring project outcomes and takeaways.**

Midterm papers, exams, submissions:

1.	Week 3: Submission of mentoring/tutoring project proposals via Moodle
2.	Week 13: Submission of tutoring/mentoring journal entries via Moodle
3.	Week 14: Short presentation of experiences, takeaways

The signature requirement, the method used to form an exam mark:

The signature requirement is to participate in classworks according to the TVSZ.

The colloquium mark must exceed 50%.

Evaluation of the semester work:
0-49% failed (1)
 50-61 % passed (2)
 62-73 % satisfactory (3)
 74-85 % good (4)
 86-100 % excellent (5)

Professional competences to be acquired
● Active listening skills, collaboration, and teamwork ● Presentation skills ● Self-awareness ● Ability to present professional proposals and positions, professionally formulated from a conceptual and theoretical point of view, orally and in writing, in Hungarian and in a foreign language, according to the rules of professional communication. ● Ability to communicate in written, oral and modern info-communication tools in a foreign language. ● Ability to become receptive to new information, new professional skills and methodologies, open to new tasks and responsibilities requiring autonomy and cooperation. ● Ability to be receptive to the opinions of others, sectoral, regional, national and European values (including social, social and ecological, sustainability aspects).

Literature

Required:
PPT materials and readings from "Building a Tutoring System" course (these will be uploaded to Moodle for revision).
LUNSFORD, Laura Gail. 2022. *The Mentor's Guide: Five Steps to Build a Successful Mentor Program*. London and New York: Routledge.
Recommended:
BALTZERSEN, Rolf K. 2024. *Effective Use of Collective Peer Teaching in Teacher Education: Maximizing Student Learning.* New York and London: Routledge.
EHLERS, Ulf-Daniel, and Laura EIGBRECHT (Editors). 2024. *Creating the University of the Future: A Global View on Future Skills and Future Higher Education.* Cham, Switzerland: Springer Nature.
GILLIES, Robyn M (Editor). 2022. *Cooperative/Collaborative Learning*. Basel, Switzerland: MDPI.
HARRELL, Carita and David G. CAPCO. 2021. *The STEM Pathway and Student Retention. Lessons Applied and Best Practices through Peer Mentoring*. Cham, Switzerland: Spinger Nature.
LOCHTIE, Dave, Emily MCINTOSH, Andrew STORK, and Ben W. WALKER (Editors). 2018. *Effective Personal Tutoring in Higher Education.* Critical Publishing.

LOCHTIE, Dave, Andrew STORK, and Ben W. WALKER (Editors). 2022. *The Higher Education Personal Tutor's and Advisor's Companion: Translating Theory into Practice to Improve Student Success.* Critical Publishing.

NOROOZI, Omid and Bram DE WEVER (Editors). 2023. *The Power of Peer Learning: Fostering Students' Learning Processes and Outcomes.* Cham, Switzerland: Springer Nature.

PARSLOE, Eric, Melville LEEDHAM. 2022. *Coaching and Mentoring: Practical Techniques for Developing Learning and Performance.* Fourth Edition. London and New York: Kogan Page.

SELI, Helena. 2024. *Motivation and Learning Strategies for College Success.* Seventh Edition. London and New York: Routledge.

STORK, Andrew and Ben WALKER. 2015. *Becoming an Outstanding Personal Tutor: Supporting Learners through Personal Tutoring and Coaching.* Critical Publishing.