



From innovation to institutionalization

Ensuring sustainability in a training program for student tutors by establishing a quality assurance system

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Peer assisted Learning (PAL) in theory

- **Short Definition:**

Students helping other students to learn and learn themselves through teaching (Topping & Ehly, 1998)

- **Proven advantages:**

- Aspect of Teaching: Conversion of Scholar-Role

- Aspect of Learning: effective for tutor and tutee
(Santee & Garavaglia 2006; Weyrich et al., 2009; Shiozawa et al. 2010)

- Aspect of Cost: effective for faculty

- Accepted and often used and in (medical) higher education



Does anybody care
about the tutor?



PAL in Tuebingen

- 2007: Expansion of the tutor system and establishment of an innovative dual training concept as institutional framework

- A few numbers about the system now:

Tutors employed:	~ 320 /pA
Tutors in trainings:	~ 100 /pA
Departments involved:	15 (up to 17)
Costs:	~ 60.000 € /pA

The Medical Faculty bears the costs, if:

(1) the Tutors are **fully trained** and

(2) the Departments are able to **justify the use of tutors.**

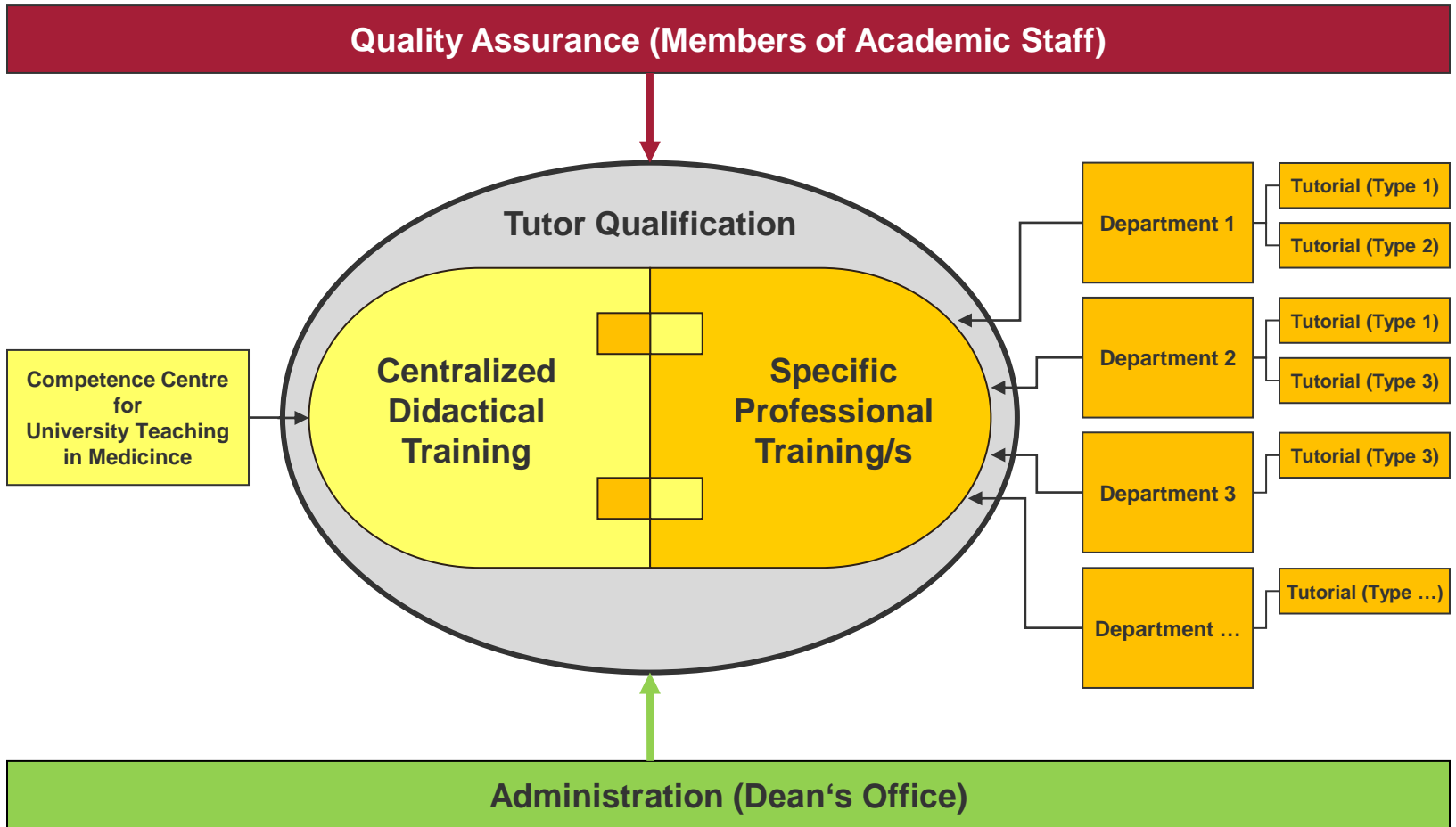


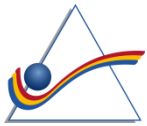
Guiding Questions

1. What is the concept of tutor training in Tuebingen?
 - Parties involved in the process and their roles
 - (Didactical) training concept
2. How can we ensure sustainable quality in this concept of tutor training in Tuebingen?
 - Selected questions within the QAS
 - Results and outlook on consequences



Training Concept





Didactical Training

- Courses:
 - 3-4 / pS
- Duration:
 - 1,5 Days
- Group Size:
 - max. 24 participants / course
 - 75% in small groups (à 8)

- Relation Theory-Practice:
 - 25% : 75%

- Central topics:

Roles of a Tutor

Communication



Visualization

Presentation, Teaching



Leading Groups



Teaching Practical Skills



Flexibility

Assessing Teaching



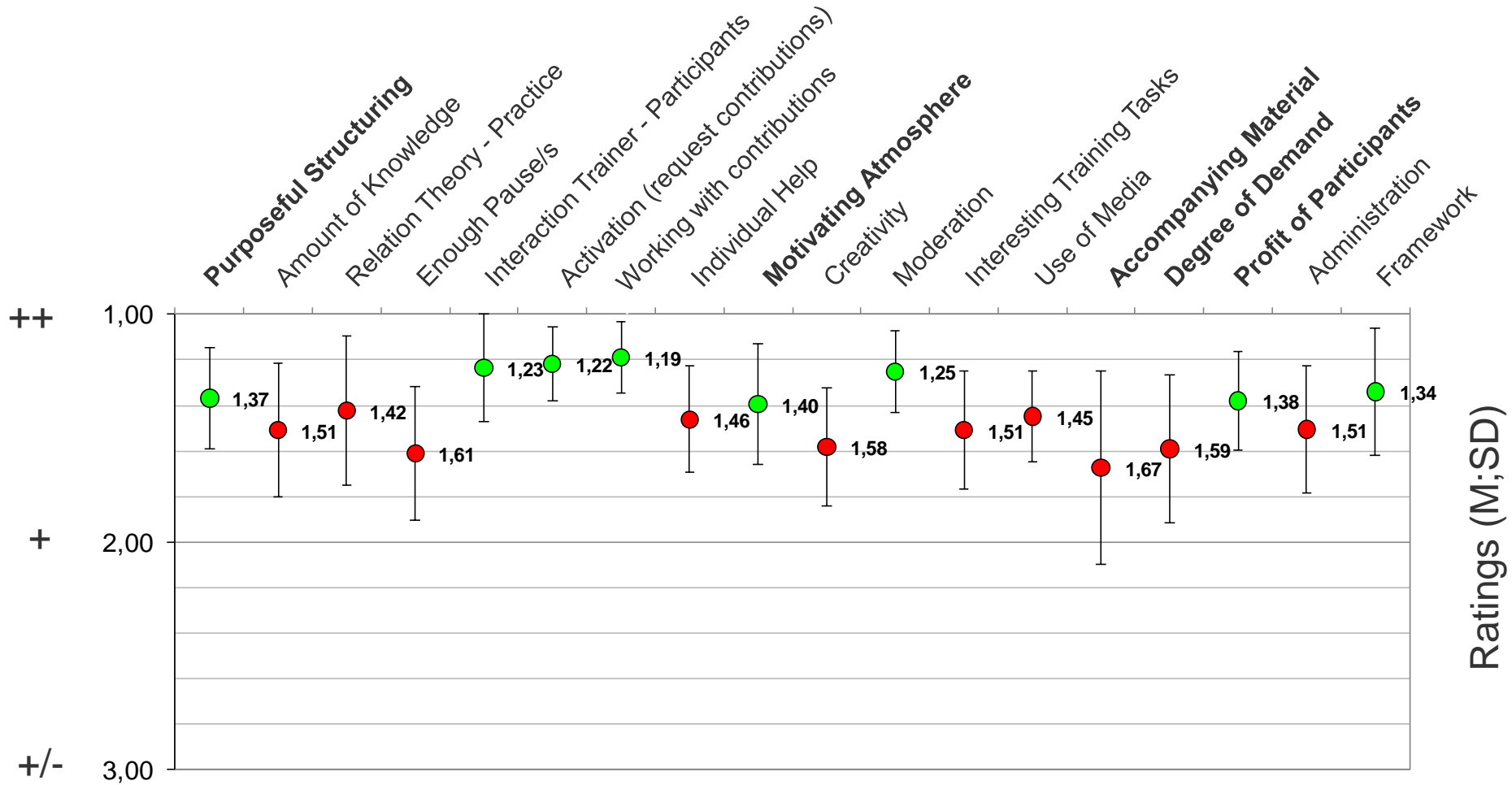
Feedback





Acceptance of Didactical Training

Course Evaluation WS 07/08 – WS 12/13, Scale reduced 1-3 (of 5)



Result: High Satisfaction with Training (M=1.4). But do they really profit?

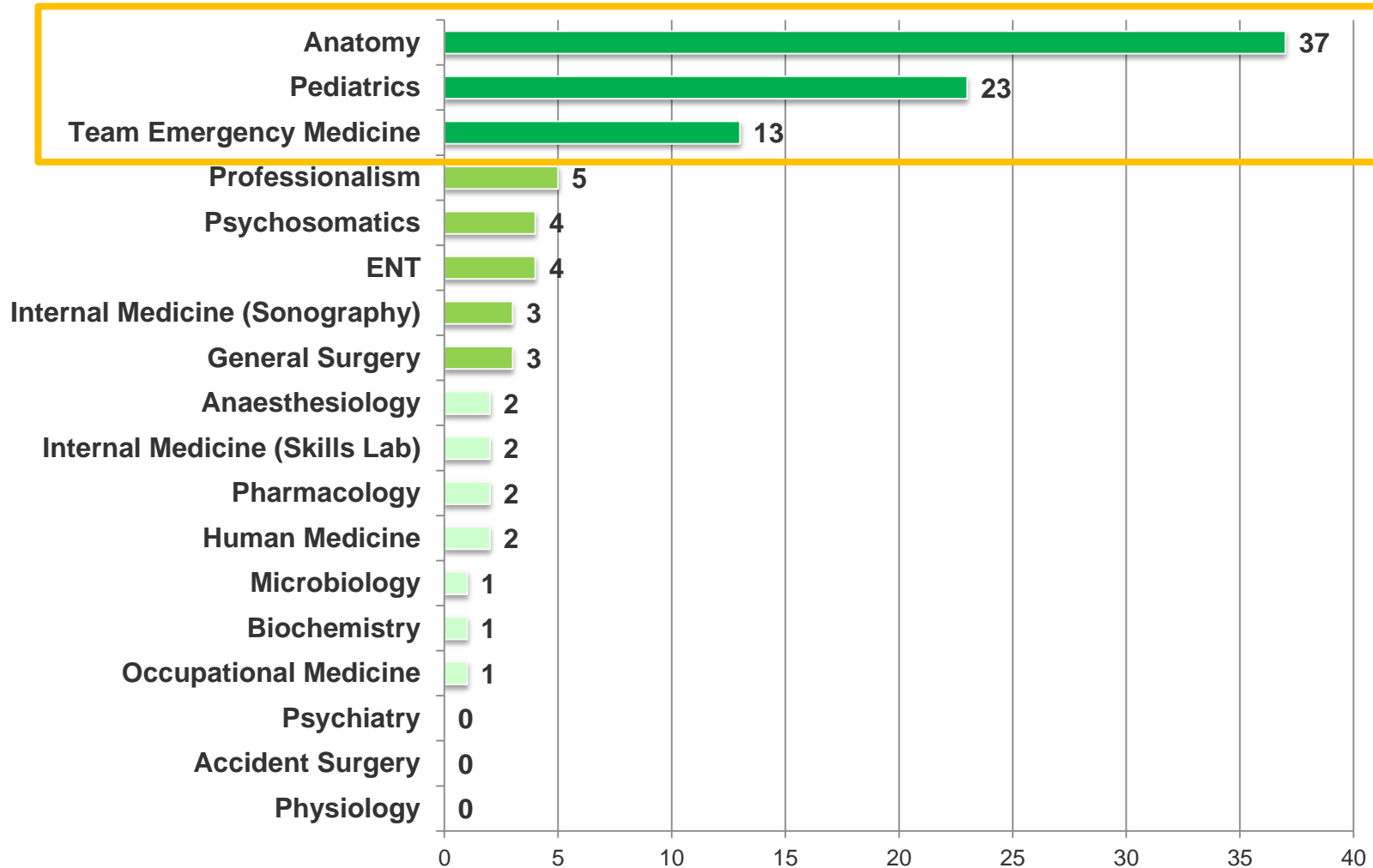


Quality Assurance

- Comprehensive concept (set of evaluations)
- Selected foci:
 - Needs of the Tutors – Didactical Training
- Method/s:
 - Coded Questionnaire (p/p): **Pre** experience of tutorial
Respond Rate 98%; N=103
 - Coded Questionnaire (online): **Post** experience of the tutorial
Respond Rate 48%; fully matched sample: N=35
- Selected Items:
 - Acceptance of didactical training (content-wise)
 - Assessment of their abilities

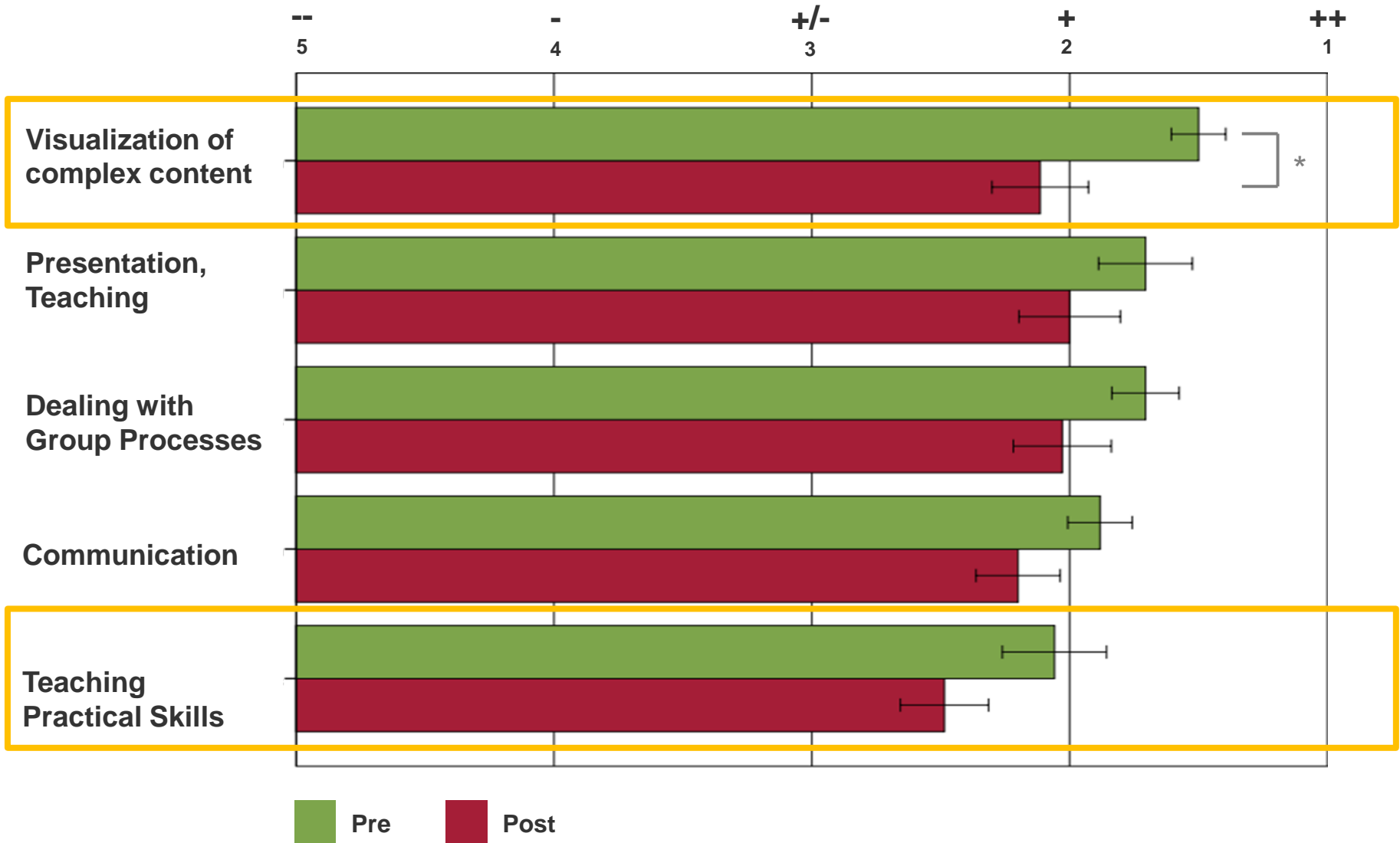


Sample: Tutors trained in 2012





Estimated Profit (Parts of the Didactical Training)



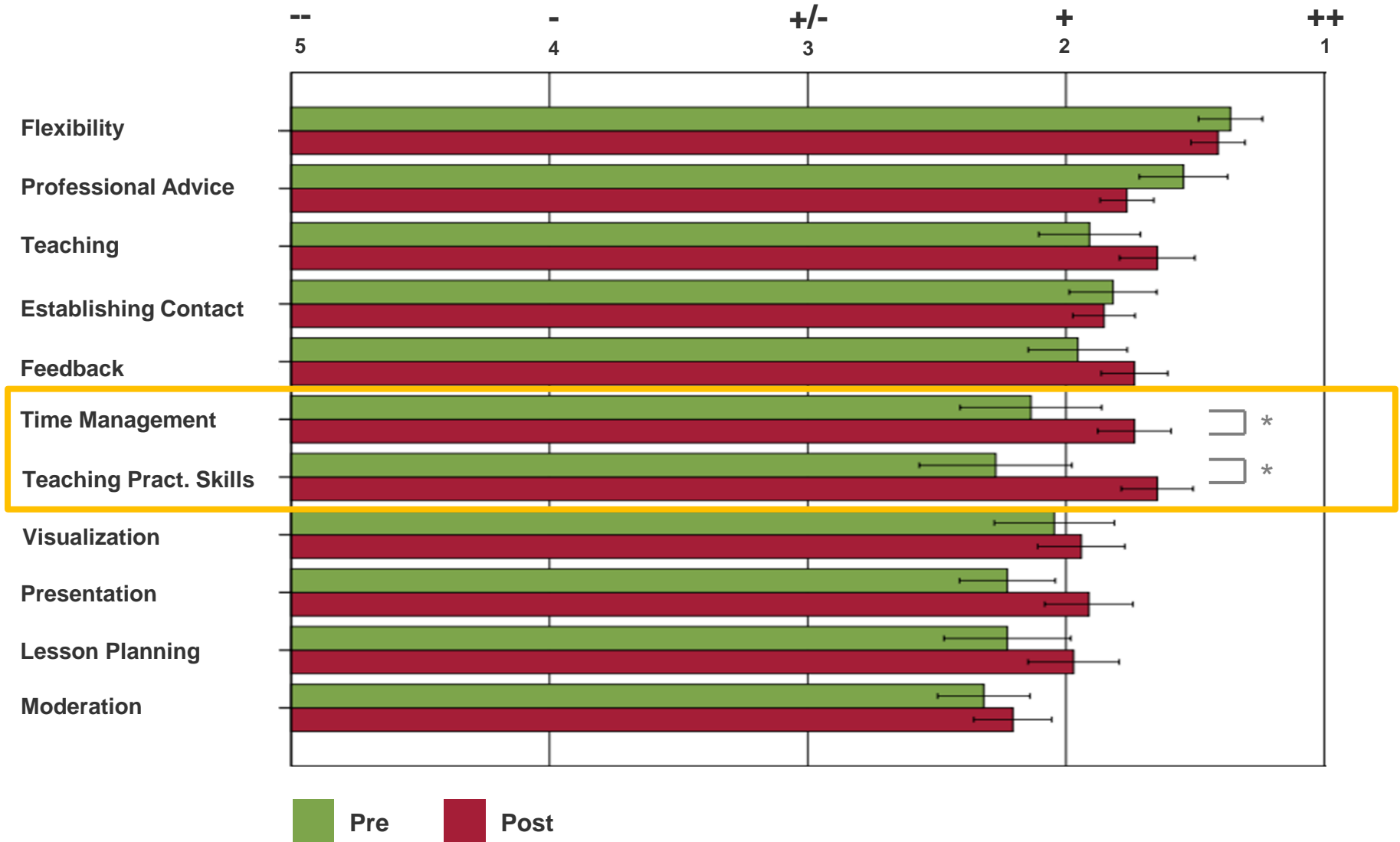


Effectivity and Efficiency

Doing the right things,
in the right way?



Skills needed the most (differentiated)





Summary of results

- Continuing high level of acceptance of the didactical training (student tutors)
- Need of Different perspectives on the concept
- Relevance of defining of competencies in advance
- Facilitation of longitudinal examination of tutors
- Reaction to group profile in training needed

Consequences?

1. Development of profiles, modularisation of training
2. Introduction of regular meetings to ensure quality



Thank you.

Contact

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