9. Symposium: E-tutoring "Contextualised Tutors' Roles and Tutors' Training"

OVERVIEW

After a short introduction to the theme of this symposium on contextualised tutors' roles and tutors' training, we propose three papers. The first one deals with the definition of the e-tutor's roles and competencies, the second illustrates the influence of the context and tutor roles in the tutor's choice of media, and the third one describes three case studies of tutors training sessions.[8]

The development of e-learning environments is linked with similar developments in instructional design, which has resulted in other changes, particularly the tutor' roles in an e-learning environment are sometimes modified from those in a face-to-face environment with new roles and 'professions' appearing. In this symposium, we address the tutor' roles as they relate to interaction in fully distance learning or in blended learning environments.

Our goal is to share and discuss the "state of the art" of the work engaged by the EQUEL SIG4 on "Contextualised tutors' roles and tutors' training". On the one hand, many documents exist in the field of e-tutoring, but there still important work needed to address the needs of future e-tutors and e-tutor's trainers in obtaining relevant information related to each of these areas. On the other hand, we need well trained e-tutors and a methodology of training that takes into account the different kinds of contexts as we see the e-tutors' roles differing from one context to another. For instance, the e-tutor doesn't intervene in the same way in a collaborative distance activity between learners as they would in in an individual learning activity.

Our work mainly relies on the epistemological framework of socio-constructivism (Piaget, Bruner, Doise, Perret Clermont, Wood, …), the activity theory and socio cultural approach (Vygotsky, Engeström, Wenger, …). It is mainly focussed on the micro-level related to the interactions between the e-tutors and the learners. These learners can be adults or students of different school levels.

One of our SIG objectives is to share and exploit relevant information collected from the literature, case studies, etc. and to provide this information through a data basis and five specific questions:

1. Practical implementation of the theories (implications of the learning theories in the instructional design concerning the actors, the learning/teaching activities, …).

2. Roles of tutors (their adaptation to different contexts).

3. Design and implement tutor training (objectives, methods, planning, …).

4. Assesment, reflection, regulation (retroaction, revision) of the learning/tutoring process.

5. Acreditation, professionalisation, status of the tutors.

In this symposium, we shall focuss on three topics: the e-tutor's roles and competencies, the influence of the context and role upon media choice for learning support interventions and some e-tutors' training methodologies.

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[8] EQUEL SIG 4 on "contextualised tutor's roles and tutor training" associates researchers and professors of different European universities: Liège (B): Denis, B., Pirotte, S. and Verday, N.; Lancaster (UK): Watland, P., Glasgow (Scotland): Mc Ateer, E. ; Sheffield (UK): Banks, S and the Karolinska Institue (Sw): Fors, U. Coordinator is the *Service de Technologie de l' Education – CRIFA* (B. Denis). This project is supported by the EU E-learning programme. The address of the Website is http://tecfaseed.unige.ch/equel/equel.php