Best Practices Identification - Grid

PARTNER SUGGESTING THIS PRACTICE: UNIVIE

TITLE DOCUMENT: Tutorial. Handbuch für Projektgruppen aller Studienrichtungen und Thementutorien. (2004)

PROMOTER: Unabhängiges Tutoriumsprojekt

LANGUAGES: ☐EN | ☒DE | ☐FR | ☐FI | ☐GR | ☐Other:

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WEBSITE: https://www.tutpro.at/index.php/Info

The output of this document includes:

- ☒ Rational
- ☒ Theoretical background
- ☒ Characterisation of the context
- ☒ Reference to existing "needs"/"problems"
- ☒ Reference to possible "benefits"/"resources"
- ☒ Definition of goals
- ☒ Identification of target groups
- ☒ Description of main intervention strategies
- ☒ Partnership with other organisations
- ☒ Process evaluation
- ☒ Outcome evaluation

Target group(s):

first year students, students afflicted by discrimination and marginalisation or interested in grappling these issues

Topic or discipline:

n/a

Short Description

translation of title document: Tutorial. Manual for project teams of all fields of study and thematic tutorials

The Unabhängige Tutoriumsprojekt (Tutpro) is a project self-organized by students across Austria providing a framework to offer tutorials to learners (mainly first-year students and students from marginalized backgrounds). Tutorials are additional sessions intended for learning, that are not part of academic curricula, but are visited by learners on their own accord. Initiated by student groups in the 1970s as opportunity for political self-empowerment, Tutpro aims at engaging with the university and processes of learning. Thematic tutorials i.e. focussing on anti-racist work in the university or politisizing the history of the institution are offered. Tutpro has a decidedly political approach scrutinizing hierarchies and power relations in the university, the academia and among the different groups of students. Thus, analysing and counteracting forms of discrimination is at the core of the project. Tutpro is well anchored at the university of Vienna with a number or tutorials being offered each semester. The training for the higher level students offering such tutorials has been professionalized over the years. So by now each tutor has to attend training seminars before organizing a tutorial. The project is continuously being evaluated, both qualitatively (reports of attendees and tutors) and with an online-survey. It is financed by the Austrian Student Union and the Ministry of Science.

Compendium offered online:
- content and introduction: https://www.tutpro.at/images/4/4d/TUTorial-Inhalt.pdf
- main part: https://www.tutpro.at/images/6/69/TUTorial-Hauptteil.pdfl
- tools and methods: https://www.tutpro.at/images/b/be/TUTorial-Praxisteil.pdf

Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?

The example was chosen because it represents a well-established practice (over 30 years of tradition) at the university. It was initiated and since then pursued by students as self-organized yet institutionalized activity that aims at fostering engagement with the university as organization, processes of learning as well as marginalization of and support for underrepresented groups of students. In the course of its existence Tutpro has been professionalized: in terms of safeguarding the quality of the tutorials and the training of the trainers; pedagogic methodology reflecting tutoring practice and group dynamics playing an important part.