





Master of Education in Open, Digital, and Distance Education (MDDE) 650

Tutoring and Student Support in Distance Education and Training

(Revision 1)

Status:

Replaced with new revision, see the [course listing](#)  for the current revision 

Delivery mode:

[Grouped study](#) 

Credits:

3

Area of study:

Distance Education

Prerequisites:

None

Precluded:

None

Faculty:

[Faculty of Humanities and Social Sciences](#) 

Notes:

MEd program students must complete MDDE601 & MDDE602 prior to all other courses.

Early access to the Moodle Learning Management System begins a few days before

the official start date of your course. At that time you will have limited course access.

Availability: Spring Term Only

Overview

MDDE 650: Tutoring and Student Support in Distance Education and Training introduces variations in tutoring and student support as well as critical concepts and issues. Students will critically analyze concepts, issues, and problems in the provision of tutoring and student supports.

Practices and plans for the provision of tutoring and student support services will also be addressed. The course concludes by having students create a plan for tutoring and student support in their own organization or in an educational environment of their choice.

Outline

The course is organized in three units as described below.

Unit 1: Concepts and Conceptual Frameworks

This unit introduces concepts and conceptual frameworks that are relevant to tutoring and student support systems. Students are encouraged to explore these and other concepts further as they relate to their own interests and concerns.

Unit 2: The Elements and Administration of Tutoring and Student Support Systems

In this unit, students will analyse how tutoring and student support systems in distance and workplace learning are used to fulfill functions associated with both academic and non-academic support for a variety of types of students using local, regional, and/or central services. Students will examine the roles, functions and elements of tutoring and student support systems and explore how or when they require adaptations to deal with circumstances associated with curricula, clients and technological systems. Students will also examine the

organization, administration, and evaluation of tutoring and student support systems.

Unit 3: Designing a Tutoring and Student Support System

In this unit students will focus on the development of a tutoring and student support system for curricula and clients they have identified. The activities will focus on how the elements might be organized, what elements may be included, and how the system may be assessed, evaluated and revised.

Evaluation

Students will be graded on the basis of three assignments and course participation.

Activity	Weight
Assignment 1: Complete a review and critique of a selected article.	20%
Assignment 2: Complete and present a review and critique of a selected article.	40%
Assignment 3: Students will prepare a tutoring and student support plan for a population of students in a program of their choice.	40%
Total	100%

Materials

Physical course materials

The following course materials are included in a course package that will be shipped to your home prior to your course's start date:

Crawley, A. (2012). *Supporting online students: A guide to planning, implementing and evaluating services*. First Edition. San Francisco: Jossey-Bass.

Simpson, O. (2012). *Supporting students in online, open and distance learning*.
London: Kogan Page Ltd.

Other Materials

Study Guide and Readings.

Important links

› [Course schedule](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

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