

# REGULATING TUTORING IN DISTANCE HIGHER EDUCATION: THE PORTUGUESE EXPERIENCE

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# Context

- Universidade Aberta's Pedagogical Model for Online Education
- The role of the tutor in the undergraduate and lifelong learning courses
- The Portuguese Legislation



# UAb's Virtual Pedagogical Model

**Under graduate courses**  
Max students per group – 60

**Post graduate courses**  
Max students – only one group of 25/30

**Courses designed with HIGHER Instruction**  
**SELF-DIRECTED LEARNING**

**Courses Designed with HIGHER Interaction**  
**MORE COLLABORATIVE**

Tutors hired > 1 group

# UAb's Virtual Pedagogical Model

**Under graduate courses**  
Max students per group – 60

**COURSE A**  
Coordinated by a UAb PROFESSOR 1

**Virtual Group 1**  
**Course A**  
(max. 60 students)

**Virtual Group 2**  
**Course A**  
(max. 60 students)

**Virtual Group 3**  
**Course A**  
(max. 60 students)

...

**UAb Professor 1**

**TUTORS**  
Recruited and Trained by  
UAb

**COURSE B**  
Coordinated by a UAb PROFESSOR 2

**Virtual Group 1**  
**Course A**  
(max. 60 students)

**Virtual Group 2**  
**Course A**  
(max. 60 students)

**UAb Professor 2**

**TUTOR**

# UAb's Virtual Pedagogical Model and Tutoring Role

## Tutor skills

- Scientific

## UAb's Training

- Pedagogical – in distance education/UAb Pedagogical Model (mostly assessment and facilitation centered)
- Technological
- Social/Communication

# UAb's Virtual Pedagogical Model and Tutoring Role

- Professor defines a curricular plan
- Professor defines a tutoring plan
- Tutor monitors formative activities
- Tutor assess students' digital artifacts
- Tutor registers grades

# Legislation about teaching activities in HE

Role	Level
Professor Catedrático (Full Professor)	PhD
Professor Associado (Associated Professor)	PhD
Professor Auxiliar (Assistant Professor)	PhD
Assistente convidado (invited assistant)	Usually Master
Leitores (Lecturer)	Usually Master
Monitores (Monitors)	Bachelor students
Especialista (Expert) – Professional Higher Education	10 years of professional experience

# Legislation for Distance Education

Draft version	Final version
F2F support by monitors and experts	No mention



# Legislation for Distance Education

Draft version	Final version
F2F support by monitors and experts	No mention
UAb should reinforce its scientific and pedagogical knowledge of DE in the national panorama	Continues

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F2F support by monitors and experts	No mention
UAb should reinforce its scientific and pedagogical knowledge of DE in the national panorama	Continues
Institutions with pedagogical capacity in DE	Continues

# Legislation for Distance Education

Draft version	Final version
F2F support by monitors and experts	No mention
UAb should reinforce its scientific and pedagogical knowledge of DE in the national panorama	Continues
Institutions with pedagogical capacity in DE	Continues
Existence of experts to support students (F2F and Distance)	F2F and Distance is not mentioned
Quality of the experts to support students (F2F and Distance)	F2F and Distance is not mentioned

# Challenges of the legislation

- “Support by an expert” vs “Support by a course team”
- Changes in the Pedagogical Model due to the legislation
- Approval from the Quality Assurance National Agency

# Challenges of the legislation

- UAb has developed Virtual Tutors (with AI) with funding from FCT - the "João and Maria" is still in prototype form (Project Tutor Virtual)
- It complements the action of the Human Tutor - it does not replace it
- Structured around the Tutor's actions in the UAb Pedagogical Model (1st cycle) - non-academic feedback/guidance and motivational dialog

## Examples



Tutoria Virtual

*We are available to help you better manage your participation in UC activities. As you know, participation is important for your academic success. We know you can do it!*

*Hello xxx, there is new information about your e-folio. To access it, click on the buttons indicated.*



# Future developments in online learning



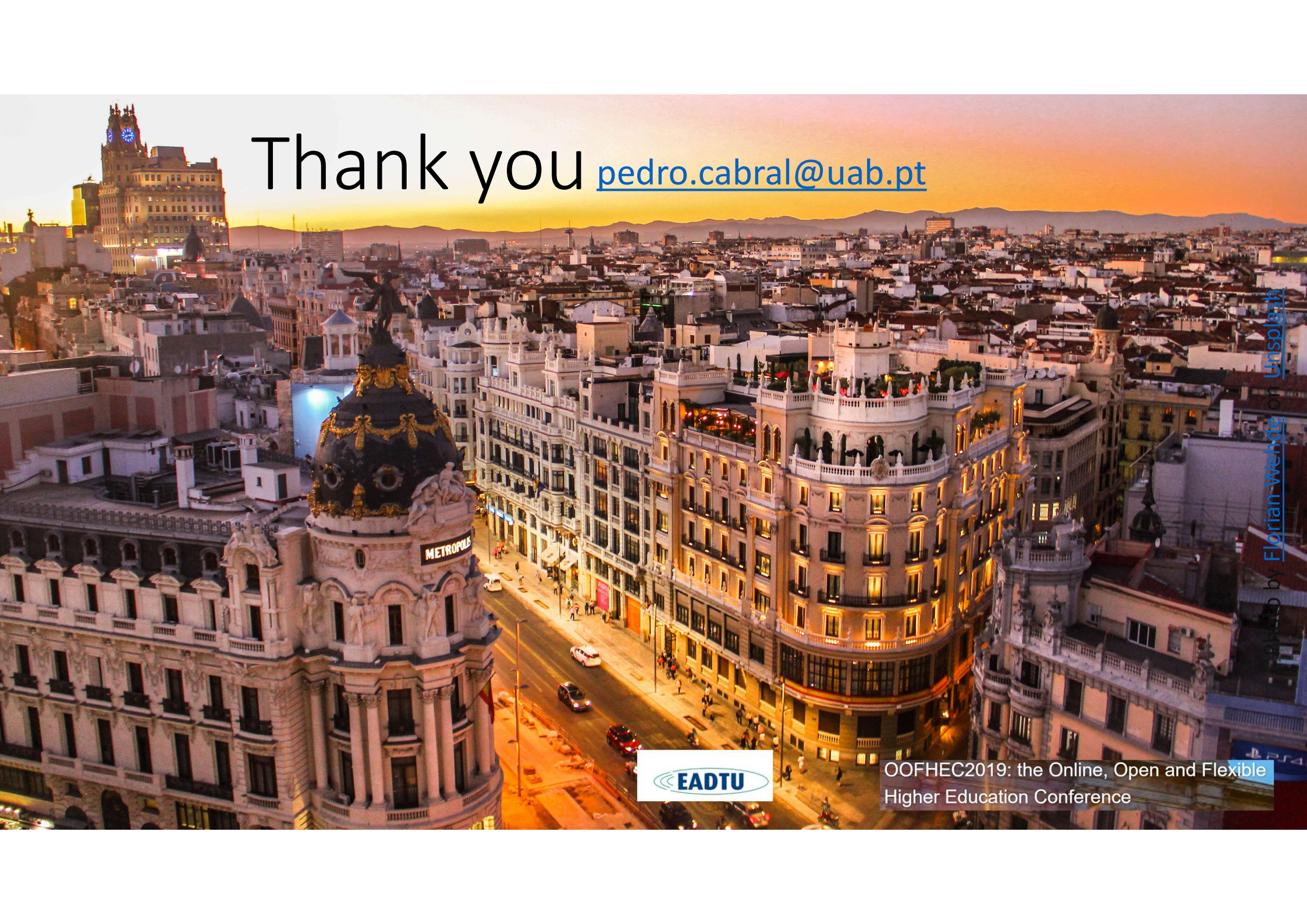
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Thank you [pedro.cabral@uab.pt](mailto:pedro.cabral@uab.pt)



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