

**LAPIN AMK<sup>7</sup>**  
Lapland University of Applied Sciences

# GUIDE FOR STUDENT TUTORS



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# **Guide for student tutors**

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# Welcome to being a student tutor

It's great that you have chosen tutoring as part of your studies. The work you will do is valuable and rewarding. We members of the tutor team develop tutor activity and collaboration between different units. The tutor team, which began operation in the autumn of 2013, operates under Lapland UAS's student union, ROTKO.

The members of the tutor team include, among others, tutor leaders appointed by student associations, ROTKO's executive director, ROTKO's service coordinator, ROTKO's tutor leaders, ROTKO's international relations officer, representatives appointed by Lapland UAS and, if necessary, other persons. Our objective is to do our part to create a good atmosphere for studying and to assist student tutors in tutoring.

Our motto consists of four large T's: *Tuutorit Tekevät Tärkeää Työtä (Tutors Do Important Work)!*

Wishing you fruitful moments of tutoring,

THE TUTOR TEAM

## WHY BECOME A TUTOR?

As a tutor you can get:

- Connections between Kemi, Rovaniemi and Tornio
- New friends from new students and other tutors
- Courage and social skills
- Team guidance and presentation skills
- A counterbalance to studying
- Experience in a position of trust and in taking responsibility
- Language skills and cultural awareness
- Contacts for your own international period
- A Tutor's Certificate for being a tutor
- Opportunities to form networks for your future working life
- Credits

# ROTKO tutor

Lapland UAS has an independent student union—ROTKO—which looks after the interests of the student body. Among ROTKO's tasks are recruiting, training and selecting tutors for Lapland UAS and managing tutor activity.

## WHAT DOES A ROTKO TUTOR DO?

- Provides support and guidance to new students
- Collaborates with the UAS's staff
- Meets regularly with the group of tutees
- Familiarises new students with the UAS's practices, the locality and student life
- Provides information and guidance in study-related matters
- If necessary, assists in arranging and implementing entrance exams
- Participates in developing
  - Tutor activity
  - The UAS's operation
  - New events
  - The general atmosphere of the UAS and the tutor's own unit.



# Purpose of student tutoring

For many, starting studies in a university of applied sciences means entering a new situation in life, which may entail moving to a new locality away from friends and family back home, taking responsibility for one's own life and beginning studies that differ in nature from studies in a vocational or upper secondary school. The most important factor that eases studying at the start is interaction with others in the same situation. Other students can provide support and information for studying.

The purpose of student tutoring during the initial phase of studies is to *facilitate and support* the new student's integration into and orientation to the UAS community and the new situation in life. It is especially important for *new students to meet their fellow students*. The goal of tutoring is to *awaken the student's own activeness* and *reinforce interaction between the student and the staff of the UAS*. The tutor acts as a bridge between the new student and the staff of the UAS.

Remember that you can instruct new students to find things out for themselves only if you yourself are familiar with the places and practices. Therefore, first familiarise yourself with the services provided so that you are able to tell the students you are tutoring about them. The new student should learn how to address possible problems and how to solve them. However, the tutor is not a psychologist or a student counsellor, and does not need to know everything. More essential is to know where information and help can be found. It is important to know how to listen, encourage and advise.

The purpose of tutoring is to

- Promote a new group's bonding
- Create a positive atmosphere
- Disseminate information
- Familiarise new students with the UAS and student life
- Arrange various events
- Develop activities
- Ensure the continuity of tutoring.

# Tutoring study unit

## APPLYING TO BECOME A TUTOR

Primarily first-year students can apply to become a tutor. It is also possible for second-year students to apply. However, before applying, second-year students should consider whether it will be possible for them to participate in tutor activity during their third year (in addition to practical training, the thesis project, etc.).

To become a tutor, the student has to apply for this position of trust. The student is sent an online application link and instructions via email, where he or she can apply to become a tutor.

As a rule, the tutor's period of activity is one academic year, i.e., autumn to spring. The tutor's period of activity may be extended six (6) months, if possible. The six-month extension period includes assisting in entrance exam arrangements in June and providing peer support to new tutors the following autumn.

## ABOUT THE TUTORING STUDY UNIT

The name of the study unit is Peer Guidance / Community Influencing (5 or 10 cr), and it is one of Lapland UAS's free-choice electives. Implementation of the study unit cannot be selected by the student; it is added to the chosen tutor's record of credits.

The objective is that the tutor is familiar with the UAS's operating and study environment and wants to improve it through peer tutoring and that the tutor acquires experience performing publicly in various presentations. The tutor knows how to instruct in matters related to the UAS, the field of study, the student's own education and student and well-being services. The student may also choose to be a sports, international or marketing tutor.

Tutor activity includes planning of the activity, active participation and reporting to an appointed person(s) in charge who evaluates the study unit. Detailed instructions on the report and hour monitoring can be found on the study unit platform in Moodle.

Hour monitoring is a record of hours spent:

- Participating in training
- Planning activity
- Participating in organised activity
- Participating in meetings
- Writing the report, etc.

The following topics should be addressed in the report:

*How has the implemented activity influenced the student community? What has the student learned? In what area(s) can the student develop? How can the activity be further improved in one's own unit vs. Lapland UAS? Evaluation of success.*

## TUTOR TRAINING

Student union ROTKO and Lapland UAS have agreed that ROTKO recruits and trains student tutors for one academic year at a time. The tutor team plans the content and schedule of the training during the autumn semester, and Lapland UAS approves them. During tutor training, tutor activity is planned and the students are familiarised with the following topics:

- Group bonding
- Tutor's responsibilities and obligations
- Tutor's networks of cooperation
- Planning of future tutoring

### Structure of the training

#### Part 1.

Online instruction is provided on iLinc once a week in March, two hours at a time.

The topics of the hours are:

- What is a tutor like?
- What is student tutoring, and the tutor's network of cooperation
- Tutor's responsibilities and obligations
- Challenging tutoring situations

#### Part 2.

A tutor camp is arranged on a weekend in the beginning of April. At the camp students consider and practice doing things related to supporting group bonding, guiding a group and performing publicly. One purpose of the camp is also to promote group bonding among the student tutors. The goal is to create networks for future tutoring. Look forward to a fun get-together with other tutors.

#### Part 3.

In the third part of tutor training the students become more familiar with the different lines:

- Marketing tutoring
- International tutoring
- Sports tutoring

Each tutor must choose, in addition to common studies, at least one line. Training in the lines is arranged in mid-April after the camp weekend. The classes are held on weekday evenings as contact teaching in both Kemi-Tornio and Rovaniemi. Four (4) hours of classes are arranged in each line.

After the training the tutors plan the programme for the following autumn together with the tutor leader of their own association / the tutor leader in their field of study and the student counsellor or teacher tutor.

# Tutoring, or peer guidance

TUTORING ACTIVITY *should be planned well and sufficiently early* together with the tutor leaders and staff. The activity should be announced early enough to allow everyone who wants to participate to arrange to do so. In planning timetables it is worth noting that not all of the meetings and events should be arranged during the first weeks of study only. Nevertheless, it is natural that fewer tutor meetings are arranged towards the end of the semester than in the beginning of studies.

The needs of the students joining the group are often quite different. The expectations of students coming straight from upper secondary school may differ considerably from those of students who have studied previously. Someone may want to attend a few well-organised information meetings, while someone else may want evening get-togethers. The tutor should be aware that the group may also include open UAS students or exchange students. In questions related to studies, the tutor should refer students to the UAS's staff: open UAS staff members / study affairs office / international relations office / teacher tutor.

Programmes which have been used previously in the tutor's own field of study can be used as a basis for planning. Good preliminary planning combined with listening to the questions and expectations of the group members provides a framework for meetings, but also gives room for flexibility and individual needs. This way issues can be addressed as they become current for the new students.

In planning tutoring, at least the following items should be considered:

- What matters should be agreed on and planned?
- What is the topical content of the new students' joint meetings?
- How far into the future should meetings be arranged?
- How should students who arrive after tutoring has started be taken into consideration?
- How do the needs of new students change as the autumn progresses?
- How should one's own student association and its activity be presented?
- How should participants' limited mobility or the possibility to participate without intoxicants be taken into consideration at events?
- How is work shared among the tutors and with teacher tutors and student counsellors?
- How is the continuity of tutoring ensured during the entire period of activity?

## YEARLY TUTORING PLAN

Month	Task	Responsibility
January— April	Tutor recruitment Tutor application processing Tutor interviews Tutor training Tutor camps	ROTKO's tutor team
May	<b>Tutor meeting:</b> Autumn tutoring plan	Tutor leaders and new tutors in cooperation with student counsellors / teacher tutors
August	Tutor meeting before studies begin: review of the tutoring plan and sharing of work  Semester and tutoring begin, e.g.: • Orientation week • Getting to know the group, exercises related to group bonding • Familiarisation tour of the UAS's premises • Familiarisation with the locality of studies and student life	Tutor leaders, student tutors, student counsellor / teacher tutors  Student tutors
September	<b>New tutor training planning begins</b>	ROTKO's tutor team
October— November	Next semester's tutors' recruitment cycles	ROTKO's tutor team, student tutors
December	Tutor recruitment begins	ROTKO / associations' tutor leaders

## TUTOR'S LIST OF TASKS

The list of tasks contains matters that should be gone over with the new students and basic information that the new students may need in their studies. *The list does not need to be followed rigidly*, the matters can be addressed according to the wishes and needs of the students. *The tutor should also supplement the list with essential information pertaining to his or her own field of study.*

### Familiarisation with the surroundings

- The UAS's buildings, libraries, classrooms, computer rooms, gyms, student cafeterias, staff workrooms
- The study affairs office in the tutor's own field and the international exchange contact teacher
- Student care premises and visiting hours
  - Social worker, UAS study counsellor, student counsellor in one's own field, healthcare nurse, sports instructor / sports coordinator, school pastor
- ROTKO's premises
- Student associations' premises
- Locality of studies according to the needs of the tutees
  - e.g., healthcare services including emergency healthcare, healthcare centre and dentist, KELA, tax office, post office, city administrative court, city hall, library, sports facilities, points of interest

### Presentation of sources of information

- [www.lapinamk.fi](http://www.lapinamk.fi)
- [www.pakkasraja.fi](http://www.pakkasraja.fi)
- Bulletin boards in the units
- Avac displays in Kemi-Tornio
- email; *functions as the official information channel!*

*Important: at the UAS students cannot expect people to inform them personally; students must be active in acquiring information themselves!*

### Description of study practices

- Independent study → increased freedom and responsibility for one's own studies
- Exam practices and signing up for exams
- Registering for study units
- Registering as an attending or non-attending student
- Practical training
- Safety and security issues
- Exchange study possibilities and practical training abroad
- Legal protection
- Lapland UAS's student feedback system, e.g., study unit feedback at [www.lapinamk.fi/fi/Opiskelijalle/Opinto-opas,-AMK-tutkinto/Opintojaksopalautteet](http://www.lapinamk.fi/fi/Opiskelijalle/Opinto-opas,-AMK-tutkinto/Opintojaksopalautteet)

**PAKKASRAJALLA**

## Student's social benefits

- Financial aid
- KELA's :n meal benefit
- SAMOK student card, online application at [www.lapinrotko.fi](http://www.lapinrotko.fi)
- VR's and Matkahuolto's joint student card
- National Board of Education's student card

## Presentation of hobby and leisure-time possibilities

The UAS's external mutual outings, theme days and various hobby and leisure-time possibilities allow students to participate in common activities, give them energy to study and alleviate the stress of studying. Particularly students whose family and friends are far away need to find things to do on weekends and during breaks, so they appreciate invitations to student events and leisure-time activities.

The tutor group can discuss what the students have done previously and what types of activities they are interested in. It takes time to find a new setting for one's old activities. It is also possible to find new activities in the changed situation and phase of life. The threshold to starting a new activity can be lowered by visiting a new place of activity together. Trying out a new activity as a group may help the students get acquainted with each other.

There is a variety of leisure-time and club activities available to students. The tutor's hints can help new students find an interesting activity and information about student discounts, for example. Information about using the school gyms in the evening and other students' sports benefits is posted on the bulletin board, Lapland UAS's web pages and student union ROTKO's web pages.

Kemi-Tornio: [www.lapinamk.fi/fi/Opiskelijalle/Opiskelua-tukevat-palvelut/Liikunta](http://www.lapinamk.fi/fi/Opiskelijalle/Opiskelua-tukevat-palvelut/Liikunta)

Rovaniemi: [www.luc.fi/Suomeksi/Hyvinvointi-ja-liikunta](http://www.luc.fi/Suomeksi/Hyvinvointi-ja-liikunta)

ROTKO: <http://www.lapinrotko.fi/fi>

More information about leisure-time possibilities at the school and in the area can also be obtained from *the UAS's sports instructor in Kemi-Tornio and the sports coordinator in Rovaniemi*.

## Leisure-time hints:

- Lapland UAS's web pages → For the student + [www.pakkasraja.fi](http://www.pakkasraja.fi)
- Sports and outdoor activities in Lapland: [www.lappi.fi/asuminen/ulkoilu](http://www.lappi.fi/asuminen/ulkoilu)
- Civic colleges in Lapland: [www.lappi.fi/opiskelu/muu\\_koulutus/kansalaisopistot](http://www.lappi.fi/opiskelu/muu_koulutus/kansalaisopistot)
- Kemi:  
[www.kemi.fi/seurat](http://www.kemi.fi/seurat)  
[www.kemi.fi/liikunta](http://www.kemi.fi/liikunta)  
[www.kemi.fi/kulttuuripalvelut](http://www.kemi.fi/kulttuuripalvelut)
- Rovaniemi:  
[www.rovaniemi.fi/fi/Palvelut/Kylat-ja-kaupunginosat](http://www.rovaniemi.fi/fi/Palvelut/Kylat-ja-kaupunginosat)  
[www.rovaniemi.fi/fi/Palvelut/Liikunta-ja-vapaa-aika](http://www.rovaniemi.fi/fi/Palvelut/Liikunta-ja-vapaa-aika)  
[www.rovaniemi.fi/fi/Palvelut/Kulttuuripalvelut](http://www.rovaniemi.fi/fi/Palvelut/Kulttuuripalvelut)
- Tornio:  
[www.tornio.fi/Yhdistykset](http://www.tornio.fi/Yhdistykset)  
[www.tornio.fi/Liikuntajaulkoilu](http://www.tornio.fi/Liikuntajaulkoilu)  
[www.tornio.fi/index.php?p=Kulttuuri](http://www.tornio.fi/index.php?p=Kulttuuri)

## TUTOR MEETINGS WITH ONE'S OWN GROUP

Tutor meetings can be arranged in a classroom during tutor hours marked in the agenda or during the students' leisure time, e.g., on a familiarisation visit outside the school. Many group bonding and mutual games require a meeting place outdoors or in a gym. If possible, tutors may also arrange a meeting in a leisure-time activity site.

A preliminary timetable for autumn meetings should be compiled well in advance. If tutoring is carried out during tutor hours marked in the agenda, the timetable and programme should be agreed on together with the field's student counsellors /teacher tutors. If tutoring is done at other times, the preliminary timetable should be agreed on with the tutees during the first couple of meetings.

The group's rules of the game should be agreed on together, e.g., notifying about absences. Agreeing on meetings well in advance makes it easier to fit timetables together. If it is not possible to agree on the time of many meetings, at least the following meeting should be agreed on. This will ensure that everyone is up to date and the times are suitable for everyone.

The tutor should offer peer guidance in small doses also after the first days and weeks. For example, it is easy to reach everyone by email and remind them of important matters and events.

## IDEAS FOR TUTORING

### **Letter to new students**

Tutors can send new students advance information about tutoring, the upcoming programme or student association activity. One A4-size letter can be sent to new students for this purpose through the admissions office. This material should be delivered to the UAS's social worker by the end of May.

### **Tutor meetings**

Time may be reserved for tutoring in the agendas. The tutor can talk about things to the group him or herself or invite a guest to speak about the UAS's services, leisure-time activities, summer jobs, etc.

### **Getting to know the staff over a cup of coffee**

An informal meeting over a cup of coffee can be arranged between the staff and students in the field of study to allow them to get to know each other and exchange thoughts. A current topic can be brought up as a way to induce discussion.

### **Familiarising Finnish and foreign students with each other**

Foreign and Finnish students can more easily get to know each other at various events. The tutors themselves can arrange mutual leisure-time activities (e.g., various team sports and games, outings, potluck meetings, traditional Finnish or other countries' festivities).

### **Attending an info event together**

The tutor can take the group to attend UAS events and happenings, such as the opening ceremony, well-being week events or trade union events. Attending such events requires only that the group is gathered together, without any major arrangements.



### **Coffee or lunch with one's own tutor group**

A peaceful coffee or lunch break offers new students a good opportunity to discuss about the start of studies, curricula, possible challenges, etc., and to go over things that are still unclear.

### **Visiting a student association meeting**

Visiting a student association meeting with one's own tutor group allows the students to become familiar with the activity of the association in their own field and lowers the threshold to participate in the activity independently in the future.

### **Larger student events**

It is worthwhile for the tutor group to participate in student association events and larger student happenings in their own field and other fields. It is easier to realise finer programmes with a large group than alone.

### **Seasonal parties**

New students can arrange a seasonal party for their own class. Planning and arranging creates a spirit of togetherness and the students can get to know each other better. Do not forget the student tutors' own seasonal party!

### **Events in town**

The tutor group can be shown in practice what the cities of Kemi, Rovaniemi and Tornio have to offer by attending events, theatres, cinemas, concerts, exhibitions, sports events, etc., together. *Find out about student and group discounts beforehand!*

### **City orienteering**

New students can be familiarised with the town they are studying in by means of city orienteering. The purpose of orienteering is to motivate tutors to familiarise first-year students with a broader area than the smallest "turf" of the campus. Suitable stops along the route could include KELA, the tax office, the city hall, the city library, the healthcare centre / healthcare station / hospital, sports facilities, the swimming hall, the town square, the bus station, points of interest, etc.

### **Going on an outing together**

One form of tutoring is to arrange an outing, for example, together with another group. The outing should be well planned, especially the food and transportation to the destination. Potluck is a recommendable alternative if you want to eat well with minimal effort and reasonable cost. The tutor should arrange the food so that everyone brings something a little different.

# How to make a new group functional

A new group is dependent on the group leader. Since the members of the group do not know each other yet, their attention and expectations are focused on the tutor. Indeed, the tutor has particular responsibility for arranging the group's gatherings and activities. The tutor reserves a place for the group to meet, plans the programme and is responsible for continuity by always being present at the meetings.

At the first meetings time should be reserved for getting to know each other and for answering the questions of the group members. The primary wish of the group's tutees is to become familiar with the other students. If for some reason this is not possible during the first meeting (e.g., the first meeting takes place right after a long info event), a new meeting in the near future should be agreed on. At that meeting time should be reserved for familiarisation!

At the first meeting with the group of tutees:

- Introduce yourself: who you are and where you are from
- Briefly explain the purpose of tutor activity
- Give your own edu.lapinamk.fi email address (and at your own discretion, your phone number)
- Have the members of the group introduce themselves to each other
- Ask the new students about their expectations and wishes
- Collect your group's contact information
- You can set up a Facebook group for your group of students. Remember that not everyone is on Facebook!
- (It might be a good idea to also set up a WhatsApp group.)
- Agree on timetables and meeting times with the group → inform!  
Remember to inform those who are absent!

Familiarisation can be initiated in many ways. For example, familiarisation games can be helpful. Doing something together where each member unnoticeably presents him or herself can "break the ice." A natural way to get acquainted is to ask the group members about their experiences in starting their studies. It is important for the tutor to find a way to get the conversation going that he or she is comfortable with and that works with the group. Even if the group begins to discuss spontaneously, the tutor should make sure everyone has a chance to participate. The tutor can indicate interest in the opinion of someone who hasn't participated by asking questions. However, everyone should be allowed to remain quiet and join the discussion when he or she feels like it. No one should be pressured into participating.

Familiarisation games and exercises in social group bonding can be found on the Internet. For example, a good group bonding guide can be found at [www.mastohjaus.fi/pdf/Ryhmayttamisopas.pdf](http://www.mastohjaus.fi/pdf/Ryhmayttamisopas.pdf). Even though the guide is intended for teachers, it is also suitable for use by student tutors. The guide contains information about the phases of group formation and familiarisation exercises.

# Tutor's responsibility

The tutor is an influential person comparable with teachers, whose words are listened to carefully. For this reason the tutor should consider what kind of image he or she portrays of him or herself, the school, the teachers and studying. The tutor should let the students themselves form their own perceptions of things. In carrying out his or her tasks the tutor should adhere to correct information and treat all the tutees equally and fairly. It is important that there are different types of tutors and different personalities. Remember to be yourself!

To ensure the continuity and development of tutor activity, all tutors should be active. It is *important that the tutor group is not left alone* even if the tutor becomes ill or leaves for a practical training period or exchange period abroad. Tutors should have *alternates* in case they are unable to act as tutors. Ensuring the continuity of tutor activity also includes recruiting new tutors for the following academic year. Each tutor also has his or her own role and responsibility in developing tutor activity. In practice this means providing feedback about training, organising the activity and disseminating good practices, e.g., to the tutor team, in feedback questionnaires and in reports.

The tutor is obligated to observe secrecy, and must be discreet. This obligation to observe secrecy should also be mentioned to the tutees so that they dare to speak about their own matters with the tutor. The tutor is not expected to come up with solutions, but rather to discuss with the student about what should be done. The tutor should talk with other tutors, the teacher tutor, the student counsellor, the social worker or ROTKO's service coordinator about difficulties encountered—without forgetting the obligation to observe secrecy.

The tutor also has his or her own expectations regarding his or her own actions. It is good to be aware of these, but it is important to make sure not to assume too much responsibility or set goals too high. Tutoring tasks should be shared among all the tutors so that no one is burdened by too many tasks. The tutor's tasks include, if necessary, also instructing new students who do not belong to his or her own tutor group.

The tutor is responsible for

- His or her own words and deeds
- Not giving information that is wrong or based on one's own prejudices
- Preparing to welcome and welcoming new students
- Instructing a student to an information source if the tutor him or herself has inadequate knowledge
- *Not carrying students' worries alone!*

# Networks of cooperation

In addition to tutors, many others also provide assistance to new students in the beginning of their studies. The tutor's primary partners are *ROTKO's service coordinator, student associations' tutor leaders and contact tutors in the fields of study*. Among Lapland UAS's staff, the *teacher tutors, student counsellors, teachers, social worker, UAS study counsellor, international affairs office staff, sports instructor and sports coordinator*, in particular, belong to the tutor's network of cooperation. They have an important role in supporting the work of tutors. The tutor's most important contact persons in school marketing are the *student counsellor in the tutor's own field, persons in charge of marketing and the UAS's marketing coordinator*.

## ACTIVE STUDENT UNION AND STUDENT ASSOCIATION MEMBERS

STUDENT UNION ROTKO'S SERVICE COORDINATOR organises student tutoring in collaboration with the student associations' tutor leaders, participates in the work of the tutor teams and is responsible for organising training.

THE TUTOR LEADER of the student association in your own field coordinates student tutoring in his or her own field of study.

The tutor leader's tasks are to:

- plan tutor activity together with student counsellors / teacher tutors in the field of study
- coordinate tutor activity in the field of study
- communicate information to tutors in the field of study
- summon tutors in the field of study to meetings regularly
- cooperate with tutor leaders in other fields of study
- participate in arranging events and recruit tutors in the field of study to the events
- participate in the tutor team's work.

The field of study may also have a CONTACT TUTOR whose tasks are to:

- keep in contact with tutor leaders in the field's associations
- act as the leader of his or her own tutor group.

## PERSONS RESPONSIBLE FOR GUIDANCE AT THE UAS

TEACHER TUTORS act as the heads of their own groups. Their tasks include guiding new students in UAS studies and supporting progress in studies.

THE STUDENT COUNSELOR can provide help, for example, if studies do not progress as planned or if a student has special needs related to studies. The student counsellor can act as a contact person for student tutors and can be in charge of school marketing in his or her own field of study.

THE SPORTS INSTRUCTOR in Kemi-Tornio helps international students in matters related to housing and organises the UAS's leisure-time activities in cooperation with the sports tutors. The sports instructor's job also includes sports tutor training.

THE SPORTS COORDINATOR in Rovaniemi is in charge of UAS students' sports services. The sports coordinator organises and plans the content of the Sporttipassi, i.e., the sports programme. He or she also provides information about and markets sports services. The sports coordinator's job description also includes sports tutor training. Sports tutors work in close cooperation with the sports coordinator in developing services.

The staff of THE INTERNATIONAL AFFAIRS OFFICE provides assistance in matters related to student exchanges and takes care of the affairs of exchange students coming to the UAS. The international affairs office also participates in international tutor training.

THE UAS'S MARKETING COORDINATOR organises the school's marketing in collaboration with student counsellors / persons in charge of marketing and student tutors, and provides assistance in various matters related to disseminating information. He or she is in charge of marketing tutor training.

THE SOCIAL WORKER in Kemi-Tornio offers psychosocial support to students encountering challenges that hinder their progress in studies. The social worker belongs to student union ROTKO's tutor team and takes part in arranging tutor training.

Lapland UAS's Rovaniemi campus and the University of Lapland have a joint UAS STUDY COUNSELLOR. He or she offers students guidance and support in matters related to learning skills, smooth studies and well-being.

Contact information of members of the network of cooperation can be found at:

- [www.lapinrotko.fi](http://www.lapinrotko.fi) → tutoring
- [www.lapinamk.fi/fi/Esittely/Yhteystiedot](http://www.lapinamk.fi/fi/Esittely/Yhteystiedot)



# Challenging group situations

Everything does not always go as planned. The student group includes many kinds of students with various needs. Not everyone is an extrovert; some students are quiet and withdrawn. Different life situations and personalities are visible in a group. The tutor should think in advance about how to act in challenging situations. Here are a few hints for such situations:

## **Quiet/withdrawn student**

A tutee may be quiet or withdrawn, placing him or herself outside or above the group. By his or her presence a tutee may indicate that this is not for me, that this discussion seems stupid or uninteresting. Often behind even such behaviour is a feeling of unsureness about one's own status in the group. Such a situation may be resolved by an open, interested attitude towards the student and by encouraging the student to participate.

## **Dominating student**

If a tutee dominates the group with his or her talk so that others do not have a turn, the group leader does not have an easy task. How is it possible to calm down such a person? How can the rest of the group be induced to contribute so that the discussion would be more balanced? It is not easy to interrupt someone, but at times it may be necessary. One possibility is that the tutor switches the speaking turn to someone else by asking his or her thoughts on the matter being discussed. Dividing various responsibilities and tasks among the members of the group may channel the dominant student's activeness for the benefit of the group.

## **Marginalised student**

If a tutee is left outside the group, the tutor can try to entice him or her along, e.g., by arranging various opportunities to participate. The tutor must intervene if there is teasing or discrimination. However, the tutor does not have to intervene alone; help and support can be obtained from the healthcare nurse / social worker / UAS study counsellor, among others. They can provide advice to the tutor to resolve the situation, offer help and support to a marginalised student and help the group deal with the situation.

## **Group balance**

Sometimes it is unavoidable that the group cannot find common ground. In such a case part of the group may not participate in leisure-time activities. Nevertheless, it is important to remember that this is not a sign of the tutor's personal failure.

If as a tutor you notice problems in the group's functioning, you can always ask for help or advice from the others in the network of cooperation.

### **If there cause for worry**

There may be something about the tutees or the tutoring situations that causes worry. If you become worried, contemplate whether the situation is serious and if help is needed. For example, a change in a student's behaviour indicates that something is wrong. Nevertheless, such a change could be a completely normal reaction to an unsuccessful exam, moving away from home, physical illness or a personal crisis.

The tutor does not necessarily need to know what the student's problem is or how it can be resolved. In such a situation the tutor can ask a professional—e.g., a healthcare nurse, social worker or UAS study counsellor—for advice. As a student tutor you can support the student by listening and encouraging him or her to seek help. If the threshold to seeking help is high, it can be lowered, for example, by contacting the healthcare nurse, social worker or UAS study counsellor together. The tutor can also go along on the first visit or suggest that the student take a close friend along.

The UAS has a variety of guidelines for acting in a challenging situation: crisis guidelines, an intoxicant programme and a guidance and well-being plan. They can all be accessed on the UAS's web pages. The tutor should be aware of them and become familiar with them beforehand.



### **Nevertheless, remember: tutoring can ensnare you.**

If your studies begin to suffer and you feel overloaded, STOP and consider what you should do!?

*“The tutor's greatest responsibility is to make sure his or her own studies go smoothly.*

*You do not have to do everything. It's good to learn to also say NO.*

*Most important is your own well-being.”*

# Lines of study

## SCHOOL MARKETING

As a tutor you can also complete part of your hours in marketing or focus entirely on it. The purpose of school marketing is to make Lapland University of Applied Sciences known and to recruit new students to the UAS. This alternative requires the tutor to also complete common tutor training.

In school marketing the student tutor's tasks include:

- Working at Lapland UAS's stand at national fairs
- Participation in presentation and marketing events or campaigns
- Participation in school visits
- Presentation of one's own field of study at secondary-level schools
- Welcoming visiting groups from secondary-level schools and presenting one's own field of study





## SPORTS TUTORING

At Lapland UAS sports tutoring is an essential part of UAS sports. Sports tutors may have many different kinds of tasks. Sports tutors develop and maintain UAS sports and try to get all UAS students to become active, e.g., by means of various events.

Sports tutors:

- Inspire students to become active
- Arrange sporting events, campaigns and try-outs in various types of sports
- Develop and take care of sports venues and offerings
- Provide personal training in sports
- Guide students onward in sports
- Provide information about local availability of sports
- Lower the threshold of participating in sports.

## INTERNATIONAL TUTORING

Tutoring international students differs from tutoring Finnish students because, in addition to the UAS, many other things in Finland are new and strange to them. At his or her best case the international tutor is able to make the new student feel welcome in Finland and is able to get practical matters rolling in an unfamiliar environment.

The UAS's international students are either exchange students or degree students. Exchange students come to the UAS to complete part of their studies or practical training. Exchange students are primarily here for a period of six months to a year. Degree students complete their entire degree programme at the UAS. The duration of their studies is 3.5–4 years.

# Guidelines for international tutoring

## CONTACTING PRIOR TO ARRIVAL IN FINLAND

International tutors can enclose a field-specific welcoming letter with the acceptance letter. An acceptance letter is sent to all international degree students. International tutors can also write a common welcoming letter to exchange students, which is appended to the exchange students' SoleMOVE acceptance letter.

The letter can:

- Welcome the student to Lapland UAS in Kemi / Rovaniemi / Tornio
- Introduce the tutor and explain that the tutor is a second- (or third-) year student who will voluntarily tutor and assist the newcomer in the various phases of studies
- Give the new student the tutor's contact information, at least the edu.lapinamk.fi email address
- Explain what kind of welcome will be arranged for the new student upon his or her arrival in Kemi / Rovaniemi / Tornio
- Ask the student to confirm his or her arrival time according to city-specific instructions (exchange students confirm their arrival time via SoleMOVE!)

In addition, the international tutor should contact the international students by email well before they arrive in Finland. New international students always have many questions they want to ask before they arrive.

## WELCOMING AN INTERNATIONAL STUDENT IN KEMI AND TORNIO

1. You will get information about the arriving student from the sports instructor, with whom you will arrange the welcoming of the student.
2. You may use the school's car from administrative services or your own field of study to pick up the student from the airport or railway station.
3. If you are unable to pick up the new international student as agreed, contact the sports instructor.
4. Arrange with the sports instructor about getting the keys to the student's apartment.
5. Get the keys to the car from administrative service or your own campus office.
6. Be at the railway station, airport or apartment to meet the student as agreed. Be there well in advance, take your nametag with you and be prepared for changes in the timetable.

7. At the apartment, make sure the student has everything he or she needs for the first night. If the shops are open, you can go to the grocery store with the student.
8. You should mention that the door to the apartment locks without a key! Show how the door lock and security lock operate. Explain to the student how to call someone to unlock the door and how much it costs if he or she happens to forget the keys or loses them.
9. Tell the tutee that it is safe to drink the tap water. Explain the use of the dorm kitchen (oven, refrigerator, etc.).
10. Give the student a map on which his or her apartment and the school are marked.
11. Write down the address of the apartment, your own contact information and the schedule for the following day.
12. Remind the student to notify his or her family that he or she arrived safely.

## WELCOMING AN INTERNATIONAL STUDENT IN ROVANIEMI

1. You will get information about the arriving student from ROTKO's tutor leader, with whom you will arrange the welcoming of the student according to the arrival timetable.
2. Exchange students are offered pick-up service free of charge on a specific arrival date before orientation. You must be present at the airport / railway station / bus station or apartment on the arrival date according to the arrival timetable. You will have a ride to the airport / railway station / bus station by taxi service which ROTKO's tutor leader will order in advance. If the exchange student does not arrive on the arrival date, he or she must independently take a taxi to the apartment, where you will meet him or her. There is no transportation service arranged for international degree students; you will meet them at their apartment.
3. If you are unable to pick up the new international student as agreed, contact ROTKO's tutor leader.
4. Get the key to the student's apartment well in advance from DAS's office during business hours. The DAS office is not open on weekends! If the international student is lodged someplace other than a DAS apartment, arrange to get the keys with the international student / renter.
5. Be at the railway station, airport or apartment to meet the student as agreed. Be there well in advance, take your nametag with you and be prepared for changes in the timetable.
6. At the apartment, make sure the student has everything he or she needs for the first night. If the shops are open, you can go to the grocery store with the student.
7. You should mention that the door to the apartment locks without a key! Show how the door lock and security lock operate. Explain to the student how to call someone to unlock the door and how much it costs if he or she happens to forget the keys or loses them.
8. Tell the tutee that it is safe to drink the tap water. Explain the use of the dorm kitchen (oven, refrigerator, etc.).
9. Give the student a map on which his or her apartment and the school are marked.
10. Write down the address of the apartment, your own contact information and the schedule for the following day.
11. Remind the student to notify his or her family that he or she arrived safely.

## THE NEXT DAY

1. Familiarise the student with the customs and practices of the student dorm.
2. Tell the student about cleaning and remind him or her to ask permission before borrowing other students' belongings.
3. Show where the laundry room is located, how to use the washer and how the reservation system works. You should also mention sauna turns and Finnish sauna customs.
4. Explain waste recycling (which varies greatly country by country). Waste recycling is regulated by law in Finland. Show where the waste containers are located.

International degree students are sent a printed *Practical Information* guide along with their invitation letter, which they should use for familiarisation in addition to the <http://lapinamk.fi/en/Students> pages. The international tutor should also read [the Practical Information guide](#).

## THE FIRST DAY OF STUDY

- The tutor should instruct the student how to get to the school and bring him or her to the orientation room.
- Present the school.
- Help the student take care of business in the study affairs office of his or her school: registration (if not done yet), updating contact information, meal card, email username and password, student certificate (for the bank, police).

## GUIDANCE IN PRACTICAL MATTERS

### **Tour of the city**

Taking a tour of the city will help the international student visualise the surroundings and make it easier to find services. Remember, you do not necessarily have to accompany the tutee everywhere. For example, you can simply explain the way to the police station/bank. You are not responsible for taking care of the tutee's business; you only have to help him or her.

### **International degree students: city administrative court**

International degree students, students who want a Finnish ID number (e.g., to open a bank account, receive wages or acquire an Internet connection) and students from the Nordic countries must register in person at the city administrative court. International degree students should have their place of domicile marked as permanent at the city administrative court so their healthcare expenses will be the same as those of other city residents. Without a permanent place of domicile the student will have to pay the actual cost of healthcare. When the student visits the city administrative court he or she should have with him or her:

- a passport and a residence permit
- if married, a certificate indicating marital status and any children
- student certificate (from the study affairs office of the student's own campus)

### **Registration of EU citizens**

EU/EEC citizens do not need a residence permit to come to Finland. If an EU citizen resides in Finland longer than three months, he or she must register the right of residence at the local police station. (Citizens of the Nordic countries must register at the city administrative court within six months.) To register the right of residence the student needs:

- a valid passport or national ID certificate
- a certificate of attendance or letter of acceptance from Lapland UAS
- proof of a possible scholarship, etc. (indication of secure income)
- official passport photo

### **Post office**

A notice of moving must be made at the post office within a week of arriving in Finland if residence will last over one month. The notice can be made with the appropriate *muuttoilmoitus* form at the post office.

### **Bank**

A degree student may have a large amount of cash along, which should be deposited in a bank. English should be requested as the language of the bank account and online bank. The tutor should also show how to use an ATM and the online bank. If the ATM used by students does not have English instructions, the tutor should write English translations of the Finnish commands on paper.

Exchange students usually do not open their own bank account. However, exchange students who receive a scholarship from Lapland UAS need to open a bank account, because the scholarship is only paid to a Finnish account. More information is available at the international affairs office.

To open a bank account the tutee must have with him or her:

- a passport / official ID
- student certificate from Lapland UAS (from the study affairs office) or a letter of acceptance

### **Hospital, healthcare centre and pharmacy**

Tell the student about the Finnish healthcare system and where to go, if necessary (student healthcare, healthcare centre, hospital, emergency healthcare). Primarily the student should always first contact the UAS's healthcare nurse, who will refer the student to a doctor, if necessary. Emergency healthcare is intended only for patients with an illness so serious that they cannot wait until the next weekday.

Explain to the international student *what to do in an emergency*. Tell him or her that in Finland it would be good to add an ICE label (In Case of Emergency) in from of the name of their closest relative on their mobile phone's address list (e.g., ICE: mother) so the police/hospital knows who to contact if something happens. *The general emergency number in Finland is 112.*

Students arriving from an EU country must have their European Health Insurance Card with them. They must show the card whenever they use healthcare services.

### **Police**

*Non-EU citizens* need a residence permit, which they must obtain from the nearest Finnish embassy already before coming to Finland. Upon arriving in Kemi/Rovaniemi/Tornio they do not need to go to the police station unless they want to apply for an extension to their residence permit.

## **Shops**

Many foreign students want to know where they can buy a used bicycle or winter clothing. The tutor can give hints on how to get along on a small student budget in Finland. The new student does not necessarily have an understanding of the price level of things in Finland, so it could be beneficial to discuss about how the prices of brand name and generic products may vary considerably in clothing and utility products. The new student may also initially need the tutor's advice in the grocery store. The *Practical Information* guide, which is given to arriving students, contains a list of Finnish and English names of basic foods (Everyday Issues > Living expenses). The system of weighing fruits and vegetables should also be explained to the tutees (in many countries they are weighed at the cash register). Remember to mention holidays, when shops are closed.

## **Phone**

It is easiest for the international student to obtain a prepaid card for his or her phone, e.g., from an R-kiosk. Foreigners can get a monthly invoiced card only by paying a security deposit. A prepaid package includes instructions, e.g., on how to change the language. Show how to download more talking time. Some phones do not recognise a Finnish SIM card or they may be locked to one foreign operator, whereupon the student will have to buy a new phone. It may be possible to find a cheap used phone in a mobile phone shop.

## **Internet connections**

Skype, email and other forms of communication that use the Internet are definitely the best and cheapest ways to keep in contact with the people back home and avoid homesickness. To open an Internet connection through an operator, a degree student needs a Finnish social security ID number. Exchange students can only obtain a prepaid USB modem (operators, R-kiosks). The public spaces and libraries of the campuses have web computers which can be used freely during school hours. The campuses also have wireless Internet connections.

## **Student cards**

Both degree students and exchange students can obtain a student discount card for VR (trains) and Matkahuolto (buses). To get a discount card the student needs a special certificate which can be obtained from the study affairs office of the student's own campus. Likewise, both degree students and exchange students can get a SAMOK student card. A SAMOK student card can be obtained from student union ROTKO.



## ABOUT FINNISH CULTURE

You should talk a little about Finnish culture and behaviour with the student you are tutoring. For example, you can talk about the following items, if necessary, during your meeting. These everyday hints will help the foreign student adapt to Finland, and they are interesting details about daily life in Finland.

- Finnish punctuality. If starting time is marked as seven, it means exactly seven. It is not possible to register after the last day of registration.
- Invoices in Finland must be paid by the due date. In case of difficulty in paying, a person should immediately contact the company and negotiate the payment.
- Finns take off their shoes when they enter someone's home to visit.
- The Finnish style of communication can be quite different. A person should not be startled if a Finn does not say anything for a long time; it does not mean he or she is angry.
- Finns greet each other by shaking hands. Kisses on the cheeks may cause discomfort.
- Smoking is not allowed in public premises in Finland.
- Taking a sauna is a way to relax and cleanse oneself. A sauna is not a place for having sex.
- Use of alcohol: it is not appropriate to go to school while intoxicated. Do not leave an intoxicated person alone, especially in winter.
- Winter: Dress warmly and protect the most important parts of your body well; a person loses a lot of warmth if his or her head is uncovered!
- The roads are slippery in winter, so be careful when biking. The ice on bodies of water carries weight, but not in the autumn or spring, and not where there is flowing water.
- A helmet and a lamp (in winter) are mandatory when biking.
- The police are our friends.
- Finns do not pay bribes to the authorities when taking care of business.
- Finnish food is clean and healthy, and tap water is safe to drink.
- Explain the importance and use of reflectors! A reflector is a small investment to avoid accidents.

## CULTURAL ACCLIMATISATION

Most people living in a foreign country experience culture shock at some point. The symptoms vary, and may be mild or more severe. At its mildest, culture shock is evident as homesickness and a lack of belief in one's own language skills. At its severest it may cause deep depression, hopelessness or even a premature return home. Most important is to recognise the phenomenon and to remember that no one can avoid culture shock and that the symptoms vary considerably from one person to another.

If a person experiences culture shock, it is important not to suffer alone. Talking about it always helps. Talking with others in the same situation or with those who have been exchange students earlier can be quite relieving when one's feelings are understood and one realises that his or her reactions are completely normal. You can help your tutee most by encouraging him or her to mingle with other people and by listening to him or her. However, if the tutee appears severely depressed and home remedies don't appear to help, you should contact the UAS's social worker or UAs study counsellor. More information [about culture shock](#).

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