

Module F

Fostering Ukrainian Students' Satisfaction with University: Suggestions for Improving Ukrainian Students' Satisfaction with the University Experience Through Support and Engagement

Lesson 1: How Tutors Can Collaborate Effectively with the International Student Office

Description:

This lesson explains how university tutors can work in close coordination with the International Student Office (ISO) to support Ukrainian students more effectively. It provides a step-by-step approach to identifying students' needs, directing them to the appropriate ISO services, and establishing a clear communication flow between units. Tutors will learn how structured cooperation, timely information sharing, and a shared follow-up system can significantly improve students' adjustment and satisfaction with the university environment.

Objectives:

By the end of this lesson, tutors will be able to:

- Clearly identify the functions, responsibilities, and limitations of the ISO.
- Conduct accurate needs assessments and make appropriate referrals.
- Plan and manage communication channels between tutors and ISO.
- Engage in joint problem-solving and case-handling processes.
- Avoid misinformation, delays, and misunderstandings in support pathways.
- Create effective feedback loops that enhance students' satisfaction and well-being..

Lesson structure:

1. Understanding the Role and Services of the International Student Office
 - Admission, registration, residence permits
 - Housing, insurance, and financial guidance
 - Information on psychological and health services
 - Support for integration and academic orientation
 - Student rights and university policies

2. Key Areas of Tutor–ISO Collaboration

- o Four core collaboration domains:
- o Information sharing
- o Student referrals
- o Joint problem solving
- o Crisis / special case management

3. How to Make an Effective Referral to ISO

- o Collecting and summarizing the relevant information
- o Respecting student privacy and sensitive data
- o Distinguishing urgent cases from routine needs
- o Ensuring the student understands the next steps

4. Practical Collaboration Models

- o The “Check–Inform–Coordinate” model
- o Shared report templates or forms
- o Short follow-up cycles between tutors and ISO
- o Coordinated case tracking

5. Effective Communication Behaviors for Tutors

- o Timely updates and clear messages
- o Using concise, objective, and task-focused wording
- o Inviting the student and ISO to joint meetings when necessary
- o Organizing periodic Tutor–ISO coordination meetings
- o Avoiding duplication of support efforts

Practical exercise:

Scenario:

Anna, a Ukrainian student, says she does not understand the health insurance procedure. Her housing application was rejected, and some documents appear to be missing. She feels stressed and has not attended classes for several days.

Task 1 – Tutor Analysis:

Which ISO services are relevant to Anna’s situation?

What information would you need to collect from her?

Would you classify this as an urgent or routine referral? Explain briefly.

Task 2 – Write a Short Email to ISO:

Draft a professional email summarizing Anna’s case. Include:

The issues she is facing

Missing or incorrect documents

Her emotional state (stress only, without sharing sensitive details)

Your request for support

What kind of follow-up you expect

Task 3 – Cooperation Plan:

Write a 4-step collaboration plan for managing this case, including actions such as:

Gathering missing information

Scheduling a meeting with ISO

Guiding the student through required procedures

Setting a short follow-up meeting to review progress

Lesson 2 What Tutors Should Provide to Ensure an Inclusive University Experience for Ukrainian Students

Description

This lesson focuses on the essential types of academic, social, and administrative support that tutors should provide to help Ukrainian students feel fully included in university life. It highlights the tutor's role in creating equitable learning conditions, identifying barriers to participation, and offering targeted assistance that promotes belonging, safety, and trust. Tutors will learn practical strategies to help students navigate complex procedures, adapt to new academic expectations, and connect with relevant university services. The goal is to empower tutors to proactively shape an inclusive, fair, and supportive experience for every Ukrainian student.

Objectives

By the end of this lesson, tutors will be able to:

- Understand the core elements of an inclusive university environment for displaced or international students.
- Provide academic, administrative, and social support tailored to Ukrainian students' needs.
- Recognize early signs of exclusion or disengagement and respond appropriately.
- Facilitate equal access to learning resources, campus opportunities, and support services.
- Apply practical strategies that strengthen students' sense of belonging and trust.

Lesson structure

1. What "Inclusive University Experience" Means for Ukrainian Students

- Psychological safety and trust
- Accessible academic processes
- Clear communication of expectations
- Social inclusion and community engagement
- Equitable access to services and opportunities

2. The Tutor's Core Responsibilities in Inclusion

- Explaining academic norms, deadlines, and procedures
- Guiding students through administrative steps

- Identifying obstacles (language, unfamiliar systems, cultural differences)
- Offering consistent encouragement and check-ins
- Advocating for students when necessary

3. Creating Accessible Academic Pathways

- Breaking down course requirements
- Helping students understand assessment criteria
- Providing organizational support (study planning, time management)
- Clarifying digital platforms and faculty expectations

4. Strengthening Social and Emotional Inclusion

- Helping students connect with peers
- Encouraging participation in student communities
- Addressing challenges such as loneliness or cultural distance
- Supporting constructive involvement in campus life

5. Ensuring Equal Access to University Opportunities

- Scholarships, tutoring programs, mental health services
- Extracurricular and integration activities
- Career guidance and skill-development workshops
- Knowing when and how to guide students to other units (ISO, counselling, housing office)

Practical exercise

Scenario:

Oleh, a Ukrainian student, attends your tutoring session and shares that he feels lost in his courses and disconnected from other students. He does not understand how assignments are graded and is hesitant to join group activities because he feels his academic English is not strong enough.

Task 1 – Tutor Assessment (Write in 4–5 points):

Identify the academic, social, and emotional needs in this case.

Which barriers to inclusion are present?

What immediate tutor actions would help him feel supported?

Task 2 – Inclusion Support Plan:

Write a simple 5-step plan describing how you would support Oleh. Include elements such as:

Explaining grading systems

Reviewing upcoming assignments together

Encouraging participation in a peer group or club

Connecting him with language support resources

Lesson 3 How Tutors Can Boost Student Satisfaction Through Peer Support and Student Communities

Description

This lesson explores how tutors can strengthen Ukrainian students' satisfaction and well-being by helping them connect with peer groups, student communities, and social networks on campus. It explains why peer support is essential for integration, confidence, and emotional resilience—especially for students who have been displaced by war. Tutors will learn practical strategies to introduce students to social groups, encourage participation, and create pathways for meaningful relationships. The goal is to empower tutors to actively facilitate social belonging and reduce isolation, which are critical predictors of satisfaction and academic success.

Objectives

By the end of this lesson, tutors will be able to:

- Understand the role of peer support in improving students' satisfaction and adjustment.
- Identify which types of student communities best support Ukrainian students' needs.
- Encourage and guide students to join relevant peer groups, clubs, or mentoring circles.
- Recognize signs of social isolation and take proactive steps to address them.
- Facilitate peer-led activities that foster belonging, confidence, and integration.

Lesson structure

1. Why Peer Support Matters for Ukrainian Students

Reduces loneliness and social isolation

Builds confidence and emotional stability

Provides informal academic guidance

Encourages participation and engagement

Strengthens students' connection to the university

2. Types of Student Communities Tutors Can Leverage

Peer mentoring programs

Cultural and international student clubs

Academic study groups

Volunteering or social-interest communities

Sports and recreational groups

3. Tutor Strategies to Facilitate Peer Connections

Introducing students to existing peer groups

Organizing small group meetings or welcome circles

Encouraging participation in low-pressure activities

Helping students identify communities that match their interests

Pairing Ukrainian students with supportive peers (buddy system)

4. Identifying and Addressing Social Isolation

Early signs: withdrawal, reluctance to join group activities, low participation

Asking open-ended reflective questions

Suggesting individualized entry points (one-on-one peer meeting, small groups)

Providing reassurance and emotional support

Involving the International Student Office when needed

5. Building a Student Community Engagement Plan

Setting realistic participation goals

Helping students choose suitable groups

Creating follow-up steps to check their experience

Encouraging sustained engagement

Tracking improvements in satisfaction and motivation.

Practical exercise

Scenario:

Maksym, a Ukrainian student, attends your session and explains that he has no close friends on campus and rarely interacts with classmates. He says he feels like an “outsider” and finds it difficult to join social groups, even though he wants to meet people.

Task 1 – Needs Identification (Write in 4–5 points):

What social and emotional needs can you identify?

Which barriers prevent Maksym from joining peer groups?

Which types of student communities might suit his interests or personality?

Lesson 4 Developing Critical Thinking and Analytical Skills in Academic Work

Description

This lesson provides tutors with practical strategies for using active listening to build trust and establish productive feedback loops with Ukrainian students. It explains how attentive listening, open-ended questioning, and empathetic communication help students feel understood and supported. Tutors will learn how to collect meaningful feedback, avoid misunderstandings, and encourage students to express concerns confidently. The lesson also introduces structured feedback cycle models that tutors can use to continually improve support and strengthen students' satisfaction with their university experience.

Objectives

By the end of this lesson, tutors will be able to:

- Apply active listening techniques tailored to the needs of Ukrainian students.
- Use verbal and non-verbal strategies that make students feel heard and respected.
- Ask effective open-ended questions to uncover hidden needs or challenges.
- Establish structured feedback loops to improve tutoring practices.
- Respond to feedback constructively without defensiveness.
- Transform student input into practical actions that raise satisfaction and engagement.

Lesson structure

1. The Role of Active Listening in Tutoring

- Strengthens trust and psychological safety
- Helps tutors understand underlying needs
- Encourages students to communicate openly
- Prevents misinterpretation and conflict
- Improves overall satisfaction with support

2. Core Active Listening Techniques

- Maintaining eye contact and attentive posture
- Using short verbal affirmations (“I see”, “Go on”)
- Repeating or summarizing to confirm understanding
- Avoiding premature advice or interruption
- Recognizing emotional cues and tone

- 3. Asking Questions That Reveal Real Needs
- Open-ended questions (“What makes this difficult for you?”)
- Clarifying questions to prevent assumptions
- Reflective questions to support self-awareness
- Gentle probing for deeper insights
- Avoiding judgmental or leading questions

4. Creating Effective Feedback Loops

- The “Listen – Clarify – Act – Follow Up” model
- Setting up regular check-ins
- Documenting student feedback objectively
- Sharing outcomes of changes or improvements
- Encouraging two-way communication

5. Turning Feedback Into Action

- Prioritizing student concerns
- Coordinating with ISO or faculty when needed
- Adjusting tutoring strategies based on input
- Communicating changes back to the student
- Ensuring long-term monitoring of improvements.

Practical exercise

Scenario:

Sofia, a Ukrainian student, tells you she is confused about course expectations and feels that her concerns are often overlooked by faculty. She hesitates to give feedback because she fears it might be misunderstood or ignored.

Task 1 – Active Listening Application:

Describe how you would use active listening techniques in this conversation.

Include actions such as:

how you would demonstrate attention,
 what kind of questions you would ask,
 how you would confirm understanding.

Task 2 – Feedback Loop Plan:

Create a 5-step plan showing how you would build a feedback loop with Sofia. Include:

Listening and clarifying her concerns

Summarizing and validating her feelings

Discussing possible actions together

Implementing agreed steps (e.g., contacting ISO/faculty)

Scheduling a follow-up check-in

Task 3 – Reflection Question:

In 4–5 sentences, explain how strong listening and feedback processes can improve Sofia's confidence, trust in the university, and overall satisfaction.

Lesson 5 Tutor Strategies for Supporting Students Facing Academic and Social Stress

Description

This lesson focuses on how tutors can identify, understand, and address the academic and social stress experienced by Ukrainian students. Many displaced students face unique pressures—cultural adjustment, trauma exposure, language barriers, and unfamiliar academic expectations. Tutors will learn practical, non-clinical strategies to support students experiencing stress, reduce overwhelm, and restore motivation. The lesson provides frameworks for early detection, empathetic communication, stress-management guidance, and appropriate referrals to professional support services when necessary.

Lesson objectives

By the end of this lesson, tutors will be able to:

- Recognize early signs of academic and social stress in Ukrainian students
- Use supportive communication techniques that help students feel safe and understood.
- Provide practical academic and organizational guidance during stressful situations.
- Encourage healthy coping strategies that fit the student's context and capabilities.
- Distinguish situations that require referral to psychological or medical services.
- Create a structured support plan to reduce stress and build resilience.

Lesson structure

1. Understanding Academic and Social Stress for Ukrainian Students

- Adapting to different teaching and assessment styles
- Navigating cultural and language differences
- Balancing studies with emotional or war-related stress
- Difficulties in forming social connections
- Impact on concentration, attendance, and motivation

2. Early Signs Tutors Should Look For

- Avoidance of group activities
- Noticeable drop in academic performance
- Frequent absences or missed deadlines
- Emotional cues: irritability, anxiety, withdrawal
- Expressions of self-doubt or low confidence

3. Supportive Communication Techniques

- Validating emotions without minimizing them
- Asking gentle, open questions to understand the root causes
- Offering reassurance and realistic expectations
- Normalizing common challenges for international/displaced students
- Maintaining boundaries while being empathetic

4. Practical Strategies Tutors Can Offer

- Breaking academic tasks into manageable steps
- Helping students prioritize deadlines
- Review of course requirements and grading criteria
- Connecting them with peer study groups
- Suggesting simple stress-reduction practices (breathing, scheduling, breaks)

5. When and How to Refer to Professional Services

- Recognizing red flags requiring immediate referral
- Explaining referral in a supportive, non-stigmatizing way
- Collaborating with ISO, counseling centers, and faculty
- Ensuring follow-up and emotional support after referral.

Practical Exercise

Scenario:

Iryna, a Ukrainian student, shares that she is overwhelmed by constant deadlines, struggles with English-language readings, and feels isolated from her classmates. She has missed two assignments and says she is “too stressed to think clearly.”

Task 1 – Stress Identification:

Identify the academic stressors.

Identify the social/emotional stressors.

List the immediate concerns you should address as her tutor

Lesson 6 Practical Ways Tutors Can Create a Welcoming and Inclusive Campus Environment

Description

This lesson focuses on how tutors can actively contribute to building a welcoming and inclusive campus environment for Ukrainian students. It explains the role of tutors in reducing feelings of isolation, preventing micro-exclusion, and fostering a sense of belonging. Tutors will learn practical approaches for promoting inclusivity in classrooms, group work, and informal campus spaces. The lesson provides concrete actions, behavioral guidelines, and communication practices that help create a campus culture in which Ukrainian students feel respected, valued, and safe.

Lesson objectives

By the end of this lesson, tutors will be able to:

- Understand the essential components of an inclusive campus environment.
- Identify behaviors and situations that contribute to exclusion or micro-aggressions.
- Apply practical strategies to make classroom and campus interactions more welcoming.
- Encourage students' equal participation and visibility in academic and social settings.
- Promote cultural sensitivity and respect among peers and faculty.
- Create an action plan to reinforce inclusion in daily tutoring practices.

Lesson structure

1. What Makes a Campus Feel Welcoming for Ukrainian Students?

- Feeling acknowledged and respected
- Knowing where to find help or guidance
- Experiencing positive interactions with peers and staff
- Seeing their cultural background valued
- Having equal opportunities to participate

2. Understanding Exclusion and Micro-Exclusion

- Subtle behaviors that make students feel “othered”
- Ignoring input or avoiding eye contact
- Group work exclusions or unequal role distribution
- Making assumptions about abilities or language skills
- How these experiences impact confidence and well-being

3. Practical Actions Tutors Can Take Daily

- Learning and using students' names correctly
- Ensuring equal speaking time during tutoring or group sessions
- Encouraging peers to involve Ukrainian students in discussions
- Being mindful of culturally sensitive topics
- Offering clear, accessible instructions for all tasks

4. Supporting Inclusion in Academic Spaces

- Facilitating balanced group work
- Giving students multiple ways to contribute (written, oral, visual)
- Clarifying classroom norms to reduce confusion
- Checking in regularly to ensure the student feels comfortable
- Encouraging faculty to adopt inclusive teaching practices

5. Encouraging Participation in Campus Life

- Introducing students to university clubs, events, and networks
- Suggesting low-pressure ways to get involved
- Inviting them to inclusive activities during the first weeks
- Helping them build connections beyond their immediate group.

Practical Exercise

Andrii, a Ukrainian student, attends your tutoring session and mentions that although people on campus are “polite,” he rarely gets invited to join conversations or group activities. He feels invisible in class discussions and often works alone because others already form groups without asking him.

Task 1 – Inclusion Assessment:

Identify specific signs of exclusion in Andrii's experience.

Explain how these experiences might affect his confidence and motivation.

Lesson 7: Motivating Students Through Recognition, Encouragement, and Constructive Support

Description:

This lesson explains how university tutors can effectively motivate Ukrainian students by using recognition, encouragement, and constructive support. Tutors will learn practical strategies for fostering students' engagement, confidence, and resilience. The lesson provides step-by-step guidance on identifying achievements, giving positive feedback, addressing difficulties constructively, and maintaining ongoing motivational support to enhance students' academic and social well-being.

Objectives:

By the end of this lesson, tutors will be able to:

- Recognize and highlight students' achievements in a meaningful way.
- Use encouragement to increase student engagement and self-efficacy.
- Provide constructive feedback that supports learning without discouragement.
- Identify when students need additional support and how to intervene positively.
- Foster a motivational climate that enhances students' satisfaction and well-being.
- Integrate recognition and encouragement into regular tutor-student interactions.

Lesson Structure:

- 1. Understanding the Importance of Motivation in Student Success**
 - The link between recognition, encouragement, and academic engagement.
 - How motivational support impacts psychological well-being and social integration.
 - Identifying intrinsic and extrinsic motivators for Ukrainian students.
- 2. Strategies for Recognition**
 - Acknowledging academic progress, effort, and participation.
 - Using public vs. private recognition effectively.
 - Personalizing recognition based on students' needs and cultural background.
- 3. Constructive Support and Feedback**
 - Differentiating between positive reinforcement and corrective feedback.
 - Framing challenges as learning opportunities.
 - Using clear, actionable advice while maintaining empathy.
- 4. Encouragement Techniques**
 - Setting achievable goals and celebrating milestones.
 - Encouraging students to reflect on their own growth and successes.
 - Creating a safe space for asking questions and expressing difficulties.
- 5. Practical Models for Motivational Interaction**
 - "Praise-Guide-Encourage" model:
 1. Praise achievements
 2. Guide improvements constructively
 3. Encourage ongoing effort and persistence
 - Short feedback cycles and follow-ups to sustain motivation.

- o Incorporating motivational strategies into tutoring sessions and communications.

Practical Exercise:

Scenario:

Oksana, a Ukrainian student, has recently performed well in her assignments but feels anxious about her participation in class discussions. She tends to avoid raising her hand and doubts her abilities despite good results.

Task 1 – Tutor Analysis:

- Identify motivational techniques applicable for Oksana’s situation.
- Decide what type of recognition and encouragement would be most effective.
- Determine how to provide constructive support to address her anxiety.

Task 2 – Write a Short Encouragement Email:

Draft a professional email to Oksana summarizing:

- Her recent achievements
- Positive observations from her assignments
- Encouragement to participate in class
- A supportive offer for a short one-on-one discussion if needed

Task 3 – Motivational Plan:

Create a 4-step plan for Oksana’s motivation:

1. Highlight her achievements in the next session.
2. Offer a brief private meeting to discuss class participation.
3. Set a small, achievable goal for her next class discussion.
4. Follow up after the class to reinforce progress and encourage reflection.

Lesson 8: How Tutors Can Acknowledge and Validate Students' Prior Learning Experiences

Description:

This lesson explains how university tutors can recognize and validate Ukrainian students' prior learning experiences, skills, and knowledge. Tutors will learn practical strategies to integrate students' previous education and experiences into the current learning environment, fostering confidence, motivation, and a sense of belonging. The lesson emphasizes cultural sensitivity, constructive feedback, and personalized approaches to maximize students' engagement and academic success.

Objectives:

By the end of this lesson, tutors will be able to:

- Identify students' prior learning experiences and competencies.
- Integrate students' previous knowledge into current academic tasks.
- Provide constructive validation that supports self-efficacy and motivation.
- Respect cultural and educational diversity in students' backgrounds.
- Use validation techniques to enhance engagement and participation.
- Recognize informal and non-formal learning experiences as part of students' achievements.

Lesson Structure:

- 1. Understanding Prior Learning Experiences**
 - Definition: formal, non-formal, and informal learning.
 - The importance of prior learning for academic engagement and self-esteem.
 - Recognizing transferable skills and knowledge from previous studies or work experience.
- 2. Strategies for Acknowledgment and Validation**
 - Active listening to students' educational stories.
 - Asking reflective questions to uncover prior learning.
 - Verbal acknowledgment of students' skills, effort, and achievements.
 - Linking prior knowledge to current course content.
- 3. Integrating Prior Learning into Academic Support**
 - Adapting teaching approaches to leverage students' existing competencies.
 - Using personalized examples and tasks that connect with students' previous experiences.
 - Encouraging students to share experiences with peers in collaborative learning settings.
- 4. Constructive Feedback and Encouragement**
 - Offering positive reinforcement for skills and knowledge demonstrated.
 - Framing gaps as opportunities for growth rather than deficits.
 - Avoiding comparison with other students; focusing on individual progress.
- 5. Practical Models for Tutors**
 - "Listen–Acknowledge–Apply" model:

1. Listen actively to students' prior experiences
 2. Acknowledge competencies and achievements
 3. Apply students' knowledge to current academic tasks
- o Short feedback loops to ensure ongoing recognition.
 - o Incorporating validation practices into regular tutoring sessions.

Practical Exercise:

Scenario:

Dmytro, a Ukrainian student, has previous experience in project management and group leadership in his home country. In class, he seems hesitant to contribute ideas because he feels his previous experience may not be valued in the new university environment.

Task 1 – Tutor Analysis:

- Identify which prior skills and experiences are relevant to Dmytro's current studies.
- Decide how to acknowledge his past achievements effectively.
- Plan how to integrate these experiences into class activities or assignments.

Task 2 – Write a Short Email of Validation:

Draft a professional email to Dmytro summarizing:

- Recognition of his prior experience in project management
- Connection between his skills and current course tasks
- Encouragement to actively participate in class and group work
- Offer for a brief one-on-one discussion if he needs support

Task 3 – Integration Plan:

Create a 4-step plan for leveraging Dmytro's prior learning:

1. Discuss his previous project experiences in a one-on-one meeting.
2. Assign a small task where he can use his prior knowledge.
3. Encourage him to share insights during group work.
4. Follow up with feedback highlighting his contributions and progress.

Lesson 9: Guiding Students in Accessing Psychological and Health Services Effectively

Description:

This lesson teaches tutors how to guide Ukrainian students in effectively accessing psychological and health services at the university and in the local community. Tutors will learn strategies for identifying students' needs, providing clear information about available services, and facilitating timely and appropriate referrals. The lesson emphasizes confidentiality, empathy, and culturally sensitive support to enhance students' well-being and academic success.

Objectives:

By the end of this lesson, tutors will be able to:

- Identify available psychological and health services within the university and local community.
- Assess students' needs accurately and determine urgency.
- Guide students step-by-step in accessing services.
- Communicate information clearly, respecting privacy and sensitivity.
- Collaborate with service providers to ensure effective follow-up.
- Support students in overcoming barriers to seeking help, such as stigma or language difficulties.

Lesson Structure:

1. **Understanding Psychological and Health Services**
 - Types of services: counseling, mental health support, medical care, insurance guidance.
 - Roles and responsibilities of service providers.
 - Procedures for accessing services (appointments, documentation, eligibility).
2. **Identifying Students' Needs**
 - Listening actively to students' concerns.
 - Distinguishing urgent issues from routine support needs.
 - Recognizing signs of stress, anxiety, or health risks.
3. **Effective Referral and Guidance**
 - Providing accurate and clear information about services.
 - Explaining step-by-step how to access the service.
 - Offering assistance with forms, appointments, or interpretation if needed.
 - Ensuring students understand confidentiality and consent procedures.
4. **Collaboration and Follow-Up**
 - Communicating with service providers when appropriate (with student consent).
 - Monitoring students' progress and offering support after the service interaction.
 - Creating a short follow-up cycle to ensure students' needs are met.
5. **Practical Models for Tutors**
 - "Assess–Inform–Support" model:
 1. Assess students' needs and urgency
 2. Inform about available services clearly and accurately
 3. Support students through the referral and follow-up process

- o Using checklists or templates to ensure no step is missed.
- o Encouraging student autonomy while providing guidance.

Practical Exercise:

Scenario:

Olena, a Ukrainian student, reports feeling anxious and stressed due to recent academic pressures. She has not attended counseling before and is unsure how to access psychological or health services at the university.

Task 1 – Tutor Analysis:

- Identify which university services are relevant for Olena.
- Decide what information she needs to access the service.
- Determine whether her situation requires urgent intervention or routine support.

Task 2 – Write a Referral Email/Message:

Draft a professional email or message summarizing Olena’s case, including:

- Her current concerns and emotional state (without sensitive personal details)
- Services relevant to her situation
- Steps she should follow to access support
- Expected follow-up and monitoring

Task 3 – Guidance Plan:

Create a 4-step plan for supporting Olena:

1. Provide clear instructions on booking an appointment with counseling or health services.
2. Explain necessary documents or procedures.
3. Encourage her to attend the first session and offer to accompany if needed.
4. Schedule a follow-up check-in to discuss her experience and next steps.

Lesson 10: Supporting Social Integration Between Ukrainian and Local/International Students

Description:

This lesson explains how tutors can actively support Ukrainian students in integrating socially with local and international peers. Tutors will learn strategies to foster positive interactions, build inclusive networks, and encourage collaborative activities. The lesson emphasizes the importance of cultural sensitivity, mutual respect, and structured opportunities for social engagement to enhance students' well-being, academic success, and sense of belonging.

Objectives:

By the end of this lesson, tutors will be able to:

- Facilitate social connections between Ukrainian and local/international students.
- Design and encourage inclusive group activities and events.
- Recognize barriers to social integration and implement strategies to overcome them.
- Promote positive intergroup contact to reduce prejudice and foster collaboration.
- Support students' self-efficacy and confidence in social interactions.
- Monitor and evaluate the effectiveness of social integration efforts.

Lesson Structure:

1. **Understanding Social Integration**
 - Definition and benefits of social integration for academic and personal success.
 - Positive intergroup contact theory and its application in university settings.
 - Recognizing different social needs and preferences of Ukrainian students.
2. **Strategies for Facilitating Interaction**
 - Organizing ice-breakers, team projects, and collaborative learning sessions.
 - Encouraging mentorship or buddy programs between local and international students.
 - Using digital tools and online platforms to create inclusive social spaces.
3. **Promoting Inclusion and Cultural Awareness**
 - Educating peers on cultural differences and sensitivity.
 - Encouraging students to share their experiences, perspectives, and traditions.
 - Supporting mutual respect and empathy in group activities.
4. **Monitoring and Supporting Social Participation**
 - Identifying students at risk of isolation or exclusion.
 - Offering individualized guidance and encouragement.
 - Providing feedback and recognition for contributions to social activities.
5. **Practical Models for Tutors**
 - “Connect–Facilitate–Reflect” model:
 1. Connect students with peers or groups
 2. Facilitate inclusive social and academic activities
 3. Reflect with students on experiences to reinforce positive engagement
 - Short feedback loops to ensure ongoing participation and integration.
 - Combining formal (class projects) and informal (clubs, events) strategies.

Practical Exercise:

Scenario:

Yevhen, a Ukrainian student, reports feeling isolated and hesitant to join local student groups. He participates minimally in class discussions and avoids social events.

Task 1 – Tutor Analysis:

- Identify which integration strategies would be most effective for Yevhen.
- Determine opportunities for structured interaction with local and international students.
- Recognize potential barriers (language, cultural differences, confidence).

Task 2 – Social Integration Plan:

Draft a plan for supporting Yevhen's social integration, including:

- Suggested peer connections or buddy assignments
- Group or club activities tailored to his interests
- Strategies for gradual participation and confidence-building
- Follow-up plan to evaluate progress and adjust support

Task 3 – Reflection Exercise:

- Plan a short discussion session with Yevhen to reflect on his experiences in social integration activities.
- Encourage him to identify what worked well, challenges faced, and personal achievements.

Lesson 11: Using Digital Tools to Improve Communication and the Tutoring Experience

Description:

This lesson explains how tutors can leverage digital tools to enhance communication and optimize the tutoring experience for Ukrainian students. Tutors will learn practical strategies for using online platforms, collaboration tools, and communication apps to streamline information sharing, monitor progress, and provide timely support. The lesson emphasizes accessibility, user-friendliness, and the effective integration of digital tools to support academic performance, social inclusion, and overall well-being.

Objectives:

By the end of this lesson, tutors will be able to:

- Identify appropriate digital tools for tutoring and communication.
- Facilitate efficient information sharing and feedback using online platforms.
- Support students' learning and engagement through digital tools.
- Ensure accessibility and inclusivity in digital communication.
- Monitor students' progress and maintain motivation using technology.
- Integrate digital tools into regular tutoring practices without overwhelming students.

Lesson Structure:

- 1. Overview of Digital Tools for Tutoring**
 - o Communication tools: email, messaging apps, video conferencing.
 - o Collaboration platforms: Google Workspace, Microsoft Teams, Moodle, Slack.
 - o Task and progress monitoring: Trello, Notion, learning management systems.
 - o Tools for feedback and assessment: online quizzes, polls, interactive forms.
- 2. Best Practices for Digital Communication**
 - o Clear and concise messaging
 - o Using multiple formats (text, video, visuals) to enhance understanding
 - o Scheduling regular check-ins and updates
 - o Maintaining professional and respectful online communication
- 3. Facilitating Learning with Digital Tools**
 - o Sharing resources and study materials efficiently
 - o Conducting virtual study groups and collaborative projects
 - o Providing timely feedback and reminders
 - o Encouraging digital participation in discussions and forums
- 4. Accessibility and Inclusivity Considerations**
 - o Choosing user-friendly and multilingual tools
 - o Ensuring tools are accessible on multiple devices
 - o Supporting students with different digital literacy levels
 - o Protecting privacy and following data protection regulations
- 5. Practical Models for Tutors**
 - o "Select-Implement-Monitor" model:
 1. Select appropriate digital tools based on student needs
 2. Implement tools in tutoring sessions and communications

3. Monitor usage and adapt strategies based on effectiveness
 - o Regular feedback loops to improve digital engagement
 - o Combining synchronous and asynchronous approaches for flexibility

Practical Exercise:

Scenario:

Iryna, a Ukrainian student, struggles with keeping track of assignment deadlines and participating in online discussions. She also hesitates to ask questions in virtual classes due to language barriers.

Task 1 – Tutor Analysis:

- Identify which digital tools can help Iryna stay organized and engaged.
- Determine how to provide timely guidance and feedback using these tools.
- Plan ways to enhance her participation in online learning environments.

Task 2 – Digital Support Plan:

Draft a plan including:

- Recommended tools for organization, communication, and collaboration
- Step-by-step instructions for using the tools
- Strategies for motivating Iryna to participate in online activities
- Plan for periodic follow-ups to check her comfort and progress

Task 3 – Implementation Reflection:

- Outline a brief reflection session with Iryna to review tool usage.
- Encourage feedback on what worked well and any challenges.
- Adjust future digital support strategies based on her feedback.

Lesson 12: Collecting, Interpreting, and Acting on Student Satisfaction Data as a Tutor

Description:

This lesson teaches tutors how to systematically collect, analyze, and act on student satisfaction data to improve the tutoring experience for Ukrainian students. Tutors will learn practical strategies for gathering feedback, interpreting results, and implementing targeted actions to enhance academic support, social inclusion, and overall student well-being. The lesson emphasizes confidentiality, responsiveness, and continuous improvement based on evidence collected from students.

Objectives:

By the end of this lesson, tutors will be able to:

- Collect relevant and meaningful student satisfaction data using surveys, interviews, and informal feedback.
- Analyze and interpret student responses to identify trends, strengths, and areas for improvement.
- Use insights from satisfaction data to inform tutoring strategies and interventions.
- Provide feedback to students on actions taken based on their input.
- Maintain ethical and confidential handling of data.
- Continuously monitor and refine tutoring practices to improve student engagement and well-being.

Lesson Structure:

- 1. Understanding Student Satisfaction Data**
 - Types of data: quantitative (ratings, scales) and qualitative (comments, interviews).
 - Importance of feedback in improving tutoring practices and student experience.
 - Ethical considerations: confidentiality, informed consent, and sensitivity.
- 2. Collecting Data Effectively**
 - Designing short, clear surveys and questionnaires.
 - Conducting informal check-ins and feedback conversations.
 - Using digital tools to gather responses efficiently.
 - Encouraging honest and constructive feedback.
- 3. Interpreting and Analyzing Feedback**
 - Identifying key trends and patterns.
 - Highlighting strengths and areas for improvement.
 - Considering cultural, linguistic, and contextual factors in analysis.
- 4. Acting on Feedback**
 - Translating insights into actionable tutoring strategies.
 - Implementing improvements in academic guidance, social support, and communication.
 - Monitoring the effectiveness of changes and making iterative adjustments.
 - Providing students with updates on actions taken based on their feedback.
- 5. Practical Models for Tutors**

- o “Collect–Analyze–Act” model:
 1. Collect feedback systematically from students
 2. Analyze responses to identify trends and needs
 3. Act on findings to improve support and engagement
- o Short cycles of feedback and follow-up to maintain continuous improvement.
- o Integration of satisfaction data into broader student support strategies.

Practical Exercise:

Scenario:

Kateryna, a Ukrainian student, has provided feedback that she sometimes feels tutors do not fully understand her challenges, and that communication could be clearer.

Task 1 – Tutor Analysis:

- Identify the key issues raised in Kateryna’s feedback.
- Determine which aspects of tutoring practices could be improved.
- Decide what type of follow-up questions or additional data might clarify her needs.

Task 2 – Action Plan:

Draft a 4-step plan to act on her feedback, including:

1. Review communication practices and identify improvements.
2. Adjust tutoring strategies to address her challenges.
3. Communicate to Kateryna what actions have been taken.
4. Schedule a follow-up feedback session to evaluate the effectiveness of changes.

Task 3 – Reflection and Improvement:

- Reflect on how student satisfaction data can inform your ongoing tutoring approach.
- Consider ways to encourage other students to provide meaningful feedback.
- Identify metrics to monitor whether changes lead to improved engagement and satisfaction.