

Determining Factors of International E-Tutoring

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Abstract

Virtual Exchange (VE) enables geographically separated collaboration without the need for physical travel and the use of resources like time and money. The complexity for students participating in such modules can be reduced by using e-tutors as learning facilitators and collaboration moderators. In this context, we focus on determining factors of e-tutorial support in international collaborations in higher education and thus cross-cultural and cross-border collaboration of learners in the sense of VE. This paper aims to answer the question “Which determinants impact e-tutoring during collaborative and international Virtual Exchange modules?”. Therefore, the results are compiled, analyzed, and synthesized with the help of a Systematic Literature Review according to Okoli & Schabram (2010). The result is a concept matrix of 41 identified determinants on international e-tutoring in a higher education context, divided into six main categories: responsibilities, competencies, communication, organization, pedagogy, and prerequisites. The results allow a more detailed separation of e-tutors activities in VE modules and thus offer concrete proposals for differentiating, improving, and scaling the role of the e-tutor. Students' demand to acquire global skills becomes more and more common. VE modules offer the potential to meet this demand if delivered correctly. Previous research in this area partially covers

determining factors of e-tutoring, but there is a lack of a concise overview that can serve as a basis for improvement.

Keywords: Virtual Exchange, E-tutor, Collaborative Online International Learning, Higher Education