

Online Tutoring Planning Model

1. SESSION BASIC INFORMATION

General Data

- Date and time: _____
- Estimated duration: _____
- Modality: Synchronous / Asynchronous / Hybrid
- Platform: _____
- Student(s): _____
- Subject/Topic: _____

Student Profile

- Academic level: _____
- Predominant learning style: Visual / Auditory / Kinesthetic
- Prior knowledge: _____
- Identified difficulties: _____
- Strengths: _____

2. LEARNING OBJECTIVES

General Objective

What should the student achieve by the end of the session?

Specific Objectives

☐ _____

☐ _____

☐ _____

Success Criteria

How will you know the student has achieved the objectives?

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3. SESSION STRUCTURE

Phase 1: Opening (5-10 minutes)

Objective: Establish connection and review objectives

Activities:

- ☐ Greeting and technical verification
- ☐ Review of previous session (if applicable)
- ☐ Presentation of current session objectives
- ☐ Verification of student expectations

Required resources: _____

Phase 2: Development (70-80% of time)

Objective: Main work on content

Block A: Introduction/Review (15-20 min)

Content: _____ **Methodology:** _____ **Resources:** _____

Block B: Main topic development (20-30 min)

Content: _____ **Methodology:** _____ **Resources:** _____

Block C: Guided practice (15-25 min)

Content: _____ **Methodology:** _____ **Resources:** _____

Phase 3: Closure (5-10 minutes)

Objective: Consolidate learning and plan follow-up

Activities:

- ☐ Synthesis of what was learned
- ☐ Resolution of final doubts
- ☐ Task assignment (if applicable)
- ☐ Scheduling of next session
- ☐ Session feedback

4. RESOURCES AND MATERIALS

Digital Resources

- ☐ Presentations (PPT, Prezi, etc.)
- ☐ Educational videos
- ☐ Simulators/Specific software
- ☐ Shared documents (Google Docs, etc.)
- ☐ Digital whiteboard/Jamboard
- ☐ Interactive quizzes/Forms

Support Materials

- ☐ Supplementary readings
- ☐ Practical exercises
- ☐ Case studies
- ☐ Solved examples

Communication Tools

- ☐ Platform chat
- ☐ Screen sharing function
- ☐ Breakout rooms (if multiple students)
- ☐ Session recording

5. METHODOLOGICAL STRATEGIES

According to Content Type

- Conceptual: _____
- Procedural: _____
- Attitudinal: _____

Active Participation Techniques

- ☐ Directed questions
- ☐ Virtual brainstorming
- ☐ Practical cases
- ☐ Collaborative problem solving
- ☐ Gamification
- ☐ Peer teaching

6. ASSESSMENT AND MONITORING

Formative Assessment (During the session)

- ☐ Verification questions
- ☐ Quick exercises
- ☐ Student self-assessment
- ☐ Participation observation

Summative Assessment (At the end)

- ☐ Final quiz
- ☐ Solved problem
- ☐ Student explanation
- ☐ Assigned task

Achievement Indicators

- Excellent: _____
- Satisfactory: _____
- Needs reinforcement: _____

7. CONTINGENCY PLAN

Technical Problems

- Plan B for connectivity: _____
- Offline resources: _____
- Alternative contact: _____

Comprehension Difficulties

- Alternative strategies: _____
- Additional resources: _____
- Extra time needed: _____

8. POST-SESSION REFLECTION

Tutor Self-Assessment

- Were the objectives met?: _____
- What worked best?: _____

- What would you improve?: _____
- Did the student show engagement?: _____

Student Feedback

- Clarity of explanation: ____ /10
- Usefulness of resources: ____ /10
- General satisfaction: ____ /10
- Additional comments: _____

Actions for Next Session

- ☐ Reinforce: _____
- ☐ Expand: _____
- ☐ Change strategy in: _____
- ☐ Additional resources needed: _____

9. ADDITIONAL NOTES

Student Observations

Required Follow-up

Parent/Institution Communication (if applicable)

TIPS FOR EFFECTIVE ONLINE TUTORING

Before the Session

- Test your technology in advance
- Prepare a distraction-free space
- Have backup materials ready
- Confirm attendance 24 hours before

During the Session

- Maintain eye contact with the camera

- Use clear and measured language
- Verify comprehension frequently
- Encourage active participation
- Record the session (with permission)

After the Session

- Send summary of work covered
- Share additional resources
- Schedule the next session
- Reflect on effectiveness

This model is adaptable according to subject matter, educational level, and specific student needs.