

# **Evaluation of Tutors in Open and Distance Higher Education in Defense of Educational Equality: A Case Study of Tutors at the Hellenic Open University**

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## **Abstract**

In an era where digital technologies have significantly expanded student access to education, Open and Distance Learning (ODL) has emerged as a pivotal mechanism for promoting educational equality. By removing the traditional barriers of time and space, ODL has broadened access to higher education for individuals who previously faced significant obstacles to participation. However, achieving true equality in education extends beyond mere access; it also requires addressing the stressors that contribute to the challenges and needs experienced by students engaged in ODL. In this regard, the tutor's evaluation plays a crucial role as a process for enhancing the quality of education and safeguarding human rights within the educational framework. The aim of this study, therefore, through a literature review, is to highlight the importance of tutor evaluation in the context of ODL in the advocacy of equality in education in the open and distance education model of the Hellenic Open University. Key findings indicate that the evaluator's role as a mentor to the tutors is critical. By qualitatively interpreting evaluation results, the mentor can assist tutors in addressing issues that hinder student participation in ODL, such as stress. As a result, targeted interventions can be developed to support students whose anxiety may impede their academic performance, thereby fostering equal access to educational opportunities for all. This process ultimately contributes to the realization of educational equality within the ODL model.

**Key Words:** tutor's evaluation, evaluation in open and distance education, educational equality