



**STUDENT LEARNING CENTER:
SLC**

TUTOR DEVELOPMENT MANUAL

Revised Summer '04

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SESSION ONE: An Overview of Tutor Development

PALM BEACH COMMUNITY COLLEGE

Mission Statement

The mission of Palm Beach Community College is to provide an accessible and affordable education through a dedicated and knowledgeable faculty and staff, a responsive curriculum, and a strong community partnership, which together will enable students to think critically, demonstrate leadership, develop ethical standards, and compete effectively in the global workplace.

STUDENT LEARNING CENTER

Mission Statement

In keeping with the mission of Palm Beach Community College, the Student Learning Center (SLC), which is committed to a partnership with faculty, staff, and administrators in addressing the learning needs, the academic performance, and the retention of students, exists to support students as they become independent learners.

Tour the  website:
[Palm Beach Community College](#)

[Student Services](#)

Registration, Counseling, Financial Aid, Service Center

[Bookstore](#)

[Testing Center](#)

[Library](#)

[SLC Labs](#)

Math, English, Reading, VPI, Computer

[Human Resources](#)

INTRODUCTION

THE HISTORY OF PALM BEACH COMMUNITY COLLEGE

Palm Beach Junior College became Florida's first public community college in 1933. The original site, adjacent to Palm Beach High School, has now been restored with offices and classrooms to serve students in West Palm Beach. In 1948, the college moved to a new site and then moved again in 1951. Dr. John I. Leonard served as the first president of the college. In 1956, a 114-acre site was donated in Lake Worth, and construction began on the College's first permanent campus.

Under the direction of President Dr. Harold Manor, the College experienced extraordinary growth in enrollment, staff, course offerings, and services. By the early 1970s, satellite centers were established in Belle Glade, Boca Raton, and Palm Beach Gardens. Between 1974 and 1989, these centers developed, featuring permanent buildings, expanding student populations, and complete academic programs. Much of the growth during this time was the result of efforts by Dr. Edward M. Eissey, who was named the College's third president in 1978. He presided over the College's building boom. In 1988, the College changed its name to Palm Beach Community College to more accurately reflect its comprehensive mission and its expansion of programs.

Following Dr. Eissey's retirement in 1996, Dr. Tony Tate, who had served the College for over 39 years, assumed the presidency on an interim basis. Dr. Dennis P. Gallon was named the College's fourth president in 1997. Under Dr. Gallon's leadership, the College has continued the expansion of its mission by adding workforce training programs. Other areas of focus include designing and implementing a technology infrastructure to improve the quality of instruction and college operation; expanding distance-learning opportunities; and creating partnerships with education, business and other institutions and agencies in the community.

STUDENT LEARNING CENTER

The Student Learning Center (SLC) offers academic support, including: tutoring, Supplemental Instruction, videos, and computer software that correlate with many PBCC courses. Review materials for standardized tests such as the CPT, CLAST, and TABE are available. All students have access to SLC services. Vocational Preparatory Instruction and TABE remediation is also available.

THE TUTOR IN THE SLC JOB DESCRIPTION

POSITION TITLE: Tutor

POSITION CLASSIFICATION: Part-time, hourly

BASIC RESPONSIBILITIES: helping students develop personal and academic skills needed to become independent learners

ORGANIZATIONAL RELATIONSHIPS: Peer tutors will report to the designated Learning Specialist in the SLC, who in turn reports to the Associate Dean of the campus.

RESPONSIBILITIES:

1. To conduct small group and individual tutoring for all PBCC students coming into the SLC.
2. To help students develop better study skills and improve their self-confidence.
3. To attend tutor training workshops and meetings.
4. To maintain contact with their tutees and the SLC personnel.
5. To complete all necessary forms for employment.
6. To exhibit a helpful attitude toward all students and the SLC staff.
7. To work and communicate effectively with all staff and faculty members of the College and the student body.
8. To perform other necessary duties related to the tutoring function as assigned by the SLC Learning Specialists.

THE TUTOR ROLE

The relationship that develops between a tutor and a student is critical for the success of the tutoring process. Each participant comes into the relationship with certain expectations and responsibilities. How tutors manage their role can determine the outcome for students.

The role of tutors is to serve as “model” students. This suggests that tutors provide an example that students may follow to improve academic performance. It is important that tutors demonstrate appropriate levels of organization, problem solving skills, time management skills, and resourcefulness.

Students enter tutoring with certain expectations of tutors. Tutors should be competent in the subject matter, provide some organization to the study routine, demonstrate strong communication skills, and show compassion. Tutors should be understanding, caring supporters.

Motivation is the drive that makes people act. Once students come to tutoring, tutors can motivate them at a deeper level by helping the students further their interest in the subject. Encouraging students and helping them to assimilate information are two important motivating factors. Tutors can cultivate feelings of confidence in students by focusing on the students’ strengths and assets. When students feel a tutor is emphasizing weaknesses, the students become closed to learning. *Positive expectations are motivating. Negative expectations are not.*

In summary, the tutor is often considered a:

- Guide
- Listener
- Helper
- Friend
- Counselor
- Motivator
- Teacher
- Coach

Tutoring is a personal relationship. Consider a four quadrant perspective of the process:

<p style="text-align: center;">PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Patience • Sensitivity • Empathy 	<p style="text-align: center;">ACADEMIC QUALITIES</p> <ul style="list-style-type: none"> • Knowledge • Organization • Preparation
<p style="text-align: center;">TUTORIAL PRINCIPLES AND GOALS</p> <ul style="list-style-type: none"> • Support active learning • Promote independence • Provide motivation 	<p style="text-align: center;">TUTORIAL STRATEGIES</p> <ul style="list-style-type: none"> • Set goals for sessions • Encourage dialog • Create rapport

Expectations for students and tutors:

STUDENTS	TUTORS
1. Attend regularly	1. Attend regularly
2. Come prepared	2. Come prepared
3. Listen	3. Listen
4. Be open to new ideas	4. Be open to new ideas
5. Take notes	5. Show patience
6. Do homework	6. Be sensitive
7. Become independent	7. Encourage self-confidence

INGREDIENTS FOR A GOOD TUTORING SESSION

The Tutor Training Handbook of the College Reading and Learning Association provides helpful information for planning and maintaining a good tutoring environment. Briefly, some things tutors must do for a session to be successful are:

- Give the student your undivided attention.
- Have empathy for students' problems.
- Be honest if you do not know an answer.
- Make students feel good about themselves and what was accomplished in the session.

FOR A SUCCESSFUL TUTORING SESSION

TO BEGIN THE SESSION	DURING THE SESSION	TO END THE SESSION
Arrive on time and be prepared for each session.	Make sure students understand the terminology and discipline specific vocabulary.	Summarize the session before ending it. Highlight what was accomplished with a positive attitude.
Be open, friendly, and interested in the student.	Have students take notes to refer to when studying or completing assignments on their own.	Suggest resources the student may wish to review before the next tutoring session or class.
Decide upon a tutorial plan of action for the session with the student.	Encourage open communication by asking questions, taking time to listen to student questions, and maintaining eye contact.	Schedule the next session or arrange a future meeting time.
Always involve your students by expecting and requiring them to actively participate.	Give students enough time to answer your questions.	Document the processes used in the session.
Determine what the assignment is, which skills are needed, and what kind of help the student needs.	Always require students to actively participate and do as much of the task as possible.	Speak to your supervisor if you are having any problems and accurately document any irregularities.

TIPS FOR TUTORS

Tutoring is fun, exciting, challenging, creative, productive and heartwarming. It can also be frustrating, overwhelming, irritating, exasperating and stressful.

These tips may be helpful:

- Keep in mind that you can only do your best.
- Realize you can't help everyone.
- Remember, remember, and remember how frustrating it is when you don't understand something.

APPRECIATING THE CHARACTERISTICS OF DIVERSITY TUTORING THE UNDER-PREPARED STUDENT

HR Diversity Training

- Tutors should be sensitive to students' anxiety.
- Tutors should consider the fact that study skills are of the utmost importance to students. Students will benefit from time spent improving these skills.
- Tutors should be aware that students who come to tutoring sessions unprepared often have difficulty focusing on tasks. Tutors should utilize all their skills to improve students' concentration.
- Tutors should continually check the written work, notes, and homework of students for clarity, accuracy, and completeness.
- Tutors should try to highlight understanding of concepts throughout all sessions since under-prepared students tend to memorize rather than learn and understand concepts.

TUTORING THE ADULT LEARNER

- Adult learners are usually self-directed and can make their own decisions. Tutors must respect this.
- Adult learners are ready to learn.
- These students are motivated to learn but need positive reinforcement.
- Tutors will find it easy to involve adult learners in designing and carrying out a learning plan.
- Adult learners want to be able to use the newly acquired information immediately.
- Adult learners must be actively engaged in the process.

TUTORING STUDENTS WITH DISABILITIES

In providing accommodations to students, a tutoring program is guided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Section 504 specifically addresses equal rights and higher education. It states: No otherwise qualified handicapped individual in the United States...shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving financial assistance. The Americans with Disabilities Act (ADA) focuses on increasing accessibility for individuals with disabilities to employment, public goods and services, transportation, and telecommunication. The ADA supports and expands the requirements of Section 504.

ACCOMMODATION SUGGESTIONS

- Maintain confidentiality; do not discuss disability issues in front of other students and staff members.
- Treat the student as any other student, recognizing the need for adjustments in the tutoring approach.
- Maintain the same standards for a quality and productive tutoring session that are used for other students.
- Ensure that information is conveyed in a manner that is accessible to the student.
- Palm Beach Community College is committed to providing full access to all programs, services and facilities for qualified individuals with disabilities as mandated by the above laws. Students with disabilities are encouraged to meet with the disability service representative on campus. This advisor will assist with course selection and accommodation needs and also will coordinate many other campus resources to best meet the educational needs of students with disabilities.

LEARNING STYLE INVENTORIES

Access the Keirsey Inventory at the following address: <http://www.keirsey.com>

Please go to this Web page and take the inventory. Personality and learning style descriptions from both the Myers-Briggs Type Indicator and the Keirsey Web site are included in this section of the manual. Access the following Web sites after you know your personality and/or temperament type. If you have only a two-letter code, match it to one of the four main categories and then follow the links to more detailed information.

GUARDIANS-“SJ” – <http://www.keirsey.com/personality/sj.html>

ARTISANS-“SP” – <http://www.keirsey.com/personality/sp.html>

IDEALISTS-“NF” – <http://www.keirsey.com/personality/nf.html>

RATIONALS- “NT” – <http://www.keirsey.com/personality/nt.html>

There are eight distinct scales to consider in determining a learning style. A particular learning type will consist of a four-letter combination of these scales.

We will explore the following scales:

- Extraversion vs. Introversion
- Sensory perception vs. Intuitive perception
- Thinking judgment vs. Feeling judgment
- Judgment vs. Perception

EXTRAVERSION VS. INTROVERSION

These two scales have to do with the world in which you work best and where you focus your attention and energy. If energy is focused on the outer world, the learner is considered an extravert; and if energy is focused on the inner world, the learner is considered an introvert.

SENSORY PERCEPTION VS. INTUITIVE PERCEPTION

Sensing and intuition are two opposite ways of finding out, perceiving, or learning. These scales explain how the learner acquires and gathers information. The sensing type likes learning facts, following step-by-step procedures, and working with concrete problems. These learners focus on practical matters in the here and now. Intuition relies on imagination and generalities of the big picture. These learners like to ask a lot of “what if” questions and need freedom to tackle assignments in their own unique, original way.

THINKING JUDGMENT VS. FEELING JUDGMENT

Thinking and feeling are two opposite ways of evaluating all you have perceived. These scales describe how the learner makes decisions, arrives at conclusions, and makes judgments. Thinking type learners like using logic and cause and effect reasoning. Feeling learners like learning content that is personally meaningful to them. They enjoy being in courses where personal values and people issues are important.

JUDGMENT VS. PERCEPTION

Judgment and perception indicate how we prefer to live our outer lives and how we relate to the outer world. Judging type learners tend to be planners and more organized than perceiving learners. Perceiving type learners like to discover things by keeping their options open and postponing decisions for as long as possible.

CHARACTERISTICS FREQUENTLY ASSOCIATED WITH EACH TYPE

When you complete your assessment inventory, you will be able to identify your learning style. A four letter “type” combination using the eight scales will give you your learning type combination.

SESSION TWO: Strategies and Skills

DIAGNOSIS THROUGH OBSERVATION

In order to have an effective tutoring session, it is necessary to determine problematic areas. Sometimes the student's overall skill level can be interfering with progress. Sometimes the problem may be difficulty with new work or work introduced recently. There are several ways the tutor can try to diagnose these problems.

Quizzes and Tests:

Occasionally, a student brings in a copy of an old exam and the tutor may be able to see a pattern of errors. The tutor may also give an informal quiz by asking the student to solve a math or science problem. Perhaps the tutor is aware of some common errors and can develop several informal quiz questions to use in various situations.

Socratic Method:

The Socratic Method is a questioning technique. The tutor asks leading questions to guide students towards understanding. This builds on what students already know and lets the tutor know when the student is ready to move to new material. The tutor should avoid questions with "yes" and "no" answers. The Socratic Method is a way to minimize lecturing during the session. It also models a learning strategy students can use by themselves. An important advantage of this method is the expansion of learning beyond the memorization of facts. Learn more at [Socratic Teaching](#).

Observing the Student:

Tutors should be aware if a student is involved and listening. Tutors can watch the student's facial expression, body language and level of enthusiasm. These clues not only let you know if there is confusion, but also may give a clue to other problems that interfere with progress.

Observation works both ways:

Tutors must also be aware of their own expressions and levels of enthusiasm during tutoring. The tutor should be a model student in all ways. When a tutor appears bored or uninterested, the student is impacted by that behavior. If a tutor shows negativity in the tutoring process, the student is liable to see himself/herself in a negative way.

CRITICAL THINKING AND THE TUTORING SESSION

A number of SLC personnel have trained as Supplemental Instruction supervisors at the University of Missouri at Kansas City. The SI program, an academic assistance model, is very successful at PBCC, and offers comprehensive training in the Supplemental Instruction Supervisor and Leader Manuals. SI incorporates learning strategies and study skills as major elements in review sessions. We have included the list and explanations of these techniques in the Tutor Development Manual as a natural carry over from one program to another. Incorporating skills and strategies into the tutoring process helps students comprehend information instead of relying on memorization. Many under prepared students lack the self-monitoring skills important to higher levels of knowledge. When study skills and strategies are included in tutoring, they encourage an active, learner centered process and help establish meaningful context. In addition, students become aware that using study skills and learning techniques optimize their learning. The following pages describe skills and strategies helpful to student's comprehension. When students begin to use these skills, the learning process becomes more active and the student is on the road to independence. This is, of course, a primary goal of tutoring.

NOTE TAKING

The tutor, when applicable, can demonstrate some useful tips about taking notes. Each set of class notes should be dated, numbered and titled. This creates a more organized approach, and a better resource for specific courses. If the tutor is familiar with the wide margin Cornell Method, this is an excellent format to recommend. The margin is used to write questions answered by the lecture. Translating math problems and science formulas into “English” can be done in the margin as well.

RECALL AND MNEMONICS

When the student actively processes information and decides on some technique for recall, learning is much improved. Recall is enhanced by practice, and by creating charts, outlines and diagrams. Since these techniques increase the way information goes into the memory system, content is more likely to be retrieved from memory. Mnemonics is a way of creating jingles, acrostics, and acronyms to help remember information and names. One such jingle is “One, two, button my shoe.” An example of an acronym is “HOMES,” used to remember the Great Lakes. A common acrostic is Every Good Boy Does Fine, used to remember the musical scales. Encourage students to create these mnemonics for themselves.

LECTURE REVIEW

The tutor can begin by having the student summarize lecture notes. This is a very good way to diagnose problems and areas of confusion. It also helps the student understand the importance of including lecture review in his/her own study routine. If a student cannot understand or make sense of class notes, it is a signal to seek assistance. As tutors, we want our students to self- monitor comprehension so they can clarify what they know and what is still a problem for them. In addition, students can try to predict the direction of future lectures. Arranging terms and text into a structured outline is another way to effectively use five or ten minutes for the lecture review.

READING NOTES

This is a very good technique, especially when involved in group tutoring. This helps to fill in the gaps in an individual's notes and gives each student a chance to participate. Of course, if a student is not comfortable with reading notes, do not force the issue. Perhaps confidence and skills will improve as the tutoring sessions progress.

INCOMPLETE OUTLINES

As the tutor, you can quickly create an incomplete outline stating just major ideas or categories. Students can then fill in the missing details, see organization and connect relationships. This technique, like many other strategies, empowers students as it makes them actively involved in the session. After several tutoring appointments, students should be able to complete their own outlines. Again, the objective of using this strategy is to promote independence and decrease dependence on the tutor.

VISUALIZATION TECHNIQUES

Many people are visual learners. They truly picture the pages of notes when answering questions on a test. There are several ways to summarize notes in a few words and create, in effect, a visually strong “picture” of the content. A matrix is used when the same types of information are provided for a specific set of topics. For example, a matrix works if the class notes contain the names of various explorers and the countries of origin, areas of exploration, sponsoring countries, dates, and areas named for the explorer in the New World. Mapping and picturing are useful to translate text in the notes into a concept picture mind map. There are many forms of these visualizations and the idea is to use as few words as possible.

TIME LINES

Time lines are effective in showing a continuum of events or ideas. Sometimes a double time line is an excellent way to highlight the relationship between new material and what has already been introduced. Time lines can become frames for hanging additional information.

VOCABULARY ACTIVITIES

There are always precise definitions, technical terms and content specific vocabulary in the various disciplines. Students must learn to “speak the language” of the course and the tutor is an important link in that learning. Tutors can help the student to identify key vocabulary in the notes and textbooks, generate a precise definition, paraphrase definitions, understand key term relationships, and create examples of their own. Vocabulary note cards are excellent aids, and introducing the meaning of Greek and Latin roots can be very helpful across all subjects.

INFORMAL QUIZ, EXAM PREPARATION, POST EXAM SURVEY

Tutors should always check with students for the dates of exams. Discuss the format of the exam so students can learn to predict and expect certain types of questions. As students come for tutoring, have them submit a few probable questions from the material covered during the session. This will give students confidence and lessen anxiety during the actual test situation. Informal quizzes during tutoring will also help prepare students for the exam situation. The student can also self discover certain patterns in the exam situations during a post-exam survey. Tutors should ask questions about the easiest and most difficult questions, feelings of preparation, and active changes for the future.

PROBLEM SOLVING

A paired problem solving approach is a good method during tutoring. At first, the tutor can be the solver and the student can be the listener. The solver talks through every step of the problem out loud and the listener does not let any step proceed without questioning. Then the tutor and student reverse roles. This method clarifies the common response, “I know what it is, but I can’t put it into words.” If the learner can’t put information into words, he/she does not really own the material.

MASTERING EXAMS: HOW TO HELP THE STUDENT PREPARE

Here are some brief guidelines for different types of exam questions. Tutors can help students by giving them some of these tips. There is no doubt being prepared for an exam is crucial. However, understanding how to deal with specific formats is a key to lessening anxiety.

True/False questions:

- read question carefully
- look for qualifiers
- answer questions you know first
- reason statement questions tend to be false

Multiple Choice questions

- try to answer question before looking at choices
- eliminate distracters
- use common sense
- check for “all, none, of the above”
- allow time to double check

Matching Column questions

- answer the questions you know first
- choose the longest column to read first
- with each answer, cross out the items used from both columns

Essay Exams

- learn main ideas, key terms, steps, stages
- predict questions before exam
- read through whole test
- answer questions you know first
- take time to outline your answer
- come straight to the point
- qualify answers if in doubt
- take time to reread the exam
- learn the common essay words

Short Answer and Fill-in questions

- there are not many tricks to master these questions
- these questions require an over study approach
- answer the questions you know first
- when preparing, focus on facts and key words

COMMUNICATION TRAINING FOR THE TUTOR

Communication really exists as a loop between encoding (sending a message) and decoding (receiving a message). Each person must be aware when he/she is in the role of the sender and when in the role of the receiver. Messages become garbled when we try to send and receive at the same time. Ellis, in the chapter on relationships in *Becoming A Master Student*, explains the communication loop and recommends paying attention to, and including, some of the five components of the “I” message as a good step towards effective communication. This is true in the tutoring environment as well as all other communication interaction.

Observation:

Just describe the facts and discuss what you can see, hear, etc. Do not judge or interpret meaning for the listener. The message might be, "Examples on page six are not completed," instead of, "You were supposed to do all of these, I guess you forgot."

Feelings:

Communicating your own feelings to the student can provide valuable feedback. "I feel frustrated," describes your feelings. However, "You are not helping me" is not an easy statement to hear. Remember that putting an "I" in front of your comment does not create an "I" message. "I never get any help from you" is not an "I" message.

Thoughts:

Communicate your thoughts as the tutor to your student. A message like, "I'd have more time to work on this type of problem if I saw it at the beginning of the session," is better than, "I think you are silly to leave the hardest problem for two minutes before you have to leave."

Wants:

Make your requests direct and to the point. "I want you to solve this problem and I will do the next one with you."

Intentions:

The tutor can make a statement about what he/she intends to do that does not depend on the student. "I will work one example from each set as a model." It is very important to consider nonverbal messages when you are working with a student. A tutor might convey disinterest, boredom, displeasure, lack of sensitivity, and other negative responses without saying a word. This is true both in sending and receiving communication.

Keep the following guidelines in mind during tutoring sessions:

- maintain eye contact
- display openness
- speak softly
- send acknowledgments
- listen beyond the words
- give feedback for meaning
- listen for hidden requests
- be enthusiastic
- be supportive of PBCB instructors and never complain openly to students about instructors
- praise any progress you may see
- check any printed or copied "handouts" and "practice test" to ensure that these handouts are not home-take tests

TIME MANAGEMENT

Most methods of time management and task scheduling fail because they assume the person is well organized enough to know how much time is needed to do what he/she needs to do. In fact, most people are somewhat disorganized. Students who come for tutoring may often fall into this category. They are not very good at estimating how much time they need for difficult tasks, they tend to procrastinate, and they are not effective in goal setting. Remember, however, that we all tend to have difficulty with time management. The following method of task scheduling is described in Heiman and Slomianko's publication, Learning Skills Exercises. First the student monitors how time is really spent. Then he/she finds ways to break large, overwhelming assignments into small, manageable tasks. Another strategy is to keep a checklist of what is completed and what is left to do. This is a powerful feedback mechanism. A final technique of this

time management method is self-reward for completed tasks. This provides a strong motivator for the student. A good place to begin is for the tutor to suggest the student estimate the current use of time and monitor just how much time is spent on different activities during the course of the week. The student might be amazed at how much time he/she spends on the phone, in the car, napping, or television watching. This also allows students to see which parts of the day are most productive and which are least productive.

The next step would be to help the student plan out a long term calendar with important dates marked for exams, projects, papers and assignments. This can be placed directly in the class notebook and be available for both tutor and student to check during the session. Remind students to include any major personal or business commitments. This allows for a monthly or semester view of the course. The next step, the Daily To-Do List, is very important and can easily be created in the tutoring session. The tutor can assist the student in the following steps:

- break down long assignments into manageable tasks
- make tasks into units about one hour long
- plan rewards for completed tasks
- create a list where completed tasks can be crossed off
- create a list that acknowledges a set of “A-B-C” priorities

With a To-Do list like this, the student is not tied down to particular hours in the day. Assignments and commitments can be planned out for about one week and the student begins to feel in control of his/her time. In addition, a list that has a built in check off system is very emotionally satisfying. Formerly wasted periods become break and reward time. Eventually, the student will start to respond to the success of completing tasks. A goal of incorporating time management into the tutoring process is to empower students in directing their own learning.

TUTORING IN SPECIFIC DISCIPLINES

I. GUIDELINES FOR TUTORING MATHEMATICS

First, and foremost, your goal as a tutor is to help students become independent learners. Be sure to start at the student's level. Use simple words at first (for example, the "top and bottom" of a fraction, rather than "numerator" and "denominator"), and then move to math terms.

Check the student's work first, if any. The tutee may know how to solve the problem but may have made a mistake performing the operations. Follow examples in the student's text or class notes. Class notes may reveal whether an instructor uses alternative methods of problem solving. You will be able to determine whether students are poor note takers. Suggestions for taking better notes can be discussed. Pointing out examples in a text can provide the student with information or the steps one needs to solve other similar problems. Ways to guide students include pointing out examples or chapter summaries in the text, highlighting rules, formulas, or procedures that may need to be memorized, and suggesting ways that students can study for tests.

When working problems with students, emphasize any rules that students need to solve the problems. Suggest that they recite or write down the rules on 3 x 5 cards. (The more students recite rules, the more they will remember them.) You can also suggest some examples that show how to apply the rules. Also, emphasize steps in the solving process. As you work out problems for students, write out each step next to the lines of work. Have students work similar problems and ask: What step comes next? Finally, introduce shortcuts only after students have mastered all the steps. At times, students may ask whether there is an easier way to solve a problem. Before showing students shortcuts, check their understanding of the solving process by asking them to describe the steps to solve the problem. If they do not understand the solving process, shortcuts may confuse them further.

Always remember to engage the learner with the material. Math is not a spectator sport. Students learn best by doing. Keep in mind that students under stress may be unwilling to participate. Remember to show enthusiasm. This tends to get students actively involved. Make students feel at ease should they not get it the first time. In this case, you can give a mini-lecture and let students think about the material for a bit. Then, try the interactive approach again.

Be flexible. What works with one student, may not work with another student. Use examples students can relate to. As much as possible, sit in on problem solving sessions and review seminars to gain a different perspective on presenting material to students.

Always get help when needed. Ask other tutors for help if you get stumped on a problem. Solution manuals may be useful, but keep in mind that these manuals often omit steps and contain only brief explanations. Furthermore, because the manuals are seldom written by the author of the text, steps used in the solving process may be quite different from those used in text examples. Do not hesitate to let students know when you feel uncomfortable explaining a topic and refer them to another tutor. Also, remember that we all make mistakes. This is not necessarily a problem. Just make sure that you continue tutoring with a can-do attitude. The student may later reflect a can-do attitude when frustrated with a future problem. Don't be afraid to tell students that you may have miscalculated or misread a problem, and then ask another tutor for insight.

Finally, remember to celebrate success! Acknowledge and praise the tutee for any progress you see. Encourage students to become independent learners as their confidence grows.

II. GUIDELINES FOR TUTORING THE READING PROCESS

How can tutors and learning specialists best help the students who come to the SLC for assistance with reading? Reading research provides valuable insights into the reading process. First, help students understand the role of reading in college. The importance of reading at the college level is unquestionable. According to experts at Southwest Texas State University, “[...] a college student must read 200 pages of text each week. Being able to comprehend and remember all the information in these weekly assignments is essential to success in college.” In addition, let students know that the best way to improve reading is by reading. In addition to understanding the importance of reading and the value of practicing, a good reading tutor should understand the following concepts.

1. Reading relies on word knowledge. Key words are fundamental to comprehension, and failure to understand words will often confuse or block comprehension of a passage. Whatever the reason, when students have weak vocabularies, reading is likely to be difficult. When working with students, check for understanding of key terms and teach strategies for unlocking meaning. As he or she confronts unfamiliar words, show the tutee how to use context clues, word part clues, and, when necessary, a student-friendly dictionary.

2. Reading is a meaningful process. A reading tutor’s focus must be on the student’s ability to *comprehend* the material. Comprehension is defined as the ability to create meaning from text. Helping students to realize that comprehension is the primary goal of reading is one of the most important tasks of a reading tutor. In some cases, students come to college overestimating their reading ability. Often they confuse reading with the ability to “pronounce the words.” Emphasizing *meaning* and *understanding* will create the proper mindset for improving reading. Here are some suggestions to offer a student who needs to *strengthen reading comprehension*.

The key to all good reading is recognizing the following:

1. what the author is writing about,
2. the main idea being expressed, and
3. the details or evidence used to support the main idea.

A *topic* is the subject being written about. It is usually one or two words or possibly a brief phrase. The *main idea* is the primary point the author wants to make about the topic. Because the main idea makes a statement, the main idea is (or can be stated as) a complete sentence. Encourage students to find or create a complete sentence when looking for a main idea. Complete sentences, will help the student see the difference between a “topic” and a “main idea.” To prove or argue the main idea, a writer must supply *support* by using details, facts, reasons, events, or comparisons.

Sometimes authors don’t come out and say exactly what they mean. Instead, they *suggest, hint, or imply* a particular meaning. An *inference* is an educated guess, a guess based on some known fact or reliable clues. Students often miss these inferences, so help them to discover logical inferences. AVOID giving students inferences. Instead, question the student in a helpful fashion so that he or she reasons through the process to achieve meaning. Through questioning, help the student *to see* when he or she is making incorrect or

unsubstantiated inferences that lead to unreasonable conclusions. In order to read beyond the literal level of a textbook, readers will often have to make inferences about an *author's bias and tone*.

A *bias* is a type of prejudice or leaning toward a particular belief or viewpoint.

Tone is the attitude the author conveys toward his or her subject.

Students often misinterpret material by applying their own attitudes for that of the author. Help the student see the author's *bias* and *tone* by picking up on inferences.

3. Reading is an active process. The goal is to help the student see that the successful student reads actively. Students coming to the lab typically begin reading without actively engaging their minds, a practice that is inefficient and ineffective. Demonstrate and teach your tutee that reading has multiple phases and that certain activities are involved *before, during, and after* reading.

Before Reading

The reader approaches the text with expectations and purpose. For example, encourage the student to *survey* the material, *formulate* questions before reading, and *skim* the material to determine the topic and *overall organization*. Give the student these tips for study-reading a textbook chapter or passage.

- Prepare for reading by surveying the reading assignment.
- Turn any headings or titles into questions to be answered

During Reading

The reader searches out important ideas and recognizes their supporting details. He or she also uses *transitional words* within the text to make connections among ideas. In addition, the reader connects the new information to what is already known. The reader is also asking himself questions and inferring the author's bias and tone. Help your tutee to monitor his or her comprehension, to determine whether or not the text is making sense, and to use "fix-up strategies" if meaning has been lost. Also encourage your tutee to be active -- questioning, annotating, highlighting, and making margin notes.

Tell students that properly marking a textbook and making notations in the margin can help visually separate topics from main ideas and support.

Try these marking techniques:

1. Underline major points.
2. Draw a vertical line in the margin to emphasize a point already underlined.
3. Put a star or asterisk in the margin by an important statement.
4. Place a question mark in the margin by a statement you don't understand.
5. Use numbers to indicate a sequence of ideas or parts of a concept.
6. Circle words that you need to look up or that might be on a test.
7. Write your reactions and comments in the margins.

Tell the student, “Instead of reading an entire chapter at once, try this strategy...”

- After you have previewed the assigned pages, read closely for comprehension.
- Read from one heading to the next and stop.
- If there are no headings, read only a few paragraphs or so, a passage that seems to make a point or unit of thought.
- After you've read a section, mark it, identifying main ideas, supporting details, inferences, and author biases.
- When you are satisfied that you understand what you have read, or if you have written down any questions you need answered by the instructor, read until you get to the next heading and stop, marking your text and writing down any questions.
- Continue going from heading to heading until you have completed the assignment. If you don't have time to read the entire assignment in one session, you will find that your previous markings and questions will help you when you come back to finish.
- When you have finished reading, look back over your markings and try writing a summary of the main points.

After Reading

The reader *recites* and *reviews* the materials. Urge the student to pause and summarize the main idea and supporting details to check again for understanding and recall.

4. Reading is a communication process. In a sense, reading is a mental conversation between the writer and the reader. Consequently, what the reader brings to the reading matter is critical to his or her understanding of the author's point. Many students are unfamiliar with the subject matter, terms, and concepts they encounter in college reading. As you work with the student, check for background knowledge. If the student is missing key information, provide that information before going further.

III. GUIDELINES FOR TUTORING THE WRITING PROCESS

Most students assume the writing process is simply sitting down, typing a paper, and handing it in. Tutors can clarify the stages of writing and help students understand all the steps of the process. This list from *Becoming a Master Student*, by David Ellis briefly outlines three stages in the writing process.

PHASE ONE (PREWRITING)	PHASE TWO (WRITING)	PHASE THREE (EDITING)
consider the audience	write the first draft	revise the draft
schedule tasks	remember the first draft is not the final draft	take out unnecessary material
generate and brainstorm ideas	write freely	cut and paste for organization and clarity
select and refine the topic	take periodic breaks	fix and edit word usage
develop an outline	put your first draft away for a little while	proof the paper for grammar, spelling, and mechanics
do necessary research	check the organization of your ideas	type the final draft

When working with students on writing assignments, you must first determine where each writer is in the writing process. Does the student have an assignment but not know where to begin? Has the student jotted down some ideas? Or does the student seem to have a final draft of a paper for you to look over? To guide students toward becoming independent writers, the first step is to determine where each student is in the writing process. For tips on entering a writer's process, visit [Dartmouth's Composition Center](#).

This link gives further links to address specific concerns students may have: [Help with Writing your Paper](#).

Responding to the Student

Addressing issues in a paper can be an uncomfortable experience for both tutors and students. This is also a crucial time for tutors to be sure not to "take over" students' papers, especially when dealing with papers that are abundantly problematic. Tutors may be tempted to re-write some of the students' work. This does not help students become better, more independent writers. For some good advice on how to respond to a student's paper, read Dartmouth's Guidelines on [Responding to Problems: A Facilitative Approach](#).

It is important to keep students engaged in the session. Remember, tutors are here to help equip students with the necessary skills to become better writers on their own. Here are some ways to ensure students are actively involved in sessions and getting the most from tutoring in all three stages of the writing process:

PHASE ONE (PREWRITING)	PHASE TWO (WRITING)	PHASE THREE (EDITING)
Ask what the assignment is. Ask to see a written copy of the assignment if the student has one.	Do not write on students' papers. Students can write on their own papers and should take notes. It is important that students walk away with a visual reminder of what you have gone over during the session.	Require students to have printed copies the papers they wish to review. Do not work with students whose work is not printed.
In helping a student with a paper, discussion plays a vital role. Talk about sound ideas, reasonable arguments, and effective theses. Determine what the main point of the paper will be. Ask what the thesis is. This is a good starting point for a conversation about the content of the paper. Remember, students should be doing most of the talking, working out ideas on with minimal guidance from you.	While you read students' work or before students read their papers to you, have them make a brief outline or map of what they think are the structure and main points of the paper. It is essential for you to determine whether each paper conveys the intended message.	Have students read their papers out loud. Reading out loud helps students catch some of their own errors and keeps them actively involved in the session.
<p>Helping Students with Ideas/Arguments/Thesis</p> <p>When evaluating a student's thesis, pay attention to Structure, Style, and Language. Does the thesis statement set forth a structure that is followed in the paper? Is the statement grammatically correct? Does the language set up a clear declaration of a point that will be made in the paper? Thesis checklist is a good starting point.</p>	Keep students engaged by encouraging them to experience the paper as readers instead of a writers. Learn more about moving from writer-based to reader-based prose .	After hearing or reading the student's written assignment, the tutor then needs to ascertain what aspects of the paper should be focused on first. Dartmouth College's Online Composition Center makes the following suggested prioritization for reviewing papers with students: <ol style="list-style-type: none"> 1. Ideas/Arguments/ Thesis 2. Structure/ Logic 3. Individual Paragraphs 4. Syntax and Grammar

Here's a table of links to many useful websites:

<u>Glossary of Grammatical Terms</u>	<u>Guide to Grammar and Style</u>	<u>Structure of an Essay</u>
<u>Test Your Topic Sentences</u>	<u>Perdue's Online Writing Lab (OWL)</u>	<u>Five Paragraph Essay Sample</u>
<u>Paragraphs</u>	<u>Harper's Online Writing Lab (HOWL)</u>	<u>Guide to Writing a Basic Essay</u>
<u>Punctuation</u>	<u>University of Colorado Writing Center</u>	<u>The Five-Paragraph Essay</u>

IV. GUIDELINES FOR TUTORING LITERATURE

An essential goal of tutoring in the humanities includes providing a context for course material. This might mean supplying biographical or historical information. Students also need to develop their own critical perspective. Critical thinking is nurtured when tutors encourage students to trust their instincts, answer their own questions, and engage in open discussion. The questioning techniques of [the Socratic Method](#) are another significant strategy in the humanities. The Socratic dialog avoids “yes” and “no” questions and allows for long response time. Planning out projects and papers from a time management perspective is also an important issue. Finally, the tutor’s awareness of the need for positive reinforcement is a critical element of success.

V. GUIDELINES FOR TUTORING IN THE PHYSICAL SCIENCES

There are several essential strategies for success in math and science. The Tutor's Guide Videos offer ideas for tutoring in specific disciplines and we have included those suggestions in our manual. One necessary skill is learning the language of the discipline. The tutor, for example, can help the student remember complex anatomical terms by associating them with a mental picture of parts of the body. Creating this picture can be paired or emphasized by making analogies from everyday life and linking technical terms with the analogies. Another strategy is to use a simple drawing to reduce the complexity of a problem. Students can be encouraged to use drawings and pictures in the problem solving process. In addition, in math and science, reducing equation components often simplifies the problem. Another strategy is for tutors to show students different alternatives for problem solving and explain the advantages and limits of each. Finally, students need to know how to check solutions by using common sense and working the problem backwards.

VI. GUIDELINES FOR TUTORING IN THE SOCIAL SCIENCES: PSYCHOLOGY, SOCIOLOGY, HISTORY, POLITICAL SCIENCE, ECONOMICS, PHILOSOPHY, ANTHROPOLOGY

The social sciences cover a large and complex field. One tutoring goal is to structure a comprehensive framework for tutees by providing context, applying theories, and using analogies to make concepts understandable. Another strategy is to nurture critical thinking by asking students to analyze, evaluate, and use support evidence as they deal with course content. Tutors must also guide students to master terminology. Distinctions between confusing terms should be clarified and made meaningful. The social sciences often have essay type exams. Preparing by creating practice test questions can increase student success. Encouraging students to predict questions will allay test anxiety and empower students in their own learning.

VII. GUIDELINES FOR TUTORING THE EAP STUDENT

Like their native English speaking counterparts, English for Academic Purposes (EAP) students grapple with similar issues that impede their success in learning; however unlike native speakers, language and cultural differences exacerbate the EAP students' learning experience. For tutoring sessions to be effective, tutors need to better understand second language learners.

Generally EAP students are:

- Teacher-centered
- Rote memory learners
- Critical Thinking deficient
- Self-esteem deficient
- Frustrated with their life or language learning situation in some cases

Teacher-centered

In most countries worldwide, students are very teacher-dependent. Students view teachers as fountains of knowledge so students expect teachers to impart them with what they need to know. Consequently, students struggle with becoming independent learners and thinkers in the Western academic setting. During a tutoring session, tutors should encourage students to take responsibility for their learning:

- Equip students with strategies/hints for learning material
- Encourage them to build on their learning strengths such as studying in groups vs. alone, utilizing visual vs. auditory learning
- Use students' past errors to work toward their future learning
- Urge them to ask questions

Rote Learners and Critical Thinking Deficient

Second language learners learn material by rote memorization so their critical thinking skills are very low. Tutors should help students cultivate higher levels of thinking in applicable situations.

- Help students to think analytically
- Encourage students to synthesize information together such as inferencing
- Get students to evaluate if the information they are reading is false or misleading

Low Self-Esteem and High Frustration

Students can bring their emotional struggles into a tutoring session. Some have surmounted political obstacles and survived life threatening situations to immigrate to a new country. Many thrived in successful professions in their home country only to experience humiliating tasks here. When they begin learning, these issues may resurface. Keep in mind of the following:

- Maintain a safe and comfortable environment for studying and learning
- Welcome students with friendliness, patience, and understanding
- Build trust and reduce anxiety
- Reward with positive reinforcement

In addition to becoming acquainted with who EAP students are, tutors strive toward building bridges over the cultural gap.

Cultural Gap

Different forms of communication can be misinterpreted. Western body language and gestures can be misunderstood. Jokes from instructors, tutors, and classmates may be bewildering while rapid fire speech can frustrate. Follow these guidelines:

- Be aware of misinterpretation of body language and gestures. For example, avoid the gesture “OK”.
- Slow down speech without humiliating the student
- Watch the use of idioms
- Avoid making jokes which could be misunderstood or create confusion
- Allow the student time to process questions you are asking
- Recognize and eliminate your own cultural bias
- Appreciate a student’s cultural values

Optimal conditions and results in tutoring can be achieved through familiarity with EAP students and narrowing the cultural gap.

SESSION THREE: Additional Training

I.  HR TRAINING

Diversity, Mutual Respect: The Bottom Line

Preventing Sexual Harassment

Non-Violent Crisis Intervention

Student Records (FERPA) Tutorial

II. *A Look at Productive Tutoring Techniques* Video Tapes

Tutors will watch assigned sections of *A Look at Productive Tutoring Techniques* video tapes. Each section is approximately ten minutes long and, in some cases, tutors may work in pairs. The workshop will allow time for viewing tapes at a specific location, organizing content, and planning a presentation. Since the number of tutors will vary with each workshop session, please allow for flexibility in this section of training. Role-playing situations from the tapes is an excellent form of presentation. Building a lesson or outlining the content is another good presentation format. Each tutor, or pair of tutors, should try to be as creative as possible. Your workshop trainer will further explain this session and answer questions.

The following tape segments may be used during training:

TAPE # 1

- 1. THE TUTORS' ROLE**
- 2. POSITIVE REINFORCEMENT**
- 3. LISTENING SKILLS**

TAPE # 2

- 4. THE STUDENT'S IDEAS**
- 5. IMPORTANCE OF STUDENT VERBALIZATION**
- 6. QUESTIONING SKILLS**

TAPE # 3

- 7. HELPING THE STUDENT BECOME AN INDEPENDENT LEARNER**
- 8. DIRECT TECHNIQUES**

A Look at Productive Tutoring Techniques

ACTIVITY PLANNING FORM

TUTOR _____

DATE _____

TAPE TITLE: _____

NOTES:

OUTLINE:

SCRIPT:

A Look at Productive Tutoring Techniques

TUTOR'S ROLE

TAPE # 1, copy # _____

SUMMARY:

Module # 1

TUTORS HELP STUDENTS LEARN FOR THEMSELVES

- 1.1 AS HELPERS
- 1.2 AS PEER LEARNERS
- 1.3 AS TEACHERS
- 1.4 AS SLC EMPLOYEES

A Look at Productive Tutoring Techniques

POSITIVE REINFORCEMENT

TAPE # 1, copy # _____

SUMMARY:

Module # 2

STUDENTS BENEFIT FROM EMOTIONAL SUPPORT

- 2.1 PROVIDE VERBAL AND NONVERBAL REINFORCEMENT
- 2.2 VARY REINFORCEMENT
- 2.3 INCREASE POSITIVE REINFORCEMENT WHEN STUDENTS ARE UNCERTAIN
- 2.4 USE QUALIFIED REINFORCEMENT

A Look at Productive Tutoring Techniques

LISTENING SKILLS

TAPE # 1, copy # _____

SUMMARY:

Module # 3

TUTORS NEED TO LISTEN

- 3.1 WAIT FOR STUDENTS' QUESTIONS
- 3.2 WAIT FOR STUDENTS' RESPONSE AFTER ASKING QUESTIONS
- 3.3 CORRECTLY INTERPRET VERBAL AND NONVERBAL MESSAGES
- 3.4 LISTEN ACTIVELY
- 3.5 BE A PATIENT LISTENER
- 3.6 DON'T INTERRUPT

A Look at Productive Tutoring Techniques

THE STUDENT'S IDEAS

TAPE # 2, copy # _____

SUMMARY:

Module # 4

**STUDENTS MASTER THE MATERIAL BY
BUILDING ON THEIR OWN IDEAS**

- 4.1 ACKNOWLEDGE STUDENT IDEAS
- 4.2 ENCOURAGE STUDENT IDEAS
- 4.3 REACT ACTIVELY
- 4.4 REDIRECT STUDENT QUESTIONS
- 4.5 YIELD TO STUDENT IDEAS
- 4.6 BUILD ON STUDENT IDEAS
- 4.7 USE DELAYED POSITIVE REINFORCEMENT

A Look at Productive Tutoring Techniques

IMPORTANCE OF STUDENT VERBALIZATION

TAPE # 2, copy # _____

SUMMARY:

Module # 5

STUDENT VERBALIZATION

ENHANCES STUDENT CONFIDENCE

- 5.1 IT GIVES THE TUTORING SESSION A CONVERSATIONAL QUALITY
- 5.2 IT CLARIFIES STUDENT THINKING
- 5.3 IT HELPS STUDENTS FOCUS ON LEARNING PROBLEMS
- 5.4 IT PRODUCES MORE STUDENT QUESTIONS
- 5.5 IT HELPS STUDENTS ANSWER THEIR OWN QUESTIONS AND CATCH THEIR OWN MISTAKES
- 5.6 IT HELPS TUTORS DIAGNOSE LEARNING DIFFICULTIES
- 5.7 IT IMPROVES STUDENT CONFIDENCE

A Look at Productive Tutoring Techniques

QUESTIONING SKILLS

TAPE # 2, copy # _____

SUMMARY:

Module # 6

DIAGNOSIS AND TEACHING

- 6.1 OPEN-ENDED VERSUS CLOSED QUESTIONS
- 6.2 BLOOM'S TAXONOMY
- 6.3 SOCRATIC QUESTIONING

A Look at Productive Tutoring Techniques

HELPING THE STUDENT BECOME AN INDEPENDENT LEARNER

TAPE # 2, copy # _____

SUMMARY:

Module # 7

THE STUDENT HAS TO DO THE WORK

- 7.1 LET THE STUDENT DO THE WORK
- 7.2 USE THE APPROPRIATE AMOUNT OF STRUCTURE
- 7.3 OFFER STUDY TIPS
- 7.4 DISCUSS TEST-TAKING STRATEGIES
- 7.5 REFER TO THE LECTURE AND THE LECTURE NOTES
- 7.6 REFER TO THE TEXT AND OTHER RESOURCES
- 7.7 OFFER PROBLEM-SOLVING TIPS
- 7.8 ENCOURAGE THE USE OF OTHER CAMPUS RESOURCES

A Look at Productive Tutoring Techniques

DIRECT TECHNIQUES

TAPE # 2, copy # _____

SUMMARY:

Module # 8

DIRECT TECHNIQUES

- 8.1 PROMOTE STUDENT DIRECTED TUTORING SESSIONS
- 8.2 GIVE FEEDBACK AND CORRECT ERRORS
- 8.3 PACE EXPLANATIONS SO STUDENTS CAN PARTICIPATE
- 8.4 INCLUDE QUESTIONS IN EXPLANATIONS
- 8.5 UTILIZE VISUALS
- 8.6 USE REAL LIFE EXAMPLES TO MAKE CONCEPTS RELEVANT
- 8.7 SUMMARIZE KEY POINTS

Summary of Training Videotapes

Tape 1

Module 1 – The Tutors' Role

1.1 Helpers

Tutors help students learn for themselves. Tutors get students to describe the problems they are having. Tutors suggest a course of action when students are unable to state their problems or get started. During tutoring sessions, tutors serve as guides, letting the students do the work.

1.2 Peer Learners

Tutors are not experts and are not responsible for knowing all of the answers. Tutors are not the sole resource: they are one of many, including the instructors and the students themselves. When in doubt, tutors should refer students to their instructors or other resources.

1.3 Teachers

Tutors may, at times, have to explain concepts to students. Some techniques that tutors can employ are using visual aids to describe concepts, suggesting problem-solving strategies, and referring students to texts or other resources.

1.4 Employees

Tutors act as agents between students and the tutoring center. Tutors should report any difficulties to their supervisors. However, good communication between tutors and students can help avert misunderstanding.

Tape 1

Module 2 – Positive Reinforcement

2.1 Verbal and Nonverbal Reinforcement

Nonverbal communication (eye contact, nods of approval) is just as important as verbal communication.

2.2 Vary Reinforcement

Positive reinforcement should be varied, intermittent, and unique to the personality of the tutor.

2.3 Increase Reinforcement

Tutors should increase positive reinforcement when students are uncertain.

2.4 Use Qualified Reinforcement

Tutors should give students qualified reinforcement, emphasizing the students' correct ideas and answers.

Tape 1

Module 3 – Listening Skills

3.1 Wait for Students' Questions

After explaining concepts, tutors should wait at least 5 seconds for students to ask questions.

3.2 Wait for Students' Responses

After asking students questions, tutors should wait for students to respond, giving hints to help students along.

3.3 Correctly Interpret Verbal and Nonverbal Messages

Tutors need to be able to detect uncertainty on the part of students.

3.4 React Actively

Tutors need to respond to students' feelings.

3.5 Listen Patiently

Tutors should not rush their responses. Students' ideas take priority.

3.6 Don't Interrupt

Tutors should never interrupt students when they are expressing their ideas.

Tape 2

Module 4 – The Students' Ideas

4.1 Acknowledge Student Ideas

Tutoring sessions should build on the correct ideas of students, and tutors should encourage students to express their ideas.

4.2 Encourage Student Ideas

Tutor use of student ideas is a form of positive reinforcement.

4.3 Listen Actively; Respond to Student Ideas

Helping students clarify their ideas improves communication between tutors and students.

4.4 Redirecting the Students' Questions

Students possess the knowledge to answer their own questions and tutors should allow students to respond.

4.5 Yield to Student Ideas

Priority should be given to the students when tutors and students express their ideas at the same time.

4.6 Build on Student Ideas

Tutors need to discover what students know so they can build on those ideas.

4.7 Delayed Positive Reinforcement

Tutors should remind students of any correct ideas mentioned earlier in the tutoring session.

Tape 2

Module 5 – Importance of Student Verbalization

5.1 Gives the Session a Conversational Quality

Expressing students' ideas, allows students and tutors to negotiate difficult concepts.

5.2 Clarifies Thinking

Tutors should encourage students to explain what they are doing to help students clarify their ideas about concepts.

5.3 Helps Students Focus

Tutors should ask students to explain what they have done. This helps students see where the problem lies (failure to learn formula, errors in calculation).

5.4 Produces more Student Questions

5.5 Helps Students Answer Questions

Additionally, verbalization helps students catch their own mistakes.

5.6 Helps Tutors to Diagnose Learning Difficulty

The more students express their ideas, the more able tutors are to determine specific difficulties.

5.7 Improves Student Confidence

Students gain confidence when they realize they understand concepts well enough to verbalize them. Verbal expression also gives tutors the opportunity to use positive reinforcement which further enhances student confidence.

Tape 2

Module 6 – Questioning Skills

6.1 Open-ended Questions

Close-ended questions elicit single answer responses. Tutors should avoid close-ended questions when they want students to elaborate on their problems. Open-ended questions are more useful in getting students to verbalize their ideas. Both types of questions can be used in combination by tutors.

6.2 Bloom's Taxonomy

Tap into Bloom's Taxonomy at the following levels: memory, comprehension, and application. At the **memory level**, tutors can use recall questions and close-ended questions to see if the student knows enough details to explore the larger problem. At the **comprehension level**, tutors can ask open-ended questions that require students to explain concepts or give a short reply that demonstrates comprehension of the subject matter. Finally, at the **application level**, tutors should ask students to demonstrate the correct use of a concept or a solution method in a problem situation.

6.3 Socratic Questioning

Tutors can lead students to the correct concepts by using Socratic questioning techniques. Socratic questioning is preferable to lecturing since it builds on students' own ideas. Students learn they possess the knowledge to answer their own questions.

Tape 3

Module 7 – Helping the Student Become an Independent Learner

7.1 Let the Student do the Work

Students get practice as well as feedback. Also, the students' work becomes the object of discussion.

7.2 Use the Appropriate Amount of Structure

In **low structure** sessions, students can decide when to leave a topic and move on to the next topic. Tutors should use **high structure** sessions when students need more guidance in a tutoring session or in their approach to studying for the course.

7.3 Offer Study Tips

7.4 Discuss Test-Taking Strategies

7.5 Refer to the Lecture and the Lecture Notes

This allows students to check their understanding of concepts from the lecture.

7.6 Refer to the Text and Other Resources

Tutors demonstrate how to use available resources.

7.7 Offer Problem-Solving Tips

These tips are beneficial when the tutor and student share learning styles. Tutors should give the students a chance to do the problems on their own before offering advice.

7.8 Encourage Use of Other Campus Resources

Tutors are just one resource. Other resources include teachers, assistants, the library, and supplemental instruction sessions.

Tape 3

Module 8 – Direct Techniques

8.1 Student Directed Tutoring Sessions

Students should direct the tutoring sessions, but some may need the direction of tutors initially.

8.2 Give Feedback and Correct Errors

Tutors suggest ways for students to avoid future errors.

8.3 Pace Explanations so Students can Participate

Tutors should use direct explanations only when they are unable to get students to discover the concepts. Students should be allowed to think through their own ideas and ask for explanations.

8.4 Include Questions in Explanations

Questioning keeps students alert and engaged in tutoring sessions. Questioning also ensures that explanations offered by tutors are built on concepts already understood by students.

8.5 Use of Visuals

Some students are visual learners.

8.6 Real-life Examples Make Concepts Relevant.

8.7 Summarize Key Points

Keep summaries brief, concise, and to the point.

III. SLC Lab Procedures

These rules apply to all PBCC SLC Labs:

- Students must sign in and out on labs' computers.
- Children, food, drinks, and smoking are not permitted in labs.
- Cell phones and pagers must be in silent mode when in the labs. Cell phone conversations are not permitted inside the labs.
- See the PBCC Student Handbook for additional college policies.

Please see the learning specialists in specific SLC Labs for current policies and procedures in each lab.

APPENDIX

I. POWERPONT SLIDES

TUTOR DEVELOPMENT MANUAL

SESSION ONE-AN OVERVIEW ORIENTATION, TOUR AND LEARNING STYLES

Return to appendix



TUTOR DEVELOPMENT MANUAL

SESSION TWO **LEARNING SKILLS AND** **STRATEGIES**

return to appendix



TUTOR DEVELOPMENT MANUAL: AN OVERVIEW





EMPLOYEE CONFIDENTIALITY STATEMENT

As a tutor in the Student Learning Center, you may have access to confidential information such as grades, student records, test results, student progress in class, personal student information, and similar data. You also may have verbal or written communication with your supervisors that should be kept confidential. To accept employment as a tutor is to accept the responsibility to preserve the confidentiality of this information. Failure to adhere to these guidelines may result in termination of employment.

I have read the information and passed the [FERPA](#) quiz.

I have read the above employee confidentiality statement and understand and accept the responsibility to preserve the confidentiality of privileged information.

Employee signature _____ Employer
signature _____

Date

Date

Palm Beach Community College



SLC LEARNING SPECIALIST/TUTOR EVALUATION

Name: _____ Date: _____

Learning Specialist/Tutor has completed tutor training: 1st session_____, 2nd _____, 3rd _____

Directions: Each item must have a scale rating or a written comment in the space provided.

1.....2.....3.....4.....5.....6.....

Developing

Effective

Outstanding

Learning Specialist/Tutor:

1. Begins work on time _____

Comment: _____

2. Has familiarity of lab procedures and policies_____

Comment: _____

3. Maintains professional appearance_____

Comment: _____

4. Completes assigned duties efficiently_____

Comment: _____

5. Has knowledge of the following subjects: **(Please circle)** Prep English, Prep Reading, Prep Math, TABE, CLAST- (English, Reading, Math) Accel. Reading, ESL Reading, ESL English, Credit course_____ (subject)

Comment: _____

6. Shows interest in students and provides encouragement_____

Comment: _____

7. Can work with minimal direction from full time staff_____

Comment: _____

This observation has been reviewed by:

Signature of SLC Lab Learning Specialist/Tutor: _____ Date: _____

Signature of SLC Evaluator: _____ Date: _____

Signature of Associate Dean: _____ Date: _____



TUTOR DEVELOPMENT WORKSHOP

Registration Form

Please complete the form to attend a tutor development session.

Tutor Development Session Date _____

Name _____

SLC Lab or Labs where you work: _____

Please list the subjects you are qualified to tutor: _____

How long have you been employed at  ? _____

Do you have other tutoring experience? _____

TUTOR DEVELOPMENT WORKSHOP Evaluation Form

Trainer _____ SESSION _____ Date _____

1. How informative was the training?

1.....2.....3.....4.....5
not very very

2. How well prepared was the trainer?

1.....2.....3.....4.....5
not very very

3. How well organized was the training?

1.....2.....3.....4.....5
not very very

4. How helpful is the Tutor Development Manual?

1.....2.....3.....4.....5
not very very

Comments:

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