

Thinking Critically about the Tutoring Process

*Student Learning Center Joint-Campus Tutor Training
Boca Raton Campus -- Wednesday, August 22, 2012*

**OPENING SESSION
(all attendees should register)**

8:00am—10:00am

- 8:00am** Check in at Your Campus Station Lobby Area outside HT 103
- HT 103**
- 8:00am -- 8:55am** **Networking Breakfast with the Provost and Deans**
Points to Ponder Slideshow
- 9:00am -- 9:05am** **Welcome Message & Introduction of Speaker** **Dr. Bernadette Russell, Provost (Boca)**
- 9:05am -- 9:55am** **Thinking Critically: The College Collage** **Karen Pain, QEP Manager (District)**
Finding common ground within the topic of critical thinking in college can be difficult. Students benefit by learning how to think critically, but as faculty and staff, we are challenged by a variety of disciplines and services that require us to approach related concepts differently. Join the conversation and become better prepared to help students develop and apply critical thinking skills.
- 9:55 --10:00am** **Information Updates** **Elizabeth Caulfield, SLC Manager (Boca)**

**BREAKOUT SESSION 1
(register for one session)**

10:15am—11:05am

Empowering Students: Critical Thinking & Diversity **Romina Linnell (HT 209)**

This workshop puts the focus during tutoring on critical thinking, citizenship, academic independence, and tolerance. The importance of reading directions and making independent, critical decisions is undeniable. Students can be empowered by acknowledging their potential and independence. Furthermore, by being aware of diversity, tutors can help students find the strategies that serve them best to be successful and independent learners. Participants will get a chance to discuss and apply the concepts introduced during the workshop in a multimedia group activity. Conversation with peers will encourage critical thinking and give them the opportunity to discuss how to apply the theory to future tutoring sessions. Comments on each other's contributions will be expected and encouraged, which will demonstrate the importance of tolerance and critical criticism in a space where different minds work together towards the same goal.

Introduction to Learning Styles & Learning Theory **Marc Fedderman/Carmen Garieri (HT 210)**

This multimedia presentation offers an overview of the three major categories of learning styles: visual, auditory, and kinesthetic. The interactive session will give participants the opportunity to discover their own learning styles and, by extension, the styles of their students. By adapting to the students' preferred learning styles, tutors can increase their effectiveness at engaging students in independent learning and critical thinking during tutoring sessions.

The Perry Scheme of Intellectual & Ethical Development **Karin St. Pierre (HT 102)**

The Perry Scheme of Intellectual Development proposes that college students tend to progress through a series of well-defined positions or perspectives, becoming increasingly independent and innovative. One way for tutors to foster and reinforce higher level thinking is to encourage students to ask good questions as they study. Workshop participants will create and evaluate their own critical-thinking questions in role-playing activities and peer-evaluation exercises. Awareness of students' position in the "Perry Scheme" can make the tutor's job easier by empowering students to become more responsible for their own learning.

Blackboard 9.1: A Student's Perspective**Stephanie Arsht (HT 213)**

During this workshop, participants will engage in hands-on practice with Blackboard 9.1 from a student's perspective with a view to guiding students to work independently and efficiently within the system. The presentation will address how to access the system, find course content, submit assignments, use the discussion tools, and complete online tests. Participants will be encouraged to ask questions and to share any specific challenges they have encountered when helping students to use the Blackboard system within the requirements of their coursework.

Supplementing Tutoring Sessions with Technology**Alison Collman (HT 314)**

In today's digital age, it is common for students to have smart phones, laptops, and tablet PC's as most information is easily accessible online. Tutors need to be able to utilize and supplement their tutoring sessions with such technology as to allow the student the opportunity to take what is learned in the tutoring session and implement it independently. Whether it is looking at websites, teachers' assignments on Blackboard, or using programs and apps, students are consistently looking for ways to use their personal electronics to enhance their learning. This session will help tutors to guide students in the effective use of such technology.

How to Deal with Difficult People**Don Wagner (HT 215)**

The premise of this breakout session is that everyone is potentially someone's "difficult person." Tutors will identify various types of difficult people as well as the traits of each type. The objectives of this presentation are to ease stress in the lives of tutors and students by minimizing personality conflicts within a tutoring session and by heightening awareness of how best to engage different personality types in active learning and critical thinking during tutoring sessions.

Matching Math Tutoring Strategies to the Learning Disabilities of DSS Students**Mickey DiSiena/Karen White (HT 211)**

In this session, the attendees and presenters will work together to compile a list of learning challenges faced by students with learning disabilities. The objective of identifying learning challenges is to empathize with the student and to quickly assess the student's needs in order to match an appropriate tutoring strategy to those needs. In an interactive activity, participants will match tutoring strategies to the specific challenge the student may be experiencing as listed in the start of the workshop. Focusing on one of the behaviors or attitudes from the list, volunteers will then apply appropriate tutoring strategies during mock tutoring sessions. Finally, in a question/answer session, participants will assess the effectiveness of the strategies and suggest any alternatives, as well as share new insights they have gained from the session.

Tutoring Non-Native Students in English & Reading**Helena Zacharis (HT 111)**

This presentation will focus on the population of non-native speakers of English at PBSC. The presentation will begin with increasing one's cultural awareness and then proceed to various tips when working with non-native students in English and reading. Specifically, the presentation will provide strategies to tutors who work with students who are taking EAP courses. There will be an interactive activity, video clips, and role play that will engage the participants to think critically about the tutoring process and will further enhance the techniques presented as well as the tutor's commitment and role as a well-rounded educator.

**BREAKOUT SESSION 2
(register for one session)**

11:20am -12:10pm

Empowering Students: Critical Thinking & Diversity**Romina Linnell (HT 209)**

This breakout is a repeat of the 10:15am morning session. See description above.

Introduction to Learning Styles & Learning Theory**Marc Fedderman/Carmen Garieri (HT 210)**

This breakout is a repeat of the 10:15am morning session. See description above.

Inspiring Motivation through Critical & Creative Thinking**Christopher Binnix (HT 311)**

This breakout session will combine lecture, discussion and activity. The lecture contains explanations of motivational techniques and an awareness of the lack of creativity being explored in colleges and universities. The lecture will expand on how great leaders and teachers inspire actions. In interactive groups, participants will then engage in a motivational experiment that measures speed of performance when groups are given different incentives to complete the same task.

Tutoring with Flexibility: Best Tutoring Practices with Special Needs Students**Jessica Asam (HT 111)**

This presentation will cover some facts and basic statistics regarding students from special needs populations, a growing community within the college environment. It will discuss the mission of the Office of Disability Support Services at Palm Beach State College when working with special needs populations. The session will cover best tutoring practices with varying types of students,

including students with disabilities and students who are returning from the workforce or from the military. An interactive group discussion, which will include a student guest speaker, will engage participants in thinking critically about the tutoring process when working with special needs populations.

The Impact of Your Thoughts during a Tutoring Session

Olga Lucia Toro (HT 312)

This presentation will combine lecture, discussion, and activity. Based on Albert Elli’s theory of Emotional Rational Behavioral Therapy, attendees will analyze how an individual’s beliefs impact emotional and behavioral responses. Attendees will explore how the thoughts held by tutors and students determine the quality of the learning experience. After the lecture, participants will engage in interactive group work to recognize how negative thought patterns from either students or tutors can interfere with a successful tutoring process. Groups will also work to identify the emotions and behaviors attached to those thoughts. An open discussion between the groups will follow while the presenter encourages the tutors to reframe their beliefs and learn to help students reframe theirs.

Maintaining Efficiency in a Tutoring Center through Critical Thinking

Florence Williams (HT 313)

This workshop will present critical strategies for effective decision-making and problem-solving in the SLC. The goal is that acquisition of these strategies will assist tutors to serve students more effectively and more efficiently. Some focus will be on time-management and use of resources as part of the decision-making process. Research material will be based on Stephen Covey’s theory of Circles of Concerns and Circles of Influence. Activities will include a small group project, scenarios, and role playing. Participants will be asked to identify student and tutor behaviors in the various SLC labs that conform to some of the principles being discussed.

Helping Students with Truth Tables: Liberal Arts 1

Ewa Neginsky (HT 314)

This presentation is an introduction to logic and truth tables. A truth table is a device used to determine whether a compound statement is true or false. The study of logic enables students to communicate effectively, make more convincing arguments, and develop patterns of reasoning for decision making. The study of logic also prepares an individual to better understand the thought process involved in learning other areas of mathematics as well as other subjects. The presenter will explain how to set up truth tables to help students in Liberal Arts class specifically, and attendees will create truth tables during the session.

Helping Writing Students to Conduct and Document Meaningful Academic Research **Gabby Helo/Sara Stanley (HT 213)**

Frequently, students from across the disciplines struggle with conducting academic research. The purpose of this session is to enable tutors to assist students in utilizing library databases and finding reliable sources. The presenters will conduct an activity so that tutors can become familiar with the College’s online library database as well as Florida Atlantic University’s SearchWiSE resource. This session is meant not only to support English Composition students but also writing students in a variety of other courses and subjects, such as Psychology, History, Sociology, Anatomy & Physiology, Nursing, Literature, Economics, Business, and Strategies for College Success. This session will also briefly cover the different methods of citation format and their impact on documenting academic research.

12:10pm-1:40pm -- LUNCH ON YOUR OWN

BREAKOUT SESSION 3
(register for one session)

1:40pm-2:30pm

Inspiring Motivation through Critical & Creative Thinking

Christopher Binnix (HT 311)

This breakout is a repeat of the 11:20am morning session. See description above.

Tutoring with Flexibility: Best Tutoring Practices with Special Needs Students

Jessica Asam (HT 111)

This breakout is a repeat of the 11:20am morning session. See description above.

The Impact of your Thoughts during a Tutoring Session

Olga Lucia Toro (HT 312)

This breakout is a repeat of the 11:20am morning session. See description above.

Feats of Memory Anyone Can Do

Jesse Rogers (HT 209)

In day to day life, memory is something which has slowly yet surely been outsourced out of our brains and into technology. Even so, in academia there remains a need for students and teachers alike to recall formulas, procedures, concepts, elements – let alone people’s

names. This presentation begins with a talk from journalist and memory champion Joshua Foer and concludes with exercises which will give attendees practice forming and recalling memories using techniques which are both ancient and unfamiliar.

Non-Verbal Communication between Tutors and Students

Kimberly Copeland (HT 210)

This workshop will focus on how people present themselves non-verbally and help tutors to recognize and interpret students' non-verbal communication. One activity will guide participants to recognize and determine non-verbal signals as a group from pre-determined visuals with the aim of sharpening perception. Another activity will center on role-playing where participants are given attitudes to portray to demonstrate the difficulty of interpreting but the ease of conveying specific attitudes non-verbally. Understanding non-verbal communication can help tutors to interpret unspoken signals before making judgment calls that could negatively impact a tutoring session. The ultimate goal is to heighten awareness of non-verbal cues for more productive tutoring sessions.

Information Literacy in the SLC Labs: What Tutors Need to Know

Catherine Burns (HT 211)

In this workshop, information literacy is defined as a critical thinking/cognitive skill and as a general educational outcome at Palm Beach State College. Tutors often define certain student issues or problems by subject area or function, such as Library, Computer Lab, Reading Lab or Math Lab, without realizing that these issues can also express shortcomings in information literacy. In this workshop, tutors will review strategies to help students who struggle with information literacy and, when appropriate, to let students know more about relevant PBSC online resources. Workshop participants will work in cooperative groups to complete assessment tests designed by library staff and also to address different, interesting scenarios.

Tutoring Statistics and Liberal Arts Students in Computing Measures of Center & Variation

Adele Shapiro (HT 102)

The purpose of this breakout session is to practice both content and tutoring strategies for topics included in Statistics and Liberal Arts Math courses. During the session, participants will work in cooperative groups to complete computations from a set of data using two different methods. First, they will work with written formulas; then they will use graphing calculators. During a tutoring session, guiding a student to understand formulas prior to using a graphing calculator can promote critical thinking by helping to establish concepts with the student. The presentation will conclude with a group discussion of effective tutoring practices when guiding students with both methods of computation within the framework of their courses.

Giving Effective Feedback on Writing & Grammar to Foster Critical Thinking

Florence Williams (HT 313)

This session for English tutors will present research findings on best practices for giving students effective feedback on their writing and grammar skills to encourage them to use critical thinking to improve their writing. The presentation will be based on strategies presented at the annual Writing Symposium held this year in Lake Worth. The speaker will also discuss findings presented at the Sunshine State TESOL Annual Conference held in May of this year. The focus of both events was on strategies tutors can use to help students become independent learners, and the findings will shed light on how a mismatch between the tutors' feedback and the students' perception of their writing skills can hinder writing progress. Using strategies that help students to identify and address the most serious patterns of error in their writing, participants will engage in interactive activities for delivering effective feedback to students.

**WRAP-UP SESSION
(all attendees should register)**

2:40pm-3:30pm

Sharing Best Tutoring Practices across Campuses

All Attendees (HT 103)

Join your colleagues from each campus for a sharing session of best tutoring practices and for a chance to pick up a great giveaway item, donated by Massage Therapy, Boca Student Activities, or the College Bookstore.