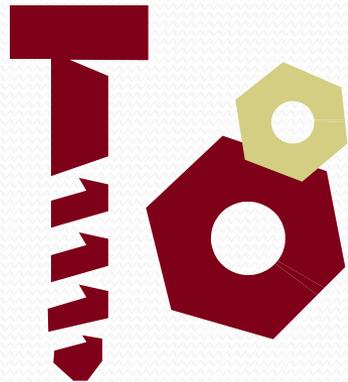


# The Nuts and Bolts of Tutoring



Tutor Training Spring 2010

# Who We Are

## Academic Learning Center

Basement of Administration Bldg.

Tutoring in all other subjects

Approx. 85-90 tutors

One-on-one sessions with assigned tutors

Study groups/ office hours

Evening workshops

Director: Erin Evans

Assistant Director: TBD

Graduate Asst./ Tutor Coord: Amanda Corbett

Secretary: Janelle Bentz (new)

### New this year:

- Office hours in the residence hall, Schumo Center, & Computer Lab A in Computer Center
- Interview, train, and evaluate tutors
- Wage increase with training
- Tutor celebrations!

## Writing Center

First floor of Computing / Mathematics Bldg.

Tutoring in writing

Approx. 10-12 tutors

One-on-one sessions

Evening workshops

Coordinator: Rachel Liberatore

### New this year:

- Computerized appointment-based system
- FT coordinator focused on Writing Center
- Training aligned with CRLA standards
- Wage increase with training

# Directors' Roles



- Provide you with the training/information to be effective as a tutor & develop you as leaders/managers
- Provide you with the materials/tools to do your job
- Help you with problems, concerns, etc. in a way that treats all involved with respect
- Communicate and coordinate with faculty and administration to make the WC and ALC effective for all and valued across campus

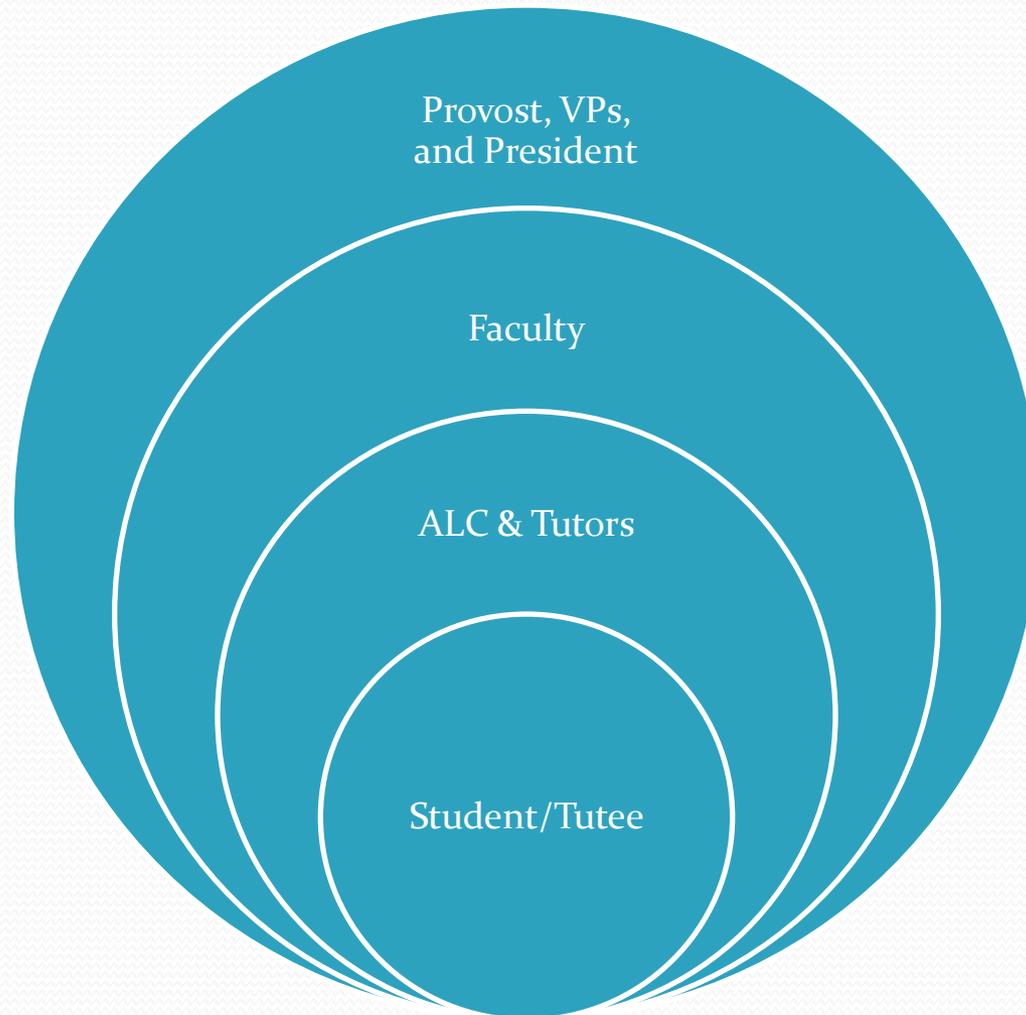
# Orientation Agenda

- Introductions to the team
  - Part 1: Importance of tutoring
  - Part 2: Role as Tutor & Employee
  - Part 3: Components of Effective Tutoring

# Part 1: Why does tutoring matter?

- Positive reinforcement & enhanced achievement
- Can make a difference in student success
- Improves knowledge *and* understanding of subject
- Provides study skills tips (note-taking, time management, and organization skills)
- Provides role modeling and a safe environment
- Increases confidence & learning for all
- Important helping role

# Tutoring & the Albright Community



# Why have trained tutors?

- Research tells us that trained tutors make the most substantial impact on learning/teaching
- Creates an academic leadership role that is recognized as a significant campus contribution
- Prepares you with tutoring techniques and an understanding of teaching theories
- Makes tutoring at Albright more “professionalized” and higher status; great for your resume and to prepare you for the professional work world

# PAID Tutoring Training

Based on CRLA (College Reading and Learning Assoc.) Guidelines

- Level 1 Certification for Albright
  - 13+ hours of training in one year + 25 contact hours
  - Tracked through blackboard and timesheets
- Wage increase following successful completion of training (takes effective your 2<sup>nd</sup> semester of tutoring)

# PAID Training



- Spring 2010 Training Schedule
  - Observation of upper-class tutor
  - Mandatory paid training
  - Optional paid training
  - Subject area tutoring meetings
- Blackboard Reflections & Evaluations

# Part 2: Roles & Responsibilities

## ACTIVITY:

Generate a list of characteristics/roles for “friends,”  
“teachers,” and “counselors”

Compare/contrast to tutor role

# NC STATE VIDEO

## ROLE OF TUTORS:

1. Helper
2. Peer Learning
3. Teacher
4. ALC/WC Employee

# Other Roles

Not!	Instead....
Proof-reader/editor/fixer	Author-in-the-flesh Strategy instructor
Answer-giver	Question-asker, prompter, practice buddy
Doctor of Homework	Recognizer of strengths Motivator Coach and Study Skills
Absolute expert	Resource user Sharer of experience Creative strategizer

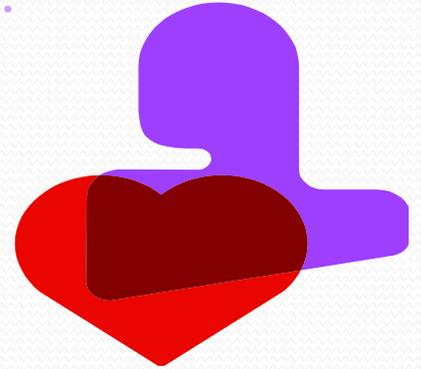
# Ethical Concerns in the Tutor Role

## Confidentiality

Maintain confidentiality about students and their work.

## Safety

Make sure tutoring situation is safe for you and tutees.  
Contact Campus Security or directors if needed.



## Referrals

Refer students to other resources (Career Services, Counseling Center, etc.) when they would benefit from those services. Offer to give them contact information or to help them find the resources.

## Communication and Collaboration

Communicate openly with directors about important center matters. Be someone other tutors can rely on.

# When problems occur...

- What kind of problems /concerns should you bring to the directors?
- What kind of problems do students share with the directors about their tutors?
- Is cancelling office hours okay? (subs?)
- When should you call campus Public Safety (from campus phone: 311 or 911- and add this to your cell phone: 610-921-7670)
- What should you do if problems occur during evening/night hours and the directors/secretaries aren't on site?

# Referring Students

The centers will keep brochures and contact information for these and other campus resources. Encourage students to use these resources. For serious situations, you may want to ask the directors to contact one of these services on behalf of a student.

Academic Learning Center: (Basement of Admin. Bldg.) Tutoring in most subjects, help with study skills and time management, disability resources

Writing Center: (Math/Computing #105) Writing, revision, editing strategies

Counseling Center: (White building behind The Gable Health and Counseling Center, Linden/Richmond St.) Emotional, social, academic and other concerns

Career Development Center: (Selwyn, 2<sup>nd</sup> floor) -- Resume and scholarship application writing and review

Library: Research Help

# Part 3: Components for Effective Tutoring

- Major principles
- Parts of a session
- Working with learning diversity

# Major Tutoring Principles



- Tutoring is a commitment to learning & involves weekly sessions
- Establish rapport and a respectful & safe atmosphere
- Be “student focused”:
  - Ask student about specific problems & allow them to explain
  - Keep the tutee **actively involved** in all parts of session
  - **Allow tutees to progress without interrupting**
  - Help tutee building from their **strengths**
- Help tutee become an independent learner & direct to resources

# Parts of a Session

- Greeting and Setting the Stage
  - FIRST SESSION CHECKLIST
- Selecting a Focus for the Session
- Leading the Session
  - POSITIVE REINFORCEMENT
- Closing the Session



# Greeting and Setting the Stage

- Some have no expectations due to novelty of tutor experience
- Others have diminished expectations due to a poor experience
- Others have high expectations due to working with a highly effective tutor

STRATEGY: determine if student has a blank slate v. an established perception of tutoring. Your job is to figure out if the students have a list of problems and questions or present as a person needing guidance.

- Walk-in hours/Study group sessions:
  - Recognize waiting tutees even if you're working with someone else-- let them know when you will be available. OR invite them into session.

# 1<sup>st</sup> Session Checklist

- Be intentional - inquire into the student's academic background. Ask about class year, number of courses taken in the discipline during high school, and generally ask about classes taken that are related to the subject area (what is their knowledge base)?
- Explain tutor role (especially to underprepared student),
- Introduce yourself, and learn this is the first time for tutoring (either way they are likely new to you)
- **ROLE PLAY** Introduction



# Selecting a Focus

- Ask tutee if they have a preferred area of focus (ex. Problem areas)
- Use class materials as a resource (text, handouts, notes, power point)
- Skim and discuss tutee's preliminary work

Note: Focus on the “big stuff” as much as possible-- the paper's main ideas and organization, the overarching math concepts most likely to be on the test, etc.

*What if student doesn't know what they need yet knows (s)he is struggling?  
How would you select a focus?*

# Leading the Session



- **Keep student actively involved:** consider having the student read aloud, ask questions, give you their ideas, write on their own papers, be the scribe, etc.
- In selecting tutoring strategies, remember overall goal of guiding student towards independent work

Model/demonstrate → have tutee try → offer feedback recognizing strengths and goals

- Ask **open-ended questions** to inspire their thoughts.
- Offer **possibilities or choices** rather than commandments.

# Strategies: Be Versatile

Be creative in your techniques; there are many ways to keep the tutee active, respect the tutee and their work, and guide the student towards increased independence.



## Some Possibilities:

- Review syllabi, dissect the assignment (important place to start)
- Brainstorming/listing/composing/creating a chart
- Discussion where you ask open-ended questions to inspire their ideas
- Acting out a concept
- Relate to real world examples
- Drawing as illustration
- Studying a book or resource guide together
- Practicing by modeling (showing), having student try, giving feedback
- Finding more resources together on the internet

*...What other methods can you think of?*

# Positive Reinforcement

- Activity:
  - How do teachers contribute to a negative learning environment?
  - How do teachers contribute to positive one?
- NC STATE VIDEO



# Closing the Session

- Review main focus of lesson, strategy practiced, etc and assign additional homework (if appropriate)
- Seek feedback from tutee; what worked/didn't, set an agenda for future meetings; refer to prof, ALC, etc.
- Fill out center forms for record-keeping and to summarize the tutoring session (paycheck depends on it).
- Schedule a set time to meet each week.
- **ROLE PLAY EFFECTIVE OPENING**

# Why Does Accurate Record Keeping Matter?



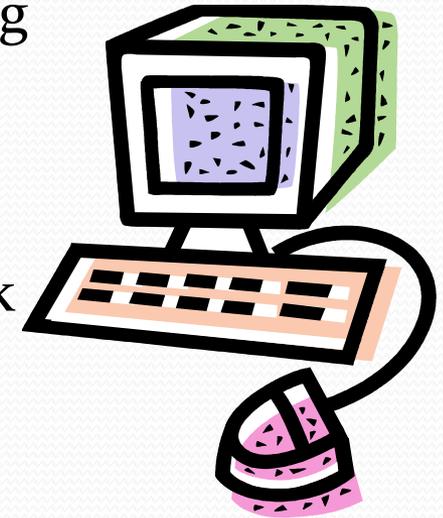
Your paycheck depends on it – timesheets must include tutee info, contact hours, etc.

## Benefits ALC and WC

Accurate data help us hire new tutors, get funding from the college, improve business operations

## Benefits You

- You get paid correctly and on time, you can work towards certification (good for your resume!),
- Smoother tutoring sessions
- Supervisors know what is happening and can help you with problems or honor your successes



# Recap: Effective tutoring

- Give undivided attention to the tutee, minimize interruptions, and allow natural progress
- Demonstrate empathy for the tutee's problems
- Act honestly when an answer is unknown; use class materials as resources
- Act as a motivator, provide positive reinforcement, and add humor to the session
- Promote safe and cooperative learning for the tutee
- Always open & close the session by using checklist

# Things to Remember...

- You can only do your best: tutees are not always prepared as you want them to be; they are likely not as patient as you hoped, and their sense of humor may be stifled by nerves
- You cannot help everyone and improved grades are not guaranteed
- Know the tutors in your discipline area; use each other as a resource and sounding board
- If you begin to complain about your tutees or dread your sessions, it's time to seek some supervision.
- Your contributions are appreciated

# Questions

*Always use the ALC/WC as a resource.*

*All questions welcome!*