UMPQUA COMMUNITY COLLEGE

Academic Success Center

"Committed to Success"

Training Manual

Academic Success Center

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Thoughts on Tutoring

Tutoring is like coaching…
> You identify problems
> Prescribe methods for improvement
> Give appropriate example for models
> ENCOURAGE, ENCOURAGE, ENCOURAGE!!!

Your goal is NOT to do it FOR them, but to help the student think and do for him/herself.

Tutoring is two people working together and building a RELATIONSHIP of MUTUAL RESPECT so that feelings of self-consciousness, inadequacy and nervousness are diminished…so the tutoring can actually begin. The purpose is to help the tutee gain skills to think and do on their own.

Keep in mind that many students might feel more comfortable asking YOU questions than their instructors. Encourage their questions and ideas!

Tutoring is creating an environment in which the tutee can learn.
- Provide learning experiences matched to the student's learning style and readiness
    - Hooks of common knowledge
    - Hands-on learning if possible
    - Pictures and Visuals
    - PRACTICE, PRACTICE, PRACTICE…

Be very aware of your vocabulary. Your words have great influence on your tutee's attitude. You are in a college setting and are employees of the college. Use professional language…appropriate for ALL to hear and that which ENCOURAGES not discourages or labels people in any way.

- **Tutor Selection Criteria**
  - A current UCC student taking a minimum of 6 credit hours per term
  - Having an overall 3.0 GPA with an A in any course being tutored
  - Learning Skills Director recommendation based on a personal interview
  - Instructor recommendation form for any subject being tutored, this form can be found on the webpage in the employment section.
  - The ability to communicate using clear and articulate English
  - A detailed criteria list and job description can be found on the webpage in the employment section.
  - A complete list of UCC Tutor Hiring Procedures can be found on the webpage in the employment section.

- **Level I Certification**
  - A minimum of Level 1 training is required for all tutors and must be completed within the first 30 days of hiring.
  - Level 1 tutor training is a 12-hour program consisting of 4 3-hour sessions, all face-to-face.
  - Tutor training is led by the Learning Skills Director of the ASC and other invited speakers
  - Level 1 topics
    - Defining tutoring and tutor responsibilities
    - Adult Learners/ Learning Theory
    - Facilitating an effective tutoring session from beginning to end
    - Communication skills: Listening and Questioning strategies
    - Basic Do's and Don'ts
    - Boundaries and Ethics/Tutor as a role model; Assertiveness; Difficult Student
    - Tutoring Students with Disabilities/ Referrals
    - Student Retention
    - Goal Setting
  - Eligibility for Level 1 Certification: Successful completion of Level 1 Tutor Training and a minimum of 25 hours of live tutoring.
  - During fall, winter, spring, and summer terms, all ASC tutors are required to complete a tutor evaluation process in conjunction with the Learning Skills Director:
  - Each term tutors encourage students to complete tutor assessment surveys requesting feedback on the tutor and overall tutoring center.

- Based on both student feedback and self-reflection, all tutors are to complete a self-evaluation assessment by the sixth week in each term and submit it to the Learning Skills Director
- Each tutor must then meet with the Learning Skills Director individually to review the self-evaluation and set goals.
- All evaluation forms can be found on the webpage in the employment section.

- **Level II Certification**
  - Completion of Level 1 Certification
  - Completion of at least 20 hours of tutoring beyond Level 1 Certification
  - Completion of 10 hours additional formal instruction in topics designed to deepen, expand, or add to issues related to tutoring such as:
    - Review of Level 1 Topics
    - Changing Study Behaviors/ Study Skills
    - Inter-Cultural Communication
    - Self-directed/self-regulated learning
    - Identifying and Using Resources
    - Motivation and Procrastination
    - Other approved topics that serve to review, extend, or deepen knowledge or skills in any Level 1 topic.
  - Tutors interested in gaining Level 2 certification can acquire the additional 10 hours using a variety of approved media or learning opportunities, including ASC workshops, Study Skills or other workshops on campus, skills covered in coursework, etc. A minimum of 4 hours must be tutor-trainer supervised, interactive, and in real time. To earn training credit:
    - The tutor must meet with the Learning Skills Director to develop a learning contract defining the additional learning tasks that will make up the additional 10 hours of learning.
    - Each learning opportunity or program must be reviewed and approved by the Learning Skills Director in order to qualify for additional certification hours.
    - The tutor attends the program(s) or utilizes another form of media.
    - The tutor completes a learning outcome reflection report and submits it to the Learning Skills Director using the Advanced Training worksheet located on the webpage in the employment section.

- **Level III Certification**
  - Completion of all requirements for Level 1 and Level 2 Certification
  - A minimum of 25 additional hours of tutoring beyond Level 1 and Level 2 Certifications for a total of 75 hours of tutoring
  - A minimum of 2 additional hours of real-time, supervised learning sessions in an approved topic area such as any topics listed in Level 2 training and:
    - Review of Level 1 and Level 2 Topics
    - The Role of Learning Centers in Higher Education
    - Training/mentoring other tutors (Supervisory Skills)
    - Group Management Skills
    - Structuring the Learning Experience
    - Other approved topics designed to review, extend, or deepen knowledge or skills in any Level 1 or Level 2 topic.
  - Tutors can acquire the additional 2 hours of training using a setting that is direct, interactive, and in real-time as approved by the Learning Skills Director. This can include ASC programs, or skills developed in coursework or as part of another professional development program. To earn training credit:
    - The learning opportunity or program must be reviewed and approved by the Learning Skills Director
    - The tutor attends the program or engages in the learning activity.
    - The tutor completes a learning outcome reflection report and submits it to the Learning Skills Director for approval using the Advanced Training worksheet located on the webpage in the employment section.

History, Mission & Goals

History:

In the late 70's the first tutoring center was established by two UCC instructors. It was intended for one on one drop-in tutoring but soon became drop-in group tutoring with the increase of incoming students. In the 80's, the tutoring center was moved into the Educational Skills Building where it is still currently located.

Tutoring has been a major part of success in UCC courses since its establishment. In 2013 the name was changed to the Academic Success Center where student success and retention are the main goals being pursued.

Mission:

As part of Umpqua Community College's Learning Skills Department, the Academic Success Center is committed to the success of each student at Umpqua Community College. By acknowledging each student's transition, we provide a collaborative, learner-centered environment focused on developing the scholarship of students and the leadership of tutors.

Program Objectives

- Recruit, hire, train, support and retain qualified students as tutors
- Assist students to become confident, self-directed, life-long learners
- Offer a variety of learning support options
- Represent an active concern for students' academic well being
- Create an atmosphere of mutual respect and trust for students
- Provide students with accurate, relevant, and appropriate information and referrals
- Continually review policies and practices to ensure that students are appropriately served
- Maintain an inviting, helpful, and approachable manner
- Make every effort to turn each situation into learning experiences for tutors, student-employees, and students
- Refer students as necessary to appropriate UCC resources for the purpose of enhancing their educational experience.

Tutors will assist students in:

- Becoming a more confident, effective, independent learner by not doing work for the student but enabling and encouraging them to do their own work.
- Developing knowledge, understanding and skills in a variety of courses in business, mathematics, the natural sciences, social science and humanities
- Improving students time management, note-taking and test-taking through study skills presentations and information handouts.

Academic Success Center:

Located in ESB 15, the ASC offers a wide range of peer-tutoring from drop-ins to weekly appointments.

- Services offered are:
    - o Free to currently enrolled Umpqua Community College students.
    - o For any student who wants to improve or maintain their grades.
    - o User friendly by having the tutoring staffed from 8am-4:30pm Monday thru Friday
    - o Successful in developing skills and increasing knowledge and understanding of course subject matter.

Tutoring is offered for core subjects such as Math and Writing as well as Chemistry, Social Sciences, CIS courses, Foreign Language and a wide array of other courses.

What Characterizes good tutors?

Having knowledge in a particular topic is not the only indicator of successful tutoring. Character and personal success however, are good indicators. Some of the characteristics noticeable in good tutors are:

- ❖ **A positive outlook**: The belief that things can be changed through action.
- ❖ A desire to help others: The willingness to become involved with people at first hand and in depth.
- ❖ **Empathy:** The ability to feel what another person is feeling.
- ❖ **An even disposition:** Patience, gentleness, understanding and fairness.
- ❖ **An open mind:** A willingness to accept other people and their point of view.
- ❖ **Initiative:** The ability to see what needs to be done and to do something about it.
- ❖ **Enthusiasm:** A liking for your subject, and a wish to share it with others.
- ❖ **Reliability as a worker:** Punctual, dependable, steady
- ❖ **Be a HERO!** A person who goes out and achieves great deeds on behalf of the group.

What should students expect from tutors?

- ❖ Positive expectations
- ❖ Mutual respect
- ❖ Flexibility
- ❖ Humor
- ❖ Enthusiasm
- ❖ Acceptance that everyone makes mistakes
- ❖ Effective communication
- ❖ Applications/reasons for learning
- ❖ Connections between new material and prior knowledge
- ❖ "The Big Picture"
- ❖ Organization
- ❖ The language of the discipline
- ❖ Thinking or wait time before answering
- ❖ Separation of relevant from irrelevant information
- ❖ Techniques for: time management, test taking, relaxing, studying, note taking, organizing, representing and remembering concepts and their relationships

(adapted by: www.usf.edu/learning)

Benefits of Tutoring Programs

In General:
- ✓ Increases mastery of academic skills
- ✓ Improves self -esteem and confidence
- ✓ Improves students attitudes toward school and learning
- ✓ Decreases drop-out rates
- ✓ Breaks down social barriers and creates new friendships
- ✓ Promotes emotional support and positive role models

For the Students:
- ✓ One on one study time with their learning style in mind
- ✓ Instruction tailored specifically for the students' needs
- ✓ No competition for the students – students are allowed to work at their own pace
- ✓ Improves social skills
- ✓ A relaxed environment catered to the student

For the Tutors:
- ✓ A sense of pride and accomplishment for having helped someone else
- ✓ Increased academic mastery
- ✓ Increased self-esteem and confidence
- ✓ Enhanced sense of connection their learning community
- ✓ Career related experience

What Socrates Would Say to Undergraduate Tutors*

By John P. Cleveland

When we talk about education and about tutoring in particular, we often speak of the Socratic Method. Often what we mean when we refer to that method is simply something like a question-and-answer format. But in my years of overseeing a tutoring center and training peer tutors, I have found that such a simple explanation is not enough to understand some of the tensions involved in undergraduate peer tutoring.

There is an unmistakable disconnect between the way most students perceive out services and the way we deliver quality tutoring – a misunderstanding that leads to a low-grade but palpable tension in the tutoring enter. The conflict between those two viewpoints is ages old and perhaps best illustrated by the Socratic dialogues themselves.

In *The Euthyphro,* for example, Socrates and a young priest discuss at some length the true nature of piety – yet at the end of their dialogue both men remain stupid as to the correct answer. Although their argument ended in incompleteness, near irresolution, Socrates is unswayed and wishes to pursue the argument again. His true task, after all, is critical inquiry, not simply arriving at a conclusion. Socrates asks his student to begin the discussion again, but to his surprise and disappointment, Euthyphro – who exhibits behaviors and habits of mind quite similar to those of many present-day students – answers, "Some other time, Socrates, for I am in a hurry now, and it is time for me to go."

That hurried and harried demeanor is something we see in many of our students, who often come to the tutoring center in desperation, looking for quick answers and a regurgitation and recitation of several weeks' worth of material. But instead of just giving students the quick answers they seek, we try instead to teach them a process – the process of learning how to learn.
Our tutors are trained to resist passive learning on the part of tutees, and to involve students in the reassembly of the knowledge they have already gained in their classes and readings. Tutors learn to ask lots of questions to force students to recall, use, and process that prior knowledge. Questioning the students also breaks the familiar classroom pattern of passive listening, encourages them to engage in the subject matter, and helps them verbalize what and how they think. When students talk about what they know, what they're learning, and what they don't understand, they become the center of the learning process.

When I train new tutors, I show video clips from real one-on-one tutoring to demonstrate the difference between active and passive learning, then ask the new tutors to tell me what they observed about the positioning of the tutor and tutee. Nearly everyone notices that the tutor in the video sits back, guiding and coaching the student along, while the tutee works through the homework set. I mention to them how much more effective and educational that is than the opposite approach – when the tutor furiously works away at the homework instead, while the tutee leans back and passively watches.

I recently discovered a telling statistic after surveying students who use out tutoring center: Sixty percent did not think that using the tutoring center helped them to develop thinking skills. Perhaps some of our tutors don't do a good enough job of the kind of Socratic Method that I advocate. It may be that they, too, think tutoring is mostly about getting the answer rather than the process of understanding. But I also think that many of the tutees project that attitude when they walk in the door, and the tutors simply find

it easier to give in rather than do the hard work of getting the students to engage their own critical-thinking skills.

Again I turn to Socrates to explain the ideal relationship between tutor and student. In Plato's dialogue The Theaetetus, Socrates says:

"I am so far like the midwife that I cannot myself give birth to wisdom, and the common reproach is true, that, though I question others, I can myself bring nothing to light because there is not wisdom in me… It is clear that they have never learned anything from me. The many admirable truths they bring to birth have been discovered by themselves from within. But the delivery is heaven's work and mine."

Tutors cannot learn for students just as midwives cannot give birth for their patients. Nor do they need to, in many cases: Socrates believed that most of his interlocutors already had knowledge within them, and if they were open to his probing, that knowledge would emerge. I suggest that we understand tutoring the same way.

I tell tutors, tutees, and faculty and staff members that using the tutoring center should not be a last resort. It should not be the place where people go to put Band-Aids on gaping wounds. Moreover, the tutoring center is not just for the down-and-out, struggling students. Even honors students can benefit from using the tutoring center by shoring up their knowledge and honing their study skills.

Likewise, I explain to new tutors that their job is not to teach. It's too much responsibility for them to teach college-level material; they are not expected to be experts and professionals. Rather, their job is being a Socratic coach. Such tutoring, if done well, augments classroom instruction.

What I try to do with the tutoring center is carve out space that allows for a deeper, more substantial approach to education to take place. In doing so, I hope to change bad habits and attitudes so that students can consciously and reflectively engage their own educational experience.

I believe that Socrates' methods – while painful for tutors and students alike – is the better way. It creates a community of learners and encourages them to engage in dialogue with one another.

The Tutoring Process

Tutoring is an age-old practice. The dictionary definition describes a tutor as a person who gives individual, or in some cases small group, instruction. The purpose of tutoring is to help students help themselves, or to assist or guide them to the point at which they become increasingly self-directed as a earner, and thus no longer need a tutor.

Content knowledge is an essential ingredient for a tutor; however, to be truly effective, a tutor must combine content knowledge with empathy, honesty and humor. Empathy requires a tutor to "read" the emotional states, attitudes and perceptions of their students. Empathy is the ability to see others from their personal frame of reference, and to communicate this understanding to the person involved. In order for tutors to establish a supportive relationship with their students, tutors must be open and honest. Students are often reluctant to talk with a stranger about their academic problems. If a tutor is perceives as genuine and having a strong desire to listen, students will be more willing to open up and discuss their problems. Humor can also play an important part in a tutoring session. Humor can reduce tension. Shared laughter is a powerful way to reinforce learning. Humor can set students at ease and increase rapport. Humor can also be used to compliment, to guide or to provide negative feedback in a positive manner.

In addition, a successful tutor demonstrates a caring attitude. Caring consists of being organized for the tutoring session, being punctual, establishing a learning relationship with the student, developing unique teaching strategies, and becoming familiar with the learning process. Ultimately, tutoring is sharing yourself with another student in a way that makes a difference in both your lives.

- As a tutor, you are a bridge between the student and the instructor; therefore, the responsibility should be taken seriously
- Students who seek tutoring are sometimes vulnerable or feel stupid because they need academic assistance; do your best to keep this in mind and relate some of your own challenging personal experiences as a way to "break the ice."
- Encourage your students to come prepared for each session (course text, syllabus, and study guide, if applicable).
- Be patient and understanding
- Be a good listener
- Praise your students when they grasp a concept or do well on a quiz or exam
- Get the student to be an active participant during each session. Studies prove that active learning is most effective in terms of retaining information.

<u>Tutoring Versus Teaching</u>

Although tutors teach students about course material and academic skills, tutoring is a specialized type of learning. The important thing to remember is that the instructor has the ultimate say over students' grades and expectations. Tutors should be careful to help students according to instructors' expectations and guidelines, and avoid criticizing instructors. Tutoring…

- ✓ Promotes independence in learning;
- ✓ Personalizes instruction;
- ✓ Facilitates student insights into learning and learning processes;
- ✓ Provides a student perspective on learning and academic success;
- ✓ Respects individual differences.

Below are two of the most well-known tutoring approaches that you may want to try. It will take a while to feel comfortable and become effective utilizing them. Sometimes you can even blend aspects of several approaches, or develop your own.

Socratic Method

> You tutor by asking questions rather than just giving instructions. Socratic dialogs are active discussions between the tutor and a student that require the student to formulate and express his/her thoughts. This interactive exchange requires a student to become involved. Any passive or defeatist behaviors are put aside with this one-on-one attention and immediate feedback

Minimalist Method

> This method requires students to solve their own problems under the supervision of a tutor who acts as a coach, a more experienced peer, rather than an editor. During each session, students engage in a series of tasks related to their latest course assignment. While tutors shape these tasks and advise students in the midst of them, it is the students who read, write, etc.

Regardless of the method, structure is critical when it comes to tutoring. Just as a sports team faces each opponent with a set game plan, tutors should face each tutee with a structured tutoring session. On the following pages you will find ideas on how to organize your tutoring sessions.

Greeting

- Greet student(s) by name.
- Check your "affect"—smile, gesture, small talk, etc.
- Record keeping – did they sign in?
- New student? Explain how tutoring works and be sure to help them create a profile in Tutor Trac

Identify the Task

- Encourage students to initiate the first task: What do you want/need to cover today?
- Use probing questions if needed to clarify the student's immediate concerns. ("What is the hardest part for you?")
- Restate the problems to insure you understand what was needed and to focus activities for session. If you need to refocus session, explain why.

Break the Task into Pieces

- Help students break the task into manageable pieces
- Help students plan the session by analysis of the pieces.
- Restate the "I have to" to make sure the important priorities will be addressed

Be Aware of the Thought Process

- Ask the student to explain the general approach learned in class.
- Address all possible materials or resources such as organization of learning materials (notes, textbook, video-tutorials, and others) that might enhance success in learning.
- Promote independence! Guide the student to explain the method, strategies, and presentation of the task.
- Scaffold the task by allowing the student to work the pieces of the task and to explain them to you.
- Observe for signs of learning pattern preferences: organization (sequence), details (precision), application (technical), big picture (confluence) concepts?

Summarize and Reinforce Confidence

- Encourage students to summarize what has just been learned
    - "OK, let's review for a minute" or "Show me what we just talked about."

- **Listen! Listen! Listen!** Wait for student's explanation to run its course without interrupting or correcting. This is an opportunity for him/her to self-correct by asking questions, then waiting.
- After students explain, offer positive reinforcement and confirm their comprehension and/or demonstrated improvement.
- Comment on progress (i.e. "We got a lot done!")
- Congratulate them for working hard and not giving up.
- Reassure them that he/she can now do similar tasks independently.
- If time allows, encourage them to do another example on their own.
- If additional help might be indicated, suggest other learning opportunities, such as study groups, or Human Development courses (note taking, college success, etc.)

Closing

- Confirm time next appointment and/or be sure students know how to cancel.
- Ask what helped most and/or what could be improved?
- Thank students for contributions (i.e. "You really came prepared")
- Or if necessary, make suggestions for next time ("Be sure to come prepared, bring your books, read the chapter; try the homework before the next session")
- End session on a positive not ("You made a lot of progress!" or "Even though we got off track, we learned what to do for next time.")
- Reminder: sign out please

Adapted from:

MacDonald, R.B. (1994). *The Master Tutor*. Willamsville, New York: The Cambridge Study Skill Institute, pp. 25-26.

Paul, R. (1993). Critical Thinking: How to Prepare Students for a rapidly Changing World. Foundation for Critical Thinking, pp. 38-40.

De Anza College http://faculty.deanza.edu/alvesdelimadiana/stories/storyReader$61

Listening & Questioning

It is just as important (in not more important) for a tutor to guide their students in doing most of the explaining themselves. This will reinforce learning and help the tutor identify problem areas.

Two of the key ingredients in guiding this successful interchange are: posing questions and active listening. Examples of questioning techniques follow:

- Ask open-ended questions. By posing questions that require more than a yes/not response, you encourage the student to start thinking.
    - "Where do you think we should start?"
    - "What are the steps involved in working this problem?"
    - "What is the definition?"
- Ask probing questions. Probing questions follow up on a student's contribution.
    - "What will happen if what you said is true?"
    - "What made you think that?"
    - "What is the opposite of this position?"
- Rephrase questions.
    - Try repeating your question in a slightly different manner.
    - Reword your original question.
    - Break your original question into smaller parts.
    - Change the inflection in your voice when repeating the original question.

The next key is to ACTUALLY LISTEN to your student's responses. This sounds easy, but it is harder than you may think. Listening is an acquired skill. In normal conversation, we sometimes don't really listen to others. We hear what they say but don't listen carefully enough to "read between the lines". In order to be an effective tutor, you have to slow down and concentrate on both what your tutee is saying and how they are saying it.

- Is he/she grasping the concept?
- Can he/she explain it easily or does it take some effort?
- Is his/her body language saying anything?

In order to get the answers to these and other questions, you must listen carefully and observe purposefully. As you listen, be sure to actively summarize what the student says such as repeating the steps, emphasizing the right order, or the solution, or the main concept, etc. depending on the situation. Remember to encourage students to

explain and/or paraphrase using his/her own words to enhance comprehension. Having the student summarize will help you determine if you can move on to another topic or need to stay with the present one. If the summary is difficult for the student, another review might be needed, offering another opportunity to have the student increase his/her involvement in the in the process until he/she can repeat it with ease.

<u>Silence!</u>

A common misconception of new tutors is that your student should ALWAYS feel comfortable. Sometimes, "comfortable" is not the best solution. For example – you have posed a question . . . WAIT! . . . at least 8-10 seconds! You may start to feel awkward, but sometimes just being patient while allowing time for students to think, process, and push themselves, will yield better results. It is an opportunity to encourage "intention" on the part of your students as opposed to you leading the learning. As a tutor, you understand the information, you know what you are looking for in the response, and you are able to respond quickly. Because of this, it is often difficult for you to anticipate the amount of time a more "novice" or less confident learner needs to process the information. Take this into consideration when that uncomfortable silence sets in. Since this technique is often uncomfortable for both the tutor and student, it can be a difficult tool to implement. Use it appropriately, while always using your judgment and monitoring your student's comfort to determine if he/she needs a quicker response from you or if it is a good time to push them for more independence.

<u>Gauge Students' Comprehension</u>

Related to listening and questioning, it is very important to continuously gauge your student's level of comprehension. Don't assume knowledge. Questions like "Where would you start?" assumes basic knowledge. Sometimes it helps to start with the basics FIRST and insure that the student has the basic understanding of terms and concepts you feel are needed. Here are some ways to gauge your tutee's comprehension:
- Make sure the student understands associated terminology.
- Summarizing (as above) might help to start as well as to finish
- Ask them if there are any terms that need explained
- Ask probing questions
- Ask for volunteers to draw or diagram (if appropriate).

Drawings and Diagrams

Remember that each learner may require different activities and that learning expectations or tasks have inherent aspects or characteristics that correlate more directly to certain strategies. For example, more technical and more visual learners appreciate drawings/diagrams to convey information. However, while beginning with the diagram helps, some students may still need a more detailed explanation of the diagram. And remember to offer the opportunity for the student to actually draw and explain. The act of building the model may reinforce learning.

Reinforcement and Encouragement

This issue warrants repeating! Students that come to tutoring for help NEED you to notice their mistakes. That's where reinforcements come in. When using reinforcement, make sure to reinforce improvement without over-exaggerating the gains. The more specific you are about the gain, the better. The following are some examples or reinforcement:

- Verbal
  - "Good job on _____!"
  - "You are really doing much better with _____!"
  - "I like the way you did _____!"
  - "This is much better than the last time!"
  - "I can tell you have really been working hard at this."
  - "Your effort has paid off!"
- Non verbal
  - Use facial expressions—smile, look surprised.
  - Nod your head.
  - High-five or give the thumbs up sign.

Reinforcements help the student have a sense of accomplishment, provide a reward, and give them an incentive to do more themselves. Each step forward is helping them to gain the confidence to try again. Supporting the emotional component is critical for success in learning.

Work Yourself Out of the Job

While as a tutor it might "feel" good when your students keep returning, be careful! It is important to determine if your students are becoming increasingly: "self-directed" as a result of your help or if the student has become too dependent on your help. After all, what happens when you are no longer there to explain, in the classroom, or taking exams? Remember that a tutor's job is to help the student to develop the strategies that will enable them to succeed without you. This might include finding other resources as well as developing the study strategies appropriate for the task or class. A tutor should be working his/her way out of a job. By allowing the student to have increasingly more control of the process, you encourage self-direction in learning and help provide much more than simply passing the class. Your goal is to help students gain confidence in their own ability and an awareness of their applying strategies appropriate to the task or challenge.

So how do you do this? Le t them have the pencil or marker. Let them look up the information in the book. Let them draw the diagram. Let them have control of the mouse/keyboard. Give control back to them!

Learning can and is sometimes frustrating and slow and often requires getting it wrong first. If you are "showing" everything to your students, the success is your, not theirs. Guide the direction of your students' thinking. Don't do the thinking for them. The more independent they become, the better tutor you are!

(Adapted from: http//www.trcc.commnet.edu/ed_resources/tasc/training/tutor_techniques.htm#Questions and Listening)

How can students get the most from tutoring?

- **Visit Early**: Register with the ASC as soon as you run into difficulties, even if it's the first day of class! The sooner you tackle a problem the easier it is to solve.

- **Prepare** for you tutoring session. Go to class, attempt to complete all homework practice examples before you see the tutor and read your text. This helps your tutor now where to start.

- **Bring** your textbook, syllabus, notes, and handouts, your current assignment, and previous papers or other work – anything and everything you would bring to class!

- **Understand** that tutoring will often be group tutoring. Most students fing group tutoring helpful because they can share questions and methods for learning.

- **Plan Ahead**: Remember some times of day, days of the week, and midterm and finals weeks are very busy at the ASC. So plan your visits, and don't wait until the last minute before a class or a test to seek help.

What the Student can expect in tutoring:

- If it is your first time you will need a few minutes with a tutor or program assistant to explain how the ASC runs their tutoring program. Also, someone will assist in getting you registered through Tutor Trac. The ASC provides tutoring only for students enrolled in academic courses for the current term.

- When you arrive for tutoring, simply sign in with your student ID number on the computer.

- **IMPORTANT!** Expect that the tutor will ask questions, guide the process, and make suggestions in order to help you learn rather than merely giving you answers.

What tutoring can NOT do:

- **"The tutor will do my work for me**!" – The ASC is not a fix-it shop. We do not do your homework or research for you. We will help you understand the concepts used in your homework and show you a process for doing research. Remember: "The goal of tutoring is to create independent learners."

- **"I can just go to the ASC if I miss class."** – Tutoring is not teaching. It cannot and does not substitute for attending class and doing your homework. If you miss class, you need to see your instructor. Then we will be happy to help you with questions about your makeup work.

- **"I can get all the private help I want."** — Tutoring is most effective in small groups; 1:1 tutoring is only considered for special circumstances.

(Adapted from: www.usf.edu/learning

Great Employee Skills to Exercise

- **Be Positive**
  - Have a good attitude about tutoring, tutees, the college, the instructors and the lab
  - Flexible with availability for tutoring
  - Welcoming to others – put tutees and other tutors and faculty at ease
  - Cooperative with job expectations (even when they change)

- **Communication**
  - Ask questions as needed
  - Communicate problems and ideas (no whining or gossip)
  - Give positive feedback to others
  - Listen to Learning Skills Director, other tutors, program assistants, instructors, and tutees.

- **Responsibility**
  - Notify the Learning Skills Director if you will be absent (24 hour notice if possible).
  - Complete requested paperwork on time
  - Self-motivated to stay on task
  - Voices kept quiet
  - Follow all rules of the lab
  - Use time wisely
  - Punctual and good attendance
  - Work well without supervision
  - Reliable and dependable

- **Appearance**
  - Good hygiene and appropriate clothing

October 26, 2006: Prepared by Vicki Formosa, UCC