Tutor Education Seminar

Academic Resource Center
• CRLA:
  • The College Reading and Learning Association or CRLA (formerly WCRLA) is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level. CRLA is inherently diverse in membership. CRLA’s most vital function and overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.
• To provide college reading and learning professionals with an open forum to discover and exchange the leading tools and techniques to enhance student academic success. The guiding principles will help us support our mission.

• Guiding Principles:
  • Provide professional development for college professionals active in reading, learning assistance, writing, ESOL, learning strategies, mathematics, college success programs, mentoring, and tutoring programs;
  • Support best practices that promote innovative learning environments;
  • Promote a culturally responsive approach to teaching and learning;
  • Promote research, evaluation, and assessment in the field;
  • Provide graduate students with opportunities to participate in the field;
  • Cultivate a diverse and active membership;
  • Promote ethically responsible professional behavior;
  • Provide organizational leadership opportunities;
  • Provide an efficient and effective organizational structure to ensure the health and growth of the Association;
  • Collaborate with other professional associations for mutual benefit.
1. ARC Tutor
   1. Definition of tutoring
   2. Tutor responsibility

2. Tutoring Methods
   1. Communication skills
   2. Empathetic tutoring
   3. Planning a tutoring session
   4. Referral skills

3. Understanding the students
   1. Active listening
   2. Learning styles

4. Student Diversity
   1. Ethnicity
   2. Commuter
   3. Other factors

5. Role Model
   1. Study Skills
   2. Reading strategies
   3. Resources on campus
   4. Time Management

6. Ethics Training
   1. Tutor Expectations
   2. Student Expectations

7. Sexual Harassment
   1. Student Handbook
   2. Staff Handbook

8. Center for Disability Resources
   1. Conducted by the office of disability resources

9. Weekly & Monthly Communication
   1. Admin communication
   2. Lead tutor communication

10. TutorTrac
    1. Collection of student reports
    2. How it works

11. Tutor Evaluations
    1. Self & session Evaluations

12. Exam Reviews & Workshops
    1. Exam Review Sessions
       1. Exam review sheet
    2. Workshops
       1. Single concept learning model

13. Social Media Tutoring, TinyQ
    1. iPad feed
    2. Website
    3. Proper response

14. Supplemental Instruction (SI)
    1. What is an SI?
    2. SI Leader Duties
    3. Forming student groups

15. Customer Service
    1. Why & How
TES Levels

• TES I
  • 1, 2, 3, 10

• TES II
  • 4, 5, 14, 15

• TES III
  • 6, 7, 9, 11, 12, 13
Mission:
- Our mission is to enrich the academic experience through a student-centered approach to education. By integrating a variety of resources, the ARC strives to support students and faculty at all stages of the learning process.

Services:
- Peer Tutoring
- Workshops
- Exam Reviews
- Group Study
- Computers & Printing
• ARC Services for Students and Faculty
  • Peer tutoring
  • Workshops
  • Exam Reviews
  • Supplemental Instruction
  • Group Study
  • Class Visit
  • Computer Lab, printing and scanner
#1 ARC Tutor

Definition of Tutoring
Tutor Responsibility
• Defining Tutor & Tutoring
  • What is a tutor?
  • Why are you selected?
  • What is the difference between solution manual & tutoring?
  • What is the difference between tutoring and teaching?

• Tutor Responsibility
  • Policy and Procedures documents
  • Student records FERPA

• Discussion
# 2 Tutoring Methods

Communication skills
Empathetic tutoring
Planning a tutoring session
Referral Skills
Tutoring Methods

• Communication Skills
  • One-on-one & group communications
  • Electronic communications

• Empathetic Tutoring
  • Scenarios
  • Noncommittal
  • Do not engage

• Planning a Tutoring Session
  • Listen
  • Create an agenda
  • Ask Questions
  • Find similar examples

• Referral Skills
  • Why unable to help
  • Find another academic resource
    • Tutor
    • Professor
    • Advisor
    • Teaching assistant
    • Library
    • Google

• Discussion
• Communication Skills
  • This involves conveying your information as a tutor and receiving your tutee's response, and vice versa. The act of talking as well as listening are the two halves of communication and are critical to the tutoring process.
  • Be aware of the physical and emotional state of your tutee. Is he or she making eye contact with you? If not, what can you do to increase his or her comfort level? Is she/he fidgeting? Are you smiling and relaxed? Awareness of these details will help you build rapport, comfort and trust.
  • Your role as a tutor gives you a higher status or position in the tutoring relationship. Think about how you might feel talking with your professor or medical doctor. Awareness of the subtle "power differential" between you and your tutee can help you soften or moderate your approach.
• Empathetic Tutoring
  • Student seems overwhelmed with the assignment or the class. Making comments like they "just want to pass the class" or saying something about how they "hate this class."
  Try to be noncommittal. Do not encourage the student in negative thinking. If needed, you can refer the student to Tayyab or Hassan if you think the student needs more help than can be given in the ARC or if the student is in need of counseling services.
Tutoring Methods

- Planning a tutoring session
  - Listen to the student / problem
  - Create an agenda for the tutoring session or individual problem
- Ask questions
  - Do you sort of understand the concept?
  - Let’s work on this similar problem
  - Can you show me what do you understand
- Find similar examples
  - To assist with the problem or concept at hand
Tutoring Methods

- Referral Skills
  - Another tutor / subject area
  - Professor
  - Teaching Assistant
  - Book
  - Referral book
  - Undergraduate Academic Affairs
  - Counseling
  - Tayyab or Hassan
#3 Understanding the students

Active listening
Learning styles
the Students

• Active Listening
  • Paraphrase
  • Ask questions
  • Concept check

• Learning styles
  • Visual/Verbal
  • Visual/Non Verbal
  • Tactile/Kinesthetic
  • Auditory/Verbal

• Discussion
• Active Listening
  • It is helpful to periodically repeat the tutee's concern or points in your own words to double-check your comprehension, to show that she is being heard, and to check whether his or her needs are being met. Ask for clarification. Respond to a question with one of your own.
the Students

• Learning Styles
  • Visual / Verbal
    • students learn best when material is presented both visually and in text format.
      • Flashcards with a highlighter for key phrases
      • For math courses, try writing out in sentences your understanding of the material next to an equation
  • Visual / Non-Verbal
    • learners best understand material when it is presented visually: in charts, graphs, or film
      • When taking class notes, use the margins to draw small pictures or symbols to remember concepts
      • Use charts to organize information and show a series of steps
      • Study in a quiet area, free from distractions
the Students

- **Tactile / Kinesthetic**
  - When possible, make models of concepts
    - Try making a flashcard per step in a sequence. Lay the cards out in order every time you study the sequence.
    - Tactile students learn best with hands-on activities, field work, and labs.

- **Auditory / Verbal**
  - When studying alone, read the material out loud
  - Talk yourself through the steps in a math problem as you solve it
    - Verbal learners prefer lectures and group discussion to understand course materials
#4 Student Diversity

Ethnicity
Diversity in the ARC
Other Factors
• IIT's Commitment to Diversity

• Illinois Institute of Technology is a community that values and respects its members. We appreciate that our faculty, staff, students, alumni/ae and trustees come from many backgrounds and many parts of the world. We embrace the contributions that differences offer. We are committed to providing a working and learning environment in which all students and all members of the faculty and staff are able to realize their full potential.
Ethnicity

- What is ethnicity?
  - Common trait
  - Affiliation
- Culture
- Language
- Practices
Diversity in the ARC

- How to work with students in
- Comparison Reports
  - Major
  - Class
  - Cohort
Other Factors

- Time of day students are visiting
- Procrastination
#5 Role Model

Study Skills
Reading strategies
Resources on campus
Time Management
• Study Skills
  • Note taking
  • Study environment
  • Annotation
  • Organization

• Reading Strategies
  • Determine subject knowledge
  • Strategies

• Resources on Campus
  • Academic Advisor
  • Undergraduate Academic Affairs
  • Center for Disability Resources

• Time Management
  • Organization
  • Calendar
  • Priority
  • Sleep

• Discussion
#6 Ethics

ARC Tutoring program
Plagiarism
Work ethics
Ethics

- **Best Interest:** Tutors will be committed to acting in the best interest of tutees as specified by Illinois Institute of Technology and the ARC.

- **Responsibility:** Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client.

- **Integrity:** Tutors will practice and promote accuracy, honesty, and truthfulness.

- **Fairness:** Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

- **Commitment:** Tutors will fulfill commitments made to learners.

- **Respect for Others Rights and Dignity:** Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.

- **Excellence:** Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities.

- **Respect for Individual Differences:** Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.

- **Professionalism:** Tutors will not engage in inappropriate relations with tutees.

- **Confidentiality:** Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor.
Ethics

- Conducted by the Center for the Study of Ethics in the Profession
  - [http://ethics.iit.edu](http://ethics.iit.edu)
- Discussion
#7 Sexual Harassment

Conducted by the Office of General Counsel at the beginning of the semester
Sexual Harassment

- Student Handbook

- Conducted by the Office of General Counsel
  - http://www.iit.edu/~ogc/
#8 Center for Disability Resources

Conducted by the office of Center for Disability Resources
The mission of the Center for Disability Resources (CDR) at Illinois Institute of Technology is to ensure that qualified individuals with disabilities are provided an equal opportunity to participate in and benefit from the academic and vocational opportunities available at IIT. The CDR provides reasonable accommodations and support services to qualified students, faculty, staff, and guests with disabilities on an individualized case-by-case basis and in accordance with the Americans with Disabilities Act. Persons with disabilities are recognized for their abilities, rather than their disabilities, or stereotypical attributes ascribed to their respective impairments regardless of what they may be. The CDR strives to foster equal access, self-determination, and cultural inclusion. This is sought through coordinating the provision of academic modifications and accommodations, auxiliary aids and services and environmental adaptations for qualified individuals with disabilities while providing advocacy support, technical assistance, and outreach on disability-related issues to the IIT community.
What qualifies as a disability?
Disability is defined as a physical or mental impairment, which substantially limits one or more of an individual's major life activities. This is typically supported by a formal record of the impairment. "Impairment" is defined by the Americans with Disabilities Act (ADA).

Where is the CDR located and what are its office hours?
CDR Location and Office Hours
IIT Center for Disability Resources
3105 S. Dearborn Street - LS 252
Chicago, Illinois 60616
disabilities@iit.edu
312-567-5744 voice
312-567-3493 fax
312-567-5135 TDD

Office hours are by appointment and generally occur Monday - Friday, between 9:00 am and 5:00 pm. The expedited and preferred method of contact is via email at: disabilities@iit.edu.

What are reasonable accommodations?
Reasonable accommodations are adjustments to policy, practice, and programs that "level the playing field" for students with disabilities and provide equal access to IIT's programs and activities. Examples include the administration of exams, note taking services, sign language interpretation, assistive technology, and coordination of accessible housing needs. Accommodation plans and services are individualized to match the disability-related needs of each student and are determined according to documentation and the student's program requirements.
#9 Weekly & Monthly communication

Weekly Emails
Monthly Meetings
Weekly & Monthly Communication

- Weekly emails
  - Admin
    - Every Friday
  - Lead Tutors
    - Flexible

- Monthly meeting
  - Last Thursday of each month at 9am
#10 TutorTrac

Overview
Tutor menu
Student menu
Log in/out
• Overview
  • Data entry system
  • Web based system

• Tutor Menu
  • Appointments
  • Student contacts
  • Activity
  • Time sheet
  • Reports

• Student Menu
  • Appointments
  • Resources at the ARC

• Log In/Out
  • TutorTrac kiosk

• Discussion
#11 Tutor Evaluations

Lead tutor report
Resource evaluation
End of semester
Tutor Evaluations

- Lead Tutor Report
  - Weekly activity
    - One-on-one, group, workshop, exam review, etc.
    - Semester recommendations

- Resource Evaluation
  - Weekly activity reviews from students
  - Faculty recommendations

- End of semester evaluation

- Discussion
#12 Exam Reviews & Workshops

Exam Review Sheet
Single Concept learning model
Exam Reviews

- Q & A Sessions
- Prepare Exam Review Sheet
  - Email lead tutor before the event
- Record and Broadcast your session using AdobeConnect
  - Check periodically for online questions
- One hour prep time and two hours review
Workshops

- Single Concept Learning Model
  - Topic
  - Examples
  - HW prob

- ARC Workshops on web site
- Not limited to subject matter workshops
#13 TinyQ, Social Media Tutoring

iPad Feed
Website
Proper response
Team TinyQ
Leveraging social media and smart devices for education is an area of exploration in many schools. In this workshop, we will explore TinyQ, our version of social media tutoring system.

Questions
- Facebook: /arc.iit
- Twitter: @iitarc
- Text: +1(312)869.2722
- Email: arc+question@iit.edu
- Voice Mail: +1(312)869.2722 {312-vox-arc2}
- [http://www.iit.edu/arc/tinyq.shtml](http://www.iit.edu/arc/tinyq.shtml)

Answers
- email
#14 Supplemental Instruction (SI)

What is an SI?
SI Leader Duties
Forming Student Groups
• What is an SI?
  • Peer-facilitated and Collaborative Study Sessions
    • Arranged for historically *difficult* courses
    • Regularly scheduled study sessions
    • Encourage collaborative group study among students

• SI Leader Duties
  • Regularly attend assigned course lectures and labs
  • Collaborate with faculty to arrange effective sessions
  • Direct communication flow within student groups
Supplemental Instruction

- Forming Student Groups
  - Take advantage of varying student academic background and preparation
  - Note-sharing, interactive problem discussion
  - Encourage students that regular attendance is key
  - NOT individual tutoring, you’re NOT the professor
SI Scenarios

• What if...
  • a student is WAY behind or ahead in the course?
  • there is a project in the course?
  • an exam is coming up?
  • a student is asking for individual attention?

• How do I...
  • Encourage students to attend SI sessions?
  • create and manage groups?
  • teach students how to learn from each other?
#15 Customer Service

Why & How

Respect
• Why students cannot leave the ARC disappointed
• How to use tutortrac
  • Other tutors
  • Appointments
  • Hours
  • Faculty
  • Schedules
  • etc