

Tutor Orientation
September 10, 2008



Office of Student Affairs

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Goals of Peer Tutorial Program

Overall Goal: To provide students experiencing difficulties in a course(s) with additional educational support

Objectives of Peer Tutoring

1. To work with course directors to identify students in need of tutorial services;
2. To work with course directors to identify students capable of serving as tutors;
3. To connect students needing tutorial services with students serving as tutors; and,
4. To monitor and evaluate the use of tutorial services.

Process of Identifying Students

- ◆ Early identification: students who fail an exam are contacted by Student Affairs and offered academic advisement and/or tutoring
- ◆ Course Directors send list of students in jeopardy to Student Affairs
- ◆ Students who have not been recommended for tutoring can work with a tutor at their own expense
- ◆ Participation in tutoring can be recommended but is not mandatory

Process of Identifying Tutors

- ◆ Course directors are contacted early in course and asked to recommend tutors
- ◆ Recommended tutors are contacted to attend Orientation
- ◆ Orientation is mandatory to tutor in the program

Process of Initial Contact

- ◆ Ms. Wagner/Bowers provides student with name and contact of a tutor for course
- ◆ Students are directed to review notes to “hone in” on what they don’t understand and have questions prepared for tutor
- ◆ Student will contact tutor to arrange appointment
- ◆ Student Affairs only pays for tutoring of students referred through Student Affairs.

What's in it for me?

- ◆ Helps 'upgrade' your knowledge level of learning to an application knowledge –it is the principle of learning through teaching at work (and a good board review, if applicable).
- ◆ Satisfaction of helping someone else succeed
- ◆ Developing interpersonal skills (patience, empathy, listening) and skills in organizing and questioning
- ◆ Job experience for your resume
- ◆ Remuneration for your effort

Process of Payment

- ◆ Tutors complete forms, bring to Student Affairs at least every 2 weeks to enable tracking of which students are using service
- ◆ [Let Student Affairs know if you can't tutor anymore so additional students don't contact you]
- ◆ Once forms accumulate, a check will be requested; it takes at least 2 weeks

Effective Tutoring

- ◆ When the student contacts you ask them to identify what areas they need help in so you can prepare. Remember, they have been told to review their notes to “hone in” on what they don’t understand, identify what areas they need your help in.
- ◆ Prep time. Tutor hour = 10 minutes preparation + 50 minutes of contact

Time Scheduling

- ◆ If possible, try to schedule at consistent and regular times
- ◆ Try to schedule in small blocks of time, 1-2 hours
- ◆ Schedule group tutoring sessions when possible
- ◆ Do not take away from your own study time!

Real-Life Goals

- ◆ Target student's immediate goals: might be focused more on passing test than understanding
- ◆ Explore understanding – find out what they know. Ask them to explain concepts
- ◆ Small steps -
- ◆ Balance support and challenge – Tutoring is meant to be supportive, it must be challenging to be meaningful

Questioning – Active Learning

- ◆ Avoid long lectures; tutoring is facilitating
- ◆ The most powerful memorization tool is reciting out loud. Ask open-ended, how/why questions to test understanding
- ◆ Help connect the “new” to the “known”
- ◆ Ask students to summarize what you explained/ what they learned
- ◆ Concentrate/focus on task at hand
- ◆ Prompt: don't just give answer, give clues

Evaluation

- ◆ See survey
- ◆ Results will be used to improve effectiveness of tutoring program

Limits

- ◆ Students are eligible for up to 30 hours of tutoring in one course –excluding drop in
- ◆ No tutoring is provided during remediation



Thank you!