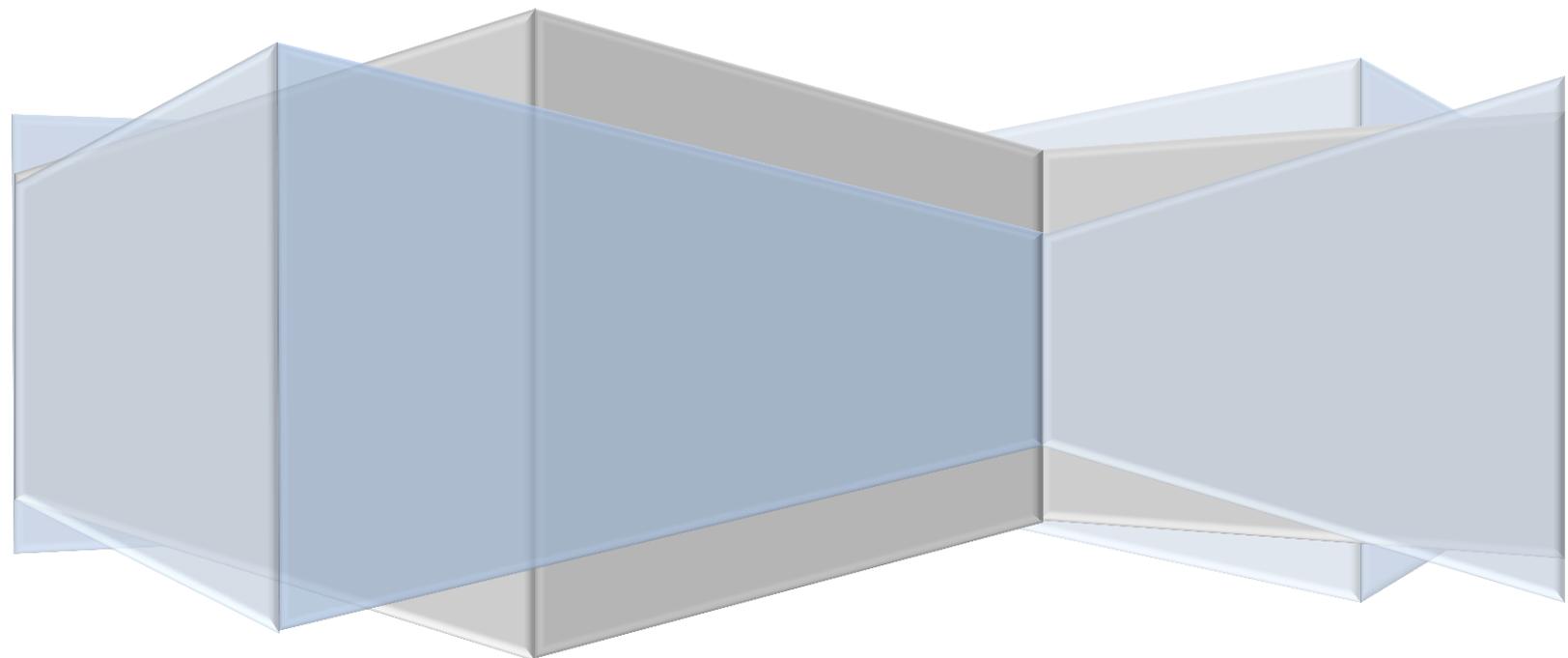


Butler University

Tutoring Manual

Learning Resource Center



WELCOME!

The Butler University Learning Resource Center would like to welcome you to your new role as member of our tutoring family. The LRC is a coordination site for services, programs, and resources that promote academic success for all students of Butler University. The Learning Resource Center is committed to supporting and guiding students as they strive to reach the highest standards of academic excellence.

This manual is designed to help tutors learn the basics of tutoring and help them function effectively in the Butler University Tutoring Program. Tutors with no training are generally of little or no help in the tutoring process. Trained tutors, on the other hand, can be very effective in assisting fellow students with a variety of academic problems. This manual, will prepare tutors to be of maximum help in working with other students, so that students will achieve the academic success desired, and so that tutors will experience the personal satisfaction that comes from helping another progress.

At Butler, we consider tutors to be an integral part of the learning process. Therefore our expectations for you are high.

Tutors are expected to be:

- Knowledgeable of course material
- Reliable, committed and punctual
- Honest if you do not know the answer
- Patient, considerate, and self-aware
- Observant and attentive to tutees response to tutoring approaches and how they learn
- Active listeners
- Knowledgeable of tutees' strengths and weaknesses
- Encouraging and enthusiastic
- Effective communicators
- Professional, confident and humble
- Creative and dedicated to promoting an active, enjoyable learning experience
- Respectful of tutees' privacy and difference of ethnicity and opinions
- Open-minded and non-judgmental
- Supportive of tutees' efforts and their accomplishments
- Facilitators of learning

Thank you for joining our team! We appreciate all of the hard work that you will be doing this semester!

Best wishes for a fantastic semester!

Jen Mann

Jen Mann
Butler University
Learning Resource Center

Butler University Tutoring Services Offered

Butler students have access to multiple resources that can assist them with course work. Through departmental study tables and individualized peer tutoring, students have the opportunity to interact with peers who have previously mastered the material and understand the difficulties that each subject presents.

Departmental Study Tables

Study tables are group walk-in tutoring sessions that meet regularly at a specific time and location. Study tables are coordinated by each respective department, and students are typically notified of the schedule within the first two weeks of the semester.

Each Study Table is staffed by student moderators who have been chosen by the faculty based on their performance in a specific subject area. Students may come and go freely from study tables. While there, students have access to a tutor for questions and assistance.

The Study Table program is available in a variety of academic disciplines (e.g. Math, Chemistry, Biology, Physics, etc.). Study Table schedules are available to students via their professors, the Learning Resource Center website (www.butler.edu/learning), as well as in the Learning Resource Center office (Jordan Hall 116/136).

Individualized Peer Tutoring

Individualized peer tutoring is available through the Learning Resource Center (Jordan Hall 116/136). Students are encouraged to seek assistance in their coursework as soon as the need is recognized in order to enhance their potential for academic success.

Peer tutoring is available free of charge to Butler students, but requires the completion of the [Tutor Request Form](#) and the endorsement of the course instructor. Tutoring is geared toward serving currently enrolled undergraduate students taking introductory major courses (e.g., CH105/106, MA106/107); select upper-level tutoring and Core Curriculum tutoring may be available upon demand. Due to limited tutor availability, individualized peer tutoring is only available during the regular academic year (fall and spring semesters).

Individualized peer tutoring allows Butler students to meet one-on-one with a qualified and recommended tutor and receive course-specific help for a particular subject area. In most cases, tutoring is limited to 1-2 sessions per week. Individualized peer tutoring is intended to be a time-limited intervention, and is to be a supplement to other support services available (e.g., departmental study tables, instructor office hours).

Before requesting an individual tutor through the Learning Resource Center, the following conditions should be met:

- A recommendation from the instructor of the course is required.
- Student must be attending classes and labs.
- Student must be completing assignments to the best of his/her ability.
- Student must be working with course instructor during office hours.
- Student must be attending departmental study tables, if available, for the subject.

Role of Peer Tutors

A peer tutor is an academically accomplished student leader who represents the Learning Resource Center, maintains professional and appropriate conduct during work hours, respects and adheres to the LRC policies and procedures presented in this Tutor Manual as well as the content covered in Tutor Training.

Peer tutors are student employees of Butler University. **We ask all tutors to focus on the positive aspects of the learning experience and assist students by:**

- 1) Providing unparalleled service to students seeking academic guidance and assistance
- 2) Serving as a role model to students by offering a student's perspective on learning and strategies for academic success
- 3) Explaining the steps taken to understand how to learn the information and concepts
- 4) Supporting tutees' insight into the thinking process to promote independent learning
- 5) Building students' confidence as they integrate effective learning and study strategies
- 6) Applying knowledge from tutor training into tutor sessions

4 Goals of Tutoring

- 1) Promote independence in learning
- 2) Provide personalized instruction
- 3) Facilitate tutee insights into learning & the learning processes
- 4) Respect individual differences; follow your tutor job description

Job Responsibilities/ Job Description

Tutoring Duties

- Assist students with problem sets, papers, and other subject-related coursework. Discuss difficult concepts and provide new approaches to understanding them.
- Listen actively and provide clear explanations.
- Create a comfortable, friendly atmosphere. Be approachable and willing to help students. Show enthusiasm for tutoring and the subject matter.
- Introduce study strategies and skills which will assist students with their coursework.
- Work with both individuals and small groups.
- Serve as an example of organization, responsibility, punctuality, and success for tutees.
- Exhibit patience and positive attitudes in establishing an encouraging learning environment.

Training Requirements

- Participate in mandatory spring and fall tutor training sessions. Topics include: introduction to the LRC, learning styles, confidentiality, working with students with disabilities, “soft” study skills, etc.

Administrative Responsibilities

- Keep accurate records of tutoring appointments and submit them weekly.
- Check and respond to emails at least once a day.
- Address any tutoring related concerns with Tutor Coordinator/Supervisor
- Follow through on Tutor Coordinator/Supervisor requests in a timely manner. Submit timesheets, transcripts, etc. by set deadlines.
- Complete an end-of-semester performance evaluation.
- Complete and submit a tutoring session report at the conclusion of each tutoring session.

Qualifications

- Must be a currently enrolled student at Butler University.
- Must have completed at least 1 academic year at Butler University.
- A minimum cumulative GPA of 3.0.
- Minimum grade of B in courses for which student will be tutoring.
- Ability to work with people from diverse backgrounds.
- Ability to communicate effectively, maintain cooperative peer relationships, teamwork oriented, dependable, attentive to detail, friendliness and approachability.
- Applicants must provide at least one Butler faculty member as a reference and have him or her complete the online Tutor Recommendation form.

Terms of Employment

- Tutors are expected to work during some evenings and weekends.
- Tutor must be available for a minimum of 2 hours per week for each tutee they are assigned to work with. Students may tutor anywhere from 0-20 hours per week, however, we cannot guarantee the number of hours you will be assigned. The number of hours you receive is contingent upon your available hours, the courses you can tutor, and the number of students requesting a tutor for those courses.
- Tutors must maintain confidentiality and objectivity in all matters related to fellow students and tutoring responsibilities.
- Continued employment is contingent upon a satisfactory job performance evaluation by the Tutor Coordinator/Supervisor.

Progress Reports

Progress Report Policies

Each tutor is expected to:

- Complete Progress Reports at http://www.formstack.com/forms/butler-peer_tutor_progress_report for all tutoring sessions. These should be submitted within 48 hours of the tutoring session.
- **For all One-on-One Peer tutoring sessions, Progress Reports must include:**
 - 1) the content covered
 - 2) observations about current and future challenges
 - 3) the successes and difficulties of the tutoring session
 - 4) follow up information for next session



Example of a Well Written Progress Report Example:

Examined tutee's recent exam and looked over errors and discussed mistakes and any points of confusion. Also we practiced improving reading skills in German and comprehension skills. Next time, will continue to examine particular difficult grammar topics being discussed in class and also to continue reading exercises to help improve tutees reading and comprehension per his request. I also encouraged the tutee to keep a daily journal written entirely in German, this will improve writing skills. Of course this is only a suggestion and not a requirement. Tutee developed an understanding of the mistakes made on the exam and became clearer on grammar topics (i.e. word order with wenn). Tutee needs to look at sentences as a whole.

Example of a Poorly Written Progress Report

Today we discussed hormones. Tutee had questions. The tutee has a quiz next week and I told her to study. The tutee is coming along.

The tutor's feedback is mandatory and essential. The coordinator will monitor the Tutor Notes and make suggestions as necessary, communicate with tutors to monitor performance of their tutee(s), and perform follow-up on tutees. The tutor will be referred to the tutor Coordinator if further tutoring or study skills strategies are needed.

Butler University Tutor Rights and Responsibilities

Below are the rights and responsibilities for Butler University tutors. Each Tutor is responsible to adhere to his or her responsibilities. If a tutor does not adhere to his or her responsibilities, the Learning Resource Center reserves the right to halt tutoring and investigate the situation. If at any time a feels that his or her rights are not being recognized, he or she should report the incident to the Learning Resource Center's Tutor Coordinator.

1. My goal is to help the student attain independence in the college setting.
2. My major motivation is building each student's self-confidence.
3. Subject proficiency and knowledge ability have a high priority in my task as a tutor.
4. Each student deserves and will receive my total attention.
5. The language my student and I share must be mutually understandable at all times.
6. I must be able to admit my own weaknesses and will seek assistance whenever I need it.
7. Respect for a student's personal dignity means I accept the individual without judgment.
8. Each student will constantly be encouraged but never insulted with false hope or flattery.
9. I will strive for a mutual relationship of openness and honesty as I tutor.
10. I will not impose my personal value system or lifestyle upon any student.
11. Both the student and I will understand that my tutor role is not to do the student's work.
12. I count on my student to also be my tutor and to teach me ways to do a better job.
13. I will be punctual and keep appointments, not only out of courtesy but also as an example for my student to follow.
14. I will give at least a 24-hour notice to the tutee if a session must be canceled or rescheduled
15. I will complete all Progress Reports as expected and required, realizing that others need them to do their tasks.
16. I will be prepared for every tutoring session
17. I will not discuss information regarding course grades, academic standing, or learning capabilities of any students that I tutor with anyone other than that particular student or the Learning Resource Center's Tutor Coordinator.
18. I will respond to all emails within a reasonable amount of time
19. I have the ability to request to stop tutoring a tutee if at any point I feel uncomfortable or the tutee does not adhere to his/her Rights and Responsibilities
20. I will record accurate tutorial hours on my timesheet & will complete my timesheet before the pay period ending date.
21. I will relay any questions or concerns about the tutoring program to the Learning Resource Center Tutoring Coordinator
22. I am aware that other Tutor Training resources will be made available to me and that I will use these as a resource when necessary.

You have rights accompanying your responsibilities! You are not expected to take abuse, tolerate disruptive or threatening behavior, or to deal with personal or psychological problems which may arise during a tutoring session. Remember, you are not a professor and you are not expected to know all the answers to every question all of the time. You are also not expected to work miracles. Please contact the LRC if you feel your rights have been compromised.

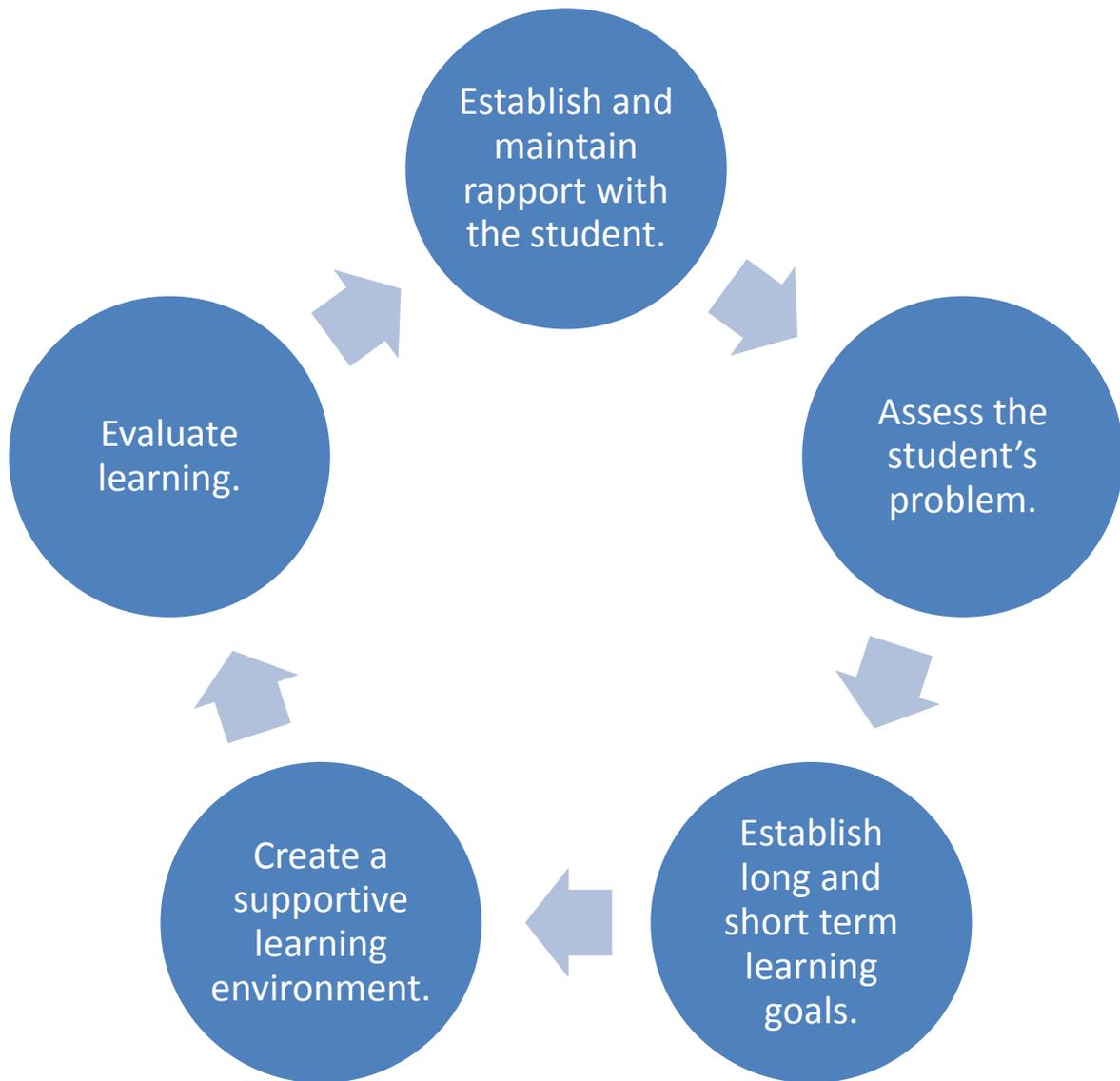
Butler University Tutors Should

- Review notes.
- Clarify concepts.
- Answer questions.
- Explain/demonstrate problems.
- Interpret tests.
- Ask the student to teach you the material or what they know about the material.
- Review material for tests.
- Provide study skills help.
- Give suggestions for test taking and note taking.
- Focus on learning the HOW and not just the correct answer.
- Admit to not knowing an answer
- Paraphrase what the student is saying or asking to ensure *your* understanding.
- Help the student set goals for each session and for their course.
- Be patient! Learning takes time.

Butler University Tutors Should Not

- Do students' homework.
- Introduce new concepts; let the instructor do this
- Help students with take-home tests.
- Teach a semester's work in a few sessions.
- Interrupt.
- Make guarantees about outcomes
- Criticize or put down a professor
- Advise students on dropping or adding classes; direct them to their Advisor instead.
- Discuss your tutees' problems with other students or with their instructors without their permission.
- Try to take the place of an instructor.
- Do more work than the student.

Elements of the Tutoring Process



Elements of the Tutoring Process

There is no "best" or "right" technique in tutoring. Every tutoring session will be unique - each student will require a different approach. There are, however, some general guidelines that will be helpful for you to remember in every tutoring situation. For specifics, you'll just have to be flexible, adaptive, and sensitive to the needs of each individual student. The general elements of the tutoring process include: (a) [establishing and maintaining rapport with the student](#), (b) [assessing the student's problem](#), (c) [establishing short and long-term goals](#), (d) [creating a supportive learning environment](#), and (e) [evaluating learning](#).

A. ESTABLISHING AND MAINTAINING RAPPORT WITH THE STUDENT:

Your first contact with the student will probably not come until your first tutoring session. Consider how difficult it might have been for him/her to seek help, and try to make him/her feel as comfortable as possible. Be friendly, interested, and accepting. When you meet in person for the first time, there are several steps you can take which will help you to establish a good relationship with the students you tutor:

- 1.** Begin every tutoring session with a friendly greeting. This will help put the student at ease and make him/ her feel that you are interested in working with him/her. If you know the student, call him/her by name - "Hi, Jeff." If you haven't learned his name, you might open with an introduction, "Hi, I'm Sue." Be sensitive to the student's name - pronounce it correctly, distinctly, and respectfully. Learn nicknames, if any. Accompany your greeting with a smile and a handshake. A relaxed, friendly approach will convey your interest to the student.
- 2.** Take some time at the beginning of the first session (5 to 10 minutes) to become better acquainted with the student. Find out about the student's interests, educational background, family, goals, talents, etc. Take a few minutes (2 or 3) at the beginning of each subsequent session to build on the foundation and strengthen the relationship. Discuss his special interests or talk about interests you may have in common. Empathize with his feelings - maybe you have had difficulty in a course before, too. Above all, be yourself. It may take some time for you to both feel comfortable and friendly.
- 3.** Be aware of the characteristics and experiences that make the student a unique individual - age, marital status, physical characteristics, including physical handicaps, cultural and social background, family background, temperament and disposition, educational background, church experience, emotional maturity, mental ability-quickness, and capacity to learn, life ambitions, special aptitudes, skills, talents, and interests. Any one, or a combination of the above, may affect an individual's ability to learn. Consider the whole person as you work with the student - the physical, spiritual and emotional as well as intellectual characteristics. The person, not the subject, is of the greatest importance in tutoring.
- 4.** Accept and respect the student as he is; be non-judgmental. Do not offer your help in a patronizing or condescending way. Relate to the student as an equal. Be courteous.

5. Develop a relationship based on trust by being trustworthy. Be committed to the student. Let the student know that he/she can count on you to be on time for appointments, be prepared, and let him/her know ahead of time if you cannot make it to a session. Be sure your relationship is a confidential one. If a student discloses something about himself/herself, do not respond with ridicule, rejection, or disrespect - joking about or laughing at him/her, moralizing, or judging will quickly destroy the trust in a relationship. Also, resist any temptation to criticize the school or teachers as a means of identifying with the student.

7. Develop a caring attitude. Be glad to see him/her when he/she comes. Praise and encourage him/her in his/ her academic progress, but also notice new clothes, changes in grooming, etc. Be genuinely and sincerely interested in the student.

8. Listen to the student attentively and in a non-judgmental way. Allow the student to express himself/herself without your interruptions or prying questions. Be sensitive to the feelings he/she is trying to express, not just words. Try to put yourself in the student's place and feel what he or she is feeling. Rephrase in your own words what you understand him/her to say or feel. Help him/her to deal with those feelings by being attentive and accepting.

9. A friendly good-bye at the end of the tutoring session is as important as a friendly opening. Be sure to ask, too, if the student would like to meet for another session. Remind the student of any upcoming appointments. Remember that many students feel they are imposing and hesitate to ask for more time. If the student does not want to make another appointment, let the student know how you can be reached. If he/she needs help at a later date or if he/she does want to meet again, **be sure you clarify specifically expectations for the next session -when and where you will meet, what you will both do to prepare for the session, what materials you will both need to bring, and how each of you can be reached if one of you cannot keep the appointment.** The most important thing to remember when you end your tutoring session is that you always end on a positive note - so that both you and your student feel good about what was accomplished.

B. ASSESSING THE STUDENT'S PROBLEM:

Your success as a tutor will depend a great deal on your ability to accurately assess the student's problem. Students come for tutoring with a wide variety of academic problems. Some know exactly where they are having trouble; others will point out a general area of difficulty; and still others will only be able to describe vaguely the source of the confusion. As a tutor, you must respond to each student individually. If he/she knows exactly what the difficulty is, you can immediately help him/her solve the problem. There is no need to spend time on further diagnosis. When the student can describe his/her difficulty only vaguely or generally, however, you must take the time to pinpoint the source of trouble before you can work effectively with him/her. Is it a lack of basic skills? Is it insufficient preparation in the subject matter? Is it difficulty with current subject matter? Is it lack of effective study skills? Each problem calls for a different solution.

You can make a fairly reliable assessment of the student's problem through informal questioning during your first meeting. Questioning in the following areas will be most helpful:

1. What is the student's academic background—generally, and in the subject you are tutoring? What kind of high school did he/she attend - was it vocationally oriented, or was it a small school where there might have been a limited number of course offerings, lack of facilities or equipment? What was his/her overall high school GPA? How did he do in courses similar to the one in which he needs help?
2. How has the student done in other college classes? Is the student carrying a load he/she can handle? Has the student had all the prerequisites for the course in which help is needed?
3. Is the student attending class regularly? Has he or she missed a number of classes because of illness, or did the student register late?
4. Does the student understand the class lectures and assignments, the textbook or workbook, and what is expected of him/her during the semester? How will grades be determined - quizzes, tests, homework, lab, oral report, term paper or project, attendance, class participation, etc.?
5. What is the student's attitude about school in general, about the course and teacher? Has the student discussed the problem with the course instructor yet?
6. What are the student's college plans - is he or she working toward a specific degree? Does the student have a particular job in mind? Will the course provide him or her with information or skills needed in future courses or on the job? **If the student has no clear goals or if he/she cannot see a connection between the materials he/she is trying to learn and its application in later life, motivation may be a problem.**
7. How much time does the student spend studying? Does the student have an organized approach? Does the student follow any kind of schedule? Are there specific study skills in which the student feels he or she needs help?
8. Does the student have a basic learning problem, such as not being able to speak, read, or write adequately? Is there a physical handicap that prevents the student from seeing or hearing well?
9. Is English a second language for the student? Does the student have difficulty understanding the text, lectures, or assignments?
10. Does the student have a personal problem (roommates, family, money, girlfriend or boyfriend) that is affecting his or her ability to concentrate on school?
11. Has the student taken any tests yet? How did the student score? Were there incorrect answers in a specific area? What kind of tests or quizzes will be given in the class? How many tests will be given during the semester? Will tests be based on lecture notes, the text, a workbook, etc.?
12. If the student is older, has he or she been out of school for a number of years? Does the problem relate to "getting back in the swing of things," or is he/she intimidated at the thought of competing with younger students?
13. Does the student know where campus resources are located and how to use them - Counseling Center, the Learning Resource Center, the Writer's Studio, the Speaker's Lab, the Math Lab, and Student Disability Services.

In addition to informal questioning, there are other techniques you may use to help isolate the student's problem:

1. Have the student bring samples of his class work - quizzes or tests, class notes, homework, etc., so that you can see the kind of work he/she does.
2. Ask the student to point out a specific concept, procedure, or chapter with which he/she is having difficulty. Have him/her work a problem for you, explaining what he/she is doing as he/she goes along. Note the speed or slowness with which he/she works, his/her thoroughness, the kinds of mistakes he/she makes, the level of his/ her work.
3. Go over the course outline, reading or lab assignments sheet, or other handouts with him/her to help clarify course goals and requirements.
4. Have a look at the syllabus. Make sure the student is focusing on what is important and that he/she understands grading policies and procedures.

Once you have assessed the student's problem and determined what skills he/she does not have, you are in a position to set up some goals with him/her, based on the skills he/she needs to develop and the specific skill you can help him/her acquire.

C. ESTABLISHING LONG AND SHORT-TERM LEARNING GOALS:

Your overall goal as a tutor is to assist the student to develop his/her potential, so that he/she can work independently in his/her courses. After you have carefully assessed the student's problem you will need, together with him/her, to set some goals around which to center your tutoring sessions. Whether the goals are long-term or short-term will depend on the nature and extent of the student's academic problems.

Short-term goals will focus on his/her immediate needs - What must be done now to get him/her moving in the right direction? Long-term goals might involve more complicated problems, such as insufficient subject matter background, basic skill deficiencies, or poor study habits. In any case, you need to mutually agree on where you will start, how often you will meet, what you will try to accomplish in each tutoring session, what each of you will do between sessions in preparation, and what materials you will bring to each tutoring session. Be sure expectations are clearly defined for both of you, and be sure the goals are both specific and realistic.

Setting up specific goals will provide a sense of direction for both you and the student, and may enhance his interest in a certain subject area, as well as his general level of motivation. Each time you meet with the student, teach around the goals you have mutually determined: (1) Review specifically what the student is to learn in that session; (2) determine whether he/she has the prerequisite skills or has done the preparation necessary to master the material; (3) demonstrate how to solve the problem or how the information can be learned; (4) provide the student appropriate practice under your direction; and (5) check to see whether the student is mastering each concept. Obviously, to accomplish these tasks, you must pre-plan your tutoring sessions - know what you are going to do and how you are going to do it, what concepts are to be taught, and how you can best teach them.

D. CREATING A SUPPORTIVE LEARNING ENVIRONMENT:

A student's performance depends not only on how intelligent he/she actually is, but also on how intelligent he/she thinks he/she is. He/she may have an IQ of 130, but unless he/she has the self-confidence and belief in him/herself to accompany that intelligence, his/her 130 IQ is practically a useless possession. There are a number of things you as a tutor can do to help create a supportive learning environment - one in which the tutee can finally experience the academic success he/she may have missed out on in the past:

- 1.** Be aware of the physical aspects of the tutoring area. Is there proper heating and lighting? Is the area or table clean and orderly? What about the noise level? Seating arrangements can make a difference. You can tutor most effectively when sitting at the side of the student, generally to his/her right, rather than across the table.
- 2.** Be sensitive to the student's attitude, disposition, and attention span. Work for short periods of time, especially in the beginning - perhaps 20-30 minutes, with a 5-minute break. Keep the schedule flexible. The attention span of the average college student is somewhere between 30 and 60 minutes. While some students can tolerate a longer working period, tutoring session should generally not exceed one hour. If you notice the student losing interest, change activities or take a break, but then get back to business. Don't let your tutoring time degenerate into a gab session. The student's academic success is your main concern. Generally two, and in some cases three hours of tutoring per week should be sufficient. Students requesting more help than this may be too inadequately prepared or too far behind to succeed in class.
- 3.** Be aware that people have different learning styles. Some students can grasp abstract ideas, while others learn best through concrete examples. For some, drawing a picture will best clarify a concept, while others learn by verbalizing new ideas or putting them to practical use. For still others, use of comparisons and analogies will help them grasp new information more quickly. Remember, too, that students vary not just in method of acquiring knowledge, but also in speed. Tune in to your student's particular learning style, so that you can use it to the best advantage. Be patient if progress seems slow.
- 4.** Create a non-judgmental climate where the student feels comfortable enough to ask a question, make a comment, or express an opinion. Listen attentively to the student. Respect the student's ideas and opinions. Avoid criticism. Critical remarks can frustrate a student's efforts, so that he/she gets discouraged and drops even further behind. The student may also become defensive, which in turn, might block his/her efforts to learn the material. Even minor criticism like, "You've made the same mistake again," can be destructive to a relationship. If a student comes to a tutoring session unprepared, do not greet him/her with disapproval or disgust. Simply explain that you feel he/she should review the material, and then reschedule a time after he/she has finished the reading. Don't get discouraged or impatient if between sessions the student forgets concepts. Just take a few minutes to review. One of the most important things you have to offer the students you tutor is a warm, accepting, non-judgmental attitude.
- 5.** Get the student involved in the tutoring sessions. He/she may expect you to provide the leadership, but work with him/her in setting up goals and methods of achieving them. Do not let him/her become dependent on you. The less work you do for the student the better. Spend your time asking questions, listening, and helping the student think for him/herself, rather than lecturing him/her. Let the student express his/her ideas. He/she will not learn simply by listening to you talk. Encourage him/her to verbalize as much as possible - this way he/she may see how much he/she actually does know. Use

questioning techniques to involve the tutee as much as possible in your sessions.

6. Be creative and imaginative in your tutoring methods. Look for ways to motivate and involve the student in the activity. Concentrate on helping the student learn how to learn, rather than just on getting right answers. When it is necessary to provide direct instruction to help the student overcome an academic problem, present the information by using examples to illustrate a concept. Also demonstrate the application of a rule or procedure, then have the student respond and talk about the material, so that you are sure he/she understands. If he/she begins to use the wrong approach in solving a problem, intervene and provide the correct answer. Be patient if he/she does not understand. If a concept is particularly troublesome to a student, take a break and visit for a few minutes to relax the tension he/she might feel. When you resume work, use your imagination and try explaining the idea in a totally different way - a new explanation may suddenly clarify a difficult principle.

7. As the student responds with correct answers, consistently praise and encourage him/her, so that he/ she really feels the satisfaction that comes with learning something that at first presented difficulty. Your recognition will help motivate him/her to continue doing good work. Students will resent praise if given mechanically or insincerely. Save recognition for real achievement . . . that does not mean perfect performance, however. If the student masters only one concept or objective in a unit that may be real progress for him/her. Be pleased with a good attempt; don't require perfection. Compare a student's work only with his or her previous work - forget about how small the progress may seem when compared with the achievements of other students. And, of course, never compare your students with yourself.

8. If material is meaningful, it is much easier to learn. Help your students see the relevance of the subject matter they are trying to learn. Often a student in business or carpentry or electronics will feel that English courses are of very little value. You might point out that regardless of what he/she discovers or achieves, if he/she cannot express his/her ideas to others, they remain relatively useless. Use your knowledge of his/her interests and experiences to help him/her see how the subject matter does have application for him/her.

7. Be aware of your delivery system. How you say something may carry more impact than what you say. Be aware of posture, expression, and tone of voice. If you are relaxed, it may be easier for the student to relax; but if you slump, he/she will probably slump too, both physically and intellectually. Smiling may help to ease nervousness on both your parts. Be enthusiastic, but sincere. Concentrate on clear diction and good grammar.

8. One of the most important services you can provide and, of course, one of the major goals of tutoring is to help your students achieve academic success. Choosing material that is too difficult will lead to just another discouraging failure. Many students have had little success in school and need rewarding experiences to reassure them and restore their self-confidence. Start with something you feel sure the student can do, or at a point where he/she is already having success. When he/she does a task correctly, give him/her a simple, sincere compliment. If he/she makes a mistake, don't criticize him/her, but go over the material until he/she gets it right then compliment him/her. If you have him/her do a series of things, emphasize how many he/she does correctly, or how many more he/she did correctly than last time, not how many he/she missed. At the end of each tutoring session summarize any gains made by the student. Any progress, not matter how small, will be encouraging and boost his/her self-confidence.

E. EVALUATING LEARNING

It is extremely important to check systematically to see whether the student is mastering the material covered. Make sure he/she completely understands a concept or point and practices it numerous times under your direction before you introduce a new concept or problem. Encourage the student to ask questions, so that you will have a good idea of how he/she is grasping the material. Review specific information to insure that the student will retain it. Offer learning helps - the better the tutee learns something; the better will be his/her overall retention of it and his/her eventual recall of the material. Periodically quiz him/her over past material.

As you evaluate the student's progress, **be careful about using the phrase**, "Do you understand that?" Many students are too polite or embarrassed to tell you that they really do not understand something. They will invariably answer with a "yes", then listen in blank confusion, becoming more and more discouraged, while you go on with an explanation. Always stop after explaining **each** concept and check the student's understanding by having him/her answer a question, rephrase the concept in his/her own words, or do a problem. Asking the tutee something like "what is another example of that process?" or "Can you show me how you would solve this problem?" will let you know if he/she needs more help. This is a good time to use your "Probing Skills."

6PQ-Guide to Open Ended Questioning

Benefits of questioning verses explaining

- Questioning encourages the student to be active participants in the learning process
- Questioning helps us clearly determine what the student knows from what is uncertain
- Questioning allows students to discover the answers; therefore, the learning is more meaningful

The 6PQ Method (involves six levels of questioning)

- 1. Preface**—The preface question should be very caring and broad.
 - i. What is it exactly that I can help you with?
 - ii. What are you having trouble with?
 - iii. In what way can I help you?
- 2. Pace**—The pace question will set the tone for the remainder of the session.
 - i. Tell me all you know about _____.
 - ii. Explain _____ as best you can.
- 3. Probe**—This is where you will really dig deep to evaluate complete understanding of the topic.
 - i. Why?
 - ii. Can you give me reasons? What makes you think so?
 - iii. Would you tell me more about _____ ?
 - iv. Can you give me an example?
- 4. Prod**—The prod questions encourage the student to speculate and guess.
 - i. If you had to guess, what would you say?
 - ii. I understand that you don't know, but what do you think it could be? What is your gut instinct?
- 5. Prompt**—This is where you will guide the student, step by step, to discover for themselves.
 - i. The Church was restored on April _____ ?
 - ii. The average of 5 and 3 is 4. How did I get that?
 - iii. What is the first step in this process? Second step? Third step?
- 6. Processing**—Allow the student to think through the information—by restating what they learned.
 - i. Now that you understand this concept, how would you compare it to another concept?
 - ii. How do you see this concept fitting into the entire course?
 - iii. Now that you get it, would you like to work through some examples?
 - iv. So, now, what can you tell me about _____ ?
 - v. Now, tell me everything you know about _____.

Exceptions

- There are times when you don't have to go through all six steps. The student may discover the answer on any step.
- There are times when questioning won't work, and you'll have to explain. In this case, try to put the explanation in question form.

Learning Styles

Visual Learners

- Encourage auditory learners to take notes during the tutoring session
- Use dry erase board, Smart Board, or paper to explain concepts and work through problems
- Offer students the option to take home any visuals created during the session
- Refer to textbook at appropriate times
- Provide opportunities for students to write explanations of course concepts or draw diagrams
- Encourage students to make flash cards

Kinesthetic Learners

- Provide student opportunities to stand and write when possible
- Point to concepts as you explain or reference them
- Encourage students to write things down when discussing steps or tasks
- Have students find and use other books/resources that clarify course material
- Have students create handwritten charts/models/visual depictions of key concepts
- Allow students to stretch or take a short walk during session
- Allow students to pace or bounce a ball while learning
- When possible, have students act out information
- Create games to help the learning process

Auditory Learners

- Read explanations/directions out loud
- Have students record lectures
- Encourage students to make audio tapes and review them while driving/jogging/etc.
- Have students speak out loud and reason through a solution when learning new information
- Promote study groups
- Promote the use of songs/rhymes to remember course facts, dates, names, etc.
- Have students write out, in sentence form, any sequence of steps that must be learned, then read aloud
- After learning new information, have tutees take 1-2 minutes to discuss what they just learned

Techniques to Evaluate Learning

1. The Informal Quiz

The informal quiz is not to be used to formally evaluate student work. Instead, it develops and reinforces comprehension, improves retention of information, stimulates interest in a subject area, and promotes student participation in the tutoring session. It enhances an educational experience in the following manner:

- a. Allows weaker students to participate equally with stronger students, in the same session;
- b. Permits each student an opportunity to demonstrate competence;
- c. Promotes student self-testing
- d. Provides the opportunity to reinforce student participation;
- e. Generates student trust;
- f. Facilitates student's ability to interpret, answer, and predict test questions

The goals may appear to be excessive for what is feasible within a single tutoring session; however, these goals can be accomplished in a small way each time the procedure is used. The informal quiz frequently is used at the beginning of the session. The whole procedure may take no more than 10 - 15 minutes. However, the discussion generated by one or more questions may become the focus of the tutoring sessions.

Students may answer questions orally, on paper or on the blackboard. They may collaborate to answer questions, use their textbooks, notes, handouts, etc. Use it to evaluate knowledge or lack thereof and to promote group discussion.

2. Mapping and Matrices

Students need an overview or a framework on which to hang information. Visual models can help them to organize the material and provides an easy mechanism to remember the sequencing of information. Mapping and Picturing are used to draw a picture of the concept presented verbally in the lecture. The relationships between the topics are stressed in the map by the use of arrows.

The first time a matrix or map is introduced; you should provide a sample for the students to use. After they understand the idea, then the group can spontaneously make up matrices as they discuss various topics.

3. Post Exam Survey

The following are some questions students might like to think about after taking an exam. Answers to these questions may help them focus on effective exam preparation strategies. Do not use this as a formal handout, but as a basis for discussing exams and exam preparation.

- a. Which part of the exam was the easiest for you? Why? (May get into essay, multiple choice, true/false, and short answer type questions. If so, explore the appropriate areas as you continue with the questions.)
- b. Which part of the exam was the most difficult? Why?
- c. Which of the following activities did you complete prior to the exam?

1. All required reading assignments
 2. Preparation and review of reading notes
 3. Review of lecture notes
 4. Self-testing of material to be covered by the exam
 5. Prediction of possible questions
 6. Study with friends
- d. Which of the above did you find most helpful in preparing for this exam?
 - e. What activities work best for different types of questions?
(True/False, Multiple Choice, etc.)
 - f. How much time (in hours) did you spend preparing for the exam?
 - g. Did you feel prepared when you walked in to take the exam? Why or why not?
 - h. How might you study differently for the next exam?

4. **Notetaking and Note Processing**

Have students take turns reading their notes and focus on the differences and similarities. How does the professor indicate what's important to know? What shape are their notes in? Are their notes organized? Will they be able to read their notes to prepare for an exam? Would a loose-leaf notebook be better to use than a spiral one? Would graph paper be better to use for particular subjects?

Notetaking can be made easier if student prepare for lectures by reading or at least previewing the material to be covered in advance. The vocabulary will then be somewhat familiar which allows for better spelling and organization of notes. Every person will take notes differently. But whatever they do, it should be consistent. If abbreviations are used, a key should be placed at the top of the page to avoid confusion. (i.e. vit. = vitamin, m = mole, e = electron, etc.)

As soon as possible after a lecture, notes should be reviewed and edited. Incomplete areas can be filled in from reading the text. Key points can be highlighted and extra definitions inserted if necessary.

Share your thoughts and ideas on notetaking. What helped you and how do you process your notes? Remember our goal is to help students learn appropriate study skills so they can become effective learners. Students cannot apply themselves until they have the skills to do so.

5. **Review The Textbook**

Review and preview chapters. Talk about highlighting/ marking textbooks vs. taking chapter notes. Whenever possible, refer students to their textbooks for information and answers to questions. Most students do not know how to use their textbook and avoid using it whenever possible. Give them a tour of their text; show them what is in it and how to use it. Also try to help them make connections from chapter to chapter. How do they relate and fit into the total picture? Make comparisons to the lectures. How does the textbook differ from the lecture?

Reading involves physical and mental participation. The goal is to comprehend, understand, and assimilate that material. Help students to avoid making this a mechanical process just to get the assignment completed. Reading paragraph headings, graphs, pictures and summaries is not only helpful to do prior to lectures, but will also help students read for content. It is advisable to read a chapter in its entirety (after previewing) and then review it for highlighting or notetaking purposes.

6. **Predict Test Questions**

Students have great difficulty preparing for tests. Help them to learn how to predict test questions by using their notes, textbooks and homework. Let students develop their own questions and quiz each other. Encourage them to find old exams and practice with them. Some texts offer study guides and can be most useful in preparing for exams.

Cramming for tests is common. Homework and reading assignments are often left to the last minute, leaving areas of confusion ignored. Students will look to others for "the quick fix". "Tell me what I need to know for this test so I won't have to study anymore." They become focused on the answers and not the process. Help students to avoid this deadly trap, as it will lead to many disappointments!

Encourage students to meet with their professors several days in advance of a test (not the night before!) Try to time it so that the exam has probably been written. Believe it or not, professors will subtly direct students to study the appropriate material by how they answer questions, give extra information and sometimes say "and don't forget to review..."

7. **Work on Vocabulary and Terminology**

Use flash cards or develop other memory games to help students learn difficult concepts, vocabulary, etc. Students often do not know "how" to approach learning something. If they haven't been exposed to a technique or "a trick of the trade" then they have no basis from which to work. Share your ideas. When working on vocabulary, be sure students can give the definition AND apply it. Plus, they should be able to recognize a definition and name the term. Have students repeat or write definitions in their own words instead of repeating "the textbook version." This helps you to determine whether they really do understand the material.

8. **Paired Problem Solving**

Have students work on different or the same problems and compare methods and results. You will be amazed at the different approaches students will take. Paired problem solving also avoids one student being put on the spot and causing embarrassment.

When discussing the answers, stress the importance of writing down all the steps in an orderly, neat fashion. Often students become sloppy in their work, skip steps, don't label points on graphs or make inadequate drawings of their work. This causes them to make needless mistakes and professors have difficulty grading their work appropriately.

9. **Give Assignments As Appropriate**

Use your imagination and use assignments to get your tutees involved in the learning process. Require them to go to the library to find out more about a particular topic. Ask them to see their professor to clarify some points brought about by a tutoring session. Students need to learn how to use the available resources on campus to learn how to help themselves. As they progress in their course work, qualified tutors may not always be available in the upper level courses. Look at it this way, you really aren't asking the students to do more. You are asking them to actually do the required work in the first place!

10. **Use Popular Games, Models, Pictures & Graphs**

Try to remember how you learned as a child. We sang songs, drew pictures, made up silly little rhymes, used flash cards for constant drill and reinforcement, played games, used bright color and wrote things in big, large letters on the blackboards or sidewalks! Guess what? Those same types of activities are still important to incorporate in college level learning!

Many tutors have adapted games such as Jeopardy, Pictionary, Scattagories, Hangman, Name That Tune, Wheel of Fortune, Monopoly, Scrabble, Who Wants to Be A Millionaire, and Hollywood Squares, which help students relate to the subject and have fun.

Portions of this Manual have been adapted from:

- Towson University CRLA Tutor Training Manual:
http://www.towson.edu/aac/documents/Fall2013TrainingManual_000.pdf
- BYU Idaho Tutor Training Material: <http://www.byui.edu/academic-support-centers/tutoring-center/tutor-training-material>
- CRLA Tutor Training Handbook