



**Academic Skills Center
Tutor Training Booklet**

Fall 2016

Tutoring Program

The Tutoring Program is composed of the **Institutional Tutoring Services** and **TRIO/Student Support Services Tutoring**. Institutional Tutoring Services is solely funded by Graceland University while Student Support Services is a program sponsored by Graceland University and funded by a grant from the US Department of Education (**TRIO Program**). SSS is designed to provide academic support to Graceland students who are eligible in a variety of ways. SSS tutees are required to attend all scheduled sessions.

Group Tutoring/ISS

- All students are eligible.
- The University funds group tutoring expenses
- No attendance requirements for students requesting assistance
- Tutors are available for some lower division and upper division courses
- ISS tutees must meet in group sessions open to anyone in the class
- No individual sessions can be arranged for ISS tutees
- ISS tutees can attend sessions as needed

Small Group/Individual Tutoring/SSS

- Only participants in the Student Support Services program are eligible for individual/small group tutoring
- SSS tutoring for participants is funded by a federal grant
- Services for our participants needs to be “different” from what is available to all other students at the University
- Documentation of all tutoring sessions must be turned in
- SSS participants are required to attend all scheduled tutoring sessions
- SSS small group/individual tutoring is only available to SSS participants
- All SSS tutoring should be done in 204 Zimmermann or 208 Zimmermann
- No tutoring off campus in dorm rooms or campus apartments is permitted.

How are Tutors chosen?

The faculty and the Tutor Coordinator recommend and approve tutors. Prospective tutors must have a 3.0 cumulative GPA. This GPA must be maintained while tutoring. The tutor must have received an A or B in the course they tutor.

Tutors are challenged to be sensitive to the student's needs, to provide appropriate content of tutoring, to help students practice and review material, to provide support to and communicate respect to their tutees. Tutors should guide rather than teach, show rather than tell and encourage independence in the

students. To do these tutors must display a genuine concern for the students at Graceland University.

Tutor's Responsibilities

1. To attend orientation-training sessions on tutoring and job responsibilities at the beginning of each semester.
2. To be prompt to all tutoring sessions. It is strongly suggested to keep an appointment book on hand for daily reminders of sessions scheduled. If an emergency prevents the tutor from keeping an appointment, or delays the tutor from arriving on time, the tutor will call the student(s) or the Tutoring Coordinator in advance or leave a voice mail message. If the student(s) cannot be reached by phone, the tutor will email the student(s) or call the Tutoring Coordinator directly.
3. To meet at least once a week with the tutees, be prepared for the session and fill out a short report on all tutoring done. Tutors can schedule additional sessions as needed with the Tutor Coordinators approval.
4. To come twice a month to 212 Zimmerman to turn in documentation for the previous 2 weeks tutoring. Tutors will notify the Tutor Coordinator at this time of any SSS tutees that are not attending tutoring sessions.
3. To keep the Tutor Coordinator advised of any session changes well in advance so the Tutoring board is updated and as accurate as possible. The time, days of tutoring and the place is on this board.
6. The SSS tutor will wait for the student(s) 15 minutes before counting a session as a missed appointment. At the end of this time, a call should be made to the SSS student(s), leaving a message. The tutor is then authorized to report waiting time. Missed sessions should also be reported to the Tutor Coordinator. ISS group tutors are to remain in their appointed room for the entire hour whether anyone comes or not.
7. The tutor will be paid for the time it takes to document sessions, talk with the coordinator or instructor, review progress sheets from faculty, call or email students, etc. each week.
8. Tutors are also paid for legitimate preparation time for each week's tutoring (reviewing notes, preparing a study guide, talking with an instructor about concepts covered, reading assignments, etc.). Tutors will be compensated for one hour of prep time for every three hours of tutoring. An excessive amount of preparation time will have to be approved by the Coordinator.

9. Students will be assigned to tutors in groups and for individual one-on-one tutoring help as approved by the tutor and the Tutor Coordinator. ISS group tutoring is on a walk-in basis.
10. If the tutoring groups get too large for effectiveness, the tutor should notify the tutoring coordinator for possible reduction of the group or additional help.
11. All SSS tutees must sign a tutoring agreement during the first session. It is the tutor's responsibility to discuss this agreement form with the students. The signed form should be returned to the tutoring office with the tutoring paperwork.
12. Solution guides and textbooks are available in the Tutor Coordinator's office.
13. Tutors should contact the Instructor to obtain a syllabus, textbook or any other materials the instructor wishes the tutor to have. All tutors should visit the Instructor/Professors office at least once a month for any updates the Instructor has for the tutor.
14. Tutors should visit the class the first two weeks of class to introduce themselves and to remind students of the tutoring days, time and location of tutoring.
15. Tutors will refer tutees for professional guidance as needed.
16. Tutors will respond promptly to the Tutor Coordinators messages by phone or email. Tutors will check their email at least once a week. Preferred email addresses will be provided to the Tutor Coordinator.

Other responsibilities:

- To help motivate and build students' confidence
- To be positive and considerate when working with students
- To guide rather than teach; show rather than tell
- To encourage INDEPENDENCE in the students
- To let the students do the work rather than you doing it

BENEFITS OF BEING A TUTOR

Managing Time
Public Relations
Leadership Skills
Peer Counseling
Working as a Team Member
Helpful for resume'

Organizational Skills
Working in a Multi-cultural Setting
Seeing students progress
Skills of Planning and Scheduling
Communication Skills
A good way to really learn the subject!

THE GOAL OF ANY TUTOR IS TO PROVIDE AN ENCOURAGING-SAFE ENVIRONMENT TO HELP STUDENTS LEARN HOW TO LEARN . . .

TERMINATION POLICY

There is no firmly established policy however; the first semester new tutors are on a "trial basis". According to how the tutors themselves feel, the evaluations done by the students, and the Tutoring Coordinator, the decision is made at the end of the semester whether to have the tutor continue as a tutor.

CONFIDENTIALITY—A MUST!

IN WORKING WITH STUDENTS THROUGH TUTORING, YOU MAY BE AWARE OF CERTAIN PROBLEMS, HAVE ACCESS TO CERTAIN INFORMATION (test scores, etc.) ALWAYS KEEP IN MIND THAT THIS INFORMATION IS CONFIDENTIAL. DO NOT DISCUSS STUDENTS OR THEIR PROBLEMS AND/OR PROGRESS WITH OTHER STUDENTS. YOUR RELATIONSHIP IS A PROFESSIONAL ONE. YOU ARE AN EXTENSION OF THE FACULTY AND OF THE TUTORING PROGRAM.

STUDENT'S RESPONSIBILITIES

1. Help identify problem areas and concerns and assist in setting realistic goals for the sessions.
2. Attend all classes. This is part of the tutoring agreement that they will attend class regularly to be eligible for tutoring assistance. If this gets to be a problem see the Tutoring Coordinator.

3. Keep appointments made with the tutor. This is for SSS small group sessions of individual tutoring. If something comes up or the SSS participant doesn't need to meet, it is their responsibility to notify the tutor or my office well in advance of the session.
4. Help evaluate the tutoring program and the tutor(s).
5. In a handout given the students, the following expectations are communicated:
 - Students should not expect tutors to; judge them, to replace the teacher, to do their homework, to receive tutoring if they miss/skip classes, to learn new skills without practice, to be interested in only their course work, to be Superman/Woman.
 - However, students should expect tutors to; be their friend, to assist with understanding the course material, to answer questions whenever possible, to attend scheduled sessions, to help develop study skills, to keep them informed about changes of session times, to keep the Academic Skills Center informed of their progress, to help them prepare for exams.

THE FIRST SESSION

There are five tasks to accomplish during the initial SSS tutoring session:

1. Build the relationship
2. Assess student's time management skills
3. Set goals
4. Provide information about necessary study skills
5. Sign the Student/Tutor Agreement

Build the Relationship—Remaining non-judgmental is your first task. Relax and be yourself. Friendliness, a positive, supportive attitude and patience goes a long way to build rapport. Allow warm-up talk at the beginning of the session but don't let this go on for too long. Remember it is your responsibility to get the session started!

Assess time management skills—you can easily fit this into your “get acquainted” talk. In discussing school and classes, find out if your student uses a time management tool (planner). If he/she does, now is a good time to give positive feedback—“GREAT!! or good start!” If the student does not use a scheduling tool, show him/her a weekly planner schedule and explain how it works. You may even show your schedule planner, and explain how important and beneficial it is!

If they want help with this, you can always encourage them to come in to the Skills Center for a calendar. Or you could help them create one yourself.

Set Goals—These need to be realistic—focusing on areas of concern that need to be addressed. What does the student hope to gain from the course and what grade is hoped for (sometimes a C is just fine!--other times keeping an A is the goal!) Other goals besides grades could be: turning in all homework assignments on time; attending all tutoring sessions; keeping and using a weekly planner; improved preparedness for tutoring; punctuality in tutoring sessions, attending all classes.

Study Skills—Do they want or need specific help with a study skill: note taking, tips on taking exams, a more effective reading/study method, etc.? If so provide this help. It may take a separate session (or two) to share these handouts and suggestions.

During the first session: If they have not already signed up for tutoring—HAVE THE STUDENTS READ, UNDERSTAND AND SIGN THE TUTORING AGREEMENT/ASSIGNMENT SHEET. THIS IS YOUR CHANCE TO MAKE SURE RULES AND POLICIES ARE UNDERSTOOD.

Important characteristics to keep foremost in your behavior are:

	PATIENCE	FRIENDLINESS	NON-JUDGEMENTAL
POSITIVE	ATTITUDE	PUNCTUALITY	

First Session Checklist

- Introduce yourself and have the tutees introduce themselves. Do this by playing a name game. For example tell their name and their favorite breakfast food. Or why they are taking this class/why it is worth learning? Demonstrate your interest and concern for your students by listening to the problems they are having in the class.
- Explain the role of the tutor and the tutee. Review session guidelines; we do not tutor people who do not attend class or abide by the attendance policy. Make sure each tutee makes a log entry for each tutoring session attended. You need to look at the tutees notes and graded papers for any hints of problem areas.
- Get a copy of the syllabus and review it with the tutee(s). Encourage students to note the instructor's office hours, analyze information about the number and type of tests as well as the grading structure.

- Clarify expectations. Ask your tutees what they expect to gain from participation in tutoring and let them know which of their expectations you will meet and which you won't. Tell them which are appropriate and why.
- Have your tutees repeat and acknowledge that they are responsible for their own academic success!
- Use learning skills in each session such as: questioning, drilling, reviewing, and practicing what they have learned. Always check the students' understanding by reviewing briefly what was covered the last session.
- Always make sure you set up a time for the next session before the session ends or tutees begin to leave!

Questions you might want to ask at the first session:

1. What is your background in this course/content area?
2. What is their confidence level?
3. Is the course important/critical to their major?
4. Have they identified the skills necessary for success in the course?
5. What is their previous experience with test taking?
6. Any previous experience with tutoring?
7. Why are they here this semester?

Make sure you tell your tutees to:

1. ATTEND EVERY CLASS FAITHFULLY
2. BE ACTIVE AND ASK QUESTIONS
3. ATTEMPT ALL HOMEWORK; TRY THE PROBLEMS BEFORE THEY COME TO TUTORING!
4. READ. AND ATTEMPT TO UNDERSTAND ANY REQUIRED MATERIAL BEFORE THEY ATTEND THE SESSION
5. ORGANIZE AND REVIEW NOTES
4. COME TO TUTORING SESSIONS PREPARED

7. ESTABLISH A REGULAR STUDY SCHEDULE—SAME TIME AND PLACE
8. TAKE AN ACTIVE INTEREST IN THE SUBJECT—Let him or her know a tutor cannot help if they have no desire or interest to learn the material.
9. USE STUDY HELPS THAT ARE AVAILABLE (chapter objectives, study guides, end of the chapter review questions, etc.)
10. BRING ANY QUESTIONS TO THE SESSION THEY STILL HAVE AFTER READING AND STUDYING THE MATERIAL.
11. SEEK HELP FROM OTHER SOURCES BETWEEN TUTORING AND CLASSES (the Instructor, classmates or friends that have done well in this course)

GENERAL GUIDELINES FOR TUTORING

Being able to explain material and handle tutoring sessions takes practice. To succeed remember to:

- BE ON TIME! If you are punctual, this presents a good role model for the student. If the student is late, remind him/her that your time is valuable and they need to be on time if at all possible.
- Have your tutor notebook and log sheet with you. Make sure all attending sign in on the log sheet.
- Make sure you are sensitive to the students' needs. Find out where the problem areas are and help them identify the objectives of the session.
- Break the problem or unit into smaller parts to make it more manageable.
- Be flexible, being able to adjust tutoring techniques to fit the student. Start explanations at an appropriate level. If one approach doesn't work, be willing and able to try something else. Understanding the student's preferred way to learn (learning style) may be helpful.
- Be empathetic—try to put yourself in the student's place. What comes easily to you does not necessarily come easy to your student.
- Be willing to share your own experiences—by sharing, information about yourself, your college experiences and what you have done to be

successful may help the student feel relieved that he/she is not alone. This also builds trust and support.

- Be a study partner—You are not there to take the place of the instructor! Let your student know that you are supplemental to the class and the instructor.
- Display a good command of the course content and requirements.
- Have the students explain things back to you, working with them instead of talking at them. (Cooperative learning—a team approach!) Get the students involved! You should talk no more than 40% of the time.
- Make use of examples and stories to explain whenever possible, have the students come up with examples to. Use creatively designed activities for each session.
- Patience—is crucial! Be supportive, but yet demanding, enabling the students to take responsibility for their own learning.
- Be sensitive to your students' embarrassment. Your tutees might be embarrassed to ask for help. Be careful not to offer help in a patronizing manner. This can easily compound the feelings of inadequacy you are trying to help them overcome.
- Wait after you have asked a question. You must give students time to think and put together an answer.
- Make sure the tutees know when and how to use the course syllabus. Use the syllabus as a way to set some goals. Stick to the plan.
- Encourage your tutees to verbalize ideas. Verbalization builds self-confidence and enhances learning. The tutee should be talking about 75% of the time during a session. Let the students answer their own questions.
- Make sure you provide closure for the session and set the time of the next session.

SUGGESTIONS FOR TUTORS

Give **POSITIVE FEEDBACK**. Focus on what the students are doing right. Help them recognize their strong points. **POSITIVE REINFORCEMENT--(PRAISE) IS A VALUABLE TUTORING TOOL!**

Check the students' notes. Many students have difficulty in classes because they do not take comprehensive notes. Expose them to note taking tips and strategies, as needed. Encourage them to practice this skill. It doesn't come without practice! Comparing notes with fellow classmates can be helpful until they are more comfortable with note taking.

Check the students' ability to use the textbook. Students often do not know how to study a textbook. Teach your tutees basic reading and study techniques, which would apply, to their use of the textbook in a more efficient manner.

Try to help the students be independent from you! Strive to help them learn better study skills and develop self-confidence.

Acknowledge and accept your students' feelings and attitudes about the course and instructor. Be aware that you should never badmouth instructors. You are an extension of them. be as helpful and supportive as you can.

Build motivation and self-confidence beginning with small goals that the student can achieve. Praise and encourage them as you increase the difficulty of the tasks.

Each subject area has its own peculiarities and instructors have their own approach. It is helpful to schedule an occasional meeting with instructors to discuss different approaches, needs, and progress of the students.

The textbook situation needs to be handled. Sometimes texts are changed, or they might not have a textbook at all.

1. If that is the case they may need to try to "borrow" one from a friend.
2. Check with the tutoring office to see if there is a textbook available, in some cases there are.
3. Ask the instructor if they have an extra or older copy.
4. Stress how important it is to have access to a textbook, so they can be prepared when they come to your sessions.

Being prepared for sessions is very important. When assigned new tutees ask the students what they are working on so you can go back and do some reviewing and preparing.

Plan with the students as well as for them. Make sure you know when exams are coming up, any papers, and assignments due, etc.

However, be careful not to take personal responsibility for your tutees. Care, and encourage, but remember—they are responsible for their academic success, you are not.

Checking the students understanding

Make a quiz that tests for comprehension of the main concepts used that week. Students take this quiz at the beginning of the session but the quiz is not checked at that point. Instead, the group works through sample problems, maps out different problem solving strategies, and members help each other answer questions that are brought up.

After these activities the students are given the opportunity to go back over the individual quizzes to see whether they want to change any answers. The prompt to change answers is driven by the individual student's enhanced understanding of the concepts and types of problems discussed in the session. Students frequently change their answers, which help them recognize their progress during the session. By holding off discussion of the correct answers until other problem-solving activities are completed, students' attention during the session is greater because they are tested and questioning the depth of their understanding throughout the session.

“Tell me and I forget, show me and I remember, involve me and I understand.” Chinese Proverb

Students retain-

10% of what they read

26% of what they hear

30% of what they see

50% of what they see and hear

70% of what they discuss with others

80% of personal experience

90% of what they say as they do it

95% of what they teach

Dr. Edgar Dale, University of Ohio

PROBLEMS YOU MAY ENCOUNTER

1. **No Show**—If it is an individualized or small group session, wait for ten (15) minutes, and then give the student(s) a call. They may have forgotten and might be in their rooms. If they do not show up document this on your log sheet and submit 15 minutes waiting time on your report form. You will be paid for this waiting time. If this happens more than once, by the same student(s), notify the tutoring office immediately. You are not required to make up missed sessions.
2. **Student who expect you to do all the work**—If you talk more than the student, if you work out all of the problems, or if you find yourself doing the homework—that is not acceptable. You may be hurting them more than helping. You would need to remind and encourage them to come better prepared and what your role can and should be.
3. **The student is ill and misses appointments**—If this is a legitimate problem, you are free to work it out with the student about rescheduling. However, it is up to you to determine its validity.
4. **The student wants to talk about personal concerns rather than course content**--honesty and good communication need to come into play. Occasionally this may occur, but if he/she repeatedly needs to “talk” this is an indication the student needs help. Let him/her know that you care and are concerned—an appropriate statement might be, “I can see that this is a problem that is really bothering you, and I’m concerned that it is affecting your academic course work. I’m not really equipped to solve this problem for you but I would be glad to refer you to a counselor.

What do you do with a talkative student?

Throw around a crumpled ball of paper and let whoever catches it answer the question. If anyone other than the person who has the ball tries to answer they must, by the rules, forfeit their turn.

Divide the group into teams and play Jeopardy or Family Feud.

How to promote autonomy and belonging to your group/session

1. **Have the students make questions they think the instructor might ask for the next test. Together find the answers.**
2. **Have the students choose rules to abide by while attending your sessions. Also allow them to determine the consequences of breaking their own rules.**
3. **Acknowledge the students point of view.**

4. Encourage student's choices and initiatives.
5. Tutors communication style relies on non-controlling, positive feedback.

THE VALUE OF LISTENING . . .

We learn by listening, not by talking.
When a situation is tense—listen.
When someone is angry—let him talk.
When someone is unhappy—listen.
When someone needs encouragement—listen.

WORK AT LISTENING: DON'T FAKE IT!!

ESTABLISH GOOD EYE CONTACT AND MAINTAIN IT!

ATTITUDE

It is hard to overestimate the importance of the attitude one expresses to students.

BUILD UP, rather than tear down.

SHOW INTEREST AND CONFIDENCE.

SERVE AS A GOOD ROLE MODEL

PROVIDE GENUINE PRAISE (when appropriate) and be RESPECTFUL!

Good Note-taking tips:

- Write the subject and date on each page.
- Leave lots of space between ideas so you can add more notes later.
- Use abbreviations and symbols to write faster. Write down what they mean.
- Don't worry about perfect spelling and punctuation....unless the teacher says otherwise.
- Write down the topic, main ideas, and important details...not every single word spoken.

- Jot down questions the teacher asks. Then find the answers while studying later.
- Make a note of everything the teacher writes on the board.
- Star, circle, or underline anything the teacher repeats. It might show up on a test later.
- Review notes within 24 hours of taking them. Make sure they're understandable.
- Read assignments before class. This gives a framework for listening.
- Save class notes in a folder to review before tests and quizzes.

20 memory techniques

Learn from the general to the specific

Make it meaningful

Create associations

Learn it once actively

Relax

Create pictures

Write it down

Recite and repeat

Reduce interference

Over-learn

Escape the short-term memory trap

Use daylight

Distribute learning

Be aware of negative attitudes

Choose what not to store in memory

Combine memory techniques

Remember something else

Notice when you do remember

Use it before you lose it

Remember-you never forget anything you've already learned.

Dave Ellis, *Becoming a Master Student*

“Adults learn best through active, experiential techniques involving discussion and problem solving which allows them to draw on their backlog of personal and professional experiences.” Cuceo

GOOD COMMUNICATION

Good listening and communication is crucial in tutoring. It is the underlying principle of any helping relationship. A good student may thoroughly understand the subject matter in a certain course, but this person will be an ineffective tutor if she/he is unable to effectively communicate and have a good RAPPORT with tutees.

- A. Be aware that outside influences may hinder or affect academic performance (homesickness, broken relationships, etc. At times you may need to assume a peer counselor-type of role. LISTEN, AND BE SUPPORTIVE.
- B. Realize that this relationship is very similar to any other helping relationship; it takes open and honest communication.

COMMUNICATION SKILLS NEEDED

EMPATHY—responses that show an accurate awareness of the student's feelings

ATTENDING—giving undivided attention both verbal and nonverbal (facial expression, and good eye contact)

GENUINENESS—sharing honest, natural feelings

RESPECT—an attitude that shows students they are valued and respected

LISTENING-RESPONDING TECHNIQUES

In tutoring situations you will be in a helping relationship in which appropriate listening and responding techniques are very important. Several techniques to consider are:

Passive Listening--(minimum involvement from the helper)

Mainly the student talks through the problems, feelings and solutions. Feedback from the helper may only need to be gestures, nods, or short verbal phrases such as “uh huh, really, I see.”

Door Openers--(to get the student talking)

Sometimes you may need to openly invite students to talk. "Tell me about ...", "Would you like to talk about that?"

Active Listening--(really listening)

This is the communication process using both verbal and non-verbal communication. The helper communicates understanding and feeds it back to the student (paraphrasing the feeling and content). Good eye contact is crucial. Deep listening for the feeling is needed. Using affirmative head nods and appropriate facial expression is important. Asking clarifying or continuing questions is also important (it shows that you are really involved in the conversation).

Open Ended Questions--(to help clarify)

To help define the problem:

Why do you think this is happening?
When did this start?

To discuss alternatives:

What has worked for you before?
What are you doing about it now?
What are your other options?
What do you want to do?

TRY NOT TO USE CLOSED QUESTIONS (that can be answered with Yes or No)

MULTICULTURAL AWARENESS

- A. You are responsible to accept, and deal with a multi-cultural awareness and framework in dealing with tutoring since you will be working with many different kinds of people:
- a. different races
 - b. different genders
 - c. different ages
- B. For you, personally, it has been a life long process to understand yourself, who you are in relating to, accepting, and understanding others; how you honestly feel and how you handle relating to and helping ALL people—those who are “different” than you.
- C. This perhaps has come slowly and naturally to you, as part of your background and environment, your experiences. All of this has effected how you perceive and deal with others:
- a. in the class
 - b. in the dorm/your places of residence
 - c. through sports, music, drama
 - d. through the various roles and jobs you may be involved in
- D. It is a very important and sensitive issue—handling the multi-cultural aspects and framework of this tutoring job—here at Graceland and the jobs you will have in the future.
- E. You need to be aware that some students may feel some sense of discomfort with you as a tutor if you HONESTLY do not demonstrate acceptance, tolerance, patience and understanding.
- F. As a tutor, students need to see and know that you are trustworthy and accepting of them.
- G. It is a challenge that you need to internalize (make your own!!)
- a. to be aware of your attitudes
 - b. to be sensitive and caring
 - c. to be willing to enhance and/or improve your attitudes in this area if necessary

Fall 2016 Tutor Training/Meeting Dates

Sunday, September 4th at 4 pm in 201 Zimmermann

Sunday, October 2nd at 4 pm in 201 Zimmermann

Sunday, November 6th at 4 pm in 201 Zimmermann

Sunday, December 4th at 4 pm in 201 Zimmermann

Fall 2016 Time Entry Due Dates

Dates Worked	Time Entry Due by 11:59 pm	Pay Day
August 28 – September 11	September 11	September 16
September 11 – September 25	September 25	September 30
September 25 – October 9	October 9	October 14
October 16 – October 30	October 30	November 4
October 29 – November 13	November 13	November 18
November 13 – November 27	November 27	December 3
November 28 – December 11	December 11	December 16