Tutor Training
Fall 2017

Instructor's Name: Tyson Huffman, Learning Resource Center Coordinator

Days and Times of meeting:

IWV (Ridgecrest) – Orientation, August 25th 10AM-12PM; seminars that follow will be scheduled at the convenience of the class.

KRV (Lake Isabella) – All meetings will occur at the convenience of the student and instructor.

ESCC (Bishop and Mammoth) – All meetings will occur at the convenience of the student and instructor.

EK (Tehachapi) - All meetings will occur at the convenience of the student and instructor.

Student Contact (Office) Hours:

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
IWV	10am-5pm	10am-5pm		10am-5pm	8am-12pm
KRV			10am-5pm		

Contact Information

Office: (760) 384-6381   **Email:** Tyson.Huffman@CerroCoso.edu

Important Dates: Please reference the published calendar dates for times we are closed (important dates are listed in the schedule of classes and on the Cerro Coso website). I will not be on campus on those days.

Course Requirements

This training will require your attendance and participation in 3 seminars, each 2 hours in length, as well as the completion of approximately 4 hours of coursework in our Canvas courseroom.

Course Outline

At IWV (Ridgecrest) Seminar 1 (orientation) will occur on the 1st Friday of the semester (August 25) from 10am-12pm. The following 2 seminars will be scheduled at the class' convenience and will be determined during Seminar 1. If a student is unable to attend the first seminar, that student should contact the instructor to make arrangements to schedule a make-up.

You are not given a week by week guide in this course. You are expected to self-guide through the course material in Canvas. **All coursework and meetings are to be completed by November 22nd.** This is to ensure that you are given ample time to prepare yourself for finals and do not get behind with training. Please make a study plan that fits your schedule with the goal of completing the required coursework before November 22.

For students located at any of the sites, our meetings will be based on your availability and my ability to accommodate.

Course Content by session

- ➢ Seminar 1 - Orientation
    - o Introduction to the LAC at Cerro Coso
    - o Definition of tutoring and tutoring responsibilities
    - o Basic tutoring guidelines (do's and don'ts)
- ➢ Seminar 2
    - o Techniques for successfully beginning and ending a tutor session
    - o Learning theory
- ➢ Seminar 3
    - o Communication Skills
- ➢ Course Content in Canvas
    - o Assertiveness and handling difficult students
    - o Study skills
    - o Setting goals and planning
    - o Critical thinking skills

Grading Policy and Rubric

This training is a no credit course and thus there will be no grades assigned. Completion of all coursework is necessary. If work is not completed at a satisfactory level, the student(s) will be notified to correct the assignment and will be given direction as to how they might improve that work.

Instructor's Penalty/Policy for late work

As a student in this training, you are expected to make progress each week. This course has been developed such that one can complete the course in as little as 9 weeks with 9.5-10.5 hours of work (approx. 1 hour per week on average). That being said, you may take as long as 13 weeks to complete. If you have circumstances that prevent you from attending meetings on Fridays, please let me know as soon as possible so that I can make accommodations.

Attendance Policy (See below, from the College Catalogue):

ACTIVE PARTICIPATION AND ATTENDANCE POLICIES
The 2013-2014 Cerro Coso Community College Catalog now includes the following statement about participation and attendance. Please read the following insert very carefully, noticing my emphases:

Regular active participation is expected of all students enrolled in the college. Students not actively participating may be dropped from the course: specifically,
A student *shall* be dropped by the instructor for lack of active participation prior to the census (20%) date and any time up to the 60% date when the student is not actively participating.

A student also *shall* be dropped by the instructor anytime up to the 60% date when he or she has been absent from or not actively participating in class for the total of two consecutive weeks [optional: insert number of days acceptable]. Students also may be dropped when non-consecutive absences number the equivalent of two weeks of the course.

In general, it is the responsibility of the student to be aware of his or her current attendance/participation status. Students who have been absent or not actively participating in a course should notify the instructor of the reason. Notification in no way relieves the students of responsibility for work missed. *Students are responsible for officially withdrawing from any course in which they no longer wish to be enrolled.* Non-attendance/non-participation does not release the student from this responsibility.

Drop dates for this semester are found in the "Important Dates for [insert semester and year]" section below.

Remember that it is not enough for students merely to attend class. They have to actively participate in the class, i.e., engage in the course's designed learning activities: participate in discussions, submit homework and papers, ask for feedback, etc.

Any course requirements

Cerro Coso Academic Integrity Policy (below):
According to the Cero Coso Student Conduct Policy:

Plagiarism is defined as the act of using the ideas or work of another person or person as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate reference, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

As allowed by District Policy 4F8G, "Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options, which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. *Finally,* it must be understood that "a student who knowingly aids in another student's cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense." Penalties for plagiarism will include failure on the particular assignment and may include a failing grade in the course, an official report of academic dishonesty, suspension, or expulsion.

Accommodations

Students who have verified learning disabilities and need assistive services or who, due to a sensory or processing disability, require alternative media formats of class materials should contact the Access Office at (760) 384-6250

CRLA
College Reading & Learning Association

International Tutor Training Program Certification (ITTPC)
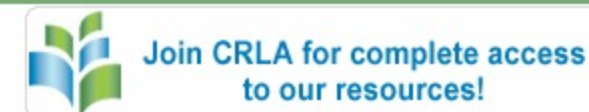
Join CRLA for complete access to our resources!

ITTPC Certification Requirements

I. REQUIREMENTS FOR CERTIFICATION - LEVEL I

A. AMOUNT/DURATION OF TUTOR TRAINING:

Minimum of 10 hours of training as one or both of the following options

1. A quarter or semester or annual tutor training course
2. A quarter or semester or annual tutor training (non-course work)

B. TRAINING FORMATS

1. Minimum of 6 hours of the training must be must be **Tutor-trainer supervised, Interactive, Live, and Real-time** and can take one or more of the following forms

   a. Workshop instruction or seminar session

   b. Face-to-face or online discussions
   c. Multi-User Virtual Environment (MUVE, like Second Life)

2. The training time remaining can also use the following

   a. Videotapes, DVDs, and/or websites
   b. Conferences with tutor trainer or supervisor
   c. Webquests, podcasts, webcasts, wikis, blogs
   d. Texts, handouts, scavenger hunts
   e. Special tutor projects
   f. Other

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING

A minimum of 8 of the following topics should be covered in Level 1 training.

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines (do's and don'ts)
3. Techniques for successfully beginning and ending a tutor session
4. Adult learners, learning theory, and/or learning styles
5. Assertiveness and/or handling difficult students
6. Role modeling
7. Setting goals and/or planning
8. Communication skills
9. Active listening and paraphrasing
10. Referral skills
11. Study skills
12. Critical thinking skills
13. Compliance with the ethics and philosophy of the tutor program, sexual harassment, and/or plagiarism
14. Modeling problem solving
15. Other (please specify)

D. REQUIRED TUTORING EXPERIENCE: 25 hours of actual tutoring

E. TUTOR SELECTION CRITERIA

1. Interview plus written approval of a content and/or skill instructor AND/OR Interview plus endorsement of tutor trainer and/or supervisor PLUS at least one of the following:
2. Grade of "A" or "B" in subject content being tutored
3. Documented experience equivalent to grade of "A" or "B" in subject content being tutored

F. TUTOR EVALUATION CRITERIA

1. A formal and/or informal evaluation process is in place
2. Formal and/or informal evaluation occurs on a regular basis
3. The results of the evaluation process are made known to the tutors

II. REQUIREMENTS FOR ADVANCED CERTIFICATION - LEVEL 2

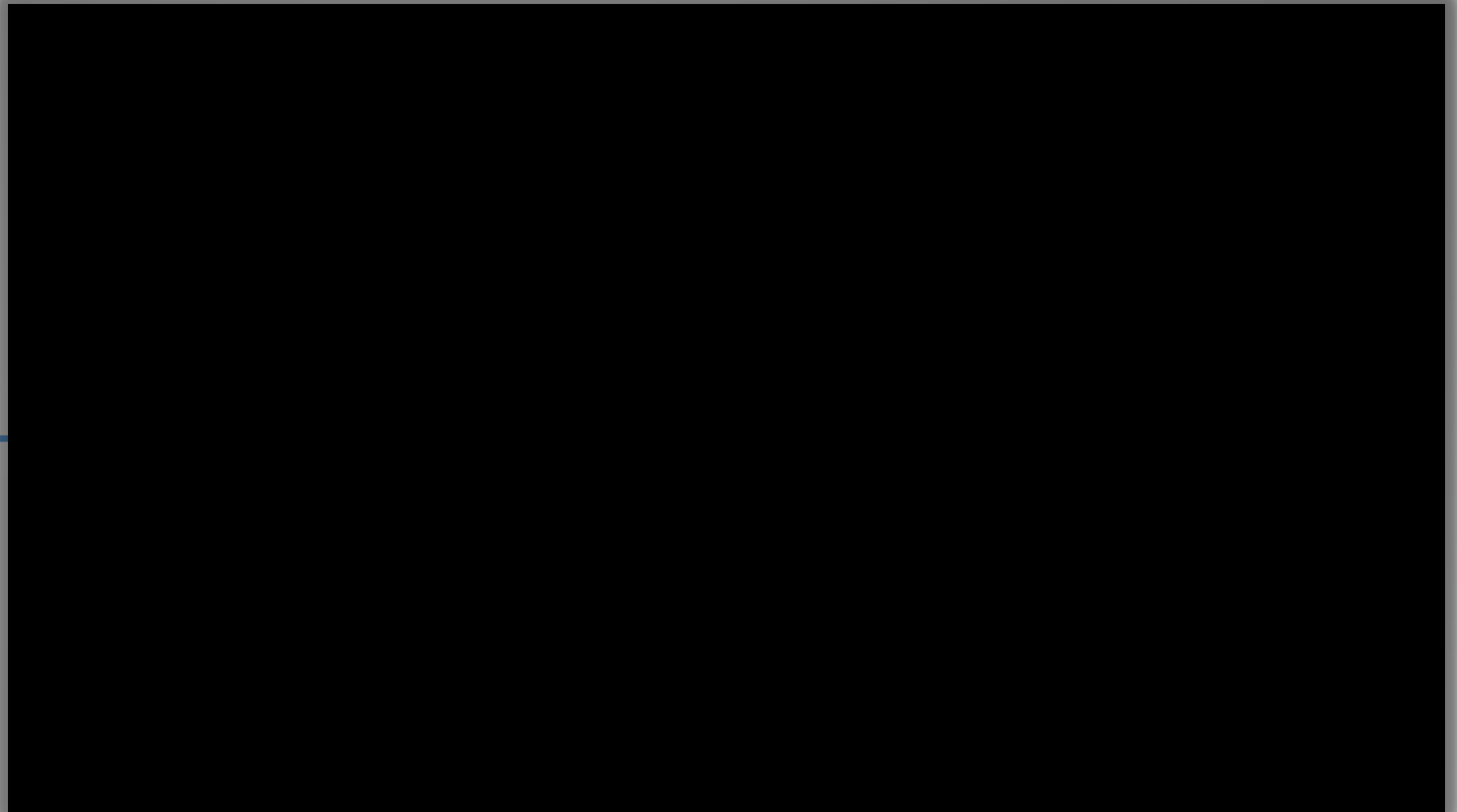### III. REQUIREMENTS FOR MASTER CERTIFICATION - LEVEL 3

SEMINAR 3

TUTOR TRAINING

WHY DON'T WE COMMUNICATE?

Pay attention to the reasons we don't communicate.

What gets in the way of our communication?

The School of Life (September 9, 2015). *Honest Communication.* Retrieved from https://www.youtube.com/watch?v=5IKfPnIvf3Q

EFFECTIVE AND INEFFECTIVE COMMUNICATION

Why is communication important for tutoring?

How do we communicate?

Listening

Speaking

Non-verbal

What are examples of good and bad communication?

How can poor communication affect our sessions?

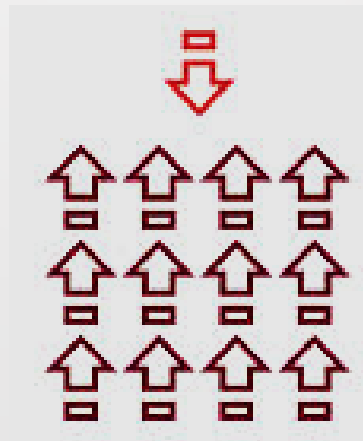How can poor communication affect our sessions?

APPLICATION OF ANDRAGOGY

The Staged Self-directed Learning Model

ROLES OF THE LEARNER: PEDAGOGY

- Students are dependent on the teacher

- Learner gains knowledge from the teacher, textbook, and other course materials

- Learning is centered on the subject at hand – organized sequentially

- Extrinsically motivated

ROLES OF THE LEARNER: ANDRAGOGY

- Students direct their own learning and are responsible for their own actions

- Learning is built on a foundation of life experience

- Students seek answers to questions and solutions to problems (problem-based)

- Students desire immediate, practical application to the world around them

- Intrinsically motivated

Adapted from work by Malcom Knowles

	Student	Tutor	Student Examples	Possible Activities
Stage 1	Dependent	'The Expert'	• Lacks understanding • Lacks direction • Lacking confidence • Seems lost • Has not put forth work outside of class or tutoring • Completes some work but doesn't seem to be	• Mini explanations • Review course materials • Explaining the assignment • Reviewing the syllabus • Discuss time management • Guided practice (max support)
Stage 2	Interested	Motivator	• General understanding of content but lacks direction • Fails to apply concepts • Attempts homework but does not attempt to self-direct • Relies on tutor to identify problems in work	• Brief review of concepts (questioning along the way) • Provide student time to think over your questions • Tutor demonstrates concepts with tutee direction • Tutee demonstrates concepts with tutor guiding • Tutor identifies issues, allows tutee to resolve
Stage 3	Involved	Facilitator	• Comes with a general understanding and direction • Able to identify issues but still needs guidance • Good study habits • Student arrives with questions or asks questions often • Student	• Student explains their understanding of content • Student explains issues they are having • Conversation regarding topic at hand • Critical thinking – challenge the students thinking • Student identifies issues and attempts to correct
Stage 4	Self-directed	Delegator	• Comes with identified problems • Has topics for discussion • Rarely needs assistance • Uses supplemental study materials • Asks questions	• Ask student how they will study • Share study tools (how you study) • Question student on direction and pacing • Review student questions • Guided practice – little/no support

Adapted from Gerald Grow's Staged Self-Directed Learning Model

YOUR TASK

Part 1

1. Pair up with another tutor, preferably one who tutors a subject that is similar to your own.

2. Share characteristics of one tutee you have worked with(one each).

3. Select a concept you have learned recently(one that is not terribly obscure).

Part 2

1. Using Grow's model determine each student's stage – what behaviors tell you this?

2. Using the tutoring cycle, develop a plan for addressing both students' needs. Apply principles of Knowles' theory of adult education, andragogy.
   - Why have you selected the activity?
   - How will you know the student has learned?

*Student information is confidential, please do not share information that might compromise that confidentiality

REMINDERS

- Online coursework in Canvas – Due by November 22

- Tutoring hours – be sure to add 2 hours to your time card for today
  - Once you complete the online coursework, we will add an additional 4 hours.

REFERENCES

Grow, Gerald O. (1991/1996). 'Teaching Learners to be Self-Directed.' Adult Education

Quarterly, 41 (3), 125-149. Expanded version available online at:

<http://www.longleaf.net>

Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy.*

New York, NY: Cambridge, The Adult Education Company.