Tutoring Handbook

Policies and Procedures
for
Learning Assistance Centers
at
Cerro Coso Campuses and Sites

Policies and Procedures

Policies

Tutor Qualifications

Peer Tutors- Peer tutors must have a subject or an area instructor referral, maintain at least six units of semester course work at Cerro Coso, have had or be concurrently enrolled in Tutor Training, show evidence of being a positive student role model and a desire to share their ongoing learning with other students. For employability ($8.00/hr.) students must also file a W-2 form, have a Social Security card or a Green Card.

Volunteer Tutors-Must show mastery of a subject area, have experience or training in tutoring, show evidence of being a positive role model and a desire to share their ongoing learning with Cerro Coso students. Furthermore, they must meet the college's Human Resources Department requirements for fingerprinting and a clear TB certificate.

Subject Area Experts as Tutors-Cerro Coso, on a trial basis, had paid expert area tutors who possessed a minimum of a B.A. or B.S. in the subject area. Cerro Coso does not currently maintain a cadre of paid tutors.

Tutoring Goals

- **Foster independence and autonomy by** asking questions, offering encouragement, and modeling successful skills.

- **Help strengthen the student's own skills** and promote the student's own study skills, thinking and writing. Rather than supplying correct answers or polished sentences, analyze what is happening, ask questions for clarification, offer opportunities for practice, and provide ample encouragement and support. The immediate concern is a student's long-term development and mastery of the subject matter.

- **Build confidence** in students. Notice their accomplishments, point out their progress, and help them see their struggles as part of the learning process. Encourage and praise accomplishment. A little praise goes a long way to encourage students who lack confidence.

- **Encourage preparation** in students. Ask student tutees to write down specific questions about their assignment, summarize what they understand or bring samples of attempted work.

- **See Tutee Contract   p.6**

- **See Tips for Students p.7**

LEARNING ASSISTANCE CENTERS

"HELPING STUDENTS LEARN HOW TO LEARN"

TUTEE CONTRACT

*Along with a faculty or counselor referral or faculty provided skills assessment all students must complete this form and register **before** the first tutoring session. The duplicate copy is retained by the student.*

I, _____, understand that by receiving tutoring as a class through the Learning Assistance Center (LAC), the focus in on learning; therefore, I accept certain responsibilities, including

    a.   continuing enrollment, attendance and participation in each class for which tutoring is requested;

    b.   calling the LAC Office ahead of time if I will be late or unable to keep an appointment;
        Phone (IWV-760-384-6161), (KRV-760-_____) , (ESCC-760-_____).

    c.   being an active learner by coming prepared to tutoring sessions with syllabus, text, attempted work, written questions and by demonstrating a willingness to work on and critique my own study skills;

    d.   maintaining the proper study atmosphere at the Learning Center at all times including placing my cell phone on silent mode;

    e.   articulating or explaining what I have learned to my tutor;

    f.   planning sufficient study time- approximately Two (2) hours for everyone (1) hour in class;

    g.   asking for additional help from faculty and staff if I need it;

    h.   Sign the appropriate documentation each time I receive tutoring.

    i.   notifying the LAC personnel if I dropped the class and/or no longer need a tutor;

*I recognize the policies increase my chance of success and help the campus use time and tax dollars wisely.

*I understand my peer tutor is paid only when I show up for my appointment.

*I understand I must enroll in INST C004-Supervised Tutoring, a non–credit class to receive the **FREE** tutoring

services. Once enrolled, there is no need to drop.

* I understand drop-in tutoring service is limited to two (2) times, then enrollment is required.

*I understand that **I may be suspended from the tutoring program if I am LATE or miss TWO tutoring appointments without giving advance notice of one hour to my tutor or the LAC staff.**
Tutoring may be suspended immediately or at a later date if a student comes unprepared to a session(s).

_____   _____

    (Student Signature)   (Date)

_____   _____

    (LAC Employee Signature)   (Date)

Tips For Students

(Sample- use copies for review during your first tutoring session)

1. Keep appointments with tutors.

2. If you will be late or cannot keep your appointment with your tutor, inform the Learning Assistance Center (LAC) office or let your tutor know.

3. If you have ***TWO UNEXCUSED*** absences, you will be automatically dropped from the tutoring program.

4. Attend ***all*** class sessions and take notes. Ask for help with notes if you need it.

BEFORE YOU SEE YOUR TUTOR

1. Make sure you have read all course materials.

2. Make a list of ideas, vocabulary words, or formulas that you do not understand.

3. Decide what you need to know, such as how to solve a problem, how to write a paper, and how to study for a test.

4. Bring:

    a. Your pen, pencil, paper, books, and any materials for your subject, including your class syllabus, access codes etc.

    b. Attempted homework or outlines of papers that you have started or done.

    c. A good winning attitude to do the job.

5. Do not be afraid to tell your tutor what you need.

6. Be open to your tutor's suggestions. Your tutor is there to help you.

7. Let your tutor help you in planning, organizing, and editing class notes, papers, and projects.

TUTORS DO NOT WRITE PAPERS FOR YOU OR DO YOUR HOMEWORK. Tutors must not write on any of your papers.

The tutor's role is to help ***you learn to do your*** homework and learn how to study. They may show you the type of mistakes you are making with homework or studying and help you correct those mistakes or improve your study habits.

Atmosphere

In the LAC or Tutoring Center: Remember that this is a place of learning, so please help maintain the appropriate atmosphere. This may mean helping others to lower their voices or share space amicably. Please do not contribute to disruptions yourself. Refer questions to the Faculty Supervisor(s) or LAC Office Supervisor on your campus.

In the Office or Tutoring Area: A lot happens in this area, so please resist the urge to hang out. Instead, move conversations out to the lobby of the LRC or elsewhere as appropriate on your campus. Never go behind the counter. If you need help, ask. Food will be allowed in the LAC area as long as you clean up after yourself. Dress appropriately for your position as a campus leader; your dress should be neat, clean and not distract or offend others.

Beyond the LAC: Programs such as tutoring are reviewed on the basis of success. This largely depends on you. Promote the tutoring program to students and faculty. What you do in the LAC and how you represent it outside of the LAC can help develop a positive reputation throughout the college. The college is evaluated periodically by accreditation teams, on statewide success measures and on basic skill self- assessments. Your participation, including documentation, in tutoring session is crucial to the college's external and internal evaluations.

Tutoring Ethics

- Instructors should feel confident that they are evaluating a student's own work, not a collaboration between student and tutor. Therefore, tutors shall not write on papers or complete assignments for students. **As a rule**, tutors should not even make pen or pencil marks on a student's work but instead illustrate the concept on a separate sheet of paper. Show students proofreading techniques.
- Tutors are not aware of how papers and exams are graded and therefore, should avoid anticipating a grade for an assignment or criticizing a returned mark from the instructor. If a tutor is unclear about instructor expectations they may contact the instructor for clarification of the assignment.
- Tutors shall honor the confidentiality of the tutoring relationship.
- As professionals, tutors shall not comment negatively to students about instructors' teaching methods, assignments, personality, grading policies or the behavior or performance of other students. Do not let sessions deteriorate. Students with continual questions/comments about instructors should be referred to the Faculty Supervisor. It is never a tutor's responsibility to solve student/instructor issues.
- Should the tutor recognize instances of plagiarism or cheating, they shall discuss the importance of doing original work and offer appropriate solutions, such as properly citing sources *(MLA, APA). For further reference you may show the student the plagiarism section of the Student Conduct Code* See*: Section "G" of the student conduct policy*
- Tutors should support fellow tutors by providing assistance only when requested.
- Tutors should respect fellow tutor's time, avoid interruptions or comments on fellow tutor's sessions unless specifically asked.
- **All tutors are expected to complete paperwork recording each session** as an ongoing record of student progress, for tutor evaluation purposes, for assessment of the LAC goals and for accreditation review.

Confidentiality

Always keep student information, conversations, and academic performance confidential. If you have concerns about a student, please see the LAC Supervisor or the Faculty Supervisor on duty. You may contact instructors for clarification of assignments. Without their written consent, it is generally considered to be a breech of confidentiality to discuss student information with anyone else. Especially do not have conversations about students with other students. FERPA and HIPPA are federal privacy acts that pertain to educational and health information which protect the

individual from disclosure of personal information. Students may expect, and rightly so, that you as a tutor will not discuss personal information about their tutoring session, the fact that you are their tutor for any subject, their grades or their difficulties with anyone, unless they have a legitimate need to know or that your disclosure will ensure the student's safety or safety of others. *To protect against charges of breaching test or personal confidentiality, please do not go behind the office counter for any reason. If you need help, ask.*

Student Conduct Policy (Green form)

The student conduct policy generally spells out expectation for student behavior on campus. Repeated foul language, disruptions-including cell phones, threats, or abuse of individuals or property are not to be tolerated. However, tutors are not responsible for enforcing such policy but may use the conduct code as a reminder of acceptable behavior with tutees. Continued unacceptable behavior should be reported to the Faculty Supervisor. Furthermore, the tutor needs to be aware that plagiarism or unauthorized use of copyrighted material is included as part of the conduct policy and should remind students that proper citations are necessary to avoid repercussions listed in the policy.

Likewise, a tutor who breeches ethics or policies will be required to meet with the Faculty Tutoring Supervisor(s) and may be removed as a tutor.

<u>Procedures</u>

Safety Procedures- Cerro Coso safety and security policies are regularly reviewed and modified. For the tutors benefit several items are covered here.

<u>Fire safety</u> requires all personnel and students to exit the building via stairwells during a fire alarm and move out the front entrance a safe distance from the building or elsewhere as directed by a faculty or staff member. At night stairwells have emergency lighting. All faculty and staff have emergency flashlights as well.

<u>Earthquakes</u> are frequent in our valleys, regardless of your location at the IWV, ESCC Bishop or Mammoth campus, at the KRV campus in Lake Isabella or at our South Kern campus at Edwards A.F.B.. Should an earthquake of major proportions occur, the best place to be is under a secure table. Stay away from glass, elevators, pillars and heavy objects that may break loose during a quake. Once the quake is over you will be directed whether or not to evacuate the building. When evacuating take personal items such as keys or purses. In emergencies, such as when elevators should not be used, you may be called upon to seek assistance for evacuation of a disabled person. Specialized assistance is needed for evacuation persons in of wheelchairs and similar devices.

In the event that a student has a <u>medical emergency</u> such as a possible heart attack or has a seizure, Make the student comfortable and call the switchboard. If the switchboard is closed for the evening, phone for an ambulance. DO NOT transport or move anyone yourself. You may cause greater injury in doing so.

<u>Any injuries</u> on campus should be reported to the office or faculty supervisor who will file the proper paperwork.

Should you notice <u>unusual packages or someone who poses a threat</u>, immediately report it to staff or faculty. Please report any threats of bodily harm to your immediate supervisor or to the switchboard. In case of <u>imminent danger, secure your safety</u>, and if a phone is nearby, notify the switchboard of the situation.

Schedules

Notice board: Please check the tutor notice board daily. Any cancellations for the day will be posted here.

Scheduling appointments: So that all of our tutor requests can be filled and tracked, the LAC Office Supervisor handles tutoring schedules. Please do not make any changes to your own schedule or informally arrange with a tutee for a changed time without informing the LAC supervisor.

No-shows*: While we call students, at their request, to remind them of their appointments, sometimes they still miss. If a student is not on time, please make yourself visible and wait 15 minutes. If the student has still not arrived, inform the LAC Office Supervisor on your campus so she/he can try to contact the student. If the student continues not to show up, you will likely be asked to remain for the rest of your hour for drop-in tutoring. If students have excessive (usually 2x) missed appointments without notification of an absence, they will be taken off your schedule. **See: Tutee Contract (insert)**

Absences/*Tardies*: If you need to miss your appointment, please call the LAC (384-6161) or the phone on your campus (you may leave a voice mail) as soon as possible, but at least 60 minutes before your scheduled appointment. This gives us a chance to find another tutor to cover your students or to cancel the session. It is best to arrive before your student tutee. This sets a professional tone for the tutoring, the expectation that students will be on time as well and allows you to gather materials for the session.

Required Documentation

Tutor Time Sheets (every student, every session): These gold sheets are in the notebook in the office. Fill out one gold sheet for each student and have the student sign in for each appointment. These are the hours for which you will be paid. You will see the letters "TC" in the right column once these hours have been placed on your timecard, but continue to use the same sheet for the entire month. The remaining hours will be carried over to the next paycheck.

Timecards (once a month): When timecards are due a notice will be posted on the notice board. Get a timecard from the office counter, fill out your name, and transfer the date and hours from the gold sheets to the timecard. Submit the filled-out card to the LAC Supervisor.

Tutor Summary Sheets- (every student, every session) Fill out the sheets with short statements summarizing the study skills emphasized for each session, a statement by the student summarizing the study skill used and a general idea of what you plan to cover in the next session. Session. The statement serves to anchor the session and gives an anticipatory set to for the student(s). This should be completed with your student(s).
Your notes should include the topic covered during your An additional statement about method(s) used will provide you and your tutee with valuable learning style information. In the event that you are absent or the student(s) also uses drop-in tutoring, it will give other tutors information on where and how to begin.
Students rely on the availability of the tutoring service, and your consistency is a professional and academic matter. Failing to make appointments or provide notice will result in reduced hours or, if the situation warrants, cancellation of your service with the Learning Assistance Center.

All session data is read and tabulated. At the end of the semester we evaluate student success rates and the need for changes. The data is also used for LAC and campus evaluations such as unit plans, program review, for state reports and for accreditation. Your assistance in completing paperwork is essential to these processes.

Tutor Application (insert)
Tutor Schedule (partial insert)

Tutor Application Information (request in person or online)

Name: _____   **Student ID:**_____
Semester:_____
Address:_____   **Home Phone:** _____
Bus.Phone:_____
Major:_____   **Date of Birth:** _____
# of Tutor Hours Assigned:_____
Qualifications, Degrees, major etc.(Include subject, grade, Instructor):
_____

Current Class Schedule:

Course Title	Instructor	Day-Hours

Course/s you feel qualified to Tutor:

Course Title	Instructor/referral	Grade Earned

Do you have Tutor Experience? YES   NO

Are you currently employed with Cerro Coso? NO___YES, DEPT:_____

Tutor Schedule

Date:_____ Name:_____
Course/s:_____

	9	**10**	**11**	**12**	**1**	**2**	**3**	**4**	
M									
T									
W									
T									
F									

Cerro Coso College is committed to providing excellence in service to students so that students may be successful and meet their goals. This commitment is best embodied with administration, faculty, staff and students working together as a team to foster student success. Therefore faculty and student tutors are a vital part of such a cohesive team. However the term teamwork is often misused and therefore, misapplied.

Let's Clarify behaviors observed in a cohesive team.

- Members of great teams are able to demonstrate vulnerability by being open with each other about their weaknesses, fears, and behaviors. With **openness and trust** team members are able to

- **openly discuss** issues and decisions key to making their efforts successful. They may openly disagree, challenge and question new ideas and suggest new approaches as

- **they seek the best answers**.

- They seek genuine buy-in, not consensus. **All opinions are carefully weighed**

- Once a decision is made **they commit to implementing** wholeheartedly as a team.

- Great teams commit to decisions and high standards of performance and do not hesitate to **hold each other accountable to those high standards**. They do not rely on a team leader as the primary source of accountability. They go directly to their peers. This is important because…

- No one team member is more important than another. Personal agendas, individual departments, convenience, and **ego-driven status** are **not placed ahead of focus on desired results**.

Exercise #1 Session I-Explain three things. Where you grew up, how many children were in your family and the most significant challenge (Not your inner ' stuff ') you faced as a child growing up. Write a summary statement about the team concepts you learned from this exercise.

Exercise #2 We have decided upon some ideas, looked at personal strengths and challenges but still have not discussed ways of measuring progress or improvement? How might this be measured consistently in students and in tutors in both formal and informal ways. How will we evaluate ourselves for continual improvement? How can students evaluate us? Write down your answers. We have informal and formal measures for evaluation. These are found in Appendix D

HOMEWORK SESSION 1 PART B: SUMMARIZE WAYS ACTIVE LEARNING CAN BE ENCORPORATED INTO TUTORING- USE THE INFORMATION PRESENTED IN CLASS, SCENARIOS AND THE APPENDIX INFORMATION ON ACTIVE LEARNING.

Exercise #2 Session 2-After you have applied the Tutoring Cycle using the Tutoring Sheets with students, discuss what you thought about it. Write your thoughts first. Tell how useful the strategy is to you and your students. Did it make a difference in their level of preparedness, understanding or retention? Did it help you identify problems, strategies or seek other methods? How can you modify it for your subject or group?

Homework Session 2- LD Quiz and video summary.

Exercise #3 Session 3 Chose someone you know in the group. You will write then share your answers.
- Name the single most important quality you bring to tutoring? It may be different for each person.
- What single quality detracts most from from the strength of our team of tutors?

Note: The qualities and detractors will be read aloud but without names attached. Now brainstorm together how each of you may improve and write down a solution.

Homework Session 3 If we wanted to make our tutoring program the best in the state, reach our other campuses and online students, what would our program look like? What four things might you emphasize or build first? What are the benefits or drawbacks of your ideas? If there was very little additional money, how would you implement and maintain your ideas? What novel idea can be implemented right now to get more students to tutor or be tutors?

Set a time to discuss with a faculty or staff member how this solution is working. What one thing can you commit to doing to make the program better?

Excerpts from Overcoming The Five Dysfunctions of A Team Field Guide Patrick Lencioni, 2005

Teamwork-

Why Tutor Training? Since every tutor has an instructor's referral indicating subject area mastery, why is tutor training necessary? Subject area mastery, in and of itself, does not infer an understanding of the tutoring process, its institutional role nor its role in student success and retention. Tutor training provides tutors with:

- A wide range of information enabling them to deal with most tutorial situations
- Specific instructional tips for helping students
- Knowledge of specific areas and skills for dealing with at-risk students
- Confidential faculty support
- A means to articulate their tutoring knowledge and methods with student tutees and others
- Evidence of a transferable skill that may be used in the future at another college, as a preparation for a teaching career or as a notation on a resume

The Instructor's Role in Tutor Training-

Each instructor who participates in Tutor Training does so because they are convinced of the value and benefits of training, and they notice the impact trained tutors make on their students' success. The instructor's role as trainer is viewed as a means of emphasizing the importance of tutoring and as such provide:

- *a wide-range of information enabling them to deal with most tutorial situations*
- *specific instructional tips for helping students*
- *knowledge of specific areas and skills for dealing with at-risk students*
- *confidential faculty support*
- *a means to articulate their tutoring knowledge and methods with student tutees and others*
- *a means to document sessions for student progress and success, evaluate the success of the LAC's goals and the tutoring program for meeting WASCC accreditation standards.*
- *evidence of a transferable skill that may be used in the future at another college, as preparation for a teaching career, or as a notation on a resume*
- feedback to tutors through evaluative processes such as tutoring sheets and evaluation. **See**

   appendix D

Excellent Tutor Characteristics

Tutors assist other students with the learning process serving as 'Guides On The Side.' Tutors possess qualities of excellent academic/work role model for students. However, they also are good communicators- able to listen, to motivate and encourage students to become independent learners and thinkers by the questions they ask as well as being patient, creative, professional, and non-judgmental. However, they also have the ability to set boundaries and say "No" when appropriate. They do not act puffed up or superior.

See research article on building esteem-"Learner Characteristics and Feedback in Tutorial Dialogue" Boyer, Phillips, Wallis, Vouk and Lester; Association of Computational Linguistics June 2008

CHARACTERISTICS OF A POSITIVE TUTORIAL RELATIONSHIP

1. Relax and be yourself. While remembering that nobody's perfect, you are still a positive role model for your tutee who is your peer.

2. Establish rapport. Be friendly, sincere in your efforts to understand your tutee. Create an atmosphere of mutual confidence.

3. Respect our tutees. Be non-judgmental, accept their personal integrity without trying to manage or change theirs. Try for an equal status, non-patronizing relationship.

4. Maintain confidentiality. Be professional! Information gained is strictly confidential.

5. Be sensitive. Your tutee might be embarrassed about the position he or she is in. Consider such things as the instructor's style of teaching, the demands of the course; learn about your tutees' special sensitivities and learning styles, and of their particular interests and talents.

6. Be informative without being intimidating. Resentment closes down communication.

7. Be positive. Your tutees may have had little success in school and need a rewarding experience. Try to provide that for each tutee. While being honest—also be tactful.

8. Encourage independence. Do not become a crutch. Although it is quicker, easier, and less frustrating to do work for the tutee, it is of little permanent help to him or her. Help the tutee learn to do his or her own work. If you do supply an answer, be sure that your tutee understands how you arrived at it.

9. Be patient. Never act annoyed or impatient with the student's progress or lack of it.

10. Be a good "attendant." Study the tutee for verbal and non-verbal clues. Listen to all messages being sent your way. Look and listen, listen, listen.

11. Be a "prober." Don't feed answers—probe or prompt instead. Stay active.

12. Be a good "explainer." What is obvious to you may not be to your tutee. Communicate at his or her level; answer questions, use examples, repeat information, use diagrams or illustrations.

13. Be flexible. The style and content of material to be learned should be adjusted to the individual being tutored.

14. Encourage tutee to focus on learning how to learn. Encourage development of new mental processes and study skills as well as getting answers.

15. Check your tutee's notes. When necessary, show him or her a more effective way of taking them.

16. Find out if your tutee's problem is language based. Suggest English As A Second Language (ESL), or some of our CD's (available in our LAC office).

17. Allow for different learning styles. If it's not working for both of you, it may be because of different "styles". Try using another one.

18. Before the tutee leaves, have him or her summarize the material you went over.

19. Have confidence in yourself. However, don't be afraid to ask for help and guidance from our resource people. Don't hesitate to say you don't know an answer.

20. Be honest with yourself. If it becomes obvious to you that for one reason or another your tutee is not profiting from the tutoring, let the LAC Technician know.

21. Share your experience and knowledge. Confer with other tutors in your field about particular techniques, which work. Seek and give advice. (Copied- source unknown)

Assertiveness,
a key to creating and maintaining healthy organizations.
A healthy organization is one where people at all levels:

- Know and understand their organization's mission.

- Understand that their jobs are important to accomplishing the organization's mission and goals.

- Are held accountable for how they talk to each other and treat one another, as well as for bottom-line results.

- Work cheerfully in a spirit of mutual respect, where the skills that every person brings to the workplace are valued.

- Communicate assertively without using negative, aggressive tactics such as backbiting, blaming, manipulating, coercion, and mental or emotional abuse.

- Take an assertive attitude that asks, "What will it take to fix the problem?" rather than the passive attitude, "I can't be bothered to spend the time fixing it."

- Feel valued for what they know.

- Feel safe bringing up problems and solutions in positive ways without fear of becoming the company outcast.

- Work in a supportive environment that encourages them to motivate themselves to do their very best every day.

- Perform their jobs, not out of fear of what will happen if they don't, but with the desire to do well and with a sense of accomplishment.

- Perform their jobs, not out of fear of what will happen if they don't, but with the desire to do well and with a sense of accomplishment.

- Are willing to speak up assertively about any injustices they see in the workplace and are encouraged to help their organization to correct these wrongs.

- Develop the habit of rewarding themselves and others for outstanding efforts or successes.

The Assertive Advantage: A Guide to Healthy, Positive   **2**

Ten qualities of assertive workers
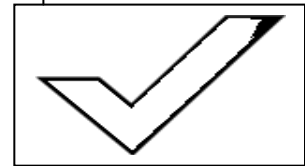
  When you list the qualities of highly effective communicators, or measure the factors for success in getting one's point across, 10 qualities emerge as essentials for assertive communication. Assertive workers consistently possess these qualities that help them communicate well in their workplace.

   Quality #1: They recognize that before they can be assertive with others, they must be assertive with themselves. Self-assertiveness begins with the decision to figure out what's working and what's not in the way you communicate and behave in the workplace. Once you know what's not working, you'll know what you must change to create different results.

   Quality #2: Assertive workers focus first on what they see needs to be changed in their situations. There are usually obstacles that we must overcome if we're to get what we want; however, assertive people plan a strategy to overcome objections.

   Quality #3: Assertive workers identify all the options they can think of and what it will take to make each option work. Then they pick the option that best fits their objective and plan their strategy for implementing it.

   Quality #4: Assertive workers weigh the risks from both sides: "What do I risk if I *go after* what I want? What do I risk if I *don't go after* what I want?" They recognize that in every *action* there is risk and that in every *inaction* there is also risk.

   Quality #5: Assertive workers develop the ability to think and speak well "on their feet". Sometimes there's not time to plan: you must say what you're thinking or feeling on the spot. You can train yourself to think quickly and handle those difficult situations that would otherwise catch you off-guard.

Quality #6: Assertive workers plan for the worst-case scenarios and the best-case scenarios. Why plan for both possible outcomes? Because the bad scenario is what we worry most about and the best scenario is what we don't take time to visualize. If we don't plan for handling the worst reactions, we might feel too scared to speak up. On the other hand, thinking about the good things that can result from asserting yourself provides the courage to move forward with your assertive plans.

Quality #7 Assertive Workers understand the concept of wise risk-taking. They think before they act and take calculated rather than foolhardy risks. They ask, "What is the probability of the worst-case scenario happening if I assert myself" and "What is the probability of the best case scenario happening …" They calculate their risk: is it worth it?

Quality #8 Assertive workers function in the workplace as enthusiastic, optimistic motivators and leaders. They are cheerful as they encourage others to move along in new projects. They blame less and think more. They are energetic and they energize others, often by using their sense of humor appropriately. They say, "Together we can get along. We can make good things happen." They instill trust because problems are dealt with openly and directly in one to one conversations. They instill hope and create excitement fueled by their active optimism. There sense of "good things happen here" is contagious and can enlarge the generosity and capacity of all workers who come in contact with them.

Quality #9 Assertive workers know there is a time and place to speak assertively and a time and place to listen in silence. There is power in well-chosen words and there is power in silence. Sometimes being silent can help you ask more penetrating questions and generally control your emotional responses in a difficult situation. Knowing when to speak or listen is the key to becoming an effective, assertive communicator.

Quality #10 Assertive workers are always open to learning and trying new ideas. They often carry diaries and take notes on behaviors and events. They are curious and they know what's going on. They keep their eyes and ears open and learn from everything they observe as well as what they do. They refuse to fall in a rut.

- Assertiveness, a key to creating and maintaining healthy organizations p.7
- Ten Qualities of Assertive Workers pp 35 and 36

   Excerpted from the Assertive Advantage: A Guide to Healthy, Positive Communication, Sharon Anthony Bower, National Press Publication 1994.

Exercise –Assertiveness goals

Assertive people can focus on specific behaviors—on exactly what is being said and done by themselves and others in the problematic situation.

Assertive people can think of alternative solutions, not just one solution.

Assertiveness- Explain the difference between assertiveness and aggression? Write a scenario where you might have to be assertive as a tutor.
Assertiveness Skills-Gail Cohen, National Press Publications 1998 provides 12 action steps. **Steps 1-4 of 12 Action Steps**

   Like Me, Know Me, Like Them,Know Them

   F.U.D. Fear Uncertainty Doubt

Scenarios Appendix A- Did you find there were difficulties being assertive based on the criteria below? What behavior is commendable? What behavior showed a lack in boundary setting?

Assertiveness (FAQ) excerpted from http://growthcentral.com/assertivenessFAQ.htm **Richard Pfeiffer, M.Div., Ph.D.**

Assertive behavior is based on the belief that your wants and needs are important, but not more so than the wants and needs of others. It is an alternative to aggressive behavior, which stems from the belief that your wants and needs override those of others, and to submissive behavior, which arises from the belief that your wants and needs are less important than those of other people. To be assertive you have to:

- know what you want
- be sure it is fair
- ask for it clearly
- stay calm
- accept praise and criticism with equanimity.

Why it is sometimes difficult to be assertive
Assertiveness is learned behavior. If you didn't have good models of assertiveness as children from your parents, or at school, then you may never have had the opportunity to acquire the habit for yourself. Men and women traditionally have different social orientations as well. Many people want to break out of their passive roles but often make the mistake of believing that the only alternative is to be aggressive and they see aggressive behavior as unacceptable. Assertiveness is the third way and, unlike aggressiveness.

Recognizing aggression, submission and assertiveness
Aggressive behavior is characterized by shouting, pointing, making threats, swearing and insulting other people. Aggressive language includes over-use of I-statements, put-downs, stating opinions as facts (obviously..., anyone can see...). Submissive behavior is characterized by fidgety movements, fear of eye contact, whining tones, apologies, beating about the bush. Assertive behavior involves a relaxed stance, steady eye contact, calm voice, appropriate use of I-statements and suggestions and questions rather opinions and threats.

Situations where people find assertiveness difficult
It may be difficult to:
- express praise and affection openly
- give vent to negative feelings
- refuse requests and invitations
- show anger
- give a personal opinion
- complain
- ask for help

To decide if you have problems with being assertive, look at the list above and make note of the situations when you have problems in these areas. The difficulties might arise at home, at work, with elders or superiors, with friends, in social situations or dealing with day-to-day matters such as shopping, doctors' appointments, …

Putting assertiveness into practice: fundamentals
In order to be assertive, you need to have a positive outlook on life and a sense of your own self worth. You need to be clear about your rights and your responsibilities. If, as a child, you were constantly criticized at home or at school, you may doubt your value as a human being and have a negative approach to life. Women in particular are vulnerable to a negative self-image because of commercial and media pressures on them to seek perfection: the perfect weight, perfect skin, perfect hair. Constantly striving to live up to some unattainable ideal can make you feel inadequate. One way of reversing the negative attitudes you may be carrying inside about yourself, is to focus on what is positive in others and in your own situation. Start verbalizing what you like about your family and friends and they will start to return the compliments. Make a resolution to say something positive to each person you meet during a day:
'I like your hairstyle today; that color suits you.' Make a list of the ten things you like most about your home and your work. Start training yourself to look for the positive aspects of your situation. Next you need to focus on yourself and list your own best attributes. This process is not designed to blind you to shortcomings and problems but to help you have a more balanced view of your world.

To be assertive you also need to identify your rights as a human being. You have the right to:

- strive for what you want
- self-determination in your life
- your own opinions
- privacy
- self-improvement
- make mistakes

Assertive Techniques
In any situation in which you have demands to make, first be sure of your facts. If you are asking for a salary raise, for example, gather all the relevant information that **supports your case**: the going rate for the job, your level of knowledge and experience, special contributions you have made, any contractual obligations on the part of your employer. The second step is to **be persistent**. Let's say you ask the boss for a chance to talk about salary and he or she fobs you off with some excuse. Simply insist that, if you can't talk now, you fix an appointment as soon as possible.

Practicing assertive skills
To be assertive you have to counter all the dirty tricks that people use when they are in aggressive mode.
The most common are:
- put-downs and insults
- nagging (I'm tired of asking you...)
- exaggerating (you're never on time...)
- vague language (this could make a big difference...)
- blaming (you should have done that weeks ago...)
- unwanted advice (if I were you, I'd...)
- undermining (we need someone with more experience...)
- boxing you in (what are you doing next Friday?)

To deal with these tricks you have to first let the other person know that you recognize them.
If some puts you down or insults you, instead of responding with equal aggression, try asking a question:
A. "You'll never be able to do all that on your own."
B. "Oh, why do you say that?"
Then make sure you stop this kind of behavior at once. By not reacting emotionally and by letting the other person see that you know what they trying to do, you should be able to redirect the conversation along more positive lines.

Coping with criticism
The sorts of criticism that are listed above are all unfair. Insults, blame, nagging are wide of the mark.
 If someone offers genuine criticism then it should be specific and designed to help not undermine you.
If you are lacking in self-confidence then you may find any kind of criticism difficult to accept.
But if you have a true awareness of your own strengths and weaknesses then you should be able to:
- recognize unfair criticism and reject it
- accept fair criticism and use it to your advantage.
  You can handle criticism in several ways:
- acknowledge it ("yes, I realize I have been late a lot recently")
- acknowledge with a negative ("yes, I haven't always been on time lately")
- invite explanation with an inquiry ("has my record been worse than the others?")

In handling criticism like this, you force your critic to see the seriousness of what they are doing to you.
If you criticize someone, you should do it openly, honestly and with specific information.
If you believe you have an assertiveness problem, it's important you realize that you are not alone.

Ideas on Effective Tutoring

Ideas on Effective Tutoring

ENCOURAGING STUDENTS TO BE ACTIVE LEARNERS
The Golden Rule: Remember that the overall goal of tutoring is to help students learn the skills necessary to help themselves. Let this direct most of your tutoring efforts and your students will be well served. What encourages you to be an active learner? How do you learn something new? (Additional information in Appendix A)

Here are several ways to encourage your students to be active learners:

1. **Structured activities for students to do and stay focused on during your session**.
    Decide together how you want to break up the tutoring session and write these objectives with your tutee.
    Adult learners need to be involved in their learning process to maintain high levels of motivation.

2. **Ask the student to complete a specific task between tutoring sessions** such as finish the homework assignment, read the rest of the chapter and outline its key ideas, develop the outline, write the paper, continue to find and correct errors. Review the last session and set a plan with the student. **See: Tutoring Sheet-** *Team planning and documenting not only keeps the student involved but allows students to review their sessions, formulate future questions and view their progress.*

3. **Provide lots of opportunities to learn and retain information.**
    Use back up materials, exercises, computer programs, note cards, outlines, or a question-and-answer session where you ask questions and the tutee answers, anything that is effective at reinforcing information.
    Try to **consider how the student learns best or their learning style**: do they do best reading? Writing outlines and summaries of what they've read? Flashcards? Oral review? Listening to the teacher's and your explanations? Watching you demonstrate the solution?
    Successful students know how they best learn.

4. **Many struggling or returning students do not fully comprehend how to study,** how to read a textbook, take notes, manage their time or write a paper by incorporating their own ideas into their work, so use your own past successes to **help students consider some new ways to help themselves learn. Don't be afraid to teach a study skill that has been identified on the tutoring sheets.**
    When students identify a problem, share the concept and show examples. The idea here is to provide ample practice and explanation. ***See: Tutoring Sheet***

5. **Keep your efforts and conversation on the student's academic development**. Your role is to help, not to psychoanalyze or chat. If you appear to value the academic success, your student will too.
    Students with frequent personal problems should be referred to a peer mentor or their college counselor.
    You may need to walk students through this process.

6.Talk less, *ask questions to* learn what the student already knows, allow the student to do the discovering on her/*his* own. Always keep the student the most active member of the tutoring session. Ask the student to
- explain the assignment
- give you a mini-lecture and explain the concepts and definitions
- read their paper or problems to you
- identify their own errors and successes
- explain the part of the assignment they do understand

The more a student can verbalize their learning and their learning process the easier it will be for the student to demonstrate understanding for test, assignments and for independent study

7.Use "probative" questions.
- "What would you like to work on today?"
- "Can you explain why you decided to put this idea here?"
- "What happens after that?"
- Does this say what you want it to say? Do you mean…?
- Why? How? What If?
  Again questions allow the student to verbalize their thinking process enabling tutors to clarify or
  Illustrate further.

8. Consider various options for responses to students. Remember the data on "Learner Characteristics and Feedback Dialogue"
- **Prompt or command:** "Tell me again what X means." "How confident are you in that answer?" "Good, now, show me how you arrived at that answer." "Help me understand this. Explain it to me again."
- **Reply:** Respond to something the student has said or asked. "Yes, I see what you mean there."
- **Request clarification**: When students' answers or writing are vague, encourage them to clarify points by asking, "What is your idea here?" "What do you want to say?" "What do you want your reader to know in this paragraph?" "How does this idea connect with what you said before?"
- **Active listening:** Show interest but say little. "Uh huh." "I see." "Yes." Or validate what you're hearing with statements like, "It sounds like . . ." or "What I'm hearing you say is . . ." This is just a paraphrase for clarity, not used for expressing for judgment.
- **Evaluate:** Give positive feedback. *Praise is most effective when tied to specific aspects of a student's work and when used sparingly and for real accomplishments.* Try to find something positive to say. The student's sense of accomplishment is more powerful than your words. To help students succeed, even if slowly, break the task into smaller steps.
- **Explain:** Summarize, give background, play devil's advocate, etc. Be helpful but avoid explaining too much. The longer your explanation, the less work/*thinking* the student is doing. This increases dependency.
- **Be quiet**: **Hard but surprisingly effective**. When being quiet, you are not doing nothing.
*** *Rather, you are giving the student the opportunity to do something.*
*** *The best tutors know when to be silent*

9. Say "no" when necessary. This takes courage.
- Students often want the quick fix for the higher grade and will sometimes ask tutors to help a bit too much. Your job is to help them become better writers or students, not write better papers or get higher grades.
- But better to phrase it as a "yes" when possible.
- Explain your role as a tutor, what you can and hope to do.
  Remember the goal of tutoring is to assist students to become independent learners

10. Be reassuring and patient.
An effective tutor needs patience and sensitivity when   working with students. When a student has forgotten something you've explained over and over   again, don't appear frustrated or disappointed. Remind yourself that not everyone works at the same pace or learns in the same way.
Many students will feel vulnerable and defensive about their work and abilities, so be supportive.

11. **Lastly, Review what you have covered**. Let the student explain in their own words.
Write it down or have the student write it down. *See: Tutoring Sheet-review*
Copy the back page, for the student to use as a review sheet.
Help students recognize their improvement, appreciate their own ideas, and learn to lean on themselves rather than depend on others.
Since a confident student will likely become an independent student, an effective tutor
works to build confidence and independence in students.

SAMPLE: BEGINNING SCENARIOS- *ASK YOUR SELF WHAT IS REALLY HAPPENING? WHAT ARE THE PITFALLS OF EACH SITUATION?*

STUDENT A: I FORGOT MY BOOK TODAY.
TUTOR:
   A.   YOU'D BETTER GO HOME AND GET IT. YOU HAVE TO FINISH THIS ASSIGNMENT TODAY!

   B.   HOW AWFUL. I DON'T SEE HOW YOU CAN GET THE ASSIGNMENT FINISHED WITHOUT IT.

   C.   WELL, WHAT CAN WE ACCOMPLISH NOW? THIS HOUR IS WASTED.

   D.   NO BOOK TODAY, HUH? HOW DO YOU WANT TO HANDLE THIS?

STUDENT B: I DON'T GET THIS STUFF: HE/SHE TALKS TOO FAST
TUTOR

   A. WELL, YOU MIGHT AS WELL JUST GIVE UP NOW

   B. YOU ARE RIGHT, YOU REALLY HAVE TO TAKE NOTES FAST

   C. REALLY, HOW HAVE YOU LEARNED TO HANDLE THIS SITUATION?

   D. SO, WHAT DID YOU GET WRITTEN DOWN?

STUDENT C: BUT, I DON'T SEE WHY YOU HAVE TO DO IT THAT WAY. WHY DO THEY PUT ___ IN. IT CONFUSES ME.
TUTOR:

   A. HMM(I'VE NEVER HEARD SUCH A STUPID QUESTION) ARE YOU SURE YOU STUDIED THIS?

   B. WELL THAT'S AN INTERESTING QUESTION BUT WE ARE TRYING TO GET YOU TO LEARN THE PROCESS

   C. IT'S JUST THE WAY IT'S DONE

   D. WHAT PART CONFUSES YOU? WHAT DO YOU UNDERSTAND?

ADDITIONAL SCENARIOS INCLUDED IN APPENDIX A

HOMEWORK:
SUMMARIZE WAYS ACTIVE LEARNING CAN BE ENCORPORATED INTO TUTORING- USE THE INFORMATION PRESENTED IN CLASS, SCENARIOS AND THE APPENDIX INFORMATION ON ACTIVE LEARNING.

TIPS FOR EFFECTIVE READING (FOR TUTORS AND STUDENTS)

FEEL FREE TO COPY FOR HANDOUTS

Pre Reading
1. **Be Prepared** with the proper reading environment and tools such as a pen, highlighter and dictionary.
2. Understand **reading is mentally and physically active** and not a passive activity

Survey
3. **Scan** the material and look for the organization of the material, main and sub topics.
4. **Highlight the main points** to distinguish them from the details
4. **Learn new vocabulary, suffixes and prefixes**
5. **Identify the thesis or the author's purpose** for writing. Be able to explain it in your own words
6. Make up **question**s about the material before reading- What do you want to know?

Read
7. **Read to answer your initial questions**
8. Picture the information as you read to facilitate recall

Record
10.Write short paragraph summaries in the margins.
11.Put the information into context with surrounding and other information
12. Make outlines, mind maps, graphs or charts about the material

Recite
13. **Practice explaining the reading to others or yourself** focusing on the key points: author x argues author y

Review
14 **Read more than once**, having a **different goal** of achieving a deeper understanding of the material
15. Consider **how the material can be applied**, where you can learn more or ask "what if" questions.
16. With difficult material, **review frequently to solidify information** and review other material as necessary.

Pre-Reading
17. Read Frequently- comprehension is built upon general background knowledge

VIDEO TAPE- READING BETWEEN THE LIVES-CHABOT COLLEGE
MORE READING COMPREHENSION TIPS ARE FOUND IN THE APPENDIX. CHECK FOR COMPREHENSION. ASK YOUR TUTEE TO EXPLAIN THEIR TEXTBOOK READING. THIS IS A CRUCIAL PART OF EFFECTIVE TUTORING

GROUP TUTORING

In many cases, you will be tutoring small groups, usually three students, often but not always in the same subject. It will be unlikely, however, that all three students even if they are from the same class, may not be at the same level.

Advantages to Group Tutorials

Don't discount the help of peers in tutoring students. Student-to-student learning has great advantages.

Collaborative learning: Sometimes one student will teach another student something. This helps the student who learns, obviously, but it also reinforces that knowledge in the other student. Students usually appreciate learning they are not the only ones with questions and enjoy being in the position to help others. Most tutors find their groups accomplish more than students who are individually tutored.

Decreased reliance: The limited amount of time the student has the tutor's sole attention helps encourage the student to come prepared and have questions ready.

Increased participation: Group tutorials encourage participation by asking students to explain their ideas to others. They encourage quiet students to participate and control dominant contributors. And they can redirect discussions and summarize students' ideas.

How to Manage Groups

There are at least two ways to approach group tutoring—three one-on-one sessions or one group session—and many tutors find themselves combining these approaches in various ways. Much will depend on the group dynamics, the different levels of your tutees, your pacing, and other factors.

Ease anxiety and explain expectations: For many students, tutoring is a bit scary, and adding an audience to it doesn't help. Set a comfortable tone, have fun, introduce group members to each other, Find similar questions from students for a starting place or review previous sessions.

Encourage preparation: It is important for student tuteess to arrive prepared, having attempted their assignments before the tutoring session. (The unprepared student is likely to feel, well, unprepared, perhaps inadequate. They may be more likely to see their fellow students' work as something to follow. However, this may not be the best model to help students own their learning process.) It is helpful if students come with questions prepared. The tutoring session, however, is not a time for students who missed class to catch up on what they missed. That's wasting everyone's time.
** *"Tutoring is not for make-up work but since you were ill, I'll be glad to help you get started."*

Be flexible and responsive to individual student needs: One of your jobs is to manage the tutoring session so that everyone's needs are addressed. Don't spend too much time with one person and short change the others. But, likewise, some days one student may need more of your attention than at other times. Frequently, you will ask each student what he or she wants to get accomplished for the session, and prioritize from there. You might get student A started on something, move on to student B, check back with student A briefly, work a while with student C, see if student A and B can help each other, and so on.

Scenario- (Triad)A small group of students are taking a psychology course and working on research papers. One student's paper is filled with information but makes no sense compared to the assignment. The other student clearly has taken the material from the text. Using dialogue begin to tackle all the problems

Tutoring Cycle

The Twelve Steps of the Tutor Cycle (Used in evaluation-Appendix D)

BEGINNING STEPS	TASK STEPS	CLOSING STEPS
Step 1 Greeting and Climate Setting	Step 5 Set the Agenda	Step 9 Confirmation
Step 2 Identification of Task	Step 6 Addressing the Task	Step 10 What Next?
Step 3 Breaking the Task into Parts	Step 7 Tutee Summary of Content	Step 11 Arranging and Planning the Next Session
Step 4 Identification of Thought Processes Which Underlie Task	Step 8 Tutee Summary of Underlying Process	Step 12 Closing and Good-bye

1. **Greeting and Climate Setting**
   <u>What is it?</u> Greetings are simply "Hello" or "Hey, how's it going?" said with a smile. Climate setting also includes such things as the arrangement of the chairs and table to facilitate interaction, eye contact, and smiles.
   <u>Why do it?</u> These *set a positive tone and facilitate independent learning*.
   <u>How?</u> Be friendly. Be proactive, taking steps to ensure the most productive seating.
   - If you are working in a pair, **sit side-by-side,** with the work in front of the student or between you.
   - **Sit on the student's dominant hand side** (e.g., on the left of a left-hander). This puts you closest to the work and, if you are right handed, less able to write on it.
   - **Keep your hands off of the student's work.** If something needs to be written or pages need to be turned, let the student do it or write examples on a second sheet of paper.
   - Your goal is to promote the tutee's independence.

2. **Identification of Task-See the Tutoring sheet.**
   <u>What is it?</u> Figuring out the purpose of each tutoring session.
   <u>Why do it?</u> Provide a goal for the tutoring session.
   <u>How?</u>
   - Ask*, "What do you want to work on today?"* This allows tutees the opportunity to establish the goal of the tutoring sessions.
   - If the student needs some prompting, ask something like, *"How is that math class going?"* It focuses the discussion. Be sure they know the terms they use or need to use.
   - If the tutee's answer is still rather vague—*"I need help with my writing"*—then try restating it—*"You need help with your writing?"*—to allow the tutee to clarify—*"Yeah, I have this essay but don't know how to begin it"* or *"Well, my instructor told me to add transitions."*

3. **Breaking the Task into Parts**
   <u>What is it?</u> Working out the sequence and duration of each part in the task (comes with practice and knowing the student)
   <u>Why do it?</u> To facilitate and model learning.
   <u>How?</u>
   - In the above transitions example, the steps might be knowing what a transition is,
   - knowing where they go, identifying places in the essay where transitions are needed, and
   - writing transitions for each of those places
   - insist upon the student's "proofing" their own work for completeness

4. ****Identification of Thought Processes Which Underlie Task****

<u>What is it?</u> Help the tutee learn how to approach learning the type of task with which he is having problems. The type of task is determined by the focus of your individual tutoring session.

<u>Why do it?</u> To encourage students to develop a learning strategy for specific tasks and practice applying that learning strategy.

<u>How?</u> Suppose you're a math tutor and your tutee wants to solve an equation with a variable: $15 - 3x + 12 = 5x - 3 + 2x$.

- *What is the process underlying this task?* Get all the variables ($-3x$, $5x$, and $2x$) on one side of the equation and all the numbers on the other side and then do the mathematical operations necessary to reduce the numbers to one number on one side and an "x" on the other side. This might require adding, subtracting, multiplying, or dividing numbers or variables to reach the final answer: $x = 3$. To make the tutee independent, try not to solve the problem and not talk about a general approach for doing this type of problem. Math and similar courses often require specific steps.
- First *ask the tutee to explain how he will proceed* with each of the problems in the assigned problem set, establish a fairly detailed procedure. Determine what the student knows.
- Once the procedure has been articulated, say something like, *"Why don't you apply those steps to the first problem?"*
- **Remember that textbooks, class notes, handouts, and workbooks are all main sources of information, but tutors are not to be**. You want the student to process course' information or materials himself, not rely on you to provide it. Try something like, "Let's see how the text tells you how to do these kinds of problems." Refer to the resources to encourage independence.
- Make sure in the tutoring session that the tutee talks about how to do the type of task that he wants help with.

5. **Set the Agenda**

<u>What is it?</u> Budget time to complete a task.

<u>Why do it?</u> A time plan provides a flexible goal. Giving the tutee the chance to set the agenda increases the likelihood that the tutee will actively participate in making the agenda work.

<u>How?</u>

- *"Well, we have 40 minutes. How shall we use them?"*
- State the agenda explicitly.
- **<u>Write it down together!</u>**

6. **Addressing the Task**

<u>What is it?</u> Following the agenda to accomplish the task identified.

<u>Why do it?</u> This is **the business of tutoring.**

<u>How?</u> Encourage active learning **and discourage your tutee's use of you as a source of information. Watch for sidetracking but stay flexible to the students learning needs.**

7. **Tutee Summary of Content**

<u>What is it?</u> Your tutee demonstrates what he/she has learned, sometimes in a burst of excitement—"*Oh! I get it!*"

<u>Why do it?</u> This is where the results are demonstrated.

<u>How?</u>

- Stay out of the way, be patient. Let the tutee explain without interrupting. Ask for clarification or application.
- The tutee's explanation helps her move the information from her short term memory to her long term memory.
- But watch out for the fake light bulb effect—"*Oh. Ok, Ok. I get it. Yeah. Thanks*." This can be a smoke screen that camouflages lack of real understanding.

8. *****Tutee Summary of Underlying Process*****

<u>What is it?</u> Having the tutee summarize the underlying process (what was identified in step 4, which makes step 4 even more important).

<u>Why do it?</u> This *reinforces the underlying process, promoting real understanding and long-term memory. It also allows the tutor to see any gaps in the tutee's understanding.*

How?

- Provide opportunity, and get your tutee to explain how to do the type of task on which you just focused.
- This is one step tutors usually have to act to make happen. To initiate this step, you might say something like, *"Suppose a friend asked you how to do these problems. What would you say?" Or, "That's great that you worked out the answer. How did you do it?" Or, "Suppose you encounter a similar problem on the test. How will you solve it?"* Usually when a student can articulate and/or demonstrate understanding they know it well enough to retain it. One exception is a students who has a documented stroke or brain injury.

9. Confirmation

<u>What is it?</u> Offer some kind of *congratulatory statement* confirming that the tutee does in fact understand.

<u>Why do it?</u> These statements let the tutee know that what she has learned is accurate. Reinforcing specific behaviors helps the tutee know what to keep doing.

<u>How?</u>

- Reinforce specific accomplishments. Rather than just "Good job," perhaps something like, "*You did well factoring that equation, particularly when you immediately got all of the variables on the same side of the equation" or "Great explanation. You really cleared up the difference between a metaphor and a simile."*
- Not only affirm the correct answer but the correct process by naming or restating it for the tutee.
- A negative evaluation should be directed to the tutoring unit, not just the student. *"We've really strayed away from our plan for the day"* is easier to digest than "You're really making us get off track." The first is an observation, the second assigns blame. Keep the focus off of who is at fault and you're more likely to get the tutee to be involved in finding a solution.

10. What Next?

<u>What is it?</u> Anticipate what the tutee will do next.

<u>Why do it?</u> This helps the tutee plan what to do next and reinforces connections between what she learned in tutoring and what she will be learning next.

<u>How?</u>

- Try something like, *"Well, where do you go from here in this class?" or*
- *"What will you do next and how will what we've done help you?"*
- Write it down so the student can clearly recall what they committed to work on!
- You may even probe to discover when and where the student will work on the homework. The more specific the plan the greater the likelihood a student will follow through.

11. Arranging and Planning the Next Session

<u>What is it?</u> Confirming the next appointment and anticipating upcoming learning.

<u>Why do it?</u> Promotes consistency in tutoring and *student responsibility*

<u>How?</u>

- Open/close questions *like "I'll see you Monday?"* or *"What would you like to work on next time?" encourage tutees to assume the responsibility.*
- Adding a preview of what you'll focus on helps students anticipate—*"I look forward to reading the finished draft."*

12. Closing and Good-bye

<u>What is it?</u> The final words of the tutoring session.

<u>Why do it?</u> It's social convention to say good-bye. *Ending on a positive note encourages the tutee to return.*

<u>How?</u> You may reinforce a positive aspect of the tutoring session—"Thanks for being so prepared", "You are really working hard to understand this material", or "I can see you are making progress".

Cerro Coso College
PAR! Tutoring Steps-(optional)
**For most students this sheet has been replaced with the two-sided Tutoring
sheet. This page is roughly equivalent to the reverse side of the new sheet.**

Step 1-<u>P</u>lan
- _____
- _____
- _____

**Step 2-<u>A</u>ctions-
Activities**_____
_____
_____
_____
_____
_____
_____
_____

Step Three-<u>R</u>eview_____
_____
_____
_____
_____
_____
_____

Other: Study plan for the week.
- _____
- _____
- _____

Names: Tutor _____ **Student**_____

Date_____   _____

Learning Styles

***Please remember that students may have one dominant style or switch between styles for different subjects. Research shows adult learners and mature learners adapt their approaches.It is acceptable to offer strategies about what you have seen work for your or for other students.
~~~~~~

Tactile/Kinesthetic Learning Style

You learn best when physically engaged in a ***"hands on" activity***. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and fieldwork outside the classroom.

Learning Strategies for the Tactile/Kinesthetic Learner.

1. Diminish Distractions-To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing.

2. When studying, *walk back and forth* with textbook, notes, or flashcards in hand and read the information aloud.

3. Think of ways to make your learning tangible, i. e, something you can put your hands on. For example, make *a model* that illustrates a key concept. Spend extra time in a lab setting to learn an important procedure. *Spend time in the field* (e. g., museum, historical site, or job site) to gain first-hand experience of your subject matter.

4. To learn a *sequence of steps, make 3"x 5" flashcards* for each step. Arrange the cards on a tabletop to represent the correct sequence. Put words, symbols, or pictures on your flashcards - anything that helps you remember the information. Use highlighter pens in contrasting colors to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic.

5. When reviewing new information, *copy key points onto* a chalkboard, easel board, or other *large writing surface.*

6. Make use of *the computer to reinforce learning* through the sense of touch. Use word processing software, copy essential information from your notes and textbook. Use graphics, tables, and spreadsheets to further organize material that must be learned.

7. *Listen to audio tapes* on a Walkman tape player *while exercising*. Make your own tapes containing important course information. Also be sure to listen to the introductory narrations at the beginning of each chapter of the e-book.
~~~~~~

Visual/Nonverbal Learning Style

You may have trouble putting language based information into usable concepts or pictures. You may have poor vocabulary comprehension, frequent misconceptions and or lack general information.

You learn best when information is presented visually and in a picture or design format. In a classroom setting, you benefit from instructors who use visual aids such as film, video, maps, and charts. You benefit from information obtained from the pictures and diagrams in textbooks.

You tend to like to work in a quiet room and may not like to work in study groups. When trying to remember something, you can often visualize a picture of it in your mind. You may have an artistic side that enjoys activities having to do with visual art and design

Learning Strategies for the Visual/Nonverbal Learner

1. Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use *highlighter pens* to highlight key words and pictures on the flashcards. Limit the amount of information per card, so your mind can take a *mental "picture" of the information.*

2. *Mark up the margins* of your textbook with key words, symbols, and diagrams that help you remember the text. Use highlighter pens of contrasting colors to "color code" the information.

3. When learning mathematical or technical information, make charts to organize the information. When a *mathematical problem* involves a sequence of steps, draw a series of boxes, each containing the appropriate bit of information in sequence.

4. Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts.

5. Use the *computer to assist in organizing material* that needs to be memorized. Using word processing, create tables and charts with graphics that help you to understand and retain course material. Use spreadsheet and database software to further organize material that needs to be learned. Inspiration software may be used

6. As much as possible, translate words and ideas into symbols, pictures, and diagrams.

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Visual/Verbal Learning Style

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit *from instructors who use the blackboard (or overhead* projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

Learning Strategies for the Visual/Verbal Learner

1. To aid recall, make use *of "color coding"* when studying new information in your textbook or notes. Using highlighter pens, highlight different kinds of information in contrasting colors.

2. Write out sentences and phrases that *summarize key information* obtained from your textbook and lecture.

3. Make flashcards of vocabulary words and concepts that need to be memorized. Use highlighter pens to emphasize key points on the cards. Limit the amount of information per card so your mind can take a mental "picture" of the information.

4. When learning information is presented in diagrams or illustrations, *write out explanations for the information.*

5. When learning mathematical or technical information, write out in sentences and key phrases your understanding of the material. When a problem involves a sequence of steps, write out in detail how to do each step.

6. Make use of computer word processing. *Copy key information from your notes and textbook into a computer. Use the printouts for visual review*.

7. Before an exam, make yourself visual reminders of information that must be memorized. Make *"stick it" notes containing key words* and concepts and place them in highly visible places - on your mirror, notebook, car dashboard, etc.

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Auditory/Verbal Learning Style

You learn best when information is presented orally. In a classroom setting, you benefit from *listening to lecture and participating in group discussions*. You also benefit from obtaining information from audiotape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously *repeated it out loud*. You learn best when interacting with others in a listening/speaking exchange.

Learning Strategies for the Auditory/Verbal Learner

1. Join a *study group* to assist you in learning course material. Or, work with a "study buddy" on an ongoing basis to review key information and prepare for exams.

2. When studying by yourself, *talk out loud to aid recall*. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud.

3. *Tape-record your lectures*. Use the 'pause' button to avoid taping irrelevant information. Use a tap recorder equipped with a 3-digit counter. At the beginning of each lecture, set your counter to '000.' If a concept discussed during lecture seems particularly confusing, glance at the counter number and jot it down in your notes. Later, you can fast forward to that number to review the material that confused you during lecture. Making use of a counter and pause button while tape recording allows you to avoid the tedious task of having to listen to hours and hours of lecture tape.

4. Use *audiotapes such as commercial books on tape to aid recall*. Or, create your own audiotapes by reading notes and textbook information into a tape recorder. When preparing for an exam, review the tapes on your car tape player or on a "Walkman" player whenever you can.

5. When learning mathematical or technical information*, "talk your way" through the new information. State the problem in your own words.* Reason through solutions to problems by talking out loud to yourself or with a study partner. To learn a sequence of steps, write them out in sentence form and read them out loud.

Adult Learners

For success in college, adult learners must transition to the college setting; however their understanding of the changes required may be inadequate. The tutor may facilitate this process by explaining specific expectation as well as comprehending how adult learners learn best. Remember higher education may seem as a foreign culture to returning students so students may be unfamiliar with terms and expectations as well as having unrealistic expectations or misconceptions. Tutors may have to explain from time to time terms, positions, roles and expectations. Remember the goal is to create independent learners , so encourage students to use all available resources. Resources include faculty, staff, peer tutors and mentors as well as books and supplies

Adult learners, as they return to, and progress through their education, often question and reevaluate their original assumptions and motivation as they use education to re-create their lives.

…adult learners

- **tend to be self- directed**
- **have a rich reservoir of experience that can serve as a resource for learning**
- **tend to have a life-, task-, or problem-centered orientation to learning as opposed to a subject-matter orientation**
- **generally are motivated to learn from within (internally/intrinsically)as opposed to being obligated, or subject to, external or extrinsic forces**
- **are frequently affected by … need to know or do something**

Adapted from Imel, Susan, Guidelines for Working with Adult Learners.
ERIC Digest No. 154 ERIC Identifier: ED377313, 1994-00-0

As such, … learning will be more successful if they

- **Take an active role in planning, monitoring, <u>and</u> evaluating … education**
- **Discard preconceived notions about what college is and isn't;**
- **open their mind to the experience**
- **Choose subjects and courses that are most relevant to your job/profession or personal life that fit into your academic program**

Helpful strategies to share with adult learners:
- **Write out your goals** and expected time commitments and projected time line.
- **Establish a good rapport with your instructors**/professors.
- **Develop an awareness of how you learn**, or have learned best in the past-Your learning style
- **Assess your learning style, study or computer skills**
- **Use all resources including tutors, computer lab aides, LRC and LAC staff.**

Your academic counseling center or learning center is a good place to begin. They not only have testing instruments to help you but also can interpret and apply the results.

Course descriptors important to adult learning

Outcomes	Process	Content
Shared responsibility for learning objectives	Integrates thinking and learning	applies learning to practical applications
Continuous negotiation, or openness to renegotiation	Problem-centered rather than content oriented	issue-centered curricula
Non-prescriptive; open to change	Demand mutual respect & equality for learners	Multiple/diverse sources of information
Value process	Incorporate, promote dialogue & openness	Variety of formats
Intrinsic motivation	Recognizes the value of experience in contributing to learning	
	Includes projects and/or active learning (as opposed to lectures and/or passive learning)	
	Built in monitor for feedback and evaluation	

adapted from:Explorations in Learning & Instruction:
The Theory Into Practice Database (TIP); Andragogy (M. Knowles) date unknown

Study Skills

Gyrus*

Learning Skills Index
Introduction: The five strands of Learning Skills are listed below in the following order: Critical Thinking, Study Skills, Reading, Writing, and Math. New webpages are being created for the Learning Skills, so the remainder will be added below as time permits. I am happy to respond to your questions and hear your comments via e-mail: Gerry Lewin.
Directions: The Learning Skills below are to be applied with course content as a pathway to follow that will break the task down into doable steps. Please adapt as needed for your assignment.
Gina Robledo, 2005 Commencement Speaker & DSPS Student of the Year

Critical Thinking
Elements of Reasoning Worksheet:
The purpose is to guide your reasoning by providing a worksheet with a framework to use when you are developing a line of thought in relation to an issue, a question, or a problem.
Problem Solving:
This worksheet can be used to organize your thoughts when solving a problem. It has a science orientation in that it uses the term "hypothesis", but can be applied to general problem solving as well.

Study Skills

Notetaking:
The purpose is to assist in learning how to take effective notes in the style that best suits how you learn. You will store information in long term memory more effectively when you are actively engaged in the notetaking process as a study method. This also includes instruction is the use of cue words, abbreviations and concept maps, as well as organization.
Test Preparation:
You are becoming a more active learner as soon as you read or listen and take notes. The Cornell notetaking method has been suggested as a good method to use because it sets you up for studying effectively. Starting with your notes, you identify essentials, and consolidate what is really important to know on summary sheets.
Calmness and Concentration During Tests:
Most students say they'd like to increase their abilities to stay calm and concentrated during tests. The webpage allows you to pinpoint possible causes for anxiety or error, and offers a set of solutions to maintain healthy mental balance on an ongoing basis. These suggestions can be used to sculpt your own daily discipline of reflection, if you so choose.

Reading

Paraphrasing:
This lays out the basic steps in paraphrasing, one of the most fundamental reading acts. If you can put the text in your own words, you know you are comprehending well. Paraphrasing properly prevents an appearance of plagiarism.
Question Analysis, by Michele Peterson, English Skills:
A guide to understand what teachers are asking for in their assignments.

Reading Journals, by Mark Ferrer, Faculty Resource Center:
What are reading journals, and how can one get the most out of using them?

Writing
TOWER, Writing Strategy
This connects to a much shorter version of a step-by-step writing procedure. I will add the original diagrams for different types of rhetorical styles as time allows. Under the Writing strand is a step-by-step method for essay writing. The organizing stage involves outlining or diagramming. Since diagrams are visual, here is the text-based version describing the diagrams for those who are using screen readers. (The diagrams not under the "O" of TOWER will be posted in the future.)
MLA System for Citing Sources:
This links to a webpage to help you properly cite your sources. The MLA and other styles are represented. Often an excellent paper falls short simply due to improper citations. Ask your professors which style guide they recommend.

Math
Six Types of Math Errors with Chart
Some students often think of all their errors as either "stupid" or "careless." If you think more carefully about the cause for making errors, you might identify recurring patterns, modify your study habits accordingly and improve your exam-taking strategy. Provides a printable chart on which you might record types of error for self-evaluation and planning of strategies.

__Background and credits:__
Gyrus was a FIPSE grant project producing a pedagogically-based online course builder in which Dr. Stan Nicholson, Dr. Shirley Ronkowski, and Dr. George Michaels, from the UCSB Office of Instructional Consultation, collaborated with SBCC's Mark Ferrer, Faculty Resource Center, Dr. Jerry Pike, Cartwright Learning Resource Center, and Gerry Lewin, DSPS Learning Disabilities Specialist; also involved were Doug Hechter, Mercury Rising Design, and Lee Anne Kryder, UCSB. The portion posted here is from the Learning Skills area, which was my responsibility. If someone else's work was used, it will be cited within the page. *G. Lewin*

The Tutor

as

Counselor

The Tutor as Counselor

L Y N C H B U R G   C O L L E G E   I N   V I R G I N I A

Problem: Can tutors respond adequately to the needs of the students without becoming psychoanalysts?

Solution: Five Steps to imparting your knowledge effectively to the students without becoming emotionally or personally entangled.

Have you ever experienced students becoming angry, frustrated, defensive, unfocused, or unwilling? Every student the tutor encounters possesses his or her own special abilities, emotions, and problems. These qualities often result in problematic issues that become obstacles to academic success.

A tutor, in essence, is one who encourages academic development. A tutor acts as a teacher, one who instructs or supervises additional learning. Your job is to impart knowledge to the student, not to act as a psychologist. As a tutor, you are free to act as a friend, confidante, or mentor, yet these roles often inhibit the transfer of knowledge to the student and retention of that information by the student. There are five steps that offer the tutor the freedom to be a mentor, while effectively completing their job as an instructor.

Step 1: Listening and Observation

The tutor should approach each new situation with the knowledge that *students are not one-dimensional. They do not appear, receive your guidance, and return to the next session for more of your blessings.* Students think, feel, eat, sleep; they are human. Be aware of what your student is telling you verbally and non-verbally. Listen carefully to your student's statements and tone, and observe his or her behavior. Awareness is the key to solving learning obstacles effectively.

Scene: Joe, a student, enters the classroom for a tutorial. He is evasive and fidgety.

Tutor: "Hello Joe! What are you working on today?"
Joe: "I have to write a stupid paper for my dumb English teacher."
Tutor: "What is the paper topic?"
Joe: "He wants us to write a critical something or other of two poems. I have never written a critical paper. I am not good at English. I can't do it at all."
Tutor: "Don't worry. We'll take it one step at a time!"
Joe: "It's a really bad paper. I just am stupid at English."

Questions:

1. Which words indicate Joe's feelings, beliefs, attitudes, or concerns?
2. Of what might the tutor need to be aware?

Step 2: Empathy

Often students experience frustration and anger as they encounter the difficulties the material presents; this *frustration coupled with personal dilemmas can create a variety of learning obstacles for the student. Similarly, tutors* have experienced frustration, anxiety, and anger in their personal and professional lives because, despite their brilliance, they are human also. *Yet, most tutors do not present their human side during a tutorial, which leaves the student feeling inept, insecure, and fearful of the tutor as a god*. Sharing personal experiences and difficulties can dissolve this image, while promoting student confidence, involvement, and trust.

Scene: Brian, a freshman Biology student, is having difficulty writing his lab reports; his teacher is strict scientifically and grammatically. Brian's frustration is manifested in a negative attitude, a lack of eye contact, and a short attention span.

Questions:

1. What verbal and non-verbal signs are being communicated by the student?
2. How might the tutor respond in this situation? What could the tutor do to build Brian's confidence and engage him in the learning process?

*Practice the above scene with a partner. Have one person play the role of Brian (be sure to act the part, but react to the tutor) and another enact the role of the tutor. What difficulties do you find?

Step 3: Body Language

Body language is often a key component indicating confusion, frustration, disagreement, or insecurity. Tutors are *responsible for observing and interpreting the students' body language*. Fidgeting, twirling hair, tapping fingers, staring into space, and biting fingernails are a few signs that indicate learning disturbances in students. Tutors must also control their own body language; a tutor's body language can distract students, while making them feel insignificant, inept, and boring. *A tutor should refrain from using negative non-verbal communication such as bouncing legs, rolling eyes, and smacking gum.*

Scene: One student shall enact the role of the student; another shall play the part of the tutor. Observe the body language of both actors.

Tutor: (rolling eyes) "Okay Julie, let's get started. (sighs) What do you have to do today?"
Julie: (avoiding eye contact) "Um, I have, um, to do, um, a paper, um, for my professor, um, on, um, infant mortality, um, rates."
Tutor: (sighing) "Have you written your thesis statement? (grimacing) Do you need to start there, or do you have a rough draft?"
Julie: (biting nails) "Well, um, no I have made an outline, um, but it is stupid."

Questions:

1. What do the body language and verbal cues of the student reveal?
2. Does the body language of the tutor match his/her words? Explain.
3. What movements should the tutor change? Why?

   *Be aware how powerful an impact body language can have on other people.

Observe your own body language in tutorials. What do you need to change?

Step 4: Confrontation

How many times have you, as a tutor, faced *students who were unprepared for a tutorial*? Have you ever assigned students extra exercises which were ignored or uncompleted? Often, students will not complete or attempt material that is difficult because they are experiencing personal problems. Despite their dilemmas, "the dog ate my homework" is not an acceptable excuse. There are two types of confrontation in which a tutor might positively enforce assignments or deadlines that promote learning: subtle and tense confrontation. *Subtle confrontation uses gentle chiding and encouragement to engage the student in the learning process. Tense confrontation utilizes a stricter and more direct approach.* The tutor must remember that the *student is never to be accused of dishonesty*; the confrontation *focuses on the irresponsibility of the student.* This method of confrontation forces the student to recognize and take control of his/her discipline.

Scene A: Jaime is a fairly good student, but his assignments do not reflect his potential ability. Often, the assignments are incomplete and sloppy. He does show up regularly for tutoring appointments and appears enthusiastic; Jamie is very non-confrontational and very agreeable. He avoids eye contact and always appears to be in a hurry. Despite his professed agreement, his work does not demonstrate his positive attitude.

Questions:

1. Which confrontational method should be applied to this situation? Why?
2. What should the tutor observe about Jaime's verbal and non-verbal behavior?
3. How should the tutor encourage Jaime and increase his involvement in assignments?
4. What signs of body language appear? What do they indicate?

Scene B: Jonathan is an intelligent student, but puts little or no effort into his school work. However, Jonathan is very creative and puts a lot of work into inventing excuses to explain why he has not bothered to begin, much less complete, his assignments. His excuses range from destruction by garbage compactors to tornadoes preventing him from doing his work. As a tutor, you are not required to accept these excuses, but you cannot accuse Jonathan of dishonesty.

Questions:

1. Which confrontational method should be used? Why?
2. What would you say to Jonathan? In other words, how would you confront him?
3. Which of the first three steps should be utilized and why?

Step 5: Objectivity

Tutors must maintain a respectful distance between themselves and their students. They can act as friends and mentors, *but tutors should not let their personal feelings influence their judgment or instruction. This often is the most difficult step to achieve.* Despite the desire to remain objective, human interaction makes that virtually impossible. There will be some students that you like or dislike, but as an instructor you must attempt to put aside those feelings during the tutorial.

Scene A: Erica is an intelligent, funny, cute girl that you find very entertaining, but she has trouble completing her assignments on time. She has a joke for every situation, and you find yourself distracted by her stories and humor. She is very evasive about her comprehension and is often fidgety when directly questioned. She changes subjects faster than lightening and has succeeded in preventing you from accomplishing the goals of the tutorial.

1. For what verbal and non-verbal behavior should the tutor look?
2. What method would encourage Erica to focus on the tutorial?
3. What does Erica's body language signify?
4. What should the tutor do to remain focused and objective?

Scene B: Randy is a very boring and prejudiced student. He often makes stereotypical statements. His main problems lie in grammar and sentence structure, but Randy enjoys speaking for hours on the subjects of his research. He is very opinionated and dislikes anyone who disagrees with him. He has terrible body odor and breath. He constantly needs to be touched and reassured. Randy is a hard person to like.

Questions:

1. What do you observe about Randy's behavior?
2. How should the tutor encourage Randy while maintaining his/her distance?
3. What specifically should the tutor focus on during the tutorial?

Diversity- Part I
Tutoring Students with
Learning
Disabilities

Tutoring Students with Learning Disabilities

Tutoring a learning disabled student is not much different than tutoring any other student. It may, however, challenge a tutor to be more patient and creative. Accurately identified learning-disabled students are very intelligent, but they have trouble demonstrating it in the classroom because of a breakdown in some area of learning. Their **listening** skills are weaker than average, and they need more time to complete their work. Students with learning disabilities usually have the most trouble with organization of their papers, as well as spelling. A successful tutor will emphasize the *learning process* over the final product of the paper to a student with learning disabilities.

Facts About Students with Learning Disabilities
- have average/high intelligence levels
- large difference between Verbal IQ and Performance IQ
- breakdown can occur in six areas: attention, perceptual-motor, memory, language, executive and reasoning
- learn best through multi-sensory approach (visual, auditory, verbal, tactile)
- brain injury, retardation, emotional difficulties and lack of schooling have been ruled out as reasons…

Impact on Written Expression
spelling errors
limited vocabulary or difficulty putting concepts into words
lack of organizational structure in writing
weak reading and comprehension skills prevent student from developing a convincing argument
ADHD (Attention Deficit Hyperactivity Disorder) negatively impacts writing through poor time management

Impact on math
difficulty sequencing- omitting steps
difficulty with remembering processes or facts
confusion between signs, numbers, directions
confused when transitions from basic concepts to algebra

Tutoring Students with Learning Disabilities
- can not fix the problem for the student
- must be patient (disability often slows things down)
- do not rely only on language for explanations
- be supportive and positive
- focus on the learning process, rather than the final product
- encourage tutee to rely on the process to gain independence

Tutoring Students with Learning Disabilities in Writing
- emphasize that writing is a PROCESS
- **time is a major factor in quality, may need 1. 5-4x as much time**
- essays are structures that are built by the writer (visual)
- pre-writing techniques are important, such as brainstorms, webbing, outlines, etc.
- spelling and grammar should be corrected during editing
- extra grammar work is very valuable (on internet, computer programs, etc.)

In order to tutor successfully a student with a learning disability, a tutor must emphasize that writing is a PROCESS. Show the student a diagram of the writing process, or have him or her draw it for you. If he or she does it often enough, the process will eventually become automatic. Using computer programs can aide this process. A tutor should make sure that he or she is not talking too much. He or she should make sure that the student is physically doing the work, to keep him or her involved.

TUTORING TIPS FOR STUDENTS WITH LEARNING DISABILITIES

1. Remember LD students are more normal than different. Emphasize and utilize their strengths.

2. Most LD students have difficulty transitioning from one thing to the next. A good lead-in or the same lead-in each time is helpful. As you begin each session, structure the time with phrases such as, "Today we planned to work on _____."

3. Focus on new work first, then specific applications, examples, or practice of the information, and, lastly, do a review.

4. As you end a tutoring session, ask the student to recap what they learned in their own words. Also ask students to anticipate what they will need to work on in the next session. Verbal expression may be tedious. At times the student may need to dictate their words to their tutor for the Tutoring Sheet.

5. Compare student's progress to last time or some time in the past. Many are very aware they have difficulties.

6. Giving information in short sequential steps increases attention span and lessens possible resistance.

7. Don't buy in to manipulation: "I can't. I have a disability." "I have to have this today." "Just tell me what I need to fix." Instead, focus on clarifying concepts and ideas covered in class.

8. The greatest amount of learning takes place when rules and examples are specific to what is being learned and then later applied to new/other situations by analogy or association. LD students may have difficulty deriving these generalizations on their own. They often lack background information derived from extensive reading. Be sure to explain analogies fully.

9. Many LD students have "Swiss Cheese Syndrome" (inconsistent mastery), so don't be afraid to go back and double-check if they really know foundational concepts. Shaky foundations will hamper progress. Explain why you think going back is necessary and get the student to agree; otherwise, you may face resistance. Faculty and staff can provide further support here.

10. *If a student tells you she has a learning disability, ask questions such as, "What is your area of difficulty?" "Who is your learning assistant?" Students should know about their disability and be able to articulate where they have difficulty. If they don't have an assigned learning assistant, then they either have not been tested at Cerro Coso, or their problems are attributed to something other than a learning disability.*

11. **<u>Talking does not equal communication or understanding.</u>** Ask the student to repeat or paraphrase what you said. Verbal comprehension is often lagging or lacking in LD students. Ask yourself if they understand and can apply the material. Be ready to re-explain and demonstrate or model what you just taught; re-teach.

12. Vary the speed and pitch of your voice. Inattention is most commonly associated with poor auditory processing.

13. LD students process differently. What might take the average student 10 minutes can take the LD student 30 minutes. **Allow for additional time**. <u>Additional time for the non-LD students gains little.</u>

14. If a student shares about their learning disability, you may ask for additional advice from a support staff on how to assist the student. Do not ask for personal information; instead, ask support staff what they have found to work with a student. Learning assistants work on individualized study strategies and often use specialized technology.

15. Many adult LD students have misconceptions about learning. For example, they may think the learning process is not hard work, or they don't need tips or tricks. Explain how such tips have specifically helped you. Together devise memory strategies specific to the subject.

16. Expect the student to be discouraged at times. Remember that it takes a lot of courage to be persistent in the face of years of failure. Show them how far they have come.

17. Tutoring should be *relevant* to skills or class information. *Review* needs to consist of more than drill, which is largely ineffective. Be *realistic*, i.e., you cannot make up for missed class time. Some people may not progress as quickly as you or they hoped.

18. Be willing to be persistent and flexible in your approach. No two LD students are alike.

19. Memory problems are pervasive in LD students. Expect forgetfulness. Don't excuse it, but ask the student, "How can you remember this information next time?" Place the responsibility of them. Offer to show them where to find time managers on computers, how to devise mnemonic techniques, how to practice material, how to self-test, etc., and expect them to follow up.

20. Every student should come prepared to work during their tutoring session. Students who don't do homework or have very little work done are not taking responsibility for their own learning. These same students often blame instructors or tutors for poor grades. If this happens once, tell the student what you expect to see done by the next tutoring time. Remind students that open tutoring is available.

21. Remember that memory is triggered by emotion, so devising "silly sayings" is fine. Have fun!

Contributed by Bonita Robison-LD Specialist California Community Colleges
Professor- Personal Development and Education
Cerro Coso College 2008

Homework:
Summarize the video *F.A.T. City* How difficult Can This Be? PBS Video with Dr. Richard La Voie and the tips on teaching students with learning disabilities. Compare and contrast how alike and different students with any disability or language challenge may be from the other tutees requesting help or services from the Learning Center staff.

Diversity- PartII
Tutoring English
Language Learners
or
ESL Students

Tutoring English as a Second Language
Excepts from Tutoring English as a Second Language (ESL) Students
September 2002-Sandra Homer- Cerro Coso College
1. Thoughts about teaching & Tutoring ESL students
- Areas of difficulties for ESL students

2. Understanding ESL Students
- Cultural Awareness

Possible Areas of Difficulty for ESL or ELL students

Reading	Speaking, Listening, and Pronunciation
Confidence	**Confidence**
Reading word for word rather than looking ahead	**v,b,th sounds(Latin) l,r,th (Oriental) vowels,w (Germanic)**
Gathering meaning from context	**Stress and intonation**
Finding the topic of main idea	**Reduced speech**
Vocabulary	**Slang**
Skimming and scanning	**Idioms**
Idioms	

Writing
- **Confidence**
- **Incomplete sentences**
- **Run-on Sentence**
- **Punctuation and capitalization**
- **Chronological order**
- **Organizing ideas**
- **Spelling**

Grammar
- **Identifying nouns, pronouns, verbs, be-verbs, adjectives, adverbs, prepositions**
- **Identifying the subject, verb, and object in a sentence**
- **Plural forms**
- **Time usage**
- **Subject- Verb agreement**
- **Count and non-count nouns**
- **Article usage**
- **Preposition and two-word verbs**   **Modal Auxiliaries**

Some Cultural Differences Which May Cause Misunderstanding

The following descriptions <u>illustrate how North Americans might view</u> people from certain cultures, and how these people in turn may feel about us. Of course, this is not true for everyone!

Vietnamese, Cambodians, Japanese

How they seem to us	*How we seem to the*
Overly shy	Too bold, too "Nosy"-especially about their feelings
Not always truthful, too ready to agree	Too blunt, tactless ,offensive, direct
Non-committal, evasive, too formal	Unmannerly, impolite, lacking self-control
Too anxious to please	Hasty, unreflective in taking action
Too differential to male heads-of- household	Disrespectful of elders and persons in authority; lax with children
Overzealous about education	Too casual about education
Very family oriented	Uncaring about family

Latin Americans

How they seem to us	*How we seem to them*
Rude and superior to servants and lower class	Too friendly with " inferiors"
Inconsiderate of one's time	"Clock watchers"
Lacking in ambition	Too tense, not fun-loving enough
Too familiar, as shown by touching, embracing, standing too close	Unresponsive
Over emotional	Cold, insensitive
Too flowery in speech and letters	Brusque, curt in speaking and in letters
A limp handshake	An overenthusiastic handshake
Superstitious	

Europeans-Yugoslavians, Greeks, Scandinavians

How they seem to us	*How we seem to them*
Haughty, overbearing	People of a young nation without national heritage
Blunt, callous	Too reserved
Impatient to get ahead	Not taking education seriously

Iranians

How they seem to us	*How we seem to them*
Untruthful in their efforts to cover errors or weaknesses	Distrustful of them
Prideful about tradition, nation	Not family conscious enough
Too casual as friends	cold and formal as friends

English Language Learners Student Scenarios

(The examples below are typical composites of English Language Learners) Note the student's motivation, possible difficulty(ies) in learning and how you might tactfully make suggestions.

Su Chen is from China. She met her American husband over the internet and has been living here seven months. She took some English classes in China but was never really able to use the language. Su Chen is taking ESL classes so she can help her nine year old daughter with homework and get a job. She would like to take some accounting or nursing classes. She was an accountant in China.

Juan is from Mexico. He has been living here for two and a half years. He works an average of 60 hours a week in a local orchard. He is saving money so that his wife and three teenage daughters can join him. Since most of his income is sent to his family Juan can only afford to live in a crowded apartment. He wants to improve his English so that he can get a better job and be a voice for his family. The last time he was in school was the 5th grade.

Ming is from Vietnam. She, her husband, and two small children moved to the states about a year ago. They speak Vietnamese at home. She took English several years ago, in school. She would like to be able to communicate with the children's pediatrician and with the teachers and staff at the school where her oldest child is attending. She is possibly interested in taking some college classes so she can get a part-time job.

Karl is from Germany. He is an exchange military officer and has been stationed at China Lake for the past two years. He learned and used English when he was in school and continues to use it in his career. He is attending an English class so he can improve his English. He wants his English to be more "American".

Subject Area

Tutoring

English, Math

and

Reading

The LAC has a Computer Assessment Available for Tutor and Tutee

Subject Area Tutoring

English Resources

Prepared by Christine Swiridoff PhD. Professor English Cerro Coso College- August 2002

Goals for Writing

1**. Support- One major goal is to provide students with an individualized approach for their writing assignments from the beginning of the process-(getting an idea, formulating a thesis, collecting information) to the final draft and revision.**

2. **Encourage- Many student writers are apprehensive and uncertain about various phases of the writing, so the second goal is to set students at ease so they can concentrate on their assignment.**

3. **Collaborate- The best gift a tutor can give the writer is confidence, the next best gift is an interested, non-threatening reader who can articulate his or her responses. The tutor's active listening and response develops a dialogue between reader and writer. In turn the writer feels freer to test the ideas on the reader and find out what she or he wants to say. Thus, the third goal is to create collaboration between Tutors and students.**

Approaches to Tutoring Writing

Tutoring writing emphasizes a writer centered approach; the focus of the tutoring session is on the individual writer's process. Every writer uses a different writing process. Each assignment has a different purpose, and each essay will vary to accomplish this purpose.

Writing Tutors should use the inquiry method of tutoring. Try asking questions that model a critical reader's analysis and evaluation of complex text. Tutors may ask for clarification: what is the controlling idea, how does evidence support the reason or what is the purpose of the paragraph. They may point out areas of confusion: how do the ideas connect to one another, what antecedent does the pronoun refer to, or why does a sentence have a particular structure. With a tutor as a critical audience, the writer can then make informed decisions as to how to create a clear focused thesis, develop ideas with appropriately specific details, organize logically, or edit for style and correctness.

The Writing Paper an Overview

General Ideas/ Pre-writing- deciding on the subject, considering the needs of the reader, gathering information

Planning- choosing a preliminary thesis and organization

Drafting-writing a first draft-however quick and rough-to develop the main ideas and discover new ones

Revising- making changes in the thesis, structure, content, paragraphing, and sentences for effectiveness, organization, clarity, and style

Editing/Finishing Touches- proofreading for grammar, mechanics, and spelling errors and preparing the final copy.

Tutoring Writing: Larger to Smaller
(Editor's note- check the level of your student and assignment as some courses focus on sentence or paragraph level. If in doubt, ask the instructor)

Assignment-
- **What is the assignment and how well does this fulfill the demands of the assignment?**

Essay level- Check the overall purpose, audience, organization and development.
- **Does the thesis fit the assignment? Does it make a statement?**
- **Are there topic sentences. Do they each support the thesis?**
- **Is there an introduction and conclusion?**
- **Is there enough development to sufficiently fulfill the thesis and assignment or are more paragraphs needed?**
- **What is the sequence of the information? Would some reordering help? Is any major moving .cutting, or adding needed?**

Paragraph level-
- **Examine each paragraph's <u>purpose</u> Is the topic sentence present and is it adequate? Does it advance the purpose of the essay/thesis?**
- **<u>Organization-</u> Does it move from topic sentence to relevant supporting details?**
- **<u>Unity-</u> Does it develop only one main idea? Is anything in the paragraph not relevant to the topic sentence or thesis?**
- **<u>Coherence-</u> Does each sentence flow from the previous sentence and easily on to the next? Are stronger transitions and cueing phrases needed?**
- **<u>Development-</u> Is the purpose of the paragraph adequately achieved in the paragraph? Does it contain enough examples, evidence, or details to support the claim of the topic sentence? Is anything missing?**

Sentence Level-
- **Is each sentence clear, vivid and understandable? Is there any redundancy or other annoying stylistic choices?**
- **Has the writer avoided using ineffective passive, nominalizations and wordy phrases**
- **Are there errors in grammar, mechanics or spelling?**
-

<u>It is best to approach these in small doses</u>. Point out one kind of error, show a couple of examples of it on the paper, and then explain what causes the error, how to identify it, and how to correct it. Either with you or on their own, have them identify and correct similar errors.
(Editor's Note; If necessary, use additional practice. You may select additional practice sheets from the file cabinet or <u>the Easy Access Writing Guides)</u>

<u>Other small stuff-</u> Is there a title, if needed? Does it follow MLA*(or APA)*, if required ?

See Appendix C for more information

Roadblocks to Communication
A Writing Revision Checklist by Christine Swiridoff- August 2002
Online Resources for Writing by Christine Swiridoff- August 2002
Essay Exams and Writing Rubric excerpts from Online Master Student course Bonita Robison
Practice Writing Analysis- English 40 Assignments #1 and #2. provided by Norm Stephens-Professor
English Cerro Coso College Fall 2007

Mathematics Training and Resources

(excerpts from presentation to fall 2007 Cerro Coso Tutor Training
by Yihfen Chen Professor Phd.-Mathematics Cerro Coso College and
from http://euler.slu.edu/Dept/SuccessinMath.html)

College Math is Different From Doing Math in High School

- **You learn by doing- practice, practice, practice**
- **Usually 2hrs homework for 1 hour class. More is needed for success in math.**
- **Math is a foundation- Each level builds on another & math is a science tool**
- **College math requires application**
- **The pace is faster**
- **Tests are harder and there is more material**
- **Instructors have different teaching styles**
- **Study strategies are different**
- **Practice and exams may be on the computer**

Problem Solving Types

1. Memory-drill works for these in Math 20 and Math 40
2. Skills – such as addition, division, multiplication fraction, changing decimals to percent- drill works for these
3. Application of skills- use templates- Math 40 and 50+
4. Apply skills to the unfamiliar For example-
("Put all the chips on one side of the equation and the donuts on the other side")
5. Extend the Skills
6. Application to real life- picture it, label the operation, do the steps

Tell students-

Do the homework even if it is not graded!

Practice is important part of the learning process and eventually the key to success in math !

Tutors- Do the same problem or same type of problem over and over with students, until doing the steps becomes automatic.

Active v.s. Passive Learning for Math- Tips for students from
http://euler.slu.edu/Dept/SuccessinMath.html

- **Mentally engage- recognize what you know and don't know**
- **Physically attend class**
- **Take notes**
- **Ask questions**
- **Look ahead- Try to solve problems before the class introduction to the material**
- **Use instructor's office hours for help**
- **Use the resources available- textbook, notes, Course Compass if appropriate for your class, websites such as**

  http://euler.slu.edu/Dept/SuccessinMath.html

Math Study Skills Assessment
http://www.academicsuccess.com/stdyskls/index.php?mss=8a822996fefd6fb0d294 2c8fb58531ad

How to Study
http://www.howtostudy.org/resources_subject.php?id=16

How to Read a Math Textbook
http://academic.cuesta.edu/acasupp/as/704.htm (copied on the next page)

How to Read a Math Textbook by Paul D. Nolting, Ph.D., <u>Winning at Math</u>, 1997

The way you read a math textbook is different from the traditional way students are taught to read textbooks in high school or college. Students are taught to read quickly or skim the material. If you do not understand a word, you are supposed to keep on reading.

Instructors of other courses want students to continue to read so they can pick up the unknown words and their meanings from context.

This reading technique may work with your other classes, but using it in your math course will be totally confusing. By skipping some major concept words or bold-print words, you will not understand the math textbook or be able to do the homework. Reading a math textbook takes more time and concentration than reading your other textbooks.

If you have a reading problem, it would be wise to take a developmental reading course before taking math. This is especially true with math reform delivery, where reading and writing are more emphasized.

Reform math classes deal more with word problems than do traditional math courses. If you cannot take the developmental reading course before taking math, then take it during the same semester as the math course.

Eight Steps to Understanding Reading materials

There are several appropriate steps in reading a math textbook:

Step 1 - Skim the assigned reading material. Skim the material to get the general idea about the major topics. Read the chapter introduction and each section summary. You do not want to learn the material at this time; you simply want to get an over- view of the assignment. Then think about similar math topics that you already know. **Example**: Skimming will allow you to see if problems presented in one chapter section are further explained in the next chapter sections.

Step 2 - As you skim the chapter, circle (using pencil) the new words that you do not understand. If you do not understand these new words after reading the assignment, then ask the instructor for help. Skimming the reading assignments should take only five to 10 minutes.

Step 3 - Put all your concentration into reading. While reading the textbook, highlight the material that is important to you. However, do not highlight more than 50 percent of a page because the material is not being narrowed down enough for future study. Especially highlight the material that is also discussed in the lecture. Material discussed both in the textbook and lecture usually appears on the test. The purpose for highlighting is to emphasize the important material for future study. Do not skip reading assignments.

Remember: Reading a math textbook is very difficult. It might take you half an hour to read and understand just one page.

Step 4 - When you get to the examples, go through each step. If the example skips any steps, make sure you write down each one of those skipped steps in the textbook for better understanding. Later on, when you go back and review, the steps are already filled in. You will understand how each step was completed. Also, by filling in the extra steps, you are starting to over learn the material for better recall on future tests.

Step 5 - Mark the concepts and words that you do not know. Maybe you marked them the first time while skimming. If you understand them now, erase the marks. If you do not understand the words or concepts, then reread the page or look them up in the glossary. Try not to read any further until you understand all the words and concepts.

Step 6 - If you do not clearly understand some words or concepts, add these words to the note taking glossary in the back of your notebook. Your glossary will contain the bold print words that you do not understand If you have difficulty understanding the bold-print words, ask the instructor for a better explanation. You should know all the words and concepts in your notebook's glossary before taking the test.

Step 7 - If you do not understand the material, follow these eight points, one after the other, until you do understand the material

Point 1- Go back to the previous page and reread the information to maintain a train of thought.

Point 2 - Read ahead to the next page to discover if any additional information better explains the misunderstood material.

Point 3 - Locate and review any diagrams, examples or rules that explain the misunderstood material.

Point 4 - Read the misunderstood paragraph(s) several times aloud to better understand their meaning.

Point 5 - Refer to your math notes for a better explanation of the misunderstood material.

Point 6 - Refer to another math textbook, computer software program or video tape that expands the explanation of the misunderstood material.
Point 7 - Define exactly what you do not understand and call your study buddy for help. Point 8 - Contact your math tutor or math instructor for help in understanding the material.
Step 8 - Reflect on what you have read Combine what you already know with the new information that you just read. Think about how this new information enhances your math knowledge. Prepare questions for your instructor on the confusing information. Ask those questions at the next class meeting.
By using this reading technique, you have narrowed down the important material to be learned. You have skimmed the textbook to get an overview of the assignment. You have
carefully read the material and highlighted the important parts. You then added to your note taking glossary unknown words or concepts.
Remember: The highlighted material should be reviewed before doing the homework problems, and the glossary has to be learned 100 percent before taking the test.

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Reading Tips and Resources

Reading is crucial to success in college but the truth is many students simply do not read the material or do not read well enough to comprehend the material. Tutors can facilitate this process by encouraging students to refer to their text, to recount information they read prior to the session and even illustrate to students methods for becoming efficient readers. College material like math requires more finely tuned skills. You already received information on tips for active reading in a previous session for active learning.

If a student has specific reading or writing difficulties they may need additional help from Special Services to obtain an e-text or learn to use a Kurzweil scanner or
Voice Dictation and Screen Reader information(insert)
 Efficient Reading (insert)

To Ensure Reading Comprehension use one or more of these techniques-
- **combat myths ,**
- **check for levels of reading (following pages)**
- **check metacognitive behaviors,**
- **motivate and generate interest.**

*A. Myths and an introduction to skimming (Lecture and discussion)
©Academic Skills Center, Dartmouth College 2001- Martha Maxwell Full text in appendix A

MYTH 1: I HAVE TO READ EVERY WORD – A word of caution- Developmental students may compound reading problems by skipping difficult words they do not know. Have students read a small section to you. If they skip or miss significant words then teach them to scan for difficult word first. If the student has no difficulty reading the words then move on to scanning techniques.
MYTH 2: READING ONCE IS ENOUGH
MYTH 3: IT IS SINFUL TO SKIP PASSAGES IN READING
MYTH 4: MACHINES ARE NECESSARY TO IMPROVE MY READING SPEED
MYTH 5: IF I SKIM OR READ TOO RAPIDLY MY COMPREHENSION WILL DROP
MYTH 6: THERE IS SOMETHING ABOUT MY EYES THAT KEEPS ME FROM READING FAST

B. Check for Reading Difficulties

1. The student cannot decode sound out accurately or they read word by word
2. The do not understand specific sentences
3. They cannot put the sentences into a coherent paragraph summary
4. The do not understand the organization of the material
5. Their mind wanders or they are distracted when they read or perhaps they fall asleep.

C. Metacognitive Behaviors of Good and Poor Readers- Use with Tutoring Sheets

Students with good versus poor reading skills demonstrate distinct cognitive behaviors before, during, and after reading an assignment. The following chart from Cook (1989) summarizes these behaviors.	GOOD OR MATURE READERS Solutions	POOR OR IMMATURE READERS Symptoms	Details of solutions for poor readers to move to good readers Specific Solutions Indicate specific steps you can do with students to assist with this area
BEFORE READING	• Activate prior knowledge (Missing) • Understand task and set purpose • Choose appropriate strategies	• Start reading without preparation • Read without knowing why • Read without considering how to approach the material	
DURING READING	• Focus attention • Anticipate and predict • Use fix-up strategies when lack of understanding occurs • Use contextual analysis to understand new terms • Use text structure to assist comprehension • Organize and integrate new information • Self-monitor comprehension by ... o knowing comprehension is occurring o knowing what is being understood	• Are easily distracted • Read to get done • Do not know what to do when lack of understanding occurs • Do not recognize important vocabulary • Do not see any organization • Add on, rather than integrate, new information • Do not realize they do not understand	•

AFTER READING	• Reflect on what was read • Feel success is a result of effort • Summarize major ideas • Seek additional information from outside sources	• Stop reading and thinking • Feel success is a result of luck	•

D. Motivating Students to Do the Reading

http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv.htm

Assign the reading at least two sessions before it will be discussed. Give students ample time to prepare and try to pique their curiosity about the reading: "This article is one of my favorites, and I'll be interested to see what you think about it." (Sources: Lowman, 1984; "When They Don't Do the Reading," 1989).

Assign study questions. Hand out study questions that alert students to the key points of the reading assignment. To provide extra incentive for students, tell them you will base exam questions on the study questions. (Source: "When They Don't Do the Reading," 1989)

If your class is small, have students turn in brief notes on the day's reading that they can use during exams. At the start of each class, a professor in the physical sciences asks students to submit a 3" x 5" card with an outline, definitions, key ideas, or other material from the day's assigned reading. After class, he checks the cards and stamps them with his name. He returns the cards to students at a class session prior to the midterm. Students can then add any material they would like to the cards but cannot submit additional cards. The cards are again returned to the faculty member who distributes them to students during the test. This faculty member reports that the number of students completing the reading jumped from 10 percent to 90 percent and that students especially valued these "survival cards." Source: Daniel, 1988)

Ask students to write a one-word journal or one-word sentence. Angelo (1991) describes the one-word journal as follows: students are asked to choose a single word that best summarizes the reading and then write a page or less explaining or justifying their word choice. This assignment can then be used as a basis for class discussion. A variation reported by Erickson and Strommer (199 1) is to ask students to write one complex sentence in answer to a question you pose about the readings and provide three sources of supporting evidence: "In one sentence, identify the type of ethical reasoning Singer uses in his article 'Famine, Affluence, and Morality.' Quote three passages that reveal this type of ethical reasoning" (p. 125).

Ask nonthreatening questions about the reading. Initially pose general questions that do not create

tension or feelings of resistance: "Can you give me one or two items from the chapter that seem important?" "What section of the reading do you think we should review?" "What item in the reading surprised you?" "What topics in the chapter can you apply to your own experience?" (Source: "When They Don't Do the Reading," 1989)

Use class time as a reading period. If you are trying to lead a discussion and find that few students have completed the reading assignment, consider asking students to read the material for the remainder of class time. Have them read silently or call on students to read aloud and discuss the key points. Make it clear to students that you are reluctantly taking this unusual step because they have not completed the assignment.

Prepare an exam question on undiscussed readings. One faculty member asks her class whether they have done the reading. If the answer is no, she says, "You'll have to read the material on your own. Expect a question on the next exam covering the reading." The next time she assigns reading, she reminds the class of what happened the last time, and the students come to class prepared. (Source: "When They Don't Do the Reading," 1989)

Give a written assignment to those students who have not done the reading. Some faculty ask at the beginning of the class who has completed the reading. Students who have not read the material are given a written assignment and dismissed. Those who have read the material stay and participate in class discussion. The written assignment is not graded but merely acknowledged. This technique should not be used more than once a term. (Source: "When They Don't Do the Reading," 1989)

Build Interest

Lack of comprehension may be attributed to disinterest in the material being read. …basic ideas are summarized below.

- Novelty.
  - Make the reading task more novel by role playing or pretending to be the instructor.
- Variety.
  - Supplement the reading assignment with other sources of information about the subject: other books, magazines, journals, newspapers, computer bulletin boards and news groups, movies, television programs, and radio shows.
- Relevance.
  - Consider how the readings are relevant to your own life. How do they relate to past experiences?
- Personalize.
  - Make the material personal by linking it to beliefs and matters of personal concern.
- Use the information.
  - Actively use the information by thinking, writing, and talking about it.
- Apply the information.

- o Make connections between the readings and the lecture material. Look for relationships between the readings and other courses or one's job.
- Work with others.
  - o Work with other students to complete and/or review reading assignments. See the section on Study Groups for Reading in this page for more specific ideas.

IMPROVE MOTIVATION

Completion of reading assignments sometimes requires that one work to maintain a high level of motivation. Several tips for improving and maintaining motivation while reading are outlined below. …

- Be Task Oriented
  - o Understand the purpose, instructions, and expectations of the reading task before getting started in order to maintain motivation.
- Consider Goals
  - o Relate completion of the assignment to short-term goals, such as fulfillment of course objectives and requirements, and to long-term goals, like graduating from school.
- Work with Others
  - o Develop a support system for completing difficult or uninteresting reading tasks. Work with other students, taking turns reading, summarizing, and "teaching" the reading material. Enlist the motivational support of family members, friends, coaches, or instructors.
- Relevance
  - o Consider how the reading is relevant to the course, to your academic career, or to your life. Why is the information valuable? How will you use it in the future? How does it relate to personal experiences and beliefs?

Ensure Attention

General strategies for improving concentration are discussed in the Attention and Listening page. Most may be applied to reading tasks. The strategies are listed here, but more details may be obtained by referring to the Concentration, Staying Alert While Reading, Eliminating External Distractions, and Eliminating Internal Distractions

- Index Cards
  - o Lack of concentration often results in regression, or forgetting what one has read. To reduce the incidence of regression, use 3 x 5 index cards (or a ruler, pencil, finger) to move line by line through the text. Or, use index cards to cover what has been read already and realize the number of times the card must be moved to remember what has been read.
- Eliminate Distractions
  - o Eliminate external distractions by choosing an appropriate place to read: quiet, average temperature, comfortable but not too comfortable. Avoid tv's, radios, conversations, windows, and doors. Eliminate internal distractions by motivating oneself, creating interest in the subject, and engaging in encouraging self-talk.
- Attend to Health
  - o A balanced diet and adequate rest are important in maintaining good health and being able to concentrate on reading assignments.

- Organization and Time Management
    - Avoid being distracted by other assignments by getting organized and managing time efficiently. It is easier to concentrate on reading when one is not worried about other tasks or activities. Reduce day dreaming about things you want to do by setting aside time to actually do them. Clear your mind by compiling a list of things to do after completing a reading assignment.
- Be Task Oriented
    - Understand the purpose, instructions, and expectations of the reading task before getting started in order to better stay on track.
- Use Rewards
    - Be sure to reward productivity. Set goals for completing reading assignments and then treat yourself for meeting those goals.
- Mix It Up
    - Reading for short intervals of time helps one to remain focused on the task. Read for 20-30 minutes, take a break, and read for another 20-30 minutes. Alternate between different subjects to maintain interest and concentration.
- Keep Active
    - Passive readers use only their eyes while reading. They may be less able to concentrate fully on a task than active readers who use more than one sense. Take notes while reading (see the Text Book Note taking section of this page for ideas). Read aloud to yourself or listen to audio recordings of reading material (refer to the Books on Tape section of this page).
- 60-Second Synopsis Strategy

This is a group strategy designed to improve concentration and reading comprehension (Huffman, 1992-1993). Groups of 3-4 students are given a reading assignment. All members of the group do the reading and then compile an annotation of the main points. Results are presented to the rest of the class orally. Complete details on the 60-second synopsis strategy are found in the Attention and Listening page of the General-Purpose Learning Strategies main stack.

Case Studies
http://college.cengage.com/collegesurvival/wong/essential_study/5e/students/online_cases/index.html

Case study

Case Study 1: Roland received a reading assignment for his history class that involved using two outside sources to learn more about the Montgomery Bus Boycott in 1955. Roland found six different sources in the library that he thought had detailed information. He spent more than twenty hours in the library reading each source thoroughly and taking notes. His history teacher told him that the assignment should not have taken that long and that he could have used more efficient reading techniques. How could Roland have used information about the four levels of reading to help him complete this assignment more efficiently?

Case Study 2: One of Angelica's friends asked her if she surveys new textbooks and surveys new chapters before she reads. Angelica replied, "Of course I do. Why wouldn't I? It's so easy and only takes about two minutes. I do it out of habit, but I never seem to get anything out of it. I usually just see how hard the book is or how long the chapter is that I have to read." What should Angelica learn to do so surveying is more meaningful and effective?

Case Study 3: Adam is a very inquisitive student in class. He frequently asks questions about comments the instructor makes or points other students present to the class. When a student asked him why he asks so many questions, his response was that he can remember information better when the information is an answer to a question he posed. Adam would like to find a way to use this question-answer approach effectively when he reads his textbooks. How could Adam use questions before he reads a textbook chapter, while he reads a chapter, and after he finishes reading a chapter?

<u>Appendices</u>

Appendices

Appendix A-
Scenarios for reenactment (pairs or triplets)
formulated for Tutor Training by Bonita Robison

Connie comes full of information to the math tutoring session. After greeting her she beings to tell you how bad her day has been, how her financial aid is messed up and how her child was called out of class gain. Reenact how you would proceed. IOW One of you is Connie and the other is the tutor.

Fred comes to the tutoring session. It begins just fine until Fred says, "I hate English. My instructor says I need a 1000 words and I can't think of anything more than a paragraph." Reenact how you would proceed and the dialogue you would use.

Randy comes in for tutoring in geology. He tells you he reads and rereads the material but he still can't answer any of the questions in the chapter review. On top of that he missed class and now has a make up exam before your next session. What do you need to do first to get Randy on the right track?

Sally comes in regularly for math tutoring. Today she says, My instructor goes too fast. I write notes but I don't know what to do first. It is a jumble of letters and numbers. I don't know what those little signs up in the air next to the number mean." Reenact this scene to solve.

A small group of students are taking psychology and working on a research paper. One student's paper is filled but makes no sense compared to the assignment. The other student clearly has taken the material from the text. Using dialogue begin to tackle all the problems. (3 people)

Douglas comes to the tutoring session and says he is doing fine. He shows you his latest exam with the grade of "D" clearly marked on the front. How do you begin a dialogue with Doug without criticizing or being harsh.

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Masami comes to you with her assignment for Reading class. She is to use alternating words from the list and write sentences for them. She wrote sentences for the first three of 20 words but doesn't think she is doing the right thing. What do you think is really going on here? Where and how do you begin?

Roadblocks to Communication (insert)

Memory Strategies for (any) Student…

By: Regina G. Richards (2002) http://www.ldonline.org/article/5736

Strategies can be used in many different ways. They can be used to introduce a concept in a way that will stick and provide a palette for the student to use as he works to expand his understanding of the concept. Strategies can also be used to reinforce a concept in a way that provides a tool to help the student retrieve the known information.

Using strategies intrinsically means slowing down when you do something. It is a process of deceleration so you can exercise quality control.[1]

Strategies can be used by teachers, parents, or by the students themselves. Teachers using strategies will be able to vary their presentations so that they use a variety of teaching styles. Since each student learns best in his or her own preferred way, when information is presented using varied formats, the teacher increases the probability of "reaching" a larger proportion of the students in the classroom. Parents can incorporate strategies when helping with nightly homework assignments. This has an added benefit of modeling good learning and studying techniques that the student can then use independently at a later time.

An overall goal for students is to help them develop automatic strategy use, as this increases their efficiency when learning and studying. Initially some strategies may take more time for students and they may be hesitant to spend the extra time. But eventually they will find that the use of strategies enhances their ability to organize and retrieve the information, consequently increasing learning efficiency.

The purpose of this article is to provide a sampling of strategies to help students enhance their learning experiences. Many of the strategies use a technique called mnemonics, which are basically "memory tools". Mnemonics can help capture information for later retrieval because they help the student form a pattern. We've all seen children who can easily repeat silly mnemonic sentences such as commercials. Why is that? There are several answers to that question. The silliness triggers a focus because there is something "different" and the pattern helps hook the information together. Use of multisensory techniques such as colors, visual pictures, songs, rhythms, or movement often capitalize on students' strengths. Children who learn differently, especially dyslexic children and those that struggle with language development, tend to learn best with active learning and creative involvement with the task or concept.

Preplanning is important

Prep leads to generalization of the concepts as well as greater efficiency in organizing information. Dr. Levine and Dr. Meltzer, in their audio taped discussion, Reaching Minds, discuss the importance of strategy use and the issue of generalization. [2] They present a suggestion of "strategy grades" instead of "effort grades." Dr. Levine states,

I thought that before a test, kids ought to be asked to hand in a memory plan, the day before. The way a pilot would hand in the flight plan. In other words, how are you going to go about getting stuff into and out of your memory? And they ought to be graded on their plan as much as they are on the test. It might be very nice, as a matter of fact, to eliminate something called "effort grades," which are very morally tinged and inappropriate, in my opinion, and substitute strategy grades, and grade a kid not so much of how he did on the test, but how he went about preparing for it. That may be much more meaningful as a part of the assessment.

Strategies to introduce or organize a concept

Fig.3 - Is Mr. Magic losing his hair or hare or both?

Visual organizers are very useful for introducing new concepts, as they help the student develop a pattern that connects new information with other more familiar information. For example, in English many vocabulary words have more than one meaning. The meaning varies dependant upon the content or the situation in which the word is used. Some of these words are spelled the same (homonyms) while other words may be spelled differently (homophones).

The homonym, season, can mean "flavor" or "period of the year". Students can be encouraged to draw a picture to illustrate each meaning separately and then write (or dictate) a single sentence that uses both meanings. An example sentence could be, "let's season the season with parties."'

The homophone, *needle,* can mean "tease or bother" or "a sewing tool". An example related sentence might be "don't needle me about threading the needle." Students may wish to use more creativity and draw a picture that represents both meanings of the sentence as in the following picture for the words *hair* or *hare.*
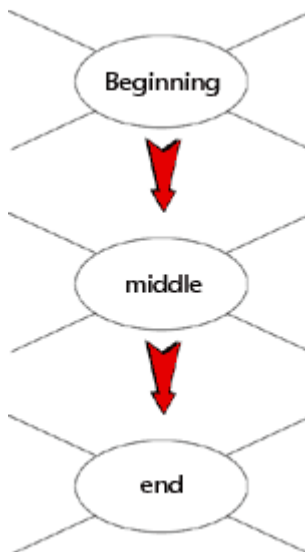
[3]Fig. 4 - A Venn diagram comparing mammals and reptile

mammals **reptiles**

▲ Skin covered with hair / fur
▲ bear live young
▲ warm-blooded
▲ young drink milk

▲ animals
▲ vertebrates
▲ breathe air

▲ body covered with scales or body plates
▲ lay eggs
▲ cold-blooded

Other strategies that use student's strengths in visual patterns involve the wide variety of visual organizers that are available. Visual organizers can be used to compare and contrast two related aspects as in the Venn diagram which compares mammals and reptiles. In a Venn diagram, the information in the center represents what is similar about mammals and reptiles. [4]

Basic visual organizers, also called mind maps or clusters, can be used to summarize information from a lecture, or reading materials, or to prepare for a writing assignment. The main idea is placed in the center and then the supporting facts can be attached in various formats. Mind maps can also be organized to show cause and effect or a sequence of events. [5]

Fig. 5 - Episodic organizer

Beginning

middle

end

Strategies that help students review and retrieve known information

These types of strategies are very valuable for students. That is because many times students learn information but then don't have a plan to easily retrieve or recall that information when it is needed, as on a

test. It is important that the students know the information well, because otherwise the mnemonic, whether it is a silly sentence or a picture, will not serve its function. For example, how useful is it if the student knows that the letters in the word HOMES represent the first letter of each of the five Great Lakes, but does not know the names of the lakes. Will it help him to know that one of the Great Lakes starts with the letter H if he cannot recall the word *Huron?*

Humor is valuable with these strategies because our brains are good at remembering unusual or silly things. Imagery or picture associations can be encouraged through modeling or using actual pictures. A short sentence or a sequence of letters is often used to aid in the recall. These are technically called acrostics (a short sentence with the initial letter of each word forming one of the names or words to recall in the correct sequence) or acronyms (a sequence of letters that may or may not form a word, with each letter representing one of the keywords to be remembered). HOMES is an example acronym for the five great lakes: Huron, Ontario, Michigan, Erie, Superior. Some examples of acrostics follow:

The Mnemonic	The first letter of each word helps recall:
My **V**ery **E**asy **M**ethod **J**ust **S**peeds **U**p **N**aming **P**lanets	*The planets in order: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto*
My **V**ery **E**ager **M**other **J**ust **S**erved **U**s **N**ine **P**izzas	The Planets in order: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto*
A **r**at **in** t**he** **h**ouse **m**ight **e**at t**he** **ic**e **c**ream	The spelling of the word arithmetic
Dear **M**iss **S**ally **B**rown	The main steps in long division: *divide, multiply, subtract, bring down*
Does **Mc**Donald's **S**ell **C**heese**B**urgers	The main steps in long division: *divide, multiply, subtract, compare, bring down*
Roy **G**. **B**iv	The colors of the rainbow in order: *red, orange, yellow, green, blue, violet*
Never **E**at **S**hredded **W**heat	The sequence of directions, going clockwise: *north, east, south west*

Strategies that help students recall and retrieve information

These types of strategies are very useful for students who have difficulty learning associative information, such as sound/symbol correspondences or math facts. Some students have an easy time remembering such information, such as the fact that the letter **a** has the /a/ sound or that 9x3 is 27. Other students may struggle greatly to remember these "simple" associations. Using strategies with these tasks can be especially valuable for students who learn differently because some of their processing issues may interfere with associative recall. Also, appropriate strategies can help them take advantage of their substantial processing strengths, which in turn helps increase their self-esteem as well as their learning.

Sound/symbol correspondences

Fig. 6

apple Ed is on umbrella

Sound/symbol correspondences can be recalled using visual mnemonics. This type of strategy presents a picture cue that can be used to help trigger the association to be remembered. For example, the word apple, along with a picture, can be used as a keyword to recall that the letter **a** has the /a/ sound. When words are combined into a silly phrase, the connections and patterns become even stronger. For example, keywords for the five main short vowels can be combined into the phrase, "apple Ed is on umbrella" as in this picture from *Memory Foundations for Reading.* [6]

Math-Numbering of fingers for 9s

Memorizing math facts, especially multiplication facts, can be a challenge for many students. Some students memorize the facts but then struggle to retrieve them when they are doing actual calculations. Students who struggle should be taught to look for patterns within the numbers. An example Pattern is evidenced when multiplied by nines: adding up the digits in the answer will always result in the number 9. For example, in 9x1=9, 9x4=36, or 9x7=63. The answers (9, 36, or 63) each add up to 9.

Process for figuring 9x5

Students can use their fingers to calculate many of the multiplication facts. The easiest strategy is for multiplying a number by 9. To use the strategy, students place both hands in front with the palm side down and fingers outstretched. Each finger is numbered (either mentally or with an actual sticker) beginning with the pinkie on the left hand. The number that is being multiplied is folded over, as in the diagram The student then counts the number of fingers to the left of the folded down finger (in this example of 9x5, there are four fingers to the left). This number represents the tens digit (4). The student then counts the number of fingers to the right of the folded down finger (in this example, there are five fingers to the left). This number represents the ones digit (5). The answer to this problem (9x5) is 45. [7]

The value of strategies

Learning strategies help all of us learn *how to learn* by focusing on the process and the plan rather than just the outcome or the content of learning. The goal is for students to carry many of the strategies and habits learned during the school years throughout life to enhance lifelong learning. While it is true that as adults we are generally not asked to calculate a page of math facts, it is also true that we will be asked to learn new information, analyze tasks, organize data, and plan our activities. These are the lifelong skills that are critical for all of us to acquire in school.

Too much too fast ... it won't last!

Several years ago, a Farside® cartoon was published showing a classroom situation. The student was raising his hand and asking if he could be excused because his "brain was full." This highlights an important caution to remember in using mnemonics. Go slowly. Too many strategies at once may confuse the student rather than help.

Use strategies to have fun with your students

Use them as examples to create more strategies that will help enhance students learning

Vary the strategies and include different sensory patterns

Help students realize the importance of strategies as a lifelong skill

Doing so will help enhance students' self-esteem because they will be more successful. When students learn to proceed through a task systematically, it will seem less overwhelming.

"And when they (feel) calm instead of angry and frustrated, it (is) actually easier to get through the work." [8]

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What is Active Learning?
Excerpted from University of Minnestosa
Center for Teaching and Learning

http://www1.umn.edu/ohr/teachlearn/tutorials/active/what.html

Defining "active learning" is a bit problematic. The term means different thing to different people, while for some the very concept is redundant since it is impossible to learn anything passively. Certainly this is true, but it doesn't get us very far toward understanding active learning and how it can be applied in college classrooms.

We might think of active learning as an approach to instruction in which students engage the material they study through reading, writing, talking, listening, and reflecting. Active learning stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive.

Think of the difference between a jar that's filled and a lamp that's lit. In the former case, liquid is poured into an empty vessel–an apt metaphor for the traditional educational paradigm in which students sit passively in a classroom and absorb the knowledge transmitted by an expert. A growing body of research has made it clear, however, that <u>the overall quality of teaching and learning is improved when students have ample opportunities to clarify, question, apply, and consolidate new knowledge</u>. In this case, instructors create opportunities for students to engage new material, serving as guides to help them understand and apply information. They help "light the lamp" of student learning.

<u>Students and their learning needs are at the center of active learning.</u> There are any number of teaching strategies that can be employed to actively engage students in the learning process, including group discussions, problem solving, case studies, role plays, journal writing, and structured learning groups. The benefits to using such activities are many. <u>They include improved critical thinking skills, increased retention and transfer of new information, increased motivation, and improved interpersonal skills.</u>

…What follows is a description of some of the basic elements of active learning followed by guidelines for using them in your classroom.

Basic Elements of Active Learning
There are four **basic activities through which all students learn**, and specific active learning strategies use one or more of these elements.
1.Talking and Listening
When students talk about a topic, whether answering a teacher's question or explaining a point to another student, they organize and reinforce what they've learned. When they listen, we want to ensure that it's meaningful listening, relating what they hear to what they already know. In a lecture class, students need periodic time away from passive listening in order to absorb what they've heard. And they need reasons to listen, reasons perhaps more immediate than a good grade at the end of the semester. Did the teacher ask a question before the lecture segment that was thought-provoking enough to cause the students to search for the answer in the words that followed? Were they told beforehand that they would have to explain the points in the lecture to a fellow student?
2.Writing
Like talking and active listening, writing provides a **means for students to process new information in their own words**. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently.
3.Reading
Students do a great deal of their learning through reading, but **they often receive little instruction in how to read effectively**. Active learning exercises such as summary and note checks can help students process what they've read and help them develop the ability to focus on important information.(Insert)

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4.Reflecting
In the all-too-typical lecture class, the lecturer stops talking at the very end of the period. Students gather up their notes and books and run for their next class. One can almost see the knowledge evaporating from their brains. They've had no **time to reflect, to connect what they've just learned with what they already know, or to use the knowledge they've gained in any way.** Allowing students to pause for thought, to use their new knowledge to teach each other, or to answer questions on the day's topics is one of the simplest ways to increase retention.

Categories of Active Learning Strategies
There are four broad categories of learning strategies that one might use in an active learning classroom:
individual activities
paired activities
informal small groups
cooperative student projects

Planning an Active Learning Activity-
When planning an active learning activity, answering the following questions will help you clarify your goals and structure.
What are your objectives for the activity?
Will students write down their answers/ideas/questions or just discuss them?
Will students turn in the responses or not
Will you give individuals a minute or so to reflect on the answer before discussing it…
If students are responding to a question you pose, how are you going to ensure that they leave with confidence in their understanding? (Often, if various student answers are discussed without the instructor explicitly indicating which ones are "right," students become frustrated
What preparation do you need to use the activity? What preparation do the students need in order to participate fully?

Keys to Success
Be creative! Invent new strategies and adapt existing ones to your needs.
Start small and be brief.
Develop a plan for an active learning activity, try it out, collect feedback, then modify and try it again.
Be explicit with students about why you are doing this and what you know about the learning process.
Use questions from in class activities on tests. For example, include a short essay question that was used in a think/pair/share.
Find a colleague or two to plan with (and perhaps teach with) while you're implementing active learning activities.

Some Basic Active Learning Strategies
Engaging students in individual or small group activities–pairs or trios especially–is a low-risk strategy that ensures the participation of all. The sampling of basic activities below can be adapted to almost any discussion or lecture setting. Using these strategies, or variations on them, ensures that you'll hold your students' attention…throughout the semester.

Ice Breakers	Scenarios / Case Studies	Shared Brainstorming
Think / Pair / Share	Reciprocal Questioning	3 - 2 - 1 Format
Write / Pair/ Share	Numbered Heads Together	Note Check
Student Summaries	Roundtable	Background Knowledge Probe
Question and Answer Pairs	Corners	Generating Questions
One Minute Paper	Problem-Based Learning	Jigsaw Teamwork
Focused Listing	Ten-Two Strategy	Rotating Chair Discussions
Two Column Method	Peer Survey	

Ice Breakers
Those things that get people talking quickly and personally about their goals, fears, expectations for the session before them. Ask them, for example, to consider what one thing each hopes to gain from the

workshop and what one thing each hopes to offer during the workshop, then have the group get up to rove the room for five minutes gathering a sense of what others have come to gain and to offer. At the end of the workshop, this might become a way for individuals to measure what they've accomplished and gained overall. Or, as another example, you might consider having participants fill out a 3x5 card with their names and phrases/words in response to questions you've given all of them; the participants then don these cards as name badges and walk around the room meeting as many people as possible, interviewing others about the ideas/information on the card or large-size name tags; after five minutes you can ask participants to return to their seats and jot down names of folks who might be contacts after the session or jot down an individual goal for the session.

Think / Pair / Share

Have attendees turn to someone near them to summarize what they're learning, to answer a question posed during the discussion, or to consider how and why and when they might apply a concept to their own situations. Works well with pre-planned questions and with ideas that emerge during a workshop from a larger group discussion. The objectives are to engage participants with the material on an individual level, in pairs, and finally as a large group. The activity can help to organize prior knowledge; brainstorm questions; or summarize, apply, or integrate new information. Approximate time: six to eight minutes. The procedure is as follows: 1) individuals reflect on (and perhaps jot notes) for one minute in response to a question; 2) participants pair up with someone sitting near them and share responses/thoughts verbally for two minutes, or they may choose to work together to create a synthesis of ideas or come to a consensus; 3) the discussion leader randomly chooses a few pairs to give thirty-second summaries of ideas.

Write / Pair / Share

The format for this strategy is identical to the think-pair-share, except that students process the question asked of them by writing about it rather than reflecting. After a brief time to note their thoughts, each student turns to a partner to discuss. The activity closes with the instructor calling on random students to summarize their responses. As with the think-pair-share, the instructor may choose to skip the summary portion of the exercise depending on circumstances.

Student Summaries

During a class session, the instructor pauses and asks students to explain to a partner the central concepts just presented. The activity can be altered in several ways. The instructor can request that students write or think individually prior to discussing with a partner, making the activity resemble a think/write-pair-share.

Question and Answer Pairs

The objective here is to engage individuals with readings and then to pair them to answer particular questions. This helps to deepen the level of analysis of presentations/readings, and helps engage participants in explaining new concepts, as well as considering how/where to apply the concepts to their own thinking/work setting. Approximate time: five to ten minutes. The procedure: 1) participants respond to a presentation (video, panel, readings) and compose one or two questions about it; they may do this in class or you may ask students to bring questions with them; 2) the participants pair up; A asks a prepared question and B responds; then B asks a prepared question and A responds; 3) the leader may ask for a sampling of questions and answers in order to bridge to a full group discussion.

One Minute Paper / Free Write

Ask participants to write for 2-3 minutes on a topic or in response to a question that you've developed for the session. Again, this is particularly useful in those moments where facilitators/teachers are asking participants to move from one level of understanding to another, from presentation of new ideas to application of ideas, from considerations about self to situations involving others. The moments of writing provide a transition for participants by bringing together prior learning, relevant experience and new insights as a means of moving to a new (aspect of the) topic. The writing offers participants a moment to explore ideas before discussion, or to bring closure to a session by recording ideas in their minds at that moment. A minute of writing is also a useful thing when discussion takes a turn you didn't expect – when a particularly good question comes from the group, when discussion keeps circulating around a basic idea rather than inching its way into potential applications or deepening of ideas. Useful with other active learning tools.

Focused Listing

These listings are great follow ups to short presentations (whether via video or in person speaker) during which participants are asked to absorb information that is new and that is vital to the discussion to follow. For example, with an early American Literature session focused listing might start with asking: "What is literature?" Or "Based on your reading of Thomas Jefferson's letter about "the novel," what phrases

describe the founders' fears about young women and men reading novels?" Then, as a full group, take five to ten minutes to for students to speak and record on a flip chart/white board as many associations as possible for this prompt. The listing works well to introduce a topic, as an exercise joining/synthesizing two sets of information (lecture plus follow up reading, two lectures), and as something to return to as a wrap up so that participants can compare before/after thinking – and, always, it will give you a chance to see if/where participants pick up on topics/ideas as you had anticipated, to gather a sense of interests/insights of the specific group before you, to establish a base from which you can begin to extend concepts of the workshop to participants' particular concerns.

Two Column Method

Before solving a problem or applying concepts, a discussion leader can help participants more fully consider a problem or issue or concept by employing a two-column method of generating and recording responses to a prompt – eg, "A Positive Classroom Looks and Sounds Like/ Doesn't Look Like This." Head two columns on the board/flip chart with "Looks/Sounds Like" and "Doesn't Look/Sound Like" and ask the participants for ideas, observations, recalling of presentation information that will support one side of the board or another. You might ask half the room to be initially responsible for the two minutes of listing "Favorable to A" and the other half to provide "Favorable to B" listing; then you could take a minute to have participants generally add to this base of information and/or generate a "Creating C from A & B" column. This technique can be quite effective in moving a group discussion from basic ideas toward considerations of how to apply those ideas; the listing can provide a base of ideas from which potential problems as well as benefits/successes/possibilities can be identified so that participants can begin a next stage of discussion.

Scenarios / Case Studies

Provide participants with a "local" example of a concept/theory/issue/topic being covered in the discussion. Participants discuss and analyze the scenario/case (provided by facilitator), applying the information covered in a presentation to some situation they may encounter outside of the workshop. Participants can briefly present their findings to other small groups or to the whole group or simply record ideas on an overhead/white board so that workshop leader can draw questions and synthesis from the material. Participants can also develop (individually, in pairs, groups) their own work-based case studies and exchange them with others for discussion and analysis.

Reciprocal Questioning

The facilitator provides question stems, such as the following:

Comprehension Question Stems	Connector Question Stems
Describe...in your own words.	Explain why...and how...
What does...mean?	How are...and...similar?
Why is...important?	How are...and...different?
How could...be used to...?	How does...tie in with...that we learned before?

Participants then develop specific questions from the given stems and provide answers. Students can work individually, with a partner, or in a small group.

Numbered Heads Together

Here participants work in groups (large or small). To begin, a group member asks a question, then others in the group put heads together and make sure everyone knows the answer. To close, the question asker picks one from the group to answer the question. This can also be done with two or even several teams, where Team One asks Team Two a question. Team Two puts heads together and makes sure team members know the answer. Then Team One selects a Team Two person to answer the question.

Roundtable

A question is posed by a group leader, teacher/facilitator or another participant. Each person writes one answer (or another sort of response, as directed by group leader) on paper (or flipchart or transparency) that's passed around the group. Each group shares/presents their answer to the entire class.

Corners

The leader of the day places content (or flipchart with question) in each corner of the room. Groups of 3-6 people move from corner to corner and discuss answer(s) to each posed question. The groups develop a consensus and write their answer directly on each flipchart. When the flipchart has an answer already written by a previous group, the next group revises/expands/ illustrates that response with additional information, if possible. Different colored markers can be used for each group to see what each group wrote for each question.

Problem-Based Learning

Present a problem to the class/group. The problem needs to be based on an authentic situation that the participants could actually encounter. Partners or small groups must apply the presented information to address the problem. They may address the problem deductively (determine what is causing the problem) or inductively (analyze the issues and identify the problem).

Ten-Two Strategy

Presenter shares information for ten minutes and then stops for two minutes to encourage listeners to pair and share their ideas, fill in any gaps or misunderstandings, and allow each other to clarify information.

Peer Survey

Each participant is given a grid that is to be filled in according to the needs of the group. Students/group members can be instructed to fill in the grids on their own or the can collect statements from peers and then share in small/large groups. Groups can then generate and share conclusions. Grid topics or categories can be tailored/designed as needed/preferred; here's a sample grid:

Example of Idea:		
Useful Information:		
Unresolved Question:		

Shared Brainstorming

Presenter disseminates sheets of paper to each small group of 3-5 people. On each sheet is a different question. Team members generate and jot down answers to the given question. The presenter then instructs each group to rotate to another sheet containing a different given question to answer. Depending on the time available, this procedure is repeated, giving each group the opportunity to respond to as many questions as possible. At the end of this activity, each group returns to their original question sheet, reviews the given responses, generates a summarization of ideas, and shares their conclusions etc. with the entire group.

3 - 2 - 1 Format

Presenter instructs students to jot down and share with partner or small group:

3 ideas/issues etc. presented

2 examples or uses of the idea/information covered

1 unresolved/remaining question/area of possible confusion

Note Check

Students pair with a partner/small group to briefly (2-5 minutes) share notes. They can clarify key points covered, generate and/or resolve questions, generate a problem to solve, solve a problem posed by the instructor, or write a paragraph synthesizing key ideas as set out in partner's notes.

Background Knowledge Probe

BKPs questionnaires ask for basic, simple responses (short answers, circling/showing of hands in response to multiple choice questions) from students who are about to begin a course, a unit, or study of a new concept. Such probes are meant to help teachers determine effective starting points/appropriate levels of instruction for a given subject and/or class. Used to both open and close course activities, a BKP helps students focus attention on what will be important material.

Generating Questions

Have students/participants create five types of questions from a reading assignment, with each question moving to a "higher" level of thinking. Begin with a question asking for an important fact stated directly in a text. Then develop a question that revolves around two relationships, ideas, characters or events addressed in the reading. At the next level ask students to write questions requiring answers built from inference – an analysis drawn from two pieces of information close together in a text or from relationships among many pieces of information spread throughout the assigned reading(s). Students can create higher level questions based on patterns they perceive in seemingly unrelated pieces of information – a symbol, a theme that recurs. The last of this question-developing thread might ask students to create a question based on the reading and everyday life, issues, contexts. This can be a great activity for those days when students have been assigned short but intense readings that they will be expected to discuss in detail in class. Have students write the five questions (noting page numbers when they refer to textual passages or ideas) on a note card, which can be passed around, used as a guide during discussion, and/or turned in at the end of class.

Jigsaw Teamwork

A Jigsaw is an active learning exercise in which (1) a general topic is divided into smaller, interrelated pieces (e.g., the puzzle is divided into pieces); (2) each member of a team is assigned to read and become

an expert on a different piece of the puzzle (e.g., one person is given a Team Building Issues puzzle piece/article, another the Team Composition & Roles piece/article, and so on); (3) then, after each person has become an expert on their piece of the puzzle, they teach the other team members about that puzzle piece; and, finally, (4) after each person has finished teaching, the puzzle has been reassembled and everyone in the team knows something important about every piece of the puzzle. Functioning as a successful team requires the integration of many different activities. If any piece of the puzzle is missing, the team is generally a group and not a team.

Rotating Chair Discussions
The Rotating Chair group discussion method works well in several situations; groups well versed in the ordinary usefulness of this process of building ideas will comfortably engage rotating chair practices for handling difficult discussions. The ground rules for Rotating Chair are four: (1) When you would like to participate, raise your hand; (2) The person speaking will call on the next speaker (aiming to call on a person who has not/has less frequently contributed); (3) The person called on will first briefly restate/summarize what has been said then develop the idea further; (4) As a speaker, if you wish to raise a new question or redirect the discussion, you will briefly summarize the points made in the prior discussion, and where possible create a transition from that thread to the one you're introducing.

Participants gain the most from Rotating Chair discussions by not only participating as speakers, but by also being attentive listeners, jotting down notes about ideas so that ideas develop in those spaces between speaking, learning from others' ideas rather than listening for a "right idea" or "right answer" to emerge, and trusting that the opinions and experiences that you offer in speaking will increase the knowledge base and problem-solving capacity in the classroom.

Recommendations for Making Active Learning Work
Following are some recommendations for implementing active learning in your classroom.
To overcome student resistance to active learning
Begin using active learning stratetgies early…
…use active learning frequently
Give clear instructions
Explain to students why you're using active learning and the benefits they can expect from it.
Be committed to your choice to use active learning and communicate that confidently to students. Students will be put at ease if they understand that you're in charge and have good reasons for what you're doing.
Start small and simple.

To counter student complaints about active learning
Address student complaints about active learning immediately and with confidence. Keep your comments positive.
Explain … why you're using active learning. Highlight what students have to gain from such activities. …
See student complaints about active learning as "teachable moments" that offer students opportunities to reflect on how they learn and how to improve those learning skills.
To maintain control … during active learning
When starting out with active learning, keep it short and simple.
When planning and presenting active learning strategies to your students, make sure to consider four elements: the goal of the activity, the outcomes you expect of students, the procedure they should follow, and the time limit for the activity.
To manage time pressures when using active learning
Consider your learning objectives carefully. Based on them, what content is most important for students to master?
Consider what content you must cover in class and what content students can cover outside of class by themselves. It may be necessary to create assignments, activities, or other support to help students master material on their own.
Avoid racing through material to "finish it all" by the end of the period. This is almost always counterproductive. Students tend to become overwhelmed and discouraged.
Remember that just because you say it, doesn't mean they learn it. If student learning is your goal, resolve to spend more time on less material.

Appendix B-Learning Disabilities

Learning Disabilities Quiz

Answer True/False based upon your opinion.

_____ 1. Learning Disabilities can develop as a result of stress especially for those who have been away from school for several years.

_____ 2. People with Learning Disabilities may receive reasonable accommodations such as extra time on tests in community colleges and universities.

_____ 3. Most students would do better if given extra time on tests in college.

_____ 4. Nursing and other health care board exams do not allow extra time for people who have Learning Disabilities because it would be unfair to patients in the future.

_____ 5. Speaking another language before learning English can cause Learning Disabilities.

_____ 6. Learning Disabilities always affects reading in one way or another

_____ 7. According to Section 504 of the National Rehabilitation Act of 1973 course standards must be eliminated for students with Learning Disabilities.

_____ 8. Learning Disabilities is another term for mental retardation.

_____ 9. People with Learning Disabilities always have average intelligence.

_____ 10. People with Learning Disabilities always make a good tutor.

_____ 11. People with Learning Disabilities never make a good tutor.

Definition

1.

2.

3.

Accommodations-**Reading-**If a student has specific reading or writing difficulties they may need additional help from Special Services to obtain an e-text or learn to use a Kurzweil scanner or screen reader.

Appendix C-Writing, Math, Reading
A Writing Revision Checklist

1. A clear thesis early in the essay—a thesis usually includes position plus reasons and points to be discussed (a help for many students is to prescribe using the word "because": another, is to advise they recognize the "hot spot" at the end of the opening paragraph).

2. Opening remarks early to tie the reader into the discussion (a lead sentence, a "grabber", announcing a common problem, a question to be answered, etc.).

3. Topic Focus—has the student addressed the topic directly or moved away from it into another topic or even a set of other issues?

4. Paragraph Development—is the student able to unfold the idea by providing information, examples, illustrations, details, anecdotes, explanations, definitions, answers to questions, etc.?

5. Paragraph Unity—do the paragraphs have integrity, or do they attempt to include divergent material or many different issues?

6. Paragraph Sequence—is there an order to the material in the discussion (chronological, enumerative, categorical, causal, pedagogical, etc.)?

7. Transitions—does the writer provide links between sentences and between paragraphs (conjunctions, transitional phrases, echo words, etc), or are these links left for the reader to provide?

8. Material—has the student demonstrated detailed knowledge of the reading material by using examples, terms, and details from the reading?

9. Thought—has the student demonstrated the ability to think with the material? Can the student apply the material to a discussion not directly announced by the material itself?

10. Counter positions—if appropriate, has the student allowed opposing ideas into the discussion (at least by noting that other views exist; at most, by answering objections through argument)?

11. Tone—has the student maintained a thoughtful, academic level of discourse (or slipped into colloquial chatter)?

12. Reception—has the student wandered back to a point already well established, stayed on an explanation too long, shown a habit of duplicating explanations, or committed other sins handled by The Department of Redundancy Department?

13. <u>Economy and Precision</u>—can you cross out words as your read or replace many words with one?

14. <u>Sentence Variety</u>—is the discussion disconnected and monotonous because nearly every sentence is a subject-verb-object (8 to 14 words long)? Is the discourse muddy because every sentence is complex, with 3 or 4 major units? Can you combine or re-mark the sentence boundaries to produce a variety of lively rhythms?

15. <u>Conclusion</u>—has the student fulfilled the promise of the thesis and ended the discussion in a way that shows control of the issues and powerful support of the position announced in the thesis?

NOTE: This list does not include items in the category of correctness, but includes those items pertaining to fluency and cogency.

Online Resources for Writing
Guide to Online Learning Centers/Online Writing Labs

Exercise Central: www.bedfordstmartins.com/exercisecentral
Rules of Thumb: http://highered.mcgraw-hill.com/sites/0072449861/student_view0/
Nuts & Bolts Guide to Writing: http://www.nutsandboltsguide.com/
Purdue's OWL: http://owl.english.purdue.edu/
Paradigm Online Writing Assistant: http://www.powa.org/
Writing Center Guide: http://www.lynchburg.edu/public/writcntr/guide/indes.htm
Guide to Grammar & Writing: http://webster.comnet.edu/grammar/indes.htm
Writer's Guide: http://web.uvic.ca/wguide/Pages/StartHere.html
Punctuation Made Simple: http://chuma.cas.usf.edu/%7Eolson/pms/
ESL Resources: http://owl.english.purdue.edu/handouts/esl/index.html
ESL/EFL Resources: http://polyglot.1ss.wisc.edu/lss/lang/esl.html
Garbl's Writing Center: http://garbl.home.attbi.com/indes.htm

Guide to Research Information & Documentation Guides

Cerro Coso's Learning Resource Center: http://www.cc.cc.ca.us/library/
Research & Documentation: http://dianahacker.com/resdoc/
Bartleby's Great Books Online: http"//www.bartleby.com/
English Research Room: http://www.bedfordstmartins.com/english_research
Voice of the Shuttle: http://vos.ucsb.edu/
Research & Reference: http://owl.english.purdue.edu/internet/resources/sourceofinfo.html#style

Guide to Style Information

Elements of Style: http://bartleby.com/141/
11 Rules of Writing: http://junketstudies.com/rulesofw/
Roget's Thesaurus: http://humanities.uchicago.edu/forms_unrest/ROGET.html
Merriam-Webster Dictionary: http://www.m-w.com/
Writing Genres: http://owl.english.purdue.edu/internet/resources/genre.html

Armor de Tilia

If there is any other person except my parents to love and hold dear is my Grandma Otilia. Being around my granny I feel so, at ease deeply inhaling relaxed breaths, the feeling is similar to having a war hand stitched blanket covering me on a cold fall day, with a nice mug of hot cocoa, ahhh the comfort, the warmth. That's my Grandmother reliable, honest, and straightforward.

Reliable, when I need someone to lean on or to talk to, its my grandma's love that is unfailing. I can trust my grandma to hold no coils or toils toward me. I can just open my mind, I never lie nor hide what I feel what is on my mind, because she can see and hear it in my voice. Tilia is always there when I need love, support or a favor. Even though, I'm 29 she still makes sure I don't grow crooked tree. She loves my kids pure as the sun and moon are sure to rise. I can depend on my Grandma Otilia, she is reliable.

Honest, is my Granny apple seed. If I ask her a question or open up to her about a problem she's honest and tells me what she feels. She is truthful and sincere, for example, if I ask, "Grandma I don't know what I should study, to become a nurse, or teacher?" She then opens the curtain to things that I didn't see, for instance, being a nurse takes time, and becoming an elementary teacher give me more time to spend with my kids. Almost every advice grandma gives is credible for me in my decisions. Otilia is free from deception when she shows love, kindness, affection and help. She always tells me, "Munchas gracias que mi visitas, y ti amo tambien!" which means "Thank you kindly for visiting and I love you too." Kind is she.

Straightfoward is she (Grandma) she says "Angela look at the big picture not the temporary one!" She is frank. She doesn't beat around the mulberry bush; she is persistent, for the best of my kids and my future. She worries, if I cry, she disciplines me in a way she shows me that maybe I was just feeling sorry for myself, she'll tell me in Spanish "Angela stop crying, stop worrying now, and some how she sets me straight and tells me "God is great," somehow I calm down, and walk straight forward.

All in all what would I do without my Granny? I don't know; don't even want to ponder about that. I just want to cherish are times together now. My Otilia is reliable in her comforts, honest in her love,

and straight forward for the best of me and my children. I just want her to know " Que Te Amo Muy Muncho Abuelita Tilia!" " I Love You Very Much Grandma Tilia."

Sample 2

Let me just tell you that my brother-in-law is one of the most irresponsible people in the world. My brother-in-law Scott, can't stick with one career. In his personal life the only responsibility he owns up to is his job and nothing else. I don't even think he realizes he is a father to a one year old little girl. How is it a 26 year old married man and a father, be so irresponsible?

Picking a career and sticking with it, does not seem to be Scott's forte. He seems to always be on the look out for the job that requires the least amount of work for the most amount of money. Scott has gone to school for two different careers. His six different careers have included; magazine sales, EMT, firefighter, realtor, car sales, and now, private resort membership sales. Though Scott makes great money now and works very few hours, he is still looking to switch careers again.

Scott has always been an irresponsible person when it comes to his personal life. It seems to be okay to party and drink several times a week. At the age of 26, his parents are still paying for his truck and car insurance. As for the responsibilities of parenting, he just hasn't come to terms to accept them yet. The irresponsibility's of his personal life are going to lead to consequences he has yet to fore see.

Parenting for Scott, has led me to wonder if child protective services will question him about his parental skills. Other people watch his daughter so he could go out and party several times a week. When Scott is at this parent's house, they watch his daughter and he naps. The times that Scott has his daughter by himself, he puts her in a playpen so that he doesn't have time to watch her. All I can hope for is, that he will not have any more children that he will ignore.

I just can't see how a 26 year old husband and father can be so irresponsible. A career he never seems to be happy with. Partying several times a week while, other people watch his daughter. And than confine his daughter to a playpen, so he doesn't have to watch her. I am hoping that he doesn't pass his irresponsibility to his daughter or have more children that he will continue to ignore.

English 40
Journal
Practice Analyzing the Second Paper—Norm Stephens
10 Points
Directions: Read essay. Answer the following questions in your journal.
1. The title should give the writer's point. What is the writer's point in the first essay? The second? Can't tell?

2. Write titles essays that give the author's points.

3. What examples does the first essay give? How could those examples be improved?

4. What examples does the second essay give? How could those examples be improved?

5. Which essay used "you"? What should be written instead?

6. List any fragment errors in the first essay.

7. List any fragment errors in the second essay.

8. Examine the conclusion of the first essay. What's missing/ Write an appropriate question and answer

9. How could the conclusion in the second essay be improved?

10. What would you offer as advice to the writer of the second essay?

Math-http://www.csupomona.edu/~rosenkrantz/skills2.htm and http://www.howtostudy.org/

''Math Tips''- Study Like A University Student- St. PIE Method - This method is from the excellent book by Laia Hanau, Play the STUDY GAME for Better Grades, Harper & Row, Fifth Ed. 1972. Briefly stated, use the Cornell Method and write down everything you can in the capture area. When studying you then try to classify the material in your notes as either:

Statement
Proof
Information
Examples.
Thus the acronym **St. PIE**.

In a humanities or social science class, for example, you would then make all the connections. The instructor does not always "tie things together". They leave that to the student. When you see a statement (postulate, theory, axiom, contention, opinion, premise) for ask yourself where the proof, information, and examples are in your notes. Tie them together with lines, arrows, and notes. **When you do this you are predicting the test questions in advance.** Aren't many test questions things like: This is an example of ..., Give proof to support ..., etc.

Study Skills - With math and applied mathematics fields it is not enough to simply "know" or "understand" material. **You need to know the material well enough to perform quickly-- without hesitation**. Therefore, knowing involves DOING AND DOING QUICKLY. Learning the rules well will help you tremendously. Studying consists of studying the rules, trouble spots, and practicing examples. Studying is not paging through the book working problems. Math is a "doing" subject, not a "reading" subject.

Study Steps - Write down the first line of an example problem on a piece of scratch paper, close your book or notes, then work as far as you can without looking. Then start over and repeat the process four or five times until you can do the example QUICKLY al the way through. By the time you have worked through the example repeatedly you have the rules memorized. The repetition in this process is the key to learning. This phase of the study process is where you find the "can't do's" to enter them into column one of your notes.

Now the homework should be the "frosting on the cake" and should only take a few minutes. Contrast this technique to the common practice of digging into homework without proper preparation. The homework may eventually get done after a lot of "page flipping", but the student still does not know the material proficiently and rules are not internalized.

Study Time - How long should you plan on for studying and how should it be used?
3/4 - 1 hours - to transcribe notes and understand steps.
1/2 - 1 hours - to work examples over and over.
1/2 - 1 hours - to do homework.
These steps total to 2 to 4 hours of study for each hour of class. You will experience two extremes when studying when using this method: The frustration of not getting the homework done quickly, and the reward of finally getting itout with a fair good understanding and internalization of the material.
Closure - When you stop studying you should always allow a few minutes to ask yourself what you have learned the last hour and what the key points are. This step will help you solidify what you have studied.

Exam Techniques - **Do's and Don't's when studying for an exam:**
DON'T cram
DO get a good night's sleep
DON'T cram in the morning
DO use index cards to review before the exam
DO take lots of breaks when studying. A five or ten minute break or "cat-nap" for each hour of studying may keep you fresh enough to continue fruitfully.
DO study during your most productive time. Each person has certain times when they peak mentally. Try to use these periods to study math.

During the test:

Go through the entire test and decide what types of problems there are.

_ Put a check mark next to those problems you are good at.

? Put a question mark next to those problems that are "maybes".

X Put an X by those problems you are not good at.

Do the check-marked (_) questions first. This builds confidence and helps you relax during the test. Your strategy is to get the points you can get. These points (and your grade) generally come from what you know, not from what you do not know.

Additional Ideas

o Transcribe notes only on the front side of each page. Use the back side of pages to enter examples, notes, and theorems from the textbook that correspond to the open page of class notes. If done properly, your notes will be a complete reference source and you will not need to reference the text very often. Notes prepared in the above fashion give you a sense of pride and are considered very valuable.

o Always write the problem number, page and the problem itself above your homework solutions. If not, you will always need your text to make any sense out of your homework papers.

o Consider using a pressboard binder (the kind with two metal strips that fit three hole paper) to store your pages as they leave your 3-ring notebook. At the end of the course you will have a completely "self-contained" reference complete with notes and homework problems.

The Quality Student - Most students do not realize that they can improve their GPA simply by demonstrating to the professor that they are a serious, conscientious, hard-working student. Why? Because the professor may give you the "benefit-of-the-doubt" while grading quizzes or exams or even reward you for your good attitude when determining your final course grade. The "Quality Student" does the following:

1. Always attends class

2. Always takes the prerequisite courses

3. Always pays attention in class

4. Always takes notes

5. Always attempts and turns in their homework

6. Always notifies the instructor about difficult situations that may be keeping them from optimum performance

7. Listens for helpful hints from the instructor

8. Keeps up with class material

9. Plans time to review and study for exams

10. Has a balanced life

11. Does their fair share on team projects

12. Does not "bicker" with the instructor over partial credit

13. Visits the instructor during their office hours with genuine questions from class notes or attempted problems

14. Always buys and keeps their books, software, and other "tools"

15. Looks for the best in every situation

16. Is a student of "interpersonal communications"

Appendix D-Evaluations

Evaluations may be both informal and formal. Both may be used for feedback, planning, and institutional information gathering.

Tutor Training Evaluation Form

We appreciate your input and will use the information to improve future tutor training. Answer fully. Please do not include your name or the subject you tutor. Print out your answers and hand the sheet(s) to Sherri Windish for collection. Thank-you for your input.   Bonita Robison

1. Have you tutored this semester   Yes   No
2. Have you ever tutored at another institution   Yes   No

3. We began training with an assertiveness tape. If the information was useful, in what way was the information helpful? Did the reenactments reinforce information for you? Have you been able to be more assertive? Did you feel the tutoring staff and faculty supported assertiveness?

4. Did you learn more from the general tutoring information or specific tips in the manual? Have you used any of the materials in the file or listed in the catalog at the back of the manual?

5. Did the learning styles tape "No Two Alike" help you realize the degree of student differences and styles that may be encountered during tutoring? What if anything have you tried that specifically addresses a difference in learning style?

6. Other faculty participated in the training. We had individual sessions for English and for math and group training for reading across the curriculum. Please discuss the benefits and drawbacks of each approach as you see it.

7. Other training was specifically geared to group tutoring, working with ESL students and students with a learning disability. What do you specifically recall about group tutoring, tutoring ESL students or working with students that have a learning disability? What effect did the "F.A.T. City" video have on you personally and your work with students?

8. What was the greatest benefit you received from tutor training (Not lunch!)?

9. In your opinion, what could be improved with tutor training? What could improve the tutor program?

10. If given the opportunity to take a.1/2 unit course on "Technology for Tutors", would you sign up for the course? (Some possible trainings would be training on CCC Confer, course compass, Inspiration or graphic organizers, and practice software.)   Yes   No

Student Evaluation of a Tutoring Session-
No Names Please-   **Date**_____

Any substantial difficulties should be addressed to the faculty or office supervisior.

1. Was your tutor helpful with what you needed to work on during the session?Y   N NA

2. Did your tutor explain the material in a way that was understandable?   Y N   NA

3. Did your tutor show you study methods that helped you learn the material? Y N   NA

4. Did you go away with a plan of study to use before the next session?   Y N   NA

5. Is your tutor friendly and open to listening to your needs?   Y N   NA

6. Did your tutor understand the assignment or if not did they seek help?   Y N   NA

7. Do you consider your tutor to be knowledgeable about the subject?   Y N   NA

8. Was your tutor encouraging and non-judgmental?   Y N   NA

9. Was your tutor prompt and courteous?   Y N   NA

10. Did your tutor show you additional resources to use for study   Y N   NA

What was the best thing about your tutoring experience today?_____

_____

_____

_____

Additional Comments:_____

_____

_____

_____

Cerro Coso College Formative Tutor Evaluation for_____

This report is predicated not only on the belief that each tutors has valuable strengths but also that feedback can improve performance in our best tutors.

1. **What did the tutor do to ensure the all paperwork documenting the session was completely filled out?**

2. **Tutors use the tutoring cycle as a guide to their tutoring session. What part of the cycle was the best in the session you observed? What great tutor qualities were exhibited? Was any important part skipped?**

3. **Who did most of the talking during the session- the tutor or the tutee? What did the tutor do to get the tutee to do most of the talking? If the tutor lapsed into teaching rather than guiding student learning, what suggestions would help the tutor?**

Rate the tutor-9-10=Excellent,7-8-= Superior, 5-6= Reasonable, 3-4= Fair, 1,2=Poor or   N/O Not Observed   N/A Not Applicable

The tutor

	reflects spontaneous, open, honest attitude about self and supervisors
	is respectful, friendly and encouraging to the students and others
	addresses study skill problems or previous lack of skills
	uses probative questions to ensure student's understanding and gives students enough time to answer a question before asking another question
	encourages and allows enough time for students to ask questions.
	is professional in their conversation and stays on topic
	demonstrates a consistent mastery of the subject throughout the session
	gives explanations the student is able to understand and ensures the student was able to perform the task discussed.
	uses available resources including staff, instructors and materials
	is patient with students at all levels.
	is able to work well with both individual and group tutoring sessions.
	is appropriate in their personal appearance with no distracting dress or body odors.

4. **Provide one comment that would help this tutor to become a better tutor.**

5. Other comments:

Signatures_____, _____
Date Observed_____ **Date Reviewed**_____
Date copy made for IWV file_____

Formative Tutor Evaluation Cerro Coso College(optional)

Tutor evaluations may be formative- meaning the instructor evaluating the tutor gives feedback about what they noticed that was positive about the session and then provides additional information, suggestions or resources for improving tutoring sessions. The goal is to retain good tutors and to train them for excellence.

Bonita Robison January 2008

Use of Tutoring Cycle- Did the tutor use the Tutoring Cycle or minimally the PAR sheets effectively?

BEGINNING STEPS	TASK STEPS	CLOSING STEPS
Step 1 Greeting and Climate Setting	Step 5 Set the Agenda	Step 9 Confirmation
Step 2 Identification of Task	Step 6 Addressing the Task	Step 10 What Next?
Step 3 Breaking the Task into Parts	Step 7 Tutee Summary of Content	Step 11 Arranging and Planning the Next Session
Step 4 Identification of Thought Processes Which Underlie Task	Step 8 Tutee Summary of Underlying Process	Step 12 Closing and Good-bye

Comments:_Names_____Date_____

_____

_____

Documentation:

What did the tutor do to document the session and did they give the student a copy of the summary that they completed together?

Is the tutor proficient about explaining the need for using the PAR sheets and planning for the next session?

How able was the tutor to stick with the tutoring plan or modify it according to the student's need?

Did the tutor use sign in sheets to document time spent with the student?

Professionalism:
Was the tutor on time?

Did the tutor explain the details of the assignment without being critical of the student or instructor?

In what way did the tutor persist to find what worked best for the student or identify study skill needs?

Communication:
What method did the tutor use to encourage the student to do most of the talking?

What evidence was there that the tutor used probative, clarifying or though provoking questions?

Did the student leave feeling the session was positive, encouraging and non-judgmental?

Innovation to facilitate learning:
What modifications did the tutor make to the presentation to fit the students learning style or disability needs?

Did the tutor use additional resources, technology or present the material in a novel way?
For use during and after the evaluation

Name _____Date_____

Use of Tutoring Cycle- Did the tutor use the Tutoring Cycle or minimally the PAR sheets effectively?

What Beginning Steps did the tutor use and were they effective? Are there suggestions that would make the start of the session more effective.? If so what are they?_____
_____
_____

Communication:
What method did the tutor use to encourage the student to do most of the talking?_____
_____
_____

What evidence was there that the tutor used probative, clarifying or though provoking questions?_____
_____

How able was the tutor to stick with the tutoring plan or modify it according to the student's need?

Did the student leave feeling the session was positive, encouraging and non-judgmental?

Are there suggestions that would make the session more effective? If so what are they_____
_____
_____

Documentation:
What did the tutor do to document the session and did they give the student a copy of the summary that they completed together?

Is the tutor proficient about explaining the need for using the PAR sheets and planning for the next session?

Did the tutor use sign in sheets to document time spent with the student?

Professionalism:
Was the tutor on time?

Did the tutor explain the details of the assignment without being critical of the student or instructor?

In what way did the tutor persist to find what worked best for the student or identify study skill needs?

Innovation to facilitate learning:
What modifications did the tutor make to the presentation to fit the students learning style or disability needs?

Did the tutor use additional resources, technology or present the material in a novel way?

FinalComments:_____
_____

Signatures   Date
Copy to tutor

For use during and after the evaluation
Name _____Date_____

Use of Tutoring Cycle- Did the tutor use the Tutoring Cycle or minimally the PAR sheets effectively?

What Beginning Steps did the tutor use and were they effective? Are there suggestions that would make the start of the session more effective? If so What are they?_____
_____

Communication:

What method did the tutor use to encourage the student to do most of the Talking?_____
_____

What evidence was there that the tutor used probative, clarifying or though provoking questions?_____

_____

How able was the tutor to stick with the tutoring plan or modify it according to the student's need?
_____

Did the student leave feeling the session was positive, encouraging and non-judgmental?

Are there suggestions that would make the session more effective? If so what are they?
_____
_____

Documentation:

What did the tutor do to document the session and did they give the student a copy of the summary that they completed together?

Is the tutor proficient about explaining the need for using the PAR sheets and planning for the next session?

Did the tutor use sign in sheets to document time spent with the student?

Professionalism:

Was the tutor on time?

Did the tutor explain the details of the assignment without being critical of the student or instructor?

In what way did the tutor persist to find what worked best for the student or identify study skill needs?

Innovation to facilitate learning:

What modifications did the tutor make to the presentation to fit the students learning style or disability needs?_____

_____

Did the tutor use additional resources, technology or present the material in a novel way?

FinalComments:_____
_____

Signatures   Date

Copy to tutor/ campus LAC/ LAC @ IWV

Tutor Self Evaluation of a Session

Ongoing evaluation is necessary not only for improvement but for maintaining excellence. Tutors may use journals to track their sessions or they may chooses to ask themselves several questions about the session. Since most tutors have more than one student with whom they work, it is always a good idea to record what worked and what didn't go smoothly. Consequently, the tutor then has the opportunity to consider maintaining a similar approach or modifying their approach for the next session. Remember this information is confidential!

Name   **Date**

What worked for the student?

What, if anything would you change or have ready for the next session?

What parts of the tutoring cycle did I use most effectively?

What parts of the tutoring cycle need some work?

Do I need to change anything about

- **the way I document the session**

- **relate to this student**

- **the materials or supplies that would make learning clearer**

Next Time I would like to_____.

Appendix E- Other
Online Resources for Study Skills in no selected order

1. http://www.coping.org/adultlink/study.htm#Research-
James and Constance Messina

2. http://tili.tri-c.edu/students/firstyear/CollegeSurvival.asp#5
Cuyahoga community College

3. http://www.uwrf.edu/academic-success/Tutoring/StudySkillsLinks.htm#studylinks University of Wisconsin- River Falls

4. http://www.peer.ca/toperbks.html -resources for purchase

5.CRLA Tutor Certification Information
http://www.crla.net/tutorcert.htm

6.**Online Tutor Training Resources or other system used by the campus**
Cerro Coso now uses Adobe ConnectProfessional for online Tutoring; However, other modes may be added. Tutors need additional paid training for facility in using these resources.

Other Resources
Computer and Video Tape player
> Math video tapes
> GED- Insert on how to access included
> Inspiration- Insert on how to access included

Bookroom and Bookcase
> Textbooks
> Dictionaries
> Thesauruses
> Writing Guides
> APA and MLA Guides

File cabinet
> Practice sheets
> Many Tutoring tips-drawer
> Booklist-fall 2006
> Booklets-Learning Styles and the Non Traditional Learner and SQ6R
> Evaluation Sheets
> SQ6R- Reading Method- John Garcia
>
> Recently added materials- Time management and Reading tips
> Assessments on Time Management and Reading Skill

Tutoring Sheet –Side 2

Tutor comments to share with coordinator and tutees. _____

_____

_____

_____

_____

_____

_____

Tutor Thoughts on the session _____

_____

_____

_____

_____

_____

_____

Readiness for the course- A periodic check for tutor and tutee
B. Bloom (Check the appropriate box. Does the level correspond with the class? Decide this with the student)

1.Knowledge: ☐	2.Comprehension: ☐	3..Application: ☐	4. Analysis: ☐	5. Synthesis: ☐	6. Evaluation: ☐
The tutee can <u>define</u> basic concepts verbatim.	The tutee can <u>describe</u> information in own words.	The tutee can <u>interpret or</u> apply knowledge.	The tutee can <u>analyze problems</u> or compare and contrast.	The tutee can <u>create</u> from a knowledge base.	The tutee understands on the highest level and can judge beyond the stated information.
Key Identifiers: Define, Repeat, List, Recall, Name	**Key Identifiers:** Translate, Restate, Describe, Explain	**Key Identifiers:** Interpret, Apply, Demonstrate	**Key Identifiers:** Distinguish, Differentiate	**Key Identifiers:** Compose, Design Construct, Prepare	**Key Identifiers:** Judge, Appraise Evaluate, Assess

Tutoring Program- "Helping Students Learn How To Learn"

Tutor/Tutee Summary of Each Tutoring Session-Data provided here will be used to measure a number of independent student learning outcomes over a semester. The data may be cross reference with student success and retention data. The tutors and students will use the form to identify needs and to indicate progress.

Please Print Legibly and **Fill Out completely each session.**

Tutor_____	Date/_____
Tutee(s)	Course/level

Tutoring is designed to help you become and independent learner.

Acquisition/Self-Responsibility-Since the last session I studied _____hours and have these questions for my tutor.
_____
_____

Plan to hit the MARQ each session !

Planning- identify the study skill(s) you need with a / mark and those you will work on today with an X
Metacognitive Behaviors Which Study Skill(s) does the tutee need to improve? (Use student initials with groups.)

Motivation	Acquisition	Retention	Quality of Performance
☐ Motivation/incentive	☐ Usage of Syllabus/required work	☐ Organization of Material(s)	☐ Relate Details to Whole - sum up
☐ Goal Setting/planning	☐ Textbook Usage, Reading & SQ4R	☐ Study Aid-outline,mind map	☐ Locating Work Errors proof, edit
☐ Setting Task Priorities	☐ Use of Non-text Resources/ MLA...	☐ Mnemonics/Memory Skills	☐ Test Question Prediction
☐ Time/task Management	☐ Note Taking/Listening Comp. Skills	☐ Test Preparation/ Review	☐ Test Taking Strategies
☐ Reducing Test Anxiety	☐ Question Strategies	☐ Research Skills-online	☐ Knowledge Transfer- apply
Recog. Pre-req. skill	☐ Practice/time on task	☐ Relate to previous work	☐ Analyze question
☐ Other _Focus/ Materials_	☐ Other-computer/ calculator/picture it	☐ Other sequencing steps	☐ Other- rushing_____
☐ _____	☐ _____	☐ _____	☐ _____

Review-In your own words **describe** the study skill used today and how it helped you and will help you in the future.
Study Skills_____

_____

Course Concepts_____

Planning: Before the next session, I plan to spend _____hours before the next session on_____.

The study skills I plan to use is_____