

Fall 08 - LEARN 10

INTRODUCTION TO TUTORING & MENTORING

One Unit, CA/NCA

Tutors: CRN 70912, Sec. 591 – Nadine Rosenthal - Mentors: CRN 75511, Sec. 592 – Christine Francisco

Instructors

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Textbooks

Training manuals are free and will be distributed at the first class session

Tutors in Section 591: Tutor Manual

Mentors in Section 592 : Mentor Manual and Tutor Manual

Attendance

Tutors and mentors are expected to attend all training sessions; however, they may be excused from some training sessions with approval of the instructor due to special circumstances. Missed sessions must be made up by the week following the last training session. Make-up assignments are described in the syllabus. **Due Friday, October 17th.**

Definitions

Tutoring provides formalized academic support. It is one-to-one and small group instruction that explains, clarifies and exemplifies a topic, and ultimately, promotes independent learning. Tutoring is a complex set of behaviors that are taught in an environment that provides demonstrations of effective techniques, allows for practice in real tutoring situations, and gives opportunities for reflection and discussion. Tutors construct their tutoring skills from their initial understanding of tutoring and from the concepts they learn in their tutor training course and their personal tutoring experiences.

Mentoring provides informal guidance and personal support as well as academic support. A mentor is an experienced person who provides information, advice, support and encouragement to a less experienced person, often leading and guiding by example of his/her success in an area, especially in overcoming similar challenges. Mentor training provides mentors with an understanding of the mentoring process and techniques for effective communication and peer-support, and is provided in conjunction with the tutor training course.

Learning Outcomes

By the end of the semester, both tutors and mentors will have worked with students for a minimum of 25 hours.

By the end of this course you will be able to

- (1) Demonstrate your ability to use effective student-centered techniques in your tutoring/mentoring sessions, and
- (2) Evaluate your challenges and successes in tutoring/mentoring.

Final Paper - Due: Friday, October 17th , with no exceptions.

You must turn in this assignment to receive a credit grade in this course.

Your final paper is to address the above learning outcomes.

Each week at the end of the tutor training session, you will write a “Reflective Paper.” These papers are assessments of your grasp of the topic, intention statements on how you intend to incorporate that week’s lessons into your tutoring, and your planning of how you will foster better learning from your students.

In your final paper you will incorporate each of your “Reflective Papers” into one longer reflective paper, 2-3 pages in length. You will:

- (1) highlight important parts from the reflective papers and assess your ability to teach your students how to learn. What’s working? What are your challenges?
- (2) Case Study: Describe one specific success or failure you had with a student that highlights your efforts to teach that student how to learn your subject matter.

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DATES	LEARNING OUTCOMES	CONTENTS	ASSESSMENT	MAKE-UP
#1 Purpose, Goals & Techniques				
Sat. Sept. 6 9:00-12:00 R207 MENTORS: See Chris Francisco RE: 1sr Meeting.	<ul style="list-style-type: none"> ▪ Determine characteristics of a good tutor/mentor ▪ Create personal tutor/mentor goals ▪ Demonstrate the Tutoring Cycle 	<ul style="list-style-type: none"> ▪ Purpose, goals and techniques of tutoring/mentoring ▪ Tutor Code of Ethics ▪ Characteristics of a positive tutor/mentor relationship ▪ Tutoring Cycle 	Reflective Paper Page 18	Read Manual – Pgs. 11-17 Complete Reflective Paper on Pg 18 Submit to your manager. View segments from DVD on next page for reinforcement.
#2 Positive Reinforcement & Questioning				
Fri. Sept. 12 2:10-4:00 C232	<ul style="list-style-type: none"> ▪ Demonstrate elements & benefits of positive reinforcement ▪ Describe why intelligent students fail ▪ Demonstrate effective questioning techniques 	<ul style="list-style-type: none"> ▪ Praise and positive reinforcement ▪ Failure of intelligent students ▪ Questioning skills ▪ Blooms Taxonomy for questioning 	Reflective Paper Page 27	Read Manual – Pgs. 19-26 Complete Reflective Paper on Pg. 27 Submit to your manager. View segments from DVD on next page for reinforcement.
#3 Active Listening & Study Skills				
Fri. Sept 19 2:10-4:00 C232	<ul style="list-style-type: none"> ▪ Demonstrate use of active, compassionate listening techniques in tutoring/mentoring sessions. ▪ Apply effective study skills in tutoring/mentoring sessions 	<ul style="list-style-type: none"> ▪ Active listening techniques ▪ Compassionate listening ▪ Personal Checklist of Listening Skills ▪ Study skills overview 	Reflective Paper Page 38	Read Manual – Pgs. 29-37 Complete Reflective Paper on Pg. 38 Submit to your manager. View segments from DVD on next page for reinforcement.
#4 Cultural Awareness				
Fri. Sept. 26 2:10-4:00 C232 NOTE: No class Oct. 3	<ul style="list-style-type: none"> ▪ Define “culture,” “diversity” and “cultural diversity” ▪ Share personal cultural influences with others and listen actively to cultural influences of others 	<ul style="list-style-type: none"> ▪ Culture and Diversity ▪ Stereotypes ▪ Cultural groups and characteristics: beliefs, values, traditions, relationships, behaviors ▪ Assumptions 	Reflective Paper Page 44	Read Manual – Pgs.39-43 Complete Reflective Paper on Pg 44 Submit to your manager
#5 Learning Styles & Strategies				
Fri. Oct. 10 2:10-4:00 C232 NOTE: No class Oct. 3	<ul style="list-style-type: none"> ▪ Define “Learning” as making connections ▪ Determine personal learning and tutoring style as right/left brain dominant ▪ Describe use of pre and post tutoring activities that use metacognition techniques 	<ul style="list-style-type: none"> ▪ Left brain / right brain learning styles ▪ Studying techniques 	Reflective Paper Page 49	Read Manual – Pgs.45-50 Complete Reflective Paper on Pg. 51 Submit to your manager. View segments from DVD on next page for reinforcement.
#6 Additional Training				
To be assigned	To be assigned	To be assigned	To be assigned	To be assigned

LEARN 10 – Supplemental Training on DVD

PRODUCTIVE TUTORING TECHNIQUES

Topics from North Carolina State University's Videotape/DVD series.

Available in the Media Center, Library 403.

1. Tutors Role (10:55 minutes)

- 1.1. Tutor as helper, guide, sounding board
- 1.2. Tutor as peer learner
- 1.3. Tutor as teacher
- 1.4. Tutor as Tutorial Center employee

2. Positive Reinforcement (8:28 minutes)

- 2.1. Verbal and non-verbal reinforcement
- 2.2. Vary positive reinforcement
- 2.3. Increase positive reinforcement when student is uncertain
- 2.4. Qualified reinforcement when student needs nudging

3. Listening Skills (11:07 minutes)

- 3.1. Wait for student questions
- 3.2. Wait for student response after asking questions
- 3.3. Correctly interpret verbal and non-verbal messages
- 3.4. Active listening
- 3.5. Patient listening
- 3.6. Don't interrupt

4. The Students Ideas (13:24 minutes)

- 4.1. Acknowledge student's ideas
- 4.2. Encourage students ideas and use them
- 4.3. Active listening
- 4.4. Redirecting student questions
- 4.5. Yield to student ideas
- 4.6. Build on student ideas
- 4.7. Delayed positive reinforcement

5. Importance of Student Verbalization (15:11 minutes)

- 5.1. Verbalization gives session a conversational quality
- 5.2. Verbalization clarifies thinking
- 5.3. Verbalization helps student focus on learning problems
- 5.4. Verbalization produces more student questions
- 5.5. Verbalization helps student answer own questions or catch mistakes
- 5.6. Verbalization helps tutor diagnose learning difficulty
- 5.7. Verbalization improves student confidence

6. Questioning Skills (13:22 minutes)

- 6.1. Open-ended questions
- 6.2. Blooms Taxonomy: Memory, comprehension, application levels
- 6.3. Socratic questions

7. Helping Students Become Independent Learners (17:44 minutes)

- 7.1. Let the student do the work
- 7.2. Low structure
- 7.3. High structure
- 7.4. Offer study tips
- 7.5. Discuss test-taking strategies
- 7.6. Refer to the lecture and the lecture notes
- 7.7. Refer to the text and other resources
- 7.8. Offer problem-solving tips
- 7.9. Encourage use of campus resources

8. Direct Techniques (15:06 minutes)

- 8.1. Directing the tutoring session
- 8.2. Give feedback, correct errors
- 8.3. Pace explanations so student can participate
- 8.4. Include questions in explanations
- 8.5. Use visuals
- 8.6. Real-life examples can make concepts relevant
- 1.1. Summarize key points