Fall 16 - LERN 10/LEAN 1010
INTRODUCTION TO TUTORING
One Unit, Pass / No Pass
LERN 10 CRN 70349 & LERN 1010 CRN 82752

Instructor: Elaine Avrus, Chair, Learning Assistance Department, R211, 452-5505, eavrus@ccsf.edu

Textbook: Tutor Training manuals are free and will be distributed at the first class session.

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.

Accommodations
If you are a student with a documented disability and are registered with the DSPS on campus, or if you need special accommodations in the event of an evacuation, please contact me as soon as possible to begin arranging academic accommodations. If you believe you may have a disability, but have not obtained eligibility through CCSF, please contact the DSPS office at (415) 452-5481.

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.

STUDENT LEARNING OUTCOMES
Upon completion of this course, a student will be able to:
1. Appraise purpose, goals and techniques of tutoring in an active learning environment
2. Differentiate among types of questioning techniques
3. Evaluate active listening skills and study skills
4. Integrate cultural awareness with cultural assumptions
5. Compare and contrast a variety of learning style strategies
6. Differentiate between individual tutoring and small group tutoring activities
7. Assess problems related to tutoring

Final Project - Due: Friday, October 14 , no exceptions
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.” In your final paper you will incorporate each of your “Reflective Papers” into one longer reflective paper, 2-4 pages in length. On the top, please write your name, subject, and Tutor Manager’s name. In this paper you will:

(1) Write your paper as if you were talking to a new tutor next semester. Speak to that tutor.

(2) Highlight important parts from your reflective papers and assess your ability to teach your students how to learn. What’s working? What are your challenges? What have you learned?

(3) 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.
# DATES | LEARNING OUTCOMES | CONTENTS | ASSIGNMENTS
--- | --- | --- | ---
## #1 Purpose, Goals & Techniques
Friday  
Sept 2  
1:10-4:00pm  
MUB 150  
- State purpose of tutoring/mentoring  
- Determine characteristics of a good tutor/mentor  
- Demonstrate Tutoring Cycle  
- Create personal tutor/mentor goals  
- Purpose, goals and techniques of tutoring/mentoring  
- Characteristics of a positive tutor/mentor relationship  
- Tutor Code of Ethics  
- Tutoring Cycle  
Topic 1 – Purpose, Goals & Techniques  
Reflective Paper - Page 17  
(If absent, also complete make-up assignment)

## #2 Questioning & Positive Reinforcement
Friday  
Sept 9  
1:10-4:00pm  
MUB 150  
- Demonstrate effective questioning techniques  
- Demonstrate elements & benefits of positive reinforcement  
- Describe why intelligent students fail  
- Questioning skills  
- Blooms Taxonomy for questioning  
- Praise and positive reinforcement  
- Failure of intelligent students  
Topic 2 – Positive Reinforcement & Questioning  
Reflective Paper - Page 28  
(If absent, also complete make-up assignment)

## #3 Active Listening & Study Skills
Friday  
Sept 16  
1:10-4:00pm  
MUB 150  
- Demonstrate use of active, compassionate listening techniques in tutoring/mentoring sessions  
- Apply effective study skills in tutoring/mentoring sessions  
- Active listening techniques  
- Compassionate listening  
- Personal Checklist of Listening Skills  
- Study skills overview  
Topic 3 – Active Listening & Study Skills  
Reflective Paper - Page 41  
(If absent, also complete make-up assignment)

Next Week: Sept 23- NoClass (Native American Day)

## #4 Culture & Multicultural Awareness
Friday  
Sept 30  
1:10-4:00pm  
MUB 150  
- Define “culture,” “diversity” and “cultural diversity”  
- Define “Iceberg theory of culture.”  
- Demonstrate how to bring multicultural awareness into tutoring/mentoring sessions  
- Culture, diversity & education  
- Iceberg Theory of Culture  
- Multicultural education as transformative education.  
Topic 4 – Culture & Multicultural Awareness  
Reflective Paper - Page 50  
(If absent, also complete make-up assignment)

## #5 Learning Styles & Strategies
Friday  
Oct 7  
1:10-4:00pm  
MUB 150  
- Define “Learning” as making connections  
- Determine personal learning and tutoring style and preferences  
- Describe activities that use metacognition techniques  
- Learning modalities  
- Multiple intelligences  
- Metacognitive techniques  
Topic 5 – Learning Styles & Strategies  
Reflective Paper- Page 61

## #6 Final Class: Various Topics and Practice Tutoring/Mentoring
Friday  
Oct 14  
1:10-4:00pm  
MUB 150  
- Review Small Group Dynamics  
- Describe the case study you presented in your paper  
- Practice tutoring/mentoring  
- Group tutoring  
- Students with disabilities  
- Subject-specific topics  
Final Papers Due  
Share Out  
Community Pot Luck
# LEARN 10/1010 - MAKE-UP ASSIGNMENTS

**DVD: PRODUCTIVE TUTORING TECHNIQUES**
North Carolina State University’s DVD series.
You may watch this series at: CCSF Media Center, Library 403. Ask for DVD #6.

<table>
<thead>
<tr>
<th>#1 Purpose, Goals &amp; Techniques</th>
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<tbody>
<tr>
<td>1. Read Manual – Pgs. 9-17</td>
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<tr>
<td>2. Complete the Reflective Paper on Pg.17</td>
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<tr>
<td>3. View Segments 1 and 2 from DVD* and <strong>write a summary</strong>.</td>
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<tr>
<td>4. Submit completed paperwork to your tutor manager by next class.</td>
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<tr>
<td>• ASAP: Contact Elaine Avrus and provide me with a few times you are available for a special one-hour make-up training: <a href="mailto:eavrus@ccsf.edu">eavrus@ccsf.edu</a></td>
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<tr>
<th>#2 Questioning &amp; Positive Reinforcement</th>
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<tbody>
<tr>
<td>1. Read Manual – Pgs. 19-28</td>
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<tr>
<td>2. Complete Reflective Paper on Pg. 28</td>
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<tr>
<td>3. View Segments 4, 5, and 6 from DVD* and <strong>write a summary</strong>.</td>
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<tr>
<td>4. Submit completed paperwork to your tutor manager by next class.</td>
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<tr>
<th>#3 Active Listening &amp; Study Skills</th>
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<tbody>
<tr>
<td>1. Read Manual – Pgs. 29-41</td>
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<tr>
<td>2. Complete Checklist – Pg. 34</td>
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<td>3. Complete Reflective Paper on Pg. 41</td>
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<tr>
<td>4. View Segments 3 and 7 from DVD* and <strong>write a summary</strong>.</td>
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<tr>
<td>5. Submit completed paperwork to your tutor manager by next class.</td>
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<th>#4 Culture &amp; Multicultural Awareness</th>
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<tbody>
<tr>
<td>1. Read Manual – Pgs. 43-50</td>
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<tr>
<td>2. Complete Exercises Pg. 48-49</td>
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<tr>
<td>3. Complete Reflective Paper on Pg. 50</td>
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<td>4. Submit completed paperwork to your tutor manager by next class.</td>
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<tr>
<th>#5 Learning Styles &amp; Strategies</th>
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<tbody>
<tr>
<td>1. Read Manual – Pgs. 51-61</td>
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<tr>
<td>2. Complete Checklists Pgs. 51-52</td>
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<tr>
<td>3. Complete Checklist Pg. 56.</td>
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<tr>
<td>4. Complete Reflective Paper on Pg. 61</td>
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<tr>
<td>5. Submit completed paperwork to your tutor manager by next class.</td>
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<tr>
<th>#6 Final Class: Additional Topics by Request and Follow-Up</th>
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<tbody>
<tr>
<td>1. View Segment 8 from DVD*</td>
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<tr>
<td>2. Submit paperwork and final paper to your tutor manager ASAP.</td>
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* See Next Page for DVD details.
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
   8.7. Summarize key points