

**Tutor Manual**

**The Library Learning Center**

**Hawaii Tokai International College**

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**HTIC Tutor Coordinator**

**All material adapted from HTIC tutoring training materials and CRLA Level 1 Training Manual**

## **Introduction**

Congratulations and welcome! In choosing to become a part of the Academic Services Center Tutoring Program, you have become a valuable part of our team. You have been highly recommended by faculty and our current staff, and your acceptance means that we have seen in you the qualities that we consider essential in a committed peer tutor.

The Academic Services Center is committed to serving students. As a part of our staff we expect you to hold this among the highest of priorities. Students who come to the ASC regard you as a mentor and role model. As a result, you are expected to model appropriate student behavior such as punctuality, respect for others and a commitment to academics. Among your rewards will be a sense of pride in helping fellow students accomplish their educational goals.

The Academic Services Center is continuing several programs to help students this year. These opportunities include a series of academic success seminars, self guided programs, the Student-Athlete Academic Lab and additional tutors for students taking the ADV 101 course. New methods for this year are to encourage tutors in Math, English and the Sciences to commit a portion of their tutoring schedule to walk-in appointments. Also, our tutor training program has developed into a comprehensive semester process. We hope all of you will utilize and assist with these new programs as much as possible.

You provide an important service to the students of High Point and we look forward to working with you in the year ahead.

### **Mission Statement**

#### **A Center for Personal Academic Achievement**

The Academic Services Center (ASC) of High Point University strives to foster the academic growth and development of all High Point University students.

The mission of ASC is to provide a comfortable, supportive environment that encourages intellectual and personal growth for students who are both utilizing and providing academic services. In addition, The Academic Services Center strives to provide quality programs and a variety of resources that complement the coursework of High Point students. The goal of the Center is to individualize the learning process for any student who seeks assistance.

Through collaboration with the entire campus community, ASC endeavors to continually expand programming efforts and services to meet the needs of students and enhance their overall learning environment and success. All services offered through ASC are designed to support individual students in achieving their academic goals.

**High Point University**  
**Academic Services Center**

**Privacy of Student Data**

Protection of the privacy of student information is an essential requirement of employment in this office. If it is determined that unlawful or unethical distribution of student information has occurred, the employee will be dismissed immediately.

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Signature

Date

Under Federal Law: 20USC 1232g; Reg 34CFR Part 99

Information of a personal and academic nature is confidential and not to be discussed outside of ASC. If you have a question as to what you can say and what you should say, see the Director or Assistant Director. When in doubt, say **NOTHING!**

## Tutor Training Syllabus

Classroom training occurs on Tuesday from 11-11:45 a.m. Check the dates below for specific dates. Tutors must have a minimum of ten hours of training and twenty-five contact hours in order to receive Level I certification.

| <u>Week</u> | <u>Date(s)</u> | <u>Topics for Discussion</u>   |
|-------------|----------------|--|
| Week 1      | 1/27 or 1/29   | Philosophy of Tutor Program & Tutoring Ethics  |
| Week 2      | 2/3 or 2/5     | Definition of Tutoring & Responsibilities  |
| Week 3      | 2/10 or 2/12   | Basic Tutoring & Studying Guidelines<br>Innovative Tutoring & Study Session Facilitation (Video) |
| Week 4      | 2/17 or 2/19   | Beginning and Ending a Session   |
| Week 5      | 2/24 or 2/26   | Tutoring Do's & Don'ts & Techniques  |
| Week 6      | 03/3 or 3/5    | Communication Skills (Learning Styles)<br>Active Listening. Tutoring Tips                        |
| Week 7      | 03/17 or 3/19  | International Lesson   |
| Week 8      | 03/24 or 3/26  | Individual Tutor Meetings with Mr. Curty   |
| Week 9 & 10 | TBA (Sun.)     | Wrap up and dinner   |

## **Peer Tutoring Ethics**

- Never criticize an instructor/professor or an assignment
- Never do a student's assignment for him/her
- Remember that you are a professional representative of ASC even when you are not tutoring. How you conduct yourself outside of the learning center affects how students and faculty perceive ASC.
- If you feel that your efforts are not helping the tutee, please notify Kelly or Craig and recommend the student make an appointment.

## **Professional Code Of Ethics for Student Employees**

Certain behaviors are routinely expected of organizational employees, including student-workers at High Point University. These behaviors include, but are not limited to, the following:

- The professional employee does not appropriate organizational resources, including cash, supplies, postage, photocopying, or long distance charges for personal use.
- The professional employee does not use institutional resources, including paper to secure for personal use information available on-line.
- The professional employee does not access organizational records without specific authorization.
- The professional employee dutifully performs the assigned task, without regard to administrative oversight.
- The professional employee does not complete personal work during hours of employment unless assigned tasks have been completed and without specific authorization.
- The professional employee holds confidential any information to which (s)he is granted access within the organization.
- The professional employee does not use knowledge to which (s)he has access for personal aggrandizement.

By signing the Professional Code of Ethics for Student Employees at High Point University, I hereby agree to act professionally during my tenure as a student employee. Furthermore, I hereby acknowledge that failure to comply with the Professional Code of Ethics for Student Employees may result in termination of employment, denial of future employment and disciplinary action by the University or by the University Honor Court of the Student Government Association of High Point University.

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Signature

Date

## **Tutor Job Description**

**It is the goal of the tutor to assist students in developing the learning skills necessary to master academic subject matter**

**Specific tutor responsibilities include:**

- **Scheduling** tutoring sessions on an as-needed basis
- **Recording** tutor contacts on your activity sheet
- **Making** sure each tutee signs in & out on the computer inside the ASC
- **Reporting** accurately all hours worked on the appropriate forms
- **Participating** in all training sessions for the purposes of acquiring additional skills
- **Consulting** with Kelly and Craig on students' progress
- **Maintaining** the confidential relationship between tutor and student
- **Being** punctual, accurate and effective while tutoring
- **Notifying** the directors and student if you are absent or late
- **Respecting** the honor Code of High Point University
- **Respecting** and **maintaining** the confidential nature of the services provided for a student

## **Responsibilities of the student:**

- 1) **Bring** all necessary materials to the tutoring session.
- 2) **Be on time** to tutoring appointments. Tutors should be notified of absences or tardiness.
- 3) **Create** specific, realistic goals that need to be accomplished before a tutoring session.
- 4) **Be motivated** to do well and accomplish goals.
- 5) **Ask** questions. The only stupid question is the one that was not asked.
- 6) **Follow up** on all material after the appointment.
- 7) **Complete** all assignments.
- 8) **Remain** receptive to constructive criticism. <sup>1</sup>

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<sup>1</sup> Adapted from: *The Allyn and Bacon Guide to Peer Tutoring*, (Gillespie and Lerner, 2000).



## **Questions to consider *before* the initial tutoring:**

- Think about good communication skills. What are some of the things you should do when you are speaking or listening to a student?
- What are some of the things you should not say when the student makes a mistake?
- What are some possible questions you may ask to assess the attitude of the student toward the subject matter and gain information about past performance in this particular subject?
- What are some techniques for putting the student at ease during the first session?
- What do you do or say to let the student know he/she has done well?
- What procedure do you follow when covering a topic the student has difficulty with?
- What apprehensions do *you* have about the initial session?
- What do you expect to accomplish in the initial session?

## **Suggestions for getting tutoring session off to a good start:**

- Introduce yourself and inquire about the student you are working with.
- Listen attentively when the student talks about something aside from the tutoring session. Informal talk may be a necessary preliminary to a fruitful session. Small talk may often contain important information about details that are complicating the student's work (i.e. missed classes, inadequate sleep, campus activities).
- Empathize when you can but recognize that you are not a counselor. Be aware of support services available on campus to which the student may be referred.
- Move conversation toward subject at hand. Usually a gentle nudge is enough, "You really *do* have a lot going on- let's see if we can make some headway on this assignment."
- Ask questions relating to how the student feels about the course/assignment. What does he/she feel makes it difficult?
- Avoid a judgmental stance. Do not judge the student for waiting until the last minute. Do not judge the quality of a student's writing or work. Don't judge the professor.
- Most importantly, *do not judge the student's work by indicating the grade you think it deserves.*
- Respect Privacy. Don't talk about professors, other tutors, or other students by name.
- If an incident involving one of these people makes a good illustration of a point you're making, tell the story in generic rather than specific terms. This reassures the student you are working with that their privacy will be respected as well.
- Be sensitive to personal and cultural differences.
- Explain how things work in the Academic Services Center. If it is the student's first visit to the Center, tell her/him how things work so they will know what to expect. Explain your role, introduce them to the lab assistants who are working at the time. Describe the sign-in/out procedure and show tutee how it is done.
- Discuss what the next assignment is. Review the assignment and discuss how to integrate skills.
- Schedule the next appointment.

## **Ending A Session**

**Review Material**-Do not lose sight of reviewing any material completed throughout a tutoring session. Set aside the final 5-10 minutes for review of today's material. Your professors typically review or ask for questions at the end of a class period. You can mimic this tactic in your own tutoring session. Your tutee will need refreshing at the end of a tutoring session. A review of the material reinforces learning and builds upon the tutoring session.

**Be proactive-make next appointment**-In a tutoring session, next to the session itself, the most important function of a tutor contact is to make a follow-up appointment. Always ask, "When would you like to meet again?" Do not give them an opportunity to leave with the situation of another meeting unresolved. Write down the next appointment to give the tutee a visual message that they are an important part of your day. If the tutee responds to your inquiry with "I will call you before the next test, paper" etc., be sure names and phone numbers are exchanged. Make another appointment with the tutee and watch the contact hours grow.

**Ask: Did this session help?** - Sometimes you already know the answer before asking but do not let it stop you from asking. This is a good time to measure how much learning has taken place. Also, the attitude of the tutee toward the session can be interpreted through verbal or non-verbal clues in responding to this question.

**What does the tutee plan to do between current session and the next scheduled appointment?** -Have you assigned any homework? Make sure the tutee has his/her plans written out on paper and gives you a copy.

**Assign homework**-Yes, most students have to adhere to busy schedules, assignments are a good idea because it shows what kind of commitment the tutee has toward your tutoring sessions. Homework is another way to measure what the tutee knows and does not understand. Most importantly, it lets the tutee do the work on his/her own. There will be no one sitting next to them helping when they take the test, so it is necessary for the tutee to take responsibility for their work. Best they realize this fact before entering a testing situation.

**Set early goals for next session**-Set the tone for the following session during conclusion of the current session. Short-term goals can be identified and continue working with long-term goals. Provide the tutee with an idea of what the next session will encompass. Follow class syllabus to get ideas for what concept theory, etc., is next on the tutoring agenda.

**Discuss upcoming quizzes, tests, papers, etc.**-Be cognizant of when major assignments or grades are on the horizon. Again, a good idea is to check the class syllabus for these important dates. Look to see if your tutee has a daily planner. If not, recommend where one can be found, or send them to Kelly or Mr. Curty for additional information.

**Awareness of walk-in hours in subject area-**In my experience as tutor coordinator, I believe consistency in tutoring is the best policy. The tutor/tutee relationship is critical to the success of a tutoring session. Sometimes a situation arises where the tutor is not available at a specific time. (For example: Day before a test) Tutors should make their tutees aware of the walk-in times available in the subject they are being tutored. Enlighten the tutee about walk-in hours and they can be used as a backup in case a session is cancelled or a tutee has a few questions which can be answered by a CRLA certified learning assistant. Show the tutee where walk-in times can be located within the Academic Services Center. There are also copies of the walk-in schedule available through Kelly or Mr. Curty's office.

**Make sure the tutee gets last word-**Ask the student to summarize the session. A review of the material can inform tutor/tutee what material has been mastered and what areas require more polishing.<sup>2</sup>

**If the tutee is comfortable, invite them to talk to their professor-**Always remember the tutee's professor is the first line of defense. Share some positive experiences in dealing with High Point University faculty. Let tutee know professors are available and check to make sure tutee knows professors' office hours. Office hours are usually found on the course syllabus or on the professors' office door.

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<sup>2</sup> Adapted from: *The Allyn & Bacon Guide to Peer Tutoring*, (Gillespie & Lerner, 2000).

## **Positive Atmosphere / Sandwich Technique**

### **1. The Initial Greeting**

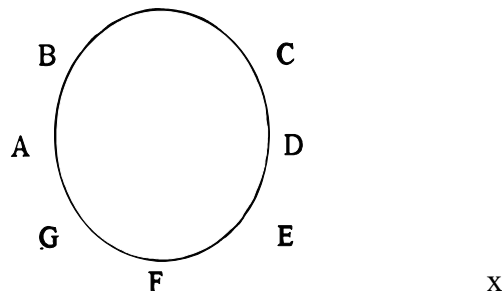
You should begin every tutoring session with a friendly greeting. This will set the positive tone for the entire session. Make sure to use the student's name. This will immediately add a personal and relaxed feeling to the session.

### **2. Positive Non-Judgmental Attitude**

Convey a positive attitude by giving praise for real achievement and by offering suggestions for improvement. Positive feedback can be given during each tutoring session. Praise is not just indicative of perfect performance. Progress, no matter how small, should be rewarded.

### **3. Ending the Tutoring Session on a Positive Note**

A friendly closing is as important as the initial exchange of the tutoring session. As with the opening remarks, the closing should include the use of the student's name. The closing of any activity is as important as the beginning. Make sure that the student is leaving with his/her questions answered. Let the student know when and what times you will be available again. Try to have a "not-so strong student" make another appointment with you. Make sure you have the student sign-in and sign-out using Accutrack.



In your sessions, be proactive: take positive steps to ensure that you are in control from the beginning. If you are working with a group, arrange a good circle. Have only the chairs you need and eliminate vacant spaces. To accommodate a late comer, widen the circle's diameter, rather than allow the late comer to sit on the fringes of the circle. (see diagram) **ProActive from the Beginning / You are the professional**

If you are involved in one to one tutoring, sit side by side with the work in front of the student or between you and the tutee. Allow for whether the student is right or left-handed. Sit to the right of a right hander, to the left for a left hander. This will put you closest to the work and less able to write on it.

Please remember to keep your hands off the students' work. If pages need to be turned, then allow the student to turn them. If there is something that needs to be written, either on paper or on the chalkboard, then let the tutee write it. Whatever tools you're using should be in the tutees' hands. You do not run the calculator. Tutees use their own calculator and if you choose to check their work, use your own calculator or the one available in ASC. Remember your goal is to promote independent learning.

**Math tutors should never have a pencil in their hands!**

## **POSITIVE STUDY HABITS & ENVIRONMENTS**

- Go to class regularly. When you have a question, be assertive and ask it; be sure you understand the answer.
- Try taking notes on how your teacher works out problems so that you can use them as a model for assignments.
- Do your homework as soon after class as possible; that way you can seek help immediately if you are having difficulty.
- If you are completely puzzled, try to see your instructor for help or ask for assistance in the Academic Services Center.
- Try not to go into class without your homework completed; if it is not completed, finish it right after class; never neglect a problem.
- When you read a textbook, read with a pencil or a highlighter; work out the author's examples as you go; get help with difficulties.
- If you keep up with assignments and review often, you will not have to cram for tests.
- A few days before a test, try reworking (not simply reading over) old assignment problems. Compare your work to your previous work. Study definitions and principles. Test yourself.
- After a test correct it. Be sure that you understand all errors.
- Use old tests and assignments to study for a final exam.
- Start reviewing in advance for a certain amount of time each day.
- Do not try to study when you are tired.
- Keep up with your sleep.
- If you are tired when you are studying, you probably will be better off going to sleep.
- If you are having difficulty with a problem, stop working on it and try it again later.
- Work for short periods (one or two hours) at a time; don't cram for hours.

## Guidelines for Tutoring

Tutoring can be an enjoyable experience that is beneficial to all concerned. The tips presented here summarize suggestions which other tutors have found helpful. They will be valuable only to the extent that you use them yourself.

### Do

1. ***Relax and be yourself.***
2. ***Always be on time.*** This adds to the effectiveness of your tutoring. If you are late, the study partner may begin to doubt the sincerity of your concern for tutoring and for him/her.
3. ***Set the standards of effort for your tutee as you would set for other students.*** Do not adopt the attitude, “Well, he/she did as well as could be expected.” Avoid lowering standards out of a feeling that they are unattainable. Don’t allow the tutee to just “get by.”
4. ***Devote most of the first session to finding the students concerns regarding the subject matter.*** Most students will be able to tell you of their problem areas. Once you know this, seek the cause of their problem.
5. ***Be sure that you and your tutee have names straight.*** Learn nicknames if any. It will help to write down your name and give it to your partner. Students are often hesitant to communicate with tutors if they are uncertain of names. In addition, exchange telephone numbers for emergency communication. Make it clear that the tutee is free to contact or call you or the Academic Services Center at anytime he/she feels help is needed.
6. ***Begin tutoring at a level well within the grasp of the student you are helping.*** This will provide an atmosphere of success. This kind of setting will build the student confidence, and will establish a good working tutor-tutee relationship.
7. ***Indicate whether the student’s answers are right or wrong.*** However, try not to show disapproval to the point that your tutee becomes discouraged. **This is very important.**
8. ***When you supply an answer, be sure the student understands HOW you arrived at the answer.*** If you are not sure that he/she does, test the student with a similar example.
9. ***Break your tutoring session into several short segments of various activities.*** Sessions of one hour are the most preferable. Sessions of more than one hour only tire the tutor and tutee.



10. ***Be creative and imaginative in your tutoring methods.*** Look for ways of motivating your tutee and to involve him/her in the activity. Do not hesitate to use innovative principles of successful tutoring.
11. ***Be sensitive to the existence of emotional/psychological problems that may be affecting the performance of the student.*** However, it is not the tutor's role to handle these problems. Bring them to the attention of Craig or Kelly.
12. ***Always keep accurate records of time spent tutoring and the names of those tutored.***

## **DO NOT**

1. ***Be quick to judge.*** Many of the students who seek tutoring services have found themselves judged according to stereotypes of character, of ability, and of intelligence. Avoid perpetuating this pattern.
2. ***Assume the role and responsibilities of the instructor.*** Your job is to help the instructor, not replace him/her.
3. ***Do your partners class assignments. You are there to assist him/her, but do not do the work. Always allow the student hold the pen or the pencil.***

Don't be afraid to admit to your tutee that you do not know a certain answer. Tell him/her you will find the answer and then follow through.

## Tutoring Techniques

### **1. Questioning**

Ask yourself:

- a. How does the student feel about the subject?
- b. What does the student want to accomplish in this session?
- c. What do I think needs to be accomplished in this session?
- d. What questions can I ask to help us establish the best focus for this session?
- e. What is the best way for the student to understand the material?

### **2. Provide instruction**

- a. Use examples. The best way to use this method is by providing examples and non-examples side-by-side. Start by presenting simple, exaggerated examples and gradually increase the dichotomy.
- b. Use a rule or procedure. Often it is important that the student knows how to apply a given rule. Present the student with a problem and ask (s)he to solve it using the rule. If the student cannot do this yet, break the rule into smaller parts. Remember: the student must be able to use the rule, not just describe it or recite it!
- c. Facilitate recall. Students often have trouble remembering facts, names and dates. You can help the student best by encouraging (s)he to understand the meaning behind the information.

### **3. Require a response**

- a. You should require the student to apply his/her knowledge of the material. If the learning task requires examples of concepts, you should require the student to give new examples.
- b. If the student has trouble memorizing the formula, encourage him/her to practice examples. Practicing is very important for retention.

### **4. Giving feedback**

- a. Students must receive information about whether or not they are doing the right things. If possible, give the student a set of self-checks, which can be used to tell if the situation is correct.

## Communication Skills

Before you become an effective tutor you must be an effective communicator. It is necessary to be sensitive to your tutee's needs before you can communicate effectively with him/her.

- 1) **Be Confident.** Communication will occur. If you are unable to express an idea, do not panic- if repeating does not help, try a different mode (writing or drawing) to help clarify an idea.
- 2) **Try not to show disappointment.** Avoid responses such as "No, I just told you that five minutes ago," and "Haven't you got that yet?"
- 3) **Use body language.** The importance of body movements cannot be overemphasized. When saying "yes", nod. When saying "no" shake your head. Facial expressions and other non-verbal forms of expression are essential to effective communication.
- 4) **Speak in short sentences.** There is a certain art involved in eliminating unnecessary words from your verbal and written communications. Interactions are enhanced when this is realized.

## **GOOD LISTENING TECHNIQUES**

### **Pay attention**

- A. Look at the speaker, face to face; make eye contact
- B. Put the speaker at ease by being comfortable yourself and showing interest
- C. Focus on ideas the speaker is conveying

### **Duplicate the message**

- A. Make a mental copy of the idea, feeling, intent, and perspective of what is being said.
- B. Put yourself in the speaker's point of view
- C. Consider the message in the context of recent communications and relate it to what you already know about the speaker.
- D. Ask questions on any part of the message that doesn't fit in or make sense until you understand.

### **Acknowledge receipt of the message**

- A. Verbally tell the speaker when you've heard and when you understand
- B. Give partial acknowledgments like a nod, "uh-huh," or smile to tell the speaker you're following and to encourage him/her to go on.

**Use neutral acknowledgments like "all right," "OK," "fine," "I understand" to indicate when a single thought has been received.**

## **Effective Tutoring**

### **Finding the Problem**

Before you can help the tutee, you must evaluate how much the student knows and does not know. One method of obtaining this information is by asking the tutee "open-ended" questions about the material. This makes it easier for the tutee to accept responsibility for the solution of his/her problem and narrows the area of difficulty so the tutor can more efficiently help the student.

An example: "Lori, what parts of Section One are confusing?"

### **Kinds of Problems**

Students come to you with different kinds of problems.

1. Some students know exactly what the problem is.

An example; "I know why I transposed my answer. Can you give me a way that will help me remember the rule?"

2. Other students can tell you the general area causing problems.

An example: "I think I am having problems applying this formula correctly, but I am not sure."

- 3 . Still other students have only vague ideas of what they do not understand.

An example: "I just don't understand physics at all. I'll never get through."

Each student must be treated as an individual. If, as in Example 1, the student is aware of his/her problem areas, only small amounts of guidance will be necessary. However, in a case like Example III wherein the student is unable to specify what is troubling him/her, you must take the time to isolate the problems.

## **METHODS OF TUTORING & APPROPRIATE LEARNING ACTIVITIES**

- I. **Problem Solving Techniques**-Academic reasoning problems can be solved through careful, persistent analysis. The solution may not be apparent initially, but by pinpointing information, one can soon resolve whatever problem.
  - A. Look at the problem and find a point “where some sense can be made.”
  - B. Work the problem by breaking it into small sequential steps
  - C. If a written description is hard to follow, visualize a mental picture of the ideas in order to see the situation better
  - D. Ask yourself questions about the problem and/or use diagrams; be active in the learning process.
  
- II. **Recall** (memorizing names, dates, places; labeling parts of a diagram; reconstructing a graph)
  - A. Practice quizzing the student with a list of diagrams. Give a sample question such as, “List the five components of (whatever subject) and give the name of at least two people associated with each.” Only correct the student when needed and continue until the student can do it with ease.
  
  - B. If the task is matching, you might want to make up flash cards to quiz the student.
  
  - C. You might try mnemonic if a list to memorize is long. Mnemonics use visual associations, such as “1 is a bun, 2 is a shoe, 3 is a tree, 4 is a door, etc.”
  
- III. **Concept** (learning meanings of words, understanding relationships, classifying, categorizing)
  - A. Define the word with a clear definition with the most understandable vocabulary
  - B. Use it in a sentence or two
  - C. Give at least three examples
  - D. Ask the student to recite the definition and give the definition in his/her own words
  - E. Ask the student to think of a new example

## Tutoring Tips

- Avoid lecturing and other non-facilitative behaviors. Help the student to think for him/herself.
- Avoid student manipulation. Relate to your students' as equals and avoid a patronizing tone.
- Recognize your own fears and limitations in the tutoring process.
- Understand your learning style and realize that each person is different.
- Learn to deal honestly with situations, feelings and tutees.
- Follow peer-tutoring ethics.
- Be creative and imaginative in your tutoring methods. Look for ways to motivate your students and involve them in the process.
- Avoid assuming the role of teacher or parent.
- Avoid lowering standards based on an assumption that the student cannot attain them.
- Perhaps setting short-range goals will help.
- View the relationship as a partnership not a teacher/student relationship
- Understand that student may not trust you immediately; this is a relationship that will build over time
- Incorporate the student's interests into discussions and examples
- Do not attempt to buy acceptance with your tutee by altering your behavior to include slang or inappropriate vocabulary; remember, you are a role model
- Avoid expressing strong opinions concerning situations which might involve the student's personal problems
- Do not use the student you are tutoring as an audience for personal plans, experiences, or opinions
- Do not assume the student always understands the basics of the subject being tutored
- Be aware of the student's reading and writing abilities



- Students may come to the session with many strengths but also some fears and doubts
- Student may have never received assistance or support in their academic endeavors before now; the student may do very well if the right motivation and supportive environment are provided.
- Be alert for occasions where positive reinforcement can be provided
- Recognize that some students have had much failure in the subject they are seeking assistance in
- Do not minimize the impact of the student's anxieties however, you may help the student realize that the current learning situation is different from previous experiences
- Try to alleviate the student's test-anxieties (the Academic Services Center has a variety of resources for students on test anxiety)
- Be aware of students' level of self-confidence. Sometimes insecurity may appear as boredom, sarcasm or indifference or over-confidence
- Do not assume that all students with deficiencies in basic skills are disabled learners; however, you should discuss your concerns with Kelly or Craig
- Avoid introducing too many concepts at once
- Keep students informed about supplementary learning materials in the Academic Services Center as well as in other departments on campus
- Be honest when you don't know an answer, but do any research necessary to find the answer
- Recognize that a student may feel uncomfortable due to cultural or language differences
- Encourage creativity
- Be flexible
- Be patient, even if progress is slow
- Plan carefully
- Follow through on your commitments

## **AS YOU CONTINUE TO TUTOR**

There is no guarantee that a tutor will be successful in helping a tutee. Each tutor and tutee are different. Each tutor-tutee combination is different. The selection and use of techniques must be based on these differences. Yet, a good rule is to avoid as much as possible any attempt to duplicate the traditional school setting. Tutoring offers an unusual opportunity for *flexible, relaxed, unhurried and informal learning*. Form short term and long term goals and methods of evaluation while acknowledging the tutee's personal learning goals. Try to recognize the different learning styles of tutees.

### **Ask yourself the following questions?**

1. Are you and your tutee enjoying the experience?
2. Do you both feel you are making progress?
3. Are you willing to return to the next tutoring session?
4. Does the tutee actually have a problem with the subject, or is his/her problem with something basic (reading, not taking notes, etc.)?
5. Is the tutee visually, orally, or kinesthetically oriented in learning?
6. Are you working as a team?
7. Are you helping you tutee to become more self-reliant and a self-learner?
8. Are you asking the tutee to verbalize his/her problems?
9. Are you allowing the tutee to work out his/her problems, instead of giving him/her answers?

## **Suggestions for Innovative Tutoring**

**Look at the list below for additional suggestions that could be useful:**

1. Make or collect worksheets
2. Make or collect flashcards
3. Ask the student to read their paper or assignment aloud
4. Create a review worksheet
5. Make a list of basic words in a course
6. Make a list of definitions in a course
7. Diagram sentences
8. Help him/her to use the library
9. Acquaint him/her with the Academic Services Center
10. Use computers
11. Use cassettes
12. Use videos
13. Use textbooks
14. Work on listening skills
15. Work on responding skills
16. Review with the student by having a question-and-answer period
17. Have student write about their experiences
18. Have student create concrete math devices, such as fraction blocks, pie figures, or diagrams
19. Brainstorm
20. Assist the student in working with calculators
21. Ask the student to talk through a word or math problem

## **Alternative methods to “talking at them”**

### **I. Demonstration**

- A. Use the board
- B. Provide handouts that show them how to do something or a process

### **II. Review old tests**

- A. Look for important information
- B. Look at how the instructor formulates their questions.
- C. Look at the type and number of questions asked.

### **III. Guided teaching**

- A. Prepare a session about a topic and go through each point step by step.
  - 1. Make sure you involve the students.
  - 2. Ask open-ended questions.
  - 3. Get all members of the group to participate.

### **IV. Group Inquiries**

- A. Prepare a series of questions based on information covered during previous study sessions.
  - 1. Have students work individually or with partners to find the answers to the questions.
  - 2. Have the students share and explain the answers to the whole group.

### **V. Read and Discuss** Have the students complete an assigned reading for the course during the study session time or beforehand.

- A. Students should formulate questions, comments, and observations from the reading.
  - 1. Hold a discussion session regarding the information read.

### **VI. Information Search**

- A. Provide suggestions about how to obtain information.
  - 1. Formulate topics they can look for information about.
  - 2. Provide any handouts or library materials.
- B. Students will share any information they obtain with the group.
  - 1. Have students cite sources and be able to verify information.
  - 2. Discuss as a group whether the information obtained is an accurate reflection of the initial question or problem.

## **Productive Study Environments**

### **I. Poor study skills**

Inefficient studying is often the result of:  
excessive haste  
procrastination  
poor planning  
careless reading  
poor study habits

### **2. Good study skills**

Help tutees understand that "successful students" do the following.

- Plan for study time and recreation time.
- Have a definite studying place.
- Stick to their plan .
- Say "No" to outside distractions when they have planned to study.
- Have a study partner for each class
- Know someone to share or get notes from when they are ill.
- Get help at the first sign of confusion

Other helpful hints:

Good lighting is important.

Reading 300 words per minute is average.

Learn to skim text, graphs, tables and charts..

Keep a notebook/audio tapes/highlight/dictionary.

--underline text.

--flash cards for memory skills/vocabulary.

--study for short periods of time and review before you begin again.

### **Reward yourself**

**Passive vs. active studying is the most effective and efficient way to understand, retain and internalize information.**

## Study Session Facilitation

1. Schedule a study group after discussion with the instructor.
  - Make sure you know the format for the test and possible areas of emphasis. Some instructors will share old tests or sample questions. Encourage all students to look through old tests.
  - Remember that study skills for essays are very different than study skills for multiple choice tests.
  - Plan the topics to be covered in advance with the instructor. You may even want to put together a study guide if your professor does not provide one.
  - Scheduled time frames will help you cover what you have planned. The Director is always available to assist with study sessions. Postings of study sessions are helpful to everyone.
  - Inform students they are to bring notes and questions with them.
  
2. Study sessions should be scheduled for no longer than two hours at a time. Good study time is time when the student is awake and active. Bad study times are after sporting events, past your normal bedtime and before meal times.
  
3. Students should come prepared to ask and answer specific questions.
  - Students who come unprepared or tell you that they haven't covered the material should be asked to leave and reschedule in ASC.
  - A round robin technique for asking questions will eliminate the problem of a student who tends to monopolize the group.
  - As a tutor, you are there to facilitate learning. **DO NOT ANSWER ALL THE QUESTIONS.** Other students should be called upon to answer any questions.
  - Assign the task of staying on task to one student. It will help the effectiveness and efficiency of the group.
  
4. End the study group when your planned time is up.
  - Regardless of what is complete and incomplete, end the session when the time is up. You stay in control and students get the message that you are vital and important. Also, it leaves the "ownership" of learning on the student.
  
  - Set a timer if you have trouble with time management.

## The Group Tutoring Session

Some Suggestions:

1. Introduce yourself, and have the group members introduce themselves to each other. Even if the students are in the same class, they may not know each other.
2. Ask the students if they would like to have a regular agenda, such as reviewing the week's concepts, preparing for a weekly quiz, or summarizing chapter material or each other's lecture notes. If you can get the students involved in the structure of the sessions, they will be more prepared for each session and more committed to the tutoring process.
3. Try to work with a manageable number of people. Four to six is ideal. If the group becomes so large that students are talking in "collectives," or if students are at very different levels of ability, consider breaking the group into small circles of 2-3. Give each group a task and try to check in with everyone as you circulate.
4. Don't do all the talking. If students only ask you questions, turn the questions back to the group to see if another student can answer them.
5. Try to get all the students talking. Make sure no one is left out. A quiet student can be easily overlooked, so make a point of including everyone.
6. Don't lecture. A tutoring session should not become a repeat of the instructor's lecture. Instead, ask questions, which promote discussion.
7. Use a chalkboard but encourage students to use it also. If you are the only one at the board, students can become passive.
8. Get feedback on how the group is going. Read the tutee evaluation forms periodically and ask the students for ideas, comments, and suggestions. Each group session does not have to be the same.
9. Ask the students to do a lot of summarizing. Explaining the concepts in a chapter or section is a very good way to review.
10. Encourage regular attendance at the sessions. Some of our best students meet regularly in study groups; it is a very good way to get support, and it reduces feelings of isolation.
11. If you have a particularly dominating or quiet student, encourage that student to meet with you on an individual basis as well as in the group setting.

12. Try some of the following activities with groups:

- Compare lecture notes. Fill in gaps and correct misconceptions as a group.
- Highlight or underline textbook material together. Show how you would mark and “respond to” (with annotation) important ideas in the text.
- Exchange study methods. Talk as a group about how you prepare for tests or get reading done.
- Rework information into other formats, such as a map or chart.
- Anticipate test questions. Try to think of questions at different levels of complexity, such as recall, analysis, and application of concepts to new situations.

Adapted from the Minneapolis Community and Technical College  
Tutor Training Handbook



## **Tutoring Benefits**

### **To Students:**

- 1) Enhanced self-esteem.
- 2) Improvement in deficiency areas.
- 3) Strengthened skills and academic performance.
- 4) A one-to-one learning environment that facilitates learning and skill development.

### **To Tutors:**

- 1) Opportunity to develop skills in teaching, communication and motivation.
- 2) Further understanding of subject matter.
- 3) Awareness of learning styles.
- 4) Enhancement of tutor's self confidence, self-esteem, and personal growth through successful experience in helping others.

*It is the relationship between the tutor and student that determines whether these gains are to be achieved.*

## **Psychological Aspects of Tutoring**

**Students coming for tutoring will often display the following characteristics:**

**negative attitude, high frustration intolerance:** "I studied all night and still got an F on the test. I cannot do this work! "

**hopelessness, helplessness:** "I'm just too stupid in this subject, I'll never get it. " Uses excuses, inability to concentrate.

**passivity, non-involvement, sometimes evident in inattention, boredom, or low level of participation (in classrooms or tutoring)**

**over-demanding of self, has unrealistically high expectations:** "I ought to be able to do this, nobody else in the classroom has this much trouble."

**shirks responsibility, avoids disciplined study, makes defensive statements:** ... the teacher asks too much ...

**confusion, disorientation:** "I'm not sure what to expect. I do not know what to do."

Your task is to help the student see solutions so that s/he can get through his/her obstacles and difficulties. In many situations, you need only to reassure the student that the situation is indeed manageable, and that others have successfully dealt with such a problem.

1. Use as many mobilizing techniques as possible -- questions, problems, and mini-tasks to be accomplished by the next session (even checking out a library book).
2. Reinforce all activities and successes.
3. If evasion continues, you should ask in a non-threatening way why the student has come for tutoring and what s/he expects from you. A sample opener might be, "You know that we have met several times already, but we have not gotten much done -- what do you think we should plan for future sessions?" or "My biggest concern is your success in this class; how, specifically, can I help you with that?"
4. Determine what the tutee does know and reinforce that s/he has some foundation in the subject matter.

5. Give structure and order to the session.
6. Be specific as to what is essential and what is not.
- 7, Involve student continually with questions, problems.
8. Explain the significance of active participation in the learning process.
9. Spend the first session -- possibly even the second -- on building a relationship.
10. Be pragmatic, yet understanding.

**The goal is to encourage independent study skills while focusing on the positive qualities the tutee already possesses. You are a role model for the tutee, as well as a tutor; students will automatically look up to you.**

**Remember that it is possible to do your tutoring successfully and have fun!**

## Combating Test Anxiety

*Students often mention “Test Anxiety” during a study session. True anxiety has many physical symptoms, such as sweating, heart palpitations, physical discomfort etc. Students need mild anxiety to combat procrastination and to overcome inertia. So a little anxiety is a good thing. For severe anxiety, students will need a mental health counselor.*

1. **Breathe.** Breathe slow and steady. Do not hyperventilate but do not forget to breathe. This may be enough to calm you down and help you focus.
2. **Visualize.** Repeat the visualizations you used to prepare for the test. Picture yourself answering each question correctly and completely.



3. **Relax your body.** Stretch your arms over your head, do a few neck rolls. Relieving physical tension can help you concentrate on the test. Shut your eyes for a moment or look out the window to give your eyes a break.
4. **Note how many questions.** Estimate how much time you will need so you can pace yourself.



5. **Read over the test.** Scan the questions. It is not knowing the questions you will face that can cause the greatest anxiety, not the test itself.



## **EXAM HINTS !!!**



### **Start now!**

Make up a set of study sheets for each class.

Each set of study sheets should summarize the reading, your class notes, and any handouts.

Type the study sheets so they are easily readable. Use plenty of bold type and white space to accentuate important ideas.

For the remaining weeks, read through your study sheets three times each week. Do not try to memorize the information. Just read the notes once, three times per week.

### **Two Weeks before the Exam**

Read your study sheets as usual. Make any corrections or adjustments as dictated by the professor. Make sure you understand the format of the exam.

Go to bed early each night and get a good night's sleep. You will remember and do your best if you are as fresh and rested as possible.

Exercise will help control the test anxiety and help keep you mentally focused.

### **The Day of the Exam**

Set your alarm and get up early. Allow plenty of time to get to the exam.

Eat a good breakfast, including simple sugars (fruit juice), complex carbohydrates (cereal or toast), and protein (milk, eggs, meat, cheese). This will help your blood sugar stay at a stable level, and since your brain runs on blood sugar, you don't want to have an empty tank.

If you are a habitual user of caffeine, be sure to get your accustomed dose. If not, don't start now. Cinnamon and Peppermint are good substitutes. Take some along. This will help keep your blood sugar even, so you don't tire during the second half of the exam period.

## During the Exam

If you feel tense, relax, take a deep breath, and remember that you know the material because you've been reviewing for weeks.

Keep your eye on the time. Allow enough time to finish the entire test. Avoid focusing on one question and running out of time on others.

Read the entire exam before beginning to write. Scan the test and get a feel for your time. Pay attention if the questions are valued. Those points are where you spend your time.

Multiple Choice questions are a reading test. Read carefully and completely. Read the stem with each option. You are looking to eliminate the wrong ones first.

After each half-hour, relax, stretch, have a mint. Calm down. You know the material.

*Use the entire exam period rather than rushing through the test. You've paid for it.*

### **Special Information for Students Taking Essay Exams**

Read the question carefully. Circle all the verbs. Do what each verb asks you to do. If the question has several parts, use these parts to structure your answer.

Use the writing process: **brainstorm, organize, outline, add supporting information, write, revise, edit.**

Write a version of the classic five-paragraph essay. Answer the question in the first paragraph of your essay. State and support one proof for your answer in each of the following paragraphs. Answer the question in different words in your concluding paragraph.



## **A Dozen Reasons to Review a Returned Test**

- Add up the points to make sure total is right. Miscalculations can be made when total points are deducted for wrong answers.
- What questions did you miss and do you understand why you missed them.
- Review the instructor's comments so you know what their expectations are, especially for essay questions.
- Be aware of tricky questions the instructor likes to use.
- Where did the questions come from? Text or lecture? You may want to focus additional study time toward that source for the following test.
- Make corrections to wrong answers. By making corrections you can better understand what you missed and why. This information may appear on another test or final exam.
- Review strategies for the types of problems you missed.
- Always review a test to get a better idea of the type of test the instructor may give the next time.
- Review to put information back into long-term memory. Once you retrieve information out of long-term memory, you must review and recite in order for the information to successfully return to long-term memory.
- Ask questions while the test is fresh in your mind.
- Review how you studied and prepared for the exam. You may need to attempt different strategies in order to make good grades.
- Go over your test with the professor. Nothing pleases a professor more than a student who takes the time to ask questions and shows the motivation to do better.

Appendix A  
**Assess Your Knowledge**

The following questionnaire tests your knowledge of tutoring. Indicate whether each statement is true or false by placing a "T" only on the true statements.

- \_\_\_ 1. It's my role to help my students with whatever they need help with.
- \_\_\_ 2. If a tutee I work with does not get the information, then I am responsible.
- \_\_\_ 3. I know that I will encounter some students who have no motivation.
- \_\_\_ 4. If I feel that I have been assigned to work with a student whose needs are beyond my ability to help, then I should tell Kelly or Craig right away.
- \_\_\_ 5. At the beginning of every tutoring session, the tutee and I should plan the session and set an agenda for it, even if it takes two or three minutes.
- \_\_\_ 6. I would expect that in tutoring sessions, tutees should do more explaining than their tutors.
- \_\_\_ 7. It's critically important that I praise my tutees liberally.
- \_\_\_ 8. Providing clear and accurate explanations to the tutee is at the heart of my best tutoring.
- \_\_\_ 9. Asking good questions is at the heart of my best tutoring.
- \_\_\_ 10. Compared to me, at least some of the students I work with are likely to have very different attitudes toward school and the subjects I tutor.
- \_\_\_ 11. It's important to me to trust my perceptions.
- \_\_\_ 12. My students will learn more from what I do than what I say.



**Appendix B**  
**Thinking about Tutoring**

This questionnaire asks you to think about your thinking before, during and after a tutoring session. Answer each item to the best of your awareness about how often you think about these issues when tutoring. There are no right or wrong answers. The point is that you should be thinking about the issues raised by the questions.

Circle one answer for each item.

1. Before I start tutoring, I think about, "What does this student need to know or understand about this material?"

Never      Sometimes      Most of the time      Always

2. When preparing to tutor a student, I wonder, "What steps should I take to ensure the student learns this?"

Never      Sometimes      Most of the time      Always

3. When preparing to tutor a student. I think, "What should I do first, second, third.

Never      Sometimes      Most of the time      Always

4. When preparing to tutor a student, I ask myself, "What types of problems might arise and how should I handle them?"

Never      Sometimes      Most of the time      Always

5. Should I present information verbally and/or diagrammatically?

Never      Sometimes      Most of the time      Always

6. I wonder, "Can I teach this any other way?"

Never      Sometimes      Most of the time      Always

7. Before tutoring, I ask myself, "What does the student already know about this material?"

Never      Sometimes      Most of the time      Always

8. While tutoring, I ask myself, "Do I really understand what kind of problem the student is having?"

Never      Sometimes      Most of the time      Always

9. Do I wonder if I understand the material well enough to teach it?

Never      Sometimes      Most of the time      Always

10. While tutoring, I ask myself, "Is what I'm doing helping the student?"

Never      Sometimes      Most of the time      Always

11. While tutoring, I think, "Does the student understand what I just said?"

Never      Sometimes      Most of the time      Always

12. How will I check to make sure the student understands this?

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13. I wonder, "How have I successfully taught this before?"

Never      Sometimes      Most of the time      Always

14. After tutoring I ask myself, "How did the session go overall?"

Never      Sometimes      Most of the time      Always

15. After tutoring, I ask myself, "What should I remember from this session that will improve my tutoring on this topic the next time?"

Never      Sometimes      Most of the time      Always

16. What do you do when you forget something important in the session?

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17. After tutoring, I ask myself, "Did I pick up on any of the student's comprehension failures?"

Never      Sometimes      Most of the time      Always

18. I ask myself, "How is the pace? Should I slow down? Speed up?"

Never      Sometimes      Most of the time      Always

## Appendix C

# Tutoring Scenarios

### Scenario 1

Tutee: “I have always made “A’s” in high school, so I know I should be making “A’s” in college too.”

### Scenario 2

Tutee: “I never understand what we are supposed to study for the tests. Last time I spent hours reading the textbook and notes, but I got a “D”. I cannot do any more than I did for this test.”

### Scenario 3

Tutee: “This professor just has it out for me. No one in class likes him. Nobody understands what he wants anyway.”

### Scenario 4

Tutee: “I can’t believe she gave me a C+ on my exam. I answered all the questions in detail and everything. Maybe it’s not an “A”, but I think I deserve better than this. What would you have given me?”

### Scenario 5

Tutee: “I know that you are not supposed to do my homework for me and that we are supposed to go over ideas from the chapter rather than do the specific problems, but I am really short on time tonight. It just takes so long to go over everything we go over and then do the entire assignment afterward. We can do it your way for all the other meetings, but can we do the actual homework problems just this once? I would really appreciate it.”

### Scenario 6

Tutee: “I have never been able to write. This is hopeless.”

### Scenario 7

Tutee: “I wanted you to see this last test you helped me study for and thank you. That is the first “A” I have gotten in this subject.”