

Spring 2016

Level One Peer Tutor Integration Exercises

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LEVEL ONE PEER TUTOR INTEGRATION EXERCISES

The Learning Centres
at Kwantlen Polytechnic University



KPU PEER TUTOR TRAINING – LEVEL ONE INTEGRATION

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Written and compiled by Alice Macpherson, PhD, 2016.

Reviewed by faculty and staff members of

The Learning Centres at Kwantlen Polytechnic University, Surrey, BC, Canada

Level One integration exercises using online resources (6 hours)

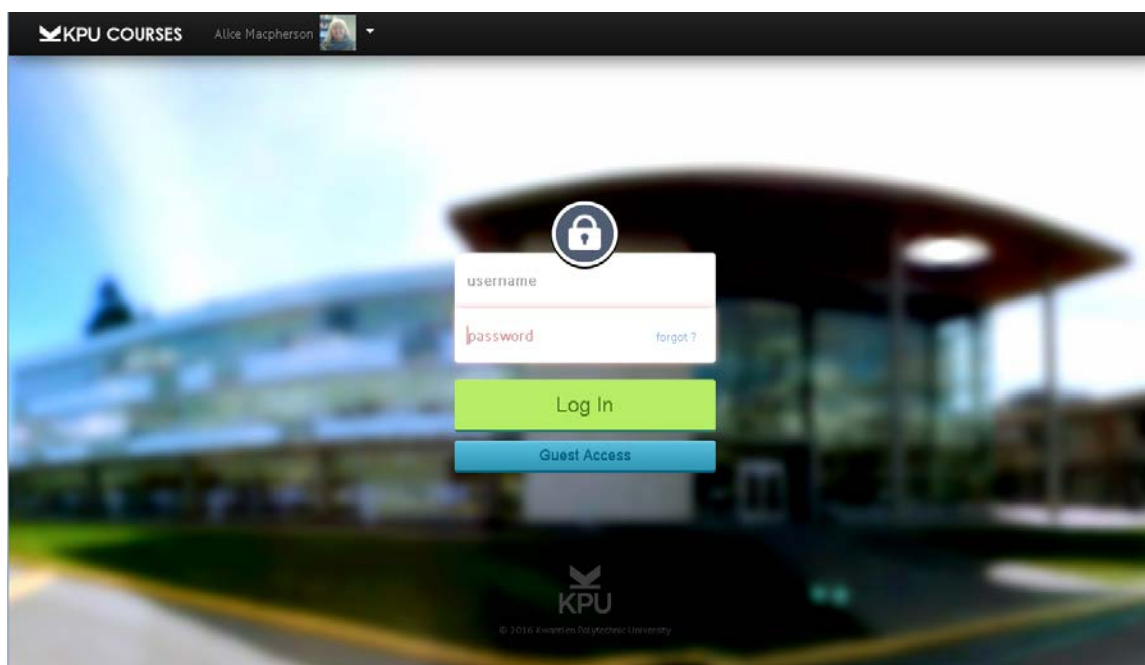
Congratulations on finishing your first six hour Tutor Training! You now have a good foundation in tutoring concepts and situations that you may encounter as a new Tutor. You began with your application and interview to become a Tutor at Kwantlen's Learning Centres, completed your six hour training session, including your workbook exercises, explanations, and discussions. The process that you will now follow to get ready for live tutoring will help you prepare to help others. You will continue your training using Moodle for exercises and documents as well as working with your Instructional Associate, other members of the Learning Centre Team, and your Faculty mentor.

Accessing Moodle

Moodle is an online web based application that allows for interaction among students and instructors. We use it for tutor training as well as for communicating with each other. Because we consider this an important part of your job in the Learning Centre, you will need to log in each week to keep up on Moodle postings and discussion groups.

<https://courses.kpu.ca/>

You will see the following screen:



log in, and click on Tutor Training.

Choose the Tutor Integration (I, II, III) tab and click into Level One.

KPU Tutor Level One Training Process Log

Now we are at the stage of ensuring that you can integrate your new knowledge, skills, and attitudes into an effective tutoring package. Here is a checklist that you can refer to for the major steps along the way as you complete the steps to obtain your Level One certification.

| Activity | Date | Signed by |
|--|------|-----------|
| Application, references, and interview to become a Kwantlen Peer Tutor. | | |
| Initial Six Hour Training Session and exercise completion. | | |
| Introduction to your Instructional Associate, Learning Strategists, Director, and other Learning Centre personnel on your campus. | | |
| Orientation to the Learning Centres services, resources and procedures | | |
| Complete LASSI and Debrief with a Learning Strategist | | |
| Moodle Resources (including Copyright, Academic Integrity, Professionalism, etc.) for your further four hours of Training. | | |
| Begin Reflective Tutor Journalling. | | |
| Peer Tutoring Shadowing and Debrief with your Trainer. | | |
| Complete Training Materials and Activities for Level One. | | |
| Preparation of Tutoring Materials for your Tutoring Sessions. | | |
| Train to use TutorTrac for Scheduling and Documentation. | | |
| Active Tutoring (25 hours during Level One) | | |
| Monthly meetings with your Instructional Associate (meetings can be scheduled more frequently as desired by either or both parties). | | |
| Feedback from Tutees and your Supervisor. | | |
| Self-Evaluation of your Tutoring. | | |
| Summative Evaluation Meeting with your Instructional Associate. | | |

Satisfactory completion of all items will lead to your Level One Tutoring Certificate.

Follow Learning Centres Procedures (including begin Tutor Certification process)

Refer to Learning Centre Procedures documentation from the Instructional Associate on your campus. This information will also include where to find:

- Tutoring Sessions Weekly Chart
- Bi-Weekly Time Sheet (A1026)
- Other documents as needed.

Our Roles

- A Listener. We listen to students' input carefully, attending to body language as well as speech.
- A Questioner. We question student assumptions and turn students' questions back to them. We break down big questions into smaller, more answerable questions.
- A Feedback Provider. We provide feedback on students' work.
- An Explainer. We explain skills and strategies in terms students can understand.
- A Model. We model effective learning strategies and thereby help students learn how to solve their own problems.
- An Encourager and Confidence-Builder. We praise student strengths and show confidence in the student's ability to learn.
- A Motivator. We help students develop goals and break down large tasks so they do not seem so daunting.
- A Referrer. When the student's needs are beyond our skills, we refer the student to others who might be of help.
- A Team Player. We cooperate with other Centre staff to provide the best possible help to students. This includes helping other staff to do their best.
- A Co-Learner. We learn from students, other staff, and Centre resources.
- A Thinker. We reflect on tutoring experiences and tutor training to continue to develop our skills.

Our Rules

- Be on time for the hours you are working in the Learning Centre.
- If you are unable to work your shift, please call the Learning Centre Front Desk as early as possible; if no one answers your call, leave a message. You should keep the Learning Centre phone number in your wallet so you have it if you need it.
- It is ideal for you to be in the Centre for your entire scheduled time. If you need to step out for some reason, let another staff member know when you will be back. You do not need to stay in the Centre during scheduled breaks.
- If you must quit working at the Centre, give two weeks notice in writing so that a suitable replacement can be found and trained.

Our Ethics

- Confidentiality: We never discuss our students with anyone except for other Learning Centre staff. Any discussion of a student with other staff is of a strictly professional nature.
- We always assist every student to the best of our ability. We need to pace ourselves so that we have enough energy to give each student their full appointment time and to do our best at each session. This is an important reason for booking appointments that are 30 minutes long.

- We help students do their work but we don't do students' work for them. By ensuring that they do their own work, we do not put ourselves, the student, or the Learning Centre at risk of charges of plagiarism.
- We make every effort to help students become independent learners. We do not want to foster dependence in our students.
- We do our best to model learning strategies. If we do not know the answer to a student's question, we admit it and model ways to find the answer.
- We treat students as the mature, capable adults they are.
- We never criticize a student's instructor.
- We never predict grades for a student. Predicting grades puts our own credibility at risk because we have no way to know the grading criteria used by an instructor.
- We continually seek to improve our tutoring skills by: 1) reflecting on our own tutoring experiences; 2) using available time to increase our familiarity with Centre resources; 3) attending tutor training meetings; and 4) observing and being observed by other tutors and faculty.

CRLA Tutor Certification

College and Reading Learning Association <http://www.crla.net/>

We offer a tutor training program accredited by The College Reading and Learning Association's (CRLA) "International Tutor Certification Program". When you work in the Learning Centres, you can earn this internationally recognized certification. There are 3 levels of certification:

- 1) Regular (Level 1)
- 2) Advanced (Level 2)
- 3) Master (Level 3)

All tutors who work at the Learning Centres are required to complete CRLA Level 1 certification; you will get this certification at the end of your first semester if you:

- Complete the tutor training program.
- Attend tutor meetings as required.
- Write reflective journal entries for activities and then once a month for your tutoring.
- Participate in Moodle activities and discussions.
- Satisfactorily demonstrate your tutoring skills while being observed by a faculty member.
- Meet with your supervisor once a month to discuss how you are doing with your tutoring and your tutees, as well as review your progress through the online materials.
- Tutor at least 25 hours – use the tracking sheets provided by your supervisor for yourself. TutorTrac will be used to validate your contact tutoring hours.
- You will also be asked to fill in a feedback form about your training and progress
- Attend an end of semester meeting to wrap up your semester of tutoring and identify next steps.
- Complete the CRLA 1 self-evaluation form.

You can earn Level 2 and Level 3 CRLA certification in later semesters if you do the work that is part of each of those levels. The basic six hour training and the activities that you will complete during the first week or two of the semester are key parts of the Level 1 CRLA tutor training requirements.

Complete LASSI (study skills for success) and Debrief with a Learning Strategist

1. Do the Learning and Study Strategies Inventory (LASSI) online.
2. Identify how you study best so you can help your Tutees!

Overview of LASSI

Extensive research, development, and testing led to the creation of this statistically valid and reliable tool for the diagnosis of study skills. The LASSI is a 10-scale, 80-item assessment of learners' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions such as learning and study skills courses.



The LASSI provides standardized scores (percentile score equivalents) and national norms for ten different scales (there is no total score since this is a diagnostic measure). The LASSI is both diagnostic and prescriptive. It provides learners with a diagnosis of their strengths and weaknesses, compared to other college learners, in the areas covered by the 10 scales and it is prescriptive in that it provides feedback about areas where learners may be weak and need to improve their knowledge, attitudes, beliefs and skills.

Authors

The LASSI was developed at the University of Texas at Austin by [Claire Ellen Weinstein, Ph.D.](#), Ann C. Schulte, Ph.D., and David R. Palmer, Ph.D.

The Skill Component of Strategic Learning

The LASSI scales related to the skill component of strategic learning are: Information Processing, Selecting Main Ideas and Test Strategies. These scales examine learners' learning strategies, skills and thought processes related to identifying, acquiring and constructing meaning for important new information, ideas and procedures, and how they prepare for and demonstrate their new knowledge on tests or other evaluative procedures.

The Will Component of Strategic Learning

The LASSI Scales related to the will component of strategic learning are: Attitude, Motivation and Anxiety. These scales measure learners' receptivity to learning new information, their attitudes and interest in college, their diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements, and the degree to which they worry about their academic performance.

The Self-regulation Component of Strategic Learning

The LASSI Scales related to the self-regulation component of strategic learning are: Concentration; Time Management; Self-Testing and Study Aids. These scales measure how learners manage, or self-regulate and control, the whole learning process through using their time effectively, focusing their attention and maintaining their concentration over time, checking to see if they have met the learning demands for a class, an assignment or a test, and using study supports such as review sessions, tutors or special features of a textbook.

The LASSI can be used as:

- A basis for improving all learner's learning and study strategies;
- A diagnostic measure to help identify areas in which learners could benefit most from educational interventions;
- A counseling tool for college orientation programs, developmental education programs, learning assistance programs, and learning centers;
- A pre-post achievement measure for learners participating in programs or courses focusing on learning strategies and study skills;
- An evaluation tool to assess the degree of success of intervention programs or courses. The LASSI is easily administered in 30 minutes and is self-scored. Each LASSI packet includes the instrument and score interpretation information.
- A detailed user's manual is available to those administering the inventory. It includes a history of the instrument's development, a complete description of the ten scales included in the LASSI, a section on administration and scoring, results of pilot and field testing, and the process used in scale construction.

How to complete the LASSI

LASSI Student Instruction Sheet for Kwantlen Polytechnic University

The Learning and Study Strategies Inventory (LASSI) is designed to gather information about learning and study practices and attitudes. Upon submission and approval of your institution number, 80 statements will be presented that relate to your knowledge of these areas.

You can access the inventory on any web enabled computer. Try to use one that is connected to a printer so that you can print your results. If you are ready to begin, locate the following URL with your web browser:

<http://collegelassi.com/lassi/index.html>

This URL will direct you to a web page that contains directions for taking the LASSI. After you have read these directions, you must enter your school number to continue. Your school number is listed below along with your user name and password.

School Number: 80280

User Name: auwv

User Password: kyr8g

After entering this information, the next screen to appear requires you to enter your first and last name into the spaces provided for the page to be submitted correctly. The ID and E-mail fields are optional. The next screen to appear will be the LASSI assessment.

You will be asked to respond to 80 statements. To help you decide which responses to select, we would like to explain what is meant by each option.

- By Not at all typical of me, we do not necessarily mean that the statement would never describe you, but that it would be true of you only in rare instances.
- By Not very typical of me, we mean that the statement generally would not be true of you.
- By Somewhat typical of me, we mean that the statement would be true of you about half of the time.
- By Fairly typical of me, we mean that the statement would generally be true of you.
- By Very much typical of me, we do not necessarily mean that the statement would always describe you, but that it would be true of you almost all the time.

After completing all the items and successfully submitting the results, a two-page report will be displayed listing your scores for each scale, together with your name, institution, date of administration, and an explanation of your results.

You should print a copy of the results for your records.

The next step is to book an appointment with a Learning Strategist to debrief your results and discuss actions that you can take.

Reflective Journal Entry

Your Journal entry for this activity will be to write about what you have discovered about yourself by taking this inventory.

After you have debriefed with a Learning Strategist, please write further about what you are planning to do with this information and how you think it might impact your tutoring.

Create Reflective Journal Entries on Tutoring Practices

Journal writing is a way to actively engage in your own learning and have the opportunity to clarify and reflect upon your thinking. Writing a personal journal gives you an opportunity to reflect on what you are learning and experiencing as a student and is a useful way to document how you feel about it in the moment. You can use the writings to reflect on your personal values, goals, and ideals and to summarize ideas, experiences, and opinions before and after classes. These journals are very also a way to be able to look back on these experiences over time and see how you have changed and developed.

There is strong support that this is an effective approach to improving your learning and writing skills as well as increase your ability to take control of your learning. Malcolm Knowles (1975) introduced the idea of personal reflection through activities such as self-assessment and proactive reading of materials. Another educational theorist, Christensen (1981), describes how a diary can be used as a learning tool for adults. Brookfield (1987, 1995) gives a number of ways that critically reflective writing can be used through tools such as autobiography, critical incident analysis, and seeing ourselves as others see us. You can use these tools in a variety of ways, starting with personal journalling.

In your first semester as a tutor, you will be asked to write reflective journal entries. The purpose of your journal is to give you an opportunity to reflect on what you are learning and experiencing as a tutor and to share those reflections with a faculty member for feedback. We believe strongly in this approach to improving your tutoring skills, so it is an expected part of your work.

You will be prompted during your tutor training to reflect on what you have learned. When you are asked to provide your own chosen reflection during week four, a good first topic is “What I’ve learned so far about the Learning Centre and tutoring.” Spend 30 minutes to an hour doing this journal writing. Submit your journal to your designated faculty contact.

Remember to record the topic and date of your journal on the Tutor Self-Evaluation form. You are required to submit a minimum of four journals for your level 1 CRLA requirements. Multiple journals will not be accepted near the end of a term because this goes against the purpose of the regular reflection we want you to do about your tutoring. So, the point is that you need to do this expected work bi-weekly.

Start by answering the questions below to clarify your understanding of reflective journal writing:

- i) Why is journal writing important in your tutor training?

- ii) When should you do your journal writing?

- iii) What topics from the readings appeal to you most right now?

- iv) When should you submit your first journal?

- v) What would be a good first topic to write about for your first submission?

Reflective Journal Topics

When you are not assigned a topic, you may choose your own. The topics below are optional; they are suggested to give you some ideas about what to write about.

- What are the most important things you've learned about tutoring so far and how did you learn them?
- What are some questions you'd like your Supervisor to answer?
- Describe a tutoring session that you had this week. What went well? What could you have done better?
- Describe a problem that you ran into while tutoring. What Questions did it bring up?
- Describe what went well in a tutoring session. What made it work well?
- Describe how you start and how you end your tutoring sessions and why this is effective for your tutee.
- What do you think you need to learn to become an even more effective tutor?
- Describe some ways you try to get students to practice or apply what they are learning.
- What could you do in your sessions to encourage students to be more independent and less dependent on you?

Integrate Adult Learning Basics into Tutoring

Compare Pedagogy and Andragogy

Pedagogy can be defined as what happens when a Teacher is leading a class: Giving all of the information, directing each thing that the students do, and every step that is taken in the learning process. This is the primary way that children are taught and this type of teaching can be found in higher education as well.

Andragogy as a study of adult learning originated in Europe in 1950's and was then pioneered as a theory and model of adult learning from the 1970's by Malcolm Knowles. He was an American practitioner and theorist of adult education, who defined andragogy as "the art and science of helping adults learn" (Knowles, 1980). Adult Education is sometimes call Andragogy or Anthrogy and is characterized by the degree of autonomy of the learner as they take on responsibility for their own learning. There are other characteristics that also come with the ways that adults learn best. Knowles identified six primary principles of adult learning.

Adult learners:

1. are internally motivated and self-directed
2. bring life experiences and knowledge to learning experiences
3. are goal oriented
4. are relevancy oriented
5. are practical
6. want to be respected

These basic principles are ones that you will bear I mind as a tutor as you apply good practices to your tutoring.

Good Practices in Tutoring

This following adapted from the research based principles of good undergraduate education based on a review of 50 years of research on the way teachers teach and students learn' (Chickering and Gamson, 1987, p. 1) and a conference that brought together a distinguished group of researchers and commentators on higher education. The primary goal of the Principles' authors was to identify practices, policies, and institutional conditions that would result in a powerful and enduring undergraduate education (Sorcinelli, 1991, p. 13).

Paramount in learning is how well we structure new knowledge for learners. Objectives and tutoring strategies must be organized, clear, and the level of difficulty of content matches the tutee's prior level of understanding. Clarity and cohesiveness are emphasized by the well-chosen example, analogy and active learning strategy. Being well-prepared allows for flexibility and dictates that tutoring is pared to fit the time allotted. Attention must be given to aspects of delivery, including voice, pace, humour, and body language.

Cognitive growth is enhanced by the restructuring that occurs when new knowledge is connected with existing knowledge. Most learning occurs naturally embedded within a context which is explicit to the learner. It is much easier to learn subsets of knowledge when you have an idea of the big picture, can see its relevance, see how it is connected to practice and how it builds on what you already know. As a tutor you can help map out this context and the relevant interconnections.

1. Good Practice Encourages Tutee - Tutor Contact

Regular Tutee-Tutor contact is part of the tutoring process and increases tutee motivation and involvement. Tutor interest helps tutees keep on working and get through rough times. Getting to know your tutee enhances their intellectual and emotional commitment to learning.

Implementation Ideas:

- Share past experiences, values, and attitudes.
- Get to know your tutees by name by the end of the first session.
- Treat each tutee as a human being with full real lives; ask how they are doing.

2. Good Practice Encourages Cooperation

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others significantly expands the potential of learning and the ownership of their learning responsibilities. Articulating and sharing ideas and responding to others' reactions improves thinking and deepens understanding. A supportive learning environment where the tutee feels empowered to negotiate tasks, take risks and be part of a shared context are necessary to develop cooperation among learners. Helping tutees make connections with other students enhances their learning.

Implementation Ideas:

- Create study groups within the Learning Centre.
- Encourage tutees to work together and use small group discussions, collaborative tutoring assignments, and case study analysis.
- Encourage tutees to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. No one learns much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to what they feel is important. They must make what they learn a part of themselves. Equally important is the need to make explicit the learning processes that are occurring in the learning environment and why particular strategies are being used.

Implementation Ideas:

- Give tutees concrete, real life situations to analyze.
- Ask tutees to summarize similarities and differences among research findings, artistic works or laboratory results.
- Model asking questions, listening behaviors, and feedback

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Feedback is an integral part of learning. Tutees need appropriate feedback on performance to benefit from tutoring. In getting started, they will need help in assessing existing knowledge and competence. In tutoring sessions, tutees need frequent opportunities to perform and receive suggestions for improvement. At various points everyone needs chances to reflect on what they have learned, and what they still need to know.

Implementation Ideas:

- Acknowledge successes and refocus on the next steps.
- Prepare problems or exercises that give tutees immediate feedback on how well they are doing.
- Give follow up assignments to help tutees monitor their own progress.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for all learners. Tutees need help in learning effective time management. Allocating realistic amounts of time means effective learning. How the tutor uses the tutoring session time helps to define time expectations for the tutee and can help them establish the basis for high performance.

Implementation Ideas:

- Communicate to tutees the amount of time they should spend preparing for class.
- Expect tutees to complete their assignments promptly.
- Underscore the importance of regular work, steady application, self-pacing, scheduling.
- Divide tutor sessions into timed segments so as to keep on task.
- Don't hesitate to refer students to Learning Strategist to help them with their learning skills

6. Good Practice Communicates High Expectations and Provides Appropriate Support

Expect more and you will get it. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting tutees to perform well becomes a self-fulfilling prophecy when everyone holds high expectations for themselves and make extra efforts. In challenging tutees and developing in them a sense of independence and responsibility for their learning, the appropriate amount of support must also be provided, one step at a time.

Implementation Ideas:

- Make positive expectations clear at the beginning of the session.
- Periodically discuss how well the tutee is doing.
- Encourage tutees to write more; ask for drafts of work, and give opportunities for revision.
- Be energized and enthusiastic in your interaction with tutees.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant learners in the classroom may be all thumbs in the lab or design studio. Learners with much hands-on experience may not do so well in theory or creative problem solving. Learners need the opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily. As a tutor you can vary your tutoring style.

In addition to diversity of talents and ways of learning, tutees represent the diversity that is found in the wider community. Such diversity includes cultural and linguistic backgrounds, religious beliefs, educational and employment experiences, urban and rural backgrounds, different school experiences, family and community structures, sexual orientation, gender and age. The effective tutor acknowledges, supports and uses this diversity to enhance the learning experience.

Implementation Ideas:

- Use a range of tutoring activities to address a broad spectrum of tutees.
- Identify extra material or exercises when there is a lack of background knowledge or skills.
- Give tutees real-world problems to solve that have multiple solutions. Provide examples and questions to guide them.

There is no substitute for a tutor's eager interest in and love for learning. Such interest recharges everyone's mental batteries. When tutees sense that a tutor's zest is authentic, they respond in kind.

Reflective Journal Entry

Think of a time when you had a very effective learning experience.

- What was the best part of that experience for you?
- What did the teacher or tutor do that helped you learn?
- How might you build that type of experience into your tutor plan?

Discuss Copyright Issues

Copyright Basics

As a tutor, you need to be aware of Canadian copyright laws. What exactly do you need to keep in mind? And what is copyright? Copyright literally means “right to copy”. From time to time, you may need to refer to a book, an internet source, etc. and you may wonder what exactly you can copy without breaking any laws.

What is copyright? Copyright is a property right. Most of us think that property is a tangible thing – your house, car, belongings, etc. There are separate laws for that, but for tutoring purposes, we are going to focus on copyright issues.

“Copyrights, by contrast, deal with non-physical objects or what is commonly referred to as “intellectual property”. These are objects that do not exist in physical form, but of which we can still make ownership claims. The lyrics to a song or the code for a computer program, for example, are not physical property. Nevertheless, we would still say these objects can be owned, just as one would own a house or car” (Makarenko, 2009).

“Copyright law in Canada protects a wide range of works. If you wish to reproduce a part of a copyrighted work, you may only copy the work if you have permission from the copyright holder or if your copying falls within one of the exceptions set out in the Copyright Act that allows for such copying.

The Copyright Act provides exceptions which allow copying, in paper or electronic form, under certain circumstances for universities or persons acting under the authority of a university. One such exception is the “fair dealing exception” (KPU University Library, 2013)

Fair Dealing

What exactly is Fair Dealing? The Copyright Act provides that it is not an infringement of copyright to deal with a work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody, provided the dealing is “fair” (KPU University Library, 2013)

Fair Dealing Guidelines

Under Fair Dealing you can copy and communicate in paper or digital format up to 10% of the work or:

- one chapter from a book
- one article from a journal issue
- one article or page from a newspaper issue
- one entry from a reference work (e.g. encyclopedia, dictionary)

Can be in the form of a class handout, email, posting in Moodle or as part of a course pack

Under Fair Dealing you can:

- Copy up to 10% of an audio or video work or one track from an album (as long as you are not breaking a Technology Protection Measure (TPM))
- Copy one image from a compilation (e.g. book, atlas) or up to 10% of a stand-alone image (e.g. painting, poster, wall map). You cannot copy an entire stand-alone image.
- Copy a short excerpt of material found on the internet (short excerpt is determined by the type of material you find from the Internet)

Under Exceptions in the Copyright Act you can:

KPU Peer Tutor Training Integration Exercises – Level One

- reproduce an entire textual work (book, journal article) or image for display in class or for use in exams if a copy in the required format is not readily commercially available
- reproduce an entire work from the Internet (image or text) and communicate to your students as long as you are not breaking a TPM or there is no clearly visible notice prohibiting copying; TPMs or Technological Protection Measure include passwords or regional encoding

The KPU Library provides an excellent chart to help you identify how to use copyright protected materials at KPU. http://libguides.kpu.ca/ld.php?content_id=6975326

Online Activities:

A) Read this page about Copyright in Canada and at KPU

http://libguides.kpu.ca/copyright/welcome_to_copyright

B) View the PowerPoint Presentation: [Copyright, What's New, What's Not](#)

C) Complete this Quiz: [Copyright quiz](#) - you can redo it until you get them all right.

(if the quiz page comes up blank, save the file and reopen with a pdf reader such as Adobe)

Copyright References

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PPT and questions: http://libguides.kpu.ca/copyright/welcome_to_copyright

Practise Academic Integrity

The following materials retrieved from: <http://libguides.kpu.ca/academicintegrity>

The maintenance of high ethical standards is central to any research and scholarship at KPU. All persons, instructor and students alike, are expected to uphold these standards, which include honesty, responsibility for one's own work, collegiality, and respect for others and their work. Any misconduct is an offense that is followed by disciplinary action. Examples of scholarly misconduct as outlined in the procedure document of KPU's Policy B.18, entitled [Integrity in Research and Scholarship Procedure](#), include:

- Plagiarism
- Fabrication
- Falsification
- Failure to recognize the contributions of others
- Failure to adhere to the policy on intellectual property rights
- Using unpublished work of others without permission and/or acknowledgment
- Republishing one's own work, whole or in part, without acknowledgement or justification

What does it mean to be a person of integrity?

First and foremost, it means to be honest and therefore trustworthy. It means having strong moral principles and striving to always "do the right thing", even when it is difficult to do so and even if easier, but less honest ways of doing something are available.

As students you are expected to do honest work, and in turn can expect honest feedback on the work you did. If you cheat, fabricate data, falsify information, or plagiarize you seemingly gain a short-term advantage by getting a better grade on a test or paper, but in the long run you are really cheating yourself.

Why? Because you rob yourself of the opportunity to become aware of and work on your strengths and weaknesses, to develop valuable lifelong skills (such as reading, writing, research, and critical thinking skills), and you rob yourself of the opportunity to grow, to increase your confidence in your abilities, and to graduate with credentials you really deserve.

At KPU, the same high standards of academic integrity that are central to all research and scholarship are expected from students in their coursework. Any form of cheating is a serious offense that comes with disciplinary consequences. [KPU's Policy C.8, entitled Plagiarism and Cheating](#), offers the following definition of cheating and plagiarism:

"Cheating, which includes plagiarism, occurs where a student or group of students uses or attempts to use, unauthorized aids, assistance, materials or methods."

Some examples of cheating are:

- using crib sheets
- copying a classmate's answers in an exam
- using calculators, dictionaries or other electronic devices in an exam, unless expressly permitted
- impersonating another person in an exam
- having someone else do part of your work
- working with others on assignments if told you are to work individually
- fabricating or falsifying results (for example, in a lab experiment)

"Plagiarism occurs where a student represents the work or ideas of another person as his or her own." Some examples of plagiarism are:

- paying someone to write your paper/buying a paper
- submitting a paper as your own that was done entirely or partially by someone else, also if you did not pay for it
- not citing the sources you used
- citing a source only in text
- citing a source only in the reference list
- not identifying direct quotes properly
- paraphrasing or summarizing information from a source without acknowledgement
- patchwriting (rearranging phrases and changing tenses)
- "recycling" a paper

Properly citing sources is an essential component of academic research. Original ideas or concepts are considered to be a person's property. If you do not cite a source, you do not acknowledge the creator's rights and therefore commit intellectual theft.

Academic Consequences of Plagiarism

At KPU, academic consequences for plagiarism range from a grade of zero for the paper to a failing grade in the respective course and even to suspension or expulsion from the university.

Avoiding Plagiarism – Quick Tips

Quoting

- Use quotation marks whenever quoting an exact phrase, sentence or short paragraph
- Longer quotations should not be included in quotation marks, but indented, as indicated by the citation style in use
- Always include a citation

Paraphrasing and Summarizing

- To correctly paraphrase or summarize, you must change both the language AND sentence structure
- Always include a citation

Citing

- Acknowledge ALL sources of borrowed ideas and materials, whether they are written, spoken, visuals or in any other format
- Properly format your in-text citations and your reference list (also called works cited or bibliography)
- Cite your sources both in your text AND in your reference list

Online Activities: Complete the [KPU Plagiarism Awareness Online Tutorial](https://courses.kpu.ca/enrol/index.php?id=2830) or go directly to the Moodle course <https://courses.kpu.ca/enrol/index.php?id=2830> and get a digital badge.

These tutorials are viewable on **Internet Explorer (8 or 9)**, **Firefox (3 or later)**, or **Safari (4 or later)**. **You will also need Adobe Flash Player, AND Adobe Reader 9 or later** to view the tutorial. If you are a **Mac user**, you will need to download the latest version of [Adobe Reader for Macintosh](#). The tutorials do **NOT** work with the Chrome browser.

Set a Professional and Welcoming Environment

As a tutor, you set the environment for how the tutoring session will unfold! Etiquette is the code that governs social behaviour. This section asked you to map out how you will implement good practices in tutoring for your tutees.

Setting the Environment Activity

Thinking about your own preferences and style, create a list of things that you want to do in every tutoring session. Refer to the materials in the Level One workbook and the Learning Centre procedures. When would you do them? Have you written them into your tutoring plan?

Do

These behaviours should include, but are not limited to, items such as:

- Looking and speaking professional. Cleanliness and a neat appearance is an important part of the impression that you make. Avoid slang or insulting language.
- Being ready for the tutoring session that you will lead. This means being there and set up before the tutee arrives and your area is tidy.
- Having a tutoring plan. This means thinking about and documenting what you do so that you can do it again and adapt as needed.
- Paying attention to the tutee and their needs, including greeting them, finding out how they wish to be addressed, checking in to see how they are doing, identifying what they need to work on, etc.
- Maintaining appropriate space for the tutee. Respect their privacy and keep a distance that is comfortable for the tutee.

Avoid

Also be aware of things that you don't want to be doing. Some behaviours that you know will distract you and you need to think about before and during your tutoring sessions. Write down these items and how you will ensure that they do not disrupt. Some examples include:

- Trying to do something at the same time as you are tutoring. Turn off all of your electronic devices. Close the books that you are not using. Put away papers and other items that do not relate to the session (keeps the area neat).
- Eating or taking care of any personal items. Tutoring sessions are for the benefit of the tutee. If the tutee brings a small snack or water, this is acceptable.
- Belittling, insulting or being demanding of your tutee. Be diplomatic in how you phrase feedback and requests.

Case Studies

Here are a couple of situations that you might run into as a tutor that will require you to be professional and welcoming. Read them over and for each one, consider how you will approach the situation.

Time Management

A tutor named Amanda came in to work. She met with her first student right at 9:00 as scheduled. She worked with the student on a paper that was due the next day. She took her time, trying to help the student understand the problems and how to avoid them himself next time. The student was very keen to work all the way through the paper. Amanda wanted to help him out so she worked right up until 10:00 but didn't finish the last 2 pages of the paper. She had another appointment, so she said she needed to end the session, but the student was really

anxious. He wanted to know if she thought he'd get a passing grade on the paper. She said she thought so. Then she had to do record keeping and make the student another appointment, so by the time she was ready for her next student, it was almost 10:10.

Give examples of both Ethical Behaviours and Unethical Behaviours:

How would you handle this type of situation? Explain.

- 1.
- 2.
- 3.

Confidentiality

After her shift in the Centre, a tutor, Jasmine, met a good friend of hers for lunch in the cafeteria. She was pre-occupied about one of her tutoring sessions that morning. She was trying to figure out why she couldn't get through to a student she worked with. Her friend asked her what she had on her mind, so Jasmine explained, "You know Tina in our Poli Sci class? This morning I was working with her in the Learning Centre. She's done a lot of work and her paper is pretty good but she has a problem with her thesis statement. I just couldn't get her to see that her thesis was more general than her paper. I'm trying to think of another way to get through to her."

Give examples of both Ethical Behaviours and Unethical Behaviours:

How would you handle this type of situation? Explain.

- 1.
- 2.
- 3.

Shadow Tutoring Sessions

You will be shadowing another Peer Tutor during one of their tutoring sessions. To set this up, you will work with your Trainer to:

- 1) **Schedule the shadow session:** Review tutor schedule and find a time when an experienced tutor is booked for an appointment. Check with your faculty trainer and the Instructional Associate to help book a shadowing.
- 2) **Prepare for the shadow session:** To prepare for each observation, you first need to read the appropriate material and questions that will show you what to look for in each observation. See:
Shadow 1, The Parts of the Tutoring Cycle and
Shadow 2, Communication Skills
on the next page to find the instructions for this preparation reading.
- 3) **Wait for permission to attend:** At the time scheduled for shadowing, wait for the tutor to ask permission from the student for the session. If the tutee does not agree, you'll have to find another time to shadow. However, usually tutees are fine about being observed if they understand the purpose of the session for the tutor trainee.
- 4) **Meet the tutee:** If the tutee gives permission, the tutor will let you know and you should come over to the table and sit across from where the tutor and tutee are working. The tutor will introduce you to the tutee.
- 5) **Watch** the tutoring, but don't participate in the session. Bring a pad of paper and take notes based on the questions that you will need to answer for each session.
- 6) After the session, **answer the assigned questions.**

Shadow 1: Tutoring Cycle in a Tutoring Session

Before your first shadowing, review the elements of the Tutoring Cycle on page 17 of the KPU Peer Tutor Training Workbook – Level One.

Just before you shadow the session, show the Tutor Cycle to the tutor you are observing to let them know what you're looking for. Then, as you watch, note how the tutor structures or organizes the tutoring session. Later, answer the questions below. *Not all sessions will include every component.*

1. **Greet and set climate** – What did the tutor do to set the tutee at ease?
2. **Identify task** – How did the tutor identify the tutee's needs and allow them to be in charge of the session?
3. **Break task into parts** – In what ways did the tutor reduce the task into manageable steps?
4. **Identify thought processes** – did the tutor help the tutee learn how to approach the type of task with which they are having problems
5. **Set an agenda** – When did the tutor set a clear agenda with the tutee?
6. **Address the task** – Describe the exchange of information and how the tutor checked for tutee understanding.
7. **Tutee summary of content** – What questions did the tutor use to help the tutee summarize?

8. **Tutee summary of underlying process** – Did the tutor direct the tutee to look at the underlying process and the progress that the tutee has made?
9. **Confirmation** – Document comments that the tutor used to confirm the tutee's learning and convey the positive value of this learning.
10. **What is next?** – How did the tutor direct the tutee to future content? Did they provide an activity to reinforce proficiency?
11. **Arrange and plan next session** – Was another session suggested and planned?
12. **Close and goodbye** – How did the tutor maintain the professionalism during the session and then wrap it up?

Debrief with Your Trainer

Discuss what you insights with your Trainer. Be prepared to ask questions about how you might apply the cycle in your own tutoring.

Shadow 2: Communication Skills in the Tutoring Session

Before your second shadowing, read the questions below and then review **Communicate Effectively as a Tutor** on pages 21-26 in the *KPU Peer Tutor Training Workbook*.

Before you start the session, show these questions to the tutor you will be observing so that they know what you're looking for. Note the communication strategies used by the tutor in the session. You want to answer the questions below.

1. How did the tutor show their listening skills?
2. What percentage of the time did the tutor spend talking compared to the tutee talking?
3. Were there periods of silence during the session?
What were the tutor and tutee doing at those times?
4. What kinds of questions did the tutor ask? List some of these questions.
5. What purposes do you feel the tutor had in asking questions?
6. What kinds of body language did the tutee and tutor exhibit?
7. How was feedback given to the tutee? How did the tutee react?
8. What ideas or insights about tutoring did this give you?

Plan Sessions and Document the Tutor Processes

Using the materials from *KPU Peer Tutor Training Workbook – Level One*:

- Use a Model to Create Session Plans with the template on page 16
- Use Critical Questioning on pages 27 - 29

You will do ongoing planning for your tutoring sessions. You will be sharing your plans with your Trainer and with other Tutors who tutor in the same subject areas. They will be able to help you adapt your plans and questions to the most probable situations that you may encounter. Before you start your first tutoring session, you will have at least two plans that you could use.

After each tutor session that you do, you will also document the session as noted on page 19 in your workbook. In various disciplines this may be called journalling, field notes, diary, logbooks, etc. What is important is that you document what happened so that when you meet with the tutee next, you can refer to your notes and pick up from where you left off. Use a notebook to document your session plan, including the date, times, subject, goals, actions, etc. Do not write in personal information such as phone or student numbers that might breach confidentiality.

Start Tutoring

The last step before you begin tutoring is to have a meeting with your Trainer. In the meeting, you will review key issues in tutoring. It is also a chance for you to raise any questions or concerns you might have that have not been answered for you so far. Check with your Trainer about a time to schedule this meeting as you are not allowed to start tutoring until it has been completed.

At this meeting you will get permission to let your supervisor, Instructional Associate at your campus, know to schedule your tutoring hours in TutorTrac.

Self Evaluate, Receive Tutee and Other Feedback

The Tutor Appraisal Process will be initiated with your Supervisor and will use the following elements:

- Self-Evaluation Form for Level One
- Feedback on Tutoring from Tutees
- Observation of Tutoring by Supervisor
- Learning Centre Tutor Appraisal with Supervisor

This is an ongoing process intended to help you, as a Tutor, improve to better help your Tutees.