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Level Two Peer Tutor Integration Exercises

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LEVEL TWO PEER TUTOR INTEGRATION EXERCISES

The Learning Centres
at Kwantlen Polytechnic University



KPU PEER TUTOR TRAINING – LEVEL TWO

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Reviewed by faculty and staff members of
The Learning Centres at Kwantlen Polytechnic University, Surrey, BC, Canada

Level Two integration exercises using online resources (6 hours)

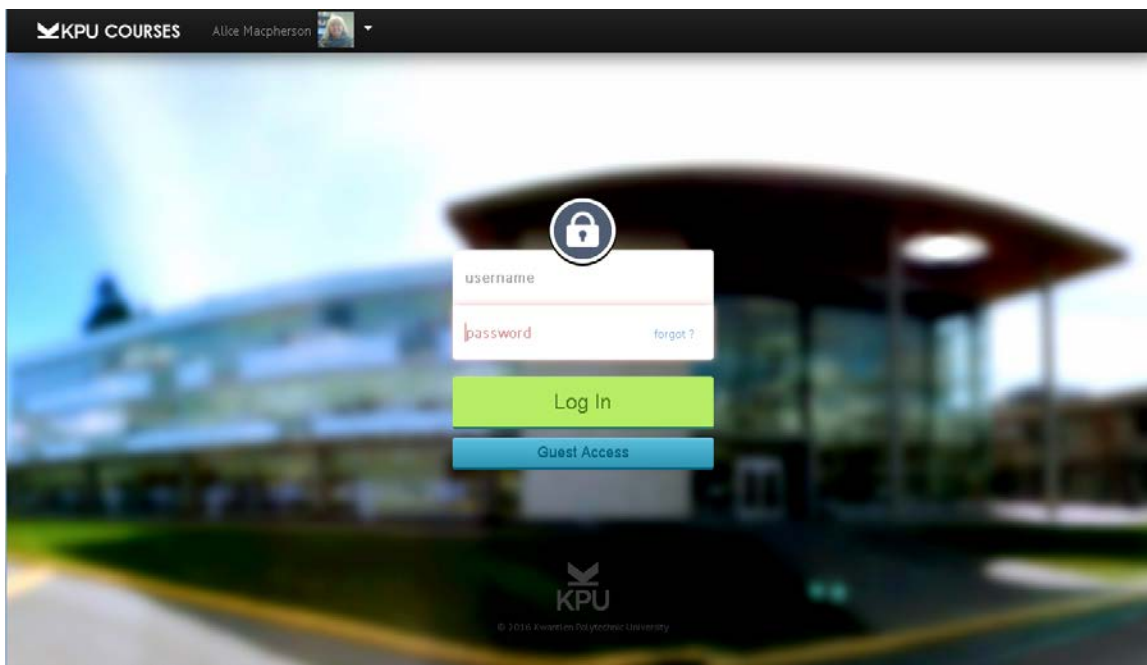
Congratulations on finishing your Level Two Tutor Training! You now have more information to build on your Level One foundation in tutoring concepts, experience, and situations that you may encounter as a Tutor. You began with your application and interview to become a Tutor at Kwantlen's Learning Centres, completed your six hour training session, including your workbook exercises, explanations, and discussions. The process that you will now follow to continue your tutoring will help you continue 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 Two.

KPU Tutor Level Two Training Process Log

This is a checklist that you can refer to for the major steps along the way as you complete the steps to obtain your Level Two certification.

Activity	Date	Signed by
Offer of Peer Tutoring position		
Level Two Six Hour Training Session and exercise completion.		
Introduction to your Instructional Associate, Learning Strategists, Director, and other Learning Centre personnel on your campus.		
Introduction to Faculty mentor.		
Review of Learning Centres services, resources, and procedures		
Use TutorTrac for Scheduling and Documentation.		
Complete TESAT and Debrief with a Learning Strategist		
Moodle Resources (including, Presentation Skills, Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment, Academic Honesty (Cheating & Plagiarism), Tutor Ethics in Action, etc.) for your further four hours of Training.		
Continue Reflective Tutor Journaling.		
Complete Training Materials and Activities for Level Two.		
Prep and Revise Tutoring Materials for your Tutoring Sessions.		
Active Tutoring (25 hours during Level Two)		
Monthly meetings with your Instructional Associate or more frequently as desired.		
Begin your Personal Tutoring Portfolio and post to Mahara.		
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 Two Tutoring Certificate.

Follow Learning Centres Procedures (includes continuing 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.

Tutor Certification process from the College and Reading Learning Association <http://www.crla.net>

Level Two Requirements include:

- Additional 6 hours of training.
- Documented experience of 25 hours tutoring including your analysis of your process.
- You must have documented proof of strength in the subject you are tutoring.
- Evaluation process completed.

Complete TESAT instrument and Debrief with a Learning Strategist

<http://www.cambridgestratford.com/tutoring/tutorassessments.html>

The TESAT assists tutoring directors and tutors in assessing tutoring techniques designed to encourage independent learning and reduce student dependence on tutoring. It is a structured profile that evaluates tutors' effectiveness in 1) understanding and using the steps in peer tutoring and 2) understanding and using the steps in helping students learn how to learn. These steps are supported by educational research in teacher education and proven effective for peer tutoring by Dr. Ross B. MacDonald's California Tutor Project, commonly known as The Tutor Cycle.

The TESAT is a generic tool for assessing tutoring that can be used before and after training or self-directed study to show tutors' improvement in interacting with students in any discipline or content area. Its intended use is threefold: 1) as an educational tool to help reinforce what effective tutors should attempt to accomplish during each tutoring session; 2) as a self-assessment tool for tutors to use to critique their own tutoring sessions; and 3) as a tutor evaluation tool for tutoring directors who wish to independently evaluate what happens during tutoring sessions and/or who conduct individual observations of tutoring sessions and wish to share their evaluations with the tutor's own self-assessments to improve growth and development. (TESAT User's Manual included)

The image shows a sample of the TESAT Self-Assessment Tool. It is a form with 12 numbered steps, each with a brief description of the step. To the right of each step are five columns for rating, numbered 1 through 5. At the bottom of the form is a large column for 'Comments'.

Step	1	2	3	4	5	Comments
1. Greeting						
2. Identify Task						
3. Break Task into Parts						
4. Identify Thought Process						
5. Set an Agenda						
6. Address the Task						
7. Tutee Summary of Content						
8. Tutee Summary of Underlying Process						
9. Confirmation						
10. What Next?						
11. Arrange & Plan Next Session						
12. Close and Goodbye						
Comments						

The 12 Step Tutor Cycle:

1. Greeting
2. Identify Task
3. Break Task into Parts
4. Identify Thought Process
5. Set an Agenda
6. Address the Task
7. Tutee Summary of Content
8. Tutee Summary of Underlying Process
9. Confirmation
10. What Next?
11. Arrange & Plan Next Session
12. Close and Goodbye

System for Evaluation:

Each of the 12 Steps of the Tutor Cycle is listed with that step's strategies. The evaluator rates each strategy using the following ranking:

- Outstanding - Exhibits superior qualities; professionally skilled. Needs no guidance
- Proficient - Exhibits strong qualities and consistent success. Occasional direction needed.
- Adequate - Exhibits acceptable qualities or performs generally successfully. Minimal direction is needed.
- Needs Improvement - Unfamiliar with strategy. Assistance and guidance needed
- Not Applicable - Indicates behavior was not experienced to be evaluated.

Discuss Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment Issues

Freedom of Information and Protection of Privacy

Welcome to Kwantlen Polytechnic University's Freedom of Information and Protection of Privacy web site. <http://www.kpu.ca/foipop>

The *Freedom of Information and Protection of Privacy Act* (FIPPA) became law on October 4, 1993. This web site provides information and guidance to quickly access FIPPA regulations, find out how to request access to records held by the university, and assist faculty, staff and administrators in protecting personal information held by the university.

Responsibilities and Rights

Everyone associated with Kwantlen Polytechnic University needs to have a basic understanding of FIPPA, including employees, learners, outside service providers and members of the public (all of whom may provide, collect, use or be asked to disclose private information) in their dealings with the university, in order to:

- Manage requests for information in compliance with Kwantlen policy and the legislation, i.e.: when notified of a request, employees must not destroy any responsive records.
- Protect the privacy of learners and employees.
- Know what rights you have to access and correct records Kwantlen may have about you.
- Manage learner and employee records in departments, i.e. to retain an individual's information for at least one year if it is used to make a decision that directly affects the individual.
- Give the public access to Kwantlen records following FIPPA's informal and formal request procedures.
- Resolve complaints about possible unauthorized collection, use or disclosure of an individual's personal information and inform them of their right to make a complaint with the BC Office of Information and Privacy Commissioner.

General Privacy Principles

Individuals own their own information and have a legal right to privacy protection.

- Treat learners as stakeholders in the collection, use and disclosure of their personal information.
- Learners are loaning their personal information to Kwantlen Polytechnic University in exchange for services provided by the university. But in so doing learners do not cede ownership of their personal information.
- Learners are entitled to request and receive copies of any and all personal information in the possession of the university.

Public bodies may collect personal information which relates directly to, and is necessary for, an operating program or activity of the public body.

- Collect only the personal information necessary to provide the service.
- Share information on a need-to-know, rather than a want-to-know basis, and then only with authorized individuals who specifically need to know.

Information may only be used for the purpose for which it is collected.

- Additional consent is not required to use information for the purpose for which it was provided, intended and collected.

- Consent must be obtained to collect or use personal information for other purposes. Exception: Essential personal information may be shared without consent, provided it is absolutely necessary and in the interest of the learner or necessary to the functioning of the department. This may be the case with medical or mental conditions which impact a learner's performance or which pose a health or safety risk to the learner or instructors. This is discretionary and must be carefully considered.

Public Interest Paramount:

Protection of public health and safety overrides protection of privacy.

Issues of concern to the health and safety of learners, employees or others can and should be reported to appropriate authorities, even without the permission or consent of the individuals whose privacy rights are affected. For further information refer to: Practice Tool for Exercising Discretion: Emergency Disclosure of Personal Information by Universities, Colleges and other Educational Institutions published in 2008 by the Office of the Information and Privacy Commissioner.

"The head of a public body must, without delay, disclose to the public, to an affected group of people or to an applicant, information about a risk of significant harm to the environment or to the health or safety of the public or a group of people." Freedom of Information and Protection of Privacy Act, Section 25.

Practical Guidelines

- Tell learners what personal information is being collected and why. Rarely will information about SINs or marital status be needed.
- Seek written consent from learners in order to share personal information with others. This includes personal email addresses intended to encourage and enable learners and instructors to communicate. Learners must not be required to share personal information with classmates, and should be told they have the right to decline permission.
- Learners should be encouraged to use their Kwantlen emails. If they prefer their own emails to communicate with instructors or learners they must provide written prior consent.
- Ask permission before passing along names of learners to potential employers or as volunteers.
- The university must obtain permission from each individual prior to sharing learner and graduate mailing lists to private companies peddling services.
- Instructors and program assistants may collect home phone numbers as it may be necessary to contact learners, concerning performance and assignments or absence from class but that information must be kept secure.
- Do not post identifying personal information in a public place such as a hallway or an office door. Grades should be given to learners individually in person or electronically via Kwantlen email.
- A learner's work should be returned only to the learner. Do not leave assignments, etc., to be picked up in a public space.
- Do not read out grades when handing back assignments.
- Do not collect social insurance numbers unless it is necessary. This may include paying a learner or a guest lecturer. Destroy the SIN number information once it is no longer needed. Ensure that destroyed records are disposed of in a secure manner, i.e. shredding.
- Do not disseminate irrelevant personal information such as marital status, unless it is relevant and then only on a need-to-know basis. Do not share such information with learners' classmates.
- Where practical, prior consent should be obtained from the learner if it is necessary for the purpose of the program to share medical information – risk of infection, for example – about the learner on a need-to-know basis.

- Do not identify learners by name in minutes of meetings or other records intended for broad circulation.
- Always use passwords on computer-based records such as email.
- Store confidential information in a protected and secure location.
- Do not fax personal information unless absolutely necessary. If necessary, make certain that it will be received only by the appropriate individual. Never fax personal information to a facsimile machine shared by unauthorized individuals.
- Do not release personal information such as home phone numbers or addresses in public documents such as class yearbooks or on social media sites.
- A learner's educational information, including whether he/she is currently enrolled, cannot be released. Refer all such inquiries to the Senior Records Manager in the Registrar's office, 604.599.2027.
- Departments should not keep confidential personal information for longer than one year after the learner has left the program. Refer to Kwantlen's Records and Retention Schedule for guidance as to when a record may be destroyed.

Learners and Privacy

The following guidelines and principles are meant to assist employees in complying with the

BC's Freedom of Information and Protection of Privacy Act (FIPPA) as it relates to learner personal information. As a public body Kwantlen has a responsibility to comply with FOIPPA when collecting, using, disclosing and disposing of learner information.

Please feel free to call or write the Information and Privacy Coordinator with your questions 604-599-3290, fatima.sakarya@kwantlen.ca .

Guidelines

1. Collecting Learner Information
 - (a) Collect only the information you require and have legal authority to acquire. Very seldom will this include age, marital status, SIN, etc. Informed consent is preferable even in relation to information that can be disclosed without consent.
 - (b) Be sure you clearly inform learners of your legal authority to collect personal information. It could be required or allowed by a specific act (University Act, Section 27) or fall under s.26 (c) of the Freedom of Information & Protection of Privacy Act ("...information relates directly to and is necessary for an operating program or activity of the public body" i.e. Kwantlen Polytechnic University). Identify an officer or employee who can answer questions about the collection of the information.
 - (c) Learners have a right to review their information for accuracy and to request a correction of factual information.
 - (d) Learner information must be retained for at least one year when that information has been used to make a decision about the learner.
 - (e) You must ensure that the information is kept in a secure location and if you supervise others, they should be trained in their duty to hold personal information in confidence and to disclose only that information necessary to perform their duties. (See policy C.4 and G. 24).
2. Using Learner Information
 - (a) **Use the information only for the purpose for which it was collected.** Instructors and program assistants may collect home phone numbers in order to carry out their duties, such as contacting absent learners or communicating information to learners about their performance or assignments. The use of a learner's Kwantlen email or Moodle is strongly encouraged as a first choice. If it is necessary to collect a SIN number for employment purposes, shred it when no longer needed.

- (b) **Do not share the information about a learner with anyone else unless the learner has signed a release form.** There are limited circumstances when information may be shared without consent. If the supervisor in charge of your department is unsure as to whether disclosure is permissible, feel free to contact the Information and Privacy Coordinator for guidance.
- (c) Using personal information for a purpose other than that for which it was collected:
 - If learners decline to use their Kwantlen email address you should ask for written permission for use of their personal email addresses.
 - Ensure you have a learner's written permission to share any personal information with your class, but refrain from asking to share phone numbers or addresses as this can put them at risk. They must be made aware of their right to refuse permission.
 - Ensure you have a learner's permission if you intend to give their contact information to potential employers or volunteer organizations.
 - Businesses should not be given learner or graduate mailing lists without prior, individual consent from each learner.
- (d) Respect learner privacy in class: do not reveal a learner's grade.
- (e) Personal information such as marital status should not be shared unless relevant, and then only on a need-to-know basis.
- (f) Do not identify learners by name in departmental documents such as meeting minutes.

3. Class Lists

Currently the class lists contain the learner phone number. Please ensure that if you decide to contact learners at home, it is for appropriate reasons - i.e. class attendance, etc. Inappropriate use includes business mail outs, requesting personal information, and social purposes.

4. Learners' Work

- (a) If you need to review a learner's work with a colleague (for a second opinion perhaps), remove the name and any personal identifiers from the work. Be especially careful with highly personal information and opinions contained in assignments such as diaries, journals and portfolios.
- (b) A learner's work should be returned only to the learner. Do not leave assignments, etc. to be picked up in a public place.

5. Learner Grades

There are two options:

- (a) Give out grades individually to learners in class.
- (b) Post a list in random learner number order with assigned grade. Allow the learners to advise you if they do not wish their number and their grade posted. It is suggested that you append a notice to your course syllabus.

Example:

"Grades: for your convenience, learner grades by random learner number will be posted in the department. If you do not wish to be included, please advise me in writing before the end of this month."

6. Access to Learner Databases

Employees are permitted access to Banner if they require the data in the course of their normal job responsibilities. Information contained in Banner is to be shared only with similarly authorized employees and only in connection with authorized job responsibilities. All data and reports must be maintained in a secure and confidential manner.

7. Research and Statistical Analysis

KPU Peer Tutor Training Integration Exercises – Level Two

There are limited provisions in the Act for disclosing personal information for research or statistical purposes. Please contact the Registrar (604-599-2018).

8. General Inquiries

A learner's educational information, including whether he/she is currently enrolled, cannot be released to a third party without the learner's consent or some legal authority. If in doubt call the Registrar (604-599-2018).

Principles to keep in mind...

1. Learners have a right to privacy protection under the Freedom of Information & Protection of Privacy Act. They "loan" their personal information to Kwantlen Polytechnic University but they still own their own information and may request and receive copies of any personal information possessed by the university.
2. Public bodies such as Kwantlen Polytechnic University may collect personal information, but only that which "relates directly to and is necessary for an operating program or activity of the public body". Sharing of this information should only be with those who specifically need to know.
3. Personal information may only be used for the purpose for which it is collected and consent must be obtained for any other use. However, an exception occurs if it is necessary and in the interest of the learner, as may occur with medical or mental conditions that impact learner performance or pose a health or safety risk to the learner or others. If you have any concerns in this area, please contact **Catherine Dube, Director, Learner Risk and Judicial Affairs, at 604-598-6014** or Fatima Sakarya, Information and Privacy Coordinator, 604-599-3290.
4. Protection of public health and safety overrides protection of privacy. Where there are compelling circumstances that threaten to lead to harm to the health or safety of a large number of people, the public body has a duty to disclose information, without regard to personal privacy.

Remember:

- Store confidential information in secure files. FOIPPA requires public bodies employ reasonable security arrangements in the protection of personal information. This has been interpreted to mean that that files containing sensitive information must be put away and cabinets and doors locked when a room is unoccupied, digital information must be guarded with great care and encrypted if contained in mobile devices (flash drives, mobile phones, laptops...) and continuous backup and periodic purging must be performed by the IT dept.
- Faxing of personal information should be avoided. If this is necessary, ensure only the authorized recipient will handle it.
- Public documents should not include learners' personal information.
- A learner's educational information cannot be released, including whether the learner is currently enrolled.
- Practice good records management, storing documents according to the guidelines in Kwantlen Polytechnic University's [Directory of Records](#) and disposing of them in a secure manner especially when the records contain sensitive personal information.

Privacy Activity:

May Ask or Record	Should not Ask or Record

Human Rights in Canada

In Canada, human rights are protected by federal, provincial, and territorial laws. The Canadian government has made many provisions to protect human rights, including legislation such as the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, the establishment of the Canadian Human Rights Commission. Each province has human rights laws and legislation (Canadian Human Rights Commission).

The *Canadian Charter of Rights and Freedoms* is a bill of rights entrenched in the Constitution of Canada. Every Canadian is guaranteed of certain rights and freedoms such as:

- a) freedom of conscience and religion;
- b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- c) freedom of peaceful assembly; and
- d) freedom of association (Canadian Charter of Rights and Freedom)

As a tutor, you need to be mindful of the ideas and beliefs of the diverse population you are helping. Some of these beliefs may not be the same as the cultural, religious, racial, political, economic or social systems that you have been exposed to. Some of the work that learners bring you will also expose you to other points of view or arguments that may cause you to question your own perspectives. This is one of the challenges of tutoring. Keep vigilant, then about how you may influence the conversations when tutoring so that any work a learner brings in is *their* work and needs to maintain *their* ownership.

Under the Human Rights Act you too are protected. If you ever feel that your rights or freedoms have been violated, speak with your supervisor or address your concerns with your learner directly. Most post-secondary institutions have rights and responsibility guidelines for learners and these are outlined in the University Calendar. If you are unsure of yours, ask your tutoring supervisor, learner judicial affairs officer, or ombudsperson for information. Each province has its own human rights legislation. Schools, including post-secondary institutions are covered under these laws. To get more information: British Columbia: <http://www.bchrc.gov.bc.ca>

Discrimination and Harassment

All provinces and territories have legislation which prohibits discrimination in their jurisdiction. The [Canadian Human Rights Act](#) extends the provincial and territorial laws in Canada that forbid acts of discrimination. The Canadian Human Rights Act (1985) is based on the principle that all individuals should have opportunities that are equal with other individuals, as follows (Canadian Human Rights Act, 1985 Section 1).

2. The purpose of this Act is to extend the laws in Canada to give effect, within the purview of matters coming within the legislative authority of Parliament, to the principle that all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

R.S., 1985, c. H-6, s. 2; 1996, c. 14, s. 1; 1998, c. 9, s. 9; 2012, c. 1, s. 137(E).

The *Canadian Human Rights Act* and all other anti-discrimination legislation gives each of us an equal opportunity to work and live without being subjected to discrimination. We are all protected by these federal, provincial, and territorial laws.

We also have a duty to accommodate and an obligation to take steps to eliminate different and negative treatment of individuals, or groups of individuals based on prohibited grounds of discrimination.

The duty to accommodate means that sometimes it is necessary to treat someone differently in order to be fair and to ensure full participation of a person or group.

Tutor Responsibilities

We all need to treat tutees with the respect and dignity – without discrimination or intent to harass. Consequently, as a tutor, you must always be conscious of how you treat each learner and what you say in your tutoring sessions. Your personal conduct and appearance is also important. Although you may not think that what you say or do can be considered discriminating or harassing, you might want to consider what message the tutee/learner might be receiving. Could the joke you just told be considered inappropriate? Were you sitting too close to them for their comfort? Was how you were dressed appropriate? Even though you might not think that what you say, wear, do, etc. is okay, step back and think about the tutee.

Harassment is a form of discrimination that involves any unwanted physical or verbal behaviour that offends or humiliates a person. Incidents such as jokes or remarks about your age, colour of skin, etc. (anything in the above list) can be considered as harassment. Threats or intimidation also fall under the harassment category.

Any unwelcomed touching such as patting, touching, pinching or punching can be considered as assault which is illegal under the *Criminal Code (1985)* which is Federal legislation. Again, provinces and territories have legislation very similar to the federal human rights act. When in doubt, you can refer to your provincial / territorial agency. The links for these are below:

Provincial and Territorial Human Rights Agencies

<u>British Columbia Human Rights Tribunal</u>	<u>B.C. Human Rights Coalition</u>
<u>Alberta Human Rights Commission</u>	<u>Manitoba Human Rights Commission</u>
<u>Saskatchewan Human Rights Commission</u>	<u>Yukon Human Rights Commission</u>
<u>New Brunswick Human Rights Commission</u>	<u>Nova Scotia Human Rights Commission</u>
<u>Prince Edward Island Human Rights Commission</u>	<u>Newfoundland and Labrador Human Rights Commission</u>
<u>Ontario Human Rights Commission</u>	
<u>(Ontario) Human Rights Tribunal of Ontario</u>	<u>(Ontario) Human Rights Legal Support Centre</u>
<u>Nunavut Human Rights Tribunal</u>	<u>Northwest Territories Human Rights Commission</u>
<u>(Québec) Commission des droits de la personne et des droits de la jeunesse</u>	

Best Behaviours Activity:

Brainstorm behaviours that you do as a tutor to avoid the appearance as well as the reality of harassment.

Revise Session Plans and Document the Tutor Processes

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

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

Review your current session plans in light of the 25 hours of tutoring that you have done so far. How have you integrated your experiences and the feedback that you have received from your tutees, trainers, faculty mentors, and Learning Strategists?

You are doing 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. By this point you should have four to six different tutoring session plans, with reflected documentation. You may have developed exercises and worksheets for your tutees to help them learn the materials. You will have shared these with others and have posted them to your portfolio with your comments on their development.

After each tutor session that you do, you have also documented the session as noted on page 19 in your Level One 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.

Now is the time to create a list of the materials that you have developed and written about. This will become the index of your portfolio.

Discuss Issues of Academic Honesty (Cheating & Plagiarism)

Understanding Academic Honesty

Statement on Academic Honesty

Academic honesty is the principle that forms the foundation for scholarship and intellectual ownership. Kwantlen Polytechnic University expects all students to uphold this principle and considers any act of academic dishonesty, including cheating and plagiarism, as a serious educational offence.

All students attending post-secondary institutions must clearly and fully understand what constitutes an act of academic dishonesty. The following information is provided to specifically help students understand the university's position on cheating and plagiarism.

Definitions

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

Plagiarism occurs where a student represents the work or ideas of another person as his or her own.

Examples of Cheating and Plagiarism

Students will be subject to disciplinary action for acts including, but not limited to:

Cheating

- Providing information to another student or obtaining it from an unauthorized person during an examination.
- Unauthorized use of materials, such as mechanical devices, textbooks, notes, formula lists, etc., during an examination.
- Storing answers in a calculator to be used by one's self or allowing it to be used by another student during an examination.
- Impersonating another student in an examination or being the student impersonated by another.
- Possession of an unadministered examination.
- Providing any part of an administered or unadministered examination, including the answer key, to another student.
- Submitting an assignment as one's own work where answers have been copied from the answer key.
- Submitting a take home examination or an assignment as your own when completed in whole or in part by another person.
- Submitting the same assignment to be graded in more than one course without prior permission of the instructor(s).
- Submitting an assignment that has been co-authored without prior permission of the instructor.
- Submitting an assignment that you know contains false information.
- Listing a source in the bibliography/reference list that was not cited in the assignment.
- Tampering with another student's assignment for the purpose of gaining an academic advantage over another student.
- Deliberately blocking access to library resources, specialty equipment, computer hardware/software, etc., for the purpose of obstructing the progress of another student's work.

Plagiarism

- Borrowing the ideas, theories, illustrations, lab data, or language of others, in whole or in part, without properly quoting and citing the source within the text of the paper.

- Substantially paraphrasing without acknowledging the source, even though you have used your own words.
- Combining your words with substantial phrases from a source that is either not cited or under cited.
- Using synonyms to change words within a phrase or sentence derived from another source and then treating the phrase or sentence as if it was your own.
- Failing to cite the correct source of a quotation.
- Submitting an assignment that does not acknowledge the contribution of co-authors where such acknowledgement would be appropriate.
- Submitting an assignment, in whole or in part, that was previously graded in another course, whether or not the other course was taught at Kwantlen Polytechnic University.

Note: The term examination includes tests and other assessment tools that measure acquired knowledge or skills. The term assignment refers to any graded activity that forms part of the course requirements.

Working with a Study Partner or Group

Collaborative learning is an essential component in the learning process and students are encouraged to study with a partner or a group. This in itself does not constitute plagiarism or cheating. However, be certain that the work you turn in is your own and that you completely understand it. Do not provide information to another student so that they can use it without understanding it.

If your instructor specifies that an assignment is to be completed independently then working with a partner or group would constitute an act of academic dishonesty. The exception to this would be where a student has a diagnosed disability requiring accommodation through academic support.

Disciplinary Action

If it is determined that a student committed an act of academic dishonesty, the university will proceed with disciplinary action in the following manner:

- for most first offences, a grade of zero will be awarded for the affected assignment, test, paper, analysis, etc.;
- for most second offences, a failing grade will be assigned in the affected course;
- depending upon the circumstances surrounding a first or second offence, a more severe level of discipline may be imposed by the university;
- where deemed appropriate in the circumstances, for any third offence, the matter will be referred to the vice president, academic for the assignment of discipline which may include, but is not limited to, suspension or expulsion from the university.

Note: Any student who contributes to an act of academic dishonesty by another student may face disciplinary action.

Avoiding Academic Dishonesty

Follow all instructions provided to you by your instructor. Do not make any assumption about what might be acceptable (e.g. the use of a thesaurus, dictionary, calculator, Cole's Notes, etc.) - ask your instructor.

Reference the words taken directly from another source or paraphrased using appropriate footnotes, endnotes, or reference list. Use the Style Guide recommended by your instructor when citing sources and double check the citation to ensure its accuracy.

Speak directly with your instructor if you are in doubt about what or how to cite a source, particularly if you are unsure as to what constitutes general knowledge.

Take careful notes to summarize your readings and list quotations that you may use to support a particular position.

Ensure that your instructor has granted approval to submit an assignment as a group before commencing any work with other students.

Once you have completed an assignment, it is advisable not to loan or provide a copy of it to another student, even if you have received a final grade for the course. If your work is plagiarized you may be implicated in the act of academic dishonesty.

When taking an examination, do not place your answers where they can be readily viewed by others and avoid looking in the direction of another student's exam paper.

Keep a copy of your work, including all notes and drafts, until you have received a final grade for the course.

Available Resources

1. For clarification on any aspect of academic honesty, consult with your instructor.
2. To register for seminars on term papers, note taking, and effective reading, contact the Learning Centre on your campus.
3. Faculty, staff, and student tutors at the Learning Centres are available to provide assistance to students with issues of academic honesty.
4. Use one of the following Style Guides unless otherwise specified by your instructor(s):
 - American Psychological Association (APA)
 - College Style Sheet *
 - Modern Language Association (MLA) *
5. Citation Style Guideposts for APA and MLA are available at each campus library. These guides help explain and demonstrate the need for correctly referencing the words and ideas of others. See all the information at: <http://libguides.kpu.ca/citations>
6. Any student accused of an act of academic dishonesty has the right at any time to consult with a university Counsellor and/or the Student Ombudsperson.

* available at all campus libraries, bookstores and in the Learning Centre

Related Policies

For more information about Kwantlen Polytechnic University's Bylaws & Policies, students are encouraged to visit <http://www.kpu.ca/policies>. The following are policies related to understanding academic honesty:

C.8 Plagiarism and Cheating

C.19 Copyright

C.21 Student Conduct

D.1 Information and Educational Technology Usage

Retrieved from: <http://www.kpu.ca/sites/default/files/downloads/Honesty1432.pdf>

More information available at: <http://www.kpu.ca/calendar/2014-15/academic-affairs/academicregulations.html>

KPU Peer Tutor Training Integration Exercises – Level Two

Refer to the Ethical scenarios in both Level I and Level Two workbooks. Pick one or two that ring true for you in your experience with Academic Honesty. Write a paragraph on what the issue is for you and how you think you should approach that sort of situation. Use this as one of your journal entries.

Analyze Tutor Ethics in Action

NTA Code of Ethics

Give examples of how you uphold this Code of Ethics

I understand that my role as a tutor is to enable learners to do their own work using the best learning approach possible.
I will provide honest feedback in the form of positive praise and/or constructive suggestions to the learner I serve in a manner that will be beneficial to their overall learning.
I will demonstrate faith in my learner's learning abilities.
I understand that my relationship to the learner is professional and not personal.
I will show respect for my learner's cultural background and personal value system.
I recognize that I may not have all the answers to learner questions. In this event, I will seek assistance in finding answers to the learner's questions and/or direct the learner to an appropriate resource for the information.
I will maintain accurate records of tutoring sessions as expected and required.
I will respect my learner's personal dignity at all times.
I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my learner to follow.
I will keep information about the learner whom I am assigned confidential.

KPU Peer Tutor Training Integration Exercises – Level Two

I understand that my ultimate goal is to assist my learner in discovering how he or she best learns and to help my learner develop the skills to achieve his or her best educational outcome.
I will share any concerns I have with my supervisor.
I expect to learn along with my learner.
I will keep current in both my subject area(s) and learning methodologies.
I will remain flexible to my approach to learner learning, respectful of the various learning styles and preferences.
I will share techniques for improved study skills with my learners.

The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

<http://www.ntatutor.com/code-of-ethics.html>

Notes and Questions:

Utilize Presentation Skills (use scripts for class visits)

Tutors are asked to attend sessions in the Learning Centres or in classrooms to explain what the Learning Centre is and how Tutoring works. You will work with the Instructional Associates and Learning Strategists in this endeavour. The following gives a general outline of how these sessions are constructed.

Bridge to Topic - Introduction

This element of a presentation is also known as "the hook." It is intended to be the aspect of the presentation that grabs the attention of the members of the audience, and provides them with some reason to be interested in the presentation. It helps the audience members answer the question "Why should I listen to this?" The bridge is established at/near the beginning of the presentation.

Presentation Purpose(s) / Objective(s)

This element answers the question "what is the point of the presentation?" It focuses the presentation, identifying what the members of the audience will gain or what they will be expected to do or understand by the end of the presentation.

Pre-assessment of Audience

This element answers the questions "who are the members of my audience? How familiar are they with my topic and my content? What do they know? What do they want or need to know?" A pre-assessment identifies the characteristics, existing knowledge and needs of your audience.

Presentation

This element comprises the major portion of the presentation. It is the body of what you want to say or present. It should connect directly to the purpose or bridge. Clearly state your message and main points. Give adequate support to each point.

The Audience should be given questions to consider, a problem to ponder, an object or process to watch, or other way to keep them engaged with the topic and stay in touch with the Purpose.

Questions?

Allow time for questions and refer to any resources that you have given or will be providing afterwards.

Summary / Closure

This element ends your presentation. End effectively by referring to your purpose. Give a summary of your main points and leave the audience with a clear understanding of what is expected at the next step.

Develop a Script Activity:

Using the template on the next page, develop a script that you might use to explain your tutoring activities to an audience of fellow students.

Bridge to Topic – Introduction

Presentation Purpose(s) / Objective(s)

Pre-assessment of Audience

Presenter	Audience/Participants	Aids	Time
Questions?			

Summary / Closure

Create Reflective Journal Entries on Tutoring Practices

Journal writing is a way to actively engaged 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.

Spend 30 minutes to an hour doing this journal writing each week. 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 2 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.

Reflective Journal Topics

You are required to do one journal **each week** beginning in your third week of work. The topics below **are optional**; they are suggested to give you some ideas about what to write about.

- What are the most important elements of privacy in tutoring so far and how do you apply them?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Reviewing your TESAT results, what will you be working on to become a more effective tutor?
- Describe an ethical issue that you have encountered while tutoring.
- Describe a tutoring activity that you used a number of times. Document this activity for future use and describe why it is useful.
- Describe some ways you encourage Academic Honesty by tutees.
- What could you do in your responses to encourage tutees to be more independent and less dependent on you?

Self Evaluate, Receive Tutee and Other Feedback, Create Semester Goals

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

- Self-Evaluation Form for Level I
- 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.