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Level Two Tutor Foundation Training Workbook

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LEVEL TWO TUTOR FOUNDATION TRAINING WORKBOOK

The Learning Centres
at Kwantlen Polytechnic University



KPU PEER TUTOR FOUNDATION TRAINING – LEVEL TWO

Content matches Topic and time requirements for CRLA and is aligned with KPU TLC practices.

Level Two Workbook for 1 Day Foundation Training (6 hours)

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Foreword

KPU Tutor Training is intended to meet the standards of CRLA, ATP, and NTA.

This Workbook and Training Session, coupled with online modules and coaching from your Trainer will bring you to the standard needed for Level Two Tutor certification

Tutor Name	Date of Tutor Training
My Tutor Trainer(s)	Contact Info
Tutoring Subject Area	Tutoring Since Date



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Written and compiled by Alice Macpherson, PhD, 2016.
Reviewed by faculty and staff members of
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Practise Intercultural Communication

Your Culture Activity:

Take a few minutes to jot down some thoughts about yourself. Then spend the next five to ten minutes sharing these thoughts with one other person.

How do you define 'Culture'?

How do you identify yourself culturally or ethnically?

What do you enjoy or appreciate most about your culture?

What assumptions do people make about your culture?

Note: This will be discussed in class and with your Trainer.

What is Culture?

Culture is dynamic – neither fixed nor static. It is a continuous and cumulative process that is collectively learned and shared by a group. You can see it through the behavior and values exhibited by a group of people. Culture includes what is creative and meaningful in our lives. It has symbolic representation through language and activity. It is that which guides people in their thinking, feeling and acting.

Culture Is Not:

Culture is not just artifacts or material used by a people or a “laundry list” of traits and facts. It is not biological traits. Although it is attractive, it is not the ideal and romantic heritage of a people as seen through music, dance, holidays or a higher class status derived from knowledge of the arts, manners, literature. Finally culture is not something to be bought, sold or distributed.

Why It Is Important To Know About Culture

Culture is a means of survival. All people are cultural beings and need to be aware of how culture affects people's behavior. Culture affects us everywhere including in the classroom, at home and at work. Culture also affects how learning is organized, how work and school rules and curriculum are developed, and how teaching methods and evaluation procedures are implemented. Cultural awareness and acceptance can ease communications at school and in the community. Culture is an integral part of Canadian society.

Developing a Cross-Cultural Perspective

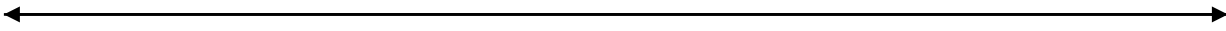
Culture can be very different from person to person. Knowing the perspectives of others will help you to interact respectfully with them.

Dimensions of Culture

Values Orientation Activity:

What is most important to you? Where would you place yourself on the following continuums?

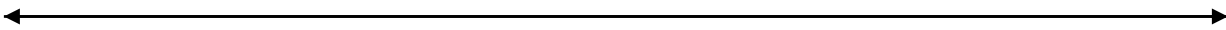
Individual Group



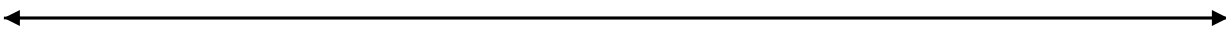
Cooperation Competition



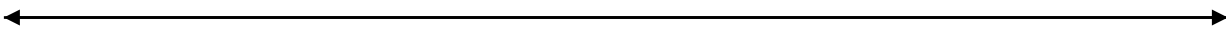
Extended Family Nuclear Family



Democratic Authoritarian



Scientific Spiritual



What other values can you imagine?



Culture in Ourselves

Seeing culture in ourselves involves perception or knowledge gained through our senses and interpreted internally. It is not always obvious since it is shared socially with those we meet on an everyday basis. It helps us to understand and avoid areas of conflict, and allows us to learn through contrast. This reflection on culture in ourselves implies that thought processes occurring within each of us also occur within others, but may take on a different shape or meaning for that person.

Culture in Others

We have to see the difference between ourselves and others to be able to see someone else's culture. Our cultural perceptions can involve a certain degree of *ethnocentrism*, the belief that our own cultural ways are correct and superior to others. This is natural and occurs in each of us. While it helps to develop pride and a positive self-image, it can also be harmful if carried to the extreme of developing an intolerance for people of other cultures. It is perhaps best represented by the concept of *cultural relativism* which is the belief that there are many cultural ways that are correct, each in its own location and context. It is essential to building respect for cultural differences and appreciation for cultural similarities.

Respectful Interaction

Respectful interaction is a key element to resolving and utilizing the immediate conflicts that may arise when you and your personal culture come into contact with the diverse needs of others. The communication skills of *active and empathic listening and paraphrasing* followed by *effective questioning and feedback techniques* are all elements of this interaction. Personal flexibility and adaptability to the needs of others is a necessary trait in a multicultural environment.

Being Self-Reflective and Reflexive

It is important to locate oneself in terms of culture of origin, culture of choice, gender, age, income, education, and personal values. What do these mean in terms of your inherent privileges or disadvantages, your empowerment or lack of it, your social position and prospects? How does this impact those that you work with?

Reflexivity refers to reciprocal and circular relationships between cause and effect. A reflexive relationship works with both the cause and the effect of interactions as people are affecting one another in a situation.

Culture Shock

This is the reaction one faces when confronted with a new cultural environment; the effect of going from culture into another. It includes the mental, physical and emotional adjustment to living in a new environment, as well as the coming to terms with different ways of approaching everyday living. This embraces everything from fundamental philosophical assumptions (one's worldview) to daily chores.

All students experience some of this going from high school to university or from the world of work to the world of education. Some students have even more of a shift when they come from a different country to study in Canada (or when a student travels to another country from Canada). Your tutee may be experiencing culture shock for a variety of these reasons.

Some of the signs of culture shock include:

- Homesickness
- Boredom
- Withdrawal (spending most of your time in your room, only seeing other students from your background, avoiding people who are different from you)
- Negative feelings and stereotyping of others
- Inability to concentrate
- Excessive sleep or insomnia
- Compulsive eating or drinking or lack of appetite
- Crying uncontrollably or Outbursts of anger, irritability
- Physical ailments, such as frequent headaches or stomachaches

It is helpful to know that most students adapt successfully. When your tutee seems to be experiencing culture shock, tutors can be encouraging and empathic but you are not counsellors and need to refer those students who are struggling with this shock to other resources and departments as needed.

Helping your Tutee Adapt to a New Culture

In the different stages of adapting to a new culture, you have a role to play.

- Euphoria (Tutors can share enthusiasm with their tutees).
- Fear, Anxiety, Rejection (Tutors listen and refer to other resources and support systems as needed).
- Acceptance and Adjustment (Tutors encourage a positive outlook as tutees adjust).
- Resolution (Tutors and tutees are normal and focused on coursework).

Building a Cultural Bridge

To increase your effectiveness when working with people from a variety of cultural backgrounds:

Be informed.

Having some knowledge of another's cultural background can result in useful insights to areas of potential cross-cultural conflict.

Be interested (in the world of personal meanings).

Aspects of the individual that are under-validated in the host culture can be validated in a discussion or interview. For instance, you may ask the meaning of a person's name, family history, attachments, etc.

Be flexible and be an astute listener.

For the person communicating in a second language, simply feeling understood can reduce anxiety.

Be informative (a cultural interpreter).

Your role may include acting as a role model or a representative of the host culture for a tutee.

Take your cues from the other person and ask!

Use these techniques when you can tell whether the other person is comfortable with them. If you are unsure you can ask, "Is this a good time to talk?" "Would it be all right if I asked you about your name?" etc.

Ethnically/Culturally Sensitive Attitudes and Values

The following list is adapted from material by Mercedes Tompkins and Casea Myrna Vasques, from an interview with Elva Caraballo (1996).

<u>DO</u>	<u>DO NOT</u>
Do with	Do for
Come alongside	Lead
Assist	Control
Provide input	Demand
Facilitate	Determine
Provide additional resources	Impose additional requirements
Encourage	Mandate
Respect	Condescend
Show concern	Paternalize
Empathize	Sympathize

This is not very different from how most people want to be treated and is a key component of how tutors need to act to be effective. The interesting thing is that many people believe that the process by which we interact with others should be different from how we want to be treated. It is often useful and always polite to respectfully inquire how a person wishes to be treated or helped.

Cultural Safety

Cultural Safety is: A manner that affirms, respects, and fosters the cultural expression of clients. This usually requires the individual to have undertaken a process of reflection on their own cultural identity and to have learned to practice in a way that affirms the culture of clients and self.

Cultural safety addresses power relationships between the service provider and the people who use the service.

Cultural un-safety: What is it?

A subjective sense that one's cherished values, goals, language, identity, and ways of life are denigrated or threatened in an encounter, or that one is being asked to venture into a foreign culture without knowing how to function in it and without positive accompaniment. Unsafe cultural practice is any action which demeans, diminishes or disempowers the cultural identity and well-being of people.

Plan Your Approach Activity:

If your tutee is having difficulties adapting to the University and/or Canadian culture, what are some ways that you can assist them?

Notes and Questions:

Review Tutor Competencies

Using your tutor workbooks from Levels I and II, skim through the material while thinking about significant ways that you have applied the ideas and principles from that training.

What questions come up as you review? What concepts have you been able to apply consistently in your tutoring?

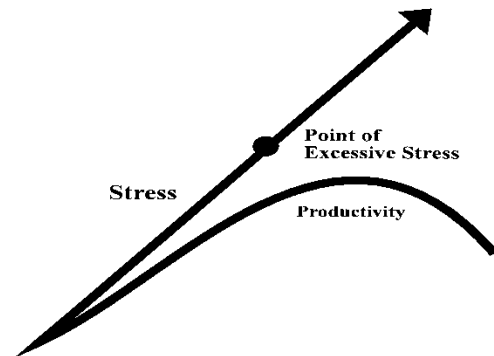
Level I Objectives

- Identify the Scope of Peer Tutoring in the Learning Centres
- Define Peer Tutoring Roles and Responsibilities
- Behave Ethically when Tutoring
- Analyze Tutoring Situations Where Ethical Choices are Made
- Plan Tutor Sessions
- Utilize the Tutoring Cycle
- Communicate Effectively as a Tutor
- Use Critical Questioning
- Define Bloom's Taxonomy
- Use Referrals (When You Need Assistance)
- Identify When to Stop the Tutoring Process
- Follow Learning Centres Procedures (includes beginning Tutor Certification process)
- Complete LASSI (study skills for success) and Debrief with a Learning Strategist
- Create Reflective Journal Entries on Tutoring Practices
- Integrate Adult Learning Basics into Tutoring
- Discuss Issues of Copyright
- Practise Academic Integrity
- Set a Professional and Welcoming Environment
- Shadow Tutoring Sessions
- Plan Sessions and Document the Tutor Processes
- Self Evaluate, Receive Tutee and Other Feedback

Manage Personal Stress

Stress Identification

The simplest definition of stress is any response of the body to any demand. It is a dynamic state within an organism in response to a demand for adaptation. Stress is an unavoidable consequence of life. Without stress, we are dead. Distress can cause loss of productivity, disturbance in our personal lives, and even diseases. Fortunately, there are good stresses that offset this and promote wellness. Managing stress means gaining control over your life and dealing effectively with both the causes and the symptoms of stress.



What causes you stress?

List a few situations that you find stressful:

Types of Stress

Understress – Lack of engagement with the events around us.

Eustress – This is also called positive stress. When our minds and bodies are in balance, we feel energetic, adaptable, approachable and relaxed.

Overstress – This is happening when we are tired, anxious, aggressive or defensive and is continual stress that causes us constantly to readjust elements of our lives. People have trouble returning to a balanced state when they are overstressed.

Distress – Distress is more extreme than overstress. It is a reaction to continual stress that leads to fatigue, exhaustion and physical and mental breakdown. This type of stress can lead to disease.

Other categories of stress include the following.

Cumulative Stress – This stress builds over time. Little things that in themselves do not seem particularly stressful add up. Cumulative stress may not show up for months, or even years.

Acute Stress – Acute stress may overwhelm a person's usual coping ability such as being part of or witnessing a terrible accident (critical incident). This type of stress requires debriefing and / or counseling for effective recovery.

Delayed Stress (Post Traumatic Stress Disorder) – Stress reaction often does not show up at the time of a critical incident. It can surface at a later date, when you think that you have recovered from the initial stress.

Chronic Stress – When stress continues over time, it becomes chronic. Stress takes a toll on all aspects of life. We are likely to experience symptoms not only in our bodies, but also in our emotional reactions, our mental state, our relationships with others, our work world, and our spiritual life. It is important to define the symptoms of stress not only in a physical context. Some types of stress are considered to have a greater impact than others. Death of a family member is considered to be more stressful than a daily commute in rush hour traffic.

Symptoms of Stress

Check any symptoms of stress you have noticed lately in yourself.

Physical	Emotional	Spiritual	Mental	Relational
<input type="checkbox"/> appetite change <input type="checkbox"/> headaches <input type="checkbox"/> tension <input type="checkbox"/> fatigue <input type="checkbox"/> insomnia <input type="checkbox"/> weight change <input type="checkbox"/> colds <input type="checkbox"/> muscle aches <input type="checkbox"/> digestive upsets <input type="checkbox"/> pounding heart <input type="checkbox"/> accident prone <input type="checkbox"/> teeth grinding <input type="checkbox"/> skin rash <input type="checkbox"/> restlessness <input type="checkbox"/> foot tapping <input type="checkbox"/> finger drumming <input type="checkbox"/> increased alcohol, drug, or tobacco use	<input type="checkbox"/> anxiety <input type="checkbox"/> frustration <input type="checkbox"/> "the blues" <input type="checkbox"/> mood swings <input type="checkbox"/> bad temper <input type="checkbox"/> nightmares <input type="checkbox"/> crying spells <input type="checkbox"/> irritability <input type="checkbox"/> feeling that no one cares <input type="checkbox"/> depression <input type="checkbox"/> nervous laugh <input type="checkbox"/> worrying <input type="checkbox"/> easily discouraged <input type="checkbox"/> little joy <input type="checkbox"/> sadness	<input type="checkbox"/> emptiness <input type="checkbox"/> loss of meaning <input type="checkbox"/> doubt <input type="checkbox"/> unforgiving <input type="checkbox"/> martyrdom <input type="checkbox"/> looking for magic <input type="checkbox"/> loss of direction <input type="checkbox"/> needing to prove self <input type="checkbox"/> cynicism <input type="checkbox"/> apathy	<input type="checkbox"/> forgetfulness <input type="checkbox"/> dull senses <input type="checkbox"/> poor concentration <input type="checkbox"/> low productivity <input type="checkbox"/> negative attitude <input type="checkbox"/> confusion <input type="checkbox"/> lethargy <input type="checkbox"/> whirling mind <input type="checkbox"/> no new ideas <input type="checkbox"/> boredom <input type="checkbox"/> spacing out <input type="checkbox"/> negative self-talk	<input type="checkbox"/> isolation <input type="checkbox"/> intolerance <input type="checkbox"/> resentment <input type="checkbox"/> loneliness <input type="checkbox"/> lashing out <input type="checkbox"/> hiding <input type="checkbox"/> clamming up <input type="checkbox"/> lowered sex drive <input type="checkbox"/> nagging <input type="checkbox"/> distrust <input type="checkbox"/> fewer contacts with friends <input type="checkbox"/> lack of intimacy <input type="checkbox"/> using people

Do you recognize any patterns in your stress symptoms? For instance:

1. Is your mind working well (mental), but your body gets sick (physical)?

2. Which symptoms are you most concerned about – relational, spiritual, or emotional ones?

3. Are any areas of your life symptom-free?

4. What else do you notice?

Building Stress Resistance

You are in charge of your lifestyle and make the final decisions about what you do as an individual. However, we receive many messages from within our family and from the wider world as we are growing up about whom we should be and how we are supposed to behave. In fact, when we become adults, we often forget where these messages were learned and simply hold them as beliefs. These messages tend to operate as *shoulds* inside our head. This is called an internalized belief system.

These messages often come through as negatives that are criticizing us for our actions and choices. It is important however, to increase one's awareness of what the messages are in order to better understand some of the sources of stress. Only then is it possible to have the distance to decide if the beliefs / messages are current or out of date. Then you can choose to adapt your internal beliefs to your current situation. When you hear that voice in your head being negative to yourself, that is the time to turn the statement around into a positive one. This is a practice that takes time to develop.

Resistance to negative stress needs to be built up. Negative self-talk can drag us down while self-affirmations can help us to continue and succeed. We need to give ourselves space and time to adjust and develop coping strategies for stress.

This is a strong step to personal wellness. Good stress is energizing. In fact we all need positive stress to give us focus and drive. This action builds our stress resistance.

Stress Recovery

The common feeling of exhaustion often leaves many people unable to deal with the sources of stress in the complex personal, social and political environment in which we live. Coping strategies, such as avoiding stressful situations and turning negative self talk into positive message can help break this cycle and lets us regain some of our energy. As we regain energy, it becomes possible to look at what kinds of changes are needed. As we become stronger, we begin to do what we need to do to change the conditions that produce stress.

It is important to identify what activities are energizing for you. These may be work related, recreation, or family situations. They may include:

1. Team activities (sports or work activities)
2. Competition with others
3. Competition against yourself (timed activities)
4. Individual activities such as:
 - a) Cooking
 - b) Gardening
 - c) Walking, running, cycling
 - d) Crafts
 - e) Meditating
5. Volunteer activities in the community
6. Family activities with your own family and/or with others
7. Community activities such as:
 - a) Choir
 - b) Coaching
 - c) Tutoring

There are so many possible sources of positive stress enhancement that this is intended just to be a short list that might trigger some thoughts about what you do and can do to enhance your own positive energy. These types of activities help us to recover our energy and build distress resistance to the other situations around us.

Eustress Activity

Think back to a time when you felt really energized and well. List some activities that made you feel that way. How often do you do them?

Taking Control of Your Personal Stress

When we are stressed it brings with it fear and worry. Fear drives one to action. When there is no action, we have worry. Worry, or preoccupation, is intellectual as well as emotional. It tries to deal rationally but ineffectively with the situation that is causing us stress, however, the more you worry the worse it becomes. Worry consists of trying to occupy oneself about something before one can actually do something about it.

There is a rational positive and creative way to face worry, and fear. It consists in facing rationally the situation through six questions.

1. What is the worst that can happen?
2. Can you survive if it happens?
NB If you can't survive it is a real situation that you need to accept.

Once you have identified what you can survive, the next questions are:

3. Can you do something to keep it from happening?
4. If not, what can you do to minimize its impact?
5. What can you do to rebuild things as good as before?

There is a sixth question that few people ask and that makes all the difference in the world to those who dare answer it:

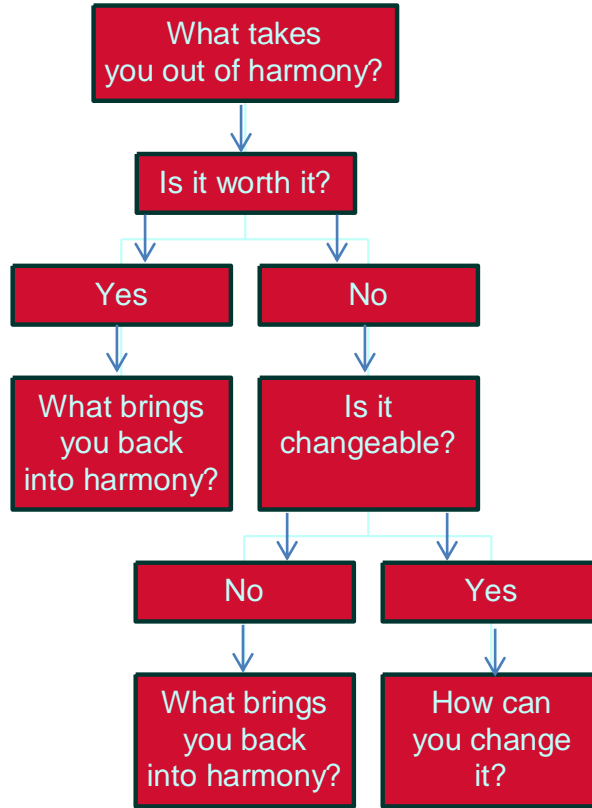
6. What can you do to make things even better than before?

Once you have answered these questions you are set to start acting. Once you start acting, preoccupation and worry are left behind.

If there is something you can do, do it. If there is nothing that you can do to minimize the impact of a situation, why worry? Concentrate on doing something useful while you are still alive. These steps are taken from Dale Carnegie's book 'How to stop worrying and start living' (1948).

Returning to Harmony Activity:

The most useful thing in many situations to be keep your self balanced and in harmony. Write out the answers to these questions.



Evaluate Tutees' Needs

In Level I, we looked at how we would begin to identify the goals that will be focused on in a tutoring session. We then identify these through several layers of questioning and introduced you to Bloom's Taxonomy. You started your session by asking the tutee what they want to focus on, and allow them to be in charge of the session. This also included asking to see the assignment (or syllabus) from the instructor so that you could see what was required. If this did not clarify the task, you also asked to see the tutee's discussion and lecture notes to get a better idea of the requirements of the course. You explained what was realistically possible in the time allotted for the session. At this point we are going to expand on this idea and start looking deeper into the tutee's needs. Once the goals have been identified they must be monitored on an ongoing basis throughout the session.

Assessing Levels of Knowledge and Skills

Assessment used to identify learning gaps is called diagnostic assessment. As you develop as a tutor, you also need to develop your ability to quickly determine the level of knowledge and skills that your tutees possess. This allows you to fluently identify any academic gaps and to identify the next steps that they must take in their learning. The tutor may use any of the following techniques or develop ones for other subject areas to help assess the level of knowledge and skills that the tutee currently possesses and which relate to the tutee's goals. Their goals aid the tutor in selecting the right activities to use in the tutoring session.

Area	Technique Used
Reading	The tutee reads a passage in the text to identify reading, fluency, comfort, and comprehension.
Language	The tutee explains in their own words fact or points of information about a given topic.
Writing	The tutee writes a short diagnostic piece related to the area and level that they are working on. This could be from a current assignment.
Accounting	The tutee explains several accounting principles at or just prior to the area that they are working with.
Mathematics	The tutee completes a math problem at the level they say they are comfortable with and then attempts one at the next level.
Science	The tutee reviews the main concepts that are embedded in the area that they are working on.
Business	The tutee describes the context for the case study that they are analyzing and compares this to the concepts previously used.

Adapted from: Handbook for Training Peer Tutors and Mentors (2012) CRLA.

Create Learning Tasks

The tutor's work is to assess where the tutee is now and what information and tasks will help them to move forward with their learning. Learning tasks are the steps that are used to help the tutee move and help to ease anxiety they might have about the work. Identifying and using a learning task that allows the tutee to focus on the next step in the content that they are working to master helps them to progress, step-by-step, and not be overwhelmed by the subject.

You are guiding the tutee to become a more independent learner and the way you break things down will help them build their own framework for learning. When the tutee can easily set their own goals and tasks for learning, then they are well on the way to the self-efficacy that we identified in Level I.

Crafting a suitable learning task, means that the tutor must take the starting point – assessed highest level that the tutee can currently accomplish – and then determine what the next task might be. If the material is very technical, your task steps can follow the organization of the problem at hand. In

KPU Peer Tutor Training Workbook – Level Two

writing it will follow the assignment. For case studies, you may start with the underlying principles. In all cases, identify what they can already do, then devise the next learning tasks.

Learning Task Activity:

Thinking about your subject area and the type assessment you might use to identify the level that the tutee is at, create a session plan for a typical situation that you have encountered which will identify two learning tasks that you would assign the tutee to help them progress and your assessment.

1. Learning Objective – What the learner will be able to do upon mastery of this activity.
2. Anticipatory Set – Puts the tutee into a receptive frame of mind. Include what the learner already knows; review of other work that may relate to this new activity.
3. Input – Tutor presents new information, using specific materials related to objective and focusing on the necessary basic skills.
4. Modeling – Tutor shows the skill needed so that the tutee can then do it themselves. The tutee asks question and tries the skill.
5. Check for Understanding – Tutor checks that each step has been understood.
6. Guided Practise – Tutor provides opportunity to practise what has been presented. Effectiveness of the learning activity is evaluated and adjusted.
7. Closure – Tutor brings session to an appropriate conclusion with review and ensuring that the tutee has the main ideas.
8. Independent Practise – Tutor provides an activity to reinforce proficiency related to the stated objective.

Use Socratic Questioning to Promote Critical Thinking

Critical Thinking

In Level One Tutor Training we define critical thinking as the process we use to reflect on, access and judge the assumptions underlying our own and others ideas and actions. This includes: “the thinker’s dispositions and orientations; a range of specific analytical, evaluative, and problem-solving skills; contextual influences; use of multiple perspectives; awareness of one’s own assumptions; capacities for metacognition; or a specific set of thinking processes or tasks” (Stassen, Herrington, Henderson, 2011).

Socratic Questioning

Socratic questioning is learning-centered approach that challenges a person to develop their critical thinking skills and engage in analytic discussion which leads to independent learning and thinking. This questioning can be used to explore ideas, to get to the root of things, to uncover assumptions, and to analyze complex concepts. The questions usually focus on fundamental concepts, principles, theories, issues or problems.

Socratic questioning is at the heart of critical thinking and the following questions can be used by tutors to help draw information from their tutees. These are adapted from R.W. Paul's six types of Socratic questions:

- | | |
|---|---|
| 1. Questions for clarification: | Why do you say that?
What do you mean by...?
How does this relate to our discussion? |
| 2. Questions that probe assumptions: | What could we assume instead?
How can you verify or disapprove that assumption? |
| 3. Questions that probe reasons and evidence: | What would be an example?
What is....analogous to?
What do you think causes to happen...? Why? |
| 4. Questions about Viewpoints and Perspectives: | What would be an alternative?
What is another way to look at it?
Why is the best?
What are the strengths and weaknesses of...?
How are...and ...similar?
What is a counterargument for...? |
| 5. Questions that probe implications and consequences: | What generalizations can you make?
What are the consequences of that assumption?
What are you implying?
How does...affect...?
How does...tie in with what we learned before? |
| 6. Questions about the question: | What was the point of this question?
Why do you think I asked this question?
What does...mean?
How does...apply to everyday life? |

(Adapted from: <http://www.umich.edu/~elements/probsolv/strategy/cthinking.htm>)

This critical thinking tool focuses on open-ended questions with the goal of bringing a person to realize an answer for themselves. It avoids giving the answer to the tutee without giving any tools for solving the next questions. As you ask questions, if the student doesn't seem to be finding the answer, ask a different question or ask your question in a different way.

Socratic Questioning Activity:

Frame a series of questions from your subject area, using Socratic questioning.

Clarity

Assumptions

Evidence

Perspectives

Implications

Questions about Questions

Notes and Questions:

Tutor in Group Environments

When you are the tutor for a group, you will be a facilitator for the conversations that occur more than you are for your on-to-one tutoring. This means that you are encouraging discussion, guiding conversation, and directing the group members towards resources even more than you normally do. Respectful interactions are even more important in groups as there may be different individual and cultural interpretations of interactions when there are more people involved.

Some of the key skills for the tutor are:

- Showing that each person is heard.
- Ensuring that no group member is left out of the conversation.
- Listening for common ground and identifying it to the group during the session.

Your ability to use Socratic questioning will be used at a high level in these situations. You will start by asking open-ended questions and avoiding the closed ones (e.g., yes/no, true/false, or multiple-choice). Also the questions need to be at the level of the learning task for the group and not at a lower level. You want to ask questions that require people to share some actual understanding of the subject at hand. Tutors can use Socratic questioning to:

1. probe tutee thinking which helps tutees begin to distinguish what they know or understand from what they do not know or understand.
2. foster tutees' abilities to ask Socratic questions for themselves, so that they can use these tools in to question themselves and others. Tutors model the questioning strategies and the tutees follow and practise them to further their learning.

When you are in groups, it is key that you use questioning and encouragement so that everyone considers their answers individually before they share. Some tutees prefer not to speak out in groups, but you can ask them to write out their answers for you to review.

It also takes time for tutees to consider questions and develop their answers and since there are a number of students, the process generally takes longer than in smaller sessions. Having each group member describe their understanding of a concept or problem will uncover areas of confusion and help to build group knowledge and also supportive group cohesion. Often groups tutor sessions result in students connecting and continuing as study partners.

Because there will be different levels of understanding a skills in a group, resource referrals become even more important to ensure that no one is level behind. The tutor needs to capture and list for themselves any answers or questions that may needs such referrals so that they can do so at the end of the session. It may also be appropriate to have some group members schedule one-to-one sessions for follow up.

Group Tutoring Activity:

Take a session plan that you have used for one-to-one tutoring. Find a partner with a similar content. Co-develop your two plans to be used with a group tutoring situation. Identify approaches and questions that arise.

Notes and Questions:

Discuss Key Strategies for Academic Success

Learning Strategies and Learning Aids

Learning strategies are ways of approaching learning tasks. Each person has a unique point of view and needs to adjust any strategy to their own situation and style. As Tutors, you will have students who may need some ideas of ways to help them study and support them in being successful. The following pages include some of the basic elements of key strategies for academic success.

A learning aid is a something intended to enhance learning and retention by the learner. They may include, but are not limited to: written materials, visualizations, charts, diagrams, processes, strategies, or any other appropriate item. Learning Aids incorporate "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology Definitions and Terminology in their description of instructional technology (2013). This description is extended to physical objects that aid and enhance learning as well.

Learning aids should be:

- Theory grounded
 - Evidence-based
 - Relevant
 - Clear
- (from: Ambrose, et al, 2010)

KPU's Learning Centres produce materials that are intended to aid learners in their acquisition of processes and strategies that aid in their learning and retention of content materials from their courses and programs.

Learning Aids Activity:

List any questions that you have received as a tutor where the tutee is asking for a learning strategy or process to help their learning (rather than content questions about the subject matter).

Discuss Ways to Manage Time and Avoid Procrastination

Semester Schedules

Scheduling is the process of deciding how to commit resources between various possible tasks. As a university student you have probably never been busier as you deal with all of the studying, socializing, sports, clubs, and maybe even working or volunteering. You and your time are valuable and need to be spent in the most effective ways to ensure you get value from these resources.

You can use schedules to give yourself a visual picture of the assignments, projects, tests, exams, and possibly field trips that will happen during the semester. If you are taking a number of classes, this is a tool to be able to see what is coming.

Your Semester at a Glance!

The bigger, the better and put it all on one page! The Learning Centres have large free blank schedules to help you with this task.

Be sure to write in all your assignments, quizzes, midterms, final exams, etc. as soon as you know the dates. Post it on the wall in your study area and you'll always be aware of what's coming up, so you can plan how and where to spend your time. Make a second one that you carry in your binder but, if something changes, remember to change BOTH of them.

	SUN	MON	TUES	WED	THURS	FRI	SAT
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							
Week 11							
Week 12							
Week 13							
Week 14							

Weekly Schedules

Record

- Record class and lab times in appropriate day/hour blocks on a time schedule sheet.
- Record travel times to and from the university and between classes.
- Record meal times, family times, laundry times, etc.
- Record all regularly scheduled personal activities such as meetings, employment and athletics.
- Record any special activities you need to do or want to do on a regular basis.

Schedule

Schedule a preview time (30 minutes) immediately before each class whenever possible. During the preview, review all or some of your notes in preparation for the upcoming class. If you have two or three classes in a row, preview from last to first class.

Schedule a review time immediately after your classes (30 minutes) whenever possible. Use this time to edit and summarize your notes. You can also look over any assignments that were given and begin to plan when and how you will do them.

Schedule intensive pre-reading / study / review time for each class. Try to schedule some study time each day for each class. Learning is more effectively and efficiently accomplished in shorter regular sessions than in longer irregular sessions. Also, use more of the day (i.e. morning, afternoon) for studying. Pick the times of days when you are most alert.

When you schedule study time, be task-oriented rather than time-oriented. Think in terms of "blocks of time" and what specifically needs to be accomplished, not hours of study time.

Schedule to start your study period with the courses you like least or that you're not doing well in. Try to study the same subjects at the same time each study day. Although this seems to be a mechanical way of scheduling, you will find that such a routine can help you develop a pattern for efficient and effective learning.

Schedule a weekly review (WR) for each course. Do it at the end of the week if possible. This weekly review gives you an opportunity to go over the past week's notes along with the reading assignments to see what you have been learning in the past week during class and study time for each course.

Plan

You can also look ahead to plan the next week and determine how much reading you need to do, what projects are due, and if any tests are scheduled.

Keep open some time for daily physical activity. Remember, research indicates that regular exercise will not only give you a general sense of well-being, but can reduce tension and help you accomplish a tough class, study, and work schedule.

Label some empty blocks of time as OPEN for academic or personal needs.

Breaks

Schedule some time during Friday, Saturday, and Sunday for you to play, relax, or do whatever you want to do. This is your reward for sticking to your schedule. In addition, you'll enjoy your free time more. Because it is scheduled you do not need to feel guilty.

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30- 8:00							
8:00- 8:30							
8:30-9:00							
9:00-9:30							
9:30- 10:00							
10:00- 10:30							
10:30- 11:00							
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7:30- 8:00							
8:00- 8:30							
8:30- 9:00							
9:00- 9:30							

Developing Focus

The key to developing any skill includes “Time on Task”. Once you have chosen a subject and a goal to work on, then you will use your goals to guide your academic work. These goals can be drawn from the materials in the course, the projects that are assigned, your personal interest in the subject, but whatever they are they will be the driving force behind the work you do. Practise will improve your ability to be more focused and to do more.

Get Things Done

This is commonly abbreviated as GTD and is an action management method created by David Allen (2001). He identified that a person can reduce their anxiety and be more productive by moving tasks out of the mind and recording them externally. This frees you from the job of remembering everything that needs to be done and allows you to concentrate on actually performing those tasks.

All you really need is:

- A semester schedule (see the Semester Scheduling Learning Aid)
- A weekly schedule (see the Weekly Scheduling Learning Aid)
- An ordered To Do list.

This can be done on paper, on your computer, or any electronic device that you choose.

Once you know the big picture things that are coming up (your Semester Schedule) and the things that must be done each week (your Weekly Schedule) you can get down to listing what you need to do today. Some of these are likely to include:

- Time to review notes (pre and post reading), and do examples/questions, quizzes.
- Time to revise for exams.
- Time for exercise.
- Time for recreational activities.
- Employment?
- Time to do things needed for longer term goals (your CV's, job applications, meetings etc.)
- And don't forget time to reflect on progress and to re-schedule things!

Plan Now Before Things Get Any More Complicated

Plan your day each morning or the night before and set priorities for yourself. Start by making a list of all the tasks you would like to complete today, if time permits. This list gives you a focus on all of the work to be done and allows you to schedule using the big picture.

Then, prioritize the list. Start with the most important item – as if it was going to be the only item – and label it ‘1’. Next, select the second most important item and label it ‘2’, etc. Prioritizing ensures that you focus on the more important items rather than trying to do less important ones in the hopes of “clearing the desk”. Write what you do into your Weekly Schedule so you can see the progress.

Finally, do this process every day. Avoid getting caught up in what you think you “should” have done yesterday by trying to complete the list today. It will just bog you down. Even more important, a low priority item yesterday may have shifted priority to being high priority today. Daily planning will sharpen your focus as priorities are aligned with the changes that happen in even a short period of time. Start each day with a new, prioritized list using the “Today's Tasks” sheet on the next page.

At the end of the day review your progress and revise as needed for the next day.

Good Luck with your Studies!

Today's Task List

Date

Goals	Time	Priority	Done

Learn with Your Multiple Intelligences

Howard Gardner's research has shown that there are at least eight ways of approaching "...solving problems and fashioning products" and that these eight intelligences are simple, elegant and powerful tools to understand and facilitate your learning by applying all eight of Gardner's Multiple Intelligences. You have all of these intelligences, but some of them are stronger than others. By using them you strengthen them to aid you in your future learning.

Verbal / Linguistic intelligence is the capacity to use language to express what's on your mind and to understand other people. People who are high in this intelligence are sensitive to language, meanings, and the relationship of words. They engage easily with vocabulary activities, grammar, poetry, essays and plays.

Logical / Mathematical intelligence People with a highly developed logical-mathematical intelligence understand the underlying principles of some kind of a causal system; or can manipulate numbers, quantities, and operations. Abstract thinking, counting, organizing; and logical structures are preferred by people high in this intelligence. They also like critical thinking activities, breaking words into smaller parts and reassembling them.

Visual / Spatial intelligence refers to the ability to represent the spatial world internally in your mind. Spatial intelligence can be used in the arts or in the trades and sciences. If you are spatially intelligent and oriented toward the arts, you are more likely to become a painter or a sculptor or an architect than, say, a musician or a writer. These people tend to be keen observers, able to think in three dimensions, and like to use metaphors. Learning materials that work well for them include: graphs, charts, colour codes, guided imagery, pictures, posters, and mind maps.

Body / Kinesthetic intelligence is the capacity to use your whole body or parts of your body – your hand, your fingers, your arms – to solve a problem, make something, or put on some kind of a production. These people have good body control and fine motor skills; and are often active and animated. They need "hands-on" learning opportunities, like shop, labs, games, skits, and plays.

Musical / Rhythmic intelligence is the capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence don't just remember music easily – they can't get it out of their minds, it's so omnipresent. People will be sensitive to rhythm, pitch, intonation, and can remember tunes and rhythms easily. They tend to like poems, plays, jazz chants, rap music, songs, and musically guided imagery.

Interpersonal intelligence is understanding other people. Anybody who deals with other people has to be skilled in the interpersonal sphere. This is a social Intelligence and those who are high in this area are outgoing and interactive; sensitive to others' moods, feelings, and motivations.

Intrapersonal intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. They tend to know what they can do. They tend to know what they can't do, and they also tend to know where to go if they need help.

Naturalistic intelligence is the ability to discriminate among living things (plants, animals), sensitivity to other features of the natural world (clouds, rock configurations) as well as a good sense of their surroundings and environment. They are also sensitive to changes around them, both outdoors and indoors.

Adapted from <http://www.ascd.org/> and <http://www.ncsall.net/>

Think about how you learn best and consider how you can use that to learn more and be more efficient in your learning.

Use the chart of the next page to plan your learning activities.

Topic

Musical/Rhythmic

Visual/Spatial

Interpersonal

Naturalistic

Verbal Linguistic

Intrapersonal

Bodily/Kinesthetic

Logical/Mathematical

Study Smart

Each course has 3-4 hours in class and ~7 hours self-study per course per week. This implies ~42-56 hours class time and a further 140 hours total study time in 14 weeks per semester. If you have 5 courses this would mean maybe 15-20 hours timetabled and 45 hours self-study per week! Plus recreation! Were you thinking about employment? It's not really possible... This explains why you need to organize and prioritize your time!

1. Attend classes. Get involved. Sit at the front of the class. Ask and answer questions.
2. Take time to study the course requirements. Know what your instructor wants you to learn.
3. Have a focus for each study session. What are you studying? Where does it fit with other materials? How will you know if you have learned?
4. Schedule regular study periods. The most effective way to learn anything is to rehearse it regularly.
5. Be realistic. It's better to spend half an hour on each subject than to plan one hour for each one and not follow through.
6. Establish a regular study area. When you study in the same place every time, your mind will automatically kick into gear, even when you don't feel like studying.
7. Avoid Distractions. Don't give yourself a chance to be diverted. Television, phone calls and nearby conversations will all hamper your concentration.
8. Study short and often. Your brain takes in information faster and retains it better if you don't try to overload it. Four short study periods a week are more effective than two long ones.
9. Study when you are wide awake. You accomplish more when you are alert so schedule your study time accordingly.
10. Study your most difficult subjects first. You'll be in the best shape to tackle the tough stuff. You'll also feel better getting the hardest out of the way.
11. Read the textbook! Read the textbook! Read the textbook!
12. Take good notes and review them regularly. The Cornell Method of note taking works well in conjunction with the SQ3R Method of textbook reading. See a Learning Strategist for details.
13. Learn Key Concepts. No one retains everything they read or hear so be selective.
14. Categorize materials. Use pictures diagrams, charts, or lists to organize.
15. Look for the meaning. Information that means something to you is learned more quickly, remembered longer, and is easier to retrieve from long term memory.
16. Like what you learn. When you are interested in something, the details are easier to remember. If you can turn the material into a personal interest, it will be easier to retain.
17. Write out or say out loud what you think you know. If you are unable to find the words to express your knowledge, then you have gaps in your understanding that may cause problems on the exam.
18. Problem solve. Spend half of your study time working on problems. This will prepare you for exam time. If you get stuck on a homework question, go on to the next question and ask for help the next day.
19. Start assignments as soon as they are given. Your workload will be spread out, so you'll avoid being overwhelmed as you get near the deadline.
20. Reward yourself. When you complete one of the goals you set for yourself, give yourself a reward. This gives you an incentive to reach your goals and achieve success.
21. Keep on top of it. Work at your courses every day and don't let work pile up. If you find yourself falling behind, identify the problem and don't let it become unmanageable.
22. Don't worry about what you can't change. Try to put your problems aside while you're studying. Consider talking things over with a friend or making an appointment to see a Learning Strategist in the Learning Centre or a Counsellor through Counselling.

Adapted from: Fraser, L. (2003). Making your mark (6th ed) and
<http://www.thelearnwellprojects.com/mental-exam-metrics-three-better-than-cramming-study-tips>

Master Your Memory

Memory and learning are so closely connected that people often confuse them with each other. They are two distinct phenomena. Learning is a process that will modify a subsequent behaviour. Memory is the ability to remember past experiences and is a record of the learning process. The human brain has the ability, known as neuroplasticity, that allows it to form new neural pathways, alter existing connections, and adapt and react in ever-changing ways as we learn. Information must go into our long term memory and then, to retrieve it from our memory, we must have a way of getting it back.

Sensory memory takes the information provided by the senses and retains it accurately but very briefly (from a few hundred milliseconds to one or two seconds). It represents an essential step for storing information in short-term memory.

Short-term memory is a temporary record that you are using constantly. Most of us can only hold about seven units of information for a few dozen seconds. It is a necessary step toward the next stage of retention, long-term memory.

Long-term memory stores all the significant events that mark our lives; it lets us retain the meanings of words and the physical skills that we have learned. There are three process steps involved in establishing a long term memory: encoding, storage, and retrieval.

- 1) To encode, you assign meaning to the information.
- 2) To store the information, we review it and its meanings (study), as repetition is essential to remembering.
- 3) To retrieve it, you follow the path you created through encoding. This may include a number of memory triggers that you used when you were encoding.

There are different types of memory but here we concentrate on Semantic memory – the system that you use to store your knowledge of the world. It is a knowledge base that we all have and much of which we can access quickly and effortlessly. It includes our memory of the meanings of words—the kind of memory that lets us recall not only the names of the world’s great capitals, but also social customs, the functions of things, and their colour and odour. Semantic memory also includes our memory of the rules and concepts that let us construct a mental representation of the world without any immediate perceptions. Its content is both abstract and relational and is associated with the meaning of verbal symbols.

Mnemonics (the initial “m” is silent) are strategies to associate the information we want to remember with a physical sense to turn it into something that's much more likely to stick in your mind and be able to be brought back to your consciousness when you want it. The key idea is that by coding information using vivid mental images, you can reliably code both information and the structure of information. And because the images are vivid, they are easy to recall when you need them.

- Use positive, pleasant images. Your brain often blocks out unpleasant ones.
- Use vivid, colorful, sense-laden images – these are easier to remember than drab ones.
- Use all your senses to code information or dress up an image by using sounds, smells, tastes, touch, movements and feelings as well as pictures.
- Give your image three dimensions, movement and space to make it more vivid.
- Exaggerate the size of important parts of the image.
- Use humour! Funny or peculiar things are easier to remember than normal ones.
- Similarly, rude rhymes are very difficult to forget!
- Symbols (red traffic lights, pointing fingers, signs, etc.) can code quite complex messages.

KPU Peer Tutor Training Workbook – Level Two

Type	Sample Method
Acronyms	Every discipline has its own language and acronyms are the abbreviations. Acronyms can be used to remember words in sequence or a group of words representing things or concepts. CAD can mean: Control Alt Delete, Canadian Dollar, Computer Aided Design, Coronary Artery Disease, Canadian Association of the Deaf, Crank Angle Degree, etc.
Acrostics	Acrostics are phrases where the first letter of each word represents another word. They are relatively easy to make and can be very useful for remembering groups of words. For example: King Philip Can Only Find His Green Slippers. This is the classification system of: Kingdom, Phylum, Class, Order, Family, Genus, Species.
Chunking	You can capitalize on your short term memory by "chunking" information. If you need to remember this number: 178206781. The task would exhaust your seven units of storage space unless you "chunk" the digits into groups. In this case, you could divide it into three chunks, like a social insurance number: 178 206 781. By chunking the information and repeating it you can stretch the capacity of your short term memory.
Images	This helps us remember by linking words to meanings through associations based on how a word sounds and creating imagery for specific words. This sort of visualization was found to be more effective when one listened to a someone reading a text than when they read the text themselves
Locations and Journeys	Traditionally known as the Method of Loci, we associate each word from a list or grouping with a location. Imagine a place with which you are familiar, such as, the rooms in your house. These become the objects of information you need to memorize. Another example is to use the route to your work or school, with landmarks along the way becoming the information you need to memorize. When you do this in order of your journey through the imagined space, it makes it easier to retrieve all of the information in the future.
Maps & Diagrams	Graphic organizers help us remember by connecting new information to our existing knowledge and to let us see how concepts relate to each other and fit in to a context. Mind and concept maps, Cause and Effect, Fishbone, Cycle, Flow Chart, Ladders, Story Board, Compare and Contrast, Venn Diagrams, and more.
Reciting	Saying something out loud activates more areas of our brain and helps to connect information to other activities.
Rhymes	Rhyme, rhythm, repetition, and melody make use of our brain's ability to encode audio information and use patterns to aid memory. They help recall by limiting the possible options to those items that fit the pattern you have created.
Summarizing	This traditional element of note taking is a way to physically encode materials which make it easier for our brain to store and retrieve. I can be said that if we cannot summarize, then we have not learned...yet.

References: <http://thebrain.mcgill.ca/>, <http://etec.ctlt.ubc.ca/510wiki/Memory>, <http://wtamu.lifeduringcollege.com/>, <http://www.mindtools.com/memory.html>

Flash Cards

Every discipline contains many terms and ideas that constitute a new language and way of thinking. The only way to learn this new language is by practising it repeatedly over time. You probably remember Flash Cards from primary or high school. They are still amazingly helpful here in your university studies and are an easy way to reinforce your memory. This study technique will help you become increasingly fluent in your new subject area by using the technique of Active Recall: given a question, you are able to recall the answer. Flash Cards also work through Spaced Repetition by increasing the review interval as terms are recalled correctly.

Start Making Flash Cards

Acquire a package of index cards (inexpensive and available at the bookstore). Each card will have one term or phrase on the blank side of the card. You can colour code cards so that ones that relate to each other will be the same colour. On the other side of the card, write down the **definition, main points, example** (at least one), and **diagrams or pictures** that illustrate the concept.

As you read through new materials in your text or handouts, note highlighted terms, ideas, and theories that are the key concepts for this subject area. Each one will become a separate flash card.

Take a stack of blank index cards into class. When the instructor gives a new term or reinforces that a particular idea is very important make a new card immediately! You can fill the back of the card in later, but you get started when the information is fresh and helps you to reinforce new information as you hear it in class.

The physical act of making the cards will help move the information from short term to long term memory. Research indicates that writing is stronger than typing for doing this process.

Using Flash Cards

Initial Studying: Read the term, then turn it over and study the definition, example, and any pictures or diagrams that you have created. Do this within 48 hours of first making the card. Shuffle your cards so that they are not in the order that they were created.

Self-Testing: Pick a card from your deck, look at the term, and then describe what the terms means. Turn the card over and see if you are correct. If you are, put that card aside as 'known'. If you did not get it right, create a new pile for the cards that you do "not know yet".

Reinforcing: Take the cards that you did not get right the first time around and study them again. Check your text or notes for ways to expand the idea to help your memory. Add another example to the description, preferably one that you have had some personal experience with. Look for a new picture or diagram. The next day, do the self-test cycle until you have all of the cards for this week in the 'known' pile.

Playing: Concentration (a matching game) by making separate cards for the questions and the answers that you are having difficulty with, leaving the back sides blank. Place the cards face down and turn them over, one by one, to find matches.

Study Groups: Start by explaining terms to another person. This allows you to activate your verbal brain and reinforces the knowledge that you are recalling. Expand this to using a number of related terms in paragraphs as part of your explanation.

Competing: Form two teams, assign a scorekeeper to hold up cards, and keep track as team members call out the right answers.

Final Reviewing: Just before the next test or exam, pull out the relevant cards and practise using each term or idea in a sentence as if you were answering a question on an exam.

Reading Strategies

SQ3R

Use this method to increase your comprehension of textbooks, articles, research studies, and manuals. The acronym SQ3R reminds you of the elements of this reading method – Survey, Question, Read, Recite, Review – that will help you become a more effective reader.

Survey (also called skimming and scanning)

- Survey the title: Think about what you may already know about that topic.
- Survey the introduction: It gives you an idea about how the chapter is organized, and what you will be learning.
- Survey anything in bold: Subtitles are labels. Other bolded items may be definitions that you will need to know.
- Survey the pictures, charts and graphs: Glance at these to pick out things that seem interesting or informative.
- Survey the summary at the end: This will review and give you the key points in the chapter.
- Survey the questions at the end of the chapter: These will help focus your attention on the main points.
- Survey your course syllabus/course presentation and see what topics the Instructor is focusing on.

Question

- Write "Who, What, Where, When, and Why" questions for each subtitle or definition (you can do this as you progress through the reading).

Read

- Read to answer the first question (this answer will become your notes). Look for keywords.

Recite

- Recite the answer to your question out loud. Do this as if you are explaining to a study partner.
- Write this down in your own words – these are your notes.
- Repeat for each question that you created.

Review

- Stand back and look at the chapter as a whole.
- How do the ideas and facts you learned from each subsection fit together?
- Review your notes to be sure they make sense to you.

Practise!

Open your textbook to the chapter you are reading and complete the steps below.

SURVEY: After surveying the chapter, what do you think it will be about?

QUESTION: Turn the 1st subtitle into a question.

READ: The section to answer the question.

RECITE: Answer the question in your words. (Repeat for the rest of the chapter)

REVIEW: After reading the chapter, what new things did you learn?

Adapted from: Robinson, Francis Pleasant (1978). Effective Study (6th ed.). New York: Harper & Row.

Cornell Note Taking System

2 Reduce for Recall	1 Notes (before and during class)
<p>Summarize, in your own words! The Main Points, Keywords, memorable examples, diagrams, etc. Do this within 24 hours of the class, the sooner the better! This will clarify meanings and relationships, reinforce continuity, and help move information into long term memory.</p>	<p>Main Topic - Pre Reading notes - Class notes</p> <p>Sub Topic - Pre Reading notes - Class notes</p> <p>Sub Topic - Pre Reading notes - Class notes</p> <p>Sub Topic - Etc.</p> <p>New Topic - Pre Reading notes - Class notes</p> <p>Sub Topic - Pre Reading notes - Class notes</p> <p>Sub Topic - Pre Reading notes - Class notes</p> <p>New Topic - Pre Reading notes - Class notes</p> <p>Sub Topic - Etc.</p>
<p>3 Recite Cover the Notes column (really!) with a piece of paper. Now use the Recall column to explain to yourself or a 'study buddy' what this information is about. If you can't remember a part, find more examples that you can relate to and add them to the Recall column.</p>	
<p>4 Reflect This will help you distill information into opinions that are supported by facts. Reflect on the material by asking yourself questions. "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"</p>	
<p>5 Review Spend at least ten minutes every week reviewing all your previous notes. You will retain most of what you have learned. These notes will help to maintain your knowledge and add to it.</p>	

Adapted from: Pauk, Walter; Owens, Ross J. Q. (2010) [1962], How to Study in College (10 ed.), Cengage Learning, [ISBN 978-1-4390-8446-5](https://doi.org/10.1111/j.978-1-4390-8446-5)

Discuss Ways to Approach Tests and Exams

On the Day of the Test

1. Make sure you are well rested and that you have eaten some protein (settles your stomach).
2. Arrive early and take a moment to relax and reduce your anxiety. Avoid distractions including sitting near or anything or anyone who is distracting to you.
3. Listen carefully to instructions given by the instructor; then read the directions very carefully. For example, you may discover that you only need to answer three out of the five essay questions. Ask for clarification if you do not understand the directions.
4. As soon as the test begins, write down any relevant formulae, concepts, figures, or memory cues that will help you during the test. Add to this list as inspirations come. Refer to it as needed.
5. Scan the entire test to let yourself know what to expect before you start answering.
6. Plan how you will use the time for the test. Observe the point value of each section and figure out a rough time allowance accordingly. Bring a time piece and pay attention to the passing time.
7. Do the easiest questions first. This will increase your confidence and may trigger memory for other answers. Don't waste time lingering over questions you don't know right away.
8. Go back to look at the harder questions. Choose the highest value questions next. If a question is worth 3 marks, there are usually three points that the instructor is looking for. 10 marks = 10 points.
9. Focus on the questions and not the answers. Underline the key words in each question. Think about where you have seen or heard these key words before. Think about other questions that you have already answered for clues. Write your best answer. If it is multiple choice, then check the answers to see if there is an answer that is close to your answer.
10. If two questions or potential answers seem similar, look for what words are different. Think carefully about what difference each word makes. This can lead you to decide on the correct response.
11. Take your time. Don't race through the exam and don't leave early.
12. Use any extra time at the end to check for careless errors, re-visit any difficult questions you left unanswered, or proofread essay answers for grammar and spelling. Make sure you answered all the questions!
13. When you have answered all of the questions, take a minute to re-scan your paper. Do not change any answers unless you are absolutely sure that you have made a mistake. Your first response is more likely to be correct. Second-guessing can lead to lower scores.

Afterwards

Learn from your tests! When one is returned, review it thoroughly to see where you can improve next time. Test taking is a skill like any other and improves with practice. We hope that you are successful in your testing. If you are not, you can find help. Please contact The Learning Centre on your campus. We offer study skills workshops throughout the school year. You are welcome to sign up for a session of tutoring or to book time with a Learning Strategist to help you with your learning strategies.

Manage Difficult Tutoring Situations

Rose (1976) and West (1990) identify behaviours that make learning difficult. These situations are ones that may come up in any tutoring session. Which of these have you experienced in your tutoring sessions? Consider your potential response.

What might happen in the Tutoring Session?	What strategies can you use?
<p>Blocking Low frustration tolerance Immobilization/hopelessness Freezing up/blocking Procrastination</p> <p>Typical learner responses: <i>"It's beyond me."</i> <i>"S/He's (prof) speaking a foreign language."</i> <i>"I'm stuck."</i></p>	<ul style="list-style-type: none"> ○ Determine what the learner does know: ○ Through questions and discussions, show the learner that s/he is not an empty vessel but already 'partially filled'. ○ Start by using simple units; then build to more complex ones. ○ Offer continual positive reinforcement of successfully completed steps. ○ Use a variety of approaches (examples, diagrams, analogies, computer software).
<p>Confusion (blocking variation) Disorientation Helpless feeling about the class</p> <p>Typical learner responses: <i>"I just don't know what to do."</i> <i>"I don't know what the professor wants."</i> <i>"I studied for three hours and got a C!"</i> <i>"I'm not sure where we're going."</i></p>	<ul style="list-style-type: none"> ○ Above approaches may work. ○ Structure and order the tutoring sessions. ○ Provide beginning, middle and end. ○ Offer study tips for notating, listening, time management, brainstorming paper ideas. ○ Suggest regular lecture/class attendance. ○ Try to give tutee an overview.
<p>Miracle seeking Global interest concern but little specificity Enthusiasm regarding being with tutor but fairly passive in actual tutoring process High (often inappropriate) level of expectation Evasion or inability to stay 'on task'</p> <p>Typical learner responses: <i>"Will you do this for me?"</i> <i>"How do you remember all these terms?"</i></p>	<ul style="list-style-type: none"> ○ Downplay your role (e.g. "I've had more practice or more courses, that's all"). ○ Focus repeatedly on the task at hand. ○ Involve learner continually with questions, problems, models. ○ Stress active participation in the learning process (e.g. have learner engage the text: star major concepts, 'highlight' only key terms, write marginal notes, question claims).
<p>Over enthusiasm (miracle-seeking variation) High expectations of demands on self: talks about limited time, long-range goals instead of immediate tasks Global interest/enthusiasm often found in older learners</p> <p>Typical learner responses: <i>" Look, I'm thirty years old: I don't have the free time these college kids have."</i></p>	<ul style="list-style-type: none"> ○ Explain counter-productivity of over eagerness. ○ Be empathic but assure learner s/he has time. ○ Suggest ways s/he can carve out this time with time-management tips (e.g. commuters, or mothers, may tape key-terms, review notes etc. to play back in car or between classes at lunch). ○ Utilize strategies under miracle seeking.
<p>Apathy There seems to be no motivation or interest. Typical learner responses: "I'm not good at this. I don't know what to do. I have a question, but I forgot what it was. I just want to pass the course"</p>	<ul style="list-style-type: none"> ○ Use confidence building exercises ○ Make it fun. Personalize ○ Rhymes and songs ○ Figure out what their goals are and connect them to content ○ Assess what they can do now – baseline.

What might happen in the Tutoring Session?	What strategies can you use?
<p>Resisting Expresses sullenness/hostility/ passivity/boredom Disinterested in class/work/tutor or defensive posture towards class/work/ tutor/lecturer Easily triggered anger</p> <p>Typical learner responses: <i>"I don't see why I have to do this over."</i> <i>"S/he doesn't go over this stuff but expects us to know it."</i> <i>"I won't use this course in life."</i> (on the job, in my major)</p>	<ul style="list-style-type: none"> ○ Allow learners five minutes to ventilate frustration. ○ Spend time building a relationship. ○ Be pragmatic, yet understanding: "I know these requirements are difficult, but they're required so let's make the best of it." ○ Help them connect the content to their outside life. ○ Establish your credibility/indicate past successes in similar situations (as opposed to 'downplaying role' under miracle seeking). ○ If the question arises, assure learner his/her complaints about a class are confidential. ○ Avoid fuelling his/her anger, etc. (e.g., "Prof Blank doesn't give criteria for his grading system; that's really unfair.").
<p>Passivity (often a variant of resisting) Non-involvement/inattention/low self-esteem Boredom Little discussion initiated/few questions Intimidated or overwhelmed</p> <p>Typical learner responses: <i>"My prof said I HAVE to come here."</i> <i>"History's (or any other discipline) boring."</i> <i>"Who cares about stats (or any other course) anyway?"</i></p>	<ul style="list-style-type: none"> ○ Be comfortable with silence ○ Ask them to explain in their own world what you have just explained (at each step) ○ Give a small similar question to see if they get it. ○ Empathize with tutee ("You're not crazy about asking questions in class, are you?" or "You really don't want to be here, do you?") ○ Attempt to establish rapport and energize learner by connecting the subjects to his/her interests. ○ Show relevancy of subjects to life, other disciplines ○ Use as many mobilizing techniques as you can: <ul style="list-style-type: none"> ○ open-ended questions ○ real or current problems ○ mini-tasks to be completed by the next session (homework). ○ Reinforce all completed activities and successes.
<p>Fragmentation (another variant of resisting) Inability to concentrate or adhere to task, easily distracted Overwhelmed by academic/athletic/social demands Uncertain about having college-level skills, declaring a major, etc.</p> <p>Typical learner responses: <i>"My high school did not prepare me for this."</i> <i>"I've been away from school for so long."</i> <i>"I'm lost in Dr. Blank's class."</i></p>	<ul style="list-style-type: none"> ○ Provide lecture/class calendar and other time-management tips. ○ Suggest structure in his/her schedule such as making appointments to get to the library. ○ Give subject-specific study tips on note-taking, listening, reading text, expectations, etc. ○ Give and review with them any appropriate study tips. ○ Advise regular lecture/class attendance (where they are having trouble). ○ Notify of current workshops, such as time, stress management. ○ Make necessary referrals

Responding in Difficulty Activity

Discuss (in pairs) the responses that Rose and West provide. Which of these have you used before?

What responses could you use to improve your tutoring? Do you have any other responses or situations that you suggest using?

In pairs, practise one scenario using a behaviour listed on the handout.

What difficulties did you experience? How might you do it differently next time?

What surprised you most in this practise session?

Continuing your Tutor Training

This concludes the first part of the Kwantlen Level Two Tutor Training program.

You will continue your training under the guidance of your Instructional Associate, Learning Strategists, and faculty mentors. Good Luck in your continuing Tutoring activities.

Level Two integration exercises using online resources (6 hours)

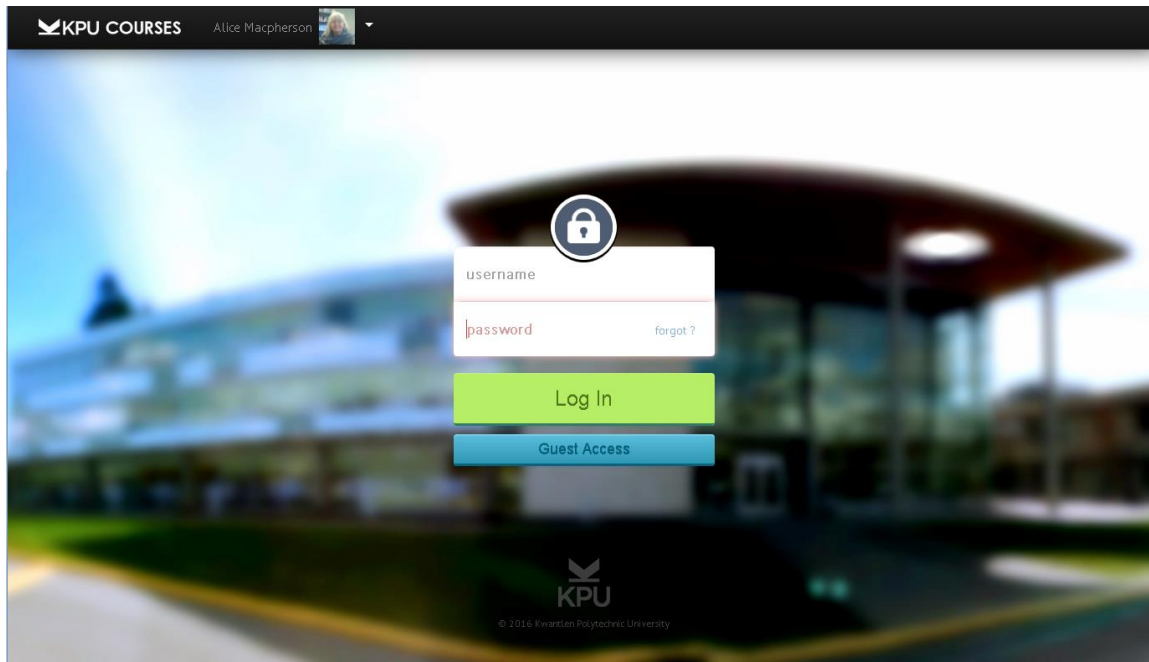
Congratulations on finishing your Level Two Tutor Training! You now have more information to build on your Level One foundation in tutoring concepts, experience, and situations that you may encounter as a Tutor. You began with your application and interview to become a Tutor at Kwantlen's Learning Centres, 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 Journalling.		
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.