

# LEVEL ONE PEER TUTORING TRAINER HANDBOOK

The Learning Centres  
at Kwantlen Polytechnic University



## Level One Trainer Handbook for 6 Hour Basic Training

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

## Foreword

KPU Tutor Training was developed with reference to the standards of CRLA, ATP, and NTA.

<http://www.crla.net/>

<http://www.myatp.org>

<http://www.ntatutor.com/>

This Trainer Handbook, to be used with the two PowerPoint Decks, and the six hour face-to-face workbook session is intended to help you train and coach new Tutors to the standard needed for Level One Tutor certification.

<b>Trainer Name</b>	<b>Date of Training</b>
<b>My mentor(s)</b>	<b>Contact Info</b>

The purpose of this guide is to support trainers in enabling learners to effectively assimilate and apply the accompanying material to a level acceptable to the industry. This guide is intended for the trainer with experience and skill in conducting group learning and who is a current content expert in the subject matter. It is recommended that the trainer become familiar with the content and layout of the companion resources. An understanding of the information as well as the process of implementing the content is fundamental to using this guide.

## How to Use this Guide

Lessons are laid out in such a way that they may be changed and adapted to suit the participant group. Activities are intended to be suggestions rather than prescriptions. The *Instructional Strategies* section gives suggested time frames for each activity. However, these time frames are flexible depending on the skill level, experiences, size, and composition of the group.

As information about human behavior changes regularly, the trainer should be prepared to acquire and include additional Canadian and provincial support materials, reports, resources and information when delivering this content. A commitment to lifelong learning and change is important because of the fluid nature of information and knowledge.

## Facilitation Principles

A number of principles should be considered throughout the delivery of this material.

### ***Continued Planning and Preparation***

Planning and preparation are an essential part of instruction. The time required to plan and prepare should not be underestimated, particularly the time it takes for the material to be delivered. A trainer may choose to research and prepare other materials as a supplement to the course design and content.

### ***Equal Importance of Content and Process***

Content and process are equally important. The trainer should attend to group and team dynamics, issues arising, and individual needs that may require attention. The learning activities are based on a suggested agenda, so a trainer may adapt it according to participants' needs. Participants need to feel they have been heard when they express issues of concern to them. Concurrently, the group and trainer need to modify their expectations or requirements as appropriate to the overall level of understanding and interaction of the group.

### ***Balance within the Process***

Attention to the process also means attention to the participants who dominate the group, and others who remain silent. The trainer should strive for balance in the level of participation among learners, encouraging quieter members to speak and politely telling more dominant members to give everyone a chance to speak. One technique that helps to achieve this balance is to ask various people to report back from small-group and team activities.

### ***Encourage Participation***

Experiential learning is one of the foundations of adult education. It has been proven to be a more effective method of mastering content than hearing a lecture, seeing a demonstration, or participating in a discussion. It is suggested that there be a balance of small-group and team activities, triads, pairs, and whole group work. Trainers should note that there will be times when a short lecture is necessary. Simulations through lab work and access to a reality environment are built into the curriculum.

### ***Acknowledge Prior Learning***

Participants come to the course with different knowledge, skills and needs. This should be acknowledged at the outset. The learning activities should facilitate ways for group members to learn from each other, as well as to learn from the trainer and the content. A good process rule is to move participants around so they work in small groups with different people. Mixing participants is also a good strategy for breaking up groups that may be stuck (too vocal or quiet).

### ***Flexible Times***

Flexibility is important. The trainer must be flexible in adapting time frames and content to the needs of the group. An activity that is given a suggested time frame of 30 minutes may take over an hour if the group finds the subject thought-provoking enough to discuss in more depth. The trainer must make some choices about time and adjust the agenda as necessary. At times the trainer should consult with the group in deciding how to proceed.

### ***Make Time for Issues***

There will be occasions when the group identifies a question or content area that seems important enough to address, explore or research in more detail. When this occurs, the trainer must try to address this need. One strategy is to gain cooperation from the group, and agreement that this information is a priority. Another strategy is to identify the issue as significant and agree to return to it at a later time.

### ***Trainer Responsibility***

The trainer must, however, maintain a certain degree of control and guidance over the group so that the learning outcomes are achieved. This means balancing the individual needs of group members with the overall structure and content of the curriculum and the overall needs of the group.

## Level One 1 Day Tutor Training Schedule

Time & Presenter	Activity – Session 1	Resources – Slide Deck 1-1
15 minutes  Trainers:	<b>Welcome – Level One</b> Introduce presenters, agenda, and Tutor Training. <ol style="list-style-type: none"> <li>1. Find someone you have not worked with and learn their Name, and a Hidden Attribute (that they are willing to share) that describes them or a characteristic that they have.</li> <li>2. Introduce your partner.</li> </ol>	Name tags and pens as needed Spare paper and pens Instructions on flip chart or board or slide. Slides 1-3 KPU Basic Tutor Training Workbooks (pp.1-3)
5 minutes	<b>Learning Centre Introduction</b> Services available, including Peer Tutoring	Slides 4-6 Workbook (pp.4-5)
10 minutes	<b>Peer Tutoring Goals &amp; Responsibilities</b> <ul style="list-style-type: none"> <li>• Independence in learning</li> <li>• Personalized learning</li> <li>• Facilitating tutee insights</li> <li>• Student perspective</li> <li>• Respecting individual differences</li> <li>• Guidelines</li> </ul> Benefits for the Tutor	Slides 7-8 Workbook – Goals of Tutoring (pp.6-7)
10 minutes	<b>Tutor Expectations</b> Videos of what makes a Good Tutor? <ol style="list-style-type: none"> <li>1. <b>Three qualities that make a Good Tutor:</b>  <a href="http://www.youtube.com/watch?v=cdcuDUFrI5I">http://www.youtube.com/watch?v=cdcuDUFrI5I</a></li> <li>2. <b>How to be a great tutor:</b>  <a href="https://www.youtube.com/watch?v=n4uDmaSrKAY">https://www.youtube.com/watch?v=n4uDmaSrKAY</a></li> <li>3. <b>Do's &amp; Don'ts of Peer Tutoring:</b>  <a href="https://www.youtube.com/watch?v=DvQ982Cw4uw">https://www.youtube.com/watch?v=DvQ982Cw4uw</a></li> <li>4. <b>Best practices of Highly Effective tutors:</b>  <a href="https://www.youtube.com/watch?v=RsbqtMOAgg8">https://www.youtube.com/watch?v=RsbqtMOAgg8</a></li> <li>5. <b>How to run a tutoring session:</b>  <a href="https://www.youtube.com/watch?v=WNVIK4YEL3o">https://www.youtube.com/watch?v=WNVIK4YEL3o</a></li> <li>6. <b>When tutor ethics go wrong:</b>  <a href="https://www.youtube.com/watch?v=l7ow4yz3d-U">https://www.youtube.com/watch?v=l7ow4yz3d-U</a></li> <li>7. <b>How to tutor a billion students:</b>  <a href="https://www.youtube.com/watch?v=5PhNVxr7Vt">https://www.youtube.com/watch?v=5PhNVxr7Vt</a></li> </ol> Watch one and discuss / brainstorm (or Think/Pair/Share) elements of good tutoring.	Slides 9-11 Video online Slide or Flip chart, pens Workbook – Expectations of Tutors (p. 8)

## KPU Peer Tutoring Trainer Handbook – Level One

Time & Presenter	Activity – Session 1	Resources – Slide Deck 1-1
20 minutes	<b>Ethical Behaviour</b> Tutor Code of Ethics (pick one, read aloud) (p.6) What would you do? Ethics (p.7) <ul style="list-style-type: none"> <li>• Work in pairs</li> <li>• Discuss and share insights on exercise questions</li> </ul>	Slide 12  Handout: Confidentiality Agreement  Workbook (pp. 9-10)
20 minutes	<b>Ethical Choices</b> <ul style="list-style-type: none"> <li>• Work in small groups (3-4 individuals)</li> <li>• Select one exercise (pp.11-15)</li> <li>• Discuss as a group: What would you do?</li> <li>• Report back to class (1 person from each group) (1 min)</li> </ul>	Slide 13   Workbook (pp. 11-15)
15 minutes	Break	
20 minutes	<b>Tutoring Cycle</b> MacDonald's elements and the 12 step tutoring cycle	Slides 14-17 Workbook – Utilize the Tutoring Cycle Workbook (pp. 16-18)
15 minutes	<b>Plan Tutor Sessions</b> Hunter Planning Model Sample Session Plan Homework Assignment	Slides 18-22 Workbook (pp. 19-21)
10 minutes	<b>Document the Session</b> How will you record your session results?	Slides 23 Workbook – (p. 22)
35 minutes	<b>Communicate Effectively as a Tutor</b> Active Listening (pp. 23) Non-verbal Communication (p.24) Professionalism in Tutoring (p. 24)	Slides 24-26 Workbook (pp. 23-24)
5 minutes	<b>Questions?</b>	

End of the first half.

## KPU Peer Tutoring Trainer Handbook – Level One

Time & Presenter	Activity – Session 2	Resources – Slide Deck 1-2
15 minutes	<b>Welcome – Session Two</b> Debrief morning session and questions that arise.	Slides 1-2 KPU Basic Tutor Training Workbooks
15 minutes	<b>Effective Feedback</b> Receiving and Giving individuals popcorn up examples of each of the strategies (p.26)	Slide 3 Workbook (pp. 25-26)
15 minutes	<b>Managing Conflict</b> Processes you will use when conflict arises	Slide 4 Workbook (p. 27)
15 minutes	<b>Reflect on Tutoring Processes</b> Understanding yourself Begin reflective journaling	Slide 5 Workbook (p. 28)
10 minutes	<b>Use Critical Questioning</b> Critical Thinking in Tutoring	Slide 6-7 Workbook (p. 29)
20 minutes	<b>Bloom’s Taxonomy – current</b> Exercise – Creating questions using Bloom’s Taxonomy	Slides 8-11 Workbook (pp. 30-32)
15 minutes	Break	
20 minutes	<b>Use Referrals When You Need Assistance</b> Who do you Call?	Slides 12-13 Workbook (pp. 33-35)
15 minutes	<b>When to Stop the Tutoring Process</b> It is not always time for tutoring	Slide 14 Workbook (p. 36)
10 minutes	<b>Tutoring Certification Process &amp; Requirements</b> How Tutors get Certification	Slide 15 Workbook (p. 37)
15 minutes	<b>Review of the Session</b> Reference to tutoring location and online resources	Slides 16-17
15 minutes	<b>Next Steps!</b> Training continues online with the IAs and LSs and Online	Slide 18 Workbook (pp. 38-39)



## Welcome to Level One

### Welcome to Tutor Training

- ☐ Introductions
- ☐ Learning Centres Overview
- ☐ Peer Tutoring Goals and Responsibilities
- ☐ Tutor Expectations and Ethics
- ☐ Utilize the Tutoring Cycle
- ☐ Plan Tutoring Sessions
- ☐ Communicate Effectively
- ☐ Reflect on Tutoring Processes
- ☐ Use Critical Questioning
- ☐ Bloom's Taxonomy
- ☐ Use Referrals When You Need Assistance
- ☐ Identify when to Stop the Tutoring Process
- ☐ CRLA Certification
- ☐ Questions



### Who are we?

- Let Us Get To Know You!
- Find someone you have not worked with so far and learn their Name, and a Hidden Attribute (that they are willing to share) that describes them or a characteristic that they have. e.g., motorcycle Alice, dancing Marti.
- Introduce your partner.

10/8/2014



15 minutes	<p><b>Welcome – Level One</b></p> <p><b>Introduce presenters, agenda, and Tutor Training.</b></p> <ol style="list-style-type: none"> <li>1. Find someone you have not worked with and learn their Name, and a Hidden Attribute (that they are willing to share) that describes them or a characteristic that they have.</li> <li>2. Introduce your partner.</li> </ol>	<p>Name tags and pens as needed</p> <p>Spare paper and pens</p> <p>Instructions on flip chart or board or slide.</p> <p>Slides 1-3</p> <p>KPU Basic Tutor Training Workbooks (pp.1-3)</p>
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### Identify the Scope of Peer



[kpu.ca/learningcentres](http://kpu.ca/learningcentres)

Cloverdale  
604.598.6062

[tlccloverdale@kpu.ca](mailto:tlccloverdale@kpu.ca)

Richmond  
604.599.3454

[tlrichmond@kpu.ca](mailto:tlrichmond@kpu.ca)

Langley  
604.599-3444

[tlclangley@kpu.ca](mailto:tlclangley@kpu.ca)

Surrey  
604.599.2437

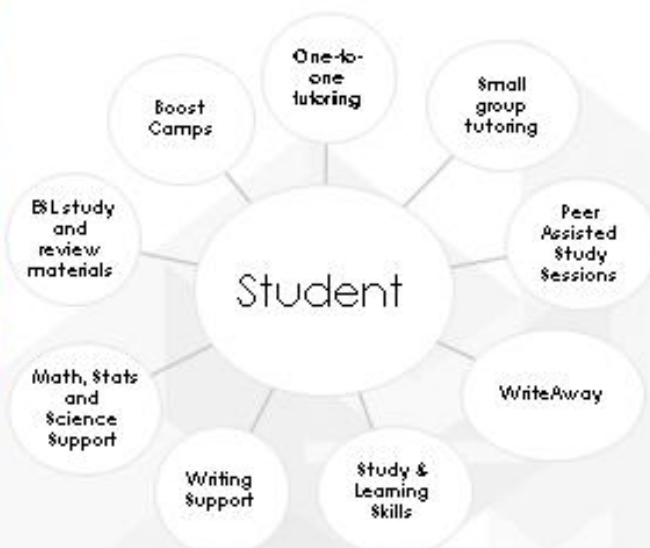
[tlcsurrey@kpu.ca](mailto:tlcsurrey@kpu.ca)



### Tutoring in the Learning Centres

5 minutes	<b>Learning Centre Introduction</b> Services available, including Peer Tutoring	Slides 4-6 Workbook (pp.4-5)
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### How The Learning Centres Help Students



[kpu.ca](http://kpu.ca)



## Define Peer Tutoring Goals and Responsibilities

### Peer Tutor Goals & Responsibilities

- What is Peer Tutoring?
- How does Peer Tutoring Differ from Teaching?
- Identify Goals and Responsibilities of Peer Tutoring
- Benefits of Tutoring for the Tutor
- Discuss Expectations of Tutors

10/8/2014 

### Six Goals of Tutoring

1. • Promote independence in learning
2. • Personalize instruction
3. • Facilitate tutee insights into learning, and learning processes
4. • Provide a student perspective on learning and university success
5. • Respect individual differences
6. • Follow the job description (guidelines)

10/8/2014 

10 minutes	<b>Peer Tutoring Goals &amp; Responsibilities</b> <ul style="list-style-type: none"> <li>• Independence in learning</li> <li>• Personalized learning</li> <li>• Facilitating tutee insights</li> <li>• Student perspective</li> <li>• Respecting individual differences</li> <li>• Guidelines</li> </ul> <p>Benefits for the Tutor</p>	<p>Slides 7-8</p> <p>Workbook – Goals of Tutoring (pp.6-7)</p>
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## Discuss Expectations of Tutors

### Peer Tutoring Qualities

#### Qualities that make a Good Tutor

- Do you have them?
- Should there be other ones on this list?
- What is tutoring and how does it differ from teaching?
- What would you expect from your tutor?

Watch one of the videos from the list in your workbook.

Time: 5 min. discuss in groups, 1 person reports from each

2/3/2017



### Tutor Expectations

Think about the Tutor Qualities from the video and the Goals of Tutoring and then list at five (or more) ways that you want to be a good tutor.

10/8/2014



10 minutes	<b>Tutor Expectations</b> Videos of what makes a Good Tutor? 1. <b>Three qualities that make a Good Tutor:</b> <a href="http://www.youtube.com/watch?v=cdcuDUFrI5I">http://www.youtube.com/watch?v=cdcuDUFrI5I</a> 2. <b>How to be a great tutor:</b> <a href="https://www.youtube.com/watch?v=n4uDmaSrKAY">https://www.youtube.com/watch?v=n4uDmaSrKAY</a> 3. <b>Do's &amp; Don'ts of Peer Tutoring:</b> <a href="https://www.youtube.com/watch?v=DvQ982Cw4uw">https://www.youtube.com/watch?v=DvQ982Cw4uw</a> 4. <b>Best practices of Highly Effective tutors:</b> <a href="https://www.youtube.com/watch?v=RsbqtMOAgg8">https://www.youtube.com/watch?v=RsbqtMOAgg8</a> 5. <b>How to run a tutoring session:</b> <a href="https://www.youtube.com/watch?v=WNVIK4YEL3o">https://www.youtube.com/watch?v=WNVIK4YEL3o</a> 6. <b>When tutor ethics go wrong:</b> <a href="https://www.youtube.com/watch?v=l7ow4yz3d-U">https://www.youtube.com/watch?v=l7ow4yz3d-U</a> 7. <b>How to tutor a billion students:</b> <a href="https://www.youtube.com/watch?v=5PhNVxr7Vt">https://www.youtube.com/watch?v=5PhNVxr7Vt</a> Watch one and discuss / brainstorm (or Think/Pair/Share) elements of good tutoring.	Slides 9-11 Video online Slide or Flip chart, pens Workbook – Expectations of Tutors (p. 8)
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## Behave Ethically When Tutoring

### Tutor Ethics

“Ethics” is a standard of morals.

- When we are ethical, we study and analyze right from wrong and do the right thing.
- There are difficult situations that arise and every tutor needs to have thought about them so that they can do what is right.

10/8/2014



### Ethical Behaviour when Tutoring

ATP Code of Ethics  
(skim, pick one, read aloud) (p.6)

How will you do this? Ethics activity (p.7)

- Individually fill in activity

Ethical Choices

- Work in pairs and pick
- Discuss at least two of the situations (p.8-12)
- Report out a few of your ideas.

Time: 10 minute in pairs

11/17/2015



20 minutes	<b>Ethical Behaviour</b> Tutor Code of Ethics (pick one, read aloud) (p.9) What would you do? Ethics (p.10) <ul style="list-style-type: none"><li>• Work in pairs</li><li>• Discuss and share insights on exercise questions</li></ul>	Slide 12 Handout: Confidentiality Agreement Workbook (pp. 9-10)
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## Tutoring Situations Where Ethical Choices are Made

### Ethical Behaviour when Tutoring

ATP Code of Ethics

(skim, pick one, read aloud) (p.9)

How will you do this? Ethics activity (p.10)

- Individually fill in activity

Ethical Choices

- Work in pairs and pick
- Discuss at least two of the situations (pp.11-15)
- Report out a few of your ideas.

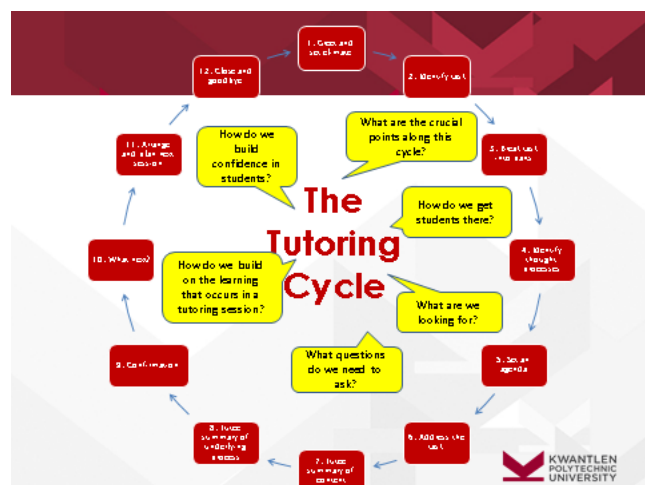
Time: 10 minute in pairs

2/7/2017

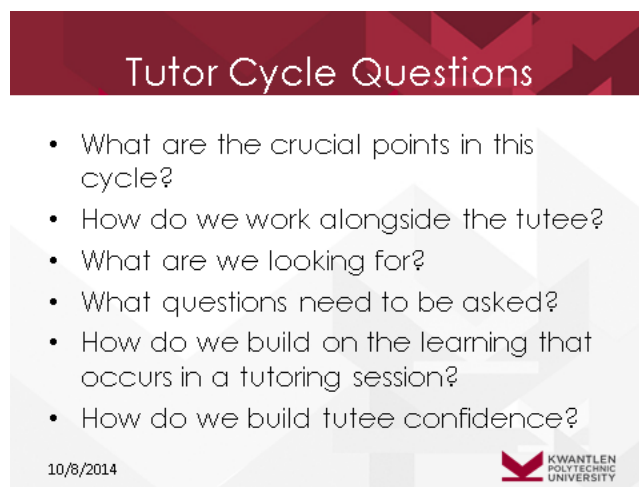
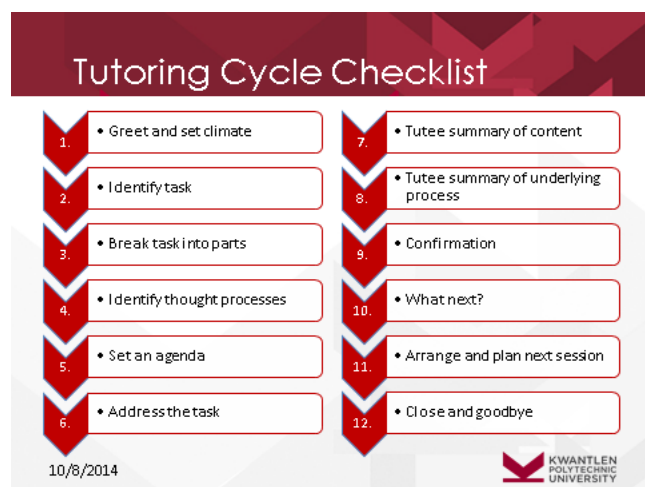


20 minutes	<b>Ethical Choices</b> <ul style="list-style-type: none"><li>• Work in small groups (3-4 individuals)</li><li>• Select one exercise (pp.11-15)</li><li>• Discuss as a group: What would you do?</li><li>• Report back to class (1 person from each group) (1 min)</li></ul>	Slide 13  Workbook (pp. 11-15)
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## Tutoring Cycle



20 minutes	<b>Tutoring Cycle</b> MacDonald's elements and the 12 step tutoring cycle	Slides 14-17 Workbook – Utilize the Tutoring Cycle Workbook (pp. 16-18)
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## Planning Tutor Sessions

### Session Planning Model

Benefits and Process of Session/Lesson Planning  
(model from Hunter 1984)

#### 1. Learning Objective

- What the learner will be able to do upon mastery of this activity.

#### 2. Anticipatory Set

- Serves to put 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.
- How will this activity help him/her reach goals?

10/8/2014



### Session Planning Model (cont'd)

#### 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.

10/8/2014



15 minutes	<b>Plan Tutor Sessions</b> Hunter Planning Model Sample Session Plan Homework Assignment	Slides 18-22 Workbook (pp. 19-21)
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### Session Planning Model (cont'd)

#### 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 lesson 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.

10/8/2014



### Session Planning

What is the value of:

- planning in anticipation of a session?
- taking some time to plan with a student how to use their tutoring session?

What will you do with your Plan?

10/8/2014





## Document the Session

### Document the Session

May be called journalling, field notes, diary, logbooks, etc.

Document what happened so that when you meet with the tutee next, you refer to your notes and pick up from where you left off.

Use a notebook to record your plan (date, times, subject, goals, actions, etc. )

Do not write in personal information.

10/9/2014



10 minutes	<b>Document the Session</b> How will you record your session results?	Slides 23 Workbook (p. 22)
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## Communicate Effectively as a Tutor

### Tutoring as a Communication Process

- Effective Listening Strategies
- Effective Speaking:  
Getting your Ideas Across
- Non-verbal Communication
- Individual and Group Dynamics in the Tutoring Process
- Understanding Culture Shock
- Using Praise Effectively

10/9/2014



### Communicate Effectively

- Active Listening
- Paraphrasing
- Clarifying
- Probing
- Perception Checking
- Cautions
- Feedback

10/9/2014



35 minutes	<b>Communicate Effectively as a Tutor</b> Active Listening (pp. 23) Non-verbal Communication (p.24) Professionalism in Tutoring (p. 24)	Slides 24-26 Workbook (pp. 23-24)
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## Non-verbal Communication

You send and receive messages in a variety of ways:

- clothing
- cleanliness
- odour
- posture and gestures
- volume, intonation, and vocal nuance of your voice
- glance and direct eye contact (gaze)
- proximity and touch
- facial expression (various)
- sounds (paralanguage)

How do You come across?

10/9/2014



## Effective Feedback

### Effective Feedback

#### Receiving Feedback

- What does that feel like?

#### Giving Positive Feedback

- How can you be most effective?

10/9/2014



15 minutes	<b>Effective Feedback</b> Receiving and Giving individuals popcorn up examples of each of the strategies (p.26)	Slide 3 Workbook p. 25-26
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## Managing Conflict

### Managing Conflict

- What Process Will You Use When Conflict Arises?
- Your Role in Managing Conflict

10/9/2014



15 minutes	<b>Managing Conflict</b> Processes you will use when conflict arises	Slide 4 Workbook (p. 27)
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## Reflect on Tutoring Processes

### Reflect on Tutoring Processes

- Understanding Self
- Reflecting on session process is part of your tutor growth and development.
- You will complete a reflective journal to do this.
- Consider the questions in your workbook (p.26) after each session and pick one to write about.

10/9/2014



15 minutes	<b>Reflect on Tutoring Processes</b> Understanding yourself Begin reflective journalling	Slide 5 Workbook (p. 28)
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## Critical Questioning

### Critical Questioning

Let's start with a few questions.

- What is Critical Thinking?
- Why do Tutors need to be Critical Thinkers?
- How do Tutors use Critical Questioning?

10/9/2014



### Critical Thinking Skills

A deep learning approach to tutoring includes:

- writing study questions;
- coaching the tutee to figure out the answers;
- breaking down complex processes step-by-step;
- Tutee answering questions to show memory.

Avoid thinking blockages by yourself and your tutee through:

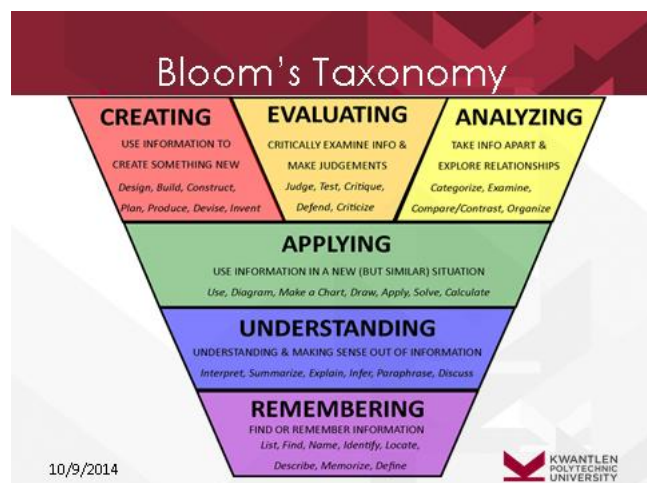
- using facts not assumptions;
- accessing multiple points of view;
- interpreting information accurately to prevent conflicts;
- discussing issues with others;
- asking (and answering) questions!

10/9/2014



10 minutes	<b>Use Critical Questioning</b> Critical Thinking in Tutoring	Slide 6-7 Workbook (p. 29)
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## Bloom's Taxonomy



**Questioning Technique**

- It is important for the tutor to use the right question to find out what the tutee knows.
- Bloom's Taxonomy describes six levels:
  - Remembering
  - Understanding
  - Applying
  - Analyzing
  - Evaluating
  - Creating
- If your tutee doesn't know the language and what it means, it will be difficult for them to apply or analyze.

10/9/2014

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20 minutes	<b>Bloom's Taxonomy – current</b> Exercise – Creating questions using Bloom's Taxonomy	Slides 8-11 Workbook (pp. 30-32)
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**Create Questions**

For each level of Bloom's Taxonomy:

- Develop a questions (or activity) for the tutee that would show whether the material is understood.
- Working in pairs, explain the questions at each level for this subject area that you tutor.
- Describe how your questions allow you to assess how much your tutee knows.

10/9/2014

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**Applying the Levels of Bloom**

- Working in pairs and using the worksheet, create questions at each level of Bloom's taxonomy for a subject area that you tutor.
- Be prepared to explain how your questions would allow you to assess how much your tutee knew and what level they were on.

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## Referrals for Assistance

### University Resources

- **Instructors**
- **Academic Advisors**
- **Student Enrolment Services**
- **Librarians**
- **Counsellors**
- **Aboriginal Gathering Place**
- **Kwantlen Student Association**

11/24/2014



20 minutes	<b>Use Referrals When You Need Assistance</b> Who do you Call?	Slides 12-13 Workbook (pp. 33-35)
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## When to Stop Tutoring

### When to Stop Tutoring

Tutee issues include:

- Not showing up, or not doing any work.
- Too dependent, or too friendly.
- Personal situation that is beyond tutoring.
- Inappropriate comments and / or suggestions.

Tutor issues include:

- Not able to stay professional.
- Being angry or fearful with the tutee.
- Clashing Styles

10/9/2014



15 minutes	<b>When to Stop the Tutoring Process</b> It is not always time for tutoring	Slide 14 Workbook (p. 36)
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## Tutoring Certification Process & Requirements

### Tutoring Certification Process

Three levels of certification:

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

Level One Requirements include:

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

2/7/2017



10 minutes	<b>Tutoring Certification Process &amp; Requirements</b> How Tutors get Certification	Slide 15 Workbook (p. 37)
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### Questions?

#### Questions and more questions!

What have you learned?

Have you changed your opinions?

Have you discovered new ideas?



10/9/2014



#### Review of Tutor Training One

- ✓ Introductions
- ✓ Learning Centres Overview
- ✓ Peer Tutoring Goals and Responsibilities
- ✓ Tutor Expectations and Ethics
- ✓ Plan Tutoring Sessions
- ✓ Utilize the Tutoring Cycle
- ✓ Communicate Effectively
- ✓ Reflect on Tutoring Processes
- ✓ Use Critical Questioning
- ✓ Bloom's Taxonomy
- ✓ Use Referrals When You Need Assistance
- ✓ Identify when to Stop the Tutoring Process
- ✓ Tutor Certification
- ✓ Questions

2/7/2017



15 minutes	<b>Review of the Session</b> Reference to tutoring location and online resources	Slides 16-17
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## Continuing Tutor Training

10 minutes	<b>Next Steps!</b> Training continues online with the IAs and LSs and Online	Slide 18 Workbook p. 38-39
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This concludes the first part of the KPU Level One Tutor Training program. Tutors continue training with your Instructional Associate, Learning Strategists, and faculty mentors.

## Level One integration exercises using online resources (6 hours)

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

### Accessing Moodle

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

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

You will see the following screen:

The screenshot shows the KPU Moodle website. At the top, there's a header with the KPU logo and "KWANTLEN POLYTECHNIC UNIVERSITY". Below this is a navigation bar with "Courses @ KPU" and "My Home". On the right of the navigation bar, it says "You are not logged in. (Log in)". The main content area is divided into three columns. The left column is titled "STUDENTS" and contains links for "New to Moodle?", "Moodle 101", and "Having trouble with your course?". It also has a search bar for courses. The middle column is titled "FACULTY" and contains links for "Moodle Faculty Community", "Having trouble with your course?", and "Cherwell Self Service Portal". It also has a section for "This is the new Kwantlen Moodle site." with information about the Fall 2014 and Summer 2014 semesters. The right column is titled "LATEST NEWS" and contains a "Welcome back!" message and a list of recent updates. At the bottom right, there's a "NAVIGATION" section with links for "Home", "Site news", and "Courses".

log in, and click on Tutor Training. Choose the Tutor Integration tab and click into Level One.

## KPU Peer Tutor Level One Training Log

Tutor's Name \_\_\_\_\_ Primary Campus \_\_\_\_\_

Reporting to Learning Centre Coordinator (Name) \_\_\_\_\_

Content Area(s) Tutored \_\_\_\_\_

Content Area Faculty Mentor \_\_\_\_\_

Semester/Year (e.g. Fall 2017) \_\_\_\_\_

**Verify these items with your Learning Centre Coordinator (LCC):**

Activity	Due Date	Completed	Signed by
Completed application, provided references, and attended an interview to become a PeerTutor.	Prior to tutor training		
Prior to training, met with your Learning Centre Coordinator, Learning Strategists, Director, and/or other Learning Centre personnel as available.	Prior to tutor training		
Completed initial six hour level one Fundamentals Training session and in class exercises.	Prior to first tutoring shift		
Completed an orientation to the Learning Centres services, resources and procedures.	Prior to first tutoring shift		
Completed training on and use tutor appointment system for scheduling and documenting information about each appointment	Prior to first tutoring shift		
Completed peer tutoring shadowing #1 and debriefed with the tutor you observed and your designated supervisor	First week of tutoring		
Begin reflective journalling in the first week. You will write a minimum of 6 bi-weekly journals during the term. We encourage you to write more.	First week of tutoring		
Peer tutoring shadowing #2 and debrief with the tutor you observed and your designated supervisor	Second week		
Attended meetings with your LCC Meeting 1 Topic _____ Meeting 2 Topic _____ Meeting 3 Topic _____ Meeting 4 Topic _____ Meeting 5 Topic _____ Meeting 6 Topic _____	Every 2 weeks	1. 2. 3. 4. 5. 6.	
Received and discussed feedback from tutees (6-8 feedback forms total)	Week 8 to Week 11		
Completed self-evaluation of your tutoring to contribute to summative evaluation.	Week 12 of semester		
Completed active tutoring (25 hours).	As		

## KPU Peer Tutoring Trainer Handbook – Level One

Attended Tutoring Hours _____	scheduled		
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**Complete these items with Learning Centre Coordinator or Learning Strategist (LS):**

Activity	Due Date	Completed	Signed by
Meet with your LCC or a LS to clarify the ongoing training tasks and complete the integration exercises (including academic integrity, professionalism, etc.) for your further six hours of training.	First 1-2 weeks of tutoring		
Prepare and show 2 session plans and resources for 2 of your first tutoring sessions	First week of tutoring		
Meet with your LCC to discuss your first two Reflective journals: <ul style="list-style-type: none"> <li>Identify one tutoring skill that you would like to improve or develop.</li> <li>Create a self-improvement plan around a skill you wish to develop</li> </ul>	After 4 weeks of tutoring		
Meet with your LCC or a LS to review tutoring materials you are using or that you have created.	Weeks 5-6 of tutoring		
Meet with your LCC for the second discussion of your next two (3 <sup>rd</sup> and 4 <sup>th</sup> ) reflective journals: Identify areas you are doing well and review your previous self-improvement plan. Identify another skill to improve or develop. Continue developing your self-improvement plan.	Week 8		
Arrange a time for the final discussion of your reflective journals (minimum of 6 journals total). Identify your tutoring strengths and review your self-improvement plans. Evaluate the effectiveness of your plans. Did you meet your improvement goals?	Week 11		
Book and attend a summative evaluation meeting with your Learning Centre Coordinator and/or Learning Strategist to celebrate your growth as a tutor. (Faculty Mentors are also encouraged to attend)	Prior to the end of the semester		

**Schedule and complete these items with a Learning Strategist:**

Activity	Due Date	Completed	Signed by
Book an initial meeting with your Learning Strategist to discuss your integration materials and access to the Moodle site.	First week of tutoring		
Complete the LASSI (Online) and debrief this with a Learning Strategist.	First week of tutoring		
Book with a Learning Strategist so he or she can observe a tutoring session and then provide you	First 1-2 weeks of		



## KPU Peer Tutoring Trainer Handbook – Level One

Activity	Due Date	Completed	Signed by
with a debriefing session.	tutoring		
Schedule and attend monthly meetings (group or individual) with your Learning Strategist (meetings can be scheduled more frequently as desired by either party).	Monthly (minimum of 3 visits)	1.	
Meeting 1 Topic_____		2.	
Meeting 2 Topic_____		3.	
Meeting 3 Topic_____			

**Schedule and complete these items with your content area Faculty Mentor:**

Activity	Due Date	Completed	Signed by
Ask your LCC to connect you with a content area faculty mentor. Meet with that mentor.	First 2 weeks of tutoring		
Arrange and attend monthly meetings (group or individual) with your faculty mentor (meetings can be scheduled more frequently as desired by either or both parties).	Monthly (minimum of 3 visits)	1.	
Meeting 1 Topic_____		2.	
Meeting 2 Topic_____		3.	
Meeting 3 Topic_____			

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

### Completion of Level 1 Peer Tutor Requirements for Certification Sign Off

After all of the above items have been completed:

Learning Centre Coordinator signature \_\_\_\_\_

Date completed \_\_\_\_\_

Number of attended tutoring hours \_\_\_\_\_

Learning Centre Director signature \_\_\_\_\_

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