

# LEVEL TWO PEER TUTOR TRAINER HANDBOOK

The Learning Centres  
at Kwantlen Polytechnic University



## Level Two Trainer Handbook for 6 Hour Basic Training

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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 Two Tutor certification.

Trainer Name	Date of Training
My mentor(s)	Contact Info

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.

## KPU Peer Tutor Trainer Handbook – Level Two

Time & Presenter	Activity – Session 1	Resources – Slide Deck 2-1
15 minutes Trainers:	<b>Welcome – Level Two</b> <ol style="list-style-type: none"> <li>Find someone you have not worked with and learn their Name, and a best experience while Tutoring (that they are willing to share) that describes how they tutor.</li> <li>Introduce your partner.</li> </ol> <p>Introduce presenters, agenda, and Learning Centres updates.</p>	<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 Level Two Tutor Training Workbooks</p>
20 minutes	<b>Practise Intercultural Communication</b> <p>Your Culture Activity</p> <p>What is Culture?</p>	<p>Slides 4 - 6</p> <p>Workbook – (p. 1)</p>
20 minutes	<b>Developing a Cross-Cultural Perspective</b> <ul style="list-style-type: none"> <li>Culture in self and others</li> <li>Respectful interaction</li> <li>Self-reflective and reflexivity</li> <li>Culture Shock for Tutees and strategies to help</li> </ul>	<p>Slides 7 - 10</p> <p>Workbook – (pp. 2-3)</p>
20 minutes	<b>Helping Tutees</b> <p>Cultural Safety</p> <p>Planning your approach activity</p>	<p>Slides 11 - 14</p> <p>Workbook – (pp. 3-5)</p>
15 minutes	<b>Break</b>	
10 minutes	<b>Review of Level One Topics</b> <ul style="list-style-type: none"> <li>Level One</li> </ul>	<p>Slide 15</p> <p>Workbook – (pp. 6)</p>
10 minutes	<b>Manage Personal Stress</b> <p>Types and Patterns of Stress</p> <p>Building Stress Resistance</p>	<p>Slides 16 - 18</p> <p>Workbook – (p. 7-8)</p>
15 minutes	<b>Stress Resistance and Recovery</b> <p>Control of personal stress</p>	<p>Slides 19 – 20</p> <p>Workbook – (pp. 9-10)</p>
20 minutes	<b>Evaluate Tutees' Needs</b> <p>Techniques</p> <p>Create learning tasks</p>	<p>Slides 21 – 22</p> <p>Workbook – (pp. 11-12)</p>
30 minutes	<b>Questioning – Level Two - Socratic Method</b> <p>Inquiry method of learning and tutoring</p> <p>Ask your partner different types of questions about a concept in a shared subject (Session Planning).</p>	<p>Slides 23 – 28</p> <p>Workbook – (pp. 13-14)</p>
5 minutes	<b>Questions? Off to Lunch!!</b>	Slides 29 - 30

## KPU Peer Tutor Trainer Handbook – Level Two

Time & Presenter	Activity – Session 2	Resources – Slide Deck 2-2
15 minutes:	<b>Welcome Back – Level Two, Session Two</b> <ul style="list-style-type: none"> <li>• Questions from the first session?</li> <li>• Questions about Questioning</li> </ul>	Slide deck 2.2 Slides 1 - 3 KPU Level Two Tutor Training Workbooks
25 minutes	<b>Tutor in Group Environments</b> Applying the Socratic method in a group with probing and fostering	Slides 4 - 5 Workbook – (p. 15)
10 minutes	<b>Key Strategies for Academic Success</b> Learning strategies and learning aids Tutor questions	Slide 6 Workbook – (p. 16)
20 minutes	<b>Manage Time and Avoid Procrastination</b> Getting Things Done	Slides 7 - 10 Workbook – (pp. 17-21)
15 minutes	<b>Learn with Your Multiple Intelligences</b> Tutor strategies to take advantage of tutee strengths	Slide 11 Workbook – (p.22-23)
15 minutes	<b>Break</b>	
10 minutes	<b>Study Smart</b> LASSI and Strategies	Slides 12 - 13 Workbook – (p.24)
10 minutes	<b>Memory Techniques</b> Mnemonics and Flash Cards	Slide 14 - 15 Workbook – (p.25-27)
15 minutes	<b>Strategies for Tutoring Reading</b> SQ3R Cornell Note taking	Slides 16 - 17 Workbook – (p.28-29)
10 minutes	<b>Tests and Exams</b> Before, During, and After	Slides 18 - 20 Workbook – (p.30)
15 minutes	<b>Difficult Tutoring Situations</b> Discuss situations and share strategies	Slide 21 Workbook – (p.31 - 33)
5 minutes	<b>Review, Next Steps, and General questions</b>	Slides 22 – 23 Workbook – (pp. 34 – 35)
5 minutes	<b>Feedback &amp; Thank You!</b>	Slide 24 - 25 Feedback form

## Welcome – Level Two, Session I

### Welcome to Tutor Training II

- ☐ Introductions & Learning Centres Review
- ☐ Best Tutoring Experiences
- ☐ Intercultural Communication
- ☐ Cross-Cultural Perspective
- ☐ Cultural Safety
- ☐ Managing Personal Stress
- ☐ Evaluate Tutee Needs
- ☐ Socratic Questioning
- ☐ Tutor in Group Environments
- ☐ Key Tips for Academic Success
- ☐ Difficult Tutoring Situations
- ☐ Questions

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### Who are we?

- Help Us Get To Know You!
- Find someone you have not worked with so far and learn their Name, and best experience/description of them while Tutoring (that they are willing to share) that describes how they tutor.  
e.g., Laura the Learner, Alice the Facilitator
- Introduce your partner and their attribute.

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15 minutes Trainers:	<b>Welcome – Level Two</b> Instructions on flip chart or board or slide. <ol style="list-style-type: none"> <li>1. Find someone you have not worked with and learn their Name, and a best experience while Tutoring (that they are willing to share) that describes how they tutor.</li> <li>2. Introduce your partner.</li> </ol> Introduce presenters, agenda, and Learning Centres updates.	Name tags and pens as needed Spare paper and pens Slide deck 2.1 Slides 1 - 3 KPU Level Two Tutor Training Workbooks
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## Practise Intercultural Communication

### You and your Culture

How do you identify yourself culturally or racially?  
 What do you enjoy or appreciate most about your culture?  
 What assumptions do people make about your culture?

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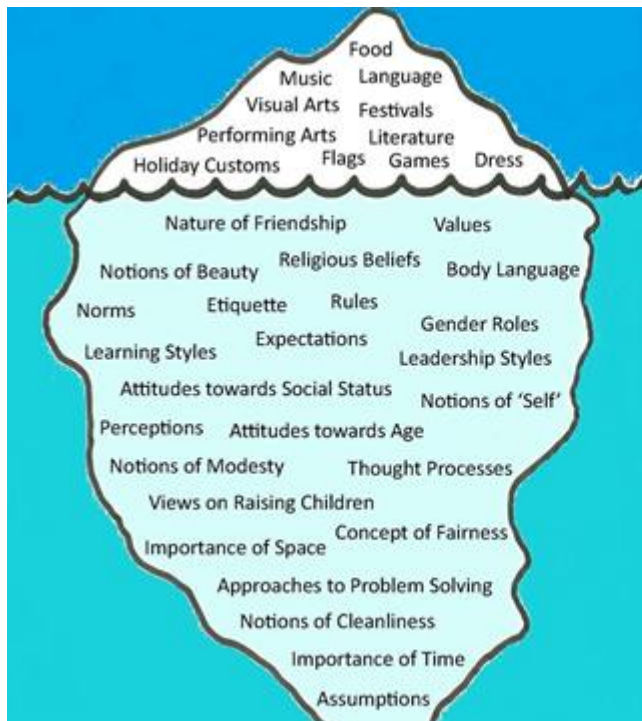
### What is Culture?

- ✓ Dynamic
- ✓ Shared
- ✓ Continuous and Cumulative
- ✓ Symbolic, Creative, Meaningful
- ✓ Guides group members
- ≠ Not Static
- ≠ Not bought or sold
- ≠ Not biological

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20 minutes	<b>Practise Intercultural Communication</b> Your Culture Activity What is Culture?	Slides 4 - 6 Workbook – (p. 1)
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### Iceberg Model of Culture





## Developing a Cross-Cultural Perspective

### Dimensions of Culture

#### Values Orientation

##### Individual

Cooperation  
Extended Family  
Democratic  
Scientific  
Career  
Children  
Logical

##### Group

Competition  
Nuclear Family  
Authoritarian  
Spiritual  
Family  
no Children  
Emotional

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### Cross-Cultural Perspective

Culture in Ourselves

Culture in Others

Respectful Interactions  
– What does that mean?

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20 minutes	<b>Developing a Cross-Cultural Perspective</b> <ul style="list-style-type: none"> <li>• Culture in self and others</li> <li>• Respectful interaction</li> <li>• Self-reflective and reflexivity</li> <li>• Culture Shock for Tutees and strategies to help</li> </ul>	Slides 7 - 10 Workbook – (pp. 2-3)
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### Cross Cultural Competence Goals

- Respect and value cultural differences.
- Expand cultural knowledge.
- Adapt to changes in society.
- Identify how privilege makes relationships uneven.
- Devise, revise, and implement action plans that include others in ways that they want to be included.

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### Culture Shock

Most students feel some shock moving into University and more when the culture is most different.

Some of the signs of culture shock include:

- Homesickness
- Boredom
- Withdrawal
- Negative feelings and stereotyping of others
- Inability to concentrate
- Excessive sleep or insomnia
- Compulsive eating or drinking or lack of appetite
- Crying uncontrollably
- Outbursts of anger, irritability
- Physical ailments,

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## Helping Tutees

### Helping Tutees

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)

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### Cultural Bridge

- **Be informed** - Having knowledge of another's cultural background.
- **Be interested** in the world of personal meanings.
- **Be flexible** - A person may be more comfortable going for coffee than meeting in an office.
- **Be an astute listener** - For the person communicating in a second language, simply feeling understood can reduce anxiety.
- **Be informative** (a cultural interpreter) - acting as a role model or a representative of the host culture for a student or another employee.
- **Take your cues** from the other person - Use these techniques when you can tell whether the other person is comfortable.
- **Ask!** - 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?"

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20 minutes	<b>Helping Tutees</b> Cultural Safety Planning your approach activity	Slides 11 - 14 Workbook – (pp. 3-5)
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### Ethnically/Culturally Sensitivity

#### DO

Do with  
Come alongside  
Assist  
Provide input  
Facilitate  
Provide additional resources  
Encourage  
Respect  
Show concern  
Empathize

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#### NOT

Do for  
Lead  
Control  
Demand  
Determine  
Impose additional requirements  
Mandate  
Condescend  
Paternalize  
Sympathize

### Cultural Safety

A manner that affirms, respects, and fosters the cultural expression of each person.

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

How will you ensure this safety for your tutees?

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## Review Level One Topics

### Review of Tutor Training One

- ✓ 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
- ✓ Learning Centres Procedures
- ✓ LASSI (study skills for success)
- ✓ Adult Learning Basics in Tutoring
- ✓ Professional and Welcoming Environment
- ✓ Observe Tutoring Sessions
- ✓ Discuss Issues of Copyright
- ✓ Plan Lessons
- ✓ Document the Tutor Processes
- ✓ Create Reflective Journal Entries on Tutoring Practices
- ✓ Self Evaluate, Receive Tutee and Other Feedback

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10 minutes	<b>Review of Level One Topics</b> <ul style="list-style-type: none"><li>• Level One</li></ul>	Slide 15 Workbook – (p. 6)
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## Manage Personal Stress

### Manage Personal Stress

- Stress is the body's response to any demand.
- No stress and we are dead.
- Good stress increases what we can do.
- Too much stress and we can't function.
- What causes you stress?



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### Types of Stress

- Understress – lack of engagement.
- Eustress – balanced, positive stress.
- Overstress – continual stress.
- Distress – reaction to continual stress.
- Cumulative stress – many small things over time.
- Acute stress – overwhelmed at the time.
- Delayed Stress – reaction to past stress.
- Chronic Stress – overstress over time.

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10 minutes	<b>Manage Personal Stress</b> Types and Patterns of Stress Building Stress Resistance	Slides 16 - 18 Workbook – (pp. 7-8)
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## Symptoms of Stress

These may be:

- Physical
- Emotional
- Spiritual
- Mental
- Relational

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## Stress Resistance and Recovery

### Building Stress Resistance

- Take Charge!
- Stress Recovery – find what works for you.
- Eustress Activity – what do you do that leaves you energized? Do more of that!
- Control Your Personal Stress by using rational thoughts.

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15 minutes	<b>Stress Resistance and Recovery</b> Control of personal stress	Slides 19 - 20 Workbook – (pp. 9-10)
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### Harmony



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## Evaluate Tutee's Needs

### Evaluate Tutees' Needs

Assessing Levels of Knowledge and Skills  
through a variety of basic techniques

(Level II Workbook, p.10).

Create Learning Tasks – Next steps to move  
the tutee forward in their learning that are  
based on the highest level that they  
currently understand.

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20 minutes	<b>Evaluate Tutees' Needs</b> Techniques Create learning tasks	Slides 21 – 22 Workbook – (pp. 11-12)
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### Learning Task Activity

Think 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.

(workbook p.11)

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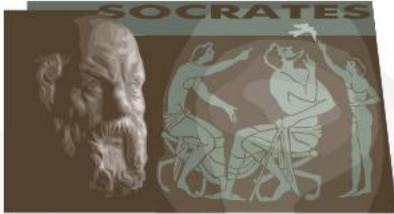




## Questioning – Level Two – Socratic Method

### Critical Thinking

#### The Socratic Method of Questioning



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### Socratic Questioning

A 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.

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30 minutes	<b>Questioning – Level Two - Socratic Method</b> Inquiry method of learning and tutoring Ask your partner different types of questions about a concept in a shared subject (Session Planning).	Slides 23 - 28 Workbook – (pp. 13-14)
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### Socratic Questioning

#### Clarity

- Could you elaborate further?
- Could you give me an example?

#### Accuracy

- How can we determine if that is true?
- How can we verify your statements?

#### Precision

- Could you be more specific?
- Could you provide more details?



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### Socratic Questioning

#### Relevance

- How does that relate to the issue?
- How does that align with the question?

#### Depth

- What are some of the complexities of this question?
- What factors need to be considered?

#### Breadth

- Do we need to consider another point of view?
- Do we need to look at this from a different perspective?



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### Socratic Questioning

#### Logic

- Does what you say follow from the evidence?
- Does all this make sense?

#### Significance:

- Is this the central idea?
- Is this the most important issue to consider?



(examples from Paul, 2007)

10/20/2014



### Socratic Questions Summary

**Tool:** the use of open-ended questions

**Goal:** to bring a person to realize an answer for themselves

**Avoids:** giving the answer to the tutee without giving any tools for solving the next questions

**Toolbox:** if the student doesn't seem to be finding the answer, ask a different question or ask your question in a different way

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## Questions?

### Your Questions

- What questions arise for you?
- How will you apply the information from this session?
- What time is Lunch?
- ☺



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5 minutes	<b>Questions? Off to Lunch!!</b>	Slides 29 - 30
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### Up to This Point

- ✓ Introductions & Learning Centres Review
- ✓ Best Tutoring Experiences
- ✓ Intercultural Communication
- ✓ Cross-Cultural Perspective
- ✓ Cultural Safety
- ✓ Managing Personal Stress
- ✓ Evaluate Tutee Needs
- ✓ Socratic Questioning
- ☐ Tutor in Group Environments
- ☐ Key Tips for Academic Success
- ☐ Difficult Tutoring Situations
- ☐ Questions

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## Welcome Back – Level Two

### Welcome Back!

- ✓ Introductions & Learning Centres Review
  - ✓ Best Tutoring Experiences
  - ✓ Intercultural Communication
  - ✓ Cross-Cultural Perspective
  - ✓ Cultural Safety
  - ✓ Managing Personal Stress
  - ✓ Evaluate Tutee Needs
  - ✓ Socratic Questioning
  - ☐ Tutor in Group Environments
  - ☐ Key Tips for Academic Success
  - ☐ Difficult Tutoring Situations
  - ☐ Questions
- 10/20/2014



15 minutes:	<b>Welcome Back – Level Two, Session Two</b> Questions from the first session? Questions about Questioning	Slide deck 2.2 Slides 1 - 3 KPU Level Two Tutor Training Workbooks
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### Questions about Questioning?

#### Categories of Socratic Questioning:

- Clarity
- Assumptions
- Evidence
- Perspectives
- Implications
- Questions about Questions

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## Tutor in Group Environments

### Tutor in Group Environments

Respectful interactions are even more important in groups.

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.

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25 minutes	<b>Tutor in Group Environments</b> Applying the Socratic method in a group with probing and fostering	Slides 4 - 5 Workbook – (p. 15)
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### 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.

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## Key Strategies for Academic Success

### Strategies for Academic Success

#### Use Learning Strategies and Learning Aids

- Manage Time and Avoid Procrastination
- Learn with Your Multiple Intelligences
- Study Smart
- Memory Techniques
- Strategies for Reading
- Tests and Exams

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10 minutes	<b>Key Strategies for Academic Success</b> Learning strategies and learning aids Tutor questions	Slide 6 Workbook – (p. 16)
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## Manage Time and Avoid Procrastination

### Manage Time

Scheduling is necessary to be “On Task”.

This ensures the ability to

*Remember,  
Understand,  
Apply,  
Analyze,  
Evaluate and  
be Creative.*



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### Time and Schedules

- Each course has 3-4 hours in class and ~7 hours self-study per course per week.
- ~42-56 hours class time and a further 140 hours total study time in a 14 week semester.
- For 5 courses this would mean maybe 15-20 hours in class and 45 hours self-study per week!
- Plus meals, laundry, recreation, and sleep!
- This is a full time job!
- To Have Time You Must Schedule Time.

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20 minutes	<b>Manage Time and Avoid Procrastination</b> Getting Things Done	Slides 7 - 10 Workbook – (pp. 17-21)
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### Controlling Focus

Attention  
through  
Intention



Both are necessary to avoid the planning fallacy:

- people underestimate how long they will need to complete a task.

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### Develop the Habit of Focus



10/20/2014





## Learn with Your Multiple Intelligences

**Many Ways to be Smart**

- Know your strengths!
- We can all get smarter by using this to work with our weaker areas.

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 KWANTLEN  
POLYTECHNIC  
UNIVERSITY

15 minutes	<b>Learn with Your Multiple Intelligences</b> Tutor strategies to take advantage of tutee strengths	Slide 11 Workbook – (p.22-23)
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## Study Smart

### LASSI

- You have done the Learning and Study Strategies Inventory (LASSI) online.
- Identify how you study best so you can help your Tutees!



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10 minutes	<b>Study Smart</b> LASSI and Strategies	Slides 12 - 13 Workbook – (p.24)
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## Study Smart

Start right from the beginning:

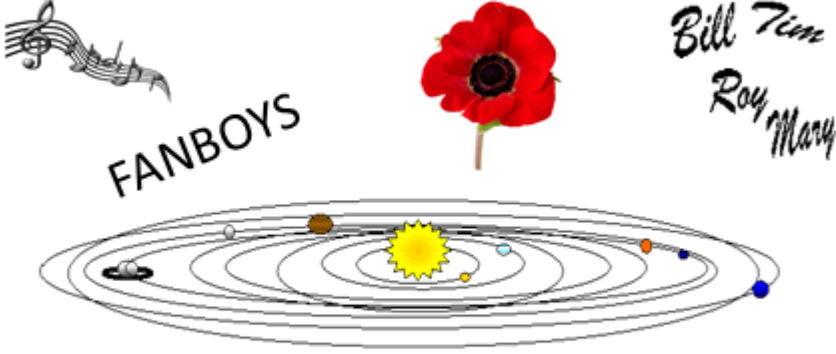
- Attend classes
- Read the Syllabus
- Schedule Study Time – short and often
- Do the hard stuff first
- Learn Key Concepts
- Look for Meaning
- Problem Solve
- Keep on Top of your Workload
- Review regularly

10/20/2014



## Memory Techniques


### Memory Techniques



**Mnemonics are strategies to place information into long term memory and be able to get it back.**

**Practise makes Better.**

10/20/2014



10 minutes	<b>Memory Techniques</b> Mnemonics and Flash Cards	Slide 14 - 15 Workbook – (p.25-27)
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### Flash Cards


**Each card contains:**

- Definition,
- Main points,
- Example (at least one),
- Diagrams or pictures that illustrate the concept.

**Beside the creating and initial studying:**




- Self-Testing
- Reinforcing
- Playing
- Study groups
- Competing
- Final Reviewing

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## Strategies for Tutoring Reading

### Strategies for Reading

- S** Survey the material for Scope 
- Q** Questions created from all Topics and Terms 
- R** Read to Answer your Questions (make notes)
- R** Recite (and write) the answers to yourself 
- R** Review the material to ensure you understand

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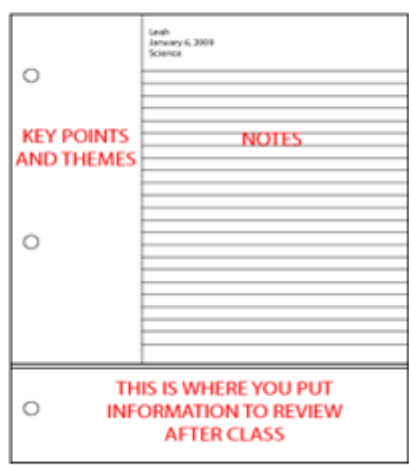


15 minutes	<b>Strategies for Tutoring Reading</b> SQ3R Cornell Note taking	Slides 16 - 17 Workbook – (p.28-29)
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### Note Taking and Studying

Cornell Method of note taking helps the learner:

- make sense of what they hear,
- find examples and applications
- practise thinking academically.




KEY POINTS AND THEMES

NOTES

THIS IS WHERE YOU PUT INFORMATION TO REVIEW AFTER CLASS

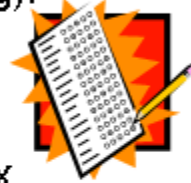
10/20/2014



## Tests and Exams

### Test and Exams

- Review before the test (not learning).
- Get a good night's sleep.
- Eat some protein.
- Arrive early, take a moment to relax and reduce your anxiety.
- Avoid distractions including sitting near or anything or anyone who distracts you.
- Listen careful to the instructions.



10/15/2014



10 minutes	<b>Tests and Exams</b> Before, During, and After	Slides 18 - 20 Workbook – (p.30)
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### Aftermath

- Learn from all tests!
- When one is returned, review it thoroughly to see where you can improve next time.
- Ask your tutees to bring in tests they have done or practice tests.
- Test taking is a skill like any other and improves with practice.

10/20/2014



## Difficult Tutoring Situations

### 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.

10/20/2014



15 minutes	<b>Difficult Tutoring Situations</b> Discuss situations and share strategies	Slide 21 Workbook – (p.31 - 33)
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## Review, Next Steps, and General Questions

### Questions and more questions!

What have you learned?

Have you changed your opinions?

Have you discovered new ideas?

10/20/2014



5 minutes	<b>Review, Next Steps, and General questions</b>	Slides 22 – 23 Workbook – (pp. 34 – 35)
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### Review of Tutor Training Two

- ✓ Introductions & Learning Centres Review
- ✓ Best Tutoring Experiences
- ✓ Intercultural Communication
- ✓ Cross-Cultural Perspective
- ✓ Cultural Safety
- ✓ Managing Personal Stress
- ✓ Evaluate Tutee Needs
- ✓ Socratic Questioning
- ✓ Tutor in Group Environments
- ✓ Key Tips for Academic Success
- ✓ Difficult Tutoring Situations
- ✓ Questions

10/20/2014



## Feedback

### Feedback

- Post-training Level 2 Tutor Questionnaire. (handout)
- Level 2 Feedback on Training
- Additional comments or questions?  
Send an email to:  
[centre@kpu.ca](mailto:centre@kpu.ca)

10/20/2014



5 minutes	<b>Feedback &amp; Thank You!</b>	Slide 24 - 25 Feedback form
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## End of Level Two Classroom Tutor Training

Thank You for Participating and  
Happy Tutoring!



### 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)

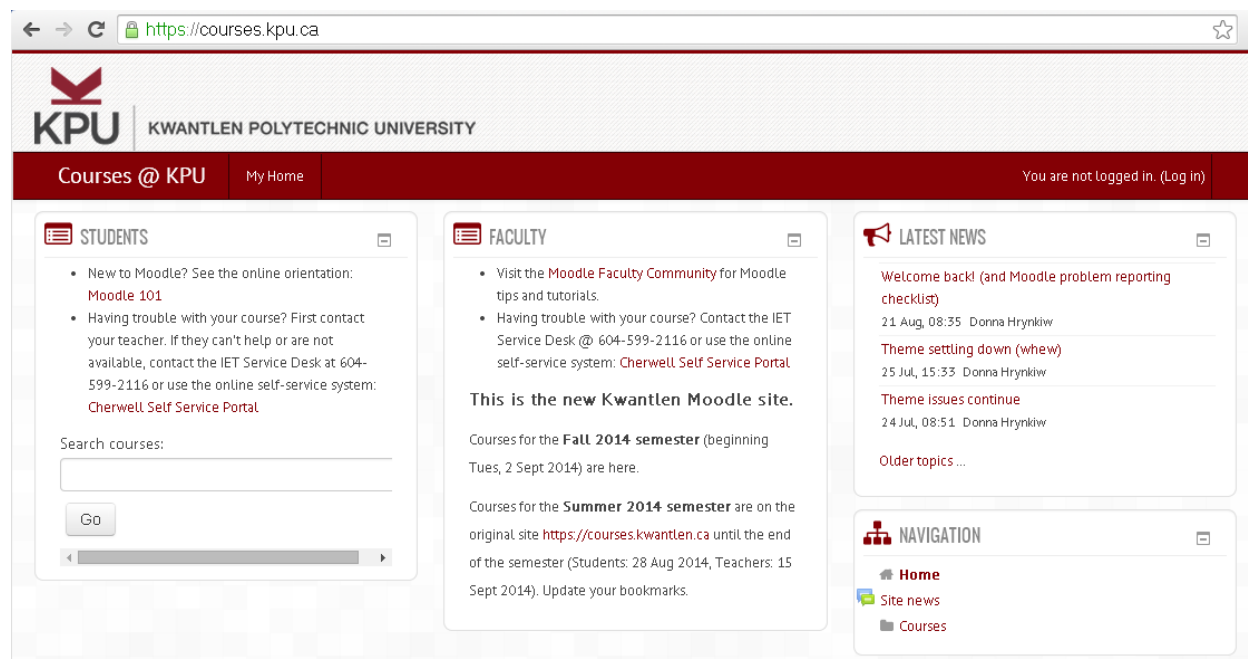
Congratulations on finishing your Level Two Tutor Training! You now have more information to build on your Level One foundation in tutoring concepts, experience, and situations that you may encounter as a Tutor. You began with your application and interview to become a Tutor at Kwantlen's Learning Centres,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

## KPU Peer Tutor Level Two 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) \_\_\_\_\_

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

Activity	Due Date	Completed	Signed by
Confirm /update KPU Peer Tutoring documentation i.e. transcript, contact information.	First week of tutoring		
Re-introduction to your Learning Centre Coordinator, Learning Strategists, Director, and other Learning Centre personnel.	Prior to tutor training		
Complete six hour level two Fundamentals training session and in class exercises.	Prior to first tutoring shift		
Review of Learning Centres services, resources, expectations, and procedures	Prior to first tutoring shift		
Use tutor appointment system for scheduling and documentation.	Prior to first tutoring shift		
Continue reflective journalling You will write a minimum of 6 bi-weekly journals during the term. We encourage you to write more.	First week of tutoring		
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.	
Feedback from tutees (6-8 feedback forms total) Feedback discussed during bi-weekly meetings.	Week 3, Week 10		
Self-Evaluation of your tutoring to contribute to summative evaluation with LCC and/or LS.	Week 12 of semester		
Active tutoring (25 hours). Attended Tutoring Hours _____	As scheduled		

**Complete these items with Learning Centre Coordinator or Learning Strategist (LS):**

Activity	Due Date	Completed	Signed by
Complete integration exercises (including collating session plans and documenting the tutor processes, creating future goals, and consolidating a Personal Tutoring Portfolio) for your further six hours of training.	First 1-2 weeks of tutoring		
Prepare and revise tutoring materials for your tutoring sessions.	First week of tutoring		
Discuss first two reflective journals. Identify one tutoring skill that you would like to improve or develop. Start a self-improvement plan around personal skill development.	After 4 weeks of tutoring		
Meet with your LCC or a LS to review tutoring Materials prepared and revised.	Weeks 5-6 of tutoring		
Second discussion of reflective journals (2 additional journals). Review self-improvement plan. Identify another skill to improve or develop. Continue developing your self-improvement plan.	Week 8		
Final discussion of reflective journals (minimum of 6 journals total) Review self-improvement plan. Evaluate the effectiveness of the plan. Did you meet your improvement goals?	Week 11		
Summative Evaluation meeting with your Learning Centre Coordinator and/or Learning Strategist (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
Initial meeting with your Learning Strategist (Orientation to Level 2 Integration Materials online)	First week of tutoring		
Complete TESAT and Debrief with a Learning Strategist.	First week of tutoring		
Monthly meetings (group or individual) with your Learning Strategist (meetings can be scheduled more frequently as desired by either party).  Meeting 1 Topic _____  Meeting 2 Topic _____  Meeting 3 Topic _____	Monthly (minimum of 3 visits)	1.  2.  3.	

## KPU Peer Tutor Trainer Handbook – Level Two

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

Activity	Due Date	Completed	Signed by
Introduction and meeting with your Content Area faculty mentor.	First 2 weeks of tutoring		
Monthly meetings (group or individual) with your faculty mentor (meetings can be scheduled more frequently as desired by either or both parties).  Meeting 1 Topic _____  Meeting 2 Topic _____  Meeting 3 Topic _____	Monthly (minimum of 3 visits)	1.  2.  3.	

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

### **Completion of Level 2 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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