

Level One Peer Tutoring Fundamentals and Integration Workbook

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SURREY, BC



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Territorial Acknowledgement

The Learning Centres at Kwantlen Polytechnic University respectfully acknowledge the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem peoples on whose unceded traditional and ancestral lands we are privileged to work and learn.

Forward

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

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

Tutor Learning Outcomes

Tutoring is a complex practice that embodies many learning processes and the fluid application of skills that go well beyond content knowledge as tutors interact with a wide range of tutees and their needs. This tutor program aims, through training, education, mentoring, and opportunities for personal growth, to assist tutors to meet the following learning outcomes. We acknowledge that each tutor brings their own personal history and experiences to tutoring and encourage their use as building blocks to construct a reflective tutoring practice as they work towards these outcomes.

KPU tutors will be able to:

- Follow Learning Centre recommended best practices and standards of service.
- Work independently with a diverse and widely-dispersed team in a tutoring environment.
- Use proficient communication skills in both oral and written English in a tutoring environment.
- Productively engage with accented non-standard English speakers.
- Adapt tutoring strategies and input to respond appropriately to differing learner needs.
- Balance the learners' expressed needs, the assignment instruction criteria, and the tutor's perceptions of the learning needs.
- Provide tutoring input that is feasible for learners to follow.
- Structure tutoring to conform to time limits and tutoring priorities.
- Search for, select, and demonstrate appropriate resources from a broad-range of academic materials.
- Judge when a referral is needed (when a request is beyond one's knowledge and ability framework) and effectively refer learners to appropriate resources.
- Employ ethical standards and practices which:
 - Encourage academic honesty.
 - Encourage learner independence/responsibility.
- Adhere to the KPU code of ethics for tutoring.
- Maintain tutor role boundaries.
- Explain and apply KPU tutoring policies and procedures.
- Commit to ongoing development of tutoring skills through ongoing training programs and mentoring opportunities.

Tutor Level One Learning Objectives

Content matches topics and time requirements for KPU TLC practices and Level One Certification.

Level I Fundamentals Learning 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

Level I Integration Learning Objectives

- Follow Learning Centres Procedures (including Begin Tutor Certification Process)
- Begin 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 (including Fair Dealing)
- 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, Create Tutoring Goals

PART I
FUNDAMENTALS TRAINING (6 HOURS)

I. Identify the Scope of Peer Tutoring in the Learning Centres

In this section you will get to know your fellow tutor trainees, your trainers, and identify the services that are offered by the Learning Centres at KPU and how Tutoring is a part of these services.

As a tutor you will become part of the team that provides assistance and support for learning at KPU.

Support Services at the Learning Centres

<http://www.kpu.ca/learningcentres>

If you want help understanding your assignments, some one-to-one or small group tutoring, or some advice on effective study skills and learning strategies, you can find the help you need at any of KPU's Learning Centres.

Our mission is to provide students with a range of skills and strategies that encourage learning excellence and promote holistic development. This is achieved through outstanding programming and exceptional services based on general, complementary, integrated, and embedded supports to foster student success, program completion and a desire for continuous lifelong learning.

For students, the four KPU Learning Centres are facilities where any KPU student can find free individualized learning assistance and assessments, help with study skills and learning strategies, and free one-to-one and small group tutoring in a range of writing, math, and content areas. Our online tutoring program offers academic writing help for students, from home, work, or school. Print and electronic resources are also available.

We have over 100 peer tutors and academic coaches who provide the peer support that students find empowering as they grapple with transitions to university life and challenges in coursework from time to time. The Learning Centres also attracts faculty tutors who work alongside staff in the Learning Centres to provide additional support for students and mentoring to our peer tutors and coaches.

Surrey – Library (Main Floor), A1650	Monday to Friday: 8:30 a.m. to 4:30 p.m.	604.599.2437
Richmond – Library, Room 1100	Monday to Friday: 8:30 a.m. to 4:30 p.m.	604.599.3454
Langley – Rm 2070, West Building	Monday to Friday: 8:30 a.m. to 4:30 p.m.	604.599-3444
Tech (Cloverdale) – Library, Rm 1317	Monday to Friday: 9:00 a.m. to 5:00 p.m.	604.598.6062

Tutoring

For KPU students, our tutoring services can help you develop skills that you can use in all of your courses.

When should you use the tutoring service?

- Early in the semester
- Early in an assignment
- When you need assistance organizing an essay
- When you are struggling with a math problem
- When you would like to know more about effective study techniques

Learning Centre Assistance for Students

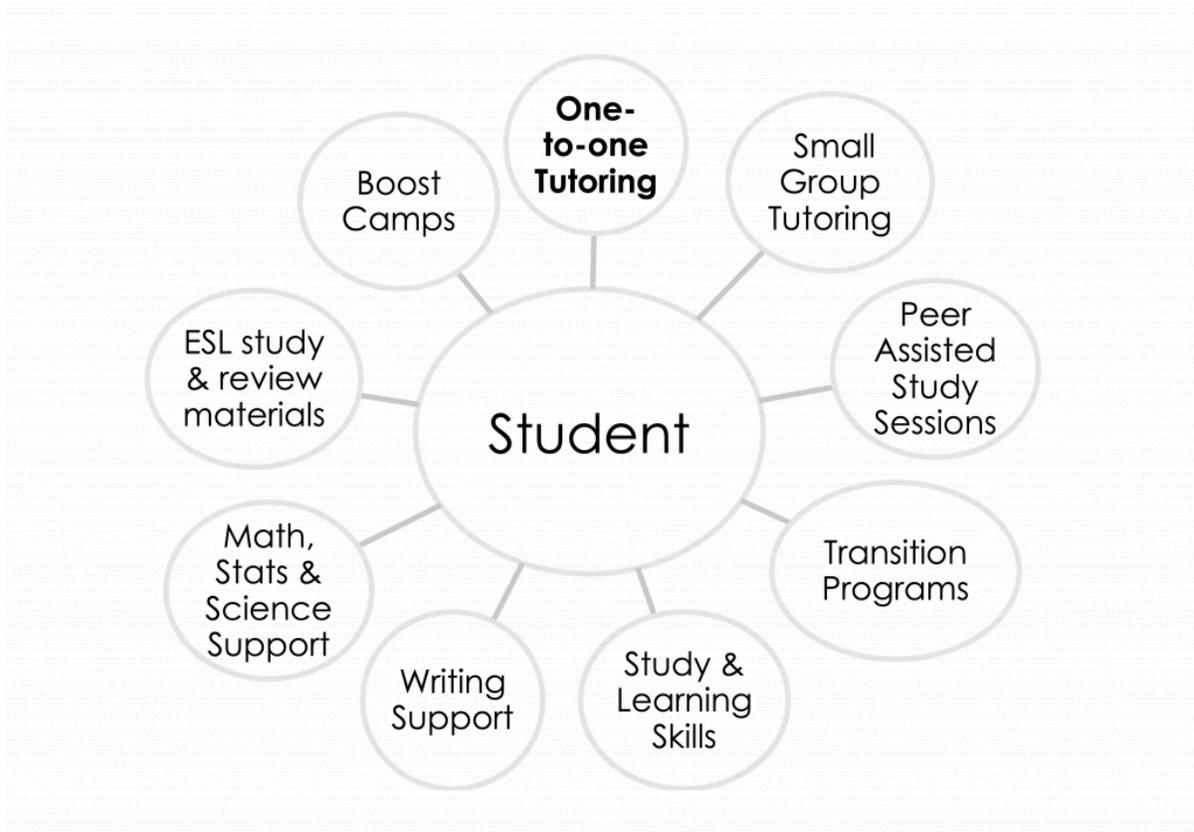


Image Credit: Alice Macpherson

Tutoring is a key element in the wide range of student learning support services provided by the Learning Centres at KPU. When you are finished with your training you will be part of the Tutoring Team.

Notes and Questions:

2. Define Peer Tutoring Goals and Responsibilities

What is Peer Tutoring?

The word tutor comes from late Middle English: from Old French *tutour* or Latin *tutor*, from *tueri* 'to watch, guard'. Ross MacDonald, in his guidebook *The Master Tutor*, refers to tutoring as “an act which facilitates or provides a structure for another’s learning.” And that a “tutor is a person, who, in a structured and supervised educational context, enters into a peer teaching and learning relationship with one or more others.” (p.6, 2000).

How does Peer Tutoring Differ from Teaching?

Teachers are responsible to present approved content materials in a variety of ways that will engage and be accessible to a large number of learners. They are often working with groups of 24 to 35 to many more students at a time. They may provide instruction face to face or through online learning management systems such as Moodle. Peer Tutors are working with one or, at most a few, students who are trying to learn course content materials more deeply and the tutor will be coaching them in this learning.

Identify Goals and Responsibilities of Peer Tutoring

Tutor goals and their attendant responsibilities are wide ranging. They assist students in delving deeply into their content areas. As a Tutor you will help the tutee by:

- Promoting independence in learning;
- Personalizing Learning;
- Facilitating tutee insights into learning, and learning processes;
- Providing a student perspective on learning and university success;
- Respecting individual differences;
- Following the job description (guidelines).

Adapted from *The Master Tutor* (2000) six goals of tutoring:

Promoting independence in learning

Independent learning occurs when a learner has “an understanding of their learning; being motivated to take responsibility for their learning; and working with others to structure their learning environment.” (p.2, Meyer, et al, 2008)

All tutoring is aimed at promoting this and in so doing, becoming unnecessary. Tutors work to foster self-improvement through planned independent study by tutees under tutor guidance. This can be accomplished by one-to-one learning, learning in partnership with another learner, or as part of a small group. Possible tutoring methods used include: reading, viewing, charting, questions, case studies, and much more. These all provide the opportunity for the learner to take control of their own learning.

Personalizing Learning

Each tutor is in the position to provide a learning situation that is personalized to the needs of the individual tutee. Tutors, though their understanding of the content materials and their knowledge of the individual can choose strategies that will make it more likely that the learner will grasp the concepts that are being worked with. This facilitates learning in a very personal way.

Facilitating tutee insights into learning, and learning processes

Facilitation is a supporting process that does not *do for*, but rather, *does with* the tutee. This allows the tutee to gain the skills and understanding to apply the knowledge to the subject at hand and to transfer that understanding to other applications and situations.

Providing a student perspective on learning and university success

Each tutor has done well in the subject that they tutor. This gives them insights into the materials and what is expected by the course requirements. Yet, you still retain the perspective of being a student and a learner and are much closer to the basic concepts than the course instructor. You also have the credibility of having passed the course recently and knowing what is needed to do so. Finally, you have a good grasp of the pressures that all students face in their day to day life at University and can be empathetic to learners' circumstances.

Respecting individual differences

Every tutor must understand and respect the differences that exist between and among their tutees. You have a responsibility to treat people fairly and with respect. It can be easier to do when your tutee is progressing well. It is even more important to focus on when a tutee is struggling. Approach each session of tutoring with the intent to give it your best effort and to encourage the tutee as you help them to learn. You will have other resources and places to refer students to when more help is needed.

Following the job description (guidelines)

The job description of the tutor is complex and will be covered in detail after your training. You already know that the basic description is:

The Learning Centre Peer Tutors will assist students enrolled in a variety of KPU courses and programs with their coursework by providing individual learning assistance, one to one tutoring, and student to student feedback. Peer Tutors have successfully completed at least a first level course with a minimum grade of B in the discipline in which they are tutoring or are able to demonstrate appropriate skills in the subject being tutored.

As you complete your Tutor Training, this description will be expanded and filled out more.

Benefits of Tutoring for the Tutor

“To Teach is to Learn” (Japanese proverb)

The Tutor learns even more than the tutee because they are constantly reviewing what they know and explaining it to others. As a Peer Tutor you will also be interacting with other tutors and your content faculty members. This can lead to rich discussions and increased understanding, application, analysis, and evaluation of your study areas.

Notes and Questions:

3. Discuss Expectations of Tutors

When a student comes to the Learning Centre to work with a Tutor, they are expecting that not only will the Tutor assist them as they learn the materials in the course, but also that they will have a respectful and positive interaction with the Tutor.

There are many qualities that make a good tutor, including:

- Their experience with the subject material. This competence assists the tutee to be more confident in the tutor and their assistance.
- Their enthusiasm for the subject and for helping other to learn that subject.
- Their ability to listen carefully and craft the tutoring session to meet the tutee needs.

Goals Exercise:

Watch one of the following videos:

1. **Three qualities that make a Good Tutor:** <http://www.youtube.com/watch?v=cdcuDUFr15I>
2. **How to be a great tutor:** <https://www.youtube.com/watch?v=n4uDmaSrKAY>
3. **Do's & Don'ts of Peer Tutoring:** <https://www.youtube.com/watch?v=DvQ982Cw4uw>
4. **Best practices of Highly Effective tutors:** <https://www.youtube.com/watch?v=RsbqtMOAgg8>
5. **How to run a tutoring session:** <https://www.youtube.com/watch?v=WNVIK4YEL3o>
6. **When tutor ethics go wrong:** <https://www.youtube.com/watch?v=l7ow4yz3d-U>
7. **How to tutor a billion students:** <https://www.youtube.com/watch?v=5PhNVxr7Vt>

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

1.	
2.	
3.	
4.	
5.	

In what ways would you use these qualities?

Should there be other ones on this list?

As a student, what would you expect from your tutor?

4. Behave Ethically When Tutoring

Ethics: Moral principles that govern a person's behaviour or the conducting of an activity. (Oxford English Dictionary)

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

Review the Association for the Tutoring Profession Code of Ethics

We support the ATP Code of Ethics as cited below from:

<http://www.myatp.org/code-of-ethics/>

1. Best Interest	Tutors will be committed to acting in the best interest of tutees as specified by the employing organization or institute.
2. Responsibility	Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client.
3. Integrity	Tutors will practice and promote accuracy, honesty, and truthfulness.
4. Fairness	Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.
5. Commitment	Tutors will fulfill commitments made to learners.
6. Respect for Others Rights and Dignity	Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.
7. Excellence	Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities.
8. Respect for Individual Differences	Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.
9. Professionalism	Tutors will not engage in inappropriate relations with tutees.
10. Confidentiality	Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor.

Notes and Questions:

Code of Ethics Exercise:

Go through each idea and write a short statement about what it means to you as a tutor. Identify any questions that arise for you.

1. Best Interest	
2. Responsibility	
3. Integrity	
4. Fairness	
5. Commitment	
6. Respect for Others Rights and Dignity	
7. Excellence	
8. Respect for Individual Differences	
9. Professionalism	
10. Confidentiality	

5. Analyze Tutoring Situations Where Ethical Choices are Made

The Tutoring Code of Ethics provides a foundation for tutoring in a respectful and positive manner. Consider the following scenarios and how you would use the code of ethics to guide you to act appropriately. Complete the worksheet with actions you can take for each situation. Give examples of how you would behave and the phrases that you would use.

These situations were adapted from materials shared by College Reading & Learning Association: <http://www.crla.net/>

What Would You Do Exercise?

Tutee A: During a tutoring session, A student begins badmouthing the professor. In some ways, you agree with A.

Tutee B: One of your current professors is also teaching a first year level class. This professor knows you are tutoring B, a student in that class, and confidentially lets you know that B has no chance to pass.

Tutee C: One of your current professors is also teaching a freshman-level class. This professor knows you are helping C, a student in that class, and asks how the tutoring sessions are going.

Tutee D: You and D have been working together for over an hour, and the centre is about to close. D asks if the two of you could go to the library and work a while longer.

Tutee E: You and E have been working together for over an hour, and the centre is about to close. E offers to buy you dinner so the two of you can work a while longer.

Tutee F: You and F met several times earlier in the semester. Then out of nowhere you get an email begging you to meet them on Sunday evening before F takes a test on Monday.

Tutees G & H: You've met with G & H several times during the first seven weeks of class. Now they confess that they've stopped going to class because "you explain it better".

Tutee I: Your tutee is clearly trying hard to learn the material, but it just isn't happening, so I asks to borrow your old notes.

Tutee J: You've only met with J once before, but it seems quite clear that J simply isn't going to class.

Tutee K: K talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor's accent and ability to communicate in English are causing K's problems.

Tutee L: L talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor's understanding of the material is weak.

Tutee M: M talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor's behavior and personal comments are way out of line.

Tutee N: N talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor's ability to explain the material is questionable.

Tutee O: O is a lot of fun to work with and you have several interests in common. The more time you spend with O, the more you realize that you are probably perfect for each other.

Tutee P: P is a good student overall and asks, "Is this going to be on the test?"

Tutee Q: Q is very happy with your help and says, "You're a great teacher!"

Tutee R: You have tutored R only once before. Today, R shows up with a graded copy of an old test and asks you to explain all of the wrong answers.

Tutees S & T: You are willing to tutor small groups of students, so you have scheduled to work with S & T every Monday and Thursday. By the seventh week, T understands the material much better than S and is starting to become impatient during the tutorials.

Tutees U & V: You are willing to tutor small groups of students, so you have scheduled to work with U & V every Monday and Thursday. They are roommates and friends, but V understands the material much better than U and is starting to do a lot of U's work.

Tutee W: W asked a lot of good questions during the session this morning. But now, looking back, you think you may have given W some misleading information.

Tutee X: Working with X all semester has been a pleasure, and now you're meeting for the last time. You're surprised when X hands you a gift.

Tutee Y: You've worked through your discomfort about Y's physical disability, but you still don't feel that you are able to help Y learn the material effectively.

Tutee Z: During your tutoring sessions, Z has a lot of trouble focusing. Because of your background as a peer counselor, you are fairly sure that Z has an increasingly serious drug problem.

Notes and Questions:

6. Utilize the Tutoring Cycle

As you are tutoring, you will need to use an 11 step process cycle for all tutoring situations where you can model problem solving and learning strategies. When you use your session plan this is where to find out what works and start to adjust and change your plan as needed.

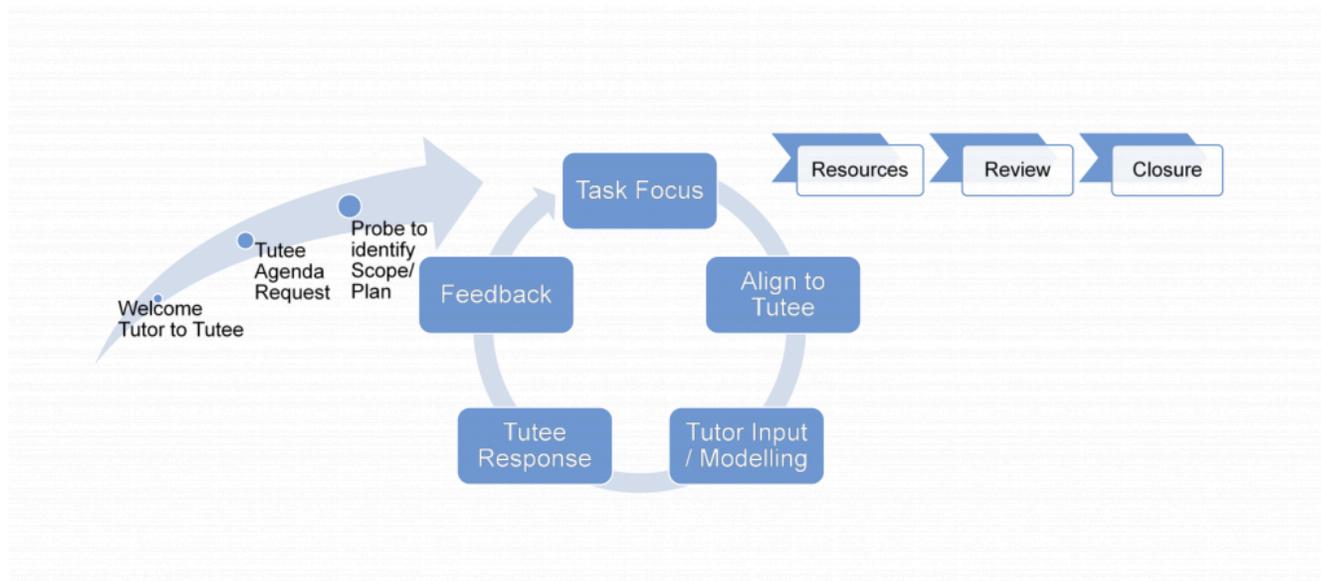


Image Credit: Peter Walsh, Lyn Benn & Alice Macpherson, 2019

1. Welcome – Tutor to Tutee

Your first interactions are critical to the success of the session. Be friendly and professional, maintaining eye contact and smiling as you introduce yourself and check about what name they would like to use. This is a time to check in on how they are doing and help them relax a bit. Rearrange the tables and chairs in your tutoring location as required for comfort – sit side-by-side (to the right of a right-handed person or to the left of a left-handed person). Remember to only touch their materials and text with permission. Explain what you can and cannot do:

“I can read your paper and give reader feedback, but I cannot correct it for you.”

“I can walk you through the main concepts of the material, but I cannot provide notes for you.”

2. Tutee Agenda Request

Ask the tutee what they want to focus on, and allow them to be in charge of the session direction. This includes their descriptions of the content area, problems encountered, or desired result they hope to achieve. This will assure the tutee that you are planning to address their needs and keep them connected to the content (“hooked”)

3. Probe to Identify Session Scope and Plan

You want to build positive anticipation by identifying their current level of knowledge that fits to their request. Some of your questions may include:

“What would you like to work on today?”

“What is the place in your subject that you are comfortable with and where does it seem confusing?”

“You said you needed help with math; what specifically would you like to work on now?”

Request to see the assignment (or syllabus) from the instructor and their current text materials so that you can identify what is required. If this does not clarify the task, ask to see the tutee’s discussion and lecture notes to get a

better idea of the requirements of the course. You may need to explain what is realistically possible in the time that you have allotted for the session.

4. Focus on an Achievable Objective

Laying out the task as small steps to reach an achievable learning objective/outcome may ease your tutee's anxiety about the work. You are working to help the tutee become an independent learner and identify the way you break things down to help them build their own incremental framework for learning. You might start with their main concerns about the material and build from there. If the material is very technical, your task steps can follow the organization of the problem at hand. For case studies, you may start with the underlying principles. In all cases, identify what the tutee can already do, then break out the next steps.

5. Align (and Realign) to Meet Tutee Needs

Ensure that both you and the tutee are clear on the plan to move forward to use your time efficiently. Follow the tutee priorities as much as possible. As the tutor you may see a need to accomplish some earlier steps to allow for full understanding of the materials and then reach the desired outcome. Explain this need so the tutee can see why it is important to their learning goal. Have the tutee write out this agenda in point form to keep things clear. If the tutee does not, then the tutor should and give it to the tutee.

6. Tutor Input and Modelling

Effective tutoring involves an exchange of information. The tutor will explain concepts to the tutee and then will, in turn, listen carefully as the tutee explains their understanding. You may show the tutee how to do the problem; do not do it for them. The source of information is the course materials rather than your understanding of them. Both the tutee and you will ask questions and refer to texts, articles, and other resources for correct answers. This will take the largest part of the tutoring session time.

7. Tutee Response

You want to help them discover insights into learning and learning processes. This will require that you, as the tutor, help the tutee learn how to approach the type of task with which they are having problems, including talking about the different steps involved to analyze or solve the problem. This can lead to the tutee being more receptive to learning because the timing is right for their next learning step. You will also promote independence by showing the tutee how to use textbooks and other appropriate resources.

When the tutee explains the material in their own words as they understand it, this process transfers newly learned information from their short term to long term memory. This needs to be a full summary from the tutee and not just a statement that they understand the material. This process often produces an "Aha moment" when the tutee gets the concept and has the satisfaction of really knowing the process to arrive at the end product. This is also a time to identify their readiness to move to a new concept area. Be flexible as you proceed and ensure that you keep a focus on the session learning objective.

8. Tutor Feedback

This is the place to reinforce tutee learning from the task, give support for their ability to analyze the material, and to use processes that are required by the assignment. As they achieve small successes, support them by acknowledging this and then refocussing on the next step. Link any supportive feedback to specific tutee accomplishments and the reaching of a specific criterion. Convey the positive value of the accomplishment and attribute their success to their efforts. Explain that future success will follow practice effort and encourage the tutee to do so. If there is a need to realign tutee understanding to the materials, the tutor will give specific and constructive feedback to guide the tutee to a correct interpretation.

Note: Steps 4, 5, 6, 7, 8 are recursive and may happen several times during a tutoring session until the overall objective is met or the time for the session has ended.

9. Resources

As the session is winding down, ensure that any resources available through the Learning Centre and beyond have been made available. This may include but is not limited to:

- Learning Aids,

- Text materials,
- Graphic materials including diagram produced during the session,
- Online references.

10. Review

Have the tutee summarize how the learning process has unfolded to move their understanding into long term memory. This allows them to internalize the methods by which they can approach other, similar situations. This is also a time to summarize the steps that they have progressed through to solve the problem or decipher the materials.

Be cautious about trying to evaluate their products or telling them that it is either good or not adequate. That will be something that their instructor will do when they mark it and you do not want to give them false expectations of the strength of weakness of what they have produced.

11. Closure

Always reinforce connection between current content and future content. This is the point to ask about what the work that the tutee will do to prepare for their next steps. The tutor now provides a task / activity to reinforce proficiency.

This is also the time to determine if another session is necessary. Same time every week? Just before exams? Need a different tutor? Set the date, time, and place for the next appointment to make it easy for the tutee.

Thank your tutee for their attention and wish them well.

Document the session

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

Notes and Questions:

7. Plan Tutor Sessions

Discuss Benefits of Session Planning

A session plan is a map that will guide you and your tutee through each session. If you are not sure how you will get somewhere you will waste time and energy. Even experienced tutors can get lost in exercises and activities if they do not have a clear picture of where these will lead. It is important to take the time to plan with a student how to use their tutoring session efficiently. Creating a session plan will allow you to determine a holistic approach that supports the learner and their learning needs. Your job is to take what a student wants to be able to do (their overall goal) and choose a session objective and then implement a course of action. This is the basics of session planning.

Set Learning Objectives with Tutees

1. Approach the student in a friendly yet professional manner.
What is your subject? What are you most interested in learning?"
2. Discuss student's perception of the academic challenge.
What do you understand so far? Where does it become difficult? Let's talk about how to do..."
3. Agree on desired outcome of tutoring
"What is your learning goal? Overall? For this session?"
Have a look at study skills as necessary

Use an Anticipatory Set

This activity serves to put the tutee into a receptive frame of mind. Question to find out where the tutee's greatest interest in the content matter lies. It should include what the learner already knows; review of other work that may relate to this new activity. The tutor will identify how this activity will help the tutee reach goals.

Jot down a few questions and resources that you might use to assess interest and connect with a subject.

Questions you might ask

Resources you might use

Give Input

The peer tutor presents new information using specific materials related to the learning objective and focused on the necessary basic skills. Create an activity, pose questions, guide through problems or case studies and keep in mind the objective and the skills needed to reach that objective.

Model

The peer tutor shows the skill needed so that the tutee can then do it themselves. The tutee asks question and tries the skill. It is important that the skills ladder from the tutees current understanding of the materials. Be a good model of what it takes to be successful in the task.

Check for Understanding

The peer tutor checks that each step has been understood and determines whether or not students are making sense of the material as the material is being presented. This is done through the process of observation and then offering variations on the materials to see if the understanding can be transferred to a new situation.

Guided Practise

The peer tutor provides opportunity to practise what has been presented. Effectiveness of the learning activity is evaluated and adjusted. Consider how you can adjust it so that the tutee is successful. Take small steps.

Closure

The peer tutor brings the session to an appropriate conclusion with review and ensuring that the tutee has the main ideas. Summarizing learning will let the tutee see what they have gained and to also see what lies ahead.

Independent Practise

The peer tutor provides an activity that the tutee can apply on their own to reinforce proficiency related to the stated objective. This activity will help the tutee to consolidate their learning and extend it to the next objective.

Notes and Questions:

What is the value of:

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

Use a Model to Create Session Plans

Create a 30 minute tutoring session plan, using a topic in your subject area or discipline.

Planning (Hunter Model adapted from Madelaine Hunter, 1984)

1. Learning Objective – What the tutee will be able to do upon mastery of this activity.
2. Anticipatory Set – Puts the tutee into a receptive frame of mind and defines the Session Scope. 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. Modelling – 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 – Tutee responds to each step to show it 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 and necessary resources.
8. Independent Practise – Tutor provides a takeaway task / activity to reinforce proficiency related to the stated objective.

Implement your Plan (Simulation)

Get together with a partner and try out your session plan with one person as the tutor while the other is the tutee. Change roles.

Discuss what worked well and what you would change for next time. Make notes.

Notes and Questions:

How will you implement your Plan?

Document the Session

This may be called journaling, field notes, diary, logbooks, etc. You will 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. Decide how you will do this. It might be by using a notebook to record your plan (date, times, subject, goals, actions, etc.) and then making further notes about the session itself. Remember – Do not write in personal information as this could cause other ethical issues.

8. Communicate Effectively as a Tutor

Active Listening

Active Listening is listening to hear – with understanding – the intended ideas, information, and suggestions of others. The basic elements of communication (including a sender, a receiver, and feedback) are all present when listening. This is a key communication skill and promotes understanding among people. Active listeners attend to nonverbal, symbolic, and verbal messages. The challenge is to listen through our own assumptions, biases, judgments, and emotions and then to ask suitable questions to get more information. Use the following techniques.

Paraphrasing

Paraphrasing is restating the content of a message in your own words. Typically, it does not include feelings. This gives the speaker an opportunity to reflect on what they are communicating and to refine it if they like. When you get it right, the other person will say, “exactly!” or communicate in some other way that they feel understood. When you paraphrase what you have heard into your own words, you show your present understanding and thus enable the sender to address any clarification to the specific understanding or misunderstanding you have revealed.

Clarifying

Clarifying is reflecting on the broader context of what you understand the speaker to be saying and often comes in the form of a question. You can request the other to clarify by asking, “What do you mean by...?” This gives the speaker an opportunity to fill in any missing pieces to the interaction. The desired outcome is a clear understanding of the issue or issues chosen for attention. Clarifying is checking understanding of a message by asking to hear it again or asking for more information and details. In clarifying you help to spell out the communication of the speaker. This encourages both of you to consider the meaning and impact of words or actions. You are reflecting the intent of the verbal and/or nonverbal cues back to the speaker. Use clarifying when you want to understand what is being communicated in context.

Probing

Probing is a subset of clarifying. Probing is used to prompt a speaker to give more information or to explore a situation that is not clear to you as the listener. It creates a request to become more specific in situations that are often of an important, sensitive, or problematic in nature.

Perception Checking

A perception check occurs when you state what you perceive the other to be experiencing. A good perception check conveys this message – “I want to understand your feelings – is this (making a statement of his/her feelings) the way you feel about it?” A perception check is a way of verifying the accuracy of your interpretations. It includes a description of the information you received, your possible interpretations, and a request for confirmation. You may find that using it in non-class relationships is also useful!

Our perception of another person’s feelings can result more from what we are feeling, are afraid of, or are wishing for than from the other person’s words, tone, gestures, facial expression, etc. If we feel guilty, we may perceive others as angry or accusing toward us. Our inferences about other people’s feelings can be, and often are, inaccurate. Thus, it is important to check them out for good interpersonal communication.

Perception checking responses aim to:

- Convey that you want to understand the other as a person and to understand his or her feelings.
- Balance expressed needs, the assignment instruction criteria, and your perceptions of the learning needs.
- Help avoid actions that are based on false assumptions of what the other was experiencing.
- Help people to be more open to what you have to say.

Cautions

Regardless of which of the techniques you choose to use, you will need to listen not only for the words, but also for the feelings behind them. To truly comprehend the message a person is sending, you must try to understand the other person's frame of reference, even if you do not agree with it. Using this strategy is an important first step in creating understanding with others.

Non-verbal Communication

Nonverbal communication involves sending and receiving messages in a variety of ways without the use of words. It can be both intentional and unintentional and most people listeners are not conscious of what they are "saying". It can include:

- 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)

Nonverbal communication exists at the same time as language and it is emotional and reflect your mental state. Your nonverbal messages are largely happening at the subconscious level and can overwhelm your verbal messages if you are not careful. Your body's actions, consciously and unconsciously, affect those around you. Think about how you are affected when someone rolls their eyes when you speak, or sigh heavily. As a tutor you need to monitor both your verbal and nonverbal communication, to help your tutee.

Professionalism in Tutoring

All of these elements are the building blocks of your professionalism as a tutor. This professionalism starts with your approach to tutoring, the attitude you bring in and the ethical values that you uphold. Professional communication through your words and your nonverbal actions as you encourage your students builds your professionalism. Your presence and professionalism is more than the sum of these skills.

Notes and Questions:

9. Effective Feedback

Tutor feedback, whether written or spoken, is a guide about the progress of learning. Effective feedback must include:

- What is being done correctly and well.
- How it can be improved.
- What the next steps might be.

Receiving Feedback

If another person offers you feedback, it may sound like *criticism*. It may be that they intend to be positive but they may not know how to say something positively. It may also be that their self-esteem is low and they are being defensive or aggressive towards you. Most importantly, you may become defensive or aggressive if you see their feedback as critical or negative, **no matter what was meant**.

Attempt to suspend your reaction until you understand the information that is being given. Paraphrase what you hear. If it seems unclear, ask for clarification. Having it presented in other words or from another point of view may increase your understanding about what is being said.

Explore and discover the reasons for the comments.

- Is a change by you indicated?
- Is it an evaluation of the past or an indication for the future?

Think about and cope with your possible defensive reaction.

- Do you see wants as demands?
- Do you feel guilty or obligated?
- Are you hearing more than is being said?

Ideally, listen to his/her comments and find the positive side of them. Then, explain your position or point of view without feeling that you must justify yourself. Determine the importance of the message to you. You may choose not to change.

Any discussion will profit from more information. You can wall yourself away from information and change by being defensive. You may open new lines of communication by being open.

Giving Positive Feedback

It is easy to criticize and to think that we are helping a person deal with a situation. To give the right commentary, at the right time, to the right person, with the right reasons, in the right way, and to the right degree is **very difficult**.

You first need agreement to interact. If the other person is not ready to hear your comments, you set up a negative interaction that will cause them to block you and your opinions out. If you do not have permission to comment, you may be seen as aggressive and the other person may respond by being aggressive or defensive towards you.

Ask if the other person wants your feedback. If they say *no*, then you will have to discuss or problem-solve that before you say anything more, or you will say nothing at all.

Search out all the facts you can prior to giving your feedback. Ask the people involved about what they feel is happening and how they see the situation. This may solve or help to solve the problem.

Time the discussion so that you are all reasonably unstressed. Leave time so there is another chance to talk before a parting of ways. This will help to avoid or clear misunderstanding or confusion.

Be Positive. Try to begin and end your feedback with comments about what is working, correct, or right about the situation. No matter how *bad* you perceive things to be, there will be good points to comment on.

Avoid using absolutes or negative words, words like *always* or *never* or *don't*. Each situation tends to be many shades

of grey rather than black and white. Actions taken are seen by each person in the light of his/her own experiences and perceptions. Use alternative positive words and phrases. Avoid comparing the person involved to other people in other situations. The *where*, *when*, *what*, and *who* of each situation are different. Comparisons tend to produce resentment and frustration.

Be Specific in your description of the problem. Avoid vague or misleading statements. If attitude seems to be a problem, show specific instances and then take one point at a time so as not to overload or overwhelm the other person. Make sure that it is something that can be changed.

When you tell someone that you feel they could improve or change, then also make suggestions on how you think they might go about making those changes, and what behaviour would be observed if the changes were made. Be prepared for no change.

Feedback can be Positive if it:

- is offered at the right time and place,
- is offered with comments on good points as well as possible changes,
- is connected to facts and not rumours,
- is directed to behaviour that can be changed,
- is specific and one point at a time, and
- gives information and possible solutions to change the situation.

You will not use all of these items in all circumstances, but all of them can be used in some situations.

Effective Feedback Activity:

List phrases you could use in your tutoring: Link praise to specific learner accomplishments.

Be sincere.

Identify when the learner has met a specific criterion.

Convey to the learner the value of the accomplishment.

Attribute the success to the learner's effort.

All this implies future success for continued effort and encourages the learner to perform the task because of intrinsic enjoyment.

10. Reflect on Tutoring Processes

Understanding Self

Your own self-awareness allows you to identify your own needs, interests, values, strengths, and limitations. The communication skills in this section are the basis for your development of the ability to express your needs, wants, and rights in a positive assertive manner (self-advocacy) and to have the confidence in yourself to do so appropriately (self-efficacy). As you learn to self-assess your performance and adjust your learning and goals appropriately, you improve your performance and increase your success. This self-autonomy, personal attitudes, and abilities on your part translate into the tutoring skills needed to assist your tutee to become an independent and self-actualized learner. You lead the way through your modelling of good practices in communication and learning. This whole process is the practise of meta-cognition which is 'thinking about your thinking'.

Reflective Tutor Journal Entries

Engaging in the process of reflecting on session process is part of understanding yourself. It is also part of your growth and development as a tutor and an expectation of the job. You will be completing a reflective journal, either in hard copy or on-line to do this. Consider these questions after each session and pick one or two to write about.

- Was I prepared for my session?
- How do we work alongside the tutee?
- What questions need to be asked?
- Was my tutee on task?
- Did my tutee understand the information?
- Did I encourage my tutee?
- How do we build tutee confidence?
- How do we build on the learning that occurs in a tutoring session?
- Was the session successful?
- What could I have done to make this session more effective?

Notes and Questions:

II. Use Critical Questioning

Critical Thinking in Tutoring

Critical thinking is the process we use to reflect on, access and judge the assumptions underlying our own and others ideas and actions. This often 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).

Why Do Tutors need to be Critical Thinkers?

In courses with large amounts of content, there is a real risk that students memorize information without genuine comprehension. This surface learning often disappears soon after the test has been written. Application, analysis, evaluation, and creation are often referred to as higher level thinking or Critical Thinking. This type of thinking is the key to deep learning where you develop knowledge, skills, and an academic mindset so that you learn more efficiently. You will acquire and retain more academic knowledge and will be able to use the materials throughout your University and professional career.

How do Tutors Use Critical Thinking Skills?

A deep learning approach to tutoring includes:

- writing study questions;
- coaching the tutee to figure out the answers before looking them up;
- breaking down complex processes step-by-step;
- closing notes and answering questions to see how much is remembered.

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!

Discuss Why Questions are used in Tutoring

When a tutor questions a tutee, they are doing so to find out the level of the tutee’s understanding and to identify the next learning goal that needs to be met. It is important for the Tutor to use the right questions to find out what the Tutee knows.

Although there are numerous ways to categorize learning, the taxonomy developed by Benjamin Bloom and colleagues (later revised by David Krathwohl and colleagues) for cognitive knowledge or domain is widely used in education. This cognitive taxonomy can help tutors with:

- setting learning objectives and goals
- selecting tutoring strategies
- formulating questions to use in tutoring sessions
- assessing if the learning goals have been met.

Notes and Questions:

12. Define Bloom's Taxonomy

The categories in the cognitive taxonomy (Krathwohl, 2002, p. 215, Table 3) include:

1. remember (knowledge recall) – retrieving relevant knowledge from long-term memory
2. understand (comprehension) – interpreting the meaning of information; being able to “translate” knowledge into one’s own words; linking new information to what you already know
3. apply – using what you know to do required tasks
4. analyze – taking things apart; dissecting; asking “why?”; seeing relationships and how things work
5. evaluate – appraising, judging and critiquing the outcomes of any of the other levels
6. create (synthesis) – putting things together; building on what you know to create something new; seeing new relationships or making new connections.

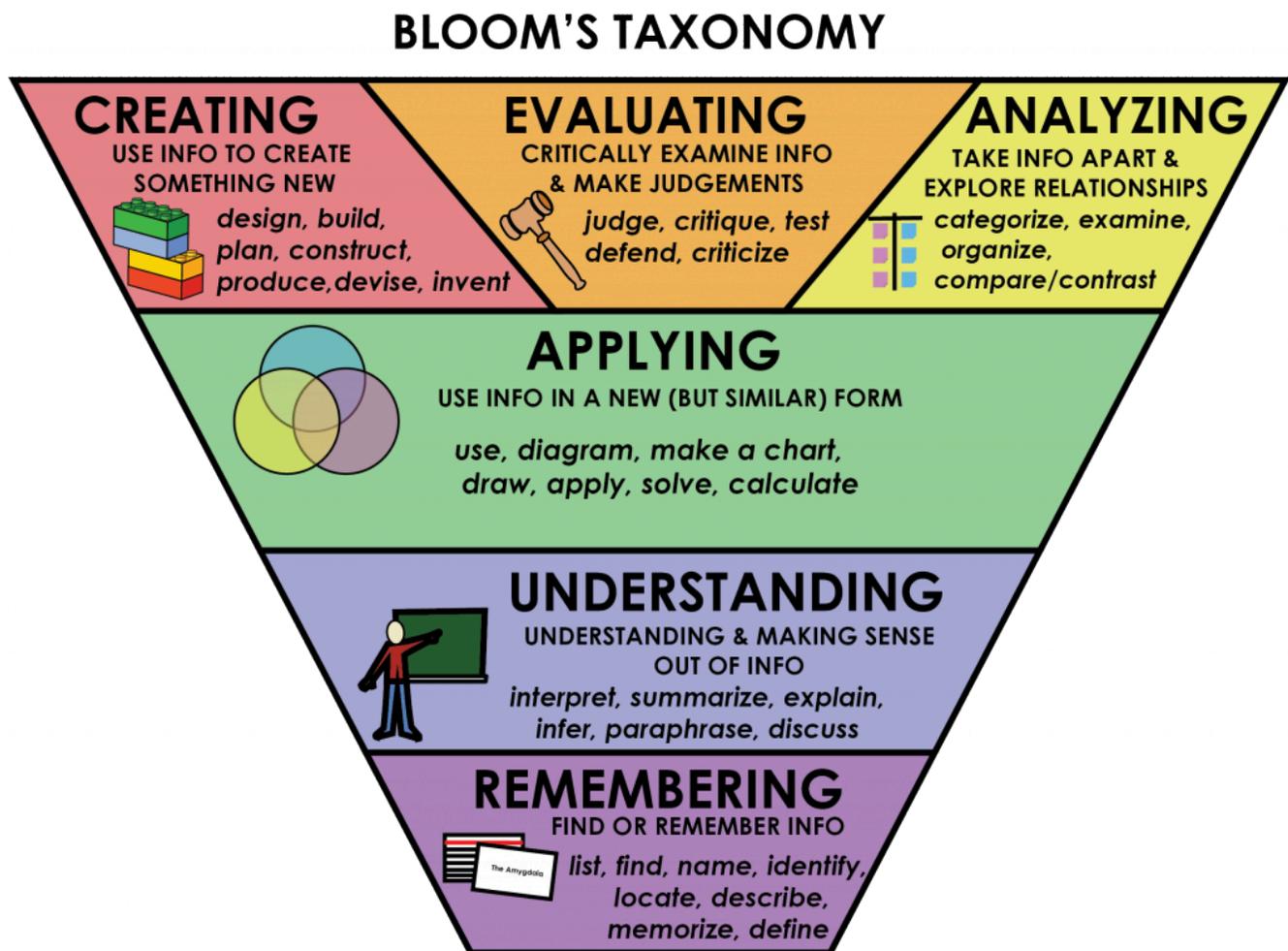


Image Credit: Rawia Inaim

Create Questions for Tutoring Using Bloom's Cognitive Taxonomy

If your tutee doesn't know the technical language of the subject and what it means, it will be difficult for them to apply, evaluate, analyze, or be creative.

Pick a subject area in which you are qualified to tutor. For each level of Bloom's Taxonomy listed in the worksheet on the next page.

Develop a questions (or activity) for the student to complete that would show you whether or not your tutee understands the material at that level.

Then, working in pairs and using the worksheet, explain the questions at each level of Bloom's taxonomy for this subject area that you tutor.

Describe how your questions would allow you to assess how much your tutee knew and what level they were on.

Questioning Activity:

Level	Question/Activity
Remembering	Remembering and Recalling information.
Understanding	Understanding Explaining ideas or concepts.
Applying	Applying information in a familiar situation
Analyzing	Analyzing by breaking information into parts to explore relationships.
Evaluating	Justifying a decision or course of action.
Creating	Generating new ideas, products, or ways of viewing things

Notes and Questions:

Consider and then outline how you will use effective questioning at the right level in your planning for tutoring sessions. Build it into your plan right from the start.

13. Use Referrals When You Need Assistance

Consider a situation in tutoring when you might run into a problem that is beyond the scope of your background as a tutor. What potential student issues are of concern to you? These might include:

- Personal Issues
- Developmental Issues
- Relationship Issues
- Family Issues

Finding the right help for your tutee is a special skill that you are developing as a tutor.

Referring Learners to other Professionals

KPU has many other trained professionals who are available to help learners. Have a look at our **University Resources** below for more details about other learner support services in the university.

University Resources

Sometimes, learners need help with things that the Learning Centres are not equipped to deal with, such as personal problems or financial problems. Tutors are not usually qualified to help with such matters. Also, it's not part of the job. In cases like these, it is useful to be familiar with other University resources that may be of help to a learner. This section discusses some of the resources we most commonly refer learners to. If you feel a referral might be a good idea but you are unsure, consult with your supervisor or make an appointment for the learner with a faculty Learning Strategist in the Learning Centre.

Instructors

Although we are qualified to help learners with academic matters, there are some instances when it's necessary to refer the learner back to his instructor. For example, it's not uncommon for a learner with an essay to need further clarification on the assignment instructions. In a case like this, it is often better to send him back to the instructor for specific details. Tutors can sometimes only guess what the teacher wants; we cannot be completely sure. Another example is when a learner is concerned about feedback from an instructor on a particular assignment. We can discuss the feedback with learners and perhaps clarify comments, but if either you or the learner is unsure about the meaning of the comments or about how to rectify mistakes, the instructor should be asked. Again, you can only speculate what teachers mean. You can't always be certain.

Sometimes learners are hesitant about approaching their instructors. In some cultures, learners never speak to teachers outside the classroom and never question their comments. At KPU, it is part of an instructor's job to talk to learners outside class, and most successful learners take advantage of that. Make sure learners know that it's their right to visit instructors during office hours and discuss any problems or concerns.

Academic Advising

Academic Advisors are available to provide and explain educational and occupational information to students engaged in weighing career alternatives. Advisors are also available to guide students in selecting and planning effective programs

of study through individual consultation and group course planning sessions. For general information please visit: <http://www.kpu.ca/advising>

Student Enrolment Services (SES)

SES provides day-to-day, student-centred services related to the areas of admission, registration, student records, and graduation, providing counter service, including cashiering functions, on all four campuses. In addition to providing one-on-one assistance in-person at the front counters, the SES team provides telephone and email support to students. <http://www.kpu.ca/ses>

Librarians

Often, learners need books and other sources that are not available at the Learning Centres. For instance, if someone is doing a research paper, he will need to find specific books, journal articles, and statistics that can only be found in the library. However, some learners are not familiar with the organization of the library, or how to make use of its many resources. In cases like this, librarians can be very helpful. They can give information and instructions on using the online catalog, the Internet, and journal abstracts. They are friendly and willing to help, especially if learners come to them with specific questions. <http://www.kpu.ca/library>

Kwantlen Student Association (KSA)

If students have questions about the Multipass/Upass or student clubs or student medical and dental plan, they can contact the KSA. There are also KSA member discounts and the chance to be involved in student government. The KSA also offers assistance around financial troubles and with attaining healthy food. The KSA have offices and representatives on all campuses and can be contacted through: <http://kusa.ca/services>

The Gathering Place

Located at the east end Surrey Main, the Gathering Place was created by renovating existing classroom space, a hallway and two offices. A private entrance now opens onto a forest, the central courtyard and pond. The goal of the facility is to create an inviting gathering place for all students: a space that supports the social and educational activities associated with attending KPU in an environment that recognizes the important contribution of the Kwantlen, Semiahmoo, Tsawwassen, Qay'Qayt, Katzie, and all other Indigenous Nations. <http://www.kpu.ca/indigenous/gathering-place>

Counsellors

Some learners may be dealing with problems that are non-academic. Usually it's fine to take a few minutes at the beginning or end of a session and discuss these things – everyone needs someone to talk to. However, if it seems like the learner is overwhelmed by a problem and needs further assistance, it's best to refer him to the Counselling Department, which is available to all students. Professional counsellors can help learners with career, personal, educational or financial issues. Let learners know that these services exist and if necessary, accompany them to make an appointment. They can be emailed at: counsellor@kpu.ca for general questions about their services. You can also book an appointment with a counsellor at: <http://www.kpu.ca/counselling> or by calling:

Surrey 604 599 2044	Richmond 604 599 2600
Langley 604 599 3213	Cloverdale / KPU Tech 604 598 6044

Other Services for Student Support

KPU offers a number of other services to promote student success, including:

Assessment & Testing	Career Services
Co-operative Education	Orientation & Transitions
Policies	Accessibility Services
Sport & Recreation	Student Awards and Financial Assistance
Student Email	Student Rights and Responsibilities
Volunteer Services	Learning Centres & Tutoring

For more information please visit: <http://www.kpu.ca/current-students/support>

Referral Activity:

- In what situations should you refer the learner to:
 1. The course instructor
 2. Learning Centre faculty
 3. A Librarian
 4. A Counsellor
 5. An Academic Advisor
 6. The Kwantlen Student Association
 7. The Gathering Place
 8. Student Enrolment Services

- If a learner is drastically failing a course and we're getting near the last day to withdraw from a course, what should you do?

14. Identify When to Stop the Tutoring Process

There is a time to be a Peer Tutor and a time to stop the peer tutoring process. The first and most obvious place to stop is when the situation and/or the semester is over. This is the time to bid farewell and then both you and the tutee move on to other endeavours.

When tutee issues arise during the natural course of tutoring you have a number of resources to use as referrals. When this has been done and there are still issues, this may lead to a change or ending the tutoring process. They 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.

Tutors are human as well and may have an issue that will lead to the end of the process:

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

Overall, when a peer tutor and the tutee are too far apart in their approach, they may be unable to adapt to each other.

In all of these situations, you have support from the Learning Centre Coordinators and the Learning Strategists to discuss and explore options for change.

Tutoring Issues Activity:

Pick one Tutee and one Tutor issue and write a short paragraph on:

- what you imagine could happen in each case and
- how you would end the tutoring process.

Tutee Issue

Tutor Issue

15. Tutoring Certification Process and Requirements

The KPU Learning Centre's uses a detailed and in depth tutor training program to accredit our tutors. The purpose of the KPU program is twofold. First, it provides recognition and positive reinforcement for tutors' successful work. Second, the KPU tutor certification process sets a rigorous standard of skills and training for tutors. We currently have external accreditation from the Educational Developers Caucus (EDC) of the Society for Teaching and Learning in Higher Education (STLHE). We are working with other Canadian organizations in anticipation of a Canadian Tutor Standard. As a result, when you work at the Learning Centre, you will earn this certification.

There are three levels of certification:

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

All tutors who work at the Learning Centre are required to complete one Level each semester that they work until they have finished all 3 levels.

Level One Requirements for certification include:

- Complete the Level I tutor training and development program with the additional 6 hours of integration exercises and debriefing.
- Attend tutor meetings as required.
- Write personal reflective journal entries and reflection on tutoring skills and tutor training.
- Receive feedback from Tutees.
- Participate in Moodle activities and discussions.
- Satisfactorily demonstrate your tutoring skills while being observed by a faculty member.
- Debrief with Faculty Observer.
- Coaching with a Learning Strategist in the Learning Centre.
- Tutor a minimum of 25 hours at Level I - use the tracking sheets provided by your supervisor for yourself. Our Tutor Appointment system will be used to validate your contact tutoring hours.
- Meet with you coordinator at least once a month to discuss how you are doing with your tutoring and your tutees, as well as review your progress through the online materials.
- Complete the self-evaluation form and attend the final appraisal meeting.
- Tutor performance appraisal by Learning Centre Coordinator and Tutor Supervisor to review the semester and identify next steps.

Your completion of these elements will be guided by your coordinator and supported by the Learning Strategists and other faculty members. We wish you all success in your tutoring career.

Continue your Tutor Training

This concludes the Essential Fundamentals section of the KPU Level One Tutor Training program. You will continue your training under the guidance of your Learning Centre Coordinator, Learning Strategists, and faculty mentors. Good Luck in all your Tutoring activities.

Notes and Questions:

PART II
INTEGRATION EXERCISES (6 HOURS)

16. Integration Learning Objectives

Congratulations on finishing your first six hour Tutor Training! You now have a good foundation in essential tutoring concepts and situations that you may encounter as a new Tutor.

You began with your application and interview to become a Tutor at KPU'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 Learning Centre Coordinator, other members of the Learning Centre Team, and your Faculty mentor.

Integration Learning Objectives

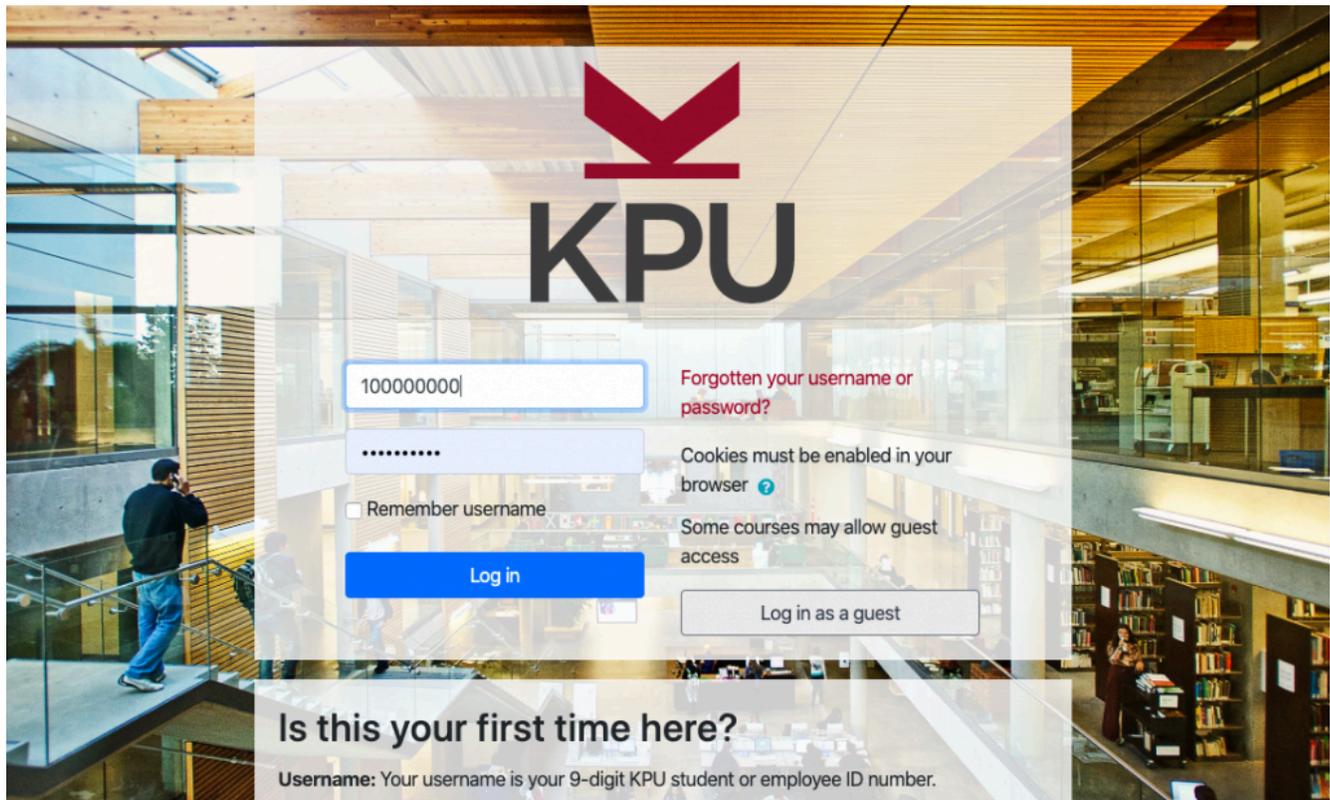
- Follow Learning Centres Procedures (including Begin Tutor Certification Process)
- Complete LASSI (study skills for success) and Debrief with a Learning Strategist
- Create Reflective Journal Entries on Tutoring Practices
- Integrate Adult Learning Basics into Tutoring
- Discuss Issues of Copyright (including Fair Dealing)
- Practise Academic Integrity
- Set a Professional and Welcoming Environment
- Shadow Tutoring Sessions
- Plan Sessions and Document the Tutor Processes
- Complete a Synchronous Online Tutoring Practice Session
- Self-Evaluate, Receive Tutee and Other Feedback, Create Tutoring Goals

17. 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 regularly to complete your integration exercises.

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

You will see the following screen:



Log in with your KPU student number and password. On your courses dashboard, you will see a Tutor Training course. Enter the course to connect with your training team and complete the integration exercises.

18. Follow Learning Centres Procedures (including begin Tutor Certification Process)

Refer to Learning Centre Procedures in the Peer Tutor Handbook that you will receive from the Learning Centre Coordinator on your campus. This information will also include where to find:

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

Our Roles

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

Our Rules

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

Our Ethics

- Confidentiality: We never discuss our students with anyone except for other Learning Centre staff. Any discussion of a student with other staff is of a strictly professional nature.
- We always assist every student to the best of our ability. We need to pace ourselves so that we have enough energy to give each student their full appointment time and to do our best at each session. This is an important reason for booking appointments that are 30 minutes long.
- We help students do their work but we don't do students' work for them. By ensuring that they do their own work, we do not put ourselves, the student, or the Learning Centre at risk of charges of plagiarism.
- We make every effort to help students become independent learners. We do not want to foster dependence in our students.
- We do our best to model learning strategies. If we do not know the answer to a student's question, we admit it and model ways to find the answer.
- We treat students as the mature, capable adults they are.
- We never criticize a student's instructor.
- We never predict grades for a student. Predicting grades puts our own credibility at risk because we have no way to know the grading criteria used by an instructor.
- We continually seek to improve our tutoring skills by: 1) reflecting on our own tutoring experiences; 2) using available time to increase our familiarity with Centre resources; 3) attending tutor training meetings; and 4) observing and being observed by other tutors and faculty.

KPU Tutor Certification

We offer the KPU tutor training program with three levels of certification:

- Essentials (Level I)
- Intermediate (Level II)
- Advanced (Level III)

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

- Complete the Level I tutor training and development program with the additional 6 hours of integration exercises and debriefing.
- Attend tutor meetings as required.
- Write reflective journal entries for activities and then once a month for your tutoring.
- Participate in Moodle activities and discussions.
- Satisfactorily demonstrate your tutoring skills while being observed by a faculty member.
- Meet with your supervisor once a month to discuss how you are doing with your tutoring and your tutees, as well as review your progress through the online materials.
- Tutor a minimum of 25 hours at Level I – use the tracking sheets provided by your supervisor for yourself. Our Tutor Appointment system will be used to validate your contact tutoring hours.
- You will also be asked to fill in a feedback form about your training and progress
- Attend an end of semester meeting to wrap up your semester of tutoring and identify next steps.
- Complete the self-evaluation form and attend the final appraisal meeting.

The Fundamentals six hour training and the activities that you will complete during the first week or two of the semester are key parts of the Level I tutor training requirements.

You can earn Level II and Level III certification in later semesters if you do the work that is part of each of those levels.

19. Complete LASSI (and Debrief with a Learning Strategist)

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

Overview of LASSI

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

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

Authors

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

The Skill Component of Strategic Learning

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

The Will Component of Strategic Learning

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

The Self-regulation Component of Strategic Learning

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

The LASSI can be used as:

- A basis for improving all learner's learning and study strategies;
- A diagnostic measure to help identify areas in which learners could benefit most from educational interventions;

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

How to complete the LASSI

Ask your Learning Centre Coordinator for a copy of the Learning and Study Strategies Inventory (LASSI).

Complete the Learning and Study Strategies Inventory (LASSI), including listing your scores for each scale. Don't forget to plot your scores.

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

Reflective Journal Entry

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

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

20. Create Reflective Journal Entries on Tutoring Practices

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

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

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

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

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

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

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

ii) When should you do your journal writing?

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

iv) When should you submit your first journal?

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

Reflective Journal Topics

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

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

2I. Integrate Adult Learning Basics into Tutoring

Compare Pedagogy and Andragogy

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

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

Adult learners:

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

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

Good Practices in Tutoring

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

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

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

1. Good Practice Encourages Tutee-Tutor Contact

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

Implementation Ideas:

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

2. Good Practice Encourages Cooperation

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

Implementation Ideas:

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

3. Good Practice Encourages Active Learning

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

Implementation Ideas:

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

4. Good Practice Gives Prompt Feedback

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

Implementation Ideas:

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

5. Good Practice Emphasizes Time on Task

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

Implementation Ideas:

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

6. Good Practice Communicates High Expectations and Provides Appropriate Support

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

Implementation Ideas:

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

7. Good Practice Respects Diverse Talents and Ways of Learning

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

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

Implementation Ideas:

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

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

Reflective Journal Entry

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

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

22. Discuss Copyright Issues

Copyright Basics

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

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

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

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

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

Fair Dealing

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

Fair Dealing Guidelines

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

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

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

Under Fair Dealing you can:

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

Under Exceptions in the Copyright Act you can:

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

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

Online Activities:

1. A) Read this page about Copyright in Canada and at KPU
<https://libguides.kpu.ca/copyright/students>
2. B) View the PowerPoint Presentation: [Copyright, What's New, What's Not](#)
3. C) Complete this Quiz: [Copyright quiz](#) – you can redo it until you get them all right.
(if the quiz page comes up blank, save the file and reopen with a pdf reader such as Adobe)

Copyright References

Wanda Noel & Jordan Snel, Barristers and Solicitors. Copyright Matters! (2012). Council of Ministers of Education, Canada. Web. 24 Apr. 2013.

Jay Makarenko. Copyright Law in Canada: An Introduction to the Canadian Copyright Act (2009). Retrieved from <http://mapleleafweb.com/features/copyright-law-canada-introduction-canadian-copyright-act>

Copyright and You. KPU Polytechnic University Library. (2019). <https://libguides.kpu.ca/copyright>

23. Practise Academic Integrity

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

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

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

What does it mean to be a person of integrity?

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

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

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

At KPU, the same high standards of academic integrity that are central to all research and scholarship are expected from students in their coursework. Any form of cheating is a serious offense that comes with disciplinary consequences. KPU's Policy ST2, <https://www.kpu.ca/sites/default/files/Policies/ST2%20Student%20Academic%20Integrity%20Procedure.pdf> offers the following definition of cheating and plagiarism:

“an act of deception by which a Student misrepresents that he/she or others have mastered information for an Academic Assessment that the Student or others have not mastered, including but not limited to:

1. exchanging information with another person during an examination or using unauthorized material during or relating to an examination;
2. submitting an Academic Assessment containing a reference to a source which does not exist;
3. submitting all or part of any Academic Assessment as the Student's own which has been co-authored without first obtaining a University Official's approval;
4. submitting all or part of the same Academic Assessment more than once, or in more than one course without first obtaining a University Official's approval;
5. purchasing or otherwise obtaining work prepared by another person and submitting all or a portion of the work as

- the Student's own;
6. using any unauthorized device or aid in the preparation of or completion of an Academic Assessment; and/or
 7. making unacknowledged use of someone else's words, ideas or data regardless of source (texts, internet, etc.).
- Academic Assessments that include the words, ideas or data of others must cite the source of that information using complete, accurate and specific references.

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

Academic Consequences of Plagiarism

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

Avoiding Plagiarism – Quick Tips

Quoting

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

Paraphrasing and Summarizing

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

Citing

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

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

This tutorial should be viewable on **most newer** devices, including PCs, Macs, tablets and smartphones. Should you have issues accessing or viewing it on your own device, please come to the library to take the tutorial on a library computer.

24. Set a Professional and Welcoming Environment

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

Setting the Environment Activity

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

Do

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

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

Avoid

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

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

Case Studies

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

Time Management

A tutor named Amanda came in to work. She met with her first student right at 9:00 as scheduled. She worked with the student on a paper that was due the next day. She took her time, trying to help the student understand the problems and how to avoid them himself next time. The student was very keen to work all the way through the paper. Amanda

wanted to help him out so she worked right up until 10:00 but didn't finish the last 2 pages of the paper. She had another appointment, so she said she needed to end the session, but the student was really anxious. He wanted to know if she thought he'd get a passing grade on the paper. She said she thought so. Then she had to do record keeping and make the student another appointment, so by the time she was ready for her next student, it was almost 10:10.

Give examples of both Ethical Behaviours and Unethical Behaviours:

How would you handle this type of situation? Explain.

- 1.
- 2.
- 3.

Confidentiality

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

Give examples of both Ethical Behaviours and Unethical Behaviours:

How would you handle this type of situation? Explain.

- 1.
- 2.
- 3.

25. Shadow Tutoring Sessions

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

1) **Schedule the shadow session:** Review tutor schedule and find a time when an experienced tutor is booked for an appointment. Check with your faculty Learning Strategist and Learning Centre Coordinator to help book a shadowing.

2) **Prepare for the shadow session:** To prepare for each observation, you first need to read the appropriate material and questions that will show you what to look for in each observation. See:

Shadow 1, The Parts of the Tutoring Cycle and **Shadow 2, Communication Skills** on the next page to find the instructions for this preparation reading.

3) **Wait for permission to attend:** At the time scheduled for shadowing, wait for the tutor to ask permission from the student for the session. If the tutee does not agree, you'll have to find another time to shadow. However, usually tutees are fine about being observed if they understand the purpose of the session for the tutor trainee.

4) **Meet the tutee:** If the tutee gives permission, the tutor will let you know and you should come over to the table and sit across from where the tutor and tutee are working. The tutor will introduce you to the tutee.

5) **Watch** the tutoring, but don't participate in the session. Bring a pad of paper and take notes based on the questions that you will need to answer for each session.

6) After the session, **answer the assigned questions.**

26. Shadow 1: Tutoring Cycle in a Tutoring Session

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

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

Welcome – Tutor to Tutee – What did the tutor do to set the tutee at ease?

Tutee Agenda Request – How did the tutor identify the tutee's needs and allow them to be in charge of the session?

Probe to identify Scope / Plan – How did the tutor probe the tutee's level of understanding and create a manageable agenda?

Focus on an Achievable Objective – In what ways did the tutor reduce the task into an achievable objective with manageable steps? Did they check in with the tutee and get their agreement?

Align (and Realign) to meet tutee needs – What ways did the tutor use questioning to understand the tutee's approach to learning?

Tutor Input and Modelling – Describe the exchange of information and how the tutor modelled the content materials.

Tutee Response – How did the tutor check for tutee understanding? What questions did the tutor use to help the tutee summarize?

Tutor Feedback – How did the tutor respond to the tutee to give constructive and specific feedback?

Resources – What resources did the tutor provide, refer to or create for this session? How did the tutor direct the tutee to future content? Did they provide an activity to reinforce proficiency?

Review – Did the tutor direct the tutee to look at the underlying process and the progress that the tutee has made? Document comments that the tutor used to confirm the tutee’s learning and convey the positive value of this learning.

Closure – Was another session suggested and planned? How did the tutor maintain the professionalism during the session and then wrap it up?

Debrief with Your Trainer

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

27. Shadow 2: Communication Skills in the Tutoring Session

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

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

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

Debrief with Your Trainer

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

28. Plan Sessions and Document the Tutor Processes

Using the materials from this manual:

- Create two Session Plans with the template on page 16

- In your plan, incorporate Critical Questioning on pages 27 – 29

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

After each tutoring session that you do, you will also record notes of the session as stated on page 19 in your workbook. In various disciplines this may be called journaling, field notes, diary, logbooks, etc. What is important is that you document what happened so that when you meet with the tutee next, you can refer to your notes and pick up from where you left off. Discuss this process with your LCC or Learning Strategist. Use a notebook to document your session plan, including the date, times, subject, goals, actions, etc. Do not write in personal information such as phone or student numbers that might breach confidentiality. We may ask you to make short notes in our online tutoring platform so we can also identify student needs more readily in our statistical analysis process for the Learning Centres.

29. Self Evaluation, Tutee and Other Feedback, and Certification

The Tutor Appraisal and Certification process will be initiated with your Learning Strategist and Supervisor and will use the following elements:

- Self-Evaluation Form for Level I (following pages)
- Feedback on Tutoring from Tutees
- Observation of Tutoring by Learning Strategist
- Learning Centre Tutor Appraisal with Learning Strategist and Supervisor
- Completion of your Tutor Training Process Log

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

Please Note:

Your Tutor Training Process Log will be used to certify that you have completed the requirements for this level of tutor training. Please keep this document in a safe place that you can readily access as it will be used to verify your progress and level of competence as a tutor.

30. Learning Centre Tutor Self-Evaluation

The first page of this form help you keep a record of your tutor training activities as you work towards Level 1 certification. Update this record every week to track your tutor training activities.

The last page, which you will fill in during the last full week of the semester, asks you to reflect on your experiences.

Email this completed form to your Learning Centre Coordinator during the last week of the semester before the exam period.

Tutor Name:	
Semester/Year:	

Identify **the dates** that you submitted each of the Tutor Training Integration Activities Modules.

Module	Date	Module	Date
Completed Basic Tutor Training – 6 hr		Followed Learning Centres Procedures	
Began Tutor Certification Process		Discussed Issues of Copyright (including Fair Dealing)	
Completed LASSI (study skills for success) and Debrief with a Learning Strategist		Set a Professional and Welcoming Environment	
Created Reflective Journal Entries on Tutoring Practices		Shadowed Tutoring Sessions	
Integrated Adult Learning Basics into Tutoring		Planned Sessions and Document the Tutor Processes	
Completed Self Evaluation, Received Tutee and Other Feedback, Created Tutoring Goals			

Tutoring Experience

Record the number of hours of actual tutoring you do each week. Do not include meeting time or time spent on Moodle.

Reflection on Tutoring Skills

1. What skills or courses have you mainly tutored this semester?
2. How would you describe your attendance and punctuality to work shifts, to individual tutoring sessions and to meetings? (circle)

Excellent	Adequate	Needs Work
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3. What are your strengths as a tutor?
4. a) In what areas would you like to strengthen your tutoring skills?

4 b) What would help you to strengthen your skills in these areas. Include suggestions about what you can do and what faculty might help you with (e.g. topics for tutor meetings).

Reflection on Tutor Training

1. What aspects of tutor training did you find most useful? Please comment on **why** you think they were useful.
2. What aspects of tutor training did you find least useful? Please comment on **why** you think they were not useful.

3. Other comments you would like to make about the Learning Centre or about the job of peer tutoring.

4. What suggestions can you make for topics for future tutor training / meetings?

Tutor Signature:

Date:

Faculty Observations:

Faculty Signature:

Date:

3I. KPU Peer Tutor Level 1 Development Log

Peer Tutor: _____ Primary Campus: _____
 Reporting to Learning Centre Coordinator (Name): _____
 Content Area(s) Tutored: _____
 Content Area Faculty Mentor: _____
 Semester/Year (e.g. Summer 2019): _____
 Training LS: _____ Supervising LCC: _____
Verify these items with your Learning Centre Coordinator (LCC):

Activity	Due Date	Completed	Signed by LCC
Complete all Level I Fundamental Training pre-session and session exercises.	Prior to first tutoring shift		
Complete an orientation to the Learning Centres services, resources and procedures.	Prior to first tutoring shift		
Complete training on and use tutor appointment system for creating a complete tutor profile, scheduling, and documenting information about each appointment	Prior to first tutoring shift		
Complete peer tutoring shadowing #1 and #2. Complete workbook "Shadowing Tutoring" exercises in the training manual. Debrief with your LCC.	By Second week of training		
Prepare and show 2 session plans and resources for 2 of your first tutoring sessions	First week of tutoring		
Review tutee feedback from a minimum of 6-8 tutees (provided by your LCC)	Week 7 of tutoring		
Complete a self-evaluation of your tutoring to contribute to summative evaluation.	Prior to the end of the semester		
Complete active tutoring (25 hours). Attended Tutoring Hours_____	As scheduled		

Notes and questions

Schedule and complete these items with your Learning Strategist cohort trainer:

Activity	Due Date	Completed	Signed by LS
Arrange for your cohort Learning Strategist (LS) to observe a tutoring session and then provide you with a debriefing session OR you will record a video of a session (with permission from your tutee) in preparation for debriefing with your cohort LS.	First 1-2 weeks of tutoring		
Complete the LASSI and debrief this with your Learning Strategist and/or cohort.	Second cohort meeting		

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

Activity	Due Date	Completed	Signed by Mentor
Ask one of your current or past instructors to mentor you in your content area as it relates to your professional development.	First 2 weeks of tutoring		
In preparation for Session 1 with your mentor, Complete pages 3-6 in your Mentoring Workbook and share the Mentoring booklet for faculty with your mentor.	Early and mid-term		
Session 1. Discuss Mentoring Workbook and Form the Mentoring Agreement. Complete Planning and Reflections Sheets	Early and mid-term	1.	
Arrange and attend meetings (group or individual) with your faculty mentor (meetings can be scheduled more frequently as desired by either or both parties). Session 2 Topic _____ Session 3 Topic _____	Early and mid-term	2. 3.	

Notes and questions

Complete these Reflective Practice items as scheduled below. Reflective practice will be discussed in cohort meetings, and completion of reflective practice requirements will be confirmed by your LCC.

Activity – Reflective Practice	Due Date	Completed	Signed by LCC or LS
Write your first two reflective journals according to the direction given in your Foundation training session.	Second week		
Write an additional 2-3 journals and bring to the next cohort meeting. Identify areas in which you are doing well and review ways in which you would like to improve.	Before week 5		
Meet with your LCC or a LS to review tutoring materials you are using or that you have created.	Weeks 5-6 of tutoring		
Arrange a time for the final discussion of your reflective journals (minimum of 6 journals total).	Week 8 of tutoring		
Self-Evaluation completion. Identify your tutoring strengths and review your professional growth as a tutor. Evaluate the effectiveness of your plans.	Prior to the end of the semester		
Book and attend a summative appraisal meeting to discuss you Learning Centre tutor Self Evaluation.	Prior to the end of the semester		

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:

Number of attended tutoring hours:

Date completed:

Learning Centre Coordinator name:

Signature:

32. Photo, Video, and Digital Media Release Form Individual Version

Photo, Video, and Digital Media Release Form: Individual Version

[Download and sign the release form here](#)

Please send all SIGNED waiver forms scanned via email to marketing@kpu.ca or to Marketing Services, Surrey Campus via intercampus mail.

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