

Adrian College



Tutor Training Manual and Resource Guide

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Tutor Training

Resources to Guide the Tutoring Process

Peer Tutoring Ethics

Please initial each segment to show your acceptance.

_____ Protection of the privacy of student data is essential and required by law (FERPA – Federal Educational Rights and Privacy Act- Federal Law 20USC 1232g; Reg. 34 CFR part 99). Information of a personal and/or academic nature is not to be discussed outside of Academic Services and only with individuals directly involved in the student’s academic progress. When in doubt, say NOTHING until you ask for clarification.

_____ Be professional when dealing with students or staff. Prepare for your tutoring sessions and use your tutoring time effectively.

_____ Your purpose is to help the student be successful. Never criticize or pass judgment on the student, a professor or an assignment.

_____ Be reliable. Set up structured tutoring sessions and attend them regularly and punctually.

_____ Be humble. Do not brag about your grades, your abilities or the number of students you tutor. Recognize that everyone has different strengths.

_____ Maintain your integrity. Do not do the student’s work for them for compensation or any other reason.

_____ If you feel your efforts are not helping the student, notify the Academic Support Specialist or the Director of Academic Services.

_____ Deal honestly with the student and with Academic Services. Accurately report your hours and your effectiveness.

I have read and initialed the above statements regarding Peer Tutoring Ethics. I agree to abide by them for the duration of my time employed as a tutor through the Department of Academic Services.

Name-_____

Date-_____

Academic Services Tutoring Guidelines

Tutors should conduct themselves as professional representatives of Academic Services and Adrian College, even when they are not tutoring.

Tutors must uphold the guidelines regarding privacy and confidentiality of student information and maintain peer tutoring ethics.

Tutors must be recommended by the professor of the class for which they are tutoring. All tutors must be trained by the Academic Support Specialist or other staff in Academic Services before beginning to tutor.

Students can receive no more than two hours of tutoring each week per course. Exceptions, under special circumstances, may be made upon recommendation of faculty or Director of Academic Services.

All tutoring must be conducted in Academic Services or in the library between the hours of 8:00 am and 10:00 pm. Both tutor and student should sign in at the desk when they arrive.

Tutoring cannot be conducted during times when either the student or the tutor is to be in class, has practice, or is to be at a work-study job.

Tutors must complete the Verification of Service Form for each session, including student signature, and turn it in to Academic Services with their time sheet in order to receive compensation. Hours on verification sheet must match those on time sheet.

Tutors will only be paid for time spent tutoring the student. Tutors will not be paid for preparation time or time spent in class.

Time slips and verification forms should be turned into Academic Services by Wednesday at 2:00 p.m. Tutors are paid every two weeks.

Tutors should be aware of other services offered through Academic Services and the college (Math Lab, Writing Center, advising, counseling, etc.) and should refer students when necessary.

Drop-in tutoring sessions will be held in assigned rooms. Students must sign the Verification of Service forms each time they attend.

Drop-in sessions that are frequently unattended will be discontinued.

Students not in EXCEL must use drop-in tutoring when available.

All concerns and questions regarding tutoring services are to be reported to the Academic Support Specialist or the Director of Academic Services.

Tutor Job Description

It is the goal of the tutor to assist students in developing the skills necessary to master academic subject matter and to become independent learners.

Specific tutor responsibilities include –

- Responding to tutor inquiries in a timely manner.
- Scheduling subsequent tutoring sessions in conjunction with the student.
- Recording student-tutor contacts on the time sheet and the Verification form.
- Requiring the student to sign the Verification form each time tutoring takes place.
- Reporting accurately all hours worked on the time sheet.
- Participating in the initial Peer Tutoring training session.
- Maintaining the confidential relationship between student and tutor.
- Being punctual, accurate and effective while tutoring.

Student Responsibilities

It is the goal of the student being tutored to participate actively in the tutoring sessions and to develop the skills necessary to master academic subject matter and become an independent learner.

Specific student responsibilities include-

- Bringing all necessary materials (textbook, notes, syllabus) to the tutoring session.
- Scheduling the first tutoring session in a timely manner.
- Attending tutoring sessions regularly and punctually. Inform tutors of absences or tardiness.
- Creating specific, realistic goals to be accomplished during the tutoring process.
- Being motivated to do well and accomplish goals.
- Engaging fully in the tutoring sessions; asking questions, describing problems, giving honest responses and feedback.
- Attending class regularly and completing all assignments.
- Accepting constructive criticism and feedback designed to help you succeed.

Tutoring Benefits

For Students:

- Improvement in deficiency area.
- Strengthened skills and academic performance.
- One-to-one learning environment that facilitates growth.
- Enhanced self-esteem and self-confidence.

For Tutors:

- Develop skills in teaching, communication and motivation.
- Increased understanding of the subject matter.
- Awareness of learning styles.
- Enhancement of self-confidence, self-esteem and personal satisfaction from helping others become successful.

Conducting Effective Tutoring Sessions

Things to consider before you begin your first tutoring session-

- **Good communication** – eye contact, positive body language, clear and uncomplicated verbal language, clarifying statements.
- **Positive responses** – encouraging success even if it is a small step, avoiding derogatory remarks.
- **Assessment** – determining the student’s attitude and past performance in the subject area.
- **Starting out on the right foot** – connect with the student to put them at ease, learn something about them, and be clear on names.
- **Teaching methods** – consider how you can cover the material in different ways to increase understanding.
- **Expectations** – be realistic about what will be accomplished. Do not judge your value on the success of the student.

Beginning the tutoring session

- Introduce yourself and ask your student about him/herself.
- Explain the processes involved in tutoring: signing in and out, completing the verification form, maintaining confidentiality, materials to bring, and the importance of meeting regularly and promptly.
- Listen attentively to what the student has to say. You may learn information about issues that are affecting the student’s academic performance (i.e. missed classes, sports, inadequate sleep).

- Empathize briefly then move the conversation (gently) to tutoring in the subject area. If there are serious problems, refer the student to campus resources that can meet his/her needs.
- Ask how the student feels about the course/subject matter. What do they feel makes it difficult?
- Determine what the student already knows about the subject matter. Start at a place where they have a good grasp of the material and progress from there.
- Avoid becoming judgmental. Do not judge the professor, the assignment, the quality of the student's work or the decisions made by the student. Never indicate the grade you believe an assignment should receive.
- Respect privacy. Do not talk about professors, other tutors or students by name. This will reassure the student that you can be trusted to be confidential when not with him/her.
- Be sensitive to personal and cultural differences.

During the tutoring session

- Use methods that complement the methods used in class but are not exactly the same.
- Never do the student's work for them. Have them hold the pencil, work the calculator, run the computer, etc.
- If you provide the student with an answer to a problem, check to make sure they understand how you got it.
- Be creative and imaginative. If the student isn't learning the way you teach, then teach the way they learn.

- Develop a general process for each session. Going over homework assignments, re-checking tests, taking notes, reading for comprehension, organizing information, reviewing study sheets or creating study materials like flashcards or mnemonic devices could all be part of your routine.
- Make use of class notes and textbooks and refer students to these resources to find examples, explanations, etc.
- Encourage the student whenever possible. Even if they are making only small improvements, recognize the progress they have made.
- Share the study methods that work for you. Be open and honest about the time and persistence necessary to do well in school. Recognize that what works for you may or may not work for the student.

Ending the tutoring session

- Review what was covered in the session. If possible, let the student summarize. This will give you a clearer idea of what they got out of the session.
- Ask if the session was helpful and what methods worked most effectively. Their feedback will help you plan for future sessions.
- Discuss upcoming quizzes, tests, papers, projects, etc... Help the student to plan ahead so they are prepared.
- Ask the student what they need to do for this class between now and the next tutoring session. If appropriate, assign homework to be done before the next session.
- Make the next appointment and set goals for the upcoming session.
- Remind the student of other options available to them between now and the next session such as the math lab, writing center, drop-in tutoring options or

meeting with their professor during office hours.

- End on a positive note, assure the student that you believe in their ability to succeed and that they are making progress.
- Keep accurate records of when and how long you met, what information you covered and what the plans are for the next session. Make sure the student signs the verification sheet and signs out of the library or Academic Services.

Tutoring Methods

Techniques to engage learners-

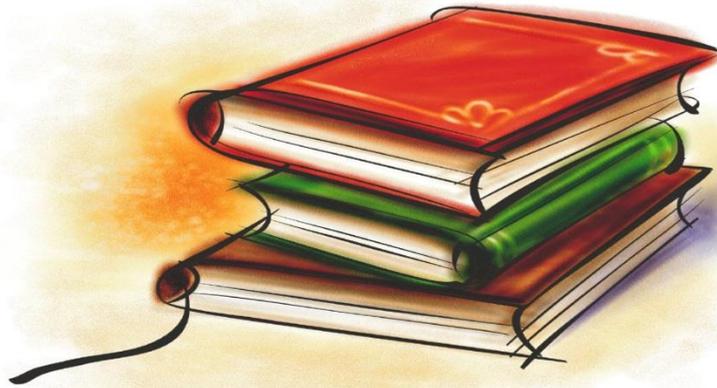
- **Problem solving** – academic reasoning problems can be solved through careful, persistent analysis.
 - A. Find a point in the problem “where some sense can be made.”
 - B. Break the problem into small sequential steps.
 - C. Follow a written description or diagram to see the steps in order.
 - D. Ask yourself questions about the process to clarify the steps.
- **Recall** – memorizing names, dates, places; labeling diagrams or drawings.
 - A. Create flashcards or matching activities to quiz yourself or others.
 - B. Create a mnemonic device to remember a list of items, use letters, numbers or rhymes to make associations.
 - C. Color code diagrams to increase recall. Put like things in the same color.
 - D. Group information – for example, list five components of this and two examples for each one. Increase the complexity as you become comfortable with the material.
- **Conceptualizing** – learning meanings of words, understanding relationships, classifying, categorizing.

- A. Clearly define the word /concept using understandable vocabulary.
 - B. Use the word /concept in a sentence or two.
 - C. Give multiple examples.
 - D. Visually arrange information using pictures or words and aligning them to show commonalities (i.e. Venn diagrams, dichotomous keys, mapping).
- **Questioning and Using Resources** – refer to the textbook and notes to find answers to questions.

Tutoring Tips

- Understand your learning style and recognize that your student may learn in the same way or in a very different way.
- Relate to your student as an equal and view the relationship as a partnership. Avoid a patronizing tone and/or assuming the role of a professor or parent.
- Understand that mutual trust takes time to develop. Be patient and flexible in your sessions.
- Be aware of your student's reading and writing abilities. Do not assume that the student understands the basics of the subject being studied.
- Avoid lowering standards based on the assumption that the student won't reach them.
- Avoid introducing too many new concepts at once. Be sure of their understanding before moving to something new.
- Deal honestly with feelings, situations and misunderstandings. If you don't know an answer to a question, admit it and then find it as soon as possible.

- Recognize your own fears and limitations in the tutoring process.
- Be creative and innovative in your tutoring methods. Avoid lecturing and involve your students in their thinking and learning as often as possible.
- Set both short and long-term goals for your tutoring.
- Incorporate the student's interests into examples and discussion.
- Be yourself. Do not alter your behavior to gain acceptance from your student. Do not use your student as an audience for opinions, experiences or personal plans.
- Recognize that the student may feel uncomfortable or anxious due to cultural or language differences, or because of past failures or difficulties.
- The student may come to the session with many strengths but also fears and doubts. Do not minimize the student's anxieties but help them realize that this is a fresh start.
- Take advantage of additional services available through Academic Services such as techniques to work with disabled learners, test anxiety resources and additional tutoring options.
- Be alert for opportunities for positive reinforcement.
- Be aware of the student's level of self-confidence. Fear and insecurity are often manifested as boredom, sarcasm, indifference or even misplaced over-confidence.
- Students may be receiving assistance in their academic endeavors for the first time. They may show great improvement if the right motivation and a supportive environment is provided.



Innovative Tutoring Suggestions

Your tutoring methods should complement the class format but go beyond “talking at the student” or lecturing. The following suggestions will allow for the students to take ownership of their learning. As often as possible, be a facilitator; have the student do the majority of the thinking, computing, talking and writing during each tutoring session.

- Ask open-ended questions that require thoughtful answers.
- Have the student read their paper or assignment aloud.
- Create a list of basic words and definitions in a course.
- Review old tests and focus on previous errors.
- Color-code diagrams, maps, schematic drawings or sentences.
- Demonstrate a process, experiment or method.
- Model how to read a textbook effectively (i.e. highlighting, scanning, re-reading).

- Work on listening and responding skills while discussing an assigned topic.
- Create 3-D models and identify each component.
- Write about what they are learning or how they learn most effectively.
- Talk through the process for solving a problem.
- Brainstorm new ideas or methods.
- Create a list of possible test questions and write responses.
- Practice research skills (finding accurate information, citing sources, etc...).

Leading a Group Tutoring Session

- Have everyone introduce themselves. Even if they are in class together, they may not know each other.
- Work with a manageable number of students. Four to six is ideal and allows everyone to participate. If your group is much larger, break them into sub-groups for the majority of the session and circulate between them.
- Get student input into the structure of the sessions. Involving them in the process will give them ownership and encourage their attendance.
- Encourage all the group members to actively participate. You should not be doing all of the talking. If students are asking you questions, turn them back to the group so others can provide the answers.
- If you have a quiet student, make a point of asking for his/her input. If you have an over-bearing student, speak with him/her separately and gently remind them to let others participate equally.
- Use a whiteboard or Smartboard, if one is available, to illustrate concepts or problems. Again, have the students work the problems whenever possible.

Psychological Aspects of Tutoring

Students coming for tutoring may display some of the following characteristics:

- Negative attitude and/or high frustration intolerance. *"I studied for this test all night and still failed it. I cannot do this work!"*
- Hopelessness and/or helplessness, uses excuses. *"I'm just too stupid, I'll never get this."*
- Passivity, non-involvement, low level of participation, boredom. *"What's the use, I really don't care anyway" or "Whatever."*
- Over-demanding or unrealistic expectations. *"I got A's in high school, I should be able to do this, nobody else has this much trouble."*
- Avoiding responsibility, making defensive statements. *"The professor asks too much and he/she doesn't like me anyway", they just don't like athletes, jocks, girls, guys..."*
- Confusion and disorientation. *"I don't know where to start; I'm not sure what to do."*

Your task is to help the student see solutions to get through his/her difficulties. Your goal is to encourage independent study skills while focusing on the positive qualities your student already has. Sometimes, reassurance that others have faced and overcome these problems might be all that is needed. Some techniques you can employ beyond simple reassurance include-

- Spend time building a relationship with the student. Students don't care what you know, until they know that you care.
- Explain the significance of active participation in the learning process.

- Give order and structure to the tutoring session. Be specific as to what is and isn't essential. Inform the student of their role in the session.
- Determine what the student knows and reinforce that s/he has some foundation in this subject.
- Involve the student consistently during the session with questions, problems and tasks.
- Reinforce all positive actions; bringing their textbook and notes, completing homework, passing a quiz, etc...
- Use mobilizing techniques – questions, problems to work on, basic tasks to be completed by the next session.
- If evasion continues, confront the student in a non-threatening way. Ask why s/he has come for tutoring and what s/he hopes to accomplish. Assure the student that you want to help them be successful, but that it will require effort on their part as well.
- Sometimes students will have problems beyond the scope of tutoring. Recognize when other services are needed and encourage the student to seek help. Share your concerns with someone in Academic Services.
- Be understanding, but pragmatic. Focus on the task at hand.
- Remember that you are a role model for your student.

Tutoring Scenarios

The following are some examples of possible scenarios that you might encounter. Each is phrased as a comment made to you by the student you are tutoring. Think about how you would respond to each one. Remember, your focus is to be a role model and to encourage independent learning and academic success.

- “I always got “A’s” in high school, so I know I should be getting “A’s” in college too.”
- “I never understand what we are supposed to be studying for the test. Last time I spent hours reading the textbook, but I still got a “D”. I can’t do any more than that”
- “This professor just has it out for me. No one in class likes him or understands what he wants anyway.”
- “I can’t believe she gave me a “C” on this exam. I answered all the questions in detail and everything. I think I deserve better than this. What would you have given me?”
- “I know you are not supposed to do my homework for me and that we are supposed to review the concepts instead of doing the assigned problems, but I am really short on time tonight and won’t be able to finish the work later. We can do it your way next time, but tonight, could we just go over the actual homework problems for our practice? I would really appreciate it.”
- “I have never been a good writer and I never will be.”
- “I wanted to show you this last test you helped me study for. I did so much better than last time. Thanks so much for your help.”



Creating Success

Resources for Tutors to Share with Students

Creating Success – Effective Communication Techniques

- Look at the speaker face to face, make eye contact frequently. Show interest in what the speaker is saying.
- Make a mental note of the idea, feeling, intent and perspective of what is being said. Put yourself in the speaker's point of view.
- Relate the message to what you already know about the speaker.
- Ask questions about what you don't understand.
- Tell the speaker when you've heard and understood the message.
- Rephrase the statement to ensure understanding by both parties.
- Use visual acknowledgements such as nodding, smiling or verbal responses (uh-huh, OK, go on, etc...) to encourage the speaker to continue.
- Use body language to encourage the speaker and make them comfortable such as leaning forward slightly and keeping your body open by not crossing your arms.
- When responding, eliminate unnecessary words from your communication. Make your point in a concise manner.
- When you disagree, do so in an appropriate manner. Be kind, acknowledge areas of agreement and explain the rationale for your opinion.

Creating Success – Positive Study Habits for Students

- Go to class regularly, even if attendance isn't taken. You cannot duplicate the classroom experience by reading over someone's notes.
- When you have a question, ask it. If you are not comfortable doing it during class, speak to the professor at the end of the class time or during office hours. Be sure you understand the answer.
- Take notes on the process your professor uses to solve problems so you have a guide for solving them on your own.
- Do your homework as soon after class as possible. The material will be fresh in your mind and you will have time to get assistance if you do not understand it.
- Create a study group with students in your class; you will learn more as you help others understand the concepts.
- Know when the professor has office hours and take advantage of them.
- If you are struggling with the course material, do not wait to get help. Go to the Math lab or Writing center, attend drop-in tutoring sessions or see about getting an individual tutor through Academic Services.
- Read the textbook regularly and actively. Use a highlighter or pencil to identify key points, work out the author's examples, re-read sections if necessary, and summarize each section in writing if possible.
- Review early and often. Do not wait until just before the test to study. You will retain more if you learn it over the length of the course.
- Correct tests after they are returned. Make sure you understand your errors.

- As you review, re-work past assignment problems, study definitions and terms. Test yourself.
- Use old tests and assignments to study for the exam.
- Keep up with your sleep; do not try to study when you are tired. You are better off sleeping and then studying when you are alert.
- Study for short periods of time, one to two hours. If you are struggling with a problem, stop working on it and return to it later.
- Have a set place and time for studying. It should be fairly quiet and well lit. Say “NO” to outside distractions during your studying time.
- Have a study partner for each class. Always get notes when illness prevents you from attending class.
- Keep resource materials near-by, calculator, dictionary, charts, flashcards, models or notebooks.
- Reward yourself when you have been diligent or mastered something new.
- Avoid poor study practices like missing class, procrastination, hurrying through assignments, poor planning, careless reading, excessive socializing and multi-tasking (doing homework while on-line with friends, watching TV, playing video games, etc...).

Creating Success – Reviewing Returned Tests

- Add up the points to be sure the total is correct. Even professors sometimes make miscalculations.
- Determine whether most of the questions on the test came from the textbook, lecture or handouts. Focus on that information in the future, but not to the exclusion of the other options.
- Highlight the questions you missed and determine the correct answers. Chances are you will see similar questions in the future.
- Look for a pattern in the questions you missed. Is there a rule, formula or concept you are misapplying? Review strategies for those types of questions.
- Review the professor's comments so you understand their expectations. This is especially important on essay tests.
- Notice any "tricky questions" the professor might use.
- Reviewing the information on the test helps put that knowledge back into long-term memory.
- Ask questions about the test to your study group, tutor or the professor while the material is still fresh in your mind.
- Review how you studied and prepared for the test. You may need to employ different strategies for the next one.

Creating Success – Overcoming Test Anxiety

Students might complain of “Test Anxiety” as a factor in their lack of success. Students need some anxiety to stay alert, overcome inertia and combat procrastination. True “test anxiety” has many physical symptoms including sweating, heart palpitations, nausea, discomfort, etc... If the problem is debilitating, students should see a mental health professional. The following suggestions may be helpful in combating mild cases of “test anxiety”.

- Breathe – Concentrate on your breath, making each one slow and even. This will help you avoid hyperventilating or holding your breath. This may be enough to calm you down and help you focus.
- Visualize – See your notes or study guides in your heads. Picture yourself answering each question correctly and completely.
- Relax your body – relieving physical tension can help you concentrate. Stretch your arms over your head; do a few neck, wrist or ankle rolls. Shut your eyes for a moment or look out the window to give your eyes a break.
- Read over the test – Note how many questions there are so you can estimate the time needed for each one and pace yourself accordingly. Scanning all the questions will give you an idea of what to expect and relieve the anxiety of not knowing.
- Stay hydrated – have a drink of water during the test to help you stay alert. Chewing gum or having a mint can also revive you and help you focus.
- Study thoroughly – often excessive anxiety is a result of not being as well prepared for the test as you should be.

Creating Success – Preparing for Exams

- **Start early**, preferably at the beginning of the course.
 - Make a set of study sheets for each class that summarize the reading, class notes and handouts for each section.
 - Organize each sheet with the same format, use bold print, underlining or highlighting to emphasize main points.
 - Read through your study guides three times each week. Don't try to memorize, just read them.
- **Two weeks before the exam**
 - Read the study sheets as usual, make any necessary adjustments.
 - Make sure you clearly understand the format of the exam.
 - Get enough sleep and exercise, this will help you stay mentally focused.
- **The day of the exam**
 - Get enough sleep the night before the exam. Get up early and allow plenty of time to get to the exam.
 - Eat a good breakfast including some protein, simple sugars and complex carbohydrates. This will help regulate your blood sugar and keep you alert during the exam.
 - If you usually have caffeine in the morning, then have your usual serving. If not, don't start now. Take cinnamon or peppermint candies along.

Creating Success – Taking Exams

- Get to the exam site early so you do not feel rushed.
- If you feel tense, take a deep breath and remember that you are prepared.
- Read the entire exam before you begin. Get a feel for the time you have to spend on each section. Notice if questions are weighted and plan to spend more time on higher valued questions.
- Keep your eye on the time. Avoid focusing on one question and running out of time for others.
- Multiple choice questions require careful reading. Read the question with each possible option. Eliminate the obvious wrong answers first, and then focus on the rest. Watch for key words like *always*, *all*, and *never*.
- After each half hour take a mini-break; relax, stretch or have a mint. Remind yourself that you know the material. Check your time.
- Use the entire exam period. No extra points are given for finishing first. If you are done, look over your answers; make sure you didn't miss any and that all your responses are clear. Be wary of changing answers unless you are sure. Often your first choice is the best.
- If you are taking an essay exam, begin by circling all of the verbs in the prompt. Be sure to do what each verb asks you to do. If the question is divided into parts, structure your answer that way as well. The professor should not have to hunt for your main points.
- Write a version of the classic five paragraph essay. Answer the overall question in the first paragraph, provide examples and proof in the next three paragraphs and summarize your ideas and restate the answer in the fifth paragraph.

- Use the writing process to help you focus; brainstorm, organize, outline, add supporting information and write. If there is time, revise and edit.
- Refer back to the original prompt frequently to be sure you are clearly answering the questions and not going off in a different direction.
- Re-read your essay carefully when you finish. It will help you catch any grammatical errors or inconsistencies in your writing.

Appendix

Sample Time Sheets and Verification Forms