

Tutor Training

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What is Tutoring?

- What do students want?
- What do students need?

What is tutoring?

- Your knowledge of the subject
- Your knowledge about tutoring
- Your interpersonal skills

Let's Assess Our Knowledge of Tutoring
Please see your handout.

What are the Goals of Tutoring?

Goals of Tutoring

- Promote independence in learning
- Personalize instruction
- Facilitate tutee insights into learning and learning processes
- Provide a student perspective on learning and school success
- Respect individual differences

Strive to be.....

An Inspired Tutor

- **I**ntelligent
- **N**urturant
- **S**ocratic
- **P**rogressive
- **I**ndirect
- **R**eflective
- **E**ncouraging

See Handout.....

An inquiry-based model:

Active Listening and the use of Powerful Questions

- **Active Listening**

“Active listening is listening at a deep level, without judgment, being attentive to what is being said and not being said, remembering what had been said before, noticing patterns, and then following your intuition before you speak. Active listening means you are fully present while your coachee is speaking. If your mind begins to drift, bring it back. Stay curious. *Listen.*”

- **Powerful Questions**

“When you listen actively, you will become curious about what you hear. Asking open-ended, thought-provoking, ‘powerful’ questions is an extremely effective practice to get your coachee curious too. Once you get in the habit of asking powerful questions in your conversations, you will be surprised by how much your coachee discovers.”

- Kleypas, Kathryn. (Jan. 2016). Retrieved from: <http://www.academiccoachingandwriting.org/academic-coaching/cc-blog/iii-listen-actively-and-ask-powerfulquestions>

The Opportunity Tutoring Presents

- Tutees are looking for content knowledge but also your advice on how to study and on which content to focus.
 - Can you offer guidance on how to set priorities and on how to choose points of focus?
 - **Tutoring is a great - maybe the best - opportunity to introduce and/or reinforce effective study strategies.**
 - **Tutoring can guide the way to more active study**

How Tutors can help encourage active study

- Help to make options for active study more realistic and practical
- Advice about resources to use - and how and when to use them
- Advice about time management - and how much time to devote to different activities, with the tutees strengths, learning style, and preferences in mind
- Advice about sources of questions and ways to self-test
- Provide opportunities for tutees to test and otherwise demonstrate learning... and identify areas to work on

Resources

- What resources do students need / use for these first courses?
- What resources might be best for tutoring sessions?
- Varieties of testing, quizzing that could be used? Problem set available, cases to investigate...
- MCQ sources? How best to prepare for assessments?

Tutor's Role vs. Tutor Cycle

- The *Tutor's Role* is about what a tutor *is*.
 - Peer facilitator in teaching and learning
 - Facilitator of tutee insights
 - Provider of student perspective
 - Provider of personalized instruction
 - Promoter of independent learning
 - Not the Professor
- The *Tutor Cycle* is about what a tutor *does*.
 - Facilitate the development of a tutor-student relationship
 - Set the climate for the session
 - Facilitate learning during the session
 - Provide structure for the session
 - Help plan upcoming work / study priorities

Strategies for Individual or Group Sessions

- Planned progression of activities
- Plan for how best to use time - mutually agreed upon
- Plan includes question-based, practice-based work
- Opportunities for all to participate - to ask and answer questions, to give and receive feedback based on efforts
- Strategies for how to address questions but stay on task
- Articulate plans for ongoing study in the week ahead
- Plans for next session

Three Categories of The Tutoring Cycle

THE 12 STEPS OF THE TUTOR CYCLE		
<u>BEGINNING STEPS</u>	<u>TASK STEPS</u>	<u>CLOSING STEPS</u>
<u>Step 1</u> Greeting and Climate Setting	<u>Step 5</u> Set the Agenda For The Session	<u>Step 9</u> Confirmation
<u>Step 2</u> Identification of Task	<u>Step 6</u> Addressing the Task	<u>Step 10</u> What Next?
<u>Step 3</u> Breaking the Task Into Parts	<u>Step 7</u> Tutee Summary of Content	<u>Step 11</u> Arranging and Planning the Next Session
<u>Step 4</u> Identification of Thought Processes Which Underlie Task	<u>Step 8</u> Tutee Summary of Underlying Process	<u>Step 12</u> Closing and Good-bye

Some Key Takeaways

- Communication
 - Create an appropriate and safe environment for practice
 - Ask, Listen, Elicit
- Planning
 - Share ideas before session, develop consensus about plans
 - Implement according to the plan
- Focus on Active Study - effortful, practice-based work and feedback
- Critical Reflection
 - Provide tutee an opportunity to express lessons and plans for ongoing work
 - Agree upon next steps

The Tutoring Cycle

- Step One: Greeting and Climate Setting
 - Greet tutee by name
 - Display friendliness (smiled, gestured, etc.)
 - Provide efficient seating arrangements

The Tutoring Cycle

- ▣ Step Two: Identification of Task
 - What does the tutee wish to work on?
 - Tutees should voluntarily state what is it they wish to work on.
 - *“What would you like to work on today?”*
 - Restatement -acknowledge request and then wait
 - Empathetic Statement -understand needs
 - In a Group Setting you may need to prioritize

The Tutoring Cycle

- ▣ Step Three: Breaking the Task into Parts
 - This may help the student feel less overwhelmed and is usually the best way to tackle a large problem
 - Example:
 - Tutee: “I need to understand mitosis.”
 - Tutor: “Let’s review how it is presented in the text and slides, diagram it, label the parts, and then test how well you remember it and can explain it.”

The Tutoring Cycle

- Step Four: Determining How to Approach the Task
(Identification of Thought and Learning Processes which Underlie the Task)
 - One of the MOST CRITICAL STEPS in tutoring, and yet usually the least practiced.
 - Help the tutee learn how to approach learning
 - Promote independence by showing tutee how to use textbook and other appropriate resources.

The Tutoring Cycle

- ▣ Step Five: Set the Agenda for the Session
 - Acknowledging what the task is
 - Allocating available time to the task.
 - Follow the agenda but be flexible
 - Involve the tutee in the agenda-making process; generally, the tutee should have an idea of his priorities

The Tutoring Cycle

▣ Step Six: Addressing the Task

- You can now address the content.
- Keep in mind that the source of the information is the course materials not your understanding of them.
- Help the tutee learn from the materials in order to promote independence.

The Tutoring Cycle

- ▣ Step Seven: Tutee Summary of Content
 - Light Bulb Effect or “fake” light bulb
 - Stay out of the way - let the student continue summarizing.
 - This summarizing process transfers this newly learned information from the student’s short term to long term memory.

The Tutoring Cycle

- ▣ Step Eight: Tutee Summary of Underlying Process
 - Where Step Seven summarized content, this step summarizes the learning process.
 - Your objective is to give the tutee an opportunity to explain the thought process he/she used, knowing that such an explanation helps move the understanding from short term to long term memory and also helps you and the tutee assess understanding.

The Tutoring Cycle

- Step Nine: Confirmation
 - Reinforce specific accomplishments
 - Thoughtful evaluation
 - Too much praise and a person receiving can be overwhelmed by it.
 - Similarly, any negative evaluations should be directed to the student's work or to the two of you, tutor and tutee, as a unit.

The Tutoring Cycle

- Step Ten: What Next?
 - “Well, where do you go from here in this class?”
 - “What will you do next and how will what we’ve done help you?”
 - Reinforce connection between current content and future content.

The Tutoring Cycle

- Step Eleven: Arranging and Planning the Next Session
 - This is the time to determine if another session is necessary. Same time every week? Just before exams? Need a different tutor?
 - Remember that the goal is to eventually become obsolete to your tutee.

The Tutoring Cycle

- Step Twelve: Closing and Goodbye
 - Be sincere
 - “Thanks for being so prepared.”
 - “I’m glad that this session was helpful to you.”

Common Concerns

- “I won’t have enough time to accomplish all of these steps in 30 minutes.”
 - In reality, many of these steps only take a few seconds.
- “I don’t know that I will be able to remember each of these steps.”
 - Tutoring is quite different than teaching; you may need to adjust your thinking at first but eventually this will seem like a very natural process.

Important University Resources

- Your Department - report inappropriate behavior or behavior that concerns you
- Security - (215) 955-8888 or 811
- Student Counseling Center - (215) 503-2817
- www.jefferson.edu/handbook
- www.jefferson.edu/titleix

Use available resources - across campus

- **Center City:**
 - Academic Support:
 - <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs.html>
 - Library:
 - <http://library.jefferson.edu/scott.cfm>
 - Student Personal Counseling Center:
 - <https://www.jefferson.edu/university/academic-affairs/counseling-center.html>
 - Office of Student Life and Engagement (events and student orgs):
 - <https://www.jefferson.edu/university/student-life-engagement.html.html>
 - Jefferson Wellness Tips:
 - <https://www.jefferson.edu/coronavirus/wellness-tips.html>
- Jefferson Division of Student Affairs Canvas page (with links to range of services)



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