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KPU Peer Tutor Trainer Handbook Level One

Alice Macpherson
Kwantlen Polytechnic University

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LEVEL ONE TUTOR TRAINING TRAINER HANDBOOK

The Learning Centres
at Kwantlen Polytechnic University



Level One Trainer Handbook for 6 Hour Basic Training

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Written and compiled by Alice Macpherson, PhD, 2016.
Reviewed by faculty and staff members of
The Learning Centres at Kwantlen Polytechnic University, Surrey, BC, Canada

Foreword

KPU Tutor Training is intended to meet the standards of CRLA, ATP, and NTA.

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

<http://www.myatp.org>

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

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

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

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

How to Use this Guide

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

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

Facilitation Principles

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

Continued Planning and Preparation

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

Equal Importance of Content and Process

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

Balance within the Process

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

Encourage Participation

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

Acknowledge Prior Learning

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

Flexible Times

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

Make Time for Issues

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

Trainer Responsibility

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

Level One 1 Day Tutor Training Schedule

Time & Presenter	Activity – Session 1	Resources – Slide Deck 1-1
15 minutes Trainers:	<p>Welcome – Level One</p> <p>Introduce presenters, agenda, and Tutor Training.</p> <ol style="list-style-type: none"> 1. Find someone you have not worked with and learn their Name, and a Hidden Attribute (that they are willing to share) that describes them or a characteristic that they have. 2. Introduce your partner. 	<p>Name tags and pens as needed</p> <p>Spare paper and pens</p> <p>Instructions on flip chart or board or slide.</p> <p>Slides 1-3</p> <p>KPU Basic Tutor Training Workbooks</p>
5 minutes	<p>Learning Centre Introduction</p> <p>Services available, including Peer Tutoring</p>	<p>Slides 4-6</p> <p>Workbook</p>
10 minutes	<p>Peer Tutoring Goals & Responsibilities</p> <ul style="list-style-type: none"> • Independence in learning • Personalized learning • Facilitating tutee insights • Student perspective • Respecting individual differences • Guidelines <p>Benefits for the Tutor</p>	<p>Slides 7-8</p> <p>Workbook – Goals of Tutoring (p.4-5)</p>
10 minutes	<p>Tutor Expectations</p> <p>Three Qualities that make a Good Tutor http://www.youtube.com/watch?v=cdcuDUFr15I Discussion/Brainstorm (or Think/Pair/Share)</p> <ol style="list-style-type: none"> 1. Experienced / confident 2. Enthusiastic 3. Perceptive / listen and deliver on time 	<p>Slides 9-11</p> <p>Video online</p> <p>Slide or Flip chart, pens</p> <p>Workbook – Expectations of Tutors (p. 6)</p>

KPU Peer Tutor Training Trainer Handbook – Level One

Time & Presenter	Activity – Session 1	Resources – Slide Deck 1-1
20 minutes	<p>Ethical Behaviour</p> <p>Tutor Code of Ethics (pick one, read aloud) (p.6)</p> <p>What would you do? Ethics (p.7)</p> <ul style="list-style-type: none"> • Work in pairs • Discuss and share insights on exercise questions 	<p>Slides 12</p> <p>Handout: Confidentiality Agreement</p> <p>Workbook pp. 7-8</p>
20 minutes	<p>Ethical Choices</p> <ul style="list-style-type: none"> • Work in small groups (3-4 individuals) • Select one exercise (p.9-13) • Discuss as a group: What would you do? • Report back to class (1 person from each group) (1 min) 	<p>Slides 13</p> <p>Workbook – (pp. 9-13)</p>
15 minutes	Break	
15 minutes	<p>Plan Tutor Sessions</p> <p>Hunter Planning Model</p> <p>Sample Session Plan</p> <p>Homework Assignment</p>	<p>Slides 14-18</p> <p>Workbook pp. 14-17</p>
20 minutes	<p>Tutoring Cycle</p> <p>MacDonald's elements and the 12 step tutoring cycle</p>	<p>Slides 19-22</p> <p>Workbook – Utilize the Tutoring Cycle (p. 18-20)</p>
10 minutes	<p>Document the Session</p> <p>How will you record your session results?</p>	<p>Slides 23</p> <p>Workbook – (p. 20)</p>
35 minutes	<p>Communicate Effectively as a Tutor</p> <p>Active Listening (p. 21)</p> <p>Non-verbal Communication (p.22)</p> <p>Professionalism in Tutoring (p. 22)</p>	<p>Slides 24-26</p> <p>Workbook p. 21-22</p>
5 minutes	Questions?	

End of the first half.

KPU Peer Tutor Training Trainer Handbook – Level One

Time & Presenter	Activity – Session 2	Resources – Slide Deck 1-2
15 minutes	Welcome – Session Two Debrief morning session and questions that arise.	Slides 1-2 KPU Basic Tutor Training Workbooks
15 minutes	Effective Feedback Receiving and Giving individuals popcorn up examples of each of the strategies (p.24)	Slide 3 Workbook p. 23-24
15 minutes	Managing Conflict Processes you will use when conflict arises	Slide 4 Workbook p. 25
15 minutes	Reflect on Tutoring Processes Understanding yourself Begin reflective journalling	Slide 5 Workbook p. 26
10 minutes	Use Critical Questioning Critical Thinking in Tutoring	Slide 6-7 Workbook p. 27-29
20 minutes	Bloom’s Taxonomy – current Exercise – Creating questions using Bloom's Taxonomy	Slides 8-11 Workbook p. 28-30
15 minutes	Break	
20 minutes	Use Referrals When You Need Assistance Who do you Call?	Slides 12-13 Workbook p. 31-33
15 minutes	When to Stop the Tutoring Process It is not always time for tutoring	Slide 14 Workbook p. 34
10 minutes	What is CRLA? Tutoring Certification Process & Requirements	Slide 15 Workbook p.35
15 minutes	Review of the Session Reference to tutoring location and online resources	Slides 16-17
15 minutes	Next Steps! Training continues online with the IAs and LSs and Online	Slide 18 Workbook p. 36-37

Welcome to Level One

Welcome to Tutor Training

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



Who are we?

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

10/8/2014



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



kpu.ca/learningcentres

Cloverdale 604.598.6062	tlccloverdale@kpu.ca
Richmond 604.599.3454	tlrichmond@kpu.ca
Langley 604.599-3444	tlclangley@kpu.ca
Surrey 604.599.2437	tlcsurrey@kpu.ca

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Tutoring in the Learning Centres

5 minutes	Learning Centre Introduction Services available, including Peer Tutoring	Slides 4-6 Workbook
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How The Learning Centres Help Students

Student

- Boost Camps
- One-to-one tutoring
- Small group tutoring
- Peer Assisted Study Sessions
- WriteAway
- Study & Learning Skills
- Writing Support
- Math, Stats and Science Support
- E&L study and review materials

kpu.ca KWANTLEN POLYTECHNIC UNIVERSITY

Define Peer Tutoring Goals and Responsibilities

Peer Tutor Goals & Responsibilities

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

10/8/2014 

Six Goals of Tutoring

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

10/8/2014 

10 minutes	<p>Peer Tutoring Goals and Responsibilities</p> <p>Tutoring is different from Teaching</p> <ul style="list-style-type: none"> • Independence in learning • Personalized learning • Facilitating tutee insights • Student perspective • Respecting individual differences • Guidelines <p>Benefits for the Tutor</p>	<p>Slides 7-8</p> <p>Workbook- Goals of Tutoring (p.3)</p>
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Discuss Expectations of Tutors

Peer Tutoring Qualities

Three Qualities that make a Good Tutor

<http://www.youtube.com/watch?v=cdcuDUFrI5I>

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

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

10/8/2014



Tutor Expectations

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

10/8/2014



<p>10 minutes</p>	<p>Tutor Expectations</p> <p>Three Qualities that make a Good Tutor http://www.youtube.com/watch?v=cdcuDUFrI5I Discussion/Brainstorm (or Think/Pair/Share)</p> <ol style="list-style-type: none"> 1. Experienced / confident 2. Enthusiastic 3. Perceptive / listen and deliver on time 	<p>Slides 9-10</p> <p>Video online</p> <p>Slide or Flip chart, pens</p> <p>Workbook – Expectations of Tutors (p. 6)</p>
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Behave Ethically When Tutoring

Tutor Ethics

“Ethics” is a standard of morals.

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

10/8/2014



Ethical Behaviour when Tutoring

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

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

- Individually fill in activity

Ethical Choices

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

Time: 10 minute in pairs

11/17/2015



<p>20 minutes</p>	<p>Ethical Behaviour</p> <p>Tutor Code of Ethics (pick one, read aloud) (p.7)</p> <p>What would you do? Ethics (p.8)</p> <ul style="list-style-type: none"> • Work in pairs • Discuss and share insights on exercise questions 	<p>Slides 12-13</p> <p>Handout: Confidentiality Agreement</p> <p>Workbook pp. 7-8</p>
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Tutoring Situations Where Ethical Choices are Made

Ethical Behaviour when Tutoring

CRLA/ATP Code of Ethics
(skim, pick one, read aloud) (p.7)

How will you do this? Ethics activity (p.8)

- Individually fill in activity

Ethical Choices

- Work in pairs and pick
- Discuss at least two of the situations (p.9-13)
- Report out a few of your ideas.

Time: 10 minute in pairs

10/8/2014



20 minutes	Ethical Choices <ul style="list-style-type: none">• Work in small groups (3-4 individuals)• Select one exercise (p.8-13)• Discuss as a group: What would you do?• Report back to class (1 person from each group) (1 min)	Slide 13 Workbook – (pp. 9-13)
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Planning Tutor Sessions

Session Planning Model

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

1. Learning Objective

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

2. Anticipatory Set

- Serves to put the tutee into a receptive frame of mind.
- Include what the learner already knows; review of other work that may relate to this new activity.
- How will this activity help him/her reach goals?

10/8/2014



Session Planning Model (cont'd)

3. Input

- Tutor presents new information, using specific materials related to objective and focusing on the necessary basic skills.

4. Modeling

- Tutor shows the skill needed so that the tutee can then do it himself.
- The tutee asks question and tries the skill.

5. Check for Understanding

- Tutor checks that each step has been understood.

10/8/2014



15 minutes	Plan Tutor Sessions Hunter Planning Model Sample Session Plan Homework Assignment	Slides 15-18 Workbook pp. 14- 17
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Session Planning Model (cont'd)

6. Guided Practise

- Tutor provides opportunity to practise what has been presented.
- Effectiveness of the learning activity is evaluated and adjusted.

7. Closure

- Tutor brings lesson to an appropriate conclusions with review and ensuring that the tutee has the main ideas.

8. Independent Practise

- Tutor provides an activity to reinforce proficiency related to the stated objective.

10/8/2014



Session Planning

What is the value of:

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

What will you do with your Plan?

10/8/2014



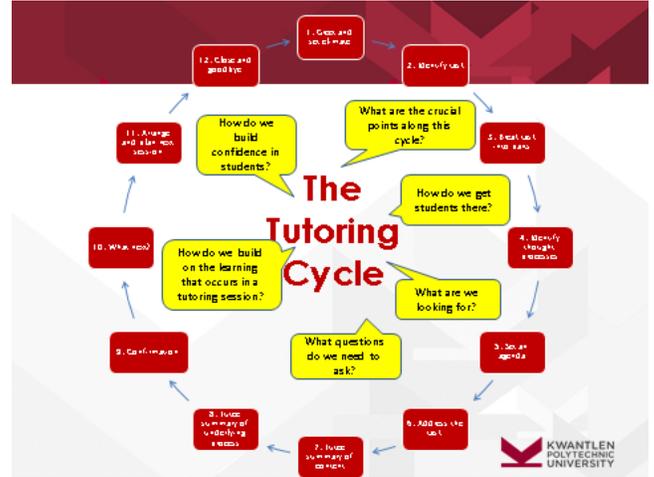
Tutoring Cycle

Exercising Your Lesson Plan

“How do I start the Lesson?”

- Even experienced tutors can get lost in exercises and activities and not have a clear picture of where these will lead.
- It can be difficult to take what a student wants to be able to do (goal) and decide upon a session objective and then a course of action.

10/8/2014



20 minutes	<p>Tutoring Cycle</p> <p>MacDonald’s elements and the 12 step tutoring cycle</p> <p>How will you use your session plan?</p>	<p>Slides 19-22</p> <p>Workbook – Utilize the Tutoring Cycle (p. 18-20)</p>
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Tutoring Cycle Checklist

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Greet and set climate 2. Identify task 3. Break task into parts 4. Identify thought processes 5. Set an agenda 6. Address the task | <ol style="list-style-type: none"> 7. Tutee summary of content 8. Tutee summary of underlying process 9. Confirmation 10. What next? 11. Arrange and plan next session 12. Close and goodbye |
|--|--|

10/8/2014



Tutor Cycle Questions

- What are the crucial points in this cycle?
- How do we work alongside the tutee?
- What are we looking for?
- What questions need to be asked?
- How do we build on the learning that occurs in a tutoring session?
- How do we build tutee confidence?

10/8/2014



Document the Session

Document the Session

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

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

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

Do not write in personal information.

10/9/2014



10 minutes	Document the Session How will you record your session results?	Slides 23 Workbook – (p. 20)
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Communicate Effectively as a Tutor

Tutoring as a Communication Process

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

10/9/2014



Communicate Effectively

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

10/9/2014



35 minutes	Communicate Effectively as a Tutor Active Listening (p. 21) Non-verbal Communication (p.22) Professionalism in Tutoring (p. 22)	Slides 24-26 Workbook p. 21-22
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Non-verbal Communication

You send and receive messages in a variety of ways:

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

How do You come across?

10/9/2014



Effective Feedback

Effective Feedback

Receiving Feedback

- What does that feel like?

Giving Positive Feedback

- How can you be most effective?

10/9/2014



15 minutes	Effective Feedback Receiving and Giving individuals popcorn up examples of each of the strategies (p.24)	Slide 3 Workbook p. 23-24
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Managing Conflict

Managing Conflict

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

10/9/2014



15 minutes	Managing Conflict Processes you will use when conflict arises	Slide 4 Workbook p. 25
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Reflect on Tutoring Processes

Reflect on Tutoring Processes

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

10/9/2014



15 minutes	Reflect on Tutoring Processes Understanding yourself Begin reflective journalling	Slide 5 Workbook p. 26
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Critical Questioning

Critical Questioning

Let's start with a few questions.

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

10/9/2014



Critical Thinking Skills

A deep learning approach to tutoring includes:

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

Avoid thinking blockages by yourself and your tutee through:

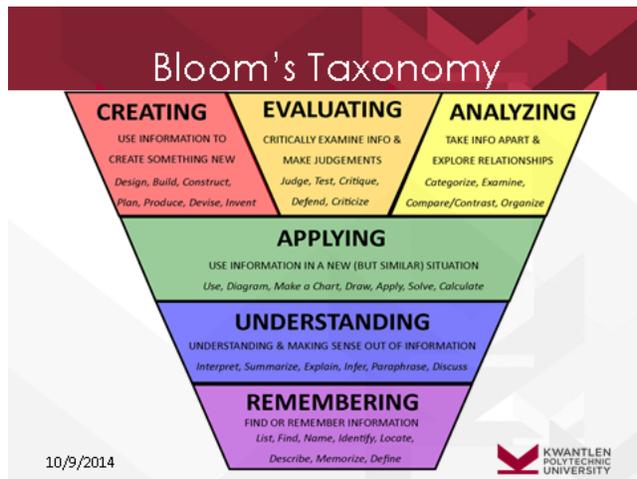
- using facts not assumptions;
- accessing multiple points of view;
- interpreting information accurately to prevent conflicts;
- discussing issues with others;
- asking (and answering) questions!

10/9/2014



10 minutes	Use Critical Questioning Critical Thinking in Tutoring	Slide 6-7 Workbook p. 27-29
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Bloom's Taxonomy



Questioning Technique

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

10/9/2014

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20 minutes	Bloom's Taxonomy – current Exercise – Creating questions using Bloom's Taxonomy	Slides 8-11 Workbook p. 28-30
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Create Questions

For each level of Bloom's Taxonomy:

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

10/9/2014

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Applying the Levels of Bloom

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

10/9/2014

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Referrals for Assistance

University Resources

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

11/24/2014



20 minutes	Use Referrals When You Need Assistance Who do you Call?	Slides 12-13 Workbook p. 31-33
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When to Stop Tutoring

When to Stop Tutoring

Tutee issues include:

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

Tutor issues include:

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

10/9/2014



15 minutes	When to Stop the Tutoring Process It is not always time for tutoring	Slide 14 Workbook p. 34
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What is CRLA?

What is CRLA?

College and Reading Learning Association

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

Level One Requirements include:

- Additional 4 hours of training.
- Documented experience of 25 hours tutoring.
- You must have documented proof of strength in the subject you are tutoring.
- Evaluation process completed.

10/9/2014



10 minutes	What is CRLA? Tutoring Certification Process & Requirements	Slide 15 Workbook p.35
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Questions?

<p>Questions and more questions!</p> <p>What have you learned?</p> <p>Have you changed your opinions?</p> <p>Have you discovered new ideas?</p>  <p>10/9/2014</p> 	<p>Tutor Training Level 1</p> <ul style="list-style-type: none"> ✓ Introductions ✓ Learning Centres Overview ✓ Peer Tutoring Goals and Responsibilities ✓ Tutor Expectations and Ethics ✓ Plan Tutoring Sessions ✓ Utilize the Tutoring Cycle ✓ Communicate Effectively ✓ Reflect on Tutoring Processes ✓ Use Critical Questioning ✓ Bloom's Taxonomy ✓ Use Referrals When You Need Assistance ✓ Identify when to Stop the Tutoring Process ✓ CRLA Certification ✓ Questions <p>10/9/2014</p> 
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15 minutes	<p>Review of the Session</p> <p>Reference to tutoring location and online resources</p>	Slides 16-17
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Continuing Tutor Training

10 minutes	Next Steps! Training continues online with the IAs and LSs and Online	Slide 18 Workbook p. 36-37
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This concludes the first part of the KPU Level One Tutor Training program. Tutors continue training with your Instructional Associate, Learning Strategists, and faculty mentors.

Level One integration exercises using online resources (6 hours)

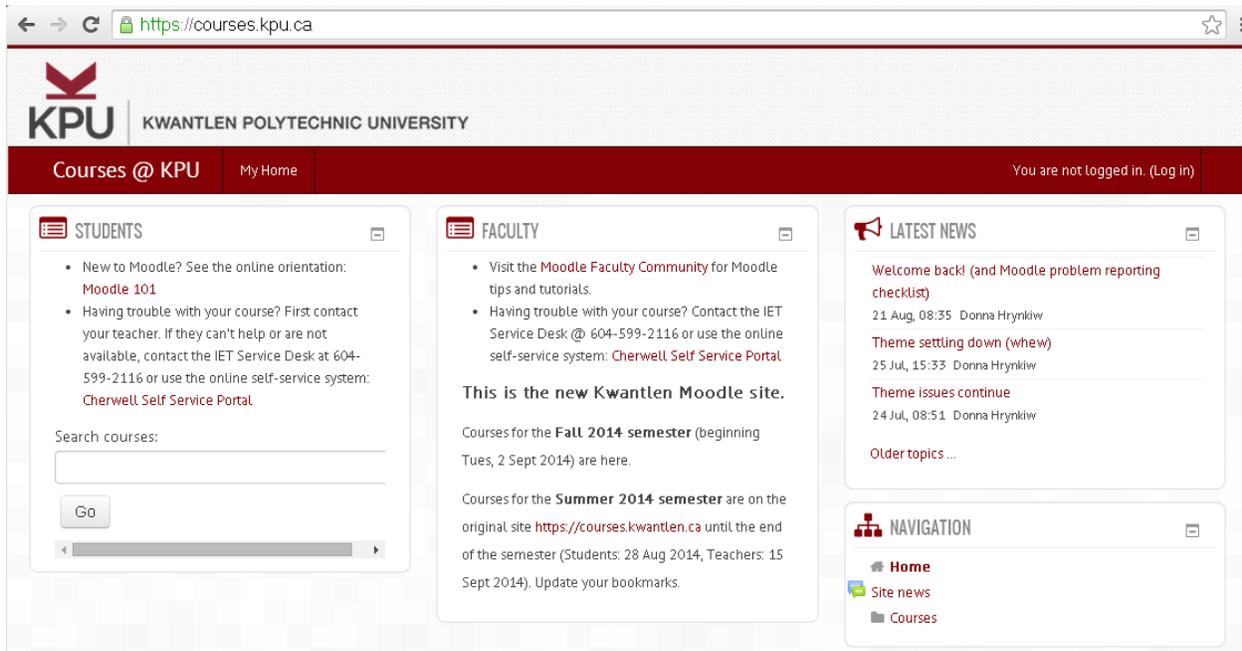
Congratulations on finishing your first six hour Tutor Training! You now have a good foundation in tutoring concepts and situations that you may encounter as a new Tutor. You began with your application and interview to become a Tutor at Kwantlen’s Learning Centres, completed your six hour training session,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

Accessing Moodle

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

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

You will see the following screen:



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

KPU Tutor Level One Training Process Log

Now we are at the stage of ensuring that you can integrate your new knowledge, skills, and attitudes into an effective tutoring package. Here is a checklist that you can refer to for the major steps along the way as you complete the steps to obtain your Level One certification.

Activity	Date	Signed by
Application, references, and interview to become a Kwantlen Peer Tutor.		
Initial Six Hour Training Session and exercise completion.		
Introduction to your Instructional Associate, Learning Strategists, Director, and other Learning Centre personnel on your campus.		
Orientation to the Learning Centres services, resources and procedures		
Complete LASSI and Debrief with a Learning Strategist		
Moodle Resources (including Copyright, Plagiarism, Academic Honesty, Professionalism, etc.) for your further four hours of Training.		
Begin Reflective Tutor Journalling.		
Peer Tutoring Shadowing and Debrief with your Trainer.		
Complete Training Materials and Activities for Level One.		
Preparation of Tutoring Materials for your Tutoring Sessions.		
Train to use TutorTrac for Scheduling and Documentation.		
Active Tutoring (25 hours during Level One)		
Monthly meetings with your Instructional Associate (meetings can be scheduled more frequently as desired by either or both parties).		
Feedback from Tutees and your Supervisor.		
Self-Evaluation of your Tutoring.		
Summative Evaluation Meeting with your Instructional Associate.		

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

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