

LEVEL TWO PEER TUTORING FUNDAMENTALS WORKBOOK

The Learning Centres
at Kwantlen Polytechnic University



KPU PEER TUTORING FUNDAMENTALS – LEVEL TWO

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

Level Two Workbook for 1 Day Fundamentals Training (6 hours)

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Foreword

This Workbook and Training Session, coupled with online modules and coaching from your Trainer will bring you to the standard needed for Level Two 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 Two Learning Objectives

Fundamentals Learning Objectives

- Practise Intercultural Communication
- Manage Personal Stress
- Evaluate Tutees' Needs
- Use Socratic Questioning to Promote Critical Thinking
- Tutor in Group Environments
- Discuss Key Strategies for Academic Success
 - Discuss Ways to Manage Time and Avoid Procrastination
 - Learn with Your Multiple Intelligences
 - Study Smart
 - Master Your Memory
 - Discuss Reading Strategies
 - Identify Note Taking Systems
 - Discuss Ways to Approach Tests and Exams
- Manage Difficult Tutoring Situations

Integration Learning Objectives

- Follow Learning Centres Procedures
- Continue Tutor Certification Process
- Complete TESAT instrument and Debrief with a Learning Strategist
- Discuss Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment Issues
- Discuss Issues of Academic Honesty (Cheating & Plagiarism)
- Analyze Tutor Ethics in Action
- Revise Session Plans and Document the Tutor Processes
- Utilize Presentation Skills (use scripts for class visits)
- Create Reflective Journal Entries on Tutoring Practices
- Self-Evaluate, Receive Tutee and Other Feedback, Create Semester Goals

Practise Intercultural Communication

Your Culture Activity:

Take a few minutes to jot down some thoughts about yourself. Then spend the next five to ten minutes sharing these thoughts with one other person.

How do you define 'Culture'?

How do you identify yourself culturally or ethnically?

What do you enjoy or appreciate most about your culture?

What assumptions do people make about your culture?

Note: This will be discussed in class and with your Trainer.

What is Culture?

Culture is dynamic – neither fixed nor static. It is a continuous and cumulative process that is collectively learned and shared by a group. You can see it through the behavior and values exhibited by a group of people. Culture includes what is creative and meaningful in our lives. It has symbolic representation through language and activity. It is that which guides people in their thinking, feeling and acting.

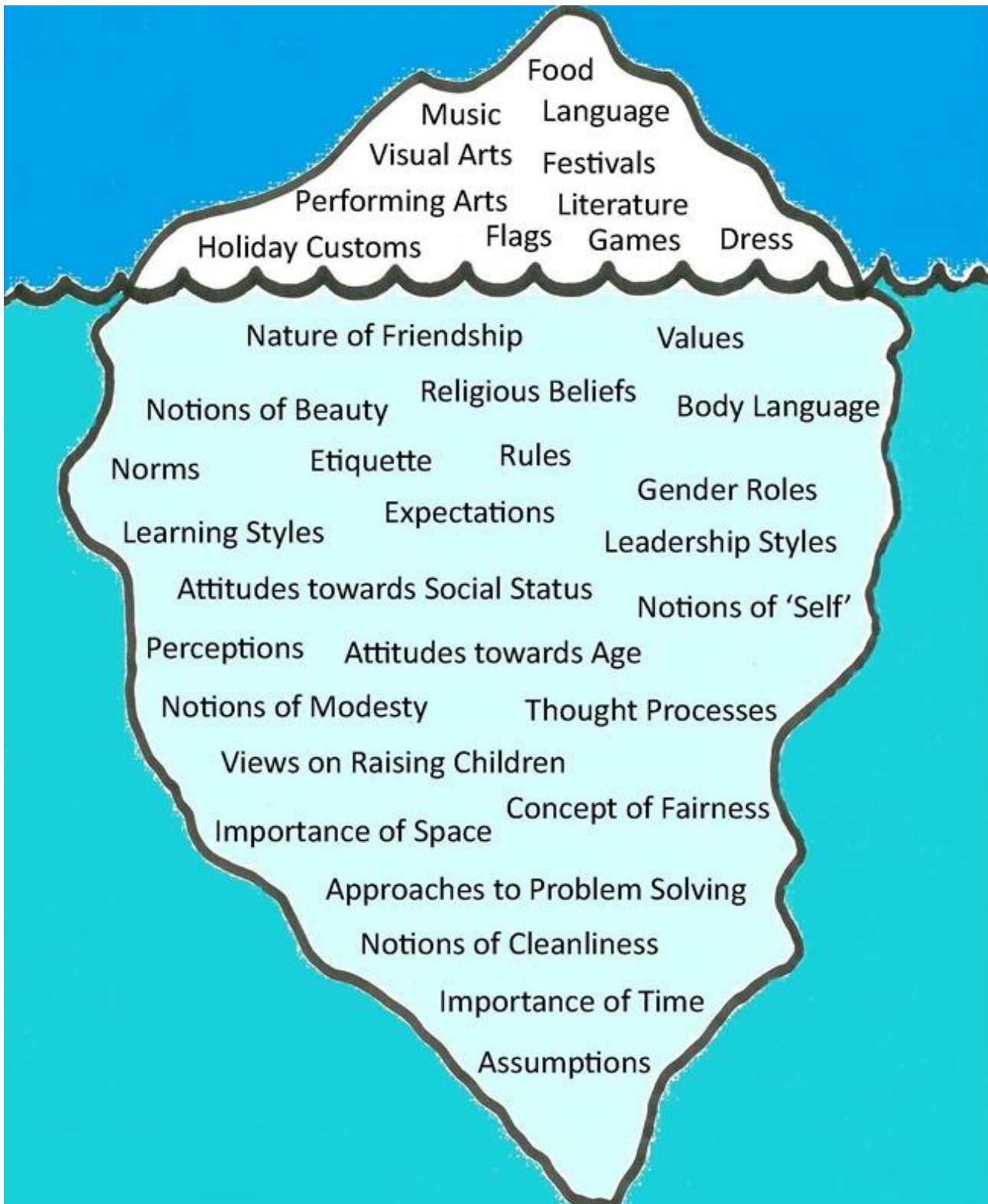
Culture Is Not:

Culture is not just artifacts or material used by a people or a “laundry list” of traits and facts. It is not biological traits. Although it is attractive, it is not the ideal and romantic heritage of a people as seen through music, dance, holidays or a higher class status derived from knowledge of the arts, manners, literature. Finally culture is not something to be bought, sold or distributed.

Why It Is Important To Know About Culture?

Culture is a means of survival. All people are cultural beings and need to be aware of how culture affects people's behavior. Culture affects us everywhere including in the classroom, at home and at work. Culture also affects how learning is organized, how work and school rules and curriculum are developed, and how teaching methods and evaluation procedures are implemented. Cultural awareness and acceptance can ease communications at school and in the community. Culture is an integral part of Canadian society.

Iceberg Model of Culture



Like an iceberg, what we see is only a small part of the whole. Culture is complex.








Developing a Cross-Cultural Perspective

Culture can be very different from person to person. Knowing the perspectives of others will help you to interact respectfully with them.

Dimensions of Culture

Values Orientation Activity:

What is most important to you? Where would you place yourself on the following continuums?

Individual	Group
	
Cooperation	Competition
	
Extended Family	Nuclear Family
	
Democratic	Authoritarian
	
Scientific	Spiritual
	
What other values can you imagine?	
	
	

(Based on materials from Geert Hofstede)

Culture in Ourselves

Seeing culture in ourselves involves perception or knowledge gained through our senses and interpreted internally. It is not always obvious since it is shared socially with those we meet on an everyday basis. It helps us to understand and avoid areas of conflict, and allows us to learn through contrast. This reflection on culture in ourselves implies that thought processes occurring within each of us also occur within others, but may take on a different shape or meaning for that person.

Culture in Others

We have to see the difference between ourselves and others to be able to see someone else's culture. Our cultural perceptions can involve a certain degree of *ethnocentrism*, the belief that our own cultural ways are correct and superior to others. This is natural and occurs in each of us. While it helps to develop pride and a positive self-image, it can also be harmful if carried to the extreme of developing an intolerance for people of other cultures. It is perhaps best represented by the concept of *cultural relativism* which is the belief that there are many cultural ways that are correct, each in its own location and context. It is essential to building respect for cultural differences and appreciation for cultural similarities.

Respectful Interaction

Respectful interaction is a key element to resolving and utilizing the immediate conflicts that may arise when you and your personal culture come into contact with the diverse needs of others. The communication skills of *active and empathic listening and paraphrasing* followed by *effective questioning and feedback techniques* are all elements of this interaction. Personal flexibility and adaptability to the needs of others is a necessary trait in a multicultural environment.

Being Self-Reflective and Reflexive

It is important to locate oneself in terms of culture of origin, culture of choice, gender, age, income, education, and personal values. What do these mean in terms of your inherent privileges or disadvantages, your empowerment or lack of it, your social position and prospects? How does this impact those that you work with?

Reflexivity refers to reciprocal and circular relationships between cause and effect. A reflexive relationship works with both the cause and the effect of interactions as people are affecting one another in a situation.

Culture Shock

This is the reaction one faces when confronted with a new cultural environment; the effect of going from culture into another. It includes the mental, physical and emotional adjustment to living in a new environment, as well as the coming to terms with different ways of approaching everyday living. This embraces everything from fundamental philosophical assumptions (one's worldview) to daily chores.

All students experience some of this going from high school to university or from the world of work to the world of education. Some students have even more of a shift when they come from a different country to study in Canada (or when a student travels to another country from Canada). Your tutee may be experiencing culture shock for a variety of these reasons.

Some of the signs of culture shock include:

- Homesickness
- Boredom
- Withdrawal (spending most of your time in your room, only seeing other students from your background, avoiding people who are different from you)
- Negative feelings and stereotyping of others
- Inability to concentrate
- Excessive sleep or insomnia
- Compulsive eating or drinking or lack of appetite
- Crying uncontrollably or Outbursts of anger, irritability
- Physical ailments, such as frequent headaches or stomachaches

It is helpful to know that most students adapt successfully. When your tutee seems to be experiencing culture shock, tutors can be encouraging and empathic but you are not counsellors and need to refer those students who are struggling with this shock to other resources and departments as needed.

Helping your Tutee Adapt to a New Culture

In the different stages of adapting to a new culture, you have a role to play.

- Euphoria (Tutors can share enthusiasm with their tutees).
- Fear, Anxiety, Rejection (Tutors listen and refer to other resources and support systems as needed).
- Acceptance and Adjustment (Tutors encourage a positive outlook as tutees adjust).
- Resolution (Tutors and tutees are normal and focused on coursework).

Building a Cultural Bridge

To increase your effectiveness when working with people from a variety of cultural backgrounds:

Be informed.

Having some knowledge of another's cultural background can result in useful insights to areas of potential cross-cultural conflict.

Be interested (in the world of personal meanings).

Aspects of the individual that are under-validated in the host culture can be validated in a discussion or interview. For instance, you may ask the meaning of a person's name, family history, attachments, etc.

Be flexible and be an astute listener.

For the person communicating in a second language, simply feeling understood can reduce anxiety.

Be informative (a cultural interpreter).

Your role may include acting as a role model or a representative of the host culture for a tutee.

Take your cues from the other person and ask!

Use these techniques when you can tell whether the other person is comfortable with them. If you are unsure you can ask, "Is this a good time to talk?" "Would it be all right if I asked you about your name?" etc.

Ethnically/Culturally Sensitive Attitudes and Values

The following list is adapted from material by Mercedes Tompkins and Casea Myrna Vasques, from an interview with Elva Caraballo (1996).

DO	DO NOT
Do with	Do for
Come alongside	Lead
Assist	Control
Provide input	Demand
Facilitate	Determine
Provide additional resources	Impose additional requirements
Encourage	Mandate
Respect	Condescend
Show concern	Paternalize
Empathize	Sympathize

This is not very different from how most people want to be treated and is a key component of how tutors need to act to be effective. The interesting thing is that many people believe that the process by which we interact with others should be different from how we want to be treated. It is often useful and always polite to respectfully inquire how a person wishes to be treated or helped.

Cultural Safety

Cultural Safety is: A manner that affirms, respects, and fosters the cultural expression of clients. This usually requires the individual to have undertaken a process of reflection on their own cultural identity and to have learned to practice in a way that affirms the culture of clients and self.

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

Cultural un-safety: What is it?

A subjective sense that one's cherished values, goals, language, identity, and ways of life are denigrated or threatened in an encounter, or that one is being asked to venture into a foreign culture without knowing how to function in it and without positive accompaniment. Unsafe cultural practice is any action which demeans, diminishes or disempowers the cultural identity and well-being of people.

Plan Your Approach Activity:

If your tutee is having difficulties adapting to the University and/or 'Canadian' culture, what are some ways that you can assist them?

Notes and Questions:

Review Tutor Competencies

Using your tutor workbooks from Levels I and II, skim through the material while thinking about significant ways that you have applied the ideas and principles from that training.

What questions come up as you review? What concepts have you been able to apply consistently in your tutoring?

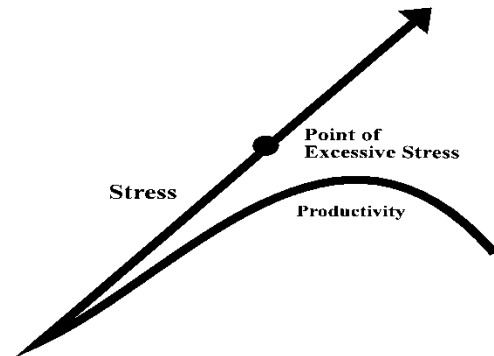
Level I Objectives

- ☐ 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
- ☐ Follow Learning Centres Procedures (includes beginning 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
- ☐ 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

Manage Personal Stress

Stress Identification

The simplest definition of stress is any response of the body to any demand. It is a dynamic state within an organism in response to a demand for adaptation. Stress is an unavoidable consequence of life. Without stress, we are dead. Distress can cause loss of productivity, disturbance in our personal lives, and even diseases. Fortunately, there are good stresses that offset this and promote wellness. Managing stress means gaining control over your life and dealing effectively with both the causes and the symptoms of stress.



What causes you stress?

List a few situations that you find stressful:

Types of Stress (based on the work of Hans Selye)

Understress – Lack of engagement with the events around us.

Eustress – This is also called positive stress. When our minds and bodies are in balance, we feel energetic, adaptable, approachable and relaxed.

Overstress – This is happening when we are tired, anxious, aggressive or defensive and is continual stress that causes us constantly to readjust elements of our lives. People have trouble returning to a balanced state when they are overstressed.

Distress – Distress is more extreme than overstress. It is a reaction to continual stress that leads to fatigue, exhaustion and physical and mental breakdown. This type of stress can lead to disease.

Other categories of stress include the following.

Cumulative Stress – This stress builds over time. Little things that in themselves do not seem particularly stressful add up. Cumulative stress may not show up for months, or even years.

Acute Stress – Acute stress may overwhelm a person's usual coping ability such as being part of or witnessing a terrible accident (critical incident). This type of stress requires debriefing and / or counseling for effective recovery.

Delayed Stress (Post Traumatic Stress Disorder) – Stress reaction often does not show up at the time of a critical incident. It can surface at a later date, when you think that you have recovered from the initial stress.

Chronic Stress – When stress continues over time, it becomes chronic. Stress takes a toll on all aspects of life. We are likely to experience symptoms not only in our bodies, but also in our emotional reactions, our mental state, our relationships with others, our work world, and our spiritual life. It is important to define the symptoms of stress not only in a physical context. Some types of stress are considered to have a greater impact than others. Death of a family member is considered to be more stressful than a daily commute in rush hour traffic.

Symptoms of Stress

Check any symptoms of stress you have noticed lately in yourself.

Physical	Emotional	Spiritual	Mental	Relational
<input type="checkbox"/> appetite change <input type="checkbox"/> headaches <input type="checkbox"/> tension <input type="checkbox"/> fatigue <input type="checkbox"/> insomnia <input type="checkbox"/> weight change <input type="checkbox"/> colds <input type="checkbox"/> muscle aches <input type="checkbox"/> digestive upsets <input type="checkbox"/> pounding heart <input type="checkbox"/> accident prone <input type="checkbox"/> teeth grinding <input type="checkbox"/> skin rash <input type="checkbox"/> restlessness <input type="checkbox"/> foot tapping <input type="checkbox"/> finger drumming <input type="checkbox"/> increased alcohol, drug, or tobacco use	<input type="checkbox"/> anxiety <input type="checkbox"/> frustration <input type="checkbox"/> "the blues" <input type="checkbox"/> mood swings <input type="checkbox"/> bad temper <input type="checkbox"/> nightmares <input type="checkbox"/> crying spells <input type="checkbox"/> irritability <input type="checkbox"/> feeling that no one cares <input type="checkbox"/> depression <input type="checkbox"/> nervous laugh <input type="checkbox"/> worrying <input type="checkbox"/> easily discouraged <input type="checkbox"/> little joy <input type="checkbox"/> sadness	<input type="checkbox"/> emptiness <input type="checkbox"/> loss of meaning <input type="checkbox"/> doubt <input type="checkbox"/> unforgiving <input type="checkbox"/> martyrdom <input type="checkbox"/> looking for magic <input type="checkbox"/> loss of direction <input type="checkbox"/> needing to prove self <input type="checkbox"/> cynicism <input type="checkbox"/> apathy	<input type="checkbox"/> forgetfulness <input type="checkbox"/> dull senses <input type="checkbox"/> poor concentration <input type="checkbox"/> low productivity <input type="checkbox"/> negative attitude <input type="checkbox"/> confusion <input type="checkbox"/> lethargy <input type="checkbox"/> whirling mind <input type="checkbox"/> no new ideas <input type="checkbox"/> boredom <input type="checkbox"/> spacing out <input type="checkbox"/> negative self-talk	<input type="checkbox"/> isolation <input type="checkbox"/> intolerance <input type="checkbox"/> resentment <input type="checkbox"/> loneliness <input type="checkbox"/> lashing out <input type="checkbox"/> hiding <input type="checkbox"/> clamming up <input type="checkbox"/> lowered sex drive <input type="checkbox"/> nagging <input type="checkbox"/> distrust <input type="checkbox"/> fewer contacts with friends <input type="checkbox"/> lack of intimacy <input type="checkbox"/> using people

Do you recognize any patterns in your stress symptoms? For instance:

1. Is your mind working well (mental), but your body gets sick (physical)?
2. Which symptoms are you most concerned about – relational, spiritual, or emotional ones?
3. Are any areas of your life symptom-free?
4. What else do you notice?

Building Stress Resistance

You are in charge of your lifestyle and make the final decisions about what you do as an individual. However, we receive many messages from within our family and from the wider world as we are growing up about whom we should be and how we are supposed to behave. In fact, when we become adults, we often forget where these messages were learned and simply hold them as beliefs. These messages tend to operate as *shoulds* inside our head. This is called an internalized belief system.

These messages often come through as negatives that are criticizing us for our actions and choices. It is important however, to increase one's awareness of what the messages are in order to better understand some of the sources of stress. Only then is it possible to have the distance to decide if the beliefs / messages are current or out of date. Then you can choose to adapt your internal beliefs to your current situation. When you hear that voice in your head being negative to yourself, that is the time to turn the statement around into a positive one. This is a practice that takes time to develop.

Resistance to negative stress needs to be built up. Negative self-talk can drag us down while self-affirmations can help us to continue and succeed. We need to give ourselves space and time to adjust and develop coping strategies for stress.

This is a strong step to personal wellness. Good stress is energizing. In fact we all need positive stress to give us focus and drive. This action builds our stress resistance.

Stress Recovery

The common feeling of exhaustion often leaves many people unable to deal with the sources of stress in the complex personal, social and political environment in which we live. Coping strategies, such as avoiding stressful situations and turning negative self talk into positive message can help break this cycle and lets us regain some of our energy. As we regain energy, it becomes possible to look at what kinds of changes are needed. As we become stronger, we begin to do what we need to do to change the conditions that produce stress.

It is important to identify what activities are energizing for you. These may be work related, recreation, or family situations. They may include:

1. Team activities (sports or work activities)
2. Competition with others
3. Competition against yourself (timed activities)
4. Individual activities such as:
 - a) Cooking
 - b) Gardening
 - c) Walking, running, cycling
 - d) Crafts
 - e) Meditating
5. Volunteer activities in the community
6. Family activities with your own family and/or with others
7. Community activities such as:
 - a) Choir
 - b) Coaching
 - c) Tutoring

There are so many possible sources of positive stress enhancement that this is intended just to be a short list that might trigger some thoughts about what you do and can do to enhance your own positive energy. These types of activities help us to recover our energy and build distress resistance to the other situations around us.

Eustress Activity

Think back to a time when you felt really energized and well. List some activities that made you feel that way. How often do you do them?

Taking Control of Your Personal Stress

When we are stressed it brings with it fear and worry. Fear drives one to action. When there is no action, we have worry. Worry, or preoccupation, is intellectual as well as emotional. It tries to deal

rationally but ineffectively with the situation that is causing us stress, however, the more you worry the worse it becomes. Worry consists of trying to occupy oneself about something before one can actually do something about it.

There is a rational positive and creative way to face worry, and fear. It consists in facing rationally the situation through six questions.

1. What is the worst that can happen?
2. Can you survive if it happens?

If you can't survive, it is a real situation that you need to accept.

Once you have identified what you can survive, the next questions are:

3. Can you do something to keep it from happening?
4. If not, what can you do to minimize its impact?
5. What can you do to rebuild things as good as before?

There is a sixth question that few people ask and that makes all the difference in the world to those who dare answer it:

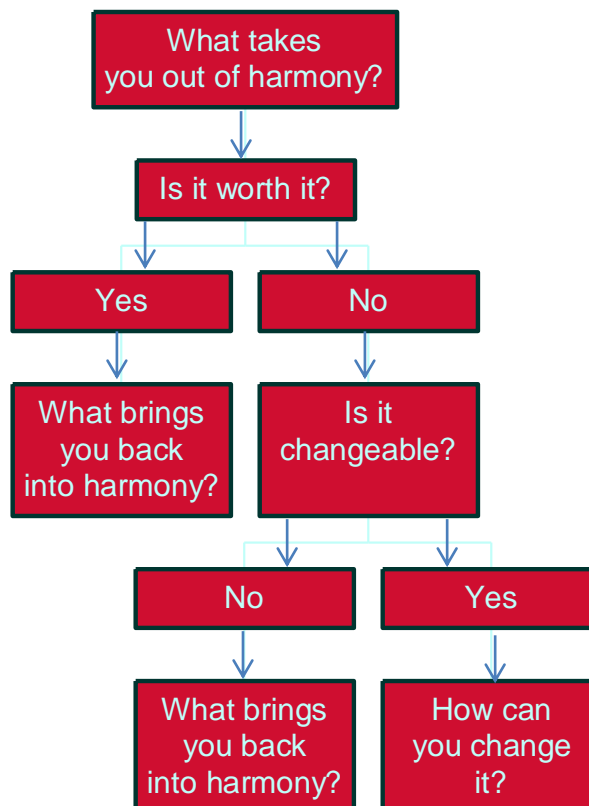
6. What can you do to make things even better than before?

Once you have answered these questions you are set to start acting. Once you start acting, preoccupation and worry are left behind.

If there is something you can do, do it. If there is nothing that you can do to minimize the impact of a situation, why worry? Concentrate on doing something useful while you are still alive. These steps are taken from Dale Carnegie's book 'How to stop worrying and start living' (1948).

Returning to Harmony Activity:

The most useful thing in many situations to be keep your self-balanced and in harmony. Write out the answers to these questions.



Evaluate Tutees' Needs

In Level I, we looked at how we would begin to identify the goals that will be focused on in a tutoring session. We then identify these through several layers of questioning and introduced you to Bloom's Taxonomy. You started your session by asking the tutee what they want to focus on, and allow them to be in charge of the session. This also included asking to see the assignment (or syllabus) from the instructor so that you could see what was required. If this did not clarify the task, you also asked to see the tutee's discussion and lecture notes to get a better idea of the requirements of the course. You explained what was realistically possible in the time allotted for the session. At this point we are going to expand on this idea and start looking deeper into the tutee's needs. Once the goals have been identified they must be monitored on an ongoing basis throughout the session.

Assessing Levels of Knowledge and Skills

Assessment used to identify learning gaps is called diagnostic assessment. As you develop as a tutor, you also need to develop your ability to quickly determine the level of knowledge and skills that your tutees possess. This allows you to fluently identify any academic gaps and to identify the next steps that they must take in their learning. The tutor may use any of the following techniques or develop ones for other subject areas to help assess the level of knowledge and skills that the tutee currently possesses and which relate to the tutee's goals. Their goals aid the tutor in selecting the right activities to use in the tutoring session.

Area	Technique Used
Reading	The tutee reads a passage in the text to identify reading, fluency, comfort, and comprehension.
Language	The tutee explains in their own words fact or points of information about a given topic.
Writing	The tutee writes a short diagnostic piece related to the area and level that they are working on. This could be from a current assignment.
Accounting	The tutee explains several accounting principles at or just prior to the area that they are working with.
Mathematics	The tutee completes a math problem at the level they say they are comfortable with and then attempts one at the next level.
Science	The tutee reviews the main concepts that are embedded in the area that they are working on.
Business	The tutee describes the context for the case study that they are analyzing and compares this to the concepts previously used.

Adapted from: Handbook for Training Peer Tutors and Mentors (2012) CRLA.

Create Learning Tasks

The tutor's work is to assess where the tutee is now and what information and tasks will help them to move forward with their learning. Learning tasks are the steps that are used to help the tutee move and help to ease anxiety they might have about the work. Identifying and using a learning task that allows the tutee to focus on the next step in the content that they are working to master helps them to progress, step-by-step, and not be overwhelmed by the subject.

You are guiding the tutee to become a more independent learner and the way you break things down will help them build their own framework for learning. When the tutee can easily set their own goals and tasks for learning, then they are well on the way to the self-efficacy that we identified in Level I.

Crafting a suitable learning task, means that the tutor must take the starting point – assessed highest level that the tutee can currently accomplish – and then determine what the next task might be. If the material is very technical, your task steps can follow the organization of the problem at hand. In

writing it will follow the assignment. For case studies, you may start with the underlying principles. In all cases, identify what they can already do, then devise the next learning tasks.

Learning Task Activity:

Thinking about your subject area and the type assessment you might use to identify the level that the tutee is at, create a session plan for a typical situation that you have encountered which will identify two learning tasks that you would assign the tutee to help them progress and your assessment.

1. Learning Objective – What the learner will be able to do upon mastery of this activity.
2. Anticipatory Set – Puts 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.
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 themselves. The tutee asks question and tries the skill.
5. Check for Understanding – Tutor checks that each step 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.
8. Independent Practise – Tutor provides an activity to reinforce proficiency related to the stated objective.

Use Socratic Questioning to Promote Critical Thinking

Critical Thinking

In Level One Tutor Training we define critical thinking as the process we use to reflect on, access and judge the assumptions underlying our own and others ideas and actions. This 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).

Socratic Questioning

Socratic questioning is learning-centered approach that challenges a person to develop their critical thinking skills and engage in analytic discussion which leads to independent learning and thinking. This questioning can be used to explore ideas, to get to the root of things, to uncover assumptions, and to analyze complex concepts. The questions usually focus on fundamental concepts, principles, theories, issues or problems.

Socratic questioning is at the heart of critical thinking and the following questions can be used by tutors to help draw information from their tutees. These are adapted from R.W. Paul’s six types of Socratic questions:

- | | |
|---|---|
| 1. Questions for clarification: | Why do you say that?
What do you mean by...?
How does this relate to our discussion? |
| 2. Questions that probe assumptions: | What could we assume instead?
How can you verify or disapprove that assumption? |
| 3. Questions that probe reasons and evidence: | What would be an example?
What is....analogous to?
What do you think causes to happen...? Why? |
| 4. Questions about Viewpoints and Perspectives: | What would be an alternative?
What is another way to look at it?
Why is the best?
What are the strengths and weaknesses of...?
How are...and ...similar?
What is a counterargument for...? |
| 5. Questions that probe implications and consequences: | What generalizations can you make?
What are the consequences of that assumption?
What are you implying?
How does...affect...?
How does...tie in with what we learned before? |
| 6. Questions about the question: | What was the point of this question?
Why do you think I asked this question?
What does...mean?
How does...apply to everyday life? |

(Adapted from: <http://www.umich.edu/~elements/probsolv/strategy/cthinking.htm>)

This critical thinking tool focuses on open-ended questions with the goal of bringing a person to realize an answer for themselves. It avoids giving the answer to the tutee without giving any tools for solving the next questions. As you ask questions, if the student doesn't seem to be finding the answer, ask a different question or ask your question in a different way.

Socratic Questioning Activity:

Frame a series of questions from your subject area, using Socratic questioning.

Clarity

Assumptions

Evidence

Perspectives

Implications

Questions about Questions

Notes and Questions:

Tutor in Group Environments

When you are the tutor for a group, you will be a facilitator for the conversations that occur more than you are for your one-to-one tutoring. This means that you are encouraging discussion, guiding conversation, and directing the group members towards resources even more than you normally do. Respectful interactions are even more important in groups as there may be different individual and cultural interpretations of interactions when there are more people involved.

Some of the key skills for the tutor are:

- Showing that each person is heard.
- Ensuring that no group member is left out of the conversation.
- Listening for common ground and identifying it to the group during the session.

Your ability to use Socratic questioning will be used at a high level in these situations. You will start by asking open-ended questions and avoiding the closed ones (e.g., yes/no, true/false, or multiple-choice). Also the questions need to be at the level of the learning task for the group and not at a lower level. You want to ask questions that require people to share some actual understanding of the subject at hand. Tutors can use Socratic questioning to:

1. probe tutee thinking which helps tutees begin to distinguish what they know or understand from what they do not know or understand.
2. foster tutees' abilities to ask Socratic questions for themselves, so that they can use these tools in to question themselves and others. Tutors model the questioning strategies and the tutees follow and practise them to further their learning.

When you are in groups, it is key that you use questioning and encouragement so that everyone considers their answers individually before they share. Some tutees prefer not to speak out in groups, but you can ask them to write out their answers for you to review.

It also takes time for tutees to consider questions and develop their answers and since there are a number of students, the process generally takes longer than in smaller sessions. Having each group member describe their understanding of a concept or problem will uncover areas of confusion and help to build group knowledge and also supportive group cohesion. Often group tutoring sessions result in students connecting and continuing as study partners.

Because there will be different levels of understanding a skill in a group, resource referrals become even more important to ensure that no one is left behind. The tutor needs to capture and list for themselves any answers or questions that may need such referrals so that they can do so at the end of the session. It may also be appropriate to have some group members schedule one-to-one sessions for follow up.

Group Tutoring Activity:

Take a session plan that you have used for one-to-one tutoring. Find a partner with a similar content. Co-develop your two plans to be used with a group tutoring situation. Identify approaches and questions that arise.

Notes and Questions:

Discuss Key Strategies for Academic Success

Learning Strategies and Learning Aids

Learning strategies are ways of approaching learning tasks. Each person has a unique point of view and needs to adjust any strategy to their own situation and style. As Tutors, you will have students who may need some ideas of ways to help them study and support them in being successful. The following pages include some of the basic elements of key strategies for academic success.

A learning aid is a something intended to enhance learning and retention by the learner. They may include, but are not limited to: written materials, visualizations, charts, diagrams, processes, strategies, or any other appropriate item. Learning Aids incorporate "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology Definitions and Terminology in their description of instructional technology (2013). This description is extended to physical objects that aid and enhance learning as well.

Learning aids should be:

- Theory grounded
 - Evidence-based
 - Relevant
 - Clear
- (from: Ambrose, et al, 2010)

KPU's Learning Centres produce materials that are intended to aid learners in their acquisition of processes and strategies that aid in their learning and retention of content materials from their courses and programs.

Learning Aids Activity:

List any questions that you have received as a tutor where the tutee is asking for a learning strategy or process to help their learning (rather than content questions about the subject matter).

Discuss Ways to Manage Time and Avoid Procrastination

Semester Schedules

Scheduling is the process of deciding how to commit resources between various possible tasks. As a university student you have probably never been busier as you deal with all of the studying, socializing, sports, clubs, and maybe even working or volunteering. You and your time are valuable and need to be spent in the most effective ways to ensure you get value from these resources.

You can use schedules to give yourself a visual picture of the assignments, projects, tests, exams, and possibly field trips that will happen during the semester. If you are taking a number of classes, this is a tool to be able to see what is coming.

Your Semester at a Glance!

The bigger, the better and put it all on one page! The Learning Centres have large free blank schedules to help you with this task.

Be sure to write in all your assignments, quizzes, midterms, final exams, etc. as soon as you know the dates. Post it on the wall in your study area and you'll always be aware of what's coming up, so you can plan how and where to spend your time. Make a second one that you carry in your binder but, if something changes, remember to change BOTH of them.

	SUN	MON	TUES	WED	THURS	FRI	SAT
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							
Week 11							
Week 12							
Week 13							
Week 14							

Weekly Schedules

Record

- Record class and lab times in appropriate day/hour blocks on a time schedule sheet.
- Record travel times to and from the university and between classes.
- Record meal times, family times, laundry times, etc.
- Record all regularly scheduled personal activities such as meetings, employment and athletics.
- Record any special activities you need to do or want to do on a regular basis.

Schedule

Schedule a preview time (30 minutes) immediately before each class whenever possible. During the preview, review all or some of your notes in preparation for the upcoming class. If you have two or three classes in a row, preview from last to first class.

Schedule a review time immediately after your classes (30 minutes) whenever possible. Use this time to edit and summarize your notes. You can also look over any assignments that were given and begin to plan when and how you will do them.

Schedule intensive pre-reading / study / review time for each class. Try to schedule some study time each day for each class. Learning is more effectively and efficiently accomplished in shorter regular sessions than in longer irregular sessions. Also, use more of the day (i.e. morning, afternoon) for studying. Pick the times of days when you are most alert.

When you schedule study time, be task-oriented rather than time-oriented. Think in terms of "blocks of time" and what specifically needs to be accomplished, not hours of study time.

Schedule to start your study period with the courses you like least or that you're not doing well in. Try to study the same subjects at the same time each study day. Although this seems to be a mechanical way of scheduling, you will find that such a routine can help you develop a pattern for efficient and effective learning.

Schedule a weekly review (WR) for each course. Do it at the end of the week if possible. This weekly review gives you an opportunity to go over the past week's notes along with the reading assignments to see what you have been learning in the past week during class and study time for each course.

Plan

You can also look ahead to plan the next week and determine how much reading you need to do, what projects are due, and if any tests are scheduled.

Keep open some time for daily physical activity. Remember, research indicates that regular exercise will not only give you a general sense of well-being, but can reduce tension and help you accomplish a tough class, study, and work schedule.

Label some empty blocks of time as OPEN for academic or personal needs.

Breaks

Schedule some time during Friday, Saturday, and Sunday for you to play, relax, or do whatever you want to do. This is your reward for sticking to your schedule. In addition, you'll enjoy your free time more. Because it is scheduled you do not need to feel guilty.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30- 8:00							
8:00- 8:30							
8:30-9:00							
9:00-9:30							
9:30- 10:00							
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9:00- 9:30							

Developing Focus

The key to developing any skill includes “Time on Task”. Once you have chosen a subject and a goal to work on, then you will use your goals to guide your academic work. These goals can be drawn from the materials in the course, the projects that are assigned, your personal interest in the subject, but whatever they are they will be the driving force behind the work you do. Practise will improve your ability to be more focused and to do more.

Get Things Done

This is commonly abbreviated as GTD and is an action management method created by David Allen (2001). He identified that a person can reduce their anxiety and be more productive by moving tasks out of the mind and recording them externally. This frees you from the job of remembering everything that needs to be done and allows you to concentrate on actually performing those tasks.

All you really need is:

- A semester schedule (see the Semester Scheduling Learning Aid)
- A weekly schedule (see the Weekly Scheduling Learning Aid)
- An ordered To Do list.

This can be done on paper, on your computer, or any electronic device that you choose.

Once you know the big picture things that are coming up (your Semester Schedule) and the things that must be done each week (your Weekly Schedule) you can get down to listing what you need to do today. Some of these are likely to include:

- Time to review notes (pre and post reading), and do examples/questions, quizzes.
- Time to revise for exams.
- Time for exercise.
- Time for recreational activities.
- Employment?
- Time to do things needed for longer term goals (your CV's, job applications, meetings etc.)
- And don't forget time to reflect on progress and to re-schedule things!

Plan Now Before Things Get Any More Complicated

Plan your day each morning or the night before and set priorities for yourself. Start by making a list of all the tasks you would like to complete today, if time permits. This list gives you a focus on all of the work to be done and allows you to schedule using the big picture.

Then, prioritize the list. Start with the most important item – as if it was going to be the only item – and label it ‘1’. Next, select the second most important item and label it ‘2’, etc. Prioritizing ensures that you focus on the more important items rather than trying to do less important ones in the hopes of “clearing the desk”. Write what you do into your Weekly Schedule so you can see the progress.

Finally, do this process every day. Avoid getting caught up in what you think you “should” have done yesterday by trying to complete the list today. It will just bog you down. Even more important, a low priority item yesterday may have shifted priority to being high priority today. Daily planning will sharpen your focus as priorities are aligned with the changes that happen in even a short period of time. Start each day with a new, prioritized list using the “Today's Tasks” sheet on the next page.

At the end of the day review your progress and revise as needed for the next day.

Good Luck with your Studies!

Today's Task List

Date

Goals	Time	Priority	Done

Learn with Your Multiple Intelligences

Howard Gardner's research has shown that there are at least eight ways of approaching "...solving problems and fashioning products" and that these eight intelligences are simple, elegant and powerful tools to understand and facilitate your learning by applying all eight of Gardner's Multiple Intelligences. You have all of these intelligences, but some of them are stronger than others. By using them you strengthen them to aid you in your future learning.

Verbal / Linguistic intelligence is the capacity to use language to express what's on your mind and to understand other people. People who are high in this intelligence are sensitive to language, meanings, and the relationship of words. They engage easily with vocabulary activities, grammar, poetry, essays and plays.

Logical / Mathematical intelligence People with a highly developed logical-mathematical intelligence understand the underlying principles of some kind of a causal system; or can manipulate numbers, quantities, and operations. Abstract thinking, counting, organizing; and logical structures are preferred by people high in this intelligence. They also like critical thinking activities, breaking words into smaller parts and reassembling them.

Visual / Spatial intelligence refers to the ability to represent the spatial world internally in your mind. Spatial intelligence can be used in the arts or in the trades and sciences. If you are spatially intelligent and oriented toward the arts, you are more likely to become a painter or a sculptor or an architect than, say, a musician or a writer. These people tend to be keen observers, able to think in three dimensions, and like to use metaphors. Learning materials that work well for them include: graphs, charts, colour codes, guided imagery, pictures, posters, and mind maps.

Body / Kinesthetic intelligence is the capacity to use your whole body or parts of your body – your hand, your fingers, your arms – to solve a problem, make something, or put on some kind of a production. These people have good body control and fine motor skills; and are often active and animated. They need "hands-on" learning opportunities, like shop, labs, games, skits, and plays.

Musical / Rhythmic intelligence is the capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence don't just remember music easily – they can't get it out of their minds, it's so omnipresent. People will be sensitive to rhythm, pitch, intonation, and can remember tunes and rhythms easily. They tend to like poems, plays, jazz chants, rap music, songs, and musically guided imagery.

Interpersonal intelligence is understanding other people. Anybody who deals with other people has to be skilled in the interpersonal sphere. This is a social Intelligence and those who are high in this area are outgoing and interactive; sensitive to others' moods, feelings, and motivations.

Intrapersonal intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. They tend to know what they can do. They tend to know what they can't do, and they also tend to know where to go if they need help.

Naturalistic intelligence is the ability to discriminate among living things (plants, animals), sensitivity to other features of the natural world (clouds, rock configurations) as well as a good sense of their surroundings and environment. They are also sensitive to changes around them, both outdoors and indoors.

Adapted from <http://www.ascd.org/> and <http://www.ncsall.net/>

Think about how you learn best and consider how you can use that to learn more and be more efficient in your learning.

Use the chart of the next page to plan your learning activities.

Topic

Musical/Rhythmic

Visual/Spatial

Interpersonal

Naturalistic

Verbal Linguistic

Intrapersonal

Bodily/Kinesthetic

Logical/Mathematical

Study Smart

Each course has 3-4 hours in class and ~7 hours self-study per course per week. This implies ~42-56 hours class time and a further 140 hours total study time in 14 weeks per semester. If you have 5 courses this would mean maybe 15-20 hours timetabled and 45 hours self-study per week! Plus recreation! Were you thinking about employment? It's not really possible... This explains why you need to organize and prioritize your time!

1. Attend classes. Get involved. Sit at the front of the class. Ask and answer questions.
2. Take time to study the course requirements. Know what your instructor wants you to learn.
3. Have a focus for each study session. What are you studying? Where does it fit with other materials? How will you know if you have learned?
4. Schedule regular study periods. The most effective way to learn anything is to rehearse it regularly.
5. Be realistic. It's better to spend half an hour on each subject than to plan one hour for each one and not follow through.
6. Establish a regular study area. When you study in the same place every time, your mind will automatically kick into gear, even when you don't feel like studying.
7. Avoid Distractions. Don't give yourself a chance to be diverted. Television, phone calls and nearby conversations will all hamper your concentration.
8. Study short and often. Your brain takes in information faster and retains it better if you don't try to overload it. Four short study periods a week are more effective than two long ones.
9. Study when you are wide awake. You accomplish more when you are alert so schedule your study time accordingly.
10. Study your most difficult subjects first. You'll be in the best shape to tackle the tough stuff. You'll also feel better getting the hardest out of the way.
11. Read the textbook! Read the textbook! Read the textbook!
12. Take good notes and review them regularly. The Cornell Method of note taking works well in conjunction with the SQ3R Method of textbook reading. See a Learning Strategist for details.
13. Learn Key Concepts. No one retains everything they read or hear so be selective.
14. Categorize materials. Use pictures diagrams, charts, or lists to organize.
15. Look for the meaning. Information that means something to you is learned more quickly, remembered longer, and is easier to retrieve from long term memory.
16. Like what you learn. When you are interested in something, the details are easier to remember. If you can turn the material into a personal interest, it will be easier to retain.
17. Write out or say out loud what you think you know. If you are unable to find the words to express your knowledge, then you have gaps in your understanding that may cause problems on the exam.
18. Problem solve. Spend half of your study time working on problems. This will prepare you for exam time. If you get stuck on a homework question, go on to the next question and ask for help the next day.
19. Start assignments as soon as they are given. Your workload will be spread out, so you'll avoid being overwhelmed as you get near the deadline.
20. Reward yourself. When you complete one of the goals you set for yourself, give yourself a reward. This gives you an incentive to reach your goals and achieve success.
21. Keep on top of it. Work at your courses every day and don't let work pile up. If you find yourself falling behind, identify the problem and don't let it become unmanageable.
22. Don't worry about what you can't change. Try to put your problems aside while you're studying. Consider talking things over with a friend or making an appointment to see a Learning Strategist in the Learning Centre or a Counsellor through Counselling.

Adapted from: Fraser, L. (2003). Making your mark (6th ed) and
<http://www.thelearnwellprojects.com/mental-exam-metrics-three-better-than-cramming-study-tips>

Master Your Memory

Memory and learning are so closely connected that people often confuse them with each other. They are two distinct phenomena. Learning is a process that will modify a subsequent behaviour. Memory is the ability to remember past experiences and is a record of the learning process. The human brain has the ability, known as neuroplasticity, that allows it to form new neural pathways, alter existing connections, and adapt and react in ever-changing ways as we learn. Information must go into our long term memory and then, to retrieve it from our memory, we must have a way of getting it back.

Sensory memory takes the information provided by the senses and retains it accurately but very briefly (from a few hundred milliseconds to one or two seconds). It represents an essential step for storing information in short-term memory.

Short-term memory is a temporary record that you are using constantly. Most of us can only hold about seven units of information for a few dozen seconds. It is a necessary step toward the next stage of retention, long-term memory.

Long-term memory stores all the significant events that mark our lives; it lets us retain the meanings of words and the physical skills that we have learned. There are three process steps involved in establishing a long term memory: encoding, storage, and retrieval.

- 1) To encode, you assign meaning to the information.
- 2) To store the information, we review it and its meanings (study), as repetition is essential to remembering.
- 3) To retrieve it, you follow the path you created through encoding. This may include a number of memory triggers that you used when you were encoding.

There are different types of memory but here we concentrate on Semantic memory – the system that you use to store your knowledge of the world. It is a knowledge base that we all have and much of which we can access quickly and effortlessly. It includes our memory of the meanings of words—the kind of memory that lets us recall not only the names of the world's great capitals, but also social customs, the functions of things, and their colour and odour. Semantic memory also includes our memory of the rules and concepts that let us construct a mental representation of the world without any immediate perceptions. Its content is both abstract and relational and is associated with the meaning of verbal symbols.

Mnemonics (the initial “m” is silent) are strategies to associate the information we want to remember with a physical sense to turn it into something that's much more likely to stick in your mind and be able to be brought back to your consciousness when you want it. The key idea is that by coding information using vivid mental images, you can reliably code both information and the structure of information. And because the images are vivid, they are easy to recall when you need them.

- Use positive, pleasant images. Your brain often blocks out unpleasant ones.
- Use vivid, colorful, sense-laden images – these are easier to remember than drab ones.
- Use all your senses to code information or dress up an image by using sounds, smells, tastes, touch, movements and feelings as well as pictures.
- Give your image three dimensions, movement and space to make it more vivid.
- Exaggerate the size of important parts of the image.
- Use humour! Funny or peculiar things are easier to remember than normal ones.
- Similarly, rude rhymes are very difficult to forget!
- Symbols (red traffic lights, pointing fingers, signs, etc.) can code quite complex messages.

Type	Sample Method
Acronyms	Every discipline has its own language and acronyms are the abbreviations. Acronyms can be used to remember words in sequence or a group of words representing things or concepts. CAD can mean: Control Alt Delete, Canadian Dollar, Computer Aided Design, Coronary Artery Disease, Canadian Association of the Deaf, Crank Angle Degree, etc.
Acrostics	Acrostics are phrases where the first letter of each word represents another word. They are relatively easy to make and can be very useful for remembering groups of words. For example: King Philip Can Only Find His Green Slippers. This is the classification system of: Kingdom, Phylum, Class, Order, Family, Genus, Species.
Chunking	You can capitalize on your short term memory by "chunking" information. If you need to remember this number: 178206781. The task would exhaust your seven units of storage space unless you "chunk" the digits into groups. In this case, you could divide it into three chunks, like a social insurance number: 178 206 781. By chunking the information and repeating it you can stretch the capacity of your short term memory.
Images	This helps us remember by linking words to meanings through associations based on how a word sounds and creating imagery for specific words. This sort of visualization was found to be more effective when one listened to a someone reading a text than when they read the text themselves
Locations and Journeys	Traditionally known as the Method of Loci, we associate each word from a list or grouping with a location. Imagine a place with which you are familiar, such as, the rooms in your house. These become the objects of information you need to memorize. Another example is to use the route to your work or school, with landmarks along the way becoming the information you need to memorize. When you do this in order of your journey through the imagined space, it makes it easier to retrieve all of the information in the future.
Maps & Diagrams	Graphic organizers help us remember by connecting new information to our existing knowledge and to let us see how concepts relate to each other and fit in to a context. Mind and concept maps, Cause and Effect, Fishbone, Cycle, Flow Chart, Ladders, Story Board, Compare and Contrast, Venn Diagrams, and more.
Reciting	Saying something out loud activates more areas of our brain and helps to connect information to other activities.
Rhymes	Rhyme, rhythm, repetition, and melody make use of our brain's ability to encode audio information and use patterns to aid memory. They help recall by limiting the possible options to those items that fit the pattern you have created.
Summarizing	This traditional element of note taking is a way to physically encode materials which make it easier for our brain to store and retrieve. I can be said that if we cannot summarize, then we have not learned...yet.

References: <http://thebrain.mcgill.ca/>, <http://etec.ctlt.ubc.ca/510wiki/Memory>, <http://wtamu.lifeduringcollege.com/>, <http://www.mindtools.com/memory.html>

Flash Cards

Every discipline contains many terms and ideas that constitute a new language and way of thinking. The only way to learn this new language is by practising it repeatedly over time. You probably remember Flash Cards from primary or high school. They are still amazingly helpful here in your university studies and are an easy way to reinforce your memory. This study technique will help you become increasingly fluent in your new subject area by using the technique of Active Recall: given a question, you are able to recall the answer. Flash Cards also work through Spaced Repetition by increasing the review interval as terms are recalled correctly.

Start Making Flash Cards

Acquire a package of index cards (inexpensive and available at the bookstore). Each card will have one term or phrase on the blank side of the card. You can colour code cards so that ones that relate to each other will be the same colour. On the other side of the card, write down the **definition**, **main points**, **example** (at least one), and **diagrams or pictures** that illustrate the concept.

As you read through new materials in your text or handouts, note highlighted terms, ideas, and theories that are the key concepts for this subject area. Each one will become a separate flash card.

Take a stack of blank index cards into class. When the instructor gives a new term or reinforces that a particular idea is very important make a new card immediately! You can fill the back of the card in later, but you get started when the information is fresh and helps you to reinforce new information as you hear it in class.

The physical act of making the cards will help move the information from short term to long term memory. Research indicates that writing is stronger than typing for doing this process.

Using Flash Cards

Initial Studying: Read the term, then turn it over and study the definition, example, and any pictures or diagrams that you have created. Do this within 48 hours of first making the card. Shuffle your cards so that they are not in the order that they were created.

Self-Testing: Pick a card from your deck, look at the term, and then describe what the terms means. Turn the card over and see if you are correct. If you are, put that card aside as 'known'. If you did not get it right, create a new pile for the cards that you do "not know yet".

Reinforcing: Take the cards that you did not get right the first time around and study them again. Check your text or notes for ways to expand the idea to help your memory. Add another example to the description, preferably one that you have had some personal experience with. Look for a new picture or diagram. The next day, do the self-test cycle until you have all of the cards for this week in the 'known' pile.

Playing: Concentration (a matching game) by making separate cards for the questions and the answers that you are having difficulty with, leaving the back sides blank. Place the cards face down and turn them over, one by one, to find matches.

Study Groups: Start by explaining terms to another person. This allows you to activate your verbal brain and reinforces the knowledge that you are recalling. Expand this to using a number of related terms in paragraphs as part of your explanation.

Competing: Form two teams, assign a scorekeeper to hold up cards, and keep track as team members call out the right answers.

Final Reviewing: Just before the next test or exam, pull out the relevant cards and practise using each term or idea in a sentence as if you were answering a question on an exam.

Reading Strategies

SQ3R

Use this method to increase your comprehension of textbooks, articles, research studies, and manuals. The acronym SQ3R reminds you of the elements of this reading method – Survey, Question, Read, Recite, Review – that will help you become a more effective reader.

Survey (also called skimming and scanning)

- Survey the title: Think about what you may already know about that topic.
- Survey the introduction: It gives you an idea about how the chapter is organized, and what you will be learning.
- Survey anything in bold: Subtitles are labels. Other bolded items may be definitions that you will need to know.
- Survey the pictures, charts and graphs: Glance at these to pick out things that seem interesting or informative.
- Survey the summary at the end: This will review and give you the key points in the chapter.
- Survey the questions at the end of the chapter: These will help focus your attention on the main points.
- Survey your course syllabus/course presentation and see what topics the Instructor is focusing on.

Question

- Write "Who, What, Where, When, and Why" questions for each subtitle or definition (you can do this as you progress through the reading).

Read

- Read to answer the first question (this answer will become your notes). Look for keywords.

Recite

- Recite the answer to your question out loud. Do this as if you are explaining to a study partner.
- Write this down in your own words – these are your notes.
- Repeat for each question that you created.

Review

- Stand back and look at the chapter as a whole.
- How do the ideas and facts you learned from each subsection fit together?
- Review your notes to be sure they make sense to you.

Practise!

Open your textbook to the chapter you are reading and complete the steps below.

SURVEY: After surveying the chapter, what do you think it will be about?

QUESTION: Turn the 1st subtitle into a question.

READ: The section to answer the question.

RECITE: Answer the question in your words. (Repeat for the rest of the chapter)

REVIEW: After reading the chapter, what new things did you learn?

Adapted from: Robinson, Francis Pleasant (1978). Effective Study (6th ed.). New York: Harper & Row.

Cornell Note Taking System

2 Reduce for Recall	1 Notes (before and during class)
<p>Summarize, in your own words!</p> <p>The Main Points, Keywords, memorable examples, diagrams, etc.</p> <p>Do this within 24 hours of the class, the sooner the better!</p> <p>This will clarify meanings and relationships, reinforce continuity, and help move information into long term memory.</p>	<p>Main Topic</p> <ul style="list-style-type: none"> - Pre Reading notes - Class notes <p>Sub Topic</p> <ul style="list-style-type: none"> - Pre Reading notes - Class notes <p>Sub Topic</p> <ul style="list-style-type: none"> - Pre Reading notes - Class notes <p>Sub Topic</p> <ul style="list-style-type: none"> - Etc. <p>New Topic</p> <ul style="list-style-type: none"> - Pre Reading notes - Class notes <p>Sub Topic</p> <ul style="list-style-type: none"> - Pre Reading notes - Class notes <p>Sub Topic</p> <ul style="list-style-type: none"> - Pre Reading notes - Class notes <p>New Topic</p> <ul style="list-style-type: none"> - Pre Reading notes - Class notes <p>Sub Topic</p> <ul style="list-style-type: none"> - Etc.
<p>3 Recite</p> <p>Cover the Notes column (really!) with a piece of paper.</p> <p>Now use the Recall column to explain to yourself or a 'study buddy' what this information is about.</p> <p>If you can't remember a part, find more examples that you can relate to and add them to the Recall column.</p>	
<p>4 Reflect</p> <p>This will help you distill information into opinions that are supported by facts.</p> <p>Reflect on the material by asking yourself questions. "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"</p>	
<p>5 Review</p> <p>Spend at least ten minutes every week reviewing all your previous notes. You will retain most of what you have learned. These notes will help to maintain your knowledge and add to it.</p>	

Adapted from: Pauk, Walter; Owens, Ross J. Q. (2010) [1962], *How to Study in College* (10 ed.), Cengage Learning, [ISBN 978-1-4390-8446-5](#)

Discuss Ways to Approach Tests and Exams

On the Day of the Test

1. Make sure you are well rested and that you have eaten some protein (settles your stomach).
2. Arrive early and take a moment to relax and reduce your anxiety. Avoid distractions including sitting near or anything or anyone who is distracting to you.
3. Listen carefully to instructions given by the instructor; then read the directions very carefully. For example, you may discover that you only need to answer three out of the five essay questions. Ask for clarification if you do not understand the directions.
4. As soon as the test begins, write down any relevant formulae, concepts, figures, or memory cues that will help you during the test. Add to this list as inspirations come. Refer to it as needed.
5. Scan the entire test to let yourself know what to expect before you start answering.
6. Plan how you will use the time for the test. Observe the point value of each section and figure out a rough time allowance accordingly. Bring a time piece and pay attention to the passing time.
7. Do the easiest questions first. This will increase your confidence and may trigger memory for other answers. Don't waste time lingering over questions you don't know right away.
8. Go back to look at the harder questions. Choose the highest value questions next. If a question is worth 3 marks, there are usually three points that the instructor is looking for. 10 marks = 10 points.
9. Focus on the questions and not the answers. Underline the key words in each question. Think about where you have seen or heard these key words before. Think about other questions that you have already answered for clues. Write your best answer. If it is multiple choice, then check the answers to see if there is an answer that is close to your answer.
10. If two questions or potential answers seem similar, look for what words are different. Think carefully about what difference each word makes. This can lead you to decide on the correct response.
11. Take your time. Don't race through the exam and don't leave early.
12. Use any extra time at the end to check for careless errors, re-visit any difficult questions you left unanswered, or proofread essay answers for grammar and spelling. Make sure you answered all the questions!
13. When you have answered all of the questions, take a minute to re-scan your paper. Do not change any answers unless you are absolutely sure that you have made a mistake. Your first response is more likely to be correct. Second-guessing can lead to lower scores.

Afterwards

Learn from your tests! When one is returned, review it thoroughly to see where you can improve next time. Test taking is a skill like any other and improves with practice. We hope that you are successful in your testing. If you are not, you can find help. Please contact The Learning Centre on your campus. We offer study skills workshops throughout the school year. You are welcome to sign up for a session of tutoring or to book time with a Learning Strategist to help you with your learning strategies.

Manage Difficult Tutoring Situations

Rose (1976) and West (1990) identify behaviours that make learning difficult. These situations are ones that may come up in any tutoring session. Which of these have you experienced in your tutoring sessions? Consider your potential response.

What might happen in the Tutoring Session?	What strategies can you use?
Blocking Low frustration tolerance Immobilization/hopelessness Freezing up/blocking Procrastination Typical learner responses: <i>"It's beyond me."</i> <i>"S/He's (prof) speaking a foreign language."</i> <i>"I'm stuck."</i>	<ul style="list-style-type: none"> ○ Determine what the learner does know: ○ Through questions and discussions, show the learner that s/he is not an empty vessel but already 'partially filled'. ○ Start by using simple units; then build to more complex ones. ○ Offer continual positive reinforcement of successfully completed steps. ○ Use a variety of approaches (examples, diagrams, analogies, computer software).
Confusion (blocking variation) Disorientation Helpless feeling about the class Typical learner responses: <i>"I just don't know what to do."</i> <i>"I don't know what the professor wants."</i> <i>"I studied for three hours and got a C!"</i> <i>"I'm not sure where we're going."</i>	<ul style="list-style-type: none"> ○ Above approaches may work. ○ Structure and order the tutoring sessions. ○ Provide beginning, middle and end. ○ Offer study tips for notating, listening, time management, brainstorming paper ideas. ○ Suggest regular lecture/class attendance. ○ Try to give tutee an overview.
Miracle seeking Global interest concern but little specificity Enthusiasm regarding being with tutor but fairly passive in actual tutoring process High (often inappropriate) level of expectation Evasion or inability to stay 'on task' Typical learner responses: <i>"Will you do this for me?"</i> <i>"How do you remember all these terms?"</i>	<ul style="list-style-type: none"> ○ Downplay your role (e.g. "I've had more practice or more courses, that's all"). ○ Focus repeatedly on the task at hand. ○ Involve learner continually with questions, problems, models. ○ Stress active participation in the learning process (e.g. have learner engage the text: star major concepts, 'highlight' only key terms, write marginal notes, question claims).
Over enthusiasm (miracle-seeking variation) High expectations of demands on self: talks about limited time, long-range goals instead of immediate tasks Global interest/enthusiasm often found in older learners Typical learner responses: <i>"Look, I'm thirty years old: I don't have the free time these college kids have."</i>	<ul style="list-style-type: none"> ○ Explain counter-productivity of over eagerness. ○ Be empathic but assure learner s/he has time. ○ Suggest ways s/he can carve out this time with time-management tips (e.g. commuters, or mothers, may tape key-terms, review notes etc. to play back in car or between classes at lunch). ○ Utilize strategies under miracle seeking.
Apathy There seems to be no motivation or interest. Typical learner responses: <i>"I'm not good at this. I don't know what to do. I have a question, but I forgot what it was. I just want to pass the course"</i>	<ul style="list-style-type: none"> ○ Use confidence building exercises ○ Make it fun. Personalize ○ Rhymes and songs ○ Figure out what their goals are and connect them to content ○ Assess what they can do now – baseline.

What might happen in the Tutoring Session?	What strategies can you use?
<p>Resisting Expresses sullenness/hostility/ passivity/boredom Disinterested in class/work/tutor or defensive posture towards class/work/ tutor/lecturer Easily triggered anger</p> <p>Typical learner responses: <i>"I don't see why I have to do this over."</i> <i>"S/he doesn't go over this stuff but expects us to know it."</i> <i>"I won't use this course in life."</i> (on the job, in my major)</p>	<ul style="list-style-type: none"> ○ Allow learners five minutes to ventilate frustration. ○ Spend time building a relationship. ○ Be pragmatic, yet understanding: "I know these requirements are difficult, but they're required so let's make the best of it." ○ Help them connect the content to their outside life. ○ Establish your credibility/indicate past successes in similar situations (as opposed to 'downplaying role' under miracle seeking). ○ If the question arises, assure learner his/her complaints about a class are confidential. ○ Avoid fuelling his/her anger, etc. (e.g., "Prof Blank doesn't give criteria for his grading system; that's really unfair.").
<p>Passivity (often a variant of resisting) Non-involvement/inattention/low self-esteem Boredom Little discussion initiated/few questions Intimidated or overwhelmed</p> <p>Typical learner responses: <i>"My prof said I HAVE to come here."</i> <i>"History's (or any other discipline) boring."</i> <i>"Who cares about stats (or any other course) anyway?"</i></p>	<ul style="list-style-type: none"> ○ Be comfortable with silence ○ Ask them to explain in their own world what you have just explained (at each step) ○ Give a small similar question to see if they get it. ○ Empathize with tutee ("You're not crazy about asking questions in class, are you?" or "You really don't want to be here, do you?") ○ Attempt to establish rapport and energize learner by connecting the subjects to his/her interests. ○ Show relevancy of subjects to life, other disciplines ○ Use as many mobilizing techniques as you can: ○ open-ended questions ○ real or current problems ○ mini-tasks to be completed by the next session (homework). ○ Reinforce all completed activities and successes.
<p>Fragmentation (another variant of resisting) Inability to concentrate or adhere to task, easily distracted Overwhelmed by academic/athletic/social demands Uncertain about having college-level skills, declaring a major, etc.</p> <p>Typical learner responses: <i>"My high school did not prepare me for this."</i> <i>"I've been away from school for so long."</i> <i>"I'm lost in Dr. Blank's class."</i></p>	<ul style="list-style-type: none"> ○ Provide lecture/class calendar and other time-management tips. ○ Suggest structure in his/her schedule such as making appointments to get to the library. ○ Give subject-specific study tips on note-taking, listening, reading text, expectations, etc. ○ Give and review with them any appropriate study tips. ○ Advise regular lecture/class attendance (where they are having trouble). ○ Notify of current workshops, such as time, stress management. ○ Make necessary referrals

Responding in Difficulty Activity

Discuss (in pairs) the responses that Rose and West provide. Which of these have you used before?

What responses could you use to improve your tutoring? Do you have any other responses or situations that you suggest using?

In pairs, practise one scenario using a behaviour listed on the handout.

What difficulties did you experience? How might you do it differently next time?

What surprised you most in this practise session?

Continuing your Tutor Training

This concludes the Fundamentals part of the Kwantlen Level Two Tutor Training program.

You will continue your Integration and content training under the guidance of your Learning Centre Coordinator, Learning Strategists, and faculty mentors.

Good Luck in your continuing Tutoring activities.

Level Two integration exercises using online resources (6 hours)

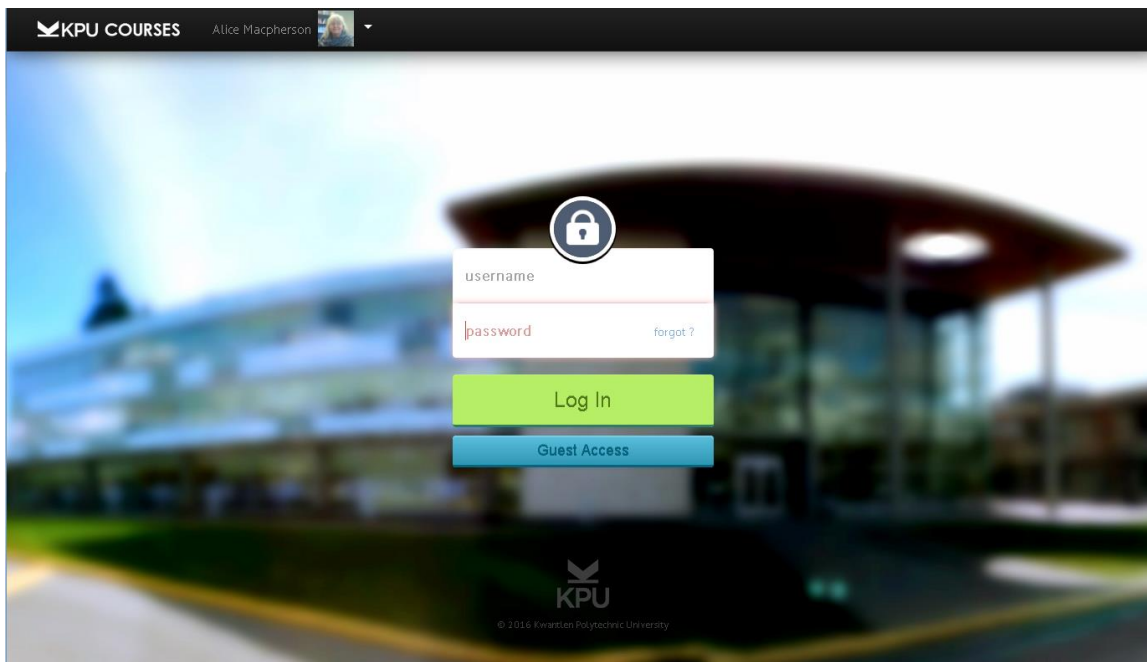
Congratulations on finishing your Level Two Tutor Training! You now have more information to build on your Level One Fundamentals in tutoring concepts, experience, and situations that you may encounter as a Tutor. You began with your application and interview to become a Tutor at Kwantlen's Learning Centres, completed your six hour training session, including your workbook exercises, explanations, and discussions. The process that you will now follow to continue your tutoring will help you continue to help others. You will continue your training using Moodle for exercises and documents as well as working with your Learning Centre Coordinator, 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 with you KPU student number and password, and then click on Tutor Training.

Choose the Tutor Integration (I, II, III) tab and click into Level Two.

LEVEL TWO PEER TUTORING INTEGRATION EXERCISES

The Learning Centres
at Kwantlen Polytechnic University



Follow Learning Centres Procedures (includes continuing Tutor Certification process)

Refer to Learning Centre Procedures documentation 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.

Tutor Certification process through the Learning Centres at KPU.

Level Two Requirements include:

- Additional 6 hours of training.
- Documented experience of 25 hours tutoring including your analysis of your process.
- You must have documented proof of strength in the subject you are tutoring.
- Evaluation process completed.

Complete TESAT instrument and Debrief with a Learning Strategist

<http://www.cambridgestratford.com/tutoring/tutorassessments.html>

The TESAT assists tutoring directors and tutors in assessing tutoring techniques designed to encourage independent learning and reduce student dependence on tutoring. It is a structured profile that evaluates tutors' effectiveness in 1) understanding and using the steps in peer tutoring and 2) understanding and using the steps in helping students learn how to learn. These steps are supported by educational research in teacher education and proven effective for peer tutoring by Dr. Ross B. MacDonald's California Tutor Project, commonly known as The Tutor Cycle.

The TESAT is a generic tool for assessing tutoring that can be used before and after training or self-directed study to show tutors' improvement in interacting with students in any discipline or content area. Its intended use is threefold: 1) as an educational tool to help reinforce what effective tutors should attempt to accomplish during each tutoring session; 2) as a self-assessment tool for tutors to use to critique their own tutoring sessions; and 3) as a tutor evaluation tool for tutoring directors who wish to independently evaluate what happens during tutoring sessions and/or who conduct individual observations of tutoring sessions and wish to share their evaluations with the tutor's own self-assessments to improve growth and development. (TESAT User's Manual included)

Step	Strategy	1	2	3	4	5
Step 1: Greeting	1. Greeting the student					
	2. Identifying the student's name					
	3. Establishing rapport					
Step 2: Identify Task	4. Identifying the task					
	5. Identifying the student's level of understanding					
	6. Identifying the student's learning style					
Step 3: Break Task into Parts	7. Breaking the task into parts					
	8. Identifying the student's level of understanding					
	9. Identifying the student's learning style					
Step 4: Identify Thought Process	10. Identifying the student's thought process					
	11. Identifying the student's level of understanding					
	12. Identifying the student's learning style					
Step 5: Set an Agenda	13. Setting an agenda					
	14. Identifying the student's level of understanding					
	15. Identifying the student's learning style					
Step 6: Address the Task	16. Addressing the task					
	17. Identifying the student's level of understanding					
	18. Identifying the student's learning style					
Step 7: Tutee Summary of Content	19. Summarizing the content					
	20. Identifying the student's level of understanding					
	21. Identifying the student's learning style					
Step 8: Tutee Summary of Underlying Process	22. Summarizing the underlying process					
	23. Identifying the student's level of understanding					
	24. Identifying the student's learning style					
Step 9: Confirmation	25. Confirming the student's understanding					
	26. Identifying the student's level of understanding					
	27. Identifying the student's learning style					
Step 10: What Next?	28. What next?					
	29. Identifying the student's level of understanding					
	30. Identifying the student's learning style					
Step 11: Arrange & Plan Next Session	31. Arranging and planning the next session					
	32. Identifying the student's level of understanding					
	33. Identifying the student's learning style					
Step 12: Close and Goodbye	34. Closing and saying goodbye					
	35. Identifying the student's level of understanding					
	36. Identifying the student's learning style					

The 12 Step Tutor Cycle:

1. Greeting
2. Identify Task
3. Break Task into Parts
4. Identify Thought Process
5. Set an Agenda
6. Address the Task
7. Tutee Summary of Content
8. Tutee Summary of Underlying Process
9. Confirmation
10. What Next?
11. Arrange & Plan Next Session
12. Close and Goodbye

System for Evaluation:

Each of the 12 Steps of the Tutor Cycle is listed with that step's strategies. The evaluator rates each strategy using the following ranking:

- Outstanding - Exhibits superior qualities; professionally skilled. Needs no guidance
- Proficient - Exhibits strong qualities and consistent success. Occasional direction needed.
- Adequate - Exhibits acceptable qualities or performs generally successfully. Minimal direction is needed.
- Needs Improvement - Unfamiliar with strategy. Assistance and guidance needed
- Not Applicable - Indicates behavior was not experienced to be evaluated.

Discuss Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment Issues

Freedom of Information and Protection of Privacy

Welcome to Kwantlen Polytechnic University's Freedom of Information and Protection of Privacy web site. <http://www.kpu.ca/foipop>

The *Freedom of Information and Protection of Privacy Act* (FIPPA) became law on October 4, 1993. This web site provides information and guidance to quickly access FIPPA regulations, find out how to request access to records held by the university, and assist faculty, staff and administrators in protecting personal information held by the university.

Responsibilities and Rights

Everyone associated with Kwantlen Polytechnic University needs to have a basic understanding of FIPPA, including employees, learners, outside service providers and members of the public (all of whom may provide, collect, use or be asked to disclose private information) in their dealings with the university, in order to:

- Manage requests for information in compliance with Kwantlen policy and the legislation, i.e.: when notified of a request, employees must not destroy any responsive records.
- Protect the privacy of learners and employees.
- Know what rights you have to access and correct records Kwantlen may have about you.
- Manage learner and employee records in departments, i.e. to retain an individual's information for at least one year if it is used to make a decision that directly affects the individual.
- Give the public access to Kwantlen records following FIPPA's informal and formal request procedures.
- Resolve complaints about possible unauthorized collection, use or disclosure of an individual's personal information and inform them of their right to make a complaint with the BC Office of Information and Privacy Commissioner.

General Privacy Principles

Individuals own their own information and have a legal right to privacy protection.

- Treat learners as stakeholders in the collection, use and disclosure of their personal information.
- Learners are loaning their personal information to Kwantlen Polytechnic University in exchange for services provided by the university. But in so doing learners do not cede ownership of their personal information.
- Learners are entitled to request and receive copies of any and all personal information in the possession of the university.

Public bodies may collect personal information which relates directly to, and is necessary for, an operating program or activity of the public body.

- Collect only the personal information necessary to provide the service.
- Share information on a need-to-know, rather than a want-to-know basis, and then only with authorized individuals who specifically need to know.

Information may only be used for the purpose for which it is collected.

- Additional consent is not required to use information for the purpose for which it was provided, intended and collected.
- Consent must be obtained to collect or use personal information for other purposes. Exception: Essential personal information may be shared without consent, provided it is

absolutely necessary and in the interest of the learner or necessary to the functioning of the department. This may be the case with medical or mental conditions which impact a learner's performance or which pose a health or safety risk to the learner or instructors. This is discretionary and must be carefully considered.

Public Interest Paramount:

Protection of public health and safety overrides protection of privacy.

Issues of concern to the health and safety of learners, employees or others can and should be reported to appropriate authorities, even without the permission or consent of the individuals whose privacy rights are affected. For further information refer to: Practice Tool for Exercising Discretion: Emergency Disclosure of Personal Information by Universities, Colleges and other Educational Institutions published in 2008 by the Office of the Information and Privacy Commissioner.

"The head of a public body must, without delay, disclose to the public, to an affected group of people or to an applicant, information about a risk of significant harm to the environment or to the health or safety of the public or a group of people." Freedom of Information and Protection of Privacy Act, Section 25.

Practical Guidelines

- Tell learners what personal information is being collected and why. Rarely will information about SINs or marital status be needed.
- Seek written consent from learners in order to share personal information with others. This includes personal email addresses intended to encourage and enable learners and instructors to communicate. Learners must not be required to share personal information with classmates, and should be told they have the right to decline permission.
- Learners should be encouraged to use their Kwantlen emails. If they prefer their own emails to communicate with instructors or learners they must provide written prior consent.
- Ask permission before passing along names of learners to potential employers or as volunteers.
- The university must obtain permission from each individual prior to sharing learner and graduate mailing lists to private companies peddling services.
- Instructors and program assistants may collect home phone numbers as it may be necessary to contact learners, concerning performance and assignments or absence from class but that information must be kept secure.
- Do not post identifying personal information in a public place such as a hallway or an office door. Grades should be given to learners individually in person or electronically via Kwantlen email.
- A learner's work should be returned only to the learner. Do not leave assignments, etc., to be picked up in a public space.
- Do not read out grades when handing back assignments.
- Do not collect social insurance numbers unless it is necessary. This may include paying a learner or a guest lecturer. Destroy the SIN number information once it is no longer needed. Ensure that destroyed records are disposed of in a secure manner, i.e. shredding.
- Do not disseminate irrelevant personal information such as marital status, unless it is relevant and then only on a need-to-know basis. Do not share such information with learners' classmates.
- Where practical, prior consent should be obtained from the learner if it is necessary for the purpose of the program to share medical information – risk of infection, for example – about the learner on a need-to-know basis.
- Do not identify learners by name in minutes of meetings or other records intended for broad circulation.
- Always use passwords on computer-based records such as email.

- Store confidential information in a protected and secure location.
- Do not fax personal information unless absolutely necessary. If necessary, make certain that it will be received only by the appropriate individual. Never fax personal information to a facsimile machine shared by unauthorized individuals.
- Do not release personal information such as home phone numbers or addresses in public documents such as class yearbooks or on social media sites.
- A learner's educational information, including whether he/she is currently enrolled, cannot be released. Refer all such inquiries to the Senior Records Manager in the Registrar's office, 604.599.2027.
- Departments should not keep confidential personal information for longer than one year after the learner has left the program. Refer to Kwantlen's Records and Retention Schedule for guidance as to when a record may be destroyed.

Learners and Privacy

The following guidelines and principles are meant to assist employees in complying with the

BC's Freedom of Information and Protection of Privacy Act (FIPPA) as it relates to learner personal information. As a public body Kwantlen has a responsibility to comply with FOIPPA when collecting, using, disclosing and disposing of learner information.

Please feel free to call or write the Information and Privacy Coordinator with your questions 604-599-3290, fatima.sakarya@kwantlen.ca .

Guidelines

1. Collecting Learner Information

- (a) Collect only the information you require and have legal authority to acquire. Very seldom will this include age, marital status, SIN, etc. Informed consent is preferable even in relation to information that can be disclosed without consent.
- (b) Be sure you clearly inform learners of your legal authority to collect personal information. It could be required or allowed by a specific act (University Act, Section 27) or fall under s.26 (c) of the Freedom of Information & Protection of Privacy Act ("...information relates directly to and is necessary for an operating program or activity of the public body" i.e. Kwantlen Polytechnic University). Identify an officer or employee who can answer questions about the collection of the information.
- (c) Learners have a right to review their information for accuracy and to request a correction of factual information.
- (d) Learner information must be retained for at least one year when that information has been used to make a decision about the learner.
- (e) You must ensure that the information is kept in a secure location and if you supervise others, they should be trained in their duty to hold personal information in confidence and to disclose only that information necessary to perform their duties. (See policy C.4 and G. 24).

2. Using Learner Information

- (a) **Use the information only for the purpose for which it was collected.** Instructors and program assistants may collect home phone numbers in order to carry out their duties, such as contacting absent learners or communicating information to learners about their performance or assignments. The use of a learner's Kwantlen email or Moodle is strongly encouraged as a first choice. If it is necessary to collect a SIN number for employment purposes, shred it when no longer needed.
- (b) **Do not share the information about a learner with anyone else unless the learner has signed a release form.** There are limited circumstances when information may be shared without consent. If the supervisor in charge of your department is unsure as to whether disclosure is permissible, feel free to contact the Information and Privacy Coordinator for guidance.

- (c) Using personal information for a purpose other than that for which it was collected:
 - If learners decline to use their Kwantlen email address you should ask for written permission for use of their personal email addresses.
 - Ensure you have a learner's written permission to share any personal information with your class, but refrain from asking to share phone numbers or addresses as this can put them at risk. They must be made aware of their right to refuse permission.
 - Ensure you have a learner's permission if you intend to give their contact information to potential employers or volunteer organizations.
 - Businesses should not be given learner or graduate mailing lists without prior, individual consent from each learner.
- (d) Respect learner privacy in class: do not reveal a learner's grade.
- (e) Personal information such as marital status should not be shared unless relevant, and then only on a need-to-know basis.
- (f) Do not identify learners by name in departmental documents such as meeting minutes.

3. Class Lists

Currently the class lists contain the learner phone number. Please ensure that if you decide to contact learners at home, it is for appropriate reasons - i.e. class attendance, etc. Inappropriate use includes business mail outs, requesting personal information, and social purposes.

4. Learners' Work

- (a) If you need to review a learner's work with a colleague (for a second opinion perhaps), remove the name and any personal identifiers from the work. Be especially careful with highly personal information and opinions contained in assignments such as diaries, journals and portfolios.
- (b) A learner's work should be returned only to the learner. Do not leave assignments, etc. to be picked up in a public place.

5. Learner Grades

There are two options:

- (a) Give out grades individually to learners in class.
- (b) Post a list in random learner number order with assigned grade. Allow the learners to advise you if they do not wish their number and their grade posted. It is suggested that you append a notice to your course syllabus.

Example:

"Grades: for your convenience, learner grades by random learner number will be posted in the department. If you do not wish to be included, please advise me in writing before the end of this month."

6. Access to Learner Databases

Employees are permitted access to Banner if they require the data in the course of their normal job responsibilities. Information contained in Banner is to be shared only with similarly authorized employees and only in connection with authorized job responsibilities. All data and reports must be maintained in a secure and confidential manner.

7. Research and Statistical Analysis

There are limited provisions in the Act for disclosing personal information for research or statistical purposes. Please contact the Registrar (604-599-2018).

8. General Inquiries

A learner's educational information, including whether he/she is currently enrolled, cannot be released to a third party without the learner's consent or some legal authority. If in doubt call the Registrar (604-599-2018).

Principles to keep in mind...

1. Learners have a right to privacy protection under the Freedom of Information & Protection of Privacy Act. They "loan" their personal information to Kwantlen Polytechnic University but they still own their own information and may request and receive copies of any personal information possessed by the university.
2. Public bodies such as Kwantlen Polytechnic University may collect personal information, but only that which "relates directly to and is necessary for an operating program or activity of the public body". Sharing of this information should only be with those who specifically need to know.
3. Personal information may only be used for the purpose for which it is collected and consent must be obtained for any other use. However, an exception occurs if it is necessary and in the interest of the learner, as may occur with medical or mental conditions that impact learner performance or pose a health or safety risk to the learner or others. If you have any concerns in this area, please contact **Catherine Dube, Director, Learner Risk and Judicial Affairs, at 604-598-6014** or Fatima Sakarya, Information and Privacy Coordinator, 604-599-3290.
4. Protection of public health and safety overrides protection of privacy. Where there are compelling circumstances that threaten to lead to harm to the health or safety of a large number of people, the public body has a duty to disclose information, without regard to personal privacy.

Remember:

- Store confidential information in secure files. FOIPPA requires public bodies employ reasonable security arrangements in the protection of personal information. This has been interpreted to mean that that files containing sensitive information must be put away and cabinets and doors locked when a room is unoccupied, digital information must be guarded with great care and encrypted if contained in mobile devices (flash drives, mobile phones, laptops...) and continuous backup and periodic purging must be performed by the IT dept.
- Faxing of personal information should be avoided. If this is necessary, ensure only the authorized recipient will handle it.
- Public documents should not include learners' personal information.
- A learner's educational information cannot be released, including whether the learner is currently enrolled.
- Practice good records management, storing documents according to the guidelines in Kwantlen Polytechnic University's [Directory of Records](#) and disposing of them in a secure manner especially when the records contain sensitive personal information.

Privacy Activity:

May Ask or Record	Should not Ask or Record

Human Rights in Canada

In Canada, human rights are protected by federal, provincial, and territorial laws. The Canadian government has made many provisions to protect human rights, including legislation such as the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, the establishment of the

Canadian Human Rights Commission. Each province has human rights laws and legislation (Canadian Human Rights Commission).

The *Canadian Charter of Rights and Freedoms* is a bill of rights entrenched in the Constitution of Canada. Every Canadian is guaranteed of certain rights and freedoms such as:

- a) freedom of conscience and religion;
- b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- c) freedom of peaceful assembly; and
- d) freedom of association (Canadian Charter of Rights and Freedom)

As a tutor, you need to be mindful of the ideas and beliefs of the diverse population you are helping. Some of these beliefs may not be the same as the cultural, religious, racial, political, economic or social systems that you have been exposed to. Some of the work that learners bring you will also expose you to other points of view or arguments that may cause you to question your own perspectives. This is one of the challenges of tutoring. Keep vigilant, then about how you may influence the conversations when tutoring so that any work a learner brings in is *their* work and needs to maintain *their* ownership.

Under the Human Rights Act you too are protected. If you ever feel that your rights or freedoms have been violated, speak with your supervisor or address your concerns with your learner directly. Most post-secondary institutions have rights and responsibility guidelines for learners and these are outlined in the University Calendar. If you are unsure of yours, ask your tutoring supervisor, learner judicial affairs officer, or ombudsperson for information. Each province has its own human rights legislation. Schools, including post-secondary institutions are covered under these laws. To get more information: British Columbia: <http://www.bchrc.gov.bc.ca>

Discrimination and Harassment

All provinces and territories have legislation which prohibits discrimination in their jurisdiction. The [Canadian Human Rights Act](#) extends the provincial and territorial laws in Canada that forbid acts of discrimination. The Canadian Human Rights Act (1985) is based on the principle that all individuals should have opportunities that are equal with other individuals, as follows (Canadian Human Rights Act, 1985 Section 1).

2. The purpose of this Act is to extend the laws in Canada to give effect, within the purview of matters coming within the legislative authority of Parliament, to the principle that all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

R.S., 1985, c. H-6, s. 2; 1996, c. 14, s. 1; 1998, c. 9, s. 9; 2012, c. 1, s. 137(E).

The *Canadian Human Rights Act* and all other anti-discrimination legislation gives each of us an equal opportunity to work and live without being subjected to discrimination. We are all protected by these federal, provincial, and territorial laws.

We also have a duty to accommodate and an obligation to take steps to eliminate different and negative treatment of individuals, or groups of individuals based on prohibited grounds of discrimination.

The duty to accommodate means that sometimes it is necessary to treat someone differently in order to be fair and to ensure full participation of a person or group.

Tutor Responsibilities

We all need to treat tutees with the respect and dignity – without discrimination or intent to harass. Consequently, as a tutor, you must always be conscious of how you treat each learner and what you say in your tutoring sessions. Your personal conduct and appearance is also important. Although you may not think that what you say or do can be considered discriminating or harassing, you might want to consider what message the tutee/learner might be receiving. Could the joke you just told be considered inappropriate? Were you sitting too close to them for their comfort? Was how you were dressed appropriate? Even though you might not think that what you say, wear, do, etc. is okay, step back and think about the tutee.

Harassment is a form of discrimination that involves any unwanted physical or verbal behaviour that offends or humiliates a person. Incidents such as jokes or remarks about your age, colour of skin, etc. (anything in the above list) can be considered as harassment. Threats or intimidation also fall under the harassment category.

Any unwelcomed touching such as patting, touching, pinching or punching can be considered as assault which is illegal under the *Criminal Code (1985)* which is Federal legislation. Again, provinces and territories have legislation very similar to the federal human rights act. When in doubt, you can refer to your provincial / territorial agency. The links for these are below:

Provincial and Territorial Human Rights Agencies

<u>British Columbia Human Rights Tribunal</u>	<u>B.C. Human Rights Coalition</u>
<u>Alberta Human Rights Commission</u>	<u>Manitoba Human Rights Commission</u>
<u>Saskatchewan Human Rights Commission</u>	<u>Yukon Human Rights Commission</u>
<u>New Brunswick Human Rights Commission</u>	<u>Nova Scotia Human Rights Commission</u>
<u>Prince Edward Island Human Rights Commission</u>	<u>Newfoundland and Labrador Human Rights Commission</u>
<u>Ontario Human Rights Commission</u>	
<u>(Ontario) Human Rights Tribunal of Ontario</u>	<u>(Ontario) Human Rights Legal Support Centre</u>
<u>Nunavut Human Rights Tribunal</u>	<u>Northwest Territories Human Rights Commission</u>
<u>(Québec) Commission des droits de la personne et des droits de la jeunesse</u>	

Best Behaviours Activity:

Brainstorm behaviours that you do as a tutor to avoid the appearance as well as the reality of harassment.

Revise Session Plans and Document the Tutor Processes

Using the materials from *KPU Peer Tutor Training Workbook – Level One*:

- Use a Model to Create Session Plans on page 16
- Use Critical Questioning on pages 27 - 29

Review your current session plans in light of the 25 hours of tutoring that you have done so far. How have you integrated your experiences and the feedback that you have received from your tutees, trainers, faculty mentors, and Learning Strategists?

You are doing 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. By this point you should have four to six different tutoring session plans, with reflected documentation. You may have developed exercises and worksheets for your tutees to help them learn the materials. You will have shared these with others and have posted them to your portfolio with your comments on their development.

After each tutor session that you do, you have also documented the session as noted on page 19 in your Level One workbook. 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.

Now is the time to create a list of the materials that you have developed and written about. This will become the index of your portfolio.

Discuss Issues of Academic Honesty (Cheating & Plagiarism)

Understanding Academic Honesty

Statement on Academic Honesty

Academic honesty is the principle that forms the foundation for scholarship and intellectual ownership. Kwantlen Polytechnic University expects all students to uphold this principle and considers any act of academic dishonesty, including cheating and plagiarism, as a serious educational offence.

All students attending post-secondary institutions must clearly and fully understand what constitutes an act of academic dishonesty. The following information is provided to specifically help students understand the university's position on cheating and plagiarism.

Definitions

Cheating, which includes plagiarism, occurs where a student or group of students uses or attempts to use unauthorized aids, assistance, materials or methods.

Plagiarism occurs where a student represents the work or ideas of another person as his or her own.

Examples of Cheating and Plagiarism

Students will be subject to disciplinary action for acts including, but not limited to:

Cheating

- Providing information to another student or obtaining it from an unauthorized person during an examination.
- Unauthorized use of materials, such as mechanical devices, textbooks, notes, formula lists, etc., during an examination.
- Storing answers in a calculator to be used by one's self or allowing it to be used by another student during an examination.
- Impersonating another student in an examination or being the student impersonated by another.
- Possession of an unadministered examination.
- Providing any part of an administered or unadministered examination, including the answer key, to another student.
- Submitting an assignment as one's own work where answers have been copied from the answer key.
- Submitting a take home examination or an assignment as your own when completed in whole or in part by another person.
- Submitting the same assignment to be graded in more than one course without prior permission of the instructor(s).
- Submitting an assignment that has been co-authored without prior permission of the instructor.
- Submitting an assignment that you know contains false information.
- Listing a source in the bibliography/reference list that was not cited in the assignment.
- Tampering with another student's assignment for the purpose of gaining an academic advantage over another student.
- Deliberately blocking access to library resources, specialty equipment, computer hardware/software, etc., for the purpose of obstructing the progress of another student's work.

Plagiarism

- Borrowing the ideas, theories, illustrations, lab data, or language of others, in whole or in part, without properly quoting and citing the source within the text of the paper.

- Substantially paraphrasing without acknowledging the source, even though you have used your own words.
- Combining your words with substantial phrases from a source that is either not cited or under cited.
- Using synonyms to change words within a phrase or sentence derived from another source and then treating the phrase or sentence as if it was your own.
- Failing to cite the correct source of a quotation.
- Submitting an assignment that does not acknowledge the contribution of co-authors where such acknowledgement would be appropriate.
- Submitting an assignment, in whole or in part, that was previously graded in another course, whether or not the other course was taught at Kwantlen Polytechnic University.

Note: The term examination includes tests and other assessment tools that measure acquired knowledge or skills. The term assignment refers to any graded activity that forms part of the course requirements.

Working with a Study Partner or Group

Collaborative learning is an essential component in the learning process and students are encouraged to study with a partner or a group. This in itself does not constitute plagiarism or cheating. However, be certain that the work you turn in is your own and that you completely understand it. Do not provide information to another student so that they can use it without understanding it.

If your instructor specifies that an assignment is to be completed independently then working with a partner or group would constitute an act of academic dishonesty. The exception to this would be where a student has a diagnosed disability requiring accommodation through academic support.

Disciplinary Action

If it is determined that a student committed an act of academic dishonesty, the university will proceed with disciplinary action in the following manner:

- for most first offences, a grade of zero will be awarded for the affected assignment, test, paper, analysis, etc.;
- for most second offences, a failing grade will be assigned in the affected course;
- depending upon the circumstances surrounding a first or second offence, a more severe level of discipline may be imposed by the university;
- where deemed appropriate in the circumstances, for any third offence, the matter will be referred to the vice president, academic for the assignment of discipline which may include, but is not limited to, suspension or expulsion from the university.

Note: Any student who contributes to an act of academic dishonesty by another student may face disciplinary action.

Avoiding Academic Dishonesty

Follow all instructions provided to you by your instructor. Do not make any assumption about what might be acceptable (e.g. the use of a thesaurus, dictionary, calculator, Cole's Notes, etc.) - ask your instructor.

Reference the words taken directly from another source or paraphrased using appropriate footnotes, endnotes, or reference list. Use the Style Guide recommended by your instructor when citing sources and double check the citation to ensure its accuracy.

Speak directly with your instructor if you are in doubt about what or how to cite a source, particularly if you are unsure as to what constitutes general knowledge.

Take careful notes to summarize your readings and list quotations that you may use to support a particular position.

Ensure that your instructor has granted approval to submit an assignment as a group before commencing any work with other students.

Once you have completed an assignment, it is advisable not to loan or provide a copy of it to another student, even if you have received a final grade for the course. If your work is plagiarized you may be implicated in the act of academic dishonesty.

When taking an examination, do not place your answers where they can be readily viewed by others and avoid looking in the direction of another student's exam paper.

Keep a copy of your work, including all notes and drafts, until you have received a final grade for the course.

Available Resources

1. For clarification on any aspect of academic honesty, consult with your instructor.
2. To register for seminars on term papers, note taking, and effective reading, contact the Learning Centre on your campus.
3. Faculty, staff, and student tutors at the Learning Centres are available to provide assistance to students with issues of academic honesty.
4. Use one of the following Style Guides unless otherwise specified by your instructor(s):
 - American Psychological Association (APA)
 - College Style Sheet *
 - Modern Language Association (MLA) *
5. Citation Style Guideposts for APA and MLA are available at each campus library. These guides help explain and demonstrate the need for correctly referencing the words and ideas of others. See all the information at: <http://libguides.kpu.ca/citations>
6. Any student accused of an act of academic dishonesty has the right at any time to consult with a university Counsellor and/or the Student Ombudsperson.

* available at all campus libraries, bookstores and in the Learning Centre

Related Policies

For more information about Kwantlen Polytechnic University's Bylaws & Policies, students are encouraged to visit <http://www.kpu.ca/policies>. The following are policies related to understanding academic honesty:

ST2 [Student Academic Integrity / Procedures](#)

ST7 [Student Conduct \(Non-Academic\) / Procedures](#)

IM3 [Information and Educational Technology Usage / Procedures](#)

Retrieved from: <http://www.kpu.ca/sites/default/files/downloads/Honesty1432.pdf>

More information available at: <http://www.kpu.ca/calendar/2014-15/academic-affairs/academicregulations.html>

Refer to the Ethical scenarios in both Level I and Level Two workbooks. Pick one or two that ring true for you in your experience with Academic Honesty. Write a paragraph on what the issue is for you and how you think you should approach that sort of situation. Use this as one of your journal entries.

Analyze Tutor Ethics in Action

NTA Code of Ethics

Give examples of how you uphold this Code of Ethics

I understand that my role as a tutor is to enable learners to do their own work using the best learning approach possible.
I will provide honest feedback in the form of positive praise and/or constructive suggestions to the learner I serve in a manner that will be beneficial to their overall learning.
I will demonstrate faith in my learner's learning abilities.
I understand that my relationship to the learner is professional and not personal.
I will show respect for my learner's cultural background and personal value system.
I recognize that I may not have all the answers to learner questions. In this event, I will seek assistance in finding answers to the learner's questions and/or direct the learner to an appropriate resource for the information.
I will maintain accurate records of tutoring sessions as expected and required.
I will respect my learner's personal dignity at all times.
I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my learner to follow.
I will keep information about the learner whom I am assigned confidential.

I understand that my ultimate goal is to assist my learner in discovering how he or she best learns and to help my learner develop the skills to achieve his or her best educational outcome.
I will share any concerns I have with my supervisor.
I expect to learn along with my learner.
I will keep current in both my subject area(s) and learning methodologies.
I will remain flexible to my approach to learner learning, respectful of the various learning styles and preferences.
I will share techniques for improved study skills with my learners.

The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

<http://www.ntatutor.com/code-of-ethics.html>

Notes and Questions:

Utilize Presentation Skills (use scripts for class visits)

Tutors are asked to attend sessions in the Learning Centres or in classrooms to explain what the Learning Centre is and how Tutoring works. You will work with the Learning Centre Coordinators and Learning Strategists in this endeavour. The following gives a general outline of how these sessions are constructed.

Bridge to Topic - Introduction

This element of a presentation is also known as "the hook." It is intended to be the aspect of the presentation that grabs the attention of the members of the audience, and provides them with some reason to be interested in the presentation. It helps the audience members answer the question "Why should I listen to this?" The bridge is established at/near the beginning of the presentation.

Presentation Purpose(s) / Objective(s)

This element answers the question "what is the point of the presentation?" It focuses the presentation, identifying what the members of the audience will gain or what they will be expected to do or understand by the end of the presentation.

Pre-assessment of Audience

This element answers the questions "who are the members of my audience? How familiar are they with my topic and my content? What do they know? What do they want or need to know?" A pre-assessment identifies the characteristics, existing knowledge and needs of your audience.

Presentation

This element comprises the major portion of the presentation. It is the body of what you want to say or present. It should connect directly to the purpose or bridge. Clearly state your message and main points. Give adequate support to each point.

The Audience should be given questions to consider, a problem to ponder, an object or process to watch, or other way to keep them engaged with the topic and stay in touch with the Purpose.

Questions?

Allow time for questions and refer to any resources that you have given or will be providing afterwards.

Summary / Closure

This element ends your presentation. End effectively by referring to your purpose. Give a summary of your main points and leave the audience with a clear understanding of what is expected at the next step.

Develop a Script Activity:

Using the template on the next page, develop a script that you might use to explain your tutoring activities to an audience of fellow students.

Bridge to Topic – Introduction

Presentation Purpose(s) / Objective(s)

Pre-assessment of Audience

Presenter	Audience/Participants	Aids	Time
Questions?			

Summary / Closure

Create Reflective Journal Entries on Tutoring Practices

Journal writing is a way to actively engaged 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 journalling.

Spend 30 minutes to an hour doing this journal writing each week. Submit your journal to your designated 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 2 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.

Reflective Journal Topics

You are required to do one journal **each week** beginning in your third week of work. The topics below **are optional**; they are suggested to give you some ideas about what to write about.

- What are the most important elements of privacy in tutoring so far and how do you apply them?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Reviewing your TESAT results, what will you be working on to become a more effective tutor?
- Describe an ethical issue that you have encountered while tutoring.
- Describe a tutoring activity that you used a number of times. Document this activity for future use and describe why it is useful.
- Describe some ways you encourage Academic Honesty by tutees.
- What could you do in your responses to encourage tutees to be more independent and less dependent on you?

Self Evaluate, Receive Tutee and Other Feedback, Create Semester Goals

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

- Self-Evaluation Form for Level II (following pages)
- Feedback on Tutoring from Tutees
- Observation of Tutoring by others
- Learning Centre Tutor Appraisal with Learning Strategist and Supervisor

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

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 2 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
Level II Basic Tutor Training – 6 hr		Follow Learning Centres Procedures	
Continue Tutor Certification Process		Academic Honesty (Cheating & Plagiarism)	
Complete TESAT and Debrief with a Learning Strategist		Analyze Tutor Ethics in Action	
Create Reflective Journal Entries on Tutoring Practices		Presentation Skills (use scripts for class visits)	
Legal Responsibilities for FIPPA, Human Rights and Harassment Issues		Revise Sessions and Document the Tutor Processes	
Self Evaluate, Receive Tutee and Other Feedback, Create 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.

Date													Total
Hours tutored													

Journal Entries

You are required to do one journal **each week** beginning in your third week of work. The topics below **are optional**; they are suggested to give you some ideas about what to write about.

Fill in the chart below, giving a title to each journal entry, and entering the date that you submit each journal as well as its number.

- What are the most important elements of privacy in tutoring so far and how do you apply them?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Reviewing your TESAT results, what will you be working on to become a more effective tutor?
- Describe an ethical issue that you have encountered while tutoring.
- Describe a tutoring activity that you used a number of times. Document this activity for future use and describe why it is useful.
- Describe some ways you encourage Academic Honesty by tutees.
- What could you do in your responses to encourage tutees to be more independent and less dependent on you?

Topic	Date	Journal #
		1
		2
		3
		4
		5
		6
		7
		8
		9
Record your Total Number of Journal Entries:	Total	

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 workshifts, to individual tutoring sessions and to meetings? (circle)
Excellent Adequate Needs Work

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.

KPU Peer Tutoring Fundamentals Workbook – Level Two

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:** _____

KPU Peer Tutor Level Two Training Log

Tutor's Name _____ Primary Campus _____

Reporting to Learning Centre Coordinator (Name) _____

Content Area(s) Tutored _____

Content Area Faculty Mentor _____

Semester/Year (e.g. Fall 2017) _____

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

Activity	Due Date	Completed	Signed by
Confirm /update KPU Peer Tutoring documentation i.e. transcript, contact information.	First week of tutoring		
Re-introduction to your Learning Centre Coordinator, Learning Strategists, Director, and other Learning Centre personnel.	Prior to tutor training		
Complete six hour level two Fundamentals training session and in class exercises.	Prior to first tutoring shift		
Review of Learning Centres services, resources, expectations, and procedures	Prior to first tutoring shift		
Use tutor appointment system for scheduling and documentation.	Prior to first tutoring shift		
Continue reflective journaling You will write a minimum of 6 bi-weekly journals during the term. We encourage you to write more.	First week of tutoring		
Meetings with your LCC Meeting 1 Topic _____ Meeting 2 Topic _____ Meeting 3 Topic _____ Meeting 4 Topic _____ Meeting 5 Topic _____ Meeting 6 Topic _____	Every 2 weeks	1. 2. 3. 4. 5. 6.	
Feedback from tutees (6-8 feedback forms total) Feedback discussed during bi-weekly meetings.	Week 3, Week 10		
Self-Evaluation of your tutoring to contribute to summative evaluation with LCC and/or LS.	Week 12 of semester		
Active tutoring (25 hours). Attended Tutoring Hours _____	As scheduled		

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

Activity	Due Date	Completed	Signed by
Complete integration exercises (including collating session plans and documenting the tutor processes, creating future goals, and consolidating a Personal Tutoring Portfolio) for your further six hours of training.	First 1-2 weeks of tutoring		
Prepare and revise tutoring materials for your tutoring sessions.	First week of tutoring		
Discuss first two reflective journals. Identify one tutoring skill that you would like to improve or develop. Start a self-improvement plan around personal skill development.	After 4 weeks of tutoring		
Meet with your LCC or a LS to review tutoring Materials prepared and revised.	Weeks 5-6 of tutoring		
Second discussion of reflective journals (2 additional journals). Review self-improvement plan. Identify another skill to improve or develop. Continue developing your self-improvement plan.	Week 8		
Final discussion of reflective journals (minimum of 6 journals total) Review self-improvement plan. Evaluate the effectiveness of the plan. Did you meet your improvement goals?	Week 11		
Summative Evaluation meeting with your Learning Centre Coordinator and/or Learning Strategist (Faculty Mentors are also encouraged to attend)	Prior to the end of the semester		

Schedule and complete these items with a Learning Strategist:

Activity	Due Date	Completed	Signed by
Initial meeting with your Learning Strategist (Orientation to Level 2 Integration Materials online)	First week of tutoring		
Complete TESAT and Debrief with a Learning Strategist.	First week of tutoring		
Monthly meetings (group or individual) with your Learning Strategist (meetings can be scheduled more frequently as desired by either party). Meeting 1 Topic _____ Meeting 2 Topic _____ Meeting 3 Topic _____	Monthly (minimum of 3 visits)	1. 2. 3.	

KPU Peer Tutoring Fundamentals Workbook – Level Two

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

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

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

Completion of Level 2 Peer Tutor Requirements for Certification Sign Off

After all of the above items have been completed:

Learning Centre Coordinator signature _____

Date completed _____

Number of attended tutoring hours _____

Learning Centre Director signature _____



PHOTO, VIDEO, AND DIGITAL MEDIA RELEASE FORM INDIVIDUAL VERSION

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By signing this form, I provide my express consent to Kwantlen Polytechnic University (“KPU”) to collect, use, and/or disclose of my testimonial on page 2 of this form (my “Testimonial”) and/or my physical likeness in photographic, video or electronic reproduction form (my “Image”) in any materials, and on websites, produced by the Marketing Department or other departments of KPU for promotional, editorial, advertising, or educational purposes in any manner or medium, whether now or hereafter devised, throughout the world in perpetuity in forms including but not limited to print and online advertisements, billboards, brochures, flyers, newsletters, KPU and other websites, etc. (the “Purposes”).

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I waive any right to my Testimonial and/or my Image including the right to inspect or approve any use of them. I will not claim money or additional consideration for any use of my Testimonial and/or my Image. I acknowledge and agree that this release is binding on my heirs, and I expressly release the KPU, its agents, and staff from and against any and all claims which I have or may have for invasion of privacy or any other cause of action arising out of the uses herein granted, even if the use of the Image is objectionable to me.

I understand that I may revoke this permission to use my Testimonial and/or my Image by contacting KPU’s Marketing Services, which will stop all future use of my Testimonial and/or my Image, depending on the nature of my revocation.

I further authorize KPU to use my contact information provided below to confirm my consent to collect, use, and/or disclose my Testimonial and/or my Image for the Purposes.

I understand my Testimonial, my Image, and my contact information are being collected for the Purposes as authorized by section 26 of the *Freedom of Information and Protection of Privacy Act*, RSBC 1996, c. 165 and may direct any questions regarding this form I may have to:

**Marketing Administrative
Coordinator 604-599-2889**

12666 72nd Avenue Surrey, BC, Canada V3W 2M8

KPU Peer Tutoring Fundamentals Workbook – Level Two

I confirm that I am 19 years of age or older and am competent to sign this contract in my own name. I have read and understood this form prior to signing it, and am aware that by signing this form that I am giving permission to KPU to collect, use, and disclose my Testimonial and/or my Image for the Purposes.

Testimonials

Category:

Student

Alumni

Staff

Faculty

Other (Please specify)

I am 19 years of age or older, and I acknowledge that I have read, understood, and accept the terms of this release.

Name (please print) _____

Program _____

Signature _____

Date _____

Email _____

Phone _____

Approval of Parent/Guardian (if subject is 18 years or under)

Minor's Name (please print) _____

Parent/Guardian Signature _____

Date _____

Email _____

Phone _____

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