

LEVEL THREE PEER TUTORING FUNDAMENTALS WORKBOOK

The Learning Centres
at Kwantlen Polytechnic University



KPU PEER TUTORING FUNDAMENTALS – LEVEL THREE

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

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

Contents

LEVEL THREE PEER TUTORING FUNDAMENTALS WORKBOOK	i
KPU PEER TUTORING FUNDAMENTALS – LEVEL THREE	i
Foreword.....	1
Tutor Learning Outcomes.....	2
KPU tutors will be able to:	2
Tutor Level Three Learning Objectives	3
Fundamentals Learning Objectives	3
Integration Learning Objectives	3
Analyze Your Personal Strengths as a Tutor	4
Review Tutor Competencies	5
Level I Objectives	5
Level II Objectives	5
Analyze Approaches to Tutoring.....	5
Build Tutoring Relationships Based on Trust and Expertise	7
Analyze Difficult Tutoring Situations	10
Reflections on My Tutoring.....	12
What I've Learned by Tutoring	12
Consider Portfolio Thinking	13
Develop a Personal Tutoring Philosophy.....	16
Draft Philosophic Statement of Tutoring and Learning	17
Create a Personal Tutoring Portfolio	18
Finishing your Training	20
Accessing Moodle.....	20
LEVEL THREE PEER TUTOR INTEGRATION EXERCISES	21
Tutor Level Three Learning Objectives.....	22
Follow Learning Centres Procedures.....	23
Complete TESAT (2) and Debrief with a Learning Strategist	24
Summary of TESAT	24
Create Supplemental Materials for Tutees	26
Supplemental Activity.....	26
Collate Session Plans and Document the Tutor Processes	27
Create Reflective Journal Entries on Tutoring Practices	28
Reflective Journal Topics	28
Consolidate a Personal Tutoring Portfolio	29
Self-Evaluate, Receive Tutee and Other Feedback, Create Future Goals	30
Complete all Tutor Certification Processes	30
Learning Centre Tutor Self-Evaluation.....	31
Tutoring Experience.....	31

KPU Peer Tutoring Fundamentals Workbook – Level Three

Journal Entries.....	32
Reflection on Tutoring Skills.....	33
Reflection on Tutor Training.....	33
Faculty Observations:	34
KPU Peer Tutor Level Three Training Log.....	35
PHOTO, VIDEO, AND DIGITAL MEDIA RELEASE FORM	38
Authorization to Use and Reproduce Photo, Video, Digital Media, and Testimonials.....	38
Testimonials	39



Peer Tutoring Fundamentals Workbook Level III by <http://www.kpu.ca/learningcentres>
is licensed under a
[Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](http://creativecommons.org/licenses/by-nc-sa/4.0/).

Written and compiled by Alice Macpherson, PhD, 2016.

Reviewed by faculty and staff members of

The Learning Centres at Kwantlen Polytechnic University, Surrey, BC, Canada

Foreword

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

Fundamentals Learning Objectives

- Your Personal Strengths as a Tutor
- Review Tutor Competencies
- Analyze Approaches to Tutoring
- Build Tutoring Relationships Based on Trust and Expertise
- Analyze Difficult Tutoring Situations
- Consider Portfolio Thinking
- Identify Information for Inclusion in a Tutoring Portfolio
- Develop a Personal Tutoring Philosophy
- Create a Personal Tutoring Portfolio

Integration Learning Objectives

- Follow Learning Centres Procedures
- Complete TESAT (2) and Debrief with a Learning Strategist
- Create Supplemental Materials for Tutees
- Collate Session Plans and Document the Tutor Processes
- Self-Evaluate, Receive Tutee and Other Feedback, Create Future Goals
- Create Reflective Journal Entries on Tutoring Practices
- Consolidate a Personal Tutoring Portfolio
- Complete all Tutor Certification Processes, Create Future Goals

Analyze Your Personal Strengths as a Tutor

Welcome to Level Three Tutor Training. You bring a wealth of experience to this session and we encourage sharing of it.

Strengths as a Tutor Activity:

Think of your strengths as a tutor and share this with another person.

1. What do you do particularly well?
2. What did you do that uses this strength?
3. How did others help you?
4. What are you most proud of in this strength?

Think of a time when you were particularly successful as a tutor. What was the best part of that experience?

What did you do that made that happen?

How did others help you?

What are you most proud of from that experience?

Listen to your partner's experience and be prepared to say a bit about it.

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

Level II 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 (Learning Aids)
Manage Difficult Tutoring Situations
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
Revise Session Plans and Document the Tutor Processes
Discuss Issues of Academic Honesty (Cheating & Plagiarism)
Analyze Tutor Ethics in Action
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

Analyze Approaches to Tutoring

Now that you have been tutoring for a while, how do you see yourself as a tutor? What methods and approaches have you used that seem to work particularly well for you and your tutees? As you know, tutor roles include:

- Promoting independence in learning;
- Personalizing Learning;
- Facilitating tutee insights into learning, and learning processes;
- Providing a student perspective on learning and university success;
- Respecting individual differences;

We are not all the same in our approaches and there is not one single approach that is the “best”. Research has shown that there are particular categories and types of approaches that work often and good tutors use a combination that suits their tutee’s needs, and both tutor and tutee styles. The following approaches should be considered and combined as you develop your tutoring style.

Facilitating

Facilitation is about making it easy to have a discussion. Being curious about what the tutee knows/believes about the material can lead them to deepen their explanations and to identify connections and cross applications. Help them make linkages and pathways that will improve their retention and recall of information.

Challenging

Tutors can challenge tutees in their thinking by using Socratic questioning to help the tutee look for answers at a deeper level than their current understanding. This promotes critical thinking, analysis, and evaluation as it is focused on the subject at hand.

Coaching

Watching the tutee work through a problem or situation and giving small signs along the way as to direction to pursue or processes that may be fruitful for the tutee.

Leading

Sometimes the best approach is to provide information and resources for the tutee to study. It is hard to draw out information that is not there in the tutee’s mind.

What I’ve Learned by Tutoring Activity:

Describe some of the approach(es) you take to setting goals – for yourself and for your tutoring sessions.

KPU Peer Tutoring Fundamentals Workbook – Level Three

In what ways do you model effective study skills and student behaviours for your tutees?

Explain a few of the most significant things you have learned from your tutoring experiences? Why are these significant for you?

What are some of your strengths as a Tutor in regards to your approach?

What weaknesses or gaps are you aware of? What concerns do you have?

Identify several areas for future growth as a tutor.

Build Tutoring Relationships Based on Trust and Expertise

Communication and learning are interconnected. Without good communication in the tutoring process, there is little learning. The two key components of communication are:

1. The content of the message.
2. The emotional impact of the message on the receiver.

Active listening opens the door to good communication that has a positive emotional response. We need to first understand what the tutee is saying and then for the tutee to understand what we are saying. Empathy is the capacity to understand and share the feelings of another. When you are empathetic to your tutee you understand their feelings without letting them take over the situation.

Expert Communication Activity:

What strategies do you use to ensure that you understand what your Tutee is telling you? What do you do with this information in your tutoring sessions?

Give examples of how you connect with your Tutees when you are working with them.

Building Trust

“To be trusted is a greater compliment than to be loved.”
David O. McKay

Building tutoring relationships with others can be complex and relies on the element of trust. The key to building and maintaining trust is being trustworthy. When you want to increase trust, increase your trustworthiness.

- **Trusting Behaviour** – The willingness to risk beneficial or harmful consequences by making oneself vulnerable to other group members.
- **Trustworthy Behaviour** – The willingness to respond to another’s risk taking in a way that ensures that the other person will experience beneficial consequences.

Part of being trustworthy is having expertise in the subject that you are tutoring. You became a tutor based on this type of expertise. You continue to develop as a tutor by maintaining and expanding your expertise and by being trustworthy. Expressing acceptance, support, and cooperativeness as well as reciprocating information and disclosures appropriately are key aspects of being trustworthy in relationships with others.

The Emotional Bank Account

If I make deposits into an Emotional Bank Account with you through courtesy, kindness, honesty and keeping my commitments to you, I build up a reserve in the account. Your trust towards me becomes higher. If I have a habit of showing discourtesy, disrespect, cutting you off, failing to keep commitments, betraying your trust, eventually my emotional bank account becomes overdrawn.

Trust in Action

When trust is high, communication is easy, instant, and effective. I can even make mistakes and that trust level will compensate for it. When trust is low, communication is difficult, and slow. I measure every word. I insist on memos. I won’t cooperate.

You can think of this as a “bank account” in which you make deposits that show that you are trustworthy.

Major Deposits in Emotional Bank Accounts

- Effective Communication
- Understand the individual
- Attend to the little things (courtesies)
- Keep commitments
- Clarify expectations
- Apologize sincerely when you make a withdrawal
- Show Personal Integrity

Integrity

Integrity supports trust. It includes but goes beyond honesty. Honesty is telling the truth. Integrity is keeping promises and fulfilling expectations. This is a key element of tutoring.

Trust Activity:

List a few ways that you build trust as a tutor.

<i>How I am Trustworthy</i>	<i>How I am Trusting</i>

Analyze Difficult Tutoring Situations

You have been tutoring for at least 50 hours at this point and your experiences will help you to gain a greater understanding of ways that tutor can adapt the learning experience for the tutee. As part of a small group of tutors, you will develop a case study about one aspect of tutoring that has proven to be a challenge to you. This case study will be a descriptive, explanatory analysis of a particular type of tutoring event that you and your group members have experienced. An explanatory case study is used to explore why and how this may have happened and to look for underlying principles that may be used to analyze future events and lead to better outcomes.

Case Study Activity:

1. Your Trainer will lead a whole group brainstorm to come up with a variety of ongoing difficult tutoring situations that have happened in the past. The group will cluster these situations into related types by similarity.
2. The Trainer will assist the tutors in picking a theme that resonates for them and then forming groups of three to four around a given theme. Working in these groups and using your best facilitating skills, create a case study of an ongoing tutoring situation in your theme area.
 - List the events that make up the situation that you are working with.
 - Organize the flow of these events in a series of two or more tutoring sessions.
 - Brainstorm the background elements that would contribute to this series of events.
 - Create a realistic narrative of the dialogue around this tutoring session ensuring that the narrative is reliably supported by the background and the events.
 - Include elements that may change between sessions.
 - Include any other related elements that might impact on how the sessions are conducted.

Your group will give a short presentation on your case study to the larger group and will listen to the presentations by others.

3. The Trainer will use Socratic questioning to lead the whole group in picking out themes and principles from the collection of case studies.

Best Tutoring Advice to Self and Others:

With these in mind, write a paragraph of your best advice to yourself (and others) as a tutor.

What are the strategies that you do and can use to manage difficult situations and to fulfill your tutoring mandate and responsibilities?

Reflections on My Tutoring

What I've Learned by Tutoring

Describe the approach(es) you take to setting goals – for yourself and for your tutoring sessions.

In what ways do you model effective study skills and student behaviours for your tutees?

What are some of your strengths as a Tutor?

Explain a few of the most significant things you have learned from your tutoring experiences? Why are these significant for you?

Write a reflection paper on your observations about your tutoring. You will start this process with an Outline.

What are your strengths, concerns, weaknesses, and areas for future growth?

Discuss these reflections with your Tutor Supervisor.

Consider Portfolio Thinking

“Who looks outside, dreams; who looks inside, awakes.”
- Carl Jung, Swiss psychiatrist

What is Folio Thinking?

Folio thinking is characterized by a personal awareness of one's own contribution, value, and responsibility. It requires individualized thinking, context-creating communication infrastructure and may use technology-based knowledge management. In other words, you may be posting your thoughts online. You will be undertaking a reflective practice of creating a personal portfolio for the purpose of creating coherence and making meaning. This will draw on:

- Experiential processes
- Reflective thinking
- Analytical thinking
- Thinking about your thinking

Why is it Important to Create a Portfolio?

In today's education system there is a strong move to assess student learning by having them develop portfolios that showcase their understanding and development. In BC, this is now a part of the high school curriculum and many other programs and content areas have and are implementing them to enhance and expand the depth of education and understanding. What is somewhat surprising is that there has been little done to support and encourage those who tutor or teach to do the same thing for themselves. Among those whose primary role is to instruct in a particular discipline most faculty professional development is done in their specific subject areas with significantly less time spent thinking about or acting on considerations of teaching and learning (Silverthorn, Thorn, & Svinicki, 2006). Peter Seldin (1991) notes that: "An historic change is taking place in higher education: teaching is being taken more seriously. At long last, after years of criticism and cries for reform, more and more colleges and universities are reexamining their commitment to teaching and exploring ways to improve and reward it." Everyone who assists in the learning process is being held accountable, as never before, to provide clear and concise evidence of the quality of their assistance.

This is an opportunity to synthesize and publicize your work on self-assessment, reflection, and analysis on the knowledge, skills, and attitudes of your teaching practice and focus on student learning. Others may not intuitively understand how a particular activity, publication, or process demonstrates your tutoring philosophy and provides support for student learning (Smith 1993, 1995). It is important to develop a clear, detailed vision of what a portfolio needs to be for you and to identify samples of successful portfolios that resonate (Arter et al. 1995; Chappell and Schermerhorn 1999).

What is a Tutoring Portfolio?

Tutoring Portfolio: A comprehensive record of your activities and accomplishments, created by you, and will include:

- Qualitative assembling of evidence of good tutoring, facilitation, and other activities.
- Documents the content & quality of these activities.
- Descriptions, thru documentation over an extended period of time, of the full range of your abilities as a tutor.

This is intended to present your tutoring achievements & major strengths in the areas of:

- Self-assessment
- Interpretation by others

It is also an opportunity for self-reflection and demonstration of growth along with your understanding yourself as a tutor. As a Kwantlen tutor you have been doing exercises that you will now be using as the basis for your Tutoring Portfolio.

A Tutoring Portfolio is a story about you and who you are as a tutor and a learner. They may include some or all of the following:

- Examples of what you have learned about tutoring others,
- What you do as a learning leader in your preparation and tutoring,
- Your private and public scholarship of tutoring,
- A description of your journey as a tutor,
- Connected with a reflective narrative of your growth, values, future vision, and plans.

Portfolios may go well beyond this list and are a way to show your capacity and to showcase your focus on learning for yourself and others.

Identify Information for Inclusion in a Tutoring Portfolio

Whether you are a new tutor or have years of experience, now is a good time to begin to develop a portfolio. The product and effect will grow over time and provide long lasting rewards. The good news is that, as a Kwantlen tutor you have been working on the content of your tutoring Portfolio since you started tutoring.

Any artifact that can be captured may lend itself to being part of a portfolio. Text, graphics, video, audio, photos, and animations are all candidates for inclusion and each of these categories have many sub genres. You can start by identifying what you have in your "Experience Trunk" - all of those items that you have created or worked with during your time as a teacher - all evidence that may be used as part of your portfolio.

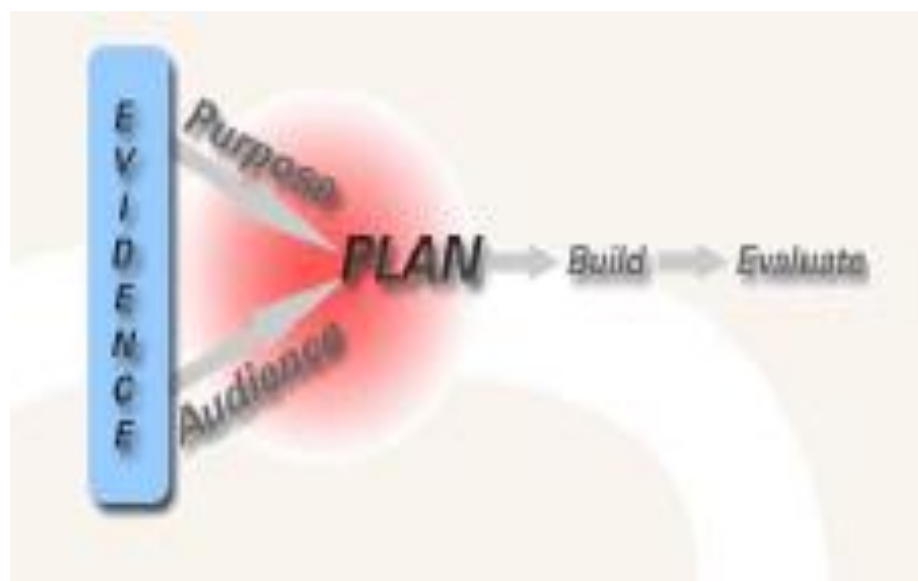
However, you probably will not want to use everything that you collect. While an encyclopedic approach is possible, it is often counter-productive as it diffuses information and often overwhelms the viewer.

First, ask yourself. "For what purpose am I creating this object?"

Secondly, identify the audience that you intend to reach. Contemplation and analysis of these two elements will allow you to filter your information and plan an approach that will focus your evidence to heighten impact.

Thirdly, think about the things that you have created in your time tutoring. This will include session plans, learning tasks, reflective journal entries, handouts to help your tutees, feedback that you have received, your response to feedback, and anything else that you have done as a tutor.

Your next task is to look for the artifacts that you already have or might be in the process of creating.



Tutor Evidence Activity:

Item	Evidence/Artefacts
Tutoring Products (e.g. Lesson plans, Learning Aids or resources created by you)	
Reflection on Responsibilities and Practices (e.g. Reflective journal samples)	
Professional Development to Improve Tutoring (e.g. Additional workshops, specialized training events)	
Steps Taken to Evaluate Your Own Tutoring (e.g. TESAT, LASSI)	
Feedback From Others (colleagues, TLC staff, faculty - e.g. evaluations)	
Scholarship of Tutoring and Learning (e.g. Publications, conferences)	
Outside Activities that Support tutoring and Learning (e.g. Leadership, TLC/KPU event support, Tutors and Scholars club)	
Other Artefacts or Sources of Information About Your Tutoring	

Develop a Personal Tutoring Philosophy

What is your tutoring perspective and philosophy? How does this described point of view extend your story and evidence? Dr. Dan Pratt and Dr. John Collins have done extensive work in this area and make available an online inventory to help you identify your perspective at <http://www.teachingperspectives.com/>. Their Teaching Perspectives Inventory measures teachers' orientations to their roles as managers of the learning process. The Inventory yields five alternative points of view (perspectives) on teaching by asking structured questions about teachers' actions in the teaching (tutoring) setting, their intentions how they organize the learning situation, and their beliefs about fundamental principles of learning and teaching. You can utilize this tool to identify how close your actions, intentions, and beliefs are aligned in each perspective.

Philosophy of Tutoring and Learning Draft Activity:

Actions

What do I do that encourages, enables, and/or empowers learning for myself and/or others?

Intentions

What do I intend my tutoring to do for myself and/or others?

Beliefs

What do I believe is important about tutoring and learning?

Draft Philosophic Statement of Tutoring and Learning

Create a Personal Tutoring Portfolio

You now have the basis for your portfolio.

Add Rich Meaning and Connections

How do you connect your artifacts and evidence with your tutoring practise, perspective, and philosophy? What themes emerge when you reflect on your path? This is your story and a narrative that will take you beyond the descriptive basics of the evidence. This is the place to write reflective commentary about the evidence that you have chosen.

Reflections on this commentary are the grounding for your future vision and summary statements for your portfolio.



Share with Others

You will start to create a portfolio that only you see. This will give you the benefits of reflective practice and the positive effects on your learners of any mindful acts that arise from contemplation of personal tutoring practices. Over time, the sharing of your tutoring perspectives and philosophy invites feedback and makes for rich and thoughtful conversations with peers. There is a growing body of research on the benefits of Learning Communities where such conversations spark deeper connections and your tutoring portfolio can both inspire and records these interactions.

Electronic Portfolios

There is a wide range of options for telling your particular story. Making your evidence public has become increasingly easy and encouraged through current web based technologies. Web pages, blogs, wikis, and other shared and/or public places are available to anyone with internet connectivity for a wide range of digital story telling options. That said, the old technologies of paper based publishing are certainly still viable and there are many possibilities in between. A portfolio that is the equivalents of a paper version that has been transposed to an electronic medium may be very different from some of the current database systems. There is an ongoing editing of the definition of "portfolio" (Batson, 2002)



Helen Barrett describes some of the variations as follows: "I view portfolios as a process rather than a product - a concrete representation of critical thinking, reflection used to set goals for ongoing professional development.

An electronic portfolio developed for this purpose includes technologies that allow the portfolio developer to collect and organize artifacts in many formats (audio, video, graphics, and text). ... Often, the terms "electronic portfolio" and "digital portfolio" are used interchangeably. However, I make a distinction: an electronic portfolio contains artifacts that may be in analog (e.g., videotape) or computer-readable form. In a digital portfolio, all artifacts have been transformed into computer-readable form." (Barrett, 2000)

Mahara as a Platform to Showcase your Portfolio

Mahara is a fully featured web application to build your digital portfolio. You can create journals, upload files, embed social media resources from the web and collaborate with other users in groups. It is customizable and flexible, allowing you to collect, reflect on and share your achievements and development online in a space you control. KPU uses the Mahara software as a platform for digital portfolios. You will have the opportunity for a hands-on session to learn how to use Mahara to organize your Tutoring Portfolio.

<https://eportfolios.kpu.ca>

Summary

"Folio thinking" promotes self-awareness, motivation, and direction and provides invaluable support to individuals in academic, professional, and social settings (UBC 2006). Technology allows us the flexibility to develop our materials to suit our needs. You have control of the focus, direction, and content of your portfolio.

Options for Organizing Your Portfolio Content

Your next step is to use the content compiled and created for our tutor evidence activity (p. 15) to either create a Tutoring Portfolio or integrate the content into one of the following:

- LinkedIn profile
- Statement of intent for further education e.g. graduate studies, teacher education programs
- Multimedia
- Another existing professional portfolio
- Another form approved by your supervisor and Learning Strategist

Finishing your Training

This concludes the first part of the Kwantlen Level Three Tutor Training program.

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

Good Luck in all your future Tutoring activities.

Level Three integration exercises (6 hours)

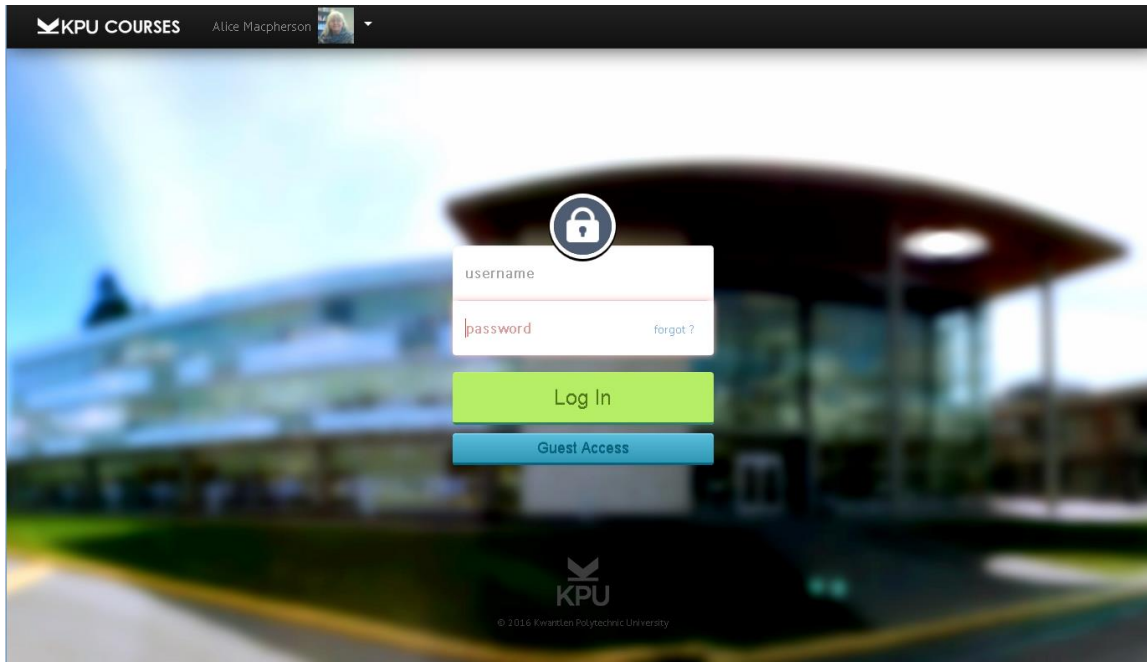
Congratulations on finishing your Level Three Tutor Training! You now have more information to build on your Level One and Two tutoring concepts, experience, and situations that you encounter as a Tutor. You began with your application and interview to become a Tutor at KPU's Learning Centres, completed your six hour training session, including your workbook exercises, explanations, and discussions. The process that you will now follow in your tutoring will help you continue to help others. You will continue 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 Three.

LEVEL THREE PEER TUTOR INTEGRATION EXERCISES

The Learning Centres
at Kwantlen Polytechnic University



Tutor Level Three Learning Objectives

Fundamentals Learning Objectives

- Analyze Your Personal Strengths as a Tutor
- Review Tutor Competencies
- Analyze Approaches to Tutoring
- Build Tutoring Relationships Based on Trust and Expertise
- Analyze Difficult Tutoring Situations
- Consider Portfolio Thinking
- Identify Information for Inclusion in a Tutoring Portfolio
- Develop a Personal Tutoring Philosophy
- Create a Personal Tutoring Portfolio

Integration Learning Objectives

- Follow Learning Centres Procedures
- Complete TESAT (2) and Debrief with a Learning Strategist
- Create Supplemental Materials for Tutees
- Collate Session Plans and Document the Tutor Processes
- Self-Evaluate, Receive Tutee and Other Feedback, Create Future Goals
- Create Reflective Journal Entries on Tutoring Practices
- Consolidate a Personal Tutoring Portfolio
- Complete all Tutor Certification Processes, Create Future Goals

Follow Learning Centres Procedures

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 from The Learning Centres at KPU.

Level Three 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 (2) and Debrief with a Learning Strategist

This will be the second time that you will do this. When you debrief with a Learning Strategist you will be comparing the change in your results from the first time.

Summary of TESAT

<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)

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.

Questions from TESAT

What did you find out about your tutor practice?

How has it changed?

How has it stayed the same?

What will you do with this information?

Create Supplemental Materials for Tutees

During your time as a tutor, you have identified specific situations in your content area that come up over and over. These may include concepts that have to be mastered before moving on, rubrics that have to be used, or any other reoccurring area that may be problematic for learners.

By now, you will have been integrating what to learn in your subject areas with some modelling of how to learn (Level Two Learning Strategies). These will be materials and strategies that you have found useful to help your tutees dig into these areas, deepen their understanding, and ability to analyze and evaluate using the materials they are learning. All of these strategies can be written out as appropriate models of thinking, organization and mastery in a given area. Your session plans will give you the basic outline and the following template can be used to produce tutoring and tutee activities that support learning.

<i>Supplemental Activity</i>	
Subject:	
Topic:	
Learning Objective:	
Concept to be Applied:	
Activity by the Tutor:	
Tutee Learning Activity:	
Assessment for Learning:	
Next Steps:	

Collate 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 21
- Use Critical Questioning on pages 29 - 31

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.

By now you will have a list of the materials that you have developed and written about. This is the index of your portfolio.

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 three 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 the new semester. The topics below **are optional**; they are suggested to give you some ideas about what to write about.

- What are the most important things you've learned about tutoring so far and how did you learn them?
- What are some questions you'd like your trainer to answer?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Compare your two TESAT results, what have you done that have made changes from the first to the second one?
- Describe a complex tutoring situation that you ran into while tutoring. What did you do?
- Describe a tutoring instance where the tutee needed supplemental materials. What did you develop or draw on?
- Reflect on the personal changes that you have gone through from Level One to Level Three and how you have become a more effective tutor.
- What could you do in your responses to encourage tutees to be more independent and less dependent on you?

Consolidate a Personal Tutoring Portfolio

“Who looks outside, dreams; who looks inside, awakes.”
- Carl Jung, Swiss psychiatrist

Mahara as a Platform to showcase your Portfolio

Mahara is a fully featured web application to build your digital portfolio. You can create journals, upload files, embed social media resources from the web and collaborate with other users in groups. It is customizable and flexible, allowing you to collect, reflect on and share your achievements and development online in a space you control. KPU uses the Mahara software as a platform for digital portfolios. You will have the opportunity for a hands-on session to learn how to use Mahara to organize your Tutoring Portfolio.

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

Start by having your tutor mentor help you create an account on Mahara.

Then start adding your artefacts, beginning with your new statement of tutoring philosophy that you have created from the Level Three workbook.

- Philosophy of Tutoring and Learning Worksheet
- Portfolio Artefacts Worksheet

You will also have session plans, supplemental materials, and reflective journal entries that you can pick from to create your personal Tutoring Portfolio.

Self-Evaluate, Receive Tutee and Other Feedback, Create Future 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 III (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.

Complete all Tutor Certification Processes

Working with your supervisor, you will complete all the paperwork and documentation needed to complete your tutor Certification for Master Tutor.

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 3 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 Strategist 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 III Basic Tutor Training – 6 hr		Follow Learning Centres Procedures	
Complete Tutor Certification Process		Create Supplemental Materials for Tutees	
Complete TESAT (2) and Debrief with a Learning Strategist		Create Reflective Journal Entries on Tutoring Practices	
Consolidate a Tutoring Portfolio		Collate 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 things you've learned about tutoring so far and how did you learn them?
- What are some questions you'd like your trainer to answer?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Compare your two TESAT results, what have you done that have made changes from the first to the second one?
- Describe a complex tutoring situation that you ran into while tutoring. What did you do?
- Describe a tutoring instance where the tutee needed supplemental materials. What did you develop or draw on?
- Reflect on the personal changes that you have gone through from Level One to Level Three and how you have become a more effective tutor.
- 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.

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 Three 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 three 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 Tutor Journaling You will write a minimum of 6 bi-weekly journals during the term. We encourage you to write more.	First week of tutoring		
Meet 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		
Verify active tutoring hours (25 hours). Attended tutoring hours _____	As scheduled		

KPU Peer Tutoring Fundamentals Workbook – Level Three

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 3 integration and online materials)	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 Three

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).	Monthly (minimum of 3 visits)	1.	
Meeting 1 Topic_____		2.	
Meeting 2 Topic_____		3.	
Meeting 3 Topic_____			

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

Completion of Level 3 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

Authorization to Use and Reproduce Photo, Video, Digital Media, and Testimonials

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”).

I understand and agree that my Testimonial and/or my Image may be modified, altered, cropped, and combined with other content such as images, video, audio, text, and graphics without my prior knowledge or approval.

I also understand that the choice of which reproduction of my Testimonial and/or my Image is to be used, if any, is at the discretion of KPU Marketing Services or other departments of KPU, as appropriate in the circumstances.

I further understand that I do not have copyrights to any photographs, recordings, digital media, video or electronic reproductions of my Testimonial and/or my Image made by KPU.

I release KPU, its agents, staff and the photographer from liability for any violation of any personal or proprietary right in connection with KPU’s use of my Testimonial and/or my Image for the Purposes and I waive all rights to any and all royalties or other compensation arising from, or related to, the use of my Testimonial and/or my Image.

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 Three

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.