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Level Three Peer Tutor Integration Exercises

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LEVEL THREE PEER TUTOR INTEGRATION EXERCISES

The Learning Centres
at Kwantlen Polytechnic University



KPU PEER TUTOR TRAINING – LEVEL THREE

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Level Three integration exercises using online resources (6 hours)

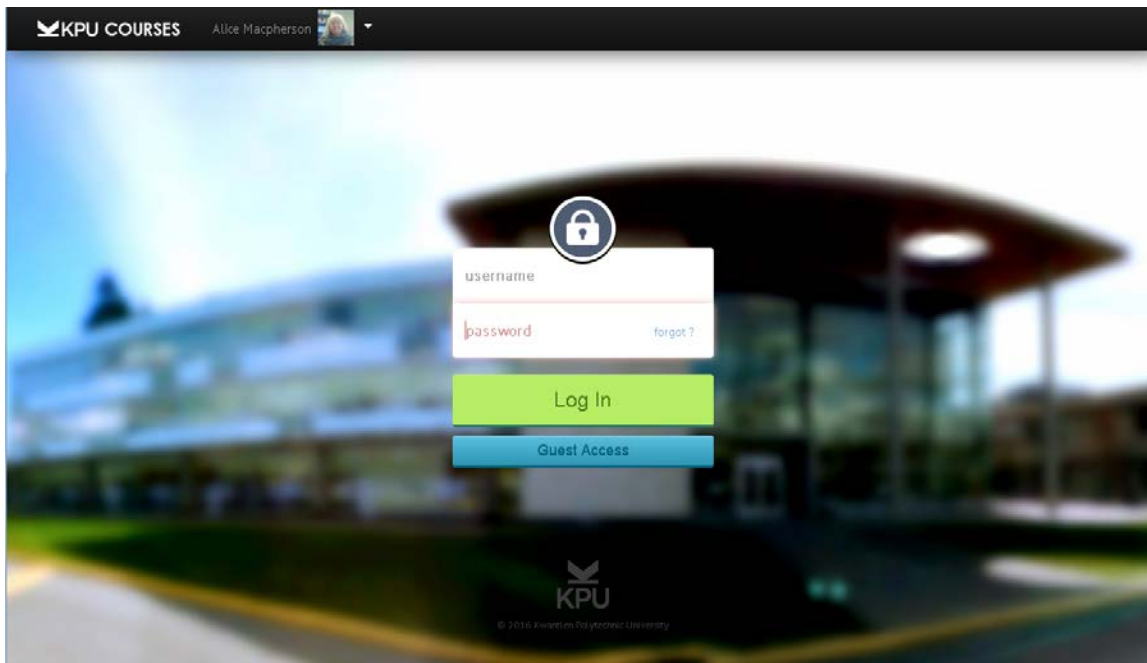
Congratulations on finishing your Level Three Tutor Training! You now have more information to build on your Level One and Two tutoring concepts, experience, and situations that you encounter as a Tutor. You began with your application and interview to become a Tutor at Kwantlen's Learning Centres, completed 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 Instructional Associate, other members of the Learning Centre Team, and your Faculty mentor.

Accessing Moodle

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

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

You will see the following screen:



log in, and click on Tutor Training.

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

KPU Tutor Level Three Training Process Log

This is a checklist that you can refer to for the major steps along the way as you complete the steps to obtain your Level Three certification.

Activity	Date	Signed by
Offer of Peer Tutoring position		
Level Three Six Hour Training Session and exercise completion.		
Introduction to your Instructional Associate, Learning Strategists, Director, and other Learning Centre personnel on your campus.		
Introduction to Faculty mentor.		
Review of Learning Centres services, resources, and procedures		
Use TutorTrac for Scheduling and Documentation.		
Moodle Resources for your further four hours of Training.		
Complete TESAT and Debrief with a Learning Strategist		
Continue Reflective Tutor Journalling.		
Complete Training Materials and Activities for Level Three.		
Create Supplemental Materials for Tutees.		
Collate Tutoring Session Plans and Document the Tutor Processes		
Active Tutoring (25 hours during Level Three)		
Consolidate your Personal Tutoring Portfolio and post to Mahara.		
Monthly meetings with your Instructional Associate or more frequently as desired.		
Feedback from Tutees and your Supervisor.		
Self-Evaluation of your Tutoring.		
Summative Evaluation Meeting with your Instructional Associate.		

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

Follow Learning Centres procedures

Refer to Learning Centre Procedures documentation from the Instructional Associate 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 College and Reading Learning Association <http://www.crla.net>

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 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.

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 journaling.

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 CRLA 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 Supervisor and will use the following elements:

- Self-Evaluation Form for Level I
- Feedback on Tutoring from Tutees
- Observation of Tutoring by Supervisor
- Learning Centre Tutor Appraisal with 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.