

Summer 5-2016

Level One Tutor Foundation Training Workbook

Alice Macpherson

Kwantlen Polytechnic University

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Macpherson, Alice, "Level One Tutor Foundation Training Workbook" (2016). KORA *Faculty Scholarship*: Paper 62.
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LEVEL ONE TUTOR FOUNDATION TRAINING WORKBOOK

The Learning Centres
at Kwantlen Polytechnic University



KPU PEER TUTOR FOUNDATION TRAINING – LEVEL ONE

List matches Topic and time requirements for CRLA and is aligned with KPU TLC practices.

Level One Workbook for 1 Day Foundation Training (6 hours)

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Foreword

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

This Workbook and Training Session, coupled with online modules and coaching from your Trainer will bring you to the standard needed for Level One Tutor certification

Tutor Name	Date of Tutor Training
My Tutor Trainer(s)	Contact Info
Tutoring Subject Area	Tutoring Since Date



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Written and compiled by Alice Macpherson, PhD, 2016.

Reviewed by faculty and staff members of

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

Identify the Scope of Peer Tutoring in the Learning Centres

In this section you will get to know your fellow tutor trainees, your trainers, and identify the services that are offered by the Learning Centres at KPU and how Tutoring is a part of these services.

As a tutor you will become part of the team that provides assistance and support for learning at KPU.

Support Services at the Learning Centres

<http://www.kpu.ca/learningcentres>

If you want help understanding your assignments, some one-to-one or small group tutoring, or some advice on effective study skills and learning strategies, you can find the help you need at any of KPU's Learning Centres.

Our mission is to provide students with a range of skills and strategies that encourage learning excellence and promote holistic development. This is achieved through outstanding programming and exceptional services based on general, complementary, integrated, and embedded supports to foster student success, program completion and a desire for continuous lifelong learning.

For students, the four KPU Learning Centres are facilities where any KPU student can find free individualized learning assistance and assessments, help with study skills and learning strategies, and free one-to-one and small group tutoring in a range of writing, math, and content areas. Our online tutoring program offers academic writing help for students, from home, work, or school. Print and electronic resources are also available.

We have over 100 peer tutors and academic coaches who provide the peer support that students find empowering as they grapple with transitions to university life and challenges in coursework from time to time. The Learning Centres also attracts faculty tutors who work alongside staff in the Learning Centres to provide additional support for students and mentoring to our peer tutors and coaches.

Surrey – Library (Main Floor), A1650	Monday to Friday: 8:30 a.m. to 4:30 p.m.	604.599.2437
Richmond – Library, Room 1100	Monday to Friday: 8:30 a.m. to 4:30 p.m.	604.599.3454
Langley – Rm 2070, West Building	Monday to Friday: 8:30 a.m. to 4:30 p.m.	604.599-3444
Tech (Cloverdale) – Library, Rm 1317	Monday to Friday: 9:00 a.m. to 5:00 p.m.	604.598.6062

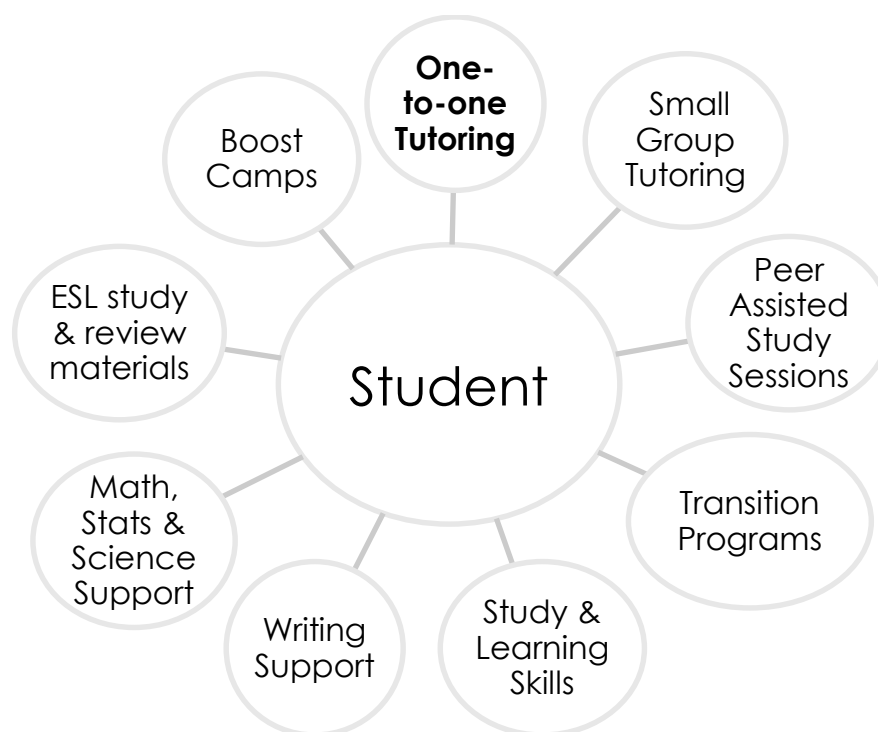
Tutoring

For KPU students, our tutoring services can help you develop skills that you can use in all of your courses.

When should you use the tutoring service?

- Early in the semester
- Early in an assignment
- When you need assistance organizing an essay
- When you are struggling with a math problem
- When you would like to know more about effective study techniques

Learning Centre Assistance for Students



Tutoring is a key element in the wide range of student learning support services provided by the Learning Centres at KPU. When you are finished with your training you will be part of the Tutoring Team.

Notes and Questions:

Define Peer Tutoring Goals and Responsibilities

What is Peer Tutoring?

The word tutor comes from late Middle English: from Old French *tutour* or Latin *tutor*, from *tueri* 'to watch, guard'. Ross MacDonald, in his guidebook *The Master Tutor*, refers to tutoring as “an act which facilitates or provides a structure for another’s learning.” And that a “tutor is a person, who, in a structured and supervised educational context, enters into a peer teaching and learning relationship with one or more others.” (p.6, 2000).

How does Peer Tutoring Differ from Teaching?

Teachers are responsible to present approved content materials in a variety of ways that will engage and be accessible to a large number of learners. They are often working with groups of 24 to 35 to many more students at a time. They may provide instruction face to face or through online learning management systems such as Moodle. Peer Tutors are working with one or, at most a few, students who are trying to learn course content materials more deeply and the tutor will be coaching them in this learning.

Identify Goals and Responsibilities of Peer Tutoring

Tutor goals and their attendant responsibilities are wide ranging. They assist students in delving deeply into their content areas. As a Tutor you will help the tutee by:

- 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;
- Following the job description (guidelines).

Adapted from *The Master Tutor* (2000) six goals of tutoring:

Promoting independence in learning

Independent learning occurs when a learner has “an understanding of their learning; being motivated to take responsibility for their learning; and working with others to structure their learning environment.” (p.2, Meyer, et al, 2008)

All tutoring is aimed at promoting this and in so doing, becoming unnecessary. Tutors work to foster self-improvement through planned independent study by tutees under tutor guidance. This can be accomplished by one-to-one learning, learning in partnership with another learner, or as part of a small group. Possible tutoring methods used include: reading, viewing, charting, questions, case studies, and much more. These all provide the opportunity for the learner to take control of their own learning.

Personalizing Learning

Each tutor is in the position to provide a learning situation that is personalized to the needs of the individual tutee. Tutors, though their understanding of the content materials and their knowledge of the individual can choose strategies that will make it more likely that the learner will grasp the concepts that are being worked with. This facilitates learning in a very personal way.

Facilitating tutee insights into learning, and learning processes

Facilitation is a supporting process that does not *do for*, but rather, *does with* the tutee. This allows the tutee to gain the skills and understanding to apply the knowledge to the subject at hand and to transfer that understanding to other applications and situations.

Providing a student perspective on learning and university success

Each tutor has done well in the subject that they tutor. This gives them insights into the materials and what is expected by the course requirements. Yet, you still retain the perspective of being a student and a learner and are much closer to the basic concepts than the course instructor. You also have the credibility of having passed the course recently and knowing what is needed to do so. Finally, you have a good grasp of the pressures that all students face in their day to day life at University and can be empathetic to learners' circumstances.

Respecting individual differences

Every tutor must understand and respect the differences that exist between and among their tutees. You have a responsibility to treat people fairly and with respect. It can be easier to do when your tutee is progressing well. It is even more important to focus on when a tutee is struggling. Approach each session of tutoring with the intent to give it your best effort and to encourage the tutee as you help them to learn. You will have other resources and places to refer students to when more help is needed.

Following the job description (guidelines)

The job description of the tutor is complex and will be covered in detail after your training. You already know that the basic description is:

The Learning Centre Peer Tutors will assist students enrolled in a variety of KPU courses and programs with their coursework by providing individual learning assistance, one to one tutoring, and student to student feedback. Peer Tutors have successfully completed at least a first level course with a minimum grade of B in the discipline in which they are tutoring or are able to demonstrate appropriate skills in the subject being tutored.

As you complete your Tutor Training, this description will be expanded and filled out more.

Benefits of Tutoring for the Tutor

"To Teach is to Learn" (Japanese proverb)

The Tutor learns even more than the tutee because they are constantly reviewing what they know and explaining it to others. As a Peer Tutor you will also be interacting with other tutors and your content faculty members. This can lead to rich discussions and increased understanding, application, analysis, and evaluation of your study areas.

Notes and Questions:

Discuss Expectations of Tutors

When a student comes to the Learning Centre to work with a Tutor, they are expecting that not only will the Tutor assist them as they learn the materials in the course, but also that they will have a respectful and positive interaction with the Tutor.

There are many qualities that make a good tutor, including:

- Their experience with the subject material. This competence assists the tutee to be more confident in the tutor and their assistance.
- Their enthusiasm for the subject and for helping other to learn that subject.
- Their ability to listen carefully and craft the tutoring session to meet the tutee needs.

Goals Exercise:

Watch the video: <http://www.youtube.com/watch?v=cduDUFrl5I>

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

1. _____
2. _____
3. _____
4. _____
5. _____

In what ways would you use these qualities?

Should there be other ones on this list?

As a student, what would you expect from your tutor?

Behave Ethically When Tutoring

*Ethics: Moral principles that govern a person's behaviour or the conducting of an activity.
(Oxford English Dictionary)*

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

Review CRLA/ATP Code of Ethics

CRLA supports ATP's Code of Ethics as cited below from:

<http://www.myatp.org/code-of-ethics/>

- | | |
|---|---|
| 1. Best Interest | Tutors will be committed to acting in the best interest of tutees as specified by the employing organization or institute. |
| 2. Responsibility | Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client. |
| 3. Integrity | Tutors will practice and promote accuracy, honesty, and truthfulness. |
| 4. Fairness | Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices. |
| 5. Commitment | Tutors will fulfill commitments made to learners. |
| 6. Respect for Others Rights and Dignity | Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination. |
| 7. Excellence | Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities. |
| 8. Respect for Individual Differences | Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status. |
| 9. Professionalism | Tutors will not engage in inappropriate relations with tutees. |
| 10. Confidentiality | Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor. |

Notes and Questions:

Code of Ethics Exercise:

Go through each idea and write a short statement about what it means to you as a tutor. Identify any questions that arise for you.

1. Best Interest

2. Responsibility

3. Integrity

4. Fairness

5. Commitment

**6. Respect for
Others Rights and
Dignity**

7. Excellence

**8. Respect for
Individual
Differences**

9. Professionalism

10. Confidentiality

Analyze Tutoring Situations Where Ethical Choices are Made

The Tutoring Code of Ethics provides a foundation for tutoring in a respectful and positive manner. Consider the following scenarios and how you would use the code of ethics to guide you to act appropriately. Complete the worksheet with actions you can take for each situation. Give examples of how you would behave and the phrases that you would use.

These situations were adapted from materials shared by CRLA: <http://www.crla.net/>

What Would You Do Exercise?

Tutee A: During a tutoring session, A student begins badmouthing the professor. In some ways, you agree with A.

Tutee B: One of your current professors is also teaching a first year level class. This professor knows you are tutoring B, a student in that class, and confidentially lets you know that B has no chance to pass.

Tutee C: One of your current professors is also teaching a freshman-level class. This professor knows you are helping C, a student in that class, and asks how the tutoring sessions are going.

Tutee D: You and D have been working together for over an hour, and the centre is about to close. D asks if the two of you could go to the library and work a while longer.

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Tutee E: You and E have been working together for over an hour, and the centre is about to close. E offers to buy you dinner so the two of you can work a while longer.

Tutee F: You and F met several times earlier in the semester. Then out of nowhere you get an email begging you to meet them on Sunday evening before F takes a test on Monday.

Tutees G & H: You've met with G & H several times during the first seven weeks of class. Now they confess that they've stopped going to class because "you explain it better".

Tutee I: Your tutee is clearly trying hard to learn the material, but it just isn't happening, so I asks to borrow your old notes.

Tutee J: You've only met with J once before, but it seems quite clear that J simply isn't going to class.

Tutee K: K talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor's accent and ability to communicate in English are causing K's problems.

Tutee L: L talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor's understanding of the material is weak.

Tutee M: M talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor's behavior and personal comments are way out of line.

Tutee N: N talks a lot about how the professor teaches and interacts in the class. It sounds clear that the professor's ability to explain the material is questionable.

Tutee O: O is a lot of fun to work with and you have several interests in common. The more time you spend with O, the more you realize that you are probably perfect for each other.

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Tutee P: P is a good student overall and asks, “Is this going to be on the test?”

Tutee Q: Q is very happy with your help and says, “You’re a great teacher!”

Tutee R: You have tutored R only once before. Today, R shows up with a graded copy of an old test and asks you to explain all of the wrong answers.

Tutees S & T: You are willing to tutor small groups of students, so you have scheduled to work with S & T every Monday and Thursday. By the seventh week, T understands the material much better than S and is starting to become impatient during the tutorials.

Tutees U & V: You are willing to tutor small groups of students, so you have scheduled to work with U & V every Monday and Thursday. They are roommates and friends, but V understands the material much better than U and is starting to do a lot of U’s work.

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Tutee W: W asked a lot of good questions during the session this morning. But now, looking back, you think you may have given W some misleading information.

Tutee X: Working with X all semester has been a pleasure, and now you're meeting for the last time. You're surprised when X hands you a gift.

Tutee Y: You've worked through your discomfort about Y's physical disability, but you still don't feel that you are able to help Y learn the material effectively.

Tutee Z: During your tutoring sessions, Z has a lot of trouble focusing. Because of your background as a peer counselor, you are fairly sure that Z has an increasingly serious drug problem.

Notes and Questions:

Plan Tutor Sessions

Discuss Benefits of Session Planning

A session plan is a map that will guide you and your tutee through each session. If you are not sure how you will get somewhere you will waste time and energy. Even experienced tutors can get lost in exercises and activities if they do not have a clear picture of where these will lead. It is important to take the time to plan with a student how to use their tutoring session efficiently. Creating a session plan will allow you to determine a holistic approach that supports the learner and their learning needs. Your job is to take what a student wants to be able to do (their overall goal) and choose a session objective and then implement a course of action. This is the basics of session planning.

Set Learning Objectives with Tutees

- a. Approach the student in a friendly yet professional manner.
What is your subject? What are you most interested in learning?"
- b. Discuss student's perception of the academic challenge.
What do you understand so far? Where does it become difficult? Let's talk about how to do..."
- c. Agree on desired outcome of tutoring
"What is your learning goal? Overall? For this session?"
Have a look at study skills as necessary

Use an Anticipatory Set

This activity serves to put the tutee into a receptive frame of mind. Question to find out where the tutee's greatest interest in the content matter lies. It should include what the learner already knows; review of other work that may relate to this new activity. The tutor will identify how this activity will help the tutee reach goals.

Jot down a few questions and resources that you might use to assess interest and connect with a subject.

Questions you might ask

Resources you might use

Give Input

The peer tutor presents new information, using specific materials related to the learning objective and focusing on the necessary basic skills. Create an activity, pose questions, guide through problems or case studies and keep in mind the objective and the skills needed to reach that objective.

Model

The peer tutor shows the skill needed so that the tutee can then do it themselves. The tutee asks question and tries the skill. It is important that the skills ladder from the tutees current understanding of the materials. Be a good model of what it takes to be successful in the task.

Check for Understanding

The peer tutor checks that each step has been understood and determines whether or not students are making sense of the material as the material is being presented. This is done through the process of observation and then offering variations on the materials to see if the understanding can be transferred to a new situation.

Guide Practise

The peer tutor provides opportunity to practise what has been presented. Effectiveness of the learning activity is evaluated and adjusted. Consider how you can adjust it so that the tutee is successful. Take small steps.

Closure

The peer tutor brings session to an appropriate conclusion with review and ensuring that the tutee has the main ideas. Summarizing learning will let the tutee see what they have gained and to also see what lies ahead.

Independent Practise

The peer tutor provides an activity that the tutee can apply on their own to reinforce proficiency related to the stated objective. This activity will help the tutee to consolidate their learning and extend it to the next objective.

Notes and Questions:

What is the value of:

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

Use a Model to Create Session Plans

Create a 30 minute tutoring session plan, using a topic in your subject area or discipline.

Planning (Hunter Model)

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.

Implement your Plan (Simulation)

Get together with a partner and try out your session plan with one person as the tutor while the other is the tutee. Change roles.

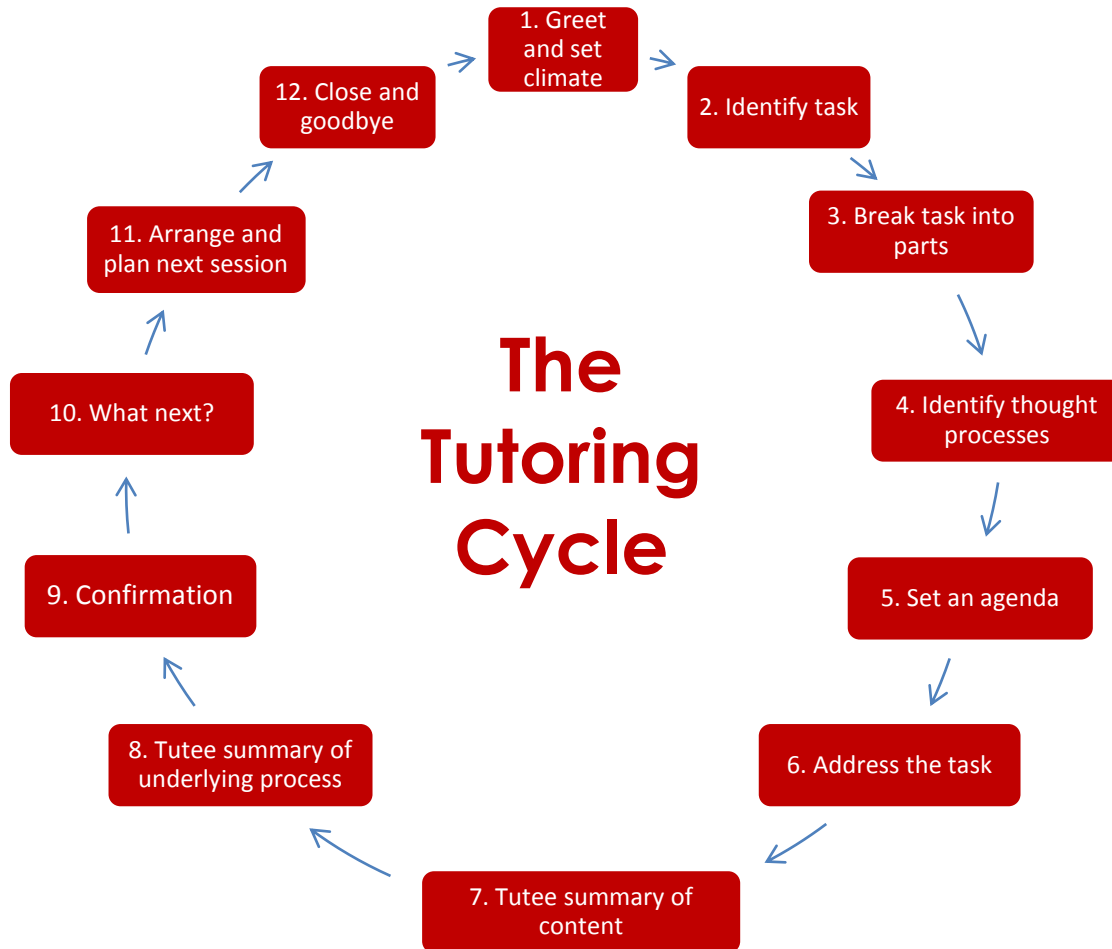
Discuss what worked well and what you would change for next time. Make notes.

Notes and Questions:

What will you do with your Plan?

Utilize the Tutoring Cycle

Now that you have developed and practised your plan, you will need to use it in a real tutoring situation where you can model problem solving. This is where to find out what works and start to adjust and change your plan as needed.



MacDonald, 2000, p.24

1. Greet and set climate

How you greet sets up the session for success. Be friendly and professional, maintaining eye contact and smiling as you introduce yourself and ask their name. Take a moment or two and ask about their interests as you will want to avoid rushing into the task. Move to a comfortable location, and you can rearrange the tables and chairs as needed – sit side-by-side (to the right of a right-handed person or to the left of a left-handed person). Remember to only touch their materials and text with permission. Explain what you can and cannot do:

“I can read your paper and give reader feedback, but I cannot correct it for you.”

“I can walk you through the main concepts of the material, but I cannot provide notes for you.”

2. Identify task

Ask the tutee what they want to focus on, and allow them to be in charge of the session. Some of your questions may include:

“What would you like to work on today?”

“What is the place in your subject that you are comfortable with, and where does it seem confusing?”
“You said you needed help with math; what specifically would you like to work on now?”

Ask to see the assignment (or syllabus) from the instructor so that you can see what is required. If this does not clarify the task, ask to see the tutee’s discussion and lecture notes to get a better idea of the requirements of the course. You may need to explain what is realistically possible in the time that you have allotted for the session.

3. Break task into parts

Seeing the task as small steps may ease your tutee’s anxiety about the work. You are working to help the tutee become an independent learner and the way to break things down will help them build their own framework for learning. You might start with their main concerns about the material and build from there. If the material is very technical, your task steps can follow the organization of the problem at hand. For case studies, you may start with the underlying principles. In all cases, identify what they can already do, then break out the next steps.

4. Identify thought processes

You want to help them discover insights into learning and learning processes. This will require that you, as the tutor, help the tutee learn how to approach the type of task with which they are having problems, including talking about the different steps involved to analyze or solve the problem. This can lead to the tutee being more receptive to learning because the timing is right for their next learning step. You will also promote independence by showing tutee how to use textbook and other appropriate resources.

5. Set an agenda

Ensure you and the tutee are both clear on the plan to move forward to use your time efficiently. Follow the tutee priorities as much as possible. As the tutor you may see a need to accomplish some earlier steps to allow for full understanding of the materials and then reach the desired outcome. Explain this need so the tutee can see why it is important to their learning goal. Write out the agenda in point form to keep things clear.

6. Address the task

Effective tutoring involves an exchange of information. The tutor will explain concepts to the tutee and then will, in turn, listen carefully as the tutee explains their understanding. You may show the tutee how to do the problem; do not do it for them. The source of information is the course materials rather than your understanding of them. Both the tutee and you will ask questions and refer to texts, articles, and other resources for correct answers. This will take the largest part of the tutoring session time.

As they achieve small successes, support them by acknowledging this and then refocussing on the next step. Be flexible, as you proceed and ensure that you keep the session / learning objective in mind.

7. Tutee summary of content

When the tutee summarizes the material as they understand it, this process transfers newly learned information from their short term to long term memory. This is a full summary and not just a statement that they understand the material.

This process often produces an “Aha moment” when the tutee gets the concept and has the satisfaction of really knowing the concept. This is also a time to identify their readiness to move to a new idea.

8. Tutee summary of underlying process

The tutee summarizes how the learning process has unfolded to move the process into long term memory as well. This will allow them to internalize the methods by which they can approach other, similar situations. This is a time to remind them of the steps that you have progressed through to solve the problem or decipher the materials.

9. Confirmation

Reinforce tutee learning from the session, give support for their ability to analyze the material, and to use processes that are required by the assignment. Link any praise to specific student accomplishments and the tutee obtaining a specific criterion. Convey the positive value of the accomplishment and attribute their success to their efforts. Note that future success will follow for continued effort and encourage the tutee to perform the task because of intrinsic enjoyment.

Be cautious about trying to evaluate their products and telling them that it is either good or not adequate. That will be something that their teacher will do when they mark it and you do not want to give them false expectations of the strength of weakness of what they produce.

10. What is next?

Always reinforce connection between current content and future content. This is the point to ask about what the work that the tutee will do to prepare for their next steps. The tutor provides an activity to reinforce proficiency.

11. Arrange and plan next session

This is the time to determine if another session is necessary. Same time every week? Just before exams? Need a different tutor? Set the date, time, and place for the next appointment to make it easy for the tutee.

12. Close and goodbye

Thank your tutee for their attention and wish them well.

13. Document the session

In various disciplines this may be called journaling, 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.

Notes and Questions:

Communicate Effectively as a Tutor

Active Listening

Active Listening is listening to hear – with understanding – the intended ideas, information, and suggestions of others. The basic elements of communication (including a sender, a receiver, and feedback) are all present when listening. This is a key communication skill and promotes understanding among people. Active listeners attend to nonverbal, symbolic, and verbal messages. The challenge is to listen through our own assumptions, biases, judgments, and emotions and then to ask suitable questions to get more information. Use the following techniques.

Paraphrasing

Paraphrasing is restating the content of a message in your own words. Typically, it does not include feelings. This gives the speaker an opportunity to reflect on what they are communicating and to refine it if they like. When you get it right, the other person will say, “exactly!” or communicate in some other way that they feel understood. When you paraphrase what you have heard into your own words, you show your present understanding and thus enable the sender to address any clarification to the specific understanding or misunderstanding you have revealed.

Clarifying

Clarifying is reflecting on the broader context of what you understand the speaker to be saying and often comes in the form of a question. You can request the other to clarify by asking, “What do you mean by...?” This gives the speaker an opportunity to fill in any missing pieces to the interaction. The desired outcome is a clear understanding of the issue or issues chosen for attention. Clarifying is checking understanding of a message by asking to hear it again or asking for more information and details. In clarifying you help to spell out the communication of the speaker. This encourages both of you to consider the meaning and impact of words or actions. You are reflecting the intent of the verbal and/or nonverbal cues back to the speaker. Use clarifying when you want to understand what is being communicated in context.

Probing

Probing is a subset of clarifying. Probing is used to prompt a speaker to give more information or to explore a situation that is not clear to you as the listener. It creates a request to become more specific in situations that are often of an important, sensitive, or problematic in nature.

Perception Checking

A perception check occurs when you state what you perceive the other to be experiencing. A good perception check conveys this message – “I want to understand your feelings – is this (making a statement of his/her feelings) the way you feel about it?” A perception check is a way of verifying the accuracy of your interpretations. It includes a description of the information you received, your possible interpretations, and a request for confirmation. You may find that using it in non-class relationships is also useful!

Our perception of another person’s feelings can result more from what we are feeling, are afraid of, or are wishing for than from the other person’s words, tone, gestures, facial expression, etc. If we feel guilty, we may perceive others as angry or accusing toward us. Our inferences about other people’s feelings can be, and often are, inaccurate. Thus, it is important to check them out for good interpersonal communication.

Perception checking responses aim to:

- Convey that you want to understand the other as a person and to understand his or her feelings.

- Help avoid actions that are based on false assumptions of what the other was experiencing.
- Help people to be more open to what you have to say.

Cautions

Regardless of which of the techniques you choose to use, you will need to listen not only for the words, but also for the feelings behind them. To truly comprehend the message a person is sending, you must try to understand the other person's frame of reference, even if you do not agree with it. Using this strategy is an important first step in creating understanding with others.

Non-verbal Communication

Nonverbal communication involves sending and receiving messages in a variety of ways without the use of words. It can be both intentional and unintentional and most people listeners are not conscious of what they are “saying”. It can include:

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

Nonverbal communication exists at the same time as language and it is emotional and reflect your mental state. Your nonverbal messages are largely happening at the subconscious level and can overwhelm your verbal messages if you are not careful. Your body's actions, consciously and unconsciously, affect those around you. Think about how you are affected when someone rolls their eyes when you speak, or sigh heavily. As a tutor you need to monitor both your verbal and nonverbal communication, to help your tutee.

Professionalism in Tutoring

All of these elements are the building blocks of your professionalism as a tutor. This professionalism starts with your approach to tutoring, the attitude you bring in and the ethical values that you uphold. Professional communication through your words and your nonverbal actions as you encourage your students builds your professionalism. Your presence and professionalism is more than the sum of these skills.

Notes and Questions:

Effective Feedback

Tutor feedback, whether written or spoken, is a guide about the progress of learning. Effective feedback must include:

- What is being done correctly and well.
- How it can be improved.
- What the next steps might be.

Receiving Feedback

If another person offers you feedback, it may sound like *criticism*. It may be that they intend to be positive but they may not know how to say something positively. It may also be that their self-esteem is low and they are being defensive or aggressive towards you. Most importantly, you may become defensive or aggressive if you see their feedback as critical or negative, **no matter what was meant**.

Attempt to suspend your reaction until you understand the information that is being given. Paraphrase what you hear. If it seems unclear, ask for clarification. Having it presented in other words or from another point of view may increase your understanding about what is being said.

Explore and discover the reasons for the comments.

- Is a change by you indicated?
- Is it an evaluation of the past or an indication for the future?

Think about and cope with your possible defensive reaction.

- Do you see wants as demands?
- Do you feel guilty or obligated?
- Are you hearing more than is being said?

Ideally, listen to his/her comments and find the positive side of them. Then, explain your position or point of view without feeling that you must justify yourself. Determine the importance of the message to you. You may choose not to change.

Any discussion will profit from more information. You can wall yourself away from information and change by being defensive. You may open new lines of communication by being open.

Giving Positive Feedback

It is easy to criticize and to think that we are helping a person deal with a situation. To give the right commentary, at the right time, to the right person, with the right reasons, in the right way, and to the right degree is **very difficult**.

You first need agreement to interact. If the other person is not ready to hear your comments, you set up a negative interaction that will cause them to block you and your opinions out. If you do not have permission to comment, you may be seen as aggressive and the other person may respond by being aggressive or defensive towards you.

Ask if the other person wants your feedback. If they say *no*, then you will have to discuss or problem-solve that before you say anything more, or you will say nothing at all.

Search out all the facts you can prior to giving your feedback. Ask the people involved about what they feel is happening and how they see the situation. This may solve or help to solve the problem.

Time the discussion so that you are all reasonably unstressed. Leave time so there is another chance to talk before a parting of ways. This will help to avoid or clear misunderstanding or confusion.

Be Positive. Try to begin and end your feedback with comments about what is working, correct, or right about the situation. No matter how *bad* you perceive things to be, there will be good points to comment on.

Avoid using absolutes or negative words, words like *always* or *never* or *don't*. Each situation tends to be many shades of grey rather than black and white. Actions taken are seen by each person in the light of his/her own experiences and perceptions. Use alternative positive words and phrases. Avoid comparing the person involved to other people in other situations. The *where*, *when*, *what*, and *who* of each situation are different. Comparisons tend to produce resentment and frustration.

Be Specific in your description of the problem. Avoid vague or misleading statements. If attitude seems to be a problem, show specific instances and then take one point at a time so as not to overload or overwhelm the other person. Make sure that it is something that can be changed.

When you tell someone that you feel they could improve or change, then also make suggestions on how you think they might go about making those changes, and what behaviour would be observed if the changes were made. Be prepared for no change.

Feedback can be Positive if it:

- is offered at the right time and place,
- is offered with comments on good points as well as possible changes,
- is connected to facts and not rumours,⁴
- is directed to behaviour that can be changed,
- is specific and one point at a time, and
- gives information and possible solutions to change the situation.

You will not use all of these items in all circumstances, but all of them can be used in some situations.

Effective Feedback Activity:

List phrases you could use in your tutoring:

Link praise to specific learner accomplishments.

Be sincere.

Identify when the learner has met a specific criterion.

Convey to the learner the value of the accomplishment.

Attribute the success to the learner's effort.

All this implies future success for continued effort and encourages the learner to perform the task because of intrinsic enjoyment.

Managing Conflict

Conflict occurs where there are different ideas and points of view. When there is no difference of opinion you need to beware of Groupthink! Difference opens up the discussion and a chance to increase creativity and so, conflict can be a proactive rather than a destructive process. *Conflict management* is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. This process must be viewed as fair by everyone:

- It must meet legitimate needs.
- It is intended to reach a point of agreement between the participants.
- It strengthens participant's abilities for future cooperative work.

What Strategies Will You Use When Conflict Arises?

The following are some suggestions that each group needs to customize.

Identify The Issue The very first step in managing conflict is to agree on the description of the issue or problem. This requires excellent communication.

Communicate Conflicts are often caused by problems in communication. One person may have misunderstood what the other person has said. Or the other person may not have said what they meant to say. Sometimes when we're angry we don't hear what the other person is saying. Sometimes when there is a conflict, people do not tell each other, which causes even more conflict.

Listen Keeping eye contact, leaning closer, nodding your head when you understand a particular point, and ignoring distractions that are going on around you are some of the ways to send the right "body talk" messages.

Summarize When a person is finished expressing a thought, summarize the facts and emotions behind what they have said so that they know you have understood what they've said and how they are feeling.

Clarify Ask questions to clarify or make clearer different parts of the problem to make sure that you fully understand the other person's perspective.

Speak Clearly When you speak, try to send a clear message, with a specific purpose, and with respect to the listener. Say how you are affected by the situation.

Avoid Sidetracks Don't interrupt, criticize, laugh at the other person, offer advice, bring up your own experiences, or change the subject.

Brainstorm Once the problem is agreed on, try to come up with as many ideas as possible. During this process, any idea that comes to mind should be expressed and written down. Don't judge whether the ideas are good or bad, or even discuss the ideas. Just try to come up with as many possible solutions as possible.

Gain-Gain Options Look for ideas that could help both sides. Stick to interests and desired outcomes. When we focus on interests instead of positions we find solutions.

Find a Fair Solution Then go through the ideas using fair criteria to see which idea might be best. Using fair criteria means to judge each idea with both people's interests in mind. Try to use reason and not emotion to judge an idea, and with respect to each person's difference in perception. A fair solution respects the interests of all sides.

Your Role in Managing Conflict

What is your role in managing conflicts and disagreements? How can you move a situation towards agreement?

Notes and Questions:

Reflect on Tutoring Processes

Understanding Self

Your own self-awareness allows you to identify your own needs, interests, values, strengths, and limitations. The communication skills in this section are the basis for your development of the ability to express your needs, wants, and rights in a positive assertive manner (self-advocacy) and to have the confidence in yourself to do so appropriately (self-efficacy). As you learn to self-assess your performance and adjust your learning and goals appropriately, you improve your performance and increase your success. This self-autonomy, personal attitudes, and abilities on your part translate into the tutoring skills needed to assist your tutee to become an independent and self-actualized learner. You lead the way through your modelling of good practices in communication and learning.

Reflective Tutor Journal Entries

Engaging in the process of reflecting on session process is part of understanding yourself. It is also part of your growth and development as a tutor and an expectation of the job. You will be completing a reflective journal, either in hard copy or on-line to do this. Consider these questions after each session and pick one or two to write about.

Was I prepared for my session?

How do we work alongside the tutee?

What questions need to be asked?

Was my tutee on task?

Did my tutee understand the information?

Did I encourage my tutee?

How do we build tutee confidence?

How do we build on the learning that occurs in a tutoring session?

Was the session successful?

What could I have done to make this session more effective?

Notes and Questions:

Use Critical Questioning

Critical Thinking in Tutoring

Critical thinking is the process we use to reflect on, access and judge the assumptions underlying our own and others ideas and actions. This often 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).

Why Do Tutors need to be Critical Thinkers?

In courses with large amounts of content, there is a real risk that students memorize information without genuine comprehension. This surface learning often disappears soon after the test has been written. Application, analysis, evaluation, and creation are often referred to as higher level thinking or Critical Thinking. This type of thinking is the key to deep learning where you develop knowledge, skills, and an academic mindset so that you learn more efficiently. You will acquire and retain more academic knowledge and will be able to use the materials throughout your University and professional career.

How do Tutors Use Critical Thinking Skills?

A deep learning approach to tutoring includes:

- writing study questions;
- coaching the tutee to figure out the answers before looking them up;
- breaking down complex processes step-by-step;
- closing notes and answering questions to see how much is remembered.

Avoid thinking blockages by yourself and your tutee through:

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

Discuss Why Questions are Used in Tutoring

When a tutor questions a tutee, they are doing so to find out the level of the tutee’s understanding and to identify the next learning goal that needs to be met. It is important for the Tutor to use the right questions to find out what the Tutee knows.

Although there are numerous ways to categorize learning, the taxonomy developed by Benjamin Bloom and colleagues (later revised by David Krathwohl and colleagues) for cognitive knowledge or domain is widely used in education. This cognitive taxonomy can help tutors with:

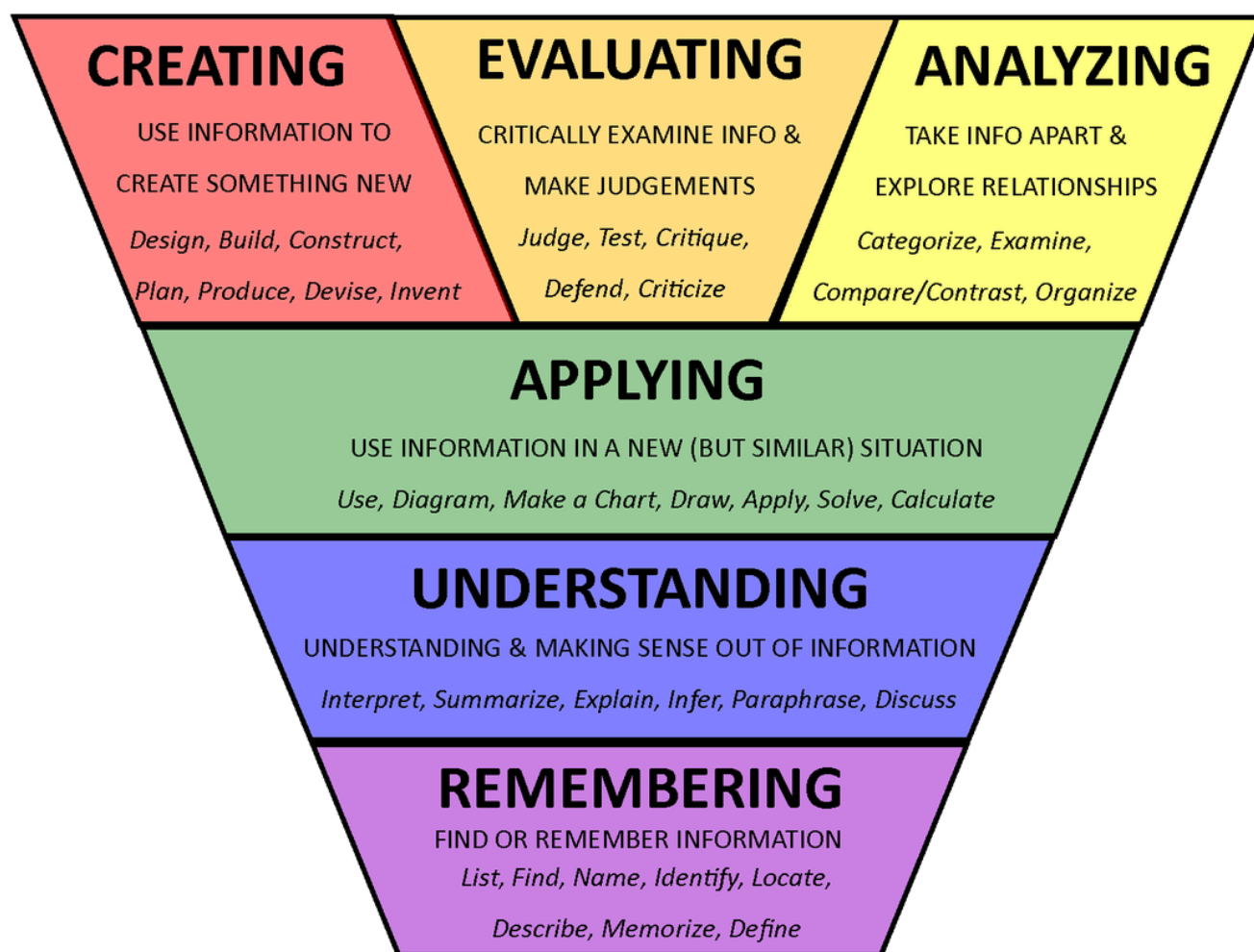
- setting learning objectives and goals
- selecting tutoring strategies
- formulating questions to use in tutoring sessions
- assessing if the learning goals have been met.

Notes and Questions:

Define Bloom's Taxonomy

The categories in the cognitive taxonomy (Krathwohl, 2002, p. 215, Table 3) include:

1. remember (knowledge recall) – retrieving relevant knowledge from long-term memory
2. understand (comprehension) – interpreting the meaning of information; being able to “translate” knowledge into one’s own words; linking new information to what you already know
3. apply – using what you know to do required tasks
4. analyze – taking things apart; dissecting; asking “why?”; seeing relationships and how things work
5. evaluate – appraising, judging and critiquing the outcomes of any of the other levels
6. create (synthesis) – putting things together; building on what you know to create something new; seeing new relationships or making new connections.



Used with permission from:

<http://www.meandmylaptop.com/2/post/2012/07/simplified-blooms-taxonomy-visual.html>

Create Questions for Tutoring Using Bloom's Cognitive Taxonomy

If your tutee doesn't know the technical language of the subject and what it means, it will be difficult for them to apply, evaluate, analyze, or be creative.

Pick a subject area in which you are qualified to tutor. For each level of Bloom's Taxonomy listed in the worksheet on the next page:

KPU Peer Tutor Foundation Training Workbook – Level One

Develop a questions (or activity) for the student to complete that would show you whether or not your tutee understands the material at that level.

Then, working in pairs and using the worksheet, explain the questions at each level of Bloom's taxonomy for this subject area that you tutor.

Describe how your questions would allow you to assess how much your tutee knew and what level they were on.

Questioning Activity:

Level	Question/Activity
Remembering	Remembering and Recalling information.
Understanding	Understanding Explaining ideas or concepts.
Applying	Applying information in a familiar situation
Analyzing	Analyzing by breaking information into parts to explore relationships.
Evaluating	Justifying a decision or course of action.
Creating	Generating new ideas, products, or ways of viewing things

Notes and Questions:

Consider and then outline how you will use effective questioning at the right level in your planning for tutoring sessions. Build it into your plan right from the start.

Use Referrals When You Need Assistance

Consider a situation in tutoring when you might run into a problem that is beyond the scope of your background as a tutor. What potential student issues are of concern to you? These might include:

- Personal Issues
- Developmental Issues
- Relationship Issues
- Family Issues

Finding the right help for your tutee is a special skill that you are developing as a tutor.

Referring Learners to other Professionals

KPU has many other trained professionals who are available to help learners. Have a look at our **University Resources** below for more details about other learner support services in the university. Based on this information, answer the questions that follow.

University Resources

Sometimes, learners need help with things that the Learning Centres are not equipped to deal with, such as personal problems or financial problems. Tutors are not usually qualified to help with such matters. Also, it's not part of the job. In cases like these, it is useful to be familiar with other University resources that may be of help to a learner. This section discusses some of the resources we most commonly refer learners to. If you feel a referral might be a good idea but you are unsure, consult with your supervisor or make an appointment for the learner with a faculty Learning Strategist in the Learning Centre.

Instructors

Although we are qualified to help learners with academic matters, there are some instances when it's necessary to refer the learner back to his instructor. For example, it's not uncommon for a learner with an essay to need further clarification on the assignment instructions. In a case like this, it is often better to send him back to the instructor for specific details. Tutors can sometimes only guess what the teacher wants; we cannot be completely sure. Another example is when a learner is concerned about feedback from an instructor on a particular assignment. We can discuss the feedback with learners and perhaps clarify comments, but if either you or the learner is unsure about the meaning of the comments or about how to rectify mistakes, the instructor should be asked. Again, you can only speculate what teachers mean. You can't always be certain.

Sometimes learners are hesitant about approaching their instructors. In some cultures, learners never speak to teachers outside the classroom and never question their comments. At KPU, it is part of an instructor's job to talk to learners outside class, and most successful learners take advantage of that. Make sure learners know that it's their right to visit instructors during office hours and discuss any problems or concerns.

Educational Advising

Academic Advisors provide learners with guidance on planning their courses and programs. They give information and assistance with finding out about various careers and also offer workshops on career planning and university transfer issues. These advisors provide individual help at drop-in times and also have scheduled appointments with learners.

Enrolment Services

If a tutee wants to change their program of study after speaking with an Academic Advisor, order a transcript, pay tuition, or book an academic placement test, they will need to visit Student Enrolment Services, located on all campuses and can be reached by calling 604 599 2000.

Academic and Career Prep have tuition-free courses in writing and basic math that may be suitable for some learners who are having more difficulty than your tutoring is able to assist with. There are assessments to determine the learner's level that they can register for. Student Enrolment Services can help them locate these courses and explain how to enroll.

Librarians

Often, learners need books and other sources that are not available at the Learning Centres. For instance, if someone is doing a research paper, he will need to find specific books, journal articles, and statistics that can only be found in the library. However, some learners are not familiar with the organization of the library, or how to make use of its many resources. In cases like this, librarians can be very helpful. They can give information and instructions on using the online catalog, the Internet, and journal abstracts. They are friendly and willing to help, especially if learners come to them with specific questions.

Kwantlen Student Association (KSA)

If students have questions about the Multipass/Upass or student clubs or student medical and dental plan, they can contact the KSA. There are also KSA member discounts and the chance to be involved in student government. The KSA also offers assistance around financial troubles and with attaining healthy food. The KSA have offices and representatives on all campuses and can be contacted through: <http://kusa.ca/services.html>.

Aboriginal Gathering Place

The Aboriginal Gathering Place provides services and support specifically for aboriginal learners. This support includes counselling, assistance with funding processes, information on scholarships and bursaries, information on social and community resources and promotion of the awareness of aboriginal issues and cultural events.

Counsellors

Some learners may be dealing with problems that are non-academic. Usually it's fine to take a few minutes at the beginning or end of a session and discuss these things – everyone needs someone to talk to. However, if it seems like the learner is overwhelmed by a problem and needs further assistance, it's best to refer him to the Counselling Department, which is available to all students. Professional counsellors can help learners with career, personal, educational or financial issues. Let learners know that these services exist and if necessary, accompany them to make an appointment. They can be contacted at counsell@kpu.ca for general questions about their services. You can also call them to book an appointment with a counsellor at:

Surrey 604 599 2044

Richmond 604 599 2600

Langley 604 599 3213

Cloverdale / KPU Tech 604 598 6044

Other Services

KPU offers a number of other services to promote student success. For more information please visit <http://www.kpu.ca/student-services>.

Referral Activity:

1) In what situations should you refer the learner to:

- A. The course instructor
- B. Learning Centre faculty
- C. A Librarian
- D. A Counsellor
- E. An Academic Advisor
- F. The Kwantlen Student Association
- G. Aboriginal Gathering Place
- H. Student Enrolment Services

2) If a learner is drastically failing a course and we're getting near the last day to withdraw from a course, what should you do?

Identify When to Stop the Tutoring Process

There is a time to be a Peer Tutor and a time to stop the peer tutoring process. The first and most obvious place to stop is when the situation and/or the semester is over. This is the time to bid farewell and then both you and the tutee move on to other endeavours.

When tutee issues arise during the natural course of tutoring you have a number of resources to use as referrals. When this has been done and there are still issues, this may lead to a change or ending the tutoring process. They include:

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

Tutors are human as well and may have an issue that will lead to the end of the process:

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

Overall, when a peer tutor and the tutee are too far apart in their approach, they may be unable to adapt to each other.

In all of these situations, you have support from the Instructional Associates and the Learning Strategists to discuss and explore options for change.

Tutoring Issues Activity:

Pick one Tutee and one Tutor issue and write a short paragraph on:

- what you imagine could happen in each case and
- how you would end the tutoring process.

Tutee Issue

Tutor Issue

Tutoring Certification Process & Requirements

The KPU Learning Centre's tutor training is accredited by the College Reading and Learning Association's (CRLA) International Tutor Certification Program. The purpose of the ITTPC program is twofold. First, it provides recognition and positive reinforcement for tutors' successful work from an international organization, CRLA. Second, CRLA's tutor certification process sets an internationally accepted standard of skills and training for tutors. As a result, when you work at the Learning Centre, you will earn this internationally recognized certification.

There are 3 levels of certification:

1. Regular (Level 1)
2. Advanced (Level 2)
3. Master (Level 3)

All tutors who work at the Learning Centre are required to complete one CRLA Level each semester that they work until they have finished all 3 levels.

More information is at: http://www.crla.net/ittpc/about_ittpc.htm

Level One Requirements for certification include:

- Additional 4-6 hours of training – materials online.
- Documented proof of strength in the subject you are tutoring.
- Documented Tutoring Experience of 25 hours tutoring.
- Feedback from Tutees
- Debrief with Faculty Observer
- Tutor performance appraisal by Tutor Supervisor
- Complete Learning Centre Tutor Self-Evaluation including personal journal entries and reflection on tutoring skills and tutor training.

Your completion of these elements will be guided by your supervisor and supported by the Learning Strategists. We wish you all success in your tutoring career.

Notes and Questions:

Continuing your Tutor Training

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

You will continue your training under the guidance of your Instructional Associate, Learning Strategists, and faculty mentors. Good Luck in all your Tutoring activities.

Level One integration exercises using online resources (6 hours)

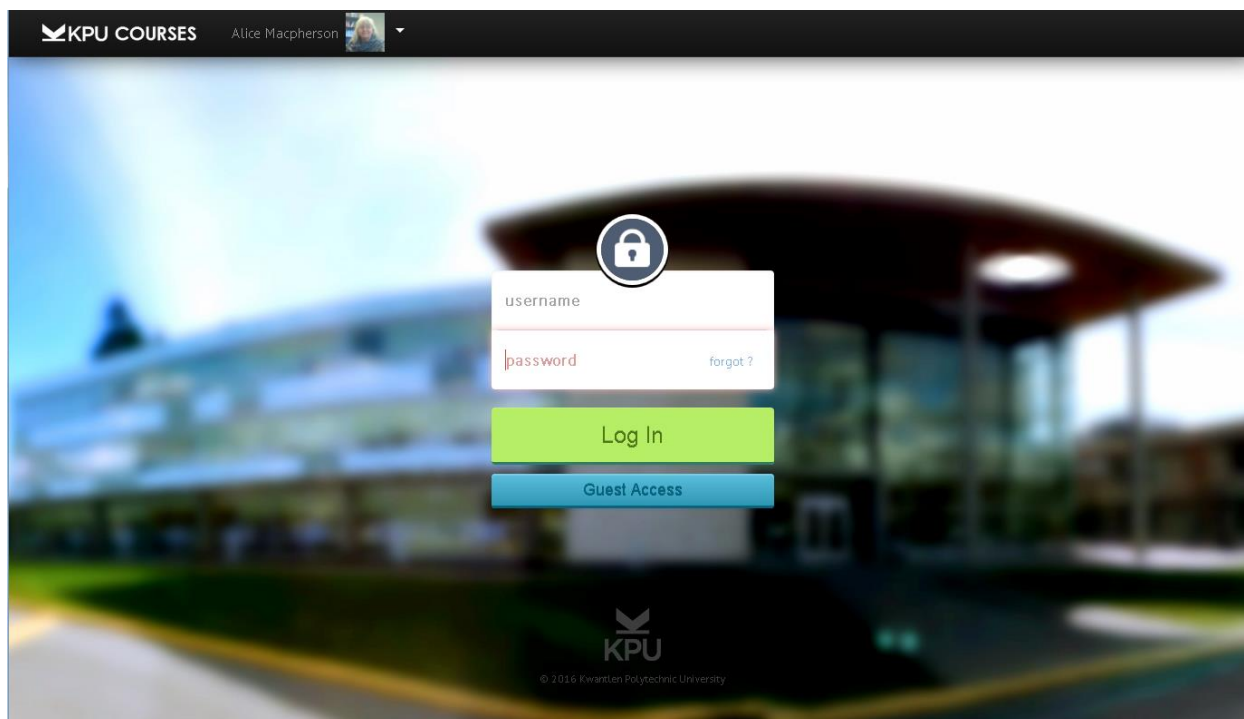
Congratulations on finishing your first six hour Tutor Training! You now have a good foundation in tutoring concepts and situations that you may encounter as a new Tutor. You began with your application and interview to become a Tutor at KPU's Learning Centres, completed your six hour training session,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

Accessing Moodle

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

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

You will see the following screen:



log in, and click on Tutor Training.

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

KPU Tutor Level One Training Process Log

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

Name: _____

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

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