LEVEL THREE PEER TUTOR TRAINER HANDBOOK

The Learning Centres at Kwantlen Polytechnic University
Level Three Trainer Handbook for 6 Hour Basic Training

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

KPU Tutor Training was developed with reference to the standards of CRLA, ATP, and NTA.
http://www.crla.net/
http://www.myatp.org
http://www.ntatutor.com/

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

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

How to Use this Guide

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

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

Facilitation Principles

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

Continued Planning and Preparation

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

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

**Balance within the Process**

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

**Encourage Participation**

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

**Acknowledge Prior Learning**

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

**Flexible Times**

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

**Make Time for Issues**

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

**Trainer Responsibility**

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

<table>
<thead>
<tr>
<th>Time &amp; Presenter</th>
<th>Activity – Session 1</th>
<th>Resources</th>
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<tbody>
<tr>
<td>9:00 – 9:15 am</td>
<td><strong>Welcome – Level Three, Session One</strong>&lt;br&gt;Think of your strengths as a tutor and share this with another person.&lt;br&gt;• What do you do particularly well?&lt;br&gt;• What did you do that uses this strength?&lt;br&gt;• How did others help you?&lt;br&gt;• What are you most proud of in this strength?&lt;br&gt;Think of a time when you were particularly successful as a tutor. What was the best part of that experience?&lt;br&gt;Introduce presenters, agenda, and Learning Centres updates.</td>
<td>Name tags and pens as needed&lt;br&gt;Spare paper and pens&lt;br&gt;Instructions on flip chart or board or slide.&lt;br&gt;Slidedeck 1, Slides 1 - 3&lt;br&gt;KPU Level Three Tutor Training Workbooks (p. 1)</td>
</tr>
<tr>
<td>9:15 – 9:45 am</td>
<td><strong>Review Tutor Competencies</strong>&lt;br&gt;• Level I&lt;br&gt;• Level II</td>
<td>Slides 4 - 6&lt;br&gt;Workbook – (p. 2)</td>
</tr>
<tr>
<td>9:45 – 10:15 am</td>
<td><strong>Analyze Approaches to Tutoring</strong>&lt;br&gt;• Promoting independence in learning;&lt;br&gt;• Personalizing Learning;&lt;br&gt;• Facilitating tutee insights into learning, and learning processes;&lt;br&gt;• Providing a student perspective on learning and university success;&lt;br&gt;• Respecting individual differences.&lt;br&gt;What I’ve Learned by Tutoring Activity</td>
<td>Slide 7&lt;br&gt;Workbook – (pp. 3-4)</td>
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<td>10:15 – 10:30 am</td>
<td>Break</td>
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<tr>
<td>10:30 – 10:45 am</td>
<td><strong>Tutoring Relationships Based on Trust and Expertise</strong>&lt;br&gt;1. The content of the message&lt;br&gt;2. The emotional impact of the message on the receiver.&lt;br&gt;Expert Communication activity</td>
<td>Slides 8 - 9&lt;br&gt;Workbook – (p. 5)</td>
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<tr>
<td>10:45 – 11:00 am</td>
<td><strong>Trust</strong>&lt;br&gt;• Trusting Behaviour&lt;br&gt;• Trustworthy Behaviour&lt;br&gt;Comparison chart activity</td>
<td>Slides 10 - 11&lt;br&gt;Workbook – (pp. 6-7)</td>
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<td>11:00 – 11:40 am</td>
<td>Analyze Difficult Tutoring Situations</td>
<td>Slide Deck 2-1</td>
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<td>40 minutes</td>
<td>Case Study Activity</td>
<td>Workbook – (p. 8)</td>
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<td>11:40 – 11:55 am</td>
<td>Best Tutoring Advice to Self and Others</td>
<td>Slides 13</td>
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<td>15 minutes</td>
<td>Discussion and Activity</td>
<td>Workbook – (p. 9)</td>
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<td>11:55 am</td>
<td>Questions? Off to Lunch!!</td>
<td>Slides 14 - 16</td>
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<td>Welcome Back – Level Three, Session Two</td>
<td>Slidedeck 2, Slides 1 - 4</td>
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<td>15 minutes:</td>
<td>Questions from the first session?</td>
<td>KPU Level Three Tutor Training Workbook – (p. 10)</td>
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<tr>
<td>1.15 - 1:40 pm</td>
<td>Portfolio Thinking</td>
<td>Slides 5 – 8</td>
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<tr>
<td>25 minutes</td>
<td>• What are Portfolios?</td>
<td>Workbook – (p. 11)</td>
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<td>• Why Create Portfolios?</td>
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<td>• Who Creates Portfolios?</td>
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<tr>
<td>1:40 – 2:00 pm</td>
<td>Information for Inclusion in a Tutoring Portfolio</td>
<td>Slides 9 - 11</td>
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<td>20 minutes</td>
<td>Collect and aggregate</td>
<td>Workbook – (pp. 12-13)</td>
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<td>Tutor Evidence Activity</td>
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<td>2:00 – 2:30 pm</td>
<td>Develop a Personal Tutoring Philosophy</td>
<td>Slide 12</td>
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<td>30 minutes</td>
<td>• Complete the TPI online</td>
<td>Workbook – (p. 14)</td>
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<td>2:45 – 3:10 pm</td>
<td>Draft Philosophy of Tutoring and Learning Activity</td>
<td>Slide 13</td>
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<td>25 minutes</td>
<td>Workbook – (p.15)</td>
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<td>Slides 14 - 15</td>
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<td>10 minutes</td>
<td>Add meaning</td>
<td>Workbook – (p.16-17)</td>
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<td>Share with Others</td>
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<td>Electronic Portfolios</td>
<td>Slides 16 - 17</td>
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<td>Mahara</td>
<td>Workbook – (p.16- 17)</td>
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<td>Review, Next Steps, and General Questions</td>
<td>Slides 18 – 19</td>
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<td>Workbook – (pp. 18-19)</td>
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<td>Slides 20 - 21</td>
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Analyze Your Personal Strengths as a Tutor

Welcome to Tutor Training 3

- Welcome and Introductions
- Strengths as a Tutor
- Review Tutor Competencies – Level I
- Review Tutor Competencies – Level II
- Analyze Approaches to Tutoring
- Tutoring Relationships Based on Trust and Expertise
- Analyze Difficult Tutoring Situations
- Portfolio Thinking
- Information for Inclusion in a Tutoring Portfolio
- Develop a Personal Tutoring Philosophy
- Create a Personal Tutoring Portfolio

Welcome to Level Three, Session One

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

- What do you do particularly well?
- What did you do that uses this strength?
- How did others help you?
- 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?

Introduce presenters, agenda, and Learning Centres updates.

Welcome to Everyone

Brief Introductions: Name Subject(s), Campus(es)

Think of your Strengths as a Tutor.

- What do you do particularly well?
- What did you do that uses this strength?
- How did others help you?
- What are you most proud of in this strength?

Share this with one other person

Be prepared to say a little about your partner’s experience.
Review Tutor Competencies

- What do you remember?
- What do you use?
- What else do you need to know?

9:15 – 9:45 am
30 minutes

Review Tutor Competencies
- Level I
- Level II

Slides 4 - 6
Workbook – (p. 2)
Analyze Approaches to Tutoring

• Facilitating
• Challenging
• Coaching
• Leading

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.

9:45 – 10:15 am
30 minutes

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<td>• Promoting independence in learning;</td>
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<td>• Providing a student perspective on learning and university success;</td>
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<td>• Respecting individual differences.</td>
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What I’ve Learned by Tutoring Activity

10/28/2014
# Build Tutoring Relationships Based on Trust and Expertise

## Building Relationships

Three Principles for Success
1. Trust
2. Effective Communication
3. Empathy

Building Tutoring relationships with others can be complex.

## Communication

Communication and Learning are interconnected.

**The two key components of communication:**
1. The content of the message
2. The emotional impact of the message on the receiver.

Describe how you connect with your Tutees when you are working with them.

Seek first to understand and then to be understood.

What strategies do you use to ensure that you understand what your Tutee and others are saying?

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<th>Slides 8 - 9</th>
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</table>
| 10:30 – 10:45 am | 1. The content of the message
2. The emotional impact of the message on the receiver.
Expert Communication activity | Workbook – (p. 5) |
Trust

Cannot be bought, requested, or demanded. Must be earned through your behaviours. What is the difference between being trusting and being trustworthy. How are you trustworthy in your role as a Tutor? When you compare this with the list of Tutor Ethics what stands out?

10/28/2014

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- Trusting Behaviour
- Trustworthy Behaviour

Comparison chart activity

Slides 10 - 11
Workbook – (pp. 6-7)
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<th>Trustworthy</th>
<th>Trusting</th>
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10/28/2014
Analyze Difficult Tutoring Situations

Case Study Activity:
1. Brainstorm a variety of real ongoing difficult tutoring situations.
2. Pick a theme that resonates and form groups of three to four around that theme.
3. Create a case study of an ongoing tutoring situation in your theme area.
4. Give a short presentation on your case study to the larger group.

11:00 – 11:40 am
40 minutes

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<td>Case Study Activity</td>
<td>Workbook – (p. 8)</td>
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</table>
Best Tutoring Advice

- What are the strategies that you do and can use to manage difficult situations and to fulfill your tutoring mandate and responsibilities?
- Write a paragraph of this advice to yourself and others.

11:40 – 11:55 am
15 minutes

Best Tutoring Advice to Self and Others
Discussion and Activity

Slides 13
Workbook – (p. 9)

11:55 am

Questions? Off to Lunch!!

Slides 14 - 16

Questions and more questions!

- What have you learned?
- Have you changed your opinions?
- Have you discovered new ideas?
- Where is Lunch?

Time for a Break!

End of Session One
Welcome Back – Level Three

Tutor Training 3, Session 2

- Welcome and Introductions
- Strengths as a Tutor
- Review Tutor Competencies – Level I
- Review Tutor Competencies – Level II
- Analyze Approaches to Tutoring
- Tutoring Relationships Based on Trust and Expertise
- Analyze Difficult Tutoring Situations
- □ Portfolio Thinking
- □ Information for Inclusion in a Tutoring Portfolio
- □ Develop a Personal Tutoring Philosophy
- □ Create a Personal Tutoring Portfolio

10/28/2014

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<th>Slidedeck 2, Slides 1 - 4</th>
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<td>Questions from the first session?</td>
<td>KPU Level Three Tutor Training Workbook – (p. 10)</td>
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<td>What Have I Learned?</td>
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Let's Review...

What I've Learned by Tutoring

1. Describe the approach(es) you take to setting goals – for yourself and for your tutoring sessions.
2. In what ways do you model effective study skills and student behaviours for your tutees?
3. What are some of your strengths as a Tutor?
4. Explain a few of the most significant things you have learned from your tutoring experiences? Why are these significant for you?

Reflection Time

- 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 reflections with your Tutor Supervisor.

10/28/2014
Consider Portfolio Thinking

**Portfolio Development**

A portfolio is a Reflective Journal of your progress as a Tutor that includes:
- Statements of your Intent as a Tutor
- Artifact of your Tutoring Skills
- Ways that you have made changes to Adapt
- All held together with a narrative of your journey.
- Your Tutor Journal Entries are a great place to start on this process.

**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.

---

1:15 - 1:40 pm
25 minutes

**Portfolio Thinking**

- What are Portfolios?
- Why Create Portfolios?
- Who Creates Portfolios?

**Folio Thinking**

The reflective practice of creating learning portfolios for the purpose of creating coherence and making meaning.

Draws on:
- Experiential processes
- Reflective thinking
- Analytical thinking
- Thinking about your thinking

---

**Why Develop a Portfolio?**

This is an opportunity to synthesize and publicize your work on self-assessment, reflection, and analysis on the knowledge, skills, and attitudes of your tutoring practice and focus on tutee learning.
Information for Inclusion in a Tutoring Portfolio

**What is a Tutor Portfolio?**

*Teaching Portfolio:* "is a comprehensive record of teaching activities and accomplishments drawn up by the (instructor)." 1990 Dalhousie University Senate

*Your Tutoring Portfolio:* A comprehensive record of your activities and accomplishments as a tutor, created by you.

**What goes into a portfolio?**

Qualitative assembling of evidence of good tutoring, planning, and other activities. Documents the content & quality of these activities. Descriptions, through documentation over an extended period of time, of the full range of your abilities.

1:40 – 2:00 pm
20 minutes

**Information for Inclusion in a Tutoring Portfolio**
Collect and aggregate Tutor Evidence Activity

Slides 9 - 11
Workbook – (pp. 11-12)

Portfolio Intent

Intended to facilitate the presentation of a person’s achievements & major strengths
self-assessment
interpretation by others

Opportunity for self-reflection & growth, understanding yourself as a Tutor

10/28/2014
Develop a Personal Tutoring Philosophy

### Tutoring Philosophy

Take the Teaching Perspectives Inventory at: [http://teachingperspectives.com/](http://teachingperspectives.com/)

Summary of Perspectives: [http://www.one45.com/teachingperspectives/tpi_html/tpi_summaries.htm](http://www.one45.com/teachingperspectives/tpi_html/tpi_summaries.htm)

Consider what this means about your Tutoring.

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<th>30 minutes</th>
<th>Develop a Personal Tutoring Philosophy</th>
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<td>• Complete the TPI online</td>
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<td>Workbook – (p.15)</td>
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### Inventory Debrief

What is your:
- highest area?
- lowest area?
- Beliefs, Intents, and Actions as you tutor?

How do these impact your tutees?

What is your Tutoring Philosophy?

10/28/2014
Create a Personal Tutoring Portfolio

How do I Document my Thinking?

Chart your progress

3:10 – 3:20 pm
10 minutes

Create a Personal Tutoring Portfolio
Add meaning
Share with Others

Slides 14 - 15
Workbook – (p.23-24)

What does it look like?

Generally a basic portfolio starts as a 3-8 page document with appendices

Approach to Tutoring
philosophy, ethics, goals, strategies

Tutoring Contributions
description of tutoring: planning, preparing & tutoring sessions, assessing student learning, & giving feedback

Reflections on & Assessment of Tutoring
evaluation of tutoring accomplishments, suggestions regarding possible changes for future tutoring

Supporting Documentation
Electronic Portfolios

Features of e-Portfolios

**Interactive**
- Can include
  - Interactivity (send and receive feedback)
  - Multimedia (sound, video)

**Portable**
- Can access from anywhere; “weightless”

**Reusable**
- Can create as many e-Portfolios as you need, with relative ease

10/28/2014

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<tr>
<th>Time</th>
<th>Session</th>
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<th>Workbook</th>
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<tr>
<td>3:20 – 3:50 pm</td>
<td>Electronic Portfolios</td>
<td>16 – 17</td>
<td>Workbook – (p.28-29)</td>
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Sample Links for ePortfolios

http://electronicportfolios.com/ALI/samples.html

http://sarahfraserpeertutoring.wordpress.com/

http://tesolblog.org/tutoring-project.html

10/28/2014
Review, Nest Steps, and General Questions

Questions and more questions!

- What have you learned?
- Have you changed your opinions?
- Have you discovered new ideas?

10/28/2014

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<thead>
<tr>
<th>3:50 – 3:55 pm</th>
<th>Review, Next Steps, and General Questions</th>
<th>Slides 18 – 19</th>
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Review of Tutor Training 3

- Welcome and Introductions
- Strengths as a Tutor
- Review Tutor Competencies – Level I
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- Analyze Approaches to Tutoring
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- Develop a Personal Tutoring Philosophy
- Create a Personal Tutoring Portfolio

10/28/2014
Feedback

- Post-training Level 3 Tutor Questionnaire. (handout)

- Level 3 Feedback on Training

- Additional comments or questions?
  Send an email to:
  tlc<campus>@kpu.ca

1/29/2015

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<tr>
<th>3:55 pm</th>
<th>Feedback &amp; Thank You!</th>
<th>Slides 20 - 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td></td>
<td>Feedback form</td>
</tr>
</tbody>
</table>

End of Level Three Classroom Tutor Training

Thank You for Participating!
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 Instructional Associate, Learning Strategists, and faculty mentors.

Good Luck in all your future Tutoring activities.

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 tab and click into Level Three.
**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):**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Completed</th>
<th>Signed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm /update KPU Peer Tutoring documentation i.e. transcript, contact information.</td>
<td>First week of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-introduction to your Learning Centre Coordinator, Learning Strategists, Director, and other Learning Centre personnel.</td>
<td>Prior to tutor training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete six hour level three Fundamentals Training Session and in class exercises.</td>
<td>Prior to first tutoring shift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of Learning Centre’s services, resources, expectations, and procedures.</td>
<td>Prior to first tutoring shift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use tutor appointment system for scheduling and documentation.</td>
<td>Prior to first tutoring shift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue Reflective Tutor Journalling You will write a minimum of 6 bi-weekly journals during the term. We encourage you to write more.</td>
<td>First week of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with your LCC Meeting 1 Topic________________________________________</td>
<td>Every 2 weeks 1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>Meeting 2 Topic__________________________________________________________</td>
<td></td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>Meeting 3 Topic__________________________________________________________</td>
<td></td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>Meeting 4 Topic__________________________________________________________</td>
<td></td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>Meeting 5 Topic__________________________________________________________</td>
<td></td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>Meeting 6 Topic__________________________________________________________</td>
<td></td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>Feedback from tutees (6-8 feedback forms total) Feedback discussed during bi-weekly meetings.</td>
<td>Week 3, Week 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Evaluation of your tutoring to contribute to Summative Evaluation with LCC and/or LS.</td>
<td>Week 12 of semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify active tutoring hours (25 hours). Attended tutoring hours___________</td>
<td>As scheduled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete these items with Learning Centre Coordinator or Learning Strategist (LS):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Completed</th>
<th>Signed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>First 1-2 weeks of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare and revise tutoring materials for your tutoring sessions.</td>
<td>First week of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>After 4 weeks of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with your LCC or a LS to review tutoring Materials prepared and revised.</td>
<td>Weeks 5-6 of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Week 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>Week 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Evaluation meeting with your Learning Centre Coordinator and/or Learning Strategist (Faculty Mentors are also encouraged to attend)</td>
<td>Prior to the end of the semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Schedule and complete these items with a Learning Strategist:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Completed</th>
<th>Signed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial meeting with your Learning Strategist (Orientation to Level 3 integration and online materials)</td>
<td>First week of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete TESAT and debrief with a Learning Strategist.</td>
<td>First week of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly meetings (group or individual) with your Learning Strategist (meetings can be scheduled more frequently as desired by either party).</td>
<td>Monthly (minimum of 3 visits)</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>Meeting 1 Topic________________________________________________________</td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Meeting 2 Topic________________________________________________________</td>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Meeting 3 Topic________________________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schedule and complete these items with your content area Faculty Mentor:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Completed</th>
<th>Signed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and meeting with your content area faculty mentor.</td>
<td>First 2 weeks of tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly meetings (group or individual) with your faculty mentor (meetings can be scheduled more frequently as desired by either or both parties).</td>
<td>Monthly (minimum of 3 visits)</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>Meeting 1 Topic</td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Meeting 2 Topic</td>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Meeting 3 Topic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Satisfactory completion of all items will lead to your Level Two 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 ________________________________
Bibliography


Association of Educational Communication and Technology. (2013) http://aect.site-ym.com


