



Athletics Academic Tutoring Program

We Learn...

10%...of What We Read

20%...of What We Hear

30%...of What We See

50%...of What We See and Hear

70%...of What We Discuss With Others

80%...of What We Experience Personally

95%...of What We Teach Others

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Dear Tutor,

Welcome to the Tennessee Tech Department of Athletics Student-Athlete Tutoring Program. This manual has been created to acquaint you with the important aspects of tutoring as well as to educate you on policies and procedures of working with student-athletes at Tennessee Tech University.

As a tutor, you must be an academic role model for the student-athletes with whom you will be working. Your skills as a tutor will greatly benefit the student-athletes as you work on content-specific material and study strategies. You are often the primary communication link between the Athletics Academic Advising staff and the student-athletes relative to their course progress. We will work together to develop an atmosphere that is conducive to academic success and to personal growth.

You have been selected as a tutor because our staff believes you have the interest, content knowledge, and skills to work with our student-athletes to improve their academic performance. This manual has been designed to introduce you to the policies of the Department of Athletics, as they relate to your employment as a tutor.

It is our pleasure to welcome you to the Tutoring Program. We hope that you find your work both rewarding and beneficial to those who you will be tutoring.

Sincerely,

*Leveda Dexter
Assistant Director of Athletics for Academics*

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Tutoring Program: Overview

Tutorial services are available to all student-athletes, athletic managers, and athletic trainers, upon request.

Tutoring sessions are conducted on a scheduled or drop-in basis during Athletics Study Hall. Tutors are selected for hire based on several factors, which include their content knowledge, their previous success in tutoring, faculty recommendations, and their instructional abilities.

Athletics study hall meets in:

- Johnson Hall—JH 208 and JH 302 Sunday through Thursday, from 5:00 to 9:00 P.M.
- Roaden University Center –RUC 371
 - Monday and Wednesday: 9:00 AM- 3:00 PM
 - Tuesday and Thursday: 12:00 PM to 3:00 PM.

Goals of the Athletics Academic Advising Staff

- Support student-athlete efforts to receive a quality education and to graduate from Tennessee Tech University with a Bachelors' degree.
- Encourage and facilitate student-athletes' goals for their careers and personal development.
- Ensure that the academic integrity of Tennessee Tech University and the Tennessee Tech Athletic Department is maintained.
- Comply with Tennessee Tech University, Athletics Department, Ohio Valley Conference, and NCAA rules and regulations.

Goals for Tutors

- Help students understand course work
- Improve students' studying, reading, and writing skills
- Encourage students to become self-sufficient
- Identify learning strengths and weaknesses
- Find appropriate materials
- Create tutoring plans and materials

National Tutoring Association Code of Ethics

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

1. I understand that my role as a tutor is never to do the student's work for him or her.
2. I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
3. I understand that my relationship to the student is professional and not personal.
4. I will show respect for my student's cultural background and personal value system.
5. I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
6. I will maintain accurate records of tutoring sessions as expected and required.
7. I will respect my student's personal dignity at all times.
8. I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
9. I will keep all information about the student whom I am assigned confidential.
10. I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
11. I will share any concerns I have with my supervisor.
12. I expect to learn along with my student.
13. I will keep current in both my subject area(s) and learning methodologies.
14. I will remain flexible to my approach to student learning, respectful of the various learning styles.
15. I will share techniques for improved study skills with my students.

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Compliance Reminders for Tutors

ACADEMIC INTEGRITY

Never put pen to paper to help a student-athlete. Do not write on a student-athlete's paper. Promote the student's ideas by asking open-ended questions. Do not type, enter data, or make copies for student-athletes.

Should you become aware of an academic integrity issue involving a student-athlete, it is your responsibility to report to a member of the Athletic Academic Advising staff.

IMPORTANT RULES TO FOLLOW

Maintain confidentiality: Do not communicate with coaches or faculty about a student-athlete. Never disclose information about a student-athlete's academic records, learning issues, or grades. Report all concerns about a student-athlete to a member of the Athletic Academic Advising staff. Always meet in an approved meeting location approved by a member of the Athletic Academic Advising staff.

Maintain a record of student contact; always report any tutoring session via GradesFirst.

Maintain a professional relationship with the student-athletes with whom you work.

EXTRA BENEFITS

It is a NCAA violation for TTU student-athletes to receive something that is not generally available to the general student population of TTU.

Do not provide anything of value to a student-athlete, which includes such things as a car ride, school supplies, food or drink, the use of a cell phone, or even a small loan.

SPORTS GAMBLING

All employees of NCAA member institutions, including tutors, are prohibited from gambling on any sport that the NCAA sponsors—this includes amateur, professional, or college sports. Do not bet on sports. This ban particularly applies to any bet that may result in a win of money or prizes.

NCAA Guidelines

As an employee of Tennessee Tech University who works closely with members of our Athletic Department, you need to be aware of the limitations and guidelines regarding your interactions with Tennessee Tech student-athletes. Failure to follow set policies and procedures could result in a student-athlete losing his or her athletic aid along with his or her eligibility and severe sanctions for the University. This will also result in the termination of your appointment as a tutor at Tennessee Tech. Guidelines follow:

1. **Under NO circumstances should a tutor speak with a student-athlete's instructor.** Please inform the Tutor Coordinator or an AAA staff member if you or a student-athlete is unclear about an assignment. If it is determined that additional information is needed from a professor, the student-athlete, AAA, or AAC will make the appropriate contact. Our general policy is that it is the student-athlete's privilege and responsibility to contact his or her professor to clarify the assignments.
2. A tutor is expected to contact the Tutor Coordinator or an AAA staff member if he or she suspects that a student-athlete is not attending class regularly, engaging in academic dishonesty, or experiencing unusual stress or difficulty in or out of the classroom. Failure to do this could cause the student-athlete to become ineligible or be expelled or suspended from the university.
3. Unethical academic behavior will not be tolerated. This includes writing papers, taking tests, completing assignments, attending a proctored quiz/exam, etc. A tutor who is suspected of academic dishonesty will be suspended until the Athletic Department staff can conduct an investigation. The incident will also be reported to the Office of the Dean of Students. That office will determine disciplinary action.
4. **The tutor is to maintain confidentiality in all areas regarding student-athletes.** A student-athlete's academic concerns may be discussed with that student-athlete, Tutor Coordinator, or other AAA staff member only. **Do not discuss the student-athlete's academic concerns with other student-athletes, faculty, members of the media, or anyone else.** Doing this is a violation of the student-athlete's right to privacy under the Buckley Amendment. In addition to academic concerns, tutors may find themselves exposed to information such as disciplinary matters, injuries, and personal problems. **All information must be treated with the greatest confidentiality and sensitivity.**
5. **Responsibility for academic success or failure rests with the student-athlete.** A tutor is not expected to "save" the student-athlete. You will never be evaluated based on the final grade a student-athlete receives. You are responsible for assisting the student-athletes best you can. You are not responsible for his or her performance.
6. Dependent student-athlete/tutor relationships are actively discouraged. It is the tutor's responsibility to encourage the student-athlete to learn to help him or herself. Friendships can develop between the student-athlete and the tutor but should not get in the way of "working time."
7. Never criticize an instructor/professor or an assignment.
8. Never do a student's assignment for him or her.

9. **You cannot knowingly participate in sports wagering activities or provide information to individuals involved in or associated with any type of sports wagering.**
10. **You may not provide any extra benefits to student-athletes:**
 - a. **You cannot give or lend students anything.**
 - b. **You cannot use your influence to get them certain grades, jobs, or tangible goods.**
 - c. **You cannot buy them anything—food, clothes, supplies, etc.**
 - d. **No gifts of any kind.**

Policies and Procedures

Students interested in becoming academic tutors are required to meet with either the Tutor Coordinator, Assistant Director of Athletics for Academics (AAA) or an Athletics Academic Advisor and complete a Tutor Information Form (Appendix A). The purpose of the meeting will be to determine a candidate's qualifications, experience, and availability. Graduate Assistants or Teaching Assistants must confirm any limitations on work hours imposed by their departments or by the University through the Graduate Studies Office.

The Athletics Academic Office will conduct required orientation sessions.

The hiring process is not complete until the tutor has been informed of Tutoring Policies, signed all required confidentiality statements, and presented a valid I-9 card.

Tutors may not work for Intercollegiate Athletics until all phases of the hiring process are complete.

Scheduling Tutor Availability

Each tutor is responsible for maintaining their tutoring availability throughout the entire semester. Tutors will enter and update their course and schedule availabilities via GradesFirst. The procedure tutors should use for scheduling their tutoring availability follows:

1. Log on to GradesFirst.
2. If you are also a student-athlete, you will need to change your account view to "tutor" by selecting the drop-down menu beside the student's name. If you are not a SA, ignore this step.
3. Find the gray bar under the tutor's name and select "Tutor Settings."
4. Find the darker gray bar under "Tutor Times Available" and click on "Actions."
5. Select "Add Time" to open the scheduling screen.
6. Select the days of the week that the tutor is available for study hall.
7. Set the times that the tutor is available to tutor each evening (if you tutor different hours each evening, you will need to use the "Copy Time" feature for each night).
8. Select "Drop-ins."
9. Set the limit for "How many" as 3 and click in the box to "Limit to 1 course per slot."
10. Set the duration for the first week of classes. You will need to use the "Copy Time" option to update your schedule week by week for the entire semester.
11. Set the location to Johnson Hall.
12. Select each course you are qualified to tutor. Please list as many courses as you are able.
13. Save your availability.

Now you will need to go through the entire process again to set your availability for students to be able to schedule appointments to meet with you:

1. Find the tutoring availability under "Tutor Times Available."
2. Click the bullet next to your scheduled availability.

3. Select “Copy Time” to open the scheduling screen.
4. Keep each line the same *except* change from “Drop-ins” to “Appointments.”
5. Save your availability.

Now students will be able to make an appointment in advance OR show up as a Drop-In, and be able to sign in with either method during study hall.

For each day that you have different tutoring times scheduled, you will need to use the “Copy Time” feature to enter a different time for a different day. Use “Copy Time” to post your availability week by week each semester.

Please enter your availability *at least* one week ahead for the entire semester. If you will be unable to attend study hall, you should change that week’s availability by editing your “Tutor Times Available.”

If a student has already scheduled an appointment with you after you change your availability, it is your responsibility to contact that student and inform them of the cancellation. Text the student (contact information is available via GF) and email the student. Copy the tutoring coordinator on all cancellation emails.

Tutor Requests and Appointments

Student-athletes desiring to work with a tutor should schedule an appointment via GradesFirst. Tutors may view their scheduled appointments through their Tutor Info screen in their GradesFirst Accounts.

If a student-athlete requests a tutor in a subject area in which no tutor is readily available, the student-athlete must submit a formal tutor request via GradesFirst. At this point, the AAA staff will:

1. Contact the professor or teaching assistant of the course for a recommendation or
2. Contact the academic department for a recommendation; or
3. Identify a student in the course who is comfortable with the material; or
4. Post advertisements for qualified and interested tutors.

Typically, tutor requests are filled within one week.

The procedure student-athletes should use for arranging a tutoring session follows:

6. Log on to GradesFirst.
7. Locate the course for which assistance is needed under the “Classes This Term” section of the screen.
8. To the right of the course name, in the “Take Action” column, students should select “Schedule Tutor Appointment.”
9. Select a location (RUC 371 or Johnson Hall).
10. Select a date.

11. Identify a tutor, then identify an open time to meet.
12. Click on an “Open” time, then select “Submit.”
13. Student-athletes should write down the day, time, location and tutor in their planners.
14. Student-athletes should show up early in the correct location with textbooks and course materials, prepared to work.
15. Student-athletes should login/logout at the kiosk in the tutoring center and also sign the tutor’s sign-in sheet upon entering the tutoring center.

If a student-athlete is unable to attend a scheduled tutoring session, he or she should login to GF ASAP to contact the tutor and inform them of the cancellation. If the tutor is unable to attend a tutoring session, he or she should login to GF to cancel the tutoring session and contact the student-athlete to inform him or her of the cancellation.

Tutor Session Reports

After each tutoring session, each tutor needs to create a tutoring report for the appointment on GradesFirst. These reports are very important to our program in that they allow our staff to assess the quality of the tutoring sessions and the student-athletes’ participation. These reports must be filled out completely and accurately. If they are not, a tutor’s pay might be delayed until completed.

How to Report Outside Tutoring on GradesFirst

For Academic Enhancement Sessions, and some private sessions (in very rare events), approved student-athletes will be permitted to work with tutors outside of the tutoring center location.

Private Tutoring

Upon scheduling a pre-approved private tutoring session with a student-athlete, tutors are expected to create the appointment on GradesFirst. When a tutor logs into GradesFirst, he or she will be able to view a list of all of his or her tutees who have been given permission to work outside of tutoring centers. The tutor should put a check in the box beside the appropriate student, and then click on “Actions.” This will reveal a dropdown menu, from which the tutor should select “Schedule an Appointment.”

The tutor should fill out each section of this form, starting by selecting his or her own name under “Select a Tutor.” Select the appropriate days and times for the tutoring appointment. The times highlighted in red indicated when the tutee has a class, and should not be selected. After checking in the boxes for the times and the appointment, select “Save Appointment.” The appointment should now show up on the tutor’s home screen as an “Upcoming Appointment.”

Within 2 hours of a tutoring session, tutors must complete a GradesFirst report. It is important to file this report as soon as possible after completing the session. To fill out a tutoring report, the tutor should check the box next to the appropriate appointment in “Recent

Tutoring” and select “Actions.” From the dropdown menu, select “Add Tutor Report” then proceed to fill out all areas of the form.

Academic Enhancement

Academic Enhancement sessions are group-tutoring sessions aiming to provide exam preparation to help all student-athletes enrolled with the same course or professor. AE sessions require mandatory attendance for all student-athletes in courses with an AE tutor.

To schedule an Academic Enhancement session, tutors should first send an email to all students enrolled in the course . When a tutor logs into GradesFirst, he or she will be able to view a list of all of his or her tutees who have been given permission to work outside of tutoring centers. The tutor should put a check in the box beside the appropriate student, and then click on “Actions.” This will reveal a dropdown menu, from which the tutor should select “Send Message.” From here tutors can send both a text message and an email to all students in the course. Tutors should send text and email announcements for AE sessions at least two days in advance of the session, with a text reminder the day of. Messages should include the day, time, and location for the Academic Enhancement session.

Within 2 hours of a tutoring session, tutors must complete a GradesFirst report. It is important to file this report as soon as possible after completing the session. To fill out a tutoring report, the tutor should check the boxes next to the names of each student who attended the Academic Enhancement session. After selecting student-athletes, the tutor should select “Actions.” From the dropdown menu, select “Tutor Report” then proceed to fill out all areas of the form.

Payroll

To receive compensation for tutoring, tutors will enter time into the TTU Time Clock. Athletics will use times reported on tutors’ study hall logs to verify hours submitted.

TimeClock+ (TCP) will be our new timekeeping system for all hourly, temporary employees and student workers effective **August 1**. Tutors will clock into TCP upon arrival at study hall, and clock out upon leaving study hall. Students will use this link to access TCP: <https://252651.tcplusedemand.com/app/webclock/#/EmployeeLogOn/252651/1>

Private tutors are not guaranteed a specific number of sessions per week.

What if the student-athlete does not show up?

If a student-athlete fails to attend a scheduled session OR fails to contact the tutor within a reasonable time prior to the session, do the following:

1. File a tutor report in GradesFirst and uncheck the box that says “This Person Attended” under the student’s name to indicate that the student was a no-show or if the student athlete fails to cancel a session within two hours.
2. Private tutors and Academic Enhancement tutors will receive **one hour** compensation for the “no-show” session.
3. The Associate Director of Athletics for Compliance and the student-athlete’s head coach will be notified.

Missed Appointments by Tutors

If you are unable to attend a scheduled tutoring appointment, you should contact the student-athlete 24 hours in advance AND notify the Tutoring Coordinator. In the event of an emergency, please contact the Tutor Coordinator so the student-athletes can be informed. Repeated absences and missed or late appointments will result in employment termination.

Evaluation

Feedback is an important part of our tutoring program. Feedback from student-athletes and tutors allows us to refine our program and better serve the needs of our employees and student-athletes. **Comments can be provided in GradesFirst. Please attempt to complete comments for each session in a timely fashion.**

Evaluations, Release, and Dismissal

Tutors may be terminated for any of the following reasons:

1. Failure to maintain tutor/student-athlete confidentiality;
2. Failure to uphold the general duties of a tutor as outlined in this manual;
3. Failure to keep tutoring appointments;
4. Deficient academic skills;
5. Falsification of Weekly Student-Athlete Tutoring Summary Report;
6. Disruptive behavior that calls unfavorable attention to the tutor as a representative of the Tennessee Tech University Athletic Academic Support Services Department;
7. Failure to follow the rules and policies established by Intercollegiate Athletics regarding academics ethical conduct by tutors.

Compensation Pay Scale

The starting hourly wages are as follows:

- Undergraduate tutors: \$8.50 per hour for individual tutoring/\$10 per hour for Academic Enhancement tutoring sessions.
- Graduate tutors: \$10 per hour for individual tutoring/\$12.00 per hour for Academic Enhancement tutoring sessions.
- Tutor raises are awarded of \$0.25 per hour after each year of tutoring services with the possibility of \$0.50 per hour for exceptional work.

Reporting

All hours worked should be entered into your study-hall folder log and tutoring reports in GradesFirst. Your hours are to be submitted within four hours of each tutoring session. TimeClock+ hours should be updated daily. It is the tutor's responsibility to clock in and out accurately during each shift. The hours listed on GradesFirst and study hall logs will be compared to the hours submitted by the tutor on TCP. If any discrepancies are noticed, the tutor will be contacted and asked to make corrections. Hours will not be approved and submitted to the Payroll Office until corrections are made. Tutors will be paid via direct deposit on the 10th of the following month, provided TCP hours are submitted accurately by the monthly reporting deadline.

Being a Successful Tutor

How do I greet the student-athlete during our first session?

The first rule of thumb is to *always be on time*. During the first tutoring session, it's a good idea to arrive early, especially if you are new to the program. After introductions are made, try to get acquainted with the student-athlete and make him or her feel at ease. A friendly atmosphere helps break down barriers of communication and instills a sense of trust between tutor and student-athlete. Talk with the student-athlete about his or her classes, his or her academic history, major strengths, areas of weakness, and his or her sources of frustration with the course for which he or she is seeking tutorial support. In addition, try to find out what expectations the student-athlete has about tutoring.

Be Honest: Do not be afraid to admit that you do not know something. Finding the answer or information is a learning process that enhances the tutee's learning process.

If the student seems to be experiencing a problem, such as study issues or personal difficulties, that you feel need to be addressed, promptly refer the individual to Athletic Academic Advising personnel.

If you or the student does not feel the arrangement is working, contact the Athletic Academic Advising staff so other arrangements can be made.

Remember... at the beginning of the tutoring relationship, you will have to take the initiative to establish a positive and professional rapport. You should also set the tone of your sessions by encouraging your students to take responsibility for their own progress.

General Instructions for Tutoring

1. Sit next to the student-athlete so you can work with him or her.
2. Be sure to give directions clearly and seek feedback as to the student-athlete's understanding of the material.
3. Build on what the student-athlete knows. Avoid teaching something he or she already knows.
4. Teach the student to learn rather than solve the student's problem. The students should be able to explain to you what he or she has learned and what he or she does not understand or cannot learn.
5. Guide the student through the solution process. Ask reflective questions, such as "How did you reach that conclusion?" "Can you walk me through the steps?" "Do you know where to find the information (in the text/notes/library/online)?"
6. Avoid asking closed-ended questions that can be answered with a single word or short phrase. Instead, ask open questions that lead to further discussion of the topic. *When you ask a question, rephrase it, break it into parts and repeat it back to the student for response. The purpose of this is to generate discussion, and get the student to make connections and pull information together him or herself. If a student reasons out the*

answer or puts the pieces together on his or her own, the student is far more likely to remember.

7. **Become aware of the student's preparation or lack of preparation for tutoring sessions. A student who does not have the necessary text and notes for a tutoring session, may need to be reminded of the importance of keeping up with the readings from the text as well as maintaining appropriate class notes. Such behavior should be noted in the comments section in a GradesFirst tutor report to alert the Academic Office personnel to the problem.**
8. The student should be doing the majority of the talking, writing, and working during the session, which leads to learning. The tutor's function is to be the facilitator of learning. Explain the how's and why's and let the student do the rest.
9. Take notes during the tutoring session to include in a GradesFirst tutor report.

Qualities of a Good Tutor

- Adaptability (flexibility, adjustability, versatility): With individual tutoring, you must adapt yourself to every case.
- Energy (motivation, enthusiasm, interpersonal skills)
- Openness (accessibility, availability, involvement, empathy)
- Humility (respect, discernment, acceptance)

Goals of Tutoring

Helping student-athletes to help themselves is the ultimate goal of tutoring. A student-athlete's independence doesn't just happen. It must be fostered. In the tutorial process, a tutor should include motivation, active learning, and independence to foster self reliance.

Motivation

- Show the student-athlete he or she can master the subject.

Active Learning

- Structure activities so that the student-athlete will do the work.
- Use positive reinforcement that builds the student-athlete's confidence.

Independence

- The ultimate goal.

While tutoring

1. Before tutoring begins **plan the session** with the student-athlete. Ask what he or she wants to accomplish and see how that correlates with what you think needs to be accomplished. Develop a realistic plan that satisfies both of you.

2. Make every attempt to **motivate** the student-athlete during each session. It is important to develop strategies and techniques for stimulating the student-athlete's intellectual curiosity during each session.
3. Plan to **review** material learned in previous sessions. Encourage the student-athlete to go back and show mastery of areas studied in previous sessions.
4. **Use different types of learning strategies**. Involve writing, reading, and listening in combination for maximum results.
5. In each session make it a point to **provide feedback**. It is important to reinforce all attempts at learning.
6. Do not judge the quality of a student's writing or work. Don't judge the professor.
7. Most importantly, do not judge the student's work by indicating the grade you think it deserves.
8. Be sensitive to personal and cultural differences.
9. **Be sure that you and your tutee have names straight.** Learn nicknames if any. It will help to write down your name and give it your tutee. Students are often hesitant to communicate with tutors if they are uncertain of names. In addition, exchange telephone numbers for emergency communication. Make it clear that the tutee is free to contact you or call the Academic Services Center at any time he or she feels help is needed.
10. **Break your tutoring session into several short segments of various activities.** Sessions of one hour are the most preferable. Sessions of more than one hour can tire the tutor and tutee.
11. **Always keep accurate records of time spent tutoring, the names of those tutored, and what is covered in a session.**
12. ***Do not do your tutee's class assignments. You are there to assist him or her, but do not do the work. Always allow the student to hold the pen or the pencil.***

After Tutoring

Make sure that each student-athlete leaves the session with a plan for the next session. Record a report on GradesFirst. Analyze what strategies and techniques worked and which were ***not*** successful. If you feel you are not accomplishing your goals for your tutoring sessions you should discuss any problems with the Tutor Coordinator or an AAA staff member.

General Tutoring Tips and Techniques

Relax and be yourself: you have been selected as a tutor because the Athletic Academic staff have confidence in your ability to help student-athletes.

Establish Rapport: Learn your tutee's name. Be friendly and sincere in your effort to understand your tutee and his or her unique needs.

Maintain confidentiality.

Be sensitive to the individual needs of your tutee. Consider the demands of the course, your tutee's needs, the tutee's learning styles, and the goals of your tutee.

Be informative without overwhelming tutees. Help them become aware of the scope of the course and help them understand what is expected of them by you and the instructor. Help the tutee understand how he or she can understand individual assignments and complete the assignments.

Be positive. Help the tutee see what he or she is doing correctly and build on that.

Encourage Independence. Tutees must be aware you are not going to complete tasks for them. Make sure tutees understand that they must put forth effort and are expected to complete tasks independently if they are going to benefit from tutoring. Help him or her learn how to do his or her own work. Make sure tutees know how to arrive at an answer and understand the process or concept later in the session.

Be patient. Focus on the learning activity. Remember repetition leads to understanding and learning.

Be a "prober." Probe or prompt tutees to take an active role in the learning process. Ask questions and engage him or her in the assessment of assignments and tasks to be completed.

Be flexible in your approach. Style of presentation of content material should be based on the learning style with which the tutee is most comfortable. Trial and error may be needed to ascertain the best approach to use.

Focus on "learning how to learn." Help the tutee develop appropriate learning strategies and approaches for the course material being reviewed. Help the tutee develop techniques that will help them learn.

Be a good listener. Respond to the needs the student-athlete. Sometimes an individual is overwhelmed by the volume of work. In that case the tutee needs to learn to break down material into manageable chunks. Other times the tutee may lack fundamental skills needed for the course. At such times, the student may need some remediation, which you can provide or report the need for remediation to a member of the Athletic Academic Office.

Characteristics of Successful Tutors

Successful tutors...

- ☐ Are on time and prepared
- ☐ Are friendly and acknowledge the students, by name if possible, when the student arrives
- ☐ Expect the tutee to have the appropriate materials needed for a successful tutoring session—appropriate notes, books, and study materials
- ☐ Encourage the student-athlete to develop good study habits
- ☐ Let the tutees do the work
- ☐ Ask leading questions to help the tutee learn and understand the material
- ☐ Are patient and provide the tutee with “think time”
- ☐ Provide encouragement
- ☐ Check the tutee’s understanding by having the tutee summarize lesson at the end of the session
- ☐ Relate successful study strategies to the tutee—you are a successful student. What works for you?
- ☐ Use questions to promote understanding of the content of the lesson
- ☐ Explain concepts in several ways
- ☐ Focus on the process for finding the answer rather than on finding the “correct” answer
- ☐ Provide a safe learning environment
- ☐ Maintain a professional manner

Successful tutors do not...

- ☐ Expect the student-athlete to hear and remember everything
- ☐ Say “this is easy” or use any other phrase that may imply that the tutee has a learning issue
- ☐ Solve problems or provide answers
- ☐ Go too fast for the tutee with whom he/she is working
- ☐ Put down or criticize a member of the faculty
- ☐ Waste the tutee’s time by performing other tasks or talking to others during a session
- ☐ Use inappropriate language or make inappropriate remarks

Memory Principles: Quick Reference Guide

Making an Effort

- **Interest.** The brain prioritizes by meaning, value, and relevance. For something to have meaning, you must understand it.
- **Intent to Remember.** Your attitude has much to do with whether you remember something or not. A key factor in remembering is a positive attitude, believing that you will get it right the first time. Attention is not the same as learning; however, little learning takes place without attention.
- **Basic Background.** Your understanding of new material will depend on how much of it can be connected to knowledge you already have. The more you increase your basic knowledge, therefore, the easier it is to build new knowledge on this background, controlling the amount and form.
- **Selectivity.** You must determine what is most important, and select those parts to begin the process of studying and learning.
- **Meaningful Organization.** You can learn and remember better if you group ideas into meaningful categories or groups, strengthening neural connections.
- **Recitation.** Saying ideas aloud in your own words strengthens synaptic connections and gives you immediate feedback. The more feedback you get, the faster and more accurate your learning is.
- **Visualization.** Visualization is the brain's quickest and longest-lasting response to images. By making a mental picture, you use an entirely different part of the brain than by reading or listening.
- **Association.** Memory is increased when facts are consciously associated with something familiar to you. Memory is essentially formed by making neural connections. Begin by asking, "What is this like that I already know?" allowing time to solidify pathways .
- **Consolidation.** Your brain must have time for new information to establish a neuronal pathway. When you make a list or review your notes right after class, you are using the principle of consolidation.
- **Distributed Practice.** A series of shorter study sessions distributed over several days is preferable to fewer but longer study sessions.

Adapted from Practicing College Learning Strategies by Carolyn H. Hopper, Houghton Mifflin, 2007.

Bloom's Taxonomy of Questioning

Retrieved from: www.thoughtco.com/blooms-taxonomy-the-incredible-teaching-tool-2081869

Using Bloom's Taxonomy for Effective Learning by Beth Lewis

The hierarchy of [Bloom's Taxonomy](#) is the widely accepted framework through which all teachers should guide their students through the cognitive learning process. In other words, teachers use this framework to focus on higher order thinking skills.

You can think of Bloom's Taxonomy as a pyramid, with simple knowledge-based recall questions at the base. Building up through this foundation, you can ask your students increasingly challenging questions to test their comprehension of a given material.

Utility

By asking these critical thinking questions or higher order questions, you are developing all levels of thinking. Students will have improved attention to detail, as well as an increase in their comprehension and problem-solving skills.

Levels

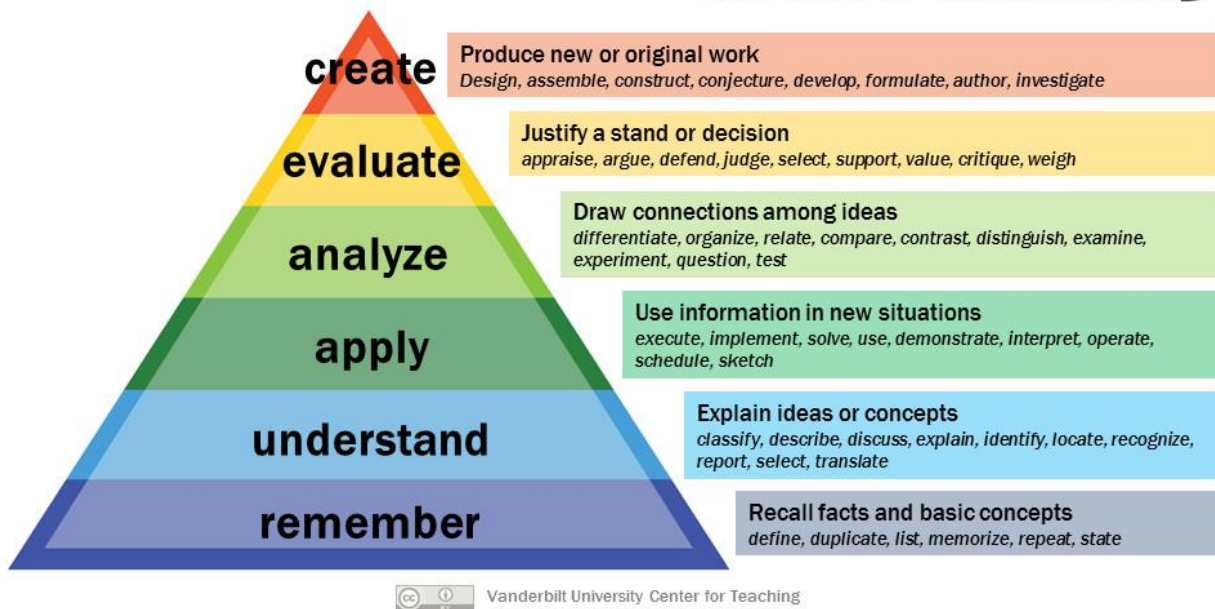
There are six levels in the framework, here is a brief look at each of them and a few examples of the questions that you would ask for each component.

- *Knowledge:* In this level students are asked questions to see if they have gained insight from the lesson. (What is... Where is... How would you describe?)
- *Comprehension:* During this level, students will be asked to interpret facts that they learned. (What is the main idea... How would you summarize?)
- *Application:* Questions asked during this level are meant to have students apply or use the knowledge learned during the lesson. (How would you use... How would you solve?)
- *Analysis:* In the [analysis level](#), students will be required to go beyond knowledge and see if they can analyze a problem. (What is the theme... How would you classify?)
- *Synthesis:* During the synthesis level of questioning students are expected to come up with a theory about what they learned or use predictions. (What would happen if... What facts can you compile?)
- *Evaluation:* The top level of Bloom's Taxonomy is called [evaluation](#). This is where students are expected to assess the information learned and come to a conclusion about it. (What is your opinion of...how would you evaluate... How would you select... What data was used?)

Corresponding Verb Examples

- *Remembering*: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state
- *Understanding*: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate
- *Applying*: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write
- *Analyzing*: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
- *Evaluating*: appraise, argue, assess, attach, choose, compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate
- *Creating*: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write

Bloom's Taxonomy



Effective Tips for Tutors

Having knowledge about a subject is one thing. The ability to share that knowledge and help someone else understand the material is a skill that a tutor needs.

A good tutor should keep basic questions in mind when tutoring a student:

What does the student already know?

What does he or she need to know?

What does he or she hope to learn?

How does the tutee feel about being tutored?

How am I going to help a reluctant tutee?

How does he or she feel about the subject covered in the tutoring session?

How can I meet the student's needs without doing the work or providing the answers?

How can I make the tutoring experience positive for the student?

Study Skills: Hints for Tutors

(When possible...)

Make flash cards to build vocabulary.

Create practice quizzes to review covered information.

Use mnemonic devices to help the tutee recall information. For example “fanboys” to recall the conjunctions—for, and, nor, but, or, yet, and so.

Use analogies to discuss similar concepts.

Use drawing and diagrams to illustrate concepts.

Demonstrate good notetaking for text/lectures in a course—paying attention to rewriting and organizing notes for study.

Learning Styles

Visual Learners Clues: Needs to see it to know it.

Learning Tips:

Use graphics to reinforce learning (films, slides, illustrations, and diagrams).

Color code to organize notes.

Write out directions.

Use flow charts and diagrams for note taking.

Visualize spelling of words or facts to be memorized.

Tutoring tips:

Have the student write whenever possible.

Give visual directions and cues.

Use flashcards, diagrams, graphs, color-coding, and other visual to increase learning.

Auditory Learners Clues: Prefers to get information by listening, needs to hear it to know it

Learning Tips:

Use tapes for reading and for class and lecture notes.

Learn by interviewing or by participating in discussions.

Have test questions or directions read aloud or put on tape.

Tutoring tips:

Allow the student to verbalize whenever possible.

Talk through steps in tasks.

Reinforce visual directions with verbal clues.

Allow a lot of wait time for questions

Kinesthetic Learners Clues: Prefers hands-on learning.

Learning Tips/Tutoring tips:

Practice experimental learning (making models, doing lab work, and role playing).

Take frequent breaks in study periods.

Trace letters and words (with finger) to learn spelling and remember

Use computer to reinforce learning through sense of touch.

Memorize or drill while walking or exercising.

Use movement to reinforce concepts

Use manipulatives as learning aids

Good learning behaviors to encourage tutees to develop:

1. Write down anything that you want to remember, such as a list of things to do, facts to learn facts for a test, etc.
2. Try to write down information in your own words. If you don't have to think about the material and restate it in your own words, you won't really learn it.
3. Underline or highlight important words you need to learn as you read.
4. When learning a new vocabulary word, visualize the word.
5. When you have a list of things to remember, keep the list in a place where you will be sure to see it several times a day.
6. Try drawing a picture of any information you want to learn. Try making a diagram, a chart, or actually drawing people, things, etc.
7. Always read any material in the textbook before going to class so you have a chance to visually connect with the information before hearing it.

A Model for Tutors: The Ten Steps in a Tutoring Session

1. Greet the tutee & set the climate for learning—make sure tutees sign-in & out appropriately
2. Identify the task(s) for the session
 - a. Let the tutee initiate & identify the focus of the session
 - b. Use questions to clarify the tutee's concerns
 - c. Restate what you heard the tutee say he/she wants to work on
3. Break the task into parts
 - a. Let the tutee attempt to divide the task into manageable parts
 - b. Identify the steps needed to complete the task with the tutee
4. Identify the learning approach needed for the task
 - a. Help the tutee discover how to best approach the task
 - b. Help the tutee use appropriate sources, such as notes, the text, handouts, etc., to accomplish the task
5. Set an agenda—identify how much time is needed to accomplish each part of the task within the tutoring session or determine if further sessions are required
6. Work on the tasks
 - a. Let the tutee do most of the talking and thinking or writing involved in completing each task
 - b. Ask leading questions to help guide the tutee
7. Have the tutee summarize the steps needed to complete the task
 - a. Have the tutee review what he/she just learned
 - b. Use the summary to determine if the tutee understands what was just completed
 - c. Clarify any misconceptions if necessary; try to guide the tutee to the correct way to complete the tasks
8. Have the tutee identify the learning process needed to complete such a task in the future
9. Confirm that the tutee has learned the right approach to the content and understands the process needed to complete such tasks in the future
10. End on a positive note

Asking the right questions...

As a tutor, asking questions is an important tool to use in a tutoring session so you can get to know the tutee and the tutee's needs.

Question to determine problem areas for the student

"What are you having a problem with?"

"What do you need to know to solve this problem?"

"Is there anything in the homework giving you trouble?"

Listen closely to the answer. Sometimes a student cannot readily identify the problem areas and more probing questions may be needed. Have the student show you his/her notes, text, and/or the assignment causing the problem; then ask questions pertaining to the specific issue.

Ask questions to determine what the student already knows

"What do you think and know about this?"

"What are your ideas?"

"Can you explain this to me?"

"What do you think this means?"

"What do you think you have to do?"

"What steps to you need to take to complete/do this?"

The responses to such questions will give a tutor a good starting point for the tutoring session, as well as an opportunity for positive reinforce (I see you know...; That's a good start...)

Ask questions that help the student find the right answer

"What do you think you should do first?"

"What do you think you are supposed to do?"

"How should you start this sort of assignment?"

"What is the first step?"

"How have you solved problems similar to this?"

"At what point do you find yourself stuck?"

"What rule applies to this problem?"

"What is next?"

“Can you explain what you think you did wrong and how to fix it?”

Many times students know more than they think they know. The tutor uses the student’s knowledge and builds on it to help him or her solve the problem/complete the assignment.

Ask questions to see if the student can apply new skills or information (at the end of a session)

“Which method is best?”

“Is there a better way to do this?”

“How would you start?”

“What is the main idea...?”

“Can you summarize what we have reviewed in this session?”

“Can you explain/define this in your own words?”

“How do you do this?”

“Can you show me what steps to follow to solve similar problems?”

An effective tool to use is to have a student “teach” you the new information--can they use and/or apply the new information?

Ask questions to clarify something that is not clear or is complicated

“Do you understand what I showed you?”

“Do you think you can do this?”

“Is this part clear?”

“Can you go through the information and identify what is causing the problem?”

“Can you solve this part?”

“How much can you do before you have a problem?”

Sometimes information needs to be presented in a variety of ways before a student can comprehend the information or follow the required steps.

When asking questions, keep the following in mind:

1. Ask open-ended questions—ask questions that require the student to think and express more than a “yes” or “no” response.
2. Allow the student time to think about the response. You may want to give a hint if a prolong time passes and you want the student to express what he/she does know.

3. Ask questions when needed. Find appropriate times to ask questions; vary with other techniques.
4. Ask questions specific to the session and the student with whom you are working.

Chandler-Gilbert Community College Tutor Training. www.cgc.edu/Academics/LearningCenter/Training/Pages

Good questions utilize the verbs associate with Bloom's Taxonomy

- *Remembering*: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state
- *Understanding*: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate
- *Applying*: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write
- *Analyzing*: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
- *Evaluating*: appraise, argue, assess, attach, choose, compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate
- *Creating*: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write

Effects of Learning Disabilities on College Students

Following are characteristic problems of college students with learning disabilities. Naturally, no student will have all of these problems.

Study Skills

Inability to change from one task to another

No system for organizing notes and other materials

Difficulty scheduling time to complete short and long-term assignments

Difficulty completing tests and in-class assignments without additional time

Difficulty following directions, particularly written directions

Interpersonal Skills

Impulsivity

Difficulty delaying resolution to a problem

Disorientation in time -- misses class and appointments

Poor self-esteem

Reading

Difficulty reading new words, particularly when sound/symbol relationships are inconsistent

Slow reading rate -- takes longer to read a test and other in-class assignments

Poor comprehension and retention of material read

Difficulty interpreting charts, graphs, scientific symbols

Difficulty with complex syntax on objective tests

Writing

Problems in organization and sequencing of ideas

Poor sentence structure

Incorrect grammar

Frequent and inconsistent spelling errors

Difficulty taking notes

Poor letter formation, capitalization, spacing, and punctuation

Inadequate strategies for monitoring written work

Oral Language

Difficulty concentrating in lectures, especially two to three hour lectures

Poor vocabulary, difficulty with word retrieval

Problems with grammar

Math

Difficulty with basic math operations

Difficulty with aligning problems, number reversals, confusion of symbols

Poor strategies for monitoring errors

Difficulty with reasoning

Difficulty reading and comprehending word problems

Difficulty with concepts of time and money

This training material was created by Kathie Read, Coordinator of the Learning Resource Center at American River College in Sacramento, California. Updated November, 2012

Handling Difficult Tutoring Situations & Difficult Students

Working with students presents its own challenges. One of the first things you should do is set an agenda.

Set an Agenda for Each Session

So why set an agenda?

- An agenda helps you to break down a task into manageable pieces for the tutee. Smaller tasks are less likely to overwhelm the tutee, and are much easier to accomplish and learn.
- An agenda helps the tutor and tutee determine what will be covered, and how, in a logical rather than random progression.
- An agenda models good student behavior. This is important because, in addition to direct learning, your tutee will also learn from your actions and vocabulary. And with any luck, your tutee will pick up a few good habits from you.
- An agenda lets you be honest with the tutee. Without an agenda, both tutor and tutee may have unreal expectations and feel discouraged after a session.

Establish Relationships

For students, the tutorial learning environment is a place where they can apply theory, practice skills, interact with and learn from other students, develop relationships with peers that support learning outside tutorials and receive individual attention in relation to their progress. In subjects with large numbers of students, the tutorial learning environment is often relied upon to counter a sense of anonymity that can exist in lectures. It's therefore very important for you to treat your students as individuals and for students to get to know each other. Stronge (2002) states an effective tutor knows the personal interests of students and sees them as individuals as well as students attending a tutorial. Your tutorials will benefit if you have an understanding of the level of skills the students are bringing to these learning experiences. Acknowledging students as individuals engenders a sense of belonging. Tutorials depend on the connecting of the diverse personalities of each of the people in the group – you and the students. Encourage the students to form both social and working relationships within the group as this peer support is an important element in developing their skills and understanding of subject content. Students may value drawing up a contact list of the members of the tutorial.

Using ice breakers and remembering names are two ways of creating a supportive, friendly learning environment.

Ice breakers can be useful to reduce tension, to immediately create a climate of student participation and to help students and the tutor get to know each other. Chapple (1998) states that: “time taken with various icebreakers is invaluable in producing a more-lively, co-operative and self-motivated group where students feel comfortable to enthusiastically contribute.”

Ice-breakers need to be simple to carry out and require little preparation and use of materials. When selecting an ice-breaker try to think through whether the activity has the potential to alienate or embarrass any of the participants. You may wish to incorporate an ice-breaker that connects with your subject material. Note that some ice breakers can be quite time consuming, so your choice of ice breaker will depend on what else you’ve planned to cover in the first tutorial.

Remembering and pronouncing names

Getting to know your students by name can be challenging, especially for those who teach many students. However the effort is worthwhile, as you will then be able to call students by name when giving feedback or asking questions. Your students will feel valued and respected by you. There are many strategies for remembering names:

1. asking students to sit in the same place for the first few sessions and make a named plan of this seating or memorize a row or two tables of students each tutorial
2. asking students to say their name before speaking to the group
3. asking students to place nametags on the desk in front of them
4. having small photos of each student
5. Let students understand that you are trying to remember their names and ask for their co-operation and patience.

Challenges

No two tutorials will operate in the same way and there may be things that go wrong. Although most tutoring sessions will probably go smoothly, there will be times when it seems little progress is made. Tutors should be familiar with different types of obstacles that often hinder the progress of tutoring sessions.

One of these common challenges can be the behavior of students – some may be dominating, some may appear disinterested and do not contribute. Having ground rules, providing explicit instructions and monitoring group dynamics, will help you identify potential problems early on and take steps to manage and defuse these.

Some students may bring their troubles to you. Listen to their problems and deal with academic matters which fall within your expertise, but encourage students to seek further appropriate professional counseling if this is needed.

The following are a few possible difficulties and possible approaches.

Difficulty:

1. Blocking:

- a. Low frustration tolerance
- b. Immobilization/hopelessness
- c. Freezing up/blocking
- d. Procrastination: “It’s beyond me.” “I’ll never get it.” “I’m stuck.”

Approach:

- Determine what the student does know – show him/her that he/she has some foundation
- Begin from what he/she knows and build in simple steps
- Offer continual support
- Reinforce successes

Difficulty:

2. Confusion

Bafflement/disorientation

Disorganization: “I just don’t know what to do.” “I don’t know what the instructor wants.” “I studied for the test and got a “D.” “I’m not sure where we are.”

Approach:

- All the suggestions to Blocking apply
- Give structure and order to the tutee’s material -- (notes, worksheets, papers, etc.)

Difficulty:

3. Miracle Seeking

- a. General and vague goals
- b. Enthusiasm about being with tutor, but being fairly passive in actual learning process
- c. High level of expectation (often inappropriate)
- d. Evasion or inability to concentrate on concrete tasks

Approach:

- Downplay your role (“Look, I’ve simply had more exposure to the stuff, that’s all.”)
- Focus on specific task-at-hand

- Involve student continually with questions on the material
- Explain significance of active participation in learning process

Difficulty:

4. Over-Enthusiasm

- a. Demands on self are too high
- b. Tasks of limited time, long range goals versus immediate tasks
- c. Global interest
- d. Often in older students (“Look, I’m over thirty, I don’t have the time these kids have.”)

Approach:

- All the suggestions to Miracle Seeking apply
- Explain the counter-productive nature of this eagerness
- Be understanding, yet assure the student that she/he has the time

Difficulty:

5. Resisting

- a. Passivity/boredom/hostility/sullenness
- b. Disinterest in class work
- c. Defensive posture
- d. Easily triggered anger

Approach:

- Be pragmatic, yet understanding (“Look, I know you don’t like this class, but your program requires it, so let’s make the best of it.”)
- Establish your credibility
- Indicate past successes in similar situations

Difficulty:

6. Passivity

- a. Noninvolvement
- b. Inattention
- c. Boredom
- d. Little discussion
- e. Few questions asked

Approach:

- Empathize (“You’re not crazy about asking a lot of questions in class, are you?”)

- Attempt to build a relationship and mobilize the student
- Use as many mobilizing techniques as possible – questions, establish mini-tasks for the student to do next week, reinforce successes

Difficulty:

7. Evasion

- Manipulation
- Verbal ability
- Glibness versus focused writing or problem solving skills
- Global/nonspecific praise of tutor, instructor, and/or course

Approach:

- Focus the student on the specific tasks
- Involve student continually with questions
- If evasion continues, ask, in a nonthreatening way, why the student has come for tutoring and what he expects to get out of the tutoring session (“My biggest concern is your success in this class. How can I help you with that?”)

Difficulty:

8. Fragmentation (another variant of resisting)

- Inability to concentrate or adhere to task, easily distracted
- Overwhelmed by academic/athletic/social demands
- Uncertain about having college level skills, declaring a major, etc. Typical student responses: “My teacher did not prepare me for this.” “I’m lost in Dr. Blank’s class.”

Approach:

- Provide lecture/class calendar and other time-management tips
- Suggest structure in his/her schedule such as making appointments to get to the library.
- Give subject-specific study tips on note-taking, listening, reading text, professor expectations, etc.
- Give and review with them any appropriate study tips.
- Advise regular lecture/class attendance (where they are having trouble).

Difficulty:

9. Silence

- If the group is silent or unresponsive
- If individual students are silent

Approach:

- Use buzz groups, pyramiding sequences. Ask what's going on – why are they silent? Make a clear statement about what you want from the group.
- Use more “whole-group” methods such as think-pair-share to get discussion going
- Try to draw the student out by picking up on something relevant to them and the topic for discussion e.g., “You’ve had experience as a nurse, Jane, haven’t you – so how do you think psychological illness is perceived by nurses in general?”

Difficulty:**10. Non-listening**

- a. If students are not listening to you and/or each other,
- b. Or they are not building discussion but are point scoring

Approach:

- Ask student to paraphrase directions.
- Use a listening exercise e.g., where one student has to paraphrase what another student said.

Difficulty:**11. Passive Students**

Inevitably you will encounter at least one or perhaps a group of students who sit quietly, never answer or ask questions, don’t participate in group discussions, and don’t seem to be engaged in learning at all.

Approach:

It is important to consider why the students are not interacting – is the task beyond their capabilities, are they experiencing personal problems, do you need to consider more engaging activities to them later or start with a low risk question. Some “quiet” students are not necessarily uninvolved but listening and absorbing the discussion.

- Ask that student to check out a point in the discussion and report on it next session.
- Try to engage them in activities within a group situation.
- An awareness of which students have not contributed to discussions enables you to draw them into discussions early in the tutorials.
- If a student is called on by name, it becomes harder for them to avoid participation

Difficulty:**12. Derailing**

If a student tries to take a discussion off track include irrelevant information:

Approach:

- Set a clear topic at the start
- Draw the groups attention to the situation, e.g., “I’m wondering how this is related to our topic of discussion?”
- Ask a clear question or make a clear statement to direct discussion back to the topic

Difficulty:**13. Dominance**

- a. Occasionally you may have a student who exhibits dominating behavior, for example excessive questioning, speaking more often than others, interrupting other students.
- b. As with many of these behavioral challenges it’s important to recognize that there is no single motivation. Domination may be genuine belligerence or it could be the frustration of a high-achieving student about the lack of their peer’s preparation.

Approach:

As much as possible you want to acknowledge their willingness to participate but also to allow for contribution from other students. If the student persists, after you have tried interventions, state your intention to include other students so that there is greater diversity in opinions as everyone benefits from this range of ideas.

You may need to speak to the student outside of the class and re-iterate that you value the student’s comments but that you must insist on ensuring others are offered the opportunity to enter discussions.

- Invite other students by name to enter the discussion.
- Ask the dominating student to hold comments for a while, for example say “Trevor, hold that thought and I’ll come back to you.”
- Ask the dominating student to listen to all points of view of other students and then offer a synopsis of the discussion.
- Incorporate an activity where all students write out a response to a question and then choose some students to read these.
- State that time is running out and limit each student to a minute/thirty seconds.

- You might consider the use of tokens, allotting three/five to each student for each discussion topic. When the students have used these, they are not able to enter the discussion until the next topic of discussion begins.
- Use hand signals and verbally ask them to let others speak.
- Assign roles for the group discussion, e.g., timekeeper, scribe, summarizer, reporter.

Difficulty:

14. Dependent Students

- a. Some students will find the level of independent study that is expected of them at university to be quite different from their prior educational experiences and may need support to achieve independence.
- b. Students may require carefully structured and specific steps to complete a set task. As the student becomes more independent in the learning process, the scaffolding – or level of support – is gradually withdrawn.
- c. If you feel students are heavily reliant on you to provide the structure for their learning, you must work at establishing self-confidence in how the student will understand, and meet, the expectations of the task.

Approach:

- Discuss their work with them and compliment them on their accomplishments and steer them to considering how they might approach the next stage of the task.
- Gradually lessen your involvement in setting the steps of how the students will operate.
- Guide students to where they will be able to find material and if you feel it may be helpful, discuss with students what they will be endeavoring to research. Clarifying objectives may be a starting point for these students.
- Making time for students to discuss in small groups how they are approaching a task may help students draw support from their peers and improve their understanding of the parameters of the task.

Difficulty:

15. Anger

If a student is angry remember most of the time it is not about you. As a general rule, whenever you are dealing with students, remember to your “I” voice, but don’t go into the “parent” voice.

Approach:

Keep calm and remember the anger resolution process:

- Listen - Give full attention, stay silent

- Paraphrase - Wait three seconds, summarize your understanding of what was said
- Empathize - Acknowledge their feelings and point of view, “I do want to help.”
- Apologize - If applicable
- Ask questions - “What would you like me to do?”
- Explain - Explain what you can and can’t do
- Take action - Get their understanding and agreement on a plan of action, and follow up on this!

Difficulty:

16. Exclusion

If you get the sense of a clique among some students, or a private joke

Approach:

- Don’t use sarcasm, but confront the students.
- Invite them to share their discussion with the group.

Difficulty:

17. The expert student

18.

- Sometimes some students may seem to have a comment or opinion about just about everything.
- Sometimes, people who appear to be “experts” are over-compensating for an actual lack of self-esteem.
- While you will probably find these students frustrating and disruptive, don’t openly show your frustration.

Approach:

- In class discussion times, allow them to respond, but use techniques such as “redirecting” to encourage other students to have a go.
- If you can’t work around the person using subtle directing and redirecting then talk with her/him before or after class.

Difficulty:

19. The negative student

You may also experience different kinds of negativity, either overt (such as challenging the class discussion or activity in a negative manner) or covert (such as remaining silent and not participating).

Approach:

- Try methods such as those above
- (“the expert”) for dealing with the overtly negative student, and try bringing the covertly negative student into the group activity by methods such as asking them directly to give their opinion, etc.

Difficulty:**20. The ‘disruptive’ student**

Sometimes student are disruptive to the learning process. Most of the time, the student is seeking attention; even negative attention is better than no attention is usually sufficient for these students.

Approach:

- Try using silence to direct the student’s attention to you and to the situation, politely ask for his/her co-operation, and use the ground rules set up by you and the class as a way to direct your request.
- Otherwise, ask the student to stay after class and talk to them about how disruptive their behavior is to you and to other students.

Difficulty:**21. Confrontational Students**

Most students will act in an appropriate manner during tutorials. However, there are occasions when some students will test the boundaries of acceptable behavior. Deal with the behavior calmly and professionally; do not embarrass students in front of their peers as this can escalate the problem.

Approach:

- Listen to the student and address concerns but be firm in stating that you cannot continue discussing aspects with one student when others are waiting for the tutorial work to progress.
- Do not get involved in arguments within the tutorial. • It is best to deal with the student privately on a one-to-one basis rather than speaking across the class. • Explain why you are finding their behavior disruptive and the negative effect it is having on other students’ learning and tutorial time.
- Be factual and objective.
- Try to find out why the student is behaving in this manner.
- Reiterate your expectations of behavior and ask the student why they are not able to meet these standards.

- Make a direct appeal to the student's sense of fairness to the other students and to yourself.
- If consistent inappropriate behavior continues, you may need to consult with Dr. McCloud and/or Mrs. Soriano.

Difficulty:

22. The Chatterbox

You may encounter a student who is constantly talking; especially off topic

Approach:

- Ask the student to stop talking; redirect the student's talk.
- Speak with the student after class.

Difficulty:

23. Unprepared Students

Lack of preparation by students is a continual problem in tutorials. Students are often committed to team practices or have personal problems which impinge on their preparation, or may be under pressure from commitment to other subjects.

If you establish the level of preparation you expect for each tutorial, it is more likely that students will respond to this expectation. Participation marks can be a useful source of motivation for students.

Approach:

- It can be helpful to make an oral check of what stage students are at with any set tasks
- Provide students with advice on how to approach out-of-class work
- Ask students to report at least one solution or even a question relating to the pre-work
- When a student(s) hasn't done the work, show that you expect a contribution regardless, for example, have that student restate the question, have them start solving the problem
- If a large number of students haven't attempted the work, you may quickly divide up the problems or question and allocate to small groups
- As much as possible avoid the temptation to simply provide the answers or solutions, far better to have students attempt the tutorial work

Difficulty:

24. Coping with late arrivals and early leavers

The extent to which an individual tutor accommodates late arrivals or early departures varies from tutor to tutor.

One thing which is important is that it's incumbent on you to start and finish the tutorial on time out of respect for those students who arrive on time. Late arrival or early departure from tutorial groups may become a problem if it happens regularly and becomes disruptive.

Approach:

- You need to develop strategies for dealing with this issue before it happens
- Clarifying expectations and setting and reminding students of the ground rules can be very helpful.
- With late arrivers, it is important to be courteous but not to indulge the late arrivers by going over material that you've just gone through with the group.

Tutor doesn't know the answer

Many new tutors or tutors new to subject worry that they will not know enough to be able to teach their students adequately. Adequate preparation for the tutorial is the clearest way to boost your confidence prior to the tutorial. If you have done the preparation and have discussed any problems you may have with the material with either the lecturer or your fellow tutors it is unlikely that you will have a problem. However, you cannot plan for every eventuality. There will always be a time when you do not know the answer and need to acknowledge this.

It is best not to try to bluff your way out of a mistake or hide that you don't know the answer. If a student asks a question that you cannot answer you can do one of several things:

- Throw the question to other students. This helps to establish that learning is a partnership between the lecturers, tutors and students.
- Tell the students that you don't the answer and will get back to them either by email or at the next tutorial. Start the following tutorial with the answer to the question, reminding students first what the question was.
- Depending on the nature of the question you could try to work the solution through with the help of the group.
- If the question is not central but is of interest you could ask the student who posed the question to do some research and report back to the class at the next tutorial. Reward the student for the extra work by thanking them or taking this into account if there is a participation mark for the subject.

From: *Handling Difficult Tutoring Situations & Difficult Students* Upward Bound
Program CRLA Certification Tutor Training October 26, 2009 Dr. Rebekah McCloud,
Director

Group Tutoring Expectations

When working with a group, you should expect the student athletes to...

Arrive on time and be ready to work (have all necessary materials to study).

Have attended classes regularly.

Attempt homework ahead of time and have appropriate class notes available.

Come with questions prepared ahead of time.

Ask for help when needed.

Not expect to receive notes/materials missed due to class absences. (Students should arrange independently to get class notes from a classmate.)

Be prepared to develop a study plan.

When working with a group, you should...

Be prepared for the session.

Have a clear plan of what and how to cover the material for the session.

Have suggestions for the best approaches to studying materials for the course—what study strategies have worked for you?

Have any necessary instructional aids available.

Encourage students to review materials regularly, rather than attempt to cram for tests and quizzes.

Encourage students to form study group(s) for test preparation.

Adapted from Myers, Lynda B. (1990) *Becoming an effective tutor: A tutor training handbook*. Crisp Publications, Inc.

Cultural Differences

What is culture? Culture refers to the sum total of acquired values, beliefs, customs, and traditions experienced by a group as familiar and normal. It includes language, religion, customs, and a history of the people. Students today come from a variety of cultural backgrounds. During the 1980's, immigrants accounted for 1/3 of the total U.S. population growth. In 1984, approximately one in four schoolchildren were minority students. By 2020, that figure likely will increase to nearly one in two. During the next 20 years the U.S. population will grow by 42 million. It has also been predicted that Hispanics will account for 47% of the growth, Blacks 22%, Asians 18%, and Whites 13%.

As a tutor, you will be working with students from other cultures. You will gain an appreciation for different cultures by providing the student with an atmosphere of trust and acceptance. Encourage the student to talk about his/her family and country. If you are asked about American customs, be sensitive to the tutee's viewpoints. What is socially acceptable in the U.S. might be unthinkable in the student's culture. Most foreign students are eager to talk about their country and traditions. This interaction might be a valuable learning experience for you.

Some questions you might want to ask a foreign student include:

Tell me about your travels in other countries and the U.S.

What are your impressions of life in the U.S. ? Why did you decide to come to TTU?

Have American customs been a problem for you?

What do you miss most about your country?

When you begin tutoring a foreign student, be aware that sometimes the student will become dependent on you for more than just tutoring. The student might see you as a much needed new friend, or as a source of information about not only, scholarly interests, but social interests. Student dependence can become an obstacle to bridging the cultural gap.

The following are tips for working with English as a Second Language (ESL) students

Speak clearly, naturally and avoid using slang.

Use repetition.

Frequently ask the student if what you are saying makes sense.

Ask students to become the tutor and explain the concept to you.

Use restatement to clarify the student's rezones--I think you said...

If the student does not understand you, write down what you are saying.

If you do not understand the student, ask them to write what they are saying.

Encourage students to read and to use their dictionaries.

This training material was created by Kathie Read, Coordinator of the Learning Resource Center at American River College in Sacramento, California. Updated November, 2012

NCAA Guidelines: Follow-up questionnaire

Answer yes or no

1. A tutor is encouraged to reach out to a course instructor about a student-athlete. _____
2. If a student-athlete demonstrates signs of unusual stress or difficulties in or out of the classroom, a tutor should contact a member of the Athletic Academic Staff _____
3. A student-athlete should always have the final responsibility for his or her success in the classroom _____
4. When a student –athlete comes to a tutoring session without basic supplies, a tutor may give or lend the student-athlete whatever he or she needs _____
5. As a tutor for the Athletic Academic Department, a tutor must adhere to the NCAA ban on sports betting _____
6. It is permissible for a tutor to provide information about a student-athlete’s academic concerns with individuals other than the staff of the Athletic Academic department _____
7. The tutor will be evaluated based on the student-athlete’s academic performance _____
8. Unethical behavior includes any time a tutor puts pen to paper for an assignment that a student-athlete will submit for credit _____
9. During “working time,” a tutor can buy snacks for the student-athlete _____
10. A tutor should tolerate a student-athlete’s lateness to a scheduled session or wasting time during a session _____