Striking Gold with Peer Embedded Tutoring: Traditions and New Directions at SBCC

Vandana Gavaskar, Brian Moreno, Barb Freeman, and Allison Chapin
The Team From SBCC

- Dr. Vandana Gavaskar, Director, Learning Support Services
- Brian Moreno, Gateway Tutor Coordinator
- Barb Freeman, Learning Resources Center Supervisor
- Allison Chapin, Math Laboratory Teaching Assistant
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did your program begin?</td>
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<tr>
<td>How has your program grown or changed over time?</td>
</tr>
<tr>
<td>What are some next steps for growth and development?</td>
</tr>
<tr>
<td>What is a challenge that you currently face?</td>
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</table>
Workshop Goals

To present Gateway programs as a case study for peer-embedded tutoring programs

Student-Centered Learning and Stakeholders

Training, Data, and Strategies Across Disciplines
Key Issues

- Faculty Concerns about basic learning skills across disciplines
- Reading, Writing, Math, Critical Thinking, Successful Student Strategies
- Need for Faculty Driven Effort
Key Philosophy: Faculty Driven, Faculty Governed

Campus-Wide Initiative

Peer-Embedded Tutoring Models

Create New Initiatives

Outcomes and Measures

Tutoring is Norm for Learning on Campus

How do faculty partnerships impact your peer embedded tutoring program?
Peer-embedded Tutoring

• What is the philosophy of your program?
• How is it articulated to faculty and other stakeholders?
Faculty Partnerships at SBCC

Faculty Committee: Partnership for Student Success

Faculty Administration, Investment and Training

Flex Workshops, Handbook, Best Practices

Faculty invited to lead tutor training seminars

Faculty Liaisons create Best Practices

Process is transparent and data driven
Gateway Tutoring Programs

Embedded Tutoring

- This tutor (typically a former student) is assigned to one class section and works with the instructor and students.
- In addition, the supervisor could assign the tutor to work outside of class so long as it is within the hour allocation. While working outside of the class, it is not considered a separate job assignment.
- The tutor’s supervisor will be the Instructor of that course.
- Tutors complete Tutor Training Seminar. This training is a paid activity and hours spent in attendance are in addition to the hours worked for Gateway Tutoring.
- Tutors and Instructors comply with College Language and Reading Guidelines.
- The Director of Learning Support Services approves Instructors to opt in for Gateway funding.
- The standard allocation is 3 hours for non-writing and 4 hours for writing.
Hiring Processes

Department Chair/Faculty (Tutor Supervisor) determines the need for tutors, works with the Tutorial Center on fund allocation, determines whom to hire, and sends electronic list of tutors to Tutorial Center Coordinator.

The potential tutor is directed to Tutorial Center website each semester to complete online application, whether a new or returning tutor.

https://goo.gl/dTspXo
Gateway Philosophy: How Do SBCC Students Learn?

- Moved away from remedial model to a focus on student-centered learning
- Train tutors based on Growth Mindset/Learning Centered Models
- Apply concepts like Bloom’s Taxonomy and Zone of Proximal Development in tutor training.
# Changing the Culture

<table>
<thead>
<tr>
<th>Buy-in from Faculty and Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring seen as effective learning strategies over fix-it approach</td>
</tr>
<tr>
<td>On-going professional development</td>
</tr>
<tr>
<td>Tutor Training and Mentoring</td>
</tr>
<tr>
<td>Effective Faculty Practices with Gateway Tutors</td>
</tr>
</tbody>
</table>
Gateway Programs

**Pedagogy**
- Learning Centered theory based on diversity of approaches to successful learning.
- Growth Mindset approach to learning
- Modeling and Scaffolding: what to learn and how to learn
- Time and opportunity to develop Habits of Mind in the context of the course

**Outcomes**
- Qualitative: Articulating successful tutoring strategies, approaches, and concepts in a stimulating learning environment.
- Quantitative: Student Success percentages by course, term, and year
## Challenges

<table>
<thead>
<tr>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining Gateway model across disciplines</td>
</tr>
<tr>
<td>Expanding to all sections of Gateway courses</td>
</tr>
<tr>
<td>Oversight, observations, and implementing continuous improvement in tutoring practices</td>
</tr>
<tr>
<td>Better data about how students learn</td>
</tr>
<tr>
<td>Section</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Basic Skills</td>
</tr>
<tr>
<td>First in Sequence</td>
</tr>
<tr>
<td>Express to Success</td>
</tr>
<tr>
<td>STEM</td>
</tr>
<tr>
<td>Total Sections</td>
</tr>
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</table>
What are the Questions that Drive Our Data?

• How does Gateway tutoring directly impact student success? (qualitative)

• How do we measure the success of peer mediated learning? (quantitative)
Data: Fall Terms

Number of Gateway Sections and Overall Success Rates
Fall Terms

- Fall 2011: 281 sections, 69.3% success rate
- Fall 2012: 332 sections, 71.5% success rate
- Fall 2013: 363 sections, 69.0% success rate
- Fall 2014: 373 sections, 69.7% success rate
- Fall 2015: 320 sections, 69.7% success rate
Data: Spring Terms

Number of Gateway Sections and Overall Success Rates

Spring Terms

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Sections</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>312</td>
<td>69.8%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>322</td>
<td>69.8%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>348</td>
<td>68.3%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>409</td>
<td>68.4%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>357</td>
<td>69.4%</td>
</tr>
</tbody>
</table>
Data Informs Practice

• Data identifies areas of concerns such as under-utilized tutors, or outlier courses where the success rates are significantly lower than cohorts.

• It looks at equity gaps and the extent to which we are closing them.
Challenges

Need for:

- More responsive data related to administration, data, and success
- Tutees to understand what tutoring is
- Tutors to know more than academic support
- Faculty involvement/ownership
- Participation in funding conversations
- Enhancing the role of Learning Support Professionals
In this section of the workshop, we will look at the day-to-day working of the Gateway programs and how they are coordinated.
Role of Tutor Coordinator

Regardless of the size of your tutoring program, your Tutor Coordinator will be responsible for many aspects of the program, which will allow it to run smoothly.

Whether they are handling the coordination of several dozen tutors or several hundred tutors, the duties the coordinator assumes are vitally important to the program’s success.

Each individual will bring unique qualities and characteristics to the position, and it is important to utilize these inherent skills; however, the continued development and training of your Coordinator can greatly contribute to the overall effectiveness of your tutoring program.
Communication with Tutor Supervisors and Tutors

• Maintain constant communication with tutors and tutor supervisors to ensure:
  • Accuracy of schedules
  • Accuracy of tutor information
  • Support of tutor’s needs, including supervisor’s interaction with tutors
  • Alleviation of issues with students or tutors
Communication with Instructors

- Allocation Request Letter: Sent out towards the end of the semester asking instructors to request Gateway funding
- Allocation Letter: Outlines allocation amount for each instructor
- Tutor Information Form: Outlines tutor information and schedule
- Maintaining contact and utilizing Liaisons within departments
Dear Gateway Faculty,

If you plan to have a tutor in the spring, please respond to this message indicating the class(es) and CRN(s) you would like to have a tutor for. Your response must be received by Friday, January 27th. Once your classes are approved you will be sent an email outlining your tutoring allocation for the semester. Please see the message from Jason Levy below. It outlines hiring protocols and includes a link to our new Tutor Supervisor Handbook.

Thank you,
Brian Moreno
Gateway Tutor Coordinator
Dear Gateway faculty:

Thank you for your continued enthusiasm for and support of the Gateway program. We are looking forward to another semester with you. Below are the allocation updates for Spring 2017:

1) We continue to use the same Gateway funding model: 1 hour per unit, per week of instruction, for up to 3 hours per week per section.

2) The maximum total hours for all continue to be 9 hours a week for 14 weeks.

3) We continue to prioritize basic skills classes and then first-in-sequence courses by department.

Based on the above criteria, your Spring 2017 Gateway allotment is:

Course Name (# of sections): 3 hours per section equals ___ hours per week for a total of ___ hours. Once you use the ___ hours, tutoring stops in your sections. Please contact us at any point if you have any questions or concerns.
Gateway Tutor Information Form (GTIF)

(Complete one form for each tutor.)

The completed form must be signed by the faculty member and returned to the Gateway Center (ECC 4) or the Cartwright Learning Resource Center (CLRC 120).

Are you a new Gateway faculty member?  Yes  No
If new, please contact Gateway Director Vandana Gavaskar (x5156) to go over Gateway responsibilities.

Semester:_____________Date:_____________

Print Gateway Faculty Name  Print Gateway Tutor Name

Please list the courses your tutor will be tutoring for.

<table>
<thead>
<tr>
<th>Course</th>
<th>CRN</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Where will this tutor be located?

☐ Classroom
☐ Gateway Center (6:30-5 M-Th, 8:30-12 F)
☐ CLRC (8-8 M-Th, 8-4 F)
☐ Other (Please Specify) _______________________

Note: Tutoring must be done in supervised locations.

If your tutor has scheduled hours in a specific location (other than the classroom), please complete the following information:

<table>
<thead>
<tr>
<th>Hours/Location</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>CLRC</td>
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<tr>
<td>Gateway</td>
<td></td>
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<tr>
<td>Other (Circle one)</td>
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## Scheduling Information

### Economics

#### CLRC

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<th>Hours</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>8:30-9:00</td>
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<td></td>
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<td>9:00-9:30</td>
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<td>10:00-10:30</td>
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<td>10:30-11:00</td>
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<td>11:00-11:30</td>
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<td>Gillian</td>
<td>GreySun</td>
<td>Gillian</td>
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<td>1:30-2:00</td>
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<td>2:00-2:30</td>
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<td>2:30-3:00</td>
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<td></td>
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<td>3:00-3:30</td>
<td>Gillian</td>
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<td>3:30-4:00</td>
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<td></td>
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<td>4:00-4:30</td>
<td>Gillian (4:15)</td>
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<td>GreySun</td>
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<td>4:30-5:00</td>
<td>Gillian</td>
<td></td>
<td>GreySun</td>
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<td>5:00-5:30</td>
<td>Gillian</td>
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<td>GreySun</td>
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<td>6:00-6:00</td>
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<td>6:00-6:30</td>
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<td>6:30-7:00</td>
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<table>
<thead>
<tr>
<th>Tutor</th>
<th>Instructor</th>
<th>Subject(s)</th>
<th>Section(s)</th>
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<tbody>
<tr>
<td>Gillian</td>
<td>Morales</td>
<td>ECON 101</td>
<td>56591, 56594, 58117, 68682</td>
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<td>GreySun</td>
<td>Morales</td>
<td>ECON 102</td>
<td>63625, 63653</td>
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</tbody>
</table>
Support Considerations

Provide support by:

• Directing students to tutors
• Instilling and maintaining best practices for tutors and students using tutors
• Developing a rapport with tutors
• Understanding payroll system and hiring process for tutors
• Directing students and tutors to campus resources and services
Oversight of Tutoring

Provide effective oversight by:

• Monitoring lab area to ensure best practices and conduct codes are in effect
• Checking in on tutors to make sure they are available and ready to tutor
• Conducting tutor observations using Tutor Observation Form/Tutor Mentors

Form:
http://www.sbcc.edu/gatewaytosuccess/mentorresources.php
Data Analysis

• Develop, research, and maintain data analysis through:
  • SIRS computer log-in software
  • Tutor training seminar questionnaires—quantitative and qualitative data
  • Student questionnaires—quantitative and qualitative data
  • Creating shared spreadsheets detailing allocation and tutor information
  • Tracking budget information
### Allocation Information

#### Spring 17 Allocations and Tutor Info

<table>
<thead>
<tr>
<th>Course</th>
<th>CRN</th>
<th>Instructor</th>
<th>Hours/ Section</th>
<th>Sections</th>
<th>Hours/Week</th>
<th>Hours/Semester</th>
<th>Request</th>
<th>Allocation</th>
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<tbody>
<tr>
<td>ENG 60</td>
<td>54473</td>
<td>Molly Outwater</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>42</td>
<td>x</td>
<td>x</td>
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<tr>
<td>ENG 70</td>
<td>54479</td>
<td>Tom Cook</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>42</td>
<td>x</td>
<td>x</td>
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<tr>
<td>ENG 65</td>
<td>54475</td>
<td>Danya Wahlberg</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>84</td>
<td>x</td>
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<td>ENG 70</td>
<td>61747</td>
<td>Sheila Wiley</td>
<td>3</td>
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<td>3</td>
<td>42</td>
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<td>ENG 80</td>
<td>58554</td>
<td>Sheila Wiley</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>56</td>
<td>x</td>
<td>x</td>
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<td>ENG 80</td>
<td>54502</td>
<td>Louise Mackenzie</td>
<td>4</td>
<td>1</td>
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<td>56</td>
<td>x</td>
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<td>x</td>
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<td>ENG 80</td>
<td>60281</td>
<td>Jason File</td>
<td>6</td>
<td>2</td>
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<td>156</td>
<td>x</td>
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<td>ENG 80</td>
<td>61647</td>
<td>Natsumi Itoha</td>
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<td>56</td>
<td>x</td>
<td>x</td>
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<td>63381</td>
<td>Homer Arrington</td>
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<td>4</td>
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<td>336</td>
<td>x</td>
<td>x</td>
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<td>ENG 98</td>
<td>63365</td>
<td>Homer Arrington</td>
<td>6</td>
<td>4</td>
<td>24</td>
<td>336</td>
<td>x</td>
<td>x</td>
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<td>ENG 98</td>
<td>63410</td>
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<td>1</td>
<td>4</td>
<td>56</td>
<td>x</td>
<td>x</td>
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<td>ENG 110 (FIS)</td>
<td>60777</td>
<td>Homer Arrington</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>56</td>
<td>x</td>
<td>x</td>
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## Allocation Dispersal

<table>
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<tr>
<th>Classification</th>
<th>Allocation per week</th>
<th>Allocation per Semester (14 weeks)</th>
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<tbody>
<tr>
<td>Basic Skills English Writing</td>
<td>4</td>
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<td>Basic Skills English Reading</td>
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<td>Basic Skills Math</td>
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<td>70</td>
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<td>Basic Skills Math 95</td>
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<tr>
<td>Basic Skills Math Combined Class</td>
<td>10</td>
<td>140</td>
</tr>
<tr>
<td>Basic Skills MET (Multicultural English Transfer)</td>
<td>6</td>
<td>84</td>
</tr>
<tr>
<td>First in Sequence</td>
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<td>42</td>
</tr>
<tr>
<td>First in Sequence Writing</td>
<td>4</td>
<td>56</td>
</tr>
</tbody>
</table>
1) How well do you feel the seminar prepared you to understand the role and responsibilities of being a tutor?  
1  2  3  4  5

2) What was the biggest difficulty you faced tutoring students?

3) How important are the following concepts in helping you become a better tutor? (Bloom’s Taxonomy) (Learning Styles) (Cultural Considerations) (Growth Mindset) (Socratic Questioning)

4) In what way do you think you helped students the most?

5) Which training techniques have you employed in your tutoring this semester?

6) How does the tutor training help you in developing techniques for working with students in the lab or classroom?

7) Which topics would you like to learn about in the future to develop advanced tutoring techniques?

https://docs.google.com/a/pipeline.sbcc.edu/forms/d/1Re6s45gp5rXW1Gsiyeqzanw7E75JBQwo4v9Nug7TITA/edit#responses
Quotes from Tutors on Training

• “This seminar helped me develop a better plan on how to approach each student at the beginning of a tutorial session. Specifically, I learned how to evaluate each students' learning style and choose the most effective tutorial methods to facilitate their understanding of class material.”

• “I really liked how the supervisor presented to us the information about all the situations we could face as tutors and what is the best way to help students. We shared our group concerns and we helped each other to solve them.”

• “(The seminar) gave me new forms of teaching to work off of and more insight on how to approach my job. Not all students learn the same and we as tutors must compensate for that and know how to teach the material in more than one way.”
Quotes from Tutors on Training

• “The training helped me know what to expect and how to be an efficient and effective tutor. It was great to get to meet other tutors and for us to talk about some challenges we've faced and how to get through them.”

• “It helped me to prepare (my)style of teaching and to not doubt my abilities.”
Key Elements of Training Tutors

Faculty, Coordinators, and LTAs can assist with tutor training by:

• Researching and developing resources for tutors
• Developing and facilitating workshops for tutors
• Becoming a tutor training instructor
• Monitoring tutors in practice and providing feedback
• Developing Google Drive, Excel, budgeting, website builder skills
Barb Freeman: Tutor Training Seminars

The Gateway program runs several tutor training seminars every semester. All of the presenters lead these seminars.

The curriculum and activities will be presented by Barb Freeman in this section of the workshop.
Goals of SBCC’s Tutor Training Seminar

• To inform, support, and empower tutors as they begin working with students
• To provide a forum for discussion with tutors from a wide range of disciplines
Roles of Tutor & Student

- Elements of a “successful” tutoring session:
  - What is the role of a tutor?
  - What is the role of a student?

- Group discussion:
  What do you notice about tutoring sessions as your teams strive for student success? What do you see/hear?
Benefits of Tutor Training

• Opportunity for tutors to:
  – Learn effective practices
  – Voice questions or concerns with support from peers or mentors
  – Receive compensation for time spent learning about practice
Format for SBCC’s Tutor Training Seminar (TTS)

• Occurs in ten hours over a five-week period: concurrent training while tutoring.
• Covers a wide range of topics applicable to different disciplines
• Led by a combination of learning support professionals and supplemented with guest speakers from campus resource areas
Topics Covered in TTS:

- Introduction to Tutoring
- Learning Styles
- Bloom’s Taxonomy
- Cultural Considerations
- Learning-Centered Communication
- Self-Efficacy
- Habits of Mind
- Growth Mindset
- ZPD & Scaffolding
- Problem Solving
Introduction to Tutoring:

• One purpose of tutoring is to assist or guide individuals toward becoming independent learners.

Group discussion:

• What does this achieve for the student?
• What does this achieve for the tutor?
Introduction to Tutoring: Effective Sequencing of Tutoring Sessions
Understanding Your Student: Learning Styles

• Consider the potential mismatch that can occur when a tutor’s instructional format is not a fit with a student’s learning style

• Ask tutors to take Felder’s Learning Styles Assessment: http://www.engr.ncsu.edu/learningstyles/ilsweb.htm

• Recommend that tutors shift their activities to meet the needs of a variety of learners
Understanding Your Student: Bloom’s Taxonomy

Evaluation
Make and defend judgments based on internal evidence or external criteria.

Synthesis
Compile component ideas into a new whole or propose alternative solutions.

Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.

Application
Apply knowledge to actual situations.

Comprehension
Demonstrate an understanding of the facts.

Knowledge
Remember previously learned information.

Higher Order Thinking Skills
appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarize support value

arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

analyze appraise breakdown calculate categorize compare contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subordinate test

apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

arrange define describe duplicate identify label list match memorize names order outline recognize relate recall repeat reproduce select state

Lower Order Thinking Skills
https://www.fractuslearning.com/2016/01/25/blooms-taxonomy-verbs-free-chart/
Understanding Your Student: Cultural Considerations

• Offer some suggestions on how tutors can work with culturally diverse students:
  
  – Know what to call your tutee
  – Speak clearly and avoid lots of slang
  – Write down what you’re saying, use diagrams to support your words, and include examples
  – Ask students to repeat what you’ve said in their own words to show their understanding
  – Encourage students to ask questions
Suggest some ways that tutors can create a positive, mutually respectful, encouraging tutoring environment.
Learning-Centered Communication

– Make eye contact
– Be aware of your own communication style
– Listen carefully to what your tutee is saying
– Listen for clues
– Watch body language
– Stop talking!
– Practice wait time
Strategies & Practices for Tutoring: Academic Self-Efficacy

– This refers to an individual’s belief that they can accomplish a specific task and are capable.

– High self-efficacy means that students are open to strategies, and they will persist with the task.
Strategies & Practices for Tutoring:

Habits of Mind

These are problem solving, life-related skills that can help students work through real-life situations.
Strategies & Practices for Tutoring: *Growth Mindset*

- Help tutors see the difference between a fixed mindset and a growth mindset.

- Praising students for their efforts can foster a growth mindset, while personal praise for intelligence tends to put students in a fixed mindset.
Strategies & Practices for Tutoring: Zone of Proximal Development and Scaffolding

What I Can’t Do

What I Can Do with Help

What I Can Do

ZPD
Strategies & Practices for Tutoring: Problem Solving

• Learning is a social process that occurs through interactions with others
• Tutors should provide enough guidance at the start of a task, then fade away to let the student solve the problem independently
# Strategies & Practices for Tutoring: Problem Solving

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Linking to Resources on Campus:  
**Student Services**

- Encourage tutors to refer students to other teams on campus to assist with situations that may affect how they learn. Examples:
  - Disability Services
  - Extended Opportunity Programs & Services
  - Library
  - Writing Center
  - Math Lab
Gateway Across Disciplines: Allison Chapin

Allison Chapin is a Math Laboratory Teaching Assistant and works with Gateway tutors in the Mathematics department.
Best Practices in Basic Skills Math

- Select successful students as tutors
- Tutors work **both** in and out of the classroom
- Schedule tutoring at high demand times
- Maintain regular communication
Tutor Selection

• Peer tutors that have taken the same course recently tend to be more relatable and see more students
  — Look for students with strong study skills
• Tutors who struggled and overcame have more to share with students
• Communication skills are important!
Tutors in the Classroom

• Tutors can see instructor methods
• Students get to know the tutors and are more likely to see them outside of class
• Tutors can help with...
  – Group work
  – One-on-one for students needing individual help
  – Checking in on students of concern
  – Troubleshooting calculator issues
• Best attendance right before or after class, or on non-class days
  – Right after class: Best time to start homework!

• Schedule “review sessions” before exams
  – Borrow time from poorly attended regular sessions scheduled right after exams
Communication is Key!

• Keep your tutors in the loop
  – Share all class materials with tutors
  – Tutors and instructors need to discuss current topics, student tendencies, and other issues
  – Tutors can help identify students that are struggling

• Remind students of tutoring hours
Math 41: Building a Course around Best Practices

• Math Fundamentals and Pre-Algebra course
• Most tutors are successful Math 41 students
• Tutors are part of the class from day one
• Tutors are shared among all sections
• Students prepare for electronic quiz re-takes with tutors
Integrating Embedded Tutoring and General Tutoring
Tutoring Needs

- Large groups need collaboration space
- Online homework needs computer access
- Tutors need backup on hard questions
- Students need tutoring access for future non-Gateway courses
“Gateway” to Math Tutoring

Introduce students to support services

Encourage “social math” group work

Study in the lab becomes a habit

Tutoring is normalized!
Building a Tutoring Culture

Students

Math Lab Tutors

Gateway Tutors

Math LTAs

Math Faculty
Role: Math Faculty

• Select and schedule Gateway tutors
• Communicate class expectations and provide course materials to Tutors
• Regularly check in with tutors
• Communicate tutoring information to students
Role: Math LTAs

• Mathematics Laboratory Teaching Assistants
• Maintain central schedule information
  – Hire and schedule Math Lab tutors
  – Direct students to their Gateway tutors
• Provide book, calculator and worksheet resources to tutors
• Answer tutor questions
  – About policies and procedures
  – About math!
Role: Gateway Tutor

- Tutor individual students and small groups
  – May facilitate large group review sessions
- Coordinate schedules with faculty
- Communicate any issues to faculty and LTAs
- Can help out other students on slow days
Role: Math Lab Tutor

• Tutor individual students and small groups
  – Available to all students
  – Drop-in lab environment

• Communicate any issues to LTAs
Role: Student

• Ask questions!
  – Has access to Faculty, LTAs, and tutors
• Collaborate with classmates
Our New Normal

• Gateway tutors and students are part of the “Math Lab Family”
• Gateway tutors have “backup” if they want a second opinion
• Gateway student groups stay in the lab to work after their Gateway tutor leaves
• Gateway students return next semester as “Math Lab Regulars”
Training for Math Tutors

• Faculty Concerns
  – Reinforcing methods taught in class
  – Reinforce pedagogical methods

• Tutor Concerns
  – Content knowledge: How to explain concepts?
  – Problem solving strategies
  – Managing emotions
  – Facilitating group learning
Training Changes

• Emphasis on communication skills
  – Assisting distressed students
  – Managing challenging situations
  – Group vs. individual work

• Reinforcing pedagogy used in the classroom
  – Neuroscience of learning
  – Growth Mindset

• Problem solving heuristics
Training Philosophy

• Multidisciplinary approach: Identify differences and find common ground

• Encourage tutor ownership of training
  – Tutors identify their individual training priorities
  – Tutors choose new techniques to experiment with

• Facilitate discussion among tutors to share strategies
Collaborative Tutoring Discussion

• What different tutoring formats does your institution have?
• What issues do they have in common?
• How can they work together?
Questions and Discussion

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