



Tutor Training Manual

2020

Welcome! We are excited you will be working with Academic Support/Tutorial Services as a Tutor in our office. You have been selected as a Tutor because of your enthusiasm, subject-matter knowledge level, interpersonal skills, and desire to assist Montgomery County Community College Students in achieving academic success. This training manual and the training sessions you will be attending are meant to introduce you to our tutoring approach, specifically, as well as help you develop into a stronger Tutor.

The Director of Academic Support is always willing to assist you with questions or concerns regarding procedures, planning, documenting your work hours, and conducting your tutoring sessions. Your fellow Tutors are also a great source for sharing information on conducting sessions, promoting student success, subject-matter concerns or patterns in tutoring for particular courses, and managing student expectations. Communication with the Director is an essential aspect to our program, as well, so that Academic Support/Tutorial Services can continually improve the support services offered to all MC3 students.

Good luck to everyone! Being a Tutor is vital to the success of the Montgomery County Community College student population.

Table of Contents

1. Tutoring (p.4)
 - a. Mission Statement (p.5)
 - b. Expectations (p.5)
 - c. Dos and Don'ts (p.7)
 - d. Standards (p.8)
 - e. Code of Ethics (p.10)
 - f. What is SI? (p.12)
2. Technology (p.13)
 - a. Starfish (p.14)
 - b. Tutor.com (p.17)
 - c. MC3 Knowledge Base (p.20)
 - d. WebAdvisor (compensation) (p.21)
3. Conducting Sessions (p.22)
 - a. Planning Sessions (p.23)
 - b. Potential Hurdles (p.24)
 - c. Ten Steps of Tutoring (p.25)
4. Closing Sessions (p.28)
5. Learning Techniques (p.29)
 - a. Tutoring Styles (p.30)
 - b. Levels of Learning (p.32)
 - c. Learning Behavior/Preferences (p.33)
 - d. Active Learning (p.36)
6. Study Skills (p.45)
7. Tutoring Resources (p.60-63)
 - a. Khan Academy
 - b. Crash Course
 - c. Quizlet
 - d. My Study Stack
 - e. Padlet
 - f. Tiny Cards
 - g. Dictaphone (app)
 - h. Textbook Online Resources
8. Campus Resources (p.64-68)

Tutoring

Tutorial Services Mission Statement

The mission of Montgomery County Community College's Tutorial Services is to serve students who are currently enrolled in MCCC courses. Tutorial Services helps students develop learning strategies based on their unique learning styles with the goal of creating successful students and independent learners.

To ensure that tutoring sessions are both helpful and productive, please review the list of expectations for students and tutors on the following two pages. By adhering to these guidelines, tutors and students can work together to meet learning objectives for each tutoring session.

Tutor and Student Expectations

Expectations for Students:	Expectations for Tutors:
<ul style="list-style-type: none">• Students will be served in the order they sign into the Waiting Room. If not present when the Tutor becomes available, the next in line will be served.• Ask questions and engage in relevant discussions with the tutor.• Pose questions based on problems or material that you have reviewed and studied prior to the tutoring session.• Have an open mind, a positive attitude, and a willingness to work.• Tutoring sessions are not a replacement for attending class — <u>Attend class regularly.</u>• Always attempt the work prior to the tutoring session. Bring in all attempted work to aid the tutor in helping you. Avoid bringing in blank assignments.• Come prepared with your papers, notes, books, assignments, and other learning materials.• Be respectful. Use appropriate language and exercise patience.• Pay close attention to the tutors and be mindful of their time. Tutoring sessions are typically 30 minutes in length.• Tutors are not permitted to complete assignments, quizzes, exams or papers with or for students.	<ul style="list-style-type: none">• Tutors will serve students in the order in which they signed into the Waiting Room.• Set clear expectations about the tutoring session and answer questions to the best of your ability, engaging in relevant discussion with the student.• Be knowledgeable about resources available to help students.• Have an open mind, a positive attitude, and a willingness to help students from diverse backgrounds and with different learning styles.• If there is a conflict between the student and an instructor, remain understanding yet neutral. Remind the student of appropriate channels to reach a resolution and help the student to refocus on the session.• Be respectful. Use appropriate language and exercise patience.• Pay close attention to students and be mindful of their time. Tutoring sessions are typically 30 minutes in length.• Tutors help students learn by fostering independent learning, they are not permitted to do students' work.

It is important to be aware of the guidelines and expectations set out for both those conducting tutoring sessions and those seeking out or attending tutoring sessions. Understanding these expectations will help to ensure that appropriate boundaries are set for both the tutor and student, and that all tutoring sessions are as successful as possible to best assist MCCC students in their academic pursuits.

Tutoring IS...	Tutoring IS NOT...
...collaborative and student-centered.	...usurping ownership.
...helping students understand and correct their own errors.	...correcting errors.
...offering an honest assessment of the student's strengths and weaknesses in a safe and supportive environment.	...unconditional praise.
...focused on providing <i>academic</i> support (with referrals to other areas as appropriate).	...therapy.
...equipping tutees to find their own answers and modeling how to seek help when you don't know something (by asking for help in front of the tutee!).	...being an expert.

Tutoring Dos and Don'ts

DO	DON'T
...sit on the same side of the table when practical.	...create a physical barrier between yourself and students.
...encourage participation.	...encourage passivity.
...let students do most of the talking.	...talk too much.
...have students put their material into their own words.	...ask questions like "do you understand?" which encourage "yes" or "no" responses.
...learn to live with silence as students work on answers.	...rush students or feel intimidated by silence.
...take every opportunity to build self-confidence.	...put students down by saying something like "that's easy."
...review tests and homework.	...discourage students about future tests when reviewing failed tests.
...go back to basics as often as necessary.	...assume students have a solid background.
...admit when you do not know something; try to work out the answer or ask another tutor for help.	...misrepresent yourself.
...be aware of students' weaknesses; encourage them to seek help from their instructors, from counselors, or from other college staff as appropriate.	...criticize instructors or take sides if students are having conflicts with teachers.
...repeat information as necessary.	...expect students to hear and remember everything you say.

Tutor Expectations and Standards

Office Support

- Tutors will assist in greeting students who visit the office when possible, aiding Clerks by directing students to sign in for tutoring and answering questions they may have upon arrival (this is especially crucial during busier periods in the center)
- Tutors will support Clerks and Tutorial Services staff when not assisting students, seeking out tasks if needed, ultimately supporting the mission of serving MCCC students by completing administrative work, as needed, during downtime

Telephones

- Tutors are responsible for answering the telephone when feasible; they should identify that the caller has reached Tutorial Services and should give their name
- Tutors should take messages for all incoming calls that cannot be completed at the time

Cell phones

- Please silence your cell phone when on duty as a tutor; when working with students the student and their academic needs should be your main focus

Noise Levels

- Be mindful that our tutoring centers on Central and West campuses are shared spaces; while it will inevitably be noisy at times, please help us keep it under control to provide a positive environment most conducive to student learning

Breaks

- Tutors are entitled to a five (5) minute break each hour; tutors working six or more consecutive hours may accumulate this time and take it as a half-hour lunch or dinner break, provided staff is available to cover for them
- Only one person may take a break at a time
- Tutors should inform the Director of Tutorial Service, the Clerk at the front desk, or another tutor when they are going on a break so students coming in can be told when help will be available

Absence Notification Procedure

- Timely attendance is a critical aspect of the Center's operations, if you are going to be absent for a scheduled shift for any reason, please call the Clerk on duty to notify them, as well as send an email to the Director of Tutorial Services BEFORE your shift begins.

Staffing

- Tutorial Services should never be left unattended; if you must leave for an extended period of time and no other tutor is here to replace you, please make sure that all cabinets are locked and inform a center staff member

General Meetings or Workshops

- All tutors will be paid at their regular hourly rate for all workshops, trainings, and meetings
- Professional and paraprofessional tutors are considered regular part-time employees and, as such, are invited to participate in college general meetings

Tutor Code of Ethics

- Subject proficiency and knowledge have top priority in my tasks as tutor.
- Students deserve, and will receive, my total attention.
- My ability to admit my own lack of knowledge and the need to seek assistance must be constantly on alert.
- Respect for students' personal dignity assumes acceptance without judgment.
- Students will be constantly encouraged but never insulted with false hope or flattery.
- May my openness and honesty as a tutor beget similar openness and honesty.
- Students I tutor will not have my personal value system or lifestyle imposed upon them, and I can only hope to offer a neutral or worthwhile example.
- My students and I will always understand that my role is never to do their work.
- My major motivation is building students' self-confidence.
- I count on students to be tutors to me and to teach me ways of doing an even better job.
- Punctuality is essential on my part, not only out of courtesy, but as an example for students to follow.
- I will maintain records and forms as expected and required.
- I will do my best to stay abreast of current academic literature in my field.
- Good tutoring enables students to transfer learning from one situation to another.
- Making learning real for students is what tutoring really means.
- Students' independence is my ultimate goal.
- I will maintain confidentiality between myself and my tutee(s), their academic and personal information and/or challenges are not to be shared with others.

Students as Customers

- ✓ Customers are the most important people in any business – our customers are students.
- ✓ Students are not dependent on us. We are dependent on them.
- ✓ Students don't interrupt our work. They are the purpose of it.
- ✓ Students do us a favor when they come in. We aren't doing them a favor by waiting on them.
- ✓ Students are an essential part of our business – they are not outsiders.
- ✓ Students aren't just money in the budget. They are human beings with feelings, and they deserve to be treated with respect.
- ✓ Students deserve the most courteous attention we can give them. They are the lifeblood of this and every university and college. They pay our salaries.
- ✓ Without them we would have to close our doors.
- ✓ Our student customers deserve the best we can provide.
- ✓ It is important that we never forget it!

Tutoring vs. Supplemental Instruction – What’s the Difference?

All Supplemental Instruction (SI) Leaders and Tutors (including Embedded Tutors) support student learning, but the purpose of each position leads to a different approach to serving students. The chart below compares some differences in the positions so that, should a student inquire about SI, you are well-versed in the roles, purposes, and goals, of both forms of supportive learning.

Tutoring/Embedded Tutoring	Supplemental Instruction (SI)
Identifies and helps individual students that need additional assistance in general course topics.	Identifies historically difficult courses and provides group learning sessions with a Leader that has successfully completed the course.
Provides academic tutoring from a tutor that is knowledgeable in specific course subjects.	Provides SI workshops by an SI Leader that is also present in class lectures with students.
Students attend drop-in hours to meet with a tutor.	SI Leaders set specific workshop times that are available to student on a voluntary basis.
Tutors are trained in collaborative learning and study techniques.	SI Leaders are trained in collaborative learning and study techniques.
Tutors assist students by an individual case-by-case need request.	SI Leaders provide on-going assistance to any and all students enrolled in the course throughout the semester.
Tutoring is focused on helping students to understand general course content.	SI Focuses on content, learning/study strategies and internalization of course content to ensure a passing grade in the class.
Tutoring promotes independent learning and individual confidence.	SI promotes student interaction and mutual support between classmates.
The goal of tutoring is to facilitate student success and resolve immediate academic crisis thus improving graduation/retention rates.	The goal of the SI Program is to help students improve their overall academic performance and improve graduation/retention rates.

Supplemental Instruction and Tutoring are two on-campus options to facilitate learning. Neither are intended to replace attending class, reading textbooks, or completing other course assignments.

Technology

Starfish

Starfish is the software program utilized across campus for Student tracking purposes. Within Tutorial Services, it is used to track drop-in tutoring appointments, workshop attendance, Supplemental Instruction attendance, in-office wait times, etc. This software helps determine which courses/subjects utilize our office resources most frequently, as well as help staff to track customer service outcomes (such as appointment length and wait time).

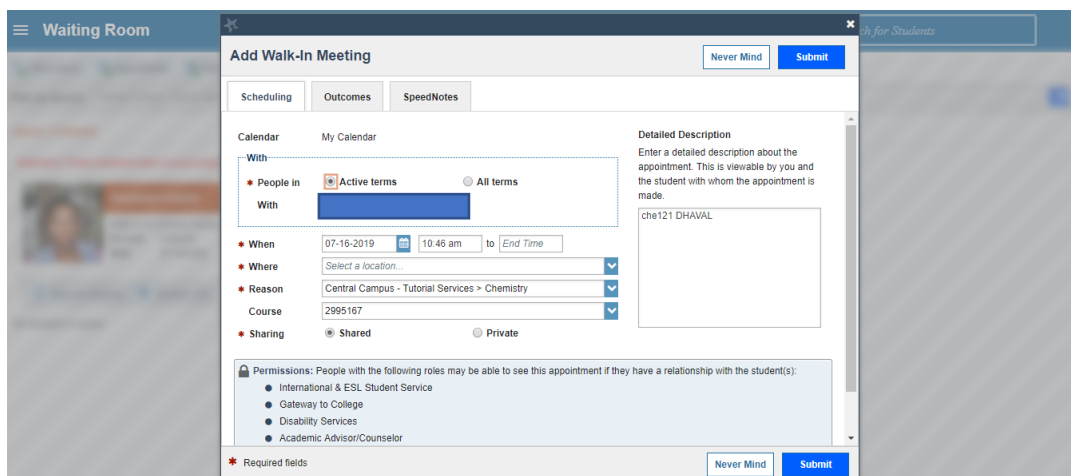
Selecting Students from Waiting Room

1. Click on “Waiting Room” from the drop down “burger” menu at the top left of your screen (see arrow below). You will see any service location waiting room for which you have scheduled hours.



2. In the Waiting Room, you will see all students who have not yet been “selected.” To select a student from the list, click “Start Meeting.” If a student leaves without receiving help, click “Student Left.” This will delete them from the Waiting Room.

3. By clicking “Start Meeting,” the student will be removed from the Waiting Room and the following dialogue box will launch:



4. Please keep the following in mind when completing the ADD WALK-IN MEETING/ADD APPOINTMENT:

a. The START TIME automatically fills in the time that the student is selected, but can be changed.

b. You should estimate 30 minutes-60 minutes as an END TIME for the tutoring session to complete the process. You can adjust this time later (see #6).

c. You will need to select a LOCATION.

d. The REASON is whatever reason the student selected at the kiosk. The student and/or front desk clerk may have entered information into the DESCRIPTION.

5. Click SUBMIT to save and close the dialogue box. If you click NEVERMIND the student will be returned to the Waiting Room.

IMPORTANT: If you select a student from the Waiting Room, you MUST complete the ADD WALK-IN MEETING dialogue box and click SUBMIT or the information will be lost when the system times out.

6. To make a change to a previous session, click on the TIME of the appropriate student under the Recent Changes column (see image under #1 above). This will open the Add Walk-In Meeting dialogue box and you can make any necessary changes. If you click on the STUDENT NAME, you will see general student information.

Entering Office Hours into Starfish

1. From Main Starfish homepage, click **Office Hours** button at top of screen
2. **Add Office Hours** dialog box will open
 - a. Enter info in all red asterisk items:

TITLE: Last Name – Tutoring Hours

WHAT DAYS: Choose **Weekly**,
Repeats every 1 week

**Even if you work same hours
on multiple days, enter the
hours for each day
SEPARATELY (makes it much
easier to make changes in
the future)**

WHAT TIME: enter start & end time

WHERE: Select Campus

OFFICE HOURS TYPE: must choose
Walk-Ins Only

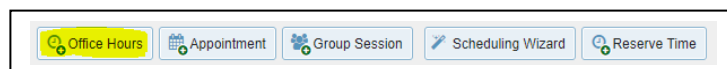
HOW LONG: should be grayed out

APPOINTMENT TYPES: Select
Central or **West Tutorial Services**

- b. On the INSTRUCTIONS tab, you must type something into the box, eg: **Students will be seen on a first come, first served basis.**

- c. On the START/END DATE tab, enter:
 - START DATE: enter first date of semester
 - END DATE: choose **End of Term**, then current semester

- d. After all info has been entered, select **SUBMIT** at bottom left of box; repeat for each day of the week



Tutor.com

Tutor.com is a resource available to all students enrolled in MCCC courses, this can be accessed via BbLearn 24/7. It is important that all tutors be familiar with the technology/website and are able to assist students with Tutor.com should they inquire about the resource and/or utilizing it during an in-person tutoring session. Students learn in different ways and may wish to use both online and on-campus tutoring and this should be both supported and encouraged..

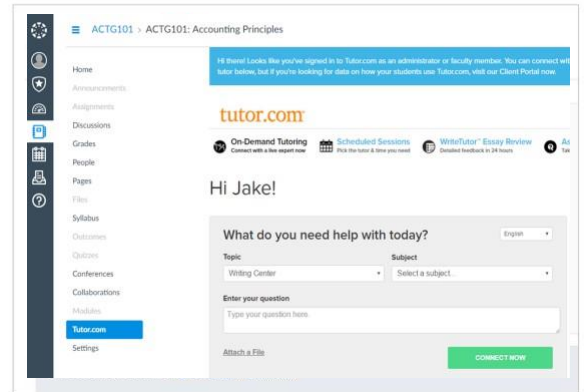
Please view the instructions on the following two pages for a step-by-step guide to utilizing Tutor.com.

How It Works Guide

1

Signing On

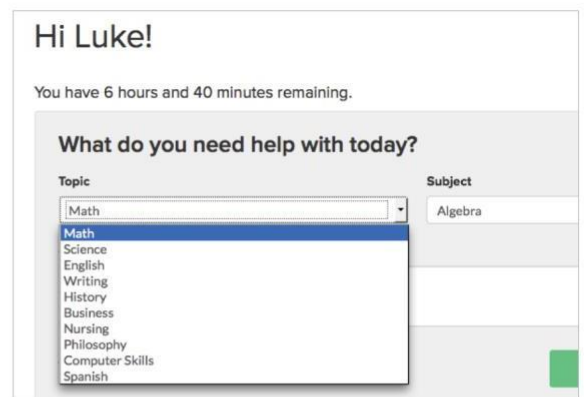
To get started, you will connect to Tutoring through your course page in Blackboard. The access link to Tutoring is on the course menu. Once you click the link, you will be passed over to Tutor.com and a personalized account will be created for you automatically.



2

Choosing Your Subject

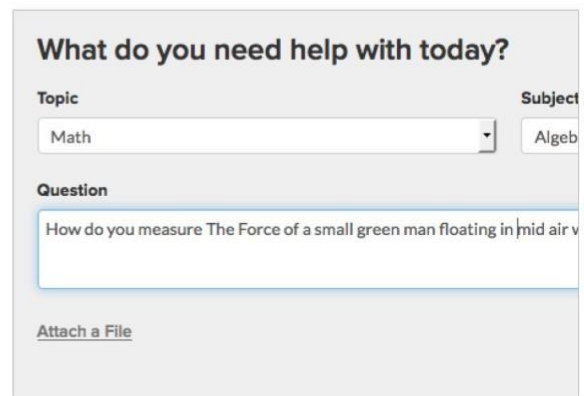
For on-demand help, just click on a topic and select the course you need help with. For example, if you need help with an algebra problem, click on Math and then select your algebra from the subject dropdown.



3

Preparation

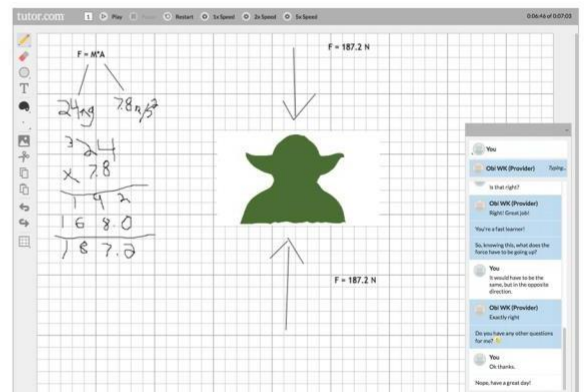
In order to maximize the time available, prepare for a session by having a particular concept or question that you would like to work on with the tutor. Tutors can help you with questions from your assignment, proofreading a paper or reviewing a concept from class. In the pre-session survey, please answer a few quick questions so that we can connect you with the best tutor suited for your level and needs.



4

Working with a Tutor

When you enter the classroom, you will see a chat window on the right-hand side of the screen and a whiteboard. You can talk with the tutor by typing into the chat box and drawing out a problem together on the whiteboard. Various tools at the left hand side of the classroom will help you to draw, type, erase and drag and drop shapes as needed. Ask your tutor for a quick tour when you first sign in. If you requested a tutor with audio, you can connect to a conference line or computer audio by clicking the "Turn On Audio" button on the chat tool. Ask your tutor for a quick tour when you first sign in if you have any questions.

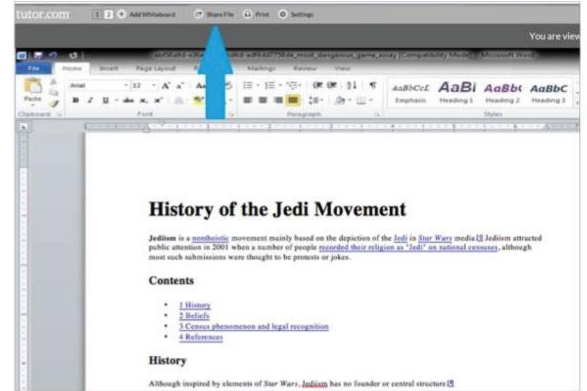


How It Works Guide

5

File Sharing

To get help with your research papers and essays, select Share File at the bottom of the screen to upload your document directly into the online classroom. If you save and store your documents in your Tutor.com locker, you will be able to retrieve them from the list or you can upload directly from your computer. When the file opens in the classroom, you and your tutor can review the paper together at the same time.



6

Drop-off Essay Review

If you are short on time, you can drop your paper off for a tutor to review and provide feedback. Simply click on the Drop-off Writing tab on your account sidebar, fill out a few questions and send your essay in. We will return it back to you with a feedback form on your Previous Sessions page under "My Account" within 12 hours.

Submit your document for 24-hour review

It's easy—just complete the form below to let our tutors know what you're working on, so we can connect you with the right tutor.

What is the topic of your paper? *

Routine algebraic skills for the Jedi candidate.

Where are you in the writing process? *

Still working on it - not ready to turn in

Please describe your assignment and any instructions you've received from your teacher.

I am writing a paper that explains routine problems requiring basic algebraic skills; the test includes questions on basic algebraic operations.

7

Personalized Features

Your Tutor.com account will be your own personalized learning environment. Under "My Account," you have a space to save your favorite tutors, retrieve your archived sessions and writing reviews, as well as a file storage locker to store documents. You can access these features any time. You can also set up appointments with preferred tutors and track your appointments under your account tab.

Locker

Save A New File

You can save images, documents and other files for use in the online classroom while in session.

Browse... No file selected.

UPLOAD

Maximum file size is 1MB. Allowed file types are: bmp, doc, docx, gif, htm, html, jpg, jpeg, pdf, png, ppt, pptx, rtf, txt, xls, xlsx.

Your Saved Files

Images, documents and other files

Type	Name
Word	the history...

8

Feedback and Assistance

Your feedback is important to us and to your school. After each session, please fill out the post-session survey and offer us feedback about your experience. We'd like to know how the tutor helped, your opinion of the online classroom and anything else you'd like to tell us. You can also save, replay, email and print your session.

Tutoring Survey

Thank you for participating in West Tutoring Services! West values your thoughts and opinions. Please take a moment to tell us about your experience.

Did you utilize the paper drop off service?

Yes
 No

Did you utilize the tutoring services for Accounting, Finance, Math, Economics or English?

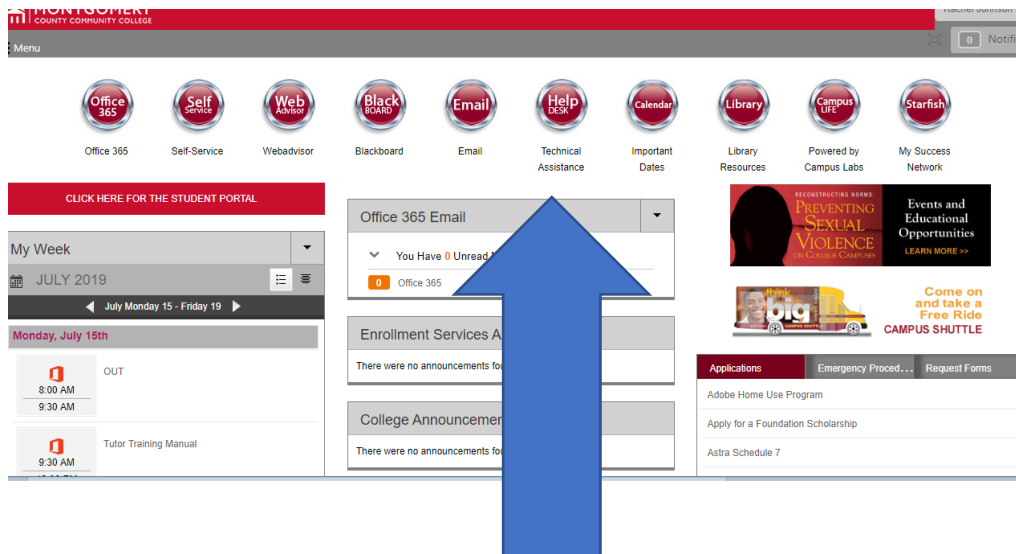
Yes
 No

MC3 Knowledge Base

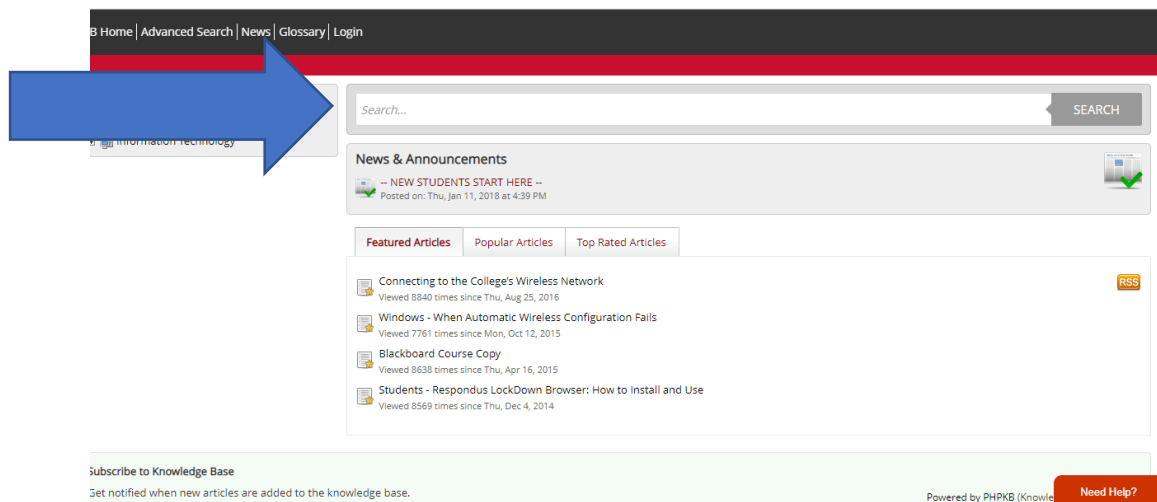
Knowledge Base is a resource within the MC3 Portal that is available to all students, staff, and faculty at MCCC. This is a resource that can assist you in finding answers to common technical queries using a simple search tool. It is also useful in that the Help Desk tracks what questions are asked to improve and add to the information provided through this tool.

There are two ways to access Knowledge Base, you may visit the website below OR access directly through the MC3 Portal by selecting the “HelpDesk/Technical Assistance” button:

<https://www.kb.mc3.edu>



Once you have accessed Knowledge Base, simply use the search box to type in your full question or key terms:



WebAdvisor

Payroll:

You will be paid bi-weekly and must submit your hours for review by the Director of Tutorial Services (email reminders will be sent regarding payroll deadlines, but it is your responsibility to ensure this is completed).

The procedure for entering hours is as follows:

1. After you have logged into the MC3 portal, click on “Web Advisor”
2. A menu will appear on the left, click on “Web Advisor for Employees”
3. A drop-down menu will appear on the left, click on “Time Entry and Approval”
4. A second drop-down menu will appear, click on “Time Entry”
5. Your SI job will appear on a line that states pertinent information including the due date for your hours and the two-week pay period dates, check the box in the first column and select “Submit”
6. A new screen will appear with a list of days and dates and various other columns. You will fill in the first blank column under “Hours Worked” next to the appropriate day and date, this is the only column you need to complete
7. You can either enter your hours on an ongoing basis or at the end of the time period; when you have entered all your hours for that time period, go down to the bottom of the page to the line that says “Checking this box becomes your electronic signature acknowledging your submitted time as accurate and ready for supervisor approval”
8. Check the box, then select “Submit”
 - a. If you are entering hours throughout the week, selecting “Submit” without checking the box noted above will save the hours you have entered and will allow you to add additional hours prior to submitting to your supervisor

Please note: It is essential that you enter your hours on time in order to be paid. It is very difficult to get back-hours approved. Please refer to the Pay Period & Payroll Deadline calendar for payroll dates.

Conducting Sessions

How to Plan a Tutoring Session

Goal: To enhance the learning and comprehension of students

Method: Establish a routine such as the one listed below.

1. Find out what students wish to accomplish during the session. Are there specific questions or assignments?
2. Determine whether students have come prepared. Have the students read the material in advance, even if it was not understood? Have the students reviewed the notes?
3. Help students improve skills and knowledge in a specific area by:
 - Assessing their needs and requests in order to develop a work plan
 - Explaining concepts and/or examples covered in class or the textbooks
 - Reviewing notes for accuracy and detail
 - Evaluating and assisting in the correction of homework assignments
 - Providing information about additional resource materials and learning aids in Tutorial Services or the Library
 - Encouraging students to do work outside the normal class assignments
4. Motivate students by being positive and emphasizing accomplishments.
5. Encourage students to take an active part in the session. Have you engaged students' minds with the material to be learned?
6. Ask questions and, more important, wait for the answers. Do you try giving hints without supplying the answers yourself unless it becomes apparent that students cannot find answers at all? Do you ask questions to check students' understanding of a problem or comprehension of a lesson?
7. Review the session, especially if more than one topic was discussed.
8. Evaluate. How effective do you think you were? Why?

Always Keep the Following Potential Tutoring Hurdles in Mind:

- Students come from varied personal and educational backgrounds; therefore, each tutor-student relationship should be approached as a unique experience.
- Some students find the classroom an uncomfortable, if not threatening, situation, so tutoring presents an opportunity for a more relaxed, nonthreatening learning experience. Tutoring sessions should be enjoyable experiences for both tutor and student.
- Some students may hesitate to ask questions because they feel you are an expert and they have learned not to question authority. You must encourage these students to find other ways to tell you what they understand or do not understand.
- Some students come from cultures that have a great reverence for learning; therefore, they tend to place tutors on a pedestal. Remember that you should strive for an equal relationship. You will learn just as much from these students as you will teach them.
- People acquire different skills differently. You should not assume that someone with excellent skills in math also excels in English or history. More important, you should not assume that someone with poor skills in any area also does poorly in other areas.
- Do not do students' work for them. Show them how to do their work. There is a fine line between helping with homework and doing the homework.
- Students will often find excuses for not doing their work. You will soon learn the difference between legitimate problems and lack of effort. Until then, encourage hard work and reserve judgment.
- Don't be lured into making comments about instructors. If, for example, a student gets a poor grade and wants affirmation from you, explain that the instructor has the final say and suggest that the student see the instructor for clarification.
- Be professional. Remember that you represent Tutorial Services, Academic Support, and the College. Students and visitors alike see you as a spokesperson.

IF YOU ENCOUNTER ANY PROBLEMS WHICH YOU THINK YOU CANNOT HANDLE, CONTACT THE DIRECTOR OF TUTORIAL SERVICES. YOU ARE NOT EXPECTED TO BE A PSYCHOLOGIST, COUNSELOR, OR CONFESSOR.

Tutors are not counselors, nor should they try to be. If a student exhibits any of the following traits, inform the Director of Tutorial Services immediately.

- *The student tells you he/she is troubled, confused, anxious, depressed, or unable to concentrate.*
- *The student manifests behavior that is clearly inappropriate.*
- *The student is unusually demanding or dependent.*
- *The student's participation in tutoring is very limited.*

The 10 Steps of Tutoring

Step 1: Greeting and Climate Setting

- Greet the student by name.
- Be warm and friendly, setting a positive tone with eye contact and a smile.
- Arrange seating to facilitate interaction between you and the tutee.

Your goal is to set the session up for success.

Step 2: Identify the Task

- Encourage the tutee to initiate and identify the focus of the session.
- Follow up with questions to clarify the tutee's main concerns.
- Restate what the tutee wishes to work on so that the purpose is clear.

By keeping the tutee involved in the organization of the session, they are in charge of the learning that will take place. It also continues to foster their independence.

Step 3: Breaking the Task into Parts

- Provide an opportunity for the tutee to break the task into manageable pieces.
- Restate the steps the tutee suggests.

This approach reinforces the idea that the task requires distinct pieces to accomplish and suggests there is a sequence to accomplishing them.

Step 4: Identify the Underlying Thought Processes

- Have the tutee clarify the problem solving approach learned in class.
- Help the tutee discover how to approach learning the type of task with which he/she is having difficulties.
- Help the tutee understand/use information sources like textbooks, handouts, notes, etc.

This is a very important step in the tutoring process. It helps the tutee develop a learning strategy for problems of this type and it gives them practice applying their strategy.

Step 5: Setting an Agenda

- Discuss with the tutee the amount of time necessary to complete each part of their task.

In a drop-in center the agenda is a flexible one since you must attempt to help all students each day. This step helps to keep the student on task while they are in the center.

Step 6: Addressing the Tasks

- Encourage the tutee to do most of the talking and writing.
- Use appropriate responses but do not interrupt the tutee's thinking.
- Ask leading questions of the tutee and allow for sufficient response time.

It is at this step that you conduct the tutoring session and help the tutee learn the information. Remember that you are not the sole source of information. The course resources should also be utilized to help the tutee become proficient in using them.

Step 7: Tutee Summary of Content

- Give the tutee the opportunity to summarize what they just learned. (“Ok, let’s review. What did we just do?”)
- Wait for the tutee to finish his or her explanation before you interrupt or correct them.
- Use this summary to determine if the tutee really understands what was just discussed.
- If necessary return to addressing the task to clarify any misconceptions.

Having the tutee summarize what they just learned allows them to convert the information from short-term memory to long-term memory. Once in long-term memory the tutee can begin to recall the information independent of tutoring.

Step 8: Tutee Summary of Underlying Thought Process

- Have the tutee summarize the process of addressing this type of task.

This step is the companion to Step 4 and it’s necessary to have the tutee summarize the thought process as they understand it. Often you must act to make this step happen.

Step 9: Confirmation and Feedback

- Confirm that the summaries of both content and thought process are correct.
- Offer positive reinforcement and confirm that the tutee understands or has improved.

This reassures the tutee that they can now do similar work independently and be successful.

Step 10: Closing and Goodbye

- End session on a positive note.
- Thank the tutee for their specific contributions toward the success of the session.

Ending on a positive note encourages the tutee to continue to seek tutorial assistance. This continued assistance will lead to the tutee’s academic independence, the ultimate tutorial goal.

Closing Sessions

To ensure that students do not lose sight of the “big picture,” reserve the last few minutes of every tutoring for review and to set a plan moving forward.

Tip #1: Predict test questions

If a student has come for test preparation help, take some time to discuss the types of questions which may be on the exam, as well as which ones they most need to review based on their knowledge level. Be sure you clearly state that you do not know exactly what will be on the exam, and it is crucial to study ALL material that may be covered.

Technique #2: Reiterate suggestions given

Be sure to go over every suggestion you have provided the student, asking them if they would like to make a list of topics covered, strategies suggested, next steps/future plan for success, etc.

Technique #3: Plan for future tutoring

If a student is in need of additional tutoring, take a few minutes to plan their strategy for getting the most out of the next class session, while also encouraging that they return to Tutorial Services based on their needs. You can also promote Tutor.com as a 24/7 resource for the student.

Technique #4: Predict the next lecture topic

If a student seems to be struggling with following course lectures and topics, discuss study skills and preparation in regard to getting the most out of a class session. Refer to the Study Skills section of this handbook to promote various strategies that may best assist each particular student.

Technique #5: Summarize the procedure / steps / etc.

Sometimes it is more important to go over how an answer was arrived at, rather than reviewing the answer itself. Remember to allow time for the *process* of learning.

Technique #6: Refer to other resources

Some students may need assistance that tutors cannot provide. If this is the case, provide them with the name, location, and contact information for the office(s) that may be helpful to them (see MC3 Resources section of this handbook). You can also consider writing the information down for them and/or emailing them the information if you feel it will be helpful.

Learning Techniques

Tutoring Style: The Seven Intelligences

Psychologist Howard Gardner proposed that individuals do not have one fixed “intelligence,” but at least seven distinct ones that can be developed over time—linguistic, logical-mathematical, spatial, musical-rhythmic, bodily-kinesthetic, interpersonal, and intrapersonal. The following chart summarizes Dr. Gardner’s theory. It is important to be aware of your tutoring style, as well as your tutee’s, in order to enhance the learning process.



*Chart on follow page adapted from Kristen Nelson’s “Nurturing Kids’: Seven Ways of Being Smart,” Instructor July/August 1995.

Intelligence Area:	Is Strong In:	Likes To:	Learns Best Through:	Famous Examples:	Common Misbehaviors:
<i>Verbal/ Linguistic</i>	Reading, writing, telling stories, memorizing dates, thinking in words	Read, write, tell stories, talk, memorize, do word puzzles	Reading, hearing, and seeing words; speaking; writing; discussions	T. S. Eliot, Maya Angelou, Abraham Lincoln	Passing notes, reading during lessons
<i>Logical/ Mathematical</i>	Math, reasoning, logic, problem solving, patterns	Solve problems, question, reason, work with numbers, experiment, use computers	Working with patterns and relationships, classifying, abstract thinking	Albert Einstein, John Dewey, Susanne Langer	Working on math or building things during lessons
<i>Visual/ Spatial</i>	Reading, maps, charts, drawing, puzzles, imagining things, visualization	Design, draw, build, create, daydream, look at pictures	Working with pictures and colors, visualizing, drawing	Pablo Picasso, Frank Lloyd Wright, Georgia O'Keefe, Bobby Fischer	Doodling, drawing, daydreaming
<i>Bodily/ Kinesthetic</i>	Athletics, dancing, acting, crafts, using tools	Play sports, dance, move around, touch and talk, use body language	Touching, moving, processing knowledge through bodily sensations	Charlie Chaplin, Michael Jordan, Martha Graham	Fidgeting, wandering around the room
<i>Musical/ Rhythmic</i>	Singing, picking up sounds, remembering melodies, rhythms	Sing, hum, play an instrument, listen to music	Rhythm, melody, singing, listening to music and melodies	Leonard Bernstein, Mozart, Ella Fitzgerald	Tapping pencil or feet
<i>Interpersonal/ Social</i>	Understanding people, leading, organizing, communicating, resolving conflicts	Have friends, talk to people, join groups	Sharing, comparing, relating, interviewing, cooperating	Mohandas Gandhi, Ronald Reagan, Mother Teresa	Talking, passing notes
<i>Intrapersonal/ Introspective</i>	Understanding self, recognizing strengths and weaknesses, setting goals	Work alone, reflect, pursue interests	Working alone, self-paced projects, reflecting	Eleanor Roosevelt, Sigmund Freud, Thomas Merton	Conflicting with others

Levels of Learning

Questions should be posed that encourage thinking at each of the following levels of learning. Often questions only stimulate thinking at the knowledge, comprehension or application stages. To engage the tutee in active learning it is best to stimulate thinking at all levels by varying the questions asked.

Level of Learning	Type of Thinking	Examples
Knowledge (Remembering)	Remembering or identifying something without necessarily understanding it, using it or changing it.	Define... What is the sum of...? How many are there?
Comprehension (Understanding)	Demonstrating understanding of the concepts; transforming, reorganizing or interpreting.	In your own words... Compare... What is the main idea of...?
Application (Applying)	Using a general concept to solve a specific problem.	Calculate the area of... Apply the rule of...to solve...
Analysis (Analyzing)	Breaking a problem down into parts and analyzing conclusions to see if they are supported by evidence.	Make a graph of... Interpret the results... Does the answer seem reasonable?
Synthesis (Creating)	Original thinking, plan, proposal, design or approach.	How would you start? How many ways can you...? What would happen if...?
Evaluation (Evaluating)	Judging the value of ideas and offering opinions.	Which method is the most effective? Is there a better solution?

**Adapted from Education Psychology 9th edition. Anita Woolfolk. 2004*

Individual Differences in Learning Behaviors/Preferences

During the semester, you will meet with a variety of students. Some will be very specific in their requests, and others will want help on everything covered in the course. Some students will seek help voluntarily, and others may be fulfilling a mandatory tutoring requirement or suggestion from a faculty member. Consequently, the same type of approach may not work with every student. A friendly nature and a non-threatening demeanor are certainly positive elements you can use in every tutoring situation. Beyond that, it is up to you to assess what will work best for a particular student.

Factors that Influence Learning

Once a student has determined his or her learning style, it is important to consider the factors that can influence their learning both positively and negatively. For most people four or five of the following elements become extremely important as we attempt to learn new or difficult information.

- Environmental Factors – sound, light, temperature, room design
- Emotional Factors – motivation, responsibility
- Sociological Factors – work individually, work with peers, work on a team
- Physical Factors – time, transportation, food intake
- Psychological Factors – right/left brain, impulsive/reflective

By paying attention to the elements that most affect a person's learning you are being attentive to their learning style.

Listed below are various student learning styles, their characteristics, and the type of tutoring approach that seems to work best with each one. Please note that this list is not meant to be comprehensive; it intends only to specify major categories.

LEARNING BEHAVIOR:	CHARACTERIZED BY:	TUTORING APPROACH:
Blocking	<ul style="list-style-type: none"> ▪ Low frustration level ▪ Low tolerance level ▪ Hopeless attitude <p>“It’s beyond me.” “I’m stuck.” “I can’t do this.”</p>	<p>Determine what students do know and discuss the foundation of that knowledge. Begin from what is known and build, in simple steps, to increasingly complex material. Offer continual support. Reinforce success consistently.</p>
Confusion	<ul style="list-style-type: none"> ▪ Bafflement ▪ Disorganization ▪ Helpless feeling about class <p>“I just don’t know what to do.” “I don’t know what the professor wants.” “I studied for the test and still got a ‘D’.” “I’m just not sure where we’re going.”</p>	<p>Use the same approaches listed for Blocking. Give structure and order to tutoring sessions and the material. Determine exactly what the assignment is, that is, its purpose, format, and requirements.</p>
Resisting	<ul style="list-style-type: none"> ▪ Variations of sullenness, boredom, hostility, passivity ▪ Lack of interest in class or tutoring ▪ Defensive posture toward class or tutoring 	<p>Allow students to vent, but do not take sides. Spend some time building a relationship; you will probably see the students more than once. Be practical, yet understanding, e.g., “I know this class doesn’t really interest you, but you need it to graduate. Try to make the best of it.”</p>
Miracle Seeking	<ul style="list-style-type: none"> ▪ Global interest or concern but no specificity ▪ Enthusiastic about being tutored but fairly passive in actual tutoring process ▪ High and often inappropriate level of expectations ▪ Evasion or inability to concentrate on a concrete task <p>“I need help with everything.”</p>	<p>Downplay the tutor’s role, for example, “I’ve just simply had more exposure to this stuff, that’s all.” Focus, again and again, on the specific task. Involve students with questions and problems. Explain the significance of active participation in the learning process, e.g., “You learn by doing. My role is to review your work, not do it for you.”</p>
Over-Enthusiasm	<ul style="list-style-type: none"> ▪ High expectations ▪ High demands on self ▪ Talk of limited time Long-range goals v. immediate tasks ▪ Global interest or enthusiasm <p>“If I don’t pass these three computer classes, I’ll never get my degree.”</p>	<p>Explain the counterproductive nature of this eagerness, e.g., “You’re going to wear yourself out if you try to do all that in one week. Let’s establish some priorities and realistic goals.” Focus, again and again, on the specific task. Involve students with questions and problems.</p>

Passivity	<ul style="list-style-type: none"> ▪ Noninvolvement ▪ Inattention ▪ Boredom ▪ Little discussion initiated ▪ Few questions 	<p>Empathize, e.g., “You’re not crazy about asking a lot of questions in class, are you?” or “It’s pretty much of a drag to sit here, isn’t it?”. Attempt to establish a good rapport. Use as many mobilizing techniques as possible, such as questions, problems, or mini-tasks to be accomplished by the next session. Reinforce all activities and successes.</p>
Evasion	<ul style="list-style-type: none"> ▪ Manipulation “Could you do this for me?” ▪ Glibness v. focused writing or problem-solving skills 	<p>Downplay your role as tutor and emphasize the need for students’ active participation. Focus students on specific tasks with questions or problems. If evasion continues, ask, in a nonthreatening way, why the student has come for tutoring and what the expectations are, e.g., “You know, we’ve met several times now, but we haven’t gotten much done. What do you think we should plan for future sessions?”</p>

Active Learning

Imagine a tutor is helping a student work a homework problem. What are the differences between passive learning and active learning?

Passive Learning:

Tutor: "Here, let me show you how to do that."

Active Learning:

Tutor: "What section of the textbook discusses this?"

Passive is when...

- Tutor lectures or explains without engaging the student with questions.
- Tutor answers the student's questions rather than asking the student to call upon prior knowledge and skill to try to figure them out, or to consult the lecture notes, textbook, or other reference materials.
- Tutor solves homework problems rather than asking the student to solve them.

Active is when ...

- The student does something to participate in learning to seek mastery of the material.
- Activities are structured so that the student is required to do the work.
- The student is engaged in the process summarizing the content he or she has learned.

Active learning has the following effect:

- It makes tutoring more interesting and fun.
- It fosters appreciation of learning.
- It helps students practice self expression, critical thinking, and self initiated inquiry.

How to Stimulate Active Learning While Tutoring

The Prompt Response Method

A prompt is a statement or a question that requests a response. Generally, tutors prompt with a question and students respond.

The following scenario is an example of the Prompt-Response Method:

Tutor (prompt): "How do I find the horizontal intercepts?"

Student (response): "I plug zero in the y and solve for x."

The tutor's prompt is a leading question, a very common tutoring technique. This question helped the tutor identify the information the student has already mastered. Tutor initiated prompts should be questions designed to engage the student. See the 'Asking the Right Questions' section of this manual for more information about effective questioning techniques.

Another example of using the Prompt-Response Method:

Student (prompt): "I don't get the difference between a domain and range."

Tutor (response): "What do you know about domain and range?"

The tutor did not answer the student's question, but instead responded with another prompt in the form of a question. Again the tutor offered a prompt to help clarify for both of them the student's level of knowledge.

Advantages of Tutor Prompt Student Respond

- Focuses attention on the topic keeps the session on track.
- Focuses attention on the student, not the tutor.
- The student is an active learner.
- Helps the student gain self confidence as a learner.
- The tutor can assess the student's knowledge and understanding.
- Demonstrates an effective learning strategy that the student can apply independently.

Disadvantages of Tutor Prompt Student Respond

- Can turn into a frustrating guessing game (Guess what's in my head?).
- Can become an interrogation (Since you don't know A, then do you know B?).
- Can be frustrating for the tutor if the student doesn't respond.
- Student may come to feel inadequate.
- Questions may seem like threats.
- Questions may be seen as prompts for thought and consideration rather than a response.
- Some students respond better to being shown what to know and then asked to repeat it.
- Sometimes it is more efficient to exchange information rather than prompt.

Common Prompts and Responses

Common Prompts:	Common Responses:
<p><i>A direct question:</i> "What is a light year?"</p>	<p><i>Answer a question:</i> "A light year is the distance traveled by light in a year."</p>
<p><i>A fill-in question:</i> "A light year is..."</p>	<p><i>Explain an answer:</i> -How we arrived at our answer. -The thought process underlying a process or concept.</p>
<p><i>Challenge with problems:</i> "A star is 1000 light years from earth. How far away is that in miles?"</p>	<p><i>Summarize progress so far:</i> -The steps to arrive at an answer. -The relationship of one concept to another.</p>
<p><i>Be a devil's advocate:</i> "I don't believe in black holes. How do you know they actually exist?"</p>	<p><i>Evaluate:</i> -How the student is progressing. -How tutoring is progressing. -How tutoring is structured.</p>
<p><i>Seek alternatives:</i> "I've heard it said the other way, how do you know this is right?"</p>	
<p><i>Missing piece:</i> "Light travels at 186,000 miles per second. Now, can you calculate a light year?"</p>	
<p><i>Brainstorm:</i> "What else can we think of to explain that?"</p>	

Tips for using the Prompt Response Method

1. Wait...be patient. Give the student time to think about and respond to a prompt. Don't rush to fill in the answer.
2. Ask one question at a time. Don't ask questions in rapid fire succession or it will seem like an inquisition.
3. Use learning resources. Use the text, lecture notes, and other learning resources to demonstrate where to find answer to questions. Don't give message that the tutor is the only source of information.

Active Listening Skills

Arguably, active listening is the single most important tool in a tutor's toolbox. While it sounds simple, active listening requires a blend of techniques that convey your interest and attention to the tutee.

Attentive Body Language & Nonverbal Cues

- Does your posture convey interest to the tutee?
- Are your facial expressions appropriate to topic you are discussing?
- Do you nod, or use other non-verbal signals to indicate your attention to what the tutee is saying?

Closed and Open-Ended Questions

Closed Questions are used for purposes of gathering information quickly. They usually elicit "Yes/No", or brief answers.

Examples include:

- What is your name?
- What class is this assignment for?
- Did you bring your class notes with you today?

These can be used to learn more about the tutee in the preliminary stages of a tutoring session or get a talkative tutee back on track.

Open-Ended Questions are broad and could have many answers depending on the student's knowledge or feelings. Typically, they elicit long, full responses from the tutee.

Examples include:

- What brought you in here today?
- What kind of feedback have you been getting from your instructor?
- Which parts of this assignment do you feel confident about?
- How does that make you feel?

These are wonderful for learning more about how your tutee thinks, assessing strengths and weaknesses, helping the student gain a sense of agency or self-awareness—in short, doing all of the things we want a productive tutoring session to do.

A small cautionary note: for some students, too many of these questions can be overwhelming, especially if they are feeling utterly lost/confused. Attending to your tutee's nonverbal cues can alert you to a student's feelings in this situation and help you adjust your conversation accordingly.

Paraphrasing

- Do you sometimes restate the speaker's ideas in your own words?

- For example, “What I think I’m hearing you say is that....”

Summary

- After covering broad topics or large chunks of material, do you revisit the main ideas?
- Do you also summarize what the student has accomplished at the end of each session?

Reflection

In this case, we are talking about serving as a mirror or “reflecting” back to the tutee attitudes, feelings, areas of understanding, etc. that we have noted during the session.

- You seem really frustrated today
- It looks like this assignment is going more smoothly than last week’s
- Hmm. Is it fair to say that you feel clear about Concept A, but are still a little confused about Concept B?

Difficult Situations

We all encounter situations while tutoring that challenge us, take us off guard, or leave us wondering, *what just happened?* Alas, there are no magic solutions or one-size-fits-all answers for resolving these situations. As you gain experience, you may refine or add to the suggestions listed here.

- Reach out: ask another tutor, a professional staff member, or the Director of Tutorial Services
- Know your resources
- Have the courage to admit you don’t know an answer and use the opportunity to model your problem solving process by turning to appropriate resources: be assertive
- Never stay in an uncomfortable or dangerous situation! You have the right to feel safe at all times. If you do not feel comfortable, first get to a safe location. Then, using your best judgement, alert one or more of the following: the Director of Tutorial Services, Campus Safety, or emergency services (dial 911)

Active Listening Strategies

How to Listen So That You Really Hear

Good listening skills are one of the most vital qualities of a tutor. The better you listen, the more you will understand. The more you show understanding, the more your tutee will talk. For a tutoring session to be successful, a non-judgmental atmosphere is critical, as is your ability to understand the other person's point of view.

Active Listening intentionally focuses on the speaker in order to understand what he or she is really saying. Active listening is more than just hearing, it's hearing with the focus placed on what the speaker is saying and reserving your reply until comprehension is complete. An active listener never interrupts the speaker and always listens to understand. Once the speaker has finished, an active listener is able to paraphrase the speaker's remarks including both verbal and nonverbal cues.

Good summary phrases include:

"What you're saying is..."

"It seems to me what your saying is..."

"You sound..."

"It sounds to me like..."

Empathy is imagining oneself in another person's situation and experiencing that situation from their point of view. You try to become the other person so you can understand the reasons behind their feelings.

You communicate empathy with feedback: After listening to the other person, you "feed back" a summary of what you heard, focusing on both the person's emotions and the reason(s) for them ("You feel this way because . . ."). For example,

Student: "I can't believe I bombed that Chem exam. I studied and studied and I can't figure out why I can't get it. I don't want to blame the professor, but the average was only 47; no one I talked to did OK either. I need to do well in this class. I'm getting desperate."

Tutor: Your distress is understandable. It's really frustrating to work so hard and not have things turn out and not know why.

The tutor's response focused on the student's emotions by using the words "distress" and "frustrated."

The Tutor did not:

judge - "You should have studied harder"

negate - "Don't feel that way. It's only one test."

sympathize - "Sometimes professors can be such jerks"

rescue - "It's too bad. I'm sure you'll do better next time."

own - "It's my fault for not focusing on those problem sets."

In summary, the process of actively listening and communicating empathy allows the tutee to control the direction, pace and conclusion of the tutoring session. The tutee does most of the work which better equips him or her to answer similar questions in the future.

Common Listening Challenges

1. Subject or speaker is uninteresting or boring.

- Active Listener – Listens closely for information that can be important and useful.
- Inactive Listener – Becomes distanced from the listening experience, loses focus, daydreams, chats or sleeps.

2. Criticizing the speaker's delivery.

- Active Listener – Pays attention to the content and reserves judgment until the talk is over.
- Inactive Listener – Criticizes the speaker's voice or delivery and decides the speaker won't say anything important.

3. Disagreeing with the speaker's message.

- Active Listener – Writes down what they disagree with for later discussion and continues to listen.
- Inactive Listener – Becomes so involved with contradicting the speaker and stops listening.

4. Listening only for facts.

- Active Listener – Listens for main ideas and themes and notes the facts that support them.
- Inactive Listener – Focuses only on facts and believes the rest of the speaker's talk is only opinion.

5. Trying to outline the talk.

- Active Listener – Listens for the main ideas and organizes them once the speaker has finished.
- Inactive Listener – Loses main ideas and themes because time is spent trying to organize and find a pattern.

6. Faking attention.

- Active Listener – Continually refocuses attention on the speaker knowing that attention may sometimes wander.
- Inactive Listener – Is present in body but not mind.

7. Allowing distractions.

- Active Listener – Filters out distractions and concentrates on what's being said.
- Inactive Listener – Uses distractions as an excuse to stop listening.

8. Evading or avoiding difficult material.

- Active Listener – Desires to learn something new and is not afraid of complicated ideas.
- Inactive Listener – Gives up when material is complicated and tunes out the speaker.

9. Letting emotion-laden words throw you off focus.

- Active Listener – Listens very carefully to understand the speaker's point of view before challenging what is said.

- Inactive Listener – Gets upset at words which trigger certain emotions and stops listening.

Study Skills

There are times when students may comprehend the course material, but may have trouble retaining it or need assistance in finding the right learning style. Below are some study skills tips and tricks you may find helpful to share with students and/or demonstrate for them so they can be successful. These are skills that can help both within the subject for which they have come to tutoring as well as in all of their other courses at MC3 and in the future.

Note Taking

1. Full-sized, three-ring notebooks are best for containing all lecture notes, handouts, and notes from the text and readings. Why? Pages can be arranged chronologically with pertinent handouts inserted into lecture notes for easy reference. If you miss a lecture, you can easily add missing notes. Course materials are kept all together.
2. Date and number your note pages and your handouts. It will help with continuity.
3. Give yourself plenty of blank spaces in your notes, as well as plenty of room to write. This will allow you to make additional notes, sketch helpful graphics, or write textbook references. Your notes will be easier to read if you write in pen and use only one side of the paper.
4. Law-ruled or summary-margin paper is helpful with a three-inch margin on the left side of the page. If you can't find this paper, draw the margin on each piece of paper. This sets one up for using the Cornell format of note taking. Write your notes on the right side of the line. After the lecture, use the left margin for key words or phrases, or sample questions when you review the notes.
5. Take as many notes as you can. If you miss something, leave a space; you may be able to fill in the blanks later. Do not stop taking notes if you are confused or if you want to ponder a particular concept. You will have time for that later. Abbreviations are extremely helpful. Suggestions for abbreviations are listed later in this section.
6. It may be difficult to make your notes look great or to have them extremely organized as you write them. Work with your notes as soon after class as possible when your recall is at its best. You may be able to fill in some blanks. Color coding can bring some organization to your notes. For example, identify concepts and categories by highlighting items with a particular color. If you still have problems organizing your notes, begin to formulate a specific question to ask your professor or your SI group.
7. As you review your notes, look at the information as answers to questions. As these questions become clearer to you, jot down the questions in the left margin. You may also write key words or phrases in the left hand margin that cue your recall of definitions, theories, models, or examples. Now you are ready to try to recall the information in your notes. Cover the right side of your notes, leaving only these cues (whether there are questions or key words) to test yourself.
8. As you begin to put the material of the course together, add a generic question - WHY? - to your answers. You need to know why any particular answer is correct. You need to know why the information is pertinent to the course. This will also prepare you for essay exams.

Note Cards

Creating and using note cards can alleviate anxiety about remembering facts throughout an academic term, as well as provide a portable study tool. An additional advantage of using note cards is to present written information out-of-sequence. This will help you learn the information free of association to the information proceeding and following it.

Procedure:

1. Three-by-five cards can hold important information from notes and reading. Write the cue or question on one side of the card and write the definition, description or answer on the other side.
2. Begin compiling the cards early in the term. Carry the cards with you and review the information many times during the day and evening.
3. The information that does not come to mind readily can be reviewed more often or placed in a “critical” stack. Repetition is the best way to learn the material.

Mnemonic Devices

Mnemonic devices are aids for improving one’s memory. These devices can be much more efficient than rote memory techniques (learning by simple repetition). Mnemonic devices generally attach new information to be learned to old information already mastered, or to catch words or phrases that are more easily remembered.

**There are many internet sites for mnemonics, and you can consider exploring these on your own to develop new learning devices!*

Jingles

Days in each month— “30 days hath September, April, June and November” Spelling generalization—“i before e except after c”

Acronyms (catchwords)

The Great Lakes— **HOMES**

The only spot in the U.S. where four states meet – **CANU** (**C**olorado, **A**rizona, **N**ew Mexico, **U**tah)

Acrostics (catch phrases)

The colors of the spectrum – *Roy G. Biv*

The order of the planets from the sun – *My very educated mother just served us noodles*

(**M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune)

Order of Operations – *Please Excuse My Dear Aunt Sally* (**P**arenthesis, **E**xponents, **M**ultiplication, **A**ddition, **S**ubtraction)

Procedure for Developing Acronyms and Acrostics (Catchwords/Phrases):

Step 1: Present information to be learned. Underline the first letter of each word.

Step 2: Devise a word or phrase (nonsense or otherwise) using each letter underlined.

For example: Psychology - 4 symptoms of schizophrenia

1) withdrawal 2) hallucinations 3) inappropriate emotional response 4) delusions

Catchword: *whid*

For example: Chemistry - 7 diatomic molecules

Bromine, Hydrogen, Chlorine, Fluorine, Oxygen, Nitrogen, Iodine

Catch phrase: *Brian helps Claire find out new ideas.*

To use this for a series of phrases, first circle the key word. Then, underline the first letter of each key word and form the catchword/phrase as outlined below.

For example: Psychology - Abraham Maslow's theory of basic human needs:

1) biological 2) safety 3) companionship 4) esteem 5) and self-actualization can become the

catch phrase: *Bob sings clearly each afternoon.*

Eight Ways to Abbreviate

1. Symbols and graphics

& = and

w/ = with

(), { }, [] = information that belongs together

≠ not equal

* = important

** = very important

w/o = without

= number

< = greater than

> = less than

\$ = cost or money

vs. = versus or against

2. Abbreviations (*don't worry about punctuation*)

cf = compare

NYC = New York City

mx = maximum

eg = for example

dept - department

mn = minimum

3. Use only the first syllable of the word

pol = politics

dem = democracy

lib = liberal

4. Use the first syllable and only the first letter of the second

subj = subject

cons = conservative

5. Eliminate the final letters; just use enough to recognize the abbreviation

assoc = association

intro = introduction

biol = biology

concl = conclusion

rep = repetition

info = information

6. Omit vowels from the middle to words

bkgrd = background

gov = governor

pprd = prepared

rdng = reading

estmt = estimate

orgnsm = organism

7. Use apostrophes

gov't = government

am't = amount

cont'd = continued

8. Form a plural of a symbol by adding "s"

co-ops = cooperatives

libs = liberals

/s = ratios

Reading Textbooks

As a Tutor, ask yourself the following questions:

- *What should students know when they finish each/this chapter?*
- *What are the major concepts that the student should understand?*
- *What supporting information or details should they remember on a long-term basis?*
- *What should students be able to do when they finish the chapter?*
- *What background information is essential to perform the required task?*

1. Draw attention to the items you believe are important for success in this course. Ask the student why the items are important.
2. Encourage students to read assignments before the topic is discussed in class. Previewing the readings allows students to better manage their time and information gathering. From time to time do this together in tutoring sessions if needed.
3. Review how to read charts, graphs, and diagrams. Discuss the importance of understanding the information gleaned from the graphic.
4. Help students formulate questions from textbook headings, vocabulary, and diagrams.
5. Integrate lecture notes with readings. Does the information in the text complement or extend the lecture information?
6. Show students how to supplement their notes using the index of the text. For example, topics may not be addressed within the pages assigned. Check the index to see if the topic is addressed in another section of the text.

Consider the SQ3R Technique:

*SQ3R is a proven, step-by-step approach to reading and learning the information held within textbooks: **Survey, Question, Read, Recite, Review.***

1. Survey: Gather the information necessary to focus and formulate goals by reading the chapter title, section headings, introduction, viewing images, etc.
2. Question: Help your mind engage and concentrate by developing a list of questions you think will be answered in each section
3. Read: Fill in the information around the mental structures you have been building by looking for answers to your questions as you read
4. Recite: Stop and recall your questions after reading each section, try to answer them based on the information, look back at the text if necessary
5. Review: See if you can still answer the questions once reading is complete, if not go back and re-read as necessary, then continue on

Textbook Activities

1. Encourage students to prepare their own study guides for chapters.
2. Have students compare two sources of information about the same topic - the text and the lecture. Note information found in both sources as especially important.
3. Preview chapters during tutoring to help students prepare, but be careful you don't put the session in teaching mode. Show them how to prepare, but do not teach the material per se.
4. Have the students survey the chapter for several minutes.

5. Occasionally, the instructor assigns text chapters, but tests only on class notes. It is not a bad study skill for a student to eventually realize this and use the text only as a backup to the notes. Avoid suggesting the text is not important, but de-emphasize it if you find this to be the case when tutoring with students more than once for the same course.

Marking Textbooks

1. *Finish reading before marking.*

Never mark until you have finished reading a full paragraph or headed section and have paused to think about what you just read. This procedure will keep you from grabbing at everything that looks important at first glance.

2. *Be extremely selective.*

Don't underline or jot down so many items that they overload your memory. Be stingy with your markings, but not so brief that you need to read the page again to review.

3. *Use your own words.*

Since your notes in the margins represent your own thinking, they will later be powerful cues to the ideas on the page.

4. *Be brief.*

Underline brief but meaningful phrases, rather than complete sentences. They will make a sharper impression on your memory, and will be easier to use when you recite and review.

5. *Be swift.*

You don't have all day for marking. Read, go back for a mini-overview, and make your markings. Then attack the next portion of the chapter.

6. *Be neat.*

Neatness takes conscious effort, not time. Later when you review, the neat marks will encourage you and save time, since the ideas will be easily and clearly perceived.

7. *Organize facts and ideas under categories.*

Items within categories are far more easily memorized than random facts and ideas.

8. *Try cross-referencing.*

For example, if you find an idea on page 64 that has a direct bearing on an idea back on page 28, draw a little arrow pointing upward and write "28" by it. Do the same thing on page 28. In this way you'll tie the two ideas together in your mind and in your review.

9. *Be systematic.*

There are many ways to mark the text: the use of asterisks, underlining, circling items and the use of top and bottom margins for longer notations. Use the ideas that appeal to you, but use them consistently so you will remember what they mean at review time.

True/False Exam Questions

1. *Remember to read the directions for the exam before you begin and read each question carefully.* Remember that if any part of a statement is false, the entire statement is false. Most questions contain a combination of who, what, when, where, or how facts. If any one of those facts are wrong, the entire statement is false.
2. *Determine the number of questions and budget your time.* Many times when True/False questions are given there are a large number of questions. If so, answer each question quickly. It may not be worth a lot of time to get one question right if the question is only worth two points on a 100 point test.

3. *Look for qualifiers.* Words like *never, all, none, only,* and *always* generally indicate a statement is false. *On the other hand, sometimes, generally, often, frequently and mostly* indicate that a statement is true.
4. *Answer the questions you know first.* Often answers to questions you don't know are discussed in other questions. Go back to answer the difficult questions later.
5. *When guessing, do not change answers.* Research indicates your first answer is usually best. However, don't be afraid to change answers when you have a good reason for doing so.
6. *Answer all questions.* Unless points are deducted for incorrect responses, leave enough time to answer all questions. Mark all remaining or unfinished questions true; in a true/false exam a slight majority of the answers are usually true.
7. *"Reason" statements tend to be false.* When something is given as the "reason" or "cause" or "because" of something else, the statement will tend to be false.

Multiple Choice Exam Questions

1. *Remember to read the directions for the exam before you begin.*
2. *Attempt to answer the question without looking at the options.*
 - a. If necessary, cover the answers with your hand.
3. *Eliminate the distracters.*
 - a. Analyze the options as true/false questions. In a negatively worded question (as in "which of the following are NOT . . ."), put true or false beside each option, then simply select the false statement.
4. *Never be afraid to use common sense in determining your answer.*
 - a. It is easy to confuse yourself by attempting to recall the "right" answer rather than simply reasoning through the question. Make sure your answer makes sense.
5. *Answer the questions you know first.*
 - a. Often answers to questions you do not know are supplied in other questions. Go back to answer the difficult questions later.
6. *When guessing, do not change answers.*
 - a. Research indicates your first answer is usually best. However, do not be afraid to change answers when you have a good reason for doing so.
7. *When guessing, choose answers that are not the first or last option.* Research indicates that the middle option with the most words is usually correct.
8. *Answer all questions.*
 - a. Unless points are deducted for incorrect responses, make sure to answer all questions.
9. *If the first option is a correct one, look at the last option to make sure it is not an "all of the above" option.*
 - a. The same is true for the "none of the above" questions.
10. *If options appear similar, chances are one of them is the correct response.* The same is true for quantities that are almost the same.
11. *Allow time at the end to check for carelessness.*

Matching Exam Questions

1. *Remember to read the directions for the exam before you begin.*
2. *Determine the pattern of the matching questions.*
 - a. Take a moment before you begin answering questions to determine exactly what is being matched. Are they people with quotes, words with definitions, or events with descriptions?
3. *Answer the questions you know first.*
 - a. Often answers to questions you don't know are supplied in other questions. Go back to answer the difficult questions later.
4. *Choose the longest column to read first.*
 - a. One column will generally have more reading material than the other. If you begin by reading the column with the greatest amount of reading, matching it to the column with the least amount of reading, you can avoid having to reread the lengthy material each time.
5. *With each answer cross out the items used from both columns.*
 - a. This will help you save time by not rereading the material and help you answer more difficult questions by visually taking you through the process of elimination.

Essay Exam Questions

1. *Remember to read the directions for the exam before you begin, and to reread the exam at the end.*
2. *Do not study for total recall of names, dates, facts, and figures as you might for an objective test. Do not merely memorize material.*
3. *Learn main ideas, key terms, steps in an argument, stages in a process.*
 - a. Also memorize verbatim at least some key phrases, definitions, or short passages. These will give an authoritative air to your answer.
4. *Anticipate exam questions.*
 - a. If you have studied both the fall of Greece and the fall of Rome since the last test, you can anticipate a question which asks you to compare and contrast these.
6. *Read through the whole test first.*
 - a. Answers will come to mind immediately for some questions. Jot down key words now while they are fresh in mind, but don't start writing your answer.
7. *Budget your time.*
 - a. Allow enough time at the end to go back and finish incomplete answers and to proofread your paper. When the time is up for one question, stop writing and begin the next one. Try not to leave any questions completely unanswered.
8. *Answer the questions you know best first.*
 - a. And don't panic about any you think you do not know. Stay calm.
9. *Take time to structure your answer, even if you are in a hurry.*
 - a. Whenever you can, work from a brief outline jotted down on scratch paper before you begin to write. Select what is clearly relevant; try to avoid a rambling effect.
10. *Come straight to the point in your answer.*

- a. Make your very first sentence sum up your main point. If you are writing a lengthy answer, summarize the key points you intend to make in the introduction.

11. *Qualify answers when in doubt.*

- a. It is better to say "Toward the end of the 19th century" than to say in "1884" when you can't remember whether it's 1884 or 1894.

Common Words Used in Exams

Compare—Examine qualities, or characteristics, in order to determine resemblances.

Contrast—Stress dissimilarities, differences, or unlikeness of associated things.

Criticize—Express judgment with respect to correctness or merit of the factors.

Define—Write concise, clear, authoritative meanings, keeping in mind the class to which the item belongs, and whatever differentiated it from all other classes.

Discuss—Examine, analyze carefully, and present considerations pro and con.

Enumerate—A list or outline form of reply. Recount, one by one, using concise form.

Evaluate—Present a careful appraisal, stressing both advantages and limitations.

Explain—Clarify, elucidate, and interpret the material you present.

Illustrate—Present a figure, diagram, or concrete example.

Interpret—Translate, exemplify, or comment upon the subject, and give your reaction.

Justify—Prove your thesis or show grounds for decision.

Outline—Give main points and supplementary materials in a systematic manner.

Prove—Establish something with certainty by citing evidence or by logical reasoning.

Relate—Emphasize connections and associations.

Review—Analyze and comment briefly, in organized sequence, upon the major points.

State—Express the high points in brief, clear form.

Summarize—Give in condensed form the main points or facts.

Trace—Give a description of progress, sequence, or development from point of origin.

Short Answer/Fill in the Blank Exam Questions

1. *Remember to read the directions for the exam before you begin.*
2. *There are few, if any, "tricks" for this type of exam question.*
 - a. Only one of a dozen publications on "test taking skills" surveyed for this topic had a category for short answer/ fill in the blank questions (this entry contained only two paragraphs that were each only two lines long)!
3. *It is best to "over study?"*
 - a. You need to know your subject backwards and forwards; the chances are that you will either know it or you will not. Unlike an essay test you will not have the opportunity to reveal what you do know in place of what you do not know.
4. *Answer the questions you know first.*
 - a. Often answers to questions you do not know are supplied in other questions. Go back to answer the difficult questions later.
5. *When you prepare for the exam, focus on facts and key words.*
 - a. Look over the materials as though you were going to write the exam. Try to predict questions appropriate for this type of exam.

A Dozen Reasons to Review a Returned Test

1. Check the point total to make sure it is right. Look for mistakes in grading.
2. Know what questions you missed and why you missed them. The reason you missed the question is often as important as the correct answer.
3. Study the instructor's comments, especially for essay questions, so that you will know what is expected next time.
4. Look for the kinds of questions the instructor likes to use.
5. See if the questions came from the text or the lecture. Concentrate more on that source for the next exam.
6. Correct and understand what you missed. This is information you need to know. It may appear on a later test or the final.
7. Analyze the type of problems you missed so you can review strategies for that type of question.
8. Review to get an idea of what kind of test the instructor might give next time.
9. Review to put information back into long term memory.
10. You want to ask questions while the test is "fresh."
11. Review how you studied for the exam. Look for better ways.
12. Reviewing gives you a good reason to talk to your professors and let them know you want to improve.

Test Analysis

Problem Area	Potentially Related Factors	Assessment Needed	Possible Interventions
<p>1. Lack of Knowledge of Subject</p>	<p>Poor retention of information</p> <p>Inadequate lecture notes</p> <p>Failure to understand concept well enough to apply knowledge correctly</p>	<p>Did you spend adequate time in review?</p> <p>Was the information needed to answer the questions given in lecture or in textbook? If it was given in lecture, check to see if the information is adequately recorded in your notes.</p> <p>Pinpoint what you did not understand.</p>	<p>Have you built in review time in your schedule? Did you set up a pre-exam study review schedule? Did you make use of summary sheets, maps, flash cards, etc. for drilling on important information?</p> <p>Set up note-sharing with a peer tutor. Share notes with others in study group. Get help in improving note-taking skills. Record lectures with a recorder (such as Dictaphone app) and then complete notes from the recording after class.</p> <p>Study with the goal of understanding. Compare textbook with other sources in order to clarify concepts. Seek help from instructors. Set up tutoring with the goal of discussing important concepts, including possible applications. Discuss concepts with other students in a study group. Check your summary sheets or maps to see if they were prepared to show relationships.</p>
<p>2. Inadequate English Language Skills:</p> <p>Reading Comprehension</p> <p>Vocabulary</p>	<p>Failure to understand the meaning of the question(s) and/or answer(s).</p> <p>Inadequate vocabulary to understand the meanings of question(s) or answer option(s).</p>	<p>Did you restate or explain the question or answer options before answering the questions?</p> <p>Check to see if you can explain the meaning of word(s) which caused the difficulty.</p>	<p>Seek clarification from the instructor to be sure the question or option is understood correctly. Seek help with reading comprehension skills.</p> <p>Look up all unfamiliar words in a dictionary or glossary when studying.</p>

<p>Reading Speed</p>	<p>Lack of time to complete all items on examination or unwise use of time.</p> <p>Lack of time to complete all items on examination or unwise use of time.</p>	<p>Did you answer all items? Were items left undone or unfinished due to lack of time?</p>	<p>Make a list of all new vocabulary encountered. Make flash cards of all new vocabulary words with their meanings. Drill with these flashcards. Use the words in sentences. Practice pronouncing the words.</p> <p>Did you budget test time? Did you follow the steps in your test-taking plan? Did you spend an inordinate amount of time on some of the questions? Discuss with instructor(s) whether it is possible to have extra time to complete exams. <i>If you think you may be a candidate for extended time on tests, reach out to Disability Services for information.</i> Get help to improve reading rate.</p>
<p>3. Exam Panic:</p> <p>Unable to Concentrate During the Exam</p> <p>“Easy” Questions Answered Incorrectly</p>	<p>Questions or answer options not read carefully enough.</p> <p>Good exam techniques not used on “easy” questions as well as “hard” questions.</p>	<p>Were you able to answer the questions correctly immediately after the exam or now during exam analysis?</p>	<p>Practice good exam techniques so that you have a specific routine to follow in answering every exam question.</p> <p>A. Concentrate on what the question is asking: -Underline key words -Jot down own answer before looking at the answer options</p> <p>B. Consider each option carefully: -Underline keywords -Mark each option as “true”, “false”, or “?”</p> <p>C. Choose answer using information you have learned during the course</p> <p>Use good techniques on every question—not just those that are difficult!</p>
<p>4. Poor Exam Skills:</p>			

<p>Did Not Consider Each Option Carefully</p>	<p>Made snap decision on an answer choice without thinking through each option.</p>		<p>Underline key words in options. Compare your “pool” of possible answers with answer options on exam. Mark each option as “true”, “false”, or “?”</p>
<p>Changed Answer from Right to Wrong</p>	<p>Attractively worded distracter chosen because of lack of self-confidence or because correct option seemed “too easy”.</p>	<p>How many answers did you change? Calculate the percentage of questions changed from right to wrong.</p>	<p>Choose answer you have marked “true” above one marked? Use knowledge you have learned in the course—do not choose something unfamiliar just because it “sounds good”.</p>
<p>Difficulty with “<i>Except</i>” Questions</p>	<p>Too much read into the question.</p>	<p>Did you have difficulty with “<i>except</i>” questions?</p>	<p>Never change an answer unless you know <i>why</i> the first choice was wrong and/or <i>why</i> the second choice is right. Never change an answer just because of uncertainty or lack of confidence in your knowledge. First impressions are usually right. Later on you may “read” too much into the question.</p>
<p>Failure to Use Time Wisely—Did Not Answer All of the Questions—Failed to Answer a Question Even Though Correct Answer Known</p>	<p>Too much time used on different question(s) with not enough time left to answer all the questions.</p>	<p>Were all questions answered? Did you know the correct answer to questions not answered on the exam?</p>	<p>Disregard the word “<i>except</i>”. Mark each option as “true”, “false”, or “?” Choose the answer that is different from the others. Reread stem (including “<i>except</i>”) with answer option chosen to be sure your answer makes sense.</p> <p>Answer question easiest for you first, in order to build up confidence and get the most credit for what you know. Answer moderately difficult questions next. Leave the most difficult questions until last. Give more time to questions worth more points. Make use of all information in the test;</p>

<p>Did Not Answer Question Adequately (Essay or Short Answer Questions)</p> <p>“Forgot” to Answer Question</p> <p>Marked Wrong Answer “By Mistake”</p>	<p>Carelessness or lack of concentration.</p> <p>Carelessness or lack of concentration.</p>		<p>look for memory joggers as you work through the test.</p> <p>Outline all key points before writing answer for an essay question.</p> <p>Do not be in a hurry to leave.</p> <p>Take time to recheck paper to be sure all questions have been answered.</p> <p>Take time to check paper for clerical errors.</p> <p>Reread each question with the option you have chosen to be sure you have marked the answer you intended.</p>
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Tutoring Resources

It is essential that Tutors are well-versed in the various resources available to students (in addition to your expertise and guidance!) to assist them with becoming successful in their educational career. Below are a number of useful resources that you may want to utilize in sessions and/or suggest to students as they may be helpful depending on one's learning style and needs.

This list is by no means exhaustive, and is always changing! If you become aware of a beneficial tool that is not listed here, be sure to mention it to the Director of Tutorial Services so that it can be reviewed and potentially added. It is crucial that all Tutors be advised of new channels and vehicles of learning to enhance the tutoring our office provides!

Khan Academy (www.khanacademy.org):

This is a free resource that offers subject-specific assistance and means of learning to all students, both K-12 and university/college level learners. When students register (for FREE!) they gain access to practice exercises, instructional videos, and can track all of this on their personal dashboard.

Crash Course (www.thecrashcourse.com OR <https://www.youtube.com/user/crashcourse>):

Crash course offers assistance in a variety of areas, but mainly focuses on AP level coursework, which is equivalent to some of our introductory and lower-level courses. The website itself translates textbooks into fast-paced videos to supplement subject-matter retention. These videos are available on the main website or the Crash Course YouTube channel.

Quizlet (www.quizlet.com):

Quizlet is a free site offering flash cards, games, and more to help students study for a wide variety of topics. Of all the online learning tools, Quizlet boasts as the most popular online educational service within the United States.

My Study Stack (www.studystack.com):

Similar to Tiny Cards (see below), My Study Stack has both online flashcards and study games. You can also create your own deck of cards if one does not exist that meet's a student's needs.

Padlet (www.padlet.com):

Padlet allows students to organize documents, images, files, etc. in a manner best suited to their learning style. This can be a great resource for those who are visual learners or need help with organization and have found traditional organization techniques ineffective for their needs.

Tiny Cards (<https://tinycards.duolingo.com/>):

Tiny Cards provides flash cards in a variety of different subject areas for student show may benefit from this visual learning style. It also allows one to create their own "deck" of cards if the present options do not meet one's needs. No need to print, you can "flip" through cards on the website in the same manner you would a physical deck of cards.

Dictaphone (app)/Otter AI:

Dictaphone is a free smartphone app for any iOS device which students can download to assist them with following class lectures. They can use this to record/replay lectures (with faculty permission) as needed to help them review the instructor's comments, improve note taking skills by being able to review audio from their prior class session, and can help those that need more time to process information provided audibly.

Otter AI works in the same fashion but can be used on a laptop or PC. This can be a great way to take notes, write a draft of a paper, etc. by having the computer record one's voice into print.

Textbook Online Resources:

Many textbooks now include online study resources, practice questions, practice quizzes, etc. Be sure to check regarding the textbook each student you tutor is assigned for their course to see if any of these additional materials exist. When they pay for the book this is part of what they pay for, so encourage them to use these as necessary as they are often ONLY available to those who purchase the textbook (often an online log in code is provided when the text is purchased)!

MC3 Campus Resources (Central & West)

You may be faced with non-academic questions, ones which could require you to refer students to outside resources. Consider the list of questions below and where you might direct the student asking each question (this is by no means an exhaustive list, but does allow you to prepare for *some* of the questions you may be asked). It is important that Tutors be familiar with *both* the subject-matter material and MCCC campus resources so that they are best able to help students who come to them for assistance. If you are ever unsure where to direct a student, contact the Director of Tutorial Services.

1. *"Someone broke into my car and took my books."*
2. *"English is my second language, and I'm having difficulties following the lectures."*
3. *"I would like to get involved in some campus organizations."*
4. *"My father recently passed away."*
5. *"I have a learning disability."*
6. *"I would like to find out if there are other students here who are from my country."*
7. *"I think I'm going to drop because I can't afford to go to college anymore. I need to work full-time."*

Resources for Students

If you are not sure which of the below resources to utilize, feel free to direct students with questions or concerns to the Student Success Center on either campus as they can assist the student immediately!

Student Success Center

<https://www.mc3.edu/choosing-montco/resources-for-students/student-success-center>

Academic Advising

Student Success Center

215-641-6577

advising@mc3.edu

<https://www.mc3.edu/choosing-montco/academic-support/academic-advising>

Career Services

Student Success Center

215-641-6577

careerservices@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/career-services>

Child Care

Lisa Lindquist (Director)

Central Campus

215-641-6618

llindquist@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/child-care>

Disability Services

College Hall

215-641-6575

disabilities@mc3.edu

<https://www.mc3.edu/choosing-montco/academic-support/disability-services>

English as a Second Language Services

Barbara Aurls (ESL Coordinator)

215-619-7421

bauris@mc3.edu

Marjorie Labe (Non-credit ESL Coordinator)

215-619-7396

mlabe@mc3.edu

<https://www.mc3.edu/degrees-and-programs/esl>

Outreach and Assistance Programs

Student Success Center

215-641-6577

studentsuccess@mc3.edu

ACT101 Scholars

Craig Smith (Director of Retention and Success)

College Hall

215-641-6547

csmith@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/student-success-center/outreach-programs/act-101-scholars>

Gateway to College

Keima Sheriff (Gateway to College Grant Project Director)

College Hall

215-619-7343

ksheriff@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/student-success-center/outreach-programs/gateway-to-college-program>

KEYS

Ingrid Fisher (Director of KEYS Program Services)

College Hall

215-641-6330

keysprogram@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/student-success-center/outreach-programs/keys-program>

Minority Student Mentoring Initiative

Student Success Center

215-641-6577

msmi@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/student-success-center/outreach-programs/minority-student-mentoring-initiative>

Perkins Career Program

Student Success Center

215-641-6577

studentsuccess@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/student-success-center/outreach-programs/perkins-career-program>

POWER Program

Lisa Barbiero (POWER Program Director)

Parkhouse Hall

215-641-6425

lbarbier@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/student-success-center/outreach-programs/power-program>

TRIO Upward Bound

Angela Scott Ferencin (Upward Bound Director)

South Hall

610-718-1943

ascottferencin@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/student-success-center/outreach-programs/trio-upward-bound>

Testing Services

Testing Center (Placement Testing and Testing Services)

College Hall, Library (Central Campus)

South Hall, Room 163 (West Campus)

215-641-6646

testing@mc3.edu

<https://www.mc3.edu/admissions/applying-to-mccc/testing-and-assessment>

Tutoring Services

College Hall, Room 180 (Central Campus)

215-641-6452

South Hall, Room 159 (West Campus)

215-718-1945

tutoring@mc3.edu

<https://www.mc3.edu/choosing-montco/academic-support/tutoring>

Veterans Resources

Veterans Resource Center

215-619-7307

veterans@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/veterans-resource-center>

Health and Wellness Programs

Student Success Center

studentreferral@mc3.edu

<https://www.mc3.edu/choosing-montco/resources-for-students/health-and-wellness>

International Student Services

Dilek Arig (Associate Director of International & ESL Services)

College Hall

215-619-7444

international@mc3.edu

<https://www.mc3.edu/admissions/applying-to-mccc/international-students/student-services>