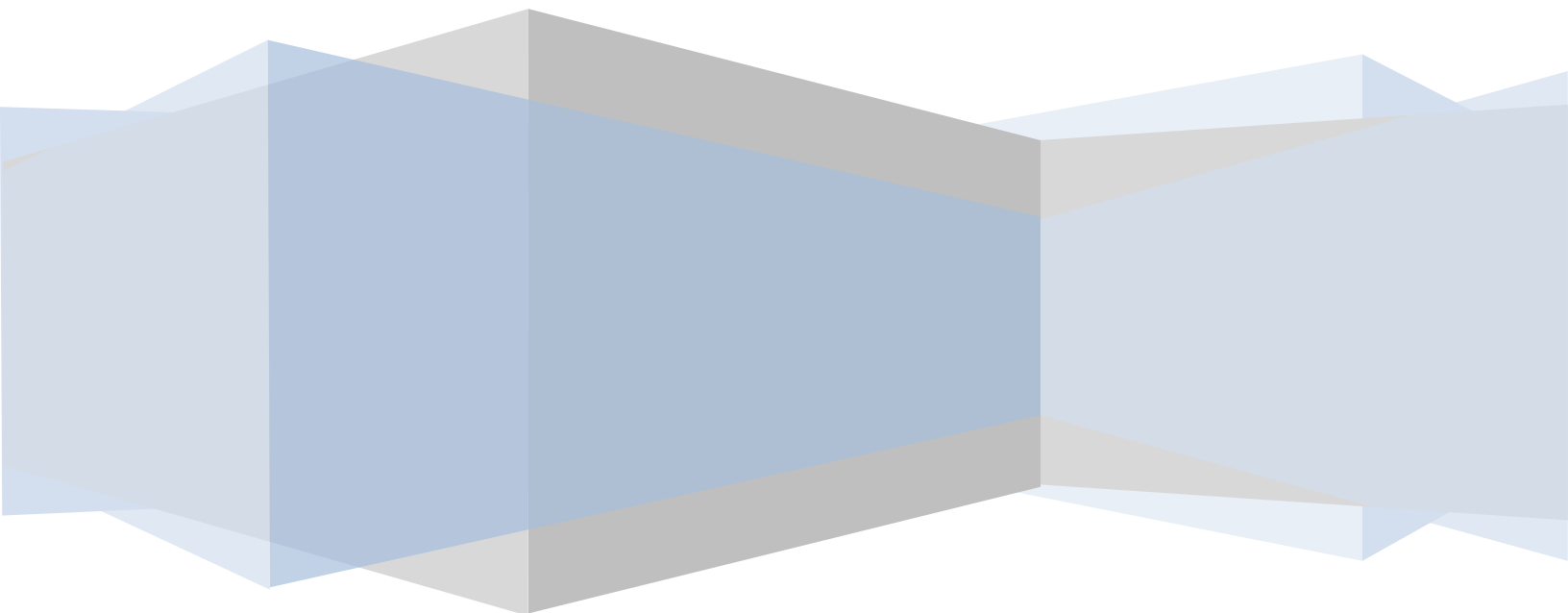# Tutor Training Manual

Center for Excellence in Teaching and Learning
University of Rochester

Welcome to CETL Tutoring

Congratulations! You've been accepted into the CETL tutoring program. We are impressed with your success here at the U of R and are excited to welcome you to your new position as a peer tutor. This booklet and our training program will prepare you for a successful experience as a CETL tutor. Please see the major tenets of our program below.

Philosophy - The goal of our program is to help students become effective learners. In order to do that, tutors will need to encourage, question, guide and model effective learning strategies for their students. Lecturing and solving problems FOR students is NOT the role of the tutor. This may be challenging at times, especially when anxious, overwhelmed, or assertive students are looking for help, but don't worry! We are here to train and support you.

Benefits - The satisfaction of helping a student achieve success is very gratifying. Additionally, tutors often report that tutoring enhances their own study skills and understanding of a particular subject. And, of course, payment is always nice.

Goals - Our goal is helping students achieve THEIR goals. Students come to us with their specific objectives. These might range from simply obtaining a passing grade, to earning an A, or just decreasing test anxiety before an exam. Wherever your students are in the academic process, *our* goal is to help them achieve and teach them how to be effective learners overall.

About CETL - The Center for Excellence in Teaching and Learning supports the College's tradition of excellence by providing students with a wide range of learning support services free of charge. Our services include study skills consulting, study groups, workshop leader support & training, and tutoring. All UR students are encouraged to use any and all of the appropriate CETL services for their benefit.

Again, we warmly welcome you as a CETL tutor. We will do all that we can to ensure that your journey as a tutor is rewarding and useful to both you and your students.

Sincerely,
Robin Frye, Emma Rarich, and Kyle Trenshaw
The Tutor Training Team

Contents

_____

CETL Contact Information

_____

Location: Dewey 1-154
Hours of Operation: Monday-Friday 8AM-5PM
CETL Email: cetl@ur.rochester.edu
Front Desk: 585-275-9049

Robin Frye
Asst Director, Study Skills & Workshop Program
Robin.frye@simon.rochester.edu

Emma Rarich
Tutoring Program Manager
emma.rarich@ur.rochester.edu
585-275-9044

Kyle Trenshaw
STEM Education Specialist
kyle.trenshaw@ur.rochester.edu
585-276-7843

CETL Tutor Job Description and Responsibilities
_____

Purpose

The purpose of tutoring is to help students (tutees) become more independent learners.
Tutors provide individual and/or group tutoring to students across a broad range of
courses. Tutors meet with students on a short or long-term basis to clarify and review
concepts taught in class, describe processes, and help students solve problems. Tutoring is a
supplement, not a substitute, for teaching.

Goals

1. To help students maximize and improve their academic skills
2. To listen and respond to the academic needs of others with energy, sensitivity, and
   patience
3. To reinforce students' understanding of the material
4. To share study skills or other tips for success
5. To refer students to other resources if necessary

Responsibilities

1. Attend necessary tutor training sessions provided by CETL
2. Facilitate active learning by allowing the tutee to determine content and pace of the
   tutoring session
3. Provide guidance and direction to tutees
4. Respond to all communication from your tutees in a timely manner
5. Respond to communication from your supervisor in a timely manner
6. Create and maintain your schedule in WC Online
7. Manage your appointments (this includes cancelling and setting up repeating
   appointments)
8. Maintain records of tutoring sessions in WC Online with Client Report Forms
9. Payroll: Keep records of your hours worked and enter into HRMS
10. Maintain confidentiality of student performance and personal information

Requirements for Successful On-boarding

1. Overall GPA of 3.0 or above and strong academic achievement in your specific
   courses
2. An unofficial copy of your transcript
3. A recommendation from a former Professor or TA
4. Attend the tutor trainings during your first semester tutoring. This will include
   logistical training as well as Best Practices.
5. Demonstrating excellent interpersonal communication skills, self-motivation, and a
   desire to help other UR students achieve academic success

Compensation

Compensation for undergraduate tutors is $12.25 per hour. Graduate tutors receive $12.25 per hour for undergraduate courses and $15 per hour for senior level courses (Emma will specify this).

Supervision

Emma Rarich handles logistics, such as HRMS, Joblink, and WC Online, and teaches the tutor training course (CAS 312). You can email or stop in to talk to Emma, although an appointment is recommended. Robin Frye oversees the program. Kyle Trenshaw is the Stem Education Specialist. We collectively make decisions about hiring, program design, and implementation of initiatives.

The Hiring Process and Payment Information

Once you have applied for the Tutoring Position, through Joblink, you should complete your employment paperwork as soon as possible. It usually takes the Student Employment Office several days to process paperwork and activate you in the system.

Two forms need to be completed for you to be officially hired:

The I-9
The I-9 is needed for you to be eligible for employment and MUST be filled out prior to you starting work. There are two parts to this process- one part can be completed online and the other will need to be done in person in the Financial Aid office with your identification information.

The Wage Theft Protection Act (WTPA)
The WTPA informs you of your rate of pay and pertinent employment information.

If English is not your primary language, CETL will provide you a WTPA in your primary language for your signature. This form is a legal requirement that ensures the University is communicating your job and pay rate to you in the clearest way possible.

How to Complete an Online I-9

You can check *FAJoblink* online (access this via your BlackBoard page) to see if you have an I-9 on file. You will only need to fill this form out once while you are a student here to seek employment and it will remain valid for four years.

1. If you don't have an I-9 on file in the Financial Aid Office, you must complete an online I-9 before you begin working on campus. Part I of the I-9 must be completed at www.newi9.com.
   You will need the following information when completing Part I of your I-9:

   - Our employer code **11968**.
   - And our employer location **100000-Student Workers**
     (this option should appear at the top of the list for you).

2. Once you submit Part I online, you'll be provided with a list of the acceptable documentation that you are required to provide to the Financial Aid Office to complete Part II of your I-9. When you have the original versions of your required documentation, contact the Financial Aid Office at (585) 275-3226 to schedule an appointment to have Part II completed. Appointments are available daily and must be scheduled a day in advance.
3. Come to your scheduled appointment at the Financial Aid Office with all of your documentation. Remember that the documents must be originals, not copies. If you fail to bring your documents with you, your appointment will be rescheduled. Appointments should last about 5 to 10 minutes.
4. Once both parts of the I-9 are successfully completed, you can start working!

How to Complete the WTPA Online
The WTPA process is very simple!
Log in to *FAJobLink* through BlackBoard using your Net ID and password.

1. The link for *FAJobLink* can be found on the left-hand side of the page. Once you are logged into *FAJobLink*, click on 'My Activity,'→ 'Placements.'

2. Select your job placement and scroll to the Miscellaneous section at the bottom of the page.

3. Click 'Edit' at the bottom and be sure to complete all three fields in the Wage Theft Protection Act section. When you submit your initials to indicate that your employer has given you notice of the wage information required by New York State, please be sure to use the current date in the agreement date field.

If your primary language is Chinese, Haitian Creole, Korean, Polish, Russian, or Spanish, you will need to come to the CETL office and fill out the form in your primary language.

If you have any questions regarding this process, please contact the Financial Aid Office at (585) 275-3226.

How to use HRMS and Submit Your Hours

You will be submitting your own hours via the HRMS system. Use your NET ID and password to log in to HRMS. There are two ways you can record your hours.

1) "Web Clock" – this is the equivalent to "punching in" and will record in real time. Only do this if you are consistent with punching in and out when you actually start and end your shift.
2) "Time Entry" – fill out the IN column for when you start your session and the OUT column for when you finish. Keep this as close to the minute as possible. For example, if you work from 2:10-3:15 PM, please write those times down instead of 2 PM – 3 PM

A Few Notes about Entering Hours
- Hours are displayed according to the pay period, which is every two weeks.
- Enter your hours after you complete your sessions. Do not wait until the end of the week or the end of the pay period to document your hours. This gets confusing for you and will make it more difficult to approve your hours if there are errors.
- DO NOT log in hours for tutoring for times you are on the clock for another job. These will not be approved and will have to be removed from the system and corrected by you.

How are my hours approved?
The CETL Tutor Program Manager, Emma Rarich, will verify your hours according to the sessions documented in your WC Online schedule. This means you have to keep your schedule up to date online! If there are any discrepancies between WC Online and HRMS, your time will not be approved, which means your pay could be delayed for weeks.

Payment information
You can set up Direct Deposit for money to be submitted directly into your bank account or you will receive checks to your CPU Box (or whatever address you have on file.)

Direct Deposit Information
To sign up:
1. Log on to HRMS
2. Select Self Service
3. Select Payroll and Compensation Home
4. Select Direct Deposit
5. Add Account
6. Complete account information screen.

You can find your bank routing number and account number on a standard check. You can change your direct deposit any time in HRMS.

Student Employment Contact Information

Student Employment	585-275-3226	seo@rochester.edu
Payroll	585-275-2040	payroll@HR.rochester.edu
HRMS Help Desk	585-275-8747	ask-urhr@rochester.edu
International Services Office	585-275-2866	questions@iso.rochester.edu

Confidentiality

Confidentiality applies to all University Faculty and Staff in regard to grades, accommodations or disability, and other personal information.

"Confidential information" includes, but is not limited to, medical, financial, or any personal identification information related to staff, faculty, and students. Such information must be maintained as confidential regardless of its source. Sources may include, but are not limited to: student records, email, voicemail, inter/intranet, payroll, financial systems, patient registration systems and all other computer applications.

I. The Policy
The University has a responsibility to provide and maintain confidentiality for all faculty, staff, patients and students. The intent of this policy is to meet regulatory responsibility as well as ensure an environment that complements our mission as a provider of health care, research and education. All confidential information should be maintained in a manner that ensures complete privacy for those involved.

II. Guidelines
A. Faculty and staff may have access to both confidential and non-confidential information as part of their work life. Any information related to faculty, staff, patients, and student should be considered confidential unless otherwise stated.
B. Unauthorized and/or improper use or disclosure of confidential information may result in corrective action, up to and including termination.
C. Unauthorized access in any form (including tape recorder devices or cell phones), use, or disclosure of confidential information may also violate federal and/or state law and may result in criminal and civil penalties.

A. All University faculty and staff share the responsibility for maintaining a confidential work environment by adhering to the provisions of this policy.
B. Deans, Directors and Department Heads responsible for programs taking place within the University's various work areas/buildings will ensure compliance with this policy.
C. Violators of the University's confidentiality policy will be subject to disciplinary action.

Academic Honesty Policy

Academic dishonesty is a serious violation of the trust upon which an academic community depends. The College Academic Honesty Policy is both an articulation of the kinds of behaviors that violate this trust and the means by which that trust is safeguarded and restored. As tutors, we expect you to uphold this policy.

Academic dishonesty can involve a wide range of offenses. Our policy lists several types of offenses, including (but not limited to):

- Plagiarism
- Copying papers, online answer keys, or answers on exams, or allowing others to copy your work
- Any other act that represents someone else's work as your own
- Hindering the use of or access to library materials, such as the removal of books from the libraries without formally checking out the items, or the intentional hiding of materials, or the refusal to return reserve readings to the library, etc.
- Obtaining an exam prior to its administration, or using unauthorized aid during an examination
- Altering answers on graded exams and submitting them for re-grading
- Copying data from other students' labs or research projects or allowing others to copy your data
- Using labs, papers or assignments from previous semesters or from other students and submitting them for credit
- Turning in identical work on collaborative assignments
- Giving or receiving inappropriate help or feedback on written assignments
- Unauthorized recording, distribution or publication of lectures or other course-related materials
- Using another student's username or password for online logins, or permitting such use
- Giving false information or false alibis to the Board on Academic Honesty
- Forging signatures or falsifying information on academic or medical forms

Academic dishonesty is not limited to those offenses listed above. If you're not sure whether what you're doing constitutes academic dishonesty, ask your instructor or the academic liaison (contact info belo). Ask via e-mail if possible and save a copy of the response.

Academic Honesty Website: http://www.rochester.edu/college/honesty/

Academic Honesty Secure Online Report Form: Academic Honesty Concern Report

Helpful for student-employees and tutors specifically:
https://www.rochester.edu/college/honesty/students/ta-tutors-employees.html

Greer Murphy, the Academic Honesty Liaison, offers confidential counseling about how the academic honesty process works and provides academic honesty educational outreach to the Arts, Sciences & Engineering community. The Academic Honesty Liaison can be reached at (585) 275-9049 or via email at greer.murphy@rochester.edu.

How to Use WCONLINE

_____

The Basics
Consider this your "home base" for tutoring. WC Online is a scheduling system where you will set up your schedule and students will book appointments with you per your courses and your availability. Please bookmark the link below in your browser for quick and easy access.

mywco.com/rochester

Here, you will be able to manage your schedule and all appointments made with you. Keep in mind, you have the ability to re-schedule and re-arrange things if necessary. The three most important things we expect of you in WC Online are:
1) Managing your schedule
2) Managing your appointments
3) Client Report Forms: keeping a record of your tutoring sessions

Viewing the Schedule
➢ The hours on the schedule run from 9AM-9PM. You can determine your own schedule based on your availability.
➢ You will show up on the calendar according to what courses you tutor. Students will search for tutors according to courses needed (drop down bar at the top of the screen lists all courses offered by tutors as a group).
➢ To make an appointment, students click on a white square on your schedule. To view appointment information, tutors click on the light blue squares. Both students and tutors receive a confirmation e-mail when appointments are made and when appointments are cancelled. Students can make appointments at any time.
➢ Students can make appointments 3 weeks in advance. You as a tutor will be able to see the entire schedule without time restrictions in case you need to make appointments for students.
➢ **White squares** indicate available times; **dark blue** is unavailable. Shades of blue are appointments that have already been made.

How to get started:
1. Register online with your student e-mail and fill out the registration information accordingly (as a tutor you can put "N/A" for many of them).
2. Once you are added as staff by the Tutor Program Coordinator, you will have additional access to the site to set up your schedule and see appointment information

How to set up your schedule
1. Please wait to enter your availability until you have a good sense of your schedules. **You can only do this step once in the system!**
2. Go to "Schedule and Staff Management" →"Starting Availability Management"

3. Find your name on the list under the **appropriate calendar** (for example, Fall 2019 vs. Spring 2019).

4. Find your name and select "ADD NEW SCHEDULE". This will create your schedule for this semester.

5. UNDERLINE the times that you ARE available. See example in step 6.
6. Example: this student will work 9AM-11AM Monday-Friday and 12PM-1PM on weekends
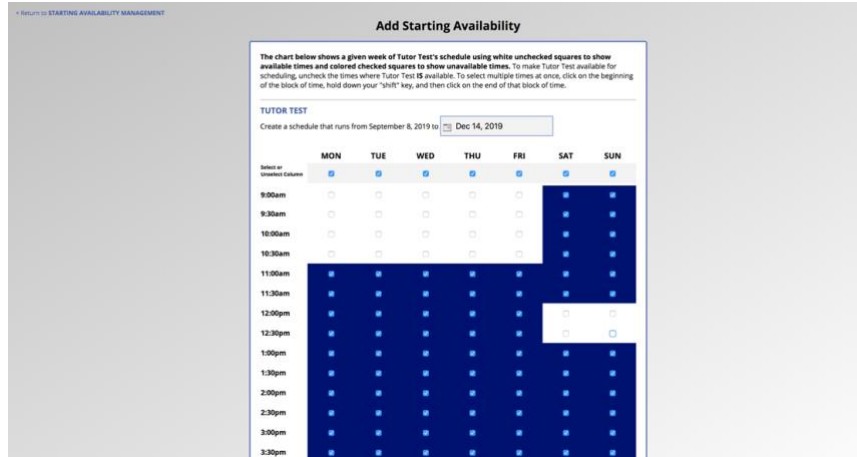
Important: Don't leave any days completely blacked out or completely available. Have a couple gaps (30 min blocks are not valid appointments so you can have as many as you'd like and no one can sign up for them) Double blocks are valid appointment times because they are an hour. This will allow you to have some flexibility with your schedule.

How to make changes to your schedule

WC Online refers to "black out times" as when you are <u>unavailable</u> (dark blue). You can change your availability by changing your blackout times. You cannot go back and "re-do" your entire schedule for each week.

You cannot add *new* blackouts times once you have entered your schedule, so it is suggested that you leave some small half-hour blocks of availability that you can use to extend or shorten later.

Including some alternating blackout and available times: If you want flexibility to change your blackout times in increments (example: You want to have flexibility to add more availability in the mornings and afternoon but want to keep some times blacked out midday), do not just do one large blackout for the given day. Instead add in at least a couple 30 min increments. Students cannot sign up for 30-min appointments, so you will not have to tutor at those times unless you delete some of the black outs or extend other.

Extending/shrinking blackout times: You can do this by clicking on the blackout time and adjusting it as needed. It will only impact that current day, not future appointments unless you click on the bottom left to have it modify all future weeks. You can also inch black out times over by expanding and shrinking as necessary

Cancelling blackout times: You can do this by clicking on the blackout time and clicking the red cancel button on the bottom left. It will only cancel for that day. You can cancel for all future weeks by selecting the option below the red cancel button

 <u>Once you remove a blackout, it cannot be added back in</u> so plan carefully. Throwing in a 30 minute blackout here or there in your schedule is a great idea, especially if you are unsure about your availability for that day. If you do 30 minute alternating increments of blackouts and available for a day you don't want to tutor yet but may eventually, this will make the day unavailable to students but adjustable later one.

Placeholders: How are they different from blackouts?

Placeholders are more flexible than blackouts and are more commonly used for temporary use (example: you know you have a meeting with a professor next week and do not want anyone signing up for that time). They can be used in place of blackouts if you accidentally remove a blackout and need to

Adding a Placeholder: Click on the available time as if you will be making an appointment with yourself. Indicate the time you would like to hold. *Remember to select 'placeholder' at the bottom of the appointment form.* You can only do placeholders hour by hour. You will need to do each our individually.

You can make a placeholder repeat by selecting "show repeat options" next to the times and select "week(s)" on the dropdown and choose an end date. Be sure to check to make sure the future placeholders successfully went through.

*remember- students cannot make 30 min appointments so if you do a placeholder and still have a half hour available after your placeholder and before a blackout or booked appointment, that slot will not be filled by a student.

Removing a Placeholder: You can cancel a placeholder like you would an appointment- simply click on the placeholder and cancel it at the bottom right. You can cancel any repeating placeholders by selecting that option underneath the cancel button.

How to Manage Appointments

In some instances, you may need to make appointments for a student, cancel an appointment, or change the times. These can all be done directly from the Appointment Form.

To make an appointment: Click on the white space in your schedule and fill out the form for the student. You can enter their name and fill out the information as accurately as possible.

For repeating appointments: select "Repeat Appointment" and fill out accordingly. This is recommended! You will have to fill this out for the student.

Create New Appointment

Client

Rarich, Emma (erarich@u.rochester.edu)

To select a different client, begin typing a name or email above and then select from the resulting list.

Appointment Date

Saturday, January 18, 2020: 4:00pm ⬍ to 5:00pm ⬍   Show REPEAT Options

Repeat every 1 ⬍ -- select -- ⬍ until 🗓 --select end date--

Staff or Resource

For Missed Appointments: Select the appointment time on your calendar and check the box marked "Missed" at the bottom of the form (see above). It's important that you record missed appointments!

Placeholder Appointments: These can be made if you need to make yourself unavailable, but do not want to alter your schedule (example, if something came up last minute.)

Keeping Notes after Your Session: Client Report Forms

These are critical! You MUST complete one after every session with a student.

Click on the appointment time slot to access the Appointment Form and select "Add New" under Post-Session Client Report Form

Include a two or three sentence summary of how your session went. If you are working with the student consistently, please note any progress and/or set-backs you notice. If there is anything that you believe requires further attention, such as health concerns, students skipping lectures, etc., please notify CETL.

If your appointment does not show up on your schedule and you need to fill out a Client Report Form, you can still access it by going to **Reports → Master Appointment Report**

Search for your name and/or the date of the appointment to find the appropriate appointment form and complete the steps to fill out the Client Report Form.

_____

Your First Tutoring Session

_____

It's important that you establish the tone at the first meeting. Think about your instruction style and what kind of professional relationship you want to create. Optimally, the tutor-tutee relationship is successfully established at the first meeting. Certainly, you may not hit it off with your tutee right away; however, doing what you can to promote a successful connection is critical. Below are some suggestions on how to achieve this.

1. **Use icebreakers & introductions** - Introduce yourself, tell your story. Why did you want to be a tutor? Ask them about themselves, show them that you care and want to help them achieve and/or continue their success.

2. Conduct some **study skills assessment** (this will be on-going). Ask them questions about their current study habits to determine areas where they may need to make some changes. Also, you may find out that they need some study skills coaching. If so, refer them to a CETL study skills consultant (we have found, and research backs this up, that effective study skills are very important for student success). Here are some questions you can ask:

   a. How do you study for this class?
   b. What resources do you already use?
   c. How do you manage your time?
   d. Do you take notes? What do you do with your notes?
   e. Do you read the textbook and/or other readings? How do you use this material?

3. There are volumes written about how people learn! We don't expect you to know it all, however, there are a few basics that should be emphasized, things that you probably already know at some level because you are a successful student. Here are a few basics:

   a. Importance of spaced study
   b. Repeated practice and over learning
   c. Mixing up study environments
   d. How to use notes
   e. How to read your textbook
   f. Attention spans and multi-tasking
   g. Time management: committed time, maintenance time & discretionary time
   h. How much studying is enough?

At the end of your first session, make sure to make an appointment for the next session. In fact, you as the tutor, can make several more appointments using the WC Online schedule (the tutee is limited). Successful tutoring rests on the fact that consistent and sustained meetings are what make the difference. In fact, you should aim for at least 5 sessions with your new student over the course of the semester.

However, you may find that you and your tutee just aren't connecting well. Give it time. If it continues to be a bad match, you can always refer him or her to another tutor. If you do this, make sure to follow up in order to provide the best opportunity for the tutee to make a successful connection with someone else.

Questions to Consider

- ➢ How do you study? What is/is not effective and why?
- ➢ How will you model effective study strategies in your discipline(s) for your students? (think about daily studying, preparing for exams, completing homework, doing projects and research, etc)
- ➢ How will you open your tutoring session?
- ➢ How will you close the session?
- ➢ What should students expect from their tutors? What should tutors expect from their students?

Recommended Readings

- ▪ Carey, Benedict (2010, September). *Forget What You Know About Good Study Habits,* **NYTimes**.
- ▪ Lipsky, Sally A. (2011). *The Power of Peers: Your Role as Peer Educator*. **Training Guide for College Tutors and Peer Educators**, Boston**,** MA: Pearson Education, Inc., pp 1-7

_____

There are many Student support resources at the University of Rochester. Being aware of these services is important not only for your own benefit but also for the benefit of your tutees. Successful students use available resources!

The Writing Speaking and Argument Program (WSAP) – Consultants and fellows will help students with every aspect of writing including preparing for an oral presentation. Contact the center at wsap@ur.rochester.edu or call 273-3584 or visit their website http://writing.rochester.edu/. WSAP is situated in many spaces but the main office can be found on the first floor of Gleason near Connections and IT.

University Counseling Center (UCC) – Mental health professionals provide a broad rand of services including therapy and consultation services. Contact the center by calling 275-3113 or visit their website https://www.rochester.edu/ucc/. UCC and UHS (University Health Services) are located on River campus in the UHS building (there are also locations at the Medical Center and Eastman).

Center for Excellence in Teaching & Learning (CETL) – That's us! We are in Dewey Hall 1-154. We offer study groups, individual study skills consultations, MOI (a study skills course), the Study Zone program and of course, tutoring! Our contact information follows. Email us at cetl@rochester.edu or visit the website https://www.rochester.edu/college/cetl/.

Campus Center for Advising Services (CCAS) – Located at 312 Lattimore Hall, CCAS does all things related to general academic advising and peer advising. They offer scheduled and walk-in appointments. Call them at 275-2354, visit their website http://www.rochester.edu/college/CCAS/ or send them an email casas@mail.rochester.edu for more information or to make an appointment.

International Services Office (ISO) – ISO is located in the College Town Building 3 (40 Celebration Drive), with a River Campus satellite office in 213 Morey Hall providing walk-in advising. ISO helps international students with immigration advising, cultural advising, and international student activities. Visit ISO's website https://www.iso.rochester.edu/, call them at 275-2866 or email at questions@iso.rochester.edu.

Career Center – The Gwen Greene Career and Internship Center helps students with all aspects of preparing for internships and jobs. The center offers one-on-one appointments and group seminars. You can get help with perfecting your interview, writing your resume and/or help with networking; they do it all. Visit their website http://www.rochester.edu/careercenter/, call 275-2366 or submit a message on their "contact us" page. The Career Center is located in Dewey Hall, 4-200.

Campus Security – call 275-3333 in the event of a safety situation or issue or use any blue phone around campus. For items lost or found, call 275-2552; victim assistance 275-2090.

CARE Network (dean of students office) – The CARE system is in place to help anyone in the campus community. Go to their website to submit a CARE report or to find out more information about the CARE system, http://www.rochester.edu/care/. You can also call 275-4085 or email CAREnetwork@rochester.edu.

Reference Librarians – There are many reference librarians at Carlson Library and Rush Reese that can help you with your research project or writing assignment. Librarians are available in every subject area. Call 275-4471, send a message via their website http://www.library.rochester.edu/contact-us, or simply stop in and ask for help. They want to help!

Other Campus Tutoring Services – You can find more tutoring resources related to math, physics, computer science, engineering, etc. by clicking the link below: https://www.rochester.edu/college/cetl/undergraduate/tutoring-resources.html. Note that CSUG Tutoring is usually located in Hylan 301, a classroom with many Linux computers.

The Role of Lecturer as Tutor

The hallmark of effective tutoring lies in two principles as outlined by Wood & Tanner (2012). First, in order for students to learn they need to do the work. That is, the student needs to do the explaining, not the tutor. The more self-explanation that the student does, the more positive the learning outcomes will be. We learn by doing not by being told how to do it. A big part of the doing involves talking it through out loud. Second, the amount of talking that tutors do should be kept to a minimum. The outcome of tutoring, student learning, is greatest when the tutor keeps his/her talk suppressed. Let the student do the talking! The point of this article and the supporting research is that we don't learn by being lectured to. Your tendency will be to explain, to tell the student how and why. Research tells us to resist this. Instead, you want to do all that you can to get the student to talk, to do, to explain.

What are some of the main points from the Wood & Tanner article?
1. Let your tutee do the work.
2. Let your tutee do the talking.
3. Come prepared to your tutoring sessions.
4. Ask your tutee meaningful and prompting questions.
5. Build a relationship with your tutee; show that you care.

Cognitive Apprenticeship: Making Thinking Visible

Cognitive Apprenticeship takes the principles of traditional apprenticeship and applies them to thinking. How do you learn how to change the tire on your bike or cook a meal? Certainly, you can read a book to learn how to do these things but traditionally you would learn by watching someone else do it, a master. A large percentage of our brain is devoted to vision so it's no surprise that people, in general, learn how to do something new by watching someone else who knows how to do it well. Cognitive apprenticeship is no different, except it is a cognitive or mental skill that is on display. In this case, the master or teacher makes his/her thinking *visible* when they work on a problem by talking it through out loud. In this way you are modeling to the student how you solve the problem.

Initially students might need a lot of modeling before they are able to do it on their own. You offer a lot of support at the beginning by giving them many hints and much feedback. As they gain confidence and mastery, you pull back on your direct support and allow them to work more and more independently. All the while the thinking is being down out loud. Gradually the thinking will become internalized but not until the student gains the necessary experience and mastery of the concepts or problem-solving procedures. We call this in the educational literature, scaffolding.

Reflective Questioning, The Socratic Method
You may be wondering how it is that the tutor gets the student to do most of the talking. Tutees come to tutoring with certain expectations and probably one of the big ones is that the tutor will teach and do most of the talking as well. The tutee will likely come to the tutoring session with a lot of questions. You will want to answer those questions, but we are telling you to resist! Instead, ask questions back to the tutee. Rarely will you have to answer a question directly and rarely should you. When a tutee asks you a question, take that question apart and reflect a small portion of it back to the student. In this way, you will also be scaffolding. In the same way most parents wouldn't just put their child on a bike at the top of a hill and push them down, you wouldn't let the tutee try to work on a difficult concept or problem all on their own. By breaking the concept or problem up into small parts and present them in question form, while also supplying hints and positive feedback, you will truly help that student become an independent learner. By doing this you will also be modeling how you, a successful student, tackles difficult problems.

Bloom's Taxonomy

Although Bloom's Taxonomy has been around for a long time it is still critically relevant today. The taxonomy presents a hierarchy of thinking, complete with question descriptors, to help you generate appropriate questions to ask of your students. The types of questions you will want to ask your students will depend on where they sit in the hierarchy. However, your goal should be to try to move them along in the process so that they can make it a least the analysis level in order to successful tackle course exams.
(See: www.in2edu.com, www.nwlink.com, Wikipedia or many other online sources for more information about Bloom).

Bloom's Categories of the Cognitive Domain

Bloom's Categories	Description	Directive Words	Sample activities
Evaluation	Judge the value based on clear evidence or select criteria	Assess Judge Evaluate Measure	Critique each other's answers.
Synthesis	Put together parts, forming a new structure or pattern.	Create Organize Arrange Propose	Generate practice questions that integrate text and lecture content.
Analysis	Break down information into parts	Compare/contrast Relate Categorize Analyze	Create a Venn diagram
Application	Use information in new ways.	Predict Demonstrate Solve Apply	Create a flow chart showing how to use a principle.
Comprehension	Able to grasp meaning.	Explain Simplify Summarize Give Examples	Paraphrase the main points of a reading assignment

Knowledge	Recall of information.	Restate Describe Define List	Identify the steps in a common procecure.

From S.A. Lipsky (2011)

Metacognition

What is metacognition? A basic definition of metacognition is thinking about thinking. It's knowing what you know and also knowing what you don't know. It includes the ability to make decisions about or to act on what you know or don't know. Metacognition is critical for true mastery of material. For example, am I ready for the exam on Friday? If you are using the cognitive apprenticeship approach by making your thinking visible to your students and by having them engage in self-explanation much of the time, you will also be getting them to think about their own thinking. The consequences of poor metacognition are clear. If we overestimate our knowledge we risk performing poorly because we think we are ready and won't continue to study. If indeed we are ready for that exam but don't know it we may lack confidence and perform poorly due to anxiety. Quite commonly we think we know something because it is familiar to us. We call this the illusion of knowing. The illusion of knowing is poor metacognition. Promoting metacognition in tutoring sessions, then, is paramount to helping students become successful learners. What is the best way to do this? You got it, encouraging self-explanation and asking reflective questions.

Questions to Consider
- Thinking back over your college career to date, how have you changed as a student since high school? Do you see yourself progressing up Bloom's Taxonomy in the work you do for your classes at Rochester? Discuss and give relevant examples.
- What is the difference between an instructor/teacher and a tutor?
- How will you model metacognitive behavior?
- How will you check for understanding during your tutoring sessions?
- Generate some effective facilitative questions (hint: think about Bloom's taxonomy).
- Generate a list of best practices for tutors. That is, what habits, beliefs and practices should all tutors share? What should they avoid?

Recommended Readings:

John P. Cleveland (Dec. 19, 2008). *What Socrates Would Say to Undergraduate Tutors*, **The Chronicle of Higher Education**.

Collins (2002). *Cognitive Apprenticeship*. Chapter 4 from **The Cambridge Handbook of The Learning Series** edited by R.K. Sawyer, Cambridge University Press.

K.D. Tanner (2012). *Promoting Student Metacognition*. **CBE Life Sci Educ**. 11(4), 113-120.

William B. Wood & Kimberly D. Tanner (2012, Spring). *The Role of Lecturer as Tutor: Doing What Effective Tutors Do in a Large Lecture Class*. **CBE Life Sci Educ**. 11(1), 3-9

Suggested Strategies

Asking questions – This should be your main strategy. Not only should you ask general questions but also reflective questions as outlined in the Socratic Method.

Think-Pair-Share or Pair Problem Solving – Have your tutee try to solve or work through a problem while talking out loud about what they are doing and why. As the listener, the tutor just listens and interjects only to ask clarifying questions or to mention mishaps. If you are working with two students, you can have one of the students be the problem-solver and the other be the listener. You, as the tutor, will also be a listener offering questions and noting mishaps if the student listening misses something.

Mind-Mapping/Concept Maps – For this activity, you ask the tutee to put information together in a sort of outline showing how the various pieces are connected. The Tutor puts a main topic in the middle of a piece of paper. Then, the tutee puts words that come to mind on sticky notes and attaches the notes to the paper connecting them in a way that makes sense. Through discussion, the tutee may rearrange the notes. This can also be done on a white board or on the computer. Several good concept mapping programs are available online.

Model Building - This can be useful especially in Chemistry but applicable in other disciplines as well. Tutors can borrow kits from their departments or make their own.

Incomplete outlines – For this, the tutor puts material together in an outline and then takes out some of the information for the student to fill in.

Flowcharts – These can be made during the tutoring session or used like the "incomplete outlines" strategy above.

Writing to learn – Have the student respond to a prompt out loud or on paper.

One-minute paper - At the end of the session or at any time during, stop and ask the tutee to either say out loud or write down what they have learned so far.

Student writes a problem – have the student write a problem to work on during the tutoring session.

Quizzing/testing – A very effective way to learn is to take practice texts. Tutors can generate their own practice quiz or test or secure one from the instructor or TA. Tutors are encouraged to share materials with each other such as this.

Practice problems – The tutor makes up practice problems! Here too, we encourage you to share your problems.

Debates – post a question or issue and have students, if two or more, take a side.
Case Studies – Find or write up a case study to use.

Group problem solving – present one problem to the tutees to work on together.

Round Robin – if more than one tutee, go back and forth asking them each questions.

Helpful Resources

Roth, V., Goldstein, E. and Marcus, G. (2001). **Peer-Led Team Learning: A Handbook for Team Leaders**, Upper Saddle River, NJ: Prentice Hall.

http://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html

http://www.gdrc.org/kmgmt/c-learn/methods.html

http://howtostudy.org/

http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm

_____

Trouble-Shooting Common Scenarios
_____

Think about how you might respond in the following scenarios. Are your responses informed? Are they in line with university policy? Do they help the student?

- A student asks you for a copy of your lecture notes because his or her mom is in the hospital.
- Your student repeatedly arrives late for your tutoring session.
- Your student is skipping lecture/class
- Your student is not coming to your tutoring session prepared.
- Your student tells you: "I got a 90% on my last exam so I don't need tutoring anymore.
- Your student confides in you with his/her (not too serious) personal problems.
- No matter what you do, it's hard to get your student to talk.
- Your student won't stop talking! You can't seem to get a word in.
- You did not like your student's instructor or TA. What do you do?
- Your student asks you a question that you don't know the answer to.
- You and your student are not connecting well. In fact, you don't like this student.
- Your student wants to beyond the content of the course as presented in class or assigned reading materials.
- How will I know whether or not to refer my student to another campus resource?
- What do I do if my student can't seem to put their phone away?
- Your student becomes confrontational?

Tutor Agreement

Attendance, Communication, Professionalism
- Attend the required number of training session/classes
- Model appropriate skills and acceptable behavior, treat tutees/colleagues with respect, and conduct myself in a professional manner
- Check email regularly from CETL staff and tutees
- I will report/respond to CETL program managers/directors as requested
- I will attend sessions on time and communicate any delays with my tutees promptly
- I will make appropriate schedule changes ahead of time by using placeholders and blackouts. I will only cancel in the event of an emergency/illness, in which case I will take the following steps
  - 1. Email tutee and offer to reschedule if possible and copy (cc) tutoring@rochester.edu to the email
  - 2. Follow up with the program manager if needed
  - 3. Cancel the appointment on WC Online
- I will check my tutoring schedule every day to ensure I am aware of all new appointments

Academic Honesty, Confidentiality
- I will adhere to the University of Rochester Academic Honesty policy
- I will not disclose any information about students with others, except for staff members within CETL associated with the tutoring program. Tutors who wish to speak with their students' instructors regarding the student's particular concerns should ask the student for permission and confirm via email. Confidentiality is essential

Record Keeping
- I will log all of my worked tutoring hours onto HRMS promptly and accurately to receive compensation
- I will log all session data onto WC Online promptly and accurately by doing the following:
  - Entering all client report forms by the end of each tutoring day
  - Marking appointments as missed when necessary
  - Marking all placeholders
  - Cancelling appointments from the system that students needed to cancel, or that I needed to cancel due to illness/emergency after following the appropriate steps listed in this policy

Appointment Policy
- I will not book back-to-back appointments (same tutee in a two-hour session)
- I will keep appointments to 60 minutes
- I will refer any students who wish to have more than 2 sessions for any given week to the program manager to receive permission/additional resources
- I will encourage tutees to sign up for another appointment with me in the following week and/or assist them in booking an appointment or repeating appointments with me

_____ _____ _____
Tutor name   Tutor Signature   Date