Welcome to the AAC!

Success! That is what the AAC is all about. By your academic performance, leadership, and motivation you have shown that you know what success is. You also know that being successful takes hard work and determination.

Tutoring is not just a semester job. What you do makes a difference and can even lead to a career.

The goal of the Academic Achievement Center is to help all ABAC students be successful, however they define that.

Thank you for making the commitment to be an AAC Tutor.

Sincerely,

~Rebecca Cofer
Our Purpose

The purpose of the Academic Achievement Center is to help ABAC students reach their academic goals. We believe all students should have the opportunity to succeed in their studies.

The tutor’s responsibility is to support the material presented to students in the classroom. Tutors review the text, discuss key points about the lecture and text materials, and clarify and explain homework.

It is the students’ responsibility to read his/her assignments, attempt homework problems, devote ample time to study, and come to the tutors with questions.

Who are the AAC Tutors?

Our tutors are highly qualified successful students who are selected not only for their knowledge but for their proven desire to help students succeed. Faculty members from every academic division also volunteer weekly in the AAC. If you are interested in becoming a peer tutor, see Ms. Cofer in the center for an application.
1. Know your schedule and arrive promptly, prepared to work.

2. If, for any reason, you must be late or cannot work, call the Coordinator (391-4918) before your scheduled time. If you must have an appointment that conflicts with your work schedule, try to find another tutor to work for you.

3. When tutoring always treat the student with respect.

4. If you are scheduled to work at a time when you might need to eat, bring something with you before you begin tutoring. You may bring food and keep it in the refrigerator and use the microwave. However, clean up your dishes.

5. Computers are for academic use only. You may check your Stallions’ email.

6. All work done through the AAC is confidential. You may not discuss the content of your sessions with anyone other than the student, the Coordinator, and appropriate faculty members. DO not discuss any student issue in the AAC while other students are present.

7. Cell phones should be silenced when you are in the AAC. DO NOT talk on your cell phone while you are in the Center. If you have an issue that requires you to make a call, go to the lobby.

8. The desk phone is for AAC business only. Tutors may use the phone to call instructors with questions about material being discussed. NO LONG DISTANCE CALLS ARE PERMITTED. Any violation of this policy will result in termination and you will be required to reimburse the college of these charges.

9. You may do your homework if there are no students in the Center or no students needing your tutoring. Remember, you are being paid to tutor.

10. You are expected to attend scheduled tutor training sessions and individual appointments with the Coordinator and Faculty Advisors for your appropriate tutoring center. Any missed trainings must be approved by a staff or faculty member in the Center. Missing more than 2 weekly trainings with your faculty will result in termination.

11. You must submit your work time in ADP by the deadline (Wednesdays by 5:00pm unless otherwise posted). Because time is due before the end of the work week, you must estimate your time for those three days. If something arises that keeps you from working those hours YOU MUST LET THE AAC COORDINATOR KNOW IMMEDIATELY.

12. Dress Code: Ladies, if you are dressed inappropriately (ie. neckline too revealing, hem too high, etc.), you will be asked to leave and change. Gentlemen, no sagging pants. Any article of clothing that has offensive graphics/wording is not allowed. The AAC Coordinator reserves the right to determine what is defined as inappropriate or offensive dress.

13. Offensive language, including cursing, sexually suggestive, or derogatory comments of any kind are not permitted.

14. Repeated violation of any of these rules may result in termination. EXCEPTIONS: Rules number 9 and 12 are state policies and will result in immediate termination and possible disciplinary action by the college.

I have read the Rules listed above and understand that failure to comply with them could result in the loss of my job.

Signature ___________________________ Date ________________

Tutor Contract– Must be Signed
Tutor Code of Ethics

The Association for the Tutoring Profession hereby adopts the following Principles of Ethical Standards.

**CODE OF ETHICS**

1. **Best Interest:** Tutors will be committed to acting in the best interest of tutees as specified by the employing organization or institute.

2. **Responsibility:** Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client.

3. **Integrity:** Tutors will practice and promote accuracy, honesty, and truthfulness.

4. **Fairness:** Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

5. **Commitment:** Tutors will fulfill commitments made to learners.

6. **Respect for Others Rights and Dignity:** Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.

7. **Excellence:** Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities.

8. **Respect for Individual Differences:** Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.

9. **Professionalism:** Tutors will not engage in inappropriate relations with tutees.

10. **Confidentiality:** Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor.

**Georgia Tutoring Association (GaTA)**

The mission of the Georgia Tutoring Association is to foster the recognition and importance of tutoring to enhance student academic success and retention throughout the state of Georgia.

- GaTA is a state level association of ATP, another professional organization devoted to enhancing the work and theory behind learning centers.

- Understanding the purpose of such organizations serves to increase the tutor’s appreciation of the tutoring field.

**Adapted from http://www.myatp.org/ethics.htm**
CRLA Certification Levels and Requirements

Level I Tutor
- Minimum of 10 hours of tutor training each semester, 6 of which must be TILR—Tutor-trainer supervised, Interactive, Live and Real-time
- Training topics include but are not limited to: Definition of Tutoring, Adult Learners, Handling Difficult Students, Communication Skills, Referral Skills, Plagiarism, etc.
- At least twenty-five hours of actual tutoring time

Level II Tutor
- Minimum of 10 hours of tutor training each semester, 4 of which must be TILR
- Training topics include but are not limited to: Use of Probing Questions, Identifying and Using Resources, Tutoring in Specific Subject Areas, Cultural Awareness, etc.
- At least fifty cumulative hours of actual tutoring time

Level III Tutor
- Minimum of 10 hours of tutor training each semester, 2 of which must be TILR
- Training topics include but are not limited to: The Role of Learning Centers in Higher Education, Group Management Skills, How to Tutor Target Populations, etc.
- At least seventy-five hours of cumulative actual tutoring time

For more information regarding certification levels and requirements, visit CRLA’s website at www.crla.net.
AAC Training Requirements

AAC tutor training requirements are based on both the topics and required hours, as mandated by the Center’s certifying body, CRLA. Tutors must complete the below categories of training to maintain certification and work in the AAC at ABAC. Some of the required AAC training is paid time. In addition to the training, tutors are also evaluated once a semester, which serves as a means of improvement and reflection.

Questions regarding training and certification can be directed to the Center’s Coordinator.

Required Training Elements - Semester 1 (Level 1):
1. Beginning-of-semester training (10 hours total, excluding lunch break)
   - this training is done over the course of 1-2 days and is highly interactive (and fun!)
2. Completion of WebCT modules 1 and 3 and a review of the AAC Tutor Manual (with accompanying brief assignment) (1 hour for book and assignment, 21 minutes for modules)
   - these training elements can be completed during down times at the AAC
3. Weekly meetings with your respective Math or Writing Center faculty (about 7 hours)
   - these meetings go over relevant upcoming course material and take place usually every other week
4. Miscellaneous workshop throughout the Semester (1 hour total)
   - can be completed through workshops held during the semester, which are approximately 45 minutes in length (Topic: “A Guide to Your CRLA Certification”)
   - can also be completed through other assignments, such as campus events or assigned articles with accompanying response (1 page in length)
Required Training Elements - Semester 2 (Level 2 and beginning of Level 3)

1. Beginning of semester training (6.4 hours total, excluding lunch break)
2. Completion of WebCT modules 2, 6, 8 and a review of the AAC Tutor Manual (with accompanying brief assignment) (1 hour for book and assignment, 21 minutes for modules)
3. Weekly meetings with your respective Math or Writing Center faculty (about 7 hours)
4. 1 Weekly Workshop throughout the semester (1 hour)
   ~Topic Example: “Tutoring Theory”

Required Training Elements - Semester 3 (Completion of Level 3)

1. Beginning-of-semester meeting (2 hours)
2. Required Weekly Workshops throughout semester (2 hours)
   ~Topic Examples: “Group Management Skills”, “Supervising Other Tutors” and “Leadership Skills”
3. Complete Module 7 of Web CT course and review Tutor Manual (with response assignment) (1 hour and 18 min.)
4. Weekly meetings with your respective Math or Writing Center faculty (about 7 hours)
Certification Period

Each level of certification is valid for a specific number of years. By certifying ABAC’s Center, the tutor trainer is equipped to certify its tutors. Tutors may move up to the next certification level by completing the associated requirements within a given semester. This may mean that a tutor is certified in various levels in one given semester. Each tutor’s certification experience may differ due to such factors as length of tutoring experience and training completed.

Certification Renewal Requirements

Certification of the AAC as a whole is the responsibility of the Tutor Coordinator and specific ABAC staff members. It is the responsibility of the tutor to meet his/her own certification requirements, as stated for each level by the College Reading and Learning Association (CRLA).

*Image courtesy of CRLA website (http://www.crla.net/ittpc/application_process.htm)
CRLA Certification Topics By Level

Level I Training Topics
- Definition of tutoring and tutor responsibilities
- Basic tutoring guidelines and/or Tutoring do’s/ Tutoring don’ts
- Techniques for successfully beginning and ending a tutor session
- Adult learners and/or learning theory and/or learning styles
- Assertiveness and/or Handling difficult students
- Role modeling
- Setting goals and/or Planning
- Communication skills
- Active listening and paraphrasing
- Referral skills
- Study skills
- Critical thinking skills
- Compliance with the ethics and/or philosophy of the Tutor Program, and/or Sexual Harassment, and/or Plagiarism
- Modeling problem solving

Level II Training Topics
- Use of Probing Questions
- Brain Dominance Learning
- Cultural Awareness, and/or Inter-Cultural Communications, and/or Diversity, and/or Special Needs Students
- Identifying and Using Resources
- Tutoring in Specific Skills, and/or Subject Areas
- Assessing or Changing Study Behaviors

Level III Training Topics
- Self-regulated learning, and/or Brain learning, and/or Memory
- How to Tutor/Deal with Target Populations
- The Role of Learning Centers in Higher Education
- Structuring the Learning Experience
- Training and Supervising Other Tutors (Supervisory Skills)
- Group Management Skills (Group Interaction and Group Dynamics)
How Tutoring Benefits the Tutor:

Career Development: As a tutor, you will be able to enhance your resume and gain skills applicable to many career fields. The interpersonal, organizational and leadership experience that you will obtain are highly coveted in today's marketplace. In addition, you may request a written or verbal recommendation from your supervisor for future job and college applications.

Subject Reinforcement: Tutoring increases and reinforces your understanding of the subject matter, aiding in more complete recall in the future. Tutoring also promotes critical thinking skills and helps you to develop confidence in your abilities.

Satisfaction from Helping Others: Helping others is rewarding especially when you show students how to help themselves. As students gain understanding of an area that was initially challenging, you will begin to see the critical nature of your role as a tutor. In many cases, you will often be the difference between passing and failing for students, sometimes even between earning a degree and dropping out of college. Knowing that you've helped your peers succeed will motivate you to succeed as well. You will gain satisfaction from knowing that you are an integral part of the campus community.

How Tutoring Benefits the Student:

Individualized Learning: By working with a tutor, students are often able to discover and utilize a learning style that suits them best. This is particularly helpful for students with a learning disability, but just as useful for the visually oriented student whose instructor takes a verbal, lecture-based approach. Students often comment on the relief at being able to ask “stupid questions” without an audience, one of the major perks of the more personal, informal environments that are unique to tutoring relationships.

Academic Results: Simply put, tutoring increases the percentages of students who pass courses, stay enrolled and obtain a degree. The more support a student receives, the more likely he/she will be able to master the course material and move toward reaching his/her educational and career goals. Tutors, through their instruction and their example of academic excellence, create a model for students to strive.

Improved Confidence: Just as the tutor feels a sense of achievement through helping, the student has a similar reaction as a result of being helped. The student will gain confidence as his/her academic skills and grades improve. Many students will develop a different outlook about school, feeling challenged rather than hopeless. Knowing that they can succeed, even in small steps, will help them face other challenging situations with determination and optimism.

How Tutoring Benefits the College:

Enhances Positive Outcomes: Providing tutoring services and resources free of charge to students improves the educational environment and increases opportunity for reinforced instruction. Furthermore, tutoring facilitates positive student interaction within a diverse college community.
Tutor Expectations

- You are not a homework machine.
- You are not a miracle worker.
- If the tutee procrastinated throughout the semester, cramming with you during finals week will not produce great results.
- You will not know ALL the answers to EVERY question ALL of the time.
- You are not an instructor.
- Give the tutee your undivided attention.
- Have empathy with your tutee's problems.
- Be honest with your tutee.
- Have a sense of humor.
- Have the ability to "lighten up" a situation.
- Learn your tutee's strengths and weaknesses.
- Work through your tutee's strengths to improve his/her weaknesses.
- Make your tutee feel good about him/herself and his/her accomplishments.
- Know when to stop a session
- End the session on a positive note.

Tutee Expectations

- Tutoring is a two-way street, one in which tutees should play a very active role.
- Tutees are expected to be an active participant and contributor in their sessions.
- Tutees should bring all relevant materials, including textbook, the syllabus, class notes, class papers, and past tests to tutoring sessions.
- Tutees should come prepared by:
  ◦ Attending class
  ◦ Taking notes
  ◦ Reading assignments
  ◦ Attempting homework problems

Greeting New Tutees

Coming to tutoring for the first time can be very intimidating. Because of this, you will need to allow some time for both the tutor and tutee to get to know each other. To do this, start out the session by telling the tutee a little about yourself—major, hobbies, etc. After letting them know something about you, ask the tutee about him/her self. What is his/her major? Who is his/her instructor? What are his/her hobbies and likes/dislikes? This information can later be used in the session. Relate new material to material in which the student is already familiar. This will increase his/her rate of comprehension. For example, if the tutee likes horses, the tutor might relate a math problem to the furlongs on a race track. At this point in the tutoring process, it is very important to listen carefully to any questions and concerns your tutee may have. This will aid you in determining the focus of your tutoring session.

Successful Tutor Attributes:

- Empathy
- Honesty
- Work Ethic
- Reliability
- Team Ethic
- Humor
- Consistency
- Role Modeling
- Passion for Learning and Teaching
You cannot help someone get up a hill without getting closer to the top yourself.”

General H. Norman Schwarzkopf

**Professionalism**

As with any job, employers expect employees to be timely, dedicated, mature, courteous, and take an active role in the operations of the business. Being a tutor for the Center is no different. Tutors should make every effort—no matter what a day presents—to be professional and continue the work of tutoring that needs to be accomplished.

**Emergencies**

Be familiar with the Emergency response plan. The notebook is on the wall behind the desk. Take time to read through this notebook. Emergency Phone numbers are listed on the blue paper on the wall beside the desk.

**REMEMBER 9 – 9 – 1 – 1. You must have an outside line for 911 to go through.**

After you call 911, call the ABAC Police at 5060. If you are having a personal emergency and cannot come into work, it is your responsibility to let Ms. Cofer know as soon as possible. You are also responsible for finding someone to cover your shift.

**ADP**

Tutors and Desk Assistants should enter their time daily. The deadline to enter time is every other Wednesday by 5:00 pm at [https://portal.adp.com/](https://portal.adp.com/). If you miss this deadline, you will not be paid.

**Computer Use**

All AAC computers are for academic use. If a student comes to you and says all the computers are being used, please let Ms. Kim or Ms. Sarah know.

**WebCT Course**

All tutors are required to enroll in the WebCT Tutor Training Course, where they will find copies of training power points, a learning style VAK questionnaire, video modules, and a tutor assessment test. Participation is mandatory, and tutors are required to finish viewing the videos and complete the assessment by mid-term of their first semester tutoring. If you are not currently enrolled in the online course, please contact Ms. Cofer with your Stallions email address.
The Tutoring Cycle

- Is the basis for many tutoring models
- Follows a circular pattern based on the idea that learning is cyclical
- 12 steps make up The Tutoring Cycle
- Provides structure for tutors by emphasizing the mastery of academic content while balancing challenging and probing questions in the session
- Two of the most important steps are the first and last ones in the cycle

** Material from:
Jenna Grogan’s “The Appreciative Tutor” (Fall 2011) and
Appreciative Tutoring Model

- Starts with identifying strengths and then goes on to encourage the tutee to make choices that satisfy their needs while also contributing to their mental wellness (Grogan 82)
- By engaging in collaborative learning, students develop a professional relationship with their tutors, improve their academic skills and have greater success in the subject area
- 6 stages of the Appreciative Tutoring Model (based on the below advising model)—Welcome, Identify, Prioritize, Apply, Confirm and Foster Independence
- High levels of support and structure in the beginning, but less “scaffolding” as the relationship proceeds
- Goal is to develop independent learning strategies

**Appreciative Tutoring:**
1. Welcome
2. Identify
3. Prioritize
4. Apply
5. Confirm
6. Foster Independence

“Similar to the Tutoring Cycle, Appreciative [Tutoring] does not take a lock-step process for working with students” (Grogan 81)

**Material From:**
http://www.appreciativeadvising.net/sixphases.html
Jenna Grogan “The Appreciative Tutor”
The Quad-A Tutoring Methodology Introduction

The Quad-A tutoring method simplifies and mandates a consistent, unswerving process that helps to ease students’ tutoring anxiety by offering a dependable and reliable product, specify and segregate areas needing development by means of uniform assessment, and ultimately create a self-sufficient, independent learner by installing self-government in the learning process.

Albeit an awkward name, the Quad-A stands for Assess, Assist, Allow autonomy, Approach again. The tutoring system offers an uncomplicated cookie-cutter consistency that allows a deep human style and attitude while directing the student towards good study skills and the security and ability to self assist.

The process and implementation of the Quad-A authorizes each tutor to understand the learning process in a fundamental, primary scheme.

Many community college students lack study skills, a firm understanding of academic responsibilities, and time management techniques leading to dependence and reliance on others to succeed. Often, these at-risk qualities lead to failure and/or dropout.

Rationale:
- Identifying need
- Short and long-term assessments
- A means to insert self-sufficiency
Quad-A Tutoring Method

**Stage 1**

Assess
- Successful assessment takes place through deep understanding
- Unfold the student’s schema
- Encourage the student to talk

**Stage 2**

Assist
- Clarify the assignment
- Put the pen in the student’s hand
- Point out something good

Ask the student about the assignment, what it was about, and what he or she wrote about. Discuss the paper and pose specific questions to see if the student has developed a strong knowledge of the topic. Unfold the student’s schema. Think of this as the “Tell Me What You Know” technique of assessment. Students write better about topics they know well. Listen and learn; successful assessment takes place through deep understanding. Encouraging the student to talk creates an active learning, productive atmosphere. Clarify the assignment by repeating it back to the learner. Begin reading the student’s paper. Put the pen in the student’s hand. Refrain from pointing out every error. Instead, get an idea of where the student needs the most work. (Which area of grammar needs the most work? Does the organization need work? Is the thesis or topic sentence developed? etc.) Point out something good. Compliment their style, use of words, neat penmanship, interesting topic… Begin with the most commonly made mistake. Point out an example of the mistake in the student’s paper. Explain why the mistake is wrong, and then show how to make the corrections. Follow up by having the student practice a few sentences or a paragraph including the correction.

**Stage 3**

Allow autonomous learning
- Autonomy allows the learner to build personal confidence and become self sufficient
- Autonomous education during an online tutoring session might be thought of as the time between sessions

**Stage 4**

Approach again
- Rather than merely encouraging the student to come back for another tutorial, tell them that there is more work to do. Reach out and create a future scheduled meeting time.

Each student needs self-regulating, independent time to practice and carry out the methods and the writing processes discussed. This autonomy, when inserted in a regulated environment, allows the learner to build personal confidence and become self sufficient. As educators, it is imperative to encourage, promote, and model autonomous learning. In person, this method comes natural. It is easy to coach a student to a point where she can maneuver alone, for a short time. Online, this element is more difficult. The level of autonomy is often overwhelming to some new online learners. Therefore, autonomous education during an online tutoring session might be thought of as the time between sessions; the hours or the days connecting each session. It is important to verbally tell each student that you will return to check on them at a specific time. Re-assess the student. Look for signs of enlightenment. Evaluate the student’s understanding of the work now as compared to stage 1. Show the student evidence of growth. Re-explain areas in question. Likely, the entire paper will not be corrected. Rather than merely encouraging the student to come back for another tutorial, tell them that there is more work to do; reach out and create a future scheduled meeting time.
Active Listening

Prepare with a positive, engaged attitude

- Focus your attention on the subject. Stop all non-relevant activities beforehand to orient yourself to the speaker or the topic.
- Review mentally what you already know about the subject. Organize in advance relevant material in order to develop it further (previous lectures, TV programs, newspaper articles, web sites, prior real life experience, etc.)
- Seat yourself appropriately close to the speaker. Avoid distractions (a window, a talkative neighbor, noise, etc.)
- Acknowledge any emotional state. Suspend emotions until later, or passively participate unless you can control your emotions.
- Set aside your prejudices, your opinions. You are present to learn what the speaker has to say, not the other way around

Actively listen

- Be other-directed; focus on the person communicating. Follow and understand the speaker as if you were walking in his/her shoes. Listen with your ears but also with your eyes and other senses.
- Be aware: non-verbally acknowledge points in the speech. Let the argument or presentation run its course; don't agree or disagree, but encourage the train of thought.
- Be involved: Actively respond to questions and directions. Use your body position (e.g. lean forward) and attention to encourage the speaker and signal your interest.

Active listening intentionally focuses on who you are listening to, whether in a group or one-on-one, in order to understand what he or she is saying. As the listener, you should then be able to repeat back in your own words what they have said. This does not mean you agree with the person, but rather understand what he/she is saying.
Learning Styles and the VAK Questionnaire

The Visual-Auditory-Kinesthetic (VAK) learning styles 'inventory' provides a way to explain and understand your own learning style (and the learning styles of others).

'Learning style' should be interpreted to mean an individual mixture of styles. Everyone has a mixture of strengths and preferences. No-one has exclusively one single style or preference. Please bear this in mind when using these ideas.

Visual learners respond to information most effectively when they see something. For example, pictures, diagrams, films and videos or demonstrations are excellent tools for the visual learner.

**Characteristics of Visual Learners:**
- Remember what they see rather than what they hear
- Remember diagrams and pictures
- Prefer to read and write rather than listen
- Have trouble remembering verbal instructions
- Need an overall view and purpose before beginning a project
- Like art more than music
- Sometimes tune out when trying to pay attention to lectures with no visuals

**Study Tips for Visual Learners:**
- Take written notes in lectures and in class
- Use colors to highlight important points
- Pay attention to diagrams, charts and pictures in text books
- Put summaries and images on the walls in your study area
- Use a wall planner to organize your events and classes

Auditory learners learn well through spoken words. They prefer to learn by listening to their teacher or other students.

**Characteristics of Auditory Learners:**
- Can follow verbal instructions easily
- Prefer to hear someone explain something and also explain something to someone else
- Like debating and discussing with others
- Tend to talk to themselves while working
- Enjoy reading aloud
- Like music more than art

**Study Tips for Auditory Learners:**
- Start or join a study group
- Say things aloud to remember information
- Use a tape recorder. Record yourself reading texts and/or discussing issues with others
- Read notes aloud when studying, and after you have read something, summarize it out loud
- Explain or retell something you have learned to someone else
- If possible, listen to recordings of lectures (HelloWorld, Wimba, etc.)
Kinesthetic learners prefer to be involved in activities. They need to apply the information and make it their own by constructing something or practicing a technique or skill.

**Characteristics of Kinesthetic Learners:**
- Often take notes or even draw pictures or doodle while listening
- Remember best what they physically do
- Memorize by walking and seeing
- Like ‘hands on’ activities and group interaction opportunities

**Study Tips for Kinesthetic Learners:**
- Test your learning by applying it or transforming it to another form. For example, use lecture notes or readings to draw a diagram, flow chart, or even construct a model.
- Start or join a study group.
- Relate facts or theories to your own experience.
- Learn or memorize information by teaching or telling someone else.
- When studying, take frequent breaks. This is also helpful for other learning styles.

*Tutors are encouraged to take a version of the VAK Learning Styles Inventory to further understand to interactions with different students. The test can easily be found online, or a version can be found on the WebCT online class page.*

The VAK learning styles model and related VAK learning styles tests offer a relatively simple methodology. Therefore it is important to remember that these concepts and tools are aids to understanding overall personality, preferences and strengths - which is always a mixture in each individual person.
Your First Tutoring Session

Tutors are encouraged to develop professional relationships with tutees, to facilitate a comfortable and stress-free learning environment. The first meeting with your tutee is often crucial in establishing the atmosphere of your later tutoring sessions. During the session, you must establish that you are an approachable, empathetic person who will be able to help them understand the subject. You might want to refer to this list at your first tutorial meeting with each new tutee.

1. Check that you know each other’s name, phone number and email.

2. Begin to know your student as a person, e.g. year, experiences at ABAC, where they are from, etc.

3. Gather background information relevant to the course:
   A. Reason for taking it
   B. Background preparation for course
   C. Attitude toward the course and school in general

4. Discuss what the student wishes to accomplish through tutoring. Devise a plan of action together with the student for future tutorials.

5. Discuss your respective expectations and roles. You could find out if the student has been tutored before and how that went.

6. How aware is the student of his/her study skills?
   A. Where and when do they study?
   B. Do they survey the text before they read?
   C. Do they take notes or underline?
   D. Do they review their notes daily?
   E. Share with the student your study skills and your approach to the same course when you took it.

7. Work on a specific topic so that the student leaves the session with a positive attitude about tutoring.

8. Discuss what you will do in the next session.

9. Share weekly attendance expectations with your tutee(s). When a student develops a relationship with one tutor, they are more likely to get consistent and helpful assistance from that tutor over an extended period of time.

Your tutee should be able to speak with you about academic concerns, knowing that you will not repeat what is discussed outside of the tutoring environment. This being said, it is important for you to know that if you find yourself in a situation where you are unable to resolve a difference between yourself and your tutee, you should let the academic coordinator know immediately.
Asking Questions and Prompting Informative Responses

Types of Questions/Statements:

1. Affective

   Examples:
   - How are you?
   - How's your week going?
   - How was the test?
   - How do you feel about the test?

2. Student’s Academic History

   Examples:
   - Have you had this topic in calculus before?
   - When did you take physics?
   - What did you cover in class yesterday?
   - How was the test?
   - What was your score?

3. Student’s Study Habits

   Examples:
   - How much time do you spend studying?
   - Are you benefiting from the lecture notes?
   - Please state the quadratic formula that you memorized.
   - How much of the homework did you do?

4. Metacognitive-Evaluative

   Examples:
   - What are you having trouble with?
   - How much have you studied these definitions?
   - What did you not understand in today’s lecture?
   - What specific questions do you have?

5. Content of the Tutoring Session/Class

   Examples:
   - Tell me what is happening in this graph.
   - Why isn’t there a reaction in this case?
   - Explain the acetate ion’s reaction in this case.
   - Explain why water does or doesn’t act as an acid or a base here.

- Questions encourage students to be active participants in their own learning.
- Questions help the tutor determine what the student knows.
- Questions allow the learner to discover what s/he knows or doesn’t know and add to the discovery process.
- Often a tutee knows more than s/he thinks s/he does, and it is through talking that this emerges.
More on Questions: The 6 ‘P’ Method

Preface - helps build rapport

“What’s your schedule?”
“When’s your math class?”
Paraphrase what the tutee says (summarize the tutee’s answer).

Pace – sets the pace for the session.

“What can you tell me about this chapter?”
Paraphrase what the tutee says.

Probe – builds on what you learned in the pace question

“Why?”
“Can you give me an example?”
Paraphrase what the tutee says.

Prod – encourages the tutee to speculate

“If you had to guess, what would you say?”
Paraphrase what the tutee says.

Prompt – a hint in question form

“Do you think it has something to do with ____________________ ?”
In this approach, the student will discover the answer.
Paraphrase what the tutee says.

Process – relates to the bigger picture

“How would you contrast that?”
“How does this fit into the whole course?”
Paraphrase what the tutee says.

Before the session ends, ask the tutee to paraphrase the entire session. Ask for highlights.

Example: “What can you tell me about ____________________________ now?” Or, “Tell me everything you know about ________________________.”

Keep in mind that you don’t have to go through all the levels all the time. Use your judgment and trust your instincts.

The entire session could take from five minutes to an hour, depending on the content, the tutee and you.
Using Probing Questions in Tutoring Sessions

In order to assess students’ knowledge, it is important that tutors pose good questions. The tutor should explain the concepts when needed but should be careful not to work too many problems. Questioning should encourage students to work problems out on their own.

There are two types of questions:

1. **Closed-ended questions** usually have short responses like “yes” or “no.” This type of questioning may be useful in some cases; however, closed-ended questions typically do not lead to other questions or discussion.

   Example: Are you passing algebra class?

2. **Open-ended questions** encourage more interaction. They usually require an explanation for a response and may lead to further questions, hopefully revealing the true cause of the misunderstanding. Open-ended questions are excellent ways to assess students’ understanding of material and involve tutees.

   Example: Why do you think you are not passing Algebra class?

In order to help the student become interested in the subject you are tutoring, you should do your best to actively engage the student in the learning process. You should not lecture students. Instead involve the students by consulting class material, and discover the solutions together! Tutors should not lecture on some isolated topic such as adding positive and negative integers; rather, use the students’ own experience. Tutors may ask questions that will help students develop the concept.

<table>
<thead>
<tr>
<th>Close-ended Version</th>
<th>Open-ended Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you do your homework for Math?</td>
<td>Let’s go over the homework you had from the last class.</td>
</tr>
<tr>
<td>How many pages is your English 1101 paper?</td>
<td>So far, what are the paragraphs you have written for the paper about ?</td>
</tr>
<tr>
<td>Do you study well with me reading your notecards aloud to you?</td>
<td>What’s the best way for us to study using your notecards?</td>
</tr>
<tr>
<td>Did you read the chapter we talked about before?</td>
<td>In four sentences, summarize the chapter you read for your English class.</td>
</tr>
<tr>
<td>Is Math difficult for you?</td>
<td>What do you think is the most challenging part of your Math class?</td>
</tr>
</tbody>
</table>
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