

# ASO

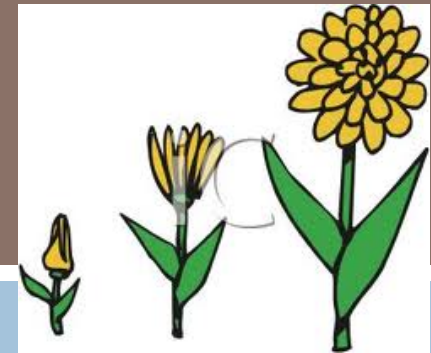
## GROUP TUTORING PROGRAM

Training Fall 2012



# METAPHORS

*Learning as ...?*





# BUILDING KNOWLEDGE, COLLABORATIVELY



# Why learn collaboratively?



Safe, supportive environment

Emphasis on problem-solving, not just facts

Students must explain, elaborate on their ideas

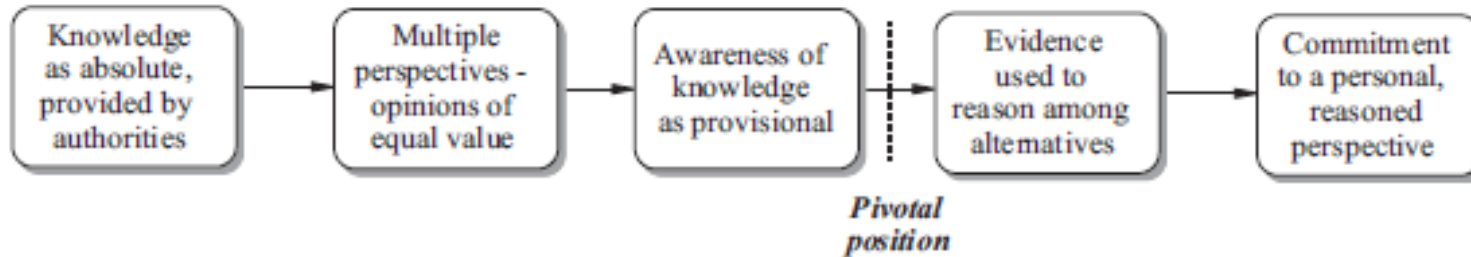
Scaffolding from peers near students' level

Exposure to different approaches, ideas, understandings

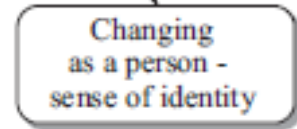
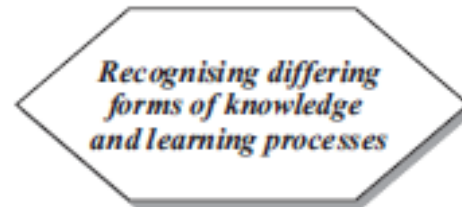
### Conceptions of knowledge

*Dualism*

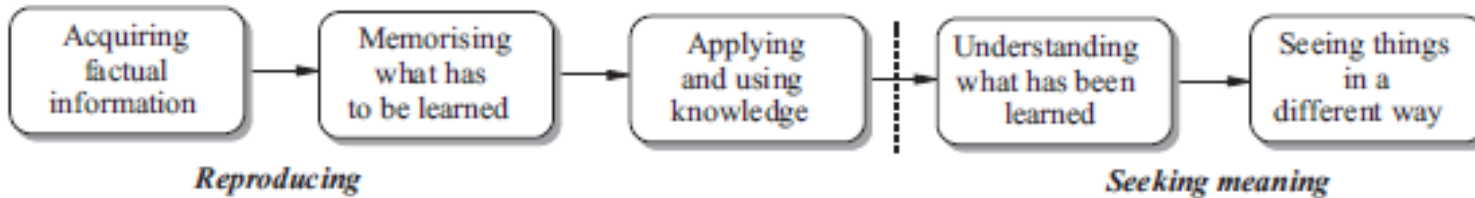
*Relativism*



*Expanding awareness through a broader, integrative conception*



*Threshold*



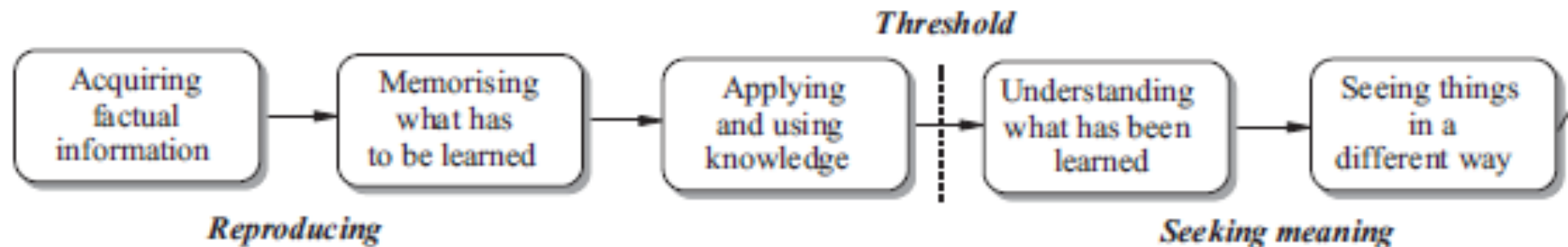
### Conceptions of learning

*Teacher does the work*



*Learner does the work*

# How would a student be approaching learning/studying at each stage?



Learning facts  
“as they  
come” (teacher’s  
structure)

Imposing  
structure on  
facts

Learning facts  
and their  
meaning/  
relationships

Plugging facts  
into problems

Creating new  
problems,  
moving pieces  
from problem to  
problem

Getting a “feel”  
for the theory;  
changing  
perspective on  
broader issues;  
viewing other  
domains in a  
new light

# So, how do you help students begin to make knowledge their own?

Drawing on knowledge of addition to learn to multiply

Drawing on knowledge of founding of the US gives perspective to tensions in government

Determining the meaning of a word from the context of sentences


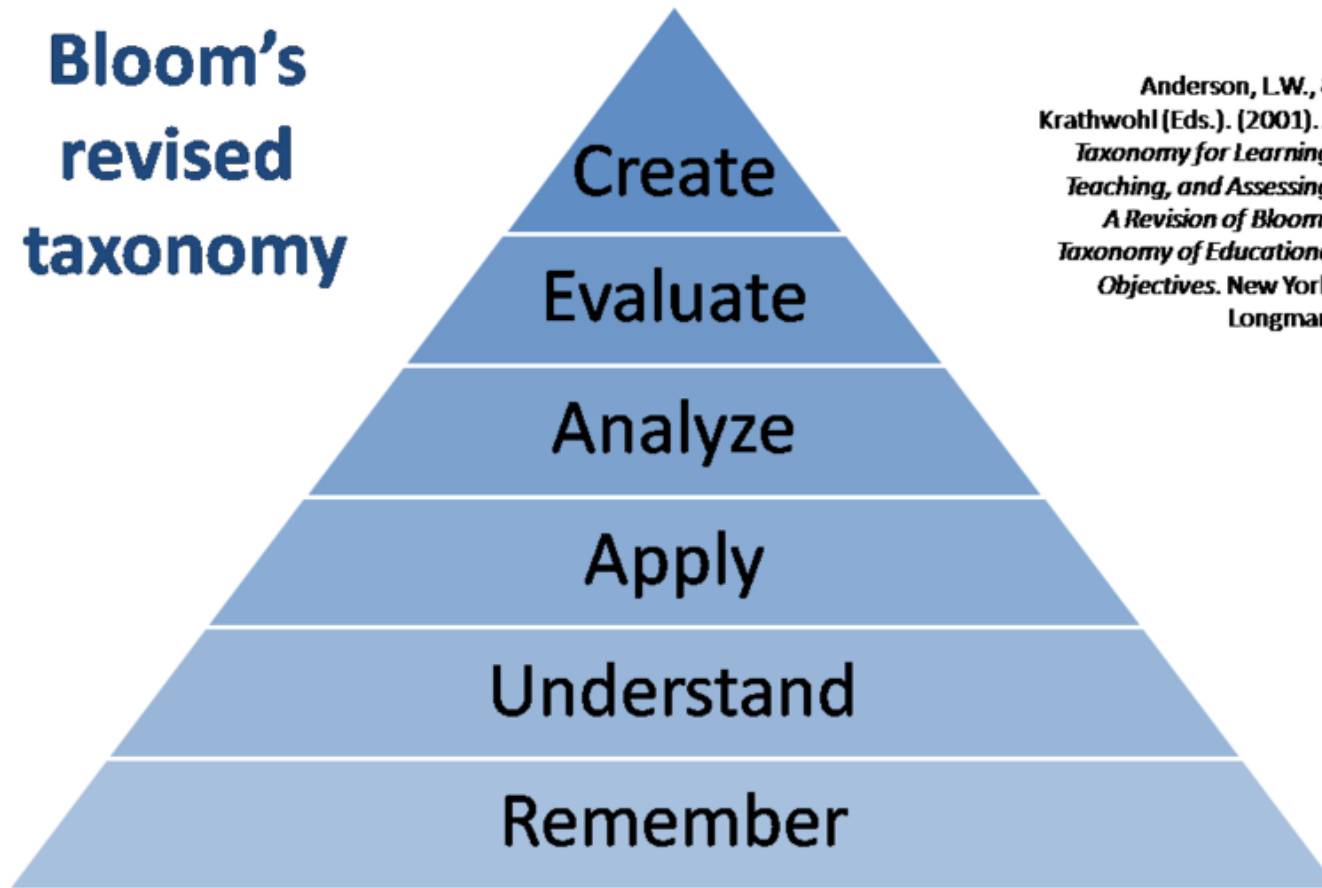
Seeing the similarities between social and artistic movements helps you understand both better

Clearly articulating your position & hearing others' encourages careful thought & critique

Explaining your thought processes allows you to see them clearly & others to help you see your errors



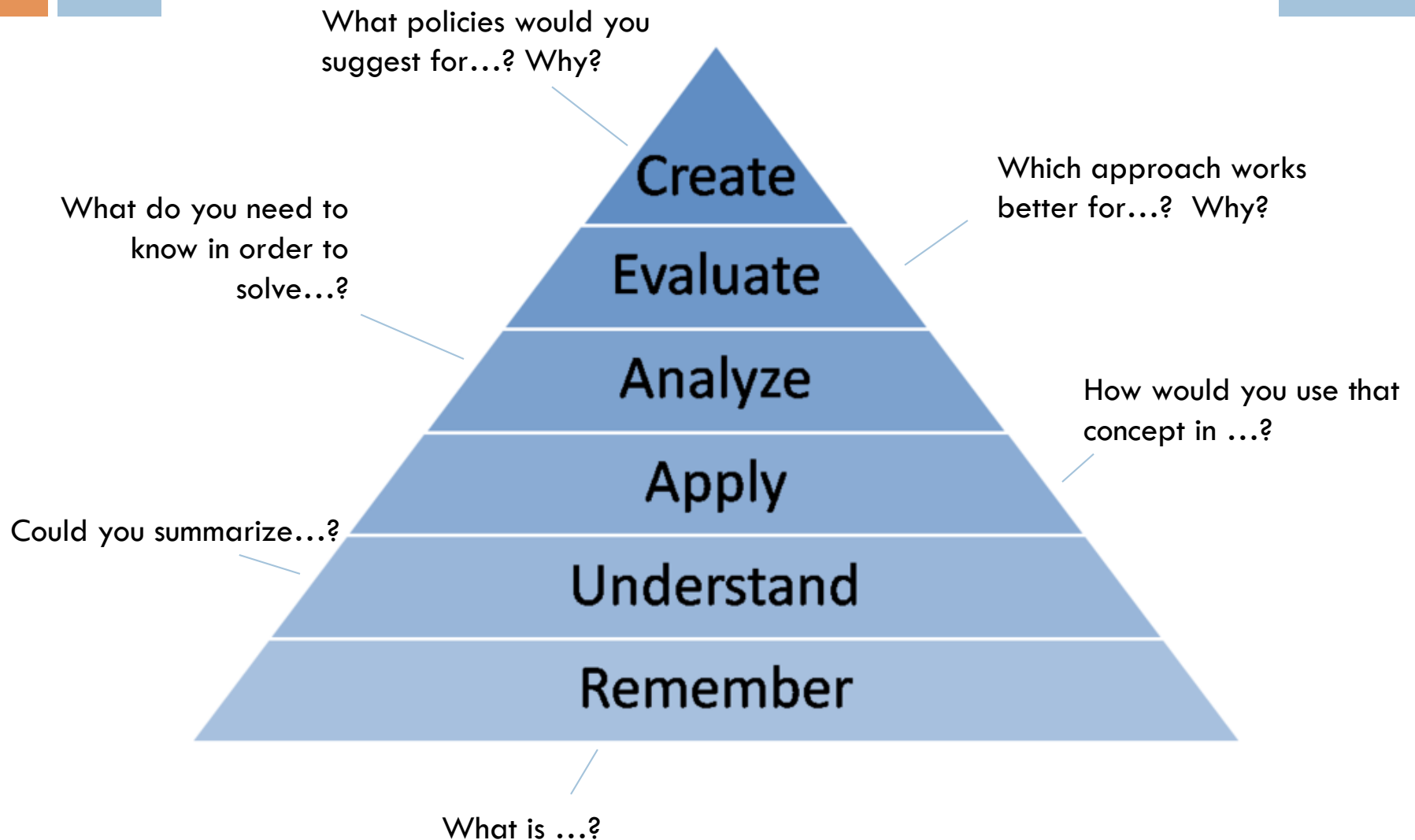
**Bloom's  
revised  
taxonomy**



Anderson, L.W., &  
Krathwohl (Eds.). (2001). *A  
Taxonomy for Learning,  
Teaching, and Assessing:  
A Revision of Bloom's  
Taxonomy of Educational  
Objectives*. New York:  
Longman.



*In pairs: What is a question/task/problem that asks students to ...*



*See Bloom handout*

# What do good learning groups look like?



Active student participation, with guidance only



Lots of elaboration, questioning, and open discussion

Engage at deep level

		<b>Group-Interaction Style</b>	
		<i>Facilitator-Directed</i>	<i>Collaborative</i>
<b>Problem-Solving Approach</b>	<i>Basic</i>	Lecturing	Organizing
	<i>Elaborated</i>	Instructing	Guiding

# Starting from where students are



Who are your students?

How might their experiences be different from your own?

What resources/knowledge might you have that they don't yet have?

What might this mean in terms of how students feel/  
behave in the group?

# WHAT IS A TUTOR?

# Tutor's Creed



As tutors, we are responsible for improving the skills of our peers.

As tutors, we do NOT complete assignments for our students.

As tutors, we do NOT claim to be experts nor do we know the answers to ALL questions.

# Tutor Priorities



- Convey importance of student participation and preparation.
- Assist with conceptual knowledge and basic understanding.
- Apply knowledge to specific applications and questions.

# Common Misconceptions



- ❑ Tutors need to know the answers to any and all questions students ask.
- ❑ A good tutor should be doing most of the work.
- ❑ A good tutor must be in complete control.
- ❑ A good tutor corrects every error.



# Roles & Responsibilities



See Handout

# Creating a Positive Atmosphere



- Be friendly, make small talk.
- ***Use your knowledge of faculty and courses.***
- Build student confidence.
- Don't talk down to students.
- ***Use your intelligence wisely; don't show off.***
- Take your time.
- Let students talk.

# Session Tips



- At the first session
- At the beginning of sessions
- During sessions
- At the end of sessions

See Handout

# Group Facilitation



**Activity:** Create a list of techniques that could be used to encourage interaction from members of your groups.

Use your own knowledge and experiences, as well as techniques discussed in the pre-training readings (copies can be found in the yellow packet).

# Group Facilitation



Discussion: We have already touched on some ways to create a *positive* and *interactive* atmosphere, but what other issues must you consider to facilitate student learning?

How can you help to create a *safe* and *inclusive* learning environment? How can you demonstrate sensitivity to diversity within the group (ethnic, socioeconomic, language, academic background, etc.)?

# Group Facilitation



Activity: Partner with one of your fellow tutors. Each pair will be assigned a set of potential problems you may face.

For each problem you and your partner should identify indicators/signs that a problem exists, potential causes of that problem, and possible solutions or tips for coping with that problem.

First use your own knowledge and experiences, then refer to the handouts provided.

# Potential Problems



1. Shy student
2. Student who knows everything
3. Group that won't stay on task
4. Tutor who lacks authority
5. Student with personal issues
6. Domineering student
7. Student who knows very little
8. Group that won't interact
9. Overly authoritative tutor
10. Unprepared student or group

# Other Resources



- Sample Study Group Outline
- Sample Activities
- Questioning Techniques
- “Potential Problems” Articles