TRIO
TUTOR GUIDE

"Good teaching is more about giving the right questions, than giving the right answers."

- Josef Albers
GOALS OF TUTORING

1. To help students maximize, expand, and improve their academic skills.

2. To listen and respond to the academic needs of others with creativity, energy, sensitivity and patience.

3. To teach study skills.

4. To supplement classroom learning.

5. To adapt your tutoring style to the learning style of your tutee.

6. To promote other services and programs at the Student Success Center and throughout the campus, including the use of faculty office hours.

7. To teach time management skills considering not only the student's classes.
TRiO TUTOR CHECKLIST

One of the most important strategies in tutoring is self-reflection/evaluation. Use the following checklist on a regular basis to assess your strengths, weaknesses, growth and progress as a TRiO Peer Content Tutor.

Do I create an informal, hospitable atmosphere for my students?
Do I seek to understand my students’ questions?
Do I speak clearly and articulately?
Do I use language and vocabulary that will help students learn the material, and how to take exams for the courses I tutor?
Do I present clear and accurate explanations?
Do I organize the (course content) work (both oral and written) in a logical sequence?
Can I present alternative explanations and/or examples when necessary?
Do I check to see if my students understand the material?
Do I encourage my students to become active learners?
Do I give positive reinforcement for correct work, and specific directions/suggestions for improvement?
Do I clearly convey what I expect of my students, and what they can expect from me?
Do I adequately prepare for my sessions?
Do I meet with my students’ teachers often enough?
Do I let my students do most of the work in the tutoring sessions?
Do I refrain from voicing personal opinions about my students’ teachers?
Do I enjoy my work with students?
The Tutoring Session
ACCESS INFORMATION

SSS Tutoring and Study Room

125 Sisson

The key to the SSS Tutoring/Study Room (125 Sisson) is now located in Locker #1, which is, in turn, located at the west end of Sisson (as you go from Sisson to the slanted hallway into Barrington).

The combination for Locker #1 is 5-T-U-D-Y.

If the first floor hallway is closed/locked when you need to use Room 125, go to the second floor, take a left, go to the stairway at the west end of hall, and return to the first floor. You will be in the lobby of Sisson (near the elevator). Sisson 125 is on your left, immediately before the exit doors.

THIS IS AN EXPERIMENT, AND TO MAKE IT SUCCESSFUL, WE ALL NEED TO ABIDE BY A FEW SIMPLE GUIDELINES:

* IF YOU ARE NOT SURE IF THE ROOM IS ALREADY OPEN, CALL 267-3026 (THE PHONE IN 125);

* THE FIRST PERSON IN THE ROOM IS RESPONSIBLE FOR HANGING THE KEY ON THE BULLETIN BOARD NEXT TO THE WALL RACK OF SSS FLYERS (THERE IS A NOTE CARD ON IT ABOUT THE KEY);

* THE LAST PERSON IN ROOM 125 IS RESPONSIBLE FOR RETURNING THE KEY TO LOCKER #1;

* MAKE CERTAIN THE LOCK IS LOCKED WHEN YOU TAKE AND RETURN THE KEY;

* THE PHONE MAKES ONLY ON-CAMPUS CALLS; YOU CAN CALL IN TO IT FROM OFF CAMPUS, BUT YOU CAN'T CALL OFF CAMPUS (IT IS INTENDED AS A SAFETY PRECAUTION ONLY);

* PAYROLL SCHEDULE (TO BE LEFT IN ROOM) AND BLANK LESSON PLANS (FOR YOU TO TAKE AS NEEDED) ARE IN BOOKSHELF NEAR THE DOOR.

* IF YOU HAVE ANY PROBLEMS IN THE ROOM, OR NEED MORE SUPPLIES, E-MAIL ME. IF IT IS AN EMERGENCY, CALL CAMPUS POLICE FIRST (THEY'LL CALL ME IF NECESSARY).
TRIO

Faculty Endorsement to Serve as TRIO Tutor

Applicant’s Name: ____________________________

Faculty member:
This student has applied to become an TRIO Peer Content Tutor in the course(s) listed below. As one (1) condition of the final selection process, this student must provide TRIO with a written endorsement for each course s/he wants to tutor.

This student may be asking for your signature even though s/he has taken the course section listed below with another instructor. Every effort is made to match students and tutors by instructors (i.e., the tutors have already had the same instructors for the courses that the students making the requests have this semester). There are occasions, however, when this is not possible and tutors may be assigned to students who have instructors the tutors have not had.

Since all tutors are required to meet with faculty at least once within the first 2 weeks of each tutoring assignment and are expected to continue to meet throughout the semester, it is often possible for tutors to provide effective and relevant assistance without having had the same instructors as their students.

<table>
<thead>
<tr>
<th>Course I Want to Tutor (By section if relevant)</th>
<th>Current Instructor of Course (By section if relevant)</th>
<th>Completed by Instructor</th>
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<tr>
<td>1 _____________</td>
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<td>Instructor’s Signature &amp; Comments (Use back if necessary)</td>
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Your signature above verifies this student has met with you and that you approve him/her as qualified to tutor your course(s) or course section(s).

Jessica Burnett
Tutorial Coordinator
TRIO
burnetji@potsdam.edu
(315) 267-2756
TUTOR REQUEST FORM

Name: ________________________________  P# __________________
Barrington Mailbox Number: __________ Phone Number: ______________
Email Address: ________________________@potsdam.edu
Class Year: (Circle one) Fresh Soph Jr Sr Date of Request: __________

The following TRIO/SSS Tutoring Guidelines are designed to make this a successful tutoring assignment.
1. Tutors are not available on an on-call basis. 24 hours advance notice is the minimal time needed for your
tutor to prepare for your sessions.
2. Your sessions may be suspended or terminated if you are not attending classes or tutoring sessions.
   Attendance is checked on a regular basis.
3. You need to meet with your tutor for a minimum of 4 hours during the semester or you will only be
   entitled to group tutoring the following semester. Telling me you no longer want/need the tutor or
dropping the class is not an excuse from not meeting the 4 hour requirement.

Tutor Request Information

Course Name and # (e.g., Math 151): __________________________ Faculty: __________________________

Reason(s) for request (Circle): Difficulty understanding material  Poor grades  Retaking the course
Trouble keeping up with content  Gain a better understanding of material  Other __________

Write in the times you have available during the time slots below—Example Tues 9-11.
You must fill in at least 3 time slots.

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<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
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<th>Weekends</th>
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Your signature below indicates your willingness to work with your tutor and with TRIO/SSS within these
guidelines. In submitting this Tutor Request, you give TRIO/SSS staff and tutors permission to speak with
faculty regarding your progress in this course.

_________________________________________ Date _______________
Student

_________________________________________ Date _______________
Staff

Tutor Assignment Information

Assigned Tutor: __________________________

☐ Assigned in Navigate
☐ Entered into Excel

Pink—Work Study copy  Yellow—tutor copy  Original — TRIO student file

TRIO/SSS Tutor Request 2019-2020
Tutoring Contract

Please take the time to read through the following points thoroughly before signing. Feel free to ask questions or express concerns you may have.

Notice: If you receive a progress report in ANY of your classes due to poor attendance all TRIO services including tutoring will be placed in hold or terminated until you meet with a TRIO advisor.

Misconceptions

These are addressed in the assignment email by the TRIO Tutor Coordinator, but for clarification:

- **Peer Tutors are not a professor.** They not responsible to teach you the material. Rather, they will help strengthen areas that are problematic through examples.
- **Peer Tutors not perfect.** They will not know the answer to everything, nor should you expect them to know everything. I guarantee the worst answer they will ever give you is: “I don’t know, but I will look it up and get back to you on it.”
- **Peer Tutors will not do the work for you.** The homework assigned in class is your responsibility, but they will make sure to come to meetings prepared to discuss material present on it.

Scheduling & Attendance

- **You MUST meet with your tutor for a minimum of 4 hours during the semester or you will only be entitled to group tutoring the following semester.** Telling me you no longer want/need the tutor or dropping the class is not an excuse from not meeting the 4 hour requirement.
- Unless prior arrangements have been made 24 hours in advance, the meeting times and place will be upheld as discussed at the first meeting.
- They will wait for no more than 15 minutes to start a session. If they receive notice that you will be running late, they will wait for up to an additional 10 minutes, depending on the estimated time of arrival. Peer Tutors have to report “no shows” on the session evaluation to the Tutor Coordinator.
- All meetings will run for 60 minutes maximum unless, prior arrangements have been made. Tardiness cuts into the 60 minute time.
- If tardy (without prior warning) more than three times, Peer Tutors have to report this to the Tutor Coordinator who may suspend tutoring sessions.

Preparation

In order for your Peer Tutor to be prepared, so that you have a beneficial session:

- They need to be informed of the topics to be covered 24 hours in advance.
- If homework assignments are given, attempt solving problems before the meeting. If no homework is due, and your tutor has recommended problems, work on them and bring those to your sessions. They may assign practice exams before in-class tests and these need to be completed before your sessions.
- If you are not prepared, they will have to reschedule the meeting until after the questions are finished.
- Preparation also covers bringing the appropriate material, e.g., syllabus, book, notes, etc. to the meeting.
• They will be meeting regularly with the professor; if there are unexcused absences, they need to bring this up with the Tutor Coordinator, who will determine the best course of action, including termination of meetings.

Cancellation Notice

• If a cancellation is necessary, your Peer Tutor must be contacted 5 hours prior to the meeting, with a suitable reason.
• Your Peer Tutor will contact you earlier in the day of the meeting to ensure your attendance; if they do not receive some response 3 hours prior to the meeting, they reserve the right to reschedule to a later date.
• Emergencies are an exception; if something important has come up at the last minute, you will be excused without penalty. Please bring verification of the emergency absence to the next meeting.

Other Information

• The only parties that will be informed of in-session performance are TRIO and the professor of the course. No information will be shared with any other party without prior approval of the tutee.
• Your Peer Tutor cannot promise any outcome as a result of tutoring. Your grade will be a result of your work in class, during meetings, and on your own.
• Your Peer Tutor is also a student here, they do not tutor full-time. They need to take time for their own studying. Therefore, please do as much as possible to keep to the regularly scheduled two meetings per week, as their free time becomes more limited as the semester progresses.

I have read, and agree to, the terms listed above.

Student Signature: __________________________  Date: __________________________
SAMPLE EMAIL
NOTIFICATION OF TUTORING ASSIGNMENT

Date

Student’s Name:

Your COURSE NAME AND NUMBER tutor is TUTOR NAME. His/her email is <email address> and phone number is (123) 456-7890.

Your tutor is receiving a copy of this email and will reach out to you within 3 days. Please return contact to your tutor by 10 days from their reach out date to set up your sessions. Failure to do so may result in your tutor being re-assigned to another student.

You and your tutor can meet up to 2 hours a week in each course and at a mutually convenient time and location. Please contact your tutor at least 24 hours in advance to schedule your sessions.

Your tutor will be meeting with your professor to assure your tutoring sessions are relevant to class lecture, reading and exams.

Your signature on the tutor request for this course indicates that you will accept responsibility to bring your syllabus, class notes, and textbook to all sessions and to have questions for the tutor.

The tutor’s acceptance of this assignment indicates they accept in helping you be prepared for quizzes and exams, but not to teach the material.

Your signature on the tutor request indicates you understand and accept your sessions may be suspended or terminated if you are not attending class(es) or tutoring session(s). Three missed tutoring sessions can result in your being dropped from the TRIO program.

Please contact me at burnetji@potsdam.edu or at 315-267-2756 if you have any questions, concerns, or issues with tutoring.

Tutor’s Name: Student’s email is <email address> and phone number is (098)765-4321
Meeting with Faculty

Tutors are expected to demonstrate basic respect for all faculty and staff. Please do not make disparaging remarks about a professor.

Though we work diligently to educate the campus community, many people do not understand our mission and do not access our services. As you meet with professors, be sure to explain our mission, to assist students to increase their academic performance, and explain how your role complements their efforts in the classroom.

How often should you meet with the professor?

Ask your tutee during your first session to review the syllabus to find out the professor’s office hours, phone number and email address. It is expected that you will meet with the professor at least once within the first 2 weeks after your first meeting with your tutee. To promote positive communication and develop your trustworthiness and develop the respect of the professor it is helpful come to an agreement as to how often you should follow-up with the professor.

What should I ask the professor?

To prepare for your first meeting with the professor it will be helpful to consider the following:

- I have reviewed the syllabus with the student, how could I best help the student to achieve the course goals and objectives through tutoring?
- What would he/she suggest that I emphasize during the tutoring sessions?
- What study and learning strategies do you think would be most helpful?
- Are there other academic resources that students should be using?
- How often would he/she like to meet with you?

Helping students speak with professors.

Tutors should routinely encourage students to meet with their professors. Help students develop questions to ask their professors. Many times, students that do go to their instructors just say: “I don’t understand anything!” Or, students ask questions at inappropriate times such as before class or in between classes.

One’s attitude or demeanor is also important when communicating with faculty. Think about it. How would you respond to someone who is rude, demanding and disrespectful?

Approaching anyone in a polite, respectful manner generally achieves greater success than the opposite. Students should consider meeting with their professors regularly throughout the semester. The frequency of visits sends a positive message to most instructors.

As with any task, students need help, guidance and encouragement in learning how to establish a meaningful rapport with professors.
THE FIRST SESSION

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 SUNY Potsdam, 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 might find out if the student has been tutored before and how that went.

6. How aware is the student of his/her study skills?

   Where and when do they study?
   Do they survey the text before they read?
   Do they take notes or underline?
   Do they review their notes daily?

   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 together in the next session.

9. Share weekly attendance expectations with your tutee(s).
VARK Learning Styles Self Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave.

1. When I operate new equipment I generally:
   a) read the instructions first
   b) listen to an explanation from someone who has used it before
   c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for traveling I usually:
   a) look at a map
   b) ask for spoken directions
   c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
   a) follow a written recipe
   b) call a friend for an explanation
   c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
   a) write instructions down for them
   b) give a verbal explanation
   c) demonstrate first and then let them have a go

5. I tend to say:
   a) watch how I do it
   b) listen to me explain
   c) you have a go

6. During my free time I most enjoy:
   a) going to museums and galleries
   b) listening to music and talking to my friends
   c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:
   a) imagine what they would look like on
   b) discuss them with the shop staff
   c) try them on and test them out

8. When I am choosing a holiday I usually:
   a) read lots of brochures
   b) listen to recommendations from friends
   c) imagine what it would be like to be there
9. If I was buying a new car, I would:
   a) read reviews in newspapers and magazines
   b) discuss what I need with my friends
   c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:
    a) watching what the teacher is doing
    b) talking through with the teacher exactly what I am supposed to do
    c) give it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:
    a) imagine what the food will look like
    b) talk through the options in my head or with my partner
    c) imagine what the food will taste like

12. When I listen to a band, I can’t help:
    a) watching the band members and other people in the audience
    b) listening to the lyrics and the beats
    c) moving in time with the music

13. When I concentrate, I most often:
    a) focus on the words or pictures in front of me
    b) discuss the problem and the possible solutions in my head
    c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishing because I like:
    a) their colors and how they look
    b) the descriptions the sales-people give me
    c) the textures and what it feels like to touch them

15. My first memory is of:
    a) looking at something
    b) being spoken to
    c) doing something

16. When I am anxious, I:
    a) visualize the worst-case scenarios
    b) talk over in my head what worries me most
    c) can’t sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:
    a) how they look
    b) what they say to me
    c) how they make me feel
18. When I have to revise for an exam, I generally:
   a) write lots of revision notes and diagrams
   b) talk over my notes, alone or with other people
   c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
   a) show them what I mean
   b) explain to them in different ways until they understand
   c) encourage them to try and talk them through my ideas as they do it

20. I really love:
   a) watching films, photography, looking at art or people watching
   b) listening to music, the radio or talking to friends
   c) taking part in sporting activities, eating fine foods and wines and
dancing

21. Most of my free time is spent:
   a) watching television
   b) talking to friends
   c) doing a physical activity or making things

22. When I first contact a new person, I usually:
   a) arrange a face to face meeting
   b) talk to them on the telephone
   c) try to get together while doing something else, such as an activity or a
   meal

23. I first notice how people:
   a) look and dress
   b) sound and speak
   c) stand and move

24. If I am angry, I tend to:
   a) keep replaying in my mind what it is that has upset me
   b) raise my voice and tell people how I feel
   c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:
   a) faces
   b) names
   c) things I have done

26. I think you can tell if someone is lying if:
   a) they avoid looking at you
   b) their voice changes
   c) they give me funny vibes
27. When I meet an old friend:
   a) I say "It's great to see you!"
   b) I say "It's great to hear from you!"
   c) I give them a hug or a handshake

28. I remember things best by:
   a) writing notes or keeping printed details
   b) saying them aloud or repeating words and key points in my head
   c) doing or practicing the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:
   a) writing a letter
   b) complaining over the phone
   c) taking them back to the store or posting them back to head office

30. I tend to say:
   a) I see what you mean
   b) I hear what you are saying
   c) I know how you feel

Now add up how many A's, B's and C's you selected.

A's = 
B's = 
C's = 

If you chose mostly A's you have a VISUAL learning style
If you chose mostly B's you have an AUDITORY learning style
If you chose mostly C's you have a KINAESTHETIC learning style

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation.
VARK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (there is no right or wrong learning style)

- Someone with a **visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flipchart, etc. These people will use phrases such as “show me”, “let’s have a look at that” and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

- Someone with an **auditory** learning style has a preference for the transfer of information through listening: to the spoken word of self or others, of sounds and noises. These people will use phrases such as “tell me”, “let’s talk it over” and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the phone, and can remember all the words to songs they hear!

- Someone with a **kinesthetic** learning style has a preference for physical experience – touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as “Let me try”, “how do you feel?” and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two, or less commonly, three styles.

When you know your preferred learning style[s] you understand the type of learning that works best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.
The Visual/Verbal Learning Style

Learning Strategies for the Visual/Verbal Learner

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

To aid recall, make use of "color coding" when studying new information in your textbook or notes. Using highlighter pens, highlight different kinds of information in contrasting colors.

Write out sentences and phrases that summarize key information obtained from your textbook and lecture.

Make flashcards of vocabulary words and concepts that need to be memorized. Use highlighter pens to emphasize key points on the cards. Limit the amount of information per card so your mind can take a mental "picture" of the information.

When learning information presented in diagrams or illustrations, write out explanations for the information.

When learning mathematical or technical information, write out in sentences and key phrases your understanding of the material. When a problem involves a sequence of steps, write out in detail how to do each step.

Make use of computer word processing. Copy key information from your notes and textbook into a computer. Use the print-outs for visual review.

Before an exam, make yourself visual reminders of information that must be memorized. Make "stick it" notes containing key words and concepts and place them in highly visible places --on your mirror, notebook, car dashboard, etc.

The Visual/Nonverbal Learning Style

You learn best when information is presented visually and in a picture or design format. In a classroom setting, you benefit from instructors who use visual aids such as film, video, maps and charts. You benefit from information obtained from the pictures and diagrams in textbooks. You tend to like to work in a quiet room and may not like to work in study groups. When trying to remember something, you can often visualize a picture of it in your mind. You may have an artistic side that enjoys activities having to do with visual art and design.
Learning Strategies for the Visual/Nonverbal Learner

Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use highlighter pens to highlight key words and pictures on the flashcards. Limit the amount of information per card, so your mind can take a mental "picture" of the information.

Mark up the margins of your textbook with key words, symbols, and diagrams that help you remember the text. Use highlighter pens of contrasting colors to "color code" the information.

When learning mathematical or technical information, make charts to organize the information. When a mathematical problem involves a sequence of steps, draw a series of boxes, each containing the appropriate bit of information in sequence.

Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts.

Use the computer to assist in organizing material that needs to be memorized. Using word processing, create tables and charts with graphics that help you to understand and retain course material. Use spreadsheet and database software to further organize material that needs to be learned.

As much as possible, translate words and ideas into symbols, pictures, and diagrams.

The Tactile/Kinesthetic Learning Style

You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom.

Strategies for the Tactile/Kinesthetic Learner

To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing.

When studying, walk back and forth with textbook, notes, or flashcards in hand and read the information out loud.
Think of ways to make your learning tangible, i.e. something you can put your hands on. For example, make a model that illustrates a key concept. Spend extra time in a lab setting to learn an important procedure. Spend time in the field (e.g. a museum, historical site, or job site) to gain first-hand experience of your subject matter.

To learn a sequence of steps, make 3'x 5' flashcards for each step. Arrange the cards on a table top to represent the correct sequence. Put words, symbols, or pictures on your flashcards -- anything that helps you remember the information. Use highlighter pens in contrasting colors to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic.

When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface.

Make use of the computer to reinforce learning through the sense of touch. Using word processing software, copy essential information from your notes and textbook. Use graphics, tables, and spreadsheets to further organize material that must be learned.

Listen to audio tapes while exercising. Make your own tapes containing important course information.

The Auditory/Verbal Learning Style

You learn best when information is presented auditory in an oral language format. In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

Strategies for the Auditory/Verbal Learner

Join a study group to assist you in learning course material. Or, work with a "study buddy" on an ongoing basis to review key information and prepare for exams.

When studying by yourself, talk out loud to aid recall. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud.
Tape record your lectures. Use the 'pause' button to avoid taping irrelevant information. Use a tape recorder equipped with a 3-digit counter. At the beginning of each lecture, set your counter to '000.' If a concept discussed during lecture seems particularly confusing, glance at the counter number and jot it down in your notes. Later, you can fast forward to that number to review the material that confused you during lecture. Making use of a counter and pause button while tape recording allows you to avoid the tedious task of having to listen to hours and hours of lecture tape.

Use audio tapes such as commercial books on tape to aid recall. Or, create your own audio tapes by reading notes and textbook information into a tape recorder. When preparing for an exam, review the tapes on your car tape player or on a "Walkman" player whenever you can.

When learning mathematical or technical information, "talk your way" through the new information. State the problem in your own words. Reason through solutions to problems by talking out loud to yourself or with a study partner. To learn a sequence of steps, write them out in sentence form and read them out loud.
SOAR

Show
Observe
Assess
Reinforce
Sample Session

1. Greet and Set the Mood

11. Arrange and Plan Next Session

12. Close and Goodbye

10. Move onto next task or retry previous task

9. Tutor Confirmation of Tutee's success or explanation of error focusing on what they did well too.

8. Tutee performs or explains task

7. Have tutee summarize task

6. Address how to go about task

5. Identify thought processes behind the task

4. Set a task

3. Break agenda into parts

2. Identify the Agenda

1. Greet and Set the Mood
DIFFICULT SITUATIONS
Typical Tutoring Problems

A tutor fails to show up for an appointment
Call the tutee and set up another appointment. Notify the tutor coordinator. Stress it is their responsibility to let you know ahead of time if they can’t keep an appointment.

A tutee that is late for an appointment
Address behaviors with student and state how long you will wait before leaving or needing to reschedule. Clearly state the tutee’s responsibilities with them. If it continues notify the tutor coordinator.

A tutee that is not prepared for the session or is showing little effort
Students may be unprepared at the first session because they don’t understand what tutoring is all about. A well-structured first session can eliminate this problem. If your tutee continues to be unprepared or shows little effort, explain the responsibilities to tutoring they signed when they requested a tutor. The tutee needs to make a commitment to prepare for the tutoring session and to show some real effort.
You also might try rescheduling one appointment to make it clear you will work with them if they come prepared. If you reschedule an appointment because of lack of preparedness notify the tutor coordinator.
Remember the tutor guidelines on tutor regulations are included in an email with their tutor assignment. Tell the student they must provide you with 24 hour advised specific content on 2-3 items/topics max for the upcoming session(s).

An angry student or one who is overly demanding
Some students might get very frustrated or even angry if they don’t understand your explanations or can’t apply your suggestions. Be patient. Try analyzing the concept or task in more detail to see where the problem really occurs. Go back to the basics. Try another method. Share your responsibilities and general goals as a peer tutor and just how far you can go in helping. Let the tutor coordinator know.

A tutee demanding an immediate session when you don’t have the time
It’s always hard to say no. Make sure you schedule a meeting as soon as possible so the tutee understands that you are not reusing their request; but rather coordinating their needs with yours.
A tutee whose academic difficulties appear to be more extensive than just that one course or with which you can cope
Don’t hesitate to refer any/all concerns to TRIO staff. If you are having difficulty helping the tutee with a problem, ask them to see TRIO staff. As a tutor you are there to help facilitate learning, but the student, TRIO staff and professor have the ultimate responsibility.

While TRIO has some general information about our students, some issues do not appear until the student is in session(s). DO NOT HESITATE to share any concerns with TRIO staff so we can work with your student on all “that” stuff and you can focus on course content skills/drills.
Five keys to avoiding unpleasant situations

1. Calculating tutees' grades is dangerous. Let tutees calculate their own grades and/or suggest they meet with TRIO staff to do this. If you make a mistake, you will feel responsible.

2. Suggesting that a student drop a class can cause problems. When circumstance warrant it, you can inform the student of drop dates, but refer students to their instructors, advisors or TRIO staff for information regarding grades and withdrawing from class.

3. Tutees may make "funny" mistakes. You can laugh with your tutees about their mistakes, but never laugh at them. Tutees are easily hurt and embarrassed.

4. Your tutees are ultimately responsible for learning the material. Do not blame yourself when tutees fail. The very best tutors, like the very best teachers, will still have some students who do not succeed. Nevertheless, reflecting on your efforts with a student who is not succeeding (and talking the situation over with your supervisor, faculty or other professionals) may help you better meet the needs of future tutees.

5. Tutees need encouragement and positive reinforcement. Look for, point out, and praise their strengths and accomplishments. Do not dwell on their weaknesses and shortcomings.

Try offering strategies/techniques for building weaknesses into strengths.
TRIED AND TRUE APPROACHES TO DIFFICULT BEHAVIORS

Peer Tutors should watch for these behaviors on the part of the students and pattern their own behavior accordingly.

Problem: BLOCKING

Characterized by
- Low frustration tolerance
- Immobilization/hopelessness
- Freezing up/blocking
- "It's beyond me."
- "I'm stuck."

Approaches:
- Determine what the student does know and discuss that—show him or her that he or she has some foundation.
- Begin from what he or she knows and build, in simple steps toward increasingly complex material. Offer continual support.

Problem: CONFUSION

Characterized by
- Bafflement/disorientation/disorganization
- Helpless feeling about class
- "I don't know what to do."
- "I don't know what the professor wants."
- "I studied for the last test and got a D."
- "I'm not sure where we're going."

Approaches:
- Utilize the four approaches above,
- Give structure and order to the student's session with you, his or her notes, and to papers.
Problem: MIRACLE SEEKING

Characterized by
Global Interest or concern with little specificity
Enthusiasm about being with tutor, but fairly passive in actual helping process
High (often inappropriate) level of expectation
Evasive or unable to focus on concrete tasks

Approaches:
Downplay your role (for example, "Look, I've simply had more exposure to this stuff, that's all.")
Focus again and again on specific tasks.
Explain significance of active participation in the learning process.

Problem: OVER-ENTHUSIASM

Characterized by
High expectations/demands of self
Talk of limited time, long-range goals versus immediate tasks
Global Interest/enthusiasm
Often found with older students (Ex: "Look, I'm 30 years old; I don't have the time these kids have.")

Approaches:
Explain counter-productivity of the nature of this eagerness.

Be understanding, yet assure the student that he or she has time.
Utilize 2, 3, 4 under miracle seeker listed above.

Problem: RESISTING

Characterized by
Variation of sullenness/hostility/passivity/boredom
Disinterest in class/work/tutor
Defensive posture toward class/work/tutor
Easily triggered anger

Approaches:
Allow student to "vent".
Spend first session—possibly even second on building relationship.
Be pragmatic, yet understanding (Ex: "Look, I know this class is boring, but you need it to graduate. Let's make the best of it.")
As opposed to 1 under Miracle Seeking, establish your credibility/indicate past successes in similar situations.
If it comes up, assure the student that this his or her complaints about the class are confidential.
Problem: PASSIVITY

Characterized by
- Noninvolvement/inattention/low affect
- Boredom
- Little discussion initiated/few questions

Approaches:
- Empathize (Ex: “You’re not crazy about asking a lot of questions in class are you?”
  Or, “It’s pretty much of a drag to sit here, isn’t it?”

Utilize as many mobilizing techniques as possible—questions, problems, mini-tasks to be accomplished by
the next session (even checking a book out of the library.)
Reinforce all activities and successes.

Problem: EVASION

Characterized by
- Manipulation
- Verbal ability/glibness versus focused writing or problem solving skills
- Global/nonspecific praise of tutor’s skills, course content, and so on

Approaches:
As with 2 under Miracle Seeking, downplay your role. Focus the student on specific tasks: Involve him or
her continually with questions and problems.

If evasion continues, you should ask, in a non-threatening way, why the student has come for help and
what he or she expects from you. (Ex: “You know, we’ve met several times already, but we haven’t
gotten much done—what do you think we should plan for future sessions?” Or, “my biggest concern is
your success. How, specifically can I help you with that?”
Becoming an effective tutor
"There is no failure. Only feedback"

Robert Allen

Once in tutoring in essay writing, a student wrote in the comments section (paraphrased) "I really have been failing in my English class, I do not think I am cut out for this and do not think I will pass. I feel like a failure."

"A bad grade will do that to you
Help your student understand there is no such thing as failure.
There is only feedback and opportunity to do better next time."

Cameron Wade
Fayetteville State University
**Instructional Strategies:**

The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations for which a student is eligible, as determined by the Accommodative Services, SUNY Potsdam.

Keep instructions brief and as uncomplicated as possible.

Provide handouts and visual aids.

When possible, break information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically).

Allow time for clarification of directions and essential information.

Provide study guides or review sheets for exams.

Provide alternative ways for the students to do tasks, such as dictations or oral presentations.

Provide assistance with proofreading written work.
General Tutoring Strategies

- Be on time: Being on time presents a good role model for the student and encourages them to do the same. Being late sends the message that you do not consider their time as important as yours.

- Be honest: This helps to establish rapport and trust, the two most critical elements to a successful tutoring relationship.

- Be flexible: This means being willing to adjust techniques and approaches to meet the learning styles of the student.

- Be patient: What is obvious or easy for you may be so for your student. Learn not to show annoyance in your speech or body language.

- Be a good listener: Learn to pick up clues in your student's speech that enable you to understand how he is really feeling. A good listener does not dominate the conversation.

- Be professional: Except for discussing your student with TRIO SSS staff and or faculty, information about the student must be kept confidential.

- Be willing to share your own experiences: By sharing information about what you encountered, the student may feel relieved that they are not alone. Sharing experience and lessons learned goes a long way towards building trust and support. It also helps the student build self-confidence.

- Be a collaborator: The tutor-student relationship should be viewed as a partnership. You are not there to take the place of the instructor. Let the student know you are there to work with them to supplement classroom and individual study.

- Be confident: You were chosen for qualities that enable you to be a good tutor and role model. However, having confidence also means having courage to admit you do not know an answer. Be honest with your student, tell her you'll need to your homework and then follow through.

- Use available resources: The SSS staff is here to help. Let us know if there are problems with the tutoring relationship or problems affecting your student's performance.

Adapted from Sherry Langley Wichita University
TUTORING STRATEGIES FOR STUDENTS WITH LEARNING DISABILITIES

Learning disabilities are neurologically-based conditions that interfere with the acquisition, storage, organization, and use of skills and knowledge. They are identified by the existence of deficits in academic functioning and in processing memory, auditory, visual, and linguistic information. The diagnosis of a learning disability in an adult requires documentation of at least average intellectual functioning along with deficits in such areas as:

- Auditory processing
- Visual processing
- Information processing speed
- Abstract reasoning
- Memory (long-term, short-term, visual, auditory)
- Spoken and written language skills
- Reading skills
- Mathematical skills
- Visual spatial skills
- Motor skills
- Executive functioning (planning)

Some considerations:
A learning disability is not a disorder that a student “grows out of.” It is a permanent disorder affecting how students with normal or above-average intelligence process incoming information, outgoing information, or both.

Learning disabilities are often inconsistent. They may be manifested in only one specific academic area, such as math or foreign language. There might be problems in grade school, non in high school, and again in college.

Learning disabilities are not the same as mental retardation or emotional disorders.

Common accommodations for students with learning disabilities are alternative print formats, taped lectures, note takers, adaptive technology, course substitutions, early syllabus, exam modifications, priority registration, and study skills and strategies training.
SQ5R Reading Strategy

Survey
Preview charts, graphs, examples and key words to gain an idea of what the text will cover.

Question
Develop questions you hope to answer after reading.

Read
The text in small chunks. 1-3 paragraphs at a time. Avoid reading for extended periods.

Respond
To the text. Can you answer any of the questions you developed before reading.

Record
Notes on what you've been reading. Write the answers to your questions. Make note of things you need to clarify.

Recite and Review
Look away from the material and speak the information out loud. Do you know everything you should?
5 PROVEN
STUDY STRATEGIES
TO MAKE IT STICK

Don't Just Re-Read
It's not the most effective way to remember information.

Read first to understand.

These other strategies will help you process and remember the material better!

1. Recite
Stop reading periodically and silently recite the material.
Recite silently to yourself.

2. Elaborate
Put the text away and explain the ideas out loud to someone else - your dog, cat, baby, etc.

3. Self-Quiz
Make up questions on your notes sheet, flashcards, or using a quiz app on your phone.
Quiz yourself on the material.

4. Visualize
Find or draw an image to remember key concepts, steps in a process, or vocabulary words.

5. Mnemonic Devices
Use the first letter of each word to create a catchy phrase or sentence.
ROYGBIV
**Intense Study Sessions**

1. **Set a Goal** (1-2 min) - Decide what you want to accomplish in your study session
2. **Study with Focus** (30-50 min) - Interact with material: organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
3. **Reward Yourself** (10-15 min) - Take a break: walk around, get a snack, relax
4. **Review** (5 min) - Go over, summarize, and wrap-up what you studied

**Preview before class** - Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and note questions you would like answered in class.

**Attend class** - GO TO CLASS! Ask questions and take meaningful notes.

**Review after class** - Within 24 hours, read notes, fill in gaps and note any questions.

**Study** - Repetition is the key. Ask questions such as 'why', 'how', and 'what if'.

- Intense Study Sessions* - 3-5 short study sessions per day
- Weekend Review - Read notes and material from the week to make connections

**Assess your Learning** - Periodically perform reality checks

- Am I using study methods that are effective?
- Do I understand the material enough to teach it to others?
How I Learn
Learning Levels, Bloom's Taxonomy

Creating
Combining information to form a unique thesis, concept, or product - requiring creativity and originality. Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.
Key ideas: Design, Hypothesize, Invent, Develop, Compose, Estimate, Theorize, Elaborate, Test, Improve, Originate

Evaluating
Making decisions and supporting views - understanding of values, judging the validity of ideas or quality of work based on a set of criteria, having a profound understanding of the discipline. Making judgments based on criteria and standards through checking and critiquing.
Key ideas: Judge, Critique, Justify, Recommend, Criticize, Assess, Disprove, Rate, Resolve

Analyzing
Identifying components - determining arrangement, logic, and semantics to identify organizational structure. Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
Key ideas: Analyze, Categorize, Separate, Dissociate, Simplify, Deduct, Infer

Applying
Using information to solve problems - transferring abstract or theoretical ideas to practical situations, identifying connections and relationships and how they apply. Carrying out or using a procedure through executing or implementing.
Key ideas: What if, Use, Compute, Solve, Demonstrate, Apply, Construct, Build, Experiment

Understanding
Restating in your own words - paraphrasing, summarizing, translating. Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, and explaining.
Key ideas: Why, How, Explain, Paraphrase, Describe, Illustrate, Compare, Contrast, Interpret, Outline, Map, Rephrase

Remembering
Memorizing information verbatim - retrieving, recognizing, and recalling relevant knowledge from long-term memory.
Key ideas: What, Remember, List, Label, State, Define, Choose, Find, Select, Match


Center for Academic Success
B-31 Coates Hall - 225.578.2872 - www.cas.lsu.edu
Faculty give exams, home-work, papers, etc., to determine what you know and how you can apply the knowledge... You take exams, submit home-work, give presentations, etc., to demonstrate what you know and how you can apply the knowledge...

Exams are a collaborative exercise in learning.

You can listen for the language used by your teachers during classes, look for the language used in assignments and exams, as well as language used in texts to infer what cognitive tasks the professors want you to perform to DEMONSTRATE YOUR MASTERY OF THE MATERIAL on exams, in papers, in presentations, etc.

Using the same language used by your professors to organize your notes, direct your reading and prepare for your exams IS THE BEST WAY TO PRACTICE FOR THE PERFORMANCE: i.e., the EXAM, PAPER, PRESENTATION, ETC. Use this sheet to identify the language of learning in your class(es) and then use the language to direct your reading, note-taking, studying, etc.

<table>
<thead>
<tr>
<th>To demonstrate...</th>
<th>You may be asked to...</th>
<th>Which mean(s) you must be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Name/Identify</td>
<td>Remember/recall facts, concepts, dates, etc.</td>
</tr>
<tr>
<td></td>
<td>List/Enumerate</td>
<td>Give a series of points and number them 1,2,3</td>
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<tr>
<td></td>
<td>Outline</td>
<td>Give the main (and key secondary) points</td>
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<tr>
<td></td>
<td>Define</td>
<td>Give the formal meaning of a term</td>
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<tr>
<td></td>
<td>State</td>
<td>Give the main points</td>
</tr>
<tr>
<td></td>
<td>Summarize</td>
<td>Give a condensed version of the main points</td>
</tr>
<tr>
<td></td>
<td>Diagram</td>
<td>Give a drawing and label it</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Illustrate</td>
<td>Explain by giving examples</td>
</tr>
<tr>
<td></td>
<td>Describe</td>
<td>Tell in detail about something</td>
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<td></td>
<td>Compare</td>
<td>Show similarities</td>
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<td>Contrast</td>
<td>Show differences</td>
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<td></td>
<td>Translate</td>
<td>Put in different terms</td>
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<td></td>
<td>Interpret</td>
<td>Explain the meaning</td>
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<tr>
<td></td>
<td>Extrapolate</td>
<td>Make a prediction or estimate based on given</td>
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<tr>
<td></td>
<td>Trace</td>
<td>Describe the development/history of...</td>
</tr>
<tr>
<td>Application</td>
<td>Calculate</td>
<td>Use a concept or skill to solve a problem</td>
</tr>
<tr>
<td></td>
<td>Apply</td>
<td>Show by giving facts or reasons</td>
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<td></td>
<td>Prove</td>
<td>Show to be true by giving facts or reasons</td>
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<td></td>
<td>Demonstrate</td>
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<tr>
<td>Analysis</td>
<td>Relate</td>
<td>Show connections between...</td>
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<td></td>
<td>Discuss</td>
<td>Give details, and if relevant, positive and negative points and evidence for each</td>
</tr>
<tr>
<td></td>
<td>Provide evidence</td>
<td>List, describe, define component parts that support your position</td>
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<tr>
<td></td>
<td>Diagnose</td>
<td>Use the component parts or details to what the problem is</td>
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<tr>
<td>Synthesis</td>
<td>Develop</td>
<td>Produce an original design or report, or a new, unique product given what you know about a topic, process or concept</td>
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<td></td>
<td>Devise</td>
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<td></td>
<td>Design</td>
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<tr>
<td>Evaluation</td>
<td>Justify</td>
<td>Give reasons for something</td>
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<tr>
<td></td>
<td>Critique/Explain</td>
<td>Give positive and negative points and evidence</td>
</tr>
<tr>
<td></td>
<td>Evaluate/Assess</td>
<td>Give positive and negative points as well as your judgment about which outweighs the other(s) and why</td>
</tr>
</tbody>
</table>
Motivational Strategies

- Keep your expectations in line with your tutees'. If you expect little from your tutees, they will expect little from themselves.

- Unless tutees understand how the material relates to their own world views, their motivation for learning it will be low. Use themes and approaches that include the popular or contemporary world. They may be familiar or exotic.

- Try to find a simulation or a game that relates to the concepts you are working on.

- Involve tutees in role playing exercises (choose a part and act it out) if possible.

- Discuss tests or papers that have been returned. Look for any patterns or common areas in the errors and discuss ways to correct them.

- Set up sample problems for tutees to solve.

- People tend to remember better if they can associate something with an event, person, story, picture or emotion. Ask tutees to think of something that stands out in his or her mind to associate an idea with.

- Attribute effects to their causes. Ex: "You got that right because you went through the whole process without skipping any steps."

- Affirm positive efforts and recognize new behavior.

- Point out discrepancies between what tutees say and what they do.

- When tutees fail, an explanation that emphasizes factors that can change will give them motivation to keep trying. Ex: "The test was hard, there is no way you could have known the answer. But now that you know what kind of questions to expect, you'll be able to prepare better for the next test."
Answers

How to Handle Right Answers

Give praise and rewards to the student.

Remember, a right answer must be both complete and correct.

When the student gives a right answer on the first try, give special recognition.

Let the student know it is OK to try to answer the question, even if they are unsure of the answer.

If your student does not attempt to answer the question, ask another question that might elicit the same answer.

Be encouraging and enthusiastic.

Have the student think out loud rather than say nothing.

How to Handle Wrong Answers

Correct the work without being discouraging.

Don't say "no" or "that's wrong" and never make fun of answers.

Try to get the right answer before going on to the next question.

Give clues to help the student get the right answer.

Be sure the student understands what the error was and give another opportunity to repeat the question and answer to reinforce the correct answer.

Use Encouragement to Motivate

You have the opportunity to praise the work of your students and this will give them recognition for a job well done. This is a comment that focuses on the student. You can say, "You are so organized." The tutor can also motivate the student through encouragement by saying, "Your essay showed great organization. Each idea was clearly developed."

Other examples of the difference between praise and encouragement:

Praise: "You're a great writer."

Encouragement: "This story is great. Your characters are so real."

Praise: "You are super. You always get these problems right."

Encouragement: "Your hard work on solving word problems really shows."
Tutoring
Strategies

A compilation of techniques used by TRIO tutors
ABOUT THE TUTOR
Shamgar Connors is a Computer Science major who tutors math courses and CMPT 101.

ABOUT THE STRATEGY

Narrative:
Sham developed this technique because it helps the students learn to recognize patterns in problems and it makes his work as a tutor easier.

Procedure:
1. The tutor creates a problem exactly like the one the student has to solve and explains how the problem is set up and why.
2. The tutor demonstrates how s/he solves the problem, explaining every step as well as the reason s/he is performing the steps.
3. Help the student create a problem; then have him/her work through it explaining every step to the tutor, as well as the reason s/he is performing the steps.
4. Have the student create and/or solve as many problems as necessary to have mastery.

Using this system provides the tutor with insights as to where the bottlenecks in understanding happen because the student is explaining his/her problem-solving approach while working on the material and the tutor can make immediate corrections.
ABOUT THE TUTOR

Monica Elmore is a History and Elementary Education major. She has tutored Psyc 220 (Child Development) and Soci 101 (Intro to Sociology) but spends most of her tutoring time in Hist 201 and 202 (American History courses).

ABOUT THE STRATEGY

Narrative:

There are many writing assignments in history courses, especially Hist 202. This strategy helped Monica and now helps her students start papers. Most history professors use some variation of “pros and cons” structure and this strategy teaches students how to find the material and use it for this type of paper.

Procedure:

1. Read through the chapter with the student (ideally at least once before the session also).

2. Ask student to highlight “important” information based on professor’s hints, on notes, chapter headings, italic print, etc. that pertains to the student’s paper topic.

3. Draw a Pro- Con T on a piece of paper.

4. Go back through book and assign all highlighted information to either the Pro or Con side of the T, listing the page numbers after a key word or phrase (a third category, irrelevant, may be useful).

5. To be really thorough, use the same system with notes and any handouts.

With information categorized students usually feel much less overwhelmed and more willing to start writing.
ABOUT THE TUTOR

Kate Butterfield is a MST student pursuing certification in Elementary Education. She tutors Math 101, Elements of Mathematics and Soci 101, Introduction to Sociology. She enjoys “seeing the light go on” in her students’ eyes when they come to understand something.

ABOUT THE STRATEGY

Narrative:
Kate uses outlining when she prepares for her Soci 101 tutoring sessions. It is a good way to refresh her own memory and preview what she wanted to cover in her sessions. It helps her predict what questions/problems her students might have. In addition to being good preparation for a tutor, Kate believes it is applicable to any learning style and course and that it is a strategy that once mastered by the students can really increase their independence in learning.

Procedure:
1. Skim over the chapter, looking at subject headings and main ideas.
2. Go back through, writing down important terms, names and concepts.
3. “Flesh out” your notes with details, definitions so that you can provide complete answers to any possible questions.
4. In the tutoring session, you can touch on each point/topic and ask review questions of each.

Index cards work well in this strategy.
STRATEGY  

Read, Re-write, Read Again

ABOUT THE TUTOR

Louise Tyo is a junior majoring in Sociology and minoring in Women's Studies. She currently tutors Soci.
300, Intro. to Theory, and Antc. 102, Intro. to Cultural Anthropology. Louise enjoys the fulfillment that
comes from teaching in a way that enables her students to understand and achieve good grades. She finds it
frustrating that some students continue to be hard on themselves even when they are passing the courses.

ABOUT THE STRATEGY

Narrative:

Louise presents her notes, much like a mini-lecture, to the students and works with the students in rewriting
their notes so that they are more complete and understandable. Louise uses this strategy all the time as she
finds that the students understand more if they keep writing down the material and asking questions of it as
they read it back to her. She provides on-going commentary and clarification. This technique requires
students to actually "use" their notes and also helps them synthesize information.

Procedure:

1. Both tutor and student get out their notebooks; and the student gets out clean paper.

2. Tutor reads her [his] own notes while student takes notes.

3. Tutor stops after each point and asks student to review original notes and new notes and generate
   questions based on the material. If there are no questions the tutor asks the student to explain
   the notes. If the student can explain meanings, definitions, etc., tutor and student move on;
   if student cannot explain meanings, definitions, etc., tutor knows exactly what needs to be
   taught and does so.
ABOUT THE STRATEGY

Narrative:
Heather uses this strategy in her own courses and in tutoring Biology. She reports that 95% of her students perform better on exams when using this strategy.

Procedure:
1. Read/Review notes after each class.
2. Read/Review corresponding sections of textbook, lab manual, etc.
3. Write narrative (not a summary, but complete sentences) of important information from each read/review of notes/text; if you can express it in narrative it is more likely you really do understand it.
4. Review your summaries; take them to tutor, class mate, room mate, etc. and have someone quizz you on a regular basis.
5. Go back to notes and/or text to correct any misinformation and begin process again.
ABOUT THE STRATEGY

Narrative:

Jessica uses this strategy in her own courses and in tutoring Chem 106 because it helps students recognize patterns in problem-solving. She notes that her students perform much better on tests once they have practiced this strategy.

Procedure:

Model identifying groups/sets of problems with the same concepts recurring. Demonstrate to students how to solve them. Then have students identify groups/sets and explain the common concepts. Students then practice solving the problems.

This strategy improves students' abilities to recognize patterns in exam questions. It can be used in any problem solving course.
ABOUT THE TUTOR

Brian Hewes majors in Philosophy, Politics and Sociology, his primary interest being in Philosophy. Most of the tutoring he does is in Philosophy courses, especially Intro. to Phil and Intro. to Ethics. Brian reports that tutoring is the most rewarding when he is facilitating the students understanding of material and when the students display satisfaction with or enjoyment of the material and their performances with it.

ABOUT THE STRATEGY

Narrative:

Brian employs the Socratic Method in all the courses he tutors because it facilitates the students’ inquiry into the material, making learning active and dynamic, increasing retention and application. This process also leads to a sense of accomplishment for the student. Brian himself enjoys using the method in his own studies.

Procedure:

Optimally, steps are used by tutor as preparation for session and with students in sessions (collaboratively).

1. Outline main arguments of material.

2. Generate a list of questions, but remain flexible so that questions can be rephrased or reworded if the student does not understand.

3. Begin by asking about the conclusion of the argument; i.e., what is the conclusion?

4. Proceed to ask questions that require the student to think about and explain how the conclusion was reached; i.e., list the author’s reasons or premises for the conclusion.

5. Ask student to “draw” the argument on the chalkboard/paper: [premise 1] + [premise 2] = conclusion A. Also ask student to “draw” and/or provide examples used in the argument.

6. After providing the student with guidelines for evaluating the argument, have him/her do so. Use specific directions such as: Give 2 examples of...Agree or disagree with “X” and use the author’s argument to support your case...Generate counterexamples for this argument.

This system really helps students prepare for exams, in class discussions and papers.
ABOUT THE TUTOR

Xantippe VanArsdale is a Biology major who spends most of her tutoring time helping students in Biol 105, Human Genetics. She enjoys helping students, especially when they are making genuine efforts. It is very frustrating for her when students schedule sessions and she prepares for them...and then the students do not attend.

ABOUT THE STRATEGY

Narrative:

Xantippe uses storytelling in tutoring Biol 105 because it helps students with little or no background in Biology relate the concepts to their own lives. This technique is helpful in tutoring any discipline in which the students have little or no "classroom" background in the field. Xantippe warns that the tutor has to "absolutely know her [his] stuff to make analogies or the students will get even more confused."

Procedure:

Here's an example, using DNA:

Think of an encyclopedia, a book with thousands of entries and millions of pieces discrete information that is written in another language, perhaps Latin. You need to use this information to build a house. The first step is to translate the information in the encyclopedia into an understandable language, perhaps English. Once this translation is complete you can begin compiling an instruction manual from all the information. Once the instruction manual is complete your next step is to manufacture the bricks that you will eventually put together to erect the house. Once the bricks are made you can finally put the house together.

In my analogy, the encyclopedia with all its information is DNA. The instruction manual, created by translating all the information in the encyclopedia is RNA. The bricks, the actual material from which the house is constructed is PROTEIN.
ABOUT THE TUTOR

Sarah Pierce is a Junior majoring in Art History. She has tutored students in Arth 100, 101, 102 and occasionally in Fren 101. She enjoys tutoring because it is a “hands-on” way to help people.

ABOUT THE STRATEGY

Narrative:
This will work for any Art History course and is how Sarah herself learns about artworks. She has used the strategy with a few of her students and they have been successful on their exams. It works for any course because any art course on this campus requires that a student knows the artist, title, approximate date of the piece, period in which the work was produced, etc. This is an effective way to study all of this and it is relatively simple.

Procedure:

1. On an index card or piece of paper (index cards are portable), write down the artist, title, date, time period, nationality of the artist (in architecture classes the location and materials may also be listed).

2. Sketch the work and put the title on the back side; it does not have to be a masterpiece. It can remind you of the artwork in case it is not in your book and it also uses visual memory (really good for art courses) in addition to verbal memory (what is written or said about the work).

3. List at least 2 important facts about the artwork (even though most instructors only ask for one).

4. Use the cards to quiz yourself. You can “flash” the pictures and give all the facts or “flash” the facts and have to name the picture. You can hand the cards over to a friend and have him quiz you.

5. Tutors can teach this system to their students and require the students to begin making cards and bringing them to sessions. It is a great way to find out if the student is keeping up with readings’ lectures, etc.
STRATEGY

Time Management During Tutoring Sessions

ABOUT THE TUTOR

Shawn Spriggs is a History and Secondary Education major. He tutors European History and tries to make it as interesting as possible by interjecting personal stories and humor.

ABOUT THE STRATEGY

Narrative:

History requires a lot of reading, but it is a necessary evil. Shawn suggests that when students begin to feel overwhelmed they put down the book(s) and do something else for a few minutes to let the information percolate in the brain. Shawn also recommends that tutors spend time making sure that students have firm grasps on basic terms and concepts. A good way to do this is to quiz the students at the beginning of sessions to see how much of the readings/lectures the students have understood.

Procedure:

1. Work with students from test to test, quiz to quiz; it is easier for students to learn and retain smaller chunks of information and then string these together than it is for them to try to learn a lot all at once.

2. Relate past topics with current ones; it helps students review previous units and strengthens retention.

3. Go through BOTH OF YOUR NOTES to fill in gaps in information and to clarify.

4. DON'T SPEND TOO MUCH TIME ON WHAT THE STUDENTS ALREADY KNOW. Use mini-quizzes to have on-going assessment of what is already mastered and then MOVE ON.

5. Spend time on building self-confidence and self-assurance; assure them through words and actions that it is not the end of the world if they fail a quiz.
STRATEGY

Using Socratic Method
AKA: Asking Questions and Letting the Students Do the Talking and Writing

ABOUT THE TUTOR

Carla LaSalle is a Math major with minors in Information Technology and Business Economics. She has tutored Math 151 and 152 (Calc I and II) as well as AP Calculus for local high school students.

ABOUT THE STRATEGY

Narrative:

Carla considers listening as the most important thing she does as a tutor. She has learned how to help the students by listening and watching them as they work through problems or try to explain concepts. Listening and watching gives her all the information she needs to remediate problem areas without taking over and "doing the work" for the students.

Procedure:

Become aware of how you listen. Does it engage or turn off the student with whom you are working? Your verbal and non-verbal language can determine how willing a student is to open up; and if the student won’t open up the two of you cannot collaborate.

Ask questions and/or give directions that require the student to perform: to explain how and why he does something or thinks about something, to work on a problem, to show you how it is set up using the board, etc.

Pay attention to the verbal and non-verbal style of your student as he answers questions and performs the tasks. Learn to read his body language.

Demonstrate through your own attitude (and even relate personal experiences) to validate that math is difficult and that hard work and a willingness to try is important.
Key Principles for Adult Learners

A student is defined as an adult learner if he or she meets one or more of the following criteria:

- 22 years of age or older
- has had at least a two year break in his or her education,
- holds a GED rather than a high school diploma,
- married or
- single with dependents.

Many Adult Learners have made the decision to continue their education after a hiatus from high school, while raising families, or after being in the military.

These students often juggle a job, family, and full academic course load as well as possibly having a lengthy commute to and from campus.

Adult learners (also known as non-traditional students) are a large and growing segment of the SUNY Potsdam student body.

Adult Learners prefer learning environments that

1. are active, practice/problem-based, rather than passive (e.g., listening or watching);
2. support and promote positive self-esteem;
3. enable them to integrate new ideas with what they already know;
4. show respect for them as individual learners;
5. value their experiences and perspectives and contributions;
6. allow them choice and self-direction, and is meaningful for them and their needs;
7. reinforce their learning, and enables them to apply their learning immediately.
Tutor Time Sheets
And Navigate
TRIO Time Sheet- Example

Tutor:  John Smith  
Course:  Arth 100  
Student:  Abby Williams  

Week of  

Prep Summary for the week:  Created a review sheet for art history test on Friday

| Date:  
| Sept 22  
| Begin Time:  
| 10:30am  
| End Time:  
| 11:00am  
| Student Signature:  
| Abby Williams  
| Faculty Meeting- Date/Time  
| Sept 23- 1pm  
| Faculty Comments  
| They do not have to put a comment but can  
| Faculty Signature  
| I can not pay you for this unless they sign.  


Week of  

Prep Summary for the week:  Read textbook and looked over notes

| Date:  
| 9/30  
| Begin Time:  
| 4pm  
| End Time:  
| 5pm  
| Student Signature:  
| Abby Williams  
| Faculty Meeting- Date/Time  
| 9/30- 1pm  
| Faculty Comments  
|  
| Date:  
| 10/2  
| Begin Time:  
| 4pm  
| End Time:  
| 5pm  
| Student Signature:  
| Abby Williams  
| Faculty Signature  
|  
| Date:  
|  
| Begin Time:  
|  
| End Time:  
|  
| Student Signature:  
|  
| Faculty Comments  
|  
| Faculty Signature  
|  
| Dr. Downing  


How to submit your TRIO tutor lesson plan using Navigate

Visit Potsdam.campus.eab.com

Username and Password is what you log onto any campus computer with

Home Page View

Click the arrow next to student home and click on the tab called Tutor Home

This student is not enrolled in any classes in the current term.
Once assigned your assigned tutee(s) will appear under the assigned students tab.

### Assigned Students

<table>
<thead>
<tr>
<th>#</th>
<th>BOXX</th>
<th>STUDENT NAME</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td></td>
<td>Trio Student</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td></td>
<td>Bridges Student, Trio Student</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td></td>
<td>CSTEP Student, Trio Student</td>
</tr>
</tbody>
</table>

To create an appointment summary (TRIO lesson Plan) either click on the name of your student then click actions-create appointment summary OR click appointment summary on the right hand side.
Once you select appointment summary this box below will appear. You now **MUST** select your care unit.

<table>
<thead>
<tr>
<th>Appointment Details</th>
<th>Appointment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care Unit: Select Care Unit</td>
<td>B I</td>
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<tr>
<td>Location: Select Location</td>
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<tr>
<td>Service: Select Service</td>
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<tr>
<td>Course</td>
<td></td>
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<tr>
<td>Meeting Type: Select Meeting Type</td>
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<tr>
<td>Date of Visit: 08/09/2018</td>
<td></td>
</tr>
</tbody>
</table>

**Attendees**

Jessica Burnett
Advisor, Professor, Tutor

2 Attended
Arrived: 12:55pm  |  Departed:  | An appointment will be created after you submit this report.

Select **SSC Tutoring** from the drop-down menu - A summary template will generate for you.
Select Location - TRIO Office

**Summary Details For Nicoll Gonzales**

Objectives for this session:  |  Goals for next session:

- Student arrived on time and was ready to begin our session.
- Student was prepared (attended class, read lesson, had notes, etc.)?
- Student has started future assignments?

**SSC Tutor Summary Report**

| B | | | | Paragraph | |

**Attachments**

Attach File

Browse... No file selected.
Fill in all sections on the left-hand side- If your student is a no show uncheck the attended tab and make a note in the new box that appears on the right. Please fill in the times that you arrived and left. **You must click the confirmation box in order to submit your lesson plan.**

Fill in all boxes on the right-hand side and hit save this report -- Finished!
Today Nicoll and I went through the exam study guide to define and review some terms that she was having trouble with in particular. We went over concepts such as Pork-barrel legislation, logrolling, distributive tendency, party unity scores and other terms from the course. We went through both the powerpoints and the textbook to give a well-rounded overview and definition of each of the items.

Tomorrow will be our last meeting of the semester, and we will do last minute exam review to go over any final questions Nicoll may have from the study guide. I’ve been having her fill out the questions for two weeks now, and we will add to her definitions to make sure she understands all the core concepts.

Patrick is at the point in the semester where he doesn’t enjoy the subject material so it’s hard to get him to focus sometimes. But we are trying to stay focused on getting a good grade in this class - he just needs that extra push sometimes.

Reviewed questions on her exam review sheet. I made sure she understood all the solution answers. We did some additional practice problems to review. Next time we will go over new material she may have questions on. Overall I feel she is prepared for the exam as she made a study guide.

Tutoring went well; spent first hour running through her notes that’ll be on exam 3, then the next hour we practiced her recall and she gave me examples for every term she might have trouble differentiating on the exam.