Online Tutor Training Module

Learning Lab, Lincoln Land Community College

This online module has been designed to serve as part of the training process for all LLCC peer tutors. The contents of this training module are used with the permission of their creator, Kathie Read, Coordinator of the Learning Resource Center at American River College in Sacramento, California.
Before you begin this activity, please print out a copy of these pages on which to write your answers. The pages are not set up to allow students to type their answers directly onto the document.

All questions MUST be answered completely and turned in to the Assistant Director of the Learning Lab in order for you to receive credit for the training.

This activity is worth 3 training credits.

NOTE: If you experience any problems accessing the following links, please contact the Assistant Director of the Learning Lab.
Introduction to Tutoring

What is Tutoring?

Tutoring is an age-old practice. The dictionary definition describes a tutor as a person who gives individual, or in some cases small group, instruction. The purpose of tutoring is to help students help themselves, or to assist or guide them to the point at which they become an independent learner, and thus no longer need a tutor. The role of the tutor is diverse.

Content knowledge is an essential ingredient for a tutor; however, to be truly effective, a tutor must combine content knowledge with empathy, honesty and humor. Empathy requires a tutor to "read" the emotional states, attitudes and perceptions of their students. Empathy is the ability to see others from their personal frame of reference, and to communicate this understanding to the person involved. In order for tutors to establish a supportive relationship with their students, tutors must be open and honest. Students are often reluctant to talk with a stranger about their academic problems. If a tutor is perceived as genuine and having a strong desire to listen, students will be more willing to open up and discuss their problems. Humor can also play an important part in a tutoring session. Humor can reduce tension. Shared laughter is a powerful way to reinforce learning. Humor can set students at ease and increase rapport. Humor can also be used to compliment, to guide or to provide negative feedback in a positive manner.

In addition, a successful tutor demonstrates a caring attitude. Caring consists of being organized for the tutoring session, being punctual, establishing a learning relationship with the student, developing unique tutoring strategies, and becoming familiar with the learning process. Tutoring is sharing yourself with another student in a way that makes a difference in both your lives.

There are many benefits to tutoring.

- Heightens sense of competency/adequacy in conforming to new role.
- Encourages higher levels of thinking.
- Permits more advanced students to study below-level material without embarrassment.
- Increases motivation to learn in order to maintain new role.
- Increases ability to manage own learning and study strategies.
Increases subject specific knowledge.
Increases related general knowledge.
Increases understanding of subject area.
Improves attitude toward subject area.
Provides more empathy with students.

There are also many benefits to the students who receive tutoring.

Offers more individualized, systematic, structured learning experience.
Provides greater congruence between teacher and learner, closer role model.
Improves academic performance and personal growth.
Improves attitude toward subject area.
Generates stronger effects than other individualized teaching strategies.
Motivates self-paced and self-directed learning.
Provides intensive practice for students who need it.
Improves self esteem.

There are many benefits to the college.

Increases opportunity to reinforce instruction.
Increases positive student interaction.
Enhances measurable positive changes in attitude towards teaching/learning for the participants.
Improves educational climate.
Facilitates ethnic and racial integration.

Characteristics of Good Tutors

Intelligence alone does not indicate success as a tutor; but what kind of person, what kind of student you are does. It takes a certain kind of person to be a good tutor. Some of the characteristics noticeable in good tutors are:

A positive outlook: The belief that things can be changed through action.
A desire to help others: The willingness to become involved with people at first hand and in depth.
Empathy: The ability to feel what another person is feeling.
An even disposition: Patience, gentleness, understanding and fairness.
An open mind: A willingness to accept other people and their point of view.
Initiative: The ability to see what needs to be done and to do something about it.
Enthusiasm: A liking for your subject, and a wish to share it with others.
Reliability as a worker: Punctual, dependable, steady.

Summary of What Students Need:

Positive expectations

*Mutual respect*

Flexibility

*Humor*

Enthusiasm

Acceptance that everyone makes mistakes

*Effective communication*

Applications/reasons for learning

Connections between new material and prior knowledge

"The Big Picture"

Organization

The language of the discipline

*Thinking or wait time before answering*

Separation of relevant from irrelevant information

Techniques for: time management, test taking, relaxing, studying, notetaking, organizing, representing and remembering concepts and their relationships.
INTRODUCTION TO TUTOR TRAINING

What is Tutoring?

1. According to this article, what is the purpose of tutoring?

2. In order to be truly effective, a tutor must combine which essential ingredients?

3. What are some of the benefits of tutoring mentioned in this article? (List 3)

4. According to the article, what are some of the benefits to the students who receive tutoring? (List 3)

5. What are some of the characteristics noticeable in good tutors? (List 3)
Five Steps to Being an Effective Tutor

STEP ONE: Know What is Expected of You As A Tutor

Tutoring is the process of getting students to become independent through questioning. Tutoring should help students develop self-confidence and improve study skills. In addition, the tutoring session should provide students with an opportunity to speak up and ask questions, an opportunity sometimes unavailable or missed in a regular classroom situation.

Tutoring is a well-balanced question/information exchange in which both parties participate and, therefore, both benefit. Tutoring provides the practice and drill in specific course material needed by the student, while giving the tutor valuable review opportunities and the chance to develop and sharpen educational and communication skills.

Tutoring is not teaching. There are important differences between the role of the tutor and that of the classroom teacher. Approaches, relationships, and techniques are different. The tutor works in very close proximity with the student, usually one-on-one. The student may not be accustomed to the close contact and the interchange that occurs during a tutoring session. The tutor may have to consciously strive to develop a good rapport with the student within this environment.

STEP TWO: Setting Up the Tutoring Session

It is important to shape the tutoring environment. This can be difficult in the busy LRC; however, if you follow these simple procedures, you will have a successful session.

- Prepare yourself for the tutoring session.
- Prepare a greeting and review expectations
- Be prepared for potential problems.

STEP THREE: Meeting Your Student’s Needs

Assess the student’s understanding of the subject by asking questions. Determine the student’s need for them to succeed in the subject. Strategies will vary, but do remember to engage the student. Try not to lecture and attempt to use:

- Use good questioning techniques
Positive ways of correcting students
Positive problem solving

STEP FOUR: The Ingredients of a Good Tutoring Session

The following are some of the necessary ingredients for a good session:

- Greet your Student and give them your undivided attention
- Have empathy with your Student's problems.
- Be honest with your client.
- Set the Agenda.
- Have a sense of humor.
- Have the ability to "lighten up" a situation.
- Have a good interaction with your Student, a good give-and-take.
- Know your Student's strengths and weaknesses.
- Work through your Student's strengths to improve his/her weaknesses.
- Make your Student feel good about him/herself and his/her accomplishments.
- Know when to stop a session.
- End the session on a positive note.

STEP FIVE: Ending the Tutoring Session

Do not just say "good-bye" when the session is over. You should:

- Positively assess the work that was done during the session.

  50 Ways to Praise Students.

- Give assignments if appropriate.
- Re-schedule for another session.
- Do any necessary tutor paperwork.
- Always end the session with a positive comment.
INTRODUCTION TO TUTOR TRAINING

Five Steps to Being Effective: Review Expectations

1. Explain why it is important to greet a new tutee and give them your undivided attention.

2. List four other necessary ingredients for a good tutoring session.

3. According to the article, a good tutor should not simply say “good-bye” when a session is over. Instead, a good tutor should do what? (List 3 things)

4. Describe any apprehensions you might have at this point about becoming a peer tutor.
Techniques That Work

We Learn...

<table>
<thead>
<tr>
<th>Percentage</th>
<th>What We Learn</th>
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<tbody>
<tr>
<td>10%</td>
<td>of What We Read</td>
</tr>
<tr>
<td>20%</td>
<td>of What We Hear</td>
</tr>
<tr>
<td>30%</td>
<td>of What We See</td>
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<tr>
<td>50%</td>
<td>of What We See and Hear</td>
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<tr>
<td>70%</td>
<td>of What We Discuss With Others</td>
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<tr>
<td>80%</td>
<td>of What We Experience Personally</td>
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<tr>
<td>95%</td>
<td>of What We Teach Others</td>
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William Glasser

It has been estimated that it takes only three or four minutes for the average person to form a positive or negative first impression. What does this mean to a tutor? Make that first meeting with your tutee a positive experience. Be consistent in body, voice and words. Initiate eye contact. Listen with your body by smiling and nodding your head. Nonverbal messages are the most powerful form of communication. Take the communication skills test and find out how your communication skills rank. Establishing rapport with your tutee is very important. You can help create a good rapport by listening patiently and remaining open to what the tutee has to say.

It is also important to know why the student has requested tutoring. Some students know exactly where they are having trouble. Some students point out general areas of difficulty. Some students can only vaguely describe the source of their confusion. To help these students, simply ask them where they are having problems. It could be that they fear the subject because of past failure. It could be that they are taking the class because it is a requirement; therefore they have no interest in the subject. The students could also be lacking confidence in their ability to master the material, or they could be overwhelmed by the time requirements imposed on them for this particular class. The reason for the tutoring request is important because it will give you a focus to plan your future tutoring sessions.

Another approach to finding out why the student is seeking assistance is to review the course materials with the student. Use the course outline, text, or assignments to figure out precisely where the student is having problems. Ask questions that encourage students to state what they know about the material.

This training material was created by Kathie Read, Coordinator of the Learning Resource Center at American River College in Sacramento, California. Updated November, 2012
A technique critical to a successful tutoring session is the ability to ask the right question. There are many \textit{types of questions} that a tutor can use in a tutoring session. Good questioning techniques are essential to a successful tutoring session. It is important to use the right words. Try asking "What do you understand?" If you ask students what they don't understand, they will be clueless. Another important aspect of asking questions is waiting for an answer. Many tutors are too quick to answer their own questions. Give students an opportunity to reflect on the question before they volunteer a response. Always wait at least 20 seconds for the student to answer your question. This "wait time" might be uncomfortable at first, but it can greatly improve the tutoring session.

Remember to ask leading questions. Questions that can be answered with yes/no have less value that those that ask the student to demonstrate understanding. "What if" questions and analogies are excellent strategies for expanding student understanding. Become familiar with the \textit{Socratic Method} of teaching. It is the oldest, but still the most powerful teaching tactic for fostering critical thinking.

Tutors can perform a valuable service when they assist students to figure out answers by themselves. There are three steps that can help you provide this service: Provide instruction, require a response, and give feedback. In other words, present the information briefly, have the student respond and talk about the material, let the student know when the answer is correct or incorrect. Learning to \textit{handle right and wrong answers} is a vital part of tutoring.

In addition, you might want to look at some \textit{tips} on how to motivate your students to learn. The two most important factors that lead to student success are a strong motivation to succeed and good learning skills.
INTRODUCTION TO TUTOR TRAINING

Techniques that Work: Tutoring Techniques

1. According to the article, what are some ways to make that first meeting with your tutee a positive experience?

2. According to the article, what are three general causes for difficulty in a course, thus leading the student to request tutoring?

3. Why is it important to ask the tutee “What do you understand?” Instead of “What don’t you understand?”

4. What is the recommended amount of “wait time” a good tutor should provide when waiting for a tutee to answer a question? Why?

5. Why is it important not to ask simple yes/no questions?

6. According to the article, what are three steps tutors can take when they assist students in figuring out answers by themselves?
Cultural Differences

What is culture? Culture refers to the sum total of acquired values, beliefs, customs, and traditions experienced by a group as familiar and normal. It includes language, religion, customs, and a history of the people. Students today come from a variety of cultural backgrounds.

During the 1980's, immigrants accounted for 1/3 of the total U.S. population growth. In 1984, approximately one in four schoolchildren were minority students. By 2020, that figure likely will increase to nearly one in two. During the next 20 years the U.S. population will grow by 42 million. It has also been predicted that Hispanics will account for 47% of the growth, Blacks 22%, Asians 18%, and Whites 13%.

As a tutor, you will be working with students from other cultures. You will gain an appreciation for different cultures by providing the student with an atmosphere of trust and acceptance. Encourage the student to talk about his/her family and country. If you are asked about American customs, be sensitive to the tutee's viewpoints. What is socially acceptable in the U.S. might be unthinkable in the student's culture. Most foreign students are eager to talk about their country and traditions. This interaction might be a valuable learning experience for you.

Look at these five ways to bring more multicultural awareness to your tutoring

Some questions you might want to ask a foreign student include:

Tell me about your travels in other countries and the U.S.
What are your impressions of life in the U.S.?
Why did you decide to come to American River College?
Have American customs been a problem for you?
What do you miss most about your country?

When you begin tutoring a foreign student, be aware that sometimes the student will become dependent on you for more than just tutoring. The student might see you as a much needed new friend, or as a source of information about not only, scholarly interests, but social interests. Student dependence can become an obstacle to bridging the cultural gap.

The following are tips for working with English as a Second Language (ESL) students:

Speak clearly, naturally and avoid using slang.

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Use repetition.
Frequently ask the student if what you are saying makes sense.
Ask students to become the tutor and explain the concept to you.
Use restatement to clarify the student's response--I think you said...
If the student does not understand you, write down what you are saying.
If you do not understand the student, ask them to write what they are saying.
Encourage students to read and to use their dictionaries.
TYPES OF STUDENTS

Cultural Differences

1. As a tutor, you will be working with students from other cultures. What advantages and/or obstacles do you think might be involved in tutoring students different from you?

2. According to the article, what are some tips for working with English as a Second Language (ESL) students? (List 3)
Learning Disabilities

A Learning Disability (LD) is a permanent disorder which affects the manner in which individuals with normal or above average intelligence take in, retain and express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear or skin, and the brain. This is one definition of a learning disability. Look at these additional definitions.

Abilities are frequently inconsistent, a student who is highly verbal with an excellent vocabulary has difficulty spelling simple words, a student who learns very well in lecture cannot complete the reading assignments. These striking contrasts in abilities and learning style were evident in many famous individuals. For example, Nelson Rockefeller had dyslexia, a severe reading disability, and yet he was able to give very effective political speeches.

Learning disabilities are often confused with other non-visible handicapping conditions like mild forms of mental retardation and emotional disturbances. Persons with learning disabilities often have to deal not only with functional limitations, but also with the frustration of having to "prove" that their invisible disabilities may be as handicapping as paraplegia. Thus, a learning disability does not mean the following:

Mental Retardation: Students who are learning disabled are not mentally retarded. They have average to above average intellectual ability. In fact, it is believed that Albert Einstein and Thomas Edison had learning disabilities.

Emotional Disturbances: Students who are learning disabled do not suffer from primary emotional disturbances such as schizophrenia. The emotional support they need is due to the frustration mentally healthy individuals experience from having a learning disability.

Language Deficiency Attributable to Ethnic Background: Students who have difficulty with English because they come from a different language background are not necessarily learning disabled.
Effects of Learning Disabilities on College Students

Following are characteristic problems of college students with learning disabilities. Naturally, no student will have all of these problems.

<table>
<thead>
<tr>
<th>Study Skills</th>
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<tbody>
<tr>
<td>Inability to change from one task to another</td>
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<tr>
<td>No system for organizing notes and other materials</td>
</tr>
<tr>
<td>Difficulty scheduling time to complete short and long-term assignments</td>
</tr>
<tr>
<td>Difficulty completing tests and in-class assignments without additional time</td>
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<tr>
<td>Difficulty following directions, particularly written directions</td>
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<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
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<tbody>
<tr>
<td>Impulsivity</td>
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<tr>
<td>Difficulty delaying resolution to a problem</td>
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<tr>
<td>Disorientation in time -- misses class and appointments</td>
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<td>Poor self-esteem</td>
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<thead>
<tr>
<th>Reading</th>
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<tbody>
<tr>
<td>Difficulty reading new words, particularly when sound/symbol relationships are inconsistent</td>
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<tr>
<td>Slow reading rate -- takes longer to read a test and other in-class assignments</td>
</tr>
<tr>
<td>Poor comprehension and retention of material read</td>
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<tr>
<td>Difficulty interpreting charts, graphs, scientific symbols</td>
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<tr>
<td>Difficulty with complex syntax on objective tests</td>
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<table>
<thead>
<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>Problems in organization and sequencing of ideas</td>
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<tr>
<td>Poor sentence structure</td>
</tr>
<tr>
<td>Incorrect grammar</td>
</tr>
</tbody>
</table>
Frequent and inconsistent spelling errors
Difficulty taking notes
Poor letter formation, capitalization, spacing, and punctuation
Inadequate strategies for monitoring written work

**Oral Language**

Difficulty concentrating in lectures, especially two to three hour lectures
Poor vocabulary, difficulty with word retrieval
Problems with grammar

**Math**

Difficulty with basic math operations
Difficulty with aligning problems, number reversals, confusion of symbols
Poor strategies for monitoring errors
Difficulty with reasoning
Difficulty reading and comprehending word problems
Difficulty with concepts of time and money

*Learning Disabilities FAQ*

**Developing a Tutoring Program**

Before determining what to work on, both you and the student must understand the student’s specific strengths and areas for improvement. Your first few sessions together should be spent discussing the student’s learning disability, how it may affect him/her in school, and techniques for compensating for it. This is also the time to build trust. We believe this can be accomplished by:

- Treating the student as an equal. The student may have a learning disability, but he/she also possesses knowledge and talent that you don't have.
- Listening to what is important to the student. What areas of learning does he/she want to focus on?
Creating an atmosphere that permits the student to confide in you. It is important to find a location away from peers and teachers, where learning disabled students can feel comfortable to tackle problems without fear of being embarrassed.

**Final determination of what to work on is based on the following factors:**

- The nature and severity of the student's learning disability.
- The student's concerns.
- Course requirements.

We suggest listing information under each factor. Then use this information to determine priorities for the tutoring program. Some students may just require assistance with papers and reading assigned in their courses. Others also may want to work on supplementary materials. For example, a student planning to take a statistics course may want to review basic algebra concepts and overcome problems understanding fractions. A student with reading comprehension difficulties may want to focus on ways to improve his/her vocabulary.
TYPES OF STUDENTS

Learning Disabilities

1. What is the definition of a learning disability, according to this article?

2. What effect can a learning disability have on college students’ study skills? What effect on reading? What effect on writing? What effect on oral language? What effect on math? (List ONE effect in each of these areas)

3. How can you develop a tutoring program (series of sessions) appropriate for a tutee with a learning disability?
Good study skills are essential for good students. Since you are all good students, it is assumed you have good study skills. Do you? Take this simple test to determine the quality of your study skills. You probably already know your strengths and weaknesses; however, this test will remind you of possible areas that could be improved upon.

Tutors are students who are successful learners. They have learned how to learn. As a tutor, it is your responsibility to communicate the principles of effective learning to your students. A good majority of the students who seek tutoring do not have good study skills. If these students took a course on study skills, it would probably cover a broad spectrum of subjects including, time management, memory skills, test taking skills, listening skills, notetaking skills, how to read a textbook, and learning styles. There is a wonderful site "Study Skill Links." It contains some excellent links with valuable information for students who wants to improve their study skills.

Encouraging students to develop good study skills requires you to assess the areas where students need help. Usually, students will not be able to accurately identify the areas where they need help. For instance, students who are always late for a tutoring appointment might need some time management techniques. You might ask them to describe the activities in their average day.

Some students have never learned how to take notes in class. You might ask the students you tutor if you can look at their notes. If you see that they do not know how to take notes, you could recommend that they look over the different notetaking systems. Or, you can ask them to tell you how they prepare to take notes for a lecture class. If they are lacking positive notetaking skills, you might share with them some ideas on how to take good notes.

Many students do not realize that there are techniques for taking a test, or more importantly, how to overcome test anxiety. You can give the student ideas on how to prepare for tests. As a tutor, it is always helpful to go over returned tests with your students. You can also share with the students the benefits of looking at a returned test.

As a tutor, you are a resource for your students. If you find that some of your students have poor reading skills, you can provide them with handouts that could improve their reading skills.
Tutors can also teach students how to use *memorization techniques*. Improved reading skills and improved memorization skills can be a big step toward being a successful student.

Students seeking tutoring have often experienced poor grades; this could be the direct result of their personal study habits. You can provide a valuable service to them by giving them direction and encouragement to develop good study skills.
STUDY SKILLS

Study Skills

1. Your tutees may give you several reasons why they don’t take notes. **Do not accept these excuses!** What are some advantages of taking notes? (List 3)

2. Students seeking tutoring have often experienced poor grades; this could be the direct result of their personal study habits. List three study skills subjects that a student may need help to improve.

3. Which areas of study skills have you found to be the most important in your learning?
Learning Styles

Learning style is the way individuals concentrate on, absorb, and retain new or difficult information or skills. It is not the materials, or strategies that people use to learn: those are the resources that complement each person's style. Style comprises a combination of environmental, emotional, sociological, physical, and psychological elements that permit individuals to receive, store and use knowledge or abilities.

Exceptional Children, Vol. 49, No. 6, April 1983

Every student has a unique learning style. According to Jody Whelden, a psychotherapist, counselor and teacher, "Each learning style is like an instrument in an orchestra. Students need to know what instrument is theirs and how they fit into the orchestra."

Each student learns differently, at a different rate, using different learning styles. Everyone has a learning style. Our style of learning, if accommodated, can result in improved attitudes toward learning and an increase in academic achievement. By identifying your learning style, you will identify how you learn best. Learning styles do not reflect levels of achievement or academic ability. No one style is better than the other.

Researchers have done experiments with at least 21 elements of learning style. They have found that most people respond strongly to between six and fourteen elements.

The element chart indicates perceptual strengths as being tactile/kinesthetic, visual or auditory learners. Perceptual elements are important to identify because they will identify the learner's preferred learning modality. You have probably noticed that when you attempt to learn something new you prefer to learn by listening to someone talk on the subject. Some students prefer to read about the concept; others want to see a demonstration of the concept. Learning style theory suggests that students learn in different ways and it is good to know your preferred learning style. Learn more about your particular learning style by taking this test. After you take the test, score it and print your score so you can complete your assignment.

By becoming familiar with learning style theory, you will be able to recognize your students' style and you will be able to make suggestions on how they can use that strength to help them study. Be sure to look at the suggestions. Look at these sites to learn more about learning styles:

- Modality Table
- Strengthen Your Learning
- How Your Learning Style Affects Mnemonics
Have you taken even an introductory course in psychology? If you have, then you have probably taken a personality test. There are several personality models of varying usefulness and accuracy. The personality system in the Keirsey Sorter is based on Jung's theory of personality type. It was converted into a practical instrument by Myers and Briggs and is used extensively in education and career counseling. This test attempts to identify a person's personality "type."

Personality influences the preferred approaches to acquiring and integrating new information. Take the personality test. The test measures extroversion versus introversion, sensing versus intuition, thinking versus feeling, and judging versus perception. There are 16 different personality types. What is your type? Look at this site for a more detailed description of your type.

Knowing your learning style preferences and your personality type can help you plan for activities that take advantage of your natural skills and inclinations. It will help you to be aware of your strengths and weaknesses and to capitalize on the strengths and to compensate for the weaknesses. It will also help you become a better tutor.
STUDY SKILLS

Learning Styles

1. After reading this article, explain why it is important for students to know their learning style preferences?

2. How can knowledge of your learning style preferences make you a better tutor?
What is Listening?

Which activity involves the most amount of listening? Students spend 20 percent of all school related hours just listening. If television watching and one-half of conversations are included, students spend approximately 50 percent of their waking hours just listening. For those hours spent in the classroom, the amount of listening time can be almost 100 percent. Look at your own activities, especially those related to college. Are most of your activities focused around listening, especially in the classroom?

How well do you really listen? Take this test to find out.

If you ask a group of students to give a one word description of listening, some would say hearing; however, hearing is physical. Listening is following and understanding the sound; it is hearing with a purpose. Good listening is built on three basic skills: attitude, attention, and adjustment. These skills are known collectively as triple-A listening.

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.

Listening is a very important skill, especially for tutors. Many tutors tend to talk too much during a tutorial session. This defeats the purpose of tutoring, which is to allow students to learn by discussion. Rather than turning the session into a mini-lecture, tutors must actively listen and encourage their students to become active learners. Giving a student your full attention is sometimes difficult because you start to run out of time, or you find yourself thinking about your next question; however, the time you spend actively listening to your student will result in a quality tutoring session.

<table>
<thead>
<tr>
<th>Poor Listening Habits and Good Listening Habits</th>
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<tbody>
<tr>
<td><strong>Poor Habits</strong></td>
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<tr>
<td>Criticizing a speaker</td>
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<td>Finding fault with the speaker</td>
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<td>-------------------------------</td>
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<tr>
<td>Allowing yourself to be distracted</td>
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<tr>
<td>Faking attention</td>
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<tr>
<td>Forcing every lecture into one format</td>
</tr>
<tr>
<td>Listening only for facts</td>
</tr>
<tr>
<td>Calling a subject boring</td>
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<tr>
<td>Overreacting to &quot;push button&quot; emotional words</td>
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<tr>
<td>Wasting thought speed</td>
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Remember it is important for you to encourage your students to practice good listening skills. One way to accomplish this task is by sharing with them this simple mnemonic device on how to learn to Listen. Active listening is a very demanding skill that requires practice and perseverance; however, active listening is also very rewarding.
STUDY SKILLS

What is Listening?

1. What are the three basic skills that make up Triple-A-Listening?

2. According to the article, what is the difference between listening and hearing?

3. Incorporating listening with concentration is called what?

4. What are some examples of poor listening habits mentioned in this article? (List 3)

5. What are some examples of good listening habits mentioned in this article? (List 3)

6. What kind of “poor listening habits” have you been guilty of exhibiting in class?
**Common Mistakes**

**Monopolizing the Talk-time**

The Tutor can monopolize the talk-time by...

- lecturing.
- showing off by solving difficult problems.
- taking the spotlight (telling stories, giving advice etc.).

When the Tutor monopolizes the talk-time, the Student becomes a passive learner.

A better tutoring strategy is to help the student experience being an active learner.

Use the **Prompt-Response Method** to...

- ask the Student questions.
- ask the Student to explain reasoning.
- give the Student a chance to struggle with a problem.

**Common Mistakes**

**Doing the Student's Work**

**Ineffective Tutoring:** "Here's how to do this."

**Effective Tutoring:** "Let's see how you do this."

When a Student is struggling with a homework problem, concept, or class assignment, it's tempting for the Tutor to jump in and help by giving the answer or solving the problem. While well-meaning, this actually may harm the Student because...

- the Student becomes a passive/dependent learner.
- it takes away the Student's opportunity to develop problem-solving skills.
- it limits the Student's chance to master the material.
- it takes away the chance for both the Student and the Tutor to see what the Student knows and can do.
- the Student's loses the chance to increase self-esteem by wrestling with and solving a difficult problem.
Common Mistakes

Doing Homework Assignments

Students should do homework on their own time.

The tutoring session is for identifying and overcoming obstacles encountered in the homework.

Problems that a Student encounters while working on homework assignments can be good starting points in tutoring:

Tutor:
Is there anything from the homework that's giving you trouble?

Common Mistakes

Judging and Criticizing

A Tutor will get the best results by being gentle and kind with a student's self-esteem.

Many students who come to tutoring are unsure of themselves as learners. This lack of confidence can make them passive learners, which can create a vicious cycle:

- passive learning leads to underperformance...
- underperformance reinforces the original premise that the student is not a capable learner...
- the lack of self-confidence maintains the Student's tendency to be a passive learner...
- the cycle continues...

Lack of confidence in academics can make a Student vulnerable to criticism by instructors and tutors. It is very important that Tutors not criticize or judge Students with behaviors such as...

- shaking the head "no" while watching a Student work on a learning task.
- scowling at a Student's response or answer.
- harshly correcting a Student's error, for example, by saying "No! Not that way!"
- looking bored and inattentive when a Student is responding.
- interrupting a Student engaged in a learning task without being asked.
Common Mistakes
Going Off-Beam

The Tutor is the choreographer of the tutoring session. It's the Tutor's job to keep the session on track.

"Off-beam" is diverting the focus of the tutoring session away from the Student's work.

**Tutors go "off beam" when they...**

- gossip about school, other students, or the instructor.
- share their own previous experience with the subject.
- discuss another topic within the subject.

**Students go "off beam" when they...**

- talk about other topics.
- arrive late or unprepared so the topic of tutoring is something other than the work.
- getting the Tutor to go "off beam".
TUTORING TIPS

Common Mistakes

1. What is meant by “monopolizing talk-time?”

2. According to this article, what are the disadvantages of the tutor doing the student’s work?

3. In what ways does a tutor communicate to a student that the tutor is critical of the student’s work?

4. What is the definition of “off beam?”

5. How can a tutor manage an “off beam” in a tutoring session?