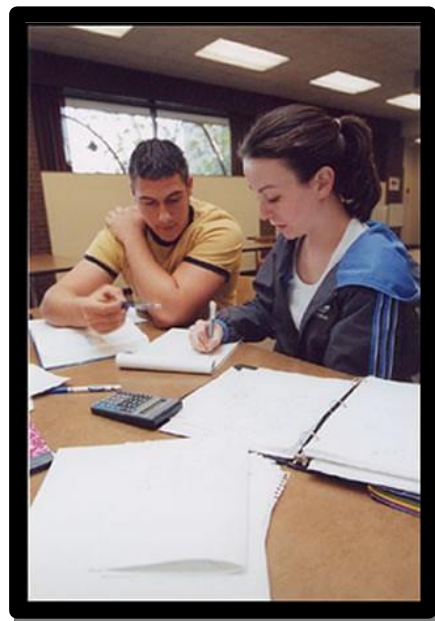


PEER TUTOR TRAINING MANUAL 2017 - 2018



STUDENT SUCCESS STARTS HERE

Contents

Peer Tutor Program Guidelines and Responsibilities

CONFIDENTIALITY	3
ATTENDANCE	3
PROFESSIONALISM	3
ACADEMIC HONESTY	3
THE TUTORING ENVIRONMENT	4
FURTHER TUTEE SUPPORT	4
MAINTAIN REGULAR CONTACT WITH YOUR STUDENT SUCCESS FACILITATOR	4
The First Tutoring Session	5
GET TO KNOW EACH OTHER	5
IDENTIFY THE TUTEE’S AREAS OF NEED	5
OUTLINE EXPECTATIONS	5
PLAN YOUR NEXT SESSION	5
CONTACT YOUR STUDENT SUCCESS FACILITATOR (IF NECESSARY)	5
Conducting Tutoring Sessions.....	6
BE PREPARED	6
REVIEW AND DISCUSS	6
Covering NEW Material	6
REVIEW AND PLAN FOR YOUR NEXT SESSION	7
Effective Communication.....	7
VERBAL COMMUNICATION	7
EFFECTIVE LISTENING	8
BE AWARE OF BODY LANGUAGE	8
Providing REINFORCEMENT AND FEEDBACK	8
Frequently Asked Questions.....	9
ACADEMIC POLICY MANUAL 20015-2016	10
11. Student Code of Conduct	10

Instructions on how to complete the Peer Tutoring Paperwork are found at the end of this manual.

CONFIDENTIALITY

All tutoring sessions are confidential. You are required to maintain confidentiality of all tutee information, including grades and any personal information a tutee may confide to you. Mutual confidence and trust are essential elements of a successful tutoring experience.

You may share with the Student Success Facilitator any concerns you may have that will help provide the best level of service to the tutee.

ATTENDANCE

As a peer tutor, you are making a commitment to meet with a tutee on a regular basis at a time that is convenient to both of your schedules. Be on time for your tutoring sessions. In case of an emergency where you cannot avoid missing a session, contact the tutee immediately. Missing tutoring sessions and poor punctuality may jeopardize your employment as a Peer Tutor.

In addition, tutees are also required to adhere to attendance requirements. You should wait 15 minutes at the beginning of your session before you consider the tutee to be a no-show. Contact the Student Success Facilitator immediately regarding any missed sessions.

PROFESSIONALISM

A professional relationship must be maintained at all times between the tutor and tutee. Any problems that cannot be resolved between the tutor and tutee should be directed to the Student Success Facilitator. Sometimes it may be necessary to reassign a tutee.

All students are required to follow the Student Code of Conduct, which is included in this manual for your reference.

ACADEMIC HONESTY

Assignments and any other work required for grading are not to be completed by tutors. Tutors may review required concepts with the tutee, but may not help with the actual work for grading. Academic honesty and integrity are highly valued at St. Lawrence College as being essential characteristics of students, both as learners and as potential members of their chosen occupations. Academic dishonesty is a severe offence, and any violation of academic honesty will be seriously considered. A link to this material is:

<http://www.stlawrencecollege.ca/about/college-administration/academic-council/academic-council-details/>

THE TUTORING ENVIRONMENT

All tutoring sessions must take place on the college campus in a place that is conducive to learning. Good places to hold a tutoring session include:

- The library
- Library study rooms (*must be booked through the library*)
 - <http://sl.mywconline.com/>
- Davies Hall
- Empty classrooms
- SA Lounge
- Study spaces on fourth floor
- Study space outside of the Executive Offices

Tutoring will be most effective if you create a comfortable learning environment for the tutee to study in. This can be achieved by doing the following:

- Make sure the location is free from distractions
- Clear the desk of any materials that are not required for the session and put books for other subjects out of sight
- Ensure that any learning materials are arranged in front of the tutee

FURTHER TUTEE SUPPORT

There may be times when you feel that a tutee needs more help than you can provide. Please refer the tutee to the Student Success Facilitator so that we may provide additional support or refer the student to appropriate services.

MAINTAIN REGULAR CONTACT WITH YOUR STUDENT SUCCESS FACILITATOR

It is important to maintain regular contact with your Student Success Facilitator to provide feedback on how the tutoring sessions are going, any issues or concerns you may have, and your tutoring availability.

The First Tutoring Session

Your first meeting with the tutee should be less formal than the rest of your sessions. This is a time for you and the tutee to get to know each other and to understand what your goals will be for tutoring. You want to develop a positive and comfortable relationship with the tutee, and also develop an understanding that there is a purpose for your meetings and a task to accomplish.

In your first session, you should try to achieve the following:

GET TO KNOW EACH OTHER

- Introduce yourself and get to know each other
- Help the student to feel comfortable talking to you
- Exchange any necessary information such as contact information (phone #, cell #) or availability
- Work towards establishing trust and rapport

IDENTIFY THE TUTEE'S AREAS OF NEED

- Discuss what the student feels their areas of need are
- Ask questions
- Determine whether you can meet the needs of the student
- Find out how the tutee learns best
 - *Do they learn best by hearing the information? Reworking notes? Reading information?*

OUTLINE EXPECTATIONS

- Talk about what you both want to get out of tutoring
- Set reasonable goals and objectives that you will be able to meet
- Be realistic and clear about any limitations you may have of the subject

PLAN YOUR NEXT SESSION

- Organize your schedules and agree on a **meeting time**
- Confirm when and where you will meet
- Determine what you both need to do to prepare for the next session
- Determine what you want to accomplish in that session

CONTACT YOUR STUDENT SUCCESS FACILITATOR (IF NECESSARY)

- If you have any concerns, discuss them with your Student Success Facilitator

Conducting Tutoring Sessions

Now that you have had an opportunity to meet and get to know the tutee, planning for your subsequent tutoring sessions is very important to facilitate successful tutoring sessions. Always greet the tutee with enthusiasm and give them your undivided attention. Be patient, friendly and positive.

BE PREPARED

In order to conduct an effective tutoring session, it is essential for you to plan ahead. Prior to your scheduled session, make sure that you have all the materials you will need, including any information on what the student will be working on. Familiarize yourself with the materials and plan how you will present information to the student. How much preparation you need will depend on how well you know the material and how well you know the student, so make sure you familiarize yourself with both.

REVIEW AND DISCUSS

At the beginning of each session, review and discuss what was covered in the previous session. This is an important step to keep you on track, and also to ensure that the student was able to grasp the material. It is also a good way to jog both of your memories and get you started. If there were any problems from the last session, this is the time to discuss them before moving on to new material. Also remember, this is the time to set the tone for how your session will progress, so make sure you start on a positive note!

COVERING NEW MATERIAL

The tutee should come to the session prepared with questions and a plan for what they would like to review.

Strategies for conducting the session:

Always start an activity at a level where the student will achieve success. When you begin a session this way, you can help to build confidence in the tutee. Challenging or difficult tasks should be broken down into smaller, more manageable tasks. Each “chunk” of the task should be mastered before moving on to the next concept. By using chunking methods, you are helping the student to begin at a manageable level that will promote success.

Once a concept has been mastered the tutee can then progress through more challenging materials with your assistance. Focus on the student’s strengths to help build self-confidence. Highlight their successes to reinforce and encourage positive learning.

Try to get the tutee involved in the learning process, most adults learn better by doing. Help the student by asking leading questions. Engage the tutee rather than providing them with all the answers. Learning then becomes an active, rather than passive, experience. Also, people learn best when the information is relevant to them, so try to make connections between the learning and real-life or work environment.

Try not to over-explain concepts to the tutee. Remember, as a tutor it's your role to provide practice and review of course materials. Encourage the tutee to learn on their own and attempt the materials independently and resist the temptation of doing the work for the tutee. Try to help the tutee develop goals and methods to achieve these goals as independently as possible.

Make sure that the tutoring session is focused and fast-paced.

REVIEW AND PLAN FOR YOUR NEXT SESSION

Just like the review that you do at the beginning of the session, you should review at the end as well. Ask the tutee to summarize their learning from the session, and positively assess the work that was accomplished. In evaluating the session, review what went well, what did not go well, what needs to be worked on again next time, and so on. Make sure both you and the tutee provide your perspective regarding the evaluation of the session.

This is again a good time to discuss any problems or concerns that may have surfaced and to deal with them. You should go over both your expectations for the next session. Confirm your next meeting time and place.

Effective Communication

Effective communication is one of the most important skills required to be a successful tutor. Effective communication skills are essential to facilitate a constructive and helpful tutoring session.

There are three main components in the effective communication process: ***verbal communication, listening and body language.***

VERBAL COMMUNICATION

Explaining and Questioning

Your role as a tutor is to provide practice and review of course materials that the tutee has learned in the classroom. In order to help the tutee understand the materials, you should explain concepts in your own words, and try to repeat the information in different ways. The tutee will better understand and retain information when the concept is reinforced and repeated in different ways. Always turn the task back to the tutee and ask them to explain the concept to you in their own words.

When questioning a tutee about concepts, always ask open ended questions and avoid "yes" and "no" answers. By posing questions that require more than a yes/no response, you are encouraging the tutee to think and make sense of the material.

Effective Questioning Techniques include:

- Asking open-ended questions--avoid questions with "yes" and "no" responses. **For Example:** "Tell me more about..."
- Asking probing questions--begin questions with "how", "where", "when", "who", "why", "what", "explain" **Examples include:**

- “What is an example of this concept?” “Why is this so?” “What happens next?” “How does this concept work?”
- Rephrasing or rewording the original question

EFFECTIVE LISTENING

Listening is an acquired skill. In order to be an effective tutor, you have to slow down and concentrate on what your tutee is saying. Are they grasping the concept? Can they explain it easily or do they seem unsure? What is their body language saying? You must listen carefully and observe purposefully in order to truly understand the message that the tutee is sending.

BE AWARE OF BODY LANGUAGE

It is important to be aware of your body language. Your body language plays a pivotal role in the message you send to someone. It can convey interest, encouragement, excitement, or alternatively, can convey a message that you do not intentionally mean to send.

Good body language expresses attentiveness, and makes a person feel that they are being heard. Facial expressions project a good impression. Maintain appropriate eye contact with the tutee. Eye contact lets the tutee know that you are paying attention to them and makes them feel important and confident. Nodding your head occasionally shows interest in what they are saying and encourages the tutee to continue. Smiling provides an atmosphere that is warm, friendly, inviting and comfortable.

Avoid distracting gestures such as fidgeting, nail biting, playing with your hair or playing on your cell phone. These gestures convey the message of being nervous, uninterested or in a hurry.

PROVIDING REINFORCEMENT AND FEEDBACK

You should highlight the tutee’s successes as well as their mistakes. Make sure to use positive reinforcement and encouragement for successful results. Encouragement and reinforcement can help the tutee build confidence in the course materials, develops a sense of accomplishment and provides an incentive to do more. When providing reinforcement, remember to be specific in indicating to the student where they have succeeded.

Examples of verbal reinforcement:

- "Good job on _____!"
- "You are making great progress on _____!"
- "This is great work!"
- "You have really been working hard. Your efforts are paying off."

Reinforcement can also be relayed through non-verbal, body language:

- Facial expressions—a smile, looking excited
- Nodding your head
- High-five or thumbs up sign

When providing feedback to the student on areas where they have not grasped a concept or are incorrect, make sure that it is objective and presented with praise. For example: *“You did a great job on your approach to problem-solving, but this part here could use some extra work.”* Always try to work at getting the right answer before moving on to a new area or question. Using this method of providing feedback will make the tutee feel like they are progressing while also identifying the areas that the tutee needs to focus on.

Frequently Asked Questions

What if the tutee does not show up?

If the tutee does not show up for a scheduled session, you should wait fifteen minutes, and contact your Student Success Facilitator immediately. If the tutee shows up late to scheduled appointments on a recurring basis, let your Student Success Facilitator know.

What if the tutee does not come prepared for the tutoring session?

The tutee should come prepared for sessions with questions and/or general areas of need. You can suggest to the tutee to highlight areas during the week that they wish to review during their tutoring session. Suggest to the tutee to write a “?” next to any materials they do not understand in class, so that areas for review are easily identifiable. It also helps to use the last few minutes of your session to plan for your next session and to discuss which materials your tutee would like to cover.

What if the tutee brings a friend to the session?

Peer tutoring provides assistance to students on a one-to-one basis. Any group tutoring must be pre-arranged through the Student Success Facilitator. You can suggest to the friend that they visit the Student Success Facilitator if they are interested in making arrangements for tutoring.

What if the tutee needs more help than I can provide?

If the tutee expresses to you, or you feel that the tutee needs more help than you can provide, refer the student to the Student Success Facilitator. The Student Success Facilitator can work with the student to help identify what the issues are and refer the tutee to appropriate college resources as required.

What if the tutee requires more hours and/or courses than were originally agreed upon?

If a tutee would like help with an additional course or any additional hours, you should refer them to their Student Success Facilitator for approval.

What if I have a personality conflict with the tutee?

Sometimes people just don't connect or mesh with each other. If the tutoring relationship is uncomfortable, let your Student Success Facilitator know immediately. Sometimes tutees might need to be reassigned to a different tutor.

What if the tutee asks to meet off campus?

All tutoring sessions are to take place on campus, in a quiet place conducive to learning.

What if the tutee becomes frustrated or agitated about the material we are covering?

If you feel that a tutee is becoming frustrated or agitated over a concept, back off. You can recommend that they see their instructor for clarification on that particular concept. Let your Student Success Facilitator know about any concerns you may have.

When should I submit my timesheets?

Timesheets should be submitted on a regular basis (every two weeks). Your Student Success Facilitator will provide you with payroll deadlines.

How often should I meet with my Student Success Facilitator?

It is important that you maintain regular contact with your Student Success Facilitator to provide feedback on how the tutoring sessions are going, any issues or concerns you may have, and your tutoring availability.

My friend requires tutoring. Can I be his tutor?

Tutors will not be matched with friends, roommates or partners, unless agreed upon by the teacher/Coordinator and/or Student Success Facilitator.

What if my grades start to fall?

You must remain in good standing in order to qualify to be a tutor. If you are tutoring a course that you have already completed, consider whether you should be using your time to study and concentrate on your own studies rather than tutoring.

11. Student Code of Conduct

11.1 Policy Statement

It is expected that all members of St. Lawrence College community respect the personal dignity, worth and rights of others who study, work and live within it while having a shared commitment to the goals of education. That commitment is expressed in College Policy, Academic Policies and course outlines; and in specific regulations such as those for residences. In addition, the commitment includes, but is not limited to, rights and responsibilities set out in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and in federal, provincial and municipal legislation. It is expected that while students are attending the College they will, both on campus and while in the community, conduct themselves in a manner, which demonstrates:

- Integrity
- Respect for the right of self and others to learn in a safe and supportive environment free from harassment, discrimination, bullying, threats and assault
- Respect for diversity
- Respect for rules and regulations in effect on College properties and at College sponsored events.

Behavior which respects the personal dignity of others is required at all times.

Rights and Responsibilities

All students who enroll at St. Lawrence College become members of the College community. These rights and responsibilities outlined apply equally while attending classes at any campus or location of St. Lawrence including the online environment, placements, and clinical placements or engaging in any college sponsored activity. The College expects that students will make themselves aware and conform to the policies and procedures already in place. These rights and responsibilities reflect the College's commitment to quality education and to ensuring them fair and equitable treatment while recognizing the need to responsible and appropriate behavior by the students.

11.2 Conduct of Students

It is assumed that each student comes to St. Lawrence with serious intent; consequently, rules and regulations concerning conduct and discipline are held to a minimum.

However, in the interest of the serious majority, the College must reserve the right to discipline any student for conduct incompatible with College policy. As part of the preparation for his/her chosen occupation, each student is expected to conduct him/herself as he/she would in an occupational environment. Behavior which insults the personal dignity of others is prohibited.

11.3 Responsibilities

St. Lawrence College is committed to providing an environment which will foster dignity and respect for one another. All students have a responsibility to be aware of policies and codes that guide expectations of conduct in the various environments where students engage in college related activity. Under this Code of Conduct, students have a responsibility to maintain this environment, and can also exercise their rights under this Code.

Students under this policy have certain responsibilities to:

- be a good citizen respecting the rights of the community and environment
- conduct themselves in a courteous, safe and non-threatening way
- respect the rights and dignity of others and other people's property
- ensure their guests are conducting themselves in an appropriate manner
- use facilities of the College only if permission has been granted
- abide by fire and safety regulations
- act in a way that does not negatively impact other students' learning
- act in a way that does not interfere with teaching and learning
- pay fines, fees and loans owed to the College
- submit work which is their own in accordance with Policy on Academic Honesty
- provide accurate information
- use information and technology inclusive of all social media in a non-threatening and appropriate way
- abide by the smoking policy
- be truthful

Instructions: How to Complete the Peer Tutoring Paperwork.

At the beginning of each semester, **New Peer Tutors** must complete the Yellow Peer Tutoring application form, however, Peer Tutors complete the paperwork outlined below **ONLY ONCE**; **UNLESS** any of the following changes: Address, Banking or Tax Information. For more details, please contact your Student Success Facilitator.

Step	Form	Where to find it	Due	Explanation	Comments	Complete
Step # 1	Application to become a Peer Tutor	Located outside your SSF's office; in your tutoring package; or on SLC.ME	Immediately	The forms outside your SSF's office are yellow; or, print 2 copies if completing on line.	This form must be signed by both faculty and your coordinator. If you're having trouble finding your faculty, contact your SSF.	Yes/No
	Employment On Campus Form (ECA)	Must be completed on line, visit SLC.ME for details.	Submit with your Peer Tutor application.	The Peer Tutoring position is a Bursary Position, in order to assess whether you are qualified you must complete the ECA.	It is RARE that the information on this form will disqualify you from becoming a Peer Tutor.	Yes/No
	Peer Tutor Responsibilities and Employment Agreement	Hard Copy found in your tutoring package, or on SLC.ME.	Submit with your Peer Tutor application.	This form outlines your responsibility as a tutor, when you should see your SSF, and frequently asked questions.	Sign the form, keep one copy, return the second copy to your SSF.	Yes/No
Step #2	Direct Deposit Payroll Form	Hard copy in your tutoring package, or on SLC.ME	As soon as possible.	This form enables Human Resources to deposit your pay directly into your bank account.	You timesheet will not be submitted to Human Resources without this form.	Yes/No
	Tax Forms; TD1 and TD1ON	Hard Copy in your tutoring package, or on SLC.ME	As soon as possible.	This form is optional, depending on any other earnings you will claim throughout your time as a tutor.		Yes/No
	SLC Confidentiality Agreement	Hard Copy in your tutoring package, or on SLC.ME.	As soon as possible.	You cannot fulfill your tutoring duties without signing this form.	Will stay on file in the Human Resources Department .	Yes/No
Step #3	Time Sheets and Tutor Session Logs	Located outside your SSF's office; in your tutoring package; or on SLC.ME	BIWEEKLY ON WEDNESDAY. Schedule found on SLC.ME.	Time sheets are not to be saved up or submitted in one lump sum.	If there is no SSF drop box, simply slide the time sheet and tutoring log under the office door.	Yes/No