TUTOR HANDBOOK

Abraham Baldwin Agricultural College

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WELCOME TO THE TUTORING CENTER!

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

Tutoring is not just a semester job. What you do makes a difference and can even lead to a career. My position as the coordinator began by being a tutor in the Tutoring Center.

The goal here is to help all ABAC students become successful learners and reach their academic goals. Thank you for making the commitment to be a tutor with us.

Sincerely,

Joshua Clements
Coordinator, Tutoring Services
(229)–391–49189
joshua.clements@abac.edu

MISSION STATEMENT

OUR PURPOSE:

The purpose of the Tutoring Center is to help ABAC students become better learners and reach their academic goals. We believe all students should have the opportunity to succeed in their studies.

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

It is the student's responsibility to read his/her assignments, attempt homework problems, devote ample time to study, and come to the tutors with questions

As tutors, we aim to provide students with guidance and instruction that fosters independent learning. We strive to help students acquire the skills and strategies to help themselves.

WHO ARE THE TUTORS?

Our tutors are highly qualified, successful students selected not only for their knowledge but also for their proven desire to help students succeed. Faculty members from several academic schools also volunteer weekly in the Tutoring Center.

Those interested in becoming a tutor are often referred by faculty members to fill out an application or the students ask about the position with the location contact.

BENEFITS OF TUTORING

TUTOR BENEFITS:

Career Development: As a tutor, you are able to enhance your resume and gain skills useful in many career fields. The interpersonal, organizational, and leadership experiences you obtain are coveted in today's marketplace. You may also request a recommendation from your supervisor for future job and college applications.

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

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

STUDENT BENEFITS:

Individualized Learning: By working with a tutor, students can often develop their own ways of studying and understanding the content. Students also often comment on the relief of being able to ask "stupid questions" without an audience, one of the major perks of the more personal, informal environment unique to tutoring relationships.

Academic Results: Tutoring increases the percentage of students who pass courses, stay enrolled, and obtain a degree. The more support a student receives, the more likely he/she will be able to master the course material and move toward educational and career goals.

Improved Confidence: The student gains confidence as his/her academic skills and grades improve. Many students will develop a different outlook about school, feeling challenged rather than hopeless. Knowing that they can succeed, even in small steps, will help them face other challenging situations with determination and optimism.

INSTITUTION BENEFITS:

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

CODE OF ETHICS

The Association for the Coaching and Tutoring Profession hereby adopts the following principles of Ethical Standards.

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

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

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

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

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

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

7. Excellence: Tutors will strive to maintain excellence by improving their tutoring skills and engaging in applicable professional development activities.

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

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

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

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

- GaTA is a state-level association of ACTP, another professional organization devoted to enhancing the work and theory behind learning centers.
- Understanding the purpose of such organizations increases the tutor's appreciation of the tutoring field.

CONFIDENTIALITY STATEMENT

As an employee of the Tutoring Center, you may have access to confidential information*. This information might come from your conversations with students, tutors, or information supplied to the Center by faculty and staff. To accept employment at the Center is to accept the responsibility of preserving the confidentiality of this information. Failure to do so may result in the termination of your employment.

I have read the above statement, understand, and accept my responsibility to preserve the confidentiality of information in ABAC's Tutoring Center.

Signature_____

Date_____

*Confidential information can include student emails, phone numbers, personal issues such as failing a class, learning or physical disabilities, financial situation, housing situation, relationship status, mental health status, substance use, health condition, etc.

If a student discloses information that you feel may be dangerous or concerning, such as suicidal thoughts, malicious activity, or abuse, please let the coordinator or an Academic Support counselor know immediately after the session.

TUTORING CENTER POLICIES

- Know your schedule and arrive promptly, prepared to work.
- If you must be late or cannot work, call the coordinator (391-4918) before your scheduled time.
- Tutors should do their best to greet students entering the Tutoring Center and look available to help. This may mean not sitting with a large group of peers or a significant other and not being immersed in homework or a cell phone.
- When tutoring, always treat the student with respect.
- If you are scheduled to work at a time when you might need to eat, bring something with you before you begin tutoring. You may bring food and keep it in the refrigerator and use the microwave. However, clean up your dishes.
- Computers are for academic use only. You may check your stallions' email.
- All work done through the Tutoring Center is confidential. You may not discuss the content of your sessions with anyone other than the student, the Tutoring Center staff, and appropriate faculty members. DO NOT discuss any student issue in the Tutoring Center while other students are present.
- Phones should be silenced when you are in the Tutoring Center. DO NOT talk on your cellphone while you are in the Center. If you have an issue that requires you to make a call, go to the lobby.
- You may do your homework if you are not currently tutoring a student. Remember, you are being paid to tutor, so please be present and available to walk-ins.
- Tutors must maintain the required GPA of 3.0 per CRLA guidelines.
- You are expected to attend scheduled tutor training sessions and individual appointments with the Tutoring Center staff and Faculty Advisors. Any missed training must be approved by the Coordinator or faculty representative. Missing more than two weekly training with your faculty may result in termination.
- You must submit your work time in OneUSG by the deadline ((Wednesdays by 5:00 pm unless otherwise posted). If something arises that keeps you from working those hours, YOU MUST LET THE TUTORING CENTER STAFF KNOW IMMEDIATELY.
- Dress Code: If you are dressed inappropriately (i.e., neckline too revealing, hem too high, etc.), you will be asked to leave and change. Any article of clothing that has offensive graphics/ wording is not allowed. The Tutoring Center staff reserve the right to determine what is defined as inappropriate or offensive dress.
- Offensive language, including cursing, sexually suggestive, or derogatory comments of any kind, is not permitted.
- Repeated violation of any of these rules may result in termination

*Adapted from "The Importance of Debriefing and Reflecting" by Deborah Swerdlow, July 26, 2018

PROCEDURES

PROFESSIONALISM:

You are expected to be timely, dedicated, mature, courteous, and take an active role in the operations of the Tutoring Center. Tutors should make every effort--no matter what a day presents--to be professional and continue the work of tutoring that needs to be accomplished.

If you have a personal emergency and cannot come to work, you must let the coordinator know as soon as possible. You are also responsible for finding someone to cover your shift.

COMMUNICATION WITH STUDENTS:

Please do not give out your personal information to students.
This includes your personal or stallions email, your phone number, or any other information. Using TutorOcean as your point of contact with students is the best way to ensure your safety and keep unwanted contact from occurring.

EMERGENCIES:

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

REMEMBER: 9-9-1-1 if you are using an ABAC landline. You must have an outside line for 911 to go through. If using a cellphone, just dial 911.

After you call 911, call the ABAC Police at 229-391-5060506

ONEUSG:

Tutors and Desk Assistants should enter their time daily. The deadline to enter time is every other Wednesday by 5:00 PM at https://oneusgconnect.usg.edu/.
If you miss this deadline, you will not be paid.

GAVIEW COURSE:

All tutors must enroll in the GaView Tutor Training Course, where you will find video modules and a tutor assessment quiz. Participation is mandatory, and tutors are required to finish viewing the videos and complete the assessment for certification. If you are not currently enrolled in the online course, please contact the coordinator using your Stallions email address.

CULTURAL DIVERSITY

Understanding culture is important for the peer tutor. We must understand how we interact with all students, including those from different cultures than our own. This helps us understand our students better.

There are five basic cultural competence skill areas. They apply to individual educators, the schools they work in, and the educational system as a whole. Growth in one area tends to support growth in another:

- **Valuing Diversity:** Accepting and respecting differences--different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
- **Being Culturally Self-Aware:** Culture--the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests--shapes educators' sense of who they are and where they fit in their family, school, and society.
- **Dynamics of Difference:** Knowing what can go wrong in cross-cultural communication and how to respond to these situations.
- **Knowledge of Students' Culture:** Educators must have a base knowledge of their students' culture to understand student behaviors in their proper cultural context.
- **Institutionalizing Cultural Knowledge and Adapting to Diversity:** Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge to adapt to diversity and better serve diverse populations.

WAYS TO PROMOTE CULTURAL AWARENESS IN THE CENTER:

- **Ask students about their home or background.** If they are uncomfortable sharing, do not pry. But do show interest in their diverse heritage or background.
- **Don't assume.** By not assuming a student's culture, religion, language, or association, we help remove our biases from the tutoring session and allow the students to express themselves freely.

- **Embrace differences.** The purpose of diversity is to develop a nuanced understanding of the world around us. Find common ground in your goals as students, but also encourage students to use their diverse backgrounds to solve the problems they face.
- **The Platinum Rule:** Treat others the way they want to be treated.

*Adapted from Diller and Moule, Cultural Competence: A Primer for Educators, Thomson Wadsworth 2005

TUTOR EXPECTATIONS

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

TUTEE EXPECTATIONS

Tutoring is a collaborative effort in which tutees should play a highly active role in their learning. Students are expected to be active participants in their sessions. Students should bring all relevant materials to tutoring sessions, including textbooks, syllabi, class notes, class papers, and past tests. Students should come prepared by:

- Attending class
- Taking notes
- Reading assignments
- Attempting homework problems

CHALLENGING AND DISRUPTIVE STUDENTS

During your time as a tutor, you may have sessions that seem particularly challenging or difficult. The student might be acting out or causing a disturbance within the center. While handling these situations, it's important to remember these key ideas:

- **Keep Calm** – becoming upset or impatient will escalate the situation; it's better to take a deep breath and consider your approach.
- **Don't take it personally** – When a student acts out, it's typically out of frustration or an outside problem.
- **Check your understanding of the situation** – Make sure you understand what the student is saying or doing before taking appropriate action.

All sessions that involved a student acting out or being difficult should be reported to the coordinator as soon as possible.

FIRST TUTOR SESSION

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

REMEMBER TO:

1. Check that you know each other's names.
2. Get to know your student as a person, e.g. year, experience at ABAC, hometown, etc.
3. Gather background information relevant to the course: A) reason for taking it; B) background preparation for the course; C) attitude toward the course and school in general.
4. Discuss what the student wishes to accomplish through tutoring. Devise a plan of action together with the student for future tutorials.
5. Discuss your respective expectations and roles. You could find out if the student has been tutored before and how that went.
6. How aware is the student of his/her study skills? A) Where and when do they study? B) Do they survey the text before they read it? C) Do they take notes or underline? D) Do they review their notes daily? E) Share with the student your study skills and your approach to the same course when you took it.
7. Work on a specific topic so that the student leaves the session with a positive attitude about tutoring.
8. Discuss what you will do in the next session.
9. Share weekly attendance expectations with your tutee(s). When a student develops a relationship with a tutor, he/she is more likely to get consistent assistance from that tutor over time.

Your tutee should be able to speak with you about academic concerns knowing that you will not repeat what is discussed outside of the tutoring environment. However, it is important to know that if you cannot resolve a difference between yourself and the tutee, you should let the academic coordinator know immediately.

USING PROBING QUESTIONS

FIRST SESSION ADDITIONAL INFORMATION:

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

There are two types of questions:
1. **Closed-ended questions** usually have short responses like "yes" or "no." This type of questioning may be useful in some cases; however, closed-ended questions typically do not lead to other questions or discussions.
   - Example: Are you passing algebra class
2. **Open-ended questions** encourage more interaction. They usually require an explanation for a response and may lead to further questions, hopefully revealing the true cause of the misunderstanding. Open-ended questions are excellent ways to assess students' understanding of the material and involve tutees.
   - Example: Why do you think you are not passing Algebra class?

To help the student become interested in the subject you are tutoring, you should do your best to actively engage the student in the learning process. Do not lecture. Instead, involve the students by consulting class material, and discovering the solutions together. Tutors should not lecture on an isolated topic such as adding positive and negative integers; rather, use the students' own experiences. Tutors may ask questions that will help students develop the concept.

To encourage the student to think, the tutor should avoid questions with a yes or no answer. The tutor must also demonstrate patience. Questions that require thought will take more than the usual few seconds. While the student is answering the question, the tutor should listen carefully. The student is demonstrating exactly what he knows at this moment. The tutor should not only ask questions like "Do you understand?" or "Is that clear to you?" but should make the student demonstrate the concept by either working out another example (if it's math) or clearly showing he understands a particular concept.

ASKING QUESTIONS AND PROMPTING INFORMATIVE RESPONSES

TYPES OF QUESTIONS:

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

2. Student's Academic History
- Examples:
  - Have you had this topic in calculus before?
  - When did you take physics?
  - What did you cover in class yesterday?
  - How was the test? What was your score?

3. Student's Study Habits
- Examples:
  - How much time do you spend studying?
  - Are you benefiting from the lecture notes?
  - How much of the homework did you do?

4. Metacognitive–Evaluative
- Examples:
  - With what are you having trouble?
  - How much have you studied these definitions?
  - What did you not understand in today's lecture?
  - What specific questions do you have?

5. Content of the Tutoring Session/Class
- Examples:
  - Tell me what is happening in this graph.
  - Why isn't there a reaction in this case?
  - Explain the acetate ion's reaction in this case.
  - Which of these is your thesis statement?

WHY USE QUESTIONS?

- They encourage students to be active participants in their own learning.
- Can help the tutor determine what the student knows
- Allow the learner to discover what they know or don't know and add to the discovery process.
- Often tutees know more than they think they do, and this emerges through talking.

ACTIVE LISTENING

Active listening means you intentionally focus on whom you are listening to in order to understand what he or she is saying. As the listener, you should then be able to repeat what was said in your own words. This does not mean you agree with the person, but rather understand what he/ she is saying.

L.I.S.T.E.N
L – Look interested––Get interested
I – Involve yourself by responding
S – Stay on target
T – Test your understanding
E – Evaluate your message
N – Neutralize your feelings

Prepare with a positive, engaged attitude
- Focus your attention on the subject. Stop all non-relevant activities beforehand to orient yourself to the speaker or the topic.
- Review mentally what you already know about the subject. Organize relevant material in advance (previous lectures, class notes, research articles, websites, etc.).
- Seat yourself appropriately close to the speaker. Avoid distractions (a window, a talkative neighbor, noise, etc.).
- Suspend emotions until later, or passively participate unless you can control your emotions.
- Set aside your prejudices and opinions. You are present to learn what the speaker has to say, not the other way around.

THE TUTORING CYCLE

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

THE CYCLE:

1. Greet and Set Climate
2. Identify Task
3. Break Task Into Parts
4. Identify Thought Processes
5. Set an Agenda
6. Address the Task
7. Tutee Summary of Content
8. Tutee Summary of Underlying Process
9. Confirmation
10. What's Next?
11. Arrange and Plan Next Session
12. Close and Goodbye
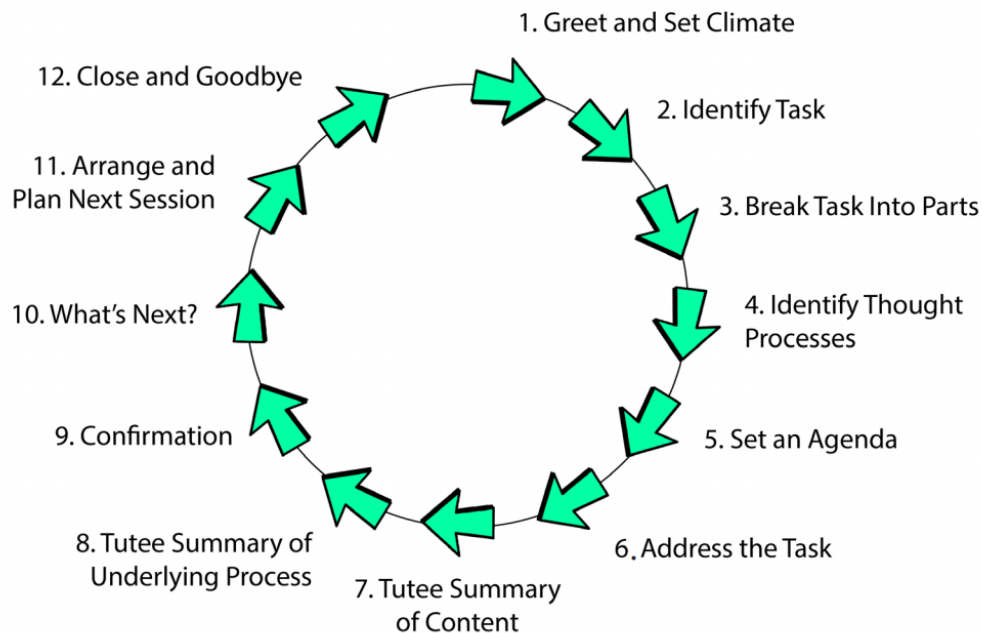
** Adapted from "The Master Tutor: A Guidebook for More Effective Tutoring." by Ross MacDonald

TUTOROCEAN PROCEDURE

ADDING AVAILABILITY:

Tutors can add time slots to their calendars by visiting their profiles. First, click on your icon and then click on the profile.
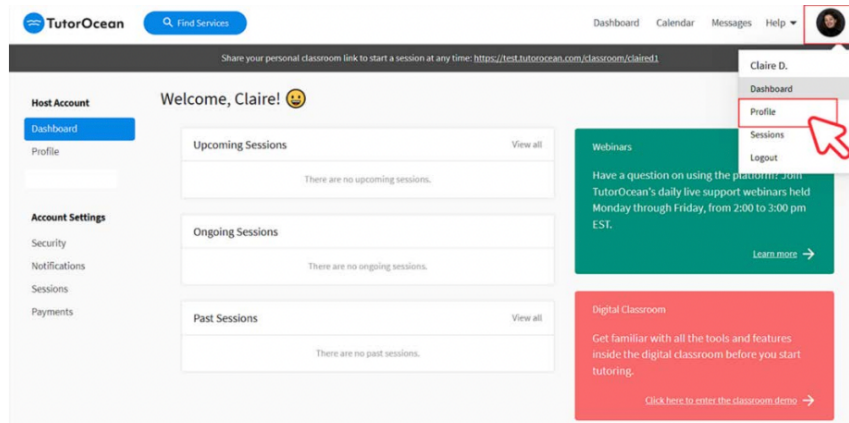

Once you've clicked on your profile, scroll down to the Availability Calendar and click on a date to add a time slot. A box will pop up on your screen titled "Add Event or Availability." From there, select New Timeslot and fill out the required information.
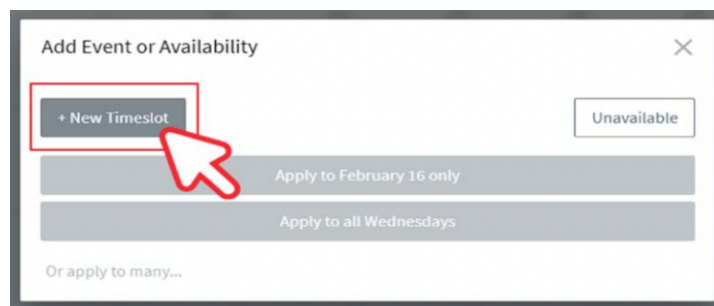
Things to remember:
- Make sure the slot "1-on-1" is selected
- Don't add a specific subject in the subject line.
- Make sure the "Type" is selected as In-person
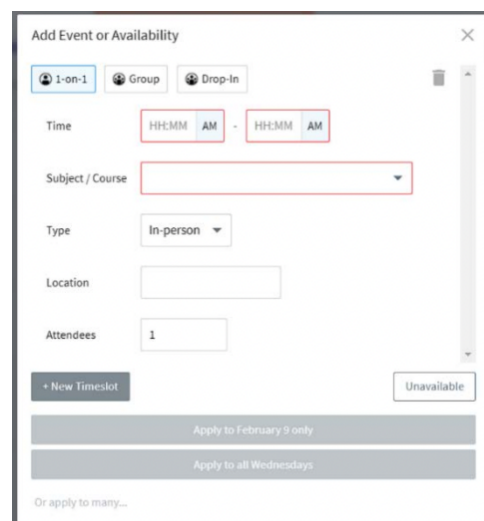
ADDING AVAILABILITY CONTINUED:

Tutors can also add availability by clicking on the calendar tab in the right corner and then selecting "view all." From there, you will select a time slot as normal and fill in the required information.

In order to edit your availability, all you need to do is click an existing session time. From there, the "Edit Event or Availability" box will open and allow you to make changes or delete a session entirely.

COMMUNICATION THROUGH TUTOROCEAN
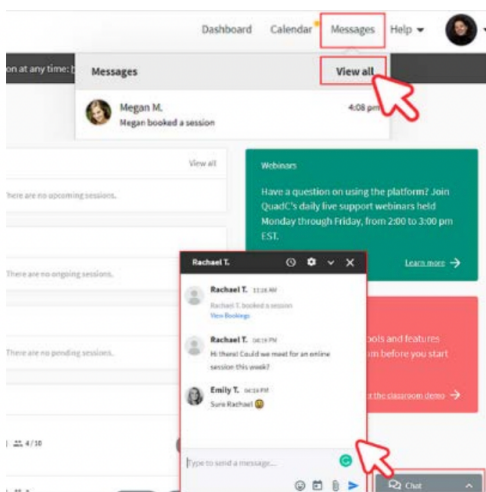
Tutors are able to message their students through the TutorOcean service in two main ways. The first is the top "Messages" tab, which lets you see all past conversations with students. The second is the bottom "chat" tab, which will open up a box to show your current conversation with a student.

ASSIGNMENTS HELP SECTION:

TutorOcean's assignments tab can be a helpful tool for tutors to use. Students can post writing assignments within the assignment section for tutors to view during their workday. Writing tutors especially can use this feature in order to look at a student's paper before a session so that their time with a student can be utilized more efficiently.
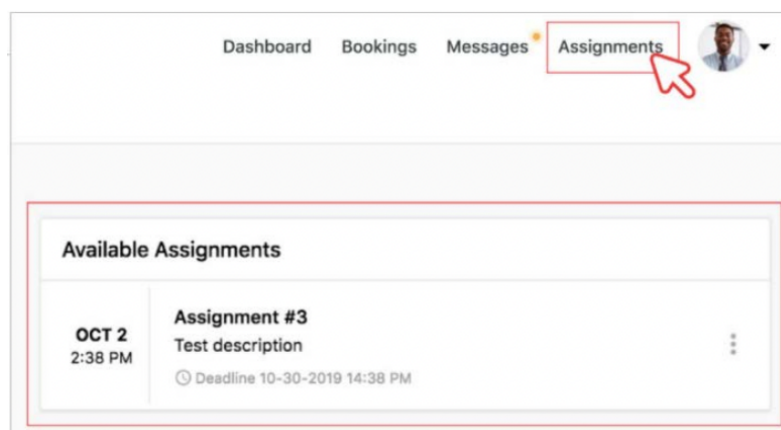
ASSIGNMENTS HELP SECTION CONTINUED:

To view an assignment, you first need to go to the assignments tab and then click on an assignment that has not passed its due date. Once you have clicked on the assignment, you will see a blue box with the word "claim" in it. Once you click it, you can view the assignment and give feedback to the students.
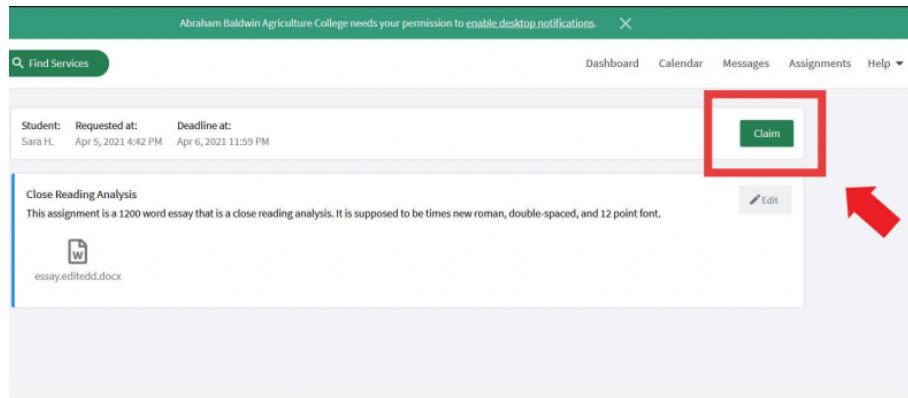
It's important to know that once you claim an assignment, no other tutor can view it except for you. If you accidentally claim an assignment you don't want, you can easily go back to that assignment, click on it, and then click the blue box that will say "unclaim."

CERTIFICATION AND REQUIREMENTS

Rising Tutor

Beginning of Semester Training	8 hours
GaView: Modules and Quizzes	1 hr & 45 mins
Tutor Manual Assignment	1 hour
Biweekly Content Training	4 hours
Workshop Attendance and Reflection:	1 hour
Semester Evaluation	15 minutes
Mid-semester Meeting	1 hour
Total Time	17 hrs

Advanced Tutor

Beginning of Semester Training	6 hours
Biweekly Content Training	4 hours
Workshop or Research Objective:	10 hours
Semester Evaluation	15 minutes
Mid-semester Meeting	1 hour
Total Time	21 hrs & 15 mins
Tutoring Hours	15 hours

Continued Service

Beginning of Semester Training	2 hours
Various Leadership Activities: • Preps and leads sessions for tutors/students/classes • Conference presentations and attendance • Publication	4 hours
Biweekly Content Training	4 hours
Semester Evaluation	15 minutes
Mid-semester Meeting	1 hour
Total Hours	11 hrs & 15 mins
Tutoring Hours	10 hours