

STUDY SKILLS: Tutoring

Name _____

Course & Section _____

Date due _____

Task #0: Read this entire assignment and plan ahead! Task #4 requires three different days!

Task #1: Understand the K-12 stigma about tutoring and why college is different.

Vocabulary: “Stigma” means a mark of disgrace associated with a particular circumstance, quality, or person. “To stigmatize” is to make something a stigma.

Getting tutoring and talking to the teacher can be stigmatized. In K-12, “Go to tutoring” can mean “You are academically weak”, and “Come talk to me” can mean “You are in disciplinary trouble”. Even worse, other students might say unkind words about students who had to go to tutoring or stay after class. So if you are embarrassed, anxious or afraid to get help because of past experiences, you’re not alone.

College is different. Successful students in college math talk to the professor, and most especially, go to tutoring and get help. In fact, research data shows that SWC students who see a tutor three or more times in a semester are likely to do better in their math classes than students who never go to tutoring, or who go only once or twice.

Please answer one of the following questions. (Your choice.)

- a. What are the key points in the text about the tutoring stigma?
- b. What is your reaction to this information?

Task #2: Learn the difference between trained tutors and just being “good at math”.

Sometimes students seek help from a friend or relative who’s “good at math” but who is not a trained tutor. This can be successful, but it can also be unhelpful and/or damage relationships. Here are some of the problems that have happened.

The person who’s not a trained tutor sometimes

- * Can do the problem, but can’t explain it
- * Becomes impatient when the student asks questions
- * Demonstrates by doing the problem, instead of helping students to learn to do it themselves
- * Doesn’t know other valid approaches or methods to teach the student
- * Doesn’t recognize other valid approaches and wrongly stops the student from doing correct work
- * May have been good at one math class, but not this one
- * May have taken math a long time ago or has never done some of the math the student is learning
- * Can’t help the student retain and remember the information
- * Can be hurt or insulted if the student doesn’t return to them for more help

Tutors at SWC must complete the SWC tutor training course (ED100) which not only qualifies them to tutor at SWC, but also grants them certification by the College Reading and Learning Association (CRLA), which sets professional standards of skill and training for tutors in all subjects. This is important, because research shows that the most positive gains made by students are from tutors with extensive training.¹ Here are some of the skills a trained tutor has:

- ☺ asks questions to understand what a student understands
- ☺ guides the student in doing their own work
- ☺ encourages the student's own way of thinking
- ☺ helps the student recognize and organize the problem
- ☺ provides techniques for retaining and remembering the information

In addition, a trained SWC tutor must

- ☺ have done well in that math class
- ☺ have a letter of recommendation from a professor

Please answer one of the following questions. (Your choice.)

- a. What are the key points in the text about trained tutors?
- b. What is your reaction to this information?

Task #3: Get information about Free Tutoring Locations at SWC.

Complete the following boxes. (Don't know where to start? Try your syllabus!)

Math Center

Room number _____

Days & Times available _____

Academic Success Center (ASC)

Room number _____

Days & Times available _____

MESA

Room number _____

Days & Times available _____

Library

Room number _____

Days & Times available _____

PSP Tutor (if applicable). Tutor's name(s) _____

Room number(s) _____

Day(s) & Time(s) available _____

Professor's office hours. Professor's name _____

Room number _____

Days & Times available _____

Task #4: Tutoring Sessions Go for free SWC tutoring three times.

You may go to the same tutor three times on three different days, or try two or more different options.

First tutoring session:

Date _____

Time started _____

Time ended _____

Tutoring location _____

Tutor's name (print) _____

Tutor's signature _____

****REMINDER!****

Evaluate this experience in Task #5!

Second tutoring session:

Date _____

Time started _____

Time ended _____

Tutoring location _____

Tutor's name (print) _____

Tutor's signature _____

****REMINDER!****

Evaluate this experience in Task #5!

Third tutoring session:

Date _____

Time started _____

Time ended _____

Tutoring location _____

Tutor's name (print) _____

Tutor's signature _____

****REMINDER!****

Evaluate this experience in Task #5!

Task #5: Evaluate your tutoring experiences

Describe each tutoring experience. For example, list what you liked (or didn't), how helpful the tutor was, what topic or problems you discussed, or other relevant comments or observations.

Evaluations: For each tutoring session, summarize, evaluate, and comment on your experiences.

First tutoring session

Second tutoring session

Third tutoring session

Considering all three tutoring sessions, summarize, evaluate, and comment on your experiences.

Overall impressions

Optional Task #6 Questions or comments?

¹ <https://www.gpo.gov/fdsys/pkg/ERIC-ED464343/pdf/ERIC-ED464343.pdf>