

TUTOR HANDBOOK



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GENERAL QUESTIONS

The SU Tutor Registry is a searchable database for independent tutors to connect students and tutors easily. This handbook encompasses potential ways for students and tutors to be successful on their academic journeys. The handbook does not contain an exhaustive list of suggestions to teach nor study but is a suggestion for those who have no idea where to start.

What is the SU Tutor Registry?

The Students' Union Tutor Registry is an online searchable database of qualified university students and alumni offering tutoring services in a wide range of subjects.

You must be a second-year student or above; obtain an A- or better in the courses you wish to tutor and maintain a minimum overall 3.0 GPA. The SU Tutor Registry standards are taken seriously and all applicants, regardless of their degree level are required to provide documentation that clearly shows that you have mastery in the course(s) you wish to tutor.

Who do I contact if I have a question or concern?

Email the Students' Union Tutor Registry administrator at: tutor@su.ucalgary.ca

Will the SU Tutor Registry ever contact me?

Yes. We will update you with important updates to the registry or other information, i.e., the annual update for our database.

What do I do if my contact information changes or if I want to make changes to my profile?

If your contact information changes or you want to make changes to your profile during the year, contact the SU Tutor registry administrator.

I would like to deactivate my listing. How can I do that?

Please email us at tutor@su.ucalgary.ca and we will process that for you.

Do I have to tutor every tutee that contacts me?

No, we understand that you are busy. There will be times when you are unable to accept tutoring jobs. However, it is appreciated if you reach out to potential tutees to let them know you are unable to take on new students rather than ghosting them. Students do talk to each other, and it could affect your future work to ignore requests completely. You also have the option of changing your account to inactive, if you feel that is necessary!

What if I want to add or drop a course to tutor?

Please provide an updated transcript to the SU Tutor Registry. The administrator will update your profile once the documentation is clearly provided. To drop a course please contact the administrator.

How do I arrange payment for my tutoring services?

You are responsible for arranging payments for your services. Ensure you establish a system of payment to ensure smooth transactions among you and your tutees. There are many free templates online for invoices and you may want to consider using one as a written record for both you and your tutee.

How can I get my tax form?

Tutors posted on our tutor registry are all independent contractors. They are not hired by the Students' Union or University of Calgary so we cannot provide a tax form.

A student wasted my time/didn't pay for our session. Can the SU intervene?

Tutors posted on our tutor registry are all independent contractors. The SU is not involved with payment, cancellations, or any financial arrangements. It may be worth creating a cancellation/payment policy before meeting with potential tutees.

How often do I have to meet with a tutee?

This is to be negotiated between you and the tutee. It will depend on how much help the tutee will need and how often you are both able to meet.

What if there is a problem?

If you feel that you are unable to provide adequate support for your student, encourage your tutee to seek help from other resources on campus such as the Student Success Centre, your faculty club, or seminars. The administrator can provide information on other campus resources.

ADMINISTRATIVE DETAILS

1. The learner will probably want to interview you briefly over the phone or email to determine if you are both a good match.
2. Ensure that both you and the learner understand the details of your employment including:
 - a. Your hourly rate.
 - b. When you expect to be paid (i.e., at the end of each session).
 - c. How you would like to be paid. Have a method in place to ensure you are paid for your work. Request a deposit or payment in cash at the start of your first session.
3. All financial and other business arrangements are strictly between the tutor and the learner. The Students' Union shall not be liable for any problems or disputes which arise during the tutor-tutee relationship.
4. Set your hours of availability. You may regulate the number of hours you are available. Be honest and upfront and be realistic about how much time you want to spend tutoring. If your schedules don't match, the learner may want to contact another tutor.
5. Find a safe and quiet location for tutoring. Always meet in a public space such as a library or common study area. You should not meet in your own home, and you should never give out your home address.
6. If you both agree to go ahead, arrange the date, time, and location of your first meeting. We suggest sending a reminder of these details the day before your first session to confirm the tutee's attendance.
7. Keep accurate records of hours tutored, material covered and learning progress.

TUTOR'S CODE

- Honor your commitment by being prompt, prepared, and eager to help students.
- Know your subject area. Subject proficiency should be your top priority, but proficiency must be tempered with flexibility and creativity.
- Be a supplement to classroom instruction, not a substitute for the classroom.
- Create a positive learning environment. Maintain a relaxed attitude. Make learning enjoyable for your student, patiently motivating them to believe in their ability to succeed.
- Build your students' self-confidence by showing them kindness and understanding their needs. Talk less. Listen, guide, and encourage more.
- Be professional! Always maintain the student's confidentiality.
- Place the responsibility of learning on the tutee and do not criticize instructors, assignments, or textbooks.
- Show students how they can help themselves by developing study-skills, such as note taking and study reading.
- Feel free to share your personal knowledge and experiences *as appropriate* but refrain from discussing aspects of your life or opinions that do not contribute to the tutoring experience.
- Use questions to guide the students in learning the material and to check their understanding.
- At every meeting, listen to your student's concerns and especially at initial meetings, ask questions about how the tutee learns. What worked for you may not work in the same way for the person you are tutoring. From the beginning, try and establish a relationship with your tutor that includes talking about learning (not just focusing on the content).
- Admit your own weaknesses or lack of knowledge and seek help whenever you need it.

- Maintain openness and honesty as you tutor, never insult your students by giving them false hope or empty flattery.
- Be non-judgmental about your student's ability. Instead, try to understand his or her strengths, weaknesses, and different learning styles. Work *on* the student's weaknesses, while working *with* their strengths.
- When learners repeatedly ask simple questions, remember that the only stupid question is the one that was not asked.
- Patience, patience, patience! This is probably one of the most important characteristics of a tutor. Never act annoyed that the tutee does not know something. Even if they ask the most basic questions, always demonstrate your patience.
- The tutee must always complete their work. Make sure that you know how much tutor assistance is allowed on each assignment.
- Maintain records, lesson plans, and progress data, as required.
- Always be on time for tutoring sessions or scheduled laboratory hours.
- Your lifestyle choices and value systems may not agree with your tutees. Be sensitive to these differences and make sure that you do not impose your lifestyle choices and value systems on your tutee.
- Be supportive. Low grades can be frustrating, and your tutee may feel frustrated.
- Stay informed and current in your subject area and do not be afraid to try new methods and approaches. Assist students in the transfer of their learning success from one situation to another.
- Promote the student's independence in learning as your ultimate tutoring goal.
- Be enthusiastic and have a good time, your enthusiasm will be contagious.

THE LEARNING EXPERIENCE

Essential Ingredients:

2 parts tutoring techniques
1 part learning style

- **Explaining vs. Lecturing:** Sometimes it is necessary to clarify and explain a topic if you find the tutee has not been introduced to a key point (or piece of information) that is necessary to understand the concept. When doing this, make sure that you **keep your explanations clear, minimal, and to the point. AVOID LECTURING!**
- **Be mindful of the tone and volume you are using and how your tutee is responding to it. Sometimes a tone that is too assertive can scare a tutee or diminish their confidence.**
- Teaching and tutoring are two different entities. Tutors are not instructors, they are guides.
- Two essential components of effective tutoring techniques are: posing questions and actively listening to the student/tutee.

Try asking, "What part do you understand?"

If you ask your tutee what they don't understand, they may be unable to answer the question.

Ways to Gauge Your Tutee's Comprehension:

1. Start with vocabulary. Make sure the tutee understands the associated terminology.
2. Ask the tutee to summarize what you have said.
3. Quiz the tutee on the information you have covered together.
4. Ask the tutee to explain the topic to you as if he/she were the tutor.
5. Ask the tutee if he/she understands.
6. Ask probing questions.
7. Ask the tutee to draw a diagram of the topic(s) covered (if appropriate).

TYPES OF QUESTIONS

There are different types of questions you can utilize to expand on your tutee's reasoning or to clarify their thinking. Included are examples of the context these questions can be used for.

Probing Questions: Questions that require students to go beyond the first response. For example:

- "What exactly do you mean?"
- "Could you elaborate on that point?"
- "Can you relate this to...?"

Factual Questions: Questions that require the tutee to recall specific information he/she has previously learned. Often these questions use who, what, when, where, etc. For example:

- "Who was the leader of Puerto Rico's independence movement?"
- "What is the commercial method for producing hydrochloric acid?"

Divergent Questions: Questions with no right or wrong answers, but which encourage the exploration of possibilities. These questions require both concrete and abstract thinking to arrive at an appropriate response. For examples:

- "How would the story have been different if Tina had been a person with a disability?"
- "What might happen if Congress passes a law preventing the manufacturing of safe cigarettes in the United States?"

Higher Order Questions: Questions that require students to figure out answers rather than remember them. For example:

- "What similarities exist between the African American and Afro-Caribbean cultures?"
- "What are the steps a bill goes through before it becomes a law?"

Affective Questions: Questions that elicit expressions of attitude, values, or feelings of the student. For example:

- "How does that make you feel?"
- "Is that important to you?"
- "Would you like to...?"

Remember to ask open-ended questions. Questions that can be answered with yes or no have less value than those that ask the tutee to demonstrate understanding.

RIGHT or WRONG ANSWERS?

Below are tips for dealing with tutees who give right, wrong, or no answers at all to questions posed during your tutoring session.

Right Answers:	Wrong Answers:
<ol style="list-style-type: none"><li data-bbox="253 470 781 569">1. Give praise and verbal validation at the right time – after every correct answer – especially on the first try.<li data-bbox="253 606 773 705">2. Let the tutee know it is all right to try even if he/she is unsure of the correct answer.	<ol style="list-style-type: none"><li data-bbox="873 470 1401 537">1. Correct the tutee’s work without being discouraging.<li data-bbox="873 575 1365 642">2. Don’t say “no” or “that’s wrong” and never make fun of answers.<li data-bbox="873 680 1398 747">3. Always try to get a correct answer before moving on to the next problem.<li data-bbox="873 785 1377 873">4. If the answer is wrong, give the tutee clues to help him/her discover the correct answer.<li data-bbox="873 911 1409 1083">5. Be sure the tutee understands what the error was and give him/her another opportunity to repeat the question and answer so that the correct answer is reinforced.

If the Tutee Doesn’t Answer:
<ol style="list-style-type: none"><li data-bbox="253 1327 1406 1394">1. Calmly ask the question again, give a hint, ask another question that might elicit the same answer, and BE ENCOURAGING!<li data-bbox="253 1432 1211 1465">2. Sound pleased when you get an answer and praise the tutee if it’s correct.<li data-bbox="253 1503 1013 1537">3. Don’t make an issue of the student’s resistance to answer.<li data-bbox="253 1575 1065 1608">4. Encourage the tutee to think out loud rather than say nothing.

TYPES OF FACILITATION STYLES

It is important for you to be familiar with your style of tutoring in addition to the various learning styles for your tutees. Please look at the various training styles developed by Wheeler and Marshall known as the Trainer Type Inventory to see which one you identify with most strongly. Then review the different learning styles to see how you can adapt your tutoring style to facilitate optimal learning.

The Trainer Type Inventory test can be found on 27.

Types of training Styles

- **Listeners:** Tend to create affective learning environments in which learners are encouraged to express their personal needs openly. The training focus is on the here and now, and listeners characteristically are highly aware of the individual. Listeners tend to read nonverbal behavior well, show a great deal of empathy, and assure that the individual is heard. Listeners are comfortable with all types of expression (words, gestures, hugs, music, etc.), easily expose their own emotions, and expect learners to be self-directed and autonomous. In training situations, trainers who prefer a listening style appear relaxed and unhurried and “go with the flow”, not appearing to worry about the training.
- **Directors:** Tend to create perceptual learning environments in which the participation of learners is limited and controlled by the trainer. The training focus is on the how and why. Directors characteristically take charge and become the final judge of what is learned. Directors tend to be well organized, enter the training situation with detailed training guidelines, and have well-developed contingency plans. They most often stick to an announced agenda, presenting information through examples that are tied to a lecture format. In training situations, trainers who prefer a director style appear self-confident and tend to evaluate the learning based on objective criteria.
- **Interpreters:** Tend to create symbolic learning environments in which learners are required to memorize and master terms, rules, and concepts. The training focuses on there and then, and interpreters characteristically provide information based on objective data. Interpreters tend to integrate theory and events by making connections between past and present events. Using case studies, lectures, and readings, they present well-constructed interpretations and encourage generalization and independent thought. In training situations, trainers who prefer an interpreter style want trainees to leave with a thorough knowledge and understanding of the facts and relevant terminology. They observe and tend to separate themselves from trainees, share ideas but not feelings, and listen for the intellectual rather than the emotional content.
- **Coaches:** Tend to create behavioral learning environments in which trainees are encouraged to participate actively, learn, and evaluate their own progress. The training focus is on what and how. Coaches characteristically encourage trainees to actively experiment with practical application. Coaches tend to draw on the strength of the individual (group) and utilize trainees as resources. They clearly are in charge, and they make use of activities, problems, and projects based on real life. In training situations, trainers who prefer a coaching style help trainees to verbalize what they already know and as a facilitator to make the learning experience more comfortable and meaningful.

THE LEARNING PROCESS

If a tutee can only do his/her work with your help, what happens when you are no longer available? If you are “showing” everything to your tutee, any successes you experience are yours and yours only – AND not your tutee’s.

- Let your tutee do the work.
 - By allowing the tutee to have control of the process, you **encourage independent learning and help the tutee gain confidence in his/her own ability**. How do you do this?
 - Let the tutee have the pencil.
 - Let the tutee look up the information in the book.
 - Let the tutee draw the diagram.
 - Give control back to the tutee.
 - Center the book between you and the tutee.

Guide the direction of your tutee’s thinking. **Don’t do the thinking for them. The more independent they become the better tutor you are.**

LEARNING STYLES




Have you ever wondered why you have difficulty learning from a particular instructor, whereas another seems to explain things in just the right way? Did you ever question why the course that your friend said was so easy turned into a struggle for you? Do you notice that you and your roommate have different opinions on whether to have the radio on while you’re studying? The reason behind some of these discrepancies may be differences in learning styles.

What is a “Learning style”?

To put it simply, your learning style (or learning preference) is the way you tend to learn best. It involves your preferred method of taking in, organizing, and making sense of information. Learning styles do not tell us about a person’s abilities or intelligence, but they can help us understand why some tasks seem easier for us than others. There are several benefits of thinking about and trying to understand learning preferences. Keep this in mind when working with your tutee:

- People learn more effectively when the strategies used are more closely matched with their preferred learning style.
- Sometimes we can improve our learning by knowing what our strengths are and then doing more of what we’re good at.
- Often, we can improve our learning by knowing what our strengths are and then trying to enhance our skills in these areas.
- Different situations and learning environments require different learning strategies, so it’s best to have a large repertoire from which to draw.

The Learning style test can be found on page 31.

	AUDITORY Learn by hearing		TACTILE Learn by doing		VISUAL Learn by seeing
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TUTORING TIPS BASED ON LEARNING STYLES

Visual Learners

Visual learners learn best by seeing. The following list of suggestions could enhance the visual learner's ability to store and recall information:

- Study area should be clutter free, away from windows and movement.
- Highlight and write as you study. Use different colours to select and organize.
- Use an agenda – depend on it. Always write down what you need to remember. This includes using notes as reminders and using a calendar to list due dates and dates to begin assignments. When possible, ask for written directions.
- Make class notes visual with drawings, graphic organizers, spacing, symbols, flow charts, etc.
- Make use of text visuals such as charts and pictures. If you must recall them from memory, practice reproducing them on a piece of paper.
- Use study cards with written information organized into outlines, wild drawings, or diagrams. Review them by writing to reproduce the information.
- Make your recall cues as visual as possible. Use capital letters, colours, and illustrations.
- Recall information for exams by visualizing text pages, notes, or study cards.
- When solving problems, draw or illustrate the problem and solution.
- If permitted, make notations on test questions. Underline key words or draw what you do not understand.

Auditory Learners

Auditory learners learn best by hearing. The following list of suggestions could enhance the auditory learner's ability to store and recall information:

- Have a quiet place to study. If you cannot eliminate background noise, conceal it by quietly playing classical music or environmental sounds.
- Recite out loud as you study.
- Copying another's notes is not as effective for you as hearing the material.
- Use a tape recorder, when possible, in addition to taking notes. Always ask the teacher for permission to tape a review lesson. As you review your notes as soon as possible after class, use the tape for those parts of the review that were difficult to understand. Do not try to listen to whole lessons.
- Study in groups or with a friend. Explain information in your notes to another person. If you find a study group distracting, have a person you can call on a regular basis to discuss class content over the phone.
- Talk to yourself! Describe diagrams or practice answering test questions out loud.
- Recite study cards into a tape recorder and play it back for repeated practice.
- When solving problems, talk yourself through each step.
- Recall information during exams by hearing yourself recite in your head.

Tactile/Kinesthetic Learners

Kinesthetic learners learn best by doing and moving. They often have difficulty sitting still for long periods of time. The following list of suggestions could enhance the kinesthetic learner's ability to store and recall information:

- Use as many of your senses as possible when you study: see, hear, touch, taste, and smell.
- Move around when you study. Put as much as you can on study cards. Lay study cards out on the floor in various locations and practice reciting them as you move around the room.
- Carry study cards with you everywhere and use them whenever you have to wait.
- Study in small, frequent chunks. Give yourself breaks and rewards. E.g., Work for 1 hour and then grab a coffee.
- Use a timer and decide upon an amount of time you feel you can effectively sit and work. Underestimate and work up to longer time periods if possible. When the time sounds, take a break and do something physical, such as a short walk.
- Set a goal for a specific amount of information you will cover such as five pages, etc. When you reach your goal, take a break.
- For certain memorization assignments, use the mnemonic device called method of place. When you must recall items on a list, mentally imagine them placed in sequential locations in your home and associate them with those places. For example, if you must remember the names of the presidents of the United States, begin in your kitchen. Wash Washington in the sink, bake Adams apple in the oven, and so on. To trigger recall for a test, imagine yourself walking to each area.
- Study with another kinesthetic person. Their gestures and activities may give you additional input.
- When solving problems, move around the manipulated items to represent parts of the problem.
- When taking exams, try to "feel" how you stored information by remembering what you physically did as you studied.
- Use the computer to reinforce learning through the sense of touch.

STUDY SKILLS

This section are some starting pointers and tips for students to try and for tutors to recommend or use themselves. Using your learning style, you can cultivate your study skills by using what works for you.

1. Plan for study time and recreation time.
2. Have a definite studying place.
3. Stick to their plan.
4. Say “No” to outside distractions when they have planned to study.
5. Have a study partner for each class.
6. Know someone to share or get notes from when they are ill.
7. Get help at the first sign of confusion.
8. Keep a notebook, underline text, and use flash cards for memory skills/vocabulary.

Creating a Study Environment

1. Choose an area that will be exclusively used for studying.
2. Surround yourself with study aides.
3. Study in quiet areas without TVs or other distractions.
4. Do not study in areas where you’ll fall asleep or become groggy.
5. Ensure good lighting.

When to Study

1. Study during the early morning, afternoon, and early evening since you’ll better retain information.
2. Study during times when you will not be distracted by friends, extracurricular activities, or work responsibilities.
3. Don’t study when you are tired. Get plenty of rest before long study sessions. When you can no longer concentrate or become extremely tired, end the study session.

How to Study & Concentrate

1. When studying in distracting situations, move to a new setting.
During study sessions, jot down distracting thoughts. This will enable you to forget them and focus on studying.
2. Begin study sessions by identifying goals. This could include the number of homework problems to work through or pages to read.
3. Reward yourself for meeting your study goals. This could include going to the movies, reading a book, or other activities you enjoy.
4. Structure study sessions by organizing content to be studied into chunks. This will limit boredom during long sessions.
5. Schedule periodic breaks to clear your mind.
6. Do not study while you’re watching TV or socializing with friends.
7. If you struggle concentrating, schedule multiple short study sessions.
8. Schedule study sessions in advance to avoid possible distraction.
9. Remember that friends will not lose respect for you if you miss out on social gatherings to study. There will always be time to relax and have fun.

10. Plan study sessions around content rather than time. Constantly checking your watch is distracting.

METHODS AND LEARNING

There are different methods and learning techniques students and tutors can utilize during their academic journeys to foster critical thinking and independence. These can be as simple as devices to help you recall information but can go as far as expanding on simple topics.

Problem Solving Techniques

Academic reasoning problems can be solved through careful, persistent analysis. The solution may not be apparent initially, but by pinpointing information, one can soon resolve whatever problem.

- a. Look at the problem and find a point “where some sense can be made.”
- b. Work on the problem by breaking it into small sequential steps.
- c. If a written description is hard to follow, visualize a mental picture of ideas in order to see the situation better.
- d. Ask yourself questions about the problem and/or use diagrams; be active in the learning process.

Recall (memorizing names, dates, places; labeling diagrams; reconstructing a graph).

- a. Practice quizzing the tutee with a list of diagrams. Give a sample question such as, “List the five components of (whatever subject) and give the name of at least two people associated with each.” Only correct the tutee when needed and continue until the tutee can do it with ease.
- b. If the task is matching, you might want to make up flash card to quiz the student.
- c. You might try mnemonic devices if a list to memorize is long. Mnemonics use visual associations, such as “1 is a bun, 2 is a shoe, 3 is a tree, 4 if a door, etc.”

Concept (learning meanings of words, understanding relationships, classifying, categorizing)

- a. Define the word with a clear definition with the most understandable vocabulary.
- b. Use it in a sentence or two.
- c. Give at least three examples.
- d. Ask the tutee to recite the definition and give the definition in their own words.
- e. Ask the tutee to think of a new example.

Require a response

- a. You should require the tutee to apply their knowledge of the material. If the learning task requires examples of concepts, you should require the tutee to give new examples.
- b. If the tutee has trouble memorizing the formula, encourage them to practice examples. Practicing is very important for retention.

Giving feedback

- a. Students must receive information about whether they are doing the right thing. If possible, give the tutee a set of self-checks, which can be used to tell if the situation is correct.

COMMUNICATION SKILLS

Before you become an effective tutor, you must be an effective communicator. It is necessary to be sensitive to your tutee's needs before you can communicate effectively with him/her.

1. **Be confident.** Communication will occur. If you are unable to express an idea, do not panic – if repeating does not help, try a different mode (writing or drawing) to help clarify an idea.
2. **Try not to show disappointment.** Avoid responses such as “no, I just told you that five minutes ago,” and “haven’t you got that yet?”
3. **Use body language.** The importance of body movements cannot be overemphasized. When saying “yes,” nod. When saying “no,” shake your head. Facial expressions and other non-verbal forms of expression are essential to effective communication.
4. **Speak in short sentences.** There is a certain art involved in eliminating unnecessary words from your verbal and written communications. Interactions are enhanced when this is realized.

GOOD LISTENING TECHNIQUES

1. **Pay Attention**
 - a. Look at the speaker, face to face; make eye contact.
 - b. Put the speaker at ease by being comfortable yourself and showing interest.
 - c. Focus on ideas the speaker is conveying.
2. **Duplicate the message**
 - a. Make a mental copy of the idea, feeling, intent, and perspective of what is being said.
 - b. Put yourself in the speaker's point of view.
 - c. Consider the message in the context of recent communications and relate it to what you already know about the speaker.
 - d. Ask questions on any part of the message that doesn't fit in or make sense until you understand.
3. **Acknowledge receipt of the message**
 - a. Verbally tell the speaker when you've heard and when you understand.
 - b. Give partial acknowledgements like a nod, “uh-huh,” or smile to tell the speaker you're following and to encourage them to go on.
 - c. Use neutral acknowledgments like “all right,” “OK,” “fine,” or “I understand” to indicate when a single thought has been received.

BEFORE THE FIRST TUTORING SESSION

PLAN AND PREPARE

You've already spoken with the tutee. You are aware of their needs regarding the course, which puts you one step ahead of the game. With the information you have gathered, you are ready to plan for successful sessions. As the tutor, you should also have available to you the following:

- A photocopy of both the syllabus and course material to be covered in the upcoming session.
- Ideas for assisting students to learn in their preferred style.
- Ask the tutee to bring any relevant textbooks, course packs, or notes.
- A place to study with few distractions.

THINGS TO CONSIDER

- Think about good communication skills. What are some of the things you should do when you are speaking or listening to a student?
- What are some of the things you should not say when the tutee makes a mistake?
- What are some possible questions you may ask to assess the attitude of the tutee toward the subject matter and gain information about past performance in this particular subject?
- What are some techniques for putting the tutee at ease during the first session?
- What do you do or say to let the tutee know they have done well?
- What procedure do you follow when covering a topic the tutee has difficulty with?
- What apprehensions do you have about the initial session?
- What do you expect to accomplish in the initial session?

THE FIRST SESSION

It may be necessary to put new students at ease when you first meet with them. Share information about yourself and spend 5-10 minutes of the first session getting to know the tutee you will be working with; this breaks the ice and establishes rapport. Focus the talk-time on the students and not yourself by asking open-ended questions. For example:

- What are your educational and career goals?
- What is your major?
- What courses are you taking this semester?
- How much time outside of class do you spend on schoolwork?
- What are your goals for this tutoring relationship?
- Have you had any prior experience with tutoring before?
- Do you have any questions for me about my role as a tutor?

Discussing mutual expectations at the beginning of the tutoring relationship will lessen confusion about the conduct and goals of tutoring, minimize the potential for hurt feelings, and establish a professional relationship.

TEN STEPS IN A TUTORING SESSION

Step 1: GREET

After the initial meeting with the tutee, be warm and friendly, but don't get into an extended conversation about non-tutoring topics.

Step 2: IDENTIFY TASKS

Find out what new challenges the tutee is facing since the last time you met (i.e., results of tests, graded assignments, etc.), and ask the tutee to identify the learning tasks they want to work on. The tutee may request help on several tasks; however, since you are working with time constraints ask the tutee to choose one topic to work on. It is your job to determine how much material you can reasonably cover during the session.

Step 3: BREAK UP AND PRIORITIZE TASKS

Ask the tutee to identify the concepts and/or skills that are needed to do the task, then help the tutee fill in any gaps in their knowledge. This shows the logical structure of the task and sets the agenda for the work to be done. It is up to the tutee to decide if it is their priority to work on current assignments, challenging material or review of previous topics.

Step 4: IDENTIFY THOUGHT PROCESSES

Identifying the thought processes used in learning tasks also is a fundamental aspect of tutoring that fosters tutee independence. Your objective is to help them with the process of learning rather than the product (answers and grades). Tutors should consult the text or lecture notes as sources of information to reinforce that students can find concepts from learning materials and not only the tutor.

Step 5: PLAN THE SESSION

Encourage the tutee to develop a time-outline for addressing the learning task within a tutoring session. Not only does this foster tutee independence, but also it gives the tutee practice with time management, a vital learning skill. Tutors should have a backup plan just in case the tutee asks for help with a plan. Tutors should make a time outline for the session beforehand based on their experience with conducting efficient tutoring sessions. In addition, the tutor's plan can help keep the tutoring session on track should the student's plan prove to be inefficient.

Step 6: DO THE TASKS

It is important to remember that the tutor acts as a guide in this process, not as an instructor. Students who are active in the tutoring process learn more and gain confidence. Do not do the work for students; rather help them to discover the answers to solutions on their own. Ask probing questions, not open-ended questions that tend to be answered with a yes or no response.

Step 7: TUTEE REVIEWS TASKS

To ensure that the tutee is on the right track, you should encourage the tutee to summarize what was learned or accomplished during the tutoring session. In addition, you should ask the tutee to elaborate or to provide an example and never accept, "Oh, I get it now" without further clarification.

Step 8: TUTEE SUMMARIZES

The tutor encourages the tutee to explain the process of doing the task. This process is beneficial for the following three reasons: (1) It helps the tutor evaluate the student's comprehension; (2) it allows the tutee to feel a sense of accomplishment; and (3) the repetition aids in the retention of knowledge.

Step 9: TUTOR FEEDBACK

The tutor should support any gains in learning and mastery with praise. Be specific in your encouragement by identifying the elements of the student's work that were correct and by offering an explanation that lets the tutee know why the information is or is not correct. Be honest in your assessment of the student's work; false praise will only hurt the tutee in the long run.

Step 10: CLOSING AND GOODBYE

Review the progress of the session and ask the tutee what they want to work on during your next meeting. If need be, suggest a path for tutoring to prepare for the next session. Set up the next appointment and provide the tutee with any assignments you want them to complete and bring to the next session. A final word of praise will motivate the tutee to keep up the effort and to be prepared for the next meeting.

These steps serve as a guideline only. Each session is unique, and tutors must be flexible and manage the progress of the session. The tutors should consider the student's frame of mind (i.e., overwhelmed, tired, or distracted) and alter the session accordingly (i.e., revisit or set aside concepts).

Adapted from <http://accounts.smccd.edu/reedd/tutortutor/steps.html>

ENSURING A SUCCESSFUL TUTORING SESSION

Some students know exactly where they are having trouble; however, most do not so you should spend some time isolating the source of trouble. Some strategies for this include:

- Review course materials with the tutee.
- Use the course outline, text, exercises, assignments, etc. as reference points for defining what the tutee has to learn and figuring out precisely where the student's difficulties lie.
- Once you have located course materials relevant to the student's difficulty, you can further pinpoint the student's difficulty by asking additional questions about the material.
- Make expectations clear before beginning your sessions together.
- Listen attentively when the tutee talks about something aside from the tutoring session. Informal talk may be a necessary preliminary to a fruitful session. Small talk may often contain important information about details that are complicating the student's work (i.e., missed classes, inadequate sleep, campus activities).
- Empathize when you can but recognize that you are not a counselor. Be aware of support services available on campus to which the tutee may be referred.
- Avoid a judgmental stance. Do not judge the tutee for waiting until the last minute. Do not judge the quality of a student's writing or work. Don't judge the professor.
- Most importantly, *do not judge the student's work by indicating the grade you think it deserves.*
- Respect privacy. Don't talk about professors, other tutors, or other students by name.
- Be sensitive to personal and cultural differences.
- Discuss what the next assignment is. Review the assignment and discuss how to integrate skills.

Your tutees need you to **notice their successes**, as well as their mistakes. That's where reinforcements come in. The more specific you are about the gain, the better. When using reinforcements, make sure to reinforce improvement without overexaggerating the student's gain.

Reinforcements give the tutee a sense of accomplishment and an incentive to do more.

AS YOU CONTINUE TO TUTOR

There is no guarantee that a tutor will be successful in helping a tutee. Each tutor and tutee are different. Each tutor-tutee combination is different. The selection and use of techniques must be based on these differences. Yet, a good rule is to avoid as much as possible any attempt to duplicate the traditional school setting. Tutoring offers an unusual opportunity for *flexible, relaxed, unhurried and information learning*. Form short-term and long-term goals and methods of evaluation while acknowledging the tutee's personal learning goals. Try to recognize learning different style of tutees.

Ask yourself the following questions:

- a. Are you and your tutee enjoying the experience?
- b. Do you both feel you are making progress?
- c. Are you willing to return to the next tutoring session?
- d. Does the tutee have a problem with the subject, or is their problem with something more basic (reading, not taking notes, etc.)?
- e. Is the tutee visually, orally, or kinesthetically oriented in learning? Are they aware of the tips that could help them based on their learning style?
- f. Are you working as a team?
- g. Are you helping your tutee to become more self-reliant and a self-learner?
- h. Are you asking the tutee to verbalize their problems?
- i. Are you allowing the tutee to work out their problems, instead of giving them answers?

PSYCHOLOGICAL ASPECTS OF TUTORING

Students coming for tutoring will often display the following characteristics:

Negative attitude, high frustration intolerance: “I studied all night and still got an F on the test. I cannot do this work!”

Hopelessness, helplessness: “I’m just too stupid in this subject, I’ll never get it.” Uses excuses, in ability to concentrate.

Passivity, non-involvement, sometimes evident in inattention, boredom, or low level of participation (in classrooms or tutoring).

Over-demanding of self, has unrealistically high expectations: “I ought to be able to do this, nobody else in the classroom has this much trouble.”

Shirks responsibility, avoids disciplined study, and makes defensive statements: the teacher asks too much...

Confusion, disorientation: “I’m not sure what to expect. I do not know what to do.”

Your task is to help the tutee see solutions so that they can get through their obstacles and difficulties. In many situations, you need only to reassure the tutee that the situation is indeed manageable, and that others have successfully dealt with such a problem.

1. Use as many mobilizing techniques as possible – questions, problems, and mini-tasks to be accomplished by the next session (even checking out a library book).
2. Reinforce all activities and successes.
3. If evasion continues, you should ask (in a non-threatening way) why the tutee has come for tutoring and what they expect from you. A sample opener might be, “You know that we have met several times already, but we have not gotten much done – what do you think we should plan for future sessions?” or “My biggest concern is your success in this class; how, specifically, can I help you with that?”
4. Determine what the tutee does know and reinforce that they have some foundation in the subject matter.
5. Give structure and order to the session.
6. Be specific as to what is essential and what is not.
7. Involve your tutee continually with questions, or problems.
8. Explain the significance of active participation in the learning process.
9. Spend the first session – possibly even the second – on building a relationship.
10. Be pragmatic yet understanding.

The goal is to encourage independent study skills while focusing on the positive qualities the tutee already possesses. You are a role model for the tutee, as well, as a tutor; students will automatically look up to you. Remember that it is possible to do your tutoring successfully and have fun!

COMBATING TEST ANXIETY

Students often mention “Test Anxiety” during a study session. True anxiety has many physical symptoms, such as sweating, heart palpitations, physical discomfort, etc. Students need mild anxiety to combat procrastination and to overcome inertia. So, a little anxiety is a good thing. For severe anxiety, students will need a mental health counselor.

1. Breathe. Breathe, slow and steady. Try not to hyperventilate but do not forget to breathe. This may be enough to calm you down and help you focus.
2. Visualize. Repeat the visualizations you used to prepare for the test. Picture yourself answering each question correctly and completely.
3. Relax your body. Stretch your arms over your head and do a few neck rolls. Relieving physical tension can help you concentrate on the test. Shut your eyes for a moment or look out the window to give your eyes a break.
4. Note how many questions. Estimate how much time you will need so you can pace yourself.
5. Read over the test. Scan the questions. What causes the greatest amount of anxiety is not knowing the questions, not the test itself.

EXAM HINTS!

Start early! Don’t wait until the day before the exam.

Make up a set of study sheets for each class.

Each set of study sheets should summarize the reading, or class notes, and any handouts.

Type the study sheets so they are easily readable. Use plenty of bold type and white space to accentuate important ideas.

For the remaining weeks, read through your study sheets three times each week.

Do not try to memorize the information. Just read the notes once, three times per week.

Two Weeks before the Exam

Read your study sheets as usual. Make any corrections or adjustments as dictated by the professor. Make sure you understand the format of the exam.

Go to bed early each night and get a good night’s sleep. You will remember and do your best if you are as fresh and rested as possible.

Exercise will help control the test anxiety and help keep you mentally focused.

The Day of the Exam

Set your alarm and get up early. Allow plenty of time to get to the exam.

Eat a good breakfast, including simple sugars (fruit juice), complex carbohydrates (cereal or toast), and protein (milk, eggs, meat, cheese). This will help your blood sugar stay at a stable level, and since your brain runs on sugar, you don’t want an empty tank.

If you are a habitual user of caffeine, be sure to get your accustomed dose. If not, don’t start cutting back now. Cinnamon and peppermint are both good substitutes for caffeine. Take some along. This will help keep your blood sugar even, so you don’t tire during the second half of the exam period.

During the Exam

If you feel tense, relax, take a deep breath, and remember that you know the material before you've been reviewing for weeks.

Keep your eye on the time. Allow enough time to finish the entire test. Avoid focusing on one question and running out of time on the others.

Read the entire exam before beginning to write. Scan the test and get a feel for your time. Pay attention if the questions are valued. Those points are where you spend your time.

Multiple Choice questions are a reading test. Read carefully and completely. Read the stem with each option. You are looking to eliminate the wrong ones first.

After each half-hour, relax, stretch, have a mint. Calm down. You know the material.

Use the entire exam period rather than rushing through the test. You've paid for it.

Special information for Students Taking Essay Exams

Read the question carefully. Circle all the verbs. Do what each verb asks you to do. If the question has several parts, use these parts to structure your answer.

Use the writing process: **brainstorm, organize, outline, add supporting information, write, revise, edit.**

Write a version of the classic five-paragraph essay. Answer the question in the first paragraph of your essay. State and support one proof for your answer in each of the following paragraphs. Answer the question in different words in your concluding paragraph.

A DOZEN REASONS TO REVIEW AN EXAM

- Add up the points to make sure the total is right. Miscalculations can be made when total points are deducted for wrong answers.
- What questions did you miss, and do you understand why you missed them.
- Review the instructor's comments so you know what their expectations are, especially for essay questions.
- Be aware of tricky questions the instructor likes to use.
- Where did the questions come from? Text or lecture? You may want to focus additional study time toward the source for the following test.
- Make corrections to wrong answers. By making corrections you can better understand what you missed and why. This information may appear on another test or final exam.
- Review strategies for the types of problems you missed.
- Review to put information back into long-term memory. Once you retrieve information out of long-term memory, you must review and recite in order for the information to successfully return to long-term memory.
- Ask questions while the test is fresh in your mind.
- Review how you studied and prepared for the exam. You may need to attempt different strategies to make good grades.
- Go over your test with the professor. Nothing pleases a professor more than a student who takes the time to ask questions and shows motivation to do better.

HOW DO I APPROACH A TUTORING SESSION?

This questionnaire asks you to think about your thinking before, during and after a tutoring session. Answer each item to the best of your awareness about how often you think about these issues when tutoring. There are no right or wrong answers. The point is that you should be thinking about these issues raised by the questions.

Circle one answer for each item.

- 1. Before I start tutoring, I think about, “What does this tutee need to know or understand about this material?”**

Never Sometimes Most of the time Always
- 2. When preparing to tutor, I wonder, “What steps should I take to ensure the tutee learns this?”**

Never Sometimes Most of the time Always
- 3. When preparing to tutor a student. I think, “What should I do first, second, third, etc.?”**

Never Sometimes Most of the time Always
- 4. When preparing to tutor a student, I ask myself, “What types of problems might arise and how should I handle them?”**

Never Sometimes Most of the time Always
- 5. Should I present information verbally and/or diagrammatically?**

Never Sometimes Most of the time Always
- 6. I wonder, “Can I teach this any other way?”**

Never Sometimes Most of the time Always
- 7. Before tutoring, I ask myself, “What does the tutee already know about this material?”**

Never Sometimes Most of the time Always
- 8. While tutoring, I ask myself, “do I really understand what kind of problem the tutees having?”**

Never Sometimes Most of the time Always
- 9. Do I wonder if I understand the material well enough to teach it?**

Never Sometimes Most of the time Always
- 10. While tutoring, I ask myself, “Is what I’m doing helping the student?”**

Never Sometimes Most of the time Always
- 11. While tutoring, I think, “Does the tutee understand what I just said?”**

Never Sometimes Most of the time Always

12. I wonder, "How have I successfully taught this before?"

Never Sometimes Most of the time Always

13. After tutoring I ask myself, "How did the session go overall?"

Never Sometimes Most of the time Always

14. After tutoring, I ask myself, "What should I remember from this session that will improve my tutoring on this topic the next time?"

Never Sometimes Most of the time Always

15. After tutoring, I ask myself, "Did I Pick up on any of the student's comprehension failures?"

Never Sometimes Most of the time Always

16. I ask myself, "How is the pace? Should I slow down? Speed up?"

Never Sometimes Most of the time Always

17. How will I check to make sure the tutee understands this?

18. What do you do when you forget something important in the session?

TRAINER TYPE INVENTORY TEST

INSTRUCTIONS:

Listed below are twelve sets of four words or phrases. For each set distribute ten (10) points among the four choices to indicate how intensely you prefer each choice. Always use all ten points. Never use more than ten points or less than ten points for each set. You may use zeros, if they are appropriate, as in this example:

Example: In class, I prefer that learners:

- a) 0 Share their feelings
- b) 2 Listen quietly
- c) 3 Take notes
- d) 5 Ask questions

<p>1. In class, I most often use:</p> <ul style="list-style-type: none"> a. ___ learner-centered discussion b. ___ lectures c. ___ problem-solving d. ___ activities 	<p>2. I see myself:</p> <ul style="list-style-type: none"> a. ___ organizing b. ___ connecting c. ___ encouraging d. ___ careful observations 	<p>3. Mostly, I involve learners in:</p> <ul style="list-style-type: none"> a. ___ terms, symbols, concepts b. ___ self-direction c. ___ self-expression d. ___ listening
<p>4. The process I use emphasizes:</p> <ul style="list-style-type: none"> a. ___ small group discussions b. ___ free expression of feelings c. ___ careful organization of material d. ___ time to think independently 	<p>5. I generally evaluate learners with:</p> <ul style="list-style-type: none"> a. ___ immediate personal feedback b. ___ objective tests c. ___ subjective tests d. ___ self-assessment 	<p>6. I prefer to be seen as:</p> <ul style="list-style-type: none"> a. ___ expert b. ___ scholar c. ___ advisor d. ___ friend
<p>7. I like to emphasize:</p> <ul style="list-style-type: none"> a. ___ theory b. ___ skill c. ___ attitude d. ___ perspective 	<p>8. I prefer to take the role of:</p> <ul style="list-style-type: none"> a. ___ coach b. ___ group facilitator c. ___ director d. ___ interpreter 	<p>9. I focus the class on:</p> <ul style="list-style-type: none"> a. ___ seeing "who" b. ___ telling "how" c. ___ finding "why" d. ___ asking "what"
<p>10. I tend to engage in:</p> <ul style="list-style-type: none"> a. ___ processing b. ___ generalizing c. ___ experimenting d. ___ sharing 	<p>11. I aspire to:</p> <ul style="list-style-type: none"> a. ___ lead them to understand it b. ___ let them do it c. ___ let them enjoy it d. ___ get them to think about it 	<p>12. My attitude toward this learning venture is:</p> <ul style="list-style-type: none"> a. ___ it's yours b. ___ it's ours c. ___ it's mine d. ___ it's theirs

TRAINER TYPE INVENTORY SCORING SHEET

INSTRUCTIONS:

Each word or phrase in each of the twelve sets on the TTI corresponds to one of the four training styles, which will be described. To compare your scale scores for each type, transfer your numeric ranking for each item on the inventory to the appropriate space on the columns below. The totals are your score:

LISTENER (L)	DIRECTOR (D)	INTERPRETER (I)	COACH (C)
1a ____	1b ____	1c ____	1d ____
2d ____	2a ____	2b ____	2c ____
3c ____	3d ____	3a ____	3b ____
4b ____	4c ____	4d ____	4a ____
5a ____	5b ____	5c ____	5d ____
6d ____	6a ____	6b ____	6c ____
7c ____	7d ____	7a ____	7b ____
8b ____	8c ____	8d ____	8a ____
9a ____	9b ____	9c ____	9d ____
10d ____	10a ____	10b ____	10c ____
11c ____	11d ____	11a ____	11b ____
12b ____	12c ____	12d ____	12a ____
Total _____	Total _____	Total _____	Total _____

TRAINER TYPE INTERPRETATION SHEET

Each of the four training styles identified by the TTI is characterized by a certain training approach, way of presenting content, and relationship between the trainer and the trainees. The following are the primary characteristics of the trainer for each of the four training types.

Listener (L)

- Creates an effective learning environment.
- Trains the 'Concrete Experiencer' most effectively.
- Encourages learners to express personal needs freely.
- Ensures that everyone is heard.
- Shows awareness of individual group members.
- Reads non-verbal behavior.
- Prefers that trainees talk more than the trainer.
- Wants learners to be self-directed and autonomous.
- Exposes own emotions and experiences.
- Shows empathy.
- Feels comfortable with all types of expression (words, gestures, hugs, music, art, etc.)
- Does not seem to worry about the training.
- Stays in the here and now.
- Is practical (goes with the flow).

Director (D)

- Creates a perpetual learning environment.
- Trains the 'Reflective Observer' most effectively.
- Takes charge.
- Give directions.
- Prepares notes and outlines.
- Appears self-confident.
- Is well organized.
- Evaluated with objective criteria.
- Is the final judge of what is learned.
- Uses lectures.
- Is conscientious (they stick to the announced agenda).
- Concentrates on a single item at a time.
- Tells participants what to do.
- Is conscious of time.
- Develops contingency plans.
- Provides Examples
- Limits and controls participation

Interpreter (I)

- Creates a symbolic learning environment.
- Trains the “Abstract Conceptualizers” most effectively.
- Encourages learners to memorize and master terms and rules.
- Makes connections (ties past to present, is concerned with the flow of the training design).
- Integrates theories and events.
- Separates self from learners, observes.
- Shares ideas but not feelings.
- Acknowledges others’ interpretations as well as own.
- Uses theory as a foundation.
- Encourages generalizations.
- Presents well-constructed interpretations.
- Listen for thoughts; often overlooks emotions.
- Wants trainees to have a thorough understanding of facts, terminology.
- Uses case studies, lectures, and readings.
- Encourages learners to think independently.
- Provides information based on objective data.

Coach (C)

- Creates a behavioral learning environment.
- Trains the ‘Active Experimenter’ most effectively.
- Allows learners to evaluate their own progress.
- Involves trainees in activities, discussions.
- Encourages experimentation with practical application.
- Puts trainees in touch with one another.
- Draws on the strength of the group.
- Uses trainees as resources.
- Helps trainees to verbalize what they already know.
- Acts as a facilitator to make the experience more comfortable and meaningful.
- Is clearly in charge.
- Uses activities, projects, and problems based on real life.
- Encourages active participation.

LEARNING STYLE INVENTORY

The inventory used in this exercise is a quick, informal indicator of preference and not scientific measures. Therefore, users should be aware of two important points:

1. The results provide an indication of an individual's learning preferences, but they should not be over-interpreted. If someone does not agree with the assessment of their preferences, trust that individual's judgement over the instrument results.
2. A student's learning style profile provides an indication of possible strengths and possible tendencies or habits that might lead to difficulty in academic settings. The profile does **not** reflect a student's suitability or unsuitability for a particular subject, discipline, or profession. Labeling students in this way is at best misleading and can be destructive if the student uses the label as justification for a major shift in curriculum or career goals. (A learning style preference also does not serve as an excuse for a bad grade on the student's last physics test.)

Sensory Learning Style Inventory

What's My Style?

Circle the statement that best describes you. Answer all the questions.

I can best remember:

1. The things I read.
2. The things I hear.
3. The things I do.

When given something new to learn, I can best learn it by:

4. Doing it myself.
5. Having someone explain it to me.
6. Having it shown to me.

When I read, I find that I:

7. Can concentrate and enjoy descriptions of people, places, and things.
8. Move my lips, avoid long descriptions, and usually don't notice illustrations.
9. Move around, am restless and enjoy stories where action occurs early but usually don't enjoy reading.

My writing can be described as:

10. Poor when I was young, and I write lightly most of the time.
11. Always neat.
12. Good, but it is getting worse. I usually push hard on the pen.

When trying to recall someone or something, I tend to remember:

13. Faces and forget names.
14. Names and forget faces.
15. Best what I did, and not what I saw or talked about.

When the instructor is giving instructions, I can remember it best if it is:

16. Written down.
17. Demonstrated.
18. Given to me verbally.

When trying to concentrate, I can be:

19. Easily distracted.
20. Distracted by movement and unaware of sound.
21. Easily distracted by sounds and not too aware of movement.

When I am not active, I sometimes:

22. Stare, doodle or find something to watch.
23. Hum, talk to myself or others.
24. Fidget or find some reason to move.

My clothes can usually be described as:

25. Neat and tidy.
26. Neat, but soon become wrinkled.
27. Often, not matched.

I can remember how to spell words by:

28. The way they sound.
29. Writing them down to see.
30. The way they look.

When working in a group, I:

31. Would rather be somewhere else and usually spend my time doodling.
32. Usually take notes to record the work.
33. Enjoy talking about issues and hearing other points of view.

When walking into a room or situation, I prefer to:

34. Talk about the room or situation with respect to its good and bad points.
35. Look around and make a mental note of where everything is.
36. Try things out by touching or feeling them.

When imagining something, I like to:

37. Think in pictures and imagine a lot of detail.
38. Think in pictures that occur with movement.
39. Talk to myself because these details are not that important.

When riding in a car, I:

40. Like to listen to the radio.
41. Like to look out the window to watch things.

42. Cannot seem to get comfortable and am constantly changing position.

People can generally tell how I feel by:

43. My body movement.

44. My tone of voice.

45. My facial expression.

When given a problem to solve, I prefer to:

46. Make a list of possible solutions so I can see them.

47. Talk about the solutions out loud so I can organize my thoughts.

48. Get right to it by trying possible solutions right away.

In my spare time, I prefer to:

49. Listen to the radio or records or play an instrument.

50. Take part in some physical activity like building or making something.

51. Read, watch television, or go to a play.

As a learner, I like to be rewarded with:

52. Positive comments written on my work or test answer.

53. Some contact like a pat on the back, handshake, or other physical action.

54. Positive comments spoken to myself and the class.

The best way for an instructor to discipline is to:

55. Isolate the learner by separating him or her from the group.

56. Reason with the learner and discuss the situation.

57. Show displeasure and model the appropriate behavior.

If I have some business with another person, I prefer to:

58. Talk with the person while walking, jogging, or doing something physical.

59. Call them on the phone since it saves time.

60. Write them a letter or have face-to-face contact.

I keep up with current news by:

61. Spending a few minutes watching the television news.

62. Reading the newspaper quickly when I have time.

63. Listening to the radio or listening to the television news.

In a group, I:

64. Enjoy listening but cannot wait to talk. I like to hear myself and others talk.

65. Gesture when I talk and have difficulty listening to others.

66. Am quiet, do not talk a lot and become uneasy when patient listening is required.

When I am angry, I usually:

- 67. Clench my fists, grasp something tightly, or storm off.
- 68. Am quick to let others know why I am angry.
- 69. Clam up and give others the “silent” treatment.

I learn best by:

- 70. Seeing or watching a demonstration.
- 71. Hearing spoken instructions.
- 72. Doing things or being actively involved.

I:

- 73. Like music and can talk about art.
- 74. Respond to music by physical movement and like to touch statues, sculptures, or art.
- 75. Am not particularly interested in music but like to look at art.

What's My Style – Score Sheet

Scoring: Circle the number corresponding to your answer and total the number of responses in each column.

Auditory	Visual	Kinesthetic
2	1	3
5	6	4
8	7	9
10	11	12
14	13	15
18	16	17
21	20	19
23	22	24
27	25	26
28	30	29
33	32	31
34	35	36
39	37	38
40	41	42
44	45	43
47	46	48
49	51	50
54	52	53
56	57	55
59	60	58
63	61	62
64	66	65
68	69	67
71	70	72
73	75	74
TOTAL: _____	TOTAL: _____	TOTAL: _____

TIME AND MANAGEMENT TOOLS

WEEKLY PLANNING

Spend a few minutes each Sunday to make a weekly plan. Here's how:

On a sheet of paper, write at the top, "Plan for the Week of: _____."

List all the tasks you need to get done for each course. Break large tasks (those that will take more than 2-3 hours) into smaller, more manageable subtasks. Include an "Other" category for important tasks outside of class, e.g., exercise class, meeting, pick up application, etc.

Write down the due date for those tasks that have solid due dates (assignments, papers, etc.). Estimate the amount of time it will take you to get each task done.

Prioritize the tasks: Which tasks need to get done first? Which ones are more important? Note: Priority #1 may not always be the first thing you do. A rule of thumb: study new and challenging material in the morning; review, repetition, and rehearsal in the evening.

Look at your Fixed Schedule and allocate tasks into loose blocks of time for a day and a half – never more. Don't plan the whole week or every half hour time block. Effective and efficient learners are flexible!

It's Thursday night and you see the weekend ahead as a time to catch up. All things are possible. And then suddenly it's Sunday night and there's a sense of panic.

So, spend 10 minutes on Thursday night planning out what needs to be done over the weekend. Be realistic.

Schedule fun.

Tutor log

Session Date	Session Length	Tutee Signature	Session Summary	Tutor Signature

Week Planner: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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