CO-EDUCATIONAL EXPERIENCES IN A PEER TUTORING PROGRAM

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MĀNOA

AGENDA

- Theortical Framework
- Description of Peer-Tutoring Program
- Tutor Training
- Assessment(s)
- Data Collection
- Responses
- Preliminary Results
- Takeaways

THEORETICAL FRAMEWORK

▶ "When one teaches, two learn", novelist Robert Heinlein

▶ Astin's Student Involvement Theory (1999)
  ▶ Academic performance in college correlates with student involvement in co-curricular activites
  ▶ Level of involvement in the learning process directly affects their own educational development and gains

Astin, A. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development, 40(5),* 518-529

PEER TUTORING PROGRAM

- Description of Peer Tutors
  - Undergraduate, graduate, and PhD students
  - 3.00 GPA
  - Earned an A in a subject they tutor

- Description of Student-Athlete Population
  - Requested / Mandated
  - May work with students through the entire semester
  - Diverse student population, approx. 500 students
    - Wide range of college academic readiness
    - Some reluctant learners
    - Some lack confidence in their abilities
   - A few have learning disabillites

TUTOR TRAINING

- Initial Tutor Training
    - Policies, Procedures, Plagarism, Cheating, NCAA rules, FERPA, Confidentiality
    - Academic Reading, Writing, Learning Disabilities
- Weekly training sequence
    - Tutors meet once a week to cover a topic and roundtable
- Informal training
    - Open door policy
    - Veteran tutors paired up with newbies
    - Graduate Assistant(s) support

SAMPLE ORGANIZATIONAL TOOLS

▶ Semester-at-a-glance

▶ Weekly To-Do List

▶ Class To-Do List

▶ Road trip study plan

▶ Grade log

▶ Graphic Organizers for writing
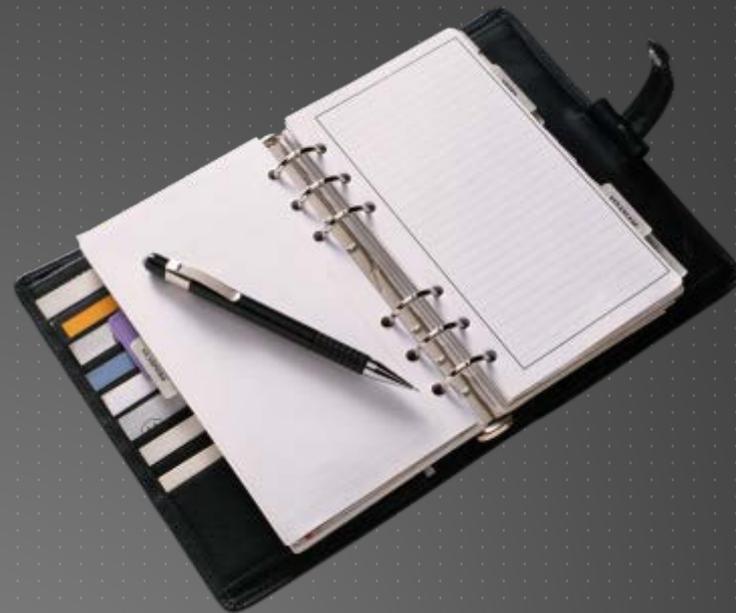
Week	Date	Topic
1	8/20	Initial Tutor Training
2	9/5	Initial Tutor Training Continued (Reading, Writing, LDs)
3	9/12	Troubleshooting
4	9/19	Facilitation & Road Trip Planning
5	9/26	Learning Styles
6	10/3	Test Prep & Review
7	10/10	Reading & Writing
8	10/17	Mid-Semester Reflection
9	10/24	Research, Resources & Citations
10	10/31	Student Motivation & Reluctant Learners
11	11/7	Goal setting & Reorganization down the stretch
12	11/14	Semester Assessment /Grade Calculation
13	11/21	End of Semester Feedback / Reflection
14	11/28	HAPPY THANKSGIVING!
15	12/5	Prepping your student for final exams!
16	12/12	End of semester gathering

PERSONAL OBSERVATION

▶ As peer-tutoring program coordinator, my goal is to set-up purposeful and meaningful connections between students in a loosely structured academic setting. I observed…

   ▶ Peer-tutors emerge as leaders

   ▶ Peer-tutors become better students as a result of their engagement in academic coursework

   ▶ Peer-tutors develop meaningful connections with their peers.

ASSESSMENT

- Survey data
  - Students evaluate tutors at the end of the semester
  - Tutors evaluate program

- Qualitative data
  - Tutors reflect on their growth and development
    - Impact of training
    - Impact of experience as a tutor
    - Impact on future career goals

DATA COLLECTION

▶ How have you developed as a tutor as a result of training?

▶ How have you developed as a person/student?

▶ Have your future career goals been influenced?

RESPONSES

▶ *"SAAS tutor training has helped me realize that everyone learns differently. It has helped me understand how to tutor in a way that works well for people's different learning styles. It has also helped me understand my role as a tutor in helping students."*

▶ *"I have become more aware of my abilities as a student and have realized all that I am capable of doing. This semester I was tutoring a lot on a subject that I thought I wasn't too good at, but I surprised myself at how much I knew. Now I know better than to always doubt myself."*

▶ *"I have gained confidence in myself, both in terms of teaching and just in general. Also, I have learned how to communicate my thoughts with a multitude of different personalities."*

RESPONSES

▶ *"Personally I have become more confident when working with students and working with new people. Also, going over subjects after learning material before has helped me to understand it better myself."*

▶ *"I have learned to not be afraid to take a leadership role with peers. I have also learned many different ways in which to approach a tutoring session and based on the needs of the student, I can apply different methods. I am also learning to not worry as much when I do not know the answer."*

▶ *"Teaching is one of the best ways to learn. I know a lot about the subjects I have tutored than when I started, but I am also more familiar with different ways to think about things, which will ultimately make me a better student."*

PRELIMINARY RESULTS

▶ THEME #1: Tutors gained confidence in their own abilities as students

▶ THEME #2: Tutors learned how to communicate with people from diverse backgrounds.

▶ THEME #3: Tutors learned to consider different perspectives.

▶ THEME #4: Tutors became more organized.

▶ THEME #5: Tutors expereince led to: 1) affirmation they were in the right academic discipline and/or 2) becoming interested in teaching/education.

TAKEAWAYS

▶ Tutors AND tutees benefit from participation in peer-tutoring programs.

▶ Peer-tutoring programs create purposeful and meaningful connections between peers in a loosely structured learning environment.

▶ Peer-tutoring programs provide a forum where learning takes place outside the classroom.

▶ The peer-tutors reflections provide evidence of the impact this program has on their development.

▶ More research needs to be done to measure the impact programs like these have on retention and persistence.

CONCLUSIONS

▶ Peer-tutoring programs provide a way for students to get involved on campus and in the process both tutors/tutees learn, grow, and develop.

▶ A training component is critical in assisting these peer tutors.

▶ Assessment is critical to evaluate programming.

▶ QUESTIONS??