CO-EDUCATIONAL EXPERIENCES IN A PEER TUTORING PROGRAM

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AGENDA

- Theoretical 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 activities
- Level of involvement in the learning process directly affects their own educational development and gains

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 disabilities
TUTOR TRAINING

- Initial Tutor Training
  - Policies, Procedures, Plagiarism, 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
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/20</td>
<td>Initial Tutor Training</td>
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<tr>
<td>2</td>
<td>9/5</td>
<td>Initial Tutor Training Continued (Reading, Writing, LDs)</td>
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<tr>
<td>3</td>
<td>9/12</td>
<td>Troubleshooting</td>
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<td>4</td>
<td>9/19</td>
<td>Facilitation &amp; Road Trip Planning</td>
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<td>5</td>
<td>9/26</td>
<td>Learning Styles</td>
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<tr>
<td>6</td>
<td>10/3</td>
<td>Test Prep &amp; Review</td>
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<tr>
<td>7</td>
<td>10/10</td>
<td>Reading &amp; Writing</td>
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<tr>
<td>8</td>
<td>10/17</td>
<td>Mid-Semester Reflection</td>
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<tr>
<td>9</td>
<td>10/24</td>
<td>Research, Resources &amp; Citations</td>
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<tr>
<td>10</td>
<td>10/31</td>
<td>Student Motivation &amp; Reluctant Learners</td>
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<tr>
<td>11</td>
<td>11/7</td>
<td>Goal setting &amp; Reorganization down the stretch</td>
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<tr>
<td>12</td>
<td>11/14</td>
<td>Semester Assessment /Grade Calculation</td>
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<td>13</td>
<td>11/21</td>
<td>End of Semester Feedback / Reflection</td>
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<tr>
<td>14</td>
<td>11/28</td>
<td>HAPPY THANKSGIVING!</td>
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<tr>
<td>15</td>
<td>12/5</td>
<td>Prepping your student for final exams!</td>
</tr>
<tr>
<td>16</td>
<td>12/12</td>
<td>End of semester gathering</td>
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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?
“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.”
“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 experience 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??