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, 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
<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?
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 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??