

MONMOUTH UNIVERSITY

TUTORING & WRITING SERVICES

2016-2017

Tutoring and Writing Services Peer Tutor Training Handbook

Center for Student Success

Rebecca Stafford Student Center, Lower Level

Room CS6

Phone: 732-263-5721

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A MESSAGE FROM THE DIRECTOR

Dear Peer Tutor,

Congratulations on being selected to serve as a peer tutor for Monmouth University's Tutoring Services. You have an incredible opportunity as a peer tutor to offer your knowledge of a specific field of study and your academic experience to other students who seek such excellence for themselves. "Research has documented that when peer tutors are involved, tutoring benefits the self-confidence, motivation, attitude towards subject matter and school in general, self-esteem and academic achievement of both the tutor and the student at a variety of grade levels" (Robledo, 1990: Cohen, Kulik, and Kulik, 1982)

While tutoring is probably one of the more challenging jobs on campus, it is also one of the most rewarding! As a peer tutor, you will have the opportunity to work on campus in the fixed or flexible model working in locations such as the CSS, Library, and Mullaney Hall while assisting other students to achieve academic success.

Serving as a tutor is a responsibility that should not be taken lightly. Students request tutors for a variety of reasons, but all are looking for assistance in understanding content, test preparation, practicing skills, and increasing their academic success. Students who seek your help may be experiencing difficulty in a course that may be a requirement for their major or graduation. Many students who have a history of difficulty in a subject also request a tutor in anticipation of these difficulties. Your knowledge, commitment, and professionalism can help these students achieve their academic goals at Monmouth.

As a tutor, it is important to display honesty, empathy and patience during each tutoring session. By doing so, you will empower the students you work with to learn by increasing their confidence in themselves and in their understanding of the subject matter.

If you need any assistance, or have any concerns, please feel free to contact me at (732) 571-3542 or by e-mail at dcleary@monmouth.edu. It is my pleasure to have you as part of the staff. I look forward to working with you.

Sincerely,

Dorothy M. Cleary

Dorothy M. Cleary
Director, Tutoring and Writing Services
Center for Student Success
Monmouth University

Peer Tutoring Code of Ethics

- 1. I understand that my role as a tutor is to enable students to do their own work using the best learning approach possible.*
2. I will provide honest feedback in the form of positive praise and/or constructive suggestions to the student I serve in a manner that will be beneficial to their overall learning.
3. I will demonstrate faith in my student's learning abilities.
4. I understand that my relationship to the student is professional and not personal.
5. I will show respect for my student's cultural background and personal value system.
6. I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
7. I will maintain accurate records of tutoring sessions as expected and required.
8. I will respect my student's personal dignity at all times
9. I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
10. I will keep information about the student whom I am assigned confidential.
11. I understand that my ultimate goal is to assist my student in discovering how he or she best learns and to help my student develop the skills to achieve his or her best educational outcome.
12. I will share any concerns I have with my supervisor. I expect to learn along with my student.
13. I will keep current in both my subject area(s) and learning methodologies.
14. I will remain flexible to my approach to student learning, respectful of the various learning styles and preferences.
15. I will share techniques for improved study skills with my students.

Etiquette Rules

1. Be on time. Better yet-be early!
2. Be courteous: no texting, emailing, working on other work, eating, etc.
3. Plan tutoring sessions so that your student's time is used meaningfully.
4. Be presentable during your session.
5. Use appropriate language.
6. Address your student in an appropriate manner. Ask how they would like to be addressed i.e. nickname
7. Maintain a clean and neat tutoring area. **NO EATING**
8. Respect the personal privacy and body space of your student.
9. Do not embarrass or belittler your student. When problems arise, try to speak to the student in a diplomatic way.

FORMS

The enclosed forms are essential ways to document and monitor the workings of the office of Tutoring Services, tutors and tutees, as well as track the tutoring process. You will be responsible for completing some of these forms.

Monmouth University Student Employee Referral Form

This form will be completed in the Office of Student Employment as part of your required paperwork. It is the documentation confirming that you are eligible to work on campus. Once you have it signed by Student Employment, it is your responsibility to bring it to the Director of Tutoring and Writing Services.

Tutor Textbook Request Form

A tutor may request a copy of the tutee's textbook to help prepare for a tutoring assignment. The form should be filled out at the office of Tutoring Services, RSSC Room CS6. A tutor can usually have the needed book within one day of the request.

Tutor Request Form (for flexible model)

A student will complete this form when requesting a tutor for courses not frequently tutored. Directions on this page will instruct students how to access this form. There are two ways to complete the form. The online version can be found on the Tutoring Services web site. A hardcopy version can be filled out as well. Once received the connection between tutor and tutee will be made and emails sent.

Getting Paid

All U.S. Citizen & permanent resident, undergraduate matriculated students must file a Free Application for Federal Student Aid (FAFSA) in order to be eligible for student employment.

Students will be permitted to begin working only after they have filed the FAFSA and completely filled out all necessary paperwork* through the Office of Student Employment.

If you have never worked for Monmouth University, you must bring the following forms of identification with you:

1. A document to establish identity, such as a Monmouth University ID card or driver's license.

AND

2. A document to establish employment eligibility, such as an original social security card OR original birth certificate.

(Please note: a United States Passport will satisfy both of these requirements)

* Student **Employee Referral Form** must be completed as part of your required paperwork. Once you have it signed by Student Employment, it is your responsibility to bring it to the Tutoring Services office.

**International students need a current passport, visa, 1-20, 1-94 and original social security card.

Maximum Weekly Hours

Full-time undergraduates may work up to 20 hours maximum per week.

Full-time graduates may work – may work up to 26 hours maximum per week.

**See Student Employment for further details.

Full-time international students may work up to 20 hours maximum per week.

Ultimate Time Keeping System

- Hours must be submitted bi-weekly through UTM according to the 2016-2017 Student Employment Payroll Schedule.

Pay Rates

Undergraduate and graduate peer tutors:

- Individual pay rate is \$8.38/hour UG. The group-tutoring rate is \$12.25/hour.

Paychecks

Paychecks can be picked up bi-weekly in the Tutoring Services office.

- If you have more than one Student Employee position on campus, you can have your paycheck delivered to the location of your choice by notifying the Payroll Department.
- You will receive one combined paycheck even if you have multiple positions on campus.

Pay Dates

Paychecks will be available according to the 2016-2017 Student Employment Payroll Schedule.

Direct Deposit

Direct Deposit has been offered to M.U. student employees since September, 2007. Enrollment forms are available in the Payroll Office on the first floor of Wilson Hall and in the Student Employment Office. Direct Deposit forms are also accessible on the Payroll webpage. Currently, student's pay stubs are sent to their departments with the paychecks.

MONMOUTH UNIVERSITY PAYROLL DEPARTMENT

AUTHORIZATION AGREEMENT FOR AUTOMATIC PAYROLL DEPOSITS

NOTE: Submission of this form will supersede all previously submitted agreements.

DIRECTIONS:

IMPORTANT: A bank-issued document with the account and routing numbers is required for all accounts listed below.

1. For a checking account, attach a voided check, a copy of a check, or a printout from your bank that includes your account and routing numbers.
2. For a savings account, attach a printout from your bank that includes your account and routing numbers.

I hereby authorize and request Monmouth University to deposit the net proceeds of my paycheck to the following account(s) (Three [3] accounts limit):

Account #1:	Type of Account:	<input type="checkbox"/> Checking	<input type="checkbox"/> Savings
Bank Name:	_____		
Account Number:	_____	Routing Number:	_____
Deposit Amount:	_____ %	OR \$ _____ (Flat Amount)	OR <input type="checkbox"/> Remaining

Account #2:	Type of Account:	<input type="checkbox"/> Checking	<input type="checkbox"/> Savings
Bank Name:	_____		
Account Number:	_____	Routing Number:	_____
Deposit Amount:	_____ %	OR \$ _____ (Flat Amount)	OR <input type="checkbox"/> Remaining

Account #3:	Type of Account:	<input type="checkbox"/> Checking	<input type="checkbox"/> Savings
Bank Name:	_____		
Account Number:	_____	Routing Number:	_____
Deposit Amount:	_____ %	OR \$ _____ (Flat Amount)	OR <input type="checkbox"/> Remaining

NOTE: IF A PARTIAL DEPOSIT IS BEING MADE AND ANOTHER ACCOUNT IS NOT SPECIFIED, THE REMAINING BALANCE WILL BE GIVEN TO THE EMPLOYEE BY CHECK.

By participating in Monmouth University's Direct Deposit Program, I authorize my employer and its bank to initiate automatic deposits and adjustments (in the event of error) to the account(s) specified above. This authority is to remain in full force until my employer has received written notification from me of its termination and has had reasonable opportunity to act on it; or until my employer has sent me ten (10) day written notice of its termination of this arrangement.

- Activation of direct deposit may take up to three (3) pay periods. Until processing is complete, employee will receive a paycheck.
- If any of your banking information changes, it is imperative that you **notify the Payroll Department immediately**. Failure to do so may cause a delay in you receiving your pay.
- If you become an inactive employee for one or more semesters, it is recommended that you contact the Payroll Department to verify that we still have your correct information. Inactivity could cause the banking information to be removed from the system.

PRINT EMPLOYEE NAME & EMPLOYEE # (found on check stub)

PHONE EXTENSION

EMPLOYEE SIGNATURE

DATE

Tutoring Services (Fixed model)

Tutoring Services maintains the following policies and procedures:

MU students will use Accudemia to book appointments with peer tutors. Therefore, please adhere to the following guidelines:

- Please direct all of your tutees to book 1:1 appointments using Accudemia for subjects you are designated to tutor.

Example: Heather is scheduled to tutor CE111, CE112, CE241, and CE242 on Monday's and Wednesday's from 2-5pm. Students should book appointments with Heather during those available hours.

- If a student approaches you about being tutored in one of those designated courses **OUTSIDE** of your fixed schedule, advise them that you are only available for group appointments. If this is not agreeable to the student, please reinforce that you are available during your established schedule and that they can speak with the Director about finding a tutor that may be able to accommodate their schedule more easily.
- If you receive a tutor request from the Director, or a friend approaches you about being their tutor for a course/subject outside of your fixed schedule, you may tutor that student as you have previously done in the “flexible” model. Make sure to log that student into Accudemia.
- Students may book up to two weeks in advance for appointments. Students may book up to four hours a day. Cancellations notices must be done within 15 minutes of the appointment.
- Tutors should not contact students, or be contacted by students, via e-mail, Facebook, text, or any other means for scheduling or cancelation of appointments. All appointment scheduling and cancelation should occur through Tutoring Services. Please notify Dorothy if this is occurring so that attendance can be properly recorded.
- Although we can accommodate walk-ins, all students are encouraged to schedule appointments ahead of time. When they do so, their names are recorded in our online scheduling software where tutors will be notified automatically through the system.

- Upon arrival, students will be asked to sit in the lobby (couches near the computers) to await their tutors.

******It is the tutor's responsibility to check if his or her student has arrived and to bring the student back to the tutoring room to start the session. You must wear your name tag!**

- When beginning the session, the tutor should ask the student what he or she has to work on for that day.
- Finally, a tutor must wait ten minutes before concluding that a student is not going to be present for a session. The scheduling software will update the system each night and mark this student as "missed". No other action needs to be taken by the tutor.
- To Recap:
 - ✓ Check the front desk and scheduling software for your roster of students.
 - ✓ Check to see if the student is waiting in the lobby.
 - ✓ Begin the session.
 - ✓ Before the student leaves, check to see if the he/she would like to schedule another appointment.
 - ✓ Write all of your session notes under Session Logs.

Note:

- Although there is a 45-minute time block for scheduled sessions, each tutoring session is only 30 minutes. This means it is the tutor's responsibility to keep track of the session time and end the session at the 30-minute mark, which will allow the tutor 15 minutes to fill out the online log and prepare for his/her next session. The same rule applies for double sessions; although there is a 90 minute block for double sessions, the tutor will work with the student for 60 minutes. Students are not permitted to book more than 120 minutes of appointment time per day.

Other useful tips: The following are some useful guidelines that you should follow in order to ensure successful tutoring sessions with your students.

DO...

- Be welcoming toward all students;
- Be professional and respectful at all times;
- Allow yourself to become the listener—ask open-ended questions during the session;
- Praise the student for his or her strong points prior to noting the areas that need further work;
- Allow the student to ask questions and voice concerns prior to ending the session;
- Encourage students to return to Tutoring Services.

DON'T...

- **Be late for an appointment;**
- Forget to log the student in and out.
- Forget to end your session on time (30, 60 minutes, etc.)

On Being a Tutor

Times and Locations of Tutoring Sessions

- Please note: Tutoring cannot take place in any dorm rooms or off-campus apartments or houses. This is a FEDERAL law and can result in serious consequences if not obeyed.
- As of 8/1/2013, tutoring may not be conducted in any “off-campus” locations.
- The frequency and times of your tutoring sessions will be determined by yourself and the tutee. Typical tutoring sessions will last anywhere from thirty minutes to three hours, but can be shorter or longer if the tutor and tutee agrees.
- Scheduling the next session is best done at the end of the current session in order to provide consistency for the tutee and tutor.

Tutoring sessions will take place in the one of the four, “Tutoring Zones”.

- “Zone A” is The Center for Student Success, located on the lower level of the Rebecca Stafford Student Center.
- “Zone B” the Student Center
- “Zone C” Mullaney Hall(residence hall Room 136A)
- “Zone D” the MU Library
- Other acceptable tutoring locations include Edison, Howard Hall, Plangere, McAllen, Bey Hall and Woods Theatre.

Note on scheduling: Tutoring Services is well aware of the challenge of schedule conflicts between tutors and tutees. It is the tutor’s responsibility to clearly communicate and establish times and dates with tutees and respond to email, text, and phone messages in a timely method.

The First Tutorial Session

The first tutorial session with a student is extremely important. It will set the tone and expectations for the rest of the semester. During the first session, please introduce yourself, set expectations and determine a student's status in his/her respective class. Methods to achieve this include:

Introduce yourself

- Let the student know you will be working him or her all semester.
- Give background information of your knowledge of the subject or course.

Set Expectations

- Exchange telephone numbers and e-mail in case of cancellations.
- **Inform the student that “no shows” are unacceptable and services may be discontinued.**
- Discuss the scheduling and appointments times. **A set weekly time is most effective.**
- Make sure the student knows what to bring to each tutorial session (books, notes, etc.)

Determine a Student's Requirements

- **Make a copy of the syllabus.**
- Ask the student to identify his or her greatest difficulty in the class.
- Review with the student the expectations of the professor.
- Review the course material with the student.
- Have student complete the VARK learning styles survey and discuss results.

Tutoring Tips and Tools

Tutors should keep in mind the following strategies in their approach to working with their tutees. In the case in which an academic issue arises beyond the assistance that the peer tutor and Tutoring Services can provide, please encourage the tutee to make an appointment with his or her professor or advisor.

Tutoring Sessions – One Step at a Time

- Welcome* Establish a relaxed, pleasant atmosphere in which to work with your student.
- Relax* Establish a friendly, supportive relationship with your student.
- Inquire* Determine the student's expectations of tutoring sessions and his or her expectations of you. Gather information about past academic experiences. It is best to do this by asking open-ended questions.
- Care* Display your own interest in the subject that you are tutoring. It is unlikely that students will learn from tutors who care little about the subject they are discussing.
- Work* Get down to work discussing, probing, and exploring the subject at hand. Foster independence by asking open-ended questions and listening intently to the student's responses.
- Praise* Build student's confidence whenever possible. Praise the student for correct answers. Use positive reinforcement.
- Assess* Allow the student time to evaluate his or her progress; the tutor should evaluate the student as well. Offer constructive feedback. Be sympathetic to a student's frustrations.
- Plan* Discuss with the student a general tutoring plan for the semester. Each week the tutor and student will prepare for the next session by establishing assignments and making a plan.
- Act* The tutor should act ethically and adhere to a high standard of conduct at all times.
- Give* The tutor should never give up; patience and sensitivity should always be displayed.

Tutoring Tips

Helping to Find Problem Areas

- Don't accept that your students are having trouble with *everything*; ask them to be **more specific**.
- Ask students to tell you what they *do* know.
- Have your students begin work on their own.
- Watch your students work; make note of where they get stuck.
- Don't assume a student does or does not know something; it is always best to ask.
- Ask students to identify problems/questions which can be addressed during tutoring sessions.

Explaining and Clarifying

- Come up with a few different ways to explain a concept.
- Make explanations easy to comprehend by using simple terms.
- Use interesting examples to illustrate your points.
- Go back to basics if, and when, necessary.
- Try to show the underlying logic or reason for doing something a certain way.
- Always check for understanding. Ask your students to explain what you have just said; clarify if necessary.

Fostering Independence

- Let the students do the writing during tutoring sessions.
- Never do the student's homework or just give the answers. Help students to understand the concepts so that they can get the answers or complete assignments themselves.
- After working out a problem together, have your students work on a similar one without your assistance.
- Let students come up with their own ideas, as well as identify and correct their own mistakes.
- Increase their self-reliance by encouraging students to refer to a dictionary, index, glossary, etc.
- Build self-confidence! Accentuate the positive: point out what has been done well before discussing what is wrong or omitted.
- Express your confidence in the student's abilities.

Source: Hofstra University Tutorial Program, *Tutorial Manual*

Establishing Rapport: The Tutor/Tutee Relationship

- At the beginning of your first session with a student, introduce yourself and offer some information about yourself – your major, your hometown, your hobbies, etc. Ask the student to do the same. Be yourself and SMILE!
- Exchange phone numbers, e-mail addresses, and other contact information to access each other easily, especially for meeting by appointment.
- During the first session, you want to start a dialogue with the student about what kind of help he or she thinks is needed. What does the student hope to get out of a tutor? What are his or her goals and what does he or she want to improve upon? What problems is the student having in the course, what questions does he or she have about the material, why doesn't the student feel that he or she isn't getting good test/paper grades? Together, try to determine the most important and necessary objectives. REMEMBER TO LISTEN ACTIVELY AND CAREFULLY.
- Remember that your tutee may be intimidated or lack confidence during your session. Do all you can to reassure your tutees and show them that you are not there to judge; you are there to help them become independent learners.
- During the first session with a new student, it is important to make him or her feel comfortable with you and with the idea of asking for help. Be encouraging, positive, and enthusiastic.
- Keep information divulged during tutoring sessions confidential. Feel free to discuss any areas of success or concern with the Director, but refrain from discussing this information elsewhere.

Source: Hofstra University Tutorial Program, *Tutorial Manual*

Tutoring Strategies and Techniques

- **Your role as a tutor is that of a facilitator.** Being such requires not only knowledge of the subject matter, but also an understanding of how to develop and foster learning skills. Assess the student's understanding of the subject matter. Encourage active learning and offer direction. Be familiar with varied methods of presenting ideas, soliciting responses, and illustrating concepts and principles. Explain in terms the student can understand.
- **To be effective, a tutor must be sensitive to each tutoring session.** Patience and sensitivity help to create a welcoming atmosphere that allows the student to be comfortable and open to ideas and suggestions. Take into account that students do not always work at the same pace or in the same manner. Keep in mind that students learn through different channels (auditory, visual, and kinesthetic). Ask questions initially about assignments or problems students may be experiencing. Be a good listener. Vary your techniques to suit the need. Reassure students that they can succeed. Begin tutoring at a level within the grasp of the student in order to establish an atmosphere of success.
- **Help students to understand the correlation between good study skills and learning.** Discuss time management and organization if the situation warrants it. Encourage students to be active in their learning. Give students ideas about how to approach homework, how to proofread papers, how to research a topic.
- **Keep in mind that no matter what the student's assignment, the primary purpose of the tutor is to help the student develop his or her individual skills.** Give encouragement. Do not judge the student's abilities or work. Explain that development and change take time. Encourage students to think on their own. Giving the student answers or changing a particular assignment for the student is unacceptable and does not help the student in the long run.
- **Remember that tutors don't have all of the answers.** If you don't know the answer, tell students so. Suggest a resource or two where a student may search for or find the answer. If a question about what the assignment means or is asking for arises, encourage the student to contact/ask the instructor. Do not try to second-guess the instructor. Also, if a student has a complaint or criticism of the assignment, course, or instructor, suggest that the student make an appointment to visit with the instructor and work out any problem, question, or miscommunication.

Source: *Cypress Learning Lab Home*, Last updated 03/07/00

Additional Academic Support at Monmouth University

The Math Learning Center

The Mathematics Learning Center provides assistance in all levels of undergraduate mathematics courses. Students may also use it as a place to work on homework problems or to study for examinations while having tutors available.

Contact: Lynn Dietrich, Coordinator
732-263-5305

Location: Howard Hall # 203

Hours: Monday-Thursday: 9:30 a.m.-6:00 p.m. and Friday: 9:30 a.m.-1:00 p.m.

No appointments are necessary, and students are encouraged to drop in anytime.

Writing Services

Writing Services provides students with tutoring, regardless of their level of proficiency, for a multitude of writing needs including: essays, research papers, reports, creative writing projects, etc. Writing assistants are peers and professionals from all majors and are trained to help students improve their writing skills.

Contact: Neva Lozada, Assistant Director of Writing Services
and Supplemental Instruction
Michelle Fabio, Secretary
732-263-5345

Location: RSSC, Lower Level

Tutoring Hours: Monday, Tuesday, Thursday, and Friday 8:45 a.m. - 5:00 p.m.
Wednesday 8:45 a.m. - 6:00 p.m.

Walk-ins are often accommodated, but the staff strongly encourages students to schedule an appointment.

Additional Services Available at Monmouth University

Department of Disability Services:

Serves qualified Monmouth University students with disabilities in all of our programs. If you are a student with a documented disability, or suspect that you may have a disability, we encourage you to contact DDS as soon as possible to determine if you are eligible for services.

For more information, please call 732-571-3460

Counseling and Psychological Services:

Provides individual, short-term counseling, evaluation, psycho-educational groups, and referral services to all students taking courses in Monmouth's degree-granting programs. Counselors are sensitive to issues of ethnicity, religion, sexual orientation, gender, cultural background, and disability.

For more information, please call 732-571-7517

Health Services:

Provides care for minor illnesses and injuries that may occur during the semester. This center also houses the Coordinator of Campus Alcohol and Substance Awareness who is available to counsel students on all drug and alcohol issues.

For more information, please call 732-571-3464

Help Desk:

Assists students with cleaning viruses from their personal machines, connecting to the MU network, webpage and web quest creation, and a variety of software packages used at the University.

For more information, please call 732-571-3539

