Tutor Protocol Manual

2018-2019

Strategic Content Learning Tutoring Program

Centre for Accessibility

The University of British Columbia

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1. Introduction to the SCL Tutoring Program

The goals of the Centre for Accessibility (CFA) are to:

- Remove barriers and provide opportunities for academic success.
- Provide equal access to University services, programs, and facilities.
- Ensure fair and consistent treatment of all students.
- Create a welcoming environment to foster active participation in the UBC community.

Peer tutoring is one of the programs run by the CFA that helps fulfill these goals. Tutoring is an opportunity for students registered with our office to identify learning challenges and goals, gain insight into their own learning, and develop strategies and learning habits that will help in their academic success. To that end, peer tutoring is not teaching or re-teaching, it is not doing for, but with.

CFA tutors work with the Strategic Content Learning model of tutoring. The aim of SCL tutoring is to equip students with strategies to manage their own learning and build capacity to self-regulate those tasks in the future. The tutor's role is to support and guide the client through the processes of identifying, developing and applying specific strategies to the learning challenges faced.

SCL tutoring follows four basic steps, which the client and tutor undertake together.

1. First, analyze task requirements: what is the assignment or the area of difficulty? Can it be broken down into simpler tasks or concepts?
2. Second, select strategies to use: how does the client normally approach a task like this one? What has worked or not worked in the past, and what might work this time?
3. Third, monitor the process: keep track of what is being done and successes and challenges along the way
4. Finally, evaluate strategies: what worked? What didn't? What can be done differently next time?

1.1 Tutor Training Outcomes

SCL Tutors are expected to feel confident in their ability to:

- Understand and be aligned with the CFA's approach to supporting students with disabilities and long-term medical conditions.
- Adhere to the SCL method and standards of service as presented in tutor training.
- Work independently, and with integrity, with a diverse group of students.
- Communicate effectively with students and staff regarding tutoring work assignments, planning meetings, and addressing questions related to the role.
- Use respectful language and do not make assumptions about a person's capacity or diagnosis.
- Make judgements about referrals to appropriate campus resources and supports.
- Employ ethical tutoring standards and practices which encourage academic honesty

2. Centre for Accessibility Roles and Responsibilities

2.1 Advisors

Accessibility Advisors work one-on-one with students with documented disabilities and long-term medical conditions to ensure their full access to education at UBC; they determine the accommodations to which a client is entitled (hours per week of tutoring, time extensions for writing exams, adapted course materials or computer software, etc.) and assist clients in accessing these accommodations. The Primary Advisor is the client's first line of response and support; if a client comes to you with problems outside the scope of tutoring, refer the client to their assigned advisor.

2.2 Peer Program Assistant

The Peer Program Assistant works with the Program Coordinator to coordinate and manage the tutoring program. The Peer Program Assistant matches clients with tutors using the clients' tutor request forms and the roster of tutors. The Peer Program Assistant may also participate in the training and monitoring of tutors, and will be the main point of communication between the CFA and the tutors. If you have any questions about your role as a tutor or any aspect of the tutoring program, contact the Peer Program Assistant at access.tutors@ubc.ca.

2.3 Peer Tutors

Tutors assist Centre for Accessibility clients in developing strategies and mastering content to overcome barriers to learning. All tutors are trained in the Strategic Content Learning model, and are expected to conduct themselves with professionalism and respect.

2.4 Student Clients

Students who request tutoring have a role and responsibility to engage with their tutor respectfully with a willingness to work on their learning on an ongoing basis. Students are not required to disclose anything about why they are registered with the CFA; instead tutoring should take a strengths-based approach and focus on effective learning strategies for the individual.

Think about tutoring as working with Novice and Expert Learners:

Level of Skill	Less Autonomous	More Autonomous
Novice High Level of Tutor Support	▪ Student is not performing and not sure why ▪ Difficulty with basic principles, not retaining information from one session to the next.	▪ Student able to identify difficulties, but needs help using resources ▪ Studying a lot but still not getting results
Expert Lower Level of Tutor Support	▪ Student learns easily in class, but may not be persistent, have trouble with initiation and follow through ▪ May even be overconfident or be confident in methods that are ineffective	▪ Student able to identify weak areas in content, uses resources effectively but may need reassurance, have issues with perfectionism, may be achieving at a high personal cost

(Adapted from: Toms, Marcia L. "Using the Structure Matrix to Determine Appropriate Tutor Support". Agee, K., and R. Hodges. "*Handbook for training peer tutors and mentors.*" (2012). Print. pp. 300.

3. Peer Tutoring Goals and Responsibilities

3.1 Scope of the Peer Tutor Role

Tutors working with the SCL model have a very specific role and should not, on their own initiative or at the request of the client, go beyond this role.

A tutor is not a replacement for classroom instruction and should not attempt to introduce material not covered by the professor. A tutor is not a note-taker for the student and should not provide class notes. Nor is a tutor expected to help a client complete homework assignments or provide course content if the client missed a class. It is, however, within the scope of the tutor's duties to provide instruction to the client on how to develop strategies to independently undertake these tasks.

A tutor is also not a counsellor. A client may experience stress, anxiety or distress over academic challenges and difficulties. UBC Counselling Services can support students with these and any other emotional, psychological or mental health issues.

The word 'tutor' means different things to different people. Think of a tutor as:

- **A Coach**: ask questions to help learners understand their goals, strengths, and strategies (related to Step 1 of SCL: Task Analysis).

- **An Ally**: as the 'guide on the side', the tutor does not condescend or judge the learner but can be empathetic and encouraging to help students understand and be resilient in how they respond to challenges (related to Step 2 of SCL: Choosing an approach to get the task done).

- **A Commentator**: Provide the play-by-play to help the learner gain perspective on their progress (Step 3 of SCL: ongoing monitoring and feedback).

- **A Collaborator**: as a successful student, you have familiarity with content but also have experience figuring things out on your own – remember that what worked for you might be helpful, but it might not. Being flexible and creative in helping someone problem solve will help students use their own strengths, not yours. (Step 4: Reflection on learning outcomes, both successes and challenges).

3.2 Identifying Goals and Responsibilities of Peer Tutoring

Adapted from *The Master Tutor* (2000) six goals of tutoring:

- Promoting independence in learning: reducing learned helplessness, helping students transition to the expectations of university-level academic work, demonstrating self-regulated learning behaviours that SCL supports: awareness, planning, monitoring, and reflection.

- Personalizing learning: each student has individual behaviours, beliefs, attitudes, and skills that factor into their learning and they have circumstances that create a specific functional impact around their learning.

- Facilitating insights into learning and learning processes: doing with, not for, allows students to gain skills and understanding to develop understanding of effective learning skills and strategies and apply them to other learning activities and contexts.

- Providing a student perspective on learning and university success: peer tutors are academically strong students with insights into course materials and expectations of course requirements, as well as the concurrent experience of being a learner and a university student. Peer tutors are credible sources of support because of their understanding of learner's circumstances and their ability to empathize with other university students.

- Following the job guidelines and training: all tutors receive training prior to working with students, and are expected to follow CFA policies and guidance to providing tutoring service to learners they are matched with.

- Benefits to the Tutor: Tutoring can challenge tutors to reflect on and articulate their own learning processes, and increased understand, application, analysis and evaluation within your own study areas. Additionally, tutoring is an opportunity to increase professional experience and references for pursuing future career goals.

3.2 Discuss Expectations of Tutors

When a student is matched with a tutor, they expect the tutor to be helpful and competent in their subject material. More often than not, their perception of what will be helpful is more related to accomplishing short term goals (editing papers, finishing labs and homework, last minute work) and using the tutor as a private teacher.

Tutors:	Tutors Do Not:
Discuss and model learning strategies	**Check over assignments and homework**
Help students understand available resources	**Guess what mark they will receive or what is "good enough"**
Ask open-ended questions to point students toward reflection and understanding	**Give answers to content problems**
Support students in their goal setting	**Proofread or edit work**

These boundaries are meaningful for effective tutoring and communicating these differences during your first working session can be important to establish what expectations students bring to the tutor match. Each of these 'Do Nots' are opportunities to support students understanding the task, a strategy, and how to implement it.

You may need to help a student recognize this. Good communication and planning consistent, regular meetings are ways to ensure students understand the role of the program and use the tutoring resource appropriately.

4. Ethical Tutoring

4.1 General Conduct

The tutor-client relationship is a professional, working relationship. A friendly and comfortable rapport can make the learning experience more effective, but socializing should be kept to a minimum during tutoring appointments. Tutors and clients should maintain an arms-length and respectful relationship. Sexual, racial and/or physical harassment by either party will not be tolerated. If you are concerned for any reason about conduct between yourself and a client, please contact the Senior Peer Assistant.

Please note that you are not able to tutor a student if you are also a TA for their class.

4.2 Academic Integrity

Where any work of the client is subsumed in whole or in part by the thoughts of the tutor, both parties are subject to an allegation of plagiarism. Tutors and clients are often surprised by the range of activities categorized as plagiarism. This may include:

- Suggesting the topic for a client's paper or assignment.
- Correcting grammar, spelling and/or punctuation in a written assignment.

- Completing problems on an assignment handed in.
- Completing research for the client.

To avoid compromising your or your student clients' academic integrity, **take care not to do the work for an assignment that the client will be handing in.** For mathematical and science courses, for example, use sample questions, change the facts or variables in an assigned question, and practice applying rules or problem solving to other contexts/problems.

Proofreading and editing are not services a tutor can provide; clients should be involved in learning how to review their writing and how to critically look at the mechanics of their work. Use strategies that help build these skills

- Read alouds: read with the student client and ask open-ended questions rather than make recommendations

- Use text to speech programs on a computer to have the computer read the work back to the client – this is good for working independently

- Reverse outlining – write main paragraph points in the right hand margin, write how the paragraph advances the overall paper in the left hand margin (Purdue OWL Method: https://owl.english.purdue.edu/owl/resource/689/1/)

Academic honesty issues frequently arise when a tutor wants to do too much for a student client, or when they are stuck and want to rush the session forward. Tutors should report any occurrences or suspicions of academic dishonesty to the Program Coordinator.

4.3 Confidentiality

The BC Freedom of Information and Protection of Privacy Act protects the privacy of personal information in the custody or under the control of a public body such as UBC. Personal information is any recorded information that uniquely identifies a person, such as their name, address, telephone number, age, sex, race, religion, sexual orientation, or disability.

Tutors must not give out any information about their clients to a third party during the tutoring session (discussing disability loudly in public spaces) or outside of the tutoring session (discussing with friends, instructors, or classmates). Such information includes, but is not limited to, clients' names and information about their disabilities.

Should you have a concern for the safety and well-being of your client or those around them, it is not a breach of confidentiality to contact 911. At any time you are concerned for someone's wellbeing, you can contact the Program Coordinator or an Accessibility Advisor.

4.4 Association for the Tutoring Profession Code of Ethics

We support the ATP Code of Ethics as cited below from:
http://www.myatp.org/code-of-ethics/

1. Best Interest	Tutors will be committed to acting in the best interest of tutees as specified by the employing organization or institute.
2. Responsibility	Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client.
3. Integrity	Tutors will practice and promote accuracy, honesty, and truthfulness.
4. Fairness	Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.
5. Commitment	Tutors will fulfill commitments made to learners.
6. Respect for Others Rights and Dignity	Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.
7. Excellence	Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities.
8. Respect for Individual Differences	Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.
9. Professionalism	Tutors will not engage in inappropriate relations with tutees.
10. Confidentiality	Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor.

4.3 Code of Ethics Exercise

Go through each idea and write a short statement about what it means to you as a tutor. Identify any questions that arise for you.

1. Best Interest

2. Responsibility

3. Integrity

4. Fairness

5. Commitment

6. Respect for Others Rights and Dignity

7. Excellence

8. Respect for Individual Differences

9. Professionalism

10. Confidentiality

4.4 Making Ethical Choices in Tutoring Situations

What Would You Do?

Consider the following scenarios and how you would use the code of ethics to guide you to act appropriately. Give examples of how you would behave and the phrases that you would use. These situations were adapted from materials shared by College Reading & Learning Association: http://www.crla.net/ .

1. During a tutoring session, a student client begins badmouthing the professor. In some ways, you agree with the student.

2. You have been working with a student since the beginning of term – now they confess that they have stopped going to class because 'you explain it better'.

3. A student discloses their disability to you and you feel sorry for them – during your tutoring sessions you talk a lot about their feelings to find ways to help boost their self-esteem, even if you don't think they are going to pass their course.

4. You show up 15 minutes late to your meeting and end 45 minutes later – what do you claim on your timesheet?

5. The Tutoring Session

Each tutoring session will be tailored to the individual needs and goals of the client. However, following a general pattern may help ensure that your clients get the most out of their tutoring time, and that you feel confident and prepared for each session.

Getting Started

A tutoring session should begin with a greeting and setting the climate to give the tutor and client a sense of each other's mood, thoughts and priorities for the day.

Follow-up

To maintain continuity and build on accomplishments, it is a good idea to briefly review what happened last session. It is helpful to ask clients what they recall from the last session in order to find out whether they would like more review or are ready to move on.

Set Session Objectives

This step is as simple as asking the client, "What would you like to work on today?" Though it may be within your role to help clients prioritize their schoolwork, this should never mean setting the objectives for them. If this client in the example above requested to work on a written assignment due in two weeks, instead of the exam, the tutor might be inclined to suggest preparing for the exam instead. However, the client may prefer to work on something unrelated in order to reduce the level of stress. Be sure to ask clients *why* they set their goals and priorities, and help them establish plans to meet these goals.

Work Together

At this stage, appropriate steps of the SCL method should be applied to chosen objectives of the session. When beginning to work on a new assignment or other new challenge, start by analyzing the task and breaking it into smaller parts. Then, develop strategies to approach the task: discuss thought processes, what is the best approach and what has worked before, and check for understanding by having the student summarize any information or material covered. In subsequent sessions, monitor the client's progress with these strategies, and evaluate them once the task is complete.

Effective strategies for facilitating learning:

- **Model:** demonstrate a skill and verbally walk through your thought process to avoid assuming someone else will just 'get it'. Allow the student to ask questions when they are unsure.
- **Check for understanding**: observation, verbal rehearsal, using variations to see if understanding can be transferred to a new problem or explained in their own words.
- **Guided Practice**: Let the student demonstrate a skill (ie. note-taking strategies, making study guides, reading strategies, etc.)
- **Summary**: having a student summarize their learning helps mark their progress and make an assessment of what else lies ahead.
- **Independent Practice**: help the student plan how to use effective strategies on their own to consolidate and extend learning.

Wrap Up

Together, summarize what was accomplished during the session and how the student client might continue to use the strategies or approaches while working independently until the next meeting. Talk briefly about the next session's objectives and how the student client might prepare.

These steps are offered as guidelines to help you structure tutoring sessions. Feel free to modify or adapt them to fit the unique tutoring situations and challenges you encounter.

6. Communication

6.1 Effective Communication

There are several techniques for communication you may use to assist the tutoring process. To be an active listener – listening to understand what someone is communicating, through verbal, non-verbal, and symbolic messages means to listen through our own biases, assumptions, emotions, and judgments. Try:

- Paraphrasing: restate the question or comment in your own words to demonstrate your understanding and get clarification

- Clarifying: Check understanding by asking, "What do you mean by…?"

- Probing: Prompt for more information to get to deeper understanding

- Perception Checking: State what you think the other person may be thinking/experiencing as a means of understanding it

- Open-ended questioning: keeps students talking and engaged, ensures tutors do not dominate sessions

- Non-verbal Communication: Sending messages through body language, vocal nuance, facial expressions, etc. As a tutor, your non-verbal language communicates your engagement (or disengagement) with working with your student client. Professionalism is a cornerstone of your non-verbal communication.

6.2 Feedback

Tutor feedback guides the progress of learning. Effective feedback must include:

- What is being done well.

- How it can be improved.

- What the next steps might be.

Feedback can be received as criticism and result in defensiveness or aggressive behaviour. Asking if someone wants your feedback before providing it can be a way to open up trust and reduce negative reactions. To do this effectively:

- Be positive and sincere– find things that are working, correct, or right about the situation.

- Choose an appropriate time and place.

- Be specific, and go one point at a time.

- Avoid absolutes and negative words: never, always, don't, etc.
- Give information and possible solutions to help shift behaviour, attitude, and understanding, etc.

Think of phrases you might use in your tutoring:

1. Link praise to specific learner accomplishments.

2. Be sincere.

3. Identify when the learner has met a specific criterion.

4. Convey to the learner the value of the accomplishment.

5. Attribute the success to the learner's effort.

6.3 Challenging Situations

Challenging situations range from missed appointments to concerns about health and wellbeing – the best way to resolve these is through communication with the student, or with the CFA staff. Student clients have a range of attitudes and expectations that they bring to the relationship, about themselves as well as the tutor role.

Attitudes:

Blocking – "I'll never get it"

Confusion – "I've tried everything, nothing works"

Miracle Seeking – Shows up with last minute homework to complete

Over-Enthusiasm – "I am missing assignments but I know you can help me pass the course"

Resisting – "I've tried that, it doesn't work"

Passivity – "Can you just explain it again?" "My tutors have always done this for me"

Evasion – Difficult to get on task; tutoring sessions are not accomplishing much.

How to address these scenarios?

Consider of the SCL method and identify the task and break it down into manageable steps. To take action, try to move past the emotions that put up these barriers and consider:

- **Make** realistic goals (SMART method) or making a clear plan
- **Discuss** policies and roles/responsibilities
- **Model** a technique or a strategy to help make it concrete – practice makes better
- **Reinforce** their capacity, their successes, etc.
- **Empathize** and **share** something that worked for you
- **Resist** taking it personally
- **Focus** on the now: what can we address in the time we have?
- **Bump** it up: concerns, issues should be brought to the Coordinator/Advisor.

6.5 Reflecting on the Tutoring Process – Self-Assessment

Communication skills are the basis for developing skills as a tutor, particularly in modelling good practices in communication and learning. To assess your efficacy as a tutor, consider some of these questions:

- Do I arrive on time, ready to work?
- When do I lead the student, and when do I work alongside them?
- What questions need to be asked?
- Is the student client on task when we work together?
- Did the student client understand the information or just say they did?
- How do I build on the learning that occurs in a tutoring session?
- Was the session successful?
- What could I have done to make this session more effective?

7. Resource Referrals

Tutors are not the only source of academic support a student can access and in some situations, tutors are inappropriate supports for the issues or concerns at hand. Understanding campus resources and the boundaries of the tutor role is essential to making referrals for other supports students can access.

Consider when you could or should refer a student to connect with:

  Accessibility Advisors:

  Instructors/TAs:

  Peer Coaching (Academic, Sauder, KIN, Science):

  AMS Tutoring:

  Math Learning Centre:

  The Centre For Writing and Scholarly Communication:

  Learning Commons Online Toolkits:

  WriteAway:

  AskAway:

  Librarians:

  Faculty Advising:

  Wellness Advisors:

  Wellness Peers:

  Counselling:

  Student Health:

  Live Well to Learn Well:

  Enrollment Services Professionals:

How to Help a Student in Distress - https://students.ubc.ca/health-wellness/help-friend

Over the course of working with a student, you may observe changes in their mood or behaviour that concern you. The UBC Wellness Peers offer workshops on 'How to Help a Friend' as well as a web resource to help make decisions about when and whom to contact. Here are some key points:

- Talk to the person you are concerned about to show your support in a non-judgmental way

- Encourage them to see a health care professional (their own or at UBC); if they are reluctant, you could walk with them to relevant supports on campus. Students can also reach out to their Accessibility Advisors as a first step.

- Let CFA know if you have concerns or have had these conversations – we can reach out and follow up.

- Report behaviour that is violent, destructive, harmful, aggressive, or threatening to self or others to 911 and later, campus security.

8. Tutoring Venues

Tutoring should be conducted in a safe, public area. Here are some general guidelines:

- It is a strict policy that tutoring must take place on UBC campus unless you have permission of the department.
- Keep mutual safety and accessibility in mind: if a location is likely to be completely empty and isolated, it may not be an appropriate spot for tutoring.
- Empty classrooms work well as long as doors are left open.
- Some people prefer silence when studying; others prefer soft background noise. Talk to your clients about their preferences.
- Keep confidentiality in mind: a client may not feel comfortable disclosing disability-related learning challenges when peers may overhear.

Finding a location that combines privacy and quiet with safety in a public setting can be tricky. Here are some suggestions – talk to your clients about what works for them:

- Classrooms during regular building hours, with doors open.
- Crane Library (a part of CFA).
- Group study areas in the libraries
- Common study lounges in UBC residences.
- Seating areas in the Nest.
- Study areas in faculty buildings, e.g. Forestry, Woodward.
- Tutor or client's faculty reading room.
- Student lounges such as Meekison Arts Students' Space (MASS) in Buchanan D.
- A non-licensed café or restaurant on campus.

9. Getting Paid

All tutors are to be paid through direct deposit. To set up direct deposit, fill out the form at www.finance.ubc.ca/payroll/forms/dirdeposit.pdf and submit via email to access.tutors@ubc.ca.

If you are relying on this part-time position for the monetary support, please keep in mind that due to the personalized nature of the program, client-tutor relationships are always subject to change (particularly in terms of hours worked).

Blank timesheets are available in the Centre for Accessibility main office (1203 Brock Hall) and online at http://students.ubc.ca/access/drc.cfm?page=assistants&view=timesheets.

On your timesheet, indicate the number of hours worked on each day. At the bottom of the sheet, total the number of hours for the pay period. Ensure that your name, address, phone number, student number and social insurance number are clearly written in the appropriate space. Your signature and date of signing should appear at the end of the form. Please also note "no-show" appointments on your time sheet. If the client did not contact the tutor to cancel in advance, you may claim for 30 minutes, but no more than two no-shows may be claimed in a row. Issues with attendance can be reported to the Peer Assistant or the Program Coordinator. Timesheets must be signed by clients to be processed. The signature is an auditing procedure in place to reconcile submitted billable hours with actual time worked.

If you have more than one client, you must use a different timesheet for each client to maintain confidentiality.

Time sheets must be physically submitted in the drop box in the A&D office in 1203 Brock Hall, no later than 4:00 p.m. on the due date. Payroll due dates may change each month, but they are always clearly noted on the time sheet. **Late submissions are discouraged because of the associated high cost of producing an off-cycle cheque.**

9.1 Allowable Hours

CFA Student Assistants may have several clients or have multiple positions with CFA, such as tutoring or note-taking. Combined hours must not exceed 10 hours per week (Monday to Sunday). This maximum per week is in effect even when the payroll cut-off date occurs in the middle of the week.

Each CFA tutoring client is allotted a certain number of hours per week, determined with an advisor. This is a maximum: it does not have to be met each week, but may not be exceeded. Hours may not be banked from one week to the next – if a client is allotted two hours per week but only uses one hour, the tutor may not spend three hours the next week to make up the time.

If your clients believe that they require more time per week, they must contact their CFA Advisor for a possible re-assessment.

10. Contacts

If you have any questions about your role as a tutor, do not hesitate to contact the Senior Peer Assistant or the Program Coordinator at Access.tutors@ubc.ca. Questions about timesheets and payroll may be directed to accessibility@ubc.ca or (604) 822-5844.

References

Portions of this guide have been adapted with permission from:

Written and compiled by Alice Macpherson, PhD, 2016.
Reviewed by faculty and staff members of
The Learning Centres at Kwantlen Polytechnic University, Surrey, BC, Canada

Appendix A -Tutor Request Form

Centre for Accessibility of The University of British Columbia
Strategic Content Learning Request Form

Name: _____

Phone number: _____

Student number: _____

Email address: _____

Faculty: _____   Year of Study: _____

Date of Request: _____

Area(s) of Strategic Weakness for Tutoring (check a maximum of three):

☐ Organization, Task Planning, and Time Management.

☐ Study Strategies and Exam Prep

☐ Motivation and Monitoring Progress

☐ Memory and Understanding of Concepts

☐ Connecting Ideas and Demonstrating Knowledge Effectively

Courses I Want to Apply These Strategies In (Top 3):

_____

_____

Additional Requests (i.e. gender preference, etc.): _____

Number of Hours I Can Commit To Meet With a Tutor:

☐ 1 hour

☐ 2 hours

☐ 3 hours

Number of courses per semester: _____

Accessibility Advisor: _____

Information for Clients - Strategic Content Learning Tutoring Program

Strategic Content Learning (SCL) tutoring is offered by the Centre for Accessibility. Through the program, one-on-one SCL tutoring is provided on a weekly basis. Students interested in the program should contact their Accessibility Advisor. The SCL model was developed based on research by Dr. Deborah Butler of UBC's Faculty of Education. SCL encourages students to make a conceptual shift from direct content learning to activities that teach one to acquire the strategies necessary for understanding the material and how to learn it.

What is SCL?

SCL tutoring follows four basic steps.

1. **Analyze** the task: What is the assignment or the area of difficulty? Can it be broken down into simpler tasks or concepts?
2. **Strategize**: How do you normally approach a task like this one? What has worked or not worked in the past, and what might work this time?
3. **Monitor**: Check in regularly to keep track of progress and reflect on your learning.
4. **Evaluate**: Are the strategies you are using effective? Are any changes needed?

Who are SCL tutors? What do they do?

SCL tutors are UBC students who are trained to guide and support the learning of other students. SCL tutors are matched with clients who have a similar academic focus so that they can understand the tasks and challenges of their clients, but there is no guarantee that a tutor will have direct experience in specific courses. The role of SCL tutors is not to teach course content. It is to facilitate clients' decision making and problem-solving, to actively guide by asking questions, and to support clients' reflections on their learning processes.

What can SCL tutoring do for me?

SCL tutors work with clients on learning skills, including:

- effective note-taking
- exam preparation and test-taking strategies
- reading and writing skills

- memory retention and retrieval
- study skills
- time management

These core academic skills are the foundations of student success; developing these skills and learning to adapt them to different tasks and course demands are key to efficient and effective work habits.

As an SCL client, what is expected of me?

The SCL model is student-directed. You will be expected to come prepared for each session with the necessary materials, to set goals and to make the decisions about your learning. Your tutor can facilitate your decision-making processes, but the final decisions are up to you.

SCL Tutoring Program Guidelines

1. Conduct:

The tutor-client relationship is a professional, working relationship. A friendly and comfortable rapport can make the learning experience more effective, but socializing should be kept to a minimum during tutoring appointments. Tutors and clients should maintain an arms-length and respectful relationship. Sexual, racial and/or physical harassment by either party will not be tolerated.

2. Scheduling and Cancelling Appointments:

You and your tutor will arrange a schedule based on your allotted maximum hours per week and the schedule should be set up at least a week in advance. If an appointment must be cancelled, tutors and clients should make every effort to provide at least 24 hours notice to each other. Tutors are instructed to wait only 15 minutes when clients do not show up for a scheduled appointment; clients should do the same. If you or your tutor is regularly late or misses appointments, please contact the Senior Peer Assistant.

3. Role of the tutor:

Your tutor cannot interact with your professor/instructor on your behalf. It is not appropriate for you to call upon your tutor to answer "quick questions" outside of prescribed learning times. To do so goes beyond the scope of the tutor's responsibilities and prevents the full implementation of the SCL method of tutoring.

4. Tutoring venues:

Tutoring should be conducted in a safe, public area, on UBC campus. Other people should be in the general vicinity – a faculty building might be appropriate during the day, but after hours when no is around, it is not. Let your tutor know whether you have any preferences as to noise level, privacy, or location. Possible locations include group study areas in libraries, empty classrooms with the door left open, and student lounges. Inappropriate locations include private residences, licensed establishments, and classrooms with closed doors.

5. Academic Integrity and Plagiarism

Where any work of the client is subsumed in whole or in part by the thoughts of the tutor, both parties are subject to an allegation of plagiarism. Tutors and clients are often surprised by the range of activities officially considered plagiarism. These include:

- Suggesting the topic for a client's paper or assignment.
- Correcting grammar, spelling and/or punctuation in a written assignment.
- Completing problems on an assignment that will be handed in.
- Completing research for the client.

To avoid any possibility of academic dishonesty, and to properly apply the SCL model, tutors and clients should not work on assignments that will be handed in. Instead, strategies, techniques, rules or knowledge learned should be applied to other contexts (such as sample questions or past assignments).

Appendix C: Sample Timesheet

Access & Diversity
Student Assistant

Time Sheet

Name (First and Last) __Jane Doe__   Student # __12345678__

Signature __Jane Doe__   Phone # __778-111-1111__

Job Description (Tick One)

☐ PRODUCTION ASSSISTANT LEVEL 1	☐ PRODUCTION ASSSISTANT LEVEL 2
☐ RESEARCH ASSISTANT	☐ SCRIBE
☐ FRENCH NARRATOR	☐ LIBRARY ASSISTANT
☑ TUTOR	☐ MOBILITY ASSISTANT

February 2011 — 2nd Half of Month

	SUN	MON	TUE	WED	THU	FRI	SUN	WEEKLY TOTAL (10 HRS MAX)
Note: Enter hours in 0.25 increments								
	20	21 1.75 hrs JD	22	23	16 1 hour JD	17	18 3 hours JD	19 3.00
	27	28			24	25 0.25 hrs No-show, and Not Cancelled in advance	26	2.00
							TOTAL HOURS	5.00

Supervisor/Client Sign-Off __John Smith__   Date __Feb. 27, 2011__

Payroll information can be viewed at www.msp.ubc.ca. You will need your Campus Wide Login (CWL) and employee ID to access the website. Direct Deposit is now mandatory for all UBC employees, if you have not yet submitted a direct deposit request form you must do so immediately. If necessary paychecks can be picked up at Financial Services, 3rd floor General Services Admin Building, 2075 Westbrook Mall. Cheques may be picked up 8 days after the timesheet due date. Please contact **Dickson Ng** at dickson.ng@ubc.ca if you have any payroll inquiries. Please note: All late time sheets have to be manually submitted and thus are not submitted until the end of the following pay period

Appendix D: Additional Resources

Levels of thinking – Bloom's Taxonomy

Benjamin Bloom created this taxonomy for categorizing questions that commonly occur in educational settings based on the level of abstraction, or thinking, involved. There are six levels in Bloom's taxonomy which are outlined below. Since professors will often ask questions within particular levels, if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

Try using the following study strategies to prepare for questions based on the different levels of thinking.

Level of Thinking	Question Cues	Skills Demonstrated	Suggested Study Strategies
Knowledge: Recall information such as a term and its definition	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where	• Observation and recall of info • Knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter	• Flash cards • Mnemonic devices (rhymes, acronyms) • Recite/rehearse facts • Visual imagery
Comprehension: Characteristics of concepts, putting an idea into your own words	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend	• Understanding information • Grasp meaning • Translate knowledge into new concept • Interpret facts, compare, contrast • Order/group/infer causes • Predict consequences	• Associate material with prior knowledge • Cluster details into categories and label with key words • Memorize characteristics
Application: Using ideas, principles and theories in concrete situations	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover	• Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge	• Outline procedures • Diagram processes • Generate original examples • Solve and analyze new problems
Analysis: Breaking down information into component parts to examine/develop divergent conclusions, or make organization or the order of ideas clear	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer	• Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components	• Generate comparison and contrast lists • Identify themes/trends from text or case studies • Make tables that show relationships between elements
Synthesis: Putting together the parts and elements into a unified whole	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite, what if?	• Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict/draw conclusions	• Make global maps to summarize each block of information • Generate a thesis to support certain evidence • Locate evidence to support a thesis
Evaluation: Judging the value of ideas, procedures, methods, etc., using appropriate criteria (end product may not be a distinct right/wrong)	assess, design, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize	• Compare and discriminate between ideas • Assess value of theories/presentations • Make choices based on reasoned arguments • Verify value of evidence • Recognize subjectivity	• All of the above!

Breaking Down My Week

Week by Week

One way to reduce stress and be more productive is to determine what you want to focus on, break down those larger goals into realistic tasks, and know which tasks are most urgent. Many students have also found it helpful to declutter their mind by writing down little things that pop into their minds. This helps them to lay it aside and know they can come back to at a better time

This week, I am focusing on...

1. _____

2. _____

3. _____

MUST be completed this week:

BONUS if worked on this week:

Remember:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Meetings/Appointments:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

For Another Day:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Meetings/Appointments

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Oregon State University
Academic Success Center

LEARN TO LEARN

PROCRASTINATION MANAGEMENT

STAY PRODUCTIVE

Steps you can take to get yourself out of procrastination and into progress:

PROJECT/TASK:

Are you working on it?

YES →

NO ↓

RECOGNIZING EXCUSES

What are you doing instead?

→

How are you *NOT* justifying getting to work?

↓

What are the underlying reasons?

(see our worksheet: *Six Reasons People Procrastinate*)

→

Strategies to break your inaction/ procrastination:

(see our worksheet: *Motivation Techniques*)

↑

What does progress look like?

What is your goal?

GET GOING!

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Overcoming Your Procrastination

Do you find it difficult to "get started" or to "get things done"? Keep "putting things off"? According to Dr. Linda Sapadin (1997), there are six types of procrastinators and you may be one or more them:

- **Perfectionists** – may be idealistic, unrealistic, or delay starting / completing "onerous" tasks.
- **Overdoers** – trouble saying "no" or asking for help, confused about priorities, and lack self-discipline.
- **Defiers** – feel "put upon", resent authority, avoid expressing negative thoughts, pessimistic by nature.
- **Worriers** – lack self-confidence, fail to commit, dependent upon others, prefer the "known".
- **Dreamers** – avoid difficulty, vague about what needs doing, hoping for a 'miracle'.
- **Crisis-Makers** – tend to dramatize, easily bored / resist the "dullness" rational / methodical action.

Knowing your procrastination styles makes it easier to use strategies to change these tendencies.

Change Strategies You Can Use NOW! (Any that you are using, keep doing!)

Perfectionist Change Strategies

Think: Strive for excellence rather than perfection.
Focus on what's realistic rather than what's ideal.
Practice self-acceptance rather than self-condemnation.
Avoid "all or nothing" thinking.

Say: Change your "should"s to "could"s
Change your "have to"s to "want to"s
Change your "must"s to "choose to"s

Do: Make a daily "to do" list that's short and practical.
Set time limits for completing a task, or ask others to help you set them.
Let others be involved and do things their way.
See mistakes as learning opportunities.
Reward yourself for achievement.

Overdoer Change Strategies

Think: Acknowledge the difference between priorities and demands. You are not Superman/Superwoman.
Give yourself approval and not depend so much on others for approval.
Work on how you are going to gain control over things, instead of how things are controlling you.

Say: "No" to others when it's appropriate. Talk more about your options than about your obligations.
Replace your "I should"s with "I want to"s.
Speak less defensively, and more positively, about the times when you're not working.

Do: Keep a journal of everything you do during the day, so that you can evaluate your use of time.
Make and follow daily "to do" lists that are organized so you make good use of your time and energy.
Incorporate an ample amount of leisure activities into your life.
Take relaxation breaks as needed and enjoy unexpected free time.

Defier Change Strategies

Think: View what others want or expect as a request not a demand.
Generate multiple options for responses to each situation you encounter.
When you are indignant, change to calmer and more practical thoughts about the best course of action.
Pick battles carefully, weighing what's really worth fighting for according to your priorities.

Say: Avoid words of blame or attack.
If you have or haven't done something, own up to it.
Minimize expressions of indignation, be aware of your tone of voice, and avoid being confrontational.

Do: Do what you know needs to be done so that you act rather than react.
Commit to the team goals, work with your team, rather than against it.
Do something specific that will satisfy you because it's done your way.

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Overcoming Your Procrastination

Worrier Change Strategies

Think: Avoid mentally "catastrophizing" tasks.
Recognize that making no decision is, in fact, making a decision.
Give each task as much consideration to what's exciting about it as to what is not.
Learn to be your own best friend when you feel the need for encouragement or support.
Use a two-part process: first commit to the goal, then determine steps to achieve the goal.

Say: Change your "I don't know"s to "One thing I do know is…"
Change your "I can't" statements to compound sentences: "I can't…but I can…"
Avoid "What if" questions, Instead, go one step further and state the answer.
Recognize "I'm waiting…" statements and go one step further to "meanwhile I'm doing…".
Reduce the number of qualifiers in your speech. (No Ifs, Ands, or Buts!)

Do: Each day, do at least one thing that you've consciously been putting off.
Each week, do something that you're generally uncomfortable doing.
Develop a personal repertoire of motivational phrases. ("I Can Do It!")
Spend time with optimistic people who inspire self-reliance, and avoid pessimistic people.
Break down every large project into an assortment of smaller, easier-to-do tasks. (Chunking)

Dreamer Change Strategies

Think: Identify the difference between "feeling good" and "feeling good about yourself"
Differentiate between dreams and goals.

Think with "5 W's and 1 H"
☼ What do I realistically think I can do?
☼ When will I be able to…
☼ Where could I…that would enable me to do that?
☼ Who would help me?
☼ Why do I want…?
☼ How can I…?

Say: Change your "wish"s, "like to"s, and "try to"s to "will"s.
Change your "someday"s and "soon"s to specific times.
Replace vague, passive language with concrete active language.

Do: Plan each major project in writing, using a time line.
Keep two lists with you as you go about each day: a "to do" and a "to think about" list.
Schedule at least one special "to do" task each day in addition to several ordinary ones.
Use an alarm, a timer, or a beeper as a reminder to do a task.
Do fewer passive activities and more active ones.

Crisis-Maker Change Strategies

Think: Get involved in the task to increase your interest and use other self-motivators besides stress.
In thinking about a task, focus at least as much on facts as you do on feelings.
Strive toward changing your thinking style from extremist and general to moderate and specific.

Say: Avoid overdramatic, polarized language and use more "thinking" words and fewer "feeling" words.
Stop characterizing yourself in conversation as incompetent or victimized.
When discussing a task or responsibility, try focusing on the positive or active

Do: Identify repetitive crises in your life and find methods to avoid – or manage – recurring crises.
Create your own motivators to change a boring task to a more interesting one.
To avoid creating false emergencies, engage in healthier activities that will get your adrenaline running.

Good luck with your changes as you overcome procrastination!

Adapted from: Sapadin, L. (1997) It's about time! 6 styles of procrastination and how to overcome them. NY, NY, USA: Penguin Books.

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Four Key Questions for Learning Success

Have you ever wondered what the most successful students do differently from other students? Students who have developed effective ways of learning have mastered a skill called metacognition.

What is Metacognition?

In simple terms, metacognition is understanding your own thinking and learning processes. Metacognitive skills include planning your learning, monitoring whether your current learning strategies are successful, and evaluating results of your learning. Improving your metacognitive skills is associated with increased success in all of your academic life.

Four Key Questions to Improve Your Learning

Key question	Other questions to ask yourself
What do I need to learn? (Planning)	• What are the Learning Objectives for this class? • What do I already know about this topic? • What are the concepts I need to master before my next test? • What do I want to learn about this topic? • How do I distinguish important information from the details
How am I going to learn the material? (Planning)	• How can I integrate textbook reading with lecture notes? • What active learning activities will support my learning? • Will I study alone and/or with a study group? • What charts and visuals can I make to help me reorganize and process this material? • What memory strategies can I use to remember key words and concepts (flash cards, mnemonics) • How can I connect with my Instructor in office hours?
How am I doing at learning the material? (Monitoring)	• What concepts do I understand well? • What concepts are still confusing for me? • Can I explain the material to someone else without referring to notes? • Can I create and answer self-testing questions about these concepts? • What other strategies could I use to learn this material? • Am I using the supports available to me (e.g. office hours, tutors)? • How can I make this material more personally relevant to me?
Did I learn the material effectively? (Evaluating)	• To what extent did I meet the Learning Objectives for this unit? • What about my exam preparation worked well? • What in my exam preparation did not go well? What do I want to change? • How did my exam answer compare with the suggested answer? What key components did I miss? • How will what I have learned help me in my next courses?

As you make a habit of regularly asking yourself these questions, you will grow in your understanding of what study practices work best for you. Regardless of the content or teaching style you encounter in each class, you'll be able to select strategies that effectively move you towards your goals.

References

Chick, N. (2017). Metacognition. Retrieved August 31, 2017, from https://wp0.vanderbilt.edu/cft/guides-sub-pages/metacognition/

Tanner, K. D. (2012). Promoting Student Metacognition. Cell Biology Education, 11(2), 113–120. https://doi.org/10.1187/cbe.12-03-0033

PAR 5 Note-taking Strategy (BASED ON THE CORNELL METHOD)

Learning from lectures involves more than just sitting in class – start the process before class and finish it after

PREVIEW BEFORE CLASS — GET READY AND GET INTERESTED

- Look through chapter; skim chapter headings and summary; look over course out-line; find out what you're going to be learning about; start thinking about the topic.

ACTIVELY LISTEN AND SELECT — DURING THE LECTURE

- Listen to the beginning—is there a plan for the lecture? If so, write it at the top of your page
- Work out how your professor shows that something is important-- What does he/she say? e.g. says it's important/writes it on the board/ underlines it/repeats same point…
- Keep your preview in mind as you listen—maybe the same points emphasized in the chapter are going to be important here

RECORD — DIVIDE PAGE; USE RIGHT HAND COLUMN (SEE OVER-PAGE)

- Don't try to write everything down—be selective; focus on the important ideas
- Leave room to add more details later
- Try to write down key words and concepts rather than sentences
- Abbreviate in a way you'll understand later
- Also note to yourself what was happening—e.g. here prof. gave an example, digressed to answer a question, etc.
- If you forget an idea before you finish writing it down, show that you did this
  i.e. the concepts in cell division were …?

REVISE — WITHIN 24 HOURS OF THE CLASS

- Read over your notes
- Fix unclear points; use your textbook or compare notes with a friend to
  fill in gaps or places where you got lost

REDUCE — USE THE LEFT HAND COLUMN TO LABEL THE IDEAS IN THE LECTURE

- Use labels to summarize the points of the lecture
- Try to think like your prof—why did he/she include this point? Why give these three
  examples? What major points was she/he trying to make?
- Get a sense of how the lecture was organized
- Categorize ideas into main themes

RECITE — TALK YOUR WAY THROUGH THE LECTURE POINTS

- Read the labels but cover up the right hand side—see if you can recall what was there
- Talk your way through and elaborate on points
- Try to "teach" ideas out loud or do example problems
- Check that you understand—make a plan to follow up on anything you don't (ask prof
- Next class, ask a friend, etc.)

REVIEW — REMEMBER THAT REVIEWING LEADS TO RETENTION!

- Create graphic organizers such as maps or matrices to organize and learn the concepts from the lecture
- Test yourself on the ideas from time to time

ONE FORMAT FOR ORGANIZING NOTES

Summary Margin	Class Notes
Record 1) info	**Record class notes here** - Be selective - Use abbreviations - Note topic, details, examples(s)
2) space	**Use lots of space** - Leave room to add more details - Write on one side of loose-leaf only
Clarify **&** **Organize**	**Edit notes and fill in summary margin after class** - Go over notes soon after class - Clarify and expand information - Categorize main ideas - Write key words in the summary margin - Make a table of contents for Power Point slides

Find patterns	**Look for patterns among main themes**
	- **Check for these relationships:**
	  - time/process sequence
	  - cause & effect
	  - comparison/contrast
	  - concept & example
	  - topic + categories

Recite ideas or **Do problems**	**Explain main ideas out loud** - Cover your notes and use margin words as prompts - Talk your way through your notes - Uncover notes and check for completeness
Review	**Review regularly** - Test yourself from time to time

Creating a 7 Day Study Plan

Use the space below to divide up your work into sections to study. On the following page, use the priorities weekly schedule to find specific times when you will be able to study each of those topics (and label which ones so you're prepared when the time comes) listed below.

___ **Day 1: EVALUATE and ORGANIZE!**

    a. What grade do you need to get on this test? What grade do you want to get?

    b. What does the test cover?

    c. How caught up in the course are you (1 being not at all, 10 being completely)?

    d. What study materials do you have?

    e. What are you missing?

___ **Day 2: Topics to Cover: _____**
Recommended: G,A,B, C, D, E,F,K

___ **Day 3: Topics to Cover: _____**
Recommended: B, C, D, E, G, H,I,K

___ **Day 4: Topics to Cover: _____**
Recommended: D,I,J,K

___ **Day 5: Topics to Cover: _____**
Recommended: G,I,J

___ **Day 6: Topics to Cover: _____**
Recommended: G,I,J

___ **Day 7: General Review and Weak Areas**

a. Use the day before the test to review.

b. At this point no new information should need to be learned, focus on difficult or weak areas, or those areas you are not completely comfortable with.

c. Get good rest

- Example Study Techniques. (Mix and Match!)
A. Create an outline
B. Re-read lecture slides, elaborate and add notes. (Which lectures?)
C. Review class notes, rewrite key points
D. Compare/go over notes with a friend/study group, find out what you missed
E. Re-Read Chapter with SQ3R (Which chapter?)
F. Read Chapter Summary and Key terms
G. Do practice test(s), in a test-like setting
H. Fill out/answer study guide, from memory first, then with notes/book
I. Compare lecture notes with notes taken from the text (and/or other outside resources) to see what points are emphasized in both sets of materials, and also the information that is not stated in one but the other.
J. Visit office hours with questions
K. Other: _____

Test Day:

a. Normal daily routine

b. Eat a light meal

c. Don't over use/under use caffeine (do what you would do during as if you didn't have a test that day).

d. Minimal review of material (we tend to remember the mainly the last things we read so too much review could make you forget some of the material and only be focused on a specific topic/idea).

Priorities	Est. Time	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Priorities for this week (regular)		7:00 AM							
		8:00 AM							
		9:00 AM							
		10:00 AM							
		11:00 AM							
		12:00 PM							
		1:00 PM							
		2:00 PM							
		3:00 PM							
Priorities for this week (special)		4:00 PM							
		5:00 PM							
		6:00 PM							
		7:00 PM							
		8:00 PM							
		9:00 PM							
		10:00 PM							
		11:00 PM							
	Total Time	To Do List							

Academic Success Center, Oregon State University, 2011

AN EXAMPLE OF A SENTENCE OUTLINE FOR A RESEARCH PAPER

Some professors require you to create a sentence outline for your paper in advance of writing the final draft. They ask you to do this to ensure that you are progressing with the assigned paper, to encourage you to pay attention to how you are organizing and structuring your ideas, and to help you think about how to integrate the sources you are using.

Different professors might require different things in a sentence outline, but here is one example on an "education" topic. Note that it begins with a thesis statement, then divides the topic into three main points. In the final paper, each main point would have a section devoted to it. Each main point is broken into sub points (a, b, c) to show how that section will develop in the paper. Sub points usually include a source for their information**.**

THESIS STATEMENT:

For adult second language learners, improvement in speaking the second language progresses significantly only if the learner is engaged in functional use of the language beyond the traditional classroom setting.

1. There are distinct stages of language learning for adults.

a) Haynes (1990) reports five stages of language learning.

b) During the third and fourth stages, "speech emergence" and "intermediate fluency" Haynes (1990. p.1) says that opportunities to practice speaking the language are essential for progress.

c) Grammar learning should not be dealt with in isolation. Noonan cautions that students should not be encouraged to "let the memorization of grammatical rules dominate their English study" (2005, p. 4). Instead, she advocates encouraging students to listen carefully and notice grammatical differences as they hear language in everyday use.

2. Within-classroom speaking practice can be handled in various ways.

a) Educators should create opportunities for students to practice speaking the second language with native speakers within the classroom.

b) When a fluent speaker and a less fluent speaker interact they negotiate meaning, using the situational context to maximize comprehension (O'Neill, 1999).

c) Within-classroom speaking practice has limitations, however, partly because of cultural differences in learning preferences. Beekes (2006) points out that in class, students [from the Far East] are not used to responding instantaneously for fear of giving the wrong answer and "losing face" (p.5).

3. Practice beyond the classroom is important for students' progress.

a) According to De Rolf (1995), "going outside the classroom to learn a foreign language is vital to the practical learning component" (p.3). She builds frequent trips and visits into her course curriculum.

b) Creating opportunities for students to engage in volunteer activities is another dynamic strategy. Springer and Collins (2006) explore the benefits of using a volunteering situation as a medium for students to develop their second language skills through tutoring other students in an academic subject, using the second language. Their objective was "to obtain a better understanding of the relative contributions classroom and community experience may make to the language learning process" (p.1).

References

A list of references formatted in whatever documentation style the course requires, accompanied by a the title ("References", "Work cited" or other) should be included at the end of the sentence outline.

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Peer Feedback Guide

Use Guidelines

Asking someone else to read and comment on a draft you have completed is an excellent way to get suggestions for revising the draft. However, your readers will provide better feedback if you give them guidance about the kind of feedback you need. The following are some questions and directions that will produce very useful information. Choose the items that are best suited to your situation, and supplement them with your own questions regarding any other aspects of the paper for which you would find feedback helpful. Or use the general feedback form included on the next page.

Please mark any places in the essay where you find yourself becoming confused. (areas in the draft that may require clarification)

Please underline any points in the essay that you find hard to believe. (areas in the draft that may require more evidence or examples)

Please circle in the essay any idea you would like to know more about. (ideas in the draft that could be given more prominence or be developed more fully)

Please mark any place in the essay where you would like to have an example, or more examples. (portions of the draft that require more examples)

Please underline any portion of the essay where you are having trouble seeing the connection to the rest of the essay. (portions of the draft that may not belong in the essay, or that may need improved transition or relationship statements)

Please complete the following sentence: After reading your essay, it appears to me that your main idea is _____. (whether you have been clear about your focus. Beware of blaming your reader for not recognizing your main idea; ask yourself how you need to revise the draft to focus it more clearly)

Please complete the following sentence: After reading your essay, it seems to me that the main reason that these ideas are important is _____. (whether you have made the relevance of your essay clear. Consider what revisions are needed so that your reader isn't left asking, "so what?")

Please complete the following sentence: After reading your essay, what I don't quite understand is _____. (portions of your draft where you may need further explanation, examples or development)

Please complete the following sentence: The idea I found most interesting in your essay was _____. (ideas in the draft that could be given more prominence or be developed more fully)

If the requirements of the assignment are such that those people reviewing your draft are likely to understand them (other students in the class, for example), it can be helpful to ask reviewers to read the requirements and indicate any that they feel you may have neglected.

Peer Review Feedback Form

Thank you for agreeing to review my essay titled _____.
Below you will find some directions and guiding questions designed to make your feedback and suggestions for revising my essay draft constructive and efficient.

Specific Feedback Within Essay Structure

1. Please mark any places in the essay where you find yourself becoming confused.

2. Please underline any points in the essay that you find hard to believe.

3. Please circle in the essay any idea you would like to know more about.

4. Please mark any place in the essay where you would like to have an example, or more examples.

5. Please underline any portion of the essay where you are having trouble seeing the connection to the rest of the essay.

Summary Feedback After Reading the Essay

Please complete the following sentences:

1. After reading your essay, it appears to me that your main idea is

_____
_____
_____.

2. After reading your essay, it seems to me that the main reason that these ideas are important is

_____
_____
_____.

3. After reading your essay, what I don't quite understand is

_____
_____
_____.

4. The idea I found most interesting in your essay was

_____
_____
_____.

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Self-Editing your Grammar

Take a break from writing before editing your work.

Come back to your editing after an hour or even a day. Giving yourself a bit of time away from the writing will help you see your work from a fresh perspective.

Read your writing out loud.

Hearing it aloud will make awkward phrasings and redundancies more apparent to you and will help you catch missing or repeated words. You may be quite surprised to hear how different your writing sounds when spoken than what it looks like on the page.

Ask a friend or tutor to read your writing.

A new reader can ask you what you are intending to say when your writing is unclear. When you explain it to them, you can see what might be missing. They can also offer insight on your content, and often see mistakes that you have overlooked.

Revise the main information first.

Consider ways you might revise and re-structure your essay to make your argument more logical and effective. Have you provided enough description so that the reader understands the whole point of your story? Do the ideas flow easily from one point to the next? When you're confident in the essay's content, move on to editing grammar and spelling. This way you will use your time most efficiently.

Personalize your proofreading.

Review your instructor's comments and any notes from your Tutor appointments at the Learning Centre, paying particular attention to errors you commit frequently.
Learn to recognize and fix them, and then proofread with a specific eye toward these types of errors.

Checking your Sentence Structure

- ☐ Have you varied sentence structure and length?
- ☐ Have you reviewed each sentence to eliminate run-ons, fragments, and comma splices?
- ☐ Are parallel ideas expressed in parallel form?
- ☐ Have you eliminated dangling, unclear, or awkward modifiers?
- ☐ Have you tried to eliminate wordiness by removing unnecessary words such as *a lot*, or *really*?

Grammar and Usage

- ☐ Do all verbs agree with their subjects? Particularly check long, complex sentences.
- ☐ Have you eliminated any unintentional or incorrect shifts in verb tense?
- ☐ Do pronouns have clear and correct referents?
- ☐ Are all quotes and paraphrases properly introduced and explained? Are they correctly cited both within the text and in a Works Cited or References page?
- ☐ Is all spelling correct? Be especially careful of homonyms such as your/you're, to/too/two, write/right, and there/their/they're.
- ☐ Is your paper properly punctuated? Review usage rules, especially for semi colons, ellipses, dashes, etc.

More Self-Editing Resources

Self-Editing in Five Steps: http://www.kpu.ca/sites/default/files/Learning%20Centres/Write_Self-Edit_LA.pdf
KPU Virtual Writing Centre https://courses.kpu.ca/course/view.php?id=594

Decision step strategy: Applying the general method to a specific problem

Taken from: J. Fleet, F. Goodchild, R. Zajchowski, "Learning for Success", 2006. See R. Zajchowski for a completed example.

Purpose:

To help learners focus on the process of solving problems, rather than on the mechanics of formula and calculations.

The focus is on correct application of concepts to specific situations. This strategy helps you to increase your awareness of the mental steps you make in problem solving, by "forcing" you to articulate your inner dialogue regarding procedure.
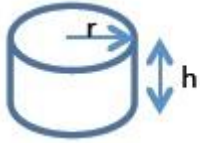
Method:

Identify the key decisions that determine what calculations to perform. In lecture, try to record the decision steps the professor uses but may not write down or post.

i.   Analyze solved examples, using brief statements focusing on steps you find difficult:
   - What was done in this step?
   - How was it done; what formula or guideline was followed?
   - Why was it done?
   - Any spots or traps to watch out for?

ii.   Test run the decision steps on a similar problem, and revise until the steps are complete and accurate.

Example: Decision steps in Calculus for max/min word problems

Problem: A peanuts manufacturer wishes to design a can to hold dry-roasted peanuts. The volume of the cylindrical can is 250 cm³, and the circular top of the can is made from aluminum while the sides and the bottom are made from stainless steel. If aluminum is twice as expensive as stainless steel, what are the most economical dimensions of the can?

Steps	Solved example
1. Identify Quantity to be maximized/ minimized (Q)	C=Cost per can

2. Diagram when possible (including variables)
   a. Shapes (perimeter, area, volume)
   b. Equations to be graphed (axes, levels, distances)
	$V = 250$ cm³

3. Make equation for questions using terms from formulas
   a. Perimeter (P), surface area (S.A.), volume (V)
   b. Pythagorean relationship
   c. Sums, differences
   d. Cost of steel (k), overall cost (C)
   e. Distance between points
 - Define variables
 - Often need to combine equations
	$V = \pi r^2 h = 250$ cm³ (1)
	S.A. $= 2(\pi r^2) + 2\pi rh$ (2)
	    = (top+ bottom) + side
	$C = (2k)\,\pi r^2 + (k)(\,\pi r^2 + 2\pi rh)$ (3)
	    = aluminum top + steel side and bottom

4. Substitute the given volume value into equation (1) to get h(r) and substitute into equation (3) to get C(r).	From (1): $h = \dfrac{250}{(\pi r^2)}$ From (3): $C = 3k(\pi r^2) + 2k\pi r\left(\dfrac{250}{\pi r^2}\right)$ $C = 3k\pi r^2 + \dfrac{500k}{r}$
5. Set the 1st derivative of overall cost (C) with respect to radius to 0 to find the radius that gives the optimum overall cost	$\dfrac{dC}{dr} = 6k\pi r - \dfrac{500k}{r^2} = 0$ Cross out "k" in both terms since it is common in both, rearrange equation, and solve for r: r=2.98 cm and from (1): h=8.947cm
6. Check 2nd derivative to verify the values found for "r" and "h" indeed give a **minimum** cost. (if 2nd derive >0, min. cost is found; if 2nd derive <0, max cost is found)	$\dfrac{d^2C}{dr^2} = 6k\pi + \dfrac{500k}{r^3}$ Since the right hand side of the equation can never be negative, r=2.98cm gives the minimum cost.
7. State answer; watch significant figures	The most economical dimensions for the can are r=3.0 cm and h=8.9 cm.

The 'what' and the 'how'

Note that these decision steps try to capture WHAT and especially HOW each step is carried out – including possible alternatives that can be tweaked so that the student is not left wondering how to make the decision needed. Most textbook steps tend to give the WHAT only. For example, these are steps from a calculus textbook:

1. Determine the quantity Q to be maximized or minimized
2. If possible, draw a figure illustrating the problem
3. Write an equation for Q in terms of another variable of the problem
4. Take the derivative of the function in step 3 … etc.

From Washington A.J. (2000). *Basic Technical Mathematics with Calculus* (7th ed.), Addison Wesley Longman.

Decision steps for rational expressions

1. Read question.

2. Make table:
   a. Identify cases (include a third case if total or difference of both cases)
   b. Put equation at top of table
   c. W = r x tor
   d. Total Cost= Cost/person x #of people

3. Fill in columns of table with knowns and unknowns:
   a. Use letters for formulas above for unknowns
   b. If two columns are filled, then do third by algebra
   c. **Watch**! Do previous step carefully!

4. Set up equation:
   a. Sum? Then add rates
   b. Difference? Then subtract rates
      i. **Watch**! Which rate is bigger? Then add to smaller

5. Solve resulting equation for one of the cases

6. Find answer for 'other' case

7. Check by substituting answer into its respective case

8. Write answer in appropriate format

Note:

1. Carefully following these steps should allow you to solve any problem of this kind. If these steps don't quite 'work' adjust them so that they do.
2. As you can see, good decision steps often explain HOW to do a complicated or new step quite carefully. They are much more than just a general approach e.g. "Read question, create table, set up and solve equations"
3. Good decision steps also can – and should – include some 'watch' steps to remind you to be careful in spots where it is easy to make careless errors

COURSE:_____ TEST:_____ TEST DATE:_____

TEST AUTOPSY

TEST BETTER

Question Missed	Pts Lost	Question Type	REASON MISSED THE QUESTION:				
			Careless	Unfamiliar with Material	Misread the Question	Didn't Finish	Other?

Adapted from Linda Nilson, www.clemson.edu/OTEII (CTL, Oct. 14, 2011)

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Academic Success Center

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