

Successful Tutoring Sessions

All successful tutoring sessions start and end with a CONFIDENT and PATIENT tutor. Think of yourself as the trunk of a tree, and your tutees as the branches. As the tree trunk, you provide the structure and stability needed for the branches to grow. To keep your roots healthy, you must be *resourceful*. To keep your bark from drying up and falling off, you must *be open to new strategies* that help you tutor more effectively. To keep your trunk strong, you must *continue to learn and develop* so that your tutees can feed off your knowledge to progress on their own. Sick of the tree metaphor? Then let's look at BEST PRACTICES for 1-on-1 sessions and group sessions.

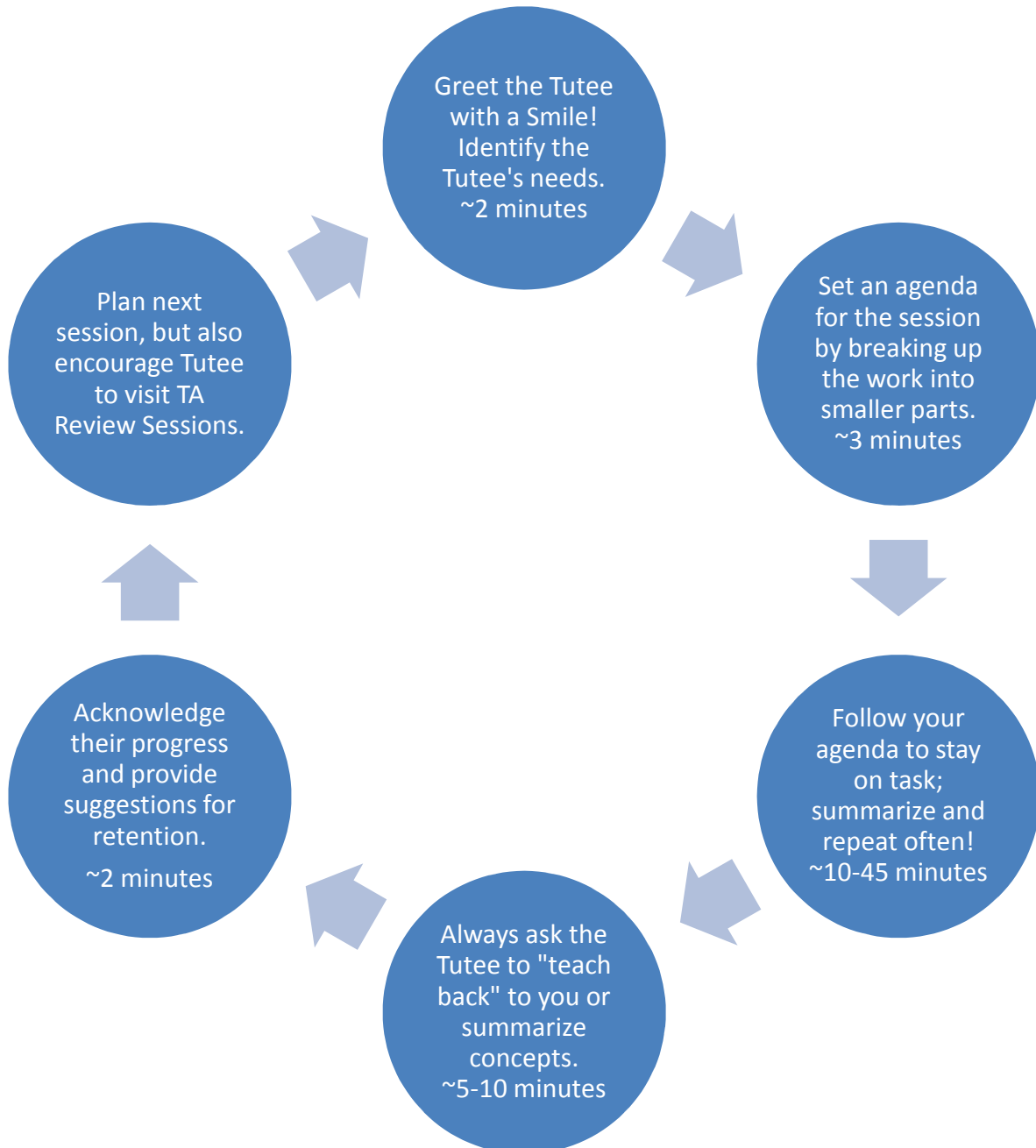
General Best Practices

You are a resource for students and they see you as a leader, so always act professionally and respect all questions and responses. Challenge yourself and your tutees by waiting quietly for tutees to volunteer a well-developed answer, allowing high-level thinking to take place. It may feel uncomfortable to sit quietly for so long, but in order for the tutee to gain a deep understanding, they must work through the material by themselves. Refer Tutees to resources (textbook, notes, handouts, etc.) when they're stuck.

Please do this...	But don't do this...
Be responsive and communicative with all tutees outside your hours.	Don't continue the session if the tutee appears tired or overwhelmed.
Provide content tutoring 1-on-1, encourage students to learn independently.	Don't do all the talking, and definitely don't do the work for the tutee.
Be an active listener and ask questions, especially to verify Tutees' understanding.	Don't discuss personal issues with the tutee; stay focused on the subject at hand.
Summarize at the end of the session, and provide resources for Tutees' continued retention.	Don't be afraid to say that you don't know the answer!
Put in writing what the tutee needs to accomplish before the next session. <u>Enter detailed Visit Notes in TutorTrac.</u>	Don't meet with tutees in Residence Halls or anywhere other than the library.
Act professionally and maintain confidentiality.	Don't accept tutoring requests from ANY source other than our office, including faculty. Instead, refer the student to the CWAA.
Contact us with ANY questions or concerns.	Don't feel obligated to accept every tutoring assignment. Don't stretch yourself too thin.

1-on-1 Subject Tutoring

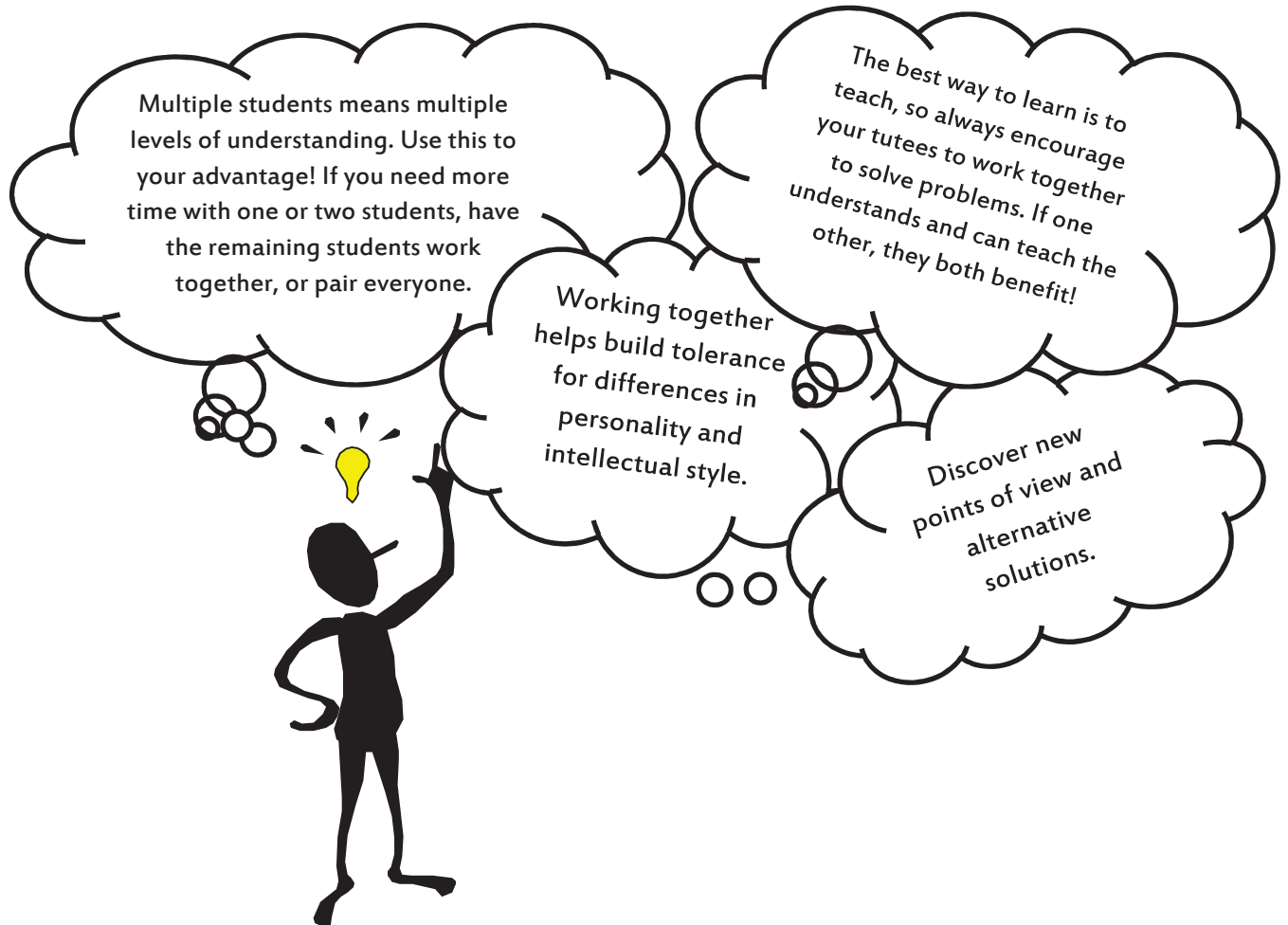
Most 1-on-1 tutoring sessions last about one hour. Is that enough time to truly help a student with their questions and concerns? Absolutely! Follow these best practices to ensure success.



Group Sessions for Peer Tutors and Teaching Assistants

Most tutoring sessions are 1-on-1, but sometimes we encounter multiple students at one time and must manage the varying levels of subject knowledge. This is the case with TA Review Sessions, as well. But believe it or not, group tutoring can make your job as a tutor a bit easier than working with only one student! Yes, really!

Think about it...



Tutoring Group Personalities

What are the most common tutee personality types you encounter? How do you work with personalities that clash with your own? Fill in the last column with your strategies for these students.

Tutee Personality Type	Description	Strategies
The Silent Tutee	Seems bored, indifferent, insecure. Just quiet, perhaps.	
The Indecisive Tutee	Needs your opinion, advice, etc. on every thought.	
The Obstinate Tutee	Won't budge, can't see your point of view. Frustrated.	
The Rambling Tutee	Talks, talks, talks. Far-fetched ideas, gets lost. Off-topic.	

Active Learning

One of the most important moments in a group tutoring or TA Review session happens when a tutee asks the tutor/TA a direct question. If you answer the question for the tutee, the sessions quickly become nothing more than your answering questions and passive re-lecturing over the material. Therefore, it is critical that questions be redirected back to the group to be answered. This is more difficult than it sounds because it is counter-intuitive not to answer a question to which you know the answer. So let's brainstorm ways to redirect the question back to the students: