DOUGLAS COLLEGE

We recognize and acknowledge
the QayQayt and Kwikwetlem First Nations,
as well as the Coast Salish Peoples,
on whose traditional and unceded territories
we live, we learn, we play, and we do our work.

PUT YOUR TRAINING WHERE YOUR TUTORING IS:

Incorporating Innovative Teaching

Holly Salmon

Coordinator, Learning Centre

Facilitator, Instructional Skills Workshops

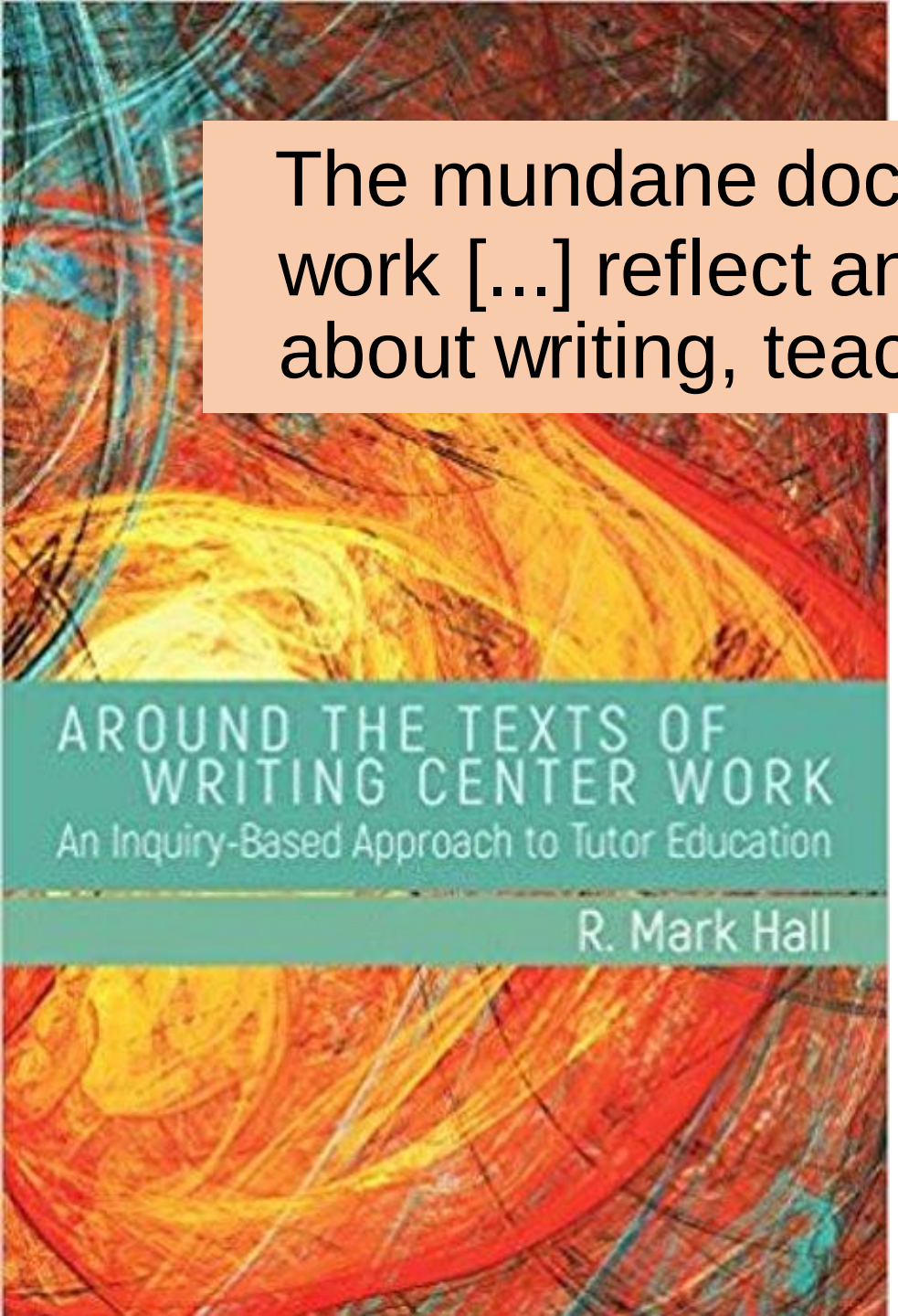
- Access and inclusion
- Safety
- Tolerance for error
- Accessibility (for all)
- Open, sharable resources

http://bit.ly/2Nbic9X

OBJECTIVE

By the end of this workshop, participants will be able to identify and take steps to create training activities that incorporate these strategies:

- active and participatory learning
- peer-based learning
- universal design for learning



The mundane documents of everyday writing center work [...] reflect and generate underlying assumptions about writing, teaching, and learning."

Does my training match my tutoring?

Is it peer-based?
Do I have clear objectives?
Is goal-setting a part of it?
Is it individualized?
Do learners engage and feel motivated?

Tutor Training at Douglas College

OVERVIEW OF TRAINING AT THE DOUGLAS COLLEGE LEARNING CENTRE

All Tutors

Saturday Training Day (1st Saturday of the semester)

Monday Tutor Meetings

End-of-Semester Wrap-up

New Tutors

New Tutor Introduction to Training Meeting

Online/Hybrid Preservice Training (~2 weeks)

Faculty "Send-off" and mock session

Weekly Assignments (1 hour/week for 6 weeks)

Reflective Journaling (1 hour/week for 4 weeks)

Returning Tutors CRLA 2/3

Weekly Assignments (1 hour/week for 12 weeks)

Presentation (online or during Monday Tutor Meeting)

Master Tutors

Individual goal-setting based on own identified needs

Individual Mentoring or Professional Development Project

LINE UP
IN ALPHABETICAL ORDER

A to Z

LINE UP
BY THE NUMBER OF KEYS ON YOUR KEYCHAIN

Discussion: What's the most important one?

LINE UP
BY HOW IMPORTANT IT IS TO YOU TO END YOUR TUTORING SESSIONS ON TIME

LINE UP BY THE AMOUNT OF TIME YOU HAVE WORKED IN THE LEARNING CENTRE

Double tap to add text

LINE UP
BY HOW MUCH YOU LOVE TO READ

Discussion: What do you like to read?

No Talking!

LINE UP BY DISTANCE FROM YOUR THUMB TO YOUR PINKY FINGER

CREATING LEARNING OBJECTIVES

Cognitive

What will they KNOW?

Affective

What will they FEEL or VALUE?

Psychomotor

What will they be able to DO?

SPECIFIC, MEASURABLE, SHORT-TERM, OBSERVABLE

By (when) _____

student should be able to (action verb) _____

(what) _____

(in what context) _____

CRLA 1 Topic: Referral Skills

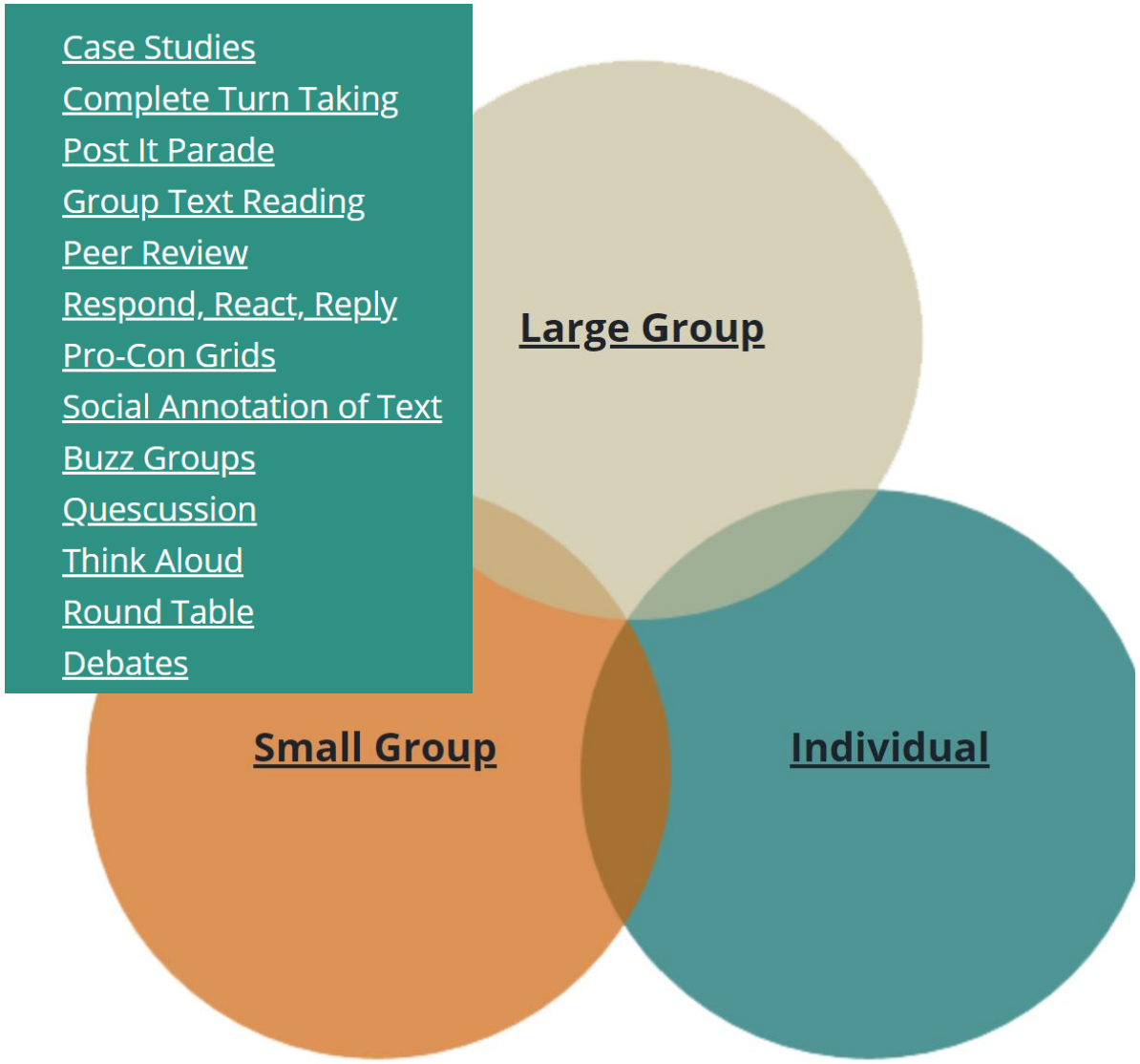
Standard: The tutor is well- versed in campus resources and uses this information to assist her/his tutees as needed.
Outcome: The tutor is informed about various resources on campus; knows where each resource is located; knows how to contact the program/department and under what specific circumstances it is appropriate to refer a student to those resources and can refer a student using language and actions in keeping with the situation and her/his role as a tutor.
Possible Assessments:

- Either during or at the conclusion of training, break tutors up into small groups or give each group a case study to discuss. The group will have to select the appropriate referral resources and justify their choices.
- Present each tutor with a list of offices and have him/her indicate the location, the purpose of the office and hours of service. This can be done as a training activity or as a follow-up assessment activity.
- Engage tutors in a role-playing scenario where they have an opportunity to practice the language to use when referring a student for counseling, advising.

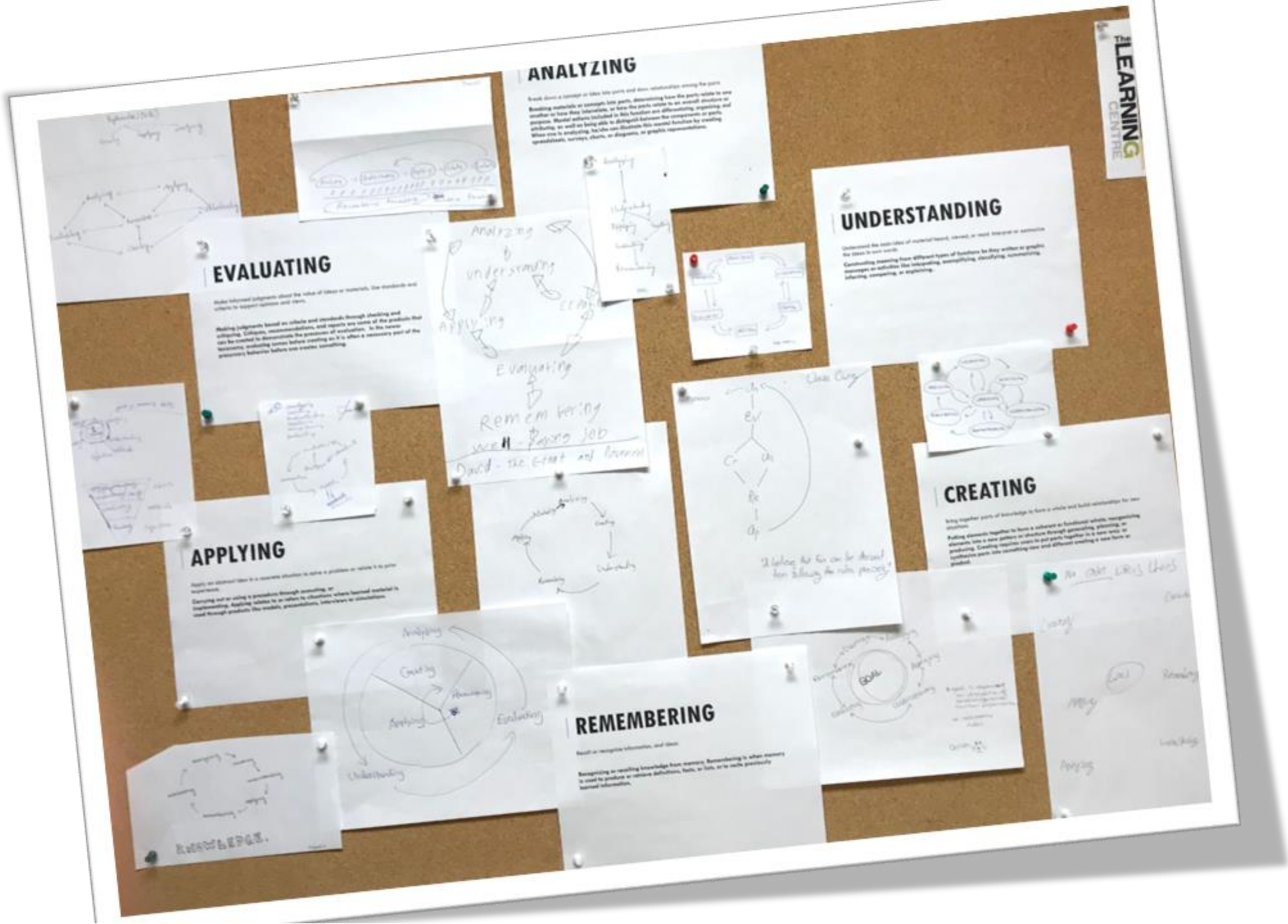
(From https://www.crla.net/images/ITTPC/ITTPC_Standards_Outcomes_Assessments_Level_1.pdf)

ACTIVE LEARNING (OR PARTICIPATORY LEARNING)

"Instructional activities involving students in doing things and thinking about what they are doing" (Bonwell and Eison, Active Learning: Creating Excitement in the Classroom, 1991).



http://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html


ANALYZING
UNDERSTANDING
EVALUATING
APPLYING
CREATING
REMEMBERING
LEARNING CENTRE

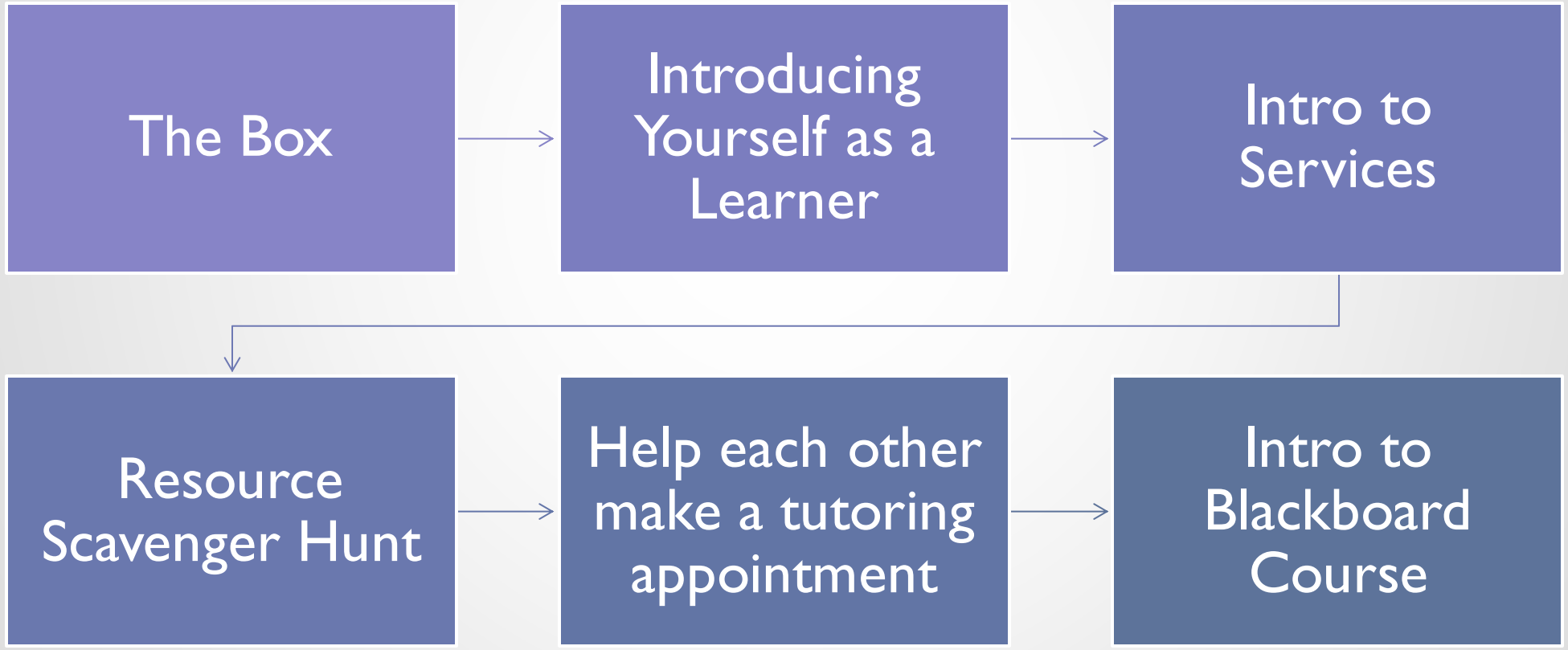
PEER-BASED LEARNING

Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning (Boud, 1988)

Experienced Peers

Actual Peers

INTRO TO NEW TUTOR TRAINING (FORMING A PEER GROUP)



SUBMITTING TRAINING ACTIVITIES

DATE	THREAD	AUTHOR	STATUS	TAGS	UNREAD POSTS	UNREAD REPLIES TO ME	TOTAL POSTS
9/9/19 11:45 AM	I. Tutoring Philosophy: Peer Education on Campus	Holly Salmon	Published		0	0	29
9/9/19 1:45 PM	II. Learning Theory: My writing process	Holly Salmon	Published		0	0	26
9/9/19 1:46 PM	III. Tutoring Strategies: What is a tutoring session?	Holly Salmon	Published		0	0	9
9/9/19 1:46 PM	III. Tutoring Strategies: Learning about Quantum Physics	Holly Salmon	Published		0	0	11
9/9/19 1:47 PM	III. Tutoring Strategies: Critiquing a Sample Paper	Holly Salmon	Published		0	0	9
9/9/19 1:47 PM	III. Tutoring Strategies: What is a Writing Session? HOCs	Holly Salmon	Published		0	0	15
9/9/19 2:58 PM	IV: Structuring a Session: Content Help CASE STUDY	Holly Salmon	Published		0	0	13
9/9/19 2:58 PM	IV: Structuring a Session: Setting Goals	Holly Salmon	Published		0	0	12
9/9/19 2:59 PM	Send-Off: Dear Fellow Tutor, ...	Holly Salmon	Published		0	0	14
9/19/19 2:45 PM	CRLA 1 Training: Top Ten	Holly Salmon	Published		0	0	19

SCAFFOLDING

Tutoring
Appointment: consultation with an experienced tutor

Activity 1: Read about peer tutoring theory. Create a question based on the reading and interview 3-5 experienced tutors.

UNIVERSAL DESIGN FOR LEARNING

From a UDL perspective, goals and objectives should be attainable by different learners in different ways.

What makes **expert learners** experts is not content knowledge, but their ability to recognize where they are challenged, their motivation to overcome difficulties, and their skill at seeking out and using strategies to reduce or overcome barriers.

For more on the characteristics of expert learners, see http://www.udlcenter.org/aboutudl/expertlearners.

Universal Design for Learning (UDL) guidelines,

developed by CAST, promote the development of curriculum that includes

- multiple means of representation
- multiple means of action and expression
- multiple means of engagement

Incorporating multiple means of...

Representation

Alternated readings with videos, interviews, other materials

Replaced Peer Tutor Manual with a Tutor Training Library

- Multiple authors
- Multiple reading levels
- Glossaries, other resources included
- Digital copies of all readings

Chose video sources with transcripts available.

Incorporating multiple means of...

Action and Expression

Encouraged demonstration of learning through multiple submission formats

Multiple approaches to training: online, in-person, individual, collaborative, etc.

Focused on peer-learning at multiple levels

Incorporating multiple means of...

Engagement

Prioritized choice and autonomy

Focused on levels of safety in interaction

LEARNING OUTCOME

By the end of this workshop, participants will be able to identify and take steps to create training activities that incorporate these strategies:

- active and participatory learning
- peer-based learning
- universal design for learning

Thank you!

Holly

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Additional References

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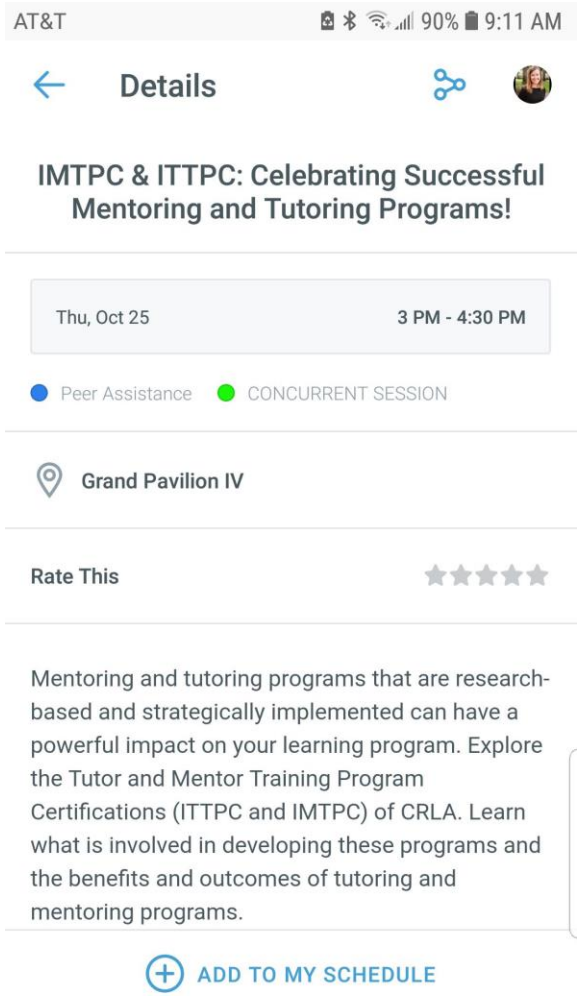
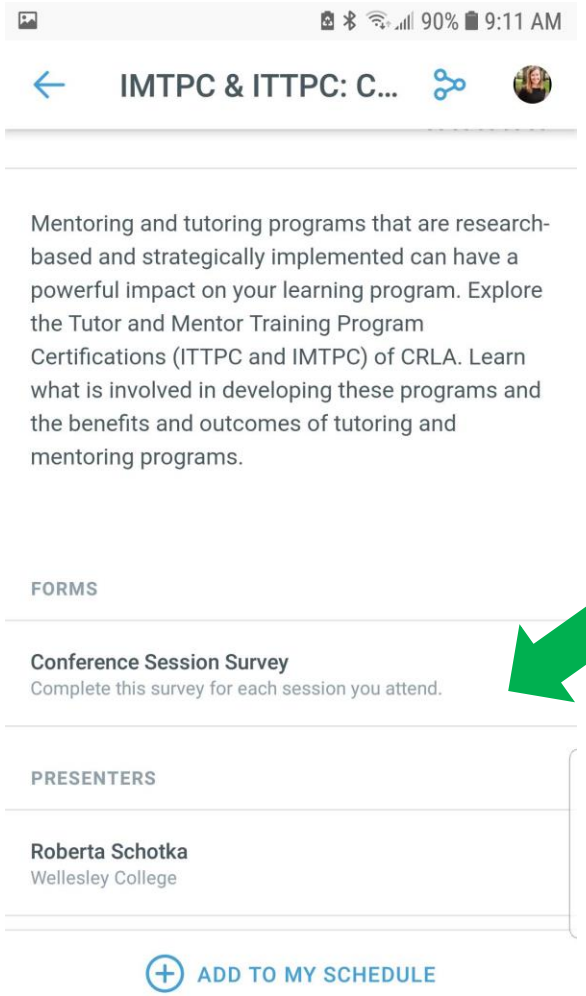
All photos are either personal photos or from unsplash.com. Other materials are linked within the presentation.

Evaluate Concurrent and Roundtable Sessions in Guidebook





- Navigate to specific session to evaluate.
- Within session view, click "Conference Session Survey."
- Complete session evaluation.