



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>

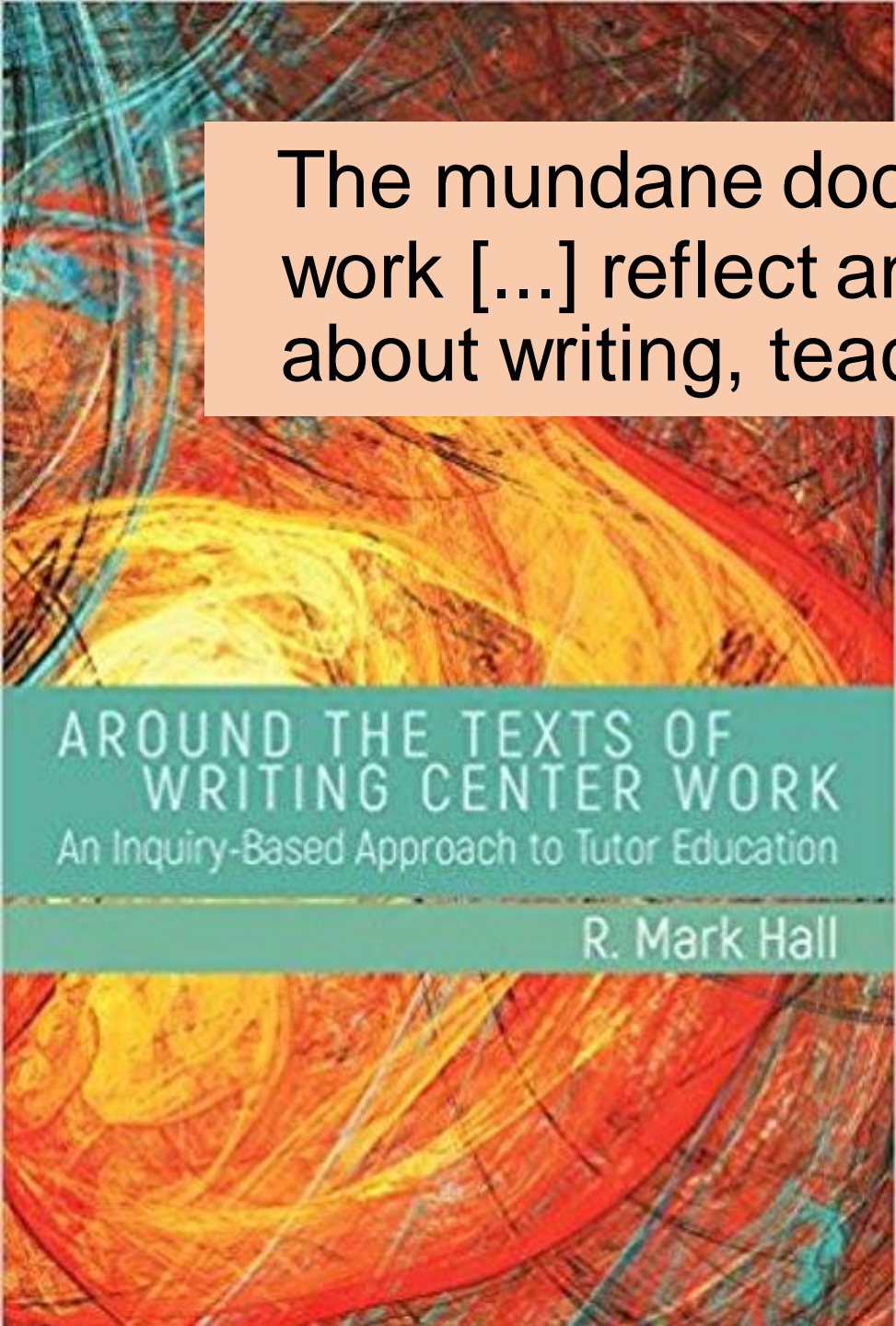
## OBJECTIVE

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?

AROUND THE TEXTS OF  
WRITING CENTER WORK

An Inquiry-Based Approach to Tutor Education

R. Mark Hall

# 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

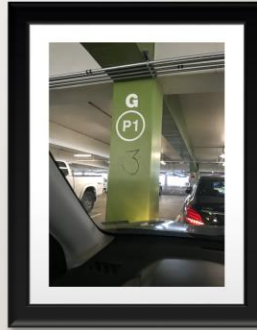
Individual goal-setting  
based on own  
identified needs

Individual Mentoring  
or Professional  
Development Project



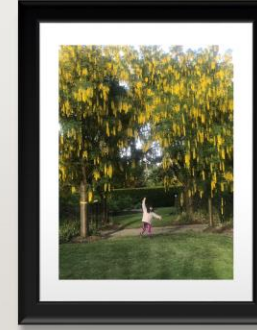
## LINE UP IN ALPHABETICAL ORDER

A to Z

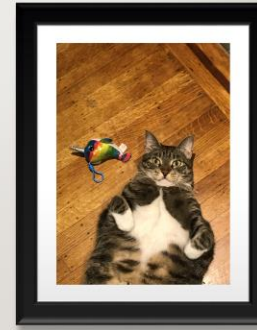


## LINE UP BY THE NUMBER OF KEYS ON YOUR KEYCHAIN

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

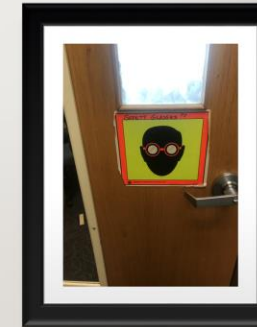


## LINE UP BY HOW MUCH YOU LOVE TO READ

Discussion: What do you like to read?



## **No Talking!** LINE UP BY DISTANCE FROM YOUR THUMB TO YOUR PINKY FINGER



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# 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.

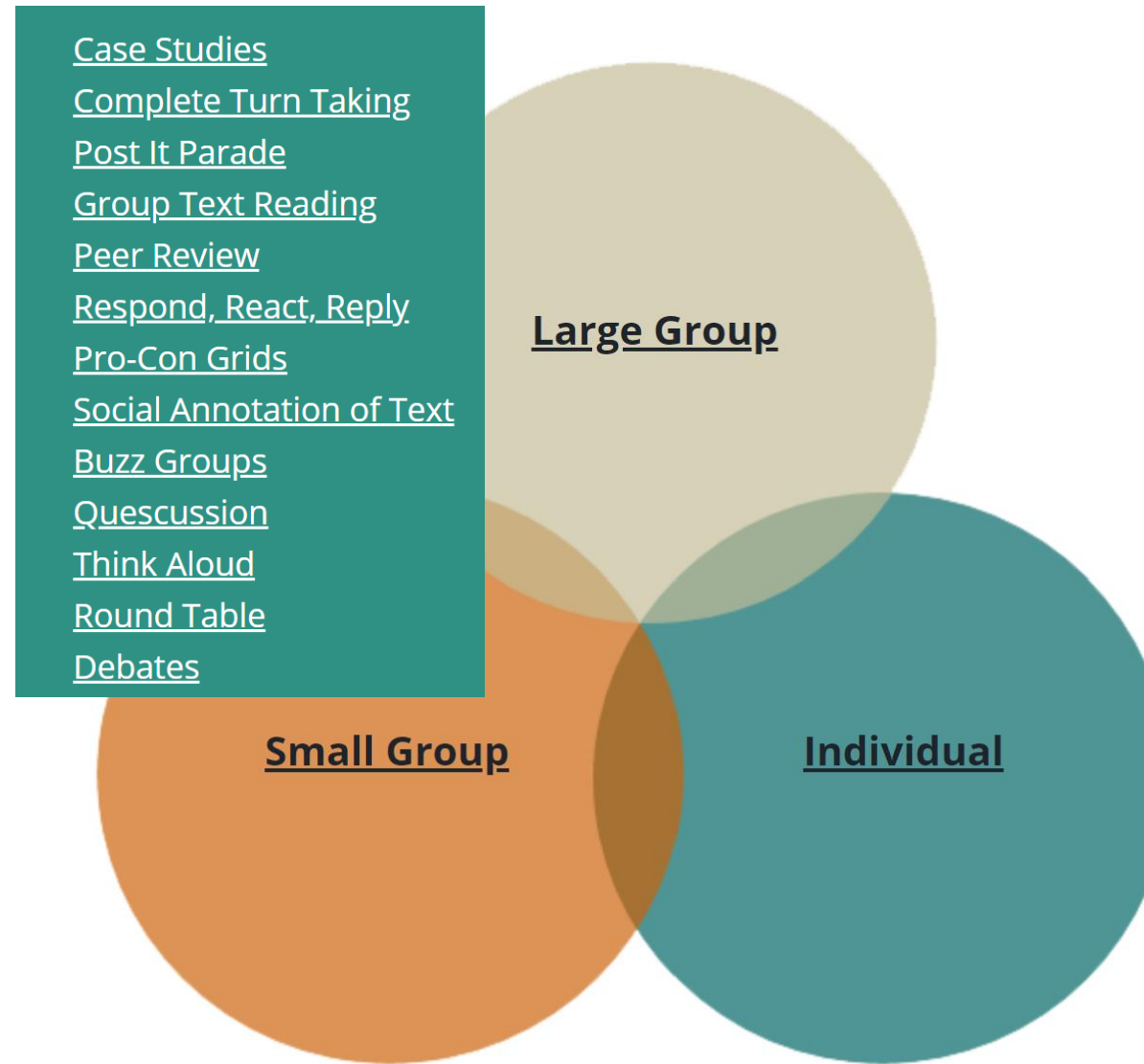
## **Possible Assessments:**

- 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](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](http://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html)



## ANALYZING

break down a concept or idea into parts and show relationships among the parts.

## EVALUATING

Make informed judgments about the value of ideas or materials, the standards and criteria against which they are judged.

Student judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created by disseminating the processes of evaluation. In the new business, evaluating before creating is a necessary part of the preliminary behavior before one creates something.

## UNDERSTANDING

Understand the importance of material/brand, viewed as most important or secondary

Constructing meaning from different types of functions to they write or group messages or activities like interpreting, summarizing, classifying, summarizing, inferring, comparing, or explaining.

## CREATING

bring together parts of knowledge to form a whole and build relationships for new insights.

Putting elements together to form a coherent or functional whole; organizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or to synthesize parts into something new and different creating a new form or product.

## REMEMBERING

Result in negative information, and thus

Reengineering is applying knowledge from memory. Reengineering is when memory is used to produce or remove definitions, facts, or facts, or to create previously learned information.

## APPLYING

Apply the standard idea to a concrete situation to solve a problem or relate it to prior experience.

Learning and so using a procedure through practicing, or implementing. Applying relates to an effort to illustrate what learned material is used through products like models, presentations, interviews or simulations.

ENCLOSURE

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# PEER-BASED LEARNING

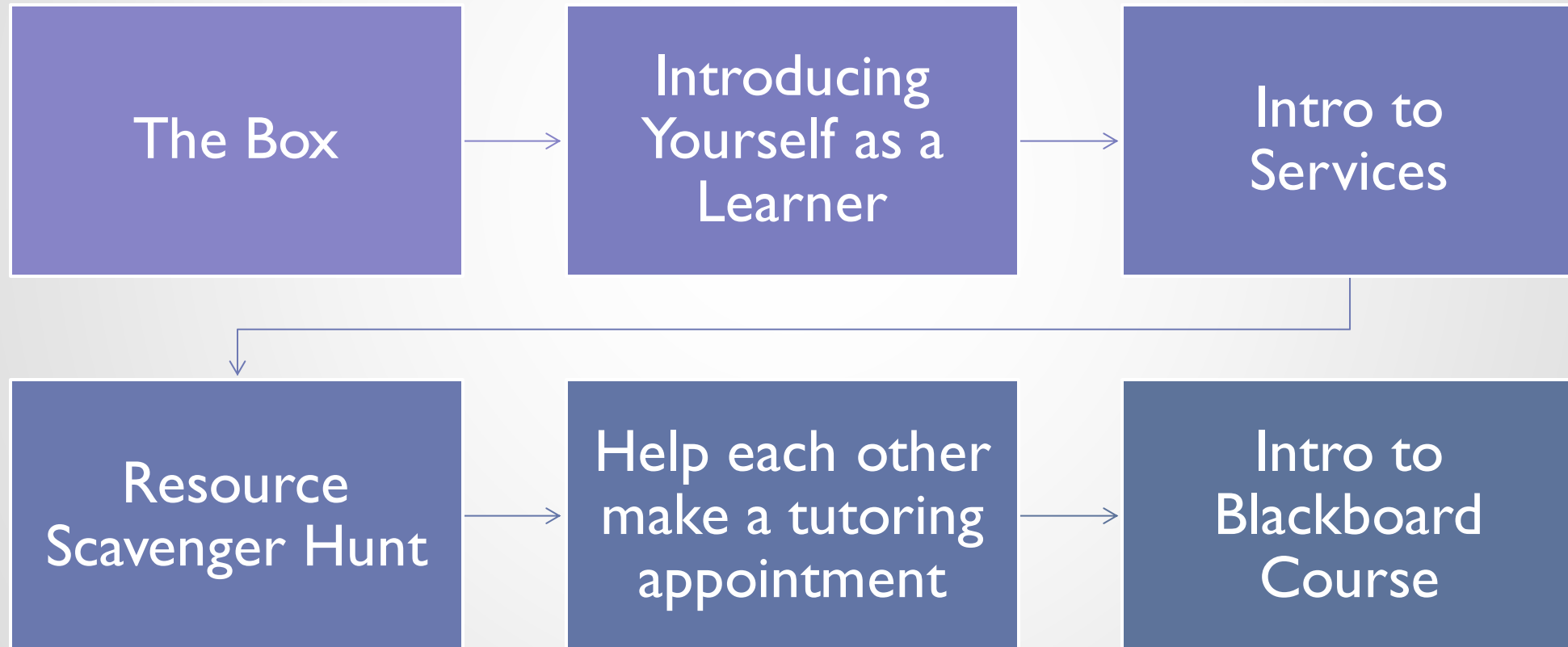
Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning (Boud, 1988)

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## 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

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## 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.**

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# 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

# Representation

Incorporating multiple means of...

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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 @HollyerThanThou

## 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

AT&T 90% 9:11 AM

Details

IMTPC & ITTPC: Celebrating Successful Mentoring and Tutoring Programs!

Thu, Oct 25 3 PM - 4:30 PM

Peer Assistance CONCURRENT SESSION

Grand Pavilion IV

Rate This ★★★★★

Mentoring and tutoring programs that are research-based and strategically implemented can have a powerful impact on your learning program. Explore the Tutor and Mentor Training Program Certifications (ITTPC and IMTPC) of CRLA. Learn what is involved in developing these programs and the benefits and outcomes of tutoring and mentoring programs.

ADD TO MY SCHEDULE

IMTPC & ITTPC: C... 90% 9:11 AM

IMTPC & ITTPC: C...

Mentoring and tutoring programs that are research-based and strategically implemented can have a powerful impact on your learning program. Explore the Tutor and Mentor Training Program Certifications (ITTPC and IMTPC) of CRLA. Learn what is involved in developing these programs and the benefits and outcomes of tutoring and mentoring programs.

FORMS

Conference Session Survey  
Complete this survey for each session you attend.

PRESENTERS

Roberta Schotka  
Wellesley College

ADD TO MY SCHEDULE

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