

Peer Tutor Training

By: Rhae Tullos
Pensacola Junior College

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ACKNOWLEDGMENTS

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INTRODUCTION

Rationale or Need for Peer Tutoring Training

In institutions for higher education, students often need additional academic assistance to become independent learners. Peer tutoring provides those students with an opportunity to acquire the help needed to make them more successful in their attempt to improve their academic learning levels and become successful in their chosen course of study, as well as, in their chosen occupation or career.

Adult educators seeking continuing education often turn to those most like them, those already experienced in the field, to gain answers. Likewise, adult learners feel less intimidated when working with those who provide assistance who are much like them. Thus, adults seeking first-time occupational or career training feel more comfortable working with a **peer**. Peer tutoring plays an important role in providing a much-needed service to adult learners faced with the question, “Where do I turn for help?”

Benefits

Providing peer tutoring will:

- Encourage higher levels of thinking
- Permit more advanced students to study below-level material without embarrassment
- Increase subject specific knowledge
- Increase related general knowledge
- Improve attitude toward subject area
- Increase understanding of subject area
- Provide an increased sense of empathy with students

Students who receive peer tutoring assistance will:

- Receive more individualized, systematic, structured learning experience
- Improve academic performance and academic growth
- Motivate self-paced and self-directed learning

- Provide intensive practice for students who need it
- Improve attitude toward subject area
- Provide greater congruence between teacher / learner / closer role model
- Improve self esteem

The institution of higher learning (education) will:

- Increase opportunity to reinforce instruction
- Increase personal contact with individual students
- Increase positive student interaction
- Enhance measurable positive changes in attitude toward teaching/learning
- Improve educational climate
- Facilitate ethnic and racial integration

BACKGROUND INFORMATION

For those planning to provide “Peer Tutor Training,” be aware of the need for this type of training. Often adult students need assistance to be successful in their field of training or educational coursework in a vocational/technical program or community college. Adult students usually have many other responsibilities outside of the classroom. For them, asking for help or even knowing that help is available is often a major task. Knowing that help is available and that fellow-students will provide help lessens the risk of their feeling intimidated or embarrassed to ask for assistance. It provides adult students who want to improve their academic skills with the opportunity to receive that help.

Peer tutoring is not a new concept. However, it is a growing one, especially in the field of adult education. Choosing prospective tutors is not an easy task. Perhaps the first and primary requirement is choosing a student who *wants* to be a peer tutor. Of all the characteristics listed in this training, the desire to be a tutor heads the list. With good marketing often the prospective student tutors will volunteer. If choices are limited, recommendations from instructors within the educational institution are excellent sources for prospective peer tutors.

Incorporating this training into your institutional setting may be a challenge. Through research, many institutions offer this training on a term-to-term basis, making it available only to groups of individuals. Other programs offer the training on an individualized basis through on-line training, videotapes, internships, or co-tutoring with other trained peer tutors. However you choose to offer this training, remember that for a peer tutor to be most effective, he/she must go through this training procedure. It offers the opportunity for fellow-students to receive necessary training and skills to provide the most effective peer tutoring.

TRAINING WORKSHOPS PROCEDURES

This Peer Tutor Training may be presented in two formats:

- Half Day (3-4 hours)
- Full Day (6+ hours)

For either training the following materials and equipment will be needed:

- Peer Tutor Training PowerPoint Presentation (either on disk or CD or loaded onto hard-drive)
- Computer with Microsoft PowerPoint program
- Projector for showing PowerPoint slides (If your facility does not have access to an LCD Projector, use the PowerPoint materials to make transparencies of each slide and utilize an overhead projector.)
- Screen for PowerPoint presentation
- Flip Chart with Markers or
- Blackboard (whiteboard) with chalk or markers
- Copies of handout materials included in this training manual (see below)

Printed Materials:

- Copy of PowerPoint with presentation dialogue for the presenter
- PowerPoint handout with note-taking space provided (Appendix A) for each trainee
- Copies of Handout Materials:
 - Half Day:
 - Handout # 1 Peer Tutor Questionnaire
 - Handout # 2 Code of Ethics
 - Handout # 7 Learning Styles Inventory
 - Handout # 8 Follow-up Questions to Learning Styles Inventory
 - Handout # 10 Peer tutor Examples – Role Rehearsal (time permitting)

➤ Full Day:

- Handout # 1 Peer Tutor Questionnaire
- Handout # 2 Code of Ethics
- Handout # 3 Cultural Differences Questionnaire
- Handout # 4 Peer Tutor Application Form
- Handout # 5 Peer Tutor Contract Sample
- Handout # 6 Learning Disabilities Worksheet
- Handout # 7 Learning Styles Inventory
- Handout # 8 Follow-up Questions to Learning Styles Inventory
- Handout # 9 Activity for Listening Skills
- Handout # 10 Peer Tutor Examples – Role Rehearsal

GENERAL GUIDELINES

When training adults keep in mind the following:

- Attention Span - Make “breaks” available about every 1 – 1 ½ hours. Remember, the brain cannot absorb any more than the seat can stand!
- Learning Styles for all participants. Some of your trainees are:
 - Visual - utilize slides, flip-chart, blackboard
 - Auditory - speak clearly, repeat when necessary and have trainees openly discuss materials covered or
 - Kinesthetic - get trainees up out of their seats, have them move about the room, stand, etc.
- Time frame:
 - Start when you said you would start
 - Pace your materials
 - End on time
- Handouts: Trainees should always have something “in hand” when completing a training session
 - Good for review
 - Good for references
- Experienced Tutors:

Some on-going programs have previously trained peer tutors from prior terms or school years. It is always good to have new peer tutors observe well-trained and experienced peer tutors. This also gives the new peer tutor another resource for information to better provide the quality of tutoring that we want in our support programs. This is another example of peers helping peers. Consider having an experienced peer tutor to assist you in this training. This may be helpful to new trainees. The previously trained peer tutor should be able to support the ideas and materials that you are presenting and share personal examples of peer tutoring experiences.

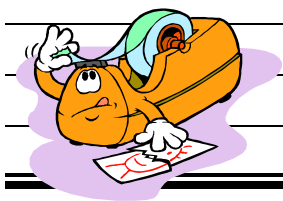
- **Wrap Up:**
 - End your training session on a positive note.
 - Thank each trainee for his/her interest in helping fellow students.
 - Make yourself available if there are further questions from your trainees.
 - Allow trainees to evaluate the training. Most educational/training programs (schools or institutions) have their own evaluation forms for any training provided. Have trainees complete these forms if your school district requires it. If not, create your own evaluation form for this training to receive feedback on your efforts.
- **Above all, enjoy your training.**

If your trainees see that you are serious about the materials being presented, you have come well prepared, and you believe in the information that you are sharing then those trainees should gain from the experience of being trained by you.

NOTES



A series of horizontal lines for writing notes, starting below the title and ending above the cartoon character.



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Middle Tennessee State University – Tutor Training Handbook

www.mtsu/~smcdanie/ACA_3000F/TutorTrainingHandbook.htm

University of Idaho at Lewis-Clark

www.educ.uidaho.edu/bestpractices/training.html

University of California – authors David Hammer / Ann D. Holley

www.home.att.net/%7Etmjordan/academic_support.tips.htm

National Association of Tutorial Services – Code of Ethics

www.home.att.net/%7Etmjordan/academic_support/tr_guide.htm

Mercer University – Academic Resource Guide

http://faculty.mercer.edu/simmerman_jj/TutorTraining/procedures

Fitchburg State College – Attitude: Author Charles Swindoll

www.fsc.edu/tutoring/tutorguidebook/attitude.htm

City College of San Francisco

www.ccsf.edu/Services/LAC/lern10/introtutor.html

Clayton State University – Morrow, GA

www.adminservices.clayton.edu/caa/tutoring/becomingatutor.htm

Duke University – Peer Tutoring Program

www.aaswebsv.aas.duke.edu/skills/PTPwebsite/policies.html

Pasadena City College

www.pasadena.edu/student-services/lac/tutor-train.cfm

The Master Tutor, McDonald, R. 2nd Edition, Cambridge Stratford, Limited, 2000
Williamsville, New York ISBN: 0-935-637-27-3

Glendale Community College

www.english.glendale.cc.ca.use.sd150.html

Learning and Teaching Resource Centre

www.ltrc.edu.polyu.edu.hk/student02_1.html

FOR TECHNICAL ASSISTANCE: Contact

Rhae Tullos / SAIL Learning Labs rtullos@pjcc.edu

Pensacola Junior College (850) 484-2025 Fax (850) 484-1197