

PEER TUTOR QUESTIONNAIRE

Please take the time to complete this form. Our goal is to help prospective tutors better understand what is needed to become an effective tutor.

1. List those characteristics that you feel are important to be a good tutor.

2. From your own experiences as a student – when have you felt most motivated to learn?

3. As a student – if you have ever sought “tutoring” – what were your expectations?

4. Who will benefit by you becoming a tutor? Why?

5. What do you personally hope to achieve by becoming a tutor?

6. Do you have any apprehensions about becoming a tutor? What are they?

CODE OF ETHICS

- Subject proficiency and knowledge-ability have top priority.
- My major motivation is building the student's self-confidence.
- My student deserves and will receive my total attention.
- The language my student and I share must be mutually understood at all times.
- I must be able to admit my own weaknesses and will seek assistance whenever I need it.
- Respect for my student's personal dignity means I must accept each individual student without judgment.
- My student will constantly be encouraged but never insulted by false hope or empty flattery.
- I will strive for a mutual relationship of openness and honesty as I tutor.
- I will not impose my personal value system or lifestyle on my student.
- I will not use a tutoring situation to proselytize my personal belief system.
- Both the student and I will always understand my role is never to do the student's work.
- I count on my student to also be my tutor and teach me ways to do a better job.
- I will do my best to be punctual and keep appointments, not only out of courtesy, but also as an example for my student to follow.
- I will maintain records, lesson plans, and progress data as expected and required.
- I will do my best to stay abreast of the current literature about tutoring as it relates to my work.
- Good tutoring enables my student to transfer learning from one situation to another.
- Making learning real for the student is what tutoring means and is an important part of my goal.
- My ultimate tutoring goal is my student's independence.

CULTURAL DIFFERENCES

1. What is your cultural background? How can this play a role in how you relate to peer students?

2. What advantages or obstacles might be involved while tutoring peer students from culturally diverse backgrounds?

3. Do you think that your cultural biases or prejudices might interfere with you having an effective tutoring session? Yes No Why or Why not?

4. Do you think that your peer student's cultural biases or prejudices might interfere with you having an effective tutoring session? Yes No Why or Why not?

5. In what ways do you think that you or your peer student might gain from interactions of culturally diverse individuals?

PEER TUTOR APPLICATION FORM

Date of Application: _____

Last Name _____ First Name _____ MI _____

Social Security Number _____ - _____ - _____ E-mail _____

Home Phone _____ Cell Phone _____

Street Address _____

City _____ State _____ Zip _____

Class: Freshman / Sophomore / Junior / Senior Overall GPA _____

List subjects you feel qualified to tutor:

What do you understand the responsibilities of a peer tutor to be?

Why do you think you would make a good tutor?

Describe any experience you have had teaching or tutoring?

Name of professor / teacher at this institution who might recommend you as a peer tutor:

SAMPLE: PEER TUTOR CONTRACT

This sample may be adapted to meet the needs of your educational institution.

Often, when a contract is presented to a prospective peer tutor, it reinforces the “seriousness” of the obligation. This is an excellent example of a contract.

I, _____, do agree to the following terms and conditions related to serving as a peer tutor at (*Name of Educational Institution*).

1. I will provide academic assistance to those students assigned to me.
2. Subject proficiency and knowledge have top priority in my task as tutor. Consequently, I will continue to improve my own subject proficiency, study skills, communications skills, and instructional skills.
3. My major goal is to build my student’s self-confidence by helping him/her develop effective study habits.
4. During each peer tutoring session my peer student will receive my total attention.
5. I will be prepared for each tutoring session.
6. Respect for my student’s personal dignity means I accept that individual without judgment.
7. I will not use tutoring time to impose my personal values, beliefs, or lifestyle upon others.
8. I will strive for honesty and openness as I tutor.
9. I will admit my own weaknesses and seek assistance whenever I need it.

PEER TUTOR CONTRACT

(continued)

10. I will encourage students without giving false hope.
11. My students and I both understand that my role as a peer tutor does not include doing his/her homework or proofreading papers.
12. I will never comment negatively to students on teachers' grading policies, teaching methods, or individual personalities.
13. I count on my student to also be my tutor – teaching me ways to do a better job.
14. I will always do my best to be punctual and keep appointments, not only out of courtesy, but also as an example for my peer student to follow. If unable to keep a tutoring appointment, I will notify my immediate supervisor.
15. My ultimate goal in tutoring is to foster independent and autonomous learning by the peer student.
16. I will exhibit a professional attitude and demeanor, as a tutor and will not become personally or romantically involved with my peer student while I am the tutor.
17. If my peer student shares information requiring intervention beyond my role as a peer tutor, I will communicate this to my immediate supervisor in a timely manner.

Peer tutor Signature _____ **Date** _____

This sample provided by Clayton State University

http://adminsivices.clayton.edu/caa/tutoring/tutor_contract.htm

LEARNING DISABILITIES WORKSHEET

1. In your own words, what is a learning disability?

2. What are some characteristics of a peer student with a learning disability?

3. How can labeling a student with a learning disability be harmful?

4. Name two other disabilities other than a learning disability that may hamper your peer student from being successful.

5. If your peer student feels that he/she may have a learning disability, what can you advise them to do to find out?

LEARNING STYLES INVENTORY

FIND YOUR LEARNING MODALITY STRENGTHS

Listed below are ten incomplete sentences and three ways of completing each sentence. Check the statement that is most typical of you. Then, count the number of checks for A, B, or C. This will give you a general idea of the relative strength of each of your learning modalities.

1. My emotions can often be interpreted from my:
 a. facial expressions
 b. voice quality
 c. general body tone
2. I keep up with current events by:
 a. reading the newspaper thoroughly, when I have time
 b. listening to the radio or watching the television news
 c. quickly reading the newspaper, or spending a few minutes watching the TV news
3. If I have business to conduct with another person, I prefer:
 a. face-to-face meetings or writing letters
 b. the telephone, since it saves time
 c. conversing while walking, jogging, or doing something else physical
4. When I am angry, I usually:
 a. clam up and give others the "silent treatment"
 b. am quick to let others know when I am angry
 c. clench my fist, grasp something tightly, or storm off
5. When driving, I:
 a. frequently check my rear view mirror and watch the road carefully
 b. turn on the radio as soon as I enter the car
 c. can't get comfortable in the seat and continually shift positions
6. I consider myself:
 a. a neat dresser
 b. a sensible dresser
 c. a comfortable dresser
7. At a meeting, I:
 a. come prepared with notes and displays
 b. enjoy discussing issues and hearing other points of view
 c. would rather be somewhere else and spend my time doodling

LEARNING STYLES INVENTORY

(continued)

8. In my spare time, I would rather:
- a. watch TV, go to a movie, attend the theater, or read
 - b. listen to the radio, CDs, attend a concert, or play an instrument
 - c. engage in a physical activity or some kind
9. The best approach to discipline is to:
- a. isolate the student by separating him/her from the group
 - b. reason with the student and discuss the situation
 - c. use acceptable forms of corporal punishment
10. The most effective way of rewarding students is through:
- a. positive comments written on their papers, notes, or posting good work
 - b. oral praise to the student and to the rest of the class
 - c. a pat on the back, a hug, or some other appropriate physical action

TOTAL NUMBER OF BOXES CHECKED:

a VISUAL b AUDITORY c KINESTHETIC

ZANER-BLOSER – The Modality Company – Columbus, Ohio

If you have more “A” points – your strength is primarily Visual – learning by seeing
If you have more “B” points – your strength is primarily Auditory – learning by hearing
If you have more “C” points – your strength is primarily Kinesthetic – learning by doing

Generally, all students have a combination of at least two learning modalities, more often a combination of all three. However, the highest number represents the learning “strength”.

When a tutor knows his/her own Learning Style and the peer student’s Learning Style, the tutor can better choose a modality to provide more successful tutoring. Tutors have a tendency to provide tutoring to peer students from their own perspective of how they learn. Tutors need to gear this interaction to how the student learns: Visual, Auditory, or Kinesthetic.

FOLLOW-UP QUESTIONS TO LEARNING STYLES INVENTORY

Take the learning styles inventory and then answer the following questions.

1. Why is it so important to know your peer student's learning style?

2. Why is it so important to know your own learning style?

3. What were the results of your learning style?

4. What advice can you give to your peer student who is a "Visual" learner?

5. What advice can you give to your peer student who is an "Auditory" learner?

6. What advice can you give to your peer student who is a "Kinesthetic" learner?

ACTIVITY FOR LISTENING SKILLS

1. What are the characteristics of a good listener?

2. What is active listening?

3. How should this information benefit you in your role as a tutor?

4. What are paraphrasing skills? List some of these skills.

5. What information can you share with your peer student who may want to improve his/her listening skills?

PEER TUTOR EXAMPLES

ROLE REHEARSAL

Using the following examples of peer tutoring sessions, provide the needed information for each example. As a peer tutor you are responsible for beginning and ending tutoring sessions in a professional manner. Using the information provided by the peer student seeking tutoring, respond appropriately to encourage a successful tutoring session.

STUDENT # 1

Arrives 10 minutes late for the tutoring session. Is apologetic, but seems to be unable to keep his mind on the tutoring session. How should you respond?

STUDENT # 2

Pleasant, on time, appears interested – but it is obvious that she wants you to do her homework for her. How should you respond?

STUDENT # 3

Is culturally / racially different than you. Student appears to want help, but does not seem to know how to ask for it. How should you respond?

ROLE REHEARSAL

(continued)

STUDENT # 4

Student presents as a “struggling” student. When asked about learning style, student does not know. What should be your first step toward helping this peer student?

STUDENT # 5

This co-student is studying in the same field as you, his tutor. The student states that he was in “special” classes in high school for students with learning disabilities. How should you respond? What assistance can be offered to a student with a learning disability?

STUDENT # 6

Student presents as having a difficult time with one class. She has maintained a good GPA, but is really concerned about this one class. However, all she does is complain about how lousy the instructor is and how unfair the class is to her. She is angry, but not aggressive. She places all the “blame” on her instructor. How should you handle this situation?

STUDENT # 7

Student arrives late for scheduled tutoring session. He appears unorganized, has come unprepared for tutoring (can’t find homework, class notes are scattered, and states that he/she just doesn’t have time for this. What subjects need to be discussed? How can you immediately help this student?

ROLE REHEARSAL

(continued)

STUDENT # 8

A student wants help in writing a paper for a sociology class. He/she is unfamiliar with basic word processing, which is available in the lab where you are working. However, you find that grammar skills are very limited when you review what the student has written out by hand. What now? How can you assist this student?

STUDENT # 9

While working with a peer student in a tutoring session – you observe that this student appears uninterested, often backs away from you, has poor eye contact, and in general does not relate to you as a peer tutor. How should you react to this situation?

STUDENT # 10

Student appears to be more interested in YOU rather than the academic materials that you are tutoring. Apparently this student is only coming to tutoring so that he/she can spend some time with you! What should you do? With whom should you discuss this?
