



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

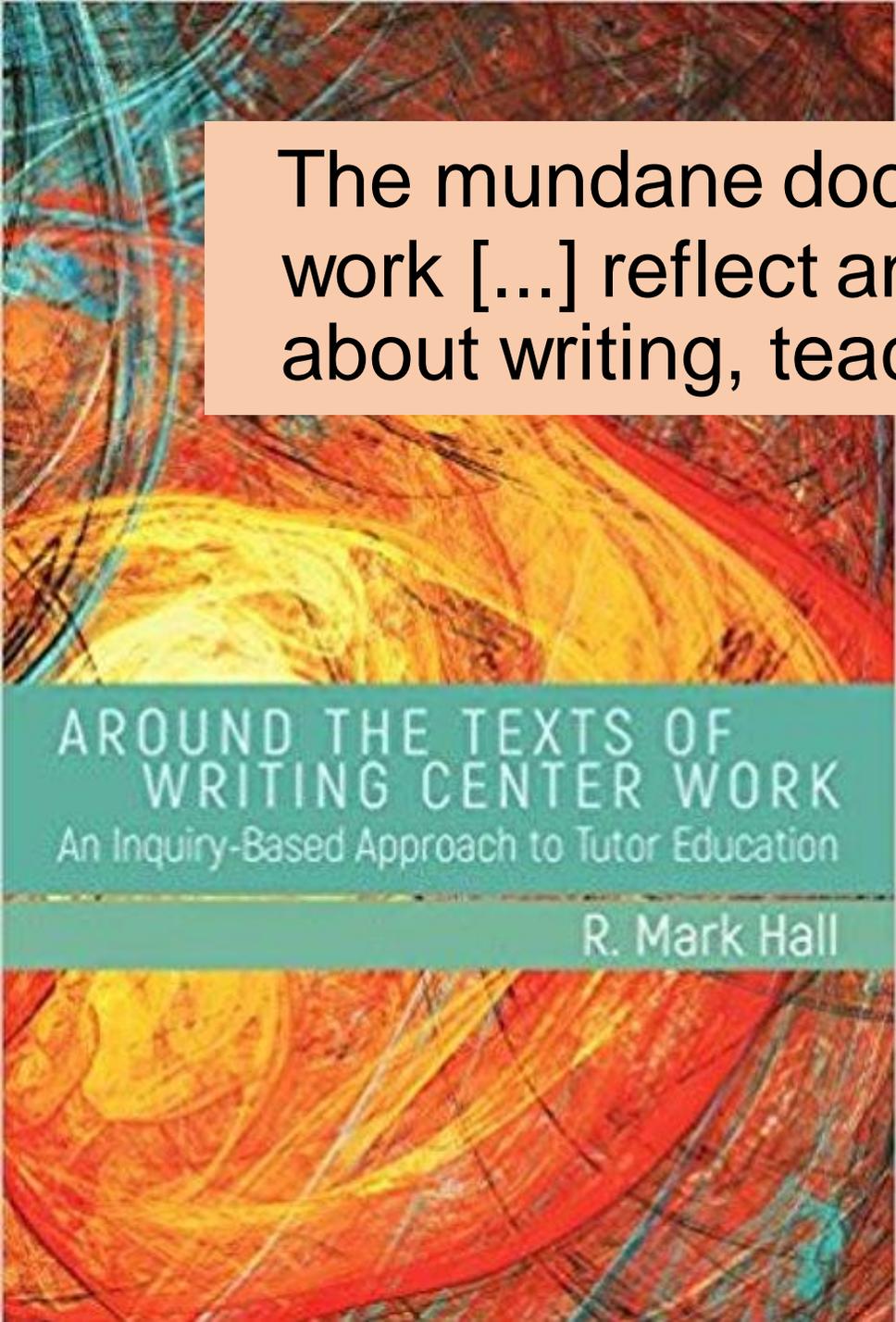
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OBJECTIVE

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



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.

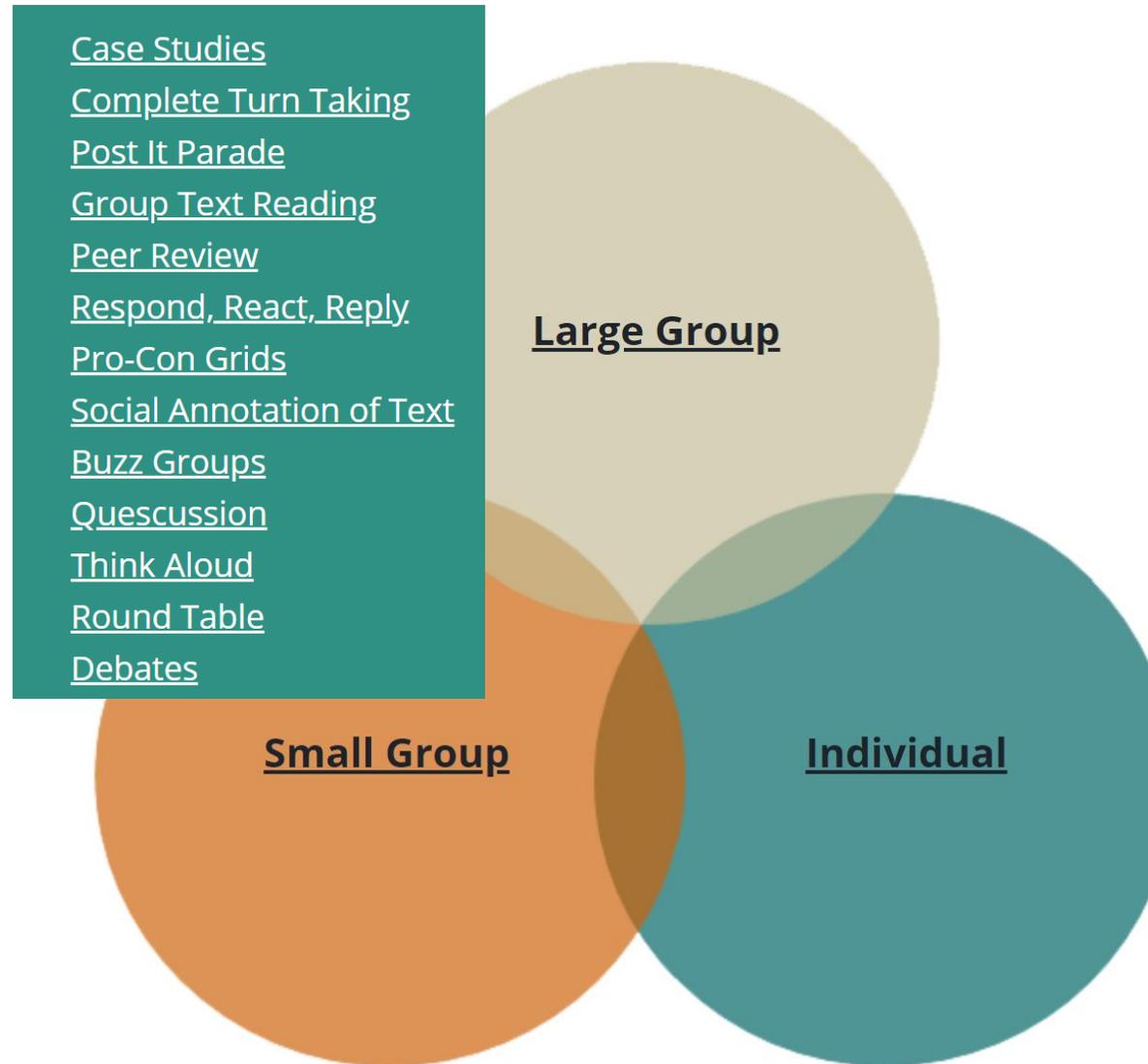
Possible Assessments:

- 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

Break down a concept or idea into parts and show relationships among the parts. Reading materials or examples into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or process. Mental actions included in this function are differentiating, organizing, and analyzing, as well as being able to distinguish between the components or parts. When you are analyzing, you can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

EVALUATING

Make informed judgments about the value of ideas or materials, use standards and criteria to support opinions and plans. Making judgments based on criteria and standards through checking and critiquing. Collects, reorganizes, and reports on some of the products that can be created to demonstrate the processes of evaluation. In the process, including some before creating as it is often a necessary part of the necessary, including some before creating as it is often a necessary part of the necessary behavior before one creates something.

UNDERSTANDING

Understand the attributes of material based, internal, or social structure or systems. The ideas to use words. Constructing meaning from different types of evidence by key words or graphic messages as activities like interpreting, summarizing, identifying, summarizing, inferring, comparing, or explaining.

APPLYING

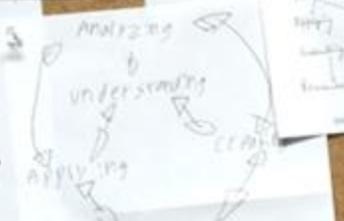
Apply an abstract idea to a concrete situation to solve a problem or relate to the past experience. Carrying out or using a procedure through consulting or implementing. Applying skills to an object or situation where learned material is used through products like models, presentations, interviews or situations.

REMEMBERING

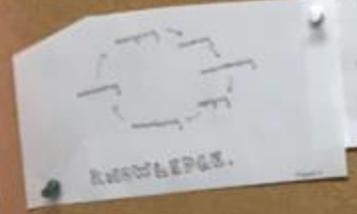
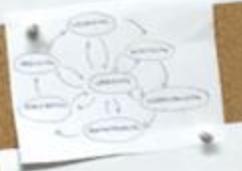
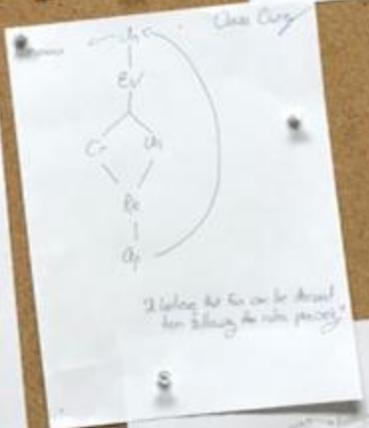
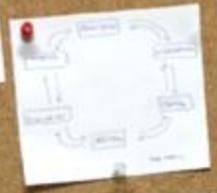
Recall or recognize information, and ideas. Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recall previously learned information.

CREATING

Bring together parts of knowledge to form a whole and build relationships for new situations. Putting elements together to form a coherent or functional whole, reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating involves using to put parts together to a new whole or producing. Creating involves using to put parts together to a new whole or producing. Creating involves using to put parts together to a new whole or producing.



Remembering
week 11 - Paper job
David - the cost and interest



Handwritten notes and diagrams on a separate piece of paper, including the words 'Analyzing', 'Understanding', 'Applying', and 'Evaluating' written in a circular pattern.

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

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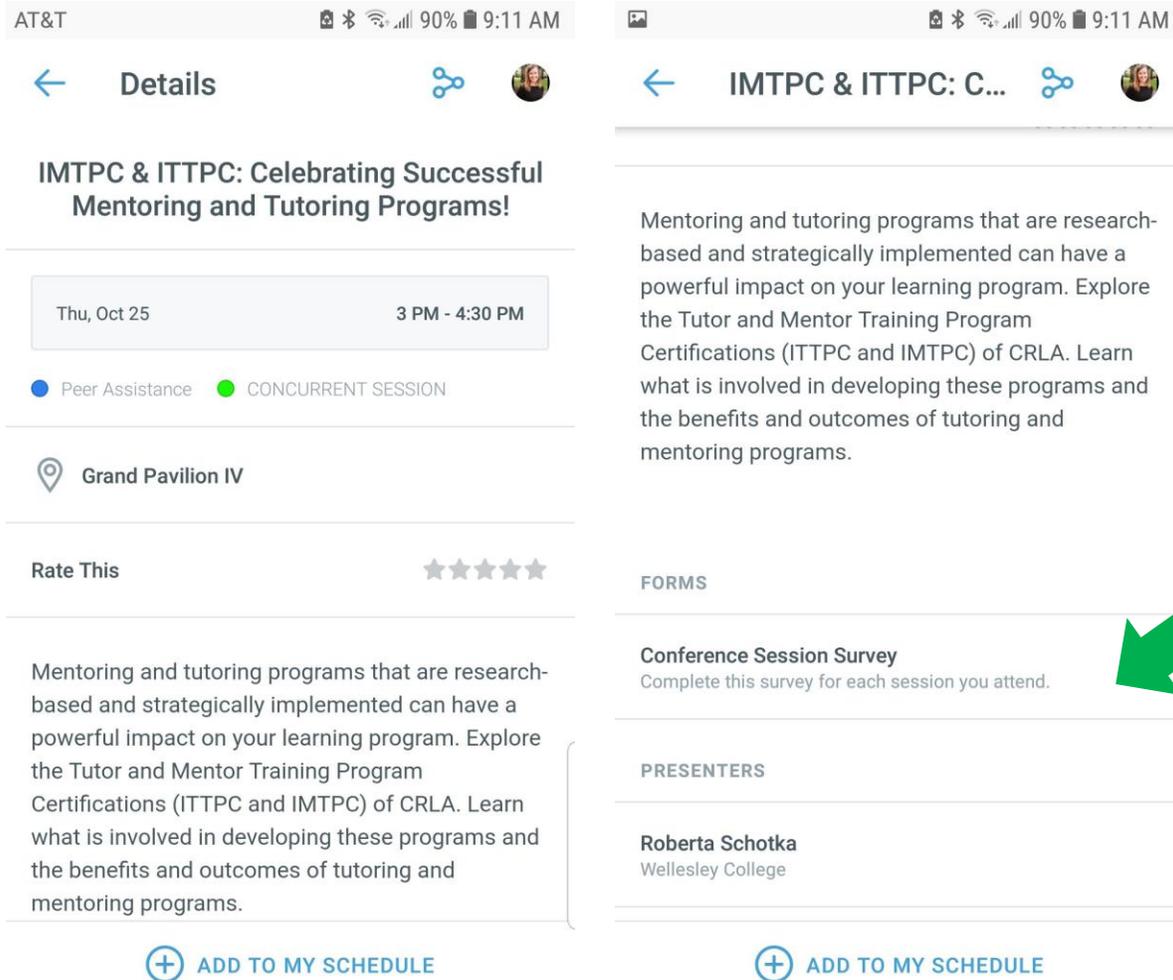
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All photos are either personal photos or from unsplash.com. Other materials are linked within the presentation.

Evaluate Concurrent and Roundtable Sessions in Guidebook



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