

Guidelines for Peer Tutors

Here are some points to remember to help you be an effective Peer Tutor. Remember, the job of the tutor is to encourage the student to learn the subject independently.

Where will I tutor?

- Preferably at the school
- Cafeteria if quiet
- Library
- Residence or other location if suitable

General Rules

- Be on time for your appointments
- Have each other's phone numbers in case of changes in plans
- Greet the student by name, and be cheerful
- Always encourage the student and be sure to avoid criticism and sarcasm
- Encourage student to initiate the first task: to open books, to write, to explain, etc
- If the student fails to show for an appointment, the tutor should call the student and find out why he or she failed to show and how the problem can be rectified
- If the student fails to show for a 2nd time it will be assumed that he or she is not in need or interested in extra help and tutoring may be discontinued
- **If tutoring is discontinued, please inform the Peer Tutoring office**

How long should the session last?

- As long as the need continues and you are both happy with the arrangement

What do I do if I have a problem?

- Bring the problem to the attention of the peer tutor administrator at your campus

How do I obtain payment for my services?

- Bring the completed time sheet (signed) to the peer tutor office at your campus

What will I do during the session?

- The first session will probably be used to establish where the difficulty is

- Work on teacher given assignments and extra assignments you may have prepared
- Give the student an assignment, if appropriate, to be completed by the next appointment
- Keep a log of what you accomplished in each session; the assignment given, the next appointment
- Begin each new session by reviewing previous week's work

Identification of Task - Getting Started

- Give the student the opportunity to state the focus for the session using statements such as, "*Where should we begin?*" or "*We have 45 minutes, how shall we use them?*"
- Ask questions to solve any immediate concerns the student might have
- If student appears frustrated or distressed, use statements that show you understand, and you will make every attempt to help improve their comprehension, "*I know this subject can be tricky, but let me share with you what helped me*"
- Encourage and wait for the student to do, act, speak and learn - the tutor should not interrupt or dominate student's time to learn

Breaking the Task into Parts

- Help student clearly determine the problem
- Ask the student to break the task or problem into parts to encourage independent work
- Ask student to repeat steps, to ensure the student understands, "*Now, what do we have to do?*"

Facilitate Independent Learning

- Encourage student to learn independently!
- Help the student become aware of other sources of information in solving the problem. (E.g. notes, handouts, workbooks, library, internet)
- Discuss with student their study habits, if appropriate

Reviewing Material

- Encourage or allow the student to summarize/explain what has been learned, "*Let's review for a minute*"
- Tutor should not interrupt or correct a mistake right away - the student should be given the opportunity to correct him/herself and to complete his/her thoughts
- After student explains his/her understanding, the tutor should affirm by congratulating the student and acknowledging that the student did in fact understand, "*You're getting the hang of this*" or "*You know more than you think*"

- The tutor's statement should be specific to the accomplishment of the student so that the student may identify his/her strengths and weaknesses - this will also affirm the student's ability to learn independently
- Use positive comments prior to suggesting a change of thinking, activity, etc, "*You're doing very well up to this stage, but now we need to try a new strategy*"

What Next...

- Help student anticipate what he/she will learn next
- Help student realize how information from class, tutoring and resources are linked
- Ask question like, "*What will you do next and how will what we've done help you?*"
- Allow student to decide whether they need to return for another session, "*Shall we meet again?*" or "*What can we do next time?*"
- If desired, tutor confirms date and time for next session
- If not desired, tutor can tell the student that they are available in the future
- Keep a log of what tutor accomplished in each session; the assignment given, the next appointment, etc...
- Thank student for any contributions the student makes, such as being prepared
- End session on a positive note

What do I do if I have a problem or a question?

- Bring the problem or question to the attention of the Peer Tutoring person/team at your campus

Note: If during the tutoring process you assess that the student's problem is not directly related to the material but appears to be having difficulty organizing his/her notes, study skills, time management, note taking or other related issues, try to assist the student if possible. If you are unable to assist, refer student back to peer tutoring coordinator immediately so that other arrangements can be made. If the problem is not significant but does exist please obtain study skills information from the peer tutoring coordinator.