TUTOR TRAINING MODULE: ONLINE LEARNING ACADEMY

By Davilla Riddle
About me...
Where are you?
Presentation Overview
Overview
Introduction
Online Support

- Seeking help online
  - Limited instructor availability
  - Need for content reinforcement
  - Questions regarding assignments
Tutors
Online Learning Academy

- Tutoring in math and science to Hawaii public school students

- Tutors
  - Undergraduate and graduate students
  - Some previous experience tutoring students
  - No experience tutoring students online
Background

- Benefits arise from one-to-one interaction between tutor and tutee (Johnson & Bratt, 2009)
- Students can learn more using computer technologies (Mendicino, Razzaq & Heffernan, 2009)
- Tutoring might help improve classroom performance as well (Powell, 1997)
Methods
Module

Online Learning Academy Training

Home

Thank you for your interest in my instructional design research project!
Welcome Survey

Your answers to this survey will be anonymous. The information will be used for the purposes of an instructional design research project for the Masters in Educational Technology program at the University of Hawaii at Manoa. Thank you for your participation!

* Required

What is your participation identification code? ^

Are you male or female?
- Male
- Female

What is your age?
- 10-19
- 20-21
- 22-23
- 24-25
- over 25

Additional Resources:

- Asking better questions in the classroom Pt 1.wmv
- Questioning Pt 2.wmv
Population

New hires: Strong math/science backgrounds
Undergraduate: Experience using online tools
Graduate: Some experience tutoring f-2-f
No experience tutoring online
Technologies
Data Collection

- Strongly agree
- Agree
- Disagree
- Strongly disagree
Results
Participants

- 7 females
- 4 males

- Non-participants (21)
- Participants (11)
Demographic Survey

Using Technology to Support Tutoring

- Very comfortable (2)
- Comfortable (3)
- Somewhat comfortable (4)
- Uncomfortable (2)
Demographic Survey

Tutoring in Online Environment

- Very familiar (3)
- Familiar (4)
- Somewhat familiar (3)
- Not familiar (1)
Demographic Survey

Integrating Module Strategies

- Very likely (2)
- Somewhat likely (2)
- Not likely (8)
Assessments

![Bar chart showing pre-test and post-test scores for participants. The y-axis represents the number of correct responses, ranging from 0 to 20. The x-axis represents participants, numbered 1 to 11. The chart compares pre-test scores (green) and post-test scores (blue).]
Discussion
# Data

<table>
<thead>
<tr>
<th>Attitudinal Survey Questions</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The module was clear and easy to understand.</td>
<td>3.7</td>
</tr>
<tr>
<td>The level of difficulty was about right for me.</td>
<td>4.4</td>
</tr>
<tr>
<td>The length of the module was manageable.</td>
<td>3.9</td>
</tr>
<tr>
<td>The videos and (added) examples in the module were helpful.</td>
<td>4.1</td>
</tr>
<tr>
<td>I learned a lot about tutoring online from the module.</td>
<td>4.4</td>
</tr>
<tr>
<td>The module will help me to integrate strategies for tutoring online.</td>
<td>4.3</td>
</tr>
<tr>
<td>The module motivates me to learn more about online teaching strategies.</td>
<td>3.5</td>
</tr>
<tr>
<td>The information in the module helped to prepare me for the surveys and assessments.</td>
<td>4.1</td>
</tr>
<tr>
<td>All of the questions were well-written and straightforward.</td>
<td>3.5</td>
</tr>
</tbody>
</table>
Conclusion
Recommendations

- More emphasis on the critical success factors required for online tutoring
- Tutor observations using criterion-referenced evaluations
- Adoption of a program-wide pedagogy addressing instructional support and tutee learning
Questions?
Contact Information

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