ONLINE TRAINING FOR TUTORING AND MENTORING SKILLS
Developing Online Self-Paced Training for Student Tutors at the University of Hawai‘i Maui College

Presented by Keali‘i Ballao
University of Hawai‘i Manoa
In What Order Do You Put On the Following Clothing Items?

A) Jeans, Shirt, Shoes
B) Shirt, Shoes, Jeans
C) Shoes, Shirt, Jeans
D) I Don’t Wear Clothes
We Are All Teachers
We Are All Students
Issues with Current Trainings

- Student schedules are a priority
- Missed meetings impedes worker performance
- Lack of quality tutorial services
- Lack of student usage of center’s services
Project Goals

Develop a self-paced web-based training module to teach tutoring and mentoring skills to student assistants at UHMC
Why Online Trainings?

Self-Paced
Review anytime

Accessible
Never miss a training

Web technologies
Engage tutors with a wealth of videos to model tutoring skills
The Heart of Tutoring: The Tutoring Cycle

A teaching method to guide students to become independent learners.

(MacDonald, 1994)
Adhering to National Standards: Tutor Training Requirements

- Structured curriculum in the tutoring cycle
- Chances to practice skills learned
- Modeling of techniques

College Reading & Learning Association Standards for Tutor Training Sessions for Level 1 Certification. www.crla.net
Module Plan: Instructional Design

- Asynchronous
- Instruction based on Gagne’s Nine Events of Learning
Module Plan: Technology Design

Course Site:
https://canvas.instructure.com/courses/774580

Course Videos:
Instructor Introduction, Tutoring Scenarios

Participant Recruitment & Consent Form:
http://www.kealiiballao.com/project/etec

Pre and Post Surveys:
Google Form
Course Outline

Section 1: Introduction to Tutoring
Identifying the roles and responsibilities of tutors and tutees

Section 2: The Tutoring Cycle
Describing each component of the tutoring cycle

Section 3: Conclusion
Module final quiz and post participation survey
Online Training for Tutors and Mentors

Welcome to the Online Training for Tutors and Mentors

Course Objectives: The purpose of this course is to introduce students to the role of a tutor and to the methods of effective tutoring. Students will learn to recognize tutor and tutee roles and responsibilities, and apply the tutoring cycle to produce an effective tutoring session. This course focuses on tutoring principles found universal to effective tutoring across different disciplines and settings. Because these principles are flexible, each tutor will be applying them in practice to his or her own discipline, exploring and adapting strategies as they suit specific tutoring situations.

An Introduction to the Course by your Mentor, Kealii Z.
Online Training for Tutors and Mentors

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An Introduction to the Course by your Mentor, Kealii Z. Ballao

The following video provides an overview of the course and the main course objectives.

Instructor Video
Introduction
Course Modules: Online Training for Tutoring

Module 1: Introduction to Tutoring

Requiring Viewing to Guide Students on a Specific Learning Path
Providing embedded feedback in quizzes

Required to View Quiz Results: No

Due: -
For: Everyone
Available from: -
Until: -

Score for this quiz: 0 out of 1
Submitted Mar 14 at 5:33pm
This attempt took less than 1 minute.

Question 1

What is the goal of the Tutoring Cycle?

You Answered:

- To encourage the tutee do some of the work:

  Incorrect. If a tutee does some of the work, how can the tutee learn to become independent?

Correct Answer:

- To encourage tutees to become independent learners

Incorrect

Quiz Score: 0 out of 1

Related Items

Quiz Statistics

Moderate This Quiz

SpeedGrader®

Submission Details:

Time: less than 1 minute
Current Score: 0 out of 1
Kept Score: 0 out of 1
1 Attempt so far

I will need the highest of all your scores.
Modeled Behaviors: Comparing the Wrong Way and the Right Way

Tutor Scenario: Rob Meets Sara for Tutoring

Tutoring the Right Way

In the last section, you viewed a tutoring scenario that was not very effective. Sara did most of the editing for Rob's paper, and she never engaged Rob in the learning of his tutoring agenda. The following video shows how the tutoring session should have been conducted to maximize Rob's learning, and his potential for becoming an independent learner.

Instructions: While viewing this video, take notes to answer the following questions. Your instructor will provide your answers on the next page.
Did it work?
Participant Profile

14 Agreed to participate and completed the pre-module survey

11 Completed the entire module and post-module survey
<table>
<thead>
<tr>
<th>Professions</th>
<th>Online Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Worked in education</td>
<td>13 Took an Online Course</td>
</tr>
<tr>
<td>5 worked in other fields</td>
<td>1 Never took an Online Course</td>
</tr>
</tbody>
</table>
Pre-Module Expectations of Online Learning:

- Desiring an engaging experience
- Effective teacher communication
- Synchronous technology
- Accessible
Preference of Face-to-Face Trainings or Web-Based Trainings

64% Prefer Face-to-Face
45% Prefer Web-Based
1% Prefer No Preference
Participant Grades

Scoring:
Skill Check One – 1 pts
Skill Check Two – 2 pts
Skill Check Three – 5 pts
Skill Check Four – 8 pts
Final Quiz – 25 pts
Total Possible: 41 pts

Grade Range
3 scored 100%
5 scored 98%
3 scored 96%
2 scored less than 90%
Participation Results:

- Enjoyed video scenarios to reinforce tutoring skills.
- Liked the instructor introduction
- Detailed process of tutoring skills
Participation Results: 😞

• Large amount of textual content on some pages.
• Distracting animations
• Insufficient videos to model tutoring behaviors
Module Feedback

“Some of the written portions, while important were kind of boring. I found that I needed to read them several time before the I understood the concepts.”

“I feel the information contained within the modules could have been divided in a more effective manner. It was like eating a steak whole sometimes.”
Future Development

- Less textual content on a single page.
- One concept per page.
- Additional videos to show example behavior.
- Use actual staff to model ideal tutorial sessions.
Thank you.