Gaining from Training?

Designing an Online Tutor Training Module for University of Hawai‘i-West O‘ahu Peer Tutors

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Agenda

- Background
- Design
- Methods
- Results
- Conclusion
Poll

Have you ever received tutoring from a university tutor?
Background
Organization
The No’eau Center is a learning center at the University of Hawai’i-West O’ahu.

Problem
Need for advanced tutor training and secure CRLA level-2 certification.

Solution
Create an online training module to provide professional development for returning tutors and structure it to meet the CRLA’s learning objectives for advanced tutor training certification.
"The purpose of this instructional design project is to create and evaluate how well an online tutor-training module educates peer tutors at the No‘eau Center."
Design
Online Learning & Tutor Training

- Engaging layout and design (Beetham & Sharpe, 2013)
- Clear objectives (Dick & Carey, 2000)
- Helpful video demonstrations (Behrend & Thompson, 2012)
- Applicable instruction (Bransford et al., 1990)
- Activities to apply learning (Rosecoe & Chi, 2007)
Design framework

**Theoretical Design**
- Student-centered focus (Bhattacharjee, 2015; Menchaca, 2014)
- Constructivist approach (Westbrook et al., 2013)

**Critical Pedagogies**
- Anchored learning (Bransford et al., 1990)
- Theory of Scaffolding (Jumaat & Tasir, 2014)
Design Content

Unit Content

- 1: Tutoring Foundations (Dzubak & York, 2009; Thompson, 2009)
- 3: Questioning Strategies (Tofade, Elsner & Haines, 2013; Thompson & Mackiewicz, 2014)
- 4: Tutoring Methods (Ryan & Zimmerelli, 2010; Thomas, 2001)
- 5: Structuring the Learning Experience (Olinghouse, 2008)
Design tools

- Google Sites
- YouTube
- Screencast-o-Matic
- Google Docs
- Google Forms
- Google Spreadsheets
Design

Google Sites example
There are several assessment methods you can implement to identify learner needs. But, for this training, we will focus on the three-step process of identifying a learner's needs:

1. Discovering (cognitive/psychomotor domain)
2. Validating (affective domain)
3. Classifying (session plan)

In utilizing the three-step process, you will be able to move towards customizing a tutoring session to best meet your learners’ needs. Watch the following video to learn about this three-step process in identifying learner needs.
Unit Activity

Complete this activity on ways using tutoring methods to customize the learning environment within a tutoring session.

Project Overview

Implementing Tutoring Methods is an essential part of any tutoring session, and you might be called to use one or all six methods during any given time. For this project, you will work on practicing at least three Tutoring Methods to best assist learners.

Activity: Review scenarios and create a written or video recorded response

Create a Google Doc that explains which Tutoring Method you would use to navigate a scenario. Note: tutors can use more than one Tutoring Method when assisting students, so be creative and use your problem solving skills for this project.

You can either type a written response (150 words per scenario) or you can respond with a verbal or video response (2-3 minutes per scenario). Be sure to clearly identify each response you are referring to, so the trainer can easily assess which prompt you are responding to. After your Google Doc is created, share it with the instructor.

Unit Quiz

Complete this short quiz on the material within Unit 4.

Unit 4 Quiz: Tutoring Methods

* Required

Name *

Your answer:

NEXT

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Methods
Methods

participants

The participants for this project were No’eau Center peer tutors:
- **age** – 18 to 26
- **gender** – 3:8
- **academic major** – 7 different divisions

Tutors commonalities include:
- **6+ months of tutoring**
- **returning peer tutors**
- **employees at No’eau**
- **CRLA level-1 certified**
## Methods procedures

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<tr>
<th></th>
<th>Pretest</th>
<th>Module</th>
<th>Posttest</th>
<th>Survey</th>
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<tbody>
<tr>
<td></td>
<td>- Multiple choice test</td>
<td>- 5 training units</td>
<td>- Multiple choice test</td>
<td>- Likert-scale and open ended comment</td>
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<td></td>
<td>- Total questions: 15</td>
<td>- Activities and quizzes</td>
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Results

pre/posttest

Scores

- Average score of pretest was 71%
- Participants scored an average of over 20% higher on posttest as compared to pretest

Average participant score on posttest

93%
Pretest and Posttest

Test Comparison

Participant 1: 73% Pretest, 86% Posttest
Participant 2: 67% Pretest, 93% Posttest
Participant 3: 53% Pretest, 93% Posttest
Participant 4: 60% Pretest, 86% Posttest
Participant 5: 86% Pretest, 73% Posttest
Participant 6: 86% Pretest, 67% Posttest
Participant 7: 86% Pretest, 86% Posttest
Participant 8: 86% Pretest, 86% Posttest
Participant 9: 60% Pretest, 86% Posttest
Participant 10: 86% Pretest, 86% Posttest
Participant 11: 100% Pretest, 100% Posttest
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<tr>
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<th>Posttest</th>
<th>Pretest</th>
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<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>14.2</td>
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<td><strong>Observations</strong></td>
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<td><strong>Pearson Correlation</strong></td>
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Results

survey

WORKED WELL

“The content was not only very informational, but engaging as well, which made me enthusiastic to continue the module.”

DIDN’T WORK WELL

“The biggest drawback is determining how effective these methods can truly be in a real life setting. Being able to [go through] online practice scenarios could be a possibility.”
WORKED WELL

“I really enjoyed the videos provided with each unit. They were entertaining and made the content easier to understand.”

DIDN’T WORK WELL

“There was a bit of an overload when it came to the readings.”

WORKED WELL

“This training helped me to better help students. Now I know better ways to help identify what the students needs help with, what their learning style is and what I can do to enhance their learning process.”
Five Themes
- Engaging layout and design
- Clear objectives
- Helpful video demonstrations
- Applicable instruction
- Activities to apply learning
Conclusion

how well does it work?

Data Collected Indicates

- Peer-tutors can gain valuable education from tutor training
- If a training module contains certain features, it can work well
Conclusion

Future plans

Suggestions for Improvement

- Reduce amount of reading
- Enhance the unit activities
- Reorganize the layout of videos
- Revise content to be more clear and concise
Online training should contain:

5 areas
- engaging design
- clear objectives
- video demonstrations
- applicable instruction
- applicable activities

When creating training avoid:

2 areas
- limit the amount of reading for participants
- limit activities that don’t focus on practicing tutoring

Future research on:

1 area
- focus on mixed-reality as a method for virtual tutoring practice for online tutor training
Mahalo!

Thank you so much for your time and kōkua.

A big mahalo to my husband, Jesse, and all my family, friends, LTEC professors, critical friends, classmates, the No’eau Center staff and tutors, and Brian for the images!
Questions?