Intermediate Tutoring Theory and Practice (TUTR 1B and C)

Text/Workbook

Ms. Wolford, Instructor
Chabot College
STRUCTURING A TUTORING SESSION-REVIEW

Task: Break into groups and arrange these steps into what you think is a well-structured tutoring session. Place a number in front of each step.

1. **Identify the Underlying Thought Process** (help the tutee develop a learning strategy)
2. **Establish the Objective/Identify the Task** (encourage the tutee to initiate and identify the focus of the session)
3. **Addressing the Tasks** (conduct the tutoring session and help the tutee learn the information)
4. **Confirmation and Feedback** (confirm that content and thought process are correct)
5. **Greeting and Climate Setting-building rapport**
6. **Tutee Summary of Content**
7. **Breaking the Task into Parts**
8. **Closing and Goodbye**
9. **Tutee Summary of Underlying Thought Process**
10. **Setting an Agenda** (break session into manageable parts)

Can some of these steps be combined to make this list more accessible and easier to understand? Attempt to simplify this list. You can rename the steps.

Source: *Tutor Training Manuel*, Chandler-Gilbert Community College, Chandler, AZ
<table>
<thead>
<tr>
<th>Numbers:</th>
<th>Notes:</th>
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</thead>
<tbody>
<tr>
<td>1. How many tutees/students did I work with this week?</td>
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<td>2. How many times did I ask my tutee to explain something or complete a problem and walk me through their logic?</td>
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<td>3. How many analogies did I use this week? Which worked best?</td>
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<td>4. How many times did I use a visual or draw this week?</td>
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<td>5. How many times did I arrive on time for an appointment shift?</td>
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<td>6. Did I try anything different this week? If so, what?</td>
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<td>7. How many times did I offer a “calming” or encouraging comment?</td>
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<td>8. How many of the sessions did I enjoy? What did you do to make the session enjoyable for yourself?</td>
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<td>9. How many of the sessions could be described as frustrating? What might you do in the future?</td>
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<tr>
<td>10. How many times did I reinforce studenting skills?</td>
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</table>

What will you focus on this coming week?
Procedures Quiz

Please complete the following quiz before the next time we meet. If you do not know the answer to the question, refer to your handbook and talk with others. DO NOT ASK Learning Connection staff for answers to this quiz, especially if they are busy at the front desk or in the office. Please clearly write your answers on this sheet of paper. Be sure to include your name at the top of the quiz.

1. How does Learning Connection staff know the hours you are available?

2. How do you know when you have a tutoring appointment, or LA interaction?

3. What are you required to do if a student is chronically late or if a student misses two tutoring appointments with you?

4. What should you say and do if a student is coming unprepared (study group/LA/tutoring)?

5. What should you do if you have to miss a tutoring a time when you are scheduled?

6. Is contact information about your “tutee” available to you?

7. For your assignment, are you required to file an electronic Tutor Report form?

8. When should you put on your name badge?

9. Where do you sign out if your tutoring session (study group or individual apt) is going to take place outside of the LC?

10. How many TUTR training sessions may you miss and still qualify to work in the program?

11. For Learning Assistants only, how often should you complete your time logs?

12. In order to receive your monthly paycheck, what must you do?
The Importance of Listening

Nature gave us two ears but only one tongue, which is a gentle hint that we should listen more than we talk.

“I never learned anything while I was talking.”
This is a quote that talk show host Larry King says he thinks of regularly while interviewing people.

“To be attentive means to listen without any interpretation, without any judgment — just to listen. When you are so listening there is no boundary”

“...through listening, all separation between the observer and the observed comes to an end.”
- J. Krishnamurti, The Awakening of Intelligence

Listening is the single most important aspect of tutoring. Without it there is no way to know what the tutee needs. It is also a rare and generous gift – to listen to someone – in this media bombarded society.

Students spend 20 percent of all school related hours just listening. If television watching and one-half of conversations are included, students spend approximately 50 percent of their waking hours just listening. For those hours spent in the classroom, the amount of listening time can be almost 100 percent. Think about your own activities in college. Are most of your activities focused around listening, especially in the classroom?

How well do you really listen?

If you ask a group of students to give a one word description of listening, some would say hearing; however, hearing is physical. Listening is following and understanding the sound--it is hearing with a purpose. Good listening is built on three basic skills: attitude, attention, and adjustment. These skills are known collectively as triple-A listening.

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.

Listening is a very important skill, especially for tutors. Many tutors tend to talk too much during a tutorial session. This defeats the purpose of tutoring, which is to allow students to discover solutions for their learning needs.

Rather than turning the session into a mini-lecture, tutors must actively listen and encourage their students to become active learners. Giving a student your full attention is sometimes difficult because you start to run out of time, or you find yourself thinking about your next question; however, the time you spend actively listening to your student will result in a quality tutoring session.
<table>
<thead>
<tr>
<th>Poor Listening Habits</th>
<th>Poor Listeners...</th>
<th>Good Listeners...</th>
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<tbody>
<tr>
<td>Criticizing a speaker</td>
<td>criticize the speaker’s voice, clothes, or looks. Therefore, they decide that the speaker won’t say anything important.</td>
<td>realize that a lecture is not a popularity contest. Good listeners look for the ideas being presented, not for things to criticize.</td>
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<tr>
<td>Finding fault with the speaker</td>
<td>become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture</td>
<td>listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, then go on listening.</td>
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<tr>
<td>Allowing yourself to be distracted</td>
<td>use little distractions -- someone coughing, a pencil dropping, the door opening and closing -- as an excuse to stop listening.</td>
<td>filter out distractions and concentrate on what the speaker is saying.</td>
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<tr>
<td>Faking attention</td>
<td>look at the speaker but don’t listen. They expect to get the material from the textbook later.</td>
<td>understand that speakers talk about what they think is most important. Good listeners know that a good lecture may not contain the same information as the textbook.</td>
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<tr>
<td>Forcing every lecture into one format</td>
<td>outline the lecture in detail. The listener is so concerned with organization that he misses the content.</td>
<td>adjust their style of note-taking to the speaker’s topic and method of organization.</td>
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<tr>
<td>Listening only for facts</td>
<td>only want the facts. They consider everything else to be only the speaker's opinion.</td>
<td>want to see how the facts and examples support the speaker's ideas and arguments. Good listeners know that facts are important, because they support ideas.</td>
</tr>
<tr>
<td>Listening to only the easy material</td>
<td>think it is too difficult to follow the speaker's complicated ideas and logic. A poor listener wants entertainment, not education.</td>
<td>want to learn something new and try to understand the speaker's point. A good listener is not afraid of difficult, technical, or complicated ideas.</td>
</tr>
<tr>
<td>Calling a subject boring</td>
<td>decide a lecture is going to be dull and &quot;turn out&quot; the speaker.</td>
<td>listen closely for information that can be important and useful, even when a lecture is dull.</td>
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<tr>
<td>Overreacting to &quot;push button&quot; emotional words</td>
<td>get upset at words which trigger certain emotions -- words such as communist, income tax, Hitler or abortion. Emotion begins and listening ends.</td>
<td>hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of view.</td>
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<tr>
<td>Wasting thought speed</td>
<td>move along lazily with the speaker even though thinking is faster than speaking. A poor listener daydreams and falls behind.</td>
<td>use any extra time or pauses in the lecture to reflect on the speaker’s message. They think about what the speaker is saying, summarize the main points, and think about the next points.</td>
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</table>

Remember it is important for you to encourage your students to practice good listening skills. One way to accomplish this task is by sharing with them these useful strategies for classroom listening. Active listening is a very demanding skill that requires practice and perseverance. Once learned however, active listening is very rewarding.

Also remember, listening should be fun …

My wife says I never listen to her. At least I think that’s what she said. — Anonymous

Source: Lake Tahoe Community College Tutor Training Course handout, Janice Tait, Instructor.
Increasing Questioning and Problem-posing

Educators Dan Rothstein and Luz Santana have developed a technique called the Question Formulation Technique (QFT) to help students learn how to produce their own questions, improve them, and strategize on how to use them. Rothstein and Santana went on to write a book, Make Just One Change, about the technique and have since been featured on one of Harvard’s education podcasts. To learn more about their work, listen to the 16-minute podcast at: http://www.gse.harvard.edu/news-impact/2011/11/harvard-edcast-make-just-one-change/

The QFT has six key steps:

Step 1: Design a Question Focus. The Question Focus (QFocus) is a prompt that can be presented in the form of a statement or a visual or aural aid to focus and attract student attention and quickly stimulate the formation of questions. The QFocus is different from many traditional prompts because it is not a instructor’s question. It serves, instead, as the focus for student questions so students can, on their own, identify and explore a wide range of themes and ideas related to the QFocus. For example, after studying the causes of the 1804 Haitian revolution, one instructor presented this QFocus: “Once we were slaves. Now we are free.” The students then began generating and asking questions about what changed and what stayed the same after the revolution.

Step 2: Students Produce Questions. Students use a set of rules that provide a clear protocol for producing questions without assistance from the teacher. The four rules are:

- ask as many questions as you can;
- do not stop to discuss, judge, or answer any of the questions;
- write down every question exactly as it was stated; and
- change any statements into questions.

Before students start generating their questions, the instructor introduces the rules and asks the students to think about and discuss possible challenges in following them. Once students get to work, the rules provide a firm structure for an open-ended thinking process. Students are able to generate questions and think more broadly than they would had they not been guided by the rules.
Step 3: Students Improve Their Questions. Students then improve their questions by analyzing the differences between open- and closed-ended questions and by practicing changing one type to the other. The instructor begins this step by introducing definitions of closed- and open-ended questions. The students use the definitions to categorize the list of questions they have just produced into one of the two categories. Then, the instructor leads them through a discussion of the advantages and disadvantages of both kinds of questions. To conclude this step, the instructor asks the students to change at least one open-ended question into a closed-ended one, and vice versa. This leads students to think about how the phrasing of a question can affect the depth, quality, and value of the information they will obtain.

Step 4: Students Prioritize Their Questions. The instructor, with their lesson in mind, offers criteria or guidelines for the selection of priority questions. In an introduction to a unit, for example, the instruction might be, “Choose the three questions you most want to explore further.” When designing a science experiment, it may be, “Choose three testable questions.” An essay related to a work of fiction may require that students select “three questions related to the key themes we’ve identified in this piece.” During this phase, students move from divergent thinking to convergent thinking, zero in on the locus of their inquiry, and plan concrete action steps for getting information they need to complete the lesson or task.

Step 5: Students and Instructors Decide on Next Steps. At this stage, students and instructors work together to decide how to use the questions. One instructor, for example, presented all the groups’ priority questions to the entire class and asked them to rank their top three questions. Eventually, the class and the instructor agreed on this question for their Socratic Seminar discussion: “How do poverty and injustice lead to violence in A Tale of Two Cities?”

Step 6: Students Reflect on What They Have Learned. The instructor reviews the steps and provides students with an opportunity to review what they have learned by producing, improving, and prioritizing their questions. Making the QFT completely transparent helps students see what they have done and how it contributed to their thinking and learning. They can internalize the process and then apply it in many other settings.
12- Item Grit Scale

Directions for taking the Grit Scale: Please respond to the following 12 items. Be honest – there are no right or wrong answers!

1. I have overcome setbacks to conquer an important challenge.
   □ Very much like me
   □ Mostly like me
   □ Somewhat like me
   □ Not much like me
   □ Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*
   □ Very much like me
   □ Mostly like me
   □ Somewhat like me
   □ Not much like me
   □ Not like me at all

3. My interests change from year to year.*
   □ Very much like me
   □ Mostly like me
   □ Somewhat like me
   □ Not much like me
   □ Not like me at all

4. Setbacks don’t discourage me.
   □ Very much like me
   □ Mostly like me
   □ Somewhat like me
   □ Not much like me
   □ Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.*
   □ Very much like me
   □ Mostly like me
   □ Somewhat like me
   □ Not much like me
   □ Not like me at all

6. I am a hard worker.
   □ Very much like me
   □ Mostly like me
   □ Somewhat like me
   □ Not much like me
   □ Not like me at all
7. I often set a goal but later choose to pursue a different one.*
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.*
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

9. I finish whatever I begin.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

10. I have achieved a goal that took years of work.
    - Very much like me
    - Mostly like me
    - Somewhat like me
    - Not much like me
    - Not like me at all

11. I become interested in new pursuits every few months.*
    - Very much like me
    - Mostly like me
    - Somewhat like me
    - Not much like me
    - Not like me at all

12. I am diligent.
    - Very much like me
    - Mostly like me
    - Somewhat like me
    - Not much like me
    - Not like me at all
Scoring:
1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:

5 = Very much like me
4 = Mostly like me
3 = Somewhat like me
2 = Not much like me
1 = Not like me at all

2. For questions 2, 3, 5, 7, 8 and 11 assign the following points:

1 = Very much like me
2 = Mostly like me
3 = Somewhat like me
4 = Not much like me
5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest scale on this scale is 1 (not at all gritty).

HABITS OF MIND

(After Arthur L. Costa and Bena Kallick, Habits of Mind: A Developmental Series, Copyright © 2000)

The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.

1. **Thinking about Thinking (Metacognition):** Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others.

2. **Remaining Open to Continuous Learning:** Open to new experiences to learn from; Proud and humble enough to admit when don't know; Welcome new information on all subjects.

3. **Thinking Flexibly:** Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.

4. **Persisting:** Sticking to task at hand; Follow through to completion; Can and do remain focused.

5. **Finding Humor:** Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can.

6. **Striving for Accuracy:** Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity & craftsmanship.

7. **Listening with Understanding and Empathy:** Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings.

8. **Gathering Data through All Senses:** Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.

9. **Thinking and Communicating with Clarity and Precision:** Strive to be clear when speaking and writing; Strive be accurate to when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing.
10. **Thinking Interdependently:** Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; Willing to learn from others in reciprocal situations.

11. **Creating, Imagining, Innovating:** Think about how something might be done differently from the “norm”; Propose new ideas; Strive for originality; Consider novel suggestions others might make.

12. **Responding with Wonderment and Awe:** Intrigued by the world's beauty, nature's power and vastness for the universe; Have regard for what is awe-inspiring and can touch my heart; Open to the little and big surprises in life I see others and myself.

13. **Applying Past Knowledge to New Situations:** Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned.

14. **Questioning and Posing Problems:** Ask myself, “How do I know?”; develop a questioning attitude; Consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve.

15. **Managing Impulsivity:** Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed carefully.

16. **Taking Responsible Risks:** Willing to try something new and different; Consider doing things that are safe and sane even though new to me; Face fear of making mistakes or of coming up short and don’t let this stop me.
## SELF-ASSESSMENT OF HABITS OF MIND


### Thinking about Thinking:
work with a plan, talk to yourself

<table>
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<tr>
<th></th>
<th>Most of the time</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Not Yet</th>
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<tbody>
<tr>
<td>I can describe my previous learning and plan my learning to build upon it.</td>
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<td>I can identify the areas of my learning that I need to develop.</td>
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<td>I can describe the new learning that I will be doing.</td>
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### Remaining Open to Continuous Learning:
life-long learning, self-evaluating

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<th>Most of the time</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Not Yet</th>
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<tbody>
<tr>
<td>Learning is very important to me.</td>
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<td>I am always looking to improve myself and the learning I am doing.</td>
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<td>I see learning as an ongoing challenge throughout my life.</td>
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### Thinking Flexibly:
open mind, many answers

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<th>Most of the time</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Not Yet</th>
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<tr>
<td>I understand that there are different points of view on any one issue</td>
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<td>I can put myself in the position of others to understand their point of view</td>
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<td>When I encounter a problem in my learning and work, I can think of different ways of progressing.</td>
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<td><strong>Persisting:</strong> never give up, persevere, focus</td>
<td>Most of the time</td>
<td>Frequently</td>
<td>Sometimes</td>
<td>Not Yet</td>
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<td>I work at a task until it is finished.</td>
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<td>Those around me do not easily distract me.</td>
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<td>If something isn’t working, I don’t just give up, I think about different ways of solving the problem.</td>
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<tr>
<th><strong>Finding Humor:</strong> laugh at yourself, funny side, playful</th>
<th>Most of the time</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Not Yet</th>
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<tbody>
<tr>
<td>I can see the funny side of things that don’t go as planned. I can laugh at myself.</td>
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<td>I enjoy a good laugh in relationships and work.</td>
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<td>I don’t laugh at other people (at someone else’s expense), I laugh with them.</td>
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<tr>
<th><strong>Striving for Accuracy:</strong> check it, quality control</th>
<th>Most of the time</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Not Yet</th>
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<tbody>
<tr>
<td>I check that my information is accurate.</td>
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<tr>
<td>I regularly review my plan to ensure the work I am completing matches what has been planned.</td>
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<td>I check and revise to ensure my writing and math are clear and accurate.</td>
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<tr>
<td><strong>Listening with Understanding and Empathy:</strong> caring, attentive, respectful</td>
<td><strong>Most of the time</strong></td>
<td><strong>Frequently</strong></td>
<td><strong>Sometimes</strong></td>
<td><strong>Not Yet</strong></td>
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<td>I can listen to others without interrupting them.</td>
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<td>I listen to others and value their ideas.</td>
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<tr>
<td>I listen to others and then contribute my thoughts and ideas.</td>
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<tr>
<th><strong>Gathering Data through all the Senses:</strong> sensing, sensitive, feeling</th>
<th><strong>Most of the time</strong></th>
<th><strong>Frequently</strong></th>
<th><strong>Sometimes</strong></th>
<th><strong>Not Yet</strong></th>
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<tbody>
<tr>
<td>I like to get actively involved in what is going on around me, regardless of the activity.</td>
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<tr>
<td>I learn in many different ways.</td>
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<thead>
<tr>
<th><strong>Thinking and Communicating with Clarity and Precision:</strong> be correct</th>
<th><strong>Most of the time</strong></th>
<th><strong>Frequently</strong></th>
<th><strong>Sometimes</strong></th>
<th><strong>Not Yet</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can give reasons for liking/disliking such things as works of art.</td>
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<tr>
<td>I can give reasons for agreeing/disagreeing with a variety of opinions.</td>
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<td>When I communicate my thinking and learning to others, I do it clearly and without hesitation.</td>
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<tr>
<td><strong>Creating, imagining, and Innovating:</strong> imagining, innovative, productive</td>
<td><strong>Most of the time</strong></td>
<td><strong>Frequently</strong></td>
<td><strong>Sometimes</strong></td>
<td><strong>Not Yet</strong></td>
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<tr>
<td>I am willing to try different approaches when I am learning something new.</td>
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<tr>
<td>I can imagine the possibilities with my learning.</td>
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<tr>
<td>I can see how learning changes the way I think about things happening around me.</td>
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<tr>
<th><strong>Responding with Wonderment and Awe:</strong> passionate, wondrous, surprise</th>
<th><strong>Most of the time</strong></th>
<th><strong>Frequently</strong></th>
<th><strong>Sometimes</strong></th>
<th><strong>Not Yet</strong></th>
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<tbody>
<tr>
<td>I often see the beauty in the things around me, and I am comfortable describing it as such.</td>
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<tr>
<td>I like to stop and wonder about nature, and about things that are happening around me.</td>
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<tr>
<td>I enjoy finding things out and learning.</td>
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<tr>
<th><strong>Applying Past Knowledge to New Situations:</strong> prior knowledge</th>
<th><strong>Most of the time</strong></th>
<th><strong>Frequently</strong></th>
<th><strong>Sometimes</strong></th>
<th><strong>Not Yet</strong></th>
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<tr>
<td>I can see how my new learning builds upon my previous learning experiences.</td>
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<td>I think about my previous learning experiences when planning new learning plans.</td>
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<tr>
<td>I think about my previous learning and how this affects my new learning.</td>
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<tr>
<td><strong>Questioning and Posing Problems:</strong> interested, curious</td>
<td>Most of the time</td>
<td>Frequently</td>
<td>Sometimes</td>
<td>Not Yet</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>I can ask questions to seek understanding of what I don’t know.</td>
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<tr>
<td>I enjoy discovering what I need to find out more about and planning new learning around this.</td>
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<tr>
<td>I look for different points of view or alternative answers to the questions I have posed.</td>
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<tr>
<th><strong>Managing Impulsivity:</strong> plan, think before you act</th>
<th>Most of the time</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Not Yet</th>
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<tbody>
<tr>
<td>I develop a plan before I start work and I see the importance of this.</td>
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<tr>
<td>I spend time thinking about ways of improving my learning plans.</td>
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<tr>
<td>I refer to my plan often, and follow what I have planned to do.</td>
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<tr>
<td>I accept suggestions/negotiations to improve my learning plans and my work.</td>
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<tr>
<th><strong>Taking Responsible Risks:</strong> challenge, exploration, adventurous</th>
<th>Most of the time</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Not Yet</th>
</tr>
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<tbody>
<tr>
<td>I try out new things/learning, even when those around me are not willing to do the same.</td>
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<tr>
<td>New challenges are what I look for in my learning.</td>
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<tr>
<td>I like to share my learning with those around me.</td>
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<tr>
<td>If something isn’t working, I don’t just give up, I think about different ways of solving the problem.</td>
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Lesson Objectives:

Apply the Habits of Mind to your work on a project. You must incorporate at least eight of the habits into your project. You can choose habits you have mastered or those you need to work on. You might focus on habits that you think are most useful for your tutees.

Methodology:

The project can be created by pairs of students, small groups of students or students working alone on their own.

Suggestions:

- Produce a play or series of skits. You will perform the play/skit in class and turn in a printed script to the instructor.
- Cartoon book
- Board or card game
- Collage
- Workbook for TUTR 1A students
- Children’s book

You will decide what you’re going to create in our third class session and make a plan for how you will achieve your vision. You will form into groups if you are interested in working with other classmates. Your projects are due the last week of class. Students who choose to write a play/skits will perform their project during our last class session.
Think/Pair/Share: Habits of Mind and Personal Successes

Think about one of the successes you have achieved. Perhaps you have mastered a skill, such as shooting free throws or solving quadratic equations. Maybe you are an excellent baker. You might have accomplished a goal you set for yourself, such as graduating high school or passing a particularly difficult class.

Which of the following habits of mind led to your success in this area?

- Persisting
- Managing impulsivity
- Listening with understanding and empathy
- Thinking flexibly
- Thinking about your thinking (Metacognition)
- Striving for accuracy
- Questioning and problem posing
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Gather data through all senses
- Creating, imagining, and innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning

Explain how you demonstrated these habit(s) as you achieved your success.

Find a partner. Share your success and the habit(s) of mind that led to it. What similarities do you notice?

Reflect

What challenge are you currently facing? On the other side of this sheet, record how you can use your knowledge of habits of mind and your previous success to tackle this challenge.
Persistence-promoting Practices

- Start by activating students’ prior knowledge. Students who can connect new learning with previous knowledge will be far more likely to persist in facing learning challenges than those students for whom each concept in the material is unfamiliar.

- Break longer assignments or goals into smaller, more manageable ones so that students won’t be overwhelmed at the thought of a long project or educational goal.

- When students work in pairs or triads, they tend to do well. Working with another allows instant support when students are not sure of an answer, procedure or process.

- Nothing succeeds like success. Design activities where your students can shine, and they will want to continue the positive feelings generated by that success.

- Help students see the connection between effort and success. Often, less persistent students believe that good students somehow are just smarter or find the work easier than they do. Learning that everyone needs to work hard at times can be an epiphany for some students.

- Teach students how to accurately estimate the time that it may take them to complete a task or goal. Students who think that it will take them hours and hours to do their homework will be far more prone to quit than those students who realize that a shorter time commitment is required.

- Offer plenty of rubrics, models, samples, and demonstrations so that students know when they are on the right track.

- Have students set reasonable goals and work to achieve them. When students work to achieve a personal goal, they have a vested interest in working.

- All learning should have a clear and pragmatic purpose. Students who know why they have to complete an assignment or task will be more willing to do so if they know how it will benefit them now and in the future.

- Have students write their questions during independent work in a certain area of the board. Answer these questions at predictable intervals.
• Formative assessments serve a dual purpose. They not only let you know what your students do and do not know, but they can be useful tools in making sure that your students know exactly how to proceed to be successful. Frequent small formative assessments can be very useful tools in helping students stay on track.

• Have students work together on a class challenge to reach a specific goal. This can encourage those students who shortchange themselves, but who don’t want to let their classmates down.

• School success is not a big, flashy event. Rather, academic success lies in a pattern of small accomplishments. Work with your students to help them internalize this idea though brief class discussions, reflections, and other shared conversations.

• Some students benefit from seeing a visual representation of the sequence of assignments or tasks that they are required to do. A bar graph or chart with spaces to be filled in as students complete the various steps will make it easier for students to persist until they complete the big task.

• Praise effort, persistence, processes and strategies to build growth mindsets.

• Offer students time to reflect at the end of a lesson. Have them write responses first and then encourage them to share what went right and what caused stress during an assignment. Sharing the results of their metacognition can be a powerful way for students to learn how other students overcome their learning problems.

• Providing opportunities for students to look back on how far they have come in their learning—to review their past success—allows students to see the big picture of what they have already accomplished and encourages them to continue.

• Help students anticipate obstacles and have them consider and prepare potential solutions before the obstacles are actually realized.

• Work with your students to focus on their strengths. Once they know what they are doing right, what individual strategies work well for them, then students will be able to use those strategies and strengths to work quickly and efficiently.
Cultural Differences

“Once you understand and respect the differences between you and the student, you will be much more successful.” - Ross MacDonald

What is culture? Culture refers to the sum total of acquired values, beliefs, customs, and traditions experienced by a group as familiar and normal. It includes the way groups of people think, dress, eat, talk, and treat each other; the way they decorate and celebrate and cohabitate; the things that are most important to them, and their interpretation of right and wrong.

An overview of Education in California illustrates that our state constitutes one of the most diverse gathering of cultures in the world. This mix provides students with a rich learning opportunity, but it also creates a climate of frustration and misunderstanding.

Carmencita loves Patrick.
Patrick loves Si Lan Chen.
Xenophon loves Mary Jane.
Hildegarde loves Ben.

Lucienne loves Eric.
Giovanni loves Emma Lee.
Natasha loves Miguelito--
And Miguelito loves me.

Ring around the Maypole!
Ring around we go--
Weaving our bright ribbons
Into a rainbow! – LANGSTON HUGHES

As a tutor, you will be working with students from other cultures. One of the proud hallmarks of Lake Tahoe Community College (also true for Chabot) is its diverse student population. This diversity applies to a number of aspects of student identity, including race, ethnicity, class, gender, sexuality, age, and political and religious beliefs. The diversity of the College's student population is valued, and the College aims to create an environment that allows and encourages all students to realize their academic potential. Nevertheless, student diversity can be a source of challenge in the tutoring environment.

Tutors find themselves in a position to make a strong contribution towards bridging cultural gaps and breaking down learning barriers caused by cultural differences. But the challenges are twofold for many of our tutors. A high percentage of our tutors are foreign and minority students and often have to work through cultural misconceptions that their tutees bring to the sessions. At the same time tutors need to approach learning sessions with respect and skill that allows for the confident free exchange of ideas.

Tutors have a responsibility to Avoid Gender Bias. The best place to learn how to deal with
tutee diversity is in the tutoring environment itself. By employing the techniques and listening skills introduced in previous lessons, tutors will have a “golden opportunity” to learn how to effectively work with our diverse student population.

Tutoring Foreign Students
When tutoring foreign students you will gain an appreciation for different cultures when you establish an atmosphere of trust and acceptance. Encourage the students to talk about their family and country. If you are asked about American customs, be sensitive to the tutee’s viewpoints. What is socially acceptable in the U.S. might be unthinkable in the student’s culture. Most foreign students are eager to talk about their country and traditions. This interaction might be a valuable learning experience for you.

Some questions you might want to ask a foreign student include:

• Tell me about your travels in other countries and the U.S.
• What are your impressions of life in the U.S.?
• Why did you decide to come to Lake Tahoe Community College (Chabot)?
• Have American customs been a problem for you?
• What do you miss most about your country?

When you begin tutoring a foreign student, be aware that sometimes the student will become dependent on you for more than just tutoring. The student might see you as a much-needed new friend, or as a source of information about not only scholarly interests, but social interests. Student dependence can become an obstacle to bridging the cultural gap.

The following are general tips for working with English as a Second Language (ESL) students:

• Speak clearly, naturally and avoid using slang.
• Use repetition.
• Frequently ask the student if what you are saying makes sense.
• Ask students to become the tutor and explain the concept to you.
• Use restatement to clarify the student's response--I think you said...
• If the student does not understand you, write down what you are saying.
• If you do not understand the student, ask them to write what they are saying.
• Encourage students to read and to use their dictionaries.

Valuing the perspectives of women and men
In recent years, we have all become more aware of how deep-seated assumptions about male and female behavior and roles have affected education. These assumptions are being challenged in many ways, but some linger, unexamined and often unconscious.

Women report feeling uncomfortable in some classrooms and instructional settings because of subtle comments, which marginalize them. The automatic use of ‘he’ is one such custom and the importance of non-discriminatory language has already been stressed. Beyond this, there may be a need at times to consciously 'make room' for women’s voices. A number of studies suggest that they do not always get their fair share
of the floor in mixed discussion groups. The pattern of marginalization can extend to the kinds of examples that are used to illustrate points and the kinds of experiences that are regarded as universal or central. Conversely, some men in largely female classes or groups may feel that their perspectives and experiences are not taken seriously.

There are no easy rules for transforming perceptions; the whole society is engaged in a complex, and sometimes painful, re-thinking of many attitudes. The essential general principle is one of self-awareness. Try to be aware of, and analyze, your own assumptions and be aware of the people with whom you are dealing. This is a matter of empathy, thinking yourself into their positions. Basic good will in this area, as in all areas which involve difference, goes a long way.

Source: Lake Tahoe Community College Tutor Training course handout, Janice Tait, Instructor.

Questions

1. How is culture different than race, ethnicity and nationality?

2. How do these categories pertain to you?

3. It is said that the millennial generation is more resistant to labels and categorization than previous generations. Do you think this is a true assessment? Explain.

4. How can you, as a tutor/LA attempt to connect with tutees who are very different from you?
WHAT IS A LEARNING DISABILITY?

The learning process can be divided into 5 steps -
1. Take in information through the senses
2. Figure out what it means
3. File it into memory
4. Later withdraw it from memory and remember it
5. Feed it back to the outside world through some form of expression such as speech or writing.

For someone with a learning disability, there is a breakdown somewhere in these steps and the individual may need different or additional ways to take in information, file it into memory, or withdraw it from memory.

CHARACTERISTICS A person with a learning disability may have trouble:
• understanding what is read
• understanding math concepts
• listening
• retaining information
• with written expression
• with oral expression
• with organization

THESE LEARNING PROBLEMS ARE NOT THE RESULTS OF poor vision, poor hearing, mental retardation, physical challenges, or emotional disturbance.

FAMOUS PEOPLE WITH LEARNING DISABILITIES
♦ Albert Einstein was 4 years old before he learned to talk - he failed his first college entrance examination.
♦ Thomas Edison’s teacher told him he was too stupid to learn and his mother home taught him.
♦ Cher had difficulty in school due to a reading problem.
♦ Whoopie Goldberg also has had trouble due to dyslexia.
The three stopped and looked out at the mud and water where the clams were supposed to be. The tide was very low and the water was several yards out from shore. In between them the water was black with rotted seaweed and dead fish and rubbish lying around. Swamp flies with begging green heads buzzed angrily over the mud as they fed on the dead fish they settled on the legs of the children trying to feed on them too.

The current had been carrying the children away from the North Inlet until after an hour passed, they were seen miles out in the ocean. They kept looking back toward Drigautue, expecting at any moment to see a rescue boat. But their eyes became tired.

The next morning, after their breakfast was finished, Dorthy and Frank ran the whole distance of the bay, for they were in a hurry to see Pug and do some fishing. There he saw, in the same place where they had found him the day before, whistling the same tune, holding his net in the water catching live bait.

From: Dangerous Island; by Helen Mather-Smith Mindlin; Dodd, Mead & Company, New York; 1956.
TIPS FOR INTERACTING WITH AN LD STUDENT

1. Get Students Attention
   * establish eye contact prior to speaking (every time)

2. Keep directions short & concrete
   * as few steps at a time as possible
   * make sure they are highly understandable
   * use simple and concrete vocabulary

3. Don’t take for granted that a student understands
   * ask if there are any questions
   * remind students they can interrupt you with questions
   * ask if they know the words

4. Repeat and simplify information as necessary

5. Be patient
   * the student already has experienced a lot of frustration and discouragement

6. Don’t talk down to the student
   * they know when they are being patronized
   * they are not children
   * they may be smarter than you are

7. Establish a positive rapport
   * always be aware that you are one of the keys to the student’s academic success

8. Use a multi-sensory approach, both visual and auditory
   * Occasionally a student will overload with this approach. If so, allow them to just listen or look

9. Try to minimize auditory and visual distractions such as hallway noise or flickering lights
   * Some students are hypersensitive to fluorescent lights. If so, move near the window or an incandescent or LCD light
   * Be sure all cell phones, including yours, are turned off

10. Break down points into small steps and review often, making connections between steps

11. Use every trick you can think of
    * memory tricks like acronyms,
    * different colors for thesis, topic sentence, examples etc or in math, different steps

12. If they are dyslexic, point out spelling errors when you read assignments back to them. They will not see them. See if they can spell it aloud. Do not refer them to a dictionary.
INDICATORS OF LEARNING DISABILITIES IN STUDENT WRITING

• The student may have illegible or hard-to-read handwriting, with letters malformed or words poorly-spaced. The student may choose to print rather than write cursive. (See example on following page.)

• There may be numerous mechanical errors: spelling, punctuation, capitalization, usage, handwriting, proofing. The student may not be able to locate or correct these mechanical errors, or may make new errors in correcting the old ones.

• There may be many erasures and crossed-out words, giving evidence of painful revision and re-revision.

• There may be transpositions of letters or entire words. Syllables may be omitted from words, or entire words may be omitted from sentences. When asked to read his/her work aloud, the student may read as if the missing syllables or words were actually present.

• The student may write slowly, constantly revising and re-revising, in an attempt to avoid making mechanical errors for which she has been shamed or penalized during the school years.

• The student may demonstrate "Scorched Earth Syndrome," repeatedly discarding the current version of his essay and starting again at the very beginning.

• Successive revisions of the essay may be so different from each other that they are scarcely recognizable as different versions of the same essay.

• Because of reading or auditory processing difficulties, the student may misinterpret an assignment and produce a good essay (or exam answer) on the wrong topic.

• The student may sit down to write and not be able to produce anything at all ("blank paper syndrome"). The same student may be able to express ideas clearly and effectively when talking informally with other students or the instructor.

• The student may write slowly because of word-finding difficulties. (He may have an excellent vocabulary, but simply be unable to "think of the right word.")

• The student may have serious problems with essay organization. She may have difficulty subordinating less important ideas to more important ones; to her all ideas may appear equally important. She may have difficulty cutting out unrelated ideas from an essay; to her each idea may appear integrally related to all the others.
THE MOST IMPORTANT THINGS TO REMEMBER ABOUT TEACHING WRITING TO STUDENTS WITH LEARNING DISORDERS:

HELP THE STUDENT ANALYZE THE ASSIGNMENT AND UNDERSTAND WHY THE INSTRUCTOR MADE IT.

HELP THE STUDENT PRE-WRITE TO FIND A THESIS BEFORE TRYING TO ORGANIZE OR WRITE.

ENCOURAGE THE STUDENT TO WRITE THE BODY OF THE ESSAY BEFORE THE INTRO AND CONCLUSION.

THE STUDENT SHOULD USE A COMPUTER WHENEVER POSSIBLE.

DO WHATEVER YOU CAN TO SHARPEN THE STUDENT'S RHETORICAL CONSCIOUSNESS.

HELP STUDENTS UNDERSTAND THE RHETORICAL NEED FOR INTRO, BODY, AND CONCLUSION, IN THAT ORDER.

ENCOURAGE PEER REVIEW AND SELF-EVALUATION.

HELP STUDENTS SEE HOW FAR THEY'VE COME.
Brita Miller, Chairman

In June of last year a segment of the ABC show "20/20" focused on attention deficit disorder (ADD) in adults. Since then LDA has received a phenomenal number of telephone calls requesting further information. Therefore, the following additional information is provided.

Hallowell and Ratey have listed some of the most commonly encountered symptoms of persons with ADD, including:

1. A sense of underachievement, of not meeting one's goals (regardless of how much one has actually accomplished). We put this symptom first because it is the most common reason an adult seeks help. "I just can't get my act together" is the frequent refrain. The person may be highly accomplished by objective standards, or may be floundering, stuck with a sense of being lost in a maze, unable to capitalize on innate potential.

2. Difficulty getting organized. A major problem for most adults with ADD. Without the structure of school, without parents around to get things organized for him or her, the adults may stagger under the organizational demands of everyday obstacles. For the want of a proverbial nail -- a missed appointment, a lost check, a forgotten deadline -- their kingdom may be lost.

3. Chronic procrastination or trouble getting started. Adults with ADD associate so much anxiety with beginning a task, due to their fears that they won't do it right, that they put it off, which, of course, only adds to the anxiety around the task.

4. Many projects going simultaneously; trouble with follow-through. A corollary of #3. As one task is put off, another is taken up. By the end of the day, or week or year countless projects have been undertaken, while few have found completion.

5. A tendency to say what comes to mind without necessarily considering the timing or appropriateness of the remark. Like the child with ADD in the classroom, the adult with ADD gets carried away in enthusiasm. An idea comes and it must be spoken.

6. A restive search for high stimulation. The adult with ADD is always on the lookout for something novel, something engaging, something in the outside world that can catch up with the whirlwind that's rushing inside.

7. A tendency to be easily bored. A corollary of #6. Boredom surrounds the adult with ADD like a sink-hole, ever ready to drain off energy and leave the individual hungry for more stimulation. This can easily be misinterpreted as a lack of interest; actually it is a relative inability to sustain interest over time. As much as the person cares, his attentional focus runs too quickly.

8. Easy distractibility, trouble focusing attention, tendency to tune out or drift away in the middle of a page or a conversation, often coupled with an ability to hyperfocus is also usually present, emphasizing the fact that this is a syndrome not of attention deficit but of attention inconsistency.

9. Often creative, intuitive, highly intelligent. Not a symptom, but a trait deserving a mention. Adults with ADD often have unusually creative minds. In the midst of their disorganization and distractibility, they show flashes of brilliance. Capturing this "special something" is one of the goals of treatment.

10. Trouble in going through established channels, following proper procedure. Contrary to what one might think, this is not due to some unresolved problem with authority figures. Rather, it is a manifestation of boredom and frustration: boredom with routine ways of doing things and excitement around novel approaches, and frustration with being unable to do things the way they're supposed to be done.

11. Impatient; low tolerance for frustration. Frustration of any sort reminds the adult with ADD of all the failures in the past. "Oh no", he thinks, "here we go again." So he gets angry or withdraws. The impatience has to do with the need for stimulation and can lead others to think of the individuals as immature or insatiable.

12. Impulsive, either verbally or in action, as in impulsive spending of money, changing plans, enacting new schemes or career plans, and the like. This is one of the more dangerous of the adult symptoms, or, depending on the impulse, one of the more advantageous.\(^{(1)}\)

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**GETTING HELP**

If you identified with many of the above symptoms or if you feel that you have to be constantly vigilant so that you do not find yourself doing the above behaviors — then you may be suffering from attention deficit disorder (ADD) or some other related disorder. It may benefit you to consult individuals who specialize in the treatment of ADD in adults and discuss the behaviors and situations that seem to give you difficulty. There are a number of different kinds of treatments that can be of help in "getting your life together".

**TREATMENT OF ADD IN ADULTS**

Biological treatments, including medication, can be very helpful for many of the problem behaviors listed in the above list. The medications helpful for ADD often require frequent contact with the professional prescribing it. You should consult a professional who is knowledgeable about ADD and who will be easily available to you.

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'The College Fear Factor'

Submitted by David Moltz on November 18, 2009 - 3:00am

Despite best intentions, today's first-generation college students and their professors "misunderstand and ultimately fail one another" in the classroom, according to a new scholarly work on community college pedagogy.

The College Fear Factor, published last month by Harvard University Press, is based upon five years of observations of community college courses and interviews with students and professors by Rebecca Cox, professor of education at Seton Hall University. In her work, she tries to show how "traditional college culture" is a barrier to student success, particularly for disadvantaged students.

Why Students Are Afraid

Cox believes a mismatch exists between many students' expectations and those of their professors, and that some of the current pedagogical norms used in the classroom may be furthering this learning gap.

"Students can easily arrive at college without understanding what is expected of them and how to meet the expectations," Cox writes. "Being unprepared to meet certain expectations, however, is not the same as being unable to meet them. When students fail to follow, or even violate, rules that are taken for granted, instructors may easily interpret the source of the problem. If a student's style of participation is different from the norm, for example, an instructor may believe that the student is not as capable as the other students. Similarly, when a student fails to take the initiative to ask questions or seek assistance, an instructor may simply assume that the student is not motivated to learn."

Through her interviews with more than 120 community college students — typically first-generation — Cox notes that a "coherent picture emerged" of their professors.

"Students admitted to feeling intimidated by professors' academic knowledge and by teachers' power to assess students and assign grades," Cox writes. "Essentially, students were afraid that the professor would irrevocably confirm their academic inadequacy."

This nervousness was particularly concentrated among those students taking mathematics and composition courses, often the "portal to more exclusive classes." Citing an "underlying fear" that they would be "exposed" in front of their peers and professors "as too stupid for college classes," many of the students observed by Cox "exhibited very low tolerance for feeling confused or making mistakes" and often did not seek extra assistance to understand new skills or information. Others even deliberately skipped assignments, for fear that turning them in would earn them a poor grade and confirm their inadequacy.

Students interviewed by Cox expected their professors to present "essential facts and clear explanation of the textbook." As a result, many of these students "seemed wholly comfortable as passive recipients of professor's expert knowledge" in the traditional lecture format. Cox determined that "English classrooms may be the site that best illuminates the pedagogical disconnects, because so often the goal is for student to take on authority — at least as authors of their own writing."

In observing two freshman composition courses for an entire semester, Cox heard from many students who complained that they "were not being taught how to write." The two instructors whom she observed chose not to lecture their classes and instead opted for a more collaborative classroom experience, making students discuss readings in a round table format and having them edit one another's writing. Unfortunately, some of the students "interpreted the absence of a lecture as the absence of instruction."

"Students' firmly held expectations undermined the instructors' efforts to achieve their pedagogical goals," Cox writes. "Ultimately, students' pedagogical conception led to overt resistance and prevented them from benefiting from alternative instructional approaches, which they perceived variously as irrelevant 'b.s.,' a waste of time, or simply a lack of instruction. Similar conceptions have guided students' participation in other classroom I have observed, but the extent to which, and frequency with which, these two English instructors flouted the established paradigm for college instruction led to unusually strong resistance from their students. These two cases thus starkly spotlight a phenomenon that is pervasive in college classrooms."

How Professors Can Change

Cox observed many different instructors who had varying degrees of success with their students, using both traditional and non-traditional methods. Still, she believes the key to greater student success is not necessarily in the method of instruction but in how it is contextualized and explained.

"When instructors recognized the reasons for students' lackluster performance — whether in class or on assignments — they were much more likely to be able to shape students' beliefs and behavior," Cox writes. "In this way, the most promising pedagogical approach accomplished three crucial goals: it (a) demonstrated the instructor's competence in the field of study; (b) clarified both the instructor's expectations for student performance and the procedures for accomplishing the work; and (c) persuaded students that they were more than capable of succeeding."

Though Cox believes her research "highlights the need for college educators to consider students' goals and expectations" when designing and teaching their courses, she offers one strong caveat.

"Let me be clear: understanding students' expectations and preconceptions is not the same as adopting pedagogical strategies that confirm students' existing beliefs," Cox writes. "But without a clear sense of what students expect when they enter college classrooms, teachers may find their ability to challenge preconceived notions sufficiently to help students succeed may depend more on luck than on design."

Reactions to the Research

Cox, who talked with Inside Higher Ed about her work, said it was not her intent to give professors a "how-to guide" for engaging students or to imply that professors should always yield to the preferences of their students in developing teaching methods. She argued that professors just need to be more aware of their students' preconceived notions.

"In no way do I think that pandering to student preferences is a good idea," she said. "I just think some professors might be surprised at what student preconceptions are out there about college and their classes. I kind of shed away from presenting a cookbook with bullet points, but I did observe some things that some professors did which seemed to be helpful. One of the instructors, for instance, gave out an anonymous questionnaire to her students before the start of the semester. There are a million things like that one can do. It should be all about changing the way they look at a situation in their classrooms."

Although her research is limited to community colleges and the students she encountered were primarily first-generation or otherwise disadvantaged, Cox said the central lesson of her book is applicable at any level of higher education.

William Tierney, professor and director of the Center for Higher Education Policy Analysis at the University of Southern California, reviewed Cox's work before it was published and appreciates the emphasis it puts back on teaching.

"In terms of practice, we have a long way to go," Tierney said. "But, there are plenty of discussions about 'How do I improve my teaching? I, for one, believe faculty care a great deal about being better teachers and care about creating conditions that help them become better teachers.'

He also agrees with the fundamental point of her pedagogical argument.

"There's always been a delicate balance between teaching a topic and teaching students, especially at community colleges," Tierney said. "It's essential for us to take into account where they're coming from and where they're headed in life. We're not saying we're going to lower standards, but we need to meet students where they are."

Howard Tinberg, an English professor at Bristol Community College and former editor of the journal Teaching English in the Two-Year College, had a different take on the excerpts from Cox's work he read.

"First of all, let me say that on the face of it, Cox's observation that students and faculty may misunderstand each other is obvious," Tinberg wrote in an e-mail. "The reasons for such a misunderstanding are many and involve, no doubt, preconceived notions as to what a teaching subjects demands, as well as how a classroom ought to be conducted."

However, he went on to note that he was bothered by some of the study's implications.

"Mostly what concerns me about Cox's study is its apparent assumption that a) community college faculty by and large don't lay such a foundation in their courses and b) that community college students are likely to resist pedagogical innovation in the composition classroom," Tinberg wrote. "Our students come with varied levels of preparedness: some are more ready than others for the kind of teaching that they meet in their required composition classroom. But Cox can rest assured that community college faculty who teach composition take the time to gauge their students' preparedness and histories as writers, not to mention learning styles that those students are bringing to the class. After all, community college composition classrooms are typically small and very much, as we say, writer-centered. I would also add that most community college composition faculty are routinely in touch with academic support services, counselors and various professionals who work with many of our students who have special needs. We come to know our students well."

Community Colleges


Links:


Name: _________________________________________________

Class(es) that you tutored for: ________________________________

How often do you set objectives with students (provide a rough percentage) during a tutoring session? Please describe one instance of objective setting.

Describe the techniques you used this semester while working with students. Provide a short, specific example for each technique. You may use the back of this sheet if necessary. Were you able to model or discuss a habit of mind during a tutoring session? Provide a short, specific example here as well.
Course Assessment

Please rank the following topics according to their usefulness to you as a tutor/LA this semester.

_____ Structuring a Tutoring Session
_____ Procedures Quiz
_____ Listening Article/Class Activity
_____ Habits of Mind reading/discussion
_____ Habits of Mind Class Project
_____ Cultural Diversity Reading
_____ Cultural Diversity Discussion
_____ Learning Disabilities Handouts/Discussion
_____ “The College Fear Factor” Reading/Discussion

What topics would you like to see added to the TUTR 1A curriculum?

Are there any topics covered that you felt were not particularly useful? If so, which?

Did you find it helpful to come together with other tutors/LAs in a classroom setting once per month? Why or why not?