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From Guides to Tellers: Supporting Tutors with AI

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Land Acknowledgment

George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

[Learn more about our land acknowledgement.](#)

Agenda



PEER TUTORING AS A
MEETING



ROLE OF THE TUTOR



AI IN TUTORING

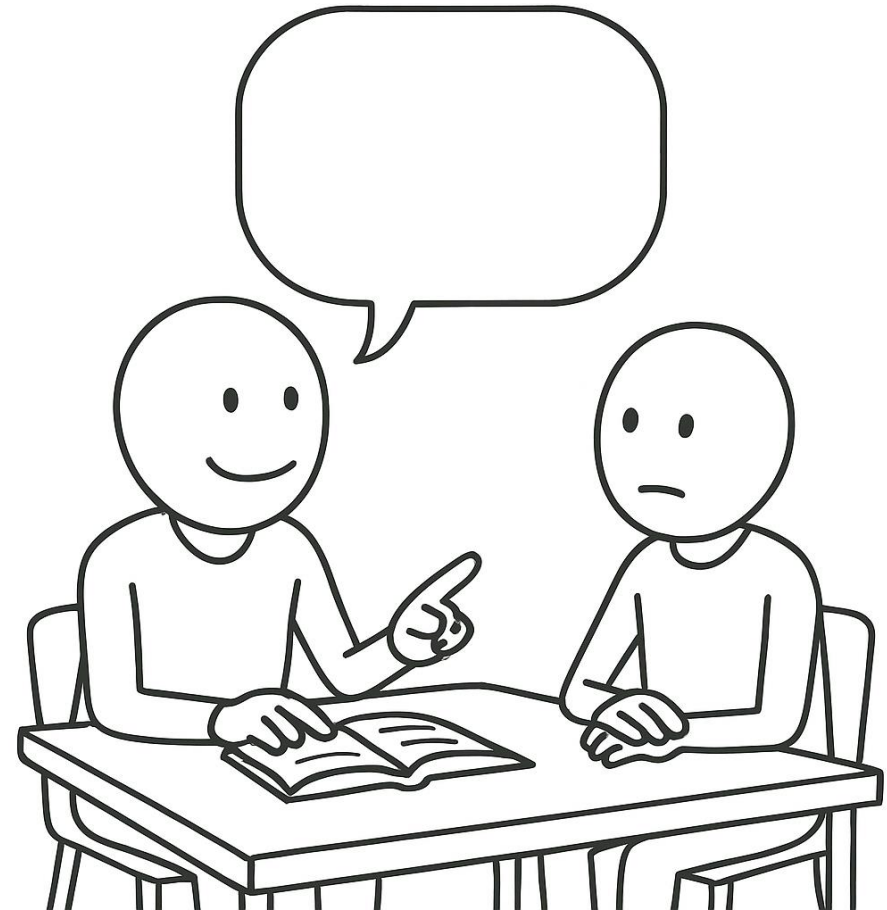
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Peer Tutoring as a Meeting



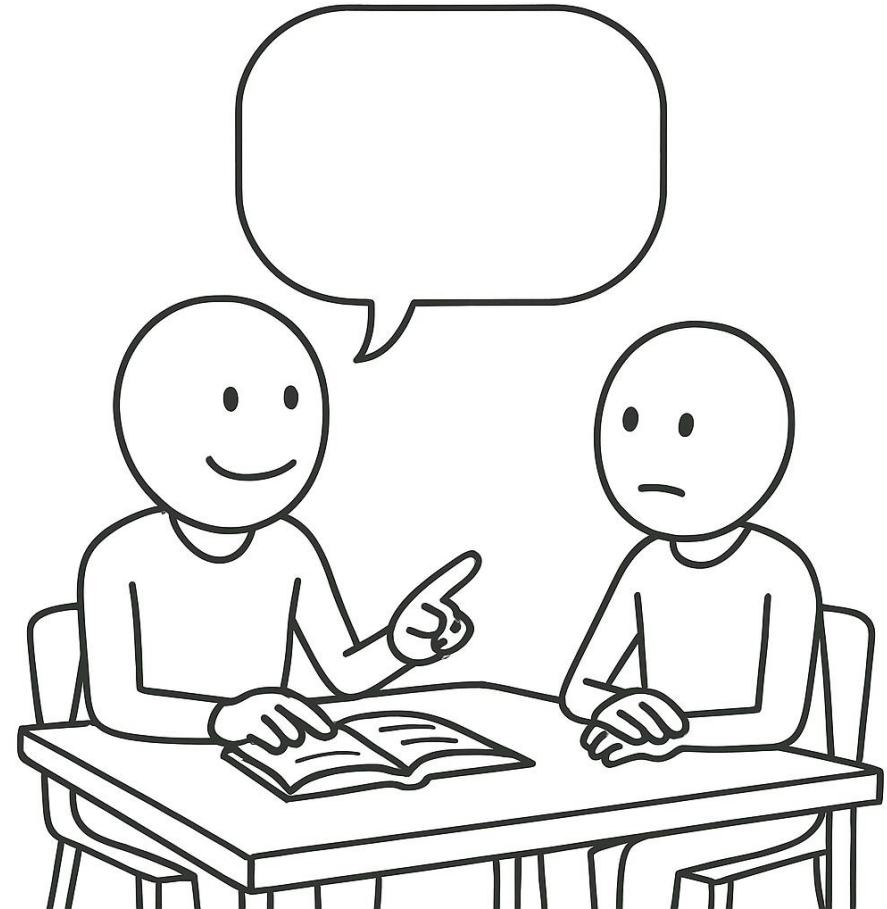
What Is Peer Tutoring? 1 of 2

- Cost-effective, academic support activity
- Benefits:
 - improved grades,
 - social trust,
 - communication,
 - self-confidence
- Works best when structured and goal-oriented



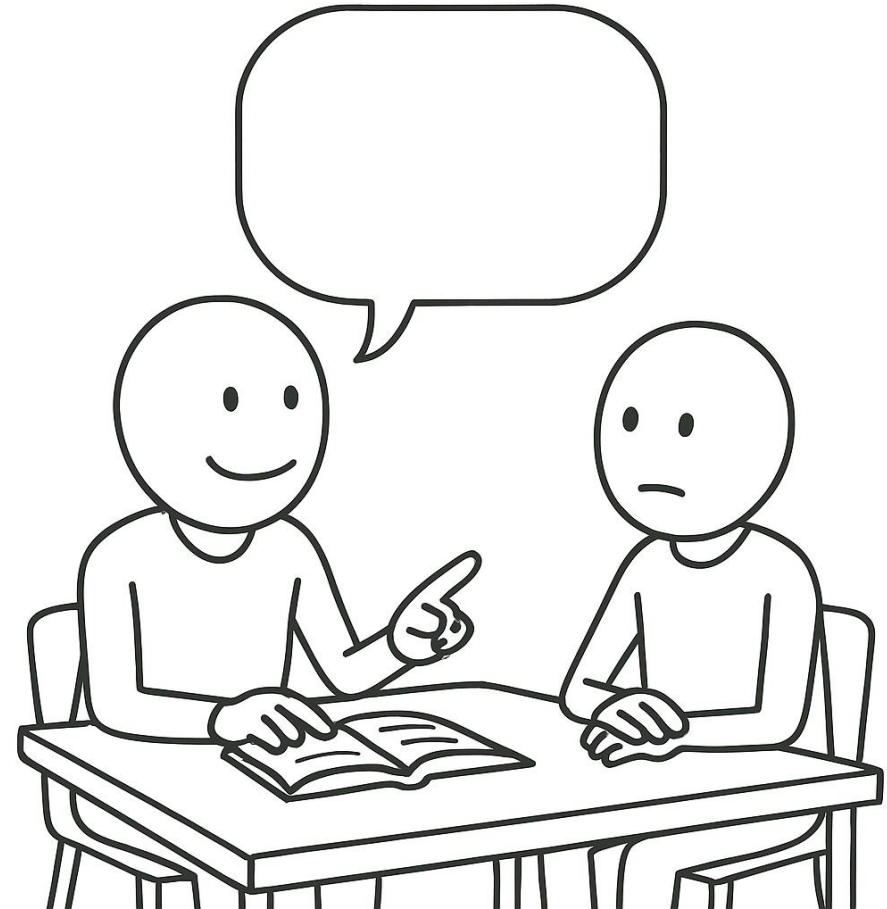
What Is Peer Tutoring? 2 of 2

- **Personalized**
 - One on one means more flexibility
- **Emotional support**
 - Closer connection
 - Trust



Peer Tutoring in Higher Education

- Popular services offered by many schools
- Organized or ad-hoc
- Example: Mobi-help at George Brown College
 - ~12 tutors/semester, ~500 students served
 - Mostly drop-in, limited tutor preparation time



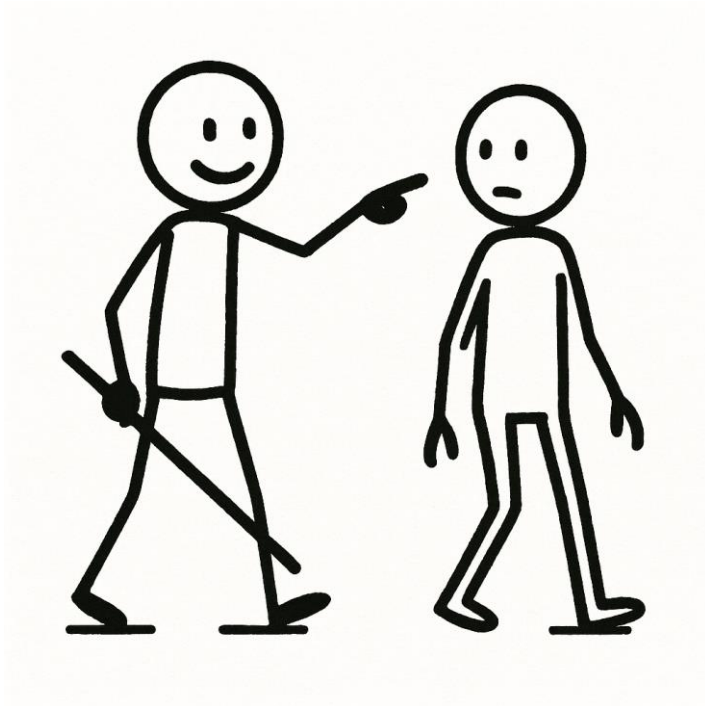
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Role of the tutor

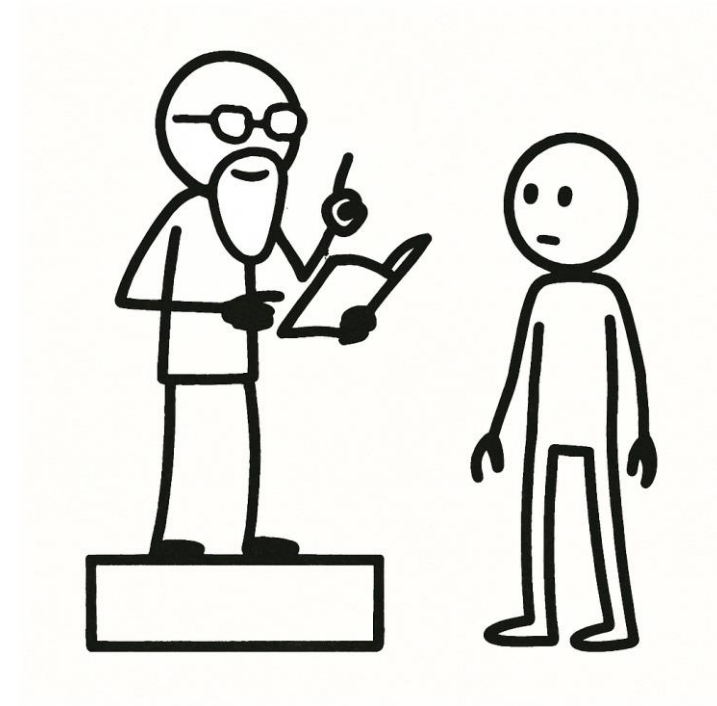


The "Teller" vs. "Guide" Paradigm

- **Guide:** Encourages reasoning, exploration, and self-assessment

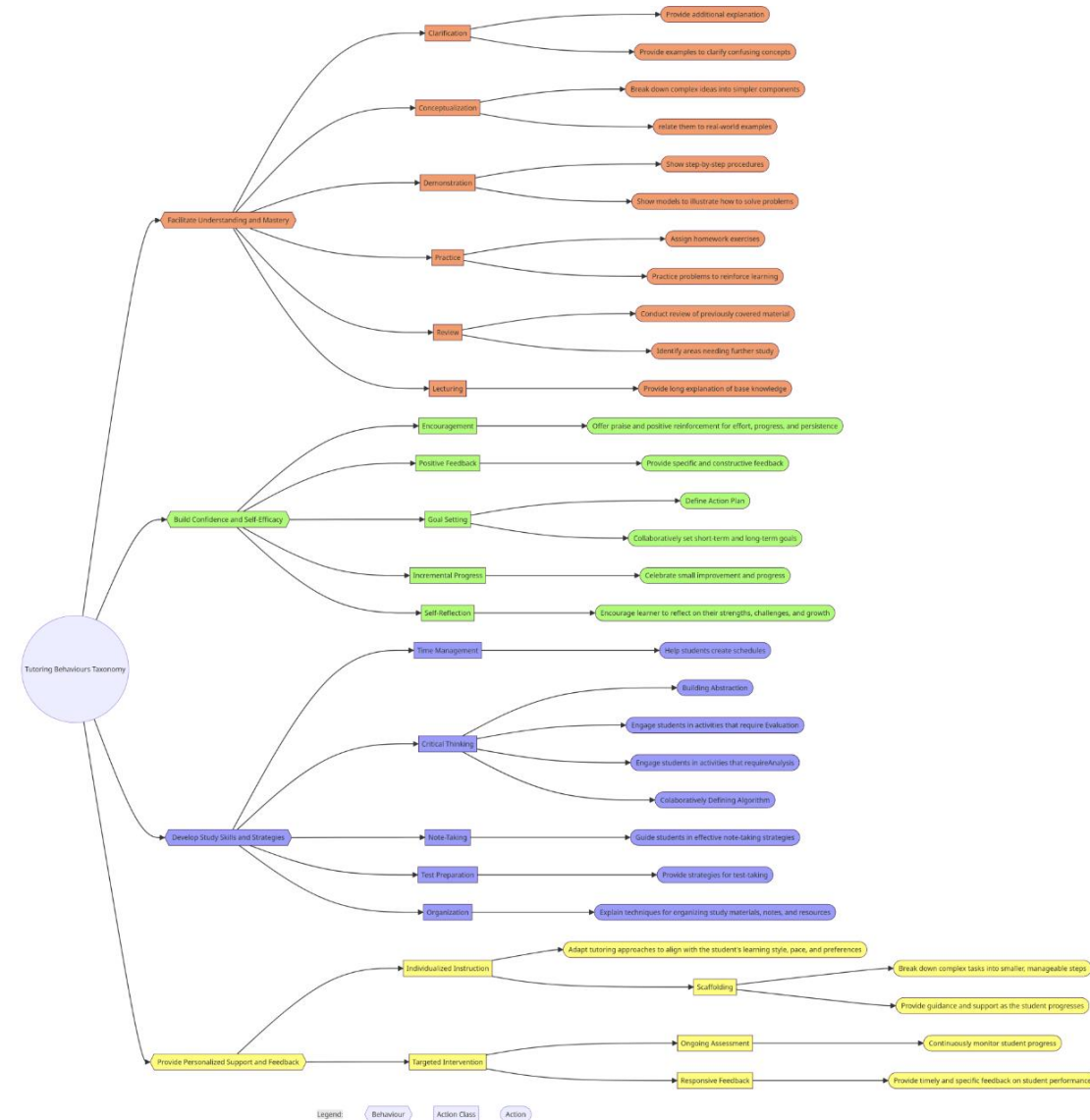


- **Teller:** Lecture-based, solution-giving



Tutoring Behaviour Taxonomy

- Distinguishes between *tutoring actions* and *tutoring behaviours*
- Focus on intent (guiding) and specific actions (e.g., formative feedback)



Challenges



Tutors are strong in content but lack pedagogical skills



Sessions often resemble mini-lectures



Missed opportunities for active engagement

Findings from Transcripts



Dominance of lecturing/demonstration



Passive learners, no knowledge checks or feedback loops



Missed pre-assessment, no session wrap-up or planning

Opportunities and Gaps



Existing systems focus on communication/matching



Lack real-time pedagogical support during tutoring

Potential Solution: Socratic Dialogue



Promotes metacognition and deeper understanding



Can be reinforced with structured prompts

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AI in tutoring

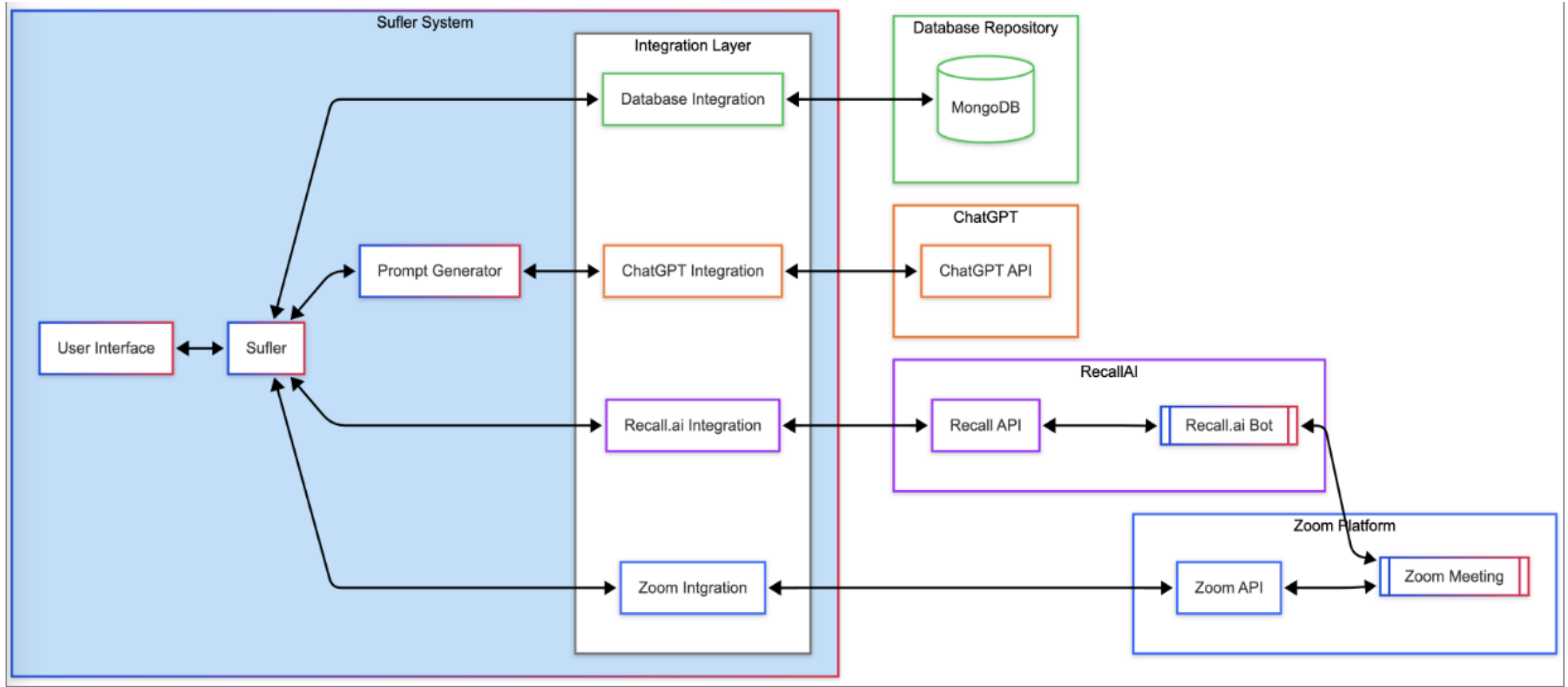


Introducing SUFLER

- AI-augmented support system for tutors
- Real-time guidance during tutoring via Zoom integration
- Uses RecallAI for transcription

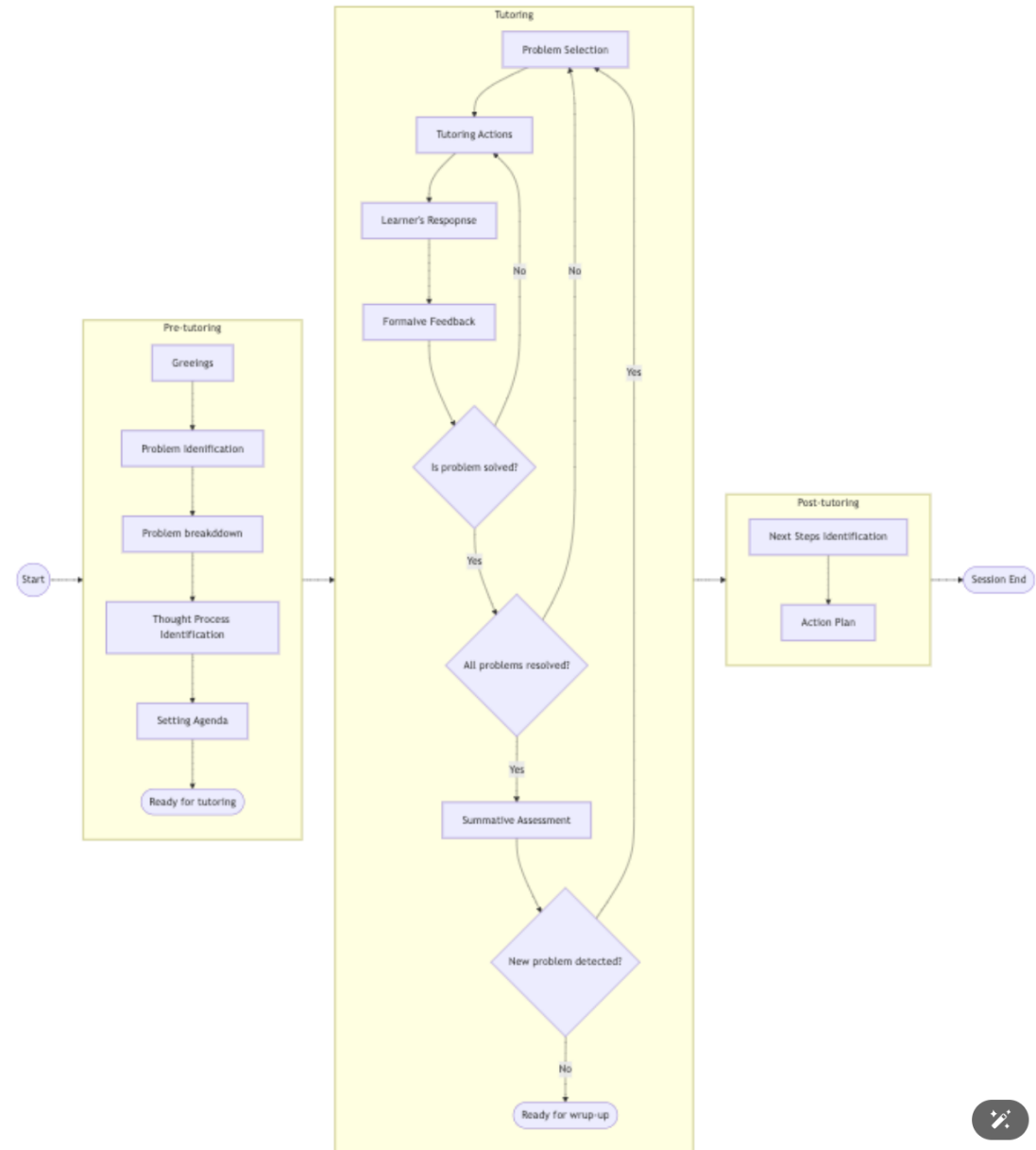


System Architecture



Tutoring session structure

- Pre-tutoring: Set structure, assess prior knowledge
- Tutoring: Prompt questions, check for understanding
- Post-tutoring: Summarize learning, suggest feedback



Limitations and Next Steps

- Small sample size, limited generalizability
- Future: Broader testing, impact measurement on learner engagement

Conclusion & Takeaways



Peer tutoring has great potential, but tutors need support



Most tutors are tellers by default due to lack of pedagogical training



AI like SUFLER can scaffold tutors toward becoming effective guides



Structured sessions, active engagement, and formative feedback are key

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Q&A



Acknowledgments

Thank you for support to:

- Mobi-help tutors and learners
- Maziar Masoudi, George Brown College
- Judi McCuaig, University of Guelph

Conference Schedule



Description	Time
Registration/Coffee/Breakfast	8:00 am - 9:00 am
Opening Remarks & Keynote	9:00 am - 10:50 am
Concurrent Session Block 1	11:00 am - 11:50 am
Lunch	11:50 am - 12:50 pm
Concurrent Session Block 2	1:00 am - 1:50 pm
Spotlight Talk Block 1	2:00 pm - 2:25 pm
Spotlight Talk Block 2	2:35 pm – 3:00 pm
Concluding Ceremonies	3:00 pm – 4:00 pm