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| Peer Tutor Passport |
| English |
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|  **Passport # 1** |
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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| This passport is designed to help you expand your familiarity with TLC resources and policies and develop your skills as a tutor. Please use your non-tutoring time in the TLC to complete this passport within one semester. It is important that you complete the first 5 goals in this passport prior to your tutor-evaluation at the end of the semester. Consult with your advisor if you have any questions or difficulties completing any of your goals, and remember to turn it in for review once you have completed all 10 goals.  |

**GOAL 1:** **Become familiar with the information provided on the TLC website.**

1. **Locate the following basic TLC information on the website and complete the web address below:**
* Contact numbers [www.georgebrown.ca/tlc](http://www.georgebrown.ca/tlc) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Hours of operation [www.georgebrown.ca/tlc](http://www.georgebrown.ca/tlc) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Workshop calendar [www.georgebrown.ca/tlc](http://www.georgebrown.ca/tlc) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Tutor Schedules [www.georgebrown.ca/tlc](http://www.georgebrown.ca/tlc) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
1. **Get to know general procedure and policies as laid out on our website:**

*Locate and read the following pages on the website.*

* Getting Started
* How to Use the TLC
* FAQs
* Student Responsibilities
* Tutor Responsibilities
1. **Use the information provided in the pages above to describe how you would respond to the following requests**.
2. A student comes in to the TLC to book an appointment and asks what they will need to bring in to get help with a research essay they’re working on.
3. A student comes into the TLC for the first time and wants to book a standing appointment for every Tuesday and Thursday with the same tutor.
4. The TLC is booked solid. You are waiting for a student who is 5 minutes late for their appointment when another student comes in who is desperate for immediate help.

**GOAL 2: Become familiar with the resources provided for tutors and students on the website:**

*Explore the resources available for tutors on* [*www.georgebrown.ca/tlc*](http://www.georgebrown.ca/tlc) *.*

What are the most useful resources for tutor-skill-development on the website?

1.

2.

3.

*Explore the resources available for students on the website*

Explore the **links** available on the website. If a student wanted to improve their skills in the following areas which specific link would you direct them to and why? **(Choose 3 or more)**

|  |  |
| --- | --- |
| Writing academic papersSummariesAPA or MLA referencesListeningGrammar and proofreading for ESL students | Grammar and proofreading for non-ESL studentsAcademic VocabularyReadingOther (please, specify) |

What **handouts** or **links** would you like to see uploaded to the website?

**GOAL 3: Develop good tutoring strategies**

Watch the following video on how to tutor a student who is not particularly interested in or focussed on her session.

 <http://www.youtube.com/watch?v=5jhswDK5HY8>

**Answer the discussion questions at the end of the video**:

1. Would a “no cell phone: sign in the TLC be effective? Why/Why not?
2. How would you set a good example at the beginning of a tutoring session?
3. What are some effective strategies for dealing with this situation?
4. What could the tutor have done differently to prevent this?

**GOAL 4: Gain competence in dealing with difficult tutoring situations**

Read the information about Difficult Tutoring Situations provided for tutors at <http://www.georgebrown.ca/tlc/tutoring/tips/> .

(You could also ask advice from more experienced tutors or your advisor).

**What is the best way to respond in the following situations? Explain your response in some detail**.

A student comes in to the TLC. She tells you right away that the only reason she’s there is because her teacher made her come. During the session she doesn’t seem willing to participate. When you ask her a question she shrugs and says – “Aren’t you the one that’s supposed to know? If you can’t help me, what am I doing here?”

A student has booked a tutoring appointment for one hour. He brings in 2 different assignments and insists that he needs help with both. After looking at the assignments, it becomes clear that there’s little chance you will have time to work on both assignments within the hour allotted.

While working on an assignment with a tutee, you see that the tutee has a lot of errors in their work. Knowing that you cannot make the corrections for the student, you try to encourage the student to revise their work, but the student just keeps saying “I don’t know”, “I hate this”, “I’ll never get it”, “I’m going to fail, maybe I should just drop the course”.

**GOAL 5: Develop your grammar skills**

The sentences below exhibit common grammar or sentence-structure problems.

**A)** Circle the problem(s) in each sentence, and if possible identify the type of problem(s) (ie: Run-on sentences, verb tense, articles, etc) and correct it. --Check your answers with your Advisor before continuing.

**B)** Choose **2 or more** of the sentences that you could not identify the problems for, or are unfamiliar with.

1. Identify an appropriate resource that would help to explain this grammar error.
2. In the space provided explain how you might help a student understand the error
3. I have studied it last year.
4. Jason took Spanish since 5 years ago.
5. I seen the girl at the store from class.
6. Important thing to remember about child is they need boundary.
7. The guilty senators could paid back their expense claims.
8. Fast food should not be taxed because it will not work, freedom of choice and addiction. *(\*The student indicates that this is their thesis)*
9. I needs some new furnitures for my house..
10. Its to hi tech for me!
11. Manny Fresh is an up and coming wrapper at Toronto.
12. They love studying grammar, they also love studying math.

**C)** Find **at least two** appropriate resources that you find helpful in reviewing/learning the grammar topics you have chosen. The resources can be from the TLC, textbook, website, worksheet from another Learning Centre, etc.

Which sentences have you chosen to discuss?

a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grammar issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Share **in detail** how you would explain how to identify and correct this problem to a tutee. Don’t forget to refer to resources that would be helpful for the student!

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grammar issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Share **in detail** how you would explain how to identify and correct this problem to a tutee. Don’t forget to refer to resources that would be helpful for the student!

**GOAL 6:** **Create a S.M.A.R.T goal for the 2nd half of the semester.**

*(Make sure to share your goal with your TLC Advisor and ask questions if needed.)*

S.M.A.R.T goals are used to ground your development and help you move forward in a measurable and realistic way.

**S**pecific – A specific goals has a better chance of being achieved. You should be able to answer WHO (is involved); WHAT (do I want to accomplish); WHEN (establish a timeline); WHICH (requirements and constraints); and WHY (purpose or benefits)

**M**easureable – You need to establish solid criteria for measuring progress toward the goal you are setting. You should be able to answer: “How will I know it has been accomplished?”

**A**ttainable – Goals need to be realistic in terms of setting an objective that you are both **willing** and **able** to work toward. Don’t confuse an ambitious goal as being unrealistic. Only you can decide just how high your goal should be.

**R**elevant –With specific goals that have concrete steps and a timeline, almost any goal is attainable. But is it worthwhile? As a tutor, how will this goal meet the needs of the TLC or TLC clients?

**T**imely – All goals should have a timeline. Goals are more attainable when grounded in a specific timeline. “Someday” is not a timeline. Set a realistic timeline and you have more opportunity to achieve your goal.

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| Write your SMART goal here: (How do you plan to improve as a tutor this semester?)  |
| In the spaces below, explain how the goal, which you’ve identified above, meets the criteria below: |
| **Specific** |  |
| **Measureable** |  |
| **Attainable** |  |
| **Relevant** |  |
| **Timely** |  |

**GOAL 7: Learn about the Principles of Adult Education**

*Search the TLC resources, website, and the internet for information to help you answer the following questions*.

**Principles of Adult Education**

What are 3 principles of Adult Education? Provide brief examples of how these principles can be applied in a tutoring session.

1.

2.

3.

**GOAL 8: Review the importance of Learning Styles**

Why is understanding learning styles important to successful tutoring?

What is your personal learning style? How might this affect your **a)** learning and **b)** your tutoring style?

Choose **one or more** learning styles that are different from your own and provide some examples of how you might tutor to that learning style.

**GOAL 9: Develop transferable work skills: Active Listening**

**Highlighting the importance of ACTIVE LISTENING.**

What is active listening? Use your previous knowledge, as well as, outside resources (e.g. the internet) to come up with a definition of *active listening*. Write the definition in the space below.

Research and write down some observable signs of *active listening*.

* *For example, eye contact.*
*
*
*
*
*
*

Why is *active listening* important for effective tutoring sessions?

**GOAL 10: Develop transferable work skills: Professionalism**

**What does PROFESSIONALISM mean to you?**

When you think of a *professional*, what are some specific characteristics and/or behaviours that come to mind?

What would professionalism look like in the TLC?

* *Being on time for your shift*
* *Being respectful to all tutees, staff and visitors to the TLC*
* *Letting your Advisor know well ahead of time of any upcoming absences*
* *Knowing the resources available at the TLC*
* *Helping new tutees sign in*
* *Answering general questions and inquiries about TLC services*
*
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*
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*

Describe at least two situations when you exhibited *professionalism* in the TLC.

1.

2.

**Reflect on your experience as a tutor.**

**As a tutor, reflection is often one of your greatest tools.**

**With that in mind what is…**

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| **…your greatest strength as a tutor?** |
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| Why do you consider it your greatest strength? |
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| How do you apply this strength when tutoring? |
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**Now, did you accomplish your Smart Goal?**

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| **…if ‘no’, why not?** |
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| If ‘yes’, how did it impact your tutoring sessions? |
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| What were the biggest obstacles you faced in achieving your SMART goal? |
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**Congratulations on completing all 10 Passport Goals!**

Please take a moment to help us continue to provide effective tutor skill development and tutoring support by answering the following survey questions:

1. Which goal(s) did you find were most helpful to your skill development?
2. Which goal(s) did you have the most difficulty completing? Why?
3. Which goal took the longest to complete? (Approximately how long in total?)
4. Which goal took the shortest time to complete? (Approximately how long in total?)
5. Do you have any questions about the content of the passports?

Please turn the completed passport in to your TLC Advisor prior to your end-of-term evaluation.

**I’m done; now what?**

If you complete your passport early, and would like to continue developing your tutoring skills during your down-time, please feel free to complete additional items. Please attach any additional work you do to this passport.

**Thank you for all your hard work and dedication!**