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## WELCOME FROM THE PLTC DIRECTOR OF PROGRAMS

Congratulations and welcome to the ranks of over 100 peer tutors at Wellesley College!

Wellesley College is an intellectually stimulating community. Like the best of those communities, it encourages students to ask for help and to offer help to others. Through this process, students participate in collaborative learning, and you, as a peer tutor, are a critical resource in that environment. Your work complements the work of the faculty through helping students – those who are facing significant difficulties, those who would like to improve their study skills, those who have a few questions, or those who would like to have sustained conversations about the course content. As you enhance the learning experience at Wellesley through being an active participant in the dialogue among students, faculty, administration and staff, you help to strengthen the bonds that unite our community in the learning process. Thank you for your participation and commitment to Wellesley's Peer Tutoring Program.

We hope you find your work as a tutor rewarding.

Roberta Schotka  
PLTC Director of Programs

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# **Tutoring Job Description & Payroll Requirements**





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## PLTC PEER TUTOR JOB DESCRIPTION

### ***PURPOSE OF JOB:***

The purpose of all tutoring at Wellesley College is to help students (tutees) become more independent learners. Tutors provide individual and/or group tutoring to students across a broad range of courses. Tutors meet with students on a short or long-term basis to clarify and review concepts taught in class, explain processes and help students solve specific problems. Tutoring is a “student-centered” activity, and as such, the emphasis and content of the tutoring sessions is determined by the student’s needs. Tutoring is a supplement to teaching, not a replacement for class attendance and participation.

### ***GOALS***

1. To help students maximize, expand, and improve their academic skills
2. To listen & respond to the academic needs of others with creativity, energy, sensitivity and patience
3. To reinforce students’ understanding of subject-specific course material
4. To share subject-specific study skills
5. To promote the services and programs of the PLTC

### ***RESPONSIBILITIES:***

1. Provide subject-specific content help to students through either individual (assigned) or small group (drop-in, help room, attached) assistance, based upon the principles and guidelines of the PLTC’s tutor training workshops.
2. Facilitate active learning by allowing the tutee to determine the content and pace of the tutoring session
3. Provide guidance and direction to tutees in order to help the student become a more independent learner.
4. Develop a schedule of available hours and submit them to the PLTC as required
5. Respond to all tutoring emails and requests within 48 hours
6. Encourage students to attend faculty office hours
7. Meet with faculty and/or liaison throughout the semester as needed to complete the 1.5 hours of content-specific training, to clarify information, etc.
8. Contact faculty member by email after the second individual tutoring session for each student to determine if continued individual tutoring is warranted. This email must be copied to the “PLTC Admin” conference.
9. Complete all required paperwork prior to the start of the semester (or hire date)
10. Maintain regular and accurate records of tutoring sessions using the TutorTrac software and/or relevant forms.
11. Sign in and out for each shift using the TutorTrac software
12. Report any Tutor Trac problems to the PLTC Administrative Assistant immediately

13. Insure that all tutees sign in and out for each tutoring session
14. Complete payroll timesheets on time as outlined in the Student Employment payroll calendar
15. Maintain confidentiality of student performance and faculty feedback, except as required for reporting purposes to the PLTC
16. Refer tutees to appropriate college offices, departments or professionals, when necessary
17. Perform other duties as assigned

### ***JOB REQUIREMENTS***

1. Eligible for work on campus as determined by the Student Employment Office
2. Maintain an overall GPA of 3.0 (B) or above with a course grade of 3.33 (B+) or above for any course you plan to tutor
3. Attend 10 hours of mandatory tutor training during your first two semesters of tutoring (this can be accomplished over one or two semesters).
4. Commit to working a minimum of five hours per week as needed (this may include group and/or individual tutoring based upon student demand)
5. Limit individual tutoring to one hour per week per assigned student unless you have received explicit authorization from the PLTC Director in advance of tutoring
6. Provide a written recommendation from your instructor or PLTC faculty liaison for each course you wish to tutor
7. Excellent verbal, written, and interpersonal communication skills.

### ***PAYMENT***

Starting pay for all tutors is \$8.50 per hour. Pay increases are dependant upon completion of required training and continued tutoring.

### ***SUPERVISION***

All tutors are supervised and evaluated by the PLTC.

## ***Hiring***

The PLTC recruits qualified tutors at the end of each semester for work the following semester. Wellesley College faculty recommend most PLTC tutors, however, we do allow students to apply independently, in which case they will need to supply written faculty recommendations (or completed faculty recommendations forms) as part of their application packet.

All tutors are required to be available to work a minimum of five hours per week through a combination of individual and group tutoring. However, in many instances, a tutor will only work 1-2 hours per week, based on student demand and Help Room schedules.

As part of the application process, all tutors must have an I-9, W4 and Direct Deposit form on file in the Student Employment Office (4th floor of Green Hall) before they are allowed to work. A Wellesley College student, only needs to fill out these forms the first time they hold a job on campus.(unless the student changes checking accounts, in which case a new direct deposit form is required) Forms are available in the Student Employment Office,

Please see the tutor job description for a complete list of job requirements and application procedures.

## ***Training***

All tutors must participate in PLTC tutor training workshops totaling 10 hours. The first three face-to-face workshops (4.25 hours) must be completed during a tutor's first semester of work. For continued employment, tutors must complete three additional face-to-face workshops (4.25 hours). Training also includes 1.5 hours of faculty led training (workshop, meeting, office hours)

We encourage tutors to complete all ten hours of training during their first semester working as a tutor, however we do allow tutors to complete their training within two semesters of employment.

Once completed, trained tutors are eligible for certification by the PLTC. Our training program is in alignment with the College Reading and Learning Association's International Tutor Program Certification initiative. Trained tutors are also eligible for job advancement and pay increases.

The PLTC will send all tutors an email regarding the tutor training schedule.

## ***The PLTC offers several types of tutoring***

**Group Tutoring** (formerly referred to as "drop-in" or "**help-room tutoring**" or "**attached tutoring**") The PLTC in collaboration with faculty selects group tutors prior to the start of the semester. You will be notified by the PLTC or your department as to the schedule and when drop-in hours begin.

**Attached Tutors** work in support of a specific course and section. This may include both group and individual tutoring depending on student need and tutor availability. Generally, the course instructors select the attached tutors to hold drop-in hours for their particular course. The PLTC or the instructor will contact you if you are chosen to be this type of tutor. You and the instructor will work out a schedule and place for the drop-in hours.

**Individual Tutoring** (formerly referred to as “**assigned tutoring**”) meet with students one-to-one. You can begin tutoring as soon as a student contacts you and you have received an email from the PLTC about the assignment. If the tutee requests more help after the second session, you are required to meet with the student’s instructor.

You may be called on many times or not at all for tutoring. It all depends on student need, and the needs vary every semester from department to department. You may contact the PLTC to have a tutee reassigned to another tutor if your schedule has become too full.

We encourage you to introduce yourself to instructors in the department and post notices in the classrooms if the instructor permits.

All tutors please check out the PLTC Tutor Conference we have placed on your FirstClass Desktop for forms, schedules, policies, lists, log sheets, and timesheet instructions and more. Most departments also have a conference that you can be added to for access to syllabi and tutoring policies.

### ***Payroll Procedures***

Timesheets and Tutor Trac log sheets are used to record and verify your work as a tutor and serve as the basis for payroll and departmental statistics. If you do not submit both the online Banner timesheets (electronically only) and the online Tutor Trac attendance log-sheets, you will not be paid for your tutoring hours.

### ***Timesheets***

The Student Employment Office requires timesheets every two weeks according to the schedule posted on the student employment web page. (As a courtesy, the PLTC will send you a copy of the timesheet calendar every semester, but it is your responsibility to submit your hours for payment).

In order to learn how to submit your time sheet, please access the Student Employment web site at <http://www.wellesley.edu/Controller/payrollwebtimestudent.html>

Please remember that the PLTC will only pay for the number of tutoring hours specified in your schedule, unless you have been pre-approved for more hours by the PLTC Director of Programs. The PLTC cannot pay you for preparation time, meetings with the professors, grading, or assisting with classes.

### ***Tutor Trac Log Sheets***

The PLTC uses the information gathered from your log sheets for institutional reporting, budget planning resource allocation and tutor certification. In order to generate accurate



data on the use of peer tutoring programs, it is important that tutors fill out the log sheets completely and submit them to the PLTC each payroll period that they tutor. Each tutor must attend a brief Tutor Trac orientation, which is available online and will be emailed to each of you.

Please remember that the number of hours reported on Tutor Trac must match the number of hours on your timesheet.



# **Tutoring Skills & Strategies**





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## PLTC PEER TUTORING GUIDELINES

- Tutors are only to help students with course work in the department from which they were hired.
- Unless asked directly by a course instructor, tutors will not share names of students attending group (help room and/or drop-in) tutoring sessions.
- Students may have up to two individual tutoring sessions per course, where applicable. After the second session, the tutor must meet with their tutee's course instructor to determine whether individual tutoring sessions may be extended beyond the second appointment.
- Tutors do not give the answers. They show tutees how to find the answers.
- The PLTC pays tutors for tutoring. We do not pay for grading papers; prep time, in-class help (unless pre-approved by the PLTC Director of Programs)
- Tutors are responsible for reporting for group (help room and/or drop-in) hours as scheduled. Tutors are permitted a maximum of three cancellations or changes per semester. If you cannot make it to your scheduled session:
  - Check with other tutors in your department to see if they can cover. A complete list of tutors is posted on PLTC tutor conference.
- Change time or night – alert your PLTC departmental faculty liaison, the other professors and the PLTC Administrative Assistant in advance of any changes. Be sure to post the change on the online conference and the front door of the meeting room. A complete list of PLTC departmental faculty liaisons is located on PLTC Tutor Conference.
- Remember that some courses prohibit tutoring, or have a specific starting date for tutoring relative to class assignments (See next page.)
- Please see course instructors or course conferences for more detailed guidance.

## FRENCH DEPARTMENT POLICY REGARDING TUTORING

### *GENERAL INFORMATION*

1. Only students taking 101, 102, 103, 201, 202, and 205 are authorized to ask the help of the students tutoring for the French Department at the PLTC during their group drop-in hours. If you need to see a tutor on a regular basis, complete a Tutor Request Form, and return it to the PLTC.
2. If you are taking any other 200-level French classes and need a tutor, your professor will ask you to work with the French House assistants, who work for the Department and have weekly office hours.
3. If you are taking a class at the 300-level, you are not authorized to ask the French House assistants to read and correct your paper. For students taking French 308, information about the guidelines governing the help they may request from the French House assistants will be provided in the course packet.

### *HOW TO WORK WITH TUTORS*

- First rule: a tutor is going to help you, not do the work for you.
- The tutors and the French House assistants are not supposed to read and correct any papers. They are supposed to answer questions you have and to help you understand parts of the course that are not clear to you.
- Tutors are not “dictionaries.” Please do not come to them with a composition that has words in English and ask them to do the work of translator.
- A violation of these rules would be equivalent to a violation of the Honor Code.

## LANGUAGE LEARNING

Veronica Darer, Spanish Department

As a member of the Spanish Department, it is a pleasure to share practices that have helped students in elementary and intermediate Spanish classes at Wellesley become the language learners they want and can be. These are “pearls of language learning wisdom,” sprinkled with a dose of what students know as “Verónica’s spiel” (a nice term for preaching). Hopefully you will find among this advice some hints to enhance the enjoyment and success of your own language learning experience at Wellesley.

Be relaxed in class. Sit back in your chair, breathe deeply, and enjoy. Let the language flow into you. Do not let your fears and anxieties become an “affective filter” (Krashen, 1982), a wall that comes between you and the language. Do not be afraid to make mistakes, they are the windows of learning. If you are in a language class in which the professor routinely calls on you and this contributes to your anxiety, talk to the professor and let him/her know that you prefer to speak only when you raise your hand.

Know that there are no language-learning shortcuts for anybody. The success of language learning is directly related to the amount of time and quantity of language input (listening/reading) and language output (speaking /writing). Think of language learning as brushing your teeth. A thorough brushing once a week is not effective. You need to incorporate brushing your teeth into your everyday schedule. In language learning, it is not possible to cram for a quiz or a written assignment the night before. It is as futile as brushing your teeth once a week. Language learning is part of your daily routine. Oh yes, including weekends (or do you skip brushing your teeth on weekends?).

Preview the material that will be presented in class, before class. Previewing means reading for comprehension, recognizing the vocabulary themes, taking notes on the forms of the language that are going to be explained and practiced, and thinking of the context in which the language is going to be used. Come to class with questions about the material. Before class do the exercises and readings in your textbook and workbook, look up the words that are important to your understanding of the material before class. Pick and choose what is important for you to learn for your own personal profession and future goals. Previewing will give you the time to relate the new information to your prior knowledge.

Review the material presented and practiced in class after class, preferably that same evening. Review the exercises, activities and practices done in class for a second time. Do those exercises and activities in your text and workbook that were not done in class. Use the language you just learned in a different context. For example, if you just learned certain verbs to talk about your daily routine, call a classmate or a friend who knows the language and let him/her know what you do everyday. Use your imagination to figure out what your favorite actor, writer, does everyday and think about it in the target language. The point is to seek out opportunities to practice and enjoy the language, either on your

own or with others. As I tell students, as you shower, walk to class, or do your exercises, you can make up a chant, a rap, a song with what you learned in class that day.

Know that you are not the only one that feels challenged. Most students tend to think they are unique and alone when coping with the rigors of learning another language. If I had a penny for every student that has told me that her classmates know so much more than she does, I would be a millionaire. There is nothing further from the truth - it is difficult for all. Do not be embarrassed to ask for help, to ask questions, to set up appointments with the professor and/or with a tutor. The questions and doubts you have are probably the same exact ones that most members in the class also have. Your classmates will be grateful you asked.

Do not be a perfectionist in class. You will not understand everything that is said in class. Do not get hung up on one phrase or word that you do not comprehend. Concentrate on listening for general understanding. As learners, we usually like to have the direct translation of every phrase and word. Also, we have the need to know the language structure and how it works, where to hook grammatical forms to the skeleton of the target language. As adult language learners we usually have what is known as a “low threshold of ambiguity,” (Omaggio, 1993). That is, we get easily frustrated when we do not understand everything and how it fits into our previous schema of language structure.

Do be a perfectionist when you do your written work. At home is when you have time to make sure you are practicing vocabulary and grammar correctly in order not to keep repeating the same mistakes until they become fossilized (Selinker, 1974) engraved in your language.

In conclusion, college level language classes usually move at a pace that is challenging for most learners. So, try to be patient when you do not know everything the first time you encounter it. You can count on seeing it again sometime soon. Trust that when you put in time and effort, you will achieve a tremendous amount of language learning.

#### References:

- Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. New York, NY: Pergamon Press, 1982.
- Omaggio, Alice H. *Teaching Language in Context*. 2nd ed. Boston, MA: Heinle & Heinle Publishers, 1993.
- Selinker, Larry. “Interlanguage.” *International Review of Applied Linguistics* 10, iii (1972): 209-31.



## NATIONAL TUTORING ASSOCIATION CODE OF ETHICS

*The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.*

1. I understand that my role as a tutor is never to do the student's work for him or her.
2. I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
3. I understand that my relationship to the student is professional and not personal.
4. I will show respect for my student's cultural background and personal value system.
5. I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
6. I will maintain accurate records of tutoring sessions as expected and required.
7. I will respect my student's personal dignity at all times.
8. I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
9. I will keep all information about the student whom I am assigned confidential.
10. I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
11. I will share any concerns I have with my supervisor.
12. I expect to learn along with my student.
13. I will keep current in both my subject area(s) and learning methodologies.
14. I will remain flexible to my approach to student learning, respectful of the various learning styles.
15. I will share techniques for improved study skills with my students.

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# **Techniques for Successful Job Performance**





## SUCCESSFUL TUTORING SESSIONS

### *ASSIGNMENT OF TUTEE AND INITIAL CONTACT*

- After receiving a Tutor Request Form from a student, the PLTC will assign a tutor and contact both the student and the tutor. It is the student's responsibility to contact you. Try to schedule the first meeting within 2-3 days of this contact.
- Agree on a time and location for the tutoring session. Choose a quiet place with plenty of workspace and few distractions: the PLTC, a library study room, or an empty classroom, rather than the LuLu or the Science Center Lounge, which can be very busy and noisy. Select a place where you can leave a message if something unforeseen happens, and you or she cannot make the meeting or will be late.
- Ask the student to bring all relevant materials, including texts, the course syllabus, and class or reading notes.
- In the initial conversation by text message, email or phone, ask the student what specific kinds of academic help she needs and what her expectations for the tutoring sessions are. Jot down notes about the concepts and skills with which she is having difficulty. Student self-analysis is an important part of the process.

### *THE FIRST SESSION*

- Get to know the student by finding out her interests and background. This is time well spent in establishing a relaxed atmosphere and helping the student feel comfortable asking for help.
- Begin to diagnose the problem by listening, observing, and questioning. You will need to help the student analyze both the course tasks and assignments, and her behaviors. Analyzing the tasks and assignments with the student may be time consuming but is very important for setting the stage for your work. Review the syllabus and texts. Look at the major and minor concepts and then the skills the student must have to complete the tasks. You might see if the student understands the discrete steps of a task. During this process, you will be working back to the basics and to where the uncertainty or questions begin. Analyzing the student's behaviors involves asking the following types of questions:
  - Are you differentiating between the critical and less relevant concepts?
  - Are you using your study time well?
  - Is the reading overwhelming or difficult to understand?
  - Are you have difficulty with writing?
  - Are your class notes detailed and complete?
- Share your responsibilities and general goals as a peer tutor. This explanation of your job and its limits will help to ensure that the student does not become over-dependent on

you. Once again ask the student what her tutoring expectations and needs are, and explain her responsibilities as a tutee. (“A Tutee’s Role in Tutoring” is on back of the “Tutor Request Form” the student completed. You might want to review this with the student.)

- Set short-term goals for the session and be clear about the amount of time you have to work together. Tutoring sessions are usually one hour long. Work with the student for about 50 minutes and save 5-10 minutes for record keeping and notes to yourself about future work together.
- Consider whether the difficulties are specifically defined by the subject or involve broader study skills problems. You may always refer a student to the PLTC Director of Programs or her dorm APT for a more detailed study skill evaluation.
- Be sure to log –in and out of TutorTrac for both you and the student. This is the basis for your payroll.

### ***SUBSEQUENT SESSIONS***

- Be prepared and plan ahead.
- Follow up on previous sessions by asking specific questions about course assignments or what you suggested the student do at the end of the last session.
- At the beginning of each session establish priorities, set clear goals, and agree on the amount of time you will work together. Although you might discuss long-term goals with the student, you need to focus on short-term goals.
- Take time at the end of each session to review what you have covered and to clarify the tutee's next steps and specific study goals.
- Be a role model of an efficient student by being on time for appointments, coming to meetings prepared, setting goals, and keeping to the schedule.
- After two sessions, you need to inform the student’s instructor if the student wants additional tutoring. Encourage the student to continue to attend faculty office hours.



## THE TUTEE'S ACTIVE INVOLVEMENT

*Research shows that active involvement enhances learning and leads to independence. Your job is to suggest ways a student can be actively involved and then to model those learning behaviors. (Remember that during the tutoring session the tutee, not you, should be doing the work.) Here are some suggestions.*

- Probe the student's background knowledge and help her to connect the new to the known. One of the critical elements in understanding is the information or data a student already holds in her memory. A student brings this knowledge to the task and then constructs new knowledge or restructures existing knowledge.
- Teach the student to ask questions, predict, and then seek answers. These mental processes of asking and seeking allow students to build meaning over time and as more information is added. The focus of tutoring becomes learning how to learn rather than just finding answers.
- Show the student how to set clear purposes for learning. Have the student analyze her class and task. Having a purpose for reading, studying, or thinking influences what one understands and learns.
- Teach the student to think about her own thinking and how she learns. Effective learners consciously monitor their thinking and control it through implementing a wide range of strategies. Consider demonstrating how to "think aloud." For example, you might model out loud the way you generate questions as you read and then predict and seek the answers. You might also share some mistakes you have made, how you learned from them, and how you monitored for further difficulties.
- Ask the student to verbalize, rephrase, and summarize what you have explained and what they have learned. Putting information into one's own words solidifies understanding and helps memory.
- Focus on organization of ideas (as well as time, space and materials). Problems may occur because a student does not understand: 1) how to arrange information according to meaningful classifications, 2) how to fit the new information into what she already holds in her memory, or 3) how the author uses organization to represent ideas and meet a particular purpose. Consider using graphic organizers or maps as another way of presenting the organization of information.



## EFFECTIVE TUTORING BEHAVIORS

1. Be friendly. This seems obvious, but remember that some students feel very uncomfortable and insecure about asking for help. Being friendly is the first step in helping students feel comfortable and welcome.
2. Be clever, creative, and flexible. Tutoring is hard because you have to constantly devise new ways of presenting information and strategies, as well as ways to have the student practice.
3. Be patient (and encourage the student to be patient). Learning takes time.
4. Build confidence. Do not always focus on what the student is doing wrong but give equal time to what the student is doing right.
5. Be sensitive, respectful, and understanding. If learning is partially dependent on background knowledge and experiences, you might need to consider a student's racial, ethnic or cultural background.
6. Empathize with your students. One of the reasons peer tutoring works so well is that tutors can share their recent experiences in learning a new concept or skill, making mistakes, feeling pressured, and struggling with learning.
7. Do not be afraid to make mistakes and admit that you do not know. Mistakes are a necessary part of learning and discussing them is an excellent teaching tool.
8. Do not feel guilty if your tutee does not do well on an assignment or task. Review what she did well, the mistakes she made, and the next steps to getting back on track.
9. Maintain confidentiality about students and professors. Be careful of where conversations take place and who might be listening.
10. Be dependable. Be on time for your tutoring appointments and expect the same from the tutee.
11. Be organized. Prepare material for your tutoring sessions. Log tutoring contacts regularly.
12. Be professional. This includes being respectful of professors. Help students develop constructive strategies for dealing with issues or frustrations they might have with professors.





## THE TUTEE'S ROLE IN TUTORING

*The following is a handout that all students receive when they complete a Tutor Request Form.*

Wellesley peer tutors are knowledgeable, approachable and patient. They are available to help students understand course material, to answer questions and to offer suggestions for studying and learning. Please help them by following these Tips for Tutees:

### ***COME PREPARED***

1. Bring all relevant material to the tutoring session (e.g., textbook, lecture notes, assignments, problems, lab books, paper drafts, past tests, etc.).
2. Do the assigned reading and homework before the session.
3. Set reasonable goals for both short and long-term work. Write them down. Share with the tutor and revise, if necessary.
4. Have specific concepts or questions ready to discuss with the tutor.

### ***ACTIVELY PARTICIPATE***

1. Ask the tutor to explain not only specific concepts but also how she studies for similar courses.
2. Stop the tutor if she is going too fast or telling you too much.
3. Do not be afraid to say "I still don't get it, let's do it again."
4. Review the material on your own soon after the session.
5. Talk with other students and consider participating in a study group.
6. Do not expect the tutor to do your work for you!
7. Attend all classes and take advantage of your professor's office hours.
8. Do not wait until the last minute to get help for a test or assignment.

### ***IF YOU WORK WITH A GROUP TUTOR:***

1. Arrive early.
2. Be patient while a tutor works with other students.
3. Collaborate with other students while waiting for help.





## TUTORING TECHNIQUES

### ***MODEL CLEAR THINKING***

- Prepare for the tutoring session and take time during the session to gather and clarify your thoughts.

### ***MODEL STRATEGIC THINKING AND LEARNING***

- Share a wide range of strategies that you and others have found effective and explain that developing effective strategies leads to independence.
- There are many study skills that are discipline specific, so part of your job is helping students understand and practice how to read, write, and study effectively for that specific discipline. For example, share memorization techniques and tricks that work for you or others and might be specific to the discipline.
- Make sure you build on the skills and strategies that the tutee is already using. Research suggests that if a student has a strategy that is partially working, it is more effective to help the student adapt, adjust or refine that strategy, rather than introducing a new strategy.
- Suggest a variety of ways the student might practice and apply what she is learning.
- Do not do the work for the student. Your tutee needs to understand that your job is to help her develop effective learning strategies and find answers for herself, not to give her the answers. In this process you will need to focus both on asking questions and on modeling clear thinking, strategies, and behaviors.
- Do not hold a pencil. This is hard to do, but is important. All the writing should be done by the tutee to make sure she is doing the work.

### ***LISTEN AND OBSERVE***

- Ask a lot of questions. Monitor how much you talk and your tutee talks. Think about ways to ask questions and then how to follow-up on those questions to both diagnose the problem and guide the tutee's understanding and learning. Consider your wait time after asking a question, and consider appropriate ways to answer a student's question with another question.

### ***MONITOR YOUR COMMUNICATION WITH YOUR TUTEE***

- You may use certain words or phrases that may mean something entirely different or may mean nothing at all to your tutee. Think about the subtle as well as more obvious ways you communicate information. Consider your body language, nonverbal communication, tone of voice, pace, and wait time when you ask questions.

### ***FOCUS ON CRITICAL VOCABULARY***

- Confusion often can be traced back to misunderstandings about the major vocabulary of a discipline.

### ***CONSIDER LEARNING STYLE***

- Both you and your tutee have a preferred style of taking-in and conveying information. Your learning styles may be similar or different. Think about ways to share information in several different formats, for example auditory, visually, or kinesthetically. The PLTC Director of Programs can help you explore learning styles for more effective tutoring.
- Consider ways of breaking ideas and tasks into smaller parts and ways of making the information or skills as concrete as possible. Try to think about a teaching progression that moves from the concrete to the semi-concrete to the abstract.

### ***ENCOURAGE GOOD STUDY BEHAVIORS***

- Review lecture notes with your tutee to determine whether she is differentiating the key information from the less relevant or organizing information in a logical and effective way. Teach ways to take notes more effectively.
- Suggest that the student join a study group. Study groups help everyone, those who are working successfully in a course and those struggling.
- Encourage the student to attend the professor's weekly office hours. It is important to continue asking the professor for help even when a student is working with a tutor.
- Suggest that your tutee attend the APT Study Skills Workshops given throughout the semester in the residence halls.
- Consider whether the tutee's difficulties might be the result of a language-based problem. If the tutee is not a native speaker of English or you think she may have learning issues, encourage her to seek help by meeting with the PLTC Director of Programs or the Director of the Writing Program.

### ***LEARN FROM YOUR FELLOW TUTORS***

- Talk with other tutors about their approaches and strategies that work.
- Brainstorm alternatives, but remember to maintain confidentiality about specific students.



***BE PATIENT***

It is often tempting to give the tutee the answer to a difficult problem, but this approach is not beneficial. Instead, try giving hints in the form of questions. Ask questions to help the tutee progress step-by-step. This technique helps the tutee reason through the problems. If the tutee is still struggling, ask her to explain the basic concepts to you. Often this will make the tutee realize her mistakes.

***BE UNDERSTANDING***

Determine the tutee's background knowledge by asking review questions. It is also helpful to examine mistakes the tutee has made on previous homework or exams to see if there is a pattern. Try to approach the problem from the tutee's perspective. Ask to see the tutee's notes and listen fully to the tutee's question before answering it. However, do not engage in negative conversations about the professor. Remembering your own experience, have realistic expectations and do not cover too much information in one session.

***MAKE THE TUTEE FEEL COMFORTABLE***

Because many students are apprehensive about seeking help, it is important that tutees feel comfortable. Start with questions you know the tutee can answer to build confidence. Talk positive to the tutee, congratulate her for the material she does know, and praise improvement. Never laugh or make fun of a tutee, but a little bit of humor helps to ease the frustration. Make good eye contact and do not talk too fast. Most importantly be friendly, flexible, and punctual.

***EXPLAIN THINGS MULTIPLE WAYS***

If a student does not understand something, try to explain it another way. Relating concepts to practical examples often makes the concepts easier to grasp. Ask the tutee the main idea of the section and try using visual aids such as analogies and diagrams. When problem solving, break down your process into small steps. Have the tutee write as much as possible and encourage her to repeat what you have explained. Then ask the tutee to apply these steps to another problem without your assistance.

***ASK FOR ADDITIONAL INSTRUCTIONS FROM THE DEPARTMENT***

Ask the department at the beginning of the semester for a copy of the syllabus. Also, ask if there is a particular topic that usually gives students the most difficulty and where this topic falls in the syllabus. Do not forget to use your own notes and textbooks to help the student figure out the problem and if you are not sure about something double-check it before you suggest the solution.

***ESPECIALLY FOR GROUP TUTORS***

In drop-in sessions make each tutee feel equally important. Help one student at a time; however, if the number of students overwhelms you suggest that they work together. Do not

be afraid to tell a tutee that she needs to work on her own first and encourage all tutees to prepare specific questions. If a student is really struggling in a drop-in tutoring session, suggest that she request a one-on-one tutor.

***ESPECIALLY FOR INDIVIDUAL TUTORS***

Plan each session in order to maximize tutoring time. Ask the tutee by email before the session exactly what she is having difficulty with so that you can plan the session accordingly. Make a list of what the tutee wants you to cover and a study guide of the important aspects of each lesson. Spend the last five minutes of the session planning for next week.



## THE ART OF QUESTIONING

### ***QUESTION - WHAT CAN I DO IF:***

- I am having difficulty determining the tutee's specific needs.
- I am having difficulty determining what she knows from what is unclear?
- The tutee seems to be passive and uninvolved?
- I want the tutee to focus on process as well as a final answer or product?
- the tutee is not drawing on her prior knowledge or experience?
- I find myself giving long explanations and doing all the talking?
- The tutee is becoming too dependent on me?

### ***SUGGESTION: USE A QUESTIONING STRATEGY***

The ability to ask probing questions is critical for a tutor. An effective questioning strategy challenges the tutee to become more active in her learning process and helps both the tutor and tutee determine the level of understanding, diagnose the problem areas, and move toward next steps and solutions. Often answering a tutee's question with another question guides her to think critically, discover answers, and solve problems on her own. Questions help to focus the session on the tutee's knowledge rather than a display of the tutor's knowledge or lengthy explanations.

### ***PREFACE QUESTIONS***

Preface questions allow the tutor to gather necessary information and establish a good rapport with the tutee.

- What is your name, dorm, etc.?
- Who is your instructor?
- Have you taken other courses in the discipline?
- How can I help you?

### ***PACE QUESTIONS***

Pace questions allow the tutor to set a reasonable pace for the session. By determining what the tutee already knows, the tutor can decide on what to accomplish in the available time.

- What can you tell me about ...?
- Tell me everything you know about ....?

### ***PROBE QUESTIONS***

Probe questions allow the tutor to determine more specifically, what the tutee knows and the information or concepts about which she is unclear. They help the tutee maintain a searching attitude. Probe questions begin with what the student knows and move toward the unknown. Usually most of the tutoring session is at the probe level.

- Why?
- Can you give me reasons for that?
- What makes you think so?
- Can you tell me more about that?

- Can you give me examples?
- Would you explain what you mean by ...?

### ***PROD QUESTIONS***

Prod questions encourage the tutee to guess. Guessing or generating hypotheses and then testing them is critical in the comprehension and learning process.

- If you had to guess, what would you say?
- What do you think it is?
- What do you feel it is?
- What might you conclude from ...?
- Can you guess why ... happened?

### ***PROMPT QUESTIONS***

Prompt questions provide hints or explanations in the form of questions. These questions help the tutee discover the answer.

- What do you suppose would happen if ...?
- Does this follow...?

### ***PROCESS QUESTIONS***

Process questions challenge the tutee to expand or extend her thinking about the information. For example, they ask the tutee to compare, contrast, integrate, combine, or evaluate information and propose or plan a next step.

- We may have enough examples. What do they have in common?
- How would you compare or contrast this concept with ...?
- How does this concept fit into the overall scheme of the course?
- What would you do if ...? or What would happen if ...?
- Can you work through some examples of this?
- Do you feel you can work on this next assignment?

At the end of every tutoring session it is important to ask the tutee to **SUMMARIZE** the important points in the session and **DETERMINE SEVERAL NEXT STEPS** toward addressing the work in the course. Restating PACE questions is a good way to do this.

- Now what can you tell me about ...?
- Now tell me everything you know about ....

### **NOTE:**

You might not go through all the levels of questions in one session, but make sure you include some process questions. You might also skip back and forth between levels. Sometimes an explanation rather than a question is the best approach, but you might try to offer the explanation in a question form.

*(This questioning strategy was adapted from training information from the Educational Resource Center at Tulane University, the Center for Academic Support at the University of New Mexico and Chemeketa Community College in Salem, Oregon.)*





## THE SKILL OF PUBLIC SPEAKING SUGGESTIONS FOR TUTORS

### ***QUESTION - WHAT CAN I DO IF:***

1. My communication with a tutee is not working?
2. I find myself giving long explanations and doing all the talking?
3. I'm having difficulty determining the tutee's specific needs?

The ability to ask probing questions is critical for a tutor. (Please refer to the handout, 'The Art of Questioning.') Successful tutors must also depend on oral communication to teach subject-specific course material and study skills, answer questions, provide feedback to students and professors, and help students maximize their knowledge and skills. This handout provides suggestions for oral communication for tutors. Meet with a Public Speaking Tutor if you would like to improve your skills.

### ***PREPARATION FOR TUTORING SESSIONS***

- Prepare and organize materials ahead of time. To speak clearly and concisely during a session and present information logically and clearly, a tutor needs to be well informed about the course. This takes prior preparation (practice, practice, practice...).
- Outline the few essential points you intend to cover.
- Develop thoughtful questions. Be prepared to debate, address controversial questions, play devil's advocate, admit when you don't have an answer, and make the tutee think beyond the assignment.
- Think about ways to organize a tutoring session (for example sequential such as time, place, importance; cause and effect; problem and solution; comparison and contrast; theory to practice; specific to general).
- Consider ways to start a session: discuss objectives of the assignment; ask a question or ask what questions the tutee has; highlight a section of the text.
- Consider ways to end a session: summarize; review what the tutee has done well; suggest an answer or approach; ask a question; review next steps.

### ***COMMUNICATION WITH TUTEE DURING SESSIONS***

- Begin the session with the objectives of the tutoring and a basic overview of the topic.
- Ask questions to diagnose the tutee's strengths and areas of need.
- Monitor how much you and the tutee talk. Remember to talk to a tutee and not at her.
- Ask questions and wait for responses. Remember this is leading a discussion and not a solo presentation.
- Encourage questions and anticipate a range of responses. Do not impose your own opinion.
- Be careful not to make the question harder than it really is – simple answers are often all that the tutee wants. If in doubt, ask for clarification.
- Stay flexible but keep the conversation on topic. Stay organized during the discussion, yet be flexible enough to accommodate unplanned relevant topics that may come up.
- Be confident, enthusiastic and positive. Make good eye contact. Be relaxed and open to ideas and responses. Do not be afraid of moments of silence.

- If you don't know the answer, don't bluff. Admit that you don't know and refer the student to the professor. (Remember, you are not the professor, but rather compliment his or her work.)
- Verbal communication skills rely on volume, speed, pauses, pitch, inflection, and emphasis. If you need a moment to gather your thoughts, simply pause. Don't rush to answer. Pauses can be powerful and give you time to formulate an answer. Avoid verbal fillers such as "Uh, umm, like, you know, OK."
- Non-verbal communication skills are as important in one-on-one sessions as group presentations. Consider eye contact, facial expressions, gestures, posture, movement, and nervous mannerisms.
- Think about humor and wit to engage the tutee.

### ***COMMUNICATION WITH PROFESSORS***

- Keep notes on sessions so you can communicate clearly with professors.
- Think about what you want to say and how you want to say it before meeting with a professor.
- Consider your choice of words and your non-verbal communication. Your goal is to be clear, concise and focused.

### ***CHECKLIST FOR SUCCESSFUL SPEAKING AS A TUTOR***

When I communicate with a tutee (or professor), I:

1. understand the objective of the session and keep them in mind throughout the session
2. have a clear focus on essential points
3. use well reasoned and clear arguments
4. provide a clear sequence of ideas that are easy to follow
5. provide an appropriate repetition of ideas
6. use an appropriate delivery: voice, gestures, mannerisms
7. use appropriate humor
8. use appropriate visual aids
9. avoid verbal fillers
10. provide adequate summary of relevant points



## TYPICAL TUTORING PROBLEMS

### ***A TUTEE WHO FAILS TO SHOW UP FOR AN APPOINTMENT:***

- Call the tutee and set up another appointment. Stress her responsibility to let you know ahead of time if she can't keep an appointment. If it continues, consider ending the tutoring.

### ***A TUTEE WHO IS LATE FOR AN APPOINTMENT:***

- Clearly state the tutee's responsibilities
- Inform the student that she may lose her tutoring privileges
- If lateness continues speak to the PLTC Director of Programs who will consider ending the tutoring.

### ***A TUTEE WHO IS NOT PREPARED FOR THE SESSION OR IS SHOWING LITTLE EFFORT:***

- Students may be unprepared at the first session because they don't understand what tutoring is all about. A well-structured first session can eliminate this problem.
- Review with the student the "Tutee's Role in Tutoring" form which is attached to the "Tutor Request" forms and in this handbook
- If your tutee continues to be unprepared or shows little effort, explain her commitment and responsibilities to tutoring, as well as yours. The tutee needs to make a commitment to prepare for the tutoring sessions and to show some real effort. Talk with her about this and remember to let her do the work.
- Consider talking with the course professor.
- You also might try rescheduling one appointment to make it clear you will only work with her if she comes prepared.

### ***AN ANGRY STUDENT OR ONE WHO IS OVERLY DEMANDING:***

- Some students might get very frustrated and even angry if they do not understand your explanations or cannot apply your suggestions. Be patient.
- Try analyzing the concept or task in more detail to see where the problem really occurs.
- Go back to basics. Try another method.
- Share your responsibilities and general goals as a peer tutor. Be sure she understands the limits of your job responsibilities.
- Encourage her to meet with her professor.

### ***A TUTEE DEMANDING AN IMMEDIATE SESSION WHEN YOU DO NOT HAVE TIME:***

- It is always hard to say no. Make sure you schedule a meeting as soon as possible so the tutee understands that you are not refusing her request, but rather coordinating her needs with yours.

### ***A TUTEE WHOSE ACADEMIC DIFFICULTIES APPEAR MORE EXTENSIVE THAN JUST THAT ONE COURSE:***

- Do not hesitate to refer students to an APT or the PLTC Director of Programs for an extensive study skill evaluation.

- If you are having difficulty helping the tutee with a problem, ask her to see her course instructor.
- As a tutor, you are there to help facilitate learning, but the instructor has the ultimate responsibility. Check the referral list for other suggestions.

***A TUTEE THAT IS BECOMING TOO DEPENDENT:***

- If you feel your tutee is becoming over-dependent on you or you are too involved with her needs, begin by reviewing your responsibilities and goals with her. This explanation might help her to see the limits of your job as a peer tutor.
- Consider ways you can wean the student by doing less and less for her. You might need to suggest another tutor. Remember that as a tutor you must learn how to maintain professional objectivity.

***A TUTEE WHO COMPLAINS ABOUT THE PROFESSOR:***

- Do not allow a session to become a complaint fest. You may need to take some time to calm down a student or discuss her options, but quickly refocus on the tutoring tasks.
- Do not share your personal feelings about faculty members.

***DURING GROUP TUTORING DROP-IN HOURS, TOO MANY STUDENTS ASKING FOR HELP AT ONCE:***

- Our basic model is first come, first served
- Try a triage system of getting everyone busy and then rotating, spending a few minutes with a student and then having her work as you move on to another.
- Consider asking students to work together, to explain information to each other, and to share their approaches to a problem.
- If this condition persists, speak to the PLTC Director of Programs to see if another tutor can be assigned to the help room or if hours can be extended

# **Contacts & Resources**





## PLTC CONTACT INFORMATION

### ***DIRECTOR OF PROGRAMS***

Roberta Schotka 781-283-2675  
[rschotka@wellesley.edu](mailto:rschotka@wellesley.edu)

Contact Ms. Schotka for issues regarding the APT program, Tutoring, Supplemental Instruction (SI), study skills assistance, questions about students' academic support needs, disability questions related to learning & teaching, tutor training, student leadership training (APTs, SI Leaders and Office Assistants) and overall issues and concerns regarding the PLTC.

### ***ADMINISTRATIVE ASSISTANT***

Kim Lancaster 781-283-2641  
[klancas2@wellesley.edu](mailto:klancas2@wellesley.edu)

Contact the PLTC Administrative Assistant for issues regarding student employment, payroll, training sign-up and scheduling, APT kits and additional kit materials; APT debit cards (CVS) and general administrative needs.

### ***DIRECTOR OF DISABILITY SERVICES***

Jim Wice 781-282-2434  
[jwice@wellesley.edu](mailto:jwice@wellesley.edu)

Contact Mr. Wice for issues regarding disability services, accommodation planning and implementation, employment as a reader, note-taker, etc. and disability testing

### ***FACULTY DIRECTOR***

Beth Hennessey, Professor of Psychology 781-283-3005  
[bhennessey@wellesley.edu](mailto:bhennessey@wellesley.edu)

Contact Professor Hennessey for information regarding faculty development.

### ***WRITING TUTOR COORDINATOR***

Jeannine Johnson 781-283-2579  
[jjohnso2@wellesley.edu](mailto:jjohnso2@wellesley.edu)

Contact Professor Johnson with questions about the writing tutors and tutoring specifically for writing.







## MAKING REFERRALS HELPING YOUR TUTEES GET THE HELP THEY NEED

*While working with a student, you may become aware of a question or problem you cannot address. When this happens, the best thing you can do is refer the student to the appropriate person or office on campus. How you refer a student is as important as knowing when to refer them. You never want to give the student the impression that you do not want to help them, or cannot be bothered. Instead of simply saying: “go see your professor”, try looking up the professor’s contact information and office hours and helping your student plan what she wants to say to the professor.*

☞ Remember, if you ever sense that a student is at risk of injuring herself or someone else, stay with her, and contact the Stone Center, the RD or RA on duty or Campus Police immediately. Remain calm and supportive.

While working with a student you may become aware of a question or problem that you cannot address. If this situation should occur, it is often best to be frank with the student and explain that you will refer her to someone else on campus that may be able to help her. A list of possible referral sources follows:

### ***FACULTY***

Encourage the student to attend faculty office hours. If you are having difficulty helping the tutee with a problem, meet with the professor, with or without your tutee present, and recommend that your tutee work with her faculty member on a regular basis during her/his office hours. As a tutor, you are there to help facilitate learning, but the ultimate responsibility for teaching and learning rests with the professor and the student.

### ***APTs***

The APTs are dorm-based study skill mentors. They are trained in study skills and are a good source of information about curricular and co-curricular life at Wellesley College. They are also knowledgeable about referrals and resources campus-wide. If your tutee needs to expand or refine her study skills and strategies, suggest she see her APT. A complete list of the APTs and their dorms is available in the PLTC and online at <http://www.wellesley.edu/PLTC/>

### ***PLTC DIRECTOR OF PROGRAMS***

The PLTC Director of Programs is responsible for the overall functioning of the Pforzheimer Learning & Teaching Center. In addition, she works directly with students on a wide range of study strategies and academic difficulties. The Director is a good diagnostician, helping students figure out exactly what the problem is when they are not doing as well academically as they think they should. The Director also works closely with the Director of Disability Services to assist students who have a disability or who think they may have a disability, in order to help her access appropriate campus resources.

## ***ENGLISH AS A SECOND LANGUAGE PROFESSIONAL TUTOR***

If a student's native language is not English, and she needs help with her general writing skills, please refer her to the Writing Program's ESL Consultant, available on a part time basis in the PLTC.

## ***CLASS DEANS***

The Class Deans are the main point of contact between students, faculty and advisors. They are an excellent referral source for all kinds of questions about academics, college policies and procedures, academic requirements, credits, etc. The Class deans are located on the third floor of Green Hall. For more information, visit the Class Deans online at <http://www.wellesley.edu/ClassDeans/>

## ***THE STONE CENTER COUNSELING SERVICES***

The Stone Center provides a broad range of information, resources and counseling for students experiencing a variety of problems and issues. Please refer to the Stone Center Counseling Services handout (see the following page) or visit them on the web at <http://www.wellesley.edu/Counseling/>

## ***RESIDENCE LIFE STAFF***

The Residential Life professional team utilizes theories of student development to form the basis of the Residential Life department mission. They support, encourage and serve as non-peer resources so that students may safely challenge their own limitations and fears. The Residential Life team also works to build strong communities within each residence hall. A strong community is a place that practices hospitality, holds all members to the same standard of accountability, and develops a trusting and respectful space that celebrates its members. Living in a community establishes a model of civic responsibility within the Wellesley Community. You should refer your tutee to her RA (a fellow student) or her RD or AC (professional positions) any time there is an issue involving life in the residence halls, issues with roommates, etc. Please feel free to contact their office by phone at (781) 283-2679 or via email at [ResLife@wellesley.edu](mailto:ResLife@wellesley.edu)

## ***DISABILITY SERVICES***

Wellesley College promotes inclusion of individuals with disabilities in all facets of the campus community. Disability Services professionals are available to assist in identifying existing accessibility resources and in receiving requests for accommodations to make the campus and its' program more accessible to individuals with disabilities.

The Office of Disability Services is headed by Director of Disability Services, who is responsible for the coordination of disability services on campus. He coordinates the efforts of Wellesley College's Disability Services Providers, delivering services for all constituencies. Specifically, the Office of Disability Services works with these individuals and others to serve the needs of students, faculty, staff and visitors who have a disability and require appropriate accommodation. For more information, visit Disability Services online at <http://www.wellesley.edu/DisabilityServices/>

***ADDITIONAL CAMPUS RESOURCES***

Health Service	<a href="http://www.wellesley.edu/Health/">http://www.wellesley.edu/Health/</a>	x2810
Campus Police	<a href="http://www.wellesley.edu/Police/">http://www.wellesley.edu/Police/</a>	x5555
Registrar's Office	<a href="http://www.wellesley.edu/Registrar/">http://www.wellesley.edu/Registrar/</a>	
Computer Help	<a href="http://www.wellesley.edu/Computing/ResNet/Help/">http://www.wellesley.edu/Computing/ResNet/Help/</a>	



### ***HOW TO HELP A FRIEND***

Living in a college community, there are likely to be times when you become concerned about someone else. This could be a friend, your roommate, or just someone you see in a class or in your dorm. You may not do anything about your concerns because you do not know how to help, or do not want to make things worse. Here are some guidelines to help you know what to do when you are concerned about someone else on campus.

### ***WHEN TO BE CONCERNED***

Everyone experiences distress sometimes. Adjusting to college, experiencing academic stress, struggling with a recent break-up or having worries at home can all create some temporary difficulties. Any one of the following signs when taken alone is not necessarily a sign of severe distress. However, when someone is experiencing several of them, or if they persist, then it may be indicative of more severe difficulties that warrant professional help.

- Deterioration of physical appearance or personal hygiene
- Excessive fatigue or sleep difficulties
- Skipping class or absence from other activities
- Difficulty completing schoolwork or other obligations
- Avoidance of friends or uncharacteristic social isolation
- Marked decrease in concentration, motivation or energy
- Visible increase or decrease in weight
- Looking sad, worried or preoccupied
- Irritability or temper outbursts
- Impulsive behavior or acting with poor judgment
- Direct statements about problems with family or friends
- Statements of hopelessness or comments about death, self-harm or suicide

### ***IT'S OKAY TO ASK***

When you are concerned about a peer, you might hesitate to inquire further about her well-being. You may feel that it is an invasion of her privacy, or that talking about things will make it worse for her. If you know someone who you are concerned about, it is fine to express genuine interest or concern – they can always decline to talk with you if they are uncomfortable. In fact, authentic interest is often felt as caring by someone, and may be the opening she needs to talk about important things.

### ***HOW TO APPROACH SOMEONE***

Choose a time and a place that is most likely to ensure privacy. Ask her how she is, in a way that really conveys you are interested in knowing the answer. Make eye contact and use your facial expression and tone of voice to convey your concern. If you have come to her out of concern, share with her the things you have noticed that worry you about her. You do not need to go into extensive detail or “build a case”, but rather be honest about what you have noticed about her that has led to your concern. If she is not interested in talking, you can let her know you are available if she would like to talk at another time. You can remind her that there are many resources on campus that she can access if she wants help at any point.

### ***WHEN SOMEONE WANTS TO TALK***

Whether you initiate the conversation or she does, when it comes time to talk, the most important thing you can do is listen. Just by being an open, interested and supportive friend, you are providing important assistance to someone who is feeling upset or stressed. Ask occasional questions to help draw her out. Express empathy about how hard things have been. If you can relate to parts of what she is feeling, say that, but do not use this as a time to sound off yourself. You do not need to be an expert, or to give advice. In fact, this is not a helpful approach and you might get in over your head. Just talking might be enough to help her feel some relief, but if there are concerns that are more serious or you feel she should seek professional help, encourage her to do this. This does not mean you are “telling her she’s crazy”, but instead, that you are urging her to get the help she needs. Tell her that you think asking for help is a sign of strength.

### ***DO NOT GET SWORN TO SECRECY***

Of course, when someone shares something deeply personal, it is important that you keep her confidence by not sharing this information casually with others. However, avoid making blanket promises of confidentiality that might make it harder for you to share your concerns with someone else, if needed. If your friend is at risk, it is important that you seek professional help right away and let them know the reasons for your concern – even if your friend has asked you not to. A student’s safety must be the primary concern.

### ***TAKE CARE OF YOURSELF***

While it is wonderful to be a kind and caring friend, you are also not responsible for solving her problems. Do not let yourself get in over your head. If you start to feel too burdened, overwhelmed or concerned about another student, it is time to ask a professional for help. If she will not get help herself, you can call the Stone Center Counseling Service and receive a confidential consultation about your friend. The counselor can assess the situation carefully and help you know the options available to assist the student. If you learn more about how the Counseling Service works, it might help you feel more comfortable about how to get her the help she needs.

*Stone Center Counseling Service is free and available to all Wellesley students. There are professional counseling staff and interns who are available to meet with students. The office hours are Monday through Friday 8:30 a.m. - 4:30 p.m. During the academic year, a Stone Center staff clinician is always available by pager for evening and weekend emergencies. This can be accessed by calling the Health Service 24 hours/day at X2810.*

## DISABILITY SERVICES

*As a tutor you may encounter students that have learning, physical, psychological or other disabilities. The disability may be visible in the case of someone with mobility impairment or invisible if working with someone with a learning disability. There may be times when you are aware of the specific disability and other times when you may not be.*

### ***WORKING WITH TUTEES WITH DISABILITIES***

First, you may find there is nothing different about working with a student with a disability. Each student is unique and no two students learn in exactly the same way. If your tutee has a preferred method of learning, give her an opportunity to share that information with you through discussion, demonstration, etc.

If it is not clear how you will work with the tutee, it is ok to ask how she wants to approach tutoring. As an example, let's say the tutee is visually impaired but not blind, meaning that she has some sight. She may want to use large markers in writing or may want to review papers on the computer in large fonts.

When tutoring a student with a learning disability it is often helpful to understand her learning style and her particular learning strengths. If you and your tutee do not know what the right approach is or if the tutee's hard work does not appear to match with her results, you may want assistance from the PLTC Director of Programs and/or the Director of Disability Services.

### ***TUTEES NEEDING ACCOMMODATIONS***

Your tutees may find the need to request accommodations for the tutoring session or for classes. Others may find the need for support and understanding of a staff person with expertise in disability issues. Examples of commonly requested accommodations include:

testing accommodations such as extended time; note taking assistance; formatting in alternative media such as large print, Braille, or computer disk or sign language interpreting.

Tutors or tutees needing these or other disability related assistance should contact the Director of Disability Services. The Director will meet with the student to discuss and plan for appropriate accommodations.

### ***CONFIDENTIALITY***

If your tutee does disclose that she has a disability, remember that the information is confidential. Do not disclose the information to anyone else, including the tutee's professor, as it is up to the student to decide to share this information. These types of disclosure issues are generally discussed between the service providers listed here and the tutee. There may be situations where a tutee discloses a limitation such as short-term memory loss but does not disclose what the specific disability is. Respect that the tutee has disclosed what she felt necessary or comfortable with disclosing and, similarly, keep that information confidential unless given permission to share it with others.

### ***LANGUAGE AND DISABILITY***

There is no one universally agreed upon term for disability or an agreed upon language of disability. Many, but not all, people involved in disability services prefer to put the person first and use expressions like “individual with a disability, person with a mobility impairment, or student with a learning disability.” Terms such as handicapped are considered outdated though often remain in reference to parking. Expressions such as crippled, deformed, wheelchair bound and invalid are outdated and are often interpreted as derogatory. Phrases such as “physically challenged and handi-capable” tend to be considered euphemisms. If the need arises to use the language of disability with your tutee, follow her lead or ask what her preference is.

### ***GENERAL INFORMATION***

Wellesley College complies with the Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973, as amended, and uses both as benchmarks in providing equal access to individuals with disabilities. Some key elements to these guiding principles and their interpretation at the College include providing equal access to qualified individuals with disabilities for all program and services; requiring that individuals self disclose and provide documentation of disability if a request for reasonable accommodation is being made; and insuring that the highest levels of confidentiality is maintained relative to disability status. For more information, contact the Director of Disability Services, X2434.



## WELLESLEY COLLEGE LIBRARY INFORMATION SERVICES

*The ways to do research are changing very quickly these days. The two most important things you can convey to your students are:*

### ***ASK FOR HELP***

We have access to a lot of information that does not necessarily appear in our online catalog or through Google. The reference librarians are here to help. Our job, which we enjoy immensely, is to help students, faculty, and staff with their research.

Evaluate everything on the Web before using it for research. For instance, if you cannot identify the author of the page and the author's credentials for writing about that topic, then you should not use that information in your research.

Review the Library's web page at [www.wellesley.edu/Library/](http://www.wellesley.edu/Library/) and point other students to it. You will find things here that you will not find using Google. Here are some highlights:

### ***ASKUS***

This is the fastest route to getting answers to your questions! This page offers ways to the librarians by web form, email, phone, and in person. [www.wellesley.edu/Library/Ask/askus.html](http://www.wellesley.edu/Library/Ask/askus.html)

### ***FAQ***

The library's frequently asked questions page answers many of the top questions students have about borrowing, finding items in the libraries, doing research, and getting technical help. [www.wellesley.edu/Library/Ask/faq.html](http://www.wellesley.edu/Library/Ask/faq.html)

### ***LIBRARY CATALOG***

Wellesley's online catalog includes books, journals, videos, maps, and other materials in the Wellesley College Library. Start with a keyword search by typing a couple of words that describe your topic: e.g. television and politics or women and health. [luna.wellesley.edu/](http://luna.wellesley.edu/)

### ***DATABASES A-Z***

Find links to our indexes, databases, and full-text resources. We offer Academic Search Premier, JSTOR, LexisNexis, and other collections of articles, newspapers, poetry and books on the Internet. You can also use one of specialized databases to find citations to articles in scholarly journals. [luna.wellesley.edu/screens/a-zlist.html](http://luna.wellesley.edu/screens/a-zlist.html)

### ***RESEARCH GUIDES BY SUBJECT***

Start here for all your research! Our library subject specialists have designed web pages for each department and program offered at Wellesley that point to the best places to find articles, books, web pages, and more. It is a great site to bookmark! Also note the Tips & Tools section where you can find information on starting your research, finding book reviews, citing sources, finding news, and other useful things.

[www.wellesley.edu/Library/Research/research.html](http://www.wellesley.edu/Library/Research/research.html)

### ***RESEARCH GUIDES BY COURSE***

Did you have a library instruction session in one of your classes? Check this page to see if there is a guide tailored to the assignments in your course. [www.wellesley.edu/Library/Research/courses.html](http://www.wellesley.edu/Library/Research/courses.html)

### ***REFERENCE BOOKS ONLINE***

This is a great place to start for an overview of your topic, to define terms, and to find suggestions for further reading. Access Britannica Online, the Oxford English Dictionary, and the World Almanac, as well as get a list of all of our electronic reference works. [www.wellesley.edu/Library/Research/refbks.html](http://www.wellesley.edu/Library/Research/refbks.html)

*Always remind students to ask for help! Students can call Clapp Reference (x2097), Science Reference (x3085), the Art Library (x2049), or the Music Library (x2076), or stop by our Reference Desks, or email us at AskUs@wellesley.edu. We can help find lots of good, solid information for your research.*



Pforzheimer  
Learning  
& Teaching  
Center

## PLTC HANDOUTS

### ***CLASS PERFORMANCE & TEST TAKING***

1. Building Strong relationships
2. Leading a Class Discussion
3. Post Test Stress
4. Speaking Up in Class
5. Successful Test Taking
6. Test-Taking 5 day Study Plan

### ***MAJOR, GRADUATION REQUIREMENTS, & COURSES***

7. Choosing Your Major
8. Course Information
9. Course Organizer
10. Degree Req. Checklist
11. Registration Study Break
12. Requirement Checklist for Students

### ***PLTC***

13. Appointment Scheduling Instructions
14. Disabilities Resource
15. Effective Bulletin Boards
16. Effective Flyers
17. PLTC Book and Videotape Resources
18. PLTC Resources
19. Referral Card
20. Semester on a Page
21. So You can Walk the Walk

### ***PUBLIC SPEAKING***

22. Breathing, Projection, & Enunciation
23. Checklist for Oral Presentation
24. Coping with Public Speaking Anxiety
25. Feedback Form
26. Giving Oral Presentations
27. How to Enhance Your Power Point
28. Public Speaking Program
29. Speaking up in Class

## ***PRESENTATION***

30. Improving Public Speaking
31. Leadership Role
32. Leading a Class Discussion
33. Oral Presentation
34. Preparing for Honors Orals
35. Public Speaking Resources
36. Tanner & Ruhlman Conference Presentation
37. The Shakes

## ***REQUEST FORMS***

38. Now online at <http://www.wellesley.edu/PLTC/QuickLinks/TutorRequest.html>

## ***STRESS***

39. Combat Academic Stress
40. Stress Busters

## ***STUDYING***

41. Academic Skills Inventory
42. Effective Reading
43. Learning a Language
44. Love Your Body Study Tips
45. Memory Tips & Techniques
46. Notes on Notes
47. Planning & Time Management Study Tips
48. Reading & Study Skills - SQ3R Method
49. Study Environments
50. Study Tips from APTS
51. Study Tips from Tutors
52. Study Tips- Study Groups
53. Studying in the Sciences
54. Thoughts about Effective Memorization
55. Wellesley Reading Initiative
56. Writer's Block

## ***TIME MANAGEMENT & SCHEDULING***

57. Avoiding Academic Roadblocks
58. Class Schedule
59. Not Enough Time in the Day
60. Planning Your Week
61. Planning Time Management Questionnaire
62. Procrastination Prevention with Quiz
63. Set Your Goals Now
64. Sleep
65. Weekly Student Planner

## ***WORKSHOPS***

- 66. Presentation Skills
- 67. On Coping with Public Speaking Anxiety
- 68. On PowerPoint
- 69. On Speaking Up in Class
- 70. On Oral Presentation



## SELECTED PLTC BOOKS & DVDs

*The Pforzheimer Learning & Teaching Center has a growing library of books and DVDs on general and course specific study skills and strategies. These resources may be checked out for limited time periods. Browse through the books on the shelves in the PLTC and encourage your tutees to use these resources. Sample lists of titles include:*

### **BOOKS FOR TUTORS & APTS**

- Ender, S., & Newton, F. (2000). *Students helping students: a guide for peer educators on college campuses*. San Francisco: Jossey-Bass, Inc.
- Gillespie, P., & Lerner, N. (2000). *The Allyn and Bacon guide to peer tutoring*. Needham Heights, MA: Allyn & Bacon.
- Goodlad, S. (1998). *Mentoring and tutoring by students*. London: Kogan Page Limited.
- Maxwell, M. (1994). *When tutor meets student*. Ann Arbor: The University of Michigan Press.
- MacDonald, R. (1994). *The master tutor: a guidebook for more effective tutoring*. Williamsville, NY: Cambridge Stratford, Ltd.
- Myers, L. (1990). *Becoming an effective tutor*. Los Altos, CA: Crisp Publications, Inc.

### **BOOKS ON STUDY SKILLS:**

- Barnet, S., & Stubbs, M. (1990). *Practical guide to writing*. New York: Harper Collins.
- Ellis, D. (1994). *Becoming a master student*. Rapid City, SD: Houghton Mifflin Company.
- Hancock, O. (1995). *Reading skills for college students*. Englewood Cliffs, NJ: Simon & Schuster Company.
- Hart, A., & Reinking, J. (1990). *Writing for college and career*. New York: St Martin's Press.
- Kennedy, X., & Kennedy, D. (1990). *The Bedford guide for college writers*. New York: St Martin's Press.
- Langan, J. ((1992). *Reading and study skills*. New York: McGraw-Hill, Inc.
- Lengefeld, U. (1994). *Study skills strategies: Your guide to critical thinking*. Menlo Park, CA: Crisp Publications.
- Longman, D., & Atkinson, R. (1993). *College learning and study skills*. Minneapolis, MN: West Publishing Company.
- Pauk, W. (1993). *How to study in college*. Boston, MA: Houghton Mifflin Company.
- Quinn, S., & Irvings, S. (1991). *Active reading in the arts and sciences*. Needham Heights, MA: Allyn and Bacon.
- Stuart, C. (1995). *How to be an effective speaker*. Chicago, IL: NTC Publishing Group.

### **DVDS ON STUDY SKILLS**

- Dartmouth College Academic Skills Center series:
- Reading Improvement (1999) 12:00, Stress Management (2000) 10:00, Strategic Learning (1995) 10:00, Time Management (1995) 18:00, Note taking (1996) 9:00
- Princeton, NJ, Films for the Humanities & Sciences

# **Time & Task Management Tools**





## WEEKLY PLANNING

Spend 10 minutes on Sunday night or Monday morning to make a weekly plan. Here's how:

On a sheet of paper, write at the top, "Plan for the Week of: \_\_\_\_\_".

List all the tasks you need to get done for each course. Break large tasks (those that will take more than 2-3 hours) into smaller, more manageable subtasks. Include an "Other" category for important tasks outside of class, (e.g., revise resume, pick up internship application).

Write down the due date for those tasks that have solid due dates (assignments, papers, etc.)

Estimate the amount of time it will take you to get each task done.

Prioritize the tasks: Which tasks need to get done first? Which ones are more important? Note: Priority #1 may not always be the first thing you do. A rule of thumb: study new and challenging material in the morning; review, repetition, and rehearsal in the evening.

Look at your Fixed Schedule and allocate tasks into loose blocks of time for a day and half –never more. Don't plan the whole week or every half-hour time block. Effective and efficient learners are flexible!

It's Thursday night and you see the weekend ahead as a time to catch up. All things are possible. And then suddenly it's Sunday night and there's a sense of panic.

So spend 10 minutes on Thursday night to plan out what needs to get done over the weekend. Be realistic. Schedule fun.

Use the same format as above.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
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5:00							



## WEEKLY CLASS SCHEDULES

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30					
9:50					
11:10					
12:30			Community Time		
1:30			Community Time		
2:15					
2:50					
4:10		Community Time			
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY





# Addendum