Module 1
Trainer’s Guide

Document Objective: The Trainer’s Guide for Module 1 provides content and presentation guidelines to help facilitate the workshop. These guidelines include: 1) Workshop Goals and Objectives, 2) Trainer Preparation, 3) Tutor Preparation, 4) Proposed Workshop Schedule, 5) Alternative Training Options.

1. Workshop Goals and Objectives
   › Define tutor role
     a. Explain roles and responsibilities
     b. Set goals and expectations
     c. Explain your institution’s policies related to peer tutoring
   › Implement an effective tutorial format
     a. Initiate tutorial (welcome, set tone)
     b. Assess and prioritize
     c. Tutor (explore effective strategies)
     d. Identify and summarize effective strategies and their transferability to other tutee academic assignments
   › Explore and practise effective tutoring techniques
     a. Assess where tutee learning has gone off track
     b. Enhance questioning skills
     c. Encourage tutees to verbalize their ideas
     d. Create a tutee-centered session based on their questions and ideas
     e. Use teaching tools
     f. Help tutees become more empowered learners
     g. Access professional assistance to better aid tutees
   › Problem-solve
     a. Address diverse tutoring challenges
     b. Seek help and access resources
2. **Trainer Preparation**

In this section, there are three important elements of trainer preparation concerning what the trainer has to do before, during and at the end of the workshop.

2.1 **Before the workshop, the trainer will:**

- Prepare and post a visual (poster, blackboard, whiteboard, PowerPoint slide) of the training’s overall purpose, goals and objectives (PGOs). PGOs can be found either in the *Trainer’s Guide Overview* or as an independent document in the Trainer Section of the website.¹

- Prepare and post a visual of the *Module 1 Schedule* so tutors can see workshop activities. As you refer to the schedule, explain how each activity relates to the posted PGOs. It enhances learning to keep reinforcing this link between activities and workshop objectives.²

- Prepare and post a visual of the *Workshop Feedback Guidelines*. This can be found in the *Trainer’s Guide Overview* or as an independent document in the Trainer Section of the website.³

- Review *Tips for Effective Role Play Facilitation* to optimize student learning. This can be found in the *Trainer’s Guide Overview* or as an independent document in the Trainer Section of the website.⁴

- Review all student homework materials and in-class handouts or exercises. These include:
  a. *Homework:*
     - *Pre-training Assessment*
     - *Tutor Overview* of training
  b. *Handouts/exercises:*
     - *Tutor Role* (describes characteristics of an effective tutor)
     - *Tutorial Format* (illustrates four developmental stages of a tutorial)
     - *Ten Tutoring Tips* (provides effective tutoring techniques)
     - *Role Play* (challenges tutors to apply tutoring techniques)

2.2 **During the workshop, the trainer will hand out:**

- *Tutor Role*
- *Tutorial Format*
- *Ten Tutoring Tips*
- *Role Play*

2.3 **At the end of the workshop, the trainer will hand out as homework:**

- Two *Observation Sheets* for Video Clips 1 and 2
- *My Skills as a Listener* self-assessment
- *Feedback: My Skill/Attitude Profile* self-assessment

3. **Tutor Preparation**

Before the Module 1 workshop, students will contact their tutoring program’s coordinator to receive the Tutor Overview which lists the following assignments to be completed prior to the first session:

- Read *Tutor Training Overview*
- Complete *Pre-training Assessment*

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¹ Use listed PGOs or modify according to your training design
² Use the *Module 1 Schedule* in this guide or select the activities most suited to your training needs.
³ Needed if you use suggested Role Play exercise.
⁴ Needed if you use suggested Role Play exercise.
### 4. Proposed Workshop Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activity</th>
<th>Media/Materials</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min (0–5 min)</td>
<td>Attendance</td>
<td>Ask students to sign in to confirm their attendance.</td>
<td>Sign-up sheet: Pass around a sheet of paper and ask students to write their name in block letters and then sign, or create a sign-up sheet with names already entered.</td>
<td>A signature is typically needed if tutors are going to get paid for their training hours. Policies may differ among colleges.</td>
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<tr>
<td>5 min (5–10 min)</td>
<td>Welcome and introduction to workshop</td>
<td>Introduce yourself. Explain the overall workshop content and format referring to visuals. Review Purpose, Goals and Objectives for the workshop series as well as Module 1 Schedule.</td>
<td><em>Tutor Training Overview</em> Purpose, Goals and Objectives (posted) Module 1 Schedule (posted)</td>
<td>Tutors should already have read the handout <em>Tutor Training Overview</em>.</td>
</tr>
<tr>
<td>10 min (10–20 min)</td>
<td>Welcome and introduction to workshop</td>
<td>Ask students to briefly introduce themselves (name, year, program of study, subject or subjects interested in tutoring).</td>
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<tr>
<td>15 min (20–35 min)</td>
<td>Define “tutor role”—part 1</td>
<td>Brainstorm activity: What does tutoring involve?</td>
<td>Flip chart paper and markers, whiteboard with markers or blackboard and chalk</td>
<td>Through brainstorming and discussion, tutors establish what tutoring means to them. Do any of your students have tutoring experience?</td>
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<tr>
<td>15 min (35–50 min)</td>
<td>Define “tutor role”—part 2</td>
<td>After tutors have shared their ideas and opinions, distribute the <em>Tutor Role</em> handout. Discuss as needed. Discuss own institution’s tutorial policies (e.g., lateness, cancellations, length of session, etc.).</td>
<td><em>Tutor Role</em></td>
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<tr>
<td>5 min (50–55 min)</td>
<td>Define “tutorial format”</td>
<td>Distribute <em>Tutorial Format</em> showing four stages: initiation, assessment, tutoring and wrap-up.</td>
<td><em>Tutorial Format</em></td>
<td>Discuss the model and ask for any questions.</td>
</tr>
<tr>
<td>Time</td>
<td>Topic</td>
<td>Activity</td>
<td>Media/Materials</td>
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<tr>
<td>30 min</td>
<td>Tutoring techniques</td>
<td>Brainstorm activity:</td>
<td><strong>Ten Tutoring Tips</strong></td>
<td>Tutors generate own ideas about what makes an effective teacher so that they might model them while tutoring.</td>
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<tr>
<td>(55–85 min)</td>
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<td>Think of effective teachers you have had: What personal qualities or approaches made them effective?</td>
<td>Paper/whiteboard and markers; blackboard and chalk</td>
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<td>After the brainstorm, distribute the <strong>Ten Tutoring Tips</strong> handout and discuss.</td>
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<td>15-min break</td>
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<td>(85–100 min)</td>
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<td>50 min</td>
<td>Tutoring session: role plays and debriefing</td>
<td>Explain why role play is part of the tutor training; value of experiential learning.</td>
<td><strong>Visual of Workshop Feedback Guidelines</strong> (poster or PowerPoint slide)</td>
<td>Role play provides “safe” opportunities for students to try out tutoring techniques. <strong>This is a learning experience: role plays don’t need to be “perfect”!</strong></td>
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<td>(100–150 min)</td>
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<td>Review in-class Workshop Feedback Guidelines.</td>
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<td>Assign the role play in “triads”: one tutor, one tutee and one observer. Add additional observer(s) if uneven numbers. Run the role plays simultaneously and “independently” then discuss in group.</td>
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<td>10 min</td>
<td>Wrap-up</td>
<td>Ask students what they thought were the main points covered and write them on the board/paper. Which was the most important one in their view? Tell tutors the time and place of the next workshop. Assign homework.</td>
<td>Paper/whiteboard and markers; blackboard and chalk</td>
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<td>(160 min)</td>
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<td>Homework</td>
<td></td>
<td>Explain to tutors how to access <strong>Video Clips 1 and 2</strong> online which cover today’s Module 1 themes.</td>
<td><strong>Video Clips 1 and 2 and Observation Sheets 1 and 2</strong></td>
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<td>Assign <strong>Video Clips 1 and 2</strong> as homework along with <strong>Observation Sheets 1 and 2</strong> to be completed before the next workshop. Answers will be discussed at the beginning of the next workshop.</td>
<td><strong>My Skills as a Listener Feedback: My Skill/Attitude Profile</strong></td>
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<td>Distribute three handouts (found on website):</td>
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<tr>
<td></td>
<td></td>
<td>1. <strong>Video Clips 1 and 2</strong> and <strong>Observation Sheets</strong></td>
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<td></td>
<td></td>
<td>2. <strong>My Skills as a Listener</strong> self-assessment</td>
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<td>3. <strong>Feedback: My Skill/Attitude Profile</strong> self-assessment</td>
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</tbody>
</table>
5. Alternative Training Options

The Workshop Schedule listed in this guide represents one possible combination of training activities. Your training needs may differ depending on available time, the prospective tutor’s experience, the number of workshop participants and the tutoring needs of your college. Listed here are additional options so that you may create the best possible schedule for your training needs. Please note that some options incur time changes to the workshop schedule.

5.1 Introductions

If your group is large, you may have tutors form small groups and introduce themselves to each other.

› No time change

5.2 Complete assessment in class

Rather than having students do the assessment online before the workshop, print out and distribute the Pre-training Assessment for completion in class.

› Add 15 min

5.3 Brainstorm activities

If the group is large, you might choose to have small groups (3–4 people) generate the list of what tutoring involves (first brainstorm) and what qualities make an effective teacher (second brainstorm), and then present to the class.

› No time change

5.4 Show Video Clips and do Observation Sheets in class

Show one (allow 30 min) or both (allow 60 min) Video Clips 1 and 2 during the workshop. Hand out the Observation Sheets for students to fill out and then discuss. One format for this option is:

1. View Video clip (5 min).
2. Tutors fill out Observation Sheet (5 min).
3. Discuss (20 min).

› Add 30–60 min

Please note: For this option, set up a computer with Internet access (with QuickTime Player) and a screen before workshop.

5.5 Show Video Clips 1 and 2 - commented version during workshop without prior Observation Sheet analysis. Discuss how the tutors in the clips apply the workshop themes (using the Trainer Analysis for each clip as a facilitation guide).

Don’t give students the (in-class or homework) assignment to analyze and apply theory to practise with the Video Clips and Observation Sheets.

› Add 15 min per clip

Please note: For this option, set up a computer with Internet access (with QuickTime Player) and a screen before workshop.
5.6 Role plays

There are other options for the role play exercise:

a. Triads with role exchange
   - Add 25 min

b. Role play performance
   - Subtract 20 min

Here is a discussion of the advantages and disadvantages of the two options above:

a. Triads with role exchange

Description
Assign the role play in triads: one tutor, one tutee, one observer. These run simultaneously in the workshop room (or additional rooms, if available). Everyone switches roles until every student has tried each one. Afterwards, everyone discusses in the larger group.

Duration: 75 min (total)
- Trainer instructions: 5 min
- Prepare for role play: 10 min
- Role play: 5 min in each role x 3 people = 15 min
- Transition among role players: 5 min after each role play x 3 people = 15 min
- Discussion: 30 min

Pros
- Everyone tries each role
- More ideas generated since multiple role player combinations
- Lower anxiety for role players since they practise in front of one observer rather than a group

Cons
- Takes more time
- Requires more space

b. Two volunteers role-play performance

Description
Ask for two volunteers before the workshop begins to do a skit for the class. Provide the Tutor and Tutee Role Plays as well as the workshop handouts Multiple Intelligences, Multiple Intelligences Applications and Learning Disabilities Summary and Tips prior to the training. Before the role play is performed, distribute the Observer’s Instructions to the rest of the group. In this format, first allow both role players the time to discuss how it went before asking the group for feedback in the discussion phase.

Duration: 30 min (total in class)
- Role play: 10 min
- Discussion: 20 min
Pros
› Gives more preparation time, which may reduce any performance anxiety

Cons
› May be more difficult to coordinate
› Only two students engage in role play
› Higher anxiety for role players since they “perform” in front of a group