

Creativity

While looking through my notes I was nervous and maybe a little scared, I thought to myself, what am I actually going to write about? Then it came to me, creativity. Somehow, that word stuck out to me because it had a broad spectrum. After Thinking about that, I tried to narrow it down a little. What else could I incorporate? Possibly, what is even the role of a tutor? I'm sure we all have our own definition. Then I tried narrowing it down to confidence in tutoring. Well, I've stumbled. Then, I got it. Ironically, it is simple yet complex, creative problem solving techniques in English! Creativity is the act of trial and error until a desired outcome is reached. I believe that by being creative in problem solving would solve any problems fast. Out of this, I have three central ideas: one is making a game out of a problem, another is brainstorming and the last one is different roles for different students.

When it comes to solving problems, I that in itself can be a problem. How do you come up with a solution? In my research, I found a website. It's called The Center For Teaching. One of their links led me to one called teaching problem solving. Here I found five ideas, one is communicate, second is encourage independence, third is be sensitive and last is encourage thoroughness and patience. When I read all of these, they all seemed to have a connection. They are all in chronological order, because in all our sessions we all have had this quarter, we have come to grow & be sensitive to their individuality. I liked the following quote: "In a one-on-one tutoring session, ask the student to work his/her problem out loud." A couple of times my tutee would ask for clarification when I said that she was missing an article in front of her subject in her sentence. So then, I would say: "Well, how many dogs are in your sentence?" This gave her a clue and helped her to focus. In this case, she had something around the lines of having a dog jump over a fence. I proceeded to ask her to define what an article is? She gave me a blank stare. Therefore, to empower her I gave her the example and what the definition was. Instead of having just dog, it became the dog. I communicated in a patient manner and approach. As I explained what an article was, we continued to read over her paper. I could see her confidence building as she took the lead in correcting her own paper. We found time to laugh when she would point out where an article could and should be added in her paper.

On a personal level, I realized I could use games as a problem solver. I would like to coin one of them "name that_____." Anything could fit, be it an article, and adverb or even an adjective. I found that I was the one playing it and that in a sense it was like playing the TV. Show game "pyramid." I gave her clues, I even gave her some letters which are apart of the word. In the end, she could solve the problem.

Now I will speak on brainstorming. Which is my favorite part of this essay. I find it stimulating, fun and productive. Instructional Strategies online is the website and provides a clear and straight to the point definition of brainstorming. "Students then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgment." This was especially helpful with one of my tutees. She would read an article and never have an idea of where to start. My Techniques included listening and taking notes. I wrote three categories, one focusing on introduction, second on main ideas and third on closing statements. She would give me a brief synopsis, which let me know what she thought. Then I would apply the three categories. She would find it amusing that I had several notes of which I took from our brief conversation. As it explained in the website, we would go over the results. From this, she would go on and write a paper in the latter from our notes. When it came to a different situation, we brainstormed a different way. From the website called the writing center at North Carolina at Chapel Hill, I found different ways to brainstorm. Out of all of them the one I enjoyed the most was called Relationship between the parts. What this seemed to me was called word association. This is also an easy way to make quick notes. Although it may seem very useful in some ways, I find that it can be somewhat restrictive. Since brainstorming has no real order, thoughts can sometime be freer without any structure. I would like to give an example. If a tutee had a topic on the word fire truck, what comes to mind? Red, Dalmatians, fire, men and women, as well as other various forms which could come out of this word. I feel that once you let the words flow out of your mind, the possibilities are endless. My Last and favorite Technique is role-playing. We have learned this concept in the tutoring classroom, but how much though has been given to it? In the Bedford guide, it talks of different kinds of roles that we play inside the tutoring session. I for one like three different kinds, the counselor, the ally and the coach. I believe that these roles connect in the best way. I like the counselor because it implies

that one is ready to listen and give advice. The ally helps both writer and tutor grow closer because an ally is a friend. The coach is great as well because what he does is give constructive criticism and at the same time build confidence in his players (tutees). Every writer has different reasons of why they choose to have a tutor. Some have very little English skill, and some have a lot but have trouble putting their thoughts into words. With each different tutee comes a different role to accustom them.

I've become more confident because my tutees have told me that our sessions have been progressive. My peer's feedback has been helpful and informative as well I also learned that we must continually redefine our roles in our tutoring sessions. That of teacher to student or tutor to tutee. It was like a game in many ways, trying to convey the thoughts of the tutees into their own papers. While doing my research for this topic, I found it easy getting different websites to choose from. My research guided me to various other tutoring techniques, some that I knew and some that I could use later on in my other tutoring sessions. As this quarter comes to an end, I leave with this thought: teaching is tutoring and tutoring is teaching.

Works Cited

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