

De Anza College Math, Science, Technology Resource Center (S43)

Tutoring Process

START OFF RIGHT

Establish trust

- Make eye contact, smile, give a warm and friendly greeting. Ask check-up questions: what's due, what's happening in class, what tests are coming up?
- Sit side-by-side, with textbook, notes, paper, pencil, eraser, ruler, calculator, etc. in front of the tutee. Convey that while you are working together, you expect the tutee to take responsibility.

Define the tasks/ Set the agenda

- Decide together what is the most urgent or important work to get done today.
- Decide together on a realistic overall goal for what you can get done in the session.
- Break the task into parts and estimate time: ~15 minutes for this, ~10 for that, etc. Keep track of time and progress as you go.

TUTOR TO ENCOURAGE ACTIVE LEARNING AND INDEPENDENCE

Let the tutee take the lead

- Have tutee show you everything s/he knows about the task: examples in textbook, class notes, related concepts, how to begin, what to do next, what are most difficult parts.
- If the student has no idea, probe further to see what is known, and begin there.

Demonstrate/Explain the tasks

- Use visual methods, such as drawings, tables and graphs. Use a whiteboard if available.
- Use audio methods, such as mnemonics, or rhyming when appropriate.
- Use "hands-on" methods using any materials you have (index cards, coins, paper clips, etc.)
- Describe, step by step, the underlying concepts behind the steps, **modeling your own process**, thinking out loud and SLOWLY doing the task. Write neatly and use appropriate notations.
- Work out another example, slowly and step-by-step. Ask the tutee to explain WHY.
- Have the tutee do the task alone, observing keenly, giving LOTS of encouragement and coaching along the way, without rushing. Keep track of any areas of difficulty that stem from lack of understanding of prerequisite material.
- Check for understanding at each point by asking specific questions (why, how, when etc.)
- Follow up on any points of difficulty from the prerequisite material.
- Allow time for thinking and digesting material (10 second rule).
- Have tutee take notes on the process so he or she can review it later.

Let the tutee practice the tasks

- Give LOTS of (genuine) positive feedback.
- Check regularly for understanding the concepts. Make notes on areas of difficulty.
- Ask tutee to explain back what was learned. Pretend you don't understand and have tutee teach it to you.

PLAN AHEAD AND END ON A POSITIVE NOTE

Review session and check for understanding

- Have the tutee summarize what he or she learned in the session.
- Ask for feedback: did you complete everything you planned to do?

Close the session / Plans for future

- Arrange and pre-plan work for the next session. What is coming up?
- Give a warm good-bye and a word of encouragement.