

Level Three Peer Tutoring Fundamentals and Integration Workbook

Level Three Peer Tutoring Fundamentals and Integration Workbook

ALICE MACPHERSON AND CHRISTINA PAGE

KWANTLEN POLYTECHNIC UNIVERSITY
SURREY, BC



Level Three Peer Tutoring Fundamentals and Integration Workbook by Kwantlen Polytechnic University is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Peer Tutoring Fundamentals Workbook Level II by <http://www.kpu.ca/learningcentres>
is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Written and compiled by Alice Macpherson, PhD, 2016.

Reviewed by faculty and staff members of

The Learning Centres at Kwantlen Polytechnic University, Surrey, BC, Canada

Contents

Territorial Acknowledgement	vii
Forward	1
Tutor Learning Outcomes	2
Tutor Level Three Learning Objectives	iii
<i>Level III Fundamentals Learning Objectives</i>	iii
<i>Level III Integration Learning Objectives</i>	iii
 Part I. Fundamentals Training (6 hours)	
1. Analyze Your Personal Strengths as a Tutor	7
2. Review Tutor Competencies	8
<i>Level I Objectives</i>	8
<i>Level II Objectives</i>	8
3. Analyze Approaches to Tutoring	9
4. Build Tutoring Relationships Based on Trust and Expertise	11
5. Analyze Difficult Tutoring Situations	14
6. Reflections on My Tutoring	16
<i>What I've Learned by Tutoring</i>	16
7. Identify Transferable Skills	17
8. Communicate Your Tutoring Accomplishments	18
9. Consider Portfolio Thinking	19
10. Create a Personal Tutoring Portfolio	21
11. Structure Your Portfolio	23
<i>Continue your Tutor Training</i>	23
 Part II. Integration Exercises (6 hours)	
12. Integration Learning Objectives	27
<i>Level III Integration Learning Objectives</i>	27
13. Follow Learning Centres Procedures (including continuing Tutor Certification Process)	28
<i>KPU Tutor Certification</i>	28
14. Complete the TECII (2) Tutor Excellence and Continuous Improvement Inventory and Debrief with a Learning Strategist	29
15. Create Supplemental Materials for Tutees	31
<i>Supplemental Activity</i>	32

16. Collate Session Plans and Document the Tutor Processes	33
17. Create Reflective Journal Entries on Tutoring Practices	34
<i>Reflective Journal Topics</i>	34
18. Consolidate a Personal Tutoring Portfolio	35
19. Develop a Personal Tutoring Philosophy	37
<i>Draft Philosophic Statement of Tutoring and Learning</i>	37
20. Self-Evaluate, Receive Tutee and Other Feedback, Create Future Goals	39
<i>Complete all Tutor Certification Processes</i>	39
21. Learning Centre Tutor Self-Evaluation	40
<i>Tutoring Experience</i>	40
<i>Journal Entries</i>	41
<i>Reflection on Tutoring Skills</i>	41
<i>Reflection on Tutor Training</i>	42
<i>Faculty Observations:</i>	43
22. KPU Peer Tutor Level 3 Development Log	44
23. Photo, Video, and Digital Media Release Form Individual Version	47
Bibliography (KPU Tutor Training Levels 1-3)	49

Territorial Acknowledgement

The Learning Centres acknowledges that KPU is located on the traditional, ancestral, and unceded lands of the Coast Salish Peoples. This includes the territories of the Kwantlen First Nation, who bestowed their name on this university.

We thank all First Nations for sharing their land and resources with us in friendship and in peace. We continue to work towards greater reconciliation.

Forward

This Workbook and Training Session, coupled with online modules and coaching from your Trainer will bring you to the standard needed for Level Three Tutor certification

Tutor Name	Date of Tutor Training
My Tutor Trainer(s)	Contact Info
Tutoring Subject Area	Tutoring Since Date

Tutor Learning Outcomes

Tutoring is a complex practice that embodies many learning processes and the fluid application of skills that go well beyond content knowledge as tutors interact with a wide range of tutees and their needs. This tutor program aims, through training, education, mentoring, and opportunities for personal growth, to assist tutors to meet the following learning outcomes. We acknowledge that each tutor brings their own personal history and experiences to tutoring and encourage their use as building blocks to construct a reflective tutoring practice as they work towards these outcomes.

KPU tutors will be able to:

- Follow Learning Centre recommended best practices and standards of service.
- Work independently with a diverse and widely-dispersed team in a tutoring environment.
- Use proficient communication skills in both oral and written English in a tutoring environment.
- Productively engage with accented non-standard English speakers.
- Adapt tutoring strategies and input to respond appropriately to differing learner needs.
- Balance the learners' expressed needs, the assignment instruction criteria, and the tutor's perceptions of the learning needs.
- Provide tutoring input that is feasible for learners to follow.
- Structure tutoring to conform to time limits and tutoring priorities.
- Search for, select, and demonstrate appropriate resources from a broad-range of academic materials.
- Judge when a referral is needed (when a request is beyond one's knowledge and ability framework) and effectively refer learners to appropriate resources.
- Employ ethical standards and practices which:
 - Encourage academic honesty.
 - Encourage learner independence/responsibility.
 - Adhere to the KPU code of ethics for tutoring.
 - Maintain tutor role boundaries.
- Explain and apply KPU tutoring policies and procedures.
- Commit to ongoing development of tutoring skills through ongoing training programs and mentoring opportunities.

Tutor Level Three Learning Objectives

Content matches topics and time requirements for KPU TLC practices and Level Three Certification.

Level III Fundamentals Learning Objectives

- Reflect on Your Personal Strengths as a Tutor
- Review Tutor Competencies
- Analyze Approaches to Tutoring
- Build Tutoring Relationships Based on Trust and Expertise
- Analyze Difficult Tutoring Situations
- Identify Transferable Skills
- Communicate Your Tutoring Accomplishments
- Consider Portfolio Thinking
- Identify Information for Inclusion in a Tutoring Portfolio
- Structure Your Tutoring Portfolio

Level III Integration Learning Objectives

- Follow Learning Centres Procedures
- Complete TECII (2) and Debrief with a Learning Strategist
- Create Supplemental Materials for Tutees
- Collate Session Plans and Document the Tutor Processes
- Self-Evaluate, Receive Tutee and Other Feedback, Create Future Goals
- Create Reflective Journal Entries on Tutoring Practices
- Develop a Personal Tutoring Philosophy
- Consolidate a Personal Tutoring Portfolio
- Complete all Tutor Certification Processes, Create Future Goals

PART I

FUNDAMENTALS TRAINING (6 HOURS)

I. Analyze Your Personal Strengths as a Tutor

Welcome to Level Three Tutor Training. You bring a wealth of experience to this session and we encourage sharing of it.

Strengths as a Tutor Activity:

Think of your strengths as a tutor and share this with another person.

1. What do you do particularly well?
2. What did you do that uses this strength?
3. How did others help you?
4. What are you most proud of in this strength?

Think of a time when you were particularly successful as a tutor. What was the best part of that experience?

What did you do that made that happen?

How did others help you?

What are you most proud of from that experience?

Listen to your partner's experience and be prepared to say a bit about it.

2. Review Tutor Competencies

Using your tutor workbooks from Levels I and II, skim through the material while thinking about significant ways that you have applied the ideas and principles from that training.

What questions come up as you review? What concepts have you been able to apply consistently in your tutoring?

Level I Objectives

Identify the Scope of Peer Tutoring in the Learning Centres

Define Peer Tutoring Roles and Responsibilities

- Behave Ethically when Tutoring

- Analyze Tutoring Situations Where Ethical Choices are Made

- Plan Tutor Sessions

- Utilize the Tutoring Cycle

- Communicate Effectively as a Tutor

- Use Critical Questioning

- Define Bloom's Taxonomy

- Use Referrals (When You Need Assistance)

- Identify When to Stop the Tutoring Process

- Follow Learning Centres Procedures (includes beginning Tutor Certification process)

- Complete LASSI (study skills for success) and Debrief with a Learning Strategist

- Create Reflective Journal Entries on Tutoring Practices

- Integrate Adult Learning Basics into Tutoring

- Discuss Issues of Copyright

- Practise Academic Integrity

- Set a Professional and Welcoming Environment

- Shadow Tutoring Sessions

- Plan Sessions and Document the Tutor Processes

- Self-Evaluate, Receive Tutee and Other Feedback

Level II Objectives

Practise Intercultural Communication

Manage Personal Stress

- Evaluate Tutees' Needs

- Use Socratic Questioning to Promote Critical Thinking

- Tutor in Group Environments

- Discuss Key Strategies for Academic Success (Learning Aids)

- Manage Difficult Tutoring Situations

- Follow Learning Centres Procedures

- Continue Tutor Certification Process

- Complete TECII and Debrief with a Learning Strategist

- Discuss Tutor's Legal Responsibilities for FIPPA, Human

- Rights and Harassment Issues

- Revise Session Plans and Document the Tutor Processes

- Discuss Issues of Academic Honesty (Cheating & Plagiarism)

- Analyze Tutor Ethics in Action

- Utilize Presentation Skills (use scripts for class visits)

- Create Reflective Journal Entries on Tutoring Practices

- Self-Evaluate, Receive Tutee and Other Feedback, Create Semester Goals

3. Analyze Approaches to Tutoring

Now that you have been tutoring for a while, how do you see yourself as a tutor? What methods and approaches have you used that seem to work particularly well for you and your tutees? As you know, tutor roles include:

- Promoting independence in learning;
- Personalizing Learning;
- Facilitating tutee insights into learning, and learning processes;
- Providing a student perspective on learning and university success;
- Respecting individual differences;

We are not all the same in our approaches and there is not one single approach that is the “best”. Research has shown that there are particular categories and types of approaches that work often and good tutors use a combination that suits their tutee’s needs, and both tutor and tutee styles. The following approaches should be considered and combined as you develop your tutoring style.

Facilitating

Facilitation is about making it easy to have a discussion. Being curious about what the tutee knows/believes about the material can lead them to deepen their explanations and to identify connections and cross applications. Help them make linkages and pathways that will improve their retention and recall of information.

Challenging

Tutors can challenge tutees in their thinking by using Socratic questioning to help the tutee look for answers at a deeper level than their current understanding. This promotes critical thinking, analysis, and evaluation as it is focused on the subject at hand.

Coaching

Watching the tutee work through a problem or situation and giving small signs along the way as to direction to pursue or processes that may be fruitful for the tutee.

Leading

Sometimes the best approach is to provide information and resources for the tutee to study. It is hard to draw out information that is not there in the tutee’s mind.

What I’ve Learned by Tutoring Activity:

Describe some of the approach(es) you take to setting goals – for yourself and for your tutoring sessions.

In what ways do you model effective study skills and student behaviours for your tutees?

Explain a few of the most significant things you have learned from your tutoring experiences? Why are these significant for you?

What are some of your strengths as a Tutor in regards to your approach?

What weaknesses or gaps are you aware of? What concerns do you have?

Identify several areas for future growth as a tutor.

4. Build Tutoring Relationships Based on Trust and Expertise

Communication and learning are interconnected. Without good communication in the tutoring process, there is little learning. The two key components of communication are:

1. The content of the message.
2. The emotional impact of the message on the receiver.

Active listening opens the door to good communication that has a positive emotional response. We need to first understand what the tutee is saying and then for the tutee to understand what we are saying. Empathy is the capacity to understand and share the feelings of another. When you are empathetic to your tutee you understand their feelings without letting them take over the situation.

Expert Communication Activity:

What strategies do you use to ensure that you understand what your Tutee is telling you? What do you do with this information in your tutoring sessions?

Give examples of how you connect with your Tutees when you are working with them.

Building Trust

“To be trusted is a greater compliment than to be loved.”

David O. McKay

Building tutoring relationships with others can be complex and relies on the element of trust. The key to building and maintaining trust is being trustworthy. When you want to increase trust, increase your trustworthiness.

- **Trusting Behaviour** – The willingness to risk beneficial or harmful consequences by making oneself vulnerable to other group members.
- **Trustworthy Behaviour** – The willingness to respond to another's risk taking in a way that ensures that the other person will experience beneficial consequences.

Part of being trustworthy is having expertise in the subject that you are tutoring. You became a tutor based on this type of expertise. You continue to develop as a tutor by maintaining and expanding your expertise and by being trustworthy. Expressing acceptance, support, and cooperativeness as well as reciprocating information and disclosures appropriately are key aspects of being trustworthy in relationships with others.

The Emotional Bank Account

If I make deposits into an Emotional Bank Account with you through courtesy, kindness, honesty and keeping my commitments to you, I build up a reserve in the account. Your trust towards me becomes higher. If I have a habit

of showing discourtesy, disrespect, cutting you off, failing to keep commitments, betraying your trust, eventually my emotional bank account becomes overdrawn.

Trust in Action

When trust is high, communication is easy, instant, and effective. I can even make mistakes and that trust level will compensate for it. When trust is low, communication is difficult, and slow. I measure every word. I insist on memos. I won't cooperate.

You can think of this as a "bank account" in which you make deposits that show that you are trustworthy.

Major Deposits in Emotional Bank Accounts

- Effective Communication
- Understand the individual
- Attend to the little things (courtesies)
- Keep commitments
- Clarify expectations
- Apologize sincerely when you make a withdrawal
- Show Personal Integrity

Integrity

Integrity supports trust. It includes but goes beyond honesty. Honesty is telling the truth. Integrity is keeping promises and fulfilling expectations. This is a key element of tutoring.

Trust Activity:

List a few ways that you build trust as a tutor.

<i>How I am Trustworthy</i>	<i>How I am Trusting</i>

5. Analyze Difficult Tutoring Situations

You have been tutoring for at least 50 hours at this point and your experiences will help you to gain a greater understanding of ways that tutor can adapt the learning experience for the tutee. As part of a small group of tutors, you will develop a case study about one aspect of tutoring that has proven to be a challenge to you. This case study will be a descriptive, explanatory analysis of a particular type of tutoring event that you and your group members have experienced. An explanatory case study is used to explore why and how this may have happened and to look for underlying principles that may be used to analyze future events and lead to better outcomes.

Case Study Activity:

1. Your Trainer will lead a whole group brainstorm to come up with a variety of ongoing difficult tutoring situations that have happened in the past. The group will cluster these situations into related types by similarity.
2. The Trainer will assist the tutors in picking a theme that resonates for them and then forming groups of three to four around a given theme. Working in these groups and using your best facilitating skills, create a case study of an ongoing tutoring situation in your theme area.
 - List the events that make up the situation that you are working with.
 - Organize the flow of these events in a series of two or more tutoring sessions.
 - Brainstorm the background elements that would contribute to this series of events.
 - Create a realistic narrative of the dialogue around this tutoring session ensuring that the narrative is reliably supported by the background and the events.
 - Include elements that may change between sessions.
 - Include any other related elements that might impact on how the sessions are conducted.

Your group will give a short presentation on your case study to the larger group and will listen to the presentations by others.

3. The Trainer will use Socratic questioning to lead the whole group in picking out themes and principles from the collection of case studies.

Best Tutoring Advice to Self and Others:

With these in mind, write a paragraph of your best advice to yourself (and others) as a tutor.

What are the strategies that you do and can use to manage difficult situations and to fulfill your tutoring mandate and responsibilities?

6. Reflections on My Tutoring

What I've Learned by Tutoring

Describe the approach(es) you take to setting goals – for yourself and for your tutoring sessions.

In what ways do you model effective study skills and student behaviours for your tutees?

What are some of your strengths as a Tutor?

Explain a few of the most significant things you have learned from your tutoring experiences? Why are these significant for you?

Write a reflection paper on your observations about your tutoring. You will start this process with an Outline.

What are your strengths, concerns, weaknesses, and areas for future growth?

Discuss these reflections with your Tutor Supervisor.

7. Identify Transferable Skills

Your portfolio is an excellent tool to communicate the skills you have gained as a tutor to future employers. While your future work may or may not directly focus on tutoring or teaching, your tutoring work has allowed you to develop many highly valued abilities, including:

- The ability to manage high expectations from students, staff, and faculty
- The ability to set goals and help others make measurable improvements in their skills
- Flexibility and adaptability to meet the needs of various learners
- Communication skills: active listening
- The ability to motivate others and manage conflict
- The ability to build strong and trusting relationships with tutees

While all of your tasks as a tutor may not be directly transferable to the next steps on your career journey, you have gained many transferable skills that you bring with you.

Transferable Skill: Tasks are the actual job functions that you performed and will most likely not be applicable to the new employer. Instead it is the skill you learned from doing the task that is of importance. This skill is what is called a *transferable skill*.

Skill: The capability to carry out pre-determined outcomes often with the minimum outlay of time, energy or both.

Hard Skill: Specific, teachable abilities that can be defined and measured. For example: typing, writing, math, reading and the ability to use software programs.

Soft Skill: The cluster of personality traits, social graces, communication, personal habits, friendliness, and optimism that characterize relationships with other people

(Adapted from Michele Matthysen, 2017)

Identify the skills you have gained as a KPU Tutor:

Hard Skills	Soft Skills

Which of these skills would you identify as transferable skills?

How will you use a portfolio to communicate about your skills as a tutor?

8. Communicate Your Tutoring Accomplishments

In your tutoring portfolio, you will include artefacts and reflective pieces that demonstrate your strengths and successes as a tutor. You will also want to communicate about your accomplishments in your resume, C.V., and LinkedIn profile. For these tasks, you will write statements of accomplishment that reflect your work.

An accomplishment statement uses this formula:

Power Word + Description of what you did +

What was the value created / OR/ How did you do it

List specific experiences and achievements that demonstrate your competence.

For example:

- Facilitated structured group study sessions resulting in student course GPAs rising above the class average
- Participated in annual mandatory training sessions and voluntary training workshops offered by the Learning Centre
- Assisted in training new tutors, including review of documentation procedures and confidentiality policy
- Tutored theory of _____, including concepts of _____, _____ and _____
- Communicated key concepts in written form by developing student Learning Aids for publication online
- Worked effectively with students with diverse learning needs and cultural backgrounds
- Mentored groups of incoming first year university students at transition programs
- Presented key mathematics concepts in first-year Accounting classes

(Adapted from Michele Matthysen, 2017)

Develop Accomplishment Statements Activity

Write 5-6 accomplishment statements that reflect your work as a tutor.

9. Consider Portfolio Thinking

“Who looks outside, dreams; who looks inside, awakes.”

– Carl Jung, Swiss psychiatrist

What is Folio Thinking?

Folio thinking is characterized by a personal awareness of one's own contribution, value, and responsibility. It requires individualized thinking, context-creating communication infrastructure and may use technology-based knowledge management. In other words, you may be posting your thoughts online. You will be undertaking a reflective practice of creating a personal portfolio for the purpose of creating coherence and making meaning. This will draw on:

- Experiential processes
- Reflective thinking
- Analytical thinking
- Thinking about your thinking

Why is it Important to Create a Portfolio?

In today's education system there is a strong move to assess student learning by having them develop portfolios that showcase their understanding and development. In BC, this is now a part of the high school curriculum and many other programs and content areas have and are implementing them to enhance and expand the depth of education and understanding. What is somewhat surprising is that there has been little done to support and encourage those who tutor or teach to do the same thing for themselves. Among those whose primary role is to instruct in a particular discipline most faculty professional development is done in their specific subject areas with significantly less time spent thinking about or acting on considerations of teaching and learning (Silverthorn, Thorn, & Svinicki, 2006). Peter Seldin (1991) notes that: “An historic change is taking place in higher education: teaching is being taken more seriously. At long last, after years of criticism and cries for reform, more and more colleges and universities are reexamining their commitment to teaching and exploring ways to improve and reward it.” Everyone who assists in the learning process is being held accountable, as never before, to provide clear and concise evidence of the quality of their assistance.

This is an opportunity to synthesize and publicize your work on self-assessment, reflection, and analysis on the knowledge, skills, and attitudes of your teaching practice and focus on student learning. Others may not intuitively understand how a particular activity, publication, or process demonstrates your tutoring philosophy and provides support for student learning (Smith 1993, 1995). It is important to develop a clear, detailed vision of what a portfolio needs to be for you and to identify samples of successful portfolios that resonate (Arter et al. 1995; Chappell and Schermerhorn 1999).

What is a Tutoring Portfolio?

Tutoring Portfolio: A comprehensive record of your activities and accomplishments, created by you, and will include:

- Qualitative assembling of evidence of good tutoring, facilitation, and other activities.
- Documents the content & quality of these activities.
- Descriptions, thru documentation over an extended period of time, of the full range of your abilities as a tutor.

This is intended to present your tutoring achievements & major strengths in the areas of:

- Self-assessment
- Interpretation by others

It is also an opportunity for self-reflection and demonstration of growth along with your understanding yourself as a

tutor. As a Kwantlen tutor you have been doing exercises that you will now be using as the basis for your Tutoring Portfolio.

A Tutoring Portfolio is a story about you and who you are as a tutor and a learner. They may include some or all of the following:

- Examples of what you have learned about tutoring others,
- What you do as a learning leader in your preparation and tutoring,
- Your private and public scholarship of tutoring,
- A description of your journey as a tutor,
- Connected with a reflective narrative of your growth, values, future vision, and plans.

Portfolios may go well beyond this list and are a way to show your capacity and to showcase your focus on learning for yourself and others.

Identify Information for Inclusion in a Tutoring Portfolio

Whether you are a new tutor or have years of experience, now is a good time to begin to develop a portfolio. The product and effect will grow over time and provide long lasting rewards. The good news is that, as a KPU tutor you have been working on the content of your tutoring Portfolio since you started tutoring.

Any artifact that can be captured may lend itself to being part of a portfolio. Text, graphics, video, audio, photos, and animations are all candidates for inclusion and each of these categories have many sub genres. You can start by identifying what you have in your “Experience Trunk” – all of those items that you have created or worked with during your time as a tutor – all evidence that may be used as part of your portfolio.

However, you probably will not want to use everything that you collect. While an encyclopedic approach is possible, it is often counter-productive as it diffuses information and often overwhelms the viewer.

First, ask yourself. “For what purpose am I creating this object?”

Secondly, identify the audience that you intend to reach. Contemplation and analysis of these two elements will allow you to filter your information and plan an approach that will focus your evidence to heighten impact.

Thirdly, think about the things that you have created in your time tutoring. This will include session plans, learning tasks, reflective journal entries, handouts to help your tutees, feedback that you have received, your response to feedback, and anything else that you have done as a tutor.

Your next task is to look for the artifacts that you already have or might be in the process of creating.

10. Create a Personal Tutoring Portfolio

You now have the basis for your portfolio.

Add Rich Meaning and Connections

How do you connect your artifacts and evidence with your tutoring practise, perspective, and philosophy? What themes emerge when you reflect on your path? This is your story and a narrative that will take you beyond the descriptive basics of the evidence. This is the place to write reflective commentary about the evidence that you have chosen. Reflections on this commentary are the grounding for your future vision and summary statements for your portfolio.

Share with Others

You will start to create a portfolio that only you see. This will give you the benefits of reflective practice and the positive effects on your learners of any mindful acts that arise from contemplation of personal tutoring practices. Over time, the sharing of your tutoring perspectives and philosophy invites feedback and makes for rich and thoughtful conversations with peers. There is a growing body of research on the benefits of Learning Communities where such conversations spark deeper connections and your tutoring portfolio can both inspire and records these interactions.

Electronic Portfolios

There is a wide range of options for telling your particular story. Making your evidence public has become increasingly easy and encouraged through current web based technologies. Web pages, blogs, wikis, and other shared and/or public places are available to anyone with internet connectivity for a wide range of digital story telling options. That said, the old technologies of paper based publishing are certainly still viable and there are many possibilities in between. A portfolio that is the equivalent of a paper version that has been transposed to an electronic medium may be very different from some of the current database systems. There is an ongoing editing of the definition of “portfolio” (Batson, 2002)

Helen Barrett describes some of the variations as follows: “I view portfolios as a process rather than a product – a concrete representation of critical thinking, reflection used to set goals for ongoing professional development. An electronic portfolio developed for this purpose includes technologies that allow the portfolio developer to collect and organize artifacts in many formats (audio, video, graphics, and text). ... Often, the terms “electronic portfolio” and “digital portfolio” are used interchangeably. However, I make a distinction: an electronic portfolio contains artifacts that may be in analog (e.g., videotape) or computer-readable form. In a digital portfolio, all artifacts have been transformed into computer-readable form.” (Barrett, 2000)

PebblePad as a Platform to Showcase your Portfolio

PebblePad is a fully featured web application to build your digital portfolio. You can create journals, upload files, embed social media resources from the web and collaborate with other users in groups. It is customizable and flexible, allowing you to collect, reflect on and share your achievements and development online in a space you control. KPU uses the PebblePad software as a platform for digital portfolios. You will have the opportunity for a hands-on session to learn how to use PebblePad to organize your Tutoring Portfolio.

<https://app.pebblepad.ca/login/kpu>

Summary

“Folio thinking” promotes self-awareness, motivation, and direction and provides invaluable support to individuals in academic, professional, and social settings (UBC 2006). Technology allows us the flexibility to develop our materials to suit our needs. You have control of the focus, direction, and content of your portfolio.

Options for Organizing Your Portfolio Content

Your next step is to use the content compiled and created for our tutor evidence activity (p. 15) to either create a Tutoring Portfolio or integrate the content into one of the following:

- LinkedIn profile

- Statement of intent for further education e.g. graduate studies, teacher education programs
- Multimedia
- Another existing professional portfolio
- Another form approved by your supervisor and Learning Strategist

II. Structure Your Portfolio

When you have chosen the platform (e.g. PebblePad) that you will use to design your ePortfolio, the next step is to develop the portfolio pages. Then, you will begin adding content.

Consider the following structure:

Page Title	Purpose of the Page	Content and Artefacts to Include
Home/ Landing Page	To provide an overall reflection of who you are as a professional	<ul style="list-style-type: none">· About Me· Brief statement of tutoring philosophy· Photos/images that represent you
Training/ Professional Development	To reflect the skills you have developed as you have completed the three levels of training and any specialized training	<ul style="list-style-type: none">· Training events completed· Journals and reflections on how training has impacted your work and professional growth
Tutor Development	To reflect your growth as a tutor and regular reflection on practice	<ul style="list-style-type: none">· Reflective journals· Materials developed for use with students (e.g. Learning Aids, session plans)<ul style="list-style-type: none">· Three current goals for professional growth· Self-rating on your growth objectives
Testimonials	To support your own reflections with feedback from tutees and colleagues	<ul style="list-style-type: none">· Tutee feedback (anonymous and used with permission)· Feedback from your Learning Centre Coordinator, Learning Strategist, and/or Faculty Mentor
Keepers/ Resources	To keep a record of key content (articles, books, videos) that influences your current professional practice	<ul style="list-style-type: none">· Links to external articles and resources, with brief reflections on their relevance to your practice

If you have been diligent in completing your tutor training to this point, you will already have many of the resources needed for these portfolio pages. Access and scan these resources as needed.

Next, create the portfolio structure on PebblePad or in another format determined in consultation with your Learning Centre Coordinator. You may want to adapt the page structure or titles if you wish to frame your tutoring experiences in light of your larger career or educational plans.

Continue your Tutor Training

This concludes the Fundamentals section of the KPU Level Three Tutor Training program.

You will continue your Integration and content training under the guidance of your Learning Centre Coordinator, Learning Strategists, and faculty mentors.

Good Luck in your continuing Tutoring activities.

PART II

INTEGRATION EXERCISES (6 HOURS)

12. Integration Learning Objectives

Level Three Integration Exercises (6 hours)

Congratulations on finishing your Level Three Fundamentals Tutor Training! You now have more information to build on your Level One and Two Fundamentals and Integration in tutoring concepts, experience, and situations that you may encounter as a Tutor.

You began with your application and interview to become a Tutor at KPU's Learning Centres, completed your twelve hour Fundamentals and Integration sessions in both Levels I & II, Tutoring for a minimum of 50 hours, and now have completed your Advanced Fundamentals session, including your workbook exercises, explanations, and discussions.

The process that you will now follow to continue your tutoring will help you continue to help others. You will continue your training using Moodle for exercises and documents as well as working with your Learning Centre Coordinator, other members of the Learning Centre Team, and your Faculty mentor.

Level III Integration Learning Objectives

- Follow Learning Centres Procedures
- Complete TECII (2) and Debrief with a Learning Strategist
- Create Supplemental Materials for Tutees
- Collate Session Plans and Document the Tutor Processes
- Self-Evaluate, Receive Tutee and Other Feedback, Create Future Goals
- Create Reflective Journal Entries on Tutoring Practices
- Develop a Personal Tutoring Philosophy
- Consolidate a Personal Tutoring Portfolio
- Complete all Tutor Certification Processes, Create Future Goals

13. Follow Learning Centres Procedures (including continuing Tutor Certification Process)

Refer to Learning Centre Procedures documentation from the Learning Centre Coordinator on your campus. This information will also include where to find:

- Tutoring Sessions Weekly Chart
- Bi-Weekly Time Sheet (A1026)
- Other documents as needed.

KPU Tutor Certification

We offer the KPU tutor training program with three levels of certification:

- Essentials (Level I)
- Intermediate (Level II)
- Advanced (Level III)

You currently will have Level I and Level II certification and are working Level III which you will get at the end of this semester if you:

- Complete the Level III tutor training and development program with the additional 6 hours of integration exercises and debriefing.
- Attend tutor meetings as required.
- Write personal reflective journal entries and reflection on tutoring skills and tutor training.
- Receive feedback from Tutees.
- Participate in Moodle activities and discussions.
- Satisfactorily demonstrate your tutoring skills while being observed by a faculty member.
- Debrief with Faculty Observer.
- Coaching with a Learning Strategist in the Learning Centre.
- Tutor a minimum of 25 hours at Level III – use the tracking sheets provided by your supervisor for yourself. Our Tutor Appointment system will be used to validate your contact tutoring hours.
- Meet with you coordinator at least once a month to discuss how you are doing with your tutoring and your tutees, as well as review your progress through the online materials.
- Complete the self-evaluation form and attend the final appraisal meeting.
- Tutor performance appraisal by Learning Centre Coordinator and Tutor Supervisor to review the semester and identify next steps.

The Advanced Fundamentals six hour training and the activities that you will complete during the first week or two of the semester are key parts of the Level III tutor training requirements.

14. Complete the TECII (2) Tutor Excellence and Continuous Improvement Inventory and Debrief with a Learning Strategist

This will be the second time that you will do this. When you debrief with a Learning Strategist you will be comparing the change in your results from the first time.

The Tutor Excellence and Continuous Improvement Inventory (TECII) is intended to assist tutors and their supporters / directors in assessing tutoring behaviours and strategies designed to encourage independent learning and reduce student dependence on tutoring. It is a structured profile that evaluates tutors' effectiveness in understanding and using the steps in peer tutoring and helping students learn how to learn. These steps are supported by research in how people learn and proven strategies that are effective for peer tutoring.

The TECII is a generic tool for assessing tutoring that can be used before and after training or self-directed study to show tutors' level of excellence and improvement in interacting with students in any discipline or content area. Its intended use is threefold:

- 1) An educational tool to help reinforce what effective tutors should attempt to accomplish during each tutoring session.
- 2) A self-assessment tool for tutors to use to critique their own tutoring sessions.
- 3) An element of tutor evaluation tool to independently evaluate what happens during tutoring sessions and to compare with individual observations of tutoring sessions to improve tutor growth and development.

The 11 Step Tutor Cycle:

1. Welcome
2. Tutor Agenda Request
3. Probe to identify Scope / Plan
4. Focus on an Achievable Objective
5. Align (and Realign) to Meet Tutee Needs
6. Tutor Input and Modelling
7. Tutee Response
8. Tutor Feedback
9. Resources
10. Review
11. Closure
12. Documentation (After the session is complete)

System for Assessment:

Each of the 12 Steps of the Tutor Cycle is listed with that step's strategies. The tutor and the evaluator will rate each strategy using a four level Likert scale.

- Always – professional level of competence.
- Usually – consistent attention to strategy, may need to be reminded.

- Rarely – May be unfamiliar with strategy. Assistance and guidance needed.
- Never – needs remedial development.
- N/A – strategy was not used to be evaluated.

Download the TECII inventory. You may choose a PDF file to print, or a fillable Word document.

[TECII Inventory Word Document](#)

[TECII Inventory PDF](#)

15. Create Supplemental Materials for Tutees

During your time as a tutor, you have identified specific situations in your content area that come up over and over. These may include concepts that have to be mastered before moving on, rubrics that have to be used, or any other reoccurring area that may be problematic for learners.

By now, you will have been integrating what to learn in your subject areas with some modelling of how to learn (Level Two Learning Strategies). These will be materials and strategies that you have found useful to help your tutees dig into these areas, deepen their understanding, and ability to analyze and evaluate using the materials they are learning. All of these strategies can be written out as appropriate models of thinking, organization and mastery in a given area. Your session plans will give you the basic outline and the following template can be used to produce tutoring and tutee activities that support learning.

Supplemental Activity

Subject:	
Topic:	
Learning Objective:	
Concept to be Applied:	
Activity by the Tutor:	
Tutee Learning Activity:	
Assessment for Learning:	
Next Steps:	

16. Collate Session Plans and Document the Tutor Processes

Using the materials from *KPU Peer Tutor Training Workbook – Level One*:

- Use a Model to Create Session Plans on page 21
- Use Critical Questioning on pages 29 – 31

Review your current session plans in light of the 25 hours of tutoring that you have done so far. How have you integrated your experiences and the feedback that you have received from your tutees, trainers, faculty mentors, and Learning Strategists?

You are doing ongoing planning for your tutoring sessions. You will be sharing your plans with your Trainer and with other Tutors who tutor in the same subject areas. They will be able to help you adapt your plans and questions to the most probable situations that you may encounter. By this point you should have four to six different tutoring session plans, with reflected documentation. You may have developed exercises and worksheets for your tutees to help them learn the materials. You will have shared these with others and have posted them to your portfolio with your comments on their development.

After each tutor session that you do, you have also documented the session as noted on page 19 in your Level One workbook. In various disciplines this may be called journaling, field notes, diary, logbooks, etc. What is important is that you document what happened so that when you meet with the tutee next, you can refer to your notes and pick up from where you left off. Use a notebook to document your session plan, including the date, times, subject, goals, actions, etc. Do not write in personal information such as phone or student numbers that might breach confidentiality.

By now you will have a list of the materials that you have developed and written about. This is the index of your portfolio.

17. Create Reflective Journal Entries on Tutoring Practices

Journal writing is a way to actively engaged in your own learning and have the opportunity to clarify and reflect upon your thinking. Writing a personal journal gives you an opportunity to reflect on what you are learning and experiencing as a student and is a useful way to document how you feel about it in the moment. You can use the writings to reflect on your personal values, goals, and ideals and to summarize ideas, experiences, and opinions before and after classes. These journals are very also a way to be able to look back on these experiences over time and see how you have changed and developed.

There is strong support that this is an effective approach to improving your learning and writing skills as well as increase your ability to take control of your learning. Malcolm Knowles (1975) introduced the idea of personal reflection through activities such as self-assessment and proactive reading of materials. Another educational theorist, Christensen (1981), describes how a diary can be used as a learning tool for adults. Brookfield (1987, 1995) gives a number of ways that critically reflective writing can be used through tools such as autobiography, critical incident analysis, and seeing ourselves as others see us. You can use these tools in a variety of ways, starting with personal journaling.

Spend 30 minutes to an hour doing this journal writing each week. Submit your journal to your designated faculty contact.

Remember to record the topic and date of your journal on the Tutor Self-Evaluation form. You are required to submit a minimum of four journals for your level three requirements. Multiple journals will not be accepted near the end of a term because this goes against the purpose of the regular reflection we want you to do about your tutoring. So, the point is that you need to do this expected work bi-weekly.

Reflective Journal Topics

You are required to do one journal **each week** beginning in your third week of the new semester. The topics below **are optional**; they are suggested to give you some ideas about what to write about.

- What are the most important things you've learned about tutoring so far and how did you learn them?
- What are some questions you'd like your trainer to answer?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Compare your two TECII results, what have you done that have made changes from the first to the second one?
- Describe a complex tutoring situation that you ran into while tutoring. What did you do?
- Describe a tutoring instance where the tutee needed supplemental materials. What did you develop or draw on?
- Reflect on the personal changes that you have gone through from Level One to Level Three and how you have become a more effective tutor.
- What could you do in your responses to encourage tutees to be more independent and less dependent on you?

18. Consolidate a Personal Tutoring Portfolio

“Who looks outside, dreams; who looks inside, awakes.”

– Carl Jung, Swiss psychiatrist

PebblePad as a Platform to showcase your Portfolio

PebblePad is a fully featured web application to build your digital portfolio. You can create journals, upload files, embed social media resources from the web and collaborate with other users in groups. It is customizable and flexible, allowing you to collect, reflect on and share your achievements and development online in a space you control. KPU uses the PebblePad software as a platform for digital portfolios. You will have the opportunity for a hands-on session to learn how to use PebblePad to organize your Tutoring Portfolio.

<https://app.pebblepad.ca/login/kpu>

Start by having your tutor mentor help you create an account on PebblePad.

Then start adding your artefacts, beginning with your new statement of tutoring philosophy that you have created from the Level Three workbook.

- Refer back to the *Structure your ePortfolio* materials

You will also have session plans, supplemental materials, and reflective journal entries that you can pick from to create your personal Tutoring Portfolio.

Tutor Evidence Activity:

Item	Evidence/ Artefacts	Location in Portfolio
Tutoring Products (e.g. Lesson plans, Learning Aids or resources created by you)		
Reflection on Responsibilities and Practices (e.g. Reflective journal samples)		
Professional Development to Improve Tutoring (e.g. Additional workshops, specialized training events)		
Steps Taken to Evaluate Your Own Tutoring (e.g. TECII, LASSI)		
Feedback From Others (colleagues, TLC staff, faculty – e.g. evaluations)		
Scholarship of Tutoring and Learning (e.g. Publications, conferences)		
Outside Activities that Support tutoring and Learning (e.g. Leadership, TLC/KPU event support, Tutors and Scholars club)		
Other Artefacts or Sources of Information About Your Tutoring		

19. Develop a Personal Tutoring Philosophy

What is your tutoring perspective and philosophy? How does this described point of view extend your story and evidence? Dr. Dan Pratt and Dr. John Collins have done extensive work in this area and make available an online inventory to help you identify your perspective at <http://www.teachingperspectives.com/>. Their Teaching Perspectives Inventory measures teachers' orientations to their roles as managers of the learning process. The Inventory yields five alternative points of view (perspectives) on teaching by asking structured questions about teachers' actions in the teaching (tutoring) setting, their intentions how they organize the learning situation, and their beliefs about fundamental principles of learning and teaching. You can utilize this tool to identify how close your actions, intentions, and beliefs are aligned in each perspective.

Philosophy of Tutoring and Learning Draft Activity:

Actions

What do I do that encourages, enables, and/or empowers learning for myself and/or others?

Intentions

What do I intend my tutoring to do for myself and/or others?

Beliefs

What do I believe is important about tutoring and learning?

Draft Philosophic Statement of Tutoring and Learning

20. Self-Evaluate, Receive Tutee and Other Feedback, Create Future Goals

The Tutor Appraisal Process will be initiated with your Learning Strategist and Supervisor and will use the following elements:

- Self-Evaluation Form for Level III (following pages)
- Feedback on Tutoring from Tutees
- Observation of Tutoring by others
- Learning Centre Tutor Appraisal with Learning Strategist and Supervisor

This is an ongoing process intended to help you, as a Tutor, improve to better help your Tutees.

Complete all Tutor Certification Processes

Working with your supervisor, you will complete all the paperwork and documentation needed to complete your Tutor Certification for Master Tutor.

2I. Learning Centre Tutor Self-Evaluation

The first page of this form help you keep a record of your tutor training activities as you work towards Level 3 certification. Update this record every week to track your tutor training activities.

The last page, which you will fill in during the last full week of the semester, asks you to reflect on your experiences.

Email this completed form to your Learning Centre Coordinator during the last week of the semester before the exam period.

Tutor Name:	
Semester/Year:	

Identify **the dates** that you submitted each of the Tutor Training Integration Activities Modules.

Module	Date	Module	Date
Level III Basic Tutor Training – 6 hr		Follow Learning Centres Procedures	
Complete Tutor Certification Process		Create Supplemental Material for Tutees	
Complete TECII (2) and Debrief with a Learning Strategist		Create Reflective Journal Entries on Tutoring Practices	
Consolidate a Tutoring Portfolio		Collate Sessions and Document the Tutor Processes	
Self Evaluate, Receive Tutee and Other Feedback, Create Tutoring Goals			

Tutoring Experience

Record the number of hours of actual tutoring you do each week. Do not include meeting time or time spent on Moodle.

Date																		Total
Hours tutored																		

Journal Entries

You are required to do one journal **each week** beginning in your third week of work. The topics below **are optional**; they are suggested to give you some ideas about what to write about.

Fill in the chart below, giving a title to each journal entry, and entering the date that you submit each journal as well as its number.

- What are the most important things you've learned about tutoring so far and how did you learn them?
- What are some questions you'd like your trainer to answer?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Compare your two TECII results, what have you done that have made changes from the first to the second one?
- Describe a complex tutoring situation that you ran into while tutoring. What did you do?
- Describe a tutoring instance where the tutee needed supplemental materials. What did you develop or draw on?
- Reflect on the personal changes that you have gone through from Level One to Level Three and how you have become a more effective tutor.
- What could you do in your responses to encourage tutees to be more independent and less dependent on you?

Topic	Date	Journal #
		1
		2
		3
		4
		5
		6
		7
		8
		9
Record your Total Number of Journal Entries:	Total	

Reflection on Tutoring Skills

1. What skills or courses have you mainly tutored this semester?
2. How would you describe your attendance and punctuality to work shifts, to individual tutoring sessions and to meetings? (circle)

Excellent	Adequate	Needs Work
-----------	----------	------------

3. What are your strengths as a tutor?

4. a) In what areas would you like to strengthen your tutoring skills?

4. b) What would help you to strengthen your skills in these areas. Include suggestions about what you can do and what faculty might help you with (e.g. topics for tutor meetings).

Reflection on Tutor Training

1. What aspects of tutor training did you find most useful? Please comment on **why** you think they were useful.

2. What aspects of tutor training did you find least useful? Please comment on **why** you think they were not useful.

3. Other comments you would like to make about the Learning Centre or about the job of peer tutoring.

4. What suggestions can you make for topics for future tutor training / meetings?

Tutor Signature:

Date:

Faculty Observations:

Faculty Signature:

Date:

22. KPU Peer Tutor Level 3 Development Log

Peer Tutor: _____ Primary Campus: _____
 Reporting to Learning Centre Coordinator (Name): _____
 Content Area(s) Tutored: _____
 Content Area Faculty Mentor: _____
 Semester/Year (e.g. Summer 2019): _____
 Training LS: _____ Supervising LCC: _____
Verify these items with your Learning Centre Coordinator (LCC):

Activity	Due Date	Completed	Signed by LCC
Confirm /update KPU Peer Tutoring documentation (e.g. courses tutored, contact information.)	First week of tutoring		
Update tutor profile and schedule information; use tutor appointment system for scheduling and documentation.	First week or tutoring		
Complete all level three Fundamentals Training pre-session and session exercises.	As scheduled		
Review Learning Centres services, resources, expectations, and procedures	Prior to first tutoring shift		
Prepare and revise tutoring materials for your tutoring sessions; review materials with your LCC	First week of tutoring		
Review feedback from a minimum of 6-8 tutees (provided by your LCC)	Weeks 5-6 of tutoring		
Complete a self-evaluation of your tutoring to contribute to summative evaluation	Week 12 of semester		
Complete active tutoring (25 hours). Attended Tutoring Hours_____	As scheduled		

Schedule and complete these items with your Learning Strategist cohort trainer:

Activity	Due Date	Completed	Signed by LS
Record a video and/or arrange for a Learning Strategist observe your sessions.	After first cohort session		
Complete TECII together with your Learning Strategist and debrief your session observation.	After first cohort session		

Schedule and complete these items with your content area Faculty Mentor:

Activity	Due Date	Completed	Signed by
Ask one of your current or past instructors to mentor you in your content area as it relates to your professional development.	First 2 weeks of tutoring		
In preparation for Session 1 with your mentor, Complete pages 3-6 in your Mentoring Workbook and share the Mentoring booklet for faculty with your mentor.	Early and mid-term		
Session 1. Discuss Mentoring Workbook and Form the Mentoring Agreement. Complete Planning and Reflections Sheets	Early and mid-term	1.	
Arrange and attend meetings (group or individual) with your faculty mentor (meetings can be scheduled more frequently as desired by either or both parties). Session 2 Topic _____ Session 3 Topic _____	Early and mid-term	2. 3.	

Complete these Reflective Practice items as scheduled below. Reflective practice will be discussed in cohort meetings, and completion of reflective practice requirements will be confirmed by your LCC.

Activity- Reflective Practice	Due Date	Completed	Signed by LCC or LS
Write a minimum of 2 reflective journals or identify another equivalent reflective project (must be approved by cohort Learning Strategist at first cohort meeting).	Before second cohort meeting		
Write an additional 2-3 journals and bring to the next cohort meeting OR present progress on alternative reflective project to your cohort.	Before third cohort meeting		
Prepare a tutoring portfolio that integrates and demonstrates your competencies as a tutor (see workbook and portfolio rubric for details about portfolio requirements).	Prior to the end of the semester		
Arrange a time for a final discussion of your reflective journals or alternative reflective project.	Week 8 of tutoring		
Self-Evaluation completion. Identify your tutoring strengths and review your professional growth as a tutor. Evaluate the effectiveness of your growth plans.	Prior to the end of the semester		
Book and attend a summative evaluation meeting to discuss your Learning Centre Tutor Self Evaluation	Before the end of the semester		

Satisfactory completion of all items will lead to your Level Three Tutoring Certificate.

Completion of Level 3 Peer Tutor Requirements for Certification Sign Off

After all of the above items have been completed:

Number of attended tutoring hours:

Date completed:

Learning Centre Coordinator name:

Signature:

23. Photo, Video, and Digital Media Release Form Individual Version

Photo, Video, and Digital Media Release Form: Individual Version

[Download and sign the release form here](#)

Please send all SIGNED waiver forms scanned via email to marketing@kpu.ca or to Marketing Services, Surrey Campus via intercampus mail.

- Agee, K. & Hodges, R. (eds) (2012) *Handbook for training peer tutors and mentors*. USA: CRLA Ambrose, S.A. et. al., (2010) *How learning works: 7 research-based principles for smart teaching*. San Francisco, CA, USA: Jossey-Bass.
- Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY, USA: Longman.
- Arkin, M. & Shollar, B. (1982). *The tutor book*. New York, NY, USA: Longman.
- Arter, J. A.; Spandel, V. & Culham, R. (1995) *Portfolios for Assessment and Instruction*. ERIC Digest. Greensboro: ERIC Clearinghouse on Counseling and Student Services, University of North Carolina, 1995. (ED 388 890)
- Ash, S.H., Clayton, P.H. & Moses. (2007) *Teaching and learning through critical reflection: An instructors' guide*. Sterling, VA, USA: Stylus Publishing.
- Ash, Sarah L., & Clayton, Patti H. (2009). Generating, deepening, and documenting learning: the power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48. Retrieved from: <http://www.missouriwestern.edu/appliedlearning/volume1.asp>
- Association of Educational Communication and Technology. (2013) <http://aect.site-ym.com>
- Barrett, Helen (2004) *Differentiating electronic portfolios and online assessment management systems*. SITE Conference Proceedings. Retrieved from: <http://electronicportfolios.com/systems/concerns.html>
- Batson, Trent (2002) *The electronic portfolio boom: What's it all about?* Syllabus. Available online: <http://campustechnology.com/articles/2002/11/the-electronic-portfolio-boom-whats-it-all-about.aspx>
- Biggs, J. & Tang, C. (2009) *Teaching for quality learning at university*. Berkshire, England: Open University Press, McGraw-Hill Education.
- Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Handbook I: Cognitive domain. New York, NY, USA: Longmans, Green.
- Cambridge D., Cambridge, B., & Yancey, K. (2009) *Electronic portfolios 2.0: emergent research on implementation and impact*. Sterling, VA, USA: Stylus Publishing, LLC.
- Canada. *Canadian Charter of Rights and Freedom* (1982). Part I of the Constitution Act, 1982, being Schedule B to the Canada Act (1982) (U.K.), 1982. Retrieved from: <http://laws-lois.justice.gc.ca/eng/const/page-15.html>
- Canada. *Criminal Code*. Retrieved from: <http://laws-lois.justice.gc.ca/eng/acts/C-46/>
- Canada. *Human rights Act*. Retrieved from: <http://laws-lois.justice.gc.ca/eng/acts/H-6/>
- Canadian Human Rights Commission. (2013) *How are human rights protected in Canada*. Ottawa: Retrieved from: <http://www.chrc-ccdp.gc.ca/eng/content/frequently-asked-questions>
- Chappell, D. S., & Schermerhorn, J. R., Jr. (1999) Using Electronic Student Portfolios in Management Education: A Stakeholder Perspective. *Journal of Management Education* 23, no. 6 (December 1999): 651-662.
- Chickering, A.W., & Gamson, Z.F. (1991) Seven principles for good practice in undergraduate education. In *Applying the Seven Principles for Good Practice in Undergraduate Education*, ed. A. W. Chickering and Z. F. Gamson, 63-69. New Directions for Teaching and Learning, No. 47. San Francisco, CA, USA: Jossey-Bass.
- Edgerton, R, Hutchings, & P. Quinlan, K. (1991) *The teaching portfolio: Capturing the scholarship in teaching*. Washington, DC, USA: American Association for Higher Education.
- Fullan, M. (2011) *Learning is the Work*. Unpublished paper. Retrieved from: <http://www.michaelfullan.ca/media/13396087260.pdf>
- Garrison, D. R. & Anderson, T. (2003) *E-learning in the 21st century: A framework for research and practice*. Routledge. ISBN 0-415-26346-8.
- Gattis, K.W. (2002) *Productive tutoring techniques*. NC, USA: North Carolina University. Gillespie, P. & Lerner, N. (2008) *The Longman Guide to Peer Tutoring*. New York, NY, USA: Pearson Longman.
- Gordon, E. E. (1990). *Centuries of tutoring: A history of alternative education in America and Western Europe*. Lanham, Maryland, USA: University Press of America.
- Greenwood, M.L. (2005) *Guide for Tutors*.

- Havighurst, R.J. (1952). *Human development and education*. New York, NY, USA: Longmans, Green.
- Hunter, M. (1994) *Enhancing teaching*. New York, NY, USA: Macmillan College Publishing. Januszewski, A. & Molenda, M. Eds. (2008) *Educational Technology: A Definition with Commentary*. Mahwah, NJ, USA: Lawrence Erlbaum Assoc.
- Knowles, M. S. (1970, 1980) *The modern practice of adult education. Andragogy versus pedagogy*. Englewood Cliffs, NJ, USA: Prentice Hall/Cambridge. KPU (current) *Cultural Diversity at KPU*: Retrieved from: http://www.kwantlen.ca/___shared/assets/College_Response_Cultural_Diversity6351.pdf
- Krathwohl, D. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218. Retrieved from http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf
- Lowenthal, P. R., & Wilson, B. G. (2010). Labels do matter! A critique of AECT's redefinition of the field. *TechTrends*, 54(1), 38-46. doi: 10.1007/s11528-009-0362-y
- MacDonald, R.B. (2000). *The master tutor: a guidebook for more effective tutoring*. Williamsville, NY, USA: Cambridge Stratford.
- MacDonald, R.B. (2000). *Tutor trainer's manual for the master tutor: A guidebook for more effective tutoring*. Williamsville, NY, USA: Cambridge Stratford.
- Maxwell, M. (1994) *When tutor meets learner*. Ann Arbor, MI, USA: University of Michigan Press.
- Meyer, B., Haywood, N., Sachdev, D. & Faraday, S. (2008) *Independent learning*. Learning and Skills Network, Research Report DCSF-RR051. Retrieved from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/222277/DCSF-RR051.pdf
- Meyer, E., & Smith, L.Z. (1987) *The practical tutor*. New York, NY, USA: Oxford University Press.
- Myers, L. B. (1990). *Becoming an effective tutor: A tutor training handbook*. Los Altos, CA, USA: Crisp Publications.
- Newton, F.B. & Ender, S.C. (2010) *Students helping students*. San Francisco, CA, USA: Jossey-Bass.
- Paul, R. and Elder, L. (2006). *The art of socratic questioning*. Dillon Beach, CA, USA: Foundation for Critical Thinking.
- Pratt, D. & Collins, J. (1998) *Five perspectives on teaching in adult and higher education*. Melbourne, Florida, USA: Kreiger Publishing.
- Pratt, D. & Collins, J. (1998) *The teaching perspective inventory*. Instrument available online at: <http://www.teachingperspectives.com/>
- Richey, R.C. (2008). Reflections on the 2008 AECT Definitions of the Field. *TechTrends*. 52(1) 24-25.
- Seldin, Peter. (1991) *The teaching portfolio: a practical guide to improved performance and promotional/tenure decisions*. Bolton, Massachusetts, USA: Anker Publishing Company, Inc.
- Shulman, L. (1998) Teacher portfolios: A theoretical activity. in N. Lyons (ed.) *With Portfolio in Hand*. (pp. 23-37) New York, NY, USA: Teachers College Press.
- Silverthorn, Dee, Thorn, Patti, Svinicki (2006) *It's difficult to change the way we teach: Lessons from the integrative themes in physiology curriculum module project*. Unpublished manuscript.
- Smith, C. (1996) *What have we learned from assessing employability skills portfolios?* Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, April 9-11, 1996. (ED 397 102)
- Stassen, M.L.A., Herrington, A., & Henderson, L. (2011) Defining critical thinking in higher education. In *To Improve the Academy*, Vol 30. Professional and Organizational Development Network. Retrieved from: <http://people.umass.edu/mstassen/Bio/Defining%20Critical%20Thinking%20in%20Higher%20Education.pdf>
- Truschel, J. & Zenanko, M. (eds) (2009) *The atps of tutor training*. Morrisville, NY, USA: The Association for the Tutoring Profession.
- Zubizarreta, J. (2009) *The learning portfolio: Reflective practice for improving student learning*. San Francisco, CA, USA: Jossey-Bass.