Level Two Peer Tutoring Fundamentals and Integration Workbook

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Contents

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 Two 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 Two Learning Objectives

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

Fundamentals Learning 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
- Manage Difficult Tutoring Situations

Integration Learning Objectives

- Follow Learning Centres Procedures
- Continue Tutor Certification Process
- Complete Tutor Excellence and Continuous Improvement Inventory (TECII) and Debrief with a Learning Strategist
- Discuss Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment Issues
- Discuss Issues of Academic Honesty (Cheating & Plagiarism)
- Analyze Tutor Ethics in Action
- Revise Session Plans and Document the Tutor Processes
- 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

FUNDAMENTALS TRAINING (6 HOURS)

1. Practise Intercultural Communication

Your Culture Activity:

Take a few minutes to jot down some thoughts about yourself. Then spend the next five to ten minutes sharing these thoughts with one other person.

How do you define 'Culture'?

How do you identify yourself culturally or ethnically?

What do you enjoy or appreciate most about your culture?

What assumptions do people make about your culture?

Note: This will be discussed in class and with your Trainer.

What is Culture?

Culture is dynamic – neither fixed nor static. It is a continuous and cumulative process that is collectively learned and shared by a group. You can see it through the behavior and values exhibited by a group of people. Culture includes what is creative and meaningful in our lives. It has symbolic representation through language and activity. It is that which guides people in their thinking, feeling and acting.

Culture Is Not:

Culture is not just artifacts or material used by a people or a "laundry list" of traits and facts. It is not biological traits. Although it is attractive, it is not the ideal and romantic heritage of a people as seen through music, dance, holidays or a higher class status derived from knowledge of the arts, manners, literature. Finally culture is not something to be bought, sold or distributed.

Why It Is Important To Know About Culture?

Culture is a means of survival. All people are cultural beings and need to be aware of how culture affects people's behavior. Culture affects us everywhere including in the classroom, at home and at work. Culture also affects how learning is organized, how work and school rules and curriculum are developed, and how teaching methods and evaluation procedures are implemented. Cultural awareness and acceptance can ease communications at school and in the community. Culture is an integral part of Canadian society.

Iceberg Model of Culture

Image Credit: James Penstone

Like an iceberg, what we see is only a small part of the whole. Culture is complex.
Adapted from Edward T. Hall (1976)

Developing a Cross-Cultural Perspective

Culture can be very different from person to person. Knowing the perspectives of others will help you to interact respectfully with them.

Dimensions of Culture

Culture in Ourselves

Seeing culture in ourselves involves perception or knowledge gained through our senses and interpreted internally. It is not always obvious since it is shared socially with those we meet on an everyday basis. It helps us to understand and avoid areas of conflict, and allows us to learn through contrast. This reflection on culture in ourselves implies that thought processes occurring within each of us also occur within others, but may take on a different shape or meaning for that person.

Culture in Others

We have to see the difference between ourselves and others to be able to see someone else's culture. Our cultural perceptions can involve a certain degree of *ethnocentrism*, the belief that our own cultural ways are correct and superior to others. This is natural and occurs in each of us. While it helps to develop pride and a positive self-image, it can also be harmful if carried to the extreme of developing an intolerance for people of other cultures. It is perhaps best represented by the concept of *cultural relativism* which is the belief that there are many cultural ways that are correct, each in its own location and context. It is essential to building respect for cultural differences and appreciation for cultural similarities.

Respectful Interaction

Respectful interaction is a key element to resolving and utilizing the immediate conflicts that may arise when you and your personal culture come into contact with the diverse needs of others. The communication skills of *active and empathic listening and paraphrasing* followed by *effective questioning and feedback techniques* are all elements of this interaction. Personal flexibility and adaptability to the needs of others is a necessary trait in a multicultural environment.

Being Self-Reflective and Reflexive

It is important to locate oneself in terms of culture of origin, culture of choice, gender, age, income, education, and personal values. What do these mean in terms of your inherent privileges or disadvantages, your empowerment or lack of it, your social position and prospects? How does this impact those that you work with?

Reflexivity refers to reciprocal and circular relationships between cause and effect. A reflexive relationship works with both the cause and the effect of interactions as people are affecting one another in a situation.

Using a Medicine Wheel as a Framework

The traditional medicine wheel, symbolizing balance and interconnection, can serve as a framework for improving the mental well-being of First Nations and other people.

Materials from: https://news.umanitoba.ca/look-to-the-medicine-wheel-for-mental-health-elders-advise-in-first-nations-study/

Pick one or two themes from this medicine wheel that resonate with you and tell a story about a learning experience that you have had and how this fits in.
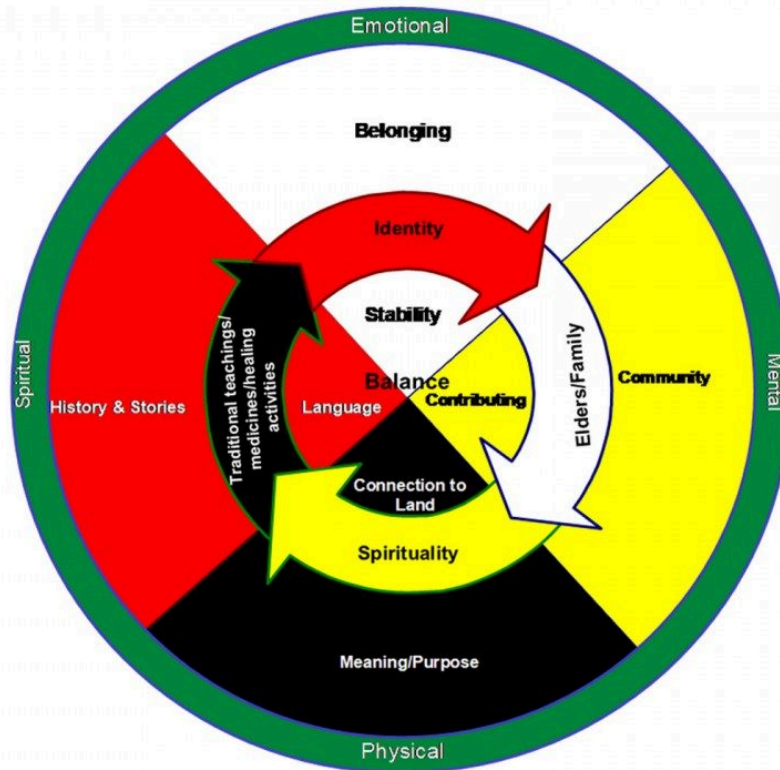
Image Credit: University of Manitoba

Your Story:

Culture Shock

This is the reaction one faces when confronted with a new cultural environment; the effect of going from culture into another. It includes the mental, physical and emotional adjustment to living in a new environment, as well as the coming to terms with different ways of approaching everyday living. This embraces everything from fundamental philosophical assumptions (one's worldview) to daily chores.

All students experience some of this going from high school to university or from the world of work to the world of education. Some students have even more of a shift when they come from a different country to study in Canada (or when a student travels to another country from Canada). Your tutee may be experiencing culture shock for a variety of these reasons.

Some of the signs of culture shock include:

- Homesickness
- Boredom
- Withdrawal (spending most of your time in your room, only seeing other students from your background, avoiding people who are different from you)
- Negative feelings and stereotyping of others

- Inability to concentrate
- Excessive sleep or insomnia
- Compulsive eating or drinking or lack of appetite
- Crying uncontrollably or Outbursts of anger, irritability
- Physical ailments, such as frequent headaches or stomachaches

It is helpful to know that most students adapt successfully. When your tutee seems to be experiencing culture shock, tutors can be encouraging and empathic but you are not counsellors and need to refer those students who are struggling with this shock to other resources and departments as needed.

Helping your Tutee Adapt to a New Culture

In the different stages of adapting to a new culture, you have a role to play.

- Euphoria (Tutors can share enthusiasm with their tutees).
- Fear, Anxiety, Rejection (Tutors listen and refer to other resources and support systems as needed).
- Acceptance and Adjustment (Tutors encourage a positive outlook as tutees adjust).
- Resolution (Tutors and tutees are normal and focused on coursework).

Building a Cultural Bridge

To increase your effectiveness when working with people from a variety of cultural backgrounds:

Be informed.

Having some knowledge of another's cultural background can result in useful insights to areas of potential cross-cultural conflict.

Be interested (in the world of personal meanings).

Aspects of the individual that are under-validated in the host culture can be validated in a discussion or interview. For instance, you may ask the meaning of a person's name, family history, attachments, etc.

Be flexible and be an astute listener.

For the person communicating in a second language, simply feeling understood can reduce anxiety.

Be informative (a cultural interpreter).

Your role may include acting as an interpreter of the academic culture of the university and beyond for a tutee.

Take your cues from the other person and ask!

Use these techniques when you can tell whether the other person is comfortable with them. If you are unsure you can ask, "Is this a good time to talk?" "Would it be all right if I asked you about your name?" etc.

Ethnically/Culturally Sensitive Attitudes and Values

The following list is adapted from material by Mercedes Tompkins and Casea Myrna Vasques, from an interview with Elva Caraballo (1996).

DO	DO NOT
Do with	Do for
Come alongside	Lead
Assist	Control
Provide input	Demand
Facilitate	Determine
Provide additional resources	Impose additional requirements
Encourage	Mandate
Respect	Condescend
Show concern	Paternalize
Empathize	Sympathize

This is not very different from how most people want to be treated and is a key component of how tutors need to act to be effective. The interesting thing is that many people believe that the process by which we interact with others should be different from how we want to be treated. It is often useful and always polite to respectfully inquire how a person wishes to be treated or helped.

2. Cultural Safety

Cultural Safety is: A manner that affirms, respects, and fosters the cultural expression of clients. This usually requires the individual to have undertaken a process of reflection on their own cultural identity and to have learned to practice in a way that affirms the culture of clients and self.

Cultural safety addresses power relationships between the service provider and the people who use the service.

Cultural un-safety: What is it?

A subjective sense that one's cherished values, goals, language, identity, and ways of life are denigrated or threatened in an encounter, or that one is being asked to venture into a foreign culture without knowing how to function in it and without positive accompaniment. Unsafe cultural practice is any action which demeans, diminishes or disempowers the cultural identity and well-being of people.

Plan Your Approach Activity:

If your tutee is having difficulties adapting to the University and/or 'Canadian' culture, what are some ways that you can assist them?

3. 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

4. Manage Personal Stress
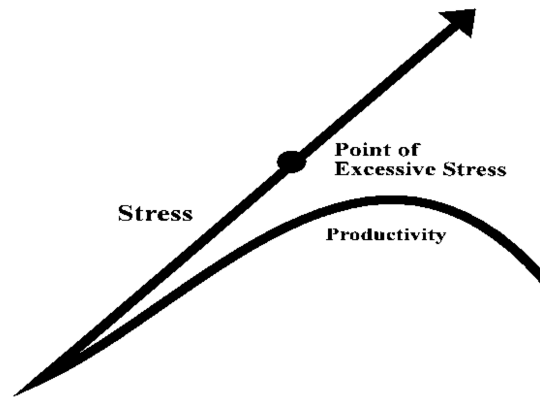
Stress Identification

The simplest definition of stress is any response of the body to any demand. It is a dynamic state within an organism in response to a demand for adaptation. Stress is an unavoidable consequence of life. Without stress, we are dead. Distress can cause loss of productivity, disturbance in our personal lives, and even diseases. Fortunately, there are good stresses that offset this and promote wellness. Managing stress means gaining control over your life and dealing effectively with both the causes and the symptoms of stress.

What causes you stress?
List a few situations that you find stressful:
Types of Stress (based on the work of Hans Selye)
Understress – Lack of engagement with the events around us.
Eustress – This is also called positive stress. When our minds and bodies are in balance, we feel energetic, adaptable, approachable and relaxed.
Overstress – This is happening when we are tired, anxious, aggressive or defensive and is continual stress that causes us constantly to readjust elements of our lives. People have trouble returning to a balanced state when they are overstressed.
Distress – Distress is more extreme than overstress. It is a reaction to continual stress that leads to fatigue, exhaustion and physical and mental breakdown. This type of stress can lead to disease.
Other categories of stress include the following.
Cumulative Stress – This stress builds over time. Little things that in themselves do not seem particularly stressful add up. Cumulative stress may not show up for months, or even years.
Acute Stress – Acute stress may overwhelm a person's usual coping ability such as being part of or witnessing a terrible accident (critical incident). This type of stress requires debriefing and / or counseling for effective recovery.
Delayed Stress (Post Traumatic Stress Disorder) – Stress reaction often does not show up at the time of a critical incident. It can surface at a later date, when you think that you have recovered from the initial stress.
Chronic Stress – When stress continues over time, it becomes chronic. Stress takes a toll on all aspects of life. We are likely to experience symptoms not only in our bodies, but also in our emotional reactions, our mental state, our relationships with others, our work world, and our spiritual life. It is important to define the symptoms of stress not only in a physical context. Some types of stress are considered to have a greater impact than others. Death of a family member is considered to be more stressful than a daily commute in rush hour traffic.

Symptoms of Stress

Check any symptoms of stress you have noticed lately in yourself.

Physical	Emotional	Spiritual	Mental	Relational

appetite change
  headaches
  tension
  fatigue
  insomnia
  weight change
  colds
  muscle aches
  digestive upsets
  pounding heart
  accident prone
  teeth grinding
  skin rash
  restlessness
  foot tapping
  finger drumming
  increased alcohol, drug, or
tobacco use
	anxiety
	  frustration
	  "the blues"
	  mood swings
	  bad temper
	  nightmares
	  crying spells
	  irritability
	  feeling that no
	one cares
	  depression
	  nervous laugh
	  worrying
	  easily discouraged
	  little joy
	  sadness
		emptiness
		  loss of meaning
		  doubt
		  unforgiving
		  martyrdom
		  looking for
		magic
		  loss of direction
		  needing to prove
		self
		  cynicism
		  apathy
			forgetfulness
			  dull senses
			  poor concentration
			  low productivity
			  negative attitude
			  confusion
			  lethargy
			  whirling mind
			  no new ideas
			  boredom
			  spacing out
			  negative self-talk
				isolation
				  intolerance
				  resentment
				  loneliness
				  lashing out
				  hiding
				  clamming up
				  lowered sex drive
				  nagging
				  distrust
				  fewer contacts with
				friends
				  lack of intimacy
				  using people

Do you recognize any patterns in your stress symptoms? For instance:

1. Is your mind working well (mental), but your body gets sick (physical)?

2. Which symptoms are you most concerned about – relational, spiritual, or emotional ones?

3. Are any areas of your life symptom-free?

4. What else do you notice?

Building Stress Resistance

You are in charge of your lifestyle and make the final decisions about what you do as an individual. However, we receive many messages from within our family and from the wider world as we are growing up about whom we should be and how we are supposed to behave. In fact, when we become adults, we often forget where these messages were

learned and simply hold them as beliefs. These messages tend to operate as *'shoulds'* inside our head. This is called an internalized belief system.

These messages often come through as negatives that are criticizing us for our actions and choices. It is important however, to increase one's awareness of what the messages are in order to better understand some of the sources of stress. Only then is it possible to have the distance to decide if the beliefs / messages are current or out of date. Then you can choose to adapt your internal beliefs to your current situation. When you hear that voice in your head being negative to yourself that is the time to turn the statement around into a positive one. This is a practice that takes time to develop.

Resistance to negative stress needs to be built up. Negative self-talk can drag us down while self-affirmations can help us to continue and succeed. We need to give ourselves space and time to adjust and develop coping strategies for stress.

This is a strong step to personal wellness. Good stress is energizing. In fact we all need positive stress to give us focus and drive. This action builds our stress resistance.

Stress Recovery

The common feeling of exhaustion often leaves many people unable to deal with the sources of stress in the complex personal, social and political environment in which we live. Coping strategies, such as avoiding stressful situations and turning negative self talk into positive message can help break this cycle and lets us regain some of our energy. As we regain energy, it becomes possible to look at what kinds of changes are needed. As we become stronger, we begin to do what we need to do to change the conditions that produce stress.

It is important to identify what activities are energizing for you. These may be work related, recreation, or family situations. They may include:

1. Team activities (sports or work activities)
2. Competition with others
3. Competition against yourself (timed activities)
4. Individual activities such as:

   a) Cooking
   b) Gardening
   c) Walking, running, cycling
   d) Crafts
   e) Meditating
5. Volunteer activities in the community
6. Family activities with your own family and/or with others
7. Community activities such as:
   a) Choir
   b) Coaching
   c) Tutoring

There are so many possible sources of positive stress enhancement that this is intended just to be a short list that might trigger some thoughts about what you do and can do to enhance your own positive energy. These types of activities help us to recover our energy and build distress resistance to the other situations around us.

Eustress Activity

Think back to a time when you felt really energized and well. List some activities that made you feel that way. How often do you do them?

Taking Control of Your Personal Stress

When we are stressed it brings with it fear and worry. Fear drives one to action. When there is no action, we have worry. Worry, or preoccupation, is intellectual as well as emotional. It tries to deal rationally but ineffectively with the situation that is causing us stress, however, the more you worry the worse it becomes. Worry consists of trying to occupy oneself about something before one can actually do something about it.

There is a rational positive and creative way to face worry, and fear. It consists in facing rationally the situation through six questions.

1. What is the worst that can happen?
2. Can you survive if it happens?

If you can't survive, it is a real situation that you need to accept.

Once you have identified what you can survive, the next questions are:

3. Can you do something to keep it from happening?
4. If not, what can you do to minimize its impact?
5. What can you do to rebuild things as good as before?

There is a sixth question that few people ask and that makes all the difference in the world to those who dare answer it:

6. What can you do to make things even better than before?

Once you have answered these questions you are set to start acting. Once you start acting, preoccupation and worry are left behind.

If there is something you can do, do it. If there is nothing that you can do to minimize the impact of a situation, why worry? Concentrate on doing something useful while you are still alive. These steps are taken from Dale Carnegie's book 'How to stop worrying and start living' (1948).

Returning to Harmony Activity:

The most useful thing in many situations to be keep your self-balanced and in harmony. Write out the answers to these questions.

```mermaid
flowchart TD
    A[What takes you out of harmony?]
    B[Is it worth it?]
    C[Yes]
    D[No]
    E[What brings you back into harmony?]
    F[Is it changeable?]
    G[No]
    H[Yes]
    I[What brings you back into harmony?]
    J[How can you change it?]
```

What takes you out of harmony?

↓

Is it worth it?

Yes — **No**

Yes → **What brings you back into harmony?**

No → **Is it changeable?**

No → **What brings you back into harmony?**

Yes → **How can you change it?**
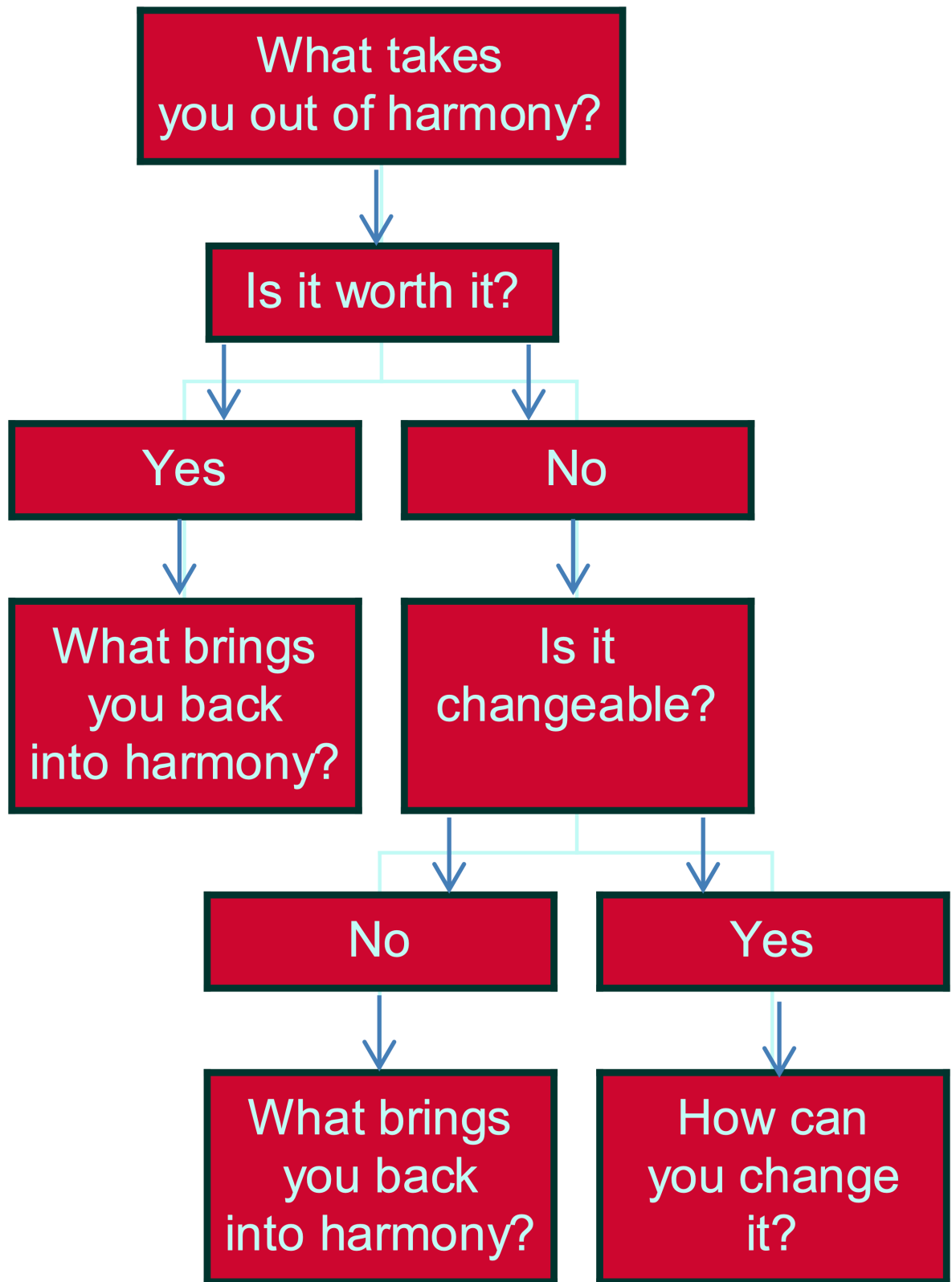
5. Evaluate Tutees' Needs

In Level I, we looked at how we would begin to identify the goals that will be focused on in a tutoring session. We then identify these through several layers of questioning and introduced you to Bloom's Taxonomy. You started your session by asking the tutee what they want to focus on, and allow them to be in charge of the session. This also included asking to see the assignment (or syllabus) from the instructor so that you could see what was required. If this did not clarify the task, you also asked to see the tutee's discussion and lecture notes to get a better idea of the requirements of the course. You explained what was realistically possible in the time allotted for the session. At this point we are going to expand on this idea and start looking deeper into the tutee's needs. Once the goals have been identified they must be monitored on an ongoing basis throughout the session.

Assessing Levels of Knowledge and Skills

Assessment used to identify learning gaps is called diagnostic assessment. As you develop as a tutor, you also need to develop your ability to quickly determine the level of knowledge and skills that your tutees possess. This allows you to fluently identify any academic gaps and to identify the next steps that they must take in their learning. The tutor may use any of the following techniques or develop ones for other subject areas to help assess the level of knowledge and skills that the tutee currently possesses and which relate to the tutee's goals. Their goals aid the tutor in selecting the right activities to use in the tutoring session.

Area	*Technique Used*
Reading	The tutee reads a passage in the text to identify reading, fluency, comfort, and comprehension.
Language	The tutee explains in their own words fact or points of information about a given topic.
Writing	The tutee writes a short diagnostic piece related to the area and level that they are working on. This could be from a current assignment.
Accounting	The tutee explains several accounting principles at or just prior to the area that they are working with.
Mathematics	The tutee completes a math problem at the level they say they are comfortable with and then attempts one at the next level.
Science	The tutee reviews the main concepts that are embedded in the area that they are working on.
Business	The tutee describes the context for the case study that they are analyzing and compares this to the concepts previously used.

Adapted from: Handbook for Training Peer Tutors and Mentors (2012) CRLA.

Create Learning Tasks

The tutor's work is to assess where the tutee is now and what information and tasks will help them to move forward with their learning. Learning tasks are the steps that are used to help the tutee move and help to ease anxiety they might have about the work. Identifying and using a learning task that allows the tutee to focus on the next step in the content that they are working to master helps them to progress, step-by-step, and not be overwhelmed by the subject.

You are guiding the tutee to become a more independent learner and the way you break things down will help them

build their own framework for learning. When the tutee can easily set their own goals and tasks for learning, then they are well on the way to the self-efficacy that we identified in Level I.

Crafting a suitable learning task, means that the tutor must take the starting point – assessed highest level that the tutee can currently accomplish – and then determine what the next task might be. If the material is very technical, your task steps can follow the organization of the problem at hand. In writing it will follow the assignment. For case studies, you may start with the underlying principles. In all cases, identify what they can already do, then devise the next learning tasks.

Learning Task Activity:

Thinking about your subject area and the type of assessment you might use to identify the level that the tutee is at, create a session plan for a typical situation that you have encountered which will identify two learning tasks that you would assign the tutee to help them progress and your assessment.

1. Learning Objective – What the learner will be able to do upon mastery of this activity.
2. Anticipatory Set – Puts the tutee into a receptive frame of mind. Include what the learner already knows; review of other work that may relate to this new activity.
3. Input – Tutor presents new information, using specific materials related to objective and focusing on the necessary basic skills.
4. Modeling – Tutor shows the skill needed so that the tutee can then do it themselves. The tutee asks question and tries the skill.
5. Check for Understanding – Tutor checks that each step has been understood.
6. Guided Practise – Tutor provides opportunity to practise what has been presented. Effectiveness of the learning activity is evaluated and adjusted.
7. Closure – Tutor brings session to an appropriate conclusion with review and ensuring that the tutee has the main ideas.
8. Independent Practise – Tutor provides an activity to reinforce proficiency related to the stated objective.

6. Use Socratic Questioning to Promote Critical Thinking

Critical Thinking

In Level One Tutor Training we define critical thinking as the process we use to reflect on, access and judge the assumptions underlying our own and others ideas and actions. This includes: "the thinker's dispositions and orientations; a range of specific analytical, evaluative, and problem-solving skills; contextual influences; use of multiple perspectives; awareness of one's own assumptions; capacities for metacognition; or a specific set of thinking processes or tasks" (Stassen, Herrington, Henderson, 2011).

Socratic Questioning

Socratic questioning is learning-centered approach that challenges a person to develop their critical thinking skills and engage in analytic discussion which leads to independent learning and thinking. This questioning can be used to explore ideas, to get to the root of things, to uncover assumptions, and to analyze complex concepts. The questions usually focus on fundamental concepts, principles, theories, issues or problems.

Socratic questioning is at the heart of critical thinking and the following questions can be used by tutors to help draw information from their tutees. These are adapted from R.W. Paul's six types of Socratic questions:

1. Questions for clarification:	Why do you say that? 　What do you mean by...? 　How does this relate to our discussion?
2. Questions that probe assumptions:	What could we assume instead? 　How can you verify or disapprove that assumption?
3. Questions that probe reasons and evidence:	What would be an example? 　What is....analogous to? 　What do you think causes to happen...? Why?
4. Questions about Viewpoints and Perspectives:	What would be an alternative? 　What is another way to look at it? 　Why is the best? 　What are the strengths and weaknesses of...? 　How are...and ...similar? 　What is a counterargument for...?
5. Questions that probe implications and consequences:	What generalizations can you make? 　What are the consequences of that assumption? 　What are you implying? 　How does...affect...? 　How does...tie in with what we learned before?
6. Questions about the question:	What was the point of this question? 　Why do you think I asked this question? 　What does...mean? 　How does...apply to everyday life?

(*Adapted from: http://www.umich.edu/~elements/probsolv/strategy/cthinking.htm*)

This critical thinking tool focuses on open-ended questions with the goal of bringing a person to realize an answer for themselves. It avoids giving the answer to the tutee without giving any tools for solving the next questions. As you ask questions, if the student doesn't seem to be finding the answer, ask a different question or ask your question in a different way.

Socratic Questioning Activity:

Frame a series of questions from your subject area, using Socratic questioning.

Clarity

Assumptions

Evidence

Perspectives

Implications

Questions about Questions

Notes and Questions:

7. Tutor In Group Environments

When you are the tutor for a group, you will be a facilitator for the conversations that occur more than you are for your on-to-one tutoring. This means that you are encouraging discussion, guiding conversation, and directing the group members towards resources even more that you normally do. Respectful interactions are even more important in groups as there may be different individual and cultural interpretations of interactions when there are more people involved.

Some of the key skills for the tutor are:

- Showing that each person is heard.
- Ensuring that no group member is left out of the conversation.
- Listening for common ground and identifying it to the group during the session.

Your ability to use Socratic questioning will be used at a high level in these situations. You will start by asking open-ended questions and avoiding the closed ones (e.g., yes/no, true/false, or multiple-choice). Also the questions need to be at the level of the learning task for the group and not at a lower level. You want to ask questions that require people to share some actual understanding of the subject at hand. Tutors can use Socratic questioning to:

1. Probe tutee thinking which helps tutees begin to distinguish what they know or understand from what they do not know or understand.
2. Foster tutees' abilities to ask Socratic questions for themselves, so that they can use these tools in to question themselves and others. Tutors model the questioning strategies and the tutees follow and practise them to further their learning.

When you are in groups, it is key that you use questioning and encouragement so that everyone considers their answers individually before they share. Some tutees prefer not to speak out in groups, but you can ask them to write out their answers for you to review.

It also takes time for tutees to consider questions and develop their answers and since there are a number of students, the process generally takes longer than in smaller sessions. Having each group member describe their understanding of a concept of problem will uncover areas of confusion and help to build group knowledge and also supportive group cohesion. Often groups tutor sessions result in students connecting and continuing as study partners.

Because there will be different levels of understanding a skills in a group, resource referrals become even more important to ensure that no one is level behind. The tutor needs to capture and list for themselves any answers or questions that may needs such referrals so that they can do so at the end of the session. It may also be appropriate to have some group members schedule one-to-one sessions for follow up.

Group Tutoring Activity:

Take a session plan that you have used for one-to-one tutoring. Find a partner with a similar content. Co-develop your two plans to be used with a group tutoring situation. Identify approaches and questions that arise.

Notes and Questions:

8. Discuss Key Strategies for Academic Success

Learning Strategies and Learning Aids

Learning strategies are ways of approaching learning tasks. Each person has a unique point of view and needs to adjust any strategy to their own situation and style. As Tutors, you will have students who may need some ideas of ways to help them study and support them in being successful. The following pages include some of the basic elements of key strategies for academic success.

A learning aid is a something intended to enhance learning and retention by the learner. They may include, but are not limited to: written materials, visualizations, charts, diagrams, processes, strategies, or any other appropriate item. Learning Aids incorporate "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology Definitions and Terminology in their description of instructional technology (2013). This description is extended to physical objects that aid and enhance learning as well.

Learning aids should be:

- Theory grounded
- Evidence-based
- Relevant
- Clear
  (from: Ambrose, et al, 2010)

KPU's Learning Centres produce materials that are intended to aid learners in their acquisition of processes and strategies that aid in their learning and retention of content materials from their courses and programs.

For the rest of this Fundamentals session, you will be using the Ways to Achieve Academic Success booklet (31 pages) which was developed in consultation with Level II and Level III tutors around the strategies most needed by tutees. This is a small subset of the 90 plus Learning aids that are available on our website and which you can draw on.

Learning Aids Activity:

List any questions that you have received as a tutor where the tutee is asking for a learning strategy or process to help their learning (rather than content questions about the subject matter).

9. Manage Difficult Tutoring Situations

Rose (1976) and West (1990) identify behaviours that make learning difficult. These situations are ones that may come up in any tutoring session. Which of these have you experienced in your tutoring sessions? Consider your potential response.

What might happen in the Tutoring Session?	What strategies can you use?

Blocking
 	
Low frustration tolerance
    Immobilization/hopelessness
    Freezing up/blocking
    Procrastination
 	
    Typical learner responses: *"It's beyond me." "Their (prof) speaking a foreign language." "I'm stuck."*
	• Determine what the learner does know:
	• Through questions and discussions, show the learner tha
	  but already 'partially filled'.
	• Start by using simple units; then build to more complex o
	• Offer continual positive reinforcement of successfully cor
	• Use a variety of approaches (examples, diagrams, analogie

Confusion (blocking variation)
 	
Disorientation
    Helpless feeling about the class
 	
    Typical learner responses: *"I just don't know what to do." "I don't know what the professor wants." "I studied for three hours and got a C!" "I'm not sure where we're going."*
	• Above approaches may work.
	• Structure and order the tutoring sessions.
	• Provide beginning, middle and end.
	• Offer study tips for notating, listening, time management
	• Suggest regular lecture/class attendance.
	• Try to give tutee an overview.

Miracle seeking
 	
Global interest concern but little specificity
    Enthusiasm regarding being with tutor but fairly passive in actual tutoring process
    High (often inappropriate) level of expectation
    Evasion or inability to stay 'on task'
 	
    Typical learner responses: *"Will you do this for me?" "How do you remember all these terms?"*
	• Downplay your role (e.g. "I've had more practice or more
	• Focus repeatedly on the task at hand.
	• Involve learner continually with questions, problems, mod
	• Stress active participation in the learning process (e.g. ha
	  major concepts, 'highlight' only key terms, write marginal

Over enthusiasm (miracle-seeking variation)
 	
High expectations of demands on self: talks about limited time, long-range goals instead of immediate tasks
    Global interest/enthusiasm often found in older learners
 	
    Typical learner responses: *" Look, I'm thirty years old: I don't have the free time these college kids have."*
	• Explain counter-productivity of over eagerness.
	• Be empathic but assure learner they have time.
	• Suggest ways they can carve out this time with time-man
	  parents, may tape key-terms, review notes etc. to play ba
	  at lunch).
	• Utilize strategies under miracle seeking.

Apathy There seems to be no motivation or interest. Typical learner responses: "I'm not good at this. I don't know what to do. I have a question, but I forgot what it was. I just want to pass the course"	• Use confidence building exercises • Make it fun. Personalize • Rhymes and songs • Figure out what their goals are and connect them to cont • Assess what they can do now – baseline.

Resisting
 	
Expresses sullenness/hostility/ passivity/boredom
    Disinterested in class/work/tutor or defensive posture towards class/work/tutor/lecturer
    Easily triggered anger
 	
    Typical learner responses: *"I don't see why I have to do this over." "They don't go over this stuff but expect us to know it."*
    "I won't use this course in life." (on the job, in my major)
	• Allow learners five minutes to ventilate frustration.
	• Spend time building a relationship.
	• Be pragmatic, yet understanding: "I know these requirem
	  required so let's make the best of it."
	• Help them connect the content to their outside life.
	• Establish your credibility/indicate past successes in simil
	  'downplaying role' under miracle seeking).
	• If the question arises, assure learner their complaints abo
	• Avoid fuelling their anger, etc. (e.g., "Prof Blank doesn't giv
	  that's really unfair.").

Passivity (often a variant of resisting)
 	
Non-involvement/inattention/low self-esteem
   Boredom
   Little discussion initiated/few questions
   Intimidated or overwhelmed
 	
   Typical learner responses: "*My prof said I HAVE to come here.*" "*History's* (or any other discipline) *boring.*" "*Who cares about stats* (or any other course) *anyway*?"
	• Be comfortable with silence
	• Ask them to explain in their own world what you have just
	• Give a small similar question to see if they get it.
	• Empathize with tutee ("You're not crazy about asking que
	  really don't want to be here, do you?")
	• Attempt to establish rapport and energize learner by con
	  interests.
	• Show relevancy of subjects to life, other disciplines
	• Use as many mobilizing techniques as you can:
	• Open-ended questions
	• Real or current problems
	• Mini-tasks to be completed by the next session (homewo
	• Reinforce all completed activities and successes.

Fragmentation (another variant of resisting)
 	
Inability to concentrate or adhere to task, easily distracted
   Overwhelmed by academic/athletic/social demands
   Uncertain about having college-level skills, declaring a major, etc.
 	
   Typical learner responses: "My high school did not prepare me for this." "I've been away from school for so long." "I'm lost in Dr. Blank's class."
	• Provide lecture/class calendar and other time-managem
	• Suggest structure in their schedule such as making appoi
	• Give subject-specific study tips on note-taking, listening,
	• Give and review with them any appropriate study tips.
	• Advice regular lecture/class attendance (where they are
	• Notify of current workshops, such as time, stress manage
	• Make necessary referrals

Responding in Difficulty Activity

Discuss (in pairs) the responses that Rose and West provide. Which of these have you used before?
   What responses could you use to improve your tutoring? Do you have any other responses or situations that you suggest using?

   In pairs, practice one scenario using a behaviour listed on the handout.
   What difficulties did you experience? How might you do it differently next time?

What surprised you most in this practice session?

Continue your Tutor Training

This concludes the Fundamentals section of the KPU Level Two 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.

INTEGRATION EXERCISES (6 HOURS)

10. Integration Learning Objectives

Congratulations on finishing your Level Two Tutor Fundamentals Training! You now have more information to build on these Fundamentals 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 Essential Fundamentals and Integration sessions, Tutoring for a minimum of 25 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 Integration 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 II Integration Learning Objectives

- Follow Learning Centres Procedures
- Continue Tutor Certification Process
- Complete TECI Inventory and Debrief with a Learning Strategist
- Discuss Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment Issues
- Discuss Issues of Academic Honesty (Cheating & Plagiarism)
- Analyze Tutor Ethics in Action
- Revise Session Plans and Document the Tutor Processes
- 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

11. Follow Learning Centres Procedures (including begin 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:

- 1) Essentials (Level I)
- 2) Intermediate (Level II)
- 3) Advanced (Level III)

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

- Complete the Level II 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 II – 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 Intermediate 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 II tutor training requirements.

You can earn Level III certification in later semesters if you do the work that is part of each of those levels.

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

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 a to improve tutor growth and development.

The 12 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)
Finally, Document the session

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

13. Discuss Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment Issues

Freedom of Information and Protection of Privacy

Welcome to Kwantlen Polytechnic University's Freedom of Information and Protection of Privacy web site. http://www.kpu.ca/foipop

The *Freedom of Information and Protection of Privacy Act* (FIPPA) became law on October 4, 1993. This web site provides information and guidance to quickly access FIPPA regulations, find out how to request access to records held by the university, and assist faculty, staff and administrators in protecting personal information held by the university.

Responsibilities and Rights

Everyone associated with Kwantlen Polytechnic University needs to have a basic understanding of FIPPA, including employees, learners, outside service providers and members of the public (all of whom may provide, collect, use or be asked to disclose private information) in their dealings with the university, in order to:

- Manage requests for information in compliance with KPU policy and the legislation, i.e.: when notified of a request, employees must not destroy any responsive records.
- Protect the privacy of learners and employees.
- Know what rights you have to access and correct records KPU may have about you.
- Manage learner and employee records in departments, i.e. to retain an individual's information for at least one year if it is used to make a decision that directly affects the individual.
- Give the public access to KPU records following FIPPA's informal and formal request procedures.
- Resolve complaints about possible unauthorized collection, use or disclosure of an individual's personal information and inform them of their right to make a complaint with the BC Office of Information and Privacy Commissioner.

General Privacy Principles

Individuals own their own information and have a legal right to privacy protection.

- Treat learners as stakeholders in the collection, use and disclosure of their personal information.
- Learners are loaning their personal information to Kwantlen Polytechnic University in exchange for services provided by the university. But in so doing learners do not cede ownership of their personal information.
- Learners are entitled to request and receive copies of any and all personal information in the possession of the university.

Public bodies may collect personal information which relates directly to, and is necessary for, an operating program or activity of the public body.

- Collect only the personal information necessary to provide the service.
- Share information on a need-to-know, rather than a want-to-know basis, and then only with authorized individuals who specifically need to know.

Information may only be used for the purpose for which it is collected.

- Additional consent is not required to use information for the purpose for which it was provided, intended and collected.
- Consent must be obtained to collect or use personal information for other purposes. Exception: Essential personal

information may be shared without consent, provided it is absolutely necessary and in the interest of the learner or necessary to the functioning of the department. This may be the case with medical or mental conditions which impact a learner's performance or which pose a health or safety risk to the learner or instructors. This is discretionary and must be carefully considered.

Public Interest Paramount: Protection of public health and safety overrides protection of privacy.

Issues of concern to the health and safety of learners, employees or others can and should be reported to appropriate authorities, even without the permission or consent of the individuals whose privacy rights are affected. For further information refer to: Practice Tool for Exercising Discretion: Emergency Disclosure of Personal Information by Universities, Colleges and other Educational Institutions published in 2008 by the Office of the Information and Privacy Commissioner.

"The head of a public body must, without delay, disclose to the public, to an affected group of people or to an applicant, information about a risk of significant harm to the environment or to the health or safety of the public or a group of people." Freedom of Information and Protection of Privacy Act, Section 25.

Practical Guidelines

- Tell learners what personal information is being collected and why. Rarely will information about SINs or marital status be needed.
- Seek written consent from learners in order to share personal information with others. This includes personal email addresses intended to encourage and enable learners and instructors to communicate. Learners must not be required to share personal information with classmates, and should be told they have the right to decline permission.
- Learners should be encouraged to use their KPU emails. If they prefer their own emails to communicate with instructors or learners they must provide written prior consent.
- Ask permission before passing along names of learners to potential employers or as volunteers.
- The university must obtain permission from each individual prior to sharing learner and graduate mailing lists to private companies peddling services.
- Instructors and program assistants may collect home phone numbers as it may be necessary to contact learners, concerning performance and assignments or absence from class but that information must be kept secure.
- Do not post identifying personal information in a public place such as a hallway or an office door. Grades should be given to learners individually in person or electronically via KPU email.
- A learner's work should be returned only to the learner. Do not leave assignments, etc., to be picked up in a public space.
- Do not read out grades when handing back assignments.
- Do not collect social insurance numbers unless it is necessary. This may include paying a learner or a guest lecturer. Destroy the SIN number information once it is no longer needed. Ensure that destroyed records are disposed of in a secure manner, i.e. shredding.
- Do not disseminate irrelevant personal information such as marital status, unless it is relevant and then only on a need-to-know basis. Do not share such information with learners' classmates.
- Where practical, prior consent should be obtained from the learner if it is necessary for the purpose of the program to share medical information – risk of infection, for example – about the learner on a need-to-know basis.
- Do not identify learners by name in minutes of meetings or other records intended for broad circulation.
- Always use passwords on computer-based records such as email.
- Store confidential information in a protected and secure location.
- Do not fax personal information unless absolutely necessary. If necessary, make certain that it will be received only by the appropriate individual. Never fax personal information to a facsimile machine shared by unauthorized individuals.
- Do not release personal information such as home phone numbers or addresses in public documents such as class

yearbooks or on social media sites.

- A learner's educational information, including whether he/she is currently enrolled, cannot be released. Refer all such inquiries to the Senior Records Manager in the Registrar's office, 604.599.2027.
- Departments should not keep confidential personal information for longer than one year after the learner has left the program. Refer to KPU Records and Retention Schedule for guidance as to when a record may be destroyed.

Learners and Privacy

The following guidelines and principles are meant to assist employees in complying with the

BC's *Freedom of Information and Protection of Privacy Act* (FIPPA) as it relates to learner personal information. As a public body KPU has a responsibility to comply with FOIPPA when collecting, using, disclosing and disposing of learner information. Please feel free to call or write the Manager, Information Access and Privacy with your questions 604-599-3344, FOI@kpu.ca

Guidelines

1. Collecting Learner Information

(a) Collect only the information you require and have legal authority to acquire. Very seldom will this include age, marital status, SIN, etc. Informed consent is preferable even in relation to information that can be disclosed without consent.

(b) Be sure you clearly inform learners of your legal authority to collect personal information. It could be required or allowed by a specific act (University Act, Section 27) or fall under s.26 (c) of the Freedom of Information & Protection of Privacy Act ("...information relates directly to and is necessary for an operating program or activity of the public body" i.e. Kwantlen Polytechnic University). Identify an officer or employee who can answer questions about the collection of the information.

(c) Learners have a right to review their information for accuracy and to request a correction of factual information.

(d) Learner information must be retained for at least one year when that information has been used to make a decision about the learner.

(e) You must ensure that the information is kept in a secure location and if you supervise others, they should be trained in their duty to hold personal information in confidence and to disclose only that information necessary to perform their duties. (See policy C.4 and G. 24).

2. Using Learner Information

(a) **Use the information only for the purpose for which it was collected**. Instructors and program assistants may collect home phone numbers in order to carry out their duties, such as contacting absent learners or communicating information to learners about their performance or assignments. The use of a learner's KPU email or Moodle is strongly encouraged as a first choice. If it is necessary to collect a SIN number for employment purposes, shred it when no longer needed.

(b) **Do not share the information about a learner with anyone else unless the learner has signed a release form.** There are limited circumstances when information may be shared without consent. If the supervisor in charge of your department is unsure as to whether disclosure is permissible, feel free to contact the Information and Privacy Coordinator for guidance.

(c) Using personal information for a purpose other than that for which it was collected:

- If learners decline to use their KPU email address you should ask for written permission for use of their personal email addresses.
- Ensure you have a learner's written permission to share any personal information with your class, but refrain from asking to share phone numbers or addresses as this can put them at risk. They must be made aware of their right to refuse permission.

- Ensure you have a learner's permission if you intend to give their contact information to potential employers or volunteer organizations.
- Businesses should not be given learner or graduate mailing lists without prior, individual consent from each learner.

(d) Respect learner privacy in class: do not reveal a learner's grade.

(e) Personal information such as marital status should not be shared unless relevant, and then only on a need-to-know basis.

(f) Do not identify learners by name in departmental documents such as meeting minutes.

3. Class Lists

Currently the class lists contain the learner phone number. Please ensure that if you decide to contact learners at home, it is for appropriate reasons – i.e. class attendance, etc. Inappropriate use includes business mail outs, requesting personal information, and social purposes.

4. Learners' Work

(a) If you need to review a learner's work with a colleague (for a second opinion perhaps), remove the name and any personal identifiers from the work. Be especially careful with highly personal information and opinions contained in assignments such as diaries, journals and portfolios.

(b) A learner's work should be returned only to the learner. Do not leave assignments, etc. to be picked up in a public place.

5. Learner Grades

There are two options:

(a) Give out grades individually to learners in class.

(b) Post a list in random learner number order with assigned grade. Allow the learners to advise you if they do not wish their number and their grade posted. It is suggested that you append a notice to your course syllabus.

Example:

"Grades: for your convenience, learner grades by random learner number will be posted in the department. If you do not wish to be included, please advise me in writing before the end of this month."

6. Access to Learner Databases

Employees are permitted access to Banner if they require the data in the course of their normal job responsibilities. Information contained in Banner is to be shared only with similarly authorized employees and only in connection with authorized job responsibilities. All data and reports must be maintained in a secure and confidential manner.

7. Research and Statistical Analysis

There are limited provisions in the Act for disclosing personal information for research or statistical purposes. Please contact the Registrar (604-599-2018).

8. General Inquiries

A learner's educational information, including whether he/she is currently enrolled, cannot be released to a third party without the learner's consent or some legal authority. If in doubt call the Registrar (604-599-2018).

Principles to keep in mind...

1. Learners have a right to privacy protection under the Freedom of Information & Protection of Privacy Act. They "loan" their personal information to Kwantlen Polytechnic University but they still own their own information and may request and receive copies of any personal information possessed by the university.
2. Public bodies such as Kwantlen Polytechnic University may collect personal information, but only that which "relates directly to and is necessary for an operating program or activity of the public body". Sharing of this information should only be with those who specifically need to know.
3. Personal information may only be used for the purpose for which it is collected and consent must be obtained for any other use. However, an exception occurs if it is necessary and in the interest of the learner, as may occur with medical or mental conditions that impact learner performance or pose a health or safety risk to the learner or others. If you have any concerns in this area, please contact the Student Rights and Responsibilities Office.
4. Protection of public health and safety overrides protection of privacy. Where there are compelling circumstances that threaten to lead to harm to the health or safety of a large number of people, the public body has a duty to disclose information, without regard to personal privacy.

Remember:

- Store confidential information in secure files. FOIPPA requires public bodies employ reasonable security arrangements in the protection of personal information. This has been interpreted to mean that that files containing sensitive information must be put away and cabinets and doors locked when a room is unoccupied, digital information must be guarded with great care and encrypted if contained in mobile devices (flash drives, mobile phones, laptops...) and continuous backup and periodic purging must be performed by the IT dept.
- Faxing of personal information should be avoided. If this is necessary, ensure only the authorized recipient will handle it.
- Public documents should not include learners' personal information.
- A learner's educational information cannot be released, including whether the learner is currently enrolled.
- Practice good records management, storing documents according to the guidelines in Kwantlen Polytechnic University's Directory of Records and disposing of them in a secure manner especially when the records contain sensitive personal information.

Privacy Activity:

May Ask or Record	Should not Ask or Record

Human Rights in Canada

In Canada, human rights are protected by federal, provincial, and territorial laws. The Canadian government has made many provisions to protect human rights, including legislation such as the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, the establishment of the Canadian Human Rights Commission. Each province has human rights laws and legislation (Canadian Human Rights Commission).

The *Canadian Charter of Rights and Freedoms* is a bill of rights entrenched in the Constitution of Canada. Every Canadian is guaranteed of certain rights and freedoms such as:

a) freedom of conscience and religion;

b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;

c) freedom of peaceful assembly; and

d) freedom of association (Canadian Charter of Rights and Freedom)

As a tutor, you need to be mindful of the ideas and beliefs of the diverse population you are helping. Some of these beliefs may not be the same as the cultural, religious, racial, political, economic or social systems that you have been exposed to. Some of the work that learners bring you will also expose you to other points of view or arguments that may cause you to question your own perspectives. This is one of the challenges of tutoring. Keep vigilant, then about how you may influence the conversations when tutoring so that any work a learner brings in is *their* work and needs to maintain *their* ownership.

Under the Human Rights Act you too are protected. If you ever feel that your rights or freedoms have been violated, speak with your supervisor or address your concerns with your learner directly. Most post-secondary institutions have rights and responsibility guidelines for learners and these are outlined in the University Calendar. If you are unsure of yours, ask your tutoring supervisor, learner judicial affairs officer, or ombudsperson for information. Each province has its own human rights legislation. Schools, including post-secondary institutions are covered under these laws. To get more information: British Columbia: http://www.bchrc.gov.bc.ca

Discrimination and Harassment

All provinces and territories have legislation which prohibits discrimination in their jurisdiction. The *Canadian Human Rights Act* extends the provincial and territorial laws in Canada that forbid acts of discrimination. The Canadian Human Rights Act (1985) is based on the principle that all individuals should have opportunities that are equal with other individuals, as follows (Canadian Human Rights Act, 1985 Section 1).

> The purpose of this Act is to extend the laws in Canada to give effect, within the purview of matters coming within the legislative authority of Parliament, to the principle that all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.
>
> R.S., 1985, c. H-6, s. 2; 1996, c. 14, s. 1; 1998, c. 9, s. 9; 2012, c. 1, s. 137(E).
>
> The *Canadian Human Rights Act* and all other anti-discrimination legislation gives each us of an equal opportunity to work and live without being subjected to discrimination. We are all protected by these federal, provincial, and territorial laws.

We also have a duty to accommodate and an obligation to take steps to eliminate different and negative treatment of individuals, or groups of individuals based on prohibited grounds of discrimination.

The duty to accommodate means that sometimes it is necessary to treat someone differently in order to be fair and to ensure full participation of a person or group.

Tutor Responsibilities

We all need to treat tutees with the respect and dignity – without discrimination or intent to harass. Consequently, as a tutor, you must always be conscious of how you treat each learner and what you say in your tutoring sessions. Your personal conduct and appearance is also important. Although you may not think that what you say or do can be considered discriminating or harassing, you might want to consider what message the tutee/learner might be receiving. Could the joke you just told be considered inappropriate? Were you sitting too close to them for their comfort? Was how you were dressed appropriate? Even though you might not think that what you say, wear, do, etc. is okay, step back and think about the tutee.

Harassment is a form of discrimination that involves any unwanted physical or verbal behaviour that offends or

humiliates a person. Incidents such as jokes or remarks about your age, colour of skin, etc. (anything in the above list) can be considered as harassment. Threats or intimidation also fall under the harassment category.

Any unwelcomed touching such as patting, touching, pinching or punching can be considered as assault which is illegal under the *Criminal Code* (1985) which is Federal legislation. Again, provinces and territories have legislation very similar to the federal human rights act. When in doubt, you can refer to your provincial / territorial agency. The links for these are below:

Provincial and Territorial Human Rights Agencies

British Columbia Human Rights Tribunal	**B.C. Human Rights Coalition**
Alberta Human Rights Commission	**Manitoba Human Rights Commission**
Saskatchewan Human Rights Commission	**Yukon Human Rights Commission**
New Brunswick Human Rights Commission	**Nova Scotia Human Rights Commission**
Prince Edward Island Human Rights Commission	**Newfoundland and Labrador Human Rights Commission**
Ontario Human Rights Commission	
(Ontario) Human Rights Tribunal of Ontario	**(Ontario) Human Rights Legal Support Centre**
Nunavut Human Rights Tribunal	**Northwest Territories Human Rights Commission**
(Québec) Commission des droits de la personne et des droits de la jeunesse	

Best Behaviours Activity:

Brainstorm behaviours that you do as a tutor to avoid the appearance as well as the reality of harassment.

14. Revise 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 16
- Use Critical Questioning on pages 27 – 29

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 journalling, 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 breech confidentiality.

Now is the time to create a list of the materials that you have developed and written about. This will become the index of your portfolio.

15. Discuss Issues of Academic Honesty (Cheating and Plagiarism)

Understanding Academic Honesty

Statement on Academic Honesty

Academic honesty is the principle that forms the foundation for scholarship and intellectual ownership. Kwantlen Polytechnic University expects all students to uphold this principle and considers any act of academic dishonesty, including cheating and plagiarism, as a serious educational offence.

All students attending post-secondary institutions must clearly and fully understand what constitutes an act of academic dishonesty. The following information is provided to specifically help students understand the university's position on cheating and plagiarism.

Definitions

Cheating, which includes plagiarism, occurs where a student or group of students uses or attempts to use unauthorized aids, assistance, materials or methods.

Plagiarism occurs where a student represents the work or ideas of another person as his or her own.

Examples of Cheating and Plagiarism

Students will be subject to disciplinary action for acts including, but not limited to:

Cheating

- Providing information to another student or obtaining it from an unauthorized person during an examination.
- Unauthorized use of materials, such as mechanical devices, textbooks, notes, formula lists, etc., during an examination.
- Storing answers in a calculator to be used by one's self or allowing it to be used by another student during an examination.
- Impersonating another student in an examination or being the student impersonated by another.
- Possession of an unadministered examination.
- Providing any part of an administered or unadministered examination, including the answer key, to another student.
- Submitting an assignment as one's own work where answers have been copied from the answer key.
- Submitting a take home examination or an assignment as your own when completed in whole or in part by another person.
- Submitting the same assignment to be graded in more than one course without prior permission of the instructor(s).
- Submitting an assignment that has been co-authored without prior permission of the instructor.
- Submitting an assignment that you know contains false information.
- Listing a source in the bibliography/reference list that was not cited in the assignment.
- Tampering with another student's assignment for the purpose of gaining an academic advantage over another student.
- Deliberately blocking access to library resources, specialty equipment, computer hardware/software, etc., for the purpose of obstructing the progress of another student's work.

Plagiarism

- Borrowing the ideas, theories, illustrations, lab data, or language of others, in whole or in part, without properly quoting and citing the source within the text of the paper.
- Substantially paraphrasing without acknowledging the source, even though you have used your own words.
- Combining your words with substantial phrases from a source that is either not cited or under cited.
- Using synonyms to change words within a phrase or sentence derived from another source and then treating the phrase or sentence as if it was your own.
- Failing to cite the correct source of a quotation.
- Submitting an assignment that does not acknowledge the contribution of co-authors where such acknowledgement would be appropriate.
- Submitting an assignment, in whole or in part, that was previously graded in another course, whether or not the other course was taught at Kwantlen Polytechnic University.

Note: The term examination includes tests and other assessment tools that measure acquired knowledge or skills. The term assignment refers to any graded activity that forms part of the course requirements.

Working with a Study Partner or Group

Collaborative learning is an essential component in the learning process and students are encouraged to study with a partner or a group. This in itself does not constitute plagiarism or cheating. However, be certain that the work you turn in is your own and that you completely understand it. Do not provide information to another student so that they can use it without understanding it.

If your instructor specifies that an assignment is to be completed independently then working with a partner or group would constitute an act of academic dishonesty. The exception to this would be where a student has a diagnosed disability requiring accommodation through academic support.

Disciplinary Action

If it is determined that a student committed an act of academic dishonesty, the university will proceed with disciplinary action in the following manner:

- for most first offences, a grade of zero will be awarded for the affected assignment, test, paper, analysis, etc.;
- for most second offences, a failing grade will be assigned in the affected course;
- depending upon the circumstances surrounding a first or second offence, a more severe level of discipline may be imposed by the university;
- where deemed appropriate in the circumstances, for any third offence, the matter will be referred to the vice president, academic for the assignment of discipline which may include, but is not limited to, suspension or expulsion from the university.

Note: Any student who contributes to an act of academic dishonesty by another student may face disciplinary action.

Avoiding Academic Dishonesty

Follow all instructions provided to you by your instructor. Do not make any assumption about what might be acceptable (e.g. the use of a thesaurus, dictionary, calculator, Cole's Notes, etc.) – ask your instructor.

Reference the words taken directly from another source or paraphrased using appropriate footnotes, endnotes, or reference list. Use the Style Guide recommended by your instructor when citing sources and double check the citation to ensure its accuracy.

Speak directly with your instructor if you are in doubt about what or how to cite a source, particularly if you are unsure as to what constitutes general knowledge.

Take careful notes to summarize your readings and list quotations that you may use to support a particular position.

Ensure that your instructor has granted approval to submit an assignment as a group before commencing any work with other students.

Once you have completed an assignment, it is advisable not to loan or provide a copy of it to another student, even if

you have received a final grade for the course. If your work is plagiarized you may be implicated in the act of academic dishonesty.

When taking an examination, do not place your answers where they can be readily viewed by others and avoid looking in the direction of another student's exam paper.

Keep a copy of your work, including all notes and drafts, until you have received a final grade for the course.

Available Resources

1. For clarification on any aspect of academic honesty, consult with your instructor.
2. To register for seminars on term papers, note taking, and effective reading, contact the Learning Centre on your campus.
3. Faculty, staff, and student tutors at the Learning Centres are available to provide assistance to students with issues of academic honesty.
4. Use one of the following Style Guides unless otherwise specified by your instructor(s):

   ◦ American Psychological Association (APA)
   ◦ College Style Sheet *
   ◦ Modern Language Association (MLA) *

5. Citation Style Guideposts for APA and MLA are available at each campus library. These guides help explain and demonstrate the need for correctly referencing the words and ideas of others. See all the information at: http://libguides.kpu.ca/citations
6. Any student accused of an act of academic dishonesty has the right at any time to consult with a university Counsellor and/or the Student Ombudsperson.

* Available at all campus libraries, bookstores and in the Learning Centre

Related Policies

For more information about Kwantlen Polytechnic University's Bylaws & Policies, students are encouraged to visit http://www.kpu.ca/policies. The following are policies related to understanding academic honesty:

ST2 Student Academic Integrity / Procedures

ST7 Student Conduct (Non-Academic) / Procedures

IM3 Information and Educational Technology Usage / Procedures

Retrieved from: http://www.kpu.ca/sites/default/files/downloads/Honesty1432.pdf

More information available at: http://www.kpu.ca/calendar/2014-15/academic-affairs/academicregulations.html

Refer to the Ethical scenarios in both Level I and Level II workbooks. Pick one or two that ring true for you in your experience with Academic Honesty. Write a paragraph on what the issue is for you and how you think your should approach that sort of situation. Use this as one of your journal entries.

16. Analyze Tutor Ethics in Action

NTA Code of Ethics

Give examples of how you uphold this Code of Ethics

I understand that my role as a tutor is to enable learners to do their own work using the best learning approach possible.
I will provide honest feedback in the form of positive praise and/or constructive suggestions to the learner I serve in a manner that will be beneficial to their overall learning.
I will demonstrate faith in my learner's learning abilities.
I understand that my relationship to the learner is professional and not personal.
I will show respect for my learner's cultural background and personal value system.
I recognize that I may not have all the answers to learner questions. In this event, I will seek assistance in finding answers to the learner's questions and/or direct the learner to an appropriate resource for the information.
I will maintain accurate records of tutoring sessions as expected and required.
I will respect my learner's personal dignity at all times.

I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my learner to follow.
I will keep information about the learner whom I am assigned confidential.
I understand that my ultimate goal is to assist my learner in discovering how he or she best learns and to help my learner develop the skills to achieve his or her best educational outcome.
I will share any concerns I have with my supervisor.
I expect to learn along with my learner.
I will keep current in both my subject area(s) and learning methodologies.
I will remain flexible to my approach to learner learning, respectful of the various learning styles and preferences.
I will share techniques for improved study skills with my learners.

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.**

   http://www.ntatutor.com/code-of-ethics.html

Notes and Questions:

17. Utilize Presentation Skills (use scripts for class visits)

Tutors are asked to attend sessions in the Learning Centres or in classrooms to explain what the Learning Centre is and how Tutoring works. You will work with the Learning Centre Coordinators and Learning Strategists in this endeavour. The following gives a general outline of how these session are constructed.

Bridge to Topic – Introduction

This element of a presentation is also known as "the hook." It is intended to be the aspect of the presentation that grabs the attention of the members of the audience, and provides them with some reason to be interested in the presentation. It helps the audience members answer the question "Why should I listen to this?" The bridge is established at/near the beginning of the presentation.

Presentation Purpose(s) / Objective(s)

This element answers the question "what is the point of the presentation?" It focuses the presentation, identifying what the members of the audience will gain or what they will be expected to do or understand by the end of the presentation.

Pre-assessment of Audience

This element answers the questions "who are the members of my audience? How familiar are they with my topic and my content? What do they know? What do they want or need to know?" A pre-assessment identifies the characteristics, existing knowledge and needs of your audience.

Presentation

This element comprises the major portion of the presentation. It is the body of what you want to say or present. It should connect directly to the purpose or bridge. Clearly state your message and main points. Give adequate support to each point.

The Audience should be given questions to consider, a problem to ponder, an object or process to watch, or other way to keep them engaged with the topic and stay in touch with the Purpose.

Questions?

Allow time for questions and refer to any resources that you have given or will be providing afterwards.

Summary / Closure

This element ends your presentation. End effectively by referring to your purpose. Give a summary of your main points and leave the audience with a clear understanding of what is expected at the next step.

Develop a Script Activity:

Using the template below, develop a script that you might use to explain your tutoring activities to an audience of fellow students.

Bridge to Topic: Introduction			
Presentation Purpose(s) / Objective(s)			
Pre-assessment of Audience			
Presenter	**Audience/Participants**	**Aids**	**Time**
Questions:			
Summary/Closure			

18. 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 journalling.

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 2 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 work. The topics below **are optional**; they are suggested to give you some ideas about what to write about.

- What are the most important elements of privacy in tutoring so far and how do you apply them?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Reviewing your TECII results, what will you be working on to become a more effective tutor?
- Describe an ethical issue that you have encountered while tutoring.
- Describe a tutoring activity that you used a number of times. Document this activity for future use and describe why it is useful.
- Describe some ways you encourage Academic Honesty by tutees.
- What could you do in your responses to encourage tutees to be more independent and less dependent on you?

19. Self Evaluation, Tutee and Other Feedback, and Certification

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

- Self-Evaluation Form for Level I (following pages)
- Feedback on Tutoring from Tutees
- Observation of Tutoring by Learning Strategist
- Learning Centre Tutor Appraisal with Learning Strategist and Supervisor
- Completion of your Tutor Training Process Log

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

Please Note:

Your Tutor Training Process Log will be used to certify that you have completed the requirements for this level of tutor training. Please keep this document in a safe place that you can readily access as it will be used to verify your progress and level of competence as a tutor.

20. 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 1 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 II Basic Tutor Training – 6 hr		Followed Learning Centres Procedures	
Continue Tutor Certification Process		Academic Honesty (Cheating & Plagiarism)	
Complete TECII and Debrief with a Learning Strategist		Analyze Tutor Ethics in Action	
Created Reflective Journal Entries on Tutoring Practices		Presentation Skills (use scripts for class visits)	
Legal Responsibilities for FIPPA, Human Rights and Harassment Issues		Revise 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 elements of privacy in tutoring so far and how do you apply them?
- Describe a tutoring session that you did this week. What went well? What could you have done better?
- Reviewing your TECII results, what will you be working on to become a more effective tutor?
- Describe an ethical issue that you have encountered while tutoring.
- Describe a tutoring activity that you used a number of times. Document this activity for future use and describe why it is useful.
- Describe some ways you encourage Academic Honesty by tutees.
- 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:

21. KPU Peer Tutor Level 2 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 two 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 (2 lesson plans or resources)	By cohort session 4		
Meet with your LCC to review tutoring Materials prepared and revised.	Weeks 5-6 of tutoring		
Review feedback from a minimum of 6-8 tutees (provided by your LCC)	Week 7-8 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 your first two reflective journals according to the direction given in your cohort training session.	Before second cohort meeting		
Write an additional 2-3 journals and bring to the next cohort meeting. Identify areas in which you are doing well and review ways in which you would like to improve	Before third cohort meeting		
Arrange a time for a final discussion of your reflective journals (minimum of 6 journals total).	Week 8 of tutoring		
Self-Evaluation completion. Identify your tutoring strengths and review your professional growth as a tutor. Evaluate the effectiveness of your 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 Two Tutoring Certificate.

Completion of Level 2 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:

22. 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.

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