

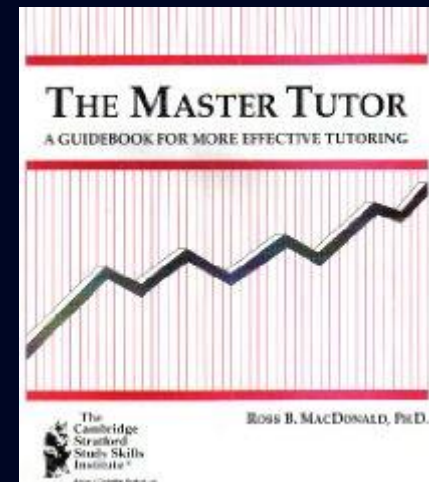
The Tutoring Cycle: A Twelve-Step Process

By Stephanie Braun



Credit

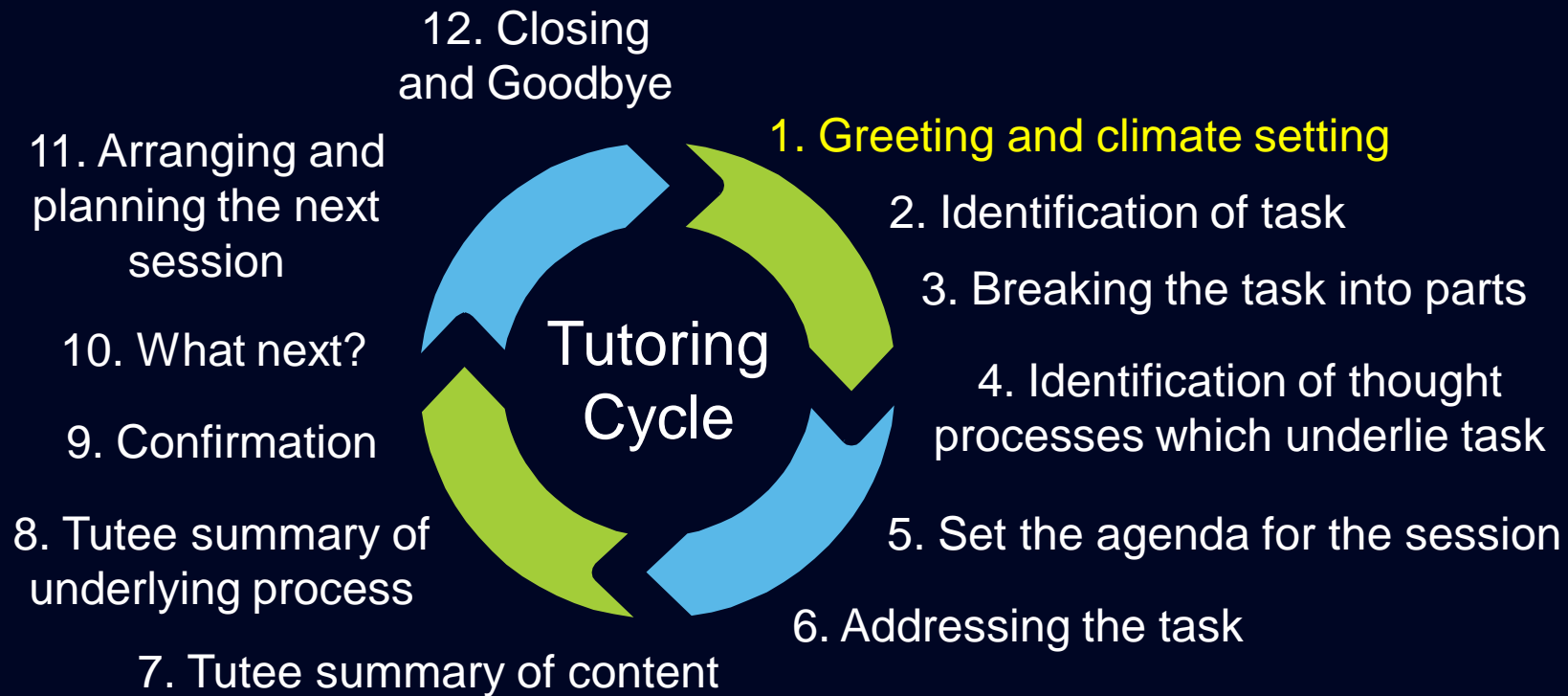
- Ross B. MacDonald, Ph.D., author of *The Master Tutor: A Guidebook for More Effective Tutoring*, outlined the twelve-step tutoring cycle that will be the focus of today's discussion.



How does a tutor learn how to tutor?

- Remember that one of the primary goals of tutoring is to promote independent learning.
- To that end, it is the tutor's responsibility to demonstrate studying and problem-solving abilities.

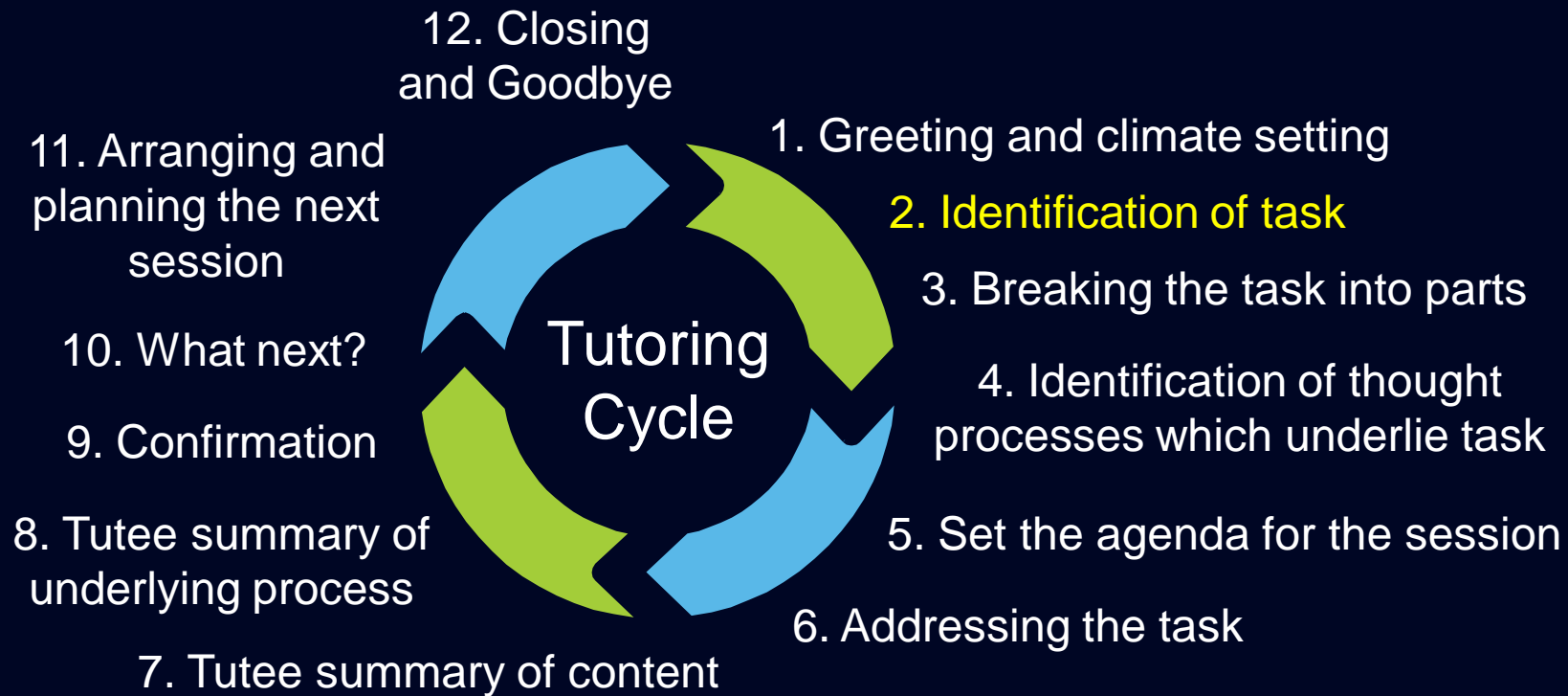
Beginning Steps



The Tutoring Cycle

- Step One: Greeting and Climate Setting
 - Sets up the session for success
 - May involve rearranging furniture
 - Sit side-by-side
 - Sit to the right of a right-handed person
 - Sit to the left of a left-handed person
 - Keep your hands off the student's work

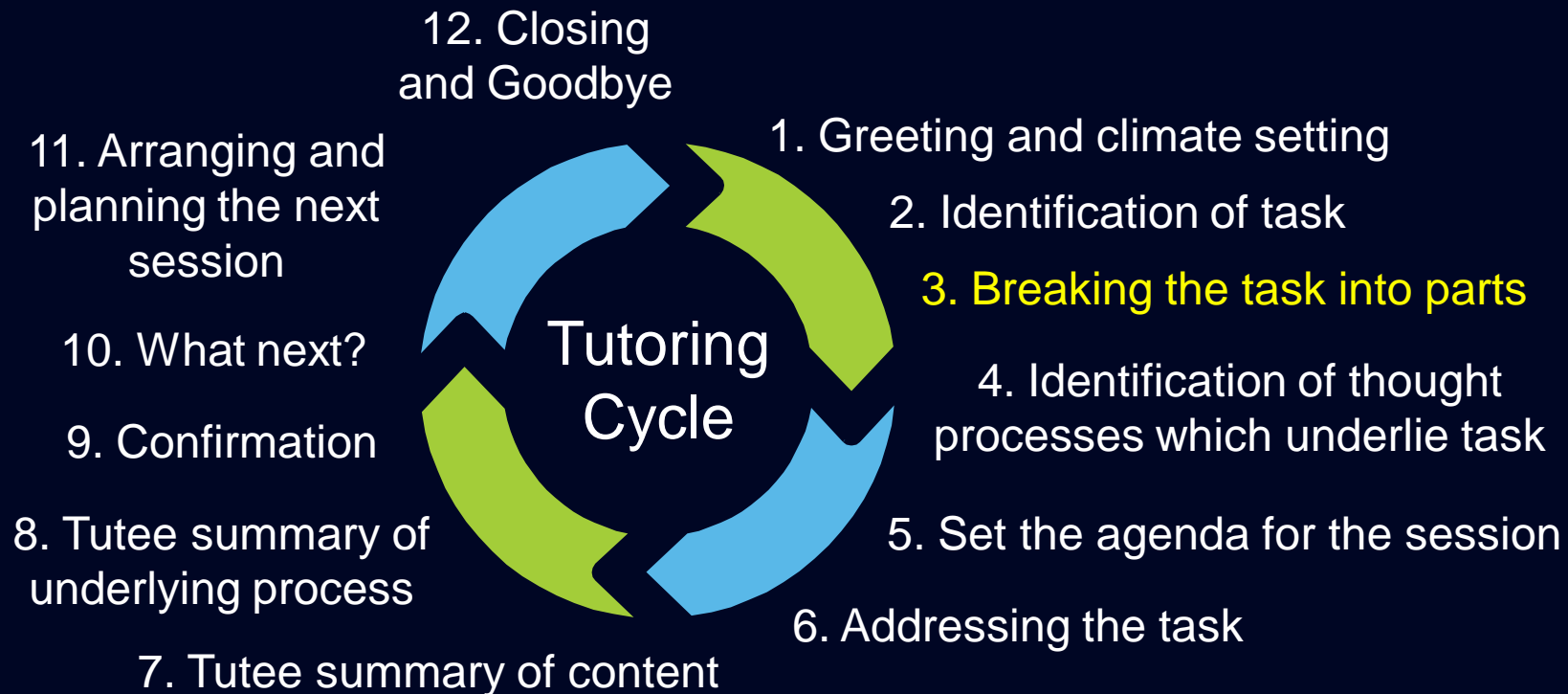
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The Tutoring Cycle

- Step Two: Identification of Task
 - What is it the tutee wishes to work on?
 - If given the opportunity, nearly all tutees will voluntarily state what is it they wish to work on.
 - Provide opportunity – don't be too eager; allow the tutee to be in charge of the session
 - What would you like to work on today?
 - Follow up – build on their knowledge and attain clarification
 - Restatement – acknowledge request and then wait
 - You said you needed help with math; what specifically would you like to work on today?
 - Empathetic statement – understand need
 - “Writing a good paper can be frustrating.”

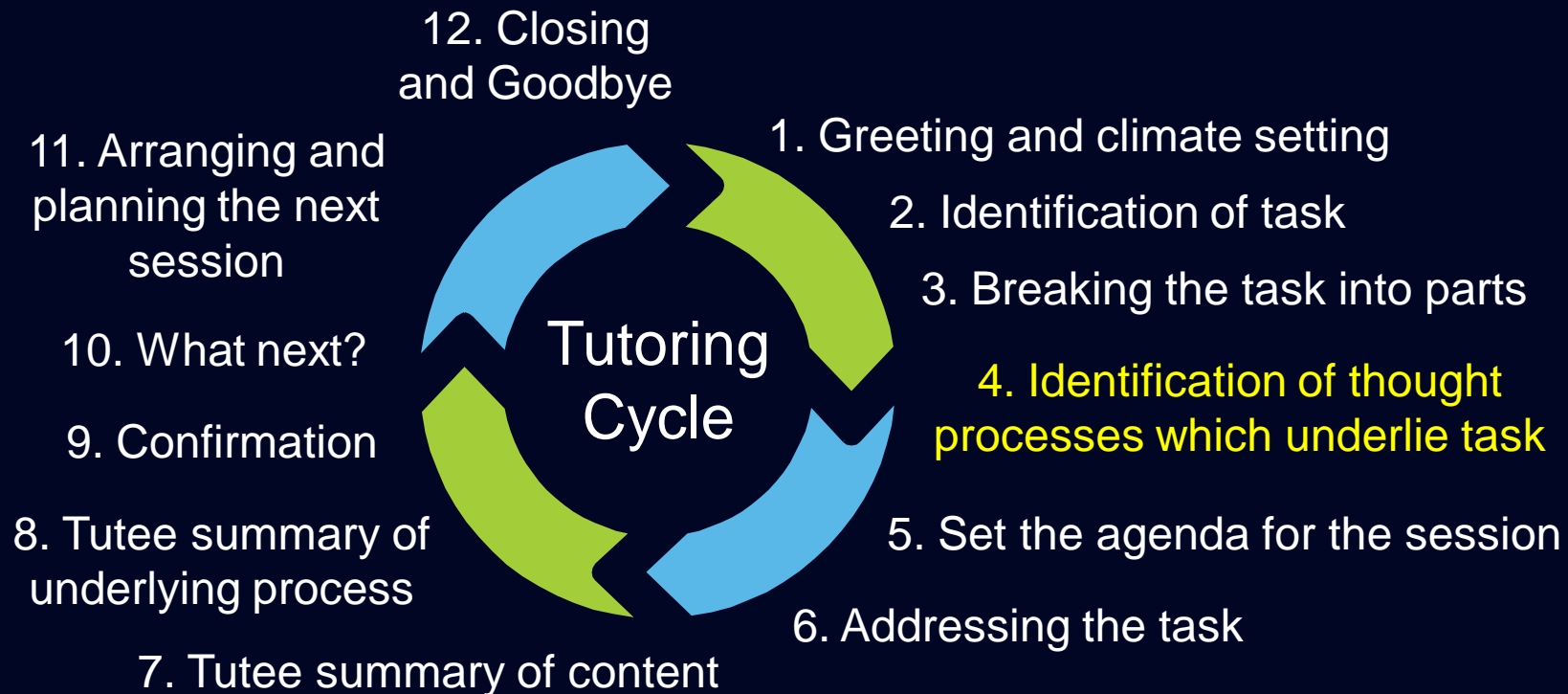
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The Tutoring Cycle

- Step Three: Breaking the Task into Parts
 - This may help the student feel less overwhelmed and is usually the best way to tackle a large problem
 - Example One:
 - Tutee: I don't understand transitions.
 - Tutor: Let's first define a transition. According to your text/notes, where do transitions usually go? Let's identify some transitions.
 - Example Two:
 - Tutee: I need to understand mitosis.
 - Tutor: Let's understand it, diagram it, and label the parts.

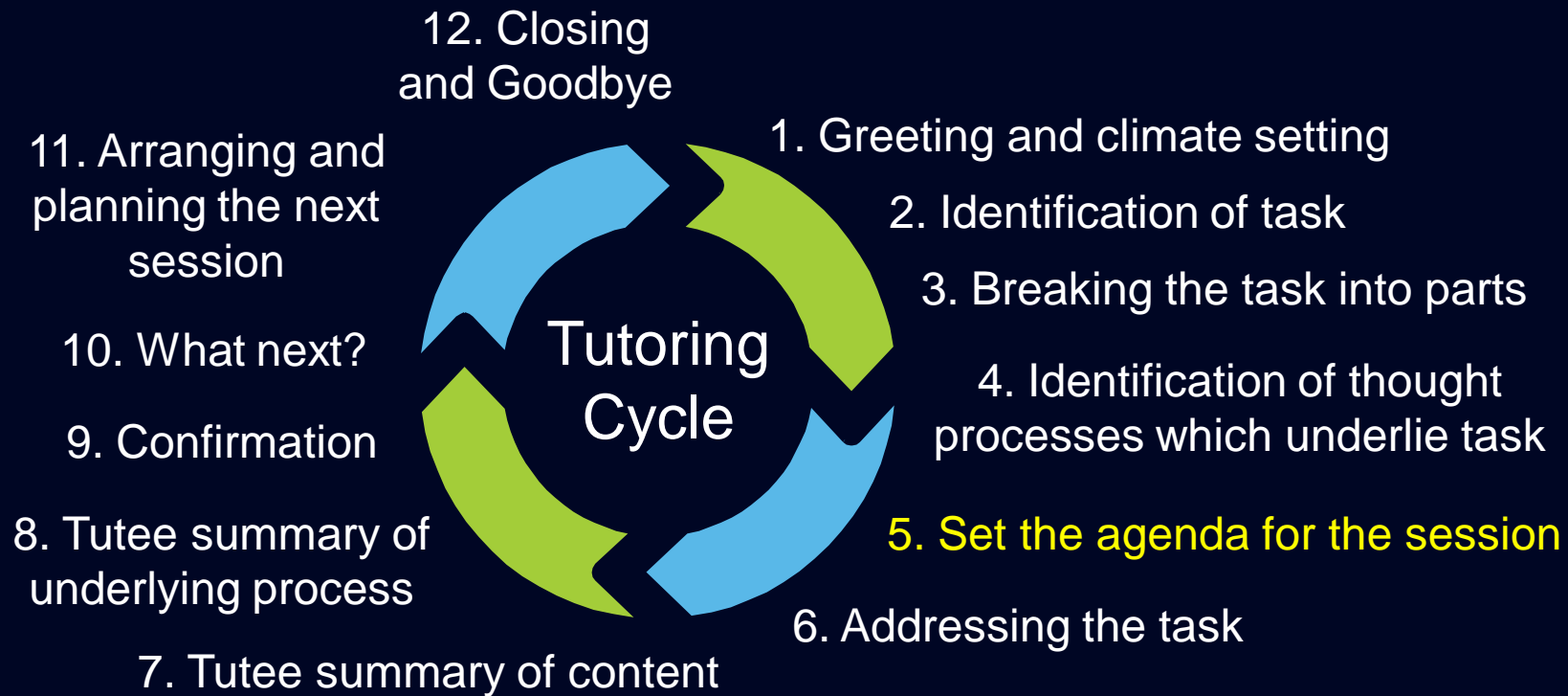
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The Tutoring Cycle

- **Step Four: Identification of Thought Processes which Underlie the Task**
 - ONE OF TWO OF THE MOST CRITICAL STEPS IN TUTORING, and yet usually the least practiced.
 - Help the tutee learn how to approach learning the type of task with which he is having problems
 - In other words, show the tutee how to do the problem; don't do it for them.
 - Talk about the different steps involved to solve the problem; simply providing the answer only meets your tutee's short-term needs
 - Promote independence by showing tutee how to use textbook and other appropriate resources

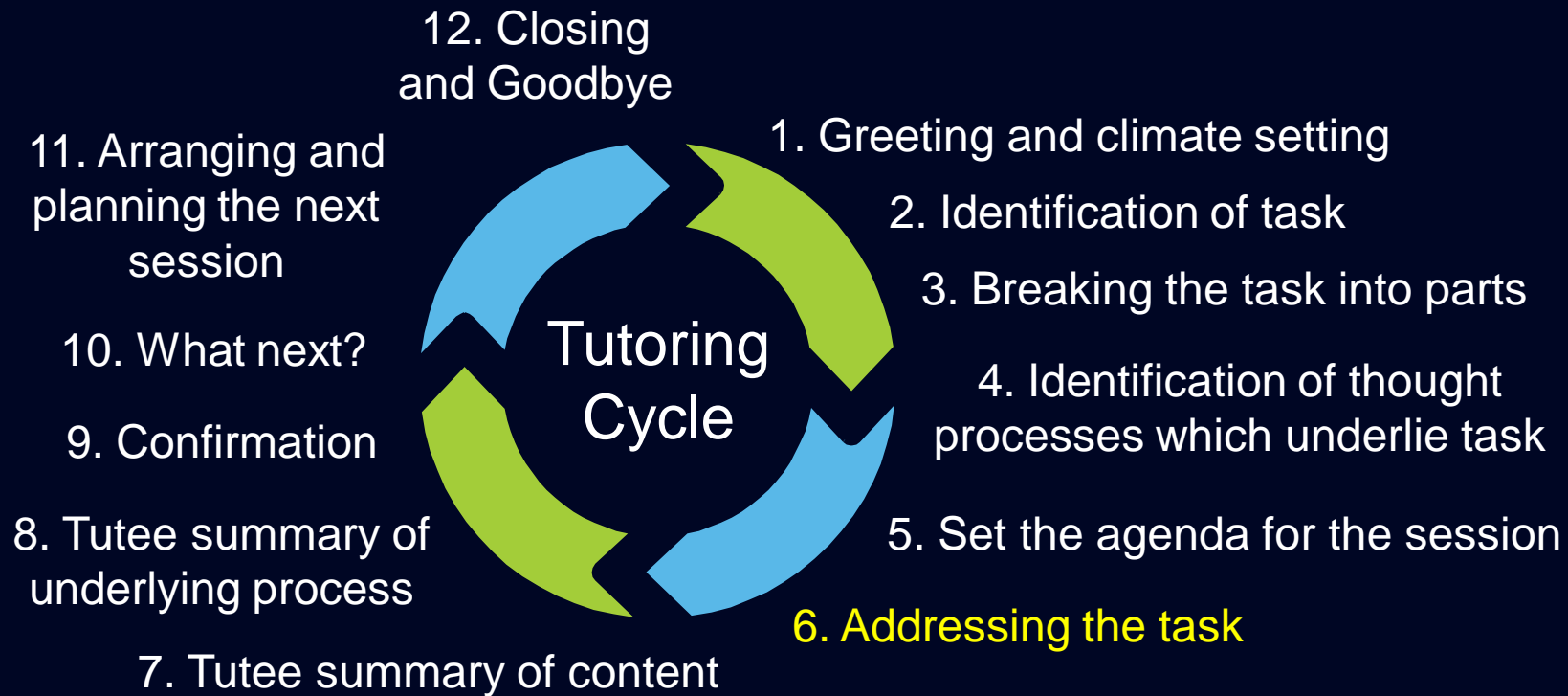
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The Tutoring Cycle

- Step Five: Set the Agenda for the Session
 - The efficient accomplishment of any task involves first knowing what the task is and secondly allocating available time to the task.
 - “Well, we have 30 minutes. How should we spend this time today?”
 - Follow the agenda but be flexible
 - Ignoring the agenda teaches that agendas aren’t helpful
 - Adhering to a strict agenda doesn’t always help the student
 - Involve the tutee in the agenda-making process; generally, the tutee should have an idea of his priorities

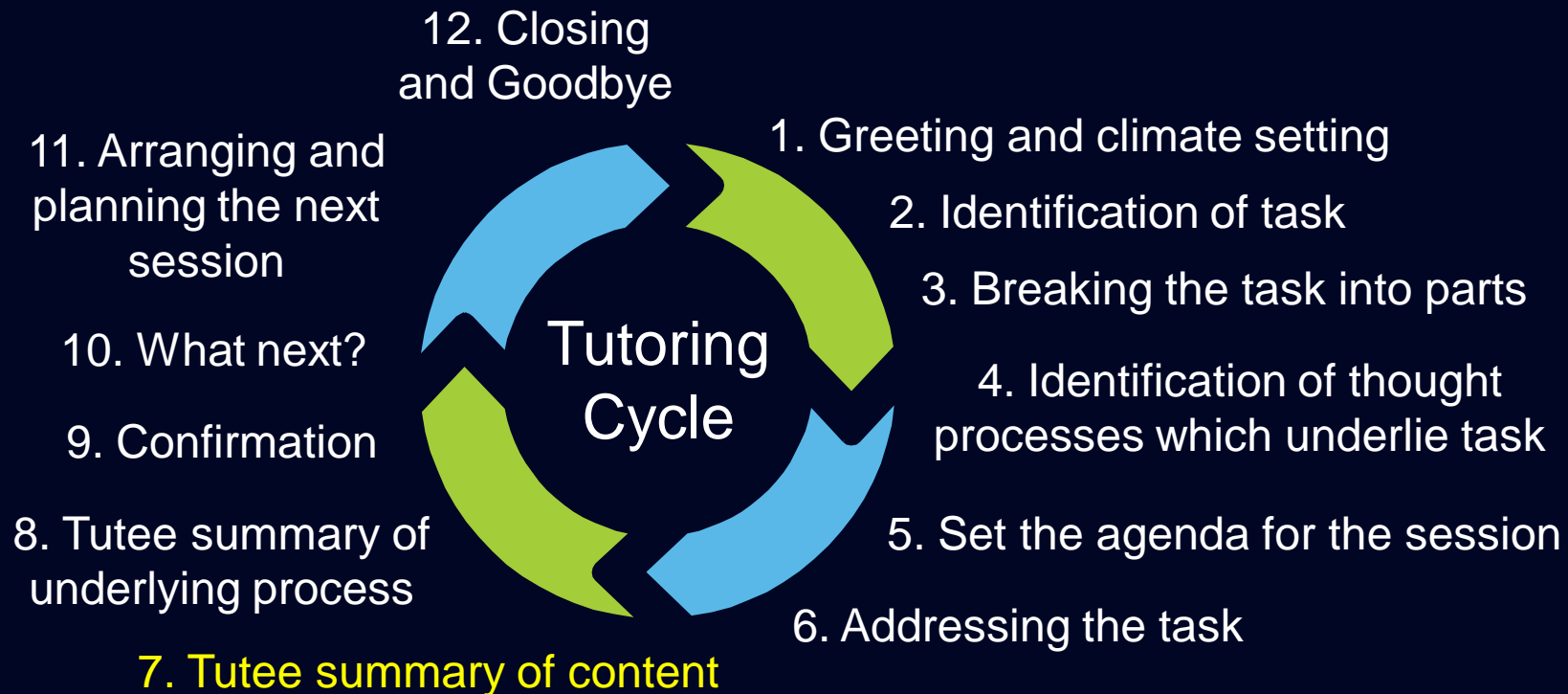
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The Tutoring Cycle

- Step Six: Addressing the Task
 - Once you have
 - Established the tone for the session
 - Identified the task and broke it into parts
 - Identified the underlying thought process for the task
 - Set the agenda
 - You can now address the content.
 - Keep in mind that the source of information is the course materials not your understanding of them.
 - Help the tutee learn from the materials so as to promote independence.

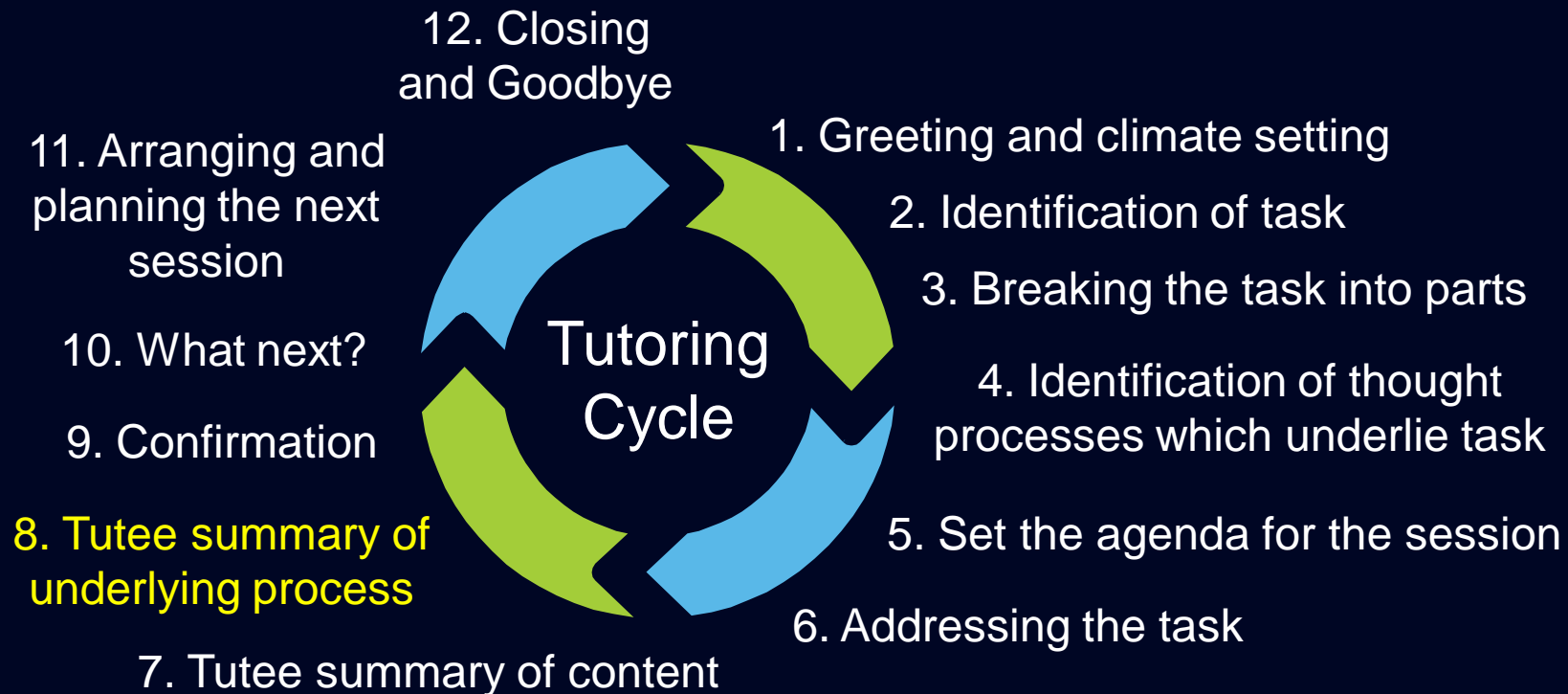
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The Tutoring Cycle

- Step Seven: Tutee Summary of Content
 - Light Bulb Effect
 - “Oh, I get it! Red blood cells are important for health because...”
 - “Oh, OK! A metaphor is just like a simile except that...”
 - Stay out of the way – let the student continue summarizing
 - This summarizing process transfers this newly learned information from the student’s short term to long term memory.
 - The “fake” light bulb
 - “Oh OK, I get it. Thanks.”
 - Ask student to summarize or you can both revisit content.

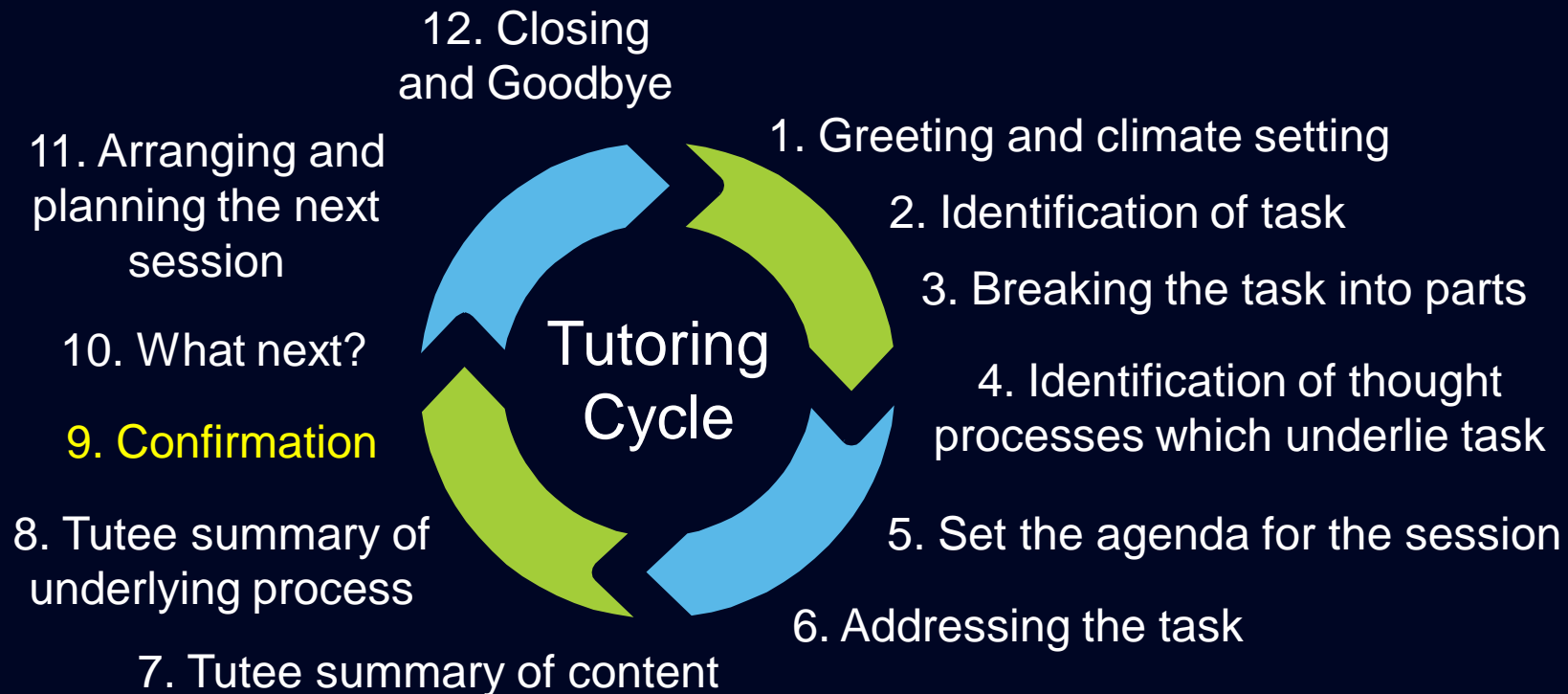
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The Tutoring Cycle

- Step Eight: Tutee Summary of Underlying Process
 - THE SECOND MOST CRITICAL STEP IN TUTORING; this is the companion step to Step 4: Identify the thought process which underlies the task
 - Where Step 7 summarized the content, this step summarizes the learning process
 - Your objective is to cause the tutee to explain the thought process he/she used, knowing that such an explanation helps move the understanding from short term to long term memory and also helps you and the tutee assess understanding.

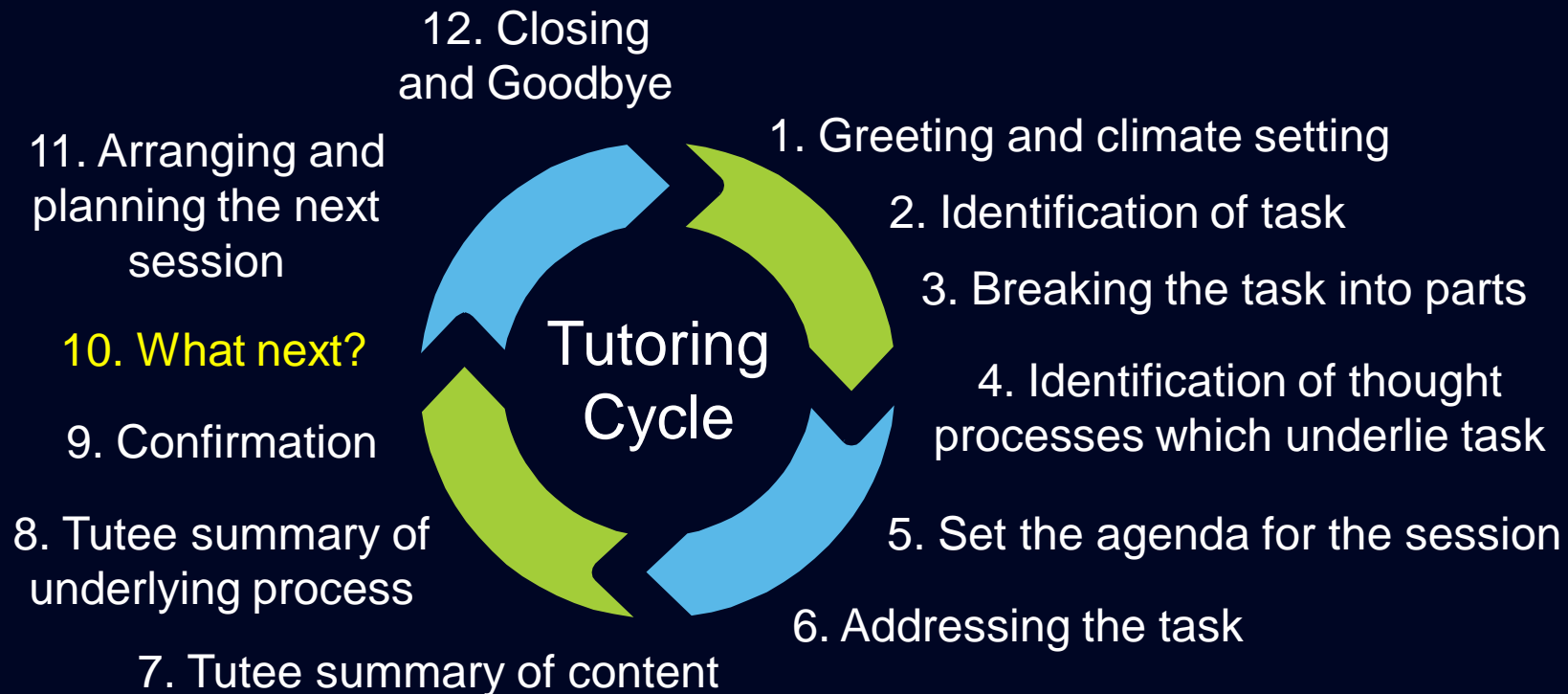
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The Tutoring Cycle

- Step Nine: Confirmation
 - Reinforce specific accomplishments
 - Good job, you seem to really understand...
 - Thoughtful evaluation
 - “Evaluating is like perfume; a little goes a long way and it’s best to apply it in key spots.”
 - Too much praise and a person receiving it can be overwhelmed by it.
 - Be specific
 - Similarly, any negative evaluations should be directed to the student’s work or to the two of you, tutor and tutee, as a unit.
 - “We’ve really strayed away from our plan for the day.”

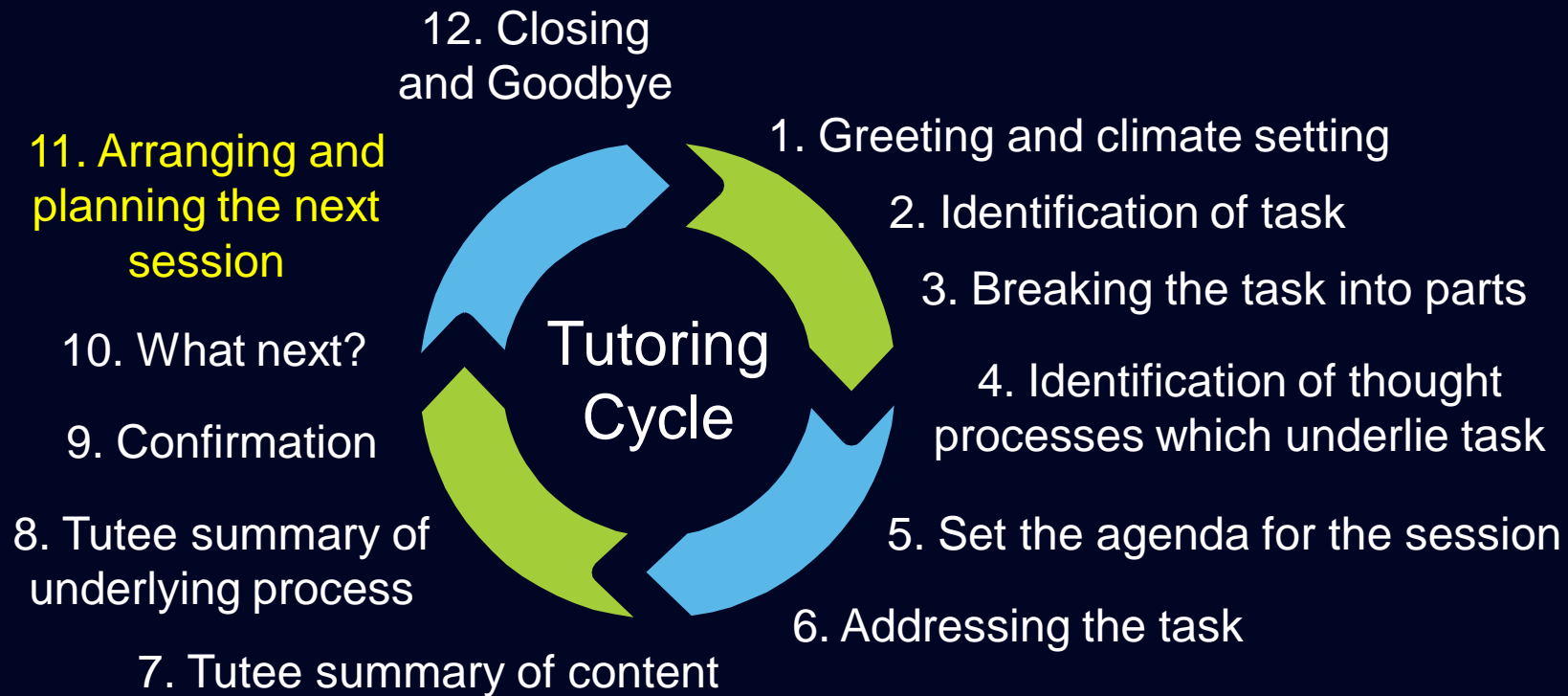
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The Tutoring Cycle

- Step Ten: What Next?
 - “Well, where do you go from here in this class?”
 - “What will you do next and how will what we’ve done help you?”
 - Reinforce connection between current content and future content.

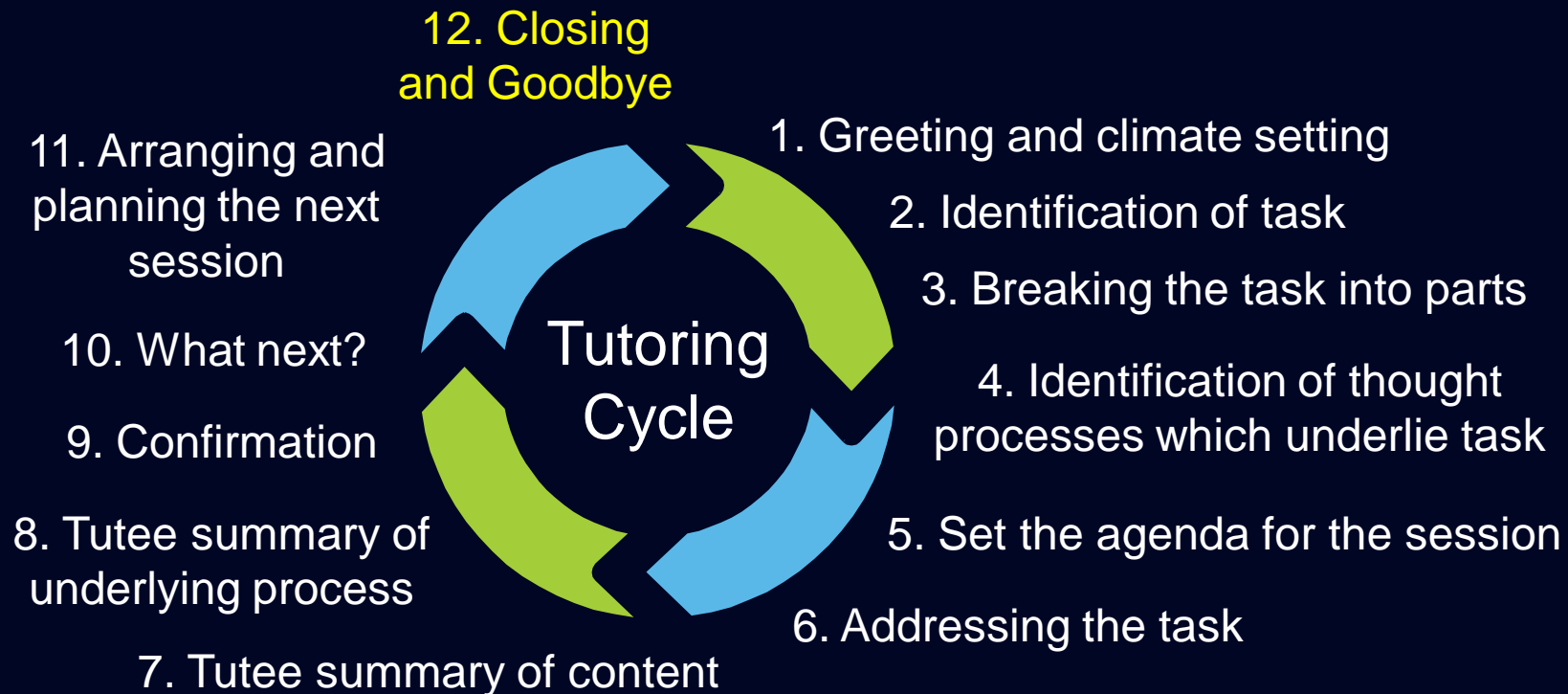
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The Tutoring Cycle

- Step Eleven: Arranging and Planning the Next Session
 - The stair syndrome – minimize the effort involved to schedule the next appointment
 - “Why don’t you visit the ASC in J-2013 or call (815) 280-6674 to schedule your next appointment.”
 - This is the time to determine if another session is necessary. Same time every week? Just before exams? Need a different tutor?
 - Remember that the goal is to eventually become obsolete to your tutee

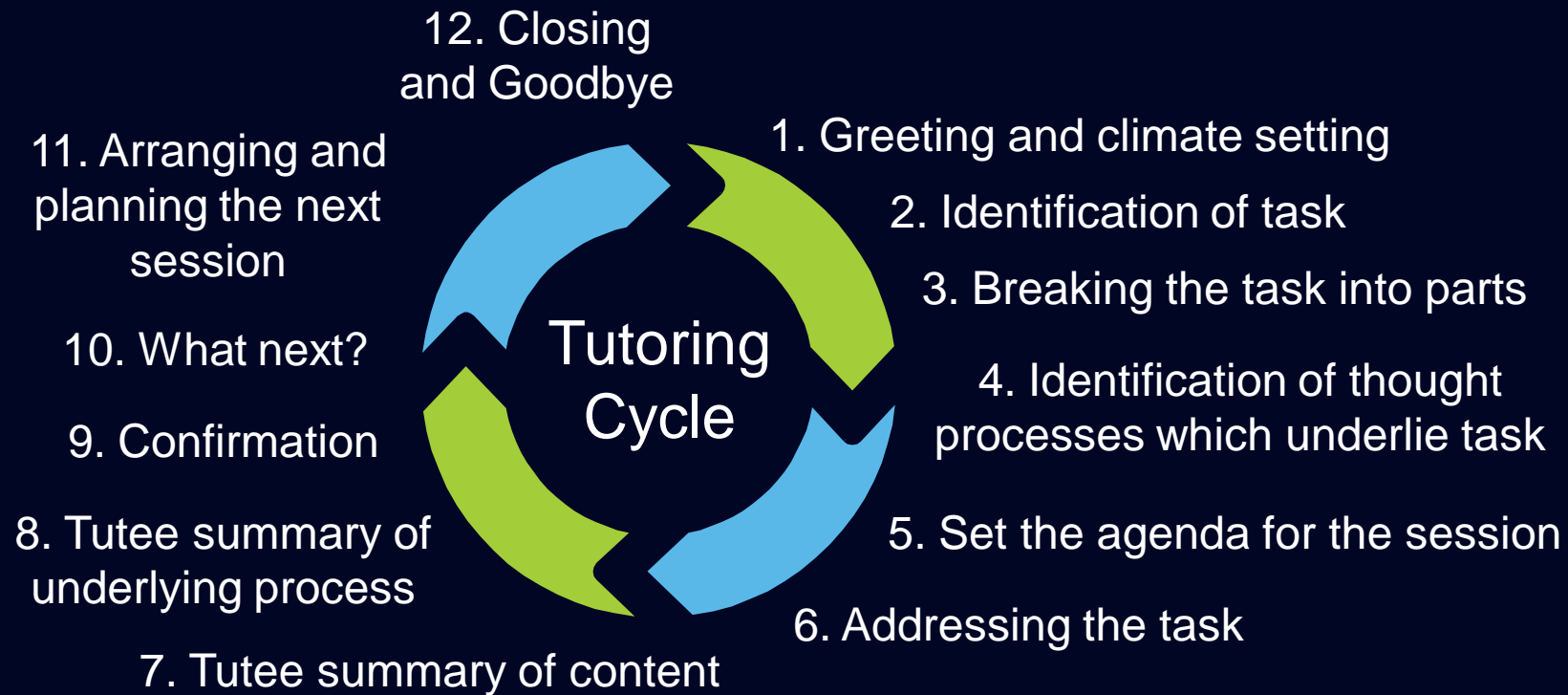
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The Tutoring Cycle

- Step Twelve: Closing and Goodbye
 - Be sincere
 - “Thanks for being so prepared.”
 - “I’m glad that this session was helpful to you.”

The Tutoring Cycle



Common Concerns

- I won't have enough time to accomplish all of these steps in 30 minutes.
 - In reality, many of these steps only take a few seconds.
- I don't know that I will be able to remember each of these steps.
 - Tutoring is quite different than teaching; you may need to adjust your thinking at first but eventually this will seem like a very natural process.

TESAT

- At the end of each semester, each of you will be evaluated during one of your tutoring sessions.
- The evaluation tool to be used is the TESAT; this is included in your binder.

Activity

- Put the 12 steps of the Tutoring Cycle in the correct order.