# Introduction to Peer Tutoring

Coastal Carolina has various mentor and tutor programs campus-wide. These programs have various requirements for student work. It is the LIFE Program’s goal with the introduction of a course designed for mentors and tutors to provide a framework for the entire campus contextualizing the practice of tutorial and mentor programs across the campus body. In this respect, the LIFE Program would like to enter into the campus community a course focused on promoting the College Reading and Learning Association’s (CRLA) International Tutor Training Program Certification (ITTPC) standards. Our hope is to introduce an eight-week, one-credit course for the campus community titled, “Introduction to Peer Tutoring”

In this narrative, we will discuss the CRLA and the ITTPC standards, how we hope to apply those standards, the certification of CCU’s tutorial programs, and the proposed learning objectives for the Introduction to Peer Support course; which meets Certification level 1 for ITTPC.

History (https://www.crla.net/index.php/certifications/ittpc-international-tutor-training-program)

CRLA’s International Tutor Training Program Certification is proud to serve as a benchmark and standard for excellent tutor training programs around the globe. With over 1,200 certified programs, and a long history of recognizing learning assistance programs who improve the quality of tutoring as a profession, we welcome any program who meets our criteria to apply for certification and recognition.

## (ITTPC) Certification Requirements

### ITTPC offers three levels of certification:

• Level 1 is for programs who are training their tutors in the basics of being a tutor.

• Level 2 is contingent on the program maintaining Level 1 training certification, and focuses on metacognitive and psychosocial requirements for tutoring.

• Level 3 is contingent on the program maintaining Level 1 and 2 training certifications, and focuses on a more holistic view of learning center management and student development theories.

Programs may be certified at just Level 1, or may seek certification at more than 1 level at a time. However, the levels are sequential—additional levels are predicated on having met the requirements of the previous level(s).

### General Requirements

There are four main requirements that tutor training programs must demonstrate:

1. Sound hiring practices, to ensure you have hired content-knowledgeable peers.

2. Planned training experience, which includes a minimum of 10 hours and uses a minimum number of our recommended training topics.

3. Tutoring experience directly with students for a minimum of 25 hours.

4. Regular evaluation by a knowledgeable and experienced evaluator.

## Importance for CCU Campus

Various programs across Coastal Carolina University’s campus utilize peer supports. For example, the LIFE Program, Residential Assistants (RAs), Accessibility and Disability Services, Dalton Floyd Mentoring, Fraternity & Sorority Mentorship, Student Athletics Tutoring, Student Success Center, Intercultural and Inclusion Student Services Mentorship, Teaching Fellows, Wall Fellows, CCU Academy, Call Me Mister, are all just a few of those programs. All of these groups have a tutor or mentoring component. Each group approaches their roles with different standards of training. With the Introduction to Peer Tutoring Course, Coastal Carolina would be able to provide a standardized curriculum to aid in student support through tutoring and mentoring. After 1-2 years, It is the goal of this course to expand through ITTPC, to receive international recognition as a certified tutor and mentoring program, so that student leaders can leave the course with distinguished, and recognized, knowledge.

# Class Structure of Coastal Carolina: Introduction to Peer Support

Information below taken from:

Standards, Outcomes, and Possible Assessments for ITTPC Certification

Schotka, R., Bennet-Bealer, N., Sheets, R., Stedje-Larsen, L., & Van Loon, P. (2014). Standards, outcomes, and possible assessments for ITTPC certification.

## Level 1 Certification Objectives:

1. Topic: Definition of tutoring and tutor responsibilities

Standard: The tutor understands the definition of tutoring; the departmental job description; the role of tutors, and is able to distinguish tutoring from other pedagogical strategies and roles (e.g., supplemental instruction, mentoring and teaching)

Outcome: At a minimum the reviewers are looking for you to focus on information provided in the tutor’s job description; the policies and procedures of your tutoring program/institution and any other documentation in your tutor handbook that sets expectations for tutor behavior and interaction with tutees, faculty, staff, etc.

2. Topic: Basic tutoring Guidelines/ Tutoring Do’s & Don’ts

Standard: The tutor knows and understands the expected behaviors and practices of the tutorial program and her/his specific operating procedures as well as practices and behaviors that are considered both appropriate and inappropriate for her/his position.

Outcome: The tutor exhibits appropriate protocol and behaviors in terms of job duties; responsibilities; policies and procedures.

3. Topic: Techniques for beginning and ending a tutoring session

Standard: The tutor can begin and end the session based on the guidelines of the tutorial program as outlined in the job description; tutor training and tutor handbook, and can conduct a tutoring appointment appropriately (middle).

Outcome: The tutor incorporates all of the elements of a beginning, middle and end of a tutoring session to include: an appropriate greeting; friendly demeanor; student-driven agenda; an active learning experience and an opportunity for the both the tutor and student to summarize the content; check for understanding; plan for follow-up sessions (if appropriate) and conclude with a positive statement.

4. Topic: Adult learners and/or learning theory and/or learning styles.

Standard: The tutor is aware of and understands the basic principles of adult learning theory (Knowles); and/or the basic theory and recommended strategies for working with students with a broad range of learning preferences (learning styles); and/or learning theory as it relates to traditional college students.

Outcome: The tutor incorporates specific differentiated tutoring strategies to meet various needs of learners based on learner preferences, strengths/weaknesses, background, or prior knowledge.

5. Topic: Assertiveness and/or Handling Difficult Situations.

Standard: The tutor can identify a variety of effective strategies and resources to handle difficult situations encountered in the tutoring process.

Outcome: The tutor is able to recognize potentially difficult situations that may arise in tutoring and call-upon learned strategies to control the situation with authority and sensitivity in order to foster a positive learning environment and effective working relationship with the tutee. This may include situations such as an unprepared tutee; a tutee who is late and/or misses appointments; a tutee who does not take responsibility for her/his learning; a tutee who “blames” others; a tutee who is manipulative; a tutee who demands an inappropriate level of assistance; a tutee who is experiencing personal, family or financial issues; a tutee who is aggressive; a tutee who is very shy and uncommunicative; etc.

6. Topic: Role Modeling

Standard: The tutor understands the importance of serving as a role model for learners when tutoring.

Outcome: The tutor is able to explain, demonstrate and incorporate study habits and academic success strategies consistent with those emphasized during tutor training. This may include practices such as: using a calendar to schedule and note appointments; practicing SQ3R study techniques; creating a personal planning schedule that supports adequate study time; communicating with faculty to get positive results (both email and in-person), etc.

7. Topic: Setting Goals and/or Planning

Standard: The tutor can effectively assist learners in planning and/or setting personal academic goals, according to the criterion established during tutor training.

Outcome: The tutor can explain the components of effective academic goals and can demonstrate effective goal development in the context of an individual tutoring session as well as a semester- long plan.

8. Topic: Communication Skills

Standard: The tutor understands and can successfully implement one or more of the following communication skills: verbal & non-verbal communication skills; cultural differences in communication; gender differences in communication; etc.

Outcome: The tutor incorporates effective communication skills into her/his tutoring sessions and can identify communication styles and differences among those styles.

9. Topic: Active Listening and Paraphrasing

Standard: Demonstrates active listening and paraphrasing skills in the tutoring process.

Outcome: The tutor will intentionally incorporate active listening and paraphrasing strategies into the tutoring session in order to help insure content understanding (for both tutor and tutee) and enhance the tutoring experience.

10. Topic: Referral Skills

Standard: The tutor is well- versed in campus resources and uses this information to assist her/his tutees as needed.

Outcome: The tutor is informed about various resources on campus; knows where each resource is located; knows how to contact the program/department and under what specific circumstances it is appropriate to refer a student to those resources and can refer a student using language and actions in keeping with the situation and her/his role as a tutor.

11. Topic: Study Skills

Standard: The tutor has developed a repertoire of effective study skills or strategies to utilize to enhance learning new information (e.g., effective time management, organization, note-taking, test taking, motivation, acquisition, retention, performance, anxiety reduction).

Outcome: The tutor articulates, models and integrates a variety of appropriate study skills into the tutoring session and provides the tutee with content-specific tips and techniques to incorporate at key points, such as preparing for class; homework; preparing for exams; writing papers; etc.

12. Topic: Critical Thinking Skills

Standard: The tutor understands the characteristics of “critical thinking” based on the specific model and its elements as presented during tutor training. Further, the tutor can incorporate critical thinking skills into her/his work with tutees and can in turn explain, demonstrate and otherwise ‘teach” these same skills to the tutee.

Outcome: The tutor employs a variety of critical thinking skills and techniques, based upon the elements presented in tutor training, which facilitate active learning and promote greater academic effectiveness and efficiency for the tutor and the tutee in order to enhance learning both within and beyond the tutoring session.

13. Topic: Compliance with Ethics and Philosophy of the Tutoring Profession &/or Compliance with Sexual Harassment concerns &/or Compliance with Plagiarism concerns.

Standard: The tutor understands the importance of ethical standards of tutoring behavior (develop and standardized by ATP) in consideration of both professional standards (such as ATP) and institutional guidelines and requirements and follows the guidelines set forth by the tutor training program relative to ethics; the institution relative to sexual harassment and plagiarism.

Outcome: The tutor complies with all institutional guidelines and requirements in keeping with best practices as taught during tutor training.

14. Topic: Modeling Problem Solving

Standard: The tutor models and can instruct the tutee to incorporate appropriate problem-solving skills in the tutoring process.

Outcome: The tutor is able to successfully incorporate the steps to effective problem solving relative to the specific model presented in tutor training and can instruct the tutee on how to use this model to address a myriad of academic and psychosocial issues.