

Chapter 1 Notes. Introduction

This chapter is designed to help potential tutors decide if tutoring is right for them. You may choose to incorporate some of the information and activities in your recruitment and selection process.

Objectives

The tutor will:

- Identify the roles of a tutor (CRLA I.C.1)
- Decide if tutoring in this center at this time is appropriate
- Be committed to tutoring
- Identify traits of an ethical tutor (CRLA I.C.13)

Video Link: Module 1 addresses the various components of the tutor's role. Many new tutors are especially relieved to see segment 1.2 because they see it is okay not to know all the answers and how to handle those inevitable situations.

Additional Activity: Ethics Discussion

Ethics are so important in tutoring relationships that additional discussion can always be useful. For this activity, break tutors into groups with examples of ethical issues that are concerns in your center. Some potential issues for tutors include:

- Your student is frustrated that you won't just tell him the answer.
- The student asks you out on a date.
- You want to ask your student out on a date.
- Your student shows an exam that her friend took in the same class last semester and says, "I'm not going to bother reading the textbook because all I need to study is right here."
- You've just finished a session with a student who has not been engaged in the session. He didn't bring his materials, only reluctantly answered questions, and seemed bored the entire time. At the end of the session he asks you to sign a note saying he come to tutoring.
- When chatting before the session about your weekends, your student casually mentions that she engaged in underage drinking (a violation of the student code of conduct).
- You forgot to get a student that you met last week to sign off, and you must have the student's signature to be paid. You won't see the student again before your time sheets are due, so you ask another student to sign for her.

Additional Activity: Scavenger Hunt

Create a scavenger hunt that allows tutors to get to know your center. Ideas to get you started:

- Items that other tutors have found extremely helpful
 - Where are the dictionaries?
 - Where are the periodic tables?
- Items that tutors need to know (and you're tired of them forgetting!)
 - Where does paperwork go?
 - When are time sheets due?
 - What other resources are available for students (counseling centers, advising centers, other tutoring programs)?
- Make questions for tutors to answer based on the items or information
 - What is the atomic weight of silver?
 - How late can a student be before being penalized?
 - What should I do if I wake up sick the day I'm supposed to tutor?

Additional Activity: Friend/Teacher/Counselor

- Divide the class into three groups.
- Assign one group the topic of “friend,” one the topic of “teacher,” and one the topic of “counselor.” Ask the groups to brainstorm as many qualities/characteristics as possible that describe the behaviors of a person in that role and write them on poster paper, a flip chart, or a white board.
- When the groups have finished, solicit their feedback by comparing the completed posters. Note where the roles are the same and where they are distinct.
- Ask the class to identify any qualities that they think are appropriate “tutoring” behaviors. Circle the verbs identified and mark any that there is disagreement about. Discuss all choices and try to clarify distinctions between the tutor’s role and that of a friend/teacher/counselor.
- Compare the various roles of a tutor addressed in A Look at Productive Tutoring Techniques Module 1 with the results from this activity.

Additional Activity: Equal Opportunity Presentation

Invite a representative from your Equal Opportunity, Human Resources department, or Student Conduct office to give a presentation on ethics at your institution.