AB 705's Brave New World: Redesigning Student Success with Embedded Tutoring

Ray M. Sanchez, Madera Community College Center
Dr. Vandana Gavaskar, Santa Barbara Community College
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Introductions

Dr. Vandana S. Gavaskar  vsgavaskar@sbcc.edu
Faculty Director, Learning Support Services, SBCC
Project Activity Director, Title V Grant: Student Ready: Degree Completion for the Flexible Learner
ACTLA President Elect
LFM Coach and Steering Committee

Ray M. Sanchez  ray.sanchez@scccd.edu
Faculty Coordinator, Academic Success Centers, MCC
Faculty Association Immediate Past President
ACTLA Immediate Past President

Contact ACTLA <actla.info>: Consultations on Your Campus.
Make Your Tutoring and Learning Center Thrive!
Who’s in the Room?

Tutors  Staff  Faculty  Administrators

Does your Tutoring and Learning Center include embedded tutoring?

T. What are the advantages of working with students in a particular discipline where you are a student?
S. What tutor training, and program design questions/concerns do you have?
F. How can tutors be effective in the classroom and outside of it?
A. How would the college begin, expand, or enhance embedded tutoring at your campus?
2007: Where We Were

- Basic Skills as a Foundation for Success in California Community Colleges
- Redefined remedial education as developmental
- Charge is Developmental not Remedial (for 1 of 3 students)
Burns (2006) argues that learning assistance centers should be accessed by all students, faculty, staff, and administrators, emphasizing interrelationships. Burns goes so far as to assert that learning assistance programs solely devoted to underprepared students actually decrease effectiveness. (Basic Skills Foundation of Success 69)
2019: AB705’s Brave New World

- Mainstreaming 75% of students that had been placed in remedial classes.
- Basic Skills Funding combined with other categorical funding (SEA)
- Entering students complete transfer level English and Math in one year of their admission/or 9 CTE units.
- Student Success Funding Formula based on base allocation, Supplemental Allocation and Student Success Metrics.

Learning Centers and Tutoring Programs are supporting all students now more than ever.
AB705 makes a bold declaration about where and how learning support happens. It is no longer just “outside” the classroom in remedial skills-based spaces or in learning centers, but integrated into the classroom, the major and the discipline. Learning needs to happen and be facilitated everywhere.

Do you have a tutoring intervention to support AB705? Is it sufficient?
Agenda

The Transformation of the Tutoring and Learning Center (TLC)

From the TLC to the Classroom

Why Embedded Tutoring

Case Study: SBCC
The Tutoring and Learning Center
Evidence-Based Education and the Science of Learning
Basics of Human Cognitive Processes
Strategies for Effective Learning
Tips for Teachers, Students, and Parents
The Tutoring and Learning Center

“A permanent, faculty-endorsed space where peer-assisted learning is available for all students to study and congregate and collaborate and learn in a social, academic-oriented, and ‘un-lectured’ learning environment.”

+The academic-ambience is a combination of Student Union and Library!
The Tutoring and Learning Center

“What the Teaching and Learning Center is at the university (for faculty) the Tutoring and Learning Center is at the community college (for student tutors). Tutors are trained in the best teaching, learning, and tutoring theory to support classroom instruction.”

*Where the art and science of learning happens in a structured environment outside the classroom.*
The Tutoring and Learning Center

So what’s the problem? Isn’t tutoring:

using Socratic methodology; guiding, encouraging, and modeling how successful students excel in college; facilitating guided practice; utilizing wait time; checking for understanding again and again; building rapport and community; making referrals to services or resources on ground or online; incorporating metacognitive strategies; and asking never-ending open-ended questions?

Isn’t that enough?
Yes, but:

Tutoring is not intrusive, planned, nor integrated with instruction, and it is often perceived as remedial by faculty and students.

@ the TLC is a wait to help model; “I hope they show up”

Embedded Tutoring is an initiate and intrude model; “Let’s go to them”
The Tutoring and Learning Center ... 
Brought into the Classroom?

Can the Peer-Facilitated ... 

*studying and congregating and collaborating and learning* 
(outside of class in the TLC) *a wait to help model; “I hope they show up”*

Turn into Peer-Assisted ... 

*studying and congregating and collaborating and learning* 
(inside of the class) *an initiate and intrude model; “Let’s go to them”*
Case Study: Faculty-Driven and Governed Initiative

Peer Embedded Tutoring at SBCC
### SBCC: Scaled up Culture of Innovation

<table>
<thead>
<tr>
<th>Faculty Involvement</th>
<th>Tell our Data Story</th>
<th>Challenges</th>
</tr>
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<tbody>
<tr>
<td>● 200 Faculty Recommend and Mentor 400 Tutors and Tutoring Activities</td>
<td>● Why and how innovative programs work</td>
<td>● Collaboration for Budgets and Growing/Changing Needs.</td>
</tr>
<tr>
<td>● Senate Committees</td>
<td>● Student Success and Belongingness Data.</td>
<td>● Developing and Maintaining Best Practices.</td>
</tr>
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<td>● National Programs ESCALA, SI, Anti-Racism Training.</td>
<td>● Equity Data</td>
<td>● Organization and Continuous Consensus Building</td>
</tr>
<tr>
<td>● Title III and V grants develop innovations</td>
<td>● Multiple Chancellor’s Awards for Embedded Tutoring Programs</td>
<td></td>
</tr>
</tbody>
</table>

- Not Exceptionalism but Intentionalism
What Makes Embedded Tutoring a Culture of Innovation in Learning Assistance? The Village Approach

Productive Collaboration of Faculty, Staff, and Students Across Ed. Divisions and Administrative areas

Designing and Enhancing Innovative Practices

Culture of Collaborative Learning

Developing Data Stories

Not isolated activities
Why Embedded Tutoring?

<table>
<thead>
<tr>
<th>PROXIMITY</th>
<th>CONTINUATION</th>
<th>INTEGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tutors are a part of the learning community of the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty/tutor relationship is key to the continuity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tutoring is focused on skills in a specific disciplinary context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Focus is on the success of a particular course and discipline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Activities related to the skills and assignments of the course.</td>
<td></td>
<td></td>
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Learning Assistance: Role of Tutor vis a vis students and faculty. Create and share tutoring philosophy, conduct group tutoring activities, participate in continuous training.
Questions for Each Table

1. What could embedded tutoring look like on your campus?

2. How could it respond to AB705?
<table>
<thead>
<tr>
<th>Embedded Tutoring</th>
<th>SI Model UMKC +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-cognitive and affective learning support from Faculty and tutors.</td>
<td>SI leaders observe and model being a student in class.</td>
</tr>
<tr>
<td>Work flexibly in and out of the classroom.</td>
<td>Design group learning activities for outside the class.</td>
</tr>
<tr>
<td>Part of the planned learning and activities.</td>
<td>Don’t facilitate “homework” but rather focus on skills and content.</td>
</tr>
<tr>
<td>Differentiated Learning</td>
<td>Students who went to SI sessions are anonymous</td>
</tr>
<tr>
<td>SI not successful for Basic Skills</td>
<td></td>
</tr>
</tbody>
</table>

Which model works for your context? What culture is created by each of these models?
Tutor Outside the Center: Challenges of Embedded Tutoring

**Definitional:** How is the embedded tutor referred to by the faculty, by students in the course, and by tutors themselves.

Fuzzy Roles: Tutor may “grade,” make comments on drafts, respond to student on discussion boards.

Teaching Assistant lite: faculty focused and mentored by faculty.

*Every tutoring encounter needs to be intentional and focused on making student learning visible*
### Which Items are Do’s and Which are Don’ts?

<table>
<thead>
<tr>
<th>Tutor Relectures</th>
<th>Tutor teaches the entire class period</th>
<th>Instructor has Tutor work with a small group during class</th>
<th>Tutor walks around the class</th>
<th>Tutor substitutes for instructor during class</th>
<th>Tutor discusses note taking strategies</th>
<th>Tutors does the work for the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Socratic Dialogue</td>
<td>Tutor provides grades</td>
<td>Tutors talks too much</td>
<td>Instructor acts as an authority</td>
<td>Tutor acts as an authority</td>
<td>Tutors gives grades to students</td>
<td>Tutor complains about school</td>
</tr>
<tr>
<td>Tutor blames others</td>
<td>Tutor ignores students</td>
<td>Instructor ignores students</td>
<td>Tutor is on their phone</td>
<td>Tutor creates passive learning</td>
<td>Tutor focuses on one way</td>
<td>Instructor does all the talking</td>
</tr>
</tbody>
</table>
Active Learning Lesson Planning

Describe how:

● students will be organized into groups.
● students should interact with other groups.
● the group members should interact with each other within the group and what role they should play.
● the physical materials you and/or the students will need for the active learning session.
● the tasks students must accomplish in their groups and how much time they will have.

ADAPTED from the CENTER for TEACHING and LEARNING, CSU, LOS ANGELES
<table>
<thead>
<tr>
<th>ETC FALL 2018</th>
<th>Students</th>
<th>Avg. Hours</th>
<th>Avg. GPA</th>
<th>Avg. Retention</th>
<th>Avg. Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 1A</td>
<td>ETC - 24</td>
<td>2.58</td>
<td>ETC - 2.86</td>
<td>ETC - 100%</td>
<td>ETC - 91%</td>
</tr>
<tr>
<td></td>
<td>non_ETC - 77</td>
<td></td>
<td>non-ETC - 2.64</td>
<td>non-ETC - 89%</td>
<td>non-ETC - 82%</td>
</tr>
<tr>
<td>Biol 20</td>
<td>ETC - 58</td>
<td>7.61</td>
<td>ETC - 2.91</td>
<td>ETC - 100%</td>
<td>ETC - 84%</td>
</tr>
<tr>
<td></td>
<td>non_ETC - 143</td>
<td></td>
<td>non-ETC - 2.73</td>
<td>non-ETC - 96%</td>
<td>non-ETC - 79%</td>
</tr>
<tr>
<td>Hist 12</td>
<td>ETC - 19</td>
<td>6.74</td>
<td>ETC - 2.78</td>
<td>ETC - 95%</td>
<td>ETC - 89%</td>
</tr>
<tr>
<td></td>
<td>non_ETC - 105</td>
<td></td>
<td>non-ETC - 2.02</td>
<td>non-ETC - 92%</td>
<td>non-ETC - 62%</td>
</tr>
<tr>
<td>PoliSci2</td>
<td>ETC - 49</td>
<td>3.63</td>
<td>ETC - 2.87</td>
<td>ETC - 96%</td>
<td>ETC - 81%</td>
</tr>
<tr>
<td></td>
<td>non_ETC - 163</td>
<td></td>
<td>non-ETC - 1.98</td>
<td>non-ETC - 87%</td>
<td>non-ETC - 56%</td>
</tr>
<tr>
<td>Bio 22</td>
<td>ETC - 49</td>
<td>2.90</td>
<td>ETC - 2.70</td>
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<td>ETC - 79%</td>
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<td></td>
<td>non_ETC - 55</td>
<td></td>
<td>non-ETC - 2.86</td>
<td>non-ETC - 94%</td>
<td>non-ETC - 77%</td>
</tr>
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</table>
A tutor is seen as a peer by your students, so what a tutor says carries the weight of advice from a fellow student. This is a powerful relationship – communication between students is different than communication between teacher and student -- but this relationship relies on the tutor maintaining a peer role with the students.

(ACTLA Forum on Embedded Tutoring-- Chat Comment)
How do we begin to ask faculty (buy in) to change their pedagogy to support embedded tutors. Especially faculty that are super resistant to change and do not want to change their methodology regardless of the information that the learning center presents to them about the benefits of embedded tutoring? (ACTLA Forum on Embedded Tutoring-- Chat Question)
Peer-Embedded Tutoring

Informs **collaborative learning pedagogy** in-class and in pull-out spaces where tutoring sessions extend the classroom.

**Fosters affective learning and non-cognitive development.** Sense of belonging to the discipline and to campus.
Supplemental Resources
Embedded Tutors: Experiential Learning

- Near peers or peers who have successfully taken the course with a specific instructor
- Identified by faculty and hired and trained by the tutoring program.
- Students who demonstrate an interest in helping students and competence in a subject area.
- Tutors who provide tutoring with the context and understanding of a learner (not an expert). They model learner strategies.
Key Philosophy: Faculty Led, Faculty Governed

How can faculty partnerships across disciplines mobilize AB705 efforts?

How are basic skills supports being redefined?
1. Faculty Committees: Partnership for Student Success, Tutoring Advisory Committee
2. Stakeholders across the disciplines.
3. Faculty, Administration, Investment, and Training
4. Flex Workshops, Handbook, Best Practices
5. Faculty and Coordinator led tutor training seminars
6. Academic Committees Maintain Best Practices
7. Process shared and data driven
Gateway Programs

**Pedagogy**
- Learning Centered theory based on diversity of approaches to successful learning.
- Growth Mindset approach to learning
- Modeling and Scaffolding—what to learn and how to learn
- Time and opportunity to develop Habits of Mind in the context of the course

**Outcomes**
- Qualitative: Articulating successful tutoring strategies, approaches, and concepts in a stimulating learning environment.
- Quantitative: Student Success Percentages by course, term, and year
Ongoing Pedagogical Developments

1. Fostering a Sense of Belonging

2. Role of Peer Tutors in Affective Learning and Noncognitive Learning.

Bloom’s Domains of Learning
(higher order skills are on top)

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<th>Psychomotor</th>
<th>Cognitive</th>
<th>Affective</th>
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<td>Origination</td>
<td>Evaluation</td>
<td>Characterizing</td>
</tr>
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<td>Adaptation</td>
<td>Synthesis</td>
<td>Organizing</td>
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<td>Complex Overt</td>
<td>Analysis</td>
<td>Valuing</td>
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<tr>
<td>Response</td>
<td>Application</td>
<td>Responding</td>
</tr>
<tr>
<td>Mechanism</td>
<td>Comprehension</td>
<td>Receiving</td>
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<td>Guided Response</td>
<td>Knowledge</td>
<td></td>
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<tr>
<td>Set</td>
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Informs **collaborative learning pedagogy** in-class and in pull-out spaces where tutoring sessions extend the classroom.

**Fosters affective learning and non-cognitive development.** Sense of belonging to the discipline and to campus.
Creating an Intentional/Visible Culture

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Grant Funded Initiatives: Affective Learning Institute (ALI) ESCALA, Crossroads Anti-Racism Training, SI Training created PAL Training for STEM focus.
Faculty Driven, Faculty Governed

Scaling up Tutoring Through Shared Governance

Partnership for Student Success (2006---)
http://www.sbcc.edu/pss/history.php

Tutorial Advisory Committee (2018 ---) AB705 development of campus-wide committee http://www.sbcc.edu/tac/

Senate Committees, interest in tutor training innovation and tutoring models, in success data, and in relationships to disciplines and to classroom learning.
Learning Centered Focus for the Course

• Collaborative Learning is the norm for all Students
• Content-specific learning focuses on the learning in the course and the discipline
• Intentional learning that creates specific impact and practice in specific learning skills.
• Equity based learning provides just-in-time skill development.
• Zone of Proximal Development is targeted and focused
Tutor Training and Continuous Development

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- Campus-Wide Initiative
- Peer-Embedded Tutoring Models
- Create New Initiatives
- Outcomes and Measures
- Tutoring is Norm for Learning on Campus

How can faculty partnerships across disciplines mobilize AB705 efforts?
How are basic skills supports being redefined?
Santa Barbara City College Trajectory

1. Faculty Committees: Partnership for Student Success, Tutoring Advisory Committee
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# Gateway Programs

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Instructor and Tutor Collaboration Transforms the Classroom

- Makes tutoring unavoidable and **just in time**
- Makes learning visible: focus on **saying and doing**
- Helps to create conditions for engagement and rigor
- Supports metacognition (and socially shared metacognition) as an explicit instructional goal
- By using low stakes assessments (or formative assessments) prior to tutor interaction/intervention, the tutor can identify areas where students need support
- Adds a dynamic and interaction that builds community in the classroom

Embedded Tutoring Transforms the Classroom
What is the overall ACTIVE LEARNING strategy for the session?
What subject matter will students work with during the active learning session?
Why is this concept / topic well suited to the selected strategy?
What do you hope students will be able to do as a result of this active learning session?
Describe how students will be organized into groups and how groups should interact with other groups.
Describe how the group members should interact with each other within group. Describe the roles each group member should play.
Describe the physical materials you and/or the students will need for the active learning session
Describe what will be displayed during the session on a digital display or projector
Describe how you will use the physical classroom space and the role furniture will play.
Describe how you will introduce the concept and the activity
Describe in detail the tasks must accomplish in their groups and how much time they will have.
Be sure to also detail your role as a instructor / facilitator while the groups are working.
Describe the wrap up activity to close out the active learning session. This could include: reflection, demonstration, share out, or teach out.

ADAPTED from the CENTER for TEACHING and LEARNING, CSU, LOS ANGELES
# The Tutoring and Learning Center ...
## Brought into the Classroom?

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<th>Level of Integration</th>
<th>in Plain Language</th>
<th>Role of Embedded Tutor</th>
</tr>
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<td><strong>Metamorphosis</strong>: a change of physical form, structure, and substance</td>
<td>Completely revised learning approach and practice in the classroom</td>
<td>Thoroughly involved and engaged as a peer facilitator - “working the room”</td>
</tr>
<tr>
<td><strong>Transformation</strong>: an act or process of transforming</td>
<td>“Small Teaching” Strategies with a Peer Assistant in the classroom</td>
<td>With progressive responsibilities; actual peer-to-peer interaction</td>
</tr>
<tr>
<td><strong>Initiation</strong>: an act or process of beginning</td>
<td>A peer is embedded but the instructor and students are not actively engaged with the tutor</td>
<td>As engaged as the instructor is comfortable with; handouts, announcements, etc.</td>
</tr>
</tbody>
</table>
What Kind of Classroom can the TLC be Brought into?
Start Small! Start Sticky! Start Smart!
What Kind of Classroom can the TLC be Brought into?

- **Backward design from college-level courses**
  “...only with more support and guidance.”

- **Relevant, thinking-oriented curriculum**
  “...engage with issues that matter, wrestle with open-ended problems, and use resources from the class to reach and defend their own conclusions.”

- **Just-in-time remediation**
  “An alternative to separating out and teaching discrete sub-skills in advance, this approach provides only the support students specifically need to grapple with challenging college-level tasks”

- **Low-stakes, collaborative practice**
  “In-class activities are designed to give students practice ... student activity--rather than faculty instruction--becomes the primary focus of class time”

- **Intentional support for students’ affective needs**
  “Pedagogical practices are employed to ... increase [student] willingness to engage in challenging tasks”
Big Thoughts...

Before Practical Examples

➔ Why wait for the ‘wait to help’ model when a trained peer can enhance the learning experience by providing academic assistance in class with the instructor in the lead?

➔ A tutor / leader / mentor / coach is your apprentice or embedded tutor

➔ The best way to integrate student services with instructional services

➔ Arguably the most effective way to draw students to outside-the-class peer-facilitated study sessions
From Initiation to Transformation

➔ Move beyond the singular role of model student (i.e., the UMKC SI model)
➔ Do what comes naturally to a non-expert student:
  Provide a student perspective and personalize instruction
➔ Provide homework help sessions - facilitation from a couple rungs up
➔ Work the room. The peer tutor can circulate among students - get out of the seat
➔ Make announcements, answer questions, hand-out class materials
➔ Follow along and take notes to glean the most critical information
➔ Be recognized by the class as THEIR OWN peer-embedded tutor
From Transformation to Metamorphosis:

➔ The peer tutor facilitates effective group work among students
➔ The peer tutor meets with instructor outside of class weekly - to plot and plan in class time and study-session focus
➔ The peer tutor is increasingly involved in classroom assessment techniques, e.g., have the peer tutor ask opening questions (retrieval practice) or ending questions (e.g., the muddiest point)
➔ The peer tutor is recognized by students as a classroom partner/assistant to the instructor (i.e., as someone who helps not only out of class but in class)
➔ A growing interaction between peers becomes a priority in class (instructor driven)
**Other Ideas ...**

- Allow peer tutors to explain how they might tackle a problem/process and allow them to provide feedback and personal experience during class.
- Provide regular feedback to the peer tutor; explain exactly how the tutor can “work the room” or help a specific student.
- Have the peer tutor meet with a student one-on-one during class for a specific duration of time.
- Keep the peer assistant involved and engaged. Have the tutor follow along and take notes as a model student when no “activity” is happening.
- Allow the peer tutor to help individual students (quietly) that need clarification or if a student looks lost. However, standing up and moving around is the expectation when collaborative/cooperative learning is taking place.
- Provide the peer tutor with copies of the course textbook and any materials required for the course.
- Give them access to Canvas and let post announcements, join discussions boards, etc.
- **Be patient; expect to train**