



Leading Group Sessions: The Basics

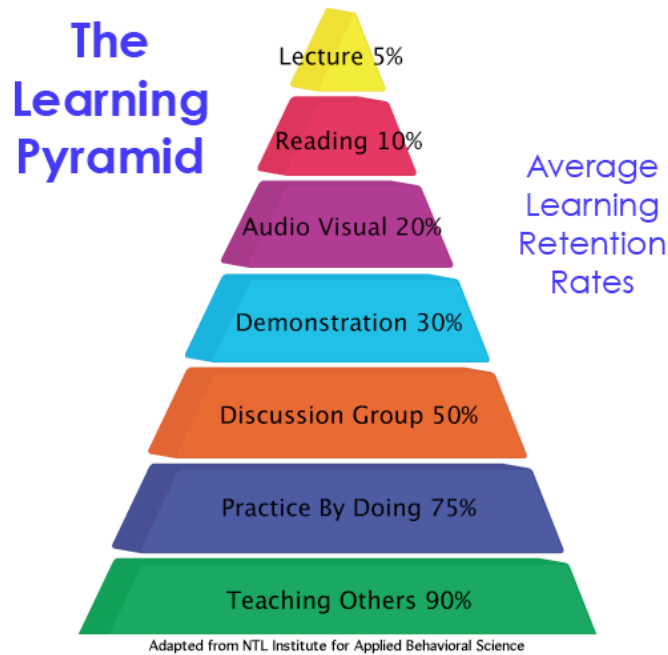


Contents:

Why Groups?
What Do I Have to Do?
What Does my Supervisor Do?
How Do I Interact with Students?
Referring Students to Other Resources on Campus
Redirecting Questions
Collaborative Learning Techniques
Incorporating Lecture Review
Trying Another Approach: Matrixes, Vocabulary Activities, and Visual Techniques
Exams: Preparing for Tests and Learning from Returned Exams
Math and Problem-Solving Sessions
Learning Skills Tips and Techniques
How Do I Get Paid?
How Do I Keep Records of my Sessions?
Sample Work Summary Report
Sample Attendance Sheet

Learning Co-op • 244 L/L Center • 633 Main Street
learnco@uvm.edu • (802) 656-4075 • www.uvm.edu/~learnco
Study Smarter!

Why Group Tutoring?



Why Does it Work?

Active learning promotes a far greater level of retention than traditional forms of passive learning, like attending lecture. Actually working through problems and providing assistance to others in a group study setting is invaluable in the process of mastering new course material. This is why Group Tutoring is so useful for large lecture classes!

What Do I Have to Do?

Group Tutors are expected to show up to each scheduled session on time and ready to work. You do not have to bring a planned lesson, but you do need to be welcoming, encouraging, and helpful. It is your job to answer students' questions, but also to foster an environment conducive to group study. That means redirecting questions, helping students find answers for themselves, and modeling study techniques.

The Purpose of a Group Tutor:

- To reinforce what students have been learning in class.
- To create a comfortable atmosphere for teamwork and group study.
- Integrate how to learn with what to learn.
- To encourage good study habits and serve as a resource for students.
- Act as a model student.
- Support faculty members.

What are Group Tutors *NOT* Supposed to Do?

- Tell students what questions will be on the test.
- Put in a good word with the professor, or change a student's grades.
- Explain entire chapters right before an exam because students have been procrastinating.
- Criticize a particular professor or style.

What Does my Supervisor Do?

Much of the Group Tutor's role is completed independently; you are the one holding sessions on campus. However, it is imperative that you remain in close communication with your supervisor throughout the semester. During the first week of classes, and once your group tutoring schedule is set, you will need to schedule regular meetings with your supervisor throughout the semester.

At the start of the term, your supervisor will be in charge of locating and reserving classrooms in which you will hold your sessions. Before you may proceed, you must check-in with the supervisor and have your schedule approved. Once your schedule has been set, the supervisor will help you to produce advertisement materials, but it will be up to you to ensure these materials are thoroughly distributed.

Behind the scenes, the Supervisor is responsible for identifying which classes will support Group Tutoring each semester, gaining faculty support and raising faculty awareness, selecting, training, and coordinating Group Tutors, monitoring sessions, ensuring all necessary paperwork and documentation has been submitted correctly, and evaluating the program.

How Do I Interact with Students?

The key to a successful semester of Group Tutoring is attendance, and the key to attendance is communication!

The relationships Group Tutors have with their students are critical to the success of the sessions. Above all, students should always feel welcomed, accepted, and encouraged by the Group Tutor. A good Group Tutor should be a friendly and familiar face, and the stronger the relationships you have with your students are, the more productive your sessions will be. Effective communication takes work, but it is absolutely necessary to Group Tutoring! Devise a plan with the supervisor to stay in touch with students.

To build productive relationships with students, follow these basic Do's and Don'ts:

DO:

- Say “yes” to students’ requests whenever reasonably possible to do so.
- Remember that the goal of Group Tutoring is more than to simply help students get a good grade on the exam. There are many things that contribute to a successful semester, and many skills that can be transferrable to later courses.
- Recognize the limits of your job description and training. Some problems may be beyond your ability to address, but part of how you became successful as a student was knowing who to ask for help; share this knowledge with your students.
- Attempt to treat all students as you would treat a friend.
- Provide straightforward, truthful advice.
- Give and expect to receive respect.

DON'T:

- Allow yourself to be drawn into an argument with students. Even if they are clearly wrong, “asking for it,” or start it first.
- Demand that students have to defend themselves to you. For instance, if they miss a session, act concerned but don't demand an explanation.
- Say anything that would make you sound like a parent, teacher, or authority figure of any kind.
- Feel obligated to fix problems that students create and can solve for themselves. Just remember to be diplomatic when you must decline the invitation to get involved.

Referring Students...

You can't have the answer to every question, and some situations you encounter may be way beyond your expertise. If you are ever uncomfortable or feel as though a problem is too big for you, you can always come to your Supervisor for guidance. There are other resources on campus as well, be it other forms of tutoring in the Learning Co-op, another office or department on campus, an RA, or the counseling center.

How would you refer students in the following situations?

1. "Someone broke into my car and stole my ipod."
2. "English is my second language and I am having difficulty following the lectures."
3. "One of my TA's keeps coming on to me!"
4. "I'd like to get involved in some campus activity."
5. "My father recently passed away."
6. "I have a learning disability."
7. "I can't ever study in my room; I really just don't get along with my roommate!"

Some Important UVM Phone Numbers:

- ↳ Counseling Center: 656-3340/656-0784
- ↳ Women's Center: 656-7892
- ↳ Student Health Center: 656-3350
- ↳ ALANA Student Center: 656-3819
- ↳ The Learning Co-op: 656-4075
- ↳ Police Services: 911 or 656-3473
- ↳ ACCESS: 656-7753
- ↳ FAHC ER: 847-2434
- ↳ LGBTQA: 656-8637

How Do I get Paid?

UVM employees are paid every other week. I will send out an email reminder the Thursday before payroll closes, which is Sunday night at midnight. You will enter your hours on PeopleSoft and, if all of the necessary paperwork has been turned in by the time I approve time, you will receive a check the following Friday.

What is this “necessary paperwork” of which you speak?” you may ask. Before I approve your time, I will need to receive a signed and completed **Work Summary Report** listing each of the tasks for which you will be getting paid. Additionally, you will need to turn in your **attendance sheets** for each session during that pay period. If I do not receive this paper work, I will not approve your time. Just leave them in my mailbox in the Learning Co-op no later than 12 on the Monday following my reminder email.

To enter your hours on People Soft, you will need to go to catalyst.uvm.edu. Once there, do the following:

1. Log in under “Human Resources” using your UVM NetID and password
2. Once you’ve logged in, click on “Self Service” in the menu on the left side of the screen
3. Under “Self Service,” click on “Time Reporting”
4. Under “Time Reporting,” click on “Report Time”
5. Under “Report Time,” click on “Timesheet”
6. Now, if you are working multiple campus jobs, you’ll need to select your tutoring job at the learning co-op out of a list. Just look for Patience to be listed as your employer and you should be set. Click on your learning co-op job and then you’ll be taken to the timesheet. If you are working only one campus job, once you click on “Timesheet” you’ll be here.
7. Enter in your hours under the days that you worked. Remember that time needs to be entered in portions of an hour. So, if you worked for an hour and a half, you would enter 1.5 not 1.3.
8. Once you’ve entered in your hours for a given week, you would click on the “Time Reporting Code” drop-down menu and select either “Work Study Earnings” if you are using work study money or “Temporary Employee” if you are earning wages.
9. Under “Combo Code,” click on the box with the magnifying glass icon to look up your combo code. If you are working multiple campus jobs, there will be multiple combo codes. Just guess and check until you find the right one. The system will tell you whenever you pick the wrong one, so it’s pretty easy. If you are only working one campus job, there is only one combo code. So, just click it and it should work.
10. Click “Submit”

If you are entering hours for a week other than the current one, you can click “Previous Week” to move back in the schedule or you can click on the calendar icon next to the date to jump to a day in the calendar.

UVM sends checks to only one location on campus. If you have another job on campus, your check may continue to come there but if you do not, your check will be delivered to the Learning Co-op. You have a “mailbox” in a filing cabinet where your checks will be deposited. You can pick them up any time the Learning Co-op is open.

How Do I Keep Records of My Sessions?

Keeping accurate records is of the utmost important as a Group Tutor. Thankfully, it is not too hard to do. All you need to do is **take attendance at each and every session you hold**. Students will need to sign in with their name and student ID number. They will also need to specify which section of class they are enrolled in, such as A or B. If they do not know for sure, ask them to specify what day and time they have class, or what their professor's name is. It is necessary to know the course section in order to locate and track the students in our data system.

Please be sure all students sign-in, and that they write legibly. Some one from our office will enter the contacts using our record program, TutorTrac, so they need to be able to discern each name on the contact sheet. Please take the time during your session to ensure each and every student has signed in, and that you can read their name before you hand in your attendance sheets to me.