

Beyond Tutoring 101

Pipeline Project
University of Washington
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What is the Pipeline Project?

A K-12 outreach program that connects undergraduate students from the University of Washington with educational and service opportunities in local and regional schools and community organizations through tutoring and mentoring.





What Makes Up Your 'Lens?'

Cultural Humility

Building Positive Relationships

Tutoring Scenarios

Learning Styles & Scaffold
Learning

Meet your neighbor!

—

Your name

Where you are (will be)
tutoring/mentoring?

Why did you come here today/what are
you hoping to learn?





Lens
Activity

Our Lens

All the things that make up who we are and how we view situations can be referred to as our 'lens.'

Our lens is made up of values we hold, our culture and background, and life experiences.

Life experiences include both things that we choose to do and things that we do not have any choice about or control over.



What Makes Up Our Lens?

Education:

- Public/private/homeschool
- Rural, urban, suburban schooling (what city/town?)
- Family values regarding education and higher education
- Demographics of own K-12 schooling environments



What is Your Lens?

On a piece of paper create your 'lens.'

Think about the things that make up who you are.

Use the previous list of characteristics and below questions as a guide.

Share a little about the lens that you will be bringing to your K-12 experience:

What was your K-12 schooling like?

Was it in a rural or urban setting?

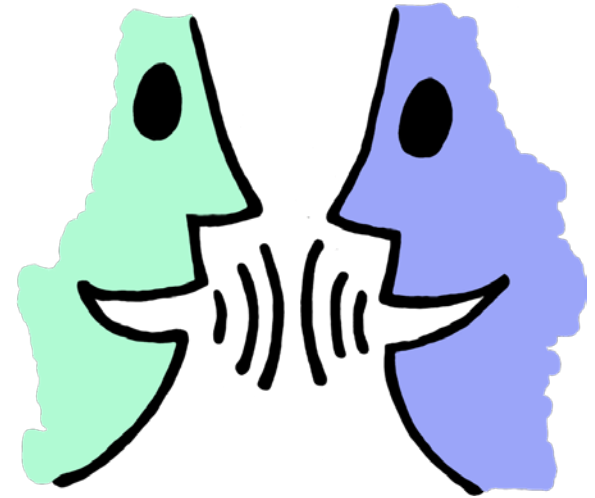
What's your family's history regarding higher education? Are you a first generation student?

What other aspects of your cultural background/ K-12 experience have been influential in shaping who you are today?

Find a Partner and Share Your Lens With Them

Then answer:

- How did your school experience and background make it easier or harder for you to achieve in school?
- How has your lens impacted your experience working with students?



Cultural Humility



—

Culture is a set of beliefs, social norms, values, and customs of a racial, social, geographical or religious group of people.

Students come from different families, cultures, and communities—each with its own set of values and beliefs.

Cultural Responsiveness



Cultural responsiveness is the ability to recognize the value of a culture different from one's own and appreciate differences.

To achieve greater cultural responsiveness:

Become aware of personal biases, assumptions, and stereotypes.

Learn more about other cultures.

Increase interactions with different cultures.

How can you best work with students from diverse cultures?

Learn about your students' cultures. Visit a cultural community center.

Use the Seattle Public Library to find literature, history, biography, and children's books that relate to specific cultures.

Encourage students to share information and stories about their families, communities, and cultures.



Celebrate and honor students' families and cultures through reading, writing, and learning activities .

Be sensitive to the learning styles of students from diverse cultures . Many students come from cultures where learning is a shared, cooperative process .

Waterline of Visibility



Building Positive Relationships

Know your student

Connect their backgrounds & interests to school assignments

Let the student know who you are

Let go of assumptions

Be careful how you judge “at-risk,” “low income,” or “low achiever”

Set high expectations

Be a good listener

Building Positive Relationships Cont.

Be honest

Admit if you don't know the answer

Give positive reinforcement

Give *specific* praise and positive reinforcement often

Praise *what they learned*, their behavior/attitude and/or their ideas/creation

Be a positive role model



Tutoring Scenarios

Scenario #1



For the student you tutor, reading is a terrible struggle. Your student seems to tire of reading after a short time and you are not sure if she really understands what she is reading. What are some different ways you could run your reading session with her?

Struggling Reader Tips

Ask different types of questions

Allow your student time

Create a discussion atmosphere



Scenario #2

The student you tutor tells you that “dumb” students need tutors and tells you that he can’t do the assignment “because he is stupid.” How would you respond when your student makes these comments? What are some strategies you could use to help improve your student’s self-concept as a learner?



When Students Say They're Dumb...

—

Praise what they learned

Remark about their behaviors
and attitudes

Encourage their ideas and
creations

Focus on their strengths and
give positive feedback



Scenario #3



The student you are working with doesn't act respectfully to you. She often disregards things you tell her, doesn't seem appreciative of the help you are providing, and reminds you that "you are not her teacher or her mother." How would you handle this situation?

When Working With Students...

Set expectations

Maintain a relationship of mutual respect

Communicate with the teacher

Make an effort to get to know them



Scenario #4

You are a tutor in a classroom support role or in an after school program. You asked if anyone needed help and no one replied. How do you go about engaging your students?



Engaging Your Students Beyond “Do You Need Help?”

Instead of asking, "do you need help?" and moving on if they say no, we recommend you asking different questions that may engage them in a dialogue with you.

“What are you working on?”

“Can you tell me about this assignment?”

“What class is this for?”

Work on building a relationship with the students before you ask them if they need help.

Scenario #5

While you are tutoring, you hear a couple of students in the classroom taunting a classmate with derogatory comments.

How would you respond to this situation?



How to Identify Bullying

In the Bully...

Direct behaviors - These include any physical abuse (hitting, biting, taunting, as well as stealing, threatening, and teasing) that harms a targeted individual.

Indirect behavior - These behaviors include intentionally excluding someone from a group, including through the spread of rumors.

How to Identify Bullying Cont.

In the Victim...

Withdrawn, anxious, and angry
behaviors

Becomes extremely emotional, even at
the occurrence of the most
mundane event



How to Respond to Bullying

Respond immediately to degrading comments

Ask the students involved to explain the situation

Make sure that every student belongs

Talk to students about making positive

NEVER BE A SILENT BYSTANDER



Learning Styles

Learning styles are the way in which each individual learner begins to concentrate on, process, absorb, and retain new and difficult information.

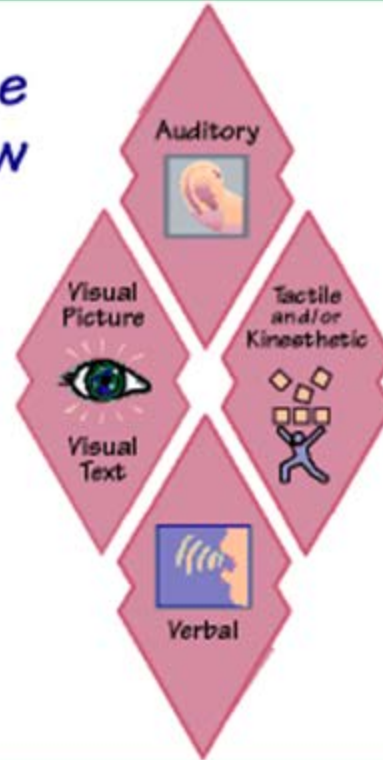
Remember there are no good or bad learning styles!



What we
often think
about...

Perceptual Elements

One's preference
for retaining new
and complex
information
efficiently.



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Types of Learning Styles

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Auditory - Listening to a lecture, presentation, audiotope



Visual Picture - See mental images of what they read or hear

Visual Text - Read the written word

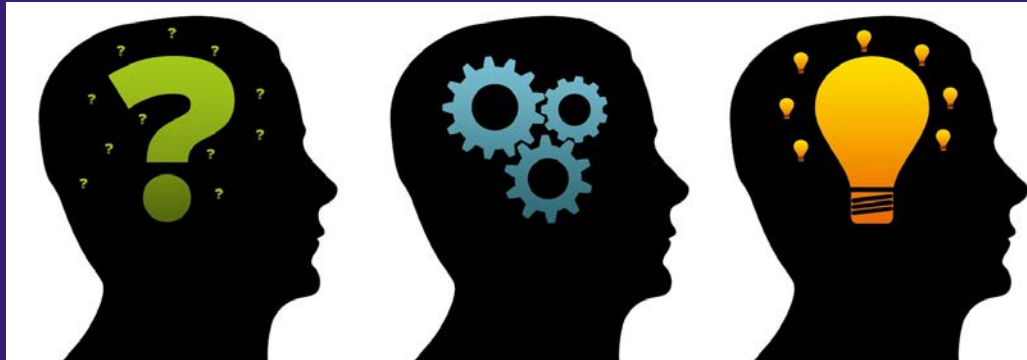
Tactile/Kinesthetic - Doing rather than listening, reading, or thinking about information

Verbal - Discuss with others about the information



Learning Styles Activity

Choose one topic. Then picture yourself helping a student and brainstorm how you could approach teaching the topic using at least **three** different learning styles (auditory, visual-picture, visual-text, tactile/kineshetic, verbal)



Learning Styles Activity Topics

Elementary School

- Fractions
- Rocks and Minerals
- Coins & adding money

Middle School

- State history
- Parts of a cell
- Shakespeare

High School

- Periodic table of the elements
- Branches of the U.S. government
- Photosynthesis

Psychological Elements

Other
things to
Consider...



One's inclination
for processing
new and complex
information,
making decisions,
and solving problems.

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Analytical vs. Global

Step 1
Step 2
Concept
after

Analytical - Assimilate and process information best when it is presented sequentially and the information builds toward a conceptual understanding.

Global - Assimilate and process information best when humor and metaphors are used and they need to understand the concept before the details make sense.

Concept
FIRST!

Scaffolding Learning - What is it?



“Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk.”

“Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.”

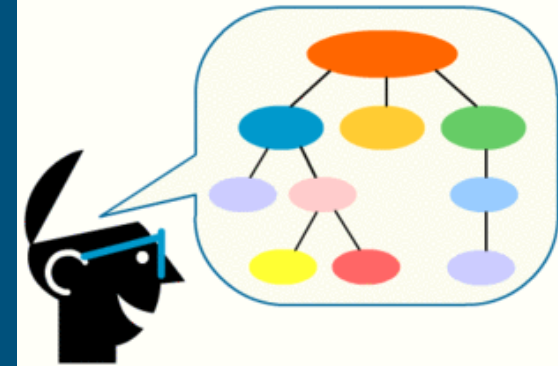
Scaffolding Learning - How to help your students

Tap into students' prior knowledge

Break down one large problem into smaller components

Use visual aids

Illustrate a concept or process multiple ways



Closing thoughts...

Relax and be yourself

Have confidence in yourself,
but don't be afraid to ask
for help and guidance!



Additional Resources

[Pipeline Project Tutor Handbook](#)

[Learning Styles](#)

[The Power of Grit](#)

[The Power of Belief](#)

Questions?

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