

Meeting the Challenges of Providing Effective Tutoring and Study Groups!



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2004 National College Learning Center Association
Frank L. Christ Outstanding Learning Center Award

N C L C A



Delta State University Academic Resources

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What are study skills workshops?

Spring 2012



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**Presidential
Recognition
White House Oval
Office
November 16, 2007**





Reflection Questions

- What's the difference, if any, between *teaching and tutoring*?
- What do you think your students *want* you to do in a tutoring session?
- What do you think your students *need* you to do in a tutoring session?

Email from Joshua in Spring 2011

“...Personally, I am not so good at chemistry and unfortunately, at this point my grade for that class is reflecting exactly that. I am emailing you inquiring about a possibility of you tutoring me. I can even pay you for tutoring. I need any and all help I can get at this point. I apologize for the inconvenience.”

April 6, 2011

“I made a 68, 50, 50, **87, 87, and a 97 on my final**. I ended up earning a 90 in the course, but I started with a 60. I think what I did different was make sidenotes in each chapter and as I progressed onto the next chapter I was able to refer to these notes. ***I would say that in chemistry everything builds from the previous topic***”

May 13, 2011


Semester GPA: 3.8

Help Students Make the Transition from Passive to Active Learners!

Help students identify and close “the gap”

Passive learners  *current performance*



Active learners  *desired performance*

Turn Your Students into Expert Learners!


- Show them *how* to learn by teaching them metacognitive learning strategies



- Motivate them to *use* the learning strategies
-

Desired outcomes

- We will identify challenges faced by tutors
- We will understand the role of metacognition in helping students develop independence
- We will have concrete strategies that will increase our effectiveness as tutors
- Our students will take more responsibility for their own learning
- We will view students differently
- We and our students will have a more satisfying experience!



Two More Reflection Questions

- What's the difference, if any, between *studying and learning*?
- For what task would you work harder?
 - A. Make an A on an upcoming test
 - B. Teach a review session for an upcoming test



To Help Your Students Excel

- Help them stay in *learn* mode, not *study* mode
- Help them study as if they have to *teach* the material, not just make an A on the test

The Story of Three Students

- Travis, junior psychology student
47, 52, 82, 86 B in course
- Dana, first year physics student
80, 54, 91, 97, 90 (final) A in course
- Joshua, first year chem student
68, 50, 50, 87, 87, 97 (final) A in course



How'd They Do It?

They became expert, *strategic* learners
by using *metacognition*!

They studied to LEARN,
not just to make the grade!

Metacognition*

The ability to:

- think about one's own thinking
- **be consciously aware of oneself as a problem solver**
- monitor and control one's mental processing (e.g. "Am I understanding this material?")
- accurately judge one's level of learning

*Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence* (pp.231-236). Hillsdale, NJ: Erlbaum

Let's Revisit Travis

47, 52, 82, 86



Problem: Reading Comprehension

Solution: Preview text before reading*
Develop questions*
Read one paragraph at a time
and paraphrase information

*Develop anticipatory set

Voyage of Christopher Columbus

WITH HOCKED GEMS FINANCING HIM/ OUR
HERO BRAVELY DEFIED ALL SCORNFUL
LAUGHTER/ THAT TRIED TO PREVENT HIS
SCHEME/ YOUR EYES DECEIVE/ HE HAD SAID/ AN
EGG/ NOT A TABLE/ CORRECTLY TYPIFIES THIS
UNEXPLORED PLANET/ NOW THREE STURDY
SISTERS SOUGHT PROOF/ FORGING ALONG
SOMETIMES THROUGH CALM VASTNESS/ YET
MORE OFTEN OVER TURBULENT PEAKS AND
VALLEYS/ DAYS BECAME WEEKS/ AS MANY
DOUBTERS SPREAD FEARFUL RUMORS ABOUT
THE EDGE/ AT LAST/ FROM NOWHERE/
WELCOME WINGED CREATURES APPEARED/
SIGNIFYING MOMENTOUS SUCCESS

Dooling, J.D. and Lachman, R. Effects of Comprehension on Retention of Prose,
Journal of Experimental Psychology, (1971), Vol. 88, No. 2, 216-222



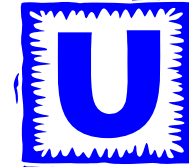
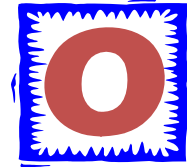
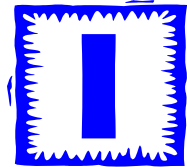
Anticipatory set CAN interfere!

Let's look at the car on the next slide...

Is this a 2-door or 4-door car?



Counting Vowels in 45 seconds



How accurate are you?



Dollar Bill

Dice

Tricycle

Four-leaf Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

Football Team

Dozen Eggs

Unlucky Friday

Valentine's Day

Quarter Hour



**How many *words or phrases*
do you remember?**



Let's look at the words again...

What are they arranged according to?



Dollar Bill

Dice

Tricycle

Four-leaf Clover

Hand

Six-Pack

Seven-Up

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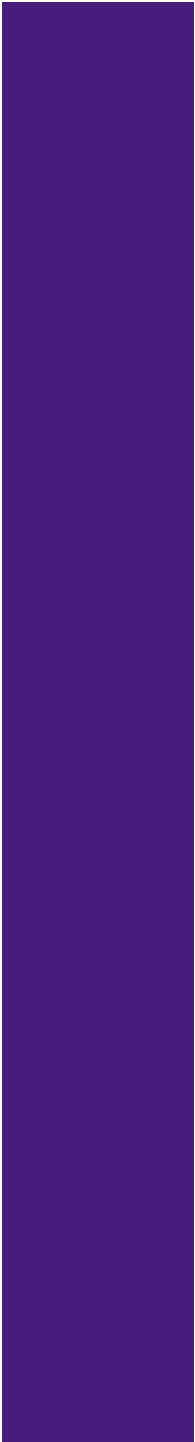
Unlucky Friday

Valentine's Day

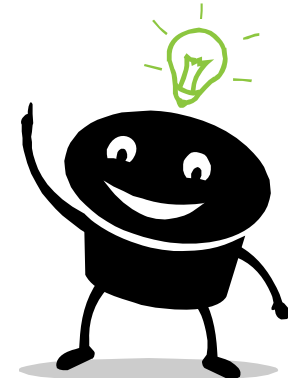
Quarter Hour



**NOW, how many words or phrases
do you remember?**



**What were two major differences
between the first attempt
and the second attempt?**



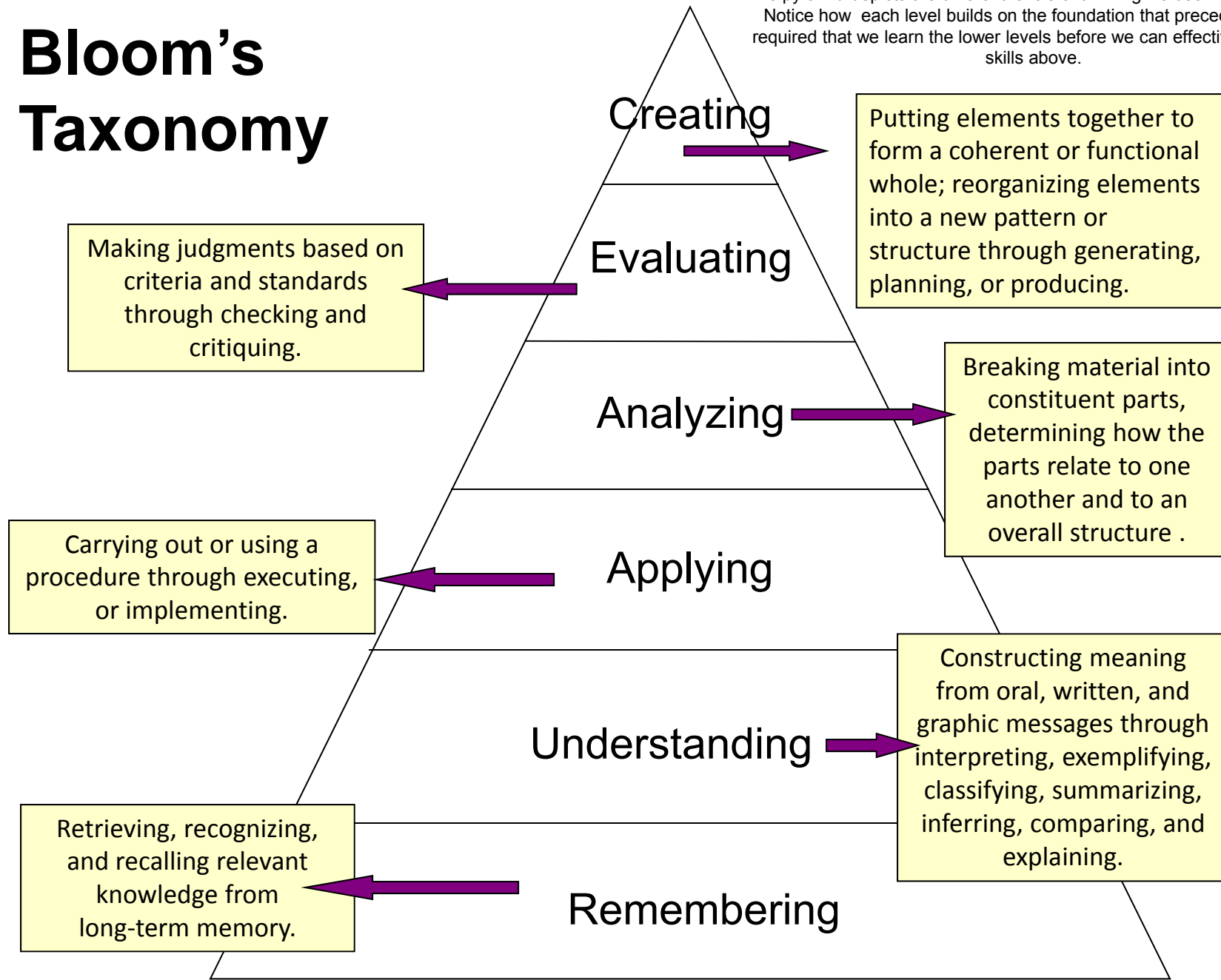
- 1. We knew what the task was**
- 2. We knew how the information was organized**

Turning Your Students into Efficient, Expert Learners

- Have them constantly ask “why” and “what if” questions
- Have them test their understanding by verbalizing or writing about concepts, and practicing retrieval of information during the tutoring session
- Have them move their activities higher on the *Bloom's taxonomy* scale by comparing and contrasting, thinking of analogies, thinking of new pathways, etc.

Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.



**When we teach students
about Bloom's Taxonomy...**

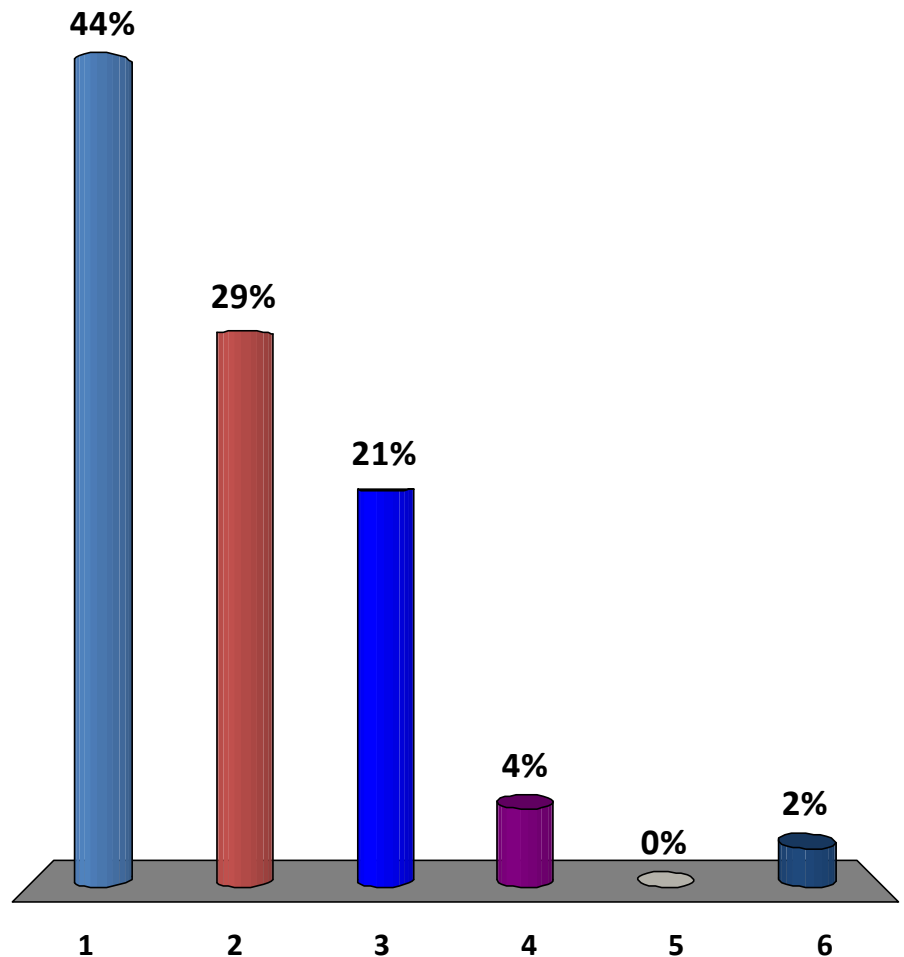
They GET it!



How students answered (2013)

At what level of Bloom's did you have to operate to make A's or B's in high school?

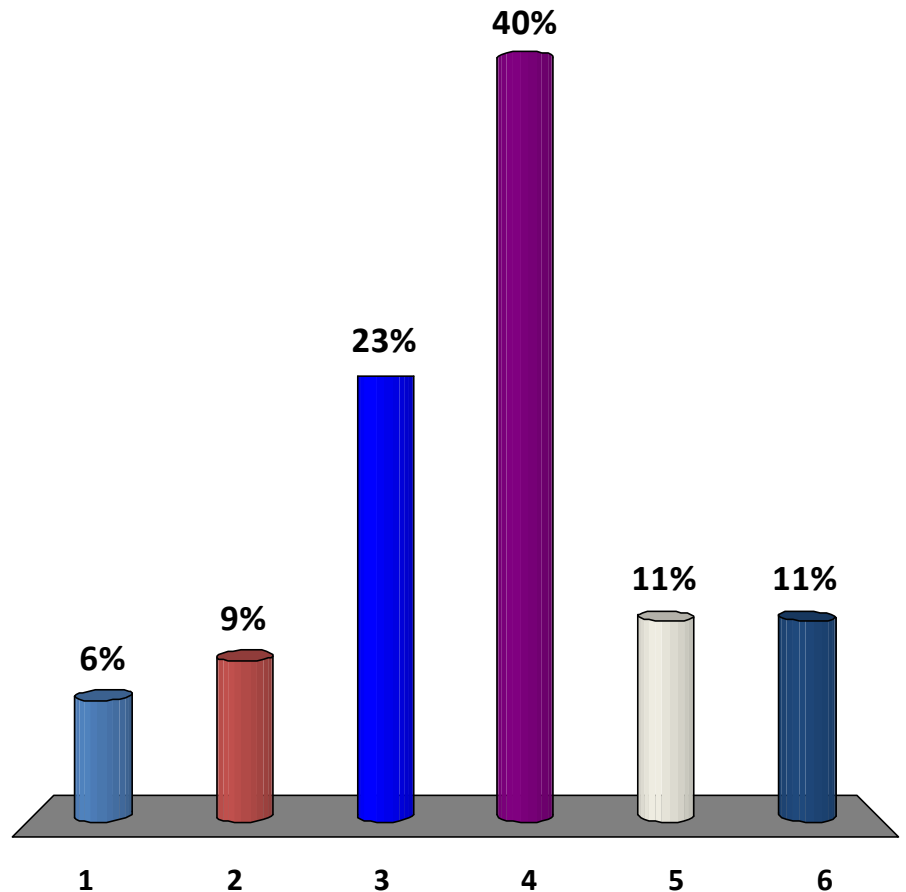
1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



How students answered (in 2013)

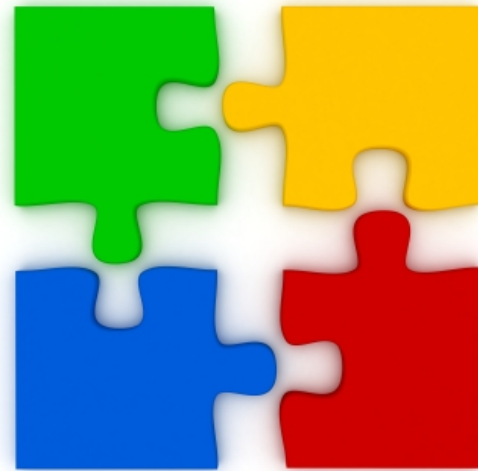
At what level of Bloom's do you think you'll need to operate to make A's in college?

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating



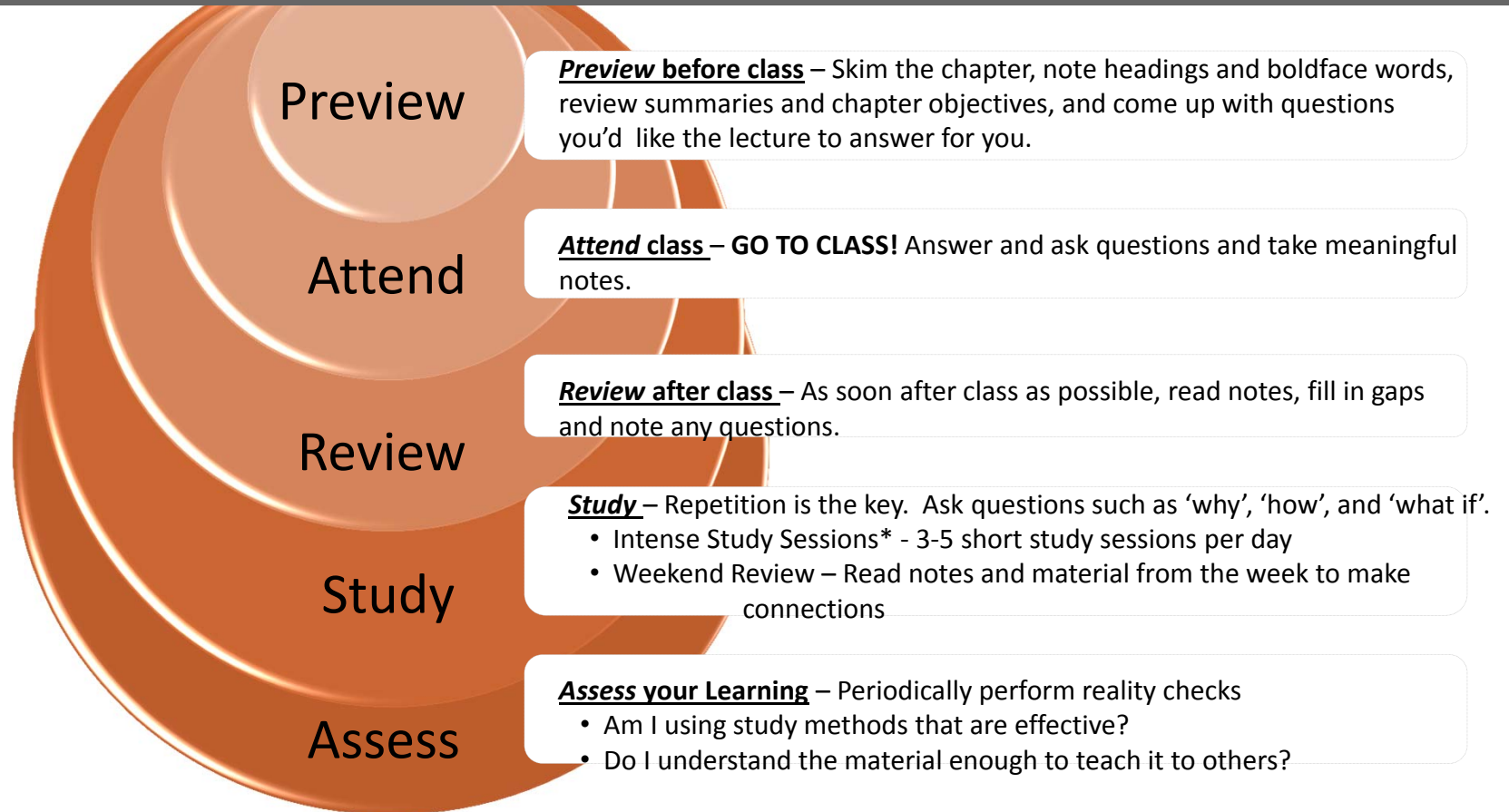
A Learning Strategy that can be quickly and easily implemented to help students think at higher levels:

The Study Cycle*



**adapted from Frank Christ's PLRS system*

The Study Cycle



*Intense Study Sessions

1	Set a Goal	(1-2 min)	Decide what you want to accomplish in your study session
2	Study with Focus	(30-50 min)	Interact with material - organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
3	Reward Yourself	(10-15 min)	Take a break – call a friend, play a short game, get a snack
4	Review	(5 min)	Go over what you just studied



Why are metacognitive strategies so important?

They empower students to learn, even after they've been made to believe they can't!

They help students develop a new mindset

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Great Strategies for Helping Students LEARN!

- Establish expectations and ground rules
- Help students set goals and timelines
come prepared, and be ready to learn!
- Attribute failures to correctable causes
- Attribute success to effective strategies
- Encourage students to form study groups

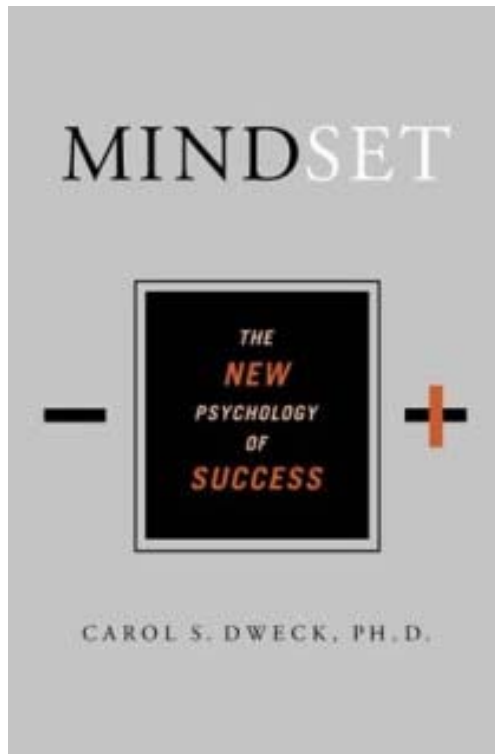


Metacognitive Get Acquainted Activity*

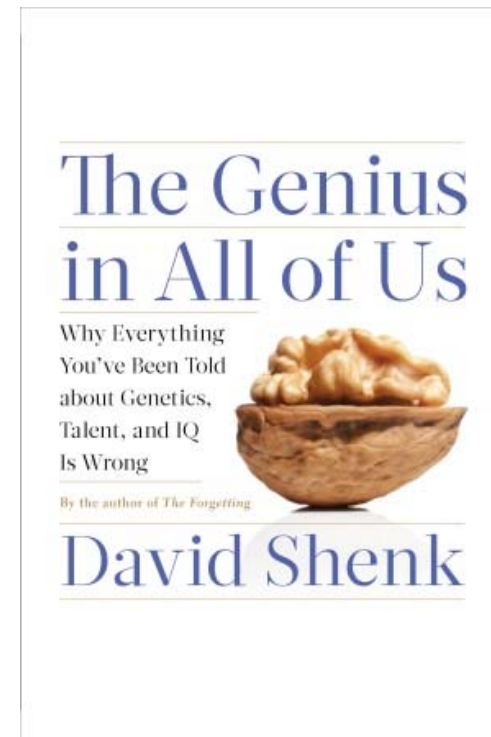
- What do you believe is important to understand and learn in _____?
- What do you believe to be critical characteristics of successful students in _____?
- How will you study and prepare for exams in _____?

*Simpson, M. & Rush, L. (2012) in *Teaching Study Strategies in Developmental Education*, Hodges, Simpson, Stahl eds. New York: Bedford/St. Martin's

Help Your Students Develop the Right Mindset



Dweck, Carol, 2006.
Mindset: The New Psychology of Success. New York: Random House Publishing



Shenk, David, 2010. *The Genius in All of Us: Why Everything You've Been Told About Genetics, Talent, and IQ Is Wrong.* New York: Doubleday

*Mindset** is Important!

- **Fixed Intelligence Mindset**

Intelligence is static

You have a certain amount of it

- **Growth Intelligence Mindset**

Intelligence can be developed

You can grow it with actions

Responses to *Many* Situations are Based on Mindset

	Fixed Intelligence Mindset Response	Growth Intelligence Mindset Response
Challenges	<i>Avoid</i>	<i>Embrace</i>
Obstacles	<i>Give up easily</i>	<i>Persist</i>
Tasks requiring effort	<i>Fruitless to Try</i>	<i>Path to mastery</i>
Criticism	<i>Ignore it</i>	<i>Learn from it</i>
Success of Others	<i>Threatening</i>	<i>Inspirational</i>

LSU Analytical Chemistry Graduate Student's Cumulative Exam Record

<u>2004 – 2005</u>			<u>2005 – 2006</u>	
9/04	Failed		10/05	Passed
10/04	Failed		11/05	Failed
11/04	Failed	Began work with CAS and the Writing Center in	12/05	Passed best in group
12/04	Failed	October 2005	1/06	Passed
1/05	Passed		2/06	Passed
2/05	Failed		3/06	Failed
3/05	Failed		4/06	Passed last one!
4/05	Failed		5/06	N/A



Dr. Algernon Kelley, December 2009

From a Xavier University student to Dr. Kelley in Fall 2011

Oct. 17, 2011

Hello Dr. Kelley. ... I am struggling at Xavier and I REALLY want to succeed, but everything I've tried seems to end with a "decent" grade. I'm not the type of person that settles for decent. What you preached during the time you were in Dr. Privett's class last week is still ringing in my head. I really want to know how you were able to do really well even despite your circumstances growing up. I was hoping you could mentor me and guide me down the path that will help me realize my true potential while here at Xavier. Honestly I want to do what you did, but I seriously can't find a way how to. Can I please set up a meeting with you as soon as you're available so I can learn how to get a handle grades and classes?

Oct. 24, 2011

Hey Dr. Kelley, I made an 84 on my chemistry exam (compared to the 56 on my first one) using your method for 2 days (without prior intense studying). Thanks for pointing me in the right direction. I'll come by your office Friday and talk to you about the test.

Nov 3, 2011

Hey Dr. Kelley! I have increased my Bio exam grade from a 76% to a 91.5% using your system. Ever since I started your study cycle program, my grades have significantly improved. I have honestly gained a sense of hope and confidence here at Xavier. My family and I are really grateful that you have taken time to get me back on track.

Tutors can Motivate Students to Use Metacognitive Strategies!

Strongly encourage them to:

- Consider their goals
- Develop a plan! (e.g. schedule study appointments with themselves; make a study bet with friends; devise a new place to study)
- Commit to Three or More Intense Study Sessions per day (two during daylight hours)
- Believe in themselves!!!

How Can Tutors Convert Students from Passive to Active Participants?



- **Teach Students HOW to Learn**
- **Motivate Them to Engage**
- **Change Their Mindset!**

Useful Websites

- www.cas.lsu.edu
 - www.howtostudy.org
 - www.vark-learn.com
 - www.drearlbloch.com
 - Searches on www.google.com
-

Additional References

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<http://academic.pg.cc.md.us/~wpeirce/MCCCTR/metacognition.htm>

*Excellent student reference

Acknowledgments

- **LSU Center for Academic Success colleagues (especially Sarah Baird)**
- **Colleagues in the International Learning Support Community**
- **The thousands of students who changed their attitudes and behaviors, and taught ME that students CAN learn how to learn!**