

TECHNIQUES FOR TUTORING

The following techniques may be useful for Tutors during their sessions.

Paraphrase

To paraphrase, the Tutor restates what the student says to let the student know that he/she is being heard. Likewise, having the student paraphrase a concept will help the Tutor gauge how well the student understands it. Paraphrasing will either help make a concept clearer or it will demonstrate that more study or review is necessary.

Demonstration

A demonstration may be verbal, but is most often activity-based and serves to show how a particular task is completed or a problem is solved. Demonstrations are often used in labs to introduce students to a new procedure. In tutoring, demonstrations can help students grasp an abstract idea by providing a student with a concrete example of how one arrives at the conclusion. Students should be able to apply this information to problems of the same kind. Students can demonstrate their proficiency to the Tutor.

Writing or Diagramming

Chalkboards or dry erase boards provide a large area in which to dramatize information. A visual learner responds exceptionally well to this technique. Allowing the student-athlete to use the board ensures that he/she is actively involved in the learning process. It also serves, as a check of the students' understanding of that particular concept.

Testing

Developing a short quiz for the student may be an excellent way of evaluating and reinforcing learning. These practice tests should echo what the professor indicated that he/she would administer.



TECHNIQUES (continued)

Summarizing

Summarizing is a process whereby the student takes the information the Tutor and the student have discussed and gives it back to the Tutor in the student's own words. While most Tutors think of summarizing as an activity to be used at the end of tutoring sessions, it may prove useful to stop during the tutoring session and ask for a summary of what has been learned up to that point. Summarizing can be done verbally or in writing. Breaking down the information in small pieces proves useful to most students.

Silence

In order to get the student-athlete to play an active role in the tutoring process, try silence. Try counting to ten before answering a question for the student. The silence gives the tutee a little extra time to answer or comment on the subject. It also prevents the student from being rushed and will help the student to develop confidence. Rushing to fill a void in conversation can often cause communication to break down resulting in the tutoring session being a one-way process.

Using Other Resources

Being a Tutor means that you have the background and ability to tutor, but does not ensure that you "have all the answers". The important thing is to know when and how to ask for information. Many times the answer is found in the textbook but not always. Consult with the Tutorial Coordinator for additional information. Additional materials can be secured for the Tutor as needed.

