Academic Support Services
Math Tutor Training Program

Tutor Handbook
2012-2013

Maysville Community & Technical College
HIGHER EDUCATION BEGINS HERE

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Preface
Math Tutor Training Program

Welcome to the Maysville Community & Technical College Math Tutor Training Program! We are happy that you have chosen to be a part of our team. Our students, faculty, and staff will all benefit from the special talents and skills that you bring to this program. This handbook will outline the expectations of tutors and tutees, materials to provide familiarization with the Math Computer Lab and its mission to assist students in their pursuit of becoming independent learners, overview of each developmental math course, utilization of MyMathLab, training sessions to build upon your strengths, and future tutor training program goals.

As tutors, you probably have a firm grasp on how to be successful students. You know how to manage your time; you understand how and when to study; and you have developed a process to effectively solve problems. We hired you because of these skills! However, you may not have as firm a grasp on how to be a successful math tutor.

The fact is that many find it difficult to identify the purpose of tutoring. Some believe that teaching content and tutoring are synonymous; they are not. Tutoring is not a substitute for attending class; rather it is a supplement. Your role as a math tutor is to both model and verbalize the academic skills that make you a successful student. Ideally, witnessing this role modeling will allow the tutee to learn how to replicate these behaviors. Through various trainings and program support, you will learn how to impart these skills onto your tutees to promote students becoming independent learners.

Some of the concepts and ideas referenced throughout your trainings are based on Dr. Ross B. MacDonald's publication, *The Master Tutor: A Guidebook for More Effective Tutoring*. In this book, MacDonald summarizes the purpose of tutoring into what he calls the "Six Goals of Tutoring:"

1. Promote independence in learning.
2. Personalize instruction.
3. Facilitate tutee insights into learning and learning processes.
4. Provide a student perspective on learning and school success.
5. Respect individual differences.
6. Follow a job description.

Keep these six goals in mind as you hone your tutoring skills throughout the training program. Despite the fact that every tutoring session is unique, these goals should consistently drive your actions as a tutor in the Math Computer Lab.

For many years, math tutoring at MCTC consisted of a single location for students to receive assistance outside class for math courses, namely the Tutoring Lab. With the redesign of developmental mathematics at MCTC in the fall of 2011, the Math Computer Lab was established as the classroom for students to work and receive assistance throughout their math

course. Since students complete the majority of their homework assignments in the Math Computer Lab, the need for tutors to provide on-demand assistance for students arose. This handbook is one of the outcomes to provide tutors support and specialized training to adapt to your new role of tutoring within the Math Computer Lab. This document will clearly define tutor expectations including job descriptions, course overviews of each developmental math course, tutor training sessions, and future goals of the program including the continued collaboration with Academic Support Services, math faculty, and staff at MCTC.

The materials in this manual are designed to serve as a basis to effective tutoring practices within the Math Computer Lab. You will be exposed to specific tutoring sessions to improve upon your skills throughout the year. In addition to this handbook, you will find that your peers, math faculty, instructional assistant, and math success coach also serve as wonderful resources should questions or concerns arise. Again, I welcome you to this tutoring training program and look forward to working with you!

Sincerely,

Michael Pemberton
Instructor of Mathematics

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December 13, 2012

Dear New Tutor:

Welcome to Maysville Community and Technical College. We are pleased that you have been selected and are willing to assist our students through our Tutoring Center and Mathematics Computer Lab. You play an important part in providing support services to help our students be successful and reach their academic goals.

Our goal is to help students become better students. I encourage you to use your academic background and interpersonal skills to reinforce instruction provided in the classroom in order to meet that goal. Oftentimes, students need encouragement to persist in difficult classes and you can help provide that positive study environment.

Again, thank you for your future service and I look forward to working with you.

Sincerely,

Dana T. Calland, Ed.D.
Associate Dean of Academic Support Services
Professor of Mathematics

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January 2, 2013

Dear Math Tutor:

Maysville Community and Technical College welcomes you to our tutoring program. Tutors play an important role in learning mathematics at MCTC. Mathematics courses at MCTC are divided into three areas: developmental, technical, and transfer. The role of the tutor is different in each area.

Tutors are especially critical in developmental mathematics courses where some students are very uncertain and need a lot of support. Tutors are assigned to all developmental courses and work with the instructor in these classes to give immediate help to students who are having problems.

In technical courses, tutors also offer one-on-one help in the tutor lab. This can be more difficulty because you may have students asking for help in business math, technical math, or applied math, and you probably have not taken all of these courses. You may have to look at textbook explanations before you are able to help with specific problems. At times, you may need to get help from one of the instructors to be able to help a student, or will have to refer them to their instructor.

In transfer courses, the student may bring you problems that different instructors work using different methods. In most cases you need to be adaptable and help the student with the method the instructor is using rather than trying to teach them another way. Sometimes another method can just add to the student's confusion. In any course there may be material that you have forgotten. Remember that asking for help is one of the behaviors that you can model for the student.

Good Luck,

The MCTC Mathematics Faculty
Darrell H. Abney, Professor of Mathematics
Marty Muenks, Professor of Mathematics
Dr. Dana Calland, Professor of Mathematics
Dr. Christopher Sears, Assistant Professor of Mathematics
Michael Pemberton, Instructor of Mathematics
Paulette Sauer, Instructor of Mathematics
Elena May, Instructor of Mathematics

Maysville
Community & Technical College

Academic Support Services
Math Tutor Training Program

Chapter 1
Orientation

Maysville Community & Technical College
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Orientation Agenda
Math Tutor Training Program

9:00 am - 12:00 pm
January 11, 2013
Mathematics Computer Lab

Welcome and Introductions
- Academic Support Services
- Math Faculty and Instructional Assistant
- Math Success Coach

Mathematics Computer Lab
- Mission and Overview of Courses
- Computer Lab Arrangement
- Rules and Regulations
- Student Workstation Login and Attendance

MyMathLab and Registration
- Usage of MyMathLab in Courses
- Student Registration Process
    - New Student Account Set-up
    - Returning Students
    - Temporary Access
- MyMathLab Account for Tutors
- Overview of MyMathLab Features

Tutor Roles and Responsibilities
- Role as a Tutor in Mathematics Computer Lab
    - Responsibilities and Expectations
    - Do's and Don'ts of Tutoring
    - Tutor Code of Ethics
- Student Employee Responsibilities
    - Time Sheets Policy
    - Computer Usage Policy
    - FERPA Compliance
    - Preventing Sexual Harassment Training

Tutor Role Play Scenarios and Discussion

Conclusion and Resources

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January 3, 2013

Maysville Community & Technical College Tutors:

I would like to welcome you into our family of tutors. Tutoring is of the most important services we provide at our college. Many, indeed most, of the students who come here lack the math skills they need to be successful. Some come to us believing that they are incapable of learning math. Many are terrified of math. Math represents one of the largest obstacles to their education and career plans. As tutors, you will be making a major contribution to their success.

You have been chosen to be tutor because we believe you have the academic and personal skills that are essential to being a good tutor. It is not enough to be a math whiz. You need to be a good listener, and be empathetic, creative, and patient. You will be working with students from different backgrounds and skill levels. All are capable of being successful. Part of the fun in tutoring is coming up with new ways to approach the same problems.

You won't be doing the work for them. You will be guiding them through the steps so they can do it themselves. Good tutors ask many questions. At times you find students who want you to wave a magic wand over their heads so they can miraculously pass a test that they have no studied for. You of course can do no such thing. But if the student is to work, then tutors can help students accomplish amazing things.

You will find joy in tutoring. Those "a ha" moments when a student finally understands. A student who thanks you after passing a class they had thought hopeless months before. The student who with your help, has come to actually enjoy math. Some of our tutors have gotten so much pleasure from tutoring that they have decided to make teaching their career.

I want to thank you in advance for the wonderful work you will be doing at Maysville Community and Technical College. I look forward to working with you throughout your time here.

Yours,

George E. Rodgerson
Director, Academic Support Services

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January 2, 2013

Dear Math Tutor:

Congratulations on being named a math tutor for this academic year! My name is Mandy Ratcliff and I am the Math Instructional Assistant for the Math Computer Lab. Some of my responsibilities include supervision of math tutors, entering passwords for students that are taking tests and quizzes, and proctoring within the testing area of the Math Computer Lab. However, my primary responsibility is to assist all math instructors in any way that is needed during their classes in the Math Computer Lab. However, I also help students if I see them struggling following completion of quizzes and tests.

We currently teach three courses in the Math Computer Lab. The classes are MAT 055 – Prealgebra, MAT 065 – Basic Algebra, and MAT 085 – Intermediate Algebra. All of the courses have six units and follow the same basic structure. The students are required to complete a pretest at the start of each unit. The pretest will unlock their MyMathLab homework according to their performance.

As a tutor in the Math Computer Lab, we ask that you circulate the room and ask students if they need any help. We have found that a majority of students will not raise their hands to ask for help. You may assist a student by going over a similar problem, but do not help the student with the entire problem.

You may find that things can get a bit overwhelming at times, but please do not hesitate to ask me for help.

Sincerely,

Mandy Ratcliff
Math Instructional Assistant

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January 2, 2013

Dear Math Tutor:

Hello and welcome! My name is Amy Blosser and I am the Math Success Coach at Maysville Community & Technical College. My role at the success coach is to help ensure the success of students through their progress of developmental mathematics. To ensure this, I monitor student attendance, progress and MyMathLab scores.

When I encounter a student that is not attending as they should, or their progress is behind the recommended course pace, or I see multiple unsuccessful attempts to pass a quiz, I will contact the student and visit with them in the Math Computer Lab. Often times there is more going on than a student not understanding mathematics. There may be a situation in their lives or mind that is serving as a deterrent to successful learning.

In addition, you will see me in the Math Computer Lab since I also serve as a math tutor. You will be available to all students during class time, I can take advantage of providing a student more time one-on-one in areas they may be struggling. I believe this is helpful to math tutors, whose attention must be shared amongst the entire class.

Students are free to, and do, call me or visit me in my office located in our Master Advising Center for encouragement or guidance when they are struggling. Students need to be reminded that they can do the work and that they will reach their goals!

Sincerely,

Amy Blosser
Math Success Coach

Maysville
Community & Technical College

Mission and Course Overview
Math Tutor Training Program

Maysville Community & Technical College has redesigned how developmental mathematics is taught within the classroom. These changes were designed to increase student involvement in the learning process and provide alternative methods of presenting material.

MCTC offers redesigned courses using two delivery formats, face-to-face and computer-assisted. Face-to-face classes are taught in traditional classrooms with the teacher setting the pace of the course. Computer-assisted classes use a modified emporium model and are taught in the Math Computer Lab with students working at their own pace. If a student is motivated, then the student can complete more than one course within a semester using the computer-assisted format. The courses are also designed so that students can move from a face-to-face to a computer-assisted format from term to term.

The developmental mathematics sequence is comprised of three courses: MAT 055: Prealgebra, MAT 065: Basic Algebra, and MAT 085: Intermediate Algebra. Each of the courses was given a specific color to inform instructors and math tutors as the specific course for each enrolled student. In addition, course materials are also printed using the same color scheme. The front cover of each course's customized textbook is provided above with their designated colors.

Each of the three courses is divided into six units with each unit containing between five to seven sections from the textbook specific to the content of the unit. Students must complete all six units in order to receive a letter grade and is determined from the student's average unit grade from all six units. Each unit contains a unit pre-test, computer homework to be completed using MyMathLab, paper-pencil homework comprising of selected problems from each textbook section in the unit, computer quizzes, and a paper unit exam.

The topics in each of the six units in the three developmental mathematics courses are:

Unit	Prealgebra	Basic Algebra	Intermediate Algebra
1	Whole Numbers	Prealgebra Review	Graphing Linear Equations
2	Integers	Linear Equations & Inequalities	Factoring
3	Introduction to Algebra	Graphing Linear Equations	Functions and Inequalities
4	Fractions	Systems of Equations	Rational Functions
5	Decimals	Exponents & Scientific Notation	Radical Functions
6	Proportions and Percents	Factoring	Quadratic Functions

Assignments within each unit are based upon mastery learning set at 80% on each homework assignment and 70% on each quiz and unit exam. Students must meet the minimum mastery level before proceeding to the next assignment within the unit and receive at least 70% on the unit exam before proceeding to the next unit.

The structure for each of the six units is as follows:

- If the student makes an 80% or higher on the unit pre-test, they may elect to use that grade as their unit grade and proceed to the next unit.
- Otherwise, the student is required to complete the MyMathLab homework as indicated by the pre-test and the following assessments.
- Before a student can take a quiz, they must have at least an 80% on both the corresponding MyMathLab and paper-pencil homework.
- Before a student can take the unit exam, they must have at least an 80% on the notebook and each MyMathLab and paper-pencil homework assignment, and at least a 70% on each quiz.
- Students that are unsuccessful on their first or second attempt on any quiz are required to have their instructor or math tutor review the quiz with the student before any further attempts.
- If the student makes less than 70% on the unit exam, they will be required to earn a new grade of at least 80% or higher on either the practice exam or practice exam homework before they are permitted to retake the unit exam.
- If the student makes less than 70% on the second attempt of the unit exam, they must receive at least 80% or higher on both the practice exam (retake) and practice exam homework (retake) before the student is permitted to retake the unit exam.

If students do not complete all six units in the course during a semester, then the unit grades completed in the course will be carried over to the next time the student enrolls in the course at MCTC. The student must also complete the course within one calendar year and enroll in a computer-assisted section in subsequent terms.

Computer Lab Arrangement
Math Tutor Training Program

Following the redesign of developmental mathematics at Maysville Community & Technical College, room 111 in the Technology Building was designated as the Math Computer Lab. The lab is divided into four main areas and is large enough to provide ample space for computers and for instructors and math tutors to interact with students. Within the lab, there are 42 computer workstations, including 12 for testing, and six workstations designated for open computer lab usage. The room also contains a teacher workstation and 10 student desks for small group lectures.

The main area in the Math Computer Lab is designed for students to work on homework while they receive personalized assistance from the instructor and math tutors. The area contains 24 workstations and provides students Internet access to MyMathLab to complete homework assignments released after each unit pre-test.

The main classroom area also contains four bookshelves that contain materials for each developmental mathematics course taught within the computer lab. On each shelf, students can find a unit learning guide detailing the topics and textbook sections covered in each unit, tentative course outline and suggested pace schedule, paper-pencil homework forms, and forms to allow students to take organized notes from each textbook section.

The testing area within the Math Computer Lab is designed for students to complete quizzes and unit exams in a quiet and proctored testing environment. There are 12 workstations within the testing area and provide students Internet access to MyMathLab to complete computer quizzes.

The Math Instructional Assistant is responsible for serving as the proctor of the testing area. Math tutors are not to be in the testing area, as students are not permitted outside assistance during testing.

The final areas in the Math Computer Lab are the small group lecture and open lab areas. In order to provide on-demand lectures to a small group of students requiring assistance on specific topics, the math faculty organized 10 student desks with a large white and graph boards. The area

also provides students with access to six computer workstations outside of their normal class time to continue working on computer homework assignments with access to math tutors.

The responsibility of the math tutor is first to the students that require assistance within the classroom area. During class time, each student attending their developmental mathematics course within the Math Computer Lab have priority over students that are using the open lab area as additional time outside of their normal class time.

Math Tutoring Tips
Math Tutor Training Program

Preparation
Entering into a tutorial session prepared sends a clear, strong message to the students of the importance and pride you, as a tutor, place on the upcoming session. It is especially meaningful to follow up with the plan of action, objectives, and goals set during the last tutorial session. As a result, tutors model to the student a commitment and enthusiasm by being prepared for each tutoring session, which includes the following:

- Overcoming personal anxieties
- Feeling comfortable with mathematics
- Having a positive attitude and utilizing all available resources

Five Steps to Tutoring Students
Step 1: Always look at the mathematics problem in the textbook. Make sure that the student has the problem set-up correctly before proceeding having the student solve the problem.

Step 2: Ask the student to explain the procedure that she/he is using to solve the problem. You can troubleshoot and listen for erroneous logic or incorrect procedures at that time.

Step 3: Provide positive reinforce to any correct procedures, then identify incorrect logic and ask the student to consider what else she/he might try. You can provide a suggestion or hint, but avoid explanations until after the student has attempted the problem**.**

Step 4: To check for the tutee's understanding, have the student re-explain the procedure to you and avoid asking questions that demean student and their learning processes.

Step 5: Encourage the student to work the next problem on his/her own and allow them to know that you will check back with them. Do not get drawn into working the next problem with an insecure student. The student needs to develop the ability to apply what they have learned without your supervision.

Five Tips for Tutoring Math
Tip 1: A math tutor should guide a student through the solution process. Ask the student leading questions that will direct the student towards the correct steps. Avoid performing the problems for the student. If the student cannot obtain the correct answer and asks for help, the tutor should look at what the student's work and try to locate the error. Have the student work a similar problem to make sure that she/he has grasped the concept or procedure.

Tip 2: The tutoring goal should be to assist students become independent learners. In mathematics, it is important to teach concepts rather than just processes or procedures. For example, the tutor should explain why it is important to follow the order of operations, rather than simply showing the student how to solve problem involving the order of operations. Understanding the concepts makes remembering the procedures easier for students.

Tip 3: Encourage students to attend each class. Some students believe that getting assistance from a math tutor is a substitute for attending class. Students having difficulty in math must realize that time spent with a tutor is additional to classroom time.
Understanding the concepts makes remembering the procedures easier.

Tip 4: Tutors will deal with students with varying degrees of math anxiety. Tutors should avoid using the phrases such as "this is easy" to any student. Such phrases intimidate and discourage students receiving tutoring. If the student suffers from a high degree of math anxiety, it may be helpful to refer the student to a college counselor. Sometimes it is helpful to learn about the student's math background. If the tutor believes the student is enrolled in a course the tutee is not prepared for, then discuss the situation with the student's instructor.

Tip 5: If the tutor is unsure of a mathematical procedure or concept, check with a math instructor. It is helpful to find out what approach the textbook or instructor is using on a particular problem. A tutor needs to use the same technique as the textbook or instructor to reinforce the concept or procedure discussed in the student's class. Using a different approach can confuse the student. Tutors are strongly encouraged to stay in contact with math instructors concerning content that students find the most difficulty.

Mathematics Anxiety
Many people believe mathematics can be conquered by certain kinds of people. This myth destroys potential, provides excuses, and limits our possibilities. Persistence and patience are the most crucial to student success in any math course. Learning mathematics takes time and effort, but it is worth the investment. Here are five suggestions for overcoming math anxiety:

1. **Do not confine yourself to exact answers or processes.** Most problems have more than one method for reaching an answer. Sometimes it is easier to work from an answer to a problem or question than vice-versa.
2. **Do not use self-defeating talk.** Use constructive self-talk when referring to your abilities in mathematics.
3. **Do not run away from your intuition.** Intuition could lead you towards a possible solution and understanding of the concept and application.
4. **Do not consider your questions dumb or stupid.** Students will often refer to any question that they ask to a tutor or instructor as "dumb" or "stupid". When this situation occurs, reinforce to the student that any unanswered question is "dumb" and provide positive reinforcement to the student.
5. **Do not run away from math frustrations.** Suggest to students that keeping a journal where you write your strengths, triumphs, and areas to further address, and emotions about areas of study.

Rules and Regulations
Math Tutor Training Program

The Math Computer Lab strives to provide a supportive student environment for students, faculty, and staff. Academic Support Services provides flexible scheduling and will always place tutoring duties before personal items, such as studying and completing homework for your courses. In addition, business and industry groups have asked the college to teach students how to perform and behave on jobs. We take this responsibility very seriously. If you have questions about this, any math faculty or staff member will be happy to discuss this with you.

All tutors report directly to the Director of Academic Support within the Office of Academic Support Services; all questions, comments, or concerns should be directed to this individual. This manual provides standard Maysville Community & Technical College student employment information including rules and regulations for serving as a tutor in the Math Computer Lab.

- Common courtesy is expected towards other students, the instructor, instructional assistant, and math success coach at all times. Do not negatively comment on an instructor's teaching methods, instructional assistant, or math success coach. This reflects poorly on the math tutors, Academic Support Services, and the college.

- Adhere to your tutoring schedule and arrive to the Math Computer Lab on time. You will be required to sign-in with your student ID number marked as the Tutor Workstation Login. If you are delayed and arrive to class late, please minimize the disruption you create upon entering. When you have completed your scheduled time in the Math Computer Lab, you are also required to sign-out using your student ID number at the Tutor Workstation Login.

- You are not permitted to use a computer workstation in the Math Computer Lab for any reason. The computer workstations are to be used only by students enrolled in one of the three developmental math courses.

- You are not permitted to bring food or drinks into the Math Computer Lab. Although Academic Support Services strives to provide flexible schedules that meet the demands of an average student, we ask that you plan eating times that do not interfere with when you are tutoring.

- You are required to keep your cell phone off during class. Students are also required to have their cell phones off and out of sight during class. Students will not be permitted to use their cell phone as a calculator.

- Tutors are not permitted in the testing area of the Math Computer Lab. If you are asked to review a quiz with a student, then the student will need to return to the classroom area before you will be able to review the quiz with the student.

- Make yourself available to students. You need to continually walk around the Math Computer Lab and ask students if they need assistance. Often students will not raise their hand or ask for help unless you ask the student. Do not stand idle and wait for students to ask for help.

- When you are assisting students, do not stay with a student for more than five minutes, as other students in the Math Computer Lab may also need help. It is great that you are assisting students; however, providing too much assistance will inhibit the student from becoming a more independent learner and have student become dependent upon your assistance to complete their entire homework assignment.

- You are not to grade any homework, quizzes, or exams for any student. All homework and exams must be submitted by the student to their instructor for grading.

- If you have a question concerning a math problem, classroom policy, grading for the course, or disruptive student, ask the instructor for assistance. Do not feel that you cannot ask for help as a tutor or student. The instructor and instructional assistant are in the classroom to provide assistance.

Student Workstation Login and Attendance
Math Tutor Training Program

Each student in the classroom area of the Math Computer Lab will have access to a student workstation. Each student will be required to login to the workstation using their Kentucky Community & Technical College username and password. If a student does not have a KCTCS username or forgotten their password, they can will need to access the KCTCS User Account Center. The User Account Center stores student information securely and provides access to each student's information online, 24/7. At the KCTCS User Account Center, a student will be able to:

- Activate their account by creating their User Profile.
- Access their KCTCS username, KCTCS ID (or Student ID, Employee ID) and other student information.
- Reset their password

The account information stored in the KCTCS User Account Center will give each student access to all their user services. To access these services, they will need to create their user profile at the KCTCS User Account Center. After setting up their user profile, the student will be able to view their KCTCS ID, username, and set their password.

After each student enters their username and password, they will be prompted to enter their student ID number. Each student's attendance in the class is recorded once they entered their student ID number. Student attendance is required and is the responsibility of the student to ensure that their attendance has been recorded each class meeting.

MyMathLab and Registration
Math Tutor Training Program

Usage of MyMathLab in Courses

MyMathLab (MML) is an interactive multi-media environment that students can access by logging into their account at http://pearsonmylabandmastering.com and selecting their course. MML is designed to help students succeed in learning and understanding mathematics and is an essential part of each developmental math course. MML gives students access to a multimedia textbook, an online version of the textbook with links to multimedia resources, such as video clips, practice exercises, animations, and tutorials, all correlated to the examples and exercises in the textbook. Moreover, through MML students will be able to access Lecture Video Series online. These are videotapes of lectures, which explain and highlight every section of the textbook. Finally, MML will track the student's progress at the objective level. MML will record and report all the students' grades to their instructor.

Students are expected to register for MML, as they will need to complete computer homework, quizzes, and tests. To register for an account, students will need the access code that is included with their textbook. Students will also be given registration information from their instructor, so that you can enroll into the class on MML.

For a tutorial on the registration process to create a student account using the MML access code and instructor registration information, see the MyMathLab Quick Start Guide at Maysville Community & Technical College handout included in this handbook. The handout already included in each student's textbook.

MyMathLab Account for Tutors

Throughout the semester you will have access to MAT 055: Prealgebra, MAT 065: Basic Algebra, and MAT 085: Intermediate Algebra courses within MML. We will create a MML account, which will be the same registration process for students during the first week of classes. You will be provided two MML access codes, one for each textbook, in order to gain access to each Math Tutor Training course.

In addition to the username and password for the account and MML access codes, you will need the following Course IDs:

Tutor Training Course	Course ID
MAT 055: Prealgebra	pemberton14236
MAT 065: Basic Algebra	pemberton35858
MAT 085: Intermediate Algebra	pemberton78341

Quick Start Guide at
Maysville Community & Technical College

Before You Begin:

To register for MyMathLab you will need

- ☑ **A MyMathLab Student Access Code****
  - ○ Packaged with your new text, OR
  - ○ Purchased standalone at the bookstore, OR
  - ○ Purchased online during registration with a major credit card or PayPal account
- ☑ **Your Instructor's Course ID**: _____
- ☑ **A Valid Email Address** (please use your school email address)

**Note: Students who are repeating their MAT 055, 065, or 085 course will not need to purchase an additional access code, provided the code was redeemed less than one year ago.

Student Registration:

1. Enter www.coursecompass.com into your web browser.
2. On the MyLab and Mastering website, click **Student** under **Register**.
3. Enter the **Course ID** your instructor gave you, and click **Continue**. (If there is no Course ID listed above, contact your instructor.)
4. Sign in or create an account:
   - ○ If you already have a Pearson account (possibly from a previous math course), enter your username and password. Click **Sign In**.
   - ○ If you don't have an account, click **Create an account**. Add your account information, and read and accept the license agreement. Click **Create Account**.
   - ○ To retrieve your account information, click **Forgot your username and password**.

   Note: On the Sign In page, check that the course details are correct. If not, click **Enter a different course ID**.
5. To select an option to register for access to your course, do one of the following:
   - ○ If you already bought your access code, either bundled with your textbook or as an access code kit sold individually, click **Access Code**. Next, enter your access code and click **Finish**.
   - ○ To buy your access code online, click **Use a Credit Card or PayPal**. Next, enter your credit card or PayPal information, and review and submit your order.
   - ○ If you're waiting for financial aid, click **Get temporary access without payment for 17 days**. Click Yes when a message appears asking if you are sure you want temporary access.

   Once your registration is complete, you will see a **Confirmation** screen (this information will also be emailed to you). **Write down your login name and password** and you are now ready to Log in and access your course!

Enroll in Another Course:

You might want to enroll in another course in MyLab and Mastering if you are:

- Changing sections of the same course
- Retaking a course

To enroll in another course:

- On the MyLab and Mastering website, click **Student** under **Register**. Enter your Course ID to register.

NEED HELP?

Visit
http://www.mathxl.com/support/contactus.htm
For live CHAT, email, or phone support.

Contact MyMathLab Student Support at **800-677-6337** or online at
http://247pearsoned.custhelp.com/

Contact your Instructor.

Prealgebra
Student Registration Information

Instructor: _____ **Course ID:** _____

Course: _____ **Section:** _____

Days: _____ **Time:** _____

Username: _____

Password: _____

Basic Algebra
Student Registration Information

Instructor: _____ **Course ID**: _____

Course: _____ **Section**: _____

Days: _____ **Time**: _____

Username: _____

Password: _____

Intermediate Algebra
Student Registration Information

Instructor: _____ **Course ID**: _____

Course: _____ **Section**: _____

Days: _____ **Time**: _____

Username: _____

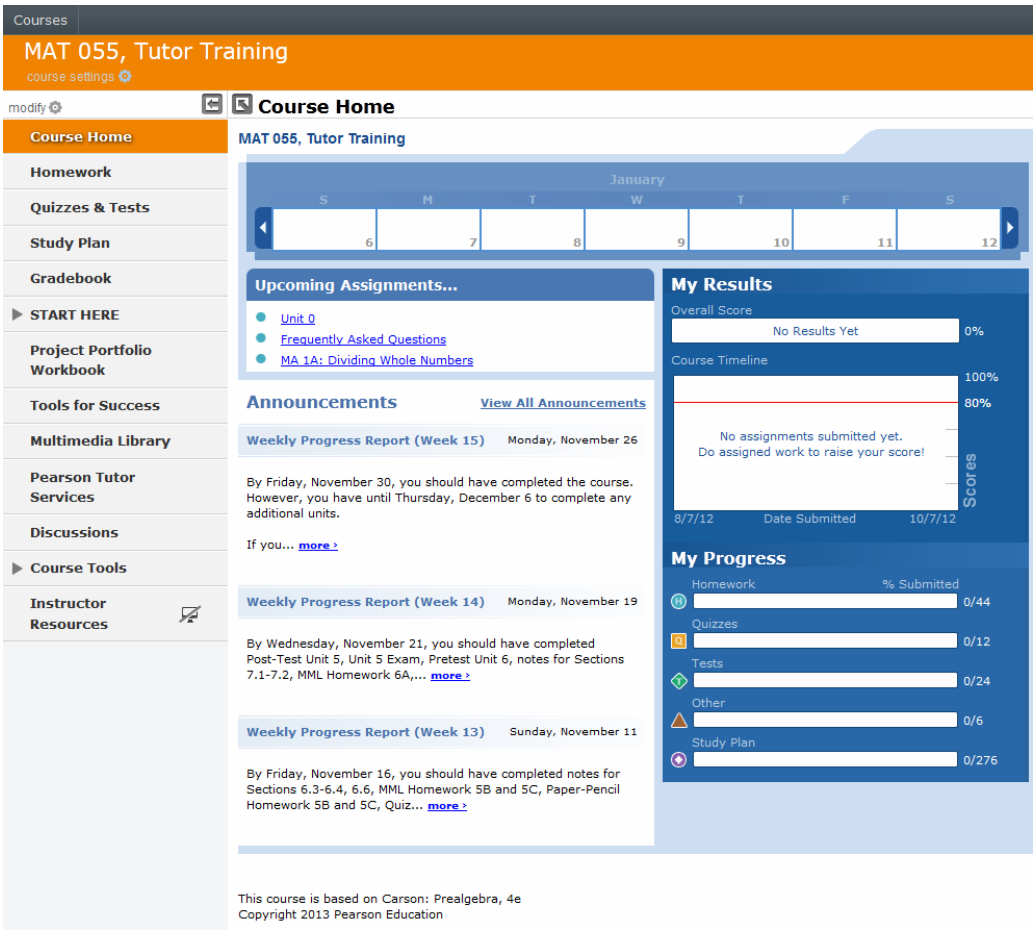
Password: _____

Overview of MyMathLab Features
Math Tutor Training Program

Tutors and students should become familiar with the course, so that they can use MyMathLab (MML) to its full capability. Take the time to explore the features of the course. Navigate the tabs on the left side tool bar and see what you have available.

Course Home

Throughout the semester, students will receive weekly announcements indicating the recommended pace in order to complete all six units of the course in one semester. The announcements are located in the center of the screen. In addition, the Course Home screen also includes a weekly calendar of upcoming assignments and their due dates throughout the semester. The upcoming assignments menu located below the weekly calendar indicate to the student the next assignment in the progression to complete their current unit.

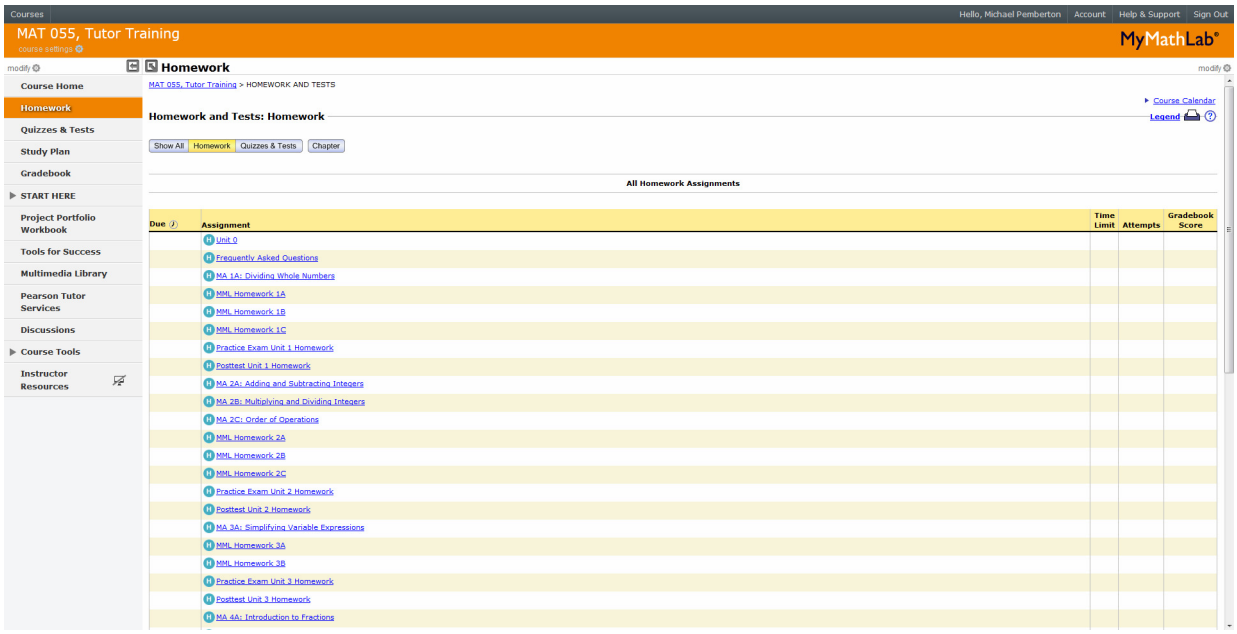


On the right side of the Course Home screen, students will see their overall progress and homework, quiz, and test averages. The red line indicates the level of mastery learning required on each respective assignment.

Homework

This tab will have all of the homework assignments listed and ready to enter as soon as the instructor has them posted. Homework assignments are probably the best feature about MML and the most helpful for students.

Students can work on homework assignments throughout the unit to improve their understanding of the content before attempting quizzes. Students have three attempts at each problem to get the right answer. However, if the student does miss the question three times in a row the answer will appear. The student can choose to attempt a similar problem. Therefore, students can get a 100% on each homework assignment if they keep attempting the problems until they get them correct.



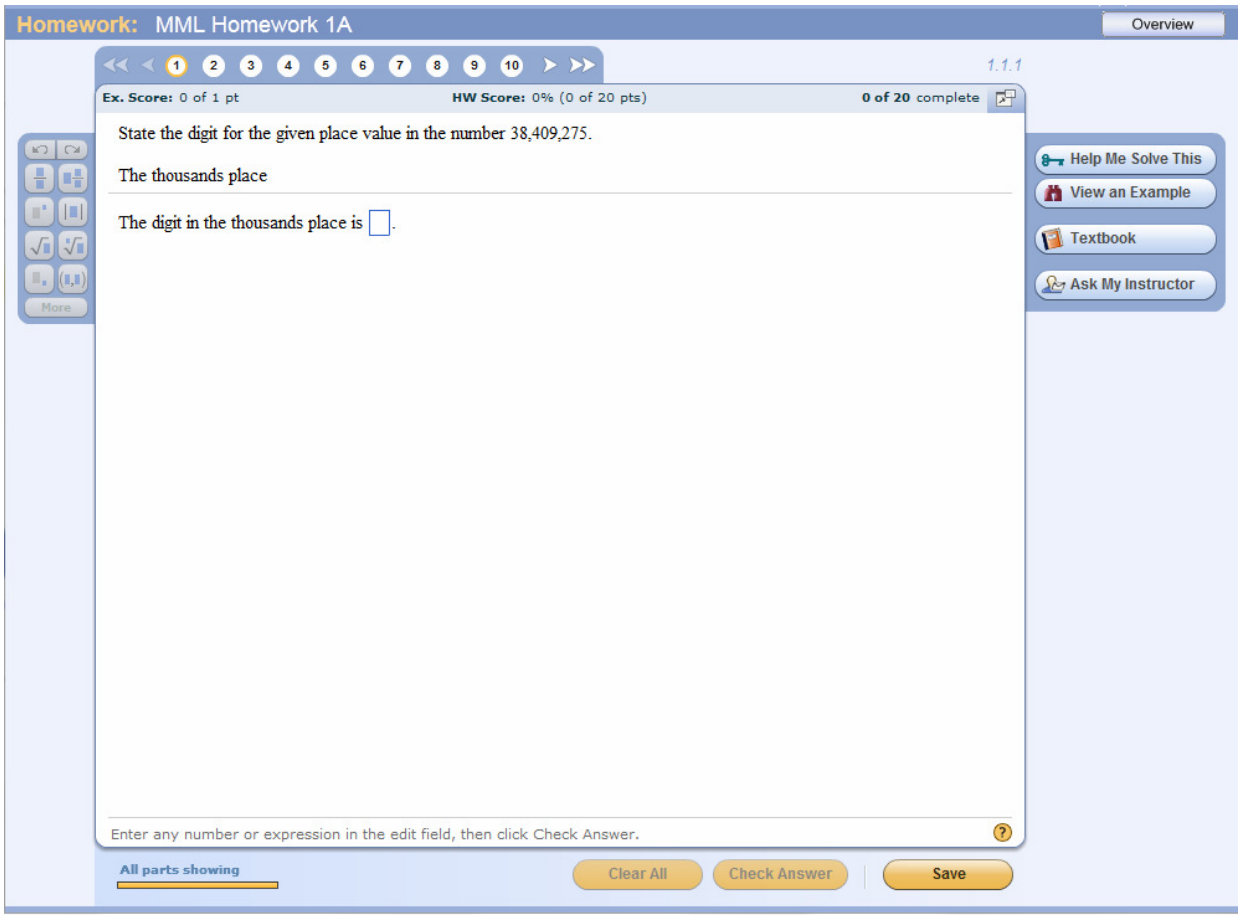
There are many MML features within each individual problem. Once the student clicks on the assignment they will see a list of problem numbers located at the top of screen. Students can either go through each problem one by one until they complete the assignment, or jump ahead to the next topic if they are having trouble and need help.

- Students have several options other than answering the problem. They can click on “Help Me Solve This”, “View an Example”, “Textbook”, and “Ask My Instructor”. The “Help Me Solve This” button works the problem out step by step with the student. The student will have to answer several questions along the way to the final answer to make sure that they understand the problem. Once they have worked through the problem they will asked to do a similar problem to receive credit.

- The “View an Example” button walks the student through the solution without asking questions along the way. After the student has seen the solution they will need to do a similar problem to receive credit.

- The “Textbook” button opens an electronic copy of the pages of the textbook for the student to read pertaining to the problem they are currently working on.

- The “Ask My Instructor” button allows the student to send an e-mail, which has a link to the problem, for their instructor to view. The student can insert comments or questions in the e-mail so that their instructor knows what the student is having trouble with.



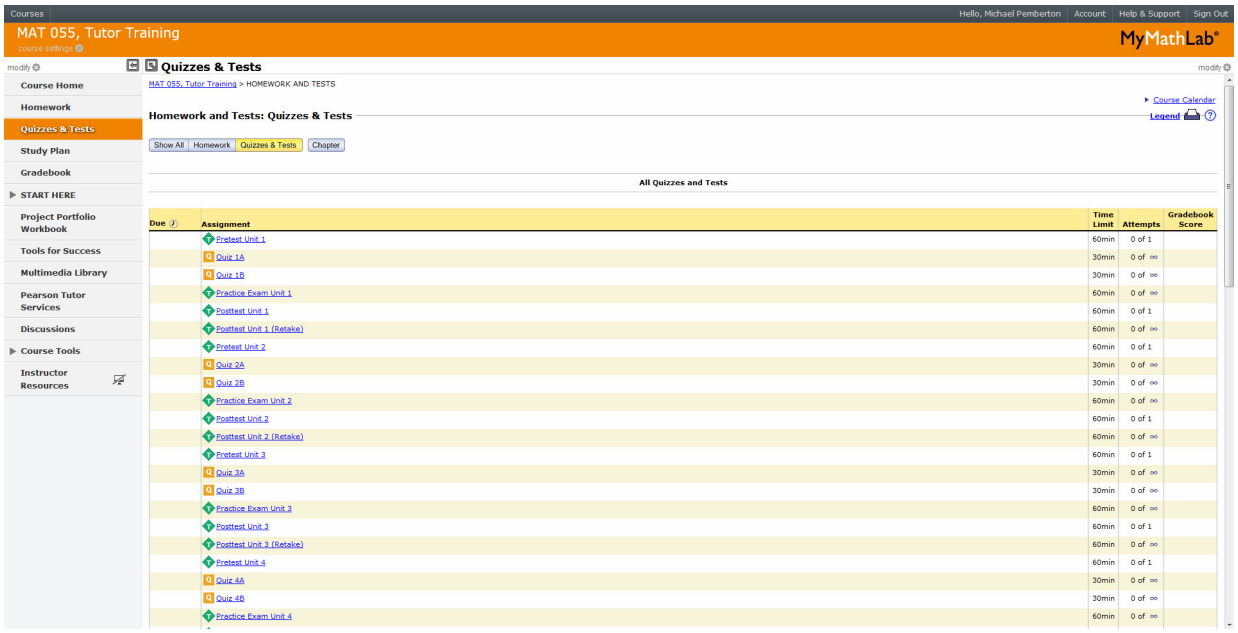
At the top of the homework problem, students will see a list of problem numbers. Once a problem is attempted the number will have a green check (if the student got the problem correct) or a red “x” (if the student got the problem wrong). This allows you know that the student has a question on that problem.

Students do not need to click on save after each problem. Once the problem has been attempted three times and marked as correct or incorrect, the answer is displayed and the student’s score is automatically updated and saved.

Quizzes and Tests

This tab will bring the student to any quizzes or tests that their instructor has assigned. The difference between homework and a quiz or test is that the student will only have one attempt to get the problem correct. In addition, students will not have any of the sidebar help topics during any quiz or test. Another common feature of quizzes and tests is they will have a time limit and a

limit on the number of times the student can attempt the quiz or test. Students will not be able to save and exit as quizzes and tests must be completed in one sitting.



Recall that all quizzes and tests must be proctored in the testing area of the classroom under the supervision of the Math Lab Assistant.

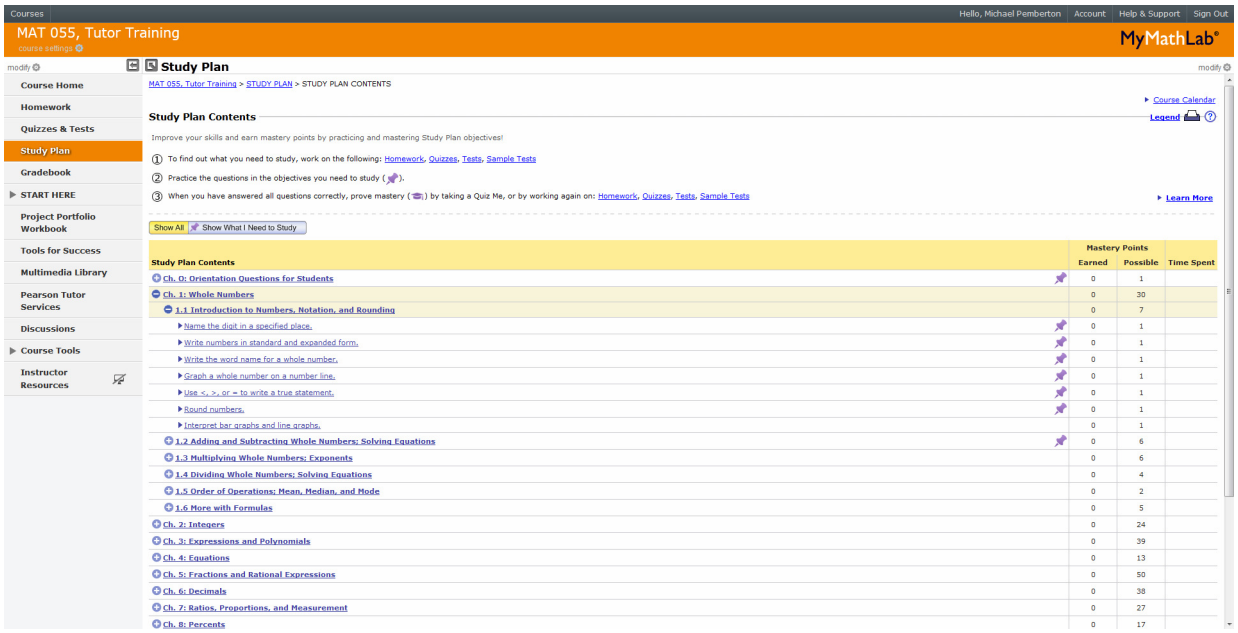
Gradebook

When students click on this tab they will see all the grades they have earned throughout the semester. Students can view recent grades, grades to date, or even categorize grades by assignment type. Whenever students do not pass a quiz or test, they are required to review the quiz or test with their instructor or tutor. Within the gradebook, you can select to “Review” the assessment with the students.

Once the quiz or test opens, you will see the problems that the student answered correctly and problems that they need help with. Each assessment records the student’s response as well as the correct answer. If you place the mouse cursor over the answer blank, you will see the student’s answer for the problem.

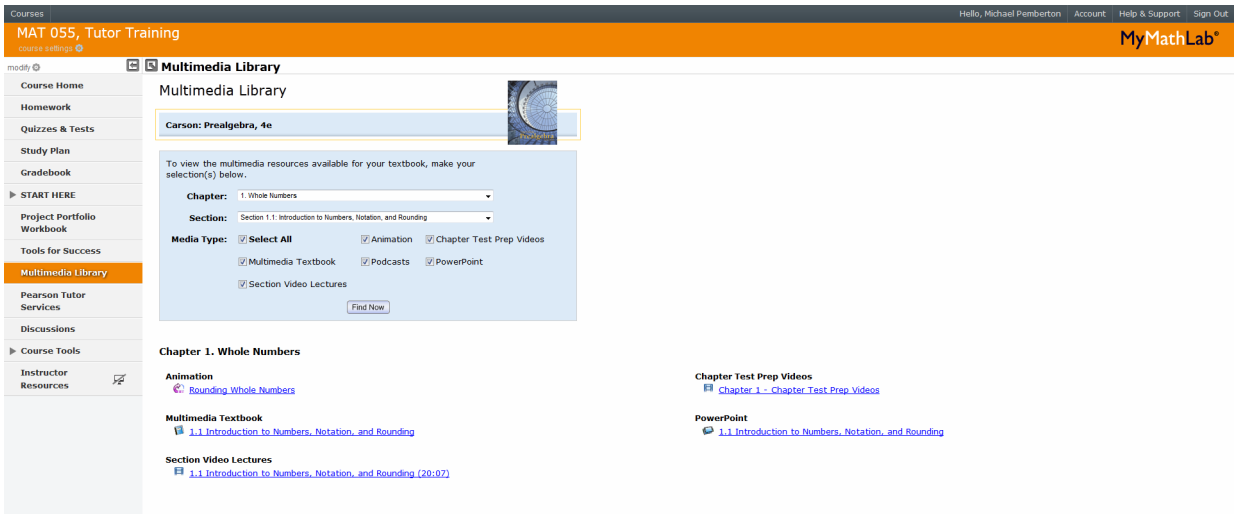
Study Plan

The study plan tab is a wonderful resource for students. However, any work completed within the study plan tab will not factor into the student’s grade for the course. Once the student clicks on this button, they can click on the chapter, and then section, which the student needs additional problems to study. The student will receive a list of various important exercises covering the material of the section. This is a place that can be used to practice additional homework assignments in preparation of a quiz or test.



Multimedia Library

Once students click on the multimedia library tab, they can select the chapter, and then section, and material type which they need to study. All the electronic material MML has for that section will be displayed. Often there are lecture videos, lecture slide shows, and the digital copy of the pages from the textbook. This is a great resource to provide students study material other than their class notes.



Further Information

My suggestion is to get accustomed to MML to be more familiar with the content of the courses and be able to assist students that are struggling and become frustrated with MML. The more you know about it, the better you will be in assisting students to become independent learners.

A majority of student problems using MML will come with the initial set up of the course. Make sure that you review the steps for MML registration before the first class period. However, there

are some common student problems that arise throughout the semester. Make sure you pay extra attention to the form which the answer needs to be in. If you are not sure what form it is looking for click on the "View an Example" and pay attention to the form which the answer is in. Many times MML counts answers wrong that deserve full credit or at least partial credit. If you suspect that there is a mathematical error within MML, inform a mathematics instructor. The student may be given partial credit or full credit depending on their instructor.

If you have any additional difficulties you can contact a mathematics instructor, Math Lab Assistant, or Math Success Coach.

Tutor Roles and Responsibilities
Math Tutor Training Program

Responsibilities and Expectations
It is important to review your responsibilities as being a tutor and the expectations you should have of each of your tutees. Tutees should know that:

- You are not a homework machine.
- You are not a miracle worker.
    - If the tutee procrastinated throughout the semester, working and cramming with you the week before their final exams will not produce great results.
- You will not know all the answers to every question all the time.
- You are not an instructor.
- Tutoring is a two-way street, one in which tutees should play a very active role.
- Tutees are expected to be an active participant and contributor in their sessions.
- Tutees should bring all relevant materials, including textbook, the class syllabus, class notes, previous homework assignments, and previous exams to tutoring sessions.
- Tutees should come to each tutoring session prepared.
    - Do not seek tutoring as a replacement to attending class.
    - Reading assignments before the session.
    - Taking notes throughout the session.
    - Attempting the homework assignments before seeking assistance.

Once these guidelines have been established, you should give tutees the opportunity to discuss their expectations from tutoring. Do they want a certain grade in a class? Are they wanting assistance with study skills and not particularly mathematics? As the tutor, you can make this determination. If you believe the problem is with study skills, refer the student to their instructor. Are they performing poorly on exams? The answers to these questions will give you a good indication of what role to play in their learning.

Explaining and Lecturing
Sometimes it is necessary to explain a topic when a tutee has not been introduced to a key point. When doing this, make sure that you keep your explanations clear, minimal, and to the point.

Tutors are not a replacement for an instructor. Teaching and tutoring are two very different entities. It is important to keep in mind that you are there to provide an opportunity for the tutee to find and use the available resources at the tutee's disposal. Sometimes this will mean you; however, more often than not this will mean the tutee's textbook, lecture notes, previous exams, previous class examples, etc. Make certain to provide the opportunity to use a resource other than yourself.

Questioning and Listening
It is just as important for the tutor to guide the tutee in doing most of the explaining. This will reinforce learning for the tutee and help the tutor identify problem areas. One of the key ingredients in guiding this successful interchange is posing effective questions.

The following are examples of questions to pose to a tutee during a tutoring session.

- Ask an open-ended question that encourages the tutee to start thinking. Pose questions that require more than a yes or no response.
    - "Where do you think we should start?"
    - "What are the steps involved in working this problem?"
    - "What is the definition?"
- Ask probing questions that follow up on a student's contribution.
    - "Why is important to do the step that you said?"
    - "What made you think that?"
    - "You're correct! What would you need to do differently in another case?
    - Rephrase questions by repeating your question in a slightly different manner.
    - Reword your original question and break your original question into smaller parts.
    - Change the inflection in your voice when repeating the original question.

The next key is to listen to your tutee's responses. This sounds easy, but it is harder than you may think. Listening is an acquired skill. In normal conversation, many people do not really listen to others. We hear what they say, but do not listen carefully enough to "read between the lines." In order to be an effective tutor, you have to slow down and concentrate on what your tutee is saying.

Is she/he grasping the concept? Can she/he explain it easily, or does it take some effort? Is her/his body language saying anything? In order to get the answers to these and other questions, you must listen carefully and observe purposefully.

Let Your Tutee Do the Work

It is false to assume that a good tutor always has many returning tutees waiting in line when the tutor comes on duty. If a tutee can only do her/his work with your help, what happens when you are no longer there to explain? Aid the tutee in finding other resources and developing appropriate study strategies. With these tools, they can succeed academically without you.

By allowing the tutee to have control of the process, you encourage independent learning and help the tutee gain confidence in their ability. How do you do this?

- Let the tutee have the pencil.
- Let the tutee look up the information in the textbook.
- Let the tutee draw a diagram, graph, or number line.
- Give control back to the tutee.
- Let the tutee have control of the mouse and keyboard.

Part of the learning process is frustrating, part of the learning process is getting things incorrect, and part of the learning process is slow. If you are "showing" everything to your tutee, any successes you experience are yours and not your tutees' success. Guide the direction of your tutees' thinking. Do not do the thinking for them. The more independent they become, the better tutor you are.

Use Positive Reinforcement

Your tutees will need you to notice their successes as well as their mistakes. That is where reinforcements come in. When using reinforcements to make sure to reinforce improvement without over-exaggerating the student's gain. The more specific you are about the gain, the better. Below are some verbal and non-verbal examples of positive reinforcement.

- Good job on the problem!
- You solved this problem better than the last.
- You are really doing much better!
- I like the way you showed all your work on that problem.
- You have really been working hard at this. I am proud of your efforts.
- Smiling and nodding your head.

Reinforcements help the tutee have a sense of accomplishment, provide a reward, and give tutees an incentive to do more.

Do's and Don'ts of Tutoring
Math Tutor Training Program

Do's

1. Relax and be yourself. Remember that no one is perfect. Although you should always be striving to improve your tutoring skills, you have a lot to offer and you have been selected to tutor because of those qualities.

2. Establish rapport. Although tutoring in the Math Computer Lab does not provide much opportunity to get to know a student, you will find that we have a lot of students like you. Make an effort to learn names when possible and be friendly and open to all our students.

3. Respect the tutee. Be non-judgmental and accept our students where they are. Try for an equal status, non-patronizing relationship.

4. Be sensitive. You can be informative without being intimidating. Resentment closes down communication.

5. Be patient. Never act annoyed or impatient with the student.

6. Be positive. Your tutee may have had little positive previous experience with math and needs some rewarding experiences. Give him or her feedback about abilities and attitudes that he or she may not be aware.

7. Be observant. Tune in to the student verbal and non-verbal clues about his or her feelings.

8. Develop an awareness of your own feelings. Know how your own feelings and needs influence your interactions and your tutoring effectiveness.

9. Be confidential. Any personal information given to you by a student, such as test scores or personal problems should be regarded as confidential. You should inform the instructor in the Math Computer Lab of any information that is pertinent towards student success in the instructor's class.

10. Encourage independence. Guide the student toward his or her own work. Remember our ultimate goal is to not be needed.

11. Be a good explainer. What is obvious to you may not be obvious to your tutee. Communicate at his or her level and be very thorough at showing all steps, drawing diagrams, etc.

12. Be a prober. Probe and prompt your tutee to remain in an active role. Engage him or her in a joint exploration of the problem.

13. Be flexible. Remember that different people learn in different ways. Be ready to adjust your approach for the individual learner.

14. Encourage your tutee to focus on learning how to learn. Help him or her to think about mental processes and study skills rather than on only getting the right answer or passing the quiz or test.

15. Be assertive. When a student in the Math Computer Lab appears to have a confused expression or body language. Do not wait for them to ask you a question, ask if you can help them.

16. Ask for help. Have confidence in yourself, but do not be afraid to ask for help when you need it. There will always be an instructor and lab assistant in the Math Computer Lab to help when you require assistance. It shows the students that we are not perfect.

17. Share your experience and knowledge. Confer with other tutors about particular techniques that work. Seek and give advice. Sharing similar problems and challenges can be very productive in becoming an effective tutor.

18. Have input in the program. Talk to the instructors and lab assistant in the Math Computer Lab about problems, concerns, or new ideas that you have. You are in direct and daily contact with students. You are the best source of ideas and information that we have.

Don'ts

1. Do not do the work for the student. You may help them through one problem, but you may ultimately lower their self-esteem and close down communication.

2. Do not be quick to judge. Keep an open mind about all students.

3. Do not be distant or unfriendly. It is difficult for many students to ask for help. Make it easy for the students to ask questions and be confident they will receive help.

4. Do not be afraid to admit if you do not know an answer. Tell him or her that you will ask either the instructor or lab assistant for assistance.

5. Do not join in negative discussion about the developmental math program, the course structure, math faculty, lab assistant, etc. Remember that you are a professional and part of the team. You can undermine the entire program if your behavior is unprofessional.

   This does not mean that you cannot listen actively and respectfully to complaints. Refer unhappy students to the instructor. If you have negative feedback for the math faculty and lab assistants, we encourage you to discuss it privately.

Tutor Code of Ethics
Math Tutor Training Program

1. Subject proficiency and knowledge ability have top priority in my task as a tutor.

2. My major motivation is building the student's self-confidence.

3. Each student that I tutor deserves and will receive my full attention.

4. The language each student and I share must be mutually understandable at all times.

5. It must be able to admit my own weaknesses and will seek assistance from an instructor or lab assistant whenever I need it.

6. Respect for each student's dignity means I must accept that individual without judgment.

7. Each student will constantly be encouraged, but never insulted by false hope or empty flattery.

8. I will strive for a mutual relationship of openness and honesty as I tutor.

9. I will not impose my personal value system or life style on any student.

10. I will not use a tutoring situation to proselytize my personal belief system.

11. Both the student and I will always understand that my role is never to do the student's work for him or her.

12. I count on my student's to also be my tutor and teach me ways to do a better job.

13. I will do my best to be punctual and alert my supervisor, classroom instructor, and lab assistant when an emergency prevents it.

14. I will do my best to stay abreast of the current literature about tutoring.

15. Good tutoring allows my student to transfer learning from one situation to another.

16. Making learning real for the student is what tutoring means and is an important part of my goal as a tutor.

17. My ultimate tutoring goal is my student's independence.

Student Employee Responsibilities
Math Tutor Training Program

Maysville Community & Technical College believes in creating a professional, respectful, and harmonious working relationship among all employees. MCTC believes in providing direct access to leadership. MCTC is dedicated to creating and maintaining an atmosphere of open communication in which employees are encouraged to approach their immediate supervisor to discuss any problems or questions. In addition, MCTC encourages all employees to bring forward their suggestions and ideas about how the college can be made a better place to work, internal processes improved, and services to clientele enhanced. When employees see an opportunity for improvement, they should discuss it with their immediate supervisor. All suggestions are valued and when appropriate, supervisors shall assist employees to bring their ideas to the attention of other responsible employees in the college to consider and possibly implement.

Student Employee Responsibilities
Tutors are expected to report to work regularly and on time. You should call your supervisor, Director of Academic Support, directly if you will not be able to report to work. If you do not report to work, do not call your supervisor, or satisfactorily fulfill the requirements of your position, you may be dismissed from the student employee position.

- Personal calls should be scheduled before or after work hours.
- Appropriate dress is required of all tutors. Appropriate dress is defined as nothing revealing, distracting, vulgar, or insinuation of obscenities.
- Appropriate language is to be used in the Math Computer Lab at all times. Profanity will not be permitted.
- Treat everyone, as you would like to be treated. Students come into the Math Computer Lab for help. Tutors are expected to make every attempt to make the students feel welcome.

Time Sheets Policy
Tutoring compensation is not credited to each student's account. Tutoring is an occupation that the student will receive a paycheck for bi-weekly to cover expenses while enrolled at least half time. Since you will be hired as an employee of the college, you have the same paydays and methods of any MCTC employee.

Students are required to turn in their time sheet to their supervisor on the 15th and 30th of each month before noon. Paydays are the 15th and 30th of each month. If the 15th or 30th of the month falls on a weekend, you are paid the Friday before. The Kentucky Community & Technical College System requires direct deposit of payroll checks and reimbursements for employees. Employee payments will be directly deposited into your personal bank account(s).

The following are instructions to complete a timesheet:

1. Enter name, employee ID number, and pay period on timesheet.

2. Enter all hours worked for pay period under the appropriate KCTCS earnings codes on timesheet.
3. Enter only total hours for each day. Do not enter the time span worked.
4. Review timesheet entries for accuracy.
5. Sign your timesheet and make a copy for your records.
6. Submit the timesheet to your supervisor.
7. Supervisor will review the timesheet for accuracy and signs the timesheet for approval.
8. Supervisor submits signed timesheets to local payroll office for data entry under prescribed payroll calendar.

If a tutor is enrolled for six (6) or more credit hours, they will be exempt from FICA. If the student falls below six (6) credit hours anytime during the semester, MCTC will withhold FICA for the entire semester on the next available check.

KCTCS Computer Usage Policy
Each tutor in the Math Computer Lab will adhere to the Kentucky Community & Technical College System policy on usage of computers on campus.

- Acknowledge responsibility for the use of all the computer accounts assigned on the KCTCS centralized computing system.
- Accept all consequences due to the misuse or abuse of the computing facilities.
- Use the computing facilities in an appropriate and ethical manner.
- Abide by software copyright agreements, respect the property right and associated restrictions of others, and to refrain from actions or access that would violate the terms of such licensing and nondisclosure agreements.
- Respect the confidentiality of data, complying with federal and state statutes and KCTCS policies regarding access to KCTCS data and to not release such data without proper authorization.
- Take appropriate steps to safeguard access codes and passwords to protect against unauthorized use and to notify Information Technology of suspected unauthorized use.
- Not make unauthorized use of the accounts and to not knowingly grant use of the accounts for unauthorized purposes.
- Respect the rights of all other users of the system and to not knowingly use computing resources in any way that is disruptive or damaging to the system or any other user.
- Not use the electronic communication facilities in any way to offend, annoy or harass other users.
- The proper management of computer resources not limited to but including disk space and tape volumes.
- Take proper precautions to safeguard personal data for recovery in the event of a computing system disaster.
- Understand computing resources are the property of KCTCS and once personal computer accounts are closed, access to the accounts or the data contained within them may be granted to others to facilitate the transfer of responsibility or the retrieval of data.
- Understand that misuse of the computing resources, abuse of the system, or other violation can result in loss of computing privileges, disciplinary action, and legal action.

FERPA Compliance
Math Tutor Training Program

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that protects the privacy and confidentiality of personally identifiable information contained within student education records. Colleges in the Kentucky Community and Technical College System (KCTCS) comply with the Act's confidentiality protections and adhere to procedures dealing with student education records and directory information recommended by the American Association of Collegiate Registrars and Admissions Officers.

In its discretion, a college or KCTCS as appropriate may provide Directory Information in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 to include:

- Student name address
- Email address
- Telephone number
- Date and place of birth
- Major field of study
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student
- Participation in officially recognized activities and sports

Students may withhold directory information by notifying designated officials at the college in writing within ten (10) calendar days from the first scheduled day of class of the fall term. All written requests for non-disclosure will be honored by the college for one (1) academic year. Requests to withhold Directory Information must be filed annually thereafter. A request for "non-disclosure" is commonly called a "privacy request".

Go to http://maysville.kctcs.edu/en/admissions/ferpa.aspx to view the following forms:

- FERPA on the KCTCS website
- Restricted Release Form (PDF)

MCTC may also disclose, without consent, "directory"-type information such as student name, address, email address, telephone number, date and place of birth, honors, awards, and dates of attendance. Students may ask for a copy of MCTC written FERPA policy, ask to see their records, or request that MCTC not disclose directory information by contacting the Student Development Office.

The Registrar's Office is responsible for maintaining and ensuring the security of academic records. In the event of an accidental release of student information, the Registrar will immediately contact the student by e-mail, certified mail and telephone. In addition, the student will be informed of their right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

External Assistance

External remedies are available for students through the United States Department of Education Office for Civil Rights. For more information, you may contact the Philadelphia Office:

U.S. Department of Education

Office for Civil Rights

Wanamaker Building, Suite 515

100 Penn Square East

Philadelphia, PA 19107

Telephone: 215-656-8541
FAX: 215-656-8605; TDD: 215-656-8604

Email: OCR_Philadelphia@ed.gov

KCTCS

Sexual Harassment Policy*

It is the policy of the Kentucky Community and Technical College System (KCTCS) to maintain an environment for students that is free of discrimination, sexual harassment, and all forms of sexual intimidation and exploitation.

Sexual harassment is an assault on a person's privacy and integrity. It can cause poor academic performance, physical illness, fear of reprisal, anxiety, and loss of self confidence.

Sexual harassment also can affect those exposed to the situation, causing conflict in the classroom, a decline in morale, and a loss of respect for the responsible party.

Information concerning an allegation of sexual harassment will be handled in a confidential manner insofar as possible.

* *Discrimination in the form of harassment based upon, color, religion, national origin, sexual orientation, disability, or age will not be tolerated by KCTCS.*

For more information contact the

Chief Student Affairs Officer
at your local college

Kentucky UNBRIDLED SPIRIT

KCTCS is an equal opportunity employer and education institution.

Harassment Free Education

KCTCS
Kentucky Community & Technical College System

Definition of Sexual Harassment

Sexual harassment not only violates KCTCS policy, but also violates Title IX of the Education Amendments of 1972.

Sexual harassment is defined as unwelcome and unwanted verbal or physical conduct of a sexual nature:

- where submission to such conduct is made an explicit or implicit term or condition of an individual's academic status or progress;
- where submission or rejection of such conduct is used as the basis for making academic decisions affecting the individual; or
- which has the purpose or effect of substantially interfering with the individual's academic performance or which creates an intimidating, hostile or offensive educational environment.

Sexual harassment can take different forms and the determination of what constitutes sexual harassment will vary according to the particular circumstance.

Complaint Procedures

An individual may feel uncomfortable about a sexual advance and may begin to feel embarrassed, guilty, trapped or even frightened that a reputation, grade, or class is in jeopardy.

Students who believe they are victims of, or witnesses to sexual harassment are urged to report such incidents as soon as possible. Such behavior should be brought immediately to the attention of any one of the officials listed below:

- Instructor
- Head of Department or Division
- Local Human Resources Director
- Appropriate Dean
- College President

Appropriate investigation and disciplinary action will be taken. No adverse academic action will be taken against a student making a good faith report of alleged sexual harassment.

Examples of Sexual Harassment

Sexual harassment may involve behavior by a student, faculty or staff person of either sex against a person of the same or opposite sex.

Sexual harassment may be found in the following situations:

1) Offering academic benefits in exchange for sexual favors;
2) Making or threatening reprisals after a negative response to sexual advances;
3) Offensive sexual jokes, comments or sexual overtures;
4) Pressure or demand for sexual activity;
5) Offensive or unwanted physical contact;
6) Comments about an individual's body;
7) Visual displays of suggestive, erotic or degrading sexually-oriented images or messages in any medium including email or internet web-sites.

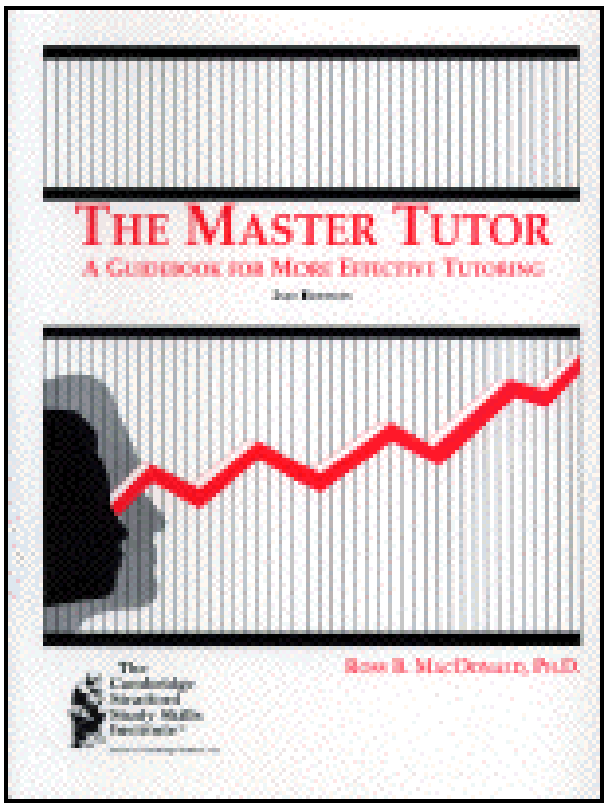
Tutor Role Play Scenarios
Math Tutor Training Program

The following is a list of six situations that you may encounter as a math tutor in the Math Computer Lab. These are used to create role plays and lead discussion during our orientation session to the Math Tutor Training Program. The scenarios cover basic issues such as time management, appropriate boundaries, and dealing with common tutoring problems.

Scenario 1: Tutor of Silent Tutee You are a tutor trying to actively involve your tutee. They will give you very brief answers. Consider in your role play: How can you draw them out and get them to share more of their own ideas?	**Scenario 1: Silent Tutee** You are a tutee who is shy/nervous/tired. No matter what the tutor tries to do, you sit there silently or give one word answers like "Yes," "No," or "I don't know."
Scenario 2: Tutor of Tutee Who Does Not Want Tutoring You are a tutor whose tutee just wants you to sign a form from their professor. They will also complain about how much they hate their professor. Consider in your role play: How can you be respectful about the professor, but also show the tutee that you care? How can you encourage the tutee to ultimately focus on schoolwork?	**Scenario 2: Tutee Who Does Not Want Tutoring and Hates Instructor** You are a tutee whose teacher has required every student to show up at the Math Computer Lab and have a form signed as proof of tutoring. You just want the form signed and you do not really want to bother with any tutoring. While you are at it, you want to complain about that the professor is mean, boring, confusing, etc.
Scenario 3: Tutor of Flirty Tutee You are a tutor whose tutee is being a bit flirty and making you feel uncomfortable. The tutee stares at you and asks for your number. Consider in your role play: How can you turn them down appropriately and try to get the session focused on schoolwork? What should you do if they continue making you feel uncomfortable?	**Scenario 3: Flirty Tutee** You are a flirty tutee. You are more interested in flirting than getting the work done. You ask for your tutor's phone number and stare at the tutor instead of doing your work.

Scenario 4: Tutor of Tutee That Does Not Want to Do Work You are a tutor whose tutee is trying to get you to do the work. They ask you to show them how to do the problem, state they are still confused, etc. Consider in your role play: How do you offer assistance without doing the work for them? How do you guide them towards being a more independent learner?	**Scenario 4: Tutee Who Wants Tutor to Do All Work** You are a tutee who does not want to work too hard (or you do not know how to do the work), so you are trying to get the tutor to do the work for you. You say things like "I'm not sure…can you show me?" and when the tutor asks you to try a problem, "Can you do it for me? I'm still confused…"
Scenario 5: Technology Addicted Tutor You are a tutor who is really into your technology. You are listening to your iPod, and when the tutee walks in you are text-messaging. You say, "Just a second" but mostly ignore the tutee while you finish with your cell phone, iPod, etc. Discussion: How does this affect the Math Computer Lab service and the tutee?	**Scenario 5: Tutee of Technology Addicted Tutor** You are a regular tutee who is polite and interested in tutoring. You introduce yourself and tell your tutor what you want to work on. However, your tutor is slow to start the session and keeps checking their cell phone, listening to their iPod, etc. This makes you feel bad, but you do not want to be impolite and you are not sure what to say or do.
Scenario 6: Tutor Whose Tutee Needs Tons of Help in Little Time It is 20 minutes until closing time. Your tutee wants to review six chapters for tomorrow's test. They will also ask you to help them when the Math Computer Lab closes. You want to help, but you also want to close the Math Computer Lab on time and go home to do your own homework. Consider in your role play: What is the best way to help this student for those 20 minutes? What can you tell the student when they are asking (or even begging!) you to help them after the Math Computer Lab closes?	**Scenario 6: Tutee Who Needs a Lot of Help in Little Time** You are a tutee who wants to review Chapters 1, 2, 3, 4, 5, and 6 for tomorrow's test. The Math Computer Lab closes in 20 minutes. You suggest to the tutor that when the Math Computer Lab closes they could keep working with you because you really, really want to do well on the test.

Academic Support Services
Math Tutor Training Program



Chapter 2
The Tutor Cycle

Maysville Community & Technical College
HIGHER EDUCATION BEGINS HERE

The Tutoring Cycle
Math Tutor Training Program

10:00 am - 11:00 am
February 1, 2013
Tutoring Lab

Summary

- This session addresses, discusses, and demonstrates the specific goals and procedure using Dr. Ross B. MacDonald's methodology for conducting a meaningful, independent learner-centered tutoring session with students.

Objective

- Understand and provide examples for each step in MacDonald's "Tutoring Cycle: A Twelve-Step Process"

MacDonald's Tutoring Cycle: A Twelve Step Process

- The Tutoring Cycle Worksheet
- Discussion and Examples for Each Step in the Process
    - Step 1: Greeting and Climate Setting
    - Step 2: Identification of Task
    - Step 3: Breaking the Task into Parts
    - Step 4: Identification of Thought Processes Which Underlie Task
    - Step 5: Set the Agenda for the Session
    - Step 6: Addressing the Task
    - Step 7: Tutee Summary of Content
    - Step 8: Tutee Summary of Underlying Process
    - Step 9: Confirmation
    - Step 10: What Next?
    - Step 11: Arranging and Planning the Next Session
    - Step 12: Closing and Goodbye
- The Tutoring Cycle in Lab Setting
- Benefits of the Cycle

Group Activity

- In groups of three, place the twelve steps of MacDonald's Tutoring Cycle in order.
- Once all of the steps are in order, provide examples for each step on the back of each notecard.

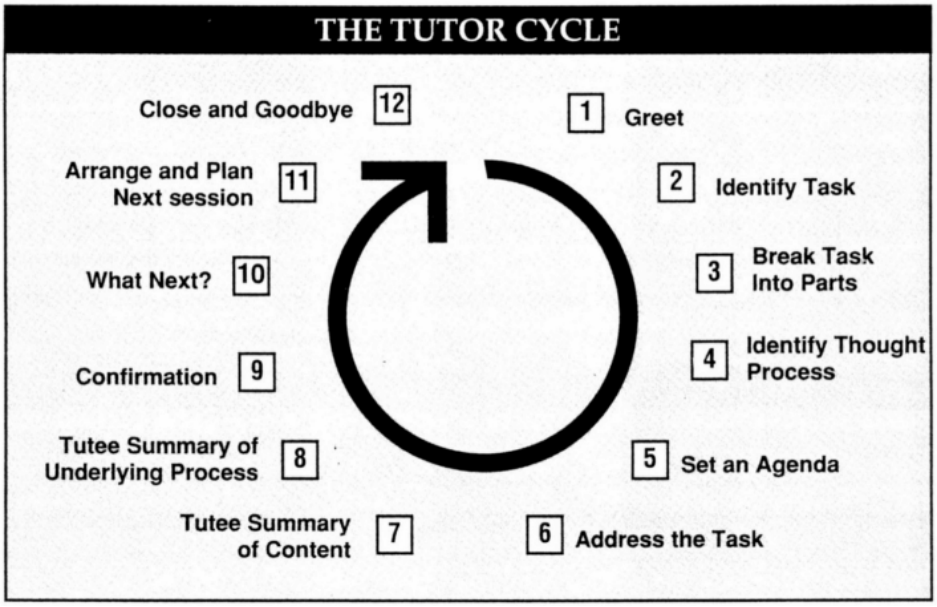
Conclusion and Resources

Citations

- MacDonald, Ph.D., Ross B. *The Master Tutor: A Guidebook for More Effective Tutoring, 2nd Edition*. Williamsville, New York: Cambridge Stratford Limited, 1994.

The Tutor Cycle
Math Tutor Training Program

The goal of tutoring is to help tutees increase their confidence and learn how to learn independently, eventually reducing their dependence on tutoring. By following these steps, tutors help tutees become independent learners. This tutoring cycle can be adapted for all subjects, as well as for group, individual, and drop-in tutoring. Utilize this guide to assist you in structuring tutoring sessions in a consistent, goal-directed manner.



Beginning Steps

Step 1: Greeting and Climate Setting

- Greet tutee by name.
- Display friendliness and politeness using a smile or body gesture.
- Arrange physical seating next to, not across from each other.
- Set a positive, task-directed atmosphere.
- Encourage tutee to begin the session by opening books and notes, etc.

Step 2: Identification of Task

- Provide opportunity for tutee to state task for the session.
- Use questions to clarify tutee's immediate concerns. "Please share with me the point at which you began to get confused" or, "What was the most difficult part for you?"
- Restate the tutee's expressed difficulty to assist in helping him or her to identify what is needed to focus activities for the session.
- Use empathetic statements to help the tutee define the problem. For example, "That part can be really challenging or difficult."

Step 3: Breaking the Task into Parts

- Ask the tutee to break the task or problems into steps. For example, "Please show me how you did this in class." or "How do you begin?". If the tutee is already struggling with breaking down the task, demonstrate how to do so effectively.
- Restate the steps mentioned. Have the tutee take notes, if appropriate.
- Ask the tutee to explain the steps to confirm understanding. "Okay, so now you tell me what we have to do for this kind of problem."

Step 4: Identification of Thought Processes Which Underlie Task

- Ask the tutee to explain the general approach learned in class for this type of problem/concept/thought process.
- Help the tutee understand the basic format of the text and how it was used to understand the thought process for understanding this type of problem.
- Help the tutee understand other sources of information (notes, handouts) for solving problems.
    - Ask tutee to recite the general approach learned to ensure his or her understanding for solving similar types of problems when studying alone.

Task Steps

Step 5: Set the Agenda for the Session

- Involve the tutee in setting the agenda. "We have ___ minutes today, how should we use them?" or "What should we focus on today?"
- Require tutee to state agenda, in an effort to help him or her in playing an active role in allocating time on each task. Jot down an informal plan for the session.
- Readjust agenda as necessary, keep track of time.

Step 6: Addressing the Task

- Encourage tutee to address the task without overtly directing him or her.
- Respond appropriately, but do not interrupt tutee's thought process.
- Pencil and paper should remain in front of tutee, not the tutor.
- Encourage tutee to do most of the talking/learning. Do not over-explain or take control.
- Allow sufficient wait time, usually 10 seconds, for tutee to act, speak, or explain, before tutor engages in explanation.

Step 7: Tutee Summary of Content

- Encourage tutee to summarize/explain what has been learned. For example, "Let's review or summarize".
- Wait for the tutee's summary to run its course without interrupting or correcting. Give tutee opportunity for self-correcting by asking questions, then waiting.
- Determine if tutee's understanding would allow the completion of a similar task, without the assistance of tutoring.
- If understanding is incomplete, return to addressing the task to provide tutee with needed clarification.

Step 8: Tutee Summary of Underlying Process

- Encourage tutee to summarize the skills/thought processes for addressing the task. For example, "Please explain how to solve this type of problem again."
- Wait for tutee's summary to run its course without interruption or correction.
- If summary is incomplete, return to addressing the task.

Closing Steps

Step 9: Confirmation

- After tutee explains content and process, offer positive reinforcement, and confirm his or her improved understanding.
- Use sincere praise and encouragement.
- Encourage tutee to evaluate his/her work, and to be proud of accomplishments.

Step 10: What Next?

- Help tutee anticipate what she/he will learn next and how it might connect to the current task.
- Help tutee understand how information from class, tutoring, and resources is connected.
- Ask future-oriented questions, for example, "What is the next concept that you will likely learn in class?", or, "How will what we did today help you in solving future problems?"

Step 11: Arranging and Planning the Next Session

- Confirm date, time, and location of next session.
- Talk briefly about plan for next session. Ask tutee, "What should we do when we meet next time? What will you have done to prepare before the next session?"

Step 12: Closing and Goodbye

- Thank tutee for contributions made during the session. For example, being prepared, having homework completed.
- End session on a positive note. For example, "You really worked hard today!"

Reflection

Finally, either at the end of the session or as soon as possible during the day, be sure to take the time to reflect on your own work as a tutor. What effective techniques did you use in this session? Where might you have been more effective? How might you work in the future to improve your own tutoring practice? Both the on-line and paper forms for tutoring sessions contain an area where you can record your thoughts, track your progress, identify your concerns, and reflect on your experience. Engaging in this process and filling out forms or an on-line journal is part of your growth and development as a tutor and an expectation of the job. Do not forget this important aspect of your work.

The Tutor Cycle in Lab Setting
Math Tutor Training Program

In the Math Computer Lab, you can also complete a similar version of Ross B. MacDonald's Tutoring Cycle. Although tutoring within in the Math Computer Lab is different from the Tutoring Lab, each step in the tutoring cycle is necessary. Omitting one step of the cycle to save time is false economy and deprives the student of opportunities to make the most out of his or her time with you. If you follow the steps of the tutoring cycle, you will find that your tutees will quickly learn to initiate more of the steps on their own. The tutee will take more initiative and as a result will demonstrate exactly the kind of learning independence you want. The student will also be internalizing a process for productive and efficient learning.

Students enrolled in courses in the Math Computer Lab typically desire an answer to a quick question. In tutoring within the Math Computer Lab, we need to reinforce the "how" of learning along with the content of what they learn. We need to guide students through the task and, at the same time, lead them toward independence by stressing how they achieved its completion. Without the reinforcement provided through all twelve steps of the tutoring cycle, we fail to accomplish that goal. Although the tutoring cycle requires additional time, recall that spoken dialogue takes much less time than we often think. If the twelve-step process does take a few minutes longer, the reward is that the student will better internalize the information and will be less likely to call you over to repeat the process again. Thus, the time factor should balance out.

One of the key differences of tutoring in the Math Computer Lab, as compared to the Tutoring Lab, is the number of students that require assistance. Feeling pressured when quite a few students have their hands raised certainly can be intimidating. There is nothing wrong with making a short announcement to the students in the Math Computer Lab that you will be with them as soon as possible. Once the students experience quality assistance, they tend to be less upset about waiting since they know you will spend the same kind of time with them. Of course, if an individual becomes impatient, excuse yourself, telling your tutee you will be right back, and then deal with the problem. Return to your student as quickly as possible.

Below is an example of a tutor-tutee interchange using the tutoring cycle in the Math Computer Lab of graphing a linear equation given two points by determining the slope.

Step	Tutor Dialogue
1: Greeting and Climate Setting	Hi! I'm your tutor, Michael!
2: Identification of Task	What can I help you with today?
3: Breaking the Task into Parts	You need to graph the linear equation, right? What information do you need to know before you will be able to graph the linear equation? This will help us know the steps we need to take to set it up.
4: Identification of Thought Processes Which Underlie Task	Is there information in your textbook, class notes, online, or other course materials that explain this procedure? Yes, great, let's start there! or

	No? That's ok. We will work with what we have here. Let us think about the information that we need to know about graphing linear equations. What is information given in this problem? For example, are you given the slope of the linear equation and a point that the line passes through or two points that the linear equation passes through? We are given two points that the linear equation passes through. Using these two points, what can we determine about the graph of the linear equation?
5: Set the Agenda for the Session	It will take about 5 minutes for us to go through this process. Will that work for you? Remember that we are just getting started. Graphing the linear equation will take much longer, so be sure to allow enough time for that, OK?
6: Addressing the Task	First, we will determine the slope of the linear equation using the two points that are given. Do you know the formula for determining the slope between two points? Right! Does it matter which point is labeled as (x_1,y_1) or (x_2,y_2)? Why is it important to determine the slope of a linear equation before graphing? Great! It determines whether the graph is increasing from left to right or decreasing from left to right. Is there additional information that the slope gives about graphing a linear equation? Yes, the slope determines the rate of increase or decrease based on the change in y-values divided by the change in the x-values. Let's graph the two points given in the problem. What do you think you need to do next? Yes, use either of the points plotted in the xy-plane and the slope as rise over run to determine another point on the graph of the linear equation.
7: Tutee Summary of Content	Let's stop a minute and review. Before we started this process, what information did you consider when graphing a linear equation? Right, the information given in the problem provided enough information to determine the slope of the linear equation. This told us the rate of change of the graph.
8: Tutee Summary of Underlying Process	Now before you start to graph the linear equation, could you pretend you're explaining how to graph a linear equation to a friend who does not know how to do this? By taking this step-by-step, you will move what you learned from your short-term memory to long-term memory. This helps you remember how to do this when you are working on your own.
9: Confirmation	That was a very complete explanation of how to graph a linear equation given two points. Great job! or Yep, you have most of it down. Let's just talk a bit more about how the slope

	can help determine the shape of the graph.
10: What Next?	What will you do next? Will what we covered help you graph linear equations?
11: Arranging and Planning the Next Session	Super! Have fun! If you need more help, just put your hand up, OK? If I am working with another student, I will get back to you as quickly as I can and if you need more in-depth help, you can also make a longer appointment in the Tutoring Lab.
12: Closing and Goodbye	Thanks for being so prepared with all your materials and graphing linear equations. Bye!

Benefits of the Cycle
Math Tutor Training Program

Taken together, the twelve steps of the tutoring cycle have several benefits. First, they help you move most efficiently and effectively through a tutoring session. Second, understanding and following these steps demystifies the tutoring process. What does one do when one tutors? One follows these steps and behaves in ways, which promote the tutee's internalization of them. Third, the steps reinforce to the tutee a practical approach to learning, by emphasizing learning how to learn. Fourth, the twelve steps of the tutoring cycle are relatively easy to follow. Many, such as saying hello and goodbye, will occur naturally because they are social conventions inculcated in us from our social experiences. Ironically, those steps that do not occur naturally are the most important.

Many tutors' first reaction to learning the steps in the tutoring cycle is that there is not enough time to complete all twelve steps during a tutoring session. This reaction is understandable but inaccurate. Each step usually takes less than ten seconds to complete. If you are still not convinced that carrying out these steps takes less time than you think, observe a session by an experienced and skilled tutor who actually utilizes the tutoring cycle.

If you are still unconvinced, think of the consequences of omitting some of the steps in the tutoring cycle. Any one you eliminate can lead to time-consuming problems later in the session. For example, if you eliminate the need to set an agenda, then it will take additional time to straighten out the confusion that can result when you and your tutee are at cross-purposes about what you will do when.

Greeting and Climate Setting	**Identification of Task**
Breaking the Task into Parts	**Identification of Thought Processes Which Underlie Task**
Set the Agenda for the Session	**Addressing the Task**

Tutee Summary of Content	**Tutee Summary of Underlying Process**
Confirmation	**What Next?**
Arranging and Planning the Next Session	**Closing and Goodbye**

The Tutoring Cycle Worksheet
Math Tutor Training Program

Step 1: _____

The overall purpose of Step 1 of the Tutoring Cycle is to:

_____

_____

Three examples of what to say during this step include:

1. _____

2. _____

3. _____

Step 2: _____

The overall purpose of Step 2 of the Tutoring Cycle is to:

_____

_____

Identify three ways to provide the tutee opportunities to indicate what they would like help with.

1. _____

2. _____

3. _____

Step 3: _____

The overall purpose of Step 3 of the Tutoring Cycle is to:

_____

_____

Provide an example of a tutoring task and how you would break the task into parts.

_____

_____

_____

Step 4: _____

The overall purpose of Step 4 of the Tutoring Cycle is to:

_____

_____

Why is this one of two most critical steps in the Tutoring Cycle?

_____

_____

_____

Step 5: _____

The overall purpose of Step 5 of the Tutoring Cycle is to:

_____

_____

Step 6: _____

The overall purpose of Step 6 of the Tutoring Cycle is to:

_____

_____

Provide three examples of sources of information other than yourself.

1. _____

2. _____

3. _____

Step 7: _____

The overall purpose of Step 7 of the Tutoring Cycle is to:

_____

_____

Step 8: _____

The overall purpose of Step 8 of the Tutoring Cycle is to:

_____

_____

Why is this one of two most critical steps in the Tutoring Cycle?

_____

_____

_____

Step 9: _____

The overall purpose of Step 9 of the Tutoring Cycle is to:

_____

_____

Step 10: _____

The overall purpose of Step 10 of the Tutoring Cycle is to:

_____

_____

Step 11: _____

The overall purpose of Step 11 of the Tutoring Cycle is to:

_____

_____

Step 12: _____

The overall purpose of Step 12 of the Tutoring Cycle is to:

_____

_____

Academic Support Services
Math Tutor Training Program

Chapter 3
Learning Styles Instruction

Maysville Community & Technical College
HIGHER EDUCATION BEGINS HERE

Learning Styles Instruction
Math Tutor Training Program

10:00 am - 11:00 am
February 22, 2013
Tutoring Lab

Summary

- This session allows tutors to discover, interpret, and analyze their dominant learning style and understand how their learning style can affect the way they process information.
- Each tutor will understand the different learning styles, their impacts on tutoring, and develop effective strategies based on each learning style.

Objective

- Administer, interpret, and analyze each tutor's results from VARK.
- Understand the definition of a learning style and its impact on tutoring.
- Develop effective tutoring strategies based on each tutee's dominant learning style.

Learning Styles Instruction

- Background and Importance
    - Definition of a Learning Style
    - Importance in Knowing Your Dominant Learning Style
    - Impact on Effective Tutoring
- VARK
    - Administration of Questionnaire
    - Analysis of Results
    - Interpretation of Results
- Discussion of Effective Tutoring Strategies
    - Visual Learners
    - Aural / Auditory Learners
    - Read / Write Learners
    - Kinesthetic Learners
    - Multimodal Learners

Group Activity

- Divide into groups according to each of the four learning styles associated with Neil Fleming's VARK model.
- Complete the Learning Styles Instruction Worksheet to discuss and present five effective tutoring strategies based on your dominant learning style to the other groups.

Conclusion and Resources

Citations

- "The VARK Questionnaire," VARK: A Guide to Learning Styles, http://www.vark-learn.com/english/page.asp?p=questionnaire (accessed on July 10, 2012)

Background and Importance
Math Tutor Training Program

Definition of a Learning Style
It is a widely accepted concept that each individual in an educational setting has a different method of taking in and understanding information, a process that is represented by his or her unique learning style. In other words, a learning style is an individual natural or habitual pattern of acquiring and processing information in learning situations.

Importance in Knowing Your Dominant Learning Style
Discovering your own dominant learning style will not only inform you which courses and subjects you are more proficient at, but will also inform you of the most effective ways of learning and studying for the topics of any subject. In addition, it is also important to know your own personal learning style, since learning styles influence how you tutor. You need to know just what that style is and how it compares to your tutee's. Knowledge of learning styles should also help you to be aware of other styles and to use diverse methodologies when tutoring. While the idea of learning styles is well known, there are many misconceptions about what each of the different learning styles mean, which would then lead to erroneous methods of learning, studying, and tutoring.

One of the most common and widely used categorizations of various types of learning styles is Neil Fleming's VARK (Visual, Auditory, Read/Write, and Kinesthetic) model. Fleming claimed that visual learners have a preference for seeing using visual aids, such as overhead slides, diagrams, and handouts. Auditory learners best learn through listening through lectures, discussion, and audio tapes. Read or write learners more effectively acquire information through reading, making lists and outlines, taking notes, and writing essays. Tactile or kinesthetic learners prefer to learn through moving, touching, and active exploration of the world such as hands-on activities, science projects, and experiments.

Impact on Effective Tutoring
The implementation of learning styles in tutoring sessions will allow you to address your tutee’s dominant learning style. It is important to understand learning styles to ensure that you are tutoring according to the learner’s style and not your own dominant style. A tutor who instructs only according to his or her own style makes learning more difficult for the student. Moreover, you should also know about learning styles to be able to help your tutees to identify their personal learning styles. This knowledge will help learners to build self-confidence and to learn to manage their own learning and become independent learners.

VARK Questionnaire
Math Tutor Training Program

Administration of Questionnaire
When you complete the VARK questionnaire, you should make a selection (a, b, c, or d) for each question. You may omit a question or choose more than one option if you choose. If you are uncertain of the meaning of words in the questionnaire, you can ask for additional contextual or situational information before you choose your answers. However, information given during the administration of the questionnaire may bias your responses and results. You are encouraged to choose more than one response if you think the context is not clear.

Keep in mind that the results from the questionnaire indicate your preferences, but are not necessarily to be considered your strengths. Before completing the questionnaire, make certain that you complete responses to the questions about yourself and not concerning others. Too much empathy will lead to muddled results. Work and life experiences may also blur differences between preferences as you may have learned to use visual, auditory, read or write, and kinesthetic modes of learning in previous situations. In other words, your preferences may be masked by your experiences.

No one learning style is superior and there is no superior profile of VARK scores. Although business, government, and academic institutions may appear biased towards using read or write printed resources, life is much more varied and you can be successful with almost any combination of learning styles. You can use your VARK results to explore your own views concerning whether your VARK profile fits your learning preferences. For example, if you have a strong visual preference could be asked: “How important is color in your life?” “Do you consider yourself a visual person?” “Are there aspects of your life where your visual preference is obvious?” “Do you think you have a strong sense of space or shape or position or location?” “Do the study strategies fit with what you do now?”

Analysis of Results
If you complete the online version of the VARK questionnaire, your preferences are calculated automatically. However, if you use the paper version of the questionnaire, there is a scoring rubric at the end of the Version 7.1 questionnaire. After scoring using the rubric, you will need to calculate the sum of your choices that indicate a visual, auditory, read or write, and kinesthetic learning preference. The total number of responses from the questionnaire should match the sum from each of the four modes.

Interpretation of Results
The results, after completion of the VARK questionnaire, indicates a “rule of thumb” and should not be rigidly applied. Remember that the questionnaire is not intended to have respondents boxed into a mindset that they have been “diagnosed”. Rather, the questionnaire is designed to initiate discussion about, and reflection upon, learning preferences.

It is not expected that any one preference will be dominant or that all participants will be multimodal. The most consistent finding from VARK questionnaire results is that classrooms

and tutoring labs are very diverse. Faculty members and tutors cannot assume that students learn in the way they did. Pay particular attention to zero scores on any category and even more attention to them if the total number of responses is high. Zero scores in a profile are unusual and the student will often have an interesting story to tell.

Some of those with a multimodal set of VARK preferences may need to process information in more than one mode in order to get a thorough and satisfying understanding. Students should be encouraged to try new study strategies listed under their preferences, since students become much more successful if they develop a range of learning strategies based upon their preferences. It is clearly not helpful to use strategies that are outside your preferences. For example, using mind-maps may not help if you are strongly kinesthetic. Mnemonics may not help if you have a low read or write score and Microsoft PowerPoint may not be visual if it places only words on the screen.

You should take advantage of your learning preferences and use the learning strategies listed in the Discussion of Effective Tutoring Strategies provided in this handbook.

Tutoring Strategies for Visual Learners
Math Tutor Training Program

Perhaps the most easily misunderstood style of learning is the visual preference. The learning style is widely thought that this means the individual learns best using pictures, videos, or demonstrations; however, this is not the case. Visual learners process information the best using graphs, flow diagrams, or other similar graphical tools that allows them to interpret data in a logical manner. Students with this learning style should formulate their notes in an orderly fashion, so that they would be able to visualize how the pieces of the puzzle are connected.

Students prefer to intake information through the following:

- Presentations or posters with pictures and slides
- Taking organized notes and uses workbooks
- Books with diagrams and pictures
- Flow charts, graphs, symbols
- Taking notes in different colors, highlighting, and underlining
- Studies and learns better in quiet places

Some effective tutoring strategies could include:

- Find a quiet place for tutoring sessions
- Have the student rewrite their notes from memory
- Replacing words with shorthand, symbols, or initials
- Draw diagrams, pictures, flow charts, mind-maps to organize information
- Practice converting between visual representations and words
- List what is or is not known and the procedure to solve word problems
- Help the student anticipate and practice possible test questions
- Practice writing the steps to solve a problem in detail

Tutoring Strategies for Auditory Learners
Math Tutor Training Program

Aural or auditory learning refers to the emphasized use of hearing and speech in the learning process. Students with this particular learning style prefer the use of lectures, verbal discussions, and, in the case of independent study, reading aloud to themselves. It is vital to students that their lessons are taught in an audio format, and they perform the best in group settings where they are able to debate and discuss with one another. It is also recommended for aural students to take their notes and reword them so that they will be more easily understood when read aloud.

Students prefer to intake information through the following:

- Attending and listening to lectures and discussions
- Discussions and explanations of new ideas with instructors and tutors
- Question/answer periods and oral reports
- Use of a tape recorder to record lectures and tutoring sessions for playback
- Remembers interesting examples, stories, and jokes
- Leave spaces in their notes for later recall and filling of additional comments

Some effective tutoring strategies could include:

- Consider using study groups to discuss the material and review for exams
- Explain the procedure to solve a problem
- Read summarized notes aloud during tutoring sessions
- Design creative sayings or acronyms for recall
- Have the student describe pictures, visuals, and concepts aloud
- Rehearse the steps to solve problems
- Create flash cards to have student recite them aloud
- Suggest that the student tutors other students to increase their retention

Tutoring Strategies for Read/Write Learners
Math Tutor Training Program

A critical concept of learning, the read or write style often goes unmentioned when learning styles are discussed in an educational setting. The reasoning behind this is simply that the educational system is built upon the read or write style and the majority of instructors simply require students to be proficient at it. However, reading and writing do constitute a specific learning style and individuals that possess this style of learning would do best by simply reading, re-reading, and writing out the material learned in a structured form, such as a categorized list or dictionary. For those individuals who do not find the read or write style as the most proficient method of learning, it is very important to take and modify text-based materials to adhere to their own learning style to thoroughly understand the information given.

Students prefer to intake information through the following:

- Making lists, headings, dictionaries, glossaries, and definitions
- Reading books, textbook, and notes taken from lectures
- Creating essays, handouts, and outlines to organize information

Some effective tutoring strategies could include:

- Write and read aloud the words from notes again and again
- Rewrite the ideas or procedure to solve a problem into words
- Convert pictures, diagrams, graphs, and flow charts to explanations in words
- Arrange words into hierarchies and bullet points
- Create multiple choice questions and exam questions

Tutoring Strategies for Kinesthetic Learners
Math Tutor Training Program

The final mode of learning in the VARK model is the kinesthetic or tactile approach to education. This learning style is the embodiment of the phrase "practice makes perfect." Individuals who are kinesthetic learners are most effective with learning things through actively performing the required tasks. They also excel at the application of concepts into real-life scenarios, such as the incorporation of algebra concepts into word problems in a mathematics class. Tactile learners should focus on doing practice problems when studying, instead of simply reading over a textbook or notes.

Students prefer to intake information through the following:

- Using all of their senses of sight, touch, taste, smell, and hearing
- Learns through touching and doing as student needs action from body
- Lab experiments, activities, field trips and tours
- Real-life examples and application based problems
- Trial and error approach to solving hands-on problems
- Paces as they learn and lectures to themselves
- Likes to keep study sessions short and exercises between sessions
- Enjoys staying active while studying
- Uses a tape recorder to record lectures and listens to them as they are walking, jogging, cooking, driving, etc.

Some effective tutoring strategies could include:

- Create flash cards of problems from homework, quizzes, and exams
- Use a white board while standing/pacing while explaining steps to solving problems
- Convert problems in class to real-life examples and applications
- Allow student to attempt the problem and make mistakes to allow for trial and error
- Keep tutoring sessions to at most 25 minutes periods
- Change the subject and activities on a regular basis
- Choose a study area for tutoring sessions that allows room to move

Learning Styles Instruction Worksheet
Math Tutor Training Program

A learning style is _____

_____

Name the learning styles associated with Neil Fleming's VARK model.

1. _____
2. _____
3. _____
4. _____

What is your dominant learning style? _____

What are five strategies that you could do as a math tutor to effectively assist a student with the same dominant learning style as yourself?

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

Provide at least three tutoring strategies, for each of the four learning styles associated with Neil Fleming's VARK model, which you could use as a math tutor to adapt to the dominant learning style of your tutee.

1. _____

   Tutoring Strategies

   1. _____

      _____

   2. _____

      _____

   3. _____

      _____

   4. _____

      _____

2. _____

   Tutoring Strategies

   1. _____

      _____

   2. _____

      _____

   3. _____

      _____

   4. _____

      _____

3. _____

Tutoring Strategies

1. _____

   _____

2. _____

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4. _____

Tutoring Strategies

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

Academic Support Services
Math Tutor Training Program

Chapter 4
Communication Skills

Maysville Community & Technical College
HIGHER EDUCATION BEGINS HERE

Communication Skills
Math Tutor Training Program

10:00 am - 11:00 am
March 22, 2013
Tutoring Lab

Summary

- This session provides tutors with effective active listening techniques, verbal and nonverbal communication cues, and strategies for student motivation, encouragement, and empathy.
- Each tutor will understand the types, purposes, and examples of specific active listening; guidelines to improve their active listening through a variety of communication and body language cues; and develop the ability to motivate, encourage, and be empathetic to students.

Objective

- Understand a variety of specific active listening techniques with purposes and examples for each listening type to become a more effective communicator.
- Improve upon active listening through communication and body language cues.
- Develop motivation, encouragement, and empathy strategies.

Communication Skills

- Active Listening
  - Specific Listening Techniques
  - Types, Purposes, and Examples
  - Discussion of the Importance of Silence
  - Guidelines for Better Listening
- Verbal and Nonverbal Cues
- Motivation, Encouragement, and Empathy
  - Motivational Strategies
  - Praising Students
  - Strategies for Empathy

Group Activity

- Each tutor is given a jigsaw puzzle template and becomes an expert among one of the six areas: specific listening techniques, verbal and nonverbal cues, motivation, encouragement, and empathy. The tutor then teaches their section to the group.
- The jigsaw piece in the center of the puzzle specifies the section that each tutor is assigned. Each tutor will complete the jigsaw puzzle with communications skills relevant to their assigned puzzle.

Conclusion and Resources

Specific Listening Techniques
Math Tutor Training Program

The following chart provides key listening techniques, followed by purposes and examples of each in relation to tutoring students in mathematics. Understanding them is intellectually quite easy, but the problem is using them effectively in tutoring sessions with your tutees. Developing listening skills requires practice, and practice requires repetition and patience. Think of a tutoring session you have recently had which you could have used one of the following techniques.

Type	**Purpose**	**Examples**
Clarifying	To obtain additional facts. To help explore all ways to solve a problem.	"Can you clarify what you mean?" "Do you mean this…?" "Is this way the problem should be solved as you see it?"
Restating	To check your meaning and interpretation with the person. To show that you are listening and that you understand what is said. To encourage the person to analyze other problem solving aspects that can be considered.	"As I understand it, your plan to solve the problem is to…?" "This is your procedure to solve the problem and the reasons are…"
Neutral	To convey that you are interested and listening to the person. To encourage the person to continue talking while solving the problem.	"I see." or "I understand." "That is very interesting." "Right", "Yes" or "Uh-huh"
Reflective	To show that you understand how the tutee feels about how they solved the problem.	"You feel…while solving the problem."
Summarizing	To bring all the discussion into focus in terms of a summary after completion of the problem. To serve as a springboard for further discussion on a new aspect of the problem or additional problems.	"These are the key ideas that you have…" "If I understand how you feel about the problem, you think…"

Importance of Silence
Math Tutor Training Program

Many tutors really want to help their tutees and therefore want to talk or demonstrate to their tutee how to solve a particular type of problem. The tutor usually feels they must be "doing" something to be an effective tutor. Too often tutors fall into the trap of playing the role of "professor". The tutee has now missed the chance to share with their tutor their real problems or concerns. Be patient and let the tutee finish their statements completely. If you wait long enough your tutee will convey what they know, which is much more empowering for them than just hearing what the tutor knows.

While it may seem that being quiet is doing nothing, when you are quiet you are actually giving the tutee the opportunity to do something. Quiet is hard for tutors to do! Whether what you do is explain, ask questions, or finish sentences the tutee starts, the fact is that when you talk, the tutee is likely to stop talking. Once the tutee stops talking, the tutee has become passive and we want the tutee to maintain an active role in the tutoring session.

Observations of hundreds of tutoring sessions reveal that when tutors talk, the overwhelming tendency is to explain course material to their tutees. If tutors explain the material to tutees, then tutees are not explaining the material. In addition, the tutees are not learning how to learn the material. Therefore, tutors who are not good at being quiet are likely to be training their tutees to be dependent. Practice the important communication tool of silence and patience.

Guidelines for Better Listening
Math Tutor Training Program

Being a tutor is very important and meaningful! It is also necessary to have excellent communication skills to be an effective mathematics tutor. A tutor can be very knowledgable in mathematics, but if she/he does not have effective communication skills, the tutee will not benefit from the tutoring session. Effective communication is critical to the tutoring cycle and effective listening is critical to good communication. The following guidelines provide ways to help you develop active listening skills that you can employ to help make you a more effective communicator.

Using the Ladder Technique to Become a Successful Listener

Look at the tutee while you are listening.

- Do not stare at the tutee throughout the tutoring session, but look in the direction of the tutee's face.
- Do not look at the floor or ceiling while listening.
- Looking away communicates distrust, suspicion, and inattention.
- Looking at the tutee conveys sincere interest.
- If your eyes are elsewhere, then your mind is elsewhere.

Ask the tutee questions to show that you are active listening.

- Asking questions helps you to gather information.
- Questions help you understand the tutee's background knowledge, set goals for the session, and show the tutee that they can trust you with receiving assistance.

Do not interrupt the tutee.

- Speak to the tutee in turn. Do not interrupt the tutee's thought and learning processes.
- Hold your idea and questions until the tutee is finished.

Do not change the subject.

- Changing the subject conveys to the tutee that you are not interested in helping or listening to the tutee.
- Distracts the tutee from receiving meaningful assistance during the tutoring session.

Emotions should be held in check.

- Do not overreact or become frustrated if the tutee is having difficulty with the material, your questions, or explanations.

Responsiveness is crucial to being a good communicator.

- Be responsive in your demeanor, posture, and facial expressions.

Verbal and Nonverbal Cues
Math Tutor Training Program

Verbal and nonverbal cues are often a key component indicating confusion, frustration, disagreement, or insecurity. Tutors are responsible for observing and interpreting the students' cues. Fidgeting, twirling hair, tapping fingers, staring into space, and biting fingernails are a few signs that indicate learning disturbances in students. Tutors must also control their own body language; a tutor's body language can distract students, while making them feel insignificant, inept, and boring. A tutor should refrain from using negative nonverbal communication such as bouncing legs, rolling eyes, and smacking gum. Here are examples of verbal and nonverbal cues that will help you determine whether each tutee understands of your questions and explanations.

- **Anxiety** − Husky voice, throat-clearing, sweating hands or face, bitten nails, runny nose, playing with ring or finger.
- **Agreement** − Up and down head motion.
- **Avoidance** − Look away, take off eyeglasses.
- **Boredom** − Head tilted, sagging body, doodling, fidgeting, crossed legs and kicking motion, hands clasped at back of head with chin forward, yawns.
- **Confidence** − Head, arms, shoulders snapped forward, firm voice, erect jaunty walk.
- **Defensiveness** − Arms crossed over chest; crossed legs, crossed ankles, tight posture.
- **Depression** − Shuffling walk, shrinking back, huddling in too-warm garment.
- **Disagreement** − Move forward, cross or uncross legs or arms, hand moving up slightly.
- **Disbelief** − Lift one eyebrow, pursed lips, head move left and right, mouth open.
- **Excluding Others** − Bending toward each other, closed circle effect, back to others.
- **Forgetfulness** − Slap forehead, grind knuckles on head.
- **Guilt** − Blank face, dropped head, hand covering mouth.
- **Hostility** − Frown, glare, clenched hands, forward-poised body.
- **Impatience** − Tapping finger or foot, tense posture, pointing toward exit.
- **Indifference** − Shrugged shoulders, hands out, leg over arm of chair, slump.
- **Intimacy** − Wink as seductive move, or as shared joke, elbow poke, arm around, rubbing back, shoulder or arm with hand.
- **Invasion of Territory** − Edging backward, tense posture.
- **Isolation** − Arms clasped across chest, pulling away from body.
- **Lack of Confidence** − Weak voice, hesitant speech, head down, hands clasped, hand over mouth.
- **Self-Conflict** − Closed eyes, hands pinching bridge of nose.
- **Question** − Head, hand, voice move up.
- **Thoughtfulness** − Wrinkled forehead, chin on hand, rubbing head, twisting lock of hair.

Motivational Strategies
Math Tutor Training Program

- Keep your expectations in line with your tutee's expectations. If you expect little from your tutees, they will expect little from themselves.

- Unless a tutee understands how the material relates to their own world view or scope of knowledge, their motivation for learning will be low.

- Try to find a simulation or a game that relates to the concepts.

- Involve tutees in role playing exercises where they choose their own part and act it out if possible.

- Discuss tests or papers that have been returned. Look for any patterns or common areas in errors and discuss ways to correct them and more effective approaches for future tests.

- Set up sample problems for tutees to solve.

- People tend to remember better if they can associate something with an event, person, story, picture, or emotion. Ask the students to think of something that stands out in his or her mind to associate an idea with. Ask students to explain concepts or material to the group.

- Attribute effects to their causes. For example, "You got that right because you went through the whole process without skipping any steps."

- Give students praise for positive efforts.

- Point out discrepancies between what the tutee says and what she/he does.

- When a student fails, an explanation that emphasizes factors that can change will give them motivation to keep trying. For example, "The test was hard, there is no way you could have known the answer. Now that you know what kind of questions to expect, you will be able to prepare better for the next test."

Praising Students
Math Tutor Training Program

Praise is one of the most influential tools a tutor can use. It encourages students to develop good study habits, utilize productive thinking and reasoning skills, and learn course content. When used at the right time, it lets students know when they are learning important material and exhibiting those learning skills likely to lead to independent learning. Praise is also a tool that can affect whether students will or will not return for more tutoring sessions. When students leave tutoring sessions feeling support and a sense of progress, have a more likely chance of return tutoring sessions.

One of the simplest and most effective ways to praise someone is to say "good" and use the person's name. It very effectively communicates the point that the tutor appreciates the input and that the person has done well. Praise is needed to indicate to students when they are headed in the correct direction; both in terms of content and learning skills. Without praise from the tutor, the result can be confusion concerning what the student has done and what she/he understands.

Another way to praise is to use nonverbal behavior such as a smile or a head nod. Praise that is more effective results from using a combination of ways to praise, such as a smile, a head nod, and the compliment of "That is right." Develop your own style, but remember that praise is a powerful tool in guiding and motivating students toward becoming successful independent learners.

Make a conscious effort to try one or more on these compliments in each tutoring session:

Super!	That is a good point.	You make it look easy.
Wow!	How impressive!	Correct!
I like the way you are working.	You are on the right track now.	Wonderful!
Keep up the good work.	Very clever!	You are great!
You are really improving.	Very creative!	How impressive.
You are working so hard.	That is the way to handle it.	You are understanding much better.
Much better!	Good thinking.	That is the way to handle it.
That is really nice.	Now you have figured it out.	You thought that through perfectly.
Good job!	You have your brain in gear.	I like the way you tackle a problem.
What neat work!	You have not missed a thing.	I can tell you have been studying.
You really outdid yourself today.	You figured that out quickly.	Nice going!
Congratulations!	You are learning fast.	That is an interesting point of view.
That is right!	Exactly right.	People like you make my job fun.
Terrific!	Marvelous!	You have just about mastered that.
Beautiful!	Superior work.	You have that down pat.
Excellent work.	You certainly did well today.	That is a very good observation.
Very good.	You have it now.	This kind of work is fantastic.

Strategies for Empathy
Math Tutor Training Program

Imagining yourself in another person's situation and experiencing that situation from the other person's point of view. You try to become the other person so you can understand the reasons that she/he feels a certain way. You can communicate empathy with feedback. After listening to the other person, you "feedback" a summary of what you heard, focusing on both the person's emotions and the reason(s) for them. For example, "You feel this way because…"

Empathizing does not mean you need to agree with the student. Empathizing means you do not dismiss what the student is saying as ridiculous.

Student: "I can't believe I bombed that mathematics test. I studied and studied. I cannot figure out why I cannot understand the material. I do not want to blame the professor, but the average was only 47. No one that I talked to after class passed the test either. I need to do well on the next test."

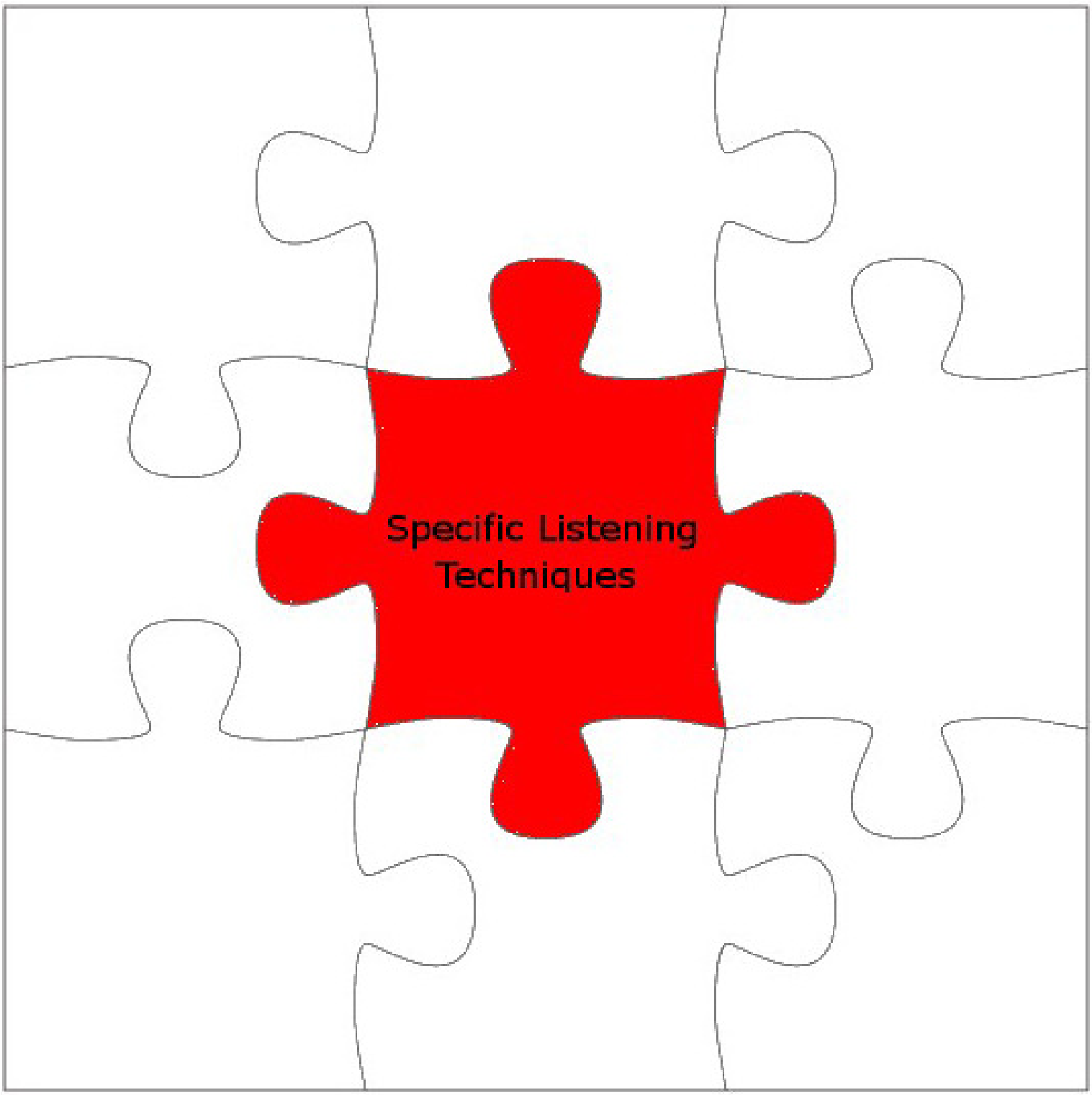
Tutor: "Your distress is understandable. It is frustrating to work so hard and not have things turn out and not know why."

The previous conversation displayed empathy to the student in that the tutor did not:

- Judge the student: "You should have studied harder."
- Negate the importance of tests: "Don't feel that way. It's only one test."
- Sympathize with the student: "Sometimes professors can be such jerks."
- Rescue the student: "That is too bad. I'm sure you'll do better next time."
- Take the fault: "It is my fault for not focusing on those problem sets during tutoring."

You can be empathic to students using one of the following strategies:

- Your body language and voice tone match.
- Your voice tone and your feelings match.
- You are focused on what the student is saying and meaning.
- You are tired after listening because it takes a great deal of energy.
- You are trying to see things from the student's point of view.
    - You do not impose your feelings, thoughts, and ideas during the conversation.
    - You refrain from immediately giving the student advice.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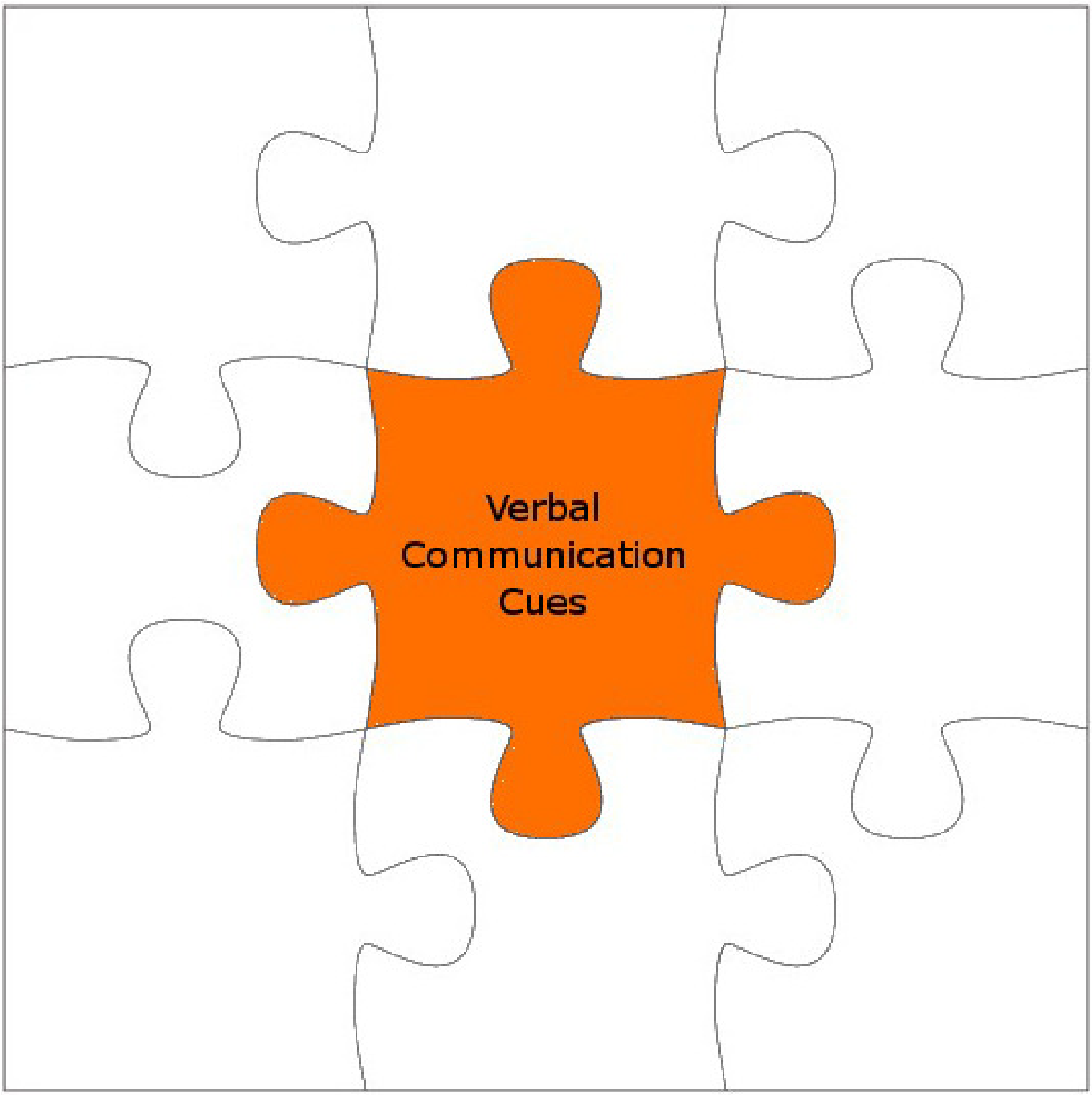
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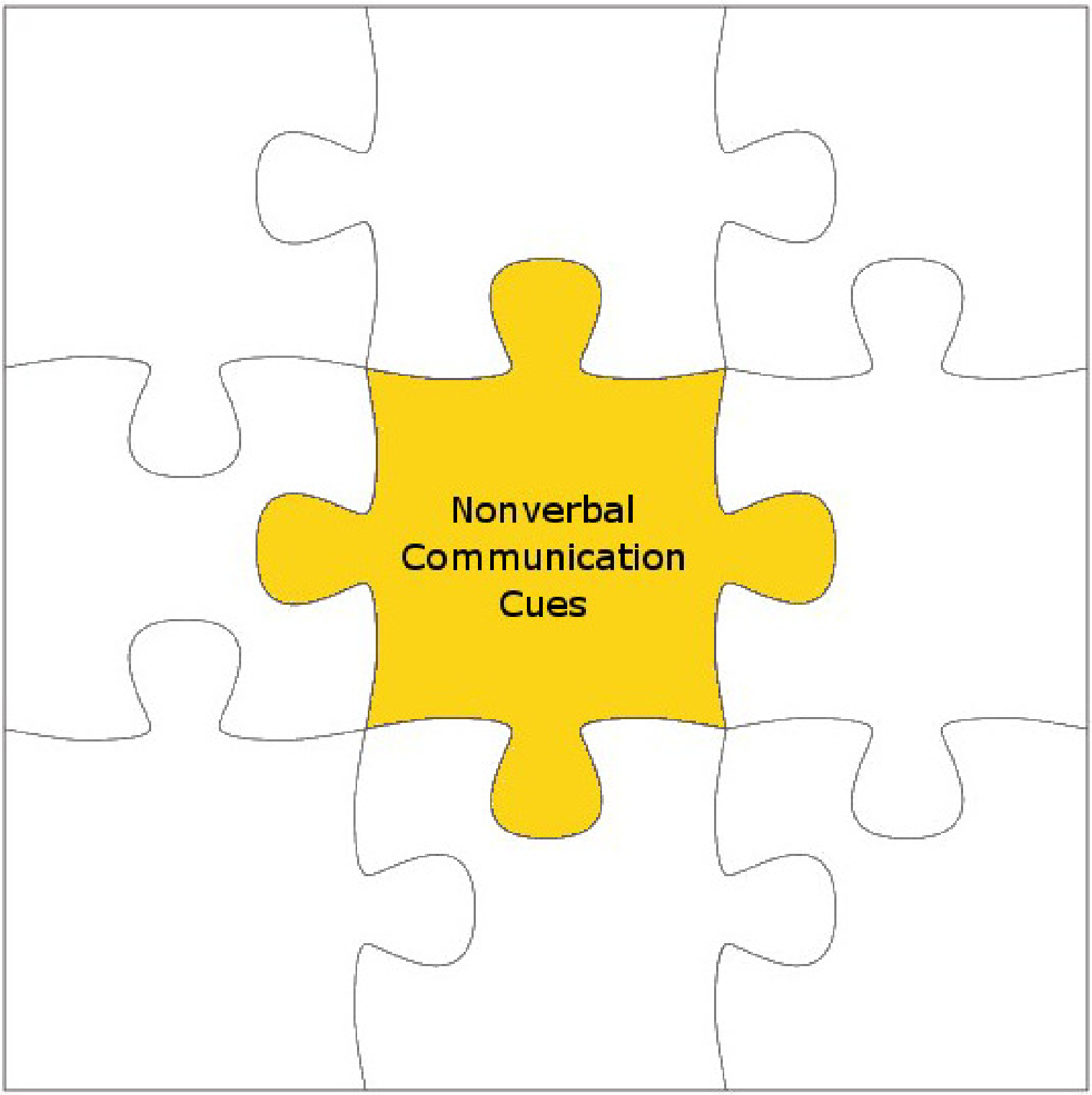
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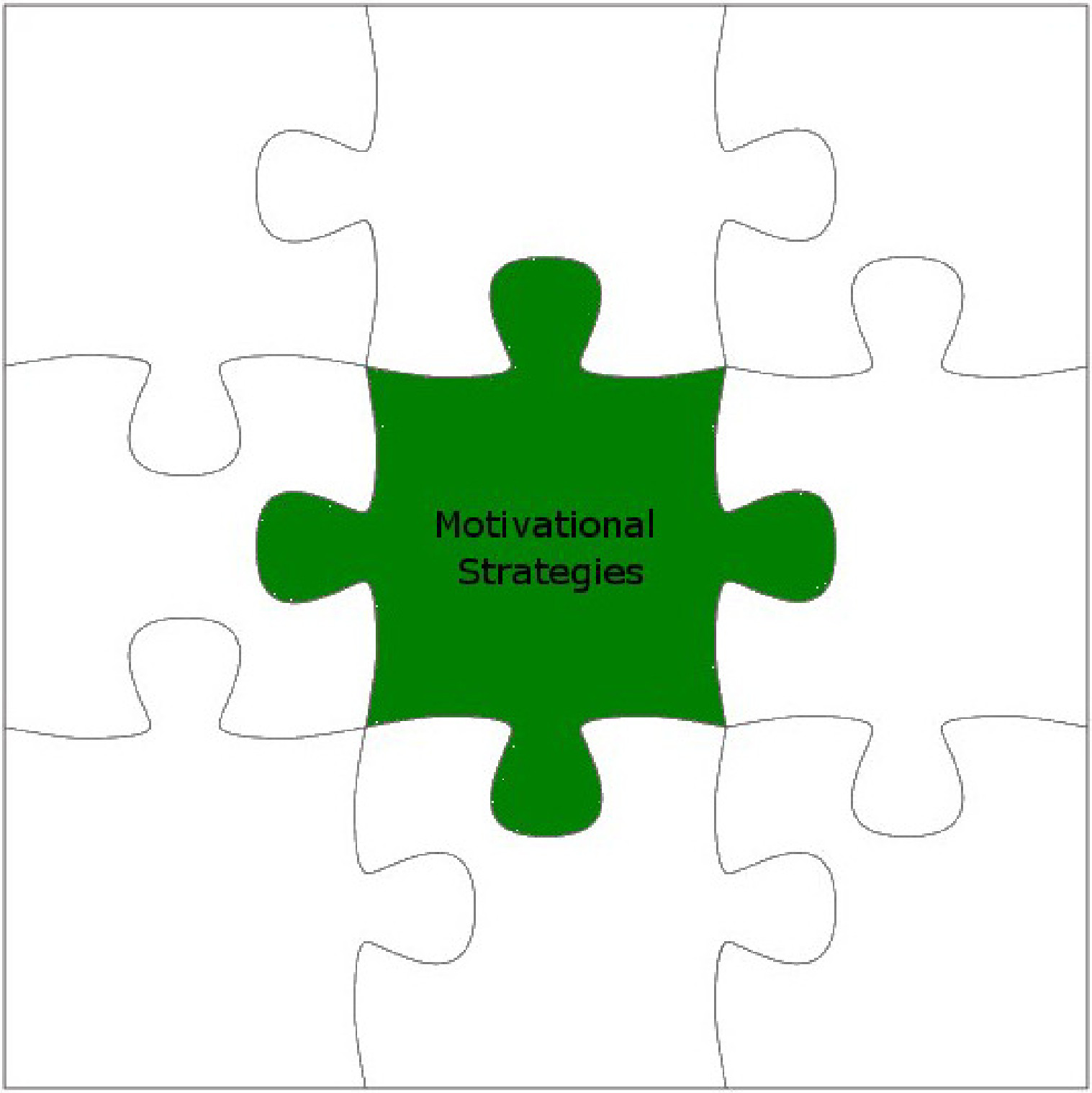
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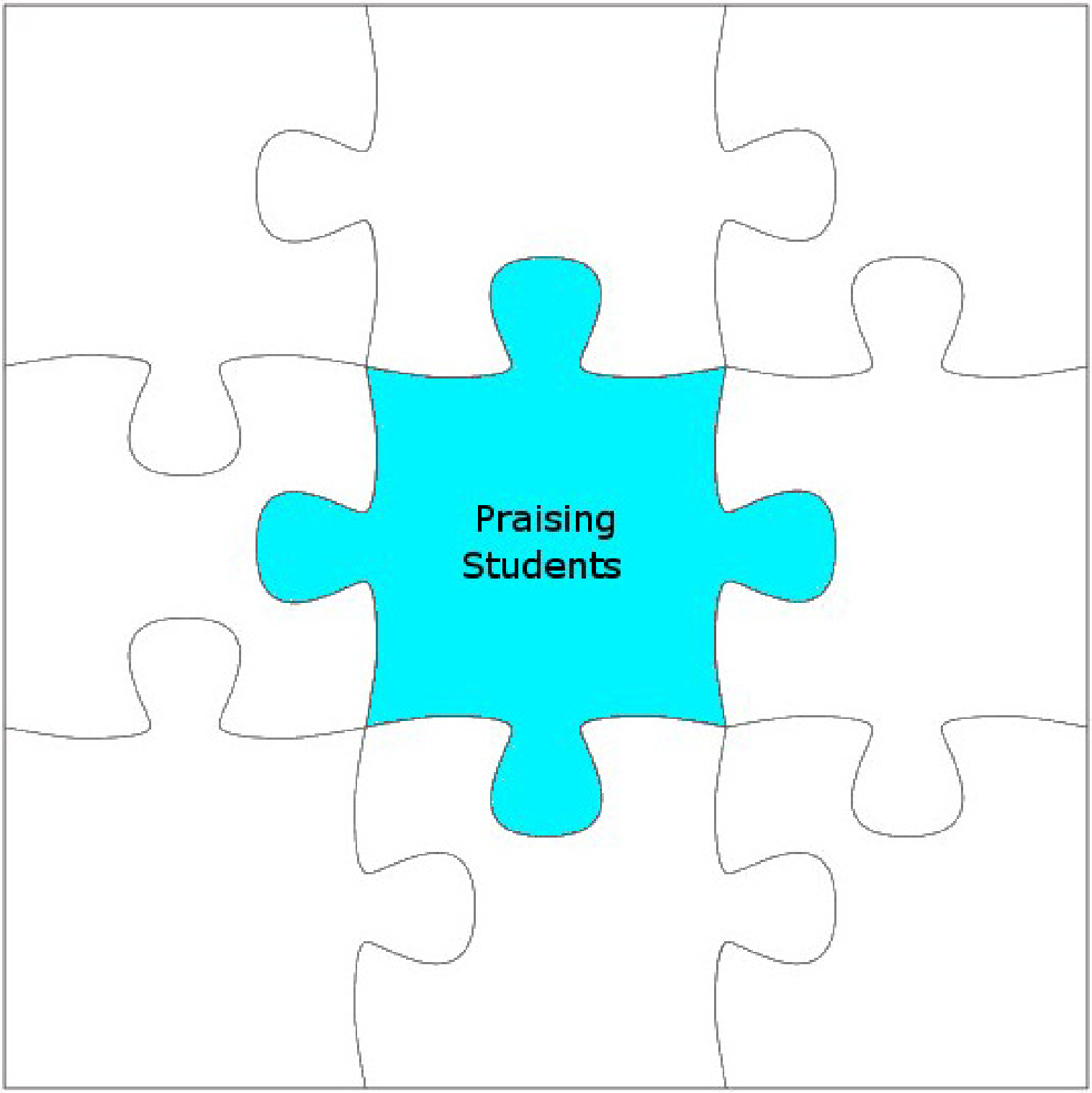
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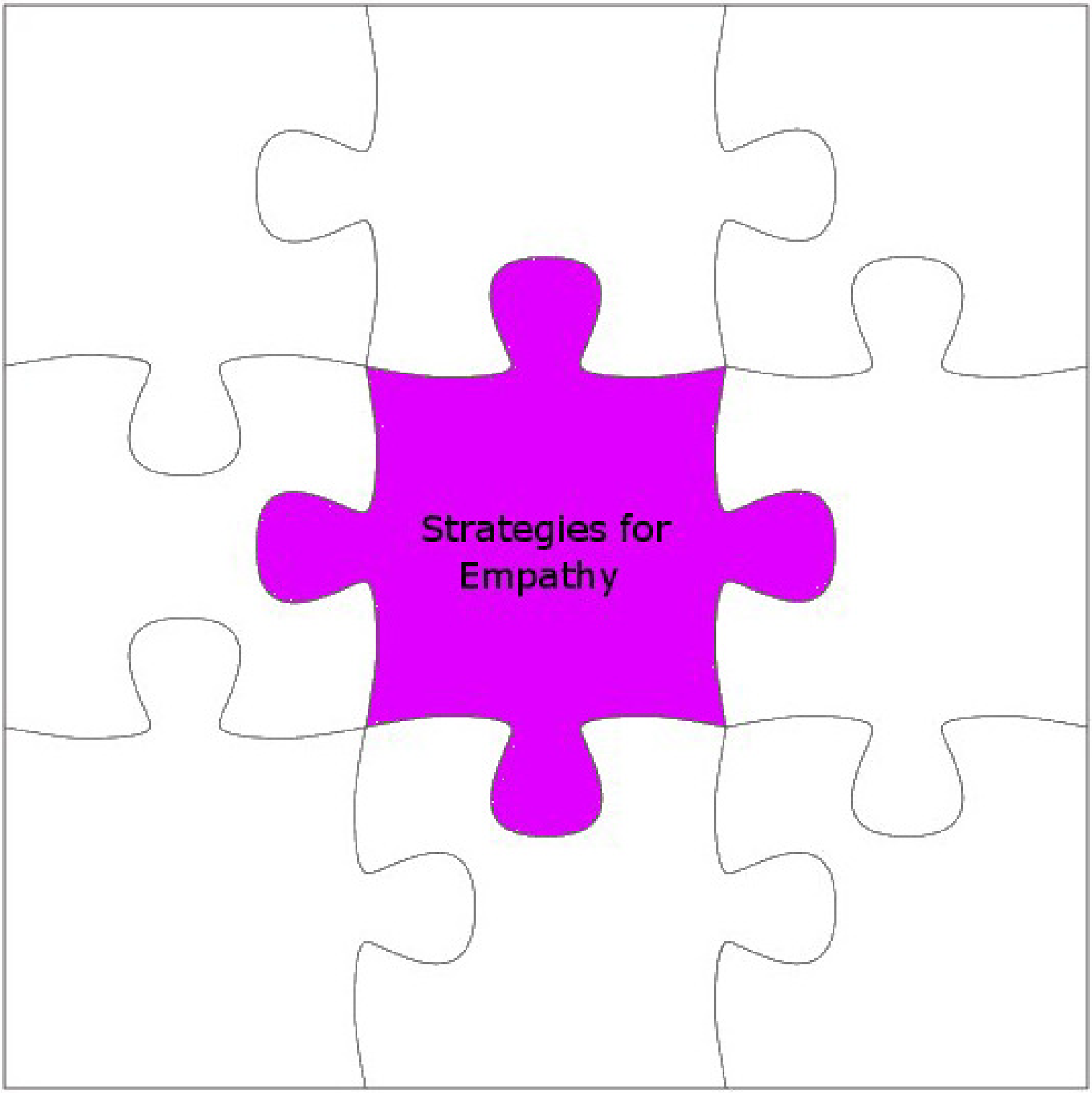
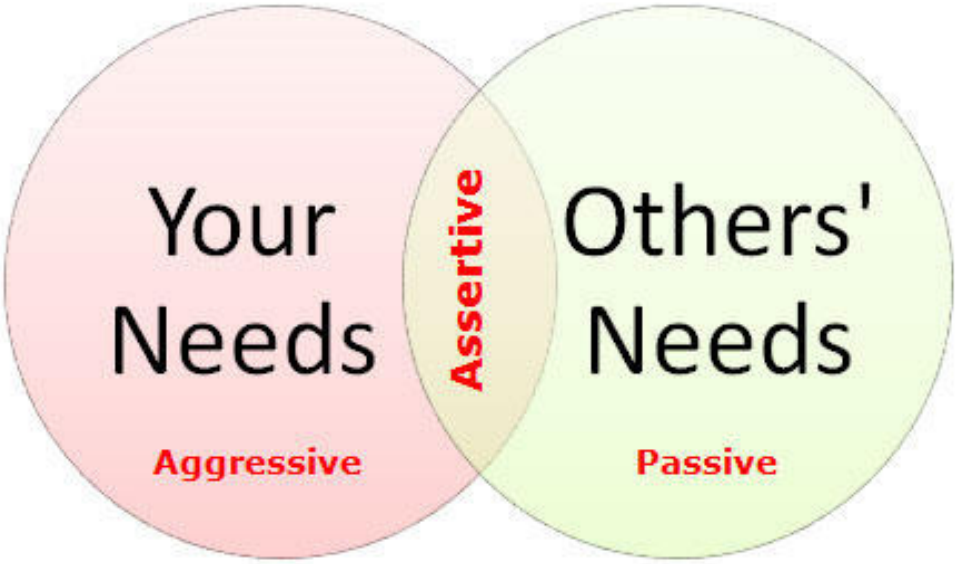

Strategies for
Empathy

Academic Support Services
Math Tutor Training Program



Chapter 5
Assertiveness Training

Maysville Community & Technical College
HIGHER EDUCATION BEGINS HERE

Assertiveness Training
Math Tutor Training Program

10:00 am - 11:00 am
April 25, 2013
Tutoring Lab

Summary

- This session addresses how to anticipate and address difficulty personality types. In addition, tutors learn how to best respond to various levels of conflict. In addition, tutors will be provided with an understanding of what assertive behavior is, and why it is desirable and important to develop.

Objective

- Develop an awareness to anticipate and address difficult personality types and promote civility in tutoring sessions.
- Provide tutors with an understanding of assertive behavior to encourage students to take responsibility and have high expectations of the tutee in order to help them succeed and become independent learners.
- Increase awareness of the Kentucky Community and Technical College System (KCTCS) Student Code of Code and referral process for disruptive students.

Assertiveness Training

- Difficult Personality Types
  - Hostile Personality
  - Expert Personality
  - Passive Aggressive Personality
  - Victim Personality
  - Negative Personality
  - Agreeable Personality
  - Unresponsive Personality
- Discussion How to Address Each Personality Type
- Importance of Assertive Behavior
- KCTCS Student Code of Conduct
- Referral Process for Disruptive Students

Group Activity

- Each tutor will be introduced to the KCTCS Student Code of Conduct by completing the Student Code of Conduct Worksheet.
- Students will contribute and participate in the discussion, offer examples, and form strategies for dealing with each difficult personal type.

Conclusion and Resources

Difficult Personality Types
Math Tutor Training Program

At one time or another, all tutors will find themselves faced with difficult situations in a tutoring session. The following information will provide you with common categories of difficult student personality types that you may experience and some strategies to help you deal with them. No matter how difficult, challenging, belligerent, or negative a student's behavior becomes, do not take it personally. By identifying the following seven difficult personality types and responding to each with openness and sound techniques, you can improve your dynamics and therefore lead a better tutoring session. You may have already encountered one of the following seven difficult personality types this semester.

- Hostile personality
- Expert personality
- Passive aggressive personality
- Victim personality
- Negative personality
- Agreeable personality
- Unresponsive personality

Keep in mind that there is not one technique or strategy that will resolve all difficult situations. As you gain experience tutoring, you will be able to refine and add to these suggestions. We will look into each of the seven difficult personality types in more detail. However, always feel free to discuss any questions or difficulties with the Director of Academic Support, math instructors, and math instructional assistant.

Hostile Personality
Hostile personalities are abusive and intimidating. Students feel that they always have to be right and will charge like angry bulls if you challenge or cross them. Take a deep breath. Let the student blow off steam and express their anger and frustration. However, draw the line and do not let the student become abusive. Address the student by name to maintain control and state your position clearly to avoid the temptation to argue. You will not win the battle with the student, especially in a public forum. Learn to set the boundary early in the difficult situation.

Hostile actions are characterized by:
- Anger triggered easily towards instructor, tutor, content, etc.
- Defensive posture toward class, work, instructor, and/or tutor.

Common approaches to hostile personalities:
1. Allow short amount of time for student to blow off steam.
2. Spend the first two tutoring sessions on building relationship.
3. Be pragmatic and understanding to the student.
4. Establish your credibility and indicate past successes in similar situations.
5. Listen carefully to the student and respond in low firm tones.

Expert Personality
Students that exhibit an expert personality type will appear to signify that they know more than others should about a particular subject. Facts are power and since the student knows facts, they feel superior to others. Experts want to feel special and take center stage around others. Since you cannot fake an attitude with them, make sure that you know the subject and content. You can also capitalize on what they know by asking questions. Experts love to display how much they know and have others appreciate their knowledge. Use their knowledge strategically. Give experts praise and they will come out of their towers.

Expert personalities are characterized by:

- Assert themselves that they are above tutoring.
- Displays a need to express their knowledge through facts to others.
- May be very knowledgable in the subject, but have difficult time asking for help.

Common approaches to expert personalities:

1. Establish authority within the tutoring session early.
2. Need to know the content and subject very well to show expertise.
3. Gain the trust of the expert through respect for their knowledge.
4. Use praise to show appreciation for their knowledge.
5. Ask questions to show interest in their knowledge and build upon weaknesses or areas of improvement.

Passive Aggressive Personality
Passive aggressive personality types are the most common type that you will encounter in tutoring sessions. Students will undercut you authority in devious ways by using sarcasm, which they often disguise as a joke. The student will not be direct with their criticism. Try to turn their attention and comments to the tutoring session and not the issues with their personality. Once the student realizes that you will not put up with their sniping, they will usually cease. The student will not want to be center stage and tends to avoid open confrontation.

Passive aggressive personalities are characterized by:

- Sarcasm is used as a weapon and often as a joke.
- Person takes potshots towards someone or something unexpectedly.
- Avoids focusing attention on tutoring session in favor of sarcastic comments.

Common approaches to passive aggressive personalities:

1. Ask direct questions to maintain focus on tutoring session.
2. Ignore the student's sarcasm and they will usually stop.
3. Positive reinforcement will show the student that you are focused on helping them through improving their learning and not reinforcing the sarcasm.

Victim Personality
Students with a victim personality type will see everything negatively. Often the student will complain, whine, and act defeated. Since they often believe that no one thinks that they are important, start your interactions by listening to what the student is saying. Steer them toward the content, which is usually much less negative than what they believe. Maintain control by

bringing up the negatives yourself and dismiss the negatives logically. Direct the victim's attention to the more positive aspects of the situation. When the student asks a negative question, turn to another tutor or instructor to answer. Do not provide too much eye contact with students with a victim personality.

Victim personalities are characterized by:

- Have a low frustration tolerance.
- Person exhibits immobilization, hopelessness, and freezing up.
- Comments from students such as "It is beyond me.", "I will never get this.", "I am stuck."

Common approaches to victim personalities:

1. Determine what the student does know and discuss that. Show him/her that they have some foundation.
2. Begin from what she/he knows and build, in simple ways, toward increasingly complex material by offering continual help.
3. Reinforce each student success consistently.

Negative Personality

Students with a victim personality type pale in comparison to students that have a negative personality. The student is not just negative, but distrusts anyone including her/his instructor and tutor. Students with negative personalities believe that they are always right and will see the downside to every problem and issue. Stay positive and realistic with the student. Delay discussing solutions since the student will dismiss every solution as you bring it up. Refuse to argue with the student and stick with the tutoring session and the content.

Negative personalities are characterized by:

- Suspicious of instructors and tutors as authority figures.
- Feel helpless about the class, subject, and receiving tutoring.
- Will take every motivating, encouraging statement and turn it as a negative.
- Believe that their negative actions do not prevent them from succeeding.

Common approaches to negative personalities:

1. Give structure and order to the tutoring session using notes, exams, and homework as a guideline.
2. Discuss positives with the student and resolve solutions with through setting of goals.
3. Refuse to argue with the student and focus attention on the tutoring session.

Agreeable Personality

Students that exhibit an agreeable personality type are easy to like, but can also be difficult personalities to deal with during tutoring sessions. The student will have a strong sense to be liked and will over commit him or herself because they cannot say "No". Carefully limit how much you ask of the student to eliminate the disappointments caused by not reaching goals. In tutoring sessions, students may tend to volunteer too much.

Agreeable personalities are characterized by:

- Students have a global interest and little concern with specificity.

- Enthusiasm about being with the tutor, but passive during actual tutoring session.
- Often have high and inappropriate levels of expectation.
- Evasion or inability to concentrate on concrete tasks during session.
- Talk of limited time, long-range goals versus immediate tasks.

Common approaches to agreeable personalities:

1. Return the student's focus to the specific task.
2. Involve the student continually with questions and problems.
3. Explain significance of the student being active throughout the learning process.
4. Explain counterproductive nature of eagerness.
5. Be understanding and assure the student has time to complete goals.

Unresponsive Personality

People with an unresponsive personality are another difficult personality to deal with during tutoring sessions. The students will not reveal their true motives or intentions. You end up in a guessing game with the student to find out what topics or questions that the student has. It is vital to have the student participate during tutoring sessions, so that they do not leave with their questions unanswered. The most effective strategy is to draw the student out with open-ended questions. Even if the silence between you and this unresponsive student grows chasm-like, wait out each answer.

Unresponsive personalities are characterized by:

- Students are not involved throughout the learning process.
- Little discussion is initiated and very few questions are asked.

Common approaches to unresponsive personalities:

1. Empathize with the student that unresponsiveness can be boring.
2. Attempt to build a relationship with the student through mobilizing them.
3. Utilize as many mobilizing techniques as possible through questions, problems, mini-tasks, activities to be accomplished during and between tutoring sessions.
4. Reinforce all activities and successes with praise.
5. Play down your role as a tutor and with emphasized student involvement.
6. If unresponsiveness continues, you should ask, in a non-threatening manner, why the student has come for tutoring and their expectations.

How to Address Each Personality Type
Math Tutor Training Program

You will encounter many difficult personalities during tutoring sessions. Some of them are annoying, many inspirational. The following chart provides characteristics and plans of action to address difficult personalities that can stand in the student's way of accomplishing great things. By understanding how to manage your way forward as you encounter them, you will grow professionally and possibly become an inspirational personality for students to learn.

Personality	Characteristics	Action
Hostile	• Assert their viewpoints forcefully. • Need room to blow off steam.	• Address them quietly, firmly and by name. • Ask him or her to sit down. • Listen carefully to what she/he is saying. • Once calmed, the student becomes reasonable and may contribute greatly to the tutoring session.
Expert	• Assert themselves. • May be subject experts.	• Show honest respect for their knowledge, but do not be intimidated. • Ask questions. • Compliment them when possible. • Make sure they know you are the leader.
Passive Aggressive	• Take potshots. • Uses sarcasm as a weapon.	• Ask direct questions. • Ignore their sarcasm. • Use positive reinforcement to make them cooperative.
Victim	• See everything negatively. • Act powerless and defeated. • Whine about everyone and everything.	• Ask them for suggestions to improve the situation. • Have them state the negatives. • Address each logically and positively.
Negative	• Usually suspicious of authority figures. • Anti-everything.	• Let negative personality types use their negative comments in a group setting. • Peers with express their views about possible solutions that are better and enlighten with better solutions that exist.
Agreeable	• Strong need to be liked. • Do whatever you request at the expense of their own needs.	• Make sure that they are not overworked and overcommitted.
Unresponsive	• Are difficult to draw out. • Have information you need.	• Use open-ended questions that require more than a yes or no answer. • Wait for a response. • Do not complete their sentences.

Importance of Assertive Behavior
Math Tutor Training Program

Do you often find that others coerce you into thinking their way? Is it difficult for you to express your positive and negative feelings openly and honestly? Do you sometimes lose control and become angry with others who do not warrant it? A "yes" to any of these questions may be an expression of a common problem known as lack of assertiveness.
As a tutor, you will be expected to deal with a variety of problems and situations that require an assertive response. This kind of response can avoid confrontation, solve problems, and relieve stress by allowing you to stand up for your rights without bullying others or letting them bully you.

Assertiveness is the ability to express yourself and your rights without violating the rights of others. It is appropriately direct, open, and honest communication, which is self-enhancing and expressive. Acting assertively allows you to feel self-confident and will generally gain you respect of your peers and friends. It can increase your chances to honest relationships, and help you feel better about yourself and your self-control in everyday situations. This is turn will improve your decision-making ability and possibly your chances of getting what you really want from life. Assertiveness means the ability to express your thoughts and feelings in a way that clearly states your needs and keeps the lines of communication open with another.

Three Types of Assertiveness
A person is behaving passively when he lets others push him around, when she/he does not stand up for herself/himself, and does what they are told, regardless of how they feel. The advantage of being passive is that you rarely experience direct rejection. The disadvantage is that you are taken advantage of, you store up a heavy burden of resentment and anger, and you may in essence become a victim. A passive person often believes their thoughts and feelings are inferior and unimportant.

On the other hand, a person with an aggressive personality will ignore others' feelings by placing his/her own above others, will manipulate people and undermine them to get his/her own way, and will confront others in anger with little intent to solve a problem. Typical examples of aggressive behavior are fighting, accusing, threatening, and generally stepping on people without regard for their feelings. The advantage of this kind of behavior is that people do not push the aggressive person around. The disadvantage is that people do not want to be around him or her, and that these reactions usually cause more problems than solutions. This style is based on having developed a belief that you and your feelings are all that matter.

A person is behaving assertively when she/he stands up for herself/himself, expresses his/her true feelings, and does not let others take advantage of them. At the same time, the person is considerate of others' feelings. The advantage of being assertive is that you get what you want, usually without making others mad. If you are assertive, you can act in your own best interest and not feel guilty or wrong about it. Meekness and withdrawal, attack and blame are no longer needed with the mastery of assertive behavior. Before you can achieve assertive behavior, you must face the fact that the passive and/or aggressive styles have often failed to

get you what you want. Both of these other styles take more energy and involve more stress than learning to be assertive; neither is as effective in developing and maintaining relationships. Acting assertively is based on the view that everyone is equal, that you and your feelings are no more or no less important.

Assertiveness and Confrontation

Speaking up for oneself often puts other people on the defensive. A situation can turn into a confrontation when two or more wills clash. What is the difference between assertiveness and confrontation?

Assertion is often defined as defending one's rights. Assertiveness considers the rights and feelings of others. Confrontation, on the other hand, is often thought of as being in one's face, usually an angry response or "last resort" in an attempt to resolve a conflict. Confrontation does not care whose feelings are hurt. Confrontation may become necessary when you have tried all the other approaches you can think of, and you still feel that your rights, your safety, or your self-respect have been trampled and there appears to be no resolution to the problem. Confrontation usually involves anger. The trick is to confront without letting anger control you. These suggestions may help you use the anger to give energy to your approach:

1. Consider wait time. It is dangerous to confront someone impulsively when your emotions are highly charged. A confrontation should be thought through and planned: What are the consequences? What will I lose? What will I gain?
2. Write down your thoughts and feelings. This may help clarify the situation and offer a solution you had not considered.
3. Write down what consequences you think will occur. Write down what consequences you want to occur. Be sure you are not bluffing when you offer consequences, and be sure you think through all the possible outcomes before you confront someone.

These are other suggestions that may help with confrontation as well as assertiveness:

1. Express yourself with empathy. Empathy implies connection to another's thoughts, feelings, or experiences. When each of us is thinking about how the other feels we are connecting to the other person and his/her life situation.
2. Look for areas of agreement. We go further in negotiation when we can determine what we agree on rather than stuck in our disagreements. One way to discover areas of agreement is to listen to the other person.
3. Stay open to different options for mutual gain. Try to see the other person as a resource and see ways you can each help the other get to his/her goals. Brainstorming is a good way to explore as many options as possible for solving a problem. Sort the options that will lead to mutual gain. You have not only created a win-win solution, but have possibly avoided a heated confrontation.

Assertiveness Scenarios

The following are sample tutoring situations that may require you to act or respond assertively. Think, discuss, and decide what would be appropriate assertive actions.

1. A student who is always late, sometimes with, often without an excuse.
2. A student who is always early and often wants to join in the group you are currently working with or asks you questions while you are with another group or student.
3. A student who wants you to stay past the allotted tutoring time.
4. A student who wants you to do the work for him/her.
5. A student who has missed several classes and expects you to explain what they missed.
6. A student who frequently comes unprepared.
7. A student who wants extra sessions.
8. A student who brings friends to tutoring, some who want help, others who are just along for the ride.
9. A student with too many excuses for everything.
10. A student who blames you for failure on a quiz or test.
11. A student who uses foul language.
12. A student who runs down an instructor, another student, or another tutor.
13. A student who argues with you.

Conclusion

As you learn to become more assertive, remember to use your assertive skills selectively. It is not just what you say to someone verbally, but also how you communicate nonverbally. Voice tone, gesture, eye contact, facial expression, and posture will influence your impact on others. You must remember that it takes time and practice, as well as willingness to accept yourself as you make mistakes, to reach the goal of acting assertively. As you practice these techniques, it is often helpful to have accepting relationships and a supportive environment. People who understand and care about you are your strongest assets. When you work so hard to develop new tutoring skills, I feel so proud. I want you to continue to practice new techniques we discuss in tutor training so that together we can provide the best possible tutoring for our students. That is assertiveness!

Referral Process for Disruptive Students
Math Tutor Training Program

Nearly 4,000 students enter into Maysville Community & Technical College sites every semester, and we have to acknowledge that not every one of them will behave in appropriate ways in our working and learning environments. Disruptive behavior interferes with that learning and working environment. The definition of disruptive behavior covers a lot of territory, which encompasses annoying behavior to truly threatening behavior and many behaviors between. The overwhelming majority of our students come to college to participate responsibly and actively in the learning environment. However, there are those rare instances where you may find yourself confronting inappropriate behavior. The following process outlines the steps for dealing with inappropriate behavior from disruptive students:

- If you encounter inappropriate behavior in the Tutoring Lab, you are to consult with the Director of Academic Support.
- If you encounter inappropriate behavior within the Math Computer Lab, you are to consult with the math instructor and instructional assistant in the lab. Following class time, you are to consult with the Director of Academic Support.

In either case, enlist the assistance of another tutor so that the disruptive student is not alone and you are left alone with the student.

Student Code of Conduct Worksheet
Math Tutor Training Program

Answer the following questions as either yes (Y) or no (N) if the statement is a student code of conduct violation. Do your best on each question and do not leave any question blank. If you are unsure, write down your best guess. The results will be used to start a discussion about the Kentucky Community and Technical College System (KCTCS) Code of Student Conduct.

1. When asked by faculty, staff, or security, a student says, "My name is Jim Shoe," and his real name is John Walker. _____
2. Gathering in an area with other students that block a passage way or vestibule. _____
3. Causing alarm to another person on campus. _____
4. Committing a crime or violation off-campus. _____
5. Taking a term paper you wrote for one class and turning it in for another class. _____
6. Smoking on the bottom of the entrance to the Technical Center. _____
7. Using obscene language as everyday conversation in a public space on campus. _____
8. Playing cards on campus for pennies. _____
9. Repeatedly asking someone for a date after they have stated the person is not interested. _____
10. Not furnishing a photo ID when asked to do so by a faculty, staff, or security. _____
11. Having sex with a fellow student when they are intoxicated. _____
12. Viewing pictures of nude people on a campus computer. _____
13. Taking a photograph of a fellow student in class. _____
14. Taking a piece of pizza from the cafeteria without paying for it. _____
15. Downloading music/movies from an Internet site that you have not purchased. _____
16. Getting into a physical altercation on campus. _____

Academic Support Services
Math Tutor Training Program

Appendix A
Course Materials

Maysville Community & Technical College
HIGHER EDUCATION BEGINS HERE

Maysville Community & Technical College
Mathematics, Science, & Agriculture Division

Sample Syllabus

Pre-Algebra

MAT 055 – 90XX (XXXXX) MWF: X:00 – X:50 AM MC T-111 3 Credit Hours

Instructor: Michael Pemberton
Office: MC S-201G
Office Hours: MW: 10:00-11:00 am, 1:00-2:30 pm; TR: 12:30-1:00 pm, 2:30-3:30 pm
F: 10:00-12:00 pm
Phone: (606) 759-7141 ext. 66266
Email: michael.pemberton@kctcs.edu

Division Chair: Dr. Angela Fultz
Office: MC S-201C
Phone: (606) 759-7141 ext. 66133
Email: angela.fultz@kctcs.edu

Textbook: Pre-Algebra: Second Custom Edition for MCTC with materials from Prealgebra, 4th. Carson, 2012.

Required Supplies: A MyMathLab Access Code is included with the textbook. You will also need a 3-ring binder and earphones. Calculators are not permitted.

Description: Includes operations on integers, decimals and fractions. Introduces exponents, square roots, percents, ratios, proportions, prime factorization, basic geometry, algebraic expressions, basic linear equations, and applications.

Prerequisites: Pre-Algebra score on KCTCS placement examination of at least 24.

Course Objectives: Upon completing this course, the student should be proficient in all aspects of arithmetic of rational numbers and integers and in introductory algebra.

Course Structure: This class will consist of a combination of computer tests, quizzes, and homework; paper and pencil homework and exams.

Course Outline: Selected topics from Chapters 1 – 3, 5 – 7.

Class Courtesy: Courtesy is expected towards other students and the instructor at all times. Arriving on time is basic courtesy towards the class. If you are delayed and arrive late please

minimize the disruption you create upon entering. You are required to keep your cell phone off during class. No eating or drinking is allowed in classrooms.

Attendance: Attendance is required, but will not directly affect your grade. You are expected to come to class and to be on time. If you miss class or any portion of class for any reason, it is your responsibility to inquire what you need to do to make up any missed work. Your attendance will be recorded at every class meeting by entering your Student ID number after logging onto a computer station. It is your responsibility to ensure that your attendance has been recorded each class meeting.

Withdrawal Policy: If you wish to drop this course and receive a grade of W, you must fill out the drop form and handle all the paperwork prior to the drop date on March 11th. Following March 11th, students requesting a withdrawal who have two or more weeks of absences will not receive a grade of W, except for documented evidence of a significant personal or medical problem. The last possible day for all withdrawals is on May 3rd.

Grading: Grades for this course will be the average of your unit grades provided that you complete all six units of the course. However, if you complete at least three additional units from the start of the semester, you may receive a MP grade. The grade for each unit completed will be calculated as follows:

MyMathLab Homework	20%
Paper-Pencil Homework	20%
Quizzes	20%
Notebook	10%
Unit Exam	30%
Unit Grade or Pre-Test	100%

90% – 100%	A
80% – 89%	B
70% – 79%	C
Below 70%	F

The structure for each of the six units will be as follows:

- If you make an 80% or higher on the Unit Pre-Test, you may elect to use that grade as your Unit Grade and proceed to the next unit.
- Otherwise, you are required to complete the MyMathLab Homework as indicated by the Pre-Test and the following assessments.
- Before you can take a quiz, you must have at least an 80% on both the corresponding MyMathLab and Paper-Pencil Homework.
- Before you can take the Unit Exam, you must have at least an 80% on the Notebook and each MyMathLab and Paper-Pencil Homework, and at least a 70% on each Quiz.
- If you make less than 70% on the Unit Exam, you will be required to receive to earn a new grade of at least 80% or higher either on the Practice Exam or Practice Exam Homework before you are allowed to retake the Unit Exam.

- If you make less than 70% on the second attempt of the Unit Exam, you must receive at least 80% or higher on both the Practice Exam (Retake) and Practice Exam Homework (Retake) before you are allowed to retake the Unit Exam.

If you do not complete all units for this course in one semester, then the unit grades completed in this course will carry over to the next time you take MAT 055: Pre-Algebra at Maysville Community & Technical College, provided that you complete the course within one calendar year (end of Spring Semester 2014) and enroll in a computer-assisted section in subsequent semesters.

If you start a unit and do not complete it by the end of the semester, then the partial unit will not carry over to the next time you enroll in a computer-assisted section. You will be required to start the partial unit over starting with the Unit Pretest.

Students who have attended at least 75% of all class meetings may ask their instructor for a prescription card to retake the COMPASS math placement exam without cost after the 12th week of class has been completed. Students who receive a placement recommendation into a higher mathematics course may then choose to receive a grade of P for the course, if they provide the instructor with a copy of the COMPASS score sheet before the end of the semester.

Finals Week: We will not have class at the scheduled time during finals week. Students may continue to work on course work during finals week in the Math Lab (T-111). However, students may only work towards completion of their current unit.

Notebook: You are required to keep a Notebook for each Unit. The Notebook will include the basic information cover sheet, unit learning guide for the unit you are currently working, notes from each section in the unit, questions from MML Homework, notes from media assignments, and paper-pencil homework for the unit.

MyMathLab: MyMathLab is an interactive multi-media environment and can be accessed by logging into your account at http://pearsonmylabandmastering.com. You are expected to register for MyMathLab, as you will need to complete computer homework, quizzes, and tests. To register for an account, you will need the access code that is included with your textbook. You will also be given registration information from your instructor, so that you can enroll into this class on MyMathLab.

Course Competencies: Upon completion of this course, the student can:

1. State and use the properties of real numbers.
2. Perform basic operations on integers, fractions, and decimals.
3. Determine the absolute value of an integer, a fraction, or a decimal.
4. Determine prime factorization of whole numbers.
5. State and use the order of operations on integers, fractions, and decimals.
6. Round whole numbers and decimals to an indicated place value.
7. Evaluate whole number powers of integers, fractions, and decimals.
8. Evaluate square roots of perfect squares of integers, fractions, and decimals.
9. Evaluate algebraic expressions.

10. Simplify algebraic expressions.
11. Use both the addition and multiplication properties to solve a linear equation.
12. Solve problems involving ratio and proportion.
13. Solve problems involving percents.
14. Convert among fractions, decimals, and percents.
15. Determine the length of the unknown side of a right triangle using the Pythagorean Theorem.
16. Determine the perimeter, circumference, area, surface area, and volume of basic plane figures and solids.
17. Solve applied problems using these competencies with real world applications.

INFORMATION SHEET

EMERGENCY PROCEDURES

Emergency Procedures are posted in each of the on-campus classrooms for students to review. Off-campus classes will follow the procedures of the facility in which they meet.

Students, please inform your emergency contacts who your instructor is, what class you are taking, and in what room the class is taught. This will expedite locating you if there is an emergency.

STUDENT PLANNER

The academic calendar, policies regarding withdrawal, smoking, parking, and weather can all be found in the Student Planner, available in Master Advising, Student Development, and Division offices.

E-MAIL POLICY

All students enrolled in one or more credit hours will have a KCTCS e-mail account established. This will allow for better communication to students from faculty and staff at the college. Faculty, advisors, and students may use these accounts to share information on office hours, consultation, advising sessions, missed classes, etc. Staff will use e-mail for grades, schedule changes, bill changes, financial aid notices, and general information bulletins. Students should check this account regularly.

Students are assigned a KCTCS student e-mail address by completing the following steps:

1. Register for class.
2. Go to http://webmail.kctcs.edu/owa
3. Enter last name & student ID number.
4. Enter password (must be at least 8 characters and include one uppercase & lowercase letter and at least one number). Ex: K999999m.

STUDENT SURVEY INFORMATION

All students are asked to complete a Course/Instructor Survey plus a Student Satisfaction Survey during the semester. Students will be given information about completing the surveys when they become available online.

IMPORTANT WEB ADDRESSES AND INFORMATION:

KCTCS STUDENT CODE OF CONDUCT

Kentucky Community and Technical College System (KCTCS) faculty and students are bound by principles of truth and honesty that are recognized as fundamental for a community of teachers and scholars. The college expects students and faculty to honor, and faculty to enforce, these academic principles. The college affirms that it will not tolerate academic dishonesty including, but not limited to, violation of academic rights of students and student offenses. Students may refer to the KCTCS Code of Student Conduct, http://www.kctcs.edu/en/Students/Admissions/Academic_Policies/Code_of_Student_Conduct.aspx, for more information on student rights, academic offenses, and the student's right to appeal. Further information on student rights is available on the MCTC "Current Student" web page at http://www.maysville.kctcs.edu/Current_Students.aspx Hard copies are available in the Student Development Office.

PLAGIARISM

Students are expected to exhibit honesty in all work. Students caught plagiarizing or cheating will be subjected to the disciplinary policy as stated in the KCTCS Student Code of Conduct at http://www.kctcs.edu/en/Students/Admissions/Academic_Policies/Code_of_Student_Conduct.aspx

SAFETY PLAN
Maysville Community & Technical College's Safety Plan can be accessed at http://www.maysville.kctcs.edu/Student_Life/Security_and_Parking.aspx.

LIBRARY
Maysville Community & Technical College's Library information can be accessed at http://www.maysville.kctcs.edu/Academics/Library.aspx .

SERVICE LEARNING
Information about service learning can be accessed at http://maysville.kctcs.edu/visitors_and_community/mctc_service-learning_home.aspx

H1N1 FLU INFORMATION
Maysville Community & Technical College takes the threat of pandemic seriously. To review MCTC's plan for dealing with pandemic, click on http://www.maysville.kctcs.edu/Student_Life/~/media/Maysville/Student_Services/Pandemic_Plan_01.ashx

MINIMUM TECHNOLOGY RESOURCES NEEDED FOR DISTANCE LEARNING
Go to http://www.maysville.kctcs.edu/Academics/Distance_Learning.aspx to see the minimum technology resources you need for distance learning and where to find them.

DISABILITY SERVICES

If you need an accommodation because of a documented disability, you are required to register with Disability Services each year. Contact Tabatha Butler, Disability Services Coordinator, at 606-759-7141 ext. 66209. Tabatha's office is located on the Maysville campus, Administration Building, Office A-256b. You may e-mail her at tabatha.butler@kctcs.edu.

Other campus contacts are Sandy Power at the Licking Valley Campus and Karen May on the Rowan Campus.
If you need an accommodation because of a documented disability, you are required to register with Disability Services each year at your home campus.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS) QUALITY ENHANCEMENT PLAN (QEP) UPDATE

MCTC is accredited through the SACS Commission on Colleges and was reaffirmed by the Commission in 2009. As part of the reaffirmation of accreditation process, a comprehensive Quality Enhancement Plan (QEP) was developed at MCTC focusing on the First Year Experience.

The MCTC QEP will:

- Expect diploma and degree-seeking students to complete a First-Year Experience/Orientation Course with an integrated Critical Reading component, and
- Implement Critical Reading strategies across disciplines for academic success.

Tentative Schedule
MAT 055

Week 1	Section 1.1	Introduction to Numbers, Notation, and Rounding
	Section 1.2	Adding and Subtracting Whole Numbers; Solving Equations
Week 2	Section 1.3	Multiplying Whole Numbers; Exponents
	Section 1.4	Dividing Whole Numbers; Square Roots; Solving Equations
Week 3	Section 1.5	Order of Operations
	Section 1.6	More with Formulas
	Unit 1 Exam	
Week 4	Section 2.1	Introduction to Integers
	Section 2.2	Adding Integers
	Section 2.3	Subtracting Integers and Solving Equations
Week 5	Section 2.4	Multiplying and Dividing Integers, Exponents; Square Roots; Solving Equations
	Section 2.5	Order of Operations
Week 6	**Unit 2 Exam**	
	Section 3.1	Translating and Evaluating Expressions
Week 7	Section 3.2	Introduction to Polynomials; Combining Like Terms
	Section 3.3	Adding and Subtracting Polynomials
Week 8	Section 3.5	Prime Numbers and GCF
	Unit 3 Exam	
Week 9	Section 5.1	Fractions, Mixed Numbers, and Rational Expressions
	Section 5.2	Simplifying Fractions and Rational Expressions
Week 10	Section 5.3	Multiplying Fractions, Mixed Numbers, and Rational Expressions
	Section 5.4	Dividing Fractions, Mixed Numbers, and Rational Expressions
Week 11	Section 5.5	Least Common Multiple
	Section 5.6	Adding and Subtracting Fractions, Mixed Numbers, and Rational Expressions
Week 12	**Unit 4 Exam**	
	Section 6.1	Decimals and Rational Numbers
	Section 6.2	Adding and Subtracting Decimal Numbers
Week 13	Section 6.3	Multiplying Decimal Numbers; Exponents with Decimal Bases
	Section 6.4	Dividing Decimal Numbers; Square Roots with Decimals
	Section 6.6	Solving Equations and Problem Solving
Week 14	**Unit 5 Exam**	
	Section 7.1	Ratios, Probability, and Rates
	Section 7.2	Proportions
Week 15	Section 8.1	Introduction to Percent
	Section 8.2	Translating Percent Sentences Word for Word
	Unit 6 Exam	

Tentative Schedule
MAT 065

Week 1	Section 1.3	Exponents and Order of Operations
	Section 1.5	Addition and Subtraction of Real Numbers
Week 2	Section 1.6	Multiplication and Division of Real Numbers
	Section 1.8	Simplifying and Writing Algebraic Expressions
	Unit 1 Exam	
Week 3	Section 2.1	Introduction to Equations
	Section 2.2	Linear Equations
	Section 2.3	Introduction to Problem Solving
Week 4	Section 2.4	Formulas
	Section 2.5	Linear Inequalities
	Unit 2 Exam	
Week 5	Section 3.1	Introduction to Graphing
	Section 3.2	Linear Equations in Two Variables
Week 6	Section 3.3	More Graphing of Lines
	Section 3.4	Slope and Rates of Change
Week 7	Section 3.5	Slope-Intercept Form
	Section 3.6	Point-Slope Form
	Unit 3 Exam	
Week 8	Section 4.1	Solving Systems of Linear Equations Graphically and Numerically
	Section 4.2	Solving Systems of Equations by Substitution
Week 9	Section 4.3	Solving Systems of Linear Equations by Elimination
	Unit 4 Exam	
Week 10	Section 5.1	Rules for Exponents
	Section 5.2	Addition and Subtraction of Polynomials
Week 11	Section 5.3	Multiplication of Polynomials
	Section 5.4	Special Products
Week 12	Section 5.5	Integer Exponents and the Quotient Rule
	Section 5.6	Division of Polynomials
	Unit 5 Exam	
Week 13	Section 6.1	Introduction to Factoring
	Section 6.2	Factoring Trinomials I, $x^2 + bx + c$
Week 14	Section 6.3	Factoring Trinomials II, $ax^2 + bx + c$
	Section 6.4	Special Types of Factoring
Week 15	Section 6.6	Solving Equations by Factoring I, Quadratics
	Unit 6 Exam	

Tentative Schedule
MAT 085

Week 1	Section 3.1	Introduction to Graphing
	Section 3.2	Linear Equations in Two Variables
	Section 3.3	More Graphing of Lines
Week 2	Section 3.4	Slope and Rates of Change
	Section 3.5	Slope-Intercept Form
	Section 3.6	Point-Slope Form
Week 3	**Unit 1 Exam**	
	Section 6.1	Introduction to Factoring
	Section 6.2	Factoring Trinomials I, $x^2 + bx + c$
	Section 6.3	Factoring Trinomials II, $ax^2 + bx + c$
Week 4	Section 6.4	Special Types of Factoring
	Section 6.6	Solving Equations by Factoring I, Quadratics
	Section 6.7	Solving Equations by Factoring II, Higher Degree
Week 5	**Unit 2 Exam**	
	Section 2.5	Linear Inequalities
	Section 4.4	Systems of Linear Inequalities
	Section 8.1	Functions and Their Representations
Week 6	Section 8.3	Compound Inequalities
	Section 8.5	Absolute Value Equations and Inequalities
	Unit 3 Exam	
Week 7	Section 7.1	Introduction to Rational Expressions
	Section 7.2	Multiplication and Division of Rational Expressions
Week 8	Section 7.3	Addition and Subtraction with Like Denominators
	Section 7.4	Addition and Subtraction with Unlike Denominators
Week 9	Section 7.6	Rational Equations and Formulas
	Unit 4 Exam	
Week 10	Section 10.1	Radical Expressions and Functions
	Section 10.2	Rational Exponents
Week 11	Section 10.3	Simplifying Radical Expressions
	Section 10.4	Operations on Radical Expressions
Week 12	Section 10.6	Equations Involving Radical Expressions
	Section 10.7	Complex Numbers
Week 13	**Unit 5 Exam**	
	Section 11.1	Quadratic Functions and Their Graphs
Week 14	Section 11.2	Parabolas and Modeling
	Section 11.3	Quadratic Equations
Week 15	Section 11.4	The Quadratic Formula
	Unit 6 Exam	

MAT 055/065/085 Paper-Pencil HW Form

COPY THE PROBLEM. SHOW WORK. CIRCLE YOUR ANSWER

Name_____ **Date**_____

Instructor_____ **Assignment**_____ **Textbook Section**_____

MAT 055/065/085 Textbook Notes Form

WRITE THE KEY CONCEPTS OF THE SECTION IN THE FIRST COLUMN AND EXAMPLES IN THE SECOND COLUMN

Name_____ **Date**_____

Instructor_____ **Textbook Section**_____

KEY CONCEPTS	EXAMPLES

CHEATING

It has been brought to our attention that a number of students in MAT 055, 065, 085, and 100 are cheating on assignments, quizzes, test, and exams.

WHAT IS CONSIDERED CHEATING?

- When a MAT 055 student uses a calculator on any assignment, quiz, test, or exam, it is considered cheating.
- When a student in any of these classes uses notes on a quiz, test, or exam, it is considered cheating.
- When a student in any of these classes talks to another student during a quiz, test, or exam, it is considered cheating.

WHAT ARE THE PENALITIES FOR CHEATING?

- The first time a student is caught cheating, they will receive a zero on the assignment, quiz, test, or exam, and a warning.
- The second time a student is caught cheating, they will receive a zero on all assignments, quizzes, tests, and exams for their current unit, and a second warning.
- The third time a student is caught cheating, they will receive a failing grade for the course.

All occurrences of cheating will be documented by the instructor and or lab assistant. Records of dismissal will be sent to the MSA Division Chair and the MCTC Academic Dean.

Academic Support Services
Math Tutor Training Program

Appendix B
Student Completion Forms

Maysville Community & Technical College
HIGHER EDUCATION BEGINS HERE

Individual Completion Form

I, _____ , in _MAT_____ _____
Student Class Section

Understand that I need to attend class regularly and to do homework and complete notes between classes to successfully complete the course this semester.

I currently have _____ units completed for this course in the past calendar year.

I propose to complete _____ units this semester.

Signatures:

_____ _____
Student Date

_____ _____
Instructor Date

_____ _____
Math Success Coach Date

Contact Information

Phone: _____

Email: _____

Unit Completion Form

I, _____ , in _MAT_____ _____
Student Class Section

Understand that I need to attend class regularly and to do homework between classes to successfully complete the course this semester.

I propose to complete Unit _____ in _____ weeks. In order to do this I will spend _____ hours per week in the Math Computer Classroom and spend _____ hours per week doing homework outside of class each week.

Signatures:

_____ _____
Student Date

_____ _____
Instructor Date

_____ _____
Math Success Coach Date

Academic Support Services
Math Tutor Training Program

Appendix C
Evaluation Surveys

Maysville Community & Technical College
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Math Tutor Evaluation Form
(Please do not sign this evaluation)

Directions: Please complete the following survey to help us improve upon our tutoring in the Math Computer Lab. Your responses will help us improve our tutoring training program. Your responses will in no way affect your course grade.

Note that unless otherwise indicated, learners select their choice of responses from:

Strongly Disagree Slightly Disagree Slightly Agree Strongly Agree Not Applicable

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1. On average how many times each week did you seek help from a tutor in the Math Computer Lab?

   0 1 2 3 4 5 6 7 8 9 10 More than 10

2. Tutors were readily available, visible, and circulated the Math Computer Lab at frequent intervals.
3. Tutors asked me to explain how I arrived at the point I needed help.
4. Tutors are respectful, patient, and effectively listened to me.
5. Tutors provided encouragement when I did not understand how to solve a problem.
6. Tutors gave me praise when I answered a problem correctly.
7. Tutors clearly explained the problem and subject matter.
8. Tutors have an excellent understanding of the content I needed help with.
9. Tutors encouraged me to work problems myself with help as needed.
10. I believe that I have improved upon my abilities to learn independently after receiving tutoring.
11. My experience with tutoring was positive and would recommend the tutors to other students.
12. My overall rating of math tutors in the Math Computer Lab.

    Excellent Good/Above Average Average Fair/Below Average Poor

Sample End-of-Semester Course Evaluation
(Please do not sign this evaluation)

Directions: Please complete the following survey to help us understand what you thought about this math course. Your responses will help us improve the course. Your responses will in no way affect your course grade.

Note that unless otherwise indicated, learners select their choice of responses from:

Strongly Disagree Slightly Disagree Slightly Agree Strongly Agree Not Applicable

Questions constructed specifically about math tutors are in **bold**.

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1. Which course did you take this semester? MAT 055 MAT 065 MAT 085
2. Did you receive a MP grade for this course in a previous semester? Yes No
3. How many units did you complete this semester? 0 – 1 2 – 3 4 – 5 6
4. On average how many hours per week do you spend on this course?

   Less than 1 1 – 4 5 – 8 9 – 12 Greater than 12

5. It is clear what a student must do in order to earn a good grade in this course.
6. I preferred computerized homework over written homework assignments.
7. I used homework assignments to prepare for quizzes.
8. The homework and quizzes prepared me for the written unit exam.
9. The practice exams are helpful to me before taking the written unit exam.
10. I had enough time to complete quizzes and tests.
11. I think that taking notes from each section helped me in this course.
12. **The math tutors in the Math Computer Lab provide assistance that is useful to me.**
13. **I find the math tutors in the Math Computer Lab knowledgeable regarding the course material.**
14. **I find it easy to understand the math tutors in the Math Computer Lab.**

15. Mathematics makes me feel uncomfortable and nervous.

16. The Math Success Coach is beneficial to help students struggling in math courses.

17. What did you like best about the course?

18. What did you like least about the course?

19. What would you change about the course?

20. What advice would you give a student taking this class next semester?