Tutoring Cycle

STEP 1 Greeting & Climate setting

- Greet learner by name.
- Friendly with learner (smiled, polite, etc.)
- Arrange physical seating and set a positive, task-directed atmosphere.
- Encourage learner to begin the tutoring session. to open book, to write, to hold pen or pencil, to explain, etc. (i.e.. tutor lets learner do the work).

STEP 2 Identification of Task

- Provide opportunity for learner to state task for session.
- Use questions to clarify learner's immediate concerns (i.e., Tell me where you started to get confused).
- Restate learner's problem to help learner's understanding of what is needed to focus on the task.
- Use empathetic statements to help learner define the problem. (i.e., That can be really challenging or difficult! etc.).

STEP 3 Identification of procedure for addressing task(s)+

- Involve the learner in setting an informal agenda. (i.e., How shall we use our 30 minutes appointment?)
- State the procedure/agenda explicitly for the task.
- Readjust the procedure when necessary to meet the needs of the learner.
- Have learner restate adjusted procedure to help learner play an active role in allocating time on each task.

STEP 4 Identification of skills underlying the task(s)+

- Ask learner to explain his/her general approach for learning this type of problem (i.e., thought process, skills. concept. etc.)
- Help learner understand the basic format of the text and how it was used to understand the thought process for solving the problem.
- Help learner understand general strategies or techniques for for this type of problem.
- Encourage independence in learning.
- Help learner understand the use of other sources of information (i.e.. notes, handouts, workbooks. etc.) in solving the problem. Tutor was not the source of information.
- Ask learner to recite the general approach learned to insure his/her understanding for solving this and other similar problems when studying alone.

STEP 5 Breaking the task into smaller parts

- Encourage independent work by asking learner to break task into smaller parts.
- Restate part mentioned and provided opportunity for learner to understand the steps and time needed on each.
- Ask learner to repeat the steps to solve the problem to verify understanding. ("Now, you tell me what steps we need to do to solve this problem?")

My Notes

STEP 6   Addressing the Task
- Encourage learner to address task without overly directing him/her (i.e., 'How shall we begin?").
- Appropriately respond but do not interrupt learner's thinking.
- Show awareness without taking control. Wait for learner to do, speak and learn.
- Tutor does not interrupt or dominate learner's time to learn.
- Evaluate learner's work sparingly tied comment, to work performed not to the learner.
- Encourage learner to do more talking/learning. Tutor did not over explain or take control.
- Use Informational approach effectively
- Use Socratic method of tutoring effectively

STEP 7 Learner Summary of Content
- Encourage or allowed learner to summarize/explain what has been learned (i.e., "Let's review or summarize.).
- Waite for explanation to run its course. Tutor does not interrupt or correct a misstatement. Give learner opportunity to correct him/herself or ask a question and pause.
- Use learner's explanation to evaluate his/her understanding.
- If understanding is incomplete, returned to Step 6.

STEP 8 Learner summary of underlying processes & skills underlying the task+
- Have learner summarize the thought process or skills learned in Step 4. ("What skills or concepts did you use to work out this problem again?")
- Wait for learner's summary to run its course.
- Determine if learner's understanding would allow the completion of similar tasks independent of tutoring.
- If understanding was incomplete, returned to Step 7.

STEP 9 Confirmation
- After learner explained the content (Step 7) and process (Step S), tutor offers positive statements confirming that the learner did in fact understand.
- Confirming statements were tied to specific accomplishments, helping learner become an independent learner.
- Use sincere, sparing praise and encouragement. Tutor does not overwhelm the learner with positive reinforcement.
- Encourage learner to evaluate his/her own work and to be proud of their accomplishment. ("You did excellent work on this problem.")
- Tie negative statements to learner's work or to a breakdown in the tutor/learner interaction ("We are getting off track."), not to the learner as a person.

STEP 10 What Next?
- Help learner anticipate what the learner will learn next that will connect to the task for which tutoring was sought.
- Help learner understand how information from class, tutoring, and resources were connected
- Ask questions like, "Where do you go from here in class?" or "What will you do next and how will what we've done help you?"

STEP 11 Next session: arranging & preplanning+
- Allow learner to make decision regarding returning for another session. ("Shall we meet again?" or "What can we do next time?")
- If appropriate, tutor confirms date and time for next session.
- If appropriate, tutor encourages a revisit when necessary.

STEP 12   Closing: goodbye
- End session on a positive note.
- Thank learner for contributions made (i.e.. being prepared).
- End session with an appropriate closing.