

SLCC's Mandatory Online Tutor Training (Tutor Training on a Budget)



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Salt Lake
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College



Step Ahead.

Tutor Training Planning Guide

10 Steps for Design

Before we start:

What expectations do you have for this workshop?

Why are you considering online?

Why are you considering a do-it-yourself program?

Step 1: Get Buy-in

Identify the stakeholders for your training:

administrators

tutoring programs

employees (tutors)

other

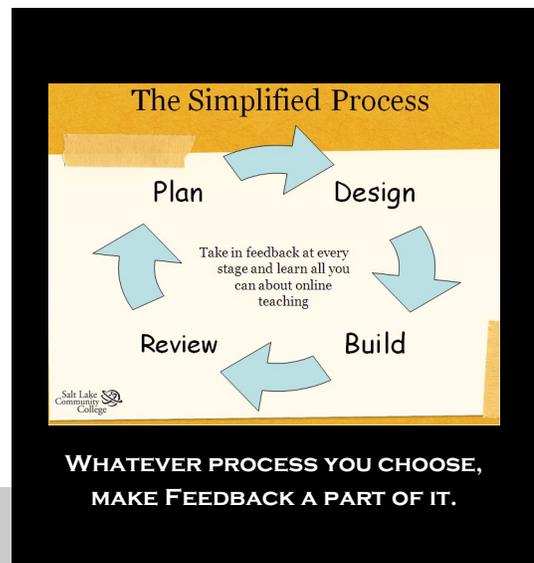
Step 4: Pick a Process

Questions to ask your risk management, IT, Distance Education, and supervisors.
Am I required to get approval with design of online materials?

Who at my institution is designated for curriculum design, if anyone?

What design procedures must I follow?

Is there a recommended process?



Step 5: Make a Plan

Questions to ask yourself and the stakeholders in the planning process:

How much of your training do you want to offer online?

Do you feel online training is sufficient or should it be a supplement to other training?

Do you already have a live training? Will this replace or supplement it?

Step Six: Design a Prototype

Determine your content goals

Ex. Goal: Build student independence.

Break the goals up into small and practical chunks (modules)

Ex. Independence is built by X, Y, Z

Suggested Module Plan Elements

- **Performance Objective** Develop a specific action that the tutors will perform by the end of the training.
 - *Ex. Performance Objective: Tutors will use independence strategies including questioning and redirecting resources during three sessions. They will fill out the given report form on these three sessions and submit them to their supervisor.*
- **Activate background knowledge** Asking a tutor to consider what they do know requires only a moment. It can be as simple as asking them to make a definition in their mind or to make a free word association. The trick is that it is a brief task, low-stakes and moves quickly into the new material.
 - *Ex. Semantic Web: Write down a quick list of qualities that make a student “independent.” What can these students do?*
- **Present new information** New information sections should be planned into these brief modules. New information should be divided as much as possible into elements as small as: a single definition, a concept, an action and how to perform it, a judgment call and how to make it, etc.
 - *Ex. Videos, narrations and mini-lectures in writing/PowerPoint make a good presentation tool.*
- **Allow for low-stakes practice with self-checks** The interactive portion should be a low stakes practice like a self-check quiz, and should offer immediate feedback. It should allow the student to practice, check and re-practice if possible.
 - *Ex. There are many embeddable quiz programs like Facebook quizzes, Pro-Pros, Survey Monkey, etc. that can give interactive quizzing options dispersed through your training.*
- **Assess learning with practical applications** The assessment should start with more “checks” and then, if possible, build to a “practicum.” The practicum should be as authentic as possible. In this case, authentic means real or near-real situations.
 - *HINT: The final assessment should match the performance objective! Intermediate assessments can be done online with quizzing tools.*

Module Planning Outline (reproduce for each item)

Performance Objective

Hint: Keep this about observable performance. Do not state what the tutors will know, but what they can write, say, do, etc.

Activate background knowledge (schema)

Suggested Activities

1. Graphic organizers
2. Think and write
3. Free association
4. Brain dump (draw or write)
5. Pre-test/quiz

Present new information

Plan for the Media
Include as many senses as possible. Make it ADA compliant with closed caption, text feeds, PowerPoint, etc. These are easier than they seem. Even YouTube lets you CC your videos!

Allow for low-stakes practice with self-checks

Assess learning with practical applications

Quizzing Sites are Free!

<http://www.surveymonkey.com>

<http://www.proprofs.com>

<http://www.quizrocket.com>

<http://www.classmarker.com>

And FACEBOOK!

Step 7: Get Feedback

- Free online surveys
 - Surveymonkey.com
 - Very specific and detailed
- Paper surveys
 - Meetings (esp. Department)
 - Fast and furious.
 - Focused on their priorities.
- Conversations
 - Focused on their priorities.

Make a list of who might create and who is likely to respond best to each.

Online Surveys

Paper Surveys

**Interviews/
Conversations**

Create:

Create:

Create:

Respond:

Respond:

Respond:

Step 8: Revise

Revisions are based on responses gathered during the feedback phases.

Revisit this planning booklet on my website:

<http://www.xtsportfolio.yolasite.com>

Click on “Professional Publications” and “Participant Workbook” for pdf

Step 9: Launch

Countdown to Launch

- 3...Identify a pilot test group so you have immediate activity
- 2...Get permission from your supervisors before launching publically
- 1...Check with risk-management, institutional marketing or other agencies that care how your institutional documents look and what they say about your organization.

Step 10: Lather, Rinse, Repeat

Invariably, you will get more feedback from your pilot test group, people that did not speak up when the chance was given, and any number of dissenters.

This should be viewed as welcomed feedback, however late in the process. Use it to move forward.

Keep an eye out for simpler technology, more interactive technology and other updates to keep your program fresh.