A Training Guide for College Tutors and Peer Educators
A Training Guide for College Tutors and Peer Educators

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To my family, with love and gratitude
Sally Lipsky’s academic background and work experiences have centered on public education—from elementary to the postsecondary levels. Upon graduation from the University of New Mexico (B.S. elementary education), she began her career as a Title I reading instructor with the Houston (TX) public school district. After earning an M.Ed. in reading education from Texas Southern University, she taught in the Pittsburgh (PA) public schools. She earned a Ph.D. in language communications and adult education from the University of Pittsburgh and continued her career at Indiana University of Pennsylvania, where she has worked for over twenty years as a faculty member in the Developmental Studies Department, College of Education and Educational Technology. Her work involves coordinating academic support services and peer assistance programming; supervising paraprofessional peer educators; teaching first-year seminar courses and a peer educator training course; and developing promotional, evaluation, and outcomes assessment procedures. She has made numerous professional presentations and written about aspects of postsecondary learning, including the text *College Study: The Essential Ingredients* (in its second edition) published by Pearson Education. Furthermore, as a member of the College Reading and Learning Association (CRLA), she has chaired the Learning & Study Skills Special Interest Group. As a member of the National Association for Developmental Education (NADE), she has chaired the Peer Assistance Programs Special Professional Interest Network. To this day, she remains fascinated with the process of learning and committed to the value of public education.
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The most important aspect of successful tutoring is tutor training.
— Hunter Boylan
National Center for Developmental Education

A Training Guide for College Tutors and Peer Educators provides a comprehensive, multidisciplinary, and relevant training experience for readers. The intended audience for this text is tutors, peer educators, academic mentors, and similar academic support leaders at the postsecondary level. The text covers research-based components of successful peer assistance and can be used to train tutors for one-on-one sessions as well as leaders for group- and course-based sessions.

Beginning with Chapter 1, “The Power of Peers: Your Role as a Peer Educator,” each chapter covers a topic important to the readers’ roles as facilitators of students’ learning. Content focuses on how tutors and peer educators convey subject-related information as they guide students toward success with college-level course work. By means of engaging activities, try-it-out experiences, and self-reflection, readers gain valuable knowledge and practice for their tutorial roles. As they progress through chapters, readers rehearse and evaluate peer-helping techniques, the same techniques that they will apply in their jobs as tutors and peer educators.

Features

CONCEPTUAL FRAMEWORK

Each chapter establishes a framework for content based on theoretical models of learning. Readers gain knowledge of underlying reasons for recommended peer-helping practices and, as a result, are more likely to follow through with implementing these practices in their work with students.

CHAPTER ORGANIZATION

Content of chapters mirrors appropriate methods for presenting material in an academic support session:

- *Opening activities* to introduce the content and focus students’ attention
- *Activities within chapters* to assess students’ understanding of each subtopic
- *Closing activities* to sum up content and check for understanding and learning

As they complete chapter content, readers experience the organization and procedures that bring about effective peer-led sessions.
Application exercises. Readers are exposed to a variety of thought-provoking and relevant examples and try-it-out activities. Included are structured observations, problem-solving scenarios, case studies, and role-playing of recommended techniques.

Integration of learning strategies. Interspersed within chapters are a range of strategies that promote active learning. Starting with an analysis of their own cognitive learning styles (visual, auditory, and tactile/kinesthetic modalities, and personality type), readers practice learning strategies and familiarize themselves with ways to introduce these strategies into their academic support sessions.

Self-monitoring exercises. Readers analyze aspects of their learning and study systems, including the process of setting and assessing personal goals. By monitoring their own progress, tutors and peer educators are better equipped to share this process with students. Readers are held accountable for their development as peer educators—the same process of self-regulation and responsibility that they will be conveying to students.

Suggestions from experienced peer educators. At the ends of most chapters are comments and recommended techniques from experienced tutors and peer educators. Reading about others’ suggestions helps to guide and motivate the novice peer educator.

Lastly, to complete chapter activities effectively and master the content, readers are expected to put in time, effort, and thought—the same ingredients that a college student should use when learning new and important subject matter. Keep in mind that well-trained tutors and peer educators approach their jobs as prepared, skillful, and confident leaders. Ultimately, effective training of tutors and peer educators strengthens the overall quality and success of an academic support program.

For the Instructor

DELIVERY SYSTEM
As a flexible means to provide uniform training of tutors and peer educators, the text can be adopted for a credit-bearing course, as well as a series of noncredit workshops or seminars. Furthermore, the text can be used in various learning settings: instructor-led, self-paced, or distance education. The Instructor’s Manual includes sample lesson plans for the instructor, as well as chapter instructions for students. The chapter instructions can be copied or placed online for students in self-paced or distance-education arrangements.

PROGRAM CERTIFICATION INFORMATION
Text chapters incorporate topics needed for certification from the College Reading Learning Association (CRLA) and National Association for Developmental Education (NADE). The Instructor’s Manual contains information and materials, including sample
assessment tools and templates, to use when applying for certification for Tutoring Programs (CRLA) and Course-Based Learning Assistance (NADE).

SUPPLEMENTS

• Instructor’s Manual (ISBN 0137145063)

The Instructor’s Manual that accompanies the text contains:

• Answer keys
• Lesson plans
• Supplemental exercises, examples, and role-playing scenarios
• Chapter instructions for individual readers in a self-paced setting
• Program certification information
• Sample course syllabus and topic outline that are blueprints for a credit-bearing course

• Student Workshop Training PowerPoint Slides (download only) (ISBN 0137145543)

To access the Instructor’s Manual and PowerPoint for this text, go to the Instructor’s Resource Center, available to instructors exclusively through the Pearson IRC: www.pearsonhighered.com/pearsonhigheredus/educator/profile/ircHomeTab.page

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MyStudentSuccessLab is an online solution designed to help students acquire the skills they need to succeed. They will have access to peer-led video presentations and develop core skills through interactive exercises and projects that provide academic, life, and career skills that will transfer to ANY course.

It can accompany any Student Success text, or be sold as a stand-alone course offering. Often students try to learn material without applying the information. To become a successful learner, they must consistently apply techniques to their daily activities.

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- **Instructor’s guide** – Describes each activity, the skills each addresses, an estimated student time on task for each exercise, and a grading rubric for the final Apply activity.
- **Additional Assignments** – Suggests extra activities to use with each topic:
  - General activity related to an important objective for each topic.
  - Internet Assignment (e.g., Google “You Tube” video on topic) to find a video on key strategies and write a critique and present it to the class.
  - Resources usage – Read and take online notes on the main points of the Understanding Plagiarism guide.

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