

ANSWER KEY FOR TUTOR/CLASSROOM VOLUNTEER MANUAL QUIZ

1. Goal of tutoring/classroom volunteering: to assist students to become independent learners and increase their motivation to learn
2. Roles of a tutor/classroom volunteer: as helper, as model student, and as program employee
3. 15 tutoring/classroom volunteering tips:
 - ✓ Relax and be yourself.
 - ✓ Establish rapport.
 - ✓ Respect your students.
 - ✓ Maintain confidentiality.
 - ✓ Be sensitive to the individual needs of your tutees.
 - ✓ Be informative without being intimidating.
 - ✓ Be positive.
 - ✓ Encourage independence.
 - ✓ Be patient.
 - ✓ Be a "prober."
 - ✓ Be flexible.
 - ✓ Encourage your students to focus on "learning how to learn."
 - ✓ Be a good listener.
 - ✓ Even if you disagree with the way the course is being taught, you are to support the methods of the instructor.
 - ✓ Have confidence in yourself, but don't be afraid to ask for help and guidance.
4. Do's and Don'ts: refer to page 5
5. Questions to ask before, during and after tutoring a student:
 - ✓ What does this student already know?
 - ✓ What does he or she need to know?
 - ✓ What does he or she hope to learn?
 - ✓ How does the student feel about being tutored?
 - ✓ How does he or she feel about the subject in question?
 - ✓ How can I best meet the student's needs without giving them the answers?
 - ✓ How can I conduct myself so that I may make the tutoring experience a positive one?
6. Refer to page 7. Answers may vary.
7. Tips for group tutoring/classroom volunteering: inclusive seating, face the blackboard, students explain, equalize talk time,

Encourage participation, summarize everyone's contribution
8. 10 steps of tutoring/classroom volunteering (page 9): greeting, climate setting, identify tasks, break the tasks apart, identify the underlying thought processes, set the agenda, address the

task, have student summarize what he/she just learned, tutee summarizes the process of addressing this type of task, confirmation and feedback, closing and good bye

9. Types of questions to ask students: refer to pages 10, 11

10. Differences between passive and active listening:

Active: The student does something to participate in learning to seek mastery of the material. Activities are structured so that the student is required to do the work. The student is engaged in the process summarizing the content he or she has learned.

Passive: tutor/classroom volunteer lectures or explains without engaging the student with questions. The tutor/classroom volunteer answers the student's questions rather than asking the student to call upon prior knowledge and skill to try to figure them out, or to consult the lecture notes, textbook, or other reference materials. Tutor solves homework problems rather than asking the student to solve them.

11. **Active Listening strategies** intentionally focuses on the speaker in order to understand what he or she is really saying. Active listening is more than just hearing; it's hearing with the focus placed on what the speaker is saying and reserving your reply until comprehension is complete. An active listener never interrupts the speaker and always listens to understand. Once the speaker has finished, an active listener is able to paraphrase the speaker's remarks including both verbal and nonverbal cues. **Empathy** is imagining oneself in another person's situation and experiencing that situation from their point of view. You try to become the other person so you can understand the reasons behind their feelings.

12. Major learning styles: visual auditory, read/write, and tactile

13. Factors that influence learning: environmental, emotional, physical, psychological, sociological

14. Tips to help ELLs with their learning: refer to page 18

15. Refer to page 23

16. Refer to page 23

17. Refer to pages 26

18. 5 characteristics of adult learners: refer to page 25

19. 5 learning patterns of adults: refer to pages 25-26

20. 14 trends in adult learning: refer to page 27