



MSU TUTORING SERVICES

Minot State University

Volume II, Issue I

January 2004

Small Group Tutoring vs Individual

This past semester, MSU offered students small group tutoring. There were 112 students who requested tutoring for one or more classes for a total of 141 courses. In order to meet the tutoring demand, 27 tutors were hired. The tutors have clocked 943.69 hours of tutoring as of December 15, 2003.

Students requested tutoring for the following courses:

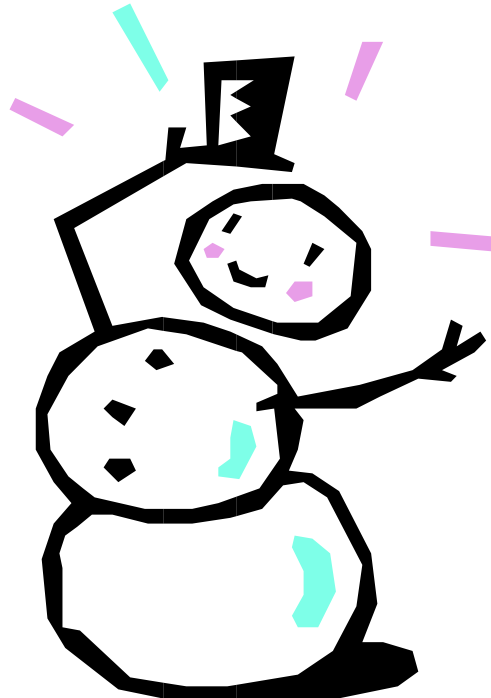
| How Many? | Course |
|-----------|-----------|
| 1 | Acct. 200 |
| 1 | Acct. 303 |
| 1 | Acct. 311 |
| 1 | Acct. 321 |
| 1 | Art 322 |
| 1 | Art 422 |
| 1 | Art 423 |
| 1 | BADM 545 |
| 1 | BADM 201 |
| 1 | BADM 210 |
| 1 | BADM 535 |
| 3 | BADM 550 |
| 1 | Biol 111 |
| 4 | Biol 115 |

| | |
|---|----------|
| 1 | Biol 142 |
| 2 | Biol 150 |
| 1 | Biol 220 |
| 1 | Biol 349 |
| 1 | Bit 235 |

| | |
|----|------------|
| 1 | Bit 370 |
| 1 | Bit 385 |
| 1 | BOTE 108 |
| 1 | CD 321 |
| 1 | CD 342 |
| 7 | Chem 115 |
| 1 | CJ 362 |
| 1 | CJ 362 |
| 1 | Com 110 |
| 1 | CS 124 |
| 1 | CS 160 |
| 1 | CS 360 |
| 2 | Econ 201 |
| 1 | Econ 202 |
| 5 | Eng 110 |
| 2 | French 101 |
| 1 | French 201 |
| 2 | Geol 101 |
| 1 | Germ 101 |
| 2 | Hist 103 |
| 2 | Hist 104 |
| 1 | HPER 210 |
| 2 | Math 99 |
| 11 | Math 102 |
| 26 | Math 103 |
| 6 | Math 146 |
| 1 | Math 165 |
| 1 | Math 277 |

| | |
|-----|----------|
| 3 | Mus 101 |
| 3 | Mus 122 |
| 2 | Mus 123 |
| 1 | Mus 222 |
| 1 | Mus 223 |
| 1 | Nutr 240 |
| 12 | Phys 203 |
| 2 | Phys 110 |
| 3 | Psy 111 |
| 2 | Psy 241 |
| 1 | Psy 252 |
| 1 | Span 101 |
| 141 | Total |

(Red: unfilled requests)



Hats off to our dedicated MSU Tutors!

In the past, students were limited to 2 hours of tutoring a week. Also, the students were limited to no more than two classes for tutoring. Now students can attend any group tutoring session without hour limitations.

The next step is to survey the tutees for continuous improvement of the tutoring program.

Tutoring has been found to be more effective than computer-assisted instruction, reducing class size, or lengthening the school day. Who benefits from tutoring? Research clearly shows that tutoring has a positive impact

Why Tutor?

on tutors, the students they help, and the educational institution in which tutoring occurs. Research by Annis (1993) and others has demonstrated that college students who tutor benefit in even greater ways than do the

students they teach.

BENEFITS TO TUTORS

- ∴ Encourages higher levels of thinking.
- ∴ Increased motivation to learn in order to maintain new role.

(Continues on page 3)

Spring Tutor Meetings

| | |
|------------|---------|
| January 26 | 3:00 pm |
| March 22 | 3:00 pm |
| May 3 | 3:00 pm |

Study Skills Tips for Tutees

Survival Tips for Taking Tests

Before you begin

1. Do a "mind dump." Write down on scrap paper or margin of the test everything you remember—formulas, facts, names, etc.:
2. Preview the test before you answer anything. Take note of the point value of each question. Then decide how to budget your time.
3. Do a second "mind dump."

Taking the test

1. Read the directions. Never assume that you know what the directions say.
2. Answer the easy questions first. Then go back and answer the difficult questions.

3. Answer all questions.
4. Ask the instructor to explain any things that are not clear.
5. Try to answer the questions from the instructor's point of view. Try to remember what the instructor emphasized and felt was important.
6. Use the margin to explain why you chose a particular



Write a Discovery Statement

Take four minutes and write down all the reasons, rationalizations, justifications, and excuses you have used to avoid studying.

7. Circle key words in difficult questions. This will force you to focus on central points.
8. Express difficult questions in your own words, but be sure you don't change the meaning of the question.
9. Use all the time allotted for the test. If you have extra time, cover your answers and rework the questions.

How to Cram

First, know the limitations of cramming and be aware of its costs. Here is a six-step cramming process.

1. *Make choices.* Pick a few of the important elements of the course to study and learn them.
2. *Make a plan.* You have little time so determine how much time you have and make a timeline.

Cramming is not the same as learning.

3. *Use review sheets & flash cards.* Condense the material and drill yourself.
4. *Recite.* The key to cramming is repetitive recitation. Tape record yourself and play it as you fall asleep, wake up and driving to school.
5. *Relax.* Use relaxation techniques to reduce text anxiety before and during the test.

6. *Don't "should" on yourself.* By the time you open your book to study you might feel too guilty and depressed to continue.

Finally, cramming is not the same as learning. Just remember, the purpose of cramming is only to make the best of the situation.

A Desktop Relaxation Technique

Visualize the last time you took an exam. Did your mind go blank as you read the questions? If so, you experienced test anxiety. Next try this desktop relaxation technique.

1. Relax your shoulders and place both feet on the floor.
2. Place your elbows on the desktop, lower your head, close your eyes, and gently cup the palms of your hands over your eyes. Your fingers should be curled over the top of your head, and you should see no light coming

in around your hands.

3. In this position, slowly count to ten while you breathe deeply.
4. Empty your mind of all negative thoughts by concentrating on feeling calm and relaxed.
5. When you are feeling calm, lower your hands and open your eyes.



6. You should feel relaxed enough to continue taking the test.

Don't worry about what other students think. They will probably think you are just resting your eyes.

The same techniques that help you manage test anxiety can help you manage stress at work.

From The Confident Student, Fourth Edition by Carol Kanar, page 222.



Making Tutoring a Successful Experience

Goals of Tutoring

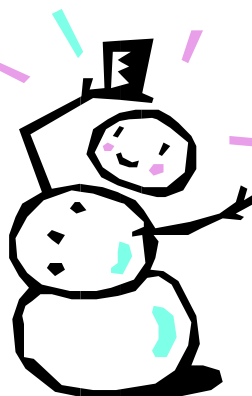
1. Independent, Self-Directed Learners
2. Active Involvement in Learning Process
3. Content Knowledge
4. Intellectual Skill Development
5. Attitudes that Foster Thinking and Learning
6. Transfer
 - A. Within Content
 - B. Across Content Areas
 - C. Professional Applications
 - D. Everyday Life

Roles & Responsibilities of Tutors

1. Professional and personal relation-

ship. As a fellow college student, you are a peer of your tutee, which can help create a friendly, personal relationship. As a tutor, you are a teacher of your tutee, which is a professional relationship.

2. Positive expectations that students can and will learn. Tutor's faith in students helps students have more faith in themselves.
3. **PATIENCE.** This is probably the single best piece of advice for tutoring. Students need to work



The best single piece of advice to tutors is to have **PATIENCE** with their tutees.

at their own pace and often progress is a long, slow process. Students learn in different ways and at different rates. **Faster is not necessarily better!**

4. **AVOIDING TELLING, GUIDING OR COACHING.** A tutor is not supposed to be just another lecturer about academic content; tutoring is more of a coaching process. Just as a coach doesn't play a sport, but helps players learn to play better themselves, a tutor doesn't do academic work for a student, but helps students learn and think about the material better themselves.

Continuous Improvement

The Fall Tutor meeting was held to discuss what is working and suggestions for improvement for the MSU Tutoring Program. So what is working with the tutoring program? Tutors reported that they liked the flexibility to make their own schedule and to select their own tutoring location.

Tutors reviewed all the components of the tutoring program. They suggested that

If you are available to tutor spring semester, please call our office and leave your current contact information.

the newsletter include tutoring teaching tips. Also, they recommended tutor in-services to be held more frequently during the semester.

Tutor in-services will be held at the beginning, middle and end of the semester.

The dates are listed on the front cover of this newsletter. You are given advance notice so you can make appropriate changes to your schedule to attend the in-

services. Also, tutors who meet the requirements of their tutor contract will be rewarded with continuous employment.

Spring semester tutors will be hired on a need basis. If you are available to tutor, call our office and leave your current contact information with Melanie, Julie or myself.

701.858.3371

Why Tutor?

- ∴ Increased ability to manage own learning and study strategies.
- ∴ Increased subject specific knowledge.
- ∴ Increased related general knowledge.
- ∴ Increased understanding of subject area.
- ∴ Improved attitude toward subject

- area.
- ∴ More empathy with students.
- ∴ Learn even more than students being tutored (tutees).
- ∴ Heightened sense of competency/adequacy in conforming to new role.



"I was better prepared for class."
MSU Tutor

- ∴ Permits more advanced students to study below-level material without embarrassment.

Everyone wins from the tutoring program including tutees and Minot State University.

Minot State University

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Email: klimpel@minotstateu.edu

Spring Term Schedule

- Jan. 12 New Student Registration
Jan. 13 Classes Begin
Jan. 13 Mandatory Graduate Student Orientation
Jan. 16 Fall 2004 Student Teaching applications due to Field Office.
Jan. 19 Martin Luther King Day, University Closed
Jan. 20 Last day to add a Graduate class
Jan. 20 If graduating Spring or Summer semester, last day to file Graduate Candidacy Form, Graduation Card, and Thesis Proposal Form
Jan. 22 Last day to drop a class and not be charged
Jan. 23 Spring and Summer semester application for graduation due to your advisor
Jan. 28 Last day to add an Undergraduate class
Feb. 6 Spring and Summer Applications for graduation due in Records Office
Feb. 16 Presidents Day, University Closed
Feb. 18 Last day to drop a Graduate class
Mar. 15-19 Spring Break
Mar. 29 Last day to drop an Undergraduate class
Apr. 2 Written Comprehensive Examinations
Apr. 9-12 Easter Vacation for students, University Closed Friday only
Apr. 13 Last day to withdraw
Apr. 13 Classes Resume
Apr. 13-23 Registration for Summer & Fall semester 2004
May 5 If graduating spring semester, last day for Thesis Defense
May 10 If graduating spring semester, last day to submit 5 copies of Thesis to Graduate Office by 12 noon
May 10-13 Final Examinations
May 14 Commencement—MSU Dome
May 17 Grades due in Records Office by 12 noon

Tutoring Services

Tutoring for Intelligence

Happy Holidays



Christmas Around the World

- ∴ In Guatemala, Christmas Day is celebrated on January 6th.
- ∴ In North America, children put stockings out at Christmas time. The Dutch counterparts use shoes.
- ∴ The poinsettia, a traditional Christmas flower, originally grew in Mexico.
- ∴ In Syria, Christmas gifts are distributed by one of the Wise Men's camels.
- ∴ In Australia, usual Boxing Day activities include Wombat hunting.
- ∴ In Armenia, the traditional Christmas evening meal consist of fried fish, lettuce and spinach.



In Tchaikovsky's ballet *The Nutcracker*, the Nutcracker's main enemy is the King of Mice.

Tutoring emphasizes both the role of a tutor (coach) and that of the client (tutee) as s/he seeks to become an independent learner ultimately responsible for his/her own educational achievements.