

Proposal for Tutor Training Workshops: Reading Apprenticeship

Middle of March (T 3/14 12:50-1:50): **Talking to the text** — train tutors to facilitate talking to the text for students, practicing with their assignment sheets for various classes across disciplines (STEM, child development, etc.)

End of March (T 3/28 @ 12:50-1:50): **Pre-reading: KWL+, Survey, Make Predictions** — training tutors to do this with students to help them activate schema and get ready to read text for various classes across disciplines.

April (T 4/18 @ 12:50-1:50)—**Reading strategies: Chunking, Making Connections, Diagram Dialogues, QAR, mind maps** — training tutors to help students through difficult texts using strategies that are effective.

- Many instructors are integrating the RA framework into their courses, and the RA framework lends itself well to learning assistance because it offers a cross-disciplinary way to build literacy skills and reading comprehension and fosters independent learning and encourages tutors to take role of facilitator of learning rather than of expert/holder-of-knowledge. The RA framework uses metacognition to focus on the social, cognitive, personal, and knowledge-building dimensions.
- Additional goal: Put RA tools and protocols up on Learning Commons website as resources for faculty, tutors, and students (including online students); make available to link from other webpages.

Proposal for Tutor Training Workshops: Info Lit

These workshops are designed to help peer educators to deepen their own skills in navigating our information-rich world and to learn models and strategies for helping student develop information competency.

January 23, 12:30-4:30: Attended by Math Lab tutors, writing assistants, and Learning Commons tutors. The initial workshop asked the tutors to experience a real research task (prove to administration that tutoring is meaningful and effective) and then unpack the research process to discuss key threshold concepts: “Authority is Contextual” and “Scholarship as Conversation.” These students expressed interest in continuing to develop their learning around information competency and ways to support students in practicing and developing information competency.

Late March/Early April: Open to all tutors: a) review what happened at last training; b) apply the “inside out” model to supporting students in developing and practicing information literacy; will include role playing of scenarios to practice use of “inside out” model.

Mid-to-Late April: Develop source literacy & evaluative skills and how to facilitate student engagement with sources and information.