**Anatomy of a tutoring appointment**

**BEFORE:**

* **Check your schedule**:
	+ WCONLINE will send tutors and tutees a confirmation email when an appointment is booked. **Add appointments to your calendar when you receive the confirmation email.**
	+ 10 minutes before your scheduled hours, doublecheck to see if you have an appointment!
	+ 5 minutes before the appointment, email the student a link to the meeting and cc your supervisor so they can track your appointments.
* **Consider your workplace:**
	+ Even while working remotely, tutors should still be professional in their appearance (dress and hygiene), in the backdrop of their video (decorations in background, possible distractions, etc.), and the tone of their interaction.
		- You also deserve professional, appropriate behavior from tutees. If you feel uncomfortable at any time during your video tutorial because of the actions of a tutee, you can end the session early; be sure to discuss the situation with your supervisor right away.

**BEGINNING:**

* **Get acquainted**
	+ What’s your name? (check pronunciation!)
	+ Where are you from?
	+ How are you? How has your day/week been? How are you feeling about your online classes?
	+ What class year are you in?
	+ What’s your major/what are you studying?
	+ How do you like your classes this semester?
	+ Have you had a \_\_\_ tutoring appointment before?
	+ Is there anything else about yourself you want me to know?
	+ YOU MIGHT ANSWER THESE QUESTIONS ABOUT YOURSELF TOO! Students also want to get to know you. ☺
* **Analyze the assignment**
	+ What do you want to work on today?
	+ Tell me about your assignment. Do you have the prompt with you that we can look at? If not, can we access it on Canvas/Moodle?
	+ What do you know about your professor’s expectations?
	+ When it is due?
* **Set the agenda:** what does the student want help with?
	+ What have you done so far? How do you feel about what you have done so far?
	+ What are the main questions/concerns about this assignment/topic?
	+ What are you hoping to get done today?

**MIDDLE**:

* **Plan how to proceed, and read the paper/textbook/review your notes.**
	+ Consider sharing one of your screens, if you need to look at a shared resource.
	+ Consider pulling up another window so you can work collaboratively as you talk together (Google Docs, Google Sheets, Google Jamboard, etc.)
		- When working collaborative on a document, be sure not to edit a student’s work directly. Instead, use the “Suggestions” feature on Google Docs, or clearly indicate your own notes/work separately from the tutee’s work. Tutors in online tutorials must be extra conscientious not to blur the line between collaboration and co-authoring.
	+ Remind students to save their work frequently; tutors can’t be responsible for lost work.
* **Pick a few things to focus on.** Remember, you only have 50 minutes.
	+ FOCUS ON HIGHER ORDER CONCERNS (or Global Issues) FIRST!
	+ If you have time, you can pick a few Lower Order Concerns to address
* **Tutoring tools:**
	+ **Ask questions!** Ask the student clarifying questions. Open-ended questions elicit the student’s own responses, ideas, etc. and begin a dialogue about the assignment. They show your own interest in the subject which is motivating to the student, they can reveal places where they student needs to add additional explanation or clarify their thinking, and they can bring up new ideas to pursue.
	+ **Make statements.** Sometimes it’s more helpful or inviting for tutors to make observations about the assignment or to notice things. For example, “I noticed that you haven’t provided a title for this figure” simply points out something for the student to work on, whereas phrasing this as a question (“Why didn’t you include a title here”) might imply a judgement or make the student feel foolish.
	+ **Praise!** Point out what the student is doing well. Not only does this build confidence, when students understand what they are already doing well, they can do more of it! This is called the appreciative approach. Use the student’s own work as an example and point to how they might learn from their own work.
	+ **Listen**. Sometimes your role is simply to get the student talking. To show you are listening actively, smile, nod, and pause occasionally to mirror back (or summarize) what you are hearing to show you are following and to correct possible misunderstanding. You might also find it useful to **SCRIBE** for the student, taking careful notes on all the ideas they bring up so they can use them later when going to revise.
		- **“**So what I hear you saying is…”

**END**:

* **Reflect on what you accomplished!** Remind the student what you did during the appointment, what you noticed them doing well, and where you decided they should focus their efforts in the future.
* **Discuss next steps**: What does the student need to do next? You can involve them in this, allowing them to decide their own priorities, or you might make a suggestion if you think they feel lost or overwhelmed.
* **Send the student home with a record:** Make sure they have notes from your conversation and their next steps written down. Always offer to help them schedule another appointment and walk them over to the reception desk so they can easily do this.

**AFTER**:

* **Write a client report while the details are fresh:**
	+ Keeping records of what you’ve done will help you if you meet with the student again, and will help your supervisor support you as you work remotely. Remember to keep your tone neutral and professional, but include enough detail that it will be useful later.
	+ Share your notes with your supervisor on a shared Google Sheet, or some other organization system. Make sure whatever system you use is FERPA compliant (protects students’ privacy).