

Assessment of a Student Peer Tutoring Program: Benefits to the Tutors

Develop or Assess your Tutoring Program

Develop your Tutoring Program – What do you need?

1. List the resources on your campus that you can use (consult, tap into, etc.)
2. List any existing support infrastructure that can be helpful to your program development
3. Identify the courses in your curriculum in which students would most benefit from a tutoring program
4. Consider pros and cons of peer or professional tutors and which model would be the most beneficial and feasible for your setting
5. Consider what you can offer for tutors as incentive (payment, academic credit, etc.)
6. Consider how you would secure faculty buy-in and who the stakeholders are at your school (course directors, curriculum committee, promotions committee, office of education/academic affairs, etc.)
7. Consider who the support personnel will be (overseeing and administering the program, training tutors)
8. Consider your capacity for enrollment for tutors
9. Consider your capacity for enrollment for tutees
10. Consider your process for tutor selection (data from admissions, promotions, academic affairs, student affairs; recommendation by course director; self-selection, etc.)
11. Consider your process for tutee selection (data from admissions, promotions, academic affairs, student affairs; recommendation by course director; self-selection, etc.)
12. Consider components for program assessment (tutee success, tutor success, training materials, faculty feedback, etc.)
13. Consider anticipated challenges

Revising/Assessing – What works well, what are the challenges?

1. List the resources on your campus that you use (consult, tap into, etc.)
 - a. Are you using all resources available?
 - b. Are these resource efficient?
2. List any existing support infrastructure that are helpful to your program development
 - a. Is the support infrastructure sufficient for your needs?
3. Identify the courses in your curriculum in which students would most benefit from a tutoring program
 - a. Do you provide tutoring in the courses in which students are struggling the most?
 - b. Do students struggle in any areas outside of the currently available courses for tutoring?
4. Consider pros and cons of peer or professional tutors and which model would be the most beneficial and feasible for your setting
 - a. Does your model work for you?
 - b. Do you have any reason to switch to another model?
5. Consider what you offer for tutors as incentive (payment, academic credit, etc.)
 - a. Does your incentive structure work for you, for your tutors and tutees?
6. Consider how you would secure faculty buy-in and who the stakeholders are at your school (course directors, curriculum committee, promotions committee, office of education/academic affairs, etc.)
 - a. Do any of your stakeholders need to be updated on the tutoring program?
7. Consider who the support personnel are (overseeing and administering the program, training tutors)
 - a. Do you have sufficient support personnel for your tutoring program?
8. Consider your capacity for enrollment for tutors
 - a. Can you manage the number of tutors you have?
 - b. Do you have a sufficient number of tutors?
 - c. Do you need to increase or decrease the number of tutors? If so, how can you do that?
What do you need for that?
9. Consider your capacity for enrollment for tutees
 - a. Do you have capacity to take more tutees?
 - b. Do you have the need to offer more opportunities for tutoring?
 - c. Do most students who would benefit from tutoring enroll in the program?
10. Consider your process for tutor selection
 - a. Are you using data from admissions, promotions, academic affairs, student affairs; recommendation by course director; self-selection?
11. Consider your process for tutee selection
 - a. Are you using data from admissions, promotions, academic affairs, student affairs; recommendation by course director; self-selection, etc.?
12. Consider your components for program assessment (tutee success, tutor success, training materials, faculty feedback, etc.)
 - a. How do you currently assess your program?
 - b. Are there any missing components in your assessment?
 - c. Have you made any changes to your tutoring program?
13. Consider past and anticipated challenges
 - a. What are the challenges you have faced and resolved recently?
 - b. Do you have any unresolved challenges?
 - c. Are you anticipating any new challenges?

CREATING A PEER-TUTORING PROGRAM

Benefits and Lessons Learned



AMERICAN DENTAL EDUCATION ASSOCIATION

Today's Speakers



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Disclosure

Speakers agree that neither they nor members of their immediate family have any financial relationships with commercial entities that may be relevant to their presentation.

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Photos in this webinar were taken prior to the COVID-19 pandemic and may not reflect current health and safety guidelines.

Objectives

- Identify ways to design a student peer-tutoring program.
- List benefits of a student peer-tutoring program to the institution, tutees and tutors.
- Identify steps to create a new student peer-tutoring program or update your existing one.

Audience Poll

Do you have a peer-tutoring program at your school to support struggling students?

- ☐ Yes, we have professional tutoring
- ☐ Yes, we have student peer-tutoring
- ☐ No, we do not
- ☐ I don't know

Benefits of Peer-Tutoring: Tutee

- Assisting struggling and distressed students
- Improving grades & academic achievement
- Increase student success & graduation rates
- More comfortable learning environment
- Lessons better suited to the level of the tutees
- Emotional benefits of interaction with more senior students
- Tutoring = mentoring

Benefits of Peer-Tutoring: Tutor and Institution

- Reviewing & revisiting course material
- Developing teaching skills
- Increased understanding of a topic
- Biomedical courses



Types of Tutoring Programs

- For academic credit or paid
- Group setting or one-on-one sessions
- Options:
 - Responding to failure
 - Targeting struggling students
 - Improving learning

Program Development

- Office of Student Affairs
 - Support Student Academic success
 - Multiple student requests for academic support

- University of Pittsburgh Academic Resource Center ([ARC](#))
 - Undergraduate peer-tutoring
 - Adapted structure and training materials

Collaboration and Buy-In

Collaborated with Pitt Dental's

- Office of Academic Affairs
- Student Promotion Committee
- Curriculum Committee
- Course Directors

to

- Identify courses for tutoring
- Develop elective course & syllabi (credit)
- Fine tune process
- CODA

Student Peer-Tutoring Program

- Established in Fall 2015
- Peer-tutoring vs. Big/Little Mentoring program
- Advertisement
- Elective courses
 - Intro. to Peer-Tutoring in Dental Education (2cr.)
 - Peer-Tutoring in Dental Education (1cr.)
- Learning Management System course site
- Tutors identified and enrolled (D2-D4)
- Tutees Identified (D1 & D2)

Session 1: Do's & Don'ts of Peer-Tutoring

Objectives

- Accept the role of a peer-tutor
- Appreciate & understand the academic & ethical guidelines of peer-tutoring


Session 1: Do's & Don'ts of Peer-Tutoring

➤ Ethics of Tutoring

➤ NTA Code of Ethics

➤ Do's and Don'ts

➤ Expectations for tutors and tutees



University of Pittsburgh School of Dental Medicine **SDM Student Peer Tutoring Program**

The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

- I understand that my role as a tutor is to never do the student's work for him or her.
- I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
- I understand that my relationship to the student is professional and not personal.
- I will show respect for my student's cultural background and personal value system.
- I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
- I will maintain accurate records of tutoring sessions as expected and required.
- I will respect my student's personal dignity at all times.
- I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
- I will keep all information about the student whom I am assigned confidential.
- I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
- I will share any concerns I have with my supervisor.
- I expect to learn along with my student.
- I will keep current in both my subject area(s) and learning methodologies.
- I will remain flexible to my approach to student learning, respectful of the various learning styles.
- I will share techniques for improved study skills with my students.

I have read and I understand the NTA code of ethics and will uphold these principles in the work I do in the School of Dental Medicine Peer Tutoring Program

Print: _____

Sign: _____ Date: _____

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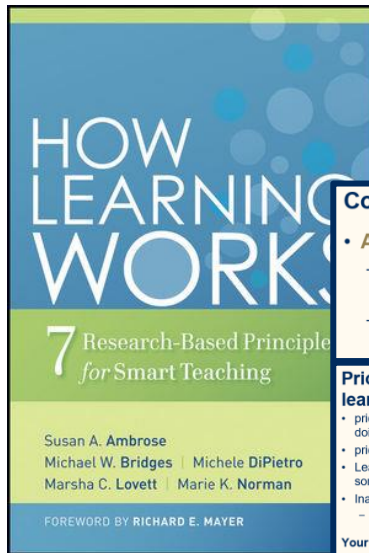
Session 2: Interacting in a Tutoring Session

Objectives

- Identify principles of learning relevant to peer-tutoring
- Identify effective teaching techniques for one-on-one and small group peer-tutoring sessions.
- Recognize the steps to create tutoring materials in Course/Web/Blackboard

Session 2: Interacting in a Tutoring Session

One-on-One Group



Common misconceptions

• Activity:

- What are common misconceptions in your content course?
- Discuss in your group how to help students to correct misconceptions

Prior Knowledge can help or hinder learning

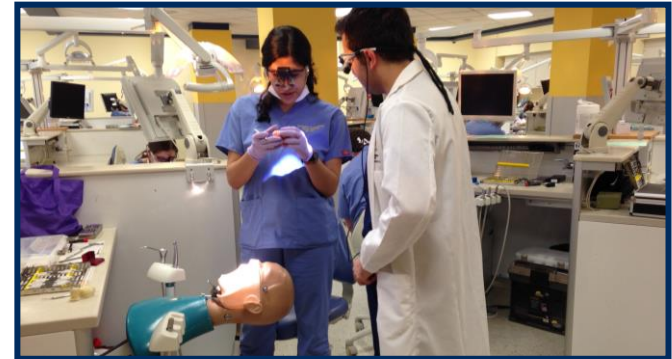
- prior knowledge lies **inert** most of the time - in the brain doing nothing
- prior knowledge must be **activated** to be useful
- Learning happens if new **information** is **connected** to something you already know
- Inaccurate prior knowledge can **hinder** learning
 - misconception, misbelief, flawed ideas, models, theories

Your role:

- Assess accurate prior knowledge
- Diagnose inaccurate prior knowledge

Diagnose:

- study skills
- reading skills
- note taking skills



Department of Chemistry and Biochemistry

STUDENTS FUTURE STUDENTS FACULTY & STAFF ALUMNI & GIVING ACADEMICS ATHLETICS APPLY ONLINE

Department of Chemistry and Biochemistry > Active Learning For The College Classroom

Always Use Teach-back!

Welcome to the *Always Use Teach-back!* training toolkit

The Patient Explanatory Model

By Namratha Kandula, MD

In *The Birth of the Clinic*, Foucault describes the "clinical gaze," which is when the physician perceives the patient as a body experiencing symptoms, instead of as a person experiencing illness. Even in the era of the biopsychosocial model, the physician's perspective is largely through a biomedical lens where biology and behavior cause disease.

Managing the Program

- Tutee Solicitation
- Tutor Matching
- Tracking
- End of Term Review
 - Tutees' progress
 - Tutors' reflective journals
 - Surveys

2181 Class of 2020 & 2021				
Tutoring Program Outcomes				
Total students for term: 156				
Total number interfacing with tutoring program: 56				
Interactions with the tutoring program occurred in FOUR CATEGORIES:				
Course Director ID'd - Student Matched				
Name	Class	Course	Tutor	Notes
Student 01	2020	DIASCI 5212	Tutor 01	
Student 02	2021	ORBIOL 5113/5114	Tutor 02	Previsouly Paired; Self-Requested; 09/15/2017
Student 03	2020	DIASCI 5212	Tutor 03	
Student 04	2020	DIASCI 5212	Tutor 04	Previsouly Paired; Self-Requested; 09/15/2017
Student 05	2020	DIASCI 5212	Tutor 01	Previsouly Paired; Promotions ID'd; 09/15/2017
Course Director ID'd - Student Declined/No Response				
Name	Class	Course	Date Emailed	Dated Declined; If Applicable
Student 06	2021	ORBIOL 5115	10/10/2017	No Response
Student 07	2021	ORBIOL 5113/5114	10/10/2017	Declined; 10/11/2017
Student 08	2020	DIASCI 5212	11/13/2017	Declined; 11/13/2017
Student 09	2020	DIASCI 5212	11/13/2017	No Response
Student 10	2020	DIASCI 5212	11/13/2017	No Response

Implementation & Adjustments

- Open to all
- Additional Tutoring Opportunities
 - Quiz/Test Banks
 - Exam Review Sessions
 - Help Desk Sessions
 - Finals Study Breaks
 - Lab tutoring



Perspectives from a Pitt Dental Student

Cara Maloney, Class of 2021





Cara Maloney, M.S.
Class of 2021



The webinar recording includes the interview with Ms. Cara Maloney.

Program Assessment: Methods

Tutors

- Pre- and post-course surveys
 - expectations, prior experience, perceived preparedness
 - standard course evaluation and student feedback
 - perceived gain in skills & perceived change in preparedness
 - teaching experience and perceptions about tutoring
- Reflective journals
 - what went well, what challenges they had, and what they would do differently next time

Tutees

- Post course surveys

Study

AMERICAN DENTAL EDUCATION ASSOCIATION

JOURNAL of DENTAL EDUCATION

ORIGINAL ARTICLE |  Full Access

Assessment of a student peer-tutoring program focusing on the benefits to the tutors

Christine Wankiiri-Hale DMD , Cara Maloney BS, Nicholas Seger BS, Zsuzsa Horvath PhD

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- Initial program assessment
- Description of the program
- Focus on benefits of the tutors

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ORIGINAL ARTICLE

Assessment of a student peer-tutoring program focusing on the benefits to the tutors

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Abstract
Context: The University of Pittsburgh School of Dental Medicine incorporates a voluntary student peer-tutoring program as a resource available to pre-doctoral students. It uses peer-tutoring in didactic and preclinical courses in order to provide additional help to struggling students.
Objective: The goal of this article is to describe an initial program assessment using data collected between 2015 and 2017. In addition to assessing the program, this report also investigates the benefits of the program to the tutors.
Design: Data were collected using surveys from tutors (N = 133) and tutees (N = 115), as well as reflective journals written by the tutors (response rate varies across instruments and questions). Responses to the surveys were analyzed using quantitative analysis, and content analysis was completed for coding the open-ended short responses and reflective journals.
Results: Results show tutors' increased preparedness at the end of the term to provide tutoring, an increase in communication and teaching skills due to participation in the program, and other cited benefits to the tutor.
Conclusion: In addition to academic credit, tutors benefit from reviewing the course materials and practicing skills relevant to their future careers. Tutors provided overwhelmingly positive feedback on the tutors' strengths and effectiveness, the program in general, and the extent to which tutoring helped their performance in the class. Based on the initial program assessment, the program provides benefits to both tutors and tutees; the tutors gain a valuable experience impacting them both academically and personally.

KEYWORDS
mentoring, peer-assisted learning, peer-teaching, peer-tutoring, teaching assistants

1 | INTRODUCTION

In an effort to increase student success and graduation rates, academic programs can provide a variety of resources to aid their students. Peer-tutoring is a common resource in all types of educational settings, having proven benefits for both the students and the unit administering the program.¹⁻³ Peer-tutors have been defined as "people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching."⁴ Tutoring in general is a proven effective resource for academic success; however, tutoring from peers offers further benefits.^{1,5}

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wileyonlinelibrary.com/journal/jdd
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Program Assessment: Methods

Study (JDE 2020)

Time frame:

➤ Fall 2015 - Summer 2017

➤ First time tutors: 73

➤ Veteran tutors: 60

➤ Tutees: 234

➤ Tutees in JDE program assessment: 106

Present

Time frame:

➤ Fall 2015 – Summer 2020

➤ **First time tutors: 168**

➤ **Veteran tutors: 193**

➤ **Tutees: 556**

➤ Tutees in updated assessment: 188

Results: Tutee Feedback

JDE study (N=115) - Fall 2015 - Summer 2017

Updated results: Total (N=188) - Fall 2015 – Summer2020

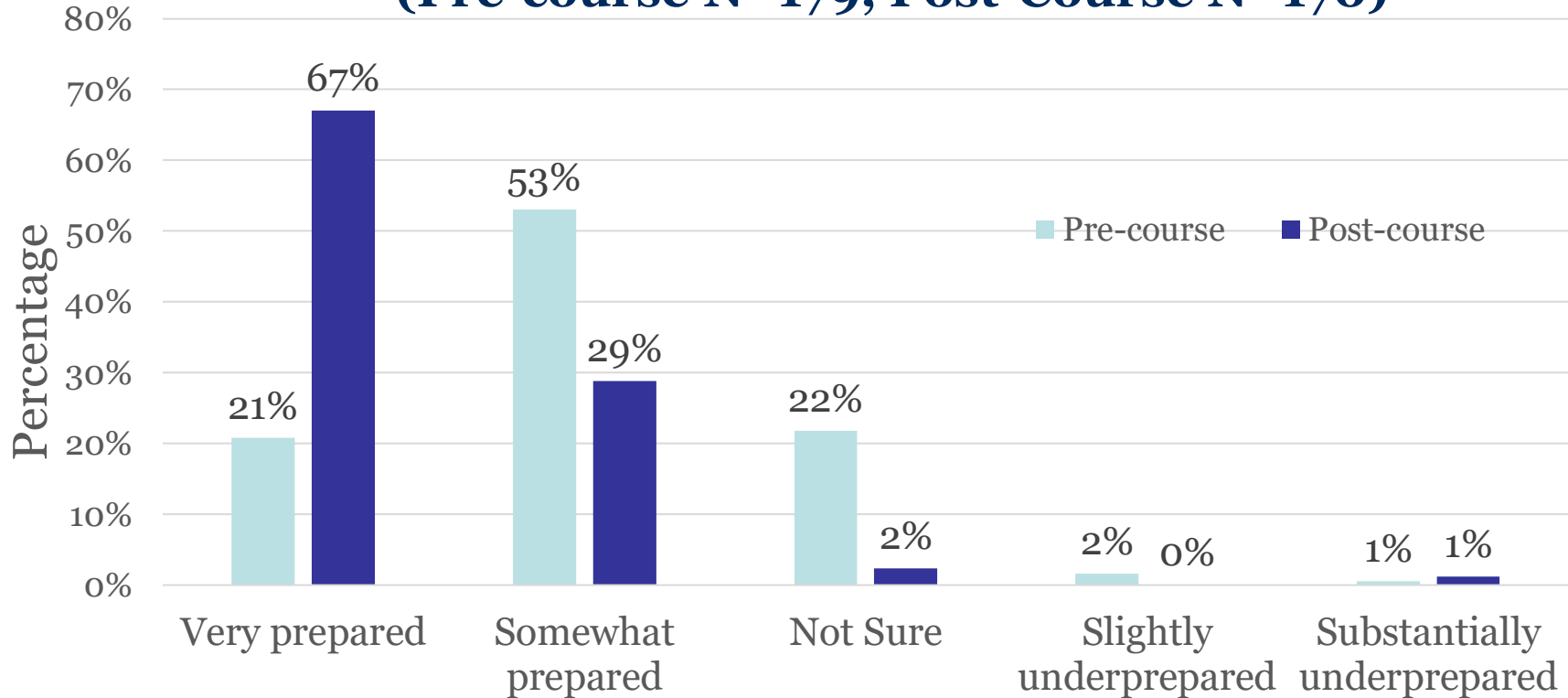
Category	% of tutee responses JDE Study	% of tutee responses total
Agree or strongly agree working with their tutor improved their grade in the course	76%	79%
Agree or strongly agree the tutor helped them understand course material better	82%	83%
Agree or strongly agree their tutor provided effective tutoring sessions	88%	89%

N indicates number of times a tutees filled out the survey. Tutees may have worked with more than one tutor.

Results: First Time Tutors

Updated Results: Fall 2015 – Summer 2020

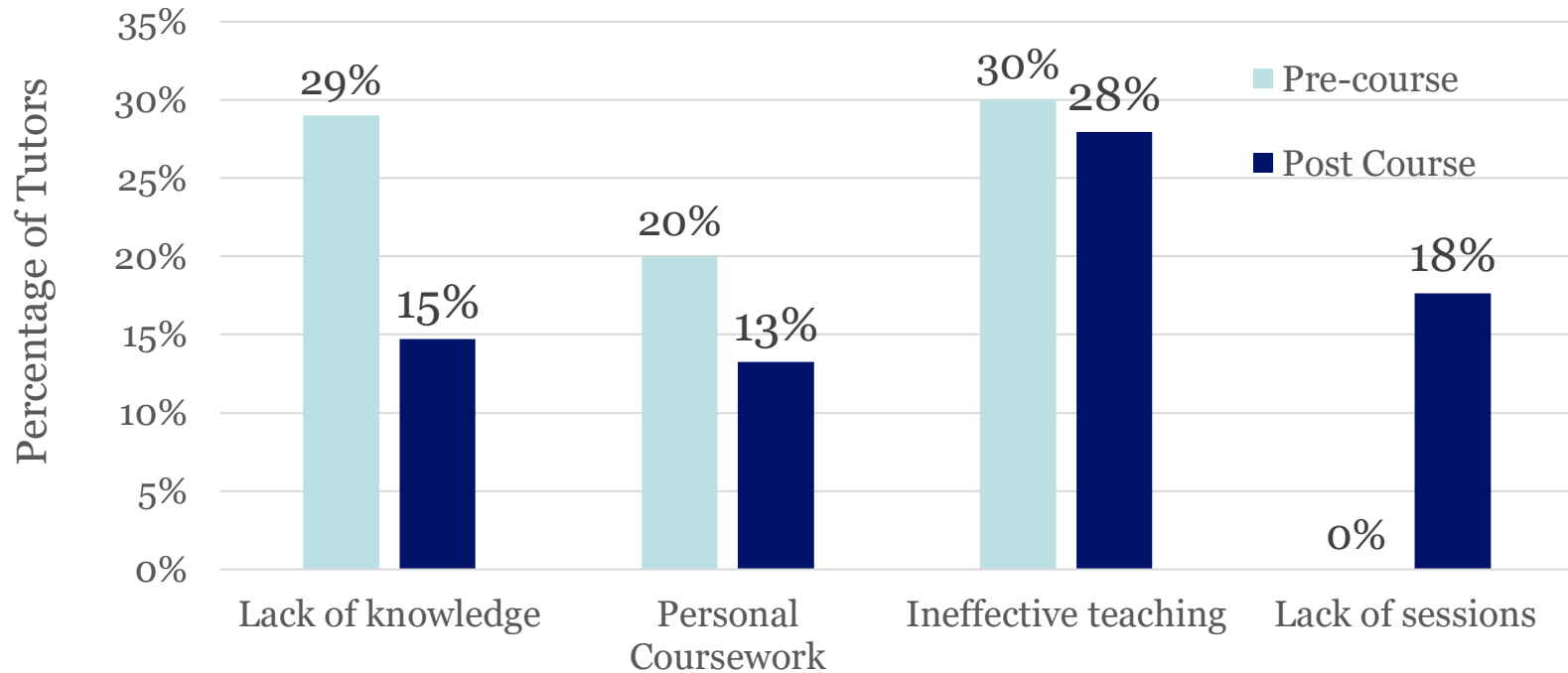
Preparedness of First-Time Tutors (Pre-course N=179, Post-Course N=170)



Results: First Time Tutors

JDE study: Fall 2015 - Summer 2017

Tutor Concerns About Tutoring (Pre-Course N= 69, Post-Course N= 68)



Categorized Concerns about Tutoring

Results: First Time Tutors

JDE study: Fall 2015 - Summer 2017

- Reflective journal after completion of the tutoring course
 - what went well
 - what the challenges were
 - what they would do differently next time

Categorized Responses	Percentage of First time Tutors
Had a positive experience	55%
Wants to tutor again	32%
Improved teaching skills	25%
Improved own skills	20%
Review of material	10%
Interest in teaching as a career	4%
Developed a sense of community	1%

Limitations

- Due to the nature of anonymous surveys, there are several aspects that cannot be tracked or measured
 - Cannot track who the students are and who might be changing their opinions and perceptions
- Discrepancies in interpretation when coding
- Low N values, statistical significance may not be possible at this point
- Not generalizable

Changes to the Program

- Different modalities for communication
- Collaboration with Academic Affairs
- Suggestion for licensure exam preparation
- Midterm tracking/check in



Conclusions

- Benefits to tutees
- Benefit to tutors
 - academic credit
 - training
 - reviewing the course materials
 - practicing skills for future career
 - academic and person benefits
- Tutoring
 - more accepted
 - supportive environment



Co-Authors & Support @ University of Pittsburgh

- Cara Maloney, B.S.
 - Dental Student Class of 2021, Pitt Dental Medicine
- Nicholas Seger & Emily Pavlowski
 - Undergraduate Students
- Carrie Martinelli, B.S.
 - Office of Student Affairs, Administrator/Office Manager
- Zachary W. Davis, M.S. & Jennifer Thompson, M.S.
 - Former Academic & Student Support Services Administrators, Pitt Dental Medicine
- Sharon Guttman, M.Ed.
 - Academic Career Adjacent Coordinator

Develop or assess your own tutoring program – Handout

Assessment of a Student Peer Tutoring Program: Benefits to the Tutors

Develop or Assess your Tutoring Program

Develop your Tutoring Program – What do you need?

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2. List any existing support infrastructure that can be helpful to your program development
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Revising/Assessing – What works well, what are the challenges?

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 - a. Do you provide tutoring in the courses in which students are struggling the most?
 - b. Do students struggle in any areas outside of the currently available courses for tutoring?

Collaboration

Dr. Susanne Benedict
Indiana University School of Dentistry





Susanne Benedict, D.D.S.
Assistant Dean for Student Services



The webinar recording includes the interview with Dr. Susanne Benedict.



Audience Poll

Are you thinking about setting up a program or revising/updating your existing program?

- ☐ Yes, setting up new program
- ☐ Yes, revising exiting program
- ☐ No, we have a program in place
- ☐ Not at this time



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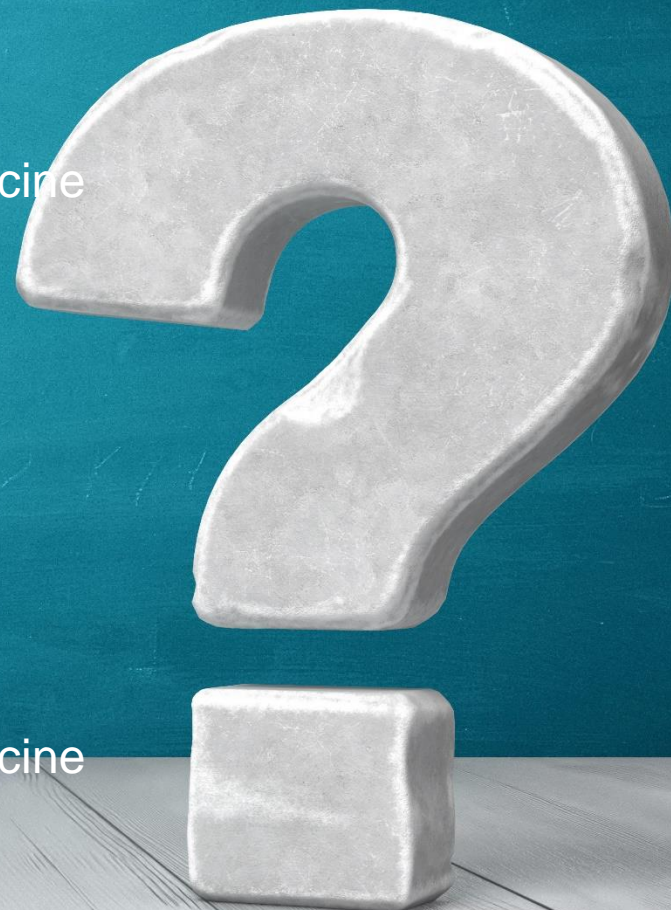
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Q&A



Thank You!

- ✓ Please complete the post-event survey
- ✓ Recording available within a few business days at adea.org/eLearn
- ✓ Upcoming webinar on Interprofessional Education and Collaborative Care (Feb. 25)