



## Tutoring Committee Minutes

### December 3, 2020

**MEETING TYPE:**

- |                                     |                        |
|-------------------------------------|------------------------|
| <input checked="" type="checkbox"/> | <b>Staff</b>           |
| <input type="checkbox"/>            | <b>Product/Project</b> |
| <input type="checkbox"/>            | <b>Special</b>         |

**Date:** December 3, 2020  
**Start Time:** 2:30 p.m.  
**End Time:** 4:00 p.m.  
**Location:** Zoom

**Facilitator:** Nimoli Madan

**Recorder:** Mario Martinez

**Voting Members Present:** Barnaba, Ruth; Chauderlot, Fabienne; Farrell, Katy; Hudson, Aaron; Madan, Nimoli; Manneh, Beatrice; Towfiq, Fariheh; Van Dyke, Leigh Ann

**Voting Members Absent:** Cassoni, Mary; Gutierrez-Aguero, Mireya; Horn, Jessica; Jenkins, Jerry; Nguyen, Duy

**Advisory Members Present:** Avila, Debra; DeFreitas, Amber; Garceau, Jeannette; Griggs, Melissa; Lecca, Diego; Marquez, Judith; Martinez, Mario; Quintana, Nicolas; Runk, Lourdes; Sangret, Tanya

**Guests Present:** Chakkanakuzhi, Mathews; Murillo, Leticia; Robinson, Patricia; Salvatierra, Andrea

Agenda Item
1. Announcements: 1.1. Welcome
2. Action Items 2.1. Approve November 5 minutes 2.1.1. Motioned by Aaron 2.1.2. Second Fari 2.1.3. Motion carried w/ no abstentions or corrections
3. Discussion Items 3.1. Drop-in Tutoring Vs Tutoring by Appointments – Jeanette 3.1.1. What to do with no shows and efficiency of time. 3.1.2. Remember to block off calendar in order to prevent bookings if one is unavailable to tutor. Communicate and coordinate if a tutor needs to pass on appointments to another tutor to help cover. 3.1.3. Melissa mentions it would be nice if we have alternates who can absorb another person’s tutoring load when they are unavailable. 3.1.4. Diego mentions the appointment system is great because we have some time to prepare for the session and know what our day will look like. 3.1.5. Nick also likes Calendly. 3.1.6. Appointments with Calendly actually make us busier and help manage our time/schedule better.

- 3.1.7. We are busier with appointments than with walk-ins.
- 3.1.8. Melissa mentions that it's easier to tell a student to book an appointment which is a better guarantee for the student to be seen whereas walk-in is not always the case.
- 3.1.9. Mario mentions that he's only experienced about a 20% no-show.
- 3.1.10. Nick mentions maybe only 10%
- 3.1.11. Beatrice mentions that their foreign language students are only tutoring 1 hour and are only doing walk-in for now.
- 3.1.12. Aaron mentions that he's doing principally walk-in tutoring. His time he spends with his students vary. He sometimes the sessions consist of quick questions and some require longer ones.
- 3.1.13. Nicolas mentions that it depends on the subject with regards to appointments and walk-ins being the most beneficial to the student.
- 3.1.14. Nimoli says that Fab is wanting a mix of appointment and walk-ins.
- 3.1.15. Adding and canceling appointments are easy with Calendly.
- 3.2. Difficulty finding assignments on canvas – All Tutors
  - 3.2.1. Tutors would like to have access to the various assignments that instructors are assigning to students.
  - 3.2.2. Maybe we can have access to these files in Canvas.
  - 3.2.3. Katy mentions that Kelly Falcone had said that instructors can make sure they are assigning all their assignments with clear dates in Canvas so students know when things are due.
  - 3.2.4. Jeannette mentions that it's impractical for us to be aware of every assignment that instructors assign but being an embedded tutor helps one know what assignments coming up.
  - 3.2.5. Diego mentions it would be nice to have access to the assignments students require help with. A couple of weeks ago, he talked to a CINE 100 instructor who was looking for a tutor dedicated to some students from her class and she emailed him all the assignments they needed help with. He found this was really helpful and would be nice to replicate.
  - 3.2.6. Aaron mentions It may be useful to have a prompt when students make an appointment that they email a copy of the assignment that they are looking for assistance with to the tutor in advance. He states that with our embedded tutors that we have them added to the Canvas course so they have access to all of the course materials
  - 3.2.7. Aaron mentions that as tutors sometimes it just helping students find where things are located and how to use the various platforms.
  - 3.2.8. Jeannette mentions that Kelly Falcone showed us the Canvas template that faculty should be using to build their courses.
  - 3.2.9. Lourdes mentions that it would be difficult for tutors to have access to all materials.
  - 3.2.10. Nick mentions that, along with the independence, is consistency with faculty about Canvas. We could have four shells for faculty to choose from.
  - 3.2.11. Fari mentions that it's the student responsibility to find and do the assignment and come to the tutor to have them explain.
  - 3.2.12. Fari mentions that students need to independent learners.
  - 3.2.13. Mario mentions that tutors are helping support and guide students but refrain from re-teaching them the materials and referring students to the instructors for clarification.
  - 3.2.14. Our job is to help students gain confidence and independence.

- 3.2.15. Aaron asks if there are ways that we can restructure the materials on Canvas to help streamline it to make it easier for students to navigate and find the materials; i.e, “reduce the friction”.
- 3.2.16. Nimoli mentions that we have to work on making student independent learners.
- 3.2.17. Fab mentions having all assignments be clearly delineated on the syllabus and that faculty should consider making this as easy as possible structurally for students to succeed as opposed to have things assigned in modules where students can get lost in the content. This is why having due dates is important.
- 3.3. Protocol for Hiring and Training Tutors – Reminder
  - 3.3.1. Fari reminds us that when a tutor is hired for discipline-specific tutoring that even during the virtual environment they still need to go through the department chair in the discipline for vetting.
- 3.4. Tips to help DRC students learn online – Prof. Van Dyke
  - 3.4.1. Leigh Ann mentions that she sometimes assesses student’s use on navigating Canvas and she does some active learning exercises to prove their knowledge of Canvas.
  - 3.4.2. She mentions that learning disabilities and ADHD students tend to suffer in this online environment where some of the autistic students are ok with this platform.
  - 3.4.3. Leigh Ann mentions the importance of active learning/active reading.
  - 3.4.4. Students with learning disabilities have processing issues. It takes time for them to download the information.
  - 3.4.5. Active learning:
    - 3.4.5.1. Activities that students do to construct knowledge and understanding.
    - 3.4.5.2. Create activities to promote reflection on learning.
    - 3.4.5.3. Activity to ask students what was the most challenging for you in the material
    - 3.4.5.4. What was the key concept?
    - 3.4.5.5. What would they like to know?
    - 3.4.5.6. Promote and facilitate group discussion
    - 3.4.5.7. Use Polls to start discussions and participation
    - 3.4.5.8. Pause lectures and ask for student reflections
    - 3.4.5.9. Ask students to reflect on what they learned
    - 3.4.5.10. Ask students to elaborate on their thinking by providing explanations, evidence, or clarifications, discussions, or add ideas
  - 3.4.6. Chunking:
    - 3.4.6.1. Chunking details and information helps to overcome short-term memory capacity limitations, allowing the brain to process more items into long-term memory. If you can store it in your short-term memory long enough, the information can transition to long-term memory.
    - 3.4.6.2. Instructors can chunk out assignments or students can chunk as a study/comprehension tool.
    - 3.4.6.3. Break the reading or study material into bite-sized sections.
    - 3.4.6.4. If the reading seems daunting, break it into smaller, more manageable pieces.
    - 3.4.6.5. Organize the information into sections
    - 3.4.6.6. If attention wanders, stand up and take a quick break.
  - 3.4.7. Visualization Techniques:
    - 3.4.7.1. Visualization- to learn and memorize/retain.

- 3.4.7.2. It is easier to remember images than verbal and written word.
- 3.4.7.3. Suggest using memories of real-world places to help students remember new material. Since you can easily remember the layout of your home, why not use the rooms to "hold" items from the list they are trying to learn?
- 3.4.7.4. A favorite movie or scene can work to "visually place" information needed to remember.
- 3.4.7.5. Example: The Wizard of Oz is a classic and colorful movie. Students can use the yellow brick road as a "study road." The student can be the Dorothy character, and the yellow brick road can have a start line. The student can start down the road and meet the scarecrow who is holding 3-5 items they need to memorize and comprehend. Then, the student will visually go back to the start line, and then start down the road and visually see the scarecrow and items for the second time. The student will go to the next character, Tin Man, and visually see him holding 3-5 items they need to memorize and comprehend. Again, back to the start line and repeated with other characters and several repeats down the yellow brick road. This image will stay in their minds and into long term memory.
- 3.4.8. Writing Strategies:
  - 3.4.8.1. Important Writing Strategies in the writing process:
  - 3.4.8.2. Students with learning disabilities need more assistance in generating ideas, organizing ideas, synthesizing and summarizing information.
  - 3.4.8.3. Students with learning disabilities may have difficulty connecting new knowledge to prior knowledge, identifying main ideas, developing supporting details, and organizing information by topic.
  - 3.4.8.4. Graphic organizers or Brain Maps (brainstorm/mind maps) are one an effective way for students to identify main ideas, organize thoughts, create a thesis, topic sentences, paragraphs. Brain maps help students organize their knowledge visually.
  - 3.4.8.5. While a tutor/instructor should not independently correct mistakes, tutors/instructors can be helpful in assisting students by underlining areas of difficulty to focus attention, alerting students to possible categories of correction (its an error related to punctuation, grammar, capitalization, spelling, paragraphing etc.), or offering alternatives for selection on the premise that some students cannot generate alternatives but can recognize correct format given a choice (do you think it might sound/look better this way, or this way?)
- 3.4.9. Suggested probing questions:
  - 3.4.9.1. What makes you think that?
  - 3.4.9.2. Please give an example from your experience.
  - 3.4.9.3. What do you mean?
- 3.4.10. Organizational and Digital Environments:
  - 3.4.10.1. The first week of classes.
  - 3.4.10.2. Canvas- Do a tour of your Canvas page. Do a possible hunt for certain things in Canvas as practice to help understand use.
  - 3.4.10.3. Keep it simple with consistency in Modules. Try not to add things last minute or something that is only used once.
  - 3.4.10.4. Weekly schedules to help with students' time-management.

- 3.4.10.5. Sharing copy of slides, notes, lessons with students.
- 3.4.10.6. If possible, post recorded lectures, transcripts, PowerPoints.
- 3.4.10.7. If possible, quick how to videos.
- 3.4.11. Jeannette mentions memory hooks would help.
- 3.4.12. Leti mentions quick mindfulness practice before the test or before each tutoring session would help. Help them practice calm themselves through breathing exercise.
- 3.5. NetTutor Monthly Usage Numbers and Funds-Ruth
  - 3.5.1. Ruth shared some numbers from NetTutor
  - 3.5.2. NetTutor Monthly Usage compare to this fiscal and previous years. She will include in Zoom chat and/or email us report.
  - 3.5.3. Palomar did receive funds from the CVC-OEI which was 13k. We've used 6k and have a remaining balance of 7k.
  - 3.5.4. For Spring 2021 the allotment when down to 200 hours.
  - 3.5.5. Michelle LaVigueur has 16k funds in an account that we can use for funds for NetTutor.
  - 3.5.6. Jeannette mentioned that a student submitted a paper via NetTutor paper drop off and it didn't get taken care of.
  - 3.5.7. Katy said that students need to check their inbox in NetTutor to find the proofed essay.
- 3.6. Zoom domain name change-Aaron
  - 3.6.1. He posted the announcement from IS re: zoom domain change starting Dec 20 to <https://palomar-edu.zoom/j/yourmeetinid> . See job aid [Attach. A 12-3-2020](#).
  - 3.6.2. Zoom reports feature will disappear after this date, so retrieve the data now before it disappears.
- 3.7. Aaron wants to discuss the MS Team-Tutoring membership vetting criteria
  - 3.7.1. Tabled until next meeting

**Next Meeting:**  
**Thursday, February 4, 2021, from 2:30–4:00 P.M. via Zoom**