Private Tutoring Program

The tutoring exchange is an opportunity for students who have done well in a class to help those who need some assistance. It is also a chance for students to benefit from the knowledge and advice of peers who have excelled in a particular course.

Office of Student Affairs’ responsibilities:

- Provide students with the names and numbers of tutors assigned to a specific course
- Provide tutors with the names and numbers of students who require their services
- Confirm a tutor’s academic performance in the course he/she is tutoring
- Respond to complaints about tutors, students, or tutoring program

Tutor’s responsibilities

- Contact student and arrange a mutually agreed-upon meeting time/place
- Be on time for tutoring sessions, and contact student if you need to cancel
- Provide guidance and instruction geared toward student’s particular needs and concerns
- Decide on an appropriate rate for tutoring services (usually between $8-$10/hour). A student is to be charged no more than $10 per hour.
- Collect payment from student for services rendered

Student’s responsibilities

- Contact tutor and arrange a mutually agreed-upon meeting time/place
- Be on time for tutoring sessions, and contact tutor if you need to cancel
- Pay tutor for services received
- Inform Student Advisor if tutor is not providing satisfactory services

Knowledge is of two kinds.
We know a subject ourselves, or we know where we can find information on it.
Samuel Johnson, quoted in Boswell’s Life of Johnson
What is tutoring?
Tutoring is assisted learning among peers. Through an exchange of ideas, with the use of questions and discussion, learning is facilitated.

What does this mean?
A tutor’s role is to clarify or build upon the topics and themes discussed in class. A tutor does not do a student’s work for them. By asking questions and discussing the material, the tutor and tutee can work through it step by step. Learning is not instant for everyone and can take several steps before understanding.

Goals of Tutoring
1. Develop tutor’s enjoyment and confidence in their tutor role.
2. Increase tutor effectiveness in practical techniques.
3. Increase student learning in both the tutor and the student.
4. Foster growth and interpersonal skills.

How to start a tutoring session?
Most students are intimidated about going in for tutoring. You can start the session with a simple introduction of yourself. You can talk about the program, what projects you’re working on, what your hobbies are etc. It doesn’t have to be the longest conversation, but just enough to break the ice.

How do I know what the tutee needs?
After you’ve introduced yourselves, you can get started on the material. There are different ways to know what a student needs. You can:
- Ask where they are on the syllabus, what projects they are working on, what the instructor has gone over in class;
- Ask them how they feel they are doing in the class, what it might be that they are having trouble with.

Sometimes a student will know exactly what they need; others don’t know at all. Asking questions and being patient can make it easier to be honest.

Do not try to solve everything for them. The tutor’s role is to aid in the learning process, not to force it. Do not feel obligated to know the answers to all their questions either. For example, if a tutee has questions about software (AfterEffects, ProTools, etc) that you are not familiar with, refer them to other students or their instructors or program directors. If you require more resources, take note of the student’s name and request and contact the Office of Student Affairs.

If a student expresses s/he has a physical, emotional, or learning disability, please advise the student to contact the Office of Student Affairs for a full explanation of accommodations available to him or her.

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What’s the plan?
Whether it is for 20 minutes or 2 hours, after assessing your tutee’s needs, confirm with the student whether you understand his or her question correctly.

If a tutee says she has difficulty with solving geometry proofs and can’t remember formulas, create an agenda. You can base your agenda on your own experience/methods, or how the instructor goes about teaching proofs. You can say “See if I got this right. You’re having trouble with remembering formulas, and so you are having problems with proofs. How about we see how many you can remember and then we can review all the formulas. Then we can try out a problem after reviewing. Then we can work on ways to help you remember the formulas. How does that sound?”

We’re running out of time!
Depending on how much time you have, you may get through your entire plan or only half of it. Keeping track of the time is important. This will keep you and your tutee from rushing through material. If you notice that you only have ten minutes left, let your tutee know and ask if there are any last minute topics s/he wanted to discuss. You may also want time to recap what you have done as well as discuss the next meeting. For instance, if you are running out of time and you haven’t discussed ways to remember formulas, you can suggest for the next meeting to bring in flash cards with the formulas written on them.

What to bring to the table?
Be sure to ask your tutee to bring all materials to your session. This includes text books, notes, handouts, examples of work, etc.
If it has been a while since you’ve taken the class, it may be beneficial to review old notes. If you don’t have notes, ask the tutee to summarize what the class has gone over.

Tutoring Tips
Build rapport

Be encouraging. Use phrases like “You did well today;” “You’re really starting to get it;” “You’ve made progress;” “Coming to tutoring shows that you are really committed to learning this. I have confidence that you will get it.”

Check in with students.
Throughout your session, be sure to check in on the student. Ask questions:
Is this making sense? Yes – what about it makes sense to you? No – What are you still having trouble with?
How do you feel about this?
Has this been helpful?

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Maintain a professional demeanor
Unprofessional behavior can ruin a tutoring session and it can also threaten the integrity of the program. Tutees need to expect that their tutors will be professional. If a student is acting unprofessionally towards you, notify someone (Office of Student Affairs, campus security, librarian, program director, etc).

Be calm and collected. Be sincere. Follow the Code of Conduct in the Student Handbook. Make sure your behavior is appropriate at all times.

*Remember that if you are tutoring in the library or any other quiet space, you will need to take into consideration noise level. Please use your “inside voice” in these instances so as to not distract others who may be trying to study or work on important projects.

Stay in contact
If you have any questions, concerns, or issues with any tutees, please come see the Office of Student Affairs. We know that it is not always easy to teach someone else, and if you need more strategies, more resources, or anything at all, come see us.

Places to study
West Oakland Branch
1801 Adeline St., Oakland, CA 94608
Open Monday 11:30a-7pm, Tues. – Thurs, Sat. 10a – 5:30pm, Friday 12pm – 5:30pm

Golden Gate Branch Library
5606 San Pablo Ave.
Oakland, CA 94608
Monday 12:30p to 8pm, Tues. – Thurs, Sat. 10am to 5:30pm, Friday 12pm to 5:30pm

Berkeley Public Library
2090 Kittredge St.
Berkeley, CA 94704
Hours: Monday 12-8, Tuesday 10-8, Wed-Sat 10-6, Sunday 1-5

UC Berkeley Campus
Starbucks
65th and Hollis;
Powell Street Plaza;
2200 Powell Street (near Watergate condos)

Peet’s Coffee
*Peet’s Emeryville
Public Market Building
Hours: Mon-Sun 6a-7p
*Peet’s Shattuck
2255 Shattuck, Berkeley, CA
Hours: Mon-Thu 7a-8p, Fri-Sat 7a-9p, Sun 7a-8p
*Peet’s Telegraph
2501 Telegraph Ave., Berkeley, CA
Hours: Mon-Sun 6:30a-9p

Meeting rooms at apartment complexes

Ex’pression Campus
Wintzen Library
Monday – Friday 9am to 12 midnight
Saturday – Sunday 12 noon to 5pm

Other resources at Ex’pression
Instructors
Program Directors
Classmates
Wintzen Library