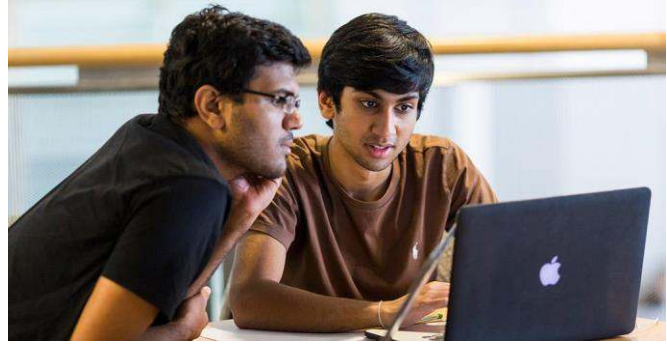




SAINT MARY'S UNIVERSITY STUDENTS' ASSOCIATION

TUTOR EXPECTATION GUIDE

Your role: A tutor's role is to guide, explain and assist. You are expected to provide expertise and encouragement to students. This includes clarifying concepts to help them better understand the material, sharing study tips and exam-writing skills.



Respect: Tutors are asked to respect the different learning styles of students. It is important to acknowledge and respect the cultural diversity in the student body when tutoring. About 33% of SMUdents are International students. We also have a population of African Nova Scotian, Indigenous and Mature students. You should try to adjust the sessions based on the student's preferred learning methods, language proficiency, accessibility needs, etc. Stereotyping should be avoided.

Important: Do not tell students that they "should have come sooner". Be approachable and encouraging. Give them their space.

Academic Integrity: DO NOT do the work for the students or provide answers to assignments. Help them understand the material so they

can comfortably do the tasks themselves and maybe go over questions similar to the assignment questions.

Preparation: Brush up on content before a session. Make sure the student gets the value for their money. Be punctual and reliable.

Support: If a student needs specific forms of assistance, remember to guide them to the various supports on campus: Writing Center, Library Research Desk, Counselling Center, Career Services, Fred Smithers, International Center, SMUSA, Advisors and more.

Teaching and Learning:

Involve students through questioning, debate, discussion and application. Use a variety of examples – day to day, job, various industries, different countries, etc. Help connect different concepts that may seem silo-ed to them.

Introduce new information at the beginning of a session. This ensures better retention of information. Focus on application of knowledge near the end of the session.

When solving practice problems from the book to help students apply their knowledge (NOT assignments), this is a good approach that will ease the student into confidently grasping the concept –

1. “You observe while I demonstrate”
2. “I will work while you help.”
3. “You work while I help”
4. “You demonstrate, I will observe.”

Value of feedback: Clearly outlines what students need to work on and what they are doing well. This acts as a motivation mechanism.