

Professional Development in training and Tutoring

Have I really gained experience and skill through training and tutoring sessions? Case of: a special third year student, language sciences and didactics (SLD), Department of English, University of Bejaia

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Abstract

Practitioner engagement is not an easy task in teaching in higher education. In fact, there is much evidence now to propose a strong relationship between active engagement and the quality of the teaching experience. But what exactly do we mean by 'engagement'? For many it simply refers to assisting students to connect with the subject material in a way that generates interest, enjoyment and interaction. Generating active participation is particularly important in tutorials or small group teaching, where tutorials 'by design', are intended to provide students a different kind of learning experience than the lecture. It is also through active engagement that both, teachers and students take greater ownership for their teaching craft and learning process. This concept assists in the development of an overall design or structure to support such engagement and active participation. The more organized and clear the teachers and students are, the more likely it is that they will get the desired and target results. In addition to this, active engagement of teachers should be reinforced by a reflective practice which is an active process too of attending to their own experience of teaching in order to explore it in some depth. It is in fact a 'dialogue of thinking and doing through which teachers become more skilled. This process develops by thinking critically and deeply about what teachers are doing in order that they may transform that experience and reapply it in new contexts. In many respects, Professional Development in training and tutoring has been designed to motivate reflection on one's teaching practice and mostly where teachers have an opportunity to see others in practice. The article's results have been derived from the interpretation of the data collected through designing an interview addressed to the only special student of the department and show the researcher's experience as a teacher and an administrator with Abdenour, this is how I like to call him, a blind student, but his determination and willingness to succeed in his higher studies made of him a remarkable young man. Special tutoring and training sessions have been designed to enable him fully integrate the learning community. Therefore, this article has been directed to focalize on the pedagogical decisions based on implementing and considering the training and tutoring sessions as a necessity to develop first the teaching craft and then help, advise and guide our students towards more success in their studies. Is not it mentioned in the official document (Journal officiel de la République Algérienne N°23 du 4 Mai, 2008 ; articles 33,34, 35, ...) « to receive the students 3 hours/week to advise and orient them »?

Key words: Professional Development, Training and Tutoring, Special student, Active engagement, Active participation, Motivate reflection, Critical thinking.

1. Introduction

Practitioner engagement is not an easy task in teaching in higher education. In fact, there is much evidence now to propose a strong relationship between active engagement and the quality of the teaching experience. But what exactly do we mean by ‘engagement’? For many it simply refers to assisting students to connect with the subject material in a way that generates interest, enjoyment and interaction. Generating active participation is particularly important in tutorials or small group teaching, where tutorials ‘by design’, are intended to provide students a different kind of learning experience than the lecture. It is also through active engagement that both, teachers and students take greater ownership for their teaching craft and learning process. This concept assists in the development of an overall design or structure to support such engagement and active participation. The more organized and clear the teachers and students are, the more likely it is that they will get the desired and target results. In addition to this, active engagement of teachers should be reinforced by a reflective practice which is an active process too of attending to their own experience of teaching in order to explore it in some depth. It is in fact a ‘dialogue of thinking and doing through which teachers become more skilled. This process develops by thinking critically and deeply about what teachers are doing in order that they may transform that experience and reapply it in new contexts. In many respects, Professional Development in training and tutoring has been designed to motivate reflection on one’s teaching practice and mostly where teachers have an opportunity to see others in practice. An opportunity to learn about a number of effective and innovative practices which can improve students’ engagement and participation as well as developing the teaching craft in higher education has been provided through the implementation of the new educational reform in these institutions; the implementation of the LMD system. It is however very important to have some clear ideas about the new system and the notions it is structured around.

2. What is the LMD system?

License, Master, Doctorate (LMD) system covers the institutional, the structural and the educational field. The latter remains, however, the most concerned since the whole system has undergone a renewed organization. In order to back up this reform and implement it successfully on a well built reflection at the national level the new system can be defined as follows:

- The renewal and modernization of the educational system.
- The implementation of a flexible and efficient education program enabling students to gain access to the world of work at all levels
- The reinforcement of students’ methodological, linguistic and communication skills.
- The permanent capitalization of modules and the possibility of reorientation
- The implementation of a progressive system of Students guidance.
- The introduction of continuous assessment of knowledge.
- Preparation of students for social and economic integration.

- The Organization of continuous training programs.
- The transmission of cultural values.

3. Keywords of the LMD System

The implementation of the LMD system (Bologna Process, 1999) in the Algerian universities in September 2004 has been an advancing step towards quality assurance and good governance of higher education sector. The new architecture (Bachelor's, Master's, Doctorate) offers to students increased flexibility in their programs of study, greater autonomy in their professional career development and more facilities in their mobility at the national and international level.

With the application of this new organizational scheme, new keywords have emerged:

- **The semester**

The semester is the period of time necessary to complete an actual course of study during an academic year. In the new structure, the academic year is divided into two academic semesters. A semester counts 16 weeks of study and assessment, comprises 4 modules in average and includes at least 360 hours of study.

- **The Module**

The module is the basic unit (Unité d'enseignement) of university education assigned in one semester. It consists of 1 to 2 coherent and autonomous disciplinary elements allowing an assessment of learning outcomes. Each module has a minimum of 75 hours of study (or 20 to 25 days of field work). In a modular program, courses can be taught in the form of theoretical courses and/or direct works (most of the time, these are projects) and /or workshops (T.D. /T.P.). A module is validated after student's success in continuous assessment or catch-up session.

- **Course of Study "filière"**

A course of study is a training curriculum structured in the form of coherent set of modules organized in one or several disciplinary fields. Its objective is the acquisition of skills and competencies.

The first level of a university study is a three-year program leading to the bachelor's degree. It corresponds to six semesters: 1 semester of introduction, 1 semester of orientation, 2 semesters of upgrade knowledge, 1 fundamental semester and 1 semester of specialization. The bachelor's level Four basic units of modules are comprised in the organization of a national course of study:

- The Unit of core modules (Unité d'enseignement fondamentale: UEF) consisting of major modules reflecting the disciplinary nature of the course and minor or complementary modules "modules of support",
- The Unit of optional modules (Unité de Découverte: UED), comprising modules of specialization or openness. The modules of this bloc are left to the choice of universities.
- The Unit of transversal modules (Unité Transversale: UET), composed mainly of modules related to language, communication and computer science. The title of the module reflects the content of its lessons.
- The Unit of methodology modules (Unité de Méthodologie: UEM), comprises modules related to the University scientific researches for instance the research methodology, the dissertation research methodology, and the bibliography research methodology.

- **Accreditation**

Within the framework of the pedagogical reform, the elaboration of a course should obey to academic rules and fulfill the requirements of insertion in the economical field in order to be accredited. The modules, which are the components of a course of study, should meet standards established by the higher education community and be structured according to educational objectives enhancing, thus, the quality of the student learning.

The process of accreditation is applied to each course according to the following steps: Approbation of institution council (Faculty or school), approbation of university council and accreditation by the National Commission for Accreditation and Coordination of Higher Education.

- **Validation**

The assessment of knowledge, skills and competencies are the key cornerstone of the new educational system. In the LMD architecture, the assessment of student's acquisition and learning is semestrial and not annual. This mode of evaluation is more rational on the educational level, since it gives more emphasis to the interactive relationship during the course rather than the simple exercise of memory. Such a method of assessment equips the student with the required tools since it is organized in a wide range of exams namely tests, presentations reports.....etc in addition to a possible catch up test.

In order to progress in his university studies, the student should validate modules. A module is validated if its global mark is superior or equal to 10 out of 20 and without any mark lower than a given threshold(5/20 in general) in its composing elements.

- **Capitalization**

The capitalization is an innovative educational principle which consists of lifelong recognition of student's ownership of a validated module. The lifelong accumulation of credits allows, on the one hand, a more rational management of student's stages of university progress and, on the other hand, the establishment of functional links between the university and the professional career by giving the student a ceaselessly possible return to the university.

4. Tutoring

According to the official and governmental journal of the Algerian Republic (JORADP N°23 of May 4th, 2008: articles: 33, 34, 35,) it is stated that among the different tasks the university teacher has to fulfill there is the tutoring task. It is then stated that the teacher is to receive the students three (03) hours/week to council/advise and orient them. This task, although clearly stated has been worked with differently in most of our departments (University of Bejaia). Some consider these three hours as optional, others think they are taken as extra hours; but most of them think one hour tutoring per week is what utmost could be done. So much so, this article has been directed to focalize on the pedagogical decisions based on implementing and considering the training and tutoring sessions as a necessity to develop first the teaching craft and then help, advise and guide our students towards more success in their studies.

5. Considerations regarding Tutoring and Training in higher education

Improving outcomes for students at risk of education failure is a major concern of government, communities, and school systems. Students who do not develop the necessary academic skills are at risk for continued education failure, underemployment, and the inability to participate fully in society (Hock et al., 2001). In an effort to improve academic achievement in youth, there has been an increase in programs that provide additional educational support. Increasingly, efforts have turned to after-school (and sometimes during-school) tutoring programs which include services ranging from homework assistance to one-on-one strategic skill building. Indeed, some Mentoring, observing and interviewing are three important strategies in developing a tutoring program to develop students' learning skills and teachers' professional competences and understanding. Furthermore, a review of the literature demonstrates that tutoring programs have shown some promise in reducing the gap in achievement and increasing students' academic success. Supplemental one-on-one instruction has been shown to be an effective avenue for increasing student achievement, especially for students at risk for academic failure. Evidence also indicates that well-designed tutoring programs using trained volunteers and non-professionals can be effective in improving children's reading skills (U.S. Department of Education, 2001). Tutoring models vary and can focus exclusively on homework assistance, skill-building, or some combination of both. Depending on the type of tutoring program, specific outcomes can also range from acquiring new skills to increasing homework assignment completion (Hock et al., 2001). Tutoring programs also vary in the types of tutors they employ: community volunteers, same-age or older peers, and certified teachers.

An overview of the research on tutoring highlights a number of specific practices that appear to increase the quality of tutoring programs and improve the chances of achieving positive impacts for students. Based on the available research, Gordon (Gordon et al., 2004; Gordon, 2009) has developed key best practice strategies for tutoring programs:

- Training tutors, especially novice tutors, on effective instructional strategies is critical to providing an effective tutoring program.
- A diagnostic/developmental template should be used to organize the tutoring program for each student.
- Formal and informal assessment needs to occur for each student to guide the tutoring process.
- Tutors should track the progress of students in order to adjust their content and strategies to improve tutoring sessions.
- Tutors should closely collaborate with the students' classroom teacher to maximize tutoring effectiveness.
- Tutoring programs should be structured around principles of learning and follow a sequentially arranged approach.

5-1- Why Tutoring?

Tutoring is the process of getting students to become independent through questioning. Tutoring should help students develop self-confidence and improve study skills. In addition, the tutoring session should provide students with an opportunity to speak up and ask questions, an opportunity sometimes unavailable or missed in a regular classroom situation.

Tutoring is a well-balanced question/information exchange in which both parties participate and, therefore, both benefit. Tutoring provides the practice and drill in specific course material needed by the student, while giving the tutor valuable review opportunities and the chance to develop and sharpen educational and communication skills.

Tutoring is not teaching. There are important differences between the role of the tutor and that of the classroom teacher. Approaches, relationships, and techniques are different. The tutor works in very close proximity with the student, usually one-on-one. The student may not be accustomed to the close contact and the interchange that occurs during a tutoring session. The tutor may have to consciously strive to develop a good rapport with the student within this environment. Therefore, and according to these strategic elements and explanations, we can add that the following statements reinforce our understanding of what tutoring is actually and mostly why introducing and designing tutoring sessions in our universities appeal and need great engagements. As a matter of fact:

- Strategic tutoring reveals to be effective in improving the academic performance of the majority of participating students (Hock et. al., 2001).
- In a synthesis of research, out-of-school-time programs have been shown to have positive effects on reading in low-achieving students (Lauer et al., 2004).
- Out-of-school-time programs that provide one-on-one tutoring appear to be particularly effective for improving reading achievement (Lauer et al., 2004).
- An after-school tutoring program in which low-achieving students were tutored for one hour twice each week by university teachers generate strong improvements in the tutees' reading skills. (Morris, Shaw and Perney, 1990).
- Wasik and Slavin (1993) reviewed five one-on-one reading tutoring programs and concluded that all of the programs found significant positive effects (Elbaum et al., 2000)
- Tutoring programs can focus on activities in addition to academics (such as social enrichment) and still be effective (Lauer et al., 2004).

5-2- Setting Up the Tutoring Session

It is important to shape and organize the tutoring environment and sessions. According to the official texts, (Journal officiel de la République Algérienne N°23 du 4 Mai, 2008 ; articles 33,34, 35, ...) it has been clearly notified that university teachers are to receive the students 3 hours/week to advise and orient them. This can be difficult in the busy foreign Language teaching and learning syllabi; however, it is also very important to consider the tutoring scheduling as part of the syllabi for the reasons that not only the students are foreign language learners and that practicing the language taught and learnt outside the educational institutions is quasi not functioned with; but because the language teaching and learning processes are based on the language sciences, its culture and its literature. This is why if you follow these simple procedures, you will have a successful session.

- Get prepared for the tutoring session: A proper and a sound tutoring environment with quiet surroundings, minimal distractions, ample lighting, fresh air, and comfortable temperature is very important, and it is your responsibility to provide it. The environment in which the tutoring takes

place can mean the difference between success and failure. the right time, and mainly enough information about the student to be tutored are also necessary for good tutoring sessions,

- Prepare a greeting and review expectations bearing in mind that each greeting will differ depending upon how well you know your tutee. It is your job to make each tutee feel comfortable. Greetings and introductions are an excellent way to accomplish this. Tell your tutee a little bit about yourself. Mention your major hobbies, interests, and anything else that could help your tutee get to know you as a person, not only this can be considered as “a breaking the ice and walls” between you and the student as the tutoring session may be considered as a medical consultation, I.e.; the student is expected to express his feelings, wounds and incapacities in the learning process; but it is a way of paving the way to progress, self-confidence and studies community integration as well. Likewise, find out about your tutee’s interests, hobbies, etc...Not only will you get to know your tutee better, but often, during a tutoring session, you can relate material directly to your tutee’s hobbies and interests. This could make the material much more easily understandable to your tutee. If Applicable, take a look at the class syllabus and text. A class syllabus can often help in planning for future sessions.
- Be prepared for potential problems: consider the first tutoring session as the preliminary phase to gather data about the student. Knowing well about the student not only renders the tutoring task easier and well achieved through assessing his understanding of the subject by asking questions, determining his needs for success in the subject and suggesting strategies in which to fully and actively engage him to foster learning autonomy; but enables the student be more fluent and more confident. The communication techniques and skills that you demonstrate as a tutor can significantly impact the session. Communication also plays an important role in creating an environment in which your tutee will never feel embarrassed or “dumb” during a session. For the success of these strategies, the tutor had better not to lecture but attempt to use good questioning techniques, select some positive ways of correction and problem solving.

Methodology

The art of questioning is arguably one of the most important skills for tutors to develop; when employed thoughtfully, questions can become an effective teaching strategy. A timely, well-phrased question can stimulate and deepen thinking, enable us to assess students’ progress, check on our clarity, motivate students, maintain control, or emphasize key points. Different kinds of questions ask our students to display different kinds of knowledge. But good questioning is not always something that comes naturally. The ability to develop adequate or even excellent questioning skills can be learned if some attention and practice is given to it especially when we are called to properly devote our time for tutoring students in need, and this section is dedicated to the methodology used in order to gather reliable data about the tutee taken as our research paper sample population and a case of study to elicit consistent responses. Our investigation has been based on the research design we meant: identifying the student’s needs in terms of

- Ownership -- whose needs are they?
- kinds – personal, learning and future professional needs; and
- Sources – where does the need come from?

Procedure**The preliminary phase**

The first task of the tutoring session with Abdenmour has been to assess his needs for a tutoring program. This assessment and investigation has included an inventory of the current student's initiatives and difficulties with an indication of their nature and scope, in order to measure existing services which might meet these needs, and to pinpoint the gaps to be filled by the new program which has been built on the student's skills and interests providing thus activities of direct benefits. For this task, the principle of honesty has been of great importance as we informed our tutee that we did not have answers for all the problems but would not stop there. We added that the tutee was permitted to consult another tutor for such circumstances as we strongly believed that it is possible that the answer can be discovered with a little research getting the tutee involved. Furthermore, we found it appropriate to challenge our tutee to do some work or research on the problem and present his work at our coming session making him know that we were listening by verbally acknowledging our tutee's situation.

Defining the mission

The next step for our tutoring session was to define the tutoring program's overall mission; a brief statement describing what the program intends to do to address the identified need. In developing the mission statement, we considered the important contributions to supporting our tutee's literacy development made by his family as we have had the opportunity to meet his father in our office and had long discussions about many topics which were directly related to our tutee's health, determination to carry on his studies, to succeed and his devotion to engage into activities challenging his handicap. The mission statement guided us towards suggesting at the very first stage, to offer our tutee a recorder "Dictaphone" with setting goals and objectives as most of his teachers complained about frequent courses interruptions, frequent but pertinent questions during courses delivery and, according to these teachers, the situation hindered their courses progress

Design the program


The program design described how the tutoring program would carry out its mission and achieve its goals and objectives.

In designing the program, we needed to discuss and answer questions such as the following:

- How will the student in need of tutoring be identified?
- How and when will the program conduct pre- and post-investigation?
- How will the program ensure that student who needs special education and care or other services, in addition to or in place of tutoring, will receive such help?
- Where and when will tutoring take place?
- How will the program ensure that tutoring services delivered to the student during the regular school day are beneficial and outweigh missing regular classroom activities? How will the program track the student's progress?
- How will the program support the tutors

Get it started

A flexible format with instructional goals which we gathered from the tutees' teachers to increase his motivation for learning, allowed us to use strategies that seemed tailored to address his learning style, skills, interests, and needs. This flexibility ensured that our student would receive individualized and developmentally appropriate support and would encourage him to think about what he might learn during the planned tutoring sessions. Not only this; but he might involve talking or making comments that we would write down.

Ownership	Kind	Source
 <p>Abdenmour FERKAL</p>	personal needs	<p>Age: 23 years old</p> <p>Sex : Male</p> <p>Cultural background: good in scientific fields, languages: Arabic, French, English and Kabyle.</p> <p>Interests: Listening to music, playing guitar, walking, joking</p> <p>Educational background : University level (3 SLD)</p>
	learning needs	<p>Learning styles: auditory and tactile</p> <p>Previous language learning experiences: only what I have learned during my educational curses (intermediate and secondary schools).</p> <p>Gap between the target level and the present level in terms of knowledge (e.g. target language and its culture): I need to reinforce knowledge about the language I am actually studying and its culture ; for this, teachers and all the educational community as well as my family should find out strategic techniques based on sound recordings to help me take profit from what I have been missing till now (recorded documentaries in English, recorded, books/novels/magazines/plays whose themes are related to my target objectives)</p> <p>Gap between the target level and the present level of proficiency in various competence areas (e.g. skills, strategies): Since the technique used to grasp, follow, understand and assess the knowledge I acquire through the different credits is mainly based recitation, memorization and peer-review based, honestly, it is with the credit: research methodology that I generally encounter the most difficult situations.</p> <p>Learning goals and expectations for a course: first to succeed in my studies so as to be prepared for the professional phase.</p> <p>As far as the course is concerned, I expect some more attention</p>

		to special students as to vary the techniques and strategies of teaching and delivering the courses.
	future professional needs	<p>Requirements for the future undertakings in terms of:</p> <p>Knowledge of language: more speaking skill sessions</p> <p>Knowledge of language use: more activities in the writing skill not only giving theories</p> <p>FL competence: performance and reinforcement in the writing and the speaking skills.</p>
	Expectations from the tutoring sessions	<ul style="list-style-type: none"> - find out solutions/suggestions to personal difficulties: - My difficulties are most of the time around my studies. Therefore, I need to have more organized and frequent tutorials from all my teachers. And more handouts. - find out solutions/suggestions to learning difficulties - Note taking through recording what the teachers are being explaining or thanks to my classmate who will read the notes for me. - Memorizing even if this is not always easy for me, I want to find out new ways which will help me memorize better and keep in mind the most important elements of the different courses I have. - Time management: there is quiet a good management of my personal time. This is not the case for my studies as I cannot have enough time to have a rest nor to digest what has been taught. I feel like I am in a continual rush, no break between the different modules, adding to this the place where we our courses take place are far and each lecture is designed in a far and different classroom or amphitheatre. - Potential problems (learning materials, learning aptitudes through recitations,)

We have been able to achieve this work through designing a “Tutoring Report” represented as follows:

Tutoring dates and hours	Special materials to incorporate	Research –based interventions and activities	Data collected to monitor the student’s progress	Suggestions for compensation	Tutor’s impressions of the student’s progress in the program
Sunday 11:15 to 2pm Three time since October 2012	A recorder, hand outs,	Reading, rehearsing/repeating and memorizing through question asking	Need t be tutored several times a week, need to repeat each time the same previous activities before moving forward, need to prepare and afford a sound, cal m and fresh environment	Ask for peer and teachers’ help, design some peers to read the hand outs and organize group work activities based on summarizing short passages of the material provided by teachers through reading activities , record a soft and warm teacher’s voice to capture the student’s attention and help in his concentration, devote more time listening activities, work on easy modules to afford more time to the most difficult ones, create a balanced schedule between modules of high coefficients	Very difficult to be engaged in such activities but some signs of progress start to appear.

6- The impact of tutoring on professional development

Qualified tutors are a critical element in the success of any tutoring program if this ensures that they have the knowledge and skills needed to carry out their roles effectively through methods such as workshops, group meetings, and on-site visits. In the Algerian Universities, there is no special tutor qualification; university teachers play both roles: teaching and tutoring. Furthermore, training and supervision of the students' needs for tutors not only acknowledge and build on experiences, provide information that can be used immediately, but allow for practice and skill development as well. Since tutoring addresses a range of topics; however, all will be tied to effective implementation of the teaching and learning curriculum. In a nutshell, the following table illustrates better the positive impacts of the tutoring on the teaching professional development and this through demonstrating that both tasks are completing and reinforcing each other:

Tutoring	Teaching
<p>Based on a tutoring approach which is:</p> <ul style="list-style-type: none"> • The learning curriculum used by the tutoring program • The learning approach used by the educational system • Tailoring the curriculum to address individual needs, planning sessions for interaction, communication, involvement, critical thinking, motivation, production, • Assessing the students' learning abilities and tracking their progress as tutors play an important role in the assessment of students' work and in ensuring that students receive helpful feedback on their work, • Ongoing training and supervision of the students • Resources (materials, books, workshops, web sites, list serves), • Strategies for handling problem situations • Coordinating with tutoring program partners • Following the tutoring program's policies and procedures, • Not focusing the session on small grammatical concerns. May address one or two issues by teaching the students about the problem, but will not make changes for them. 	<p>Based on a teaching approach which is:</p> <ul style="list-style-type: none"> • The Teaching/ learning curriculum designed by the educational syllabus • The learning approach used by the educational system • Tailoring the curriculum to address individual needs, planning sessions for interaction, communication, involvement, critical thinking, motivation, production, • Assessing the students' learning abilities and tracking their progress as teachers play an important role in the assessment of students' work and in ensuring that students receive helpful feedback on their work, • Ongoing training and supervision of the students, • Resources (materials, books, workshops, web sites, list serves), • Strategies for handling problem situations, • Coordinating with peers • Following the higher education program's policies and procedures, • Tutors do not tell students what kind of grade they can expect on their paper. This decision is for course instructors and teaching assistants to make.

In addition to the aforementioned elements, both teachers and tutors need continuing support not only in addressing the students' needs; but students with severe learning difficulties. At this stage, training should address the multiple factors that contribute to such learning difficulties and the tutoring as well as the teaching strategies are of vigor in helping students gain the skills needed to learn. As the development process of the teaching and the tutoring activities moves from planning to implementation, to assessment, to readjustment, both sides continue to provide input related to their areas of expertise.

7- Recommendations and Conclusion

Teaching and tutoring are actually the primary vehicle through which students are afforded an opportunity to develop and demonstrate key generic skills, such as critical thinking or team work. Well-formulated and delivered teaching/ learning and tutoring processes ensure that students have clear expectations of what's required of them, and are an important tool for teachers to use to stimulate the type of learning that they want their students to achieve in addition to enable teachers reflect on their teaching craft as an active process of attending to their own experience of teaching in order to explore it in some depth. Furthermore, Teaching and tutoring present a powerful opportunity to learn through reflection, to improve the educational experiences provided for students and to identify the professional education needed to further develop the capacity to teach well. Other elements as mentoring, observation and interviews are actually important strategies in developing teachers thanks to which teachers and tutors will be able to draw on a wide range of relevant experiences, strategies and techniques from other aspects of their work. A teacher's ability to impact student learning is directly related to high-quality, sustained professional development in a collaborative and collegial learning community.

Finally, we cannot but focus on the fact that there is more than one "right way" to tutor, and there are plenty of "wrong ways" as well. Anything the teachers do as tutors that gets positive results is a "right way" of tutoring. Teachers have to be creative and not be afraid to try new ways of presenting skills, processes, or material because what works with one tutee may not work with another.

Encouragement, Patience, understanding, and praise are other effective ingredients to teaching and tutoring as we strongly believe that when students feel welcome, accepted, safe, listened to, valued and confident this can help increase the students and tutees self-esteem and actually produce independent and autonomous learners. And the goal of an effective tutor and an effective teacher is to develop protagonist in setting the culture of the tutorial and teaching processes and thus set parameters for creating a learning culture and environment which recognize and honor students' diversity.

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