Online Tutoring Implementation & Training Guide (ITG) for Learning Centers

Acknowledgements

Many thanks to the universities and colleges that participated in the pilot project to refine GoBoard.com and build this Implementation and Training Guide (ITG). We couldn't have done it without their support and they contributed to every portion of this guide, providing you with practical advice on how to make online tutoring successful in your learning center.

Project Lead, Melissa Thomas
Technology Lead, Mike Wear
Consultant, Johanna Dvorak

Participating Institutions:

American University
Auburn University
Austin-Peay State University
Cardinal Stritch University
Columbia International University
John Hopkins University, School of Nursing
Lower Columbian College
Loyola University Maryland
Monmouth University
New York Institute of Technology
Northern Kentucky University
Sauk Valley Community College
Spelman College
Southern Connecticut State University
Syracuse University
Texas A&M University, Mays Business School
University of Arkansas
University of California at Davis
University of Georgia
University of Louisville
University of Michigan
University of New Mexico
University of Southern Indiana
University of Toledo
Weber State University
West Kentucky Community and Technical College

Table of Contents

Appendices

Institutional Buy-In

Online tutoring offers a convenient alternative to face-to-face tutoring for students who cannot make it to campus for scheduled tutoring sessions for their courses. It is especially useful for those already enrolled in online courses because they may not be physically able to make it to campus. Online tutoring is also useful for those who work full-time and/or have family-related responsibilities, which may make it more difficult to get to campus regularly for a tutoring appointment.

As a university, it is important to understand why you are implementing online tutoring first before you proceed. Are you implementing it because a supervisor said you should? Do you want to be on the forefront of technology? Have students been asking for online tutoring? Are you are out of space yet want to expand your tutoring? Knowing, owning, and understanding your "why" will help you understand the landscape of your campus and how online tutoring fits into it. It will also increase the likelihood of a successful launch when you match demand to meet your new supply.

Considering Your Landscape (Online/F2F/Summer)

There are quite a few questions to consider as you assess whether online tutoring is good fit for your learning center and your campus. Some items to consider are:

- Who is your student population and how will you market to that specific population according to your campus culture?
- Survey students to identify the appropriate disciplines for online tutoring and ideal scheduling for the support to occur. For example:
  - Students who commute may need hours that are offered later in the evening and weekends
  - Graduate students may identify support needed for writing and statistics
  - Online students might live near campus so therefore might not need online tutoring (have the registrar run a mailing address list for you)
  - Face to face students might be the ones who would benefit most from online tutoring because it better fits into their schedule

- Survey departments and faculty to identify historically difficult courses that are conducive for an online academic support environment
- Do you offer summer courses? Are tutors historically not on campus in the summer? Could they offer tutoring online from their hometown?

Strong Tutoring Philosophy

According to best practices, a tutoring philosophy should be a clear description defining what should and should not happen within the scope of a tutoring program. In essence, the program's tutoring philosophy should describe who will be tutored, how they will be

tutored, why they will be tutored, when they will be tutored, and should clearly account for situations which are not considered tutoring both practically and ethically. A tutoring philosophy should also include well-researched core strategies used to ensure effective learning and concept retention is taking place.

Why do we tutor? Also, who can learn?

To be clear about the program's intentions is to also be able to clearly define its scope and purpose. Some challenging situations and even conflicts of interest arise because of problems with the program's day to day operations not aligning to the same philosophy.

Clearly describing who will be served by the program is a first step in narrowing the scope of the program to a level appropriate to completing the work required of the program.

In describing who can learn, the program can reinforce many of its components as well as clearly articulate the place of tutoring in a larger scope of learning on campus. By being specific, tutoring personnel can return to the core philosophical statement in times of ambiguity and be able to make consistent professional judgements in a more objective, and ideally transparent, manner.

Who and what are the participants?

The participants involved in the learning process may differ from institution to institution; however, at any institution there are variations of at least three as a tutor becomes involved: faculty, student, and tutor. Defining these individuals by role and tasks can be useful in creating training and daily practices by helping tutoring personnel stay focused and avoid problematic approaches to their professional commitments.

What is the mechanism for learning?

The primary concern here is, "How does learning occur?" This might also be stated as "When does learning occur?" Many tutoring programs utilize structured approaches to learning while others are more informal. Briefly describing the logistical workings and choices of the program can assist invested actors (tutors, supervisors, administration, faculty, etc.) and address concerns about practices and policies within the tutoring program. Specifically, online tutoring will require careful attention to the mechanisms in place. Describing the rationale and types of tutoring that will occur will encourage a proactive strategy and allow for adaptation that is still in line with the overall scope of the tutoring program.

What is the relationship between the tutor and the student, and why is it important?

Because this philosophy concerns tutoring, the program should take time to explain the relationship between tutor and student. This can help frame expectations and help internal and external educators distinguish tutoring from other forms of support and from more formal instruction. The way the relationship is described and the implied or implicit importance of that relationship assists in addressing the culture around tutoring as a learner's support. This description should be included in the online tutoring agreement as well.

Why is effectiveness important in tutoring? What is the role of assessment at both the macro and micro level in tutoring?

Tutoring programs generally have many levels of tutoring professionals and with these varying levels of professionalism comes different skill sets in assessment in the learning process and even for the evaluation of the program. How effectively learning is occurring within tutoring sessions is one of the key characteristics of the tutoring program whether or not it is being formally assessed. In being direct and having a formal statement and description all participants can work towards improvement through training and other personal professional growth.

Faculty Buy-In

One of the challenges encountered when beginning an online tutoring platform is getting the faculty to "buy-in" to the program. Here are some tips for gaining faculty buy-in:

- Meet with faculty face-to-face. Explain the platform and allow them to work with it and understand it.
- Share your hiring process and encourage faculty to recommend qualified candidates.
- Invite faculty to share academic resources that may be beneficial to both the tutors and the tutees.
- Invite faculty to meet you in the online tutoring room so they can see the robust services it provides and the two-way communication.

Once the faculty have "bought-in," ask them to help you market your online tutoring services and perhaps even offer extra credit or participation points to those students that use it. Perhaps offer to stay in your office on the other side of an online tutoring room and then do an online "class visit" to promote the online tutoring.

Getting Past Challenges

When starting online tutoring there are some significant hurdles to be overcome in order to make it a successful opportunity for your campus and your students. A few of the schools that participated in the GoBoard pilot project have offered to share their perspectives on this topic below.

Top 5 Challenges to Starting Online Tutoring

In our experience, a desire to provide an effective, timely, and convenient online tutoring program for all of our students came with a number of challenges. Listed below are the challenges we encountered along the way, and how we addressed them.

1. Infrastructure

The first step in developing the online tutoring program is determining how the program should be set up and organized. After securing support from administration to provide an appropriate budget for the program, a point person within the current staff needs to be identified to provide oversight as the program is implemented. Additionally, a space where online tutoring can take place will need to be identified; this space should not interfere or distract from any face-to-face tutoring that might be taking place at the same time. Choosing which technology platform to use is an important decision, as is determining a contact method for students to use to make an appointment. Tutors with the specific skill-set required for online tutoring who are willing and able to tutor in an online format need to be identified. Professors who are willing to promote the online tutoring venue should also be identified.

2. Technology Challenges

The level of technological savvy varies among students and tutors. Providing an online tutoring program and platform that is easy to use by all involved is key. Determine what type of hardware and accessories will be needed, such as headphones, microphones, webcams, and computers with updated browsers. Decide who will provide technical training and support from your staff and/or the campus IT Department.

3. Scheduling

Decide how many courses to offer through online tutoring and which days and times will likely have the biggest demand for help in these courses. Write a protocol for scheduling appointments and the directions for accessing the online sessions that can be distributed to students. If email is used for communication between tutor and student, a unique email address for the tutoring program may need to be requested so that tutors' names and contact information can be kept confidential.

4. Marketing and Promotion

It's important to identify your target market – the students who might use online tutoring as well as the subject areas most likely to be in demand by students. Once the target market is identified, options for marketing the program can be explored. Possible opportunities for the marketing and promotion of the online tutoring program include fliers within the tutoring center and across campus and direct emails to students in those courses. Encourage professors to include online tutoring information in course syllabi and reference the online tutoring program within their own online course management system (Blackboard, Moodle, D2L, etc.) individual course sites. See the section on "Marketing" for more detailed instructions on how to carry out an online tutoring marketing plan.

5. Training and Supervision

Once tutors are selected to tutor via the online platform, they will need opportunities to become familiar with the platform and resources. They can provide feedback as to what worked and what did not work. Ongoing training will need to continue that involves guided practice, best practices for interacting with students via the internet, and how to handle technology issues.

How to Sell Administrators on Online Tutoring

Compare the academic resources available to students who might be distance learners, transfer students, re-entry students, military active or veteran to those who are the "traditional student." If there is a discrepancy, this is the first step to getting the administrators support.

If your in-person services are well attended and well received on campus consider discussing ways to grow your services. You should also be offering online tutoring support.

If you have any schools that you routinely compare yourselves to, look to see if they're offering online tutoring services. Presenting administrators with a list of all the other universities currently using an online tutoring platform is also a selling point.

If space is limited for your program, share that this could be a way to increase access and help more students.

Comments to consider making:

"Consider the low cost to provide this type of support, and we would be using our tutors who we know and trust."

"This is a valuable service that we can afford to provide to students."

Many of these things can be compiled and put into a report to show administration that there can be an easy return on investment using this option. Consider proposing a pilot year, where you select a historically difficult course that would work well being supported online in a visual format. Then select tutors who are already experienced with tutoring and with your tutoring philosophy and principles, providing students with the best possible online tutoring experience.

Using GoBoard for Online Tutoring

What is GoBoard?

GoBoard is a first-of-its-kind, free online tool that combines video conferencing with an interactive canvas, designed to help students collaborate one-on-one, on virtually any topic. Simply create a GoBoard by going to www.GoBoard.com, sharing the link, and begin exchanging information, face-to-face. There is never anything to download.

GoBoard for Institutions

As an institution partnering with GoBoard, you can request access to special features to enhance your administrative capabilities. These include:

- A unique URL for your tutors (example: Louisville.GoBoard.com)
- Custom administrative dashboard to track your tutors' hours and much more (full reporting and Excel exports)
- Fully recorded and archived sessions (audio, video, text chat, and drawings)
- Customized Resource Library: load your documents for tutors to access at any time during a session
- 100% free for educational institutions

Hardware

In order to control for as many variables as possible, it makes sense to use the best equipment available on the tutor's end. In this case, GoBoard works best with an iPad and the Apple pen, and the GoBoard App. If this is not in the budget, then a computer that has a good quality webcam and microphone plus a Wacom/Bamboo tablet makes for a good alternative. Google Chrome is the preferred browser for GoBoard.

Platform Differences

GoBoard is run on two different platforms: an iPad App and a desktop version available via the web. Each platform can support different features, as seen below:

Desktop Version	**iPad App**
Recording of Sessions	Recording of Sessions
Group Tutoring	Group Tutoring
Screen Sharing	

Implementation

When implementing online tutoring you need to decide which tutors will tutor online and how you will integrate this into your existing systems (if you have any), such as TutorTrac, etc. Do you need to add a new "center" or option in your tracking system?

If you need to utilize an online appointment system, then using Tutor Matching Service is a free option that over 100 universities currently use. With Tutor Matching Service, you can list and manage your tutors on a web-based platform, with full administrative access and downloadable reports. Contact help@TutorMatchingService.com for more information.

Once you are ready to start tutoring, the staff at GoBoard will create a unique URL for your institution. This URL will be customized and feature the institution's name, in the format: "university.goboard.com"

Once you have this URL you can then create a board (or online room) for a tutor and student by adding any six alpha-numeric characters after that, such as: "university.goboard.com/abc123"

You might want to create them randomly, which can also be done at your university's custom URL or you could make boards that correspond with their student ID numbers. There are pros and cons to creating one board for each student. The pro is that the student then has all their work contained in that one board for ease of reference. The con is that it could get cluttered with work from various courses. Some schools choose to create new boards for each tutor/student match therefore the board would contain all the work related to, for instance, economics in fall 2019, but not contain all their tutoring across content areas.

Once you have been granted access to your institution's GoBoard, the administrative panel for your school can be accessed at:
https://tutormatchingservice.com/admin

Once you have set up your GoBoard account you will receive your access credentials for this administrative panel. Here you can find information about sessions, PDFs and video recordings of sessions, length of time spent, tutor name, and student name.

Online Tutor Training Best Practices

We believe it is important to introduce GoBoard.com to all tutors so that there is a common language around online tutoring and all are aware that learning center is engaged in this type of service. Also, this could attract more tutors who want to tutor online because the platform is more appealing and easier to use for tutoring than other online platforms.

Some topics to cover with your tutors should be:

1. Online etiquette.
2. Communication skills in an online setting.
3. Similarities and differences between online and face-to-face tutoring.
4. Problem-solving or growth mindset: applicable to both in-person and online tutoring.
5. Empathy: also important in any tutoring relationship.

Additionally, Johanna Dvorak and Kevin Roessger's (2012) chapter in the *Handbook for Training Peer Tutors and Mentors* titled "Training for Online Tutoring" recommends that trainers cover four themes in training sessions: introducing the platform, utilizing the platform tools, integrating interactive whiteboard technology within the platform, and encouraging student interaction. In addition, Dvorak and Roessger (2012) recommend that each session "incorporates approximately 25% trainer modeling and 75% guided practice" (p. 289). Therefore, utilizing active learning strategies to cover this content is key. Some suggestions include conducting mock tutoring sessions or games to create a fun and engaging way to acclimate even hesitant tutors to GoBoard. Some suggestions include:

      a. Online Scavenger Hunt (see appendix)
      b. Hangman
      c. Pictionary
      d. Battleship (need a graph paper "board" and 2 shared graph "boards") — This has them utilize downloading a resource/tool.
      e. 20 Questions (each question must be communicated a different way)
      f. Logic Puzzles
      g. Jeopardy

Sample Process for Online Tutor Onboarding from the University of Arkansas

To ensure a consistent and comprehensive onboarding process for our online tutors, we chose to have our students complete the Purdue Tutor Essentials training course that is recommended on the Tutor Matching Service website.

We felt that the Tutor Essentials training prepared students with the basic competencies needed to begin their online tutoring. Completion of Tutor Essentials is also acknowledged by a custom badge on the TMS tutor profiles which was an added incentive for us.

In addition to the Tutor Essentials training, our administration felt that it would be advantageous to include institution-specific elements in addition to Tutor Essentials so we decided to develop a Blackboard course that would bookend the Tutor Essentials training and allow us to collect Tutor trainee data within our own systems.

The Modules
Our TutorNow Blackboard course consists of 5 modules, as outlined below:
- Module 1: Welcome & Orientation
    - No artifact submission
- Module 2: Tutor Essentials Training (conducted through an outside source - TMS)
    - Turn in a screenshot of your completed training notification
    - Turn in your completed, revised Tutoring Philosophy statement
- Module 3: Ethics, Academic Honesty at U of A, & FERPA
    - Complete 5 comprehension quizzes & Module Comprehensive quiz
    - Confirm and sign the U of A academic integrity statement
- Module 4: Emergency Contacts & Procedures
    - Printable emergency contacts and procedures page for offline access
    - No artifact submission
- Module 5: Tutor Training & GoBoard System Demo
    - Complete a video demonstration of a synchronous tutoring session using GoBoard, a specialized online tutoring system

Module 1: Welcome & Orientation explains in detail the purpose of the online Tutoring program and the expected benefits to students. This module also includes the above outline of expectations for tutor online onboarding.

Module 2: Tutor Essentials Training explains the relationship between the UARK TutorNow Training course and the outside Tutor Essentials Training. Because Tutor Essentials training includes its own completion requirements, these are listed.
Introduction to Training = 2 challenges (start your Tutoring Philosophy statement)
- Module 1: Professional Ethics = 5 challenges (add to/revise your Tutoring Philosophy statement)
- Module 2: Session Management & Leadership = 4 challenges (add to/revise your

Tutoring Philosophy statement)
- Module 3: Communication = 7 challenges (add to/revise your Tutoring Philosophy statement)
- Module 4: Approaches to Learning = 4 challenges (add to/revise your Tutoring Philosophy statement)
- Capstone Badge for Tutor Essentials = 3 challenges (turn in your final Tutoring Philosophy statement)

This list allows Tutor trainees to set aside adequate time to complete the Tutor Essentials training. This also helps them to know what artifacts they will be collecting from Tutor Essentials and submitting to the UARK TutorNow course for our institutional records.

Our department has paid the modest subscription required to participate in the Tutor Essentials training. As part of Module 2, students are instructed to contact a program administrator to acquire a personalized access code to begin the training.

We give students one week from their hire date to complete the Tutor Essentials training. This timeframe was more than enough for students to complete Tutor Essentials and all other parts of the TutorNow training process.

Upon completion of the Tutor Essentials training, we ask our Tutor trainees to submit their Tutor Essentials Philosophy Statement and a screencapture showing that they have earned the Capstone Badge for Tutor Essentials.

Module 3: The objectives for Module 3 are listed below:
- Define academic honesty
- List and describe the types of violations as defined by the University of Arkansas Academic Honesty Policy
- Recognize the consequences of violations of the University of Arkansas Academic Honesty Policy
- Define FERPA and identify the types of information that is protected under this act.
- List steps that you can take to maintain student confidentiality
- Submit a signed University of Arkansas specific Ethics Agreement

Each objective is introduced via a mini-module and short comprehension quiz. This is followed by a comprehensive quiz that includes additional questions about the Module 3 objectives. Tutor Trainees must also electronically sign the UofA institutional Academic Honesty acknowledgement. This electronic acknowledgement is archived within the course.

Module 4: The purpose of Module 4 is to highlight institution-specific emergency resources. This is an information only module. Students are provided with a downloadable file listing the most current emergency numbers and/or URLs which they are encouraged to print and post this list wherever they plan to do most of their tutoring sessions.

Contact information included on this list includes: Academic Integrity reporting, Tutoring Advice/Procedural questions, Student concerns, conduct violations, sexual misconduct and the Police Department contact for emergencies.

Module 5:

Finally, Module 5 is a key performance piece where Tutor candidates demonstrate basic skills using the GoBoard interface and some key skills with tutoring. The interviewer asks the candidate to do a mock tutoring session and demonstrate several of the key tools provided within the GoBoard platform.

Tutoring Skills Checklist

Some key skills that we will look for include the following:

The tutor:
• begins the session appropriately
• responds appropriately to the problem scenario, including any potential ethical violations included
• speaks at an appropriate speed and volume (also knows how to adjust volume settings if needed)
• allows the student finish speaking
• demonstrates active listening skills, including paraphrasing and follow-up questions
• demonstrates, supports, and encourages independent student problem-solving
• provides feedback
• closes the session appropriately

We verbally review Academic Integrity at this point and confirm that all parts of the TutorNow course have been completed. This interview is recorded within our GoBoard Admin tools as part of the Tutor candidate's portfolio.

Upon successful completion of all TutorNow Modules and confirmation that all other components of the TutorNow course are documented, the Tutor will earn the University of Arkansas Certified Tutor badge and will be added to our roster of Online Tutors.

Scaffolding the Learning Experience

Vygotsky's Zone of Proximal Development (ZPD) refers to a student's ability to learn a concept through the direction of a "more knowledgeable other" (in this case a tutor) who helps the student to seek to "understand the actions or instructions provided by the tutor… then internalizes the information, using it to guide or regulate their own performance" (McLeod, 2018). The following guidelines may prove helpful in tutoring situations:

At the beginning of the tutoring session, the tutor should question the student to find out what s/he already knows and to ascertain the level of help needed. The student should be allowed to explain where s/he needs help. This allows the tutor to determine the student's expectation of the session.

Depending on the student's level of understanding, the tutor may need to demonstrate a process or method, but not the actual homework assignment, which is the responsibility of the student. The tutor should then guide the student to work on the concept and aid him/her by asking questions designed to promote the student's understanding.

If the student struggles overmuch, the tutor steps in to offer more directed help, keeping in mind that the student should be allowed time to process and master the material on his/her own. As the student progresses more confidently through the material, the tutor gradually withdraws help to allow the student to develop the skill on his/her own. The tutor should monitor the student's progress and be ready to offer help if s/he is struggling unproductively and should adapt interventions based on the student's needs.

The use of the audio and video features in GoBoard would be particularly helpful in this tutoring situation, enabling the pair to communicate more easily, thus establishing rapport.

To wrap up the session, the tutor should encourage the student to relate what s/he has learned/gained from this session. If this is an on-demand session, check to see if the student would like to schedule a weekly session, or if a regularly scheduled appointment, remind the student of next appointment.

Communication & Behavioral Etiquette

Tutors will be communicating with students in a variety of ways. Here are some things to recommend to your tutors as you train them in establishing successful tutoring relationships online:

● Be polite, courteous, and professional in all emails.
● Be clear and precise in your language. This is especially important if you are trying to explain a concept to a student through written communication.
● Become familiar with GoBoard before your appointment so that you can help students troubleshoot issues quickly.
● Be understanding, but set boundaries. You are not there to answer every question the student has at any time of the day—the professor should be the main center of information for students.
● Apprise supervisors of any changes or issues that may occur with online tutoring sessions.
● Use the video feature whenever possible. Students like to see who they are working with!

Communicating with Students:

● Email your students prior to your first online session with instructions on how to use the online tutoring program.
● Students may email you with more specific questions about the material or the course outside of any tutoring sessions or test review sessions you have with them. Be sure to set limits with students when it comes to responding to emails. This means letting them know that you will get back with them within 24 or 48 hours. Your tutoring time should be limited to the duration of the scheduled online session. If you are receiving multiple emails from a particular student on a regular basis, report it to the office.

Online Tutoring Expectations

Setting expectations for your tutors prior to online tutoring sessions can be helpful in clarifying new boundaries that may need to be established in the online setting. Here is an example of an agreement you may provide to tutors before they begin online tutoring:

1. I will not hold online tutoring sessions at times when tests for online courses are open for students to complete.
2. I will learn how to use GoBoard so that I am prepared for my online sessions, and so that I can assist students with troubleshooting or setting up a session.
3. I will login to the GoBoard room several minutes prior to the beginning of the appointment to ensure that it is working properly.
4. I will log in and out of the TutorTrac Kiosk to track my time for payroll purposes.
5. I will check my email regularly and keep track of my appointments.
6. I will not assist students with assigned homework that is to be graded, including work to be submitted to the teacher for completion grades. Instead, I will help students with the concepts involved in the assignment and may do similar problems with them.
7. I will stay focused on the session. I will not bury the internet window for the session behind other windows while waiting for students.
8. I will not multi-task during a session by surfing the internet, listening to music, or writing or reading online or offline during the session. My attention will remain on my students.

Online Tutoring: What to Expect

You may want to provide a FAQ to tutors as they begin online tutoring. Here are some common questions or situations experienced by tutors at the GoBoard pilot schools:

What kinds of students will I be working with?

When you are tutoring online, you will encounter a number of different personality types and learning styles, which may be different from what you encounter in traditional tutoring or classroom settings. You will need to work with many different types of people, so before you begin, it is important to understand just who you may be meeting.

Non-Traditional Students

Non-traditional students include those who have been out of school for a while, those working full-time or part-time jobs outside of school, parents, and others with major responsibilities beyond their school work, more so than traditional college-age students. These students may be more motivated to complete their work since they have more real-world work experience, and their obligations require them to complete their degrees. However, they may not all be as tech-savvy as traditional students, who will be more familiar with current technology. Tutors may be required to answer more technological questions for these students.

"It's more work than I thought it would be!"

Some students may sign up for online classes because they believe it will be easier to make a good grade (due to things like open-book tests), or that it will easier for their schedules when it comes to work, leisure, etc. In fact, some online classes may require more work of the student because of the lack of face-to-face instruction. This may involve more tests on reading comprehension to make sure that the student is doing the reading, and presentations or lectures posted online for the students in written form or in video or audio format. These courses require the same amount of work and effort as traditional classes, if not more.

It is also important to note that online students must be motivated and self-disciplined in their study habits. Their education is in their own hands, and they must put in the effort to keep up with their reading and assignments. If students are having trouble getting

everything done, you may need to help them form a weekly study schedule that will require them to carve out time to work on certain class assignments. Tutors may also refer students to academic counselors or advisors, who can also help with this. Ultimately, it is up to the student to put in the time and effort. The tutor should continue to encourage, motivate, and support these students in their efforts to succeed in these classes.

No Face-to-Face Time

It can be difficult to form the same rapport with online students because of the lack of in-person communication. For the most part, you must work with these students via email, text chatting, or drawing features within the online session. Students may also struggle with feeling disconnected from their professors or classmates. They may become frustrated with the material and the lack of personal attention that may come with written communications versus face-to-face conversations.

One way to better help these students is to utilize the audio and video features. If you and the student both have microphones and cameras, you can easily make your tutoring sessions more personal. Sometimes all they really need is to talk something out with someone in real time. You will also want to recommend that they contact the professor via phone instead of email (many professors will provide their work phone numbers to their online students), or go in to the professor's office hours. Some professors also offer the option of using Skype for a video conference. This should speed up the process of answering questions and make the student feel more connected to their class.

Problems with Written Communication

Many learners rely mostly on what they can see to learn concepts, something that any tutor will encounter in traditional tutoring sessions. Therefore, these students may have trouble weeding through lengthy written explanations to understand the general concepts. These students may need someone to draw out a concept or idea in a chart, timeline, or diagram. You may want to refer students to credible online videos that may be helpful in explaining chemical, biological, or other concepts through real world images and diagrams and auditory explanations, such as StudyEdge. Make sure you are taking full advantage of the drawing and diagram features in GoBoard.

Types of Frequently Asked Questions by Students

Online tutors should be prepared to receive many different types of questions from students, ranging from how to use GoBoard to how to conjugate Spanish verbs. Below are some examples of the types of questions you may encounter and how you could go about helping the students. Remember that you should set boundaries with your students, saying that you will answer their emails within, for example, 48 hours. This gives you some time to find answers for them if you need to or provide them with resources, referrals, or directions to find their own answers.

Technological Questions

- "How do I access or use GoBoard?"
- "How do I submit assignments online?"
- "How do I access QUIA (or any online homework website)?"
- "How do I join the online tutoring sessions?"
- "I accidentally submitted something early! Can you re-open it?"

Tutors may be able to help students with technology-related questions based on their own experience as students or with technology. However, the tutor is not responsible for knowing how to do everything online. Tutors are not expected to have access to all of the online assignments that students have to submit (they cannot re-open attempts at tests, etc.). When you receive questions pertaining to online assignments, it is best to refer the student to the professor, who will be more familiar with homework, test submissions, and other assignments. If there are larger computer issues (the student has trouble using a certain program, etc.), the tutor may refer the student to student computing support.

Instructional Questions

- "I don't understand what I am supposed to do for this assignment."
- "I don't know what the professor means by this…"
- "How do I write this paper/do this project?"
- "What are the requirements for this assignment?"

Students may have trouble understanding what they are being asked of them by their professors. This may be a result of not being able to ask questions about the assignment right when it is given out. It may take a professor a while to get back to all of their students, so students may just assume that the tutor should know all the answers immediately. When it comes to understanding or defining the nature of assignments the tutor should always refer to the professor for details or clarification. Tutors can refer their students to professors, perhaps suggesting that they call them or visit them for a more prompt response.

Content Questions

- "How does this process of biology/chemistry work?"
- "How do I know when to conjugate this verb?"
- "I don't understand this concept."

Inevitably, all tutors—whether online or face-to-face—will encounter questions pertaining to the material their students are learning. Here the tutor should be familiar with the material and follow the Tutor Cycle (McDonald, 2000) to help the student understand, process, organize, and restate the information. Tutors should use their skills to explain material while helping students develop their critical thinking skills. Sometimes explaining complex ideas or processes through email can be difficult and time-consuming; it is hard for a tutor to be completely comprehensive when trying to type out everything they know about a topic. For online learners, it may be useful for the tutor to supplement their explanation by including links to videos or websites that might illustrate, explain, or elaborate on concepts and help the student become more familiar with the material or gain a better understanding by seeing it explained in a different way. Tutors may also use their online sessions with students to draw things out or post links to other resources that may be faster or more efficient in explaining an idea than writing it all out in a chat feature. Another strategy for these content questions is to ask probing questions to see just how much the student understands and what they are specifically unclear about.

If students need help with particular assignments the tutor can also refer them to places that may be more helpful. For students who need help with papers, content tutors should refer them to the Writing Center. Tutors are not responsible for editing or proofing homework or papers for students, and should not help students with specific questions or homework that is to be graded.

Learning Agreement between Student and Tutor/Learning Center

Incorporating best practices is a common goal among academic support programs and should be continued when developing an online tutoring policies and procedures. As with onsite tutoring, a Learning Agreement between the tutor and student regarding responsibilities and expectations during an online session is important. This agreement can help set the tone for a smooth and productive experience and can be created in a user-friendly form through Google Forms. Please click the following link for an example of an Online Tutoring Learning Agreement by the University of Louisville: https://goo.gl/forms/KIUfj8QCWFTJeyct1

This Learning Agreement should be completed by the student prior to the online tutoring session taking place. It is recommended to include the link to the form in the informational email sent to the tutor and student that includes the GoBoard link and specific instructions on how to operate the online platform.

Some details highlighted in the online learning agreement are:

1) Logging into the session on time.
2) Ensuring that all technology works prior to the session.
3) Attend online tutoring sessions regularly (for weekly sessions only).
4) Participate and communicate.
5) Be aware of the tutor's role (for example: not answering questions during online exam period).
6) Be respectful (especially minimizing background noise during the session).
7) Giving feedback about the student's online tutoring experience.

Marketing Strategies

When offering a new service it is imperative to market that service to students in many modalities and venues so that you have a chance of catching their attention. If you have an existing Tutoring Program Marketing Plan, place expansion or change to GoBoard and online tutoring where appropriate.

      a. If online tutoring through GoBoard is only available to online students or classes, only market the service and platform directly to those students. Include exceptions on marketing materials. For instance, "Only students enrolled in online courses may schedule or utilize GoBoard for tutoring session with _____ College's Tutoring Program.

      b. If online tutoring is available to all students regardless of course type enrollment, include a tagline in any marketing materials and messages already disseminated.

If Tutoring Program Marketing Plan does not exist, develop a comprehensive marketing and advertising plan for the program. Below are considerations and suggestions.

      c. Clearly define the program's individual mission, vision, and goals.

      d. Clearly define the program's targeted student group(s).
- i. Undergraduate students
- ii. Graduate students
- iii. Residential students
- iv. Commuter students
- v. Nontraditional students
- vi. Satellite Locations of classes(eg. Providing tutoring support where 4 year institution might offer classes at a community college)
- vii. Student athletes

e. Explore all communication methods available to contact students and begin to identify which will be effective and appropriate to distribute a message to potential clients of the tutoring program.
   i. Mass emails to students/faculty (refined to targeted students/faculty)
   ii. Mass texts (refined to targeted students)
   iii. Classroom presentations: could range from 5 minute advertisements to 1 hour study skills presentations, potentially facilitated through GoBoard.com so they see the platform ahead of time and you don't have to be present in the classroom.
   iv. Writing on windows and sidewalks
   v. Flyers to be posted in academic departments, bulletin boards around campus, outside faculty offices for which it applies
   vi. College website prominence
   vii. Social media (Snapchat, Twitter, Instagram, Facebook) featuring an online tutor each week
   viii. Visibility at campus events: open houses, orientations, fairs on campus, faculty orientation, program specific orientations and conferences (summer bridge programs, honors college, TRIO).
   ix. Posters and messages in high need courses classrooms
   x. Inclusion in syllabi
   xi. Coffee and info for advisors
   xii. Televisions on campus (include screenshots of tutoring sessions)
   xiii. Computer backgrounds in computer labs around campus
   xiv. Student activities and clubs, especially if there is a commuter club
   xv. New student and transfer student orientations
   xvi. Announcements in learning management systems (eg blackboard)
   xvii. Online classes

f. Include marketing attempts in satisfaction surveys to assess how your marketing efforts are being received.

g. Develop educational/training opportunities for students to learn GoBoard:
   i. Deploy as a presentation medium for First Year courses and other heavy need courses.
   ii. Include in orientation materials for new students
   iii. Set up a monitored relay to the Tutoring Program in places across campus (devoted computer in a computer lab, for instance)

Surveys

Online tutors should encourage their students to fill out the online tutoring survey. They will need to send this to the student at the end of each session. They should also give students a verbal reminder while still in the GoBoard session, post the link into the chat box, and send a follow-up email with the link. The format and contents of these surveys is determined by the tutoring coordinator but a suggested survey can be found here: https://www.surveymonkey.com/r/LBQ7GVB

Tips for Group Tutoring on GoBoard

Generate the GoBoard page where the group session will take place. Up tp 5 users can be in the group session at a time.

If the tutor is conducting multiple group sessions for different courses, the GoBoard links should be stored in the tutor's notes for the course for easy access and to ensure organization.

If the tutor prefers to start a fresh GoBoard for each session, they may do so and copy the link

Once you enter the GoBoard room, you can copy the link and use your Center's attendance roster for the session to send an email to those students who are signed up for the session.

As students start to enter the session, feel free to converse with them as you would a normal session prior to the start.

It may be helpful to familiarize yourself with the names on the attendance roster beforehand and to associate these names with the students as they join. This helps to make the student feel more comfortable and willing to contribute towards the session.

The online medium of holding a GoBoard group tutoring session makes it even easier for some students to fall into the anonymity of working in groups, so be sure to solicit their input and ask them if there are any questions they might have.

Once all students have joined, feel free to establish a list of topics that the students want to discuss throughout the session

While progressing through the session, do your best to make sure each student's questions can be addressed and that all students are given the chance to be involved with the material.

It can be easy for the louder or more extroverted students to dominate the session, so try your best to solicit input from all students.

The rest of the session may progress in a similar manner to individual sessions, barring the expected differences.

How to Implement Drop-In Tutoring on GoBoard

How should I staff a drop-in online service?

If you are getting started, do some research first. Find out the subject areas and times your students are more likely to use the service for. This will help you get a better idea of what type of tutors to make available and when. For example:You can survey your current users, incoming freshman or your school's general student population. Depending on what you have access to.

In a drop-in service, the questions a tutor will encounter vary from student to student. Depending on your expected usage, it is recommended that you staff your drop in online service with at least two tutors per subject (at least for your higher usage subjects). Drop-in works best when a tutor supports a student one on one. Having at least two tutors available allows you to serve more students. It also provides backup for your tutors, in case they need support with a certain topic, when working with a student.

Try to stagger your services. If you have in-person services, provide drop-in online services when your other services are not open. For example, Sunday afternoons or between 5-10pm in the afternoons after your in-person services are closed. This allows your students to have more options.

Develop close relationships with faculty who teach the subjects you are supporting. Have them share their syllabus with you at the start of the semester. You can use this to train tutors and know if there are any take home exams or online exams that your tutors can keep an eye out for (in case a student asks for help so that they know not to help with test questions).

Where do tutors work from?
- Due to the flexibility of online, your tutors can telecommute, or they can work from a designated space in your learning center. You just need to make sure that they have a reliable computer, internet service and limited distractions.

Training for Drop-in tutors:
- Customer service is key, when having your own drop-in online tutoring support.
- Multitasking- teach your tutors how to multitask while supporting students. Depending on the set-up of your system, they may have more than one student interacting with them at the same time. You can do mock sessions where two tutors enter the platform right after each other.
- Create a tutor toolbox.

Tutor toolbox:
Unlike appointments, drop-in online tutoring is less predictable. Your tutors will not have time to prep for their session ahead of time. Creating a toolbox can help them be prepared and navigate sessions quickly and efficiently. Below are some examples of what they can include in their toolbox.

- Commonly used phrases- Have your tutors create a toolbox with the most commonly used phrases during an interaction. This will help with consistency and prompt responses.
- Practice problems- Your tutors can have a folder with sample problems, based on the topics being covered for the courses they support. This is very helpful, especially when a student may be asking for support with a test question. The tutor can provide a sample problem in place of a possible test question (if they suspect a student is asking for help with a test). You can use the syllabus shared with you to create this.
- Schedule of services- If you have different online tutors working at different times. Have a schedule with the subject each of your tutors supports and when they work, available. This helps your tutors refer students to another tutor who may be working a different day or encourage them to come back after the session.

Appendix A: Sample Learning Center Policies & Procedures

As a learning center administrator you will have to incorporate this new tutoring modality into your policies and procedures. Below are some some examples from other institutions that might help in developing your own.

Information for tutors about the new online tutoring program:

There are two types of courses that may require online tutoring: courses that are offered in-person and on campus (a traditional course); and those that are offered in an online classroom. For both of these classes, the procedures will be the same for students when scheduling appointments (through TutorTrac or in-person). These sessions are for students who may not be able to make it to campus regularly in order to participate in face-to-face tutoring sessions.

All tutors will be required to provide availability for online tutoring; tutors working in other centers will have availability at the discretion of their supervisors. Appointments will be for small groups (1-5 persons). These will be scheduled like regular face-to-face appointments in TutorTrac, but the tutor will utilize a computer in the Center (or laptop from home, etc.) during the session.

Prior to their first appointment, tutors will receive a confirmation email from TutorTrac with their appointment information, as well as a copy of the email sent to the students with instructions for using GoBoard and the unique link for their tutoring room. Tutors and students will need to save this email and link so as to access the same room throughout the semester. The tutor will need to make sure that they are familiar with GoBoard.

Appointments & Notes

All online tutoring sessions will be scheduled through the Center. These sessions will be scheduled at least 24 hours in advance and will automatically be weekly.

All tutors should record what occurred in the tutoring session in their notes immediately after the tutoring appointment. The "Status" of the student should be marked as "Attended" so that they do not receive a Missed Appointment email. Notes should include the date and time the student attended, for instance: "9/10—Student attended from 12:05pm-12:55pm. We worked on…."

Cancellations

If a student needs to cancel an appointment, they should contact the center or the tutor prior to the start of the scheduled appointment. Cancellations for legitimate reasons (illness, meetings with advisors or professors, etc.—to be determined by your supervisor) may be excused and will not count against the students in terms of dropping them from the appointment. Illegitimate reasons (not prepared, etc.—also to be determined by your supervisor) will count as one of two strikes against them in terms of being dropped from the session.

If tutors are contacted by their tutees about canceling, they should email or call the Center in order to have the appointment canceled in the computer by the Center.

No Shows

Students who do not communicate with the Center or the tutor to cancel their appointments PRIOR to their session will be considered "no shows." If students are "no shows" two weeks in a row they will be dropped from their tutoring sessions. Tutors are responsible for indicating in the Tutor Notes that a student missed an appointment, like so: "9/10: NO SHOW;" or "10/04: 2nd NO SHOW, PLEASE DROP."

Drop Policy

Students who cancel their weekly appointment for two weeks in a row without legitimate or specified reasons, or those who are "no shows" for two weeks in a row (or a combination of cancellations and "no shows"), may be dropped from the scheduled appointment. They may sign up for tutoring again after they contact a supervisor, who will explain the weekly attendance policies.

Appendix B: Sample General Online Tutoring Instructions

Getting Started:

1. You will receive two emails:
   a. The first will be from TutorTrac with the usual appointment information.
   b. The second will be a copy of the email sent to the student with instructions, and it will include the unique link to your tutoring room.
   i. SAVE THIS EMAIL & LINK!

2. Make sure that you are using a Google Chrome browser to access your GoBoard room; this is the best browser for this program. GoBoard is not compatible with Internet Explorer or Safari.
   a. Need to download Chrome? Go here: https://www.google.com/chrome/browser/desktop/
   b. If you plan on screensharing, you will need to download the Chrome extension for it, so be sure to test this feature before doing it in a live session.
   c. GoBoard does not work as well in Mozilla Firefox, but if you have to use it, try disabling Add-ons to make it work more smoothly:
      i. Open Firefox --> Click on "Help" in Menu Bar --> Click "Restart with Add-ons Disabled"

3. Prior to your scheduled session, you should get familiar with GoBoard:
   a. Follow the link and select "I'm a Tutor" link. This will route you to a mini-TMS profile creation. After completing that, you will be automatically rerouted back to the room.

   b. The camera and microphone should both be enabled
      i. However, if one or both are not working, use the chat box to the right
      ii. If you have trouble with audio, make sure to seek help to ensure that the next session goes more smoothly
      iii. Headphones with a microphone are recommended for the best quality.

4. Tools within GoBoard that enhance the session (right click on your computer, or double tap the screen on your iPad)
    a. Draw with a pen, in a variety of colors.
    b. Draw lines, including dashed lines and lines with arrows.
    c. Enter text, enlarge text, and change the color.
    d. Select items or text that you've drawn on the board.
    e. Inserting shapes.
   f. Erase single items.
    g. Undo or redo your last action.
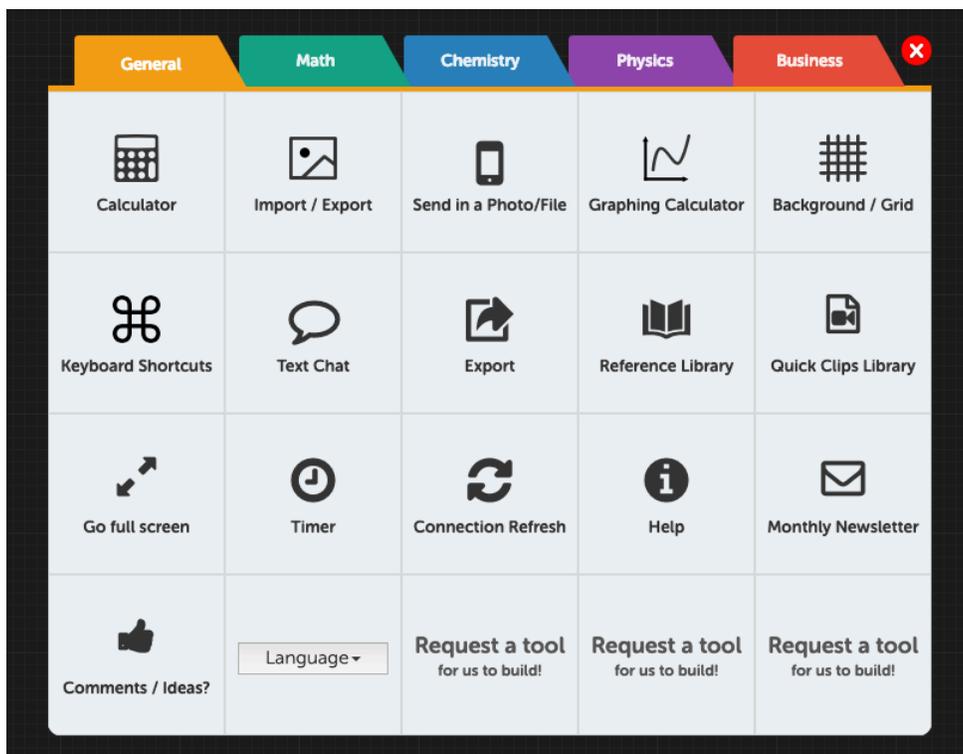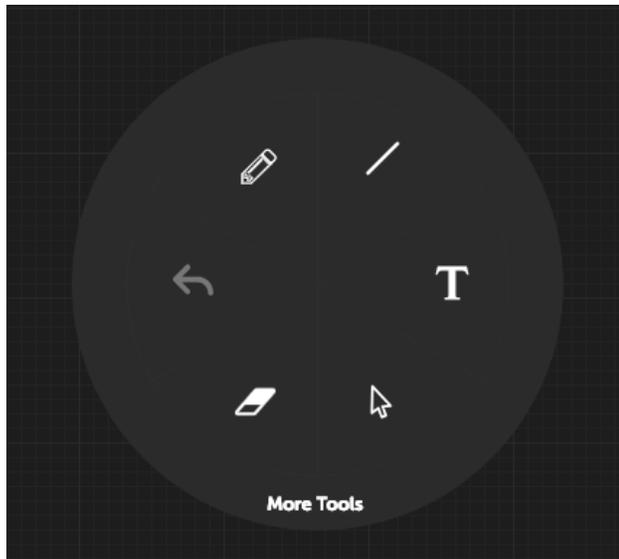
5. If you are unsure what the function of the tool is, simply hover over the tool and the name will appear. Clicking "More Tools" will open up these further tool options:

      a. Export your board
      b. Import Images (from your phone, your computer, or the web)
      c. Background options (graph vs. solid background)
      d. Graphing calculator
      e. Keyboard shortcuts
      f. Subject specific tools
      g. Molecular bonds creator
      h. And more! Contact help@GoBoard.com if you have an idea for additional tools.

6. The last thing you draw will remain in blue until the next item is drawn

7. If you make a mistake, simply use the 'Eraser' tool or press the 'Undo' button.

8. Tip to mention to your tutee: only the text written within the dotted lines that mark the outlines of the screen can be seen by the tutor.

9. Use the laser tool to point to a specific area on the screen without writing and keeping the text clear. This also helps keep the tutees attention to the specific area of the board where you are working, which has been shown to increase student success rates.
If the space gets too cluttered, add a new page for a fresh start. You can also clear your page, but then you won't be able to go back and review what you've covered.
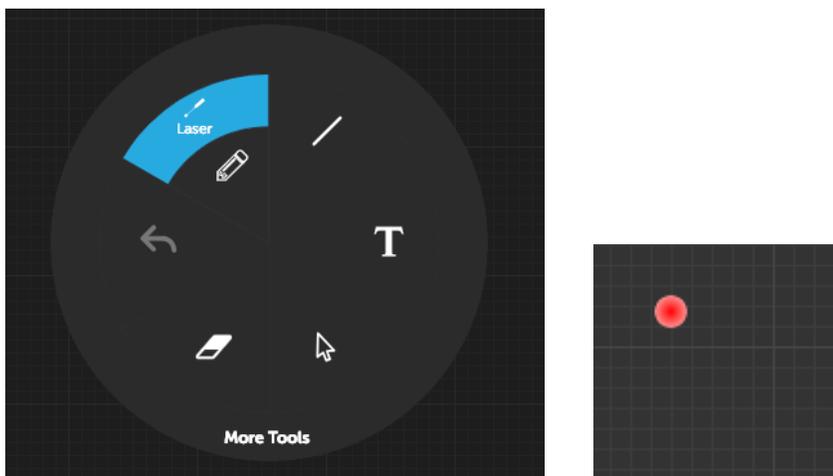
10. Upload saved work: Text in work from your notes (Send in a Photo/File), upload from computer (Input my own PDF/JPEG), or search from the web (Search for images from the web).
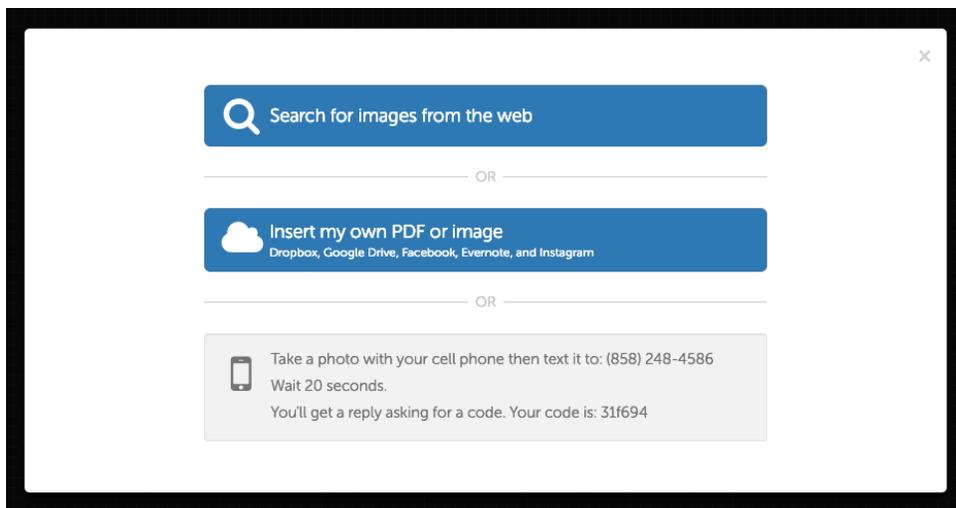
11. To import your own files into the resource library, click on the more tools menu and select "Reference Library," and then "Add." Files you add will be saved in your reference library for all your future sessions.
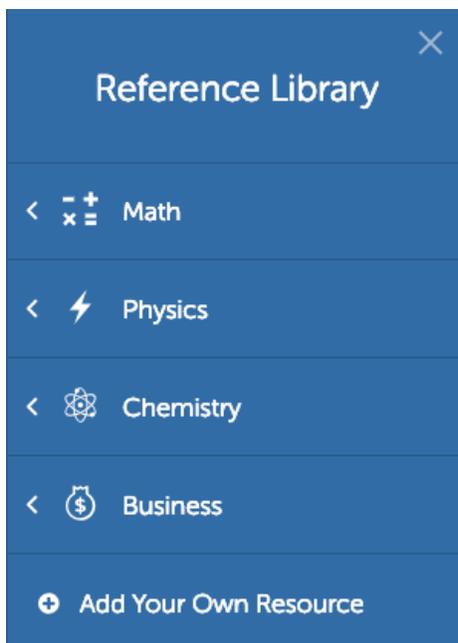
12. Don't clear a page, instead add a page to the board.
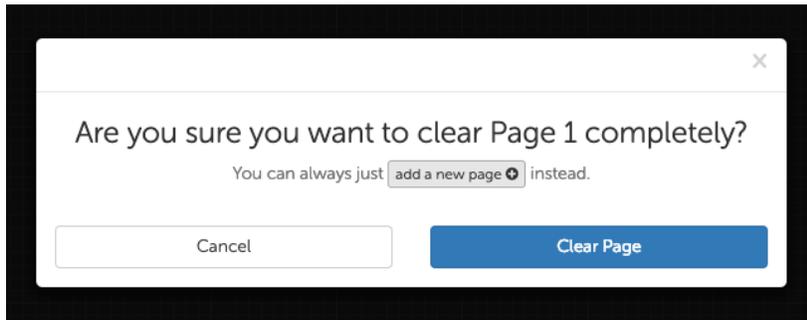
Troubleshooting:

- Make sure you are using an updated Google Chrome browser.
- Log out and log back in to the GoBoard room, close out your browser and reopen it, or restart your computer to complete updates.
- You should have at least 5 Mbps internet speed for the best experience. You can go to http://speedtest.net to test your internet speed.
- Use the "Text Chat" tool in the hamburger menu if you or your student have issues with or do not have access to a webcam and microphone.
- **If nothing works, you can use another application to communicate with the student for that session: Skype, FaceTime, phone call, etc. Then let the supervisor know about the issue so that it can be resolved before the next session.**
- **GoBoard Technical support: Email help@GoBoard.com or call 877-919-8886**

Appendix C: Don't Forget! A Checklist for Tutors Using GoBoard

✓ **Send the student an email 15 minutes before your appointment to make sure that they are still planning on attending and include the GoBoard link.**

   – Log in to GoBoard 10-15 minutes early so that you can help the student troubleshoot if needed.

✓ **Log In & Out of TutorTrac**

✓ **Student Feedback Survey: https://www.surveymonkey.com/r/PSN366R**

   – SEND THIS TO THE STUDENT AT THE END OF EACH SESSION. Give them a verbal reminder, post the link into the chat box, and send a follow-up email with the link. The student's feedback is very important!

✓ **Tutor Notes**

   – Click on the date at the top of your schedule, click on the reserved block for the online appointment, then type in your notes in the text box.
   – Mark the student's status as "ATTENDED," or they will get a missed appointment email.
   – MAKE SURE THAT YOU INCLUDE THE TIME THE STUDENT ATTENDED IN YOUR NOTES.
     ▪ EXAMPLE: "Student attended: 7:06pm-8:01pm"

QUESTIONS OR ISSUES?
Contact us: PHONE NUMBER AND EMAIL ADDRESS

Appendix D: Sample Mock Email to Tutee

Dear Jordan,

You have been scheduled for online tutoring appointments with Mariah on Fridays at 1:00pm for CHEM 101. Please remember that this is a scheduled weekly appointment, so your tutor will be online at this same time every week until the end of the semester (unless he/she or you have to cancel for some reason or if you would like to cancel the rest of your sessions). You may access it from anywhere: on campus, at home, or elsewhere.

This is the permanent link to access your weekly session on GoBoard:
https://louisville.goboard.com/574947

Please test this link before your first appointment to ensure that everything on your computer is ready to go. Please contact us during normal business hours if you have questions: email@email.com or phone number.

Just a few reminders for your online session:

1) Review the attached instruction sheet on how to download Google Chrome and use GoBoard.
2) For this session we highly recommend you have access to a microphone and headset (and/or a webcam) that will allow you to talk back and forth with the tutor.
3) Make sure you are using the latest version of the Google Chrome browser. If you are using FireFox, you may need to disable Add-ons. GoBoard does not work in Safari or Internet Explorer.
4) Need help with GoBoard? Call PHONE NUMBER during normal business hours. You can also contact GoBoard tech support at help@GoBoard.com or call 877-919-8886
5) Before your first online tutoring session please complete this Online Tutoring Learning Agreement: https://docs.google.com/forms/d/1WB8jTN3o3Bq3bpgXeWX-L--rnWLUx4E44X9ECRZsjr0/viewform?usp=send_form
6) You have been added to the "REACH Learning Resource Center" BlackBoard organization. The instructions for accessing your online session can be found here, and they are attached to this email.

Please let us know if you have any questions. Thank you!

Appendix E: Sample GoBoard Instructions for Tutee

I've requested an appointment. What do I need to do?

Once you have requested your online tutoring appointment, you will receive two emails:
1. The first will have information with the day, time, and tutor for your appointment.
2. The second will include instructions for using GoBoard and the unique link to your tutoring session. SAVE THIS EMAIL & LINK!
3. If you lose your link just ask your tutor. It's okay!

What Now?

1. Make sure that you are using a Google Chrome browser to access your GoBoard room; this is the best browser for this program. GoBoard is not compatible with Internet Explorer or Safari.
   a. Need to download Chrome? Go here: https://www.google.com/chrome/browser/desktop/
   b. If you plan on screensharing, make sure to download the Chrome extension for this. It will only take a minute to do.
   c. GoBoard does not work as well in Mozilla Firefox, but if you have to use it, try disabling Add-ons to make it work more smoothly:
      i. Open Firefox --> Click on "Help" in Menu Bar --> Click "Restart with Add-ons Disabled"

2. Prior to your scheduled session, you are welcome to play around with the features in your GoBoard session.
   a. Follow the link and provide your name and university/college email address in order to access your tutoring room.
   b. Allow GoBoard to access your webcam and microphone. (You may need to turn off any pop-up blockers you have on your browser.)
   c. Maximize your screen to see as much of the board as possible.

3. Using the board:
   a. Right click to see the menu of tools.
   b. Click on the "More" menu button to access graphs, symbols, and other useful tools (see image below).
   c. Use the MORE TOOLS menu on the radial tools button to access other features as well (see image below).
4. Feel free to play around with the many features in GoBoard!

5. If you would like a PDF copy of the pages you and your tutor created during your session, click on the MORE TOOLS menu and choose "Import/Export."

Appendix F: GoBoard Training Scavenger Hunt

Create a new GoBoard with a fellow tutor and take turns doing the following items. First tutor pair to finish will win a small prize!

Before you get started, make sure to prepare for the virtual workplace!
- Quiet, professional working space.
- Dress professionally.
- Keep your attention on the board the entire time, no distractions! And encourage your student to do the same.
- Clear communication, using different methods to best explain yourself and encourage student to do the same.

Scavenger Hunt Checklist:
- Upload this checklist to the board.
- Turn video off and on.
- Turn microphone off and on.
- Text chat.
- Troubleshoot with http://speedtest.net and make sure you are at 5 Mbps.
- Use Laser Tool to keep their attention where it needs to be.
- Create a new page and name it something practical.
- Save resources to your files.
- Upload a tutoring appropriate picture from your phone.
- Use a subject specific tool such as the Desmos graphing calculator or the bond creator.

References & Resources

Dvorak, J., Roessger, K. (2012). "Training for Online Tutoring." In Agee, K. S., Hodges, R., & College Reading and Learning Association, *Handbook for Training Peer Tutors and Mentors.* Mason, Ohio: Cengage Learning.

MacDonald, R.B. (2000). The Master Tutor. Cambridge Stratford.

McLeod, S.A. (2018, Aug 05). Lev Vygotsky. Retrieved from https://www.simplypsychology.org/vygotsky.html.