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

## Acknowledgements

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Monmouth University  
Northern Kentucky University  
University of California at Davis  
University of Georgia  
University of Louisville  
University of Southern Indiana  
University of Toledo  
Spelman College  
Southern Connecticut State University  
Texas A&M University, Mays Business School  
Weber State University  
West Kentucky Community and Technical College

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## 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 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

A tutoring philosophy differs from goals, values, and even mission statements. This philosophy statement should be a way to define much of what occurs and does not occur 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 (including why they will be tutored in the fashion described), when they will be tutored, and should clearly account for situations which are not considered tutoring both practically and ethically.

### ***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 conundrums and even conflicts of interest arise because of problems with the program's day to day operations not aligning to the same philosophy.

Adequately 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.

### ***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 actors 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](http://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
- Screen sharing capabilities
- 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 the desktop version available via the web. Each platform can support different features, as seen below:

### Desktop Version

Recording of Sessions  
Group Tutoring  
Screen Sharing

### iPad App

Recording of Sessions  
Group Tutoring

## 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 an 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](mailto:help@TutorMatchingService.com) for more information.

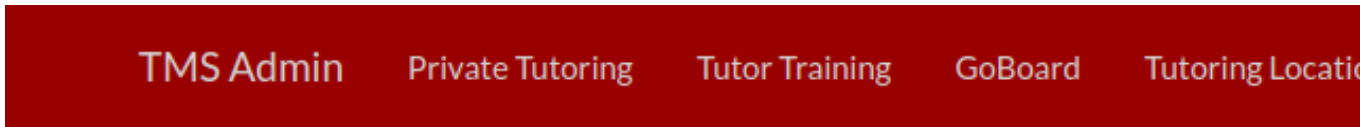
Once you are ready to start tutoring, the staff at GoBoard will create a unique URL for your institution. This URL will be customized and feature the institution’s name, in the format: “university.goboard.com”

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. 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 2018, 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.



GoBoard Usage						
Start Time	Duration	Board	Tutor	Student(s)	File	Video
02/21/2018 09:27 AM	0:04:00	50aada	Robert Nelson	Robert Nelson	<a href="#">View PDF</a>	<a href="#">View Video</a>
02/21/2018 12:22 PM	0:52:00	50aada	Robert Nelson	Robert Nelson	<a href="#">View PDF</a>	<a href="#">View Video</a>
02/13/2018 07:17 PM	0:40:35	f777cc	Zachariah Humrich	Berta Duckett	<a href="#">View PDF</a>	<a href="#">View Video</a>
02/05/2018 01:57 PM	0:54:00	math01	William Bowen	Rachel Pharr	<a href="#">View PDF</a>	<a href="#">View Video</a>

## 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 web-conferencing platform, utilizing the web-conferencing tools, integrating interactive whiteboard technology within the platform, and encouraging student interactivity. 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. Hangman
- b. Pictionary
- c. Battleship (need a graph paper "board" and 2 shared graph "boards") — This has them utilize downloading a resource/tool.
- d. 20 Questions (each question must be communicated a different way)
- e. Logic Puzzles
- f. Jeopardy

## **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 be 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 or 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. Make sure you are taking full advantage of the drawing & 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, 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
  
- 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 Coordinator but a suggested survey can be found here:

<https://www.surveymonkey.com/r/PSN366R>

## 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.

### **Recommended Job Description**

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. 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 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.
    - i. Headphones with built-in microphones are available
    - ii. Tablets with styluses for easy drawing are available
  - c. Feel free to play around with the many features in GoBoard!
4. After your first session, you can re-enter the same room by clicking on the link in your email.

## Appendix C: Sample GoBoard Instructions For the Tutor

1. Save the unique link between you and the tutee
  - a. Upload into a previously made Excel document for easy access and to ensure organization
  - b. Designate each link with a new tutee and list the date and time of your sessions
2. Get familiar with GoBoard before your session
  - a. Be sure to enable both the video and the microphone setting
  - b. The camera and microphone should both be enabled
  - c. However, if one or both are not working, use the chat box to the right

### Step 1

Enable your camera and microphone

- d. If you have trouble with audio, make sure to seek help to ensure that the next session goes more smoothly
  - e. Headphones with a microphone are recommended for the best quality.
3. Once you enter the GoBoard room, you can invite the tutee to join the session

### Step 2

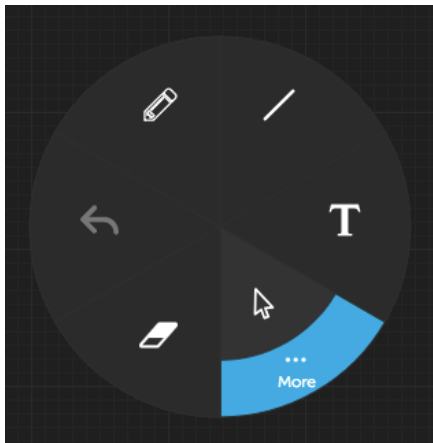
Invite Someone to Join You

OR

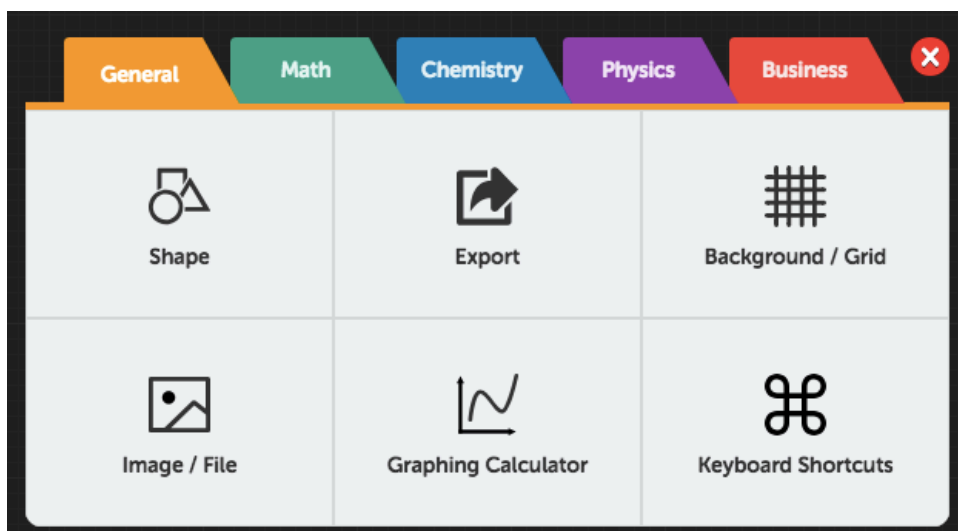
Enter This GoBoard

(You can invite someone later)

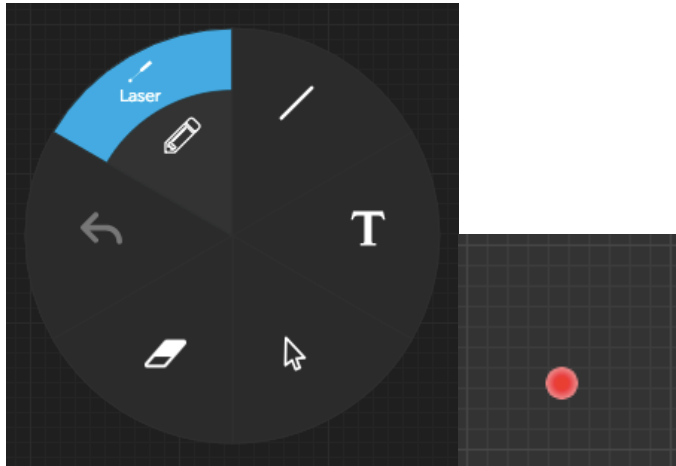
4. Tools within GoBoard that enhance the session (right click on your computer, or double tap the screen on your iPad)
  - a. Draw with a pen, in a variety of colors.
  - b. Draw lines, including dashed lines and lines with arrows.
  - c. Enter text, enlarge text, and change the color.
  - d. Select items or text that you've drawn on the board.



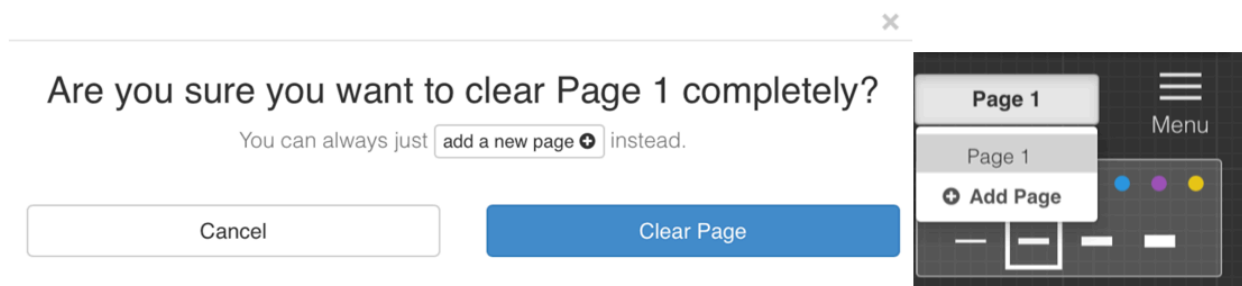
- e. Erase single items.
  - f. Undo or redo your last action.
5. If you are unsure what the function of the tool is, simply hover over the tool and the name will appear. Clicking "more" will open up these further tool options:
  - a. Shapes
  - b. Export your board
  - c. Import Images (from your phone, your computer, or the web)
  - d. Background options (graph vs. solid background)
  - e. Graphing calculator



7. The last thing you draw will remain in blue until the next item is drawn
  - a. If you make a mistake, simply use the 'Eraser' tool or press the 'Undo' button
  - b. \*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
  
8. Use the laser tool to point to a specific area on the screen without writing and



keeping the text clear.



9. 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.



9. Upload saved work

- a. 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).

The screenshot displays a mobile application interface. On the left is a dark sidebar menu with a close button (X) at the top right. The menu items are: GO FULL SCREEN, CALCULATOR, TEXT CHAT, KEYBOARD SHORTCUTS, REFERENCE LIBRARY, SEND IN A PHOTO/FILE, IMPORT / EXPORT, MONTHLY NEWSLETTER, COMMENTS / IDEAS?, HELP, and CONNECTION REFRESH. At the bottom of the sidebar is a 'Change Language' button with a downward arrow.

The main content area on the right features several blue buttons and options, separated by horizontal lines with 'OR' in the center:

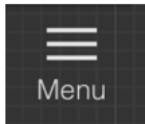
- Import**: Import an image or PDF into the board
- Export**: Export the board as an image or PDF
- Search for images from the web**: Includes a magnifying glass icon.
- Insert my own PDF or image**: Includes a cloud icon. Subtext: Dropbox, Google Drive, Facebook, Evernote, and Instagram.

At the bottom of the main content area is a light gray box containing a smartphone icon and the following text: 'Take a photo with your cell phone then text it to: (858) 248-4586. Wait 20 seconds. You'll get a reply asking for a code. Your code is: t8degq'.

10. Wish to view saved work?
  - a. Simply return to the same link for your GoBoard room, all your work will stay there unless you clear the pages.
  - b. At the end of the session, export your work so that you can view it offline or print it out.

### Using GoBoard:

1. To import your own files, click on the hamburger menu (3 horizontal lines under



- the video box, see image below) and select "Reference Library," and then "Add." Files you add will be saved in your reference library for all your future sessions.
2. Right click on the board to see the wheel of tools.
3. Click on the "More" button on the bottom right of the wheel of tools to access graphs, symbols, and other useful tools.
4. If you and the student would like, at the end of the session, click on the hamburger menu again and select "Export and Exit." This will end the session and send an email to both you and the student with a printer-friendly PDF of the GoBoard pages you created together.
  - a. Try using the last page of your GoBoard as a homework assignment page, that way when your students export their session they will have their homework included in their notes.
  - b. REMEMBER: Don't delete your work if you're feeling cramped for space. Start a new page by clicking "Add Page" under the video box. This will make the PDF more helpful.

## 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](mailto:help@GoBoard.com) or call 877-919-8886**

## Appendix D: 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 E: Sample GoBoard Instructions for Students

### 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!

### What Now?

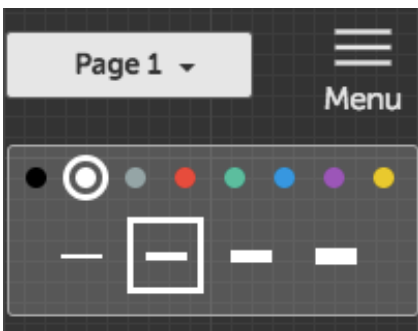
1. Make sure that you are using a Google Chrome browser to access your GoBoard room; this is the best browser for this program. GoBoard is not compatible with Internet Explorer or Safari.
  - a. Need to download Chrome? Go here: <https://www.google.com/chrome/browser/desktop/>
  - b. GoBoard does not 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 hamburger menu on the right of the screen (3 lines) 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 hamburger menu and choose "Import/Export."



OR



## Troubleshooting

- Make sure you are using an updated Google Chrome browser.
- Log out and log back into 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.
- Email your tutor to let them know about any other issues.
- GoBoard Technical Support: Email [help@GoBoard.com](mailto:help@GoBoard.com) or call 877-919-8886

## QUESTIONS OR ISSUES?

**Contact us:** PHONE NUMBER AND EMAIL ADDRESS

## Appendix F: 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](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!



## 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* (pp. 288-291). Mason, Ohio: Cengage Learning.

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