Online Tutoring Implementation Guide (OTIG) for Learning Centers

3rd Edition, August 2020
Acknowledgements

Many thanks to the universities and colleges that participated in the pilot project years 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.

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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
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Institutional Buy-In

Online tutoring offers you, as a learning center, a flexible ability to provide services no matter the circumstances. For now, it could be in response to pandemic learning but what would be reasons to build online tutoring into your regular offerings as a learning center.

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.

Obviously, COVID-19 has changed the motivation for offering online tutoring, but what we know is that many schools are using this as an opportunity to re-examine their student support offerings. Many schools have told us that this has positively changed their perspective on the viability of online tutoring for the future, even when students are back on campus.

Considering Your Landscape

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?
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. 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.

You have the opportunity to delineate a teaching tool (like VoiceThread) from a tutoring tool (like GoBoard), where two-way communication and equitable control over all the tools and features creates a student-led environment.

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. Tutors can do online tutoring from their home but should have a quiet workspace and appropriate technology at hand. 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 online tutoring 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.
Efficacy of Online Tutoring

A topic increasingly relevant following the widespread outbreak of Covid-19 and the resulting need to impose social distancing & remote learning is the efficacy of online tutoring, which has become an increasingly important source of tuition for students around the world. Fortunately, online tutoring now is more advanced than ever before in history; with endless resources available to both students and tutors to streamline and optimize this experience, both in terms of learning quality, but also in terms of convenience and affordability.

The advantages of online tutoring have certainly evolved and improved with technological advancements over time; and key success factors for quality online tuition have been established; including the use of multimedia, leadership and structure, and enabled interaction between students/tutors and students/peers. Many study results suggest a statistically significant positive difference between the course grades of students who use online tutoring services compared to those who do not (Calfee, 2007). Of course, this is to be expected when comparing online tutoring success to the alternative of no additional tutoring at all; a more relevant comparison is that of online tutoring compared to equivalent face-to-face tutoring.

An early controlled study comparing online tutoring with conventional face-to-face methods showed that students achieved poorer results when tutoring was delivered online (Price, 2007). This was primarily because online tutoring at the time was not providing the highly valued pastoral components that students value in face-to-face tutoring. Loneliness and de-motivation of e-learning users is considered to be the main cause of failure of online courses; however, this can be combated with collaborative and active learning techniques (Pardo & Peñalvo, 2008). Structure and leadership were found to be crucial for online learners to take a deep and meaningful approach to learning, but when these requirements were in place, online tutoring was found to be highly effective (Garrison & Cleveland-Innes, 2010).

One example of this and a key benefit to traditional in-person tutoring is that it offers an opportunity for both informal and formal feedback, though casual discussion between a tutor and their student (Macdonald, 2008). Online tutoring has overcome this issue by providing online forums where students can collaborate with tutors and their peers. Such forums also enable economies of scale for tutors providing feedback to a group. Further, students often learned/retained information better when collaborating and are often less intimated to ask a group forum than their teacher directly (Macdonald, 2008).

With such structures and informal groups in place, an otherwise similar study found “no significant differences between the students who received face-to-face tuition and those who received online tuition in their perceptions of the academic quality” (Richardson, 2009).
Over time, with the effective development of virtual learning communities and structures, student assessment and feedback has actually been seen to have improved the overall experience of online students compared to in-person students. Some of these advancements include automatic grading, more advanced forums for collaboration and feedback, and more effective program management and monitoring with real-time student-teacher feedback and program effectiveness captured after each online session (Tang, M. & Byrne, R., 2007).

Further from this, there are benefits unlocked through online learning which are not possible through face-to-face learning alone. The biggest benefit in some minds is that online tutoring requires a level of self-direction and learning autonomy, as students have to seek solutions. This intrinsically supports a more student-centered approach to learning, as the student will naturally gravitate towards methods which best enable their learning, whether that be web-searching, reading textbooks, collaborating on forums, or doing practice questions (Macdonald, 2008). One study found a direct positive relationship with academic self-efficacy, and a resulting positive relationship with students’ academic grades through online tutoring (Lee & Hanham, 2017).

An additional benefit to a student’s learning via online tutoring is that it innately refines computing, word processing, and web-based competencies which will be helpful when applying for jobs after school. A good tutor will also use technology to their advantage to ensure more value for money for the student: recording sessions, uploading images, drawing & adding diagrams & graphs virtually. The use of these technologies means that online tutoring is often more engaging, involving the use of multimedia and interactive activities designed to stimulate learners as they work, improving focus & retention. Online tutoring is able to be gamified for students too, including motivational leaderboards, the ability to communicate & collaborate with other students, and access to a wide range of interactive learning tools.

Generally, students thrive with a balance of both face-to-face and online learning methods, which improves engagement in combination with autonomy of learning (Tang & Byrne, 2007). As most learning is school or campus-based, it is easier to provide a blended learning by offering online tutoring as the supplementary tuition source. Comparatively, providing in-person synchronous learning as the additional service to a primarily distance-based course is much more difficult to implement, with reductions to convenience and cost-effectiveness of tutoring as a service (Macdonald, 2008).

An online tutor has all the tools they need for an effective session available on their computer: a whiteboard/blackboard, calculator, pens, eraser, laser pointer, unlimited textbooks on each and every subject, and thousands of practice questions at their fingertips. It is impractical for a tutor to commute to a student with this many resources, but they are easily available online. Beyond this, some more complex tools are only available online: for example, a student learning molecular chemistry at school may use wooden sets to build molecules in class, but it is unlikely for either the student or tutor to have one of these building sets. Online, this tool can be easily replicated.
In terms of convenience and a tutor's ability to leverage their time, tutoring allows for both asynchronous and synchronous tutoring. For asynchronous, the tutor and student can work at totally different times: the tutor can email the pupil their assignments, and the pupil then completes their work and submits online. If students and their parents prefer a synchronous session, this can be easily coordinated via video chat, Online whiteboard, etc, and tools provided in such apps ensure a productive and time-effective session. Many online tutoring solutions provide time-saving features such as quick-draw apps, the ability to access the internet's resources and pull images, videos, practice questions etc straight into the session.

There are safety and quality benefits associated with online tutoring; parents can trust, when booking through a platform, that their students tutor has been appropriately background checked. They also have the ability to virtually “watch” the online session in real time, or can save video or audio recordings from their session to ensure their child’s safety. This is much harder to do when dropping your child at a study centre, where parents often won’t have the ability to monitor the session at all. Furthermore, these videos can be used by students for revision purposes.

Online tutoring provides students and families easy access to a large pool of duly screened, properly tested, thoroughly trained, experienced & quality teachers from a broad base, which democratizes access to personalized learning beyond geographical barriers. Tutors are available at lower rates as compared to offline tuition as travel time & expenses are saved by removing the restrictions of geography, time zones, and commuting; making the tutoring solution more affordable & convenient for both the student and the tutor.

As a result, online tutoring has particularly positive results for rural and/or high poverty schools, who may not otherwise have access to sufficient resources. As online tuition and resources are accessible/available for an extended time period, and students can access help when they need it, online tutoring is regarded as the best, if not the only, option, for additional tuition (Fleisher, 2006). As to the effectiveness of this tuition, quantitative evidence from a study on the effects of online reading tutoring on 4th grade students in a high minority, high poverty school in Philadelphia, PA showed that reading scores increased with the assistance of online tutoring (Vasquez et al. 2017). This was largely due to the access of affordable, high quality students that were previously unavailable to students.
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. Google Chrome is the preferred browser for GoBoard, but it works well on Firefox and Safari.

Click here for a comprehensive user manual for GoBoard: http://bit.ly/gbusermanual

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: northern.GoBoard.com)
- Custom administrative dashboard to track your tutors’ hours and much more (full reporting and Excel exports)
- Fully recorded and archived sessions
- Screen sharing capabilities
- Unlimited board creation and board length
- Small group tutoring (up to five students in a board)
- End state PDFs of session content sent immediately to the student after their session
- 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. If this is not in the budget, then a computer that has a good quality webcam and microphone plus a Wacom/Bamboo/Huion/XP-Pen tablet makes for a good alternative. Our favorite one is the Huion H610 Pro v2, at around $50 it has good functionality and could be bought for all your tutors.

But no hardware is needed to facilitate tutoring, as GoBoard has tools that make writing easy (text typing tool and chat function), in addition to the audio and video conferencing, plus the feature to text a photo to the board of whatever they are working on— handout, notes, or textbook.
Supported Browsers and Platforms

GoBoard is run on three different browsers, Chrome, Firefox, and Safari. It can be used on tablets such as an iPad and android tablets.

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 for free on a web-based platform, with full administrative access and downloadable reports. Contact schools@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”

How to Create a Board

Once you have your school URL you then create a board (or online room) for a tutor and student combination by clicking “Create a GoBoard” on your homepage or institutional URL. That URL that is created will have a six alphanumeric combination at the end that is the GoBoard ID or #.

If you are creating appointment based tutoring then you will need a way to track who has been assigned which GoBoard URLs. Most schools use a spreadsheet to track this.

If you are creating drop-in tutoring GoBoard links then you need to understand that under the current parameters the first five people to the board (total, including the tutor) are fine, but the sixth and thereafter attendees will be met with a “This GoBoard is full” message.
Admin Panel

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

You will receive your access credentials for this administrative panel via email. Here you can find information about sessions, end state PDF and video recordings of sessions, length of time spent, tutor name, and student name.

Under the tab “Tutoring” you will only see your tutors listed if you have chosen to partner with Tutor Matching Service and use them as your tutoring scheduler.

The “Tutor Training” tab includes information about the usage of Tutor Essentials, which is an online course created by Tutor Matching Service and Purdue University that counts for four hours of CRLA Level 1 Certification training. Again, there will be no information in that section unless you have purchased the course. You can find out more about this at tutoressentials.com

Under the “GoBoard” tab you will two reports:
1) Log: Every session that was every made on your institutional URL, by anyone. But once another person joins that URL, then it becomes a “Session” and will show up on the “Sessions” tab.
2) A session has a start time, duration, Board ID, tutor name, student(s) name, the PDF file to view, and the video recording of the session.

You have unlimited storage in your admin panel and you control how long videos and sessions remain in there.

You can also filter these reports and export to Excel the sessions report.
<table>
<thead>
<tr>
<th>Start Time</th>
<th>Duration</th>
<th>Board</th>
<th>Tutor</th>
<th>Student(s)</th>
<th>File</th>
<th>Video</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>04/27/2020 02:13 PM</td>
<td>0:31:01</td>
<td>9e6ab9</td>
<td>Melissa Thomas</td>
<td>Kyle Woolley</td>
<td>View PDF</td>
<td>Processing</td>
<td>Remove</td>
</tr>
<tr>
<td>04/24/2020 02:36 PM</td>
<td>0:08:31</td>
<td>8f244b</td>
<td>Olivia Thalassinos</td>
<td>Philip F, Melissa Thomas</td>
<td>View PDF</td>
<td>View Video</td>
<td>Remove</td>
</tr>
</tbody>
</table>
System Integration

GoBoard works well with several other scheduling platforms, such as TutorTrac and EAB Navigate.

TutorTrac

Northern Kentucky University has provided training to help you understand the way to utilize GoBoard and TutorTrac. You can view that here: https://inside.nku.edu/plus/webinar_files.html

1. Tutor availabilities loaded in TutorTrac (start of semester)
2. Tutee books appointment in TutorTrac
   a) Tutor and tutee immediately receive scheduling email
   b) Tutee immediately receives instructional email
   c) Tutor receives daily schedule summary at midnight
3. At “go-time”
   a) Tutor creates/re-enters GoBoard
   b) Tutor uses “Invite by Email” via GoBoard to tutee’s email address from TutorTrac
   c) When tutee arrives, tutor logs tutee in on TutorTrac using “Log Student”
4. After appointment
   a) Tutor ends GoBoard session
   b) Tutor logs student out on TutorTrac
   c) Tutor records Session Notes in TutorTrac
5. Admin verifies visits in TMS Admin Panel + TutorTrac (next day or weekly)

EAB Navigate

Most schools use Navigate to house their tutors’ availability and students can make appointments for an Online appointment. Then they include steps on how the session will happen as part of a “special instructions” area which students get in a confirmation email once they make the appointment. Navigate also send automatic text/email reminders 24 hours and 1 hour before appointments. Tutors get the students email from the appointment notification, and they email the student with a GoBoard link 5-10 minutes before their appointment.

Sample text to include in special instructions:

Online tutoring is available through GoBoard. You will receive an e-mail from your tutor with a link to your online tutoring session. Be sure to save that link so you can enter your GoBoard room! We recommend that you use a microphone and/or webcam for the session if possible; however, there are chat capabilities. For more information about GoBoard and the online appointment process, see: we have attached a pdf(edited)
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

ACTLA Online Tutoring Standards

In 2019, the Association of Colleges for Tutoring and Learning Assistance published a set of Online Tutoring Standards and a subsequent certification (April 2020) based on those standards. What follows is an explanation of how GoBoard meets those Principles and Standards based on our practices.
<table>
<thead>
<tr>
<th>ACTLA's Principles</th>
<th>Standards</th>
<th>GoBoard Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infrastructure</strong></td>
<td>A quality learning experience in an online tutoring environment involves convenient access, accessible technology, multi-functional delivery, and media-rich resources.</td>
<td>Institutions, providers, and programs should continually assess and improve the functionality and performance of the delivery system, learning platform, etc. for optimal systems and functional performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GoBoard includes tools such as whiteboard, chat, audio, video, and PDF file sharing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GoBoard provides an archive of all tutoring interactions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GoBoard provides resources and assistance for students to utilize the technology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• GoBoard ensures that online tutoring is accessible to all participants using technologies such as PC, Mac, iPad, and Chromebook.</td>
</tr>
<tr>
<td><strong>Meaningful Engagement</strong></td>
<td>A quality learning experience in an online tutoring environment builds on student knowledge, ability, and addresses gaps in student understanding while providing students with opportunities to express and demonstrate their learning.</td>
<td>The online tutor incorporates strategies to foster participation and active learning--including both one-on-one and group formats. This interaction should be between tutor and students as well as among the students themselves.</td>
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<td>GoBoard provides video and audio capabilities, shared synchronous feedback on document work, and whiteboard capability to replicate face-to-face communication. GoBoard creates an equitable learning environment where students have access to all the controls and features, just like tutors. This allows the tutor to truly be the “guide on the side.” Other features, like the laser tool, graphing calculator, and chemistry bond drawing tool make it easier for students to engage in learning.</td>
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<tr>
<td><strong>Training</strong></td>
<td>A quality learning experience in an online tutoring environment requires tutors that are trained in research-based tutoring practices, explicit online tutoring practices, using the learning platform, and other online tools and resources.</td>
<td>Institutions, providers, and programs should ensure that online tutors are trained appropriately to conduct tutoring in an online environment to ensure a quality tutoring experience.</td>
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<td>GoBoard created an Implementation and Training Guide to help institutions and tutors utilize their platform. We also facilitate virtual training sessions for tutors by our staff. Additionally, we have Tutor Essentials, a tutor training course developed by Purdue University and endorsed by CRLA for 4 hours of their Level 1 Tutor Training Certification. We are also releasing Online Tutoring Essentials training course in August 2020 that aligns with ACTLA tutor training topics of Technology, Troubleshooting, Communication, Group Tutoring, Students with Disabilities, and Pedagogy/Interactivity.</td>
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<tr>
<td><strong>Assessment and Evaluation</strong></td>
<td>A quality learning experience in an online tutoring environment involves effective coordination and evaluation of services, tutors, training, and technology.</td>
<td>Evaluation includes a review of online tutors’ competencies and performance, a protocol for collecting information on the online tutoring program, and an analysis of the effectiveness of the program including its use of technology and its training.</td>
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<td></td>
<td></td>
<td>GoBoard provides reports on student utilization, including session date, time, and length. Each session is captured on an end-state PDF (that is sent to the student, tutor, and kept on the administrative dashboard). Sessions are also recorded for review by the administrator to evaluate the session, provide tutor feedback, or for accountability purposes. If Tutor Matching Service is used as a scheduler in coordination with GoBoard, then each session is evaluated using both qualitative and quantitative measures.</td>
</tr>
</tbody>
</table>
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, you will want to notify your supervisor.
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. This might be shared via email or Google Form.

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, checking my phone, 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 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 WebAssign (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 an 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 you but a suggested survey questions are below from the University of Louisville:

For what subject did you get seek out virtual tutoring? (Please be specific with your course information, such as "PSYC 301" or "SPAN 122.")

Please answer the following about your online tutoring experience. [Likert Scale]

1. The GoBoard session was easily accessible.
2. My tutor communicated concepts clearly.
3. My tutor communicated courteously.
4. My tutor sufficiently addressed my questions and concerns.
5. My tutor provided me with guidance but did not do the work for me.
6. As a result of using online tutoring, I felt more motivated to keep working through the difficult and complex information.
7. As a result of using online tutoring, I feel more prepared for the exam.
8. I am likely to use online tutoring again.

What area did you need the most help with for this class? Did the online tutoring session help you in this area?

What did you find most helpful overall about the online tutoring?

How can REACH improve online tutoring for the future?

Questions or comments:
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 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: Recommended General Online Tutoring Instructions

Hi Student! Here’s how to get started with online tutoring:

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, Firefox, or Safari browser to access your GoBoard room; this is the best browser for this program. GoBoard is not compatible with Internet Explorer or Edge.
   a. Need to download Chrome? Go here: https://www.google.com/chrome/browser/desktop/
   b. GoBoard works in Mozilla Firefox, but you need to disable 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. You will login with your name and email address. By providing your email address you will receive an end state PDF of the entire session when it’s over, which serves as a handy study guide.
   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. Login to GoBoard as tutor
   a. Follow the link and login as a tutor. You have one of three ways to login:
      i. Facebook Login
      ii. Google Login
      iii. TMS Login
         1. If you select this option, you are NOT creating a full Tutor Matching Service tutor account, just a mini login with your name, email address, and a password that you create and remember.

3. 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.
   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.
   f. Once you enter the GoBoard room, you can invite the tutee to join the session
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. 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.
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.

   Additionally, you can name each page so that it’s easier to scroll through and find
   where you talked about a certain subject, chapter, or section.
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).
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 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 on any GoBoard you are logged into as a Tutor.

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 end state 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, Firefox, or Safari 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 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, Firefox, or Safari browser to access your GoBoard room; this is the best browser for this program. GoBoard is not compatible with Internet Explorer or Edge.
   a. Need to download Chrome? Go here: https://www.google.com/chrome/browser/desktop/
   b. GoBoard works in Mozilla Firefox, but you need to disable 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)

![Image of GoBoard tools]

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 just make sure that when you enter the board you put your name and email address. The PDF will be sent automatically to you!

   ![Import and Export buttons]

   Import
   Import an image or PDF into the board

   OR

   Export
   Export the board as an image or PDF
Troubleshooting

● Make sure you are using an updated Google Chrome, Firefox, or Safari 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 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 or Safari. If you are using FireFox, you may need to disable Add-ons.
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--mWLUX4E44X9ECRZsjr0/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 G: Sample Session Checklist

## How to Facilitate a Tutoring Session

<table>
<thead>
<tr>
<th>Step 1: Beginning the session</th>
<th>Why?</th>
<th>What to say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Introduce yourself.</td>
<td>Makes the tutee feel welcome and comfortable.</td>
<td>Hi! Welcome to the Learning Commons. My name is John. It’s nice to meet you. Have you been here before?</td>
</tr>
<tr>
<td>☐ Learn the student’s name.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Find out about the student’s needs.</td>
<td>This will help the tutor get a feel for the student’s major concerns about his/her academic work.</td>
<td>What brings you here this morning? What can I help you with today? What would you like to do today? What are we working on today?</td>
</tr>
<tr>
<td>Probe for Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Review the assignment and ask to see any notes or instructions the teacher has provided.</td>
<td>By reviewing the assignment and any notes, the tutor is emphasizing the importance of the learner’s responsibilities.</td>
<td>Can we take a look at the assignment? Do you have any notes from your class related to this assignment?</td>
</tr>
<tr>
<td>☐ Ask the tutee if he/she can identify their common mistakes or issues that teachers have identified in the past.</td>
<td>By asking the tutee to identify his/her weaknesses, you let the tutee take responsibility for his/her learning and reinforce prior learning.</td>
<td>What are your biggest concerns when it comes to completing this assignment? Do you know what kind of mistakes you tend to make when working on these assignments?</td>
</tr>
<tr>
<td>Set Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Make a plan with the student.</td>
<td>Sets realistic expectations for the session and provides the student with an achievable outcome for the session.</td>
<td></td>
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</tbody>
</table>
References & Resources


