Remote Tutoring 101

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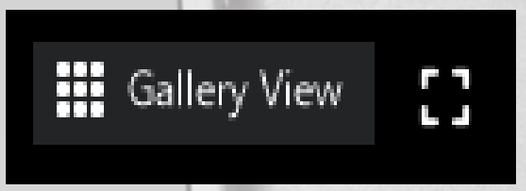
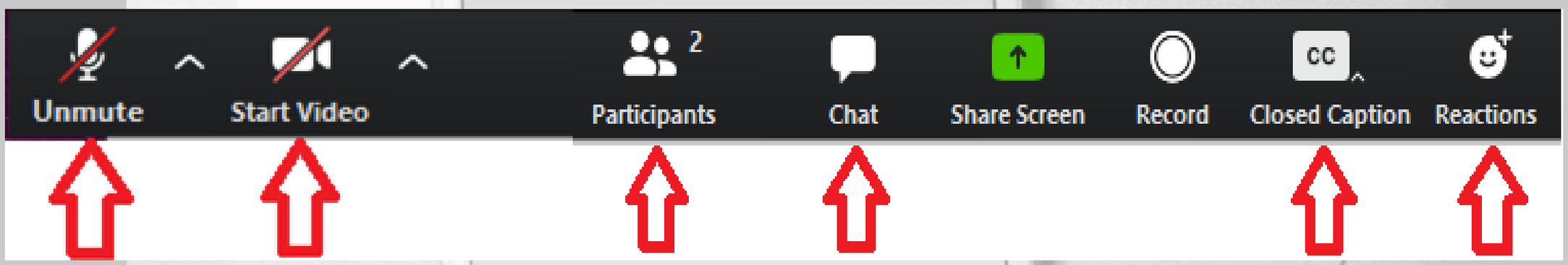
Navigating the Zoom Platform

- **In the upper right corner:**



- **At the bottom:** **(hover your mouse to reveal)**



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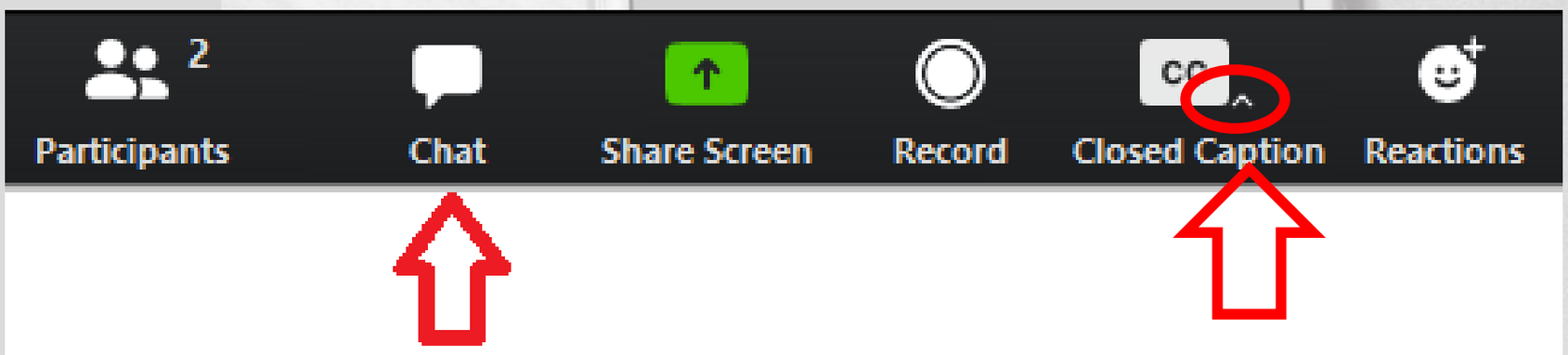
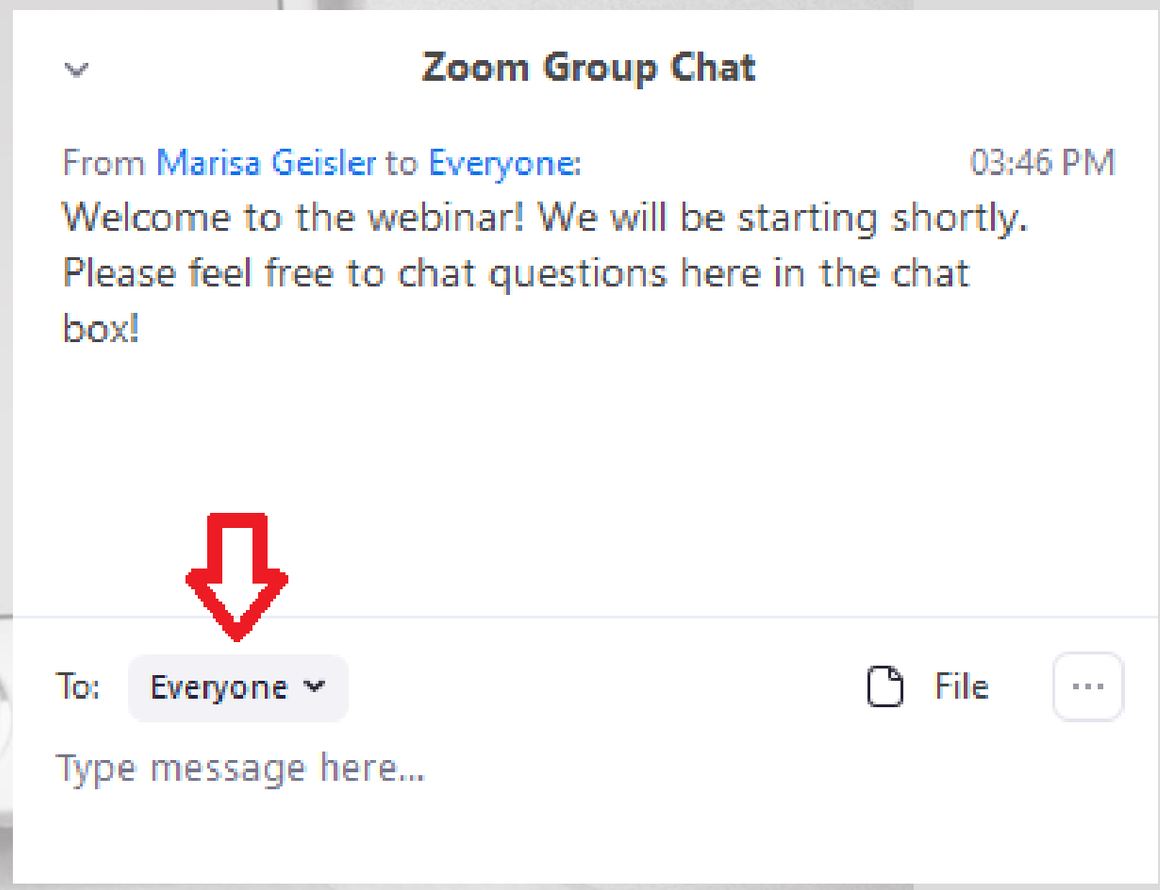




Workshop Objectives

1. Share tips and suggestions for successful remote tutoring

2. Provide recommendations for dealing with common challenges that arise in remote tutoring.

3. Create a space for tutors to share their own suggestions and ideas with one another.

Warm Up

What is your favorite non-work quarantine activity so far?

Options for Remote Tutoring

- Phone/Text (one-to-one)
- WhatsApp (one-to-one and small group)
- Zoom (one-to-one and small group)
- Other Virtual Platforms (Facetime, Google Meet, Facebook Video Calling, etc.)

WhatsApp for tutoring

WhatsApp uses the internet to send

- Messages
- Images
- Audio
- Video

Popular with people who have family and friends in other countries.

You have to share your phone number to use (similar to text messaging).

What we've been doing

How are you teacher 4:15 PM

Teacher can send me the other story that was about the food 4:39 PM

Yes! I will send you the video and a picture of the story 4:41 PM

Think you 4:41 PM

MONDAY

making pasta.pptx

PPTX • 27 MB 7:08 PM

Realities of Remote Tutoring

- Have some structure but remember that we all need flexibility right now.
- One-on-one and small group learning is exhausting. Tutoring sessions will be shorter than usual.
- You won’t be able to cover as much material and information in the sessions.
- We still need to meet state funding guidelines.
- The learning curve is steep for everyone! Be patient with learners, and be patient with yourself.

Recommendations for Getting Started

- Remember that learners may be using a different device, so what they see may look different than what you see.
- Do a test run with the learning center coordinator or a friend before meeting with the learner.
- Have at least one back-up way to contact a learner (ex: if your Zoom call gets dropped, you can re-connect via phone).
- If possible, gather important relevant information before you start (passwords, email addresses, review of where the learner left off, etc).

The First Session

- Spend time getting to know each other just like you would in a face-to-face session.
- Go over how to use the platform features (sending a text, mute/unmute, taking a picture, etc.).
- Ask about goals (focus on wh- questions)
- Confirm session day/time.
- Do 1-2 easy activities.

General Suggestions

- Establish ahead of time what you'll be working on.
- Repeat activities.
- Create routines.
- Send materials (readings, pictures, conversation questions) ahead of time.
- Communicate in more than one way: write a text, write an email, send a voice message.

It’s Your Turn!

What recommendations and suggestions do you have for tutors who are getting started?

Any questions?

Challenge: Talking on the phone or computer inhibits comprehension

What you can do:

- Limit your teacher talk.
- Speak directly and avoid talking around requests or giving hints (“You need to…” vs. “Maybe you could…”).
- Include repetition and re-wording into what you are saying.
- Allow for plenty of wait time.

Challenge: Background distractions

What you can do:

- **Be patient.**
- **Directly ask the learner to change things that they have control over ("Can you turn off the TV?" "Can you please go into another room?").**
- **Encourage the learner to remain in the tutoring session.**
- **Reframe your expectations.**

Challenge: Other people in the home interpreting for the learner

What you can do:

- Recognize that the interpreter is a valuable resource for the learner.
- Ask the other person to explain to the learner that you want THEM to try and answer, even if it’s hard.
- Tell the learner and interpreter that if you get stuck, you will ask directly for help.

Challenge: The learner wants to communicate outside of class time

What you can do:

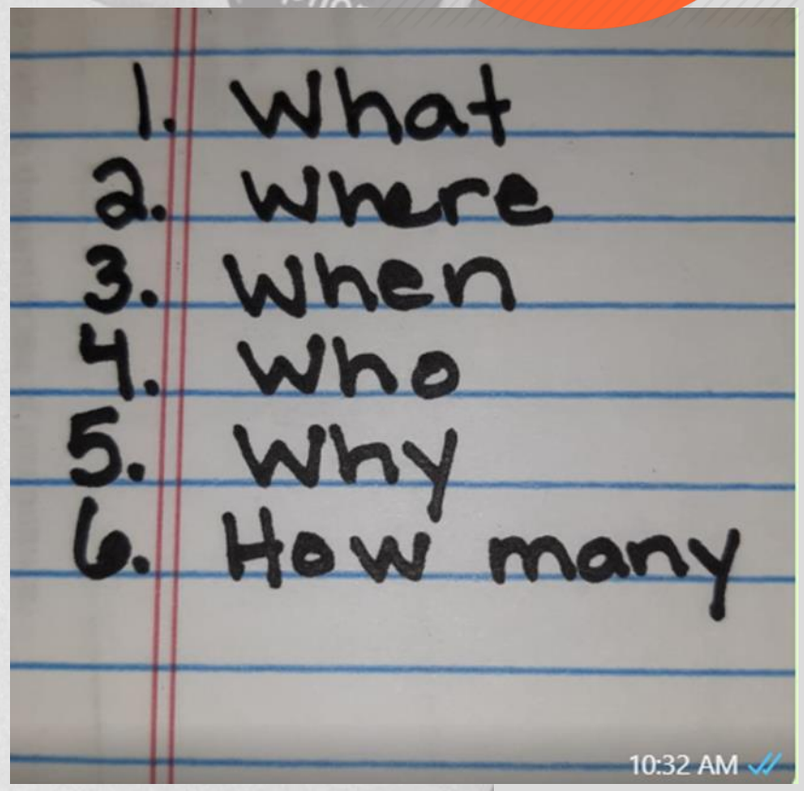
- Set clear boundaries:
  - I'll talk to you next week.
  - I will work with you one time a week.
  - I will call you on Tuesday at 3:00.
  - We will practice English for 45 minutes.
- Don't respond to messages/calls/chats outside of scheduled "office hours."
- Let the learning center coordinator know if the learner is contacting you too frequently.

Challenge: I don't know if the learner understands me

What you can do:

- Try to avoid asking yes/no questions. Ask questions that start with a question word (what, when, where, how much, etc.) instead.
- Try not to assume you understand what the learner has said. Re-phrase the question to check if the answer stays the same.
- Re-phrase what the learner said ("So you told me that you are going to…"), and ask if your rewording is correct.
- Ask the learner to re-word your questions or comments ("Can you please repeat that back to me?"), so you can check their understanding.

Let's Practice Checking Comprehension of Instructions



Scenario 1: You are going to play a game where you roll a dice and each number corresponds with a question word. You and the learner will take turns generating questions to ask the other.

You've modeled rolling the dice and asking a question that starts with the corresponding question word. How can you check that the learner/s understand what to do when it is their turn to ask a question?

Questions are a Valuable Tool

What types of questions can you ask?

Plan Comprehension Questions in Advance!

Example of Planned Questions

- What are some more foods that are count nouns? What are some more foods that are non-count nouns?
- Circle all the non-count nouns in this dialogue.
- Is this sentence correct? “The little girl ate a rice.” Why?
- Fill in the blank with three different foods: My husband likes to eat a _____ for lunch.

Past Tense -ed

There are three ways to pronounce the past tense –ed.
/id/ /t/ /d/

/id/	/t/	/d/
T or D	voiceless	voiced
wanted	washed	planned
voted	helped	moved
hated	danced	called
needed	kissed	used
ended	watched	followed
graded	worked	hired
	laughed	cried

What are some questions you could ask to see if the learner/s understand how to pronounce the past tense –ed?

/id/	/t/	/d/
T or D	voiceless	voiced
wanted	washed	planned
voted	helped	moved
hated	danced	called
needed	kissed	used
ended	watched	followed
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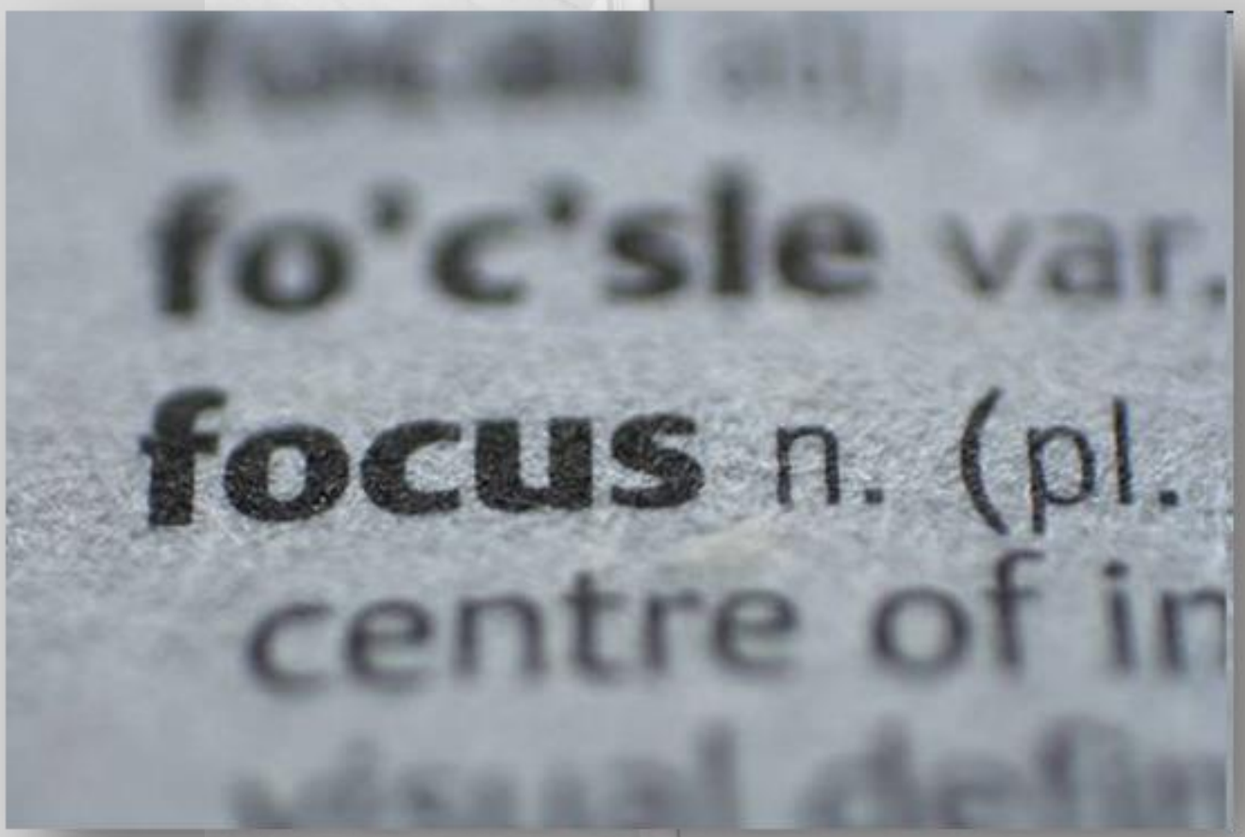
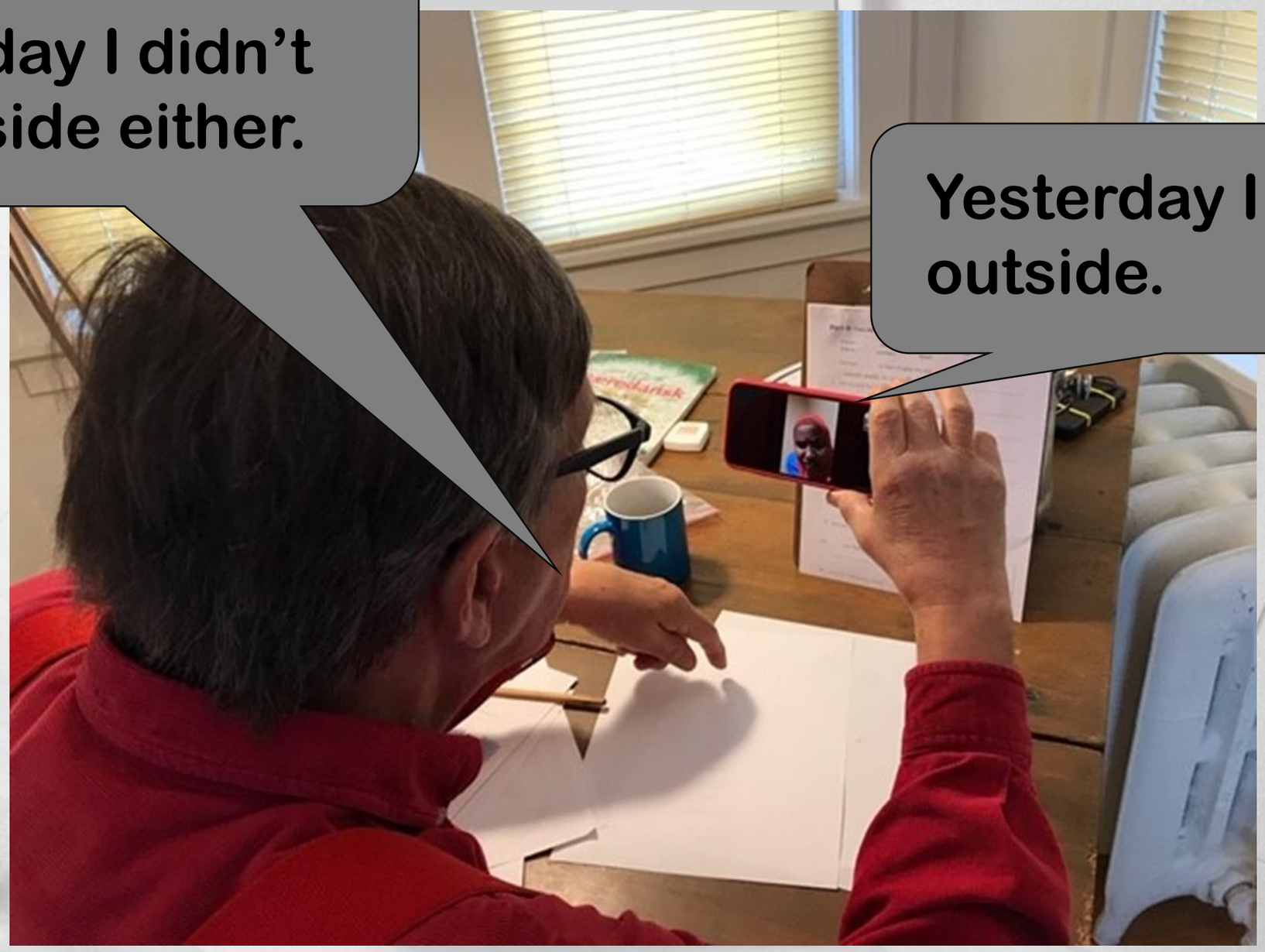
Error Correction and Giving Feedback



- Keep the focus on connection.
- Choose your battles!
- Be clear that you are giving feedback.
- Ask the learner to repeat/redo with the correction.

Error Correction Strategy 1: Rephrasing

Yesterday I didn't go outside. Me too. Yesterday I didn't go outside either.



Yesterday I no go outside.

Error Correction Strategy 2: Prompting

Is yesterday present tense or past tense? How do you say you don't do something in the past?

Yesterday I no go outside.

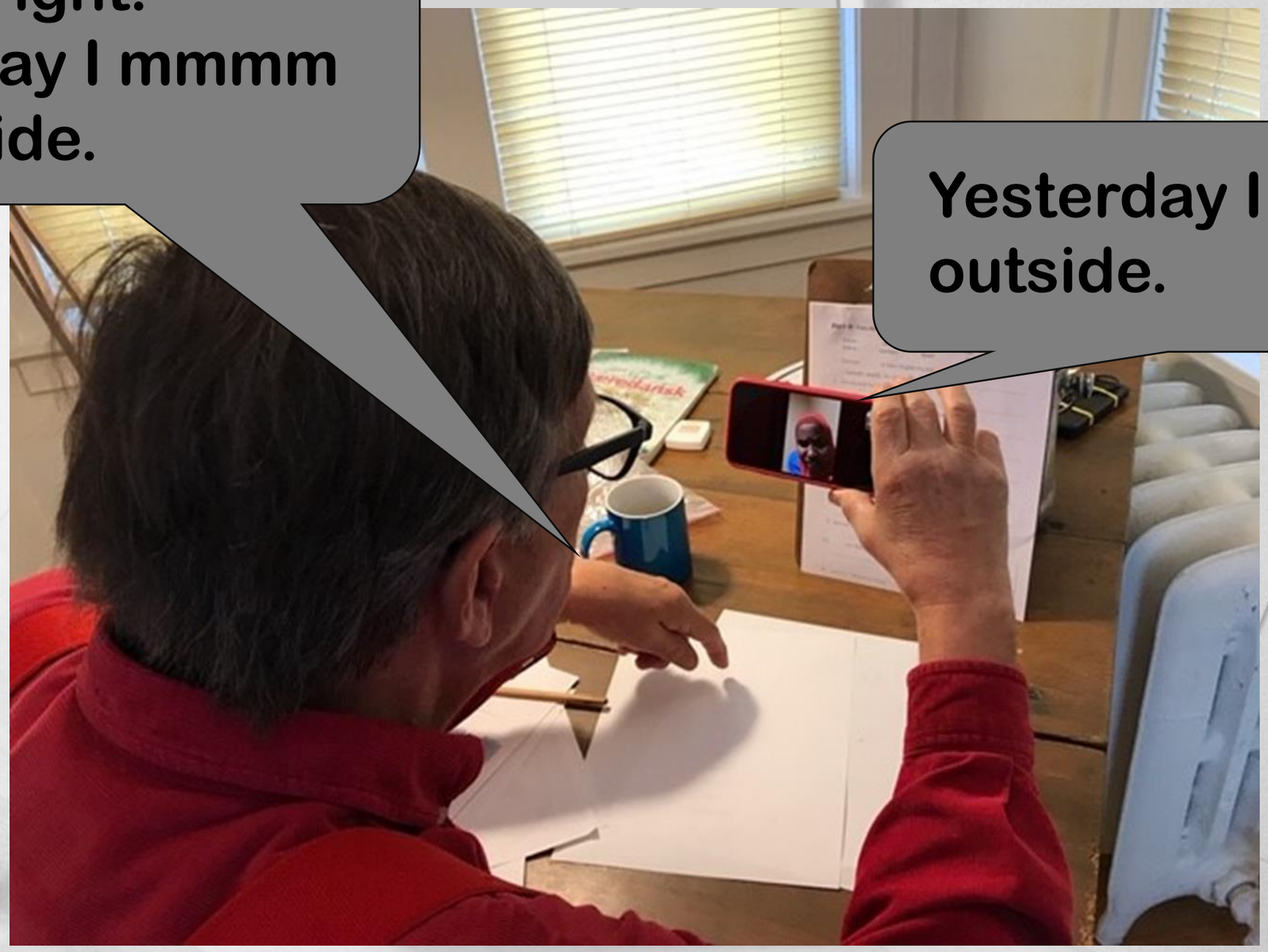
Error Correction Strategy 2: Prompting

Is that sentence the same or different than the example?

Yesterday I no go outside.

Error Correction Strategy 3: Direct Correction

That sentence was almost right. Yesterday I mmmm go outside.



Yesterday I no go outside.

How do you decide which strategy to use?

- Is this error connected to the objective?
- How much time do we have for making a correction?
- How can I support the learner/s in doing the work?
- How do I make sure the learner/s know that a correction is happening?

Let's Practice!

Class: One-on-one tutoring with a beginning level learner

Objective: Learner will be able to recognize and name items of clothing.

Activity: Look at pictures and describe the clothing the person is wearing

Error: The learner says, *Woman, she have dress, she have hat. Hat I like.*

What error/s do you correct? If you correct an error, would you use rephrasing, prompting, or direct correction?

Let's Practice!

Class: Small group intermediate level

Objective: Learners will be able to use *be + going to + verb* to describe future plans

Activity: Write three sentences to describe what you will do on Saturday in the chat box

Error 1: A learner writes, *Saturday I am going to wash many laundry.*

Error 2: A learner writes, *My family going to play in park outside.*

What error/s do you correct? If you correct an error, would you use rephrasing, prompting, or direct correction?

Activity Idea 1: Movie Time!

https://www.youtube.com/watch?v=wJXgox_fl3E

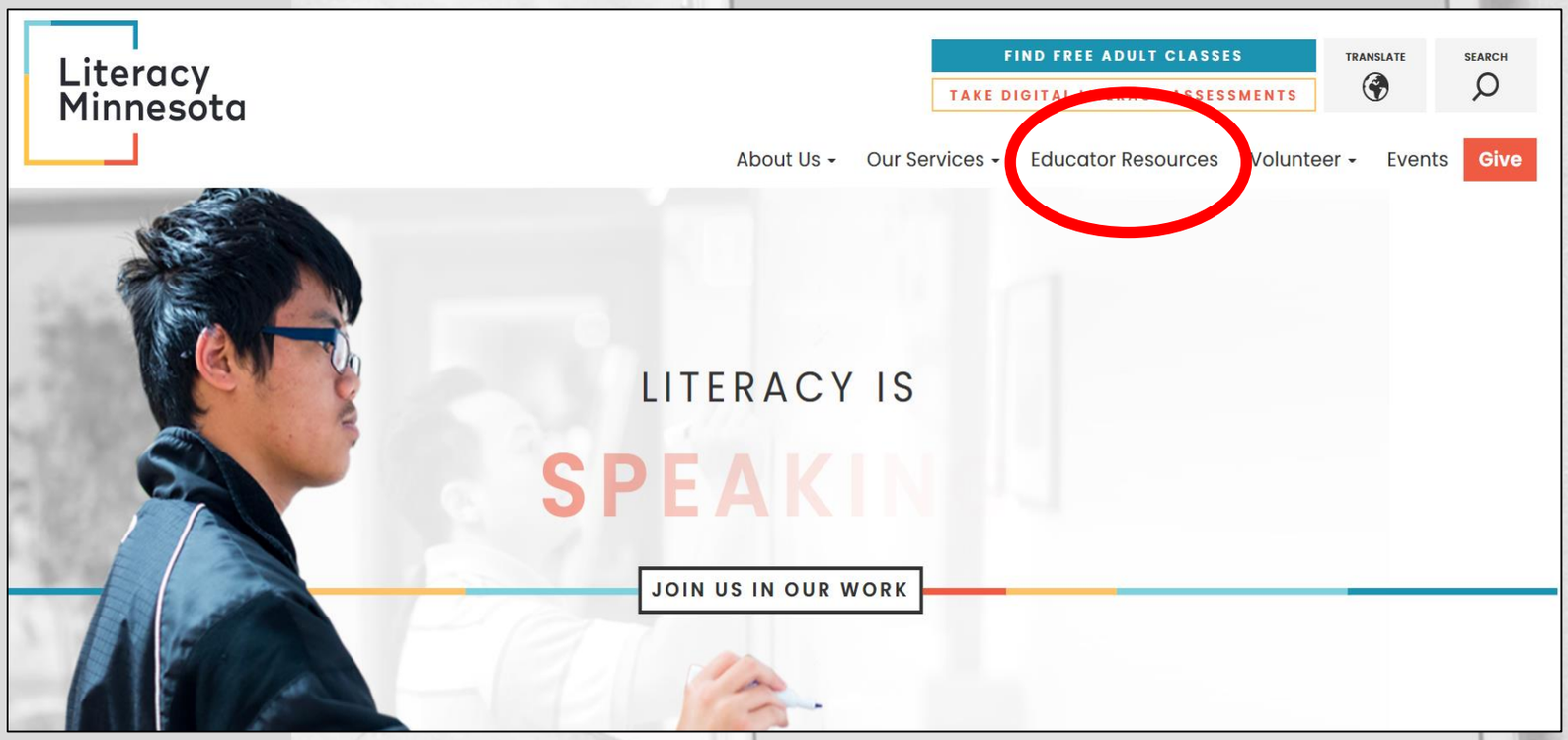
Activity Suggestions

- Do a dictation and have the learner send you a picture of their writing.
- Read a text together, and then ask the learner to spell words from the text and answer questions.
- Have the learner share pictures of their week and describe what was happening in each picture.
- Send a text of sentences with errors, and have the learner identify the errors and how to correct them.

It’s Your Turn!

What other suggestions do you have for remote activities?

Final questions?



Handouts:

- Remote Tutoring 101 PowerPoint
- CEUs
- Connection and Correction in Online Instruction article

Check out our upcoming webinars!

Racial Equity 101

August 25th 10:00-12:00pm, August 26th 6:30-8:30pm

A Roadmap for Success: Remote Lesson Planning 101

September 10th 6:30-8:00pm

Making it Work: Adapting Materials 101

September 16th 10:00-11:30am

Let's Start with ABC: Teaching Phonics Virtually to Adult ESL Learners

September 2nd 6:30-8:00, September 22nd 10:00-11:30am

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- Work with Children
- Volunteer Interest Signup
- Volunteer Training Calendar
- New Volunteer Information Sessions
- Americorps VISTA
- Open Door Learning Centers

Get ready to volunteer!

https://www.literacymn.org/volunteer-trainings

Look for the email tomorrow!

Questions?
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