

Preparing to Serve: Online Training Modules



MASSEN, A. AND KOWALEWSKI, B. (EDS.)
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PREPARING TO SERVE: ONLINE TRAINING MODULES
PROFESSIONALISM
CULTURAL SENSITIVITY
ETHICS
INTRODUCTION TO TUTORING AND MENTORING
MENTORING
TUTORING
PRE-COLLEGE KNOWLEDGE
FERPA

**[HTTP://WWW.WEBER.EDU/COMMUNITYINVOLVEMENT/
PREPARING_TO_SERVE.HTML](http://www.weber.edu/communityinvolvement/preparing_to_serve.html)**

Tutoring and Mentoring



INTRODUCTION

Amsel, E. and Massen, A. (2010). *Introduction to Tutoring and Mentoring*.
http://www.weber.edu/CommunityInvolvement/Mentoring_Tutoring.html

Introduction



This module introduces the general goals of mentoring and tutoring. Mentoring and tutoring involve promoting academic achievement, and instilling positive academic attitudes in children and adolescents.



Mentoring and Tutoring Goals



The following items will be discussed in this introduction to tutoring and mentoring:

- Statistics
- Cost of academic failure
- Positive academic attitudes
- Differences between tutoring and mentoring
- Social role of a tutor/ mentor

Statistics



- Poor, minority American children and adolescents perform lower academically in school than others.
- There is a link between the number of years a child spends impoverished and lower math/reading scores, as well as an increase in anti-social behavior.



Statistics



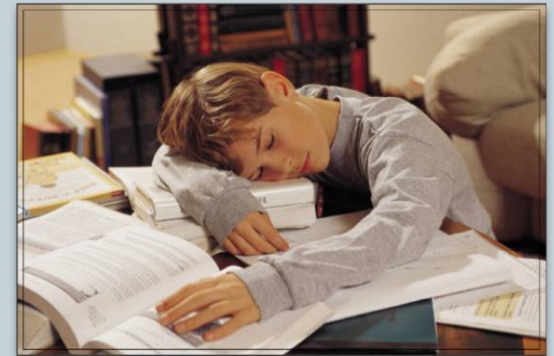
- Hispanic and African American students score lower in math and reading compared to Caucasians and Asians.
- With regard to Hispanics, the performance gap begins as early as kindergarten, only to increase by the end of elementary and into secondary school.

Cost of Academic Failure



Nationally about 20% of students do not graduate high school. Students typically dropout because of school related reasons (82%) as opposed to employment or family reasons.

School related reasons include: absence, poor/failing grades, dislike of school, and homework completion problems.



Cost of Academic Failure



As a percentage of each ethnic group, the rate of dropping out is much higher for poor and/or minority students than non-Hispanic whites or Asians. But as a nation, 66% of dropouts are White, 17% are Black, and 13% are Hispanic. Many are **not** poor, from broken homes, or pregnant.

Cost of Academic Failure



A student's decision to drop out of school has long-term consequences that can possibly contribute to juvenile delinquency, welfare dependency, or, in the worst cases, prison.



Positive Academic Attitudes



The positive academic attitudes we hope to create are not just to prevent students from dropping out. We also hope to promote college participation. This means not only helping students remove academic challenges they face, such as: absence, poor grades, and homework problems; but also instilling positive academic values, beliefs, and attitudes which will promote excelling in school.

Positive Academic Attitudes



Positive academic values, beliefs, and attitudes towards school is related to improved academic performance. For example, liking math and wanting a job that involves the use of math is related to a higher academic performance in math subjects. The same has been found for attitudes about science.



Positive Academic Attitudes



Mentors and tutors are to help provide students who are facing academic difficulties with support. Support **not** just to overcome their immediate academic problems, but support that also instills in students the kinds of positive values, beliefs, and attitudes which will sustain their interest and achievement all the way to some form of post secondary education.



Differences Between Tutoring and Mentoring

Tutoring means: to guide, usually individually, in a special subject, or for a particular purpose.

Tutoring can be looked at in the present context as a process which is *narrow in scope* (addressing students' weaknesses in a particular academic area, e.g., math) and with *short-term goals* (help students improve their performance in an academic area).

Differences Between Tutoring and Mentoring



Mentoring means: serving as a wise and trusted counselor to others.

Mentoring can be looked at in the present context as a process which is *broad in scope* (to offer a wide range of advice about academically-related topics, e.g., college participation) and with *long-term goals* (help students adopt academic values, beliefs, and attitudes to form and reach academic goals).

Differences between Tutoring and Mentoring



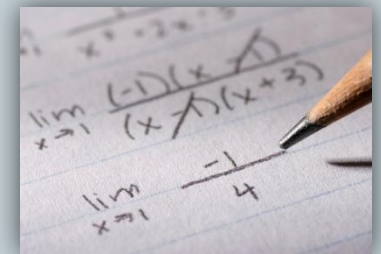
Consider tutoring and mentoring as interrelated functions in your work with students. Tutoring is the direct and clearly defined work to support the students' acquirement of specific academic skills. Mentoring is the more indirect work which is attempting to instill academic attitudes which will promote academic achievement and participation.



Social Role of a Tutor/Mentor



The social role of a tutor/mentor is unique because a mentor/tutor is not a friend, a teacher, a powerful adult, or usually a peer; they are an academic “role model.” Because of this students likely know that mentors and tutors have no power to make them engage in a learning process to overcome their academic challenges. Students also know that by being asked to participate in homework help they are likely seen as having academic problems.



Social Role of a Tutor/Mentor



The students' expectations that a tutor/mentor provides temporary help may hinder the academic relationship process. Some students may tell a mentor/tutor what they can do to help them. Other students may not want to speak with a tutor/mentor at all. This could be because they may not want to admit they have an academic problem.



Social Role of a Tutor/Mentor



By recognizing students' expectations and overcoming some of the limitations that they pose, a tutor/mentor has the opportunity to forge an effective relationship with a student that is different than any other relationship the student may have. We will discuss how best to forge such relationships with students in subsequent modules, but for now recognize that you will have to *negotiate* a relationship; which in and of itself, is a valuable experience for students.

Review Questions



Please go to the following website and complete the review questions for this module. You will need to pass this quiz with a 80% or higher score. If you score lower than that, please review this module and retake the quiz.

<https://chitester.weber.edu/test.cfm?testID=35900>

You will only be able to print your *Certificate of Completion* once you successfully pass the quiz for this module.

NOTE: If you are not a Weber State University student or employee, you can login and complete the quiz by creating a new account.