



A Training Guide for College Tutors and Peer Educators

By Sally A. Lipsky

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A Training Guide for College Tutors and Peer Educators presents relevant and research-based methods for successful academic support sessions for tutors and peer educator trainees in an adaptable, user-friendly, and interactive format.

By mirroring appropriate methods for organizing and presenting material in an academic support session, it allows the reader to experience for themselves the practices and strategies they will apply as future tutors and peer educators. Based on solid learning theory, the activities, assessments, examples and features included in this flexible and engaging text simulate recommended peer educator practices and emphasize guiding college students to become active, self-monitoring and independent learners.

While teaching readers the key, research-based elements of quality peer assistance, this first-edition guide also incorporates a comprehensive list of topics represented in certification programs. Peppered with practical examples and interactive problem-solving scenarios that readers can immediately apply in their positions, trainees will learn how to plan for sessions, how to assess students' learning, how to create collaborative activities, how to integrate college learning strategies, and how to approach common issues faced on the job.

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Editorial Review

Review

The text is a great resource for supervisors wanting solid, research-based instruction for training staff members working in one-on-one and group tutoring or course-based situations, such as with Supplemental Instruction. It is designed to be used in a range of training settings, be it a credit-bearing course, workshops, self-paced, or online. Also, if you are applying for CRLA's International Tutor Program Certification or certification through NADE's Course-based Learning Assistance or Tutoring Services, the Instructor's Manual includes a section with suggestions for how the text materials can relate to certification requirements.

--Arden B. Hamer, Indiana University of Pennsylvania

From the Back Cover

***A Training Guide for College Tutors and Peer Educators* provides a relevant, cross-disciplinary training manual for tutors, peer educators, academic mentors, and similar academic support leaders at the college level. The text covers research-based components of successful peer assistance in an adaptable, user-friendly, and interactive format.**

Content focuses on how tutors and peer educators convey subject-related information as they guide students toward success with college-level course work. By means of engaging activities, application exercises, and self-reflection, readers gain valuable knowledge and practice for their tutorial roles. As they progress through chapters, readers rehearse and evaluate peer-helping techniques, the same techniques that they will apply in their jobs as tutors and peer educators.

Evidence indicates the importance and positive impact of adequate tutor training on the overall quality and success of an academic support program. As such, this text provides a comprehensive, uniform training experience so that tutors and peer educators can approach their jobs as prepared, skillful, and confident leaders.

Currently, there is an increasing push to certify programs according to standards of success and accountability. The text chapters incorporate topics needed for certification from:

- College Reading Learning Association (CRLA) — Tutoring Programs
- National Association for Developmental Education (NADE) — Course-Based Learning Assistance

Furthermore, the Instructor's Manual contains information and materials to use when applying for any level of certification.

Highlights include:

- Relevant to training needs. Chapter setup and activities mirror recommended tutorial practices.
- Comprehensive coverage of topics with support materials.
- Engaging, interactive format.
- Flexible for variety of delivery systems (credit-bearing or noncredit; instructor-led, self-paced, or distance education settings)
- User-friendly for reader and instructor.

-Supports certification.

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About the Author

Sally Lipsky's academic background and work experiences have centered on public education—from elementary to the postsecondary levels. Upon graduation from the University of New Mexico (B.S. elementary education), she began her career as a Title I reading instructor with the Houston (TX) public school district. After earning a M.Ed. in reading education from Texas Southern University, she taught in the Pittsburgh (PA) public schools. She earned a Ph.D. in language communications and adult education from the University of Pittsburgh and continued her career at Indiana University of Pennsylvania, where she has worked for over twenty years as a faculty member in the Developmental Studies Department, College of Education and Educational Technology. Her work involves coordinating academic support services and peer assistance programming; supervising paraprofessional peer educators; teaching first-year seminar courses and a peer educator training course; and developing promotional, evaluation, and outcomes assessment procedures. She has made numerous professional presentations and written about aspects of postsecondary learning, including the text *College Study: The Essential Ingredients* (in its second edition) published by Pearson Education. Furthermore, as a member of the College Reading and Learning Association (CRLA), she has chaired the Learning & Study Skills Special Interest Group. As a member of the National Association for Developmental Education (NADE), she has chaired the Peer Assistance Programs Special Professional Interest Network. To this day, she remains fascinated with the process of learning and committed to the value of public education.

Users Review

From reader reviews:

Crystal Scott:

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