

An Inside Look: Peer Tutoring at Wellesley College
Reaction Sheet

Name _____ Year _____ Date _____

Tutoring Subject(s) _____

As you read the booklet, please reflect on the stories and then answer the following questions. Please use another sheet for additional space.

Be Patient (page 9)

Duncan writes of her tutee: "She knew what she was doing. She just needed someone to convince *her* she knew what she was doing." As a tutor, how can you help a tutee grasp the material she is learning *and* gain confidence in her knowledge of the subject?

We Don't Have to be Experts (page 15)

Research suggests that tutees benefit the most from tutoring when tutors and tutees meet for three or more sessions. Risa comments that after her session "we never had to meet again." Do you think it's realistic to build a student's confidence in one session? If yes, why? If no, why not? Would you consider doing anything differently in a similar situation? What?

Several vignettes describe situations where a tutee comes to the session unprepared. (Not Enough Time, We Can't Always Help, A Tutee Who Is Unprepared, Drop-In Tutors vs. Assigned Tutors) Do you expect tutees to come prepared for a tutoring session? How do you define "coming prepared?" What will you do if they don't come prepared?

What did you think of each of the five major sections:

- Department Tutors?

- Public Speaking Tutors?

- The Tutee Perspective?

- The Faculty Perspective?

- Academic Peer Tutors?

Which story was most meaningful to you? Why?

What might you like to see included in future additions of this booklet?

Why did you wish to become a Department Tutor and what are you looking forward to about tutoring? Describe.

Would you like to write a story that might be included in next year's expanded edition of *An Inside Look: Peer Tutoring at Wellesley College*?

___ *yes* ___ *no*