



October 23, 2020

2020 Vision:
Perspectives in Tutoring Education



WELCOME

Dear 2020 GaTA Attendees,

Welcome to the Georgia Tutoring Association's 18th Annual and 1st ever online conference!

On behalf the 2020 board, I thank you for joining us in this unique virtual experience to come together and share our respective "Perspectives in Tutoring Education." Undoubtedly, 2020 has been a challenge for everyone for several reasons; however, I want to encourage you to view this moment as an opportunity to find the good amid the circumstance.

For many of us, this pandemic has forced us to adapt to an online service model, whether we wanted to or not. Therefore, it is my hope that this conference will help equip you with relevant techniques, knowledge, and tools to address the challenge of providing impactful quality academic support online. It is also our goal that everyone leaves this conference with a new perspective on tutoring education.

I would like to offer a special thanks to all the 2019-2020 members of the GaTA board for rising to the occasion during these uncertain times. It has been an honor to serve alongside a group of such versatile professionals. We had to pivot and change all our plans and roles halfway through the year, yet we worked together to create this great conference.

If you would like to be part of our winning team and volunteer on the planning board for next year, please let me or our incoming President LaTasha Andre know.

In the meantime, I hope that everyone enjoys this conference, and I ask that you please provide us feedback so we can continue to improve and grow our organization.

Sincerely,

A handwritten signature in black ink that reads "Theo Tate". The signature is written in a cursive, flowing style.

Theo Tate, President

2020 GaTA Planning Committee

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Theo Tate, Georgia State University

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Rebecca Cofer, Georgia College

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Proposal Reviewers

Imani Young Bey, Agnes Scott College

Rebecca Cofer, Georgia College

GaTA 2020 Vision: Perspectives in Tutoring Education

Schedule At-A-Glance | Session I

Conference Opener | 9:00-9:15AM

<https://us02web.zoom.us/j/86962112736>

President Welcome | Theo Tate, Supervisor, Learning & Tutoring Center, Georgia State University

A Session I | 9:15-10:10AM

<https://us02web.zoom.us/j/81723205476>

A New Perspective: Non-STEM Tutees in a STEM Learning Center | Aidan Troha, Georgia College & State University
Moderated by Janelle Mendoza

B Session I | 9:15-10:10AM

<https://us02web.zoom.us/j/86230480463>

The 5 Whys: Critically Thinking about Tutoring Students with Disabilities Post-Session | Stephanie Taylor and Rebecca Dix, Georgia Gwinnett College
Moderated by Imani Young Bey

C Session I | 9:15-10:10AM

<https://us02web.zoom.us/j/82605787515>

Making Effective Use of Tutor Time Outside of Tutoring Appointments | Emily Guetzoian, Pepperdine Graziadio Business School
Moderated by Duane Theobald

D Session I | 9:15-10:10AM

<https://us02web.zoom.us/j/82053424243>

Innovations in Online Tutoring: Tutor Matching Service | Melissa Thomas, Tutor Matching Service
Moderated by Theo Tate

GaTA 2020 Vision: Perspectives in Tutoring Education

Schedule At-A-Glance | Session II

A Session II | 10:15-11:10AM

<https://us02web.zoom.us/j/89609563727>

Anxiety and Learning: De-stressing the Session | Mercy Coleman, Georgia State University

Moderated by Janelle Mendoza

B Session II | 10:15-11:10AM

<https://us02web.zoom.us/j/86771208740>

Bringing Services to the Students: One College's Success with After Hours Tutoring | Leah Benton, Georgia College & State University

Moderated by Imani Young Bey

C Session II | 10:15-11:10AM

<https://us02web.zoom.us/j/88269005870>

Top 10 Tips for Surviving and Thriving as a New (or New to the Field) Professional | Rebecca Cofer, Georgia College and State University and Duane Theobald, University of West Georgia

Moderated by Duane Theobald

D Session II | 10:15-11:10AM

<https://us02web.zoom.us/j/83872202491>

Transitioning in-person sessions to online | Jeff Giorgi, Tutor Ocean

Moderated by Theo Tate

E Session II | 10:15-11:10AM

<https://us02web.zoom.us/j/89415578007>

How to Use Technology to Reduce Tutor Turnover and Improve Student Engagement with Online Tutoring: Upswing | Darrell Goode, Upswing

Moderated by Nancy McDaniel

GaTA 2020 Vision: Perspectives in Tutoring Education

Schedule At-A-Glance | Session III

A Session III | 11:15-12:10PM

<https://us02web.zoom.us/j/83002006644>

Revisiting the Math Emporium Model: One School's Experience | Emily Howe, Georgia College & State University

Moderated by Janelle Mendoza

B Session III | 11:15-12:10PM

<https://us02web.zoom.us/j/83005216184>

Social Media Marketing at the Academic Enhancement Center (The AEC) | Christie McGowan and Kiera Olin, Georgia Gwinnett College

Moderated by Imani Young Bey

C Session III | 11:15-12:10PM

<https://us02web.zoom.us/j/87055029118>

Text Mining for Analyzing Learning Center Data | Hillary Fleenor, Columbus State University

Moderated by Duane Theobald

D Session III | 11:15-12:10PM

<https://us02web.zoom.us/j/85833226939>

Online Tutoring 2.0: tutor.com | Cindy Hewitt, Tutor.com

Moderated by Rebecca Cofer

GaTA 2020 Vision: Perspectives in Tutoring Education

Schedule At-A-Glance | Session IV

A Session IV | 12:15-1:10PM

<https://us02web.zoom.us/j/89322880679>

Procrastination- The Fatal Freshman Disease | Lizann Gibson, Georgia State University

Moderated by Janelle Mendoza

B Session IV | 12:15-1:10PM

<https://us02web.zoom.us/j/83901992297>

Can You Hear Me Now: Tutor Perceptions of Self-Efficacy During the Transition Online

| Claire Moore, Laura Cain, Elizabeth Dudley, Chloe Gilkesson, Adelaide Harris, Agnes Scott College

Moderated by Imani Young Bey

C Session IV | 12:15-1:10PM

<https://us02web.zoom.us/j/89730316346>

Tutors as Stress Counselors | Charles Osborne, Mercer University

Moderated by Duane Theobald

D Session IV | 12:15-1:10PM

<https://us02web.zoom.us/j/87034132797>

How To Quickly Build An An Online Academic Support Center Using StudentLingo &

TutorLingo | Kristen Seldon, Innovative Educators

Moderated by Rebecca Cofer

Keynote Speaker | 1:15-2:00PM

<https://us02web.zoom.us/j/82512404807>

Saving Superheroes: Metacognitive Mentors Make the Difference | Leonard Geddes, founder of The LearnWell Projects

Moderated by Imani Young Bey



Keynote Speaker

Leonard Geddes

1:15-2:00PM

<https://us02web.zoom.us/j/82512404807>

Leonard Geddes is the founder of The LearnWell Projects, an academic success organization that is devoted to making learning more visible, manageable, and effective. Mr. Geddes' work spans several years of conducting ethnographic observations on how students do academic work. His work leverages metacognition research to optimize student learning, enhance faculty instruction, and improve institutional outcomes.

Mr. Geddes provides metacognitive-based workshops and trainings for colleges and universities throughout North America. He is a frequent invited speaker for several national student success, pedagogy, and research conferences.

Educators, researchers, students, parents, and policymakers frequently access The LearnWell Projects' website to access research-based, practical solutions to academic challenges. Mr. Geddes' forthcoming book *How to Successfully Transition Undergraduate Students into College* will be published with Stylus Publishing in 2021.

The LearnWell Projects' tools and blog posts are included in department newsletters, staff trainings, and course syllabi. You can access articles, tools, videos or connect with Leonard personally on any of the following platforms.

Website: <https://thelearnwellprojects.com/>

YouTube: http://bit.ly/LearnWell_youtube

LinkedIn: <https://www.linkedin.com/in/leonard-geddes/>

Twitter: @learnwelledu

Facebook: <https://www.facebook.com/thelearnwellprojects/>

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OUR VENDORS!



SESSION I | 9:15-10:10AM

A New Perspective: Non-STEM Tutees in a STEM Learning Center

Aidan Troha, Georgia College & State University

Tutors work with students from all majors, including those taking courses that may not be of extreme interest to the tutees. This session takes the perspective of the STEM peer tutor in the STEM learning center working with non-STEM tutees, a challenge that almost all tutors will encounter in their work. Come learn how two student staff members successfully work with non-STEM majors and how the Center markets its services to these students. Presenters will provide strategies for growth mindset of their tutees, examples from their Math Lab work, and real-life strategies to motivate non-STEM majors in STEM class tutoring.

The 5 Whys: Critically Thinking about Tutoring Students with Disabilities Post-Session

Stephanie Taylor and Rebecca Dix, Georgia Gwinnett College

A tutor's awareness about disabilities connects deeply to successful outcomes (Naito & Johnson, 2020). When obstacles to success arise, critical thinking is vital toward increasing cultural awareness concerning disabilities, but tutors sometimes conflate symptoms with root causes. We propose Sakichi Toyoda's 5 Why's as a critical thinking strategy for tutoring students with disabilities (Figliuolo, 2016; Serrat, 2009). Applying this strategy to scenarios from our center, we suggest using it to increase and individualize cultural awareness beyond surface level characteristics and one-size-fits-all mindsets. Therefore, we aim to help tutors maintain a growth mindset when tutoring students with disabilities proves challenging.

Making Effective Use of Tutor Time Outside of Tutoring Appointments

Emily Guetzoian, Pepperdine Graziadio Business School

Many tutoring centers find that their tutors are not actively tutoring 100% of their assigned hours, especially during slower times of the year when there are less appointments or drop-ins. This interactive session will provide useful strategies for making effective time of tutor "down time" when they are not actively tutoring. This non-tutoring time can be both professionally beneficial to the student and beneficial to the center/department. This session is useful for tutors looking for ideas to most effectively spend project hours, as well as tutoring center staff and administrators who want to expand their center/department resource offerings.

Innovations in Online Tutoring: Tutor Matching Service

Melissa Thomas, Tutor Matching Service

These days, online learning is more important than ever, but it creates new challenges for many students and educators. Learning centers around the country have had to quickly move from in-person tutoring to serving thousands of students primarily through remote online experiences. In this session, we will explore how to train your tutors for the four pillars of online tutoring efficacy -- session preparation, active learning, goal setting, and communication. We will discuss best practices from partner institutions such as West Virginia University, Tallahassee Community College and University of Florida University Athletic Association, and will explore the best options in online tutoring platforms. Finally, you will learn how you can equip tutors with the critical skills and knowledge they need to support students through better online tutoring experiences.

SESSION II | 10:15-11:10AM

Anxiety and Learning: De-stressing the Session

Mercy Coleman, Georgia State University

Tasked with the critical job of facilitating student success, tutors, and learning centers as a whole often combat extenuating circumstances that interfere with the learning process. Of these causalities, anxiety and stress play a significant role. The interplay of fear towards the subject matter and the pressure of failed performance have a synergistic effect in blocking the ability to retain information. In this presentation, we will delve into these concepts and explore ways that learning centers as a whole and tutors can effectively "de-stress the session."

Bringing Services to the Students: One College's Success with After Hours Tutoring

Leah Benton, Georgia College & State University

Today's students often expect many services to come to them; tutoring in colleges is not different. This engaging session will offer a glimpse behind one college's successful implementation of an After Hours STEM Tutoring Program. The AH Program required unique approaches to marketing, recruitment of staff, training, and supervising. The presenter will detail all of this along with provide data of the program in its first 2 years. They will conclude with tips and strategies for any center wanting to bring an off-site or After Hours tutoring program to their campus.

Top 10 Tips for Surviving and Thriving as a New (or New to the Field) Professional

Rebecca Cofer, Georgia College and State University and Duane Theobald, University of West Georgia

Stepping into a learning assistance position in higher education can be both challenging and a time for opportunities. Based on research, best practices, and narratives, this session provides impactful tips for new professionals (and even their supervisors) to embrace the future and create a legacy in this field!

Transitioning in-person sessions to online

Jeff Giorgi, Tutor Ocean

Several higher ed schools were used to running their services on campus (Face 2 Face) sessions. But when COVID hit, they were forced to transition to an online model, or at least a hybrid model. In order for schools to continue serving their students, they needed to get an online solution up and running quickly as they were forced to work remotely due to the pandemic.

We will focus on demonstrating how schools connect their students with their student services (not outsourcing).

How to Use Technology to Reduce Tutor Turnover and Improve Student Engagement with Online Tutoring: Upswing

Darrell Goode, Upswing

The need for online methods to enable student success has never been higher than it is right now. However, for institutions that have historically held online tutoring as a supplemental option rather than the focal point of their student success strategy, this shift can pose major challenges. What can you do to keep your tutors happy and connected to students in primarily online experiences? Who is responsible for drawing students into tutoring without in classroom reminders or physical flyers/posters/etc, especially for those who may need help, but be reluctant to reach out? How can you use data to make informed decisions for your learning center regarding staffing, subject coverage, at-risk students, and more? Upswing will share strategies for addressing all of these concerns as well as best practices for using technology to do so. We'll talk through some tutor management strategies from our experience in managing a large tutor community. We will dive into the use of virtual assistants and the role they play in supporting both student success and a healthy learning center. Finally, we'll give you some metrics to look out for to boost your learning center's performance on a variety of measures, now that online interaction is a bigger focus. We're looking forward to talking with everyone and taking your questions!

SESSION III | 11:15-12:10PM

Revisiting the Math Emporium Model: One School's Experience

Emily Howe, Georgia College & State University

This session will revisit the often used, but rarely explained Math Emporium model. What is it, how does it work at colleges, and what challenges come with the model? While the model has been in existence for years, one school uses it in a unique way to help students succeed. Session presenters will provide real-life examples that can offer tips not only for Emporium tutors but also learning center tutors. Through interactive activities, the session presenters will also provide takeaways for other peer tutors and revisit a successful tutoring model.

Social Media Marketing at the Academic Enhancement Center (The AEC)

Christie McGowan and Kiera Olin, Georgia Gwinnett College

After the statewide shutdown in March, some of our tutors started to utilize social media to engage with our student population. Our tutoring platform moved online, so we thought it necessary to extend our presence on social media to keep a personal connection with our students. We started various series such as Student FAQs, Tutor Tuesdays, and Citation help. Although most of us had no experience with graphic design, we were able to grow our engagement and connect with students. In this presentation, we want to share what did and did not work in terms of marketing our center.

Text Mining for Analyzing Learning Center Data

Hillary Fleenor, Rania Hodhod, Fatma Gamal, Columbus State University

The Academic Center for Tutoring (ACT) at Columbus State University, like learning support centers at many institutions, collects appointment data and requires tutors and peer leaders to submit session reports. This data, which includes text reports, contains valuable information. However, when dealing with hundreds or thousands of appointments each semester or year it can be difficult to adequately analyze the data for useful information. The ACT in partnership with the computer science department and a visiting scholar created a tool that uses text mining to help aggregate the data and look for patterns that can help with decision making.

Online Tutoring 2.0: tutor.com

Cindy Hewitt, Tutor.com

Join Tutor.com for an interactive discussion about how Georgia colleges and universities are using online tutoring today. We would love to hear best practices from your institution and your vision for the future of online tutoring. We will share how new services and implementation strategies are driving student success, retention, and completion.

SESSION IV | 12:15-1:10PM

Procrastination- The Fatal Freshman Disease

Lizann Gibson, Georgia State University

This is a presentation about helping Freshmen navigate through their first few months of their first semester. The College experience can be confusing, frustrating --especially ONLINE. The focus is on Preventing Procrastination to overtake the freshman student and how the Learning & Tutoring Center can play a positive role in getting those 'deer in the headlights' students focused and poised to be successful along their college journey..

Can You Hear Me Now: Tutor Perceptions of Self-Efficacy During the Transition Online

Claire Moore, Laura Cain, Elizabeth Dudley, Chloe Gilkesson, Adelaide Harris, Agnes Scott College

Online tutoring, especially during a pandemic, presents many emerging challenges for writing centers. One of these challenges is how to maintain and foster tutor self-efficacy, the belief that tutors can effectively serve students and complete tasks in this new environment. Specifically, the impacts of online training and other programs have not yet been examined in connection with tutor self-efficacy. To study the effects of programming on self-efficacy, we surveyed our center's staff and identified areas of success and for growth in tutors' perceptions of self-efficacy. Based on these results, we generated best practices for supporting online tutors in the future.

Tutors as Stress Counselors

Charles Osborne, Mercer University

The chief problem plaguing college students is stress. Numerous academic journals report that stress causes a myriad of troubles for college students. However, stress management has been shown to be the most beneficial way of overcoming college stressors and is the key to a more successful college career. Hence, tutors should be able to recognize an overly stressed tutee and provide the student with stress management tactics. Therefore, my presentation aims to explain to tutors and administrators the importance of providing stress management to college students and to show that stress management should be implemented within every tutoring center.

How To Quickly Build An An Online Academic Support Center Using StudentLingo & TutorLingo

Kristen Seldon, Innovative Educators

More than ever students are in need of academic support. With the uncertainty of the fall semester, how can institutions quickly develop online support resources? How can we rapidly address the needs of our students in the midst of the Covid-19 pandemic to best promote success and retention? StudentLingo is a great support tool for tutors. Tutors can suggest a StudentLingo workshops to close skill gaps they notice in their tutees! StudentLingo workshops provide an engaging resource built for student success. We will focus on how we can use StudentLingo to meet the needs of our students while supporting existing campus initiatives like tutoring, coaching, and academic advising. TutorLingo is also a perfect support tool. TutorLingo are a series of online tutor training workshops that can be easily implemented.