

No-Show Activity

A no-show is considered to be a session where no students show up to your scheduled session. If there are multiple students in the sessions and only 1 student does not show-up, this is not a no-show session. No-show sessions are only if NO students show up. If this were to happen, you need to complete one of the task listed below.

We want you to take the scheduled work time to as an opportunity to grow professionally in your position. The following task are designed to help you develop as a teacher and facilitator.

Please read each section very carefully and be mindful that all activities should be at least 1-2 pages long and double spaced. If you do not have access to a computer, you may hand write your assignment but keep in mind the page requirement still applies. All materials must be submitted with your timesheet packet at the end of each pay cycle. If your submission is incomplete, or is not attached to your timesheet, you will need to meet with your supervisor.

Please note, if you identify a training need and would like to develop your own activity that you work on during the no-show time, please discuss it with your supervisor as we want you to work on activities that best meet your needs.

Self-Reflections are a powerful tool designed to provide an in-depth analysis of your sessions by helping you look at your areas of growth and areas of opportunity. Take a moment to self-reflect by answering the following questions in your two page write up.

- When thinking of your session goals, are they met at the end of the session? If not, why? Are all students engaged in the session? Are you providing a collaborative and engaging environment for students? If not, why is that? If you were to estimate, how much of the session are you lecturing, what percentage would it be? If you are a lecturing for more than 20% of the session, how can you incorporate a more active form of participation from your students? Reflect on your best session and think what you are most proud of? What did you do to make the session your best? What did your students do?

Reading Responses are great tools for you to broaden and deepen your understanding through literature. Using the UCSC Library page, library.ucsc.edu, pick an article that you find interesting, and applicable to your sessions and write a brief response

- Here is a list of key words you can use on the search engine: tutoring, teaching, learning, collaboration, educational equity.
- Provide the selection/article you are writing about, title, author, and why you selected the article, what you learned, how is it applicable to your session

If the article is dense and you think it will take much longer to read than the 45 minutes provided to complete the reading response, choose certain paragraphs to summarize.

Reading Response for Writing Specific Disciplines-Pick an article from the LSS library (copies available at LSS front desk) and write a reading response explaining the following:

- Provide the title, author at the top of the page, why you selected the article, what you learned, how is it applicable to your session. Include some key points with specific quotes you found thought provoking. If the article is dense and you think it will take longer than the allocated 45 minutes to complete the assignment, pick specific sections of the reading to summarize.

UCSC Website Review As a tutor, you will want to be familiar with other offices and resources available on campus. The purpose of this professional growth opportunity is so that you can become knowledgeable about what some of resources are and possibly refer students if something comes up in the session. Keep in mind that the referral process can be challenging as you don't want to make assumptions. If you do have concerns about a student and don't know how to approach the situation come and talk with a coordinator, we are here to help.

Below are a list of UCSC resources with a link to their website. Spend about 20-30 minutes on the website; then write up:

- Name of the program or services

- Their purpose/students they aim to serve
- How students can access the service
- At least three –five things you learned
- How you might use it in your role as a tutor, how does this inform your practice?

Programs Services:

Disability Resource Center: <http://drc.ucsc.edu/index.html>

Slug Support: <http://deanofstudents.ucsc.edu/slug-support/program/index.html>

Counseling and Psychological Services (CAPS): <http://caps.ucsc.edu/index.html>

Educational Opportunity Programs (EOP): <http://eop.ucsc.edu/>

Service for Transfer and Re-entry Students STARS: <http://stars.ucsc.edu/> (Also find information for the Vets program and Smith Renaissance Society)

Career Center: <http://careers.ucsc.edu/index.html>

SoMecha: <http://someca.ucsc.edu/index.html>

Resource Centers: <http://resourcecenters.ucsc.edu/> (Six centers under this umbrella)

Title IX: <http://hdpiu.ucsc.edu/>

Student Health Outreach and Promotion (SHOP): <http://shop.ucsc.edu/>

Campus Advocacy Resource and Education (CARE) Office: <http://care.ucsc.edu/>

Mesa Engineering Program: <http://mesa.ucsc.edu/index.html>

STEM Diversity Program: <http://stemdiv.ucsc.edu/>

Westside Writing Center: <http://oakes.ucsc.edu/academics/writing-center/index.html>

Academic Excellence Program (ACE) Program: <http://ace.ucsc.edu/about/index.html>

UC Learning Center: Your portal to professional development

The UC Learning Center enables the UCSC workforce to enroll in Learning & Development opportunities via the Web and provides campus departments with a solution for managing and tracking courses and Career Tracks.

The University has several available training and some required trainings (depending on your position)

<http://learningcenter.ucsc.edu/>

On-line trainings:

- UC Cyber Security
- UC Sexual Violence and Sexual Harassment Training
- FERPA
- CANRA Mandated Reporters

Once these are completed; turn in the certificate with the timesheet. It may take more than one no-show session. If so, just screenshot the duration as your documentation.

Incorporating Study Skills into Your Sessions

Your role as a tutor is to be a facilitator and peer. With this comes the duty of improving your student's study and learning strategies.

The purpose of this activity is to have you purposefully plan how you can do this in an upcoming session. Students often share that they are having trouble with the reading, taking notes, seeing the bigger picture, using homework as a tool, structuring their paper, making a tool box study sheet for formulas, making their own review for a test, predicting test questions, studying by interleaving rather than block studying, time management: study plans that leave time for incubation (5-10 minute breaks after 45 minutes of studying) and Percolation (starting studying early to include several shorter session)

Pick one of these or think up your own then document:

- The strategy or issue
- Design a short 5-10 activity where the student has to do something to try and learn how to do this. Do you have specific material (i.e. select a short passage to read, have them review their notes and pick-out 3

important concepts from the day, have the student predict a test question, quiz the student, develop a quick assessment, develop a session opening or closing activity)

- How will the student know why this can be an important strategy