

Errors and Expectations

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The Challenge



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In one-on-one tutoring or office hour sessions, time is short and students (and instructors) often have unrealistic expectations.

The Challenge

We want to make a personal connection and help the student improve for the long term, and provide a sense of accomplishment...but HOW?

The Big Question

How can we balance **process**, **product** and **support** in one-on-one sessions with students?



What does it mean to focus on **PROCESS?**





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“Process” involves the skills and methods you use to complete a task.

It also involves **metacognition**, or the process of reflecting on your own learning.

What does it mean to focus on **PROCESS**?

For problem-solving subjects, it may involve articulating how you approach the problem, and knowing when to **generalize the strategy** to other problems.



What does it mean to focus on **PROCESS**?

Writing: prewriting/brainstorming, drafting, revising for content/organization, and sentence-level editing/proofreading.

Reading: previewing, questioning, reflecting

General: HOW to read the textbook, learn from lectures, study for tests, organize one's time



Expectations about PROCESS

Students often don't appreciate the need to focus on process, and may feel that it is a waste of time that could be better spent on the product.

Instructors often SAY they want to students and tutors to focus on process, but judge success by the product.

Expectations about PROCESS



On the one hand...

Focusing ONLY on process without concrete results may leave a student frustrated, without a sense of accomplishment.



On the other hand...

Ignoring process may lead to shallow learning, dependence, and lack of confidence.

Strategies to address **PROCESS**



What does it mean to focus on **PRODUCT**?



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Product is the finished task, such as the written paper, completed homework, or test score.

Grades are usually based on product.

Expectations about PRODUCT

Students generally want their sessions to focus on Product.

Tutors report that students are often “impatient” and just want the tutors to provide answers or correct their papers.

Expectations about PRODUCT

On the one hand...

Faculty and students may be disappointed if a paper still has many errors after a session.

On the other hand...

Faculty worry that a polished final product may not reflect the student's skills.

Strategies to address **PRODUCT**



What does it mean to focus on SUPPORT?



What does it mean to focus on SUPPORT?

Students say they are successful when they feel **Nurtured**—somebody wants them to succeed and is willing to help them.

Connected—they are part of the college community

Valued—their strengths are recognized

(RP Group Survey, 2013)



Expectations about SUPPORT

On the one hand...

Students often lack confidence and need positive feedback to sustain their motivation

On the other hand...

Students may misinterpret positive feedback as meaning they are “done” or their work will get a good grade.

Strategies to address SUPPORT



Works Cited/Consulted

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Brainstorming Questions

- What might you ask/ say to start a conversation about process in a one-on-one session with a student?
- What might you ask/ say to help the student improve the end product?
- What might you ask/ say to provide support during the session?

Scenarios

Pretend you are in an office hour. Pick one of the following scenarios (or create your own)

- A student needs help studying for a test.
- A student needs help taking notes.
- A student needs help writing an essay.

Using this scenario and the idea from the brainstorm, create a dialogue with your group and be prepared to act it out