Handling Tricky Situations in Tutor Hours

CSE 95 Fall 2021 Week 3

Week 3: Today's Goals

- Identify how to engage students successfully
- Practice handling tough situations with students

- Feedback on assignments:
    - Make sure you give complete, thoughtful answers to the open-ended questions.
    - If we need a little more from you, we'll flag your response. Give more information in response to the tutor's comments.

Feedback and Announcements

- Feedback on assignments:
  - Make sure you give complete, thoughtful answers to the open-ended questions.
  - If we need a little more from you, we'll flag your response. Give more information in response to the tutor's comments.
- FAQ on observation assignment:
  - No one came to my office hours while the tutor was observing. What should I do?

Group Discussions

- Form groups of 3-4 students. Mixing classes is great!
- Designate a scribe and a reporter. Make sure you rotate roles from last week.
- The first discussion questions today will focus on the questions you responded to in your pre-class assignment. Feel free to open up your submission and review what you wrote.

Discussion: Instructor Engagement

- Discuss the observations that you made in the class you observed:
    - What did the instructor do to encourage and motivate the students to learn?
    - How did the instructor invite students to engage with the material during class?

Discussion: Experienced Tutor behaviors

- Think about the tutoring session that you observed
  - What was the demeanor between the students and the tutor? How did the tutor establish and encourage this demeanor?
  - Did the tutor encounter any situations where they didn't know the answer? How did they handle it?
  - What did you learn from this session and reflection that you will take with you to your own tutoring?

Challenging situations

Q5.1 Difficult situations

1 Point

A tutor could encounter a student who: (check all that apply)

- ☑ Misunderstands a fundamental concept but has to leave for another class in 5 minutes
- ☑ Is angry because they have been waiting on the queue for 3 hours
- ☑ Insists that they understand something, but they actually don't
- ☑ Believes that the tutor is being really unhelpful or is unqualified
- ☑ Is very uninterested in the course content
- ☑ Is in distress and seems progressively more confused
- ☑ Tries to prevent the tutor from moving on to another student
- ☑ Gives up in the middle of the tutor's explanation and leaves the meeting
- ☑ Sends an angry regrade request where they name and blame a tutor for their misunderstanding

Resources for challenging situations

Computer Lab Lookup

JSOE IDEA Engineering Student Center

Teaching and Learning Commons
→ **For students**

Counseling and Psychological Services (CAPS) at 858 5343755 or http://caps.ucsd.edu

CARE at Sexual Assault Resource Center at 858 5345793 sarc@ucsd.edu
http://care.ucsd.edu

OPHD at (858) 534-8298, ophd@ucsd.edu , http://ophd.ucsd.edu

Tutor role-plays: Challenging Situations

- You have been assigned to play a role of a student who presents a challenging situation for a tutor. Read your role and think about how that student would act. **Do not disclose your role to anyone else.**
- Partner up with one other student. (If there's an odd number, form a group of 3. One person will observe). One person will play the role of the student, the other will be the tutor providing support.
- We will role play for 5 minutes, then stop for discussion. Then we will swap so that the other person is the tutor. When you are the student, act authentically to the role. When you are the tutor, do your best to handle the situation in the way you would in your tutoring hours.

Tutor role-plays: Context

- In your role-play, choose one of the following problem statements from last week:
  - **Problem 1 Statement:** Calculate and return the average GPA for all of the Student objects in an array. (Bugs in the provided code).
  - **Problem 2 Statement:** A fair six-sided die is rolled twice. What is the probability that the same number comes up both times? (Student thinks the answer is 1/36 + 1/36 = 2/36 = 1/18, but suspects that is not correct).

Tutor role-plays: Challenging Situations Debrief

- What was the situation?
- What did the tutor do that worked? What could they have done differently?

Week 4 Assignment Preview

Discussion (if time): Consistency

- Have you run into situations where there's ambiguity or inconsistency in the course materials for the course you are tutoring? If so, what did you do? If not, think of a time when this happened in a class you were taking. What was the situation, and what could that staff have done differently?