

Peer Tutor Handbook 2016-2017

**OFFICE OF
ACADEMIC
RESOURCES**



**HVERFORD
COLLEGE**

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Welcome to the Office of Academic Resources (OAR)

Dear Peer Tutor,

Thank you so much for investing your time, energy, and expertise in the tutoring process. We feel strongly that students truly value and appreciate the opportunity to learn from, and with, their peers. Your role in the larger educational enterprise is truly valued. We hope that your role as a peer tutor is fulfilling and that it serves to sharpen your own view of yourself as a learner.

Please know that we are here to support you and that we truly appreciate this valuable work.

Warmly,

Kelly Wilcox, Director of the Office of Academic Resources

Greetings Peer Tutor,

My goal is that you find this position to be a unique and rewarding experience. I hope that you are enriched by serving your fellow Fords as much as they're grateful to learn from you. You provide a valuable level of support to this campus and hopefully you will learn more about yourself, as a learner, scholar and teacher in the process. Even if education is not necessarily your trajectory I strongly assert that the practice of being a tutor will be an asset wherever you may go, including but not limited to: medicine, law, business, or nonprofit work. The patience, empathy and ability to articulate complex processes is invaluable.

Also, as the demand for tutoring has grown, so too have the possibilities for collaboration between yourself and the OAR. You bring a unique set of knowledge and experiences to your role in academic support on this campus and we could benefit from the ways you can speak to the student experience at Haverford and your discipline-specific ways of learning the material from Haverford teaching. I am open to exploring innovative ways we can work together to harness this knowledge either in a workshop, panel discussion or other creative projects. If you have any ideas do not hesitate to reach out to me. I will also be in touch when such opportunities arise in the near future.

Never hesitate to contact me If there is anything I can do to help you in your practice as a tutor. **Please consider me a partner in your important work.**

Sincerely,

Brian Cuzzolina, Assistant Director, Office of Academic Resources

Peer Tutor To Do

Beginning of Each Semester

- If you're a new tutor please fill out a peer tutor profile: Create or edit your Peer Tutor Profile (https://enterprise.haverford.edu/cgi-bin/trico/tutoring/create_profile.pl). These profiles allow other students to learn more about the available tutors in a particular discipline.
- Submit your Availability via the Semester Availability Form found on the Peer Tutoring Website; include your semester availability on your peer tutor profile
- Sign up for WOnline: Create an account in the online scheduling system (wconline.com) using your Haverford or Bryn Mawr email address. Doing so will ensure you have access to certain administrative features and will allow you to make changes to your week-to-week availability; you will not have access to these features if you register for an account with an email address other than your official Haverford or Bryn Mawr email.

During the Semester

- Submit your timesheet by the last business day of the month. Bring your timesheet to the OAR and place in folder outside 118G
- Attend a Peer Instruction Practice Inquiry Meeting
- Fill out a *Straight from the Source Peer Tutor Survey*

At the End of the Semester

- Submit your Intention to Continue Form, found on the OAR tutoring page, regardless if you're studying abroad next semester or graduating.
- Make sure to encourage your students to fill out the end of the semester survey.

What is Peer Tutoring at Haverford?

Peer tutoring is a student-led program of peers supporting peers. Along with the 70+ peer tutors there are ten Peer Instructor Co-heads who are responsible for training, and assisting the OAR in recruiting and establishing policy for the program. Please note that as a tutor, your talents and service to the program are invaluable in making this program as excellent as possible. Please feel to reach out to the peer tutoring supervisor, the Assistant Director of the OAR, or to one of the co-heads if you have any ideas or concerns.

In the 2015/16 Academic Year over 60 tutors provided 1300+ hours of one-to-one tutoring in 14 disciplines. 100% of students who accessed tutoring in the last academic year agreed that they found their tutoring sessions to be useful, if not very useful. For the 2016/17 we have 70+ tutors offering support for 17 disciplines. Tutoring is free and unlimited for all students in the tri-co enrolled in a Haverford course.

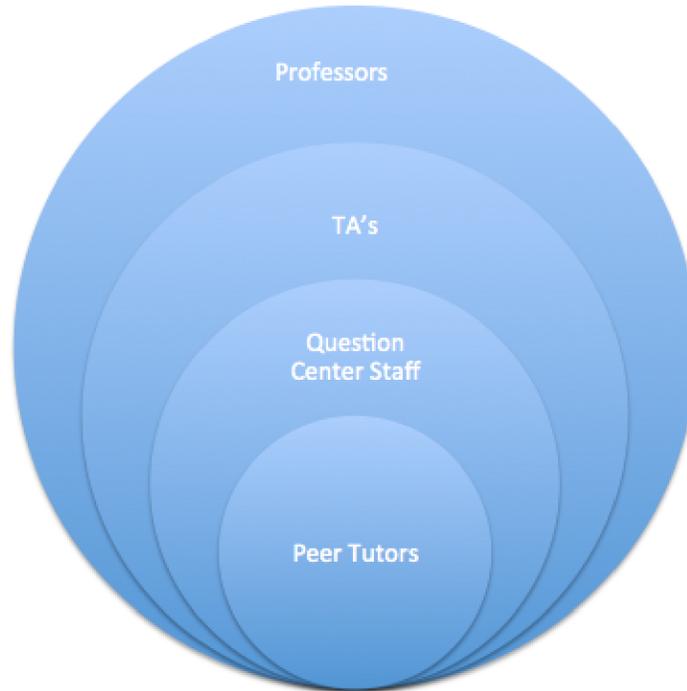
Peer tutoring at Haverford **is not remedial, it is supplemental**. As tutors you build upon students strengths and reinforce what they already know with what they have yet to understand. The goal of peer tutoring is to guide students to a point where they can 'tutor' themselves and apply the processes needed to find new approaches to solving problems or engaging with new material that are modeled in their peer tutoring sessions.

Who are Peer Tutors?

You have been selected for this role by being recognized either by faculty or through an application process that illuminated your ability to be knowledgeable, reflective, and able to effectively communicate the expectations and demands needed for mastery of your chosen subjects. The OAR believes that tutors possess more than just a high GPA; effective tutors understand the obstacles and challenges inherent in learning within their discipline. Tutors have developed a metacognitive awareness that enables them to teach others how to approach, engage and problem solve. Tutors understand that a key to academic success is building the courage and maturity to become more interdependent, many of our tutors continue to access tutoring for their own courses. Tutors understand learning happens best in a community and find great reward in helping their peers.

The Role and Expectations being of a Peer Tutor

As a peer tutor you play an essential role in the education enterprise at Haverford. You are one layer among many within this system of higher learning and academic support. At the core is the professor, the designer of the course and the one responsible for setting the expectations and demands for the learner.



As tutors, you may be the furthest removed from contact with the professor(s) of the course(s) you're tutoring; however, that is by design, as this affords you the ability to speak to the content in different ways at a level that might be closer to the student's understanding. A student-professor relationship is a novice-expert form of relationship and as research has shown often experts have difficulty breaking down ideas and concepts because what is complex to the novice is commonplace to the expert. This is where the peer instruction program plays a significant role. You have the ability to assess where student's questions and difficulties are arising and address their concerns in a "lower stakes" environment and articulate it in an accessible manner. Students can benefit from each layer of this circle and access it at different places and points in no particular order.

Our objectives for tutoring include the following outcomes:

- 1. We want students to solidify their foundational knowledge of the course material/course concepts so that they can overcome obstacles for continued success in the course.**
- 2. We want to prepare students to work effectively independently and in group learning environments.**

INSPIRE Method for Tutoring

The following is adapted from Lepper, Drake, O'Donnell-Johnson, (1997) and their research on effective tutors. The OAR strongly believes that tutors are not necessarily innately 'gifted' at being effective; however, like all

educators through a reflective practice one becomes progressively better. In other words you learn by doing and asking strategic questions about your practice, and the more you tutor the more effective you will become. The list of traits below are coupled with some examples on how to model it in your practice.

INSPIRE = Intelligent, Nurturant, Socratic, Progressive, Indirect, Reflective, Encouraging.

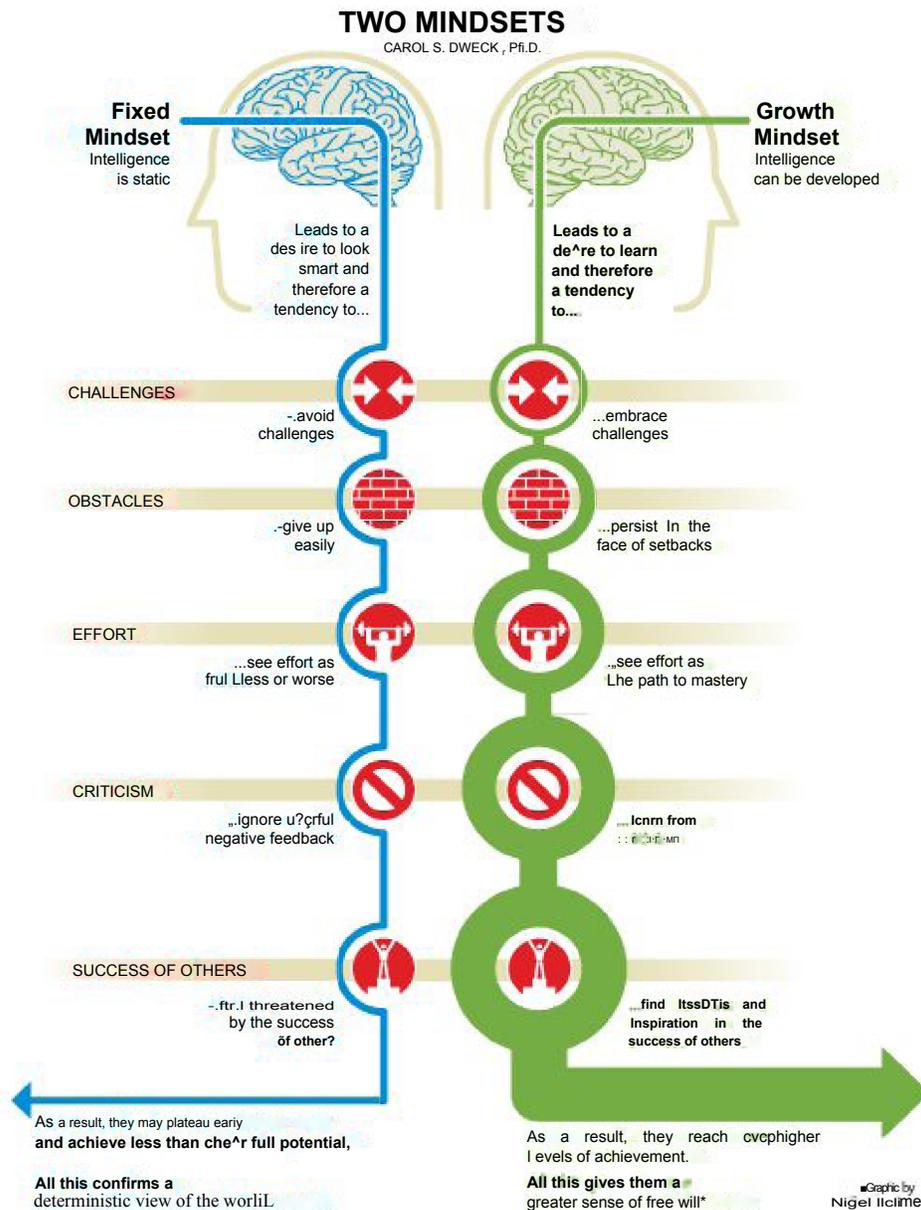
INSPIRE Characteristic	Example of Behaviors
1. Intelligent	
Strong Subject Matter	<ul style="list-style-type: none"> → Provide relevant historical information (instructive or motivational). → Use concrete manipulatives and visual models for illustrating difficult concepts → Produce a wide variety of real-world analogies.
Strong Subject-Specific Pedagogical Knowledge	<ul style="list-style-type: none"> → Know which problems will be difficult. → Know what types of errors are most likely. → Know which problems appear to be more (or less) difficult to students than they really are.
General Pedagogical Knowledge	<ul style="list-style-type: none"> → Use and articulate instructional and motivational techniques identified in the rest of this table.
2. Nurturant	
Highly Supportive of Students	<ul style="list-style-type: none"> → Establish personal rapport early. → Empathize with students' difficulties. → Show confidence in students' ability to succeed.
3. Socratic	
Questions, Not Directions	<ul style="list-style-type: none"> → Aim for More than 90% of remarks are in the form of questions. → Questions are often leading or informative. → Draw as much as possible from the student and to impose as little as necessary.
Hints, Not Answers	<ul style="list-style-type: none"> → Offer hints or suggestions and avoid directly giving answers. → Act to help students take the next step on their own. → Persist with many sequential hints, starting with general ones, and becoming more specific as necessary.
Productive vs. Nonproductive Errors	<ul style="list-style-type: none"> → Sophisticated understanding of different types of errors, and how to respond effectively to them. → Ignore small errors when they don't prevent arrival at a correct answer (although these may lead to subsequent problems to target

	<p>difficulties).</p> <ul style="list-style-type: none"> → Able to identify "productive errors" which can be used to guide students towards discovery of misconceptions. Some are deliberately allowed to occur so that they can be systematically "debugged". → Able to detect and act upon "nonproductive errors", which may lead students astray, and which need more explicit intervention.
4. Progressive	
Problem Progression	<ul style="list-style-type: none"> → Systematic progression, starting with problems that diagnose students' initial levels of knowledge and misunderstanding. → Subsequent problems selected for the correction of misunderstandings before moving on to further challenges.
Systematic 'Debugging' of Student Errors	<ul style="list-style-type: none"> → Goal is to prompt students to discover for themselves the reasons for their errors. → Routinely begin with general hints and questions, progressing to more specific questioning types of help only as needed.
Progressive Routines	<ul style="list-style-type: none"> → Effectively structure tutoring sessions using recurring routines, helping focus students' attention on appropriate issues at different phases of the tutorial.
5. Indirect	
Negative Feedback	<ul style="list-style-type: none"> → Avoid overt criticism by posing questions that indirectly imply the existence of an error and, sometimes, the location of that error. → Goal is to prompt students into retracing their own steps and "catching" their own errors.
Positive Feedback	<ul style="list-style-type: none"> → Less likely to provide explicit praise to students, especially praise directed at the person rather than the process of problem solving.
6. Reflective	
Articulation	<ul style="list-style-type: none"> → Have students reflect aloud immediately after a successful problem solution. This (i) helps gain information from students about possible misunderstandings, and (ii) helps students to understand at a conceptual level. → (Eg: have student keep a written list in their own words of general "lessons" they had learned.)
Explanation	<ul style="list-style-type: none"> → Periodically ask students to explain answers and procedures. → If incomplete, elaborate on the student's response, thus modelling a more complete explanation.
Generalization	<ul style="list-style-type: none"> → Periodically ask students to relate work to other types of problems or

	to real-world situation that they are familiar with and interested in.
7. Encouraging	
Confidence	<ul style="list-style-type: none"> → Concerned with bolstering students' feelings of competence and mastery. → Eg: emphasize the difficulty of the problems, (i) implicitly giving students an excuse if they do have difficulty and (ii) increasing the value of success.
Challenge	<ul style="list-style-type: none"> → Likely to challenge students - goad them into a desire to "show" the tutor just how much they can accomplish. → Able to present problems that will be challenging, though not impossible.
Curiosity	<ul style="list-style-type: none"> → Try to pique students' curiosity, so they want to find answers on their own. → Ask students to predict similarities or differences between current and previous problems. → Deliberately highlight inconsistencies to provoke students into seeking some resolution.
Control	<ul style="list-style-type: none"> → Offer students choices. → Comply with their requests. → Emphasize a student's sense of agency directly. → Avoid direct didactic methods that could undermine a learner's sense of control.
Contextualization	<ul style="list-style-type: none"> → Place abstract problems into meaningful and interesting contexts. → Personalize problems so relevance can be seen in familiar real-world contexts that students care about. → Use of enjoyable and provocative stories improves motivation.

Developing a Growth Mindset in Peer Tutoring

It's important to help students understand that being challenged by the content is normal, in fact chances are, the professor designed the course so that students will HAVE to struggle to some degree before they can master the material. Overcoming challenges requires being able to identify what is not productive and being willing to adapt a new strategy or approach. However, often when high achieving students study methods and approaches do not yield their desired results they'll resort to working "harder" or spending more time studying using the same ineffective approaches and strategies. As a peer tutor you have the ability to help students identify gaps in their knowledge and and show them new approaches and strategies for overcoming the complexity of the material in a more efficient or effective manner.



The Power of 'Yet'

A growth mindset (Dweck, 1997) is viewing challenges not as a threat, but an opportunity. For many Haverford students who have a history of success in the classroom struggling with the material can be a new experience and threatening to their identity as a student and burgeoning scholar. Haverford students come to Haverford with an impressive amount of success and may not be comfortable with finding something academically challenging. As a tutor you have the opportunity to normalize this struggle by admitting areas you personally struggled when you began or by acknowledging the complexity of the task at hand and how it is different than anything they may have

learned in the past. Peer tutors also can encourage students to see that with a some effort and deliberate adjustments they can GROW in their ability and positively change their approach and the outcome.

Here are a few reminders to help students change their mindset:

- Emphasize the process, methods, strategies **NOT** the product. Remind the student that in problem-solving or learning the most useful skill is **HOW** you came to the answer
- Maximize intrinsic motivations, goals within one's control.
- Look for ways they're improving—encourage them to compare current self to past self rather than to others.
- Encourage them to focus more on improving, less on outcomes (grades)

Professional Development Opportunities

If you ever have any questions or need any level of guidance regarding your practice as a tutor please do not hesitate to reach out to peer tutoring supervisor, Assistant Director of the OAR, or any of the Peer Instruction Co-Heads. We are available at any point of the semester to meet with you and discuss any aspect of your tutoring practice: questions, concerns, clarification of role and expectations. The peer tutoring supervisor or a Co-head can also be available to observe a tutoring session if you wish to garner constructive feedback on your practice. Also, they welcome requests for training and workshop topics, so if there is an area you would like to grow in your practice we would be happy to accommodate.

Peer Instruction Co-Heads for 2016/17

Peer Instruction Co-Heads are an integral part of Haverford's overall peer instruction efforts and will assist staff in the OAR with planning and executing the Peer Tutor / TA Trainings held in September and January of each year and periodic Peer Instruction Practice Inquiry Meetings. The Peer Instruction Co-Head position is designed for students who have had at least one year of experience as a peer instructor at Haverford, either as a peer tutor, question center tutor, course TA, and/or lab TA. Co-Heads training and mentoring roles extend beyond the general training sessions, the co-heads also serve as mentors and trainers available throughout the year to to assist you with any inquiries you have about your practice as a tutor. They also work closely with the assistant director of the OAR in evaluating and assessing the peer instruction program and developing new policies and programming. The Co-Heads for AY 2016/17 are:

- Cory Saunders' 17
- Kavita Schroff'17
- Benjamin Burke '18
- Maya Behn '18
- Emily Krasnow'17
- Austin Wan '18
- Vivian Sun '17
- Malia Wenny'17
- Alison Hacker '17
- Ana Daviduke '17

If you're interested in serving as a Co-Head for AY 2017/18 please contact Brian Cuzzolina,

bcuzzolina@haverford.edu in February 2017.

Peer Tutoring Requirements

Training

All new peer tutors are required to attend the Peer Tutor / TA Training, held in mid-September or mid-January of each year. Because many peer tutors also work as question center tutors, course TAs, or lab TAs, the goal of the combined training is to build community among Haverford's peer educators, allow students to learn from more experienced peer educators, and provide peer educators in all roles with access to faculty for discipline-specific support. Training time will always be paid.

Time Commitment

The OAR asks that you only tutor if you are able to do so for the entirety of the semester. You are not obligated to tutor for the entire year, and you may return to tutoring after studying abroad or otherwise taking a break from tutoring for a semester. You may tutor as much or as little as you like. Some tutors work just a few hours each month, while others work 30+ hours per month. You may tutor whenever it is convenient for you, and your tutoring availability is entirely at your discretion.

Peer Tutor Profile

Peer tutors are asked to create a profile in the Peer Tutor Database, housed on the OAR's website. These profiles allow other students to learn more about the available tutors in a particular discipline. You may access the Peer Tutor Database using your Haverford or Bryn Mawr login credentials. Because profiles are password protected, OAR staff cannot update or access your profile. Only you have the ability to create and edit your profile.

Background Checks

Pennsylvania Act 153, which took effect on December 31, 2014, requires institutions like Haverford College to obtain and document criminal background checks and child abuse clearances within 90 days of beginning employment. All Haverford employees, including student workers, must obtain background checks and clearances every 36 months. The College will pay for all necessary background checks and clearances. If you are a new student employee and have not yet obtained the necessary checks and clearances, you will receive an email from Julie Sheehan with further instructions. Failure to complete all necessary checks and clearances will result in you being ineligible to work as a peer tutor. For more information, please visit:

<https://www.haverford.edu/human-resources/jobs/background-checks/> or contact Julie Sheehan ([jsheehan1\(a\)haverford.edu](mailto:jsheehan1(a)haverford.edu)).

Scheduling & Availability

The Peer Tutoring Program uses an online scheduling system for peer tutoring appointments. The online scheduling system can be accessed at: <https://haverford.mywconline.net/>

The purpose of the online scheduling system is to make the process of scheduling peer tutoring sessions more efficient for both peer tutors and for students looking to meet with a tutor. The system also enables the OAR to

obtain important and useful data on peer tutoring usage trends, such as which courses/subject areas are most frequently tutored. Most importantly, the data obtained from the system ensures that sufficient funding is available to meet the tutoring needs of Haverford students.

Submitting Availability

Peer tutors will be asked to submit their semester availability by the end of the second week of classes. Use the Peer Tutor Semester Availability Form found on the peer tutor resources page:

<https://www.haverford.edu/academic-resources/Peer-tutoring/resources-tutors>

Please provide as much detail as possible when submitting your availability, such as "Mondays, 6-10pm" rather than "Monday evenings." Tutoring sessions are 60 mins; however, at this time the database only permits tutoring sessions to begin at the top of the hour. Although once you are in contact with the student you can change the start time, but please make sure the appointment is reflected in the online system regardless of the start time.

Making Changes to Your Availability

Long Term: To make permanent changes to your availability over the course of the semester, submit requests to the Google sheet: **Change of Schedule Request Form** (also found on the peer tutor resources page). Your availability in the database will be updated within 24 hours, possibly a bit longer if the request is made over the weekend. Please plan accordingly and provide as much notice as possible when adjusting your availability.

Short Term: To make short-term changes to your availability or make adjustments on a week-to-week basis, the easiest course of action is to use the Placeholder feature within the online scheduling system.

The Placeholder feature allows you to make certain blocks of time unavailable, but note that it does not allow you to make additional blocks of time available. To access the placeholder feature, select the appointment block you wish to make unavailable, and an appointment form will pop up. At the bottom of the appointment form, you will see a set of Admin Options. Select the Placeholder box as shown below. Finally, select the Save Appointment box at the bottom of the form.

Admin Options: Walk-In/Drop-In: | Missed: | Placeholder: @ | Email Client?:

Add New Client Report Form.

SAVE CHANGES **CANCEL THIS APPOINTMENT** **CLOSE WINDOW**

Sessions Scheduled Outside of the Database

It is imperative that we keep accurate statistics of tutoring usage each semester to ensure sufficient funding for the program. The online schedule system ensures the accuracy of our efforts. However, it becomes difficult to accurately track usage if sessions are scheduled not using the wconline. It is your responsibility to contact the

tutoring supervisor if for whatever reason a session is scheduled outside of the online system. You can do this by entering the session information in the **Session Not in The Database Form** found on the peer tutor resources page. All entries will then need to be manually entered into wconline; therefore, we kindly ask that you refrain from making a habit of scheduling appointments outside of the online system.

Additionally, you may enter appointments made outside the system yourself by clicking on an available past time slot in the database and enter their name in "client". Do not worry if the time and date are not correct, the appointment needs to be calculated.

Client. * Jane, Doe (hc-peerinstruction@haverford.edu) i-

What course is the appointment for? (ex: Math 115):

What would you

Enter 3 or more characters of a client's first or last name or email.

Intent to Continue

Before you submit your last time sheet of each semester we ask that you let us know if you plan on tutoring for the upcoming semester by promptly filling out the Intent to Continue Form found on the peer tutor resources page (<http://www.haverford.edu/academic-resources/Deer-tutoring/resources-tutors>)

Additional Course or Discipline Offerings

Please notify the tutoring supervisor for approval if you would like to add an additional course or tutor in another discipline in addition to your current roster. You may be asked to show evidence of academic preparedness, but do not need to reapply to the program.

Compensation

Fiscal Responsibility

Because you are being compensated for your work as a peer tutor, it is your responsibility to accurately log and report the hours you spend with each tutee on the Peer Tutor Timesheet.

Timesheets

Please use the Peer Tutor Timesheet to report your hours. This time sheet already has the Peer Tutoring Program's account number listed on it. Ensure that you list the subject area in which you tutored each tutee. The Peer Tutoring Time Sheet is available on the Peer Tutoring website and in hard copy at the OAR's front desk.

Submitting Timesheets

Your Peer Tutor Timesheet must be submitted to the OAR by the last business day of the month. Time sheets may

be submitted three ways, please submit however is most convenient. Timesheets may be

1. handed to the intern on duty at the front desk any time the OAR is open.
2. placed in the folder outside 118G.
3. scanned and emailed to bcuzzolina(a)hav̄erford.edu.

Time sheets do not need to be signed by the supervisor prior to being submitted. Please note all timesheets will be verified against the information in the online scheduling system. You will be contacted if any egregious discrepancies are discovered.

Paychecks arrive around the 15th of the following month. Submitting your timesheets after the last business day of the month may cause your paycheck to be delayed.

No Shows

You may report 1 hour of tutoring on your timesheet when a student does not show up for a tutoring session. Please wait the full 15 minutes before leaving a tutoring session and be sure to record the appointment as a no-show in the online scheduling system and on your timesheet.

To mark a no-show, select the appointment block, and an appointment form will pop up. At the bottom of the appointment form, you will see a set of Admin Options. Select the Missed box as shown below. We recommend leaving the Email Client box checked as well. Finally, select Save Changes at the bottom of the form.

Last Minute Cancellations

You may report a ½ hr of tutoring when a student cancels an appointment within 12 hours of a tutoring session and be sure to record the appointment as a cancellation in the online scheduling system and on your timesheet.

Preparation Time

Preparation time is unpaid. Preparation time varies by peer tutor and by course. If you anticipate spending more than 20 minutes preparing for each tutoring session, the OAR advises against tutoring for that course. If you have any concerns please contact the peer tutoring supervisor.

Pay

Like all Haverford College campus jobs, peer tutors start at \$9/hour. With each successive year as a peer tutor, there is a pay increase of \$0.25/hour, up to \$9.75/hour.

International Students

International students must complete all requirements to ensure they are legally eligible to work in the United States. This includes obtaining a Social Security Number and maintaining valid F-1 visa status. For more information about work authorization, please consult with Denise Allison, Director of International Student Services

(dallison(ā)haverford.edu).

Bryn Mawr Students

Bryn Mawr students are permitted to tutor for Haverford courses, and many do so. Bryn Mawr students must visit the Business Office, located in Stokes 220, to fill out the necessary paperwork to be added to Haverford's payroll. You may also contact Nancy Sunderland, Student Payroll Coordinator (nsunderl(a)haverford.edu), for additional information about payroll.

Professionalism & Confidentiality

Peer tutors occupy a paid position associated with established professional guidelines. In accepting this position, you have pledged to conduct yourself in accordance with these guidelines:

- Keep appointments and be punctual.
- Be responsible and communicative.
- Ensure open lines of communication with your tutee, but also be clear and honest about limitations on your time.
- Respect the confidentiality of your tutees.
- Your work with tutees is confidential. Whether you know the tutee socially or not, you are responsible for honoring and protecting the tutee's privacy.

Be mindful of dual relationships and conflicts of interest. The relationship between tutor and tutee is a professional one. A dual relationship exists when you are not only a tutor, you are also the tutee's friend, roommate, teammate, etc. Dual relationships run the risk of creating a conflict of interest, a situation in which the interests of your professional tutoring relationship come into conflict with the interests of whatever other relationship you also have with the tutee. It is your responsibility to be aware of conflicts of interest, and to address them if and when they arise.

Resources & Support

Peer Tutoring Forms

Several peer tutoring forms are available on the Peer Tutoring website. The forms are not mandatory but are strongly encouraged. These include meeting forms to help you keep track of what you have worked on with a given tutee as well as a form containing information about tutoring session preparation and lesson plan components.

Consulting with the Office of Academic Resources

Please do not hesitate to consult with the OAR about your work as a peer tutor. Email hc-peerinstruction(f)haverford.edu with any questions or concerns.

Additional Peer Tutoring Resources

The Following resources are available for loan In the OAR Resource library.

- Agee, K., & Hodges, R. (2012). *Handbook for Training Peer Tutors and Mentors*. Mason, OH: Cengage.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bain, K. (2012). *What the best college students do*. Cambridge, MA: Harvard University Press.
- Colvin, G. (2008). *Talent is overrated: What really separates world-class performers from everybody else*. New York: Portfolio.
- Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Ericsson, K. A. (2016). *Peak: Secrets from the new science of expertise*. New York, NY: Houghton Mifflin Harcourt.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Lipsky, S. A. (2011). *A training guide for college tutors and peer educators*. Boston: Pearson.
- Newport, C. (2012). *So good they can't ignore you: Why skills trump passion in the quest for work you love*. New York: Business Plus.
- Pauk, W., & Owens, R. (2011). *Howto study in college*. Boston, MA: Wadsworth.
- Pólya, G. (2014). *Howto solve it: A new aspect of mathematical method*. Princeton, NJ: Princeton University Press.
- Zachary, L. J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco: Jossey-Bass.
- Zachary, L. J., & Fischler, L. A. (2009). *The mentee's guide: Making mentoring work for you*. San Francisco: Jossey-Bass.

The materials in this handbook were adapted from Handbook for Peer Tutors, created by Harvard University's Bureau of Study Counsel and materials permitted for use from the McGraw Center for Teaching and Learning, Princeton University