

**REPORT OF AN EDUCATIONAL PSYCHOLOGY INTERNSHIP AT THE
COLLEGE OF THE NORTH ATLANTIC INCLUDING A QUALITATIVE
ANALYSIS ON THE PEER TUTORING PROGRAMME AT THE COLLEGE**

By

Margaret T. Blackmore, B. A., B. Ed.

**An internship report submitted to the school of
Graduate Studies in partial fulfillment of
the requirements for the degree of
Master of Education**

Faculty of Education

Memorial University of Newfoundland

June 1998

St. John's

Newfoundland



**National Library
of Canada**

**Acquisitions and
Bibliographic Services**

**395 Wellington Street
Ottawa ON K1A 0N4
Canada**

**Bibliothèque nationale
du Canada**

**Acquisitions et
services bibliographiques**

**395, rue Wellington
Ottawa ON K1A 0N4
Canada**

Your file Votre référence

Our file Notre référence

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-36097-0

ABSTRACT

This report provides an overview of an educational psychology internship at the College of the North Atlantic, St. John's Campus. Part One describes the role and activities of the Counselling Services Office, the specific tasks and skills I engaged in, and my general observations about the work site. Part Two is a summary of research that explored participants' impressions and opinions of the peer tutoring programme that is administered in conjunction with the counselling services office of the Division of Student Services. The results indicate that the participants view the programme as a valuable service offered by the college. While the programme contains many of the components recommended for effective tutoring, a key recommendation is that training for tutors and a programme evaluation procedure be designed and implemented.

ACKNOWLEDGEMENTS

It is with sincere appreciation that I acknowledge those who have helped me during the internship and in the completion of this report.

I am grateful to have had Dr. Edward Drodge as my internship faculty supervisor. I thank him for his time, support, direction and encouragement.

I wish to thank Mr. John Harnett, Ms. Brenda Newhook, and Mr. David Touchings, my field supervisors at the College of the North Atlantic. I extend my thanks to the college for acting as my placement site and granting me permission to conduct my research at the institution. I also want to thank the staff at the Student Services Division for their help and the five people who participated in the research conducted for this report.

I would also like to acknowledge Sandra Humphries for her proofreading and typing of this report. Her support and encouragement were much appreciated.

To close, I want to thank my significant other, Mike Holtorf, and my sons, Ken, Chad, and Peter for their ongoing support, patience and understanding.

Table of Contents

Abstract	i
Acknowledgements	ii
 PART ONE - THE INTERNSHIP	
Rationale for the Internship.	1
The Internship Setting	2
Supervision	3
Goals and Objectives for the Internship.	5
Summary of Internship Activities.	9
Testing.	9
Report Writing.	11
Individual Counselling.	12
Consultation	17
Workshops/Inservice Training	18
Other Activities	21
Review of the Objectives	23
Conclusion	27
 PART TWO - THE RESEARCH	
Statement of Purpose	28
Significance of the Study	29
Literature Review.	30
Advantages of Tutoring	32
Advantages of Peers as Tutors.	33
Benefits to the Tutor.	36
Components of a Successful Tutoring Programme.	37

Costs Associated with Tutoring Programmes.	41
Examples of Peer Tutoring Programmes.	42
Methodology	48
Data Collection.	49
Selection of Participants	50
Procedure	50
Design and Analysis.	51
Results	52
Reasons for Involvement in the Peer Tutoring Programme .	52
Students' Awareness of the Programme	52
Scheduling Issues.	53
Availing of Tutoring Services.	53
Other Academic Related Areas	54
Elements of Success.	55
Need for Tutor Training.	55
Academic and Personal Benefits.	56
Active versus Passive Role of Tutees.	58
Feedback	59
Improvements	59
Other Issues.	60
Discussion.	62
Limitations	65
Conclusions and Recommendations.	66
References.	68
APPENDIX A : Request for Tutoring	
APPENDIX B : Request to Tutor/Peer Tutoring Contract	
APPENDIX C : Tutor Payroll Time Sheet/Tutoring Attendance Record	
APPENDIX D : School Information Consent Form	
APPENDIX E : Faculty of Education Ethical Approval/ Participant Information Consent Form	
APPENDIX F: Interview Questions	

PART ONE - THE INTERNSHIP

Rationale for the Internship

The Master of Education (Educational Psychology) Programme at Memorial University of Newfoundland requires graduate students to complete either a thesis, an internship, a project, or a paper folio as partial fulfillment for the degree. I chose to pursue the internship route to meet that requirement because I wanted to gain more knowledge about the work of an educational psychologist, and more practical experience in the field of educational psychology. I viewed an internship as an excellent opportunity to broaden my knowledge and skills that were acquired through academic course work and a practicum placement at the Roman Catholic School Board for St. John's.

I chose the College of the North Atlantic as my internship site because of my keen interest in working with the psychoeducational issues facing adult learners. The various responsibilities of an educational psychologist at the college afforded me the opportunity to gain practical experience in assessment and counselling with an adult population. I was also encouraged by other educational psychology students who had completed internships at the college and reported very satisfactory educational and work experiences there.

The internship option requires the completion of a research project appropriate to the setting. I decided to examine the peer tutoring programme which is a well-used service at the college. I felt that the results of the research would be valuable for future evaluation and modification of the peer tutoring programme.

The Internship Setting

The College of the North Atlantic is one of the largest post-secondary colleges of its kind in Atlantic Canada. The college has approximately 10, 000 full-time and part-time students. Full-time courses and programmes range from one to four years in duration. These programmes and courses are offered in the areas of Applied Arts, Business, Engineering Technology, Trades, Medical Sciences, Literacy, and Community Education. The College Calendar 1995-1996 highlights the college's commitment to quality education: "To provide a broad range of educational opportunities of consistently high quality in response to the changing educational needs of the community" (Cabot College of Applied Arts, Technology, and Continuing Education, 1995, p. 10).

During the internship, I was affiliated with the Division of Student Services. Student Services includes several resource areas: Counselling/Testing Services, Registrar's Office, Financial Aid Services, Health Services, Admissions, Library and Audiovisual Services, Sports and Recreation, International Office, and Office of the Dean. I worked mainly in the areas of assessment and counselling, and this work required frequent consultations with persons from other resource areas.

Supervision

My placement at the College of the North Atlantic was supervised by both a university supervisor and a field supervisor. On-site supervision was provided by Mr. John Harnett, a trained counsellor and registered psychologist. Mr. Harnett is based at the Engineering Technology Centre located at Ridge Road Campus in St. John's. I also spent time at the Prince Philip Drive and Topsail Road Campus locations, where additional supervision was provided by Ms. Brenda Newhook, a Counsellor, and Mr. David Touchings, a Learning Disabilities Specialist.

I met with Mr. Harnett once per week for direct supervision to explore any issues or concerns that may have arisen during the week. These weekly meetings provided an opportunity to discuss my progress in the internship and to receive feedback about my strengths and weaknesses. Daily access to at least one of the field supervisors was available to provide guidance and to answer any of my immediate questions or concerns. Supervisory sessions involved exploring issues such as interpretation of test results, preparation of written reports, documentation for students requiring special accommodations, advice on reporting test results to students, topics raised by clients during counselling sessions, and feedback on the approach and theory I employed in counselling sessions.

Supervision from Memorial University of Newfoundland was provided by Dr. Edward Drodge, Assistant Professor. Dr. Drodge assisted me preparing the internship proposal and acted as a liaison between the university and the placement site. He also provided guidance

and supervision related to the research component of the internship. Midway through the internship I met with both supervisors in order to evaluate my progress towards meeting my goals and to receive a verbal report that summarized my performance at the placement site.

Goals and Objectives for the Internship

The overall goal of the internship was to gain practical experience in an adult post-secondary institution. In keeping with this goal, I identified a number of specific goals and objectives to be met during the internship. These goals and objectives include:

Goal #1.

To gain experience with assessment instruments at the post-secondary level.

Objectives:

- To become familiar with assessment instruments in the areas of intelligence, academic achievement, aptitudes, and interests that are used at the College of the North Atlantic.
- To review the relationship between testing procedures and admissions.
- To observe the assessment process.
- To administer and score a variety of assessment instruments.
- To review with the appropriate supervisor the results obtained from test administration and discuss how the results would be incorporated into a report.
- To read assessment reports that have been written by other professionals.
- To prepare written reports using the appropriate protocols.

Goal #2.

To gain experience in consulting with other professionals.

Objectives:

- To consult with counselling staff on a regular basis.
- To participate in case presentations.
- To consult with instructors, coordinators, other student services personnel, and outside agencies concerning students.

Goal #3.

To become familiar with the various programmes and services offered by the College of the North Atlantic.

Objectives:

- To review the college calendar, student handbook, and other relevant information.
- To discuss programmes and services offered with counselling staff and other college personnel.
- To observe counselling staff working in their setting.

Goal #4.

To gain additional experience in personal and career counselling.

Objectives:

- To conduct individual counselling.
- To self-assess counselling skills and personal counselling style through consultations with supervisors.
- To review literature related to various counselling approaches.
- To read literature relative to issues arising from counselling sessions.

Goal #5.

To participate in inservices, workshops, and professional development opportunities during the internship.

Goal #6.

To examine the “Peer Tutoring Programme” in place at the College of the North Atlantic in order to identify the impressions and opinions of participants and to make recommendations based on the results of this research.

Objectives:

- To review the literature on peer tutoring.

- To obtain information about the Peer Tutoring Programme in place at the College of the North Atlantic.
- To develop a semi-structured interview protocol for obtaining data from participants in the Peer Tutoring Programme.
- To use a qualitative methodology to analyse the data collected from the interview participants.
- To write a report which discusses the results of the research and offers recommendations.
- To review and discuss the results of the research with the internship supervisors.

Summary of Internship Activities

Testing

Testing services are available to students at the College of the North Atlantic through the Division of Student Services. Some of the assessment tools that are available for use include: the Wechsler Adult Intelligence Scale-Revised (WAIS-R), the Woodcock-Johnson Achievement Battery-Revised (WJ-R), the Canadian Adult Achievement Test (CAAT), the General Aptitude Test Battery (GATB), the Self-Directed Search (SDS), and the Myers-Briggs Type Indicator. In addition to the standardized assessment measures, informal assessment materials related to reading and writing were also available.

I conducted three psychoeducational assessments during the internship. Two of the students were referred by the Learning Disabilities Specialist, and the other student was referred by a counsellor on staff. All three referrals were made for the purpose of assessing for learning disabilities.

The purpose of a psychoeducational assessment is to determine a student's academic strengths and weaknesses, and to make recommendations to help that student succeed academically. In all three cases I administered an intelligence test, the WAIS-R, and an achievement test, the WJ-R. This was the first opportunity I had to use the WJ-R, and I spent approximately sixteen hours reviewing and practising the standardized testing protocol prior to administering the test. Scoring and interpretation of the WJ-R was completed under the guidance of the Learning Disabilities Specialist. The software package "Compu-Score"

for WJ-R was used for scoring. The WJ-R is a comprehensive, individually administered set of twenty-seven tests that assesses three areas of functioning: cognitive ability, achievement, and interest (Sattler, 1992, p. 335). The achievement component of this test battery contains writing exercises, a feature not usually found in other broad achievement tests. I found these writing exercises to be especially helpful for assessment purposes because they sometimes indicated that further testing was needed in this area. Furthermore, the WJ-R contains an aptitude component that provides an alternative to intelligence testing using the Wechsler Scales.

Prior to initiating an assessment, I completed a pre-assessment interview with each student. The pre-assessment interview served to establish rapport with the student and to gather relevant background information. Post-assessment interviews were also completed with each student. These interviews were conducted to inform the students of their test results and the recommendations made, as well as to answer any questions the students may have had. The Learning Disabilities Specialist was present at all three post-assessment interviews.

Another standardized achievement test that I administered was the Canadian Adult Achievement Test (CAAT), which is designed to measure the level of educational achievement among adults. Students applying to the College of the North Atlantic who do not meet the requirements for admission may be eligible for admission based on their CAAT scores. I independently administered, scored, and wrote reports for a group of 17 students who wrote the CAAT. I also assisted with administering this test to another 47 students

during two other group testing sessions. Approximately four hours are required for the administration of the CAAT, so I estimate that I gained approximately twenty-four hours experience using this particular test protocol.

I also had an opportunity to familiarize myself with the administration, scoring, and interpretation of the General Aptitude Test Battery (GATB). The GATB was developed by the United States Employment Service and has been used by the Canada Employment and Immigration Commission since 1966 for assisting students to make educational and career decisions. The GATB is recognized as the best validated multiple-choice test battery for use in vocational guidance (United States Training and Employment Services, 1981). The GATB is a standardized assessment tool that is used frequently at the College of the North Atlantic. I observed the GATB being administered to four students, and had an opportunity to administer the test to four prospective students. I also completed the test myself, in order to help me understand how students might feel when being tested.

Report Writing

Skill and experience are required for good report writing and the internship provided an excellent opportunity to develop and improve those skills. Deciding what should be included in a report is often difficult. A good report does not just report test scores; it combines test scores with behavioural observations, other assessment findings, background information, and sometimes personality measures. Using a computer-generated report is sometimes helpful because it provides a starting point for its organization. A report should

be as objective and accurate as possible, however it is important to recognize that every report contains elements of subjectivity. Being aware of my own viewpoint and biases helped me to be more objective and accurate in my report writing. For example, I always try to present the results of an assessment in an honest but positive manner, and to write a report that shows respect for the client. Having access to psychoeducational reports written by others is helpful, especially for deciding on the focus of the report. I found that writing the report as soon as possible after the assessment was helpful in insuring that important details were not forgotten. My supervisors provided excellent advice about preparing written reports. They proofread my reports and offered feedback related to the organization, content, and writing style. A report was written for each assessment completed and a copy was made available to the student. A copy was also provided to the referral source with the student's consent.

Individual Counselling

I gained practical experience in academic, career, and personal counselling working with 26 clients for a total of 32 sessions. Additionally, telephone contacts with students or potential students provided me with important experience in the areas of information-giving and problem-solving. The majority of clients receiving counselling had issues related to career planning and career exploration. While some of these clients were making initial plans for job training, others were looking at retraining because of displacement or retraining because of an injury that has prevented them from returning to their former jobs. Some

clients held college diplomas and university degrees, but felt that their educational qualifications were not in demand for the present day labour market. The major concerns expressed by many of these clients related to future job prospects and income potential.

Nineteen clients were counselled for career planning/exploration issues, while the remaining seven clients sought counselling regarding academic and/or personal issues. Academic issues focused on study skills, course load, meeting deadlines, and requests for peer tutors. Personal issues centred around stress management, loneliness, finances, self-esteem, and sexual harassment. The following four examples represent an amalgam of client issues that I addressed during my internship. The cases do not represent specific individuals, rather provide a series of vignettes capturing the type of client concerns typical in a college setting.

Example A: The client was a 30-year old female, single-parent, and mother of two. She had been injured at work and was retraining for a new career. The initial session with the client revealed that she was concerned about maintaining her funding from the agency funding her retraining. The client expressed the belief that she should be completing her programme during the current school year. However, because of her injury she had to drop three courses the previous term and would not be able to finish until the next school year. The funding agency had advised her that she should try and obtain the three courses from some other college in Canada in order to complete her programme within the original time frame. The client's efforts to secure information from other colleges regarding comparable courses were met with limited success. The client expressed concern that the funding agency would not

extend her funding if she could not finish her programme this year.

After consulting with my field supervisor, we e-mailed several colleges offering similar programmes in an attempt to secure comparable courses during the summer session. We were unsuccessful in this attempt so I also telephoned several admission offices at various colleges in Ontario and British Columbia. This, too, was unsuccessful and I informed the client of this situation. The client did not want me to intervene on her behalf with the funding agency. She felt that the agency would be satisfied that she had no viable alternative but to return to the College of the North Atlantic for the Fall term to complete her program of studies. I closed the session leaving the client with the option of returning for further assistance if she should require it.

Example B: The client was a young man and prospective student who had applied for admission to the college. However his high school marks were inadequate and he was required to write the Canadian Adult Achievement Test (CAAT) to determine his eligibility for admission. He was interested in writing the CAAT because his future plans depended on the test results. Further discussion with the client determined that travelling to St. John's to write the CAAT would be a costly venture. I suggested that I would attempt to arrange for him to take the test as close to his home community as possible. I determined that there was a counsellor on staff at the local high school who might be contacted regarding administration of the test. After consultation with the field supervisor, I contacted the counsellor at the high school. He was agreeable to administering the test. Although the counsellor had not

previously administered the Canadian Adult Achievement Test, his work in an educational setting requires him to be familiar with standardized testing protocol and, therefore, he was qualified to administer the test. The necessary forms were mailed to the counsellor and the client was advised to contact the counsellor to arrange a time to write the test. Following this, the completed forms were returned to me for scoring, interpretation, and report writing. The client was not eligible for admission based on the test results. I advised the client of his test results and recommended that he consider improving his skills in the areas needed to pass the CAAT. I also suggested that the client contact the school counsellor for assistance with plans for upgrading. The client was agreeable, and with his permission, I contacted the school counsellor who agreed to help the client.

Example C: The client was a young man who was attending the college to upgrade his skills in math and language. He had applied for admission to a college in Ontario, but did not meet the requirements because of his low high school grades. He wanted to know if the Canadian Adult Achievement Test (CAAT) would be an acceptable measure to determine his eligibility for admission to the Ontario college. I contacted the college in Ontario to determine if the CAAT would be acceptable and was told by the admissions office there that the client's assessment of math and language needed to be equivalent to a computer placement test their college used for placement purposes, but that the CAA results would be acceptable in determining admission for the client. The client was advised of the results of the contact with the college in Ontario. He decided to make arrangements to write the CAAT

when he was near completion of his courses. The CAAT results, when available, were to be forwarded to the Ontario college as per the client's authorization and consent.

Example D: The client was a young woman in her mid-twenties who was referred to me by a faculty member. She came to the counselling office expressing feelings of anger and embarrassment because of the way a male student was treating her. According to the client, he had been following her and using offensive language toward her. Using a non-directive approach, I encouraged the client to express her feelings in an effort to help her reflect upon and clarify those feelings. I then informed her about the college's sexual harassment policy. The sexual harassment information section contained in the student handbook was reviewed with the client, and the options available to her were explored. The policy encourages a victim of unwanted sexual attention to talk to the person harassing him or her and to tell the person that he or she objects to this behaviour; or he or she can use any legitimate informal means to stop the objectional behaviour (Cabot College of Applied Arts, Technology, and Continuing Education, 1996-97). The client chose to write the young man a letter to request that he stop harassing her. She also planned to advise him that she would enforce the college's harassment policy if his actions toward her did not stop. I think this strategy was appropriate given the client's feelings and the situation. Her decision to write a letter, although informal, gave her the opportunity to express her request on paper, and did not place her in a situation whereby she exposed herself to verbal or face-to-face confrontation with the male student. I believe that writing the letter also indicated to the male student that she was

serious about her request and that she would not hesitate to proceed to the next step should they not reach a satisfactory solution. When she returned to see me a few days later, the client stated that she had written the letter and that the young man had verbally agreed to leave her alone. The client appeared pleased about the outcome of her actions. She indicated that she would return to see me or one of the other counsellors if problems with the male student occurred again. I informed my supervisor about this incident and requested input concerning the course of action taken with this client. I adhered to the stated policy regarding sexual abuse and no further action was deemed necessary.

Consultation

Consultation can be defined as a relationship between two or more people that is characterized by an exchange of information. Although consulting is often thought of as seeking out information or advice, Cole and Siegal (1992) maintain that this definition has evolved in recent years to include a more interactive approach such as "to deliberate together." They describe consultation as a mutual problem-solving process and as a collaborative process with shared responsibility. During the internship, I assumed a consultative role that frequently required both giving and requesting information. The following examples illustrate my role in the consultative process.

Example A: A student was upset because she was late submitting a number of assignments

for several courses. She was concerned about failing and considered dropping several courses. After a lengthy discussion with the student, I felt that she wanted to pass her courses and she indicated that she was willing to make the effort. I consulted with her instructors regarding the problem and a satisfactory solution was reached. All parties collaborated and agreed to give the student an opportunity to complete her late assignments, and subsequently complete her programme.

Example B: An instructor expressed concern that several of his students were failing their exams and in danger of being dropped from their programme of studies. He felt they had problems with time management and study skills, which may have been contributing to their poor performance. In consultation with the instructor an inservice was planned for the class. During the inservice, I provided an overview of the services available from the counselling office, and presented a number of strategies related to time management, test-taking, and study skills. The students were encouraged to seek assistance from counselling services if they felt the need.

Workshops/Inservice Training

The internship at the College of the North Atlantic provided me with an opportunity to participate in a number of inservice activities that proved to be very interesting and informative. Some of these activities include:

A) Bereavement Counselling Inservice

I attended a two-hour inservice delivered to counselling staff about bereavement. This session was presented by Mary Steele, a Memorial University of Newfoundland vocational educational practicum student. The session's objectives included increasing awareness that grief is a natural response to loss, sharing grief experiences, factors that affect grief, and realization that grief can be long and complicated. This session was helpful for me because death is a subject I am uncomfortable discussing. I felt that I would be too emotional to help someone cope with a loss. However, this session made me realize that self-disclosure about my own emotions concerning death may benefit a client. Self-disclosure can be an effective technique in bereavement counselling, but its use should be dictated by relevancy, the emotional state of the client, and the counsellor's level of comfort in sharing personal experiences. I believe that this inservice was especially relevant for the counsellors at the college because most counsellors indicated that they had worked with at least one client who experienced problems dealing with loss.

B) The Design and Use of Effective Visuals

I attended a two-hour inservice about audiovisual presentations. The session was presented by Jude White, an employee of the Audiovisual Department at the College of the North Atlantic. Mr. White's presentation placed emphasis on the need for training in the areas of layout and design when preparing material for use on an overhead projector. He pointed out the advantages and shortcomings in the production of visuals, and provided participants with

an extensive manual for future use. I found this presentation to be very informative and I am sure I will use this information in the future.

C) Learning Disabilities Inservice

I attended a one-day workshop on learning disabilities. David Touchings, Learning Disabilities Specialist at the College of the North Atlantic, presented the workshop for the instructors at the Marine Institute. Some of the topics discussed at the workshop included the types of learning disabilities, the instruments used in assessment, and the modifications that can be made to instruction and evaluation for students with learning disabilities. Some reasonable modifications at the post-secondary level may include audio-taping class lectures, additional time for writing examinations, and oral testing. Mr. Touchings also reviewed the legal responsibilities educators have to students with learning disabilities. Legally, educational institutions are bound by the Human Rights Code and by the Charter of Rights and Freedoms to accommodate students with learning disabilities. This duty to accommodate is not absolute, but there must be a reasonable attempt to provide the effective educational services of the institution to the student without causing undue hardship to the institution or to the other students attending the institution (J. F. Roil, & N. J. MacParland, personal communication, May 28, 1996). This workshop was particularly relevant because more students with learning disabilities are pursuing post-secondary studies.

Other Activities

A) Inservice to First Year Medical Science Students

As part of a broader orientation for first year medical science students, three one-hour inservice sessions including the topics of time management, test-taking skills, and note-taking were conducted as per the request of faculty at Topsail Road Campus. The students participated well during these sessions, and from the comments they expressed, I believe they found the information to be beneficial. My participation in these sessions helped me to practice my skills in establishing rapport with students, and also in developing good working relationships with other professionals.

B) CHOICES CT (Career Transition for Adults)

CHOICES is a computer-based comprehensive career exploration and information software package. The programme uses career developmental modules, that prescribe activities to be performed by the client. CHOICES helps the user to analyse and sort through vast amounts of information about occupations, educational institutions, programmes of study, and financial aid sources. In addition, the programme assists in refining occupational and educational goals by allowing the user to enter selection criteria based on their own wants and needs. Then the system sorts through its lists of occupations and institutions and prioritizes them based on client input (Human Resources Development Canada, 1996). A counsellor at the college and I guided a group of mature students through this programme. I thought that the programme was effective and relatively easy to use, especially for someone not familiar with computers.

This experience helped me feel more at ease with using computers and it also inspired me to spend more time experimenting with a variety of career software programs. CHOICES is used in most high schools and is an effective tool for career counselling with adults.

C) General Duties

In addition to the above activities, I was assigned duties such as providing information to students about financial aid, admission procedures, and general programme information. I also attended regular staff meetings.

Review of the Objectives

Goal #1.

To gain experience with the instruments used for assessment at the post-secondary level.

This was accomplished through discussions with counselling staff about instruments used for assessment, by observing tests being administered, scored, and interpreted by other counsellors, and by reading various reports written by other counsellors. I also had the opportunity to administer, score, interpret, and write reports for a variety of assessment instruments. These include the Wechsler Adult Intelligence Scale - Revised (WAIS-R), the Woodcock Johnson - Revised (WJ-R), the Canadian Adult Achievement Test (CAAT), and the General Aptitude Test Battery (GATB). I also familiarized myself with other materials and reference manuals of assessment instruments less frequently used at the College of the North Atlantic. My experience with the various assessment tools has given me a broader base of knowledge and skill. I also feel that my report writing has improved.

Goal #2.

To participate in and gain experience in consulting with other professionals.

This was accomplished through discussions with counselling staff regarding the

students that I assessed or counselled, and through meetings with the field supervisors, instructors, admissions personnel, and other student services staff. In addition, I initiated many contacts with outside agencies to gather information based on the students' requests. Some of those agencies include other colleges, Human Resource Development Canada (HRDC), Workers Compensation Commission, and the Canadian Mental Health Association. This experience has strengthened my view of the need for effective consultation, and that communication which promotes problem-solving and shared responsibility is a key factor in effective consultation.

Goal #3.

To become familiar with the various programmes and services offered by the College of the North Atlantic.

This was accomplished through a one week orientation to the college. I was provided with information on test materials, policies, and the services available at the college. I was also given a copy of the college calendar and the student handbook to review. Student services staff were available to answer questions and provided much valuable information regarding programmes and services. Furthermore, I toured the campuses at Prince Philip Drive, Ridge Road, Topsail Road and Seal Cove. I observed counsellors working in their settings as they conducted interviews, administered tests, interpreted results, and wrote reports. I asked numerous questions of counsellors, and of other staff at the student services division, in my

effort to become more familiar with programmes and services offered by the college.

Goal #4.

To gain additional experience in personal and career counselling.

This was accomplished by conducting thirty-two counselling sessions with twenty-six clients. Nineteen clients were counselled for career planning/exploration issues. The remaining seven clients were counselled regarding academic and/or personal issues. Frequent supervision meetings were held with the field supervisor to discuss client issues, as well as the counselling approach that I employed. I read extensively in the area of counselling theories and techniques, and in selected areas as client issues dictated. My experience with counselling provided the opportunity for me to practice the various skills and techniques I had learned through academic course work. This practice has helped to build my confidence, and has improved my ability to be an effective counsellor.

Goal #5.

To attend and participate in inservices, workshops, and professional development opportunities occurring during the internship.

This was accomplished by attending a one day inservice on learning disabilities, an inservice on bereavement counselling, and an inservice on the design and use of effective

visuals. In addition, I helped with the preparation and presentation of an inservice for first-year medical science students.

Goal #6

To examine the “Peer Tutoring Programme” in place at the College of the North Atlantic in order to identify the impressions and opinions of participants and to make recommendations based on the results of this research.

This was accomplished through the research component of the internship. I collected information about the peer tutoring programme in place at the College of the North Atlantic, reviewed pertinent literature pertaining to peer tutoring, conducted interviews with participants of the peer tutoring programme, analysed the data, and wrote a report with recommendations. The results indicate that the participants view the programme as a valuable service offered by the college. While the programme contains many of the components recommended for effective tutoring, a key recommendation is that training for tutors and a programme evaluation procedure be designed and implemented. This process is described in Part Two of the report.

Conclusion

Part One of this report has presented an overall description of my experiences during an internship at the College of the North Atlantic. I feel that my thirteen-week internship was a valuable experience and that all of the internship goals were met. I have a keen interest in working with adults, and the internship at the College of the North Atlantic provided me with an excellent opportunity to broaden my knowledge and skills that I had acquired through academic course work and a practicum placement completed at the Roman Catholic School Board in St. John's. I became more knowledgeable of the assessment instruments used at the post-secondary level, and gained experience in administering, scoring, and interpreting a variety of standardized tests. Valuable experience was also gained from writing reports and consulting with other professionals. Furthermore, the internship provided me with an opportunity to conduct personal and career counselling, which I found to be especially challenging and rewarding. The inservices and other activities that I participated in throughout the internship were most interesting and will aid my future professional development.

PART TWO - THE RESEARCH

Statement of Purpose

I chose to conduct a qualitative analysis of the peer tutoring programme at the College of the North Atlantic. The purpose of this research was to explore the participants' impressions and opinions in order to modify if necessary the peer tutoring programme to better meet the needs of students. In this part of the report I will briefly review the peer tutoring literature, I will describe the methodology used, and I will present the results, conclusions, and recommendations based on the research.

Significance of the Study

The College of the North Atlantic initiated a peer tutoring programme in 1990. This programme was part of a broader student support unit utilized to help displaced fisheries workers succeed in retraining. The programme has grown considerably since its inception and is now available to all students. The programme is coordinated and administered by the counselling staff at the Division of Student Services. The peer tutoring programme had more than 200 requests by students for tutoring during the 1996-1997 academic year. Clearly, this is a well-used service at the college, so the results of my research may be of interest and value to college counselling services personnel who might wish to modify the programme or conduct an evaluation of the programme.

Literature Review

Tutoring in various forms has long been an accepted part of academic life. Tutoring programmes share the common goal of helping at-risk students succeed in school, and offer help to students at all levels of the educational system. The design of tutoring programmes is based on their objectives and the resources available to implement the programme. Common reasons for instituting a tutoring programme are to raise academic achievement and to improve the self-concepts of students. Some programmes use certified teachers as tutors, others use paraprofessionals and volunteers, and some programmes use students as tutors. The term “peer tutoring” is used when students tutor other students. Peer tutoring occurs when tutor and tutee have the same academic status. That is, both are in the same grade and approximately the same age. When the tutor is older than the tutee, cross-age tutoring is considered a more accurate term. Tutoring is defined by Roberts (1994) as individualized instruction, however it often refers to the teaching of more than one tutee at a time.

The volume of literature supporting the effectiveness of tutoring is quite large. Although most of the research has been conducted at the elementary and secondary school levels, the tutoring literature at the post-secondary level indicates that tutoring works well at all levels (Miller, 1983; Hewitt, 1984; de Silva, Freund. E., Freund, C., & Langley, 1992; Grevatt, 1992; Bugler, 1995; Roberts, 1994; Zaritsky, 1994).

Gaustad (1992), de Silva et al. (1992), Roberts (1994), and Ainsworth (1995) all suggest that tutoring has both academic and social benefits. They view tutoring has having

three main functions. Peer tutoring can serve to help students with a specific problem, to assist in developing learning skills, and to aid in building self-concept. They state that educational research has revealed the inability of conventional, graded instruction to meet the learning needs of all students. They view one-on-one tutoring as superior to conventional group instruction and other methods of learning. Gaustad (1992) refers to two separate studies conducted in 1980 by two doctoral students at the University of Chicago. These two studies compared tutoring with different types of group instruction. The results of both studies showed consistent findings. Ninety percent of tutored students reached levels of achievement attained by only the highest 20 percent of conventionally taught students. The average tutored student performed better than 98 percent of those in the control groups. According to the 1982 Spring edition of the American Education Research Journal, Cohen and Kulik (as cited in Ainsworth, 1995) in their research synthesis on the effects of tutoring examined forty-five separate studies. They concluded that tutoring has definite and positive effects on the academic performance and attitudes of students who received tutoring. Gaustad (1992) and Ainsworth (1995) refer to research conducted by Wasik and Slavin in 1991 which reviewed a wide range of early intervention programmes designed to prevent school failure. The results of their research showed that all forms of tutoring were more effective than any other strategy. They also concluded that the most effective form of instruction known is one-to-one tutoring by qualified teachers. The cited studies were all conducted at the at the primary, elementary, and high school levels and indicate that tutoring works. However, successful tutoring that works well at one educational/developmental level

may not be appropriate at another level. Meanwhile, it should be noted that tutorial programmes can be modified to suit any educational/ developmental level.

Advantages of Tutoring

According to Gaustad (1992) and Ainsworth (1995) the power of tutoring derives from two factors: its capacity to adapt to the individual learner's cognitive needs, and the emotional benefits of the one-to-one relationship. Through tutoring, the elements of instruction can be completely adapted to the learner's pace, learning style, and level of understanding. The tutor can adjust teaching techniques if the student's reactions to the techniques show them to be ineffective, and can provide the type of reinforcement each learner finds rewarding. The constant interaction in tutoring guarantees a high level of participation. Basic misunderstandings can be quickly discovered and feedback or corrections can be given immediately. The tutor can provide exactly the right kind and amount of practice needed, and then move on to more difficult material as soon as the student is ready.

Gaustad (1992) and Ainsworth (1995) also report that tutoring has many emotional benefits for at-risk students. The extra attention provided during tutoring is in itself motivating. Tutoring is free of competition and students can achieve at their own pace without being compared with faster learners. The privacy of one-to-one instruction may be more comfortable for shy or insecure students who find it easier to risk making mistakes in front of one person than in front of a group. More constant praise and encouragement can

be provided in a tutoring environment, and this provides learners with more evidence of their success. Subsequently, the learner's belief in their capabilities rises as does their attitude towards learning and their interest in the subject studied.

Advantages of Peers as Tutors

Tutoring has long been recognized by educators as a superior method of instruction. However, the idea of providing students with such one-on-one instruction by trained teachers would not be economically feasible. The implementation of a tutoring programme using peers as tutors provides an economically viable alternative. Peer tutoring enables students experiencing academic difficulty to receive individualized instruction with its attendant benefits, and is highly cost-effective.

Gaustad (1992) maintains that while children do not have as much knowledge of content or the teaching process as adult teachers, in tutoring their peers, they actually possess some advantages over adults. Peer tutors may better understand their tutees' problems because their level of cognitive ability is closer to the tutees. Cohen (1986) states that peer tutors may be better equipped to present subject matter more understandable to the tutee because they use the same informal language and gestures as the tutee. According to Supik (1991), cross-age tutors may have a special empathy with younger, lower achievers, and this empathy may contribute to their effectiveness as tutors. She also reported that cross-age tutors often identify problems that teachers have not identified because they have experienced similar difficulties in the past. Cohen (1986) describes the importance of modelling in the

learning process, and suggests that peer tutors can effectively model study skills such as concentrating on the material, organizing work habits, and asking questions. She also believes that similarity between the model and the learner increases the influence of modelling. This suggests that an at-risk student may more easily identify with a tutor relatively close in age, particularly one of the same ethnic or social background, than with an adult teacher. In addition, she feels that younger students view having an older student as a tutor as a status symbol, and that can increase the influence of modelling. Cross-age tutoring can take advantage of the higher status inherent in the age difference and still retain considerable similarity. Research by Allen (1976) found that telling a child that the other student was older increased imitation.

Sarbin (1976) states that the establishment of a warm, relaxed, friendly atmosphere between tutor and tutee plays a significant role in facilitating learning. The likelihood that a friendship will develop between students close in age is an important advantage of peer tutoring. He suggests that having an older, higher status friend can help enhance a tutee's self-esteem. In addition, he believes that tutees may also reflect the caring way they are treated by their tutors, by acting more positively toward younger children. This ripple effect can improve the climate of the classroom and can even spread to the tutees' families.

One disadvantage associated with peer tutoring is that students assigned as tutees are often labelled as inferior to those chosen to be tutors. This perceived low status can be damaging to self-esteem. As a result, students may resist being tutored by peers. Cross-age tutoring may be one way to avoid this problem. Self-esteem, a positive or negative attitude

towards oneself, is commonly believed to be a prerequisite for success in school (Ekstrom, Goertz, Pollack & Rock, 1986). Fasko and Flint (1990) feel that the research findings regarding self-esteem and success in school have been inconsistent. The results of a study conducted by Fasko and Flint (1990) to determine the effects of peer tutoring by university undergraduate students with at-risk ninth graders concluded that students' self-perceptions regarding their interpersonal relationships with their peers increased significantly. No significant differences were found in grade point averages for the students tutored. Their research suggests that rather than viewing improvement in self-esteem as merely a desirable by-product of tutoring, tutoring programmes should combine strategies in a concentrated effort to improve self-esteem instead of using strategies that concentrate on academic improvement only.

Research at the college level by de Silva et al. (1992) suggests that many students requiring peer tutoring exhibit low self-esteem. They believe that helping students to succeed in college courses requires that the focus of tutoring be shifted on the process rather than the end result/grades. They suggest that tutors should make tutees feel that they are intelligent, worthy, adequate, and responsible individuals. They imply that if we want students to succeed, we often must overturn a lifetime of programming. Patience and empathy are necessary on the part of tutors to improve students' confidence levels to the point that they believe in themselves. They firmly believe that when self-esteem rises, grades also rise.

Benefits to the Tutor

Garther and Riessman (1993) report that research on peer tutoring indicates that the intervention is relatively effective in improving both tutees' and tutors' academic and social development. Miller (1984), Gaustad (1992), de Silva et al. (1992), Roberts (1994), and Ainsworth (1995) suggests that tutoring provides many benefits to the tutor. The inner satisfaction that comes from helping someone or from recognizing a job well done is the primary motivation for many tutors. Tutors tend to reinforce and increase their own knowledge from the time spent reviewing and practising material with their tutees. The tutoring leadership position provides the opportunity to develop skills for personal growth and utilization in future career goals. Tutors receive training in, and gain experience of teaching methods, material preparation, communication, leadership, and interpersonal skills. This knowledge enhances their self-confidence and self-esteem. Prestige and academic respect also come to those who lead in educational surroundings. For many tutors, the primary reward is remunerative. While this is usually minimal, getting paid provides ongoing financial assistance and serves to motivate the tutors. Peer tutoring is a job. It looks good on a resume as a work experience, and is a meaningful and worthwhile activity for individuals.

McKellar (1984) suggests that tutors have been found to make more academic and social gains than their tutees. In fact, Gartner and Riessman (1992) have suggested a new model of peer tutoring based on the literature supporting the benefits of peer tutoring. This new model is different from the usual tutoring approaches where more proficient students tutor the less proficient. In their model, the tutoring process is viewed as developmental. All

tutors will have had the experience of being tutees as part of an apprenticeship for becoming tutors. The model requires students to participate in giving and receiving tutoring, which helps to remove the negativity that is often associated with receiving help.

While it may seem intuitively evident that students with high academic achievement would make the most effective tutors, this is not the case. Gaustad (1992) believes that students with low academic achievement may actually be superior in some ways. Cloward (as cited in Gaustad, 1992) explored relationships between tutor characteristics and tutoring effectiveness. He concluded that there is virtually no correlation between the tutor's intellectual credentials and his or her effectiveness in tutoring. Although tutors certainly should understand the material they teach, there is no need for them to be excellent students, especially with cross-age tutoring (Gaustad, 1992).

Components of a Successful Tutoring Programme

This section of the literature review will present the major elements of an effective tutoring programme. Not all tutoring programmes contain every element, and some components may not be relevant to particular approaches. Good tutoring programmes just do not happen. Careful and detailed planning is essential when designing and implementing a tutoring programme. Gaustad (1992), de Silva et al. (1992), Roberts (1994) and Ainsworth (1995) suggest that certain basic components must be included if a tutoring programme is to be effective. Tutors must be selected and provided with training and instructional materials. Criteria must be developed for selecting tutees, matching them with tutors, and assessing their

progress. Similar criteria must be developed for the tutors if they are the focus of the programme. Arrangements must be in place for the provision of ongoing support for tutors and staff involved in the programme, and for evaluating the success of the programme as a whole.

The recruitment and screening of tutors can be accomplished through formal or informal mechanisms. Some programmes require tutors to meet a certain standard of academic achievement; others look primarily for desired attitudes. Roberts (1994) suggests that the interpersonal dimension of a tutoring programme is as important as the tutor's subject confidence. Tutoring programmes use a variety of criteria to select tutees. If tutee progress is the programme's goal, it is desirable to establish measurements of progress and conduct periodic evaluation of tutees. Tutee selection and assessment can be less specific if the programme's focus is helping tutors.

Literature by Devin-Sheehan and Allen (1976) recommend specific variables that may enhance the tutoring process. The greater influence of similar role models suggests a possible advantage in matching by variables such as race and socioeconomic status. Matching complimentary personalities is probably most important. Although some programmes make an effort to pair tutor and tutee of the same gender, the above authors suggest that the evidence does not support that tutoring is more effective with same-gender pairs than with opposite gender pairs. Provision should be made for changing assignments if a pairing does not work. The length and frequency of tutoring sessions, as well as the location for the tutoring depends on the needs and the commitments of the individuals involved.

A common feature of good tutoring programmes is the provision of preservice and inservice training (Nicdermeyer, 1976). Tutoring skills can be divided into two main types: skills that are always appropriate regardless of the subject matter, and skills that must be modified for the subject. The amount of training will depend on the programme objectives. Training should provide tutors with skills in listening, patience, observation, understanding, use of corrective feedback and social reinforcement, effective communication, building trust, and handling conflicts. Record keeping skills are also necessary for recording tutee progress. According to de Silva et al. (1992), tutoring does not guarantee success; success depends on the skill and training of the tutor.

A good programme should supervise tutors and provide them with ongoing support and training (Nicdermeyer, 1976). Monitoring ensures that tutoring occurs as scheduled, and that tutors use effective techniques. Observation, meetings with tutors, and records of tutee performance enable programme coordinators to identify problems and make suggestions for improvements. Periodic group meetings provide important psychological support to tutors by giving them the opportunity to share frustrations and successes. The group identity that develops is particularly valuable for at-risk tutors.

Assessing student progress and evaluating the programme as a whole is a necessary component for an efficient and effective tutoring programme (Slavin & Madden, 1989). Assessment measures will vary depending on the objectives of the programme. They may include assessment of overall achievement of students' success, diagnostic assessment and surveys of participant satisfaction. Grevatt (1992) suggests that when colleges use specific

strategies to help retain students, evaluating the value of the strategies is important. According to Grevatt (1992), in order to justify the continued use of a specific strategy or set of strategies, it makes sense to quantify the gains made in an objective fashion. McKellar (1984) believes that when determining the effectiveness of tutoring, the social aspect of this learning activity must be considered. She suggests that there is a positive relationship between a helping situation and achievement. Ongoing evaluation is desirable because results can be used to modify and/or to change the strategies employed to best meet the needs of the participants.

Tutoring programmes are relatively easy to start, but it is more difficult to maintain them effectively once the initial enthusiasm has abated (Allen, 1976). A tutoring programme requires a heavy commitment of time and energy from the school community. Support from teachers and administrators is essential if a tutoring programme is to succeed. Potential sources of resistance among staff should be acknowledged and openly dealt with before a programme is initiated. Teachers have legitimate professional concerns about tutoring programmes, as well as insecurities that may be difficult to acknowledge. Teachers who understand and believe in a programme's potential to help students will generally be firm supporters (Devin-Sheehan & Allen, 1976).

The design of a tutoring programme is dictated by its objectives: What age group is to be targeted? What subject area is the focus of improvement? Is academic progress the only objective or are improvements in self-esteem and attitude also desired? Practical considerations interact with objectives to determine the form a programme will take.

Programme design is affected by the human, physical, and financial resources available (Ainsworth, 1995).

Costs Associated with Tutoring Programmes

Ainsworth (1995) suggests that the cost of an in-school tutoring programme depends on a number of factors: the number of students needing or using the service, who provides the tutoring, the extent to which tutors are trained, and expenses associated with organizing, administering and evaluating the programme. He also suggests that there may be a need for a tutoring programme coordinator, and this would entail an additional cost.

Wasik and Slavin (1993) reported that the most effective form of instruction known is one-to-one tutoring by qualified teachers. However, the cost of tutoring by adult professionals is an impractical method of serving every at-risk student. Ainsworth (1995) recommends using peers or community resources as tutors, thus providing a more cost-efficient solution. According to Ainsworth (1995), the critical elements of a peer tutoring programme that incur costs are the training and ongoing supervision of tutors. However, he also reports that cost-effectiveness shows that peer tutoring provides greater achievement per dollar than other more often used educational innovations. Ainsworth (1995) maintains that private tutors are obviously providing a needed service. The fact that this phenomena has taken route and has grown attests to the need. According to Wasik and Slavin (1993), it is because of the general shortage of tutoring services in the schools that so many private tutoring businesses have opened. An article on tutoring cited in the March 1998 issue of

“Newsweek,” reported that as a brand-name business, tutoring was invented by Sylvan Learning Systems in 1979. Sylvan now has 677 owned-and-franchised outlets in North America, reaching approximately 125, 000 students and charging up to \$50.00 an hour. Other American tutoring businesses claim thousands more centres and report ambitious plans for expansion. The “Newsweek” article suggests that all of the tutoring businesses together are dwarfed by the potential market. Tutoring services in Canada have followed the American trend in becoming a growing business venture. The proliferation of tutoring businesses is readily apparent when one looks in the telephone directory; there are a number of tutoring businesses offering services for all levels of the education system in the city of St. John’s.

Ainsworth (1995) suggests that dialogue between counsellors, administrators, and instructors is needed, and should be focused on how the individual school can institute or improve on the tutorial service it currently offers. He also suggests that education decision-makers should be concerned about equity and improving all students’ access to tutorial services, particularly for those who cannot afford private instructors.

Examples of Peer Tutoring Programmes

The following five programme descriptions are illustrative of tutoring programmes that were reviewed in preparing this internship report. The first three programmes are described by Ainsworth (1995). The following two post-secondary programmes are summarized from programme information obtained from the Mohawk College (Miller, 1984)

and the College of the North Atlantic (Bugler, 1995).

The Coca-Cola Valued Youth Program (VYP), developed by the Intercultural Development Research Association (IRDA) in San Antonio, Texas recruits low-achieving Hispanic middle school students to tutor at-risk Hispanic elementary students. Tutors, who are the program's primary focus, are paid as well as given academic credit. The program seeks to prevent tutors from dropping out, improve their academic skills and attitudes toward self and school, and decrease truancy and disciplinary referrals by making them valued members of the school community (pp 12-13).

The HOSTS program (Helping One Student To Succeed), serves more than 300, 000 students in 29 states and the District of Columbia. HOSTS is designed to increase students' reading and language arts skills through an individualized lesson plan and involvement with a dedicated, successful role model who serves as a mentor. Students receive extra attention, motivation, support and encouragement to become better students. A federal, multistate study found HOSTS produces consistent improvement in educational attainment at every level in grades 1 through 9 (p 13).

The Companion Reading Program, for levels K-3 and higher includes tutoring as one of several integrated instructional components. All students in a class take turns acting as tutor and tutee during daily exercises. Students thus reap the benefits of both roles (p 13).

Maximizing Student Potential: A Peer Tutor Program at Mohawk College in Hamilton, Ontario.

This programme was implemented to assist students, and to facilitate personal growth, and consequently, academic success. This peer tutoring programme is a free service that is co-sponsored by the Counselling and Career Development Department and the Student Representative Council (S.R.C.). Funding for the programme is jointly provided by the S.R.C. and the Counselling Department. The Counselling Department provides a counsellor to co-ordinate the programme, a technician to assist, and a receptionist to schedule appointments. Tutees receive individualized or group instruction, and have the opportunity to interact with students who may have overcome similar problems. The tutors receive personal satisfaction from working with others and this tends to reinforce/increase their own knowledge in their chosen area of study. The tutors receive training in teaching methods, material preparation, communication, leadership, and interpersonal skills.

The programme has a selection criteria for the entry and exit of tutees, as well as for the recruitment, selection, and training of tutors. Tutees come to the programme through

self-referral, instructor referral, and by referrals from Student Services. Low academic grades or the interest in raising grade point average are the usual reasons for referral. Demonstrated proficiency or agreement between tutor and tutee is the criteria used to signify the completion of the tutoring programme. The recruitment of tutors includes announcements at college orientation programmes, in registration material, in the college daily newsletter, in the student newsletter, on posters, and in letters to faculty and staff. Applications for tutors are available through the Counselling and Career Development Department. Potential tutors are screened and interviewed by representatives from Counselling upon the recommendation from faculty. Tutors who are selected are subject to a probationary period during which time they are evaluated to determine their effectiveness and ability to understand and relate to the tutee. The training of tutors includes pre-service training, in-service training and attendance at meetings. Evaluations are sought from the tutors, tutees, and faculty at the end of each semester (Miller, 1984).

The Peer Tutoring Programme at the College of the North Atlantic

A peer tutoring programme was initiated at all campuses of the College of the North Atlantic in 1990. The decision to initiate the programme was based on the high dropout statistics within the college and on the documented needs and experiences of Canadian students as they attempt to adjust to college life. Students experiencing academic difficulty have access to individualized tutorial support through this programme, and students may also access group help sessions provided by course instructors.

To qualify for peer tutoring services students must attend all scheduled classes as well as any tutorial provided by course instructors. Determination of a student's need is assessed during a prescribed process which involves: 1) a request for tutoring; 2) the completion of required documentation (see Appendix A); 3) the student obtaining signed agreement from the instructor that the service is needed; and 4) the student attending a personal interview with a counsellor, if required.

To be considered eligible to become a peer tutor students must: 1) have a recommendation from their instructor that they have previously demonstrated competency in the subject; 2) agree to be flexible in arranging sessions in order to facilitate student need; 3) sign a contract with the student (tutee) and the tutoring programme (see Appendix B); and 4) be willing to take part in any training programme for tutors provided by the college.

Students are eligible for 8 hours of free tutoring per semester. Certain exceptions to this 8 hour time limitation apply in the following circumstances: 1) students with identified special needs; 2) students who through accident or sickness missed extended but recoupable segments of their course work; and 3) students funded by agencies who undertake to provide payment for additional tutoring to disadvantaged students.

Payment of peer tutors is at the rate of \$8.00 per hour. Funding is normally provided by the college, except in situations where students are funded by agencies that provide payment for tutoring services. In order to receive payment tutors are required to complete a monthly Peer Tutoring Pay Claim document (see Appendix C) to be submitted once every four weeks. Payment is accomplished through the College's financial administration system (Bugler,

1995).

Requests for tutoring and to tutor are made through the Counselling Department of Student Services. Generally, tutees are provided with a list of tutors and they make arrangements to secure a tutor. The matching of tutoring pairs is sometimes recommended by instructors or counselling staff. At present, no training programme exists for tutors. However, tutors and tutees are encouraged to contact Student Services with any concerns, questions or complaints that may arise regarding tutoring sessions. A peer tutoring contract outlining the responsibilities of each party is used between tutees, tutors and the college. There is no formal evaluation process in place that provides feedback on tutee progress to either Student Services or instructors. Nor does any criteria exist for any type of evaluation of the overall programme.

Methodology

After reviewing research methodologies and considering the focus of my research, I chose to use qualitative methods to conduct this study. I based the design and analysis of my research on the case study orientation and used an inductive strategy as proposed by Glaser and Strauss (1972) in the framework of Grounded Theory.

Glaser and Strauss (1972) proposed an inductive strategy to research whereby the researcher discovers concepts and hypotheses through constant comparative analysis. They advocate theory generation through discovery, and call the results “grounded theory.” Other interpretivists such as Geertz (1979), Denzin (1988) and Coles (1984) also understand the function of theory as interpretation, or the act of making sense out of a social interaction. Generally, interpretivists see the goal of theorizing as providing understanding of direct “lived experience,” emphasizing that experience is not just cognitive but also includes emotions. Using a qualitative approach in my research allowed me to attempt to capture the actual lived experiences of the participants in the tutoring programme, including the emotional responses of individuals as they recalled the process.

Qualitative inquiry is an umbrella term for various philosophical orientations to interpretive research, and case study is one of many orientations included in qualitative inquiry. Three data gathering techniques dominate in qualitative inquiry: participant observation, interviewing, and document collection. Within each technique a wide variety of practices can be implemented. Interviewing is a technique supported by Glesne and Peshkin

(1992) as useful when one is searching for opinions, perceptions, and attitudes. According to these authors, interviewing provides the opportunity to learn about what you can not see and to explore alternative explanations of what you do see.

The nature of qualitative inquiry is evolutionary, with a problem statement, interview questions, and interpretations developing and changing along the way (Glesne & Peshkin, 1992). The focus of my research concerns exploring the impressions and opinions of participants in the peer tutoring programme, therefore a qualitative approach to data collection was selected. Like most social research, my goal is to develop understanding by illuminating issues and assessing social experience.

Data Collection

The case study method, using the interview technique, was employed to obtain data on the participants' impressions and opinions about the peer tutoring programme. A semi-structured interview protocol was used as an interview guide. According to Glesne and Peshkin (1992), in the interpretative tradition, the interview can be used as the sole basis of a study or it can be used in conjunction with data from other data gathering techniques.

Consent to conduct the study at the college was approved by the Department Head of the Student Services Division (see Appendix D). Prior to setting up the interviews, I telephoned participants and explained the purpose of the study and requested their participation. At the beginning of each interview, I reviewed the purpose of the research with the participants, provided an opportunity for them to read the consent form, and answered

any questions about the research. All interviews were conducted at the college campus and lasted approximately 40-70 minutes. Consent for participation in the study was obtained from all the participants following ethical approval by the Faculty of Education (see Appendix E).

Selection of Participants

I decided to include five participants in my study because I wanted to ensure that the participants were representative of those using the peer tutoring programme. Two tutors were randomly selected from a list of 70 participants, and two tutees were randomly selected from a list of 200 participants. In addition, I decided to include one instructor who participated in the programme. I felt that an instructor's input would provide valuable information about referrals, matching and monitoring tutoring pairs, and programme support. The instructor was also randomly selected from a list of 260 instructors. The first five people contacted were willing to participate and they comprise the interview sample for the study.

Procedure

A 40-70 minute semi-structured interview was conducted with each participant. Participants were asked open-ended questions designed for the purpose of the study. I developed these questions based on the recommended components for effective tutoring as indicated in the literature reviewed. Each participant was presented with both common and specific questions (see Appendix F). Interviews were audio taped and transcribed. The participants were provided with an opportunity to review the transcribed audiotapes to

change or clarify comments as they felt necessary, prior to the data being analysed.

Design and Analysis

The focus of this study was to explore the impressions and opinions held by participants about the peer tutoring programme at the college. As mentioned previously, a semi-structured interview protocol was used to elicit responses from the participants, and the interviews were audio taped and later transcribed.

Interviews were studied, based on the research questions, and a rudimentary coding system was used to sort the responses. This rudimentary coding system provided an organizational framework for identifying and classifying the impressions and opinions participants held about the peer tutoring programme. All information was compiled to provide descriptive detail and to obtain frequency of responses. The responses have been paraphrased for this report. When relevant, the data obtained from the interviews was related to the peer tutoring programme at the college and to the data obtained from the literature reviewed.

Results

Reasons for Involvement in the Peer Tutoring Programme

When asked about their participation in the peer tutoring programme, participants offered these responses. The two tutees said they became involved in the programme because they needed academic help in a specific subject area. Student #1 (S1) said that she did not feel confident about what she was doing in that subject. The other student (S2) stated that she needed more time to have things explained in order to help her understand the material. The two tutors indicated that they became involved in the programme primarily because they wanted to help others. One of the tutors (T1) initially volunteered to help other students in her class and signed on as a tutor when she became aware of the programme. The other tutor (T2) became involved because he wanted to be an active participant of the school community, and an instructor suggested that he consider participating in the peer tutoring programme. The course instructor (CI) described her involvement in the programme as identifying and referring students for tutoring, matching and monitoring tutoring pairs, and attempting to resolve any conflicts that might arise between the tutoring pair.

Students' Awareness of the Programme

When the participants were asked about how well known the programme is to the students at the college, T1, T2 and S2 said that they were at the college at least one semester

before they learned about the availability of the peer tutoring programme. S1 felt that most students were aware of the programme and stated that students talked about the programme all the time. All participants agreed that more advertising was needed to better promote the programme.

Scheduling Issues

In terms of arranging for time and space for tutoring sessions, all participants indicated that arranging a time was not a major concern. However, T1 and CI said that arranging for space at the college, especially during the day, presented problems. T2 said that the workload for most students did not allow for tutoring to occur during the school day, and that tutoring times often had to be arranged during the evening or on weekends. T1 said that having access to technology equipment needed for tutoring was frequently a problem even when evening and weekend sessions were arranged.

Availing of Tutoring Services

When questioned about how students felt about requesting and receiving tutoring, T1, T2 and CI said that most students were reluctant to seek tutoring services. T1 said that students often inquire about peer tutoring but do not request the service. When probed about this comment, T1 replied that maybe if they went for tutoring and it got back to the other people in their class, it might make them look like they were slow. T1 said that she felt there was some stigma attached to having a tutor. T2 said that some students would never take

advantage of the tutoring programme at the college, but would seek outside tutoring. When questioned about this, T2 replied that it was probably an issue of students setting their priorities. CI agreed that the tutoring programme was not utilized as well as it could be. She commented that in some cases students are reluctant to seek a tutor and that sometimes students get upset when tutoring is recommended. CI said that she felt the stigma sometimes attached to tutoring still exists. S1 said that she did not feel ashamed of the fact that she had problems and needed tutoring. However, S1 did say that for some students requesting tutoring was difficult. S2 said she knew she needed help so it did not bother her to request tutoring. Both T1 and T2 said that students being tutored often lack self-confidence and underestimate their own abilities.

Other Academic Related Areas

In addition to students receiving tutoring in a specific subject area, participants were asked if students needed or requested help in other areas related to academic success. All participants indicated that time management was frequently a problem area for most students. T2 stated that students look for and need more than academic help in a specific subject area. T2 said that students often need support and encouragement to help motivate them. T1 said that although most students do well with tutoring, they often experience problems with test-taking. T1, T2 and CI also expressed the view that how students study, and how they integrate their academic and personal lives were factors that affected their overall academic achievement.

Elements of Success

When asked to comment on what they felt was necessary for tutoring to be successful, the following components were suggested by participants. A tutor's academic ability and ability to communicate were suggested by all participants as being most important. T1 said that you need to be able to relate to people and bring information down to a level they can understand. T2 suggested that the tutoring pair need to feel that they are equal in the relationship. T2 stated that you need to bring your whole self to tutoring and that personality permeates the tutoring environment. T2 also said that you need to be a good listener and that nonverbal communication needs to be considered when tutoring. CI suggested that patience on the part of the tutor is very important. Empathy was viewed by T2 and CI as being important. Matching personality and monitoring of the tutoring pair were suggested by CI as being very important to successful tutoring. T1 suggested that you need to make students feel comfortable by providing them with a friendly relaxed atmosphere for tutoring, and that you should not make them feel intimidated by projecting a superior attitude. T1 also suggested that similarity between tutor and tutee, such as being relatively close in age, was an important factor. Establishing a good rapport was recommended by T1, T2 and CI, and reducing technical jargon when possible was recommended by T1 as ways to promote a successful tutoring relationship.

Need for Tutor Training

Comments made by participants when asked if they felt a training programme would

be beneficial for tutors indicates a need for training. T1 said that she felt a training programme would be very beneficial for tutors. T1 recalled that another less experienced tutor frequently consulted with her for suggestions about tutoring. T2 indicated that he felt life experience played a significant role in tutoring. T2 said that he believed inexperienced tutors might become frustrated when trying to deal with tutees who are unmotivated. T2 also stated that he felt that inexperienced tutors might have problems handling conflicts in tutoring unless they had a lot of common sense and a sense of logic of how to approach things. T2 suggested that group meetings for tutors might provide a forum where they could learn from each other. T2 said that he felt that tutoring was more than teaching academics. He believed that some of the social components important to tutoring can be taught such as, how to approach a student, what to bring to the setting, awareness that the tutee may be frustrated, and that as a tutor you may become frustrated. CI said that she felt tutors needed some training, but that if they were to be trained to help tutees in such areas as time management they would have to be well trained. CI also questioned whether students who tutor would have time to attend training sessions unless they attended training during the evenings or on the weekend.

Academic and Personal Benefits

Overall, all participants reported positive experiences with tutoring. Both S1 and S2 reported that they had a better understanding of course material. S1 reported that her course mark improved significantly. S1 said she had asked her tutor what to study and how to study

for that particular course. S1 stated that her tutor helped her to organize the material and she found that approach very helpful. S1 also reported she felt that her tutor was more on her level and that she found it easy to relate to her. S2 reported that tutoring provided more time to have things explained and she found this to be very beneficial. T1 stated that she had one tutoring situation that she did find to be somewhat uncomfortable. T1 said that she was working with a tutee who seemed to be disinterested. T1 thought she was getting through to him, however he never returned for another tutoring session and he eventually dropped out of his programme. T2 indicated that he once tutored a student who was very resistant to his suggestions, and he found this to be somewhat frustrating. According to T2, the tutee may have lacked background information in the subject area which may have been a reason for his resistance to tutoring. CI could only recall one incident where she had to resolve a conflict between a tutor and a tutee, which she believed was a personality clash.

When asked about the benefits of tutoring, both S1 and S2 stated that they improved their grades. S2 stated that she found tutoring really helpful. S2 said she was better able to understand the subject material because the tutor had time to explain things to her, and that she would recommend the programme to anyone experiencing academic difficulties. S1 said that tutoring gave her more confidence in what she was doing in that particular subject and that made her feel better about herself. Both T1 and T2 said that helping others made them feel good about themselves. T1 and T2 indicated that seeing their tutees' self-confidence improve gave them personal satisfaction and increased their own self-confidence. Both T1 and T2 also said that tutoring helped to reinforce the concepts they had previously learned.

T1 said that tutoring increases your confidence to teach. T2 described tutoring as a two-way process, suggesting that you learn to be a better listener and that you are better able to understand people. Both T1 and T2 said that tutoring lends itself to getting to know other people at the college, and provides good networking possibilities that may be of future benefit. T1 and T2 said that they believe that tutoring enhances your employability skills. Another benefit mentioned by T2 was remuneration.

Active versus Passive Role of Tutees

When questioned about whether tutees sought tutoring themselves or whether they were referred to the programme, the following responses were given by the participants. S1 said she sought tutoring on her own. S2 said she was referred to the programme by a counsellor. T1 said that students called her up to make their own arrangements for tutoring sessions. T2 stated that he was not sure how students came to the tutoring programme, but said he believed that most students were either referred by a counsellor or a combination of instructor and counsellor referral. T2 also suggested that sometimes students come to tutoring out of sheer frustration. CI said she referred students to the programme, and stated that when she refers students a lot of work and time is involved in matching and monitoring the tutoring pairs. According to CI, her role usually involves contacting a prospective tutor (a student she has taught) to determine whether that student is agreeable to tutoring. When tutor and tutee are matched, CI spends time with the tutor explaining the areas the tutee is weak in and recommends where improvements are needed. CI suggests that in addition to

the tutor having an adequate academic background, the personality and the interpersonal skills of the tutor are also important. CI suggests that monitoring the tutoring pair in terms of attendance and progress is crucial. She said that as an instructor she needed to be available to resolve any conflict that might arise between the tutoring pair. However, she stated that conflict is not usually a issue when students are matched and monitored properly.

Feedback

In terms of feedback to instructors about tutee progress, the following comments were given by participants. S1 said that there was little interaction between herself, her tutor and the instructor. S1 stated that maybe there should have been more interaction between them to determine what her instructor saw as her weaknesses and where she could have used the most help. S1 also said that she believed her tutor may have spoken with her instructor, but she could not say definitely that there had been contact between them. S2 said that her instructor did not comment on the fact that she was being tutored, nor was there any contact between herself, her instructor and her tutor. T2 indicated that he spoke informally with counselling staff regarding tutee progress and about the tutoring programme in general.

Improvements

In response to the question about what would make the programme better for students, all participants said that more hours were needed. S1 suggested that more tutors were needed. Apparently, the list she chose her tutor from was somewhat limited. S1 also

suggested that there should be more interaction between tutee, tutor and instructor. T2 said that it is often late in the semester when students come for tutoring. T2 suggested that early identification and referral of students with academic difficulties would be helpful, and would improve students' chances of academic success. CI said that the peer tutoring programme could be utilized more, and suggested that some instructors may be reluctant to recommend tutoring for certain students. When questioned about this, CI said that instructors may fear that if certain students have a tutor they will not attend regular classes. She said that she has heard some negative comments from instructors about the peer tutoring programme. According to her, the comments made suggest that some students use the programme to replace the instructor in the classroom, especially students who are working and feel they do not have enough time to attend class. CI said that if students can use the programme and not adhere to the criteria set out in the peer tutoring contract then she can understand why some instructors would be reluctant to refer students. She suggested that someone from Student Services should meet with the instructors and review the peer tutoring contract. Although she could not say whether other instructors were matching and monitoring tutoring pairs, she did say that the flexibility of matching and monitoring tutoring pairs gave instructors the benefit of knowing that the tutoring programme was not being misused by students.

Other Issues

Others issues arose during the interviewing process that were not explored because they were beyond the scope of this study. However, I believe they are important issues and

indicate areas that may warrant future investigation and study. The issues relate to course content for skill-oriented programmes and screening students for reading problems.

T2 said that he felt more practical course work and less academics were needed for skill-oriented programmes. T2 stated that students would be better served if they spent more time in the shop and less in the classroom. T2 believes that more practical experience and less academic work promote the graduation of better than average outgoing service technicians.

CI suggested that, in her opinion, one of the biggest problems encountered by students is reading. CI said she believes there should be some sort of screening process in place to detect reading difficulties as part of the admission protocol. CI stated that once students are enrolled in a programme, reading difficulties may be suspected and diagnosing reading problems requires testing procedures that may take a fair amount of time. By the time reading problems are diagnosed it may be too late for students to be reimbursed for tuition fees, and these students may have great difficulty completing their programmes.

Discussion

The peer tutoring literature reviewed for this study suggests that certain basic components are needed for effective tutoring. These components include: establishing specific criteria for the selection of both tutees and tutors; matching tutees with tutors and assessing tutee progress; training for tutors; ongoing support for tutors and staff involved in the programme; and evaluation of the total tutoring programme (Gaustad, 1992; de Selvia et al., 1992; Roberts, 1994; Ainsworth, 1995).

The peer tutoring programme at the College of the North Atlantic contains many of the components recommended for successful tutoring. The programme has specific criteria in place for the selection of both tutees and tutors. Students experiencing academic difficulty are the focus of the programme, and a peer tutoring contract is used to outline the conditions and responsibilities for participants. It should also be noted that not all tutoring programmes contain every component, and that while some components may not be relevant to particular approaches.

Many tutoring programmes match tutoring pairs by such variables as gender, race, socioeconomic status, age similarity and personality. Some matching of tutoring pairs occurs at the College of the North Atlantic, however a significant number of tutees select their tutors from a list compiled by Student Services. Participants in this study generally reported positive experiences with tutoring, and suggested that matching by variables such as age similarity and personality had positive effects on tutoring. Other variables did not appear to play a

significant role at the post-secondary level.

Formal assessment of tutee progress is not a component of the programme at the college. Participants S1 and S2 reported that interaction between tutee, tutor, and the instructor to determine tutee progress is not common. However, the results suggest that tutors sometimes informally discuss tutee progress with instructors and counsellors. The results also suggest that instructors who match and monitor tutoring pairs have access to information regarding tutee progress.

Another component recommended for effective tutoring programmes is the provision of training for tutors. Training is suggested to provide tutors with skills in listening, observation, understanding, use of corrective feedback, social reinforcement, effective communication, building trust, handling conflicts and record keeping. The peer tutoring programme at the College of the North Atlantic does not provide training for its tutors. The literature reviewed suggests that the success of a tutoring programme depends largely on the training of its tutors. The results cited here indicate that the participants identified most of the above-noted skills as skills needed to promote effective tutoring. T1, T2 and CI agreed that training for tutors would be beneficial.

In addition to training for tutors, ongoing support for tutors and staff involved in a tutoring programme is also recommended as an important component to provide psychological support. The peer tutoring literature recommends that periodic group meetings be held to give tutors and staff the opportunity to share frustrations, successes, and to exchange ideas. Group meetings also promote the development of group identity, which is

particularly valuable for at-risk tutors, those who quit soon after commencing their tutoring role. The tutoring programme at the College of the North Atlantic encourages participants to express concerns, questions or complaints regarding tutoring sessions to Student Services personnel. While this option provides for individual support, it does not provide an opportunity to share experiences, to learn from others or to promote group identity.

Evaluating the overall operation of tutoring programmes is a necessary component for effective tutoring. The College of the North Atlantic does not have any evaluation procedure in place to evaluate tutee progress, the strategies employed by the tutors, or the participant's overall satisfaction with the programme. Ongoing evaluation is desirable because the results can be used to modify and/or to change the strategies employed to best meet the needs of the participants.

Limitations

The limitations of conducting qualitative research into exploring the impressions and opinions held by peer tutoring programme participants are recognized and acknowledged. A pilot study to test the language and substance of the interview questions was not conducted, therefore the questions used may not have been the best questions to have asked.. Qualitative methods may also be subject to errors in the data collection process. For example, the data can sometimes be distorted because the participants may respond to what they feel is expected of them rather than how they truly feel. Furthermore, when a limited number of participants are included in a study the degree to which the findings can be generalized to the population from which the participants were drawn is difficult to verify.

Conclusions and Recommendations

This study explored the impressions and opinions of participants about the peer tutoring programme at the College of the North Atlantic. The results of this study suggest that participants view the programme as a very valuable service offered by the college. Participant responses about the benefits of tutoring concurred with the benefits reported in the peer tutoring literature. As stated previously, the peer tutoring programme at the college contains many of the components recommended in the literature for effective tutoring. The participants did not identify any major concerns with the overall operation of the programme. However, they did offer suggestions that may improve the programme for the participants.

Based on the results of this study, modification and evaluation of the peer tutoring programme at the College of the North Atlantic might consider the following recommendations:

- Raise the profile of the peer tutoring programme at the college. This might be achieved through an effective advertising campaign at the various campuses.
- Increase the number of hours available to students for tutoring services, especially for students requiring help in more than one academic area.

- Provide for early identification and referral of students experiencing academic difficulty.
- Increase the level of interaction between tutee, tutor and the instructor to promote tutee progress.
- Increase matching and monitoring of tutoring pairs to promote effective tutoring.
- The success of the programme may be increased by reviewing the peer tutoring programme objectives with the instructors.
- Design and implement a training programme for tutors that would provide the skills recommended for effective tutoring.
- Provide group meetings for tutors where they could share their experiences and learn from each other.
- Develop and implement procedures for evaluating the tutoring programme.

References

- Adler, J. (1998, March 30). The tutor age. Newsweek, 46-50.
- Ainsworth, R. G. (1995). Turning potential school dropouts into graduates: The case of school-based one-on-one tutoring (Report NCEP-RR-95-07) Washington, DC: National Commission for Employment Policy. (ERIC Document Reproduction Service No. ED 387 568)
- Allen, V. L. (Ed.). (1976). Children as teachers: Theory and reearchon tutoring. New York: Academic Press.
- Bugler, H. (1995, November). Policy Development. Paper submitted to Dr. G.A. Hickman as a requirement for course number 6320 at Memorial University of Newfoundland, Faculty of Education.
- Cabot Colege of Applied Arts, Technology, and Continuing Education. (1996-97). Student Handbook. St.John's, NF: Cabot College.
- Cabot College of Applied Arts, Technology, and Continuing Education. (1995). Calendar 1995-1996. St. John's, NF: Cabot College.

- Cohen, J. (1986, April). Theoretical considerations of peer tutoring. Psychology in the Schools, 23 (2), 335 - 640.
- Cole, E., & Siegel, J.A. (1992). Effective consultation in school psychology. Toronto, ON: Hogrefe & Huber.
- Coles, R. (1989). The call of stories: Teaching and the moral imagination. Boston: Houghton Mifflin.
- Denzin, N. (1989). Interpretive interactionism. Newbury Park, CA: Sage.
- De Silva, D., Freund, E., Freund, C., & Langley, S. (1992). A tutor handbook for student support services: Operation success. Wichita State University, KS. (ERIC Document Reproduction Service No. ED 395 046)
- Devin-Sheehan, L., & Allen, V. L. (1976). Implementing tutoring programmes: Some alternatives for practioners and researchers. In V. L. Allen (Ed.), Children as teachers: Theory and research on tutoring. New York: Academic Press.
- Eskstrom, R., Goertz, M., Pollack, J., & Rock, D. (1986). Who drops out of high school and why? Findings from a national study. Teachers College Record, 87, 356-373.

Fasko, D., Jr., & Flint, W. W. (1990, April). Enhancing self-esteem of at-risk high school students. Revised version of a paper presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED 348 593)

Gartner, A., & Riessman, F. (1993). Peer tutoring: Toward a new model. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document Reproduction No. Ed 362 506)

Gaustad, J. (1992). Tutoring for at-risk students. Eugene, OR: Oregon School Study Council. (ERIC Document Reproduction No. 353 642)

Glaser, B., & Strauss, A. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago: Aldine.

Geertz, C. (1979). From the native's point of view: On the nature of anthropological understanding. In P. Rabinow & W. Sullivan (Eds.), Interpretive science: A reader (pp. 225-242). Berkeley: University of California.

- Glesne, C., & Peshkin, A. (1992). Becoming qualitative researchers: An introduction. White Plains, NY: Longman.
- Grevatt, W. K. (1992). Student success program. Hamilton, ON: Mohawk College of Applied Arts and Technology. (ERIC Document Reproduction No. ED 367 396)
- Hewitt, H. (1984). Academic tutoring: A program that works. University of Toronto, Faculty of Education.
- Human Resources Development Canada (HRDC) (1996). Choices CT [Computer Software] Ottawa, ON: Careerware - ISM Information Systems Management Corporation.
- McKellar, N. A. (1984). Peer Tutoring: An Evaluation of the relative cognitive benefits. Paper presented at the National Association of School Psychologists Convention, Philadelphia, PA. (ERIC Document Reproduction No. ED 258 933)
- Miller, J. (1983). Maximizing student potential: A peer tutor program. Hamilton, ON: Mohawk College of Applied Arts and Technology, Counselling and Career Development Department.

- Nicdermeyer, F. (1976). A model for the development or selection of school-based tutorial systems. In V. L. Allen (Ed.), Children as teachers: Theory and research on tutoring. New York: Academic Press.
- Roberts, V. C. (1994). Tutor resource manual: Tutoring students ion the community college. Virginia, MN: Arrowhead Community Colleges. (ERIC Document Reproduction No. ED 386 838)
- Sarbin, T. R. (1976). Cross-age tutoring and social identity. In V L. Allen (Ed.), Children as teachers: Theory and research on tutoring. NewYork: Academic Press.
- Sattler, J. M. (1992). Assessment of children (3rd ed.). San Diego, CA: Jerome M. Sattler.
- Slavin, R. E., & Madden N. A. (1989, February). What works for students at risk: A research synthesis. Educational Leadership, 45 (5), 4-13.
- Supik, J. D. (1991, January). Partners for valued youth: The final report. Intercultural Development Research Association Newsletter, 18 (1), 1-4.

United States Training and Employment Services (1981). Manual for the general aptitude test battery. Ottawa, ON: Canada Employment and Immigration Commission, Employment Counselling Division.

Wasik, B. & Slavin, R. (1993, April/May/June). Preventing early reading failure with one-to-one tutoring: A review of five programmes. Reading Research Quarterly.

Woodcock, R. W., & Mather, N. (1989, 1990). Woodcock-Johnson Psycho-Educational Battery - Revised. Allen, TX: DLM Teaching Resources.

Woodcock, R. W., & Mather, N. (1989, 1990). WJ-R Tests of Achievement: Examiner's Manual. In R. W. Woodcock & M. B. Johnson, Woodcock-Johnson Psycho-Educational Battery - Revised. Allen, TX: DLM Teaching Resources.

Zaritsky, J. (1994, May). Supplemental instruction: A peer tutoring program at LaGuardia Community College. Paper presented at the annual conference of the Community College General Education Association, Albany, NY. (ERIC Document Reproduction No. ED 373 850)

APPENDIX A

Request for Tutoring

REQUEST FOR TUTORING

Name	_____	Date:	_____
Address	_____	S.I.N.	_____
	_____	Phone #:	_____
Program:	_____	Group:	_____
Instructor:	_____		

Subject	_____	Instructor's Signature	_____	Tutor Assigned	_____
Subject	_____	Instructor's Signature	_____	Tutor Assigned	_____
Subject	_____	Instructor's Signature	_____	Tutor Assigned	_____
Subject	_____	Instructor's Signature	_____	Tutor Assigned	_____

PLEASE NOTE:

No one student will be funded by Student Services for more than 8 hours of tutoring per semester. Any hours beyond the 8 are at the student's expense.

APPENDIX B

Request to Tutor/

Peer Tutoring Contract

Request to Tutor

Name	_____	Phone #:	_____
Address	_____	Program:	_____
	_____	Instructor:	_____

Course(s) for tutoring _____

Student(s) Assigned _____

Previous tutoring experience:

Instructor recommendation:

Peer Tutoring Contract

1. The tutoring sessions will take place at a mutually agreed upon time and place, preferably at Cabot College. We understand that transportation to and from the tutoring sessions is the responsibility of the individual.
2. Tutoring arrangements must be approved by Student Services before actual tutoring commences. A student is entitled to up to twelve hours of tutoring in a semester.
3. It is the *student's* responsibility to:
 - bring to each tutoring session any texts, notes, paper, or other materials required to complete the session;
 - specify for his/her tutor the subject area that is causing concern;
 - be recommended for tutoring by the instructor;
 - be on time for all sessions;
 - contact the tutor if unable to attend any session;
 - understand that failure to attend *two* tutoring sessions without notifying the tutor can result in termination from the tutoring program;
4. It is the *tutor's* responsibility to:
 - be recommended by an instructor who can attest to the student's ability to tutor successfully;
 - be approved by Student Services;
 - be on time for all sessions;
 - contact the student(s) if they are unable to attend a tutoring session;
 - bring to each tutoring session any texts or reference materials which they believe would prove useful;
 - undertake to discharge their responsibilities to the best of their ability.
 - understand that failure to attend *two* tutoring sessions without notifying the student may result in termination from the tutoring program;
 - ensure that payroll time sheets are filled out completely with all required signatures and submitted **ON TIME** according to the schedule;
5. The tutor shall not, under any circumstance, complete any assigned papers or projects on behalf of the student.
6. The tutor shall respect confidentiality and therefore shall not give any identifying information regarding his/her student to others.
7. At the conclusion of each tutoring session, the student and tutor will plan the tasks to be covered during the next session.
8. The student and tutor will maintain a record of the number and duration of tutoring sessions. It will be the tutor's responsibility to *submit a fully and properly completed timesheet*, on a monthly basis, to Student Services for payment purposes.
9. The rate of pay for peer tutoring has been set at the rate of eight dollars per hour.
10. Should any concerns, questions or complaints arise regarding the tutoring sessions either the student or tutor may contact Student Services.
11. The tutor will not be held responsible for the student's overall performance within the course.
12. When the need for tutoring sessions is deemed to no longer exist the student and/or tutor will notify Student Services.

We have read and hereby agree with the information and guidelines in this contract.

Student Signature

Date

Student Services Signature

Date

Tutor's Signature

Date

APPENDIX C

Tutor Payroll Time Sheet/

Tutoring Attendance Record

Tutor Payroll Time Sheet

Tutor's Name: _____

S.I.N. # _____

Date of Birth: _____

Month: _____

Address: _____

Postal Code: _____

Expense Code: 1040-62A4

Date	Sun	Mon	Tue	Wed	Thurs	Fri	Sat	Office Use Only	
								Hours	Rate
1st Week of the Month									
2nd Week of the Month									
3rd Week of the Month									
4th Week of the Month									
Verified by Student _____									
Verified by Instructor _____							Total		

Approved by Dean: _____ Date: _____	Submitted to Payroll: _____ Payroll Officer: _____
--------------------------------------------	-----------------------------------------------------------

APPENDIX D

School Information Consent Forms

School Information/Consent Form

Dear Mr. Facey:

My name is Margaret Blackmore and I am a graduate student in the Faculty of Education at Memorial University undertaking an internship at the College of the North Atlantic as partial fulfillment of the Master of Education Degree. During my internship I am required to complete a research study. I have chosen to explore the impressions and opinions held by participants about the Peer Tutoring Programme. This study is significant because it will provide feedback on the effectiveness of the program, or suggest possible ways the program may be changed or improved.

The intern plans to conduct interviews with four (4) students and one (1) instructor who have participated in the Peer Tutoring Programme this academic year. Results from these interviews will be analyzed, and interpreted, and a written report with recommendations will be submitted. All data collected in this study will be confidential and no individual will be identified. Data will be destroyed upon completion of the study.

This study has received the approval of the Faculty of Education's Ethics Review Committee. If you have any questions or concerns please do not hesitate to contact me at 579-5475. Should you wish to speak with a resource person not associated with the study, please contact Dr. Linda Phillips, Associate Dean of Graduate Programs and Research at Memorial University, 737-8587. My research supervisor is Dr. Edward Drodge; he may be reached at 737-7614.

Thank you in advance for considering my request.

Sincerely,

Margaret Blackmore

I _____ hereby grant permission for Margaret Blackmore to explore the impressions and opinions held by participants about the Peer Tutoring Programme at the College of the North Atlantic. I understand that all information obtained is confidential and that no individual will be identified.

Date

Signature

APPENDIX E

Faculty of Education Ethical Approval/

Participant Information Consent Form



Memorial

University of Newfoundland

Faculty of Education

April 30, 1997

Dear Margaret,

After reviewing your submission the Ethics Review Committee is satisfied that it meets the guidelines of the University and Faculty. However, note that as of May 1, Dr. Linda Phillips will be replacing Dr. Canning as Associate Dean. You may wish to make the change in your letters of consent. We wish you all the best in your work.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Seifert'.

T. Seifert
Ethics Review Committee

cc: Dr. Edward Drodge

Participant Information/Consent Form

Dear participant:

I am a graduate student in the Faculty of Education at Memorial University of Newfoundland and under the supervision of Dr. Edward Drodge and Mr. John Harnett. As a research study I plan to interview students and staff to explore their impressions and opinions about the Peer Tutoring Programme at the College of the North Atlantic. I am requesting your participation in the study. I am also requesting your permission to audio-tape the interview. This interview will take approximately one hour of your time, and I would greatly appreciate your input. All information gathered in this interview is strictly confidential and at no time will an individual be identified. Participation is voluntary and you may choose to withdraw at any time. As a participant in the study, you will have an opportunity to review the transcribed audio-tape and if need be clarify issues prior to the research report being written. All data collected in interviews will be destroyed upon completion of the study.

This research study has received the approval of the Faculty of Education's Ethics Review Committee and the College of the North Atlantic. Should you wish to speak with a resource person not associated with the study, please contact Dr. Linda Phillips, Associate Dean of Graduate Programs and Research at Memorial University, 737-8587. My research supervisor is Dr. Edward Drodge; he may be reached at 737-7614 .

If you are in agreement to participating in this study and to having the interview audio-taped please sign below.

Thank-you

Margaret Blackmore

I _____ (participant) agree to participate in the research study as described above and to have the interview audio-taped. I understand that my participation is voluntary and I may withdraw permission at any time. All information is confidential and no individual will be identified.

Date

Signature

APPENDIX F

Interview Questions

Interview Questions

Tutor

1. Tell me about how you became involved with the peer tutoring programme.
2. As a tutor, how prepared did you feel about taking on the responsibility of helping another student?
3. If you were to experience problems tutoring a student, say the student was not motivated to work, what would you do about it?
4. Tell me about one good or bad tutoring experience you have had.
5. Having had the experience of being a tutor, how has the programme helped you personally?
6. What, in your opinion, needs to be changed in order to make the peer tutoring programme better for students?

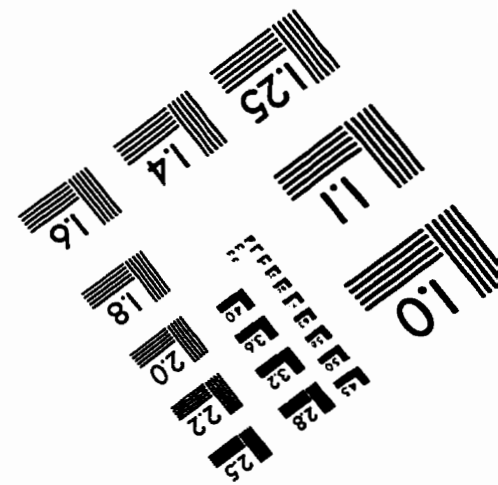
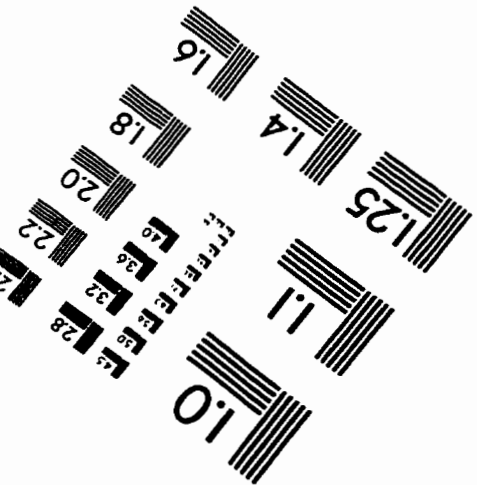
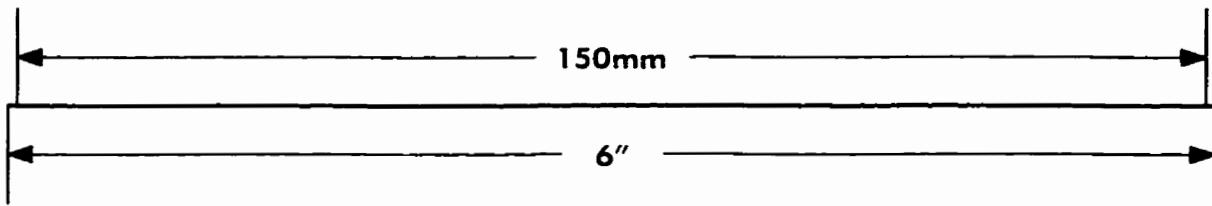
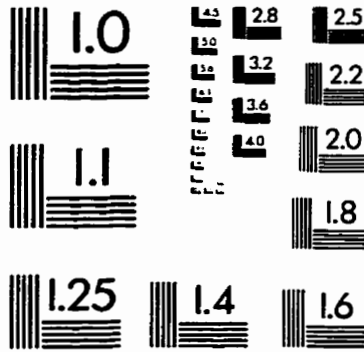
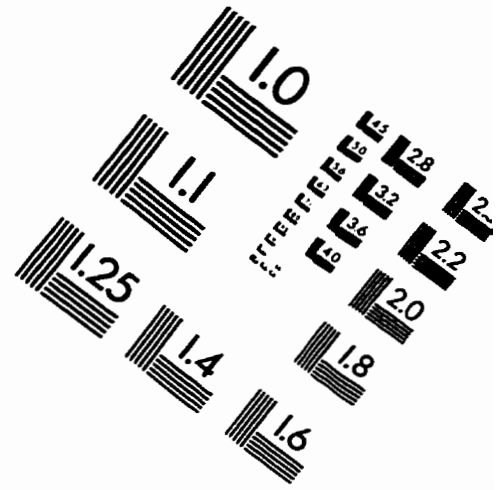
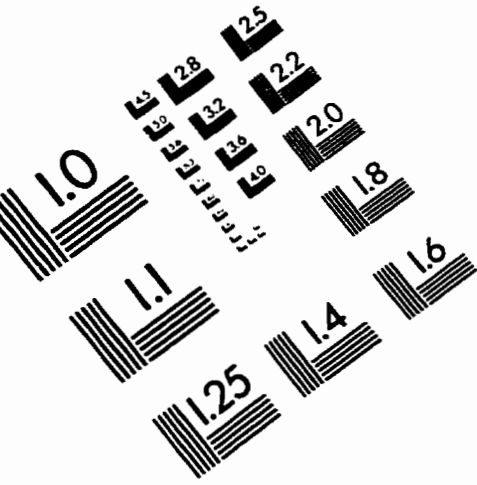
Tutee

1. Tell me about how you became involved with the peer tutoring programme.
2. As a student being tutored, besides experiencing academic problems, were there other areas such as time management or test-taking skills that you had trouble with?
3. How did you feel about having to seek peer tutoring services?
4. Having had the experience of being tutored student, how has the programme helped you?
5. Tell me about one good or bad tutoring experience you have had.
6. What, in your opinion, needs to be changed in order to make the peer tutoring programme better for students?

Instructor

1. Tell me about your involvement with the peer tutoring programme.
2. Do you find that students are reluctant to seek peer tutoring services when they experience academic difficulty?
3. In your experience as an instructor, are students who experience academic difficulty often shy or do they have low self-esteem?
4. Tell me one success story about a student who participated in the peer tutoring programme.
5. How do you feel about the operation of the peer tutoring programme?
6. What, in your opinion, needs to be changed in order to make the peer tutoring programme better for students?

IMAGE EVALUATION TEST TARGET (QA-3)



APPLIED IMAGE . Inc
 1653 East Main Street
 Rochester, NY 14609 USA
 Phone: 716/482-0300
 Fax: 716/288-5989

© 1993, Applied Image, Inc., All Rights Reserved