

Workshop session 1:3f

Understanding how theories of learning impact tutorial support and training, and can transform the “at risk” college student.

Background

- Intercollegiate Athletics and “at risk” students
 - Thousands of small to large colleges and universities in the U.S. participate in intercollegiate sports competition
 - Many athletes at these larger institutions do not have the same academic qualifications as do their peers, nor do they maintain the same graduation rates
 - National mandates, especially for larger athletic programs, require these institutions to provide academic support specifically for “student athletes”

University of California, Berkeley

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1998-99 Graduation Rate	87%	59%
Four-Class Average	84%	67%
Student-Athlete Graduation Success Rate		73%

1. Graduation-Rates Data

a. All Students

	Men				Women				Total			
	Freshman Rate				Freshman Rate				Freshman Rate			
	98-99		4-Class		98-99		4-Class		98-99		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am.Indian/AN	3	67	63	71	11	82	91	73	14	79	154	72
Asian/PI	748	89	2862	86	815	93	2886	92	1563	91	5748	89
Black	53	68	319	62	73	75	529	74	126	72	848	70
Hispanic	142	74	811	67	127	83	1015	81	269	78	1826	75
White	595	83	2321	83	501	89	1918	89	1096	86	4239	86
N-R Alien	55	84	215	85	33	82	155	83	88	83	370	84
Other	301	83	671	83	288	88	640	89	589	85	1311	86
Total	1897	84	7262	81	1848	89	7234	88	3745	87	14496	84

b. Student-Athletes

	Men						Women						Total					
	Freshman Rate						Freshman Rate						Freshman Rate					
	98-99		4-Class		GSR		98-99		4-Class		GSR		98-99		4-Class		GSR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am.Indian/AN	0	0	***	***	***	***	0	0	***	***	***	***	0	0	***	***	***	***
Asian/PI	***	***	9	89	10	80	***	***	15	80	15	87	***	***	24	83	25	84
Black	14	43	41	44	55	47	6	50	21	57	22	64	20	45	62	48	77	52
Hispanic	***	***	11	55	13	69	***	***	12	92	13	92	***	***	23	74	26	81
White	21	52	94	56	101	65	21	81	95	85	97	91	42	67	189	71	198	78
N-R Alien	***	***	8	63	12	50	***	***	11	45	11	91	***	***	19	53	23	70
Other	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Total	48	48	170	55	196	60	35	74	174	80	177	88	83	59	344	67	373	73

#Only student-athletes receiving athletics aid are included in this report.

c. Student-Athletes by Sport Category

	Baseball			Men's Basketball			Men's CC/Track		
	Freshman Rate			Freshman Rate			Freshman Rate		
	98-99	4-Class	GSR	98-99	4-Class	GSR	98-99	4-Class	GSR
Am.Indian/AN	-	100-a	100-a	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-	-	-	-
Black	-	100-a	100-a	100-a	33-b	50-b	100-a	75-a	71-b
Hispanic	-	0-a	0-a	-	-	-	-	100-a	100-a
White	100-a	47-c	59-d	-	-	-	-	33-b	33-b
N-R Alien	-	-	-	0-a	0-a	0-a	-	-	-
Other	50-a	50-a	100-a	-	-	-	-	-	-
Total	67-a	48-e	59-e	67-a	29-b	44-b	100-a	55-c	57-c
	Football			Men's Other					
	Freshman Rate			Freshman Rate					
	98-99	4-Class	GSR	98-99	4-Class	GSR			
Am.Indian/AN	-	-	-	-	-	-			
Asian/PI	-	0-a	0-a	100-a	100-b	100-b			
Black	20-b	38-e	39-e	-	100-a	100-a			
Hispanic	0-a	33-a	80-a	100-a	80-a	80-a			
White	29-b	46-e	53-e	62-c	67-e	79-e			
N-R Alien	-	-	-	0-a	71-b	55-c			
Other	50-a	50-a	50-a	0-a	0-a	0-a			
Total	25-d	41-e	47-e	60-d	71-e	77-e			
	Women's Basketball			Women's CC/Track			Women's Other		
	Freshman Rate			Freshman Rate			Freshman Rate		
	98-99	4-Class	GSR	98-99	4-Class	GSR	98-99	4-Class	GSR
Am.Indian/AN	-	-	-	-	-	-	-	67-a	67-a
Asian/PI	-	-	-	-	-	-	100-a	80-c	87-c
Black	25-a	44-b	50-b	100-a	71-b	67-b	100-a	60-a	100-a
Hispanic	-	-	100-a	100-a	100-a	100-a	-	86-b	86-b
White	-	100-a	100-a	-	100-a	100-b	81-e	84-e	90-e
N-R Alien	-	50-a	100-a	100-a	100-a	100-a	0-a	38-b	88-b
Other	-	50-a	100-a	-	-	-	100-a	100-c	100-c
Total	25-a	56-d	71-d	100-a	88-d	86-e	79-e	82-e	90-e

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1989-90 through 1998-99)

Number Exhausting Eligibility = 375 Graduation Rate = 83

Only student-athletes receiving athletics aid are included in this report.

- **Athletic Study Center, University of California**

- The Athletic Study Center is a department of the division of Teaching and Learning. We offer a broad range of academic support services to over 900 student athletes from 27 sports. Our programs are designed to assist students in adjusting to life at Cal, establishing good study habits, and developing sound academic and career plans.

- Tutorial Program Mission

- The Tutorial Program offers services and programs with the goal of advancing student athlete independence, self-reliance and integration into the academic community. The Tutorial Program promotes and enhances students' academic skills through individual and drop-in tutoring, study groups, workshops, and intensive special programs. In providing these services, the ASC works closely with other academic support units on campus such as the Student Learning Center, the academic centers in the Residence Halls, the Graduate School of Education, and other academic departments on campus. Our tutors have a professional commitment to education and undergo a rigorous screening and training process that emphasizes working collaboratively with students.

Staff

- Tutorial Coordinator (me!)
 - @50 undergraduate tutors from a variety of disciplines
 - Provide support for student athlete tutor requests at large.
 - >400 requests per semester covering and array of courses and disciplines
 - @12 Graduate students, primarily for Graduate School of Education
 - Provide support for 20-30 most “at risk” student athletes
 - These tutors also referred to as Learning Specialists

Training

- 6-8 Hours New tutor training
- Ongoing weekly 1.5 hour meetings for Graduate and Undergraduates each
- Syllabus topics
 - Overview
 - Initial Sessions
 - Theoretical Foundations (Socio-cultural approach to Learning)
 - Tutor-Student Relations
 - Resistance and Self-Handicapping Behaviors

Training (continued)

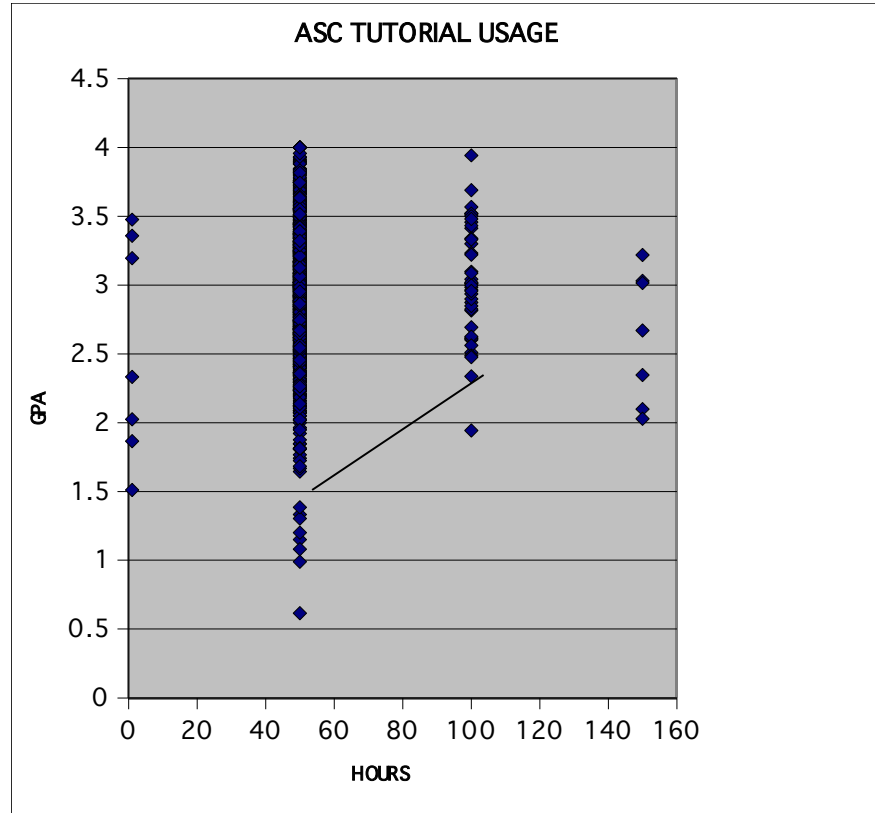
- Syllabus Topics (continued)

- Time Management
 - Semester, weekly, daily planning
- Exam Preparation/Exam Taking
 - Special attention paid to the essay exam
- Academic Integrity
 - Intentional and unintentional
 - Consequences
- Note-Taking
 - Use of technologies: B-space, podcasts, webcasts
- PDP Study Method
 - The process of reading and writing
- Writing
 - Subtopics include “how to”, process of revision, research and citation

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Statistical and Anecdotal Evidence

- GPA and Use of Tutorial Services
- The scatter chart (below) looks at the total number of hours that 970 student athletes used the ASC's tutorial services between 2002 and 2006. In order to more clearly see changes in GPA the data was organized into ranges for the scatter chart. The range sets were 0-1, 1- 50, 50-100, 100-150. The average cumulative GPA for these students during this time was 2.93, and the overall average number of tutorial hours was 15.6



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An Anecdote

- Student X
 - Age 18 - Arrives at university reading at the same level as an average 9 year old.
 - But Successfully Completes 3 years of university coursework with a passing GPA above 2.0
 - Meets with 1-2 graduate tutors weekly for 3-6 hours/week

Why Theory Matters

- Not all student Xs survive.
- How do we frame or assess a student's ability?
 - The psychologist's response
 - Only considered actual level of development in an individual performance, not the student's potential under the guidance or collaboration of more capable adults or peers
- Why is this distinction important?

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QUIZ

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What is reading?

- A cognitive phenomenon (well known)
- Also social
- Also cultural
- Reading Cricket and Baseball
 - Not just about knowing jargon
 - Guidance, collaboration, and interaction with others

Zone of Proximal Development

- Development and Learning are not the same
 - Development = individual
 - Learning = between individuals

ZPD

- “The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, Mind and Society)

ZPD

- Potential development is variable
 - (e.g.) 2 student Xs actual development level of reading = 9
 - Potential not necessarily the same
 - Psychologist's advice - Do not attend this university
 - Alternative advice - Take a chance and work with more capable others

ZPD Applied

- Tutoring as “Assisted Performance”
 - (Tharp and Gallimore, Rousing minds to life, 1988)
 - What does a tutor do in the ZPD with their Tutee?

Tutoring as “Assisted Performance”

- Four Stages of Learning
 - Stage I: Performance requires the assistance of capable others including teachers, parents, peers, coaches, and experts
 - Introducing new performances (i.e. skills)
 - Instructional strategies include modeling, explaining, questioning, providing feedback, think alouds, etc
 - Fading during stage I

Tutoring as “Assisted Performance”

- Four stages of learning (continued)
 - Stage II: Self assisted performance
 - Student guides own performance through external and internal speech
 - Student performance laborious, time consuming, and sometimes disheartening.
 - Need for sufficient practice and repetition
 - Goal is for performance to become automatic

Tutoring as “Assisted Performance”

- Four stages of learning (continued)
 - Stage III: Performance Automated, fossilized.
 - Automatic skills require less time and conscious effort.
 - Can be motivating for student
 - Automated skill means student more likely to use again

Tutoring as “Assisted Performance”

- Four stages of learning (continued)
 - Stage IV: De-automatization leads to recursion back through ZPD
 - Learning is lifelong
 - Individuals perform multitudes of tasks at varying stages of ZPD throughout life.
 - “Enhancement, improvement, and maintenance of performance provide a recurrent cycle of self-assistance to other-assistance. ...de-automatization and recursion occur so regularly that they are part of the normal developmental process. (Tharp and Gallimore, 1988)

Tutoring as “Assisted Performance”

- Five means of Assisting performance in ZPD
 - Modeling
 - Contingency management
 - Feedback
 - Questions
 - Cognitive structuring

Tutoring as “Assisted Performance”

- Scaffolding and Fading
- Group and individual tutoring

Socio-cultural models of learning

- ZPD and Assisted Performance seem to state the obvious
 - But, learning is not located in the individual
 - Learning located between individuals
 - The example of Tutor Y
 - Modeling, questions and tutoring in writing

Socio-cultural models of learning

- Offer hope and a chance for the disenfranchised
 - Student X's academic achievement depends not only on individual ability, but also the collaboration with capable others

Group Discussion Questions

- What/Who is a Tutor?
- How does the work of a tutor differ from the work of other educators?
- How much time should a tutor meet with their tutee?

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