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Academic Support Center NEWS

Fall 2020



Westchester
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Take the Leap to Remote Tutoring! - By Beth Holden



"Come to the edge," he said.
"We can't, we're afraid!" they responded.
"Come to the edge," he said.
"We can't, We will fall!" they responded.
"Come to the edge," he said.
And so they came.
And he pushed them.
And they flew."
— **Guillaume Apollinaire**

Wow! What a time it has been. Whoever would have thought our remote learning would be continuing into the fall semester? It wasn't easy, but we did it. It's always good to be a lifelong student, and even though students and colleagues alike had a challenging time making the jump from in person tutoring to remote tutoring, we did it.

I've never been more proud of our students, our tutors, my colleagues and my department. We all had to adapt overnight to this way of learning to continue to provide tutoring remotely to our students. And in case you're a student and you're thinking this is just too hard, I want you to know you are not the only one who has struggled. We've all experienced growing pains during this transition, so you're not alone. At first, I was fearful of our new way of doing things. What if I can't get on ZOOM? What if my computer crashes? What if I can't get a paper to a student? I was "What ifing" myself to death, and then I recalled an earlier part of my story, and reminded myself that I was #vikingstrong. When I came to WCC as a frightened 26 year old, I didn't know how to type, use a keyboard, or a computer. I couldn't do math. I hadn't written an essay in years. I was afraid. But I persisted, and with the support of the college community, I was successful. Recently, the support of that same college community—in the form of my colleagues—helped me again, and I surprised myself. I found that I was more adept with technology than I thought. It might

have taken me a little longer, but I got the job done and gained some newfound confidence along the way. And I hope our students have too.

Although tutoring via ZOOM and ASKATUTOR may be a different way of tutoring, there are benefits. For most students, time is of the essence, and saving time is one of the big advantages of remote learning. There is no commute time, no waiting for buses in inclement weather, no waiting in the tutorial to get help. There are less distractions, and more individualized help. If students are working, they can access tutors during lunch hours from work. Our mission at the Academic Support Center has always been to help students succeed, and even though, for the time being, we're doing most of our tutoring from behind the screens, the tutors students are used to and the tutors students have yet to meet are working to help them achieve their goals. At the end of the day, I think it's safe to say that, in spite of COVID, the tutors at the ASC continue to provide top-notch tutoring to our students, but I'm biased. So if you're a student, or a faculty member, I invite you to find out for yourself. Don't wait. Contact us early and frequently. Don't let the new way of doing things hold you back from your dream of completing your course work and graduating. Below some sage advice from my colleagues.

My best advice to our students is not to give up and keep asking for help, over and over again. Do not let this moment in time prevent you from moving forward! Susan Arietta, Chair of Academic Support.

Just do it. It's ok to make mistakes. Be patient with yourself and with the technology and don't give up. Madalena Mansinho, Math Tutorial Coordinator

We can, and do, provide students and each other with an environment and a tone that allows for mistakes and suggestions and true learning to take place. When I was a student, we called it productive struggle and we all have been struggling this last semester. We look forward to learning every day and to sharing that caring for each other. Now we just need good health to move forward! Joanna Peters, ESL

The DT Program: Formerly the Embedded Tutor and now the Designated Tutor

By: Joanna Peters

Online/ Remote learning has changed so many things, including the appellation of what was The Embedded Tutor program. We are now calling it The Designated Tutor Program to make it possible for as many faculty members and students as we can. Currently, the Designated Tutor is available only in the courses we support in the ASC. What, you may ask, is a Designated Tutor? Let me fill you in. During the spring semester we saw that students were not using the services of our very qualified tutors, espe-

"I think the embedded tutor plan is EXCELLENT just as you have set it up," - Prof. Patti Sehulster

"The Embedded Tutor Program is an excellent way to encourage students to seek tutorial assistance. Having a standing, weekly Zoom Question and Answer session is especially helpful because students had a chance to listen to other students' questions." - Prof. Sheela Whelan

cially when we went entirely remote. So, we decided to start an Embedded Tutor program and bring tutoring directly to the students! For those of you who understand or know something about embedding tutoring, traditionally it means a tutor is in your classroom or blackboard shell. However, at this time, the ASC is not requiring that the tutor be in your classroom or housed in the Blackboard shell but be designated as the tutor for the class. Hence, the title, Designated Tutor (DT).

During summer session, while the program was still called Embedded Tutor, several Math and English professors, including the Chair of the Math Department and the Dean of that School, agreed to pilot this program. A specific tutor was linked in the class through their respective Blackboard shells, so the class had its own tutor.

At a mutually decided time early in the semester, the Designated Tutor provides the class with an introduction, a short orientation and an **additional** hour per week for class participants to meet for tutoring. During this additionally scheduled hour, students may ask questions, discuss

class work, and do homework with the tutor. Depending on the needs of the professor, the DT (Designated Tutor) can provide a weekly review session; go over quizzes, or essays, review assignments, etc. Or, the DT can just provide an additional study hour, where students can ask questions they may have after class. The Designated Tutor is the students' personal link to tutoring services in the Academic Support Center.

The DT gives students the opportunity for greater individualized attention and feedback, helps improve students' self-confidence and increases their connection to the broader campus community, especially during this online learning time. The Designated Tutor program is designed to evolve as we grow, and can aid in persistence, retention and student success. Please ask questions and consider joining us in this exciting new adventure for student success!

Contact the coordinator in your subject area for more information:

Math/Physics, Comp. Sci, Psychology—Bishara.Al-Akeel@sunywcc.edu Reading, Study Skills, ESL—Joanna.Peters@sunywcc.edu

Math, Economics—Madalena.Mansinho@sunywcc.edu Science—Linda.Araya@sunywcc.edu

Writing Tutorial—Beth.Holden@sunywcc.edu All other queries about the program—Susan.Arietta@sunywcc.edu

Supplemental Instruction is back (and online) in Fall 2020! - by Linda Araya

Supplemental Instruction (SI) has become a hit not only for students enrolled in Anatomy & Physiology I (A&P), but also for our tutors! The experience will continue with six sections of A&P I that will have an assigned SI leader in their class in the Fall 2020 semester. What can you expect from your SI Leader? Here is what some of our former WCC SI Leaders have to say:

"During the SI Sessions, you can expect your SI Leader to have planned activities for you that will review previously instructed course material. These activities are great ways to learn what you're responsible for in your lecture course. You can expect your SI Leader to guide you in participating during the session activities." - Alison Bisbano (Fall 2019)

"Being an SI Leader was a great experience. I feel like not only for myself but for my students as well. I really enjoyed being able to help the students with aspects of the curriculum that they didn't even know they were struggling with. I used my own experience from taking A&P and would point out the things I had trouble with understanding to the students, showing them that it is okay to speak up and say you need a little extra help. Seeing the moment when something they were struggling with finally clicks is the best feeling in the world!" - Tarah Lee (Spring 2020)

This interactive learning environment is open to all students enrolled in Anatomy & Physiology I. This program is funded by the Title V Grant, which is directed by Dr. Michele Campagna.

ZOOM IN | Study Skills for Success Wednesdays @ 11 AM Online (or anytime with a tutor), Fall 2020

Click this link to join us: Join Zoom Meeting <https://sunywcc-edu.zoom.us/j/83043476856>

9/23: A day has 24 hrs. How do you use them? Time Management and Organization | **9/30:** Are class notes ever useful? Note-Taking Ideas | **10/7:** What do you do? There is so much to remember. Memory Skills | **10/14:** How do you know what to know? This will get you thinking. Metacognition | **10/21:** Yikes! How did this happen? Reduce Test Anxiety | **10/28:** Can you actually do this? Predict, Prepare, and Take the Test | **11/4:** You've got this! Review for Final Exams