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| Getting to Know your Tutees   | **First Option:** Friday, February 2**nd** 7:00-7:50pm Hixson-Lied 0020 | Active listening and relationship building are the foundations of building rapport with tutees. In this workshop, you will:  
1. Define the roles of tutor and tutee in the Iowa State University context  
2. Recognize the implications of poor listening  
3. Identify at least one strategy to build relationships with tutees  
4. Create a list of tips and tricks to quickly acclimate a newly added tutee to your group |
|                               | **Second Option:** Monday, March 5**th** 7:00-7:50pm Library 31 | Engaged tutees pay more attention and are more curious and optimistic about learning. In this workshop, you will:  
1. Practice redirecting questions  
2. Describe the importance of interactive tutoring  
3. Brainstorm recommendations to prevent common tutee concerns  
4. Develop a plan for engaging tutees in future sessions |
| Engaging your Tutees          | **First Option:** Monday, February 5**th** 7:00-7:50pm Library 31 | Active learning engages tutees with material and leads to a better overall understanding of the material. In this workshop, you will:  
1. Recall engaging strategies that you have used or seen used previously  
2. Identify which peer-to-peer learning strategy to use in certain situations  
3. Practice using peer-to-peer learning strategies  
4. Design a session plan using active learning strategies you have not used before |
|                               | **Second Option:** Thursday, March 8**th** 7:00-7:50pm Library 31 | Learning is a brain-based process that can we can improve. In this workshop, you will:  
1. Define critical thinking  
2. Express ways students can take responsibility for learning  
3. Describe the importance of connecting previous knowledge to new knowledge  
4. Create an action plan to assess sessions for effectiveness of tutees' learning |
|                              | **First Option:** Thursday, February 8**th** 7:00-7:50pm Library 31 | Checking for Understanding                                                                             |
| Active Learning Strategies    | **Second Option:** Friday, March 23**nd** 1:10-2:00pm Hixson-Lied 0020 | Learning is a brain-based process that can we can improve. In this workshop, you will:  
1. Define critical thinking  
2. Express ways students can take responsibility for learning  
3. Describe the importance of connecting previous knowledge to new knowledge  
4. Create an action plan to assess sessions for effectiveness of tutees’ learning |
|                               | **Second Option:** Monday, March 26**th** 7:00-7:50pm Library 31 | Active listening engages tutees with material and leads to a better overall understanding of the material. In this workshop, you will:  
1. Recall engaging strategies that you have used or seen used previously  
2. Identify which peer-to-peer learning strategy to use in certain situations  
3. Practice using peer-to-peer learning strategies  
4. Design a session plan using active learning strategies you have not used before |
| Learn how to Learn            | **First Option:** Friday, February 16**th** 1:10-2:00pm Hixson-Lied 0020 | Learning is a brain-based process that can we can improve. In this workshop, you will:  
1. Define critical thinking  
2. Express ways students can take responsibility for learning  
3. Describe the importance of connecting previous knowledge to new knowledge  
4. Create an action plan to assess sessions for effectiveness of tutees’ learning |
|                               | **Second Option:** Monday, March 26**th** 7:00-7:50pm Library 31 | Learning is a brain-based process that can we can improve. In this workshop, you will:  
1. Define critical thinking  
2. Express ways students can take responsibility for learning  
3. Describe the importance of connecting previous knowledge to new knowledge  
4. Create an action plan to assess sessions for effectiveness of tutees’ learning |
| Checking for Understanding    | **First Option:** Monday, February 19**th** 7:00-7:50pm Library 31 | Checking for Understanding                                                                             |
|                               | **Second Option:** Friday, April 13**th** 1:10-2:00pm Hixson-Lied 0020 | Checking for Understanding                                                                             |
|                               | **First Option:** Monday, February 19**th** 7:00-7:50pm Library 31 | Checking for Understanding                                                                             |
|                               | **Second Option:** Friday, April 13**th** 1:10-2:00pm Hixson-Lied 0020 | Checking for Understanding                                                                             |
|                               | **First Option:** Monday, February 19**th** 7:00-7:50pm Library 31 | Checking for Understanding                                                                             |
|                               | **Second Option:** Friday, April 13**th** 1:10-2:00pm Hixson-Lied 0020 | Checking for Understanding                                                                             |
| Learning how to Learn         | **First Option:** Friday, February 16**th** 1:10-2:00pm Hixson-Lied 0020 | Learning is a brain-based process that can we can improve. In this workshop, you will:  
1. Define critical thinking  
2. Express ways students can take responsibility for learning  
3. Describe the importance of connecting previous knowledge to new knowledge  
4. Create an action plan to assess sessions for effectiveness of tutees’ learning |
|                               | **Second Option:** Monday, March 26**th** 7:00-7:50pm Library 31 | Active learning engages tutees with material and leads to a better overall understanding of the material. In this workshop, you will:  
1. Recall engaging strategies that you have used or seen used previously  
2. Identify which peer-to-peer learning strategy to use in certain situations  
3. Practice using peer-to-peer learning strategies  
4. Design a session plan using active learning strategies you have not used before |
|                               | **First Option:** Monday, February 19**th** 7:00-7:50pm Library 31 | Active learning engages tutees with material and leads to a better overall understanding of the material. In this workshop, you will:  
1. Recall engaging strategies that you have used or seen used previously  
2. Identify which peer-to-peer learning strategy to use in certain situations  
3. Practice using peer-to-peer learning strategies  
4. Design a session plan using active learning strategies you have not used before |
|                               | **Second Option:** Friday, April 13**th** 1:10-2:00pm Hixson-Lied 0020 | Active learning engages tutees with material and leads to a better overall understanding of the material. In this workshop, you will:  
1. Recall engaging strategies that you have used or seen used previously  
2. Identify which peer-to-peer learning strategy to use in certain situations  
3. Practice using peer-to-peer learning strategies  
4. Design a session plan using active learning strategies you have not used before |
| Leading and Learning          | **First Option:** Thursday, February 22**nd** 7:00-7:50pm Library 31 |  
As a tutor, you are a leader on campus and you practice your leadership skills in every tutoring session. Reflecting on your leadership qualities is important to ensure that you are the best leader you can be. In this workshop, you will:  
1. Summarize leadership skills you have developed  
2. Identify ways you can develop your tutees’ leadership capacity  
3. Identify values that guide your work as a tutor  
4. Create an artifact that represents leadership skills you’ve gained as a tutor |
|                               | **Second Option:** Monday, April 16**th** 7:00-7:50pm Library 31 | Asking good questions helps engage quiet tutees, makes your tutees think more critically, and helps you learn important information quickly. In this workshop, you will:  
1. Identify questions that would be useful in your sessions  
2. List common questions tutors use in tutoring session  
3. Modify common questions to enhance critical thinking |
| Asking Good Questions         | **First Option:** Friday, March 2**nd** 1:10-2:00pm Hixson-Lied 0020 | Asking good questions helps engage quiet tutees, makes your tutees think more critically, and helps you learn important information quickly. In this workshop, you will:  
1. Identify questions that would be useful in your sessions  
2. List common questions tutors use in tutoring session  
3. Modify common questions to enhance critical thinking |
|                               | **Second Option:** Thursday, March 29**th** 7:00-7:50pm Library 31 | Asking good questions helps engage quiet tutees, makes your tutees think more critically, and helps you learn important information quickly. In this workshop, you will:  
1. Identify questions that would be useful in your sessions  
2. List common questions tutors use in tutoring session  
3. Modify common questions to enhance critical thinking |