AN EXPLANATION OF THE RULES OF ENGAGEMENT

The RULES OF ENGAGEMENT (ROE) are tutoring guidelines. The development of ROE that express the needs of your academic requirements and anticipated needs of your students is a process unique to NetTutor. Pedagogically speaking, the ROE form the underpinnings of the entire pyramidal structure of successful Online Tutoring. Detailed ROE allow for a seamless transition between students' experience in a course, the questions and challenges that may arise for the student, and successfully obtaining assistance through online interaction with our tutors. This document includes not only an explanation of necessary definitions of terms and better practices, but also marks the starting point of how we plan to help you create and develop your NetTutor ROE.

1. **We provide you with a basic set of definitions of technological terms in online tutoring as well as a summary of fundamental practices that have been established over the past decades of tutoring experience.** This is the document you are reading. While you may see the following as *too* general, or even too specific, we urge you to consider it the foundation for building your NetTutor rules of engagement to which we will bind our tutors.
2. **We work with you to integrate into the general ROE that guide all tutoring the special requirements and expectations of your educators and student support administration.** In a process which usually takes one to two weeks and may include joint brainstorming sessions and close critique between your main contacts and NetTutor management, we will craft the full and unique dimensions of NetTutor support at your school. You may, for instance, need to specify resources more completely, or direct tutors' attention and emphasis to particular aspects of a subject. In every case, we will help translate your concerns into concrete guidance.
3. **We will then supply a complete document that encompasses all the considerations discussed, translated into practical, verifiable guidance for our tutors.** At the same time, since the ROE is a living document, rather than considering it 'finished' it is open to revision, should the need arise. Hence, the NetTutor ROE represents the beginning of a process of delivering to your students increasingly enhanced and informed tutoring through continuing collaboration.

Beyond the purpose and outcome of the three steps outlined above, the ROE is also a document that helps affirm faculty trust in the services we provide, and cultivate confidence and enthusiasm about sending their students to seek online tutoring assistance.

Subject Area - Each of the areas ("Rooms") in which students may seek help from NetTutor is identified with a particular subject. For instance, if you need tutoring in Mathematics (up to Pre-Calculus), Online Writing Lab, and Chemistry, students may log into any of these rooms. Rules of Engagement may be set up for each subject area (not to be confused with individual course or section).

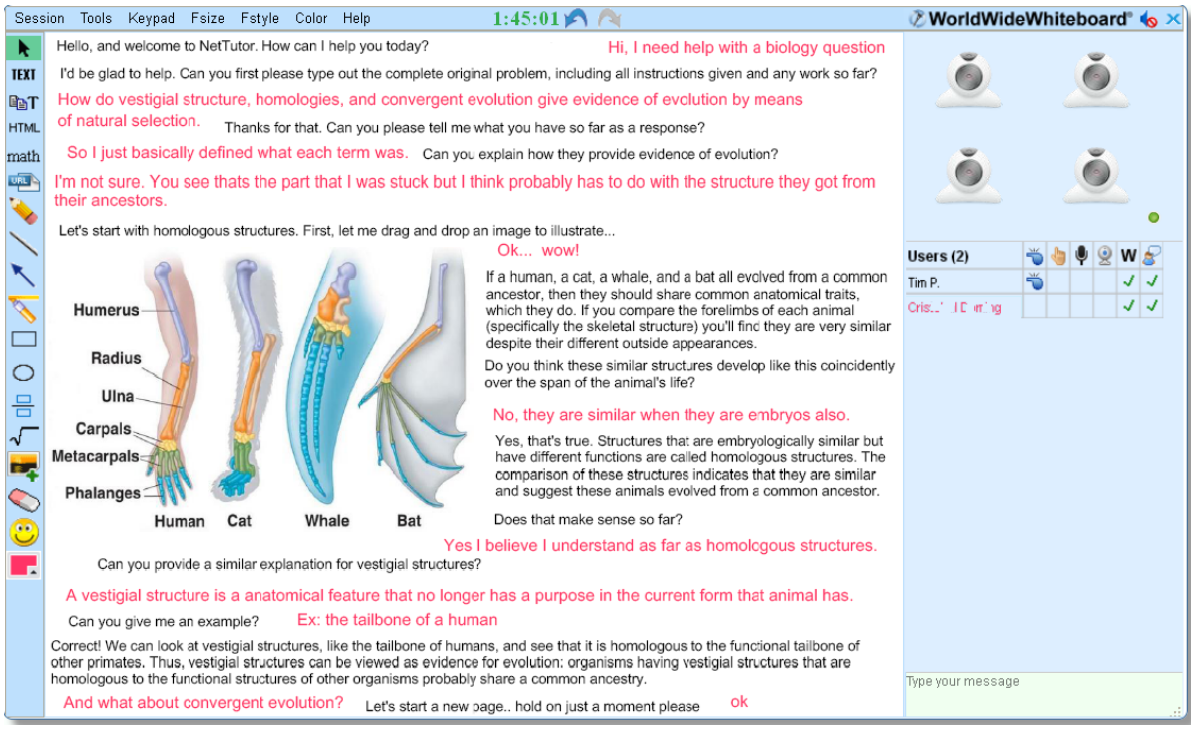
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SYNCHRONOUS TUTORING SESSIONS

> **Synchronous Tutoring** - One session is receiving help from a human tutor during a live interaction, one-on-one, on the NetTutor interface - the WorldWideWhiteboard®.

PROCESS

- Live tutors connect with students individually, one-on-one.
- Tutors review the material submitted by the student, begin a conversation, and provide immediate assistance and suggestions according to the topic and level of mastery demonstrated by students.
- Tutors show respect for students' efforts at all times, work to clarify and explain step-by-step processes related to students' questions, and facilitate students' finding their own path to the correct solutions.
- Tutors ask students to summarize the session to determine if students reach understanding (the "aha" moment), and will type closing remarks that point back to achievements made during a session.



EXPLANATION OF SERVICES

- Tutors will invite students to provide all work they have done up to that point (including graphs, figures, tables, essays, other written work, etc.), thus ensuring that tutors have enough information to genuinely help students bridge the knowledge gap. Students can type text, draw, copy and paste images or text, and drag and drop a problem or paragraph of a written piece directly onto the tutoring interface.
- Tutors use tools on the whiteboard such as the equation editor, square root tool, aromatic benzene ring, dipoles and wedge symbols to represent three-dimensional bonds, different colors and lines, arrows, etc.
- In no case will the tutor give the answer or solve the problems submitted by students without students' participation. When students are reluctant to answer the questions asked by the tutor, or if students demonstrate many gaps in their knowledge of a topic, tutors may provide examples or first work through a

related, preliminary problem to provide a bridge from students' existing level of mastery to that required for obtaining a correct solution to students' submitted questions.

- Overall, tutors engage and facilitate students' cognitive advance by using the Socratic Method. Tutors will point to issues by asking pertinent questions that will coach students' solution-building process, reveal points where students need to do additional preparation, and otherwise support students' development of correct methods, application of procedures, judgment of when a solution is complete, and ability to anticipate the solution of other problems of the same form.

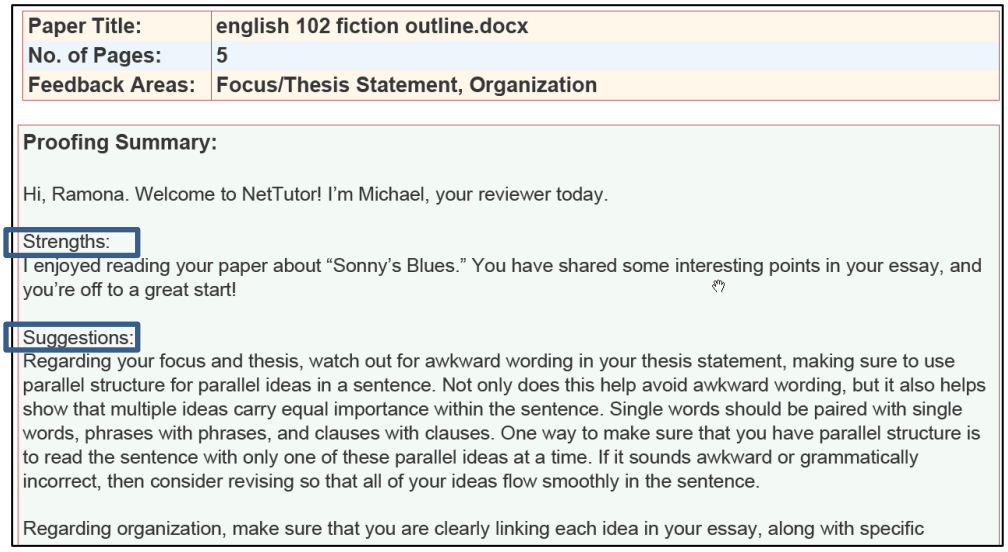
Tutors will systematically apply pedagogical tactics shown to be effective with online tutoring, including contextualization, to place problems within students' life experiences and current levels of mastery; scaffolding, to help students understand what they may be missing and what they need to do to acquire missing knowledge; and metacognition, to help students focus on, digest, and later make use of recently acquired learning.

ASYNCHRONOUS PAPER REVIEW SESSIONS

Asynchronous Paper Review - One session is a human tutor's review of one submitted piece of writing.

PROCESS

- Students can submit papers asynchronously to the NetTutor® Paper Center 24 hours a day, 7 days a week. They provide information of the assignment in the form submitted along with their paper; items on this form such as paper title, email address, and two areas of feedback are required, while students may optionally include additional comments or indicate that the submission is a second draft (a paper on which they already received feedback from the NetTutor Paper Center.)
- NetTutor Paper Center tutors will review and return papers via the same interface. Their feedback will be in the form of comments written in a virtual image of the paper, as well as in a separate review summary.
- All tutor feedback will focus on the individual needs of each student, as shown in the writing they have submitted, and will encourage students in their writing efforts.
    1. **Tutors will acknowledge the strengths of students' writing.**
    2. **Tutors will note areas where editing and revision may strengthen students' writing will offer brief suggestions to the revision process.**



Paper Title:	**english 102 fiction outline.docx**
No. of Pages:	**5**
Feedback Areas:	**Focus/Thesis Statement, Organization**

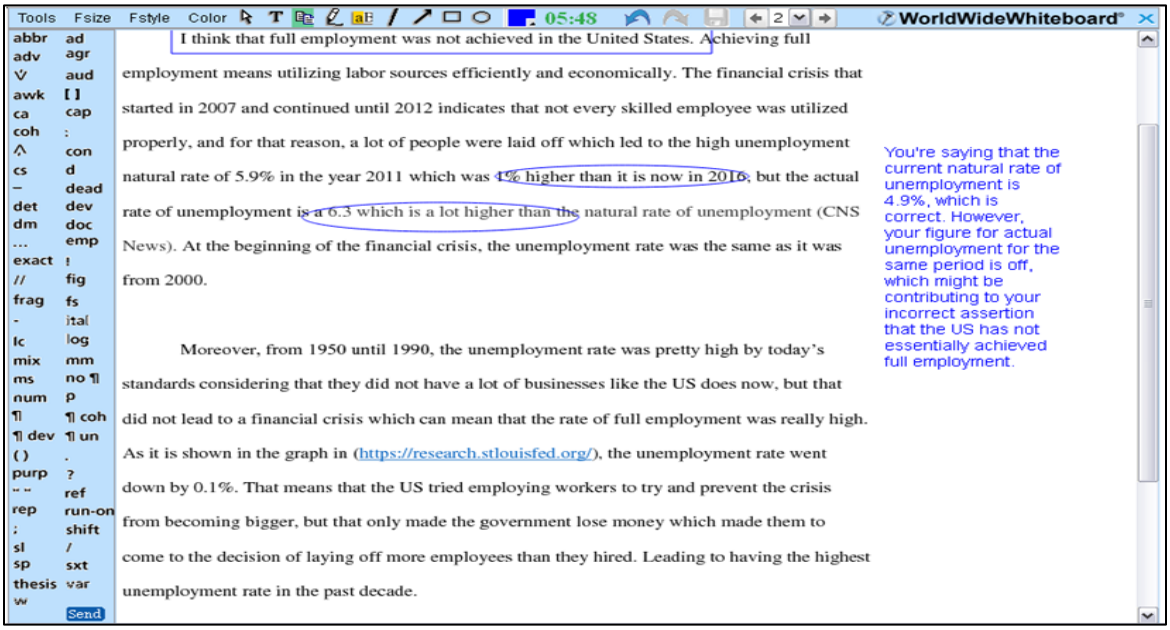
Proofing Summary:

Hi, Ramona. Welcome to NetTutor! I'm Michael, your reviewer today.

Strengths:
I enjoyed reading your paper about "Sonny's Blues." You have shared some interesting points in your essay, and you're off to a great start!

Suggestions:
Regarding your focus and thesis, watch out for awkward wording in your thesis statement, making sure to use parallel structure for parallel ideas in a sentence. Not only does this help avoid awkward wording, but it also helps show that multiple ideas carry equal importance within the sentence. Single words should be paired with single words, phrases with phrases, and clauses with clauses. One way to make sure that you have parallel structure is to read the sentence with only one of these parallel ideas at a time. If it sounds awkward or grammatically incorrect, then consider revising so that all of your ideas flow smoothly in the sentence.

Regarding organization, make sure that you are clearly linking each idea in your essay, along with specific



- Students will receive an email notification when their papers have been reviewed. The reviewed papers will be held online, and students will access the NetTutor Paper Center to retrieve, view, and print their reviewed papers and the associated review summaries.
- If students indicate that they are submitting a second draft of a paper they already submitted to the NetTutor Paper Center, tutors will acknowledge improvements they have made, where possible. Tutors will provide additional feedback.
- If after the review students join a live session, they can ask a live writing tutor for an explanation of the feedback on their papers, for statements in the review summary, or about writing issues in general. Students can take screenshots of their reviewed paper, and drag and drop the image onto the whiteboard interface of a live tutoring session so that tutors and students can discuss writing issues together.
- Tutors will not 'fix' any writing issue for the student by, for instance, rewriting a paper, paragraph, or sentence, or correcting students' spelling errors, although the tutor may provide an example of an alternative form of expression and the reason that such alternative may improve students' writing. The NetTutor Paper Center paper review is not to be confused with paper proofing.

EXPLANATION OF SERVICES

Tutors will mark up all instances of writing issues within the paper, in both higher and lower order concerns.

- Structural Level (Higher Order Concerns)
    1. **Tutors will check that the paper has a logical, coherent structure.** This will include whether there is a pattern of organization that is appropriate to the assignment, an appropriately placed thesis statement, and a satisfying and appropriate conclusion.
    2. **Tutors will verify that each paragraph is focused, unified, and fully developed.** This includes consistent development and support of the thesis throughout the essay, a consistent point of view, the inclusion of adequate, concrete detail and specific examples where appropriate to express ideas concretely, and appropriate and fluid transition from one paragraph to the next.
    3. **Tutors will review language usage.** This includes an effort to use appropriate words and proper expressions, deliberate avoidance of slang or other informal or inappropriate language, and the absence of offensive language, including sexist, racist, and or otherwise biased language.

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4. **Tutors will check the formatting of the paper according to specified standards (APA, MLA, Chicago Style, etc.).** Elements of formatting include consistent and correct formatting of references, consistent citation of references, and use of a reasonably sized fonts and margins.

- Sentence Level (Lower Order Concerns)
  1. **Tutors will employ paper mark-up symbols.** For example,  indicates a comma splice.



icon links to an explanation of the symbol, its definition, and a brief description of the issue: http://www.link-systems.com/sdkhtml/SDK/paperproof/manual/buttons.html

  2. **Tutors will note serious sentence level errors.** These include incomplete sentences, run-on sentences, problems with subject-verb agreement, and errors in verb tense.
  3. **Tutors will check for secondary but noticeable sentence-level errors.** These include pronoun-antecedent disagreement, prevalent use of the passive voice, improper use of punctuation, (including, but not limited to, commas, semicolons, colons, dashes, and quotation marks (including dialogue), improper or missing capitalization, missing words, misspellings, and noun errors.

ASYNCHRONOUS QUESTION AND ANSWER MODE (Q&A)

Q&A Session - One session is a human tutor's review of one submitted question.

PROCESS

The Q&A Center is a repository of questions for those students who don't have time to join a live session. Students drop off their question showing some of the work they have done on their assignment. Tutors will review it and send back information that will help guide students toward completing the assignment. Students receive an email notifying them that their question has been answered.

EXPLANATION OF SERVICES

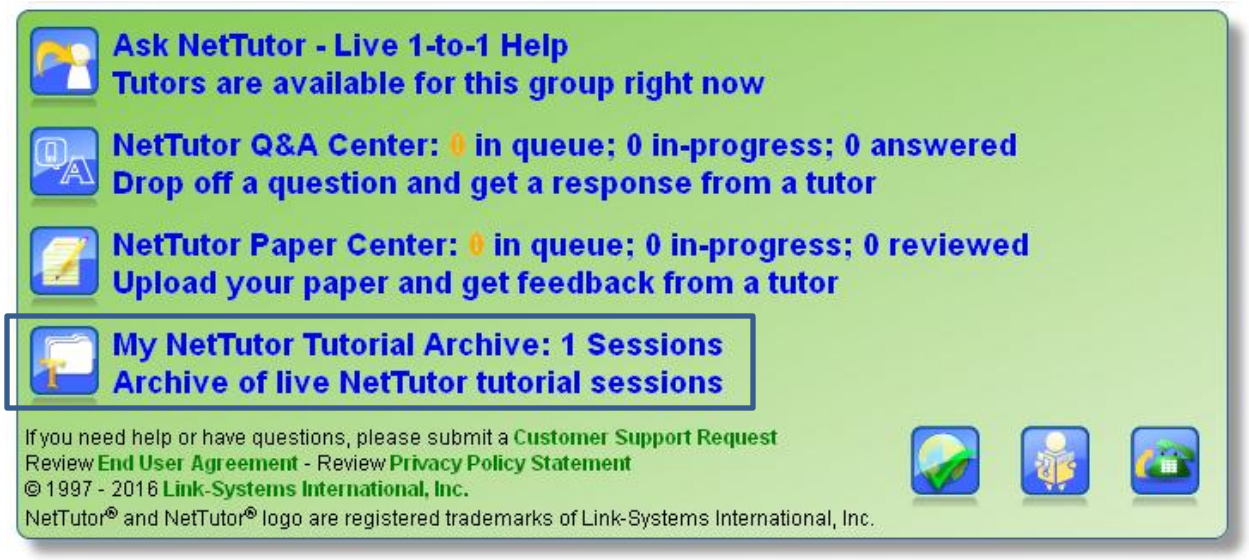
The same approaches to and methodologies of online tutoring described above also apply to the Q&A Center.

- Tutors will review each question and the work students submit.
- Tutors will respond to the question without supplying the answer, but by providing enough information to orient and guide students towards working out a final answer for themselves.
- If students do not supply evidence that they have begun to address the question, tutors will request that they resubmit the question showing the work they have done up until that point.
- If students request a simple, broad definition is requested, such as 'What is Piaget's theory of cognitive development,' tutors will provide that definition, along with the note of where the definition can be found by the student, such as in a textbook or on a website.

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NETTUTOR LANDING PAGE

The Asynchronous Tutorial Archive is the final of the four modalities in which students can receive help from NetTutor. **It does not involve the service of the tutors.** At any time, students can review their live session in playback or download a PDF version. The image below illustrates the landing page and where students need to click to retrieve their sessions.



REFER TUTOR REPORT (RTR®), if the tool has been adopted

> **Refer Tutor Report** - One session is receiving help from a human tutor during a live interaction, one-on-one, on the NetTutor interface - the WorldWideWhiteboard®.

Refer Tutor Report (RTR) is the Link-Systems online tutoring referral system that enables seamless connection of students with tutors and communicates referral information back to on-campus administrators. It is a discretionary product, sold at an additional cost that works seamlessly with NetTutor on the Whiteboard platform to customize the interaction between student and tutor. The Rules of Engagement are the same as for the Subject Area in which a student receives tutoring.

PROCESS and EXPLANATION OF SERVICES

- Instructors identify students in their class who might be at risk of failing the course and login to the RTR portal to refer these students to tutoring.
- RTR generates an email sent to both student and tutor that briefly describes the kind of help the student needs. For example, in the figure below, the student needs help with graphing.
- When the student enters a live session, only the tutor can see the details of the referral, as shown in the figure below.
- The same detailed Rules of Engagement apply to tutoring in an RTR-referred online tutoring session. In addition, however, tutors will use referrals to make referred sessions more efficient. Given that students often login unsure of where they need the most help, in ordinary tutoring session, the tutor must engage in a preliminary exploration to determine the level of the student's knowledge. In an RTR-

referred session, tutors will immediately direct students' focus to issues mentioned in the referral and tailor tutoring to the specific needs of the student.

- When the session is over and the tutor closes the WorldWideWhiteboard, RTR automatically generates a report and an email notifying the instructor and campus administrators that the student has received tutoring.

GETTING THE MOST OUT OF NETTUTOR®

NetTutor assists in promoting usage as a full-time supplement to classroom instruction and contributes its expertise to help you encourage students to use the service. Our contacts are available to you to consult on issues such as tutoring hours, operations, and pedagogy.

WAYS TO OPTIMIZE NETTUTOR USAGE

Based upon our experience, we can suggest some general ways to optimize NetTutor usage:

- Publicize the availability of online tutoring through classroom and Learning Center announcements, emails, flyers in campus venues, etc.
- Include directions in the course syllabus on how to access NetTutor.
- Offer credit for logging in to NetTutor at least once.
- Manage student expectations. For instance, share with students that NetTutor tutors are there to help to get to the answers but do not *give* answers.
- Email all students with descriptions of the access procedure and the benefits of working with the trained tutors at NetTutor.
- Arrange for direct assistance in connecting students to NetTutor.
- Contact NetTutor for additional material to distribute to students to inform them about the service.

NETTUTOR CONTACTS

- Relationship Manager: Adrian Martin
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- Director of Tutoring Services: Dr. Emilia Garofalo
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