Analytic Memo: Tutor Influences on the Affective Domain
[*Memo not complete: still needs data from these coded transcripts: Tutor 5, 7, 10, 15]

Analytic Question: According to these 15 writing tutors, what can tutors do to support student learning in the affective domain? [i.e., what can tutors do to affect student motivation, values, self-esteem, etc.]

Codes included in this search: [tutor affective domain], also: all relevant answers to Q. 14, because establishing and maintaining trust is pertinent to the affective domain.

[*New: Add Overview at a Glance section to the memo. This is just a few sentences that describe what you've observed in the data that you've organized in this analytic memo.]
Overview at a Glance: Three tutors identified *encouragement* and *providing specific, positive feedback to boost students' confidence* as an effective approach, and two more identified building students' *confidence* as important. When working with students in developmental courses, various tutors suggested the following factors are important for building and maintaining trust: demonstrating patience; listening; getting to know the student's: background, achievements, goals; demonstrating interest in the student's well-being; checking up on their students' progress; maintaining contact through the student receiving help from the same tutor over multiple sessions; having an embedded tutor to receive help in class; giving them just enough information to nudge them along (not too much too fast); boost their self-confidence; tell them not to worry about using a big vocabulary, because saying it clearly is more important; reminding them: "we are here to help you."

[*New: Draft at least two Focus Group Questions based on information in the analytic memo.]
Focus Group Questions:
1. By a show of hands, which of you would characterize *encouraging students* as a key strategy that you employ?
2. And how many of you regularly try to encourage students by providing specific, positive feedback to their efforts?
3. What are some of the challenges you face when trying to provide specific, positive feedback?
4. What other tutoring strategies would you characterize as particularly important for helping students maintain momentum in their work, after they leave the tutoring session? (Then determine how many agree, for each unique answer.)
5. Written Question: Offer a checklist with the items from the tutor suggestions for establishing and maintaining trust with students, and ask tutors to check all strategies they agree with, and circle their top two choices. Include: demonstrating patience; listening; getting to know the student's: background, achievements, goals; demonstrating interest in the student's well-being; checking up on their students' progress; maintaining contact through the student receiving help from the same tutor over multiple sessions; having an embedded tutor to receive help in class; giving them just enough information to nudge them along (not too much too fast); boost their self-confidence; tell them not to worry about using a big vocabulary, because saying it clearly is more important; reminding them: "we are here to help you."

<div align="center">**Analytic Memo: Tutor Influences on the Affective Domain**</div>

<div align="center">[*Memo not complete: still needs data from these coded transcripts: Tutor 5, 7, 10, 15]</div>

[Key Issues and Effective Approaches in Tutoring Sessions]
[Tutor 11] One approach I found to be particularly effective …I also tried to inspire the students with positive word to encourage them and help provide them with the confidence needed to succeed. [tutor affective domain] [oral strategy]

[Tutor 11] [key issues that impact student learning in the tutoring sessions are] I think that positive feedback was key to boosting their confidence. [oral strategy] [tutor affective domain]

[Tutor 12] [Key issues that impact student learning in the tutoring sessions include]
1. They have to realize that their academic success depends on their own hard work, substantially [student responsibility]
A. Empower and encourage encourage students providing specific data that may be impeding them [tutor affective domain]

[Tutor 1] Students accomplishments MUST BE REINFORCED THROUGH ENGAGEMENT [tutor affective domain] [developmental]

[Successful Approaches for Students in Developmental Courses:]
[Tutor 1] Students accomplishments MUST BE REINFORCED THROUGH ENGAGEMENT [tutor affective domain] [developmental]

[Tutor 2] ANSWERING QUESTIONS VERBALLY, WRITING DOWN THEIR ANSWERS, AND SHOWING THEM HOW TO INSERT THEIR SPOKEN WORDS INTO WRITING ASSIGNMENTS. IT HELPS CREATE MOMENTUM FOR THEIR WRITING. [model skills] [oral strategy] [tutor affective domain] [preserve momentum]

[Tutor 11] [Successful approaches for students in developmental courses] I think positive feedback is essential- providing them with as much confidence as possible. [tutor affective domain] [oral strategy]

[How tutors can establish and maintain trust with students who are taking developmental courses:]
[Tutor 1] A tutor is a coach not the instructor [tutor expectations] [tutor affective domain]
> … Tutors need to checkup on their students. They can easily fall off track without PSYCHOLOGICAL ENCOURAGEMENT [tutor affective domain] [collaboration] [tutor protocol]

[Tutor 2] [Tutors can establish and maintain trust with students who are taking developmental courses] BY BEING THEMSELVES, BY MEETING STUDENTS WHERE THEY ARE AT AS WRITERS. BY NOT PUSHING THEM TOO FAR OR FAST, BUT GIVING THEM JUST ENOUGH INFORMATION TO NUDGE THEM ALONG: I'M TALKING ABOUT BEING SENSITIVE TO THEM AS LEARNERS. BY BEING PROFESSIONAL. [sensitive to learner needs] [tutor affective domain]

Analytic Memo: Tutor Influences on the Affective Domain

[Tutor 4] [Tutors can establish and maintain trust with students who are taking developmental courses through:] Just be patient and listen. [tutor affective domain] [tutor strategy]

[Tutor 6] [Tutors can establish and maintain trust with students who are taking developmental courses through:] We have to demonstrate real interest in their achievement & well-being. [tutor affective domain]

[Tutor 8] [Tutors can establish and maintain trust with students who are taking developmental courses through:] 1) Help them with self confidence "you can do this".[instructor affective domain]
2) Tell them not to worry about using big vocab – 'dumb it down, but say it clearly'
3) Phrases like "we are here to help you services"

[Tutor 9] [Tutors can establish and maintain trust with students who are taking developmental courses through:] For me, it's about trusting the students, trusting them and believing them. The text is excellent and the instructors are excellent (for the most part). But they lack confidence in themselves and I don't. [tutor affective domain] [student affective domain] [student concerns] [faculty provide resources]

[Tutor 11] [Tutors can establish and maintain trust with students who are taking developmental courses through] A positive outlook and friendly attitude- making the student feel comfortable. Asking questions about where they come from and what goals they're trying to accomplish at capital. Encouragement with a smile goes a long way. [tutor affective domain] [oral strategy]

[Tutor 12] [Tutors can establish and maintain trust with students who are taking developmental courses through] Be trustworthy themselves. [tutor affective domain]

[Tutor 13] I think that as long as they receive help from us in class that trust is there. Of course, that would require them to come to class. [college wide] [student habits]

[Tutor 14] [Tutors can establish and maintain trust with students who are taking developmental courses through] Many times the same students return to me which helps to make a support between us. [student affective domain] [tutor affective domain] [student habits]