Diane Rowley [00:00:00]:

Most of the tutors at Mount SAC are peer tutors and they're the student's age and that the tutor can work as a liaison and as a model student of good, you know, academic practice of what students do when they're successful. And the tutors are easier to talk to. No matter how approachable and friendly and kind the professor is, it still is easier for students to and research shows this for students to approach peer tutor and share that they're lost and confused.

Chisa Ueki [00:00:31]:

Welcome to the Mount San Antonio College podcast. I'm Chisa Ueki, a Mount SaC professor and librarian, and I'm pleased to be your host for this season. Our goal is to keep you connected to our campus by bringing you the activities and events you may not have time to attend to share the interesting things our colleagues are creating and innovative ways they are supporting and connecting with Mount SAC students. Join me as we explore Mount SAc welcome back to the Mount SAc podcast. I'm Chisa Ueki, and in this episode we will be joining learning assistance professor Diane Rowley for the workshop instructor best practices for embedded tutoring we'll learn the data on the impact of tutoring, the equity focused philosophy of embedded peer tutoring, strategies for embedding this support and the faculty role. Mount Sac librarian Monica Chavez will share the why and how, of course integrated librarian engagement for student success. David Sarabia, who coordinates academic support across campus, explains how stereotype threat creates barriers for students and how to avoid triggering it through the use of asset based language.

Diane Rowley [00:01:57]:

Welcome to instructor best practices for embedded tutoring my name is Diane Rowley and I teach in the learning systems department and I'm serving as department chair. We did this workshop instructor best practices for embedded tutoring in July, all the instructors in the workshop were able to think of a time when they struggled as a student, and sometimes it was even outside of being a student. It could be learning to play golf or play the guitar or something, or cooking, whatever it is that you failed miserably and how that experience informs what you do in the classroom with students. So hopefully you can take some time to reflect on that and how it influences your teaching practice. Moving through is identifying types of peer tutoring, exploring the philosophy behind peer tutoring, and identifying the instructor's role. So three things we're going to look at. Here's just a quick definition of what the types of embedded tutoring options are at Mount SAC. There are drop in tutors at Mount SAC, and of course, there's centers all over.

Diane Rowley [00:02:55]:

There's the writing center, there's the ASAC. There's the marks, there's the wynn. A lot of tutoring centers on campus for students to go to and of course drop in tutors. Some require appointments, some don't, and they work one on one with a tutor for a limited amount of time at no charge. Many people don't know about the study groups option. Study group option is available through the ASAC here. And the ASAC is the academic support and success center and it's on the lower level of the library in building six. There's also a big computer lab here on the same lower level along with all subject tutoring.

Diane Rowley [00:03:33]:

And there is an option where students from a class can request to have a study group tutorial and they come in, they make that request, and then the ASAC will do all they can to find a tutor to meet with a small group of students outside of class for weekly sessions. So it's nice to have that tutor support in the study group. What a great mentor for students to practice, you know, to see what it is to be a strong student and what it is to learn together as a study group on canvas. There's a link to the study group request form that you could share with students in your canvas course. And if you have more questions about how study group works, Peter Bechet, he coordinates all that. He coordinates the ETS and the SIS and the study groups and all that kind of stuff. So when I say like this worker shop is called embedded tutoring, that encompasses different types of embedded tutoring, different models. So there are embedded tutors that are called ets.

Diane Rowley [00:04:25]:

There's flexibility with the embedded tutors of how they do it. They do have collaborative sessions. They facilitate class discussions, individual group work and activities in sessions outside of class. They can also be in class working with students on their computers as the professor and the embedded tutor are walking around the room helping students with problems and solve equations or whatever it is you're doing. So there is a request form for embedded tutors. Unfortunately, as always, as we know we work in public education, there's always limited resources for embedded tutors. Divisions do the prioritizing of who gets an embedded tutor. I believe the process now is to request through your division, but for more clarification on that you can also go back to an email Peter and he can give you the most update information on how to request an embedded tutor for one of your classes.

Diane Rowley [00:05:23]:

If you know of a student who is a b or higher in one of your classes, the ASEC is always looking for talented tutors and you can share a tutor application form with them and then they can work as a one on one tutor, a study group tutor, an embedded tutor, an SI. Lots of opportunities for students who'd like to tutor others. They do have to have a grade point average of 3.0 though, and an a or b in the class that you want them to tutor in. I have not worked in the writing center. The writing center does great work. A lot of the information I'm sharing with you is spotlighting ASAC and the marks, and that's just because I'm in the same division as the ASAC and the ASAC also staffs the marks. So that's why the information I have is a little more ASAC centered. But the writing center and the other STEM centers do wonderful work too.

Diane Rowley [00:06:12]:

I collected some quotes, some of these I'm starting off old with some old data research. I'll work my way up to 2024, I think, or 23, but I just wanted to share some research on tutoring and peer tutoring specifically and why that might be a good option in your classes with your students. In higher education, tutoring is always opt in. That's the expectation in higher education, that the resources are there for students, they're free, and students can make avail of those when they need to. That's the expectation. Research has shown that the opt in tutoring that takes place outside of class sometimes does not meet the needs of students who need the most assistance. And often the students don't take advantage of these resources. And in the video that we have from John Cardenas, he breaks down this data.

Diane Rowley [00:07:05]:

He disaggregates it by ethnicity and gender and grade point average, and he shows who is and who is not going to tutoring at Mount SAC compared to like the whole campus as a whole. So we find, like in his data, that part time students are not utilizing the tutoring services in ASAC as much as full time students. And we find that students with lower grade point averages are not utilizing tutoring as much as students with higher grade point averages. So the students who are really in need are not getting themselves to the centers outside of class. One way to address this disadvantage is to embed peer tutoring in the curriculum, and that would be getting an SI in your class or getting an at or if there's not resources to pay for that because the need is great. What can we do as an instructors to get students to collaborate with tutors and librarians outside of class time? So that's something that we can think about during our time together. And as you work through these models, Monica is here from the library. She is one of our guest speakers today.

Diane Rowley [00:08:11]:

Thank you for coming, Monica. Oh, yeah. And she is going to share with us ways that instructors can encourage students or to embed librarian or library services into assignments or activities. I think she's going to point to resources that the library has to support faculty working to connect students with academic support. Monica, take it away.

Monica Chavez [00:08:35]:

Oh, hi, everyone. So my name is Monica Chavez, and I'm one of the librarians. What I'm sharing is an adapted version of a flex day presentation that we did credit to Pauline sports and Kolof Samil, who worked on it, too. Just to start off with, the foundational reason of why I'm encouraging you to work with us, besides it being selfish, is that studies show that libraries and librarians have a positive impact on student success rates. There's research that librarians and people in librarianship did. So there's academic library impact on student learning and success. That's one example. There's also a academic senate for California community Colleges position paper, which is the role of the library faculty in the California community College.

Monica Chavez [00:09:19]:

That one came out, I believe, like seven years ago or so. That was one that academic Senate did, the statewide academic senate. Also, we do research here at the library to see how our instruction has an impact on students here at Mount SaC. And the last one that we did showed that students who took our library research workshops had a 20% higher course success rate than students in the same classes who didn't take the workshops. So there is evidence showing that our library workshops and library instruction in general has a positive impact on student success. So I'm going to go over just, like, a few things and then strategies to also talk about library or research anxiety. So one of the reasons why we encourage faculty to incorporate the library into assignments is that there is. Library anxiety is a fear of both the library space, which can be seen as overwhelming and confusing, and of the process of using the library to find materials.

Monica Chavez [00:10:18]:

So this is something that's studied by librarians and people in librarianship. And the effects of library anxiety is that students will have a belief in the inadequacy of their research skills and simultaneously the belief that others around them are proficient, so they think that they themselves are not, you know, don't have the needed skills and that everyone else around them has them. Though most of the time when people are entering into college, it's their first time doing academic research or, you know, just scholarly research. So they're most likely on the same level as their peers. But for whatever reason, they do think that everyone else around them has more knowledge than them. And the reason why they may not share that is essentially shame, is that they want to hide that they don't necessarily have these skills yet, or fear that they don't have the right skills for it yet. So they'll hide from their instructors or sometimes from, I guess, librarians too. If we ask them if they need help because they don't want to be perceived as inadequate.

Monica Chavez [00:11:18]:

We encourage assignments to incorporate the library just so that it's encouraged, like the other instructors are encouraging the students to reach out for help, like it's something that they're being told is like a positive and something that they should be doing. So you're more than welcome to work with library faculty and staff to incorporate the library into courses and assignments. Every department on campus should have a librarian liaison. So that means that if you need instruction for your classes, if you need something purchased from the library or for the library, we will do it there for your department. So, yeah, so that we have different liaisons for each department and they do instruction and then they also a purchase for those areas. And then if you need help with assignments, please feel free to reach out to us and we're more than happy to provide guidance. So we do ask or encourage that you incorporate our services. So we have research help.

Monica Chavez [00:12:10]:

So you can incorporate our research help. We have it in person. We also have it online through chat 24/7 so it's either a librarian from Mount Sac or it's a librarian from a different institution, but it is a live librarian that will help students and that's 24/7 we also have plenty of resources at the library. So we have physical ones, of course, inside of our library. So our books, we also have computers inside of the library. We also have some physical journals and magazines, though the majority of our journals and magazines are online, we also have a lot of ebooks. So if you have students who are online students, we have plenty of resources that are available to them. We also have different databases and those can have either scholarly articles in it.

Monica Chavez [00:12:55]:

We have some that have videos. We have one in particular that's an anatomy one that you can use in your instruction if you teach anatomy. And then we have newspaper ones. So we have a variety of different information sources that we can refer you to. And then also we have the library space. So just having a place that encourages students to either come up and talk to a librarian or sometimes people will have assignments where they'll encourage people to tour the library to look at different areas that they think is important for their classes. So looking at maybe, let's say, like the biology section or, you know, asking a librarian for help to find a particular, like, vocational book, like, you know, careers in, let's say, hospitality. Anyway, a variety of different things that you can do.

Monica Chavez [00:13:39]:

That way, if you make the library and research experience more personal for students, it tends to help them better connect to it so they can connect to it on a personal level. And let me talk about the strategies for that. So there's humanizing the research experience. So sharing your own experience. We also have scaffolding, which I'll talk a little bit about, and then emphasizing critical thinking and then creating relatable and meaningful assignments that can incorporate library resources. So by humanizing it, what we recommend is talking about your own experiences that you have for doing research. So saying maybe how something may have been difficult for you or how you had to, like, start over for your research, how you had to try many different strategies, how you had to look in books and journals and maybe websites. Whatever the research assignment requires, we recommend that you humanize it so that students see that it's like someone always has to start somewhere and that their professors had to start somewhere, too.

Monica Chavez [00:14:38]:

Right? So having that really helps with the research process so that they see that it's okay to ask for help and then actually encouraging help. So, like, if you've ever received help from a librarian, that's really helpful to tell students, because then it shows to them that they can model that same behavior and ask a librarian as well. So the other recommendation that we have is scaffolding. So there's different ways to scaffold. The one in particular I'm going to talk about is due dates and, like, making, like, small components or breaking up the assignment into small components. So what guidance do you provide ahead of time for having library research assignments? So do you say that you have to, you know, like, if they're writing, you'll say, a research paper on a particular topic, do you talk about them finding background information, looking up keywords, finding articles, reading the articles, analyzing them, after that analysis, then writing it? Is that something that you provide? And if you don't yet provide it and you need help with that, please feel free to reach out to us, and we're more than happy to help you with that. So we encourage you to scaffold the schedule or the due dates. You know, during week four, you have to submit the research question so that you can look over what their research question is to make sure that they've done that correctly and then provide feedback.

Monica Chavez [00:15:56]:

And then the next one would be like visiting the library and finding five scholarly sources. And when we say visit the library, we do encourage people to visit us in the physical space, but our website is also, we consider that the library as well, because you can receive or reach a lot of different resources and services online as well. We do try to have as much of a presence physically and online as possible. This helps the students break up the research process into more manageable parts and also helps them with time management so that they can see maybe how much time is expected of them for each particular assignment. Because sometimes when you're searching, and I'm sure you all have already searched before, but like, sometimes you'll have like, you know, 30 minutes and you'll find a whole bunch of articles that are spot on and exactly what you're looking for or whatever resource you're looking for. So books. And then other times it will take a lot more searching and a lot more investigation, and you'll find something and you'll have to try it over again. So we do try to encourage students to think about the longer timeline because, you know, it's, if you plan for 2 hours and it takes you, you know, 30 minutes, great.

Monica Chavez [00:17:02]:

But if you're having a topic that maybe doesn't have as much written about it or maybe has like, some more difficult keywords to figure out. Because sometimes in academic research, the most obvious word is not always the word that is used. So sometimes there's some issues like just finding the actual resources or knowing what keywords are best or whatever issue that you might come across. But we like to encourage that. So if you've ever had that, you know, we encourage you to tell the students about that. The other thing too is that sometimes students will have topics that maybe don't have the most resources for them at our particular library. So something that's good too, when looking at students research questions, is making sure that we have the materials needed. And if you have an assignment and you want the students to visit the library and use our resources, I highly encourage you to talk to your liaison to make sure that we have the resources needed to support your students.

Monica Chavez [00:17:54]:

So we're more than happy, like, you know, to purchase materials with our budget to make sure that you have the materials for your students, for your assignments. One example is that I believe we have architecture students that will come in and they'll have a particular architect and then a building that they're supposed to look for. And so then if you, like, talk to us, like, let's say that's your assignment. And then if you talk to us say, like, what architect and then what building they need to look up, we can make sure that we have materials for the students, too, so that they don't become frustrated from not being able to find something, because that might be something that would be a gap in our collection. So we are more than happy to get that feedback and hear that from you so that we can make sure we have information for students so we have the different ones there. You can also, within scaffolding, book a library instruction during your class time. So if your assignment requires the students to use the library, feel free to ask us and library institution instruction session, and we are more than happy to. It helps us connect with students and has them know a librarian by their name, encourages them to, like, come and ask us afterward for help.

Monica Chavez [00:18:59]:

Again, it reaches all the students in the class, regardless of what their help seeking habits and schedules are. And we'll contextualize it to your assignment. So if you have a particular assignment that you want us to teach to, we're more than happy to do that. Then we also have drop in workshops. So if you can't fit it within your time, you can also do it where you assign students to go into our drop in workshops. So we have synchronous in Zoom. We have asynchronous twenty four, seven ones, so those are through canvas, and then we also have in person ones as well. But we tend to do more of the zoom ones because those are the most popular ones if they're synchronous.

Monica Chavez [00:19:34]:

And then just. Another thing, too, is to note is that our study did show that minority males benefited the most from our library workshops, and they were less likely to attend on their own. So encouraging students to go to our drop in workshops has been shown to have a positive impact on their success. Another reason why two of you may want to scaffold it is that it says students, but it's probably just people in general will sometimes write in favor and then look for sources afterward. We do try to encourage the analysis and critical thinking from looking at different resources and then coming up with a conclusion, so having those scaffolding first can help with that particular issue. Another thing, too, that we like to emphasize with research is that the mechanics, of course, are very important, but the critical thinking skills are very vital to research. So we try to emphasize selection of keywords, building up foundational knowledge. So knowing that if they need to find scholarly articles, that if it's a topic that's new to them, reading other types of sources are beneficial at first.

Monica Chavez [00:20:34]:

So like a popular source, like a magazine article, maybe an encyclopedia article, something that can help them have a better understanding of that topic, so that when they go into those scholarly articles, they feel much more knowledgeable and empowered when they're reading it. And then also emphasizing, using, analyzing and synthesizing sources. Because this is not always clear to students. And as I mentioned, mechanics, sometimes students can get caught up with the tools, like knowing that they can do a Google search. Like that of course, is like excellent and one of the key skills of having in order to do research. But sometimes there's a misunderstanding that finding the article is kind of like, that's the goal, whereas the goal is really to like, you know, you found it, but then you have to analyze it and look at it and it goes beyond just the actual, like clicking on the article and then some things too. To think about is a majority of our students do not remember a time before Google. So sometimes if we focus on the mechanics, it may make them think like, oh, I already know all this, why am I learning this? And then by focusing on the critical thinking skills, it also can help students who are returning and remember a radically different library where it was maybe like card catalogs or having a different way of researching because we're much more online now than we were, let's say, 20 years ago.

Monica Chavez [00:21:47]:

So emphasizing those critical thinking skills and showing them that they understand the foundational way to do research is that the mechanics have slightly changed. So empowering them by letting them know that they already have the skills. Other things too that we recommend and we're happy to help with is relatable and meaningful assignments. So, like having a connection. So we encourage students to do research, maybe about themselves, you know, maybe their community, something that makes them connect to it. And then also having like meaningful assignments, so something that they can either use for, let's say, if they're like applying for a job or they can put it on their resume or something that they can point to to demonstrate their skills that they have. So, like, if it's creating like a website or whatever it is, we highly recommend that. And then, yeah, empowering students by letting them see that their voices and ideas should be heard.

Monica Chavez [00:22:36]:

In case that's something that you're interested in, we recommend it and we think that there are ways that you can incorporate the library into those. So if you have any questions about it, please feel free to ask.

Diane Rowley [00:22:45]:

Thank you, Monica. I really appreciate the reminder to scaffold giant research assignments for students with the due dates. Do this then. This then is very helpful for students who are trying to learn how to manage big projects. Yeah. And minimizing the library anxiety, sharing our experiences and that the library has positive impacts on student success. All really good information for all of us and all the different disciplines to keep in mind and how we can leverage that with our students. So thank you, Monica.

Diane Rowley [00:23:13]:

Really appreciate your time today. So I'm just going to go back to where we were. I left off just sharing some research philosophy of embedded tutoring to go over it briefly and their themes throughout this canvas course and this workshop that we're doing today is that embedded tutors, when you have an embedded tutor, or you can encourage students to have a study group together, or you can encourage students to go into individual tutoring, drop in tutoring and they develop a relationship with a peer tutor. Most of the tutors at Mount Sac are peer tutors and they're the student's age and that the tutor can work as a liaison and as a model student of good, you know, academic practice of what students do when they're successful. And the tutors are easier to talk to. No matter how approachable and friendly and kind the professor is, it still is easier for students to. And research shows this for students to approach peer tutor and share that they're lost and confused. It's just, I think a lot of us don't want to let the professor know that we didn't understand or we feel like we're being left behind.

Diane Rowley [00:24:20]:

But students seem to be more willing to share that information with a peer tutor. When you can get students in a study group together again, they're building peer relationships, which, as we know as educators, that people learn best when they learn together, when they collaborate. So anything we can do in our classes to scaffold and build in collaboration is going to help students succeed. We have another one of our guests here with us today. David, welcome. Thank you for joining us today. This is David Sorabia. He's the manager of academic support coordination at Mount SAC, and he's going to share with us some information about asset language versus deficit language in the context of academic support.

Diane Rowley [00:25:06]:

David.

David Sarabia [00:25:07]:

Thank you, Diane. What I'm going to share today is part of a larger presentation that I've given before to talk about the importance of acid based language when talking about academic support resources, especially for our student population. So this is really grounded in an understanding of who our students are. We're trying to understand who they are and where they're coming from. I will share the entire presentation with Diane, who will share with you, but I'm only going to use pieces of it today to talk about just the essential part, which is the importance of language, how we talk about academic support and tutoring. Okay, so I'm going to start with just some really general data about our student population here at Mount Sac. This is really, really important for us to begin with, thinking about who we serve. And we have a population of working class, first generation, underserved students of color.

David Sarabia [00:26:01]:

We have 87% people of color, 67% of them are part time, 40% of them are first generation college, 60% of them are on financial aid, and 50% have some kind of basic needs and security. Now, this is data provided by Mount Sac Icer report from last August 2023 and the Real College, California, basic needs among California community college students from September 2023. So some of the most recent general data that we have, if we focus a little bit on the financial need of our students, we also know that 56% of them are promise grant eligible, which means that students come from families that are considered very low income in La county. Right. So for a family of four, that's an income of 41,625. That's the way eligibility is determined for the promise grant program. So why is this information important? These demographics or these experiences really set up our students to interface with us here at Mount SAC in very particular ways. But what the research tells us is that our first generation college students have a non traditional orientation, which is that their life focuses outside of our college.

David Sarabia [00:27:14]:

They basically have 1ft in and 1ft out, and this mostly has to do with that they have all these additional responsibilities in their lives. Some research also tells us that underserved students experience a great disequilibrium when they come to a place like Mount SA, that the culture here and interacting with us is really destabilizing and so different from their cultures at home and their communities. Additional research suggests that they experience acculturative stress, and there's a big cultural mismatch for working class students. So students are trying to meet us where we are, and they carry all these additional stressors in trying to do that as they attend classes and interact with us. Additional research suggests that men of color experience an apprehension for help seeking, which is particularly acute for men of color. And again, that has to do with the cultural mismatch of where our students are coming from and our culture here at the college. So why is this important? So there's a very important idea that I think we should consider when thinking about the stressors that our students experience. And that idea is this idea of stereotype threat.

David Sarabia [00:28:24]:

And what our students are carrying with them is a whole knapsack of fears as they're making their way through the college. And those fears have to do with being judged in particular ways, with images of working class people, of people of color, of their ethnicities, and fears of being judged by those indicators. So this is a really compelling theory. I think if you ever want a really good read, I strongly recommend reading whistling Vivaldi by Claude Steele, a former chair of psychology department, Stanford University. So the central idea of serotype threat is here. So the impact of serotype threat can be most detrimental for people who care a great deal about the performance and for individuals who are working at the edge of their abilities, reaching towards the next higher level of achievement. The cues prompting stereotype threat can be overt, even if subtle. However, the more likely scenario may be that stereotype threat is unseen, but the threat is equally powerful when there are no negative intentions of active prejudice.

David Sarabia [00:29:24]:

The key idea here is we can trigger stereotypes in our students without intending to do so. And this research on stereotype threat is based on repeated studies where they put together groups of students and they tested their performance. So the classic example is they put together a group of athletes, and they were white athletes and black athletes, and they separated them into two groups, and they gave the same assessment to both groups, but they called it something different. So here's where the issue of language is really important. So for one group, they call the assessment an assessment of natural athletic ability. The black athletes outperform the white athletes. For the other group, they call the same assessment an assessment of strategic thinking in athletics, and the white athletes outperform the black athletes. So the idea is that what we call things trigger certain fears and anxieties in our students, and this affects their performance.

David Sarabia [00:30:23]:

So my claim is the acculturative stressors make these students groups more susceptible to stereotype threat because these stressors compound the anxieties and pressures associated with navigating an educational system that often does not reflect their experiences or provides adequate support, thereby heightening their awareness and the sensitivity to societal stereotypes that question their abilities and belonging, and particularly to academic support. My claim is that tutoring and academic support can often trigger the I may not belong, I may need help, I can't make it on my own stereotype threat, which is a lot of the baggage that our students bring with them. So if they have 1ft in and 1ft out, they're wondering should they even go to college? Is this for me? Do I belong? Can I make it? When we say things to them like if you need help, that can trigger that idea for them or that anxiety about belonging? That's the central argument. So what I wanted to offer is some ways of talking about academic support that are aware of this possible language that can trigger stereotype threat and that might be more appealing for working class, first generation underserved students. So I have asset based language for introducing tutoring when introducing a course, you could say something like, I built in several resources to help you succeed in this class, including practice problems, a study guide, and guidance on working with tutors who support our class. You can find this content guides, other resources, and more information about tutoring in our syllabus. As we move forward in the term, I will share specific ways to use these tools, including how and when to work with tutors and extra credit you can earn from tutoring. Lastly, I am also a resource for you in this learning journey.

David Sarabia [00:32:08]:

These are my office hours, so introducing tutoring this way promotes tutoring from the outset as one resource among many that is available to all students. So this would be an asset way of talking about tutoring. The deficit option if you need help or fall behind, you can find information about the locations of tutoring services in our syllabus and the deficit language is needing help and falling behind versus this is one resource among many for everyone at the community college. Everything is new to most students and I think we should recognize that reality. So we could say something like when we process new information, are new to a discipline, or when we are developing skills in a new content area like you are doing in this class, it is helpful to discuss, practice and process this new information and content with a tutor who took this course. This term, you will have the opportunity to earn extra credit for practicing, brainstorming, developing ideas, reviewing graded material, and preparing for exams with a tutor. So this opening message acknowledges beginning learners, promotes tutoring as a useful when processing new information, and both normalizes and incentivizes tutoring as a supportive learning practice. The deficit option if you're having trouble understanding the ideas of this course, please meet with a tutor.

David Sarabia [00:33:28]:

So again, the difference is posing tutoring as an option for everyone and anyone who is learning something new versus assuming that someone might have trouble. So asset based language for promoting the benefits of academic support centers, not just places to get tutoring academic support centers are comfortable well lit and resource rich spaces that are designed to help you focus and get your studying done. These are great places for you to process what you are learning. Also, these centers are great places to connect with peers who are taking this course or who took this class. Often there are opportunities to join study groups or to find study partners. So this message communicates additional benefits of academic support centers and shows understanding regarding additional needs that students may have, like the need for a space that is conducive to study or the need to engage with peers. The deficit option academic sports centers are great places to get help, and again, the triggering word is that idea of help. This is one of my favorites.

David Sarabia [00:34:25]:

Asset based language for appealing to the busy student clearly, our students are busy. Multiple jobs, family responsibilities, they're juggling quite a bit. Tutoring is a very efficient way of studying, especially if you're juggling multiple responsibilities and have limited time. You can cover more ground and dive deeper into ideas and concepts. When you discuss course content with a tutor who took this course, don't forget that I'm offering extra credit for attending tutoring because I know that you have many personal responsibilities and tutoring is a great tool for the busy student. Reviewing these practice problems or brainstorming approaches for this assignment would be an excellent use of tutoring. This message is an appeal to all students, acknowledging the complexity of students lives. Incentivizing tutoring as a strategy for working smarter and directs students how to use tutoring the deficit option if you're having challenges, it's important that you schedule time for the activities that will help you like meeting with a tutor.

David Sarabia [00:35:21]:

Asset based language for discussing tutoring as a growth mindset activity on your exam paper assignment, I indicate some growth areas where you are still developing your understanding of some course concepts. Each of these areas is a great opportunity to study, and reviewing such areas from greater material with a tutor can help you build on everything that you already understand. Revisit and review these growth areas. These growth area problems questions with a tutor and you can improve your exam assignment grade by half a grade. This message identifies areas for improvement, incentivizes tutoring as a practice for targeting these growth areas, and rewards treating them as opportunities for learning the deficit option I recommend that you review the problems and questions that you missed with the tutor. So rather than talking about missing this or that getting something wrong, the asset based language is to discuss these as growth areas. Asset based language for integrating tutoring with finals preparation now that we're at the end of the term, I want to remind you to continue meeting with a tutor, just as it has been a great tool for learning up to this point. Tutoring is a great practice for finals preparation.

David Sarabia [00:36:27]:

Take your study guide notes, practice problems and corrected exams assignments and meet with a tutor, individually or in groups to review foundational concepts and growth areas in preparation for a course final. Earn all the extra credit that is available. This statement reinforces the growth mindset message delivered throughout the term and continues to incentivize tutoring as one among many useful tools for finals preparation. The deficit option. You can still do well on the final if you work on challenging concepts. Meet with a tutor and review concepts that you need help with and don't understand. So those are some practical ways of thinking about just the language that we use for talking about tutoring, for presenting a rationale to students on why it's a useful practice and it's asset based. It's something that's going to help them grow and dive deeper into content rather than something that they need to do if and when they're falling behind or don't get something.

Diane Rowley [00:37:23]:

Thank you David. A lot of what you said today mirrors what Monica shared from the library, that students have some library and research anxiety, that they need scaffolding in their courses to know how to, you know, interact with the library and do the research process. They just don't know how to do it, you know, and that the libraries and librarians, they impact student success just like the tutoring centers do. I think this is framing the language we use in our syllabus and in class is really important in starting these conversations with students who may be experiencing stereotype threat and how we may, as instructors, inadvertently be, you know, perpetuating that and how we can change our language to support students as they learn how to use academic support because they might not know how. So thank you.

David Sarabia [00:38:12]:

Yeah, thank you for having me. Really appreciate it.

Chisa Ueki [00:38:15]:

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