

Tutoring System Guidelines & Grading Criteria



1. What is a tutoring system?

A tutoring system is a form of instruction done via the Internet (e.g. Websites, interfaces, etc.) and targeted to a specific group of users (e.g. High school teachers, 5th grade students, etc.). Tutoring systems address specific topics in a creative and interactive way and require scaffolding and practice to guide the audience from beginning to end. A tutoring system is different from face-to-face instruction in that the former should be self-explanatory and self-contained within the website or platform. Because there is no face-to-face interaction between parties, interaction occurs through the presentation of information, which must be logical, organized, engaging, and visually appealing.

2. What is the goal of the project?



The goal of this project is for you to develop a Web-based tutoring system on a topic within the areas of learning and motivation. The objective is to integrate information/concepts learned from the course along with additional outside sources (e.g. journal articles, the internet, etc.) to create an informative program to benefit a targeted audience. In essence, you will become “experts” within one particular topic and then share your knowledge with others. Remember that your tutorial should be interesting and engaging . . . a program you would voluntarily choose to interact with.

3. What topics could be suitable for the project?



Some general topics are below but you should transform these into something more specific for your intended audience. For instance, “Strategies for Improving Metacognitive Monitoring abilities in Reading for 4th graders.” Please consider choosing a topic that will benefit you outside of the realm of classwork (your job, in your teaching, research, hobby, etc.).

- Memory – Strategies for increasing the effectiveness of one’s memory
- Metacognition
- Behavioral principles applied to education
- Goal Orientation, Growth mindset; the impact of Dweck’s theory
- Attribution Theory
- Problem Solving processes and skills
- Cognitive Study Skills
- The Use of Rewards in Education
- Instructional strategies (e.g., cooperative learning, direction instruction, etc.)
- Theories of Intelligence

- A Profile of Influential Learning & Educational Theorists
- Assessing Intelligence
- Developing Expertise
- Implicit Beliefs (e.g., reading, knowledge, etc.)
- Research on the teaching of Reading (or an approved discipline, e.g., Science)
- Being a critical consumer of educational trends
- Understanding types of research in learning & education
- Technology/game-based learning applications that enhance learning

4. What are some general requirements?



a) Individual or group work

The project can be completed individually or in a small group (max 3 students). If completed in a group, the completion of a brief confidential “contribution sheet” will be required from each member. The form will be available in Moodle and you will submit it there on the same day of project submission.

b) Be careful with plagiarism!

There should be absolutely no plagiarism in your project – cutting and pasting text or other information directly from other websites, texts, or other sources without accompanying citations is not acceptable. Make sure you check the APA guidelines (6th ed.) to write in-text citations and references.

c) Presentation

You will present a draft of the website in small groups on **November 12th** and receive feedback from your peers in order for you to make improvements before submitting your final work. Make sure your website is published or “live” when you present. The presentation itself is an overview of what your tutoring system provides. This does not include reading through all of the text/activities in the site. Remember the presentation is worth 5 points of the project grade; if working in a group, all students must be involved in the presentation. If you cannot attend class on the day of the presentation for medical reasons or an emergency, you can complete a makeup activity. Time to present will be allotted once we have a list of number of projects to be presented.

5. What are the specific requirements to be assessed?



The following criteria will be applied when evaluating your website.

Criteria	Points	Description
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Intro screen	5	<ul style="list-style-type: none"> ▪ The intro screen must clearly define your audience (e.g. primary users of your tutoring system); for example, your audience might be elementary school math teachers, 5th grade students, elderly people in nursing homes, freshmen Physics students, etc. You should be clear so that it is possible to understand who benefits from your program. For instance, people who live in the suburbs - would likely be too general and vague. ▪ The intro screen must also provide a clear purpose of your website. This means that you should describe what the goal of the system is. In other words, tell your audience what you intend on accomplishing with the system, why it is important, and how they will benefit from it. Think of this as an overview of your website. ▪ Consider using a graphic organizer to show your audience the main steps they'll be taking towards learning the topic.
Presentation of information	25	<p>The presentation of information is one of the key components of the project, so keep this in mind!</p> <ul style="list-style-type: none"> ▪ The information related to the topic must be presented in a clear and creative way; this means that you can use a format that would make information screens look appealing and engaging to the audience. For example, you can include videos to model a procedure, spark a debate, etc. However, with each video include context for including that video instead of presenting it in a stand-alone fashion. You can use interactive graphic organizers, or any other format that will make the information appealing, creative, and interactive. Try to develop a presentation that you would want to look at and learn from if you were not familiar with the topic. Talk to the learner in your tutoring system. <u>This is not an academic presentation; therefore, you must interact with the user.</u> ▪ The information must also include accurate research-based perspectives and conclusions; this means that you need to include at least 3 sources cited from scholarly work (books, journal articles, educational magazines, or any other scholar resource not counting our textbook or

		<p>internet links). Also, include a page with references for all the citations (APA style). Remember, there should be absolutely no plagiarism in your project.</p> <ul style="list-style-type: none"> ▪ Finally, but most importantly, make sure you significantly integrate course concepts. This means that you need to apply the concepts you choose to your topic. You will need to explore your chosen concepts in more detail than from our class discussion so that you can apply them.
Applied examples/case studies	10	Provide at least 3 applied examples/case studies illustrating your topic in relation to instruction or learning. You can create your own examples or look for case studies published in journal articles or educational online websites. Explain how these relate to the topic, possible outcomes, or results that researchers have found in relation to instruction or learning. Encourage your users to interact with these examples such as asking “how would you solve this dilemma” before providing expert suggestions.
Discussion of controversies and/or opposing/competing theories	5	<p>Provide a discussion of controversies and/or opposing/competing theories. In other words, you should inform your audience about differing points of view that researchers in the field have about your topic. For example, some researchers argue that creativity is domain general (e.g. creative performance is the same regardless of what field you study); while others argue that it is domain specific (e.g. creative performance varies or is influenced by knowledge and skills acquired in a field of study). This is an example of a controversy in creativity. You should look for such theories and show your audience contrasting points of views in relation to your topic and the reasoning behind them.</p> <p>In the case where there are no detectable opposing theories then include multiple perspectives or approaches for your topic.</p>
Engaging review activity and summary	10	Provide an engaging review activity and summary at the end of the tutoring system. This should go beyond a couple of multiple-choice items; it should encourage understanding and application! Hypothetical scenarios are one example, where

		you without feedback until after the user has submitted/considered their own response.
Internet links	5	Provide at least 5 hyperlinks to related Internet web sites. You can link videos, journal articles, educational magazines, etc. However, remember that <u>you should have a purpose to present these</u> . So, try to look for links that complement your topic, and present them in a clear/descriptive fashion. <u>Do not lump them together</u> . Introduce the links and describe why and how they relate to the topic/concepts. Refrain from linking books or dissertations unless you direct your audience to read specific sections. Make sure all of your links work before submitting your system.
Ease of navigation	5	Make sure there is a logical flow and organization with your information and various components. Use hyperlinks and other control buttons within your site to help the reader navigate.
In-class presentation	5	<ul style="list-style-type: none"> ▪ The presentation itself is an overview of what your tutoring system provides. This does not include reading through all of the information on every webpage. Consider the following points: <ul style="list-style-type: none"> ○ Purpose, target audience, benefits. ○ Overview of the website. ○ How this connects to your present or future job, your teaching, research, hobby, etc. ○ Where is peer feedback most needed for the site? ▪ If working in a group, you must be involved in the presentation.
Late submission	-5	Five points will be deducted from the project score for each day a project is submitted after the submission deadline so make sure to plan ahead.
TOTAL	70	

Projects are due at 9am on November 25th. Please upload your link on Moodle in the designated space before the deadline.

6. Some examples and helpful resources

Example projects

Golden Paws Training

<https://goldenpawstraining.weebly.com/>

A Tutorial for Parents of Speech Impaired Students

<https://ipatutorial.weebly.com/>

A guide to solving differential equations

<http://solvingdiffreq.weebly.com/application.html>

Using cognitive abilities scores to design instruction

<http://cognitive-abilities-instruction.weebly.com/>

Problem solving tools to adapt in Finnish culture

<https://finnishproblemsolving.weebly.com/>

An interactive workshop for athletic trainers

<http://theclinicalpreceptor.weebly.com/>

Implicit beliefs about intelligence and implications for educators

<http://implicitbeliefsintelligencetutorial.weebly.com/>

A tutorial for educators in English Language

<http://scaffoldingforells.weebly.com/>

How volunteers can motivate students in reading

<http://moves1.weebly.com/>

A guide to teaching choreography

<http://barnhouseem.wix.com/step>

Resources for building a website

Useful Weebly Links (Youtube video)

https://www.youtube.com/watch?v=Rdporvix__U

Help center for Weebly

<https://hc.weebly.com/hc/en-us>

Useful Wix Link

<http://www.wix.com/blog/2014/05/tutorials-for-wix-newbies/>

Useful Wordpress Link

<https://en.support.wordpress.com/five-step-website-setup/>