



Virtual Tutor Conference

October 27, 2023

Conference Program - Archive Version

Welcome!

This document contains session abstracts and presenter information from the second annual Virtual Tutor Conference of the Creative Community College Collaborators. Session times and Zoom links present in the original program have been removed for this version.

Presenting Institutions

Bergen Community College (BCC)

College of Western Idaho (CWI)

Collin College (CC)

South Texas College (STC)

SUNY Broome Community College (SUNYB)

Other Participating Institutions

Piedmont Virginia Community College

Pima Community College

SUNY Corning Community College

Conference Organizers

Valerie Lee, College of Western Idaho

Loreta Paniccia, SUNY Broome Community College

Todd Parks, Piedmont Virginia Community College

Lynell Williams, South Texas College



Opening Session

Kick off the conference in this short plenary session where you will learn about the history of the 4C and the virtual tutor conference, meet the organizers, get logistical information and updates for the day, and have the opportunity to ask questions.

Facilitator: *Lynell Williams, STC*



Concurrent Session 1

A: **[Demoralization in Higher Education: How Academic Coaching Combats Student Burnout](#)**

Mana Mehdizadeh (*she/her*), CRLA Level 2 Certified Advanced Tutor
Bergen Community College Cerullo Learning Assistance Center

The goal of this session is to introduce the underrated benefits of Academic Coaching by discussing how it can tackle burnout, stress, and discouragement in college students. The audience will be encouraged to consider adding Academic Coaching to their tutoring programs; it is necessary in order to fully support their college students' academic success and sense of accomplishment. The audience will leave with a better understanding of the average emotions of college students.

B: **[Unmasking Imposter Syndrome: Tips for Tutors](#)**

Regina L. Burns (*she/her*)
Collin College Frisco Writing Center

Tutors in any discipline may feel like they are frauds or that they do not have the credentials needed to do their jobs. Even promotions or new responsibilities can generate feelings of anxiety and insecurity. These feelings may be linked to imposter syndrome. The presenters will share research related to imposter syndrome, some of their experiences and how they dealt with it, and what tutors can do to shut it down.

C: **Tutoring Scenarios and Discussion**

Maria L. Barrick (she/her), CRLA Level 3 Certified Master Tutor

Adriana Perez (she/her), CRLA Level 3 Certified Master Tutor

South Texas College Centers for Learning Excellence

The presenters will facilitate a group discussion on a variety of tutoring scenarios. Participants will share their own experiences and approaches to dealing with situations like academic dishonesty, student dependency on a tutor, and more. The group setting will empower participants to share successful tutoring strategies as well as pitfalls, enabling everyone to better address comparable scenarios in the future.



Concurrent Session 2

A: **Writing Tutors vs Artificial Intelligence**

Shiwa Yangzom (she/her) CRLA Level 1 Certified Tutor

Ricardo Santana (he/him) CRLA Level 1 Certified Tutor

Lynne Kim (she/her)

Nabiha Alom (she/her)

Bergen Community College Cerullo Learning Assistance Center

When a five-second essay is at a click of a button, it is inevitable that students will turn to AI for an easy solution. With the rising popularity of ChatGPT, AI has become the new writing tutor. Audience members will gain insight into our experiences working with students and maneuvering through the ever-expanding usage of AI in academic institutions, focusing on ChatGPT in tutoring sessions, Turnitin's imperfect detections, distrust in the student-professor relationship, and using AI as a tool.

B: **Using Creative Questioning Strategies & Interactive Activities to Enrich Tutoring Experiences**

Ashleigh Turnbull (she/her)

Debbie Miller (she/her) CRLA Level 1 Certified Tutor

Glen Le Poidevin (he/him)

SUNY Broome Community College Tutoring Program

Presenters will review how Bloom's Taxonomy models how students' learning is continually built upon previous levels of learning. They will demonstrate how to use the Socratic questioning to evoke higher learning while also integrating learning strategies to conduct tutoring sessions with a more efficient flow of information.

Networking Snack-n-Chat

There is no designated meal break, since we are meeting across four time zones. Please feel free to eat a meal or snack during this session as you connect with your colleagues across institutions in a facilitated conversation about how you do what you do, challenges unique to your discipline area, etc. If you like, exchange contact information to stay in touch after the conference ends.

Moderator: *Loreta Paniccia, SUNYB*

Concurrent Session 3

A: **Benefits of a Positive Work Environment for Tutors**

Ting Lu (he/him)

Jacob Jalinski (he/him)

Sebastian Mattio Smith (he/him)

Bergen Community College Cerullo Learning Assistance Center

The audience will have the opportunity to hear first-hand experiences about how the Cerullo Learning Assistance Center (CLAC) has created a supportive and encouraging environment in the workplace, leading to high efficiency and effectiveness of tutors as they help students. Participants will have the opportunity to share their own experiences and to gain new perspectives on different tutoring environments at community colleges, allowing other schools to potentially incorporate new ideas and features within their tutoring centers.

B: **Adapting Tutoring Priorities to Meet Student Needs**

Arthur Harris (he/him)

College of Western Idaho Tutoring Services

The presentation will explore how CWI meets the needs of students through an embedded tutoring model enhanced with academic mentoring. We will look at anonymized student feedback to provide insight from the student perspective. A key idea in the presentation is how tutors – regardless of discipline – can connect students to resources provided by their organization, providing some of the support of a mentorship role without being a dedicated ‘peer mentor.’ The model demonstrates how the process of identifying student needs and adjusting tutoring priorities accordingly can foster student success.



Closing Session

End your conference experience with a chance to debrief with other tutors. Hear what they took away from the day, share your own insights, and fill out our conference feedback form.

Facilitator: *Valerie Lee, CWI*