AVID for Higher Education

Professional Learning

Inquiry-Based Tutoring in Math

Handouts

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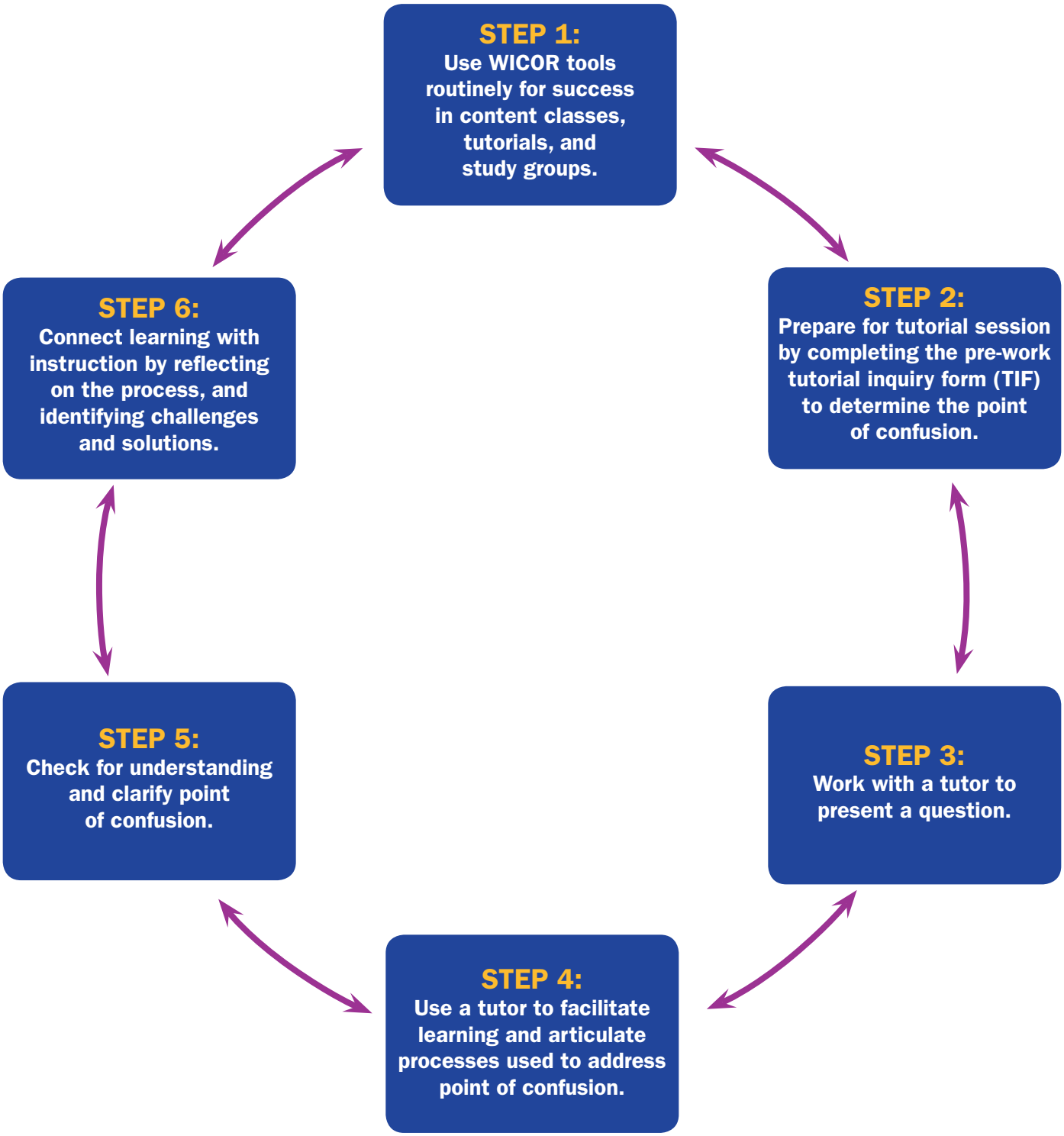
The AVID for Higher Education Socratic Tutorial Process



Tutorial Inquiry Form		Student:
Course:	**Tutor:**	**Date:**
Initial Question/Problem:		
Key vocabulary and terms associated with topic/question:		
What resources do I have or need to help me?		
What do I know about the question? (Use extra paper as needed)		
What is my point of confusion and where do I get stuck?		

The 30-Second Speech Student Presenter Protocol

Study group sessions provide a forum for students to practice public speaking and presentation skills in a safe and supportive environment. Once a student has completed the pre-work inquiry and identified a point of confusion question for the study group session, it is important that they initiate a discussion through a 30-Second Speech. Students need to know how to present their question in a way that will create engagement, inquiry, and critical thinking with group members.
Students should refer to the pre-work completed on the Tutorial Inquiry Form (TIF) and give the 30-Second Speech to the study group before the group members begin the critical thinking/inquiry process.
The steps for presenting a question are as follows:

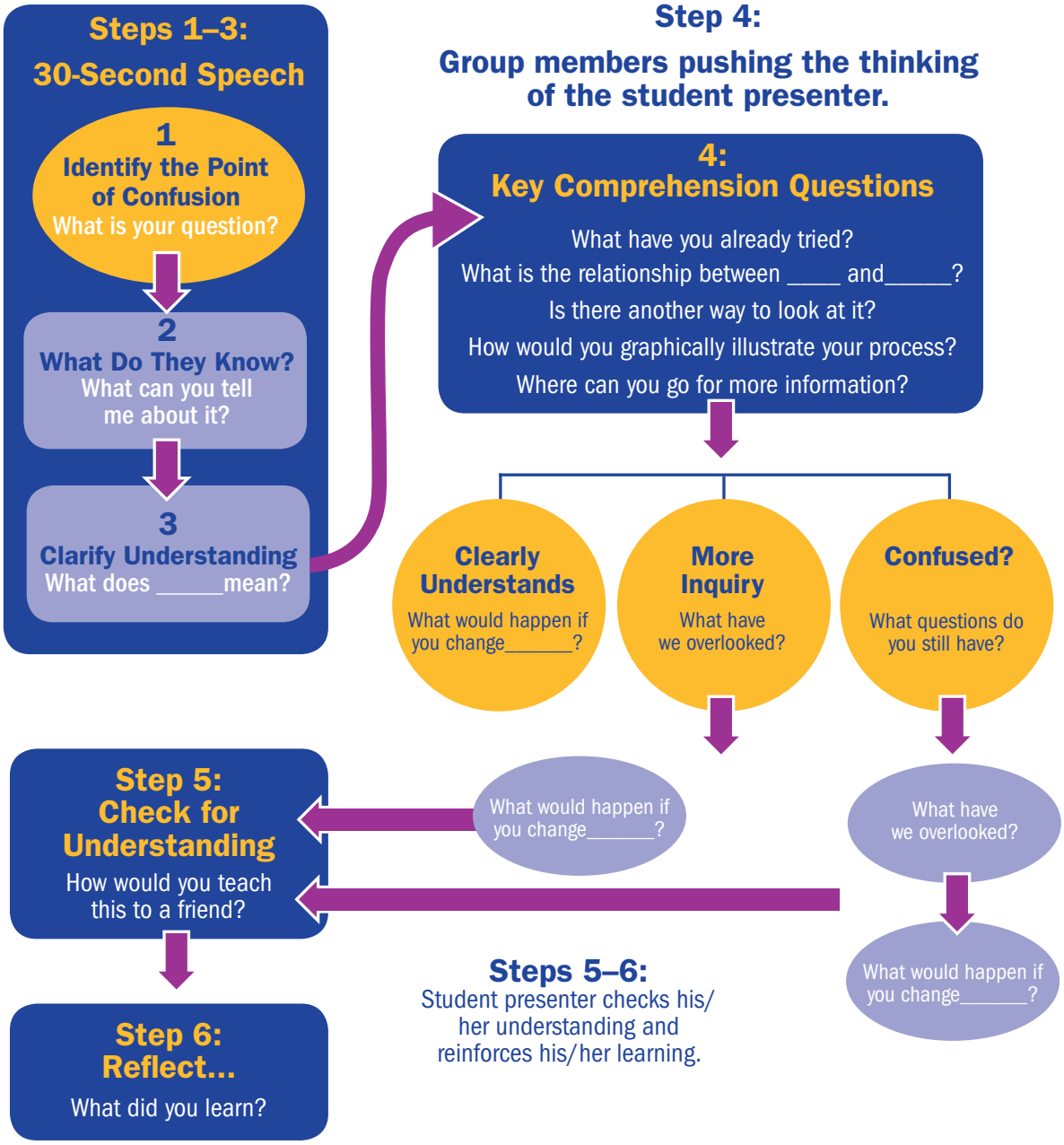
Step	Description	Might Sound Like . . .
1	Read your question generated from your point of confusion to your study group.	My question from my pre-work is . . . My question from my point of confusion is . . .
2	Share what you know about your question.	The academic vocabulary I needed to know to do my pre- work and to write my question is . . . What I know about my question is . . .
3	Share your pre-work.	Last night I was able to complete . . . This is as far as I was able to do it on my own . . .
4	Share your point of confusion.	My point of confusion is . . . What I don't understand is . . .
5	Ask your study group members to begin the questioning process.	What questions do you have to assist me in understanding my point of confusion?

Resource from *AHE Socratic Tutorial Support Guide*

The Reading Process for Socratic Tutorials

Stage	Description
Plan for Reading:	**The goal is to establish a purpose for reading and to help students understand expectations for outcomes of the reading. Includes:** • Understanding the instructor's reading prompt • Deconstructing the reading prompt or task • Developing a plan for reading the text
Build Vocabulary:	**Occurring throughout the reading process, the students build their academic vocabulary to understand the text and then to speak or write accurately about their understanding. Includes:** • Building background knowledge about important words students encounter in the text • Learning new words from context within the reading • Identifying words/phrases within the text that require repeated practice and study to retain and use them effectively
Pre-Read:	**The goal is to preview the text to determine how best to read it and to prime the brain so it is ready to engage with the reading. Includes:** • Asking questions or making predictions • Identifying the structure of the text and determining reading strategies • Making connections to prior knowledge or building background knowledge
Interact with the Text:	**The goal is to actively engage with the text to create meaning—the reader "talks back" to the text to figure it out. Includes:** • Marking the text and annotating/writing in the margin for strategic purposes (connecting, summarizing, questioning, etc.) • Using multiple methods for analyzing the text and tracing an author's reasoning or narrative • Identifying and interpreting main ideas to build a more complex understanding of the text
Extend Beyond the Text:	**The goal is to push beyond the text to summarize it, consider its significance, and determine how it fits into the world. Includes:** • Examining the meaning of the text and evaluating its significance • Synthesizing multiple interpretations or multiple texts to arrive at new or more complex conclusions • Figuring out how this text resonates with other texts, history, current experiences, and events in the world

Inquiry Learning Process
Aligned with the 6-Step AHE Socratic Tutorial Process



Adapted from Comparison by Andrew Churches at http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy and http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm