TUTOR CHECKLIST
During In-Person Tutoring Sessions

NB: Use this Checklist after set up.
For set up, use "Tutor Checklist-Set up for Tutoring"

Notes:
DLCR= ISSofBC Digital Literacy Curriculum Resource

☐ **Greet the learner** and do a brief check in.

☐ **Go over the Agenda** for the session. Show it on the board or computer screen.
Time: e.g. "We have 1 hour so we will finish at X time today
Focus: e.g. "Today we're going to focus on X Skill(s)." etc.

☐ **Follow the Lesson Notes.**
   a. **Using Modules 1-8 in the DLCR?**
      Yes → Use the Lesson and the Materials (Handouts and Visuals) that correspond to the target module. (e.g., Keyboarding, Online Skills Basic, etc.)

   b. **Using Module 9-Employment (Review) ?**
      Yes → Use the PPT slides lesson. It contains the teacher notes, instructional language, as well as the link(s) to the video lesson and practice activities.

☐ **Demonstrate:**
   a. **For Modules 1-8**: As per instructions in the lesson, demonstrate on your computer and with the Handouts / Visuals.

   b. **For Module 9- Employment (Review) lessons**:
      Play the lesson video, then demonstrate again on your computer.

☐ **Learner Practice:**
      Have the learner try the skill on their computer after you demonstrate. Observe.
      NB: Give the learner lots of time to try before you jump in.
      e.g., Don't take the learner's mouse out of their hand! Let them be as independent as possible.

Remember to:

☐ **Elicit from the learner** as you demonstrate/ teach the lesson.
- e.g., "Show me the Compose icon. ", "This is called the ....(.pause for learner to fill in blank).... browser.", "How do you go back? à yes, you click here etc.

☐ **Demonstrate slowly and clearly** on your computer and with the visuals.

☐ **Repeat the demonstration** as many times as you need.

☐ **Go step by step.**

☐ **Use a slow pace**. Pause -Don't rush to fill the silence.

☐ **Check if the learner understands.**
Ask Comprehension Check questions.
e.g., "Do you click or double click to open the browser?" "Where do you click to reply all?", etc.

☐ **Check the learner's skills:**
Before moving on to the next skill, check the learner can do the skill on their own.
Have the learner show you they can do it, not just tell you that.
Make sure they can do it consistently. Have them show you at least three times.

☐ **Encourage the learner**! Give positive feedback. Build their self-confidence!
Even small gains lay the groundwork. Point out what they learned to do better.

Before end of session

☐ **The Practice Plan** for the time between tutoring sessions-Confirm this with learner.
- At the end of the session, ask the learner:
  - > What did you learn/practice today?
  - > What are you going to do to practice before our next session?
  - > When are you going to practice?

- Make it concrete. # of times, when, what, etc.

- **Using EPAs (Extra Practice Activities**): If relevant to the current skill, show learner how to access this and how to use it. Demonstrate.

☐ **Discuss and confirm next tutoring session**. Date, time and skill.

☐ **Between session tutoring support**:
If offering tutoring support between sessions, clarify dates and times to contain the support. Email this to the learner.

☐ **End the session.**

☐ **Tutor Reflection**: After the learner has gone, reflect on the session and fill out the self-reflection doc- to record your own tutoring progress and help you improve.

NB: for more detailed instructions for using the DLCR to support learners, refer to following: *ISSofBC Digital Literacy Project for CLBC-Best Practices*

NB: Practice beforehand:
- Tutoring using the DLCR lesson.
- Tutoring using the DLCR visuals. This involves using different docs on the desktop.
- Tutoring by demonstrating on your own computer: keyboard, mouse and screen.
- Checking the learner understands.