Ohio
eTutoring
Collaborative

Manual

Version 2.0

July 2020

Welcome to the OhioLINK eTutoring Collaborative! You have this manual because you have expressed a desire to join our corps of trained tutors for the OhioLINK eTutoring Collaborative representing your higher education institution. This manual provides nearly all the information you will need to be an exemplary online tutor.

If you are new to the team, you will be expected to read this manual in order to complete your training. If you have been tutoring online for some time, you can use the table of contents to skip to the section or sections of interest.

This manual was designed with several viable approaches and audiences in mind. Coordinators, for example, may use this manual to familiarize themselves with the OhioLINK eTutoring Collaborative's policies, practices, and tutor training exercises.

However, this manual was mainly designed for tutor training purposes. Every LIVE tutor within the OhioLINK eTutoring Collaborative must read the manual and complete the exercises in the manual in order to complete the training with the OhioLINK eTutoring Collaborative and become an online tutor for eTutoring.

Because both new and experienced tutors will use this manual, some of the content found in one section can also be found in others. This was done to increase clarity for new tutors and to make the linked table of contents easy for experienced tutors to use.

> **NOTE:** Pay special attention to the notes in the red boxes (like this one)! They convey essential information!

THE STRUCTURE OF THE OHIOLINK ETUTORING COLLABORATIVE)

What is eTutoringOnline.org?

eTutoringOnline.org is an online tutoring platform adopted by the Washington State Board for Community and Technical Colleges (SBCTC) on July 1, 2019. The app was originally created by the Connecticut Distance Learning Collaborative in 2001.

How does the OhioLINK eTutoring Collaborative work?

All the schools in the OhioLINK eTutoring Collaborative provide at least one tutor to the collaborative's tutor pool. The tutors then work according to a single, unified schedule.

Every student from every participating institution has access to all of the tutors in the collaborative. This allows us to cover a broad range of subjects and help a large, diverse group of students from all over the western United States. It also means that although you might be tutoring from your apartment in Cleveland, your student may be at home in elsewhere in the state. If you are curious, you can find a complete list of our member institutions by clicking on the "Start Here" button at www.etutoringonline.org and select Ohio.

When is the OhioLINK eTutoring Collaborative open?

Students may access eTutoring 24 hours a day, during the fall, spring and summer academic terms. Live tutors are generally available from about 9AM until 10 PM (Eastern Time). In order to keep our member institutions' costs down and make sure tutors are not simply staring at their computer screens, the OhioLINK eTutoring Collaborative turns to "read-only" during certain periods during the year. These dates include the following: Memorial Day, Independence Day, Veterans' Day, Thanksgiving Day, and the days falling between the end of the fall semester and the beginning of the spring term. There is a one-week break between spring and summer terms, and then a two-week break between summer and fall.

What is the structure of the OhioLINK eTutoring Collaborative? Who is responsible for which tasks?

The Students

Each institution chooses which students will have access to the site and uploads their accounts to the site. However, most institutions give eTutoring access to all of the students currently enrolled at their institution. Students do not have to pay a fee; they experience the site as a free online tutoring option sponsored by their college. Because the app includes their school logo, students do not often realize that our tutors live and work all over the country. Every uploaded student has access to all of our services: Live tutoring via ZOOM, the Writing Lab, and eQuestions.

The eTutors

Our tutors start out as the best face-to-face tutors at their institutions. The tutor's Campus eTutoring Coordinator (CeC) contacts the director of the OhioLINK eTutoring Collaborative, who provides the tutor with this manual and everything else the tutor needs to be an eTutor for the OhioLINK eTutoring Collaborative. All our tutors undergo a rigorous training process before they are given access to the site.

Meanwhile, the tutor and the Campus eTutoring Coordinator (CeC) discuss hourly pay and work on any payroll forms. Every tutor is paid by their own institution. Once they are trained, they are provided with unique login credentials and they provide their shift preferences. The tutors are then put on a single schedule that everyone can see when they log in to the app. eTutors are also expected to attend semi-annual online trainings to ensure they are up-to-speed on the latest OhioLINK eTutoring Collaborative policies and protocols. Discuss with your Campus eTutoring Coordinator whether this professional development training is in addition to your normally scheduled hours, and thus, would be paid for attending.

The Quality Assurance Coordinator (QAC)

The Quality Assurance Coordinator evaluates the writing tutors twice a year and provides the tutors with the feedback they need to improve. Similarly, the recordings of your LIVE sessions are reviewed throughout the term to assess appropriate tutoring protocols are being followed.

The Campus eTutoring Coordinators (CeCs)

The Campus eTutoring Coordinators (CeCs) are responsible for making sure their institution honors their contract with the OhioLINK eTutoring Collaborative. They pay their tutors; attend annual OhioLINK eTutoring Collaborative meetings; communicate with tutors, fellow CeCs, and the director; advertise eTutoring.org on their campuses; solve student login issues; and increase weekly tutoring hours when student usage at their institution crosses certain pre-determined thresholds. **The CeCs are the tutors' and students' first points of contact when they have concerns or questions regarding eTutoring**.

The OhioLINK eTutoring Collaborative Coordinator & National eTutoringOnline Director

The coordinator of the OhioLINK eTutoring Collaborative and the national Director of eTutoringOnline work closely to ensure the student experience is seamless. Managing the OhioLINK eTutoring Collaborative includes setting the schedule, training the tutors, determining the read-only dates for each academic year, maintaining all documents and websites external to www.etutoringonline.org, planning and directing online tutor meetings, planning and directing both the online and face-to-face CeC meetings, meeting with other collaborative directors to discuss the future of eTutoringOnline, increasing the size of the collaborative, increasing app functionality, communicating with the CeCs, hiring and evaluating the QAC, investigating student complaints, ensuring the smooth operation of the OhioLINK eTutoring Collaborative and eTutoring at large, orienting new CeCs to the eTutoring, assisting the Washington State Board for Community and Technical Colleges

(SBCTC) staff with the delivery of contracts, updating the OhioLINK eTutoring Collaborative calendar, maintaining email lists and other contact information, compiling OhioLINK eTutoring Collaborative reports and data, and maintaining current knowledge of distance learning issues, trends, and pedagogy.

The Washington State Board for Community and Technical Colleges (SBCTC) and the Ohio Department of Higher Education's OhioLINK division

The SBCTC is responsible for hosting, maintaining and updating the eTutoring app, as well as being the fiscal agent of the eTutoring platform. As the fiscal agent, the SBCTC writes and collects the Memo of Understanding between it and the OhioLINK eTutoring Collaborative. In the fall of 2012, the Ohio Department of Higher Education began paying the annual membership fees of Ohio colleges interested in participating in this statewide initiative. The number of participating institutions has varied as the enrollments grow and diminish over time.

eTutoringOnline.org

eTutoringOnline.org is the app with which we work. The app is used across the various consortia to provide feedback and online tutoring to students at institutions throughout North America.

TUTORS: WHOM TO CONTACT WHEN YOU RUN INTO A PROBLEM

Below is a list of the people you should reach out to when you have problems with any aspect of online tutoring:

YOUR CAMPUS ETUTORING COORDINATOR

Contact your CeC for questions about:

- How to fill out timesheets
- Pay rate
- Number of approved online tutoring hours (the number of hours ONLY, not your final eTutoring schedule).
- How the Collaborative works

LOGIN AND CONSULT THE APP

Logging into etutoringonline.org can help with the following questions:

- View your upcoming shifts & long-term schedule
- Subjects available on eTutoring
- When the other tutors are working
- Tech support contact info can also be found on the app
- If you cannot login, you can reset your password by clicking on "Forgot Your Password" on your login page

CONTACT THE DIRECTOR OF THE COLLABORATIVE

The director can be reached by emailing Karen Boyd, kboyd@oh-tech.org. She is your point of contact regarding questions about:

- Confirmation of schedule changes requested
- eTutoring policies and procedures
- eQuestions or eWriting Lab submissions mistakenly left in your archives
- Problems with the site's functionality

CONTACT TECH SUPPORT

You can contact technical support for the following issues:

- Problems with the site's functionality
- Any error messages you get from eTutoringOnline.org
- You can contact tech support by filling out this form.

Sarah Bergfeld currently supplies all technical support for eTutoringOnline. Karen Boyd oversees much of the technical issues for Ohio's tutors.

CHAPTER 1: LIVE TUTOR TRAINING

The following chapter will provide all the training you need to become a live tutor for the OhioLINK eTutoring Collaborative. This chapter will guide you through the use of ZOOM rooms for Live tutoring, as well as providing tips for answering eQuestions. If you are a live *writing* tutor, STOP HERE and contact Karen Boyd to begin your training.

CHECKLIST: COMPLETING THE LIVE TUTOR TRAINING

1. Read and follow all of the steps in this manual.
2. Complete the ZOOM Training Assignment. This is just a short ZOOM session during which you will complete some of the tasks you have learned in this manual. The directions for this assignment appear below (and on the table of contents).

You will need the following items:

☐ A computer: It is best if you work on the same computer, at the same location each time you tutor; otherwise you will need to check your settings every time. However, the app is set up to make it possible to tutor from any computer with an internet connection.

☐ A quiet, professional workspace: Because LIVE tutors use a headset to talk directly to students during every ZOOM session, it is important you work in a quiet area where your microphone will not pick up background noise. If your planned workspace is not quiet enough, please speak with your coordinator about finding a suitable spot.

☐ A reliable internet connection. LIVE tutors' speed must exceed 6 utilizing this speed test site: https://speed.measurementlab.net/#/

☐ A web browser with tab capabilities. A web browser is a piece of software (an app) on the computer that you open when you want to access the Internet. Some examples are Chrome, Firefox, and Safari. You can find instructions on tabs here, but the next section covers tabbed browsing in more detail.

☐ A headset: Your Campus eTutoring Coordinator should have a headset that you can check out and use. The headset should plug into a **USB port**, not a headphone port.

☐ A pen tablet made by Waccom. (http://www.wacom.com/en/products/pen-tablets) Waccom tablets are compatible with ZOOM and will help you write and draw items on the whiteboard. If you do not have one now, you should talk to your coordinator about acquiring one.

☐ **Highly recommended**: Current virus scanning software. Because students may share files with you in ZOOM, you will want up-to-date virus-scanning software that will protect your computer from any malicious viruses that may arrive attached to student documents. **Be sure to scan all files before opening them**. Neither the OhioLINK eTutoring Collaborative nor eTutoring is responsible for any viruses or damage to your computer that may be the result of sharing files with students, so please protect your computer.

☐ Optional: a printer. You may want to print this manual or some of the other materials you have access to in the eTutor training. Whether or not you decide to print this manual, you should save it on your hard drive for future reference.

Before we explore any further, we need to make sure your browser will work with eTutoring.

Pop-Ups

Before we move on, please make sure that your **pop-up blockers are turned OFF**. This means that pop-ups will be ALLOWED on your browser.
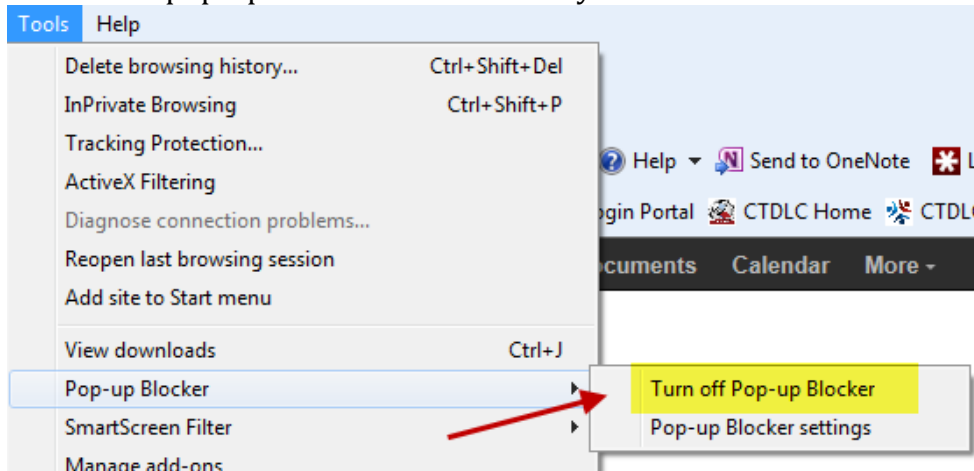
If you do not know how to turn off your pop-up blockers, use the appropriate link below for a description of the process.

- o Firefox (the preferred browser): http://support.mozilla.org/en-US/kb/pop-blocker-settings-exceptions-troubleshooting
- o Chrome: http://support.google.com/chrome/bin/answer.py?hl=en&answer=95472
- o Safari: http://www.technipages.com/safari-enabledisable-pop-up-blocker.html

JavaScript:

JavaScript needs to be enabled for the site to work at an optimal level. **Take a moment and follow these steps on your computer now.**
1. Go to: http://www.enable-javascript.com/. If Javascript is already enabled, the web page will tell you. If it is not, follow the relevant list of steps to enable JavaScript on your browser.

Clearing your Cache

On occasion, eTutoring will seem to slow down significantly or you may have trouble signing on. When this happens, you should clear your browser's cache, and then restart your browser. Click on the appropriate link below to learn how to clear your cache.

- o Firefox (the preferred browser): https://support.mozilla.org/en-US/kb/how-clear-firefox-cache
- o Chrome: https://support.google.com/chrome/answer/95582?hl=en
- o Safari: https://discussions.apple.com/thread/4448839?tstart=0

TABBED BROWSING & WHY YOU NEED IT

When you first open a web browser, what you see before you is a single window. In order to navigate in this window, you will probably perform a variety of tasks, e.g.: typing a web address directly into the address bar, using bookmarks to find the page you need, and using the "back" and "forward" arrow buttons to go back and forth between the page you just visited and the one you are on now.

Tabbed browsing is a better way to surf the web and manage your eTutoring shifts. Here is a picture of several tabs in a browser, all open to eTutoring:
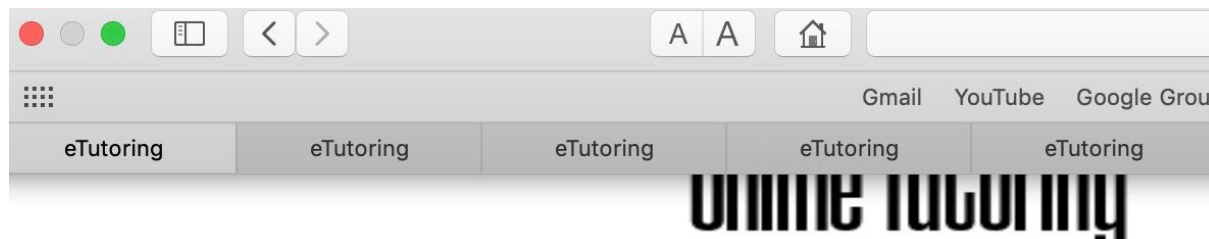
All of these eTutoring tabs might be on different parts of the site; one could be on the Resources page, while another is on the homepage, and yet another is set to the eQuestions queue. Clicking on one of the tabs immediately brings up whatever was posted on the page that tab was on. When you click on one tab, your browser will automatically highlight it (so you can tell which tab you are currently on) and you will see the content on that page. All of the other tabs will stay open until you close them. Essentially, this allows you to keep all of these different pages loaded and ready for easy reference.

Rather than always pushing the back and forward buttons on your browser, tabbed browsing allows you to quickly switch back and forth between various webpages, thus making your work (and normal web browsing) more efficient.

In your work as a LIVE eTutor, it is useful to have at least three tabs open during all of your shifts:

1. The eTutoring homepage
2. The eQuestions queue
3. Your ZOOM room

Please note that you can have more than three tabs open. For example, you might want to open another tab to one of your favorite resources. Please read this resource on tabbed browsing and use tabs when you tutor online.

WHY IS THIS IMPORTANT?

Tabbed browsing is important because you need to keep at least one tab open to the eQuestions queue for the duration of every shift. Why? One of the security measures built into eTutoring is that anyone who appears "idle" to the site will automatically be logged out of the site. A tutor can appear "idle" even when s/he is in the ZOOM Room or responding to an eQuestion. Why? The app only sees you as active if you are moving around the site; however, because we often work for a long time on just one page, even working can be read as idleness.

NOTE: Tutors are required to leave at least one tab open to the eQuestions queue for their entire shift. Why? The eQuestions queue automatically refreshes/reloads every 15 seconds, no matter what. To the site, this makes it look like the tutor is busy on the eQuestions page; this, in turn, ensures that the site does not automatically log the tutor out of eTutoring.

In short, tabbed browsing is important because it allows you to keep a tab open on the eQuestions and thus remain logged into the site no matter what you are working on at a given moment.

This is important because you will want to get credit and be paid for every shift you work.

THE STUDENT PERSPECTIVE: LOGGING IN AS A SAMPLE STUDENT

The eTutor Training Institute is a branch of the eTutoring app that allows you to log into eTutoring under a sample account so you can see the site.

To get started go here.

The page you land on should look like the screenshot below; if it does not, you are on the wrong login page and the login information below will not work.

Support   Terms of Use   Contact Us   About

Log in with the following username and password:
Username: **wetcstudent**
Password: **wetc007**
User Type: student

If you log in successfully, the student homepage will pop up. Below is a screenshot of the student homepage. Each of the options on the page is numbered and the descriptions below the screenshot correspond to each number on the screenshot. Take a look at your screen and go through the numbered options below as you explore the student homepage (your screen may look slightly different).

Home - eTutor Training Institute

Tutors Online Now

No eTutors online at this time.

[3]

Your past tutoring recordings

Writing Lab

Upload your documents to one of our writing eTutors. Access your previously posted documents.

[4]

We apologize but the current writing lab response time is not available.
Please check back later.

My Resources   [5]

Announcements   [6]

Today's Tutor Schedule   [7]

Accounting
Tutor, Synchronous - 9:00 AM - 12:00 PM

American Sign Language
Tutor, Synchronous - 9:00 AM - 12:00 PM

Anatomy and Physiology
Tutor, Synchronous - 9:00 AM - 12:00 PM

Biology

eQuestions

Post an offline eQuestion in a particular subject. Access your previously posted questions.

[8]

View eTutor Schedule   [9]

1. **The Navigation Toolbar**: The toolbar at the top of the student homepage will take students to their archives under that particular heading. For example, clicking on "Live Tutoring" will take students to a list of their ZOOM recordings, which they can watch for review. The eQuestions tab will take them to their eQuestions Archives, which is a list of all of their eQuestions. eQuestions can be selected and their answers viewed in their entirety. The Writing Lab link works just like the other two tabs. The "Schedule" link in the toolbar will take students to the tutor schedule page, from which they can select the days, week, or tutors' schedules they wish to view. "Resources" will take them to the resources page on the app.

2. **Support & Logout**: The Support link takes students to our technical support page, where they can fill out a form to request tech support. Students should click on the "Support" button whenever they need help with the technical aspects of the site. Of course, the **Logout** link will log students out of eTutoring.

3. **Tutors Online Now**: This is how the ZOOM room appears to students when there are no tutors online. When a tutor is online and in their ZOOM Room, the tutor's name will appear in **blue** in the box where it says, "No eTutors online at this time."

Next to the tutor's name, the site will indicate how many students are currently in that tutor's room. The student needs to click on the tutor's name to enter the ZOOM room. However, if there are already three students in the tutor's room, the site will indicate that the room is "full" and will not allow students to enter that tutor's ZOOM room until one of the other students has left.

4. **Writing Lab**: This is where a student can submit a paper to the Writing Lab. When students click on the Writing Lab, they have the option of submitting a new assignment or submitting a new draft of an assignment they have already submitted. Students may submit up to three drafts of an assignment. You can also find the Writing Lab wait time in the blue banner at the bottom of the box.

5. **My Resources**: This takes the student to any resources they might have marked as favorites.

6. **Announcements**: Coordinators at the institution and collaborative levels can post announcements in this box. The administrators regularly post notices about app upgrades that may make it difficult for students to log in. Campus eTutoring Coordinators may post announcements to their own students and tutors, and the director of the OhioLINK eTutoring Collaborative often posts announcements that remind students of our policies and notify them of any closures.

7. **Today's Tutor Schedule**: This box displays a list of the tutors who are scheduled to work on that day. The tutors are listed by subject and then by first name and the time of their shifts. Students can thus plan to drop in to their favorite tutors' ZOOM rooms later that day if they need help. See below for a sample of the daily schedule.

8. **eQuestions**: The student clicks on this option to post a new or follow-up eQuestion.

9. **View Tutor Schedule**: This link will take the student to a weekly schedule where tutors are listed by date and subject. The student can select to view only a few days or the student can choose to see the week at a glance. Below is a sample of the OhioLINK eTutoring Collaborative "week at a glance" schedule:

The student can look ahead to next week's schedule or back to last week's schedule by clicking on the "Next week" and "Last week" links.

 NOTE: This schedule is visible to everyone who can login to the OhioLINK eTutoring Collaborative, from administrators to tutors and students.

Tutors Available for the Week of March 25, 2018 - March 31, 2018

Sunday March 25	Monday March 26	Tuesday March 27	Wednesday March 28	Thursday March 29	Friday March 30	Saturday March 31
Schedule Not Available	**Accounting**	**Live Writing Lab (Synchronous)**	**Accounting**	**Live Writing Lab (Synchronous)**	**Accounting**	
	6:00 AM - 9:00 AM: H. Tutor	4:00 PM - 6:00 PM: H. Writing Tutor	6:00 AM - 9:00 AM: H. Tutor	4:00 PM - 6:00 PM: H. Writing Tutor	6:00 AM - 9:00 AM: H. Tutor	
	Anatomy and Physiology	**Writing (Asynchronous)***	**Anatomy and Physiology**	**Writing (Asynchronous)***	**Anatomy and Physiology**	
	6:00 AM - 9:00 AM: H. Tutor	H. Writing Tutor (1) 4:00 PM - 6:00 PM: H. Writing Tutor	6:00 AM - 9:00 AM: H. Tutor	H. Writing Tutor (1) 4:00 PM - 6:00 PM: H. Writing Tutor	6:00 AM - 9:00 AM: H. Tutor	
	Biology		**Biology**		**Biology**	
	6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor	
	Calculus		**Calculus**		**Calculus**	
	6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor	
	Chemistry		**Chemistry**		**Chemistry**	
	6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor	
	Math		**Math**		**Math**	

Note also that *aLIVE* writing tutors do not have set times for their shifts; instead, the number in parentheses after their names indicates the number of hours they have agreed to work that day.

THE STUDENT PERSPECTIVE CONTINUED: SUBMITTING AN EQUESTION

The next step is to go through the process of submitting an eQuestion, so you can understand and explain the steps to students when they ask.

First, go back to the student homepage and click on the eQuestion box:

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Clicking on the eQuestions box will bring you to the main eQuestions page (see below).

Although your eQuestions page may not look exactly like the one above, it should look similar. What you are seeing is a complete list of all of the eQuestions the tutors before you have submitted when completing their training as eTutors.

When you are done browsing the eQuestions, push the button that says, "Post a new Question." When you do, an eQuestion dropdown menu will appear:

Please complete the form below to help us respond effectively to your question.

View All Your Questions

☰ Step 1: Choose Your Subject

Choose a subject from the drop down menu. [- Please Select - ▾]

NOTE: Only subjects with tutors scheduled are listed.

Submit

Click on the dropdown box and select any non-writing LIVE subject.

NOTE: If you choose one of the writing options for this eQuestion, you will not be able to answer your eQuestion in the next part of the training. An eQuestion can only be viewed and answered by the tutors who tutor the subject the student selected for that particular eQuestion.

When you have selected your subject, the eQuestion submission form will appear (see below). Please fill out the form as completely as possible with a question of your choice and push the button that says, "Submit your eQuestion."

The form is quite extensive and it appears on the next page.

Choose a subject from the drop down menu. [Math ▼]

NOTE: Only subjects with tutors scheduled are listed.

[Submit]

☰ Step 2: Post an eQuestion

Course Name

[Specify a course name]

Textbook Name

[Specify a textbook name]

(Algebra I, not Math101, for example)

Chapter Title

[Specify a chapter title]

Section Title

[Specify a section title]

Question Topic

[Specify a question topic]

Fill out the form as completely as possible.

What is your question?

B *I* U ABC	≡ ≡ ≡ ≡	Styles ▾	Paragraph ▾	Font Far ▾	Font Size ▾
✂ ▤ ▣ ▦ ▦	⚟ ⚡	☰ ☰	⟳ ⟲	∞ ⚓ ⚓ ♫ ✓ ⊘ HTML	A ▾ ✏ ▾
— ⊘▦	x₂ x²	Ω ▭	⚘	Σ

What is your question?

Path: p

What steps have you taken?

What steps have you taken?

Where are you having difficulty? What do you think is giving you the most trouble?:

Where are you having difficulty?

Then push "Submit."

[Submit Your eQuestion]

When you have submitted your eQuestion, the site will return you to your eQuestion archives and you will see the question you posted at the top of the eQuestion list.

Next, return to the student homepage and push the logout button. The next step in the training process is to log in as a sample tutor, tour the site as a tutor, answer the eQuestion you just posted to the eQuestion queue, and record a sample session in ZOOM.

THE TUTOR PERSPECTIVE: LOGGING IN AS A SAMPLE TUTOR

To get started click on this link: **eTutor Training Institute**

The page you land on should look like the screenshot below; if it does not, you are on the wrong login page and the login information below will not work. Do **not** attempt to login through your institution's eTutoring login page.

Log in with the following username and password:
Username: **westtutor1**
Password: **wetc_0577**
User Type: Tutor

If you log in successfully, the eTutor homepage will appear:

From the homepage, you can access all of the options available to you as an eTutor, including:

1. New Student eQuestions: This is where you access the eQuestion queue (see below).
2. Live Tutoring: Clicking on "Live Tutoring" will bring you to a page where you can open your ZOOM room. You should know that your ZOOM room is where you will spend the bulk of your time; you will enter your ZOOM room at the beginning of each shift, remain there for the entirety of your shift, and *only* leave it when your shift is over.

3. <u>View Tutor Usage Reports</u>: This function enables you to run reports on your own logins/logouts, and sessions.
4. <u>eQuestion Archive</u>: This will show all of the eQuestions you have responded to in the past.
5. <u>Resources</u>: This resources section is a repository for resources in all of our subjects. Both tutors and coordinators can add resources to the site.
6. <u>How-to Quick Links</u>: This drop-down box should have some quick guides to various functions of eTutoringOnline.
7. **Clock in/Clock Out Button:** Every time you log in for a shift, you must push this clock-in button. Before you log out, you must push it again to clock out. If you do not clock in or out, neither your coordinator nor the director will have any way of telling that you were logged in and working.
8. <u>Announcements & Your Subjects</u>: The OhioLINK eTutoring Collaborative director and your Campus eTutoring Coordinator (CeC) may occasionally post announcements here. The subject list includes the only subjects in which you will see eQuestions. However, you may occasionally get students in ZOOM who are looking for a different subject. Please let them know which subjects you cover and direct them to the appropriate tutor.
9. <u>Your upcoming schedule</u>: This box lists your upcoming shifts. When you get your own tutor login, please check this box frequently and contact the OhioLINK eTutoring Collaborative director if the shifts listed here are incorrect.

10. View Tutor Schedule: Click on "View Tutor Schedule" to bring up the eTutoring schedule. Once you are given unique login credentials, clicking on the weekly schedule will show you which OhioLINK eTutoring Collaborative tutors are working at which times. This can be a great help if your shift is ending and a student wants to know when the next tutor in your subject will be available online. Below is a sample of the OhioLINK eTutoring Collaborative's weekly schedule:

Click on **This Week** or **Next Week** to bring up the entire eTutoring schedule. Once you are given unique login credentials, clicking on the weekly schedule will show you which OhioLINK eTutoring Collaborative tutors are working at which times.

11. <u>My Resource Favorites</u>: eTutoring allows tutors to create and mark resources as favorites. We will cover the resources page a bit later.

CLOCKING IN

Tutors must clock in at the beginning of every shift and clock out before logging out at the end of every shift. Every clock in and clock out is recorded by the site and can be viewed in the reporting tools by your coordinator and the director. Those same reporting tools are used to determine if you are showing up for your shifts and for how many hours you will be paid. In other words:

> **NOTE:** The clock in/out button determines your attendance and pay, so please read this section very carefully!

You clock in by pushing the **green** button on the right.
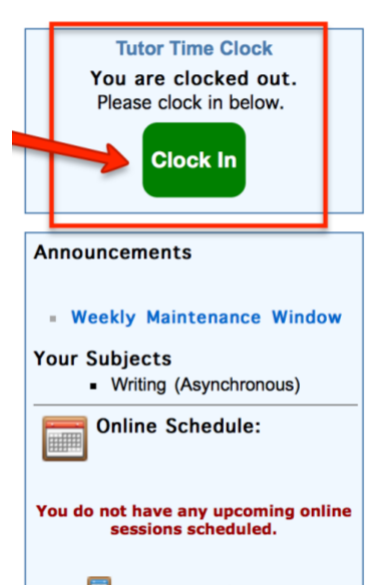
After you have pushed the clock in button, you will notice that it will turn red and display the last time you clocked in (see below).

> **NOTE:** This training account is set to Pacific Time, so if you are in another time zone, the time you see on the clock-in button may not accurately reflect the current time.
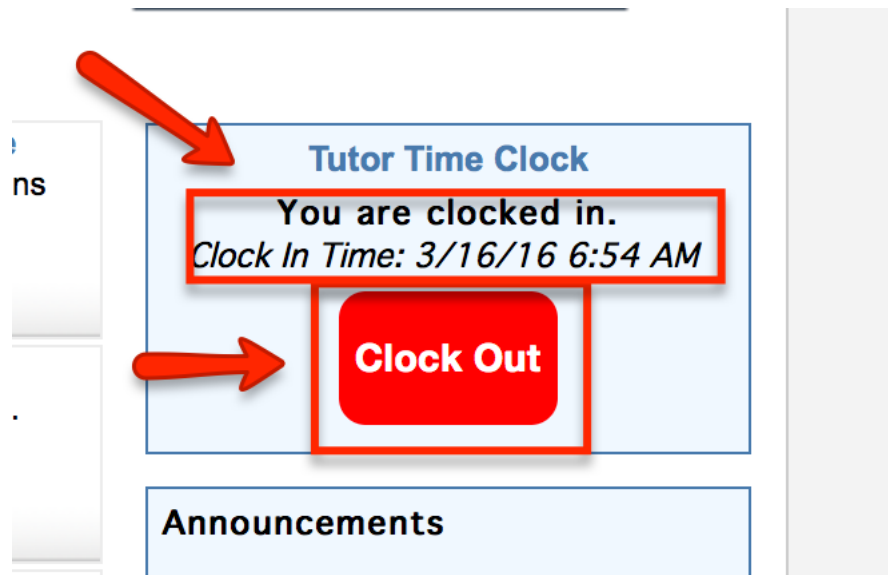
NOTE: Make sure the clock out button is **RED** and says "You are clocked in" **before** you start working.

CLOCKING OUT

At the end of every shift, you will need to return to your eTutoring homepage and push the **red** CLOCK OUT button:
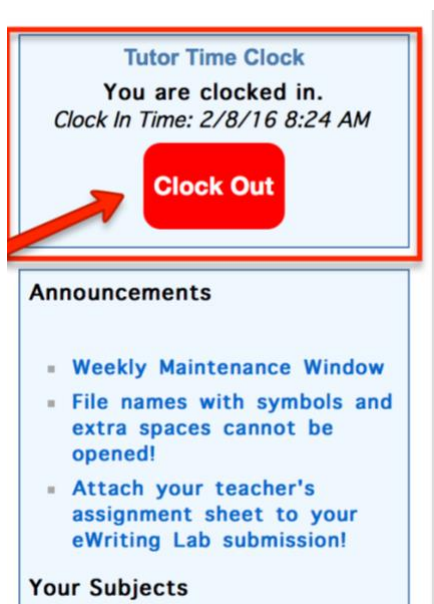
When you push the red CLOCK OUT button, it will turn green and show the time at which you clocked out:

Tutor Time Clock
You are clocked out.
Clock Out Time: 3/16/16 8:00 AM
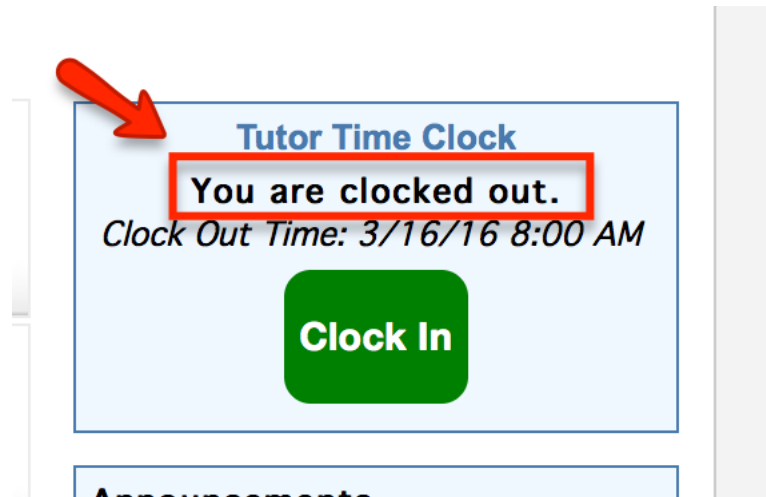
Clock In

NOTE: You must wait until the Clock-In button turns green **before** you log out. If you log out before the button turns green, the process will be incomplete and you will remain clocked in!
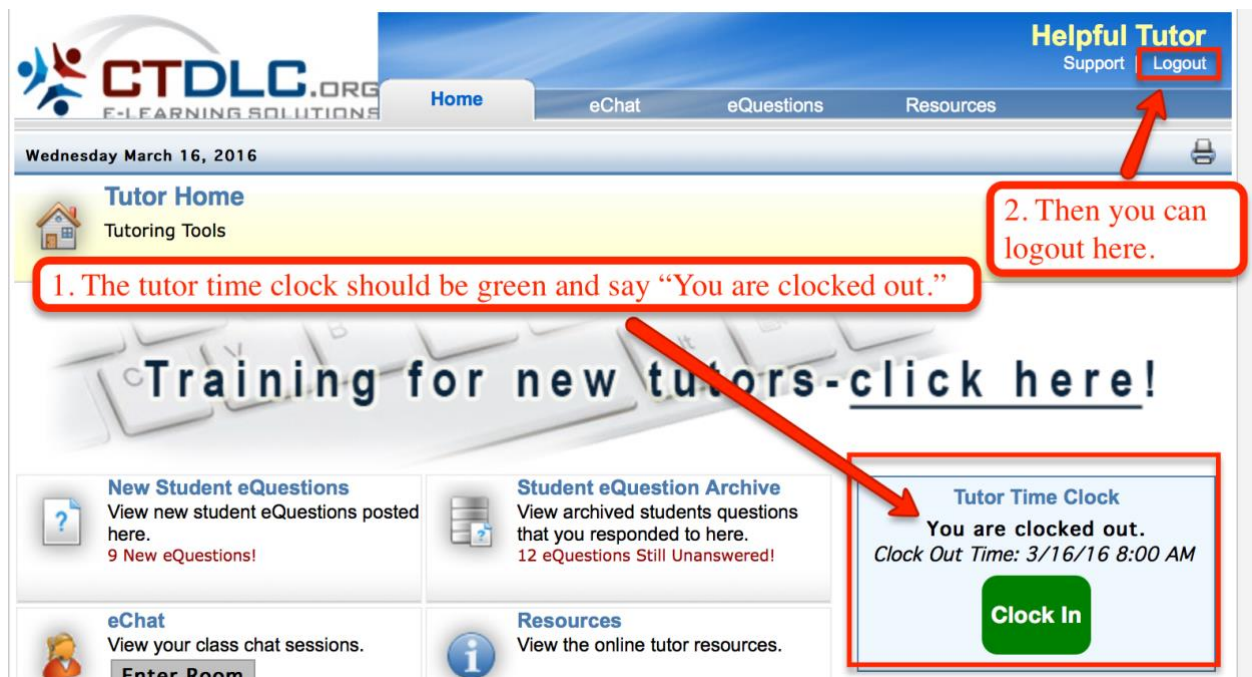
Very Important Note: Only YOU can clock in. The site cannot (and will never) clock you in or out. If you log out or you are logged out automatically by the site, you WILL REMAIN CLOCKED IN UNTIL YOU PUSH THE CLOCK OUT BUTTON.

Before we get into the bulk of a LIVE eTutor's work (the ZOOM room), we are going to make sure you are trained and ready to tackle the eQuestions queue.

Go back to the eTutoring homepage and click on "New Student eQuestions."

New Student eQuestions
View new student eQuestions posted here.
6 New eQuestions!

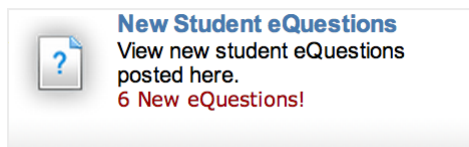As you can see from the screenshot above, if there are eQuestions awaiting answers, the eQuestions box will let you know how many are in the queue. This number depends on how many eQuestions have been submitted in the subjects you can tutor and **you will only be able to see and answer the eQuestions in those subjects for which you are a tutor**.

NOTE: If there are no questions in the queue, it means the other tutors in your subject area(s) have already responded to all the eQuestions.

In other words, a math tutor will see only math eQuestions, a calculus and accounting tutor will see only calculus and accounting eQuestions, and a writing tutor will only see writing eQuestions. This means that tutors who tutor the same subjects you tutor and who login at the same time will see the exact same eQuestions in the queue.

NOTE: All tutors in a given subject are collectively responsible for answering all of the questions in the queue. eQuestions cannot be deleted or removed from the queue; they MUST be answered.

The eQuestion queue appears below. Your page will probably look different from the one below; however, the layout of the eQuestions queue is the same for every tutor.

When you click on "New Student eQuestions," the queue will open and the eQuestion you submitted during the previous section of this manual will appear in the queue.

See the numbers below the screenshot for a description of those items.

eQuestions

? Click on the Topic to respond to an eQuestion

2

This page will refresh in 15 seconds.

1

Once you click on a Questions, you MUST answer it or contact Support to remove it from your Archives.

Return to the Main Menu

Only subjects that have questions are displayed.

Statistics eQuestions

Status	Author	**4** Topic	**5** Question	**6** Date Submitted
3	Student Name	how to use	Given an expected arrival of 20 customers per hour, what is the probability that the next customer will arrive in 6 minutes (0.6 hours)? I have been using the Poisson formula: $e^{-\lambda} * \lambda^x$ x!	Thursday January 31, 2013 4:03 PM PST
	Student Name	Find the interval containing the middle-most	A distribution of values is normal with a mean of 200 and a standard deviation of 14. From this distribution, you are drawing samples of size 17. Find the interval containing the middle-most 62% of sample means: Enter your answer using *interval notation*. In this context, either inclusive or exclusive intervals would be acceptable.	Saturday February 2, 2013 3:04 PM PST

back to top

1. **General Directions**: When you click on an eQuestion, it is removed from the queue and placed in your eQuestion Archives (see the next section of this chapter). Once an eQuestion is in your archives, it will remain there until you answer it. None of the other tutors will be able to see it or answer it, **so if you click on an eQuestion you must answer it**.

   > **NOTE:** If you accidentally click on an eQuestion and find that you cannot answer it, contact the director immediately so she can remove it from your archives and return it to the eQuestion queue.

2. **Automatic Page Refresh**: The eQuestions page refreshes every 15 seconds. For this reason, you should make sure one of your browser tabs is set on the eQuestions page throughout *every* shift. Tutors occasionally have a hard time remaining logged in because the site monitors your activity and will log you out if it judges you to be "idle," (which

happens to some tutors even when they are in the ZOOM room or actively answering an eQuestion). But because the eQuestions page refreshes every 15 seconds, keeping a tab open to the eQuestions queue will prevent the site from seeing you as idle and will thus help ensure that you stay logged in.

> **NOTE:** Keeping one of your tabs open to the eQuestions queue is required and will ensure that you remain logged in for the entirety of your shift.

3. **Student Name**: The student's name can be found here. On the screenshot above, the students' names have been erased to maintain confidentiality. When you are logged in to the actual site, you will see the students' real names.
4. **Topic**: Click on the student's topic to open the eQuestion, thereby removing it from the queue and placing it in your archives. Once you click on the student's topic, you must either answer the eQuestion or email the director to ask that the eQuestion be returned to the general queue. **eQuestions cannot be deleted under any circumstances, so either you or the other tutors in your subject will eventually have to answer any and all eQuestions in the queue.**
5. **Summary of eQuestion**: In the "Question" column, you will find a short summary of the eQuestion. This column does not contain the full text of the eQuestion, so do not be surprised if the eQuestion is more complex than it appears here.
6. *Date submitted*: This column shows the date and time of each submission. Please note that eQuestions are collected in the queue so that the eQuestion at the top of the page has been in the queue the longest. This means that the student who posted the eQuestion at the top of the queue has been waiting for a response longer than all of the other students. We work through the queue based on the rules of **first-come, first-served**, so **eTutors should almost always open and work on the eQuestion at the top of the queue before any of the others.** The **only** exceptions to this rule are: the tutor is also a teacher and the question at the top of the queue is from one of his/her students, or the tutor lacks the expertise to answer the eQuestion.

> **NOTE:** If the eQuestion at the top of the queue is beyond your level of expertise, your first course of action should be to send an email to the OhioLINK eTutoring Collaborative director describing the issue. Then you may move on to the next eQuestion in the queue.

Please also note that if you are a tutor in multiple subjects (Calculus and Math, for instance), there will be an eQuestion queue **for each subject**. This means that you must look at each eQuestion queue, look at the "Date Submitted" column and answer the oldest eQuestion among all of the queues **first.**

In other words, if you are a math and calculus tutor, the calculus eQuestion queue will appear on the top of the page, but if the calculus eQuestion on top of the calculus queue was submitted on Wednesday and the eQuestion on the top of the math queue was submitted on Tuesday, you should respond to the math eQuestion first, because it is the oldest.

When you are done studying the eQuestion queue, click on the eQuestion you submitted when you were logged in as a student. When you click on the eQuestion, it is moved automatically to your archives and the eQuestion will appear as it does below.

Student eQuestion Details
Read the entire thread posted by the student. Use the word processor at the bottom of the page to post a reply.

Return to eQuestion Archive

If you determine that a student's *follow up question* is really a *new question*, please click "New Question >>". Doing this will pull the follow up question out of this thread and create a new eQuestion for you to respond to.

| Subject: Microsoft Office	Current Topic: page formatting

Original Post:
Author: Student Name
Date: Friday February 8, 2013 11:59 AM PST

I am completing my assignment of page formatting for Word I. I have two words that need be moved ahead a page to stay with the paragraph on the previous page. I can not get them to fit. How do I get them moved?

Thank you

Reply to this topic

| **B** *I* U ABC | ≡ ≡ ≡ ≡ | Styles ▾ | Paragraph ▾ | Font Family ▾ | Font Size ▾ |
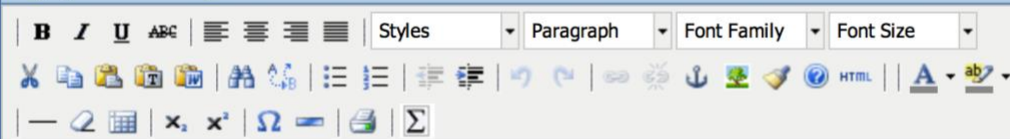
This is where you will type your answer to the student's eQuestion.

Path: p

Submit Response

However, before you answer the eQuestion, click on "Return to eQuestion Archive." Normally you would just answer the eQuestion, but right now we want to make sure you are familiar with how eQuestions look when they have been moved to your archives.

> **Important Note:**
> Any time you click on an eQuestion and then navigate to another part of eTutoring, the eQuestion will be removed from the queue and placed in your eQuestion Archives. eQuestions you clicked on but did not answer will appear in your archives as **red flags**. **They will remain there, as unanswered red flags, until you answer them.** Once an eQuestion enters your archives, **none of the other tutors in that subject will be able to view or respond to it.**

As you can see from the sample tutor's eQuestion archives (below), there are quite a few unanswered eQuestions in this tutor's archives:

eQuestion Archive

Review and respond to student questions that you have selected form the eQuestion queue. Utilize the search feature to find specific questions that you have worked on.

eQuestion Status Types:

✔ **Archived item:** A writing sample you have responded to in the past, click to view your previous work.

🏴 **An eQuestion is waiting for YOUR response.** If you see this, then you own the question and need to respond this before logging off.

*Sort columns by clicking on the following headers: Subject, Author, Topic or Date Posted

Offline eQuestions

Status	Subject	Author	Topic	Date Posted
🏴	Math	Test Student2	Numbers as letters	Wednesday March 20, 2013 2:35 PM EST
🏴	Math	Landon Rackley	story problem	Tuesday February 12, 2013 9:00 AM EST
🏴	Writing (Asynchronous)	Landon Rackley	Allison Test	Monday February 4, 2013 8:08 PM EST
🏴	Writing (Asynchronous)	Landon Rackley	grammar	Tuesday January 29, 2013 3:08 PM EST
✔	Writing (Asynchronous)	Test Student2	Mla style site or handbook	Sunday January 27, 2013 4:28 PM EST
✔	Writing (Asynchronous)	Landon Rackley	Randalls Training	Saturday January 26, 2013 11:44 PM EST

Just above the list of eQuestions is a description of what the icons mean. When you finish the training and are supplied with your own login information, **any red-flagged eQuestions in your archives will need to be answered before you log out at the end of your shift**. (You do not need to answer all of the flagged eQuestions in this sample tutor account, however.)

Proceed to the next section to read more about how you should respond to the eQuestion you posted as a student earlier in the training process.

BEST PRACTICES: ANSWERING AN EQUESTION

Now that you have seen the eQuestion Archives, it is time to:

- **A. Click on the eQuestions tab**
- **B. Click on the eQuestion you posted (as a student) earlier in this training exercise**
- **C. Use the tips below to answer it.**

Please note the general layout of the eQuestion and response box. Here are some guidelines for answering eQuestions:

A. **Answer eQuestions while you are in your ZOOM room**. All tutors are expected to multitask, using any spare moments in the ZOOM room to answer eQuestions.

B. **Always thank the student for submitting an eQuestion.**

C. **Write in a conversational tone and do your best to make sure your responses have a human voice.** Some students already think the site is run by robots. Answering in a conversational tone and with a human "voice" will help students connect to you and shrink the perceived digital distance between you.

D. **Avoid making assumptions** about the extent of a student's knowledge in a given subject area. Your reply needs to be thorough enough for a student with limited knowledge to understand the information.

E. **Use encouragement:** Use positive comments and encouraging statements throughout your response.

F. **Attempt to assist the student yourself:** If a question is blank, or the student has not provided enough information in the eQuestion for you to provide assistance, write back to the student with suggestions for providing more information in each eQuestion submission.

G. **Give more than one option** for solving a problem when several options exist. Solving problems is about making decisions and you cannot make a decision if you do not know your options.

H. **Use your own example problem**, **if necessary**: Your example should illustrate parts of the problem the student is asking about, but not the entirety. Your example problem may be similar, but not identical to the student's problem. *Do not complete an entire problem for a student – not even an example problem that is different from the student's homework problem. This crosses out of the realm of tutoring and into the realm of teaching. Instead, show only the steps required to help the student get unstuck.*

I. **Use links to provide depth:** You can include links in your answer to the eQuestion, but you should explain the links and put them in context. *Do not simply paste a link into the eQuestion box*; instead, explain where the link will take the student and why you think it will be helpful.

J. **You may show the student one or two of the steps involved in solving a similar problem, but let students complete their own problems.** Do not simply complete the problem for the student. Get the student through the point where s/he is stuck and leave the rest for the student to complete. We are always reassuring faculty and staff that we do not simply complete their students' homework problems for them. When you complete someone's homework for them, they do not learn as much as when they have to sit and puzzle it out for themselves. Let's make sure we keep our promise to faculty members; **do not complete or solve homework problems for students.**

An Important Note Regarding Your Priorities During Each Shift

When you receive your OhioLINK eTutoring Collaborative login information and think about working your first shift, remember that **the first thing you should do after you clock in is enter your ZOOM room**. The times you signed up to work are the times that appear on the calendar and they are also the times at which students will expect you to be in your ZOOM room.

All our LIVE tutors are multitaskers: you are responsible for answering as many eQuestions as you can during the course of your shift and while you are in the ZOOM room. If there are students in your ZOOM room and they are all using audio, it might be difficult for you to work through more than one eQuestion.

However, you are expected to answer eQuestions whether there is a student in your ZOOM room or not. Most sessions provide adequate pauses on the student's end (especially those without audio) for you to work on an eQuestion while you await a student's reply.

THE EQUESTION TOOLS

Below is a list of the tools available to you as you answer eQuestions. Please feel free to experiment with these tools as you answer the eQuestion you posted (as a student) earlier in this training exercise.

B   **Bold**: This button allows you to type in **bold** text.

I *Italics*: This button allows you to type in *italicized* text.

U Underline: This button allows you to type in underlined text.

A̶B̶C̶ Strikethrough: This button allows you to type in text that is automatically crossed out as you write it.

Align Left: This button aligns text to the left side of the page. This is the default for eQuestion responses and for most word processing programs (where English is the default language).
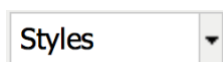
Center: This button aligns text to the center.

Align Right: This button aligns text to the right side of the page.

Align Full: This button will arrange the text so that the left and right sides are roughly in line from top to bottom. This sometimes has the effect of leaving irregular spaces between words.

Styles: This drop-down box allows you to adjust the style of your text to a pre-set style.
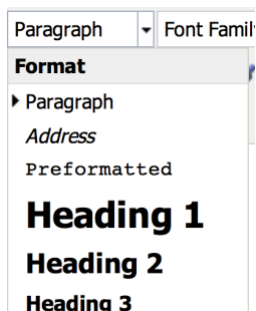
The Paragraph Dropdown Box: This box, shown expanded in the screenshot to the left, can be used to adjust your paragraph to one of the five paragraph styles shown in the box. Selecting one of these styles will adjust your text accordingly.
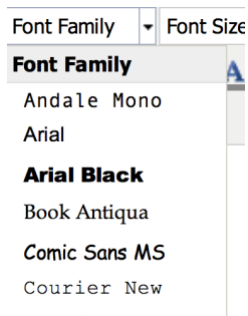
Font Family Box: This box, shown expanded in the screenshot to the left, can be used to adjust your text to one of the several font styles shown in the box. Selecting one of these styles will adjust your text accordingly.
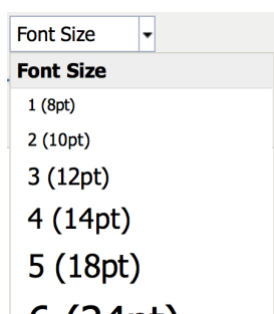
Font Size Dropdown box: This box, shown expanded in the screenshot to the left, can be used to adjust your text size to one of the sizes shown in the dropdown box. Selecting one of these font sizes will adjust your text accordingly.

Cut Tool: This tool will cut selected text from the answer box. You can also cut text by pushing Ctrl + x (or Command + x on a Mac) on your keyboard.

Copy Tool: This tool will copy selected text so that you can paste it somewhere else within the answer box. You can also copy text by pushing Ctrl + c (Command +c on a Mac) on your keyboard.

Paste Tool: This tool will paste any previously copied text into the eQuestion box. You can also paste text by pushing Ctrl + v (Command + v on a Mac) on your keyboard.

Paste as Plain Text Tool: This tool will remove any formatting from previously copied text before pasting it into the eQuestion box.

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Paste from Word Tool: This tool can be used to specifically paste something you have copied from a Microsoft Word document.

Find Tool: This tool will help you find a word or phrase in your eQuestion answer. This is especially useful for finding words or phrases in long responses.

Find and Replace Tool: This tool will help you find every instance of a particular word or phrase in your eQuestion answer. This is especially useful for finding a particular word or phrase and replacing all instances with the preferred word or phrase.

Insert/Remove Bulleted Text Tool: This tool will either make selected text into a bulleted list or remove bullets from a list that is already bulleted.

Insert/Remove Numbered List Tool: This tool will either change selected text into a numbered list, or remove the numbered list from the text if it is already in numbered list form.

Decrease Indent Tool: This tool will decrease your text's indentation. If your text is already flush to the left side, this tool will be grayed-out and you will not be able to use it.

Increase Indent Tool: This tool will increase your text's indentation.

Undo Tool: This tool will undo your previous step, whether that is typing, copying, pasting, or deleting. You can also undo a step by pushing Ctrl + z (Command +z on a Mac) on your keyboard.

Redo Tool: This tool will redo something you had previously undone. You can also redo a step by pushing Ctrl + y (Command +y on a Mac) on your keyboard.

Insert/Edit Link Tool: This tool only becomes available when you have highlighted some of the text in your response. To insert a link, click on the insert/edit link tool, paste the

URL into the box at the top of the pop-up, scroll to the bottom of the pop-up box, and push "Insert."

Unlink Tool: This tool only becomes available when some of the text in your response has already been linked to a URL. To unlink the text, simply insert your cursor somewhere in the linked text and click on the unlink tool.

Anchor Tool: Anchors are the text used to describe a link when turning it into a hyperlink using HTML or XHTML coding. For example, if a web page has a link that the web page creator wishes to hide under text, the HTML code will turn a word or a phrase into anchor text that will work just like a normal link would. For the most part, eTutors will not need to use the anchor tool.

Insert/Edit Image Tool: This tool allows you to paste the URL of an online image into your response. Find the image you want, copy its URL, click on the insert image tool, and paste the URL into the top box. Then push insert and the image will appear in your eQuestion response.

Text Color Tool: You can use this tool to change the color of your text. When you highlight the text you want to change and click on the text color tool, your color options will appear in a dropdown menu. Simply choose the color you want to use and your text will change accordingly.
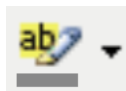
Highlighter Tool: If you want to highlight a section of your text, click-and-drag with your mouse to select the text you want to highlight, click on the highlighter tool and select the desired color from the dropdown menu. The highlighting will automatically appear on the text you selected.

Insert Horizontal Line Tool: Clicking on this tool automatically inserts a thin horizontal line that extends across the text box in which you type your answer to the eQuestion.

Remove Formatting Tool: This tool can be used to remove the formatting from any section of text that you previously put in italics, bold, underlining, and/or any text that is highlighted or that appears in any color besides black. Clicking on the remove formatting tool will return any text to its original form.
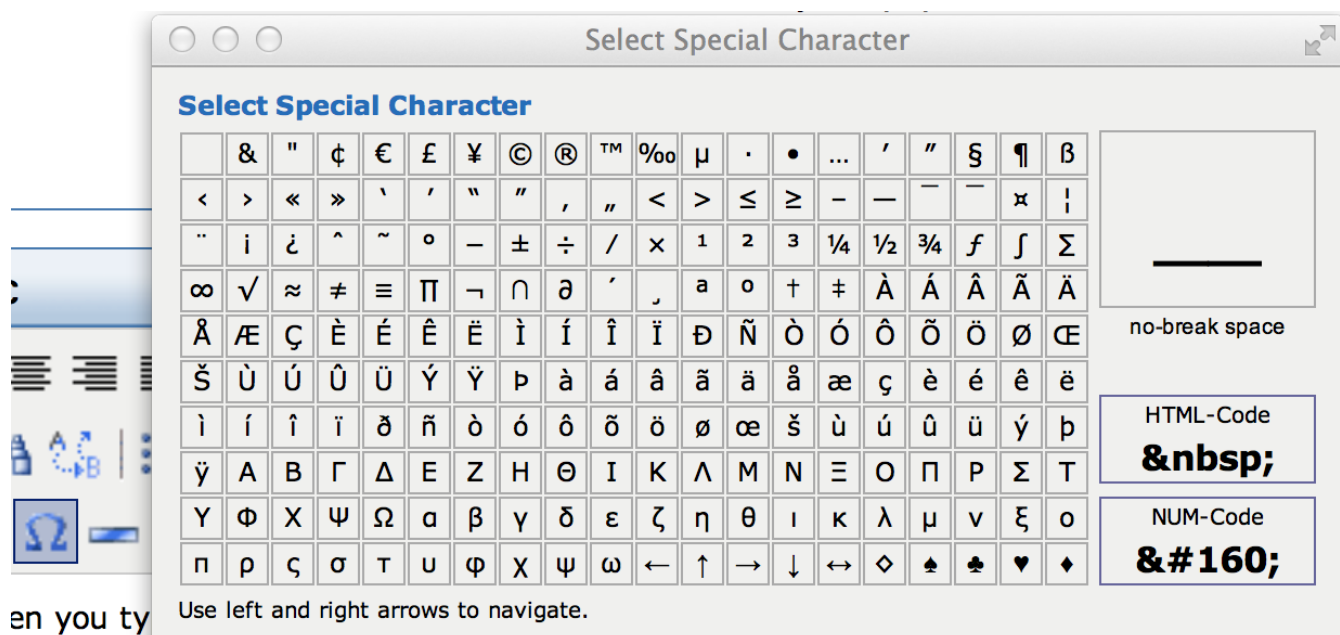
Subscript Tool: Use this tool to insert text in subscript. You can highlight the text you want in subscript after you have typed it, or you can select this tool just before you type your subscript. This is an on/off button, so when you want to stop typing in subscript, you need to push the button again.

Superscript Tool: Use this tool to insert text in superscript. You can highlight the text you want in superscript after you have typed it, or you can select this tool just before you type your superscript. This is an on/off button, so when you want to stop typing in superscript, you need to push the button again.

Special Character Tool: Below is a screenshot of the special character tool (**Ω**) and the box that pops up when you click on the special character tool. As you can see, there are a wide variety of special characters available for use in your eQuestion response.

Insert Horizontal Line Tool 2: This line tool is just like the one described above except that it gives you more options, including the ability to adjust the length, width, and shadowing on your line.

Print Tool: Pushing this button will bring up your printer options so you can print your response to the student.

Math Editor Tool: Below is a screenshot of the math editor tool (**Σ**) and the actual math editor that pops up when you click on the tool. You will have to explore the wide variety of symbols and equations available in the math editor tool yourself; there are quite a few options available.
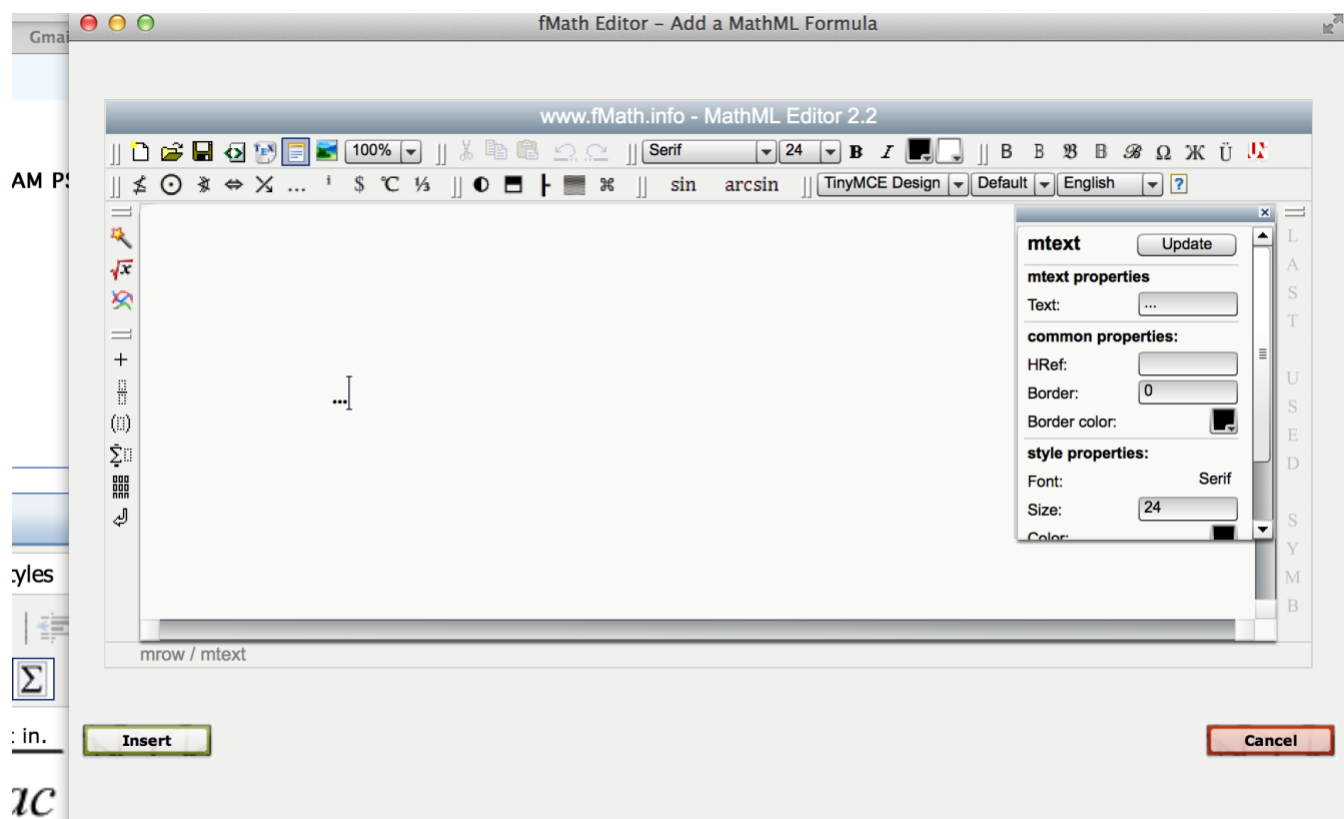
Please read the sample eQuestion below.

Date Posted	Student Post
Tutor, Helpful 1/22/16 5:42 PM	Hello, let me first say thank you for your question! If I understand your question correctly, you are asking about how to arrange multiple variables in a problem containing the same mode of operation. Let me give an example what I am thinking. You are given the variables $5x^3$, $7y$, $8z^4$, $2x^2$, and y^4. You are first asked to (1) create a problem that places all the variables in order and add them all together, and (2) This will equal out to 125 and you need to find the value of each variable. Where I think you are stuck is at the first part. **First, arrange the variables in alphabetical order.** This means, x y z for the above problem. **Next, arrange the variables in alphabetical order from least to greatest** according to the power in which they are to. In the above example, $2x^2$ would come before $5x^3$. **Create the equation.** This involves knowing the operations intended for each variable (+,-,÷,×). In the above equation we will be using addition throughtout the equation. Does this help to answer your question?
Student, WeTC 1/22/16 4:59 PM	If there is an equation with multiple variables and they just need to be summed together, how is the equation arranged?

There are a few important things to note about the tutor's response to this eQuestion:

1) The response is detailed.
2) The response is written clearly; the tutor uses bold font and uses space to make the response easy to read
3) The tutor *explains* the steps involved but does not take those steps for the student *or* post a solution.
4) The student does not give the tutor many details, but the tutor still manages to respond in a way that will be helpful to the student.

ANSWERING THE EQUESTION YOU POSTED

Now you have all the tools you need to answer the eQuestion you posted!

First, click on the "Home" tab at the top of your eTutoring page:
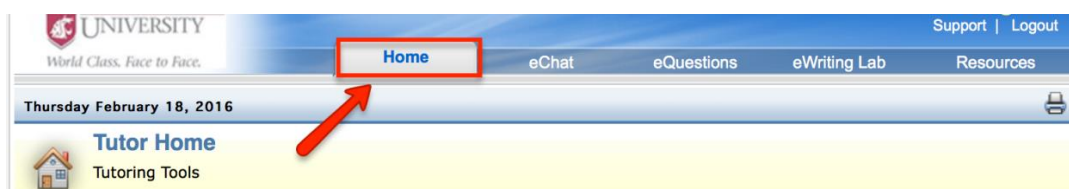
Then click on the "Student eQuestion Archive:"
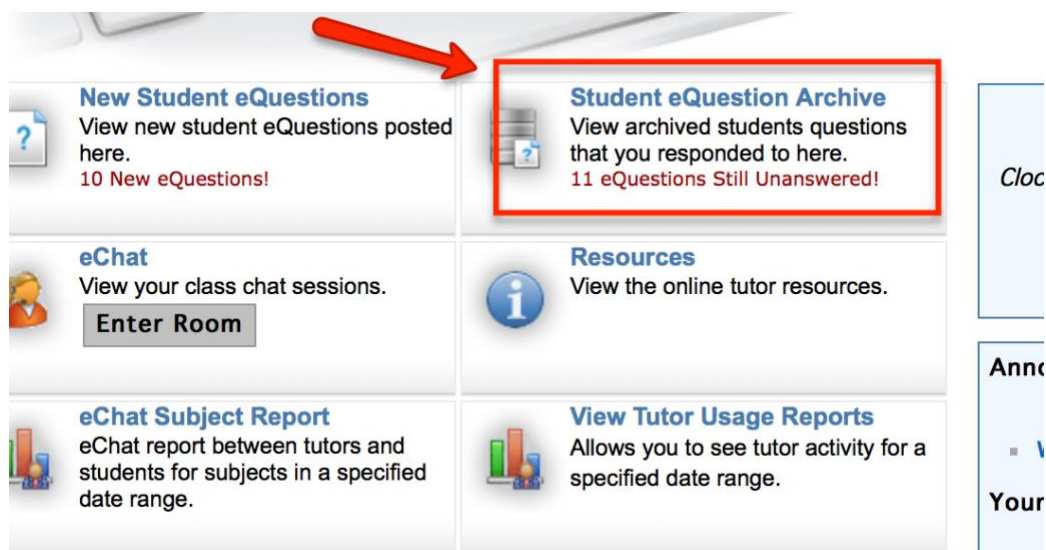
Next, find the eQuestion you posted in your archives, click on it, and answer it:

Subject: Chemistry	Current Topic: Lewis Dot Structures

Original Post:
Author: WeTC Student
Date: Friday August 14, 2015 11:30 AM PST

Where should I start when drawing the Lewis Dot Structure for CO2?

Course Name — General Chemistry

Textbook Name — Chemistry 1210

Chapter Title — the shapes of the molecule

Section Title — writing lewis structures

What steps have you taken?

What steps have you taken? None yet

Where are you having difficulty? What do you think is giving you the most trouble?

Where are you having difficulty? I'm not sure how to begin

Reply to this topic

| B I U ABC | Styles | Paragraph | Font Family | Font Size |

Type your response here.

Click here when you're done.

Path: p

Submit Response

When you are done answering your eQuestion, push the "Submit Response" Button.

NOTE: When you push "Submit Response," the eQuestion will be moved to your Archives permanently, but its status as an eQuestion that has been answered changes it from a **red flag** to a **blue checkmark**. When you click on westtutor1's archives now, you will find that the question you posted and answered now has a blue checkmark next to it, indicating that the work on that eQuestion is complete. Great work!

ZOOM ROOM ORIENTATION & TRAINING

Now you are ready to enter the ZOOM room we created for the purposes of this training.

First, return to the eTutoring homepage you logged into earlier by clicking on the "Home" tab at the top of the page.

Once you are at the eTutor homepage, click "Live Tutoring."

When you arrive at the Live Tutoring Page, click on the link to open the ZOOM Room closest to today's date and time:

If this box pops up, click on "Allow:"
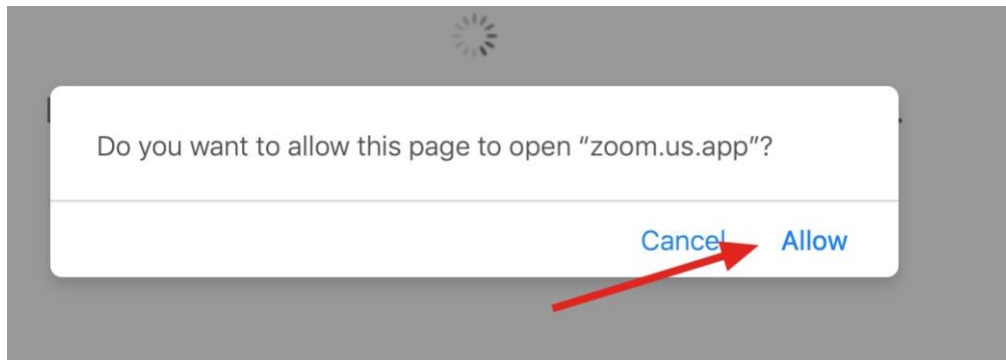
If you do not see the screen above, but instead you see the screen below, click on Download and run ZOOM:

At this point, you will need to download the ZOOM app. When ZOOM is done downloading you should try entering the ZOOM room again **from within eTutoring**:

Your Online Tutoring Sessions

Check the date and then click on today's meeting link

Session	Zoom Join Link	Action
Synchronous T - 8:00-11:59 Aug 20	https://zoom.us/j/977463847	Start Zoom Meeting
Synchronous T - 8:00-11:59 Aug 21	https://zoom.us/j/673606339	Start Zoom Meeting
Synchronous T - 8:00-11:59 Aug 22	https://zoom.us/j/112428225	Start Zoom Meeting
Synchronous T - 8:00-11:59 Aug 23	https://zoom.us/j/542632789	Start Zoom Meeting
Synchronous T - 8:00-11:59 Aug 24	https://zoom.us/j/157791206	Start Zoom Meeting

Listings refresh automatically

Next, ZOOM will tell you that you have to wait for the host to start this meeting. However, you ARE the host, so you need to sign in to ZOOM. For this reason, it is a good idea to keep your ZOOM login credentials nearby whenever you plan to tutor. When you see the screen below, click on "sign in."

Please wait for the host to start this meeting

Start: 3:15AM

Synchronous T tutoring - 8:00-11:59 Aug 21

If you are the host sign in to start this meeting

Test Computer Audio
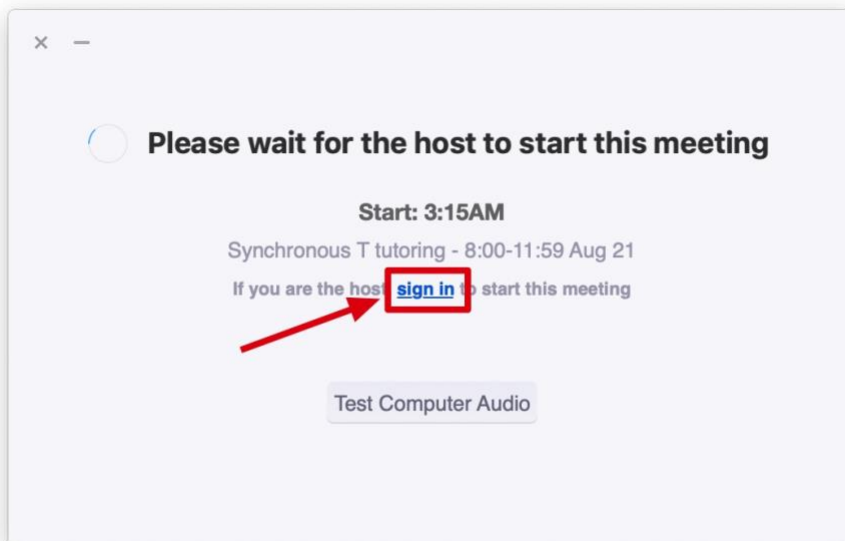
Then, for the purposes of this training ONLY, type in the following credentials:

Sign In

Sign Up Free

etutoringonlinetraining@gmail.com

●●●●●●●●   *Forgot?*   or

Sign In

☐ Keep me signed in

UNCHECK this

< Back

🔑   Sign In with SSO

G   Sign In with Google

f   Sign In with Facebook

**Type in: Wetc_0577
exactly as it appears here.
Password is case-sensitive**

NOTE: Make sure you de-select/uncheck "Keep me signed in." If you do not, your ZOOM app will think this is your actual tutoring account and when you are done training and you try to sign in under your eTutor account on the actual eTutoring app, ZOOM will default you to this account, your meeting links will not appear, and students will not be able to see you.

When your room opens, it will look similar to the image on the following page.
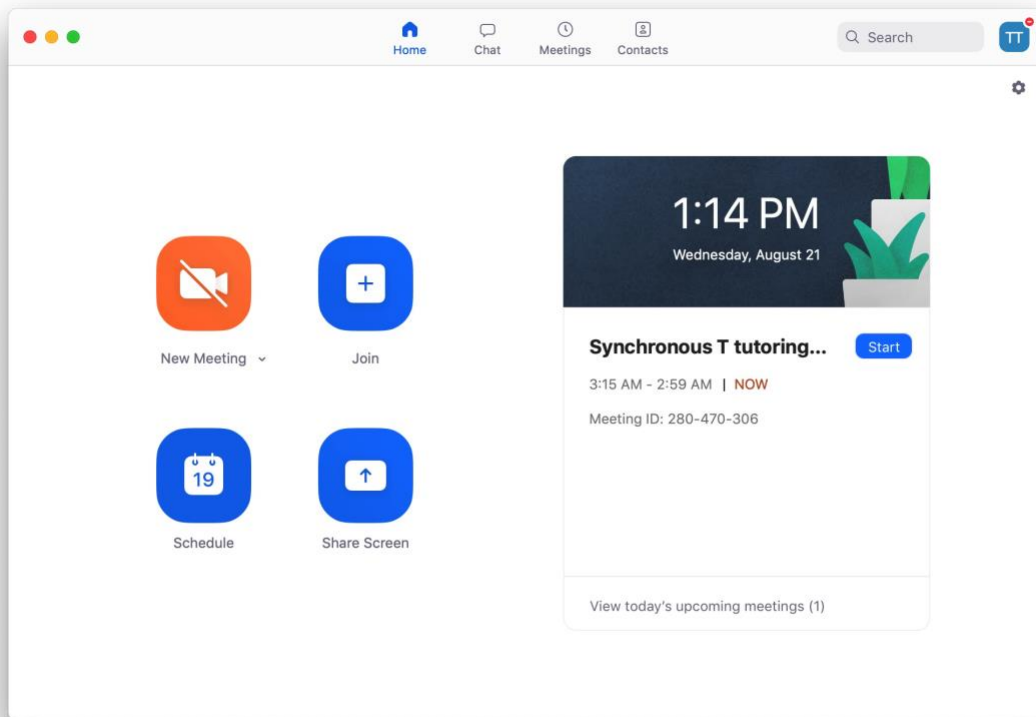
Click on "Start" to start the correct meeting.

Do NOT click on any of the other options! See the screenshot on the next page for a visual.

Do not click on any of these options!

Click here to start your meeting
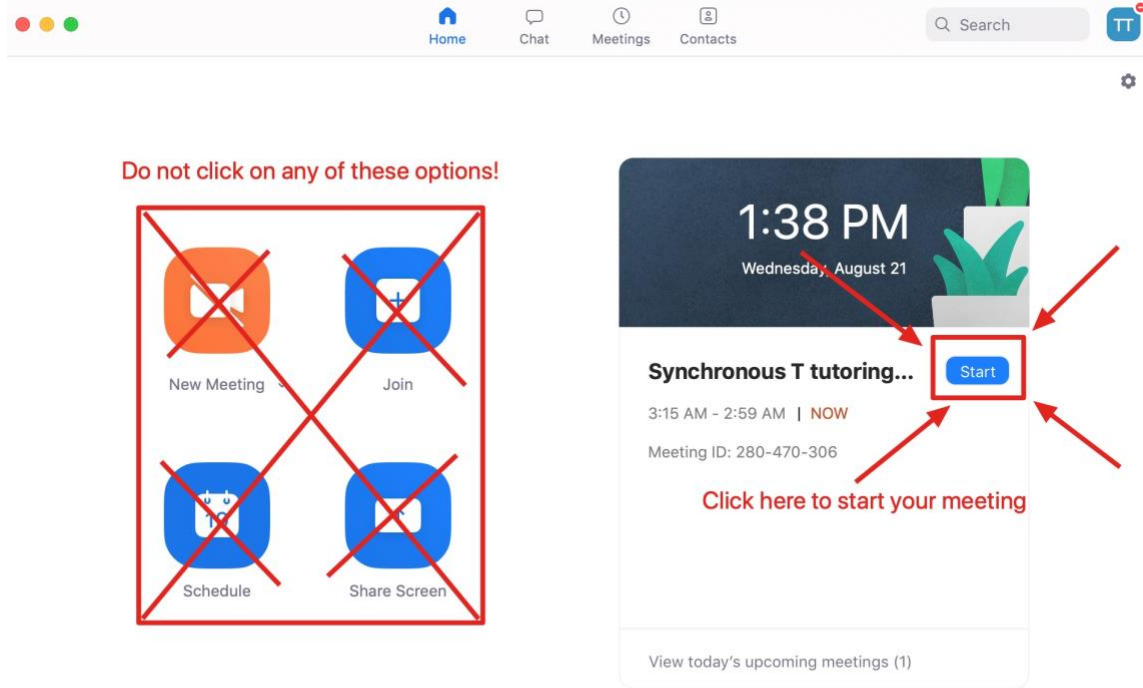
Here's a closeup of the "Start" button you should push:

Click here ONLY!
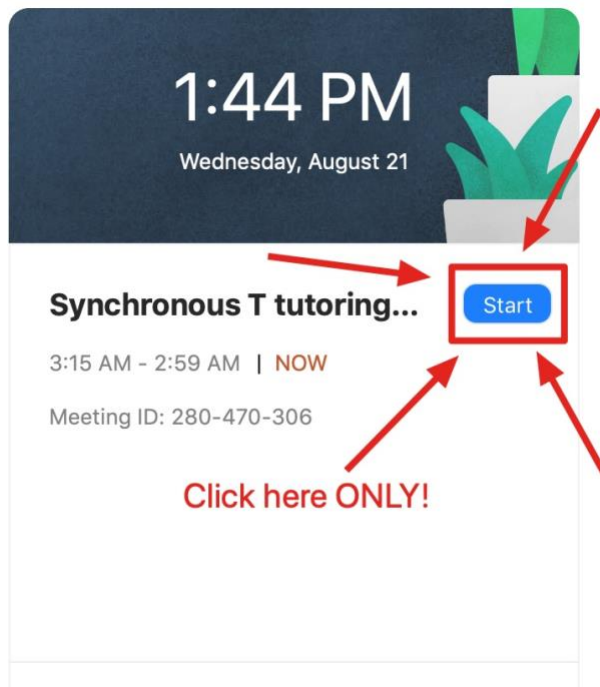
IMPORTANT NOTE: Do NOT click on any of the other options on the page, as they will either prompt you to enter a code, enter someone else's ZOOM room, or start a NEW meeting, which you DO NOT want because it will change the meeting ID and students will not be able to see you.

When you click on "Start," you will see the screen below. When you do, click on "Share" to open the whiteboard:
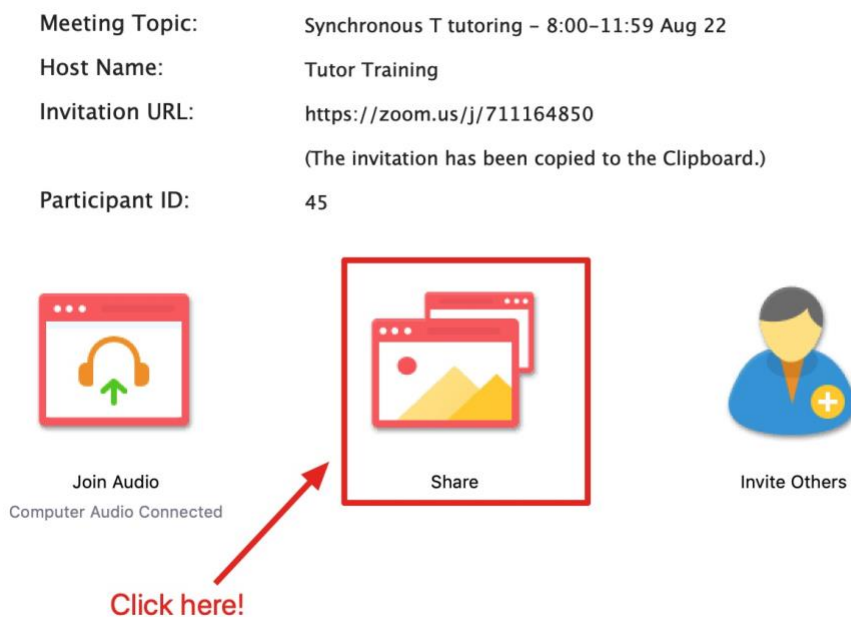
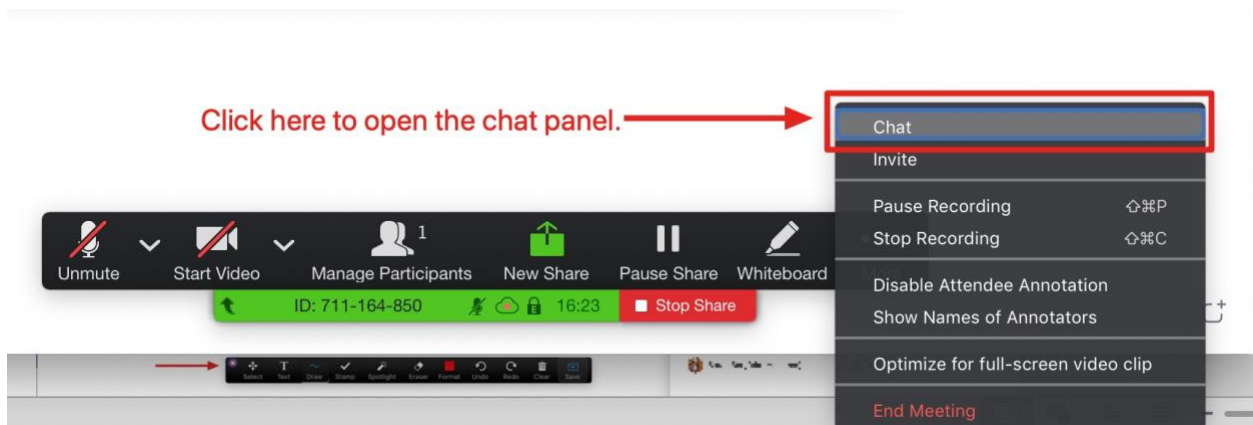Then click on "Whiteboard" and "Share" to open the whiteboard (see below).
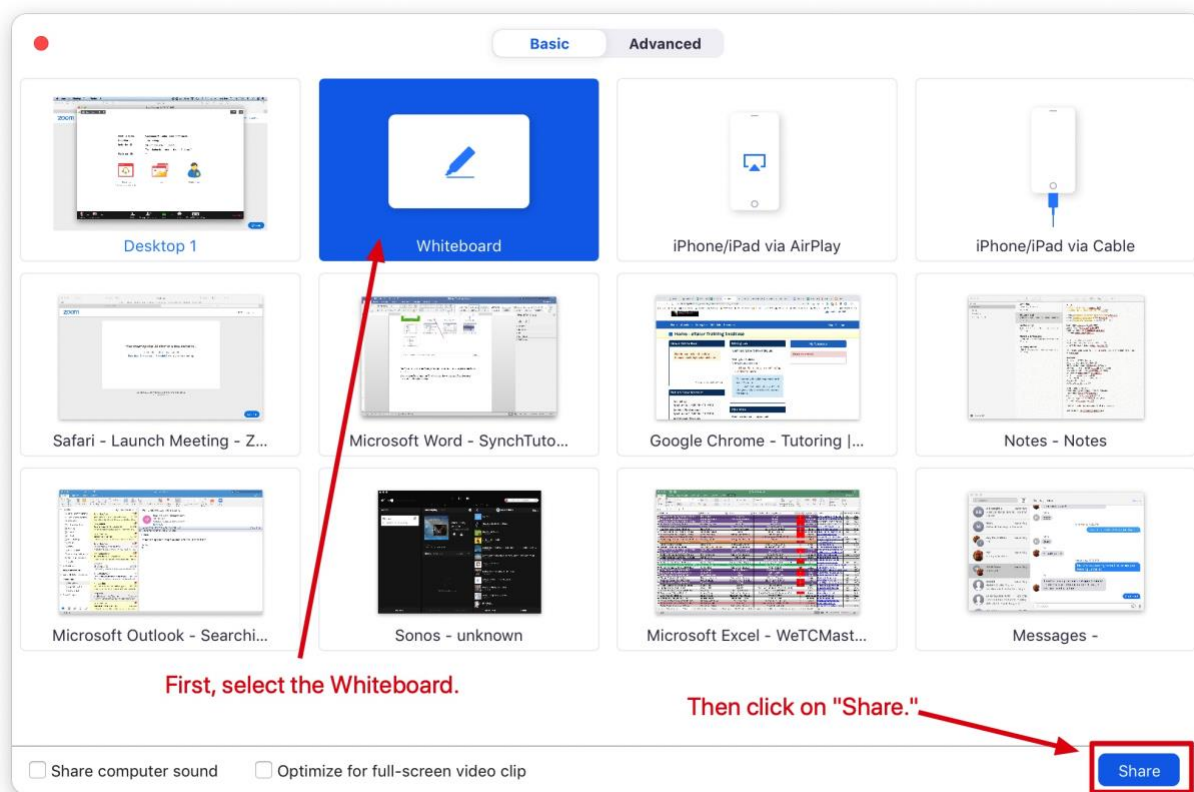
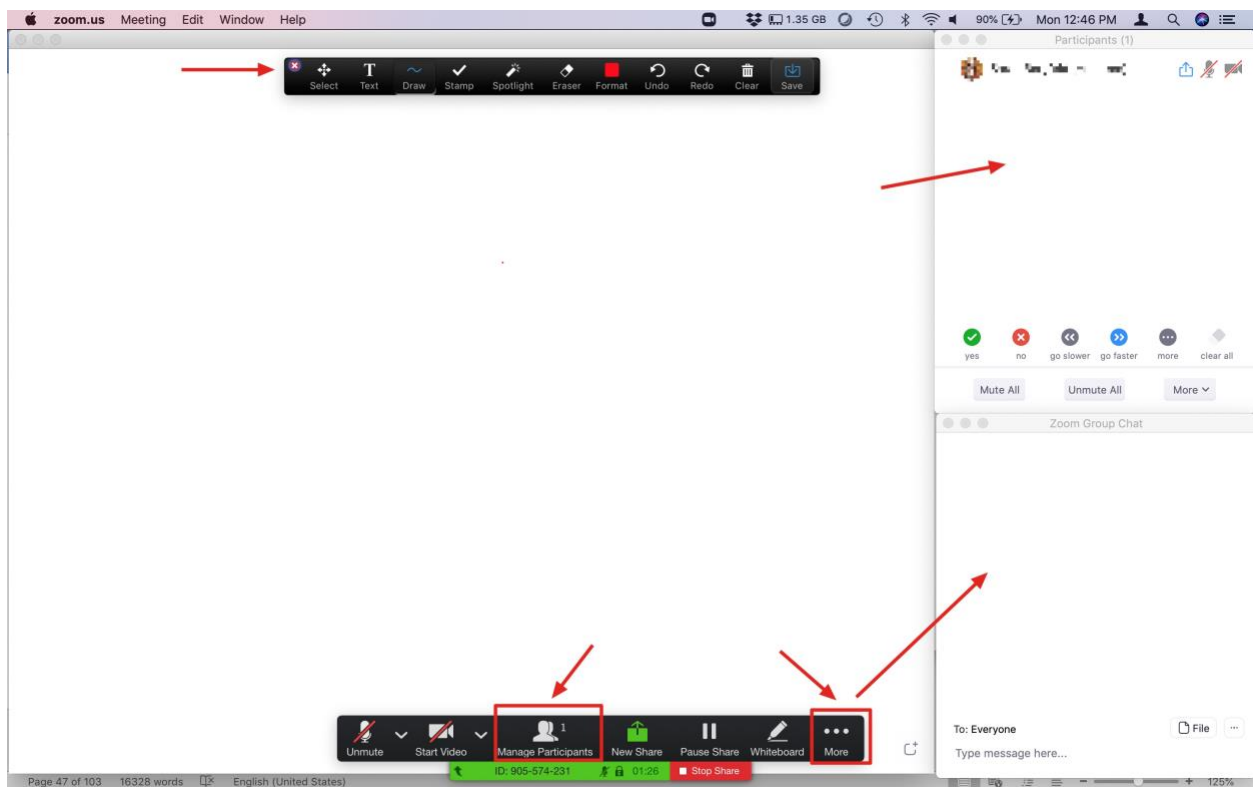When the whiteboard pops up, the bottom of your screen will look like this:
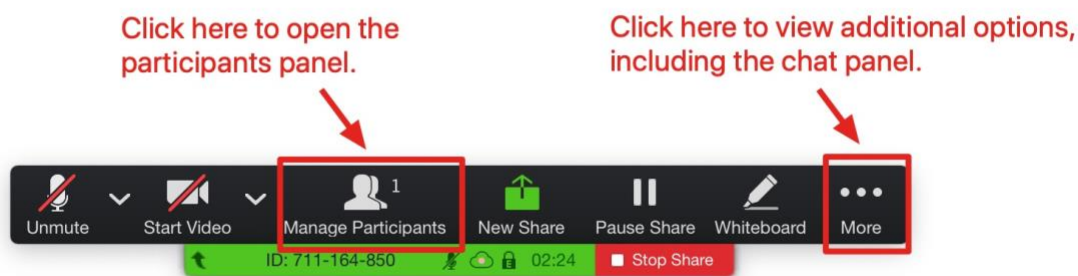
Click on "Manage Participants" to make sure your participants panel is showing.

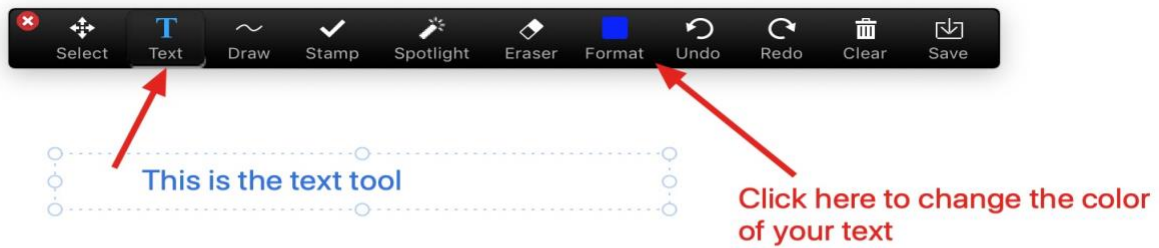If you click on "More" and then "Chat," your chat box will appear.

Once your chat panel shows up, you should arrange your panels to your liking.

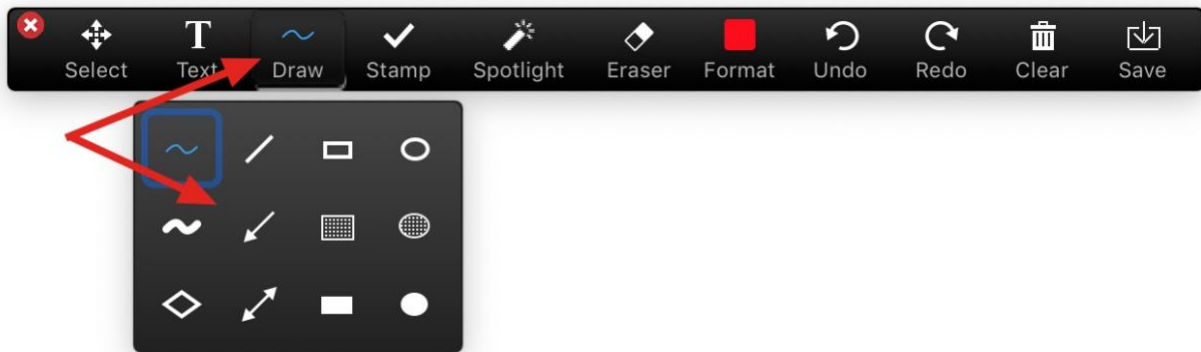See below for a screenshot of the optimal setup.

At the top of the screen is your ZOOM Whiteboard tool bar. You can grab this toolbar and move it where you like.
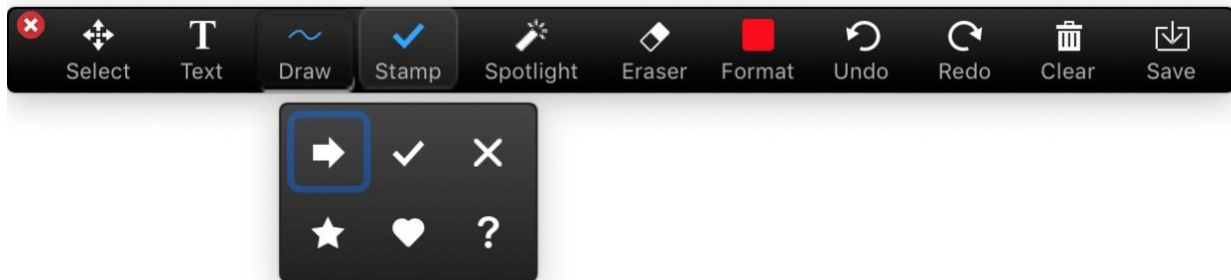
Here are the options that appear when you click on the draw tool:

The best way to learn more about the Draw Tool options is to select each one and see what they do on the whiteboard.

The Stamp Tool works in much the same way as the draw tool, but the shapes and colors are preset:

The Spotlight/Arrow tool allows you to point to a specific part of the whiteboard as you talk to the student. So, for example, if you were working on a simple algebra problem and wanted to point out to the student the part where you needed to divide both sides by two, you would click on the Spotlight/Arrow Tool, select your preference, and then use it to point out what you are talking about. Selecting your preferred Spotlight/Arrow tool looks like this:
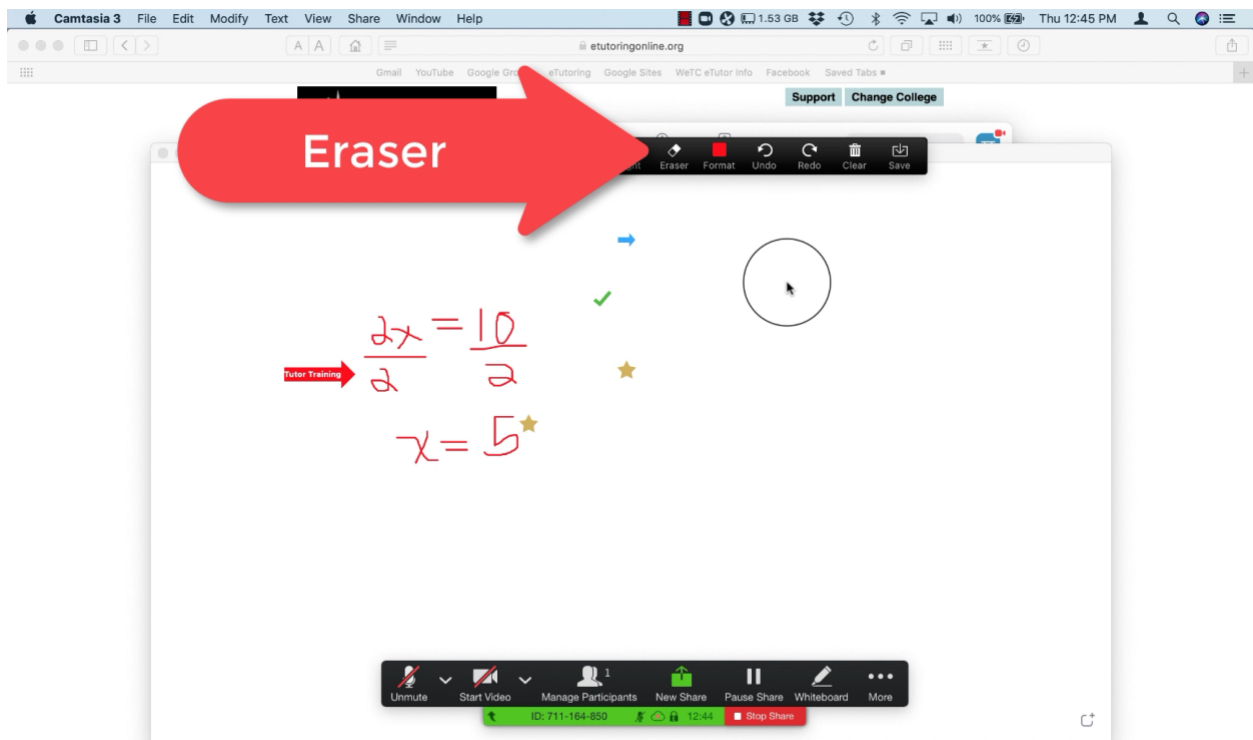

You use the Spotlight/Arrow tool by clicking on the whiteboard near the thing you want to point out, as seen on the next page.

$$\frac{2x}{2} = \frac{10}{2}$$

Tutor Training →

$$x = 5$$

The Eraser is used to erase each object on the whiteboard individually. So, for example, in the screenshot above, the = sign counts as two objects. Please check out the short video below to see how the eraser works.

ZOOM'S DOORBELL FEATURE

All ZOOM rooms are **automatically set to make a chime sound** when students enter. However, if for some reason you do not hear a chime, check your volume settings on your computer and headset. If those are both fine, go to the bottom of the Participants panel, and click on "More."

Then you should be able to see if the chime is enabled in your room. If it is not checked off, make sure you click on it/select it so that the chime will play in the future. See below for a screenshot.
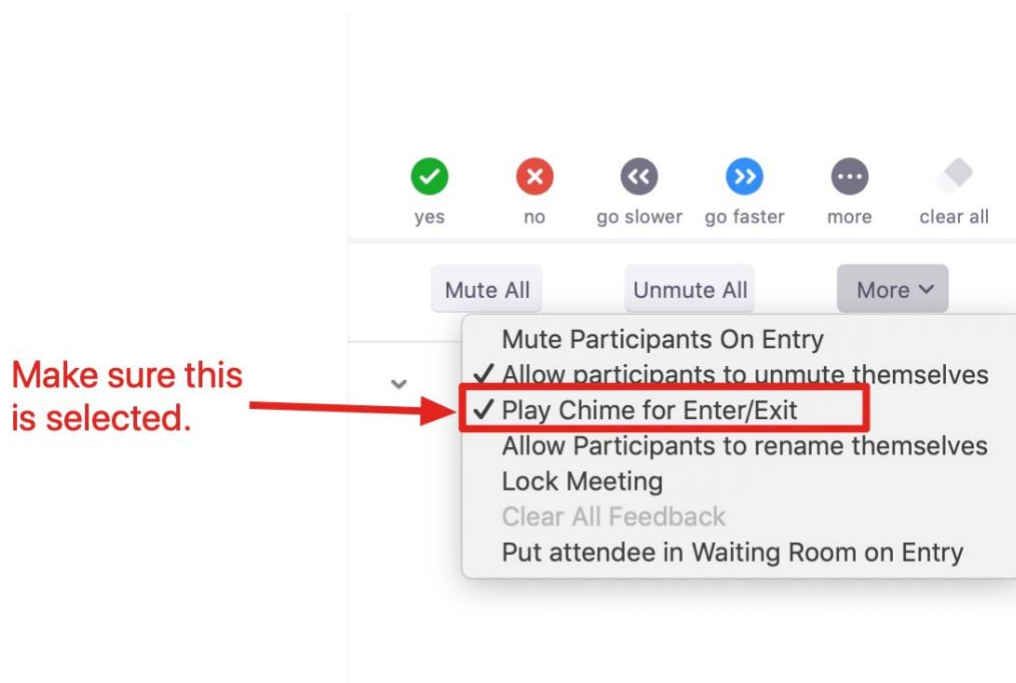

GETTING STUDENTS TO WRITE ON THE WHITEBOARD

Students can also write on the whiteboard and use the tools, but you will have to walk them through the process because it is not as intuitive as it could be.

First, make sure you are sharing the whiteboard. Then, direct the student to look at and mouse over the top of their screen. Then they should click on "View Options" and then "Annotate." When they have done that, the whiteboard tools will appear and they can start using them.

Note: You will not be able to change or delete any of the marks they make on the whiteboard, and they will not be able to change or delete any of yours, so communicating will be vital during the whiteboard sharing process.
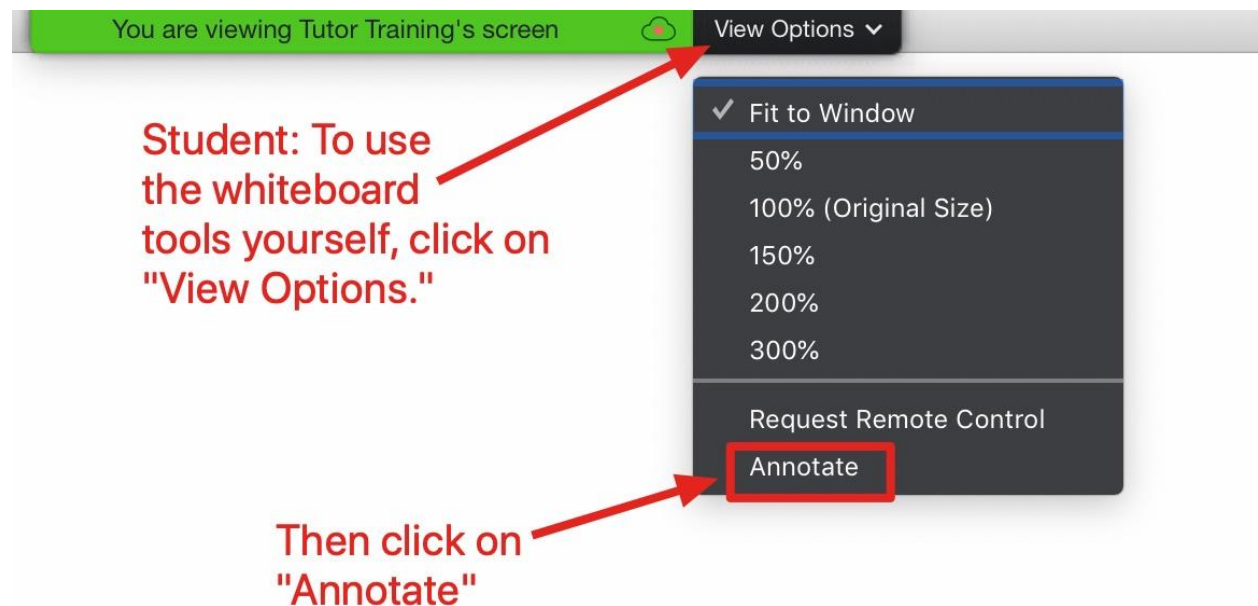
USING AUDIO REGULARLY (AND AS OFTEN AS POSSIBLE)

Tutors using audio in their ZOOM sessions increase student comprehension and satisfaction. In addition, because they are able to quickly clear up communication issues, tutors who use audio in their ZOOM rooms are able to help more students during each shift than those who do not.

NOTE: Use of audio is required in the chatroom *unless* the student prefers not to use it.

TROUBLESHOOTING ZOOM

NOTE: Try not to spend more than five minutes troubleshooting.

Why Just Five Minutes? It is important to be mindful of the amount of time you spend getting the audio to work to everyone's satisfaction. Because using audio can save time by helping participants move through the tutorial quickly, troubleshooting the audio settings is worth a few minutes. However, tutors should use their judgment and their sense of the student's patience to stop troubleshooting before the student is irritated by the process. We want to use audio because it will speed up our tutorials, thus making it possible to help more students; however, we do not want the use of audio or the troubleshooting it may require irritating the students we are trying to help. Thus, five minutes is about all a tutor should spend troubleshooting audio.

> **NOTE:** Our general troubleshooting philosophy is to make sure everything is fine on the tutor's end before asking the student to troubleshoot his/her settings.

The following conditions **must exist** for both the tutor and the student to use audio in the ZOOM room:

☐ The tutor must ensure that modest measures have been taken to encourage the student to use audio. The student must decline audio in order for the tutor to conduct the tutorial without using the audio.

☐ Both the tutor and the student must have computers and equipment capable of broadcasting sound over the Internet.

☐ The speaker and microphone volumes must be set to appropriate levels for both the student and the tutor.

Please check each of the boxes above whenever you experience audio difficulties in ZOOM. If you cannot find the solution, please check out the "Troubleshooting Audio in the ZOOM Room" section of the Policies and Protocols document.

THE ETUTORING RESOURCES PAGE

One great thing about our eTutoring community is the Resources page we all share. The link appears in the upper right corner of your eTutoring homepage.
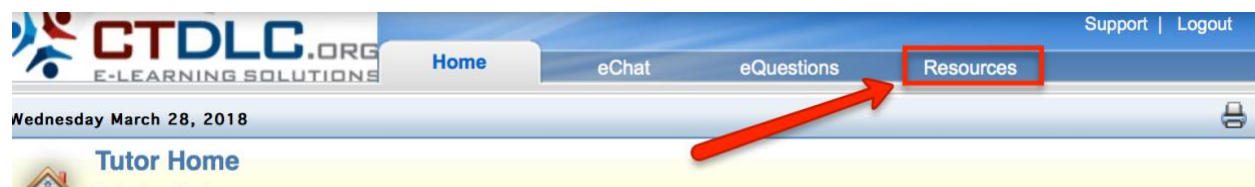
When you click on the Resources link, the Resources page will open. On the left side is a list of the subject headings. When you click on a subject, (like math) the middle column will show you a list of main topics falling under that subject. If you then click on a main topic, you will see a list of resources in the column on the right.

Alternately, you can enter search terms in the "Search Resources" box and click on "Find Resources" to see if anyone has created a resource related to what you are looking for.

POST A NEW RESOURCE TO THE RESOURCES PAGE

If you create an original resource that you want to share with the collaborative and Ohio's students, we can post a resource to the Resources Page. Please send your original document in a MSword format and Karen Boyd will format it and share it on the eTutoringONLINE platform.

You can find your Resource page favorites in the lower right corner of your tutor homepage, just below the tutor schedule link:

1. **Quality of Service**
   o **Welcome each student**. Use both audio and the chat box to welcome students.

   o **Open your live session on time**: Students can look ahead and see upcoming live tutoring sessions weeks in advance. If they plan to meet with an eTutor during posted hours, that tutor should be in their ZOOM room on time and ready to tutor.

   o **Do not solve any homework problems without the student's active participation**. We assure all our institutions that we will help students discover the solutions and get "unstuck," but we will **not** do the students' work for them at any time. You should <u>never</u> show a student how to complete an entire homework problem on the whiteboard. When it is necessary to walk a student through a problem, you should try to find a similar problem on the web or in one of your textbooks – you may walk a student through a <u>similar</u> problem, but never their exact homework problem.

   o **Live sessions should be student-directed.** In other words, the student should do the majority of the talking and the majority of the work on the whiteboard. The tutor's job is to ask guided questions to help the student figure out why s/he is stuck in a particular place on a particular problem. It is not the tutor's job to ensure complete understanding of the problem; the tutor's job is simply to get the student unstuck so the student can learn on his/her own.

   o **Use audio!** Unless the student's environment prohibits audio, **use your audio at all times.** Audio significantly increases comprehension and decreases the frustration that can come from working with just the chat pod.

   o **Do not eat, chew gum, or answer your cell phone while tutoring:** Because most of your Live sessions will use audio, it is important to think about how the audio sounds on the student's end. If you have ever spoken to someone on the phone while they are eating, drinking, or chewing gum, you know how unpleasant those sounds can be. You should also give the student your undivided attention, which means refraining from answering your cell phone.

   o **Mute your microphone when you are not talking:** You should mute your microphone when you are not speaking so that none of the background noise inherent in your home or tutoring center is conveyed to the student (including typing sounds). Such noises can be very distracting.

2. **Personalize your responses to students:** Bring your personality to the online environment so students experience you as a human being and not just numbers and words on a screen. This can greatly enhance the overall learning experience. Here are some ways you can personalize your LIVE sessions:

   o **Use encouragement:** Use positive comments and encouraging statements with every student.

   o **Always reply as though the student's question is very important:** Students should feel welcome and they should feel as though you are happy to help them. If you find your session is coming to a close, do not say you do not have time to respond; instead, provide the most meaningful help you can in the time remaining.

   o **Recognize the student's attempt to complete a problem or answer a question.** Most students come to us for help, not easy answers. Recognize the effort students make and guide them toward the solution when they struggle.

   o **Write in a conversational tone.** Effective online communication often requires that we pay special attention to conveying the human element within what can be seen as an impersonal environment. Do your best to make sure all of your responses have a human voice. While conveying your knowledge clearly is key to guiding the student, your presence as a caring individual is vital to engaging and connecting with the student. Refrain from using all caps and excessive punctuation. "WHAT???" sounds like exasperation and impatience whereas "What do you mean?" sounds calm and rational.

   o **Always invite students to come back with more questions.**

3. **Help Students Use the Technology:**
   o Practice using the various functions yourself so you can be ready to assist the student.

   o Encourage students to use the audio function, but do not pester them. Follow the flow chart as a guide to asking about audio. Help the student troubleshoot audio issues.

4. **Limit sessions to 20 minutes when other students are waiting**
   o Each ZOOM room can fit up to three students and a tutor.

   o When your room contains only one student, you may work with that student throughout your shift, though you should still encourage the student to work independently once you have worked through the section of the problem where the student is stuck.

o When your ZOOM room is full, do not spend all of your time with one student. Instead, tell the students that you can help each student for 20 minutes before moving on to the next. This will help you enforce the time limit when a student's time runs out.

o In reality, students who are reluctant to end their session may attempt to drag it out. You may spend over 20 minutes with an insistent student, but **never** spend more than 30 minutes with any student if there are other students waiting.

o **When you are done working with a student <u>and your room is full (three students),</u> ask the student to leave the ZOOM room and continue working on his/her own. This will allow other students to enter the room.** If the student refuses to leave, s/he may be warned and then removed from the room. It is important to follow these steps in this order:

> o Ask the student to leave;
> o Warn the student that you will be removing him/her from the room;
> o Remove the student from the room.

Do not skip any of these steps and please make sure you allow a reasonable amount of time for the student to respond to your request; after all, they cannot see your chat message if you have already removed them from the room.

5. **More Suggestions for Providing Effective Online Tutorials:**

- Use pictures, definitions, and samples from other web resources to model and illustrate what you are conveying to the student. Doing so can make your responses more meaningful and more interesting by making the abstract more concrete (see the Resources tab for websites that might provide helpful illustrations).

- If you do not know an answer to a question, do not give up right away and say you do not know. **Search the web for similar questions** and share what you find with the student. Familiarize yourself with the Resources tab and mark the most useful resources as favorites.

THE ZOOM TRAINING ASSIGNMENT

In order to demonstrate what you have learned in this manual, please make sure you are still logged into the eTutor Training Institute as "Tutor Training" (username: **westtutor1**; password: wetc_**0577**) before completing this exercise.

Please read all instructions before starting this exercise. You will need a headset and a tablet to complete this exercise. The OhioLINK eTutoring Collaborative director will watch your recording of this exercise before granting you access to the site.

1. Connect and download the necessary software for your tablet and turn it on.
2. Connect your headset and turn it on.
3. Log into the Training Institute as "Tutor Training" (username: **westtutor1**; password: **wetc_0577**).
4. Open your ZOOM room.
5. Set the ZOOM room up with the whiteboard, chat panel, and participants panel.
6. Push the microphone button to use audio and say a little something about yourself!
7. Talk occasionally throughout this assignment to show that your audio remains fully functional.
8. Draw on the whiteboard.
9. Use all of the whiteboard tools at least once.
10. Share your Desktop and/or an open application on your computer.
11. Stop Sharing.
12. End the meeting

When you have completed your training, the OhioLINK eTutoring Collaborative director will use the recording you made of this exercise to make sure you understand how to use the ZOOM room and its tools, so please do not skip this exercise.

When you have completed this exercise, please continue reading through this manual.

Here is how every shift should proceed (details for each step follow below):

1. Open web browser
2. Open a few additional browser tabs
3. Open at least 3 browser tabs to www.eTutoringonline.org
4. Login
5. Open all tabs to your eTutor homepage
6. Clock in
7. Open one tab to the eQuestions queue
8. Click on Live Tutoring and enter the appropriate ZOOM room.
9. Complete your shift
10. Return to eTutoring Homepage
11. Clock out
12. Log out

Here are the steps in detail.

1. First, open your web browser. A web browser is the software application (app) on your computer that you use to surf the web/internet. Some examples are:
   a. Firefox (eTutoringOnline.org's preferred browser)
   b. Chrome
   c. Safari
   d. Internet Explorer (not recommended)
2. Open at least THREE additional browser tabs: http://www.wikihow.com/Use-Tabbed-Browsing. Please read this guide. eTutoring is very difficult to use effectively if you do not know about tabbed browsing.

   Here's what tabs look like on a few browsers.

   This is what tabs look like on Chrome:

   This screenshot shows two tabs open, one on the left and one on the right. The red box on the far right of the screenshot is highlighting the button you can push to add another tab.

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This is what tabs look like on Firefox:

There are at least two tabs open here, and the red box on the far right of the screenshot is highlighting the button you can push to add another tab.

This is what tabs look like on Safari:

There are three tabs open in the screenshot above, one is open to the user's favorite's page, one is open to Google, and one is open to eTutoring.org. The red box on the far right of the screenshot is highlighting the button you can push to add another tab.

NOTE: There is a button in the far, upper right corner of every web browser that, when pushed, will open a new tab. It usually looks like a + symbol. You can also use the keyboard shortcut Command T to open a new tab.

3. Open at least THREE tabs to eTutoring.org.

Once you have added a few tabs to your browser, CLICK on each tab and open each one to your eTutoring login page. Your login page is the page for your institution where you log in for every shift. Below is an example of what all of your tabs should look like when you have opened them all to your eTutoring login page.
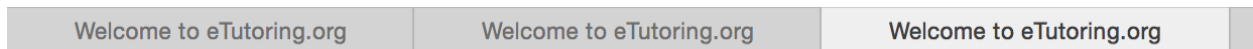
Now that you have three tabs open to eTutoring, click on ONE of them and login.

4. LOGIN: At the beginning of every shift, you need to LOGIN. Below is an example of a tutor's login page, **although it is very likely your school's page may look different due to recent platform changes.**

Logging in is ALWAYS and ONLY controlled by the tutor. No one can login for the tutor and the system never automatically logs people in. The login box is located on each institution's homepage and includes login instructions.

You will receive your eTutor username and password when you have completed the training.

5. Open all tabs to your eTutor homepage.

On the following page is an example of an eTutoring HOMEPAGE. This page will appear on the tab you used to log in to the site, although it may look different as the platform is currently evolving.

Because you only logged in on ONE tab, your other tabs will look something like this (the red highlighting and the numbers will NOT appear on your browser):

Click on one of the tabs that says, "Welcome to eTutoring.org." When you do that, you will see the eTutoring homepage. When you see the page below, click on "Welcome."

When you have done that, a new page will open (see the screenshot below):

Notice that your name is now visible in the upper right corner of the screen (in the above example, I've used a training account.)

Now click on "Home."

When you do that, you should arrive at your eTutor homepage on this tab (see below):

At this point, you should have two browser tabs open to your eTutoring homepage.

Important: Repeat Step #5 for all of the other tabs you wish to open to eTutoring.

> **NOTE:** You can also simply login to eTutoring on every tab you use, but the method demonstrated above is easier (it requires only three clicks with your mouse).

Once you have THREE tabs set on your eTutoring homepage, you should clock in.

6. Clock In

You clock in by pushing the **green** button on the right side of your tutor homepage:
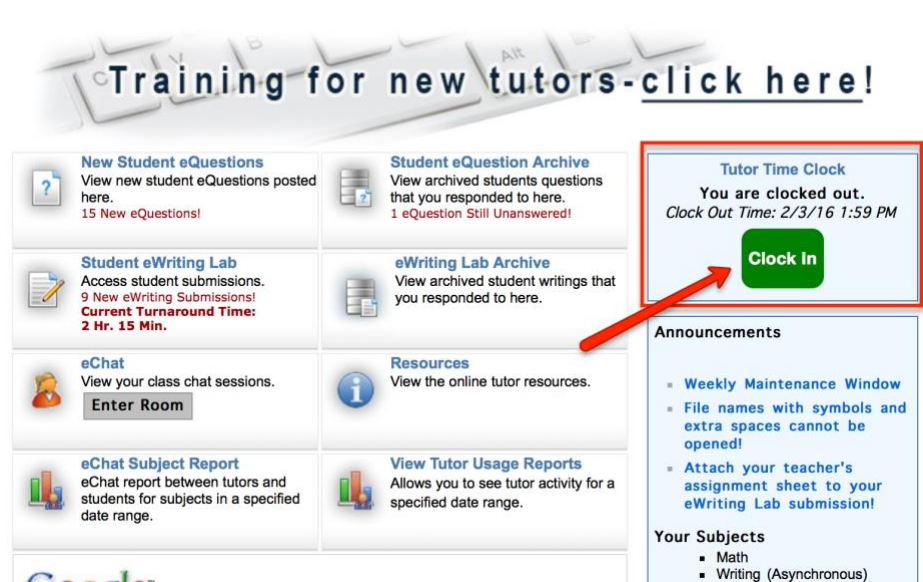
After you have pushed the clock in button, you will notice that it will turn red and display the last time you clocked in (see below).
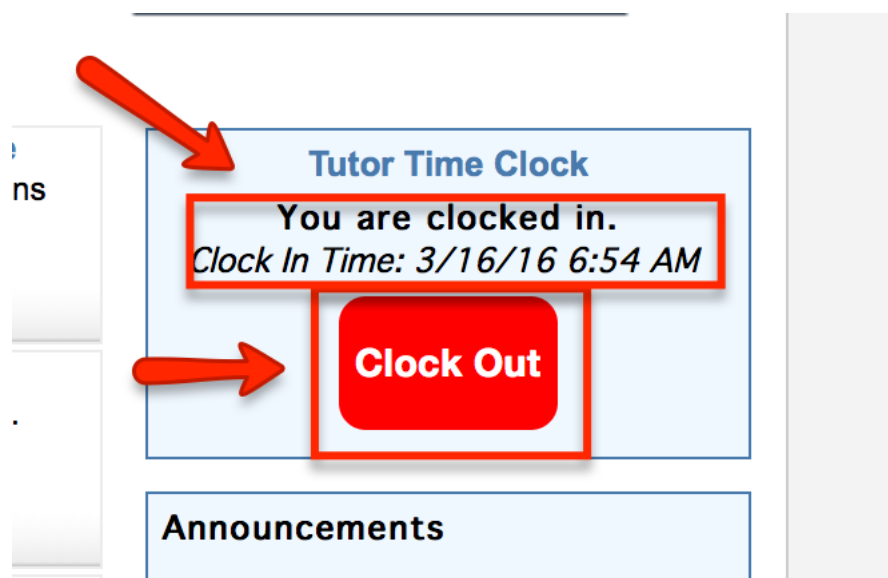
NOTE: Make sure the clock out button is **RED** and says "You are clocked in" **before** you start working.

7. Open one tab to the eQuestions queue

Click on the eQuestions tab or click on "New Student eQuestions" on any of your eTutoring homepages to open the eQuestions queue. See the screenshot below for details.

Here is a picture of the eQuestions queue:

eQuestions
Click on the Topic to respond to an eQuestion

This page will refresh in 15 seconds.

Once you click on a Questions, you MUST answer it or contact Support to remove it from your Archives.

Return to the Main Menu

Only subjects that have questions are displayed.

Statistics eQuestions

Status	Author	Topic	Question	Date Submitted
	Jared Kelly	how to use	Given an expected arrival of 20 customers per hour, what is the probability that the next customer will arrive in 6 minutes (0.6 hours)? I have been using the Poisson formula: $e^{-\lambda} * \lambda^x$ x!	Thursday January 31, 2013 4:03 PM PST
	Sakkarak Sath	Find the interval containing the middle-most	A distribution of values is normal with a mean of 200 and a standard deviation of 14. From this distribution, you are drawing samples of size 17. Find the interval containing the middle-most 62% of sample means: Enter your answer using *interval notation*. In this context, either inclusive or exclusive intervals would be acceptable.	Saturday February 2, 2013 3:04 PM PST

back to top

NOTE: The eQuestions queue you see may be different from the one above. It may also be empty. That is OK, it just means that there are currently no eQuestions in your subject. However, students may login and post eQuestions at any time.

The reason you need to keep a browser tab open to the eQuestions queue at all times is that doing so will prevent the site from automatically logging you out. The eQuestions queue automatically refreshes (reloads) every 15 seconds, thus ensuring that the site sees you as "active" on the site.

If the site sees you as "inactive" (i.e. you aren't clicking around on the site and/or your internet connection speed is too slow) it will LOG YOU OUT entirely on its own. You do not want to be automatically logged out because it will mess up how your shift hours are recorded and how they appear to your coordinator and the director. Messed up reports mean that paychecks may not be sent to you. Keeping a tab open to the eQuestions queue prevents all of this from happening.

Opening one tab to the eQuestions queue is not a step you can skip; <u>it is mandatory.</u>

8. Open one tab to the ZOOM room

   To enter the ZOOM room, you can either click on "LIVE Tutoring" at the top of the screen or you can click on the "Enter Room" button under "LIVE Tutoring" in the middle of the page.

If you click on LIVE Tutoring on the top of the page, you will have to click on "Enter Room" on the next page:

9. <u>Complete your shift</u>. This was covered in the training; it includes remaining in the ZOOM room for the entirety of your shift and answering eQuestions (if available).

10. <u>Return to your eTutoring Homepage</u>: At the end of your shift, you need to return to the homepage.

You can access the homepage by clicking on HOME tab, which is visible at the top of EVERY eTutoring page:
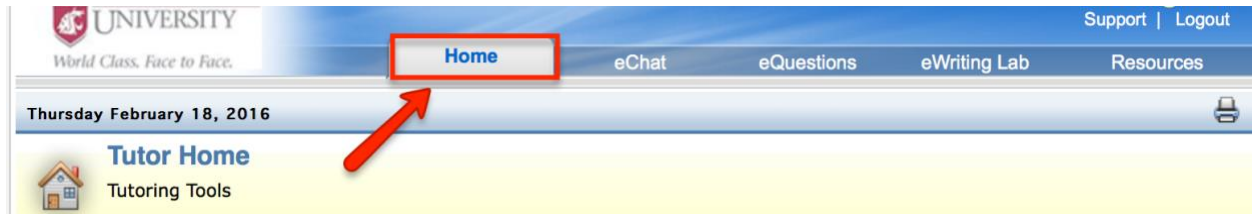
If you do not return to the homepage, you cannot CLOCK OUT, and you need to clock out at the end of EVERY shift.

11. CLOCK OUT: At the end of every shift, the tutor will need to return to his/her eTutoring homepage and push the **red** CLOCK OUT button:
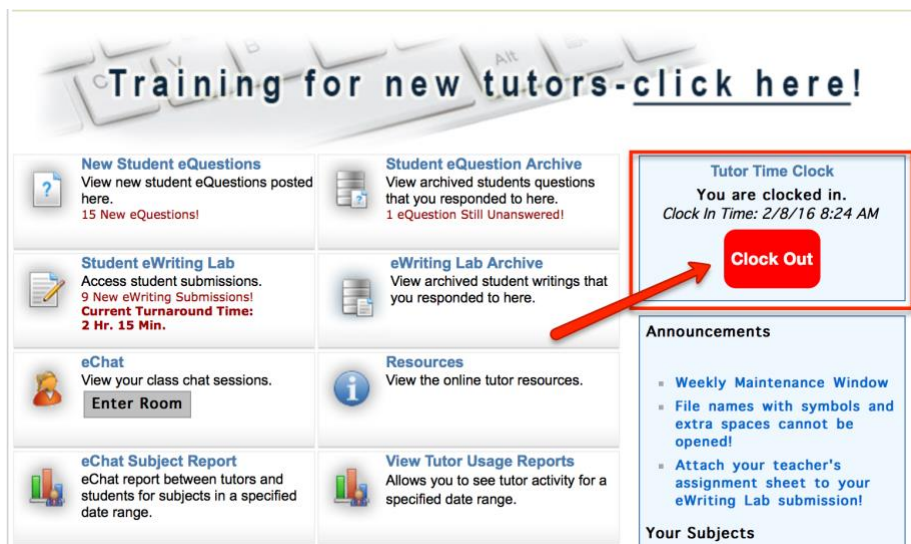
Very Important Note: Only a tutor can clock in. The site cannot (and will never) clock a tutor in. If the tutor logs out or is logged out automatically by the site, S/HE WILL REMAIN CLOCKED IN UNTIL S/HE PUSHES THE CLOCK OUT BUTTON, even if the tutor logs out!

When you push the red CLOCK OUT button, it will turn green and show the time at which you last clocked out:
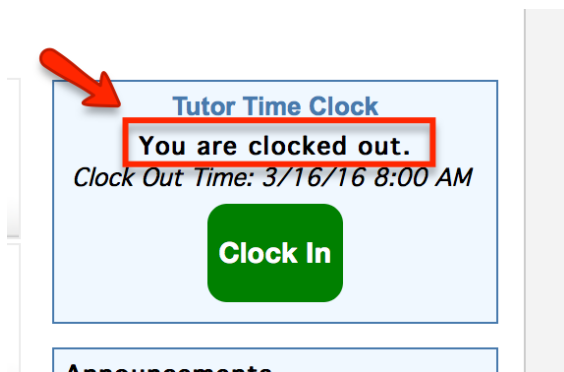
The next step is logging out, but **DO NOT LOG OUT unless the Tutor Time Clock is green and says, "You are clocked out."** *There is a slight delay*, so you may have to wait a couple of seconds between clocking out and logging out.

12. LOG out

To log out, the tutor should click on the "Logout" button in the upper right corner of her/his eTutoring screen.
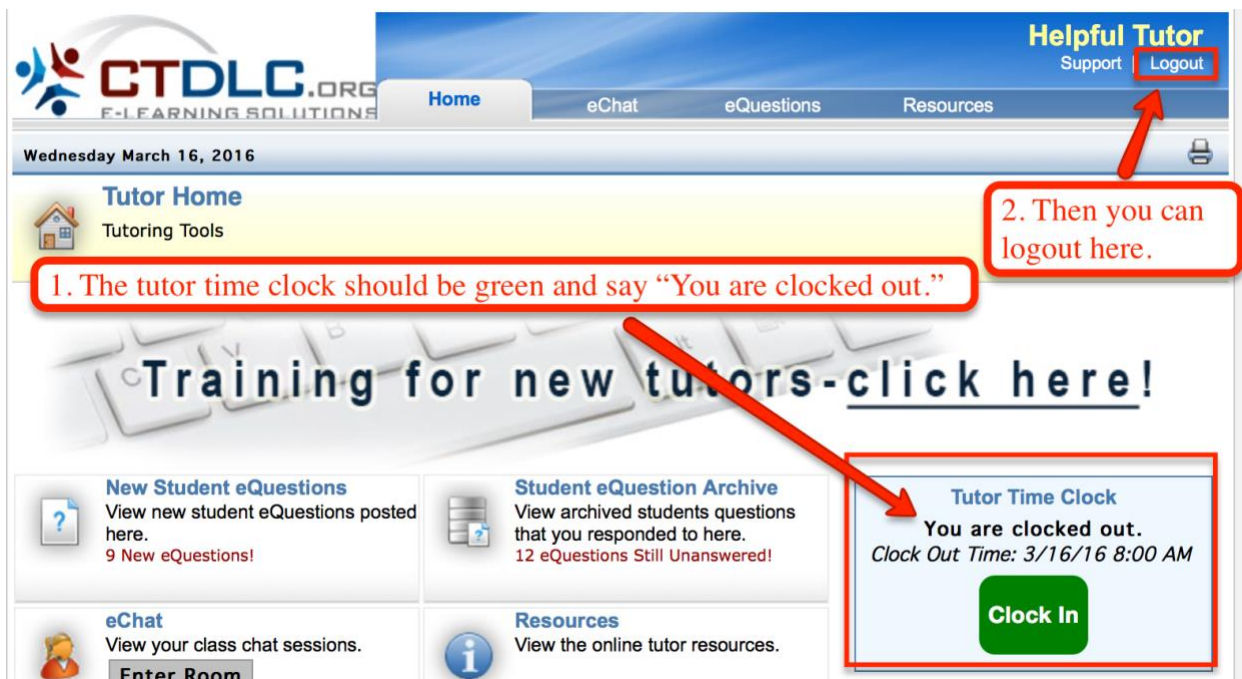
The Clock In/Out button should be **green** when you LOG OUT. If it is still **red**, you need to clock OUT before you log out. To clock out, go back to step 11. When you are done clocking out, push the "Logout" button.

ETUTORING SHIFT CHECKLIST

☐ Silence your phone and finish any food and/or spit out your gum before signing on.

☐ Make sure your browser is set up to allow pop-ups (turn pop-up blockers OFF).

☐ Open 3 – 5 browser tabs

☐ Log into eTutoring on time and enter your ZOOM room immediately.

☐ Open one tab to the eQuestions queue

☐ Make sure your Manage Access & Entry settings (from the meeting menu) are not blocking anyone from entering (**none** of the items should be checked).

☐ Plug in your headset and make sure the microphone is working. Complete the Audio Setup Wizard, if necessary.

☐ Make sure your doorbell share pod is open and functioning properly.

☐ Select your room layout, but make sure your attendee list and chat pod are showing. When a student first shows up, use both the chat box and audio to start the conversation.

☐ Set up a welcome message in your Note Pod. This sets a positive tone for your sessions and should inform students of our procedures.

☐ Welcome students via both audio *and* text when they come into your room and give them an estimated wait time if other students entered the room before they did.

☐ Click on the first eQuestion and work through it while also working with any students in your ZOOM room. All eTutors are responsible for answering eQuestions.

☐ Address students by name.

☐ Make sure to ask each student if you can use audio. Use of audio in the ZOOM room is required unless the student refuses it.

☐ ZOOM, by default, records each session. If given the opportunity, name the recording using the student's name and the date.

☐ Make the student a Presenter while you are working with him/her so s/he can use the Whiteboard and tools. Be sure to return the student to Participant status when you are done with the tutorial and before moving on to the next student.

☐ Be prepared to use all the tools available to you: whiteboard, file sharing, web links, etc.

☐ Please keep all interactions friendly and use a supportive tone throughout your sessions.

POLICIES AND PROTOCOLS

SHIFT MANAGEMENT

NO-SHOW AND TARDINESS POLICIES

Checking on Tutors

Every day, the Director conducts login reports and checks the weekly calendar at www.eTutoringONLINE.org to make sure tutors are reporting to work on time and working their shifts in their entirety.

Notifying the OhioLINK eTutoring Collaborative Director

Tutors *must* notify the director via email of the possibility that they will be tardy or miss a shift as soon as it is possible to do so. The director will then ask the tutor to reschedule the shift .

An excessive number of last-minute schedule changes will prompt the director to ask tutors to change their shifts in order to better fit their current schedules and reduce the number of last-minute changes. Likewise, tutors calling in an excessive number of emergencies (judged on a case-by-case basis) may be asked to reduce their weekly tutoring hours. In turn, the coordinator at that institution will be asked to find another tutor to help fulfill the institution's commitment to the collaborative.

If the director receives notification of potential tardiness or a missed shift, *at least 72 hours before the tutor's shift (especially on weekends)*, the schedule can be changed, resulting in no noticeable change in the services available to students. Tutors notifying the director of emergency changes to upcoming shifts will be given the benefit of the doubt; tutors failing to notify the director will face the penalties for missed shifts listed below.

Contact information:
Director: Karen Boyd, KBoyd@oh-tech.org

CONSEQUENCES FOR TARDINESS AND MISSED SHIFTS WHEN THE TUTOR FAILS TO CONTACT THE DIRECTOR

The sections below list the consequences for single and repeated instances of tardiness and missed shifts *when the tutor fails to notify the director*.

LIVE TUTORS' TARDINESS POLICY (WITHOUT NOTIFYING THE DIRECTOR)

Tardiness (LIVE tutors only) = Signing on to the site *more than 5 minutes* after the beginning of one's scheduled shift OR leaving more than 5 minutes before the END of one's shift.

1. **The First Instance**
   a. First Warning: The director will notify the tutor and the Campus eTutoring Coordinator (CeC) of the issue and ask the tutor not to be late again.
2. **The Second Instance**
   a. Second Warning: The director will send an email to the tutor and the IC reminding them both of the tardiness issue and repeating the request that the tutor not be late again.
3. **The Third Instance**
   a. Probationary Period: The director will notify the tutor and the tutor's CeC of the tutor's repeated tardiness. The tutor can then choose to:
      i. Write a letter to the director and the CeC explaining the reasons for the repeated tardiness and justifying the tutor's continued work with the collaborative. If the tutor convinces the director to give him/her another chance, the tutor will enter a **two-week probationary period.** If the tutor is on time to all of her/his shifts, s/he will once more become a tutor in good standing with the Collaborative. If the tutor is tardy during the probationary period, s/he will be asked to leave the collaborative and the CeC will be asked to find another tutor to fulfill the institution's commitments to the collaborative.
      ii. Give the director and the CeC his/her two weeks' notice.

No-show =

   a) Not logging in or clocking in on the day of one's scheduled shift.
   b) Missing *more than a half hour* of one's scheduled shift, whether it is a result of logging out early, logging in late, or logging out in the middle of one's shift and then logging back in.

1. **The First Instance**

   First Warning: The tutor and the tutor's CeC will be notified of the missed shift. The missed shift should be rescheduled when a ZOOM room is available, no other conflicting tutors are scheduled and when the tutor is available.

2. **The Second Instance**

   Probationary Period: The tutor will write a letter to the director and the CeC explaining the reasons for repeatedly missing his/her shifts and justifying her/his continued work with the collaborative. If the tutor convinces the director to give him/her another chance, the tutor will enter a **four-week probationary period.** If the tutor is on time (LIVE only) and completes all of her/his shifts, s/he will once more become a tutor in good standing with the Collaborative. The missed shift should be rescheduled when a ZOOM room is available, no other conflicting tutors are scheduled and when the tutor is available.

   The Third Instance

   The tutor will be asked to leave the collaborative and the CeC will be asked to find another tutor to fulfill the institution's commitments to the collaborative.

A LIST FOR TUTORS (PLEASE READ THESE CAREFULLY)

   1. The number of tutoring hours contributed by each member institution is set by a contract between the institution and OhioLINK, so tutoring hours cannot be lost or deleted, they can only be moved. Thus, anytime a shift is missed, it will need to be made up at a later date.
   2. Do not show up late to a LIVE shift. Working beyond your scheduled shift does not make up for the fact that you were late or that students expected you to be there at a particular time and you weren't.

3. LIVE tutors must be *logged in, clocked in, present, and available in their ZOOM room* for the entirety of their scheduled shifts, regardless of the number of students in the ZOOM room.
4. You are accountable for the shifts listed on the weekly calendar at www.etutoringONLINE.org, *exactly* as they appear. If the schedule on the site is incorrect, contact the director **immediately**.
5. Do not take any holidays off without asking permission from both your Campus eTutoring Coordinator and the OhioLINK Collaborative director.
6. Please contact the director and your CeC at least FOUR weeks before you want to stop working with the collaborative. It takes time to find and train a new tutor, but the services we provide for students need to proceed as usual. Please extend this kindness to the collaborative and give us adequate notice before resigning your position.

TUTOR EMERGENCIES: PROTOCOL FOR CONTACTING THE DIRECTOR

Explanation of Issue

A tutor encounters an emergency that will prevent him/her from making it to a scheduled shift on time. Such emergencies may also cause the tutor to miss the shift entirely.

Resolution

1. The tutor should immediately contact the director at kboyd@oh-tech.org so the shift can be changed and student expectations effectively managed.
2. The director will contact the tutor at a later date to schedule a make-up shift during a peak week (or as close as possible to the original shift if that shift was scheduled for a peak week).
3. If such absences are deemed excessive (judged on a case-by-case basis), the director may ask the tutor to change his/her eTutoring shifts, making it easier for the tutor to avoid absences. Alternately, tutors with excessive absences or tardiness may be asked to reduce or eliminate their eTutoring hours.

Explanation of Issue

A tutor needs time off and knows exactly which upcoming shifts s/he cannot work.

Resolution

All tutors should study their personal, work and professional calendar to determine if there are competing times when you might be working as an OhioLINK eTutor. Notification of planned absences must be made THREE weeks in advance.

HOLIDAY AND SEMESTER BREAK POLICY

The OhioLINK eTutoring Collaborative follows most schools' breaks. Traditionally we close after the first week of December, reopen in mid- to late- January until the first week of May. Summer term, for those schools that participate, runs from mid-May through the first week of August. Fall term typically begins the week prior to Labor Day.

NATIONAL HOLIDAYS THAT ALLOW TUTORS A BREAK, IF CHOSEN

Holidays falling under this section include:

Dr. Martin Luther King, Jr. Day

Presidents' Day

Memorial Day

Labor Day

Columbus Day

Veteran's Day
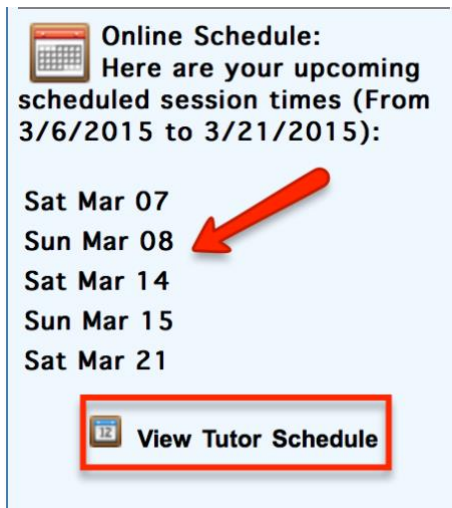
All other state/local holidays

Please check with your Campus eTutoring Coordinator to learn whether you are paid to work on certain holidays. Advise the OhioLINK Coordinator of any planned absences at least two weeks in advance.

UPCOMING SHIFTS: HOW TO LOOK AHEAD

If you are logged into your tutoring account, there are several ways to look for upcoming shifts. First, the box on the lower right side of your homepage displays your next five shifts:

To view shifts beyond those you can see in the online schedule box, click on "View Tutor Schedule" (in the red box above).

When the schedule opens, the first thing you will see is a list of the shifts available to students **during the highlighted dates only** (see below).

To view your upcoming shifts in specific date range, please follow the directions on the screenshot below.

However, if you want to see an entire week's schedule, for all of the tutors in the OhioLINK eTutoring Collaborative, you can either highlight additional dates or click on the "See this week at a glance" link (see below):

When you click on "See this week at a glance," you will see the weekly schedule, a sample of which appears below. At the top of the weekly schedule, you will also see links for next week's schedule and last week's schedule. You will also notice that today's schedule is highlighted (see below).

Weekly Tutor Schedule
Available tutors for CTDLC eTutor Training Institute.

View Next Week's Schedule

Tutors Available for the Week of March 01, 2015 - March 07, 2015

« Previous Week   Next Week »

Sunday March 1	Monday March 2	Tuesday March 3	Wednesday March 4	Thursday March 5	Friday March 6	Saturday March 7
Accounting	**Accounting**	**Accounting**	**Accounting**	**Accounting**	**Accounting**	**Accounting**
5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	11:00 AM - 2:00 PM: H. Tutor	5:45 PM - 8:45 PM: T. Tutor4	11:00 AM - 2:00 PM: H. Tutor	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4
Anatomy and Physiology	**Anatomy and Physiology**	5:45 PM - 8:45 PM: T. Tutor4	**Anatomy and Physiology**	5:45 PM - 8:45 PM: T. Tutor4	**Anatomy and Physiology**	**Anatomy and Physiology**
5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	**Anatomy and Physiology**	5:45 PM - 8:45 PM: T. Tutor4	**Anatomy and Physiology**	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4
Biology	**Biology**	11:00 AM - 2:00 PM: H. Tutor	**Biology**	11:00 AM - 2:00 PM: H. Tutor	**Biology**	**Biology**
5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4
Calculus	**Calculus**	**Biology**	**Calculus**	**Biology**	**Calculus**	**Calculus**
5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	11:00 AM - 2:00 PM: H. Tutor	5:45 PM - 8:45 PM: T. Tutor4	11:00 AM - 2:00 PM: H. Tutor	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4
Chemistry	**Chemistry**	5:45 PM - 8:45 PM: T. Tutor4	**Chemistry**	5:45 PM - 8:45 PM: T. Tutor4	**Chemistry**	**Chemistry**
5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	**Calculus**	5:45 PM - 8:45 PM: T. Tutor4	**Calculus**	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4
Math	**Live Writing Lab (Synchronous)**	11:00 AM - 2:00 PM: H. Tutor	**Live Writing Lab (Synchronous)**	11:00 AM - 2:00 PM: H. Tutor	**Live Writing Lab (Synchronous)**	**Math**
5:45 PM - 8:45 PM: T. Tutor4	5:00 AM - 7:00 AM: H. Writing Tutor	5:45 PM - 8:45 PM: T. Tutor4	5:00 AM - 7:00 AM: H. Writing Tutor	5:45 PM - 8:45 PM: T. Tutor4	5:00 AM - 7:00 AM: H. Writing Tutor	5:45 PM - 8:45 PM: T. Tutor4
Statistics	**Math**	**Chemistry**	**Math**	**Chemistry**	**Math**	**Statistics**
5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4	11:00 AM - 2:00 PM: H. Tutor	5:45 PM - 8:45 PM: T. Tutor4	11:00 AM - 2:00 PM: H. Tutor	5:45 PM - 8:45 PM: T. Tutor4	5:45 PM - 8:45 PM: T. Tutor4
Writing		5:45 PM - 8:45 PM: T.		5:45 PM - 8:45 PM: T.		**Writing**

TUTOR USAGE REPORTS: HOW TO SEE REPORTS ON YOUR WORK

To view your recent schedule and your recent activity on the site (logins, clock-ins, eQuestions, LIVE Tutoring sessions), go to your homepage and click on Tutor Usage Reports. See below for a screenshot; your homepage may look slightly different.

Then select a date range and push the "Generate Report" button:

Your report should look something like the one below, including

- your recent and upcoming shifts

- the times you logged in and out
- the times you clocked in and out
- your eQuestion activity
- your ZOOM room activity

Tutor eSchedule: 7/17/2018 - 7/24/2018			
Date Scheduled	Tutor Name	Start Time	End Time
07/19/2018	■■■■■	05:00 AM	10:00 AM

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Tutor On-Ground Schedule: 7/17/2018 - 7/24/2018
No tutors scheduled for this range

Tutor Time Clock Activity for: 7/17/2018 - 7/24/2018				
Tutor	Institution	Clock In	Clock Out	Clocked In in Mins
■■■■■	Washington State University System	7/19/18 4:58 AM	7/19/18 10:01 AM	5 h 3 m
				1 Entries - (5 h 3 m)
				TOTAL Entries: 1

Tutor Login Activity for: 7/17/2018 - 7/24/2018				
Tutor	Institution	Logins	Logouts	Logged in Mins
■■■■■	Washington State University System	7/19/18 4:58 AM	7/19/18 10:37 AM	5 h 39 m
		7/24/18 11:59 AM		
				2 logins
			TOTAL LOGINS:	2

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eQuestion Activity for this period: 1 total posts							
Tutor	Student	Subject	Post Date	View Date	Response Date	Time In Queue	Time Responded
▉	▉	Chemistry	7/18/18 7:54 PM	7/18/18 7:55 PM	7/19/18 5:58 AM	1 min.	10 Hr. 3 Min.

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Synchronous eChat for this period: 1 total sessions					
Tutor	Chat Start	Chat End	Session Length	Student	Recording
▉	07/19/18 09:22:02 AM	07/19/18 10:01:59 AM	39 min.	▉	Recordings

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Total eWriting posts for this period: 0 total sessions						
Tutor	Student	Subject	Post Date	View Date	Response Date	Time In Queue	Time Responded

TECHNICAL ISSUES AND FEATURES

TROUBLESHOOTING AUDIO IN THE ZOOM ROOM

NOTE: Try not to spend more than five minutes troubleshooting.

Why Just Five Minutes? It is important to be mindful of the amount of time you spend getting the audio to work to everyone's satisfaction. Because using audio can save time by helping participants move through the tutorial quickly, troubleshooting the audio settings is worth a few minutes. However, tutors should use their judgment and their sense of the student's patience to stop troubleshooting before the student is irritated by the process. We want to use audio because it will speed up our tutorials, thus making it possible to help more students; however, we do not want the use of audio or the troubleshooting it may require irritating the students we are trying to help. Thus, five minutes is about all a tutor should spend troubleshooting audio.

NOTE: Our general troubleshooting philosophy is to make sure everything is fine on the tutor's end before asking the student to troubleshoot his/her settings.

The following conditions **must exist** for both the tutor and the student to use audio in the ZOOM room:

- ☐ The student must be promoted to presenter.
- ☐ The tutor must follow the flow chart entitled "Using Audio in the ZOOM room" (see previous page) to ensure that modest measures have been taken to encourage the student to use audio. The student must decline audio in order for the tutor to conduct the tutorial without using the audio pod.
- ☐ Both the tutor and the student must have computers and equipment capable of broadcasting sound over the Internet.
- ☐ Both the tutor and the student have completed the Audio Setup Wizard.
- ☐ The speaker and microphone volumes must be set to appropriate levels for both the student and the tutor.

The issues below may occur when attempting to use audio in the ZOOM room. Please read through the solutions so you will be prepared to fix the problem if and when it occurs.

ISSUE #1: ONE OR MORE OF THE PARTICIPANTS HEARS AN ECHO/FEEDBACK.

To correct this problem, we recommend both tutors and students use headphones (or headsets) whenever they use audio. If you hear an echo, make sure your headset is plugged in and ask the students to plug in their headphones.

Echoes occur when the microphone picks up sounds projected by the speakers and puts them back out through the speakers again, just to be picked up by the microphone again (and so on). Plugging in headphones solves this problem because the sound goes directly into your ears and cannot be picked up by your computer's microphone.

If you do not already have one, make sure you ask your Campus eTutoring Coordinator (CeC) for a headset for use in the ZOOM room.

ISSUE #2: YOUR COMPUTER FREEZES WHEN YOU ARE SETTING UP YOUR MICROPHONE AND/OR THE AUDIO POD

Close all applications (apps) and then re-open only the applications necessary for eTutoring. Is the problem resolved? If not, restart your computer and log back in to eTutoring. You should now be allowed to set up your microphone and use it during an LIVE Tutoring session.

If restarting does not work, you may need to perform a "Cold Boot" (turn your computer off and then on again) rather than selecting "Restart" from the menu.

ISSUE #3: THE STUDENT CANNOT HEAR YOU.

If the student cannot hear you, you should take the following steps:

1. Make sure your microphone is connected properly.
2. Complete the Audio Setup Wizard again.
3. Talk into your microphone. Are there curved lines coming out of your microphone tool on the toolbar at the top of your ZOOM room? (See picture below.) If it looks just like it does below, the student should be able to hear you.

4. Make sure your microphone is not muted. When it is muted, it looks like this:

5. Ask the student to make sure his/her headphones are connected properly and that the volume is set at an appropriate level.

ISSUE #4: YOU CANNOT HEAR THE STUDENT.

1. Make sure your headphones are connected properly
2. Make sure your volume is set at an appropriate level.
3. Make sure the student is a presenter.
4. Ask the student if his/her microphone is properly connected. Can the student see green curved lines moving next to his/her microphone button when talking into the mic? It must look like the picture below in order to work:

5. Make sure the student's microphone is not muted. It must look like the picture above in order to work.
6. If all of the items above check out, ask the student to complete the Audio Setup Wizard.
7. Do not spend more than 5 minutes troubleshooting.

KEEPING/RESTORING A LOST WHITEBOARD

Below are instructions for keeping and recovering a whiteboard, even when you think you may have lost it.

You had valuable data on your whiteboard that you have kept for years, but suddenly it is gone!

Where did it go?

Answer: If you click on "STOP SHARING" in the Share Pod, your Whiteboard will NOT be saved, even if you have renamed it. To keep it you need to HIDE it. This is NOT intuitive, and there is not a way to copy a Whiteboard, so we recommend taking a screenshot of it and saving the screenshot.

How can you see it again?

Answer: Since each eTutoring session is recorded, you can play back some of the recordings.

A. Log into your eTutoring room, and find the recording with the Whiteboard that you want to save
B. Taking a screenshot of your whiteboard/screen:
    a. On a PC: Click the PRINT-SCREEN or PrtScr key on your PC keyboard (most keyboards have them, usually in the upper right-hand corner).
    b. On a Mac: press COMMAND-SHIFT-3 (all three keys at once) – you will hear a camera click indicating that you have taken a picture of your screen. The screenshot will appear on your desktop
    c. Download JING (it is free!) and use it to capture and manipulate screenshots
C. You will have to do this for each PAGE of the Whiteboard that you want to save an image of.
D. Now both YOU and eTutoringOnline's ZOOM room have the files - and students can download the images too!

You can then open another Share POD and size it so it can be viewed beside a Whiteboard.

TUTOR IS KICKED OFF THE SITE DESPITE ONGOING ACTIVITY

Explanation of Issue

A tutor working on eQuestions or in the ZOOM room is repeatedly kicked off the site despite her/his ongoing activity on the site.

Resolution

1. Make sure you open one of your browser tabs to the eQuestions queue at the beginning of every shift. The eQuestions queue refreshes every 15 seconds, which will prevent the site from seeing you as "inactive" and automatically logging you out.
2. Go to: https://speed.measurementlab.net/#/ and run the bandwidth speed test. If you can, take a screen shot of the report. This will help immensely in your conversations with tech support in the event you need to contact them.
3. If you cannot take a screen shot, that is okay; instead, record all the data on a piece of paper.
4. Check the upper righthand corner of the report, where it says "Browser Settings." Make sure it says, "JavaScript: Enabled." If it DOES, you are all done. If it DOES NOT, go to step five.
- Go to: http://www.google.com/support/websearch/bin/answer.py?hl=en&answer=23852 <http://www.google.com/support/websearch/bin/answer.py?hl=en&answer=23852> and follow the relevant list of steps to enable JavaScript on your browser. Once JavaScript is enabled, you should no longer be kicked off the site.
5. If you complete steps one through three and continue to be kicked off the site on a regular basis, submit a ticket to tech support and follow their directions.

SHARING A RECORDED SESSION (VIA A LINK)

If you have finished a session with a student and they ask you whether or not they can view the session later, you should feel free to answer "yes!"

Because we have adopted ZOOM, the following instructions may be irrelevant. In this instance, if a student wishes to have a recording sent to him, please get the student's name, email address and forward these to Karen Boyd (kboyd@oh-tech.org). Add the date and approximate time and I will insure the student and the campus coordinator receives the link.

Here is how you do it:

First, stop recording the session so you do not create a tear in space-time and turn the universe inside-out.

From your menu bar Click Meeting, and then "Manage Meeting Information."
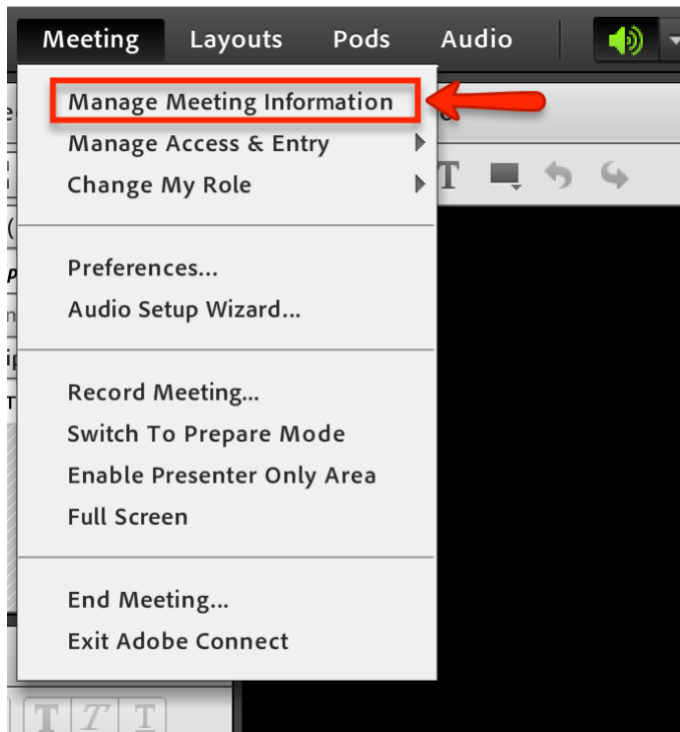
Next, click on "Meetings" and then select the "Recordings" tab.
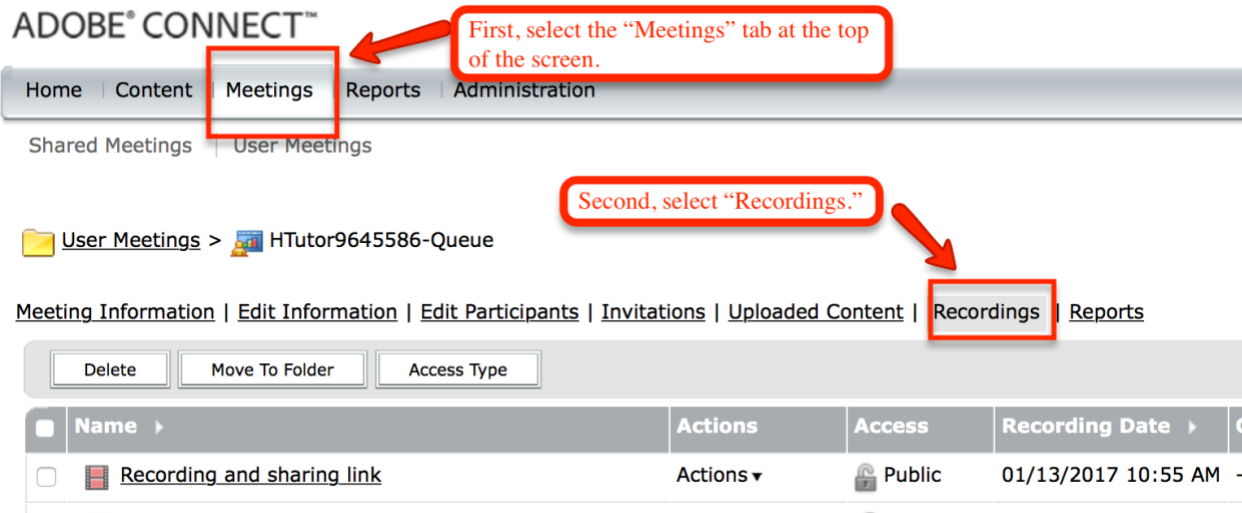
Next, select the recording you want to share and then click on "Access Type."

On the next screen, select "Public" and then click on "Save."
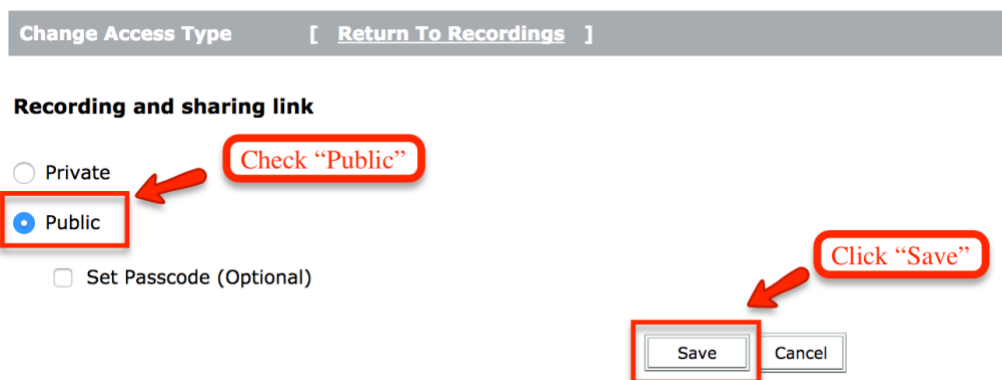
The recording's Access icon should change from "locked" Private to "unlocked" Public

Next click on the name of the recording.

Meeting Information | Edit Information | Edit Participants | Invitations | Uploaded Content | Recordings | Reports

☐ Name ▸		Access	Recording Date ▸	Current Duration	Duration ▸
☐ 🎞 Recording and sharing link	Actions ▾	🔓 Public	01/13/2017 10:55 AM -		00:01:27

Delete | Move To Folder | Access Type

Notice the change here.

Click on session name.

When you click on the recording name, you will get to a page where you can copy the link to the recording:

📁 User Meetings > 📊 HTutor9645586-Queue > 🎞 Recording and sharing link

Meeting Information | Edit Information | Edit Participants | Invitations | Uploaded Content | Recordin

Recording Information

Title:	**Recording and sharing link**
Type:	**Recording**
Duration:	**00:01:27**
Disk usage:	**1161.0 KB**
Permissions:	**Same as parent folder**
URL for Viewing:	**http://connect.ctdlc.org/p34pzsey8x1/**
Summary:	
Recording Date:	**01/13/2017 10:55 AM**

This the link to the recording. Copy the link and paste it into the chat pod in your eChatroom

Next, copy the link and paste it in the chatbox so the student can view the session.

Things to remember when sharing the link to a recorded session:

- Your students will see whatever is on your screen, exactly as it appears to you.
- Make sure you do not have an email address or other important information visible on the screen at any time (amazon, online banking, etc.).
- Your ZOOM room will be minimized, so when you want to stop sharing your screen, you will find your ZOOM room wherever your minimized programs/windows usually appear.
- The minimization of your ZOOM room means that sharing your screen is much easier if you are also using audio because you can just talk about what you see rather than going back and forth between your screen and typing in the chat pod of your ZOOM room.

SUBMITTING A SUPPORT TICKET

Explanation of Issue:

Tutors sometimes have problems with the site. Some fall under the director's purview, while it is quicker to submit a support ticket to resolve other issues.

When to contact the director:

- ☐ Scheduling issues
- ☐ Issues with students

When to contact Tech Support:

- ☐ Inability to connect to eTutoring (when other sites are working fine)
- ☐ Problems with ZOOM room functionality

Support tickets are received, logged, and reviewed by Technical Support staff, who then work on solving the problem with the tutor.

Resolution:

A. First, click on the Support/Help link in the upper right corner of any eTutoring page.
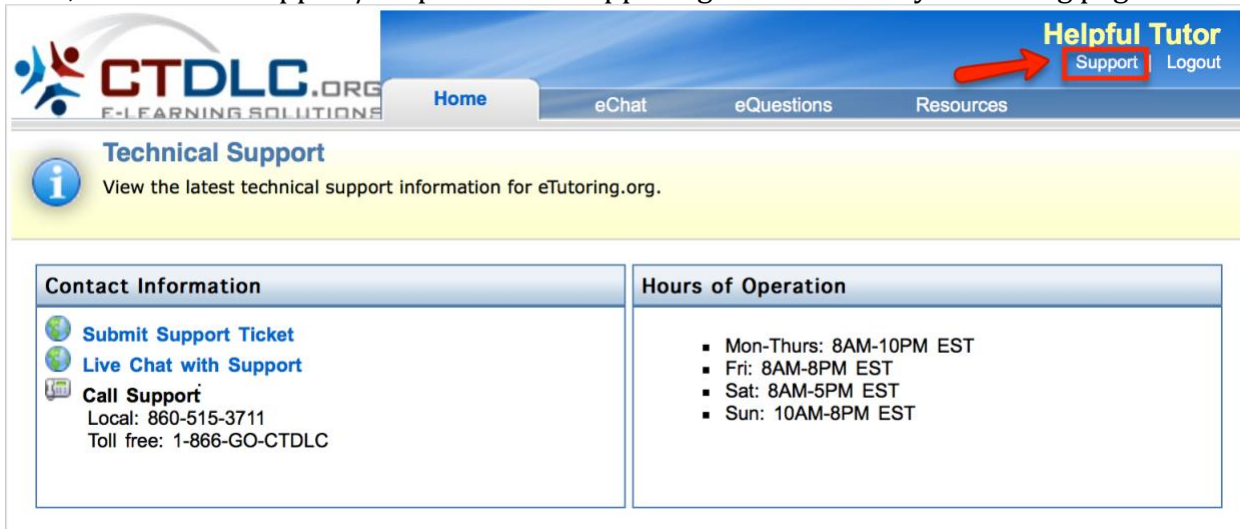
B. When you click on the Help/Support link, you will come to the page above.
C. At this point, you can either choose to enter a live chatroom with Tech Support personnel or submit a support ticket. Both links appear on the left side of the screenshot above, just under "Contact Information."
D. If you click on "Submit Support Ticket," you will be taken to the page below:

Click on this link if you have submitted a ticket before

If you've never submitted a ticket, follow these instructions

E. If you have never submitted a Support ticket before, you will need to follow the directions on the page above. If you have submitted a ticket in the past, you can click on "Submit a ticket" in the upper left corner of the page.
F. Click "Next" on the next page to move forward in the process.
G. Completely fill out the form on the next page. Please include as much information as possible, including a screenshot of the screen or error message, if possible.

Your ticket details

Enter your ticket details below. If you are reporting a problem, please remember to provide as much information that is relevant to the issue as possible.

General Information

Full Name	
Email	
Type	Issue ⬍

Institutions(Tickets)

Select an institution:*	Other ⬍
	Select the institution associated with this ticket

Products

Select Product(s):*	Other ⬍
	Please select the product(s) associated with this ticket.

Role

Role:	○ Administrator ○ Instructor ○ Student ○ Other
	Please select the option that best represents your role at the above institution for the purposes of this ticket.

Course

B. You will receive confirmation of your submitted ticket via email.
C. Tech Support staff will also contact you via email to help you resolve your ticket and/or update you on its status.

REPEATED/DUAL SUBMISSIONS PROTOCOL (EQUESTIONS)

Explanation of Issue

A student submits the same assignment or eQuestion two or three times, all within minutes of one another and without regard to well-established eQuestion submission guidelines.

Resolution

The tutor should:

1. Keep an eye out for dual and nearly simultaneous submissions. Check the author, title, and submission time. If the author and title match and the submission times differ by less than 10 minutes, the tutor should select the submission <u>nearest the top of the queue</u>.
2. Check the queue again. If copies of the submission remain, click on them too, moving them to your archives and removing them from the general queue.
3. Respond fully to just one of the submissions.
4. In the text box portion of each submission, the tutor should compose a message like the one below.
5. The tutor MUST respond to all duplicate submissions, checking his/her archives to make sure no red flags remain there.

Dear _____,

Thank you for submitting your work to eTutoring.org. I noticed you submitted the same eQuestion twice in the span of a few minutes, so I just want to make sure that you understand eTutoringOnline.org's submission guidelines. You may post follow-up questions once a tutor has responded to your initial post but posting the same question multiple times only uses extra sessions, of which your institution has a limited number. Posting an identical eQuestion multiple times will NOT result in multiple answers from multiple tutors. Any tutor spotting multiple, identical eQuestions is forced to respond to all of them, so you will still only get one tutor response to your eQuestion.

If you would like another tutor to provide an alternate answer to this question, please resubmit your request as a follow-up question rather than submitting a "new" eQuestion. Thanks again for submitting your eQuestion and I hope you will continue to send us your questions.

Best wishes,

In short, tutors should gently remind students of our submission guidelines whether or not they think the student in question is purposefully taking advantage of the system. They should craft their responses in such a way that both students who purposefully dual-submit and students who make mistakes during the submission process will not turn away from eTutoring or feel they have been treated unfairly.

Explanation of Issue

The tutor logs in and clicks on the first eQuestion in the queue only to find that the student has submitted an eQuestion with the sole purpose of either thanking the previous tutor or commenting on the previous tutor's response.

Resolution

The tutor should respond to the eQuestion by reminding the student that they can respond to the student survey sent to them via email following each eTutoring session. For example, one might compose a response like the one below.

Dear _____,

Thank you for submitting your question to eTutoring.org. While we appreciate your thanks and comments, please do not send them via a follow-up eQuestion (this can count against your school's usage of the program). Please reserve eQuestion posts for actual questions about your classes or homework. If you wish to send thanks or any other comments, please either respond to the student survey sent to you via email or use the "Contact Us" link at the bottom of the page. We welcome and encourage your feedback.

Best wishes,

Explanation of Issue

Students sometimes submit eQuestions about finding face-to-face tutors on their own campuses or because they cannot find a tutor in the subject they desire. Tutors should patiently inform students about how the site works and where to find the information they need.

Resolution #1: If the Student Needs Help Finding a Face-to-face Tutor

The tutor should compose the following message to the student:

Dear _____,

Thank you for submitting your question to eTutoring. Because the Ohio eTutoring Collaborative is composed of a number of schools and tutors throughout the state and I do not know to which institution you belong, I cannot direct you to a face-to-face tutor in your area. To find a face-to-face tutor, please be sure to stop by your school's tutoring center or search for a tutoring center on your institution's website.

Thanks again for posting your question to eTutoring and I hope to see you on eTutoring again.

Best wishes,

Resolution #2: If the Student Needs Help Finding eTutors in Other Subjects

Tutors should use the following pictures and descriptions to help students find their way to the daily and weekly calendars.

The OhioLINK eTutoring Collaborative covers the following subjects (as of September 2020):

Anatomy and Physiology

Calculus

Chemistry

Economics

Introduction to Psychology

Math (Developmental through Trig.)

Microsoft Office

Physics

Statistics

Writing: eWriting Lab & eQuestions only

Students requesting help in subjects not listed above should be referred back to their institution's tutoring center (see Resolution #1, above)

If the student asks about a subject we tutor, the tutor should guide them through the following steps. First, here is a screenshot of the student homepage:

The student should be able to see the daily and weekly calendars in the lower center of the homepage. Under "Today's Available Tutors" is a scrolling list of the subjects and tutors available today. Links to the weekly schedules appear beneath the daily schedule.

Clicking on "View Tutor Schedule" will take the student to an abbreviated schedule of the week, which looks like the screenshot on the next page.

If the student clicks on "See this week at a glance," (see above) s/he will be able to see the entire week at once, which is how it appears on the next page of this manual.

Everyone who can log in to eTutoringOnline can view the tutor schedule – including students, tutors and coordinators.

Tutors Available for the Week of March 25, 2018 - March 31, 2018

Sunday March 25	Monday March 26	Tuesday March 27	Wednesday March 28	Thursday March 29	Friday March 30	Saturday March 31
Schedule Not Available	**Accounting**	**Live Writing Lab (Synchronous)**	**Accounting**	**Live Writing Lab (Synchronous)**	**Accounting**	
	6:00 AM - 9:00 AM: H. Tutor	4:00 PM - 6:00 PM: H. Writing Tutor	6:00 AM - 9:00 AM: H. Tutor	4:00 PM - 6:00 PM: H. Writing Tutor	6:00 AM - 9:00 AM: H. Tutor	
	Anatomy and Physiology	**Writing (Asynchronous)***	**Anatomy and Physiology**	**Writing (Asynchronous)***	**Anatomy and Physiology**	
	6:00 AM - 9:00 AM: H. Tutor	H. Writing Tutor (1) 4:00 PM - 6:00 PM: H. Writing Tutor	6:00 AM - 9:00 AM: H. Tutor	H. Writing Tutor (1) 4:00 PM - 6:00 PM: H. Writing Tutor	6:00 AM - 9:00 AM: H. Tutor	
	Biology		**Biology**		**Biology**	
	6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor	
	Calculus		**Calculus**		**Calculus**	
	6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor	
	Chemistry		**Chemistry**		**Chemistry**	
	6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor		6:00 AM - 9:00 AM: H. Tutor	
	Math		**Math**		**Math**	

This is only part of the weekly schedule, which takes up several pages. The column containing today's tutors is highlighted in light blue for quick reference.

Note the links to next week's and the previous week's schedules, located on the top right and left sides of the page, respectively. Clicking on these links will take the student to next week's or the previous week's "Week at a glance" schedule

Tutors should direct students to both the daily and weekly schedules. A sample response appears on the following page.

Dear _____,

Thank you for submitting your question to eTutoringOnline.org. Please look under "Today's Available Tutors," in the lower left corner of your eTutoring homepage for a scrolling list of the tutors and subjects available today. At the bottom of the daily schedule, you will see a link that says, "View Tutor Schedule." When you click on this link, you will be able to see all of the tutors for the selected dates (see the blue highlighting on the mini-calendar). From this page, you can either select the date you are interested in and then push the "Update" button or click on "See this week at a glance" to see the tutor schedule for this entire week, as well as last week and next week.

Thanks again for using eTutoring!

STUDENT SUBMITS EQUESTION ASKING HOW TO FIND A WRITING LAB RESPONSE

Explanation of Issue

Students using the eWriting Lab do not always know how to access the tutors' responses.

Resolution

Tutors should direct the student to his/her eWriting Lab response using the following screenshots and sample response.

The student homepage appears below.

The current writing lab response time is under 24 hours .
This is based on recent activity and can change quickly. Please check back periodically for current conditions.

Your Institution: Washington State University System

★ My Resources

⚙ **Announcements**

Weekly System Maintenance Window
eTutoring has a weekly maintenance window to address any issues that may arise. This window is Wednesdays from 7-9AM EST. Please plan accordingly.

Thank you,
eTutoring.org

eWriting Lab: Is the Graduate Student tag for me?
You should only tag your paper as a "Graduate Student Submission" if you are a **graduate student** (you already have your BA or BS) or if you are taking graduate-level courses. Most grad students and students in grad-level courses know who they are. So if you don't know for sure or have to ask, please don't tag your paper as a grad student submission.

⚙ **Live Tutoring**

Meet with an eTutor in a particular subject.

No eTutor available for your subject?
Try an eQuestion!

No eTutors online at this time.

⚙ **Available Online eTutors**

View Today's Online eTutor Schedule

Accounting
Farje, Fatima - 2:00 PM - 3:00 PM
Crisp, Olivia - 2:00 PM - 3:30 PM

Biology
Herrmann, Matthias - 6:00 PM - 7:00 PM

Calculus
Watkins, Bob - 2:00 PM - 4:00 PM

📅 View eTutor Schedule

⚙ **Writing Lab**

Upload your documents to one of our writing eTutors. Access your archive of previously posted documents.

⚙ **eQuestions**

Post an offline eQuestion in a particular subject. Access your archive of previously posted questions.

On the right side of the student's eTutoring homepage is a link to the eWriting Lab.

The student should click on the eWriting Lab link. Once the student has read and closed the eWriting Lab policy pop-up, s/he will see the following page:

eWriting

Submit your written assignments for our eTutors to review

If this is a SECOND or THIRD DRAFT that you are submitting, please do the following

1. Click on the title of your essay below (this will appear after you have submitted your first draft).
2. Scroll down to the window where you can type in new comments; let the next eTutor know what you did to improve your paper and the areas where you think you need help.
3. Click on Browse to select and send the next draft of your paper to eTutoring.

eWriting Submissions

Submit a New Writing Assignment >

Status	Title	Course	Initial Submission Date	Actions
Archived	Memo Template	Test	Aug 10, 2013 12:01 PM PST	
Archived	Essay Number One	Foundation of College Writing	Sep 16, 2013 07:14 AM PST	
Archived	My Sample Essay	English 101	Sep 21, 2013 04:30 PM PST	
Pending	Summary and Response	Introductory Writing	Sep 23, 2013 11:13 AM PST	
Archived	Training	Training	Aug 01, 2014 10:16 PM PST	
Pending	Letter of Decline	BA 102	Aug 04, 2014 04:02 PM PST	
New	Quixotic comparison essay	Film and Literature	Aug 04, 2014 09:21 PM PST	

The tutor should then direct the student to the "eWriting Status Types" key at the bottom of the page. The green "New" icon signifies that a tutor has recently responded to that submission. Submissions that are still awaiting responses are marked by the yellow "pending" icon (see below).

Archived	A paper you submitted in the past with the tutor's response
New	A paper you submitted to eTutoring has been responded to
Pending	Your paper has been successfully submitted to eTutoring and you are waiting for a tutor's response

Click on the title to view your previous work and your tutor's responses.

Students should click on the title of the paper they wish to view; their response will then appear on screen.

You might include the following passage in your response to the student:

Dear _____,

To find the tutor's response to your recent eWriting Lab submission, click on "Writing Lab" on the right side of your eTutoring homepage. All of the papers you have submitted should appear on the page. The green "New" icon signifies that a tutor has recently responded to that submission. Submissions that are still awaiting responses are marked by the yellow "pending" icon. Our tutors will get to your paper as soon as they are able.

Click on the title of the paper you wish to view to see the tutor's response. Thank you for posting your eQuestion and best of luck with your studies!

Best wishes,

STUDENT ASKS ABOUT HOW LONG S/HE WILL HAVE TO WAIT FOR WRITING LAB RESPONSE

Explanation of Issue:

Students sometimes post eQuestions asking about how long they will have to wait until their submissions to the eWriting Lab get responses.

Resolution:

Tutors should answer this question by directing students to the eWriting Lab Wait Time banner at the top of the students' eTutoring homepage. Here is a screenshot of the student homepage:

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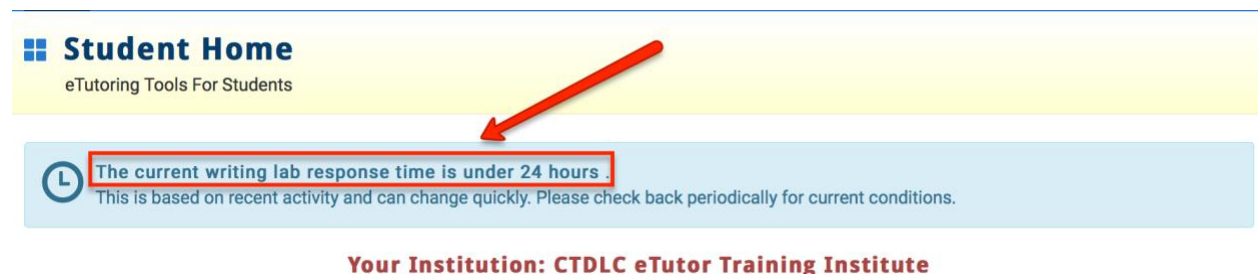
As you can see, on the top of the student homepage is a banner revealing the approximate wait time students can expect. When answering eQuestions about wait time, please tell students that they can expect to receive a response *at or after* the amount of time listed on the banner. Please do not make any other estimates or reveal the student's place in the queue. Even with that information, students do not have enough context to judge their approximate wait time and if you underestimate the wait-time, you run the risk of upsetting the student.

TROUBLING SITUATIONS

STUDENT SUBMITS AN EQUESTION WITHOUT SHOWING PROGRESS ON THE PROBLEM

Explanation of Issue

A student submits a question to the eQuestion queue. However, no additional comments are provided. The student does not include his/her progress on the problem so far or ask a question. The question/problem is the only thing that appears in the eQuestion form.

Resolution

The tutor should not answer the student's question or complete the problem for the student. Instead, the tutor should respond with a message like the one below (feel free to revise and add specifics as needed):

Dear _____,

Thank you for submitting your question to eTutoringOnline.org. At this time, I am unable to provide you with the help you need because I cannot tell where you are in your efforts to solve this problem. For example, you should include your progress on the question so far and ask a specific question about the part of the problem that confuses you most. If you could provide details about any steps you have taken so far, and what your specific questions are about this problem, I would be happy to help you. Thank you again for submitting your eQuestion and I hope to see you on our site again!

Best wishes,

THE EQUESTION AT THE TOP OF THE QUEUE IS BEYOND THE TUTOR'S LEVEL OF EXPERTISE

Explanation of Issue

A tutor logs in to find that the eQuestion at the top of the queue is beyond her/his level of expertise.

Resolution

The tutor should NOT answer the eQuestion; instead, the tutor should contact the director right away. The director will email the other tutors in that subject, asking them to take a look at the eQuestion and answer it as soon as possible. If no one on staff is able to answer the question, the director will notify the student that we are unable to answer the question.

It is *very important* that the eTutor not answer the eQuestion merely to inform the student that s/he cannot answer the student's question. This will remove the eQuestion from the queue and force the student to resubmit, thus artificially inflating usage at the student's institution. The only person who should tell a student that we are unable to answer an eQuestion is the director.

WHEN YOUR ZOOM ROOM IS FULL: ASKING STUDENTS TO LEAVE WHEN THEIR SESSION IS OVER AND OTHER STUDENTS ARE WAITING

Explanation of Issue

Managing students in the ZOOM room can be challenging. Some of the text from below is copied from previous sections of this tutor manual. However, it might be helpful to review it again.

Resolution

1. Limit sessions to <u>20 minutes</u> when other students are waiting.

- o Each chatroom can fit up to three students and a tutor.
- o When your ZOOM room contains only one student, you may work with that student throughout your shift, though you should still encourage the student to work independently once you have worked through the section of the problem where the student is stuck.

2. When your ZOOM room is full, do not spend all of your time with one student. Instead, include text in your note pod stating that you can help each student for 20 minutes before moving on to the next. This will help you enforce the time limit when a student's time runs out.

- o Students who are reluctant to end their session may attempt to drag it out. You may spend over 20 minutes with an insistent student, but **never** spend more than 30 minutes with any student if there are other students waiting.
- o Always tell students that their time is at an end and notify them that you are about to remove them from the room before you actually remove them from the room.

3. When you are done working with a student and your room is full (three students), ask the student to leave the ZOOM room and continue working on his/her own. This will allow other students to enter the ZOOM room.

- o You should include a statement to this effect in your note pod.
- o If the student refuses to leave, s/he may be warned and then removed from the room. It is important to follow these steps in this order:
  - a) Politely ask the student to leave;
  - b) Warn the student that you will be removing him/her from the room;
  - c) Remove the student from the room.
- o Do not skip any of these steps and please make sure you allow a reasonable amount of time for the student to respond to your request; after all, they cannot see your chat message if you have already removed them from the room.

STUDENT POSTS EQUESTION UNDER INCORRECT SUBJECT HEADING

Explanation of Issue

Students sometimes forget to label their eQuestion's subject or they choose the wrong subject. When this happens, the eQuestions will appear in the wrong subject queue and will not be visible to the tutors who can actually help the student with his/her eQuestion.

Resolution

Compose a note to the student, using either a revised or a complete copy of the letter below:

Dear _____,

Thank you for posting your question to eTutoringOnline.org. Unfortunately, it looks like this eQuestion belongs in the name alternate subject *queue. The tutors in* name subject in which eQuestion was posted *will not be able to help you with this problem, so you may want to re-post this eQuestion under this subject heading instead: _____.*

We currently have tutors in the following subjects:

Anatomy and Physiology

Calculus

Chemistry

Economics

Math (Developmental through Trig.)

Microsoft Office

Physics

Statistics

Writing

When you post an eQuestion, it is important to post it under the correct subject heading because doing so will guarantee the correct tutors have access to your eQuestion. For example, if you post a question under physics, only the physics tutors can see that eQuestion; if you select chemistry as your eQuestion's subject, only the chemistry tutors will be able to see your question. In other words, only the tutors who tutor a given subject can see the eQuestions posted under that subject heading. That is why it is important to choose the correct subject for each eQuestion.

Please re-post your eQuestion under the correct subject heading so the tutors who are most qualified to help you will be able to see your eQuestion and answer it.

Thanks again for using eTutoring and I hope you will get the help you need from the <u>insert new subject</u> tutors.

ENCOUNTERING DISRUPTIVE STUDENTS IN THE ZOOM ROOM

Explanation of Issue

A LIVE tutor working in the ZOOM room is subject to frequent interruptions, abusive language, or other inappropriate behavior from one or more students in the ZOOM room.

Resolution

In the ZOOM room:

The tutor should not provoke the student in any way but should kindly point out that the student's behavior is objectionable and ask the student to leave the ZOOM room. If the student refuses to leave and continues to be disruptive, the tutor may remove the student from the ZOOM room. **The tutor MUST warn the student about his/her removal from the ZOOM room before removing the student.**

To remove a student from your ZOOM room, click on the student's name in the Attendee List Pod. Then click on the Pod Settings dropdown menu on the Attendee List Pod and select "Remove Selected User."
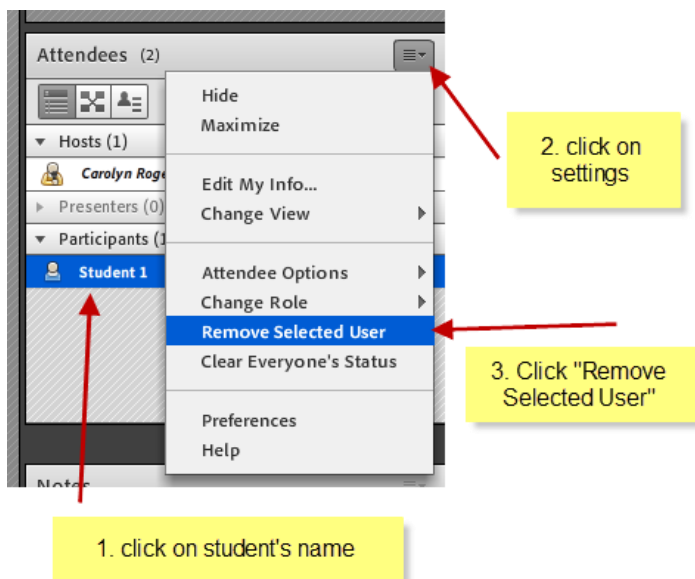
After the Session:

The tutor should always contact the director with the name of the student, the date, and the time of the session. If there is a viewable recording of the session, the director will evaluate the session. Depending on the severity of the behavior, the director will take one or more of the following steps:

1. If the behavior is judged to be only mildly inappropriate, the director will write an email to the student warning him/her that continued behavior of this kind may result in the deactivation of his/her account. Both the student's Campus eTutoring Coordinator (CeC) and the tutor's CeC will be copied on this email.

2. If the behavior is wildly inappropriate, the director will contact the student's CeC and the tutor's CeC with information about the session and instructions for viewing the recording. If the director and CeCs agree, the student will be notified that his/her account has been deactivated for behavior unbefitting a member of his/her institution. If necessary, the CeC will contact the appropriate parties at the student's institution about a possible breach in the institution's student conduct code.

3. If the director and CeCs do not reach an agreement or the behavior is less severe than originally thought, the student's CeC will be responsible for contacting the student, informing him/her that such behavior is inappropriate, devising institutionally appropriate rules governing the student's future interactions on the site, and following up should another tutor complain about the student's behavior. If necessary, the CeC will contact the appropriate parties at the student's institution about a possible breach in the institution's student conduct code.

Explanation of Issue

A student enters the ZOOM room and asks for help with a subject in which the tutor has very little general knowledge.

Resolution

The tutor should not attempt to help the student in a subject in which the tutor has very little experience. Instead, the tutor should direct the student to the weekly tutoring schedule on the student's homepage. Here is a sample of the directions you can either copy and paste into the Chat Pod or read aloud to the student:

> *Unfortunately, I cannot help you with that subject because I do not have the level of expertise required. Please look under "Today's Available Tutors," in the lower left corner of your eTutoring homepage for a scrolling list of the tutors and subjects available today. At the bottom of the daily schedule, you will a link that says, "View Tutor Schedule." When you click on this link, you will be able to see all of the tutors for the selected dates (see the blue highlighting on the mini-calendar). From this page, you can either select the date you are interested in and then push the "Update" button or click on "See this week at a glance" to see the tutor schedule for this entire week, as well as last week and next week.*

The tutor should not be afraid to admit that s/he does not know how to solve the problem and/or does not have the expertise required. It is much better to leave the student on his/her own than it is to mislead the student with errant information, whether that information is acquired on the web or elsewhere.

Explanation of Issue

A student enters the ZOOM room and the tutor detects that the student may simultaneously be taking an exam with which the student is requesting assistance.

Resolution in the ZOOM room

The tutor should strictly adhere to the eTutoring guidelines stating that we do not complete any homework problems *for* our students. Please ask the student if s/he is currently taking a test.

A. If the student says "No": please continue to help them as you normally would, being extra careful not to directly provide any answers.

B. If the student says "Yes": Please ask if the student has been given permission to seek outside help. If not, please ask him/her to return to the ZOOM room when s/he is no longer in class and move on to the next student in the ZOOM room. If the test-taking student is the only student in the ZOOM room, please tell the student that it is against our protocols to help students while they are taking tests.

STUDENT ENTERS ZOOM ROOM AND DOES NOT INTERACT

Explanation of Issue

A student enters the ZOOM room and makes no move to interact with the tutor or anyone else in the ZOOM room. The student does not respond to the tutor's greeting, voice, or chat messages for five or more minutes.

Resolution

Tutors must make sure to greet everyone coming into the ZOOM room using both audio and the chat pod. If a student does not respond to anything the tutor says or does, including repeated voice and chat messages, the tutor may remove the student from the room after **five minutes** of student inactivity. Tutors should remove the student from the ZOOM room using the process described in the section above, "Encountering Disruptive Students in the ZOOM room."

FINISHING YOUR LIVE TUTOR TRAINING

Now that you have explored the site, answered an eQuestion, made a recording in the ZOOM room, and read all of our policies, you should notify your Campus eTutoring Coordinator and the Ohio eTutoring Collaborative Director (KBoyd@oh-tech.org). At that time, she will determine whether you are ready to placed on the schedule and inquire about your scheduling preferences.