



YAMASKA LITERACY COUNCIL:

Tutor Handbook Message Design Proposal

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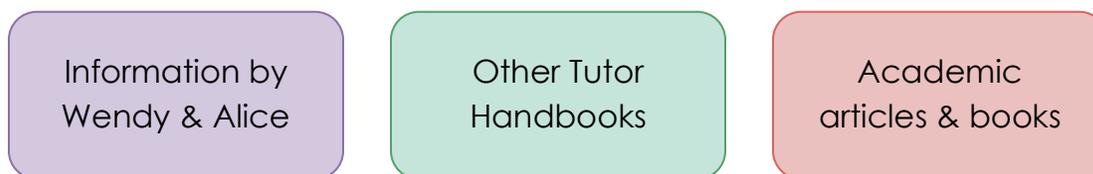


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Data Collection Strategy

Various types of data were collected in order to attain a better understanding of the project needs, and to determine potential beneficial changes to the handbook. The sources of information can be divided into three categories:



1. Interview with Wendy (in person)

We had an interview with Wendy Seys, the executive director of the YLC. She was formerly the coordinator who was directly responsible for the tutoring program. During this conversation, we were provided with details about the organization, its needs, and the services that it offers. We learned about the Brome–Missisquoi area and the way that the YLC serves this community. We also discussed some of the challenges that they face. Most importantly, we received valuable information on Wendy’s vision for the handbook, including its new focus and role. She also shared some ideas about specific visual elements she would like to see changed to render it more visually appealing. (See Appendix A)

2. Email exchange with Wendy

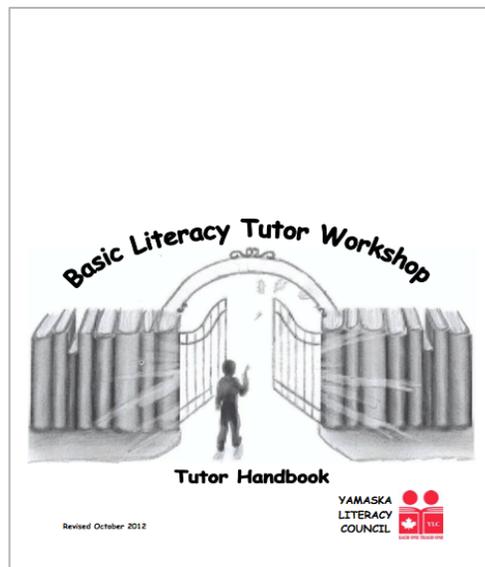
We had a follow-up email exchange with Wendy where we were able to ask further questions. From her responses, we gained additional insight regarding the tutors' current relationship with the handbook. We also received feedback on certain proposed design elements. Finally, we were able to revisit our discussion about design features in the book "Training Ain't Performance" that Wendy particularly liked. (See Appendix B)

3. Email exchange with Alice

We got in touch with Alice Isac, the educational technology intern currently working on the redesign of the tutor training program at the YLC. We wanted more information about the role of the tutor handbook in the context of the redesigned tutor training workshop. Our goal was to better understand how the future state of the handbook could best align with the new training objectives of the workshop. Alice provided us with the new objectives of the training workshop. (See Appendix C).

4. Yamaska Literacy Council Handbook (Annotated by Wendy)

Wendy provided us with an annotated version of the current tutor handbook offered by the YLC. She provided commentary on each section in order to communicate her thoughts on which elements needed to be modified. There were comments on the visual aspect of it, as well as on the information and content itself. For instance, some sections will need to be re-worked, abridged, moved, or omitted from the handbook. (See Appendix D)



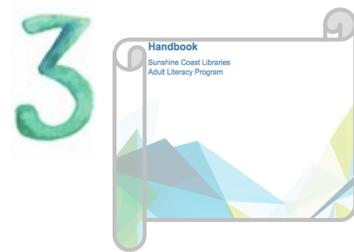
As part of the benchmarking process, we looked at other literacy tutor manuals that were available online. They provided us with insight and inspiration for the redesign. We will be reporting on five of them:



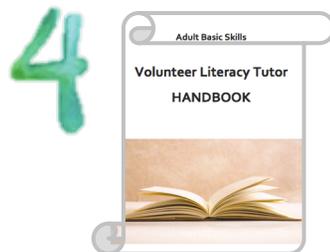
Eastern Kentucky University, USA



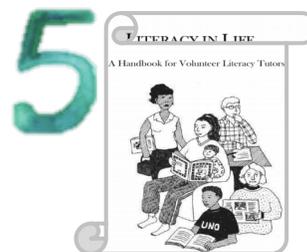
Laubach Literacy Ontario, Canada



Sunshine Coast Libraries, Australia



Clatsop Community College, USA



Tacoma Community House, USA

1

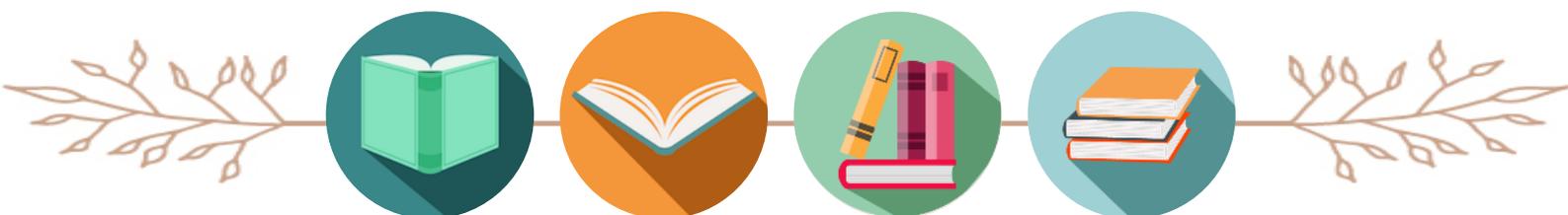
The Eastern Kentucky University (EKU) tutor manual covers various topics. Here are some key inclusions that we found interesting:

- A section on tutoring basics
- A section on how to begin and end a session
- Scenarios/Case studies

2

Similar to the YLC, Laubach Literacy Ontario is a volunteer-driven non-profit organization that is guided by the principles of "Each One Teach One." Here are some elements of their tutor handbook that we considered of interest:

- A section on the "keys to success"
- A section on tutoring strategies and techniques
- A section focused on the learner/student and their needs
- Sample scenarios and sample learning/lesson plans
- Templates



3

There are literacy programs available through Sunshine Coast Libraries in Australia. They are also volunteer-driven, although the training is much more comprehensive, spanning 10 weeks. From their prospective tutor handbook, here is what we have gathered:

- Headings in a colour different from the rest of the text lend clarity to the pages
- A two-column design is too busy and overwhelming
- A self-assessment guide for the tutors, as well as an FAQ page, are interesting options

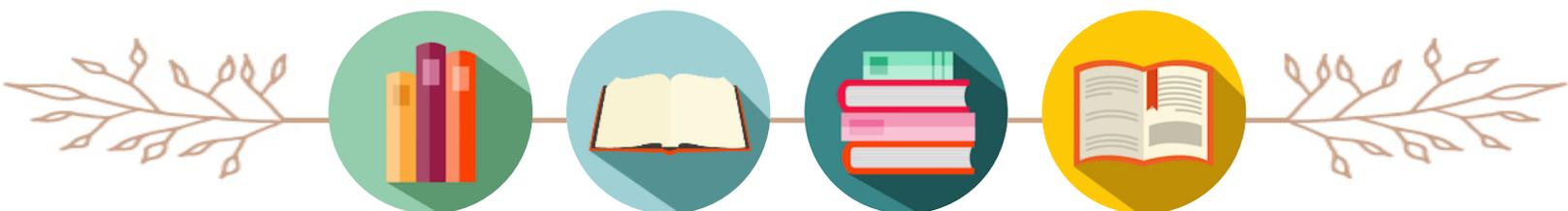
4

From Oregon, USA, we consulted the “Volunteer Literacy Tutor Handbook” provided by Clatsop Community College. While it did not provide materials on literacy for the tutors, it did have:

- Well-placed illustrations
- A reassuring tone for the tutors
- Ample information to prepare them for their new role

5 The Tacoma Community House, a community-based service center located in Washington State, USA, offers a volunteer literacy tutoring program to serve immigrants, refugees, and long-time South Sound residents. Like the YLC, they provide a workshop for the volunteer tutors. Here are some highlights of their handbook:

- Good flow to the content (e.g. introducing strategies to teach reading, and providing reading materials/activities right after)
- Nice illustrations
- Activities for the first meeting with the student
- Potential scenarios and suggested responses
- Use of fictional characters (learner profiles, types of adult learners, etc.)
- Section on the “Adult Learner” that is very well done. The fact that the students getting tutored are only distinguishable from any other adult learner by the content they’re learning (relating to literacy) is underlined



We also consulted various academic articles and books as part of our data collection activities.

1. Plain Language - A guide to clear, effective communication

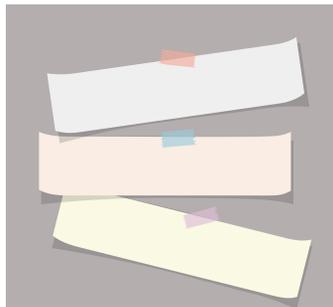
This document explores the importance of using plain language to convey information. Plain language provides accessibility to a larger audience by ensuring that the message is delivered in a clear manner. Here are some of the key recommendations:

- Include an introduction at the beginning of each section (objectives)
- Use subtitles to help readers locate information easily
- Ensure that the organization of content follows a logical order
- Reference: when referring to other sections of the manual, clearly indicate it in writing for the reader
- Divide the information into short sections to break up large texts of information
- Use everyday language
- Use whitespace to avoid overwhelming the reader

2. Information Design

Songphan Choemprayoung's article "Information Design" looks at four things: design principles, design techniques, poster design and presentation design. The author provided the following recommendations:

- Use colour for sub-sections
- Keep it simple
- Ensure harmony and continuity between the different elements on the page
- When designing the layout, place information in a logical order



3. Designing a Training Manual

This resource looks at the various aspects to consider when designing a tutor training manual, including the key elements of a manual and useful visual design strategies. Here are the key points:

- Have clear defined sections to make it easier to locate information (e.g. tabs)
- Proximity and alignment - Have relevant images and text near one another as it creates unity
- Use white space for unrelated items
- Use plain English: be sure to explain any acronyms and terminology clearly at the beginning
- Write in short sentences and avoid long paragraphs

4. Training Ain't Performance

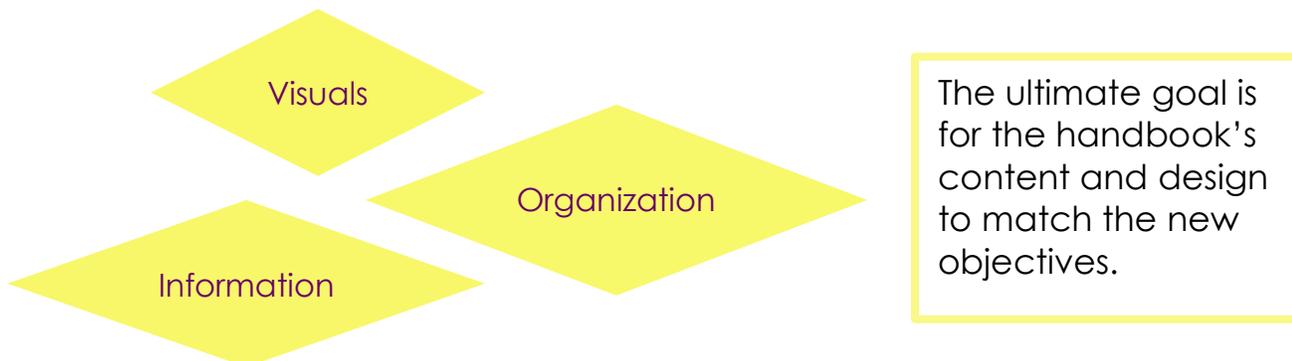
This book was first mentioned to us by Wendy during the interview. It has some elements that she appreciated and wanted to see replicated in the new tutor handbook:

- Elements of interactivity
- Key points summarized/introduction at the start of each chapter
- Mini-quizzes to make sure the reader is on track



Project Scope

For this redesign, we will mainly be looking at the following three elements:



Analysis & Objectives

The Opportunity

Looking at the big picture, there is an opportunity to improve the experience of the volunteer tutors with this redesign. This will be accomplished by providing them with a handbook that better meets their needs.

Workshop Redesign

The basic literacy training workshop hosted by the YLC is in the process of being redesigned. As a direct result, the role of the tutor handbook has evolved.

Given that it is an essential tool for the tutors both during and after the workshop, it is highly recommended that it be revised.

Workshop Objectives

- Training/resources available just in time, when people need them
- Provide tutors with the skills and knowledge to tutor adults
- Raise tutor confidence levels
- Sensitize the tutor to the experience of having low literacy skills

Role of the Tutor Handbook

The tutor handbook plays a dual role:

1. It is used for the purpose of training during the workshop
2. It is used as the tutors' main tool/reference after training is completed

Objectives of the Handbook

Currently, the handbook contains a vast array of information, resources, and materials for the tutors to access. The previous goal was to provide them with as much information as possible, in case they ever needed it. As a result, the handbook is overflowing with information, making it difficult to navigate and use.

In order to better fulfill its role and align with the new workshop objectives that are outlined on the previous page, the tutor handbook must aim for some new targets. More specifically:

- 
1. The information provided must be relevant and relate directly to tutoring (strategies + resources)
 2. The information must be logically organized and easy to find

Learner Analysis

In order to start tutoring, the YLC requires the volunteers to attend and complete the training workshop. It is at that time that the tutor handbooks are handed out.

Currently, the majority of the tutors are retirees, aged 55 and older. This is not expected to change, nor is there a pressing need for it to change. The YLC does ask for a minimum time commitment of one year, with weekly sessions that last one to two hours each.

The tutors have many different educational and professional backgrounds. Both volunteers with and without teaching experience are welcome. The only requirement is for them to have good literacy skills.

Context Analysis

The area served by the YLC is large and rather rural. Some people may have limited or no access to the Internet.

There is a very positive and friendly atmosphere at the office. The YLC has various resources on location, such as the Freda Hudson library, and they host several events and meet-ups every year.

Current Design & Proposed Changes

In this section, we will review the current state of the tutor handbook and bring attention to the elements that should be reworked or improved upon. The three categories investigated will be:



Visuals / Organization / Information

All recommendations will be linked to one of our three data source categories.



Visuals

Visually speaking, there are many areas that could benefit from being modernized and updated in the handbook. Here are some observations:

- Single font used throughout (comic sans)
- Very text-heavy pages
- Tight line spacing
- Mainly black and white
- Content mostly presented in paragraphs and bullet-point form; lists
- Few illustrations (the quality varies)

The following table will outline our recommendations and the expected result of their implementation. We will also include the source:

Information by Wendy & Alice Other Tutor Handbooks Academic articles & books

Proposed Change	Benefits	Source
Use of easy-to-read fonts, use of various colours of text and backgrounds, use of shaded boxes	The text will be easier to read and navigate, and it will be possible to draw attention as needed.	 
Inclusion of white space	Limiting the amount of text per page will render the page less overwhelming.	
Inclusion of graphics/illustrations, flow-charts and tables	It will be easier to read through the page (compared to a wall of text). More visually appealing.	  
Use of colour to define different sections/types of information	The text will be easier to navigate (at a glance). Also promotes harmony and continuity throughout the text.	 

Organization

When it comes to the organization of information, there is some room for improvement. We have observed:

- Too many sections in the table of contents (total of 15)
- Literacy resources/material found in several sections
- No visual cues to orient oneself (all text, no colour)

Here are our recommendations.

Legend:

Information by Wendy & Alice

Other Tutor Handbooks

Academic articles & books

Proposed Change	Benefits	Source
Feature a colour scheme and other visual elements (patterns/motifs) throughout the handbook	It will be easier/quicker to locate the information needed. Sections will be more clearly defined.	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: #d8bfd8; border: 1px solid #ccc;"></div> <div style="width: 15px; height: 15px; background-color: #f8cbad; border: 1px solid #ccc;"></div> </div>
Re-arrange the order in which the topics appear (tutoring strategies, followed by resources/materials)	When presented in a more logical order, it will be easier for the tutors to plan and deliver their sessions.	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: #d8bfd8; border: 1px solid #ccc;"></div> <div style="width: 15px; height: 15px; background-color: #c8e6c9; border: 1px solid #ccc;"></div> <div style="width: 15px; height: 15px; background-color: #f8cbad; border: 1px solid #ccc;"></div> </div>
Add, remove, and move content/ sections as needed	Removing/reducing the less relevant sections will allow for the important content to be more visible. Easier to navigate and locate content.	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="width: 15px; height: 15px; background-color: #d8bfd8; border: 1px solid #ccc;"></div> <div style="width: 15px; height: 15px; background-color: #c8e6c9; border: 1px solid #ccc;"></div> <div style="width: 15px; height: 15px; background-color: #f8cbad; border: 1px solid #ccc;"></div> </div>

Information

Finally, the tutor handbook contains many different types of information. The following was observed:

- Abundance of information that is of varied relevance
- Topics covered at length (too long)
- Some sections do not have enough content (e.g. numeracy)
- Some important topics are not covered in enough detail
- Some information is not up to date

Here are our recommendations.

Legend:

Information by
Wendy & Alice

Other Tutor
Handbooks

Academic
articles & books

Proposed Change	Benefits	Source
Remove/Reduce content that is not of immediate relevance (i.e. other than tutoring strategies/literacy resources)	It will make for fewer pages to go through before finding the information needed.	
Add/update content in sections that are under-developed or out-dated	The handbook will become a more comprehensive tool. The tutors will have an easier time lesson planning.	 

Proposed Change	Benefits	Source
Add more tutoring strategies / best practices	Although covered in the workshop, including more tips/ strategies on tutoring will be helpful for tutors.	 
Add section on resources available (other than handbook)	Tutors will be more aware of the resources available to them through the YLC at a glance.	
Add elements of interactivity, scenarios and examples	This will engage the readers and provide them with insight and ideas.	  
At the beginning of each section, add a short introduction/key points/objectives	It will be easier to determine the content of the section and less time-consuming to navigate the handbook.	 

Other changes:

- New logo (currently in production)
- New title: “The Tutor Toolbox”
- New email address: info@yamaskaliteracy.ca
- New mission statement: “Enriching lives through literacy”
- The coordinator will be called the “Student-Tutor Coordinator”

Source: Conversation with Wendy.

Evaluation Strategy

A good way to assess whether the new design of the tutor handbook is helping it achieve its objectives is to evaluate it. We are looking at the handbook in the greater context of the training workshop. Both are closely connected. Following Kirkpatrick's model, we propose three levels of evaluation.

- ✓ Level 1 (Reaction)
- ✓ Level 2 (Learning)
- ✓ Level 3 (Behaviour)

Level 1

This level evaluates the volunteer tutors' reaction to the newly redesigned handbook. Feedback will be collected to determine whether they feel confident in using this tool moving forward. In other words, we will be collecting their first impressions.

There are two groups that are eligible to partake in this evaluation: New volunteer tutors (at the end of the training workshop), and the current tutors (after attending a *tutor chat* or meeting at the YLC).

The evaluation will consist of a short survey containing various statements and questions such as:

- How would you rate your confidence level in navigating and using the handbook?

Very high High Normal Low Very Low

- Do you feel that it contains all the information necessary to deliver a successful tutoring session?

Absolutely Yes Neutral No Absolutely not

Level 2

This level evaluates the volunteer tutors' learning. In other words, we are trying to determine whether they are able to effectively locate the resources they need from the handbook. This evaluation will take place after the workshop, or after the session at the YLC, as applicable.

The strategy we are using for this level is a case study. The tutors will be presented with a scenario and they will need to consult the tutor handbook and consequently provide a solution.

On the next page is a sample question.

Use the information in the “Tutor Toolkit” to answer the following questions based on the case below:

“Student A needs help with reading and spelling. He is able to decode simple words and comprehend basic texts. He is generally a visual learner, but also responds well to tactile manipulatives. He needs information to be presented to him in chunks and needs a lot of practice when he is introduced to a new concept. His goal is to be able to use his reading and spelling skills for his personal business, writing/reading letters, bills, schedules and for everyday use.”

1. List all the sections and the corresponding pages which you think would be relevant in planning a lesson for Student A.
2. Create a sample lesson plan for Student A.

Level 3

The main goal of Level 3 evaluation is to assess behaviour change in the learner. Generally, this change in behaviour is the result of targeted training. Here, we are not evaluating the training workshop, but rather the tutors' behaviour in using the handbook. In other words, the evaluation will be related to the objectives we have established for the use of the new “Tutor Toolbox.”

The evaluation process will fall into two steps. The first step will be held two months after the tutors have received a copy of the new “Tutor Toolbox,” to give them a chance to familiarize themselves with it. They will answer a questionnaire that covers their use of the handbook, assessing whether they are facing any difficulties. After the questionnaire is completed, the tutors will have an informal interview with the student-tutor coordinator to further assess their self-evaluation. The coordinator will be able to verify if the handbook is being used as expected and collect feedback in the cases where it is not. An analysis can be derived from this data further down the line.



The second step of the evaluation will consist of an observation one month later. The coordinator will sit in on a tutoring session to observe the tutors' behaviour when it comes to using the handbook.

Here are some sample questions that may be asked:

- Do you consult the “Tutor Toolbox” when uncertain about a tutoring or literacy-related question?
- Do you find it simple to find the information you are looking for?
- Are the instructions clear in the lesson planning and assessment sections?

Conclusion

In this report, we have highlighted the various elements of the YLC tutor handbook that can be improved upon. Our recommendations were guided by research, and by our knowledge as instructional designers in training.

It is important to keep in mind the audience of the handbook, as well as its role. It is an instructional tool. The final look should be polished, and the elements of colour and design should have purpose. Illustrations and tables and charts should appear where needed to lend clarity and cohesion, not only to make the page look pretty. The content should be written in clear, plain language.

Hopefully, the “Tutor Toolbox” will be a valued tool that contributes to the improvement of literacy in the Brome–Missisquoi area and beyond.



References

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Illustrations/Graphics

Title	Appears on page...	Credit
Decorative separators collection	9, 11, 16, 19	Designed by Lapetiteprune / Freepik
Read time	17	Designed by Freepik
Round book labels	9, 11	Designed by Freepik
Collection decorative page dividers	7, 15	Designed by Kjpargeter / Freepik
Multicolor papers collection	13	Designed by Jannoon028 / Freepik
Watercolor alphabet	8, 9, 10, 11	Designed by aviyabc / Freepik
Flat ribbons with different colors	24	Designed by Freepik
Decorative elements collection	24, 25, 26	Designed by Vectortwins / Freepik
Business designs collection	27	Designed by Photoroyalty / Freepik
Retro background girl reading book	28	Designed by Freepik

Abstract flower pattern	1	publicdomainpictures.net
Blue watercolour brush stroke 18-1	3	onlygfx.com
Yamaska Logo	4	yamaskaliteracy.ca
Watercolor brush stroke banner green 2	31, 34, 36, 39	onlygfx.com

Appendix A

The preliminary questions used for the interview with Wendy Seys.

- We were told that a needs assessment was completed for the tutor training course. Can you please provide us with a copy for reference?
- How is the tutor manual usually distributed to the volunteer tutors? Do they get a hard copy? A digital copy? Do they get to keep it and add their own notes?
- What role does the tutor manual play in the training course? Is it the main resource? Do the volunteers go through its entirety during the training?
- Who put together the manual? What was their vision? What were their original goals/objectives? What were they trying to accomplish? When was it published?
- Have the goals related to the tutor manual evolved or changed since it was published? If so, how have they changed? Why is the manual being updated now?
- Can you tell us more about the demographics of the volunteer tutors? (E.g. Typical age group, educational background, level of commitment, etc.). Is this something that the organization is looking to change (from a recruitment angle)?
- Do the students usually have extra or special needs that would be helpful to address in the manual? (E.g. Learning or physical disabilities, English not being their first language, schooling history, etc.).
- Has there been feedback from either the volunteer tutors or the students themselves on the tutoring program? What are some things they were interested in seeing changed?
- What are some elements of the tutor manual that you think need to be revamped/changed? In terms of content, or visual details.

- From our understanding, the tutoring program is currently free. Are there any plans to change that?

A summary of the information collected.

- Currently, the YLC provides approx. two tutor workshops a year (each workshop lasts 12 hours). They would like to reduce the length of the workshop to 6 hours and provide them more often. During the workshop, the main reference material is the tutor handbook

- Volunteers get their own copy of the handbook, which they can write in. An online version is also available on the YLC website (members section). They're currently working on adding more multimedia (videos and such)

- Ideally, the tutor manual should align with the workshop. In other words, everything discussed in the training/workshop should be included, albeit in more detail. (However, things specifically relating to techniques/strategies. Other things might be brought up in the the workshop, but the main purpose of the manual is to serve as a resource for tutors to come back to.)

- Originally, the manual sort of encompassed everything, all the information available on the organization, its history, statistics, tutoring methods, etc. Now, they really want it to be more focused. It will be a toolkit/resource on reading/writing strategies (and where to find the techniques). Also, hands on practical material. The handbook is used heavily during the workshop, but then also a great reference to look back on during the tutoring sessions moving forward.

- The YLC offer mostly text resources (library, you can photocopy/print/etc.). But some ipads and programs (see [Toti](#))

- The volunteers are mostly seniors, while for the students it ranges (early twenties and up). Some students are currently in adult ed. Most are at a low level (1 or 2 in literacy).

- Some info about the community: The YLC covers a large territory. The volunteers and the students come from all over the map. The area

does not have very good/reliable internet connectivity, although most have cell phones.

- Most students do have developmental disabilities (there is a section about this in the handbook, although Wendy would like to see it reduced). 90% of learners speak English as a first language. The YLC received funding from the QC government, and they technically are not covered for ESL help. Sometimes, they'll make exceptions. (There's a prison literacy program, and some of the inmates use English as a second language for instance). There's another literacy organization for French speakers in the area, and their techniques are vision are different from the YLC (e.g. they offer more group classes, while the YLC follow the "each one, teach one" principle).

- The students' age range from early 20s to 60s. Many students have a negative perception of school because they have been passed through the school system, and their needs weren't met.

- No feedback in particular from tutors about changes they'd like to see in the handbook. However, Wendy did mention that many of the students did not do so well in school, so school imagery should probably not be included in the activities/materials No tests, or school-like things for the students.

- There are some sections that will definitely be taken out (especially the stuff at the beginning). Wendy will check with Alice and come back to us on this point. Especially since the handbook info organization will need to align with the workshop

- The look and feel of the manual is something that Wendy definitely wants changed. She gave as an example the <training ain't performance> book (for what she's looking for). She'll also be sending us some guidelines on white space, plain/clear language, not overwhelming, etc.. She wants the information better organized, and hyperlinks in the table of contents.

- Visually, the manual should be clean, have different fonts, be organized into boxes/columns. Wendy also mentioned having an introduction for each section.

- The tutoring program is free, and will remain so

Appendix B

The follow-up questions sent to Wendy by email.

- Thoughts on having “general tutoring strategies,” “preparing for a tutoring session,” “motivation,” and “keys to success” sections?
- Adding blank pages for notes?
- In the <training ain't performance> book, we noticed a strong interactive theme. Is that something you'd like to see in the manual? It would most likely not be in all sections, but in some of them. For example, scenarios would be provided and the tutors would have to think about what the issues are and how to address them. Some suggestions could follow.
- We had a few questions about the tutors. What is their current relationship with the handbook? Do most of them tend to *want* to use it? What are their attitudes towards learning? You had mentioned that right now, sometimes tutors would call in without first consulting the manual. How frequently does this situation occur?
- In the “Reading” and “Writing” sections, you noted that there was too much information and some of it can go. Could you specify for us what can be deleted?

A summary of Wendy's reply.

- Blank pages for notes are good. When the handbook is handed out in the workshop, we give them some blank paper, and let them know they can make notes in the book. Do you see just slipping in some blank pages when it is assembled, or something more intrinsic in the design.

- In terms of interactive, anything that allows/encourages a tutor to engage with the concepts and the materials is good. What I liked about the 'training ain't performance' book was how there were very succinct summaries of key points of each chapter, and also the mini quizzes that allow you to make sure you are on track.
- As far as the current relationship with the handbook, I don't have scientific data, but I'm pretty sure that is a wide range of relationships with the handbook. Tutors that have tutored for a long time have their own strategies, some do look at the handbook, others probably won't regardless. Our goals will be to incorporate the new toolbox into the workshop so that people are using it in the workshop, and therefore hopefully will see it as an important tool later.
- for the reading and writing section, I was thinking that there are probably less wordy ways of covering the same materials. The items you have bulleted are all good strategies (ie. keep), but they currently are very text heavy in some instances. Is there a way to organize (visually) so it doesn't look like pages and pages of text? ie Purpose: ; how to: tips:

Appendix C

The questions sent to Alice by email.

- What are the main goals of the redesigned tutor training program? What will be the main focus?
- In the tutor training redesign, what role will the tutor manual play? Will it be the main resource used by the volunteers?
- What are the main elements of the tutor manual that you believe definitely need to be changed in order to align with your new design objectives/goals?

A summary of Alice's reply.

The following is taken directly from a report that Alice completed after having observed the tutor training workshop:

Objectives

Business Impact

1. Efficiently prepare volunteer tutors and tutor trainers to do their best on the job.
 - a. Reduce the time it takes to train a tutor **in class** (currently 2 full-day workshops).
 - b. Training/resources available just in time, when people need them
 - c. Structure the preparation in phases so that they get the resources they need when they need them.
2. Grow the organization: outreach, expand the territory YLC serves.

- a. Onboarding tutors (increase in 15-20 new tutors per year, currently ~40, lose ~5/year) & tutor trainers (from 3 to 5 within 6-9 months) more easily

Workshop Goals

The following overall goals for the workshop were confirmed by the YLC Staff and tutor trainers:

1. Raise tutor confidence levels
2. Sensitize the tutor to the experience of having low literacy skills
3. Provide tutors with the skills and knowledge to tutor adults

Performance Objectives

By the end of the training session, tutors should be able to do the following:

1. Identify student literacy needs and goals
2. Access the resources to meet this need
3. Create a lesson plan
4. Assess and monitor the student's progress

Learning Objectives

By the end of the training session, tutors should be able to do the following:

1. Identify the general procedure for the tutoring process, given the tutor process map.
2. Identify the next steps following the workshop, given the next steps map.
3. Create a personalized action plan for their professional development as tutors.
4. Create a lesson plan, given a student profile scenario.
5. Recognize the benefits of tutoring (for both tutors and students).
6. Refer to the Tutor Toolbox for sample lesson plans, job aids and other information.

Intangible Benefits

1. Tutors will be sensitive to the lived experience of adults with low literacy skills.
 2. Tutors will be confident in their ability to tutor students
 3. Fostering a sense of community and spirit of collaboration among volunteers
-

Currently, the Tutor Manual is overflowing with information. As a result, we're looking to remove some of the material from the manual completely. Some of the removed material will become job aids or go into an orientation package that we're working on. Here's the recommendation from my report:

TTW Manual Refresh

The manual should serve as a succinct resource that orients the tutor. It should include best practises for tutoring and a comprehensive toolkit with suggestions for lessons and teaching points.

Explicit reference to different sections should be made during the tutor training workshop. The tutors should be shown how to use the material and be referred to important sections.

Suggested deliverables:

- Printed revision called The Tutor Toolbox: reframing this handbook as THE resource for tutors. It should be in print so as to avoid creating barriers for the current demographic of tutors (a digital version could be reworked as an investment).

Appendix D

A summary of the comments and requests made by Wendy regarding the tutor handbook.

- The layout, and all the fonts/images can be changed
- The new title is <The Tutor Toolbox> (instead of <The Tutor Handbook>)
- There will be a new logo
- New email address: info@yamaskaliteracy.ca /contact info: Wendy Seys, Executive Director
- References to the “coordinator” in the text need to be changed to the “Student-Tutor Coordinator”
- Mission statement has changed to <Enriching lives through literacy>
- Statements on what the YLC does need to be updated (Wendy has better ones available)
- Links need to be checked (some may be dead)
- Hyperlinks required/requested for table of contents
- As for the different sections and their fate, see table below:

Current Section	Planned Action/ Recommendations
* About the YLC	<ul style="list-style-type: none"> * Content minimized as 1 page intro *Details about history can be removed, but a clear map to see the territory covered is essential *History section can be removed *Programs offered + Volunteer opportunities – decision needed on whether they be included in the manual (or more in the orientation materials) *Info on p.15 to be deleted

<p>* Information for tutors</p> <ul style="list-style-type: none"> - Job Description - YLC Expectations of tutors - Tutors' duties, advantages - Self-assessment - Commonly asked questions <ul style="list-style-type: none"> - Student-Tutor matching - Characteristics of adult learners - Each one teach one method - Special needs students 	<p>*Awaiting Alice's recommendations. Re-work required.</p> <p>*Content to be edited</p> <p>*Elements coloured purple should appear elsewhere</p> <p>*Elements coloured orange should perhaps be removed (they are more workshop-related)</p> <p>*Expand info on mentorship program – will possibly move to another section</p>
<p>* Information on literacy</p> <ul style="list-style-type: none"> - Definition of literacy - Causes and effects of low literacy - Some statistics on literacy - Highlights of the IALSS <ul style="list-style-type: none"> - Types of literacy - Health literacy - Essential skills 	<p>*Can be moved elsewhere but must be included</p> <p>*Major reduction of content</p> <p>*Elements coloured orange should perhaps be removed (relevancy? Cover in workshop?)</p> <p>*Wendy working on new definition to be included</p>
<p>* Learning Styles</p> <ul style="list-style-type: none"> - Using 5 senses - Learning Style Inventory - Questionnaire/Quiz to determine a person's LS - Types of learners (visual, auditory, etc.) - Multiple intelligences 	<p>*To be reworked visually</p> <p>*5 senses activity used in workshop, can be deleted</p> <p>*Add the alternative/2nd questionnaire with the other one (instead of in appendix)</p>
<p>* Materials</p> <ul style="list-style-type: none"> - Info on YLC resource library (Freda Hudson Reading Room) - Features of Laubach way to reading (+ book series) 	<p>*Perhaps this section can be put elsewhere (in <About the YLC> or <Info for tutors> in a <Resources Available to You> subsection. More condensed as well?</p>

<p>* Materials (cont'd)</p>	<p>*Many of the YLC resources are not listed anywhere. Inventory of materials to possibly be added to the manual or on the YLC website</p>
<p>* Reading</p> <ul style="list-style-type: none"> - What is Reading? - Common Reading Goals - Basics of Reading - Outline of Basic Reading Strategies - Language Experience (A Holistic Approach) <p>Developing Word Recognition (Print Skills):</p> <ul style="list-style-type: none"> - Phonics - Phonemic Awareness - Sight Words - Word Patterns and Word Families - Structural Analysis - Word Sorts - Word Blitzing - Guessing from Context - CLOZE <p>Developing Comprehension (Meaning Skills) :</p> <ul style="list-style-type: none"> - How to Help Your Student Read for Meaning - Asking Questions - Pre-Reading Strategies - During Reading Strategies - Post-Reading Strategies - Reading Models - Reading Problems and Suggested Teaching Strategies 	<p>*Too much text + lacks organization</p> <p>*Rework required</p> <p>*Need to find a way to visually present all the topics in a clear way</p>
<p>* Writing</p> <ul style="list-style-type: none"> - What is writing? - Common writing goals - Working with Adult Student Writers - Getting your student to write - General strategies to improve comprehension - Writing starters - Brainstorming / Mind mapping 	<p>*Too much text + lacks organization</p> <p>*Rework required</p> <p>*Need to find a way to visually present all the topics in a clear way</p>

<p>* Spelling</p> <ul style="list-style-type: none"> - English Spelling (poem) - Strategies to Improve Spelling - See, Say and Spell - A Few Useful Spelling Rules - Spelling Strategies for Visual Learners - Spelling Strategies for Auditory - Spelling Strategies for Tactile and Kinesthetic - Common Spelling Challenges 	<p>*Too much text + lacks organization</p> <p>*Poem can be deleted (can be shown in workshop)</p> <p>*Need to figure out if the strategies for different learning styles should be included here (or stay in the <Learning Styles> section exclusively)</p>
<p>* Numeracy</p> <ul style="list-style-type: none"> - What is Numeracy? - Common Numeracy Goals - Assessing Your Student’s Numeracy Needs and - Tips for Tutoring Math 	<p>*Currently, there is a lack of strategies offered in this section</p> <p>*Needs more content</p>
<p>* Using a computer</p> <ul style="list-style-type: none"> - Computer Basics - Computer Resources - E-Learning 	<p>*Section currently not up-to-date</p> <p>*Title needs to be changed</p> <p>*Determine what is key to know</p> <p>*YLC has ipads available as well (they offer workshops on how to use them)</p> <p>*TOTI reading software available as well</p> <p>*Need to rethink how to incorporate this section in the new <Tutor Toolbox> - Perhaps in the <Resources Available to You> subsection?</p> <p>*Check for dead links</p>
<p>* Tutor Toolbox</p>	<p>*This section contains the “leftovers” that did not perfectly fit the other stand-alone sections (i.e.</p>

<ul style="list-style-type: none"> - Various worksheets and activities - Review & reinforcement - Frequently used words - Environmental print/Reading from different sources (catalogues, labels, etc.) 	<p>Reading, Writing, etc.) or sometimes touched on more than skill.</p> <p>*Environmental print section not up-to-date, needs revision (e.g. add Facebook, etc.)</p>
<p>* Learning disabilities</p> <ul style="list-style-type: none"> - The Ropes That Bind - Definition of Learning Disabilities - Key Points and Characteristics of Learning Disabilities 	<p>*Section to be removed from manual (can be offered as a workshop instead)</p> <p>*The fact that some of the students/learners have LD or ID can be mentioned elsewhere (perhaps intro)</p> <p>*Some tips for working with students with LD can be included elsewhere as well</p>
<p>* Lesson Planning</p> <ul style="list-style-type: none"> - Why Do a Lesson Plan? - Why Keep Track of a Student's - How to Do a Lesson Plan - Lesson Plan Flowchart 	<p>*Very important section</p> <p>*Can benefit from redesign (update + visuals)</p> <p>*Add flow chart (current one out-dated) and graph</p>
<p>* Measuring Progress</p> <ul style="list-style-type: none"> - Assessment - Goal setting - The portfolio process 	<p>*Key section</p> <p>*Require reworking</p> <p>*Subsection on "assessment" can be condensed</p> <p>*Most tutors don't keep a formal portfolio. See if there is a tool they can be provided with to facilitate the creation of one</p>
<p>* Appendices</p>	<p>*Some of these can be integrated into other sections</p>

- Student Reference
- Tutor Resource Masters
- Tutor Forms
- How to Make Speech Sounds
- Resources and References

*Resource on **speech sounds** can be removed

*General reorganization

*Should the **tutor forms** be included in this section?

*Most of the resources and references can be deleted. See with Wendy which ones (some highlighted in the annotated manual)