Investigating the Tutor Learning Effect: Relationships between Tutors' Perceptions of Tutoring and Tutors' Productive Behaviours

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Appendix A - Interview Materials

A1. Interview protocol to examine tutors' perceptions of tutoring

1) What is tutoring?
2) What is the role of the tutor?
3) Let's talk about a typical tutoring session with you.
   a. Where do you typically conduct your tutoring session?
   b. Do you typically prepare for a tutoring session?
      i. (if yes) How do you prepare?
      ii. (if no) Why not?
   c. Do you interact, prepare, or conduct the session differently with different tutees?
   d. What do you do in between tutoring sessions?
   e. Please describe a typical tutoring session from beginning to end.
4) What are the characteristics of good and bad tutees? Please use this chart (Appendix A1) to organize your thoughts.
5) What are the characteristics of good and bad tutoring sessions? Please use this chart (Appendix A2) to organize your thoughts.
6) What are the characteristics, skills, and actions of good and bad tutors? Please use this chart (Appendix A3) to organize your thoughts. If you can, use different colors of the pens provided to differentiate between characteristics, actions, and skills.
7) Please compare and contrast the characteristics, actions, and goals of tutors and teaching assistants (TAs). You may use this chart (Appendix A4) to organize your thoughts. If you can, use different colors of the pens provided to differentiate
8) Please compare and contrast the characteristics, actions, and goals of tutors and lecturers. You may use this chart (Appendix A5) to organize your thoughts.
9) What is the purpose of tutoring?
10) What do you think are the main goals of a tutoring session?
11) What are you trying to achieve throughout the entire semester?
12) In your opinion, what is the most important thing that you do as a tutor?
13) Do you find tutoring challenging? Why (or why not)?
14) Why do you tutor?
15) Do you think you get something out of being a tutor?

A2. Chart used to identify the characteristics of tutees

Characteristics of a _____ Tutee

Good | Bad

A3. Chart used to identify the characteristics of tutoring sessions

Characteristics of _____ Tutoring Sessions

Good	Bad

A4. Chart used to identify the characteristics, skills, and actions of tutors

Characteristics, Skills, and Actions of a _____ Tutor

Good	Bad

A5. Chart used by interviewees to compare resource room teaching assistants (TAs) and tutors

Characteristics   Actions   Goals

TA   Tutor
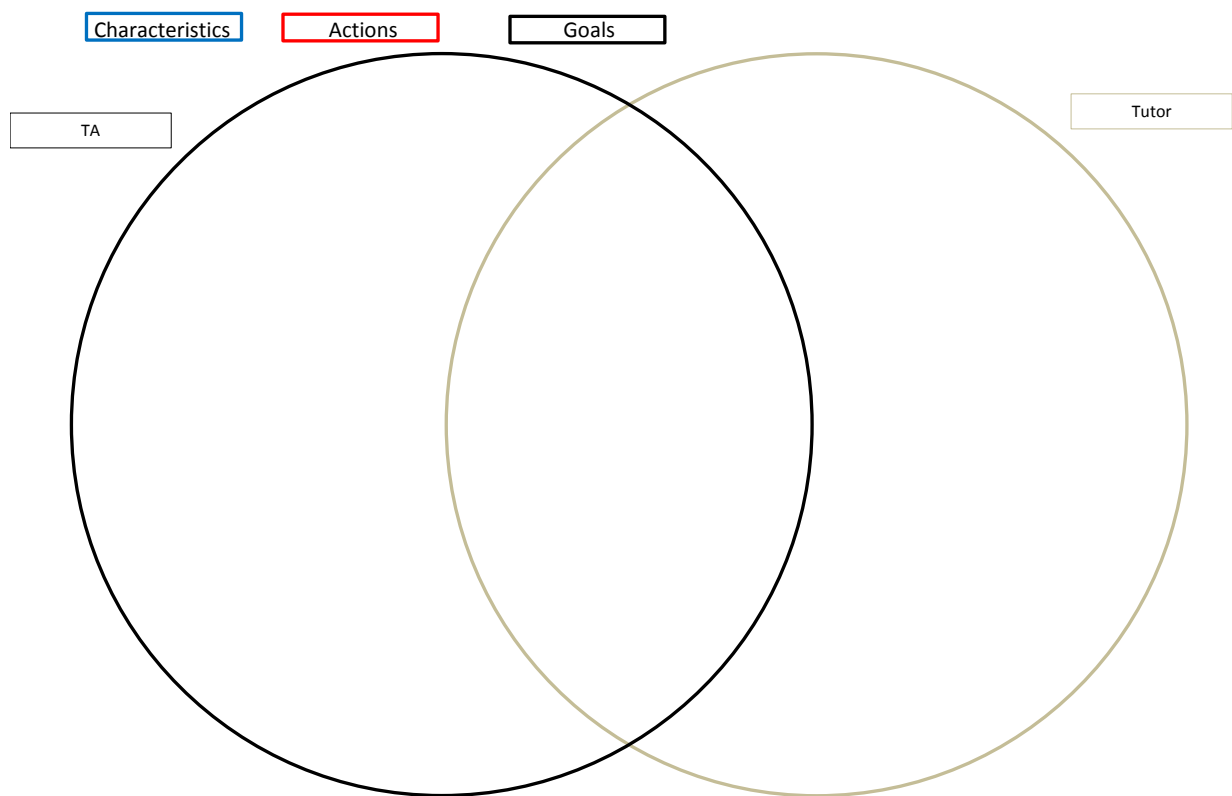
A6. Chart used by interviewees to compare lecturers and TAs

Characteristics   Actions   Goals

Lecturer

TA
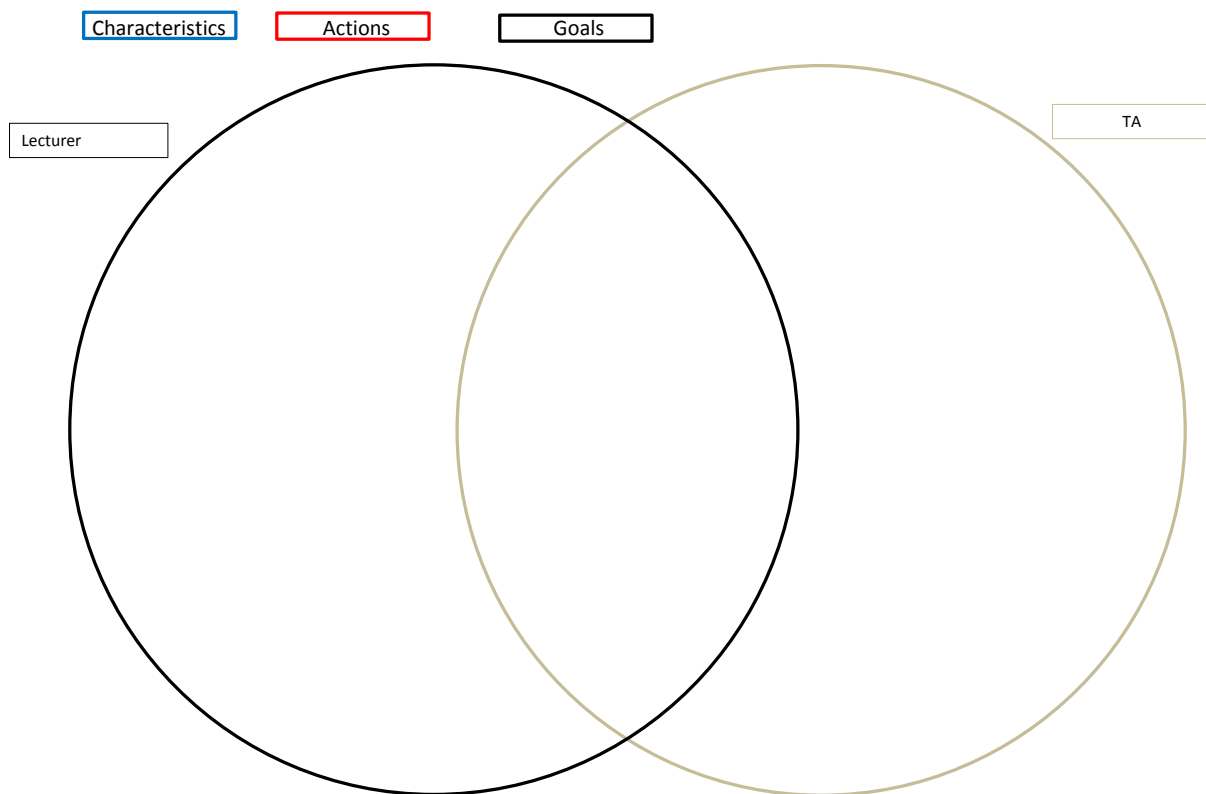
Appendix B - Coding Book

B1. Codes used to examine tutors' behaviours, with operational definitions of knowledge-telling (KT) and knowledge-building (KB) behaviours

Tutor behaviour	KT definition	KB definition	Non KT/KB definition
Explanations	Didactic lectures with little tutee participation (Fuchs *et al.*, 1994; Fuchs *et al.*, 1996)	Responses to tutees' information-seeking questions (Roscoe, 2007)	N/A
Feedback	Unelaborated, yes/no responses (Roscoe, 2007)	Tutor elaborating on tutee's answer (Graesser *et al.*, 1995)	N/A
Questions	Questions that "did not contain or require any information beyond the text contents" (Roscoe and Chi, 2004)	Questions that "manifested logical reasoning, causal reasoning, or goal-oriented reasoning" (Graesser *et al.*, 1995)	Common ground question: Question that asks how well the listener is understanding or following along (Graesser and Person, 1994)

B2. Codes used to examine other knowledge-building behaviours

	Code	KB definition
Tutor's metacognitive behaviours	*Memory*	Tutor statements related to their own abilities to recall information (Roscoe, 2007)
	Comprehension	Tutor statements that focused on their own understanding of the material (Roscoe, 2007)
	Attention	Tutor statements that indicated their perceptions of what was important in the material (Roscoe, 2007)
Tutor's scaffolding behaviours	*Highlighting critical features*	Orienting tutee to important features of the problem (McArthur, *et al.*, 1990)
	Decomposing the task	Breaking up a complex task into simpler tasks (see Chi, *et al.*, 2001)
	Executing part/s of the skill	Carrying out part/s of an activity (Rogoff, 1990)
	Compare current problem with a previously-solved problem	Statements regarding similarities between current and previous problems (McArthur, *et al.*, 1990)
	Identifying/maintaining goal orientation	Tutor statements that keep the tutees on task towards a goal (Wood*, et al.*, 1976)
	Completing student reasoning	Correcting student errors without acknowledging errors (Graesser*, et al.*, 1995)
	Providing examples	Tutor statement that provides a relevant example (Chi*, et al.*, 2001)
	Evaluate solution	Evaluating the quality of student answers without confirming its accuracy (Graesser*, et al.*, 1995)
	Hints (as statements or as questions)	Tutor providing hints to the tutee in order to solve a problem (King*, et al.*, 1998)
	"What else" question	Tutor asks a probing question to have students expand on their responses (Graesser*, et al.*, 1995; King*, et al.*, 1998)

B3. Codes used to describe other, non-KB/KT behaviours

Tutor's non-KB/KT behaviours	**Definition**
Reading text sentence	Tutor reading text directly from a book or other source
Requests	Tutor requests the tutee to perform an action

B4. Types of explanations and elaborated feedback

Classification	Definition
Conceptual	Tutor engages the tutee with the conceptual underpinnings of the material
Procedural	Tutor engages the tutee with algorithmic steps for problem solving (Fuchs *et al.*, 1994)
Bridging	Tutor engages tutee with procedural statements connected to underlying concepts
Factual	Tutor engages tutee with stand-alone definitions and facts

B5. Literature cited

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