

# **Teletutoring: Linking Learners and Tutors through Real-time Distance Learning**

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OTAN - Technology and Distance Learning Symposium

February 25, 2011

La Puente

# California Library Literacy Services

- Established statewide in 1984 & currently in 106 public libraries
- Reading & Writing instruction for English speaking adults, 16 & over who lack confidence and/or skills to succeed in classroom
- Volunteer-based and one-on-one tutoring are the cornerstones of instruction model
- Curriculum tailored to individual learner's goals

# Leveling the Playing Field

- 92 (88%) of CLLS libraries have a waiting list of learners (AL waiting at end of 2009/10 = 3,094)
- 90 CLLS libraries have a waiting list of tutors (Volunteers trained and waiting = 1,531)
- Negative consequence of this situation includes
  - Cost to train/support a volunteer with possible loss of investment
  - Cost of non-tutored AL = cost to businesses and taxpayers at estimated \$20 billion nationally per year
- One solution for addressing this inequity is to use technology to bridge the physical distance between libraries

# One-on-One Teletutoring Pilot Locations

- Nevada County Library (Nevada City)
  - tutors on waiting list to be matched with learners
- San Diego Public Library
  - learners on waiting list to be matched with tutors

# Elements of Traditional Tutoring to be Replicated through Technology

- Live, face-to-face interaction
- Review documents together (both tutor's and learner's)
- Annotate each other's documents
- Minimal computer skills required
- Maintenance of traditional R&G learning process – no new pedagogical approach required

# Equipment

- Touchscreen computer (no mouse required)
- Webcam (built into computer)
- Speakerphone
- Document camera
- Image Mate software
- Application sharing software program
  - Document sharing (reciprocal)
  - Text annotation (reciprocal)
  - Video- and audio- conferencing

# Teletutoring Function by Technology

- Face-to- face
- Mutual doc review
- Mutual doc annotation
- Minimal computer skills
- Videoconferencing
- Webcam
- Speakerphone
- Doc sharing software
- Text sharing software
- Touchscreen computer (no mouse required)

## Costs (per site)

Touchscreen computer --	\$1000
Document camera --	\$600
Webcams — <i>built into computer</i>	<i>no charge</i>
Speakerphone -	\$125
Software license, 1 year -	\$120
Stylus (for Touchscreen) —	\$20

**TOTAL for 1 teletutoring station -- \$1865**



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- View the video:

**Teletutoring Demonstration - One-to-One Model**

# Teletutoring – Classroom Model

- Teletutoring model is also applicable to classroom tutoring/teaching applications
- Teacher/tutor at one location, class at another location
- Trial in Richmond with two locations
  - LEAP headquarters (Richmond Civic Center)
  - Monterey Pines public housing project

## Equipment for Classroom vs. One-on-One Teletutoring

- Viewing screen for a classroom must be larger than for a single-learner scenario
- We use Smartboards (brand of “interactive whiteboard”) so all in class can see what remote tutor presents and annotates
- Also need more powerful speakerphone for classroom vs. one-to-one scenario

## Costs per Teletutoring Classroom site

Smartboard --	\$3200
Document camera --	\$600
Webcam --	\$100
Jumbo speakerphone --	\$500
Software license, 1 year --	\$120

**Total for one Teletutoring Classroom - \$4520**

*In-kind – one library computer to run the Smartboard*

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- View the video:

**Teletutoring Demonstration - Classroom Model**

# Preliminary Results

- First year spent on equipment/network issues
- Much work spent to make technology as “invisible” and easy to use as possible to learners and tutors
- Ancillary benefit of simplification = \$s saved per site
- Vendors do not engineer computing equipment for non-computer users – we’ve had to research and adapt what’s available. Smaller vendors often more willing to help.

# Lessons learned to date

- Involve IT as early as possible
- Simpler is better for everyone
- Select partners carefully
- Good communication between different jurisdictions

# More Lessons Learned

- Take “baby steps” in introducing tutors/learners to new technology
- Reduce user fear and frustration:
  - Training
  - Observation
  - “Poop sheet” with top ten tips
  - Common nomenclature for access codes
  - Test before each use
  - Easy access to tech support



# Expansion Plans

- Now testing with tutors/learners for one quarter in San Diego, Nevada, and Richmond sites
- Based on “real-life” feedback, will adapt technical and pedagogical model as appropriate
- Expand pilot to additional library literacy programs

# Looking down the road ....

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- Explore teletutoring for training of new tutors
- Explore allowing teletutoring from tutors' homes or offices

# Project Sites and Contacts

- Nevada County Library
  - Alan Archer - [alan.archer@co.nevada.ca.us](mailto:alan.archer@co.nevada.ca.us)
- San Diego Public Library
  - Valerie Hardie - [vhardie@san Diego.gov](mailto:vhardie@san Diego.gov)
  - Susan Vega – [svega@san Diego.gov](mailto:svega@san Diego.gov)
- Richmond Public Library
  - Sherry Drobner – [sherry\\_drobner@ci.richmond.ca.us](mailto:sherry_drobner@ci.richmond.ca.us)

# Find a CLLS Program Near You

- [www.libraryliteracy.org](http://www.libraryliteracy.org)
- Click on Zip Code Search to find a library literacy program for students who may need additional assistance through one-on-one tutoring

# Q&A Time

## Contact Information:

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