

Outline of our research

Section 1: Title of project, Team name, followed by all student names + SBU email addresses

Section 2: Brief description of the problem you are trying to solve, who the primary users are, and why this problem is important. State what your project will do and the high level goals for your project. Describe how your solution is unique or different from existing solutions. This section should be at least 2-4 paragraphs. If you have changed your idea after conducting your background or formative research, briefly explain these changes and why you made them.

Section 3: Background information about the problem. Review past work on solutions to this problem. Include at least four specific references to either existing products or research papers (or both). When discussing past work, mention how it is relevant and how your project will be different. When it makes sense, include a diagram or image of the related product with a numbered caption.

Section 4: Discuss about primary target users and how your solution will benefit them. Your product may have several distinct user groups, but focus on one or two groups for this class. If your project can apply to many more user types, state why you decided to focus on the specific users you chose.

Section 5: Formative User Research In this section, you will introduce and describe your two formative research methods, one of which must be interviews. For each method include the following sub-sections (so there should be TWO section 5's, one for each research method, which include all of the following parts).

1) Participants: State how your participants were recruited. Justify why the participants were selected and how they relate to your project. (1 paragraph maximum)

2) Procedure: State how you conducted the research, collected data (e.g. took notes, recording), and analyzed and synthesized it (did you discuss as a team, organize notes in any way, etc). (1-2 paragraphs)

3) Results: Organize your results for each method into themes or categories. List the key things you learned from each method (e.g. list some of the user needs you identified). For the interviews, write a narrative of each person interviewed (and include your notes in the appendix). Do not include their names, just describe who they were in detail (e.g. demographic details, their needs and existing behaviors). Focus on interesting moments, surprises, or issues that came out of the interview. Include an image or sketch, or a quote from the user if it would be helpful to highlight any specific points.

Section 6: Conclusion - Summarize all that you've found and any changes you are thinking of making to your project direction in 1-2 paragraphs.

Section 7: References - Create a list of references formatted according to the style guide of your choice: the ACM Style guide ([link](#)), Chicago Manual of Style guide ([link](#)), or the APA Style guide ([link](#)). - You can organize your references by hand, or use software that will manage them for you (e.g. Mendeley, Zotero, Papers, or EndNote). These software tools are quite helpful if you are writing a lot of articles with references. - Remember you must include at least four references in your background section (either existing products or research articles), though you are welcome and encouraged to have more.

Section 1:

The title of the project is "Tutoring center website," and our team name is "Team Tutoring center."

Our team members are YoungChanKim(YoungChan.Kim@stonybrook.edu), Taejun Ho(taejun.ho@stonybrook.edu), Merry Mekonnen (merry.mekonnen@stonybrook.edu)

Section 2: Introduction

Tutoring center has been active in SUNY Korea for years now. However, not many students use it often or show interest in it. The fundamental issue that underlies the lack of interest of many students in the Tutoring Center is the poor accessibility and convenience of the system. Tutoring center does not have a designated platform for tutors and tutees to communicate; it simply connects tutors with tutees via email, after randomly pairing them. Even though the approach eases the workload for the tutoring center, it puts SUNY Korea students at a disadvantage. When students sign up for tutors or apply to be tutors, they do not have their preferences considered. Once assigned, they also poorly communicate with each other as there exists no convenient platform prepared for them. Hence, SUNY Korea students are having a hard time finding the right tutors for them.

It is important that this problem is solved as it brings about lots of difficulties for SUNY Korea students. If the students cannot be paired with tutors of their preference, they might lose interest in attending tutoring sessions. As a result of their lack of interest, it's likely that they perform poorly in their course material and struggle harder despite the opportunity there is. Moreover, they can also be highly discouraged to sign up for tutors in the future. Therefore, Tutoring center should have a social media platform that enhances tutors and tutees' experience in various ways.

The Tutoring center's social media platform shall be expected to be easy to use and convenient in matching tutors with tutees. The platform can achieve its goal by providing important information about tutors, by delivering tutee's demands and expectations, by suggesting suitable study areas, and by creating an interactive environment for tutors and tutees. In Tutoring center's social media platform, tutees shall be provided with plenty of information about tutors. Tutees shall keep their list of expectations and wants from tutors. Both tutees and tutors may choose their favorite spots for the tutoring sessions. Tutees and tutors shall be asked to play a simple game to help them know each other better. Encompassing all the features mentioned above, Tutoring center's website shall improve upon students' tutoring session experience greatly.

Tutoring center's website shall give a unique experience unlike the current system in use. The website incorporates a chatting feature where tutors and tutees communicate. As of now, Tutoring center uses only emails as a tool to connect tutors with tutees. The website also provides students with a list of places where they could hold their sessions. Tutoring center does not currently allow that to manage students easily; it strictly orders students to hold their sessions in lounges and commons areas.

Section 3:

The current methods of the tutoring center cause several inconveniences for students. First of all, there is a lack of information about tutors and tutees. Figure 1 is the table of tutoring assignments for this

Tutor	Tutor Email Address	Student (Tutee)	Email Address	Course	Hours	Time
YoungChan Kim	youngchan.kim@stonybrook.edu	Park, Minah	minah.park@stonybrook.edu	CSE 114	1	MON 19:00 - 20:00
YoungChan Kim		Donggyu lim	donggyu.lim@stonybrook.edu	CSE 114	1	MON 20:00 - 21:00
YoungChan Kim		Chae Rin Ryoo	chaerin.ryoo@stonybrook.edu	CSE 114	1	WED 20:00 - 21:00
YoungChan Kim		Dohee Kim	dohee.kim.2@stonybrook.edu	CSE 114	1	WED 19:00 - 20:00

semester. The only information the tutoring center

Figure 1: Table of tutoring assignment

provides in advance is each other's names and emails. So when they meet each other, unexpected problems arise. For instance, in this semester, there was a student who wanted to learn CSE by Korean for

understanding better. However, the tutoring center paired him with a tutor who cannot speak Korean. He did not notice that until meeting his tutor. Thus, although he canceled the tutoring application, he could

<div> <div>Tutoring Center</div> <div> Need a helping hand in CS courses? Book a tutor from now to the end of the semester! (1 or 2 hours / week) Link: https://forms.gle/Dj2GuJc69ZEsr5uy8 </div> <div> QR Code:  </div> </div>						
Tutor	Courses	MON	TUE	WED	THU	FRI
Hojung Lim	CSE 101	15:00 – 18:00		15:00 – 18:00		
Sudara Ranasinghe	CSE 114		14:00 – 18:00		14:00 – 18:00	
YoungChan Kim	CSE 114	19:00 – 22:00	14:00 – 16:00 19:00 – 22:00	19:00 – 22:00	14:00 – 16:00 19:00 – 22:00	
Hojin Jeong	CSE 101, 114	17:00 – 22:00	13:00 – 16:00 19:00 – 22:00	17:00 – 22:00	13:00 – 16:00	
Jun Hyeong Park	CSE 114	14:00 – 16:00		16:00 – 18:00		
Sowandi, Adrian	CSE 101, 114	8:00 – 9:00 13:00 – 16:00 19:00 – 22:00	16:00 – 18:00 21:00 – 22:00	19:00 – 22:00	16:00 – 18:00	
Sungjun Lee	CSE114	15:30 – 17:30		15:30 – 17:30		
Htet Naing Phyo	CSE 101, 114	17:00 – 20:00	12:00 – 17:00 19:00 – 24:00	17:00 – 20:00	12:00 – 17:00 19:00 – 24:00	whole day
Merry Mekonnen	CSE 101, 114	16:00 – 24:00	16:00 – 24:00	16:00 – 24:00	16:00 – 24:00	Whole day

Figure 2: Current tutoring information provision

not meet another tutor because the application deadline passed.

If he had been given enough information in advance, he could have applied for another tutor. Secondly, the current tutoring center information is

not intuitive. Figure 2 is the email informing students of the

time and the instructor of the tutoring session for this semester. As we can see, although it is in the form of a scheduler, it is written mainly about people. Therefore, it lacks the intuition about time. Lastly, the way of communicating between the tutors and the tutees is not existing. Figure 3 is an email from one of

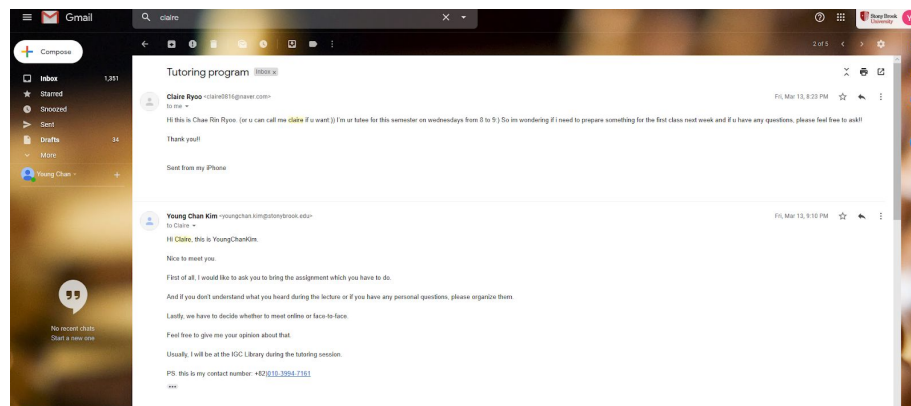


Figure 3: Email for contacting to a tutte

our team members, YoungChanKim, who contacted a tutee for tutoring. He doesn't have the means to contact the tutees, so he's either writing e-mail or using messengers. Moreover,

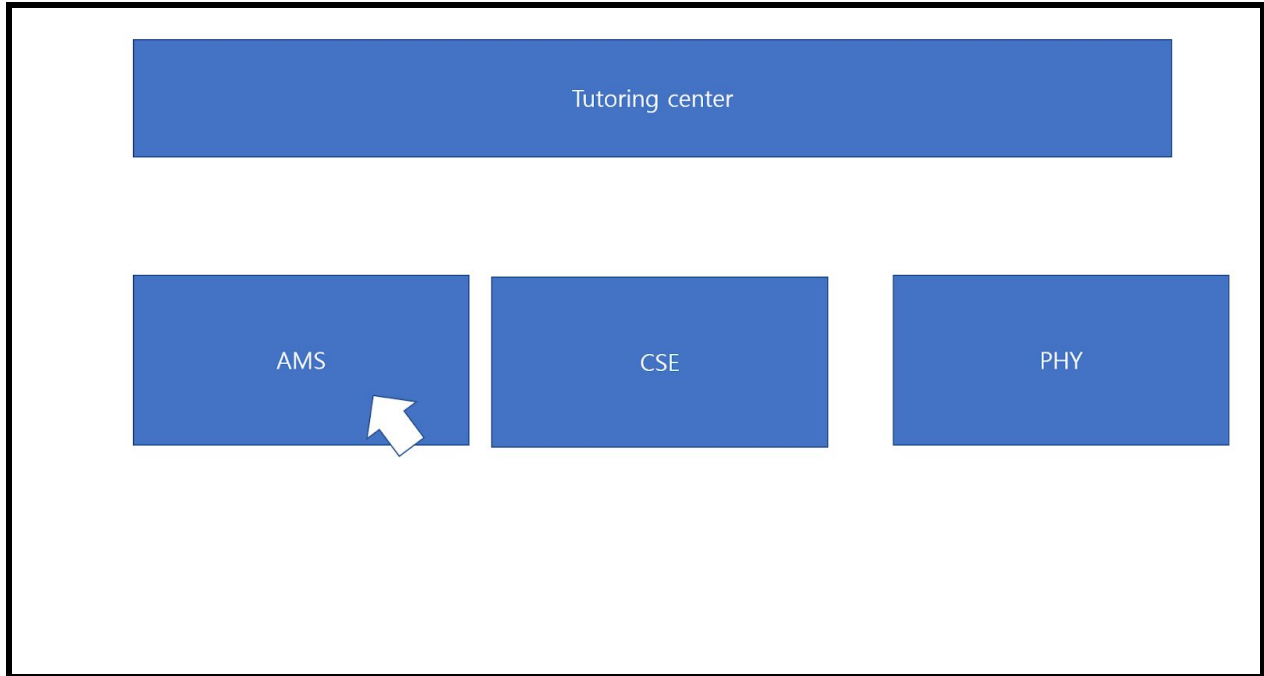
other tutors are also using the group chat of whole students of SUNY for contacting. Figure 4 is a



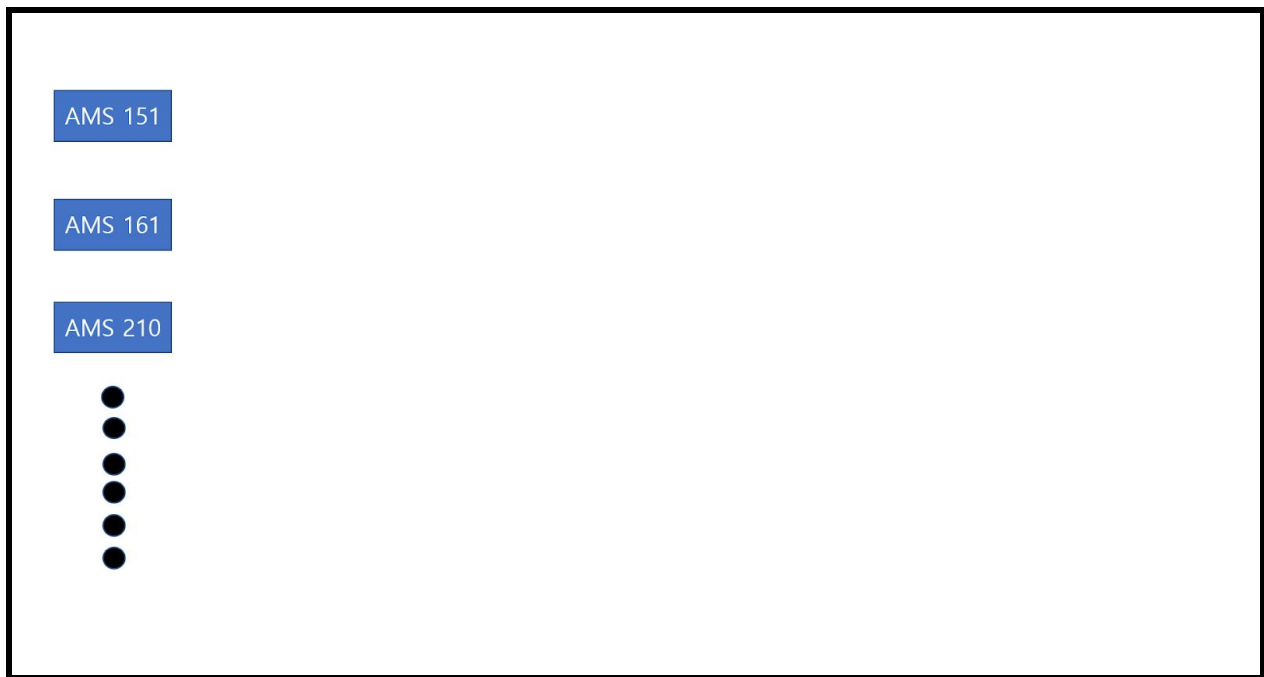
Figure 4: A message posted by a tutor

message posted by a tutor for informing his session to tutees. There is no proper way of communicating, so tutees and tutors are inefficiently contacting each other.

This is currently the only information that is handed out when applying for a tutor. The issue is that although all the information needed to apply for a tutor is displayed it is a bare minimum. The name of the tutor, the course, and DoW is displayed and that's it. There is no information about who exactly the tutors are and the difficulty of the course ETC. So we wish to build a website that could display the tutors in a better way than it currently is presented. We plan to do this by first displaying the department the subject lies in (EX) AMS, CSE, PHY,.... etc). Then if a student clicks a link it will introduce a new screen that shows the available subjects. After the user chooses the subject, then the user will choose a time period they are available in. And then the user will be introduced to the tutor with additional information.



1. The site shall introduce a layout similar to this. It will make sure the user is going to choose a subject

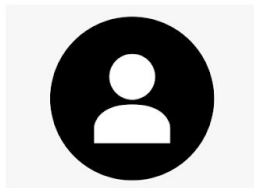


2. Next, the user will choose the subject

MON	TUE	WED	THUR	FRI	SAT	SUN
1PM – 5PM	4PM-6PM	1PM-5PM	4PM-6PM	-	-	-



3. The user will then choose the time period

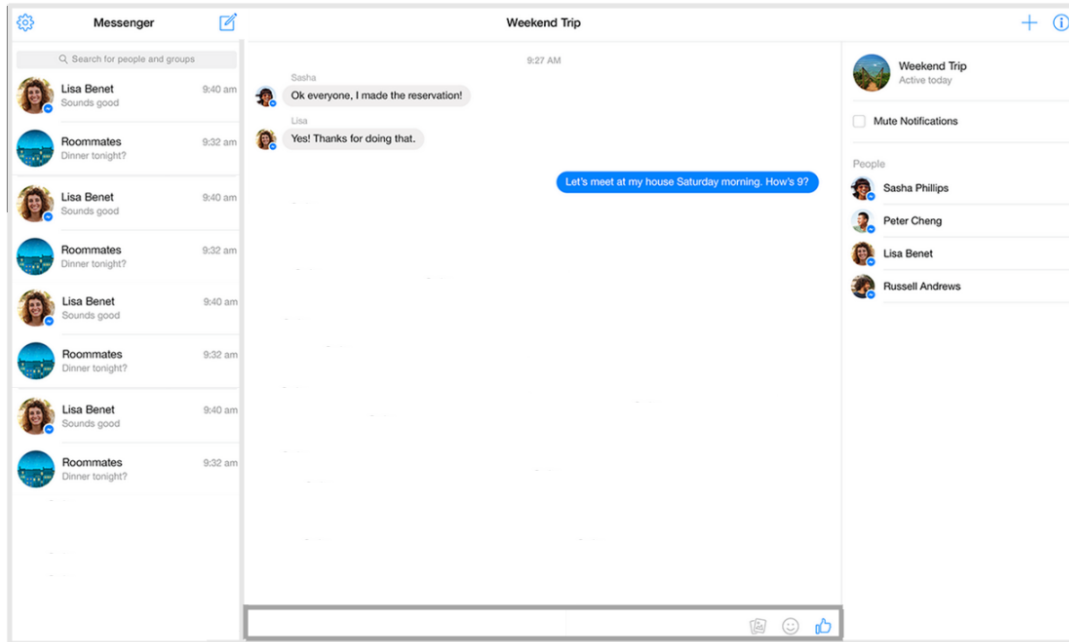


Name: John Doe

Preferred tutoring location:

About:

4. Then the user will choose the tutor. If there is more than one tutor for the time period then it will display more.
5. Besides, there will be a messenger for tutors and tutees.



Section 4:

We believe that this will benefit the users, which are the students of the IGC, mostly because our website will provide information that is previously not given through email. So the IGC students can be divided into 2 major groups. One is the tutors and one is the tutees. For the tutors, it will be a way to introduce themselves before the tutees choose their tutor. This will reduce the number of tutees leaving their tutors due to preference differences. The tutees will have better access and get provided additional information about how the tutoring system works.

Section 5:

5-1) Tutee Surver (Google Forms)

1) Participants:

Our main methods for researching this is to conduct interviews and surveys. We first divided the interviews into 2 groups. So we created 2 separate surveys for tutors and tutees each. We managed to recruit 17 people for the tutees and 12 tutors. They were recruited because they are IGC students and have used or have the potential to use the tutoring center. Anyone who is not currently in the IGC community may not be eligible to use it, therefore out of question.

2) Procedure:

So for conducting the surveys with the tutees, we used the group chats in Kakao Talk for each university. We posted the surveys created by Google forms and tried to find out responses that could help us. For the tutors, we did the same thing. But instead of posting it in the chat rooms, we contacted several known individuals known to have tutored or is a tutor in the tutoring center currently. We used Google Forms to express the data visually and get a grasp on how people feel about the current tutoring system. We each conducted surveys on different people for time efficiency.

3) Results:

For the Google Form surveys which were used for the tutees, we were able to find out a few things:

1. People do not use the tutoring center mostly because they feel too shy to use it.

We asked the reason why people have never used the tutoring center before. The most popular response was because they were too shy which took 80% of the responses. We feel that the reason

people feel too shy is because of the lack of presented information and accessibility. When people feel ‘shy’ when using a human-based service is because they don't know what to expect from the service. In this case, it would be they have no idea what the tutoring will be like so they are too shy or too afraid to use the service in the first place. So we plan to make the website as friendly and accessible as possible so that people will feel comfortable using the tutoring center.

2. People feel that it is too difficult to apply for a tutor in the tutoring center.

Currently, the tutoring center requires you to apply for a tutor for a certain subject via email to the professor who is in charge of the tutoring center. In the email, the applicant must show the time and date where the applicant is comfortable in. After that, the professor will check the email and then email the tutor to see if he/she is comfortable with the time and date. If it is ok with both parties then the professor will send out an email to both of them that will confirm the tutoring session. If not, the professor will have to keep on sending emails to both of them to rearrange the time over and over. This process takes time and is “annoying” to some people. Therefore we plan to make a better application process so that it is easy and fast.

3. The main route people learn about the tutoring center is via friends

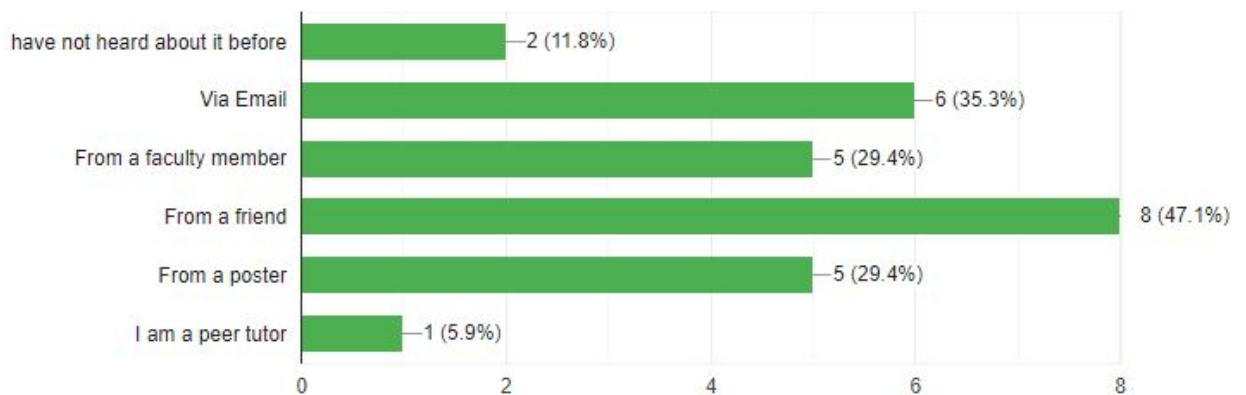


Figure 1 <How people learned of the tutoring center>

As seen by the graph people learned about the tutoring center by friends. This could indicate that people may not know about the tutoring center if someone else hasn't told them about them. For freshman students that might be a problem as many students are not familiar with each other and may not talk with each other much. Also the tutoring center provides courses that are mostly for freshman~sophomore students. So we have to find a way to improve this lack of advertisement regarding the tutoring center.

5-2) Tutor Survey (Interview)

1) Participants:

Our main methods for researching this is to conduct interviews and surveys. We first divided the interviews into 2 groups. So we created 2 separate surveys for tutors and tutees each. We managed to recruit 17 people for the tutees and 13 tutors. They were recruited because they are IGC students and have used or have the potential to use the tutoring center. Anyone who is not currently in the IGC community may not be eligible to use it, therefore out of question.

2) Procedure:

For the interviews we conducted one on one interviews with the tutors. We chose to interview them one on one because the number of tutors are limited and so we could not afford to do a simple check the box kind of approach. So we gave them a list of questions for the interview and recorded their responses for each question. We stuck strictly to the questions and did not ask additional questions that were unnecessary for the accuracy of the data.

3) Results:

For the interview for the tutors, we found something that **both the tutors and tutees agree on.**

Which is that is that they desire more tutoring sessions

Q8)What were some difficulties you had during your tutoring sessions?

12 responses

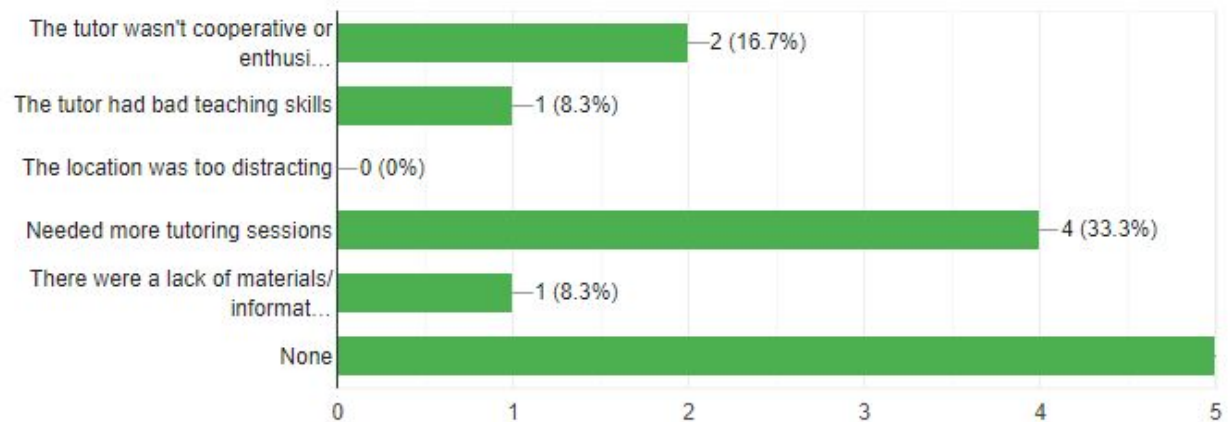


Figure 2 <Difficulties during tutoring>

In the google forms surveys we asked the tutees what difficulties they had. The most popular response besides “none” is that the desired more tutoring sessions. In the interview we conducted with the tutors some of them said: “The 30 minute sessions were not enough to explain the materials. Hence, more time is preferable” and “Actually, I think the system in which more students can get tutoring sessions if they need it is needed.” So we believe that through this website we must allow a way to add more flexible tutoring sessions so that people can add and record the tutoring sessions they had. The recording part is important because the primary motive for tutors to tutor is money. All of the respondents said that payment is a major factor when it comes to tutoring. So by creating a record of the tutoring sessions is important because those records are directly tied to the tutors’ payment. Also one of the prime difficulties that tutors had is that the tutees will change the tutoring sessions at the last minute. So this not only causes

plan changes for the tutor, but in some cases, will not allow the tutor to get paid. So we intend to make a system that could track the potential “bad” tutees and make sure everyone is keeping their promise.

Section 6:

In conclusion, we need to satisfy both the needs of the tutors, tutees and potential future tutors and tutees. We found out that the application system for the tutoring center is a huge issue for all of the people. Also, people are too shy and afraid to use the tutoring center in the first place, so we will make the website as accessible and easy to use as possible. For the tutors and tutees, we must make the website flexible so that people can change the schedules for the tutoring sessions and record them. So the 3 key aspects of the website should be accessibility, ease of use and flexibility.

Section 7:

References

"Spring 2020 Tutoring Center | SUNY Korea Applied Mathematics And Statistics".
Ams.Sunykorea.Ac.Kr, 2020, <http://ams.sunykorea.ac.kr/node/306>.

Keating, S. 2020. The science behind why some of us are shy. *Bbc.com*.
<https://www.bbc.com/future/article/20190604-the-science-behind-why-some-of-us-are-shy>.

Tutoring Center | SUNY Korea Applied Mathematics and Statistics. 2020. *Ams.sunykorea.ac.kr*.
<http://ams.sunykorea.ac.kr/tutoring>.

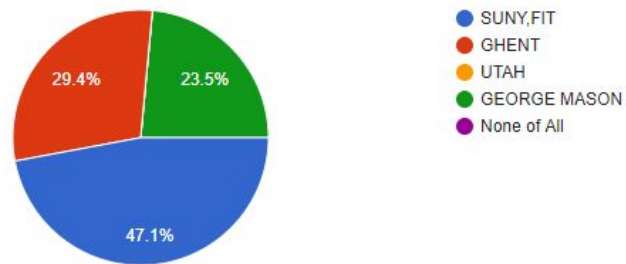
6 Steps To Conducting An Online Survey | SmartSurvey. 2020. *Smartsurvey.co.uk*.
<https://www.smartsurvey.co.uk/articles/6-steps-to-conducting-an-online-survey>.

Section 8:

Carried out by Young-Chan Kim and Taejun Ho (Google Forms survey)

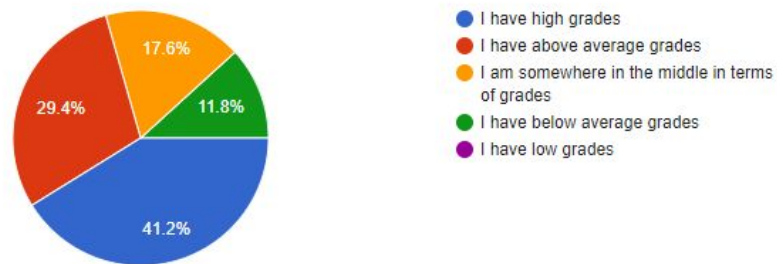
Q1) Are you a student of which universities in the Incheon Global Campus community?

17 responses



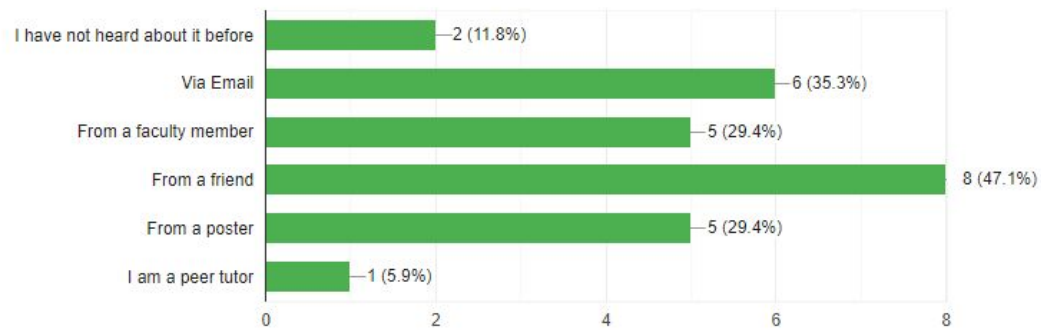
Q2) Do you consider yourself to have good grades?

17 responses



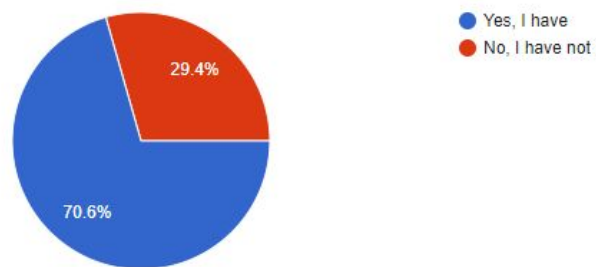
Q3) Have you heard about the tutoring center? If you do, where did you hear about it?

17 responses



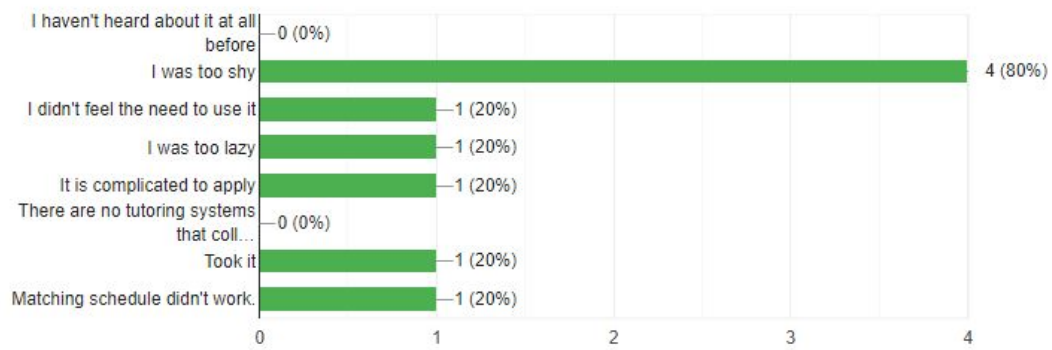
Q4) Have you ever taken any tutoring, which your college aids, for any coerces?

17 responses



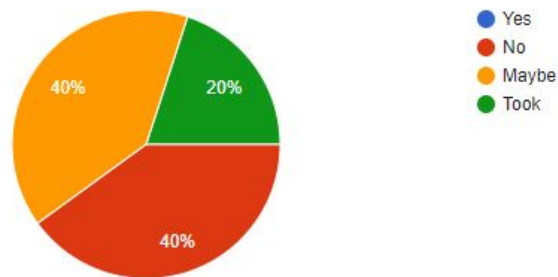
Q5) What was your main reason you didn't take tutoring?

5 responses



Q6) If you have not used the tutoring center before, are you willing to use it in the future?

5 responses



Please state the reason for why you will use it/ not use it

4 responses

Helps for questions have

I do not need someone's help with studying.

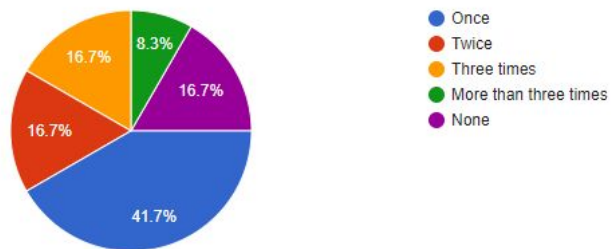
I will use it if it is available for my courses..because they allow me to study more and learn better from a colleague!

Because I need to get academic help to study efficiently.

CSE 323 group 9

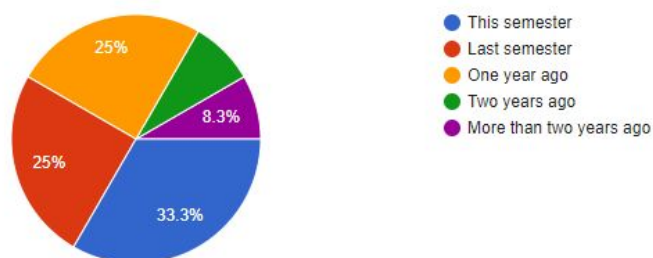
Q5) How many times have you used the tutoring center before?

12 responses



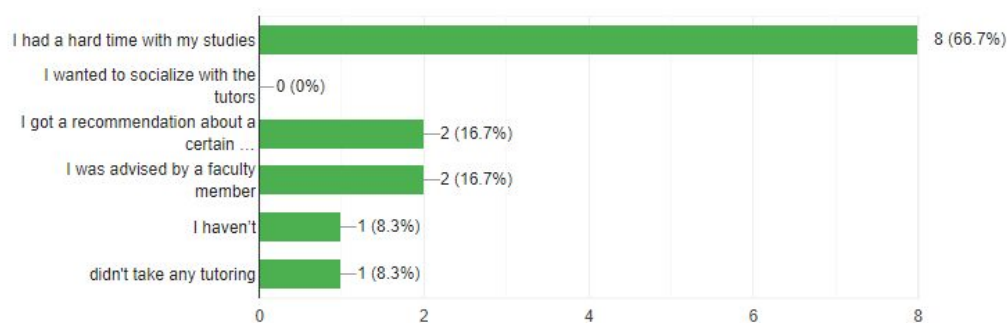
Q6) When was the last time you used the tutoring center?

12 responses



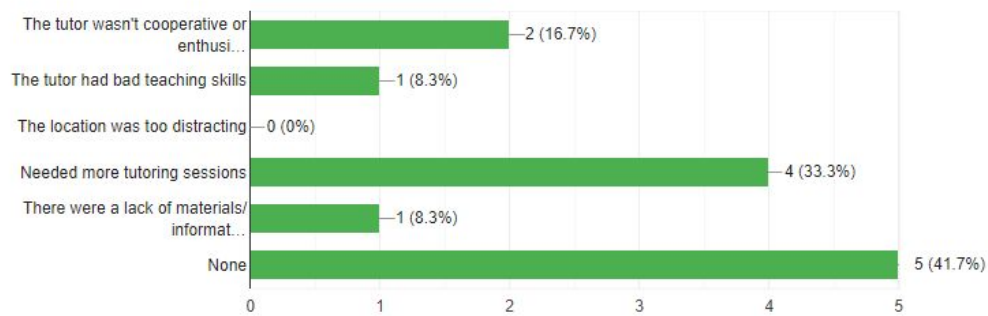
Q7) What were the main reasons for taking tutoring?

12 responses



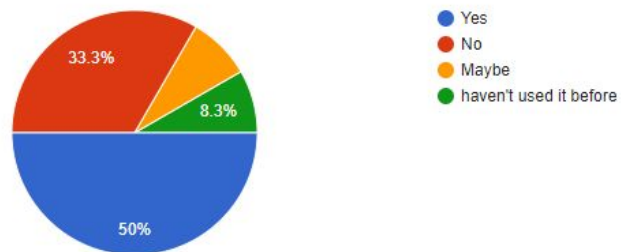
Q8)What were some difficulties you had during your tutoring sessions?

12 responses



Q9) If you have used the tutoring center before, are you willing to use it again?

12 responses



Please state the reason for why you will use it/ not use it again

12 responses

Courses are too difficult to study alone.

I don't think I will do it in the future because it didn't help me last time I got private lessons.

-

i don't need it

There is no tutoring program that I have enrolled in and what I will enroll in the future.

Because in some cases tutoring is beneficial

I think it helps having a fellow student teach on your level

There are no tutoring session for my courses.

It helps with my studies

Our group is going to make a homepage for tutoring. Do you think anything is necessary for it?

16 responses

I think you should provide more details and information about tutoring.

I hope I can see their information before I get assigned a tutor.

Making a homepage for the tutoring center doesn't solve much problems. Make a website that automatically assigns tutor to students. There's a little bit of algorithm involved but the product will be much better.

Here is the problem, solve it:

Student A wants tutoring for AMS 151 on Fridays from 4-5 PM. Tutoring center poster says that Tutor X is available from 10 AM - 10 PM on Friday. Without [your] website, Student A needs to fill out a google form from the tutoring center and request for a tutor on his preferred time. The form is checked by Prof. Suil O (who manages tutoring center). Prof. O checks the student's preferred subject, day, and time then tries to find a possible tutor who is unoccupied and finds tutor X. Prof. O sends an email to the tutor X asking if he can tutor Student A. Tutor X says he cannot tutor from 4-5 but can from 6-7. Prof. O again sends message to student A asking if he is free from 6-7 PM. The student emails back that he is free. Then the tutor and tutee are finally matched and can start tutoring.

Your website should solve this issue. It should:

- 1) Store the availability of each tutor and update it when the tutor is assigned to a new student
- 2) Immediately match a suitable Tutor and send him a notification to confirm/reject the tutoring assignment. If the tutor accepts the assignment, tutors and tutees are matched. If not, the website should be smart enough to figure out a time that works for both the tutor and the tutee.

(I was gonna do this project on CSE 323 next semester when I take it. But if you can do it now, good for you)

No

easy scheduling and calendar view

Maybe, you should give some schedules for tutoring.

.

Sounds good to me

Questions for interviews conducted by Merry Mekonnen (all below)

1. Which IGC university do you go to?
2. What is your main motivation for applying as a tutor?
3. What interests you about being a tutor aside from helping students?
4. How many hours do you tutor per week?
5. Where do you hold your tutoring sessions?
6. Do you get bothered by the places where you frequently hold the tutoring sessions?(why?)
7. Which places do you think are suitable to hold tutoring sessions at?
8. How productive has been your experience with your tutees?
9. Have you ever felt like you could've been better matched to another tutee? If so, how?
10. What sort of issues do you have in working as a tutor?
11. Do you have any personal expectations from tutees? If so, what?
12. Do you think the current {School's name} tutoring center system has impacted your tutoring process (either positively or negatively)? If so, how?
13. What do you like to see improved in the current {School's name} tutoring center system?

Interview 1

2020/03/26 11:13 PM

- 1.SUNY Korea
2. To revise my old techniques and share my ideas.
- 3.Mastering the subject
- 4.8
- 5.online/in-person nope
- 6.lounge area
- 7.very good but need more enthusiastic tutee
- 8.nope
- 9.students not visiting often
- 10.i want them to study in time and do the assignment properly
nope
more amount per hour should be paid to the tutor as it is highly tedious work and need to prepare for this also and tutor only get paid in the minimum wage.

Interview 2

2020/03/26 11:18 PM

- 1.SUNY Korea
- 2.Getting paid
- 3.Getting paid
4. 10
- 5.Lounge
- 6.Nop
- 7.Study rooms
- 8.It was okay
- 9.No
- 10.Nothing
- 11.Staying motivated to learn and full concentration
- 12.No, it hasn't affected it.
- 13.Getting a nice and suitable environment for holding the tutoring sessions

Interview 3

2020/03/26 11:30 PM

- 1.SUNY Korea
- 2..Salary, Experience, Connection
- 3..Getting paid
- 4..around 5
- 5.. In the AMS meeting room, AMS lounge, and tutoring rooms.
- 6.Yes, sometimes. Because in large rooms or lounges, other tutor/tutees are there.
- 7.designated tutoring rooms, a meeting room is okay if there is no overlap with another session.
- 8.depends on the tutees. how much help they need and how much I can explain. for example, i don't remember ways to solve every tricky problem in the course. Another thing is if I learned with a different professor, the material can be different.
- 9.random was okay for me.
10. One issue is that tutees don't have questions for every time we meet. So they cancel a lot. And mostly they don't tell me in advance. So I have difficulty preparing and scheduling my own time, and I don't know in advance what kind of topic the tutees will ask about. I think I could have prepared better if I did.
11. They should notify me whether we are meeting this week or not.
- 12.both. positively because of new friends I made. (some tutees were really nice). and negatively because it was mentally exhausting for me that they cancel every time.

13.some automated system would be nice. not through professor but directly between tutors and tutees. Because the professor was kinda strict about when and where we are meeting etc.

Interview 4

2020/03/26 11:42 PM

- 1.For earning money
- 2.Getting paid
- 3.4
- 4.CSE commons
- 5.No
6. The quieter place would be better
7. Actually, it is not productive to me
8. Actually, I want more tutees. However, there is a deadline for applying for a tutor session. So, I could not gather more tutees. I think this should be developed
- 9.None
- 10.No, I do not. However, I want to them to get A grade
- 11.Yes.
12. It impacted negatively. It matches tutors and tutees randomly. I think it is not proper.
13. I think they should make an easier way to apply. It seems a little complicated.

Interview 5

2020/03/27 12:02 AM

- 1.SUNY Korea
- 2.Reviewing the course, Payment
- 3.Mastering the subject
- 4.6
- 5.AMS lounge, AMS tutor room or conference room assigned to me
6. Sometimes I was distracted by people whose tutoring sessions overlapped with mine or people who just hung around there. I was assigned to a conference room on the 5th floor in academic building C and it was so noisy that lots of people in some clubs used to have a meeting then.
- 7.a small conference room (but not 5th floor in building C)
8. It was quite productive for me because I also got to understand the subject better.
9. When the tutee is late or break the appointment many times.. yes
10. Sometimes tutees break the appointment(scheduled time) and ask me with a message right before the deadline of homework or exam days. When the tutees break the appointment, I could not get the payment for that. (I only wrote the times only if I did tutoring)

11. Just being on time/ not being afraid of what they don't know yet.
12. I think It is quite good. Tutors can be prepared for the scheduled time and tutees during the only available time.
13. Actually, I think the system in which more students can get tutoring sessions if they need it is needed. (rather than only a few students can consistently get tutoring from a limited number of tutors.)

Interview 6.

2020/03/27 12:10 AM

- 1.SUNY Korea
2. I like meeting and helping people
3. Meeting new people
- 4.6
- 5.Writing Center
- 6.No I enjoy the place and the environment is amazing
- 7.The original place
8. Very productive my students were able to write good essays
- 9.No because I try my best.
- 10.Sometimes students have trouble expressing themselves because students have to tell me there for me to be able to help them.
11. They should be confident and not expect me to tell them everything but should focus on the main issues
- 12.Positively
12. Nothing... I like everything!!!

Interview 7

2020/03/27 9:33 AM

1. SUNY Korea
2. Helping others with academic achievement/part-time job
- 3.all above
4. It depends by month but around 6 to 15 hours
- 5.Department lounge
- 6.sometimes, too crowded
- 7.quite place..?
- 8.moderate
- 9.matched by preferred language
10. Tutees not showing up.Some tutees don't study/review the material at all

Some tutees just ask me to do their show for them."

11. I wish they would give it a try at least not just showing up with IDK.

12. Since there were no specifications regarding tutoring sessions except "getting help", many students expect that I can guarantee them a grade A or make them finish a hw in 1 or 2 hours.

13. higher wage

Interview 8

2020/03/27 1:48 PM

1. SUNY Korea

2. Building a stronger foundation in the courses that I have learned by teaching others

3. Mastering the subject

4. 5-10

5. CS Commons / AMS TA room

6. Noisy, dirty, not the best place to focus

7. Anywhere there is calm: Dorm, Library, unused classrooms, Parks, whatnot!

8. Not that productive to be honest

9. According to my understanding, some Korean students want to be tutored in English only because of which they ask for International student tutors. Also, some students get recommendations from other students about good tutors. So, letting the students select the preferred tutor or language of instruction could be helpful

10. Tutoring is a demanding job, yet it is only paid the bare minimum. Tutoring someone for 1 hour requires almost an hour of prep, 1 hour of continuous talking and writing to teach, and another hour followed by tiredness and dry throat. Also having to move around to different places just for tutoring isn't that convenient.

11. Tutees should have a desire to learn rather than just trying to complete their homework with the tutor's aid. They should respect that tutors are committing certain hours per week for their academic success and understand that it's their responsibility to be regular.

12. SUNY K: Tutoring experience has helped me master the materials that I thought I already knew well. However, the underpaid and over demanding tutoring sessions surely limit the number of hours I can put for my own studies

13. Pay the tutors adequately; Have an automatic tutor-tutee matching website; allow for flexibility in the place to hold tutoring sessions; either stop tutoring for irregular students or pay for the hours students don't come for tutoring

Interview 9

2020/03/27 2:27 PM

1. SUNY Korea
- 2.Guiding students discover their interests, which is fascinating for me
- 3.All
- 4.4
- 5.Writing Center
- 6.No
- 7.I think writing center is good for holding sessions for writing tutors
- 8.Productive I think
- 9.Writing Center tutor so I'll pass this question
- 10.Tutees don't respect their appointment
- 11.Know what they want to ask, not to depend on me(do some readings on their own), be on time and let me know in advance if they're not available
- 12.Positively because we were given trainings, we shadowed Professors at the tutoring center, good setting
- 13.more efficient signing up system for students since they had to walk up to the center itself to make sign up. Students also don't check their email to see the office hours of the center so I would suggest a more efficient signing up system.

Interview 10

2020/03/27 2:45 PM

- 1.SUNY Korea
- 2.Like teaching and helping out students
- 3.Mastering the subject
- 4.1
- 5.Usually in CS Commons.
- 6.Sometimes
- 7.Meeting rooms which are restricted just for tutors
- 8.I think they learn quite well.
- 9.If I could understand what their problems are with the subject
- 10.None
- 11.To tell me what they want from the tutor: review questions or study material
- 12.I am not sure.
- 13.None.

Interview 11

2020/03/27 4:49 PM

- 1.SUNY Korea

- 2.I would like to share my knowledge with students and help them improve their skills in the courses they are taking.
- 3.Mastering the subject
- 4.6 hours
- 5.At a room designated for tutoring by the tutoring center (in my case, the Writing Center, which is a small room with a round table and chairs, where you can tutor students sitting side by side).
- 6.No, because it's far from where students, faculty or staff usually gather. The tutoring center is quiet and peaceful. I could tutor students without any distraction.
- 7.I think the Writing Center I worked at provides a suitable environment because it's isolated and quiet, and hence facilitates the tutoring sessions.
- 8.I have helped several students and I have quite enjoyed the knowledge sharing experience. My tutees were also satisfied after the end of the tutoring sessions.
- 9.The Writing Center I worked at invites anyone who needs help in their writing courses, so there was no matching process with a certain person.
- 10.Sometimes, I need more time to explain the material, but the sessions were 30 minutes per one person; so, it was difficult to discuss all the points I want to mention.
- 11.I want the tutees to specifically know what they need help with. They come to the tutoring center with their assignments but they don't outline what they are struggling with. Moreover, most of them want their tutors to do their assignments for them (instead of learning for themselves). I want the tutees to gain some knowledge, which not only solves the current problems, but also helps them in their future assignments.
- 12.Positivity. The Writing Center has its own policies, which lets students know what the tutors actually do, and hence, tutees know in advance what type of help they can get before they come. For instance, editing or proofreading a written work is not the tutor's job. So, students should know this in advance before they come asking for help. Therefore, such policies have made my job easier for me.
- 13.The 30 minute sessions were not enough to explain the materials. Hence, more time is preferable.

Interview 12

2020/03/29 2:53:41

- 1.SUNY Korea
- 2.Getting paid
- 3.Getting paid
- 4.4
- 5.CS commons
- 6.Yes, the place is so noisy that I always get distracted
- 7.quiet places, be it study rooms or wherever
- 8.Quite productive I would say

- 9.Sometimes yeah. some students are so careless that they only want me to do their assignments
- 10.students cancelling their sessions at the last minute.
- 11.Yes I expect them to come prepared before our sessions
- 12.negatively. tutoring center does not care about students' preferences
- 13.A better platform is needed to facilitate the interaction between tutors and tutees.Tutors should get paid higher hourly payment than now.