

## **Index of Evidence for Recommendation 6: Learning Support for Distance Education**

### **Item 4: Embedded Tutors**

#### **Evidence 6.9: Embedded Tutor Pilot Project Fall 2012 in History 17 and Fall 2013 Biology Classes**

Set 1.1: John's Tutoring Corner Week 8.....	2
Set 1.2: John's Tutoring Corner Week 9 .....	3
Set 1.3: Biology 004 Embedded Tutoring .....	4

Course	Author
<b>Unit 1 - Week 4</b>	
Lecture: Analyzing Primary Documents	
Threaded Discussion: Primary Sources on Primary Source Report Assignment: Chatte	
Cyber Cafe	
<b>Unit 1 - Week 5</b>	
Lecture: Early Foundations for Revolutio	
Threaded Discussion: Upheavals in Late 1	
Quiz 1: Chapters 1-4	
Cyber Cafe	
<b>Unit 1 - Week 6</b>	
Lecture: Spanish Missions in the 18th C.	
Lecture: French and Indian War and the D	
Threaded Discussion: Explaining American Chapters 3 - 4 Review	
Cyber Cafe	
<b>Unit 1 - Week 7</b>	
Lecture: Taxation and the Road to Revolu	
Lecture: The impact of Ideas on Politica	
Threaded Discussion: What Sources Reveal	
Primary Source Document Report Assignment	
Cyber Cafe	
<b>Unit 1 - Week 8</b>	
Lecture: Phase 1 of the Revolution - Ove	
Lecture: The American Revolution: Phase	
Lecture: Phase 2 (Part 2) of the Revolut	
Threaded Discussion: The Doctrine of Equ	
Chapters 5 & 6 Review Discussion	
Cyber Cafe	
<b>John's Tutoring Corner</b>	
<b>Unit 1 - Week 9</b>	
Lecture: The Constitutional Implications	
Lecture: First Efforts at Governing	
Lecture: Continued Challenges for the Ne	
Threaded Discussion: Most Significant Ch	
Quiz 2: Chapters 5, 6, 7 & 8	
John's Tutoring Corner	
Cyber Cafe	

**Unit 8: Unit 1 - Week 8 - John's Tutoring Corner**

**John's Tutoring Corner for Unit 1 Week 8**

For the remainder of this week (until Monday night, 10/8), we will be working on a review of Chapters 5 and 6 in preparation for Quiz 2, which is scheduled for October 11 (next week). Then, on Monday (10/8) we will continue quiz preparation review for Chapters 7 and 8.

So, for this review thread, let's do two things:

- 1) What are main ideas of each chapter? Let's have each participant point out from Chapters 5, then 6, what they think the five most important ideas are.
- 2) When we're done reviewing main chapter ideas, let's go through each flash card term from Chapters 5 and 6 from the companion site. Each participant can choose one term and offer up what he/she thinks is the most basic and precise definition of the term. For each term consider who or what exactly is this? When did this person live (rough time frame)? Where did an event occur? Why did an event occur? What brought it about/ Why is it important or significant (what changes resulted, what did it bring about, how did a person's actions impact the course of events)?

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**Responses**

<input checked="" type="checkbox"/>	<a href="#">Response</a> ^	Author	Date/Time*
<input checked="" type="checkbox"/>	<b>Getting Started</b>	John Trujillo LII	10/4/2012 12:53:43 PM
	Hello Everyone as Professor White discussed i will be the embedded tutor for this course. My name is John Trujillo and i really do have a love for history and also a love for teaching and helping anyone. Please free to respond to the questions posted above, there are many things in each chapter but there are also key points/subjects that give one a better understanding of the subject or main ideas in that specific chapter. So lets start there, and work our way forward.		
	-John		
	<a href="#">Respond</a>		
<input checked="" type="checkbox"/>	<b>RE: Getting Started</b>	Maria Hernandez	10/4/2012 1:04:53 PM
	Hi John, my name is Maria Hernandez. Is great to have you with us because i think is very helpful. I have a question for you. <b>How the doctrine of equality started spreading in people?</b> I know it started because of John Locke and his writing and because it had an impact on the development of political theory in America.		
	<a href="#">Respond</a>		
<input checked="" type="checkbox"/>	<b>RE: Getting Started</b>	John Trujillo LII	10/9/2012 7:57:35 PM
	Hello Maria i am sorry for the late response, but yes it did start in part because of John Lockes writing. But you should take a look back in the book on the enlightenment period or the ideas of the enlightenment. Also, you have to remember that during the time it may have been hard for ordinary people to understand the language of philosophers but they way John Locke spoke in his writings he was able to attract a wider view of people. I suggest you take a look back in the book about the Enlightenment Period and let me know if you have any more questions.		
	<a href="#">Respond</a>		
<input checked="" type="checkbox"/>	<b>Most important chapter Ideas</b>	Elizabeth Campbell	10/6/2012 4:59:01 PM
	The five most important chapter ideas: Chapter 5: A capitalist political economy, the Great Awakening and The Enlightenment Chapter 6: The Boston Tea Party and the First Continental Congress Respectfully, Elizabeth		
	<a href="#">Respond</a>		
<input checked="" type="checkbox"/>	<b>RE: Most important chapter Ideas</b>	John Trujillo LII	10/9/2012 7:50:19 PM
	These are very good important topics from the chapter, although you should try and find five from each chapter instead of just five in total. I am sorry if i wasnt clear on that. Hope to see your responses for this week!		
	<a href="#">Respond</a>		

\* Times are displayed in (GMT-08:00) Pacific Time (US & Canada); Tijuana



Course	Author
<b>Unit 1 - Week 5</b>	
Lecture: Early Foundations for Revolution	
Threaded Discussion: Upheavals in Late 18th Century	
Quiz 1: Chapters 1-4	
Cyber Cafe	
<b>Unit 1 - Week 6</b>	
Lecture: Spanish Missions in the 18th C.	
Lecture: French and Indian War and the D	
Threaded Discussion: Explaining American	
Chapters 3 - 4 Review	
Cyber Cafe	
<b>Unit 1 - Week 7</b>	
Lecture: Taxation and the Road to Revolu	
Lecture: The Impact of Ideas on Politica	
Threaded Discussion: What Sources Reveal	
Primary Source Document Report	
Assignment	
Cyber Cafe	
<b>Unit 1 - Week 8</b>	
Lecture: Phase 1 of the Revolution - Ove	
Lecture: The American Revolution: Phase	
Lecture: Phase 2 (Part 2) of the Revolut	
Threaded Discussion: The Doctrine of Equ	
Chapters 5 & 6 Review Discussion	
Cyber Cafe	
John's Tutoring Corner	
<b>Unit 1 - Week 9</b>	
Lecture: The	

### Unit 9: Unit 1 - Week 9 - John's Tutoring Corner

#### John's Tutoring Corner

This week we will focus on reviewing Chapters 7 and 8 in preparation for Quiz 2, which is scheduled for October 11 (next week).

So, for this review thread, let's try to do what we did last week with Chapters 7 and 8:

- 1) What are main ideas of each chapter? Let's have each participant point out from Chapters 5, then 6, what they think the five most important ideas are.
- 2) When we're done reviewing main chapter ideas, let's go through each flash card term from Chapters 5 and 6 from the companion site. Each participant can choose one term and offer up what he/she thinks is the most basic and precise definition of the term. For each term consider who or what exactly is this? When did this person live (rough time frame)? Where did an event occur? Why did an event occur? What brought it about/ Why is it important or significant (what changes resulted, what did it bring about, how did a person's actions impact the course of events)?

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#### Responses

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Response ^	Author	Date/Time*
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Most important chapter Ideas from ch 5 &amp; 6</b>	Elizabeth Campbell	10/8/2012 1:16:39 PM
			Again, here are my ideas The five most important chapter ideas: Chapter 5: A capitalist political economy, the Great Awakening and The Enlightenment Chapter 6: The Boston Tea Party and the First Continental Congress Respectfully, Elizabeth		
			<a href="#">Respond</a>		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Response</b>	Elizabeth Campbell	10/9/2012 8:53:43 AM
			John, if no one responds, I would still like to volley back and forth. Elizabeth		
			<a href="#">Respond</a>		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>RE: Response</b>	John Trujillo LI	10/9/2012 8:01:45 PM
			Hey Elizabeth, of course if nobody responds we will still be able to work with one another. But, you should try and pinpoint out the five most important ideas from chapter seven and from chapter eight. Also, please pick a few flash card terms you would like to go over or you are having trouble with. In all that see what flash card terms relate to the main ideas you picked from the chapters and try and see how they coincide with one another.		

## Embedded Tutors, Biology 4

I have an embedded tutor in both sections of my Bio 4, Human Anatomy, course.

We use our embedded tutors, who are a tremendous help during microscopy labs during the first unit of lab and throughout the remainder of our labs when we study bones, followed by muscle, nerve, and blood vessel study (human cadavers and prosected specimens). Having an extra pair of eyes, hands, feet, etc. is a great help to the anatomy instructor, especially since some of our labs have 32-34 students enrolled.

Patsy Itaya

At least 2 other anatomy instructors, M. Molnar and C. Young, use embedded tutors in their sections of lab; they also use eCompanion as enrichment for their Bio 4 course.

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Tuesday, October 08, 2013 9:24 AM

Hi Dale,

I also have embedded tutors in the laboratories of the two anatomy classes I am teaching. Please let me know if you need an evidence of their participation.

As far as I know also Pat Mallory, Cristina Young (for anatomy and physiology), and Cathy Clarck have embedded tutors. You may want to check with them for additional input.

In addition tutors are offering group tutoring for both anatomy and physiology at the tutoring center. They are informal drop in groups quite popular among the students.

In general the embedded tutors have been of tremendous help for the anatomy and physiology classes. I started teaching anatomy here at Solano without embedded tutors and I can see an enormous difference after we got the support from the tutoring center. The retention in the anatomy classes improved a lot, and the moral of students is in general better.