FORMING STUDY GROUPS
Is a study group for you?

- Are you willing & able to...
  - commit to meeting once a week?
  - prepare for each meeting?
  - receive help from and offer help to your peers in a constructive manner?
  - be humble?
Benefits of a Study Group

- You’re not alone
- The act of teaching is an act of (active) learning
- Another set of eyes and ears
- Motivation—responsibility to the group
- Learn different strategies & study ideas
YOUR RESPONSIBILITIES

- Show up
- Punctuality
- Come prepared
  - Notes, questions, discussion topics etc
- Attend class
- Actively participate
- Treat others with respect
**STRUCTURE**

- **Who?**
  - Scout in your classroom
  - Look for chemistry
  - Who is in the help room or tutoring center?

- **How many?**
  - 3-6 people

- **Where?**
  - Libraries—private conference rooms
  - Help Rooms—TAs are available

- **For how long?**
  - Have a time limit—helps maintain focus
    - 2-3 hours

- **When?**
  - Regularly—same day/same time
  - Once-twice a week
DEALING WITH DIFFICULT BEHAVIOR

Blocking

- Characterized by:
  - Gets frustrated easily
  - Stops trying / expresses hopelessness
  - Freezes / gives up

- Solutions:
  - Figure out what the student does know and return to that to build confidence.
  - Show how this understanding forms the foundation for the more difficult concepts.
  - Be supportive.

“I don’t get it”
“I’m stuck”
“I give up”
“It’s beyond me”
“I’ve had enough”
**DEALING WITH DIFFICULT BEHAVIOR**

- **Miracle Seeking**
  - Characterized by:
    - Unrealistic expectations for what the tutor/study group can do
    - Enthusiastic but lacks specific questions or input
    - Expects to learn through osmosis; very passive
    - Difficulty concentrating and actually getting down to business
  - Solutions:
    - Keep focused on the work. Break it down into simple steps.
    - Follow a set structure for each meeting. Stick with it.
    - Give the student clear assignments or ask specific questions.
    - Explain the need to actively participate to actually learn the material
**DEALING WITH DIFFICULT BEHAVIOR**

- **Passivity**
  - Characterized by:
    - Noninvolvement and inattention
    - Lack of participation
    - Boredom
  - Solutions:
    - Try to determine the cause of the lack of participation—is he or she shy, confused with the material, or genuinely bored?
    - Encourage participation by calling on them to answer something they know.
    - Take the student aside to discuss their lack of participation and formulate a strategy. Set goals—next week they should try to participate two times, the following week four times, etc.
HOW TO MAKE IT MOST EFFECTIVE

- Share contact information
- Decide what you’re going to do in advance
- Prepare for the session
- Take turns teaching
- Stick to the session topic
- Don’t force it—but don’t give up too easily either
POSSIBLY HELPFUL DOCUMENTS

- Study Group Contract
- Group Meeting minutes
- Shared online documents