Section 3: Getting Started with Remote Tutoring

Whether you and your learner decide to tutor offline by phone or to move online, this section walks you through the steps to get started tutoring remotely.

Remember that you can call the LU Program Director at any point for help or guidance.

Tutoring Remotely Offline

If you and your learner have decided to tutor offline or find that the only devices available are a landline phone or a non-smart phone, then your first undertaking will be to find materials and get them to your learner.

Follow these steps:

1. Decide how you will send materials to your learner – your mode of delivery will help you decide which kinds of materials and activities to use

   - Start where your learner is at – if they have no digital skills, no access to digital devices or no interest in using a digital mode of learning, then you will be using snail mail, dropping off materials at their home or arranging for your learner to pick up materials at the LU office
   - If your learner uses email purely to send messages and does not yet know how to open email attachments, you can send reading passages, word activities and writing activities in the body of the email and work through these over the phone
   - If your learner uses basic email and is interested to learn further skills like creating word documents or attaching documents and photos using email, you could help them with these skills over the phone and eventually send materials like PDFs or word documents as attachments
   - Consider using a combination of snail mail and email, depending what materials and devices you are using

2. Plan your lessons and choose your materials

   - Visit our Lesson Planning section in the manual for guidelines on planning your sessions in a remote learning environment
   - Visit our Materials section in the manual and choose accordingly
   - Visit our Activities section in the manual to get ideas for phone activities

Tutoring Remotely Online

If you and your learner have decided to tutor online, your first steps will be to determine a mode of learning that is practical for your learner.

This mode of learning should build on digital skills that your learner already possesses or is ready to learn.

Choosing a mode that matches their digital skill level or provides a gentle learning curve will ensure a successful and enjoyable online experience.

Follow these steps:

1. Decide with your learner what learning mode they want to use for tutoring (see Table 1 below for a summary of each learning mode, the prerequisite skills and technical requirements).

    Ask yourself:

    - What devices do I and my learner have right now that can be used for tutoring sessions? (e.g. android phone, iphone, tablet, ipad, laptop, desktop computer)
    - What platforms do I and my learner have downloaded right now that can be used for tutoring sessions? (e.g. learning apps, video chat apps like WhatsApp or Facebook Messenger, video chat platforms like Zoom or Skype, email, etc.)
    - What devices and platforms am I and my learner interested in learning?
    - What digital skills does my learner have already? (e.g. keyboarding, sending email, texting, attaching photos in a text, doing a Google search, etc.). To help identify their digital skills, use the [Basic Digital Skills Self-Assessment Check List](#)
    - Based on my learner's current digital skill level and access to devices, which learning mode makes the most sense to start with?

Top Tip: LU has tablets and laptops that learners can use on-site. The Program Director can show a learner how to use the device and arrange for a short tutor-supported course to get them started. Contact the Program Director to find out more about what is possible.

Table 1: Learning Modes in Remote Learning

Learning Mode	Description	Notes
Snail mail + phone tutoring	Tutor drops off or sends learning materials to the learner via snail mail. Tutor and learner talk over the phone using the materials. Tutors develop their own materials or get them online or from the LU library.	This method is used if a learner has no access to a device or chooses to work offline Tech Required: • phone with speaker option • headset for hands-free use (optional)
Email + phone tutoring	Tutor emails learning materials to learner and then talks over the phone. Tutor can also use email as a medium to practice reading and writing skills with their learner.	Skills Required: • keyboarding • receiving and sending email • opening attachments • attaching documents • using Word • downloading and using PDF viewer • and more! Tech Required: • phone with speaker option • headset for hands-free use (optional)

Learning Mode	Description	Notes
Texting without Wi-Fi *** Check to see if you and your learner's phone plans have unlimited texting	Tutor and learner send and receive texts by SMS (via cellular network). Texting is used to do small reading and writing exercises. This learning mode can be used in conjunction with a phone tutoring strategy or with an online tutoring strategy.	Skills Required: • typing on a phone or tablet keyboard Tech Required: • a phone plan that includes texting
Video Chat Apps (WhatsApp, FB Messenger, Google Meet) *** Using these apps without Wi-Fi uses up data on your device (know how much data is included with your plan and learn how to check your usage)	Tutor and learner talk with video, share screens (FB Messenger), and/or send messages (WhatsApp). They do this using smartphone, tablet, laptop or desktop computer. Tutor and learner can use these Apps to send and receive documents, photos, audio clips or video clips in addition to texting activities. Tutor can use these Apps purely as a telephone with a video component and work with material that is sent via email or snail mail.	Skills Required: • downloading app • adding tutor as a contact • typing on a phone or tablet keyboard • attaching docs or photos • using emojis Tech Required: • device • Wi-Fi or data • mic and camera (external or built-in) • headset or earbuds (optional)

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Learning Mode	Description	Notes
Video Conferencing Platform (Zoom, Skype, Google Meet, Microsoft Teams) *** Using video conferencing platforms uses up data on your internet plan. Know how much data is included in your internet plan and how to check your usage) **Top Tip:** A shared screen uses up more data on your internet plan	Tutor and learner connect via a video chat platform using smartphone, tablet, laptop or desktop computer. Tutor and learner share a screen in real time and use online resources together. They may decide to take advantage of extra features in these platforms (highly recommended!) like: using a whiteboard, annotating an online document, saving text chats, creating polls. For those less comfortable with all the features, these platforms can be used purely as a telephone with a video component. Tutoring material is sent via email or snail mail.	Skills Required: • downloading app • creating an account (not mandatory with Zoom) • navigating within the platform • learning how to use platform features • using a keyboard • navigating on browser Tech Required: • device • Wi-Fi on laptop or computer • Wi-Fi or data on phone • mic and camera (external or built-in) • headset or earbuds (optional)

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2. If you are not familiar with the device or platform/App that your learner wants to use, check out the [Quick Sheet tutorials](#) in our resource section and become familiar with how to download it to your device, the set-up options and information on how to use it – you can always ask for help from LU program staff if you need it.

3. Do what you need to do to help your learner get set up on their device or platform.

   - Send your learner a Quick Sheet for their device/platform via email or snail mail and support them over the phone as they work through it
   - If your learner (or a family member) uses Zoom or another video chat platform, have them share their screen and walk them through the process of setting up their device
   - Enlist the help of a family member at the learner's end (and your own!) if possible
   - Call the LU office for assistance if you get stuck

4. Keep it simple.

   - Master one device, platform or App before you introduce another
   - Start where your learner is at and go from there

5. Reassure yourself and your learner that you will figure out this new remote learning approach together and have fun while learning along the way.