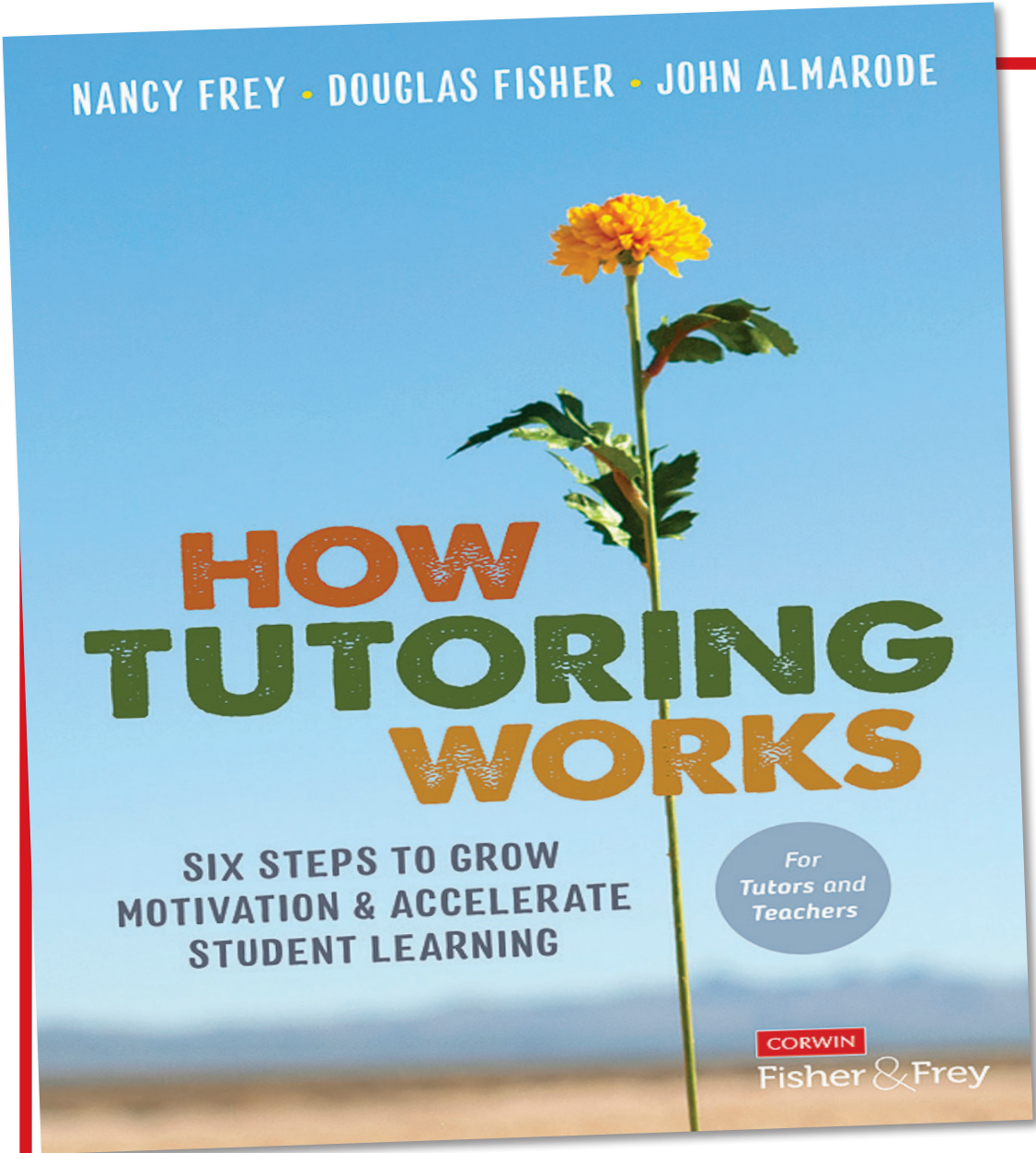


NANCY FREY • DOUGLAS FISHER • JOHN ALMARODE



HOW TUTORING WORKS

SIX STEPS TO GROW
MOTIVATION & ACCELERATE
STUDENT LEARNING

For
Tutors and
Teachers

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Fisher & Frey

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Figure I.2 Acceleration and Remediation: A Comparison

	ACCELERATION	REMEDICATION
Self-efficacy	<ul style="list-style-type: none"> ▶ Self-confidence and engagement increase. ▶ Academic progress is evident. 	<ul style="list-style-type: none"> ▶ Students perceive they're in the "slow class," and self-confidence and engagement decrease. ▶ Backward movement leads to a sense of futility and lack of progress.
Basic skills	<ul style="list-style-type: none"> ▶ Skills are hand-picked just in time for new concepts. ▶ Students apply skills immediately. 	<ul style="list-style-type: none"> ▶ Instruction attempts to reteach every missing skill. ▶ Skills are taught in isolation and not applied to current learning.
Prior knowledge	<ul style="list-style-type: none"> ▶ Key prior knowledge is provided ahead of time, enabling students to connect to new information. 	<ul style="list-style-type: none"> ▶ Prior knowledge that connects to new learning is typically not introduced.
Relevance	<ul style="list-style-type: none"> ▶ Relevance is treated as a critical component of student motivation and memory. 	<ul style="list-style-type: none"> ▶ Relevance is not seen as a priority.
Connection to core class	<ul style="list-style-type: none"> ▶ Instruction is connected to core class; ongoing collaboration is emphasized. 	<ul style="list-style-type: none"> ▶ Instruction is typically isolated from the core class.
Pacing and direction	<ul style="list-style-type: none"> ▶ The pacing and direction are active, fast-paced, hands-on. ▶ There is forward movement; the goal is for students to learn on time with peers. 	<ul style="list-style-type: none"> ▶ The pacing and direction are passive, with a focus on worksheets or basic software programs. ▶ There is backward movement; the goal is for students to catch up to peers.

Source: Rollins (2014).