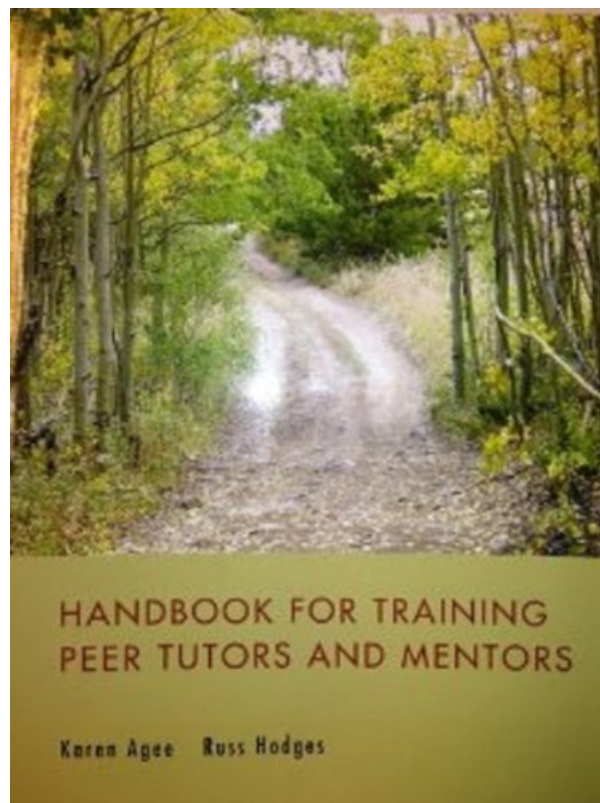
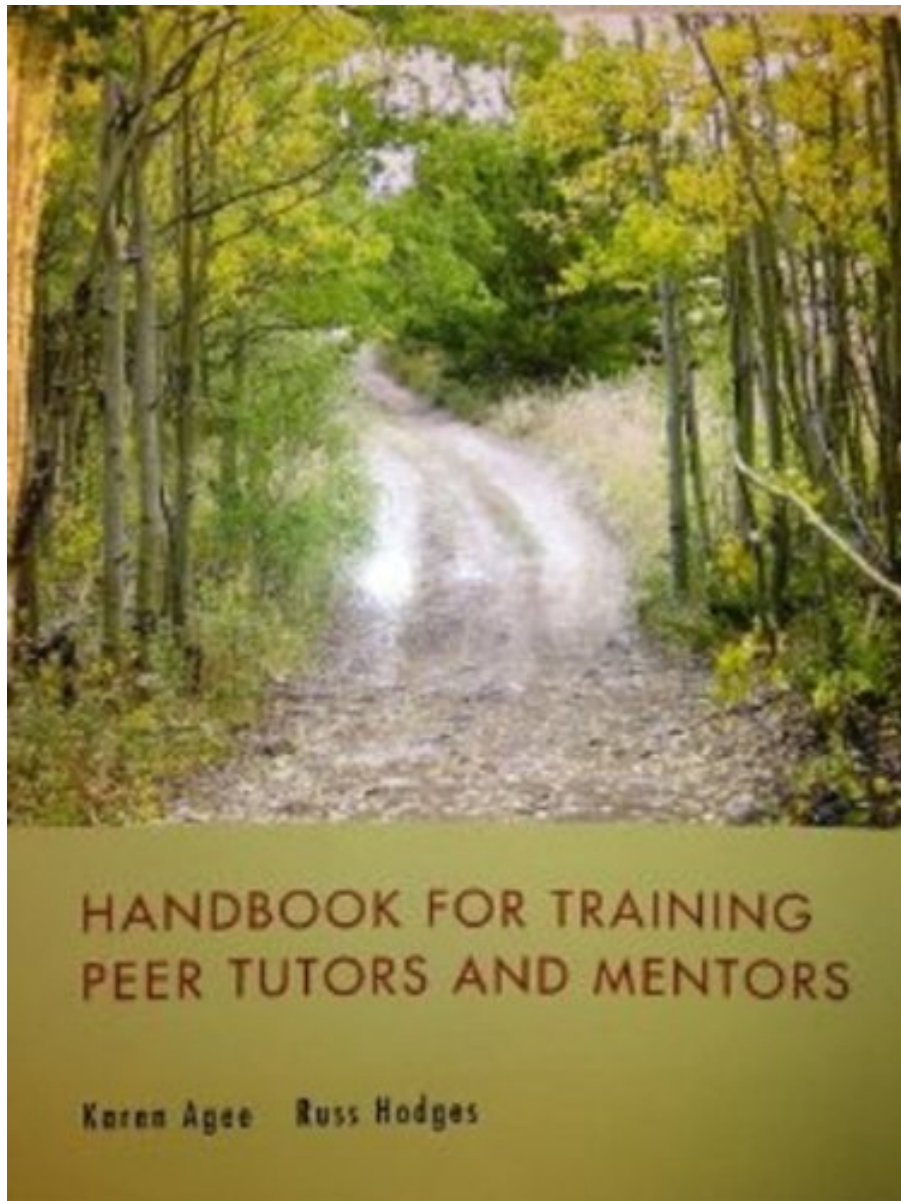


HANDBOOK FOR TRAINING PEER TUTORS AND MENTORS BY KAREN AGEE, RUSS HODGES



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About the Author

Karen S. Agee, Ph.D., is Reading and Learning Coordinator Emerita of the University of Northern Iowa. She served the College Reading and Learning Association (CRLA) as secretary, president, and executive assistant to the Board. Karen currently represents CRLA on the Council of Learning Assistance and Developmental Education Associations (CLADEA) and on the Board of Directors of the Council for the Advancement of Standards in Higher Education (CAS) and serves on the editorial board of the Journal of College Reading and Learning. She has received CRLA's Robert Griffin Award for Long and Outstanding Service and Special Recognition Award, UNI's Exemplary Service Award, and the Iowa Board of Regents' Award for Staff Excellence. Karen previously collaborated with Russ Hodges on the program management chapter in Handbook of College Reading and Study Strategy Research (2nd ed., edited by Rona F. Flippo and David C. Caverly, 2008, Routledge).

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The HANDBOOK FOR TRAINING PEER TUTORS AND MENTORS is a must-read for postsecondary faculty and learning center professionals who hire, train, and supervise tutors and mentors. This Handbook, a publication of the College Reading and Learning Association (CRLA), is designed to inspire development of training programs that meet the high standards of CRLA's certification initiatives: International Tutor Training Program Certification (ITTPC) and International Mentor Training Program Certification (IMTPC). The Handbook's 111 modules by 106 authors can also guide instructional development of tutor/mentor-training courses.

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A Treasure Trove of Information and Ideas for Training Peer Tutors or Mentors!

By Sandra

Karen Agee and Russ Hodges have produced a handbook that contains over one hundred modules produced by 106 authors, most of whom are luminaries in the areas of learning strategies and study skills. The book was produced for the College Reading and Learning Association (CRLA) as a resource to address the needs in both of the CRLA initiatives - International Tutor Training Program Certification (ITTPC) and International Mentor Training Program Certification (IMTPC).

The handbook is extremely thorough, effectively addressing topics such as the history of peer tutoring and tutor training, effective strategies for tutoring diverse populations, teaching metacognitive and critical thinking skills, effective communication, designing and implementing successful tutor and mentor training programs, and many more.

The book combines theory with practical suggestions for hands-on activities during tutor and mentor training activities. Anyone who has struggled with how to make training activities engaging and lively will find what they need in this book. Every institution engaged in training peer tutors and mentors should have several copies of this resource in its library. I can assure you that the books will NOT sit on the shelf collecting dust!

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