



3.11: Tutorial Member Protocols and Observations

The 30-Second Speech Student Presenter Protocol

Tutorials provide a forum for students to practice their public speaking and presentation skills in a safe and supportive environment on a weekly basis. Once a student has completed the pre-work inquiry and identified a point of confusion question for the tutorial group, it is important that he/she initiates a discussion through a 30-Second Speech. Students need to know how to present their question in a way that will create engagement, inquiry and critical thinking with group members.

Students should refer to the pre-work completed on the Tutorial Request Form (TRF) and give the 30-Second Speech to the tutorial group before the group members begin the critical thinking/inquiry process.

The steps for presenting a question are as follows:

Step	Description	Might Sound Like . . .
1	Read your question generated from your point of confusion to your tutorial group.	<ul style="list-style-type: none"> • My question from my pre-work is . . . • My question from my point of confusion is . . .
2	Share what you know about your question.	<ul style="list-style-type: none"> • The academic vocabulary I needed to know to do my pre-work and to write my question is . . . • What I know about my question is . . .
3	Share your pre-work.	<ul style="list-style-type: none"> • Last night I was able to complete . . . • This is as far as I was able to do it on my own . . .
4	Share your point of confusion.	<ul style="list-style-type: none"> • My point of confusion is . . . • What I don't understand is . . .
5	Ask your group members to begin the questioning process.	<ul style="list-style-type: none"> • What questions do you have to assist me in understanding my point of confusion?



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Student Presenter Observation Form

Use this handout to observe a student presenter. For each step of the presentation process, record your observations in the center column. Review this form with the student after the tutorial, and work together to come up with suggestions for improvement.

Steps to Presenting a Question	Record What You See and Hear	Steps for Improvement/Coaching
1. Reads the question generated from the point of confusion and records it on the whiteboard		
2. Explains what is known about the question, including academic vocabulary		
3. Shares pre-work, including critical thinking		
4. Shares point of confusion		
5. Asks group members to begin the questioning process		