“Tutoring & Learning Centers” are on 6 campuses with free tutoring for Math, Statistics, Biology, Chemistry, Physics, Calculus, Computers, Java, Accounting, Nursing and more! Several also have Student Writing Center Tutors and ePortfolio Tutors on site.

One-Stop Centers for student tutoring needs!
TUTOR TALK...

WELCOME to the West Valley Center campus with a new Tutoring & Learning Center, opening Fall 2015.

Attending college just got easier in West Valley City. The new SLCC campus has nine classrooms, a computer lab, a Tutoring & Learning Center and much more!

Classes start August 26, 2015. Campus Location: 3460 South 5600 West. Registration is open and 300+ students have enrolled. Added benefit: Free parking!

The Tutoring & Learning Center has private study rooms, student computers, whiteboards, and tables and chairs for many students. ALL tutoring services are FREE! The Tutoring & Learning Centers and the Student Writing Center are collaborating and will have experienced, trained, Tutors available Monday through Friday for math and writing assistance.

All the Tutoring and Learning Centers (6) are active, comfortable learning spaces where students can discover, create, and collaborate with peers and tutors. Students also have access to College Success Workshops: study skills videos designed to help them improve study skills, manage their time, increase test scores, and lower their stress level. See the videos at www.slcc.edu/tutoring/resources.

There is additional Tutoring & Learning Center information at slcc.edu/tutoring. See you there!

THINK ABOUT IT

College is like a language.
If you are absolutely unfamiliar with it, it will seem confusing, chaotic and fast. Learn a few terms and patterns begin to emerge. Become more fluent and suddenly it all begins to make sense.

Adapted from Tom Vanderbilt
Here's how Stanford University Professor Carol Dweck describes the difference between a Growth Mindset and a Fixed Mindset:

"In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities."

Mindsets frame the running account that’s taking place in people’s heads. They guide the whole interpretation process.

The fixed mindset creates an internal monologue that is focused on judging: “This means I’m a loser.” “This means I’m a better person than they are.” “This means I’m a bad husband.” “This means my partner is selfish.”

People with a growth mindset are also constantly monitoring what’s going on, but their internal monologue is not about judging themselves and others in this way. Certainly they’re sensitive to positive and negative information, but they’re attuned to its implications for learning and constructive action: What can I learn from this? How can I improve? How can I help my partner do this better?"

Dweck talks about the ‘power of yet’. And that power is in the difference in telling people they failed at something – ‘not now’ vs telling them ‘not yet’ and keep trying. ‘Not yet’ encourages people to keep trying and learning until they get it, rather than quitting because they feel like they’ve failed. ‘Not now’ is a fixed mindset and ‘not yet’ is a growth mindset.

In her research she uncovers there are two types of people, those who have the ability to embrace learning something new as a positive thing and relish in the growth process – growth mindset people. And then there are those who feel negative about new challenges and see their inability to master something instantly as a failure so they shut it down and avoid it – fixed mindset people.

Which are you? Find out the FOUR simple steps to begin changing your mindset on page 4.
How can you change from a Fixed mindset to a Growth mindset?

**Step 1. Learn to hear your fixed mindset “voice.”**
As you approach a challenge, that voice might say to you “Are you sure you can do it? Maybe you don’t have the talent.” “What if you fail—you’ll be a failure” “People will laugh at you for thinking you had talent.” “If you don’t try, you can protect yourself and keep your dignity.”

As you hit a setback, the voice might say, “This would have been a snap if you really had talent.” “You see, I told you it was a risk. Now you’ve gone and shown the world how limited you are.” “It’s not too late to back out, make excuses, and try to regain your dignity.”

As you face criticism, you might hear yourself say, “It’s not my fault. It was something or someone else’s fault.” You might feel yourself getting angry at the person who is giving you feedback. “Who do they think they are? I’ll put them in their place.” The other person might be giving you specific, constructive feedback, but you might be hearing them say “I’m really disappointed in you. I thought you were capable but now I see you’re not.” **Step 2. Recognize that you have a choice.**

How you interpret challenges, setbacks, and criticism is your choice. You can interpret them in a fixed mindset as signs that your fixed talents or abilities are lacking. Or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities. It’s up to you. So as you face challenges, setbacks, and criticism, listen to the fixed mindset voice and… **Step 3. Talk back to it with a growth mindset voice.**

As you approach a challenge: THE FIXED-MINDSET says “Are you sure you can do it? Maybe you don’t have the talent.” THE GROWTH-MINDSET answers, “I’m not sure I can do it now, but I think I can learn to with time and effort.”

FIXED MINDSET: “What if you fail—you’ll be a failure” GROWTH MINDSET: “Most successful people had failures along the way.”

FIXED MINDSET: “If you don’t try, you can protect yourself and keep your dignity.” GROWTH MINDSET: “If I don’t try, I automatically fail. Where’s the dignity in that?”

As you hit a setback: FIXED MINDSET: “This would have been a snap if you really had talent.” GROWTH MINDSET: “That is so wrong. Basketball wasn’t easy for Michael Jordan and science wasn’t easy for Thomas Edison. They had a passion and put in tons of effort.”

As you face criticism: FIXED MINDSET: “It’s not my fault. It was something or someone else’s fault.” GROWTH MINDSET: “If I don’t take responsibility, I can’t fix it. Let me listen—however painful it is— and learn whatever I can.” Then… **Step 4. Take the growth mindset action.**

Over time, which voice you heed becomes pretty much your choice. Whether you *take on the challenge wholeheartedly; *learn from your setbacks and try again; or *hear the criticism and act on it; is now in your hands.

Practice hearing both voices, practice acting on the growth mindset and see how it can work for you.

Carol S. Dweck Ph.D., is one of the world’s leading researchers in the field of motivation. This information is from her book ‘Mindset: The New Psychology of Success’. Also visit mindsetonline.com.
TLC SPOTLIGHT

TUTORING & LEARNING CENTERS are CELEBRATING

> New Tutor T-shirts and
> Taylorsville’s newly remodeled Tutoring & Learning Center—a bright open space with new furniture.

> Visit Sept. 8th for their Open House.

Pictured: Taylorsville’s new space and a few of their Tutors.
This summer, the South City Campus participated in the Community Garden which features 20 newly-installed raised garden beds. Gardeners volunteered to plant, grow and harvest their crops, donating half of their yield to the Bruin Food Pantry. Carlene volunteered her participation immediately. Her Biology knowledge has been an invaluable resource, and she is often found tending the plot and harvesting the vegetables. The Tutoring and Learning Center’s garden is thriving and this is all because of Carlene’s expertise and care.

Green Thumb Award To……

South City Tutoring & Learning Center Garden!

First comes the hard work, then comes the bounty! Carlene, South City Tutor, is pictured in July with the first yellow squash. Tomatoes, cucumbers, and beans were also harvested and shared with the Bruin Food Bank and staff.

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REMEMBER: CRLA TUTOR CERTIFICATION CLASSES BEGIN SEPT. 14TH
6 MONDAYS FROM 2:00PM—4:00PM IN THE MARKOSIAN LIBRARY, LOWER LEVEL, ROOM 50. FREE! TAKE THE SERIES OR A CLASS.
Contact Jan at 801-957-2770 or Lori at 801-957-3261 for more information.

Taylorsville Redwood
Library Lower Level.
M—TH 7:30 a.m. to 8 p.m.
F—7:30 a.m. to 5:45 p.m.
Sat.—9:30 a.m. to 5:45 p.m.
801-957-4172

West Valley Center
M & W 12 p.m. to 6 p.m.
T—3 p.m. to 6 p.m.
TH—2 p.m. to 6 p.m.

South City
Third Floor, Rm 3-174.
M—TH 8 a.m. to 8 p.m.
F—8 a.m. to 6 p.m.
801-957-3261

Library Square
Lower Level
801-957-2000

FALL HOURS 2015
Slcc.edu/tutoring
801-957-6800

Jordan
High Tech Center, Rm 102.
M—TH 10 a.m. to 6 p.m.
F—9 a.m. to 5 p.m.
801-957-2852

M—F 9 a.m. to 5 p.m.
MATC 201
Miller
BUILDING THE FOUNDATION OF A COHESIVE TEAM

Trust can only happen when team members are willing to be completely vulnerable with one another. There is confidence among team members that their peers’ intentions are good and that there is no reason to be protective or careful around each other.

EMBRACING HEALTHY CONFLICT IS POSSIBLE WITH TRUST

Even though many of us may naturally try to avoid conflict at work, by doing so, we’re missing out on the kind of passionate debates that are essential to any great team. All lasting relationships require productive conflict in order to grow.

When team members build a foundation of vulnerability-based trust, conflict simply becomes an attempt to find the best possible answer. Productive conflict around concepts and ideas has the potential to produce the best possible solution in the shortest period of time.

CALLING OUT PEERS ON BEHAVIORS THAT MIGHT HURT THE TEAM

It’s not uncommon for people to be unwilling to tolerate the interpersonal discomfort that accompanies calling out a peer on his or her behavior, preferring to avoid difficult conversations. Effective teams however, overcome these natural inclinations, opting instead to ‘enter the danger’ with one another.

Applying peer pressure is a good thing when it comes to workplace teams. It gives team members a sense of feeling trusted and respected, and members feel a responsibility to get things done right.

STAYING ACCOUNTABLE AND FOCUSED ON COLLECTIVE RESULTS

The ultimate goal of encouraging trust, healthy conflict, commitment, and accountability is to achieve results. Results would naturally seem to be the driving force behind a team. However, sometimes team status and individual status goals get in the way. A focus on team status occurs when merely being part of a group is satisfying enough, regardless of results. Individual status refers to the familiar tendency of people to focus on enhancing their own positions or career prospects at the expense of the team.

The emphasis is on collective results. Great teams ensure all members, regardless of their individual responsibilities and areas of expertise, are doing whatever they can to help the team accomplish its goals.

Adapted from Patrick Lencioni.
Common Characteristics of Adult Learners

- Adults are as capable of learning as younger students.
- Adults want to direct their learning and experiences.
- Adults define themselves and learn through experiences.
- Adults are motivated to learn information immediately relevant to their lives.
- Adults may prefer collaborative activities.
- Adults do better at application-based rather than memorization-based assessment.
- Adults have individual differences.
- Adults are often nervous about succeeding in college.
- Adults may lack effective learning strategies and study skills.

Best Practices for Tutoring and Mentoring Adults

- Remind adult students that they are as capable of learning as younger students.
- Let adult students set goals and direct the session.
- Use collaborative and interactive learning activities.
- Turn assignments into tasks and activities.
- Listen for unique learning skills and preferences.
- Instead of telling, listen and help connect current learning to previous experiences.
- Work with adult students to develop the learning strategies that are effective for their courses, tests, and assignments.
- Encourage adult students by pointing out real successes as they are achieved.