Flexible. Friendly. Free.

eTutor Alberta

Personal, professional tutoring at your fingertips!

Promotion Guide
2016-2017

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Promotional Strategies

At your institution, you can promote eTutor Alberta both directly to students but also indirectly to those who have contact with students, whether faculty or other support staff. Below, you'll find information that can help you target each audience in your promotional activities, along with suggestions for promotional strategies and events suited to each group.

Direct Promotion

Direct promotion focuses specifically on students. This audience may include
- registered students and potential students,
- and face-to-face, online, and distance students, as well as students at regional campuses.

Audience 1: Students

Fears and Barriers

Students may be reluctant to use eTA for the following reasons:
- fear of criticism
- lack of motivation
- unawareness of need for help
- discomfort using the computer and navigating the platform
- preference to have the tutor to do the work *for* them, rather than *with* them
- preference for face-to-face service
- language barriers (for speakers of English as a second or additional language)

Needs and Desires

The following needs and desires may prompt students to use eTutor Alberta:
- need for affordable service: eTA is entirely free for students at participating institutions
- need for convenient and flexible help: the eWriting Lab and eQuestions tool are available at any time and have a quick turnaround; eChat is available on evenings and weekends, when other support services are not.
- desire for personalized feedback, not just standardized responses
- need for high-quality tutoring, leading to academic improvement
- need for help that suits different learning styles and preferences
    o some students might prefer written feedback (eWriting and eQuestions)
    o students in eChat can use a variety of tools (screen share, audio, text, whiteboard, etc.)
- for some students, desire for anonymity (e.g., students who struggle with anxiety)
- for English language learners, need for extra time to think about what they want to say and what the tutor has said.
- desire for more detailed feedback than a face-to-face tutoring session can provide: for the eWriting Lab, tutors generally read the full assignment. Even for long assignments, tutors read through a section of the document carefully. Can especially help students who are working on the later stages of the draft or assignment.

- desire for feedback from a variety of different tutors, with differing expertise and perspectives
- need for scaffolded help all throughout the writing process: eTA provides up to three submissions per paper (eWriting Lab). Might be especially useful for English language learners.

Key Messages
- free
- convenient, flexible, easy-to-use
- personal, friendly
- high-quality, professional
- fast, quick turnaround
- in depth

Strategies and Events
- Class Visits
  - A staff member from your tutorial services department can visit classes (onsite, online, or other) for a brief demonstration of eTutor Alberta. These class visits often feature eTutor Alberta as just one of several services provided by the institution.
  - The presentation should include information about what eTutor Alberta is, what kind of help students can get, and what the tutoring platform looks like.
  - Class visits are good opportunities to distribute printed materials (e.g., the eTA handbills) or swag.
  - Class visits usually occur near the beginning of the term but can be effective at any time, especially when introduced in conjunction with a specific assignment.

- Drop-In Registration Event
  - Tutorial centre staff can host a drop-in event in a high-traffic area, such as the learning commons or library and hand out goodies to bring students in. The location should have computers that students can use to sign up for eTutor Alberta. Students who sign up for an eTA account or log into an existing eTA account enter a draw for a prize. This event should be advertised in advance.
  - For more details, see the drop-in registration event planning tool.

- Posters, Handbills, and Bookmarks
  - eTA posters can be placed at gathering points around campus (e.g., elevators, student lounges, lunchrooms), in the library or learning commons, and in the tutorial centre.
  - eTA handbills and bookmarks can be placed in the tutorial centre.
  - Handbills can also be printed two to a page, facing in opposite directions, and the page can be folded into a tent card. Tent cards can be placed in study carrels and on tables in food services or study areas around campus. Tent cards can also be placed on desks in the tutorial centre.

- Monitor Slides
  - slides with information about eTA are displayed on monitors across campus, especially in areas like the library or learning commons and the student services area.

- Orientation, Open Houses, etc.
  - These events are good opportunities to distribute printed promotional materials (e.g., the eTA handbills) or swag.
  - Events can be structured around a passport idea: students could be encouraged to go around and collect signatures from information tables from various departments or services. The completed passport could then be used as a ballot to enter a draw for several prizes. Consider speaking to your students' association to see if they would sponsor the prizes.

- Campus Tours/Tutorial Desk Visits
  - Prospective or new students can visit the tutorial centre as part of a campus tour. Tutoring staff can introduce the eTA services relevant to each group and distribute printed promotional materials (e.g., the eTA handbills) or swag.

- Student Newspaper Articles or Ads
  - Tutorial staff can work with the student newspaper to feature eTA, perhaps by writing a short story about a student who has benefitted from the service. The newspaper could also run ads about eTA.

- eTA Button or Link in Course Management System
  - Tutorial staff can work with the IT or instructional design teams to ensure that a button or link to the institution's eTA log-in page appears in the institution's course management system. If your institution has a global template for all courses, the button can be included in this template. If not, the IT or instructional design teams may offer recommendations for how to encourage faculty to include a button or link in their courses.

- Social Media
  - Posts could include short quotations or success stories from students who have used eTA. They could also include term dates and reminders to submit papers or questions.

- Departmental Website and Publications
  - Include a link or button for eTA on your department's website. This link should connect to the main eTA website so that students can learn more about eTA before signing up.
  - Include a short description of eTA and the eTA logo in your departmental brochures or other print materials.

Indirect Promotion

While many students respond to direct promotion, other students respond to recommendations from faculty, institutional support staff, or other advocates. By promoting indirectly to these audiences, you can cultivate advocates that will reach students in their areas of influence. Audiences for indirect promotion may include faculty, institutional leadership (including the leadership of the student services unit, the academic unit, and the library), operational student support staff (including

tutors, academic coaches, learning strategists, library staff, and other student services staff), and parents.

Audience 2: Faculty

Fears and Barriers

Faculty may be reluctant to promote eTA for the following reasons:

- fear that tutors will just give students the answer rather than helping the students do the work on their own
- fear that tutors are not qualified
- perception of eTA as an external organization rather than an internal service
- lack of familiarity with or distrust of online learning

Needs and Desires

The following needs and desires may prompt faculty to promote eTutor Alberta:

- need to provide support services for increasing numbers of students studying in nontraditional formats (distance, online, evening)
- need to serve an increasingly diverse student population that wants flexibility and convenience
- desire to reduce workload in marking: better papers or assignments → less time marking!
- desire to encourage students to plan ahead
- desire to encourage students to view writing and learning as process-based: eTA asks students to ask questions or submit information ahead of time and to revise according to feedback.
- desire to have students review foundational concepts that the pace of the course might not allow the instructor to cover fully; desire to have students fill in gaps in existing knowledge
- desire to provide personalized help with learning strategies (including test-taking strategies): faculty with large classes might not have time to give personalized help.
- desire to help students at all levels succeed

Key Messages

- flexible, accessible, convenient
- personalized, detailed responses
- high-quality, professional
- process-based and scaffolded support
- improves student work
- helpful at any level of an upgrading, college, or university undergraduate program

Strategies and Events

- Posters, Handbills, and Bookmarks
  - eTA posters can be placed in faculty gathering places, such as lunchrooms.
  - Interested faculty can be given a stack of handbills and bookmarks to distribute or even posters to hang on their doors.

- Presentations

- As appropriate, tutorial staff can visit faculty association events or departmental meetings to provide information about eTA (likely along with other services offered by the tutorial team). Presentations should highlight the benefits of these services for the students *and* for the faculty.

- Emails
  - Send global or targeted faculty emails with information about eTA. Contents might include the faculty and leadership flyer, the faculty information sheet, or the annual highlights infographic.

- Print Publications
  - Include a short description of eTA and the eTA logo in your departmental brochures or other print materials. Distribute these resources in mailboxes or in common meeting places, such as lunchrooms.
  - Place faculty and leadership flyers in mailboxes or in common meeting places.

- Departmental Website
  - Include a link or button for eTA on your department's website (on your intranet or on your external website, whichever your institution's employees will consult). This link should connect to the main eTA website so that faculty, staff, and other stakeholders can learn about our services.

Audience 3: Institutional Leaders (leadership of student services unit, academic unit, and library)

Fears and Barriers

Institutional leaders may be reluctant to fund or promote eTA for the following reasons:
- cost for the institution
- fear that tutors will just give students the answer rather than helping the students do the work on their own
- fear that tutors are not qualified
- perception of eTA as an external organization rather than an internal service
- lack of familiarity with or distrust of online learning

Needs and Desires

The following needs and desires may prompt institutional leaders to support and promote eTA:
- need to provide support services for increasing numbers of students studying in nontraditional formats (distance, online, evening)
- need to serve an increasingly diverse student population that wants flexibility and convenience
- desire to help students succeed

Key Messages
- student-friendly (accessible, flexible)
- high-quality, professional
- collaborative and collegial

- accountable
- fiscally responsible
- strong technical support

Strategies and Events
- Institutional Newsletters
  - Post an article or announcement that highlights the recent successes of your department, including eTA.
  - Share the faculty and leadership flyer or the annual highlights infographic.

- Emails
  - Send targeted emails with information about eTA. Contents might include the faculty and leadership flyer, the information sheet for institutional leaders, or the annual highlights infographic.

Audience 4: Operational Student Support Staff

This group includes any staff who have direct interaction with students, especially tutoring staff (e.g., tutors, academic coaches, learning strategists), library staff, and other student services staff (e.g., staff in the international student centre, disability services staff, regional campus managers, orientation staff). This group may be quite diverse, but the notes below aim to identify some shared attributes of this audience.

Fears and Barriers
Operational student support staff may be reluctant to promote eTA for the following reasons:
- fear that online tutoring will undermine face-to-face tutoring (especially for tutoring staff)
- lack of familiarity with or distrust of online learning
- lack of awareness about the resources available to students

Needs and Desires
The following needs and desires may prompt operational student support staff to promote eTA:
- need to provide support services for increasing numbers of students studying in nontraditional formats, such as online, evening, or distance courses
- need to serve an increasingly diverse student population that wants flexibility and convenience
- desire to serve students who come with questions outside of their area of expertise (especially for library staff and student services staff in areas outside of tutoring)
- desire to help students succeed

Key Messages
- flexible, accessible, convenient
- personalized, detailed responses
- high-quality, professional
- process-based and scaffolded support
- helpful at any level of an upgrading, college, or university undergraduate program
- free!

- Posters, Handbills, and Bookmarks
    - Interested staff can be given a stack of handbills and bookmarks to distribute or even posters to hang in their workspaces.

- Presentations
    - As appropriate, tutorial staff can visit departmental meetings to provide information about eTA (likely along with other services offered by the tutorial team). Target audiences may include library, counselling, and advising staff. If your institution has regional campuses, you may also wish to connect with regional support staff.

- Institutional Newsletters
    - Post an article or announcement that highlights the recent successes of your department, including eTA.
    - Share the annual highlights infographic.

- Emails
    - Send targeted emails with information about eTA. Contents might include the annual highlights infographic.

- Departmental Website
    - Include a link or button for eTA on your department's website (on your intranet or on your external website, whichever your institution's employees will consult). This link should connect to the main eTA website so that faculty, staff, and other stakeholders can learn about our services.
- Print Publications
    - Include a short description of eTA and the eTA logo in your departmental brochures or other print materials.

Audience 5: Parents

Please note that institutions are not necessarily expected to promote to parents. However, institutions that do have events or communication networks for parents may wish to consider promoting to this audience. eTutor Alberta's promotional resources do not specifically target this audience, but many of the resources designed for students or for operational student support staff may apply.

Fears and Barriers

Parents may be reluctant to encourage their students to use eTA for the following reasons:
- lack of familiarity with or distrust of online learning
- lack of awareness about the student's need for help
- lack of awareness about the resources available to students

Needs and Desires

The following needs and desires may prompt parents to encourage their students to use eTA:
- desire to help students succeed

- need for affordable service: eTA is entirely free for students at participating institutions
- need for high-quality tutoring, leading to academic improvement

Key Messages
- high-quality, professional
- free!

Strategies and Events
- Parent Orientation Presentation
  - If your institution has an event for parents during orientation, tutorial staff can give a presentation about eTA (likely along with other services offered by the tutorial team).

- Departmental Website and Publications
  - Include a link or button for eTA on your department's website. This link should connect to the main eTA website so that parents can learn about our services.
  - Include a short description of eTA and the eTA logo in your departmental brochures or other print materials.

Best Practices

1. Your departmental website should
    a. display the eTutor Alberta logo *or* the eTutor Alberta button. You can embed a link into this graphic to create a simple button for students to access the service.
    b. include a brief description of the service. See the scripts below for ideas.
    c. include both a link to the eTA homepage and a quick link to your institutional landing page (where students log in). The link to the eTA homepage is important to give students—especially first-time users—more information about eTA. However, you should also provide a direct link to your landing page so students can log in quickly, without going through unnecessary steps.

    All of this information should be clearly visible and permanent.

2. Your course management system (e.g., Moodle, Canvas) should include a button or link to eTutor Alberta. If possible, include both a link to the homepage and a direct link to your institution's landing page. However, if space is limited, simply include the link to the landing page.

3. Your institutional landing page should be updated regularly with the following information:
    a. term dates, summer closures, etc. Please update each term.
    b. related courses for mathematics tutoring. Please update each academic year.
    c. contact information for your institution's eTutor Alberta coordinator. Please update each academic year.
    d. notices of high volumes in the eWriting Lab or of reduced service for holidays. Please update regularly, as required.

4. Class visits and other presentations to students should
    a. explain the purpose of eTutor Alberta
    b. outline expectations around turnaround times (eQuestions and eWriting) and the tutoring schedule (eChat)
    c. show students the eTA website layout and student interface
    d. adapt the information to meet the specific needs and levels of each student group. For example, use plain language for ESL classes.
    e. emphasize services that relate to the student group. That is, do not emphasize the math service in an English course.
    f. give students examples of good eQuestions. See http://etutoralberta.ca/equestions for examples.

5. During promotional events where students may create or access eTutor Alberta accounts on a public computer, ensure that students log out properly and delete any personal information. These measures help to protect student privacy.

Suggested Promotional Schedule

Introduction

This plan offers a potential schedule to consider when planning promotion for the upcoming semester. Feel free to pick and choose strategies that work for you. You don't have to use them all!

Schedule

Before the term begins

- Contact institutional IT services to learn how instructors can add an eTA button or link to course websites, CMS/LMS systems
  - As learning management systems differ, institutional coordinators can develop a quick guide for their individual systems that will help instructors add eTA links on log-in pages and course websites

- Contact institutional marketing services to plan and schedule promotion of eTA on LCD screens around campus

- Attend departmental/faculty meetings to inform instructors about eTA and provide information about how and why they should encourage their students to use eTA (if possible; might also happen during term)

- Prepare and distribute to appropriate departments a brief informational paragraph about eTA that may be included in course syllabi, if desired

- Prepare print materials for orientation packages, kiosks, and start of semester events at libraries and learning/tutoring centres

- Identify potential classes that would benefit from eTA: identify courses with writing or math components, taking note of instructors for possible in-person or email conversations about eTA

Weeks 1-4

- Contact instructors (all or targeted) to identify benefits of eTA and possibly arrange in-class visits to promote service to students

- Remind writing and learning/tutoring centre staff about recommending eTA to students and provide print materials to hand out

- Inform other campus service providers (e.g., library, counselling centre, advising office) of eTA and ask them to recommend eTA as appropriate; provide print materials to hand out

- Share information about eTA in (departmental, library, institutional) electronic newsletters to students, instructors, and staff

- Advertise opening of eTA service on library and/or learning/tutoring centre webpage and social media

- Advertise eTA in student newspaper

- Use posters and handbills in writing and learning/tutoring centres to advertise eTA

Weeks 5-9
- Conduct in-class visits to inform students about eTA

- Share print materials with students in class and with instructors through departmental mailboxes

- Use posters and handbills in writing and learning/tutoring centres to advertise eTA

- Create and share social media posts to remind students about submitting to eTA in advance of course deadlines

- Advertise eTA in student newspaper

Weeks 10-13
- Share social media posts to remind students about submitting to eTA in advance of course deadlines

Scripts

Introduction

Please feel free to use the following scripts when communicating with faculty and staff at your institution. Please ensure that each script is updated with current service dates and institutional information.

Emails to Instructors of Targeted Courses

Writing

Script

Dear <INSTRUCTOR>,

Your <COURSE NAME> students are invited to take advantage of the online writing tutoring offered by eTutor Alberta. They have the opportunity to receive personalized feedback on their writing from professional tutors at post-secondary institutions across the province.

eTutor Alberta offers two services that may be of interest to your students:

- First, students can submit drafts of their academic work and receive written comments that address both strengths and weaknesses in their work. Tutors focus first on higher-order concerns, including the assignment's main idea (e.g., thesis, research question), paragraph structure, and integration of evidence, and then address any significant lower-order concerns, such as punctuation or style. A student may submit the same paper up to three times for feedback.
- Second, students can submit questions about writing, including genre, structure, citation, and grammar, and tutors will provide valuable tips and resources.

Students may submit questions or drafts to eTutor Alberta any time between <SERVICE DATES> and can usually expect to receive feedback within 24-48 hours. Accessing eTutor Alberta is easy. Students simply visit <INSTITUTIONAL LOGIN PAGE> to create an account and submit their work. If you choose to invite your students to submit to eTutor Alberta, please remind them to submit well in advance of their deadlines.

I would be happy to meet with you to discuss the benefits of participating in eTutor Alberta, and I am available to visit your class in person to let students know how they can access eTutor Alberta online through <INSTITUTION'S NAME>. I am attaching a document that outlines more information about what eTutor Alberta is and how it can help students.

I look forward to speaking with you and helping your students access this

opportunity.   Please feel free to contact me at <CONTACT INFO>.

Math
Script

Dear <INSTRUCTOR>,

Your <COURSE NAME> students are invited to take advantage of the online math tutoring offered by eTutor Alberta. They have the opportunity to connect with a professional tutor for assistance with foundational math (academic upgrading and trades math), calculus, and statistics.

eTutor Alberta offers two services that may be of interest to your students:
- First, students can meet with a tutor in real time in an online classroom, where tutors can help students work through practice problems or help students to review key concepts. Tutors have regular drop-in hours
- Second, students can submit short, specific questions about mathematical concepts or particular exercises. Students can show their work, and tutors can give them tips to help them identify and correct errors. Tutors can also explain or remind students of foundational concepts they may have missed.

Students may access support from eTutor Alberta any time between <SERVICE DATES>. Accessing eTutor Alberta is easy. Students simply visit <INSTITUTIONAL LOGIN PAGE> to create an account. They can submit a question anytime, or they can consult the tutoring schedule to find the next real-time tutoring session.

I would be happy to meet with you to further discuss the benefits of participating in eTutor Alberta, and I am available to visit your class in person to let students know how they can access the <INSTITUTION'S NAME> eTutor Alberta website. I am attaching a document that outlines more information about what eTutor Alberta is and how it can help students.

I look forward to speaking with you and helping your students access this opportunity. Please feel free to contact me at <CONTACT INFO>.

Staff/Faculty Newsletter

Term Start

eTutor Alberta is now open!

From <SERVICE DATES>, <INSTITUTION NAME> students can receive free online tutoring in both writing and math!

Writing and math help is provided by highly trained tutors. **Writing** tutors will review up to three drafts of a student paper and provide strategies and resources to help students improve their writing. Students can submit drafts online, any time, and can generally expect to receive feedback within 24-48 hours. **Math** tutors offer real-time assistance with foundational math (academic upgrading and trades math), calculus, and statistics. **Both** types of tutors respond to written questions, which students can submit any time. Tutors usually reply within 24-48 hours.

Students can create an eTutor Alberta account and get started by visiting <INSTITUTIONAL LOGIN URL>. For more details, see this quick how-to video: https://www.youtube.com/watch?v=f5IN_FKWT8s.

For more information, please contact <CONTACT INFO>.

Student Newsletter

Term Start

eTutor Alberta is now open!

From <SERVICE DATES>, you can receive free online tutoring in both writing and math!

Writing and math help is provided by highly trained tutors. **Writing** tutors will review up to three drafts of a student paper and provide strategies and resources to help you improve your writing. You can submit drafts online, any time, and can generally expect to receive feedback within 24-48 hours. **Math** tutors offer real-time assistance with foundational math (academic upgrading and trades math), calculus, and statistics. **Both** types of tutors respond to written questions, which you can submit any time. Tutors usually reply within 24-48 hours.

Students can create an eTutor Alberta account and get started by visiting <INSTITUTIONAL LOGIN URL>. For more details, see this quick how-to video: https://www.youtube.com/watch?v=f5IN_FKWT8s.

For more information, please contact <CONTACT INFO>.

Mid-Term, Writing Only

Are you ready to write your term papers? eTutor Alberta can help!

Until <SERVICE CLOSE DATE>, all <INSTITUTION NAME> students can receive **free** writing help online. Submit up to three drafts of your paper, and tutors will share strategies and resources to help you improve your writing. Please be sure to submit well in advance of your deadlines.

Create an eTutor Alberta account and get started by visiting <INSTITUTIONAL LOGIN URL>. To learn more about this service, please watch this quick how-to video: https://www.youtube.com/watch?v=DjxzrR4CkVU.

For more information, contact <CONTACT INFO>.

Mid-Term, Math Only

Are you preparing for exams? eTutor Alberta can help!

Until <SERVICE CLOSE DATE>, all <INSTITUTION NAME> students can receive **free** math help online. Simply sign into an online classroom to speak with a tutor in real time, or submit a question online for written feedback (generally within 24-48 hours). Math help is provided by highly trained tutors who offer assistance with foundational math (academic upgrading and trades math), calculus, and statistics.

Create an eTutor Alberta account and get started by visiting <INSTITUTIONAL LOGIN URL>. To learn more about this service, please watch this quick how-to video: https://www.youtube.com/watch?v=MOPERvrJpgA.

For more information, please contact <CONTACT INFO>.