Introduction to NetTutor®

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About Link-Systems International, Inc. (LSI)

Link-Systems International (LSI) is a leading provider of technology and technology-enhanced services to educators in order to improve the quality of education and training, ensure student success and retention, and provide affordable education to students, workers, and their families. We help academic institutions create and implement sustainable, affordable, and accessible solutions that positively impact student success—with measurable gains in persistence, retention, and completion rates. LSI was founded in 1995 in Tampa, Florida, and we partner with more than 500 academic institutions and learning companies around the world.

Our solutions include:

- NetTutor – our online tutoring service; our most well-known service and brand
- Pisces® – our proprietary, customizable online meeting space for all forms of academic support and student services (and the NetTutor platform)
- Sofia™ – our adaptive placement, assessment, and homework system which can also offer native-like assignment experience in Canvas and Brightspace

Our mission is to help students learn.

About NetTutor

NetTutor launched as the world's first online tutoring service for K-12 and higher education. NetTutor has tutored millions of students, with online tutoring services spanning the widest variety of subject areas, with the greatest availability of live tutors working one-on-one with students. Our core staff work from our Tampa, Florida and Tempe, Arizona tutoring labs, enjoying a collaborative, creative working environment and providing line-of-sight management. Our remote staff help us scale to meet the needs of the largest highered systems in the country. The full value of our partnership can be realized by working closely together to create a culture that encourages participation in tutoring as a study habit, not just as a bandage for when students are struggling with their homework or assignment. NetTutor is intended to fully and equitably support the whole student throughout their education, and usage data measurably proves the necessity, efficacy, and sustainability of online tutoring.

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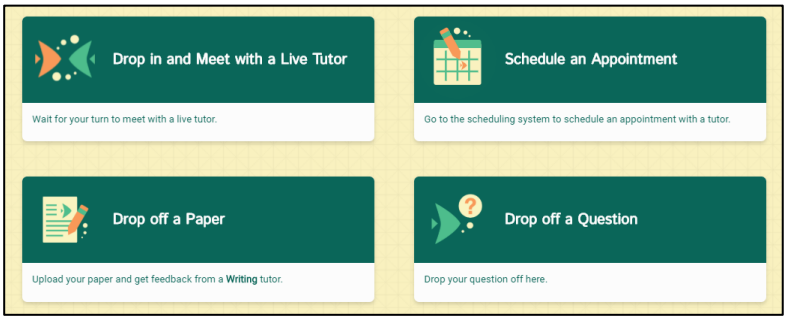
NetTutor: Overview of the Student Experience

Students have many tutoring options within NetTutor, including:

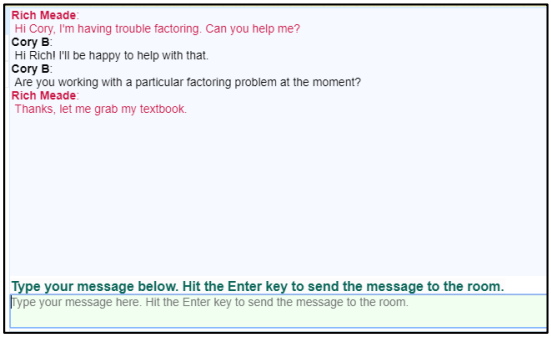
- Drop-in to meet with a live tutor on-demand
- Schedule an appointment to meet at their convenience
- Drop off a question to retrieve tutor feedback later
- Drop off a paper to retrieve tutor feedback later



The Student Dashboard

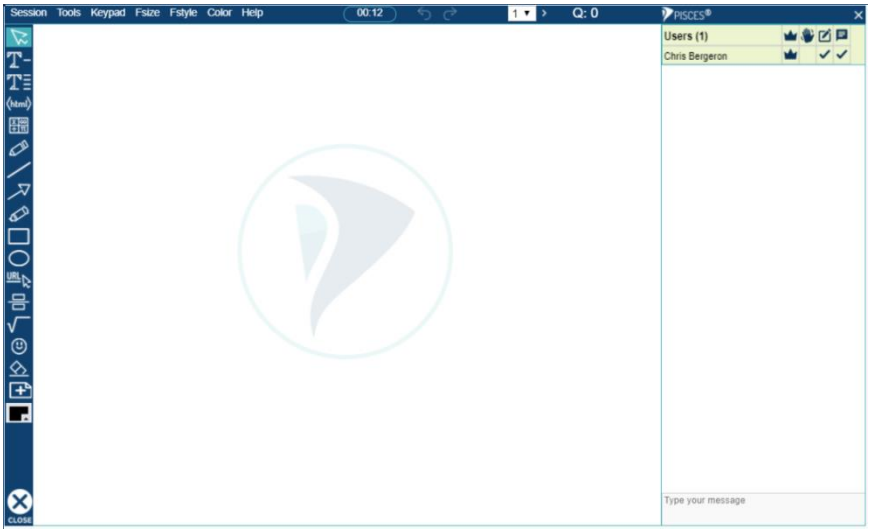
Introduction to Pisces Online Tutoring Platform

Pisces is our proprietary, web-based platform built with responsive, universal design so that it supports users on all platforms, including mobile. For live tutoring, Pisces sessions begin in the Lobby which is text-based and offers *the* most accessible path to a live tutor of any online platform, as it was designed to work with assistive technology.



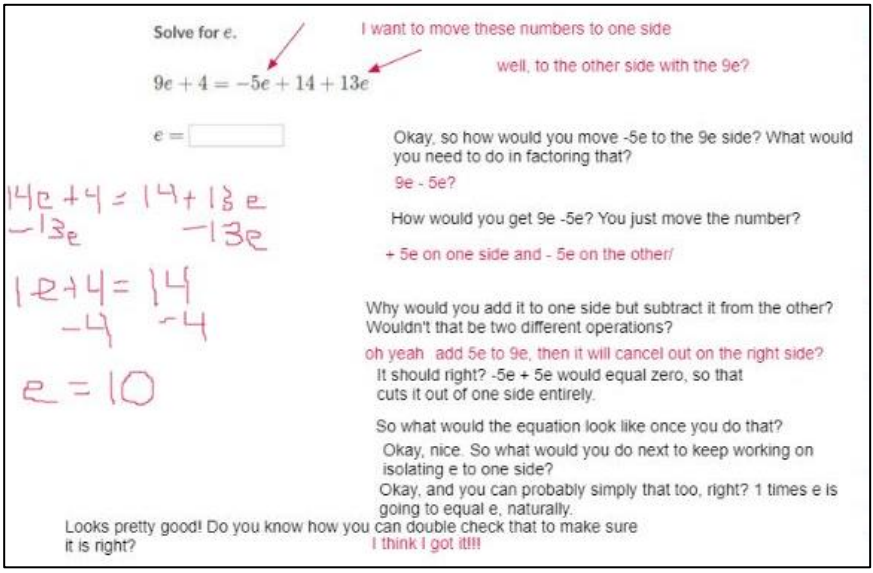
Lobby Interface

As the session progresses, if the student requests (or agrees with the tutor that extra tools would be helpful), they can enable audio & video, screen sharing, and a whiteboard drawing canvas that includes a comprehensive set of academic tools.



Pisces Drawing Canvas: Tools for Academic Collaboration (Also Available: Audio, Video, + Screen sharing)

The drawing canvas includes subject-specific buttons and symbols (e.g. math tools like fractions and radicals plus an equation editor, chemistry tools to draw bonds, and more). Students and tutors interact in real-time, and indicators show where the other is drawing or typing. Documents and graphics can easily be dragged onto the canvas, images can readily be loaded onto the canvas, and HTML (including videos) can be shared.

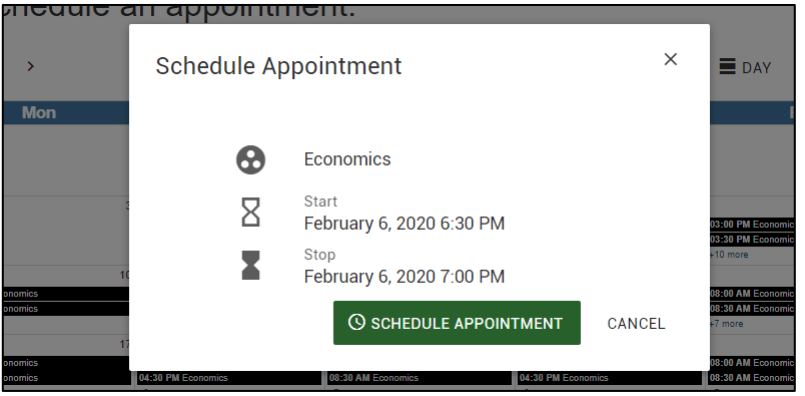


Student-Tutor Interaction on the Pisces Drawing Canvas + Chat Area

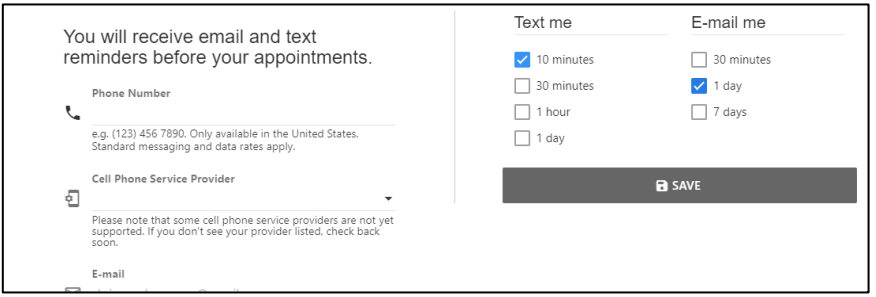
Pisces also includes asynchronous modes to support question and paper drop-off.

Making an Appointment

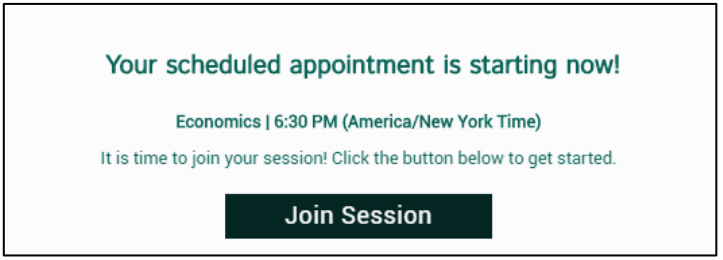
Students can select a date and time to meet with a tutor at their convenience. Text and email reminders are included.



Schedule an Appointment



Appointment Reminders



Appointment Prompt

Live Tutoring (Drop-in/On-Demand and Appointment-based)

For drop-in/on-demand tutors, students select the subject, and the NetTutor queuing model routes the student to their tutor using a sophisticated algorithm that ensures students are automatically matched with the best tutor and keeps wait times low. For appointments, students have already been matched with their tutor. Students are connected with their live, private tutor who is a subject matter expert trained in tutoring best practices. Sessions begin in the Lobby, and as the session progresses, might move onto the drawing canvas and/or utilize audio, video, and screen sharing.

In live sessions, tutors greet the student by name and promote student agency by setting goals and expectations of the session together. Tutors meet the student where they are—whether they are "stuck" halfway through a problem, ready to review their next essay draft, or misunderstand an important concept. As the tutor helps the student to understand the topic at hand, students are encouraged to reflect on their course lesson or reading materials or refer to their notes. Throughout the session, the tutor will use the Socratic method to prompt dialogue with the student. Questions are carefully chosen by the tutor based on their subject matter expertise and the student's level of knowledge per Bloom's taxonomy.

Every session is private, and the tutor gives their full attention to one student at a time.

All interactions are recorded and available to the student in their private Locker as well as made available to the campus coordinator and faculty via NetTutor's Administrator Dashboard.

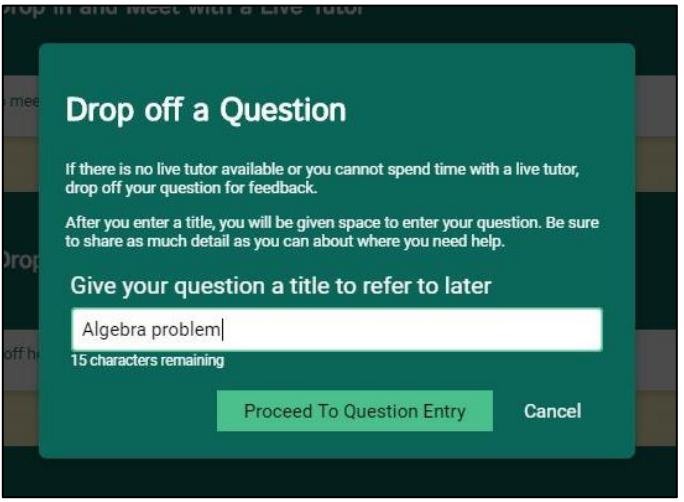
Setting Student Expectations

For best results in live tutoring sessions, students should do the following:

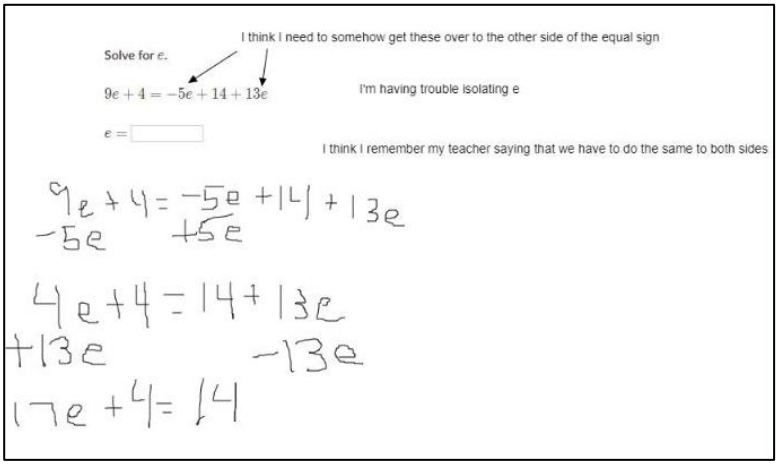
- prepare to share their work and communicate their specific difficulties
- have necessary resources and reference ready and accessible

Question Drop-off

Students have the option to drop off a question and return later for tutor feedback. Students post their problem or question on the whiteboard, showing the work they've attempted so far, then return later for tutor feedback.



Give Question a Title



Write Question on Whiteboard, Show Your Work, and Submit

Setting Student Expectations

For best results when dropping off a question, students should do the following:

- ensure their question is presented clearly and accurately
- include any work done on the problem up to the point of confusion
- explain the aspect(s) of their question that are causing the gap in understanding

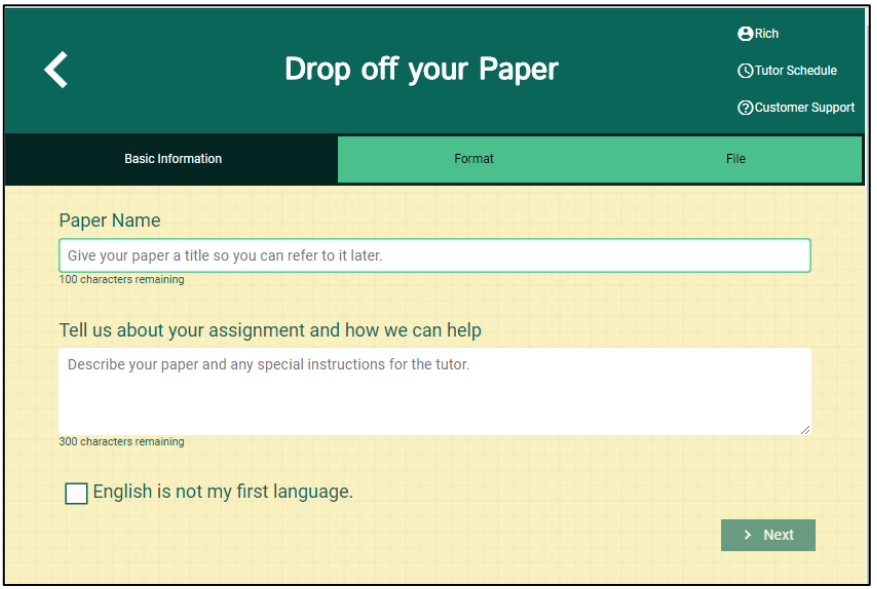
Paper Drop-off / Essay Review

NetTutor supports writing across the curriculum; students can submit any written work for tutor review and feedback from any type of assignment in any subject area (e.g., essay, paragraph, lab report, business plan, case study, cover letter, résumé, creative work).

NetTutor tutors are trained to use the Socratic Method (in ways appropriate to an asynchronous setting) and other tutoring best practices. Tutors can provide critiques that focus on higher order concerns (focus and purpose, audience, thesis statement, development, etc.), lower order concerns (sentence structure, punctuation, word choice, spelling, etc.), or a mix of the two. We

do not fix, proof, or edit the paper directly. For instance, tutors will point out potential grammatical or mechanical errors and use examples to illustrate how to correct them, but never actually touch the students' writing. Students will not be able to "accept all changes" and turn in the next draft to their instructor; instead, they'll "do the work" by reflecting on the tutor's feedback and then updating their next draft.

To use NetTutor's asynchronous paper review, students complete a submission form that provides general information on the assignment and upload their file. In turn, a tutor will review their writing and provide feedback that encourages the student's writing efforts, recognizes the strengths of the submitted piece, and makes suggestions for revision with emphasis on higher order concerns. Finally, when the feedback from a tutor is available, it will show up in the student's private NetTutor Locker.



Paper Drop-off in Three Easy Steps:
Describe, Upload, Submit

Hello Steven,

Thank you for submitting your research essay to NetTutor. I'm Javier, and it was my pleasure to review your work. I really enjoyed reading this discussion on community health nursing and the impact of various factors on the health of a community.

Strengths:

You do a great job identifying the focus of your essay. It's clear which community you are discussing, and the populations you hope to focus on are named as well. The individual sections of your essay are well organized. You make good use of appropriately cited and relevant sources.

Suggestions:

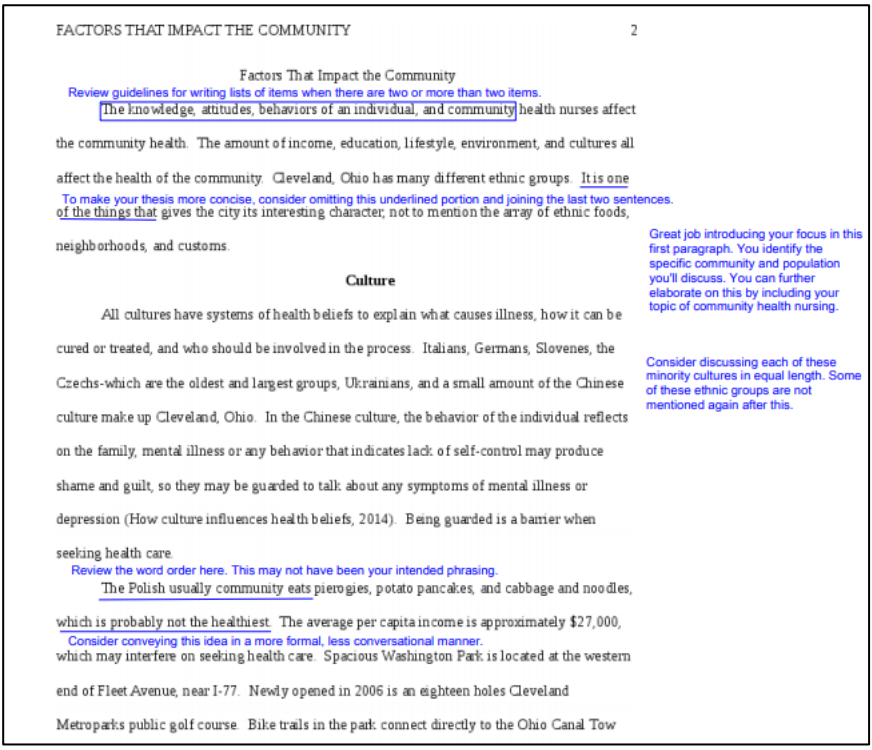
Remember to clearly identify the complete topic of your essay in the thesis statement. The thesis should identify your main focus and the individual topics your body paragraphs will be developing.

As you organize your body paragraphs, ensure each paragraph is focused on a supporting topic that can be traced back to your thesis statement. Also, remember to end with a conclusion paragraph that effectively summarizes your points and returns to your main idea.

Remember to include in-text citations for any material obtained from research. There appeared to be some data points that most likely came from a source but did not have an accompanying citation.

Other than that, there are a few issues in grammar and wording. When you carefully reread the essay, make sure your word choice is appropriate for the surrounding context. This should help you avoid issues such as

Sample Essay Review Summary



FACTORS THAT IMPACT THE COMMUNITY 2

Factors That Impact the Community

Review guidelines for writing lists of items when there are two or more than two items.

The knowledge, attitudes, behaviors of an individual, and community health nurses affect the community health. The amount of income, education, lifestyle, environment, and cultures all affect the health of the community. Cleveland, Ohio has many different ethnic groups. It is one of the things that gives the city its interesting character, not to mention the array of ethnic foods, neighborhoods, and customs.

To make your thesis more concise, consider omitting this underlined portion and joining the last two sentences.

Great job introducing your focus in this first paragraph. You identify the specific community and population you'll discuss. You can further elaborate on this by including your topic of community health nursing.

Culture

All cultures have systems of health beliefs to explain what causes illness, how it can be cured or treated, and who should be involved in the process. Italians, Germans, Slovenes, the Czechs-which are the oldest and largest groups, Ukrainians, and a small amount of the Chinese culture make up Cleveland, Ohio. In the Chinese culture, the behavior of the individual reflects on the family, mental illness or any behavior that indicates lack of self-control may produce shame and guilt, so they may be guarded to talk about any symptoms of mental illness or depression (How culture influences health beliefs, 2014). Being guarded is a barrier when seeking health care.

Consider discussing each of these minority cultures in equal length. Some of these ethnic groups are not mentioned again after this.

Review the word order here. This may not have been your intended phrasing.

The Polish usually community eats pierogies, potato pancakes, and cabbage and noodles, which is probably not the healthiest. The average per capita income is approximately $27,000, which may interfere on seeking health care. Spacious Washington Park is located at the western end of Fleet Avenue, near I-77. Newly opened in 2006 is an eighteen holes Cleveland Metroparks public golf course. Bike trails in the park connect directly to the Ohio Canal Tow

Consider conveying this idea in a more formal, less conversational manner.

Sample Tutor Feedback via
In-Line Annotation and Margin Notes

Setting Student Expectations

For best results when dropping off a paper (or essay or any written work), students should do the following:

- tell the tutor as much as they can about the assignment (if there isn't room in the prompt box, include the assignment prompt in the file they upload as the first or last page)
- be sure to identify which writing style is supposed to be used (e.g., MLA, APA)
- be clear about the help they are requesting, or ask the tutor to focus on the major areas they'd recommend

NetTutor for Faculty & Advisors: Assignments and Referrals

NetTA™

Free up instructors' time while maintaining high standards with NetTA virtual teaching assistant. Our teaching assistants grade assignments using instructors' specific assignment prompts and rubrics to ensure they are aligned to the current course grading policies. Grade recommendations are delivered in a format that enables thorough faculty review before application to student records. With NetTA, instructors spend less time on grading, so they can spend more time providing individualized instruction to their students.

Refer-Tutor-Report™ (RTR)

RTR empowers faculty and/or advisors to refer students to tutoring. This includes a private note from the referrer to the student, a separate private note from the referrer to the tutor, and detailed reporting about referral follow-through. Whether at-risk students are identified by faculty or early alert systems, or students with disabilities have requested accommodations, NetTutor referrals bridge each student to their individualized support resource.

End-User Support

Our Partner Success team offers technical and end-user support 24/7 for students, faculty, and staff by phone or from within our online support ticketing system (Atlassian Jira Service Desk). This team handles technical, integration, and end-user support issues as they arise.

To access self-serve help articles and/or submit a support ticket: https://linksystems.atlassian.net/servicedesk/customer/portal/1

Next Steps…

To request a demonstration or find out how NetTutor can support your learners, contact your Regional Sales Manager: https://www.link-systems.com/contact or call 813-674-0660 x204.