

About BIG-Q Tutoring Method

*Bridge to the **I**nternalization and **G**rowth of the **Q**uotients*

A circular graphic with a green grid and a glowing green wedge. The text is arranged as follows: 'A Noble Supportive Tutoring!' in white, 'BIG-Q Method!' in pink, 'For Students with Long-Term Academic Challenges!' in white, 'GAME CHANGERS' in orange script, 'BIG-Q TUTORING' in large yellow letters, and 'Bridge Academy TLC. 310- 892-1691' in white. A 'PATENT PENDING' seal is in the top left, and a disclaimer is at the bottom.

A Noble Supportive Tutoring!
BIG-Q Method!

**For Students
with Long-Term
Academic Challenges!**

GAME CHANGERS

BIG-Q TUTORING

Bridge Academy TLC. 310- 892-1691

BIG-Q" is an abbreviation for "Bridge to the Internalization and Growth of the Quotient.

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1. Overview of the BIG-Q Method (BIG-Q):

With over two decades of experience as a Math Tutor, I've encountered the challenge of elevating the grades of certain students compared to others. Specifically, students facing distractions, lacking motivation for academic excellence, or procrastinating in completing assignments often struggle to make academic progress, despite my persistent efforts. Moreover, when students, unable to meet parental or teacher expectations, attribute their struggles to a flawed attitude or laziness, the resulting outcomes tend to be even more adverse.

Drawing from my extensive experience with a variety of students, I propose the following key principles: Most students generally aspire to excel academically and desire recognition from both parents and teachers. However, challenges to academic success often arise from factors that **students may not fully understand. Even if they recognize these challenges, overcoming them on their own can be a significant hurdle.**

In recent years, while instructing students facing these challenges, I developed a tool (BIG-Q tutoring method: Bridge to the Internalization and the Growth of the Quotients) that shifts **the main role of tutoring success from the students to the tutor's intensive academic support. It particularly focuses on establishing a student's internalization ability, note-taking, or test preparation habits, among other aspects. These aspects are often referred to as learning abilities or attitudes.**

The tutoring approach that focuses solely on helping students understand specific chapters in textbooks for imminent exams does not fundamentally contribute to improving a student's academic achievement. Students who have struggled to improve their grades over an extended period are not helped by an approach that aims for better scores in upcoming exams by making them understand the content of specific chapters in textbooks.

We initially conduct training sessions over a specific period to establish learning skills and attitudes. We then actively assist in reinforcing these virtues through repetition until reaching a satisfactory level, actively supporting the tutor until achieving a level of satisfaction. The term 'actively' implies, for instance, daily contact with students, actively boosting concentration,

improving note-taking methods, and timely preparation for exams without procrastination. This diligent approach lays the crucial starting point for internalizing a sincere attitude toward learning, much like how a tutor supplies food to a baby in various ways in the class.

2. BIG-Q Tutoring Procedure

Phase 1: Setting and Quantifying Areas to Strengthen Academic Achievement

= 1 Week =

In this phase, we determine the necessary areas of growth for students through rubrics, measure them using the Penta-Quotient, and reassess any deficiencies or achievement goals through simulation (Please refer to the Appendix).

Specific goal setting and measurement are crucial. The definition and extent of improvement in areas targeted for enhancement must be quantifiable and achievable for internalization. Merely suggesting improvement directions based on vague student perceptions such as "be more diligent" or "solve more problems" requires the repetition, encouragement, and verification processes integral to our extensive tutoring experience. Detailed explanations of Rubrics, Penta-Quotient, and Simulation are available in the BIG-Q Method Procedure Introduction and Case Study.

Phase 2: Be with Them, Work with Them

= 4 weeks =

We underscore the significance of rapid internalization achieved through continuous contact and reinforcement with students as a pivotal factor in the program's success. We are dedicated to fostering meaningful learning abilities and positive learning attitudes within approximately eight to twelve weeks. However, it's important to note that while we aim for successful progress within 12

weeks, we cannot guarantee this timeframe in every instance. The specified period is determined with consideration for the parent's financial burden and is based on several instances of success occurring within the 8 to 12-week range. It is crucial for both parents and students to recognize the necessity of stages and the time required for changes in a student's study habits or attitude, understanding that values, attitudes, and habits are formed over an extended period.

Repetition is key. Education is known to occur through repetition. "One of these techniques is repetition, in which the teacher will repeat the previous lesson to improve the student's memory." If this program were to demand daily tutoring and substantial fees, it would be practically challenging. However, even on days without regular tutoring, if the student and tutor meet online for about 15 minutes, remind the student of study habits that need to be repeated at each meeting, confirm its implementation, and encourage it, this significantly contributes to the rapid internalization of the desired changes in the student's inner learning habits.

Simulation is crucial. Understanding the intended tutoring content and applying it in actual exam situations in the classroom are two different things. Even if a student has successfully completed assignments or taken clean notes in front of the tutor, after a few days, through the tutor's verification process, the internalization of habits must be confirmed through simulation.

Phase 3: Let Them Be an Independent Learner!

After an intensive internalization process over a specific period, we should assist students in transitioning to becoming an "Independent Learner" who manages themselves and completes the required learning with the right learning attitude. The key here is (1) not to inject direct improvements or attitude adjustments into students but to express confidence in their ability to do well, (2) show interest by observing their performance closely, and (3) notify them of the awarding of a mysterious gift when they achieve something significant, instilling the expectation of reward for their efforts.

= 3 weeks =

Phase 4: Project conclusion and performance analysis / Challenges toward the next project

In Situations Like the One Depicted in the Chart: In scenarios similar to the one illustrated in the chart, where a student's attendance is compromised due to personal issues, hindering the measurement of timely homework submissions or improvement in exam scores, the **BIG-Q Project may allow for occasional establishment of exceptional rubrics**. These rubrics are designed to assess the potential for the student to improve attendance. In such cases, the project places value on any effort the student puts into adhering to the learning environment at school. Once the conditions for a significant reduction in absences are met, we assist the student in cultivating new dimensions of healthy learning abilities through a new project based on fundamental rubrics.

The Procedure of the BIG-Q Tutoring

Rubrics example

Does the student usually complete all the homework on time with accuracy?

1. Does the student complete his or her homework?
2. Does the student check his or her answers and learn from mistakes?
3. Does the student submit homework on time?
4. Does the student submit his or her own work (No cheating)?

The rubrics have five categories to be measured.

Does the student voluntarily complete the given tasks?

After eight weeks, parents' conference for further planning.

The analyzed items are to be chosen by the rubrics.

(1)

Strengthening Factors	Current
12/12/2023	
HW Completion	8
HW On-Time Submission	3
Test/Quiz Prep	9
Organized Writing	8
Grade	7

(2)

(3)

Due Date	Category	Assignment	Score	%	Grade
12/02/2023	Homework	Homework - 12/1	0/12	0	F
12/01/2023	Assessments/ Projects	Quiz 2 - 12/1	77/100	77	C
11/18/2023	Homework	Homework - 11/17	4/12	33.33	F
11/17/2023	Assessments/ Projects	Chapter 1 Test - 11/17	88/100	88	B
11/10/2023	Homework	Homework - 11/9	0/8	0	F

Phase 1

Deficiency Analysis with Consultation

Enhancement Items According to Rubric

The Initial Penta Quotient Chart

Phase 2

Remind the Rules or Guidelines

Simulation and Improvement measuring

Phase 3

Expression of Trust

Expression of Interest

Expectation of Mysterious Awards

Phase 4

Project conclusion and performance analysis

Expectation of Mysterious Awards

- Additional 4 weeks?
- Start a new project?

The Procedure of the BIG-Q Tutoring (8 weeks to 12 weeks)



Jake Ryu
to Jihoon

Simulation to see if the student is carefully following all the requirements in his or her HW

Math Homework from Jake. Jake usually sends his homework by e-mail and via Skype.

Please solve #1, #5, #7 in the below picture—assignment Due: 1/3/23 4:30 pm.

- **Please refer to the appendix for more information about the Penta-Quotient, rubrics, and the Quotient measurement Guide chart.**

Our Hope:

We do not anticipate every student transforming into competitive “A” students. As mentioned, many of our students often carry 2 or 3 F grades or numerous D grades. Our realistic goal is to provide a starting spark for many F students to voluntarily attempt homework or exam preparation using the BIG-Q learning method. **Success, in our view, is when these students graduate high school without the burden of failing for several years or being unable to afford enrollment in a state university due to multiple D grades.** In California, where they reside, even having one D in a major subject can prevent entry into a state university. Therefore, our idea of success is preventing students from failing high school due to accumulating F grades over the years or being barred from attending a state university due to multiple D grades. Instead, we aim to foster a basic competitive edge in terms of training in learning abilities, enabling them to pursue higher education, including university studies.

Each day, we aspire to witness students who were once pessimistic about graduating high school due to concerns, sighs, blame, and self-doubt about their math abilities transform. **They gain confidence, make plans to study on their own, and experience significant changes, such as gaining admission to the desired department at a local university. We hope these positive transformations bring joy to their families.**

Appendix

1. BIG-Q Rubrics for the Penta-Quotient

<Area 1. Homework>

Does the student usually complete all the homework on time with accuracy?

1. Does the student complete his or her homework?
2. Does the student check his or her answers and learn from mistakes?
3. Does the student submit homework on time?
4. Does the student submit his or her own work (No cheating)?

<Area 2. Class Participation>

Does the student participate in the tutoring sessions with active and cooperative attitude?

1. Does the student come to class on time?
2. Does the student bring necessary materials for the lesson such as note, text book, homework, pencils, eraser...etc
3. Does the student pay attention to the lecture?
4. Does the student have the organizing skills what he or she learnt from you?
5. Does the student raise questions when necessary?

<Area 3. Test Preparation>

Does the student prepare each quiz and exam with enough practice?

1. Does the student know when test dates are?
2. Does the student ask questions before the test?
3. Has the student practiced enough questions related to the test topic?
(It is the tutor's responsibility to provide resources for test preparation)
4. Does the student start test preparation early enough to properly prepare?
5. Does the student review test results and learn from them?

<Area 4. Learning Organization / Demonstration Skill>

Does the student have a proper organization/ demonstrating skill in his writing?

1. Is the student's completed homework organized?

- 2. Is the student's class note taking neat and clean?
- 3. Is the student's answers in the evaluation is clear and organized for the teacher to understand?
- 4. Is the student following the instruction or expectation of the teacher?

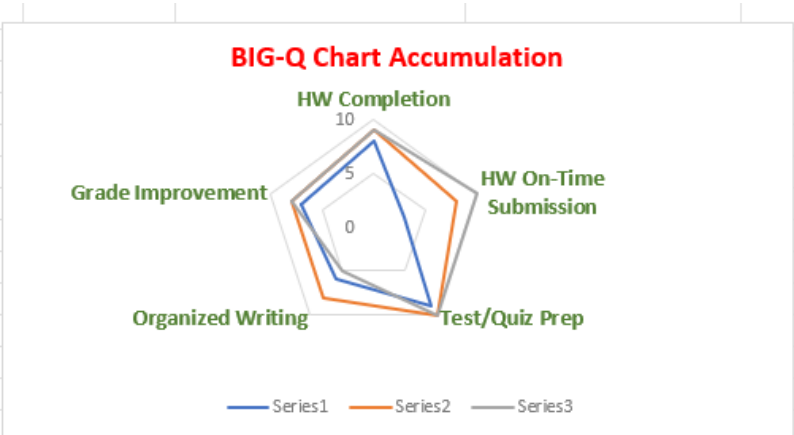
<Area 5 - Grade Improvement>

Do the student's grades show regular improvement?

This becomes an essential common selection for every student's Quotient. Self-satisfaction assessment not linked to grade improvement is the most crucial management aspect to be mindful of in the execution of BIG-Q.

2. Penta-Quotient Mapping Examples

		Current
Strengthening Factors		12/12/2023
HW Completion		8
HW On-Time Submission		3
Test/Quiz Prep		9
Organized Writing		6
Grade		7



Series 1: 11/09/2023, Series 2: 11/16/2023, Series 3:11/23/2023

- **About the Penta-Quotient.**

In the Rubric, achievements in Homework, Class Participation, Test Preparation, Organization, and Grade Improvement are precisely "quantified," consistently documented, and compared. Why these five areas? While a student may have more than five or even multiple areas to focus on, maintaining a manageable load is crucial. Objectively, exceeding five areas could result in increased management demands, potentially leading to a decline in the student's motivation for necessary tasks. Although the Quotient-determining areas are confined to five, the specific questions within each area can be realistically adjusted based on the student's needs. Additionally, in all cases, one Quotient that must be universally included is the Grade. This represents the school's grade for a specific subject, and efforts in other quotient items hold significance when they positively influence the grade quotient.

<Homework / Test Prep.>	0% (on time / w accuracy) 100%										
<Class Participation>	Poor			Passive or non-Cooperative				Active-Cooperative			Strong
<Organization>	Not At All			Poor				Good			Well Organized
	← 1	2	3	4	5	6	7	8	9	10 →	

3. Case Study will be followed.

01/12/24

Created and Submitted by Jake Ryu, Director of Bridge Academy. 310-892-1691