

EDU 289 – Introduction to Peer Tutoring
Class: Wednesday's – 1:00 to 3:45 p.m.
Peer Tutoring Lab – By Arrangement
4 Credits
Fall 2002

Course Description

This course is designed to prepare individuals to be peer tutors. Course participants will be exposed to a variety of readings and experiences that will focus on understanding the fundamentals of peer tutoring, the integrate balance between being a tutor/coach and a teacher, and best practice in coordinating and implementing support services for students. Students will have an opportunity to put theory into practice through required weekly tutoring through JSC's Learning Resource Center. The student will also gain understanding into his or her own learning and leadership style and capacity.

Who Should Take This Course?

This course is designed for the undergraduate who has the drive and desire to help others in a learning situation. Students enrolling in this course should have completed at least a year of study at the college and be comfortable in at least one academic area (science, math, history, English). While this course is designed as an education course, it can be beneficial to any student regardless of major. The skills and techniques gained in this course can be helpful to outdoor educators, biologist, environmental scientist, mathematicians, and wellness practitioners alike. There are ample opportunities for the student to take an active role in shaping his or her own learning through a variety of activities designed to challenge your understanding of your specialized are (math, science, history, English) as well as your understanding of the helping relationship.

Tutor Certification

Successful completion of this course will result in Level II Tutor Certification through the College Reading And Learning Association. This association certifies JSC's tutoring program and is recognized nationwide as a leading force behind the training of tutors. CRLA certified tutors are employed as consultants and paraprofessional tutors at K-12 schools, colleges, and universities. Graduates of this course are highly encouraged to continue tutoring in the Learning Resource Center and will be entitled to a starting wage of up to \$7.00 per hour.

Course Texts

Tutoring Matters by Jerome Rabow, Tiffani Chin and Nima Fahimian

The Allyn and Bacon Guide To Peer Tutoring by Paula Gillespie and Neal Lerner

Learning Together, Peer Tutoring In Higher Education by Nancy Falchikov

Handouts (provided by the instructor) from Toni-Lee Capossela's The Harcourt Brace Guide To Peer Tutoring

ASSIGNMENTS

Weekly Journal (14 total)	140 points (10 each)
30 Hours Of Tutoring	100 points
Participation In Class Discussions	50 points
Observations (two over the course of the semester)	50 points each
Self Evaluation of Observations (2)	50 points each
Research Paper Proposal	25 points
Research Article Review	25 points
Research Paper	100 points
Attendance At Professional Development Conferences	25 points
Group Role-play Presentation	50 points

Total Possible Points	535 points
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Final Grade Scale

515 to 535	- A
495 to 515	- B
475 to 495	- C
455 to 475	- D
455 or below	- F

DESCRIPTION OF ASSIGNMENTS

Weekly Journal - Journaling is a way for you to reflect on class lectures, weekly tutoring appointments or simply to ask questions. It's a great way for you to communicate your ideas and your thinking about the tutoring process and the class to me. In order to help you get started, I'll give you a prompt every week. Feel free to use the prompt or to be creative and discuss your own topic. Grades will be given based on completeness, proper use of grammar and sentence structure, creativity, and depth of reflection. Please refer to the Journal Rubric for more specific information on grading.

30 Hours Of Tutoring - This course will focus on a number of theoretical aspects of education and peer tutoring. As is always the case with theory, it often looks different when put into practice. For this reason, an important component of this class is the completion of a minimum of 30 hours of tutoring in the Learning Resource Center. Tutoring appointments are one hour in length and usually last the entire semester (15 weeks).

Participation in Class Discussions - As a student, you bring a unique and personal perspective to this class. The more you can share about your personal experiences as a student or as a peer tutor the richer our class will be. If you participate in class discussions, you are guaranteed an easy 100 points toward your final grade.

Observations - Approximately five weeks and ten weeks into your tutoring sessions, I'll be setting up an appointment to sit in on one of your tutoring appointments. My purpose is to simply see how you are integrating material learned in the course with an actual tutoring situation. Please review the checklist that I'll use during my observation to understand what I'll be looking for during my observations.

Self-Evaluation of Tutoring Observations - After each of my two evaluations, I'll be looking for you to complete a self-evaluation of your performance during your tutoring session. I'll be looking for an in-depth discussion of how your session went. Did you begin the session well? Did you accomplish what you had hoped to accomplish? Do you feel that your learner has a better grasp on material as a result of your session? These are the kinds of questions that I am hoping that will address in your write-up. This write-up should be about one to three pages in length.

Research Paper

Each student will be responsible for the completion of a research paper. This paper can take on any form related to peer tutoring, special education, learning theory, learning styles, or educational psychology. Topics will be due by the third week of class. While there is no page requirement I would expect that this paper could be completed effectively in eight to fifteen pages. Please be sure to use APA style formatting when citing resources. We'll discuss this more during the first few classes. Please see the Research Paper Grading Rubric for specifics on how this paper will be graded. As this is a big assignment (worth a total of 100 points) I am going to help you structure your time by breaking this assignment into chunks.

- **Research Proposal** – This write-up is due by the third class. My hope is that you will review the assigned course texts and choose a topic that interests you. This proposal should include the following:
 - Clear Definition of the Topic Being Researched
 - An explanation of what about the topic you are interested in learning
 - An essential questions – what about this topic do you really want to research
 - Any other comments you may have

The purpose of this assignment is to get you thinking about how to approach the research process. Grades will be based on the thoughtfulness of your answers and the amount of time invested in your essential question. My goal is to hand this paper back to you by the fourth class with comments and suggestions for places to start your research.

- **Research Articles** - The next step in the process is to actually do research. (Keep in mind that our library has limited resources in the area of peer learning/tutoring so you **WILL** need to seek sources from me or from outside sources (interlibrary loan program, Internet, etc.). Be sure to review the guidelines for appropriate research that I'll hand out in class when I give you back your proposal. This assignment will be due by the eighth class.
- **Final Product** - Your Final Project will be due on **December 4, 2002**. Late papers will not be accepted. During class you will have an opportunity to share your research and your conclusions about your topic in a five minute discussion.

Participation in Professional Development Activities - As in any profession, it is important to participate in professional development activities. In order to give you insight into state, regional, and national trends in the field of peer tutoring, I am asking you to attend at least one of three scheduled conferences during the semester. Consult the schedule for more information about when these conferences are scheduled.

Group Role Play Presentations - This project will be due on the final day of class. Based on our discussions over the course of the semester, I would like you (and three or so other people) to come up with a mock tutoring situation and present it to the class. Be sure to make sure that the “problem” is clearly identifiable to the audience and that the techniques you use in the scenario are representative of techniques that we will have learned about during the previous 15 weeks of class. We will use a self/peer assessment strategy to determine your final grade for this project. The following formula will be used:

$$\frac{\text{The Grade You Give Yourself} + \text{A Group Grade} + \text{An Average Grade Given By Your Peers}}{3}$$

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More specific information on this self, group, and peer grading process will be given at the beginning of the last class.

Tentative Schedule

Date	Class Topic	Assignments Due
8/28	Course requirements, Discussion of tutoring assignments and the grading process, Discussion: What is Peer Tutoring? Learning Resource Center Tour.	
9/4	The Tutor’s Role, Types of Learning Support Review of the “Tutoring Handbook for JSC” Handout: Understand The Supplemental Instruction Model	Intro and Ch. 1 in Falchikov 2 Handouts by Capossela Ch. 1 in Gillespie Journal Entry One
9/11	The First Session – Attitudes Anxieties and Expectations. Theoretical Aspects of Tutoring	Research Paper Proposal Journal Entry Two Ch. 1 and 2 in Rabow Ch. 3 in Falchikov
9/18	Common Problems Associated With Tutoring, Research Paper: Discussion on Doing Research. What is considered an “appropriate” source	Ch. 8 in Falchikov Ch. 4 in Rabow Journal Entry Three
9/25	Teaching and Tutoring Techniques, Learning Styles – We’ll take the LSI Learning Styles Inventory and complete an activity to help you better understand your style and the styles of your learners.	Ch. 3 in Rabow Journal Entry Four Observations Scheduled
10/2	Work with Students With Disabilities	Journal Entry Five Self Eval. Of Observation
10/9	Fall Break – No Class	

The Following Two Classes Will Be Held In The Computer Lab

10/16	Part I - Integrating Technology Into Tutoring: What's available and how to use it.	Journal Entry Six Self Eval. Of Observation
10/23	Part II - Integrating Technology Into Tutoring: Mock Tutoring Using Technology. Using Webquests to help teach learners.	Ch. 9 in Falchikov Ch. 12 in Gillespie Journal Entry Seven
10/30	Study Skills – an important component to any tutoring session. Much of what your learners need is help developing study skills strategies. We'll look at everything from notetaking to time management.	Journal Entry Eight Read Handouts Research Articles
11/6	Study Skills Continued	Journal Entry Nine Read Handouts
11/13	Assisting Students In Writing. Running a session that has a writing focus.	Ch. 2 and 3 in Gillespie Journal Entry Ten Observations Scheduled
11/20	Winding Down: Bringing Tutoring Sessions To A Close	Ch. 6 in Rabow Journal Entry Eleven Self Eval. Of Observation
11/27	Thanksgiving Break – No Class	
12/4	Sharing of Research and Research Papers	Research Paper Due Prep for Presentations Journal Entry Twelve
12/11	Role Playing Presentations, End of Semester Discussions – share some of your most difficult and most rewarding experiences from your tutoring assignments.	Journal Entry Thirteen
12/18	FINAL CLASS – Awarding of CRLA Tutor Certificates, Sharing of final Journal Entry, other Reflections! Thanks For All Your Hard Work!	Journal Entry Fourteen