

COURSE OUTLINE

Revision: Roxanne Tillman, February 2008

DEPARTMENT: College Transfer

CURRICULUM: Education

COURSE TITLE: Peer Tutoring

COURSE NUMBER: EDUC 200

TYPE OF COURSE: College Transfer
Special Requirement Met: None

COURSE LENGTH: 1 quarter

CREDIT HOURS: Variable: 1 to 5

LECTURE HOURS: 14

LAB HOURS: Variable: 20 - 80

CLASS SIZE: 20

PREREQUISITES: Instructor Permission Required

COURSE DESCRIPTION:

This seminar is designed to help the student become a more experienced and informed tutor/mentor/volunteer. The student will tutor/mentor one or more peers or volunteer in a pre-approved service learning environment while taking the seminar. Class will cover the role of the tutor/mentor/volunteer, how to develop a tutor plan, understanding individual learning styles, problem solving tips, and how to use critical thinking skills. Fourteen, fifteen minute video modules will be presented either in class or by assignment. An internet research project is required by all students taking this seminar.

EDUC 200 Peer Tutoring
February 2008

STUDENT LEARNING OUTCOMES ADDRESSED:

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. To train effective, successful student tutors, mentors and community service volunteers while instilling a sense of value, self worth, and civic responsibility.
2. To provide the opportunity for student tutors, mentors and volunteers to become more articulate and to acquire greater depth in specific subject areas by helping others.
3. To present the critical strategy of reworking material in order to present it in an understandable way to others. ("he who teaches others, teaches himself", John Comenius, 17th century Moravian theologian)
4. To increase the tutor's awareness of teaching strategies, learning styles, and problems.
5. To offer tutors an opportunity to explore their interest in teaching and service learning.

TOPICAL OUTLINE:

- I. Orientation: The Role of the Tutor/Mentor/Volunteer
- II. The Tutor Plan, problem solving techniques, socratic method, diagnosis through observation, paired problem solving, studying efficiently
- III. Learning and memory, time management, the brain and how it works
- IV. Learning modalities, Blooms Taxonomy, SQ3R, Cognitive Styles
- V. Math, English, Sciences, Humanities, Writing: Academic Vocational
- VI. Variables: age differences, cultural differences
- VII. Academic Anxiety, Academic Dishonesty
- VIII. Special Needs students, learning disabilities, physical disabilities
- IX. Wrap-up, journals, contact sheets, evaluations

REVISED BY: Roxanne Tillman
DATE: February 2008

EDUC 200 CO