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.
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