

EDT 310: Methods for Tutoring Adults

Syllabus

Instructors

Kristy Drobney, Learning Support Services Coordinator; 529.9624, drobnekl@muohio.edu

Sandy Mastandrea, Administrator, Tutorial Services; 529.8770, mastanss@muohio.edu

Business/Humanities Specialist; 529.8570; businesshumanitiestutoring@muohio.edu

Mathematics Specialist; 529.8596; mathtutoring@muohio.edu

Writing/Language Specialist; 529.8705; writinglanguagetutoring@muohio.edu

Science Specialist; 529.8715; sciencetutoring@muohio.edu

Office 16 Campus Avenue Building

Telephone Scheduling Desk 529-8760

Office Hours Monday – Thursday 8:00 a.m. – 8:00 p.m. & Friday 8:00 a.m. – 5:00 p.m.

Course Description

This course is designed to provide the tutor with an understanding of the mission and goals of the Learning Center (LC) along with its expectations of its tutors. The tutor will learn how to diagnose learning problems, work effectively with diverse learners and apply strategies to solve individual learning problems. *This is a required course for all RLC tutors.*

Objectives

1. To understand the mission, goals and organizational structure of the Bernard B. Rinella, Jr. Learning Center.
2. To understand the collaborative model of the Tutorial Assistance Program (TAP) and RLC's expectations of tutors.
3. To understand and practice the Ten Steps of Tutoring during tutoring sessions.
4. To understand and practice a diagnostic strategy using the Integrated Learning Model to identify students' learning problems.
5. To become aware of a variety of reading, writing and study strategies than can be applied to a diverse population of learners.

Course Requirements

Attendance

Students must attend a total of 6 modules. Modules will be held 8-9 a.m. and 4-5 p.m. *A student must complete Module 1, A Tutor Observation and Module 2 before tutoring.*

Participation

Your participation in class discussions, class activities, and web assignments is essential to your success as a tutor and to earn a passing grade in the course.

Assignments

The purpose of each assignment is to provide you with an opportunity to learn more about your role as a tutor. All assignments are posted on Blackboard. Assignments and due dates are listed at the end of this syllabus.

Course Website: <http://www.muohio.edu/blackboard>

Tutoring Website: www.muohio.edu/tutoring

Course Evaluation

Because EDT 310 is a credit/no credit course you must receive at least a **C (70 points)** out of a total **100 points**) or better to receive your one credit and to tutor for the Learning Center. In order to receive credit for EDT 310 each student must attend and participate in each workshop. Student must also complete each assignment by the deadlines specified. *Successful completion of the course is required to tutor for the RLC.*

There are 100 total points possible that break down as follows:

Module #1	10 points
Module #2	10 points
Module #3	10 points
Module #4	10 points
Module #5	10 points
Module #6	10 points

Assignment #1	10 Points
Assignment #2	10 Points
Assignment #3	10 Points
Assignment #4	10 Points

For each day the assignment is late you will lose one point for that assignment which is equivalent to a letter grade!

Required Text

Peer Tutoring: A Guidebook: Pick up a free copy from your GA or from Kim in room 14 CAB

Course Content

In order to post your EDT 310 assignments you **must follow these steps**: 1) Click “**Communication Post Assignments Here**” on the menu to the left; 2) Click on **Group Pages**; 3) Click on the **Group to which you belong** (Tutoring Group); 4) Click **Group Discussion Board**; 5) Click on the **blue link to the Assignment** you wish to complete; 6) Click the **Add Thread** option; 7) **Enter your Response Title** in the box provided; 8) **Type** your response in the **Dialogue Box**; 9) **Click Submit**. If you are a tutor, you will not be able to post on the Supplemental Instruction Group Page.

Module #1: Administration & Observation

Pre-Assignment: Read Pages 33-49 & 87-94 of Peer Tutoring: A Guidebook

Meet with GA for training on the tutor scheduling system, tutoring procedures and payroll

Assignment #1: At the Module #1 Administration session schedule to observe a current tutor’s tutoring session. This observation should be completed within 1 week of the Administration Module. After the observation complete the **Tutor Observation Reflection** and submit it to your GA.

Deadline: Complete within 1 week of Module #1.

Module #2: Tutoring Basics

Pre-Assignment: Read p. 1-9 & 15-25 of Peer Tutoring: A Guidebook

Sign-Up in Room 16 CAB to attend a Module #2 session

Assignment #2: Steps 4 & 7 of the Ten Steps of Tutoring are the most important. 1) Choose a topic, concept or problem that you will be working on at an upcoming tutoring session with your client. Be as specific and concrete as possible. 2) Create a plan for how you will facilitate steps 4 & 7 during the session. Discuss the methods you will use to prompt the client to complete the steps. Also, describe the response you expect to receive. In other words, for this assignment you need to be able to complete steps 4 & 7 for the concept, topic or problem you have chosen. 3) Implement the plan you have made at your next tutoring session. 4) Discuss how you facilitated steps 4 & 7 in the session (did you stick to your plan, did you make changes, what did you add or leave out?). Discuss the outcomes of your plan. Was the client responsive, was the client able to complete steps 4 & 7, if not, what did you do? Did this process improve client comprehension and learning? 5) Finally, discuss your response to this experience and what you learned from it.

Deadline:

Module #3: Integrated Learning Model & Working with Students with Learning Disabilities

Pre-Assignment: Read p. 10-14 & 66-85 of Peer Tutoring: A Guidebook

Sign-Up in Room 16 CAB to attend a Module #3 session

Assignment #3: Analyze the learning processes of one of your clients using the Integrated Learning Model. Please do not use your client's name since your assignment is posted on Blackboard. Identify what step or steps of the ILM the client is having a breakdown in learning and why? How did you reach this conclusion? Describe what you are doing in your tutoring sessions to specifically address this breakdown.

Deadline:

Module #4: Group Tutoring & Learning Styles

Pre-Assignment: read p. 50-65 of Peer Tutoring: A Guidebook & complete the Learning Styles Questionnaire at the VARK website: www.VARK-learn.com. Click on Questionnaire, complete the questions and bring your VARK results to Module #4.

Sign-Up in Room 16 CAB to attend a Module #4 session

Module #5: Cross Cultural Communication & Check-In

Pre-Assignment: Read p. 105-115 of Peer Tutoring: A Guidebook

Sign-Up in Room 16 CAB to attend a Module #5 session

Assignment #4: In Module #5 the 6 Patterns of Cultural Differences were discussed. These 6 Patterns are: 1) Different Communication Styles; 2) Different Attitudes toward Conflict; 3) Different Approaches to Completing Tasks; 4) Different Decision-Making Styles; 5) Different Attitudes toward Disclosure; 6) Different Approaches to Knowing.

Identify the 2 Patterns that are having the most significant impact on your tutoring sessions with clients. Keep in mind the broad spectrum of cultural affiliations that various students have. Discuss the situations and how the Patterns are playing out. Be sure to include the challenges and benefits that are emerging from these Patterns. Discuss how the Patterns are affecting the tutoring process. Describe how you are addressing the Patterns and the strategies you are using to ensure a climate of mattering. Share any strategies that have been particularly effective as well as those that have fallen short of the mark.

Deadline:

Module #6: Center Meeting

Your Center GA will notify you of the Center Meeting time, date and location. The Center Meeting will be a time to learn tutoring strategies and techniques specific to your content area. You will also have the opportunity to discuss tutoring with other tutors in your Center.