PSE 61A: TUTOR TRAINING I

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	An earned A or B+ grade with instructor recommendation in one of the following: MATH 1A, 1AH, 1B, 1BH, 1C, 1D, 2A, 2B, 10, 48A, 48B, 48C; not open to students with credit in PSE 111A.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- The student will be able to develop interpersonal and communication skills necessary for effective team leading
- The student will be able to employ tutoring techniques which will facilitate member's active participation and learning

Description

This course is intended for students who are first-time tutors in any of the peer/student tutoring programs offered at Foothill College. Training in tutoring and communication skills, including study skills, learning skills, college policies, professionalism, ethics, and role modeling of successful student behavior, in order to guide the students they tutor to become critical thinkers and independent learners. Theory and techniques of subject specific tutoring skills. Practice of these skills through sample student work, course assignments, and reflection on current tutoring experiences.

Course Objectives

The student will be able to:

1. Apply interpersonal and communication skills necessary for effective tutoring sessions
2. Identify their position as an academic role model
3. Explain concerns regarding tutee's academic progress to the appropriate supervisor
4. Interpret tutee's progress based on discussion with the tutee's instructor as needed throughout the quarter
5. Describe tutee's academic weaknesses and strengths
6. Apply tutoring techniques which will facilitate tutee's active participation and foster development of critical thinking and independent learning skills

Course Content

1. Communication during tutoring sessions
   a. Asking clarifying questions of the tutee which avoid giving away answers
   b. Asking tutee to expand on answers in written form
   c. Explanation of team meeting expectations
   d. Sensitivity to cultural differences in speaking styles
   e. Establish and maintain appropriate professional and pedagogical boundaries
2. Recognition of self as academic role model
   a. Reviewing syllabus and deadlines with tutee
   b. Assisting tutee in preparing for exams
   c. Time management during team meeting
3. Communication with supervisor
   a. Obstacles to tutee's progress
   b. Tutoring challenges with professional and/or pedagogical boundaries
4. Discussion with tutee's instructor as needed
   a. Articulating questions regarding assignments and expectations
   b. Identifying specific topics to review with tutee
   c. Investigating ways to explain a problem to a tutee
5. Recognizing tutee's weaknesses and strengths
   a. Examining the organization, clarity, and use of proper mathematical notation of tutee's written work
   b. Assessing tutee's comprehension of concepts
6. Tutoring techniques
   a. Socratic method
   b. Asking tutee to explain concepts
   c. Encouraging tutee to justify solution by showing organized work
   d. Guiding tutee to check their own work
   e. Showing tutee how to use the math textbook as a learning resource
   f. Helping tutee to articulate questions for their instructor

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Tutoring reflections and journaling
Candid reporting of weekly tutoring challenges
Homework, including worksheets, articles, sample student work, and written reflections
Active participation in class discussions

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Requires check-ins each week so that the tutor can receive guidance and feedback from the instructor
Instructor uses lecture/discussions and interactive classroom techniques to deliver curriculum and generate strategies for tutors in training

Representative Text(s) and Other Materials

Articles on tutoring skills, learning styles, and subject specific materials to be determined by instructor and, when applicable, the tutee's instructor.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Students will be asked to read, annotate, and analyze articles, such as "Six-Non Facilitating Teaching Behaviors", that convey accepted tutorial theories in math instruction
2. Students may critique sample student work
3. Students may also utilize case studies, role play, and other written exercises which require them to practice application of tutoring theories and which allow them to learn how to help a student while providing that student the opportunity to retain ownership of the problem-solving process

Discipline(s)

Mathematics