

# PSE 61A: TUTOR TRAINING I

## Foothill College Course Outline of Record

Heading	Value
<b>Units:</b>	1
<b>Hours:</b>	1 lecture per week (12 total per quarter)
<b>Advisory:</b>	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, 105; not open to students with credit in PSE 111A.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	CSU
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	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

Training in team leading skills necessary for tutoring, including study skills, college policies, professionalism, ethics and role modeling of successful student behavior. Techniques of subject specific tutoring skills. Practice of these skills through sample student work and instructor assignments and, when applicable, content-specific suggestions from the tutee's instructor. Ideal for students intending to tutor math for the first time.

## Course Objectives

The student will be able to:

- apply interpersonal and communication skills necessary for effective team leading.
- identify their position as an academic role model.
- explain concerns regarding tutee's academic progress to the appropriate supervisor.
- interpret tutee's progress based on discussion with the tutee's instructor as needed throughout the quarter.
- describe tutee's academic weaknesses and strengths.
- apply tutoring techniques which will facilitate tutee's active participation and learning.

## Course Content

- Communication during team meeting/tutoring session
  - asking clarifying questions of the tutee which avoid giving away answers
  - asking tutee to expand on answers in written form
  - explanation of team meeting expectations
  - sensitivity to cultural differences in speaking styles
- Recognition of self as academic role model

- reviewing green sheet and deadlines with tutee
  - assisting tutee in preparing for exams
  - time management during team meeting
- Communication with supervisor
    - obstacles to tutee's progress
    - tutoring challenges
  - Discussion with tutee's instructor
    - articulating questions regarding assignments and expectations
    - identifying specific topics to review with tutee
    - investigating ways to explain a problem to a tutee
  - Recognizing tutee's weaknesses and strengths
    - examining the organization, clarity, and use of proper mathematical notation of tutee's written work
    - assessing tutee's comprehension of concepts
  - Tutoring techniques
    - Socratic method
    - asking tutee to explain concepts
    - encouraging tutee to justify solution by showing organized work
    - guiding tutee to check their own work
    - showing tutee how to use the math textbook as a learning resource
    - helping tutee to articulate questions for their instructor

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

None required.

## Method(s) of Evaluation

- Study team participation/completion of daily logs
- 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

- Requires team leader (tutor) 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

- 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.
- Students may critique sample student work.

C. 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 writing and thinking processes.

## **Discipline(s)**

Mathematics