

PSE 61B: TUTOR TRAINING II

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Prerequisite:	PSE 61A.
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 111B.
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 advanced interpersonal and communication skills necessary for effective team leading
- The student will be able to employ advanced tutoring techniques which will facilitate member's active participation and learning

Description

This course is intended for students who have completed PSE 61A and intend to continue tutoring in any of the peer/student tutoring programs offered at Foothill College. Advanced training in tutoring and communication skills necessary for tutoring. Students will be asked to engage in advanced reflections on tutoring and advanced level critique of one's own and others' tutoring processes. Techniques of subject specific tutoring skills with attention given to diverse learning styles. Practice of these skills through sample student work, course assignments, and written reflections based on current tutoring experiences.

Course Objectives

The student will be able to:

1. Apply advanced interpersonal and communication skills necessary for effective tutoring sessions
2. Explain concerns with increased specificity regarding tutee's academic progress to the appropriate supervisor
3. Interpret tutee's progress with increased specificity based on discussions with the tutee's instructor as needed throughout the quarter
4. Infer tutee's academic skill level and competency
5. Apply advanced tutoring techniques which will facilitate tutee's active participation and foster development of critical thinking and independent learning skills
6. Explain subject specific material to a variety of student learning styles

7. Produce advanced reflections regarding tutoring challenges and successes

Course Content

1. Advanced communication during tutoring sessions and in-class discussions
 - a. Differentiate between questions that allow tutees to think and those that give answers away
 - b. Comparison of tutee's answers in written and oral form
 - c. Explanation of tutoring session expectations
 - d. Sensitivity to cultural differences in speaking styles and formulating tutoring strategies around these
 - e. How to discuss goal-setting and time management challenges that tutees encounter in their daily and weekly schedules
 - f. Addressing/collaborative problem-solving tutee's challenges with their study environment
 - g. Conveying tutoring experiences and perspective to new tutors as part of a learning continuum
 - h. Establish and maintain appropriate professional and pedagogical boundaries
2. Communication of concerns with increased specificity to supervisor
 - a. Obstacles outside of school that prevent tutee's progress
 - b. Tutee's challenges with prerequisite skills
 - c. Tutee's challenges with preparation for tutoring sessions
3. Communication with tutee's instructor as needed with increased specificity
 - a. Articulating questions regarding assignments, expectations, and resources
 - b. Identifying specific topics to review with tutee
 - c. Investigating ways to explain a problem to a tutee
4. Assessment of tutee's academic skill level and competency
 - a. Examining the organization, clarity, and use of proper mathematical notation of tutee's written work
 - b. Assessing tutee's comprehension of concepts
 - c. Helping tutee to identify and write questions for their instructor
 - d. Identifying helpful study strategies and skills for tutee
5. Advanced tutoring techniques
 - a. Regular application of Socratic method
 - b. Asking tutee to explain concepts in more depth
 - c. Showing tutee how to use proper math notation and organize written work
 - d. Encouraging tutee to check work using number sense
 - e. Showing tutee how to use the textbook as a learning resource
 - f. Advanced discussion of material in ways that encourages tutee to take ownership of their thinking/problem-solving strategies
6. Recognition of differences in learning styles
 - a. Visual
 - b. Kinesthetic
 - c. Auditory
 - d. Combination of the above
 - e. Differences in information processing
 - i. Sequential
 - ii. Precise
 - iii. Technical
 - iv. Confluent

7. Advanced written reflections
 - a. Utilization of time during a tutoring session
 - b. Maintaining student/tutee ownership of ideas and problem-solving
 - c. Interpersonal team dynamics
 - d. Comparisons of first and second time tutoring experiences: insights, growth, increased confidence, problem-solving skills, and flexibility

Discipline(s)

Mathematics

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 advanced 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 that convey accepted tutorial theories in math instruction or learning differences, such as "Are Learning Styles Invalid? (Hint: NO!)" and the acclaimed student success textbook, [On Course](#)
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