

BA Peer Tutoring 11

District Name: Kamloops/Thompson
District Number: 73
Developed by: Maria L. Paccagnella
Date Developed: January 2004
School Name: Barriere Secondary School
Principal's Name: Greg Howard
Board/Authority Approval Date: 2005/05/30
Board/Authority Signature:
Course Name: Peer Tutoring
Grade Level of Course: 11
Number of Course Credits: 4
Number of Hours of Instruction: 120 hours
Prerequisite(s): The student will be required to attend an interview prior to entering the program.

Special Training, Facilities or Equipment Required:

May vary dependent on the individual classroom setting.

Course Synopsis:

This is a participatory course that offers students with an opportunity to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will be provided training in tutoring techniques. Students will develop skills in learning styles, communication, interpersonal relations, leadership, teamwork, and conflict management. Students will apply these

skills in roles such as tutoring and mentoring. Students will acquire an appreciation of the importance of lifelong learning and helping others.

Rationale:

This course offers students the opportunity to learn how people learn, to gain experience working with people, to contribute to their school and community and to explore connections to the world of work and post secondary opportunities in the human service sector.

Organizational Structure:

This course consists of two components and four units. The two components are theoretical and practical. The majority of the course involves student tutors working directly with other students under the supervision of a teacher. As a result of the experiential nature of Peer Tutoring 11, the topics as listed need not be considered sequential. A variety of implementation formats are possible dependent on the needs of the individual classroom setting and the learning environment. For example, the topics may be delivered through two workshop sessions held throughout the course or might be delivered in a once a week session held with the tutors. The experience and reflective sections will be ongoing. These might be a shared responsibility between the teacher and the person responsible for the tutors.

Unit/Topic	Title
Unit 1	Understanding How to Help People Learn
Unit Two	Personal Management Skills
Unit Three	Communication Skills
Unit Four	Life Skills

Time:

The acquisition of skills, readings, and assignments	Approximately 20 hours
Experience	80 hours
Reflection	Approximately 20 hours
TOTAL TIME	120 HOURS

Unit/Topic/ Module Descriptions:

Unit One - Understanding How to Help People Learn

Overview

Through teaching, modeling, research and experience, students will begin to understand the learning process and how people learn. As a result of their self-exploration and tutoring experience, students will appreciate a diversity of learning approaches and be able to model a variety of tutoring strategies. It is expected that students will also gain skills to improve their own learning.

Curriculum Organizers and Learning Outcomes

The Acquisition of Skills, Readings, and Assignments

It is expected that students will:

- examine alternate learning styles and patterns
- examine their own learning style and patterns
- examine their own learning strengths and challenges
- explore current learning theory in their tutoring context
- examines alternate methods of presenting material

Experience

It is expected the student will:

- work in collaboration with teacher(s) and teaching assistants
- demonstrate a variety of tutoring techniques such as modeling, active listening, direct instruction, questioning, scribing, demonstrating, etc.
- develop and present learning activities

Reflection

It is expected the student will:

- reflect on their knowledge and experience of how they and others learn
- analyze the effectiveness of tutoring techniques for specific groups or individuals
- describe their experiences, set goals, and reflect on their individual growth as a tutor
- show evidence of the application of current learning theory
- consider connections of personal learning style to career choices

Unit Two - Personal Management Skills

Overview

Within this unit, students will demonstrate time management skills, organizational skills, learn to set goals and make priorities and explore the complexities of decision-making skills. Certain records are essential to the monitoring of the tutoring program. Accurate monitoring of the tutoring program will yield day-to-day progress information.

Curriculum Organizers and Learning Outcomes

The Acquisition of Skills, Readings, and Assignments

It is expected the student will:

- use information regarding the tutoring program in a structured format
- use the records accurately and efficiently

Experience

It is expected that student will:

- demonstrate the use of specific record forms such as a tally sheet, drill progress record, weekly grade sheet, individual tutee skills sheet and a student profile sheet
- demonstrate an understanding of the purpose of record sheets

Reflection

It is expected the student will

- self-evaluate using checklists etc.
- describe and reflect on organizational strategies used in their tutoring activities

Unit Three - Communication Skills

Overview

Within this unit, students will understand and demonstrate aspects of effective communication, active listening, verbal and non-verbal communication. They will also learn appropriate ways to give feedback and basic skills in resolving and mediating conflict.

Curriculum Organizers and Learning Outcomes

The Acquisition of Skills, Readings, and Assignments

It is expected the student will:

- understand how people communicate verbally and nonverbally
- practice active listening
- learn appropriate verbal and non-verbal feedback strategies
- develop an awareness and respect of individual, cultural, and gender differences especially in terms of proximity, body language and eye contact
- identify conflict resolution skills
- explore effective strategies for mediation
- understand the term empathy and its application to the tutoring process

Experience

It is expected the student will:

- demonstrate effective listening skills
- demonstrate appropriate ways to provide feedback to learners
- demonstrate enthusiasm, commitment and encouragement for learning
- use effective conflict resolution skills
- practice effective strategies for mediation
- demonstrate empathy for other learners
- use appropriate language

Reflection

It is expected that students will:

- set goals for growth in communication skills
- analyze the effects of good communication on the learning situation

- identify real life communication problems and consider strategies to correct them

Unit Four - Life Skills

Overview

Students will learn and demonstrate increasing levels of confidence and independence. They are encouraged to behave “professionally” with their tutees and in their tutorial environments. As they become familiar with their tutoring situations, they will understand their responsibilities and will show initiative in developing ideas and responding to situations. Tutors have the opportunity to work directly with people and they may help them to make post- secondary decisions. They may be encouraged to find information on related careers in the human services area.

Curriculum Organizers and Learning Outcomes

The Acquisition of Skills, Readings, and Assignments

It is expected the student will:

- identify employability skills necessary for success in the workplace such as attendance, organization, dress, communication, etc.
- explore a variety of organizational strategies and techniques
- identify the importance of ethics and confidentiality
- identify their personal interest and strengths in relationship to the tutoring context
- explore career opportunities related to their tutoring strengths

Experience

It is expected students will:

- demonstrate punctuality, regular attendance and appropriate protocols for absences in keeping with employability skills necessary for success in the work place
- act in an ethical manner and respect confidentiality
- meet the expectations of the specific learning environment
- demonstrate self-direction and initiative
- follow direction and assist the teacher in classroom routines

Reflections

It is expected the student will:

- self-evaluate employability skills, using checklists, etc

- describe and reflect on organizational strategies used in their tutoring activities

Instructional Component:

It is suggested that students taking Peer Tutoring 11 receive explicit instruction throughout the course to ensure that the learning outcomes are taught and learned. A variety of methods may be implemented such as workshop formats, weekly meetings, retreats, conferences, direct instruction, etc.

Some of the instruction will be provided by the teacher(s) the student works with in the classroom setting. For example, organizational skills for a Physical Education class would be different than organizational skills in a Mathematics tutorial.

It is suggested that a Reflective Journal, Log Book or a Personal Record Sheet be used as part of the instructional component assisting the student in completing the Reflection learning outcomes. As well, this journal can be structured by the teacher with specific tasks to cover those outcomes.

Further, it is suggested that Peer Tutoring 11 students have an opportunity to meet with their Tutoring teacher to conference, discuss and debrief their tutoring situations.

Instructional components may include some or all of the following:

- one to one instruction
- direct instruction to small groups
- experiential learning
- modeling best practice
- role play
- on-line learning packages
 - o learning style assessments
 - o learning theory research
 - o post-secondary / employability connections
 - o interactive video conferencing and v-learning
- video taped performance demonstrations
- discussion, conferencing, group work

Assessment Component:

Peer Tutoring 11 provides many opportunities for students to add to their graduation portfolio. Students will have an opportunity to collect letters of reference, information about related careers, photo essays, videotapes, etc.

Teachers should choose from a variety of assessment tools to fit the unique learning outcomes and performance nature of this program

- BC Performance Standards Social Responsibility Rating Scales and Communication Scales
 - o www.sbced.gov.bc.ca/perf_stands/
- Daily Log Book by student
- Reflective Journal by student
- Self-Evaluations
 - o Formative
 - o Summative
- Observation
 - o Anecdotal
 - o Checklists
- Performance evidence
- Checklists – teacher made
- Employability Skills Checklist
 - o Planning 10
 - o Work Experience
- Tutee evaluation of tutor
- Learning Styles Inventory
- Research Projects
- Written Assignments
- Additional forms of assessment as determined by the tutoring context

Learning Resources:

The following is only a sampling of the resources available for this course.

1. Essential Skills (Human Resources Development Canada)
<http://www15.hrdc.drhc.gc.ca/english/general/es.asp>
2. Conference Board of Canada – Employability Skills (1999)
3. Planning 10 IRP
4. Video equipment
5. Seven Habits of Highly Effective Teens – Sean Covey
6. Tutoring by Helping – Elizabeth Sabrinsky Foster
7. “It Really Works” – Dawn Jamieson BC Teacher (Nov-Dec. 1982)
8. Work Experience 12 IRP
9. Canadian Association of Student Advisors
www.casaa-resources.net/
10. Maslow’s Hierarchy of Needs
11. Code of Ethics for Peer Tutors (June 1990)

Additional Information: