

**Fall 2009 Information Sheet  
PSME/LEARNING ASSISTANCE 95  
Tutor Training for Math & Science Tutors (2 units)  
Class Time: Fridays 2:30-4:10 in S16**

**Instructors:**

<b>Diana Alves de Lima</b>	<b>408-864-8485</b>	<b><a href="mailto:alvesdelimadiana@deanza.edu">alvesdelimadiana@deanza.edu</a></b>	<b>L-47</b> Tues, Weds, Thurs 9:30-3:30
<b>Bert Lo</b>	<b>408-864-8268</b>	<b><a href="mailto:lobert@deanza.edu">lobert@deanza.edu</a></b>	<b>S54a</b>

**Tutor Supervisors:**

<b>Laura Bell</b>	<b>408-864-8683</b>	<b><a href="mailto:belllaura@deanza.edu">belllaura@deanza.edu</a></b>	<b>S43</b>
<b>Suba Marti</b>	<b>408-864-8856</b>	<b><a href="mailto:martisuba@deanza.edu">martisuba@deanza.edu</a></b>	<b>S43</b>

<b>Senior Tutor</b> <small>(Assigned at orientation)</small>	<b>Phone(s)</b>	<b>E-mail</b>

**COURSE DESCRIPTION, OBJECTIVES AND OUTCOMES**

This course trains De Anza students to be peer tutors for math and science courses. In this class, you will learn content-specific tutoring strategies and work with students at various levels and from diverse backgrounds. You will read about, observe, discuss, write about and practice the craft of tutoring math and science. After an initial orientation, you begin tutoring, and use class time to reflect upon those tutoring experiences.

**Student Learning Outcomes**

After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to:

- Plan and conduct tutoring sessions using student-centered communication strategies;
- Apply appropriate tutoring strategies for helping students at various levels;
- Adapt communication and tutoring practices to students from diverse backgrounds and with diverse learning styles;
- Demonstrate professional and ethical behavior when tutoring.

**MATERIALS**

Handouts

Class web page: --- includes current course info, downloads, and links to resources.

<http://deanza.edu/studentsuccess/tutorial/tutorialcenter/lrnapsme95.html>

Catalyst web page: <https://catalyst.deanza.edu> (See instruction sheet for login info.)

**TUTORING**

If you haven't done so already, you must complete a Tutor Application

<http://deanza.edu/studentsuccess/tutorial/tutorialcenter/tutorapplication.html> and an interview in S43 before the class begins, or as soon as possible.

You must be hired as a De Anza tutor to take this course; many assignments require that you tutor actual students. Your tutor supervisor hires you, coordinates your tutoring, and supervises your work as a tutor. Please maintain close communication with your supervisor throughout the quarter.

You will be paid for the hours you tutor as long as you meet student employment eligibility requirements and complete the necessary paperwork. Information about employment guidelines, hiring, and payroll is covered in your new tutor orientation and the Tutor Handbook. You must complete all required employment paperwork before you can be paid.

In order to be re-hired as a tutor in subsequent quarters, you must receive an A or B in the class and be recommended by your supervisor.

**Your work as a tutor is worth 15 points.** Points break down as follows:

**1. Responsibility/Professionalism (4 points)**

Follow all policies and procedures as described in the new tutor orientation. Complete process to begin tutoring (application, letter of recommendation, interview, schedule confirmation), arrive on time to all sessions, complete and submit all attendance sheets, time sheets, and other paperwork.

**2. Communication with supervisor (4 points):**

Check and respond to e-mails, keep supervisor informed of tutee's status (i.e. drops, no-shows), meet informally with supervisor at least once a month, seek feedback and try to resolve issues.

**3. Communication with tutees (4 points):**

Clarify goals and expectations with tutees, demonstrate patience and friendliness, use effective tutoring practices as discussed in class to foster active learning, seek feedback from tutees and try to address issues that may arise.

**4. Evaluations from tutees (3 points)**

If requested, distribute written evaluations to tutees encouraging honest feedback, follow up to be sure evaluations are submitted. Evaluations are anonymous and will be interpreted in context; credit will be given for your attempts to respond with professionalism to student and staff feedback.

**ATTENDANCE & PARTICIPATION**

LRNA/PSME 95 meets only six times so your regular attendance and participation are essential. You may be dropped from the course if you are marked absent three times. You will be marked absent if you are not present or if you miss more than 15 minutes of any class session.

In addition, you will attend **staff meetings** with experienced tutors and tutors from other subjects, as described in your tutor orientation. These staff meetings are not part of the class or grade, but are part of your employee obligation for your work as a tutor.

You are responsible for any information provided in class. If you miss a class, you must post, by the Monday following the class you missed, the **makeup assignment** listed on the appropriate week of the Catalyst website and also at

**<http://deanza.edu/studentssuccess/tutorial/tutorialcenter/PSMELRNA95.html>**

We expect you to actively participate in class and online discussions, including posting supportive responses to your classmates' assignments. Responses should be friendly and respectful; your goals are to learn from each other and help each other improve tutoring skills.

Throughout the quarter, please also check the *News* and use the *Dialogue Chamber* to reflect on your tutoring experiences, ask questions and seek and provide advice. We expect you to post in the Dialogue Chamber at least 3 times as part of your Class Participation grade—the more the better!

**Please be sure to read all assigned materials before class each week, plan ahead for assignments that need advance planning, and submit your assignments on time.**

## **GRADING**

This is a Pass/No Pass class. However, to be rehired as a tutor, you must receive an estimated "internal" grade of A or B.

A passing grade is 70 points or more. Letter grades will be based on cumulative total points, assigned according to the following scale:

A = 92-100	B = 82-87	C = 70-77
A- =90-91	B- = 80-81	D = 60-69
B+ = 88-89	C+ = 78-79	F = 0-59

See the Assignments page (after the course calendar, below) for the points value of each assignment.

## **ASSIGNMENTS**

Submit all assignments to the appropriate Forum on the class Catalyst web page: <https://catalyst.deanza.edu> . See instruction sheet for login info.

Please carefully follow the instructions and due dates on the Assignments page below, and do not hesitate to contact us if you have questions!

(See information about responding to your classmates and makeup assignments under "Attendance and Participation" above.)

## **SENIOR TUTORS**

You will be assigned a Senior Tutor to support and mentor you through your first quarter as a tutor. Communication with your senior tutor is part of your grade in the class.

Here's what you need to do with your senior tutor:

- Meet with in person or by phone before your first tutoring session.
- Your senior tutor will respond to your assignments on the Catalyst forum. If your senior tutor does not respond to your assignment within one week, please let Diana know.
- Arrange to observe a session for your Observation assignment
- Arrange to watch a segment of your videotape together for your Video Self Reflection assignment.

## WEEKLY TOPICS AND HOMEWORK

If you miss a class, please e-mail the makeup assignment by the following Monday. See <https://catalyst.deanza.edu> for makeup assignment instructions

<b>Wk 1</b>		Interviews and hiring Orientations: Procedures, payroll, etc
<b>Wk 2</b>		Interviews and hiring Orientations: Procedures, payroll, etc.
<b>Wk 3 Fri 10/9</b>	<b>Class #1:  Tutoring Basics</b>	<p>Introduction to course and overview of green sheet Goals of tutoring and the role of the tutor Professionalism and tutor ethics The Tutoring Cycle—how to organize a session, model sessions “Math Tutoring the Right Way” <a href="http://www.youtube.com/watch?v=uLKXBHZemXQ&amp;feature=user">http://www.youtube.com/watch?v=uLKXBHZemXQ&amp;feature=user</a> “The First Session” <a href="http://www.youtube.com/watch?v=TplkHW5c-Pw&amp;feature=related">http://www.youtube.com/watch?v=TplkHW5c-Pw&amp;feature=related</a></p> <p><b>Homework posted by today:</b> Assignment #1: Tell Us About Yourself</p> <p><b>For next class:</b></p> <ul style="list-style-type: none"> <li>• Watch the online Problem Solving videos listed under “Math” <a href="http://maclife.mcmaster.ca/academicskills/online_resources.cfm">http://maclife.mcmaster.ca/academicskills/online_resources.cfm</a></li> <li>• Complete Assignment #2 Practical Tips/Organizing Your Sessions</li> </ul> <p><b>Plan Ahead:</b></p> <ul style="list-style-type: none"> <li>• Arrange with Senior or other tutor to observe a tutoring session for Assignment #4</li> <li>• Schedule yourself to videotape one of your tutoring sessions during weeks 5 or 6 for Assignment #5</li> <li>• Begin to think about your final project.</li> </ul>
<b>Wk 4 Fri 10/16</b>	<b>Class #2:  Applying the Theory</b>	<p>Tutoring process/Planning a session Active Listening Skills Techniques to encourage independence, active learning and metacognition Concepts vs. Plug ‘n Chug Practice role playing tutoring sessions with common problems</p> <p><b>Homework posted by today:</b> Assignment #2: Practical Tips/Organizing Your Sessions</p> <p><b>For next class:</b></p> <ul style="list-style-type: none"> <li>• Complete Assignment #3: Reflection on Learning Styles</li> <li>• Watch the video on Learning Styles (second to last under “From B’s to A’s”) plus one other video on <a href="http://maclife.mcmaster.ca/academicskills/online_resources.cfm">http://maclife.mcmaster.ca/academicskills/online_resources.cfm</a></li> </ul> <p><b>Plan Ahead:</b></p> <ul style="list-style-type: none"> <li>• Arrange with Senior or other tutor to observe his/her session for Assignment #4</li> <li>• Schedule yourself to videotape one tutoring session during weeks 5 or 6 for Assignment #5</li> <li>• Plan for final project.</li> </ul>

<p><b>Wk 5</b> <b>Fri 10/23</b></p>	<p><b>Class #3:</b> <b>Learning Styles and Learning Skills</b></p>	<p>Multisensory (input) learning preferences Four dimensional (processing) learning styles (Felder) Tutor's role in modeling effective learning Combining "how to learn" with "what to learn" in your sessions Study strategies to promote active learning How do you learn best? Share results of your learning styles and skills inventories Group exercise—tutor sample problems using multiple learning styles</p> <p><b>Homework posted by today:</b> Assignment #3: Reflection on Learning Styles</p> <p><b>For next class:</b></p> <ul style="list-style-type: none"> <li>• Complete Assignment #4 Observation Report</li> </ul> <p><b>Plan Ahead:</b></p> <ul style="list-style-type: none"> <li>• Plan for final project.</li> </ul>
<p><b>Wk 6</b> <b>Fri 10/30</b></p>	<p><b>Class #4:</b> <b>Cross-Cultural Tutoring</b></p>	<p>De Anza demographics and success rates Math and science across cultures Cross-cultural tutoring and communication strategies Potentially difficult situations</p> <p>Work session for final project</p> <p><b>Homework posted by today:</b> Assignment #4: Observation Report</p> <p><b>For next class:</b> Browse <a href="http://www.deanza.edu/specialed/dish/">http://www.deanza.edu/specialed/dish/</a> Bring one question about learning differences and disabilities to class next week.</p> <p><b>Planning Ahead:</b></p> <ul style="list-style-type: none"> <li>• Should have finished videotaping and met with your Senior Tutor</li> <li>• Plan for final project</li> </ul>
<p><b>Wk 7</b> <b>Fri.</b> <b>Fri 11/6</b></p>	<p><b>Class #5:</b> <b>Learning Differences &amp; Campus Resources</b></p>	<p><b>Guest speaker from Educational Diagnostic Center</b></p> <p>Learning differences related to math and science</p> <p>Work session for final project</p> <p><b>Homework posted by today:</b> Assignment #5: Videotape Self-Assessment</p> <p><b>For next class:</b> Be prepared to present your project!</p>
<p><b>Wk 8</b> <b>Fri. 11/13</b></p>	<p>Veteran's Day Holiday</p>	<p><b>NO CLASS</b> <b>Work on your final projects!</b></p>
<p><b>Wk 9</b> <b>Fri.</b> <b>11/20</b></p>	<p><b>Class #6:</b> <b>Project Presentations</b></p>	<p>What have you learned this quarter? What are best practices, resources in your subject?</p> <p><b>Homework posted by today:</b> Assignment #6: Final Project</p>

## Assignments

Assignment	Due Date (posted by)	Possible points	%
#1 Tell us about yourself	(Wk 3) Fri 10/9	10	10%
#2 Practical	(Wk 4) Fri 10/16	10	10%
#3 Reflection on Learning Styles	(Wk 5) Fri 10/23	10	10%
#4: Observation Report	(Wk 6) Fri 10/30	10	10%
#5: Videotape Self-Assessment	(Wk 7) Fri 11/6	15	15%
#6: Final Project	(Wk 9) Fri 11/20	15	15 %
Tutoring		15	15%
Participation		15	15%
<b>Total:</b>		100	100%

---

## Assignments

### How to Submit Your Assignments:

- 1. Write your assignment.** Write, revise, and edit your assignments in a word processing program such as Word and save your file. Please DO NOT compose in the text box in Catalyst...you may lose your work!
- 2. Post your assignment to the appropriate Forum.** So that your classmates can see and respond to some of your assignments, please post to the appropriate section of the Catalyst Forum. To do so, click on the **link** in the week the assignment is due. Click "Add a new discussion topic," complete the subject line with your first and last name and the assignment number, then paste your text.
- 3. Respond to your classmates on Forums.** To extend class discussion and support learn from each other, please respond to your classmates' assignments. Your responses should be friendly and appropriate, with the goal of learning and improving tutoring skills. To respond, click on the forum link in the appropriate week, then the message you want to reply to. Read it, then click "Reply" under the message. Type or paste your response in the text box, then click "Post to Forum."

***IMPORTANT NOTE: Please be aware that the assignments and responses posted on the Forum can be read by any tutor in this class, as well as senior tutors. Some assignments may include material that is personal or confidential Please do not use names or identifying information for any student or other tutor, and maintain a professional, respectful tone. If you prefer to submit your assignment privately, please feel free to do so via e-mail to your instructors, supervisor, and Senior Tutor.***

Throughout the quarter, please also check the *News* and use the *Dialogue Chamber* to reflect on your tutoring experiences, ask questions and seek and provide advice. We expect you to post in the Dialogue Chamber at least 3 times as part of your Class Participation grade—the more the better!

## **Assignment #1: Tell us about yourself as a student and your concerns about tutoring (due class 1)**

Just as it is important to get to know your tutees and to establish a relationship of trust before you begin tutoring, it's important for all of us in this class to know each other as we begin to work together. Write at least three full paragraphs that answer the following:

- Tell us your name and what courses you will be tutoring this quarter
- Describe your background, interests, and future plans.
- How do you learn best, and how have you overcome academic challenges in the past?
- Why did you choose to become a tutor?
- Have you ever tutored or helped others before?
- What do you think are/will/be the most challenging aspects of tutoring?
- What do you hope to learn in this class?

*Post to both Graded Submission and Forum. Please respond to at least one of your classmates' Assignment #1 Forum.*

## **Assignment #2: Practical Tips/Organizing Your Sessions (due class 2)**

Describe, in detail, one of your recent tutoring sessions.

- How did you establish trust with your tutee?
- What did you learn about your tutee's strengths and weakness?
- How did you plan and set the agenda for the session?
- What techniques did you use to promote active learning?
- How did you end the session and evaluate progress?
- What was successful about the session and what was not?

## **Assignment #3: Reflections on Learning Styles & Skills (due class 3)**

Complete the following online questionnaires.

(Tip: Go quickly and don't think too hard about any one question.)

1. DVC Learning Style Survey-- <http://www.metamath.com/lsweb/dvclearn.htm>
2. Index of Learning Styles Questionnaire--  
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
3. Inventory of College Level Study Skills-- <http://www.sarc.sdes.ucf.edu/inventory.php>

Read the explanation page after you complete each test.

- Describe your results from each survey—do you agree, and do they make sense with what you know about your own learning?
- What study strategies work best for you in terms of time management, classroom skills, and test preparation?
- How do you think your results would compare to those of each of the student you tutor?
- How do you plan to adapt your tutoring style to the various learning needs of your tutees?

## **Assignment #4: Observation Report (due class 4—YOU MUST PLAN AHEAD FOR THIS...starting class 1!)**

Arrange with your Senior Tutor or another experienced tutor (i.e. not first quarter, not someone in the class) to observe one of his/her sessions. If possible, choose a senior tutor who tutors the same or similar course as you.

Take notes during your observation, then write (at least) three full paragraphs answering the following questions:

- Describe the student, and state the course and concept the session addressed
- How did the tutor establish trust with his or her tutee?
- How did tutor and tutee plan what to work on in the session?
- How did the tutor end the session?
- Describe some of the techniques the tutor used to explain and encourage active learning?
- What worked or did not work well in this session and why?
- What did you learn that might help you with your own tutoring sessions?

**Assignment #5: Video Self-Assessment**  
**(Due class 5—YOU MUST PLAN AHEAD FOR THIS, starting class 1!)**

During weeks 4-6, use your own camera or the equipment in S43 to make a video recording of one of your tutoring sessions, from beginning to end. Contact your senior tutor well in advance to schedule a 30 minute meeting to view part of the recording with you. (See Videotape Guidelines. Details will be announced in class.) Before meeting with your Senior Tutor, watch the entire recording yourself and answer the first questions below.

After meeting with your Senior Tutor, answer the last questions below. Remember, you will not be judged on the quality of the session, but rather on your ability to reflect on your tutoring.

- Describe the student, course, and concept addressed during the session.
- How did you begin and end the session (planning, wrap up)?
- What techniques did you use to encourage active learning?
- What surprised you most when you watched the session?
  
- With whom did you watch the segment, and what were his/her comments?
- What aspects of the session were successful or not, and why?
- What did you learn from this experience that will help you in future sessions?

**Assignment #6: Final Project & Presentation**  
**(YOU MUST PLAN AHEAD FOR THIS, starting class 1!)**

In this project, you will work in groups of 3 – 4 and create a resource that will help future tutors and tutees. The topic you choose must be from a “basic skills” course or introductory course within the discipline you tutor. Choose a specific concept that many students struggle with or commonly make mistakes. Research your topic using textbooks, online resources, instructors and other tutors. However, the resource itself must be the original work of the group.

- Create a detailed handout or a slide presentation explaining the topic you have chosen.
- Be sure to use methods that will appeal and be accessible to students from diverse backgrounds and with a variety of learning styles and preferences.
- Make the resource clear, useful, and if possible, fun!

In addition to your resource, complete a separate one-page document describing:

- How students with tutors and tutees might use this resource.
- How the approach you’ve used will be effective for students with specific learning preferences(s).

Be ready to present your resource to the rest of the class during class 6.  
(More detailed information on this assignment will be discussed and distributed in class.)

## **How to use the Catalyst web site for this course**

### **LOGGING IN**

(You must be registered in the course to log in.)

1. Go to <https://catalyst.deanza.edu> (Firefox web browser is recommended.)
2. Bookmark the site for future use.
3. Log in:

**Username:** Your De Anza College Student ID  
(NOT YOUR SOCIAL SECURITY NUMBER OR "99" NUMBER)

**Password:** Your Birthday in this format: MMDDYYYY  
(Two digit month, followed by two digit day, followed by FOUR digit year; no slashes or spaces.)

If you cannot remember your Student ID, you can look it up on your "My De Anza" page. Click on 'De Anza Registration System,' at the next screen for option 1 - click the 'login' link (highlighted in blue). At the Student ID prompt, enter in your social security number. Enter your PIN. You will be taken to a new page. Click on the 'Main Menu' tab. At the bottom of the next screen, under the section 'Click Here Account by Term' there is an option for 'Student ID Lookup.' Click on this and it will reveal your De Anza Student ID in the middle of the screen.

4. Change your password, update your profile and post your picture.  
See the "**First Time?**" link on the right of the <https://catalyst.deanza.edu> screen for step-by-step instructions.

### **FINDING YOUR WAY AROUND THE WEB SITE**

On the initial Catalyst page, you see the "Main Menu" block on the top left. Notice the "Help? Online/Phone 24/7" link.

We strongly recommend that you click on "**First Time?**" and do all interactive modules:

- Module 1: How to Login
- Module 2: Password & Profile
- Module 3: Navigating in Catalyst

Below the Main Menu block on the left you see the "My Courses" block. Click on **LRNA/PSME 95** to get to the course.

Once in the course, you will see the "Top" block in the middle of the screen with links and information that always appears there. Scroll down to see the Weekly blocks. Follow the links and activities for each week.

On the left you see the Course Menu and Activities blocks, which provide an alternative to the Weekly blocks for finding your way around, and the Administration block where you can edit your profile or change your password.

**At the top you see "breadcrumbs" that show you where you have been so you can find your way back.**

### **Assignments/Forums**

(See instructions on the Assignment page above.) Remember, do not write (compose) your assignment in the text box. Rather, compose your assignment as a separate file in Word or other program, then paste it. This will allow you to revise and edit your work and submit only the final version. It will also save you the frustration of losing your text before submitting the assignment!

### **News and Dialogue Chamber**

In the "top block" there is a *News* (read-only) forum for instructors to send you news, and a *Dialogue Chamber* forum for you to chat with your classmates. In several of the weekly blocks there is an *Assignment* forum for you to post those assignments with "\*" To post to a forum, click on it, then click . You will automatically get an e-mail when there is a new post in the News. To get e-mails from other Forums, you must subscribe to them through Profiles.