



Spring 2014 Information Sheet
LEARNING ASSISTANCE/SPEECH 96
Introduction to Peer Tutoring in Groups (2 units)
Class Time: Fridays 9:30-11:20 am in MCC 13
(Six weeks: 4/25/14-5/30/14)

Instructor:

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Tutor Support Contacts

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Sandy Blackborow (Gen Sub)	408-864-8852	blackborowsandra@fhda.edu	Office: ATC 304 & 309
Kanako Suda (Listening & Speaking)	408-864-8624	sudakanako@fhda.edu	Office: ATC 313

Senior Tutor (Assigned at orientation)	Phone(s)	E-mail

COURSE DESCRIPTION AND OUTCOMES

This course trains De Anza students to be study group leaders, either for Adjunct Skills (Skills 232) groups or other group tutoring or academic support programs. In this course you will explore effective leadership, team- building, communication and learning strategies and will practice designing and reflecting on group activities that promote active and collaborative learning.

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

A variety of handouts based on the following texts and web sites:

- *Groups in Context: Leadership and Participation in Small Groups* by Gerald L. Wilson
- *Designing Groupwork: Strategies for the Heterogeneous Classroom* by Elizabeth Cohen
- *Collaborative Learning Techniques* by Elizabeth Barkley, K. Patricia Cross, and Claire Howell Major

CLASS WEB PAGES:

- **<https://catalyst.deanza.edu>** (Catalyst course management system—all homework submitted by posting to Forums.) See instruction sheet below for login info.
- **<http://deanza.edu/studentsuccess>** Go to Tutor Info→Trainings and Meetings→LRNA 96

ATTENDANCE & PARTICIPATION

LRNA/EWRT 96 meets only six times (in addition to paid meetings), 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. We expect you to actively participate in class and online discussions, and we expect you to respond to at least one of your classmates' assignments each week

Makeup Assignments: You are responsible for any information provided in class. If you miss a class, please submit the makeup assignment listed in Catalyst by the Monday following the class you missed.

GRADING

This is a Pass/No Pass class. However, to be rehired as a tutor, you must receive an "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 below for the points value of each assignment.

ASSIGNMENTS

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

Please read the assigned materials before each class, prepare for the assignments that need advance planning, and submit your assignments on time! Let us know right away about any problems with assignments so we can help you resolve them.

This is a collaborative class, so be aware that others in the class will be reading your assignments. We also expect you to support your classmates' by reading and responding to their assignments.

(See information about responding to your 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 group 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 group session. You might want to get suggestions on your LEAD plan at this time.
- 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 Assignment #3: Observation Report
- Arrange to watch a segment of your videotape together for your Assignment #6: Videotape Self Reflection.

TUTORING/SUPPLEMENTAL INSTRUCTION

The assignments for this class require that you tutor actual students. Your tutor supervisor is in charge of helping you coordinate your groups and supervising your work as a tutor. You will be paid for the hours you tutor as long as you meet student employment eligibility requirements.

If you haven't done so already, you must fill out a Tutor Application (available at <http://www.deanza.edu/studentsuccess> (Tutor Info→Become a Tutor) and schedule an interview before the class begins. Please maintain close communication with your supervisor throughout the quarter.

Information about employment guidelines, hiring, and payroll is covered in your Orientation and 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/supplemental instructor 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 group, demonstrate patience and friendliness, use effective group leadership practices as discussed in class to foster active and collaborative learning, seek feedback from group 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.

If you miss a class, please post the makeup assignment by the following Monday

<p>Wk 1 Fri 4/11 12:30 - 2:00 pm in ATC 303</p>	<p>Orientation</p> <p>Adjunct Kickoff Meeting</p>	<p>Orientation: 10:30—11:20am Overview of SSC Mission and outcomes Intro to class, pre-class homework, senior tutor matching Payroll and Timesheet procedures,</p> <p>Kickoff Meeting 12:30-2:00pm Mentoring/team building Goals and expectations Administrative procedures</p>
<p>Wk 2 Fri 4/18 12:30 -2:00 ATC 303 or 309</p>	<p>Meetings</p>	<p>Roundtable or Meet & Greet Preparation for first sessions “LEAD” meetings with senior tutors (Adjunct)</p>
<p>Wk 3 Fri 4/25 9:30-11:20 am in MCC13</p>	<p>Class #1</p> <p>Effective Leadership and Group Dynamics</p>	<p>Discussion: Debrief first tutoring sessions Reflective tutoring and leadership What makes an effective group leader? Stages of group formation and characteristics of effective teams Activities to build trust, interdependence, accountability Arranging space, introductions and icebreakers, establishing ground rules</p> <p>Homework posted by today: *Assignment #1: LEAD Planning Sheet (Individual tutors: Alt #1: Instructor Visit)</p> <p>Plan Ahead: -- For next class: Complete the online study skills inventory: http://www.sarc.sdes.ucf.edu/inventory.php -- Arrange with Senior or other tutor to observe a group session for Assignment #3 -- Schedule yourself to record video of one group session during weeks 5 or 6 for Assignment #5</p>
<p>Wk 4 Fri. 5/2 9:30-11:20 am in MCC13</p>	<p>Class #2</p> <p>Active Learning & Study Strategies</p>	<p>Discussion: Reflection on groups so far, staying organized What is active learning? What is metacognition? Tutor’s role in modeling effective learning Study strategies to promote active learning Combining “how to learn” with “what to learn” in your sessions</p> <p>Homework posted by today: *Assignment #2: Research on Active Learning Strategies</p> <p>Plan Ahead: -- Arrange with your Senior Tutor or other tutor to observe a group session for Assignment #3 -- Schedule yourself to videotape one group session during weeks 5 or 6 for Assignment #5</p>

Wk 5 Fri. 5/9 9:30- 11:20 am in MCC13	Class #3 Collaborative Learning: Designing Group Work	Discussion: What is collaborative learning? Why use it? Types and formats of group activities Training your group for cooperation Homework posted by today: *Assignment #3: Observation Report Plan Ahead: -- Schedule yourself to videotape one group session during weeks 4 - 6. Planning Ahead: -- You should have finished videotaping (due next week) For class #4: <input type="checkbox"/> Take an online Learning Styles quiz <input type="checkbox"/> View video on learning styles Review your own Learning Styles results and be prepared to discuss them in class.
Wk 6 Fri. 5/16 9:30- 11:20 am in MCC13	Class #4 Student Diversity	Discussion: De Anza demographics & "cultural humility" Collaborative learning and student diversity Maximizing students' learning styles and strengths Assessing and improving group activities Potential pitfalls/troubleshooting Homework posted by today: *Assignment #4: Reflection on Group Collaboration
Wk 7 Fri. 5/23 9:30- 11:20 am in MCC13	Class #5 Learning Styles, Learning Differences & Campus Resources	Discussion: Multisensory (input) learning preferences Four dimensional (processing) learning styles (Felder) Personality types and tutoring Learning differences, disabilities and resources Homework posted by today: *Assignment #5: Video Self-Assessment
Wk 8 Fri. 5/30 9:30- 11:20 am in MCC13	Class #6 Self- Reflection & Wrap-up	Discussion: What have you learned this quarter? What do you still want to or need to learn? What are the best practices to improve participation and dynamics in diverse groups? Homework posted by today: *Assignment #6: Final Reflection <i>Please also print and bring to class so we can discuss</i>

Assignments

#	Assignment	Due Date (Posted by)	Possible points	%
1	LEAD Planning Sheet or Instructor Visit	(Wk 3) Fri 4/25	10	10%
2	Research on Active Learning Strategies	(Wk 4) Fri 5/2	10	10%
3	Observation Report	(Wk 5) Fri 5/9	10	10%
4	Reflection on Tutoring Process	(Wk 6) Fri 5/16	10	10%
5	Video Self-Assessment	(Wk 7) Fri 5/23	15	15%
6	Final Reflection	(Wk 8) Fri 5/30	15	15 %
7	Tutoring		15	15%
8	Participation		15	15%
Total:			100	100%

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.

4. **Respond to your classmates on Forums.** To extend class discussion and help you learn from each other, please respond to your classmates. To do so, click on the forum link in the appropriate week, then the message you want to reply to. Read it, and then click "Reply" under the message. Type or paste your response in the text box, then click "Post to Forum."

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

Throughout the quarter, please 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 Descriptions

Assignment #1: LEAD Planning Sheet (Group Tutors) See worksheet handout and Catalyst

***Alternative Assignment #1: Instructor Visit (Individual Tutors)**

Visit the instructor of one of your students then answer the questions below. When you arrange your visit, explain that as a requirement for your tutor training class, you would like to discuss expectations for the class and get some advice on how best to help students. If appropriate, you might also ask to come to class to introduce yourself and let students know you are available to help. Please be courteous and respectful in all your interactions with faculty.

Try to visit an instructor with whom you are not already familiar, so that you can learn about different approaches to the subject you are tutoring. If you are an individual tutor, the instructor's phone number and office hours will be listed on the Tutee Application. You may also ask to see your student's green sheet, look up the information in the Campus Directory, or visit or call the Department Office.

Since it may be difficult to meet with part-time instructors, you may want to select a full-time faculty member, or conduct the interview by phone.

Instructor's Name:

Course discussed:

Date and time of visit or phone call:

1. What are the instructor's goals for this course?
 2. What are the main problems students have in this course?
 3. Discuss the texts, exams and assignments for the class...how are they used?
 4. Are there any specific study skills students in this class need to develop?
- What other suggestions does the instructor have for you?

Assignment #2: Research on Active Learning Strategies

Use the paper or online survey <http://www.sarc.sdes.ucf.edu/inventory.php> to assess your own learning and study strategies in the area of goal setting, time management, active listening/note taking in class, textbook reading and preparing for tests. Depending on your results, choose one strategy to research on the web, or watch one video from <http://www.dartmouth.edu/~acskills/videos/index.html> or http://maclife.mcmaster.ca/academicskills/online_resources.cfm.

Write (at least) one page describing

- Your own strengths and weakness as a student;
- What you learned about the strategy you researched;
- How you will incorporate this strategy with course content in your group sessions this quarter.

Assignment #3: Observation Report

Arrange with your Senior Tutor or another experienced tutor (i.e. not first quarter, not someone in the class) to observe one session. If possible, choose a senior tutor in your subject, or a similar one.

Take notes during your observation, and then write (at least) one page answering the following questions:

- What stage of formation do you think this group is in, and why? (For individual tutoring, what kind of personal connection do you see between tutor and tutee?)
- What leadership strategies and learning activities did you see in action?
- What worked or did not work well in this session and why?
- What did you learn that might help you with your own sessions?

Assignment #4: Reflection on Group Collaboration (Group Tutors)

Write at least a page describing how your group is developing as a collaborative team (if you lead more than one group, you may focus on one, or write a bit or compare more than one.) What stage of group formation do you think they are experiencing? Without using names, write a bit about the students in the group, and their participation patterns, giving specific examples. What specific activities have produced the most fruitful learning and engaged collaboration? How might you improve your own leadership to bring out the best in your group?

***Alternative Assignment #4: Tutoring Process Reflection (Individual Tutors)**

Describe, in detail, a **specific** recent tutoring session, and refer to the Tutoring Process and other handouts as you answer these questions. (Please do not refer to what you do in general, or what you should do, but what you actually *did*. Be honest!)

1. How did you greet and establish trust with your tutee?
2. How did you assess your tutee's strengths and weaknesses?
3. How did you determine how best to help the tutee in this session?
4. How did you promote active learning and metacognition?
5. How did you close the session?
6. What was successful about the session and what was not?

Assignment #5: Video Self-Assessment

During Weeks 5-7 record a video of one of your tutoring sessions in its entirety (usually 50 minutes).

(See Videotape Guidelines. Details will be announced in class.)

After taping, watch the entire session yourself, and then choose a ten-minute segment to watch with your Senior Tutor or fellow tutor in the class. In (at least) one page, describe

- How did you begin and end the session (agenda, wrap up)?
- What group dynamics and/or status differences did you notice, as shown by your own and your students' body language, eye contact, frequency and tone of speaking?
- 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, and what you might do differently in future sessions with this group?

Assignment #6: Final Reflection

Please print this out and bring a copy to our last class.

Write at least one page telling us what you have learned from this class and your tutoring experience this quarter, and what you still hope to learn. This self-reflection is the culminating assignment of the course, and should include specific references and discussion of at least three of the topics discussed in class (see the course calendar to remind you of the topics we've covered.)

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 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/SPCH 96 Alves de Lima** 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, and 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 Forum 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, and 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.