



PEER TUTOR TRAINING Level 2 FALL 2017

Course Description

This course is designed to meet Level 2 of the College Reading Learning Association (CRLA) - International Tutor Training Program Certification (ITTPC) requirements. Level 2 training builds off of the foundational skills, attitudes, and behaviors developed during Level 1 training, while delving into the psychological and philosophical underpinnings of tutoring.

Course Objectives

- To improve the tutor's understanding of the tutoring process
- To strengthen the tutor's awareness of how people learn and how learning theories apply to tutoring
- To broaden the tutor's understanding of cultural diversity and the role it plays in the tutoring processes

Student Learning Outcomes

Upon successful completion of this course, student will:

- apply the skills, attitudes, and behaviors from Level 1 training;
- apply appropriate questioning techniques based on several factors;
- select appropriate strategies and activities to promote tutee understanding based on current learning theory;
- demonstrate practices consistent with cultural awareness;
- recommend and incorporate appropriate resources to promote active and independent learning;
- incorporate content specific strategies to assist tutee success;
- suggest and/or model study skills that promote tutee success;

Grading Policy

**** If you are interested in enrolling in the zero credit course please email your u-number to kkosmosk@usf.edu to receive the permit to register.

This grading policy should be used as a general guide to ensure that you are progressing within the training course. Grades will only be granted for students registered in the zero credit course through OASIS. Grades in this course are based on the following:

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- 20 points Attendance is mandatory and tutors must complete 12 hours of training
- 20 points Class participation in discussion and activities

30 points Weekly reflective journals
30 points Interaction patterns reflection

100 Points TOTAL

Grading Scale

A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

Pass= A, B, C / Fail= D, F

Students must complete this course with an 80 or above to receive certification.

Assignments

Weekly Reflections: Each week tutors will be asked to reflect on at least one tutoring session. Guided questions will be provided to help reflecting. Questions will reflect topics covered in the previous tutor training session. Tutors will not be required to share their reflections in class, but each class will begin by asking for reflections from the previous week. The tutor will be required to provide written documentation that the reflections have been completed.

Interaction Patterns Reflection: Tutors will audio record 20 minutes of one tutoring session and reflect on the interaction patterns. The tutor will consider:

1. The types of questions asked (open-ended vs. short response)
2. How the questions are scaffolded to guide student thinking
3. The time between interactions (wait time 1 and wait time 2)
4. A personal reflection on the success and areas of difficulty when implementing effective interactions

Observation Paper: Tutors will spend one hour observing a center other than the one in which you work. During your observation you will address the following:

1. What center did you observe?
2. Compare/contrast your center and the center you observed.
3. To what extent did you observe any of the topics we discussed in either level one and/or level two?
4. Have your responses in writing (typed or hand written).

Attendance and Participation

Due to Level 2 Certification requirements, tutors must complete 12 hours of training making attendance in this course mandatory. Class will begin on time and it is expected that tutors are ready to begin by the designated start time.

*** The only exception is Week Two- Tutors may opt to participate in one of the provided professional development programs in lieu of Week II of training. If a tutor does decide to take this option- please follow the instructions below:

Before the Week II course begins-

1. Notify the instructor through email or in person, that this is the chosen option
2. Complete the professional development option
3. Complete the Qualtrics form assignment- this must be done before the completion of training

Tardiness will result in a loss of attendance points. Late assignments will receive 0 points. Please contact the instructor for EXTREME circumstances.

Tutors are required to engage and participate with peers and students when on the tutoring floor. As such, it is expected that tutors engage and participate in activities and discussions in class. The expectation is that tutors will contribute thoughtful and respectful responses in all training sessions.

USF Policy On Religious Observances

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.

ADA Statement

Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services (SDS) to arrange appropriate accommodations. Student are required to give reasonable notice prior to requesting an accommodation.

University Emergency Policy

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Tentative Course Outline

Class	Topic	Assignments Due	Readings Due
Week 1	Introductions Review Course/Syllabus Review Level 1 Certification Topics Explain Reflective Journals	Nothing due first class	Nothing due first class
Week 2	Asking Effective Questions ****Optional/ MUST INFORM INSTRUCTOR IF NOT ATTENDING- See instructions above HRSE Questioning Techniques	<u>Week I Reflection</u> - Send in email before next session	
Week 3	Interaction Patterns to Foster Academic Conversation Effective Recommendations and Resources The Role of Assertiveness in Tutoring	<u>Week II Reflection</u> - Send in email before next session	

Week 4	Developing Master Students Learning Theory and Metacognition Helping Students Become Self-Directed Learners	<u>Week III Reflection-</u> Send in email before next session <u>Recorded Tutor Session-Interaction Patterns Reflection</u>	<i>“Why Do Good Students Do Bad in College”</i>
Week 5	The Impact of Mindset on Learning	<u>Week IV Reflection-</u> Send in email before next session	
Week 6	Effective Reading and Notetaking Strategies Course Evaluations	<u>Week V Reflection-</u> Send in email before next session. <u>Observation Paper-</u> Send in by email before the start of Week 6 session <u>Qualtrics Assignment ***</u> Only due for students who did not attend Week II	