

EDUC 313: Concepts and Practice of Peer-Assisted Learning I
1 credit Independent Study
UMBC: Fall 2021

Instructor: Ira Fabri
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Office Hours: By Appointment
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Course Overview:

Tutoring is not about giving answers; it's about asking the right questions.

Tutors are NOT the Answer Fairy

EDUC 313 is designed to train prospective peer tutors in the theory-based tutoring techniques and methods of active learning and student-assisted learning.

This course teaches basic concepts, principles, procedures, and problem-solving techniques for becoming an effective and efficient tutor. Students will learn the roles of the tutor and the tutee and how the interaction of these roles promotes effective tutoring and learning.

Some of the skills and knowledge you will gain in this course include:

- Know and apply active and collaborative learning strategies to help students learn how to learn.
- Incorporate effective communication skills into tutoring session.
- Identify and utilize strategies to handle challenging tutoring scenarios.
- Model and integrate study skills strategies appropriate for your specific content area.
- Demonstrate knowledge of and apply tutoring strategies to accommodate student with disabilities.
- Demonstrate knowledge of and apply tutoring strategies to accommodate students from all cultural backgrounds.
- Define, assess, and demonstrate your own tutoring style.

Prospective tutors must satisfactorily complete EDUC 313 with a grade of "B" or better to continue tutoring. Tutors who complete this course and 25 hours (50 hours for tutors working in the MAST Center) of tutoring will also be awarded Level 1 Certification by the College Reading and Learning Association (for more information visit <http://www.crla.net>).

Text

No assigned text.

Class Format

This course is taught as an independent study. Students will be given a certain degree of freedom to choose among topics, activities, etc.

In Fall 2021, students and instructor will meet for 13 hours.

The schedule will be communicated before the semester starts and will be built around students' existing commitments. The first 6 hours will be taught on the weekend before tutoring starts. The following 7 instructor-led hours will be scheduled as described above.

In addition, all students must have experience with tutoring for 6 hours. This requirement may be fulfilled through a combination of shadowing and tutoring, or just shadowing if tutoring is not possible.

A variety of teaching methods including lecture, discussion, group work, and experiential exercises will be used. Students are expected to perform various activities inside and outside the classroom. In addition, students will be assigned readings and other assignments.

Specific Learning Outcomes:

This course teaches basic concepts, principles, procedures, and problem-solving techniques for becoming an effective tutor.

At the end of this course, you will be able to:

1. Understand and communicate ASC mission and tutoring philosophy.
2. Demonstrate knowledge of tutor's behavior standards, including sexual harassment, and apply those standards.
3. Demonstrate knowledge of learning theories, metacognition, learning preferences, and debate around them.
4. Know and apply active and collaborative learning strategies to help students learn how to learn.
5. Demonstrate knowledge of and apply the elements of effective tutoring sessions.
6. Demonstrate knowledge of theories of successful communication and incorporate effective communication skills into tutoring session.
7. Model and apply effective tutoring strategies, appropriate for specific content areas.
8. Identify and utilize strategies to handle challenging tutoring scenarios.
9. Demonstrate knowledge of additional resources and when and how to refer students.
10. Model and integrate study skills strategies appropriate for your specific content area.
11. Demonstrate knowledge of and apply tutoring strategies to accommodate student with disabilities.
12. Demonstrate knowledge of and apply tutoring strategies to accommodate students from all cultural backgrounds.
13. Apply what learned during training to tutoring sessions and conduct effective individual or group ASC tutoring sessions.
14. Define, assess, and demonstrate own tutoring style.

Blackboard (BB):

This class has a website that can be accessed through www.umbc.edu/blackboard. The syllabus will be posted, as well as important announcements and postings.

Be sure to check Blackboard/Bb **before each class** for current announcements and/or assignment information.

EDUC 313 General Requirements:

1. **Be punctual to meetings.** Cooperation, and participation are *essential* for you to complete this course successfully and to demonstrate your professional commitment to tutoring. Participation to scheduled meetings is mandatory. If you are not able to attend one or more of the meetings, contact the instructor. We will schedule the biweekly meetings around tutors' schedules, but alternative arrangements can be made.
2. Come to meetings prepared to participate in group activities and to discuss outside assigned readings.
3. All written work completed outside of class must be typed, double-spaced. On the first page of the assignment in the top left-hand corner, type your name, course number, email address, title of the assignment, and date.

Preferably, assignments will be uploaded to Blackboard; they can be emailed to the instructor if necessary. If printed, multiple pages **must be** stapled together prior to submission.

4. Be sure your written work exhibits college-level writing skills. PROOFREAD your work beyond simply using the spell-check! The impression you provide as a student and your willingness to learn shines through your written work. This applies also to shorter assignments like self-reflections or reports.
5. Complete and submit all assignments on the day they are due. Any work submitted late will receive a 5% deduction for every day that it is late. The two self-reflections dates can be adjusted if you have had no sessions by then. Contact the instructor if this is the case.

Topics and readings

All the readings and necessary links to external resources are on Blackboard. They must be completed before the session they refer to, together with any assignment.

Meeting	Topics	Readings
Saturday's 3-hour session	<ul style="list-style-type: none"> • Tutor Roles and Responsibilities • Tutoring Dos and Don'ts • Introduction to how we learn 	<ul style="list-style-type: none"> • ASC (n.d.). <i>Tutor Manual Administrative Guidelines</i> (pp. 1-17) • ASC (n.d.). <i>Tutor Manual Tutoring Basics</i> (pp. 1-7). • ASC (n.d.). <i>TutorTrac Manual</i> (slides 1-41). • ASC (n.d.). <i>Tutor Behavior and Roles</i>. Powerpoint Presentation. (After reading through the presentation, complete the related quiz on Blackboard). (Slides 1-16). • Khan Academy. (Aug 14, 2014). <i>How we grow our brain</i>. [Video]. YouTube. [Length: 4'10"] https://www.youtube.com/watch?v=GWSZ1DKjNzY&t=8s • Handout: <i>How do we learn?</i> (pp. 1-2).
Sunday's 3-hour session	<ul style="list-style-type: none"> • Structure of a tutoring session • Active and collaborative learning: Theories and practice • Different formats of tutoring 	<ul style="list-style-type: none"> • MacDonald, R. B. (2000). Steps of the tutoring cycle. In R. B. MacDonald, <i>The master tutor</i>. A guidebook for more effective tutoring (2nd ed., pp. 23-41). Cambridge Stratford. • Handout: <i>The steps of a successful tutoring session</i>. • Center for Teaching Excellence. <i>Active Learning</i>. Duquesne University. https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-duquesne/active-learning • Sanford, D.R. (2021). Learning Center pedagogy. In Daniel R. Sanford, <i>Guide for peer tutors</i> (pp. 35-51). Rowman & Littlefield. • Newton, F. B., & Ender, S. C. (2000). Leading groups effectively. In F. B. Newton & S. C. Ender, <i>Students helping students</i> (pp. 179-186). John Wiley & Sons.
Weekly meeting # 1	Communication skills I: <ul style="list-style-type: none"> • Questioning techniques, checking for comprehension, and wait-time skills. 	<ul style="list-style-type: none"> • Hume, G., Michael, J., Rovick, A., & Evens, M. (2009). Hinting as a tactic in one-on-one tutoring. <i>Journal of the Learning Sciences</i>, 5(1), 23-47. https://doi.org/10.1207/s15327809jls0501_2 • ASC (n.d.). <i>The Peer Tutor Toolbox</i> (pp. 1-4). • Stahl, R. J. (1994). <i>Using "think-time" and "wait-time" skillfully in the classroom</i> (pp. 1-4). ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Weekly meeting #2	<p>Communication skills II:</p> <ul style="list-style-type: none"> • How to be an active listener: theories and practice • How to create a welcoming environment 	<ul style="list-style-type: none"> • Academic Resource Center. (n.d.). <i>Active listening skills</i>. Utah University. • <i>Poor listeners vs good listener</i> handout. • Norhayati, M. I., & Goh, H. K. P. (2009). Interacting with peers and tutors. In T. R. F. Tupas, C. E. Cook, & M. I. Norhayati (Eds.), <i>Communicating in the university culture</i> (61-66). Centre for English Language Communication. Singapore. • Bell, D. C. (2012). Positive and supportive communication. In K. Agee & R. Hodges (Eds.), <i>Handbook for training peer tutors and mentors</i> (pp. 113-116). Cengage Learning.
Weekly meeting #3	<ul style="list-style-type: none"> • Metacognition and helping students understand and improve their learning habits and study skills • Helping students develop critical thinking skills. 	<ul style="list-style-type: none"> • McGuire, S. Y. (2015). Metacognition: What it is and how it helps students become independent learners. In S. McGuire, <i>Teach students how to learn</i> (15-28). Stylus Publishing. • Wingate, U. (2006). Doing away with 'study skills.' <i>Teaching in Higher Education</i>, 11(4), 457-469. • Armstrong, P. (n.d.). <i>Bloom's taxonomy</i>. Vanderbilt University Center for Teaching. https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy • Foster, S. (2003). How tutors can help students develop critical thinking. In S. Deese-Roberts, <i>Tutor training handbook</i> (pp. 195-200). College Reading and Learning Association. Retrieved from LSCHE.
Weekly meeting #4	<ul style="list-style-type: none"> • Learning and communication differences I 	<ul style="list-style-type: none"> • Sanford, D. R. (2021). Engaging a diverse student body. In Daniel R. Sanford, <i>Guide for peer tutors</i> (pp. 117-133). Rowman & Littlefield. • ASC. (2019). <i>Handling communication and learning differences</i>. Handout. • Pattillo, S. (n.d.). <i>How do English Language Learners differ from Native Speakers in the Tutoring Center?</i> Handout. Kogod Business School. American University.
Weekly meeting #5	<ul style="list-style-type: none"> • Learning and communication differences II 	<ul style="list-style-type: none"> • Academic Support and Access Center. (n.d.). <i>Working with students with ADD/ADHD, dyslexia and dysgraphia</i>. American University. • <i>How to teach students on the autism spectrum</i>. [From "Faculty Guide for Working with Students with Asperger Syndrome (pp. 1-2)." Adapted from L. E. Wolf, J. Thierfield Brown, & G. R. Kukiela Bork (Eds.), <i>Students with Asperger Syndrome: A Guide for College Personnel</i>. https://dsp.berkeley.edu/faculty/resources-faculty/teaching-and-inclusive-design#5a
Weekly meeting #6	<ul style="list-style-type: none"> • Online tutoring: theories and practices 	<ul style="list-style-type: none"> • MacAlpine, I. (2000). Collaborative learning online. <i>Distance Education</i>, 21(1), 66-80. • Lipsky, S. A. (2011). Online assistance. In S. A. Lipsky, <i>A training guide for college tutors and peer educators</i> (pp. 95-104).

Weekly meeting #7	<ul style="list-style-type: none"> • Presentation of final projects 	
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If necessary, an additional meeting will be scheduled to allow all tutors to present their final projects.

Graded Activities:

Activity	Points	Percentage of grade	Due date
Attendance and Participation (Students are expected not only to attend but also to contribute to the discussion and activities)	65 points (5 points for each hour attended)	15%	N/A
Tutor Behavior and Roles Quiz	20 points	5%	TBA
Assignment on How do we learn? (after completing the readings, write a conversation between you and a tutee in which you utilize step 2-5 of the steps of learning)	10 points	2.5%	TBA
Assignment on Active Learning theories (after completing the readings 1) describe three ways students learn actively. 2) list and describe three ways you can facilitate active learning during a tutoring session)	10 points	2.5%	TBA
Self-reflections on 3 tutoring sessions (if tutoring is not possible, alternative assignments will be determined) Complete the assignment as described in Blackboard; make sure you answer all the self-reflective questions.	90 points	21%	TBA
2 peer tutor shadow observations and Reflections Use the form uploaded in Blackboard. It has three parts. All three parts must be completed. The first part will show the notes you take during your observation. You do not need to write them academic style, but polish them enough to make them understandable.	100 points	23.5%	TBA
Meeting with tutor mentor and report Follow the instructions you find in Blackboard. Take notes while you speak with your mentor and then use them to	30 points	7%	TBA

write a reflection on what you discussed and how you are going to use your mentor's advice to advance your tutoring skills.			
Final project	100 points	23.5%	TBA
	TOTAL Points = 425	100%	

Final project

Students will be free to think about a final project for which they can use the principles and techniques learned in class together with their personal skills. Here are some of the options available to students:

- 1) A tutoring session demonstration, complete with reflection (at least 300 words) and references
- 2) A powerpoint presentation related to any aspect of tutoring, complete with notes and references
- 3) Other: propose a final project for which you will focus on a specific aspect of tutoring using a specific skill (do you like games? Do you like making videos? Do you like photography?)

Based on their choice, students will be given individual guidelines.

The deadline to submit final project proposal: October 15th.

Course Grades

- A = 100%-90% (425-379)
- B = 89%-80% (378-336)
- C = 79%-70% (335-294)
- D = 69%-60% (293-251)
- F = 59% or less (250)

Academic Integrity:

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. These principles and policies apply in both face-to-face and online classes.

Resources for students about academic integrity at UMBC are available at

<https://academicconduct.umbc.edu/resources-for-students/>.

COVID-19: Safety Expectations and Guidelines

Students enrolled in this course are expected to adhere to all UMBC policies, rules, and regulations, including COVID-19 emergency health and safety rules, policies, guidelines, and signage enacted for the UMBC community. For students attending in-person classes, signage, policies, rules, and/or guidelines may include but are not limited to specific requirements for face coverings, physical distancing, and sanitization, in addition to efforts to reduce density efforts that involve reductions in seating and room capacity. Please be aware that UMBC's COVID-19 emergency health and safety rules, regulations, policies, guidelines, and/or signage are subject to change as our public health crisis evolves. Any violation will be subject to disciplinary action and may include but not limited to immediate dismissal from the classroom, removal from the classroom and/or campus, a requirement to work remotely, and/or sanctions and conditions enumerated in the [UMBC Code of Student Conduct](#) that may entail suspension or expulsion from UMBC.

Accessibility and Disability Accommodations, Guidance and Resources (required)

Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate

accommodations that creates equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at sds.umbc.edu for registration information and office procedures.

SDS email: disAbility@umbc.edu

SDS phone: (410) 455-2459

If you will be using SDS approved accommodations in this class, please contact me (instructor) to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination (required)

UMBC's [Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination](#) and Federal Title IX law prohibit discrimination and harassment on the basis of sex, sexual orientation, and gender identity in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources:

Mikhel A. Kushner, Title IX Coordinator (she/they)

410-455-1250 (direct line), kushner@umbc.edu

You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.

If you are interested in or thinking about making a report, please see the [Online Reporting/Referral Form](#). Please note that, while University options to respond may be limited, there is an anonymous reporting option via the online form and every effort will be made to address concerns reported anonymously.

Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations:

All faculty members are considered *Responsible Employees*, per [UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination](#). Faculty are therefore required to report possible violations of the [Policy](#) to the Title IX Coordinator, even if a student discloses something they experienced before attending UMBC.

While faculty members want encourage you to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report past and present sexual assault, domestic and interpersonal violence, stalking, and gender discrimination that is shared with them to the Title IX Coordinator so that the University can inform students of their [rights, resources and support](#).

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of [Confidential Resources](#) available to support you:

- [The Counseling Center](#): 410-455-2472 / After-Hours 410-455-3230 [Monday – Friday; Academic Year: 8:30 a.m. – 5 p.m.; Summer: 8:30 a.m. – 4:30 p.m.]
- [University Health Services](#): 410-455-2542 [Monday – Friday 8:30 a.m. – 5 p.m.]
- Pastoral Counseling via [Interfaith Center](#): 410-455-3657; interfaith@umbc.edu [7 days a week; Fall and Spring 7 a.m. – 11 p.m.; Summer and Winter 8 a.m. – 8 p.m.]

Other Resources:

- [Women's Center](#) (for students of all genders): 410-455-2714; womenscenter@umbc.edu. [Monday-Friday; Spring 10 a.m.-4 p.m.]
- [Shady Grove Student Resources](#), [Maryland Resources](#), [National Resources](#).

Child Abuse and Neglect:

Please note that Maryland law and [UMBC policy](#) require that I report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

Pregnancy

UMBC's [Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination](#) expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy. [Resources for pregnant students](#) are available through the University's Office of Equity and Inclusion. Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and assure ongoing access to their academic program with respect to a leave of absence or return following leave related to pregnancy, delivery, or the early months of parenting.

In addition, students who are pregnant may be entitled to accommodations under the ADA through the [Student Disability Service Office](#), and/or under Title IX through the [Office of Equity and Inclusion](#).

Hate, Bias, Discrimination and Harassment

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement. Consistent with these principles, [UMBC Policy](#) prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the [online reporting/referral form](#) to report discrimination, hate or bias incidents; reporting may be anonymous.

Religious Observances & Accommodations

UMBC [Policy](#) provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance, and as early as possible. For questions or guidance or to request an accommodation, please contact the [Office of Equity and Inclusion](#) at oei@umbc.edu.