

Peer Tutoring 12

District Name: **Mission**
District Number: 75

Developed by: Janet Jaeckel
School Name: Heritage Park Secondary
Principal's Name: Kevin Kaardal

Board/Authority Approval Date: January 18, 2005

Board/Authority Signature: _____

Course Name: Peer Tutoring
Grade Level of Course: 12
Number of Course Credits: 4
Number of Hours of Instruction: 120

Prerequisite(s): B average or special permission

Special Training, Facilities or Equipment Required:

Access to computers, cameras, recorders, TV/VCR equipment is required

Course Synopsis:

The course is designed to provide students with the opportunity to develop individual skills and knowledge whilst supporting and encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social and cultural differences. Students learn to use a variety of approaches, techniques and skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials and an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social and Cultural Issues, Analysis and Application. Students are given the opportunity to self assess and present to their peer group. Students develop skills in communication, interpersonal relationships, leadership, and conflict management, while acquiring an appreciation of the importance of contributing to their communities and helping others. The Grade 12 course reflects many of the topic areas included at the grade 11 level. The students broaden their theoretical knowledge at the grade 12 level and increase the opportunities for the practical application of skills learned.

Rationale:

The course has been developed to provide students with the opportunity to explore and develop their own skills and talents and to also provide an understanding about people and how they learn. Students will use analysis and creative skills to develop appropriate materials and techniques to assist the learning process. The students will be role models in the school community. For students planning to enter the education field the course provides practical experience. It provides an opportunity for students to contribute to their school community and to help others. It is a course that develops life long learning habits. The course provides the opportunity for students to increase and enhance the skills and knowledge attained at the grade 11 level.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Orientation to the role of Tutor: theories of development	2
Unit 2	Communication Theory/ Brain Research	3
Unit 3	Study Skills and / Graphic Organizers	3
Unit 4	Multiple Intelligences/ Learning Styles	2
Unit 5	Workshops/ Guest Speakers	6
Unit 6	Field Experience	104
	Total Hours	120

Unit Topic / Module Description

Unit 1

Overview: Students will become familiar with the role and expectations of tutors in the classroom. Students will learn to understand a variety of learning styles and techniques used to encourage and develop intellectual growth in others (tutees). Through understanding their own learning styles tutors will gain greater insight into how learning takes place and how each individual learns. Reference to video, *How Difficult Can This Be*, introduces students to Learning Disabled students in the classroom.

Curriculum Organizer – Analysis Learning Outcomes

It is expected that students will:

- Apply their knowledge of learning styles to tutoring in classroom situations
- Learn to recognize and adapt materials to suit individual student's needs
- Understand and apply their knowledge to students with a variety of different learning styles

Curriculum Organizer – Application

It is expected that the students will:

- Use theories of learning in the areas of reading and writing to develop individual programs for students
- Develop a variety of unique study techniques/ ideas for individual students

Curriculum Organizer – Social and Cultural Issues

It is expected that the students will:

- Develop an appreciation of cultural differences and cultural learning styles
- Use a variety of culturally appropriate materials to increase (tutee) interest in reading and writing
- Develop an appreciation of social differences and needs.

Unit 2

Overview: Students are introduced to a variety of communication methods particular emphasis is placed on non-verbal communication. Using video, observations and personal experience students will learn to identify non-verbal messages, practice reflective listening skills, and develop positive communication techniques for encouragement and conflict management. Theories and developments in brain research will be examined and related to teaching and learning in a classroom and one to one tutoring situation.

Curriculum Organizer – Social and Cultural Issues

It is expected that students will:

- Apply their knowledge of non-verbal communication to tutoring situations
- Understand the social and cultural variances in communication styles

- Learn to interpret non-verbal communication messages in order to gain an increased understanding of the tutees

Curriculum Organizer – Analysis

It is expected that the students will:

- Analyze the important cultural communication differences
- Respect cultural differences and expectations

Curriculum Organizer – Application

It is expected that the students will:

- Learn to use reflective communication techniques and positive verbal messages to encourage tutees in the tutoring situation.
- Use and apply new research in learning and education to the tutoring situations

Unit 3

Overview: The students will become familiar with study skills, learning frameworks, mnemonic devices, and to understand the use of visuals in learning. Students will be taught how to evaluate and adapt curriculum materials to suit individual needs and requirements. Students will learn to use graphics as a communications tool and as organizers for learning.

Curriculum Organizer – Analysis

It is expected that the students will:

- Become familiar with techniques for studying, learning and memorizing.
- Be able to create materials to suit individual needs
- Understand the use of visuals in communication, learning
- Understand the use of graphic organizers for learning

Curriculum Organizer – Application

It is expected that the students will:

- Develop materials for adaptation of curriculum in the classroom
- Use information gathering skills to develop new and interesting materials
- Use graphics and graphic organizers to communicate ideas in the area of curriculum

Unit 4

Overview: Students will develop an understanding of conflict resolution and to be able to apply skills of conflict resolution to tutoring. They will examine ownership of a problem and practice a variety of techniques to improve problem-solving skills.

Curriculum Organizer – Analysis

It is expected that the students will:

- Develop a variety of problem solving techniques
- Be able to analyse and reframe a variety of student (tutee) concerns
- Develop the art of listening and rephrasing
- Develop effective communication skills
- Enhance and improve their ability to problem solve

Curriculum Organizer – Application

It is expected that the students will:

- Use a variety of problem solving techniques in the tutoring situation
- Use rephrasing and reflective listening techniques to further positive
- And productive communication

Unit 5

Overview: The tutors will participate in weekly workshops for the first 10 weeks of the semester and later every two weeks to review progress and analyse the learning situation.

Workshops will include: Reading and Study techniques

Learning Difficulties
Lesson Planning and teaching
Brain Based learning
Guest speakers

Curriculum Organizers - Analysis

It is expected that students will:

- Demonstrate an understanding of simple reading and study techniques
- Understand Learning difficulties
- Develop a greater understanding of current research in Education

Curriculum Organizer – Application

It is expected that students will:

- Use the theories of brain-based learning
- Develop appropriate materials for tutees
- Teach a simple, well-planned lesson to other tutors
- Apply current educational research to the classroom in the development of materials

Unit 6

Overview: The tutors will be placed in classrooms for practical experience. The placement is made at the request of a teacher, a tutor or a tutee. The tutor may be working with an individual, with a small group, or with the whole class. The student maintains a record or a logbook of the activities within the classroom. The log includes the rationale for the activities carried out and a reflection or assessment by the tutor. These logs/journals form 40% of the term mark and are used as a communication tool between the instructor and the tutor.

Curriculum Organizer – Analysis

It is expected that the students will:

- Demonstrate an understanding of the tutee's learning
- Are able to understand the individual needs in the classroom
- Improve and enhance tutoring skills in the classroom

Curriculum Organizer - Application

It is expected that the students will:

- Develop appropriate instructional materials for tutees
- Use a variety of teaching techniques to assist student learning
- Teach a lesson

Curriculum Organizer – Social and Cultural Issues

It is expected that the students will:

- develop and increase and understanding of the social and cultural differences in the classroom
- Problem solve to avoid conflict

Instructional Components:

Direct Instruction
Indirect Instruction
Interactive instruction
Independent instruction
Modelling
Group Work
Individual (student) presentations
Videotapes
Guest Speakers
Observation

Assessment Components:

25% of the grade will be based on evaluation through out the course using logbooks/journals and individual review
10% Develop and deliver a well planned lesson in the classroom
20% of the grade will be based on a final term research assignment
30% will be based on the supervising teacher's assessment
15% will be based on the student's self evaluation

Type of Assessment	Category	Details	Weighting (%)
Formative	Practical Application	Logbook	25%
		Lesson Presentation	10%
Summative	Final Assessment	Research assignment	20%
	Evaluation	Supervising Teacher	30%
	Evaluation	Self Assessment	15%

Learning Resources:

Videos: Body Language and Communication
How Difficult Can This Be?

Guest Speakers

Peer Tutor Manual: Collection of Articles and Resources from current publications
And instructor developed instructional materials

Internet: Articles and information on current brain research, learning theory and
Learning disorders.
: Self-testing on learning styles and learning abilities.

Books: Tutoring: *Learning by Helping* by Elizabeth S. Foster
It's All in Your Head by Susan Barrett
Fighting Invisible Tigers by Earl Hipp
"don't" think of purple spotted Oranges by Martin Shervington

Additional Information:

This is a course that serves both the tutor and the tutee. It is a continuation of Peer Tutoring 11 and is designed to further improve and enhance student's tutoring skills and knowledge. It is ideal for students interested in the field of education. The course also offers development in skill areas that may be applied to many other fields of endeavour. The course provides students with the opportunity to develop independence, inter and intra personal skills and self-confidence. The peer tutors become excellent role models in the school community and frequently are able to gain employment as tutors in the local community or at local elementary schools. The course provides students with skills to become life long learners and contributors to their future communities.