GAVILAN ✈ COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: GUID 28   DIVISION: 60   ALSO LISTED AS:

TERM EFFECTIVE: Summer 2020   CURRICULUM APPROVAL DATE:06/09/2020

SHORT TITLE: TUTORING TECHNIQUE

LONG TITLE: Tutoring Techniques

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18

COURSE DESCRIPTION:

This course is designed to meet the College Reading Learning Association (CRLA) - International Tutor Training Program Certification (ITTPC) requirements for Certified Tutor, Level 1 and Level 2. The purpose of this course is to provide training in effective individual and group tutoring skills, attitudes, and behaviors. This course will provide opportunities to practice and analyze these topics and will provide a foundation in how people learn and cultural diversity cultural diversity apply to tutoring. This course has the option of a letter grade or pass/no pass. ADVISORY: Student must be hired by campus program or receive instructor approval to enroll in course.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
        L - Standard Letter Grade
        P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
        02 - Lecture and/or discussion
        05 - Hybrid
        71 - Dist. Ed Internet Simultaneous
        72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Apply the steps for organizing, conducting, and concluding a tutoring session.

2. Evaluate and employ effective tutoring strategies in response to various communication and learning styles to facilitate active learning and critical thinking in a tutoring session.

3. Integrate and assess the effectiveness of a variety of study skills, content-specific tips and techniques, approaches to problem-solving, and academic success strategies.

4. Articulate how cultural diversity influences tutoring and learning.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date:06/09/2020

Note: Students who enroll in this class will learn new tutoring techniques and will continue practicing their skills under faculty supervision.

(1 HOUR)

Course overview & building community

What is tutoring? What is the role of a tutor?

Tutor/Tutee Roles, Responsibilities, and Expectations

Assignments: session observation, class norms; tutoring activity

(1 HOUR)

How do we learn? What affects our ability to learn?

Assignments: personal learning history;

(1 HOUR)

Models of the Learning Process; learning theory and practice; 4 Dimensions of Learning

Assignments: self-reflection; scenarios; KWL+;

(1 HOUR)

Motivation & Engagement

Assignments: jigsaw; inner coach activity; assess scenarios

(1 HOUR)

Critical Thinking & Bloom's Taxonomy

Assignments: Reading responses; analyze assignments using Bloom's Taxonomy

(1 HOUR)

Tutoring Cycle

Assignments: incomplete outline; quiz;

(1 HOUR)

Active Learning & Intelligent Practice

Assignments: scenarios; role-play; draft of peer educator philosophy statement

(1 HOUR)

Active Learning & Asking Effective Questions

Assignments: question game; scenarios

(1 HOUR)

Learning Styles

Assignments: origami learning styles activity;

(1 HOUR)

Various roles of peer tutor

Assignments: scenarios; role-play; short-answer essay questions

(1 HOUR)

Cultural Competency

Assignments: reflection

(1 HOUR)

Difficult Tutoring Situations

Assignments: problem-solving/matching activity; role-play

(1 HOUR)

Strategies for Being Flexible & Effective

Assignments:

(1 HOUR)

Coaching & Observations

Assignments: fishbowl sessions; practice observations;

(1 HOUR)

Self-Observation Project

Assignments: create a scenario; backwards plan for tutoring session

(1 HOUR)

Peer Educator Philosophy Statement

Assignments: final draft of statement

(1 HOUR)

Self-Observation Project

Assignments: facilitate & record session with partner; self-assessment

(1 HOUR)

Final Presentations: Observations & Philosophy Statements;

Assignments: present take-aways from course; make goals for improvement during next semester/year

METHODS OF INSTRUCTION:

in-class discussions, group activities (e.g. presentations, mock tutoring sessions, role play/scenarios, campus resource scavenger hunts), lectures, supplemental readings, presentations, online readings and tutorials

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 5

Assignment Description: Self-Observation & Reflection Project: Students will complete an observation form as they watch a video of themselves facilitating a session that they recorded with a partner in class. Then, they will write an assessment of their performance, focusing both on what they noticed (analysis) and identifying areas of strength and areas that they would like to improve.

Required Outside Hours: 18

Assignment Description: Reading Responses. Students will read and write responses to chapters and articles related to tutoring and learning.

Required Outside Hours: 5

Assignment Description: Tutor/Peer Educator Philosophy Statement: Students will create a statement of their tutor/peer educator philosophy. This can take the form of a written essay, a slideshow presentation, a poster, a video, or another artifact as agreed to by the student and instructor.

Required Outside Hours: 8

Assignment Description: Problem-Solving. Students will apply tutoring techniques to scenarios.

METHODS OF EVALUATION:

Skill demonstrations

Percent of total grade: 35.00 %

presentations; mock session video & reflection; reflective journal;

Problem-solving assignments

Percent of total grade: 30.00 %

group work; role play/ scenarios; mock tutoring sessions;

Writing assignments

Percent of total grade: 15.00 %

Students will demonstrate learning and self-evaluation through short writing assignments and tutor philosophy statement.

Objective examinations

Percent of total grade: 20.00 %

quizzes on course concepts (e.g. learning theories, tutoring cycle, cultural awareness and diversity, etc.)

REPRESENTATIVE TEXTBOOKS:

Amy Baldwin, University of Central Arkansas. College Success. Houston, TX: OpenStax,2020.

This open-access resource (https://openstax.org/details/books/college-success) is free and covers many of the topics outlined in the CRLA Certification, International TUTOR Training Program Certification (ITTPC), Levels 1 & 2.

ISBN: 978-1-951693-17-6

ARTICULATION and CERTIFICATE INFORMATION

    Associate Degree:
    CSU GE:
    IGETC:
    CSU TRANSFER:
            Transferable CSU, effective 200430
    UC TRANSFER:
            Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: GUID
CSU Crosswalk Course Number: 28
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000521633
Sports/Physical Education Course: N
Taxonomy of Program: 493011