

BAA [Peer Tutoring 12] Framework

District Name: Abbotsford

YPTU 12

District Number: 34

Developed by: Denyse Tavener

Date Developed: January 2004

School Name: W.J. Mouat Secondary

Principal's Name: Des McKay

Board/Authority Approval Date: APR - 5 2004

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 and 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, Creation, and Analysis. 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:

This 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 Theories/ Brain Research	3
Unit 3	Knowledge Framework/Graphics	3
Unit 4	Multi-Intelligences	2
Unit 5	Workshops/Guest Speakers	6
Unit 6	Field experience	104
Total Hours		120

Unit/Topic/Module Descriptions:**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). In understanding their own learning styles tutors will gain greater insight into how learning takes place and how each individual learns. Reference to text, *Tutoring: One to One*, used as an introduction to address difficulties in the areas of reading and writing

Curriculum Organizers - Analysis

Learning Outcomes

It is expected that the 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 Organizers –Creation

It is expected that the students will:

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

Curriculum Organizers –Social and Cultural Issues

It is expected that the students will:

- Develop an appreciation of cultural differences and cultural learning styles
- Using a variety of culturally appropriate materials to increase interest in reading and writing
- 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. Theories and developments in brain research and its impact on teaching and learning are applied to classroom learning

Curriculum Organizers - Social and Cultural issues

Learning Outcomes

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
- Understand the impact of research on current values and education
- Learn to interpret non-verbal communication messages in order to gain an increased understanding of the tutees

Curriculum Organizers – Analyse

It is expected that the students will:

- Analyse the important cultural communication differences
- Respect cultural differences and expectations
- Use and apply new research in education to the classroom

Unit 3:

Overview: The students will become familiar with the Knowledge Framework 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. Student learn to use graphics as a communication tool

Curriculum Organizers – Analyse

Learning Outcomes

It is expected that the students will:

- Become familiar with the Knowledge Framework as a methods of adapting classroom materials
- Be able to create materials to suit individual needs
- Understand the use of visuals in learning

Curriculum Organizers – Creation

It is expected that the students will:

- Develop materials for adaptation of curriculum in the classroom
- Use information gathering skills to develop new and exciting materials
- Use graphics to communicate ideas in areas of curriculum

Unit 4:

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

Curriculum Organizers –Analysis

It is expected that the students:

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

Unit 5: Overview: the tutors will regroup every two weeks in order to review progress and analyse the learning situation. Workshops will include: Simple reading techniques

Learning difficulties: some theories

Lesson planning and teaching

Brain based learning

Guest speakers

Curriculum Organizers – Analyse

It is expected that the students will:

- Demonstrate an understanding of simple reading techniques
- Understand learning difficulties
- Develop greater understand of current research in education

Curriculum Organizers - Creation

It is expected that he 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 field 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 class. The student maintains a record or 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 form 40% of the term mark and are used as a communication tool between the instructor and the tutor.

Curriculum Organizer- Analyse

It is expected that the student will:

- Demonstrates an understanding of the tutee’s learning
- Is able to understand the individual needs in the classroom
- Improve and enhance skills in the classroom

Curriculum Organizers-Creation

It is expected that the student will:

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

Curriculum Organizer- Social and Cultural Issues

It is expected that the student will:

- Develop and increase an awareness of the social and cultural differences in the classroom
- Problem solve to avoid conflict

Instructional Component:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modelling
- Group work
- Individual (student) presentation
- Videotapes
- Guest speakers
- Observation

Assessment Component:

- Forty per cent (40%) of the grade will be based on evaluation throughout the course, using logbook and individual review
- Develop and deliver a well-planned lesson in the classroom (10%)
- Twenty per cent (30%) of the grade will be based on final term assignment
- Ten per cent (10%) of the grade will be based on supervising teacher’s assessment
- Ten per cent (10%) of the grade will be based on student’s self evaluation

Type of Assessment	Category	Details	Weighting (%)
Formative (50%)	Practical application	Logbook	40
		Lesson presentation	10
Summative (50%)	Final assessment	Final assignment	30
	Evaluation	Supervising teacher	10
	Evaluation	Student	10

Learning Resources:

- Video: *Body Language and Communication*
- Guest speakers
- Articles on Learning Difficulties, extracts from current publications
- Internet: self testing and understand testing for I.Q.

- Books: *Multi-Intelligence*, Bruce Campbell
7 Habits, Franklin Covey
Teaching Culture, H. Ned Seelye

Classroom Rituals for at Risk Learners, Dr. Gary Phillips
The Mozart Effect, Don Campbell

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 fields of endeavour. The course provides students with the opportunity to develop independence, inter and intra 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 providers within their future communities.