

# BAA [ Peer Tutoring 11 ] Framework

District Name: Abbotsford

District Number: 34

YPTU 11

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: 11

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.

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## Course Synopsis:

The course is designed to provide students with further opportunities 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 enhance and improve 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 course is designed to complement the grade 11 tutoring course.

**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.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Orientation to the role of tutor	2
Unit 2	Communication	3
Unit 3	Knowledge Framework	3
Unit 4	Conflict resolution/ Reflective Listening,	2
Unit 5	Workshops	6
Unit 6	Field experience	104
<b>Total Hours</b>		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

**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:*

- 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
- 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.

**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
- 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

### **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.

#### **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:*

- use information gathering skills to develop new and exciting materials

### **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

**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

#### **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

**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

#### **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

#### **Curriculum Organizer- Social and Cultural Issues**

*It is expected that the student will:*

- develop 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
- Student classroom lesson presentations
- 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
- 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 student's individual lesson presentation
- 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 for I.Q., and interpretation of tests
- 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  
*Learn to Think More Creatively*, Edward de Bono

**Additional Information:**

This is a course that serves both the tutor and the tutee. It is ideal for students interested in the field of education. 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