

## CUYAMACA COLLEGE

### COURSE OUTLINE OF RECORD

#### **Education 151 – Effective Tutoring Strategies**

1 hour lecture, 1 unit

#### **Catalog Description**

This course is designed to prepare students for tutoring college students. Provides an overview of effective learner-centered and process-oriented tutoring strategies and practices. Topics include basic study skills, the tutoring cycle, learning styles, learning disabilities, behaviors and stresses that affect learning, communication skills, and diversity/cultural awareness. Students interested in working in the Tutoring Center must have a grade of “B” or higher in subject matter to qualify. **Pass/No Pass only. Non-degree applicable.**

#### **Prerequisite**

None

#### **Course Content**

- 1) Tutoring Overview/The Role of the Tutor
  - a. Campus resources
  - b. Documentation of student progress and data collection
  - c. Legal regulations and issues
  - d. Cultural and ability sensitivity
  - e. Learning styles and needs
  - f. Assessing tutoring needs of students
- 2) Effective Tutoring
  - a. Learner-centered tutoring
  - b. Communication and interpersonal skills
  - c. Basic study skills
  - d. Listening and discussion skills
  - e. Test preparation
  - f. Specific tutoring strategies
- 3) Implementing the Tutoring Process
  - a. Tutoring cycle
  - b. Mediated instructional materials
  - c. Evaluation techniques
  - d. Developing independent learning
  - e. Strategies for empowering students for success learning

#### **Course Objectives**

Students will be able to:

- 1) Describe the role of the tutor and the goals and components of tutoring college students.
- 2) Identify and evaluate potential barriers to learning and memory and propose strategies to overcome these barriers.
- 3) List and describe the steps in the tutoring cycle.
- 4) Match and integrate basic study skills to a student’s discipline.
- 5) Demonstrate the use of strategies which benefit students with special learning needs.
- 6) Analyze appropriate study skills and apply to specific individual students.

#### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written observations and/or demonstrations that require students to analyze the needs of individual tutees/students and develop appropriate specific tutoring strategies.
- 2) Exams or quizzes that measure students’ ability to describe and evaluate the role of the tutor, the components of effective tutoring, and the tutoring process.

#### **Special Materials Required of Student**

None

#### **Minimum Instructional Facilities**

Smart classroom

#### **Method of Instruction**

- 1) Lecture and discussion
- 2) Multimedia materials
- 3) Observations
- 4) Demonstrations and practice sessions

**Out-of-Class Assignments**

- 1) Assigned readings
- 2) Directed writing assignments and evaluations
- 3) Observation of campus tutoring sessions

**Texts and References**

- 1) Required (representative examples):
  - a. Newton, et al. *Students Helping Students: A Guide for Peer Educators on College Campuses*. 2nd edition. Jossey-Bass, 2010.
  - b. Lipsky, Sally. *A Training Guide for College Tutors and Peer Educators*. Pearson, 2010.
- 2) Supplemental: None

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Discuss effective learner-centered and process-oriented tutoring strategies and practices.
- 2) Identify and demonstrate knowledge of basic study skills, the tutoring cycle, learning styles, learning disabilities, behaviors and stresses that affect learning, communication skills, and diversity/cultural awareness.