

EDCP318E Peer Assisted Learning
Spring 2015
Tuesdays 5:00-7:30 pm
2202 Shoemaker

Katie Koo, M.A.
Learning Assistance Service
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Office Hours: By Appointment <https://lasonline.umd.edu>

Peer Assisted Learning (PAL)

Learning Assistance Service (LAS) in the Counseling Center has developed a mentoring program called the PAL (Peer Assisted Learning) program designed around the concept of peers assisting their peers in reaching their short and long-term academic goals. The program consists of PALs and VPALs.

PAL educators are student (undergraduate and graduate) volunteers who assist fellow university students requesting academic support and study skills assistance. PAL educators are expected to model positive decision making strategies regarding academics and learning and assist students in accomplishing their short and long term academic goals. PAL educators are required to have a strong academic and major GPA and have a desire to support and assist others in reaching scholastic success.

*Veteran PALs (VPALs) are those PALs participating via Veteran Cadre Leaderships & Peer Mentoring program. VPALs work specifically with other veteran students.

Any student who would like to participate in the PAL program has the opportunity to enroll in the PAL 3 credit training program (HESIP318E). As part of this training program, PAL educators will receive ongoing, semester-long training, partake in professional development opportunities, and receive credit for participating in PAL programs. All PAL educators enrolled in the 3 credit training program through Learning Assistance Service will be eligible to receive College Reading & Learning Association (CRLA)'s International Mentor Training Program Certification (IMTPC) mentor certification.

Training Program Overview

This training program is designed to prepare students for their role as a PAL educator. In this program, students will learn tools and techniques to assist them in their role as a mentor, tutor, and educator. Students will better understand how their own development and experiences influence their relationships with PAL program participants. Through interactive assignments including reflection journals, professional development activities, mentoring/tutoring sessions, group projects, and class discussions, students will learn more about student development theory, best practices regarding mentoring and tutoring, and leadership skills. By the end of the semester, students will have created a professional mentoring portfolio highlighting their personal philosophy on peer assisted learning.

Training Program Objectives and Learning Outcomes:

The primary goal of this program is to provide students with the knowledge, confidence, and skills necessary to be effective PAL educators. Throughout this semester, you will:

- Receive a comprehensive overview of mentoring and tutoring

Syllabus is subject to change

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- Understand how to facilitate student learning
- Mentor and assist college students requesting academic support and study skills assistance
- Understand the importance of effective communication and listening skills
- Review ethical dilemmas that may occur as a PAL educator
- Learn innovative study skills tips and techniques
- Understand how to set appropriate boundaries and improve confrontation and feedback skills
- Learn how to work as a team
- Develop and explore cross-cultural competency

Training Program Readings:

The program will include readings from a diverse array of topics related to best practices in tutoring and mentoring, student development theory, leadership training, and team building. **Selected readings from the following sources will be used in this training program. You are required to purchase the Ender & Newton book—this is not available in the university bookstore. Please consider purchasing using online vendors such as amazon.com (approximately \$25).**

To Purchase:

Ender, S.C., & Newton, F.B. (2010). Students helping students second edition. San Francisco, CA: Jossey-Bass. ISBN: 0470630906

Available on CANVAS:

Chapter 1 from Ender & Newton book

Abes, E.S., Jones, S.R., & McEwen, M.K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. 48, pp. 1-22.

Battaglini, D.J. & Schenkat, R.J. (1987). Fostering cognitive development in college students—The perry and Toulmin models. ERIC Clearinghouse on Reading and Communication Skills. Urbana, IL.

Felder, R.M. & Brent, R. (2004). The intellectual development of science and engineering students. Journal of Engineering Education, 93, p. 269-277.

Forsberg, G. (2011). College relationships: Improve your communication skills. Retrieved from <http://powertochange.com/students/people/communicate/>.

Gardiner, L.F. Fostering students' moral development. The Professional & Organizational Development Network in Higher Education. Retrieved from: <http://academic.udayton.edu/FacDev/Newsletters/EssaysforTeachingExcellence/PODvol11/v11n5.htm>.

Jones, S.R., & McEwen, M.K. (2000). A conceptual model of multiple dimensions of identity. Journal of College Student Development, 41, p. 405-414.

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Mahlab, Minna (2010). Council on Undergraduate Research, www.cur.org.

Irvin, S.M. (2009). Cultural awareness in intercultural mentoring: A model for enhancing mentoring relationships. *International Journal of Leadership Studies*, 5, pp. 37-50.

Rao, P. (2008). Building a successful career while maintaining a strong work-life balance: 7 ways to facilitate learning. A-Step-A-Day Series retrieved from:
<http://bprao.wordpress.com/category/a-step-a-day/feed>

Sanft, M. Jensen, M., & McMurray, E. (2008). *Peer Mentor Companion*. Boston, MA: Wadsworth, Cengage Learning

University of Maryland Code of Academic Integrity 2005.

Packet on Study Skills Tips and Techniques from the Learning Assistant Service database

Training Program Expectations:

Participation: Students are expected to come to every training session prepared to discuss assigned reading material or homework. Students are also expected to promote an inclusive environment conducive to learning.

Attendance: All students are expected to attend each scheduled training session. We will meet for a total of 9 hours throughout the semester (6 training sessions). **Please be on time!** Excessive tardiness will result in a lower Participation/Attendance grade and impact eligibility for certification.

Because the class only meets six times, it is important that you do not miss any classes. Please speak to the instructor in advance in case of any extenuating circumstances. You will be expected to complete a make-up assignment and/or session if you need to miss class for any reason.

Orientation: All students are expected to attend the scheduled orientation. The orientation will last for 2 hours and will occur at the beginning of the semester. At this orientation, PAL educators will receive a comprehensive training manual and learn tools and techniques to assist them in implementing effective tutoring and mentoring strategies. If a student is unable to attend the orientation, s/he must give the instructor advanced notification and must make alternate arrangements to make up the missed information.

Mid-Semester Training: All students must attend the Mid-Semester Training. This will last for 2 hours. During this training, PAL educators will discuss the class, share effective mentoring techniques with their peers, and review the TutorTrac system. As with the orientation, if a student is unable to attend the orientation, s/he must give the instructor advanced notification and must make alternate arrangements to make up the missed information.

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EDCP 108 Instructor Meetings: All students are required to meet with their EDCP 108 faculty instructor for a total of 8 hours throughout the semester. Students will work with their faculty instructor to arrange meeting times.

Course Assignments and Projects:

Mentoring and Tutoring Experience: In compliance with mentor certification standards, students are required to meet with their mentees and participate in PAL program-related activities for a minimum total of **50 hours** throughout the semester (approximately 3-4 hours per week). Hours must be completed during the semester. **Students will document hours and maintain meeting notes on the TutorTrac computer system regularly.**

****We understand that under no fault of the student, there may be situations in which the 50 hours of direct service are not met. This may be the case for student who can tutor subjects that are not as often requested by students. Situations in which students are not able to meet the direct mentoring requirements, students **will not be penalized and an alternative assignment** will be negotiated. The assignment will consist of a tangible product and presentation that demonstrates the students' understanding of learning and tutoring/mentoring students. This may include but is not limited to developing a workshop on something related to learning or a handout that serves as a resource for students. The assignment should make use of research and theory. The student will present on her/his product. The details of the assignment will be discussed between the student and instructor. **Students have until Friday, April 24th, 2015 to discuss this option with the instructor. ******

Mentoring Portfolio: Throughout the semester, students will work on putting together their personal mentoring portfolio highlighting the 5 core competencies discussed throughout the semester. Each course assignment, project, and activity is expected to be included within their portfolios. In addition, students will need to verify completion of each core competency by providing thoughtful reflection papers, notes, and activities related to each appropriate section. The instructor will provide an outline to help students structure their portfolios. Submit Portfolios in hard copy using a 1" 3 ring binder.

Reflection Papers: Students will be required to complete a total of 4 reflection papers connecting the core mentoring competencies included in their personal mentoring portfolio. Each reflection paper should relate the strengths and challenges of their weekly mentoring experience to the classroom discussion and readings. Each reflection paper should be included in the appropriate section of their personal mentoring portfolio. Length: 2 full double-spaced pages minimum.

Final Paper and syllabus: Students will write one comprehensive final paper and personalized syllabus. This syllabus should highlight their philosophy on facilitating student learning and explain their boundaries, expectations, attendance policy, etc. The paper will describe the student's philosophy on facilitating student learning through use of research and development models covered in the course. The instructor will provide additional details for this final assignment. This paper should be included as the introduction to their personal mentoring portfolio.

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Length: PAPER: approximately 4-6 full double spaced pages. Syllabus: approximately 2 pages (in a syllabus format)

Reflection Paper Topics

Please use the following information to help guide your writing. These reflection paper topics are specifically designed around the competencies included in the mentoring portfolio project. Therefore, please make sure to include each reflection paper in the appropriate section of your mentoring portfolio.

Please upload your paper to CANVAS (ELMS) by 5:00pm on the due date

Communication:

What is your communication style? What are your strengths and weaknesses as a communicator? As a listener? What are the challenges of communication and listening within a mentoring relationship? How do you give and receive feedback? Why is this especially important within a mentoring relationship?

Ethics and Moral Development

What code of ethics do you adhere to? How has your moral development changed throughout college? How can you facilitate moral development in your mentee relationships? What type of ethical dilemmas do you face as peer educators? Please feel free to view the Maryland Code of Academic Integrity statement online: <http://www.studenthonorcouncil.umd.edu/whatis.html> and comment on anything you find interesting, confusing, etc.

Learning Strategies—Facilitating Student Learning

Think about who and what shaped how you think, how you learn, and how you help others to learn. How do you know when you've learned something? How do you know when you've helped someone else learn? What influences this process?

Cross Cultural Competence:

What does intercultural competence mean? In what ways is it relevant to a mentoring relationship? What makes up your cultural background? How does your cultural background influence how you view the world and interact with others? Why is it important to yourself in order to better interact and mentor others?

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Outline for Mentoring Portfolio

Please use this outline as a guide to organize your mentoring portfolio project. Please make sure to include any and all relevant papers, assignments, reflections, etc in appropriate sections (make sure you address any comments in the assignments) .Each of these 5 sections must begin with an introduction, must include personal reflections, and must include examples from mentoring experiences whenever possible.

1. Final Syllabus highlighting personal philosophy on mentoring
(see final paper guidelines for more information regarding syllabus)
 - Impact of Peer Educators
 - What is a PAL educator?
 - Roles and responsibilities
 - Self introduction
 - Resume
 - Hobbies and interests
 - Goals and ambitions
 - Major and academic interests
2. Learning Strategies
 - a. Study skills
 - b. Learning styles
 - c. Cognitive Development theory
3. Communication
 - a. Active listening skills
 - b. Types of communication
 - c. Feedback
4. Ethics and Moral Development
 - a. Plagiarism
 - b. Ethical dilemmas
 - c. University of Maryland Code of Conduct
5. Intercultural competence
 - a. Personal cultural exploration
 - b. Cultural influences

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Final includes three parts:

- 1. Portfolio Binder (see Portfolio competencies document)**
- 2. Final Syllabus**
- 3. Final Paper**

Final Paper:

Students will write one comprehensive final paper highlighting their personal philosophy on facilitating student learning and examining their personal growth and development throughout the semester. Use the sections in your portfolio to help guide your paper. **You should incorporate theory, models, research, and your own ideas. Demonstrate what you have learned and apply it.**

Length: approximately 4-8 pages

Final Syllabus:

They should then incorporate their personal philosophy statement within a personalized Peer Educator Syllabus. Length: approximately 2 pages

Here are some recommended sections to include in the syllabus:

Contact information:

- How do you prefer students contact you?
- Include appropriate contact information here

Self introduction:

- Who are you as a peer educator? What does it mean to you to be a peer educator?
- What is your mentoring style?
- What is your philosophy on facilitating student learning?

Boundary-Setting:

- Define peer educator (difference between mentoring and tutoring)
- What a peer educator is vs what a peer educator is not

Expectations of your mentees:

- What do you expect from your mentees?
- What do you need from your mentees?
- What are your goals for your mentees?
- What are your goals for your mentoring sessions?

Expectations your mentees can expect from you:

- What are your strengths and areas of improvement?
- How do you give and receive feedback?
- What is your mentoring style?
- Refer to the competency sections in your portfolio to highlight how you show competencies in each portfolio section

Attendance Policy:

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- What is your attendance policy?
- What is your cancellation policy?
- What is your rescheduling policy?
- What is your late policy?

Mentoring Partnership Agreement (create template you and your mentee can review, approve, and sign—see Zachary, L. (2000) reference for example):

- Include space for goals and objectives—you can fill this section out together (so ok to leave blank space for the copy you include in your syllabus)
- Include specific protocols (meet regularly or sporadically? Confidentiality? What does this mean? Ground rules, feedback, etc.) Include agreement clause and leave places for your signature and your mentee’s signature and date

Evaluation and Grading

ALL Assignments should be APA: Times New Roman 12 pt font, cover page & double-spaced

The emphasis in this program should be more about content than grades. This is a discussion-based program, so learning from and with each other is imperative. The goal of this training program is to improve your abilities as a PAL educator, but to also help you establish and further develop your personal philosophy on student development, learning, facilitating, and mentoring.

<i>Assignment</i>	<i>Points</i>
4 Reflection Papers	20 (5 per paper)
Final Paper	50
Final Syllabus	10
Mentoring Component	100
Personal Mentoring Portfolio	50
Class Participation & Attendance	20

Total: 250 pts

Grading Scale

Grades for this training course will be determined using the following grading scale:

97 – 100% = A+ (4.0)	73 – 76.99% = C (2.0)
93 – 96.99% = A (4.0)	70 – 72.99% = C- (1.7)
90 – 92.99% = A- (3.7)	67 – 69.99% = D+ (1.3)
87 – 89.99 = B+ (3.3)	63 – 66.99% = D (1.0)
83 – 86.99% = B (3.0)	60 – 62.99% = D- (0.7)
80 – 82.99% = B- (2.7)	59.99% and below = F (0.0)
77 - 89.99% = C+ (2.3)	

Attendance:

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at <http://www.president.umd.edu/policies/docs/V->

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[100G.pdf](#)). The general attendance policy is available at <http://www.testudo.umd.edu/soc/atedasse.html>. The information contained in this syllabus adheres to both these policies.

Unexcused absences and absences from a portion of a class session (ie, late arrivals or early departures) will be factored into your participation grade.

Participation is 20 points: 2 points for each class (2X6= 12) and 8 points for overall participation= 20 total.

Academic Integrity

All students are expected to be familiar with the University of Maryland's policy on academic dishonesty and the Code of Academic Integrity administered by the Student Honor Council: <http://www.studenthonorcouncil.umd.edu/whatis.html>.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

- sign your name

More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu

Accommodations for Persons with Disabilities:

Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Religious Observances:

Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students' requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided by the end of the drop/add period.

Course Cancellations/Delays:

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Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

Academic Assistance

*The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services (LAS)** - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.*

*If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers on-line resources on a series of topics.*

*Learning Assistance Services (LAS)
2202 Shoemaker Hall
Email – LAS-CC@umd.edu
Phone – 301-314-7693
Website – www.counseling.umd.edu/LAS*

*Counseling Center
Shoemaker Hall
Phone – 301-314-7651*

*University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html*

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PAL Assignments, Readings, and Class Discussion

Orientation: 02/10/2015

- ❖ Go over policies and procedures
 - ❖ Discuss roles and responsibilities
 - ❖ Go over PAL resource packet
 - ❖ Learn tutor trac system
-

Session 1: 02/17/2015

Welcome

- ❖ Introductions
- ❖ Review Syllabus
- ❖ Journey to myself
- ❖ Team-building activities
- ❖ Establishing rapport
- ❖ Review orientation packet

Prepare for class discussion: Think about your expectations of yourself as a peer educator and your expectations of your mentees. How do you plan to build your mentoring relationships?

Due:

- CANVAS Reading:
 - Mahlab article
 - Ender & Newton Reading:
 - Chapter 1 & complete exercises
-

Session 2: 03/03/2015

Communication

Classroom Discussion:

- ❖ Interpersonal Communication
- ❖ Listening skills
- ❖ Giving and receiving feedback

Prepare for class discussion: What is your communication style? What are your strengths and weaknesses as a communicator? As a listener? What are the challenges of communication and listening within a mentoring relationship? How do you give and receive feedback? Why is this especially important within a mentoring relationship?

Due:

- Self Reflection Paper #1 (submit on CANVAS)
- CANVAS Reading:
 - Forsberg article

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- Ender & Newton Reading:
 - Chapter 8 & complete exercises
 - Chapter 4 & complete exercises
-

Session 3: 03/24/2015

Ethics and Moral Development

Class Discussion:

- ❖ Personal Code of Ethics
- ❖ Maturation and moral development
- ❖ How to approach ethical dilemmas
- ❖ Assertiveness—how to handle difficult students
- ❖ Familiarity of UMD Code of Ethics

Prepare for class discussion: What code of ethics do you adhere to? How has your moral development changed throughout college? How can you facilitate moral development in your mentee relationships? What type of ethical dilemmas do you face as peer educators? Bring this list to class.

Due:

- Self Reflection Paper #2 (submit on CANVAS)
 - CANVAS Reading:
 - UMD Code of Academic Integrity
 - Gardiner article
 - Ender & Newton Readings:
 - Chapter 10 & complete exercises
-

Mid-Semester Training (mandatory)

When: Tuesday, 03/31/2015 5:00 pm

Where: LAS Conference Room

Session 4: 04/07/2015

Facilitating Student Learning

Classroom Discussion:

- ❖ Intellectual Development
- ❖ Learning Theories
- ❖ Experiential Learning

Prepare for class discussion: Think about who and what shaped how you think, how you learn, and how you lead others to learn. How do you know when you've learned something? How do you know when you've helped someone else learn? What influences this process?

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Due:

- Self Reflection Paper 3 (submit on CANVAS)
 - Intellectual Development Chart (on CANVAS)
 - CANVAS Reading:
 - Battaglini article
 - Felder & Brent article (Intellectual Development Chart assignment in conjunction w/reading)
 - Rao article
 - Ender & Newton Reading:
 - Chapter 2 & complete exercises
 - Chapter 9 & complete exercises
-

Session 5: 04/21/2015

Multi-Cultural Competence

Class Discussion:

- ❖ The impact of culture in a mentoring relationship
- ❖ Cultural influences
- ❖ Issues of power and privilege

Prepare for class discussion: What does cross cultural competence mean? In what ways is it relevant to a mentoring relationship? What makes up your cultural background? How does your cultural background influence how you view the world and interact with others?

Due:

- Self Reflection Paper 4 (submit on CANVAS)
 - CANVAS Reading:
 - Osula & Irvin article
 - Abes, Jones & McEwen article
 - Ender & Newton Reading:
 - Chapter 3 & complete exercises
-

Session 6: 05/05/2015

Into the Real World (last class)

Class Discussion

- ❖ Presentation of Portfolios
- ❖ Presentations
- ❖ Discussion of Personal Philosophy paper
- ❖ Review Semester
- ❖ Self Reflection

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Prepare for class discussion: What will you take away from this course? How will this course and program help you in your future professions? How has this course influenced you to remain civically engaged within your community?

Due:

- Final Personal Philosophy paper & Syllabus: submit on CANVAS AND in Portfolio
- Final Portfolio Project (hard copy)
- Ender & Newton Reading:
 - Chapter 11