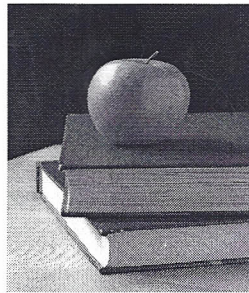# SLS 1949

STUDY COACH/PEER ASSISTANT

COURSE OUTLINE
AND
INSTRUCTION MANUAL

TABLE OF CONTENTS

COURSE DESCRIPTION AND OUTLINE
A detailed description of what is expected of the student assistant in SLS1949.

LEARNING STYLES

ESTABLISHING AND WORKING WITH A NEW STUDENT
The steps involved in helping a new student and your place in it.

THE SURVEYS
WHERE TO FIND THEM AND HOW TO ADMINISTER THEM,
and SAMPLES

- New Student Folder/Student Profile Sheet.
- Test Attitude Inventory (Test Anxiety Survey).
- LSI-Learning Styles Inventory.
- SBI-Study Behavior Index.
- C3S- College Study Skills Strategies Assessment.
- Math Study Skills Evaluation.
- Locus of Control Assessment.

WORKING IN THE WEB ROOM:

- Helping Students with Registration.
- Helping Students print and view their Degree Audit (also known as a Capp Audit or Degree Check.
- Helping Students Register Using the Online Application Feature.

Welcome to Dr. Paul Noltings SLS 1949 course (Co-op Work Experience in Peer Classroom/Lab Tutoring and Study Coaching). You will learn a great deal of useful information in this course that will assist you in helping *other* students who need your help, but also it will help *you* to discover and learn many useful traits and skills that you can use in your own learning and educational journey. The purpose of this manual is to assist and inform you of several aspects of this course. It can be used in conjunction with your classroom time and can be referred to as needed much like a review or training manual. You may find it useful when you are learning about the various surveys, when you begin to assess your students, when you begin to work in the web room, or in the various aspects of this course.

SLS 1949 CO-OP WORK EXPERIENCE IN LAB TUTORING AND STUDY COACHING COURSE DESCRIPTION

Instructor:

Dr. Paul Nolting
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Email: noltingp@mccfl.edu

This is a co-op experience for three A.A credit hours. The focus of this course will be to teach the student about a variety of psychological and learning theories and have them apply these to help in tutoring and study coaching the students that are assigned to them.

Eventually, the student will be assigned a peer student to work with, which the student will take through a series of surveys and evaluations and will eventually be assigned to tutor.

All students are required to attend the training session (class time) and must be assigned to a work site. The training, research and work site experience is a minimum of four hours a week for each credit hour. For example, student who sign up for three credit hours will be expected to have a combination of training, research and work experience totaling a minimum of 12 hours per week.

LEARNING STYLES

Every person has a specific or unique way that they process and learn information. This can be very different for each person but researchers *know* that everyone has a favored learning style. Educators and cognitive psychologists have been studying about this for many years and have identified patterns in learning styles. This area of study is still gaining in popularity as many schools and institutions realize the importance of "learning styles".

In an ideal situation a students learning style would be matched by a teacher's teaching style. This isn't always realistic or possible, but a person can gain a lot from understanding their individual learning style. It empowers the student if know how they learn best; with this information they can develop strategies for learning that will work best for them.

This is where your efforts in this class will be helpful. Before you begin to tutor a student you need to assess their strength areas as well as their troubled areas. Part of that process will be to help the student in understanding *their* specific preferred method of learning and help them develop *and* understand the best ways they can learn.

During this course you will be taught a great deal about learning styles. Listed below is a description of definitions from a section the "learning styles inventory"; this is one of the surveys that you will be giving to students to determine their learning style. The survey will determine and score the student in the following areas.

LEARNING STYLES INVENTORY- (Modalities) Definitions

- **Visual Language-** Means that you learn language skills by sight, mainly by reading.

- **Visual Numeric-** Means that you do better with numbers when you see them written.

- **Auditory Language-** Means that you learn best by listening.

- **Auditory Numeric-** Means you are better with numbers when you can hear them spoken.

- **Tactile Concrete-**Means you are a builder and learn best when you can touch what you are studying.

- **Social Individual-** Means you prefer to work on your own.

- **Social Group-** Means you learn best by interacting with a group.

- **Oral Expressiveness-** Means how well you express yourself when you talk.

- **Written Expressiveness** – Means how well you express yourself in writing.

ESTABLISHING AND WORKING WITH A NEW STUDENT
The Steps Involved in Helping a New Student and Your Place in It.

There are a number of reasons for a student needing help in the tutor/study skills program at M.C.C. Usually they find themselves here because they realize, on their own, that they are struggling in a particular area, or they may have a particular disability that is preventing them from learning to their best potential, or in some cases the student is placed on probation for a poor GPA or grade issue and are required to go through the tutor program in order to continue being a student at M.C.C.

For whatever reason, a student will need help and there are a few steps involved in this process, they are:

- Student is referred to Dr. Paul Nolting. He usually discusses with the student any problem areas they may be encountering.
- Student fills out "Student Info Sheet" **(See Sample on next page)**. On this form, they will include contact phone numbers, available times, problem areas, etc.
- When you are assigned "a student", you will be provided with their filled out Student Info Sheet. From then you can contact the student to set up a time for them to come in and meet with you. You can explain to the student that you will be administering a variety of surveys and evaluations to determine how they learn best and how best we can assist them in learning better.
- Your first step would be to set up a new folder for the student. These are blue folders that include sheets such as the student profile sheet and a log for recording dates and information that you spoke about. This folder is where you will keep all student materials and a copy of their surveys.
- The "Student Profile Sheet" is your first goal in helping the student. This is one of the main reasons why you are giving the surveys. All the surveys are logged into this sheet to give you a "graph view" of the students learning style and various areas such as anxiety, study habits, math skills, etc. For more information on the student profile sheet, **(See Student Profile Sheet Sample on next page).**
- The blue folder is also a place for you to document what you have done with the student. There is a page attached to the folder for logging purposes.
- To get started, the surveys you will need to give your student are:
  LSI (Learning Styles Inventory)
  SBI (Study Behavior Index)
  Locus of Control Personality Test
  Math Study Skills Evaluation
  Test Attitudes Inventory (Test Anxiety Evaluation)
  PLEASE SEE INDIVIDUAL TEST/SURVEY PAGES FOR MORE INFORMATION.

- Once you have filled out your "Student Profile Sheet" you can make an appointment with your student to discuss the results. During the beginning stages of this course, you will be trained on how to analyze your completed profile sheet or you could always discuss it with Dr. Nolting and confirm the results before meeting with your student.

THE SURVEYS

Part of the evaluation process in dealing with a new student is to administer the various surveys and evaluations. The evaluations help to determine a students' individual learning style, they help to locate the students' preferred method(s) of learning, and can help to identify any problem areas that the student may have that is interfering in their learning.

REQUIRED SURVEYS/EVALUATIONS:
The Title III Department has a variety of thorough and valuable tests available to administer and evaluate a student, however, in this course, the most preferred (and required surveys) for new student evaluations are:

- **LSI- Learning Styles Inventory**
- **SBI (Study Behavior Index)**
- **Locus of Control Personality Test**
- **Math Study Skills Evaluation**
- **Test Attitudes Inventory (Test Anxiety Evaluation)**
- **C3S-College Study Skills and Strategies (OPTIONAL)**

<u>Note</u>: The C3S survey is a comprehensive assessment of a students study skills. It identifies study strengths and areas that need to be improved along with instruction that they can use to study more effectively. This test is optional however; it is not routinely given but can be very helpful since it can be compared with the SBI to see if there are any discrepancies or similarities in study skills. Dr. Paul Nolting will usually let you know if you need to administer this survey.

WHERE TO FIND THE TESTS/SURVEYS:

All the surveys can be taken in Room 246. There are currently three computers in this room all of have the necessary surveys installed on them as well as internet access for the web based surveys. Most of them are listed in the Title III Surveys folder. More detailed information will be included for these tests/surveys on the following pages along with a "cheat sheet" that you can use for quickly viewing the specific instructions for each test.

A NOTE ABOUT ANSWERING SURVEY QUESTIONS:
Its important to explain to the students before they take the surveys that they should not worry about whether or not there are any "right or wrong" answers, since these evaluations are based on what is currently happening (or has happened) in the students lives regarding how they learn, study, etc. any answer that they pick is **accurate and correct since it's a true depiction of their traits**. Also, its best to tell the students not to overanalyze any questions; usually the first answer that they think is correct is accurate. Also it's best to explain to the student that they should answer the questions truthfully.

SLS 1949
NEW STUDENT CHECKLIST
FOR SURVEY EVALUATION

The following is a checklist of surveys and evaluations that need to be done by a peer assistant/tutor on a new student. These surveys help to evaluate the student efficiently and help to discover any problem areas that the student may need help with. This list can be used as your "checklist" and will help remind you of the steps necessary for evaluating a student.

☐ Received "Student Info Sheet" and have contacted student to begin evaluation process (i.e. surveys, tests, etc.)

☐ Made a new folder for Student. This is where you will keep all student information and evaluations. Folders are filed in room 246.

☐ Administered Test Attitude Inventory (test anxiety survey).

☐ Administered LSI-Learning Styles Inventory and have printed both pages.

☐ Administered SBI-Study Behavior Index and have printed results.

☐ Administered Locus of Control Assessment and printed results.

☐ Administered Math Study Skills Evaluation and printed results.

☐ Administered C3S Survey and printed results (optional).

☐ Entered all results in "Student Profile Sheet".

☐ Met or discussed results with Dr. Paul Nolting to determine results, discuss problem areas, and come up with a "plan" for tutoring and assisting the student.

☐ Contacted student to arrange to discuss results or to begin tutoring sessions.