

academic mentoring and tutoring of the target population; 2) to acquire knowledge of theories and empirical studies about youth mentoring and tutoring; and 3) to learn how to engage in university-community collaboration. Your service objectives are to provide tutoring in Reading, Writing, Math, etc., and to provide academic mentoring and tutoring. Your service-learning objective is to work with Dr. Tiamiyu and our community partner to learn how to implement a successful academic mentoring and tutoring program for children in an elementary school.

You will receive individual and group supervision from the teacher of the students you will be mentoring and tutoring at St. Pius X School. You will keep a journal in which you describe your reactions to and processing of your training experiences throughout the semester. You will identify reading materials related to youth mentoring and tutoring, and integrate new knowledge acquired from these readings as well as materials from your journal into your **end-of-semester structured reflection paper**. Through these experiences, you will continue to build on your knowledge of youth mentoring and tutoring, your academic mentoring and tutoring skills, and experience of participating in university-community collaboration. You will also complete the following evaluation forms: a pre- and post- mentor's questionnaire, and a student feedback form.

Prerequisite:

Completion of PSY 1010 or equivalent

My Teaching Philosophy:

I am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university nearly 30 years ago (this is my 16th year at UT), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work and family commitments build character and resilience. I expect students to take responsibility for their learning by engaging in outside the classroom reading related to the course, submitting assignments when they are due, and always attending mentoring and tutoring sessions, eager to participate in discussions and activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The mentoring and tutoring experience should be interactive and cooperative in nature. It should also be an "AHA!" experience (i.e., insightful). In summary, my teaching philosophy guides my expectations of students.

Electronics:

Please, as a matter of courtesy, alw

Dates: Tuesday, January 15

Time: 12:15 - 1:45 PM

Place: St. Pius X School

Mentoring Sessions (**minimum 48 hours** spread evenly through out the semester & as arranged with the teacher)

Dates: Wednesday, January 16 – Tuesday, April 23**

Time: As arranged with teacher(s)

Place: St. Pius X School, 2950 Ilger Avenue, Toledo, OH. 43606 [Directions: Drive west on

UT in the best light that you can.

Evaluation:

There is no formal exam. Grading will be done by Dr. Tiamiyu, based on your structured reflection paper (**hardcopy**, which is due on **Tuesday, April 23**), attendance, and input from St. Pius X School staff as to whether student has attained the learning and service learning objectives at the completion of externship. Students must meet all the stated course requirements in order not to earn an IN (incomplete) as a final grade.

P.S.: Attendance & input from school staff: 200 Points; Structured reflection paper: 100 Points;
Total Points: 300.

Grading: The final course grade will be determined in accordance with the grading system below, which lists category floors (letter grade, %, & points):

B+ 85% = 255	A 95% = 285	A- 90% = 270
C+ 70% = 210	B 80% = 240	B- 75% = 225
D+ 55% = 165	C 65% = 195	C- 60% = 180
F 00% = 0	D 50% = 150	D- 45% = 135

I reserve the right to discretionary grade adjustments.

THE STRUCTURED REFLECTION PAPER

Reflection is the intentional consideration of an experience in the light of a particular learning objective (Bringle & Hatcher, 1999). To engage in critical reflection requires a moving beyond the acquisition of new knowledge and understanding, into questioning [of] existing assumptions, values, and perspectives (Cranton 1996, p. 76). Four elements are central to critical reflection: assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism (Brookfield 1988, p. 325).

Structured reflection requires students to step back from their immediate experience to make sense of it in new ways (Colby, Beaumont, Ehrlich, & Corngold, 2007). Engaging regularly in

