

Student learning objectives are: 1) to gain program implementation skills, which are specific to the 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. Tihamiyu and our community partner (St. Pius X School) 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 can 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 (if you kept one) 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- 6 "3+";8(C. "83<+%#<\$"D(#83.A"%3(2""A/#01(2+\$6D(#%A(#n online course evaluation form for the department. The latter will be available for completion on our Blackboard course Web site from 5:00 PM on December 1 to 5 PM on Dec. 8.

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 about 30 years ago (this is my 18th 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).

Orientation Session at UT

Dates: Thursday, August 28

Time: 12:15 - 1:45 PM

Place: FH 1900

Mentoring Sessions (minimum 48 hours spread relatively evenly throughout the semester and as arranged with the teacher)

Dates: Tuesday, September 2 J Tuesday, December 9**

Time: As arranged with teacher

Place: St. Pius X School, 2950 Ilger Avenue, Toledo, OH. 43606 [Directions: Drive west on Bancroft St. West to Middlesex Street, go north (turn right) past Central Street, get to a dead-end, go east (turn right) less than a block, school is to your right]

Orientation Session at St. Pius X School

Dates: Tuesday, September 2

Time: 12:15 - 1:45 PM

Place: St. Pius School

Review Session

Date: Thursday, September 25

Time: 12:15 pm - 1:45 pm

Place: FH 1900

Mid-Semester Meeting

Date:

promptly at 12:15 pm or as arranged with the teacher J please be at St. Pius X School/other sessions on time. Thanks.

****Holidays:**

When St. Pius X School has a holiday, you will not have a mentoring session. Your teacher will also let you know ahead of time about other days that you would not come for a mentoring session

structured reflection leads students to deeper understanding and better application of subject matter knowledge and increased knowledge of social agencies, increased complexity of problem and solution analysis, and greater use of subject matter knowledge in analyzing problems (Eyler & Giles, 1999). Reflective practices in the classroom have also been shown to help learners connect earlier experiences to new content in order to achieve better understanding of the new material (Lee & Sabatino, 1998).

Directions for the End-of-Semester

References

- Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service-learning: Making meaning of experience. *Educational Horizons*, 77(4), 179-185.
- Colby, A., Beaumont, E., Ehrlich, T., & Corngold, J. (2007). Learning through structured reflection. In A. Colby, E. Beaumont, T. Ehrlich, & J. Corngold (Eds.), *Educating for Democracy: Preparing Undergraduates*