

IDC4UT – Leading, Learning and Relating in Educational, Social, and Business Contexts (Online Peer Tutoring)

Syllabus

IDC4U is based on Interdisciplinary Studies, The Ontario Curriculum, Grades 11 & 12, Ministry of Education, 2002.

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.



IDC4UT - Peer Tutoring in Online Courses

Having Peer Tutors support online students offers rich opportunities for students who have been successful in an online learning environment to support other students while making their own real-life connections to prior and on-going learning.

Student Selection – Students must have successfully completed at least one online course and be recommended by their home school. Each student will complete an application form, provide references, and participate in a phone or email interview.

This course will be organized into the following components:

Pre-placement - Topics may include: Personality types and leadership styles, learning styles and barriers, confidentiality, trust and rapport, effective communication, problem-solving and conflict resolution. Students will choose their eLearning research topic before they complete their pre-placement module.

Placement - Online peer tutoring activities might include:

- administrative tasks like monitoring attendance
- providing feedback on Learning Skills
- checking assignment completion
- participating in the Q&A discussion forums where the class problem solves through various difficulties, e.g., broken links, can't figure out where the lesson is posted, can't access a DropBox, etc.
- posting News items
- posting audio files
- working with students who have fallen behind to catch them up
- creating/maintaining course task checklists
- monitoring discussion boards

- one-on-one tutoring of students who are struggling
- working with small groups of students
- creating exemplars
- creating self-assessment quizzes for students
- facilitating online discussions
- creating an online lesson or re-working an existing lesson to provide more differentiation for students
- regular collaboration with the Online Placement Teacher, other Peer Tutors, and the Online Peer Tutor teacher

Integration - On-going reflection, further exploration of pre-placement topics, and further exploration and development of the student’s eLearning research project.

Consolidation/Summative – Students will plan and host an eLearning Online Conference with each Peer Tutor using Adobe Connect to present a short workshop on their research topic. Guests will be invited to participate.

Assessment and Evaluation

Assessment Category	Percentage
Knowledge and Understanding	15%
Thinking and Inquiry	30%
Communication	25%
Application	30%

70% - Term Work

Module Activities including group lesson, research project, effectiveness survey, placement reflections, portfolio, and performance in online placement

30% - Summative Evaluation

Online Conference Workshop Presentation– 25%

Performance in online placement setting – 5%

For more information, please contact:

Kimberly Webster
 eLearning Instructional Coach and OCDSB District eLearning Contact
 email: Kimberly.Webster@ocdsb.ca
 phone: 613-596-8211, ext. 8500