

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. Tiamiyu 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 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, a student feedback form, and a course evaluation form for the department.

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 17th 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, always remember to silence cell phones and other gadgets that may ring / beep when at St. Pius X School and at other sessions, too. Also no texting ... thanks!

Orientation Session

Dates: Thursday, August 22

Time: 12:15 - 1:45 PM

Place: FH 1900

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

Dates: Tuesday, August 27 – Tuesday, December 3**

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]

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do not be overly dressed (as if you are going to a party). Kindly cover up tattoos, if possible and do not use nose/tongue/lip rings. Thanks for being a good role model to your mentees and representing 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, 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):

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

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).

etc.) and program process. Keeping a journal should be useful here.

4) In your paper if need be, refer to your mentee by **first name** only (for confidentiality do not include last name).

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 for Responsible Political Engagement*. (Chapter 12).