MEDU 2901 - Peer Leader Training in Mathematics
1 credit (1 class hour)

Meeting times: Friday 8:30 – 9:45 a.m. (see schedule below)
Room: Namm 805
Instructors: Prof. A.E. Dreyfuss and Prof. Janet Liou-Mark

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by Vicki Roth, Ellen Goldstein and Gretchen Marcus. Prentice Hall, 2001

Technology: Blackboard will be used extensively. Each week students will write a journal that incorporates how they led their group, based on what was discussed in class and the readings. Students will be asked to comment on each other’s journals to form a community of practice.

Course Objectives: Students (peer leaders) will:
- master pedagogical techniques to use in their workshops
- learn to reflect on their practice as workshop leaders
- write about their workshop experience and their role as peer leaders
- support practice as peer leaders with learning theory
- understand the emphasis on students’ learning in group
- present their learning in a poster presentation

Grading Procedures:
- Writing Assignments 63%
- Research Poster 22%
- Attendance, Punctuality, and Classroom Participation 15%

Writing Assignments
Percent of Grade: 63%
Nine assignments – 7 points each
Please read all directions very carefully each week under “Assignments” on Blackboard.
Assignment description: Your writing assignments are an important document in regard to your own learning process and should reflect your learning, thoughts and questions in regard to course and workshop activities, and your ideas about the reading assignments, combining the three elements:
1) your experience that week leading workshop or tutoring;
2) what you learned from the reading; and
3) what you gained from the Peer Leader Training class.
Your writing assignment must be posted before the next class. The earlier you post after your workshop, the better your recollection and the more opportunity there is for feedback from your classmates.
Post your assignments to the Discussion Board - each week there will be a new forum. There will be nine assignments and each one is worth seven points. You are asked to read at least two of your classmates’ journals each week, and comment on their reflections. Please note: an “assignment” may also take the form of annotated research.
**RESEARCH POSTER**
Percent of grade: 22%
Final project
Assignment Description: Identify a topic that interests you in regard to learning. Submit your topic to the Discussion Forum set up for this.

Research the topic: Identify an area that applies to the Workshop model or tutoring, review the literature for suggested learning interventions, observe your students before and after, discuss the results in light of the learning theory chosen, identifying how we can incorporate your research into the Workshop model. Further guidelines for the poster presentation (content and methodology) and referencing are listed on the Blackboard site. Your presentation will include a summary of the research in your selected area, practical aspects toward the Workshop model, a conclusion and a bibliography. Poster presentations present the ideas (with possible illustration) in bullet form.

**ATTENDANCE, PUNCTUALITY, AND CLASSROOM PARTICIPATION**
Percent of grade: 15%
Since this class is designed to support your practice as a Peer Leader, it is your obligation to be present so you can help the students in your workshop group to learn from you and each other. If you cannot be on time or present for any reason, send an email to the instructor before class starts. Under CUNY mandate, attendance in each class is required and will be taken at each class meeting. You are allowed a maximum of 1 absence, after that point you will receive a WU grade in the course. Excessive lateness (more than 5 minutes) will be considered as an absence from that class meeting.

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<td>Mattering &amp; Marginality; Jigsaw technique</td>
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