

FACILITATING LEARNING IN COLLEGE COURSES

Educational Psychology | EDPY 393 | Section 001 | 3 Credits | Individual, Family, and Community Education | CTLB 330

Please Reach Out!

How

Email: ckimble@unm.edu

LEARN: Course Messages

Phone: 277-4517

Where

Simpson Hall 118 or Zoom

When

Drop In Hours:

Tuesday 9-11 (link in LEARN)

By Appointments: Just ask!

Who is this course for?

This course is designed for students working as Peer Learning Facilitators (PLFs) or tutors in other campus programs.

Curious about Teaching?

If you are interested in learning more about the teaching profession please let me know! Or visit: The College of Education and Human Sciences at <https://coehs.unm.edu>.



Welcome to Class!

Hello. My name is Dr. Carolyn Hushman, and I invite you to call me Cari or Dr. Hushman. I use *she, her, and hers* pronouns and I am excited to work with you this semester. Thank you for being here and serving in this role. Facilitating Learning in College Courses (FLCC) is a course that is crucial to your success as a PLF or tutor. In this class, we will be exploring aspects of learning and motivation that are critical to success in college classrooms. We will be diving into theory and research with a focus on how this information can help you serve students better. You will learn strategies for helping students while practicing these skills in your role as a PLF or tutor. I hope this course will help you find success in your job as well as help you in becoming a better student. You can expect to be challenged, engaged and supported while you grow as an educator and a PLF community!



What's this course about?

Here's what you will be able to do after this course:

1. Use theories of learning and motivation as they apply to college courses
2. Apply research-based learning strategies to the undergraduate classroom
3. Develop the practice of reflecting on teaching and student learning using evidence to inform instructional decisions
4. Build awareness of the diversity of students and how that impacts instructional practice
5. Develop skills for facilitating student discourse and problem-solving with the goal of supporting their learning
6. Participate in a community of practice with other peer educators

Course Description

This course is designed to help develop a deep understanding of learning, pedagogy and practice for students as they work in their roles as peer learning facilitators and tutors. The course covers theoretical concepts as well as practical issues encountered when facilitating learning.

The content of this course focuses on effective methods of college teaching and instructional strategies. Students participate in activities designed to increase their understanding of the role of a peer educator in the college classroom. This course will help you integrate

educational theory, pedagogy, and practice into your new role. It will touch on theoretical issues in conceptual development, discourse and questioning, conceptual change, collaborative learning and motivation, as well

as practical issues encountered in facilitating learning, engaging in formative assessment, and culturally responsive teaching. To better understand your role as a peer educator, there will be opportunities for reflection on teaching and learning, your experiences within the classroom, and working with your content instructor. You will work with other peer educators to form a community of practice.

Peer Learning Facilitators

Undergraduates working with instructors to facilitate active, collaborative learning during class time.

1

LEARNING

Educational theory guides the selection of activities to attain mastery.

2

TEACHING

Verbal feedback can drive student learning and motivation.

3

AFFECT

The affective domain is as important as the cognitive domain.

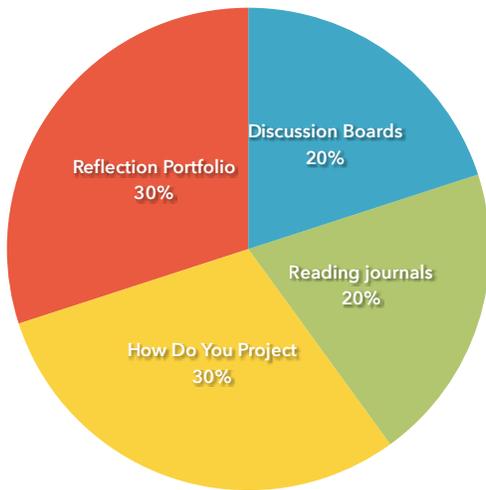
4

STRATEGY

Inclusion teaching can structure the class so that all students succeed.

Assignments

Research shows that reflection improves understanding of the subject matter, and for this course, reflection on teaching will help improve your understanding and practice of teaching!



Discussion Boards:

There will be a weekly discussion board that allows you to reflect on the weekly reading and your work as a PLF.

Reading Journals: You

will reflect on the weekly readings using a journal and prompts to help you get started.

“How Do You” Projects: Identifying opportunities and developing strategies for student learning are at the core of being a successful PLF. For your final project you will be asked to reflect on your experiences this semester. You will be asked to give a presentation identifying and describing a scenario about student engagement in learning that PLFs commonly face.

Reflection Portfolios: You will compile artifacts and reflect on your experiences from this semester. Artifacts and reflections should reflect your mastery of the course objectives.

Grading Procedures

- Every Monday at 11:59PM, something is due!
- Grades in this course are related to or reflective of the expected learning objectives
- You can expect that your submitted work will receive a response no later than 5 days after the due date and time.
- It is the policy of the Educational Psychology program to NOT offer extra credit.
- You can check your progress via My Grades in the course. If you believe you submitted work and do not find your grade, let me know.
- In accordance with University policies no grade of "Incomplete" will be assigned for this course except under catastrophic circumstances.
- Grades will be assigned accordingly: 100-97 A+; 90-96 A; 87-89 B+; 80-86 B; 77-79 C+; 70-76 C; 67-69 D+; 60-66 D; Below 60 F

PLFS AT UNM

During the initial PLF pilot at UNM, overall grade performance improved in most class sections where instructors transitioned to PLF-assisted collaborative-learning instruction. In addition, 85% of students enrolled in these course sections indicated they prefer to learn in classes where collaborative learning replaces some or all of instructor lecture and 90% stated that it was important to have PLFs as classroom resources.



You are Important!

What students say about having a PLF in their course:

1. "PLFs are great helpers and it is not intimidating to ask for help because they are peers."
2. "Classes with just a professor are very difficult because it is hard to help and give each student necessary time."
3. "Having a PLF provides one-on-one learning opportunities that we wouldn't have if they weren't there."
4. "With the PLFs more students are able to receive help in the class at once."
5. "The PLFs push us to take the initiative by asking for help and not only helping us through the problem but by giving us the tools we need to be able to figure it out on our own."

**“I wish my TA could take the EDPY course! My PLF was so confident and skillfull at working with students and she said it was due to what she learned in this course.”--
Sp 2021 Instructor**

Expectations for Me

You can anticipate a 72-hour timeframe to receive a response from me. I routinely check the course for postings or messages, Monday– Friday and sometimes on the weekend.

You should expect clear directions and an organized presentation of the material. If this is not your experience, please reach out and ask for help directly.

You can expect me to treat you with the professional courtesy and the respect you deserve. If I have missed this mark—and you are comfortable doing so—please let me know.

What I Expect from You

You are expected to complete the tasks in the first module as a part of your orientation to this course. You will be held accountable for the use of the tools introduced in that first section of the course.

You must keep abreast of course announcements. I send weekly messages, use announcements, have the course schedule posted, and list all requirements for each module in the Overview.

All communications with others are respectful. This includes the instructional team as well as other students. Please see the UNM Netiquette below for help in online environments.

As a general rule, late work is not accepted. The consideration of accepting late work is up to the discretion of the instructor. All work needs to be submitted online. If you have difficulty using a tool to complete work, use the “Create a Support Ticket” link in the Course Menu immediately and notify your instructor as well.

Course Schedule

Module	Topics	Graded Activities
Module 1: What is Learning?	Problem Solving Information Processing Thinking Self-Regulated Learning Questioning	Weekly Reading Journals Weekly Discussion Boards
Module 2: What is Teaching?	Building & Changing Concepts Addressing Misconceptions Reflecting Verbal & Written Feedback	Weekly Reading Journals Weekly Discussion Boards
Module 3: How Does Motivation impact Learning?	Motivation, affect and learning Self-Efficacy Midset and Praise Stereotype Threats	Weekly Reading Journals Weekly Discussion Boards "How Do You" Project No Class Meeting
Module 4: What teaching methods impact learning?	Active Learning Inclusion Teaching Effective Teaching	Weekly Reading Journals Weekly Discussion Boards Reflection Portfolio

THOUGHTS FROM OTHER PLFS

BE FLEXIBLE:

"If I were to offer any advice to future PLFs I would have to say that they should definitely expect the unexpected, use their previous experiences to further help students, provide nonjudgmental listening to students to get to know them better, and, most importantly, do what they can to learn about the available resources from referring students."

BE APPROACHABLE:

"Since we do not have lit marquees with 'TUTOR' above our heads, you have to find other ways to make your presence known....Your body language should say 'Hey, I'm here, ask me questions!'"

BE PART OF THE TEAM:

"I really can't express how helpful it is to work with another, more experienced PLF. His insights into my situation was really helpful."





Tracking Course Activity

UNM Learn automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty.

Technical Requirements

Computer

- A high speed Internet connection is highly recommended.
- Supported browsers include: Internet Explorer, Firefox, and Safari. Detailed Supported Browsers and Operating Systems: <http://online.unm.edu/help/learn/students/>
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including [UNM's Computer Pods](#).
- For using the Kaltura Media Tools inside Learn, be sure you have downloaded and installed the latest version of [Java](#), [Flash](#), and [Mozilla Firefox](#). They may not come preloaded.
- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page: <http://it.unm.edu/software/index.html>)

For UNM Learn Technical Support: **(505) 277-0857 (24/7)** or use the **“Create a Support Ticket”** link in your course.

Web Conferencing

Web Conferencing tools will be used in this course to hold office hours and meet.

- A USB headset with microphone. Headsets are widely available at stores that sell electronics, at the UNM Bookstore or online.
- A high-speed internet connection is highly recommended for these sessions. A wireless Internet connection may be used if successfully tested for audio quality prior to web conferencing.



UNM Resources for Help and Support

Successful people access support from others as needed. UNM has many resources that can help you as you strive to achieve your goals. I encourage you to reach out to me or other instructors on campus. Here is some information about the resources available to you:

The Instructional Team: email myself or stop by our office hours! Both are listed on the first page of this syllabus and we are here to help you succeed.

CAPS Tutoring Services: CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, Chatting with or asking a question of a Tutor. <http://caps.unm.edu/programs/online-tutoring/>

UNM Libraries: The library offers assistance with finding and evaluating information. <http://library.unm.edu>

Center for Student Success: The CSS exists to help College of Education and Human Sciences students find success in and out of the classroom, including academic advisors, scholarships, and professional and career development. <https://coe.unm.edu/administration/center-for-student-success/index.html>

LoboRESPECT: LoboRESPECT is the name of the UNM's comprehensive approach to preventing and responding to sexual misconduct. <https://loborespect.unm.edu>

Student Health & Counseling Online Services: SHAC offers comprehensive outpatient medical and mental services for all currently enrolled UNM students who are paying student fees as either full or part-time students. <http://online.unm.edu/help/learn/support/shac>

UNM Netiquette

Netiquette refers to a set of guidelines in online communication that help to ensure positive interactions. In this case specifically, these guidelines seek to keep this online class a positive learning environment for everyone.

- Whether or not you agree with the opinion of another student, you should respect his or her opinion. When responding to another person's opinion, provide clear and thoughtful arguments without seeking to insult your classmate(s).
- When posting a message, take care to choose your words carefully. Understand that online communication tends to lack the non-verbal cues that often offer context to the intended message.
- Emoticons and other cues (such as hmm... to suggest you are pondering) can be used to help offer context to messages.
- Avoid typing in all capital letters. Not only does this make messages difficult to read, it also implies that you are yelling.
- Always assume that your fellow students have good intentions in their posts and/or replies. If necessary, seek further clarification of the intent or meaning of a post.
- Flaming (messages or responses intended to insult or meant to be abusive) are always inappropriate
- When possible, try to keep messages and posts concise and on topic and posted in the appropriate section.
- When using acronyms and abbreviations, make sure that they are completely spelled out the first time they are used.
- When you are referring to a web site, make sure to give the URL in its executable form (including the https://). This allows others to quickly reference the article.

Acceptable masks and mask wearing in class: A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable, as are disposable medical masks, KN95, KF94, FFP1 and FFP2 masks. A face shield is not sufficient protection. It is vital that you wear your mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask (without an ARC-determined accommodation), class will be dismissed for the day to protect others and you will be dropped from the class immediately. correctly, covering your nose and mouth. Removing your mask for an extended period to eat or drink in class violates the university mask requirement and endangers others.

Consequences of not wearing a mask properly: If you don't wear a mask, or if you do not wear a mask properly by covering your nose and mouth, you will be asked to leave class. If you fail to wear a mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask, class will be dismissed for the day to protect others and you will be dropped from the class immediately.

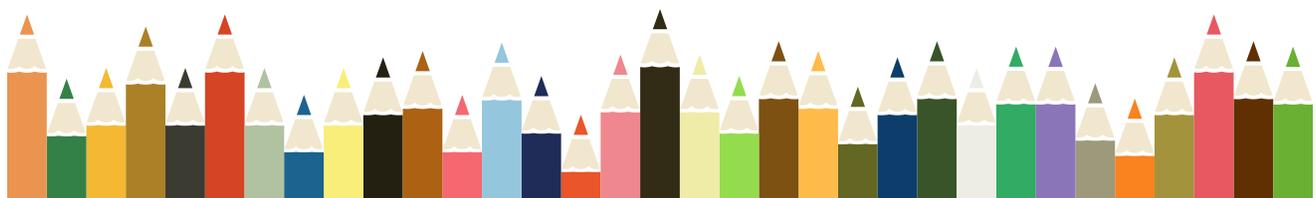
COVID-19 Symptoms and Positive Test Results:

Please do not come to a UNM campus if you are experiencing symptoms of illness, or have received a positive COVID-19 test (even if you have no symptoms). Contact your instructors and let them know that you should not come to class due to symptoms or diagnosis. Students who need support addressing a health or personal event or crisis can find it at the [Lobo Respect Advocacy Center](#).

Credit-hour statement: This is a three credit-hour course. Class meets for one session of direct instruction for fifteen weeks during the Fall 2020 semester. Students are expected to complete a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Support in Receiving Help and in Doing What is Right: I encourage students to be familiar with services and policies that can help them navigate UNM successfully. Many services exist to help you succeed academically and to find your place at UNM, see students.unm.edu or ask me for information about the right resource center or person to contact. UNM has important policies to preserve and



protect the academic community, especially policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>) Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious disciplinary consequences.

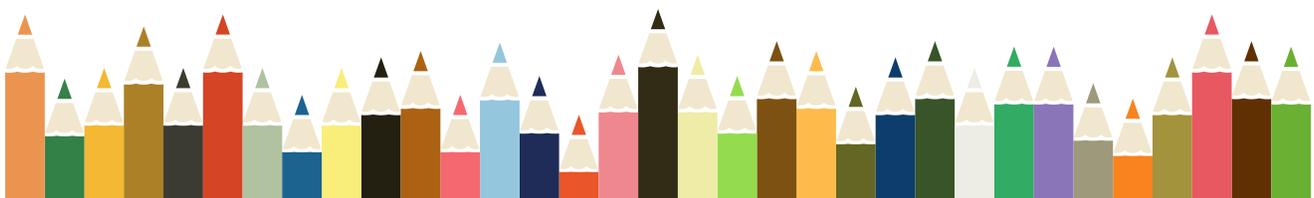
Land Acknowledgement: (see <https://diverse.unm.edu> on appropriate use) Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Title IX: In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 of <https://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>) requires that any report of gender discrimination that includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (<https://oeo.unm.edu>). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Copyright Issues: All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

Accessibility: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact Accessibility Resource Center at acrsrvs@unm.edu or by phone 277-3506.



Academic Misconduct: You should be familiar with UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act. All written work will be checked for plagiarism through SafeAssign.

Drop Policy: This course falls under all UNM policies for last day to drop courses, etc. Please see <http://www.unm.edu/studentinfo.html> or the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.