EDCP318N: Leadership in Collaborative Learning Groups  
Spring 2010

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Course Description:

EDCP318N is a contextual leadership course that utilizes experiential opportunities as a study group leader to develop and apply the knowledge and skills of leadership into practice by leading collaborative learning groups. This course will provide pedagogical training in the theory, process and techniques used to lead peer-group study session in multiple discipline areas. The methods of instruction will include in classroom instruction and supervised peer-study sessions.

The course is specifically designed for those who will serve as Guided Study Session Leaders in the University Counseling Center’s Learning Assistance Service. Others study group leaders may participate in the course at the permission of the instructor.

Prerequisites:

Individuals must have taken the content course attached with the learning group and performed well (A or B in the course). Students should also have an overall academic standing of 3.0 or better. Students must submit a written application and attend a personal interview.

Collaboration with the Stamp Student Union and College of Education:

This course has been developed through the collaboration of the University Counseling Center’s Learning Assistance Service, the Department of Counseling and Personnel Services within the College of Education and the Adele H. Stamp Student Union Center for Campus Life.

Texts:

Supplemental Instruction Handbook  
Selected Readings

Learning Outcomes:

As a result of participating in this class, students will:

1. Become aware of themselves as learners as a basis for understanding others, particularly in the helping relationship.
2. Gain an appreciation for their roles as peer group facilitators.
3. Develop facilitation skills in order to facilitate independent learning in others.
**Accommodations for Students with Disabilities:**

Students with disabilities are encouraged to contact the instructor so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities. DSS staff is available to consult at any time. It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

**Academic Integrity:**

In all class work and assignments, I expect the highest personal and professional standards that reflect the objectives of the University of Maryland. The Honor Pledge is a statement all undergraduate students are asked to write and sign on examinations, papers or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but I ask that you do so. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. – Sign your name.*

More information about academic integrity and the Honor Pledge is available online at [www.shc.umd.edu](http://www.shc.umd.edu)

**Attendance:**

University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of university authorities, and compelling circumstances beyond the student’s control. Students must request the excuse in writing and supply appropriate documentation, e.g., medical documentation. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

**Course Cancellations/Delays:**

Please check with 301-405-SNOW or the university website for any cancellations or delays due to inclement weather or emergencies. This course will comply with any university cancellations or delays accordingly.
Course Requirements:

1. *Attendance in Content Course* – Class attendance is very important to providing the group leader with a review of the material to be discussed during the guided study session. Students are expected to attend the content course and serve as model students. Class notes will be checked weekly.

2. *Group Study Sessions* – Each leader is responsible for conducting two study sessions weekly and entering attendance in the LAS database. Sessions days/times will be scheduled at the beginning of the semester. All leaders must hold 20 group sessions throughout the semester. Leaders can make arrangements for alternative session times to accommodate tests, holidays, etc. If the session time is changed, inform the instructor (cc: me on the e-mail) and make announcements and or handouts to the class to reflect the change. Each GSS session will count 10 points for a total of 200 points.

3. *Participation* – Students are required to participate in class weekly. The class meeting times prepare students to be learning facilitators and are conducted in an interactive/discussion format. If you miss a class, you are still responsible for the material covered during the class session. For excused absences, you can arrange an appointment with me to review the class materials.

4. *Instructor Interview* – the group study leader should schedule an interview with the course instructor within the first four weeks of the semester. In this interview, the leader and instructor will discuss the leader’s role, expectations around assignments, instructor’s expectations for the GSS leader, etc. The instructor and GSS should sign the GSS agreement form. This form should be turned in by **February 26, 2010**.

5. *Reflections*—Two reflections will be written during the semester.
   a. *Session Observation*. Each new GSS leader will attend the session of a returning leader. During this observation, you should take note of how the leader begins the session, facilitates groups or student interaction, how the leader handles questions, etc. You will then write a 2 page reflection about the session observation. The paper will be due no later than **March 12, 2010**.
   b. The second will be a 2-3 page experience paper completed at the end of the semester providing a thoughtful reflection of the semester’s sessions. Additional guidelines will be given for the end experience paper. The final paper will be due **May 1, 2010**.

6. *Study Skills Booklet* – In groups of two, you will prepare a six page study skills booklet that could be provided to the students in your GSS sessios. You will choose topics for the booklet that might include: Time management, increasing your memory, getting the most of studying in a science course, exams (preparation and test-taking), getting the most out of class lectures, creating concept maps, etc. Additional instructions will be given for this project.

**Grading Scale:**

For the above course requirements, the following points will be applied to each course requirement:
Class attendance (content course – notes) 50
GSS Sessions 200
Participation 50
Instructor Interview 25
Reflection Papers 80 (40 each)
Study Skills Booklet 95

Grades will be assigned as follows:

A = 452-500
B = 400-449
C = 350-399
D = 300-349
F = 299 and below

Please, note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.
Course Outline

Week 1 – Overview of Course, Session Scheduling, Database usage, Role of a study group leader

Week 2 – Student expectations of the learning environment


Week 3 – Communication & Questioning


Week 4 – Collaborative Learning Techniques


Week 5 – Project Week

Week 6 – The Learner (Intellectual and Ethical Development)


Week 7 – Integrated Learning Model, Content Organizers


Week 8 – Learning Styles


Week 9 -- Assessment Techniques & Problem Sessions


Week 10 – Avoiding Co-Dependency


Week 11 – Diversity in the Learning Environment


Week 12 – Presentation of Projects

Final Paper Due **May 1**