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MATH DI-03, Developing an Expeiriential Learning Course at Rhodes College, Spring 2010

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DI in Developing an Expeiriential Learning Course at Rhodes College

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1 Project Description

The Department of Mathematics and Computer Science wishes that the peer tutors that work in the Math Support Center have an opportunity to work in partnership with City of Memphis Schools in a way that would enable them to learn about, and help support, the range of academic support initiatives in Mathematics Eduation that exist in Memphis. Once this course was developed the department would submit it to the FCC for F11 approval,?

This course design will involve a considerable amount of consultation with City of Memphis Schools, and collaboration with Prof Mark Smith. The design process itself, therefore, is an opportunity for Rhodes' students to learn about the workings of a school district; the process of course development; and the process of obtaining academic recognition for courses. The transferable skills that could be potentially acquired by a student helping in this course design would include:

- How to establish working partnerships with external institutions
- Balance priorities for two partnering institutions
- Designing programs of activity (such as an academic course)
- Learning how to work within an unfamiliar regulation framework

1.1 General Description

The participants will form a team consisting of the participants, Rachel Dunwell (MSC director) and Guy Handley (RSAP assistant MSC director). The team will develop a two credit course that is a expeiriencial learning experience for Rhodes students who have worked as a peer tutor in the MSC.

1.2 Tangible Products

By the end of the semester the participants will have written all the necessary course materials; a reflective journal; and a summary report listing their activities.

In their journal participants will reflect on the interrelations between:

- Pedagogical theory and course design
- Regulatory frameworks and course design
- Different educational institutions

The course materials produced will include:

- Course description
- Syllabus, with a detailed sample of a course schedule
- Any other supporting documents required by the committee whose approval is necessary for this the course to be a standing course, for which students receive two academic credits and F11 foundations credit

The summary report will be written in such a way that a member of Rhodes Faculty, in any department, that wishes to develop a similar course could use the report as a “how to” manual.

1.3 Particular Details for this DI

A provisional schedule of activities is:

Weeks 1 and 2 Becoming familiar with Rhodes’ regulations around such courses.

In particular:

- F11 requirements
- Regulations and Procedures for establishing links with external institutions
- Existing links with schools in Memphis

Weeks 3 and 4 Becoming familiar with Memphis City Schools’ regulations for collaborative ventures

- Legal requirements
- Administrative structure
- Academic Resource structure

Weeks 5 through 7 Meeting with relevant administrators within Memphis City Schools to discuss developing the program

Weeks 8 and 9 Prepare the supporting documents that are required for the course to receive recognition as a Rhodes Course.

Weeks 10 and 11 Designing and writing a document that details the process of drafting a course and applying for academic and F11 credit

Week 12 Following up on any feedback received from academic committees

2 Assessment of Participants Work

The quality of the participants work will be assess through

- The quality of the course description and syllabus. This will form 40% of the final grade.
- The quality of the reflection contained in the participants' journals. This will form 20% of the final grade.
- How effectively the participant's summary report advices readers on developing an F11 course at Rhodes. This will be 40% of the participant's final grade.