



**Peer Learning Facilitator Application (cont.)**

**Questions**

1. What is the mission of AAP more generally and AAP F/TSP Peer Learning specifically? How will you use the PLF position to fulfill both missions?
2. What is your facilitation philosophy (sometimes understood as a teaching philosophy)? How would you explain your role as a “Peer Learning Facilitator” to incoming Freshmen/Transfer students? How would you conduct your sessions? How would you assess the quality of your sessions? How will you integrate a social justice component?
3. How would you explain the writing process to an incoming UCLA student? What is your experience in facilitating discussion sessions with a Social Science and writing focus? What would you target as main objectives to focus on a college level writing? How would you incorporate critical thinking, engaged dialogue, and a social justice framework in your sessions to meet the above goals?
4. What are the main ideas/concepts covered in the following courses? What is your experience in facilitating discussion sessions with a Social Science focus? How would you incorporate critical thinking, engaged dialogue, and a social justice framework in facilitating discussion related to the complex concepts pertaining to these courses?
  - A. **Psychology 175:** *Community Psychology*
  - B. **Sociology 1/M5:** *Introductory Sociology / Social Organization of Black Communities*
  - C. **History 150 B/Afro-Am Studies 158B:** *Introduction to Afro-American History*
  - D. **Chicano & Chicana Studies 191:** *Exploring Ethnic Los Angeles: Race and Place*
  - E. **Political Science 181:** *Politics of Latino Communities*
  - F. **Geography 3:** *Cultural Geography*
5. How can a Social Science course empower entering UCLA AAP students to excel throughout their undergraduate careers and beyond? What do you foresee are the challenges and opportunities that these courses may present to AAP students? How do you anticipate your PLF position in aiding AAP students to thrive in an abbreviated quarter?
6. How can an English Composition course and a Core class work together to build a stronger curriculum than could be built by separate courses? What are some of the difficulties that such an adjunctive curriculum can create? How would you address those problems?
7. Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
8. Describe an instance when you had to overcome a conflict/disagreement with someone you worked with.
9. Describe the experiences, knowledge, attitude, and skills that make you a good fit for this position. What unique qualities, ideas, energies, etc., would you bring to the team?