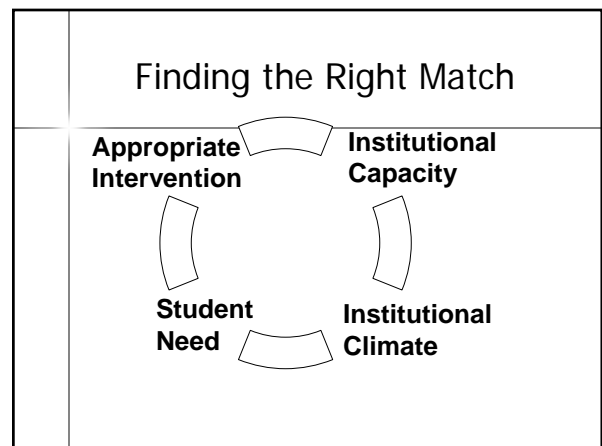
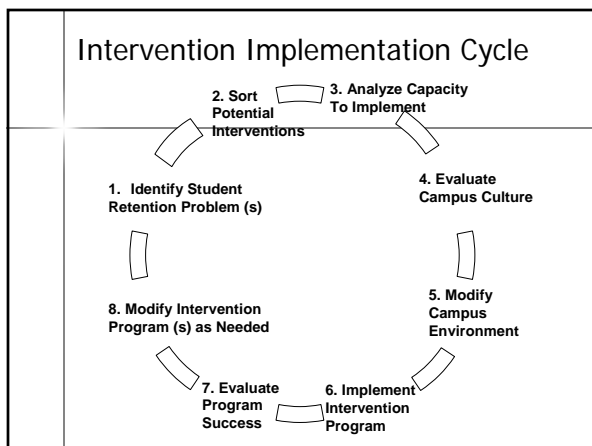


	<h2>Peer-Assisted Learning (PAL)</h2>
	<p>Programs: <i>Choosing the Most Effective Models to Increase Student Retention and Academic Achievement</i></p> <p>David R. Arendale, Ph.D. University of Minnesota-Twin Cities July 2009 Noel-Levitz Conference, San Antonio, TX http://arendale.org http://palgroups.org</p>

	<h2>Session Objectives</h2>
	<ul style="list-style-type: none"> ■ Being a good consumer <ul style="list-style-type: none"> - <i>Criteria to evaluate interventions</i> - <i>Assessing campus capacity</i> - <i>Understanding the campus climate</i> ■ Academic intervention overview ■ Examining national PAL programs ■ Determining next steps for campus

		<h2>“If you build it, they will come.”</h2>
		<p>73,000,000+ 619,000 hits in Google</p>

	<h2>Understanding Student Motivation and Help-Seeking Behaviors</h2>
	<ul style="list-style-type: none"> ■ Reading the professional literature <ul style="list-style-type: none"> - Pintrich, Brown, & Weinstein (Eds.). <i>Student motivation, cognition, and learning.</i> ■ Assessing students to understand them and their needs ■ Adapting peer programs to meet the needs of students who are less likely to voluntarily participate ■ Dealing with the attendance issue with voluntary participation programs



	Being a Good Consumer
	<i>Read the fine print on the product label for the ingredient list and the preparation instructions</i>

	<i>Directory of Academic Interventions and Learning Enrichment Activities</i>
	<ul style="list-style-type: none"> ■ Criteria for likelihood of success ■ Scale ratings for implementation (<i>administrators, faculty, staff, cost</i>) ■ Short description of interventions ■ Further publications or resource organizations that provide standards or information

	Scales for Evaluating Academic Interventions
	<ul style="list-style-type: none"> ■ Likelihood of success: Objective evidence of effectiveness ■ Institutional Involvement ■ Faculty Member Support/Involvement ■ Skill Level of Direct Service Provider ■ Financial Investment Level (<i>one-time and reoccurring</i>)

	Evaluating the Intervention: <i>Likelihood of Success</i>
	<ol style="list-style-type: none"> 1. Sound educational theory 2. Based on previously validated practices 3. One rigorous evaluation study 4. Replicated rigorous evaluation studies 5. Validated by external agencies 6. Replicated at other institutions 7. Additional resources available to implement (<i>e.g., information, consultation, training</i>)

	Implementing Standards-Based Interventions & Programs
	<ul style="list-style-type: none"> ■ Professional associations ■ U.S. Department of Education (<i>e.g. Principles of Scientific Research, Clearinghouse for What Works in Education</i>) ■ Council for the Advancement of Standards (CAS) http://www.cas.edu

	Institutional Capacity: <i>Institutional Involvement</i>
	<ol style="list-style-type: none"> 1. No significant institution-wide policies 2. Policies based on national standards 3. Systematic collection and use of preentry student information 4. Course professors assess students 5. Systematic evaluation studies 6. Recommend course placement 7. Mandatory course placement 8. Sufficient resources and political will to support any needed academic intervention deemed necessary

	<p>Institutional Capacity: <i>Faculty Member Involvement</i></p>
	<ol style="list-style-type: none"> 1. Not supportive 2. Indifferent 3. Mildly interested 4. Strongly interested, limited time 5. Strongly interested, will administer in class assessments of students 6. Strongly interested, moderate time 7. Strongly interested, extensive time 8. Strongly interested, integrate into class


	<p>Institutional Capacity: <i>Skill Level of Direct Service Provider</i></p>
	<ol style="list-style-type: none"> 1. No prerequisite skill level required 2. Undergraduate student skill level required 3. Graduate or professional student skill level required 4. Full-time faculty or staff member skill level required


	<p>Institutional Capacity: <i>Financial Investment Level</i></p>
	<ol style="list-style-type: none"> 1. No significant financial costs 2. Minor expenses 3. Salary for undergraduate student 4. Salary for graduate student 5. Salary for part-time faculty or staff 6. Salary for full-time faculty or staff

	<p>Peer Cooperative Learning: <i>Basic Principles</i></p>
	<ul style="list-style-type: none"> ■ Positive interdependence ■ Face-to-face interaction ■ Individual accountability ■ Interpersonal skill development ■ Group processing of activities

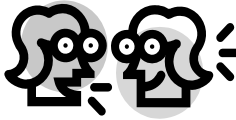
	<p>Peer Group Most Potent Source of Influence</p>
	<p><i>The student's peer group is the simply most potent source of influence on growth and development during the undergraduate years.</i></p> <p>Astin, A. (1993). <i>What matters in college: Four critical years revisited</i>. San Francisco: Jossey-Bass</p>



Goals of PAL	
<ul style="list-style-type: none"> ■ Improve performance ■ Increase persistence ■ Improve learning skills <ul style="list-style-type: none"> ^ Thinking/reasoning ^ Responsibility ^ Reflection 	

In PAL, Students Construct Own Knowledge Through a Process of	
<ul style="list-style-type: none"> ■ social interaction ■ exploration ■ application 	



	<ul style="list-style-type: none"> ■ <i>How are you using peer assisted learning (PAL) on your campus?</i> ■ <i>What models are you using?</i>
	

What are some national models for peer assisted learning?

PAL Best Practices: <i>Consistent with the Following</i>	
<ul style="list-style-type: none"> ■ Current student retention theories ■ Professional standards ■ Contemporary learning theories for a more diverse student population ■ Survive rigorous evaluation ■ Successful replication at variety of institutions ■ Recognized by national awards programs (e.g., Noel-Levitz, FYE, NACADA) 	

	<p>PAL Annotated Bibliography Postsecondary Peer Collaborative Learning Programs</p>
	<ul style="list-style-type: none"> ■ Programs: <i>Accelerated Learning Groups; Emerging Scholars Program, Peer-led Team Learning, Structured Learning Assistance, Supplemental Instruction, Video-based Supplemental Instruction</i> ■ http://tinyurl.com/palbibliography ■ http://palgroups.org

	<p>Emerging Scholars Program <i>University of California, Berkeley</i></p>
	<ul style="list-style-type: none"> ■ Appears as honors/enrichment program ■ Communicate high expectations ■ Mandatory lab meets four hours/weekly ■ Challenging problem solving worksheets ■ Individual, small, & large group activities ■ Create social support cohort

	<p>Scales for Evaluation</p>
	<ul style="list-style-type: none"> ■ Replicated nationwide. High success ■ No institution-wide policies needed since course-based program. Need evaluation support of the program. ■ Strong interest, extensive faculty time ■ Graduate or professional student skill ■ Salary for graduate student, salary overtime or course release for faculty ■ <i>Highly effective for increasing success of historically-underrepresented students in high-demand academic majors.</i>

	<p>Peer-Led Team Learning <i>City University of New York</i></p>
	<ul style="list-style-type: none"> ■ Targets introductory science courses ■ Mandatory discussion lab weekly ■ Course instructor heavily involved ■ Student leader facilitates lab sessions ■ Ancillary text/workbook activities support/reinforce the course textbook

	<p>Scales for Evaluation</p>
	<ul style="list-style-type: none"> ■ Replicated nationwide. High success. ■ No institution-wide policies needed since course-based program. Need evaluation support of the program. ■ Strong interest, extensive faculty time ■ Undergraduate or graduate student skill ■ Salary for under/graduate student, salary overtime or course release for faculty ■ <i>Highly effective for transformation of historically-challenging curriculum for all enrolled students in the course.</i>

	<p>Structured Learning Assistance <i>Ferris State University</i></p>
	<ul style="list-style-type: none"> ■ Targets rigorous introductory courses ■ Student facilitates review session ■ Mandatory attendance for all students until first major course examination ■ Moderate involvement by course instructor ■ Results: instructor, facilitator, & student

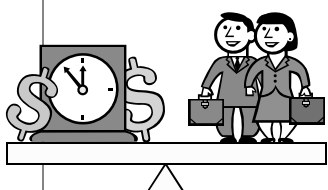
	<h3>Scales for Evaluation</h3> <ul style="list-style-type: none"> ■ Replicated several locations nationally. Moderate success.
	<ul style="list-style-type: none"> ■ Institution-wide policies needed since many courses often involved (mandatory attendance). Need evaluation support of the program. ■ Moderate interest, moderate faculty time ■ Undergraduate student skill ■ Salary for undergraduate student and for faculty or staff to administer, supervise, and evaluate ■ <i>Highly effective for serving large numbers of students in multiple historically-difficult courses when institutions are willing to mandate participation at the beginning of the academic term for all students enrolled in the course. Diminishes possible stigma since all students involved.</i>

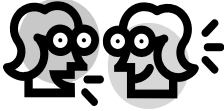
	<h3>Supplemental Instruction</h3> <p><i>University of Missouri-Kansas City</i></p>
	<ul style="list-style-type: none"> ■ Integrate content & learning skills ■ SI leader regularly attends the class ■ SI leader is trained prior to the term ■ Trained staff member supervises ■ Faculty member approves/supports ■ SI sessions are regularly conducted ■ Voluntary attendance by students

	<h3>Scales for Evaluation</h3> <ul style="list-style-type: none"> ■ Replicated nationally and internationally. Moderate success.
	<ul style="list-style-type: none"> ■ No institution-wide policies needed since course-based program. Need evaluation support of the program. ■ Mild interest, limited faculty time ■ Undergraduate student skill ■ Salary for undergraduate student and for faculty or staff to administer, supervise, and evaluate campus SI program ■ <i>Highly effective for serving large numbers of students in multiple historically-difficult courses when institutions are unwilling to mandate participation by students who most need academic support services. Diminishes possible stigma since all students invited to be involved and students of various ability levels do participate.</i>

	<h3>Video-based SI</h3> <p><i>University of Missouri-Kansas City</i></p>
	<ul style="list-style-type: none"> ■ Target rigorous core curriculum courses ■ Video record class lectures ■ Students enroll in combined class of academic content and study strategies ■ Develop ancillary workbook materials ■ Extend class sessions for concurrent skill development and content review ■ Students control class pacing

	<h3>Scales for Evaluation</h3> <ul style="list-style-type: none"> ■ Replicated at several institutions nationally and internationally. High success.
	<ul style="list-style-type: none"> ■ No institution-wide policies needed since course-based program. Need evaluation support of the program. ■ Strong interest, extensive faculty time for initial curriculum development and videotaping ■ Graduate or prof. student skill for VSI facilitator ■ Salary for graduate student, salary overtime or course release for faculty to develop the course and for an individual to administer, supervise, and evaluate the program. Often very expensive to initially develop the curriculum and video tapes. ■ <i>Highly effective for increasing success of historically-underrepresented students and for institutions that do not permit developmental-level courses to be offered.</i>

	<h3>Balancing Investment and Desired Outcomes</h3>
	<ul style="list-style-type: none"> ■ <i>Rather than only focusing on the cost of the intervention, consider the cost of failure.</i> ■ <i>What outcome at what level is worth the necessary investment?</i>

	<ul style="list-style-type: none"> ■ <i>Which approach best meets the needs of your students? In which classes?</i>
	<ul style="list-style-type: none"> ■ <i>Use different models in meet specific needs</i>

	<p><i>Final Thoughts</i></p>


	<h3>Different Levels of Time-on-Task and Involvement Incentives</h3>
	<ul style="list-style-type: none"> ■ Complete voluntary attendance ■ Students must sign-up for limited number of slots in voluntary program ■ Mandatory attendance for all until first exam, thereafter only required for those with low grade ■ Require attendance for most weeks during the academic term ■ Extra credit given for attendance ■ Grade assigned for attendance in lab session ■ Participation integrated within the course

	<h3>Factors Associated with Higher Outcomes</h3>
	<ul style="list-style-type: none"> ■ Train before & during the term ■ Observe & coach ■ Move from voluntary to embedded ■ Higher instructor involvement ■ National certifications & standards ■ Evaluate frequently & rigorously

	<h3>Future Directions for Peer Learning</h3>
	<ul style="list-style-type: none"> ■ More structured student involvement ■ More intentional learning objectives ■ Use aligned curriculum materials ■ More involvement of faculty members ■ Professional development for faculty members (e.g., curriculum, Universal Instructional Design, teaching strategies, peer cooperative learning) ■ Integrate PAL into the course ■ Serve academic affairs, student affairs, and enrollment management objectives

	<h3>Faculty Member Actions</h3>
	<ul style="list-style-type: none"> ■ Make explicit connections ■ Focus on the "<i>big picture</i>" ■ Model instructor thinking process ■ Make explicit the instructor values ■ Employ active learning ■ Metacognitive skill development

	Two View of Student Talent
	<p>"[Some] educators value being smart much more than . . . developing smartness." (Astin 1998, p. 12)</p> <p>Talent Identifiers: measure success by recruiting the best prepared students</p> <p>Talent Developers: measure success through a value-added process that results in tremendous growth of students</p>

	What are the Next Steps?
	<ul style="list-style-type: none"> ■ <i>How do we move forward from here?</i> ■ <i>What classes could be part of the pilot?</i> ■ <i>What are critical decisions, resources, and dates?</i>

	<i>For More Information</i>
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