Integrating Undergraduate Peer Mentors into Credit Courses: Literature, Leadership, and Program Development

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A Short History and Definition of Curricular Peer Mentoring:

A Strong Yet Scattered Genre

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Forthcoming Book

Introduction:
The History and Scope of Curricular Peer Mentoring Programs
(p. 1-22)

Chapter 1:
Defining Features of Curricular Peer Mentoring Programs
(p. 23-50)
A Strong Yet Scattered Genre


● A specific “genre” of undergraduate student engagement program

● 40 years of history reveals its roots, branches, transformations, diversity.
Definition

- **Curricular** (within courses and teaching teams in the academic curriculum)
- **Peer** (*near*-peer, a more experienced student who is not a graduate student or professional)
- **Mentoring** (peer facilitating, peer tutoring, peer leadership -- in class, beyond class, online.)
- **Program** (recruitment, orientation, education, professional development, supervision, rewards, research, communication)
Aims & Benefits

Among all the programs studied, these were the *most common aims* and benefits:

- Student academic success \(^7-8\)
- Academic skill development \(^9-12\)
- Student engagement and active learning \(^13\)
- Openness to diversity and challenge \(^14\)
- Development of peer mentors \(^15\)
- Instructional staff development \(^16\)
Curricular Integration

The best place for near-peer assistance is integrated into a classroom community, teaching team, curriculum, and academic mission.

- **Keimig** (1983) Association for the Study of Higher Education. Review of prior research.17
- **Arendale** (2004) Review of six types of peer learning and cooperative learning programs.20
- **Simpson, Hynd, Nist and Burrell** (1997) generic vs. content-specific assistance19
Four Decades of Program Development

- **1970s:** Peer teaching: Undergraduate TAs, Education through Student Interaction (ETSI) Personalized System of Instruction (PSI) 42-50
- **1973:** Supplemental Instruction 56-70
- **1982:** Writing Fellows Programs 88-95
- **1990s:** First-Year Learning Communities Ch. 4
- **1995:** Peer-Led Team Learning 75-84
- **19--?** Many one-of-a-kind programs 96-113
Related but Insufficient Features

Curricular Peer Mentoring is not necessarily present in programs that involve...

- Reciprocal peer learning among students co-enrolled in courses
- Undergraduates serving as TAs / teachers
- Extracurricular peer mentoring of target student populations
- Tutoring centers / learning centers as locations of peer assistance
Program Values

Curricular peer mentoring programs aspire to achieve greater levels of...

- **Curricular Integration** – within courses, teaching teams, student community, curriculum
- **Collaborative Implementation** – within teaching teams and within programs
- **Holistic Professional Education** – Peer Mentors, Host instructors, Peer mentor instructors


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References


58. Ibid., 13–14.

59. Ibid., 15.


61. Arendale, Review of Research, 8.


References

64. University of Wollongong, “PASS,” para. 2.


66. **International Center for Supplemental Instruction**, “Other SI Programs.”


68. **Bournemouth University**, “PAL and Its Links to Supplemental Instruction.”


70. **Bournemouth University**, “PAL and Its Links to Supplemental Instruction,” section: Differences between SI and PAL.

References

72. Bournemouth University, “PAL and Its Links to Supplemental Instruction,” para. 4.

73. Potter and Hampton, Students Supporting Students.


76. Ibid., 16:11–12.; 77. Ibid., 16:1.; 78. Ibid., 16:110.


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84. Lewis, “Retention and Reform.”

85. Washington Center, “Learning Communities National Resource Center.”


87. Haring-Smith, “Changing Students’ Attitudes.”


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92. Zawacki and WAC Clearinghouse, “Writing Fellows Programs.”


101. ten Cate, van de Vorst, and van den Broek, “Students Tutored by Near-peers.”

102. Miller, Groccia, and Miller, Student-Assisted Teaching.


104. David Custer and Michael G. Dourmashkin, “The Experimental Study Group: An Alternative First-Year Program at MIT,” in Miller, Groccia and Miller, Student-Assisted Teaching, 78.
References

105. Miguel Paredes et al., “Undergraduate Peer Mentors in Mathematics,” in Miller, Groccia and Miller, Student-Assisted Teaching, 87–90.


108. Miller, Groccia, and Miller, Student-Assisted Teaching.

References


