

Making Space for Theory and Practice: Designing Pedagogy Curriculum for Peer Educators

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OREGON STATE UNIVERSITY



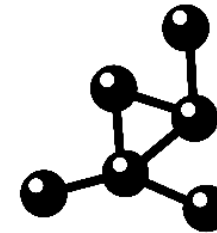
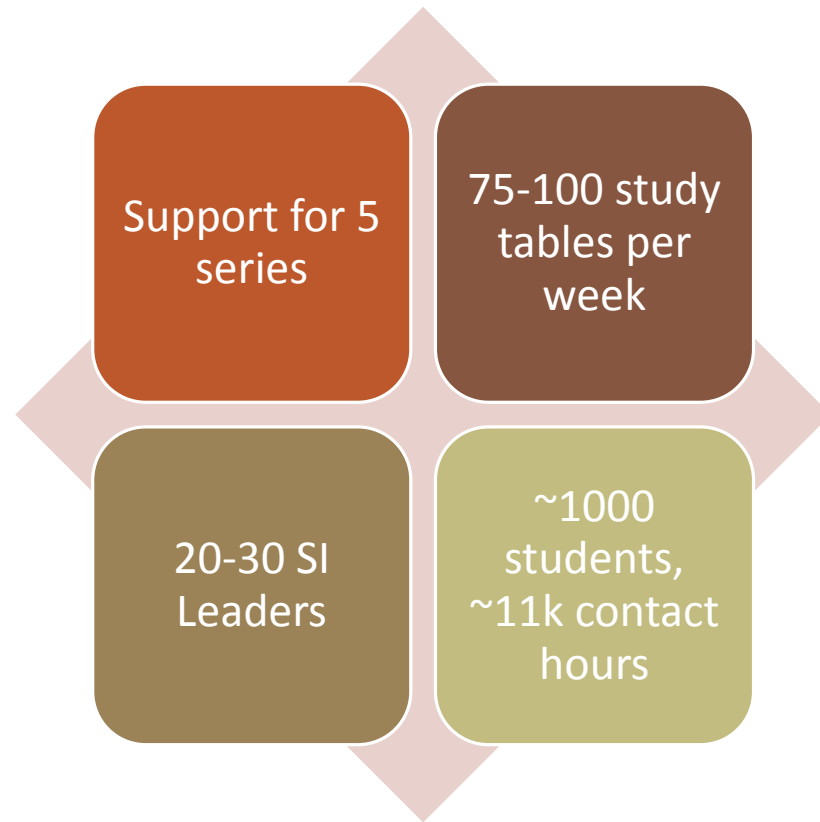
Oregon State
University

Academic Success Center

The Academic Success Center (ASC) creates opportunities for students **to learn how to learn** throughout their academic careers. Our services support students as they practice skills and habits for academic success, learn with and from their peers, and reflect on their ongoing development as scholars. Through partnerships with OSU faculty and staff, our work promotes a university culture that responds to students' needs and affirms each student's ability to achieve their goals.



Supplemental Instruction at OSU



Previous Training Formats

- ❖ One day, intensive training prior to fall term
- ❖ Two day, intensive training with practice
- ❖ Training followed by weekly meetings
- ❖ Training followed by bi-weekly meetings
- ❖ Workshops



Challenges with Past Formats



- ❖ Too much information, too little time
- ❖ Shallow levels of knowledge
- ❖ Brief team building
- ❖ Inconsistencies in training, preparation
- ❖ Variations in SI Leader performance and professional development
- ❖ Super stressful!



Step 1: Asking Questions

What do SI Leaders (SILs) need/want in training?

Understanding the “why” of best practices and requirements

Time to watch, learn, question, reflect

PRACTICE planning, leading, facilitating, responding





5-week
problem- or
research-
based
course

Added
training
days

Step 2: Exploring Options

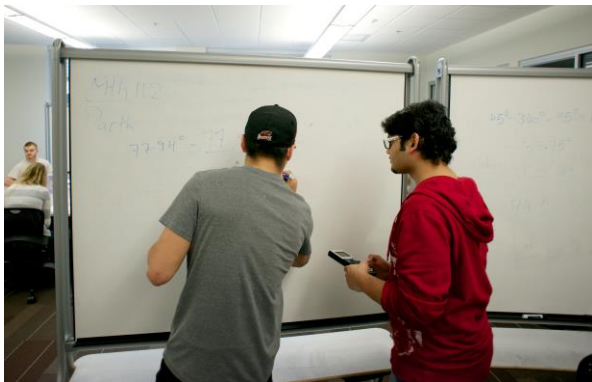
More PD
workshops

Online
modules
prior to
training

Term-based
learning
communities

10-week
pedagogy
course

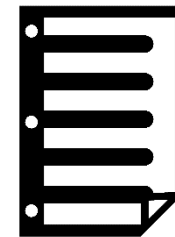
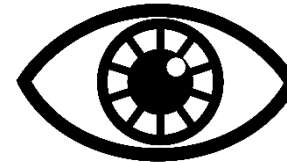
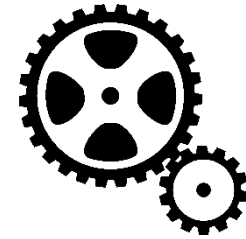
Step 3: Designing ALS 277 - Supplemental Instruction Pedagogy



- ❖ Developed over a year with **SI Leader input, feedback**
- ❖ Responsive to needs of SIL and the program
- ❖ Develops team, relationships between SI Leaders and coordinator(s)
- ❖ Space for theory and practice
- ❖ Emphasizes development over time

Core Components of Curriculum

- ❖ Readings
- ❖ Understanding employee responsibilities
- ❖ Resource knowledge and referral
- ❖ Active and collaborative learning
- ❖ 5 Observations + Critical Connections papers
- ❖ Planning and leadership of activities (+peer and instructor feedback)
- ❖ Conferences, Reflection, and Self-Assessment



Benefits and Impact of Pedagogy Course for Peer Educators

- ❖ More consistent training
- ❖ Common language and experience
- ❖ Depth of knowledge
- ❖ Shared expectations for level of work
- ❖ Understanding that professional development occurs over time
- ❖ Increased SIL confidence, efficacy



Challenges of Curriculum

- ❖ Timing of interview/hire shifts
- ❖ Time and capacity for a full term of training
- ❖ Large group logistics
- ❖ Tuition/credit hours
- ❖ You always want to add more...



Strategies for Success in Designing Pedagogy Curriculum

- ❖ Closely match the curriculum to the work
- ❖ Seek feedback from many people, at all stages of the process
- ❖ Use class to model what you want to see happening in the program
- ❖ Incorporate many opportunities for practice and feedback
- ❖ Capitalize on experienced peer educators' expertise



Thank you! 

Questions? Comments?

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