Targeted Peer-Assisted Learning: Academic Support for International Students

Challenges
- Confidence studying in a second language
- Building friendships and interactions with domestic students in and out of classroom
- Sense of belonging on campus
- Overall academic experiences
- Supporting resources and programs

Response
- Model rooted in cooperative learning theory and social interdependence theory
- PAL sessions led by highly trained undergraduates
- Planned activities leading toward mastery and deeper understanding of course concepts
- Participants coming to view one another as resources
- Sessions as a non-judgmental atmosphere for mistakes to be made as a salient learning process
- Shared research history with Supplemental Instruction

Facilitator Preparation
- Training program certified through College Reading and Learning Association
- Partnership with GPS Alliance to create training module on working with International Students beyond certification requirements
- Ongoing in-service training

Course Selection Process for Pilot
- Data questions: What are the top ten 1xxx/2xxx courses by D/F/N/W rates for international students Spr2013-Fa2015?
  What are the 1xxx/2xxx/3xxx WI courses in which at least 20% of the international students enrolled received D/F/N/W for Spr2013-Fa2015?
- Compared with success rates of domestic peers in similar data study
- Selected courses where international students have historically enrolled in sufficient numbers that a PAL session has probability of sustaining necessary attendance

Data to be Collected
- Session attendance
- Course grade
- Ratio of international//domestic students attending PAL
- Course performance in relation to attendance
- Confidence and belongingness
- Study skills development

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