

Why have a Peer Educator?

All peer educators attend your class and build rapport and trust with your students. The peer educator is encouraged to actively participate in the class as requested by the faculty mentor. This means they may assist when students are working in small groups or the peer educator can role model notetaking skills and encourage students to speak up and be more interactive in the class.

“[The peer educator] has given me advice about study strategies and reminders for class. They were also helpful in class activities and review sessions.” – Student

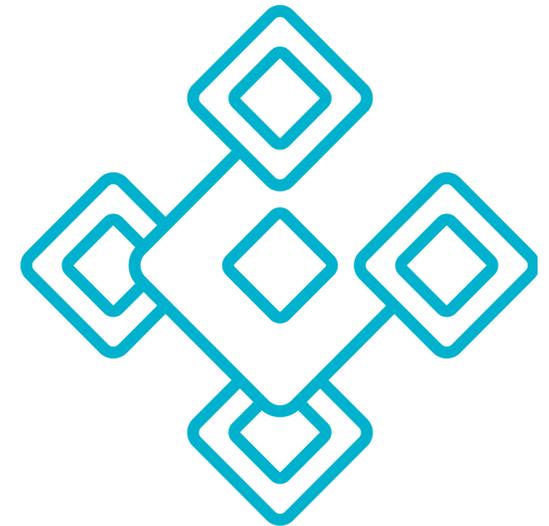
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connections

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Peer Educators in
the Classroom



“Having a [peer educator] makes me review my lessons and reconsider how the lessons are working.” – Faculty Mentor

Peer Mentor

Peer Mentors assist students in navigating the university experience. They can assist in time management, general study skills, how to get involved on campus, how to approach faculty, loneliness, etc. Peer Mentors attend every class and build a smaller community among the class. Peer Mentors can provide a workshop on a variety of general college skills either in class or outside of class. We have found that classes with traditionally all first year students benefit the most from a Peer Mentor.

Supplemental Instruction Leader

SI Leaders attend every class and can assist the instructor in class as needed. Their main priority is to host "study sessions" at least two times a week outside of the class. These study sessions focus on class content that has already been covered. The SI leader facilitates discussion rather than providing answers. SI Leaders are often chosen for classes in which students traditionally struggle.

Class Embedded Tutor

A class tutor attends the class. Instead of hosting study sessions, this person is available for "office hours" where students may meet the tutor individually or in small groups to get assistance in class content.

Best Practices When Having a Peer Educator

- Have regular meetings weekly or bi-weekly
- Provide feedback, and be open to receiving feedback
- Refer students who are struggling in the course to meet with the Peer Educator
- Include the Peer Educator in course activities and discussions
- Provide class incentives and requirements to meet with the Peer Educator
- Include the Peer Educator as a working partner in the class