2014

Annotated bibliography of postsecondary peer cooperative learning programs available online

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Cover Page Footnote

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As part of my scholarly and personal research interests, I maintain an annotated bibliography of over 1,100 publications about postsecondary peer cooperative learning programs (Arendale, 2003–2014). While I have posted it online in the past, I am now making it available as an open educational resource in multiple formats: PDF, Word, and EndNote database file. You might find this useful when generating support for a campus peer study group program, writing an article, or for your own professional interest. Of the 1,100 entries in the bibliography, nearly 25% are available online. Most others could be accessed through an e-Journal through your campus library or interlibrary loan.

In recent years, the availability of literature for this field has exponentially increased. Depending upon the search words employed, Google identifies between 16 and 42 million online records. Employing Google Scholar instead reduces the number to approximately two million. This annotated bibliography does not attempt to be inclusive of this broad field of literature concerning peer cooperative or collaborative learning. Instead, it is focused intentionally on a subset of the educational practice for postsecondary or tertiary education. I describe the differences and similarities among cooperative learning, collaborative learning, and learning communities elsewhere (Arendale, 2004).

I have pursued understanding best practices in education for most of my professional life. I was influenced early in my career with authors from the business world that had a similar passion. In *Search For Excellence*, Peters and Waterman (1982) explored the practices used by the leading companies that had been innovative and profitable for a long time. Peters and Waterman exhorted their readers to study the leaders and emulate what they did to meet customer needs, be profitable, and continuously innovate their practices. As I led learning assistance programs at several small community colleges, I searched for better practices for my individual and small group tutoring programs. When I had the opportunity to work at the Center for Academic Development at the University of Missouri-Kansas City, I closely observed the Supplemental Instruction (SI) program. I was curious why it was popular with other colleges. I discovered it was through a carefully developed set of principles that guided the educational practice. Workshops hosted by the Center trained others to implement the program on their home campus. The SI program did not operate in a vacuum; it was influenced by other national peer learning models. I began to build an

annotated bibliography of all publications on SI and also with other similar national/international models with similar approaches and outcomes.

The criteria I employed to select citations for this annotated bibliography required entries to meet the following characteristics: (a) program must have been implemented at the postsecondary or tertiary level; (b) program has a clear set of systematic procedures for its implementation that could be replicated by another institution; (c) program evaluation studies have been conducted and are available for review; (d) program intentionally embeds learning strategy practice along with review of the academic content material; (e) program outcomes include most, if not all, of the following: increased content knowledge, higher final course grades, higher pass rates, and higher persistence rates; and (f) program has been replicated at another institution with similar positive student outcomes. From a review of the professional literature, six programs emerged: (a) Accelerated Learning Groups (ALGs), (b) Emerging Scholars Program (ESP), (c) Peer-Led Team Learning (PLTL), (d) Structured Learning Assistance (SLA), (e) Supplemental Instruction (SI), and (f) Video-based Supplemental Instruction (VSI). Some of the programs share common history and seek to improve upon previous practices. Other programs were developed independently.

The bibliography includes entries from across the world. Approximately one fourth of the entries are from authors and researchers outside of the United States. Sometimes these six peer learning programs are contextualised for the educational needs of students in a particular country. When this occurs, often a unique name is created while holding common operating procedures for the program created in another country. While the Supplemental Instruction Program is the common term used in the United States for the program developed at the University of Missouri-Kansas City, in other countries it may be named PASS (Peer Assisted Study Sessions) or PALS (Peer Assisted Learning Sessions) to reflect adaptations to the basic model. Within even the same country, multiple names may be used for the identical program. The Emerging Scholars Program developed at the University of California-Berkeley sometimes operates under Emerging Scholars Program, Mathematics Workshop, Treisman Workshop Program, and the Gateway Science Program. If the reader of this document is aware of a publication related to one of the peer cooperative learning programs that has not been included or they have corrections to the annotations, please contact the compiler/editor at arendale@umn.edu

In addition to the print versions of the bibliography, you may download the EndNote citation manager used by me to maintain the database at http://z.umn.edu/peerbib If you have access to the EndNote software, you can use search terms to find exactly what you want and create custom bibliographies. I understand the EndNote database can be imported into free citation manager software programs like Zotero. It is free to download and works on Mac, Windows, and Linux computer operating systems.

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