

What Is Peer Education

Peer Education at the University of Wisconsin-La Crosse

Does it Work?

Students Helping Students

Peer Education

Peer Instruction

Assessing the Feasibility of Peer Education Among Homeless People

Changing the Course of AIDS

A Two-tiered Training Program for a College Peer Education Program

Peer Education

Peer Education

Peer Education Support Training

Sex Without Consent

The Men's Program

Peer Education

Peer Education

Effective Peer Learning

Students Helping Students

Peer Education Project

Peer Education

Peer-Assisted Learning in Academic Libraries

Prison HIV Peer Education

Students Teaching Students

Evaluation of a Peer Education Program for HIV Prevention Among Hotel-based Sex Workers in Dhaka, Bangladesh

A Qualitative Case Study of the Processes of Peer Education in a Young Adult Tobacco Control Initiative, Leave the Pack Behind

Youth Peer Education in Reproductive Health and HIV/AIDS

Peer Health Education

A Training Guide for College Tutors and Peer Educators

Cognitive Perspectives on Peer Learning

Evidence-based Guidelines for Youth Peer Education

Peer-assisted Learning

Peer Learning in Higher Education

Collaborative Learning Techniques

Peer-assisted Learning

Peer Education Kit for Uniformed Services

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Peer Today Peer Educator Tomorrow

Peer Educator Programs as Self-education

The Men's and Women's Programs

The Power of Peers in the Classroom

What Is Peer Education

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CLINTON DUNCAN

Peer Education at the University of Wisconsin-La Crosse Effective Peer Learning

Effective Peer Learning Taylor & Francis

Does it Work? Routledge

While peer learning is often used informally by students - and for many can form an essential part of their HE experience - this book discusses methods of developing more effective learning through the systematic implementation of peer learning approaches.

Students Helping Students VDM Publishing

Peer Assisted Learning (PAL) involves children in school consciously assisting others to learn, and in so doing learning more effectively themselves. It encompasses peer tutoring, peer modeling, peer education, peer counseling, peer monitoring, and peer assessment, which are differentiated from other more general "co-operative learning" methods. PAL is not diluted or surrogate "teaching"; it complements and supplements (but never replaces) professional teaching--capitalizing on the unique qualities and richness of peer interaction and helping students become empowered democratically to take more responsibility for their own learning. In this book, PAL is presented as a set of dynamic, robust, effective, and flexible approaches to teaching and learning, which can be used in a range of different settings. The chapters provide descriptions of good practice blended with research findings on effectiveness. They describe procedures that can be applied to all areas of the school curriculum, and can be used with learners of all levels of ability, including gifted students, students with disabilities, and second-language learners. Among the distinguished contributors, many are from North America, while others are from Europe and Australia. The applicability of the methods they present is worldwide. Peer-Assisted Learning is designed to be accessible and useful to teachers and to those who employ, train, support, consult with, and evaluate them. Many chapters will be helpful to teachers aiming to replicate in their own school environments the cost-effective procedures described. A practical resources guide is included. This volume will also be of interest to faculty and researchers in the fields of education and psychology, to community educators who want to learn about the implications of Peer Assisted Learning beyond school contexts, and to employers and others involved in post-school training.

Peer Education Springer

Changing the Course of AIDS is an in-depth evaluation of a new and exciting way to create the kind of much-needed behavioral change that could affect the course of the global health crisis of HIV/AIDS. This case study from the South African HIV/AIDS epidemic demonstrates that regular workers serving as peer educators can be as—or even more—effective agents of behavioral change than experts who lecture about the facts and so-called appropriate health care behavior. After spending six years researching the response of large South African companies to the epidemic that is decimating their workforce as well as South African communities, David Dickinson describes the promise of this grassroots intervention—workers educating one another in the workplace and community—and the limitations of traditional top-down strategies. Dickinson's book takes us right into the South African workplace to show how effective and yet enormously complex peer education really is. We see what it means when workers directly tackle the kinds of sexual, gender, religious, ethnic, and broader social and political taboos that make behavior change so difficult, particularly when that behavior involves sex and sexuality. Dickinson's findings show that people who are not officially health care experts or even health care workers can be skilled and effective educators. In this book we see why peer education has so much to offer societies grappling with the HIV/AIDS epidemic and why those interested in changing behaviors to ameliorate other health problems like obesity, alcoholism, and substance abuse have so much to learn from the South African example.

Peer Instruction CRC Press

A guide to thirty-five creative assignments for pairs and groups Collaborative Learning Techniques is the bestseller that college and university faculty around the world have used to help them make the most of small group learning. A mountain of evidence shows that students who learn in small groups together exhibit higher academic achievement, motivation, and satisfaction than those who don't. Collaborative learning puts into practice the major conclusion from learning theory: that students must be actively engaged in building their own minds. In this book, the authors synthesize the relevant research and theory to support thirty-five collaborative learning activities for use in both traditional and online classrooms. This second edition reflects the changed world of higher education. New technologies have opened up endless possibilities for college teaching, but it's not always easy to use these technologies effectively. Updated to address the challenges of today's new teaching environments, including online, "flipped," and large lectures, Collaborative Learning Techniques is a wonderful reference for educators who want to make the most of any course environment. This revised and expanded edition includes: Additional techniques, with an all-new chapter on using games to provide exciting, current, technologically-sophisticated curricula A section on effective online implementation for each of the thirty-five techniques Significantly expanded pedagogical rationale and updates on the latest research showing how and why collaborative learning works Examples for implementing collaborative learning techniques in a variety of learning environments, including large lecture classes and "flipped" classes Expanded guidance on how to solve common problems associated with group work The authors guide instructors through all aspects of group work, providing a solid grounding in what to do, how to do it, and why it is important for student learning. The detailed procedures in Collaborative Learning Techniques will help teachers make sure group activities go smoothly, no matter the size or delivery method of their classes. With practical advice on how to form student groups, assign roles, build team spirit, address unexpected problems, and evaluate and grade student participation, this new edition of the international classic makes incorporating effective group work easy.

Assessing the Feasibility of Peer Education Among Homeless People Cornell University Press

For courses in Training Tutors, Peer Education and Mentoring, Paraprofessional Helping and Leadership Strategies. A Training Guide for College Tutors and Peer Educators presents relevant and research-based methods for successful academic support sessions for tutors and peer educator trainees in an adaptable, user-friendly, and interactive format. By mirroring appropriate methods for organizing and presenting material in an academic support session, A Training Guide for College Tutors and Peer Educators allows the reader to experience for themselves the practices and strategies they will apply as future tutors and peer educators. Based on solid learning theory, the activities, assessments, examples and features included in this flexible and engaging text simulate recommended peer educator practices and emphasize guiding college students to become active, self-monitoring and independent learners. While teaching readers the key, research-based elements of quality peer assistance, this first-edition guide also incorporates a comprehensive list of topics represented in certification programs. Peppered with practical examples and interactive problem-solving scenarios that readers can immediately apply in their positions, trainees will learn how to plan for sessions, how to assess students' learning, how to create collaborative activities, how to integrate college learning strategies, and how to approach common issues faced on the job.

Changing the Course of AIDS Routledge

Peer Assisted Learning (PAL) involves children in school consciously assisting others to learn, and in so doing learning more effectively themselves. It encompasses peer tutoring, peer modeling, peer education, peer counseling, peer monitoring, and peer assessment, which are differentiated from other more general "co-operative learning" methods. PAL is not diluted or surrogate "teaching"; it complements and supplements (but never replaces) professional teaching--capitalizing on the unique qualities and richness of peer interaction and helping students become empowered democratically to take more responsibility for their own learning. In this book, PAL is presented as a

set of dynamic, robust, effective, and flexible approaches to teaching and learning, which can be used in a range of different settings. The chapters provide descriptions of good practice blended with research findings on effectiveness. They describe procedures that can be applied to all areas of the school curriculum, and can be used with learners of all levels of ability, including gifted students, students with disabilities, and second-language learners. Among the distinguished contributors, many are from North America, while others are from Europe and Australia. The applicability of the methods they present is worldwide. Peer-Assisted Learning is designed to be accessible and useful to teachers and to those who employ, train, support, consult with, and evaluate them. Many chapters will be helpful to teachers aiming to replicate in their own school environments the cost-effective procedures described. A practical resources guide is included. This volume will also be of interest to faculty and researchers in the fields of education and psychology, to community educators who want to learn about the implications of Peer Assisted Learning beyond school contexts, and to employers and others involved in post-school training.

A Two-tiered Training Program for a College Peer Education Program John Wiley & Sons

This second edition offers a practical training guide for college students who serve as leaders, tutors, counselors, or advisors for their peers. This thoroughly revised and updated volume contains a fundamental discussion on student growth and development and provides learning objectives and self-discovery exercises to help student leaders with tasks such as tutoring, student orientation, residence hall advising, crisis intervention, coaching, and more. *Students Helping Students* includes: Updates on the most current research and the latest advances in technology A revised model that contains service learning and student retention programs The results of two intervention strategies: the Health Behaviors Assessment and the College Learning Effectiveness Inventory, which focus on the topics of wellness and academic success Descriptive overviews of peer programs addressing sexuality, safety, violence reduction, residence life, online peer connections, and more Praise for the Second Edition of *Students Helping Students* "This new work remains the definitive standard in the field. It should be on the bookshelf of every student affairs professional and is an important tool for preparing peer educators for providing service."—Ernest Pascarella, professor and Mary Louise Petersen Chair in Higher Education, University of Iowa "The second edition of *Students Helping Students* teems with useful material that can be thoughtfully applied by peer helpers. The what, so what, and now what framework reflectively guides the reader to self-discovery and thoughtful practical applications. Being a peer helper is a high-impact learning experience made intentional through the pages of this fine book."—Susan R. Komives, professor of college student personnel, University of Maryland and president, Council for the Advancement of Standards in Higher Education

Peer Education Routledge

Peer educator positions on college campuses generally serve to promote student adjustment, retention, and satisfaction. Research indicating the effectiveness of peer educators in a helping role is key to the growth in peer education programs over the past forty years. First-year student seminars are one course where the use of undergraduates as peer educators is increasing on college campuses. The goal of this thesis is to share the results from a qualitative study intended to look at the experiences of undergraduate peer educators teaching a first-year student seminar course. This study hopes to provide a starting point for future research in the areas of peer education programs by beginning to understand: (1) how peer educators define their role in the classroom, (2) the dynamics and challenges of the relationship between peer educator and students with regard to such roles and responsibilities, and (3) what peer educators are able to gain from this experience in terms of knowledge and skills. For faculty and staff working with or supervising peer educators, understanding how students perceive their role and challenges they may experience as a result of conflicting roles could do much to improve selection, training, and support for peer education programs.

Peer Education John Wiley & Sons

Peer health education programs are in use on many college campuses and represent opportunities for colleges and universities to promote student engagement and wellbeing. The students in these programs are leaders and advocates, and help to empower their peers. Trained, professional peer educators can serve their campuses as a resource and it is important to ensure that these students are well-trained. *Peer Health Education: Concepts and Content* seeks to provide peer education advisors, those looking to start peer education programs, and peer educators themselves with the resources needed to ensure they develop the requisite knowledge and skills to be effective as peer mentors. *Peer Health Education* presents a collection of material that is beneficial in the development of peer education programs and training of peer educators. This book provides information on peer education history, theory, and content, and is presented in an easy to understand manner that can be used by practitioners and students. Luoluo Hong holds a Ph.D. in educational leadership and research from Louisiana State University in Baton Rouge and an M.P.H. from Yale University. She is currently vice president for student affairs and enrollment management and Title IX coordinator at San Francisco State University. She has developed and sustained several campus-based peer education programs, as well as taught academic courses to train peer educators. Jason Robertson is the chair of campus-based public health and health science programs at South University. He holds a D.H.Sc. from Nova Southeastern University and an M.P.H. from the University of North Carolina at Greensboro. He is a Master Certified Health Education Specialist through the National Commission on Health Education Credentialing, Inc. Julie Catanzarite holds an M.Ed. from the University of North Carolina at Greensboro and is manager of New Student Programming at Washtenaw Community College. Lindsay McCall holds an M.P.H. from the University of North Carolina at Greensboro and is a program coordinator at the Cecil G. Sheps Center for Health Services Research at The University of North Carolina at Chapel Hill.

Peer Education Support Training Routledge

Peer support and social relationships have a tremendous influence on development, motivation, and achievement for all students, including struggling learners and those with disabilities. This highly practical book is one of the few resources available to guide classroom teachers and special educators in the application of peer-assisted instructional strategies in grades K-12. Expert contributors describe evidence-based approaches for building students' skills in reading, writing, math, and other content areas, as well as social competence and executive functioning. Sample lessons and more than a dozen reproducible tools are provided. Purchasers get access to a Web page where they can download and print the reproducible materials.

Sex Without Consent Guilford Publications

This second edition offers a practical training guide for college students who serve as leaders, tutors, counselors, or advisors for their peers. This thoroughly revised and updated volume contains a fundamental discussion on student growth and development and provides learning objectives and self-discovery exercises to help student leaders with tasks such as tutoring, student orientation, residence hall advising, crisis intervention, coaching, and more. *Students Helping Students* includes: Updates on the most current research and the latest advances in technology A revised model that contains service learning and student retention programs The results of two intervention strategies: the Health Behaviors Assessment and the College Learning Effectiveness Inventory, which focus on the topics of wellness and academic success Descriptive overviews of peer programs addressing sexuality, safety, violence reduction, residence life, online peer connections, and more Praise for the

Second Edition of *Students Helping Students* "This new work remains the definitive standard in the field. It should be on the bookshelf of every student affairs professional and is an important tool for preparing peer educators for providing service."—Ernest Pascarella, professor and Mary Louise Petersen Chair in Higher Education, University of Iowa "The second edition of *Students Helping Students* teems with useful material that can be thoughtfully applied by peer helpers. The what, so what, and now what framework reflectively guides the reader to self-discovery and thoughtful practical applications. Being a peer helper is a high-impact learning experience made intentional through the pages of this fine book."—Susan R. Komives, professor of college student personnel, University of Maryland and president, Council for the Advancement of Standards in Higher Education

The Men's Program Taylor & Francis

Peer education involves peers offering credible and reliable information about sensitive life issues through the means of an informal peer group setting (Topping & Ehly, 1998). The purpose of this instrumental case study was to examine the processes of peer education through the exploration of two teams within a young adult tobacco control initiative, Leave the Pack Behind (LTPB). This qualitative case study examined two peer education teams over an eight-month period. Interviews, focus groups and observations were conducted with 12 participants across two peer education teams. Findings show the complexities of the processes of peer education including a connection between the stages of change and the changing role of the peer educator across stages of the empowerment process. Peer education teams and factors in the macro environment were also found to impact the process of peer education. This study provides a new definition for the process of peer education: peer education is a fluid process of knowledge exchange in which peer educators adopt different styles of facilitation as people move through stages of empowerment and change. This study contributes to the academic literature upon the processes of peer education by providing a definition, a model and an overall understanding through an ecological and empowerment framework. The findings from this study suggest peer educators can be further trained to: use specific peer educational approaches that fit with student smoker's stage of change; better understand their position as a peer educator on the LTPB team; understand the reciprocal relationship between the macro environment and the peer education teams having an effect on one another.

Peer Education Routledge

The Men's and Women's Programs: Ending Rape through Peer Education is a guide for college administrators and faculty members looking to create a sexual assault prevention and education program to provide men and women with the knowledge, skills, and support systems needed to become active participants in the prevention of rape. It contains detailed scripts which outline how to set up and implement a program and provides instructions on running a training course and recruiting peer educators. Handouts and worksheets are included to assist in the training process, as well as for peer educators to use when working with participants. This revised version of the program features the inclusion of a program targeted at female participants, as well as completely updated scripts, handouts, and resources. Accompanying the text are two guides (sold separately) for peer educators to use when working with program participants: *The Men's Program* and *The Women's Program*.

Peer Education Cognella Academic Publishing

Peer learning allows a positive use of differences between pupils, turning them into learning opportunities. Yet education professionals often remain unfamiliar with the principles necessary to guarantee its effectiveness. The aim of this book is to help practitioners establish well-structured and effective peer learning projects using a variety of methods. It introduces and defines cooperative learning (mutual peer interaction) and peer tutoring (directional peer interaction) – outlining general organisational principles that will help practitioners implement peer learning in either of these forms. The authors consider how to prepare and train learners to undertake their roles effectively, and how to organise and monitor the process of interaction as it is happening. They then look at how these systems actually operate in the classroom, exploring how the organisational principles work in practice and giving many practical examples. Subsequently three successive chapters consider how to structure peer interactions in cooperative learning, same-age peer tutoring and cross-age peer tutoring. Finally, the advantages and problems, and the potential and challenges, of peer learning are examined. The book should be read in stages, with each part being able to be read on its own – thus providing time for reflection. Within each part, readers can choose to focus on cooperative learning or peer tutoring. The successive focuses on definitions, general principles of implementation and practical issues of implementation should help practitioners build their skills and confidence. Many choices between methods are described, and when teachers are confident in one method they may then consider trying a new method. It is the authors' hope that the book will become a model for peer learning by sharing with readers the skills of other practitioners, and thereby helping all children to develop to their full potential.

Effective Peer Learning John Wiley & Sons

Sexual assault in the high school community is now at epidemic proportions. This manual provides information as to how educators and trainers can raise awareness about sexual violence and how they can educate boys and girls in high school about this epidemic. The guide draws on the Sexual Assault Peer Education (SAPE) program; it is believed that peer educators afford one of the more appropriate ways to inform students. The SAPE program outlines every step of the peer process, from recruiting students to actual workshops. The training program serves two purposes: (1) It prepares peer educators for their workshops; and (2) It opens dialogue among peers about sexual assault. The manual is presented in two parts. Part 1, "A Peer Education Program," presents ways to start and sustain a peer program. Included is information on organizational meetings, the logical presentation of peer sessions, post-training workshops, and some parting thoughts. The second part, "Activities for Classroom Teachers," presents five different activities that teachers can use to heighten students' awareness of sexual assault. Fifteen appendices provide bibliographic information, policy statements, sample recruiting and radio ads, rape statistics, worksheets, tips on facilitating meetings, and other helpful information. (RJM)

Students Helping Students Bloomsbury Publishing USA

Originally conceived for use in colleges and universities, the program has since been proven effective in a range of settings including high schools, the military, community organizations, and correctional facilities."--BOOK JACKET.

Peer Education Project

This book introduces new concepts and mechanisms regarding the usage of both social media interactions and artifacts for peer education in digital educational games. Digital games in general, and digital educational games in particular, represent an area with a high potential for interdisciplinary innovation, not only from an information technology standpoint, but also from social science, psychological and didactic perspectives. This book presents an interdisciplinary approach to educational games, which is centered on information technology and aims at: (1) improving digital management by focusing on the exchange of learning outcomes and solution assessment in a peer-to-peer network of learners; (2) achieving digital implementation by using forms of interaction to change the course of educational games; and (3) providing digital support by fostering group-formation processes in educational situations to increase both the effects of educational games and

knowledge exchange at the individual level. In addition to a systematic analysis of the relationship between software architecture, educational games and social media applications, the book also presents the implemented IT systems' architectures and algorithmic solutions as well as the resulting applicable evaluation findings from the field of interactive multimedia learning.

Peer Education

The contribution of this volume to the literature on peer learning is its focus on approaches that reflect a common concern with cognitive processes based in developmental, information processing, or more generally, constructivist perspectives on peer learning. Although the clear importance of the social context of peer learning is not ignored, the volume's emphasis is on the cognitive growth that occurs within the learning environment. Any discussion of peer learning involves consideration of who is learning, how the role of peers with whom one works can be conceptualized, what it is that peers learn together, what changes as a result of the interaction, and how we can know what occurs in groups or what has been learned. The chapters in this book speak to these questions. The key question underlying many of these others is why we should worry about the intricacies of peer interaction. Both the practical and theoretical reasons for doing so are delineated. The developmental theory presented in the Introduction lays the foundation for the later descriptions of

specific techniques, though many of the techniques reflect a range of other influences as well. Part I presents the implications of the work of two major theorists in cognitive development, Piaget (Ch. 1) and Vygotsky (Ch. 2). In Part II, six chapters describe a variety of peer learning techniques or models of collaboration, many of which are influenced by the work of Piaget and Vygotsky. The chapters in Part III consider the role of the teacher and the skills needed when using peer learning as an instructional strategy. The Conclusion points to areas in which further research is needed. This volume is based on original papers presented by the contributing authors in November 1996 at the Rutgers Invitational Symposium on Education on Cognitive Skills and Learning With Peers.

Peer-Assisted Learning in Academic Libraries

There is a critical need to find effective ways of reducing the risky behaviour that leads to infection with HIV and other sexually transmitted infections (STIs) among uniformed service populations (i.e., military, peacekeepers, police). Behavioural change, based on acquiring knowledge and learning skills, along with individual risk assessment, is one of the most effective ways of achieving this and of encouraging uniformed services personnel to become advocates in the fight against HIV/AIDS. Peer education is an important component in this process. When addressing HIV/AIDS/STIs among uniformed services, this Peer Education Kit can be used both in the training of peer educators and by the peer educators themselves.

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