

# Keywords Used to Classify the Citations

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Each entry has been classified by a variety of characteristics: *peer learning program, academic content area, student subpopulation served, type of research, geographical area of world, etc.* Each individual citation in the database may therefore have multiple keywords assigned to it. These keywords may or may not appear in the abstract of the citation. You may want to use these words in your database search. Using several of the words simultaneously would allow a more specific search (e.g., *science, high ability, and persistence*). It would also require use of the "**advanced search**" by entering each word on a different line with "**keyword**" selected from the drop down menu bar.

## a. Broad Categories of Citation Entry:

[All citations in this database will fall into one of the following categories. At this stage of the research, many of the citations are related to SI due to its longer history.]

- **peer** [All citations within the bibliography have been coded with this keyword to allow the user to select all entries in the database for review.]
- **ALG** [Accelerated Learning Groups, developed at the University of Southern California]
- **ELG** [Excel Learning Groups developed at the General College of the University of Minnesota]
- **ESP** [Emerging Scholars Program, sometimes also known as the Treisman Mathematics Workshop Model, developed at the University of California at Berkeley]
- **PAL** [Peer Assisted Learning, developed at the University of Minnesota]
- **PLTL** [Peer-Led Team Learning, developed at The City College of New York]
- **SI** [Supplemental Instruction, developed at the University of Missouri-Kansas City. This term was used for all programs similar in nature and origin, even if technically called by another name such as PASS or PALS in other countries].
- **SLA** [Structured Learning Assistance, developed at Ferris State University]
- **VSI** [Video-based Supplemental Instruction, an adaptation of the SI model developed at the University of Missouri-Kansas City]

## b. Type of Media of the Citation Entry:

- **Available on-line** [URL provided to access publication online.]
- **article** [Most have been published in peer-reviewed journals.]
- **audio or videotape**
- **book, chapter, or monograph**
- **conference proceeding** [Generally are not peer reviewed and published by the organization that hosted the conference.]
- **dissertation or thesis** [Most are from doctoral programs with a few from masters' programs.]
- **ERIC document** [Collected by the U.S. Department of Education and available through microfiche an ERIC online web document Early entries in database not peer-reviewed. Now entries are subject to light review by ERIC staff.]
- **newsletter** [Documents are shorter in length and not peer reviewed.]
- **press** [Nearly all are newspaper articles written by a staff reporter.]
- **report** [documents issued by organizations or by the government. Nearly everything else coded as "unpublished manuscript."]

- **unpublished manuscript** [*Does not fall into any of the other categories listed above and may include unpublished institutional reports, conference papers not published in conference proceedings, published online by individuals*]

**c. Type of Student Population Primarily Served:**

*[Most of the citations describe programs that are designed to serve all students in the targeted classes. Some citations describe programs targeted for one or more specific student populations.]*

- **academically disadvantaged** [*Students predicted at risk academically due to previous academic performance or scored low on college entrance exams.*]
- **economically disadvantaged** [*Students meet criteria for need-based financial aid.*]
- **TRIO** [*Students meet federal guidelines for participation by the U.S. Department of Education program for one or more of the following criteria: academically disadvantaged, economically disadvantaged, student with a disability.*]
- **distance learning** [*Students are enrolled in a course delivered via technology, i.e., computer, audio, or video.*]
- **first year college**
- **gender** [*Research focuses on male or female students.*]
- **graduate and professional school**
- **health science school**
- **high ability** [*Students are of predicted high academic ability.*]
- **international students** [*Students from outside the country offering the peer-learning program.*]
- **secondary school**
- **student-athlete**
- **students of color**
- **foreign language**
- **two-year college**
- **multicultural** [*Program serves a culturally diverse student population.*]
- **learning community** [*Peer learning program integrated into a formal learning community model that may or may not involve courses historically difficult.*]
- **first generation college**
- **indigenous students**

**d. Research and Evaluation-Related Issues:**

*[Many of the citations in the database include reports of various length regarding research or evaluation studies. Some entries are of a descriptive nature and do not include research or evaluation studies.]*

- **qualitative** [*Qualitative research methodology used in the research study.*]
- **quantitative** [*Quantitative research methodology used in the research study.*]
- **uneven results** [*The research study produced results that either did not suggest a statistical difference or results favored the nonparticipants.*]
- **noncognitive input variables** [*Research study took into consideration student preentry variables of some type.*]
- **anecdotal** [*Evidence gathered through non-rigorous evaluation*]
- **tutoring** [*The research results for the program were compared with traditional tutoring programs.*]

#### **e. Program Outcomes Reported:**

*[For those citations that include research or evaluation studies, they included one or more of the following program outcomes as being studied for program effectiveness.]*

- **academic achievement** *[Common variables studied were final course grades and withdrawal rates in the targeted course.]*
- **critical thinking**
- **curriculum development** *[Feedback provided through program used by course professor to revise curriculum during the academic term or in future.]*
- **faculty development** *[The faculty member changed their behavior or curriculum based on feedback received from the peer study group leader or participants.]*
- **language development** *[Students develop language proficiency.]*
- **multicultural** *[Impact upon changed attitudes or behaviors of a multicultural nature.]*
- **noncognitive input variables** *[Research study either took into consideration student preentry variables and/or reported outcomes of a nonacademic nature: self-esteem, communication skills, etc. for student participants or group facilitators.]*
- **persistence** *[Research study examined reenrollment patterns of program participants in subsequent academic terms.]*
- **facilitator development** *[The study examined changed noncognitive attitudes and behaviors of the peer learning group facilitator as a result of serving in that role in the group.]*
- **leadership** *[Study report the peer facilitator (nearly always) or the participant (only rarely) reports they have increased their leadership skills as a result of their participation with the peer study group experience.]*
- **facilitator academic achievement** *[Study reports that the peer facilitator received higher grades in other classes due to knowledge or skills acquired while serving as a facilitator for a class.]*
- **vocation** *[Study reports that the facilitator (nearly always) or the participant (only rarely) reports they have been influenced by their participation with the peer study group experience. This might have generated interested in a future career, confirmed an earlier decision with a career, or perceived they have become more marketable to potential employers or graduate school admission processes due to their study group participation.]*
- **Identity** *[Study reports that the facilitator (nearly always) or the participant (only rarely) reports their personal or professional identity has been influenced due to participation in the study group.]*
- **participant development** *[The study examined changed noncognitive attitudes and behaviors of the peer learning group participants as a result of their experience in the group.]*
- **transfer effect** *[Academic performance/changed behavior of the participants in other courses the same academic term or during subsequent academic terms.]*
- **information literacy**

#### **f. Academic Content Areas Served by the Program:**

*[Some citations report multiple academic content areas served by the program.]*

- **business**
- **developmental-level** *[Some citations have not yet been coded for this new category. Check for SI adaptations for example.]*

- education
- foreign language
- health science
- humanities
- mathematics
- science
- social science

**g. Geographic Location of the Program:**

- Australia
- Canada
- China
- France
- Grenada
- Hong Kong
- Indonesia
- Ireland
- Malaysia
- New Zealand
- Norway
- Puerto Rico
- South Africa
- Sweden
- Taiwan
- Tasmania
- United Arab Emirates
- United Kingdom
- United States
- World [*Peer learning program conducted at an institution outside the US.*]

**h. Other Issues Addressed:**

[*Other issues that addressed by the citation not listed by one of the above categories.*]

- **administrative issues** [*More extensive explanation is made of issues related to the implementation, funding, and other administrative issues.*]
- **learning communities** [*SI session is packaged with two or more classes in a formal learning community.*]
- **program history** [*More detail is provided about the historical origins of the particular peer learning program.*]
- **facilitator supervision** [*More information is provided on how to coach or supervise the peer learning group facilitators during the academic term.*]
- **training** [*materials related to training of the peer study group facilitators.*]
- **process** [*The study reports on the process used by the peer facilitator to guide participating students during the study sessions. These reports are most often self-reports by the facilitators themselves and sometimes observations by the program supervisor or another. This category is different than “training” where the article describes the training process of the peer facilitators and the intended process to be used during the peer learning study groups.*]
- **online** [*Peer learning program is provided online in conjunction with an online course or in support of a face-to-face course.*]

- **program overview** [*More description is provided on how the particular peer learning program is organized and delivered.*]
- **SI adaptations** [*Category covers wide variety of adaptations to basic SI model. It is assumed the peer learning program follows the basic model.*]
- **Social media** [Social media incorporated into peer learning program such as use of Facebook, Twitter, YouTube, or other user-generated media]
- **Technology** [*learning technologies used to augment the face-to-face SI session interactions. This might be technology used during the SI session. Check SI adaptations since some entries yet to be coded for this keyword.*]
- **Theory**