



NEAR EAST UNIVERSITY

CENTER FOR EXCELLENCE IN EDUCATION PEER ASSISTED LEARNING PROGRAMM GUIDELINE

❖ Purpose

The purpose of this guideline is to regulate the principles for implementing the Peer Assisted Learning Program, which aims to increase students' academic success and learning motivation, strengthen peer interaction, and encourage active participation in the learning process.

❖ Scope

This guideline covers peer leaders, students receiving support, and faculty members participating in the peer assisted learning program.

❖ Definitions

Peer Leader:

A student who has demonstrated sufficient academic success in a particular course or subject and voluntarily provides support to other students.

Student Receiving Support:

A student who needs additional learning or review support in a particular course.

Responsible Faculty Member:

The faculty member who provides coordination and academic supervision of the program.

Program Coordinator:

The faculty member responsible for the overall functioning of the program.

❖ Fundamental Principles

a. Collaboration, not teaching

- Peer Assisted Learning Program is based on the principle that students learn best with and from each other.
- Peer Leaders facilitate discussion rather than lecturing or re-teaching course content.

- Learning is reciprocal; both leaders and participants benefit.

b. Student-led and staff-supported

- Peer Assisted Learning Program sessions are student-led, while academic staff provide supervision and ensure alignment with course objectives.
- Leaders receive training and guidance to ensure quality and consistency.

c. Active and participatory learning

- Peer Assisted Learning Program supports active learning through questioning, discussion, and collaborative problem solving instead of passive note-taking.
- Sessions are designed to promote deep understanding and critical thinking.

d. Inclusivity and accessibility

- Peer Assisted Learning Program welcomes all students regardless of academic background or ability.
- Sessions are conducted in a non-judgmental and supportive environment where every contribution is valued.

e. Reflective practice

- Peer Leaders are encouraged to reflect on each session to continuously improve their facilitation skills.
- Feedback from participants and academic staff is used to develop the program.

f. Skill development

- Peer Assisted Learning Program benefits both participants and leaders by developing essential transferable skills such as communication, teamwork, leadership, and self-directed learning.

g. Confidentiality and professionalism

- All participants should feel safe expressing misunderstandings without fear of judgment.
- Peer Leaders maintain confidentiality regarding individual learning needs.

Academic Structure and Education Management Regulation

1. University Senior Administration

- Ensures alignment of the peer assisted learning program with the institutional mission and vision.
- Approves the initiation, budget, and resources (space, materials, etc.) of the program.
- Ensures the establishment of necessary regulations and procedures.

Senate / Administrative Board:

- Makes decisions regarding academic recognition and crediting of the program.
- Approves guidelines regarding the program's overall functioning.

2. Coordination and Management Level

This level oversees the program's daily operations and management.

Center for Excellence in Education:

- Serves as the central management unit of the peer support program.
- Managed by the academic staff responsible for the program's overall coordination.
- Ensures communication between units.
- Conducts data collection, program evaluation, and reporting activities.

3. Academic Implementation Level

This level ensures integration of the program with course content.

Faculty / Department Chairs:

- Decide which courses within their departments will receive peer support.
- Encourage and identify successful students to serve as peer mentors.

Course Instructor:

- Maintains direct contact with peer mentors.
- Provides mentors with information on course content and materials.
- Monitors mentor performance and provides feedback.

4. Implementing Level

This level is where the program directly reaches students.

Peer Mentors:

- Senior students with high academic performance and strong communication skills.
- Work one-on-one or in groups with students receiving support.
- Provide academic assistance, teach study strategies, and support social adjustment.

Students Receiving Support:

- Students participating in the program who need academic or social support.

Basic Processes of the Program Structure

1- Selection and Placement:

Peer mentors are selected using objective criteria and matched with students in need.

2- Training:

Peer mentors receive comprehensive training on communication, teaching methods, ethics, and confidentiality.

3- Monitoring and Supervision:

Weekly/monthly meetings track program progress, address issues, and ensure quality.

4- Evaluation and Improvement:

At the end of each term, feedback is gathered from both mentors and students, and the program is reported.

