



CHID Peer Facilitation Proposal to Incorporate PFs in a Course

Peer facilitation has existed as an official component of CHID since 1993, when Jim Clowes and 12 students created CHID 110. Together they determined that the goals of the course required a structure that would enhance the focus on discussion and writing required for the successful exchange of ideas. Since then, it has been incorporated into a wide range of classes, including CHID 390, CHID 222 Biofutures, CHID 260 (Re)Thinking Diversity, CHID 250 Hip Hop in the 206, CHID 300 Ideas in Art, and a few other special topics courses, and has taken many different forms.

Peer facilitating offers students an excellent opportunity to link pedagogical theory, group leadership, curriculum planning, and writing in a classroom setting. As a “facilitator” and not a “teacher,” the PF plays a unique role within the class, helping peers to better understand and critically assess the material and issues explored. As undergraduates themselves, PFs model for other students that they need to take responsibility for their own work, to think critically of what they do and say and not depend on a professional “thinker” to tell them what is and isn’t good. PFs are meant to help students think through the power dynamics of university classrooms, and the importance of individual participation in the formation of a productive and dynamic learning community.

PFs are usually juniors or seniors who are either CHID majors or are highly familiar with the CHID Program, and who have taken the course for which they are PFing in the past. Each PF will receive 5-10 credits of CHID 497.

The purpose of this process is to support instructors in their thinking about how to integrate peer facilitation productively into their courses.

Process:

- Instructors submit this request for PFs to the CHID Advisor.
- Proposals will be due to the CHID Advisor no later than by the Friday of week two, the quarter before you intend to teach the class.
- The CHID Advisor will communicate any questions, need for clarifications, suggestions, or concerns to the instructor.
- The CHID Advisor will present the proposal and its recommendations to the CHIDposium for approval.

Major questions that should be addressed for each course working with PFs:

1. What responsibilities will the PFs have? (check all those that apply)
 - Give written feedback on papers (although not grades)
 - Lead a discussion section by themselves or with another peer facilitator
 - Lead discussions with a TA and/or course instructor
 - Attend every class session
 - Hold office hours
 - Meet with the teaching team of the class
 - Additional Duties: _____
-



COMPARATIVE HISTORY OF IDEAS

UNIVERSITY of WASHINGTON

2. What are the qualifications of a PF for this course? (check all those that apply)

- Need to have taken this course before
- Need to have completed CHID 390
- Need to have completed the CHID Power & Difference requirement
- Must be CHID majors or minors
- Other: _____

3. What are the grading logistics for the PFs?

Grade Type CR/NC Numerical

Number of Credits (5-10): _____

Assignments/Expectations, with percentage of final grade (check all those that apply):

- Attendance at every class meeting (_____%)
- Attendance at each teaching team meeting (_____%)
- Weekly written lesson plans (_____%)
- Weekly reflection papers (_____%)
- Final Paper(_____%)

of pages _____

Topic: _____

- Other (_____%)

- 4. If there are TAs for this class, how do the PFs' responsibilities differ from the TAs'?
- 5. As learners in the classroom, what are the PFs intended to learn from their PF experience?
- 6. As peer facilitators, these students function as both learners and educators in the classroom. What support will the instructor offer the PFs?
- 7. What is the relationship between the PFs and the other students in the course?
- 8. How will the PFs' roles be communicated to the students in the class?
- 9. What is your rationale for including PFs in this course?