



The Science Education
Partnership & Assessment Lab
San Francisco State University

PALS

Peer Assistants for Learning Science

Student Expectations

Program Goals:

- To engage and empower students as leaders in departmental transformation efforts
- To increase visibility of student leaders in biology courses
- To have peer learning assistants in courses as liaisons between enrolled students and faculty
- To develop and integrate curricular materials on the importance of diversity in science into courses
- To expand faculty capacity to implement inclusive, scientific teaching practices
- To increase retention and graduation of diverse students in biology

With your PALS Faculty Partner...

- Actively engage in one class meeting per week as a student leader who facilitates active learning, promotes inclusion and belonging, collects assessment evidence, makes classroom observations, and support student-centered teaching.
- Meet with your faculty partner and other PALS team member— every other week for one hour to review your Scientist Spotlight or other culturally-responsive curriculum development efforts, scheduled with your team.
- Develop ~2 Scientist Spotlight homework assignments or other culturally-responsive curriculum over the semester in your biology course.

With the PALS Partnership Community...

- Attend all PALS Service Learning Course on Wednesdays 2-3:40pm.
- Attend PALS Partnership Team Orientation.
- Attend a PALS Team Poster Session to present your team's efforts and assessment evidence to other teams and SFSU stakeholders.

With the PALS Team...

- Submit a final written reflection on your experiences in the program at the end of the semester.
- Contribute to program evaluation through surveys and assessments.
- Communicate both challenges and successes to PALS team and rely on us for support, troubleshooting, and a friendly ear.
- Learn with other wonderful students and faculty and have fun!
- Cultivate professional relationships with Biology faculty and other members of the PALS team.