Research interests
Research focuses on practical approaches to increase success of underrepresented college student populations through: (a) identification of evidence-based strategies guided by Universal Design for Learning principles that increase student engagement and academic success; (b) evaluate deployment of learning technologies within undergraduate courses to increase student engagement and embed learning assistance resources; and (c) improve efficacy of postsecondary peer cooperative learning programs to increase academic, personal, and professional outcomes for participants and the small group facilitators.

Employment
Associate Professor
Curriculum and Instruction
University of Minnesota
Jun 9 2008 → present

Research output
Adaptability and flexibility when conducting and planning peer study group review sessions.

Academic and personal growth by PAL participants

David Arendale's guide to iPad apps
Arendale, D. R., 2014

Guide for Peer Assisted Learning (PAL) group facilitators.

Postsecondary peer cooperative learning programs: Annotated bibliography 2014
Arendale, D. R., 2014, Minneapolis, MN : Department of Postsecondary Teaching and Learning, University of Minnesota-Twin Cities.

Postsecondary peer cooperative learning programs: Increased diversity, sophistication, and effectiveness

Seminar course approach for study group leader training

Then and Now: Global History Podcast
Arendale, D. R., 2014
Understanding the Integrated Learning Course Model: Academic transition to college

Understanding the Peer Assistance Learning model: Student study groups in challenging college courses

Podcasting: Learning on-the-go: 50+ stories from the digital frontier

A glossary of developmental education and learning assistance terms: Readings on theory, research, and best practice

Pathways of persistence: A review of postsecondary peer cooperative learning programs: Readings on theory, research, and best practice

Peer educators in learning assistance programs: Best practices for new programs

Then and now: The early years of Developmental Education
Arendale, D. R., 2011, In : Research & Teaching in Developmental Education. 27, p. 58-76

Access at the crossroads: Learning assistance in higher education

Creating a New Professional Association: College Reading & Learning Association/National Association for Developmental Education Working Group

Course-based Learning Assistance (CLA) program guide: Best practice in academic support programs

Glossary of essential terms for learning assistance and developmental education: Best practice in academic support programs

Position paper: Creating a new professional association

References and recommended readings for learning assistance and developmental education: Best practice in academic support programs

Specific assessment and evaluation protocols for Course-based Learning Assistance (CLA) programs: Best practice in academic support programs

Summary information of field reviewers for NADE self-evaluation guides: Best practice in academic support programs

Compensatory education

Impact of administrative placement of programs: Ready to use classroom practice

Planning and assessment tool: Higher education programs and services: Implementation guidebook for student development

Selected annotated bibliography of best practices for Supplemental Instruction: Improving first-year student success in high-risk

Teaching history using Universal Instructional Design: Implementing Universal Design in higher education
Arendale, D. R. & Ghere, D., 2008, **Pedagogy and student services for institutional transformation: Implementing Universal Design in higher education.** Higbee, J. L. & Goff, E. (eds.). Minneapolis, MN: University of Minnesota, College of Education and Human Development, p. 113-130

Using Universal Instructional Design for administrative leadership, planning, and evaluation: Implementing Universal Design in higher education

A glossary of developmental education and learning assistance terms

A glossary of developmental education and learning assistance terms

Developmental education history: Reoccurring trends and future opportunities
Arendale, D. R., 2006, In : The Journal of Teaching and Learning. 8, p. 6-17

Terms of endearment: Words that define and guide developmental education

Conclusion: Integrating intellectual growth, multicultural per
Impact of administrative placement of programs
Arendale, D. R., 2005, In : Academic Exchange Quarterly. 9, p. 290-294

Integrating best practices of developmental education in introductory history courses: Integrating intellectual growth, multicultural per

Selecting interventions that succeed: Navigating through retention literature

The General College vision: Integrating intellectual growth, multicultural perspectives, and student development

Using theory and research to improve access and retention in developmental education

Mainstreamed academic assistance and enrichment for all students: The historical origins of Learning Assistance Centers
Arendale, D. R., 2004, In : Research for Education Reform. 9, p. 3-21

Pathways of persistence: A review of postsecondary peer cooperative learning programs

Terms of endearment: Words that help define and guide developmental education

A memory sometimes ignored: The history of developmental education

History of Supplemental Instruction (SI): Mainstreaming of developmental education

Then and now: The early history of developmental education: past events and future trends
Arendale, D. R., 2002, In : Research & Teaching in Developmental Education. 18, p. 3-26

Introduction to special issue on Supplemental Instruction for at-risk student populations

Use of Supplemental Instruction for at-risk student populations

Strategic plan of the National Association for Developmental Education
Arendale, D. R., 2000, In : Journal of Developmental Education. 33, p. 2-4-6, 8, 10
Strategic plan of the National Association for Developmental Education

Creating communities for learning: Exemplary programs 1998

How to join Sinet

Increasing the efficiency and effectiveness of learning for first year students through Supplemental Instruction

Supplemental Instruction and Video-based Supplemental Instruction: A shared responsibility for learning

Transitions in developmental education: Interviews with Hunter Boylan and David Arendale

Learning centers for the 21st century
Arendale, D. R., 1997, In : Journal for Developmental Education. 20, p. 16

Preface

Serving as enrollment management experts
Arendale, D. R., 1996, In : Journal for Developmental Education. 20, p. 20

Supplemental Instruction: Supporting the classroom experience: Opportunity and access for America's first-year st

Self-assessment for adjunct instructional programs: Models for assessing learning assistance/developpme

Editors' notes

Suggestions for winning grants
Arendale, D. R., 1994, In : Journal for Developmental Education. 18, p. 38-39

Supplemental Instruction: Increasing student achievement and retention
Understanding the Supplemental Instruction model: Increasing student achievement and retention

Foundation and theoretical framework for Supplemental Instruction: Improving first-year student success in high-risk

Review of research on Supplemental Instruction: Improving first-year student success in high-risk

Supplemental Instruction: Improving first-year student success in high risk courses

Supplemental Instruction: Improving student performance and reducing attrition: The catalogue of the National Diffusion Network

Supplemental Instruction in the first college year: Improving first-year student success in high-risk

Understanding the Supplemental Instruction model: Improving first-year student success in high-risk

Use of Supplemental Instruction at an urban high school: Improving first-year student success in high-risk

Money does grow on trees: Techniques for winning grants
Arendale, D. R., 1991, Warrensburg, MO: Central Missouri State University, Educational Development Center.

Money does grow on trees: Techniques for winning grants

Student Opportunity System (S.O.S.): A systematic plan for student retention
Arendale, D. R. & Fitch, D., 1990, Warrensburg, MO: Central Missouri State University, Educational Development Center.

Staying sharp as a GED graduate
Arendale, D. R., Apr 1988, In : Kansas Aging Issues. p. 28

Church computer service directory
Scientists who believe
Arendale, D. R., 1985, In : Moody Monthly. 85, p. 64-65

Selecting the church computer: Opportunities for personalized ministry
Arendale, D. R., 1985, In : Moody Monthly. 85, p. 70-71

Use of controversial topics in the teaching process

Herod Antipas: A contemporary of Jesus Christ

Activities

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