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How Far Can Peers Go In Supporting Student Learning? A Student’s Perspective

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Outline

• The history
• Student viewpoint
• Perceived benefits
• Drawbacks
• Conclusion
Background and Rationale

• “Peer assisted learning (PAL) is a generic term for a group of strategies that involve the active and interactive mediation of learning through other learners who are not professional teachers.” (Topping and Ehly 2001)
• Art & Design TQEF Peer Assisted Learning (PALs) Project
• Collaborative Partners
• Retention Tool
The Original Structure

- 2008 – looked for volunteers from Y1
- Sept 2008 – trained with staff development support
- Oct 2008 – weekly timetabled class
- Agenda – student driven support
- Initial enthusiasm – attendance declined

- Evidence of retention success (Oct 2009)
Development

- Summer 2009 – limited interest in role of PAL
- Year 1 tutor had to sell it to Y2s
- Personal Development opportunity
  - PALs
  - Year 1 students
- Reduced to fortnightly; alternating classes
- Linked to AIO (PDP module run by Y1 tutor)
My Reflections

• Met by PALs
• PDP questionnaires over first weeks
• Over weeks purpose became less clear
• Attendance declined

• We (the new PALs) thought we could add value
The Enablers

- Peer review during Y1 (Ireland and English, 2013)
- Unilearn (VLE resource created)
- Turnitin (formative assessment)
- Year 2 Students
- Approachable tutors
The New Structure

• PALs became more instructional in approach
• Tasks were given
  – Formative essays
  – Presentations
  – The Big Debate
  – Quants Presentations
  – AIO Questionnaires
The New Structure Cont.

• Ran application process for new PALs
  – Online application
• Current PALs interview (help from HR Dept)
Students’ Reported Benefits

• Over 90% Said the scheme was useful
  – Practice essays
  – Practice Presentations
  – Big Debate promoted research in an area they were not fully conversant with

• Students not Lecturers
  – More approachable
  – Similar problems
  – Still fresh in the PALs’ minds
Students’ Reported Benefits Cont.

- Friendship
- Knowledge of the module options
- Help with structure
- Someone to ask the silly questions that are not always silly!
- 80% said they would like to be a PAL
Were expectations met?

Key: where 1 = not met at all and 8 = exceeded expectations
Practice Essay helped to improve my grade

Key: 1= Strongly Disagree; 7= Strongly Agree
PALs Reported Benefits

- Realisation they did learn in year 1
  - By passing on information they confirmed they had understood it
- Gained further experience in presentation skills
  - 12 practice presentations with Q and A
  - Y1 student reactions gave them a critique of the presentation
- Had an excellent addition to their CV
Benefits for staff

- No extra workload
- Potential to shift formative work over to PALs for review
- Tasks complement the core modules
My benefits

- A huge improvement in my essay writing (through peer marking)
- A big improvement to my CV
- Confidence in my learning
- Community in practice. (Etienne Wenger Traynor 2014)
Drawbacks

• Attendance
• Extra workload for PALs
• Cannot cover all aspects of the course
• Some work needs to be done on the feedback from formative work
Conclusion

• Still a work in progress
• Easily changed to suit current curriculum
• Benefits all parties concerned
• Supports students through the initial stages of university
• Supports work in PDP
• Helps with retention of students
References
