

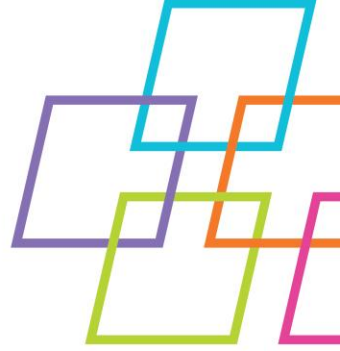
Empowering learner autonomy through peer-assisted study sessions

Katherine High & Elizabeth Allen



Outline

- Background to the provision
- 2018/19 Scheme of Work – why, how, what
- Student and tutor evaluation
- Proposed changes for 2019/20



Link Classes pre-2018/19

Background

- In-house International Foundation Programme (IFP)
- 2 hours per week per subject e.g. Maths, Economics
- Taught by EAP tutors, linking subject content to EAP

In theory, but in practice...

- Mixed approach E.g. close collaboration in some areas, but issues in others e.g. 'opportunity cost'
- **Negative** value added: The more support pupils receive, the less progress they make (Sharples et al., 2016)

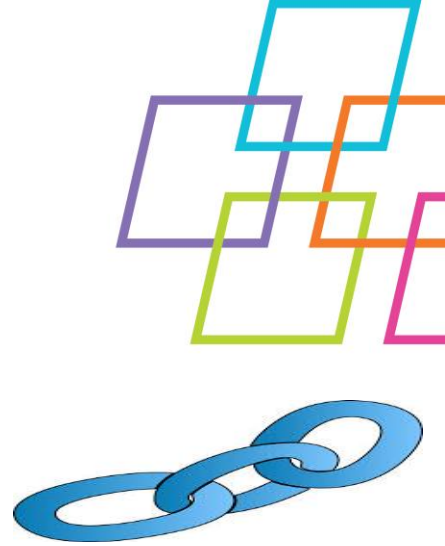
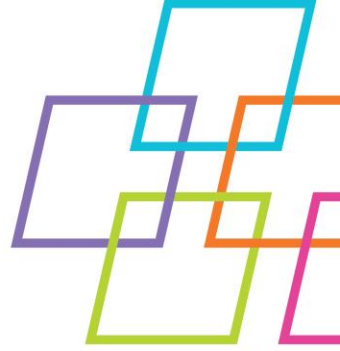


Image by Pixabay

PASS, 2017/18



Peer assisted study sessions / peer assisted learning (PAL)

- Maths:
 - weak Maths - **strong** English
 - strong** Maths - weak English
- Match up students: identify weak / strong students
- PASS leader training and support
- Extended to Physics
- PASS video

PASS Benefits

- **Collaboration**
 - Peer tutoring / cooperation / collaboration (Damon & Phelps, 1989)
- **Autonomy**
 - Independent, life-long learner (Boud, 2012)
- **Reflexivity**
 - Reflect and take action e.g. Kolb (1984)
 - Increase perceived self-efficacy (Bandura, 2012)
- **Transferability**
 - Near and far transfer (Perkins and Salomon, 1992)

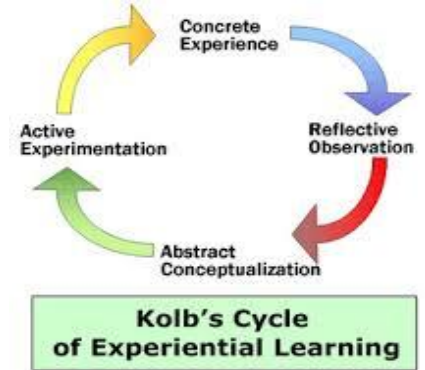
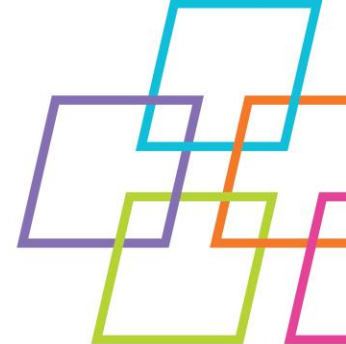


image by Karin Kirk

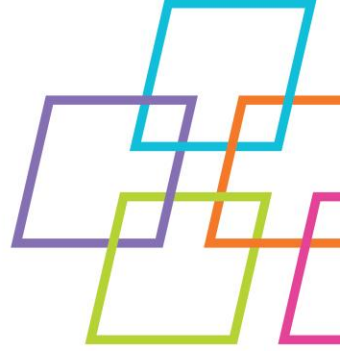
Link and PASS 2018/19

- **Extend PASS**
 - Identify strong/weak?
 - Confident, willing leaders?
 - Training and supporting leaders?
 - Timetabling?
- **Change Link**
 - Link connected to PASS



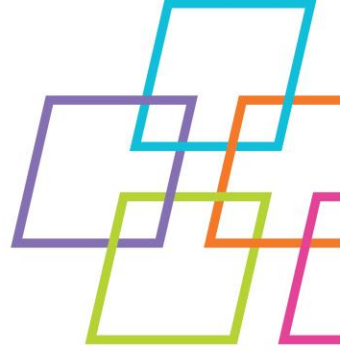
Link and PASS 2018/19

- Tutor
 - Tutor = Coach 'unlocking people's potential to maximize their own performance' (Whitmore, 2010)
- Students
 - Students develop ability to **collaborate**, learn **autonomously**, and be **reflexive** within the subject
- Focus
 - Study process vs content, learning not teaching, student-led rather than teacher-led
 - Students collaboratively co-construct the curriculum



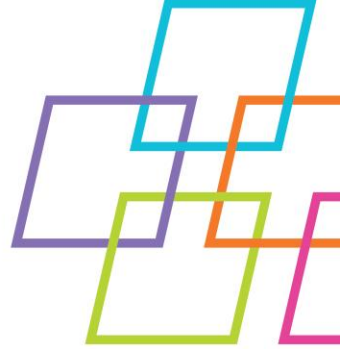
Link Classes

- Students reflect on the last PASS:
 - What did you do?
 - What went well?
 - What could be better? How?
- Students plan for the next PASS:
 - What are the aims?
 - How are you going to achieve them?
 - What tasks do you need to do? (co-construction of knowledge and tasks)
- Students implement the plan



PASS

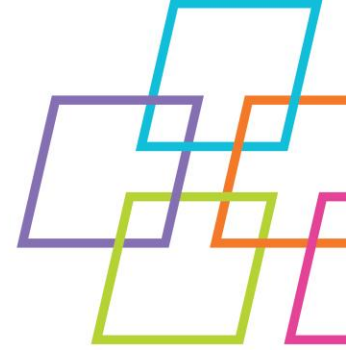
- **Look backward:** Review / reinforce content covered in a previous lecture / seminar or reading
- **Look forward:** Prepare for an upcoming lecture / seminar
- **Example PASS tasks:**
 - Solve problems e.g. Maths
 - Compile and compare lecture notes
 - Create vocab records
 - Create videos relating to content / study skills
- **Collaborate and share across groups and subjects** on [Padlets](#)
- **However, in practice...**
 - Link: 5/10 mins then PASS
 - Different workloads across subjects
 - PASS: non-attendance



Feedback

Students (on-line survey, 59/144 responses, wk 20)

Tutors (on-line survey, 14/14 responses, wk 20)



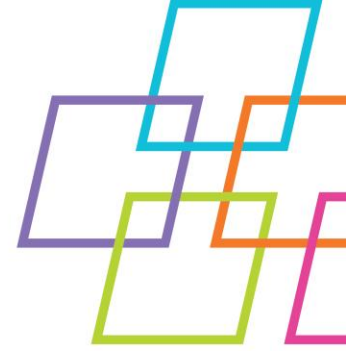
Agree/strongly agree, [Link classes](#) developed ability to be:

	Students	Tutors
Responsible for own learning	55%	100%
Collaborative	54%	70%
Autonomous	57%	93%
Reflective	50%	62%

Feedback

Students (on-line survey, 59/144 responses, wk 20)


Tutors (on-line survey, 14/14 responses, wk 20)

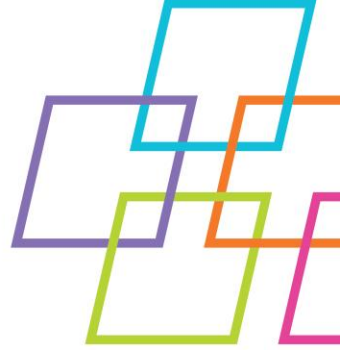


Agree/strongly agree **PASS activities** developed ability to:

	Students	Tutors
Prepare for subject lectures, tutorials and seminars	43%	85%
Understand subject content	47%	92%
Understand subject-specific language	38%	69%
Review subject lectures, tutorials and seminars	51%	86%

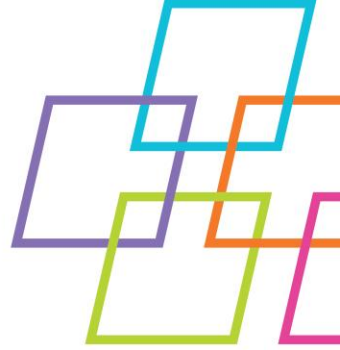
PASS 2019/20

- Link and PASS timetabled in a **single session**
 - Link  PASS
- Timetabled **by stream / pathway** not unit
 - Students chose subject focus
- Will be re-evaluated 2019/20



References

- Bandura, A., 2012. On the functional properties of perceived self-efficacy revisited. *Journal of Management*, 38 (1), pp. 9-44.
- Boud, D., 2012. *Developing student autonomy in learning*. Routledge.
- Damon, W. and Phelps, E., 1989. Critical distinctions among three approaches to peer education. *International journal of educational research*, 13(1), pp.9-19.
- Kolb, D.A., 1984. *Experiential learning: Experience as the source of learning and development*. FT press.
- Perkins, D.N. and Salomon, G., 1992. Transfer of learning. *International encyclopedia of education*, 2, pp.6452-6457.
- Sharples, J., Blatchford, P. and Webster, R., 2016. *Making best use of teaching assistants*.
- Whitmore, J., 2010. *Coaching for Performance: The Principles and Practices of Coaching and Leadership*. Hachette UK.



Thank you for listening

Questions?

Elizabeth.Allen@bristol.ac.uk

Katherine.High@bristol.ac.uk



@EAllenUoB

