

INTERNATIONAL FORUM FOR PEER LEARNING & PEER SUPPORT

16 June 2022

THIS BOOKLET CONTAINS KEY INFORMATION
ON

Timetable for the day

Workshop facilitators and outlines

Pre-recorded presentations and live panels

Presenters and abstracts

SOCIAL MEDIA AND COMMUNITY PLATFORMS

WE WILL USE THE HASHTAG **#LOVEPEERLEARNING** AND
#PEERLEARNINGFORUM2022 IF YOU WOULD LIKE TO ADVERTISE AND
DISSEMINATE YOUR SESSIONS AND THE FORUM EVENT ON SOCIAL MEDIA.

WE WILL ALSO BE USING A PADLET BOARD FOR THE EVENT:

[HTTPS://PADLET.COM/C_MCCONNELL1/HJKJKU5HVFUXDXPU](https://padlet.com/c_mcconnell1/hjkjku5hvfuxdpxu)

International Academic Peer Learning Network &
European Centre for SI-PASS
#lovepeerlearning #PeerLearningForum2022

Forum for Peer Learning

16 June 2022: Programme

<p>Live Forum:</p> <p>BST (British Summer Time) 09:00 – 15:15</p>	<p>This year we particularly welcomed sessions on the following themes which have been numbered to follow the Forum programme. Presenter Panels for themes 1, 2 and 3 will take place in the morning:</p> <ol style="list-style-type: none"> 1. Supporting transitions and developing belonging 2. Reaching across the student journey through peer work 3. Peer leader/ mentor development and progression <p>Presenter Panels for themes 4 and 5 will take place in the afternoon:</p> <ol style="list-style-type: none"> 4. Using technologies for effective engagement 5. Online and/ or in-person peer learning and peer support <p>This Forum will consist of both synchronous workshops (live) and asynchronous pre-recorded (independently accessible) presentations.</p> <p>Parallel pre-recorded presentations will be made available before the live programme, and there will also be time within the programme to access some pre-recordings.</p> <p>Live participatory sessions will focus on opportunities for delegates to meet, discuss, and interact, following essential principles of effective peer learning!</p> <p>Social media and Community Platforms: #lovepeerlearning, #PeerLearningForum2022, and use Padlet Board for Q&A</p> <p>https://padlet.com/c_mcconnell1/hjkjku5hvfuxdxpu</p>
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Overview

Time (BST)	Activity	Zoom Link/ Information
*British Summer Time		
09:00 – 09:15	Opening Welcome & Introduction - Forum Organising Group	Main Room: https://lu-se.zoom.us/j/66816116755
09:15 – 09:40	Break out group activity: networking and small group introductions	Break out groups will be allocated within the main Forum channel
09:40 -10:20	Opportunity to access pre-recorded parallel session presentations in themes 1, 2, and 3	See pages 5 - 15 for presentation abstracts
10:20 - 10:30	BREAK	

10:30 – 11:00	Panel discussion with presenters in themes 1, 2, and 3. Break out groups and whole group plenary.	Main Room: https://lu-se.zoom.us/j/66816116755
11:00 – 12:00	Creative workshops, choice of 2: 1. A roundtable discussion exploring developing an inclusive space to support diverse learners – facilitated by the Writing Café mentors, and Nina Kearney, University of Plymouth. 2. How mentor pairings based on shared lived experience can increase belonging - facilitated by: Roseanna Donnan, University of West London.	Main Room (1): https://lu-se.zoom.us/j/66816116755 Room 2: TBA
12:00 – 12:30	BREAK	
12:30 – 13:10	Opportunity to access pre-recorded parallel session presentations in themes 4 and 5.	See pages 5 - 15 for presentation abstracts
13:10 – 13:40	Panel discussion with presenters in themes 4 and 5. Break out groups and whole group plenary.	Main Room: https://lu-se.zoom.us/j/66816116755
13:40 – 14:00	BREAK	
14:00 – 15:00	Creative workshops, choice of 3: 1. Peer Education and its Impact on a Student's Sense of Belonging – facilitated by Page Keller and Christina Boykin, Center for Excellence in Peer Education, College of Charleston. 2. Hybrid PALS using technology effectively to engage students in Computing: Live coding – facilitated by PALS Leaders and Nina Kearney, University of Plymouth. 3. Community, motivation and peer-learning: creative solutions and support for disillusioned students – facilitated by Tim Worth, University of Bristol.	Main Room 1: https://lu-se.zoom.us/j/66816116755 Room 2: TBA Room 3: TBA

15.00 - 15:15	<p>Information about IAPL/ regional networks/ European Centre – What’s new for the peer learning community in 2022/23?</p> <p>Final remarks, Close.</p>	<p>Main Room: https://lu-se.zoom.us/j/66816116755</p> <p>Reminder of padlet: https://padlet.com/c_mcconnell1/hjkju5hvfuxdxpu</p> <p>Social Media: #lovepeerlearning and #PeerLearningForum2022</p>
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Creative Workshops: Abstracts	
Morning workshops: 11.00-12.00 BST	
<p>Room 1:</p> <p>Title: A roundtable discussion exploring developing an inclusive space to support diverse learners</p> <p>Facilitated by: Writing Café mentors, and Nina Kearney, University of Plymouth.</p> <p>The Writing Café is a creative space for students to talk about academic writing across disciplines, and to support them become better writers, underpinned by the philosophy of inclusion and inquiry. In response to the pandemic, the Writing Café transitioned online with no interruption of service. Subsequently, attendance increased by 50% and the provision was highlighted by the Gravity Assist report as an innovative example of university response to the pandemic The Digital and physical cafes new run concurrently to reflect the varying needs of the students. Though the Writing Café has always helped bridge the gap supporting social mobility, this new flexible approach has seen a drastic increase in engagement from students identifying as from APP categories. In this roundtable discussion our student Writing Mentors would like to explore with you how Peer Learning can create inclusive learning spaces to meet the diverse needs of the student population.</p> <p>Room 2:</p> <p>Title: How mentor pairings based on shared lived experience can increase belonging</p> <p>Facilitated by: Roseanna Donnan, University of West London</p> <p>Our scheme offers peer mentors and mentees the option to be paired based on shared lived experiences to develop a sense of belonging. Our workshop will demonstrate the value of pairing beyond course and level of study through group discussions, student contributions and a training activity. Participants will take part in our ‘how to tie your shoelaces’ training activity to demonstrate how our peer mentor training instills a non-judgmental approach and reinforces the notion of ‘there is no such thing as a silly question’ which eases the transition for new students. Current peer mentors and mentees will contribute by sharing their own experiences and answering questions posed by participants. Break out rooms will be utilised, with each group being allocated a different factor (e.g., parenthood, learning difference, care-leaver) to explore how shared lived experience</p>	

mentoring can impact students and how the scheme could be further developed to engender greater inclusion.

Afternoon workshops: 14:00 – 15:00 BST

Room 1:

Title: Peer Education and its Impact on a Student's Sense of Belonging

Facilitated by: Page Keller, Center for Excellence in Peer Learning, College of Charleston

As the number of university peer education programs increases globally, it is important to examine the impact of these paraprofessional roles on the peer educators themselves. Research on the topic has been sparse, especially pertaining to how these positions impact students' sense of belonging and identity. This interactive workshop will allow participants to 1) examine the outcomes of peer education positions, 2) to share strategies for transforming the interactions between staff, students served, and peer educators into intentional times of relationship- and belongingness-building, and 3) to discuss how these outcomes impact student success, retention, and persistence.

Room 2:

Title: Hybrid PALS using technology effectively to engage students in Computing: Live coding

Facilitated by: PALS Leaders and Nina Kearney, University of Plymouth

The transition to online learning presented an opportunity for PALS in Computing at Plymouth to develop and embed effective uses of technology into both their delivery and coordination of PALS, to enhance the experience of attending computing students. Our Computing PALS leaders will explore how they led on the developing use of technology in their schemes, from student engagement and taking responsibility for leading the management of their PALS community, to utilising technology to implement innovative approaches to their PALS delivery. This session will explore how our Leaders consciously selected technology to reflect the on-course experiences of students to make sessions accessible. Such as, through the development of live coding activities that combine technological exploration with social problem solving, creating a social learning community for a course that traditionally attracts more independent learners.

Room 3:

Title: Community, motivation and peer-learning: creative solutions and support for disillusioned students

Facilitated by: Tim Worth, University of Bristol

The disruption to learning and the university experience brought about by the pandemic has had heavy consequences for students in the UK. Many have expressed feeling a sense of disconnectedness and even disillusionment from university, and disappointment that their current experience has not matched their expectations. This in turn has had a negative impact on motivation, wellbeing, and academic performance. This creative roundtable will explore possible ways in which peer-learning can recover and rebuild the feeling of community that many students are seeking. Participants will examine sources documenting the feelings and experiences of current

UK students, and explore how different models of peer-learning might address the challenges with motivation and belonging which they currently face. We encourage participants to share experiences from their own practice in order to find creative solutions to these important issues.

Parallel Sessions: Pre-recorded Presentation Abstracts

Theme 1: Supporting transitions and developing belonging

1.1 The Northumbria University Peer Support Project

<https://northumbria.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=558cc7b4-1aab-4dc5-8c1d-ae9f0120ab1f> (20:06)

Dr Rick Hayman and Regina Mendes, Northumbria University

Successful university entry is reflective of newly arrived students feeling they have settled promptly and happily, made new friends and networks and developed a sense of belonging and identity with peers and academic staff. Research demonstrates how many find adjusting to university settings as being problematic and challenging. This is particularly the case for widening participation students. Peer support is well recognised for positively impacting on student retention, progression and achievement. Whilst Northumbria University has some pre-existing departmental peer support schemes, they were not introduced specifically with widening participation students in mind. This project extended peer support opportunities to widening participation students across the institution, supporting successful academic and social integration into higher education settings. From January 2022 - April 2022, the project ran as a series of monthly 60-minute workshops, delivered online by peer mentors in a supportive and informal setting. Key findings and implications for practice are presented.

1.2 Transition, belonging and addressing the awarding gap: the Birmingham Scholar peer support scheme

<https://bham.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=0a5f592a-d05c-49fd-a0ad-ae9b009bdb89> (15:30)

Polly Harper and Jasmeet Kaur, University of Birmingham

The Birmingham Scholar peer support scheme was set up in September 2020 to directly support the University of Birmingham's Access and Participation plan and particularly address the awarding gap between our most represented and underrepresented students. As a cross-discipline scheme for our Birmingham Scholars, students from our most underrepresented groups, its particular focus is around supporting 1st year transition to University, developing academic and leadership skills and most crucially, a feeling of belonging. This talk will explore examples of how the scheme worked, successes and challenges along the way, and its evaluation so far. Importantly, we'll also hear directly from one of our students who has benefitted from the scheme as both a 1st year attendee and a 2nd year peer support leader.

1.3 Using Podcasts as a Medium for Peer Assisted Learning in two university contexts

<https://qmu.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3a27b670-2ab6-4d31-a3e3-aea1010ccda6> (19:38)

Marina Trowell and Tom Shiner, University of Brighton; Linnea Wallen and Lisa Cruden, Queen Margaret University

Podcasts have been increasing in popularity over the last few years and according to Ofcom (2020) one in five under 34-year-olds will listen to a podcast every week in the UK. To showcase the benefits and various uses of podcasts in Higher Education, staff and students from Queen Margaret University and University of Brighton have come together to discuss their podcast projects by means of a podcast presentation:

- The PALS Podcast – an additional resource for the Direct Entrant student induction to facilitate a sense of familiarity with the university and its methods of learning and teaching (Queen Margaret University) (under ‘Friday Podcasts’): Our ‘Coming from College’ podcast <https://www.qmu.ac.uk/current-students/current-students-general-information/induction-for-new-students/coming-from-college/> and our ‘Student Services’ podcast here: https://www.youtube.com/channel/UChplSw4jzFb2_6B6Eh-N6Cg/videos
- Changing Spaces Podcast – student conversations about transition into, through and out of university (University of Brighton) *link to follow

Staff and students will discuss their learning experiences from having planned, created and produced podcasts; the skills and attributes that the students gained from participating; and how podcasts can be beneficial in peer learning.

1.4 An Institutional Approach to Embedding Peer Learning in the Curriculum

<https://www.youtube.com/watch?v=NytrRoC57ak> (26:51)

Lucy Chilvers, University of Brighton

This session will share the University of Brighton's approach to broadening the provision of peer learning and peer support through curriculum design. An institutional Peer-to-Peer model, staff curriculum design resources and transition and engagement activities shall be shared to explore a more inclusive model of provision. The intention of these resources and activities is to develop students' sense of belonging to their course communities, to be supported in their transition into and throughout levels of study, and enhance engagement with their studies and university life. The lessons learned at Brighton from the pandemic and advantages gained from blended modes of delivery for peer learning and support shall also be discussed.

Theme 2: Reaching across the student journey through peer work

2.1 Embedding PALS into a clinical programme – developing PALS to reflect the unique Nursing student journey

<https://www.youtube.com/watch?v=wuTW1TI25Vc> (20:00)

Nina Kearney, Josh Manning, Jo Boote, Michelle Cotter and Christen Binu, University of Plymouth

At Plymouth, our Nursing PALS scheme serves as a role model for other PALS programmes in clinical subjects due to the Academic Coordinators and Student Leaders actively leading and

developing the scheme to effectively reflect the professional competencies and requirements placed on the Nursing students, whilst also addressing their unique anxieties. In this session we will showcase how our Nursing PALS has been developed to provide support for clinical skills and placements. Our student Leaders have taken an active role in leading this PALS provision and we will explore the effective feedback loop has been enabled by this true partnership between student and staff that has led to the development of a unique PALS model. The active engagement of our PALS Leaders has had the added benefit of enhancing their professional accreditation and development, preparing them for the additional responsibilities of becoming an effective clinical practitioner.

2.2 Workshops and Wellbeing: How PAL is supporting wellbeing in the post-pandemic world

<https://vimeo.com/712863629> (19:02)

Sophie Franklin and Jazzelle Frame with Resilient U and Student Money PAL Leaders, University of the West of England

Join UWE PAL Leaders and members of the PAL Team Jazzelle and Sophie to explore how PAL Workshops are developing to support student wellbeing as we move through the post-pandemic world. PAL Workshops are available to all students on an opt-in system to offer them support with developing resilience skills or exploring how to manage their money and financial concerns. The Workshops facilitate self-development alongside networking across different year groups and degrees that may otherwise not occur. This provision has raised its own challenges including the best way to promote sessions and encourage students to book on. This presentation is an opportunity to explore student engagement and what entices students to engage with the session and what may influence them along the way. Workshops are constantly developing to meet student needs as PAL Workshops are students supporting students.

Theme 3: Peer Leader/ Mentor development and progression

3.1 Contribution and recognition of the role of peer leaders in promoting student engagement (SEED award)

https://www.youtube.com/watch?v=Ok8tgc_LW60 (29:31)

Ana Cabral, Maisha Alam, Wojciech Rozek, Katherine Greenway, Roland Kulanda, Lesley Howell, Graeme Hathaway, Alison Pettigrew, Janet De Wilde and Max Addo, Queen Mary University of London

We will present our experience using Peer-Led Team Learning to teach Chemistry with our peer leaders as co-presenters. We have worked closely with Florida International University to learn from their experience and this project has been supported by the strategic project: Improving Student Engagement. We ran a pilot and 12 peer leaders facilitated 5x90 minutes workshops involving leading discussions on open-ended exam questions. This pilot comprised training to facilitate the sessions, biweekly meetings with the module lead and other peer leaders to prepare and co-create questions for the workshops. Students contributed by giving feedback on the questions and presenting suggestions based on their own experience. Some peer leaders have successfully applied for recognition by the SEED (Student Enhanced Engagement and

Development) Award which recognises students' contribution to educational development and empowers them to enhance their educational experience. Students received a certificate and the Award will feature on their HEAR transcript.

3.2 A 3-year reporting of SI-PASS schemes implementation at the University of Liège

<https://dox.ulg.ac.be/index.php/s/FTA5X1cYCc1M8ZJ> (28:28)

Dominique Verpoorten, University of Liège, Belgium

The presentation will pick up the most salient data in the 3-year SI-PASS report of the University of Liège in order to provide participants with a comprehensive overview of the schemes implemented each year in four Faculties (Sciences, Engineering, Bio-engineering, Psychology) since the academic year 2019-2020. The "Three P's model (Verpoorten et al., 2017), "P"articipation, "P"erception, "P"erformance data, was used to orchestrate data collection and will serve again as a structure for the presentation. We'll try to work out some emerging aspects of the program with some leaders, in the context of their continuous development.

3.3 Associate Fellowship HEA for Mentors

<https://www.youtube.com/watch?v=OrYI-JrK9A0ouTube> (26:27)

Amanda Pocklington and Tom Allars, University of Exeter

Peer assisted learning (PAL) has been a gradually increasing part of the HE system over a number of years. It has been suggested that peer support programmes are an effective approach to helping students in a variety of ways from coping with the transition into HE, to understanding topics within their subject area. Peer supported learning involves students engaging with their own and their peers' learning experience. Hence Peer mentors support students to become producers of knowledge as well as providing social and moral support to help them succeed in higher education. This places a significant responsibility on the peer mentor which has attracted limited formal recognition based on the HEAR. In light of this we investigated and pursued a more highly and nationally regarded formal recognition approach – AFHEA. This session will address the process and challenges associated with the introduction and implementation of AFHEA for mentors.

3.4 The changing roles of the Student Learning Assistant as peer leader and the impact on student experience and employability

https://www.play.mdx.ac.uk/media/The+Changing+roles+of+the+Student+Learning+Assistan+t+%28SLA%29+as+peer+leader/1_awcsr3vk (20:46)

Simbo Ajayi, Aleksandra Filipova, and Migne Simaskaite, Middlesex University London

Since 2009, the Student Learning Assistants (SLA) scheme has been offering peer-to-peer learning support to Middlesex University students. With the increasing number of SLAs, a senior peer leader scheme was initiated in 2014 to assist with ensuring the quality of SLA provision across the university and to offer a means of progression for SLAs. The presentation draws on the Senior Peer Leaders' experiences and collaborative approaches in enriching the learning of other students in addition to mentoring and coaching their peers. We will gain reflections from the Senior Peer Leaders on their multifaceted roles, practices and professional development. The presentation will provide insight into how we continue to collaborate with students to enhance learning and teaching,

and will also highlight the wide-reaching impact on student experience, professional development and employability skills.

3.5. Buddy Schemes: Building friendships through peer mentoring

<https://youtu.be/6pi1rjUvq9o> (22:53)

Samantha Gent, University of Leeds

Research shows that building a sense of belonging is crucial to all aspects of student success but for many students making friends and meeting new people can be challenging. A student buddy scheme provides an opportunity for informal peer support for students without the pressures of a more traditional peer mentoring scheme. Designed to be light touch the scheme works by matching like-minded students in a bid to help them form connections and help with transition. The presentation will explore the success of buddy schemes at Leeds University Business school and how they can be used to develop a sense of belonging amongst students.

Theme 4: Using technologies for effective engagement

4.1 Using interactive video to flip the surgery

<https://youtu.be/ZRxxjcWP1MQ> (10:38)

Marcus Pedersen and Hannah Timlin, University College London

We created an interactive surgery video (using H5P) that proved significant in the students' learning journeys. Due to its success we then decided to expand the project. We created an instructional video to show Ophthalmology MSc students how to create their own interactive video (empowering them with a new technical skill) and allocated them a topic. The students chose a YouTube video on their topic, and inserted questions (using H5P) that they thought would be most interesting and useful for their peers. Twenty two students gave feedback highlighting the benefits of using interactive video. In particular, all strongly agreed that they would like to see more interactive videos over traditional video.

4.2 Student's use of social media for academic studies: The connecting bridge between in person and online group work

https://youtu.be/F3c_PBCgrtg (15:01)

Sue Beckingham, Sheffield Hallam University

Engaging in group work can have many benefits, but in practice can become fraught with challenges. Students participating in group work projects and activities are more likely to succeed if they can meet regularly, feel they are included and belong, and know how they can contribute. The diverse student body includes those that commute to university, juggle work and have caring responsibilities. They may have a learning contract or as international students are listening, learning, and speaking in a second language. All of these can impact on the logistics and success of in-person meetings. My research will share from the student's perspective how social media and

digital technology can support group cohesion, trust, and productivity. Insights from final year students will provide feedback on their experience of how technology has helped them develop effective group work skills; and from recent graduates how they now apply these skills in the workplace.

Theme 5: Online and/ or in-person peer learning and peer support

5.1 From Staff Peer Networks to Student Peer Networks ... and beyond

<https://youtu.be/wnhPeB-JcsTQ> (17:15)

Dr Katy Savage, Prof. Debbie Willison and Dr Sean Morrissey

Peer Support Networks are a key component of academic development provision at Strathclyde University. We will reflect on our recent evaluation of participant views of these networks and on key facilitator experiences of supporting these networks, and how these inform the next steps in our work – applying what we have learned from staff networks to developing and supporting student networks. We have 2 priorities in this. The first is to support other members of staff in getting involved in scholarship – we will be inviting them to identify networks of interest in their own areas - though we are particularly interested in how they will use students to support learning and teaching. Our second aim is to establish an institutional student peer network for leadership in learning and teaching to run alongside our staff network. We will provide a flexible framework to support the student body which they can adapt as they become more experienced.

5.2 Using Person Centred Thinking Tools and Action Learning Tools to Create a Tailor Made Peer Mentoring Programme

<https://derby.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f32630db-9ba9-4367-b26f-ae9800834c6d> (13:43)

Gavin Jinks, University of Derby

On BA Social Work at the University of Derby we have an award winning Student Mentor Project. It is founded on the idea of partnership in decision making between the mentors and the lead academic. It is a fluid project that has evolved and re-evolved to meet identified needs and deal with identified challenges. This presentation will explore how person centred thinking tools and action learning tools can be used to develop and adapt your project to the unique situation in which your programme operates.

5.3 The Cheese Sandwich: How learning can be designed to emphasis the role of peer support

<https://dmureplay.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=161bf4f8-515b-4584-8f7b-ad4e0112feeb> (14:35)

Kevin Merry, De Montfort University

This presentation explores an approach to instructional design known as the “Cheese Sandwich”, which emphasises peer learning and peer support as part of the design of learning experiences.

The “Cheese Sandwich” is an approach that supports learner mastery of cognitive skills. Critically the approach recognises the importance of teacher and peer support when developing higher order cognitive skills, and as such refocuses the time that learners spend with their teachers and peers. Rather than relying on self-directed learning to support the development of higher order cognitive skills, as has been the case in Higher Education for decades, the Cheese Sandwich utilises the time learners spend with their teachers, and critically their peers to support the development of higher order cognitive skills through peer-driven active collaborative learning and mastery-oriented feedback. The presentation will provide the background to the Cheese Sandwich, its core design features, and provide examples of its effective application.

5.4 Co-created projects with Learning Development Mentors

https://northampton.mediaspace.kaltura.com/media/Co-created+initiative+with+Learning+Development+Mentors+June+2022/1_d6vwgaaz (11:54)

Sheryl Mansfield and Sam Thomas, University of Northampton

In 2021 Learning and Teaching Enhancement funded an initiative to resource a peer mentoring scheme. Eight Learning Development Mentors (LDM) were recruited from across the institution. Our aim was to create a supplementary, peer-led service which provides students with engaging, timely guidance and develops effective learning relationships based on parity and equality (Collier, 2015). We decided to use a similar approach to the Student Learning Assistant model of Price et al. (2019), where the Learning Development (LD) Mentors offer support to students from any disciplinary subject. The background to the project was to enable an opportunity for students to co-create and co-develop resources whilst improving the reach of the provision. The different initiatives will be outlined by the LDMs including the use of social media platforms, audiograms, a spread the word initiative, online and face to face drop-ins and the development of an asynchronous plagiarism awareness programme.

5.5 “Leverage the learnt experience of existing students to help new students learn more effectively” Subtitle: Let the students do the talking

<https://vimeo.com/713812589> (24:54)

Sue Croft, Swansea University

The Osteopathy course at Swansea University takes four years. It is factually and practical skills heavy, and for new students, managing this workload can be challenging. Lecturers are obviously experts in teaching their subjects, but they may not be best placed to provide advice on how students should learn – they’re on the wrong side of the lectern. Students have to learn to become experts in organising their own learning and preparing study notes; but we can speed up this process by harnessing the learned experience gained by students further along the course as the basis for advice to new students on how to study more effectively. This video shows a discussion with Swansea students about their own experiences of learning how to organise their study notes and how to use the various online resources available (many of which are free). Examples of information/support packs will also be provided.

5.6 Centrally coordinated, discipline owned, student led, Peer Assisted Learning Scheme

<https://www.youtube.com/watch?v=ZWh16TYItPU> (19:39)

Nina Kearney, Josh Manning, Lyvinia Rogers Elleschild, Hayley Manners, Daisy Grundy, Andrew Cotton, Daniel Humphries, Hannah Culver and Eleanor Preece, University of Plymouth

In this session we will explore how a model of partnership between the central PALS coordination, Academic programme and student leaders can provide a PALS framework for innovative and bespoke PALS, that is adaptable and resilient to change. Through developing each PALS scheme to reflect the unique course ethos and approach, we aim to foster a sense of belonging both within the programme and the academic frameworks that support it. This embedded approach also allows increased flexibility to effectively support students throughout their learning journey, focusing support at critical points of need within the programme. This partnership approach will be explored through two unique case studies of PALS programmes from different faculties to explore the impact of this approach from perspectives of all the partners (students, academic and central).

5.7 Interprofessional peer learning for healthcare students; a pilot

<https://swanseauniversity.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=35909fc7-7d3f-4c8f-a86f-ae9f015fd4ba> (15:20)

Charlie Earle, Fen Sanders Lamb, Rhodri Curtis and Gavin McKay, Swansea University

Interprofessional learning (IPL) and peer-assisted learning (PAL) aids the development of students and helps to create a supportive, cohesive future healthcare system. This session will explore how Respiratory Healthcare Science and Paramedic Science students at Swansea University completed a peer-assisted, IPL study day. In addition to IPL and PAL, this study day incorporated volunteer service users; helping to ensure the patient's perspective remained at the forefront of any learning.

This session will explain our study day design and demonstrate its ease of implementation; highlighting improvements for future IPL events. This session aim is to encourage others to further develop IPL within their teaching.

5.8 Peer learning strategies and peer learning moments on internationalised courses

<https://www.youtube.com/watch?v=T0X4QB72HJ8> (14:02)

Gabriela Pleschová, Comenius University in Bratislava

This study integrates the views of teachers, students and two researchers, authors of this study, who observed 14 class sessions in different humanities and social sciences disciplines and medicine. Teachers who taught these class sessions were all attending a teaching development programme, which introduced them to the notion of peer learning and encouraged them to integrate peer-learning strategies into their courses. We use the data to propose categorisation of different types of peer learning.

5.9 Undergraduate near peer teaching in primary care: experiences of students, near peer teachers and GP tutors

<https://www.youtube.com/watch?v=46Cl2o5hFBE> (14:13)

Dr Vidya Mistry, Ali Sohail and Mohamed Areeb Anis-Alavi, Queen Mary, University of London

Undergraduate near peer teaching in primary care: experiences of students, near peer teachers and GP tutors
Background There is little research relating to undergraduate Near Peer education in primary care but postgraduate literature suggests there are potential benefits. An innovative SSC (Student Selected Component) was developed in primary care where Year 5 students taught junior students and worked with central academics enabling them to apply for a university award.
Methods: Qualitative research methods including semi-structured interviews and focus groups.
Outcomes: Preliminary data suggests improved student teacher confidence with evidence of collaboration and creativity. There were numerous teaching opportunities in the practice.
Discussion: Near Peer teaching appears to work both for tutors and students in primary care. Students received clinical and teaching experience and GP tutors welcomed the near peer educator enthusiasm and innovation. The findings contribute to the growing evidence for the value of peer assisted learning in undergraduate literature.

5.10 Combating Challenges of Transitional Learning Periods

<https://www.youtube.com/watch?v=YjS2UrfJVe0> (12:53)

Kiran Khangura, Meigan Picard and Ravneet Sohal, University of the Fraser Valley

As Supported Learning Group (SLG) leaders, we've supported students through the transition from face-to-face to online learning, and through the more recent transition back to in-person and hybrid learning. Through these experiences, we've had to navigate various interpersonal and technological challenges related to how we communicate with students, and how we choose appropriate learning strategies to suit a variety of new and traditional learning environments. Our presentation will focus on our experiences, the skills we developed while navigating these new environments, and how we are using these skills to facilitate meaningful learning opportunities for students attending our SLG sessions.

5.11 Supporting the Uptake Process with Dialogic Peer Screencast Feedback: A Sociomaterial perspective

<https://www.loom.com/share/1eadd4c8d1c64cbd94da80ae2e0edb81> (22:02)

For further reading, see: <https://www.tandfonline.com/doi/full/10.1080/13562517.2022.2042243>

Dr James Wood, Seoul National University

Screencast feedback has advantages over written feedback for supporting engagement and enactment, yet the potential of peer screencast feedback remains underexplored. This study took a small-scale (N=8), in-depth, triangulated, qualitative approach to addressing this gap, adopting a socio-material lens to investigate the use of dialogic peer screencast feedback over an emergency remote semester. Screencast peer feedback was found to enhance depth, enabling expansion on written comments, focusing on 'global' aspects in screencasts and 'local' aspects in the text. Using

the feedback providers' camera helped learners manage and process emotional impacts of feedback, encouraging uptake and supporting the development of a caring feedback community sustained through ongoing technology-mediated enactment-oriented dialogues. The results reveal various social and material factors 'entangled' with the emergence of agency and engagement in the feedback practices. Significant implications for those teaching in online, hybrid, and blended conditions in the wake of the pandemic and beyond will be discussed.