



University of Brighton

# Critical Reflections on the Purpose of Peer Leader Training to Inform Remote Delivery

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Lucy Chilvers and

Catherine McConnell

Centre for Learning and Teaching



## Peer Learning in the Brighton context

Collective approach to problem-solving

Overcoming complex problems together

Accelerating knowledge sharing

Developing empathy, social connection, wellbeing, creativity, inclusivity

Promoting a course community approach

Offering students leadership opportunities





## Session Outline

Social Learning Theory: Landscapes of Practice (Wenger-Trayner & Wenger-Trayner, 2015)

- **Engaging**
- **Aligning**
- **Imagining**

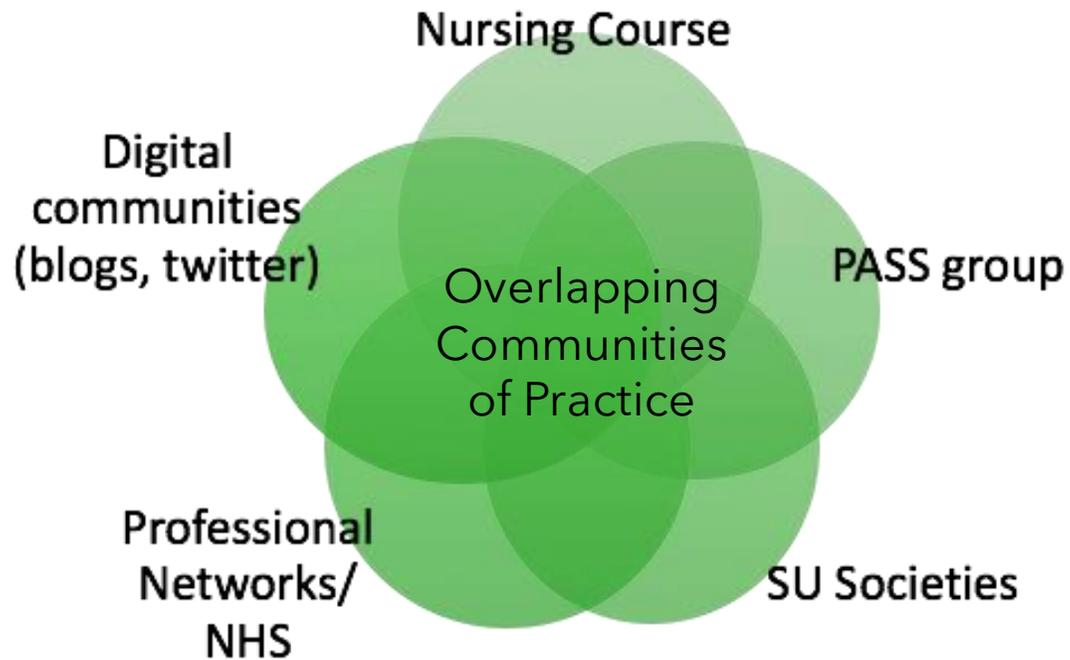
Peer Leader Training - new modes of delivery

Questions and ideas to inform the development of online training

# Social Learning Theory: Landscapes of Practice

Wenger-Trayner et al's (2015) framework of modes of identification:

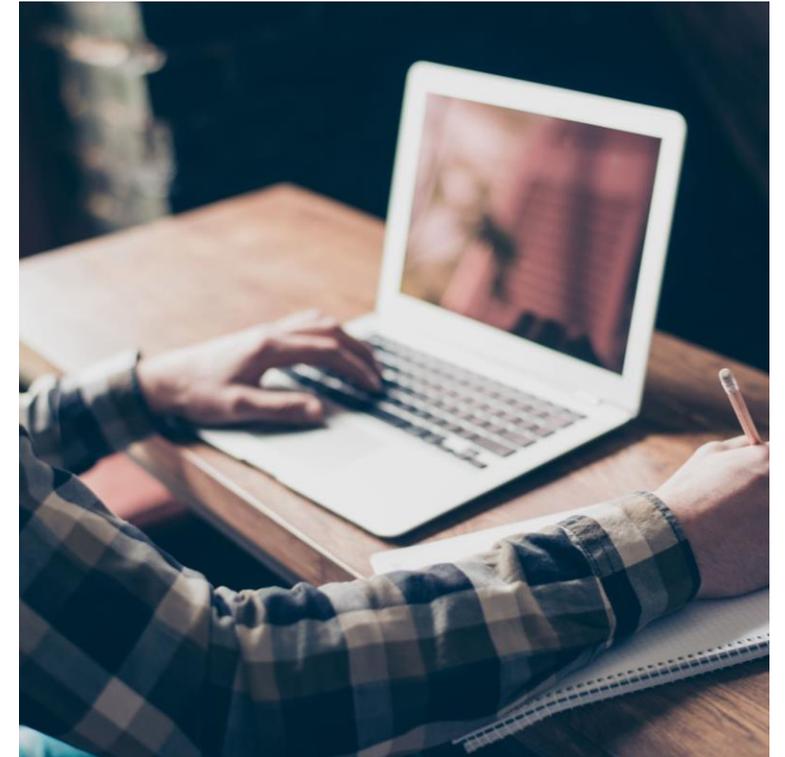
- **Engagement**  
Direct experience, participation
- **Alignment**  
Shared expectations
- **Imagination**  
Understanding and identity



What will peer learning look like in 2020/21?

### 3 main modalities:

- I. Virtual - synchronous video meet-ups
- II. Virtual - asynchronous offline chat
- III. In-person - small groups, distanced, on-campus





What will  
HE learning  
look like in  
2020/21?



How can **engagement**, **alignment** and **imagination** help us reflect on and develop peer leader training?



# Engagement

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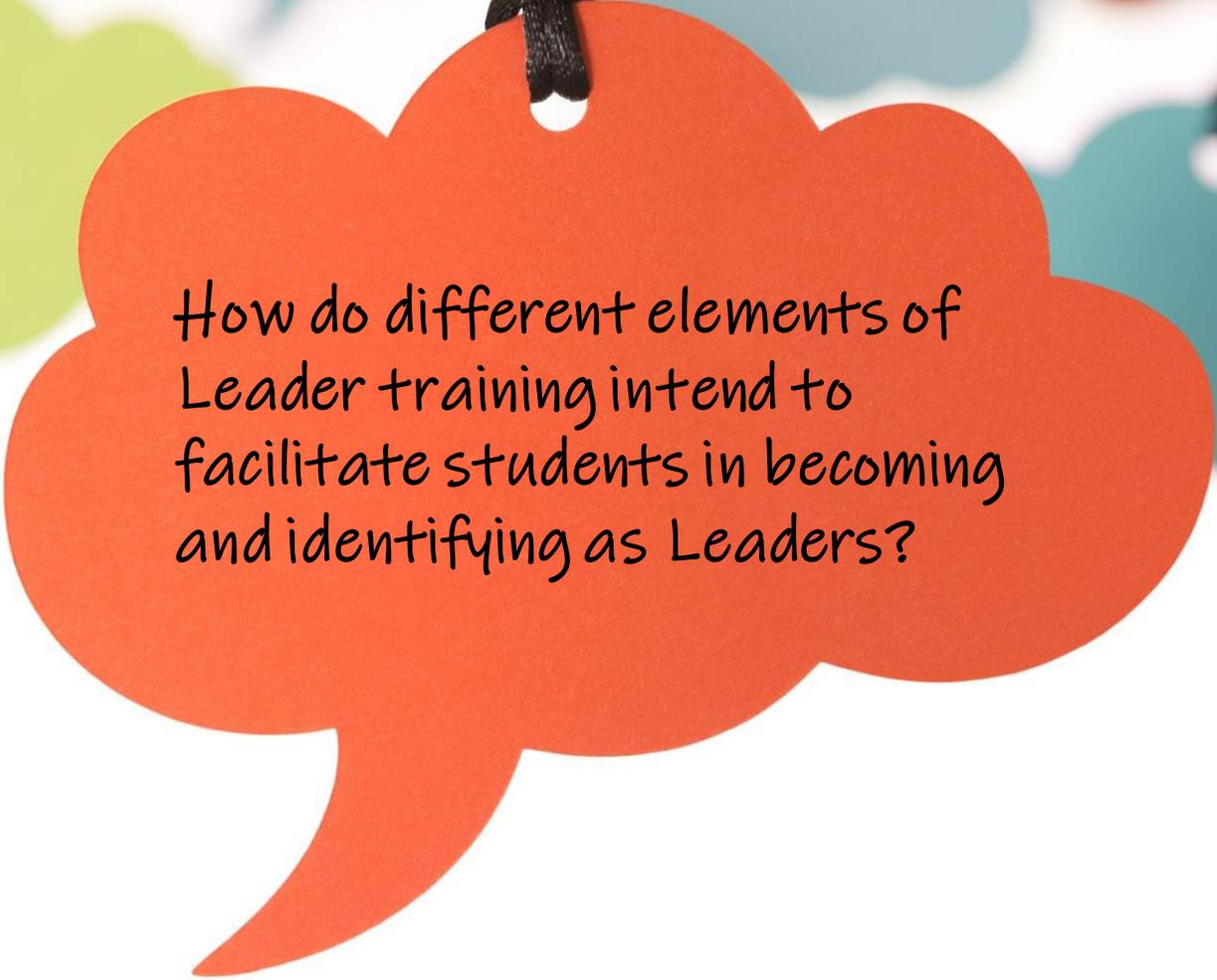
Peer Leader Job Description - identifying their role boundaries

Facilitation techniques: Holding a space; curating and orchestrating conversation

Creativity - through using strategy cards and session planning

Navigating the challenges in online sessions - what facilitation techniques are important?

Prepare students through partnering with Supervisors and reflecting on their practice with one another



*How do different elements of Leader training intend to facilitate students in becoming and identifying as Leaders?*

# Alignment

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Ensuring students are encouraged to collaboratively set the agenda for sessions

Facilitation skills are key here. Encouraging all participants to contribute.

Giving leaders the confidence to raise challenging topics, and how to handle those which need to be signposted on.

Joint process - mutual - reciprocal - requires participation, agency, representation, facilitation.

It's crucial that we encourage leaders and students to speak, to have a voice.





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# Imagination

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## **What is 'imagination' in the context of training leaders?**

Leaders are navigating multiple identities

Adding in a leadership role requires an adjustment to another identity - on top of any other identities held in their personal context (e.g. parent/ carer)

## **How can training help leaders?**

Create their own imagined identity - through personal and professional development activities such as 'GROW' model, and SWOT analysis, reflection

Facilitate other students' skills of imagination through their peer-led sessions, using tools such as the language of the discipline, readings, videos, stories, scenarios, pictures)

**Needs to be easy to share and discuss in the online environment**



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## Key reflections

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How can we help leaders and students to structure their study time around those 3 modalities (sync / async / f2f)?

How can we help peer leaders develop empathy and trust among the first-year cohorts (pre-arrival, induction, assignments)

How can we help leaders understand that we are also adapting to change, and bring them on board as partners in this new process?

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# Institutional expansion – widening the brief

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Need to address a broader application of peer learning now across the university

To promote an inclusive and participatory model of learning, to develop course-based learning communities for student engagement and partnership

To assist course teams in embedding peer learning into the curriculum

To introduce academic staff to the concept and processes involved in peer learning

To introduce students to peer learning leadership skills

To explicitly incorporate inclusivity, academic skills, employability into training



# Reflections on Leader Training

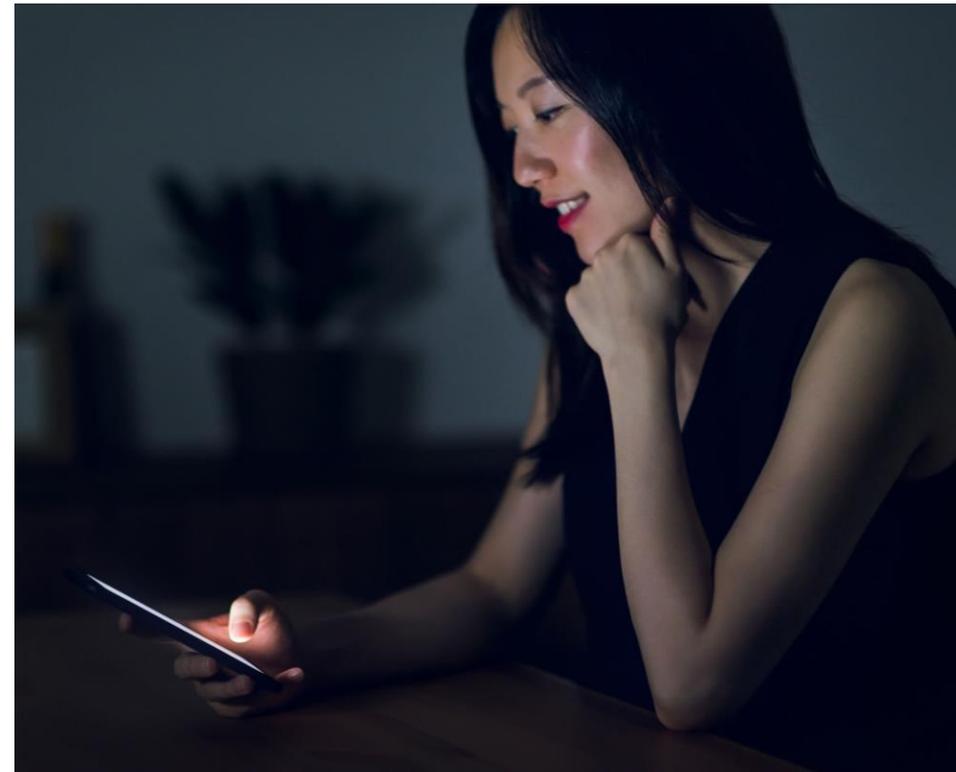
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Could training be divided into chunks and pre-recorded into online modules?

How training could be used by academic staff wanting to know more about embedding peer learning pedagogy, as well as new leaders.

Types of engaging activities for each 'module' (e.g. Introduction/ video clip / Quiz / Scenario/ Reflection) following the same format for each module.

Using free tools - Mentimeter, Nearpod, Padlet



# 6 Key topics/ mini-modules for Leader Training



1. Introduce the **model and principles of peer learning** (relevant online and f2f)
2. To introduce **leadership and facilitation** skills (relevant to staff as well as leaders)
3. To introduce the importance of **structuring online peer-led learning**
4. To introduce **resilience and wellbeing** in the peer learning context
5. To introduce **professional skills and employability** for leaders/ facilitators
6. To introduce the **digital technology skills** for enabling digitally enhanced peer learning

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# Conclusion

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How will we navigate this new emerging landscape?

We think peer learning is a major benefit for students and a crucial element of pedagogy.

We also feel academic staff will benefit from the facilitation training we deliver to student leaders.

Using **engagement**, **alignment**, and **imagination** helps to frame our intentions.



# References

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