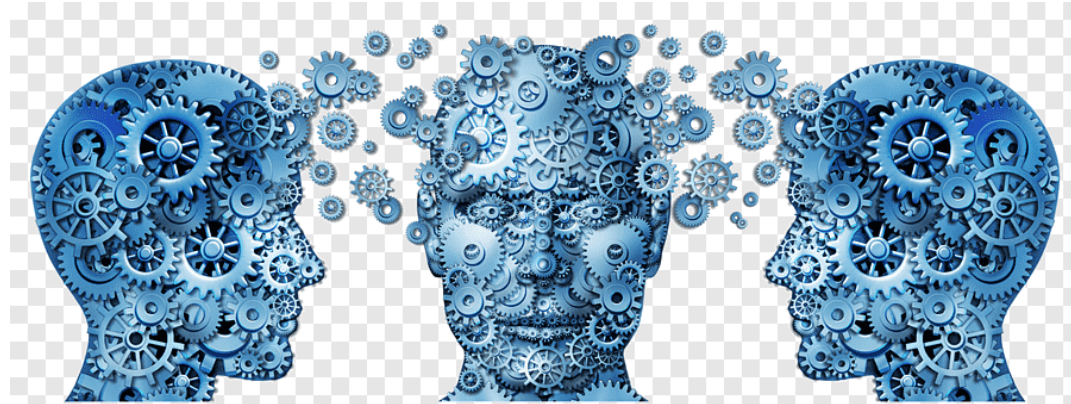# Peer Learning

- **Peer learning**: Peer learning is the acquisition of knowledge and skills through active support among socially equal or matched companions. It involves tutoring, supplemental instruction, mentoring, and academic facilitation [5].

- **Peer learning in A_STEP**: A_STEP at the UFS offers peer-led group tutorials [5].

- Academic Student Tutorial Excellence Programme (A_STEP) provides peer assisted learning programme at the University of the Free State (UFS).

Tutor Training

- Tutor training is a development equips tutors with skills to ensure tutorial preparedness
- Peer educators need to receive adequate training [3]

- Bandura's theory of social learning

  -Students learn through modelling [1]

- Tutor Training Process [2]

  - Observing and emulating facilitative teaching style.
  - Setting example for peers during tutorials.

- Trainings aim to equip tutors with knowledge:

  - to support students with diverse learning needs and

  - to Design inclusive tutorial sessions

Training type	Mass Training (first-time tutors)	Faculty-specific training	Universal Design for Learning (UDL) training
Rationale	Standardizing Tutor Training Environment • Establishing foundation for basic tutor development. • Preparing newly appointed tutors	Specialized Training Environment for Tutors • Master module-specific facilitation skills. • Familiarize with tutorial administration. .	Equipping Tutors for Inclusive Tutorials • Supporting diverse learning needs. • Designing inclusive tutorials.
Outcome of training	Tutors equipped with general and fundamental tutorial facilitation skills. - Tutor roles and responsibilities - SI strategies - Troubleshooting scenarios	Tutors equipped with facilitation skills specific to the context of their faculty. - Faculty administration - Facilitation in faculty context	Tutors equipped with UDL skills. - UDL principles: - Engagement - Representation - Action and expression

A_STEP Training

- A_STEP Program: Utilizing Supplementary Instructions and UDL Principles
  • Employs internationally benchmarked strategies.
  • A_STEP tutors trained on these cohorts before tutorials.
  • Trainings enhance quality of student support services.
  • Trainings directly influence academic performance and student outcomes.
  • Research identifies best practices and areas for improvement in tutor training.
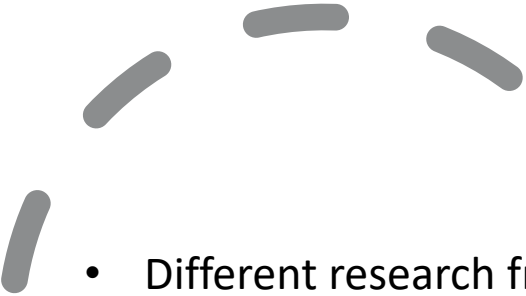
Research questions:

Study Aim: Transfer Facilitation Skills and UDL Principles to Tutors

• Aim: Determine effectiveness of Mass and UDL trainings.

Research Questions:

1. What is A_STEP tutors' perception of Mass and UDL training sessions in terms of tutor readiness?

2. Do A_STEP tutors use the learning strategies given in the A_STEP Mass training to design and facilitate their tutorials?

3. Do A_STEP tutors effectively incorporate the UDL principles of representation, engagement and action and expression in the delivery of their tutorials?

- Different research from multiple institutions have conducted similar study
- Assessing peer-learning training and development's effectiveness in their institutions
- They analysed their data by making use of training evaluations, student evaluations, observations or behaviour measuring tools
- Their results were positive
- A_STEP followed similar process
- Different indicators: Facilitation and UDL skills

Empirical review

Methodology:

- the evaluations and observations surveys consisted of quantitative probing questions.

- exploratory data analysis (EDA)[5]

- insight from quantitative questions.

- The reason: provide a comprehensive understanding of tutors' performance and effectiveness

- To also identify patterns and trends in tutor behaviour and student engagement.
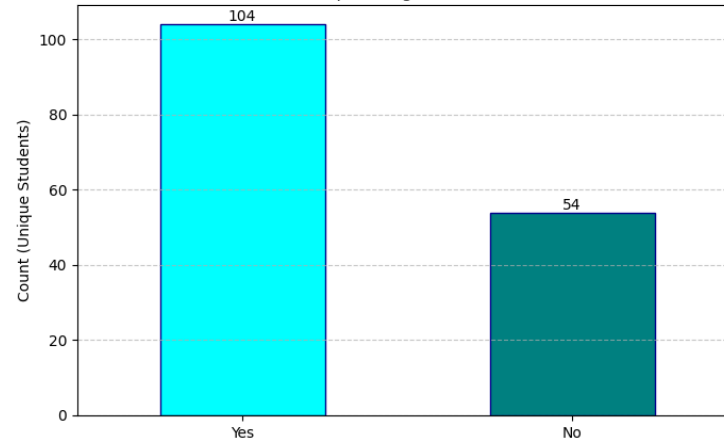
Results:

In the training evaluation results for MASS training(N=170), most tutors found that the training will help them understand how to demonstrate and apply communication and planning skills for tutorial sessions. They also show confidence in the ability to understand and accommodate different student needs. The tutors generally perceived that the training met their expectations (99%), made them understand the role of the tutor and provided them with the confidence to conduct effective tutorials.
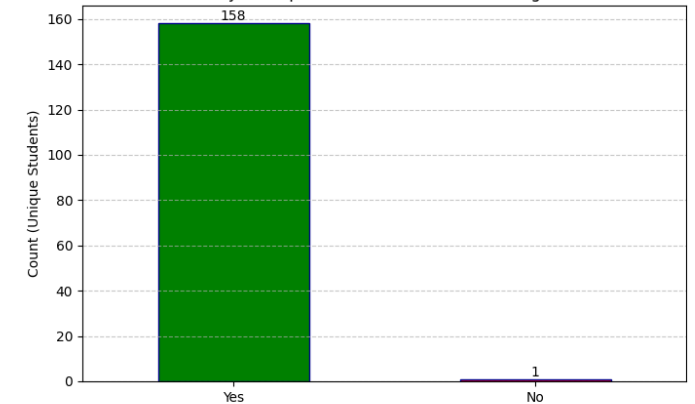

8. Demonstrate and apply communication and planning skills in tutorial sessions.
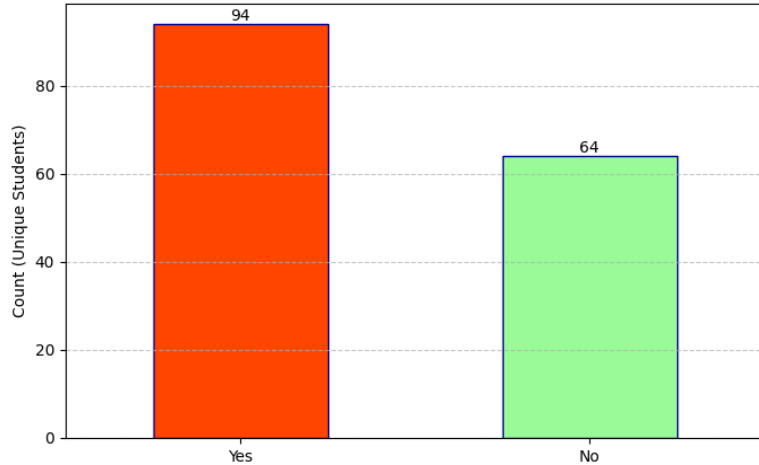
8. Demonstrate an understanding and accommodation of different student needs when planning for a session.
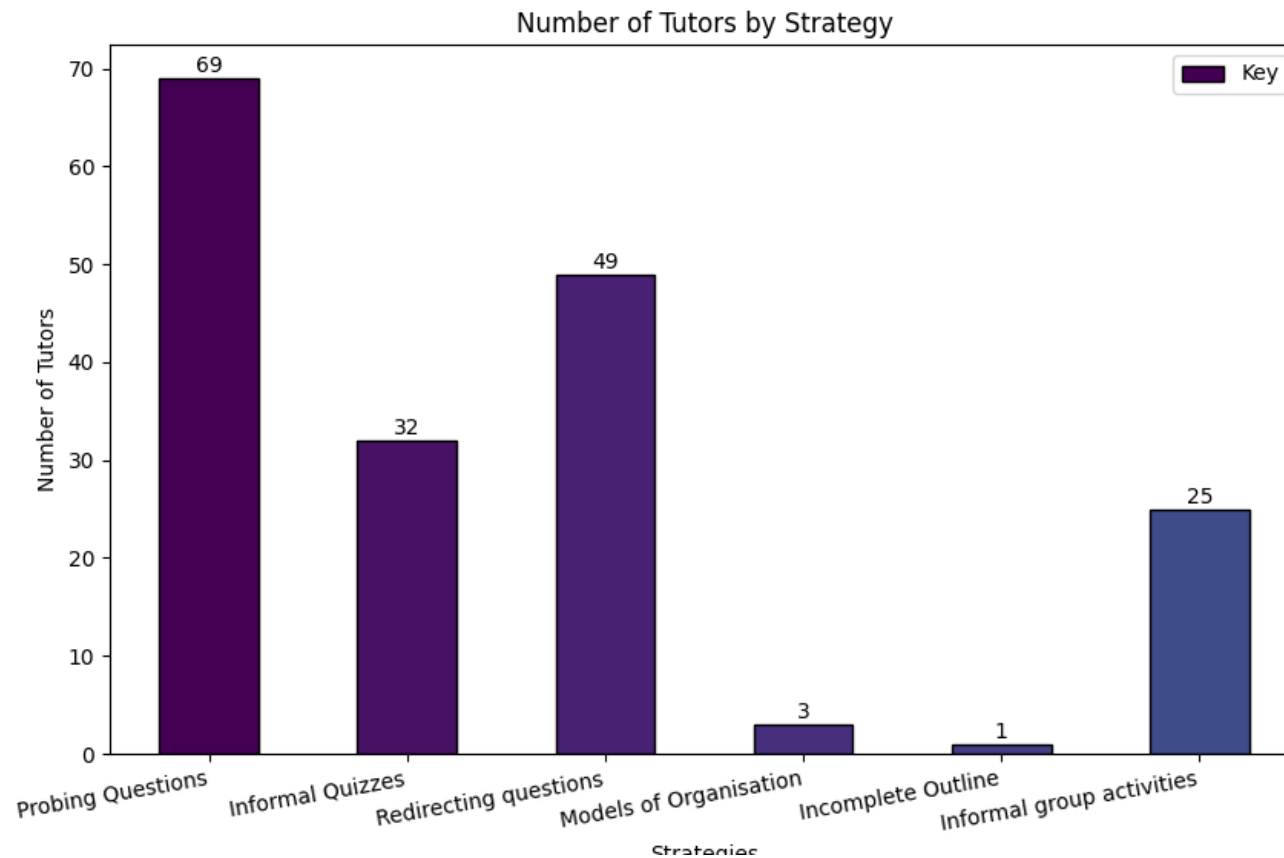

Were your expectations of the Mass Training met?

Results:

During the MASS training, tutors are trained to make use of the 10 Supplementary Instruction strategies. Through the observation surveys, results show that the most utilized strategies are probing questions (38%) and redirection of questions (27%).

Number of Tutors by Strategy

Results:

Majority (83%) of the tutors were exposed to UDL principles for the first time. Through the observation surveys, it was evident that tutors were able to apply the UDL principles in their tutorials. The observation results show that the most applied UDL principle is engagement (52%), whilst 23.2% applied representation and 24.8% action and expression.
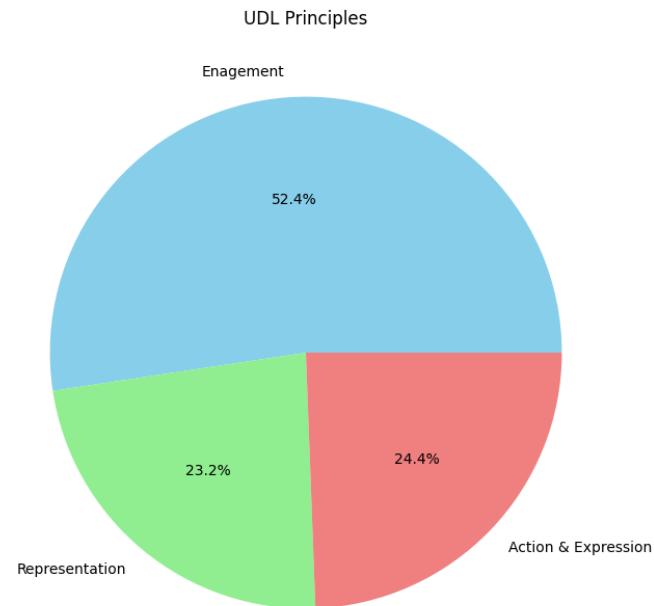
UDL Principles

UDL Principles	Number of Tutors
Action & Expression	41
Engagement	88
Representation	39

Implications and Conclusion:

The study suggests that A_STEP's training program effectively prepares current and future tutors for quality tutorials, with positive evaluations and observations.

However, a different approach needs to be explored on how to train tutors on the following UDL principle: representation and, action and expression.

We can also look at How the tutor make use of the UDL principles and SI strategies in their facilitation

Further research is needed to explore the extent of training prepares tutors for traditional workplaces.

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Thank you

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