Innovations in Peer Learning

Online Peer Support options. What can be done to support online students? Robyn Mortimer Deakin University

Success Coaches – supporting Online students. Kate Artz Deakin

The Chinese social media platform We Chat for an online onshore/offshore peer mentoring program. Trudi Aitken VU

The VU engineering online study space: examining the limits and benefits of an online student peer mentoring program. Gill Best VU

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

DEAKIN UNIVERSITY

Do you have a question?

Please log in to the below webpage, enter the event code below and type in any questions you have throughout the presentation.

- www.slido.com
- event code #Z775

Discussion and questions will be taken at the end of the 4 presentations.

CloudPASS – the re-creation of PASS (Peer Assisted Study Sessions) online

Synchronous and asynchronous opportunities for students to connect. Our aim was to reach students where they are.

Wanted to ensure that the sessions were student focussed

Leaders were flexible - open to what the students were saying/asking

Leaders looked at how they could use the platforms to ensure the best collaborative / facilitated experience

Training for leaders held on the platform they would use for their sessions to model good practice.

The platforms used can also dictate what can and can't be done. Trial of different platforms in initial stage for both synchronous and asynchronous to look at options and preferences of students.

Focus groups early on allowed us to gather feedback on what worked best.

Currently using Skype For Business and Facebook groups.

Structure of CloudPASS

Synchronous online sessions

Skype for Business (SFB)

2 leaders – one for content and one as a support for leader and students

Whiteboard on SFB

Collaboration tools

Leaders prepare basic slides that may incorporate a variety of activities based on current class or previously agreed to content.

Leaders restrict slides to between 4 – 6 if possible to ensure the focus is on interactions rather than information sharing from the leaders.

Overall results of students who attended live sessions received higher grades. – similar statistic to on campus sessions

Asynchronous online support

Facebook Groups

1 leader monitors the group along with supervisor oversight.

Structured approach to posting and interacting on Facebook. 5 day plan based around the timing of the live session.

Protocols and expectations published online on how the group works.

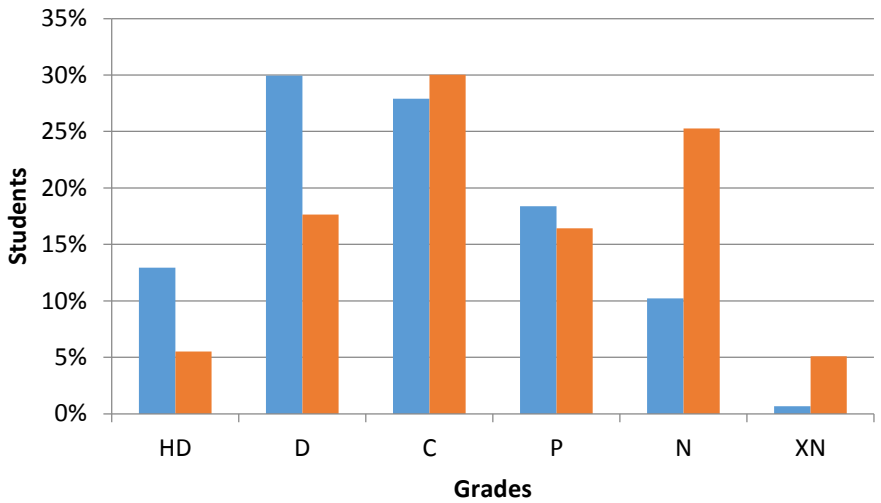
So far we have seen very positive behaviours online – study focussed and supportive environment.

Overall results indicate that students who were members of the Facebook groups received higher grades – engagement?

Results from 2 units with Facebook membership

MLC101

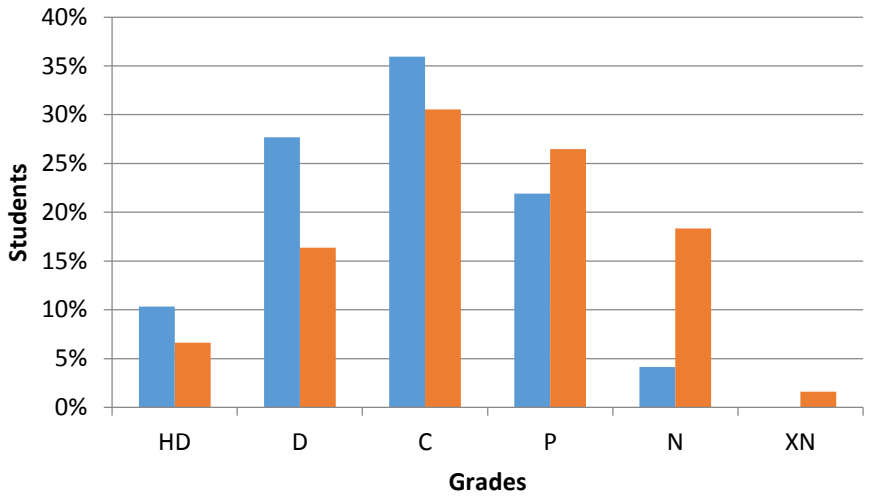
Facebook group members	Average Mark
Joined MLC101 group	65%
Did not join MLC101 group	58%



Joined MLC101 group

HBS109

Facebook group members	Average Mark
Joined HBS109 group	66%
Did not join HBS109 group	59%



Joined HBS109 group

Current status of CloudPASS

Synchronous

Live sessions run for 6 weeks - in 2018 we will expand this to 8 – 10 weeks of the 11 week trimester

Currently using Skype for Business looking to move to Collaborate Ultra in 2018 due to issues with MAC and SFB

Leaders are encouraged to not use more than 4 slides in an hour to share information – more open activities such as a whiteboard encourage students to be more active participants.

On average 52% of CloudPASS live attendees are cloud enrolled learners.

Overall the percentage of cloud based students as attendees for each session is higher than the percentage of on-campus students who attend campus based PASS.

Results over past 2 trimesters show a similar

Asynchronous

Runs for the entire trimester.

The first 4 weeks is the time most join though each week there are new members. (about 10% growth each week after first few weeks)

T1, 2017 we found that 91% of FB group members did not participate in any other type of PASS.

Over 61 000 views or interactions to the 23 groups from over 1700 members.

On average there were 43.5 views or interactions for each post. With the range being from 9.6 – 109.3

The Percentage of enrolled students who accessed FB PASS group varied across the units.

Unit results of students who interacted with FB groups indicate that those who did, on average received a higher mark.

Supporting online student transition – the Success Coach program

- Corinna Ridley and Kate Artz – Academic and Peer support services – Deakin University
- Simon Dwyer - Deakin student Success Coach

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The program

Aims to:

Increase engagement and sense of belonging and connectedness

Assist students to navigate the online learning landscape

Encourage good study habits

Promote services and supports

Success coaches are experienced later years students from the same or similar discipline

Success coaches email all students in the group every week from commencement to week 8

Invite questions/queries/ comments from students

Respond to questions/queries/ comments by email and/or phone or skype

Kahu's model of student engagement (2013)

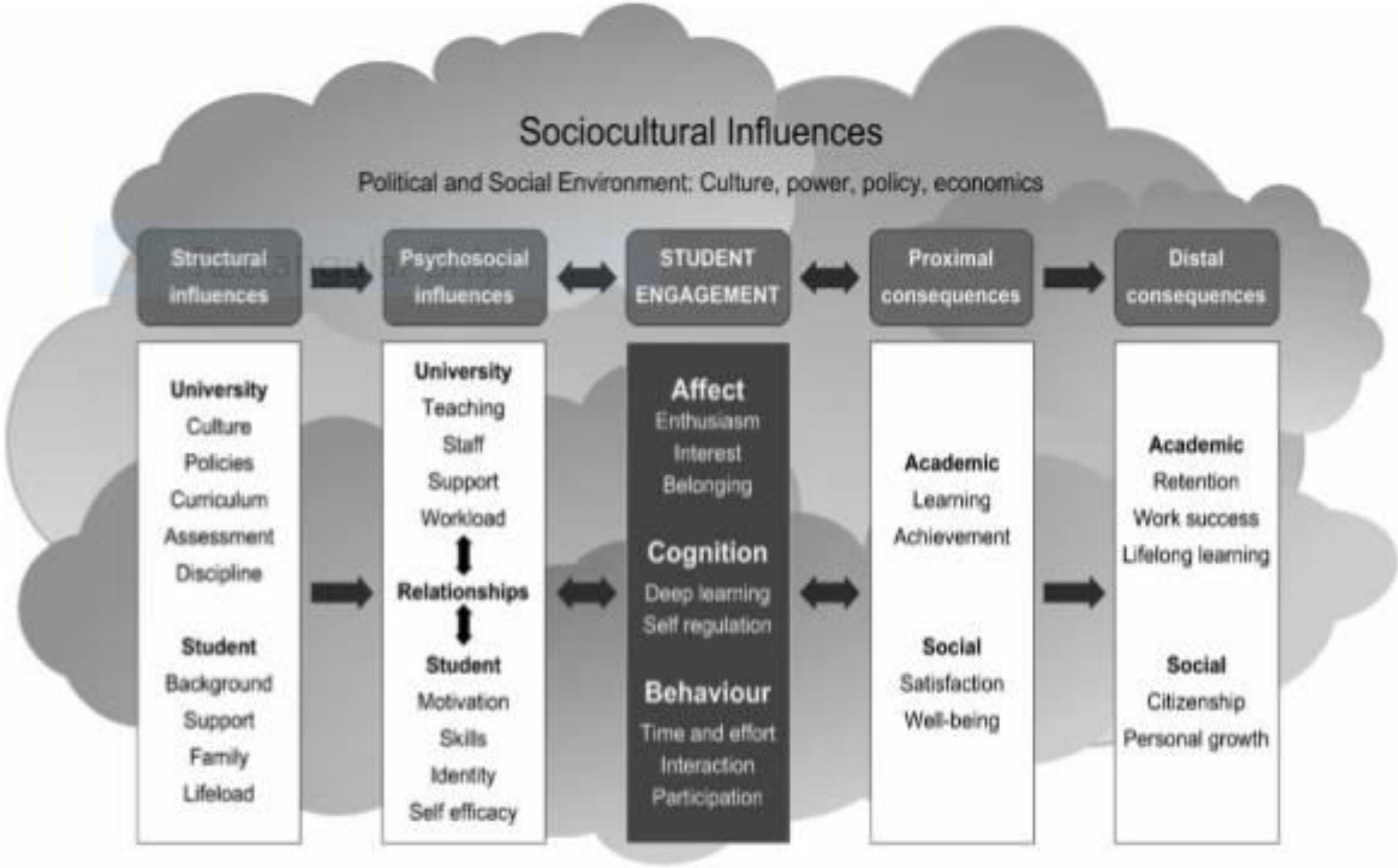


Figure 1. Conceptual framework of engagement, antecedents and consequences.

By depicting the complex array of factors influencing a student's engagement, and by embedding these phenomena and processes within the wider socio-cultural context, the unique nature of the individual experience becomes clearer and the need for in-depth study of particular student populations self-evident. As well as being valuable for guiding further research, the framework is a useful tool for targeting interventions aimed at increasing student engagement.

(Kahu 2013: 766)

- Affect – enthusiasm, interest, belonging.
- Cognition – deep learning, self regulation
- Behaviour – time and effort, participation, interaction

A key premise of the program is that the student and coach can relate as peers, share common experiences, and the more experienced student can help break down barriers to seeking help, connecting the new student with university supports and with peers.

Mentoring essentials? The advantages and challenges of the online environment

- Peer mentoring – a two way relationship is central
- Email – a ‘one way’ communication model ?
- Peer- mentoring not just giving advice ?

Guest (2000) argued that mentoring is a long-term process, involves sharing experiences and offering encouragement, provides the mentee (protégé) with a way of developing insight through reflection, and is a two-way relationship that results in mutual learning.

Guest 2000 cited in Shrestha et al 2009: 116

The coaches perspective……

Relationship building strategies

✓Normalizing anxiety

✓Clarify unit processes and expectations

- **What do coaches learn?**

✓*Improved online communication skills*

✓*Normalisation of my own responsibility*

References

Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in higher education*, *38*(5), 758-773.

Shrestha, C. H., May, S., Edirisingha, P., Burke, L., & Linsey, T. (2009). From Face-to-Face to e-Mentoring: Does the" e" Add Any Value for Mentors?. *International Journal of Teaching and Learning in Higher Education*, *20*(2), 116-124.

The Chinese social media platform We Chat for an online onshore/offshore peer mentoring program.

Trudi Aitken VU

Onshore/offshore peer mentoring program

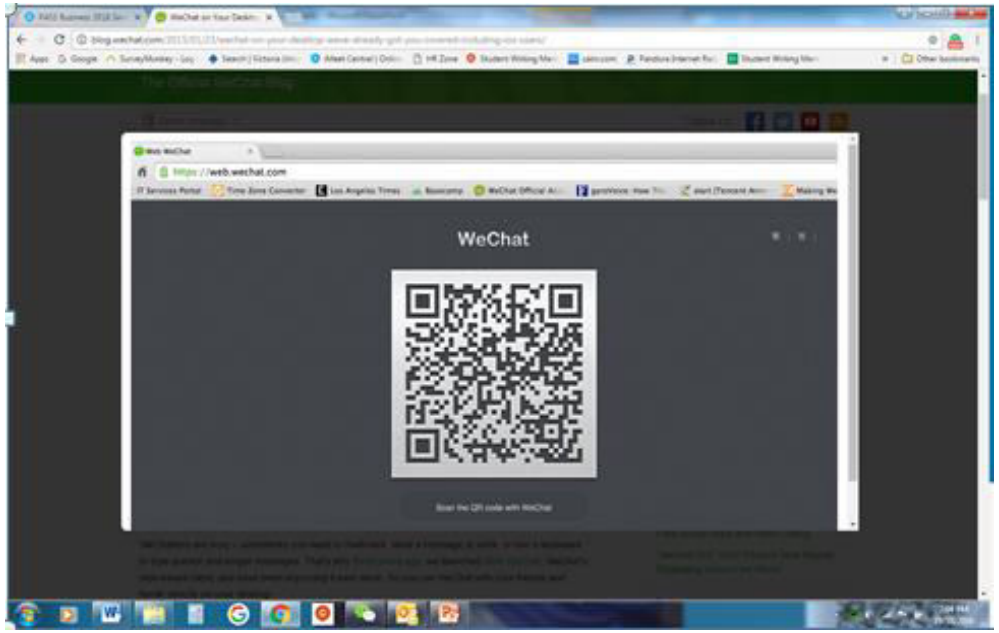
- Taught at CUFE, accredited by VU
- First year Bachelor of Business accounting unit
- ‘Just in time’ pre-exam academic assistance
- Adapted existing program – PASS/SI
- High-achieving 2nd/3rd year experienced and trained peer students
- Online delivery

Wechat

Chinese social media
mobile application software

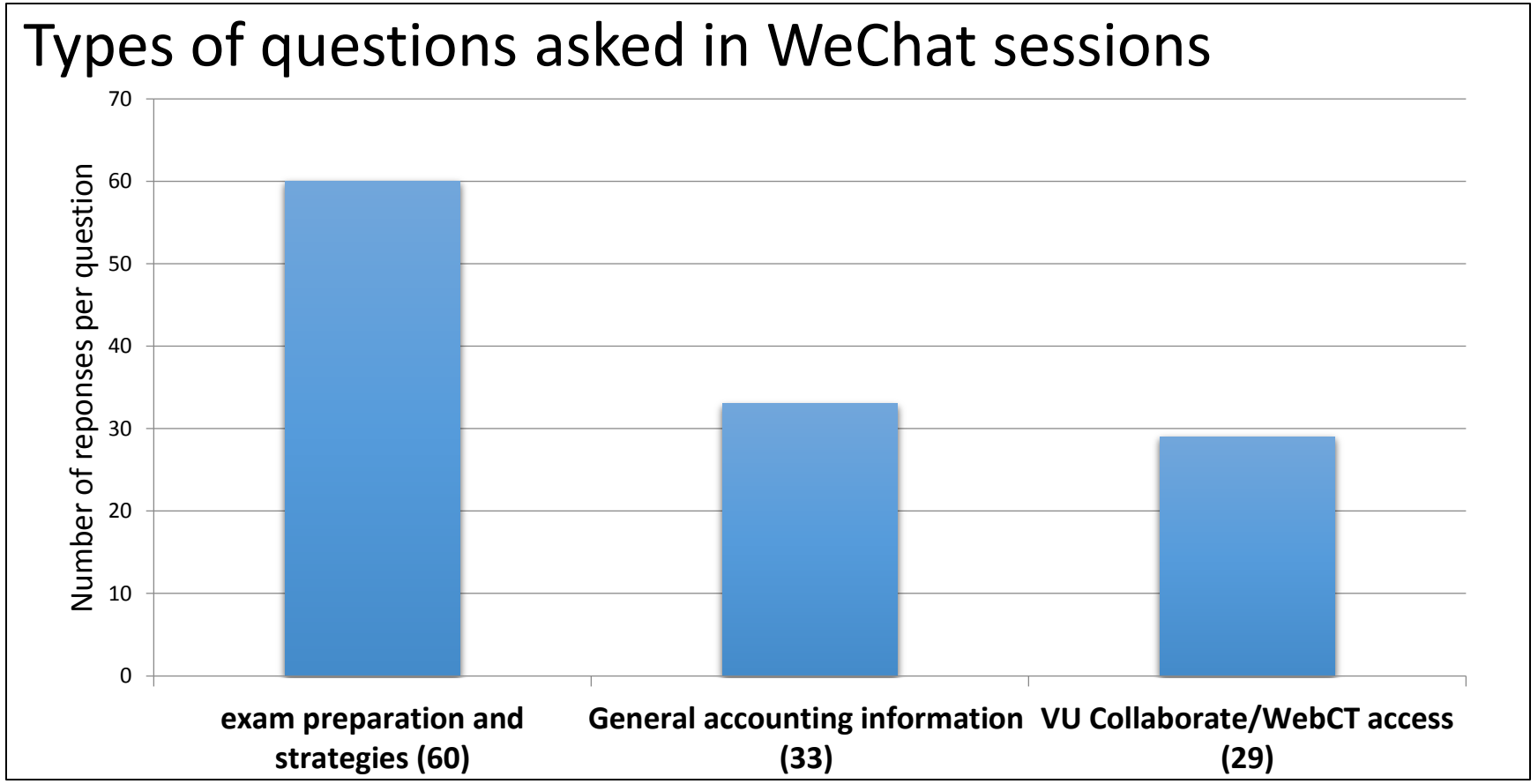
Synchronous delivery
Peer to peer learning
Collaborative opportunity
Resource examples

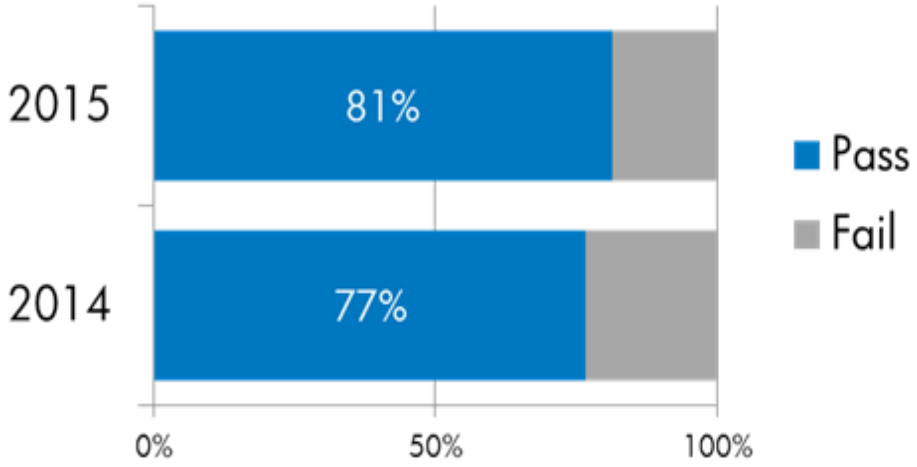
Access to technology
Smart phone vs PC
Levels of engagement
Gatekeeping



"I learn a lot from the senior grade student for how to prepare for the examination"

"We chat freely"





4% increase in unit pass rate = 12 students

8 hours of sessions

$287.50

CENTRE FOR STUDENT SUCCESS

SSSL @VU

The *Online Study Space*: Examining the limits and benefits of an online peer mentoring program

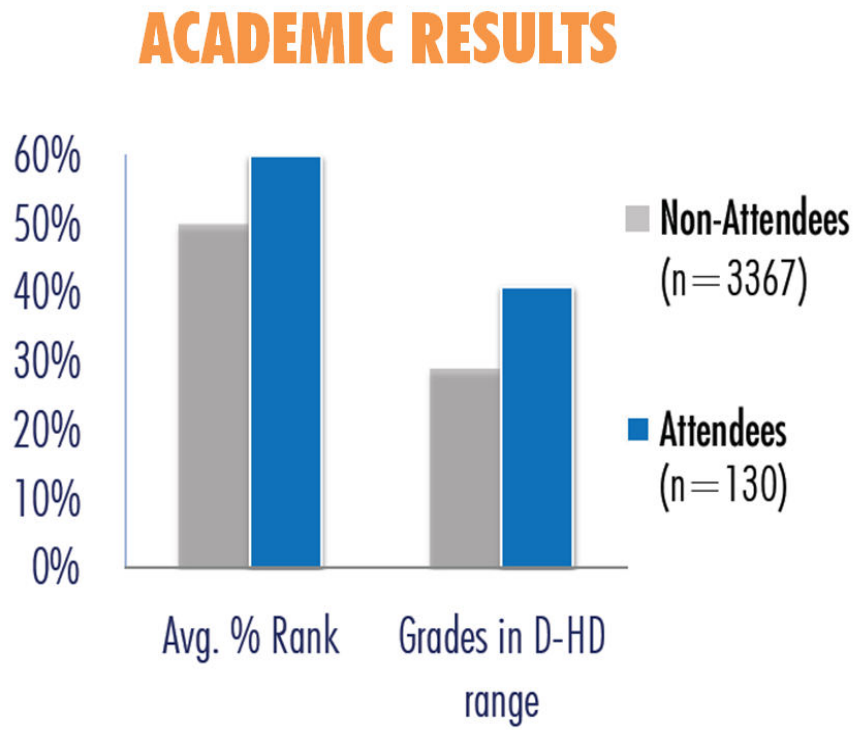
Gill Best
Students Supporting Student Learning
Victoria University

Objectives

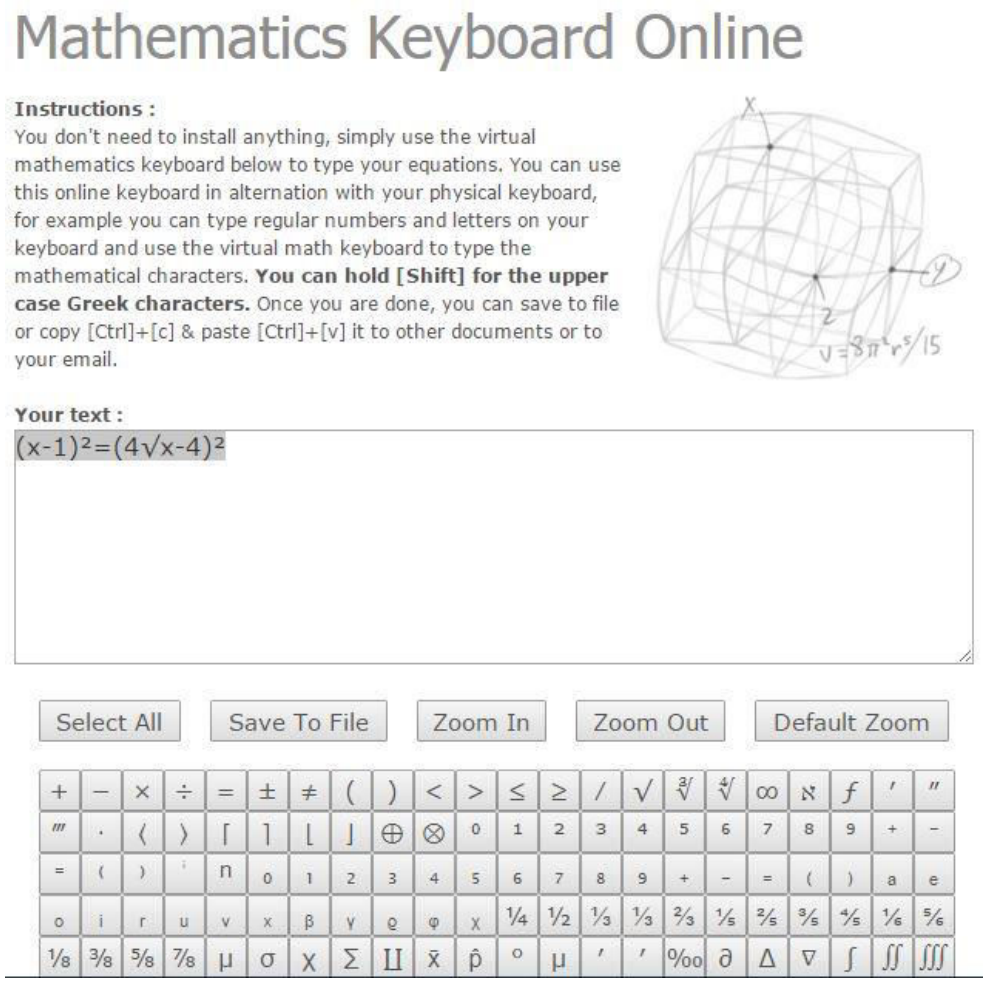
ROOMS **D442a** AND **D442b**

10AM TO 5PM

TUESDAYS TO FRIDAYS



Limits



1.Communication
People 'talking,' discussing

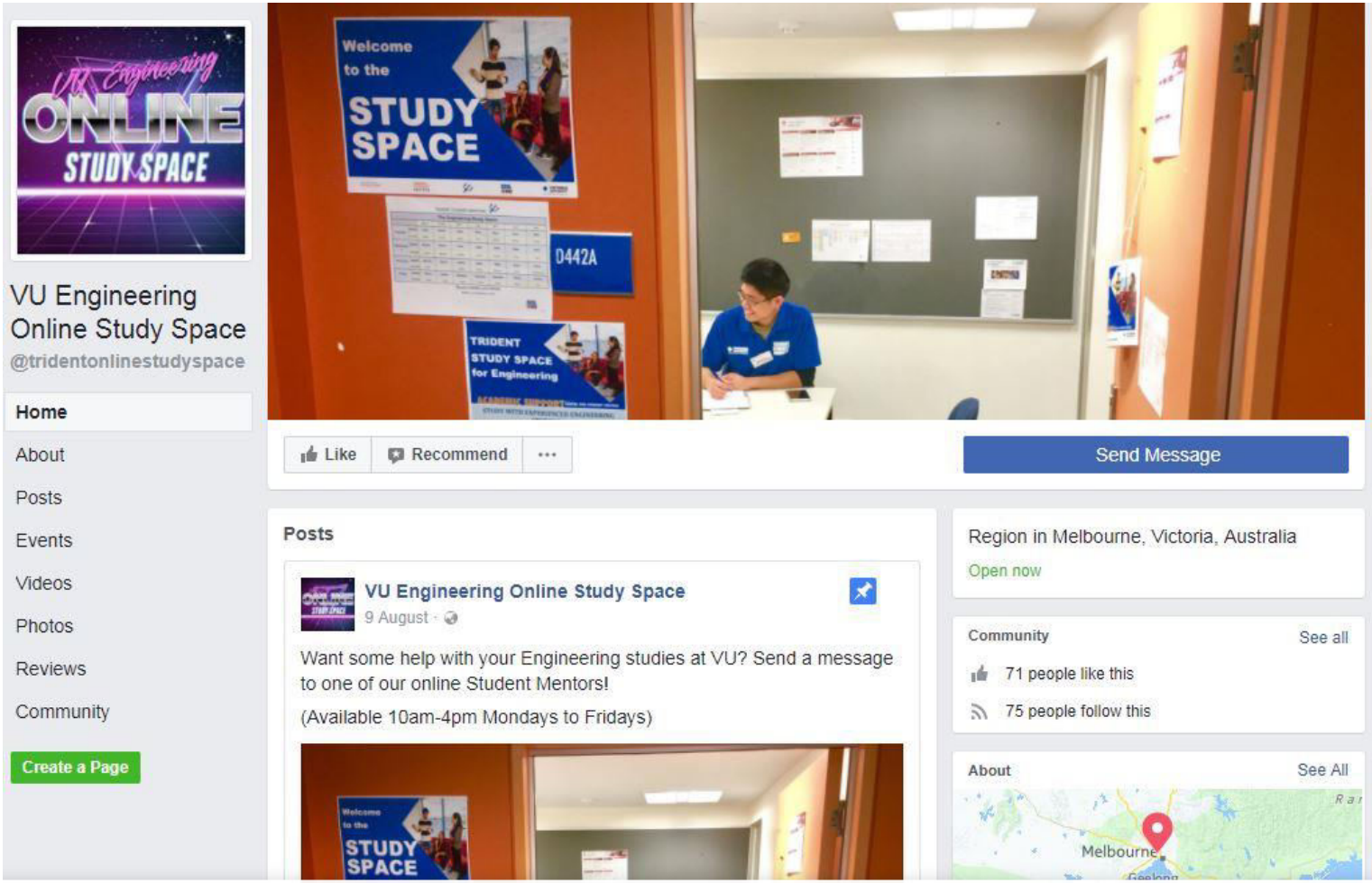
2.Collaboration
People sharing ideas and working together (occasionally sharing resources) in a loose environment

3.Cooperation
People doing things together, but each with his or her own purpose

4.Community
People striving for a common purpose

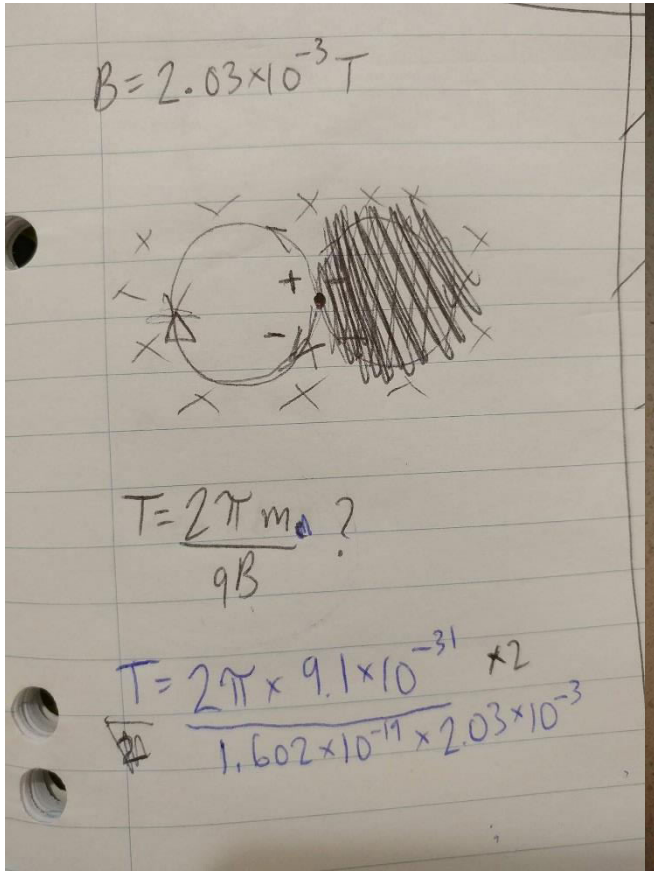
Siemens (2002) on e-learning

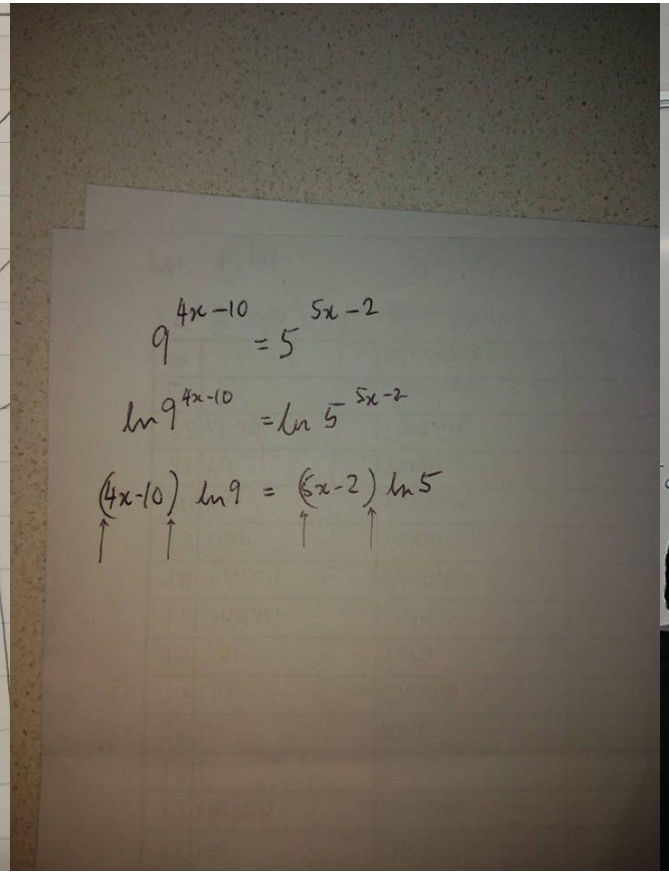
Service, training and renewed objectives

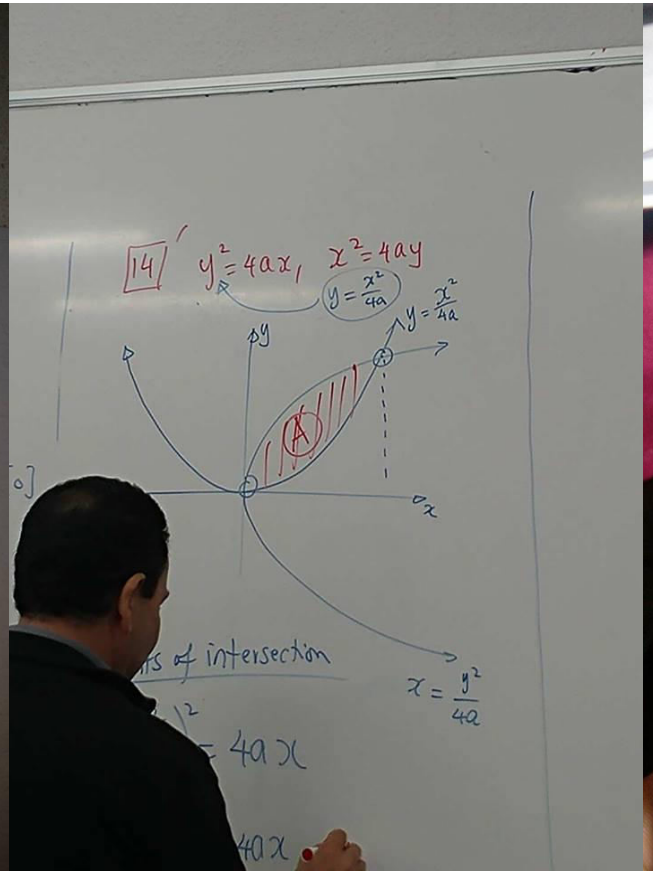


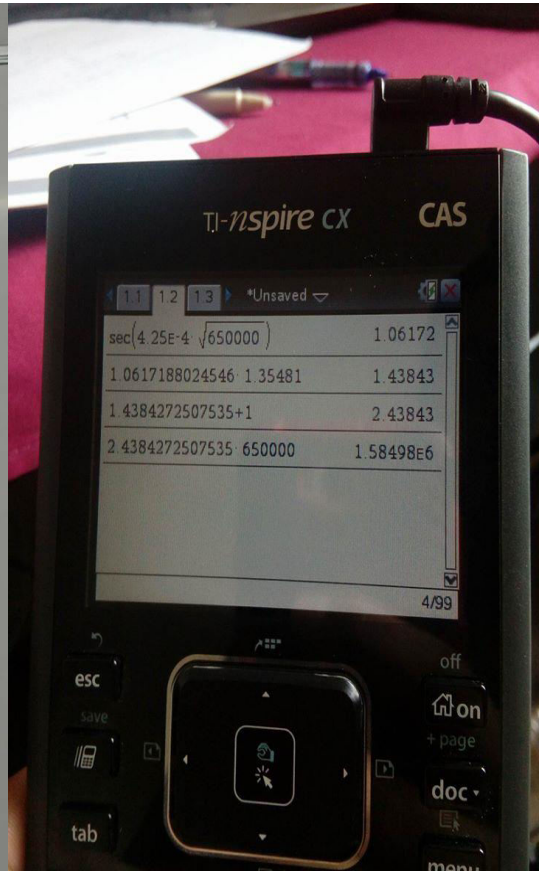
Outcomes (use)

$$\int_1^9 \frac{\cos\sqrt{x}}{\sqrt{x}}\,dx = \int_1^9 \cos\sqrt{x}\left(\frac{dx}{\sqrt{x}}\right) = 2\int_{u=1}^{u=3} \cos u\,du = 2\left[\sin u\right]_1^3 = 2\left[\sin(3) - \sin(1)\right]$$







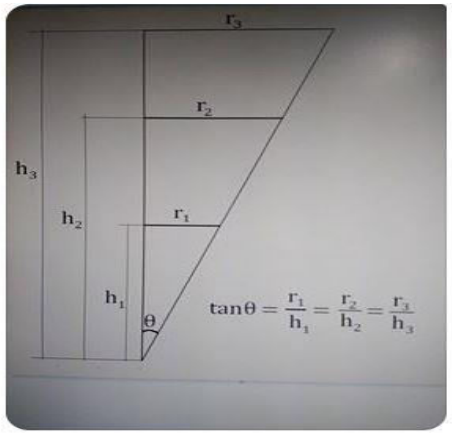


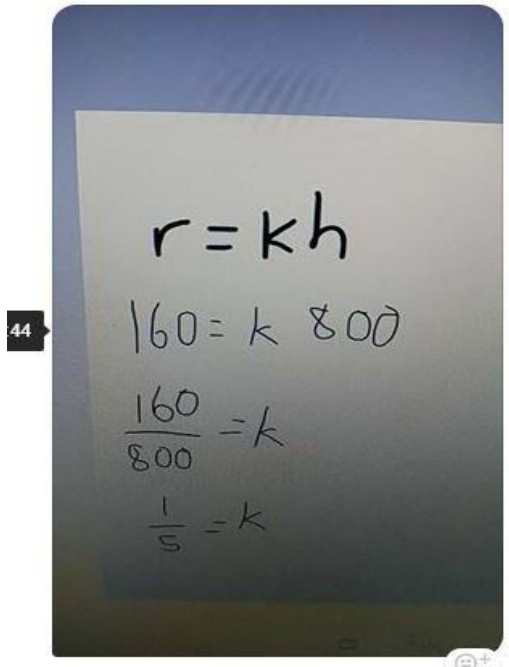
Outcomes (quality)

Hey Josh! Looks like we're dealing with a case of "similar triangles" here: a small triangle representing the water, and a large one representing the container. Basically, the key is to realize that both triangles share the same angles on all corners. This means that the ratio of any two sides is the same for any triangle size.

I'm learning about proportionality constants right now, is this another way of saying since r is proportional to h, then r = kh and we're solving for k?

Yes, that's a good deduction here. Specifically, the 'k' represents tan(theta) where theta is the angle at the tip of the cone, as in this image:





All good!

As you can see, k is constant for all 3 triangles. So it's possible to predict r of you know h, and vice versa.

I hadn't learned about proportionality constants before

Logically this makes a lot of sense to me (more so than what was on the board)

Yes it's often easier to understand something after looking at it from different angles. Similar triangles, proportionality constants and trigonometry some of the different ways of analysing this problem, and some people might find one method easier to grasp than others.