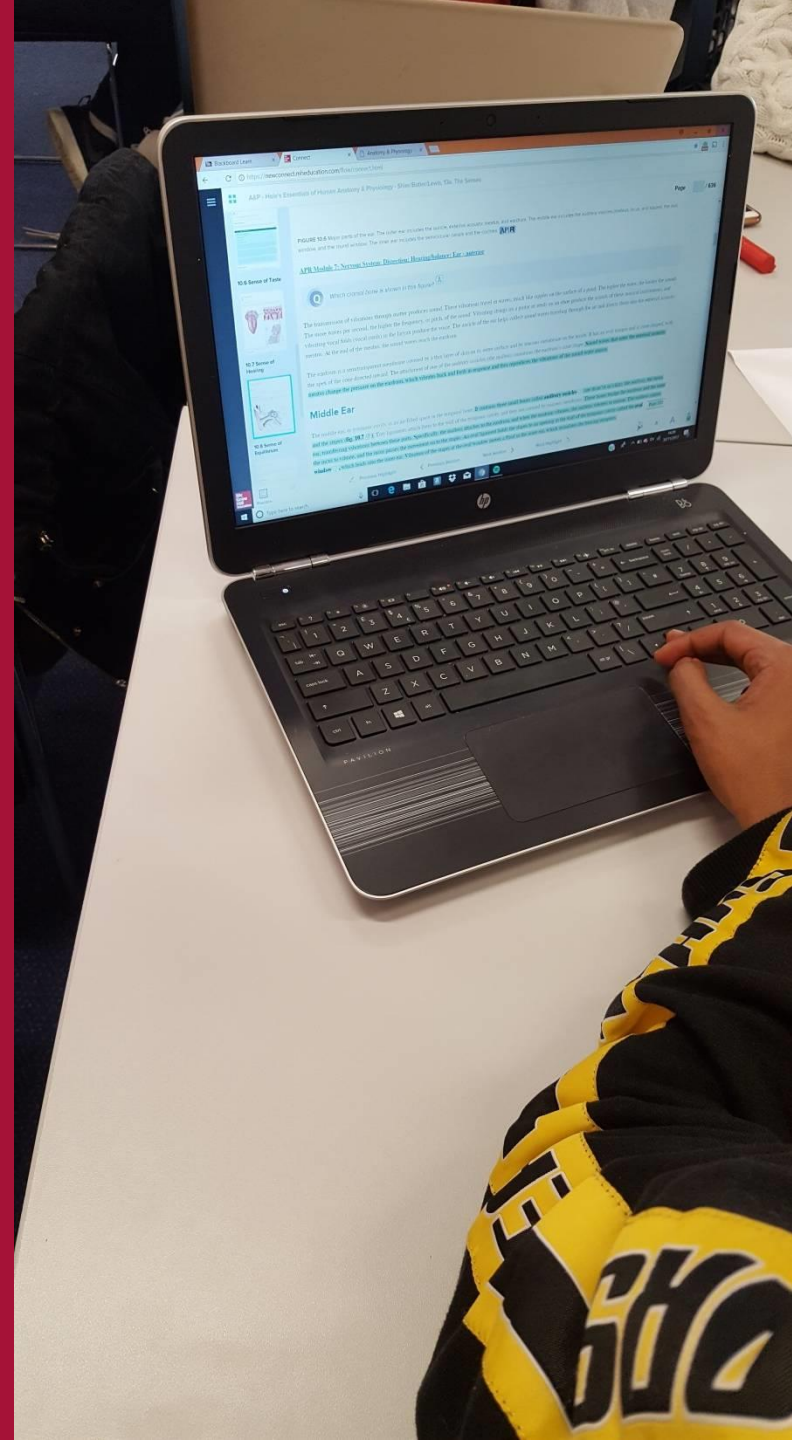


Experimenting with student-led sessions in Biosciences: A case study of near-peer teaching

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Learning Outcomes:

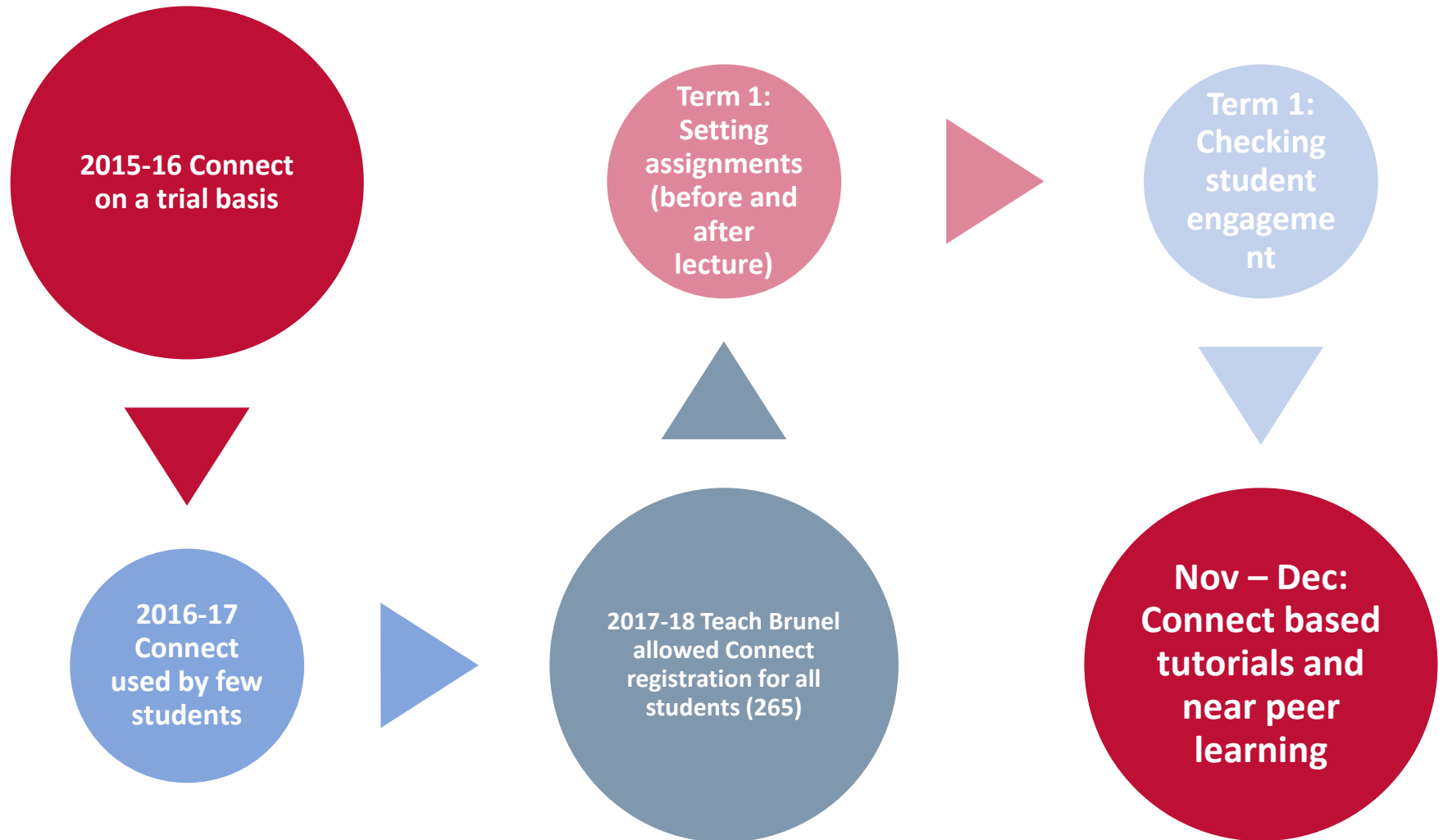
- Introduce the benefits of near-peer learning
- Detail our aims and approach
- Share insight into different stakeholders experiences of near-peer learning

Background

“Using emerging digital platforms, this project aims to enhance the student learning experience at Brunel by piloting the web based learning tool Connect LearnSmart in our current teaching as a complementary learning resource, and as a means to improve student engagement and attainment.”

(Teach Brunel Project Application, 2016)

Teach Brunel Project Timeline





Anatomy & Physiology

Level 1 Biomedical Sciences

Digital learning tool: Connect

For the student: interactive activities,
cadaver dissecting tool, adaptive
learning



Anatomy & Physiology

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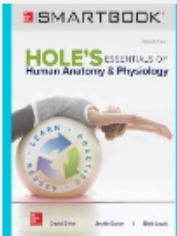
List three functions of the *dermis* of the skin.

Check **all** that apply.

- ☐ Anchoring the epidermis
- ☐ Providing nutrients to the overlying tissues
- ☐ Protecting the body from water loss
- ☐ Providing sensory information

Do you know the answer?


[Read about this](#)



eBook

Shier, Hole's
Essentials of Human
Anatomy and
Physiology 13e
(SmartBook)

David Shier, 13e



cadaver dissection tool
Launch Anatomy &
Physiology Revealed

my course resources






Chapter 9. Nervous System



none-
11/23/17



Chapter 10. The Senses



none-
12/14/17

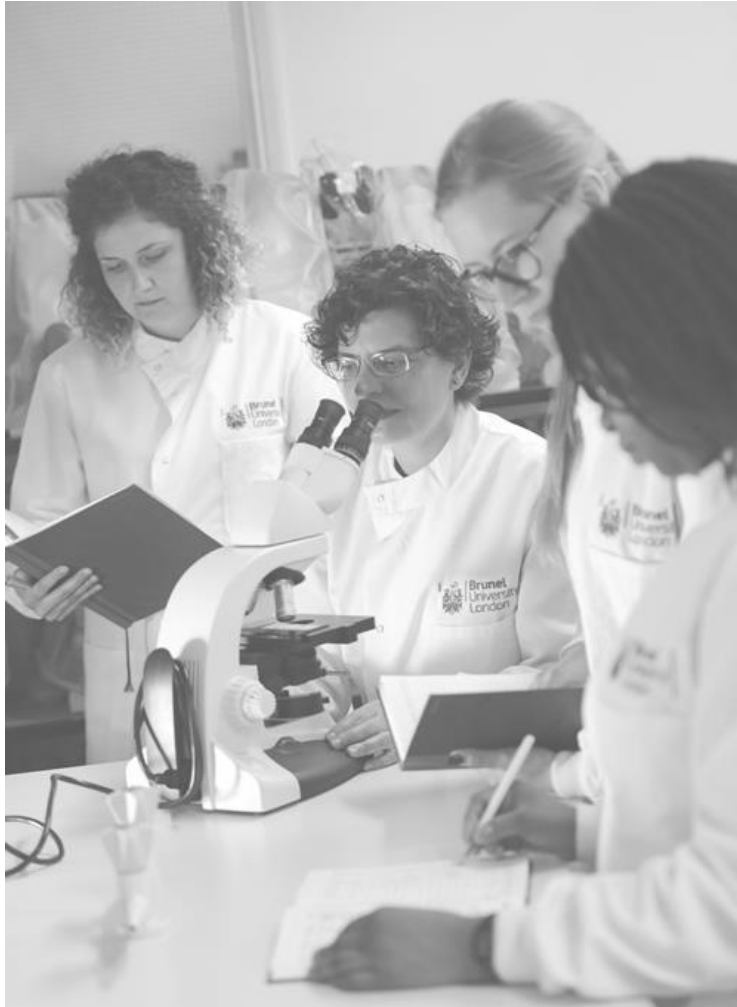


Chapter 12. Blood



none-
02/02/18





Anatomy & Physiology

Level 1 Biomedical Sciences

Digital learning tool: Connect

For the student: interactive activities,
cadaver dissecting tool, adaptive
learning

For the teacher:

- embedded in BBL - set assignments
- monitor engagement - email students

at risk student report: BB1701 2017-18 (Tosi, Sabrina)

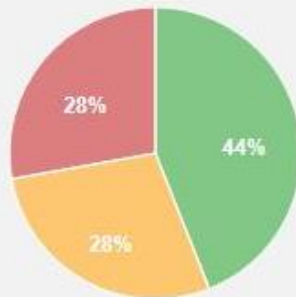
report created: 01/11/2018 09:48 AM GMT

breakdown by risk

total students

266

at risk	74
keep watch	75
safe	117



how online engagement works

Connect looks for patterns of online student activity to determine the engagement level of the student, including such events as the frequency of logins and assignment submission. Other factors that may affect prediction include special events or manual grading.

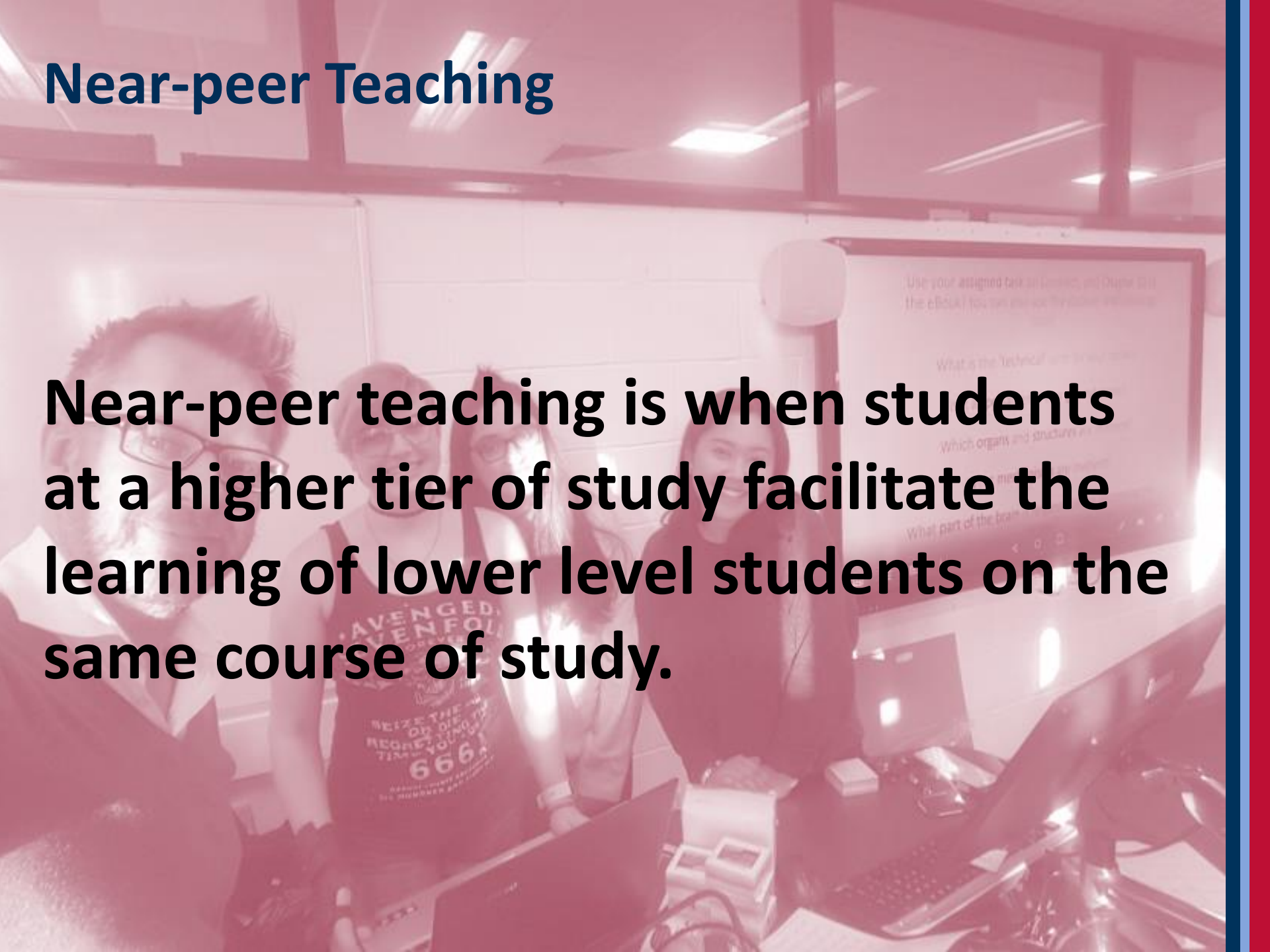
how to improve student performance

The more you use Connect in your course, the more opportunities Connect has to measure online engagement. By the second or third week of the term, Connect should have enough data to track students that have low online engagement. Click the "send message to student" button to convey your concern to the affected student(s).

online engagement indicator	remediate
3.4	send message to student
1.6	send message to student
1.2	send message to student
3.6	send message to student
2.9	send message to student
1.7	send message to student

Near-peer Teaching

Near-peer teaching is when students at a higher tier of study facilitate the learning of lower level students on the same course of study.



Benefits to student leader

- Develop/practice instructional skills (Evans & Cuffe, 2009)
- Improve employability by demonstrating other 'softer skills' (Evans & Cuffe, 2009)
- Reflect on learning through the planning of sessions.

Benefits to student learner

- Shared insight into learning experience - leaders likely to understand issues students might face and can explain at an appropriate level.
- Comfortable/ 'safe' atmosphere to ask questions
- Better at giving advice about student behaviour (Bulte et al., 2007)

Benefits to tutor/ University

- Improved student experience. Potential to improve engagement and deeper learning (Jackson and Evans, 2012)
- Solidifies classroom learning
- Supports alternative learning styles

Our goals

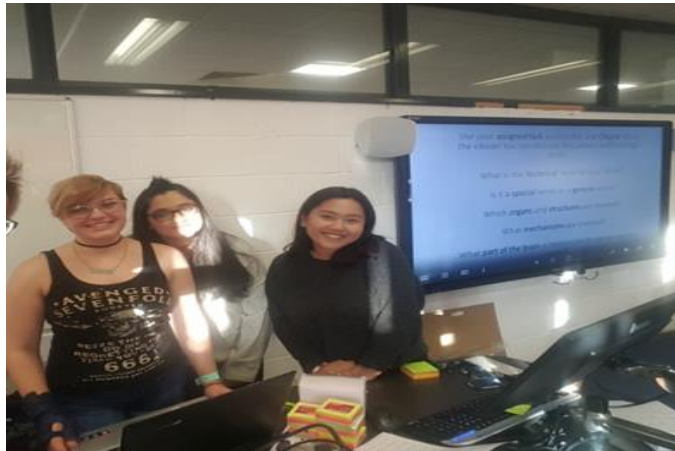
- To make sure that level 1 students knew how to use Connect
- To reinforce the importance of using Connect as a tool to do learning and revision
- To have all students engaging with the study topic and to encourage deeper learning
- To enhance student experience



What did you want to achieve?

How we planned the session – Preliminary work

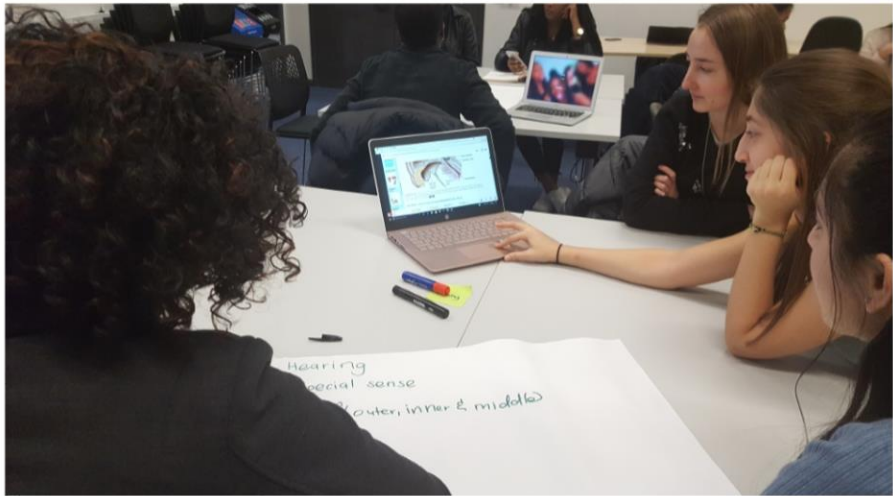
- Selected and approached level 3 students with previous experience of Connect
- Met with student-leaders to define goals of tutorials and possible structure/delivery of sessions
- Left a certain degree of freedom to student-leaders



How did you approach planning the session?

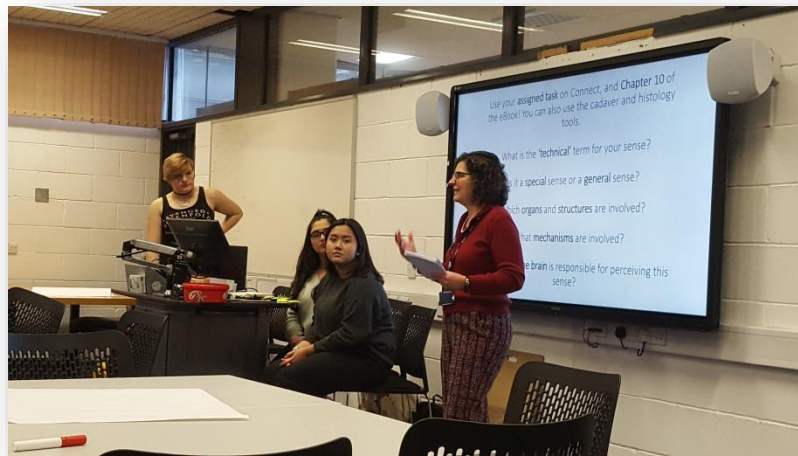
Student-led sessions

- One hour session delivered six times in two weeks
- Pre-session task
- Students instructed to bring devices
- Used Connect in the session to complete group activities
- Facilitated by three student leaders
- Up to 50 students per session

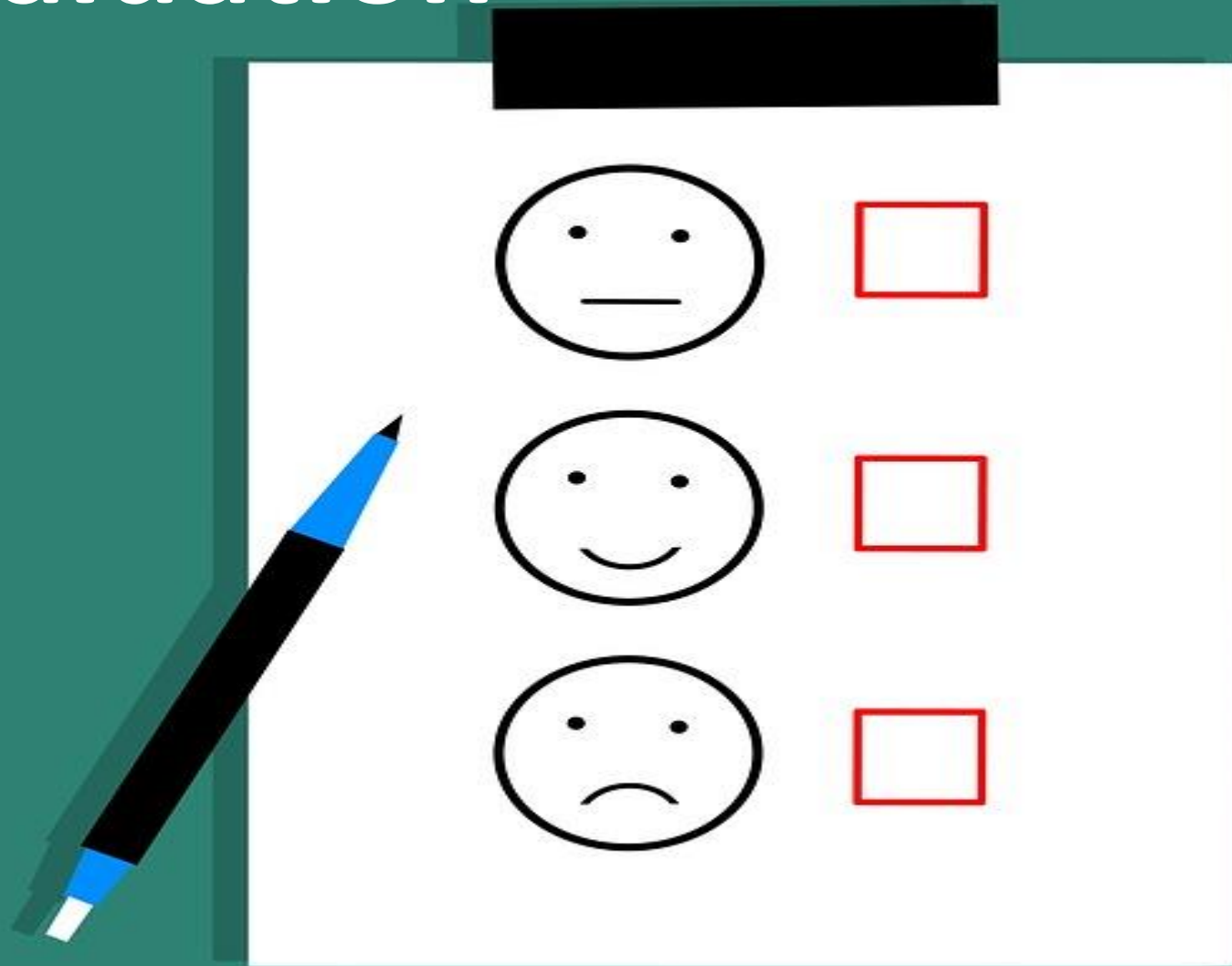


Framing the sessions

- Introduced student leaders at each session
- Gave a very brief intro to the tutorials
- Made clear that we were not going to interfere with the sessions, but were available next door



Evaluation



BB1701 tutorial

Feedback form

1. I found the tutorial useful and engaging

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	-------------------------------	----------	-------------------

2. The student leaders were helpful and organised

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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3. Connect makes it easier to understand the basic concepts

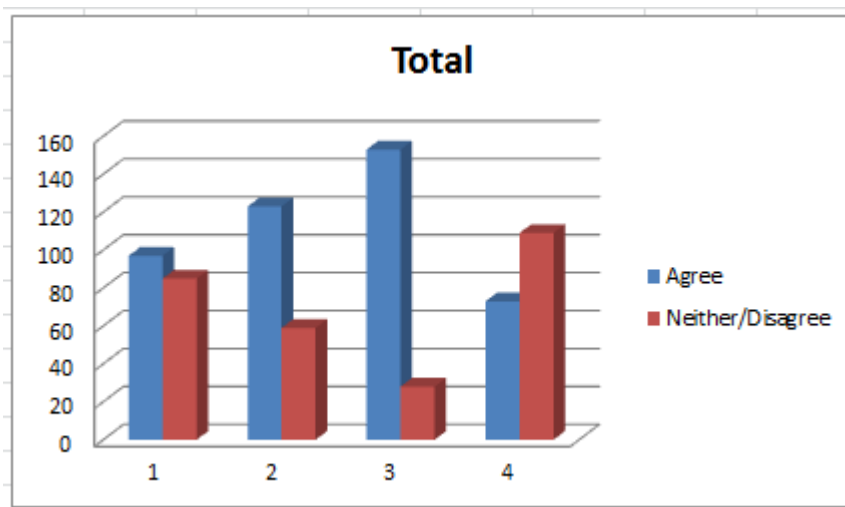
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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4. I would like more activities like this tutorial in the course

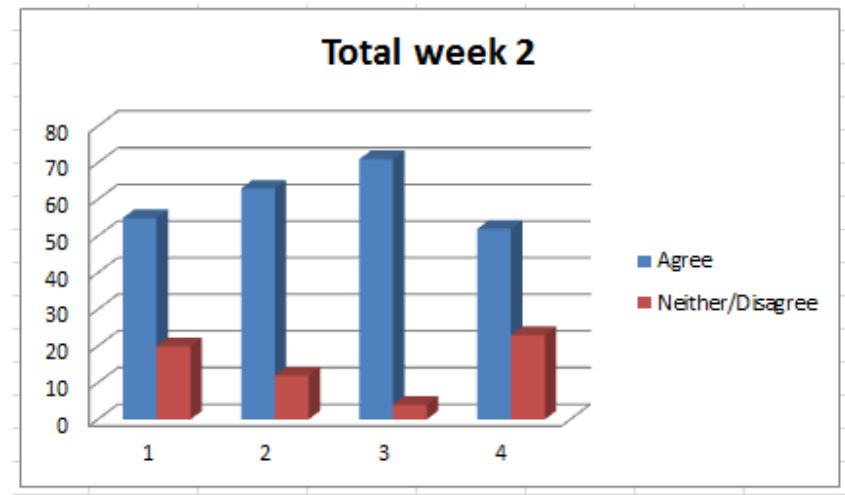
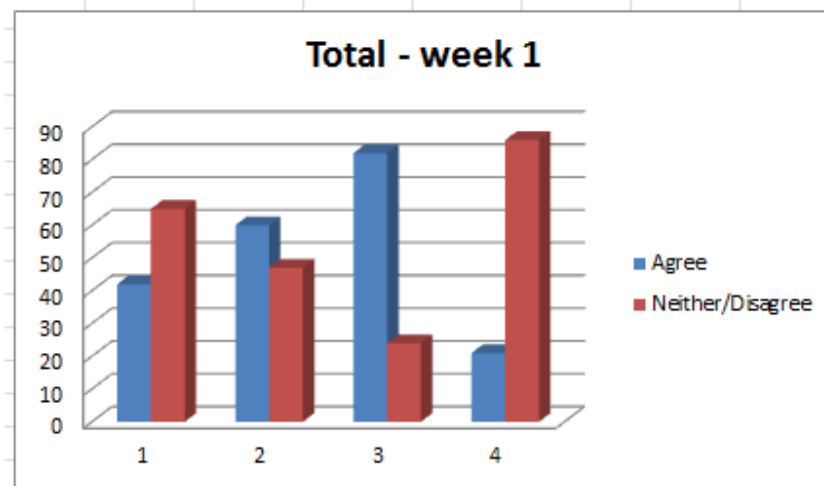
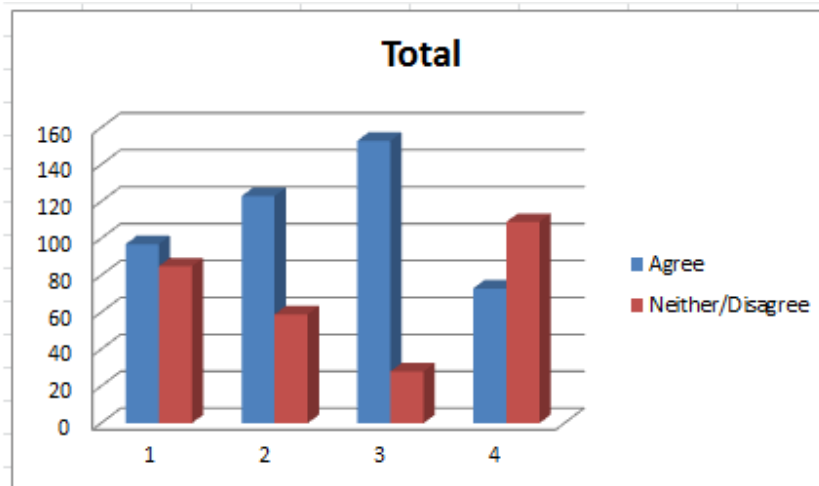
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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Please write any additional comment/feedback in the space below

.....



1. I found the tutorial useful and engaging
2. The student leaders were helpful and organised
3. Connect makes it easier to understand the basic concepts
4. I would like more activities like this tutorial in the course



1. I found the tutorial useful and engaging
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Student Experience of Sessions

It was a cool concept, short and sweet so as not to lose interest, but also limited time to do any useful work where I will retain info.

I didn't learn anything! Useless and waste of time. Nice leaders though, really nice and easy to talk to.

Task was too simple for one hour.

Didn't really learn much from other people's presentations. Smaller groups would be more helpful so all contribute to sessions.

More tasks.
More activities.
More detailed tutorials

“This tutorial would have been more useful if we were told to complete the assignment before attending.”

What went well

I mainly liked it because it was different
Was interactive and fun

It's been a good way to improve our summarising skills

Let's do it again!

It forced us to learn a topic which is good. Activity was helpful in breaking down the information

Revision tools were shown to help break down revision more efficiently.

Made me think about other techniques for revision.
Well organised

What were the main challenges?

Praise for student leaders

Thank you for your help. I really appreciate everything you did. I don't know where I would be without you xxx

Leaders were organised. Session ran smoothly.

"I thought the level 3 students were really nice and helpful. Well organised Thank you!

To be honest, it was so nice that we had such a session and were fed with sweets.

Also it was good to communicate with others and to share our knowledge and finding with each other.

What do you think went well?

Insight

- Good experience for us educators and mentors
- Choose students who are advocates (Connect, study topic)
- Trust student-teachers
- Student-led sessions to reinforce our teaching
- Enhance student experience
- Promote student engagement

- Time commitment
 - Select and approach student leaders
 - Planning
 - Delivery
- Student-led sessions are not a substitute for our teaching sessions
- Clear communication is essential
- Would we do it again?

Discussion:

1. Have you considered or used near-peer learning before?
2. Think of a scenario/learning opportunity where near-peer learning could be implemented in your teaching.
3. What challenges might you face?



Questions?



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