



The Efficacy & Impact of Peer-Supported Learning Groups on Students of 1st Year Modules with a particular focus on a 1st year accounting module

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(LC)



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Peer-Supported
Learning Centre

Meet Our Team



Antoinette
Module Leader



James
PSLC Director

Overview

| **Alignment** of teaching philosophies

| **Positive impact** on attendees, peer-leaders & module-leader

| **Identify** Challenges and **create** solutions

| **Commitment** to furthering our knowledge

| **Safeguard** future

| **Best practice** in recruitment, training, deployment and assessment

Teaching Philosophies

PSLC

*“Tell me and I forget,
Show me and I remember,
Involve me and I understand”*

Antoinette

*“learning by doing and peer
learning”*

Cohesive
Philosophi
es

Background

PSLC

One of 5 Learning Centres in UL

Supports historically difficult 1st year modules

Started in 2001 as a pilot programme in the ECE Dept.

Expansion in 2008 due to SIF II funding

AC4001

Offered through Business Studies, International Business, and Law & Accounting

Antoinette has been module leader since 2016

Supported by PSLG since 2008



Planning & Preparation

Contact

Module Leader
contacts PSLC

Training

Peer-Leaders
are trained

Deployment

Sessions are run
and audited



Recruitment

Peer-leader
candidates are
contacted and
recruited

Logistics

Sessions are
timetabled and initial
advertising
completed

Recruitment

Peer-Leader Criteria

- Received B1 or above grade in AC4001
- Strong interpersonal and communication skills

Recruitment & Retention

- Difficult to recruit but not retain
- Leaders often stay for the entire academic year and some for multiple years

Module-leader reaches out to potential peer-leaders



Of those interested the PSLC organises their training

The PSLC works in conjunction with the module-leader

Peer- Leader Training

Asynchronous

First part of training is asynchronous through VLE – video and text content with quizzes to assess competency



Synchronous

Second part is live session where the leaders run through sample session and critique and analyse.



Continuous

Third part is implemented by random spot-checks throughout semester supplemented by forum-based interaction between leaders



Peer- Leader Training

Core Concepts

- Teaching students how to teach themselves
- Encourage collaboration and interaction between students
- Foster a welcoming social environment
- Develop transferable skills

Virtual Learning Environment

- Trained on the use of the UL VLE (BrightSpace)
- Peer-leaders are added to the AC4001 VLE site
- Peer-leaders customise the PSLG AC4001 VLE site

Participation

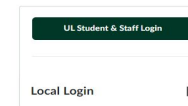
Involvement

Understanding

Retention

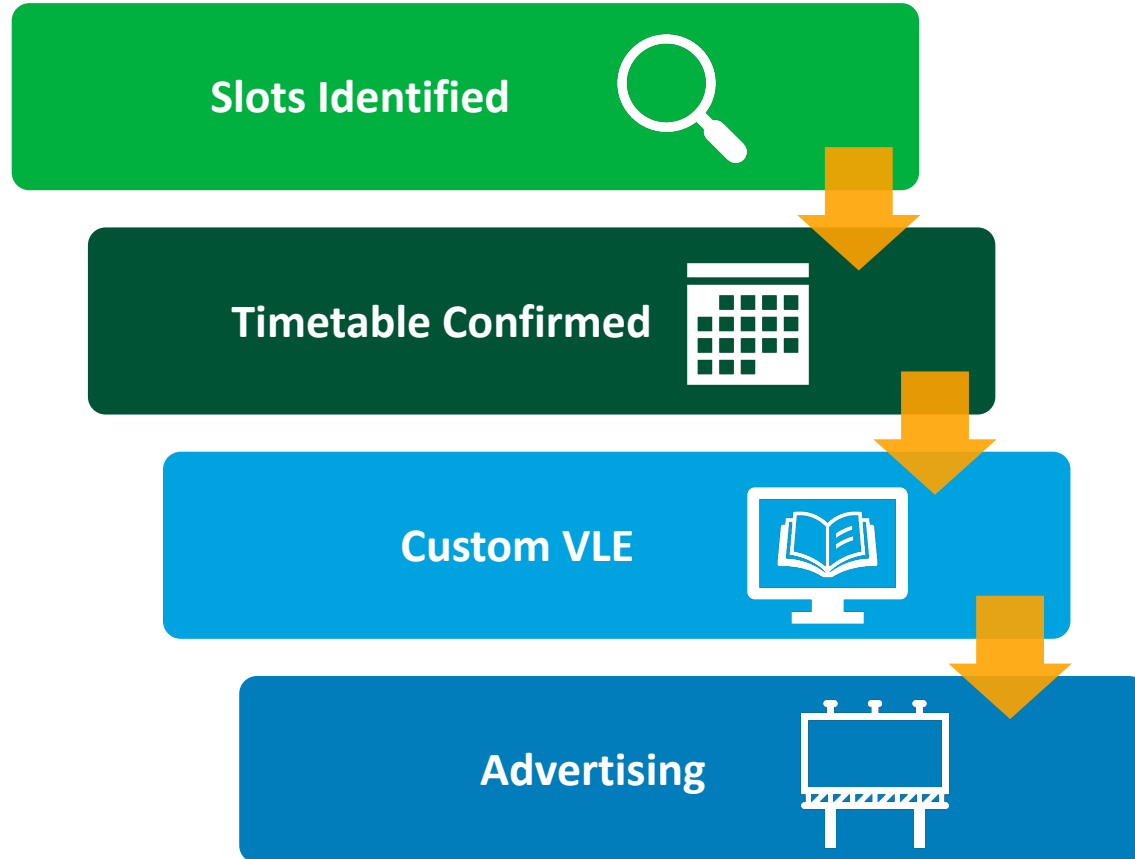


Welcome to Brightspace,
The Virtual Learning Environment for the University of Limerick.



English (United Kingdom)

Logistics



Deploymen

† Sessions are now ready to start!
Running from week 4 to 12

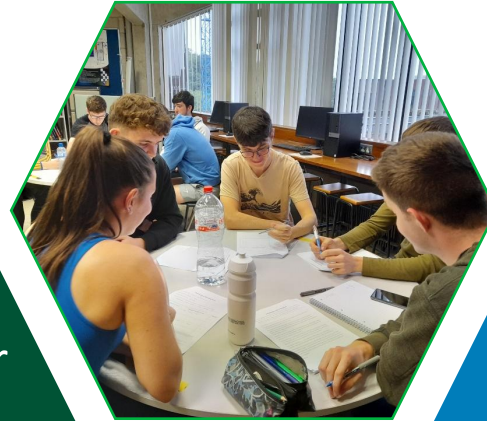
Opportunity to assist students
accessing the sessions, discover any
technical issues and resolve them
early



Assessment of Programme Efficacy



End of semester
surveys of
attendees and
peer-leaders



Ad hoc PSLG
evaluations

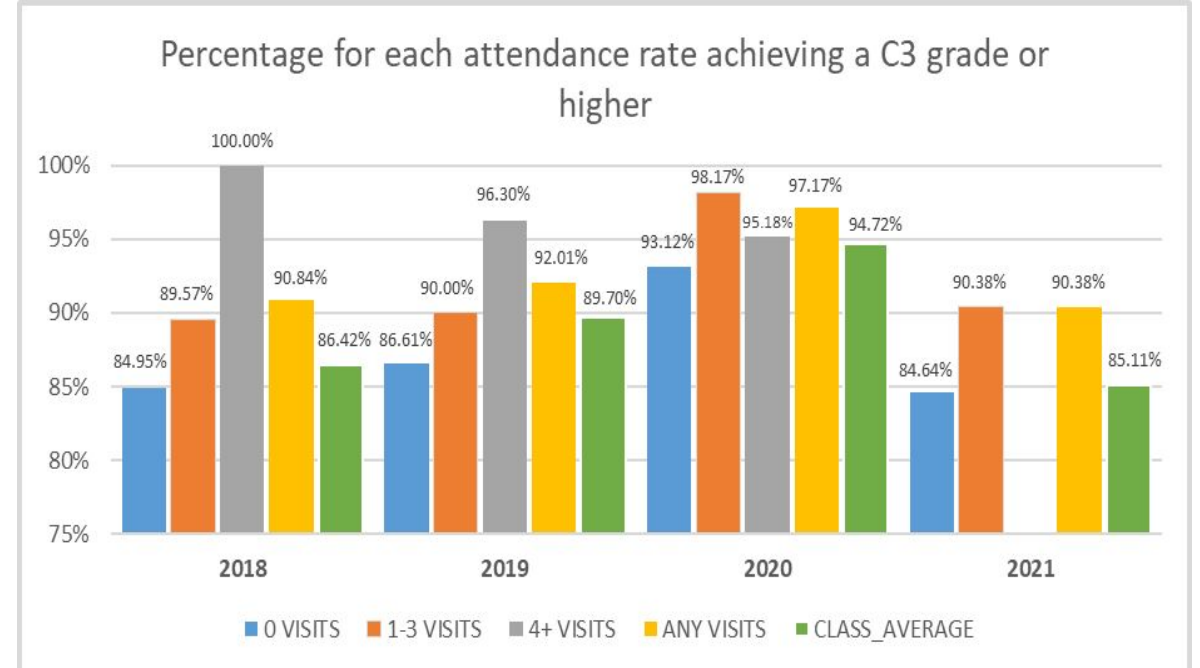
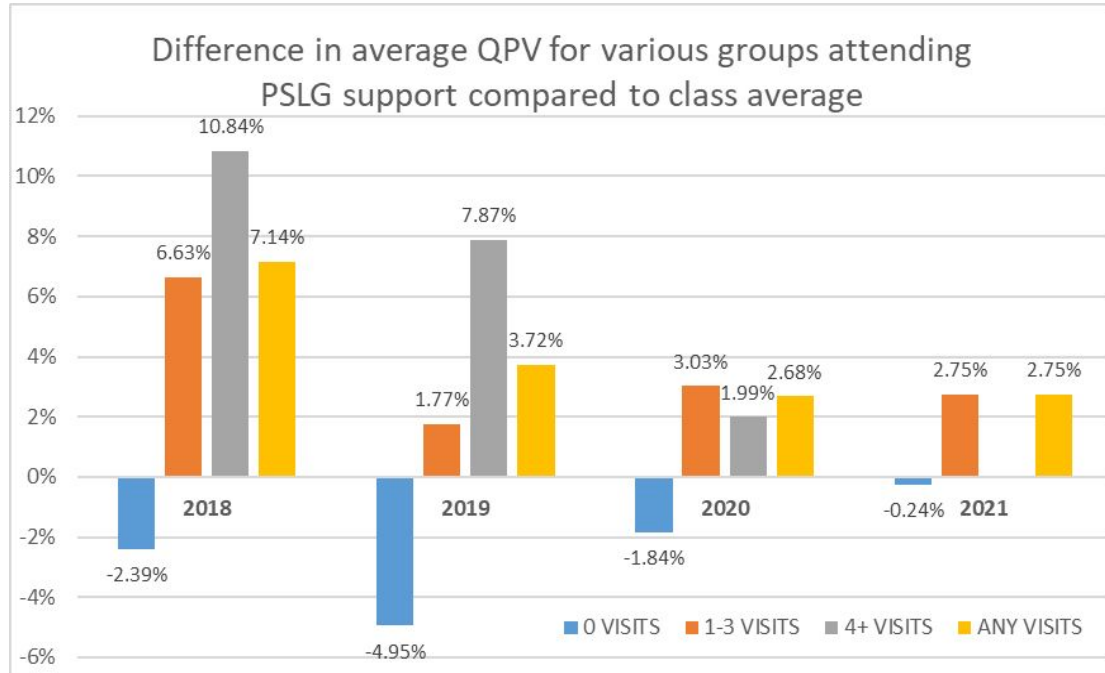
Informal peer
benchmarking



PSLG
attendance
versus final
module grade



PSLG Attendance and Module Performance



Impact on -

Attendees



Peer-Leaders



Module-Leader



The Attendees

- **Improved grades**
- They **deepen their understanding** of the material
- They develop more **confidence** in their abilities and in the content
- They establish **peer-groups**
- Develops their **social skills and friendships**

“Great opportunity to go over the topics and really understand them more”





The Peer-Leaders

- They advance their **problem-solving, IT, communication, organisation, and leadership skills and confidence**
- Reinforce and expand their **understanding** of the material
- They feel a sense of **achievement** and satisfaction in helping others
- Crystallized career goals

“Thank you very much for letting me be a part of PSLG, I truly appreciate it”

The Module-Leader

- **Galvanizes** her teaching philosophy
- **Mitigates** some of the challenges involved with teaching large cohorts
- Two-way **communication** with peer-leaders allows faster responses to student needs and concerns



Challenges & Solutions

PSLG is not a magic bullet, and the programme is not without challenges

Large Class Size

Timetabling & Venues

Hiring New Leaders

COVID Impact

Attracting Attendees

Funding

Digital Learner Support Hub

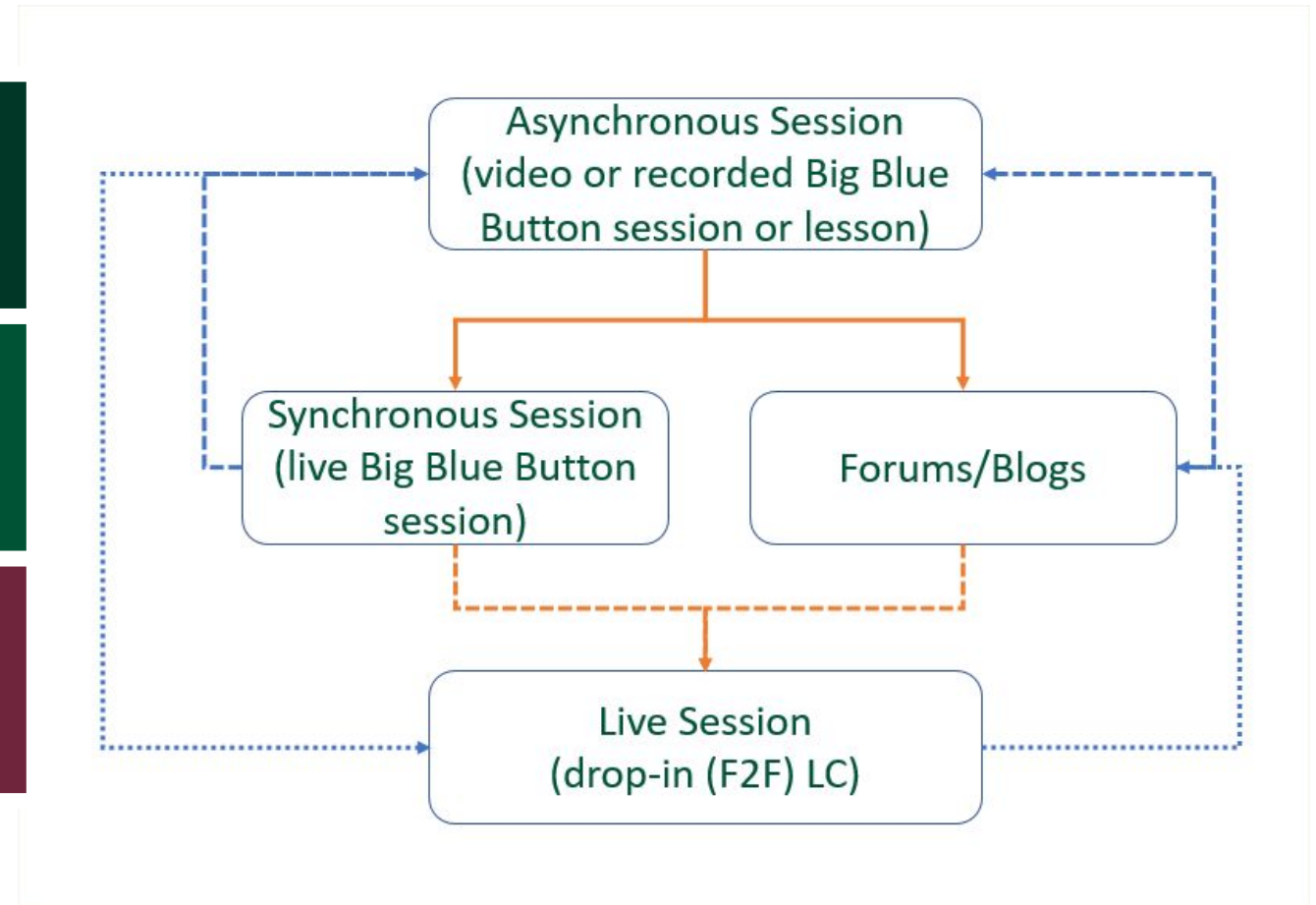


DLSH - a collaboration between the UL Learning Centers - offers three tiers of support

Asynchronous

Synchronous

One-to-One



The Future



Continued collaboration



Further discussion on a hybrid version of the programme



Reflection on feedback from stakeholders



Continued representation at department and faculty level



Preparation for move to new VLE platform



Recruitment of new leaders for AY2024/25



Responding to challenges caused by delayed start for 1st year cohort



Nurturing a culture of excellence in this pedagogic support

Thank you for your time

We welcome any
questions you have

