Case Study 2: Supporting Study Skill Development through Peer-Assisted Learning Activities.

This case study is an output from a [Collaborative Enhancement Project](#) supported and funded by QAA Membership. The project was led by Loughborough University Students' Union and Loughborough University in partnership with Coventry University Students' Union and Coventry University, University of Northampton, De Montfort University Students' Union and De Montfort University, University of Wolverhampton Students' Union and University of Wolverhampton, Swansea University, and Imperial College London. Find out more about Collaborative Enhancement Projects on the [QAA website](#).

Supplemental Instruction (SI) was originally developed in 1973 at the University of Missouri. This model; commonly and interchangeably referred to as Peer Assisted Learning (PAL) or Peer Assisted Study Sessions (PASS) is based on a social-constructivist approach and involves students further along their university journey to facilitate interaction amongst a group of peers in a lower year (Ody and Carey 2009) The model aims to provide a relaxed environment and the opportunity for attendees to explore their area of study through discussion and activities with their course mates.[i] Institutions have reported a variety of benefits for attendees of the PASS/PAL/SI sessions including retention, academic gain, and student wellbeing.

The Supervisor Training led by The European Centre of SI ([Study Techniques | European Centre for SI-PASS (lu.se)](#)) advises that student leaders integrate study skills into their PASS/PAL/SI sessions. A key tenant of PASS/PAL/SI is that it creates more autonomous learners, and rather than teaching, the student leaders provide opportunities for their attendees to learn about learning itself and build positive academic self-concept. The below examples highlight how across a variety of institutions student leaders of PASS/PAL/SI have facilitated activity that directly contributes to the development of self-proofreading skills and confidence.

Institution: Loughborough Students Union
Scheme: Introduction to Research Methods PAL
Activity: Study Skills Kahoot Quiz
Method: PAL Leaders created a quiz on a game-based learning platform which provides points for the correct answer, but also speed of selection. Participants were shown a range of sentences, such as they might write for an assignment submission, and had to identify which option included an error. One question provided four different references, where one had been formatted wrong. Another question provided four different sentences where one had a word missing in the middle. Another question had a homonym as error, another had a spelling mistake, and another used extremely informal language.
Application: The gamification allowed student participants to consider the errors they should be checking during their proof-reading stage. It allowed students to note which errors they were able to spot quickly and with ease, and which they missed and may wish to spend more time checking later.

Institution: Loughborough Students Union
Scheme: Maths for Chemistry PAL
Activity: Round Robin
Method: Student leaders placed their PAL attendees in small groups and provided each a practice mathematical problem. Each group was instructed to only complete the first step in

the process of finding the answer, before passing their paper with the workings on to the next group, to review and check. Each group would only complete one more step before passing on the problem t the next group to repeat the process. The papers were circulated around the room until a final answer was found.

Application: The attendees received practice at reviewing each step of the process, and, if the workings contradicted their expectations, the group were encouraged to analyse if, where, and how the error had occurred. Attendees practiced sense-checking answers and verbalising this process with peers, developing a process that they could complete by themselves before submitting any assignment.

Institution: University of Lund
Scheme: Essay SI
Activity: Text vandalization
Method: SI Leaders 'vandalised' an example essay, deliberately creating a confusing structure, misnumbering footnotes, missing headings, and changing the style and formatting of the essay. Attendees of the session were encouraged to work together to find and correct the issues.
Application: Essay SI was designed to help students structure a thesis and ensure time management was considered across the writing process. The text vandalization activity both provided attendees a chance to consider a variety of checks that they might need to complete on their own work before submitting, whilst also demonstrating the need to leave enough time to proofread and review formatting before submission.

Institution: University of Wales Trinity Saint David
Scheme: PASS, Gateway to Humanities
Activity: Feedback for feedforward
Method: A PASS leader shared their essay along with the feedback that had been received from an academic member of staff the previous year. To ensure academic integrity was upheld, the leaders worked closely with the Module lead to carefully plan and ensure the essay topic was not one that participants could use for their own work. PASS participants were placed in groups and instructed to make the required changes to the previously submitted essay using the staff feedback as a guide.
Application: Whilst corrections were able to be discussed and considered amongst peers, the real life application also helped provoke conversation and exploration between students on how their previous feedback can apply their own proofreading activity. It was noted peer discussions about how to access feedback provided particularly valuable.

Institution: University of Bath Students' Union
Scheme: Cross-institution PAL and Mentoring
Activity: No, but let's…
Method: Student participants are invited to have open discussions about their experiences of academic study, how they are feeling about their assignments, and raise questions about any work they need to submit. Like many peer-led schemes, PAL Leaders and Mentors are provided significant training on academic integrity, however, Bath has introduced an emphasis on immediate action.   If student leaders receive requests beyond their remit, they are encouraged to use the phrase "no, but let's" to ensure a proactive step is immediately explored.   Student Leaders have paused the discussion to help the participant sign up to a referencing workshop and have collaboratively written an email to the module lead with a question.

Application: By discussing concerns and allowing a safe environment for participants to discuss the help required, Bath Peer Leaders model how to find, access and utilise the extensive support on offer at the institution for proofreading in line with the

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