Student-Teacher Partnerships
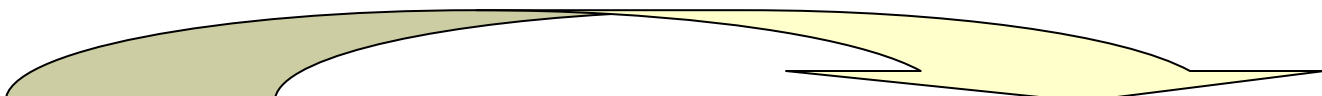
Integrate course content and study skills through team work in pursuit of academic success.

Training the 'trainer': providing an additional mechanism for dialogue and feedback between teaching staff and students

CONCEPT

Student-teacher partnerships promote learner autonomy

The development of teaching as a profession and its knowledge base for teaching and learning is best served by a more participatory or collaborative relationship among students and university staff (Catelli, 2006).

Student Partnership Scheme: A peer tutor programme that includes student orientation, generic academic support and facilitated discussion.

A two-way communication process to foster and sustain student learning autonomy

The peer tutor programme allows students to gain the benefit of their peers' experience and support in their learning and development.

The teaching staff acculturation programme allows staff to benefit from the experience of student mentors to better adapt to student culture.

Teaching Staff Acculturation Programme: A facilitated programme for teaching staff to re-orient classroom teaching to adapt to 'student culture'.

Making student-teacher partnerships sustainable

Putting into practice the conceptual approach to change essential to develop student-teacher partnerships

- Engaging students in effective dialogue, curriculum feedback and development
- Recognising and rewarding student activity and involvement
- Integrating practice into course and curriculum development

Supporting student tutors: trained to facilitate group discussion and engaged in sharing their experiences

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PRACTICE

MANCHESTER 1824

Peer-Assisted Study Session (PASS) Programme

The PASS programme supports first year students at Manchester University using principles of supplementary instruction (SI).

The main objective is to improve performance, achievement and retention of students

PASS leaders (tutors) are trained on content of course materials. They are engaged in sharing their experiences and facilitating discussion rather than re-teaching the subject.

Sheffield Hallam University

ACES Faculty Retention Programme

ACES Faculty has a peer-assisted learning (PAL) project to support first year groups on specific projects.

The objective is to improve students performance on projects and overall retention in the first year.

PAL leaders are final year students employed on a semester basis.

Online mentoring for new international students

SHU has a pre-arrival mentoring scheme for new international students.

New students gain insights from their peers and 'unique' information about the student experience.

UMKC

Supplementary Instruction (SI) Programme

The SI programme through peer-assisted study sessions is adopted at the University of Missouri-Kansas City.

The main objective is to improve performance, achievement and retention of students in historically difficult programmes

Participating students are enrolled on in introductory or gatekeeper courses but also extend to upper year undergraduate courses and courses in professional schools

SI leader (tutors) are trained in proactive learning, study and facilitation skills. They attend courses, take notes, read all assignments and materials and conduct 3-5 out of class SI sessions per week.

TYPOLOGY

Role / Function of Mentors (Jacobi, 1991)

Role / function of mentors	Typical duties
Emotional and psychosocial support	Acceptance/support/encouragement
	Bypass bureaucracy/access to resources
	Coaching
	Protection
	Visibility/exposure
	Socialisation/"host and guide"
	Sponsorship/advocacy
Direct assistance with career and professional development	Challenge/opportunity/"plum assignments"
	Stimulate acquisition of knowledge
	Training/instructions
	Advice and guidance
	Information
Role model	Social status/reflected credit
	Clarify values/clarify goals

A broad definition of peer tutoring

"people from similar social groupings, who are not professional teachers, helping each other to learn and learning themselves by teaching" (Topping 1996, pp. 322)

Typology for Peer Tutoring

1. *Curriculum content:* Tutor's experience is knowledge of skills based
2. *Contact group:* Tutor's groups may vary from 2 to 30 (or more)
3. *Year of study:* Tutor and tutees may be from same or different year
4. *Ability:* Tutor may be on a cross-ability basis (also same year) or same ability tutoring
5. *Role of continuity:* Role of tutor and tutee may be permanent or structured switching of roles at strategic moments (reciprocal tutoring)
6. *Place:* The location of peer tutoring may vary
7. *Time:* Peer tutoring can be in regular class contact time, outside of this or a combination of both.
8. *Tutee's characteristics:* Traditional assumption is tutors are the 'best students'. More recently tutors who are 'average students' have gained recognition
9. *Objectives:* To improve retention and access to information. They target intellectual gains, formal academic achievement, affective and attitudinal gains, social and emotional gains, self image or self concept gains, or any combination

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