Festival of Learning Showcase

Facilitator(s): Mr Zach Clark and Ms Anneliese Wilson, Senior Peer Learning facilitators, Student Transition and Retention Team (START)

Strategic theme: Rich, interactive learning experience

Subject Title: Innovative teaching and learning practices in physiotherapy education: Peer learning

Contact Details: anneliese.wilson@postgrad.curtin.edu.au and zach.clark@student.curtin.edu.au

Brief Description:

Over the last two years, Curtin University’s physiotherapy school has run an award winning peer learning program to support first year students in their studies in anatomy. The peer education model implemented has delivered strong increases in student pass rates and development of content knowledge and communication skills. This presentation explores peer learning principles and practical design strategies used to run successful collaborative activities in the classroom.

Benefits: Practical peer education ideas for the tertiary classroom.

Time/Day: Thursday 19 March, 2015: 12:30-1:00pm

Duration: 30 mins

No. of Sessions: One

Venue: Bldg 105: Rm 107

Special Requirements: No special requirements needed

Abstract from T&L Forum:

Physiotherapy is an interactive and hands-on profession with a need for students to develop high level communication skills as well as practical and academic knowledge. Over the last two years, Curtin University’s physiotherapy school has run an award winning peer learning program to support first year students in learning one of the fundamental foundation areas of the profession: studies in anatomy. The peer education model implemented is highly innovative in its approach to learning at the tertiary level. The program has delivered consistent strong increases in student grades, pass rates and development of students’ anatomy knowledge and professional communication skills. This presentation explores the peer learning principles and practical design strategies used to run successful collaborative activities in the classroom. Case studies will be presented of activities designed to maximise: student centred peer to peer education through information sharing; active learning considerations; student awareness of their own learning abilities and needs; and learning through application of knowledge in different practical contexts. Qualitative and quantitative results
from the anatomy peer learning program will be presented to demonstrate the success of the peer education model as an adjunct to traditional teaching methods in the physiotherapy school.