

Learning experiences of peer meetings in a competence-based curriculum

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introduction

- Reason for this study



introduction

- development of professional behaviour
 - reflection
 - peer meetings

Peer meetings (in general)

- Small group
- Learning together
- Experiences
- Analyzing

introduction

- Literature working in small groups ¹⁻⁶ :

Improve

Exchange

Encourage

Increase

1. Gokhale (1995); 2. Dillenbourg (1996); 3. Thijs en van de Berg (2002); 4. Meijer (2005);
5. Tigelaar et al (2006); 6. Wray (2007)

introduction

- Keyquestion

Can participation in peer meetings makes a positive contribution to the learning experiences of undergraduate students with regard to reflection?

Research questions

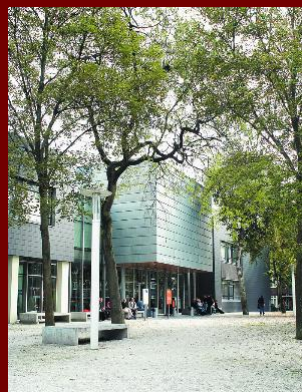
(1) What do students report with regard to learning about their personal experiences in peer meetings?

(2) What do students report about the role of peer meetings in their learning experiences?

method

Study context

Hanze University of Applied
Sciences Groningen



method

Participants

Speech therapist students

peer meetings

Peer meetings (specific)

Aim: encourage professional behaviour

Peer meetings (specific)

7 students & 8 meetings

personal experiences from professional practice

teacher & feedback

reflective essay

method

- Qualitative analysis
- Reflective essays 3^e and 4^e year students (N=84)

method: analysis

- Coding scheme
- Independently crosschecked

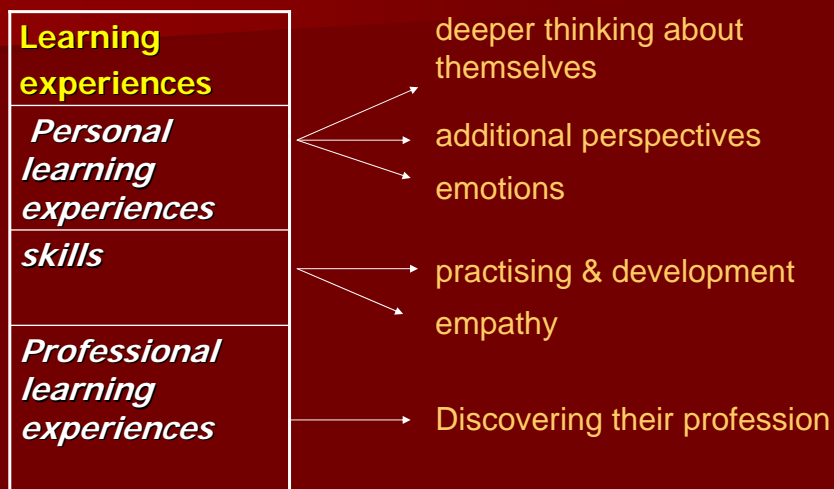
results

- 59 Students (70%)
- Saturation after 26 reflective essays (44%)
- Three categories of expression

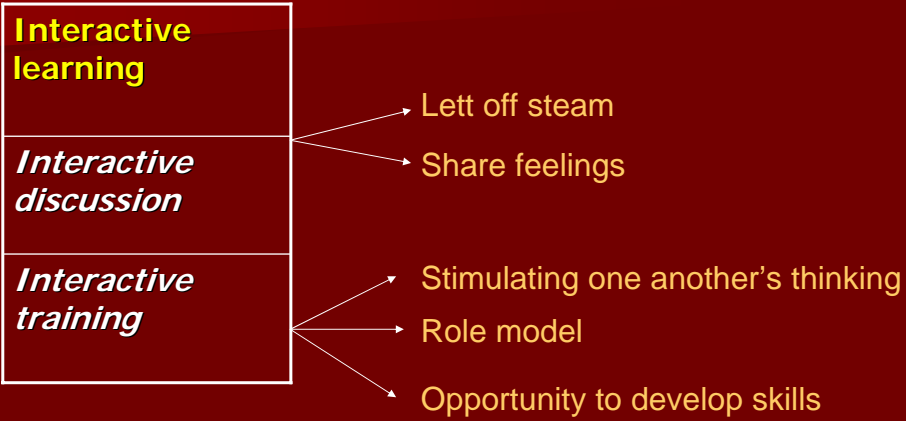
results

| Learning experiences | Interactive learning | Conditions for effective functioning |
|--|-------------------------------|---|
| <i>Personal learning experiences</i> | <i>Interactive discussion</i> | <i>Structural conditions</i> |
| <i>skills</i> | <i>Interactive training</i> | <i>Social conditions</i> |
| <i>Professional learning experiences</i> | | |

results



results



resultaten



Conclusion

■ learning & peer meetings

Better understanding of own behaviour

Social interaction is important

Development interpersonal skills

Safe & trustful atmosphere is prerequisite for learning

Discussion

1. Studies on effects of collaborative learning¹⁻⁶

learning experiences

2. Social interaction promotes development reflection

skills⁷⁻¹⁰

Interactive learning

3. Quality of group functioning is prerequisite¹¹⁻¹²

functioning groups

1-6: Gokhale (1995); Dillenbourg (1996); Thijs en van de Berg (2002); Meijer (2005) Tigelaar et al (2006) Wray (2007)

7-10: Vermunt & Verloop (1999) Thijs en van de Berg (2002); Meijer (2005) Tigelaar et al (2006) Wray (2007)

11-12: Boud & Walker (1998); Branch 2005

Educational Implication

- Developing professional behaviour
- Implementing peer meetings curriculum

Thanks for your attention

Mirabelle Schaub-de Jong, Janke Cohen-Schotanus,
Hanke Dekker, Marian Verkerk (2008)

The role of peer meetings for professional development in health science education: a qualitative analysis of reflective essays.

Advances in Health Sciences Education,
published online.

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