

CÉIM

SHARED LEARNING

Peer Learning in Action

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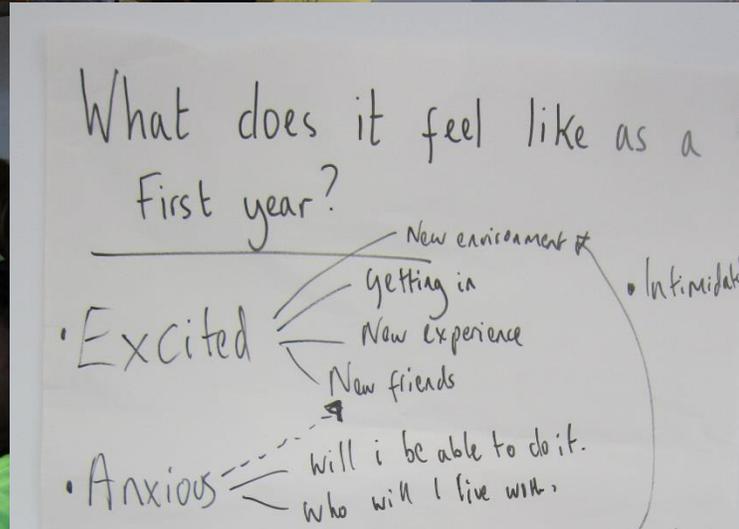
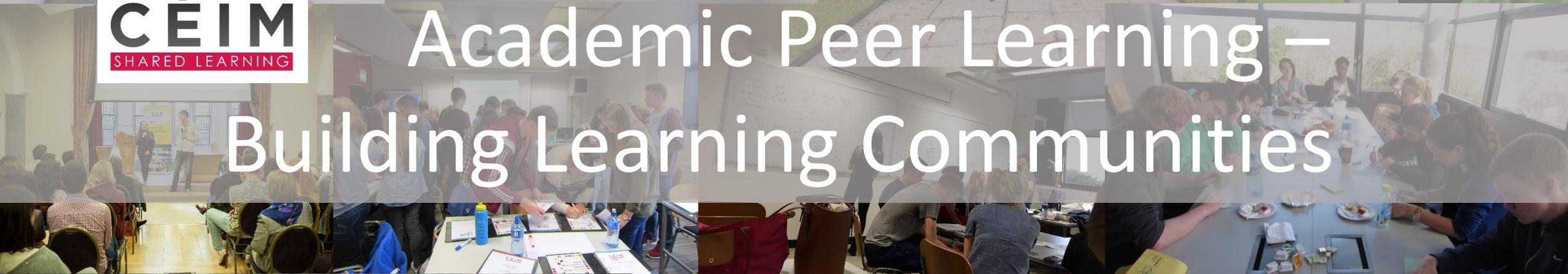
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Academic Peer Learning – Building Learning Communities



Agenda

Brief Introduction to CÉIM

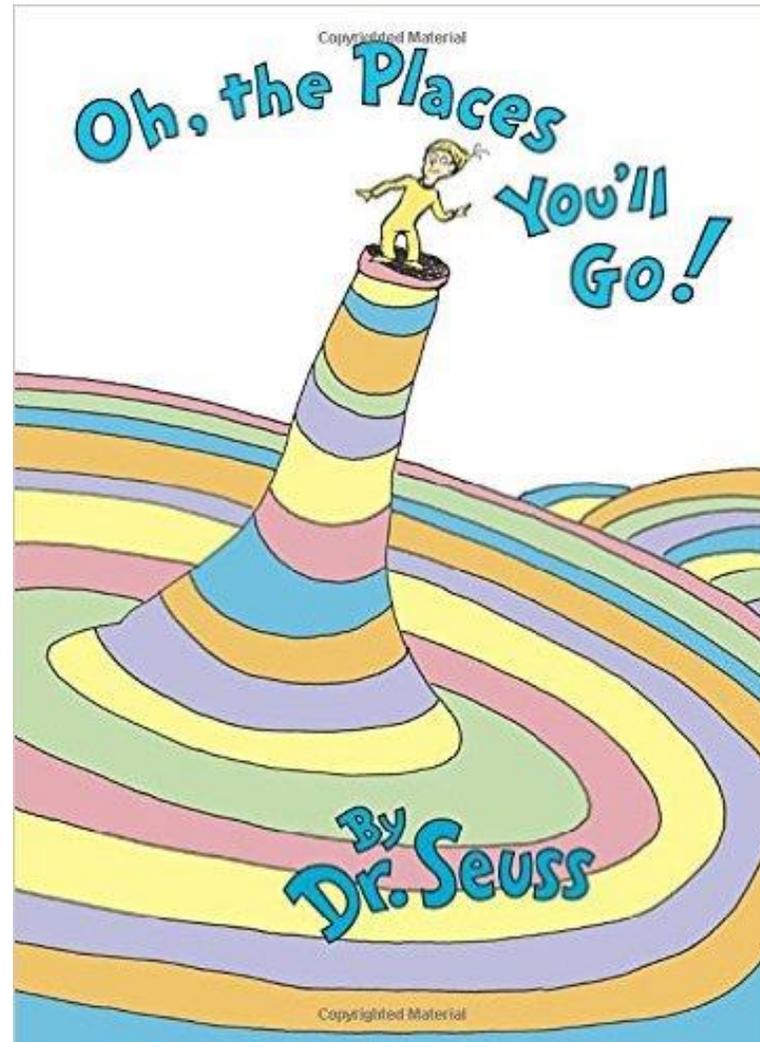
Simulated CÉIM session

Quick look at the research

**Personal experiences of taking
part in CÉIM**

Q & A

CÉIM peer learning – a strengths-based approach



CÉIM supports

Transition to 1st year

Academic success

Retention

Belonging

Building of social networks

Discipline identity

Independent learning

Learning communities

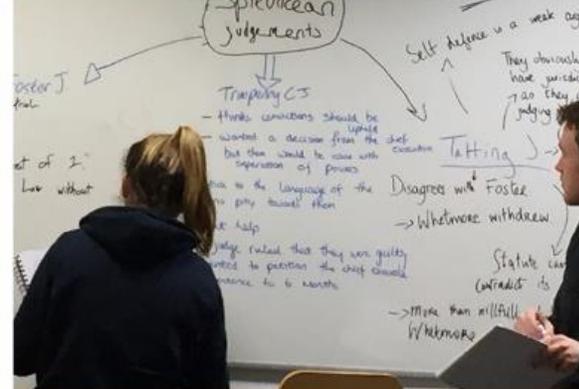
Transferable skills

Graduate attributes



Initiated by NUI Galway Students' Union

Run in collaboration with various Colleges, Schools and Disciplines



Creating peer-led learning communities
Student leaders from higher years facilitate weekly study sessions for 1st year students

1 in 4

1st year students are currently offered CÉIM at NUI Galway

1,500+ institutions in 30+ countries use the well-evidenced Peer Assisted Learning (PAL) model on which CÉIM is based

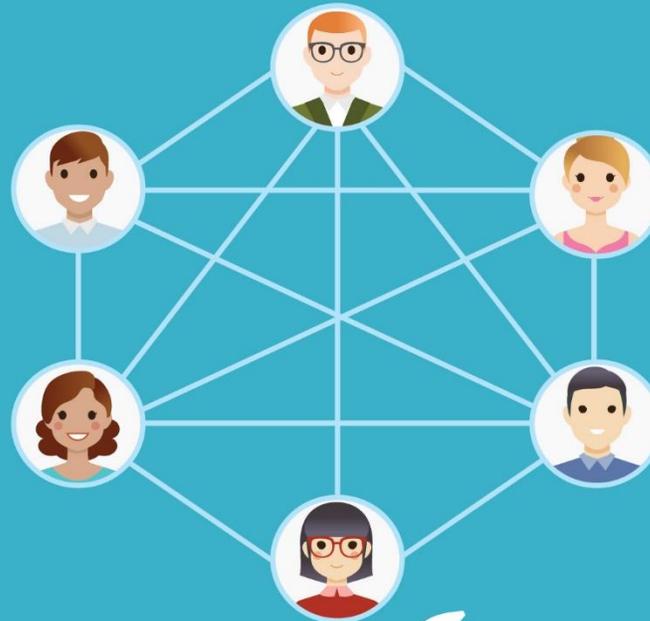
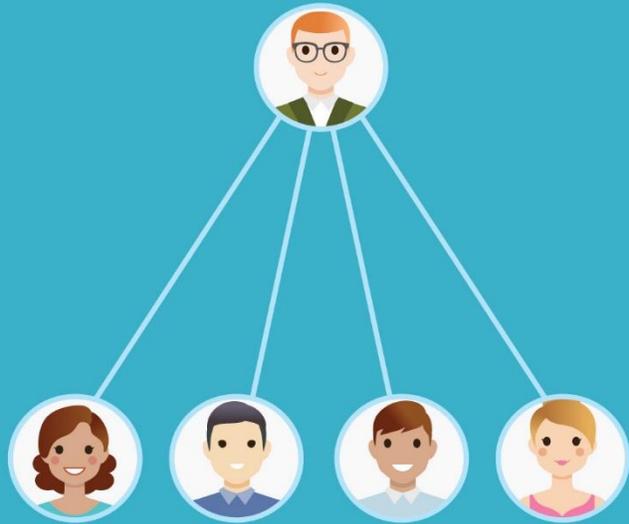


CÉIM won the 'Student Engagement Activity of the Year Award' at the National Student Achievement Awards 2016



Researching the impact of CÉIM has been a key priority from day one
A paper was published on CÉIM in the UK-based Journal of Learning Development in Higher Education in late 2015

CÉIM Leaders facilitate small group learning



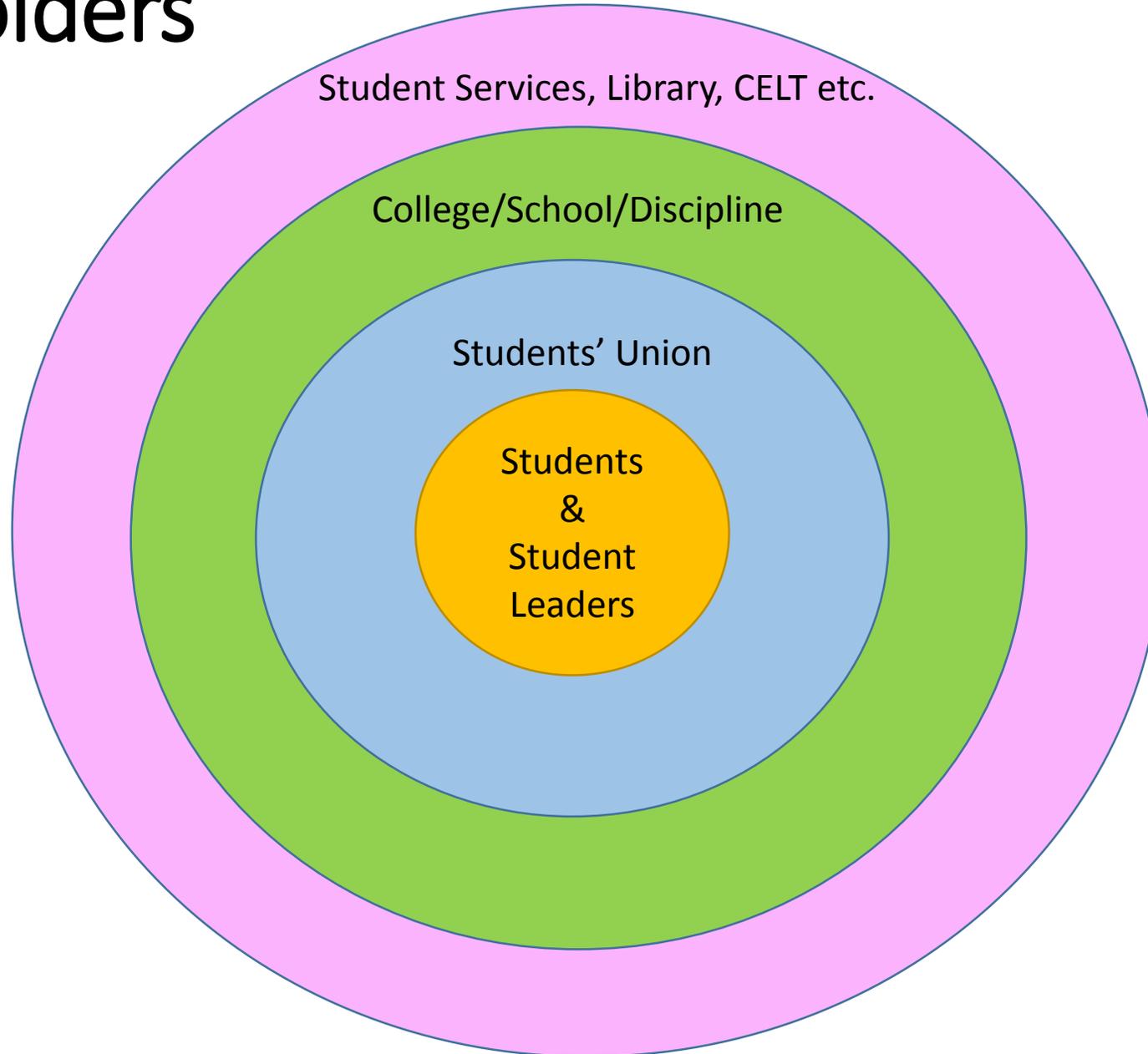
1st year students drive the agenda for CÉIM sessions

Leaders do not teach
- they redirect questions to the group

Timeline

- 2012/13 – Research, planning and buy in
- 2013/14 – Pilot scheme in Engineering (260 students)
- 2015/16 – Expand to BA Law (180 students)
- 2016/17 – Expand to Geography (300 students)
- 2017 on – Secure funding to ensure all 1st year students benefit from CÉIM

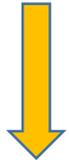
Stakeholders



How CÉIM works

- Co-curricular activity complementing lectures and tutorials
- Part of the academic and pastoral supports ecosystem
- Supports engaged, independent learning (metacognition)
- Discipline specific

1st year students in a specific discipline are assigned to CÉIM groups (Opt-out scheme)



CÉIM group 1
(2-3 student leaders)



CÉIM group 2
(2-3 student leaders)



CÉIM group 3 etc.
(2-3 student leaders)

Weekly debrief sessions for leaders with staff – idea sharing and problem solving

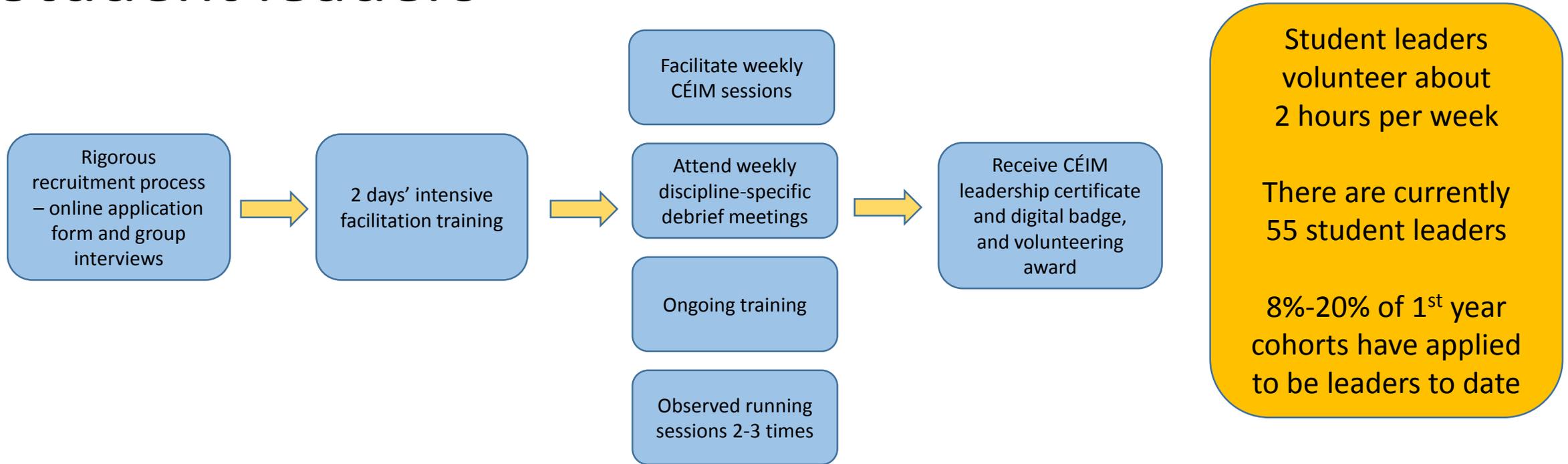
Timetabled CÉIM
sessions run for 9-10
weeks in both
Semester 1 & 2

Attendance is taken

'Working in smaller groups really helped me learn, especially things I didn't understand.'

'I feel that my grades would certainly have been very different had I not had the support and advice of my CÉIM leaders.'

Student leaders



'It has changed my view on college completely'

'Encouraging the students to reach answers themselves...this is what sets CÉIM apart from tutorials and lectures.'

CÉIM Digital Badges



CÉIM Leader Hub

– An online portal for idea sharing

HUB

HOME > HUB

Icebreakers

Tips for Start of the Year

Session Ideas/Activities

Study Skills

Guidebooks & Policy
Documents

Digital Tools

Engineering

Geography

Law

Miscellaneous

CÉIM video

<https://www.youtube.com/watch?v=CK-tmKw06Oo&feature=youtu.be>

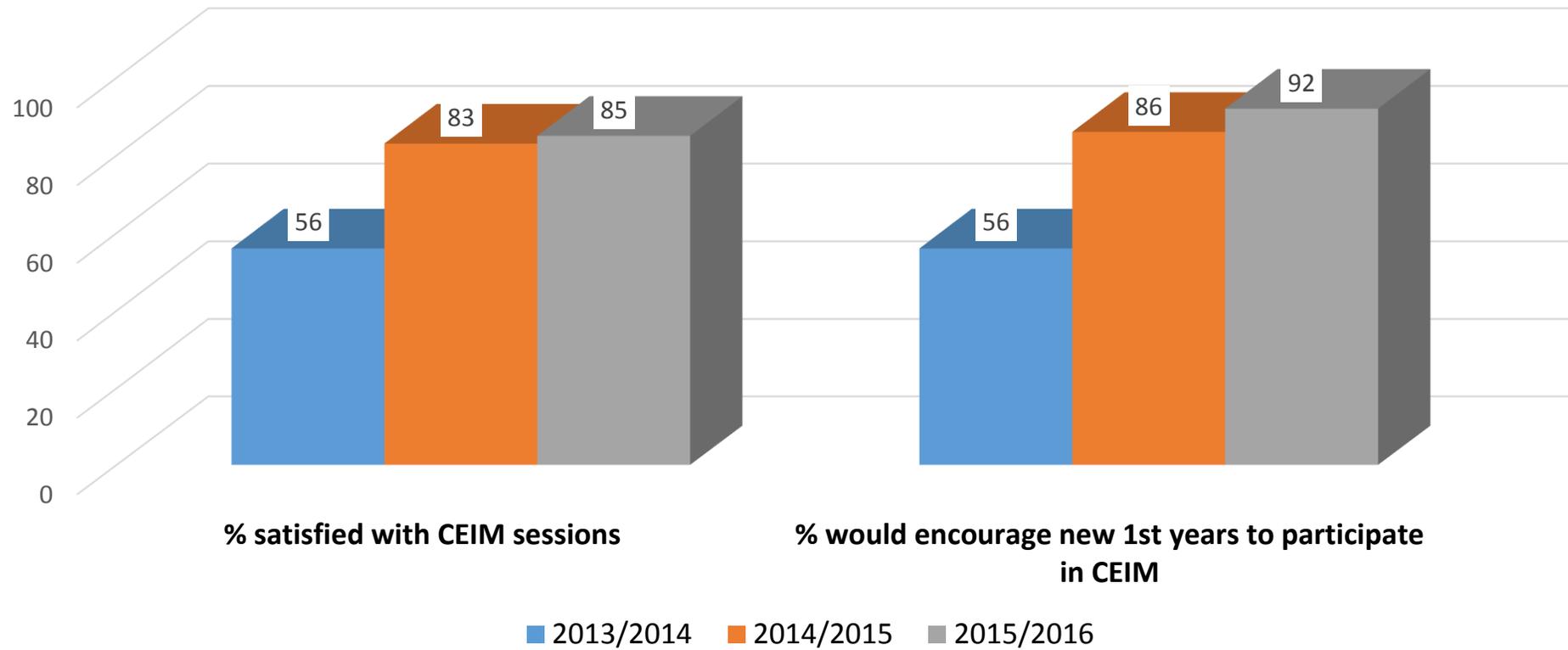
Simulated Peer Learning Session



How do we measure the impact of CÉIM on 1st year students?



General satisfaction – Engineering



Transition to university – Engineering

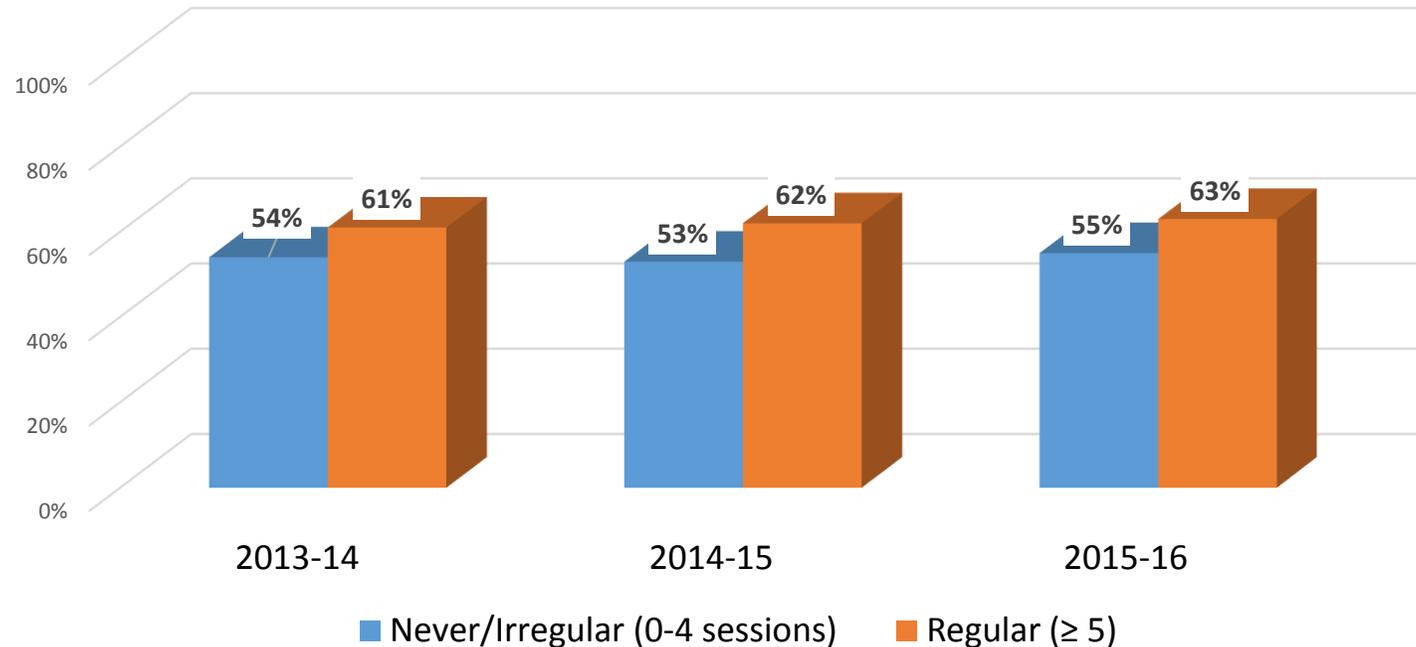
	Year 1 (2013/14)	Year 2 (2014/15)	Year 3 (2015/16)
% of 1 st year students who agree that CÉIM helped them settle into university life	N/A	64% (S1) 80% (S2)	67% (S1) 85% (S2)
% of 1 st year students who agree that CÉIM helped them get to know people in their year	N/A	86% (S1) 80% (S2)	83% (S1) 92% (S2)

'Three of the people that I met through CÉIM are now amongst my closest group of friends.'

'First year can be very stressful for a teenager; CEIM can help students realise they are not the only ones who feel pressure and it can help them integrate into university life faster.'

Academic success – Engineering

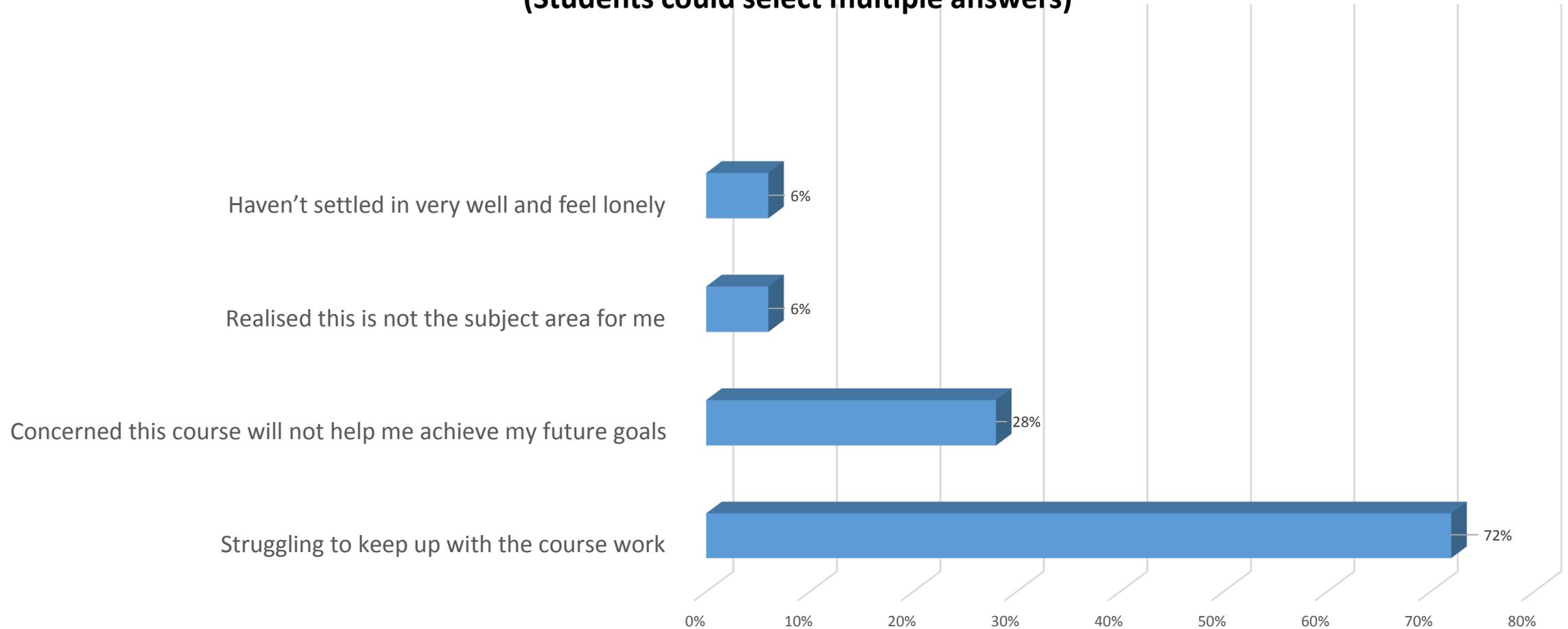
Mean Final Result Outcomes for Never/Irregular and Regular CÉIM Attendees, 2013-2016



- 8% average higher grades were consistently achieved by CÉIM regular attendees in comparison to non-attendees over the period 2013/14 to 2015/16.
- 12% higher grades were achieved by 1st year Engineering students who attended more than two thirds of CÉIM sessions in comparison to students who never attended in 2015/16.

Reasons for considering dropping out – Engineering

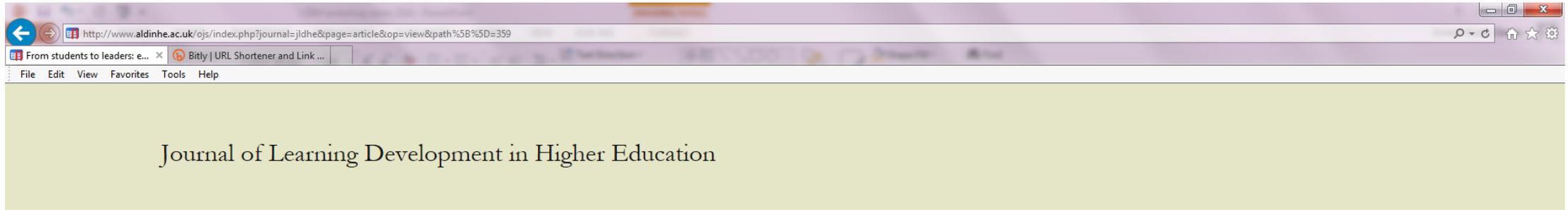
Reasons for considering 'dropping out' (Semester 1 2015/16), n=18
(Students could select multiple answers)



Potential future research

- Non-traditional students' participation in peer learning
- Include lecture attendance in the analysis
- Long-term impact on Student Leaders (employability, confidence etc.)

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From students to leaders: evaluating the impact on academic performance, satisfaction and student empowerment of a pilot PAL programme among first year students and second year leaders

Stacey Scriver, Amber Walsh Olesen, Eoghan Clifford

Abstract

This paper evaluates the pilot year of the CÉIM PAL initiative at the National University of Ireland Galway through analysis of examination results, student surveys and the reflections of two students who participated as first year students in the pilot year and subsequently as student leaders in year two. The paper considers the impact of attendance at sessions on academic performance, student satisfaction with the programme, and evaluates the extent to which the initiative has assisted students to become more empowered learners as expressed through the development of self-directed learning, growth in educational self-efficacy, and confidence in navigating the learning environment. Recommendations are also made for developing the CÉIM initiative, which may be relevant to other PAL programmes and for determining the direction of future research.

Keywords

PAL programme; academic performance; student empowerment; satisfaction.

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