

Flipped peer leader training: a modularised, blended and active peer leader training and development program

Victoria Menzies and Jennifer Tredinnick, Queensland University of Technology

Abstract

Blended and flipped classroom pedagogical models are recognised as having the potential to deepen and enrich student learning while also being a more engaging learning experience (Partridge, Ponting, & McCay, 2011). eLearning platforms and blended pedagogies have transformed the Higher Education landscape changing how teaching and learning occurs along with learner expectations about the nature of their learning experience. Active-learning, collaborative learning, blended pedagogies and flexibility in deciding where, when and how they engage have become mainstream (Gaebel, Kupriyanova, Morais, & Colucci, 2014). In the peer leader training and development landscape blended pedagogical approaches are typically not applied; however, if adopted have the potential to similarly transform the learning experience. This article describes a student-centred blended and flipped classroom model of peer leader training that aims to establish a more flexible, connected, coherent and deeper student learning experience.

This report was presented as an *Emerging Initiative* at the 2017 STARS Conference in Adelaide, Australia in July 2017 and selected for publication in *Student Success* Volume 8, Issue 2.

Access the published article <https://studentsuccessjournal.org/article/view/383>