

## **Planning sustainable peer learning programs: An application and reflection**

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*A Peer Learning Framework was proposed at the University of Tasmania (UTAS) to foster a coherent approach to peer learning programs and to guide the effective design and planning of new initiatives (Skalicky & Brown, 2009). A planning tool was constructed within a theoretical framework underpinned by a community of practice model (Lave & Wenger, 1991). The framework is examined through its application to a program which offers student-facilitated drop-in learning skills support. The framework's community of practice perspective on peer learning provided insights into the UTAS Student Learning Mentor program. A reflection on the usefulness of the Peer Learning Framework and on the process of application is presented. Questions to facilitate deeper consideration of design for peer learning are proposed for addition to the framework.*

The full paper appears in Volume 2, Issue 2 of 'The International Journal of the First Year in Higher Education'

<https://www.fyhe.com.au/journal/index.php/intjfyhe/article/viewFile/81/89>