ALTC LSES Environmental Scan

1. **Institution** Victoria University, Melbourne

2. **Contact Person (and contact details)** Dr Gill Best

3. **Name of Program/Initiative**

   Peer Assisted Tutorials in a Maths/Numeracy subject in the School of Education

   3.1 **URL:** http://snap.vu.edu.au/staff/students-supporting-students-learning-sssl/sssl-documents/evaluation-reports

   3.2 **Start Date/Duration:** In its fifth iteration (winter school, 2011, semester 2, 2011, summer school 2011, summer school 2012 and now winter school, 2012)

4. **Brief outline of program**

   Peer Assisted Tutorials (PATs) are regular tutorials in which two Student Mentors are present in addition to the tutor to assist the students with their learning within the tutorial.
   Purpose/Aims
   PATs take the learning support directly into the tutorial rather than relying on students to attend voluntary learning support sessions in addition to the tutorials.

5. **Breadth of program** This program occurs within a subject which aims to assist pre-service teachers to develop their numeracy and maths skills and to enable them to pass a numeracy/maths test for pre-service teachers. Students who take the subject could be in their 2nd, 3rd or 4th years.

   Peer Assisted Tutorials also run in two other subjects.

6. **Category   (please select all that apply and provide explanation where necessary)**

Category	Y?	Explanation
Policy		
Curriculum	y	It is within curriculum as student mentors participate in normal timetabled subject tutorials.
Program	y	It is one of a suite of Students Supporting Student Learning programs.
Other (please specify)		

7. **Resources (optional – we are trying to determine what sort of resourcing is necessary to make the initiative work)**

7.1 **Start up budget:** Budget is to pay the student mentors. Budgets vary depending on how many mentors and how many tutorials and how many hours.

7.2 **Ongoing budget:**

8. Outcomes

8.1 **Uptake:**

8.2 **Evaluation(s) conducted to date - Informal or formal) – and details of findings:** In the maths/numeracy unit (subject) PATs have contributed to an increased 17% passing of the maths/numeracy test and to significant increased self reports regarding students' knowledge and confidence in maths/numeracy skills.

Evidence of success: Evaluation reports are available at http://snap.vu.edu.au/staff/students-supporting-students-learning-sssl/sssl-documents/evaluation-reports

The following information provides a snapshot of the program's success in the summer school 2012.

In order to pass the Numeracy & Mathematics unit, students are required to successfully complete a test towards the end of the semester in order to assess their competence in mathematical knowledge. Analysis of Numeracy & Mathematics Summer School 2012 results from the Course Coordinator indicate that the PATs program has had a significant impact on students' assessable maths capabilities, with Summer School students attaining an estimated 67% pass rate, compared with an average of 50% in previous years. In light of the fact that the introduction of the PATs program has been the only significant change instituted for the unit it can therefore be assumed that these improved results have been achieved as a result of the program's introduction. Hard copy survey sheets were distributed to students in the final week of the Summer School by the five Student Mentors to tutorial attendees. The total number of survey respondents was 66 (n=66). Over 90% of students either agreed or strongly agreed that attending PATs had helped them develop their confidence with and knowledge of mathematics, while almost 90% of students either agreed or strongly agreed that having Student Mentors in tutorials had been a positive experience overall and should be applied to all Maths tutorials. The most commonly identified positive aspects of the PATs program amongst respondents were 'getting extra help' (85%), 'it was easy to ask questions' (74%) and 'improving my understanding of mathematical concepts' (73%).

8.3 **Evaluation(s) planned (and dates for this/these):** Evaluations are conducted at the end of each cycle of the program. See above.

8.4 **Major challenges:** Supporting and developing the relationships between tutors and mentors.

8.5 **Other (Please specify):**

9. Publications/Reports (including links to those publically available)

http://snap.vu.edu.au/staff/students-supporting-students-learning-sssl/sssl-documents/evaluation-reports