

Prep4TUT**Preparation for a tutoring activity for interprofessional Peer Assisted Learning (iPAL) – Influences on the impact factors of an interactive teaching and learning format from the perspective of experts and participants**

Duration	April 2020 – September 2022
Project	PhD project
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Description	<p>Peer tutorials as a specific form of peer-assisted learning (PAL) are becoming increasingly important in health professions education and are also used to promote interprofessional competences (iPAL). From the perspective of learning theory, the desired effects of PAL and iPAL are mainly achieved by the fact that people of equal status learn interactively and together without a professional teacher. In the case of peer tutoring, however, a more or less intensive preparation of the tutors for teaching and moderation tasks has meanwhile become established - especially in the context of health professions. It is also being discussed whether the support of iPAL also requires specific preparation of the tutors. How this preparation is currently – or should be – didactically designed and whether or how this might possibly influence the effect factors of PAL is largely unknown.</p> <p>On the one hand, the question about different forms of preparation of tutors for PAL and iPAL in Germany is raised, on the other hand, the question is asked whether and to what extent this preparation could influence the effect factors of this teaching and learning format. The aim is to initiate a critical discourse on which form of preparation is appropriate from a learning theory perspective in order to be able to effectively use PAL and iPAL for health professional education work.</p> <p>A mixed-method design consisting of three partial studies will be conducted: (1.) a semi-standardised online questionnaire survey, (2.) an interview study with (inter)national experts and (3.) group discussions with tutors. The data of the questionnaire survey will be analyzed descriptively, the qualitative data will be subjected to a thematic analysis. The results of the three partial studies will be brought together, reflected on in terms of learning theory and condensed.</p> <p>Findings are expected on what role peer tutors play in the qualification of health professions education in Germany, whether and how tutors are prepared for their tasks and what objectives the responsible actors associate with their activities - particularly in an interprofessional context. Furthermore, multi-perspective insights into the preparation of tutors for PAL and iPAL in the (inter)national context are to be gained and findings from the expert and participant perspective on the anticipated effects of these measures on this teaching and learning format and its possible effects are to be worked out.</p>
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