

GENERATION 'Y's IN PEER -ASSISTED LEARNING: DEVELOPING CREATIVE THINKING

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Introduction: In 2001, Potter's qualitative research study found that students responded to senior students more readily than experts because their cognitive reasoning schema, although slightly advanced, was nearer their own. Also, the senior students' study experiences were more closely situated to their own in real-time. These two research findings appeared to support peer assisted learning.

Method: Generation "Y" students took part in a series of four focus groups about current educational practices that stimulate them and future practices that could be generated.

The focus groups were transcribed and developed into educational categories on particular topics.

Findings: Under the category of "teaching methods" there was much discussion about their response to the young generation of lecturers who, either used more dynamic educational methods naturally, or, who talked to them in a way they were used to hearing. Their perceptions were really positive.

Conclusion: Final year students were asked to volunteer to be tutors to groups of ten first year students for a period of one hour per week for six weeks. Separate tutorial rooms were booked for professionalism. The target was to help the younger students prepare creative wall designs for the corridor in OT Week as well as to prepare an occupational science scrapbook. Attendance, although not compulsory, was consistently high and innovative designs of an outstanding quality resulted.