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Editorial

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Editorial

Jane Skalicky

Welcome to Volume Seven of the *Journal of Peer Learning*. This issue includes seven peer-reviewed articles and a highly valuable author's note by Arendale. Arendale's note provides readers of our journal with easy access to the annotated bibliography that he maintains on Postsecondary Peer Cooperative Learning Programs; it is now available in PDF format, Word format, and as an open access Endnote database file.

The seven peer reviewed articles are evidence of the continued international interest in and application of peer learning as a core transition and learning and teaching strategy in supporting student success, with articles in this issue sharing research undertaken across Ireland, Canada, South Africa, and Australia.

With increasing higher education participation rates and student diversification globally, the articles by Copeman and colleagues, Cheng and Johnston, and Ginty and Harding provide examples of the application of peer learning at the institutional level in Australia, Canada, and Ireland respectively

Copeman and colleagues from the University of Canberra, Australia, describe the introduction and evaluation of a peer-led academic skill development service provided to students on a drop-in basis at their places of study, with take up of the service and student evaluations evidencing it is a model of language and literacy development likely to be increasingly considered for a number of reasons, including academic and financial ones.

Cheng and Johnston discuss the adaptation of their Supplemental Instruction program from the sciences to the arts at the University of Regina, Canada, and consider factors influencing student take up.

Ginty and Harding report on outcomes of a collaboration across two institutes in Ireland wherein peer assisted learning was implemented and evaluated as a core transition strategy across a range of disciplines. The authors discuss outcomes for both the participants and student leaders and consider recommendations for program improvement.

The four remaining articles are evidence of the currency and relevance of peer learning within the health sciences. Within fields where problem-based learning, collaboration, and peer assessment is more commonplace, the authors of these articles disseminate research on the outcomes of different peer learning initiatives for students and, in some instances, for peer educators. These articles inform the development of peer learning within health education.

In the article by Tai, Haines, Canny, and Molloy from Monash University, third year medical students identified when they used peer assisted learning within their clinical placements and reported the perceived advantages and disadvantages of learning from and with peers in a clinical context.

Williams, Fellows, Eastwood, and Wallis also from Monash University report on the application of peer learning within paramedic education for final year Bachelor of Emergency health students who volunteered as peer teachers in tutorials in cardio-respiratory emergency units. In this study the authors found the experience to be beneficial for the peer mentors in developing teaching skills that are important for on the job roles in paramedicine.

Thalluria, O'Flaherty, and Shepherd from the University of South Australia trialled a new peer learning program involving same-year peers after experiencing ongoing challenges with the organisational aspects of peer learning involving more senior students due to conflicting clinical demands and timetables. The authors found a significant difference in final marks for students involved in the Study Buddy scheme and encourage consideration of this same-year model.

The final article, by Scott and Jelsma of the University of Cape Town, reports differences in outcomes for physiotherapy students when learning from peers, clinical educators, or peer teachers during clinical sessions. Their quasi-experimental design study examined test score outcomes for students across a range of placement contexts where different teaching methods were assigned randomly.

Twenty-fourteen has seen some changes in the Editorial team and I would like to thank all of our reviewers and the Editorial team that has continued to work tirelessly to support authors to progress research in this field.

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