

StudyCircle project: international peer education experiences to promote active e-learning of students and the student community. New perspectives at Edge Hill University.

This paper presents a model of teaching and learning conceptualized as the StudyCircle Model of Restorative Communication (Bussu et al, 2016; 2017). It was co-developed among second year psychology students at the University of Sassari (Italy) in 2014-2015 and at the University of Guayaquil (Ecuador) in 2015-2016. The purpose of the project was to facilitate active learning, promoting a culture of peace, student well-being and life skills among students helping to prevent attrition. Drawing on Peace Circles as a holistic methodology for promoting a restorative student community, this paper presents the constructivist theoretical framework underpinning the StudyCircle Model and the impact of this project. The goal of SCM was to train second year students as facilitators/trainers by supporting their personal development and professional identity so that they could in turn support first-year students transitioning to the University. An action research project in Italy and Ecuador was implemented with a mixed methods approach:

- 1) Pre and post questionnaires with second year students on personal perception of their life-skills.
 - 1) Semi-structured interviews with first year students on their training needs; satisfaction and the impact of the activities facilitated by second year students.
 - 2) Analysis of outcomes (activities, projects, training etc) produced by participants after this learning experience.

The data collection process is consistent with a "grounded theory" approach, in particular Seale's (1999; 2000) and Lincoln and Guba's requirements for data collection (1985). This allowed open discussion of data choices and representation which ultimately led to triangulation of the data. We will present preliminary strategies to promote and implement StudyCircle at Edge Hill University.

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