

## **Peer-Assisted Learning during undergraduate fieldwork education: evidence of Fink's theory of significant learning**

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**Introduction:** In 2014, a Peer-Assisted Learning programme was implemented at a South African university as a possible solution to problems arising in fieldwork education (gap in theory, placement scarcity), and to enhance tutees' learning experience. Although this pedagogy is known for knowledge transfer, a need remains to investigate whether quality learning is evident. Dee Fink developed a theory which describes key elements needed for significant learning to occur. However, limited research exists on the potential of Peer-Assisted Learning to facilitate significant learning.

**Objective:** The objective of this presentation is to describe the experiences undergraduate occupational therapy tutees had during Peer-Assisted Learning in fieldwork education, within a developing country, contributing to significant learning.

**Method:** During a qualitative inquiry, data was gathered by means of individual interviews (in-depth), and an interview guide with three main questions. Through purposive sampling, seven eligible tutees were selected. Data was analysed through inductive coding principles and triangulation.

**Results:** This paper reports on aspects experienced during Peer-Assisted Learning in this study that are congruent with Fink's significant learning theory. The significant learning theory has six main elements: foundational knowledge, application, integration, human dimension, caring, and learning how to learn.

**Conclusion:** This study yielded findings that demonstrate that Peer-Assisted Learning may facilitate significant learning during undergraduate fieldwork education. If Peer-Assisted Learning promotes significant learning for occupational therapy tutees in fieldwork, then applying Peer-Assisted Learning in fieldwork could give rise to occupational therapy graduates who are more competent at entry-level.