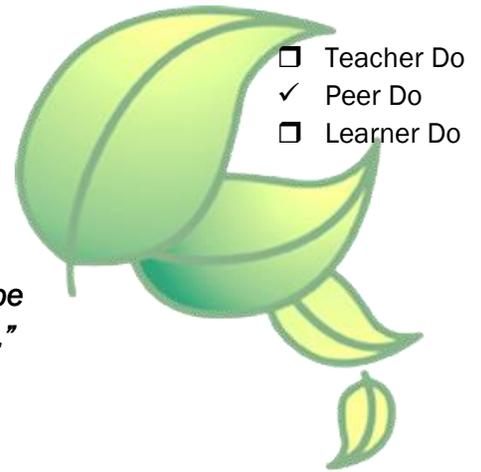


Activating Students as Instructional Resources for One Another



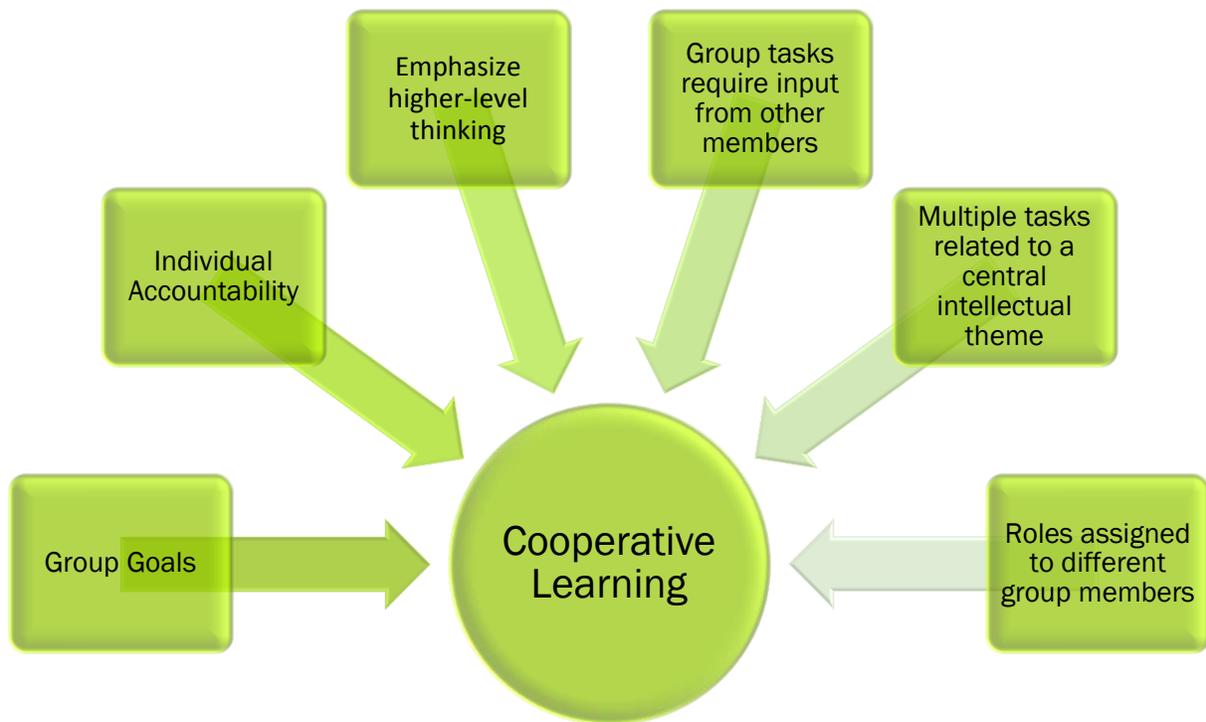
"In fact, under certain circumstances, peer tutoring can actually be more effective than one-on-one instruction from a teacher."

(Wiliam, 2011, p. 134)

What does this mean? Some dilemmas...

- **WOW!** During group work, a study of upper elementary students showed that those students in student-led groups learned more than those in teacher-led groups. In addition, students working in student-led groups learned almost as much as students in 1:1 teacher instruction; (Schacter, 2000 as cited in Wiliam, 2011, p. 134)
- Collaborative learning that encourages group goals and individual accountability is more powerful than simply having students work on a task in a group.

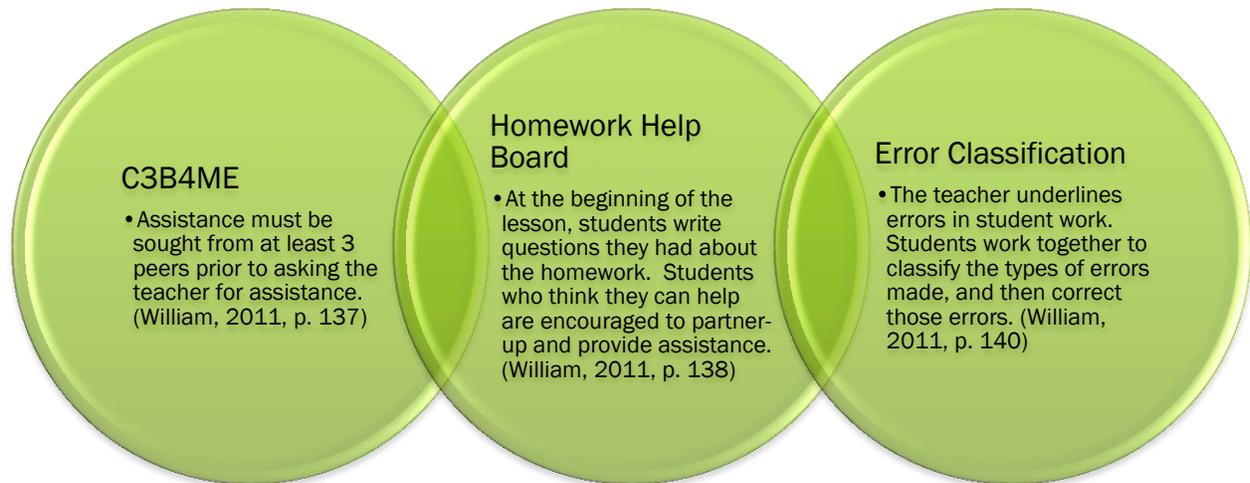
The Power of Cooperative Learning



Students help their peers because ...

- they are working towards a common goal and they benefit from the efforts of all = Motivation;
- they care about their group members = Social cohesion;
- they understand and can address the difficulties their peers are having = Personalization; and
- thinking together brings clarity = Cognitive elaboration.

Practice with Peer Support



William's Wisdom

“Peer assessment, provided it is geared toward improvement rather than evaluation, can be especially powerful – students tend to be much more direct with each other than any teacher would dare to be.” (William, 2011, p. 144)

➤ Suggested strategies:

- Peer Evaluation of Homework - The class or teacher create criteria (rubric) for the work. Who is assessing the work changes and is not announced until the homework is complete. Evaluators may be: Self, Other – individual or group or Teacher
- Two Stars and a Wish – student feedback on other students' work – 2 positive qualities and a suggestion for improvement; Teacher needs to instruct students on what quality feedback looks like. Sentence starters can be useful to give to students in advance.
- Preflight Checklist – When there are specific requirements or features of a piece of student work, this list is checked by a peer prior to the work being handed in. If there are pieces missing that were on the checklist, the peer is the one held accountable.
- Group-Based Test Prep – Within a group, each student is assigned a different part of a unit to review. They prepare and present their review to their group. Peers assess the review using colored cups (red – not as good as I would have done; yellow – about the same as I would have done; green – better than I would have done).

Works Cited

William, D. (2011). *Embedded Formative Assessment*. Bloomington, Indiana, United States of America: Solution Tree Press.