

The Effectiveness Of Peer Tutoring In Further And Higher

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A Comparison of the Effect of Computer-assisted-instruction and Same-age Peer-tutoring on Math Achievement of Fourth Grade Students -

Elizabeth A. Pflug 1987

A pretest-posttest design was used to compare the effectiveness of computer-assisted-instruction (CAI) drill and practice with the effectiveness of same-age peer-tutor drill and practice on promoting mastery of multiplication facts. The subjects were students from three, fourth grade classes in the Reedville School District of Aloha, Oregon. Two fourth grade classes were randomly assigned to two treatment groups: CAI and same-age peer-tutoring. A third class was designated as a control group.

Students in the CAI group drilled on multiplication facts independently at a computer for 10 minutes per day for 25 days. Students in the same-age peer-tutor group tutored classmates using multiplication flashcards for 5 minutes and were tutored for an additional 5 minutes for a total of 10 minutes per day for 25 days. The control group received traditional math instruction consisting of daily, one-minute, mastery tests. Drill and practice was independent and self-paced. Treatment consisted of drill and practice on multiplication facts with multipliers 0-9 and multiplicands 6-9. The pretest and posttest were computer-constructed criterion tests consisting of randomly selected multiplication facts from the treatment set. Fifty-two

students began the treatment. Forty-five students completed treatment and the posttest. Analysis of variance and Tukey's multiple comparison test showed a significant difference between the CAI group ($\bar{x} = 48.00$) and control group ($\bar{x} = 67.60$) on the pretest. However, on the posttest, analysis of covariance revealed no significant difference among the groups ($p = .05$). Therefore, the null hypotheses for the study were accepted. The hypotheses predicted there would be no significant difference between the groups' mean math scores on the posttest. Although the study did not identify either CAI or same-age peer-tutoring drill and practice as more effective than the other, it did show both strategies to be equally effective in promoting mastery of basic math facts. The adjusted group means were CAI: 93.97 and same-age peer-tutoring: 93.43. In finding the two strategies to be equally effective, the study identified same-age peer-tutoring as a cost-effective alternative to CAI drill and practice. The findings have implications for staff development, curriculum planning, and for teachers' selection of drill and practice strategies.

Children as Teachers - Vernon L. Allen 2013-10-22

Children as Teachers: Theory and Research on Tutoring covers topics on the use of children to tutor other children in school; helping relationships in general; and cross-age interaction by children. The book discusses the basic theoretical and empirical foundations for practical programs; original

empirical research relevant to cross-age interaction and the impact of tutoring on both the tutor and the tutee; and a wide range of tutoring programs that operate in the schools. The text also reviews existing research on tutoring by children, as well as research and experience on the advantages and disadvantages of several alternative decisions when establishing a tutoring program in the school. Some of the papers in the book report interesting scientific information on topics having obvious practical implications: social class and ethnic differences in tutoring by young children; teaching by siblings; nonverbal skills and consequences of tutoring for the tutor; and the use of a variety of nonprofessionals as helpers. Educators, social scientists, psychologists, and policy makers will find the book invaluable.

Learning Together - Nancy Falchikov 2001

This book provides an introduction to the methods and practice of peer tutoring focusing on how to set up schemes and how to cope with common problems.

Learning Together - Nancy Falchikov 2003-08-27

The number of students in higher education has expanded dramatically in recent years, but funding has not kept pace with this growth. The result is less contact time for lecturers and their students, and corresponding worries about how the quality of teaching and learning can be improved.

Peer tutoring is one method which is growing in popularity, and has already proved successful in a number of countries. This book provides an introduction to the methods and practice of peer tutoring focusing on how to set up schemes and how to cope with common problems. It discusses the theory behind this form of learning and the beneficial effects associated with it. Summaries are included at the end of each chapter.

Peer Tutoring - Edward E. Gordon 2005

This guide gives teachers specific instructional methods to help students raise their skills and critical thinking abilities and provides step-by-step guidance in designing a tutoring program, training the tutors, and conducting meaningful assessment and evaluation.

The Tutoring Revolution - Edward E. Gordon 2007

The Tutoring Revolution presents a comprehensive research-driven perspective on what we know and don't know about tutoring. The authors link theories, research, and practice together in a coherent, consistent manner to form a new foundation of specific recommendations and strategies to help improve tutoring across America. The book includes practical guidelines for selecting a tutor and proposes ethical and regulatory tutoring standards for use by tutors and state agencies. It will be useful to educators, researchers, and parents. If a true tutoring revolution is to benefit American education, their participation will be essential to

further research on effective tutoring and improve consumer safeguards.

Tourism And Education And Transport Service Improvement Method -

Johnny Ch Lok 2019-12-17

What are the factors which can influence the final grades of academic students ? I shall indicate as below: -Chapter 1 Tutoring method factor
The tutoring method factor includes self-determined tutoring, academic advisor schedules tutoring, group tutoring, one-to-one tutoring, peer tutoring and professional tutoring. These different kinds of tutoring method can influence the final grades to any academic student. As the cognitive learning theory and humanistic theory both are for this study conceptual framework. The results of a one-way analysis of variance determined there were significant differences in final grades of students who received group tutoring compared to one-to-one tutoring and peer tutoring compared to professional tutoring. In fact, many colleges and universities have had to provide tutoring to attend to the needs of all students' aims to teach them how to write assignments and how to exam to get higher grades.

However, any methods of a tutoring will have benefits and weakness to any students. For example, students who attend group tutoring may have an advantage because other students may contribute additional information relevant to questions, whereas one-to-one tutoring will give the students the undivided attention of the tutor. In addition, students who

attend tutoring provided by their peers rather than professional tutors may feel more relaxed and relate to them differently than professional helpers. What methods do tutors use? Tutoring methods usually include self-determined, academic advisor, determined programs group, one-to-one, peer and professional tutoring. What is the relationship between final grades and tutoring programs. I suggested that academic programs, particularly professional tutoring are successful and may lead to increase student persistence in course completion. In fact, students who actively participated in the tutoring program had greater academic success compared to those who did not participate in the tutoring program. Further, no researchers had compared outcomes for students who received tutoring in a group setting rather than one-to-one settings. In addition, no researchers had compared outcomes for students who receive tutoring from peer tutors rather than professional tutors. Also no research was found that outcomes were for students who were required to participate in tutoring services, but allowed to self-determine that schedules. However, research has shown that students who voluntarily received tutoring service regularly most often received a passing grade in the course for which they received tutoring.

1.1 Reading habits among students and its effect on academic performance factor Reading habits are well planned of study which has attained a form of consistency on the part of students towards

understanding academic subjects and passing at examinations. Both reading and academic achievements are interrelated and dependent on each other. Reading habits involve personal investigation, self-study, self thinking and analysis to each book's content. So, reading habit is the student himself/herself motivation, it is not motivated by teachers, who need to spend their leisure time in reading both English and literature. However, the problem most students have that contributes to their poor performance in tests and examinations is lack of proper reading habits. For an excellent performance, there is the need to the student to form good reading and study habits. Whether what are the reading habits among students? Has reading habit effect on academic performance? Is there a relationship between student's reading habits and academic performance? What kind of materials do students read when they visit the library? Why do students engage in reading? People read for different reasons and purposes, some of which include for pleasure, leisure, relaxation and for knowledge.

Students First - Paul LeBlanc 2021-10-19

Paul LeBlanc has re-imagined higher education, with a focus on the most fundamental of functions: student learning. In *Students First*, he advocates for an entire higher education ecosystem in which students have the flexibility to gain, assess, and certify their knowledge on their own terms

and timelines. In a perceptive analysis, LeBlanc provides a clear-eyed view of how and why higher education is failing to reach and serve a great many potential students. He then deftly explores how reform can address systemic inequities, improve college affordability, and broaden accessibility. Through case studies, he highlights alternative delivery models such as online, distance, and just-in-time learning, and envisions a learning environment that values competencies rather than credit hours. LeBlanc describes how these innovations and others will allow colleges and universities to help close the skills gap and respond to a rapidly evolving, technology-driven job market. Although a college education remains one of the great drivers of socioeconomic mobility, today's higher education industry has built financial, logistical, and practical barriers that keep out the very students who are most in need of opportunity. Students First makes a persuasive case that realigning US educational priorities will enable larger populations of graduates to enjoy return on investment in the form of good pay, meaningful work, and a stable future. As the book emphasizes, such change is imperative, for in better serving its students, higher education will better serve society.

Using Peer Tutoring to Improve Reading Skills - Keith Topping 2015-10-08
Using Peer Tutoring to Improve Reading Skills is a very practical guide, offering a straightforward framework and easy-to-implement strategies to

help teachers help pupils progress in reading. A succinct introduction, it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities. Outlining the evidence base supporting peer tutoring approaches, it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading. Core topics covered include: Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading - cross-ability approaches One Book for Two - fostering fluency, reading comprehension, and motivation Reading in Pairs - cross and same-year tutoring Supporting struggling readers Involving families in peer tutoring Evaluation and feedback. Illustrated throughout with practical examples from diverse schools across Europe, Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy-to-use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards.

Mentoring and Tutoring by Students - Goodlad, Sinclair (Director, Humanities Programme, Imperial College, London) 2013-04-15

Schemes involving students as tutors are in place in many countries. This work aims to stimulate and encourage the use of an educational technique through which teachers in tertiary and secondary education can amplify

and extend their influence - through the deployment of students as tutors.

Improving Reading - Frank Merrett 2017-11-28

Originally published in 1994. Without sufficient skill in reading, secondary education is virtually impossible. Yet many pupils reach this point with reading skills far below those which would enable them to benefit from the texts put before them. This book gives teachers of 9 to 14 year olds a readily accessible and simple account of how peer-tutoring can be organised to elevate the reading performance of low-achieving readers. The book outlines the various options available to teachers including relaxed or shared reading with a partner; paired reading using 'reading together' and 'reading alone' techniques; and the more rigorous 'pause, prompt and praise' techniques for those pupils needing more sustained and systematic support.

Cover, Copy, and Compare - Courtney L. Orcholski 2009

This study examined the use of 4th-grade peer tutors to implement cover, copy, and compare using known and unknown words to increase the reading and spelling skills of 1st and 2nd-grade students. Previous research found each of these components to be effective in increasing various academic skills. This study extended prior research by integrating the components and examining their effects on sight-word knowledge in isolated word lists as well as reading in connected text and spelling in

dictated sentences. An alternating treatments design, in which opportunities to respond was held constant, was used to compare the effectiveness and efficiency of cover, copy, and compare with and without the use of interspersal. Unlike previous research, results in the current study indicated that the non-interspersal condition resulted in more words mastered, but took longer to implement than the interspersal condition. Further results showed that reading skills were higher than spelling skills on the bi-monthly assessments as well as the maintenance and generalization assessments. Implications for practice include increased utilization of teachers and peer tutors to monitor progress and organize the intervention. The focus of future research should include the examination of assessment procedures and various interspersal ratios.

Knowing What Students Know - National Research Council 2001-10-27

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when

documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments—assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. *Knowing What Students Know* essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment—what students know and how well they know it—as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, *Knowing What Students Know* will be important to education administrators, assessment designers, teachers and teacher educators,

and education advocates.

Learning Together - Nancy Falchikov 2000-12-01

This new text, which includes chapters by major UK academics and consultants who are specialists in the reward management field, is the first to adopt a critical and theoretical approach to these changes in reward systems.

Handbook of Research on Curriculum Reform Initiatives in English Education - Denman, Christopher 2018-10-12

Different regions of the world are making increasing demands for educational reform, especially when institutions are dissatisfied with the level of proficiency of their graduates. Since the realization of how important English education is to global success, reform to English education is becoming progressively vital in societies all over the world. *The Handbook of Research on Curriculum Reform Initiatives in English Education* provides research exploring the theoretical and practical aspects of a variety of areas related to English education and reform, as well as applications within curriculum development and instructional design. Featuring coverage on a broad range of topics such as teachers' roles, teaching methods, and professional development, this book is ideally designed for researchers, educators, administrators, policymakers, interpreters, translators, and linguists seeking current research on the

existing body of knowledge about curriculum reform in English education in an international context.

The Influence of Video and Peer Tutoring on Attitudes of High School Students Towards Peers with Disabilities - Marilyn Hammond 1999

This study measured the effectiveness of watching a motivational videotape and completing one semester of peer tutoring on changing high school students' attitudes towards their peers with disabilities. Attitudes were measured with the Scale of Attitudes Toward Disabled Persons (SADP), administered to classrooms in two randomly selected high schools before and after viewing the video. The SADP was administered to a different sample of students before and after completing one semester of tutoring peers with disabilities. Peer tutors also completed one-page weekly journals. Responses from all participating students were compared between the pre- and postassessments using paired t tests. Seven attitudinal scales were derived from a factor analysis of the 24 items that compose the SADP. Two of the subscales (self-determination and community) were statistically significant, both in a positive direction for the treatment groups. The self determination subscale assesses attitudes about whether people with disabilities are competent. The community subscale assesses attitudes toward group homes in residential areas. Results from the videotape treatment group only were similar, with

statistical significance for the same measures, while with the peer tutor group, statistical significance was found only with self-determination. Two questions were included on the SADP about intentions to peer tutor. After participating in the videotape treatment, the percentage of students willing to peer tutor increased, the number of students who were not willing to peer tutor decreased, while the students who were ambivalent stayed about the same. Females were found to be more accepting of people with disabilities, scoring higher than males on positive attitudinal measures and lower on most negative measures. The peer tutor journals provided a more in-depth examination of student attitudes. Peer tutoring increased comfort levels around people with disabilities for some students. Some students felt better about themselves. Several tutors reported that they became friends with the people they were tutoring. A few students expressed frustration with the person they were tutoring. Others wrote comments about how their perceptions of what people with disabilities can do changed positively.

Distance and E-learning in Transition - András Szücs 2013-03-01

The rushed development of information and communication technologies and their impact on the world of learning in the last decade have profoundly changed the paradigms, scenarios and values at all levels of education. The professionalization of tools and practices, in addition to the

consolidation of academic and practical knowledge, has been a major continuing issue throughout these years. The annual conferences of the largest European professional community in distance and e-learning have been setting the landmarks in this process. The selection from this unique knowledge pool demonstrates the deepening and consolidation of knowledge and experience. This book presents the developments in the field of open, distance and e-learning, through new technologies, methodologies and tools, which have profoundly changed the paradigms, scenarios and values at all levels of education over the last decade.

Center Will Hold - Michael Pemberton 2003-12-01

In *The Center Will Hold*, Pemberton and Kinkead have compiled a major volume of essays on the signal issues of scholarship that have established the writing center field and that the field must successfully address in the coming decade. The new century opens with new institutional, demographic, and financial challenges, and writing centers, in order to hold and extend their contribution to research, teaching, and service, must continuously engage those challenges. Appropriately, the editors offer the work of Muriel Harris as a key pivot point in the emergence of writing centers as sites of pedagogy and research. The volume develops themes that Harris first brought to the field, and contributors here offer explicit recognition of the role that Harris has played in the development of writing

center theory and practice. But they also use her work as a springboard from which to provide reflective, descriptive, and predictive looks at the field.

Effective Peer Learning - Keith Topping 2017-03-31

Peer learning allows a positive use of differences between pupils, turning them into learning opportunities. Yet education professionals often remain unfamiliar with the principles necessary to guarantee its effectiveness. The aim of this book is to help practitioners establish well-structured and effective peer learning projects using a variety of methods. It introduces and defines cooperative learning (mutual peer interaction) and peer tutoring (directional peer interaction) – outlining general organisational principles that will help practitioners implement peer learning in either of these forms. The authors consider how to prepare and train learners to undertake their roles effectively, and how to organise and monitor the process of interaction as it is happening. They then look at how these systems actually operate in the classroom, exploring how the organisational principles work in practice and giving many practical examples. Subsequently three successive chapters consider how to structure peer interactions in cooperative learning, same-age peer tutoring and cross-age peer tutoring. Finally, the advantages and problems, and the potential and challenges, of peer learning are examined. The book

should be read in stages, with each part being able to be read on its own – thus providing time for reflection. Within each part, readers can choose to focus on cooperative learning or peer tutoring. The successive focuses on definitions, general principles of implementation and practical issues of implementation should help practitioners build their skills and confidence. Many choices between methods are described, and when teachers are confident in one method they may then consider trying a new method. It is the authors' hope that the book will become a model for peer learning by sharing with readers the skills of other practitioners, and thereby helping all children to develop to their full potential.

Writing Centers - Gary A. Olson 1984

Prepared by writing center directors, the articles in this book examine the pedagogical theories of tutorial services and relate them to actual center practices. The 19 articles are arranged into three categories: writing center theory, writing center administration, and special concerns. Specific topics discussed in the articles include the following: (1) collaborative learning, (2) writing center research, (3) promoting cognitive development in the writing center, (4) writing centers in the two-year college, (5) developing a peer tutoring program, (6) the handbook as a supplement to a tutor training program, (7) reluctant students, (8) prewriting for the laboratory, (9) meeting the needs of foreign students, (10) tutoring business and

technical students, (11) attitudes in writing center relationships, (12) financial responsibility, (13) form design and record management, and (14) undergraduate staffing in the center. A selected bibliography concludes the book. (FL)

A Practical Guide for Medical Teachers - John Dent 2017-04-26

The Fifth Edition of the highly praised *Practical Guide for Medical Teachers* provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine. Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance. This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine. The contents offer valuable insights into all important aspects of medical education today. A leading educationalist from the USA joins the book's editorial team. The continual emergence of new topics is recognised in this new edition with nine new chapters: The role of patients as teachers and assessors; Medical humanities; Decision-making; Alternative medicine; Global awareness; Education at a time of ubiquitous information; Programmatic assessment; Student engagement; and Social accountability. An enlarged group of authors from more than 15 countries provides both an international perspective and a multi-professional

approach to topics of interest to all healthcare teachers.

Beyond Dichotomy - Steven J. Corbett 2015-03-15

This book offers multi-method case studies of course-based tutoring and one-to-one tutorials in developmental first-year writing courses at two universities. The author makes an argument for more peer-to-peer learning situations for developmental writers and more detailed studies of what goes on in these peer-centered environments.

Peer-assisted Learning - Keith Topping 1998-07

Peer Assisted Learning (PAL) involves children in school consciously assisting others to learn, and in so doing learning more effectively themselves. It encompasses peer tutoring, peer modeling, peer education, peer counseling, peer monitoring, and peer assessment, which are differentiated from other more general "co-operative learning" methods. PAL is not diluted or surrogate "teaching"; it complements and supplements (but never replaces) professional teaching--capitalizing on the unique qualities and richness of peer interaction and helping students become empowered democratically to take more responsibility for their own learning. In this book, PAL is presented as a set of dynamic, robust, effective, and flexible approaches to teaching and learning, which can be used in a range of different settings. The chapters provide descriptions of good practice blended with research findings on effectiveness. They

describe procedures that can be applied to all areas of the school curriculum, and can be used with learners of all levels of ability, including gifted students, students with disabilities, and second-language learners. Among the distinguished contributors, many are from North America, while others are from Europe and Australia. The applicability of the methods they present is worldwide. Peer-Assisted Learning is designed to be accessible and useful to teachers and to those who employ, train, support, consult with, and evaluate them. Many chapters will be helpful to teachers aiming to replicate in their own school environments the cost-effective procedures described. A practical resources guide is included. This volume will also be of interest to faculty and researchers in the fields of education and psychology, to community educators who want to learn about the implications of Peer Assisted Learning beyond school contexts, and to employers and others involved in post-school training.

Understanding Student Learning (Routledge Revivals) - Noel Entwistle 2015-08-20

First published in 1983, *Understanding Student Learning* provides an in-depth analysis of students' learning methods in higher education, at the time. It examines the extent to which these learning methods reflected the teaching, assessment and individual personalities of the students involved. The book contains interviews with students, experiments and statistical

analyses of survey data in order to identify successes and difficulties in student learning and the culmination of these techniques is a clearer insight into the process of student learning.

The Challenge of Problem-based Learning - David Boud 1998

First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

Collaborating With Students in Instruction and Decision Making - Richard

A. Villa 2010-04-07

Join Luffy as he tries to become the king of the pirates and find the legendary treasure, One Piece As a child, Monkey D. Luffy dreamed of becoming King of the Pirates. But his life changed when he accidentally gained the power to stretch like rubber...at the cost of never being able to swim again Years, later, Luffy sets off in search of the "One Piece," said to be the greatest treasure in the world... The Straw Hat crew are the only ones standing in the way of the New Fish-Man pirates taking complete control over Fish-Man Island. And when Hody puts his diabolical plan into action, only Luffy can stop him. Luffy may have become much more powerful thanks to his training, but how can he hope to defeat a Fish-Man at the bottom of the ocean? Reads R to L (Japanese Style) for teen audiences.

The Revitalized Tutoring Center - Jeremy Koselak 2016-06-23

Tapping into the existing resources and staff available within your school, The Revitalized Tutoring Center provides an effective strategy to improve instruction and student performance. This practical guide shares the blueprint, best practices, and resources necessary to create and implement a robust, embedded tutoring center. This dynamic peer tutoring model brings together teachers, peers, and community members in a support network that identifies students in need and facilitates individualized instruction. With a peer tutoring model in place, schools are better positioned to initiate and sustain a variety of initiatives such as PLCs, RTI, formative assessment, community partnerships, and service learning, while creating equitable access and opportunity for all. This book illustrates how instructional leaders can leverage existing resources in a sustainable and cost-effective way to implement a model that ultimately leads to cultural changes, innovation, and significant academic improvement.

Interventions for Achievement and Behavior Problems - Gary Stoner 1991

COVERS PSYCHOLOGICAL ASPECTS OF CLASSROOM MANAGEMENT AND COUNCELING.

The Peer Tutoring Handbook - Keith J. Topping 1988

Peer Teaching - Neal A. Whitman 1988-05-14

Efforts in higher education to use students as teachers (peer teaching), thus providing them with the benefits traditionally enjoyed by professors are described. Four sections focus on the following: (1) peer teaching and the psychological basis for its benefits (cognitive level, affective level, and peer learning); (2) types of peer teaching used in higher education (teaching assistants, tutors, counselors, partnerships, and work groups); (3) strategies for academic planners (public relations, recruitment and selection, training, peer teaching manuals, and systematic approaches); and (4) how the classroom teacher can implement peer teaching (peer teaching experiences and approaches to peer teaching). The importance of further study to know whether different peer groups can be used consciously to enhance the learner's commitment to academic work is noted. A review of the literature on the subject reveals a need to better study the role of the professor in peer teaching. The fact that evaluation of peer teaching is fairly primitive raises the points that faculty should proceed cautiously in starting new programs, and there is a huge opportunity for evaluation studies. Recommendations from current literature include the following: learning may occur when students work cooperatively, both peer teachers and peer learners learn, and learning may increase with a blend of situations in which professors are present and are not present. Contains about 130 references. (SM)

Tutoring Matters - Jerome Rabow 1999

Inside each of us is the promise of a tutor. If you've ever taught a child to tie her shoe, or helped a friend with his homework, or even helped a stranger understand a posted sign, you have it in you to empower others through learning. Tutors are allowed to do what teachers and parents are often not able to do. They can be patient, observe, question, support, challenge, and applaud. They can move towards nurturing the true and total intelligence of their tutees. Learning to tutor is simply overcoming fears, sharing and acquiring knowledge, and appreciating the potential and wisdom in each other. Tutoring Matters is the authoritative manual for both the aspiring and seasoned tutor. Using firsthand experiences of over one hundred new and experienced tutors, this long-awaited guide offers chapters on attitudes and anxieties, teaching techniques, and building relationships. It educates the tutor on how to handle and appreciate social and language differences; how to use other adults—teachers, administrators, parents, employers—to a student's advantage; and, when your student or circumstances determine that it's time, how to put a positive and supportive end to the tutor-tutee relationship. Written by experienced tutors and tutoring educators, Tutoring Matters celebrates—and provides just the right tools for—an individualized and successful tutoring relationship and shows just how much you can

learn—about the world and yourself—through teaching others. Author note: Jerome Rabow, the recipient of numerous distinguished teaching awards, is co-author of *Cracks in the Classroom Wall: An Analysis with Readings*. He is Professor Emeritus of Sociology at the University of California, Los Angeles. Tiffani Chin is an experienced tutor and Ph.D. Candidate researching education and sociology at UCLA. Nima Fahimian, also an experienced tutor, studies medicine at the UCLA School of Medicine.

The Utilization of Classroom Peers as Behavior Change Agents - Phillip S. Strain 2013-11-11

Since the early 1800's, children have been taught and encouraged to function as instructional agents for their classroom peers. However, it was not until the last decade that peer-mediated intervention was studied in a rigorous, systematic fashion. The purpose of this edited volume is to provide an up-to-date and complete account of empirical research that addresses the general efficacy of classroom peers as behavior change agents. As a result of various social and legal developments, such as the passage of Public Law 94-142 and its accompanying demand for individualized instruction, peer-mediated interventions seem likely to proliferate. As I have noted elsewhere (Strain, this volume), close adherence to the principle of individualized programming has rendered obsolete the "adults only" model of classroom instruction. Whether the utilization of

peers in the instructional process comes to be viewed by school personnel as a positive adjunct to daily classroom practices depends in large measure on our ability to carefully design, conduct, and communicate the findings of applied research. I trust that this volume will function both to accurately communicate existing findings and to stimulate further study. My colleagues who have generously contributed their time and skill to this volume have my deepest appreciation. They have performed their various tasks in a timely, professional manner and, in my opinion, have provided considerable insight into the problems and potentials of peers as instructional agents.

The Confident Teacher - Alex Quigley 2016-05-20

The Confident Teacher offers a practical, step-by-step guide to developing the habits, characteristics and pedagogy that will enable you to do the best job possible. It unveils the tacit knowledge of great teachers and combines it with respected research and popular psychology. Covering topics such as organisation, using your body language effectively, combatting stress, managing student behaviour, questioning and feedback, and developing confident students, it shows how you can build the confidence and skill to flourish in the classroom. This book will be an essential resource for all qualified and trainee teachers wanting to reach their full potential in this challenging but rewarding profession.

Effective Peer Tutoring in Further and Higher Education - Keith J. Topping
1996

Children Helping Children - Hugh C. Foot 1990-05-14

This fascinating compilation reviews the recent research on children's helping relationships outside the classroom setting. The focus is on the application of peer group help in familial, medical, therapeutic and health education contexts. Features ideas and insights from an impressive field of international contributors who offer a broad array of theoretical and practical perspectives on the issues surrounding children's helping relationships.

Students as Tutors and Mentors - Sinclair Goodlad 1995

This book reviews, through case studies and reviews of research, some of the settings and processes that are most conducive to the efficient and effective development of students as tutors and mentors.

Cognitive Perspectives on Peer Learning - Angela M. O'Donnell 2014-04-08

The contribution of this volume to the literature on peer learning is its focus on approaches that reflect a common concern with cognitive processes based in developmental, information processing, or more generally, constructivist perspectives on peer learning. Although the clear importance of the social context of peer learning is not ignored, the

volume's emphasis is on the cognitive growth that occurs within the learning environment. Any discussion of peer learning involves consideration of who is learning, how the role of peers with whom one works can be conceptualized, what it is that peers learn together, what changes as a result of the interaction, and how we can know what occurs in groups or what has been learned. The chapters in this book speak to these questions. The key question underlying many of these others is why we should worry about the intricacies of peer interaction. Both the practical and theoretical reasons for doing so are delineated. The developmental theory presented in the Introduction lays the foundation for the later descriptions of specific techniques, though many of the techniques reflect a range of other influences as well. Part I presents the implications of the work of two major theorists in cognitive development, Piaget (Ch. 1) and Vygotsky (Ch. 2). In Part II, six chapters describe a variety of peer learning techniques or models of collaboration, many of which are influenced by the work of Piaget and Vygotsky. The chapters in Part III consider the role of the teacher and the skills needed when using peer learning as an instructional strategy. The Conclusion points to areas in which further research is needed. This volume is based on original papers presented by the contributing authors in November 1996 at the Rutgers Invitational Symposium on Education on Cognitive Skills and Learning With Peers.

The Wiley Handbook of Diversity in Special Education - Marie Tejero

Hughes 2017-02-21

The Wiley Handbook of Diversity in Special Education is a state-of-the-art reference showcasing cutting-edge special education research with a focus on children and youth with disabilities from diverse cultural, ethnic, linguistic, and economic backgrounds. Cutting-edge special education research focusing on children and youth with disabilities from diverse cultural, ethnic, linguistic, and economic backgrounds An authoritative contribution to the field, this work charts a new path to effective

interventions and sets an agenda for future research Addresses disabilities from an international perspective

Mentoring and Tutoring by Students - Goodlad, Sinclair (Director, Humanities Programme, Imperial College, London) 2013-04-15

Schemes involving students as tutors are in place in many countries. This work aims to stimulate and encourage the use of an educational technique through which teachers in tertiary and secondary education can amplify and extend their influence - through the deployment of students as tutors.

Peer Tutoring - Sinclair Goodlad 1989