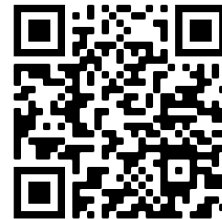




# A Class of Teachers Transforming Learners into Peer- Instructors



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# By the end of our time together, learners will have:

## Objectives



**Shared** experiences and perspectives

**Practiced** creating a peer-instructor learning activity

**Provided** real-time peer feedback on peer-instruction

**Helped** formulate tips and best practices for overcoming barriers

# Overview

- **What is Peer-Instruction?**
- **The Need for Peer-Instruction**
- **Practice**
- **Generate Best Practices**
- **Empowered to Create**



# What is Peer-Instruction





# Sound Familiar?

## FAS 331 – Modern Families

- **Details**

- *Enrollment:* 100
- *Modality:* In-person
- *Semester:* 15 weeks



## FAS 331 – Modern Families

- **Details**

- *Enrollment:* **600**
- *Modality:* **Online**
- *Semester:* **7.5 weeks**

- **Activities/Assessments**

- Written Papers
- Exams
- Group Presentations

- **Activities/Assessments**

- **????**



# Peer-Instruction

- **How does it work?**
  - Requires learners to first master content, then present it engagingly to peers
  - Insufficient to simply *prepare* to teach; content mastery and fluency is increased by the actual act of *teaching* (Koh et al., 2018)
  - Often more effective than instructor teaching *because they have first-hand experience knowing what is required to learn and master the content*



# General Standard 5 | Learning Activities and Learner Interaction

- **SRS 5.1**
  - The learning activities promote the achievement of the stated learning objectives or competencies.
- **SRS 5.2**
  - Learning activities provide opportunities for interaction that support active learning.
- **SRS 5.3**
  - The instructor's plan for interacting with learners during the course is clearly stated.
- **SRS 5.4**
  - The requirements for learner interaction are clearly stated.



# Peer-Instruction

- **Why it is effective**
  - Utilizes ever-present and abundant resource: *learners*
  - Perpetuates high-order learning on upper levels of *Bloom's Taxonomy*
  - Results in long-term content mastery, memory recall, application
- **Teaching others enhances own content mastery**
  - Galbraith & Winterbottom (2011)
  - Hoogerheide et al. (2016)
  - Roscoe & Chi (2008)
  - Ross et al. (2015)



# The Need for Peer-Teaching





# Benefits of Peer-Teaching

- **You first!**



# Benefits of Peer-Teaching

- Learners are required to master the content to teach effectively
- Learners get multiple perspectives and attempts to learn material
- Removes pressure in both directions as your “teacher” is your peer who is learning *with* you
- Provides higher-order learning activities that benefit both the learner-teacher and the peer-learner
- Increases meaning in grades/activities (*anti-busy work*)
- Enhances confidence and capacity of learners as teachers

# Practice



# Practice

<https://bit.ly/QMteach>

- **Select ONE resource**
- **Prepare to teach**
  - Remember that the goal of teaching isn't to “cover” material
- **Prepare to give feedback**
  - Candid and constructive feedback will help learners most



# Generate Best Practices



# Best Practices From Us!

- **From what you've just experienced**
  - What was most successful?
  - How could you facilitate less successful aspects to be *more* successful?
- **From what you already know**
  - What do you know for sure that will help us formulate a list of best practices?
  - What do you know for sure that will help us overcome barriers?



# Empowered to Create





# Create Peer-Instructor Learning Activities

- **Consider a course you are familiar with**
  - *What existing activity could you transition to become a peer-instructional activity?*
  - *What existing activity could meet the same objectives by transitioning to a peer-instructional activity?*
  - *What learning objectives for this course would be most beneficial to create a peer-instructional activity to meet?*
- **Use my example!**
  - *How would you transition from multiple group presentations in-person to online peer-instructional activity(ies)?*

# By the end of our time together, learners will have:

## Objectives

How did we  
do?

**Shared** experiences and perspectives

**Practiced** creating a peer-instructor learning activity

**Provided** real-time peer feedback on peer-instruction

**Helped** formulate tips and best practices for overcoming barriers

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