REAL GOOD TEACHERS

TALK ABOUT ...

PEER TEACHING

PEER TEACHING - VERBALISING

Scan me to watch the Lesson Planning video at ako.ac.nz

TE MAHI

THINGS TO DO

Discuss with a colleague: *what did I have to do to feel confident teaching unfamiliar content for the first time.*

Review one of your regular classes and decide how you could get your learners to be doing some of the teaching.

Identify opportunities in your next session to get students teaching , coaching or explaining things to others.

KUPU ARATAKI

INTRODUCTION

Think of something you've taught for some time. Then think back to the first time you taught it. Did you find that you 'had your head around it' much better after teaching it many times? It's no accident, according to the evidence.

Phil Race says students deepen their learning by teaching or coaching others and by explaining things (verbalising). He says verbalising is one of seven factors essential for learning to occur and these happen simultaneously – like ripples in a pond.

ACTIVE LEARNING

Verbalising helps anchor new knowledge. Dee Fink stresses "Reflective dialogue" as a key element for designing significant learning experiences (Real Good Teachers guide 'Designing significant learning experiences').

RAUEMI AKO

LEARNING RESOURCE

John Hattie's research is based on nearly 1200 meta-analyses – up from the 800 in Visible Learning (2009).

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Oxon: Taylor & Francis.

Race, P. (2010). Making Learning Happen (2nd ed.). London: Sage.

VIDEO

Hattie, J. (2016). Hattie ranking: Backup of 138 effects related to student achievement. Retrieved from https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/

John Hattie's extensive research into influences on student learning confirms peer teaching has one of the top ten most positive effects. 'Reciprocal Teaching' as Hattie calls it, is about getting your learners to teach each other – research, discuss, develop understanding, prepare, present (2012).

We need to 'scaffold' the students learning carefully so they develop the knowledge and skills to be able to know and do something. We can make it really simple, for example, "... read this plan and explain the structure of a roof to two other students". Or "prepare a seminar presentation". This could be a major part of the course work.

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PEER TEACHING

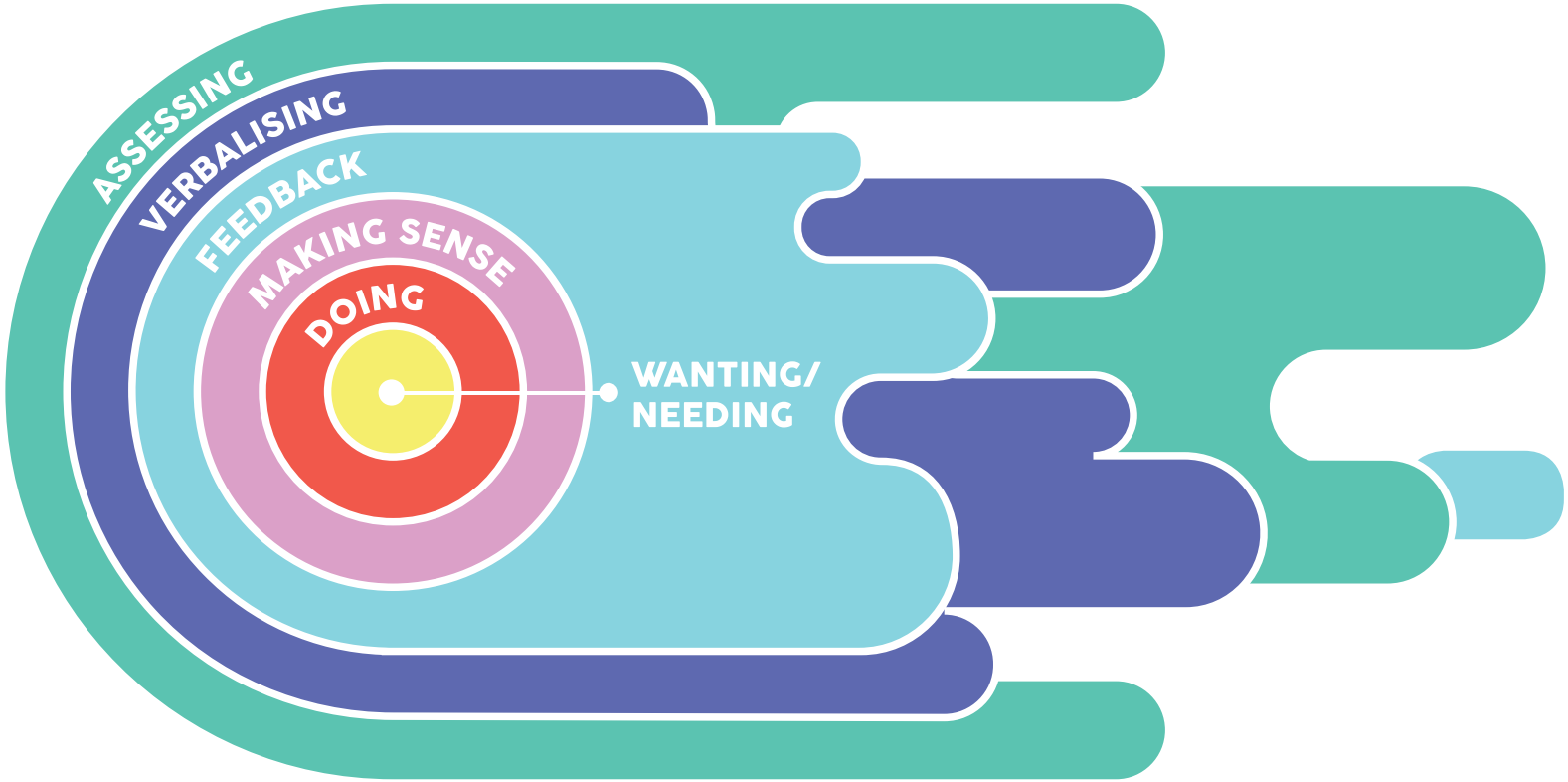
E KORE E MUTU TE AKO

LEARNING IS A JOURNEY NOT A DESTINATION

PHIL RACE'S

'RIPPLES' IN A POND

HOW STUDENTS REALLY LEARN



VERBALISING

Getting our learners coaching or teaching each other directly improves learning.

Ako Aotearoa
Whitireia NEW ZEALAND
EIT TE AHO A MĀUI
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