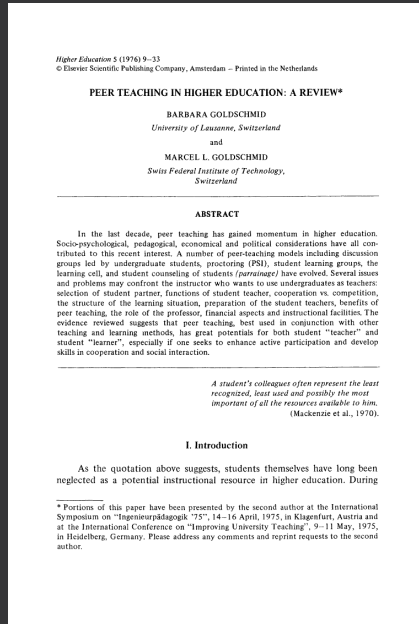


Pilot cohort study:
Students' perception on peer teaching

Jason Tsai

Background information



Evidence suggests:
"peer teaching, best used in conjunction with other teaching and learning methods, has great potentials for both student "teacher" and student "learner", especially if one seeks to enhance active participation and develop skills in cooperation and social interaction.

Goldschmid and Goldschmid 1976

Facilitating learning in small group
Using peer observation to enhance teaching

Phil Race 2009

Student support:

PowerPoint slides, lecture/revision notes,
a wide range of learning platforms were provided

All lectures were recorded and available on moodle

Support from colleague:

AP was invited to observe teaching

Teacher training

Rationale

2016-17: Two students (JA and JB) hardly participated in classroom discussion.

2017-18: One student (JC) always complained about not having enough time to learn and terminology was too difficult

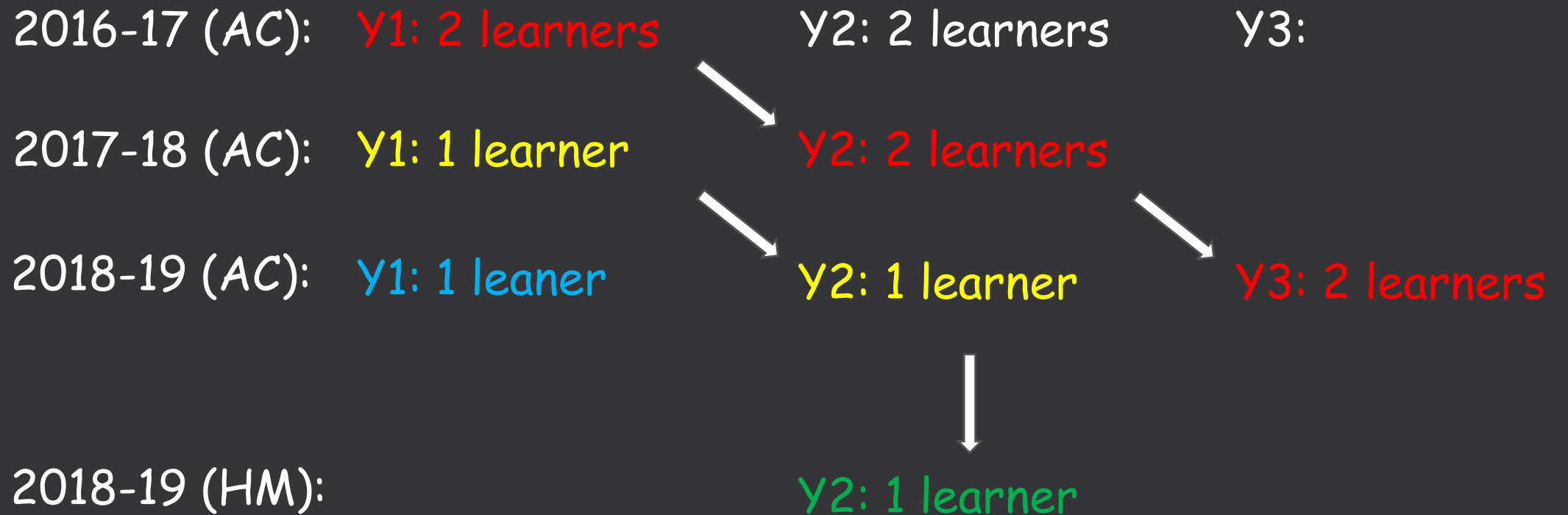
...after exhausted all efforts...,

Implementation of "student as producer" (Neary et al., 2014)

Student role change

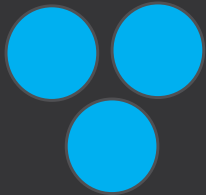
From knowledge receiver to knowledge producer and conveyor

Peer teaching session:

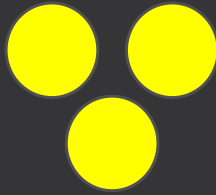


Procedure

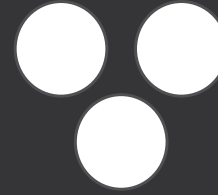
Peer learning stage



Topic 1: MS

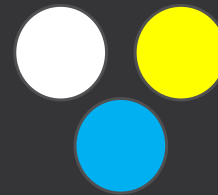
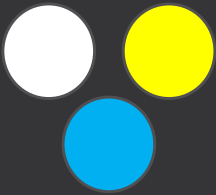
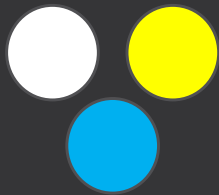


Topic 2: AD



Topic 3: PD

Peer teaching stage



Student feedback on peer teaching session

1. Work on their own or with classmate(s):
2. Time management:
3. Perception of peer teaching:

Findings

18 learners worked with their peers (90%)

2 learners worked on their own (10%)

6 learners felt there was enough time for them complete the task (30%);

however, 2 felt it was just enough and prefer more time.

14 learners did not think there was enough time (70%);
(1 said "because of too many questions asked at the end.")

Findings (cont'd)

1 learner (JD) gave negative feedback with explanation (5%)

Feedback on Peer Teaching

1. Did you do it on your own, or with someone/classmates
2. Did you need more time for that session to complete your task?
3. How did you feel about peer teaching?

1. On my own

2. Yes

3. Not very helpful, as being thought by some students was waste of time, If would work if all were at same level academically, ~~which~~ which was not the case in my group.

"Not very helpful as being thought [s/c] by some students was waste of time. It would work if all were at same level academically, which was not the case in my group."

Findings (cont'd)

19 learners gave positive feedback (95%)
(eg. liked it, enjoyed it, it was very good)

"Like it, active way to learn. I learned more than from passive learning."

Liked/enjoyed it, but prefer to be lectured (2/19)

Findings (cont'd)

"I enjoyed it and felt it was a valuable exercise that really helped my learning."

"(it covered everything that may have been missed) it was helpful and made a change to more inclusive rather than just listening."

Findings (cont'd)

"It is interesting, efficient, and developing multiple skills such as searching for information, writing relevant things and presenting skills."

"I thoroughly enjoyed the peer teaching. I felt the class managed well with the task and good learning took place."

Findings (cont'd)

Students JA, JB and JC were fully engaged in peer teaching exercises, and they enjoyed it.

When JC gets stuck in expressing herself, peers were very supportive and tried to help.

Discussion and conclusion:

SWIVL can be used to record and research on cohort study and individual learner study

Most learners enjoyed peer teaching and gave very positive feedback, including learning various skills, gaining more knowledge,

Although peer teaching was well structure, most learners still needed more time to complete the tasks.

Negative feedback from the learner:

The learner actually enjoyed the first task (information sharing producing).

However, during the second task, some classmates could not be able to explain everything clearly. That was the reason she did not think it was effective.

"Classroom peers are believed to influence learning by teaching each other, and the efficacy of this teaching likely depends on classroom composition in terms of peers' ability."

Kimbrough et al., 2017

Previous case (2013-14)

A learner (JE)

"I just can't learn if you ask us to discuss. I would prefer you to stand over there and read through the slides, and that's how I learn."

Individuals who hardly participated in classroom discussion were fully engaged in peer teaching.

Peer assistance and support plays a significant role in peer teaching exercise.

"Evidence of a Hawthorne Effect is scant, and amounts to little more than a good story."

Paradis and Sutkin, 2017

Future work

Longitudinal cohort study

Students' perception on peer teaching from various dimensions

Acknowledgements:

Thank you to David Horsfield and Sandy Stratford for their support and suggestions.