

Peer Tutoring – Routine Directions

Peer to peer tutoring usually refers to students working in pairs or groups of three to help one another learn material or practice an academic task. Typically, teachers group students who currently are working at different levels of fluency or confidence with a given task for tutoring. Students switch roles partway through the tutoring routine so that the tutor becomes the one being tutored and the learner becomes the teacher.

Having a structured routine for tutoring sessions helps students move through the process effectively. One way to structure peer tutoring is to establish two roles, Teacher and Learner, and to split the tutoring session into 4 rounds:

- During round one the learner poses questions about a relevant topic or skill to be learned. The teacher needs to prioritize the questions posed by the learner and answer questions in order of importance.
- During round two the teacher answers questions and models the skill or task to be learned.
- During round three the learner practices applying their newly gained knowledge and the teacher offers feedback.
- During round four the learner teaches the teacher the skill or task. The teacher follows the Learner's directions and offers feedback of any missed steps.

Tutoring should happen routinely in each unit providing a vehicle where students know how to ask for help. The skills for making an appointment for tutoring should be diverse to ensure that all students are both tutors and learners at different times.

Strengths of this routine:

- promotes critical thinking
- encourages collaboration
- requires students to use and develop language skills
- develops appreciation of the talents and strengths of others
- students can efficiently clarify confusions and build confidence

Implementation Directions

Objective Teach an expertise to another person.

Starting Positions (individually and then in small groups):

Individually: Use the individual routine, *Criteria Checklist* – check and circle. Ask students to review their work in progress. Place a check next to something you are confident about – or something that is going well. Circle one thing that raises questions or is confusing.

Groups: The teacher assigns students into groups of three with a range of student skill and background knowledge levels in each group. The teacher designates where in the room each group of three will meet with the students sitting or standing knee to knee and eye to eye—so that it is easier to hear each student in the group.

Criteria

- **Must Haves:** All learners leave the group able to work independently on the task
- **Amazing:** Each group member, including the tutor, shares how the discussion furthered their learning

Action Pattern

The teacher identifies in the directions:

- **Roles:** One Teacher or Tutor, Two Learners

Note: Whenever a participant's task is **to listen** then the participant **cannot talk**.

- **Turns:** The teacher assigns one student in each group to "Go first" stating a fact from the text and then the student who will go second and third.
- **Rules: "Add or Repeat"** Students can repeat an answer from a previous student or add a new response. Students cannot copy finished problems or questions from other students.
- **Time:** The teacher times each round so that all groups move through the routine at the same pace.

Actions: Questions, Answers, Practice, Switch

1. **Round One Questions:** Learner asks questions and Teacher notes important questions to answer first. (2 to 3 minutes)
2. **Round Two Answers:** Teacher answers questions and models the skill or task to be learned. Learner listens and follows directions. (3 to 5 minutes)
3. **Round Three Practice:** Learner practices and Teacher offers feedback. (5 to 10 minutes)
4. **Round Four Switch Roles:** Learner teaches the expert the skill or task. Teacher follows Learner's directions and offers feedback of any missed steps. (5 to 10 minutes)
5. Repeat rounds with another problem or question until learner feels ready to try task independently.

Reflection

An *Open Exchange* can be added before group members return to their seats to discuss the task and process writing down plans to make QAPS even more effective for next time and turning those suggestions into the teacher (5 minutes). Individually, students might write down what they learned from QAPS on their assignment before beginning so that they can remember and refer to their notes later when completing the assignment.