

Ensure Students Are Learning: Faculty Descriptions of Innovative Teaching Practices

Reinforcing Learning Through Peer Review and Self-Teaching

Innovative Teaching Practice Description:

The purpose of this teaching practice is to facilitate learning through peer review and self-teaching to help ensure students are able to apply the skills learned in class.

Peer Review:

Students share their papers and essays with another student. Each student then provides an edited copy with proof from contextual learning for the edits.

1. The student brings a printed copy of their paper.
2. The first edited review is completed by the actual student.
3. Once each student has edited their own paper, the students pair up and swap papers. Depending on the size of the class, the papers are read aloud or silently.
4. Students take turns editing each other's work.
5. After both students have edited each other's paper, they both sit with the instructor to review the edits and to prove why the edits were made, examining the rules that support the reason for the edit.

Self-Teaching:

Students take turns reading and explaining their views about a selected reading. This helps the student to better understand the concepts being presented. Students are given the opportunity to “teach” what they have learned to reinforce concepts to a partner as well as to the class. This helps to facilitate the application of previously gained knowledge.

The instructor provides students with several one-paragraph writing pieces, either pre-created or found from the textbook and augmented with errors, so that each student will have something to teach within their own group. Each self-teaching session provides a way to ensure the students are learning the basic grammar material. Allowing the student to facilitate teaching the material gives the student a voice, which is a practical tool for learning.

1. Students are placed in groups of two or three.
2. Students are provided short paragraphs with errors.
3. Each student then edits the paragraph.
4. One student from the group then teaches the other students why the edits were made, with the rule for the edit.
5. The process is repeated until each person has had an opportunity to teach the group.

Notes From the Instructor About This Innovative Teaching Practice:

“Students often enjoy writing an Imagination Paper in which an object is given a voice (cell phone, dishwasher, etc.). This type of paper is attractive to students because it allows creative outlet and does not require research.” The instructor suggests the following books as resources for other instructors interested in using this approach: *Ten Steps to Improving College Reading Skills* (Langan, 1988) and *Ten Steps to Advancing College Reading Skills* (Langan, 1989).