



MODULE Peer teaching

LEARNING OBJECTIVES:

- putting theoretical principles of teaching into practice
- developing and delivering joint teaching units
- exploring bilingual teaching criteria using practical teaching units

METHOD:

Short peer teaching sessions (max. 20 minutes). The units are planned in small groups using agreed bilingual teaching criteria. The unit is delivered to another group with the same target language. In this way the participants are placed in a simulated classroom.



DURATION:

Group work: 3 to 4 hours

Delivery of the teaching unit: 20 minutes

Discussion: 30 to 40 minutes

MATERIALS:

- Well-balanced mixture of visual and written material
- Selection of material according to an agreed topic
- Video camera and good microphones

PROCEDURE:

Setting:

The process of peer teaching is explained to the participants. They are split into groups of up to 6 people. Each group is requested to plan a bilingual teaching session as part of a whole unit of approximately 1 to 2 History or Geography lessons for a year group of their choice. Ways of selecting materials and the agreed criteria of bilingual teaching have to be taken into account.



Implementation: One member of the group takes up the role of the teacher. The others play the role of the “pupils”. A team of observers (made up of tutors and other students) watches them.

Feedback: First of all, the “pupils” give feedback to the “teachers” on the lesson, e.g. which learning objectives they felt they had achieved, what they particularly liked and what was unclear. Then the teacher has the opportunity to talk about his/her personal impressions. After that, the planning group explains their objectives and how the taught session would fit into the whole unit. They compared what was planned and what actually happened and discuss any modifications. Finally, the tutors comment on the session and give their feedback and suggestions.

COMMENTARY:

It is essential to adhere to the above procedures if the simulation is to be a success. The observers should refrain from unduly negative comments. Instead they should try to broaden the discussion by offering constructive feedback and possible alternatives.