

The Effectiveness Of Peer Tutoring In Further And Higher

Buffalo State College Master's project in Exceptional Education, 1985.

This dissertation, "An Investigation of the Effectiveness of Cross-age Peer Tutoring on Writing in a Band 5 Anglo-Chinese School in Hong Kong" by Suk-ye, Susan, Chan, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI:

10.5353/th_b3195770 Subjects: English language - Study and teaching (Secondary) English language - Writing - Study and teaching (Higher) - Case studies - China - Hong Kong Peer-group tutoring of students - China - Hong Kong - Case studies Peer-group tutoring of students

The purpose of this study was to review evidence-based practices for implementation of peer tutoring programs in general physical education classroom. The Individuals with Disabilities Education Act in 2004 emphasized placing students with disabilities in general education settings (U.S. Department of Education, 2005). Including students with disabilities in general physical education classes may cause challenges not only for the students, but also for the teachers who are often not properly prepared to adapt to students that have various disabilities. Students with disabilities are often behind in their motor development, and because of that, they may benefit from additional instructional adaptations. Support can include a number of different ways of assisting students

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with special needs. For the purpose of this paper, "support" will be defined as "peer tutor support." Peer tutoring is a model where peers of the same age or cross-ages provide support to a student with a disability in the general physical education setting. Peer tutors help in the following ways: provide support, provide positive reinforcement, and provide a critical analysis of the skills. Research shows that utilizing peer tutoring can improve the motor performance, as well as, the level of engagement for the student with a disability who is included in general physical education. This study will evaluate the effectiveness of peer tutor support on the motor skills development for students with disabilities in general physical education. Research demonstrates that peer tutoring combined with inclusion is beneficial for students with and without disabilities. The purpose of this study was to test whether the use of specific feedback, by peer tutors was a successful way to help improve the motor development for students with disabilities.

Although competent peer tutoring depends heavily on knowledge within the particular discipline, there is certainly more to the process than subject knowledge alone. One of the most important components of tutoring in any academic area is effective communication. Research in the area of communication studies is relevant to all areas of tutoring, but is often only a minor component of peer tutoring training. This book brings together tutoring center experts and communication experts to provide research-based advice for training peer and near-peer tutors. With a broad audience in mind, these experts translate research from the fields of communication and pedagogy into advice that can be used for tutoring in any field. Peer tutoring centers or pedagogy courses in any discipline will find this book to be an effective discussion tool for encouraging tutors to consider the importance of how they communicate their advice to students.

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Peer learning allows a positive use of differences between pupils, turning them into learning opportunities. Yet education professionals often remain unfamiliar with the principles necessary to guarantee its effectiveness. The aim of this book is to help practitioners establish well-structured and effective peer learning projects using a variety of methods. It introduces and defines cooperative learning (mutual peer interaction) and peer tutoring (directional peer interaction) – outlining general organisational principles that will help practitioners implement peer learning in either of these forms. The authors consider how to prepare and train learners to undertake their roles effectively, and how to organise and monitor the process of interaction as it is happening. They then look at how these systems actually operate in the classroom, exploring how the organisational principles work in practice and giving many practical examples. Subsequently three successive chapters consider how to structure peer interactions in cooperative learning, same-age peer tutoring and cross-age peer tutoring. Finally, the advantages and problems, and the potential and challenges, of peer learning are examined. The book should be read in stages, with each part being able to be read on its own – thus providing time for reflection. Within each part, readers can choose to focus on cooperative learning or peer tutoring. The successive focuses on definitions, general principles of implementation and practical issues of implementation should help practitioners build their skills and confidence. Many choices between methods are described, and when teachers are confident in one method they may then consider trying a new method. It is the authors' hope that the book will become a model for peer learning by sharing with readers the skills of other practitioners, and thereby helping all children to develop to their full potential.

The Rowman & Littlefield Guide for Peer Tutors introduces

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college students to the field of peer tutoring, providing a theoretical background and practical guidance for peer tutors in higher education. Taking an innovative approach firmly grounded in the science of learning and cognition, the text guides college students in thinking critically about their work as educators and in making informed choices in working with learners. A vibrant, engaging read, the text covers topics essential for all peer tutors, across writing, mathematics, the sciences, languages, and other disciplines: the brain-based reality of learning, active and collaborative pedagogies, the role of learning centers in colleges and universities, models for tutoring, the transition to college, metacognition, study strategies, online environments, and much more. An ideal supporting text for both tutor training programs and courses for peer educators, this book provides support for learning and writing center administrators in welcoming college students to the field of peer-led learning and for tutors in the work of acting as guides and mentors to the fields of inquiry that exist within the academy.

The present review examined the effectiveness of three peer tutoring programs: cross-age peer tutoring, Classwide Peer Tutoring (CWPT), and Peer-Assisted Learning Strategies (PALS), for elementary students in the academic areas of math and reading. The research reviewed indicates students who participated in cross-age peer tutoring and CWPT had improved test scores on basic math facts as well as increased math scores on standardized assessments. Students also showed improvement in reading fluency, reading comprehension, spelling, and reading level after participating in cross-age peer tutoring and CWPT. High-, average-, and low-achieving students as well as students in special III education benefitted from these peer tutoring programs. In addition, both tutors and tutees received benefits from the tutoring programs, although fewer studies examined

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outcomes for tutors. Although cross-age peer tutoring, and CWPT resulted in mostly positive outcomes, this was not the case for the PALS program. Students participating in this program demonstrated little change from pre- to post-assessment. Since the PALS studies were better designed with tighter experimental control, it is less likely results were due to another variable. The cross-age and CWPT studies lacked the tight experimental control of the PALS studies. Peer Assisted Learning (PAL) involves children in school consciously assisting others to learn, and in so doing learning more effectively themselves. It encompasses peer tutoring, peer modeling, peer education, peer counseling, peer monitoring, and peer assessment, which are differentiated from other more general "co-operative learning" methods. PAL is not diluted or surrogate "teaching"; it complements and supplements (but never replaces) professional teaching--capitalizing on the unique qualities and richness of peer interaction and helping students become empowered democratically to take more responsibility for their own learning. In this book, PAL is presented as a set of dynamic, robust, effective, and flexible approaches to teaching and learning, which can be used in a range of different settings. The chapters provide descriptions of good practice blended with research findings on effectiveness. They describe procedures that can be applied to all areas of the school curriculum, and can be used with learners of all levels of ability, including gifted students, students with disabilities, and second-language learners. Among the distinguished contributors, many are from North America, while others are from Europe and Australia. The applicability of the methods they present is worldwide. Peer-Assisted Learning is designed to be accessible and useful to teachers and to those who employ, train, support, consult with, and evaluate them. Many chapters will be helpful to teachers aiming to

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replicate in their own school environments the cost-effective procedures described. A practical resources guide is included. This volume will also be of interest to faculty and researchers in the fields of education and psychology, to community educators who want to learn about the implications of Peer Assisted Learning beyond school contexts, and to employers and others involved in post-school training.

"The purpose of this study was to identify if teachers of the behavior disordered use peer tutoring with their behavior disordered students. The study also focused on the improvement of the academic and behavior performance of behavior disordered students who were taught using the peer tutoring method" - Abstract.

The purpose of this study was to assess the effects of a peer tutoring program on the academic success of student involved in the program. This study included a group of at-risk high school students who received a peer tutoring on a bi-weekly basis. The study also included a group of high school age tutors who provided assistance to at-risk students. This project attempted to improve the academic success of both groups involved in the study. Five identified at-risk students and five tutors were observed for improvement in grade percentage, attendance, Likert survey responses and written evaluations. The results showed that there was some evidence to support the idea of academic improvement due to peer tutoring. There was also evidence that did not support that conclusion.

Using Peer Tutoring to Improve Reading SkillsA practical guide for teachersRoutledge

The number of students in higher education has expanded dramatically in recent years, but funding has not kept pace with this growth. The result is less contact

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time for lecturers and their students, and corresponding worries about how the quality of teaching and learning can be improved. Peer tutoring is one method which is growing in popularity, and has already proved successful in a number of countries. This book provides an introduction to the methods and practice of peer tutoring focusing on how to set up schemes and how to cope with common problems. It discusses the theory behind this form of learning and the beneficial effects associated with it. Summaries are included at the end of each chapter.

This book offers practical strategies to help primary and secondary educators coach and mentor their students to become co-teachers, decision-makers, and advocates. In this unique resource for educators who are attempting to meet the needs of a diverse student population in mixed-ability classrooms, Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin anchor practical examples within the current theories of learning and evidence-based research on these non-traditional student roles. Readers will find:

- Practical, hands-on resources
- Assessment tools
- Lesson plans in user-friendly formats
- Many personal case studies

Collaborating With Students in Instruction and Decision Making provides easy-to-implement methods that can be used in classrooms, school buildings, or across school districts. The book's content is ideal for staff development personnel and school district curriculum specialists as well as faculty in colleges of education dedicated to the development of the teaching, decision making, and the advancement of students' advocacy skills.

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Peer tutors have been utilized in many settings to work with various individuals, including those with disabilities. There has not been considerable research into the training of peer tutors for students who have severe disabilities in the junior high setting and the effect the training has on the performance of students with disabilities. The purpose of this project was to determine whether training junior high school-aged peer tutors on the use of praise statements, a prompt hierarchy, correction procedures, and data collected to track tutee performance increased academic skills of students with disabilities. Seven peer tutors participated. Five students (i.e., tutees) with disabilities were involved. Multiple tutors worked with each tutee according to a block schedule. By training peer tutors on the use of specific skills, such as use of praise statements, prompt hierarchies, error correction procedures, and data collection, peer tutors showed increased tutorial skills as evidenced by tutor observation scores. The students with disabilities evidenced increased academic skills as measured by differences in post- test scores compared to pre- test scores in curriculum-based assessments. Both tutors and tutees reported high levels of satisfaction following the peer tutor experience. The project provided data on the effectiveness of peer tutoring for increasing skills of students with severe to moderate disabilities in a junior high setting.

This dissertation, "The Effectiveness of Peer-tutoring on Same-age & Cross-age Tutors in an English Paired-reading Project in a Hong Kong Secondary Technical

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School" by Yuk-fai, Margaret, Ng, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th_b3195899 Subjects: English language - Study and teaching (Secondary) Peer-group tutoring of students - China - Hong Kong Tutors and tutoring English language - Study and teaching (Secondary) - China - Hong Kong Peer-group tutoring of students Buffalo State College Master's project in Elementary Education and Reading, 2004.

While peer learning is often used informally by students - and for many can form an essential part of their HE experience - this book discusses methods of developing more effective learning through the systematic implementation of peer learning approaches.

The purpose of this study was to survey the practices and attitudes of area schools regarding cross-age and same-age peer tutoring. A review of literature included the determination of variables necessary for the establishment, content development, and structure of tutorial programs. The effectiveness of peer tutoring was determined by reviewing studies involving peer tutorial instruction. Responses to the survey were used to determine the status and extent of peer tutoring in area schools. An examination was-made regarding the procedures employed in establishing, developing, and structuring programs, the attitudes of respondents to peer tutoring effectiveness, and the importance of certain variables

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in promoting successful programs. Results of both the review of literature and the survey appeared to support the efficacy of peer tutoring for improving education through: increased individualization of instruction; the promotion of academic achievement; and the enhancement of peer relationships and appropriate social behaviors.

Using Peer Tutoring to Improve Reading Skills is a very practical guide, offering a straightforward framework and easy-to-implement strategies to help teachers help pupils progress in reading. A succinct introduction, it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities. Outlining the evidence base supporting peer tutoring approaches, it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading. Core topics covered include: Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading - cross-ability approaches One Book for Two - fostering fluency, reading comprehension, and motivation Reading in Pairs - cross and same-year tutoring Supporting struggling readers Involving families in peer tutoring Evaluation and feedback. Illustrated throughout with practical examples from diverse schools across Europe, Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy-to-use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards.

"This literature review will address the effectiveness of peer tutoring in improving the academic and social functioning of students with special needs in K-12 settings."--Leaf 4.

This book is organized around several themes, namely: the changing context for the professional practice of

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school psychology; classroom- and school-based prevention and intervention programs; and professional training issues specific to intervention-oriented school psychology. The first three chapters address numerous reform and restructuring issues, and their relationship to interventions in schools and classrooms. The need to carefully link assessment and intervention is emphasized. Chapters 4 and 5 deal with evaluation issues. Chapters 6 through 12 discuss general intervention strategies that cut across age and grade levels and that focus on improving study skills, teaching social skills, peer tutoring, self-monitoring, computer-assisted instruction, mainstream assistance teams, and supporting students with severe intellectual disabilities and severe challenging behaviors. Chapters 13 and 14 focus on interventions at the preschool level; chapters 15 through 19 concentrate on interventions at the elementary level; and chapters 20 through 23 look at interventions at the secondary level. Interventions for specific problems are addressed in chapters 24 through 32. Problems addressed include addictive behaviors, vandalism, truancy and school absenteeism, stealing, lying and cheating, swearing, depression, attention problems, and conduct problems. The final two chapters deal with specific professional training issues that focus on the knowledge and skills needed by pre-service and inservice professionals to function effectively as instructional and behavioral interventionists. (NB) This exciting addition to scholarly practice showcases a range of invited national and international authors who bring together their expertise, knowledge and previous

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studies to this edition. It is the fourth book in the series Global Education In the 21st Century and focuses upon mentoring in education

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