

TEACHING ELEMENTS

FACILITATING PEER

INSTRUCTION

VERSION 1.0 | 7/3/14

After you have determined how you will divide the class meeting into segments of lecture and you have developed the concept question(s) for the given class meeting (refer to *Developing Concept Questions* for more information), use the following steps to facilitate conceptual question process:

1. Present the concept question.
 - The first time you use this technique, be sure to provide a detailed explanation of the process and your expectations of the students. As with any new learning approach, students may be wary and the more you can do to clarify your expectations and to explain the benefits to them, the more likely they are to participate fully.
 - Allow students a short amount of time to formulate their answer. Generally fewer than five minutes is appropriate.
 - By ensuring that each student has committed to an answer and is involved on some level with analysis and problem solving, with the problem, they will be prepared to contribute to the small group discussion.
 - Consider allowing students to anonymously share their response, such as through the use of clickers. As an alternative, you can use student answers to form groups, ensuring there is a mix in each small group of students who have formulated the correct answers and those who have not.
2. Divide the class into small groups of 3-4 students. Ask students to share their respective answers and then to reach group consensus on the correct answer. In order to reach consensus on the answer, students must explain their own reasons and problem solving in support of their answer.
 - During this time, circulate to listen in on the discussions and to address issues a specific group may be grappling with.
3. After the group discussion, students are then asked to individually answer the question a second time.
 - Based on this second set of results, the instructor can gauge what areas are still unclear while also reinforcing the correct answers through additional review, discussion, and examples.
4. The entire class participates in discussion led by student explanations of their group's findings.
 - Please note that this step is vital. Even if everyone has arrived at the correct answer, it is valuable for the students to hear how others explain it.
 - During this discussion, you will clarify misunderstandings, add additional information and model, as needed.

Consider gathering student explanations of how they arrived at the correct answer that you think may be beneficial for future classes. These explanations may even guide how you shape future lectures on the topic.