

Peer Teaching in Vocational Education

A qualitative analysis of student perceptions of
learning by teaching

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Peer Teaching & Learning

Peer teaching, group work and other activities that foster peer learning should be structured not only to fulfil the learning outcomes but also to present learners with an opportunity to learn skills and competences that go beyond such outcomes.

MCAST QA Policy and Standards for Online Teaching, Learning and Assessment

If properly structured, peer teaching can be a very effective learning technique.

Leung et al., 2012

Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously students and teachers.

Paolo Freire, *Pedagogy of the Oppressed*, 1972



**Pedagogy
of the
Oppressed**

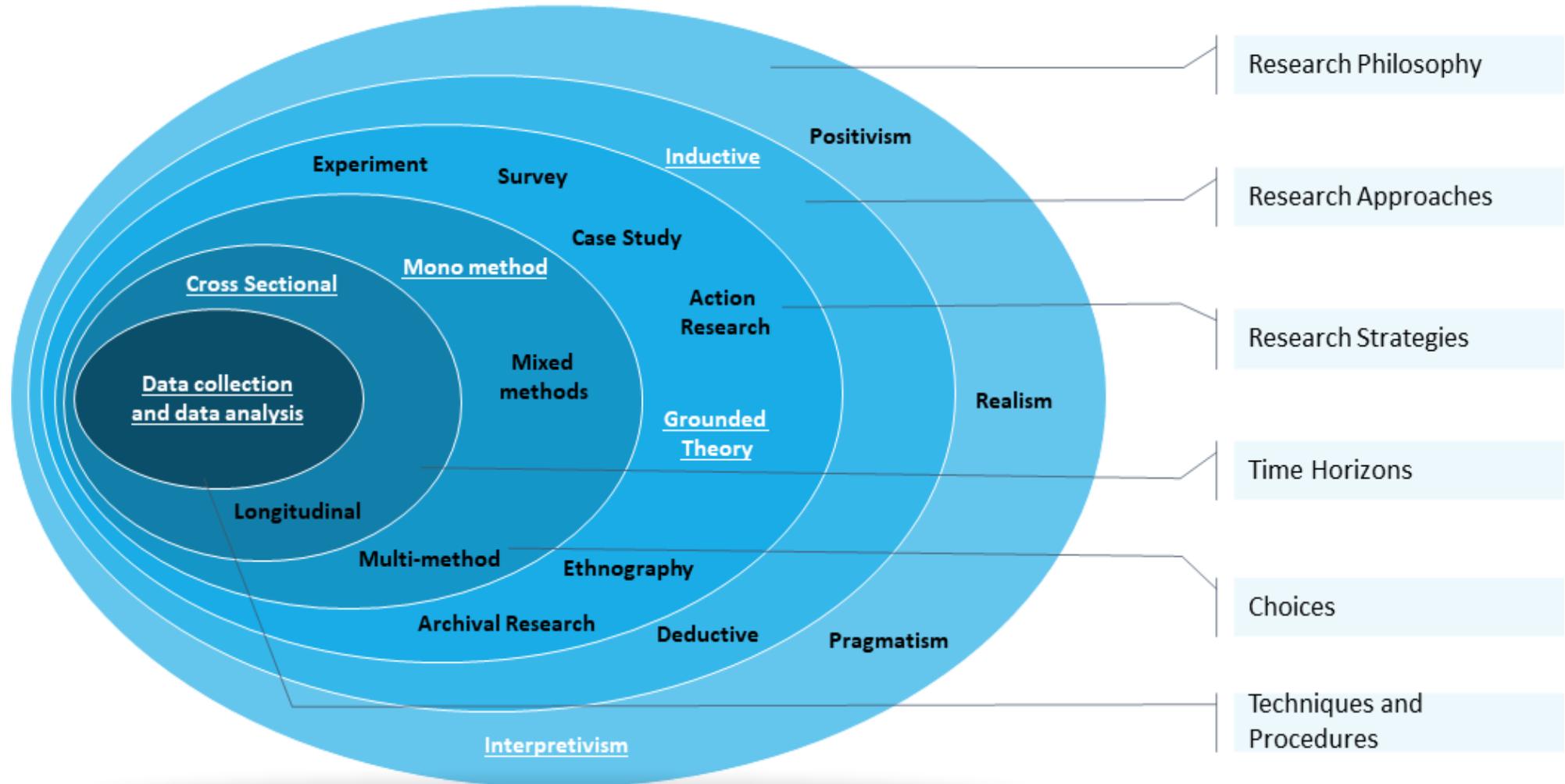
Research Question

How does a peer teaching approach impact student learning, communication and feedback skills?

Research objectives:

- To investigate how the students' learning experiences are influenced through peer teaching and learning.
- To identify pedagogic practices which could influence vocational teaching and learning at MCAST.

Research Design & Methodology



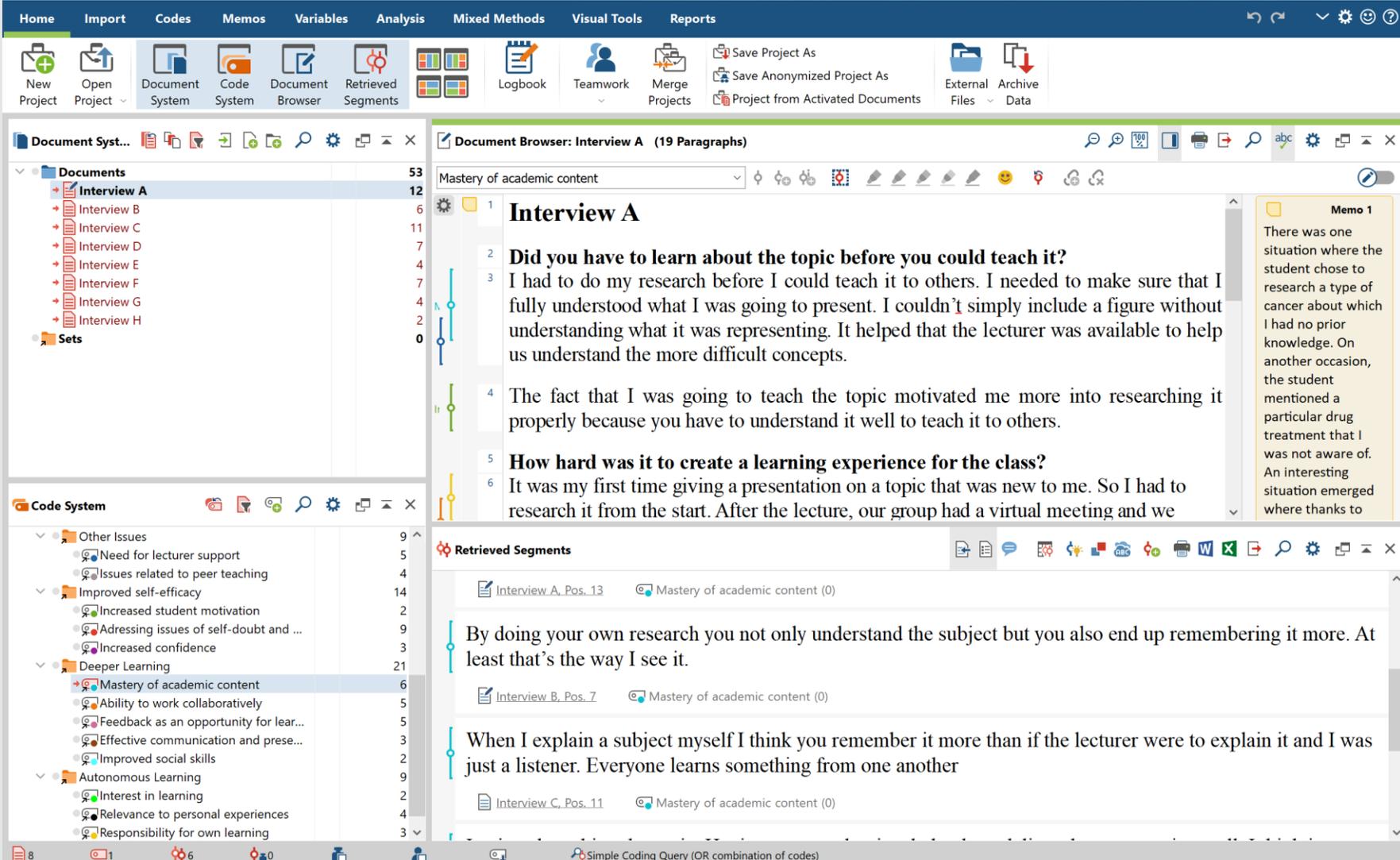
Student perceptions of learning by teaching



To teach is to learn twice over

Joseph Joubert

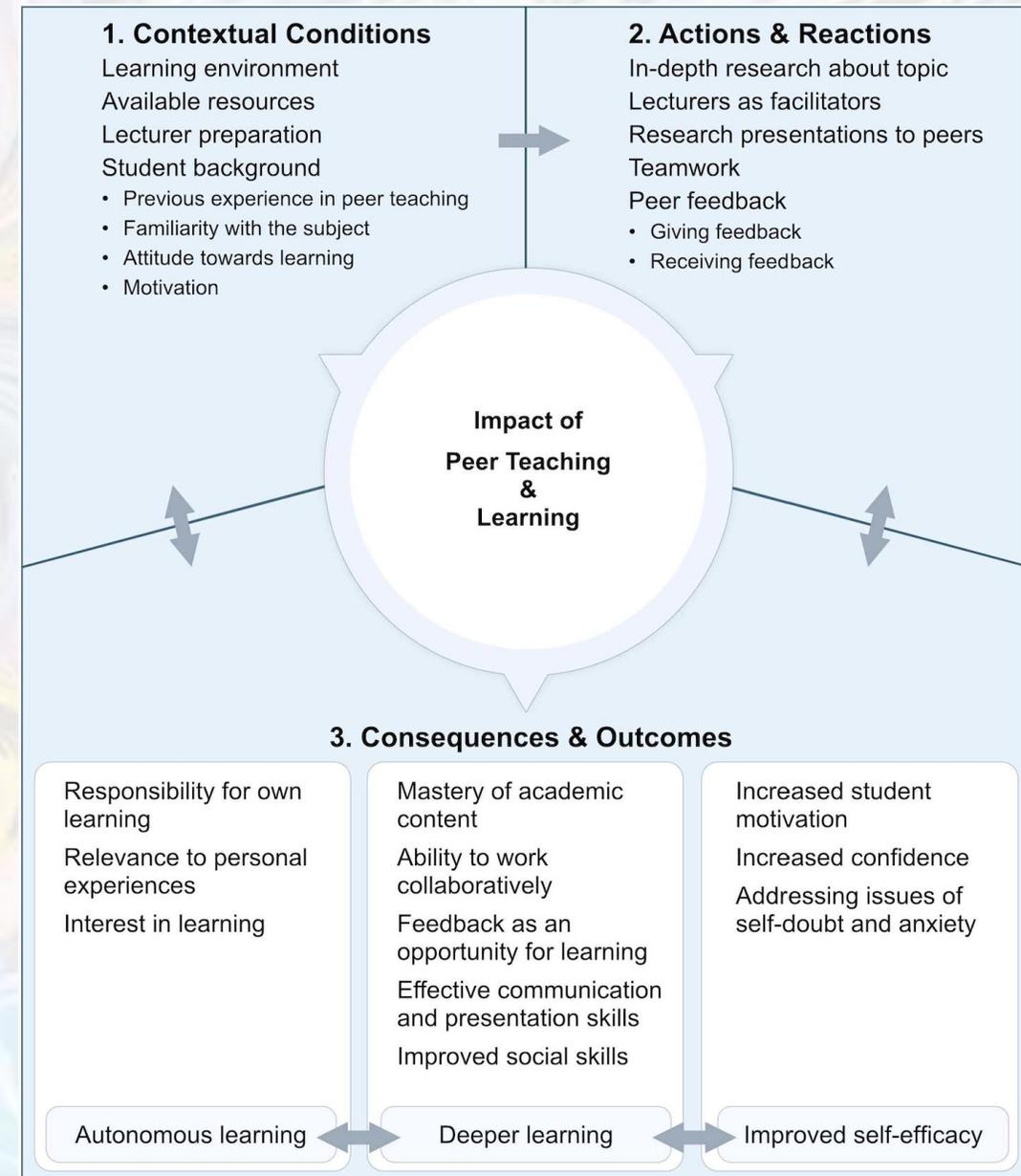
Data Collection & Data Analysis



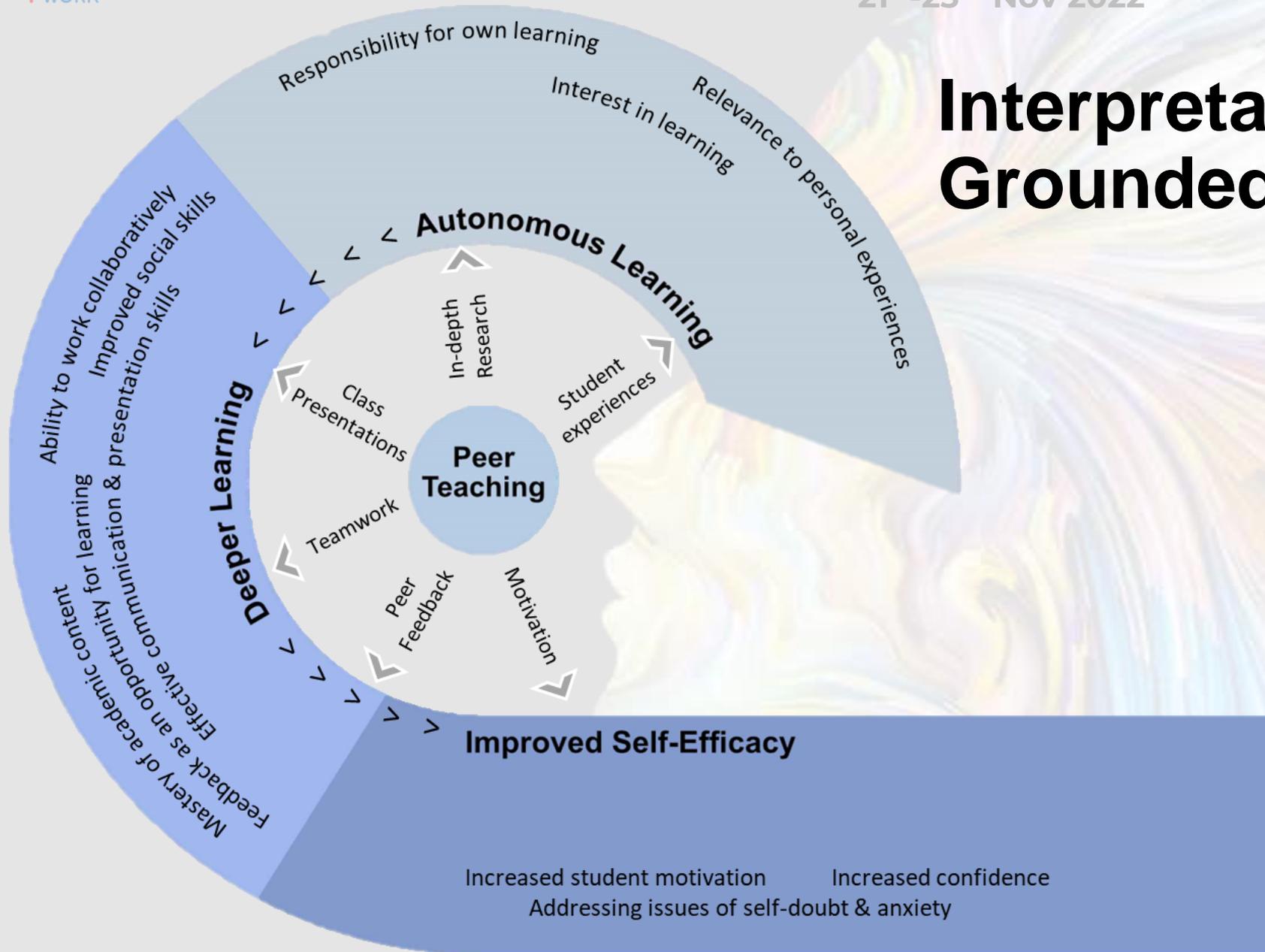
The screenshot displays the NVivo software interface, which is used for qualitative data analysis. The interface is divided into several panes:

- Home / Import / Codes / Memos / Variables / Analysis / Mixed Methods / Visual Tools / Reports:** The top navigation bar.
- Document System:** A tree view on the left showing a project structure with folders for 'Documents' and 'Sets'. Under 'Documents', there are sub-folders for 'Interview A' through 'Interview H'. The 'Interview A' folder is selected, showing 12 paragraphs.
- Code System:** A tree view at the bottom left showing a hierarchical structure of codes. The 'Mastery of academic content' code is selected under the 'Deeper Learning' category.
- Document Browser: Interview A (19 Paragraphs):** The main central pane showing the text of the selected document. The text is numbered 1 through 6. Paragraph 1 is highlighted, and a 'Memo 1' is attached to it. The memo text reads: "There was one situation where the student chose to research a type of cancer about which I had no prior knowledge. On another occasion, the student mentioned a particular drug treatment that I was not aware of. An interesting situation emerged where thanks to".
- Retrieved Segments:** A pane at the bottom right showing a list of segments. The first segment is 'Interview A, Pos. 13' with the text: "By doing your own research you not only understand the subject but you also end up remembering it more. At least that's the way I see it." The second segment is 'Interview B, Pos. 7' with the text: "When I explain a subject myself I think you remember it more than if the lecturer were to explain it and I was just a listener. Everyone learns something from one another".

Evaluation of the emerging constructs of peer teaching and learning



Interpretation of a Grounded Theory Model



Practical Propositions

- Introduce peer learning
- Prepare students for constructive interactions
- Provide structured tasks for peer teaching



*Whoever teaches learns in the act of teaching, and
whoever learns teaches in the act of learning*