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Peer assessment and reciprocal teaching processes among university students: Innovations in the European Higher Education Area

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General Poster Session during Lunch

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Contribution

Peer assessment and reciprocal teaching processes among university students: Innovations in the European Higher Education Area

The European Higher Education Area is promoting reforms in Spanish system of Higher Education, suggesting changes in the student's roles. This poster describes reciprocal teaching processes that are underway in order to transform the traditionally passive role of students. Nature and depth of university learning are analysed from a historical-cultural approach to classroom interaction. Like Wertsch (1999) said, the reciprocal teaching process implies a revolutionary change of student's roles in the educational activity. In Spain, other authors apply and develop this idea in order to study the innovations in the European Higher Education Area (García Pérez, 2000, 2003; Barragán, Buzón, Garcia, 2007).

Another topic taken from historical-cultural theory is the educational regulation in reciprocal teaching among equals. Here we show a description of ways of educational regulation and their frequencies in this kind of processes.

We empirically analysed, from the historical-cultural theory, processes of reciprocal teaching with the aim of assessing the formative dynamics under a new model of higher education. The satisfaction of the students and ways of regulating educational involved in the apprenticeships are analyzed.

The objectives of our study are:

1.   Exploring and describing types of reciprocal teaching processes that have been developed in the students, identifying the nature, degree of depth and complexity of these.

2.   Analysing the emotional processes and the plan of deep regulation that has entailed the adoption of the role of teacher on the part of the students.
3.   Detecting the forms of regulation perceived by the students that perform the role of apprentice.

Method

Methodologically, we combine qualitative and quantitative analysis. We present a descriptive and correlation analysis about several ways of educational regulation. We have identified several types of process such as: conceptual, didactic or learning and instrumental processes in reciprocal teaching.

The students that have participated in this study belong to the Faculty of Educational Sciences of the University of Seville. Specifically they are four groups of students. Two of them enrolled to the discipline "Data Processing Applied to the Educational Investigation" (DAEI), and another two enrolled to the discipline "Techniques and Instruments of Diagnosis" (TID); both of them belonging to the syllabus of Pedagogy. We have collected a total of 433 cases of reciprocal teaching processes (RT) that were carried out during two academic years.

The unit of study in the reciprocal teaching processes analysed, are pairs of two students who collaborate and acquires the roles of teacher and apprentice in turns. This way, we can identify the relationships held among students.

The instruments that we used in the study are: auto-reports on reciprocal teaching processes to know its nature and depth, and likert scales about ways of learning regulation that are implied in the reciprocal teaching processes.

Expected Outcomes

The results indicate that the nature of reciprocal teaching processes (RT) are classified into three types: instrumental, didactic and conceptual. Most of the RT processes identified are instrumental, elemental and complex. The only difference detected is that in the discipline DAEI, the processes didactic or learning are the most numerous after the instrumentals, while the conceptual processes occupy the second position in TID. This may be due to the content of each of the subjects.

The types of depth regulation that occurs during reciprocal teaching processes are: emotional, ability or skill and cognitive. The main results have allowed us to discover that emotional dimension that happen during the RT processes where the students played the role of teacher, is very important as an educational regulation mechanism. Emotional regulation is related to improvement of learning quality.

The ways of learning regulation perceived in the reciprocal teaching processes reveal that the affection, monitoring and guidance are the regulatory mechanisms that have a greater presence during the development of these RT processes. The self-regulation mechanisms give the students the opportunity to re-construct shared knowledge, increasing the possibilities to develop a significant and constructivist learning.

References

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