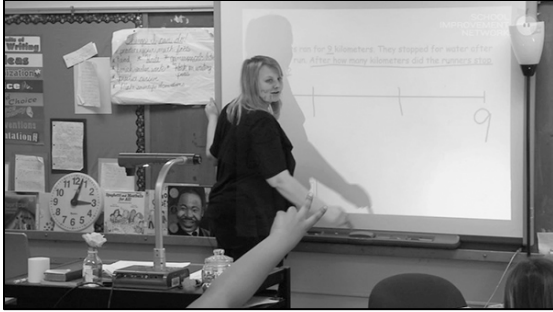


Peer Guidance for Student Misconceptions



Teaching Strategies Series

School Improvement Network's Teaching Strategies segments feature examples of effective classroom practices from teachers around the country.

About this Segment

Ms. Shannon Washburn, a 4th grade teacher at Kerrick Elementary in Louisville, Kentucky, guides her students to help their peers clarify misconceptions about representing fractions on a number line.

Suggested PD Activities

Educators may use the Teaching Strategies video segments and accompanying materials as professional development on an individual basis or as part of a learning group.

Discussion. *Before or after watching the video, participants can use the following prompt to facilitate discussion:*

What are the drawbacks and benefits of teachers guiding students to clarify each other's misconceptions instead of addressing the misconceptions themselves?

Reflection. *After watching the video, participants can answer the following questions to reflect on their learning:*

1. What skills do students need to effectively address each other's misconceptions?
2. How do the skills students develop through this strategy align with Common Core or state-level standards?
3. How would you implement this strategy with your own students?

Academic publication on this topic:

Howe, Christine, and Neil Mercer. "Children's Social Development, Peer Interaction, and Classroom Learning." *Primary Review Research Briefings*, Report 2/1b. University of Cambridge: 2007.

http://www.primaryreview.org.uk/downloads/Int_Reps/4.Children_development-learning/Primary_Review_2-1b_briefing_Social_development_learning_071214.pdf.

Online resources on this topic:

Olsen, T. "Using Peer Learning in the Classroom," accessed November 6, 2013,

http://tenntlc.utk.edu/files/2010/12/HowToPeerLearning_Final.pdf.

Teaching the Core. "9 Big Ideas within the Speaking and Listening Standards," accessed November 6, 2013,

<http://www.teachingthecore.com/big-ideas-ccss-speaking-listening-standards/>.