



# Collaborative Learning with Reference to Peer Learning

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## Abstract:

*Group work, group project and collaborative learning encourage students to learn from other students as well as from the lecturer. Peer learning may involve cooperation, communication and the giving and receiving of peer Feedback in addition peer learning emphasises the sharing of knowledge and ideas between students in a reciprocal partnership however some educators ask individual students to formally assess each other within the context or a group project which may inhibit the very process of peer learning. This paper advocates the concept of learning oriented peer assessment strategies to enhance Student learning.*

**Keywords :** Collaborative learning, Group work, Peer learning,

## 1. Introduction

Peer learning is not a single undifferentiated education strategy. It encompasses a broad sweep of activities. For example researchers from the University of Vaster identified 10 different models or peer learning (Houston and Lazenbatt, 1995). These ranged from the traditional proctor model. In which senior students tutor junior students to the more innovative learning cells in which student in the same year from partnerships assist each other with both course content and personal concerns other models involved discussion seminar., private study group, parrainage or counseling peer assessment schemes collaborative project of laboratory work project in different sized groups workplace mentoring and community activities.

Peer learning should be mutually beneficial and involve the sharing of knowledge, idea s and experience between the participants .It can be described as a way of moving beyond independent to inters or mutual learning (bound, 1988)

Students learn a great deal by explaining their idea to others and by participating in activities in which they can learn from their peers they develop skills in organizing and planning learning activities working collaboratively with others giving and receiving feedback and evaluating their own learning peer learning is becoming an increasingly important part of many contexts and disciplines in many countries.

Formalized peer learning can help students learn effectively at a time when university resources are stretched and demands upon staff are increasing it offers students the opportunity to learn from each other. It gives then considerably more practice than traditional teaching and learning methods in taking responsibility for their own learning and more generally learning how to learn. It is not a substitute for teaching and activities designed and conducted by staff members but an important addition to the repertoire of teaching and learning activities that can enhance the quality of education. It is important to concenter who are the 'peers' in peer learning generally peers are other people in a similar situation to each other who do not have a role in that situation as teacher or expert practitioner Peer teaching .or peer tutoring is a for more instrumental strategy in which advanced student or those in later years, take on a limited instruction role it often requires some from or credit or payment for

the person acting as the teacher peer teaching is a well - established practice in many universities, whereas reciprocal peer learning a component of other more familiar strategies such as the discussion group (see, for example Brookfield and Preskill 1999). As a consequence until recently reciprocal peer learning has not been identified as a phenomenon in its own right that might be used to student's advantages

Reciprocal peer emphasizes students simultaneously learning and contributing to other students learning such communication is based on mutual experience and so they are better able to make equal contributions. It more closely approximates to Habermas's notion of an Ideal speech act in which issues of power and domination are less prominent than when one party has a designated 'teaching' role and thus takes on a particular kind of authority for the duration of the activity.

We define peer learning in its broadest sense, then as students learning from and with each other in both formal and informal ways. The emphasis is on the learning process, including the emotional support that learners offer each other, as much as the learning task itself. In peer teaching the roles of teacher and learner are fixed whereas in peer learning they are either underdefined or may shift during the course of the learning experience.

According to Topping's review of literature, surprisingly little research has been done into either dyadic reciprocal peer tutoring or same year group tutoring (Topping 1996) he identified only 10 studies all with a very narrow empirical focus. This suggests that the teaching model rather than the learning model is still the most common way of understanding how students assist each other.

## 2. Conclusion

It is important to recognize that peer learning is not a single practice. It covers a wide range of different activities each of which can be combined with others in different ways to suit the needs of a particular course. It is like peer assessment in this regard (Falchikov 2001) and it is unfortunately similarly misunderstood as referring to a particular practice.

Peer learning is an approach which empowers young people to work with other young people and which draws on the positive strength of the peer group by means of appropriate training and support. The young people become active players in the educational process rather than passive recipients of a set message. Central to this work is the collaboration between young people and adults.

## References

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