

EDUC 6630 Instructional Models and Strategies

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The electronics lab that the students complete together reflect the TEMPO model for several reasons. First, students work in groups helping each other to accomplish wiring a logic circuit. Some of the student gather the components, some students read the schematic, and others actually bread the circuit. This team work allows student to take different roles in the learning process. Eventually students are involved in all the process. Since student work in groups they learn from each other. Another reason is that students have the opportunity to add personal changes into the circuits to customize and personalize them.

This type of lesson is more effective than most since it closely ties learned concepts with hands on concepts. Student need to understand the theory, read schematics, and implement those plans in real life. In addition to that student work as a group since all of the student have different strengths and weaknesses. It is for this reason that I choose this type of strategy. Since eall of my student are mainstreamed, some student do not have the ability to complete the assignemnt by themselves. Dividing students in groups allows me to use less materials, and keep the struggling students up to speed since they work with a group rather than individually.

Peer To Peer Learning Lesson Plan

- Application Six Peer To Peer Learning Lesson Plan

Artifact: Student Work Sample

The following picture is a circuit that was built by a group of students with the peer to peer strategy.