

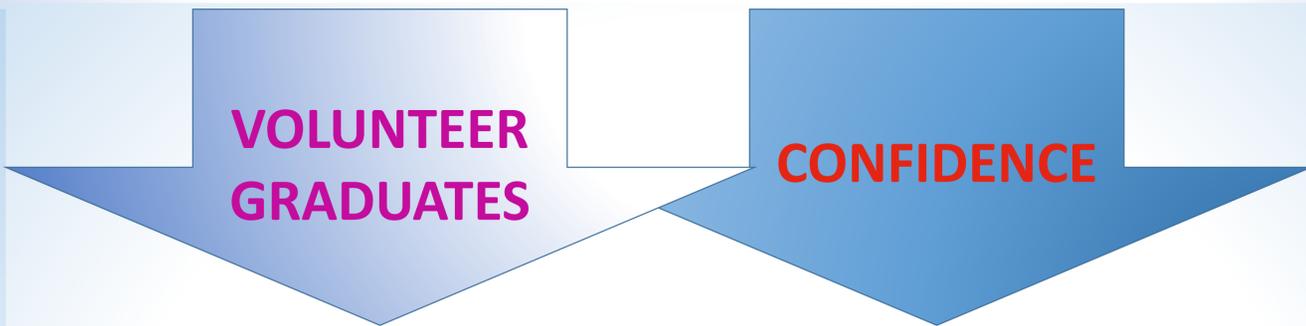
ACTING AND INTERACTING:

USING PEER LEARNING TO CREATE AN 'EXTENDED FAMILY' CLASSROOM CULTURE

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OVERVIEW
This study investigates the benefits of *a three-tier system of peer and cross-age teaching, learning and feedback* in a Level 3 Acting course at a further education college: 1st years, 2nd years and graduate volunteers interact to create a unique classroom culture, an 'extended family', where reciprocal peer teaching, learning and feedback is at the heart of daily practice.



AIM & METHOD
This exploration of the benefits of peer and cross-age teaching and learning was approached as a case study using narrative inquiry, allowing in depth study with a focus on relationships and processes (Denscombe 2017). Data was collected in the form of class observations, group discussions, student stories and responses to the research study questions.



FINDINGS
Confidence: watching older peers take risks inspires students to work harder and push themselves outside of their comfort zone.
Emotional Resilience: seeing older peers exchange honest feedback on a daily basis enables students to progress from taking feedback as negative criticism to embracing it positively as a powerful learning tool.
Critical thinking skills: giving and receiving feedback develops students' higher level cognitive skills and deepens subject knowledge, which is then applied to their own learning.

CONCLUSIONS
The 'extended family' ethos creates a community of learning where peer and cross-age teaching, learning and feedback positively impact the students' emotional, social and academic development. There is wider potential for disseminating this classroom culture to other curriculum

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