

Benefits of Peer Teaching



1. Peer teaching emphasizes a most critical element in being a professional, competent, and effective RiderCoach : preparation.
2. It provides the opportunity for a candidate to practice the preparation necessary to conduct an effective classroom and range lesson.
3. It can provide a low-threat, high challenge environment in developing preparation and presentation skills.
4. It allows a candidate to experience the benefits of proper preparation or the pitfalls of poor preparation .
5. It provides practice in the utilization of props, equipment, and classroom activities.
6. It allows a candidate to apply the principles, techniques, and content in the RiderCoach Guide.
7. It provides an opportunity for low-threat evaluation by self, peers, and a RiderCoach Trainer.
8. It provides non-teaching peers with opportunities to remain in a *relaxed alertness* state, a brain-based principle that facilitates learning.
9. It allows peers to observe lessons being taught they will be conducting later. Both content and methodology are observed and learned, and good preparation and facilitation is acknowledged and complimented.
10. It provides an opportunity for candidates to connect pieces of the curriculum into a lesson plan.
11. It allows candidates to understand the similarities and differences of lessons.
12. It allows candidates to observe and/or discover individual differences in teaching styles and to contrast these with their own style.
13. It provides the opportunity for candidates to observe and practice techniques that can be used to improve their teaching (such as how to state questions, how to prepare, how to use a chalkboard/whiteboard/flipchart, activity, etc.).
14. It draws the candidates together as peers in a joint, collaborative effort to excel in preparation and in practice.
15. It can take advantage of the intrinsic motivation of involved candidates.
16. It allows less-proficient candidates to improve performance and better candidates to rise to a higher level of competency.
17. It provides an opportunity for peers to rise to a higher level of learning; that is, instead of "appliers," candidates become "evaluators." This can lead to a greater understanding of the breadth and depth of the curriculum.
18. It bridges the gap between awkward, unskilled teaching and artful, skilled instruction and coaching.
19. It provides an experience very similar to student teaching, thus accelerating high performance achievement in student teaching and future teaching.
20. It allows a RiderCoach Trainer to help candidates learn how to prepare. This may be accomplished by asking candidates the right questions during their preparation as well as guiding them to discover the best ways to prepare.
21. It provides a mechanism to identify a lack of motivation in two ways: 1) evidence of preparation is non-existent, and a willingness to communicate is not demonstrated.
22. It provides a RiderCoach Trainer with opportunities to clarify expectations (what is unsuccessful/successful performance) and to coach for improvement. This latter function is critical because it sets the tone for continuous coaching; that is, if candidates are continuously coached to improve throughout the preparation course, they may be more likely to naturally coach students in the course. Instead of "receiving" a lesson on how to evaluate and coach, the process is embedded in the framework of the peer teaching process and the total RiderCoach Preparation course.
23. It allows a RiderCoach Trainer to reinforce major elements of lesson content or methodology.
24. It allows a RiderCoach Trainer to fine-tune or clarify elements of a particular lesson, such as: 1) more difficult areas, 2) areas of controversy, 3) common RiderCoach errors, 4) details beyond or concepts behind what is in print, and 5) transitions between and within a lesson.
25. It allows identification of candidate strengths and weaknesses as a communicator, provides an opportunity to evaluate the degree of understanding of technical content, and creates an opportunity to assess candidate capability to use materials and methods.
26. It allows a RiderCoach Trainer to adjust the pace consistent with achieving peer teaching objectives.
27. It assists a RiderCoach Trainer in helping candidates develop a deeper understanding of instructional and learning processes. This is particularly true for good range management and rider-specific coaching. Instead of separated range lessons about range management and evaluation and coaching, the key learning occurs in the context of actual BRC lessons.