**What is Interteaching?**

**What Do I Need to Do and Bring To Class?**

***Interteaching (IT).*** Interteaching has been described as a “mutually probing, mutually informing conversation between two people” (Boyce & Hineline, 2002, p. 220). Discussing the main points in a reading assignment, clarifying confusing topics, and helping each other better understand course concepts forms the basis of interteaching. IT consists of the following main components.

**STEP (1) Preparation Guides (PrepGuides).** *PRINT OFF AND BRING A HARD COPY OF THE COMPLETED PG WITH YOU!* First, I have prepared PrepGuides (PGs) for you to complete before class. PGs contain questions designed to guide you through your reading for that day. Most often, the questions will require you to analyze, synthesize, and evaluate information. You complete the PG before coming to class for the “interteach session.”

**STEP (2) Interteach Session.** You will use your completed PG to engage in a *discussion* with a randomly paired classmate about the material. *The main point of the IT session is to engage in a reflection and discussion, to explain how you thought about the questions and arrived at your conclusions, not to look up the answers or to simply read answers to each other or to look up your responses (though using your readings in class is encouraged).* It is a peer-to-peer teaching and learning opportunity. During this time, I will move around the room to facilitate discussion and answer questions. Should you find you are finishing much earlier than other, that’s a sign you are not discussing the PG enough or in the right way.

**STEP (3) Record Sheet.** *PRINT OFF AND BRING A HARD COPY OF A BLANK RECORD SHEET WITH YOU!* After completing a pair discussion, everyone submits a record sheet on which they report (a) the name of their partner, (b) how the discussion went, (c) topics that were difficult to understand, and (d) any additional comments. I then use that information to determine how to proceed with that class or the next such that I spend most of our time discussing those topics collectively deemed the most challenging or interesting to you.

***How are PGs and ITs Scored?*** Your PGs will be scored completely on my perception of your effort. These are not intended to be “homework” meant to test your complete understanding of a topic. Rather, they are meant to be a tool to help you learn more in depth than reading alone and to help us spark interesting class discussions. If you put in an honest, good effort that you are proud of, you will earn full credit every time. Note that I will factor into your scores ratings of students by their discussion partners as a measure of effort and preparedness. Recall, all *PGs are due by 9:00 a.m. the day the reading is due, as listed in the schedule. Also recall from the syllabus that you cannot earn full credit on a PG/IT unless you are present for the IT session. See the syllabus for details.*

**Why do I use this practice?** Because it is empirically supported! The consensus of the research is that interteaching improves academic performance over a traditional lecture format (e.g., Arntzen & Hoium, 2010; Saville *et al.,* 2005; Saville *et al.,* 2006), results in higher academic achievement in the form of homework, class participation (Filipiak *et al.,* 2010; Rehfeldt *et al.,* 2010; Saville *et al.,*2012), better performance on quizzes and tests (Arntzen & Hoium, 2010; Filipiak *et al.,* 2010; Scoboria & Pascual-Leone, 2009), higher end-of-semester exam scores (Saville *et al.,*2012; Saville & Zinn, 2009; Saville *et al.,* 2006), and superior long-term recognition memory (Saville *et al.,* 2014). In short, it works for you as long as you work it.