Peer Teaching: Practices and Challenges in Teacher Development Programmes in Open and Distance Learning

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Abstract
Peer teaching is one of the key strategies employed in different models of teacher development programmes, including Open and Distance learning (ODL). Peer teaching is a quality assurance tool in the professional development of teachers. Student teachers derive several benefits from peer teaching, as they learn by explaining their ideas to others and develop skills in organising and planning learning activities. Nonetheless, if peer teaching practices are conducted in an ad hoc manner, students may not benefit fully from it. It seemed student teachers were not being adequately prepared for effective teaching in real classroom situations through peer teaching in ODL. A study was conducted to determine the perceptions of Post Graduate Diploma in Education (PGDE) student teachers and PGDE lecturers at Zimbabwe Open University (ZOU) on peer teaching activities and peer-teaching related challenges. Data were generated via open ended questionnaires administered to lecturers and PGDE students in ZOUMidlands region. The study established that students benefitted from peer teaching since sessions covered critical teaching skills. However peer teaching lacked the collaborative aspect in the planning and delivery of mini lessons. Due to time constrains some principles of peer teaching were not followed. Minimal use of modern technology was lamented by participants. Among other things, the use of collaborative approaches in the design of peer teaching activities and provision of adequate time for peer teaching sessions were recommended.

Keywords: Peer teaching, Activities, Challenges

Introduction
In teacher education, several strategies are employed in a bid to prepare student teacher for teaching practice (TP). Student teacher preparation for TP is based on both theoretical and practical elements. At Zimbabwe Open University (ZOU), peer teaching is a strategy used to prepare student teachers for TP which involves student teachers teaching each other in a pretentious didactic situation. A survey was carried out to determine the perceptions of Post Graduate Diploma in Education (PGDE) students and their lecturers at ZOU on peer teaching activities and peer teaching linked challenges.

In all teacher development programmes studied at Zimbabwe Open University, Teaching Practice is a common course which is critical in the development of student teachers. The role of TP is to “provide a supported entry to the profession of teaching so that what student
teacher’s experience creates their views of the profession: (Ulwick and Smith, 2011: p.521, citing Korthagen et al., 2006). The strategies by which student teachers are prepared for TP need to be continuously considered to ensure sincerity and quality about TP. Through preparation of students is one condition that can make TP effective. Peer teaching is one of the TP preparatory techniques employed at ZOU in all teacher development, among which is the PGDE course. Peer teaching involves students in the same intakes and those studying the same main subject, forming partnerships to assist each other with teaching skills and course content. According to Whitman (1998, p.1) peer teaching builds on the belief that “to teach is to learn twice.” Due to the nature of Open and Distance learning there seems to be challenges that militate against effective use of peer-teaching as a T.P preparatory strategy. Peer teaching attendance by student teacher is usually rather low, for instance. It was against this background that this study was carried out.

Statement of the Problem
It seemed peer-teaching in Open and Distance Learning did not effectively prepare students for Teaching Practice TP. When students did TP they failed to display some basic teaching skills such as applying principles in the use of methods of teaching and learning. The purpose of this study was to determine opinions of PGDE student teachers’ and lecturers’ views on peer teaching practices in ODL and peer teaching related challenges.

Research Questions
The study was guided by the following questions:
- Which forms of strategies are employed by lecturers in peer teaching sessions
- How do students benefit from peer teaching?
- Are critical teaching skills adequately covered in peer-teaching sessions?
- What challenges are there in trying to provide quality peer teaching sessions?
- How could peer teaching be made more beneficial to student teachers studying through ODL?

Research Objectives
The objectives of the study were to:
- Ascertain the ways by which lecturers organised peer-teaching for students
- Determine the effectiveness and ineffectiveness of peer teaching in preparing student teachers for TP
- Establish challenges presenting themselves in preparing students for TP, via peer teaching
- Suggest ways by which peer teaching could be made more beneficial to students

Significance of the Study
It was hoped that an enriched understanding of effective ways of using peer teaching for purposes of TP preparation would make a useful contribution in teacher education, especially in Open and Distance Learning. The researcher also hoped that lecturers involved in teacher development could use the study as a platform to reflect on their practices in peer teaching. The unveiling of peer teaching related challenges could be a basis for addressing them through efforts of lecturers in teacher education in ODL. The findings made in this study could motivate other researchers to carry out studies germane to this current study.
Methodology

Design
The qualitative method utilising the case study design was adopted in this research. One of the characteristics of qualitative study method is to investigate the current phenomena (Magwa and Magwa, 2015). The primary goal of this study was to investigate the nature of peer teaching activities held at ZOU and determine challenges presenting themselves in peer teaching. The study involved participants in the ZOU Midlands Region.

Population
The target population for this study was all full-time and part-time tutors in the department of teacher development at the ZOU Midlands Regional Campus and ZOU students who were doing TP at the time the study was carried out and had attended peer-teaching.

Sample
Eight lecturers who were actively involved in peer teaching activities at the ZOU Midlands Centre were purposively sampled for participation. Forty-five PGDE students in intake 14 were conveniently sampled for participation. Some of the students filled in the questionnaire at the time they visited the regional centre while others completed the questionnaire at the time one of the researchers was supervising the students, while they were doing TP. All the students who took part had attended peer-teaching prior TP. Participant triangulation was meant to enhance dependability and trustworthiness of generated data.

Data generation instruments
Open-ended questionnaires with questions linked to the objectives, were used to generate data from the informants.

Ethical Considerations
Informed consent was sought when participants were informed of the purpose and benefits of the study. Participants’ opinions were treated with confidentiality.

Data Presentation and Analysis
Generated data were presented qualitatively using thick descriptions. Some direct statements made by participants were quoted. Data were organised in relation to research questions and findings were discussed in relation to reviewed literature.

Limitations
The study involved informants from ZOU Midlands Region only, findings may not necessarily be generalised to other ODL teacher development programmes. In-spite of the limitations aforementioned, the current study made useful contribution to improve aspects of teacher education programmes in ODL where peer-teaching is considered useful.

Delimitations
The study was conducted to make an assessment of PGDE students and lecturers perceptions of peer teaching only.

Conceptual Framework
The essence of peer teaching
Peer teaching is an organised method of practice teaching, which is learner-centred as members of educational communities plan and facilitate learning opportunities for each other (Brady, Eliot and Walt). Simply put, peer teaching involves one or more students teaching other students in a particular subject area and “builds on the belief that to teach is to learn twice” (Whitman, 1998; citing Joseph Joubert, 1754-1824).

**Merits of Peer-teaching**
According to Dueck (1993), peer teaching enhances learning by enabling learners to take responsibility for reviewing and organizing existing knowledge and material; understanding its basic structure, filling in the gaps, finding additional meaning and reformulating knowledge into new conceptual frameworks. Peer teaching gives students the opportunities to improve their own performance. It empowers student teachers with diverse methods of teaching and instills confidence in student teachers. Peer teaching provides a framework for sharing views and knowledge.

**Review of Related Literature**
In a study titled “Effects of Peer Teaching and Micro-teaching on Teaching Skills, of Pre-Service Physics Teachers” by Sen (2010) peer and micro-teaching applications were conducted with pre-service physics teachers in the academic years 2005-2006 and 2006-2007. A Teacher Performance Evaluation Form was used to generate data. The study findings showed that peer and microteaching applications contributed to the teaching skills of the pre-service physics teachers. This study involved student teachers who specialised in physics only while the current study involved students specialising in a wide range of subjects including Commercial, Science and Arts subjects. In the study by Sen, peer teaching applications were done over a much longer time than that which PGDE students do their peer teaching at ZOU.

A study titled, “An investigation on Peer-teaching Techniques in Student teacher Development” by Kavanoz and Yuksel (2010) was purposed to determine how teacher candidates viewed peer teaching and how the students thought their understanding of course Center was affected when peer-teaching technique was used. In the study it was established that peer teaching was found valuable by teacher candidates as it helped them to increase learning and to be reflective. Peer teaching was viewed useful in providing students the opportunity of self-reflection which might later on lead to the development of students’ teaching and evaluation skills. The study by Kavanoz and Yuksel (2010) is linked to the current study which like Kavanoz and Yuksel’s study sought to determine the forms of benefits student teachers derived from peer teaching. The current study, sought to determine challenges which compromised the quality of peer teaching something Kavanoz and Yuksel’s study did not cover. The participants involved in Kavanoz and Yuksel’s study were student teachers doing their course at a conventional institutional while the current study involved participants in ODL.

A narrative review of research of research on peer teachers in a medical school, especially investigating how medical students are impacted by being peer teachers and how having a peer teacher impacts learners, Bene and Bergus (2014) made the finding that peer teaching has a primarily positive impact on both peer teacher and learners. Similarly the current study sought to find out how peer teaching impacted on participants in ODL.
Presentation and Discussion of Findings

Q1. Which forms of strategies are employed effectively by lecturers in the conduct of peer teaching sessions?

Information generated from the 53 participants regarding their views on the nature of strategies which were effectively employed by lecturers in the conduct of peer teaching sessions was as is represented in Table 1.

Table 1: Informants’ opinion on the peer teaching strategies that were effectively used by lecturers

<table>
<thead>
<tr>
<th>Stated Strategy</th>
<th>Number of participants out of 53</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dividing students into groups</td>
<td>42</td>
<td>79</td>
</tr>
<tr>
<td>Giving students principles of peer teaching</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Critiquing drawn up schemes and written lesson plans</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>Collaborative discussion after lesson</td>
<td>45</td>
<td>85</td>
</tr>
<tr>
<td>Making students to write a scheme before presentation of work</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td>Giving presenter the opportunity to give an oral evaluation of lesson delivery before other participants do so</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td>Grading peer teaching presentations</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>Making students write full lesson plans</td>
<td>19</td>
<td>36</td>
</tr>
</tbody>
</table>

Forty-five out of 53 participants gave the view collaborative discussion after a lesson presentation was one of the strategies by which peer teaching was made useful. One of the participants made the following statement:

S_{12}: Comments and suggestions which are given by peers and lecturers after each delivery contribute to peer-teaching effectiveness.

Out of 53 informants, 42 gave the opinion that dividing students for peer teaching activities was a useful strategy which was used by lecturers in a bid to make peer teaching effective. In support of this one lecturer made the following statement:

L_{3}: Dividing students according to their main subjects contributes to peer teaching usefulness.

When students are divided according to their subjects of specialisation, the students can plan their peer teaching lessons in much purposeful way and this can contribute to the quality of the peer teaching lesson.

Forty out of 53 informants were of the mind that critiquing, schemes of work and lesson plans written by students in preparation of the peer teaching lesson contributed to peer teaching effectiveness. One student made the following contribution:
L3: Placing a value on peer teaching presentation, contribute to its effectiveness since grading makes students to put all their effort to it and no doubt participants benefit from well thought out presentations.

Nineteen participants gave the mind that the requirement by lecturers that all groups draw up a scheme of work (for a week) and then write a full lesson plan on one of the lesson topics was a way which contribution to the effectiveness of peer teaching. Planning at middle and low levels is one of the critical skills of teaching and the requirement that scheming and lesson planning be done for purposes of microteaching helps in the development of the skill of planning by student teachers.

Giving presenter the opportunity to give an oral evaluation of lesson delivery before other participants do so, was opined by 18/53 participants as a strategy that contributed to the usefulness of peer teaching. One lecturer made the following contribution:

L7 When tutors ask a presenter to comment on their peer teaching before sitting down, the strategy helps students to be reflective

Fifteen informants gave the view that giving student teachers information on the guiding principles on the conduct of peer teaching was a strategy which contributed to peer teaching effectiveness. In support of this view one student teacher made the following contribution:

S16: Knowing what is expected of us in peer teaching, such as the need for collaborative planning and active participation after a presentation is a good strategy.

The participants were thus, of the mind, use of a variety of strategies by lecturers made peer teaching useful. The views given participants on the strategies employed in an effort to make peer teaching effective corroborate Brady et al., (undated) who say peer teaching is an organised method of practice teaching which is learner centred as members of the educational communities plan and facilitate learning for each other. The funding made in this study that collaborative discussion was a strategy by which peer teaching was made effective supports Dueck (1993) who says peer teaching provides a framework for sharing views and knowledge.

Q2. How do students benefit from peer teaching?

In response to a question which required participants to give their views on how student teachers benefitted from peer teaching, participants’ summary of views were as is presented in Table 2 below:
Table 2: Benefits derived from peer teaching

<table>
<thead>
<tr>
<th>Stated Benefit</th>
<th>Number of participants out of 53</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining confidence about teaching</td>
<td>44</td>
<td>83</td>
</tr>
<tr>
<td>Getting exposure to better methods of teaching</td>
<td>43</td>
<td>81</td>
</tr>
<tr>
<td>Providing a basis for acquiring requisite teaching skills</td>
<td>42</td>
<td>79</td>
</tr>
<tr>
<td>Getting joy out of team work</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Getting collaborative advice from students and lecturers</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>Mind refresher</td>
<td>12</td>
<td>23</td>
</tr>
</tbody>
</table>

Data in Table 2 shows that 44 out of 53 gave the opinion that peer teaching was beneficial to student teachers in helping to gain confidence about teaching. In support of this opinion one student gave the following contribution:

S_{13}: My confidence about teaching was boosted.

Forty-three participants gave the view that peer teaching was of benefit to the student teachers in exposing them to better methods of teaching. In support of this opinion some participants gave the following statements:

S_{41}: We learnt about methods like brainstorming.

S_{17}: Students learnt a lot about interactive methodology.

L_{4}: Students were exposed to some methods which are rarely used in the classroom.

Forty-three participants gave the mind that peer teaching benefited student teachers by giving students the basis upon which they could acquire requisite teaching skills. Some participants made the following statements:

S_{17}: Helped me on media use.

S_{23}: Learnt how to introduce, develop and conclude a lesson.

S_{17}: Peer teaching provides the forum upon which students learn about skills of teaching.

L_{2}: Students learnt much about teaching skills e.g. planning, heightening, learner motivation.

Forty participants gave the view that students benefited from peer teaching through comments and suggestions given by lecturers and fellow students. Some contributions made by some of the participants are as follows:

S_{11}: Lecturers give expert advice

S_{23}: It helped me since we were given aspects, comments, guidance and assistance where there was need for improvement

L_{44}: Lecturers’ and student teacher contributions go a long way to help students sharpen their knowledge on good teaching.
S₂²: Good corrections were made by lecturers.

Twelve out of 53 participants expressed the view that peer teaching was a mind refresher to them. In support of this opinion some participants had the following statement to make:

S₀: Peer teaching provides a time of relaxation as lessons are delivered and commented on.

L₅: Micro-teaching does not require serious concentration to both students and lecturers as is required in other forms of tutorials.

The findings made about the benefits peer teaching offers support Dueck (1993), who says peer teaching gives students the opportunities to improve their own performance, empower student teachers with diverse methods of teaching and instills confidence in student teachers. However the finding that peer teaching was a mind refresher to lecturers and students seems to be germane to this study.

Q3. Are critical teaching skills adequately covered in peer teaching tutorials?

In an effort to get participants’ views on whether critical teaching skills were adequately covered in peer teaching one question required participants to give their opinions on skills which were adequately treated in peer teaching and a second question focused on teaching skills which were inadequately covered. Participants opinions regarded skills which were adequately treated in peer teaching were as is presented in Table 3 while views by informants on teaching skills which were inadequately covered are presented in Table 4.

Table 3: Participants’ views on teaching skills which were adequately covered in Peer-teaching

<table>
<thead>
<tr>
<th>Teaching Skill adequately covered</th>
<th>Number of participants of 53</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for teaching</td>
<td>27</td>
<td>55</td>
</tr>
<tr>
<td>Lesson delivery</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td>Voice projection</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Motivating class</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Learner involvement</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Probing learners’ responses</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Managing group work</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Use of media</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Reflection</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

Twenty-nine expressed the mind that planning for teaching was one of the skills which was covered adequately in peer teaching while 26 participants opined that the art of lesson delivery was covered in peer teaching. One of the participants supported this opinion by pointing out the following:

S₂₂: All about phases of a lesson was covered.

L₄: Some good ground is covered on lesson introduction, development and conclusion.

Promotion of learner involvement was considered adequately covered in peer teaching by 21 participants while 11 participants were of the mind that management of group work was a
teaching skill which was treated adequately in peer teaching. In support of this view some participants had the following statements to make:

\(S_{27}: \text{We learnt much about appropriate group sizes, buzz groups- group membership.}\)

\(L_{1}: \text{In the tutorial, much was done concerning group management principles.}\)

Class motivation and voice projection were viewed as having been covered adequately by 12 and 10 participants respectively while use of media was a teaching skill which seven participants opined was covered adequately in peer teaching. Seven participants gave the opinion that the skill of reflection was covered adequately.

However, two students felt that none of the teaching skills was covered adequately. One student simply wrote:

\(S_{19}: \text{None in the true sense of the word – everything is hurried.}\)

The findings made in this study that a number of teaching skills were covered effectively in peer teaching are in corroboration with findings made by Sen (2010) who made a finding that peer and micro teaching applications contributed to the teaching skills of the pre-service physics teachers. That some participants gave the view that the skills of the reflection was covered adequately in peer teaching affirms Kavanoz and Yuskel (2010) who in their study established that peer teaching was found valuable by teacher candidates since it helped them to be reflective.

**Table 4: Critical teaching skills not adequately covered in peer teaching**

<table>
<thead>
<tr>
<th>Skill not adequately covered</th>
<th>Number of Participants out of 53</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation of Media</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>Scheme evaluation</td>
<td>35</td>
<td>66</td>
</tr>
<tr>
<td>Lesson evaluation</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>Stimulus variation</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Time management</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Use of some co-operative methods</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Concept development</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

Thirty-five participants opined that scheme evaluation was inadequately covered while eighteen participants also gave the opinion that lesson evaluation was not adequately covered. In support of these views some participants had the following contributions to make:

\(L_{5}: \text{Evaluation of presentations is only done orally.}\)

\(S_{33}: \text{Scheme evaluation isn’t covered.}\)

Preparation of media was a skill which some 18 participants felt was not adequately covered. In support of this view one student had the following statement to make:

\(S_{27}: \text{No group is given a specific task on media prep.}\)
S\textsubscript{22}: All we do is give comments on media prepared by some groups for use in their lesson in peer teaching- actual practice is curtailed.

Eleven participants opined that stimulus variation and time management were not adequately treated in peer teaching. One lecturer had following statement to make:

L\textsubscript{2}: Justice is not done to stimulus variation.

That no justice was done is given to the skills of stimulus variation and time management could be attributed to the very short time peer teaching lessons are accorded.

Nine participants gave the view that use of some co-operative methods of teaching was not adequately covered in peer teaching. The following statements made by some participants authenticate this opinion:

S\textsubscript{11}: The concept of brainstorming was not adequately demonstrated or covered.

S\textsubscript{22}: Role play, outdoor learning weren’t covered.

Some five participants gave the mind that concept development was one of the skills which were not adequately covered in peer teaching. One student simply wrote:

S\textsubscript{31}: Concept coverage was superficial.

The failure to cover the skills of concept development may be partly attributed to the amount of time accorded a peer teaching lesson.

Q4. What challenges are there in trying to provide quality peer teaching sessions?

Table 5: Participants’suggestions on how peer teaching could be more beneficial to student teachers

<table>
<thead>
<tr>
<th>Stated Challenge</th>
<th>Number of Participants out of 53</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited time given to peer teaching</td>
<td>35</td>
<td>66</td>
</tr>
<tr>
<td>Student teacher absenteeism</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Peer teaching groups being too big</td>
<td>28</td>
<td>53</td>
</tr>
<tr>
<td>Most student teachers not getting a chance to peer teach as individuals</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td>Limited number of supervisors/Lecturers</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>Non-use of modern Technology by Lecturers</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Ill placement of peer teaching in Tutorial timetable</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

Thirty-five of the participants opined that time limit was a challenge presenting itself in peer teaching. In support of this opinion some participants made the following contributions:

S\textsubscript{11}: In our case we only had one peer teaching tutorial.

S\textsubscript{32}: Two little time is accorded; it needs a full day not just two hours.

L\textsubscript{3}: Distance education as a mode of study, presents challenges in peer teaching.
Closely related to the challenges of inadequate time, seven participants gave the opinion that peer teaching session was ill placed in the tutorial timetable. One lecturer made the following statement:
L2: Placement of peer teaching tutorial at the end of the last day of the weekend school when students need to travel back to their work stations is a challenge –some students leave the tutorial venue before peer teaching.

Student teacher absenteeism was opined as a challenge by 21/53 participants. Some participants had the following statements to make:
L2: Many students do not attend as they want to go back to distant stations.
L4: Many students do not attend tutorials including peer teaching. Attendance is not compulsory.

Twenty-eight participants gave the view that too big peer teaching groups compromised the quality of peer teaching. Some participants made the following contributions:
L2: The student teacher-lecturer ratio is a challenge.
L4: Groups remain big as there are just five lecturers who supervise as many as 150 or more student who may attend tutorials.

Closely connected to the challenge of lecturers handling large groups of students in peer teaching, eighteen informants expressed the opinion that the small number of lecturers who supervised student teachers when doing peer teaching was also a challenge. A small number of lecturers entailed leaving groups of student too large for the purpose of peer teaching. Linked to the issues of small number of lecturers and big peer teaching groups, 19 participants expressed the view that, one of the challenges in peer teaching was that most did not get a chance to peer teach, only group representatives did so. Seven participants gave the view that non-use of modern technology was a challenge in a bid to make peer teaching effective. Some participants made the following contributions.
L5: Lecturers in the department do not use audio and video recording equipment, but the university has this equipment.
S22: Students use whiteboard only, not any OHP.

The findings made on challenges faced in peer teaching do not corroborate with the literature reviewed in this study.

Q5. How could peer teaching be made more beneficial to student teachers?

Participants views on how peer teaching could be made more productive were represented in Fig. 1.
As is presented in Fig.1, giving more time to peer teaching was a suggestion given by 62% of the participants while 49% made a suggestion that student teachers should be divided into smaller groups for peer teaching to be effective and 13% of the participants suggested that the peer teaching tutorial be slotted fairly early in the weekend school time table.

**Conclusion**

The study found out that there were some ways by which lectures tried to organise effective peer teaching tutorials and that peer teaching gave students the opportunity to improve their teaching skills in several ways. Nonetheless there were some skills which participants viewed as not being treated sufficiently in peer teaching tutorials. The findings of the study established that student-teacher-linked and institution linked challenges presented them in the effort to make peer teaching effective.

**Recommendations**

The researcher recommends the following:

- Fulfillment of peer teaching preparatory roles by lecturers.
- Accordance of more teaching time on the tutorial time table by regional programme leaders at Zimbabwe Open University. A full day could do well to achieve purposes of peer teaching.
- Engagement of the service of lecturers with teacher education qualification in other University departments by regional programme leaders at ZOU, so that students can be divided into manageable peer teaching groups which also may give students teachers each a chance to peer teach.
- Use of modern technology by lecturers and students including audio-video tapes, to allow for plays and replays of portions of peer teaching sessions.
- Provision of the opportunity to students by lecturers to practise scheme and lesson evaluation by writing necessary comments, after peer teaching lesson, which then can be subjected to assessment by class and lecturers.
References
Dueck, G. (1993). *Picture peer partner learning: Students’ learning from and with each other*. Instructional strategies, Series No. 10.Saskatoon: Saskatchewan Professional Development Unit. (ED 360 308)