



**Academic Year (2020 – 2021)**

**Department of Obstetrics and Gynaecological Nursing**

## **Best Practices - RECIPROCAL LEARNING**

Reciprocal teaching refers to an activity in which pupils become the teacher in small group reading sessions. In Reciprocal Reading, the pupils are involved in teaching and learning within a mixed ability peer group. This can encourage pupils to take a more active role in the learning and teaching experience and gain confidence in their own abilities.

Reciprocal teaching is a guided reading comprehension strategy that encourages midwifery students to develop the skills that effective readers and learners do automatically (summaries, question, clarify, predict and respond to what they are reading). Midwifery students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal teaching can be used with fiction, non – fiction, prose or poetry.

### **Uses:**

- It encourages students to think about their own thought process during reading.
- It helps students learn to be actively involved and monitor their comprehension as they read.
- It teaches students to ask questions during reading and helps to make the text more comprehensible.
- It helps pupils engage with text and read it beyond face value. This is important preparation for cross disciplinary reading in secondary school and university.

### **Steps: (General)**

#### **Reciprocal Reading:**

- Students can be placed as five groups
- Hand out a Task cue card to each of the five group members – The leader ( Big Boss) , The summariser, the questioner, the clarifier and the predictor.
- The leader tells the group how much will be read first.
- Encourage them to use note – taking strategies to fulfil the task on their Task Cue Card.
- The Leader then asks the summariser to summarize what has been read.
- The Leader calls on the other group members to do their bit one at a time.
- The leader helps out if one of the group members is having problems and makes sure that everyone is taking part.
- Repeat steps 3-7 until the whole text has been read and discussed.



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Midwifery students learning by modelling, guiding and applying the strategies while reading. Read a section of the text aloud and model the four steps – summarizing, clarifying, questioning and predicting. In groups of four allocate a role to each student i.e Summariser, questioner, clarifier and predictor. Midwifery students read a few paragraphs of a text

Selection. Suggest to midwifery students they use note – taking strategies such as underlining, coding etc.






The predictor helps the group connect sections of the text by reviewing predictors from the previous section and helps the group predict, what they will read about next by using clues and inferences in the text. The questioner helps the group to ask and answer questions about the text and reminds the group to use all types of questions. The summarizer restates the main ideas in the text and helps the group state the main ideas in their own words. The clarifier helps the group find parts of the reading that are not clear and finds ways to clear up these difficulties in their new role. Repeat this process until text /topic selection is finished.

This practice also provides opportunities for students to apply these strategies in an authentic literacy experience. Teacher support during these sessions can be adjusted according to the needs of groups or individual students.

This reciprocal teaching help the students learn to be the teacher by helping each other clarify and predict what is in a text and by asking and answering questions of their peers.



Summary:

<p><b>Predict</b></p>  <p>I predict ..... (title/ subheading/ chapter) will be about .....</p> <p>Would anyone like to add to my prediction or ask any questions?</p>	<p><b>Read</b></p>  <p>Let's read to check the prediction/s and find out more.</p>	<p><b>Clarify</b></p>  <p>Is there anything you need to clarify, such as tricky words, phrases or ideas?</p>	<p><b>Ask Questions and Discuss</b></p>  <p>What did we learn?</p> <p>What else are you wondering about?</p>	<p><b>Sum up</b></p>  <p>..... (Title/sub heading/ chapter) was about .....</p> <p>Would anyone like to add to my summary?</p>
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HOD in Department of OBG

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