

THE POWER OF STUDENT TEAMS

TABLE 1.2. The three models of core instruction (adapted from Toth, 2016, pp. 57–60). Check the evidences to determine the dominant model of core instruction students experience on a daily basis.

Teacher-Centered Direct Instruction	Teacher-Led Student Groups	<i>DESIRED OUTCOME:</i> Student-Led Academic Teaming
Teacher is working harder than the students. Students “compliantly” learn mostly from the teacher.	Students learn from teacher and discuss with each other.	Students are working “harder” than the teacher. Students actively learn from each other, asking difficult questions and pushing each other on the learning.
High engagement comes from the teacher personality/ actions.	High engagement comes from group work.	High engagement due to the cognitive complexity of tasks and teamwork.
Teacher questions students, typically with lower-order questions and limited autonomy.	Teacher directs students, and discussions flow through the teacher with low autonomy.	Students question each other with higher-order questions and high autonomy.
Teacher’s knowledge is visible. Teacher does the majority of the talking.	Student engagement is visible, and conversations around content are heard.	Student thinking and learning is visible. Student thinking and conversations dominate the lesson.
Time and energy spent on management routines.	Routines allow for productive group work.	Routines are sometimes not noticeable because students are self-motivated and self-regulate themselves and their teams.
Teacher leads.	Teacher facilitates; students participate compliantly.	Students lead and facilitate learning. Teacher provides guidance and resources.
Tasks typically only require retrieval and comprehension, such as worksheets.	Tasks typically only require retrieval and comprehension.	Tasks scaffold to analysis and utilization of knowledge.
Students sit in rows or in groups without significant interaction.	Students sit in groups or go to centers, but the tasks are not rigorous and often. Collaboration is not necessary.	Group interaction on higher-level tasks is at the center of the lesson.

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