






Students Can Learn Better by Teaching Others

Bargh and Schul (1980) conducted an experiment consisting of one group of students studying with expectation of teaching it while the other group were instructed simply to learn it. The students who expected to teach fared better in short-answer exams.

Benware and Deci (1984) conducted a similar experiment and found that students who learned in order to teach were more intrinsically motivated, had higher conceptual learning scores, and perceived themselves to be more actively engaged with the environment than subjects who learned in order to be tested.

Implications:

-  Get students to do peer-tutoring.
-  Allow students to present to their group members or class about what they have read.
-  Divide students into groups. Get each group to choose a topic, design a lesson plan and teach the class.
-  Teach 1 group of students on a particular topic. Each of these students in turn have to teach 2 other students who has to teach another 2 students each and the process continues until everyone in class is taught.
-  See related article "[How to Learn Something New Fast](#)" (Bolmer, 2000).

References:

- Bargh, J. A., & Schul, Y. (1980). On the cognitive benefits of teaching. *Journal of Educational Psychology, 72*, 593-604.
- Benware, C., & Deci, E. L. (1984). The quality of learning with an active versus passive motivational set. . *American Educational Research Journal, 21*, 755-766.
- Bolmer, J. (2000). How to learn something new fast. Retrieved 06 Sept 2009, from http://www.bolmer.com/teach_to_learn.htm