1. What are some of the benefits of peer-based instruction? In what way does interteaching attempt to capitalize on peer-based instruction?

2. Discuss the different components of interteaching. Briefly describe what a student would experience on a day-to-day basis if she or he were taking an interteaching-based course.

3. Why do you think it’s important for the prep guides to contain different types of questions (i.e., analysis, evaluation, and so on)? What types of questions do you think would be especially important if teachers wanted their students to learn as much as possible about research methods? Finally, why do you think it’s important for students to discuss the prep-guide items and not just read their answers to each other?

4. Students who complete the prep guides before class typically perform better in interteaching-based courses than students who do not. Why do you think this is? What are some reasons why students sometimes fail to complete their prep guides before class? Given that prep-guide completion is important for succeeding in class, what can you do to increase the chances that you will complete your prep guides before class?

5. Briefly discuss the studies that Saville and colleagues have conducted on interteaching. What general results have they found? If you had the opportunity to conduct the next study on interteaching, what would you examine and why? How would you design this study?

6. In what ways does interteaching attempt to capitalize on Chickering and Gamson’s (1987) best teaching practices?