

**ZMATH 2011e.00200**

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**Bridging the theory-practice gap of mathematics and science pre-service teachers using collegial Peer and mentor coaching.**

Int. J. Math. Teach. Learn. 2005, 14 p. (2005).

Summary: This study reports the professional skills that mentors and peers coached 115 Mathematics and Science (M&S) pre-service teachers on 12 weeks of teaching practice. Eight mentors and their mentees were interviewed for the purpose of cross method triangulation. It emerged that mentors were more effective than peers to coach overt professional skills of communication, classroom management and assessment of students' achievement. Peers shared common theoretical constructivist perspectives that enabled them to be more effective than mentors to coach covert skills involving planning, reflection and teaching strategies. Findings from this study have strong implications on developing a synergy of professional skills of M&S pre-service teachers and linking their theory with practice.

*Classification:* B50

*Keywords:* preservice teacher education; peer tutoring; mentor coaching; effectiveness