



Children as Teachers: Theory and Research on Tutoring (Educational Psychology Series)

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Children as Teachers: Theory and Research on Tutoring covers topics on the use of children to tutor other children in school; helping relationships in general; and cross-age interaction by children. The book discusses the basic theoretical and empirical foundations for practical programs; original empirical research relevant to cross-age interaction and the impact of tutoring on both the tutor and the tutee; and a wide range of tutoring programs that operate in the schools. The text also reviews existing research on tutoring by children, as well as research and experience on the advantages and disadvantages of several alternative decisions when establishing a tutoring program in the school. Some of the papers in the book report interesting scientific information on topics having obvious practical implications: social class and ethnic differences in tutoring by young children; teaching by siblings; nonverbal skills and consequences of tutoring for the tutor; and the use of a variety of nonprofessionals as helpers. Educators, social scientists, psychologists, and policy makers will find the book invaluable.

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