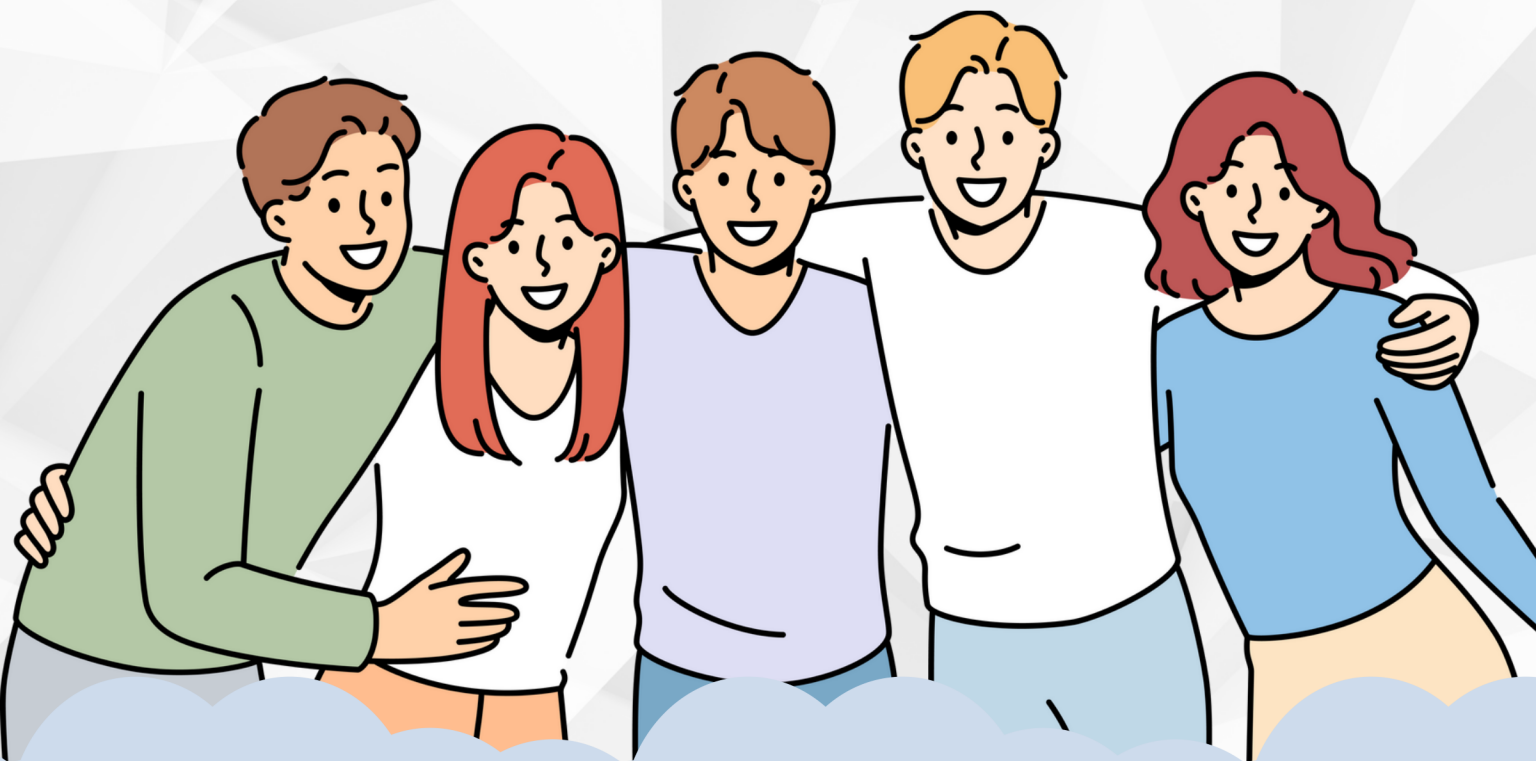


# PEER TUTORING GUIDE



Based from the Chapter When Students  
Teach One Another from the Book Helping  
Students Learn in a Learner-Centered  
Environment by Terry Doyle.



Peer Tutoring is composed of student-led study sessions where a volunteer student serves as a Peer Tutor to assist an individual or a small group of students in understanding their coursework materials. Below is how Doyle (2008) rationalized the idea of students teaching one another in the context of student centered learning.

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### KEY IDEAS

- Peer Tutoring is an opportunity for students to teach one another. This is based on the idea that students not only learn from their teachers but also from their peers, and such an event is a normal occurrence in a student-centered learning environment. Aside from the student-peer tutors being able to teach others and gaining a meaningful learning experience, the peer tutoring and study sessions reinforce to both the peer tutors and student-tutees the idea that students are responsible for their own learning—navigating information and learning skills are not solely dependent on what the teacher can provide during facilitation of classes.

Aside from assisting student-tutees on their academic needs, peer tutoring aims to:

#### a. Promote deep learning

Tutoring and study sessions go beyond recitation of facts and information—they require demonstration of understanding from both the peer tutor and the student-tutee.

#### b. Train students to navigate information

As information is not solely dependent on the teacher and the textbook, peer tutors and student-tutees learn how to navigate different sources of information to develop full understanding of the topic.

#### c. Promote willingness to accept responsibility of learning

Student-led discussions like tutoring allow students to practice both independent learning skills and collaboration, thus reinforcing the idea that students should take charge of their own learning.

#### d. Improve communication skills

Peer tutors and student-tutees practice conveying information about the material they are studying in a clear, concise, and meaningful way.

## e. Simulate professional setting

Peer tutoring and study sessions occur in an academic setting, simulating a workplace where a mentee professional is mentored by a senior professional.

## Key Persons

Peer tutoring involves the following key persons:

### 1. Tutees

The Tutees are students who need assistance in understanding a particular topic or practicing a skill in their currently enrolled coursework.

### 2. Peer Tutors

Peer Tutors are students who volunteer to assist other students in learning their coursework.

## Preparing for Peer Tutoring

The Peer Tutor shall do the following to prepare for the study session:

### 1. DECIDE ON THE STUDY SESSION'S LEARNING OBJECTIVE

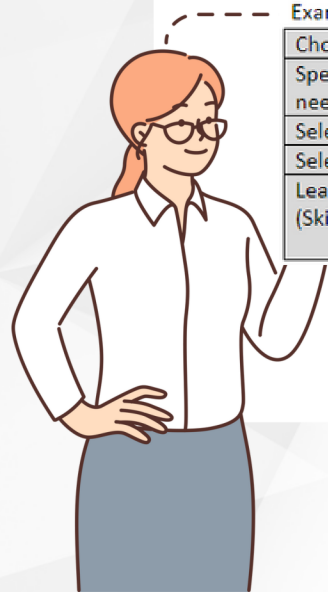
- The learning objective is what is expected from tutees to demonstrate as evidence of understanding. To formulate the learning objective, decide on the skill and the content that the tutee should be able to demonstrate. Simple examples of formulating learning objectives are shown below.

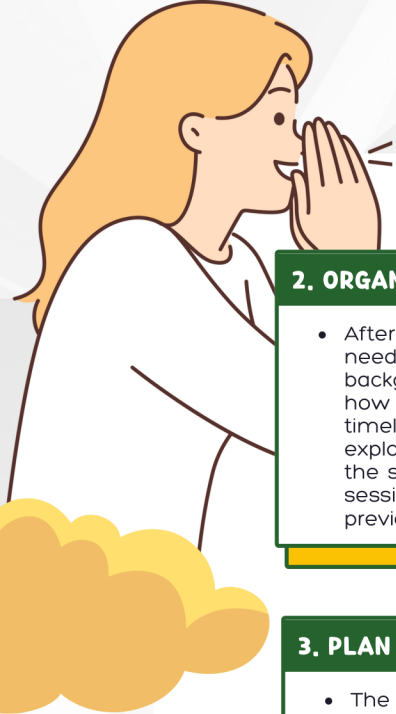
#### Example 1:

|   |  |
|---|--|
| Chosen Subject of the Tutee                 | Statistics   |
| Specific topic or skill that needs tutoring | "I'm having a hard time doing statistics. I can't handle problems involving central tendencies." |
| Selected skill                              | Problem Solving  |
| Selected content                            | Mean, Median, Mode   |
| Learning Objective (Skill + Content)        | The tutee should be able to <u>solve problems</u> involving the <u>mean, median, and mode</u> .  |

#### Example 2:

|   |   |
|---|---|
| Chosen Subject of the Tutee                 | Genetics  |
| Specific topic or skill that needs tutoring | "I was able to do the Punnett Square. However, I'm not sure how to read and interpret the results." |
| Selected skill                              | Analyze   |
| Selected content                            | Punnett Square  |
| Learning Objective (Skill + Content)        | The tutee should be able to <u>analyze</u> the results of Punnett <u>Square</u> .                   |





## 2. ORGANIZE THE INFORMATION NEEDED

- After identifying the learning objective for that session, organize the information needed to teach the skill and the content. Consider if the tutee already has background information on the topic or if a review is still necessary. Determine how the information should be organized and presented to the tutee (e.g., timeline, compare and contrast presentation, etc.). The peer tutor may also explore other sources of information and find out the whys, hows, and uses of the selected topic. A peer tutor may also contact the tutee ahead of the study session if they need information or the tutee needs to prepare some things like previous assignments.

## 3. PLAN THE DELIVERY OF THE STUDY SESSION

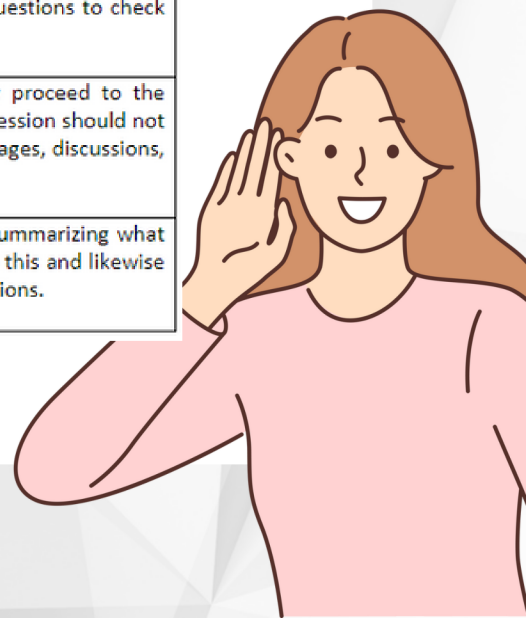
- The study session requires not just reporting or retelling of information to the tutees; the skills specified in the learning objective should be addressed using the content as its medium. To do this, peer tutors should be creative in teaching the tutees. They may involve the tutees through some of the activities below:
  - Analyzing cases and situational problems
  - Solving problems together
  - Concept mapping of information
  - Visualizing situations through images
  - Using analogies, metaphors, and examples
  - Answering guide questions

If necessary, the peer tutor may prepare a handout or short presentation to assist in the study session.

## Facilitating the Study Session

To facilitate the study session, the peer tutor may follow this sequence of presentation:

|           |   |
|-----------|---|
| Beginning | <p>A short <i>kumustahan</i> may be done to start the study session on a lighter note.</p> <p>Then, the peer tutor may provide a motivational activity and establish among the tutees what will be learned in the session (learning objective).</p> <p>The peer tutor may present a set of questions to be answered in the session or ask the tutees to share what they know about these questions to check what they already know about the topic.</p> |
| Middle    | <p>Once rapport has been established, the peer tutor may proceed to the planned activity for the tutees. This segment of the study session should not just include a lecture of facts but may include examples, images, discussions, activities, demonstrations, and practice applications.</p>   |
| End       | <p>The study session may be wrapped up by reviewing and summarizing what has been learned. The peer tutor may ask the tutees to do this and likewise ask what is still not clear to them for possible follow up sessions.</p>   |



## Reminders to the Tutors

1

The role of the peer tutor is to guide and assist the tutee in their learning need; thus, there is no expectation that the peer tutor knows everything about the topic.

Peer tutors do not check answers and proofread assignments to be submitted by the tutees as this is a deviation from the goal of the study session to assist students in their learning needs.

2

3

Peer tutors use questions and sample problems to guide the tutees instead of directly lecturing to them the topic.

Peer tutors may recommend study strategies to allow the tutee to exercise independent learning.

4

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Though systematic, the study session has room for flexibility to accommodate diversity and different learning styles.

The study session is a simulation of a professional learning community in the workplace. Thus, all engagements are treated professionally. Further, cultural and gender sensitivity is observ

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## REFERENCES

- Doyle, T. (2008). *Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education*. Sterling, VA: Stylus Publishing.

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