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## A Review of Research on Peer Tutoring & Peer Group Learning

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### Abstract

The present paper is an analysis of some important researches in the field of Peer Tutoring or Peer Group Learning. The aim of this paper is to help out the readers in search of research problem related to Peer Tutoring. It also indicates towards the gap in the field of research on Peer Group Learning. For this purpose various studies are reviewed, out of them top 18 studies have been chosen for the analysis. The studies are covered for last fifteen years from 2005 to 2020

**KEYWORDS-** Peer Tutoring, Peer group Learning and collaborative learning etc.

### Introduction

The National Curriculum Framework (2005) recognizes the child as the constructor of information. The procurement of information through dynamic inclusion is the initial phase in development of information. It deters impersonation and repetition remembrance of material and stresses dynamic job youngsters' play in procuring information. The constructivist setting gives the student independence to their own learning, potential open doors for peer coordinated effort and participation, time for self perception and assessment and source for reflection. Also the report gives accentuation on agreeable learning and friend affiliation. It likewise underscores the value of cooperation learning with the friends and more proficient others in 'Learning and Knowledge' part of the record. Intuitive learning ushers a stage to share numerous perspectives and haggle for the importance.

The time is to revamp and renovate existing educating strategies. The illumination ought to be through shrewd techniques and systems by which imbues the soul of constructor, pioneer and transformer of own insight in kids. The intention of instruction ought not be emptying information into understudy's heads, however to connect with understudies' psyche in strong and significant ideas. To smooth the advancement of this interaction, understudies ought to be educated by the techniques which could make the data more helpful and suitable. In spite of all, such kind of techniques can be utilized under the management of subject educator in which understudies review with the assistance of their companions and schoolmates. Helpful learning is one such a strategy by which understudies learn in a gathering and contribute in learning of others as well.

Peer Tutoring is a compelling system for students, it helps up the students' advantages and levels up their scholastic skill.(Shapiro and Levino,1999) Peer group learning is valuable for scholarly advancement as well as to propel the understudies. Vygotsky (1978) accepts that friend group assumes a vital part in the advancement of a kid. A sound relationship of companions and colleagues gives better open doors to kid to a superior examination and investigation. An understudy figures out new thought processes because of association with peers (Bukatko and Daehler,1995).

There is an old apothegm "To instruct is to advance two times." The maxim remains constant for peer mentoring. Peer coaching is an invaluable way for understudies to gain from one another in the homeroom. While one understudy might succeed in math, another understudy might be first rate in English. These two understudies can cooperate to assist each other all together with getting the troublesome ideas of the two subjects, while refining their own insight into the subject. It very well may be performed with the understudies of same subject moreover. The openness of learner focused training has created an interest for group learning ways to deal with answer the scholarly level as well as the curiosity of the student. This sort of learning assists the understudy with social event increasingly more data and furthermore to connect genuine experience. With the commencement of logical request in training, learning is not any more viewed as simple accumulating of data. It is treated as a brilliant activity to foster the overall character of the understudies. Johnson and Johnson(1990),Slavin (1990), Kagan(1994),Putnam (1997),Cremer &Vjust (1999), Shacher &Fisher (2004), Ojo and Egbon(2005) In their review saw that gathering is fundamental for helpful learning and friend bunch learning is one of the most broad and wonderful method for creating higher accomplishment in schooling. The reality stays that while the learning happens in little gatherings, its outcomes are better. The investigates in the field of friend bunch learning uncovers preferable outcomes over the results of customary instructing.

## RESEARCHES IN THE FIELD OF PEER TUTORING

**Karamaroudis et.al.,(2020) chipped away at** Implementing Change in Neuroanatomy Education: Organization, Evolution, and Assessment of a Near-Peer Teaching Program in an Undergraduate Medical School in Greece .For this purpose a cross-sectional overview of 527 clinical understudies in the six-year clinical program of the National and Kapodistrian University of Athens was regulated. The essential point of the study, which was disseminated to second-through 6th year clinical understudies, who had finished the neuroanatomy course, was to survey understudy view of companion educators (PTs). Across the five years surveyed, understudies progressively recognized the commitment of PTs to their learning ( $P < 0.001$ ). Characteristics of PTs (e.g., commitment to learning, inspiration, viable use of material, and group climate) were fundamentally connected with the understudy's assessment of the significance of research facility exercises ( $P < 0.001$ ). Understudies who got "normal" last grades scored the significance of lab works out, and by derivation PTs, altogether lower than understudies who got "great" last grades ( $P < 0.05$ ). How much preparation that PTs had gotten was additionally altogether connected with understudy view of a PT's commitment. Better prepared PTs were related with fundamentally higher scores in regards to learning, inspiration, and positive climate contrasted with less prepared PTs ( $P < 0.05$ ). The aftereffects of the current review show that peer-educating was generally welcomed by understudies going to the neuroanatomy course. While the outcomes express the development of the program across the years, the discoveries additionally show that students accepted that PTs and the lab program contributed altogether too how they might interpret neuroanatomy.

**Prunuske et.al., (2019) chipped away at the** Alignment of roles of near-peer mentors for medical students underrepresented in medicine with medical education competencies. It is a subjective report in nature. The reason for this study is to more readily characterize the job of close friend guides and investigate the arrangement of close companion mentorship with the ACGME center capabilities. A

significant part of the Prematriculation program, intended to get ready approaching under-addressed understudies for clinical school, was the incorporation of close companion coaches. The six close companion tutors took part in semi-organized meetings or center gatherings in no less than 1 year of filling in as a close friend coach. Subjects rose up out of open-coding of the records. The review shows that the close companion guides drew on their own encounters to send data that upheld the socialization of the registering understudies into clinical school. Direct advantages to the guides included setting their how own might interpret clinical information and execution of procedural abilities. Guides gave instances of advantages connected with their own advancement of relational correspondence and amazing skill abilities. Working with regards to the program gave valuable chances to draw in guides practically speaking based improvement and framework based practice.

**Engels et.al., (2018)** learned about Peer teaching beyond the formal medical curriculum for this reason A review information examination was performed to uncover the program's turn of events and acknowledgment. The program was carried out in 2008/09 with three instructional exercises led by 24 understudy coaches to help understudies planning for reconsiderations. From that point forward, the program has persistently developed. In 2015/16, 140 mentors led 52 instructional exercises, comprising of 2,750 examples for 1,938 tutees. New instructional exercise classifications were ceaselessly presented. In 2015/16, these enveloped instructional exercises that were held associatively to the conventional educational program, instructional exercises that surpassed the substance of the proper educational plan, instructional exercises for groundwork for the state assessment, and electives. Assessments among the tutees uncovered that 93.5% of the respondents evaluated the courses in general as "great" or "fantastic" (n = 13,489) in 2015/16. All components of the companion showing program are overseen by one scholastic gathering. This incorporates the association of instructional exercises, the quality administration, and the capability of guides, including content-related management and educational preparation. We infer that the execution of an enormous scope peer showing project can supplement the proper educational plan. This may be useful for the two guides who can effectively prepare their instructional and content-related capabilities, and tutees who can independently combine and extend their insight.

**Schuetz et.al.,(2017)** directed an exploration for A large-scale peer teaching programme – acceptance and benefits. In the current review year 2013/14 an aggregate of 1,420 illustrations were presented as a feature of the program. Paper-based assessments were directed over the full scope of courses. Acknowledgment and advantage of this companion showing program were assessed in a review concentrate on covering the period 2012 to 2014. Use of instructional exercises by understudies who started their investigations in 2012/13 (n = 959) was dissected from 2012 till 2014. Based on the aftereffects of 13 first evaluations in the preclinical subjects life structures, natural chemistry and physiology, the understudies were relegated to one of five gatherings. These gatherings were contrasted agreeing with investment in the instructional exercises. To examine the advantage of instructional exercises of the friend showing program, the consequences of natural chemistry re-appraisals of members and non-members of instructional exercises in the years 2012 till 2014 (n = 188, 172 and 204, individually) were analyzed utilizing Kolmogorov-Smirnov-and Chi-square tests as well as the impact size Cohen's d. The finding shows that right around 70 % of the understudies went to the intentional extra program during their preclinical investigations. The understudies taking part in

the instructional exercises had accomplished various degrees of capability in first appraisals. The acknowledgment of various types of instructional exercises seems to connect with their presentation in first evaluations. 94% of the understudies taking an interest in instructional exercises presented in the review year 2013/14 evaluated the instructional exercises as "phenomenal" or "great". A goal benefit has been shown by a huge expansion in re-appraisal scores with an impact size between the medium and enormous extents for members of instructional exercises contrasted with non-members in the years 2012, 2013 and 2014. Furthermore, essentially higher pass paces of re-appraisals could be noticed.

**Alvarez et.al., (2017)** presented an overview of peer tutor training strategies at German medical schools, in this concentrate on the analyst has taken nine German clinical resources with an obvious coach preparing methodology were reached by telephone or email. Eventually, five of the nine reached resources answered and gave an itemized outline of their singular coach preparing. The discoveries express that as a rule, coaches get a compulsory instructional preparation in arrangement of the instructional exercises and furthermore an extra specialized or concentrated preparing. Much of the time, guide preparing is given inside the structure of a coordinated, staff based mentor preparing program. There is a pattern towards a necessities adjusted preparing system. There is an expansive assortment of friend educating and guide preparing systems at the different resources overviewed. Their singular not set in stone by elements like the idea of instructional exercises and the quantity of understudies.

**Sammaraiie et. al., (2016)** dealt with Peer-assisted learning: filling the gaps in basic science education for preclinical medical students. In this concentrate on they directed an exploration on a gathering of senior clinical understudies planned to plan and convey clinically situated little gathering instructional exercises after each module in the preclinical educational program at a United Kingdom clinical school. Twenty instructional exercises were conveyed by senior understudies all through the year to first-and second-year understudies. A standard poll was conveyed to advise the advancement regarding the program followed by an end-point survey the following year ( $n = 122$ ). Tests were regulated when five separate instructional exercises to survey changes in mean understudy scores. Also, every instructional exercise was assessed by means of a survey for members ( $n = 949$ ). Each of the five post tutorial tests showed a critical improvement in mean understudy score ( $P < 0.05$ ). Surveys showed understudies viewed the program as pertinent and valuable for correction purposes and liked how instructional exercises contextualized essential science to clinical medication. Understudies liked the intelligent idea of the meetings and found getting customized criticism about their learning and uniting data with somebody acquainted with the material to be valuable. With the consideration of the program, understudies felt there were currently a sufficient number of instructional exercises during the year. The outcomes show that senior clinical understudies can plan and convey a program that increases the value of the generally address based formal preclinical educational plan. We trust that our review can incite further work to investigate the impact of PAL on the instructing of fundamental sciences during preclinical examinations.

**Haider and Yasmin (2015)** through a test review " Significance of Scaffolding and Peer-coaching in the radiance of Vygotsky's hypothesis Zone of Proximal Development" endeavors to see the impact of friend mentoring to upgrade the's how student might interpret English language. The review was led

on 50 understudies of class fifth and seventh. A pre-test and Post-test was managed by the scientists to gather the information and t-test was utilized to dissected the information. The primary discoveries of the review show that Peer-coaching assumes an exceptionally critical part to improve the's how student might interpret English language.

**Ismail et al. (2015)** explored the role of peer facilitators in assisting the students learning English during the EOP (English outdoor program) from the view of participants and the peer facilitators themselves. A significant finding is the positive role the peer facilitators had in the participants' language learning process; not only for the participants but also the peer facilitators themselves.

**Miravet & Garcia (2013)** investigated and shared an experience of reciprocal peer tutoring at university. The objective was established for the research; to analyze the impact of the peer tutoring on students' self- concept and attitudes of solidarity from their own perspective. A non- experimental cross- sectional descriptive study design was used in this research. A climate of collaborative work was generated in the class. They also recognized that a change of partner would have been beneficial, since they would have discovered other ways of working and different discourse. When pair interacted with each – other or they were asked for clarification on something, they found it helpful and acknowledged the importance of these contributions. On the whole, students felt more autonomous, responsible and independent.

**Oloyede (2012)** examined the effects of competitive, cooperative, and individualistic classroom interaction models on learning outcomes in Mathematics in Nigerian senior secondary schools. The study required to find out the relative effectiveness of three classroom interaction strategies which are known to affect students' learning outcomes in Mathematics. The sample consisted of 484 senior secondary school three (SSSIII) students from government-owned secondary schools in Ikere and Ado-Ekiti local government areas of Ekiti state. The instrument was a self-constructed one, validated and used for collecting data and titled "Mathematics Achievement Test (MAT)." The findings showed that the students' learning outcomes in Mathematics were better promoted by the cooperative and competitive strategies but rather minimally by both individualistic and conventional strategies.

**Sharifa et al., (2012)** conducted a study on Peer-tutoring and Tertiary ESL learners. Their work intends to describe the nature of activities conducted, tutor factors, English language use and benefits of the peer tutoring program. 'Tutor's participants' observation and tutees' responses to interviews were gathered and interpreted. The findings revealed that the peer-tutoring program was a conducive platform for students to practice the language. The study offers valuable insights into the improvement of tertiary English Second Language (ESL) classroom practice, syllabus design and materials development. The findings suggested that students learnt best when learning centers around them.

**Dufrene et al., (2010)** worked on Peer Tutoring for Reading Fluency as a Feasible and Effective Alternative in Response to Intervention Systems. The aim of this study was to examine the feasibility and impact of a peer tutoring package for reading fluency. This study was conducted on 4 middle school students who were receiving Tier II remedial supports. A multiple baseline design was used to assess the impact of peer tutoring procedure on students' oral reading rate on instructional passages. The finding revealed that oral reading rate of students, on instructional passages was increased by following peer tutoring procedure.

**Obiunu (2008)** selected 120 secondary school adolescents from two co-educational schools in Effurun, Delta state Nigeria to study the effect of reciprocal peer tutoring in the enhancement of career decision making process and the interaction of gender with treatment on career decision making process. A five point Likert scale, included 40 items were administered to collect the data. The findings revealed that there was a significant effect of Reciprocal Peer Tutoring on their Career Decision Making Process. On the other hand there was no significant impact of gender on the career decision making process. Thus it was proved on the basis of investigation that reciprocal peer tutoring is an effective strategy for enhancing the career decision making process.

**Veerkamp & Kamps (2007)** conducted their study on the effect of Class-wide Peer Tutoring on the reading achievement of urban middle school students, using novels as the curriculum. Teacher- led instruction was compared with CWPT and CWPT plus lottery contingency for appropriate on-task and tutoring behavior. Three sixty grade general education reading classes under the direction of one teacher participated. Data were collected on all students from weekly written test of vocabulary and comprehension. Overall results demonstrated improved performance on weekly tests under CWPT conditions compared with teacher-led instruction. Data also revealed differences in the type of academic responses made during teacher-led instruction and CWPT. These findings suggest that CWPT can improve the reading skill of urban middle school students.

**Gelabert et. al. (2007)** worked on International online peer tutoring to promote modern Language Development in Primary Schools. This work present an eight week project which promote the language learning of primary school children using reciprocal peer learning with the support ICT. This research connected Spanish speaking, English language learner in Catalonia with English-speaking Spanish language learner at a Scottish primary school. Each week, the children wrote or corrected a text, depending on their role, tutor or tutee, and send message to their peers. Before, during and after the intervention, data was collected in order to analyze the children's improvements. The result of this study show how internet technology can be leveraged with reciprocal peer tutoring to enhance first and foreign language learning. The project has given the opportunity to exchange cultural knowledge and to see the differences as positive resource for learning.

**Bilgin (2006)** in another study performed in Turkey, reported a statistically significant difference in student performance in chemistry for cooperative groups compared to control groups. Using the Group Investigation method of cooperative learning in Israel, Study by Scott, et.al (2005) reviewed the effectiveness of a variety of interventions, including cooperative learning, suggesting that cooperative learning has a positive effect on student achievement in science.

**Topping & Bryce (2006)** conducted a pilot study on Cross- age Peer Tutoring of Reading and Thinking, to check influence on thinking skills. The main focus of this study was on to partial the impact on quality of thinking of a peer tutored thinking intervention from that of a peer tutored reading intervention. Investigator selected 27 tutees of seven years old and 30 tutors of 11 years old. The research was completed into two phases: 1. A paired reading intervention was executed for six weeks for all groups. 2. The experimental classes for tutor and tutees engaged in the 'paired thinking' method for 10 weeks, while control group continued with paired reading. The outcomes revealed that the

experimental tutees (PT) showed significantly better performance in thinking skills in comparison of control tutees (PR).

**Johns & Kolko (2005)** discovered the results of a study done in 1989 by Dimeff, Fantuzzo and Fox to iron out the benefits of a reciprocal peer tutoring program in a college abnormal psychology class. The researchers examined that the peer-tutoring program resulted in "tutors' improvement in personal academic achievement, personal cognitive gains, and higher abilities than those who did not interact with peers". The lion's share results regarding the impacts of tutoring on the academic achievement of the tutor announced prominent success. While peer-tutoring, the peer tutors are revising and reviewing with their tutees the same content and concepts that they have been through in their own classes, which is very helpful to increase and crystallize their own mastery and understanding of the subject matter (Eggers, 1995; Boudouris; 2005; & Sadovi, 2008).

## CONCLUSION

Presently India is a fast developing nation and 'education for all and excellence in education' are in its priorities. Peer tutoring over the years has evolved as an effective alternative learning method. However, there is a wide gap in people understands of the concept of peer tutoring. So there is need of investigation in the field of education in special context of peer tutoring. On the basis of the review study of past fifteen years it can be conclude that the vast majority of explores were completed at university level and medical field in foreign countries. Generally a lesser number of explores were done in Indian circumstances connected with peer group learning with special reference to Schooling subjects i.e. English, Mathematics, Science and S.st. etc. There are various scope and opportunities to work on Peer tutoring, Peer Group Learning and Collaborative Learning. In future the research can be done at primary, secondary and higher level. Peer tutoring method can be applied on two different sections of the same class and students of two different classes. To observe the better result of the special strategy peer group learning some alternative innovative modules or packages can be developed by the teachers.

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