

The Role of a Peer Tutoring Center in Student Success in Tertiary Setting: Mixed-Methods Case Study

Writing and Academic Resource Center (WARC)

Focus of Research

How does a peer tutoring center contribute to student success in a tertiary setting?

Which peer learning practices contribute the most to student success?

Conceptual Framework

Student Success

Immediate Value

- whether the student has received the answer to their particular problem/question

Learning Capital

- skills and competencies
- attainment of educational outcomes
- engagement in educationally purposeful activities

Changes in Learning Practice

- self-monitoring of one's learning
- control strategies
- changes in attitudes towards learning

Academic Achievement

- overall GPA
- student retention
- grade in relation to those of other students in the specific course
- professor's feedback

Perceptions of self and university experience

- resilience
- self-knowledge
- motivation
- self-esteem and confidence
- perception of self, including as part of the university community
- stress levels
- satisfaction

Peer Learning Processes/ Practices

- cognitive conflict
- scaffolding and error management
- communication
- affect

Data and Methodology

- Subject pool: 126 “frequent attendees”: the students who have attended the WARC 10 times or more per semester (2015-2018)

- WARC tutor feedback records
- Institutional data: student transcripts and specific course records
- In-depth semi-structured interviews with select frequent attendees and faculty members
- Focus Group Discussion with peer tutors

*Interview and FGD transcripts were coded using MAXQDA using sets of codes arranged in accordance with the conceptual frameworks above

TO FIND OUT ABOUT THE RESULTS OF THE STUDY, PLEASE SEE THE PPT PRESENTATION AND/OR SPEAK TO THE PRESENTER