

CURRY, JENNIFER J, Ph.D., August 2016

CURRICULUM AND INSTRUCTION

A QUALITATIVE STUDY OF PEER TUTORING DEVELOPMENTAL
MATHEMATICS AT THE UNIVERSITY LEVEL (158 pp.)

Director of Dissertation: Joanne Caniglia, Ph.D.

The purpose of this study was to find the elements found in successful peer tutoring programs at the university level. Particularly, this study focused on the experiences of tutors and tutees by observing tutoring sessions and using questionnaires and interviews to gain a deeper understanding of what is important and necessary in a successful peer tutoring program. Their perceptions and interpretations were organized according to key points, respective to each interview question and from the recorded tutoring sessions and following a basic, interpretive qualitative methodology.

Three tutors and four tutees were observed for one semester in scheduled, weekly tutoring sessions. Each session was audio recorded. The tutors and tutees were also given questionnaires and were interviewed. Four members of the faculty and staff at the university where the study was conducted were also interviewed. These participants were connected to the mathematics program at the university.

This study suggests that there are numerous factors related to the experiences and perceptions of mathematics tutors, tutees and faculty and staff. An interpretive qualitative methodology was used in order to gain a deeper understanding of these perceptions. This may promote a more thorough understanding of the tutoring process in mathematics at the university level and the challenges that can be faced in organizing and maintaining a successful peer tutoring program for mathematics.