

Analysis of the Impact of Peer Tutoring on the Educational Process Among Polish and International Students Participating in a Biochemistry Course

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ABSTRACT

In higher education, the development of soft skills should occur concurrently with the acquisition of content-related knowledge. Peer tutoring effectively combines both, allowing students not only to enhance their understanding of the subject but also to develop essential interpersonal skills. It provides a platform for students to gain new knowledge, activate prior knowledge, and develop skills such as communication, teamwork, and problem-solving.

This study examines the effects of peer tutoring conducted by Polish students in two biochemistry courses: for Polish and international students. It explores how both groups, tutees and peer tutors, perceive the process of learning and teaching. The findings indicate that peer tutoring significantly enhances the learning experience in both groups.

In the international student groups, peer tutors reported benefits such as improved teaching skills, increased adaptability, and better proficiency in a foreign language. These advantages stem from the diverse cultural and educational backgrounds of the international groups, offering varied approaches to learning/teaching styles.

In contrast, in Polish course, both groups benefited from peer tutoring through a deeper understanding of course material, activating the prior knowledge and improved collaboration within a more homogeneous cultural context. Our results clearly indicate that peer tutoring not only improves educational outcomes but also helps develop key interpersonal skills for both peer tutors and tutees. By addressing the unique dynamics of different student populations, educational institutions can maximize the effectiveness of peer tutoring, ensuring that both peer-tutors and tutees gain the most from their engagement.

Keywords: learning experience; learning styles; teamwork; tutor; tutee;