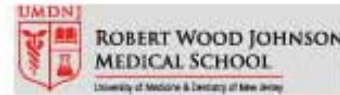


Development and Evaluation of a Peer-tutoring Program for Graduate Students

H. Liesel Copeland and Terri Goss Kinzy



MOLECULAR BIOSCIENCES PEER TUTORING PROGRAM



Overview

Peer tutoring for the [core curriculum](#) is available, free of charge, to students in the [Molecular Biosciences Ph.D. program](#). Tutors are available at the start of classes if you are concerned about your background preparation or during the semester.

Information For
Students

Information For
Tutors

Tutoring is offered for:

10 Ways To Make
Tutoring Work For
You

[BIOC 5501 \(RU 115:501\) Biochem. and Mol. Biol. - I](#)
[BIOC 5502 \(RU 115:502\) Biochem. and Mol. Biol. - II](#)
[MICR 5013 \(RU 16:681:502\) Microbial and Mol. Genetics](#)
[MICR 5211 \(RU 16:695:601\) Advanced Cell Biology](#)

10 Ways To Be A
More Effective Tutor

Any other tutoring is offered at the discretion of the program director and based on availability

Tutoring Log (PDF)

Peer Tutoring Links

Cognitive Skills
(outside website)

For more information contact:

Gary Brewer, Program Director

brewerga@umdnj.edu or (732) 235-3473

Molecular Biosciences Peer Tutoring Program

<http://www2.umdnj.edu/mbptweb/>

Exam Outcomes Improved in Fall Courses

| | First Exam: Mean (sd) | Final Exam: Mean (sd) | Difference: Mean (sd) | Significance (p) |
|--|-----------------------|-----------------------|-----------------------|------------------|
| Biochemistry | | | | |
| Tutored | 45.8 (8.7) n=23 | 66.2 (11.9) n=23 | 20.4 (10.9) n=23 | |
| Nontutored | 59.8 (11.1) n=125 | 69.3 (12.1) n=123 | 9.3 (11.4) n=123 | p<.001 |
| Subsample* | 52.5 (7.5) n=73 | 64.9 (10.4) n=71 | 12.3 (11.1) n=71 | p=.002 |
| Molecular Biology | | | | |
| Tutored | 51.9 (15.0) n=13 | 61.7 (14.3) n=13 | 9.9 (13.9) n=13 | |
| Nontutored | 64.8 (14.6) n=121 | 66.3 (15.9) n=120 | 1.2 (13.9) n=120 | p=.04 |
| Subsample* | 57.3 (9.9) n=85 | 61.2 (14.2) n=84 | 3.6 (13.8) n=84 | p=.12 |
| Genetics (Spring) and Cell Biology (Spring) did not show a significant change | | | | |

Students and Tutors Generally Agreed on Effective Areas

| | Tutor (N=5) | | Student (N=14) | | Total (N=19) |
|--|-------------|-------|----------------|-------|--------------|
| | Mean | Range | Mean | Range | Mean (sd) |
| Effective in (1 = not at all, to 5 = very effective): | | | | | |
| Providing support system/ knowledgeable friend | 4.2 | 3-5 | 3.93 | 2-5 | 4.0 (.943) |
| Increasing ability to obtain good exam scores | 3.8 | 3-5 | 4.0 | 2-5 | 3.95 (.705) |
| Increasing students' ability to study effectively | 4 | 4-4 | 3.86 | 2-5 | 3.89 (.875) |
| Increase students' comfort in being graduate student | 4.2 | 4-5 | 3.71 | 2-5 | 3.84 (.688) |
| Increase students' knowledge of the culture of graduate school | 4 | 3-5 | 3.43 | 2-5 | 3.58 (.838) |
| Increase student's time-management skills | 3.4 | 3-4 | 3.21 | 2-5 | 3.26 (.872) |