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Karsenty, Ronnie

Nonprofessional mathematics tutoring for low-achieving students in secondary schools: A case study.

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Summary: This article discusses the possibility of using nonprofessional tutoring as means for advancing low achievers in secondary school mathematics. In comparison with professional, paraprofessional, and peer tutoring, nonprofessional tutoring may seem less beneficial and, at first glance, inadequate. The described case study shows that nonprofessional tutors may contribute to students' understanding and achievements, and thus, they can serve as an important assisting resource for mathematics teachers, especially in disadvantaged communities. In the study, young adults volunteered to tutor low-achieving students in an urban secondary school. Results showed a considerable mean gain in students' grades. It is suggested that affective factors, as well as the instruction given to tutors by a specialized counselor, have played a major role in maintaining successful tutoring.

Classification: D40 C70 C20

Keywords: nonprofessional tutoring; secondary schools; low-achieving students; at-risk students; affective factors; case studies

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