Empowering Through Peer Power: a Casual Learner-Mediated Collaborative Approach of Undergraduate Medical Students to Elevate Their Learning Outcomes

"Peer" a Latin word meaning "Equal" has taken the world of education by swarm. The current era of medical education fosters a culture of learning through peers. Innovations in teaching and learning methodologies also primarily focus on peer-associated activities. Peer-assisted learning is now the most famous and productive learning strategy, which has been innovated and customized by learners themselves.[1] It involves either pairing or grouping learners based on their eagerness to learn, their ability, the skill they've mastered, and their age. Literature has given enough evidence about peers engaging with each other for learning in various formats: Class-wide peer-assisted learning, Reciprocal Peer tutoring, Near-peer Tutoring, and One-pair tutoring. [2]

Under the above-described scope of peer-enhanced learning modalities, the review enlightens on the aspect of enhancing peer's power with Peers being efficient Tutors for their equivalent members. In the assembly of participants, when one takes the lead as a tutor and the others follow as a tutee it is referred to as "Peer tutoring". [3] The new culture has improvised the traditional teacher-learner roles through the peer tutoring process, where both tutors and tutees are learners at varying levels. The collaborative approach of learners, at their convenience in a relaxed environment, for learning has clearly shown diverse results. The tutee seems to be the prime beneficiary of the process, but on the other hand, besides developing sound foundational knowledge and skills, tutors also mature their teaching, communication, and interpersonal skills. Thus, the process contributes to the tutor's overall personal and professional development. [4]

Learners involved in peer tutoring supplement their cognitive skill enhancement with the learning of generic competencies. The influential aspects in the development of tutors have been in the form of their enhanced critical thinking through reflections and peer tutees' feedback, and effective communication skills through an interactive mode of delivery during peer tutoring sessions. [5] Learners effectively learn to manage time by relying on teamwork thus building a team-based approach. Adhering to the content learners enhance their knowledge and upgrade their academic, social, and behavioral competencies. [6]

The conclusion revolves around the factuality that peers are the most productive and effective resource an institution can utilize to achieve its declared goals. Institutions should devise strategies to leverage the peer tutoring process permitting peers to take the lead and learn in collaboration with their capable others. [7] Few of these approaches can be targeted support for weaker students or allowing students to engage mutually in teaching the pre-decided learning objectives. Tutor training programs should be incorporated into the undergraduate level to achieve enhanced learning outcomes. Thus, trained peer tutors can harness peer-to-peer learning for the personal and professional growth of tutee peers. [8]

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