Abstract

Student-centred learning, as proposed by recent university reforms, involves creating learning environments where students have high levels of participation, autonomy and agency in their own learning process. In this context, cooperation becomes crucial, as a key competence in the knowledge society and in professional work settings. Peer tutoring, as a form of cooperative learning—where a more skilled student (tutor) learns by teaching their tutee—allows for the development of this competence. Grounded on a review of the conceptual framework, this article aims to identify various evidence-based, institutionally seated practices in Spanish and Latin-American university contexts, which have been documented in refereed journals. Finally, in order to offer also a practical side, we relate five experiences which illustrate the two most common types of peer tutoring: orientation (most frequently used) and academic.

Keywords

Tutoring, Cooperative learning, Teamwork, College students, Competence.