**Initial Coding of focus group transcript: L2 Tutees**

**Moderator (Öykü):**

Peer-to-peer education means receiving direct support from individuals who are close in age. It facilitates knowledge sharing between individuals without the need for a centralized system.

Currently, there is no such platform. If one is established, we will explore together how it could work. You will be asked eight questions, and your responses will remain anonymous.

In traditional education, students often remain passive. Support is limited, and not everyone has access to the same quality of education. Since the knowledge gained isn't applied in practice, it's quickly forgotten.

In this model, university students will provide lessons to students aged 10 to 18. The goal is to create a more accessible, interactive, and motivating learning environment.

Just like in post-earthquake initiatives, university students can offer not only knowledge but also encouragement and inspiration. And as you grow up, you can support others in the same way.

The lessons will be low-cost. Thanks to volunteer tutors, students in need will also be able to participate for free.

Our aim is to increase knowledge sharing, equalize access to education, and build an inspiring community.

**Q1: How does the peer-to-peer education model differ from traditional teaching methods for you? In which areas do you find it more effective?**

Let’s assume such a system exists. You can especially reflect on your experiences of receiving education from peers during the earthquake period. Anyone who wants to speak can begin; otherwise, I’ll go around in turn.

**Umut:**  
I think it's better because **teachers who are close to our age understand us more easily** {Age Proximity Advantage}. **It feels more personalized and interactive** {Interactive & Efficient Learning Environment}.

**Elif Hicran:**  
In traditional education, teachers often spend a lot of time waiting for their appointments and may become disconnected from current knowledge. Sometimes, they explain things in a very complicated way. **The peer-supported model is more understandable** {Improved Communication}.

**Elif Dağ:**  
**Smaller groups are better** {Interactive & Efficient Learning Environment}. **Because the tutors are close to our age, we feel more comfortable** {Age Proximity Advantage}. **They motivate us** {Motivation & Engagement}. Some teachers at school can't explain things well, but **here I understand better** {Improved Communication} and **feel more eager to study** {Motivation & Engagement}.

**Melek:**  
**We communicate better when we talk to people close to our age** {Improved Communication}{Age Proximity Advantage}, and **we express ourselves more easily** {Improved Communication}. It's also easier to concentrate because the environment is quiet and free of distractions.

**Azra:**  
**Since there are fewer people, I can ask questions more freely** {Improved Communication}. Communicating with university students had an impact on me—**I started expressing myself more confidently at school** {Boosted Self-Confidence}.

**Q2: What are the biggest challenges you face while receiving peer support through a digital platform? (e.g., communication barriers, lack of motivation, technical issues, etc.)**

**Hicran:**  
So far, I haven’t experienced any major difficulties. I don’t find it very challenging.

**Melek:**  
I haven’t had any serious problems either. **Sometimes there are internet outages** {Online Learning Barriers}, or **minor communication issues** {Online Learning Barriers}, but that’s all.

**Elif Dağ:**  
There haven’t been any major challenges for me, but **sometimes my lesson times clash with other plans** {Scheduling Conflicts}, so I can’t attend the session.

**Azra:**  
**Technical issues can happen, especially internet problems** {Online Learning Barriers}. Other than that, I haven’t faced any serious communication problems.

**Umut:**  
Sometimes we have guests at home, and **it becomes hard to find a quiet space** {Online Learning Barriers}. **That makes it harder to concentrate and stay focused** {Digital Engagement Challenges}.

**Q3: How would you prefer university students (tutors) to communicate with you while providing educational support? (More formal, guidance-focused, friendly, etc.)**

**Melek:**  
**A guidance-focused approach would be helpful** {Friendly & Balanced Tutor Interaction}. **I’d like them to explain how I should study, especially in terms of directing me on the subject matter** {Friendly & Balanced Tutor Interaction}.

**Umut:**  
**A friendly approach would be nice** {Friendly & Balanced Tutor Interaction}. It’s already a stressful year with the upcoming exams. Even if it weren’t, **a guidance-oriented style would also work** {Friendly & Balanced Tutor Interaction}. **So, a combination of both would be ideal** {Friendly & Balanced Tutor Interaction}.

**Elif Dağ:**  
**It would be best if the communication is both guidance-focused and friendly** {Friendly & Balanced Tutor Interaction}—someone who gives direction while also maintaining a warm and approachable tone.

**Azra:**  
**I prefer a guidance-focused interaction** {Friendly & Balanced Tutor Interaction}. **I want to be directed and supported in my learning** {Friendly & Balanced Tutor Interaction}.

**Hicran:**  
**I think a friendly approach is better** {Friendly & Balanced Tutor Interaction}. That might actually be what distinguishes peer-supported education from traditional methods the most.

**Q4: What specific features should a peer-supported digital education platform have to be most effective?**

**Hicran:**  
I think it would be effective if **a student from a good high school came and shared their motivation and what they’ve been doing with us** {Social Dimension}.

**Umut:**  
**There could be guidance sessions twice a month** {Mentor Feedback}, for example, **teachers who track how we solve questions** {Progress Tracking}.

**Elif Dağ:**  
**We could all get the same book and solve practice exams together with timed sessions** {Shared Materials}. **I’d also like everyone to have access to a common resource** {Shared Materials}.

**Azra:**  
**I think longer session durations would be better** {Session Duration}.  
— Longer in what way?  
**Longer lesson durations** {Session Duration}.  
— How long would you prefer?  
Around 50–55 minutes.  
— Are you able to stay focused for that long?  
I can stay focused if I’m mindful of it.

**Melek:**  
**There could be reinforcement exams** {Reinforcement & Repetition}, **one-on-one meetings** {Flexible, Personalized Learning}, and **inspirational conversations as well** {Social Dimension}.

**Q5: How would you like your progress to be tracked on such a platform?**

**Azra:**  
I think there should be **progress tracking** {Progress Tracking}.  
— How would you like that to be done?  
**By filling out surveys** {Progress Tracking}.

**Umut:**  
Our **initial performance** {Progress Tracking} could be **compared with our mock exams** {Progress Tracking} closer to the actual exam date.

**Elif Dağ:**  
I think **progress tracking** {Progress Tracking} should be done.  
— How would you prefer it to be done?  
**Through regular meetings** {Progress Tracking} that would be better.

**Hicran:**  
I think **mentor feedback** {Mentor Feedback} would be more effective.  
— You mean getting feedback from the tutors?  
Yes. I think it’s better if **someone close to our age** {Age Proximity Advantage} **shows interest in our progress** {Mentor Feedback}.

**Melek:**  
**Mentor feedback** {Mentor Feedback} would be helpful, I think. And there are also **automatic analysis tools** {Progress Tracking}, I believe. So both **mentor feedback** {Mentor Feedback} and **automated analytics** {Progress Tracking} would be good.

**Q6: How does peer-supported digital education affect your learning speed, quality, and self-confidence?**

**Melek:**  
It boosts my **self-confidence** {Boosted Self-Confidence}. I think digital education positively affects both my learning speed and quality.  
For example, **revisiting something I’ve learned before, hearing or learning it again here** {Reinforcement & Repetition} helps me understand it better.

**Hicran:**  
In a classroom setting, if there’s something I don’t understand, I don’t speak up because it would affect the whole class. Even though I know the teacher would explain it if I asked, I don’t feel comfortable going up and saying, “Can you explain this to me?” But **here, I can say it easily** {Improved Communication}.  
**It also boosts my confidence** {Boosted Self-Confidence}.  
It speeds up my learning—something that would take me three weeks to grasp on my own, I can understand here in one week. The quality improves too, since I’m learning from someone more professional.

**Elif Dağ:**  
**It definitely increases my self-confidence** {Boosted Self-Confidence}. At school, I can’t bring myself to go up to the board. But **when a question is asked, I can engage more comfortably** {Improved Communication}.  
As for learning speed and quality—it **helps me retain things better** {Reinforcement & Repetition} and **I grasp them more quickly** {Reinforcement & Repetition}.

**Umut:**  
**My confidence has grown** {Boosted Self-Confidence}, but there’s one issue.  
We sometimes repeat topics that were already covered in school. Since school doesn’t revisit old topics, I think we should move on to more advanced ones here. If we continue with advanced topics, we’ll be better prepared to tackle school questions. At school, I can’t raise my hand. But **here, the instructors encourage us to ask questions** {Improved Communication}. Even if I can’t solve a problem, I try it in my notebook, and if it’s wrong, the tutor explains it. **That really boosts my confidence** {Boosted Self-Confidence}.

**Azra:**  
It **improves my self-confidence** {Boosted Self-Confidence}, learning speed, and quality. Because **there are fewer people here, I can comfortably answer questions** {Improved Communication}, which helps my confidence. When there are too many students, it’s hard to go up to the board—we hesitate.

**Q7: What do you think is the biggest advantage and disadvantage of this system?**

**Melek:**  
The biggest advantage is **getting a second chance to hear something we didn’t understand at school** {Reinforcement & Repetition}—or **learning it here first and reinforcing it later in school** {Reinforcement & Repetition}.  
The disadvantage would be **internet outages** {Online Learning Barriers} and **communication problems** {Online Learning Barriers}—technical issues in general.

**Elif Dağ:**  
The biggest advantage is that it’s free and **the group size is small** {Interactive & Efficient Learning Environment}. Also, the fact that **someone close to our age is teaching us** {Age Proximity Advantage}.  
The downside is that **the sessions are a bit short** {Session Duration}. And again, **communication problems** {Online Learning Barriers} and **internet issues** {Online Learning Barriers} can be a drawback.

**Azra:**  
The advantage is **being able to revisit topics we didn’t understand** {Reinforcement & Repetition}.  
The disadvantage is that **we can’t join the lesson when the internet cuts out** {Online Learning Barriers}.

**Hicran:**  
The biggest advantage might be **the opportunity to revisit topics we didn’t fully grasp** {Reinforcement & Repetition}.  
The disadvantage is **the extended time spent in front of a screen** {Physical Health Concerns}—it might **affect eye health** {Physical Health Concerns} or **cause back pain** {Physical Health Concerns}.

**Umut:**  
The advantages are just like my friends said—**being able to go over previous topics** {Reinforcement & Repetition} or **move ahead** {Reinforcement & Repetition}. That helps us understand things better in school. As for the disadvantages, again, **spending long hours in front of a computer** {Physical Health Concerns} can lead to **posture issues** {Physical Health Concerns} and such. Also, **the lesson durations are a bit short** {Session Duration}. It would be better if **we could organize the lesson times ourselves** {Flexible, Personalized Learning}.

**Q8: If this model becomes widespread in the future, how do you think it would transform the education system?**

**Melek:**  
If it becomes widespread, it could be **implemented in schools occasionally** {Transformation of Traditional Education}, even if not continuously. For example, **younger teachers could be brought in to replace older ones** {Transformation of Traditional Education}, or at least we could have sessions where we talk with them.

**Umut:**  
It could be **implemented in almost every province in Turkey** {Transformation of Traditional Education}. **Older teachers tend to understand us less, whereas younger teachers relate to us more easily** {Age Proximity Advantage}. If these younger instructors communicate with the older ones, the latter might also start to understand us better.

**Azra:**  
I agree with my friends. Teachers need to be made more aware of this approach.

**Elif Dağ:**  
I agree with them too. If this model spreads, **more students will understand their lessons better** {Transformation of Traditional Education}. They’ll become more hardworking and successful. Having university students involved is great because **older teachers don’t understand us as well** {Age Proximity Advantage}. **University students are closer to us in age** {Age Proximity Advantage}—they can also **motivate us** {Motivation & Engagement}.

**Hicran:**  
I’d say older teachers struggle to understand us—or maybe we don’t fully understand them. **University students, who will be our instructors in this model, understand what we’re trying to say** {Age Proximity Advantage}. If I go to my math teacher now and say, “x equals 2” or ask “what is x?”, I get a response like “y equals 3.” It leads to such nonsensical conversations. So I believe **this educational platform will lead to something better** {Transformation of Traditional Education}.

**Bonus: What are your general thoughts on this platform? Do you prefer group or one-on-one sessions? What do you think about the idea of this model becoming widespread?**

**Umut:**  
I think it should definitely spread. For example, since this is our final year, it could really help us. We could use it in high school too. It’s meant for all students between the ages of 10 and 18. It would be even better if it **became international** {Global Interaction Opportunities}. Since university is a bridge, high schools could adopt it in the same way. Also, I think it’s important to **chat and interact with friends—not just focus on lessons, but also have social engagement** {Social Dimension}.

**Elif Dağ:**  
**Going international sounds great** {Global Interaction Opportunities}, but I think **group sessions with 5–6 people** {Interactive & Efficient Learning Environment} would be ideal.

**Azra:**  
Both **one-on-one** {Flexible, Personalized Learning} and **group sessions** {Interactive & Efficient Learning Environment} could work. The platform becoming **widespread and international** {Global Interaction Opportunities} would definitely be a good thing.

**Hicran:**  
**Group meetings are more effective** {Interactive & Efficient Learning Environment}. **Discussing a topic or question together is more impactful** {Interactive & Efficient Learning Environment}. I think it would **positively influence the education system** {Transformation of Traditional Education}—maybe not for us directly, but for future generations.

**Melek:**  
I think both **one-on-one** {Flexible, Personalized Learning} and **group lessons** {Interactive & Efficient Learning Environment} are beneficial. In general, I believe this model **spreading and going international** {Global Interaction Opportunities} would be great. It should start being implemented in our country as soon as possible. This kind of initiative would be very helpful.