**Initial Coding of focus group transcript: T1 Tutors**

**#Q1# What are the biggest challenges in providing educational support through a digital platform?**

**Kübra:**  
The first thing that comes to mind is **the lack of interactivity in digital education** {Lack of Interactivity}. It's often one-sided, with **very low student participation** {Student Engagement}. When it’s not interactive, the quality of education declines and it starts to resemble rote learning. So even though it's digital, it continues in a traditional pattern.

**Ali:**  
One challenge is **managing students of varying levels participating at the same time** {Group Learning Dynamics}. As the number of students increases, it's harder to maintain control. Some students **lose interest** {Student Engagement} and **get distracted** {Digital Distraction}. There’s also the issue of cameras—if a student doesn't turn theirs on, **you can't tell if they're actually engaged** {Student Engagement}. During the pandemic, I had a 13-year-old student who told me he was **playing games during the lesson** {Digital Distraction}. That’s a big problem.

**İlker:**  
I think the biggest issue is that digital platforms **push people toward isolation. With less in-class interaction** {Lack of Interactivity}, students tend to experience more social anxiety. **You don’t feel like a real person; you're just a voice talking with no feedback** {Lack of Interactivity}. This leads to introversion.

**Elif:**  
For me, the biggest issue is **distractions** {Digital Distraction}. At home, **the doorbell might ring** {Digital Distraction}, **the internet might go out** {Technical Challenges}{Digital Accessibility}, or **there might be a power outage** {Technical Challenges}. **Lack of motivation** {Student Engagement} is also a serious problem. **Technological infrastructure is critical. If there’s no access, if the internet cuts out, or if the slides don’t load** {Technical Challenges}{Digital Accessibility}, **students lose focus and disconnect from the lesson** {Digital Distraction}.

**Proposed Solutions:**

**Elif:**  
To address lack of motivation, I would create a dedicated space for studying. For example, a desk and computer used only for class. I’d tell my family not to disturb me. Creating a physical learning environment helps.

**İlker:**  
My issue is **students getting distracted during lessons** {Digital Distraction}. This can be addressed with parental control systems—an app can be installed to limit access to specific sites. During lesson time, only the platform would be accessible.

**Kübra:**  
My concern is **the lack of interactivity** {Lack of Interactivity}. This can be solved by **teaching in smaller groups, which increases student engagement** {Group Learning Dynamics}{Student Engagement}.

**#Q2# How can students be supported to succeed in a peer-to-peer education model?**

**Kübra:**  
If I were an instructor, I would **contact each student individually** {Individualized Support}. I’d **conduct preliminary interviews** {Individualized Support} to understand what motivates them, take notes, find common points, and use this information to plan lessons. If there are too many students, AI could be used to support this {Individualized Support}.

**Ali:**  
Since the people giving the lessons are still close to their own learning experience, they can better understand the students. To make the lessons more engaging, **visual tools like graphics and surveys** {Student Engagement} can be used.

**Kübra:**  
Each student learns differently. Some are more comfortable learning in groups, others in one-on-one settings. I would **hold individual interviews** {Individualized Support} to understand each student’s preferred learning method. I’d also **collect feedback regularly** {Tutor Preferences for Receiving Feedback} to improve.

**#Q3# What are the biggest challenges you might face when providing academic support to younger students?**

**Ali:**  
Communication might be a challenge. They’re teenagers, and we’re young adults. It might be difficult to maintain patience or establish authority. **Because we’re close in age, they may not see us as real teachers** {Tutor Authority and Role Perception}.

**Kübra:**  
I agree. **Establishing authority is necessary, but it can be difficult since we’re not much older** {Tutor Authority and Role Perception}. If they see us as peers or friends, it might be harder to manage the relationship.

**İlker:**  
For me too, communication would be the biggest challenge. It’s harder to speak the same "language" with this age group. As adults, it's easier to find common ground. But kids between 10 and 18 act more instinctively and their behaviors vary widely. Dealing with those differences is tough.

**Kübra (additional point):**  
The generational gap also affects communication. Their relationship with technology and social media is very different from ours. That makes it even **harder to establish authority** {Tutor Authority and Role Perception}.

**#Q4# What would most motivate you to join a peer-to-peer education platform?**

**Elif:**  
For me, the biggest motivation would be **social impact** {Tutor Social Impact}. Being able to **contribute to the younger generation both academically and socially would be deeply meaningful** {Tutor Social Impact}. It’s not just about passing on knowledge — it’s also about sharing perspective and vision.

**Ali:**  
Joining this platform would help **my academic career and give me valuable experience** {Tutor Professional Development}. And if there’s **financial compensation** {Financial Incentives}, that would be an added incentive.

**Kübra:**  
For me as well, the primary motivation would be **social impact** {Tutor Social Impact}. I’ve taught children voluntarily before at university, so I know how fulfilling this kind of experience can be. Plus, their world is so different from ours — we have a lot to learn from them too. That enhances the emotional reward.

**İlker:**  
This platform offers a bit of everything: **experience, social contribution, a boost to my CV, and even potential financial benefits** {Tutor Professional Development}{Tutor Social Impact}{Financial Incentives}. It’s a win-win, and all of these factors would motivate me.

**#Q5# Would you be willing to volunteer as a tutor?**

**İlker:**  
With my current busy schedule, it would be hard to maintain consistency. I worry about not being able to follow through. So I wouldn't volunteer under these conditions — but if I had the time, I’d consider it.

**Ali:**  
I’d say partially yes. Not on a regular basis, but during certain periods — like in response to social events (e.g., earthquakes) — I could **offer volunteer lessons** {Volunteer Commitment}. I could **spare about an hour a week** {Tutor Availability}.

**Kübra:**  
Same for me. I couldn’t commit every week, but I could **set aside an hour weekly to volunteer** {Volunteer Commitment}{Tutor Availability}. Just like I make time for the gym, I’d make time for something meaningful like this.

**Elif:**  
I would definitely **volunteer** {Volunteer Commitment}. I’ve already done tutoring in organizations like AIESEC. The emotional fulfillment is huge. **Earning money is secondary** {Financial Incentives}.

**#Q6# What would be the most important factor encouraging you to participate?**

**Elif:**  
**A reference letter would be the most concrete motivation for me. Since I’m considering an academic career, it would be highly beneficial** {Tutor Professional Development}.

**Ali:**  
**Both a reference letter and a certificate would be effective. I could use them for academic purposes** {Tutor Professional Development}.

**Kübra:**  
For me, **community support** {Community Building} and **skill development** {Tutor Professional Development} are more important. While certificates and references are useful, my main motivation would be the **opportunity to grow within this community** {Community Building}.

**İlker:**  
All of those are motivating, but **financial compensation** {Financial Incentives} and **gaining experience** {Tutor Professional Development} would be the strongest incentives. What would truly encourage my participation are tangible benefits.

**#Q7# How much time per week could you realistically dedicate as a volunteer tutor?**

**Elif:**  
**I could dedicate 1 hour per week** {Tutor Availability}. Anything more would make consistency difficult for me.

**Ali:**  
**1 to 2 hours per week is reasonable. During less busy periods, I could dedicate more time, but overall I might struggle to maintain consistency** {Tutor Availability}.

**Kübra:**  
**I could dedicate 1 hour per week** {Tutor Availability}. Just like making time for the gym, I’d make time for something meaningful like this.

**İlker:**  
**I could also spare 1 hour per week. In times of social crisis, I might be able to give more** {Tutor Availability}.

**#Q8# How would you prefer to receive feedback on your tutoring performance?**

**Elif:**  
**Anonymous feedback would be more effective. Sometimes students can’t express themselves face-to-face, but in written and anonymous formats, they may be more open.** {Tutor Preferences for Receiving Feedback}

**İlker:**  
**For me, one-on-one feedback from students would be a priority. I’d like to know exactly what each student thought. Analytical reports would also be helpful** {Tutor Preferences for Receiving Feedback}.

**Kübra:**  
I support both methods. **Anonymity increases honesty,** **while one-on-one communication helps me tailor my development to the student’s needs** {Tutor Preferences for Receiving Feedback}.

**Ali:**  
**Drawing from my AIESEC experience, creative systems like feedback boxes can work well** {Tutor Preferences for Receiving Feedback}. But ethical boundaries should be set to ensure this age group’s comments don’t cross a line.

**Bonus Question: Overall, what do you see as the pros and cons of this platform?**

**Elif:**  
**A lack of technical infrastructure** {Technical Challenges} could be the biggest downside. However, supporting students with limited financial means is a huge advantage.

**İlker:**  
The peer-to-peer model itself is a major benefit. The age proximity between students and tutors fosters mutual understanding. However, **volunteer instructors may struggle to find time** {Tutor Availability} — that’s a drawback.

**Ali:**  
It’s effective when students learn from instructors close to their own age. But maintaining discipline could be difficult. Instructor qualifications should be checked in advance — perhaps through tests or interviews.

**Kübra:**  
**Tutors might need some training. A brief orientation session or support from a psychologist could be helpful. It would be beneficial for both sides if tutors are educated on child psychology and communication** {Tutoring Training Needs}.