**Initial Coding of focus group transcript: T2 Tutors**

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

**Elifnaz:**  
We already experienced online education during the pandemic. Honestly, **my biggest challenge was focusing in a home environment. I would start the class sitting up, but end up lying down** {Digital Distraction}. That really affected my motivation. Still, it saved time, which was an advantage. Getting results from online education really depends on self-discipline.

**Şebnem:**  
I’ve been both an instructor and a student in online education. **It’s hard to keep students focused because they don't feel like they’re truly in a class** {Student Engagement}. For hands-on lessons, the tools matter a lot. **If you don’t have access to a device for writing, it's very difficult** {Digital Accessibility}. In face-to-face settings, you can tell when a student’s attention drifts, but online that’s harder to gauge.

**Nefise:**  
For me, writing while teaching was a major struggle. I teach math, and **using a touchpad makes explanations difficult** {Technical Challenges}. Technical infrastructure is critical. **Reaching students and internet quality can also be problems** {Technical Challenges}{Digital Accessibility}. It’s emotionally challenging to stay focused, but I try to make jokes and talk during the lesson **to engage students** {Student Engagement}. I’m not just a teacher—I'm more like an older sister to them.

**Uğur:**  
**It’s hard to get real-time reactions online** {Lack of Interactivity}. Face-to-face communication is far more effective. There's also the issue of **digital inequality—not everyone has access to the same equipment** {Digital Accessibility}. That’s a major disadvantage.

**Ali:**  
I agree. **Technical problems** {Technical Challenges} and **lack of resources** {Digital Accessibility} might be solvable, but **sustaining meaningful interaction is really tough** {Lack of Interactivity}. **Keeping students motivated over the long term is a huge challenge** {Student Engagement}. We've seen this in past projects too.

**#Q2#  
What types of support can help students succeed in a peer-to-peer education model?**

**Şebnem:**  
I think mentorship is very important. Back in high school, talking to a university student who inspired me would’ve helped me stay focused on my goals. I would have wanted to see them as a role model. Knowing what they experienced would have guided me.

**Nefise:**  
I agree that mentorship helps, but **I think one-on-one support is even more valuable** {Individualized Support}. **In a group setting, not everyone is comfortable being open** {Group Learning Dynamics}. If a student doesn’t understand something, they might hesitate to ask. One-on-one, they can be more relaxed.

**Elifnaz:**  
I also support **one-on-one interactions** {Individualized Support}. But I think a short test should be done before matching a mentor and a student. Personality compatibility is crucial. If there's a mismatch, the effectiveness can drop.

**Ali:**  
**One-on-one support is more sustainable** {Individualized Support}. Maintaining ongoing communication with a student and dedicating personal time to them is far more effective—both for motivation and productivity.

**Uğur:**  
I prefer group work. **Learning in a social environment works better for me** {Group Learning Dynamics}. I tend to be more passive in one-on-one settings, but in a group I express myself more freely. **Social interaction really enhances learning** {Group Learning Dynamics}.

**#Q3#  
What would be the biggest challenge when teaching students aged 10 to 18?**

**Nefise:**  
Motivation. Especially for those in exam years—some of them feel hopeless. **Keeping their motivation and hope alive is really difficult** {Student Engagement}. **They also have short attention spans. As a teacher, it's vital to capture and hold their interest** {Student Engagement}.

**Şebnem:**  
I feel the same. Students juggle a lot of roles in a day—at school, at home, with friends. By the end of the day, they’re exhausted, and **their motivation to attend lessons is low** {Student Engagement}. Teachers need to put in extra effort in these cases.

**Ali:**  
Time management, in my opinion, is the biggest issue. Both students’ and instructors’ schedules are always shifting. That makes sustainability difficult. But with high motivation, time management can become easier.

**Uğur:**  
I think communication is the toughest part. The 14–18 age group is going through adolescence. At that age, **expressing themselves and being understood can be challenging** {Lack of Interactivity}. Without strong teacher-student communication, lessons won’t be productive.

**Elif Naz:**  
I also see time management and attention issues as top concerns. Kids are exposed to so many stimuli—**it’s hard for them to concentrate** {Digital Distraction}. But as you mentioned, **if a teacher can tailor lessons to their interests** {Student Engagement}, it's easier to keep their attention.

**#Q4#  
What would be the most motivating factor for you to join a peer-to-peer education platform?**

**Elif Naz:**  
I think the most important thing when building something like this is to **create a community** {Community Building}. To be a part of that... Because over time, people will come and go, but the community itself will remain. **Being part of something that outlives its individual members is very meaningful** {Tutor Social Impact}. Growing the mission and vision together—that would be the most motivating thing for me.

**Moderator (Öykü):**  
And what would come second?

**Elif Naz:**  
**Teaching. Seeing a student’s progress and knowing I contributed** {Tutor Social Impact} would be incredibly rewarding.

**Nefise:**  
For me, the most important thing is to **make a difference in students’ lives** {Tutor Social Impact}. Even if I teach them something small and it stays with them, that would move and fulfill me deeply. Secondly, I’d say **being part of a community. Meeting different people and building that network is really valuable** {Community Building}.

**Ali:**  
**The teaching experience** {Tutor Professional Development} would be very important for me, as well as **the social impact** {Tutor Social Impact}. In addition, **earning an income** {Financial Incentives} also matters. After all, we’re students, and it would be great to earn money teaching something we already know.

**Şebnem:**  
I’d put **teaching experience** {Tutor Professional Development} first. Sharing knowledge helps me improve my own communication skills. Second would be **earning an income** {Financial Incentives}. Being able to earn money as a student by sharing what I know is a great opportunity.

**Uğur:**  
**Social impact** {Tutor Social Impact} would be my top motivator—being helpful to others means the most to me. **Earning money** {Financial Incentives} would also be a good motivator. Doing something I love and getting paid for it would be amazing.

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

**Nefise:**  
Absolutely, **I’d love to volunteer** {Volunteer Commitment}. I experienced this during the Hypatia project. Being able to contribute to people facing difficulties taught me a lot. At that moment, it felt like the most meaningful thing I could do. Even slightly **touching someone's life** {Tutor Social Impact} is a very special feeling.

**Ali:**  
Yes, **I would want to volunteer** {Volunteer Commitment}. If I have the knowledge and skills, **sharing them with someone who truly needs them** {Tutor Social Impact} would make me feel great.

**Şebnem:**  
**I’m currently volunteering as a tutor, and the emotional fulfillment it brings is incomparable** {Volunteer Commitment}. I could have given the same lesson to a paying group, but doing it as a volunteer has a completely different meaning. You can always make money another way, but here, you’re **touching lives** {Tutor Social Impact}—that’s something else entirely.

**Elif Naz:**  
We’re born with a sense of kindness. Helping others makes us happy. Reaching a child and teaching them something is an incredible feeling. I would definitely want to **volunteer as a tutor** {Volunteer Commitment}.

**Uğur:**  
Initially, I would say **yes** {Volunteer Commitment}. But I have one condition: I can’t step too far outside my comfort zone. If my life circumstances at the time make it sustainable, I’d gladly do it. Otherwise, I’d worry about not being able to live up to the responsibility.

**#Q6#  
What incentives would encourage your participation in the platform?**

**Ali:**  
In the volunteer scenario: **contributing, personal growth, and social impact** {Tutor Social Impact}{Tutor Professional Development}. In the paid scenario: **earning income** {Financial Incentives}, **creating social value** {Tutor Social Impact}, **being part of a community** {Community Building}, and **receiving support like certificates and recommendation letters** {Tutor Professional Development}.

**Şebnem:**  
**Community support** {Community Building} would be very important for me. That feeling of belonging is really valuable. **Certificates and recommendation letters** {Tutor Professional Development} would also mean a lot, especially since I’m currently applying to graduate school. Having such extras is a big bonus.

**Elif Naz:**  
What would motivate me most would be a chance to **meet face-to-face at the end of the year** {Community Building}. Meeting the students I’ve only seen through a screen in person would be wonderful. Secondly, **building a network. More than certificates, it’s the people I meet and the relationships I build that matter most to me** {Community Building}.

**Nefise:**  
The year-end gathering at Hypatia was very impactful. Getting feedback from students brought immense joy. Second would be **the social circle—you meet people in these communities who stay in your life long-term** {Community Building}.

**Uğur:**  
Certificates and recommendation letters don’t mean much to me. What matters most is that **the other person benefits, and that I feel fulfilled from the experience** {Tutor Social Impact}.

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

**Şebnem:**  
Right now, I can spare about two hours. Since we teach as a class, finding suitable times is difficult. Students are usually tired in the evenings, and weekends are full of courses. So I could **sustain a maximum of two hours** {Tutor Availability}.

**Nefise:**  
I’d say **between 3 and 5 hours** {Tutor Availability}. But during weekday evenings students are often tired, and weekends aren’t always productive either. I’d like to be consistent, but I’m going through a transitional phase in life, so I can’t always guarantee that.

**Ali:**  
It depends on the situation. In special cases like an earthquake, I could go up to 3–4 hours. But generally, **1–1.5 hours per week is ideal** **to keep it sustainable** {Tutor Availability}.

**Elif Naz:**  
**One lesson per week doesn’t burden anyone. Two lessons per week might become too much in the long run. So during some periods, doing two and then dropping to one would be more sustainable** {Tutor Availability}.

**Uğur:**  
These days, I sometimes feel like I can’t even manage my own time. So 3–5 hours wouldn’t be realistic for me. **I’d say 1–2 hours, but I’m not even sure if that would be sustainable** {Tutor Availability}.

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

**Şebnem:**  
I’d prefer **anonymous feedback** {Tutor Preferences for Receiving Feedback}. Students might not share their honest thoughts face-to-face. Anonymity helps ensure more transparent and sincere feedback.

**Ali:**  
I’d like both **anonymous surveys and direct feedback from students** {Tutor Preferences for Receiving Feedback}. Feedback is really important for self-improvement.

**Uğur:**  
I’d prefer **anonymous feedback—it allows for maximum transparency. I’d also like suggestions from other tutors** {Tutor Preferences for Receiving Feedback}. Their outside perspectives would help me improve.

**Nefise:**  
I prefer **anonymous feedback** {Tutor Preferences for Receiving Feedback} too. What’s said is more important than who says it. Students being able to share their thoughts freely is valuable.

**Elif Naz:**  
Feedback is crucial. Zoom lessons could be recorded, and random clips reviewed together with tutors. I’d also want **anonymous feedback from students** {Tutor Preferences for Receiving Feedback}. I wouldn’t want to know their identities—remaining neutral is important.

**#BONUS#  
If the peer-to-peer platform were already established and fully accessible, what would be its greatest advantage and disadvantage?**

**Nefise:**  
I’d say the same thing is both its greatest strength and weakness: being digital.  
It’s an advantage because it provides accessibility. But it’s also a disadvantage because **some students may not have access to digital tools** {Digital Accessibility}. Plus, online learning may not be as effective as in-person instruction. So, there are two sides to it.

**Elif Naz:**  
The downside is that there are already many similar platforms out there. Some of them receive large funding and advertise heavily. They show up higher in search results, while ours might be overlooked.  
But the upside is that a platform built by sincere, passionate people like you—driven by genuine student experience—is incredibly valuable. That, I believe, would make the real difference.

**Moderator (Öykü):**  
Let me briefly add: Yes, there are similar platforms, but none that clearly focus on university students providing one-on-one lessons to 10–18-year-olds with such care about age range and matching.  
So, a platform centered around personalized peer-to-peer education for youth—that doesn’t currently exist in the market.

**Ali:**  
The biggest advantage would definitely be accessibility. It’s a great opportunity for students who normally wouldn’t have access.  
As for a downside... I can’t think of anything obvious right now. But maybe if it doesn’t get enough support, that could be a drawback.

**Şebnem:**  
An advantage is being able to meet someone I would never encounter geographically. Even if we’re not in the same city, a meaningful learning environment can still be created. That’s really valuable.  
A potential disadvantage could be **maintaining motivation. Everyone starts with motivation, but it may decrease over time. Keeping that energy alive can be challenging** {Student Engagement}.

**Uğur:**  
I agree with Nefise. **Being digital is both a pro and a con** {Digital Accessibility}{Technical Challenges}.  
On the plus side, it eliminates distance—we can connect from anywhere.  
But the downside is being in front of a screen. **It might lead to loss of motivation. In that sense, maintaining sustainability could be tough** {Student Engagement}.