

**PEER TUTORING: A RESOURCE TO ENHANCE COLLABORATIVE LEARNING**

**MONITORIA ENTRE PARES: UM RECURSO PARA POTENCIALIZAR A APRENDIZAGEM COLABORATIVA**

**TUTORÍA ENTRE PARES: UN RECURSO PARA POTENCIAR EL APRENDIZAJE COLABORATIVO**

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**Lucas Andrey Rodrigues<sup>1</sup>, Jonatas Cavalcante Ribeiro<sup>2</sup>, Thaize Soares Oliveira<sup>3</sup>**

**ABSTRACT**

The present text describes a pedagogical experience of peer tutoring implemented in Middle School at SESI Dourados. It is a case study that demonstrates how interaction among classmates can enhance collaborative learning, student protagonism, and equity. The methodology consists of pairing students with greater mastery of the content with classmates facing difficulties, referred to respectively as “angels” and “mortals.” The experience revealed improvement in academic performance, especially in formative activities, and a reduction in status differences among students. The conclusions reinforce the importance of teacher mediation and the appreciation of multiple intelligences to promote more democratic and effective learning environments.

**Keywords:** Peer Tutoring. Collaborative Learning. Basic Education. Equity. Student Protagonism.

**RESUMO**

O presente texto descreve uma experiência pedagógica de monitoria entre pares implementada no Ensino Fundamental II da Escola SESI Dourados. Trata-se de um estudo de caso que evidencia como a interação entre colegas pode potencializar a aprendizagem colaborativa, o protagonismo estudantil e a equidade. A metodologia consiste na formação de duplas entre estudantes com maior domínio dos conteúdos e colegas com dificuldades, nomeados respectivamente de “anjos” e “mortais”. A experiência revelou melhora no desempenho acadêmico, especialmente nas atividades formativas, e redução das diferenças de status entre os alunos. As conclusões reforçam a importância da mediação docente e da valorização de múltiplas inteligências para promover ambientes de aprendizagem mais democráticos e eficazes.

**Palavras-chave:** Monitoria Entre Pares. Aprendizagem Colaborativa. Educação Básica. Equidade. Protagonismo Estudantil.

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<sup>1</sup> Graduated in Literature - English. Universidade Estadual do Mato Grosso do Sul (UEMS).  
E-mail: jhonkb29@gmail.com Lattes: <http://lattes.cnpq.br/0440079488220471>

<sup>2</sup> Master's degree in Language Studies. Universidade Estadual do Oeste do Paraná (UNIOESTE).  
E-mail: Lucasandrey02@gmail.com Orcid: <https://orcid.org/0009-0007-3603-229X>  
Lattes: <http://lattes.cnpq.br/5033745785557167>

<sup>3</sup> Doctoral student. Universidade Federal da Grande Dourados (UFGD).  
Orcid: <https://orcid.org/0000-0002-6529-5693> Lattes: <https://lattes.cnpq.br/7546558516008813>

## RESUMEN

El presente texto describe una experiencia pedagógica de tutoría entre pares implementada en la Educación Secundaria de la Escuela SESI Dourados. Se trata de un estudio de caso que evidencia cómo la interacción entre compañeros puede potenciar el aprendizaje colaborativo, el protagonismo estudiantil y la equidad. La metodología consiste en la formación de parejas entre estudiantes con mayor dominio de los contenidos y compañeros con dificultades, denominados respectivamente “ángeles” y “mortales”. La experiencia reveló una mejora en el rendimiento académico, especialmente en las actividades formativas, y una reducción de las diferencias de estatus entre los alumnos. Las conclusiones refuerzan la importancia de la mediación docente y de la valoración de las inteligencias múltiples para promover entornos de aprendizaje más democráticos y eficaces.

**Palabras clave:** Tutoría entre Pares. Aprendizaje Colaborativo. Educación Básica. Equidad. Protagonismo Estudiantil.

## 1 INTRODUCTION

Although it is not exclusive to higher education, it is common to observe monitoring programs implemented in universities. Some of these initiatives take place on a voluntary basis, while others are structured with scholarships. This practice aims to strengthen peer learning, develop self-regulation, and promote student autonomy.

In this context, monitoring is understood as a teaching modality that enables the exercise of collaboration, student protagonism and metacognition, allowing the monitored to develop their autonomy based on horizontal interactions mediated by the more experienced colleague. As Frison (2016) points out, "monitoring enhances both the academic performance of the students served and the development of the teaching and learning skills of the monitors themselves" (p. 8).

Collaborative learning, according to Johnson & Johnson (2018), promotes not only cognitive development, but also socio-emotional skills, such as empathy, active listening, and co-responsibility. Dillenbourg (1999) reinforces that peer collaboration favors the joint construction of knowledge, while Laal & Ghodsi (2012) highlight its benefits for student motivation and engagement.

However, peer monitoring can also be used as an effective strategy for collaborative learning in basic education, as illustrated by the present experience report carried out at the SESI Dourados School. Based on the challenges observed in Portuguese language classes, the teacher of the discipline identified that the students' performance improved significantly when colleagues worked in partnership. This finding revealed an opportunity to value the heterogeneity present in the classroom, through equitable practices.

Inspired by this perception, the teacher began to invite students with a more advanced level of reading and interpretation of texts, and who also showed empathy and willingness to collaborate. These students were called "angels", a nomenclature already used by the school in its robotics tournament to designate monitors. Students who needed support — spontaneously named as "mortals" — were accompanied by these colleagues in specific activities.

This methodology has been applied for five years with classes from the 6th to the 9th grade of Elementary School, and in some periods it also had the participation of the Mathematics discipline. A relevant characteristic of this practice is the flexibility of the functions: a student can be an angel in one discipline and a mortal in another, promoting the balance of academic status in the classroom. This is in line with the proposal of Lotan (2006),

who argues that teachers should deliberately intervene in group interactions to reduce inequalities and expand opportunities for participation: "teachers successfully combat a crystallized socialization in an inverse way" (Lotan, 2006, p. 28).

The angel's role is to help his or her monitor during classroom activities, either through explanations, support in the creation of study schedules, or the suggestion of complementary materials with the guidance of the teacher. The constant monitoring of the teacher ensures the mediation of relationships and adjustments when necessary, ensuring an environment of trust and collaboration.

Although the results are mostly positive, some challenges are presented, such as the difficulties that some students face in offering or accepting help. In addition, the absence of commitment or low self-motivation can interfere with the success of the partnership. However, the benefits have been consistent, especially in the performance of students in formative assessments and in group dynamics, in which students show greater effort and confidence in their abilities.

This type of initiative is directly related to what Lotan (2006) calls the attribution of competence, a strategy that seeks to value relevant contributions from students with lower academic status, favoring participation and equitable engagement: "when students begin to understand that many different intellectual skills are necessary to complete the task [...] they come to trust each other as useful academic and linguistic resources for the group's effort" (Lotan, 2006, p. 37).

In addition, authors such as Mantoan (2015) and Aranha (2007) reinforce that inclusive and equitable practices must consider not only physical access to school, but also access to real learning opportunities. Peer monitoring, in this sense, acts as a tool for the democratization of knowledge, promoting fairer and more collaborative environments. As Mantoan points out,

The prospect of forming a new generation within an inclusive educational project is the result of the daily exercise of cooperation and fraternity, of recognition and the value of differences, which does not exclude interaction with the universe of knowledge in its different areas. With all this, I mean that a school for all does not ignore academic content, does not despise scientific, systematized knowledge, but is also not restricted to instructing students, to 'dominate' them at all costs (MANTOAN, 2015, p. 15).

This view reinforces that collaborative learning is not just a pedagogical strategy, but an ethical principle that guides the construction of more inclusive educational environments,

in which all students are recognized as subjects capable of contributing and learning together. In the same sense, Aranha (2007) states: "As a mediating instance, pedagogical action makes possible the relationship of reciprocity between individual and society. Unlike indoctrination, true education tends to dissolve the asymmetry between the educator and the student." (ARANHA, 2007, p. 51)

This perspective dialogues directly with the proposal of peer monitoring, which promotes horizontal and collaborative relationships, favoring the construction of bonds of trust and mutual respect among students.

## **2 EXPANSION PROPOSAL**

The proposal to expand the project "Angels and Mortals of Portuguese Language" seeks to strengthen collaborative learning and student protagonism through peer monitoring, now also extended to High School. The initiative aims to mobilize students with greater mastery of the subject to support colleagues with difficulties in reading, writing, grammar and interpretation. In addition to offering academic support, the proposal seeks to develop socio-emotional skills such as empathy, responsibility, and leadership. The project is structured in two nuclei: the "Angels", students from the 8th and 9th grades who accompany the students from the 6th and 7th grades, and the "Mortals", students from the 2nd and 3rd years of High School who work with the 1st year students, both in person and in virtual environments.

The methodology includes after-school monitoring, continuous support via WhatsApp, thematic reviews, and academic monitoring with a focus on student autonomy. The selection process is detailed and seeks to identify committed and collaborative students. The evaluation of the project will take place through monthly meetings, self-evaluations and feedback from the participants, culminating in the certification of those involved. With this expansion, the school reaffirms its commitment to a democratic and solidary education, in which the students themselves become agents of knowledge and mutual care.

## **3 PARTIAL RESULTS IN ELEMENTARY EDUCATION**

The implementation of peer monitoring in the 3rd bimester revealed significant impacts on the academic performance of students in the 6th and 7th grades of Elementary School. The program had the participation of 28 students, 16 from the 6th grade and 12 from the 7th grade, accompanied by "Angel" monitors previously selected based on criteria of empathy, mastery of the contents and willingness to collaborate.

The overall average of the classes went from 6.0 in the 2nd bimester to 7.2 in the 3rd bimester, showing a significant recovery. The analysis by performance ranges shows that 75% of the students showed an improvement in their grades, while 18% maintained stability and only 7% recorded a significant drop, which reinforces the effectiveness of the intervention.

Individual progress was also remarkable, with some students raising their averages by as much as 4.8 points. These results were observed in both the 6th and 7th grades, demonstrating that personalized monitoring contributed to the strengthening of the participants' learning and self-confidence.

In addition to the academic gains, the program promoted greater student engagement and created a more welcoming and collaborative environment. The presence of the monitors favored the construction of positive bonds and the valorization of multiple intelligences, as proposed by Lotan (2006), by reducing inequalities and expanding opportunities for participation.

Despite the mostly positive results, two specific cases require individualized attention, reinforcing the importance of continuity of monitoring and teacher mediation to ensure that all students benefit from the proposal.

#### **4 FINAL CONSIDERATIONS**

The practice of peer monitoring, as described in this report, is an effective pedagogical tool to promote collaborative learning, reduce inequalities and develop socio-emotional skills. By transforming students into active agents of the teaching and learning process, the school contributes to the integral formation of students and to the construction of a culture of cooperation and mutual respect. The possibility of expanding the project is a positive response to the methodology used and proof that there are many paths to follow and ensure autonomy in relation to the learning process.

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