

ACCESS TO A PEER COACH IN STUDENT LEARNING

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There is a widespread belief that quantitative disciplines, including economics, are only accessible to certain students thereby creating anxiety and preventing learning, especially in students with already low GPA. In order to address the learning problem stemming from this anxiety, I examined the effect of weekly peer-led supplemental instruction on student learning in my principles of macroeconomics course. The intervention was received quite favorably by students as evidenced by their responses to the post-course survey. Students expressed that the tutoring sessions not only improved their understanding and engagement in the course, but also provided opportunities to learn from their peers in a much more relaxed environment. This effect was actually more pronounced in students with lower GPA. Additionally, about 10% percent of the students reported that the availability of supplemental instruction in an introductory course encouraged them to pursue economics as either a major or a minor.

