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**Title/Título:** Tutoring in Mathematics: A generic method

Tutoría en Matemáticas: Un método genérico

**Topic:** Parents as educators, their challenging role and current status in school, family and community relationships

Los padres y madres como educadores, los retos de su rol y su situación actual en las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

**Presentation time/Día de presentación:** Session in English. Thursday 15, 12:15-1:45 p.m. Room 3, Third Floor

Sesión en Inglés. Jueves 15, 12:15-1:45 p.m. Sala 3, Tercer Piso

### **Abstract**

A pilot study is reported of a generic method for tutoring in mathematics, intended to be suitable for use by peers, parents and volunteers in a wide range of applications. Thirty children aged 9-10 years of below average mathematical ability were randomly allocated to experimental or control conditions. Experimental tutees (n=17) were tutored in mathematical problem solving at home by their parent(s) using the method, while control children (n=13) received traditional math problem homework. Pre- and post-test assessment of both groups involved a criterion-referenced mathematics test in parallel forms and a scale of attitudes to mathematics. Experimental tutors completed a pre-test questionnaire on attitudes to mathematics and home-school links, and experimental tutees and tutors engaged in a post-test debriefing interview. On the attainment test, the experimental group gained significantly, while the control group did not. Male tutees gained more than females. No significant pre-post differences were evident on the tutee attitude questionnaire. However, interview feedback from both tutees and tutors was generally positive. Given the brevity of the pre-post test interval, the finding of positive differences in attainment was considered encouraging. Recommendations for future research were made.