

PEER TUTORING AND ACADEMIC INTEGRITY IN MULTICULTURAL CONTEXT

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It has long been common practice for academics to ask colleagues for feedback on their articles when drafting. This practice can be beneficial for both reader and writer, who, by creating a conversation about ideas and their expression, may come closer to an accurate description of their research. And if this works for faculty, why not for students? As early as first year, university students are expected to 'join the academic conversation' by reading and writing about the issues relevant to their discipline. Students who talk to peers about their learning can enhance both their understanding of course material, as well as their satisfaction with their university experience. That being said, there is widespread concern that working together encourages cheating; and this is a reasonable anxiety because it too often does. But there are at least two highly productive mechanisms (customs?) that when organized well, provide an excellent platform for constructive conversation between peers, and subsequently, encourage academic integrity. These mechanisms are the Writing Fellows program, and the university Writing Center.