



Group tutorials as spaces for Educationally Purposeful Peer Interactions – Why and how?

Dr Rachel George and Dr Eve Rapley, University of Greenwich

References

- Akinla, O, Hagan, P and Atiomo, W (2018) A systematic review of the literature describing the outcomes of near-peer mentoring programs for first year medical students. *BMC Med Educ* **18**, 98
- Campos, J. J and Stenberg, C (1981) Perception, appraisal, and emotion: The onset of social referencing. In M. E. Lamb & L. R. Sherrod (Eds.), *Infant social cognition: Empirical and theoretical considerations*. Hillsdale, NJ: Erlbaum.
- Carless, D and Boud, D (2018) The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*. 43 10.1080/02602938.2018.1463354
- Hu, S and Kuh, G.D (2002) Being (dis) engaged in educationally purposeful activities: The influences of student and institutional characteristics. *Research in Higher Education*, 43(5), pp 555-575
- Kyndt, E, Raes, E, Lismont, B, Timmers, F, Cascallar, E.C, and Dochy, F (2013) A meta-analysis of the effects of face-to-face cooperative learning. Do recent studies falsify or verify earlier findings? *Educational Research Review*, 10, pp 133-149
- Laurillard, D (2002) *Rethinking University Teaching. A conversational framework for the effective use of learning technologies*. London: Routledge
- Polanyi, M (1967) *The tacit dimension*. Garden City, New York: Anchor Books
- Tanner K. D (2009) Talking to learn: why biology students should be talking in classrooms and how to make it happen. *CBE Life Sci Educ*. 8:pp 89–94
- Vygotsky, L (1978) 'Mind in society', Cambridge, MA: Harvard University Press. Original work published in 1930