# Article information:

Full article: Online peer-led group reflective practice in higher education: a seminar-based project evaluation
[https://www.tandfonline.com/doi/full/10.1080/14623943.2022.2116567?scroll=top=true](https://www.tandfonline.com/doi/full/10.1080/14623943.2022.2116567?scroll=top&needAccess=true)

# Article summary:

1. The study explores the effects of online Peer-Led Group Reflective Practice (PLGRP) on master's degree students in the UK during the Covid-19 pandemic.

2. The project called Holistic Academic and Research Reflective Practice (HARRP) fostered the PLGRP approach, which aimed to help students develop their academic and researcher reflexivity, competence, and independent learning skills.

3. The study found that online PLGRP provided opportunities for students to make sense of their academic and research journey individually and in groups, but there were challenges related to lack of time and familiarity with working in peer-led reflective groups.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled Online peer-led group reflective practice in higher education: a seminar-based project evaluation explores the effects of online Peer-Led Group Reflective Practice (PLGRP) on students undertaking their master's degree in the UK during the Covid-19 pandemic. The article provides an overview of the online seminar-based project called Holistic Academic and Research Reflective Practice (HARRP) and delves into the reflective pedagogical approaches that informed the project design. It also presents the results of a qualitative study that used an open-ended questionnaire to capture students' thoughts on the project.

Overall, the article provides a comprehensive analysis of the PLGRP approach and its effects on students. However, there are several potential biases and limitations in the article that should be considered.

Firstly, there is a potential bias towards promoting the effectiveness of online PLGRP. The article highlights positive outcomes such as the development of academic and researcher reflexivity, researcher competence, and independent learning skills. While these findings are valuable, it is important to acknowledge any potential limitations or challenges associated with online PLGRP. For example, the article briefly mentions issues around lack of time to attend seminars and lack of familiarity with working in peer-led reflective groups but does not explore these challenges in depth.

Additionally, there is a lack of evidence provided to support some of the claims made in the article. For instance, while it is stated that online PLGRP helps students develop independent learning skills and interdependent learning skills, no specific examples or data are provided to support this claim. Without concrete evidence, it is difficult to fully assess the effectiveness of online PLGRP.

Furthermore, there is limited exploration of counterarguments or alternative perspectives. The article primarily focuses on the positive outcomes of online PLGRP without considering potential drawbacks or criticisms. This one-sided reporting limits a comprehensive understanding of the topic.

Another limitation is that potential risks or ethical considerations associated with online PLGRP are not adequately addressed. Given the nature of online learning and group work, there may be privacy concerns, issues with technology, or challenges in maintaining a safe and inclusive learning environment. These risks should be acknowledged and discussed to provide a balanced analysis.

In terms of missing points of consideration, the article does not discuss the potential impact of cultural differences on online PLGRP. The study includes predominantly Chinese students, but it is unclear how their cultural background may have influenced their experiences and perceptions of online PLGRP. Considering the diverse student population in higher education, it is important to explore how cultural factors may shape the effectiveness of pedagogical approaches.

Overall, while the article provides valuable insights into online PLGRP in higher education, there are several biases and limitations that should be considered. It would be beneficial for future research to address these limitations and provide a more balanced analysis of the topic.

# Topics for further research:

* Cultural influences on online peer-led group reflective practice in higher education
* Challenges and limitations of online peer-led group reflective practice
* Privacy concerns in online group work in higher education
* Technology issues in online peer-led group reflective practice
* Criticisms of online peer-led group reflective practice
* Ethical considerations in online reflective pedagogical approaches

# Report location:

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