

Peer-led group reflection practices unpacked: Terminology, common ground, and variations

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Introduction: Peer-led group reflection (PLGR) is an accessible, cost-effective and relevant form of reflective practice, and is commonly used in higher education and professional practice. On the surface, PLGR seems self-explanatory: it is reflection done in groups and led by one of its members. However, in practice, different activities seem to fit the surface description, which made us question what the common and varying characteristics of PLGR practices are. Our aim is to develop a taxonomy of characteristics as a necessary basis to investigate PLGR and put it to use.

Method: We performed a narrative review of the literature on PLGR, published in peer-reviewed journals between 2005-2024. We searched four electronic databases –Web of Science, PubMed, Eric and PsycInfo –using three sets of search terms: *peer* AND *group* AND *reflecti*. Our search resulted in 2,858 hits. After removing 707 duplicates, we screened 2,151 papers on title and abstract, and subsequently, 318 papers full-text.

Results: Preliminary results show that different PLGR practices can be distinguished and that the current terminology for PLGR is highly inconsistent: similar terms are used to refer to different practices, and different terms are used to refer to similar practices. Our next step in the analysis is to map the terminology, uncover the common characteristics, and disclose the dimensions on which PLGR practices differ, such as topic of reflection, purpose, theoretical perspective, format and group size.

Discussion: Learning through reflection in (peer) groups is widely considered effective, however, the lack of clarity hinders research to further PLGR practices and optimise its application. By identifying the terminology and proposing a taxonomy of characteristics to distinguish practices, our study provides useful insights into the nature of PLGR. This type of knowledge is essential to improve the way we understand, use and report on PLGR in both science and practice.

Is the first author also the speaker?

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Please indicate up to five keywords regarding the content of your contribution

reflection; peer group; peer-led; higher education; professionals

Primary author: IJNTEMA, Richta (Utrecht University)

Co-author: KLUIJTMANS, Manon (University Medical Center Utrecht)

Presenter: IJNTEMA, Richta (Utrecht University)

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