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Title: Dynamic Peer Learning (A discourse analysis of the Fine Art Crit)

Abstract:

The research project *Dynamic Peer Learning (A discourse analysis of the Fine Art Crit)* aims to empower undergraduate students by inviting them to engage with and reflect on the process of group learning. The action research focuses on the student voice to gain an insight into the different experiences of students at different stages in their learning. Surveys, interviews, and discourse analytic methods are being used.

The research will be used as a starting point to invite students to reflect on their current processes of presenting and discussing their work. Using close and detailed analysis of students' and tutors' language in use in the 'crit', insights can be gained into the work of making the visual verbal. How do students and tutors hold the floor? What metaphors and narratives recur? Crucially, what is left unsaid, and what is the dynamic of power?