

# MICA CLIP

*The Centre for Learning  
& Innovative Pedagogy*

CLIP Newsletter / Issue 2.2 / March 2025

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**Editorial**

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**Reaping the Benefits of Peer Learning**



As the question of what constitutes “new” and “innovative” in the domain of pedagogy tends to go down the path of digital tools and AI-powered solutions, educators may run the risk of undermining the power of peers. How do we, as educators, reap the value of social learning in traditional and hybrid learning environments, while also innovating on it?

For starters, it would be useful to revisit the multiple advantages that peers give to the process of learning through processes of mentoring, assessment, assistance and collaboration as well as by vitalizing virtual

learning spaces. Bearing these processes in mind greatly enhances the way we design effective learning environments: improving learning outcomes, providing opportunities for authentic practice as well as providing scaffolding when groups tackle complex, information-dense problems. The Good Reads section highlights the many dimensions of peer learning: how students carve their niches for peer learning, the role of trust, and how collusion impacts peer dynamics.

As educators, it is important how we frame peer learning and select activities best suited to the outcome we hope to achieve. Some questions we can ask ourselves when designing a peer-learning activity are: how can we facilitate greater interdependence? Are we giving students enough time to build rapport and learn how to work with each other? How can we design assessments to be fair to all participants, even as it acknowledges shared accomplishment?

In this [downloadable document by IIM-B on designing effective learning environments](#), peer learning is underlined as the cornerstone of business classrooms, where a significant dimension of learning is experiential and applied in nature, and learners benefit from interacting with the diverse student body. If the classroom has a hybrid component, it helps to understand and acquire tools that facilitate greater collaboration between peers. This [webinar](#) by Michael Sankey on Navigating Peer Learning in a Hybrid World gives important tips on incorporating peer assessment tools such as PeerMark and Feedback Fruits to facilitate activities such as compulsory peer review of term papers before submission. This greatly expands the scope for students to collaborate and offer mentoring and assistance, from a person to whom they have no formal accountability, or sense of hierarchy. Faculty can assist by providing rubrics for peer evaluation.

At MICA, our faculty harness the power of peer learning in various ways. In the latest addition to our video archive, Prof Suresh Malodia from the Strategic Marketing area speaks about a [Case Discussion Based Evaluation Method](#), in which students of the Marketing Management

course are allowed an hour to discuss the case in their question paper before they formulate their responses in the answer script. Educators today need to work on strengthening peer learning connections not just from the classroom point of view but also from the perspective of training students for real-world work scenarios in which learning from others and nurturing their perspectives as part of the organizational culture needs to be second nature.

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## INNOVATIVE PEDAGOGIES @ MICA

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*Prof Suresh Malodia*

### **Case-based Discussion Evaluation Method**

<https://youtu.be/7dXwq6iAENQ>

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## **GOOD READS**

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### **Peer-Mediated Learning Beyond the Curriculum**

*By Anton Haines*

In the literature, peer learning is mainly presented as a pedagogical tool used to promote curriculum learning. This article is based on observations of peer learning that expand beyond learning of the curriculum. It particularly addresses the phenomenon of students creating niches for peer-mediated learning. In the peer-mediated niches, students learn to become students, and they are free to agree or disagree with the course content in a way that they cannot express in their assignments and examination papers.

*Studies in Higher Education* 33(2). March, 2008.

<https://doi.org/10.1080/03075070801916344>

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### **What is the Role of Trust in Peer Support Schemes for Underrepresented Students?**

*By Claire Hampshire, Mimi Benjamin, and Alan Swoon Swee Kit*

The authors propose a conceptual model for considering how social connection, shared culture/experiences, and interpersonal trust can contribute to the central goal of belonging. This conceptual model can be used as a resource to support consideration of peer support schemes for underrepresented students that can be developed to support student belonging.

*Teaching and Learning Inquiry* 13, January, 2025

<https://doi.org/10.20343/teachlearningqu.13.8>

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**Does Widespread Collusion Undermine the Case for Using Peer-Assessment Schemes with Assessed Group Work?**

*By Rob Reigler and Jon Guest*

Peer assessment is one way of adjusting assessed group work grades into individual marks that may better reflect the different contributions of each student. However, people question the extent to which the peer-assessment scores reflect the actual contribution of each team member. One factor that might cause them to diverge is the presence of collusive behaviour. This paper develops a method to formally quantify the extent of this problem.

*Studies in Higher Education*, September 2024

<https://doi.org/10.1080/03075079.2025.2465687>

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**Can Business Students Learn to Evaluate Better? Evidence from Repeated Exposure to a Peer-Evaluation System?**

*BY Stéphane Brutus, Magda B. L. Donia and Sigalit Ronen*

Repeated use of a standardized peer-evaluation system provides an effective means of increasing students' confidence in evaluating their peers, as well as improving the quality of the evaluations they provide. These findings demonstrate the added value of incorporating standardized evaluations into business school group work as a means of generating skills relevant to managerial practice.

*Academy of Management Learning and Education*, Jul 2012

<https://journals.aom.org/doi/10.5465/amle.2010.0204>

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## **UPCOMING EVENTS**

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### **Academy of Management Learning and Education**

Call for Special Issue Proposals

Call Open: 1 June 2025 to 1 August 2025

<https://aom.org/events/event-detail/2025/06/01/calls/amle-call-for-special-issue-proposals>

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*Webinar on*

### **Leveraging Insights from MED Award Winners to Inspire Your Own Research and Teaching**

1. The Potential of Deliberative Pedagogy in Cultivating Phronesis in Management Education by Lorin Busaan & Simon Pek
2. Grading and Simultaneously Providing High-Information Feedback: The Harmonized Appraisal Assessment Methodology by Colin Lee
3. Peer Coaching Groups as an Innovative Tool to Foster Performance and Well-Being of the Participants by Angela Hall

### ***Management Education and Development (A Division of AoM)***

*25 March, 2025 10:30 PM to 11.30 pm IST*

[https://aom-org.zoom.us/meeting/register/VjtK4VDqSUaP\\_jV4d9njEQ#/registration](https://aom-org.zoom.us/meeting/register/VjtK4VDqSUaP_jV4d9njEQ#/registration)

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## **RESEARCH AND COLLABORATIONS**

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**Climate Change Research:** CLIP Co-Chair Prof Pooja Thomas and Postdoctoral Fellow Dr Nandini Hebbar are engaged in a research project examining Climate Change in Business Curricula in the top 50 institutions in India.

**MoU with TCS CoIN:** As part of the strategic MoU between TCS and MICA, CLIP is working with TCS iON on two projects, under the leadership of CLIP Co Chair Prof Ashutosh Dutt. The first focuses on developing a unified a comprehensive and unified test for mapping general mental abilities and competencies. The second project aims to enhance online learner engagement.

**Book Project with University of Westminster:** Our book project with University of Westminster titled "Community Engaged Learning in Higher Education: A Decolonial Approach to Experiential Learning" edited by Andrew Pitchford, Pooja Thomas, and Sonal Purohit will be published by Routledge UK. We have received 10 submissions of innovative approaches in higher education from India and the UK. Review and editorial work are ongoing.

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### **ABOUT CLIP**

The Centre for Learning and Innovative Pedagogy (CLIP) was set up in 2020. The Centre is a natural outcome of MICA's learner and teaching-centric ethos. MICA's classrooms have been witness to both small-scale innovations in pedagogy and game-changing design of signature and pioneering courses. CLIP's broad mandate is to draw on this organic history and institutional orientation to build better teaching and learning worlds of the future.

If you are interested in collaborating or consulting with us for pedagogy-based research, faculty development, talks, and workshops, please get in touch!

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