

Références sur le tutorat par les pairs

Document de travail, 2021-12-04

1. Aldabas, R. (2019). Effectiveness of peer-mediated interventions (PMIs) on children with autism spectrum disorder (ASD): a systematic review. *Early Child Development and Care*, 190(10), 1586-1603. <https://doi.org/10.1080/03004430.2019.1580275>
2. Alegre Ansuategui, F. J., & Moliner Miravet, L. (2017). Emotional and cognitive effects of peer tutoring among secondary school mathematics students. *International Journal of Mathematical Education in Science and Technology*, 48(8), 1185-1205. <https://doi.org/10.1080/0020739x.2017.1342284>
3. Alegre, F., Moliner, L., Maroto, A., & Lorenzo-Valentin, G. (2018). Peer tutoring in mathematics in primary education: a systematic review. *Educational Review*, 71(6), 767-791. <https://doi.org/10.1080/00131911.2018.1474176>
4. Alegre, F., Moliner, L., Maroto, A., & Lorenzo-Valentin, G. (2019). Peer tutoring in algebra: A study in Middle school. *The Journal of Educational Research*, 112(6), 693-699. <https://doi.org/10.1080/00220671.2019.1693947>
5. Avramidis, E., Toulia, A., Tsihouridis, C., & Strogilos, V. (2019). Teachers' attitudes towards inclusion and their self-efficacy for inclusive practices as predictors of willingness to implement peer tutoring. *Journal of Research in Special Educational Needs*, 19(S1), 49-59. <https://doi.org/10.1111/1471-3802.12477>
6. Berzin, C. (2012). Tutorat entre pairs et théorie implicite d'enseignement. *Revue Française de Pédagogie*, 179(2), 73-82.
7. Bournot-Trites, M., Lee, E., & Séror, J. (2003). Tutorat par les pairs en lecture : une collaboration parents-école en milieu d'immersion française. *Revue des sciences de l'éducation*, 29(1), 195- 210. <https://doi.org/10.7202/009498ar>
8. Bowman-Perrott, L., deMarín, S., Mahadevan, L., & Etchells, M. (2016). Assessing the Academic, Social, and Language Production Outcomes of English Language Learners Engaged in Peer Tutoring: A Systematic Review. *Education and Treatment of Children*, 39(3), 359-388. <https://doi.org/10.1353/etc.2016.0016>
9. Briggs, D. (1976). Une méthode d'enseignement mutuel entre enfants, *Revue Perspective (UNESCO)*, Volume VI N°3.
10. Brown J. S. & Adler R. P. (2008). Minds on Fire. *Educause Review*, January/February. <http://www.johnseelybrown.com/mindsonfire.pdf>
11. Cassidy, R., Charles, E. S., Slotta, J. D., Lasry, N., eds. (2019). *Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles*. Lausanne: Frontiers Media. Doi:10.3389/978-2-88945-885-1 <https://www.frontiersin.org/research-topics/5406/active-learning-theoretical-perspectives-empirical-studies-and-design-profiles>
12. Cousinet, Roget (1959). *Pédagogie de l'apprentissage*. Paris : PUF. Nouvelle encyclopédie pédagogique, 168 p.

13. Davin, K. J., & Donato, R. (2013). Student Collaboration and Teacher-Directed Classroom Dynamic Assessment: A Complementary Pairing. *Foreign Language Annals*, 46(1), 5-22. <https://doi.org/10.1111/flan.12012>
14. De Backer, L., Van Keer, H., & Valcke, M. (2016). Eliciting Reciprocal Peer-Tutoring Groups' Metacognitive Regulation Through Structuring and Problematizing Scaffolds. *The Journal of Experimental Education*, 84(4), 804-828. <https://doi.org/10.1080/00220973.2015.1134419>
15. Dumont, H., Istance, D., & Benavides, F. (2010). Comment apprend-on ? La recherche au service de la pratique. OCDE. <https://www.oecd.org/education/ceri/The%20Nature%20of%20Learning.Practitioner%20Guide.FR.pdf>
16. Evans, M. J., & Moore, J. S. (2013). Peer tutoring with the aid of the internet: peer tutoring with the aid of the internet. *British Journal of Educational Technology*, 44(1), 144–155. <https://doi.org/10.1111/j.1467-8535.2011.01280.x>
17. Faillet, V. (2017). *La métamorphose de l'école quand les élèves font la classe*. Descartes & Cie.
18. Faillet, V. (2017). TED. <https://www.youtube.com/watch?v=Yn1YMTfbUqI>
19. Faillet, V. (2017). Vidéo séquence en classe : <https://www.youtube.com/watch?v=Zofet2ScIJI>
20. Faillet, V. (2018). Apprendre autrement : l'expérience de la « classe mutuelle ». *La conversation*. <https://theconversation.com/apprendre-autrement-lexperience-de-la-classe-mutuelle-97326>
21. Faillet, V. (2020). *La métamorphose de l'école*. Publishroom factory.
22. Faillet, V. (2020). Les forums Internet, espaces de discussions scolaires pour le travail des lycéens ? *Revue Adjectif*. <https://adjectif.net/spip.php?article512>
23. Faillet, V. (2020). *Remodeler sa salle de classe et sa pédagogie*. Canopé Éditions
24. Fisher, D., & Frey, N. (2019). Peer tutoring: “to teach is to learn twice.”. *Journal of Adolescent & Adult Literacy*, 62(5), 583–586. <https://doi.org/10.1002/jaal.922>
25. Flores, D.I.G., Ibarra, M.E.U., Treviño, M.G.V., Campos, C.C., & Tejada, A.T.L. (2018). Peer Tutoring As An Improvement Strategy For School Exploitation. *European Journal of Educational Research*, 7(4), 953-961. <https://doi.org/10.12973/eu-jer.7.4.953>
26. Flores, M., & Duran, D. (2013). Effects of Peer Tutoring on Reading Self-Concept [JD]. *International Journal of Educational Psychology*, 3, 297-324. <https://doi.org/10.4471/ijep.2013.29>
27. Fontaine, A., & Brühwiler, I. (2017). La diffusion de l'enseignement mutuel girardien en Suisse : Des déclinaisons pédagogiques transcantoniales pour forger un «écolier-citoyen» moralisé ? *Traverse : Revue d'histoire*, 1, 32-41. https://serval.unil.ch/notice/serval:BIB_2F13FB2D4A55
28. Galbraith, J., & Winterbottom, M. (2010). Peer-tutoring: what's in it for the tutor? *Educational Studies*, 37(3), 321-332. <https://doi.org/10.1080/03055698.2010.506330>
29. Gottfried, M., Garcia, E., & Kim, H. Y. (2018). Peer tutoring instructional practice and kindergartners' achievement and socioemotional development. *Educational Studies*, 45(5), 593-612. <https://doi.org/10.1080/03055698.2018.1509779>

30. Greene, I., Tiernan, A. M., & Holloway, J. (2018). Cross-Age Peer Tutoring and Fluency-Based Instruction to Achieve Fluency with Mathematics Computation Skills: A Randomized Controlled Trial. *Journal of Behavioral Education, 27*(2), 145-171. <https://doi.org/10.1007/s10864-018-9291-1>
31. Haas, A., Vannest, K., Thompson, J. L., Fuller, M. C., & Wattanawongwan, S. (2020). Peer-Mediated Instruction and Academic Outcomes for Students with Autism Spectrum Disorders: A Comparison of Quality Indicators. *Mentoring & Tutoring: Partnership in Learning, 28*(5), 625-642. <https://doi.org/10.1080/13611267.2020.1859330>
32. Henri, F. (2002). Apprentissage collaboratif en mode virtuel. Centre de recherche LICEF Téléuniversité Montréal-INRP-GRAME-MSH, 20.
33. Henri, F., & Basque, J. (2003). Conception d'activités d'apprentissage collaboratif en mode virtuel. Collaborer pour apprendre et faire apprendre, 29–52. http://benhur.teluq.quebec.ca/SPIP/jbasque/squelettes/assets/pdf/BasqueJ-Conception_d_activit%C3%A9s_d_apprentissage_collaboratif_en_mode_virtuel.pdf
34. Hott, B. L., Alresheed, F. M., & Henry, H. R. (2014). Peer Tutoring Interventions for Student with Autism Spectrum Disorders: A Meta - Synthesis. *Journal of Special Education and Rehabilitation, 15*(1-2). <https://doi.org/10.2478/jser-2014-0007>
35. Hwang, W.-Y., Nguyen, T.-H., & Pham, X.-L. (2018). Peer Tutoring to Facilitate Cognitive Diffusion of English as a Foreign Language Learning: Using Speech Translation and Shadowing in Familiar Authentic Contexts. *Journal of Educational Computing Research, 57*(4), 901-929. <https://doi.org/10.1177/0735633118776209>
36. Johnson, J-A. (2019). The effect of online cross-age peer tutoring on student self-efficacy in middle school stem. Dissertation Abstracts International Section A: Humanities and Social Sciences, 80(7-A(E)), <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc16&NEWS=N&AN=2019-41130-126>
37. Jones, G., Ostojic, D., Menard, J., Picard, E., & Miller, C. J. (2016). Primary prevention of reading failure: Effect of universal peer tutoring in the early grades. *The Journal of Educational Research, 110*(2), 171-176. <https://doi.org/10.1080/00220671.2015.1060929>
38. Kim, N. J., Belland, B. R., & Axelrod, D. (2018). Scaffolding for Optimal Challenge in K–12 Problem-Based Learning. *Interdisciplinary Journal of Problem-Based Learning, 13*(1). <https://doi.org/10.7771/1541-5015.1712>
39. Kirova, A., & Jamison, N. M. (2018). Peer scaffolding techniques and approaches in preschool children's multiliteracy practices with iPads. *Journal of Early Childhood Research, 16*(3), 245-257. <https://doi.org/10.1177/1476718x18775762>
40. Laferrière, T. (2005). Les communautés d'apprenants en réseau au bénéfice de l'éducation. *Encounters On Education, 6*, 5-21. <http://qspace.library.queensu.ca/jspui/bitstream/handle/1974/480/art%201%20laferriere.pdf;jsessionid=98BF7E4D988F537880558564E0E1449F?sequence=1>
41. Laferrière, T., Jolicœur, P.-L., Baron, G.-L. & Faillet, V. (2021). Réflexions sur l'apport des modalités semi-formelles d'apprentissage par les pairs. <https://gis-2if.shs.parisdescartes.fr/reflexions-sur-lapport-des-jeunes-aux-modalites-semi-formelles-dapprentissage-par-les-pairs/>

42. Lee, Y. (2014). Promise for Enhancing Children's Reading Attitudes Through Peer Reading: A Mixed Method Approach. *The Journal of Educational Research*, 107(6), 482-492. <https://doi.org/10.1080/00220671.2013.836469>
43. Leung, K. C. (2015). Preliminary empirical model of crucial determinants of best practice for peer tutoring on academic achievement. *Journal of Educational Psychology*, 107(2), 558-579. <https://doi.org/10.1037/a0037698>
44. Leung, K. C. (2018). An updated meta-analysis on the effect of peer tutoring on tutors' achievement. *School Psychology International*, 40(2), 200-214. <https://doi.org/10.1177/0143034318808832>
45. Leung, K. C. (2019). Compare the moderator for pre-test-post-test design in peer tutoring with treatment-control/comparison design. *European Journal of Psychology of Education*, 34(4), 685-703. <https://doi.org/10.1007/s10212-018-00412-6>
46. Lira-Gonzales, M-L., Nassaji, H. et Chao, K.W. (2021). L'impact de la rétroaction par les pairs entraînés au moyen d'un blogue pour améliorer l'écriture en français langue seconde (FLS). *Formation et profession*, 29(1), 1-18.
47. Liu, S. H.-J. & Lan, Y.-J. (2016). Social Constructivist Approach to Web-Based EFL Learning: Collaboration, Motivation, and Perception on the Use of Google Docs. *Journal of Educational Technology & Society*, 19(1), 171-186.
48. Mackiewicz, S. M., Wood, C. L., Cooke, N. L., & Mazzotti, V. L. (2010). Effects of Peer Tutoring With Audio Prompting on Vocabulary Acquisition for Struggling Readers. *Remedial and Special Education*, 32(4), 345-354. <https://doi.org/10.1177/0741932510362507>
49. Marengo Dominguez, J. M. (2018). Peer-tutoring Fosters Spoken Fluency in Computer-mediated Tasks. *Latin American Journal of Content & Language Integrated Learning*, 10(2), 271-296. <https://doi.org/10.5294/lacil.2017.10.2.5>
50. Maroto, A., & Lorenzo-Valentin, G. (2019). Peer tutoring in mathematics in primary education: a systematic review. *Educational Review*, 71(6), 767-791.
51. Moeyaert, M., Klingbeil, D. A., Rodabaugh, E., & Turan, M. (2019). Three-Level Meta-Analysis of Single-Case Data Regarding the Effects of Peer Tutoring on Academic and Social-Behavioral Outcomes for At-Risk Students and Students With Disabilities. *Remedial and Special Education*, 42(2), 94-106. <https://doi.org/10.1177/0741932519855079>
52. Morand, J., Landry, F., Goupil, G., & Bonenfant, N. (2015). Tutorat par les pairs pour des étudiants en situation de handicap non visible : la perception des tuteurs. *Revue Internationale de Pédagogie de l'enseignement Supérieur*, 31(2). <https://doi.org/10.4000/ripes.972>
53. Nickow, A., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on pre-12 learning: a systematic review and meta-analysis of the experimental evidence. Cambridge, MA.: National Bureau of Economic research. https://www.nber.org/system/files/working_papers/w27476/w27476.pdf
54. Potvin, M.-C., Dion, E., Brodeur, M., & Borri-Anadon, C. (2012). Utiliser le tutorat par les pairs pour favoriser l'apprentissage de la lecture en milieu défavorisé. Une pré-expérimentation avec examen des caractéristiques des non-répondants. *Revue canadienne de l'éducation*, 35(2), 285-302. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1121>

55. Poucet, B. (2009). Petite histoire de l'enseignement mutuel : l'exemple du département de la Somme. *Carrefours de l'éducation*, 27(1), 7-18. doi:10.3917/cdle.027.0007.
56. Querrien, A (2005). *L'école mutuelle, une pédagogie trop efficace ?*, Edition Les empêcheurs de penser en rond, Paris, 2005, 181 p.
57. Ruegg, R., Sudo, T., Takeuchi, H., & Sato, Y. (2017). Peer tutoring: active and collaborative learning in practice. *Studies in Self-Access Learning Journal*, 8(3), 255–267. <https://doi.org/10.37237/080306>
58. Tenenbaum, H. R., Winstone, N. E., Leman, P. J., & Avery, R. E. (2020). How effective is peer interaction in facilitating learning? A meta-analysis. *Journal of Educational Psychology*, 112(7), 1303–1319. <https://doi-org.acces.bibl.ulaval.ca/10.1037/edu00004>
59. Thurston, A., Roseth, C., Chiang, T.-H., Burns, V., & Topping, K. J. (2020). The influence of social relationships on outcomes in mathematics when using peer tutoring in elementary school. *International Journal of Educational Research Open*, 1, 100004. <https://doi.org/10.1016/j.ijedro.2020.100004>
60. Tinembart, S., & Pahud, E. (2019). *Une innovation pédagogique. Le cas de l'enseignement mutuel au XIX^e siècle*, Editions Livréo-Alphil, Neuchâtel, 2019, 164 p.
61. Topping, K. J. (2005). Trends in Peer Learning. *Educational psychology*, 25(6), 631-645.
62. Topping, K. J. (2020). Peer Tutoring and Cooperative Learning. Dans *Oxford Research Encyclopedia of Education*. Oxford University Press.
63. Topping, K. J., Buchs, C., Duran, D., & van Keer, H. (2017). *Effective peer tutoring: From principles to practical implementation*. Routledge.