

Learners benefit from others with and without special expertise, intention, or being personally known + indicates an activity initiated by the learner (proactive-ness)			
Helper's expertise	Intention to teach	Personal relationship (contingent action)	Not personal
Unequal, staff, benefit not reciprocal	Intended	Teacher monitoring, Scaffolding of procedural skills + Ask a tutor	Lecturing, Writing a textbook, + Asking an expert
	Unintended	Role model (using a teacher as), (+) Imitating or observing someone more knowledgeable whom you know	+ Eavesdropping on strangers, Using a celebrity or hero as a role model, + Studying the career of a politician to gain similar success
Equal, peer, reciprocal benefit	Intended	+ Alternating roles e.g. testing each other, student reciprocal critiquing, The same but imposed by staff	Wikipedia, Anonymised versions of student reciprocal critiquing, + Posting a question to a forum
	Unintended	Peer discussion, + Borrowing lecture notes, + Spying on, imitating, or observing a classmate you know	Anonymous peer review, + Comparing your marks or actions to the class norm, + Listening to classmates' questions and comments, + Mutual help with the process e.g. ask where the classroom is.

Draper: table from "Learning and Community", LICK 08.