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Writing workshop peer review worksheet

Including peer review in your course can help your students become better writers, readers and collaborators. However, peer review must be carefully planned and guided. The following peer review planning and guidance suggestions are based on peer review, which is discussed in the summary Use of peer review to improve student writing. Four key strategies are being implemented in this approach: identifying and teaching the skills needed for peer review. Teach peer review as an integral part of the writing process. Present peer review as an opportunity for students to learn how to write for the public. Define the role of peer reviewer as a reader role, not a reviewer role. These tips are organized in four areas: Before the start of the semester during the semester and before the first peer review session during and after peer review sessions, peer review is challenging sources of work and recommended reading The Teaching Centre provides sample tables (Peer review table for doctoral thesis-led essays) that can be adapted for different types of courses and writing genres. Before the start of the semester on 1 January 2007, the Commission will be in Specify how peer review fits into the course. A. Decide which writing tasks include a peer review session. Considering the time needed to successfully complete peer review courses (see below), peer review in undergraduate courses works best with more than 5 pages of papers. Instructors wishing to include peer review sessions for longer papers shall ask students to complete part of the work outside the class (e.g. read peers' papers and prepare written comments); such an approach is likely to be more successful if students first practice peer review during the class under the guidance of a tutor. B. Decide when peer review sessions will take place. The ideal time for peer review is after students have written a full draft of the paper, but while there is still time for a substantial review (see Use peer review to improve student writing). Each peer review period requires at least one class period. Although it is possible to complete the session within an hour, it is recommended to complete a one-and-a-half hour hour (see below for a detailed discussion to parse peer review sessions). When you look at your course schedule, make time for a mock peer review session before asking students to get acquainted with each other's writings so they can learn how to identify and start practicing peer review skills. Before the start of the semester, it is also advisable to find a short sample paper that serves as the focus of the mock peer review. also write this short paper yourself (for more detailed suggestions on setting up a model comparison session, see below). Instructors should schedule their first peer review session at the beginning of the semester give students time to get to know others and develop peer review skills. The climate of trust and mutual respect necessary for the success of peer review events will not develop immediately. Ideally, the first peer review session should focus on short writing, such as a paragraph or two, so that students can develop comfort in providing and receiving feedback before reading longer magazines. 2. Design peer review tables that students complete during each peer review session. These spreadsheets (Thesis-Drive Essay Peer Review Workbook) should include specific tasks that reviewers should perform during a session. The instructions you provide in spreadsheets should help students stay on a task during a session and help them stand out from the amount of desired commentary. The role of peer reviewer should be that of the reader, not the reviewer or the reviewer. Do not replicate rating criteria when designing these worksheets. Your students may not be qualified to apply these criteria effectively, and they may feel uncomfortable being given the responsibility to pronounce a general assessment of their peers' work (see Use peer review to help students improve writing). Peer review workbooks should ask the reviewer to start by offering a positive comment on the paper. The peer reviewer's role should then be commented on descriptively: each assessor should describe their response to the document. For example, a peer can write: I thought this description was very clear or I don't understand what this passage has to do with your doctoral thesis. The spreadsheet should give students certain tasks that they have to perform when they save their answers on paper (Nilson 2003). If an assessment is needed, it should be based on the assessor's impression as a reader. Examples of specific tasks: Indicate which parts of the paper the reader considers to be the most effective or least effective, and why identifying or reformatting the dissertation List of key support or display points Report sentences or paragraphs that appear to be out of order, incomplete explained, or otherwise subject to review The performance of these tasks should provide the author with a written response to help the author determine which parts of the paper are effective as such, and are unclear, incomplete or unconvincing. Don't require students to tell the author how to check the paper. Advanced students, students who have long been in peer review groups, and postgraduate students may be able to address the issue of adding new directive responses (e.g. suggests that the author make specific changes). 3. Think during the course planning process What kind of comments do you give students when reviewing drafts and grades You can use comments to model features for students that you want to see reflected in their comments as peer reviewers. For example, you can give them examples of comments that are telling and specific. If you want suggestions on how to write comments that are 1) reader and not author (Bean 2001), 2) special and 3) balance of praise and constructive criticism, see summary Tips for student writing commentary. 4. Decide whether and how to assess students' contributions to peer review events. One way to communicate to students about the importance of peer review and the skills it requires is to criticize their contribution to the peer review process. If you're doing class students' performance in peer review, you need to decide in advance what exactly you're evaluating and on what criteria you're evaluating their achievements. In addition, you may decide to use the $\sqrt{\cdot}$ system, or you may be able to assign a point value to different aspects of the work required for peer review. Then decide how each peer review result will be included in the course grade or the grade earned on each paper. The following example illustrates the points system's approach to evaluating student performance in peer review: Brought grade 2 copies of paper: 5 pts Special, constructive written feedback: 0-5 pts Actively participated in the discussion for each magazine: 0-5 pts Wrote a precise response to feedback from its peers: 0-5 pts The overall score for each peer review session: 0-20 pts. This example makes it clear that students who do not bring nature to peer review would, however, earn points by acting as evaluators of their peer's work. Of course, if you use such a points system, you need to explain to students the criteria by which you evaluate their performance in each category. Clarifying these criteria will help students get grade examples. Regardless of whether you rate and how you evaluate each student's performance in peer review, you should monitor and evaluate what students do during peer review to provide them with feedback and suggestions for improvement throughout the semester (see below for further suggestions on how to observe and evaluate peer review). During the semester and before the first peer review session on 1 January 2007, the Commission will be held in The European Parliament. Have a mock peer review session. First copy and share a short sample paper. You can either use the paper provided by the student during the previous semester (remove the name and ask the student for permission to distribute the magazine) or write a sample paper yourself that zooms in on the nature typical of your course students. Next, ask students to read the magazine in 5 minutes and write comments for 10 minutes using the peer review table. If time permits, you can ask work in groups 3 to 4 with written observations. If you do, give them another 5-10 minutes for a group chat. After students produce written comments individually or as a group, use a document camera or projector to display a blank peer review table. Then ask students to present review comments to the class and use them to write comments on the worksheet displayed on the screen. If necessary, follow questions that help students formulate their comments more accurately and constructively. For example, if a student comments I like the first paragraph, you might ask if you can tell the author what you find effective or attractive in the song? And why? Your goal should be to help students understand that their comments should be aimed at describing their experience as readers in a particular language, not praising or judging their peers, or telling a peer how they would write a magazine. Note that while students often hesitate to give specific feedback to the author face-to-face, they may actually be too critical when they criticize something written by the author that is not present. Therefore, it might be useful to direct students to build their comments as if the author were actually in the room listening. 2. Teach students to think, respond, and use peer reviewers' comments. Just as students need to learn and practice skills related to giving constructive feedback on how to write their peers, they also need to learn to respond to the feedback they receive as writers. Therefore, you can consider including the mocking peer review session described above in an exercise in which you ask your students to install themselves in writer status and prepare a review plan based on comments they and their classmates have formulated in response to the sample paper. Students need to learn how to approach a peer review session with an open mind (and perhaps with thick skin). Often undergraduate students go to a peer review session thinking that their papers are basically ready and need to be edited or changed little. Therefore, they only hear the answers that confirm this view, and they end up making very few changes to their papers after the peer review session and before sending the final draft to the director. Alternatively, they can become so depressed about what they see as the negative response of the peer group that they are unable to stand out for what is useful in these responses. In order for students to resist the understandable temptation to become either discouraged or defensive during a peer review session and help them focus attentively on listening to their peers' comments, it is necessary to: Introduce a rule that prohibits authors from speaking when peer reviewers offer feedback. And and can be done in cases where the author does not understand the reviewer's comments and needs to request additional information. In addition, instructors should require each writer to respond in writing to the comments of their peers. This written reply can be stored directly in the peer review table (see Examples of the Teaching Centre) or it can be an informal letter (addressed to peer reviewers). Alternatively, instructors may require each writer to outline a review plan that 1) demonstrates any changes they make based on reviewers' comments, and 2) explain all decisions he or she has made to ignore a specific comment or suggestion. The purpose of such writing exercises is to ask students to take their peers' comments seriously and think carefully about how readers respond to the choices they make in their writing – even if it means determining that they choose not to make changes based on those comments. 3. Set up three students in each peer review group: maintain the same groups throughout the semester. With three groups, each student looks at the papers of two peer groups during each peer review session, but each group discusses three papers (detailed instructions for parsing each session, see below). It is best to assign students to groups instead of defining the groups themselves. Students often want to form groups with friends, which can actually cause difficulties. As you may want to explain to your students, it can be harder to give honest feedback to the author when the author is a friend. In addition, assigning students to groups allows the instructor to ensure that the groups are heterogeneous in terms of students' ability, gender, race and academic major, for example. Such heterogeneity can improve student learning in groups (Mills 2002). Maintaining groups throughout the semester will help your students build the trust needed for peer review success (Mills 2002). Students should rarely be reinstalled in another group only when one or two members of the group leave the course. You should encourage your students to talk to you if they find that their peer review teams aren't working as well as they'd hoped, but you should also make it clear that you're interested in helping them find ways to work together to solve the issues raised. 4. Ask each student to bring 2 copies of their paper to the classroom on a specified date. You can tell students that these copies are needed, but if they don't bring copies of their own paper into class, they should come to class anyway so they can act as reviewers of other students' papers. during and after 1 January 2007. Structure each peer review session: Give students clear instructions and deadlines. To start each session, share spreadsheets (see above), explain how students should complete spreadsheets, set time limits, and ask each group to designate one person as a timer to ensure that the group stays on schedule. Peer review sessions can be conducted in one-hour classes, but instructors may prefer the 90-minute class. If you teach an hour or 50-minute course, consider asking students to read their peers' papers before entering class, then spend the first 10 minutes reviewing the magazine and writing comments. The following is a peer review schedule that can work in a 90-minute class. When the papers are about three pages long, peer reviewers should spend about 20-25 minutes reading and reviewing each magazine: 15 minutes to read the paper (tell students to read each magazine twice) and 5-10 minutes to write comments. If necessary, it is advisable to extend the deadline, for example, when the papers are longer or written in a foreign language. This schedule means that in the first 45-50 minutes, each student reads and writes comments on papers written by two peers. II. After commenting on two documents submitted by their peer, the group should then spend 5-10 minutes discussing each magazine (spending a total of 15-30 minutes discussing three papers). During this discussion, two reviewer should present spoken feedback to the author. If reviewers feel uncomfortable giving spoken feedback, they may start by reading their written comments aloud to the author. This can bring additional benefits by helping reviewers clarify their written comments. As stated above, the author of the paper should not speak during this debate, except

perhaps ask a clarifying question. 2. Take an active role in observing the progress of each group and, if necessary, providing guidance. Even with clear guidelines, peer review sessions can go wrong. Rotate throughout the session to make sure the groups remain focused. Listen to the carefully spoken feedback and help students make their comments as accurate and descriptive as possible. For example, if you hear a student say I was confused by the third paragraph, you might advise him to say more by asking: Can you tell the author where you got lost? or What word or phrase confused you? Why? Students will soon learn to provide such information themselves. When you pay attention to the overall functioning of groups, you can find out if you need to provide additional instructions for the entire category. For example, you can tell students that you noticed that many groups seem to be rushing each magazine's spoken feedback period and that even reviewers who wrote detailed and constructive worksheet, provide only cursive answers. Answers from. speaking to the author (e.g. I think you did a good job or your magazine was interesting). You can then remind them that they do not need to present a general assessment of the paper, but they should try to say something specific that can help the author review the paper. 3. Let each student submit completed peer review tables as they translate the final drafts of their papers. Regardless of whether you rate responses written by reviewers and authors in peer review tables, read the completed spreadsheets to get an idea of what students actually do during peer review session and how they respond to comments about each other. When students translate spreadsheets, you can also communicate to them that you take the peer review process seriously. Instructors should also give students feedback on their performance during peer review so they know what they are doing well and what they should be trying to improve. 4. regularly assess how peer review sessions are going; find and include student input. Review completed peer review tables when evaluating papers not only to assess the performance of individual students, but also to assess the success of peer review reviews and determine what you can do to improve them. Do students write thoughtful comments that provide a sufficient amount of detail? If not, spend time in class before the next peer review session and give students suggestions for formatting comments in a specific, constructive way. Do students use peer review tables to develop thoughtful responses to peer comments? Have they come up with review plans that take into account the comments of at least some of their peers? If necessary, give your students additional guidance and in-class activities that lead them to identify aspects that need potential changes and come up with a review plan that takes peer comments into account. During the midterm exam, ask students to complete anonymous assessment forms that include, among other things, what is the most important insight I have learned as a result of the peer review process? and What can (instructor or students or both) do to make peer review sessions smoother? Be prepared to hear that peer review sessions don't work as well as you think they will, and be open to making changes that include student observations and ideas. In other words, model the same open-mindedness for the version you want them to appear as writers during peer review. Peer review is challenging For supervisors who ask their students to review their peers' writings, remember how difficult – even after years of experience – it is to perform tasks related to responding to those tasks Writing: reading draft papers (usually multiple papers in one session), quickly breaking down the strengths and most pressing problems of each draft, and then formatting specific and well-written comments that help the author improve the paper. Even experienced writers may find it difficult to respond effectively to comments they receive from reviewers of their work. So it's important that you carefully plan the guidance you give your students on how to conduct and utilize peer review and that you give them the opportunity to reflect on the process. Sources and recommended reading bunny, John C. (2001). Immersive ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom. San Francisco: Jossey-Bass. Gottschalk, Katherine and Keith Hjortshoj (2004). What can matriculation examination do? In the elements of teaching writing: A resource for instructors in all disciplines. Boston: Bedford/St. Martin's. Millis, Barbara J. (2002). Improving learning efficiency and more! Collaborative learning. IDEA paper 38. IDEA Center. Nilson, Linda. (2003). Improving peer feedback from students. Higher education, 51 (1), p. 34-38. 34-38.

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