Peer Review: An Introduction and How To

Oct. 25, 2022

University Center for Assessment, Teaching & Technology

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WRITING ACROSS THE CURRICULUM

ARIZONA

Meet our Facilitators

She/Her Pronouns

Kathleen Kryger, MA

Writing Instruction Specialist,
University Center for Assessment,
Teaching and Technology (UCATT)
/ General Education

She/Her Pronouns

Emily Jo Schwaller, PhD

Assistant Professor of Practice,
University Center for Assessment,
Teaching and Technology (UCATT)
/ Writing and Learning Project

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Today's Overview

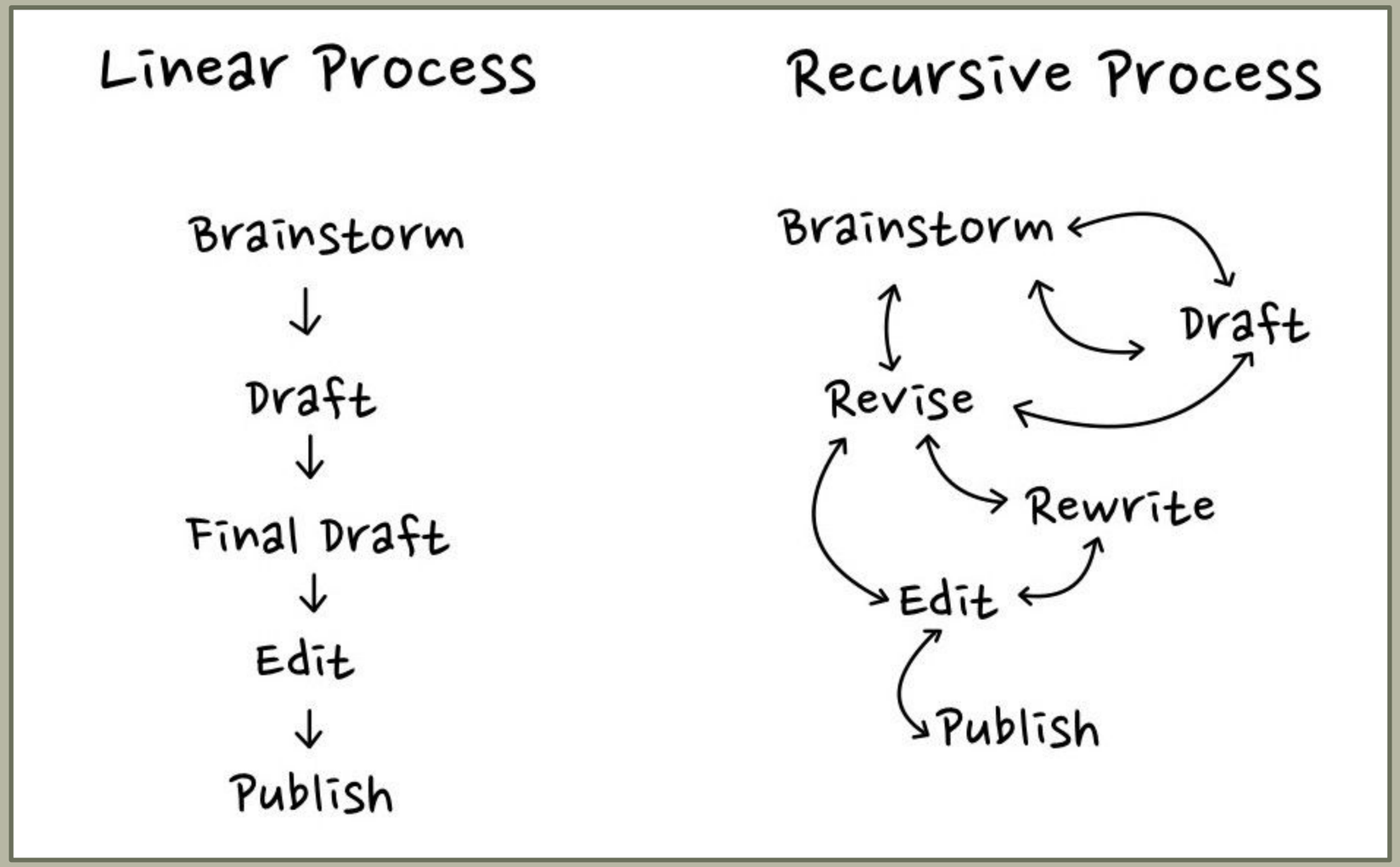
- Introductions to Workshop
- Framing Peer Review
- Developing Peer Review: Before, During, and After
- Resources and Q&A

What is Peer Review?

Peer review refers to the **many ways** in which students can share their work with peers for constructive feedback and then use this feedback to revise and improve their work. For the writing process, **revision is as important as drafting**, but students often feel they cannot let go of their original words.

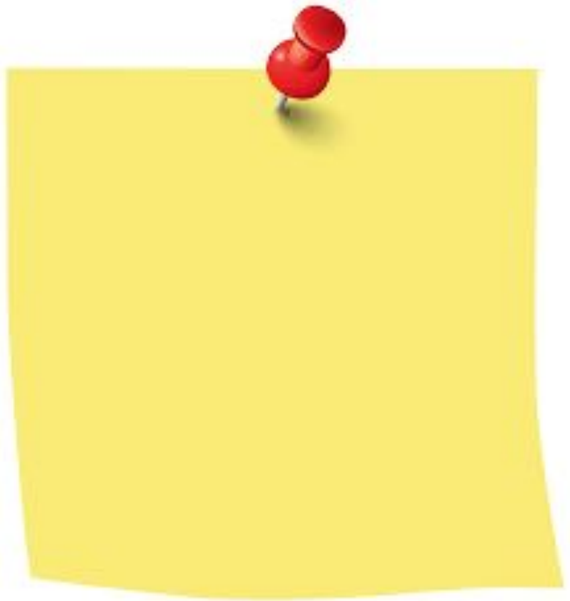
Read, *Write*, *Think* by NCTE

Writing Process



Activity 1

We are going to be using jamboard to respond to brainstorm together.



What makes peer review go well?

Think through all three of *your* experiences as a writer, reader, and instructor.

Key Components of Effective Peer Review

- Reflection
- Reader v. Evaluators Mindframe
- Modeling and Examples
- Feedback on the peer review process
- Multiple opportunities throughout the semester

Reader	Evaluator
describes	judges
collaborative	authoritative
process	product
selective	general
suggests	corrects

Setting Up and Facilitating Peer Review

Before Peer Review:

1) Plan the activity
    - Establish goals and timing
    - Set-up partners or groups
    - Choose a tool (i.e. D2L, Google Docs)
2) Assess the peer review
    - Explain how you will assess peer review
3) Prepare students
    - Describe the reader v. evaluator position
    - Model feedback practices for students
    - Encourage students to reflect pre-peer review (example: what do you want to get feedback on?)

During and After:

1) Provide instructions
    - Develop either verbal and/or written instructions
    - Provide worksheet/guided questions

2) Help students revise
    - Provide reflection opportunities
    - Assign revision plan, follow-up, etc.
    - Give feedback on peer review process

Example of Peer Review: Describe, Evaluate, Suggest

The describe - evaluate - suggest framework asks reviewers to do the following:

1. **Describe** - say what you see as a reader.
2. **Evaluate** - explain how the text meets or doesn't meet criteria established in the prompt.
3. **Suggest** - offer concrete advice for improvement

Review of Practice Essay Drafts

Reviewer (you) Jane
Writer Reviewed John

1) Which of the following requirements do you see in this draft? (check all that apply)

- [x] Clear, concise thesis statement
- [x] Compelling argument
- [x] Evidence supporting each claim
- [ ] A conclusion that closes the argument

2) Rate how effectively the paragraphs supports the thesis, on a scale of 1-5 (circle one)

Ineffective 1 2 (3) 4 5 Effective

Explain your rating:

your second and third paragraphs don't have any evidence.

3) How interested are you in reading this essay based on the introduction? (circle one)

A. Very interested - The thesis is clear and tells a compelling story.

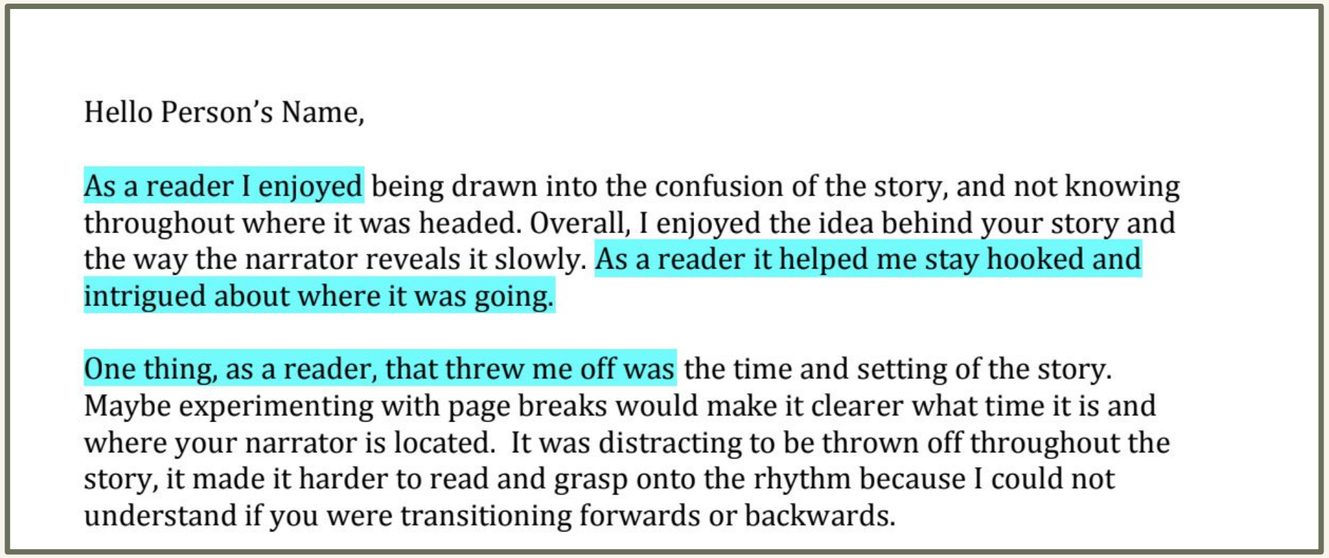
(B.) Undecided - I could go either way.

C. Not Interested - The thesis just didn't grab my attention.

4) Give the writer at least two comments. As you write comments, be sure to describe what you see happening, evaluate its effectiveness using these criteria, and suggest changes the writer might make.

Example Forms of Peer Review Workshops/Activities

- Peer to peer feedback letters
- Speed-round peer reviews for smaller portions (i.e. thesis statements)
- In-text comments
- Revision plans
- Individual conferences discussing peer feedback
- D2L Discussion Reflections



Hello Person's Name,

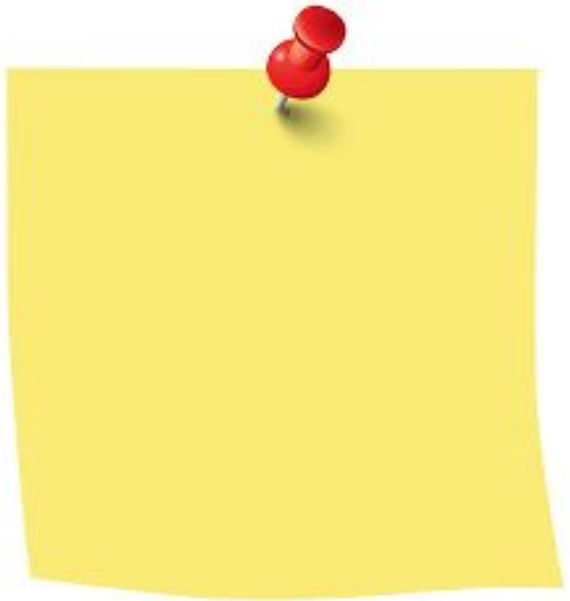
As a reader I enjoyed being drawn into the confusion of the story, and not knowing throughout where it was headed. Overall, I enjoyed the idea behind your story and the way the narrator reveals it slowly. As a reader it helped me stay hooked and intrigued about where it was going.

One thing, as a reader, that threw me off was the time and setting of the story. Maybe experimenting with page breaks would make it clearer what time it is and where your narrator is located. It was distracting to be thrown off throughout the story, it made it harder to read and grasp onto the rhythm because I could not understand if you were transitioning forwards or backwards.

“[Students] must also be led through reflection and analysis activities and guided in how to apply lessons learned from feedback to their present and future writing” (Ferris 2015, p. 31)

Activity 2

We are going to be using jamboard to respond to reflect together.

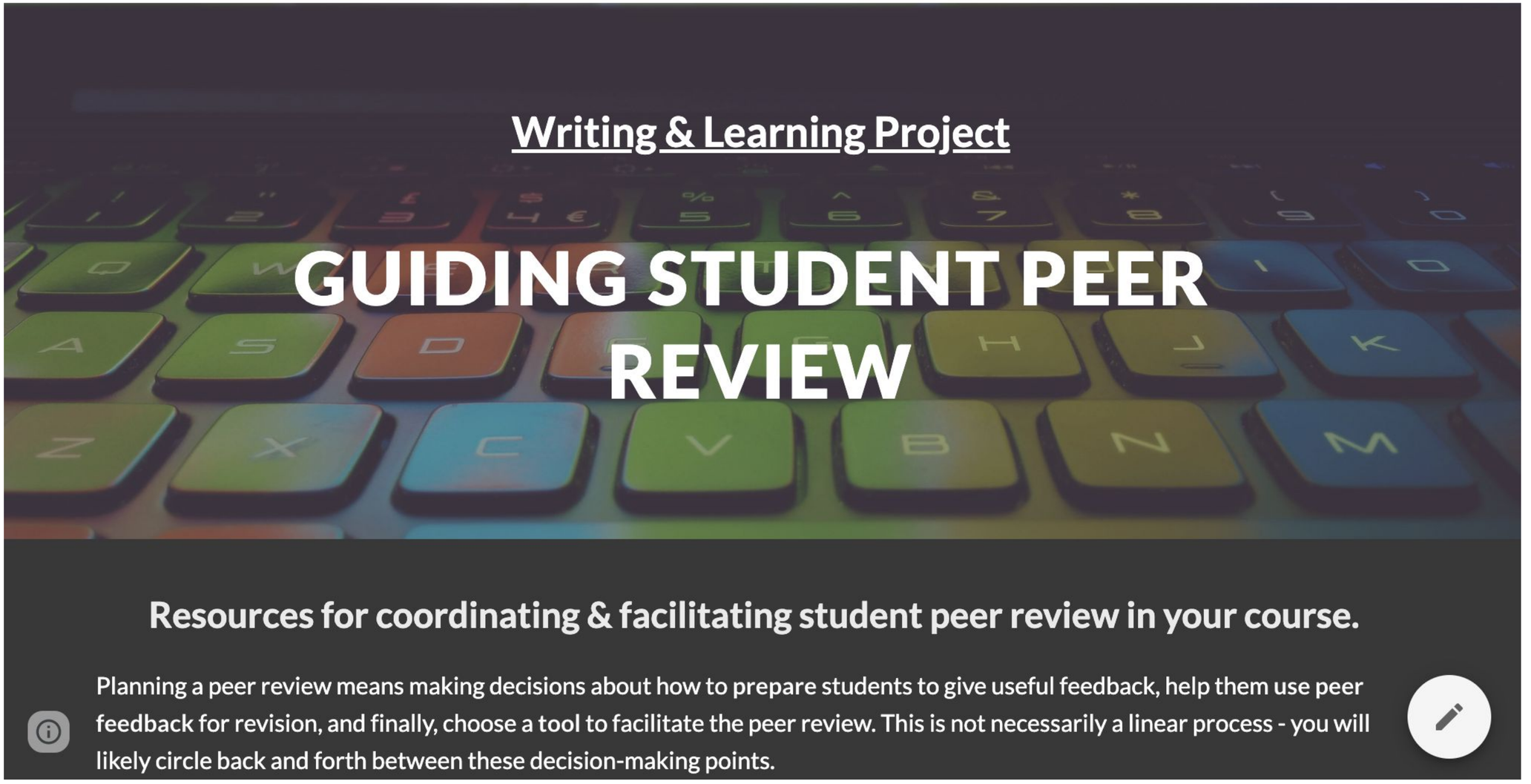


- 1 thing you are taking away from this session
- 1 thing you hope to implement this semester or next

Return to Jamboard!

Takeaways

- Peer review is a dynamic process that can take on many forms and be done throughout the writing process
- Effective peer review is aligned with course learning outcomes
- Students need modeling, direction, and language for reviewing one another’s work
- Reflection is a key component of peer review



Guiding Peer Review UArizona Website

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Events and Resources:

Peer Review Panel (10/27)
Register here.

IDEA Meeting: What is **genre**? (11/8)
Register here.

Resources:

Peer Review Writing Website
Video: No One Writes Alone
Handout: Peer Review

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Contact Us:

Emily Jo Schwaller, PhD
emilyjoschwaller@arizona.edu

Kathleen Kryger, MA
kryger@arizona.edu

Writing & Learning Project
http://bit.ly/UA-WaLP