



# PEER REVIEW

## OVERVIEW

Peer reviews are an important opportunity for students to provide critical, constructive, and coherent evaluation of the work of others. Peer reviews can be constructed as ways for students to share knowledge, to learn about other's experiences, and processes and to develop ideas more fully. Students might be uncomfortable giving an evaluation that they perceive as "negative," so setting the stage for what is expected in the evaluation is critical.

## PEER REVIEW ACTIVITIES

### Gallery Walk

Have students create a concept map, poster, or giant Post-it that can be hung on the wall. Students can work in pairs or individually to create these "boards." Depending on the project, you can structure the content or leave it more open to see what students come up with. Be clear with students about the criteria for evaluation. Individually or in groups, students can then review the "gallery" and ask questions, provide comments, or add relevant information. Prompt students to engage in active listening by dissecting the main message and how it's communicated.

Some questions to prompt students:

- What is the main message the author is trying to communicate?
- Does the author support his/her main idea with relevant and effective evidence?
- If you weren't doing this for a class right now, how likely would you be to spend time engaging with this? Why?
- Is the information in the poster accurate? Compelling? Provocative?

### Peer Review Prompts

Creating peer review sheets can help students spend less time figuring out how what they are supposed to be evaluating. It can also help prompt them to write critically and constructively. If you have very specific learning objectives, you can include those on the review sheet.

More open-ended questions could be:

- What is effective about the way the author constructed this project/paper/assignment?
- What did you struggle with as you were reading/evaluating it?
- Are there better ways to communicate or reinforce the main ideas?
- Is there information that you think is missing? Where might they find that information?

Follow-up self-review questions:

- How might you revise your own work based on this feedback?
- What did you learn about how you communicate and the assumptions that drove what you communicated?

## READINGS & RESOURCES

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Jossey-Bass, 2013.

Straub, R. "Responding—Really Responding—to Other Students' Writing." *The Subject Is Writing*. Wendy Bishop, ed. Boynton/Cook, 1999.

See also: **Collaborative Learning Techniques** at <https://think.dasa.ncsu.edu>

### Co-Creating a Peer Review Rubric

Actively engaging students in the creation of a peer review rubric has a number of benefits:

- Reminding students of the main learning objectives of the assignment.
- Encouraging ownership of the learning objectives and purpose of the assignment.
- Developing a foundation and language for the evaluation criteria.

As a large group, review the assignment sheet with students. Prompt them with the following questions:

- What are the objectives of this assignment?
- What evidence would demonstrate a student's accomplishment of these objectives?
- What measurement should we use to evaluate each of these criteria?

Finally, create a common rubric and review sheet based on these criteria.