

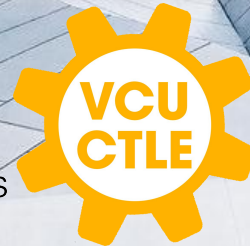
Peer Review

A workshop brought to you by....



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HELLO!

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After the workshop participants will be able to...

- recognize the best practices and effective strategies for designing and facilitating peer review assignments
- create peer review assignments to engage students in collaborative reflection and shared progress toward course goals and objectives
- identify tools and strategies in Canvas to help manage peer review assignments



Why Peer Review?

(answer in chat)

Why Peer Review?

- Allows students to develop their ability to give and receive constructive feedback
- Provides a wider audience for student work beyond instructor
- Helps students further develop ideas before final grading
- Helps students understand the expectations of the assignment
- Creates a sense of community and mutual accountability



[P]eer review can encourage students to become more sophisticated thinkers and writers. Through peer review, students become actively involved in their own learning.

(Baker, 2016)

Special Considerations

- Peer Review = Formative Feedback
 - Make Space for Learning
 - Student Comfort
 - Timing
- Detailed Instructions: [Model](#) by Rebecca Stooks
 - How to do it / How NOT to do it
- Expectations after the review takes place: Self Assessments, Application of Feedback

Onboarding Your Students

- Video Instruction: [Model](#) by Rebecca Stooks
- Focusing on Student Goals
- Conveying Grading Structure and Process: Teaching the Rubric for Peer Review ([model](#))
- Expectations for Incorporating Feedback

And now, for a demonstration!





THANKS!

Any questions?

You can find us at:

- ALTLab.vcu.edu
- Ctle.vcu.edu
- <https://ts.vcu.edu/about-us/academic-technologies/>

References

Baker. (2016). Peer review as a strategy for improving students' writing process. *Active Learning in Higher Education*, 17(3), 179–192. <https://doi.org/10.1177/1469787416654794>

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