

U

Peer review: making it work

B

Jane Sjoberg

Birmingham Foundation Academy & English for
International Students Unit

Aims

- Explore our own attitudes to peer review
- Suggest some activities to promote peer review in class
- Suggest some activities to promote peer review online
- Q & A

Quick poll

Getting students to peer review is challenging but worth the effort

Getting students to peer review is a waste of time & effort

Getting students to peer review productively is easy

Factors that may influence students' experience of peer review



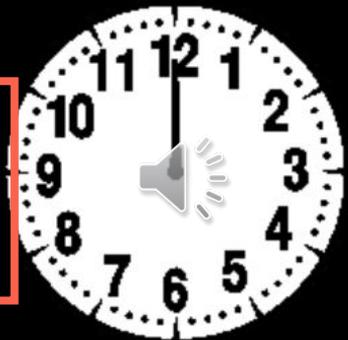
- a) Confusion over expectations
- b) Lack of confidence
- c) Being competitive
- d) Reluctance to share
- e) Fear of losing face
- f) Fear of offending
- g) Refusing to 'do the teacher's job'

Most likely to influence PR



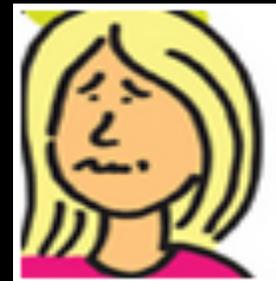
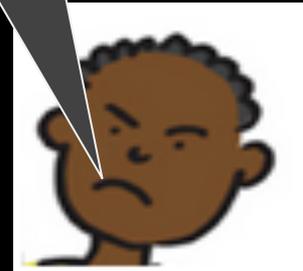
Least likely

Please see linked file on PIM page to access this audio



- a) **Confusion** over expectations
- b) **Lack** of confidence
- c) Being competitive
- d) **Reluctance** to share
- e) Fear of **losing face**
- f) Fear of **offending**
- g) **Refusing** to 'do the teacher's job'

There are
lots more!

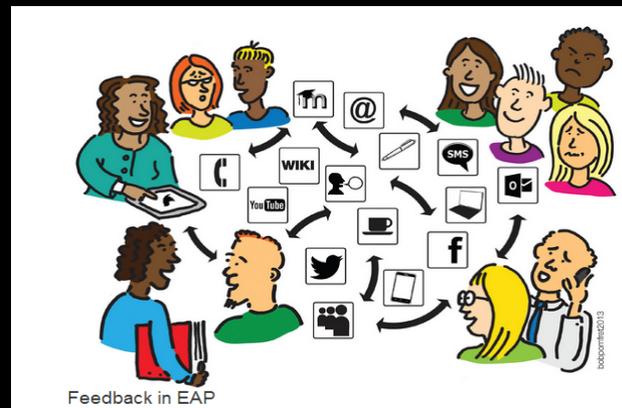




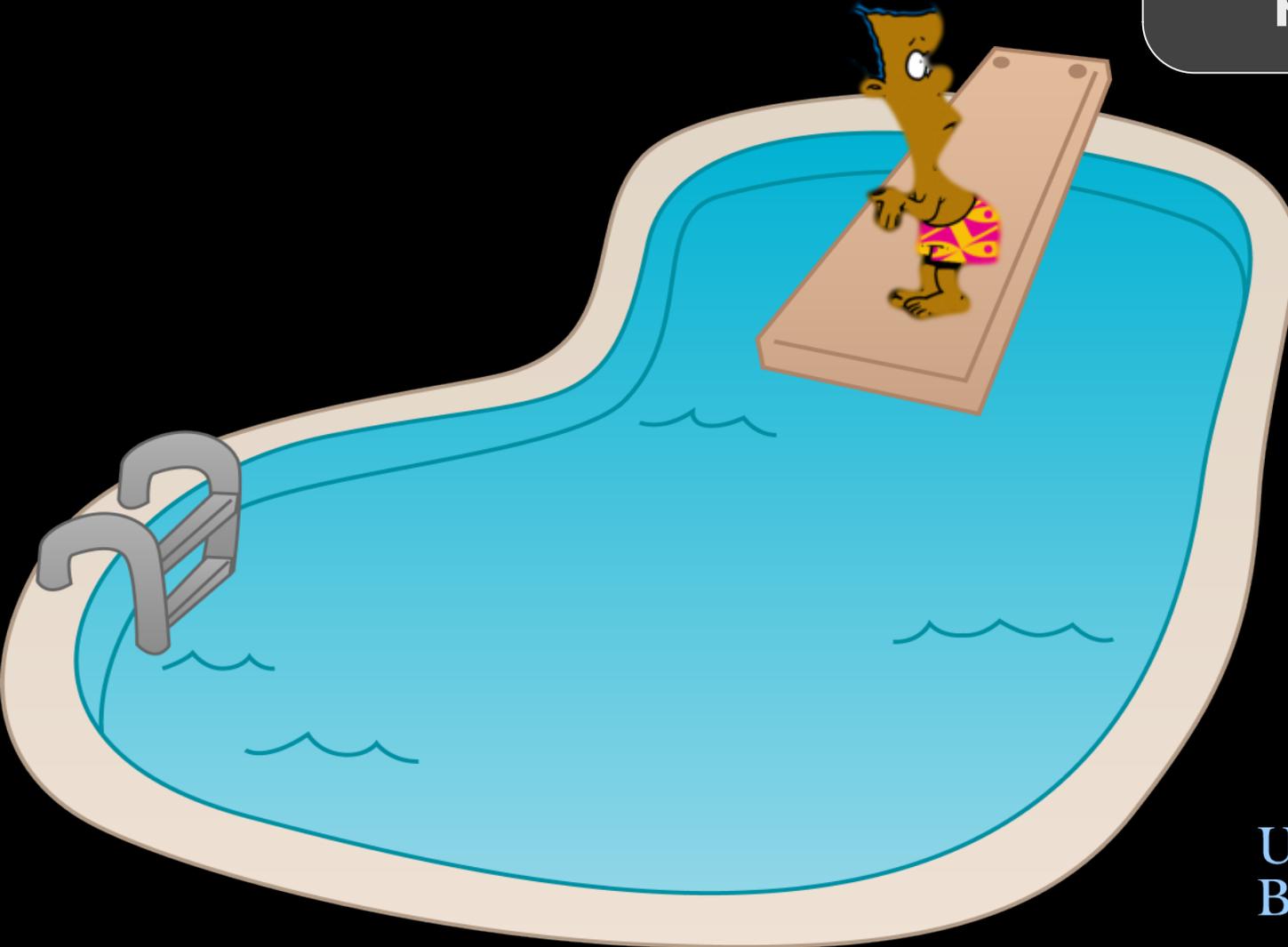
www.phd2published.com

UNIVERSITY OF
BIRMINGHAM

How can we make sure that students engage in peer review and maximise the benefits?

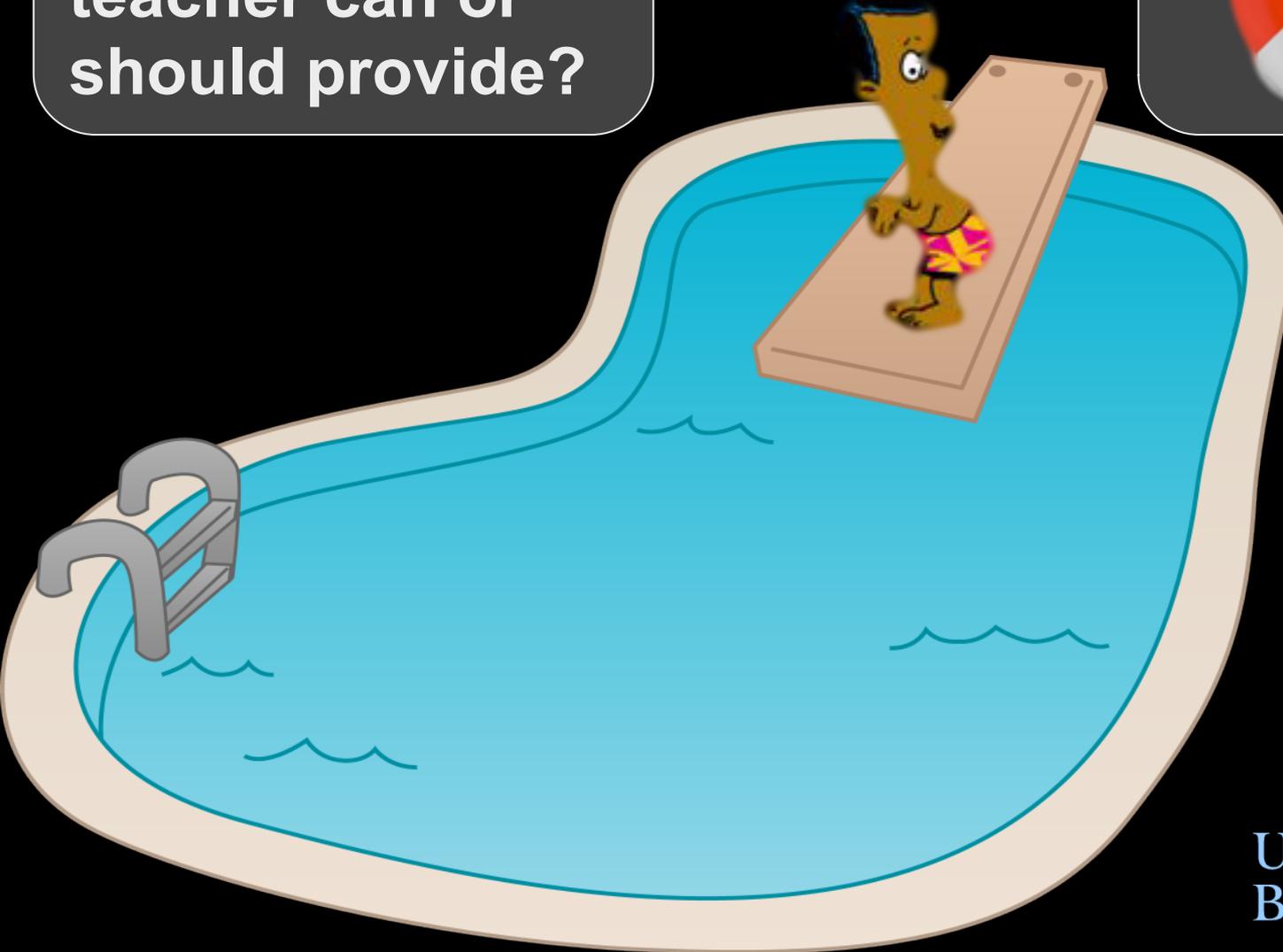


Now give your
work to a
partner...



UNIVERSITY OF
BIRMINGHAM

What support do you think the teacher can or should provide?





UNIVERSITY OF
BIRMINGHAM

Sample activities 1-4

Activity 1 Exploring the Peer Review Process

- What happens in a 'peer review'?
- What are the problems that some students might have with peer review?
- What are the advantages of peer review for the *students who give feedback*?
- What are the advantages of peer review for the *students who receive feedback*?
- What are the advantages of peer review for *teachers*?

**Exploring peer review
as a topic in itself
builds confidence and
clarifies expectations**

Sample activities 1-4

Activity 2 Focusing on the positives

- What are the features of a good academic essay? Make a list.
- Look at the example essay. In your group, identify all the features of a good essay that you can find in this example.
- Compare lists with another group.

**Emphasis on positive critical
comment/ groupwork -
can reduce fear of offending/
being offended**

Sample activities 1-4

Activity 3 Looking at specifics

Looking at macro-features or one language-based feature – less overwhelming & more focused

Activity 4 Providing scaffolding language

Useful at lower levels – softeners as a strategy to avoid offence

Preparing for peer review

- **Group work takes the pressure off**
- **Get students to work on mocked up texts or obtain permission to use previous students' work**
- **Make reviewing texts a regular part of teaching sessions, not just a one-off for assignments**
- **Focus on the broader picture – not just language issues**

Using online tools: Nicenet

www.nicenet.org



UNIVERSITY OF
BIRMINGHAM

Using online tools

- **Creates critical distance**
- **Gets SS used to making suggestions and asking questions instead of ‘correcting’**
- **Allows more ‘thinking time’ for reviewer and reviewee**
- **Encourages autonomy and promotes an ongoing dialogue**
- **Can become an integral part of a class VLE (e.g. on discussion boards)**

How NOT to peer review



How NOT to peer review

