

This is another highly recommended Active Learning instructional technique. It is generally best implemented to help students review other students' written drafts or projects. The key to successful implementation of this technique is ensuring students understand the purpose and process.

**Instructions:**

*(Proper implementation is the key to success with this activity)*

1. Inform students that there are two main reasons for going through this peer review exercise: to obtain feedback (an important part of the 7-step writing process) and to gain the skill of reviewing others' work. *\*Remind them that they will need to bring in a printed version of their essay to class (or require them to bring in a laptop or full-sized tablet with their essay).*
2. Tell the students that they will also learn more about other students' styles and techniques. They will also get to know students on a more social level: student-to-student engagement.
3. Advise the students that as they review each other's work they are to **pretend** that they are the professor and are looking for issues to address. It isn't them who is finding a problem/issue with their classmates' writing, it is *the professor* – that is the mentality that all must have as they go through this activity. – *helps students be more truthful in identifying problems/issues*
4. Additionally advise students that when the later edited draft of this essay is turned in, you as the instructor will look to see how well each student did in providing good feedback to their peer (generally said to help motivate students to give good feedback to their peers).

**5. Use of the Peer-Review Check List:**

- a. Divide students into pairs (generally best to randomly pair them so that they don't spend the entire time simply talking with their friend)
- b. Ensure that each student has the Peer-Review Check List. If this is an online class this can be done ahead of time, if face-to-face, I recommend handing out a physical paper version just to help students concentrate.
- c. Go over each part of the checklist and answer any questions that students might have regarding what is being asked or what is required to be filled in.
- d. Tell the students that after they have completed the Peer-Review Checklist and written out all applicable notes and information, they are then to go over their findings with their peer to ensure that they fully understand what was meant with each finding.

6. When a group is completed with their peer-review, have them come up to you and ask them questions about what was discovered and discussed.
  - a. Some example questions: "What did you find when looking at his essay?" "What did she tell you as far as how you might be able to fix this issue?"
  - b. Be sure to ask questions from each person in the group.
  - c. The key is not just finding mistakes or issues, it is about understanding how to address those problems properly to enhance the essay.
7. Using a separate roster, mark off that each person completed the peer review task (and who evaluated who), ensure that everyone signs their checklist, and ensure that the person gets to keep the checklist that was done on their paper. The students will use this to fix their issues.

**\*Note** that a key purpose for this active learning activity is to empower the student by showing them that they have the skills and capabilities to help others. This is also a powerful method to illustrate the value of a strong learning community. The time needed for this activity will depend on the length of the essays being reviewed.