Peer Review

Here are some suggestions and ideas for conducting peer review sessions with your students:

1. Be clear from the beginning that the peer review process is not designed so that students grade each other. Remind them that the purpose of feedback is to direct their learning.

2. Provide students with a set of standard questions to ask about each other's work. Advise them to respond like *readers*, not writers.

3. Have the whole class review an anonymous student's work from a previous term and model how you would comment, ask questions, and make suggestions. Show students how differently worded feedback can produce different results. For example,

    -   "Delete this sentence" may be good advice, but the writer does not know why he should do it. "You might consider deleting this sentence" will give the writer a chance to think about whether it makes sense or needs to be rewritten.
    -   "This argument does not persuade me" may be a statement of fact, but it does not help the writer know what he/she needs to do to change the reader's mind. "This argument seems based on opinions and not enough facts for me to agree to it" gives the writer a way to strengthen the work.

4. Be explicit about the difference between feedback and criticism and the unhelpfulness of comments such as "Great!" Remind students that all comments should help the writer learn.

5. A self-evaluation can help students develop objectivity, and asking students to prepare a review before class can encourage more thoughtful feedback.

6. Have students do a "speed dating" peer review. Ask students to bring one part or section of a paper to class and sit in a circle, passing their papers around. Give them 3 minutes to read and reflect on each, decide if it meets your criteria, and write a brief comment explaining their view.

Using Screencast-O-Matic

Screencast-O-Matic is a free online screen recorder for instant screen capture video sharing. It can be accessed at http://www.screencast-o-matic.com/.

1. To use Screencast-O-Matic, register and agree to the terms of service. Slight changes are made periodically, so check to see if there are differences each time before making a recording.

2. Click the button that says to start recording. You may be prompted to download the launcher application on your desktop or to run an application. This is a brief process.

3. Once the launcher application is in place, a rectangle with dotted lines will appear. "Grab" the corners to make it smaller or larger so the assignment fits inside of it. Go to the document to be reviewed and open it on the screen. Make the dotted frame fit around the area. The screen will capture whatever is showing, even when multiple pages are viewed. When one page is finished, pause the recording and then move to the next page and continue recording.

4. Click on the red recording button and check to make sure the green bars that indicate sound is being recorded are evident. There are 15 minutes of recording time available. Writing some notes on the paper for points of reference makes it easier to do the recording with the explanation of ways to make improvements.

5. Once the recording is complete, it can be published to Screencast-O-Matic files or saved to the computer in an MP4 or other format. A URL will be provided of this visual and audio recording so that it can be sent in an email to a student.

Here is a sample audio script of how you might respond to a student:

> Hi, Serena! You have a strong first draft here. I can tell that you did a lot of research before beginning your writing. Do you think the paper could be even better if you worked on the organization of your ideas? For instance, you introduce the reader to the three reasons why you argue that there were three main elements that contributed to the Cuban revolution. But the research you cite comes from three different time periods, and the way you present it is out of order. Work on reorganizing the order you use to present the elements.

Peer Review Tool: Focused Feedback

In this peer review session, you will read through your partner's paper three times and then debrief with each other. Follow the instructions below for each time you read. To complete this exercise, you will need a pen and two differently colored highlighters.

The First Read
- Read through the entire paper without stopping. Do not write on the paper at all. The purpose of the first read is for you to have a complete picture of what the author is trying to convey in the paper.

The Second Read
- When you read through the paper a second time, your focus will be on the author's argument, including the thesis statement/central claim, evidence, and analysis.
- As you read through the paper,
    - Put a star next to the thesis statement.
    - Use a highlighter to mark any evidence used to support the argument or any evidence used as a counterargument.
    - Use a highlighter of a different color to indicate statements in which the author analyzes the evidence.
    - Note whether there is a good balance between evidence and analysis.
    - Put a check mark next to evidence and analysis you find to be particularly strong in support of the argument.

The Third Read
- The third read is intended as a check for organization, clarity, and proper documentation of research.
- As you read through the paper,
    - Look at the structure of each paragraph and the sequence of paragraphs. Is the order of sentences and paragraphs effective? Place an "O" next to any paragraph that could be restructured or placed elsewhere in the paper.
    - Consider the clarity of the writer's sentences. Does each sentence make sense and serve a purpose within the context of the argument? Should any sentences be reevaluated, restructured, or removed to improve the paper? Underline any sentences that are unclear.
    - Look at how the writer documented any research that was used. Can you identify the sources of all outside research? Are all sources cited properly using the citation style of the discipline? Do all sources appear to be credible? Circle any areas that are cited incorrectly, require citations, or are questionable in terms of validity.

Full Paper Inventory
Make notes about anything you would like to discuss with your partner in the following chart.

Area	Notes
Thesis/Claim	
Evidence	
Analysis	
Organization	
Clarity	
Documentation	

Discussion
Use the annotated paper and chart to walk your partner through your assessment of the six categories. In which area was your partner most successful? In which category is the most improvement needed? The author of the paper should take notes during the conversation to use during revision.

Peer Review Tool: Divide & Conquer

For this peer review session, students should organize themselves into triads. They should come to class with one copy of their paper. To begin, each student passes his or her paper to a different group member, who will be Reviewer #1.

Reviewer #1 will read the paper through completely without marking it, and then respond to the following questions on a separate sheet of paper:
1. Did the writer fulfill all of the requirements outlined in the assignment guidelines? If there was a specific writing prompt, was it directly and clearly addressed? If not, what is missing?
2. Write down what you perceive as the writer's argument and evaluate it. Is it arguable? Original? Specific? If not, how would you adjust it?
3. Go back and look at the evidence used in the paper. Is it sufficient? If not, what type of additional evidence would improve the paper and where should the writer look to locate it?

Once Reviewer #1 has completed the questions above, the paper should be passed to the other group member who did not author it.

Reviewer #2 will now read through the paper completely without marking it, and then respond to the following questions on a separate sheet of paper:
1. Does the writer include sufficient analysis of the evidence? Identify two places in the paper where analysis is lacking and pose a question/comment to steer the writer toward better analysis. Look particularly at how the writer has integrated and analyzed direct quotes.
2. Locate and write down any sentences in the essay that integrate a counterargument. Does the writer acknowledge the opposition and then reassert his or her own position? Does the counterargument strengthen the writer's position or seem to directly contradict it? Explain.
3. Look at the writer's in-text citations. Do any sentences need to be cited that aren't or vice versa? Has the writer conformed to the citation style commonly used in the discipline? Are full references included for all sources cited in text and vice versa?

Once finished, return the papers to their authors with the comment sheets. Writers should look at the reviewers' responses and ask them for clarification of feedback as necessary.

Note: Each student will be Reviewer #1 for the first paper they receive and Reviewer #2 for the second. This will allow students to focus on evaluating three different areas for each paper.

Set and Meet Expectations for Timely Online Feedback

Effective feedback provides online students with the sense that you are paying attention and giving thoughtful consideration to their work and ideas (Boettcher & Conrad, 2016). Timely, specific, and personalized feedback from instructors is one of the primary factors associated with student retention and satisfaction in an online course (Kim & Moore, 2005).

Set and meet expectations for timely online feedback.

Students are motivated by timely feedback and may become demotivated if they don't receive feedback when expected (Boettcher & Conrad, 2016). Therefore, it is important for online instructors to both set reasonable expectations regarding when they will provide feedback and then consistently meet those expectations. When planning assignments, take into consideration when you will be able to evaluate the work and provide feedback, and then schedule due dates accordingly. Below are general guidelines:

Questions – It is a good idea to respond as quickly as possible to student questions so they will not have to worry about getting the information they need. For example, you might tell students that you will answer all questions within 24 hours (response time might be different on weekends) but will respond sooner when possible.

Discussion forums – Providing feedback on discussion forums within 24 hours of the due date for student posting and replying to peers is most effective. If students are being graded on their discussion forum participation, you will want them to have your feedback before the next discussion posts are due, which allows students to make appropriate adjustments if they are not meeting your expectations.

Projects and papers – The average turnaround time for larger assignments is approximately seven days (Boettcher & Conrad, 2016). If you have a large class, you may consider using staggered due dates so that you can provide feedback in a timely fashion. You can stagger due dates by allowing students to sign up for different due dates, randomly assigning students to different due dates (Glendower, 2016), or creating a tiered bonus system that awards points to students who submit during earlier time frames (Burnie, 2016).

Provide Specific Feedback to Group Discussions to Show You Are Paying Close Attention

When replying to a group discussion or providing a summary discussion board forum, refer to specific aspects of the group discussion and highlight particular comments from individual students to extend the discussion. The specificity of your comments helps students know that you are paying close attention to their work and ideas. For example,

> *Thank you for a fruitful discussion about social anxiety disorder. The group identified several aspects of daily life that are particularly challenging for people with this disorder, such as public speaking, dating, going to parties, making presentations at work, and so on. Alonso made a comment connecting this topic to what we discussed last week about how to determine whether social anxiety is a 'trait' or a 'state.' How has this additional information impacted your initial thinking on this topic?*

Provide Personalized Feedback in Group Discussions

When replying to individual students in discussion forums, use information about their personal and career interests to personalize feedback. For example,

> *Jonathan, I recall you have an interest in the global logistics industry. How do you think that industry might be impacted by the issues that were identified in this week's discussion about climate change patterns?*

> *Lindsay, since you have traveled in South America, I'm wondering if you could expand upon your comment about how language and culture influence our perceptions and behaviors.*

To gather and organize information about students' personal and professional interests, create a survey using Word, Google Forms, SurveyMonkey, or Qualtrics. Using online survey software will allow you to download information into a spreadsheet, which may make it easier to organize the information. You can also create a Word document with each student's name as the file name for easy reference.

Student Interest Survey

Please complete this questionnaire to help me get to know you and, when possible, adjust my instruction to meet your personal and professional interests.

1. Contact information (your name as it appears on the course roster, phone number, and preferred email)

2. What name do you prefer I call you (if different from above)?

3. What are your personal and career goals for your college education? In other words, what are you hoping to get from the time, money, and energy you are putting into your education?

4. Please review the course learning outcomes and topics and list those that are most relevant to your personal and/or career goals. Please include how they are connected.

5. Are there any topics that do not seem relevant or of interest to you?

6. If you are currently employed, tell me about your job.

7. Are you involved in any extracurricular activities, and/or do you have any hobbies?

8. What do you do for fun?

9. What are your preferred modes of communication with your instructors (e.g., phone, email, FaceTime, text, or other)?

10. How would your best friend describe you?

Ensure Students Understand and Utilize Instructor Feedback

Although students typically want feedback on their assignments, many students may not have the experience of carefully reading and applying feedback (LeVan & King, 2016). By providing structured activities and assignments, you can help students understand and use your feedback to improve this and future assignments. The following practices provide opportunities for students to actively engage with instructor feedback:

- Hold virtual office hours to answer questions about feedback on the assignments.

- Have students participate in a discussion board about their feedback that asks them to discuss what was strongest about their paper and what they need to do to improve it.

- Have students revise and resubmit their first assignment and post a reflection addressing: what they changed when they revised the paper and what they plan to do differently on future assignments. See example below.

<u>Revise and Resubmit Reflection Assignment (5 points)</u>

The purpose of doing this reflection is to help you use the feedback on this paper to ensure your next paper is even better.

1. Carefully read the feedback provided on your first draft. Email the instructor if you have any questions about the feedback you received.
2. Use the feedback to revise your paper and resubmit the improved version.
3. In the comments section where you submit your paper, answer the following questions:
    a. What are three revisions that made your paper stronger?
    b. Now that you've revised your first assignment, what do you plan to focus on, think about, or do differently on your next paper?

Provide Detailed Feedback on the First Assignment

Students often use the feedback they receive on their first assignment as a benchmark for your expectations. Therefore, in addition to making a rubric available to help students better understand your expectations, make an effort to offer more detailed feedback and opportunities to use that feedback to improve their work. This initial feedback and the opportunity to use your detailed feedback will impact the quality of student work on future assignments (Boettcher & Conrad, 2016). Students typically have questions, such as

- How closely do you follow the rubric?

- How much do you notice or count grammar mistakes?

- How much analysis or reference to research is sufficient?

Tips for Providing Effective Feedback

- Balance positive and constructive feedback so that students know what they did well and what they can do to improve.

- Positive feedback should specify what the student did well in order to promote future usage of the practice.

- When asking students to write more or develop their ideas, propose clear, open-ended questions to help guide their thinking.

- Encourage students by using growth mindset cues to emphasize that they have the ability to improve their skills and grades through this cycle of feedback and revision. For example:

    "Don't worry about the grade on this one. Remember, this paper doesn't count as much as the later papers, so if you support your ideas with evidence from the authors we've read on future papers, your grade will improve."

    "When you include a counter-argument, your papers will be even better."

    "I'm looking forward to seeing [the citations / your point of view / an example] about music therapy in the next one!"

    "I look forward to reading your revised essay using the feedback I provided; remember all of us, even professional writers, use this process of revising."

- Provide manageable amounts of feedback; prioritize feedback that will help them on future assignments.

- Use specific, clear and accessible language to help ensure your students understand the feedback terms you are using. For example:

Rather than:	Use:
derive	come from
contextualize	provide context or background information
salient	important

Provide Feedback in Margins

For written assignments, give specific feedback using comments in the margins to help students know exactly what works well and what they need to adjust. For example, if you want them to add a citation or develop an idea, you can underline the phrase or sentence that needs development or support and put your comment next to it. It's a good idea to provide some positive feedback on the overall assignment to encourage students to keep reading. See the example of effective practice below.

Excellent job, Keishin! You did a great job of analyzing Kohn's arguments through the lens of your own experience.

Homework is Important, but Shouldn't Replace Reading for Fun

In "The Homework Myth," Alfie Kohn asks whether doing a lot of homework helps children take the initiative and get good grades. According to Kohn, there is no evidence that proves students who complete homework get better scores on tests than students who don't. He argues that school should let children use their imagination rather than make them do a lot of tedious homework that doesn't require imagination or creativity.

I partially disagree with Kohn because doing homework actually help me catch up with the class and understand subjects deeply. For example, If I learn something new in the class and teachers don't give me homework, I would not review it, so I forget it quickly. Repeating and reviewing what you have learned is essential for long-term memory, which is has been proven by a lot of research. I think it doesn't matter if homework requires children to just follow the direction, it helps them catch up with the class and go to the next step.

However it will stunt children's great imagination and creativity if school give them too much homework and they can't have time to play and are stressed out from the "busywork". Therefore elementary school should think about how much homework is ideal for children to be able to both catch up with the class and play vigorously.

Sarah Eisenst... 11:38 AM Apr 1 — Resolve
cite in APA format

Sarah Eisenst... 11:32 AM Apr 1 — Resolve
Can you cite a study or some research that we have read to support this idea?

Sarah Eisenst... 2:52 PM Today — Resolve
Why do you think too much homework or stress can stunt creativity? And why is creativity important for learning later in life?

A positive note at the top encourages students to keep reading.

Specific questions and directions help the student understand what needs to be added or clarified.

Open-ended questions can help students think about and explain their ideas more deeply.

Although I think that homework is more important than Kohn says, I strongly agree with that reading is beneficial. I have loved reading since I was a child, and it helped me a lot with getting good scores in Japanese tests because I knew a lot of vocabulary and could read a lot of Chinese characters. It's because I was learning a lot of words from books even though I wasn't studying but enjoying. It wasn't until I took tests later that I realized I knew a lot of vocabulary, which means I was learning a lot of things effortlessly and naturally by reading books. However, I think it works only when you read books that you can get into or are interested in otherwise you read it mindlessly and get nothing out of it.

As a result, I think it's a matter of the amount of homework, and I can say, from my experience, it certainly helps children to some extent - but shouldn't take over their experience, or take away from time that they could spend reading for joy. |

Sarah Eisenst...   Resolve   ⋮
3:37 PM Apr 4

This is a great example of how/why reading for pleasure helps you learn!

Positive feedback that is specific helps students repeat what they did well in future papers.

Technology Tools for Effective Online Teaching Practices: Loom

LOOM, an extension of Google Chrome, is a free web-based recording software that allows users to record videos while sharing their computer screen, which makes it a great tool for explaining assignment directions, recording micro-lectures with PowerPoint or Prezi presentations, giving student feedback on papers, etc. LOOM also provides users with access to free video storage and sharing. The instructions below walk you through the process.
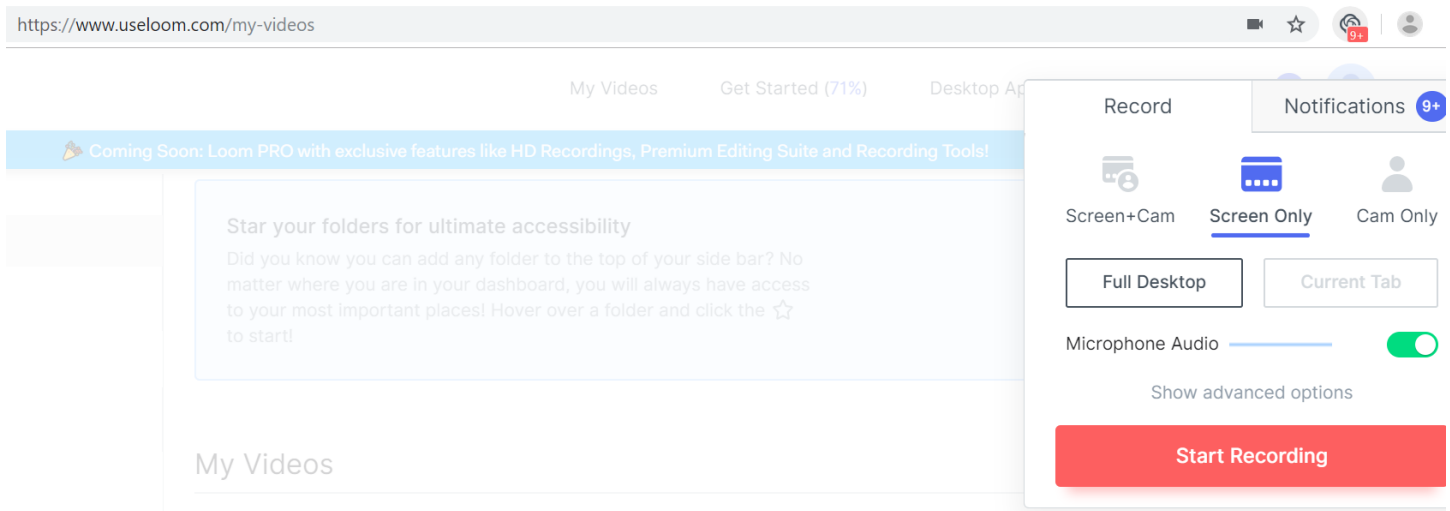
Step 1: Access www.useloom.com on Google Chrome

Step 2: Sign up with Google or Slack

ACUE
Association of College
and University Educators

Step 3: Once your account is created, the LOOM icon will appear on top right of Google Chrome bar. Clicking this icon will bring you to the recording menu.
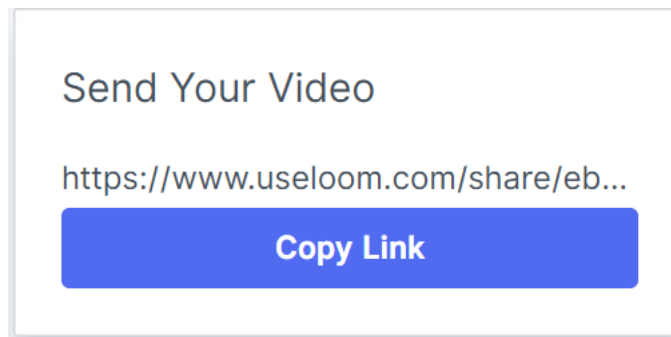

Step 4: Choose Screen + Cam, Screen Only, or Cam Only based on your video needs. Then click Start Recording to create your video.
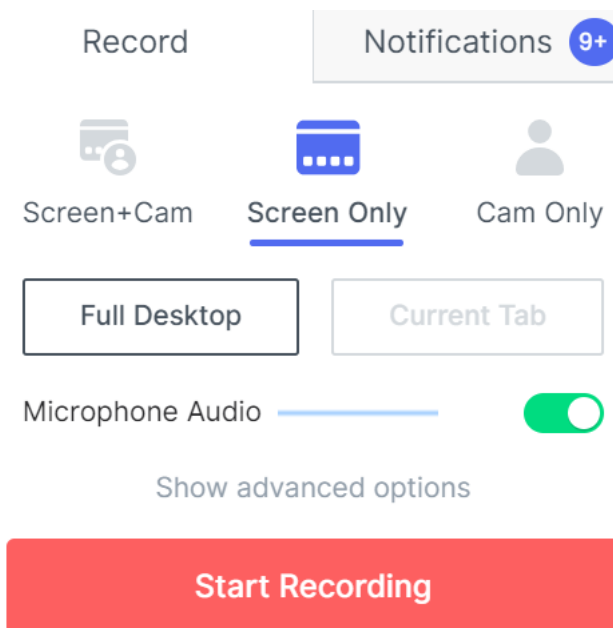
Step 6: Choose your video settings or trim unwanted parts of the video.

Edit Your Video

⚙ Settings   🔒 Password   ✂ Trim
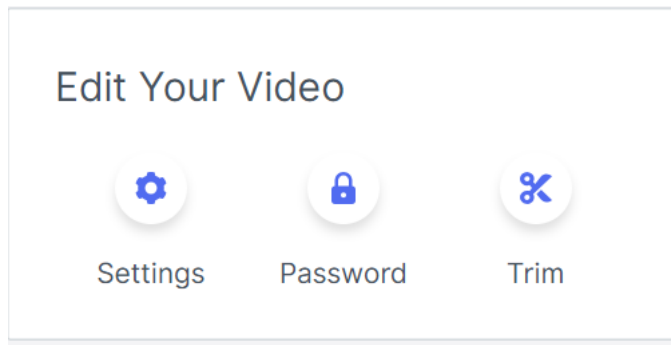
Step 5: Your finished video will be stored in your LOOM account. You can share the video with the provided link.

Send Your Video

https://www.useloom.com/share/eb...

Copy Link

Step 7: You also have the option to download your video, so that you can embed it in your LMS.

...tials, and supports faculty to teach with the practices that improve student achievement.

Home - ACUE

by Andrea Hogan
January 4, 2019

⬇ 🗑 ↗

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