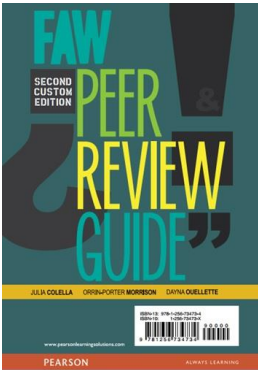


## Peer Reviews in the Classroom: Enhancing Student Learning

<i>Background</i>	<i>Four-Step Model</i>		<i>Advantages for Teachers &amp; Students</i>
<ul style="list-style-type: none"> <li>➤ Use of peer reviews is continuously increasing in higher education (van den Berg, Admiraal, &amp; Pilot, 2006).</li> <li>➤ Peer reviews benefit students by helping them (1) view varying perspectives, (2) gain confidence in writing, and (3) improve critical reading, among others (Mittan, 1989).</li> <li>➤ Educators and teachers are often left without an adequate peer review framework and must develop and implement their own peer review assignments (Mangelsdorf, 1992; Hu, 2005).</li> <li>➤ If not structured properly, <b>peer reviews can have detrimental effects</b>, such as receiving feedback that is overly critical, degrading, or unhelpful (Colella, Morrison, Ouellette, 2012).</li> </ul>	<b>Step 1</b>	Identify the error	<b>Teachers</b>
	<b>Step 2</b>	State why it's an error	<b>Marking</b> <ul style="list-style-type: none"> <li>Gives more onus on students for quality of work</li> </ul> <b>Focus of Classroom</b> <ul style="list-style-type: none"> <li>Application focussed, not just retention of knowledge</li> </ul> <b>Student Centered Learning</b> <ul style="list-style-type: none"> <li>Increases student self-efficacy</li> <li>"Students as teachers"</li> </ul>
	<b>Step 3</b>	Show the author how to improve	
	<b>Step 4</b>	Provide book and page reference	<b>Students</b>
			<b>Get Feedback</b> <ul style="list-style-type: none"> <li>Learn from mistakes</li> </ul> <b>Marks</b> <ul style="list-style-type: none"> <li>Focus students' attention on mastery of course content</li> </ul> <b>Improve Writing</b> <ul style="list-style-type: none"> <li>Identify own weaknesses</li> </ul> <b>Improve Communication</b> <ul style="list-style-type: none"> <li>Learn to accept or reject peer feedback</li> </ul>

*Julia Colella, University of Windsor,  
PhD Candidate*

**Email:** jcolella@uwindsor.ca

**Research Interests:** academic misconduct, curriculum development, and online learning

*Orrin-Porter Morrison, University of Windsor,  
MA Candidate*

**Email:** morrisoo@uwindsor.ca

**Research Interests:** psychology, trauma

## How to Implement the Four-Step Model into Your Class

### Type of class/number of students typically in class

The Four-Step Model is used in two required first-year English courses within the Faculty of Arts, Humanities, and Social Sciences at the University of Windsor.

Approximately 1400 students use this model during the fall and winter semester, and 250 students use it during the summer semester.

### How easily it can be modified for other types of class settings

Can be used in elementary, secondary, and post-secondary education

Although originally used for essays and paragraph assignments, the model can be modified to any course work that critiques text, for example geography (captions on maps), mathematics (show-your-work examples), business (balance sheets), and drama (play scripts), or oral critiques.

*Ex: Mathematics (Grade 2)*

**Problem:** Suzie won fifteen tickets at the fair. Her dad bought her 3 tickets. How many tickets does Suzie have in total? Show your work.

**Answer:**  $15-3=12$ . Suzie has 12 tickets in total.

#### **Peer Feedback using Four-Step Model:**

*Step 1:* This is a calculation error

*Step 2:* Should use adding instead of subtracting

*Step 3:*  $15+3=18$ .

*Step 4:* See addition centre in classroom

### Directions for implementation

When using the Four-Step Model in a classroom, the class teacher must decide what scope peer reviews will have. Below are concerns to consider when deciding whether to use peer reviews.

#### Context/format of Class

- 1) Do you have appropriate assignments that can be critiqued?
- 2) Course schedule allow for draft submissions?
- 3) Online or lecture course?

#### Assignment

- 1) Text or oral?
- 2) Time for drafts?
- 3) Number of students in group?
- 4) Number of comments students need to provide?
- 5) Positive comments allowed?
- 6) Anonymous?
- 7) Number of assignments to be critiqued?
- 8) Penalties for late submission?
- 9) Percentage of grade?
- 10) Submit online or hard copy?
- 11) Peer or target critique (class critiques identical work)?

#### Resources

- 1) Require additional textbooks/materials?
- 2) Examples?
- 3) Practice questions?
- 4) Create marking rubrics?
- 5) TAs needed for marking?

### References

- Colella, J., Morrison, O., Ouellette, D. (2012). FAW peer review guide. Toronto, ON: Pearson Custom Publishing.
- Hu, G. (2005). Using peer review with Chinese ESL student writers. *Language Teaching Research* 9(3), 321-342.
- Mangelsdorf, K. (1992). Peer reviews in the ESL composition classroom: What do the students think? *English Language Teaching Journal* 46(3), 274-284.
- Mittan, R. (1989). The peer review process: Harnessing students' communication power. In D.H. Johnson & D.H. Roen (Eds.), *Richness in writing: Empowering ESL students* (pp. 207-219). New York: Longman.
- Van den Berg, I., Admiraal, W., & Pilot, A. (2006). Designing student peer assessment in higher education: Analysis of written and oral peer feedback. *Teaching in Higher Education*, 11(2), 135-147.