INTEGRATE SELF-REVIEWS

Integrate self-review activities into peer review designs

To what extent are there formal opportunities for students to review their own work before, during or after the peer review tasks?

⟨⟩ Integrate self-reviews

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☐ Get students to review their own work, using the same criteria, after completing a number of peer reviews. If plagiarism is an issue you might ask students to produce the review without updating the work thus demonstrating learning from reviewing independently of the assignment.

☐ Have students update their work after producing reviews.

☐ Have students update their work after receiving reviews.

☐ Have students self-review their own work before the peer review task by, for example, by posing questions for reviewers to answer about their work. Students could also respond to these answers saying whether they agree or disagree, giving reasons.

☐ Ask students to comment generally on what they learned from the peer review activities that will help them in their own work in the future.

☐ Get students to review the work of peers and pose 'questions worth asking' (i.e. non-trivial) then ask the peers to provide answers to these questions before updating their work. [Answering questions about their work activates self-review and will help students better understand their own work].

☐ Invent your own ideas and practices.

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