Reference: Nicol, D. in press. Guiding principles of peer review: unlocking learners’ evaluative skills. In Advances and Innovations in University Assessment and Feedback, eds. C. Kreber, C. Anderson, N. Entwistle and J. McArthur. Edinbugh University Press (to be published early 2014)

**GUIDING PRINCIPLES FOR PEER REVIEW:**

**UNLOCKING LEARNERS’ EVALUATIVE SKILLS**

Abstract

*Enhancing the students’ capacity to regulate their own learning, independently of the teacher, is a central goal in higher education. All learners can and do self-regulate; however, those more effective at self-regulation assume greater responsibility for their academic performance and produce higher quality work. A pivotal construct underpinning learner self-regulation is evaluative judgement. To regulate one’s own learning calls on a sophisticated capacity to make evaluative judgements about the quality of academic work as it is being produced. This chapter identifies peer review as the most productive platform for the development of evaluative skills and hence for learner self-regulation. Peer review is defined as an arrangement whereby students produce a written assignment and then review and write comments on assignments produced by peers in the same topic domain. The chapter synthesises recent research on peer review in relation to the development of evaluative skills and the elaboration of knowledge. From this, it proposes a set of guiding principles for the design of peer review and provides some practical suggestions as to how each principle might be implemented.*

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