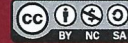




Good peer review practice should:



GIVE PRACTICE WITH CRITERIA

Give practice in the formulation and use of criteria and standards

To what extent have you designed your peer review activities in ways that encourage students to formulate criteria or to apply them to examples of practice?

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Give practice with criteria

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- Provide the criteria for the peer reviewing task – you might get students to put the criteria into their own words before reviewing.
- Ask students to carry out feedback reviews without teacher-provided criteria – students might identify and record the emergent criteria during or after the reviewing.
- Ask students to discuss and formulate some criteria or review questions before carrying out reviews – this could be a prior workshop.
- Ask students to compare two (or more) peer review assignments against the criteria and say why one is better than the other (or to rank them) with reference to the criteria and to include an explanation for their rankings.
- Insert an example of high quality work produced by the teacher into those being reviewed – afterwards identify and discuss that example of a high-standard in the tutorial.
- Invent your own ideas and practices.
- _____
- _____

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