MAKE REVIEW A REGULAR ACTIVITY

Make peer review a regular activity not a one-off event

To what extent is peer review, reviewing and making sense of received reviews a platform for learning and development within your course or programme?

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Make review a regular activity

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- Introduce peer review through a small scale activity so as to induct students into the process.

- Map out the major peer review outputs – e.g. producing a draft assignment, reviewing these assignments, receiving reviews, responding to reviews, updating the work – across the module and intersperse supportive activities in-between.

- Plan peer review across a degree programme so the peer activities build over time, for example, in the later years, students might take more responsibility for formulating their own criteria rather than using pre-set criteria provided by teachers.

- Use patchwork processes where students complete and review different writing tasks (e.g. a report, a presentation, an case analysis) and they stitch these together as a final assignment at the end of the module integrating ideas and review feedback from many earlier assignments.

- Use face-to-face peer review processes to supplement written peer reviews; for example, after the assignment has been completed use electronic voting in lectures to have students discuss some review issues before carrying out their reviewing activities.

- Identify your own examples.

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