

CETL Weekly Teaching Tips presents

Tweet from Your Seat

Variations on Peer Review

Peer review is an important part of our professional work within and beyond academia, and we might employ it as a staple feedback system for students. But using the same peer review model of writing general praise and surface criticism can become a tired practice for students. The Tweet from Your Seat method puts peer review in a new context that imposes a challenge to perk up their attention: generate specific, rich feedback for a peer in 140 characters.



Peer Reviewer
@peerreview



No Introduction Needed @nointroneeded

Hits us with a punch. Brought reality into this issue. Do you need your first two sentences? Make claim clear in last sentence #intro



Patrick for Proof @patproof

Personal anecdote doesn't strike me as evidence, but good #realitycheck. Find any hard data to back it up? #evidence



For Inclusion @forinclusion

What would all of the new elementary school teachers say in answer to Smith (2013)? Isn't this #perspective worth including?



Pathos with Purpose @pathospurpose

Ms. Amos' story tugs at the heart strings. Consider what #perspectives need to know this. Can you connect it to #logos?

For a handy worksheet for this peer review activity
and step-by-step directions, visit

oakland.edu/teachingtips

*CETL adapted this material from Laura Gabrion's contribution to the
2013 Instructional Fair at Oakland University.*

Tweet from Your Seat: Variations on Peer Review

This strategy gets students to critically read and constructively respond to essays written by their peers. Peer review is an important learning opportunity, but if we present the same peer review format over and over, they begin to automatically respond without really looking at the opportunity to provide constructive criticism. Especially with classes in which peer review is an integral element, this provides a fresh approach to peer review. The exercise is two-fold as both the peer and the reviewer benefit from refocusing upon the assignment's criteria.

Step-by-Step Instructions of Strategy:

1. Students submit a draft (whether in a course management system or physically in class).
2. Each student chooses a draft to peer review.
3. Peer review questions are supplied in class or online.
4. Each student is then able to read and consider the criticism provided by his or her peer.
5. Each student is then able to read and consider the criticism provided by his or her peer.

This strategy is used in Composition 1 and 2, first-year required writing courses. Some of the strategies have been borrowed and modified from other teachers; some of the strategies have been modified from suggestions made on the NWP website.

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