Guide for scripting peerreview

Peer review is a learning activity in which students give each other feedback. Research shows that peer review can effectively support a learning process, but only if it is well organized.

The research group Teaching, Learning & Technology conducts research into the effective use of peer review in learning processes. This fact sheet discusses the organization of peer review, also known as 'scripting' of peer review.

The research carried out by Research group Teaching, Learning & Technology has resulted in a seven-step script, Each step indicates who does what, and where.

Feedback and learning

Feedback is crucial in a learning process. Not only feedback from a teacher, but also feedback from fellow students can make an important contribution to the learning process. And not only can you learn from receiving feedback, giving feedback also supports the learning process.

The feedback that students give each other is called 'peer feedback' and the feedback from a teacher is called expert feedback". An effective peer review process requires a balanced combination of peer feedback and expert feedback.

Goals

Peer feedback is a valuable addition to the expert feedback because students often have a better understanding of the sort of questions that their fellow students have. Peer Review stimulates the active participation of students and by organizing a form of peer review in a digital learning environment, the teaching time and time on task is extended.

Conditions

Peer review must always be used at the right time and in the right form. Students only perceive giving feedback to each other positively when the benefits outweigh the time they have to spend on it.

Organisation

Organizing peer review requires a well thought out script. A script describes the order in which activities are carried out. A digital environment makes organizing peer review much easier for the teachers. Organizing peer review in a digital environment also makes it possible for a student to decide when and where he will perform the task.

On the website of the lectureship Teaching, Learning & Technology you can find more information about the research on scripting of peer review: inholland.nl/tlt

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The seven steps for scripting peerreview

Step 1: Introduction

Before a first meeting, the students view a web lecture about characteristics of effective feedback.

Students must first see that peer review is only useful if they give each other good feedback. Feedback must therefore be concrete and focused on the task to be usable for the recipient.

Step 2: Content

During a meeting, the content of the web lecture is discussed with the students.

Students must really understand what effective feedback is and have knowledge of the guidelines for giving feedback. For example, the feedback should not only indicate what could be improved, but also give a suggestion of how it can be improved.

Step 3: Criteria

The substantive criteria on the subjects matter are discussed with the students.

Giving feedback must be supported and directed on the basis of good substantive criteria on the subjects matter. Research shows that only then feedback can be effective.

Step 4: Practice

The students practice giving feedback to each other based on an example and by applying the guidelines and subject criteria.

Naturally, students must be able to apply the guidelines and subject criteria as well. Therefore, giving feedback should be practiced first.

Step 5: Performing

The peer review is organized and executed in a digital environment on the basis of agreed, clear deadlines. First, the students give each other feedback, process the feedback, after which the teacher gives additional feedback.

Peer review must be completed before a teacher gives feedback because processing peer feedback stops as soon as expert feedback is given.

Step 6: Discussion

During a meeting both the given peer feedback and after that the given expert feedback will be discussed.

The feedback that is given in the digital environment must be discussed, because only then can it be verified whether the feedback is understood correctly and can be applied appropriately.

Step 7: Results

During a meeting the products of the students are discussed which have been improved on the basis of the given feedback.

In order to determine whether feedback has been properly applied, the on the base of the received feedback improved products of students must be discussed. To do this efficiently, students must make clear in advance, what they have done with the given feedback.

Depending on the experience that students have with giving feedback, steps 1, 2 and 4 can be shortened.