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Mar 28th, 2:10 PM - 3:00 PM

Fostering Student Engagement, Skills, and Connections Through Peer Review/Critique Across Disciplines

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Schoaf, Jesse W.; Clark, Summer; Cummins, Liv; Spitz, Lisa; Keown, Katarina; Pursley, Linda; and McCormick, John, "Fostering Student Engagement, Skills, and Connections Through Peer Review/Critique Across Disciplines" (2018). *Lesley University Community of Scholars Day*. 5. https://digitalcommons.lesley.edu/community_of_scholars/2018/session_g/5

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Presenter Information

Jesse W. Schoaf, Summer Clark, Liv Cummins, Lisa Spitz, Katarina Keown, Linda Pursley, and John McCormick

HAVE THE FOLLOWING ITEMS READY:

- **Publication TITLE of up to twelve words**

Fostering Student Engagement, Skills, and Connections Through Peer Review/Critique Across Disciplines

- **A 150-to-250 word abstract** describing the aims, methods, results, and/or intended audience of your project, with any references (in APA, MLA, or Chicago format)

The process of peer review/critique in the college classroom is rife with challenges which may stem from a lack of commitment on the part of students and instructors alike, despite a significant body of literature which suggests peer review/critique can be an important learning tool. Studies demonstrate, when students are committed to the process, peer review can improve myriad skills, including written work (Topping, 1998, Mulder et al, 2014) and collaborative and communication skills (Topping, 2000, Topping, 2009, Mulder, R., Pearce, J., & Baik, C., 2014, Nicol, 2010), among many others. Our action research study documents how four undergraduate professors across disciplines employed various strategies before, during and after the peer review/critique process. We will describe how we implemented our protocol for effective peer review/critique, a tool developed in the previous year of our study, and what we learned based on student survey data, classroom artifacts, and the literature. Our three-part protocol aims to address the challenges of student engagement and the goals of enhancing student learning. We will highlight the benefits of giving and receiving feedback as well as the exchanging of diverse perspectives. Our protocol emphasizes student agency through goal-setting, revision, and Dweck's growth mindset, ultimately leading to enhanced self-evaluative skills so significant in higher ed, and providing students with the confidence and leadership skills to become independent reviewers and effective collaborators in college and beyond.

Dweck, C. (2006). *Mindset: the new psychology of success*. New York, New York: Penguin Random House, LLC.

Mulder, R. A., Pearce, J. M., & Baik, C. (2014). Peer review in higher education: Student perceptions before and after participation. *Active Learning in Higher Education, 15*(2), 157-171.

Nicol, D. (2010). From monologue to dialogue: improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education, 35*(5), 501-517.

Nicol, D. (2010). The foundation for graduate attributes: Developing self-regulation through self and peer assessment. The Quality Assurance Agency for Higher Education. Scotland.

Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking Feedback Practices in Higher Education: A Peer Review Perspective. *Assessment & Evaluation In Higher Education, 39*(1), 102-122.

Topping, K. (1998). Peer assessment between students in colleges and universities. *Review Of Educational Research, 68*(3), 249.

Topping, K. (2009). Peer assessment. *Theory Into Practice, 48*(1), 20-27.

Topping, K. J., Smith, E. F., & Swanson, I. (2000). Formative peer assessment of academic writing between postgraduate students. *Assessment and Evaluation in Higher Education, 25*(2), 149-169.

- **A short (up to 80 words) description of your project** for publication in the program and on the website.

In this interactive session, our panel will share findings from our exploratory study on peer review/critique and metacognitive strategies. We will share our Peer Review Protocol, a tool intended to enhance student work and help achieve broader goals, including strengthening engagement, skills, and connections with peers and the University. We will invite audience input on effective peer review/critique practices and ways to change the paradigm of peer review/critique in the college classroom.

- **Name(s)** of all presenter(s) and their affiliation (i.e., school and program/department)

Faculty:

CLAS:

-Summer Clark (Education)

-Liv Cummins (Drama, Creative Writing, & Literature)

-Kimberly Lowe (History)

LUCAD:

-Lisa Spitz (Design)

Students:

-Katarina Keown (CLAS)

-Jesse Schoaf (CLAS)

Staff:

-Linda Pursley, Lesley University's Director of Assessment

-John McCormick, elis technology and design

- **Format** (i.e., panel, individual presentation, poster session, performance, visual image, motion media, dance, music, or other) **PANEL PRESENTATION**
- **For additional details on constructing your proposal, see the [Community of Scholars Research Guide](#).**