Mar 27th, 3:00 PM - 3:50 PM

‘I Hate Peer Critique!’: Building a Foundation for Effective Peer Review/Critique

Summer Clark  
*Lesley University*, sclark17@lesley.edu

Lisa Spitz  
*Lesley University*, lspitz@lesley.edu

Liv Cummins  
*Lesley University*, lcummin2@lesley.edu

Kimberly Lowe  
*Lesley University*, klowe2@lesley.edu

Bill Porter  
*Lesley University*, wporter3@lesley.edu

*See next page for additional authors*

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Presenter Information
Summer Clark, Lisa Spitz, Liv Cummins, Kimberly Lowe, Bill Porter, Linda A. Pursley, and John McCormick
“I HATE PEER CRITIQUE!”

Building a Foundation for Effective Peer Review/Critique
PRESENTERS

Lisa Spitz
Assistant Professor, Design
lspitz@lesley.edu

Liv Cummins
Associate Professor, Drama & Creative Writing
lcummin2@lesley.edu

Kimberly Lowe Frank
Assistant Professor, History
klowe2@lesley.edu

Summer Clark
Assistant Professor, Literacy Education
sclark17@lesley.edu

Bill Porter
Adjunct Professor, Animation & Motion Media
wporter3@lesley.edu

Linda Pursley
Director of Assessment
linda.pursley@lesley.edu

John McCormick
Director of eLearning Design
jmccormi@lesley.edu
ORIGIN OF STUDY

- **Shared frustrations:** resistance to peer review; lack of results
- CLAS faculty interest in LA+D critique (primary learning tool, rigor)
- **Early Questions:** How is peer review/critique used effectively in the college classroom? What are the benefits?
RESEARCH APPROACH

Action Research: “A disciplined process of inquiry conducted by and for those taking the action” (Sagor, ASCD, 2000)

- Overall purpose: to take action within a community of practice
- At the college level, often called “The Scholarship of Teaching and Learning”
- IRB approved
- Overall goal: to improve our teaching
# COLLABORATION TIMELINE

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<tr>
<th>FOCUS</th>
<th>SPRING 16</th>
<th>FALL 16 / SPRING 17</th>
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<tr>
<td>Peer review challenges</td>
<td>Peer review protocol</td>
<td>Metacognitive benefits</td>
<td>Provider benefits</td>
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<tr>
<th>ACTIVITIES</th>
<th>Initial study group</th>
<th>COS, CCC presentations</th>
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<th>NEAAN presentation</th>
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<td>journal of College Writing article submission</td>
<td>Peergrade software</td>
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<td>Mary Dockray-Miller</td>
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<td>Brooke Eisenbach</td>
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<td>Bill Porter</td>
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<tr>
<td>CTLS Faculty Study Circle Mini-Grant ($400)</td>
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<td>Faculty Development Grant (Summer Clark, $1,999)</td>
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<td>Humanities Department Work Study Funding ($11/hr x 60 hours = $660)</td>
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<td>CLAS Undergraduate Student Research Grant ($1,000)</td>
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WHAT IS PEER REVIEW/CRITIQUE?

"... a process by which students provide each other with constructive feedback, accept constructive criticism, and master revision of their own work. The goal of peer review is not only to provide another student with constructive feedback, but also to practice self-reflection, self-evaluation, revision, and listening to peers”

(adapted from Read.Write.Think.org)
CONDITIONS FOR SUCCESS

When students articulate their needs to their peer and believe their peer will understand and address their goals, student engagement and learning in the peer review process is enhanced, especially students' ability to use the feedback they receive.

(Rushton et al.; Cheng and Warren; Davies; Smith et al.; Liu and Carless)
PEER REVIEW PROTOCOL

1. PRE-PEER REVIEW

Building class environment

2. PEER REVIEW

3. POST-PEER REVIEW

Maintaining class environment throughout the process
Establish a supportive environment & evaluate sample feedback
IN THIS STEP WE...

- Unpack prior experiences
- Discuss Effective vs. Ineffective feedback
- Evaluate sample feedback
- Present benefits for students
- Build student commitment

Goal: Building community and developing student-student relationships
UNPACK PRIOR EXPERIENCES

What challenges have you faced in using peer review / critique in the classroom?
DISCUSS EFFECTIVE VS. INEFFECTIVE FEEDBACK

When/why was it effective?

When/why was it not effective?
“Good” feedback:

– Addresses the author’s stated needs, questions, and/or concerns
– Describes the WORK as opposed to the reviewee {Growth Mindset}
– Focuses on issues of substance, using examples to support comments
– Uses encouraging and supportive language; neutral tone
– Includes strategies for improvement
– Provides a reason or argument for suggestions.

Relevant to any content/subject area.
EVALUATE SAMPLE FEEDBACK

I think you should make the conflict more clear. Willow is a young girl who has run away from home and is now conflicted about it, but that could use some more development.
EVALUATE SAMPLE FEEDBACK

I would suggest keeping the characters’ dialogue consistent. It seems as though the boy is more well-spoken and the father less so, but at times that can be unclear. For example, on pg. 3, the father speaks so clearly and at length about his ideas on marriage when, before that, he had mostly 3-word responses.
I really liked your script! It had me reading until the end. I love the exposition with the Chinese food container showing Liam doesn't really have his life together. With that being said, I was disappointed when Liam didn't want to go to the wedding. It seemed weird. That part wasn't believable. You are a great writer, though! Good job.
EVALUATE SAMPLE FEEDBACK

The lack of conflict is bringing the script down. It's a good script so far, but you really need to take the time to flesh out a solid conflict to put it over the top.
EVALUATE SAMPLE FEEDBACK

Your thesis needs improvement. You don’t have to say "such as Aristophanes...” in the thesis, just say "Aristophanes..., displays...".
I would focus on making the diamond a decision path. For instance, a diamond of "Send Message?" would be a "Yes" and "No". Each path would lead to a different outcome. I would want to know what they do if the message doesn't send. Do they give up or try again?
EVALUATE SAMPLE FEEDBACK

Right now, there isn’t much textual evidence or quotes. Using more would strengthen the body paragraphs so the main points are more supported. For example, in the paragraph about the trickster role, consider using Stott’s ideas on the trickster as evidence.
BENEFITS FOR STUDENTS

Self-regulatory skills
- Metacognitive: Self-Evaluation
- Self-efficacy: Growth mindset, confidence, motivation

Collaborative Skills
- Negotiation/diplomacy
- Improved communication skills

Other
- Connection with peers, larger community
- Transfer of skills to other courses, workplace
BUILDING STUDENT COMMITMENT

- Explain the research base/benefits of peer review to students
- Build and maintain a sense of community and trust among students
- Build an environment in which student feel comfortable taking risks
- Discuss peer review in the context of assignment, course goals, and assignment grading rubric.
- Explain, demonstrate and practice effective peer review via examples, exercises, and modeling of effective peer review.
GROWTH MINDSET FEEDBACK

Emphasize STRATEGY or EFFORT, not personal traits.

Example: "When you ___________________________x happened.
If you ___________________________y might happen."
Scaffold “Discovery Mode” dialogue and reflection on feedback.
SUMMARY OF PEER REVIEW SESSION

1. **Memo of intent**: Students review their assignment and write goals for peer review, including areas of focus, which may come from the assignment grading rubric.

2. **Feedback session**: They share goals with a partner and engage in oral and written feedback. Students write feedback received, as they understand it.

3. **Work product revisions**: Students then evaluate the feedback received, deciding if and how they plan to incorporate it in their work.
Support processing of feedback and reflection on feedback.
1. Students revise the assignment.
2. Students submit final draft of assignment along with notes on if/how they implemented peer feedback in the final draft.
3. Students then complete a peer- and self-assessment rating the effectiveness of the feedback they gave and received, based on the criteria for effective feedback.
QUESTIONS? How can we help you be successful in using peer review/critique?