



WELCOME! We're so glad you're here...



- Your questions and your engagement are most welcome!
- Sessions will be recorded and shared out after camp.
- Be sure to join our campfire sessions Tues/Wed at 5pm EST.
- We'll continue the discussion online (TLC).



AND NOW, LET ME INTRODUCE OUR SPEAKER...

The Team Challenge: Peer Review

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YOU CAN'T RUN THROUGH A CAMPGROUND



YOU CAN ONLY RAN, BECAUSE IT'S PAST TENTS



Why We Do Peer Review

- Reduces the teacher's workload
- Changes the perspective of the learning process
- Creates a feeling of community – especially online (Kosel 191-209)

Teaching ... is more effective when it incorporates feedback, peer tutoring, collaborative learning, meta-cognition and self-regulation—all components of effective peer review (EEF).

Why Peer Review Doesn't Work

- Feedback isn't helpful (Flynn, "Students as Readers").
 - Students are trained to absorb information rather than to evaluate texts.
 - Students reward essays that mimic style rather than have real meaning.
- Students tend to focus on grammar and mechanics (Flynn, "Re-Viewing" and Gere, et al).

Approaching Peer Review through Achieve Using NCTE Guidelines for Writing Groups

- Primary Goals of Peer Review
 - Teaching students to be *critical*
 - Teaching students to be *specific*
 - Focusing on *improving all writing*, not on fixing this essay
 - Focus on the importance of writing decisions
 - Identify what does or does not work in a piece of writing
 - Strategize solutions to common writing problems

Establishing Writing Groups

- Set goals based on the objectives of the assignment
 - Evaluator v. Reader Role (“How to Make Peer Review Successful”)
 - Assessing one thing
 - When to implement peer review
- Determine the size and character of the writing group
 - Using the the Groups feature in Achieve
- Create clear guidelines
 - Using Draft Goals
 - Setting Required Questions

Chainsaw massacre all center on psychopaths and their repulsive methods of torturing and murdering their victims. These films have been especially popular among teen audiences. Just as movies have become violent, America's youth have also become progressively more aggressive and violent. The average kid watching seven hours of television every day, much of that television containing violent material, concerned parents and psychologists are pondering a connection between violence in movies and television with youth violence. Does violence in entertainment media contribute to youth violence?

Proponents of violence in the media think that it is ridiculous to connect violent media with violent youth. They say that what people view does not affect them. This is simply not true. When the harmful effects of smoking tobacco became known,

Hollywood reduced the depiction of cigarettes in movies. Gregg Easterbrook, senior editor of the New Republic, a monthly magazine of politics and culture, writes "Cigarettes had to go, the film industry admitted, because glamorizing them gives the wrong idea to kids" (Easterbrook 4). Hollywood admitted that glamorizing smoking in movies gave kids the wrong idea. If what people view does not affect them, why would the movie industry cut down on glamorizing smoking in films? They knew that kids are affected by what they see, and if the desirable role models in movies and TV smoked, then kids would be more likely to smoke. What makes the glamorization of violence any different? Hollywood is depicting violence the same way it depicted smoking—without consequence. By watching glamorized violence, kids are being negatively

View Draft From:

Eleanor Example ▼



Hide Si

Peer Reviewer Instructio

Review the Draft Goals to ensure you focusing on the areas selected by your instructor. Provide feedback by adding comments connected with the Draft help your peers use your feedback effectively. Check for additional peer guidelines provided by your instructor.

Reviewer's Questions

You will be required to answer the following questions during your review.

1. Are the main ideas in this paper expressed? How might the writer be clearer?
2. Does the paper flow well from paragraph to the next? Where do your thoughts seem disconnected?
3. Does the writer make effective use of relevant, engaging, relevant sources that support the writer's larger purpose? What was the writer's most effective use of a source, and what made it effective?

Draft Goals

Your instructor has selected the following areas for you to comment on as

Draft Goals

Thesis ▼

Comment Level

- Nice Job
 Needs Work
 Needs Extensive Revision

Questions to consider

- How would you recommend the writer make the thesis clearer?
- Does it present a critical response to an issue?
- Is the thesis too broad (or too narrow) for the length of the assignment?

Additional Comment (Required)

I am not sure what your main argument is, can you preview it more clearly?

Cancel


Save

Writing Groups In and Out of the Classroom


- Synchronous or Asynchronous
 - Online
 - Hybrid
 - Face to Face
- The Instructor's Role
 - Modeling
 - Evaluating student participation
 - Assessing the process and the product

Follow Up Assignments and Reflections

- Evaluating Student Participation
- Written reflection on the process

 Max Wordcount has submitted a draft for you to review.

[Start Peer Review](#)

 You've received feedback on your draft from peer reviewer Eleanor Example.

[View Feedback](#)

Argument Essay

Writing Activity

Draft 1
Due: July 17

Peer Review
Due: July 17

Final Paper
Due: July 17



Write Draft 1



Complete Peer Review

- Review Eleanor Example
- Review Max Wordcount

View Peer Feedback

- Feedback From Eleanor Example
- Feedback From Max Wordcount
- Create Revision Plan
- Reflect on Draft 1



- Write Final Paper
- Reflect

View Instructor Feedback

- Feedback From Instructor

Works Cited

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Gere, Anne Ruggles, Hannah Dickinson, Melinda McBee Orzulak, and Stephanie Moody. *Taking Initiative on Writing: A Guide for Instructional Leaders*. Urbana: NCTE, 2010.

Kosel, Bernarda. "Self and Peer Assessment in Problem-Based Learning Environment: Learning English by Solving a Technical Problem – A Case Study," Ed. Robers, *Assessment in E-Learning*, 191-209.

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