PBL – Lesson Plan 2 (Peer Review)

- In-class peer review activities were altered to follow the PBL model, and have had VERY positive outcomes.
- Traditionally, for peer review assignments I would have student pair up, or work in groups, and then have them read their peer’s paper looking for a few specific types of errors that I identified for them.

PBL Approach:

- Following the PBL model, I changed my approach. Before class, all students submitted their rough drafts online. I read through each rough draft and assigned the score that it would currently receive.

- In class, the peer reviewer is then given: their peer’s paper, a blank grading rubric, and the score I gave the student.

- The problem is then for the peer reviewer to identify why I gave the student the score they received, and what can be done to improve the paper to get a better score.

- This has been VERY successful in three main areas: 1) Peer reviewers are far more detailed in their comments and really analyze the paper. This results in much more detailed feedback to the writer. 2) Peer reviewers really struggle with the writing concepts and analyzing the papers, they learn a lot in the process. The reviewers end up getting more from the activity than the student writer does. 3) Better quality papers! Though I have to put in the effort to score every rough draft, I do not give any comments. Therefore, this initial reading is actually pretty quick. The resulting final drafts that get turned in are much better quality, receive better scores, and require less time to grade as I do not have to provide as much feedback (as this has already been resolved in the peer review process).