

# *Peer Review in Education Settings*

Looking at Texts from a Reader's Perspective

# Roadmap

- 1 What Does Peer Review Mean in Education Settings?
- 2 What Types of Peer Review Are Possible?
- 3 Where Does Peer Review Work Best?
- 4 Who Can Be a Peer Reviewer?
- 5 What to Ask for Useful Feedback?
- 6 The 'How' of Peer Review
- 7 The 'So What' of Peer Review

# *What Does Peer Review Mean in Education Settings?*

In school and college



# *What Does Peer Review Mean in Education Settings?*

## Writing Tasks



Responding to prompts or essay questions



Producing literature reviews or research summaries



Crafting argument-driven papers (persuasive or analytic essays)



Developing project reports or case studies



Preparing grant or proposal-style assignments



Publishing or presenting findings (e.g., poster sessions)



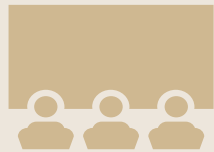
Revising and editing for coherence, style, and academic register

# *What Does Peer Review Mean in Education Settings?*

## Peer Review Strategy



Seeing someone's text from your own perspective



Explaining to them how you 'see' it



Being kind, yet honest, in the process

# *What Does Peer Review Mean in Education Settings?*

## Benefits



Provides rhetorical and pedagogical feedback (structure, argumentation, coherence, phrasing)



Offers validation and encouragement, helping students revise and continue writing



Bridges the gap from uncertainty to stronger, more confident writing

# *What Does Peer Review Mean in Education Settings?*

## The 'Why' of Peer Review

Why does peer review work?



We see our writing 'through' another person.



We see how other students think and write.



We see others' writing strengths & weaknesses.



We see new ideas and new ways of explaining ideas.



We learn to look at our own writing in a different way.

# *What Types of Peer Review Are Possible?*

## Response-Centered Workshops

- Observations and comments focus on the writing process.
- Peers note their personal responses to the text.
- Writer of the text listens but does not enter conversation.

## Advice-Centered Workshops

- Observations and comments focus on the final product.
- Peers first review and then give advice on the text.
- Writer and reviewers then talk together.

# *Where Does Peer Review Work Best?*

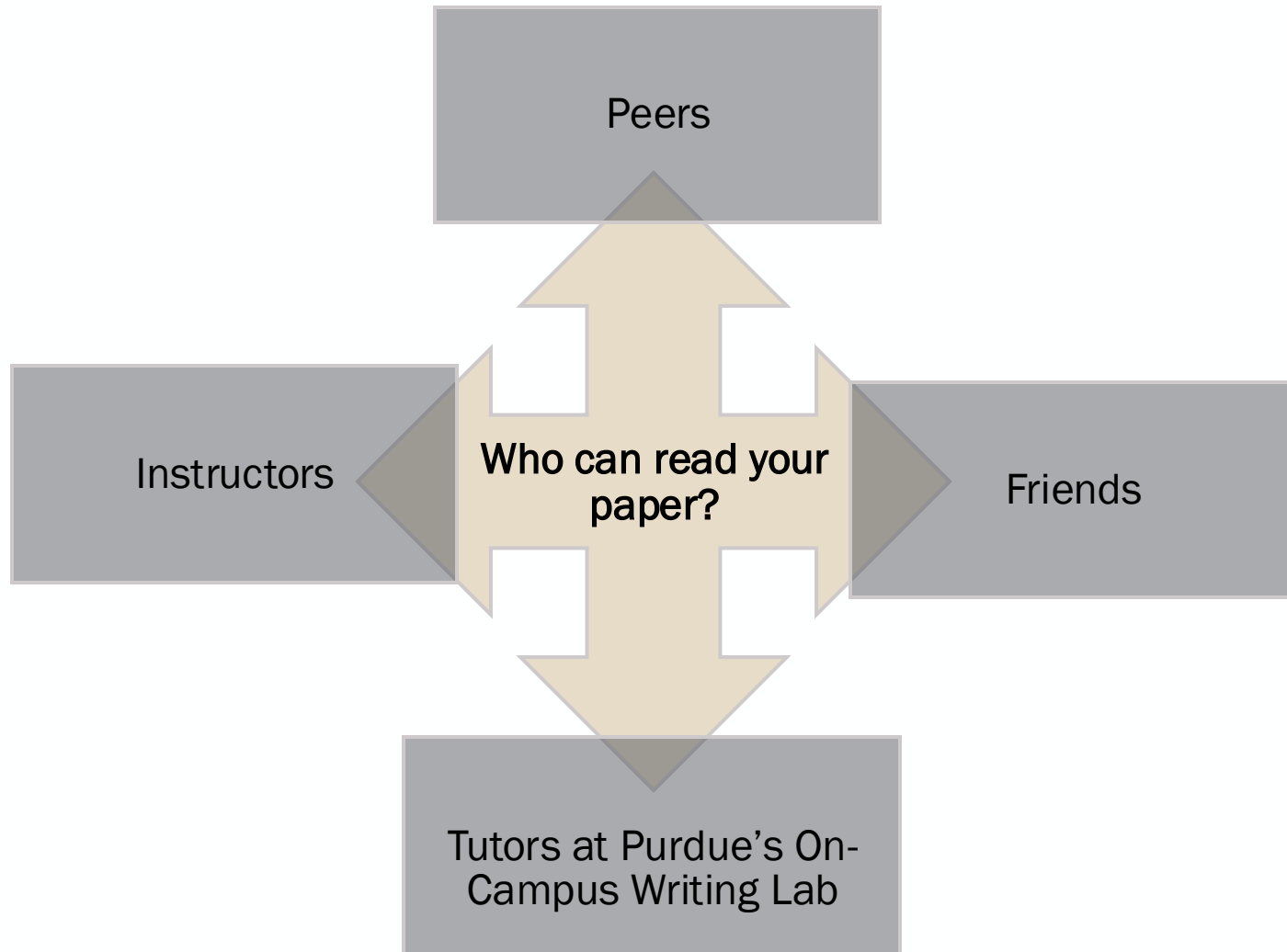
Peer review works best in a structured environment

- Classrooms
- Conferences
- Writing Lab

The Writing Lab at Purdue *offers* peer review

- 45-minute sessions
- Assignment reviews
- Feedback

# *Who Can Be a Peer Reviewer?*



# *What to Ask for Useful Feedback?*

**When you need overall feedback, you can ask:**

1. How does it sound?
2. What do you think?
3. Does it make sense?

**When you need specific feedback, you can ask about:**

1. Thesis statement
2. Topic sentences
3. Organization
4. Syntax, grammar, punctuation, and spelling

# *The 'How' of Peer Review*

When you are confused while reading:

1. Mark an 'X' in the text where you are confused.
2. Ask the writer to explain his or her ideas.
3. Ask the writer to state his or her thesis.
4. Ask the writer to state the question the thesis answers.
5. Help the writer to brainstorm (mapping, outlining, etc.).
6. Ask the writer to fill in the blanks:

My purpose in this paper is \_\_\_\_\_

My purpose in this section is \_\_\_\_\_

# *The ‘So What’ of Peer Review*

If you cannot see the point:

1. Ask the writer ‘So what?’ questions, for example:
  - “What does this sentence have to do with your thesis?”
  - “What does this paragraph have to do with the paper?”
2. Counter the writer’s stance or thesis.
3. Bring up other perspectives.
4. Offer more examples and details to the writer.

# *The Allyn & Bacon Guide*

## Response-Centered Workshops:

1. Ask students to bring in 4 copies of their papers.
2. Divide the class into groups of three or four.
3. Ask one student to read a paper aloud.
4. Students then make notes on their copies, making note of where they understand, are confused, think the writer makes a good point, feel they need more information, etc.
5. Each group member orally explains his/her notes.
6. Each writer member listens without making comments.

(The information above is taken from *The Allyn & Bacon Guide to Writing*)

# *Thank You*

Purdue University On-Campus Writing Lab  
Krach Leadership Center (2<sup>nd</sup> Floor)

Web: <https://owl.purdue.edu/index.html>

Phone: (765) 494-3723

Email: [writing.lab@purdue.edu](mailto:writing.lab@purdue.edu)