

PEER REVIEW WORK

After many semesters using peer review in my own composition classes and helping colleagues in Geography, Women's Studies, Political Science, Slavic, and Art use peer review successfully in their classes, I have several specific suggestions for instructors trying peer review for the first time or refining their own methods of using peer review.

1. Set realistic goals for peer review and explain them fully (and often) to students.

Before deciding to do peer review, it's essential that you consider your pedagogical reasons for using it. After my first unsuccessful attempt at peer review, I realized that I could not expect my students to respond to each others' papers as well as a trained instructor could. Rather than see peer review as a substitute for my comments, I now value peer review as a way to get students actively involved in their own learning. By having my students read their peers' writing and talk together about the processes of drafting and revising, I want to encourage them to become more self-conscious about their own writing process and to begin to take control over that process.

The primary reason that students struggle with peer review is that they don't understand what they are supposed to do and why they are doing it. If students don't understand the purposes of peer review, they will see it as more busy work. Before, during, and after peer review sessions, take time to explain your goals for peer review. My main goal for peer review is to emphasize to students that writing is fundamentally a form of communication between real people. Talking face-to-face about a paper can help writers articulate what they are trying to say in their papers. It is also a chance for real readers to tell writers what they're hearing and what isn't coming across clearly.

Just as important, I stress to students that peer review teaches them to be critical readers. As they learn to read their peers' work with a "critical eye," they can begin to apply that "eye" to their own drafts. In addition, reviewers can give each other encouragement and share new ideas and new strategies for writing.

2. Do peer review more than once.

Being able to read and respond to papers effectively takes practice. If you plan to do peer review, I strongly recommend that you do it more than once. With practice, students will learn how to give each other constructive feedback, and additional peer reviews will reward the initial investment you put into preparing your students for the first one.

3. Guide your students with central questions and focused tasks.

To help our students learn how to do peer review, we need to clearly explain what we want them to do. Often peer review doesn't work because we give our students too many things to concern themselves with. Feeling uncertain about their ability to "teach" their peers anything about writing, peer reviewers will give up before they even begin. Giving students a few central questions or a brief set of guidelines will help them focus their responses to one another. I often ask reviewers to consider two central questions:

1. "What is the writer trying to say/argue for in this place?"
2. "How can s/he make this argument more effective and persuasive?"

4. Help your students see the difference between revision and editing.

For most students, revising means editing. To prepare students for peer review, I lead a discussion on the differences between revision and editing, describing the large-scale changes they should suggest to one another: tightening up or shifting focus, clarifying purpose, cutting, adding, reorganizing, taking the conclusion as new introduction and starting over, etc. Until they've talked through large-scale issues, I outlaw discussion of grammar and mechanics, reminding students that it's a waste of time to polish a sentence that you later decide you don't need.

Sample Peer Review Essay In Nursing

Camilla Rothe



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Teaching in Nursing and Role of the Educator, Third Edition Marilyn H. Oermann, Jennie C. De Gagne, Beth Cusatis Phillips, 2021-02-04 All the information you need in one textbook This all inclusive text for Nurse Educators delivers comprehensive evidence based guidance on the essential components of teaching including learning theories teaching methods new technologies for teaching curriculum development evaluation and testing and accreditation The text delivers the full scope of knowledge necessary for novice and experienced faculty to become competent teachers in nursing This third edition features new content on the transition from clinician to educator There is also a new chapter on nursing professional development and teaching in clinical settings and updated teaching strategies for active learning clinical judgment and online teaching The text is designed to help educators prepare for the certification exams The text also addresses varied learning styles and how to accommodate them new developments in simulation standardized patients OSCEs clinical teaching interprofessional education and evidence based teaching New to the Third Edition Chapter on the transition from clinician to educator plus expanded content throughout on becoming a nurse educator Addresses inclusivity and developing an inclusive learning environment for people with different learning styles Strategies to promote active learning clinical judgment and higher level learning and teaching online Updated content on simulations the use of standardized patients OSCEs clinical teaching and clinical evaluation Chapter on accreditation of nursing programs and developing a systematic program evaluation plan Chapter on nursing professional development and teaching in a clinical setting Key Features Written by experts who seamlessly integrate evidence based research and practical strategies Serves as a thorough study guide for nurse educator certification exams Covers practical teaching strategies simulation online education technology interprofessional education clinical teaching and evaluation and test construction Includes case examples and other examples to support content and how to tips Includes a high quality online course ready for an instructor s use sample syllabus PowerPoints and a complete 20 module online course *Writing for Publication in Nursing, Third Edition* Marilyn H. Oermann, Judith C. Hays, 2015-02-28 Print CourseSmart [Writing for Publication in Nursing](#) Marilyn H. Oermann, 2022-12-15 Designated a Doody s Core Title Writing for publication is essential for disseminating nursing knowledge and this book will surely prepare budding authors and serve as a resource for experienced authors It is a great reference for authors at all levels Score 100 Five Stars Doody s Medical Reviews Teaching writing is the biggest challenge when teaching these courses including the mechanics of writing and how to organize manuscripts Manuscript writing is so much different than writing a paper for a grade Students don t always appreciate the amount of time and attention to detail that a manuscript takes This book is excellent Gives the students a broad overview of writing yet includes specifics such as how to create tables Kimberly Whiteman DNP MSN Waynesburg University Praise for previous edition This award winning book has helped thousands of nursing students and nurses produce high quality work with its focus on all aspects of writing

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Teaching in Nursing and Role of the Educator Rn Marilyn H Oermann Phd,2013-12-06 This all inclusive text on teaching in nursing is by one of the pre eminent nurse educators in the United States Dr Marilyn Oermann The only book to focus on the full academic role it is designed to provide graduate level nursing students with all of the competencies essential for effective teaching This evidence based text encompasses both theoretical and practical information and includes content on teaching and learning assessment and evaluation curriculum development using technology teaching in simulation learning lab and online courses models for clinical teaching scholarship and evidence based education and other components of the educator role

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Writing for Publication in Nursing, Fourth Edition Marilyn H. Oermann, Judith C. Hays, 2018-08-28 Designated a Doody's Core Title Writing for publication is essential for disseminating nursing knowledge and this book will surely prepare budding authors and serve as a resource for experienced authors It is a great reference for authors at all levels Score 100 Five Stars Doody's Medical Reviews This in depth resource on writing for nurses clinicians graduate students researchers and faculty guides users through the entire process of writing evidence based research papers and journal articles disseminating clinical project findings and innovations and preparing manuscripts for publication The completely updated fourth edition expands the content on conducting and writing systematic integrative and literature reviews disseminating evidence and writing papers on clinical topics and reporting quality improvement studies It provides new examples of excellent writing from a varied selection of nursing journals Woven throughout is an explanation of current writing guidelines for research such as CONSORT and PRISMA Also included are electronic versions of useful forms and updated web resources relevant to each chapter Chapters feature helpful tables figures and illustrations learner exercises to guide development of competencies and discussion topics designed to address the variety of challenges posed when writing for publication The print version of the book includes searchable digital access to entire contents New to the Fourth Edition Updated chapters and new examples from a wide variety of nursing journals Expanded content on conducting and writing systematic integrative and literature reviews Guidelines for reporting different types of research Criteria for evaluating the quality of a nursing journal and

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Evaluation and Testing in Nursing Education

Marilyn H. Oermann, Kathleen B. Gaberson, 2009-05-18 Designated a Doody s Core Title and Essential Purchase Without question this book should be on every nurse educator s bookshelf or at least available through the library or nursing program office Certainly all graduate students studying to be nurse educators should have a copy Nursing Education Perspectives This third edition is an invaluable resource for theoretical and practical application of evaluation and testing of clinical nursing students Graduate students and veteran nurses preparing for their roles as nurse educators will want to add this book to their library Score 93 4 stars Doody s This 3rd edition has again given us philosophical theoretical and social ethical frameworks for understanding assessment and measurement as well as fundamental knowledge to develop evaluation tools for individual students and academic programs Nancy F Langston PhD RN FAAN Dean and Professor Virginia Commonwealth University School of Nursing All teachers need to assess learning But often teachers are not well prepared to carry out the tasks related to evaluation and testing This third edition of Evaluation and Testing in Nursing Education serves as an authoritative resource for teachers in nursing education programs and health care agencies Graduate students preparing for their roles as nurse educators will also want to add this book to their collection As an inspiring award winning title this book presents a comprehensive list of all the tools required to measure students classroom and clinical performance The newly revised edition sets forth expanded coverage on essential concepts of evaluation measurement and testing in nursing education quality standards of effective measurement instruments how to write all types of test items and establish clinical performance parameters and benchmarks and how to evaluate critical thinking in written assignments and clinical performance Special features The steps involved in test construction with guidelines on how to develop test length test difficulty item formats and scoring procedures Guidelines for assembling and administering a test including design rules and suggestions for reproducing the test Strategies for writing multiple choice and multiple response items How to develop test items that prepare students for licensure and certification examinations Like its popular predecessors this text offers a seamless blending of theoretical and practical insight on evaluation and testing in nursing education thus serving as an

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 Marilyn H. Oermann, Jennie C. De Gagne, Beth Cusatis Phillips, 2017-08-28 With essential updated content for novice and experienced nurse educators This evidence based text delivers the full scope of knowledge necessary for novice and experienced faculty to become competent teachers in nursing The only book to focus on the full academic role it encompasses all of the key concepts required for effective teaching curriculum development evaluation and testing becoming a scholar in nursing education and much more The second edition is updated throughout and includes four new chapters on Understanding the Learner Interprofessional Education Curriculum Models and Global Nursing Education It offers new content on role of the nurse educator learning theories active learning flipped class team based learning teaching strategies teaching in an online nursing course using new technologies and simulation clinical teaching and evaluation test construction scholarship of teaching and more Chapters begin with objectives and conclude with a content summary Each chapter integrates research and evidence into the text and includes specific examples of the methods and strategies presented and How to Tips for readers Also available with the book is an online course with sample course syllabus modules for each chapter learner activities discussion forum questions and Power Point slides New to the Second Edition Four new chapters Understanding the Learner Interprofessional Education Curriculum Models and Global Nursing Education Learning concepts important in teaching Active learning strategies flipped class team based learning Teaching in online nursing courses and programs New technologies and what s new in simulation Innovative models of clinical teaching Assessment evaluation and test construction Curriculum development and evaluation Scholarship of teaching and becoming a scholar in nursing education Developing partnerships with clinical settings New ancillary with complete online course of 20 modules Key Features Encompasses current evidence based information about the complete academic role the only text of its kind Delivers key concepts required for effective teaching curriculum development evaluation and testing scholarship and more Prepares graduate nursing students and nurses transitioning into educator role with essential knowledge and competencies Includes both theoretical and practical information Provides specific examples of content and how to tips

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research to improve patient care and clinical decision making Evidence-Based Practice for Nurses Nola A. Schmidt, Janet M. Brown, 2017-12-06 Evidence Based Practice for Nurses Appraisal and Application of Research Fourth Edition is an essential resource for teaching students how to translate research into practice **The College Instructor's Guide to Writing Test Items** Michael Rodriguez, Anthony Albano, 2017-05-25 The College Instructor's Guide to Writing Test Items Measuring Student Learning addresses the need for direct and clear guidance on item writing for assessing broad ranges of content in many fields By focusing on multiple choice response items this book provides college instructors the tools to understand develop and use assessment activities in classrooms in a way that consistently supports learning Including dozens of example items and additional resources to support the item development process this volume is unique in its practical focus and is essential reading for instructors and soon to be educators professional development specialists and higher education researchers As teaching assessment and learning are inherently intertwined The College Instructor's Guide to Writing Test Items both facilitates the development of instructors own practice and improves the learning outcomes and success of students Nurses' Clinical Decision Making Russell Gurbutt, 2018-12-13 This work includes a foreword by Carl Thompson Senior Research Fellow Department of Health Sciences University of York This inspiring text offers guidance and innovative ideas for teaching and learning It explains how nurses make clinical decisions through the development of narratives and how using narratives nurses gain a far more intimate knowledge of the patient than doctors can The book considers service delivery around patients renegotiation of professional roles of medical staff and their boundaries of responsibility and authority Nurses Clinical Decision Making will appeal to all undergraduate and postgraduate students of nursing registered nurses and nurse managers Nurse educators hospital managers doctors and healthcare risk managers will also find the information contained here invaluable If nurses are decision makers how can their role and practice be explained Can decision making be taught and are there different levels of decision making skill If so how can expert decision makers be recognised These are just some of the pertinent questions that need to be asked if we are to recognise and understand the centrality of clinical decision making in nursing practice Clinical work is complex and takes place in a complex environment that centres around individuals who themselves are physically socially and spiritually complex Clinical work also involves multiple participants nurses doctors patients physiotherapists occupational therapists pharmacists to name a few who in the course of a days work can make scores of decisions Russell Gurbutt in the Preface *Information Ethics in the Electronic Age* Tom Mendina, Johannes J. Britz, 2010-06-28 This collection of essays explores the ethical issues that arise when information technology seems to exceed and even contradict the purpose of its creators The studies focus upon the management of information technology specifically the Internet considering the most ethical ways of generating using and controlling information technology in our time Section One includes essays pertaining to Africa's place in the 21st century including democracy information flow connections with the world through the Internet telecommunications Uganda

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Nursing and Midwifery Research Dean Whitehead, Geri LoBiondo-Wood, Judith Haber, 2016-03-18 Nursing and Midwifery Research methods and appraisal for evidence based practice 5th edition has been fully revised and updated to include the latest developments in Australian and New Zealand nursing and midwifery practice It is an essential guide to developing research skills critically appraising research literature and applying research outcomes to practice Visit <http://evolve.elsevier.com/AU/Schneider> research for additional resources

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on Evolve Expanded and updated glossary of terms and definitions **Nursing Informatics** Marion J. Ball, Judith V. Douglas, Patricia Hinton Walker, Donna DuLong, Brian Gugerty, Kathryn J. Hannah, Joan Kiel, Susan K. Newbold, Joyce E. Sensmeier, Diane J. Skiba, Michelle R. Troseth, 2011-01-21 Like the three editions that preceded it this new edition targets markets in health care practice and educational settings It addresses practicing nurses and nursing students together with nursing leadership and nursing faculty It speaks to nursing informatics specialists and in a departure from earlier editions of this title to all nurses regardless of their specialty extending its usefulness as a text as noted below In recognition of the evolving electronic health information environment and of interdisciplinary health care teams the book is designed to be of interest to members of other health care professions quality officers administrators etc as well as health information technology professionals in health care facilities and in industry The book will include numerous relevant case studies to illustrate the theories and principles discussed making it an ideal candidate for use within nursing curricula both undergraduate and graduate as well as continuing education and staff development programs This book honors the format established by the first three editions by including a content array and questions to guide the reader This 4th edition also includes numerous brief case studies that help to illustrate the theories and practices described within the various chapters Most of these mini cases are provided by members of professional nursing organizations that comprise the TIGER Initiative These mini cases are listed in the front matter and highlighted via formatting throughout the text

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