

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

Marcel A. Müller



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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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