

# 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

**ML Morrison**



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## **Table of Contents Sample Peer Review Essay In Nursing**

1. Understanding the eBook Sample Peer Review Essay In Nursing
  - The Rise of Digital Reading Sample Peer Review Essay In Nursing
  - Advantages of eBooks Over Traditional Books
2. Identifying Sample Peer Review Essay In Nursing
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Sample Peer Review Essay In Nursing
  - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Peer Review Essay In Nursing
  - Personalized Recommendations
  - Sample Peer Review Essay In Nursing User Reviews and Ratings

- Sample Peer Review Essay In Nursing and Bestseller Lists
- 5. Accessing Sample Peer Review Essay In Nursing Free and Paid eBooks
  - Sample Peer Review Essay In Nursing Public Domain eBooks
  - Sample Peer Review Essay In Nursing eBook Subscription Services
  - Sample Peer Review Essay In Nursing Budget-Friendly Options
- 6. Navigating Sample Peer Review Essay In Nursing eBook Formats
  - ePub, PDF, MOBI, and More
  - Sample Peer Review Essay In Nursing Compatibility with Devices
  - Sample Peer Review Essay In Nursing Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Sample Peer Review Essay In Nursing
  - Highlighting and Note-Taking Sample Peer Review Essay In Nursing
  - Interactive Elements Sample Peer Review Essay In Nursing
- 8. Staying Engaged with Sample Peer Review Essay In Nursing
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Sample Peer Review Essay In Nursing
- 9. Balancing eBooks and Physical Books Sample Peer Review Essay In Nursing
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Sample Peer Review Essay In Nursing
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Sample Peer Review Essay In Nursing
  - Setting Reading Goals Sample Peer Review Essay In Nursing
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Sample Peer Review Essay In Nursing
  - Fact-Checking eBook Content of Sample Peer Review Essay In Nursing
  - Distinguishing Credible Sources

13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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