

IN-CLASS PEER REVIEW



For classes that meet face-to-face, you can choose to have students complete peer review during class time. To do this, you should plan ahead, establish clear due dates, specify how drafts should be supplied to peers (printed out, exchange laptops, etc.), and come to class with specific, written instructions for the peer review. It is not enough to instruct students to swap papers and tell each other what they think!

You may fear that conducting peer review during class is a waste of class time. However, setting aside class sessions for peer review reinforces students' understanding that writing is a valuable aspect of the course and underscores the belief that writing is a process. More importantly, in-class peer review elevates the presence of writing and is a pillar of high-impact practices (HIPs) in higher education.

Pros:

- Students receive immediate feedback
- You can provide real-time support when needed
- The process readily fosters relationships between students as writers & readers than other peer review modalities

Cons:

- Time is limited to class period
- Students may feel rushed to complete on time or to “get finished early”
- Students may fail to use time wisely or get off task

Other Considerations:

- Begin with accessibility in mind. Students with accommodation for additional testing time would likewise benefit from increased completion time for peer review. If students are swapping drafts on paper or devices, these may pose access challenges.
- Sharing writing can be an anxiety-inducing experience for students. Have a plan for pairing students or formulating groups and supporting dialogue among students.
- Students will come to class unprepared, so have contingency plans for students who come to class without a draft to share.