



Adam Smith
Business School

Description

Students are asked to write an essay. They are then allocated a number of other essays, either from their peers or from a previous year, and are asked to review these against some marking criteria and/or their own essay. The marking criteria can either be provided or students can be asked to come up with these on their own. If you have chosen to include essays from the current cohort, reviews should be returned to the students whose essays have been evaluated. Students should then have the chance to reflect on their learning by asking them to explicitly write down what they have learned and how this will help them with future work. It may be beneficial to give students a chance to implement changes to their essay after the review.

Learning Benefits

- Students practice to critically evaluate work
- Being able to construct their own marking criteria can enable students to better understand the meaning behind the comments and to internalise learning
- Students are able to observe their own ability to create feedback which can empower them to do the same for future work

At a glance

Class size:	Any
Level	prehonours, honours, PGT
Environment	Tutorial, Assessment
Suitable for:	F2F, Online
Technology Used:	Moodle
IT Competency:	Basic

Step-by-step guide

1. Decide on the number of essays to be reviewed (3 is recommended) and their composition (for fairness and learning it is recommended to ensure that one high-quality essay is included for all students to review, e.g. an essay from a previous year)

2. Set an essay question and set up a way for essays to be assigned later in the process, for example by using Moodle
3. Explain to students why the process is important for their development and how it relates to, for example, soft skills that they need in their future career to ensure that students actively participate
4. After students have written their essay assign them essays and ask them to review these, either providing criteria or allowing students to create their own (allowing students to create their own criteria builds their evaluative judgment skills and supports their learning).
5. (Optional, but recommended) Ask students to review their own essay against the others and write a self-review to make their learning explicit (examples of self-review questions can be found in the case study). Alternatively, ask students to write a written review of what they have learned from reviewing the other essays without asking them to review their own essay against the others.

Examples

Peer Review case study (Suzanne McCallum)



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