

iPeer project

Info sheet for Peer review

| | |
|--------------------------|---|
| Date of Delivery: | 2023-02-22 |
| Authors: | See the 'Document control' chapter |
| Keywords: | Digital library, tools, peer learning methodologies |
| Description: | <p>The document contains description of usage ofPAL methodologies for peer learning.</p> <p>IO3 - Repository with peer assisted ...</p> |

Project No. 2020-1-BG01-KA226-VET-095211

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Document control

Document history

| Date | Version | Change | Author |
|-------------|----------------|-----------------------------|-------------------------|
| 2023-02-01 | 0. 1 | Template and Initial texts | Tomislav Rozman, BICERO |
| 2023-02-22 | 0. 2 | Finalized | Tomislav Rozman, BICERO |
| | | ... | |
| | | Proofreading | |
| | | Confirmed by the consortium | |

Document distribution list

| | | |
|--------------------------------|--|--------|
| Internal (iPeer project group) | Internal (iPeer extended Project group) | Public |
| X | X | |

| | |
|----------------------------------|----------|
| Table of contents | |
| Document control | 2 |
| Document history | 2 |
| Document distribution list | 2 |
| Info sheet of Peer review | 3 |
| Basic info | 3 |
| Explanation | 4 |
| How to demonstrate it | 4 |
| More info and sources | 5 |

Info sheet of Peer review

Basic info

Methodology name: *Peer review*

Also known as: Peer evaluation, Peer assessment, Peer criticism, Peer critique, Peer examination, Peer appraisal, Peer commentary, Peer evaluation of scholarship

Derived from: -

Author of the methodology: -

Explanation

Peer review is a procedure where professionals in a certain field assess a piece of work's quality and correctness, usually before it is published or made public. Also, *peer review* is a technique where students critique and offer comments on one another's written work, projects, or presentations. A student reads and evaluates the work of another student (the author) as part of the peer review process with the aim of identifying areas of strength and improvement. The reviewer is free to offer feedback or recommendations regarding the work's structure, tone, and mechanics. Peer review is intended to give students the chance to get feedback and helpful criticism on their work from their peers. They may be able to develop their abilities and generate work of higher quality as a result. Also, it promotes a sense of community and collaboration among students and enables students to learn from their classmates by reading and analyzing various writing or presentation styles.

How to demonstrate it

Peer review demonstrations in a STEM classroom can be an effective way to foster critical thinking and advance writing abilities. Following are some detailed guidelines for putting peer review into practice:

1. Explain the idea of peer review to your students. Begin by outlining what peer review is and its significance. Provide some instances of papers or articles that have undergone peer review from respectable scientific journals.
2. Set down specific guidelines: Provide precise instructions for the peer review **procedure and criteria** that include the standards that students should take into account while evaluating the work of their peers. The use of scientific vocabulary, structure, and clarity, among other things, may fall under this category.

3. Give students **a writing assignment** that enables them to use the scientific principles they have studied. This can be a writing assignment for a lab report, a research article, or another STEM-related project.
4. Students should be paired up, and their writing tasks should be traded. Encourage them to concentrate on providing specific, unbiased, and courteous criticism.
5. Fix a due date: Establish a due date for the peer review procedure and motivate the pupils to meet it. For their input, you might offer a template or checklist.
6. After the peer review process is over, lead a discussion in the classroom so that the students can share their feedback and talk about any points of uncertainty or disagreement. Urge your students to back up their claims with facts and logic from science.
7. Provide feedback: Comment on the effectiveness of the peer review process and make suggestions for enhancements. You might want to think about evaluating both the final written assignment and the peer review procedure.
8. You can assist your STEM students in strengthening their writing talents, sharpening their critical-thinking skills, and learning more about scientific principles by following the methods listed below.

You can assist your STEM students in strengthening their writing talents, sharpening their critical-thinking skills, and learning more about scientific principles by following the methods listed above. Peer review as a formative practice and collaborative learning was researched (Søndergaard & Mulder, 2012).

More info and sources

Søndergaard, H., & Mulder, R. (2012). Collaborative learning through formative peer

review: Pedagogy, programs and potential. *Computer Science Education*, 22.

<https://doi.org/10.1080/08993408.2012.728041>