



SCHOOL-BASED YOUTH PARTICIPATORY ACTION RESEARCH

ANSWERING THE “SO WHAT” AND WRITING YOUR FINDINGS: GIVING AND RECEIVING FEEDBACK

Information adapted from:

LEARNING STANDARDS

Session Description: Collaborators will learn to give and receive constructive feedback on their YPAR research reports. By the end of the session, collaborators will be able to identify strengths and weaknesses in their peers' writing and provide suggestions for improvement. Through peer editing, collaborators will enhance their ability to communicate their research findings effectively and clearly.

YPAR Learning Standards:

- Give and receive constructive feedback on their YPAR research reports.
- Identify strengths and weaknesses in their peers' writing and suggest improvement.

MATERIALS

- ☐ Students process journal
- ☐ Pencils/Pens
- ☐ Display screen
- ☐ Handout - [Peer Editing Rubric](#)
- ☐ YPAR research reports written by students

LESSON (25 minutes)



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Note on the structure of the lessons: The lessons situate the teacher as the leader or facilitator, but feel free to engage students as leaders/facilitators in preparing the lesson or the lesson itself. You can rotate students to be co-leaders/facilitators throughout the various sessions. They can co-lead with you by preparing beforehand a “mini-lesson” on one of the topics or guiding the conversations during group discussions. We are working on structuring these lesson plans, which engage all research collaborators in the teaching/learning process.

Introducing (5 minutes)

1. Review the importance of peer editing and how it can improve the quality of writing.
2. Distribute the peer editing checklist and explain how to use it effectively.

Activity - Peer Review (20 Minutes)

1. Divide students into pairs and have them exchange their YPAR research reports.
2. Instruct students to read through their partner's report and use the peer editing checklist to provide constructive feedback. [Handout Peer Editing Rubric](#)
3. Encourage students to ask questions and clarify any confusing or unclear points in the report.
4. Bring the class back together and ask volunteers to share their feedback and suggestions for improvement.
5. Facilitate a discussion about common strengths and weaknesses in the reports and how students can improve their writing.

SUMMARY (5 Minutes)



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1. Emphasize the importance of peer editing to improve writing skills and encourage students to continue seeking feedback from their peers in future assignments.
2. Explain the learning standard (if you haven't already) by explicitly sharing how they relate to their learning in the class:
 - a. **YPAR Learning Standard:**
 - i. Give and receive constructive feedback on their YPAR research reports.
 - ii. Identify strengths and weaknesses in their peers' writing and provide suggestions for improvement.
 - b. **NCSS's Social Studies Standard Alignment:**
 - i. **II: Time, Continuity, & Change: 1)** systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality (Expectation "d") and **2)** apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues (Expectation "f").
 - ii. **V: Individuals, Groups, and Institutions: 1)** Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions (Expectation "d"), **2)** describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements (Expectation "e"), and **3)** evaluate the role of institutions in furthering both continuity and change (Expectation "f").
3. **Take-home assignment (in process journal):** As homework, ask students to continue to work on their research report. They can make changes based on the feedback they receive.

Assessment:



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- You can assess the effectiveness of peer editing by collecting the edited reports and reviewing the feedback provided by each student.