

Peer Review #1

Academic Skills (GLCb1004)

Week 06

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What is a peer review?

“If you want to turn out a correct manuscript, you must rely on more than yourself” (Mahrer 2004)

- Peers – similar level and area of expertise
- Mutual peer-to-peer help
- Common also among professionals

What is the purpose of peer reviews?

- Learn more about the topic
 - Reflect on the quality of a text
 - Improve own writing by mastering reflection skills
 - Communicate feedback in an effective way
 - Multiply the perspectives on the text
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- Purpose of the assignment: To gain important skills for revision of the texts

What are the characteristics of an effective peer review?

- “Feeding back” – feedback on the quality of the text
- “Feeding forward” – guidance for future improvement
- Motivational and encouraging – not paralyzing
- Helpful
- Comprehensible and specific – it is clear what is criticized and why
- Stating priorities – major comments and minor comments
- Well communicated – appropriate language
- Well balanced
 - strengths and weaknesses
 - over-commenting vs. under-commenting

In-class activity: Sharing peer reviews

- Summarize your review in a form of “I Heard, I Noticed, I Wondered” (everyone on their own)
- Share your review with your partner
- Time frame:
 - I Heard, I Noticed, I Wondered: 7 minutes
 - Share your review: 3 + 3 minutes

In-class activity: Reacting to the reviews

- Formulate your reaction to the peer review by filling in “Grading the Feedback” form (everyone on their own)
- Share your grading with your partner
- Time frame:
 - Grading the Feedback: 7 minutes
 - Share your grading: 3 + 3 minutes

Response papers: Evaluation matrix

- Selection of the key arguments from reading
- Comprehensible interpretation of the key arguments
- Reaction to the text supported by evidence
- Clear and logical structure of the text
- Compliance with the formal criteria (stylistics, wordcount)

In-class activity: Discussing lecturer's reviews

- Read my review to your response paper
- Exchange the review with your partner – read my review on the paper you reviewed
- In pairs compare my reviews and peer reviews
 - Are there any similarities?
 - Are there any differences?
- Time frame: 10 minutes

In-class activity:

Discussing the revision

- Based on both reviews you received to your response paper, think about its revision (consider all five criteria):
 - Selection of the key arguments from reading
 - Comprehensible interpretation of these arguments
 - Reaction to the text supported by evidence
 - Clear and logical structure of the text (organization of the ideas)
 - Compliance with the formal criteria (stylistics, wordcount)
- Share your plan for potential revision with your partner
- Time frame: 10 minutes

Next Week:

Week #7: Reading Week

- No class on October 24th

...but think about the topic of your research essay!

Week #8: Starting a Research Essay:

- **Reading:** K. L. Turabian – A Manual for Writers of Research Papers, Theses, and Dissertations (Ch. 1 & 2)
- **Homework:** Prepare a topic and research question of your research essay
 - Bring a copy to class (to present in 2-3 minutes)