Peer-Engaged Learning in HyFlex Modality Courses

- Faculty Innovation Showcase

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Peer Review Works!

But why adapt it to a hybrid/HyFlex modality?

- Students get sick or must care for sick loved ones, but still want to participate remotely

- Some students feel more comfortable engaging in virtual groups

- Some students feel more comfortable engaging in in-person groups

- Students might not have access to laptops, printers, etc. and prefer to share their papers from their home computers

CWU

Credit: Directions adapted from Dr. Eric Stephens, Academic Success Center

Materials – Directions provided in class, chat box, and Canvas module

Module 7 In-Class Peer Review Instructions

ADMG 285

…lready know how to write. You could not have made it to college without knowing … Embrace that you are a writer. You've learned lots about the practice of writing from …us classes. In this class, you are learning to think critically about complex, abstract … …ms and to revise. Revision, editing and finally, proofreading is what will get you a … …tion at work--not a first draft.

Peer Reviews help you improve your Writing

… want to become a better writer, helping other people with their writing is a proven … …cess. It's easier to and revise and edit another person's work because you are remov… …he situation. When you try to revise or edit your own work you will fill in the gaps … …g. However, your audience may not follow your logic.

…urpose of this peer review is to enable you to read your own work in the same object… …er.

Directions

Get into groups of 2-3.
Make sure each person can see copy of the draft.
- Use the "Share Screen" funcion in the Zoom menu.

Have the **author** read their paper aloud.
- Don't interrupt during this process.
- The tutor should take notes and then engage with the writing afterwards. …
  cases, the author will already note a problem when they read their work al…
- Tutors: Don't "correct" anything. Instead, use the questions to inquire.
- Authors: Don't defend your work. Just listen and engage with the tutor. Do…
  self-deprecate.

Mark up the draft with ideas, plans, and questions. Document the revision process…
- Screenshot, picture or handwritten notes

Fix citation errors, both in-text and on the reference page.
Conclude with solid plans for revision or editing.
Be ready to share a summary of your revision plans with the instructor.

Positive News Message Rubric - Email w/Ratings

Criteria	Ratings			Pts
Subject line is brief and descriptive	3 pts Yes	0 pts Greater than 2 mistakes		3 pts
Appropriate salutation; first sentence clearly states the major/principal idea	2 pts Yes	0 pts Salutation missing or major idea not stated		2 pts
Middle paragraphs present supporting details in logical sequence	4 pts Yes	3 pts Supporting detail sequence is mostly logical	0 pts Supporting details are too vague, or no supporting details provided	4 pts
Final idea is courteous and indicates a continuing relationship with reader	4 pts Yes	0 pts Final idea discourteous or does not indicate an ongoing relationship		4 pts

Materials – Rubric provided in class, chat box, and Canvas module

Credit: Inquiry questions adapted from Dr. Eric Stephens, Academic Success Center

Materials – Inquiry Questions provided in class, chat box, and Canvas module

Questions for Inquiry

Content

- Do the headings help the reader understand the content better by providing clear organizational cues?
- Is there a clear thesis statement that is supported throughout the paper?
- Are the 5 required peer-reviewed sources relevant?
  a. Are 3 of the sources from a peer-reviewed journal article or review article?
  b. Does each reference citation have a corresponding in-text citation and vice versa?
- Does the content clearly define each of the main sustainability topics for a general audience?
  a. Life cycle thinking
  b. Life cycle assessment
  c. Life cycle cost analysis
  d. Triple bottom line perspective
  e. Circular economy
- Does the content effectively weave the abstract and the concrete together, creating a coherent narrative for a general audience? For example, is a single example/item described and then re-visited throughout each section of the paper?

Concision - the Quality or State of being Concise

- Do the sentences have strings of vague words?
- Does each word provide something important to the sentence?
- Are the sentences choppy?
- Could some of the sentences be combined to reduce unnecessary words/phrases?
- Is there information that is obvious to readers?
- Would a new reader be confused due to lack of information?
- Are there unnecessary determiners or modifiers?
- Is the information too repetitive?

Formatting

- Is the document double spaced with consistent font size and style (i.e.12 pt font, Times New Roman)
- Is the title page correct?
- Are page numbers correct?
- Are first level headings formatted correctly?
- Are second level headings (if any) formatted correctly?
- Is the reference page formatted correctly?
- Are the in-text citations fomatted correctly?

Logistics – Zoom and Classroom Facilitation

1. On the day of the peer review, arrive early to the classroom

2. Start your Zoom session

3. Upload directions and other materials to the chat box

4. Greet students as they enter the physical classroom or the virtual classroom

5. Explain the directions

6. Start Breakout Rooms and in-class groups

7. Move between each group (virtual and in-class)

Pitfalls to Avoid – Planning Helps!

Avoid rushing – come a few minutes early to troubleshoot problems

Ensure technology exists/works the day before, if possible

Ask students for help troubleshoot, if technical issues arise

Students are usually more than happy to assist if you ask

If attendance is required, be sure to document

Screenshots, sign-in sheets, short worksheet activities submitted in-class or via a Canvas assignment

Model Professional Behavior

01
Model professional behavior while you troubleshoot
- Students learn by how you react to adversity

02
Be flexible and expect the unexpected
- You may need to adjust how you grade if issues cannot be fixed
- If that happens, communicate clearly via Canvas

03
Adapt strategies that provide for contingencies
- Drop lowest peer review grade
- Allow writing center substitutions in extreme cases

Final Thoughts

- Be prepared
- Be flexible
- Be humble
- Be supportive
- Be kind to yourself and acknowledge that reviews are like grading on a bell curve: Some are exceptional, some are terrible, but most represent the tireless, important work we do everyday as educators.

If you support your students, they will support you!