

Peer review of instructional design work

1. Work as a group - set the expectation that you are not lecturing, but want everyone in the group to contribute thoughts and ideas.
2. Clarify the purpose, rationale, and expectations students have for their project, before offering suggestions.
3. Involve other students in developing and clarifying the criteria for your group discussion.
4. Examine the students' work - prototypes, design documents, or other artifacts from their projects.
5. Provide clarifying concepts, examples, and ideas from your own coursework and practical experience.
6. Practice "just-in-time" instruction - present ideas and suggestions when it becomes obvious they will be relevant for what the other students are working on now.
7. Try to conclude your review by summarizing the discussion into a few guidelines or principles.
8. When giving feedback:
 - a. Describe what you see/hear/experience from the work being discussed;
 - b. Indicate the outcomes or other consequences you think will follow from what you observe;
 - c. Brainstorm solutions with all students in the group about how to address any shortcomings you see.
9. Remember, you are reviewing other students' projects and not yours. Help them be as successful as they can with the projects they've chosen and with the skills they have. Don't try to make them to do a project you would prefer to do.

Some ideas for this job aid were taken from:

Topping, K.J. (2009). Peer assessment. *Theory Into Practice*, 48(1), 20-27.
<http://ds.doi.org/10.1080/03075070600680836>

Other ideas taken from last semester's survey results

Still other ideas from my experience giving feedback/reviewing work