

**Teaching Peer Review Online: Tools, Resources, Strategies**  
*From the OSU Writing Intensive Curriculum Team*  
**Online Session, 12pm Friday, April 10th, 2020: [Watch here](#)**  
**Follow-up Resource Sharing Session, 12pm Friday, April 17th, 2020: [Register here](#)**

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Dear WIC Faculty,

In lieu of a more traditional “handout” for our meetings, we are providing this Google Document as a “living document” for this topic. After our sessions are over, we will update this with questions, ideas, tips, and other comments from the sessions, as well as a link to the session recordings, to better help you. This and the recordings will also be posted to our website.

As always, feel free to contact the WIC Team with questions.

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### Online Tools

- Canvas’ [Peer Review function](#)
  - Here is Tasha Biesinger’s [Canvas example rubric](#).
- [Eli Review](#)
  - Eli Review is free for OSU students during Spring Term 2020. When creating a course, select “Yes” for “Has your institution purchased Eli subscriptions?” and enter the code **OSU242158**.
  - [Here’s a quick Eli tutorial/overview](#).
- [Peerceptiv](#) (see our previous WIC Lunch that featured one way a faculty member uses Peerceptiv [here](#))
  - Peerceptiv is free for Ecampus classes.

### A Few Notes on Prompting Peer Review

Without the opportunity to ask follow-up questions, prompting constructive asynchronous peer review can differ from face-to-face scenarios. You might consider the following strategies:

- Identifying which textual features are most important and creating a prompt that asks student reviewers to identify and comment contextually on the execution of specific features in their peers’ texts.
- Asking students to write a “response letter” addressing their peer directly with a holistic reaction including areas of confusion, highlighted strengths, and suggestions for improvement.
- Avoiding “yes/no” phrasings for questions to which you want students to give longer, fleshed out answers or provide their analysis and reasonings.

## Designing Peer Review Assignments: Handouts and Examples

You may remember talking about peer review in the WIC Faculty Seminar, including a handout [on designing a response sheet](#) for students to self-evaluate or evaluate each other, including an example from Mark Edwards' Sociology WIC course. There are also some sample assessment rubrics from the seminar, including:

- [A guide to grading student writing](#);
- “[From Grades to Grids](#),” from composition researcher Peter Elbow;
- [Some tips for formative evaluation](#);
- [A final project evaluation sheet](#);
- [A biology lab scoring guide](#);
- [An Oregon Education Revised Scoring Guide for writing](#).

Here are more example peer review assignments and resources from other WIC courses:

- [From Becky Warner's Sociology WIC course](#);
- [From Charlie Dietz's New Media Communications Course](#);
- [From Claudia Ingham's Animal Sciences WIC](#);
- [From Lech Muszynski's Wood Science & Engineering Course](#);
- [From Anita Helle's Writing WIC course](#).

**The Writing Intensive Curriculum Team has also arranged a document of other quick tips and tricks for quick and easy migration of WIC pedagogies online: [Check it out here](#).**

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*More information based on our Zoom session - forthcoming!*