How We Created Our Own Peer Review:

- Top Secret OWRC Peer Review Brainstorming
- Problems That Were Occurring:
  - Lack of discussions about how to review
  - Over-focus on lower-order concerns
  - Peer reviewing in isolation without conversation/clarification
  - Idea of "reviewing everything" overwhelming the reader
  - Peer reviewing in isolation without conversation/clarification
  - Lack of discussions about how to review
  - Over-focus on lower-order concerns
- Themes We Decided Were Important for Our Peer Review:
  - Emphasis on writer-focused feedback in areas of concern
  - Group discussion for what a peer review should be

How We Bring Peer Reviews to Classrooms:

1. We email the professor beforehand asking for specific information about class assignments or needs.
2. At the class, we start out by asking students about past peer review experiences: what was good and what was bad?
3. Then we look at a handout about types of questions and possible ways to use them.
4. We divide students into seven groups, each focusing on one type of question, and ask them to discuss how the questions would work. We also have them come up with a few examples of their own.
5. The groups report out on their type of question and examples. The whole class discusses or adds any comments onto each one.
6. Students then work in small groups of two to three to practice peer reviewing their papers in class.

Past Peer Review Responses:

- The workshop was excellent
  - I am much more aware of the previous four terms that I have been teaching this course.

Self Reflection and Future Potential:

- There are many potential changes.
- Perhaps a natural evolution to the one and only idea is to bring in the concept of "feedback" and "proactive review" instead of "peer review". Perhaps we could also...