

Show What You Know: Peer Review

Students provide one another with feedback using Head and Taylors' Six Category Intervention

Analysis¹:

Authoritative Feedback	Facilitative Feedback
Prescriptive (giving advice)	Cathartic (learning from feelings)
Informative (giving information)	Catalytic (mental exploration of the issue)
Confronting (challenging supportively)	Supportive (raising self-esteem)

NB: Due to time limitations today, we won't do the last step of the SWYK process. This is what the last step looks like in the classroom:

1. Students meet in their Critical Friend pairs. A "Critical Friend" is another peer who acts as a second set of eyes. Critical Friend pairs do not work together on SWYK projects.
2. Together, these two students discuss their performances and review all of the peer feedback received.
3. The Critical Friend provides additional feedback. This is intended to be a true dialogue about what aspects of the performance could have been better. The student on the receiving end of this feedback must negotiate these suggestions: do they agree or disagree with these ideas? Why?
4. Each student completes a self-assessment form (see reverse), which includes a section for the Critical Friend to complete.
5. This self-assessment form is submitted to the teacher for his/her remarks.
6. Periodically (once or twice a month), each student meets with the teacher to declare what grade they feel they have earned on the units since the last meeting. The self-assessment form acts as a document the student will use to defend their grade declaration.

¹ Head, K & P. Taylor (1997). Readings in Teacher Development. Oxford: Heinemann. p. 75.

Peer's Name:

Your Name:

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