

# Peer Review Activity Lesson Plan

**Time requirement: 45-50 min**

**Note:** if you are not able to devote 45-50 min of class time for this activity, you can have your students prepare for the peer review activity ahead of time, for example, by reviewing an assigned peer's ePortfolio using the rubric, and using class time to deliver peer feedback and ask clarification questions.

Before the submission deadline for WatCV 2 draft, inform students that they will be peer reviewing each other's work during the In Class Peer Review Activity. In the class before this Activity, remind students to print off a copy of their WatCV 2 Reflection.

**Add the following News Announcement to your LEARN course site as a reminder.** If you'd prefer, you can add it ahead of time and set it to release at a specified date.

You will share your WatCV 2 draft reflection with your classmates during the In-Class Peer Review Activity.

To participate in the activity, you must:

- Submit your WatCV 2 draft (**Check your Course Syllabus for the deadline**)
- Bring a computer or another electronic device to view your ePortfolio and use the [WatCV rubric](#) OR bring a printed copy of your draft reflection AND a copy of the WatCV rubric (you may also choose to bring screenshots of your ePortfolio to get feedback on your design)

## Peer Review Activity

**Note:** the slide deck, "Peer Review Activity" outlines the following steps, including time breakdowns, and you can use it to introduce the activity in your class.

## Learning Outcomes

At the end of this activity, students will be able to

- Apply the WatCV rubric to assess their own and their peers' WatCV reflections
- Incorporate feedback embedded within the rubric to improve their WatCV reflections
- Develop a better understanding of the meaning of the comments embedded within the rubric through the peer review process
- Improve their own capacity to articulate to employers the professional skills they have deployed and developed while completing the course activities
- Consider the type of digital artifacts that they might use as evidence to support claims of professional skills they outlined in the WatCV STAR reflection.



[ctewatcv@uwaterloo.ca](mailto:ctewatcv@uwaterloo.ca)

In this activity, students use the WatCV rubric to give and receive peer feedback on the WatCV 2 draft submission. They use the feedback they receive to revise and re-submit WatCV 2.

The activity takes 45-50 minutes of in-class time and consists of:

1. Instructor introduction to the Peer Review Activity (5 minutes).
2. In-Class Peer Review Activity completed by the students (30 minutes).
3. Instructor-facilitated Q&A session (10-15 minutes)

### **Introduce the peer review process to the students (5 min)**

This Peer Review Activity takes a total of 30 minutes (15 minutes for each student to read, assess, and give the other student feedback).

1. Students find a partner to work with who is sitting beside or behind them (or partners can be pre-assigned).
2. Students tell their partner the possible BBI question their reflection could answer (For example, Tell me about a time you handled a group conflict well). Their partner then takes on the role of the employer, and poses the question. The students read aloud their reflection. Doing so helps both students recognize strengths and weaknesses in the reflection.
3. They then open the WatCV rubric and use it to assess, and provide feedback to their partner.

### **Notes:**

- Remind students that they are **taking the role of an employer** while they review the WatCV 2 draft. The employer is interested in learning more about **the skill the student has used to address a particular situation, what actions the student has taken** to deploy those skills to address the situation, **why those actions** were taken, and **how those actions** helped address the situation. An option - ask students to tell their partner the BBI question their WatCV response is answering. Their partner will pose the question as though they were an employer asking the question of a potential applicant during an interview. The student will then read the response. This helps both students recognize the strengths and weaknesses inherent in the response. They will notice the difference between a written response, and a verbal response.
- Emphasize that this peer review activity gives each student an opportunity to see an example of work that differs from their own and to apply the rubric to this example. As the groups work together applying the rubric, they deepen their own understanding of what each of the rubric elements means and discover ways to improve their own work.
- Remind students to use the feedback they have received during the peer review activity to revise and resubmit their WatCV Assignment 2 submission to you for grading.



### **Students complete Peer Review Activity (30 minutes)**

Throughout the session, the instructor circulates throughout the class to ensure that students are keeping on task and calls out the 15 minute mark reminding students to begin reviewing the other example.

After completing the Peer Review activity each pair will take 2 minutes to

- identify areas of the rubric that remain unclear to them
- list the questions that remain after applying the rubric to their peers' work.

### **Q&A (10-15 minutes)**

Ask the students these questions

- What challenges did you encounter using the rubric?
- Were there any examples of an A+ level rubric? Provide a specific example of what moved the response to an A+ level.
- What was most helpful to you in terms of improving your own WatCV 2 response?

Remind the students to use the feedback they have received to improve their own WatCV 2 submission and submit by deadline.

**Note:** you can also require students to submit their peer reviewed rubric when they submit their revised WatCV 2.

