

Teaching and Learning Workshop: March 11th, 2022

Peer Review Tools

ComPAIR

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Why comPAIR specifically?

- why peer review on comPAIR? (what I tell my students on Canvas)
- allows sentence-level, strategic writing practice (smaller bits of writing or solutions)
- reviewing comparatively vs. reviewing a single example
- explicit scaffolding of writing skills
- activates metacognition about students' own writing; activates the need for review of students' own writing (applies to other peer review platforms as well)

Why peer review on comPAIR?(what I tell my students)

comPAIR is a peer review platform. comPAIR is helpful and important for the following reasons:

- comPAIR asks you to practice the writing strategies and forms (templates) taught in class
- peer review: it gets EYES on your writing
- encourages editing and drafting and revising through feedback and critique
- allows you to see other students' writing, to compare to your own
- makes writing, and writing more effectively, a collaborative project; "learning is something done alongside others, not something imposed on [students]" (Blackwater, 2020).
- makes you accountable for what you write (in a friendly, supportive, and kind way!)
- self-assessment (metacognition): it forces you to look critically at writing, always with an eye to improving it; in part this can happen when receiving student feedback that you question or doubt, activating your own inquiry and discovery, inspiring you to get confirmation of the validity of the feedback from Duffy or your TA
- allows your instructor and TA to engage with and critique concrete writing sample drafts during office hours or workshoping time
- gives your instructor an opportunity to critique (anonymously - writing means leaving our egos at the door!) for the whole class, providing real world writing examples for instruction
- because comPAIR is evaluated in your Field Notes journals as completion credit, it inspires students into a learning orientation versus grade orientation
- student feedback is *genuine* feedback (instructor feedback can feel like judgement)
- inspires intrinsic versus extrinsic learning
- centres writing as a process, and celebrates the role of revision as process: draft, feedback, re-draft, feedback, revision
- encourages a culture of feedback, and feedback is so, so important to writing effectively
- allows each student to become a teacher, a coteacher and colearner; and we all know that if we can teach the material we're learning, we've learned it really well; the best way to learning something is to have to teach it to others
- "frame[s] learning to write around developing 'the writer's practice': the skills, attitudes, knowledge, and habits of mind of writers" (Warner, 2020).