

Updated 8/9/11

### **Peer Review Facilitator Guidelines: Online Activities**

As a peer-review facilitator, you will be working closely with the students to facilitate their online peer-review experience. Peer review sessions will occur in non-WRT105 classes, ranging from introductory classes to upper-level writing (ULW) experiences. In some cases, the students may not have prior peer-review experience.

Your role is to work within the general process designed by the professor and the peer review coordinator. In some cases, your role may look very similar to that in an in-person experience: you will answer (asynchronously) questions posed by students during the review process, and monitor to make sure that effective review is taking place. Alternatively (or in addition) you may take a more active role, providing feedback similar to that provided by writing fellows.

#### **Roughly two weeks before the peer review:**

1. Identify the peer review coordinator that you will be working with (you will have access to the relevant shared Google document for scheduling and determining with whom you are working). Look out for an email; if you do not get one, please reach out yourself, at least a week before the review.
2. Talk to the peer review coordinator, either by phone, in person, or by email, to clarify the type of feedback desired, the format in which it will be provided, the timeline for response, and other details. Get a copy of all peer-review materials.
3. Make sure you know precisely where on Blackboard (on the content course page) papers and feedback will be submitted.
4. If this is one of many reviews during the semester, and you did not facilitate the previous one, contact the person who handled the earlier one (see the shared Google document) and ask how it went.

#### **Roughly one week before the peer review:**

1. Send an email via Bb to the students to remind the students about the deadline. Introduce yourself and describe the process. Email the workshop

#### **Some general suggestions on how to facilitate peer review in an online format:**

1. If you are not getting papers on time, send reminders to the students and also notify the workshop module coordinator (Katherine Schaefer; [Katherine.schaefer@rochester.edu](mailto:Katherine.schaefer@rochester.edu)) and the professor.
2. If students have not fulfilled the requirements for feedback (for instance: including questions, performing self-assessment, making changes, etc.) send a friendly email to the student reminding them of the requirements and asking where they might need help. CC Katherine.
3. If students submit a draft that obviously needs more work before feedback will be productive, try to initiate a conversation with the student to assess what might be helpful (an in-person visit, brainstorming, a visit with the professor).

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### **Checklist for Peer Review Facilitators**

#### **In general:**

- What peer review sessions have I agreed to facilitate this semester?
- Whom am I working with?

#### **For each session:**

- Expect to hear from the coordinator roughly two weeks before the session; if you do not, reach out yourself.
- Familiarize yourself with the materials and process. Try to visualize the size of the peer review groups, and the type of discussion that is likely to occur. Anticipate any possible problems.
- Talk to previous facilitators (if applicable)
- Contact the students before each online session.