PEER REVIEW AS A LEARNING TOOL

Jon Pearce\textsuperscript{a}, Michelle Livett\textsuperscript{b}, Raoul Mulder\textsuperscript{c}, Chi Baik\textsuperscript{d}, Ryan Naylor\textsuperscript{d}

Presenting Authors: Jon Pearce (j.pearce@unimelb.edu.au) and Michelle Livett (m.livett@unimelb.edu.au)
\textsuperscript{a}Department of Computing and Information Systems, The University of Melbourne, Parkville VIC 3010, Australia
\textsuperscript{b}School of Physics, The University of Melbourne, Parkville VIC 3010, Australia
\textsuperscript{c}Department of Zoology, The University of Melbourne, Parkville VIC 3010, Australia
\textsuperscript{d}Centre for the Study of Higher Education, The University of Melbourne, Parkville VIC 3010, Australia

KEYWORDS: peer review, feedback, learning

ABSTRACT
In recent years it has become quite common to use a routine research practice within our classrooms: that of peer review. Involving students in peer review is often regarded as an effective way to help students improve the quality of their assignment work before it is submitted. The peer review process offers many other benefits to students: an opportunity to reflect on their work in the light of the work of others; to observe the quality and scope of other students’ work; to critically evaluate a piece of work and construct appropriate and constructive feedback; and to develop critical thinking, higher-order cognitive, negotiation and diplomacy skills. However, one benefit less often acknowledged is the impact that the peer review process can have on students’ conceptual learning. In this presentation we will report on two case studies that illustrate how peer review improved the conceptual understanding of students. One was a formal research study that assessed the effect of peer review on the performance of third year zoology students. The other, less formal study, describes students’ self-reported conceptual gains in a first year physics subject.