Peer Review Made Easy With

Google Docs

Institute for Law Teaching & Learning
June 20, 2018
Monica Llorente

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Northwestern Pritzker School of Law

Northwestern Weinberg College of Arts & Sciences

Law-Tech Committee

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Today

1. Overview
2. Design
3. Share

3

Poll

Have You Ever Used Peer Review in an Assignment (in person or in writing)?

- [ ] Yes
- [ ] No

Have You Ever Used Peer Review in an Assignment (in person or in writing)?

75 A YES

25 B NO

0 C NO ANSWER

Student	A	B
********	●	
********		●
********	●	
********		●
********	●	
********	●	
********	●	
********	●	

Poll

Have You Ever Used Google Docs in Your Classes?

- [ ] Yes
- [ ] No

Have You Ever Used Google Docs in Your Classes?

100 B NO

0 A YES

0 C NO ANSWER

Student	A	B
********		●
********		●
********		●
********		●
********		●
********		●
********		●
********		●

1

OVERVIEW

Studies Show Peer Review:

- Increases Student Engagement
- Deepens Learning
- Enhances Communication
- Benefits Students of All Levels

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Studies Show Peer Review:

- Teaches Real Life Skills
  - Critical Thinking
  - Evaluation Techniques
  - Self-regulating Strategies

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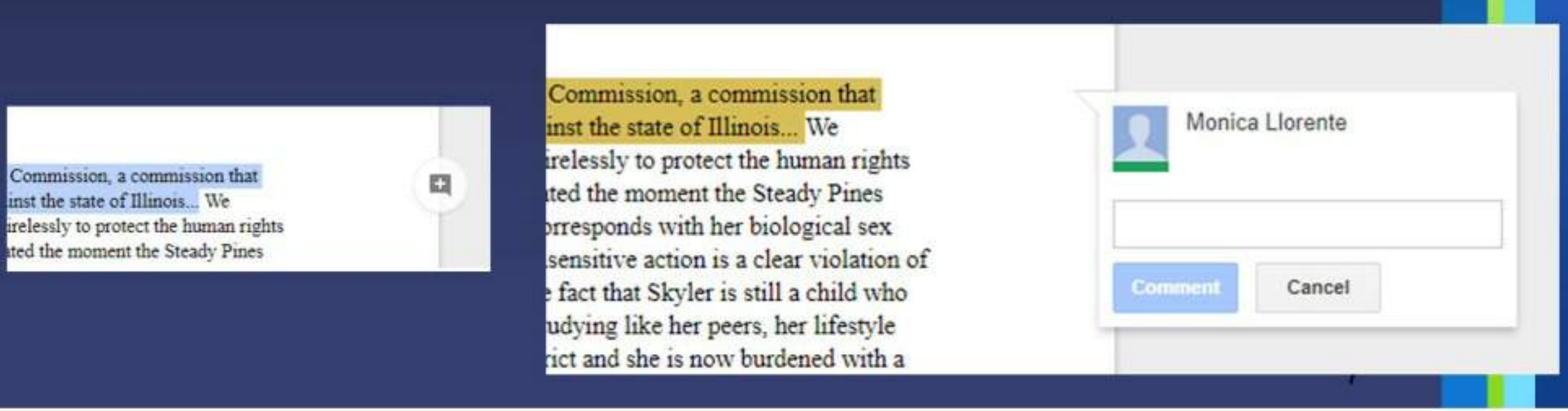
Why Google Docs?

- Easy to Use
- Most Already Using
- Features Created for Better Collaboration
- Students Can Mark Up and Comment
- Perfect Formative Assessment Tool



Example from Google Docs

■ **Opening Address**

As the Illinois Human Rights Commission, it is our mission to fight all discrimination and protect the freedom, justice, and security of all individuals. In recent years, there has been increasing debate over the rights and security of transgender students in the school system. In the case of Skyler Manning, we find the Steady Pines School District in violations of Skyler's human rights, committing unlawful discrimination as defined by the Illinois Human Rights Act. It is our goal to provide professional, competent, and considerate service to everyone who seeks information and to ensure that the rights and freedoms of all individuals involved are protected.

■ **Violation of Illinois Human Rights Act**

First and foremost, The Steady Pines School District, with its bathroom policy, violates ~~the~~ Article 1 of the Illinois Human Rights Act, infringing on Skyler's freedom from Unlawful Discrimination based on her gender-related identity. Identified as female and acknowledged by her doctor, her state identification card, and her community, Skyler is nonetheless prevented from using bathrooms that accord with her identified gender at her school. This denial of public facility use to

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When Can You Use Google Docs for Peer Review?

- Short Essay Questions
  - Assignments
  - Midterms
- Final Papers
  - Topic Proposals
  - Outlines
  - Drafts

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Challenges

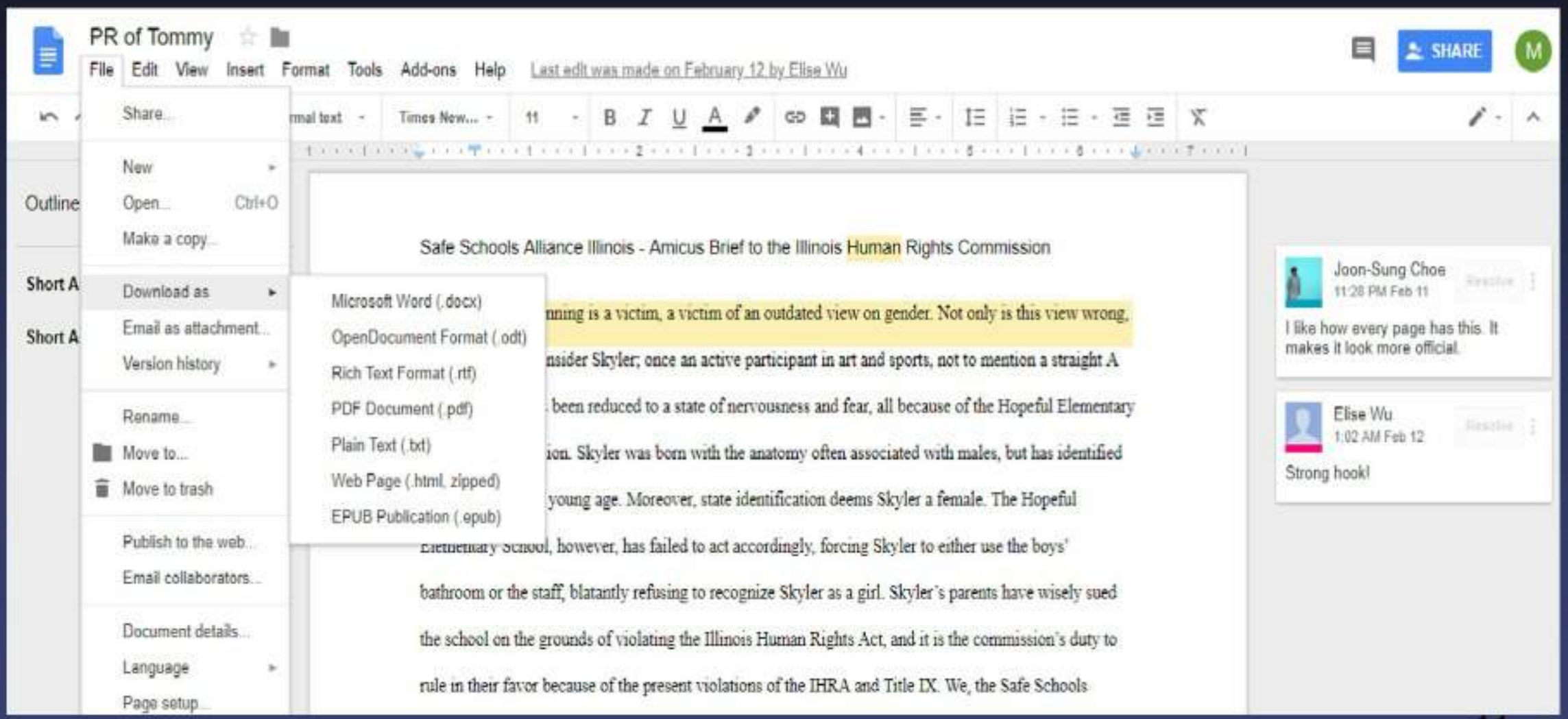
- **Peer Review Takes Time, Effort, Etc.**
  - Yet - Worth It!
  - Once Through, Easier!
  - Benefits > Drawbacks

- **Not Anonymous**
  - Ok – Need to Learn

- **Not on Canvas**
  - But - Easy to Download

10

Easy To Download



Student Feedback

"Reading others' papers made me change my view on the issues..."

Student Feedback

"Reading my peer reviews, I saw how I could restructure my argument..."

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Student Feedback

"Easier to give criticism than to compliment – makes you think about how you should evaluate others' work..."

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Student Feedback

"I like the idea of using Google Docs for collaboration..."

"The Google Drive platform was very helpful... ...made the peer reviews a lot easier. Took a little while to get the hang of it, but once we followed the instructions, it wasn't bad..."

"Another format other than Google Docs..."

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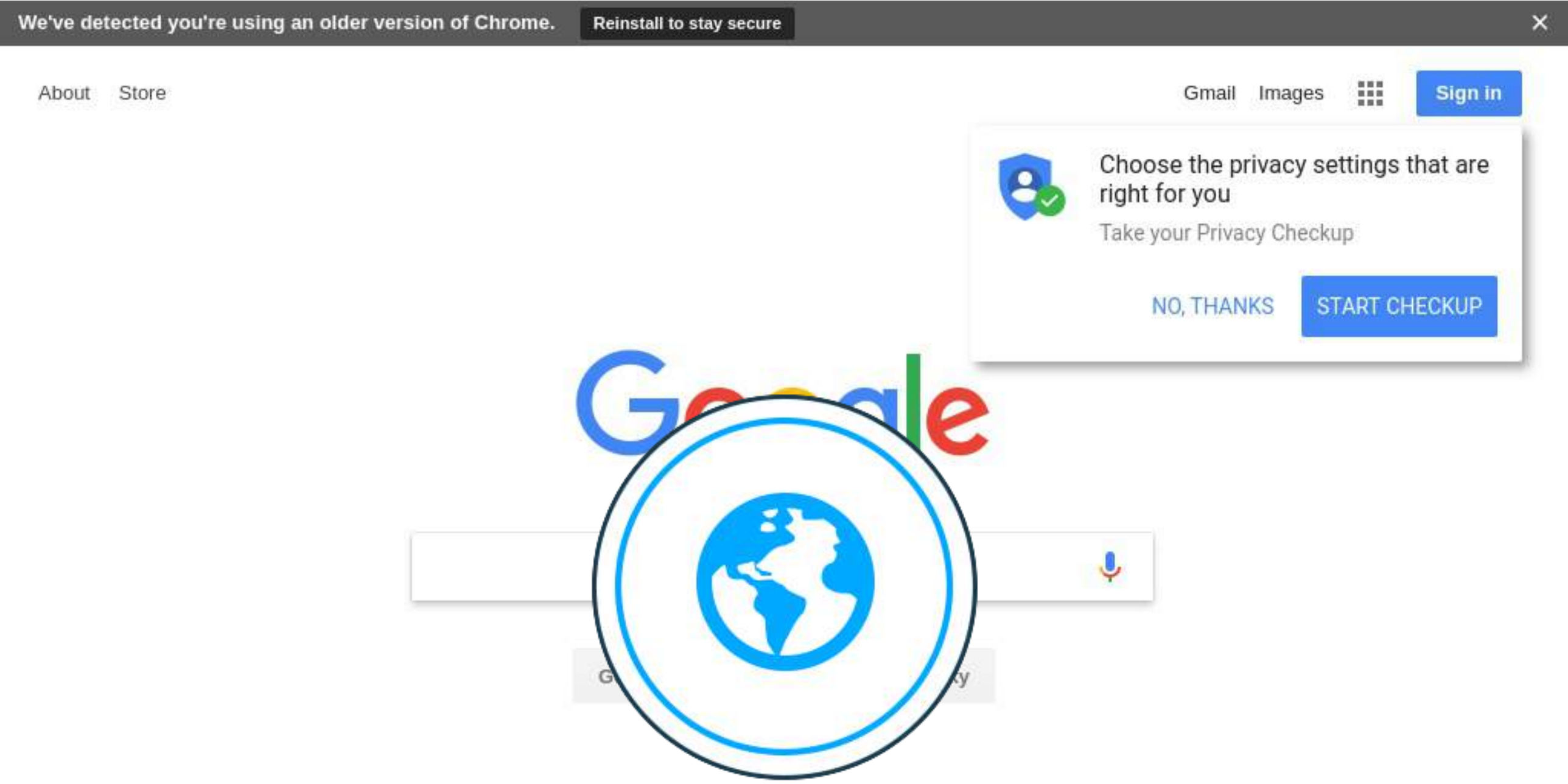
DESIGN

Next Steps

- 1st Work Individually
- You Will Write Your Answers on a Google Docs Document
- Optional : Write on Handout Too
- Following Prompts
- I Share All With You After Conference
- Last: Share With Partner

We've detected you're using an older version of Chrome. Reinstall to stay secure



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ILTL Peer Review Made Easy with GDs
File Edit View Tools
This version of Google Chrome is no longer supported. Please upgrade to a supported browser. Dismiss
SHARE
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100%
View only

Institute for Law Teaching & Learning - June 2018

Peer Review Made Easy With Google Docs

Elements To Consi

1. Assignment: Which A stions, final papers (proposals, outlines,

2. Learning Objectives: What do you want students to learn? Be as specific as possible. Are your objectives for the assignment different than for the peer review portion?

http://bit.ly/2yeeI0L

3. Feedback: What type of feedback do you want the students to give each other? Same rubric you use and/or a different one, mark-up, comment boxes, prompts (3 did well / 2 constructive feedback), in person, combination, etc.

Make Sure You

- Click on "File" menu in top left side (next to blue doc)
- Click on "Make a Copy"
- Enter your name
- Click "Ok"
- Stay on new doc that has your name
- You will now work on that doc

Design Step 1 : Pick Assignment

- Which Assignment?
- Why?
- Be Specific

Design Step 2:
Learning Objectives

- What Should Students To Be Able To Do After This Assignment & Peer Review?
- To What Level?
- Be Specific
- Assignment & Peer Review Different?

Design Step 3:
Type of Feedback

- Rubrics
- Mark-Up (Real-Life)
- Prompts (3 to 2)
- 1-1 In Person
- Other?

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Others To Consider

- Grading
- Evaluation
  - How Will You Measure Impact of Peer Review?
  - How Will You Gather Feedback
- Process
  - What Happens When?
  - Timeline

Types of Evaluation

- Class Debrief
- Polleverywhere Mid- or Final Evaluation
- 1-1 Meetings with Students
  - Mostly Follow Up & Clarification on Previous Types

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SHARE

Share With Me

- Click on "Share" in Top Right
- "Anyone with the link can edit"
- Enter my e-mail address:

  m-llorente@law.northwestern.edu
- Click "Done"

Share With Partner

- Turn to partner next to you
- Click on "Share" in Top Right of Your Doc
- Make sure it says "Anyone with the link can edit"
- Enter partner's e-mail address
- Click "Done"

Peer Review Each Other in Google Docs!

- Check your email address
- Click on link to document in email
- Click "Suggesting Mode" vs. Editing or Viewing (Top Right – pencil symbol)
- Start making comments
  - Track changes (change directly on doc – delete or add)
  - Comment boxes (highlight phrase, click on +, write comment, click "comment"

Tips

- Start Small
- Use Us!!!
- Practice Run
- Prepare Students:
  - Give Directions & Examples
  - Walk Through In Class

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Thank You!

Any Questions?

- Monica Llorente
- m-llorente@law.northwestern.edu

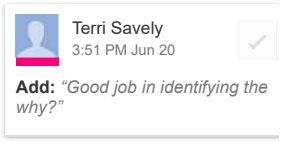
Peer Review Made Easy With Google Docs

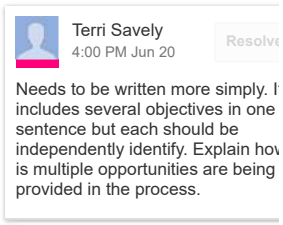
Elements To Consider:

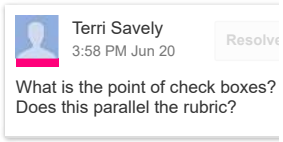
1. Assignment: Which Assignment and Why? Short essay questions, final papers (proposals, outlines, or drafts), etc: Practice bar exam essay questions with provided with rubrics. Helps develop what the grader is looking for during the Bar exam and helps instill what needs to be in the essay. Good job in identifying the why?

2. Learning Objectives: What do you want your students to be able to do after this assignment & peer review? To what level? Be as specific as possible. Are your objectives for the assignment different than for the peer review portion?
- Be able to identify what the grader is looking for.
- Providing multiple opportunities to review and learn the material through drafting own answer and then again when reviewing the other students' essays. Needs to be written more simply. It includes several objectives in one sentence but each should be independently identify. Explain how it is multiple opportunities are being provided in the process.
- Have a better understanding of what goes into grading an assignment and what to include or exclude in an assignment Meaning that you learn to recognize what is important, understanding the focal point of the exam question, and learn to avoid diverting to tangential points.

3. Feedback: What type of feedback do you want the students to give each other? Same rubric you use and/or a different one, mark-up, comment boxes, prompts (3 did well / 2 constructive feedback), in person, combination, etc.
- Same Rubric as the Professor
- Check boxes What is the point of check boxes? Does this parallel the rubric?
- Comment boxes What info should be the focus of where comments are needed? Positive or constructive criticism or both? You might want more detail.
- Points allowed and points allocated. How do you allocate the points







Other Elements To Consider:

4. Grading - Combine or separate? Pass / fail, letter grade, 1-2-3, none, other?
5. Evaluation - How will you measure impact of peer review? How will you gather feedback?
6. Process - What has to happen when? What is your timeline?

Monica Llorente
Northwestern Pritzker School of Law
Thank you to: Jesse Bowman, Alyson Carrel, Jack & Lucia Duffy, Stephan Martone, Clare Willis

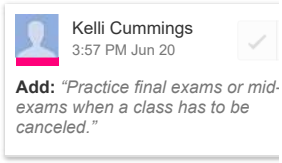
Peer Review Made Easy With Google Docs

Elements To Consider:

1. Assignment: Which Assignment and Why? Short essay questions, final papers (proposals, outlines, or drafts), etc.

Essay for formative assessment in Employment Law.

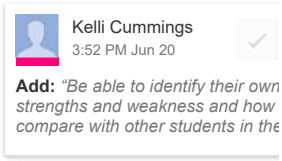
- Practice final exams or mid-term exams when a class has to be canceled.



2. Learning Objectives: What do you want your students to be able to do after this assignment & peer review? To what level? Be as specific as possible. Are your objectives for the assignment different than for the peer review portion?

To give constructive feedback on the structure of essay, the legal analysis used, identify any missteps in the analysis, identify key facts overlooked or used well in analysis. Appreciate good points made by peer and look for areas for the improvement of their own work.

- Be able to identify their own strengths and weakness and how they compare with other students in the class
- Learn the materials through different avenues and at different times



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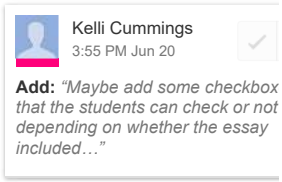
Establish guidelines or rubric to provide to reviewer and ask them to use comment boxes to identify out good points made in the essay and identify that were missed or were inaccurate.

- Maybe add some checkboxes that the students can check or not depending on whether the essay included the important points according to the rubric.



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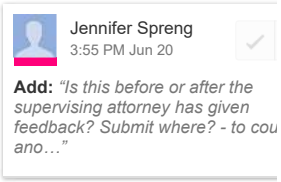
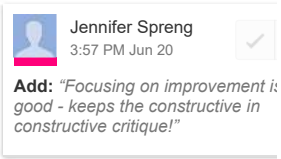
Elements To Consider:

1. Assignment: Which Assignment and Why? Drafting assignment in clinical setting - have students review each other's drafts before submission. Time saving for us (better results); fits 360 degree assessment model. Is this before or after the supervising attorney has given feedback? Submit where? - to court or another attorney?



2. Learning Objectives: What do you want your students to be able to do after this assignment & peer review? To what level? To be able to critically analyze a court document and identify problem areas / options for improvement and eventually, to improve their own drafting skills. Yes. Good opportunity to have students reflect on professional standards for what is good and what is even better as well; honing those evaluation capacities may be another appropriate objective.

3. Feedback: What type of feedback do you want the students to give each other? Honest but constructive; "Proofreading" in a way (could include something like: 3 positive comments / 3 ways in which you would improve/amend the draft). Focusing on improvement is good - keeps the constructive in constructive critique!



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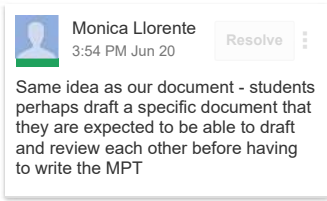
Elements To Consider:

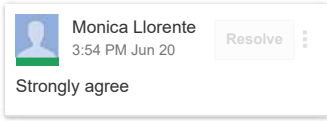
1. Assignment: Which Assignment and Why? Short essay questions, final papers (proposals, outlines, or drafts), etc.

Short essay - possibly an earlyish MPT in ELA



2. Learning Objectives: What do you want your students to be able to do after this assignment & peer review? To what level? Be as specific as possible. Are your objectives for the assignment different than for the peer review portion?

Improve competence in preparing MPT responses

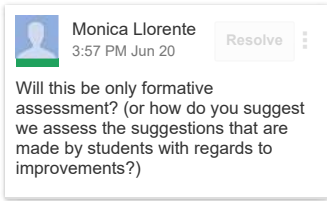


Peer Review portion:
Students will develop a competence in understanding the professional standards for office memos, briefs and letters

Students will appreciate the criteria and challenges graders may have in marking and evaluating MPT answers

3. Feedback: What type of feedback do you want the students to give each other? Same rubric you use and/or a different one, mark-up, comment boxes, prompts (3 did well / 2 constructive feedback), in person, combination, etc.

Students give comments, significantly as suggestions for improvement



Give sample answer and generalized MPT-contents rubric

Other Elements To Consider:

4. Grading - Combine or separate? Pass / fail, letter grade, 1-2-3, none, other?
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Elements To Consider:

1. Assignment: Which Assignment and Why?

Strata titles assignment. Mid-sem compulsory. 1500 words. Students all work together anyway. I take the time to mark individually, but they have done the assignments in groups often. I find this very frustrating so I have been thinking about how to formalise their collaboration.

2. Learning Objectives: What do you want your students to be able to do after this assignment & peer review? To what level? They need to be able to get on top of an area of law they have not been taught at all. They need to be able to read, understand and apply unfamiliar legislation which has limited case authority. They need to be able to give advice to a partner at near-graduation level. They need to be professional, mature and realistic in their written advice. Peer review could help them do all of those things.

3. Feedback: What type of feedback do you want the students to give each other?

Comments on the law and the style of the advice.
I am not a fan of rubrics so I would rather not use one.

Other Elements To Consider:

4. Grading - Combine or separate? Pass / fail, letter grade, 1-2-3, none, other?
None

5. Evaluation - How will you measure impact of peer review? How will you gather feedback?
Surveymonkey and/or the University's student evaluation system

6. Process - What has to happen when? What is your timeline?

I will be setting this assignment in the next month.

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