

Mentoring, Motivation, and More: Exploring Multi-level Combined Class Peer Review Workshops

How to build your own combined class peer review workshop in 8 steps:

- 1) Pair up with a writing/grammar teacher that teaches at the same time as you
 - a) Decide which days you will pair up
 - b) Decide how often you will pair up
 - c) Select a location and reserve it for your workshops
- 2) Decide your rationale
 - a) Mentoring
 - b) Motivation
 - c) Create your own
- 3) Decide your method of pairing the students
 - a) Proficiency (novice, intermediate, advanced)
 - b) Personality (shy vs. outgoing)
 - c) Language
 - d) All three
- 4) Select your training
 - a) Effective Tutoring (Script)
 - b) Track Changes
 - c) Tutoring Style
 - d) Create your own
- 5) Set up a survey for student feedback about the workshop
 - a) Paper
 - b) Google form
 - c) Qualtrics
 - d) Other
- 6) Prepare your students
 - a) Let them know when the workshops will be
 - b) Get them excited to meet other students (your enthusiasm is key!)
 - c) Establish clear expectations
- 7) Evaluate your survey results
 - a) Enjoy reading the results
 - b) Find ways you can improve the next workshop
- 8) Have fun!

Sample Training Techniques

**Feel free to adjust them to suit your students' level or needs!*

1. How to Tutor Effectively (Skit)

Print off two copies of the skit and ask for two volunteers to participate in the skit (or you could use four if you want different partners to act out each scenario).

- **Scenario 1:**

- Tutor: [Starts reading paper and points to something]: This is wrong.
- Writer: [sad face]: Why?
- Tutor: Because it just is.
- Writer: Ok.
- Tutor: This is wrong, too.
- Writer: Actually, I think it is ok.
- Tutor: Nope, because I'm always right.
- Writer: Oh, ok. Well, you're an **{insert advanced level}** student, so it must be true.

Follow-up questions: What's wrong with this scene? What could be improved?

- **Scenario 2:**

- Tutor: Hello, I'm a/an **{name of class}** Student. My name is **{_____}**. What's your name?
- Writer: My name is **{_____}**. I am a/an **{name of class}** Student.
- Tutor: What is your paper about?
- Writer: It is a **{type of essay: comparison/contrast cause/effect, descriptive}** essay.
- Tutor: How long does it need to be?
- Writer: The final draft needs to be **{_____}** page(s), but I have one page today.
- Tutor: Ok, what can I help you with? Is there something you are struggling with?
- Writer: Yes, I have a hard time with **{most frequent error: comparatives and superlatives}** as well as **{type of error: subject-verb agreement or other grammatical issue}**.
- Tutor: Ok – I see here that there is a sentence where you could **{use the comparative form}**. Let's look at it together and I can make suggestions for how to change it.
- Writer: Ok – that sounds great. Thank you.
- Tutor: Also, I think there is an error here.
- Writer: Why is it an error?
- Tutor: I'm not sure . . . maybe we can ask **{name of Teacher 1}** or **{name of Teacher 2}**.
- Writer: Ok. Let's raise our hand . . .

Follow-up question: What made this scene better than the 1st one? *(Consider discussing the introduction/ice breaking, being specific about the type of paper, being specific about the type of errors the student wants help with, and negotiating whether or not the feedback is correct (as well as asking for help!))*

2. How to Use Track Changes (Checkpoints to Cover)

Consider reserving a computer lab and projector for this training so that students can follow along on their own Word document as you instruct them. These instructions may vary depending on the Word year, but they are based off of Word 2010. I like to give a Track Changes training so that the tutors make suggestions on the essay that the writer may accept or reject at a later time, and so the teacher can review the comments before the suggestions are integrated into the essay.

Things covered during the training:

- **The Power Switch: Turning Track Changes On/Off**
 - Click on the review tab.
 - To turn on “Track Changes” click the “off” button and it will turn “On” green.
- **What’s the Difference?: Bubbles for Comments and Formatting Changes**
 - Select a sentence with an error, highlight/select the error, and then click on the “+New” button in the top left hand corner. Write in the red comment bubble something about the error. Clarify that the bubble attached will be labeled “Comment.”
 - Select a sentence with a formatting error and change the font, underline it, make it bold, or change any format. Clarify that the bubble attached will be labeled “Formatted.”
- **Joining the Conversation: Deleting Comments and Accepting/Rejecting Formatting Changes**
 - Explain that after you have reviewed a comment, you may remove it by simply clicking on the “X” in the top right hand side of the bubble.
 - Explain that Formatting bubbles are a little different because they offer you the chance to accept the format change by clicking on the check mark, or rejecting the change by clicking on the “X” in the top right hand side of the bubble.
- **Display Options: Viewing the Document With or Without Track Changes**
 - At the top of the screen should be a drop down menu entitled “Final Showing Markup.” Click on the four options one at a time to show the changes to the document with each option. Typically the two most important that I focus on are the “Final Showing Markup” which shows all the changes, and the “Original” which makes it appear as if there are no errors or comments.

Student Review:

- E-mail the students an example paragraph with errors and have them:
 - Turn Track Changes “on”
 - Change the format (font - bold) / edit the document by correcting an error
 - Insert a comment for an error and explain why it is wrong
 - Accept a correction or delete an pre-existing comment
 - Change the document to not display the track changes
- For More Resources: <https://support.office.com/en-US/Article/Track-changes-while-you-edit-024158a3-7e62-4f05-8bb7-dc3ecf0295c4?ui=en-US&rs=en-US&ad=US>

3. Tutoring Styles

Consider reserving a projector for this training and showing PowerPoint slides as you prepare students to step into the role of tutor.

- **Part I:** Activate background knowledge. Ask students what characteristics good and bad tutors possess. Have them brainstorm and relate personal experiences in a group or pair discussion. Consider an image similar to the following for your PowerPoint presentation.



<http://www.fotosearch.com/CSP749/k7491110/>

- **Part II:** Explain the four “tutoring styles.”
 - Neglectful--neither responsive nor demanding
 - Indulging--responsive, but not demanding
 - Authoritarian--demanding, but not responsive; totalitarian
 - Authoritative--demanding and responsive; measured and consistent
- Consider showing a table similar to the following.

<i>Responsive</i>	Indulging	Authoritative
<i>Not Responsive</i>	Neglectful	Authoritarian
	<i>Not Demanding</i>	<i>Demanding</i>

Sample Surveys

Distributing a hard copy of a survey is useful, but consider using a [Google form](#) to collect data. This way, you will not need to manually input data, as the computer will automatically create & populate a spreadsheet displaying data for you.

Gathering student feedback about trainings & peer review sessions is a crucial component of the process. Surveys should be designed with the purpose of gathering information to improve future workshops. Below are some possible questions to include in your survey. Remember to always have at least one quantifiable question, producing data that can be measured and compared.

Regarding the peer review sessions:

1. Why was this activity good? What was helpful about it?
 - a. *Free response*
2. Why was this activity bad? What was *not* helpful about it?
 - a. *Free response*
3. What is one thing you learned from this activity?
 - a. *Free response*
4. Would you like to do this activity again? **(Quantifiable)**
 - a. Yes, definitely
 - b. Yes, somewhat
 - c. Maybe
 - d. No
5. Please explain your answer to question #4.
 - a. *Free response*

Regarding the trainings:

1. What was helpful about the ____ training?
 - a. *Free response*
2. What was *not* helpful about the ____ training?
 - a. *Free response*
3. Did you find the ____ training helpful? **(Quantifiable)**
 - a. Yes, definitely
 - b. Yes, somewhat
 - c. Kind of
 - d. No
4. Please explain your answer to question #3.
 - a. *Free response*

Questions? Here's our contact info:

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