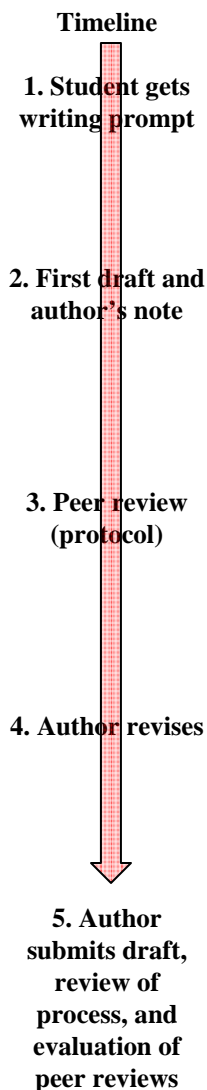


Peer Review of Writing: Strategies in Teacher Preparation

Department of Teaching, Learning, and Teacher Education (TLTE)

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Is peer-review of writing like meiosis, mitosis, or the transcription of genetic information into rRNA and ultimately proteins and other cell tools? Are teachers and students connected like base pairs?... The FLWI project and the use of peer-review of writing built habits of reflection, saw peers as resources, promoted emergent professional collegiality among pre-service teachers, and transformed pedagogy.

During 2007-08, five TLTE faculty introduced the use of peer review of writing into their undergraduate classes and then convened monthly to review experiences, troubleshoot, share suggestions, and learn (see left). In 2008-09, these same five, plus three new TLTE hires—Drs. Jon Pedersen, Rob Petrone, and Stephanie Wessels—repeated this experience of adapting their undergraduate syllabi and meeting monthly to reflect on their experience. The group also began two related larger projects—conceptualizing the role(s) of writing and peer review in teacher preparation (see right) and reviewing the whole corpus of TLTE undergraduate courses to see what role(s) writing plays across the department in pre-service teacher preparation (see below)

For our 2008-2009 project, participants in the Teaching, Learning, and Teacher Education (TLTE) department cohort agreed to review undergraduate course syllabi as a means to summarize meaningful and effective writing instruction in courses taught by faculty. Forty-eight of 55 identified syllabi were reviewed from which the following findings are derived:

- TLTE undergrad teacher education courses use writing to determine 18% - 100% of course grades

- Writing is used for several purposes. Among the five most common themes (in order from most common to least) were: reflection, idea generation, assessment, text-as-tool, and collegiality. (Collegiality promoted through peer review of writing)

