Appendix 3: Strategies for Conducting Peer Review in Multiple Modes

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Please note, **all peer review requires set-up with students regarding expectations and parameters. Activities below focus only on modality and execution, not pedagogy.

Type	In-person	Hybrid/Fully Online Alternatives
Formal Assignments (essays, reports, etc.)	Typically involves exchanging paper copies of drafts. Students mark comments on the drafts themselves, then return to the author. Often includes some element of face-to-face discussion in group/one-to-one setup.	1. Use Discussion Boards in Canvas for sharing/commenting on work. All students upload a draft by a certain date, then must read and provide comments in the DB thread (as a reply to the author) by another date. Could be combined with formal letter (below), or another rubric. 2. Use the peer review function in Canvas. Works with rubrics, commenting directly on drafts, and providing video feedback. 3. Create peer review groups in Canvas and ask them to share drafts there and provide formal letters. (Canvas group instructions here.) 4. Create a shared Google Drive folder for the class. Ask students to add notes on assigned drafts using the 'comments' feature. (Video provided in Pedagogy course.) 5. Ask students to record a video response (they can use their phones/computer and do this in FlipGrid or Canvas), or an audio response (e.g., using Discord) with their feedback. This should still be accompanied by written notes to the author.

		6. Share drafts and feedback via email, with instructor Cc'd. This is recommended as a last resort, only if faculty are having issues with Canvas, etc. **Any/all of these options could also include Zoom conferences where you assign peer review groups to breakout rooms, or meet with individual groups at different times.
Structured, On-the-spot Activities (presentations, oral reports, etc.)	Typically involves class providing immediate feedback in writing or orally. Primarily involves face-to-face discussion as a large group or the exchanging of paper notes.	1. Use a free external tool (e.g., Jamboard, Pinup.com) for immediate feedback that is directed (e.g., "I like that you…," "Have you thought about/considered….," "This reminds me of…") Post notes in real time on individual boards/consider color-coding notes by topic. 2. If using Zoom, utilize the Chat feature for students to add comments/reflections/thoughts in real time. Chat comments can be downloaded and provided to individual students at the end, and also avoids the problem of everyone trying to talk at once. 3. If students are reviewing a pre-recorded video of a presentation/project, create collaborative docs for feedback in G-drive or Canvas.
Informal Activities (reviews of theses/research statement, project ideas, etc.)	Typically involves small group/one-to-one discussion. Students share their working ideas and receive immediate feedback from peers. May involve writing; almost always involves close conversation.	1. If using Zoom, utilize breakout rooms for small group discussion and have students use an external tool to record feedback in real time (see item 1 directly above). 2. Create a shared Google Slides file via Collaborations in Canvas. Have students asynchronously record their project ideas and then comment on a minimum of 3 other submissions.

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