<p style="text-align:center">"**Social Studies**" **Protocol**</p>

Time

Approximately 45-60 minutes, depending on the length of the discussions.

The Goal

The goal is to take the amygdala out of the picture when students talk about writing through having students acknowledge previous frustrations with peer review directly and devise a comfortable collaborative arrangement.

Roles

- A facilitator who leads the group during steps 1-7 The facilitator's role is to try to preserve each member's opportunity to speak without being interrupted by others and to listen without interrupting.

- A facilitator who leads the group during steps 8-12.

- A speaker who shares out the groups responses to the larger class

- A scribe who will record responses on the "Peer Review Problems and Solutions" sheet

Process

1. At the start of class, students will have already filled out an anonymous Google Form on how they feel about peer response. These answers are compiled by the teacher and made available to students.

2. To start the protocol, students get into groups of 4.

3. The students silently highlight up to three responses from the Google Form about peer response that they connect with the most.

4. Once everyone in the group has read and highlighted the entire sheet, the group members go one at a time and explain the responses that they connected with. During this time, the facilitator makes sure that every student talks and that those who are not speaking are listening to the member whose turn it is speak.

5. After everyone has spoken, the whole group, led by the facilitator, generates a list of the common/shared dislikes for the peer response process. The scribe records these on the group's "Peer Review Problems and Solutions" sheet (see below).

6. Next, the speaker from each group shares out the common dislikes to the whole class. The teacher writes key ideas on the board and elaborates on them.

7. After the discussion, the teacher introduces the second part by saying the following:

    As you can see, if you have struggled with peer review before, you are not alone. But the fact of the matter is that getting a second set of thoughtful eyes is a key part of the writing process. This is why nearly all writers have editors and most writers form writer's groups or show their work to those around them. As humans, we all regularly misunderstand how others will respond to our work and we often can't see our own flaws. And your fellow classmates, while not trained English teachers, can give tons of thoughtful feedback because they are not you. In fact, studies have found that trained students can be up to 80% as effective as an average English teacher!

8. Next, the students, prompted by the teacher, write in their notebooks for two minutes on potential ways to fix some of the problems identified by their groups.

9. After two minutes, the group members, prompted by the new facilitator, go one at a time and explain the key ideas they came up with. During this time, those who are not talking just let the member whose turn it is speak.

10. After everyone has spoken, the whole group, led by the facilitator, generates a list of norms, and the scribe records these on the "Peer Review Problems and Solutions" sheet.

11. Next, the speaker from each group shares out best norms and the teacher makes a class list that can be referred back to later.

12. If time, the group should split into pairs and do a peer response while the new norms are fresh. I generally have the partnerships decided ahead of time.

13. At the end, the group reflects on the process and turns the Peer Review Problems and Solutions into the teacher.

Peer Review Problems and Solutions

Please fill out the following with your group.

What are some common dislikes for peer review?

What are some potential norms that would fix some of the common issues with peer review?

What worked during the peer review session? What didn't work?