

A peer review or peer feedback involves students sharing their work with other students who will offer feedback and suggestions. Students will invite others to review their work and will be asked to contribute feedback on other students' work. For younger students, it is easier and more effective to encourage oral rather than written feedback.

As described in the article, Peer-assessment & Self-evaluation, University of Wollongong, Sept 2018, helpful peer reviews are:

- constructive – include explanation and examples for improvements
- specific – include examples
- thorough – detailed and focused on material
- balanced – highlight strengths and weaknesses
- respectful – considerate of the reviewee's feelings.

View this video [critique and feedback - the story of austin's butterfly - Ron Berger](#).

There are many ways to conduct a peer review. Here are some suggestions that you can adapt for your Digital Technologies lessons.

Two stars and a wish

Students identify two positive aspects of the work of a peer and then express a wish about what the peer might do next time in order to improve another aspect of the work. 'I give you a star for the start of your game and a star for the way you used rewards. I wish that you will have a girl character as well as the boy.'

Feedback via an online form

Students create an app for a particular purpose. They invite feedback from at least three people providing: an outline the problem it is solving, its intended audience and design images or a link to a prototype. Using an online form (eg [Google forms](#)) they pose three to five questions about their app design. The peer review feedback informs the app development.

Swap computer programs

When implementing their own computer programs students swap programs and gather feedback from their peers. The focus of the review could be to provide feedback on:

- Interface design and usability
- Accuracy and efficiency of programming
- Meeting the needs of the target audience.

De Bono's Thinking hats

Because the Thinking hats encourage thinking from different perspectives, they can be used to focus students' feedback to their peers. Ideally students are familiar with this model and are adept at the use of the Thinking hats. For example:

- The Yellow Hat encourages students to think about the 'good points' and to ask themselves questions such as 'Why will this work?'
- The Black Hat urges caution and evaluation: 'Is this true? What are the weaknesses?'
- The Green Hat encourages creative thinking: 'Is there another way of doing this?' 'What would be better?' 'How else can this be done?'