

Name: *Essay*

Context: A course where one of the learning goals is that the student should be able to review relevant course literature and reflect over how it relates to the student's previous experience. Therefore the student has to write a 1,5-2 page essay in which he does that. This is repeated for seven weeks.

Problem: An essay is loosely defined and can be written in many ways. The teacher can give some guidelines, but students need to see examples. Subsequent discussions in plenary of "relevant questions" based on the essays is too teacher dominated.

Solution: Students peer review another essay; see how it can be addressed, give general comments as feedback, and find "things" to discuss (in plenary) with the reviewed student.

Problem detail: ...

Solution detail: Week by week new general guidelines for "structure" of a good essay is added to the review template based on student and teacher comments. Students review the essay based on the guidelines in the review template and email their comments to the reviewed student. Students also have to find some "contents" in the review that they find surprising and that they want to spend 5 minutes clarifying/exploring with the reviewed student in plenary. At the plenary discussion session the teacher abstracts the "structure" comments and suggestions (and add them to the review template) and randomly picks students who have to discuss their "surprising contents" remark with the reviewed student.

Remarks: ...

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