

## ABSTRACT

The way that teacher candidates view the peer review process of lesson planning influences how they will be invested in the process. The more invested teacher candidates are the more they will take away from the peer review process. This project sought to understand students' perceptions, feelings and actions surrounding peer review with lesson planning.

### Overview, Context and Method

- Being able to critically review other teachers' lesson plans is a needed skill in teaching. Having our teacher candidates participate in the peer review process will help prepare them for a career in education.
- The purpose is to understand how teacher candidates' perceptions of the peer review process influence how they not only participate in the peer review process, but also how valid their feedback is for other teacher candidates.
- UW-S teacher candidates (27/20 of 46) enrolled in ECED 355, ENGED 275, and ENGED 463 in Fall 2020 engaged in pre- and post- assessment surveys regarding their perceptions surrounding peer reviews.
- Teacher candidates enrolled in ECED 355, ENGED 275, and ENGED 463 in Fall 2020 wrote three lesson plans and went through the peer review process with two peers for each lesson

### Results

- Of the 27 teacher candidates who took the pre-survey, 63% were upper class students. Of the 20 who took the post survey, 80% were upper class students.
- 74% of teacher candidates reported that they had previously conducted a peer review. Of the 74%, 70% had conducted a peer review of a lesson plan. 26% of teacher candidates reported to never have conducted a peer review or they were unsure if they had.
- 89% of teacher candidates reported that they had written a lesson plan prior to the Fall 2020 semester.
- 66% of teacher candidates in the pre-survey believed that their peers could provide valid and reliable feedback. In the post-survey 84% reported that they felt like their peers did provide them with valid and reliable feedback.
- 72% of teacher candidates in the pre-survey believed that they would learn more about lesson planning from the peer review process. In the post-survey, 86% reported that they did learn more about lesson planning from the peer review process.
- 70% of teacher candidates in the pre-survey reported that they looked forward to conducting peer reviews. After the peer review process, 80% reported that the process was worth their time and 90% said they would like to participate in the process again.

### Results

- 37% reported that they were anxious about reviewing others work. 95% reported that once the process began they no longer felt anxious about the peer review process.
- 90% said that the feedback they received influenced subsequent lesson plan writing and 80% said that their lesson planning improved due to the lesson planning process.
- 50% said that they spent more time lesson planning knowing that peers were going to be evaluating their work, whereas 50% said they did not.
- 95% reported that they were less anxious about the process knowing that it was anonymous. 88% said that they believe that they gave more reliable and valid feedback knowing it was anonymous.

#### Open-Response: What are your concerns surrounding peer reviews?

Pre-survey	Post-survey
<ul style="list-style-type: none"> <li>• Will peers be able to provide valid, reliable, credible or useful feedback (10)</li> <li>• Peer will not take the process seriously (7)</li> <li>• Peers will make fun of their work, making them less confident (4)</li> <li>• No concerns (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Peers did not take enough time to fully look at my work before making comments and suggestions (5)</li> <li>• Felt that technology would glitch and would reveal my identity (4)</li> <li>• Felt the need to find positives instead of being critical (2)</li> <li>• Did not feel like their opinions would be influential (3)</li> <li>• No concerns (6)</li> </ul>

#### Open-Response: What do you expect to learn from the peer review process and what did you learn?

Pre-survey	Post-survey
<ul style="list-style-type: none"> <li>• Gain new ideas and perspectives (15)</li> <li>• Isolate areas I need to grow in (4)</li> <li>• How to accept constructive feedback (4)</li> <li>• How the process can be a learning/ reflection tool (3)</li> <li>• Will learn nothing new (1)</li> </ul>	<ul style="list-style-type: none"> <li>• I learned how to see and accept others perspectives (5)</li> <li>• Write constructive feedback (4)</li> <li>• Gained new resources and ideas for planning (4)</li> <li>• The process brought to light what instructors have to do to evaluate all lesson plans (7)</li> </ul>

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### Discussion

- The majority of teacher candidates coming into this peer review process were familiar with the concept of peer reviews, but also came to the process with many preconceived notions about the experience. Many felt that their peers were not ready to provide reliable, usable feedback that would help propel their learning of lesson plan creation. The majority were also very anxious about being able to provide valid feedback without being judged by their peers.
- At the end of the process the majority of participants reported that they learned that they had a lot to learn from their peers and that their ideas and suggestions were more valid than expected.
- The majority of students said that this peer review experience was more enjoyable and more worth their time with it being anonymous. The anonymous factor created a low pressure environment.
- I found it extremely interesting that 50% of students spent more time lesson planning knowing that others would be looking at their work, where 50% did not.

### Implications

- Being able to accept and apply critical feedback of your work is a reflection technique that educators face daily. Teacher candidates need to be prepared to face this in K-12 education. Peer reviews are a tool that can be used to help in the preparation. How teacher candidates interact with the process can be influenced by their preconceived notions and experiences. By having the lesson plan review process anonymous, teacher candidates felt comfortable enough to provide usable feedback without judgement. The more teacher candidates can reflect on their work, the more improvements they have the opportunity for. While many were skeptical that the peer review process would propel their learning, by the end of the process they saw the value and would participate again.

### Future Research

- This study continues with a few revisions. I will add a question about what course students are enrolled in, to see if data varies for different courses.
- The study can be extended to continue to understand the perceptions and influences of peer reviews with lesson planning for per-service teachers.