

Name: *Paper review*

Context: A course where one of the general learning goals is to be able to read a scientific paper and write a 2-page review for it (in preparation for project/thesis work).

Problem: Too high workload for teacher to give feedback to everyone. Some students don't read the feedback if passed. Some students are rather defensive in their approach to teacher "comments".

Solution: One student assess the review of another student.

Problem detail: Teacher commenting does not scale for workload. Furthermore, many "mistakes" are common for many students. Students appreciate that their review is "read". Some students have difficulties in taking comments as suggestions for "future development" or for how they could have "done things differently" - when passed.

Solution detail: There are six papers from which the students can pick one that they do a review of. Students are given a paper by Fong, that describes how to read a paper and write a review.

A student gets the review of another student for the same paper. For the assessment students are asked to comment on:

- how well the review follows the guidelines in Fong
- if the summary part would be understandable for someone who had not read the paper
- if all claims in the review are motivated/substantiated
- other comments and suggestions

The teacher does "only" a pass/fail assessment and makes a summary of good and bad things he has seen in the reviews. Failed reviews get motivations for why they are failed and are recommended to read the summary and look at (parts of) "recommendable reviews".

Remarks: ...

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