**Peer Lead Focus and Learning Review**

Monitoring student engagement and learning during class and then providing feedback is tough due to lack of time. One way to overcome this problem is Peer lead learning review; it monitors engagement and provides feedback. The process starts with:

a. Planning a topic with learning outcomes and preparing the PowerPoint.

b. Having assessment criteria for the topic.

c. Predesigned review exercises.

I divided the class into six groups of four students. One student acted as a peer leader. The first peer leaders were selected after the first lecture exam based upon their exam scores and their ability to communicate. The peer leaders were rotated after three weeks; therefore, each student got the opportunity to act as a peer leader.

After teaching a specific topic for 30 minutes, a five to ten-minute interval was provided to review the topic and record the inputs. The participants had distinct color pencils to record their inputs, depending upon the nature of the topic these inputs could be be but not restricted to:

1. Making a list of events or rewriting the steps of a process

2. Identifying and explaining relationships

3. Summarizing the concept in their own words,

4. Analysis and application of the concept, and any comments.

The peer leaders interacted with the members about how the work was accomplished, gave, and received feedback from group members.

**Benefits of peer lead review for the students:**

1. It increases student engagement in class.

2. It increases the class atmosphere, and students can express their perspective about the topic.

3. Students have an active role in their learning, which is critical for becoming an efficient lifelong learner.

The students will rewrite this activity in their reflective journals as homework.

4. By rewriting the concept, students can reflect on their work and recognize their strengths and weaknesses, thus increasing their confidence.

**Benefits of peer lead review for the teacher:**

1. Post review feedback reflects if the teaching objective was reached or missed.

2. The teacher can edit the teaching material, teaching techniques to serve the needs of the students.

3. Early identification of the difficulties faced by the students and can take steps to address them, therefore increases retention and passing rates.

**The following data was collected**

The in-class chapter quizzes from my BIO 201, Fall 2019 class, showed significant improvement in the score of class with Peer Review.

**Result of the Autonomic Nervous System Quiz for 10 points:**

|  |  |
| --- | --- |
| Class without Peer lead review | Class with Peer lead review |
| 5 | 10 |
| 6 | 8 |
| 6 | 8 |
| 5 | 7 |
| 8 | 9 |
| 6 | 6 |
| 7 | 6 |
| 5 | 4 |
| 6 | 5 |
| 7 | 8 |
| 4 | 5 |
| 7 | 6 |
| 6 | 10 |
| 5 | 9 |
| 6 | 9 |

The class average for the autonomic nervous system quiz without Peer Review was 5.9/10, and with Peer Review was 7.3/10. Therefore, our data show that the class with Peer Review did significantly better than the class without it.

**References:**

1. Peer Learning and Assessment by Boud, David; Cohen, Ruth; Sampson, Jane

Assessment & Evaluation in Higher Education, 12/1999, Volume 24, Issue 4

2. Barkley, E. F., Cross, K. P., & Major, C. H. (2014). Collaborative learning techniques: A handbook for college faculty. San Francisco, CA: Jossey-Bass.

**Activity Example:** The students learned about the Autonomic Nervous system in the lecture, followed by analysis and application of their learning. They answered the questions about the Adrenal Gland tumor mini case study. Peer lead group responses from two tables are shown below:



