

Charles Munro, a lecturer in the School of Journalism and Mass Communication at the University of Iowa, has been an advocate for peer reviews in his classroom throughout his teaching career. With a belief in fostering student interaction and self-directed study, Charles understands the pivotal role of constructive feedback in student growth. However, in the face of large class sizes, providing meaningful feedback became a daunting challenge. Traditional methods like surveys yielded generic responses that lacked depth and insight. Based on a recommendation from instructor development personnel at the University of Iowa, Charles turned to Peerceptiv to enable his students to offer real-time feedback to one another during in-class presentations and on written submissions. Charles has integrated Peerceptiv into his curriculum in multiple courses for several semesters, witnessing firsthand the value of peer learning to improve the quality of student work.

In Charles' Business of Media course, students conduct detailed reports on companies of their choice. With a cohort of 50 students, managing the feedback process without assistance is time-consuming. Using Peerceptiv, students submit their reports for anonymous review by their peers. After a student reviews their peers, they are required to rate the helpfulness of the reviews they've received and provide feedback on how the reviewer can improve their reviewing skills. This structured feedback loop instills academic discipline, encouraging students to submit robust drafts early, in order to receive the most helpful feedback.

Charles has observed that students not only heed the feedback but also provide insightful comments that he might have overlooked. The results are polished reports, which benefit both him and the students, creating a rewarding experience for all involved.

"I have found that when they read the anonymous reviews they actually use them. They actually give good comments that I would've made. And sometimes I wouldn't have commented on that, but it's good that they did! And it's fun for me! I read good reports, because they have been through that process."

Charles utilizes Peerceptiv's Live Presentations for group projects where students deliver research-based presentations without written submissions. Previous methods for peer feedback, like Qualtrics, resulted in superficial evaluations, with students hesitant to critique their peers openly. Moreover, the sheer volume of comments generated proved overwhelming and impractical to digest. In contrast, Peerceptiv streamlines feedback through simple rating and commenting prompts, directing students to provide concise, meaningful assessments. Its user-friendly interface allows Charles to manage presentations seamlessly across multiple days for his class of around 50 students, flexibly accommodating student absences without compromising the quality of feedback.

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"It saves me time. We're all busy. I teach a number of courses- I just can't sit down and do the level of feedback that I would've wished... Quite frankly, it just takes time, if you do it properly, it takes an immense amount of time to give that level of feedback."

By providing students with opportunities to present to their peers and receive feedback, Charles facilitates the development of essential communication and presentation abilities. Completing a comprehensive peer review process encourages students to evaluate presentations from the perspective of an audience member, emphasizing the importance of concise and engaging presentations. Prioritizing practical skills development aligns with the broader goal of preparing students for the demands of the professional environment.

"I want them to think honestly if you were an audience member for this particular presentation, what did you think? What did you get out of it? That kind of response is more honest to students- - they express their thoughts to classmates in a familiar, not 'instructorly' manner. It's much better how it's set up [through Peerceptiv]."

Maintaining student focus in an age of constant digital distractions is especially challenging during peer presentations. By requiring students to submit peer evaluations during presentations, Peerceptiv ensures that students in the audience are actively engaged and attentive, minimizing distractions such as internet browsing.



"They're not surfing the internet... They're required to actually watch... They can pull out their phones and look for bathing suits for spring break- I can't fight that. But, I can say that they must turn in a peer evaluation. That requires them to actually watch and listen."