

A Model for Facilitating Peer Review in the STEM Disciplines: A Case Study of Peer Review Workshops Supporting Student Writing in Introductory Biology Courses

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Both writing and peer review have been shown to foster critical thinking in STEM disciplines. To help students learn and practice the iterative, argumentative, and collaborative nature of science writing, we created student-led workshops to facilitate peer review for laboratory reports in introductory biology courses. Peer writing fellows, trained by the institution's writing center, planned and facilitated these workshops in consultation with biology and writing program faculty. From the outset, students, fellows, and faculty reported the workshops' success. This model provides a relatively simple, cost-effective means to promote writing and peer review—and thus, perhaps also, critical thinking—in STEM.

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