

Using Peer-Conferencing to Revise Work

As a part of the learning in a unit, sharing the learning with others is essential. In this lesson students will discuss and practise their presentation with a partner or small group so that they can revise their presentations before addressing their audience.

Time: 30 minutes

Materials: • any existing class charts on format/audience/purpose

Grouping: whole class and partners or small groups

Procedure:

Teaching Tip: Remind students of how to disagree agreeably and respect others' work and thoughts as they discuss their projects.

1. Explain to students that now that they have completed the first draft of their presentation they will present it to a partner so that the feedback given can help their revision work.

Each of you has completed the first draft of your presentation. You know your findings and have selected a format for a presentation. You also know who your audience is. You will be sharing your presentation with a partner so that that person can provide you with feedback for your revision work to be done next.

2. Discuss again with students the need to think of the format, the audience, and the purpose of that sharing. Show and review any charts you have made with the class on format/audience/purpose.

We have discussed how the format needs to fit the audience and that various formats can meet a particular purpose for the presentation. Keep these in mind when you are listening to your partner share his or her learning and be ready to provide feedback for your partner to use in revisions. Remind students about good listening and respectful responses.

3. Provide students with time for partner sharing and feedback.

Circulate and provide support when needed. Possible prompts to add to discussions could be:

- Does that format work well? Why or why not?
- Is there another one that could be used for your chosen audience? Why or why not?
- What do you want your audience to take away from your presentation?
- What do you need to think about when presenting?

4. Provide time for whole-class discussion, if needed, before students begin revising their presentations.

Teaching Tip: If students are working in small groups, they can share their learning with another small group. If you are working on a whole-class inquiry, you may wish to conduct a whole-group revising session.