**Document Camera Lesson – Peer editing becomes class collaboration**

**Audience:** AP statistics students.

**Objective:** Have students display their knowledge of inference by peer correcting inference problems.

**Background:** Inference is the culminating unit of the AP statistics curriculum and requires the most thorough answers. There are numerous stages and requirements to the problem. Much of the fourth quarter is spent on various types of inference and the proper vocabulary and formats for answers. In addition to possessing the ability to properly construct a complete answer, a more thorough understanding can come from reading and critiquing the answers of others.

**Current Lesson:** The way that this has been done in the past is that students are given the paper of someone else in the class and asked to peer edit the paper. They are asked to provide constructive criticism as well as comments regarding the strengths of the answer. The papers are then returned and students see the feedback of the peer editor.

**New Lesson - Plan:** If there were a document camera available, I would actually project student work and have the class collaborate to offer strengths, comments on thoroughness, and suggestions for improvements. In this way there can be some anonymity with the answer being projected if the student desires. More importantly, the class feedback on any given paper far exceeds the single perspective offered by the current peer feedback system. I believe that this system will also have some benefits for the class as a whole. In the current method of peer evaluation students are not given the opportunity to discuss their thoughts and perspectives on answers. They simply write their thoughts to the owner of the problem. With the answers projected it would offer an opportunity for class discussion on various aspects of the problem. This would allow students to explore multiple perspectives on a problem as well as rationalize and explain their thoughts. In collaboration with the interactive whiteboard students will not only be able to converse about the problem, but will also be able to make annotations.

**New Lesson – Results:** It is my hope that, even though I do not have a document camera, I will be able to utilize my iPad as a document camera and test this lesson when the time arrives.