## Peer Review Card Exchange Game: Instructions

## Materials:

- Peer review card statements, multiple packs


## Description of the activity:

This activity consists of a card game in which the participants have to discuss amongst themselves which of the statements on the cards they agree with. It is an adaptation of the game "The Card Exchange: Introducing the Philosophy of Science" which has showed to be very useful to initiate reflection and to awaken interest on the subject at hand ${ }^{1}$.

The cards are supposed to stimulate debate amongst the participants. Having to reach a consensus is just a pretext to force the debate, but it is not the goal of the activity. The main objective is for the participants to be conscious of their opinions on this subject, and for them to compare these with their peers. The instructor monitors the discussion and ensures that, by the end of the session, all participants have participated, that all have listened to their peers and that nobody has monopolised the debate.

The game can be carried out in different ways, depending on if it is played in a small group of participants or in a larger group, and depending of the amount of time available. It is necessary to have more than one pack of cards.

Large group/short format: up to 30 min for selection and exchange of the cards, plus time for discussion Form groups of 4-5 participants, preferably of different backgrounds and not familiar with each other. Each group should get 6-8 cards.

The participants receive instructions to select a minimum of 2 cards that all the members of the group agree with and at least 1 card they all disagree with, and to justify why they are keeping these cards. In this manner, the participants must discuss each card individually. Participants are given some time to read the cards and to think which ones they agree with more, and which ones they agree with less (10-15 minutes).

Before making the final decision on the cards, participants are given time to exchange the cards they don't like with other groups. In this phase, the participants can walk around the room to make the exchanges (10-15 minutes).

Finally, participants share which cards they agreed on with the rest of the groups and discuss why they find them acceptable or not. Interactivity and discussion is encouraged.

Small group/long format: up to 1 hr for selection and exchange of the cards, plus time for discussion
The game begins with the handing out of cards to the participants ( 6 to 8 cards per participant). Then, the participants must be allowed some time to read the cards and to think which ones they agree with more, and which ones they agree with less. After that, they have some time to exchange the cards they don't

[^0]M
like with other participants. In this phase, the participants can walk around the room to make the exchanges. The goal is for the participants to obtain the cards they like the most and to be rid of the cards they like the least. It is important to allow enough time for the participants to read and asses the cards belonging to their companions (a minimum of 10 minutes).

In the second phase of the game, the participants sit down and are given instructions (it is important that these instructions should not be given earlier on): they have to pair up, and each pair must select 4 cards that both participants agree on. Each participant should contribute at least one card.

The third phase of the game consists in a repetition of the second phase, this time grouping together two pairs.

Finally, participants share which cards they agreed on with the rest of the group and discuss why they find them acceptable or not.

Short instructions for participants (Large group/short format):

- 6-8 cards per group
- Select a minimum of 2 cards that all the members of the group agree with and justify why are you keeping these cards
- Select at least one card that all the members of the group do not agree on
- You can exchange cards with other groups before your final decision


[^0]:    ${ }^{1}$ Cobern W. and Loving C. 1998. The card exchange: introducing the philosophy of science. In McComas W. The nature of science in science education, rationales and strategies. Kluwer academic publishers.

