



On critical reviewing and peer response

Lecture and workshop
DAT147 - Technical writing in computer
systems and networks

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Today's agenda

- Reviewing
 - The reviewer role
 - How to assess scientific writing
 - Identifying elements in assessment
 - Critical appraisal
 - What is a good review?
- Peer response

--- writing and reviewing ---

Purpose of critical reviewing and peer response lecture & workshop

Insights into

- Strategies of commenting scientific work
- Making use of and managing response received from others
- Developing skills in becoming a reflective reader, acknowledging aspects included in scientific writing
- Getting acquainted with working in an online reviewing system (EasyChair)

Reviewing procedure for paper in DAT147

- Passing milestones
 - [Milestones and deadlines](#) document on homepage
- Fulfilment of criteria for paper to be accepted
- First deadlines
 - 12 Oct Each group makes submission of full paper via EasyChair (one author fills in the form and puts other authors' attributes)
 - 13 Oct you will receive two papers to review (individually)

Note: Each student should create a personal account on EasyChair

An insight into the reviewing business

Sharing some experience from my reviewing background

- Research area Computer Assisted Language Learning (CALL)

- *CALICO*

- *ReCALL*

- *International Taiwanese ESP Journal*

- EUROCALL Proceedings

Research-publishing.net



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Book review

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20 Years of EUROCALL: Learning from the Past, Looking to the Future

Edited by Linda Bradley and Sylvie Thouésny

Your thoughts and opinions are more than welcome!

Some examples of common issues in academic writing

- Balance
- Defining and using concepts
- References

- Originality (purpose)
- Methods
- Results
- Literature review
- Text logic (organization, sentence structure)
- Connection to theories

Review forms for scientific papers

- Grades and text
 - Evaluate options
 - Formulate constructive feedback

The EasyChair scale

5. Excellent
4. Good
3. Fair
2. Poor
1. Very poor

Review forms level of complexity

- Handling the meaning of grades

An example:

7. outstanding 6. excellent 5. very good to excellent

4. very good 3. good 2. weak 1. poor

Swedish Research Council

Application for international postdoc position

Peer review and peer response

The two concepts are synonyms

Peer response:

a form of collaborative learning in which writers meet (usually in small groups, either face-to-face or online) to respond to one another's work. Also known as *peer review*. (Elbow, 1998)

- Purpose for this course
 - Improving papers by engaging in an iterative process
 - Having a dialogue with peers and your teacher about your paper

Peer response as a tool for learning

- Increasingly used in education Liu & Hansen 2005; Lundstrom & Baker, 2009
- Diversity of feedback enhances the learning situation Hyland & Hyland, 2006
- Collective engagement Arnold, Ducate & Kost, 2009; Lamb, 2004
- Theories on impact of learning through participation Bryers, Winstanley & Cooke, 2014; Cope & Kalanzis, 2000; Lund, 2010;

Peer response should be easy to follow

Compare these two in-text comments

A) “I don’t understand”

B) “You have described your purpose in a clear and comprehensive way. I suggest that you move...”

Medium of delivery?

Text-based comments vs text-based comments + dialogue meeting face-to-face

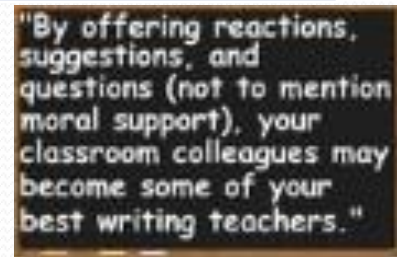
Liu & Sadler’s (2003) categorization model for peer comments

Dividing comments into area, type and nature

Today's workshop logistics

| Time | Activity |
|-------|---|
| 9:00 | Peer paper preparation with own group (45 min) (review form) |
| 10:00 | Discussion with peer group (20 min per paper) |
| → | Your peer response consists of a combination of your notes and discussions. |
| 11:00 | Debriefing and further information in ED |

ED and ES51



"By offering reactions, suggestions, and questions (not to mention moral support), your classroom colleagues may become some of your best writing teachers."

Jean Wyrick, *Steps to Writing Well*,
11th ed. (Wadsworth, 2011)

Peer reviewing form for survey paper

1. Title
2. Abstract
3. Scope
4. Related work and references
5. Paper structure, organization, and style
6. Technical contribution
7. Length
 - Some good things
 - Suggested changes
 - Language etc

Findings from reading the peer papers?

- Problematic audience adaptation
- Effective title to funnel readers
- Broad intro
- Effective evidence via simulation graphs; table design
- Empirically detailed
- Long caption for 'simple' figures; less so for complex ones
- Not quite significant contribution given audience/title
- Verification difficult since details are missing
- No results / contribution

What to look out for in peer reviewing?

- **First version**
 - Heavy subheading
 - Lack of transition
- **Final version**
 - Restructuring
 - Transition in text
- **Result**
 - Increased readability and text flow

3 KEY FINDINGS IN REAL-TIME CLUSTERING, CONCEPT DRIFT HANDLING AND DISTRIBUTED CLUSTERING

3.1 Real-time data-stream clustering

3 KEY FINDINGS

This section will present key findings in three different areas; real-time clustering, concept drift handling and distributed clustering.

3.1 Real-time data-stream clustering

Boost, hedge or mark attitude

- Boosters: *clearly, obviously, highly, prove, the best, no question that*
- Hedges: *may, might, suggest, appear, it is believed, it is likely that*
- Attitude markers (surprise, agreement, importance): *unfortunately, agree, hopefully, remarkable*

Zobel on evaluating papers (based on p. 208)

- Is there a contribution? Is it significant? Is it of interest? Is it timely or historical only?
- Are the results correct? Are they critically analyzed? Can they be verified?
- Are appropriate conclusions drawn?
- Are the technical details correct and sensible?
- Can the paper be understood? Is it clearly written?

“attempt to identify the contributions and shortcomings rather than simply read”

The EasyChair scale

5. Excellent

Exceptionally strong

4. Good

Strong

3. Fair

Some strengths, but also moderate weaknesses

2. Poor

Very few strengths and numerous major weaknesses

1. Very poor

Deficient, task not fulfilled

Assessment and feedback

Writers must know:

1

Where am I going?

How to achieve good standards

2

How am I doing?

How current performance relates to good standards

3

What should I do next?

How to act to close the gap between current and good standards

Sadler (1989) & Nicol (2006)

Presentation

- 12 Nov Lecture on presentation techniques (Guest lecturer Dave Sands)
- Paper presentations in November
- Background reading
 - Zobel, *Writing for computer science*, ch. 14 Giving presentations

Good luck with your papers!



See you in November!