

Peer Review of Kevin Kang's Draft Formal Report by Barbara Dobes

To: Kevin Kang, ENGL 301 Student

From: Barbara Dobes, ENGL 301 Student Peer Reviewer *BD*

Date: August 3, 2018

Subject: Peer Review of the Feasibility Report for Michael Smith Laboratory outreach program.

Reading your formal report draft is a pleasure. You are producing quality documents with a professional tone. Incorporating the feedback in this peer review will assist in refining/fine tuning your formal report.

Initial impressions

Your report is very interesting. Delivering the Michael Smith Laboratory (MSL) outreach program in an engaging way to potential science students living more than 45 kilometres away from UBC will require some innovation and out of the box type of brainstorming and planning. Recording lectures from keynote speakers and developing digital media to provide students with a virtual tour experience are very creative. Recognizing the need to bring this outreach program to schools that are more than an hour away from UBC is very inclusive thinking and broadens the programs ability to reach students that would otherwise not have this opportunity. Well done!

Organization and Table of Contents

The overall impression is a document that is well organized. However, the table of contents needs some fine tuning. Listing the headings in the table of contents exactly how they appear in the document will eliminate potential sources of confusion for the reader. For example in the table of contents under the heading "INTRODUCTION" B. the title "Description of distance and travel time of schools to the lab." Is recorded. In the document, the heading that best matches this is "Travel Time" Mirroring or matching the titles in the table of contents with the document headings will improve readability.

Abstract

Including the key points of your formal report are integral to a succinct abstract. Using the headings from the table of contents as a guide, will ensure the inclusion of the introduction of the problem, the background of the MSL outreach program, the highlights of the data from the primary and secondary sources and finally that the conclusion are all included. This will contribute to a succinct abstract.

Introduction

The background information on the Michael Smith Laboratory is well stated.

Locating **the description** of the problem in the document was a bit of a challenge. Describing the problem for students to be included in the MSL outreach program living more than 45 kilometres away from UBC was achieved.

The purpose of report, to figure out how to bring the MSL outreach program to students living more 45 kilometres away from UBC, is clearly described.

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Using data sources for collecting primary data through surveys administered to the faculty members of the secondary schools is a great way to obtain data. Interviewing Dr. David Ng will hopefully provide more information on the teaching programs. These methods of data collection are well thought out and planned.

The scope of inquiry, including who would like to attend but cannot due to the long distances, the convertibility of the outreach program to an engaging media format, the level of interest in educational material delivered in a digital format and determining if there are similar programs with existing resources is broad in scope. This inquiry will support the outcome of this feasibility study. Well done.

Data

Collected Data

Data collection is ongoing.

Interest in program versus travel time includes the use of visuals to represent interest in the MSL program versus travel time required. Nicely done!

Analysis of the data has been well performed. Including this heading in the table of contents will assist the reader's understanding of the report.

Study of media conversion of the teaching material by exploring the methods of media conversion, simulating laboratory tours, and recording keynote lectures all seem to be attainable. However, the PCR labs does pose a challenge. Perhaps there is an alternative activity that is equally engaging for students that can be explored.

Describing the student and faculty interest in Michael Smith digital teaching format is clearly laid out.

How data is obtained was not clearly stated in the report under this specific heading. Recording a more detailed methods section will elevate the credibility of this report. It appears that this will be addressed in the final draft.

Interpretation of data is a heading in the table of contents but is not listed in the document. Eliminating this heading from the table of contents or editing in a description including this heading will solve this issue.

Research on similar media provides the reader with the details of additional sites that have programs that are similar to the proposed media format of the report.

Conclusion

The Summary and interpretation of findings list all the important points from the report. Interpreting the findings from the primary and secondary sources provides a sufficient level of detail.

Further recommendations have been carefully evaluated. Achieving this interactive online media tour and recording the lectures of keynote speakers seems very possible. Although it appears challenging to replace the PCR lab with an activity that is equally engaging for the secondary school students.

Spelling and grammar

There are some issues with verb agreement in the plural and singular. For example the last sentence in the first paragraph "concluding with a DNA oriented experiments for grade 11/12

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students.” Should be written as “concluding with a DNA oriented experiment for grade 11/12 students.” In the second paragraph, the sentence begins with because. Please consider changing the order of the sentence. For example, instead of writing “Because of these 5+ hour programs, secondary schools may find scheduling an issue.” Consider, “Scheduling issues for secondary schools may be problematic since the programs are 5 or more hours long.” Secondary schools that are located 45 kilometres and greater from UBC require at least one hour of travel time in each direction. Therefore, secondary schools may find it challenging to attend the 5 plus hour long program. The length of the program combined with the minimum 2 hour travel time can result in the event extending to 8 or more hours. A field trip is not feasible if it extends longer than the school day time frame of 8am to 3pm.” Proof reading your report several times will help identify areas requiring a clearer voice.

Figures

Using the graphs clearly displays the primary data from the survey. The reader is able to integrate the data quickly and easily.

Style

Maintaining an objective tone throughout the report has been achieved. Framing the statements in the positive rather than the negative has also been respected. Writing with a more succinct format will elevate the clarity of communication to Dr. Ng. Writing with a high degree of clarity is vital for communicating the message of this report.

Summary

This first draft of your formal report provides the audience with a clear statement of the problem and the methods for a workable solution. Well done on compiling an excellent first draft! Modifying some of the areas outlined in this peer review will yield a highly professional report on the feasibility study. As you edit the final draft of this formal report, please consider the following:

- Matching the headings in the table of contents with the headings used in the document
- Writing the abstract with a brief introduction of the problem, background information on MSL outreach program, highlights of the research and the final recommendations
- Ensuring proper verb tense agreement throughout the report
- Improving sentence structure to improve document clarity

It has been a pleasure peer-reviewing your report and if I can assist you further, please contact me through email: Barbara.dobes@alumni.ubc.ca