Please download a copy of this document from our Course Website or Connect. Type your responses before submitting a paper copy of the completed form to Dr. Rawn as well as to the paper’s author. The deadline for this submission is the start of class on Thursday March 24 (recommended by Tuesday March 22 if possible).

**Part A: About you, the Reviewer**

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| Your First Name:  Your Last Name:  Your Working Group # |

**Overall Instructions:**

1. Read the instructions for the relevant Impact Project at <http://blogs.ubc.ca/psychsocialmedia/goals-assessments/impact-project/>. For your convenience, a copy is appended at the end of this document (which you do not need to include in your printed submission).
2. Complete Part B to provide some basic information about the paper. This information will be helpful for the Teaching Team to contextualize your feedback, and to find out in general how far along the papers are.
3. Read the paper in its entirety. As you read, make some notes about ideas, suggestions, or questions that come to mind. You might want to re-read all or part of it as you articulate your feedback.
4. Write your feedback on this form, using the prompts provided. It is important to think about how best to phrase your feedback so it is maximally helpful as well as respectful toward your reader. Your role here is feedback, not copy-editing, so do limit yourself to the questions on this form. (If you would like to negotiate copy-editing with the author separately, that is your choice.)

**Part B: About this Paper You are Reviewing**

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| Author’s First Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author’s Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Author’s Working Group # \_\_\_\_\_\_\_ Author’s Project Type: (A, B, or C) |
| Paper’s (Current) Title:  If Project A, what is the current title of the textbook? (Put “to be determined” if the groups have not yet decided.) |
| *Please provide some basic information about the paper’s current draft.*  Number of (double spaced) pages written: \_\_\_\_\_\_\_\_  Number of additional pages included (e.g., appendices, title page, etc): \_\_\_\_\_\_\_\_  Are sources cited in the body of the work yet? (Yes or No) *If yes, are they formatted in APA style? (Yes or No)*  If yes, how many peer reviewed journal articles are cited? \_\_\_\_\_ How many other sources are cited? \_\_\_\_\_\_  Is a reference list included yet? (Yes or No) *If yes, are they formatted in APA style? (Yes or No)*  If yes, how many peer reviewed journal articles are listed? \_\_\_\_\_ How many other sources are listed? \_\_\_\_\_\_  What is your overall assessment of this paper, so far? Select one of the following list of four options: (*Exceptional exceeds expectations ; Meets expectations ; Minimally meets expectations ; Does not meet expectations*) |

**Part C: Feedback (*should not exceed two pages*)**

As you prepare your feedback statements, consider various features of the paper, including how well the paper meets the specifications of that particular Impact Project, the major ideas being conveyed, the ideas that are smaller or less developed, type of sources being used, how well sources are being integrated to support or illustrate ideas, the overall structure of the paper (e.g., order of the paragraphs, use of headers), the writing clarity, and APA style.

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| --- |
| **Identify and discuss three *specific* strengths of this paper so far.** In your discussion, consider the following questions as guides: What makes this feature particularly strong? What should this Author do more of? How could this strength be improved on even further?  1)  2)  3) |

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| --- |
| **Identify and discuss three *specific* areas of challenge or weakness of this paper so far.** In your discussion, consider the following questions as guides: What makes this feature less effective than it could be? How could this feature be improved or replaced? What other choices might the author consider and why might they be more effective? What specific resources can you recommend to help the Author address this challenge?  1)  2)  3) |

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| **Is there anything else you’d like the Author to know or think about?** |

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**Impact Project Specifications**

From <http://blogs.ubc.ca/psychsocialmedia/goals-assessments/impact-project/>

**Notes for all Impact Projects**

* In all cases, the product is a potentially publishable **paper**, including at least 10 primary source references, that is equivalent to the following paper-based specifications: 10-15 pages in length (not including References, title page, and figures, if relevant), double-spaced, 1 inch margins, 8.5 x 11 inch paper.
* All papers must include a discussion of the ethical considerations related to the topic and/or the study itself (as recommended by Kosinski, Matz, Gosling, Popov, & Stillwell, 2015, [available here](http://www.michalkosinski.com/home/publications)).
* Individuals decide which of the three projects they are interested in, whether they are interested in creating a publishable product, and what course theme they’re most interested in. Working groups will be assigned based on a common interest in a project type and (lack of) desire to create a publishable product.
  + **Products are individual,** but the Working Group is there to help with the brainstorming and review process. Our TA evaluates the quality of written feedback Working Group members give to each other.
  + Some aspects of this project will occur in full or in part during class time.

**Option A. Collaboratively write (part of) an Open-Access textbook.** Write a chapter for a Psychology of Self in Social Media textbook that includes the following criteria: Learning Objectives, 3-5 content subtopics, a Summary, at least 5 key terms, and Discussion Questions that will help people learn and dig deeper into the material. The topic for your chapter will be determined collaboratively in your working group, such that 12 people will be working toward a common textbook. The chapters will need to fit together, so that all chapters will fit together for a potentially publishable piece. *You will need to develop a plan to survey the research literature and select (and later describe) specific studies and theories for inclusion to best represent the state of the field on your topic.* Consult the [NOBA project](http://nobaproject.com/) for example types of chapters. PUBLISHING OPTION: Collect all appropriate chapters, edit for synergy, choose a Creative Commons license, and publish it online as a resource or portion of a resource to be built upon by future cohorts. **Evaluates Learning Goals #2 and #3.**

**Option B. Design and conduct an original research project using archival data.**Identify a psychological phenomenon related to social media, and identify a gap in prior knowledge. Develop a hypothesis and a study that uses archival methods to test it. Archives can include *publicly-available*posts to Twitter, Facebook, and other platforms. Write up the study in an APA-style paper. *(Concerned about stats? Don’t be! The Teaching Team & your Working Group are here to help! Key: keeping initial design simple. 1 IV (2-3 levels), clear DV(s). Come by for a consultation.)*

Notes to ensure we comply with our ethical approval:

* The topic must fall under the minimal risk category.
* Only past, pre-existing, publicly available information is to be used; no direct interactions with participants are permitted.
* No identifying information about the participants may be collected.
* You *must*be able to access the content if and only if you are fully logged out of the platform.
* Also, you’ll need to complete the [TCPS tutorial](http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/)if you haven’t yet, and submit the completion certificate when you hand in your 1-page proposal.

PUBLISHING OPTION: Consider publishing findings in a poster or talk format at Kwantlen’s [Connecting Minds Conference](http://www.connectingminds.wildapricot.org/) in Richmond in May, or submitting your APA style paper to an undergraduate journal such as [Yale](http://www.yale.edu/yrurp/submission.html)or [SFU](http://members.psyc.sfu.ca/ujp). **Evaluates Learning Goals #2 and #3.**

**Option C. Design and conduct an original intervention research project.**Identify an issue or a cause for which you want to raise awareness or money. Use past research to design an intervention and a strategy to promote it using social media. Enact your plan and measure its impact. For example, you might design a webpage that calls attention to an issue, register it with Google Analytics, promote it using different social media, and analyze the results (e.g., which posts resulted in the most hits). The key data will be aggregate indices such as hits, retweets, favourites, shares. Write up the study in an APA-style paper. *(Concerned about stats? Don’t be! The Teaching Team & your Working Group are here to help! Key: keeping initial design simple. 1 IV (2-3 levels), clear DV(s). Come by for a consultation.)*

Notes to ensure we comply with our ethical approval:

* The cause you are promoting must fall under the minimal risk category.
* No identifying information about the participants may be collected.
* You’ll need to complete the [TCPS tutorial](http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/)if you haven’t yet, and submit the completion certificate when you hand in your 1-page proposal.
* The intervention must include a brief disclaimer to readers: “The author of this material is a student at the University of British Columbia. Readers’ engagement with the site may be used for research purposes. No identifying information will be collected.”
* Last, if you’re posting on your own social media accounts, link to material to an external site (rather than putting material directly in your status update).

PUBLISHING OPTION: Consider publishing findings in a poster or talk format at Kwantlen’s [Connecting Minds Conference](http://www.connectingminds.wildapricot.org/) in Richmond in May, or submitting your APA style paper to an undergraduate journal such as [Yale](http://www.yale.edu/yrurp/submission.html)or [SFU](http://members.psyc.sfu.ca/ujp). **Evaluates Learning Goals #2, #3, and 4.**