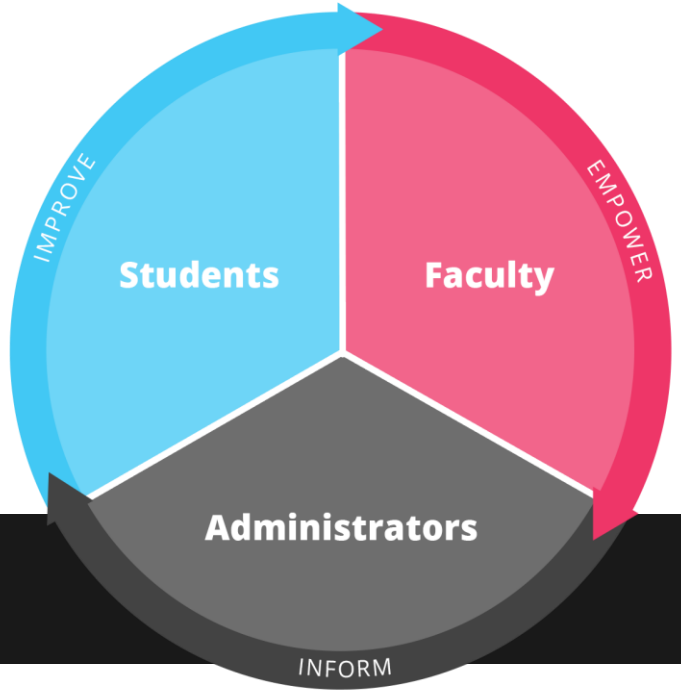
MYREVIEWERS™

USF
UNIVERSITY OF SOUTH FLORIDA

NSF



MY REVIEWERS

Students struggle with feedback

Students find instructors' grades and comments to be confusing, contradictory, and unfair

Students lose track of critical feedback on past writing

Students are unsure of how to give or receive critical feedback

Instructors struggle with grading

Faculty find grading to be too time-consuming and ineffective

Faculty distrust peer review. They need tools and resources to guide students' peer reviews

Social tools, powered by analytics, create new opportunities for learning

Chain of Influence

Writing Program Director

→ Needs to justify program's existence

Overworked, underpaid instructor in writing-intensive program

→ Needs to reduce workload

Confused student in writing-intensive program

→ Needs better feedback from instructor/peers on their writing

Development

Key Product Features

Grading Tools

Peer Review

Comment Library

Team Projects

E-books

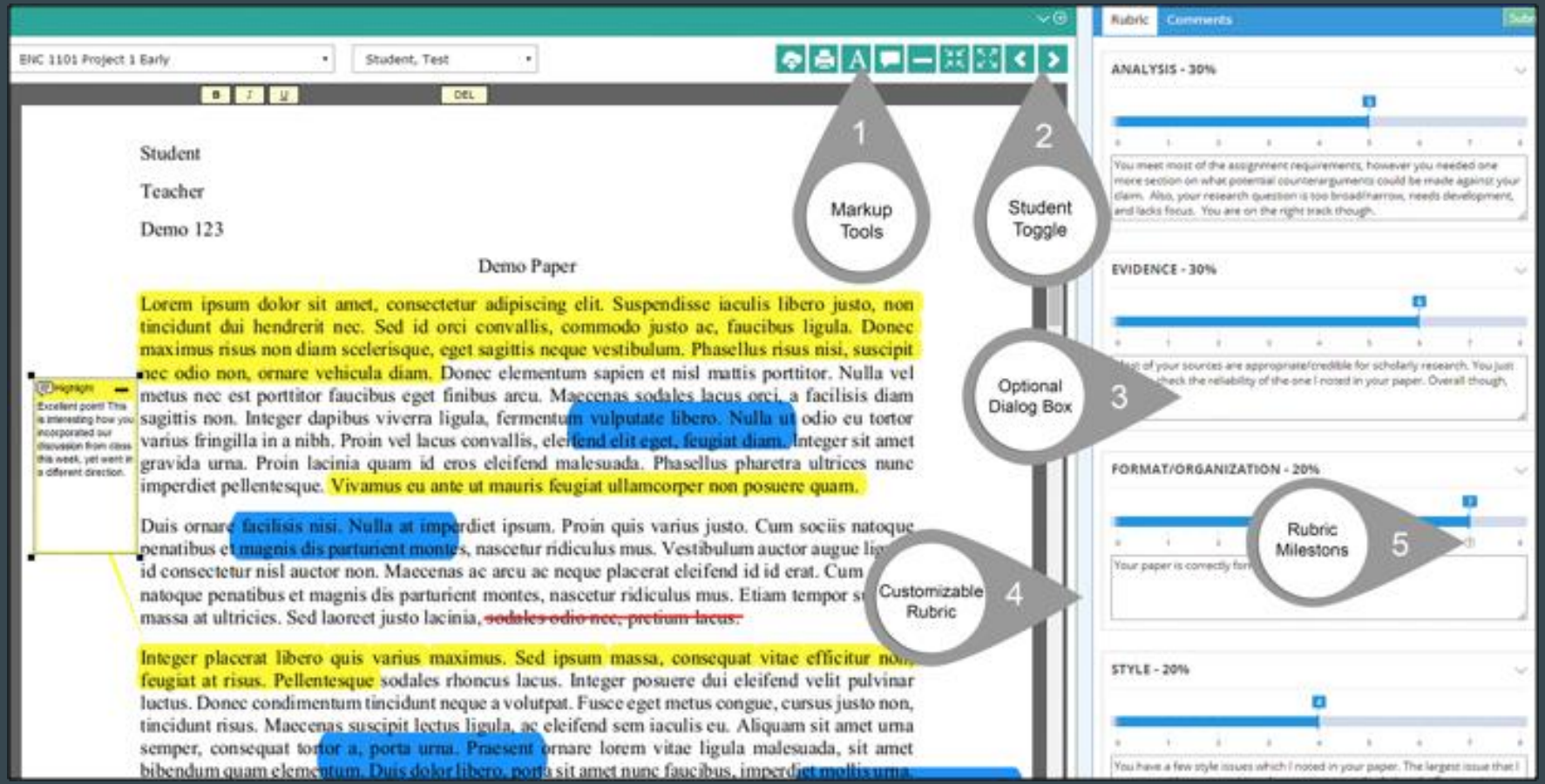
E-portfolio

Writing Analytics

Audio Comments

Caliper Analytics

Corpus of 5000,000 + Essays


ENC 1101 Project 1 Early
Student, Test
Rubric
Comments
Student
Teacher
Demo 123
Demo Paper
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Highlight
Excellent point! This is interesting how you incorporated our discussion from class this week, yet went in a different direction.
1
Markup Tools
2
Student Toggle
Optional Dialog Box
3
4
Customizable Rubric
5
Rubric Milestons
ANALYSIS - 30%
You meet most of the assignment requirements, however you needed one more section on what potential counterarguments could be made against your claim. Also, your research question is too broad/narrow, needs development, and lacks focus. You are on the right track though.
EVIDENCE - 30%
FORMAT/ORGANIZATION - 20%
STYLE - 20%
You have a few style issues which I noted in your paper. The largest issue that I

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Student: Heiser Martha | Base Text: Project 1 Final Draft | New Text: Project 1 Final Draft

Differences In New Text

added: 0%, deleted: 0%

Student Name

Instructor Name

English Comp I

Final bibliography Draft Stop and frisk is a major policy practiced by police that has a handful of history behind it.This policy allows police to check, question, and search any citizen viewed as "suspicious".The first case of this was in 1960 after the earliest(but unofficial) case of stop and frisk resulted in the Terry V Ohio supreme court case which led to the practice being ruled Constitutional.Despite this the use of stop and frisk was low until the 1990's when the crime rate in New York greatly increased.Due to the increased use and various factors the stop and frisk policy has become a contested debate topic.For instance one factor being that crime rate did go down by the 2000's after stop and frisk was used more often.Another factor being that the amount of friskees found which weapons/suspicious items was low compared to the total amount of people checked.Looking at these factors along with some other factors how has stop and frisk affected New York's crime rate?

Belin, Jeffery."The Inverse Relationship Between Constitutionality and Effectiveness of New York city's "Stop and frisk". Boston University Law Review , Vol 94, pg 1495-1520,2014,Accessed 19 February 2017.Social Science Research Network This journal article highlights factors on why stop and frisk increased in use during the 1990s.The main factor being New York's record high crime rates mostly composed of homicides.As a result the NYPD adopted a "broken window policy" or policy focused on stricter policing for major and minor crimes while conducting stop and frisk.Due to this the crime rate was able to go down by the 2000s.However only a small amount of friskees were found with weapons or dangerous objects. This article was written by Jeffery Bellin a Stanford law school graduate and a current law professor at William and Mary law school.This Article links my research question by showing why the stop and frisk method increased in the 1990s and some of the effects of the increase.

Gelman Andrew, Fagan Jeffery, Kiss Alex."An Analysis of the Police Department's "Stop and Frisk" Policy in Context of Racial Bias." Journal of American Statistical Legislation " ,Vol 102,September 2007,pg 813-823. Accessed February 19th 2017. American Statistical association.

This Source offered information mostly on why the police force was using stop and frisk.For instance they needed to try something to try tone down the 90's crime surge.However it did show that despite that it was met with little approval from citizens and was contested frequently. In 1996 the Debour V People case green lighted the officer's decision to check a person simply cause they had 'stuffed pockets". However the Brown V Texas case the ruling was the police could not use the reason that "the person walk away from them" and a

ANALYSIS - 30%

EVIDENCE - 30%

FORMAT - 20%

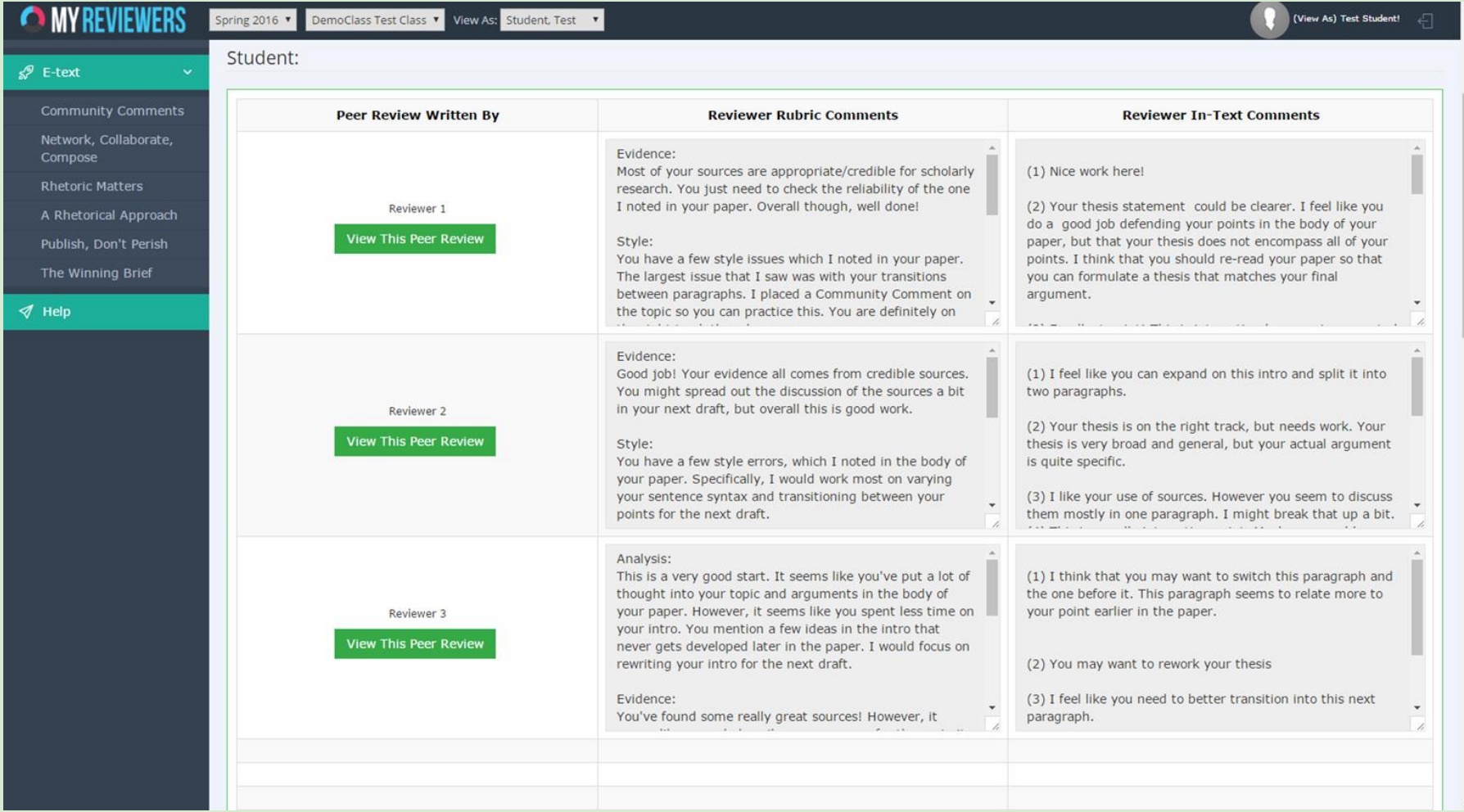
STYLE - 20%

ANALYSIS - 30%

EVIDENCE - 30%

FORMAT - 20%

STYLE - 20%


MY REVIEWERS
Spring 2016
DemoClass Test Class
View As: Student, Test
(View As) Test Student!
E-text
Community Comments
Network, Collaborate, Compose
Rhetoric Matters
A Rhetorical Approach
Publish, Don't Perish
The Winning Brief
Help
Student:
Peer Review Written By
Reviewer Rubric Comments
Reviewer In-Text Comments
Reviewer 1
View This Peer Review
Evidence:
Most of your sources are appropriate/credible for scholarly research. You just need to check the reliability of the one I noted in your paper. Overall though, well done!
Style:
You have a few style issues which I noted in your paper. The largest issue that I saw was with your transitions between paragraphs. I placed a Community Comment on the topic so you can practice this. You are definitely on
(1) Nice work here!
(2) Your thesis statement could be clearer. I feel like you do a good job defending your points in the body of your paper, but that your thesis does not encompass all of your points. I think that you should re-read your paper so that you can formulate a thesis that matches your final argument.
Reviewer 2
View This Peer Review
Evidence:
Good job! Your evidence all comes from credible sources. You might spread out the discussion of the sources a bit in your next draft, but overall this is good work.
Style:
You have a few style errors, which I noted in the body of your paper. Specifically, I would work most on varying your sentence syntax and transitioning between your points for the next draft.
(1) I feel like you can expand on this intro and split it into two paragraphs.
(2) Your thesis is on the right track, but needs work. Your thesis is very broad and general, but your actual argument is quite specific.
(3) I like your use of sources. However you seem to discuss them mostly in one paragraph. I might break that up a bit.
Reviewer 3
View This Peer Review
Analysis:
This is a very good start. It seems like you've put a lot of thought into your topic and arguments in the body of your paper. However, it seems like you spent less time on your intro. You mention a few ideas in the intro that never gets developed later in the paper. I would focus on rewriting your intro for the next draft.
Evidence:
You've found some really great sources! However, it
(1) I think that you may want to switch this paragraph and the one before it. This paragraph seems to relate more to your point earlier in the paper.
(2) You may want to rework your thesis
(3) I feel like you need to better transition into this next paragraph.

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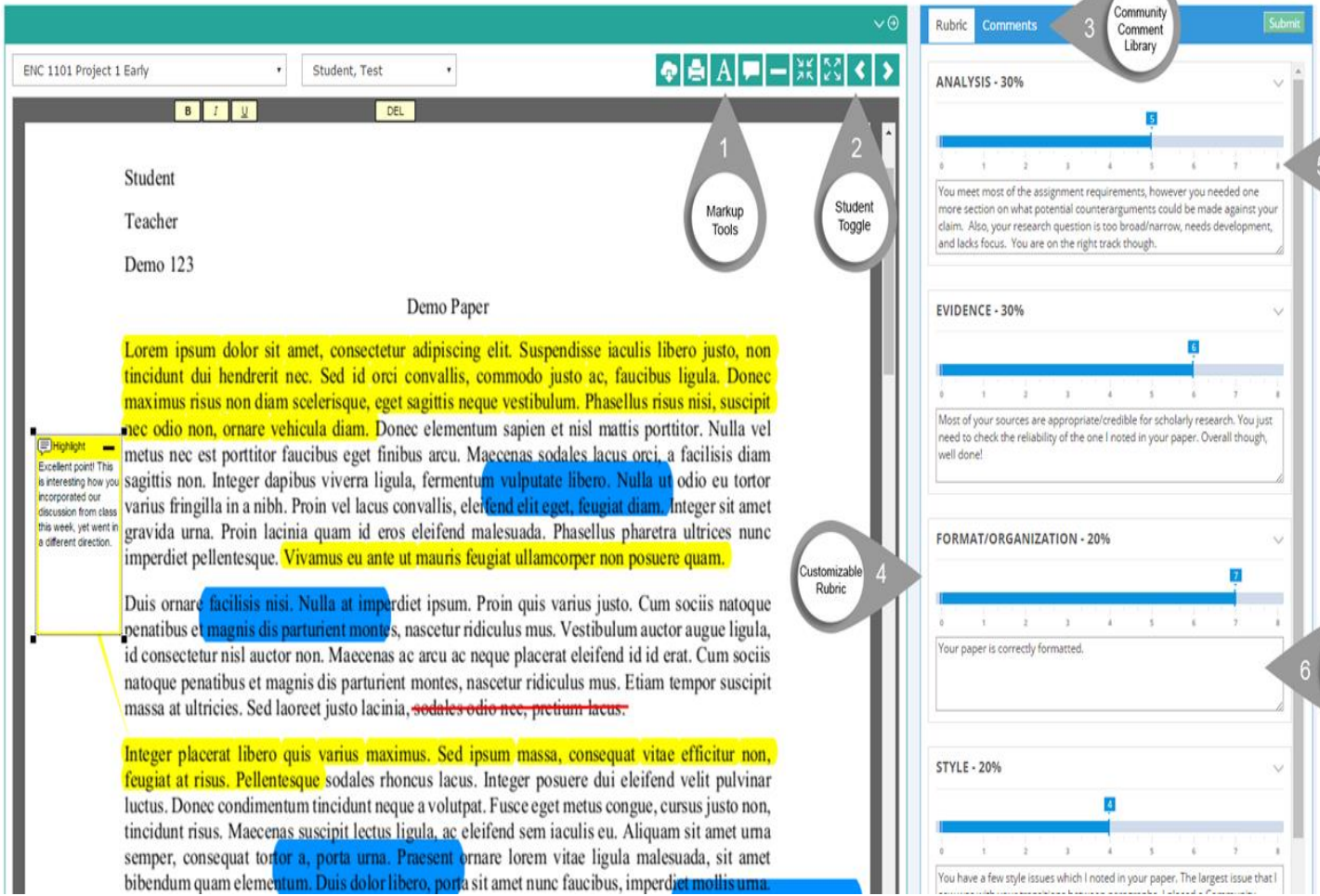

1 Utilize sticky notes, highlights, and more

2 Easily toggle between students to speed grade

3 Quickly insert media-rich comments

4 Customize rubrics to fit course curricula

5 Emphasize criteria by setting rubric milestones

6 Provide meaningful higher-order comments

Implementation

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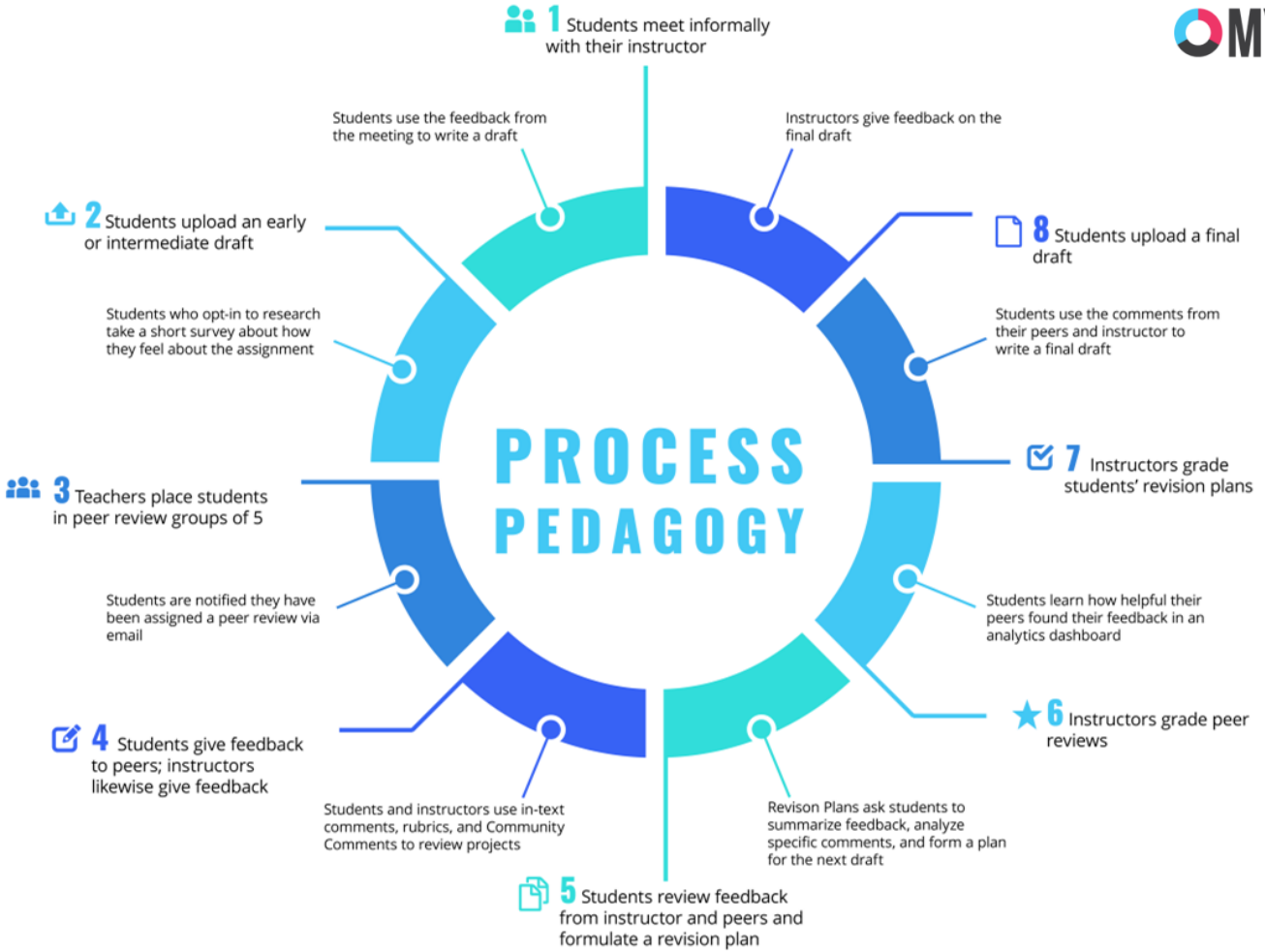

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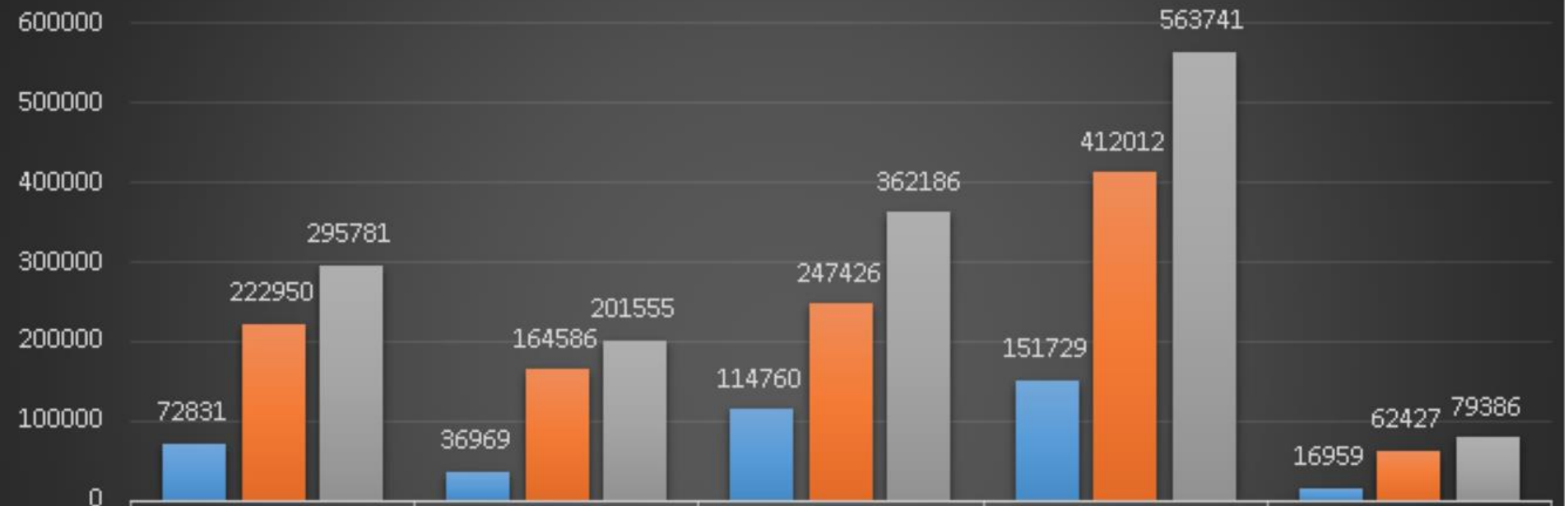
Partnerships

1. NSF Prime: MIT, Dartmouth, Penn, NCSU
2. University of Malmo/Exeter/USF Partnership
3. Grants: SRI International & ETS
4. USF Chemistry (10,000 students/year)
5. Colorado State University Open Press: *Analytics*

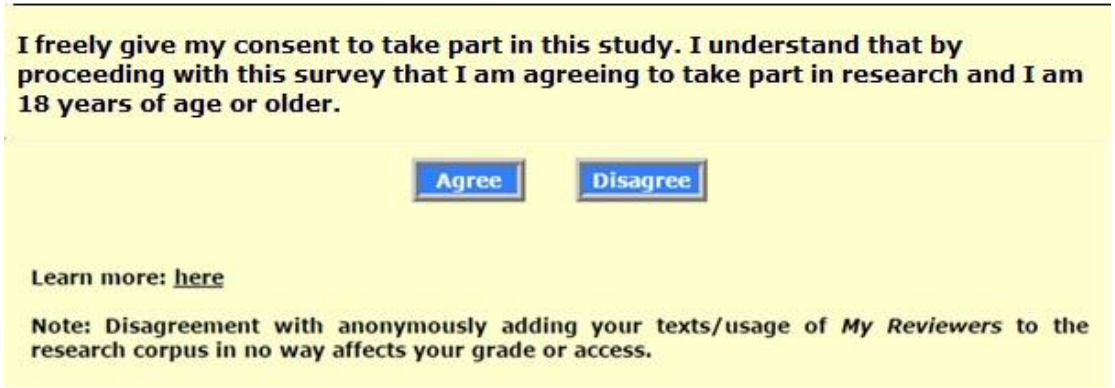
The Big Surprise?
The Corpus: 1M student essays/reviews

MyReviewers Records



	Students Uploads	Instructor Graded	Peer Reviews	Total Reviewed Papers	Instructor Graded Peer Reviews
Org	72831	36969	114760	151729	16959
USF	222950	164586	247426	412012	62427
Total	295781	201555	362186	563741	79386

Importance of Opt-in



- Researchers use your feedback to learn how successful instructors help students learn to write
- Data are used to improve assessment practices, assignment requirements, and instructor training
- Privacy: *MyR* researchers never publish identifying details

Administration/Assessment

- Evidence-Based Curriculum Changes

Mentoring

- Instructors
- Students

Research

- Mapping Writing Construct
- Cognitive, Intrapersonal, and Interpersonal Competencies
- Learning Transfer
- Feedback

Development

Analytics are transforming health, law, and business but what about education?

Acknowledgement and Note:

Acknowledgement: This research has been funded by the National Science Foundation: NSF DGE #1544239: Collaborative Research: The Role of Instructor and Peer Feedback in Improving the Cognitive, Interpersonal, and Intrapersonal Competencies of Student Writers in STEM Courses

I am the Founder of My Reviewers, which which was used to gather data for this research. I have a financial interest in My Reviewers LLC, which licenses the My Reviewers software from the University South Florida. This interest has been reviewed and managed by the University in accordance with its Institutional and Individual Conflict of Interest policies.