

Review Process

Thanks to Dave Millard & Mark Weal for originals
Les Carr takes credit for a few minor changes

+ Today's plan

- Why to Review
- How to Review
- Review Exercise



+ Why Review



- The Peer Review Process is:
 - A way of regulating the published literature
 - A mechanism to generate constructive criticism
 - A check against plagiarism
 - A key social and professional activity for academic research
 - Imperfect

+ How to Review



- Read your papers
 - Get an idea of the overall message
 - Get the Key points straight in your mind

- Review your papers
 - Much longer activity
 - 30-60 minutes per paper
 - Go through the paper making notes
 - Then turn your notes into a final review (around 250-500 words)

+ The Shape of a Review



■ Review

- Tone: First paragraph summarises the paper and sets the tone (did you think it was good or not – why?)
- Content: Comments on the work itself
- Presentation: Comments on the style, language and structure
- Conclusion: Be constructive!

This In this paper the authors postulate that there may be a correlation between real world factors and web search engine ranking. They examine the case of US College Football teams, and discover a correlation that wears away over a season, indicating that the web is slower to react to changing situations on the field than expert commentators in the real world. The idea of the paper is intriguing, but it would have been good to have some idea as to the real-world significance of the findings - is there an application here?

Tone

The paper is well written, with a natural flowing style. However, the description of ordinal ranking in Section 3.2 was a bit dense, perhaps a pseudocode or diagrammatic description would be clearer? There are a few minor errors: Section 4.1 the reference to the Figures is missing, and in Section 5 there is a reference missing.

Presentation

You have to admire the thoroughness of the experimental method in this paper, although they demonstrate a correlation the authors are very careful to scope what it means, and to back their claims up with plentiful evidence.

As such the scientific contribution is undeniable. I'm less convinced about the usefulness of their observations. Showing that real world factors are mirrored in page rankings would be useful, but the authors admit that this only holds in this particular case. As such I would have liked to have seen more analysis or discussion about the factors that make this work - what is it about the expert lists that makes them correlate, but not the Fortune 500?

Content

So I am left wondering if this paper is slightly early, and whether a better paper, which tries to identify and test factors that make the correlations work, will follow in due course after further study. For these reasons, I think that this paper is only a weak accept.

Conclusion

The paper introduces us to a system for collaborative writing stories. The paper goes on to explain that such a system could be used to teach design by asking students to collaboratively design interactive systems with it. It is an interesting idea, but there are several flaws with the paper.

Tone

The paper doesn't seem to justify why a story/narrative authoring tool is any more helpful for system design than any other collaborative design or documentation system and offers no evidence or even argument to support their assumption that story authoring could help the design process.

There isn't much background on systems that support the design process - there is a long history of expert systems in this area. And also hypertext systems that support explicit argumentative structure (such as Toulmin structures). I would have expected to see these referenced.

Content

The paper can in places read clumsily and personally I didn't feel the language particularly flowed, and there are also a few curious references such as the use of reference 11 to support as broad and unspecific a statement as "Developing good interactive products is difficult". Specific problems I noted included that Figure 1 appears after Figure 2 and in Section 2.1 "wowen" is used instead of "woven"

Presentation

This is a fascinating topic and I am intrigued as to how you could repurpose a story support tool to help with capturing design conversations or for learning. However, the authors don't really explain how their story system supports either the process of design, or the process of learning about designs. A good description of each process is necessary, coupled with an example of each. Without this detail the paper contains little contribution.

Conclusion

I feel that the paper should be rejected.

+ Evaluating the Content



- Relevancy
 - Is the topic relevant to the conference/journal?
- Structure
 - Appropriate for topic?
 - Topic covered in depth?
- Argument
 - Accurate presentation of evidence?
 - Logically developed argument?
- Originality
 - Evidence of original and creative thought?
- Sources
 - Adequate acknowledgement of sources?
 - Correct citation of sources?

+ Review Exercise



- Handout
 - out a short paper (4 pages) written for a conference

- Get into groups and discuss the paper
 - Allow a few minutes at the start to skim read the paper
 - 10 minutes to come up with some suggestions on the main points that a reviewer might pick out (Content or Presentation)

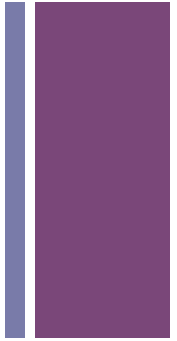


Content

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Presentation

- Style
 - Fluent Succinct writing?
 - Succinct (adj). Characterized by clear, precise expression in few words
- Presentation
 - Legible and well set out work
 - Reasonable length (6 pages)
- Mechanics
 - Sentences grammatical
 - Correct spelling and punctuation throughout
 - Effective use of figures and tables
 - Correct and consistent use of units



Reviewer One: Accept

“The authors compare Web 2.0 applications to hypertext research. The problem is that both branches seem to have mostly the same history. I am not sure what we can learn from this comparison. However, it may be a starting point to discuss the differences between Hypertext and Web.”

Tone

Reviewer Three: Neutral

“The historical context and the references used feel a bit strange, maybe because this is more the Open Hypermedia System view of the hypertext community.”

Presentation

Reviewer Two: Weak Reject

“Half of the paper is a nice synthesis of the key concepts and trends that Frank Halasz and other hypertext pioneers have envisioned in the very early stage of hypertext. The other half of the paper maps these concepts on a set of 7 Web2.0 "systems".

The idea of such an analysis is nice, still the discussion is a bit shallow. In addition, the choice of the Web2.0 "systems" (necessarily a limited sample) is debatable, and not particularly representative of the key Web2.0 solutions.”

Content

Reviewer One: Accept

“I recommend to accept this paper, even though I think that comparing hypertext to Web 2.0 is like comparing apples and oranges, but it may help to start a discussion that makes us realize that. If the paper is accepted for the conference, I would like the authors to state this even more clearly.”

Conclusion

+ Your Reviews are IMPORTANT!



- You have written a paper
 - and become knowledgeable in 1 area
- Write your reviews
 - and become knowledgeable in 3 more areas!
- Treat the review process as a core exercise!
- Turn it into a study activity
 - Follow up some of the references
 - Think through the arguments yourself
 - Looking at other people's papers will help you improve your own

+ Summary Reviews



- Reviews are aimed at the paper's authors
- Summary reviews are aimed at the Program Committee
- Summarise the reviews for the Program Committee
 - Reflect all the opinions equally
 - Try and form a consensus (what is the general opinion?)
 - You can add your own opinion if you feel it is necessary (but it's not your job to review the paper)
 - 250-500 words
- Give one recommendation (presentation, poster, demo)
- Still some feedback to the author
 - What are essential modifications to the paper?