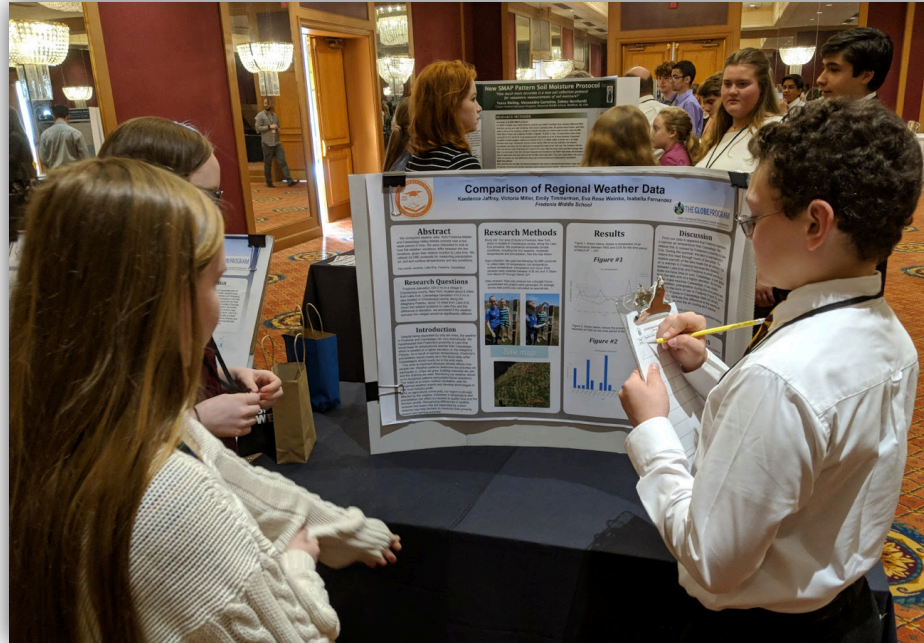




# PEER REVIEW OVERVIEW

## GLOBE 2020 Student Research



You will be reviewing another student's research  
on the GLOBE Website.

### **So... what is peer review?**

When professional scientists submit their work to a scientific journal, other scientists, or **peer reviewers**, read the article and provide feedback. This helps the editor decide whether or not to publish the research paper.

**Peer review is basically a way to double check a scientist's work** - Did they use well-designed methods? Did they back up their claims with evidence? Do they have good organization and clarity?

**Your job as a Peer Reviewer is to provide useful feedback to your peers.**

# What should I write in my comments?

## Try to include a:



### **Strength**

**Sentence starter:** The strongest aspect of your project was...

**EXAMPLE:** The strongest aspect of your project was that your graphs were well done and data were presented clearly.



### **Question (What question do you have about their research?)**

**Sentence starters:** Why did you...? What does... mean? Did/do you...?

**EXAMPLE:** Do you have ideas for next steps in your research?



### **Area for improvement**

**Sentence starter:** Next time you could...

**EXAMPLE:** Next time you could collect data from a larger area for comparison.



### **Wow factor!**

**Sentence starter:** My favorite part of your project was.... because...

**EXAMPLE:** My favorite part of your project was the poster because it was fantastic, well organized and clear!

## Below are real examples from the Student Research Symposia peer review session:

- Which one gives the most helpful review? Why?
- What could the peer reviewers have done differently?

<b>Poster Number</b>	<b>Strength</b>	<b>Question?</b>	<b>Area for improvement:</b>
1	Hydrilla facts	What caused the droughts?	Present it better
2	Charts and tables are very clear	What was your sample size?	Try bullet points instead of paragraphs to break up the space on the poster
3	Good idea	Research methods?	It was really good

## When you are reviewing someone's project:

- **Engage in questions and conversation** - Is there anything that you don't understand? That is really creative or well done?
- **Give Specific Written Comments**
  - "It would be neat to try the same measurements in the spring"
  - "Variables were not labeled on the graph"
  - "Try using your own words instead of reading off the poster"
- **Be Kind and Respectful**

***\*\* Remember - your comments will be given to the team so they can improve their work. \*\****

# THINK before you comment!

**T** – is it True?

**H** – is it Helpful?

**I** – is it Inspiring?

**N** – is it Necessary?

**K** – is it Kind?

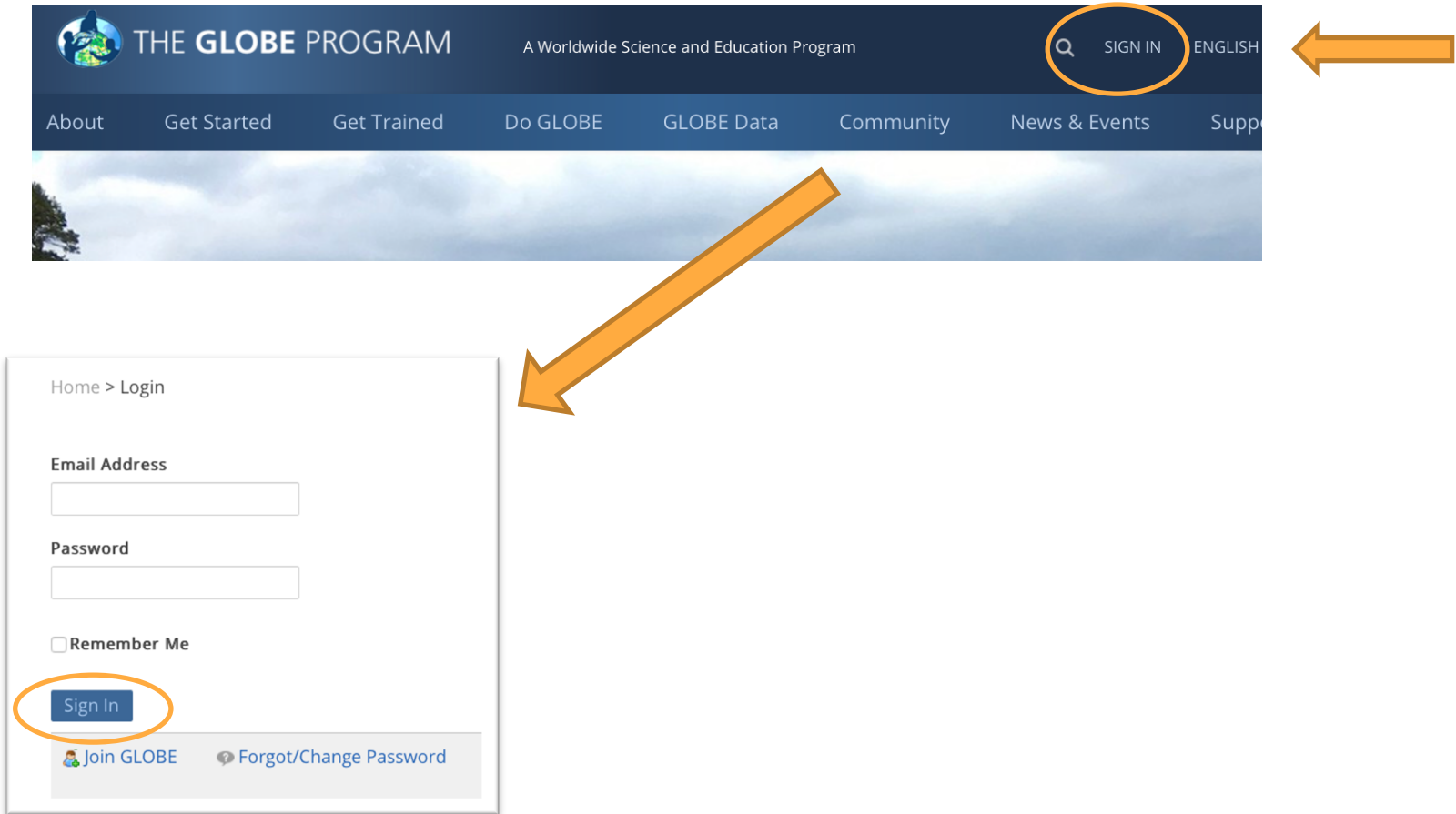


# How do I leave my peer review comment on the GLOBE website?



[www.globe.gov](http://www.globe.gov)

STEP 1: Log in to the GLOBE website ([www.globe.gov](http://www.globe.gov)) with your student email address.



The image shows the GLOBE website interface. The top navigation bar is dark blue with the GLOBE logo and the text "THE GLOBE PROGRAM" and "A Worldwide Science and Education Program". On the right side of the navigation bar, there is a search icon, the text "SIGN IN", and the text "ENGLISH". A yellow arrow points to the "SIGN IN" text. Below the navigation bar, there is a horizontal menu with the following items: "About", "Get Started", "Get Trained", "Do GLOBE", "GLOBE Data", "Community", "News & Events", and "Support". Below the menu, there is a large banner image showing a cloudy sky. A yellow arrow points from the banner area down to the login form. The login form is titled "Home > Login" and contains the following fields: "Email Address" (a text input field), "Password" (a text input field), and a checkbox labeled "Remember Me". Below the password field, there is a blue button labeled "Sign In", which is circled in yellow. At the bottom of the login form, there are two links: "Join GLOBE" (with a small icon) and "Forgot/Change Password" (with a question mark icon).

Home > Login

Email Address

Password

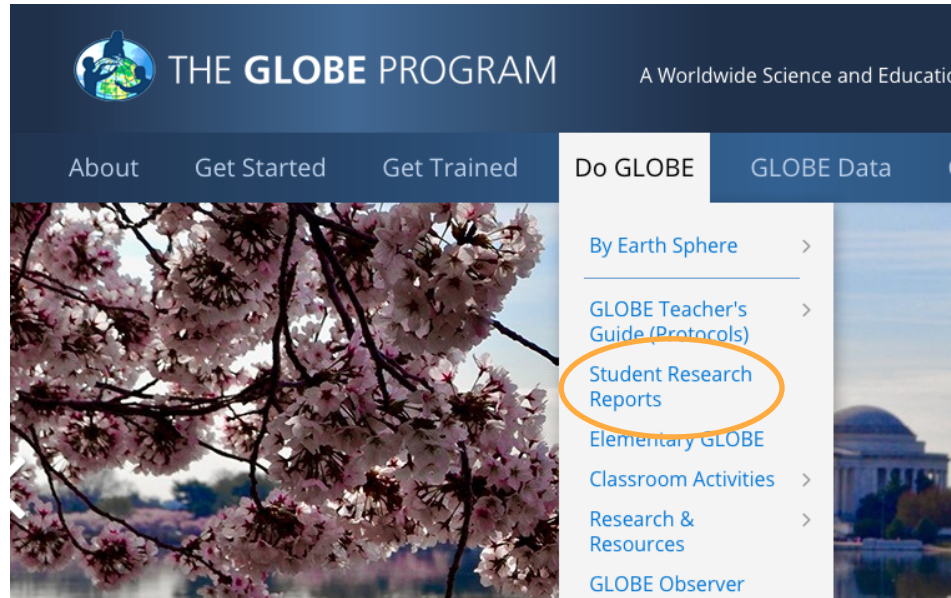
☐ Remember Me

[Sign In](#)

[Join GLOBE](#) [Forgot/Change Password](#)



STEP 2: Click on 'Do GLOBE' and go to 'Student Research Reports'.



## STEP 3: Search for the 2020 SRS Projects.

### Student Research Reports

Check out student research reports from around the world! Would you like to have your report added? Click on the graphic to the right to submit your report. Please note that projects can be uploaded in any language!

**Upload Your  
Research Report**

[Edit my reports](#)

Interested in participating in the **GLOBE International Virtual Science Symposium**? Click [here](#) for more information!

Click 'Filter by'

▼ Close Filter

Report Title:

School Name:

Year: 2020 ▼

Region/Country: -- United States of America ▼

Grade Level:

- ☐ Lower Primary (grades K-2, ages 5-8)
- ☐ Upper Primary (grades 3-5, ages 8-11)
- ☐ Middle School (grades 6-8, ages 11-14)
- ☐ Secondary School (grades 9-12, ages 14-18)
- ☐ Undergraduate
- ☐ Graduate

Report Type:

- ☐ Standard Research Report
- ☐ International Virtual Science Symposium Report
- ☐ Mission Earth Report
- ☐ Mission Mosquito Report
- ☐ U.S. Student Research Symposia (SRS)

Protocols

- ▶ Atmosphere
- ▶ Biosphere
- ▶ Earth As a System
- ▶ Hydrosphere
- ▶ Pedosphere (Soil)

Apply Filter

Clear

Choose 'U.S.  
Student  
Research  
Symposia  
(SRS)'

Click 'Apply filter'

Choose the  
year '2020' and  
the country  
'United States  
of America'

## STEP 4: Click on a report you find interesting. (Maybe there is a project that measured the same variables you did!)

### Student Research Reports

Check out student research reports from around the world! Would you like to have your report added? Click on the graphic to the right to submit your report. Please note that projects can be uploaded in any language!

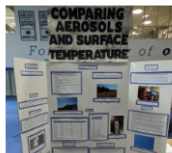
**Upload Your  
Research Report**

[Edit my reports](#)

Interested in participating in the **GLOBE International Virtual Science Symposium**? Click [here](#) for more information!

► [Filter By](#)

Sort By: [Date](#) | [Title](#)



03/10/2020

#### [Comparing Aerosols and Surface Temperature](#)

The goal of this project is to better understand the relationship between aerosol and surface temperature. The hypothesis states, if the surface temperature is warmer, then there will be higher levels of AOT, because the aerosols soak up the sun's radiation waves and reflect it on the surface causing higher surface temperatures. >>



03/10/2020

#### [Determining the Water Quality of Lake Norconian](#)

Using GLOBE protocols, the water quality of Lake Norconian was assessed by measuring its water temperature, pH level, and dissolved oxygen levels. >>



03/10/2020

#### [MACROINVERTEBRATE LEAF SPECIES PREFERENCE: A COMPARATIVE STUDY](#)

This study focused on finding a leaf species macroinvertebrates prefer. >>

## STEP 5: Look through the different components to the project. Some may have videos, some posters, some reports, some all three!

### Comparing Aerosols and Surface Temperature

**Organization(s):** [St. Francis Xavier Catholic School](#)

**Student(s):** Ella Knox

**Grade Level:** Middle School (grades 6-8, ages 11-14)

**GLOBE Teacher(s):** [Amy Woods](#)

**Contributors:** Anna Willard, Lesa Bird, Mike Rupp, Michelle Shriner

**Report Type(s):** International Virtual Science Symposium Report, U.S. Student Research Symposia (SRS)

**Protocols:** Aerosols, Surface Temperature

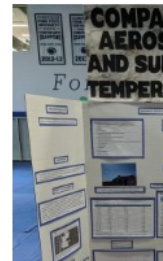
**Presentation Video:** [View Video](#)

**Presentation Poster:** [View Document](#)

**Optional Badges:** Be a Collaborator, Be a Data Scientist, Make An Impact

**Language(s):** English

**Date Submitted:** 03/10/2020



[View Research Report](#)

Air quality has an effect on many things, possibly even surface temperature. Aerosols are a suspension of particles floating in the atmosphere that can come from many sources. Certain types can scatter and absorb sunlight, affecting climate and temperature. Surface temperature is the temperature at or near a surface. The purpose of this project is to better understand the relationship between aerosols and surface temperature. The independent variable is the time, the dependent variables are aerosols and surface temperature, and

## STEP 6: Leave your peer review as a comment at the bottom of the page!

surface causing higher surface temperatures. The results showed that with amount of aerosols were lower. The data did not support the hypothesis. surface temperature is warmer, then there will be higher levels of AOT, be radiation waves and reflect it on the surface causing higher surface temperature real world because aerosols and increased surface temperature are causing environment.

Keywords: aerosols, surface temperature, atmosphere

[Return to Student Research Report Listing](#)

### Comments

No comments yet. [Be the first.](#) [Subscribe to Comments](#)

Comment

☐ Subscribe Me ?

Post

Cancel

If no one has commented yet, click 'Be the first'.



Write your comment, and click 'Post'.



*TEACHERS: Click [Subscribe to Comments](#) on your student's report page, and you will be notified when someone leaves a comment.*



**Remember to  
THINK!**

# AWESOME WORK!

Your peer review is an important part of the research process.



## *Teachers:*

Need help creating student accounts or have other questions about the GLOBE website?

*Check out the FAQ page: <http://www.globe.gov/support/faqs>*

Looking for information about the SRS or resources to support students in the research process?

*Find it at the SRS webpage: <http://www.globe.gov/srs>*

