
# The Question Writing Process
# - Review and Feedback -

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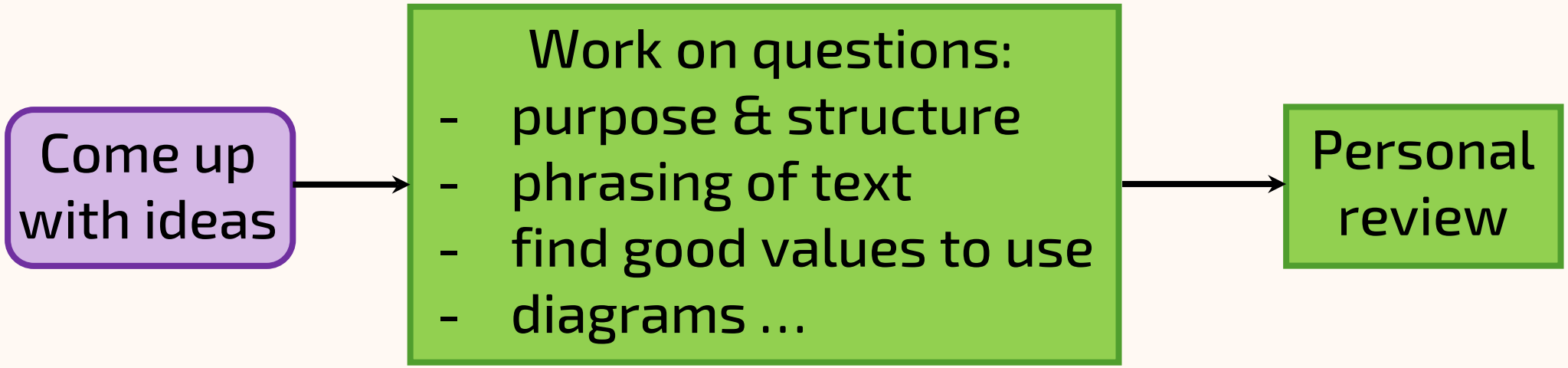
# The Question Writing Process



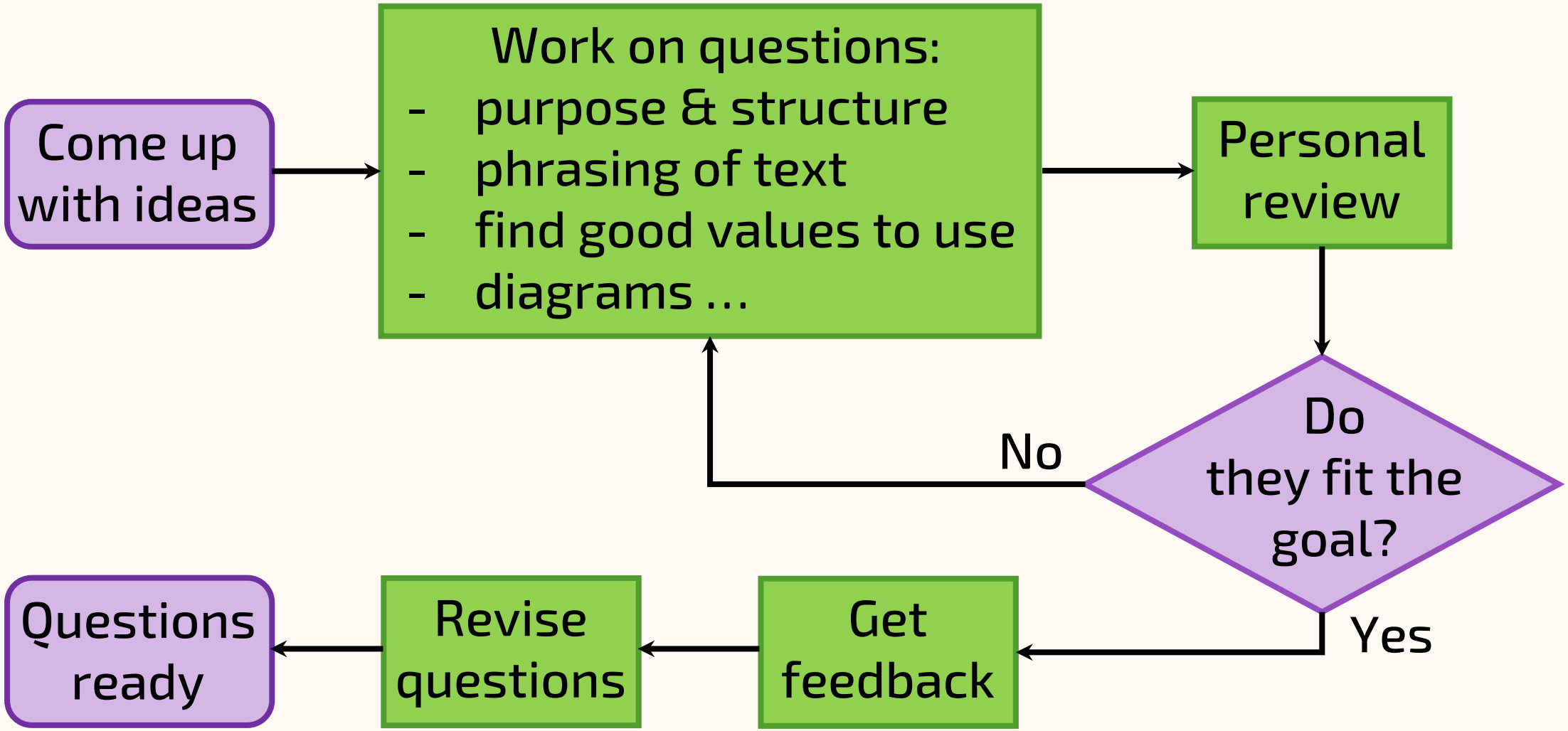
# Personal Review

Question writing is an iterative process.

Does a question / set of questions meet the goal?

- Often requires two (or more) iterations.
- Easier to improve something than to start from scratch.
- Sometimes “good enough” is “good enough”.

# The Question Writing Process



# Giving Feedback

Question writing is a collaborative process.

Golden rule: Give the feedback you would want to receive.

An ideal reviewer:

- Good technical knowledge
- Gives a review enough time
- Is polite and kind

An ideal review:

- Detailed feedback
- Is constructive and makes suggestions
- Good tone – professional, friendly, never personal

# Example of Great Feedback

Typos or mistakes

Good bits

Notation

Try this approach

**Modulus signs in shortest distance calculations**

- This section feels like it should be on a different concept page about angles.
- This could also save you a paragraph or two of text on the other page by already explaining the need for modulus signs here.
- Happy with the explanation
- Typo in the last sentence "time" should be "times"

**From a point to a plane**

- In Figure 2 (b), the O is italic, when it shouldn't be
- Use `\cdot` for the dot product
- Happy with the explanation, though it may be better to use d rather than c, but I can see why you've avoided it.
- Happy with QQ1

**Between two lines**

- Happy with the parallel line explanation.
- I'd normally use a + lambda b and c + mu d for two arbitrary lines, but that's a matter of preference.
  - This page makes a habit of using r = a + lambda p, or b + mu q, which is inconsistent with The Vector Equation of a Straight Line. It'd be helpful to have some consistency here, as otherwise there's extra work in recognising what all these vectors represent, which makes the formulae derived on this page less useful.
- In figure 4, I'm not sure that (a) and (b) are helpful. I feel like just (c) would be sufficient. I didn't understand what (a) was showing until I read the text.
- Typo before figure 5, remove the excess word "figure".
- Happy with figure 5 - in fact, this figure alone might be sufficient.
- While these approaches do yield a general formula to use, they vary by object and they're hard to remember. Is it worth describing the following approach somewhere?
  - Find a vector between the lines, r2 - r1.
  - Dot it with the direction vectors to find the parameter values that make it perpendicular.
  - Find |r2 - r1| using those parameters.
- Typo just before QQ's, the second line should be r_2
- Similar typo in both QQ's, in 1st sentence, second line should be r_2

## Feedback from Matthew Rihan on a new maths concept page.

## There's a lot – and this is fine!

Diagram style

Order

**From a point to a line (2D)**

- In figure 6, the points should be dark grey, not grey.
- I agree with the derivation, but I'm not sure we need this section.
  - In 2D, couldn't we just find a perpendicular line that passes through A, find the point of intersection G, and then find the distance between A and G?
- In the second set of working for "First find AB", there's a typo where the subscript on y is b when it should be B.
- I'm not sure the comments on the properties of moduli are necessary, but it doesn't slow things down much
- Happy with QQ1

**From a point to a line (3D)**

- In figure 7, we could just have part (b)
- Happy with the derivation
- Happy with QQ1

I'd consider a different order to the sections. While you've ordered by how simple the formula turn out to be, I'd make an argument for ordering it in terms of the dimensions of the objects:

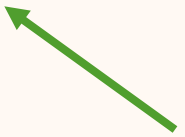
1. Point to line
2. Two lines
3. Point to plane
4. Line to plane
5. Two planes

I'd consider swapping 2 and 3 in that list if point to line was similar to point to plane, but I don't think they are very similar

# Receiving Feedback

Receiving feedback:

- Writing questions is creative, and you are "putting your work out there" to be commented on.
- Receiving lots of feedback can be discouraging – but detailed feedback is useful.
- Your value (as a person) and capability (as a teacher) is not connected to the feedback you get.
- A good general rule is implement any suggestions you receive.



Almost always worth it...

# Receiving Feedback

Question:

A cat, a puppy, and a rabbit have a combined mass of 12 kg. They are sitting in a basket of mass 8kg.

Would an upwards force of 190 N be enough to lift the basket from the ground?

… but not always.

Feedback:

**The Superiority of Using an Oxford Comma in Your Question**

An essay by P. Dantic.

My first memory of a sentence involving a comma was in the spring of 1968. It was a warm Tuesday…