|  |
| --- |
|  |
| **Stats Amore Peer Review** |
|  |
| |  | | --- | | Instructions: You can print out and take notes or type directly into the review. Please send it to the instructor (and cc: Mike Hollenbeck) when finished. Please answer every question. Remember the point here is to help each other improve and make sure all criticisms are constructive. | |
|  |
|  |

# Content

|  |  |
| --- | --- |
|  | **Notes and Helpful Suggestions** |
| **Clarity of Learning Objectives**  Was it clear exactly what the audience will learn? | Yes. |
| **Clarity of reason for learning**  Was the case made for why anyone would need the topic? | Yes. |
| **Plain language**  Did the presenter avoid jargon? | Yes |
| **Definition of terms**  Did the presenter define all the terms that may be confusing? | No. There were a few terms, like “overprinting” and “dimensionality” that needed defintions. |
| **Software agnostic**  Did the presentation apply equally to users of all statistical software? | Yes. Very nice way of speaking to the principles, not the how to in software. |
| **Content structure: order**  Was the order in which the material was presented conducive to learning? | Yes. |
| **Content structure: level of detail**  Was the level of detail appropriate for meeting the learning objectives? | Yes. I think it you did any more it would get confusing. |
| **Examples**  Were examples clear and used appropriately to explain the concept? | Yes. I liked the sample data set. (FYI Saratoga is a resort town, with a lake, mineral springs, and has an area with Victorian mansions. It’s historically a spa town for rich New Yorkers. I have friends who live there and always love going there.) |

# Delivery:

|  |  |
| --- | --- |
|  | **Notes and Helpful Suggestions** |
| **Engagement**  Did the presenter involve the audience? | A little, but could use more. The looking for 5s task was a good one. I don’t have good ideas for others like that. |
| **Conversational**  Was the tone appropriately conversational, not too formal? | Yes, very nice. |
| **Enthusiastic**  Did the speaker sound enthusiastic, rather than bored? | Yes, totally. |
| **Clear speaking**  Was the presenter easy to understand? Did they avoid speaking too fast/slow? | Yes. You were talking a little fast at the beginning but slowed down. You have the time to use, so don’t feel rushed. |
| **Technical audio**  Was the presentation free of background noises, microphone feedback, and other non-speaking audio issues? | Yes. Sounded great. |
| **Time management**  Does the presentation fit into the allotted time—neither too long or short? | Yes. I think you have some time to use, but it’s not necessary. |

# 

# Visuals:

|  |  |
| --- | --- |
|  | **Notes and Helpful Suggestions** |
| **Amount of text on each slide**  Is there just enough text to support what you’re saying? Are full sentences rare? | Mostly. There were a few slides with a lot of text where I started to lose focus. These are listed in the specific slides. I think they could just be broken up a little. |
| **Variety from slide to slide**  Is there a nice balance of visuals, as opposed to every slide being the same format? | Yes |
| **Font size**  Is the text (including tables) large enough to read clearly, even on a small monitor? | Yes |
| **Resolution of graphs and images**  Are the graphs and images crisp and legible? | Yes, very good |
| **Clarity of graphs and images**  Do images/graphs fit the context of the slides? Do they explain the point? | Yes |

# **Specific Slide Suggestions**

Use this space to write down specific suggestions for each slide, including typos to fix, wording, visuals. Please be constructive. Use slide numbers. Add another page if needed.

2. Show a scatterplot when defining it

5. Hastie is spelled wrong at the bottom

- This might be a good one to start with as it defines

6. You don’t need a break that soon.

8. Bottom says Plot of snowfall in in Vermont but you’re talking about house prices.

Same for the next few slides

After 13 give an overview of the 5 features to remind.

15. Define “overprinting”

27. Suggestion: show an ideal combination for these potential options.

28. Add the second graph only once you talk about it. This will focus attention on the left only. I found myself trying to compare them at first before your punchline.

34. Show the bad graph with race as the size. Show why it’s bad.

Also, show side by side using area and diameter

51. “patients” implies we’re doctors.

52. Might be nice to see the color gradients on a scatterplot.

53. Define dimensionality

There’s a lot of abstract info here and I started getting lost. Either add the three bullet points in using animation or on different slides and show an example for each.

Typo “Send” should be “sand”

54. I think Naomi’s book is out of print.

60. typo: “opem”