

# DETAILED GRID FOR FACULTY FEEDBACK FOR BASIC STUDENT RESEARCH CRITIQUE

(**Note:** This is for critique of a single study, but modifications are included in brackets to use this for a compare/contrast of two or more studies assignment.)

Section / Topic	Comments
<b>Paper Introduction</b>	<p>Introduction satisfactory/a few minor tweaks.</p> <p>Introduction still needs work.</p> <p>Add content to explain importance of topic.</p> <p>Add current citations to support facts/statistics.</p> <p>Note purpose of paper for readers.</p> <p><b>Other comments:</b></p> <hr/> <hr/>
<b>BODY OF PAPER: DISCUSSION OF RESEARCH CONCEPTS</b>	
<b>Population</b>	<p>Correctly identified [for each study].</p> <p>Eligibility criteria correctly discussed.</p> <p>You are confusing population and sample, or have omitted stating the population – add a sentence telling me this specifically [for each study].</p>
<b>Setting and Sample</b>	<p>Sampling method correctly identified.</p> <p>Discussion of adequate representation/generalizability.</p> <p>Is there evidence of a power analysis?</p>
<b>Study Variables</b>	<p>Independent and dependent variables correctly identified [for each study].</p> <p>Identify the independent and dependent variables [for each study] to ensure that you know the difference.</p>
<b>Design</b>	<p>Is the study design correctly identified [for each study]?</p> <p>Are the advantages and disadvantages of the study design discussed?</p> <p>Are they appropriate?</p>
<b>Extraneous Variables</b>	<p>Correctly identified [for each study] - if none identified by study author (s), can you think of any?</p> <p>Are extraneous variables correctly identified?</p> <p>Are measures to control for extraneous variables discussed?</p>

<p><b>Data Collection Methods</b></p>	<p>Are the methods for data collection correctly identified for every study variable?</p> <p>Are the advantages and disadvantages of the data collection methods correctly discussed?</p>
<p><b>Reliability and Validity</b></p>	<p>Reliability adequately addressed.</p> <p>Validity adequately addressed.</p> <p>Your paper does not provide much/any direct info about reliability and validity; when you read it, what can you see that assures you that the data collection was reliable and valid?</p> <p>Look on page(s) _____</p>
<p><b>Statistical Analysis and Findings</b></p>	<p>Appropriate discussion of statistical analysis.</p> <p>Your discussion of statistical analysis should include something about what general types of statistics were used [in each study] (i.e., descriptive, inferential, or both?); an example or two of each, if appropriate; and discussion of the alpha level.</p> <p>Tell me more about the study findings. For example, note that significant findings included XXX... and XXX was not significant. Put this in your words – I want you to BRIEFLY summarize the findings.</p>
<p><b>Limitations</b></p>	<p>Study limitations addressed.</p> <p>Add discussion of study limitations identified by author(s) or you.</p>
<p><b>Study Strengths and Weaknesses</b></p>	<p>Adequate summary of strengths and weaknesses [for each study].</p> <p>Add your synthesis of the strengths and weaknesses of the study [studies] methods.</p>
<p><b>Compare and Contrast [for &gt;1 Study]</b></p>	<p>Add further contrast/compare. In approximately 2 paragraphs, state in what ways the studies were similar and in what ways they were different related to such areas as research problem, setting, sampling methods, design, statistical analysis, findings, etc.</p>
<p><b>Implications for Research, Education, Policy, and Practice Utilization</b></p>	<p>Adequate discussion.</p> <p>Add discussion of implications for research, education, and policy, as appropriate.</p> <p>Add discussion of usefulness to clinical setting.</p>

<b>Implications for Research, Education, Policy, and Practice Utilization</b>	<p>Adequate discussion.</p> <p>Add discussion of implications for research, education, and policy, as appropriate.</p> <p>Add discussion of usefulness to clinical setting.</p>
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**CONCLUSION OF PAPER / OTHER**

<b>Conclusion</b>	<p>Paper has a distinct conclusion that briefly summarizes findings and reiterates the importance of the topic/research.</p> <p>Add a brief conclusion – the paper ends too abruptly.</p> <p>Conclusion introduces new information that should be deleted or moved to discussion section of paper.</p>
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<b>Formatting (e.g., APA or other style) and References</b>	<p><b>Reference list:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">correct as is</td> <td style="width: 33%;">needs tweaks</td> <td style="width: 33%;">needs major revision</td> </tr> </table> <p><b>Parenthetical (in-text) citations:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">correct as is</td> <td style="width: 33%;">needs tweaks</td> <td style="width: 33%;">needs major revision</td> </tr> </table> <p><b>Other comments:</b></p> <hr/> <hr/>	correct as is	needs tweaks	needs major revision	correct as is	needs tweaks	needs major revision
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<b>Miscellaneous</b>	<p>If I have checked these, they are priorities for you:</p> <p>Work to improve organization of: _____</p> <p>Add headings and/or subheadings.</p> <p>If &gt; 1 study, always discuss them in the same order throughout paper.</p> <p>Work to put the information in YOUR words as much as you can.</p> <p>Add more parenthetical citations in text to credit the study author(s).</p> <p>Revise/tweak as you learn new course content.</p> <p>Try to strengthen your paper discussion by adding critique/additional information.</p> <p>Synthesize your information – too much info and/or too many details.</p> <p><b>Other comments:</b></p> <hr/> <hr/>
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**CITATION:** Owens, J.K., Cowell, J.M., Kennedy, S.M., Newland, J.A., & Pierson, C.A. (2020). Mentoring the novice writer to publication: 12 checklists for students, faculty, and other reviewers. *Nurse Author & Editor*, 30(3), 5.