

**Reflections from Peer Review: Round 2**

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This reviewing process was difficult because Sierra's paper improved drastically and felt like it was nearly finished, but Jillian's paper was still in the rough, early draft phase. It felt a bit frustrating to be editing for fine detail and overall flow and substance in Sierra's paper then trying to find similarly detailed advice to offer Jillian because I felt like I had already offered this advice within the first peer-review process. The reason this was difficult was that I had to repeatedly review the papers because I couldn't shake the feeling that I was not giving enough input for either paper. Later, I realized that I needed to give a different kind of feedback to each paper.

It was not difficult to provide criticism because I now feel more comfortable with the Capstone peer review process, and I am more familiar with my group members' topics. I think my comments this time center on overall content and flow rather than grammatical details, so in that sense, it took a lot more attention from me as a reader to try to identify where I was getting lost or missing information. The most common problems I noticed were issues of logical flow. I think this reflects the difficulty of composing a synthesis paper that is meant to be informative and act as a call to action. Each of our topics analyzes vulnerable populations that we care deeply about helping, so it is common to find issues where jargon is assumed to be general knowledge or instances where specific ideas are not cited properly because we, the writers, are so familiar with them. I am thankful to have a reviewer to identify issues like this because I simply can't see them myself.

I do see my writing as lacking a logical flow and lacking practical advice on "how" to help international students. I was surprised at first to hear that my paper was missing this idea, but now this is incredibly clear and truthfully it is an embarrassingly obvious flaw in my paper.

I'm very thankful that it was identified before I submitted the final product. I will check the other papers that I plan to display on my e-portfolio to see if they also lack logical flow.

I still think the reviewing process is streamlined and smooth for this project. The rubric is clear as to what is expected of both the reviewer and the writer, and the feedback sessions are formal and structured without being critical. This process is one I will build from for assignments that I give my students. It is difficult to construct group work that has this amount of structure, and I enjoyed participating in it. My group members also were very committed to providing strong feedback, so this undoubtedly enhanced my perception of this process. Finally, I enjoyed being a part of a group that each looked at vulnerable populations through some sort of IEO lens. It is very neat to see the crossover between these groups in the barriers they may face while enrolled at a higher education institution.

I enjoyed learning about my peer's interests through the lens of their working drafts. Getting to read early drafts allowed me to be an involved member in the process of identifying driving arguments and supporting evidence. So, as the papers became more refined, I felt truly proud and excited for them as opposed to just reading a well-written paper and learning something new. I also felt validated that they raised similar questions or identified similar problems – grammatically, structurally, logically, etc. - within each draft that I found. This excitement, enjoyment, and validation from being involved, even in such a small way, in someone else's work was enlightening for me. I did not expect to feel this way or learn this much from the process. As I was reading and revising my own paper to prepare for the second draft submission, I found myself asking questions that were raised in our first meeting. This reinforces the idea that I did learn from this process and indeed gained some amount of insight into how to be a stronger writer in the future.