Editing Portfolio – Lindsay Hutton

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This portfolio showcases editing samples across academic, policy, and technical domains. Each excerpt includes both the original draft and my edited version, highlighting how I improve clarity, structure, and tone for diverse audiences..

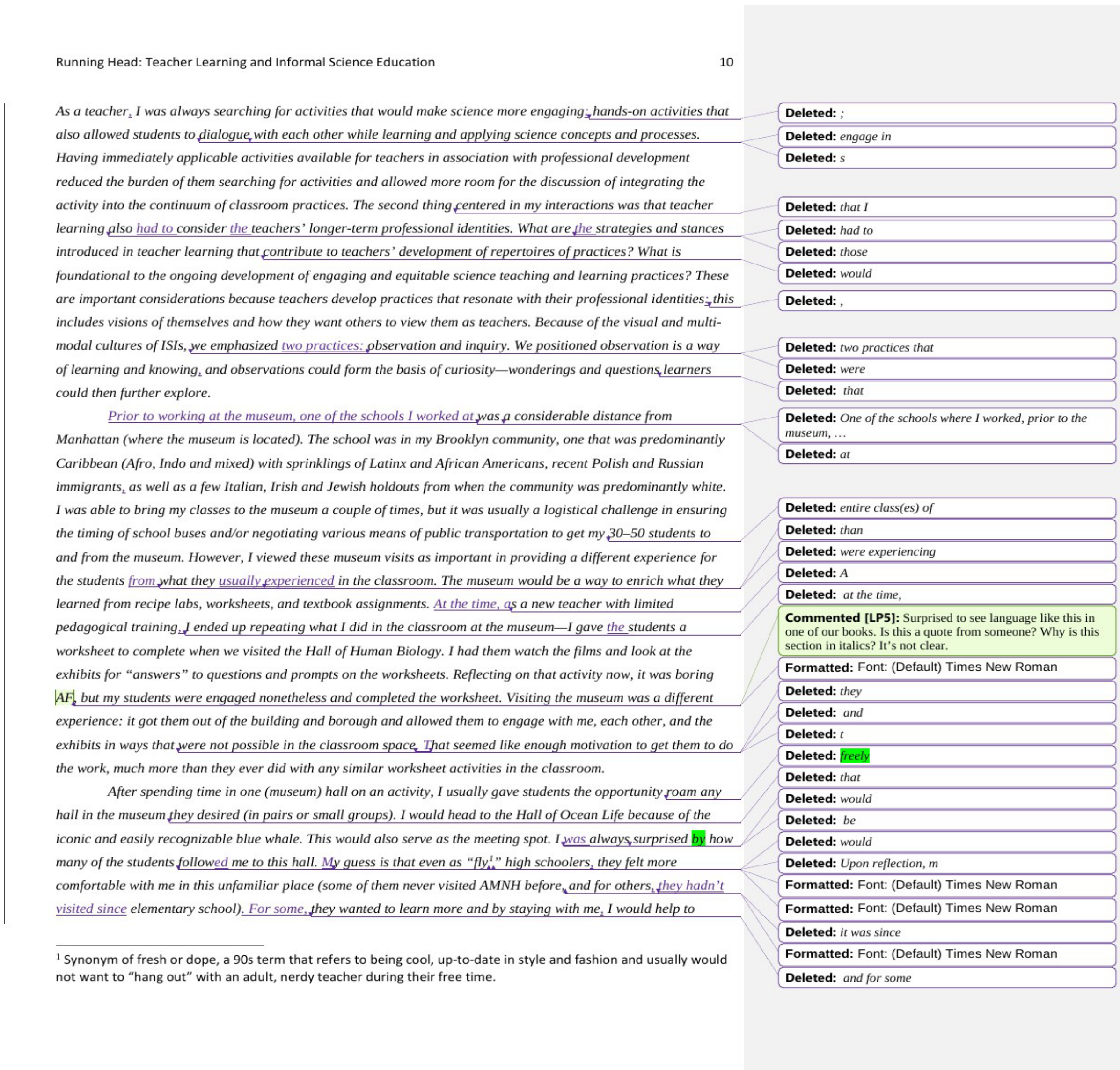
Note: Excerpts reproduced in redacted form. Identifying details have been removed for privacy. Samples demonstrate both editing process (with Track Changes) and polished results (Before ⟶ After, Clean).

Sample 1: Academic Book Excerpt

This sample is from a book I edited related to enriching science curriculum in urban US high school classrooms.

Contribution: Edited for clarity and concision, restructuring long sentences and replacing repetitive phrasing with sharper language. Improved flow and academic tone while maintaining the author's unique voice.

Tracked Changes Screenshot:



Running Head: Teacher Learning and Informal Science Education 10

As a teacher, I was always searching for activities that would make science more engaging, hands-on activities that also allowed students to dialogue with each other while learning and applying science concepts and processes. Having immediately applicable activities available for teachers in association with professional development reduced the burden of them searching for activities and allowed more room for the discussion of integrating the activity into the continuum of classroom practices. The second thing centered in my interactions was that teacher learning also had to consider the teachers' longer-term professional identities. What are the strategies and stances introduced in teacher learning that contribute to teachers' development of repertoires of practices? What is foundational to the ongoing development of engaging and equitable science teaching and learning practices? These are important considerations because teachers develop practices that resonate with their professional identities; this includes visions of themselves and how they want others to view them as teachers. Because of the visual and multi-modal cultures of ISIs, we emphasized two practices: observation and inquiry. We positioned observation is a way of learning and knowing, and observations could form the basis of curiosity—wonderings and questions learners could then further explore.

Prior to working at the museum, one of the schools I worked at was a considerable distance from Manhattan (where the museum is located). The school was in my Brooklyn community, one that was predominantly Caribbean (Afro, Indo and mixed) with sprinklings of Latinx and African Americans, recent Polish and Russian immigrants, as well as a few Italian, Irish and Jewish holdouts from when the community was predominantly white. I was able to bring my classes to the museum a couple of times, but it was usually a logistical challenge in ensuring the timing of school buses and/or negotiating various means of public transportation to get my 30–50 students to and from the museum. However, I viewed these museum visits as important in providing a different experience for the students from what they usually experienced in the classroom. The museum would be a way to enrich what they learned from recipe labs, worksheets, and textbook assignments. At the time, as a new teacher with limited pedagogical training, I ended up repeating what I did in the classroom at the museum—I gave the students a worksheet to complete when we visited the Hall of Human Biology. I had them watch the films and look at the exhibits for "answers" to questions and prompts on the worksheets. Reflecting on that activity now, it was boring AF, but my students were engaged nonetheless and completed the worksheet. Visiting the museum was a different experience: it got them out of the building and borough and allowed them to engage with me, each other, and the exhibits in ways that were not possible in the classroom space. That seemed like enough motivation to get them to do the work, much more than they ever did with any similar worksheet activities in the classroom.

After spending time in one (museum) hall on an activity, I usually gave students the opportunity roam any hall in the museum they desired (in pairs or small groups). I would head to the Hall of Ocean Life because of the iconic and easily recognizable blue whale. This would also serve as the meeting spot. I was always surprised by how many of the students followed me to this hall. My guess is that even as "fly[1]" high schoolers, they felt more comfortable with me in this unfamiliar place (some of them never visited AMNH before, and for others, they hadn't visited since elementary school). For some, they wanted to learn more and by staying with me, I would help to

[1] Synonym of fresh or dope, a 90s term that refers to being cool, up-to-date in style and fashion and usually would not want to "hang out" with an adult, nerdy teacher during their free time.

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BEFORE EDIT:

The school where I first taught was a traditional, large, comprehensive high school. With over 4000 students, the school had one wing dedicated to the physical sciences (Earth science, physics, chemistry) and another for the life sciences. There were lab techs who were charged with setting up labs and maintaining the well-stocked supplies. While there were ample science education supplies, the science instruction was didactic and mainly geared towards students passing the standardized tests. The labs had very little inquiry, and the classroom lectures were just that—lectures with demonstrations of scientific phenomena done by the teacher at the front of the room.

AFTER EDIT:

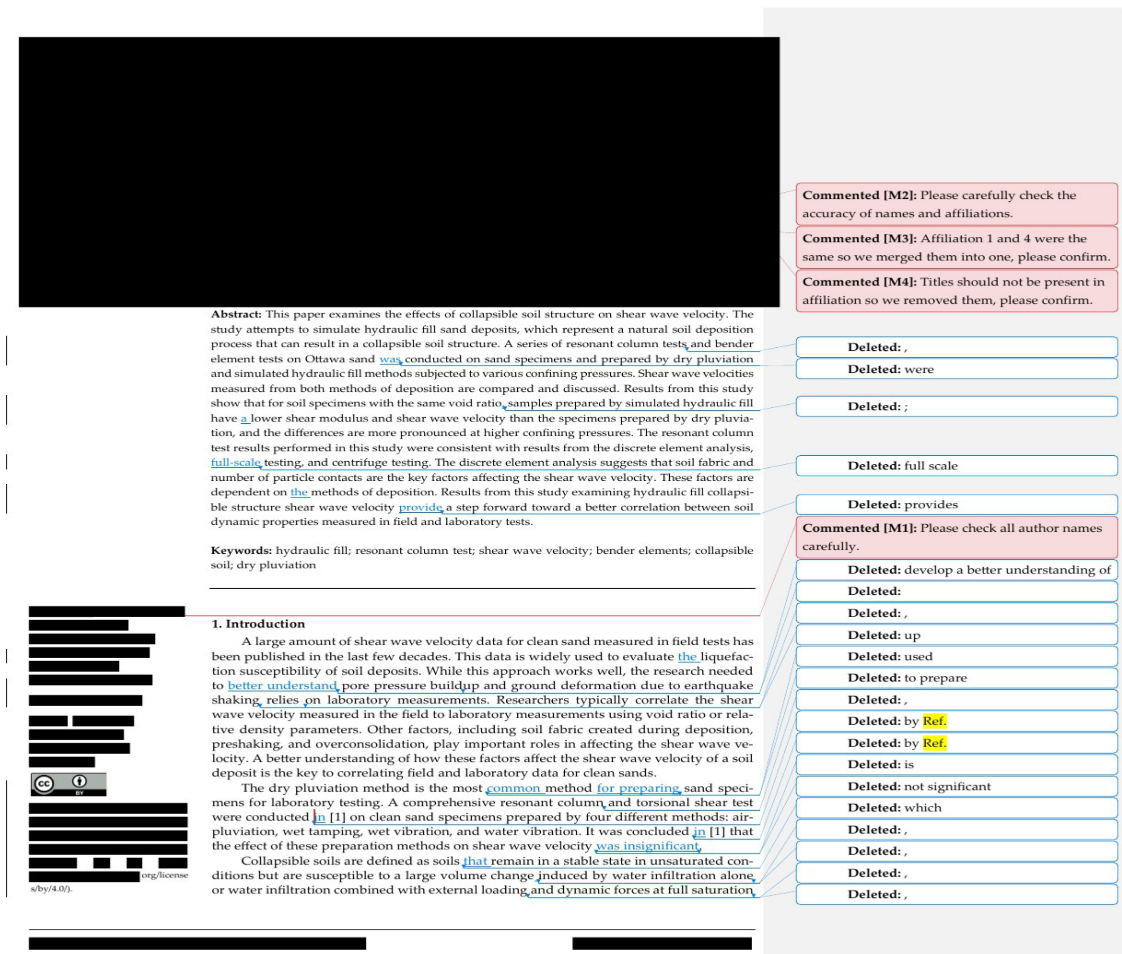
At the first school where I taught—a large, traditional high school of more than 4,000 students—science education was resource-rich but pedagogically limited. One wing was dedicated to the physical sciences (Earth science, physics, chemistry), and another to the life sciences. Lab technicians ensured supplies were well maintained, yet instruction remained didactic. Classes focused on preparing students for standardized tests, with labs reduced to demonstrations rather than opportunities for inquiry-based learning.

Sample 2: Academic Journal Excerpt

This sample is taken from an edit I conducted of a manuscript from a peer-reviewed geotech journal.

Contribution*:* Strengthened technical precision and consistency of terminology, reduced redundancy, and aligned sentence structure with academic journal standards for readability and rigor**.**

Tracked changes screenshot:



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Abstract: This paper examines the effects of collapsible soil structure on shear wave velocity. The study attempts to simulate hydraulic fill sand deposits, which represent a natural soil deposition process that can result in a collapsible soil structure. A series of resonant column tests and bender element tests on Ottawa sand was conducted on sand specimens and prepared by dry pluviation and simulated hydraulic fill methods subjected to various confining pressures. Shear wave velocities measured from both methods of deposition are compared and discussed. Results from this study show that for soil specimens with the same void ratio, samples prepared by simulated hydraulic fill have a lower shear modulus and shear wave velocity than the specimens prepared by dry pluviation, and the differences are more pronounced at higher confining pressures. The resonant column test results performed in this study were consistent with results from the discrete element analysis, full-scale testing, and centrifuge testing. The discrete element analysis suggests that soil fabric and number of particle contacts are the key factors affecting the shear wave velocity. These factors are dependent on the methods of deposition. Results from this study examining hydraulic fill collapsible structure shear wave velocity provide a step forward toward a better correlation between soil dynamic properties measured in field and laboratory tests.

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Keywords: hydraulic fill; resonant column test; shear wave velocity; bender elements; collapsible soil; dry pluviation

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1. Introduction

A large amount of shear wave velocity data for clean sand measured in field tests has been published in the last few decades. This data is widely used to evaluate the liquefaction susceptibility of soil deposits. While this approach works well, the research needed to better understand pore pressure buildup and ground deformation due to earthquake shaking relies on laboratory measurements. Researchers typically correlate the shear wave velocity measured in the field to laboratory measurements using void ratio or relative density parameters. Other factors, including soil fabric created during deposition, preshaking, and overconsolidation, play important roles in affecting the shear wave velocity. A better understanding of how these factors affect the shear wave velocity of a soil deposit is the key to correlating field and laboratory data for clean sands.

The dry pluviation method is the most common method for preparing sand specimens for laboratory testing. A comprehensive resonant column and torsional shear test were conducted in [1] on clean sand specimens prepared by four different methods: air-pluviation, wet tamping, wet vibration, and water vibration. It was concluded in [1] that the effect of these preparation methods on shear wave velocity was insignificant.

Collapsible soils are defined as soils that remain in a stable state in unsaturated conditions but are susceptible to a large volume change induced by water infiltration alone or water infiltration combined with external loading and dynamic forces at full saturation

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Before:

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After:

Over the past several decades, extensive field data on the shear wave velocity of clean sands has been published and applied to evaluate liquefaction susceptibility. While effective, this approach does not fully capture pore pressure buildup and ground deformation during earthquake shaking, which require controlled laboratory measurements. In laboratory studies, researchers typically correlate field shear wave velocity with void ratio or relative density, yet additional factors—such as soil fabric, preshaking, and overconsolidation—significantly influence results. A clearer understanding of these variables is essential to bridge field and laboratory findings.

Sample 3: Policy White Paper

This sample is taken from a policy brief I edited for a large Canadian NGO.

Contribution: Enhanced structural coherence and consistency of tone, clarifying overlapping policy roles and strengthening recommendations for decision-maker audiences.

National-Level Environmental Overview (Climate Policy Brief)

Before (Unedited Draft):
Canada has committed to ambitious climate targets, but policy implementation remains fragmented. Different ministries and jurisdictions have launched parallel programs on emissions reduction, adaptation, and clean technology, often without integration. The brief acknowledges this challenge, but its structure is diffuse, with overlapping sections on federal-provincial roles and limited attention to performance measurement. Furthermore, the language sometimes shifts between technical and political framing, which may reduce clarity for decision-makers.

After (Edited Excerpt):
Canada's climate commitments are ambitious, yet implementation remains fragmented across ministries and jurisdictions. Parallel programs on emissions reduction, adaptation, and clean technology are frequently pursued in isolation. While the brief recognizes this challenge, its organization is diffuse, with overlapping discussions of federal–provincial roles and insufficient attention to performance measurement. Greater structural coherence, coupled with consistent framing, would enhance the brief's clarity and usefulness for decision-makers.

Sample 4: Tech Research Brief

This is a sample of a research brief I edited for an international hearing aid technology company.

Contribution: Balanced technical and clinical perspectives, streamlined fragmented sections, and aligned recommendations with evidence to strengthen clarity for both researchers and practitioners.

Hearing Aid Technology & Masked Environments

Before (Unedited Draft):
Research on hearing aid performance during the COVID-19 pandemic has highlighted challenges posed by mask use and physical distancing. Masks reduce the acoustic signal and block visual cues, both of which are important for speech recognition. While the report discusses these issues, it tends to emphasize the limitations of masks more than the adaptive capacity of hearing aid technologies. In addition, the recommendations for future design are scattered across sections, making it difficult to identify priorities.

After (Edited Excerpt):
Recent research has examined how mask use and physical distancing affect hearing aid performance. Masks not only attenuate acoustic signals but also eliminate visual cues essential for speech recognition. Although the report acknowledges these challenges, its analysis disproportionately emphasizes the constraints of masks rather than the adaptability of hearing aid technologies. Recommendations for future device design appear fragmented, reducing their impact. A more integrated discussion that highlights both limitations and innovation would better inform product development and clinical practice.