

Peer-review practices of psychological journals: The fate of published articles, submitted again

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Abstract: A growing interest in and concern about the adequacy and fairness of modern peer-review practices in publication and funding are apparent across a wide range of scientific disciplines. Although questions about reliability, accountability, reviewer bias, and competence have been raised, there has been very little direct research on these variables.

The present investigation was an attempt to study the peer-review process directly, in the natural setting of actual journal referee evaluations of submitted manuscripts. As test materials we selected 12 already published research articles by investigators from prestigious and highly productive American psychology departments, one article from each of 12 highly regarded and widely read American psychology journals with high rejection rates (80%) and nonblind refereeing practices.

With fictitious names and institutions substituted for the original ones (e.g., Tri-Valley Center for Human Potential), the altered manuscripts were formally resubmitted to the journals that had originally refereed and published them 18 to 32 months earlier. Of the sample of 38 editors and reviewers, only three (8%) detected the resubmissions. This result allowed nine of the 12 articles to continue through the review process to receive an actual evaluation: eight of the nine were rejected. Sixteen of the 18 referees (89%) recommended against publication and the editors concurred. The grounds for rejection were in many cases described as "serious methodological flaws." A number of possible interpretations of these data are reviewed and evaluated.

Keywords: bias; evaluation; journal review system; manuscript review; peer review; publication practices; ratings; refereeing; reliability; science management

Journal articles serve an important function in providing scientists with information about new ideas and discoveries in their areas of interest. Published papers also serve as vehicles for personal advancement, job security, and continued research opportunities. In academic settings the "publication count" is often a factor in determining salary or merit-pay increments, grant funding, promotion, and tenure (Cottfredson 1978; Scott 1974). Getting research published can also have consequences for entire academic departments. Summaries periodically appear in the literature that rank both the overall and the per capita productivity of departments of psychology (e.g., Cox & Catt 1977; Endler, Rushton & Roediger 1978; Roose & Anderson 1970). Such rankings can establish a psychology department's reputation, which can potentially affect the number and quality of graduate students applying for advanced degrees, the awarding of competitive funds, and the pride and self-esteem of individual faculty members.

Although many are undoubtedly content with the peer-review practices employed by modern research journals, a growing number of psychologists have raised important questions about the adequacy of the review system. Moreover, judging from the variety of disci-

plines represented by those calling for improvements in the review practices of journals, it would appear that criticism of the review process is not limited to one or two areas, but rather extends across many fields of science. (In the social sciences, see Brackbill & Korton 1970; Crane 1967; Gove 1979; McCartney 1973; Revusky 1977; Tobach 1980; Walster & Cleary 1970; in the physical and medical sciences, Cicchetti & Conn 1976; M. D. Gordon 1980; Hamad 1979; Ingelfinger 1974; Jones 1974; McCutchen 1976; Ruderfer 1980; Stumpf 1980; Zuckerman & Merton 1973.)

A major portion of the criticism of the journal review system has concerned the reliability of peer review. Empirical evidence concerning reviewer reliability has, until recently, been rather meager, considering the importance of this topic. Most of the reviewer-reliability literature has been contributed by social scientists, more specifically, by psychologists and sociologists. With a few exceptions (Crandall 1978a; Scarr & Weber 1978), the results of these investigations have not been encouraging. Interrater agreement between the reviewers of a manuscript, measured by a variety of rating scales and statistical analyses, is typically reported as low to moderate, with intraclass correlation coefficients of 0.55 at best (Bowen, Perloff & Jacoby 1972; Cicchetti 1980; Cicchetti

Peer Reviewed Journals About Curriculum Maps

**Chelsea Leachman, Erin M.
Rowley, Margaret Phillips, Daniela
Solomon**



Peer Reviewed Journals About Curriculum Maps:

A Guide to Curriculum Mapping Jennifer M. Harrison, Vickie Rey Williams, 2023-10-25 A Guide to Curriculum Mapping synthesizes teaching learning and assessment research with an innovative inclusive and comprehensive approach to effective curriculum design that centers student learning and evidence informed continuous improvement A Guide to Curriculum Mapping offers adaptable tools resources and templates that readers can customize to their own institutions and programs The authors offer ways to document synthesize integrate and visually represent how learning opportunities work together whether within courses across degree programs or throughout an entire college or university The authors have presented their integrated mapping approach to acclaim at conferences for close to a decade and have tested their use in programs large and small across the US beyond systematically applying them at their home institution the University of Maryland Baltimore County UMBC This book enables educators whether faculty chairs deans administrators educational developers staff or assessment leaders concerned with student learning and success to think through the clarity organization and alignment of their programs for improving learning using learner centered research

Culturally Responsive Orientation and Mobility Standards Mary Tellefson, 2023-09-15 At last The field of Orientation and Mobility O M embraces the 21st Century Model for standards based instruction with these research based peer reviewed and validated performance standards that correlate to success in career college and community life Commensurate with general education curriculum these learner performance standards give important credibility to O M instruction by providing measurable age appropriate and culturally responsive outcome targets to guide assessment and instruction For those who don't understand what O M is and for those who fund it the O M CCCRS clearly articulate and justify a learner's need for instruction justify a level of service needed to meet age appropriate performance targets and justify the tools need to do the job This is a must resource for master and novel level instructors alike

Digital Knowledge Maps in Education Dirk Ifenthaler, Ria Hanewald, 2013-11-01 Digital knowledge maps are at a glance visual representations that enable enriching imaginative and transformative ways for teaching and learning with the potential to enhance positive educational outcomes The use of such maps has generated much attention and interest among tertiary education practitioners and researchers over the last few years as higher education institutions around the world begin to invest heavily into new technologies designed to provide online spaces within which to build resources and conduct activities The key elements of this edited volume will comprise original and innovative contributions to existing scholarship in this field with examples of pedagogical possibilities as they are currently practiced across a range of contexts It will contain chapters that address theory research and practical issues related to the use of digital knowledge maps in all aspects of tertiary education and draws predominantly on international perspectives with a diverse group of invited contributors Reports on empirical studies as well as theoretical conceptual chapters that engage deeply with pertinent questions and issues raised from a pedagogical social cultural philosophical and

or ethical standpoint are included Systematic literature reviews dealing with digital knowledge mapping in education are also an integral part of the volume **Teaching and Collecting Technical Standards** Chelsea Leachman, Erin M.

Rowley, Margaret Phillips, Daniela Solomon, 2023-09-15 Technical standards are a vital source of information for providing guidelines during the design manufacture testing and use of whole products materials and components To prepare students especially engineering students for the workforce universities are increasing the use of standards within the curriculum Employers believe it is important for recent university graduates to be familiar with standards Despite the critical role standards play within academia and the workforce little information is available on the development of standards information literacy which includes the ability to understand the standardization process identify types of standards and locate evaluate and use standards effectively Libraries and librarians are a critical part of standards education and much of the discussion has been focused on the curation of standards within libraries However librarians also have substantial experience in developing and teaching standards information literacy curriculum With the need for universities to develop a workforce that is well educated on the use of standards librarians and course instructors can apply their experiences in information literacy toward teaching students the knowledge and skills regarding standards that they will need to be successful in their field This title provides background information for librarians on technical standards as well as collection development best practices It also creates a model for librarians and course instructors to use when building a standards information literacy curriculum

Handbook of Research on Quality Assurance and Value Management in Higher Education Nuninger, Walter, Châtelet, Jean-Marie, 2016-03-21 The management of quality and sustainability in higher education institutions ensures that proper standards are maintained Such enforced standardization allows for the highest caliber of training opportunities for various fields and disciplines The Handbook of Research on Quality Assurance and Value Management in Higher Education is an authoritative reference source for the latest scholarly research on quality management and assurance programs and standards in college level environments Highlighting global perspectives on academic and professional learning this book is ideally designed for researchers policy makers practitioners and professionals actively involved in the field of higher education

Integrative Learning in US Undergraduate Public Health Education: Effective High-Impact Practices, Volume II Andrew Harver, Terrel Lee Rhodes, Katie Darby Hein, 2023-10-20 This Research Topic is Volume 2 in the Integrative Learning in US Undergraduate Public Health Education Effective High Impact Practices series Integrative Learning in US Undergraduate Public Health Education Effective High Impact Practices Undergraduate public health degree programs have flourished over the last decade in the United States from 1995 to 2016 for example the number of related undergraduate degrees awarded annually increased almost ten fold from around 1 300 to nearly 13 000 The Council on Education for Public Health established initial accreditation criteria for standalone baccalaureate programs in 2013 in tandem with these increases and in 2015 the Association of Schools and Programs of Public Health launched the

Undergraduate Public Health and Global Health Education Network to advance undergraduate public health education In parallel the Association of American Colleges Universities AAC U launched the Liberal Education and America's Promise LEAP initiative in 2005 to champion the importance of a liberal education for individual students and for a nation dependent on economic creativity and democratic vitality Through the Educated Citizen and Public Health initiative AAC U has advocated for undergraduate public health education as a model of a practical liberal education

Keys to Curriculum Mapping Susan Udelhofen, 2005-02-24 Based on extensive experience as a teacher staff development consultant and earlier work in the field by foreword writer Heidi Hayes Jacobs Wisconsin based Udelhofen PhD explains how curriculum mapping can help educators better help students She describes such mapping as a process in which teachers electronically document and share all curriculum

Mapping the Affective Turn in Education Bessie Dernikos, Nancy Lesko, Stephanie McCall, Alyssa Niccolini, 2020-04-16 Passions are high in education and this edited volume offers bold new ways to conceive of the affective intensities shaping our present historical moment Concerns over school practices deemed ineffective disruptive irrational or even promising are matters modulated by and through feelings such as optimism shame enhanced concentration or empathy The recent turn to affect offers vibrant methodological and theoretical material for an educational present marked by high stakes rhetoric heated debate teacher and student vulnerabilities and extreme educational measures Affect studies are a part of new materialist and post humanist turns and this volume connects these new theoretical directions within education This comprehensive volume on affect crosses educational subfields and responds to the transdisciplinary interest in thinking through pedagogy education and feeling This comprehensive reader addresses affect in education from a wide range of styles topics and perspectives This collection offers an introduction to theory empirical research studies interviews with affect studies scholars and an assessment of the current and future significance of affect studies in education Contributors utilize a range of theoretical and interpretive approaches to thinking with and through schooling phenomena Interviews with affect scholars in the humanities and social sciences address affective dimensions of teaching The editors introduction different foci and interdisciplinary genres of writing help readers feel their ways into what affect studies in education does and might do This field defining collection will be of interest to a range of readers from graduate students to established scholars with varying levels of expertise and familiarity putting affect theories to work in education All the contributions are accessible to those new to the theory methods and debates in this vibrant area of educational studies

Teaching Research Methods in Political Science Jeffrey L. Bernstein, 2021-06-25 Teaching Research Methods in Political Science brings together experienced instructors to offer a range of perspectives on how to teach courses in political science It focuses on numerous topics including identifying good research questions measuring key concepts writing literature reviews and developing information literacy skills

A Disciplinary Blueprint for the Assessment of Information Literacy Dorothy Anne Warner, 2008-06-30 Have you ever worried that literature on library instruction deals more with methods of assessing student

attitude than student learning If so you ll be glad to know someone is doing something about it Eight unique disciplinary modules are presented each identifying a series of information literacy objectives developed in accordance with Bloom s Taxonomy of Cognitive Objectives A substantive curriculum map embedded within each module lists the sequence of courses required for the disciplinary major and the level at which the course is taught sophomore junior etc notes whether information literacy instruction is currently taught by the library for that particular course and delineates the specific information literacy learning objectives the students must master in order to fulfill the course assignments Collaborative responsibility for teaching the information literacy skills is also outlined with specific recommendations for ways the library can strengthen its support for the specific discipline In addition assessment methodologies are identified including scoring rubrics designed specifically for the disciplinary information literacy objectives An indispensable resource for academic librarians ready to take the leap from episodic reactive response to programmatic sequenced integration into the curriculum

Partners in Teaching and Learning Melissa N. Mallon,2020-09-15 An academic library s instruction program reflects and communicates its vision for teaching and learning within the context of its institution and the instruction coordinator plays an essential role in shaping and advancing this vision Instruction coordinators and directors in academic libraries may have a variety of titles and wear an entire wardrobe s worth of hats but they face many of the same challenges in developing promoting and evaluating their instruction programs This book approaches using the instruction program as the catalyst to further the library s agenda for teaching and learning and gives instruction program directors a set of resources that will help them map out enact and assess the impact of this agenda This book is ideal for librarians and administrators who direct coordinate or lead an academic library s teaching and learning program and is particularly useful for new instruction program coordinators either those new to their position or new to their institution [Handbook of Research on Pedagogical Innovations for Sustainable Development](#) Thomas, Ken D.,Muga, Helen E.,2014-03-31 Summary This book brings together case study examples in the fields of sustainability sustainable development and education for sustainable development

Middle Grades Research Journal Toni M. Williams,2022-12-01 The Middle Grades Research Journal MGRJ is a peer refereed journal that publishes original empirical and theoretical studies focused on middle grades education All studies must include substantial linkage to the literature base in middle grades education young adolescent development and or teaching and learning environments suitable to students during the middle grade years Studies using a sample of students or teachers from the middle grades but with no linkage to middle grades literature are unlikely to be acceptable for publication Considering that significant research in the middle grades may be approached in a variety of ways MGRJ publishes research studies employing a range of paradigms and methodologies including but not limited to quantitative qualitative and mixed methodologies historical research case studies single subject designs and studies employing large scale data bases

Learning and Doing Policy Analysis in Education: Examining Diverse Approaches to Increasing Educational

Access Maria Teresa Tatto,Justin Bruner,Fida Hussain Chang,Corvell George Cramfield,Tara Miyoko Kintz,Nai-Cheng Kuo,Sandra Kurtti Pylvainen,Andleeb Sharif,2012-09-17 This book originated in a policy analysis class at Michigan State University taught during 2010 Using Professor Tatto s unique approach to teaching policy analysis the professor and students agreed to construct a class that represented a reflective and grounded experience in the policy analysis of a current and relevant issue with global ramifications we began exploring policies that were developed at the global level and that were implemented locally We investigated the surge of globally developed standards and regulations in an effort to improve education Our goal was to learn cross nationally about policies that seek to reform curriculum and instruction under efficiency and global competitiveness arguments such as Education for All EFA and its USA cousin No Child Left Behind NCLB We knew our work would be bounded by the time available in a one semester class and by resource constraints We did exploratory inquiry supported by literature reviews reports on rigorous research studies and in one case an exploratory case study The policies we chose to explore such as EFA and NCLB offered us the opportunity to examine current reform tendencies that are intended to provide access to quality education for all children the preparation of teachers to support diverse populations the organization of schools to accommodate these children in response to vague policy mandates and power issues affecting the different constituencies and stakeholders The effects of these and other policies were difficult to track because research is scant and decisions are frequently made based on ideology or political persuasion Our purpose was to explore the critical issues that originated such policies and to search for documented evidence regarding policy implementation and effectiveness We investigated the factors that seemed to interfere with successful implementation from conceptual theoretical and methodological perspectives In this class we learned thatthere are not ready set frameworks for policy analysis but rather that these have to be constructed according to the issues that emerge as policies are conceptualized and implemented to fit local contexts and needs The book pays particular attention to the contexts of policy including the evolving conceptualization of global and local systems of governance knowledge regimes and policy spaces The book is designed for faculty and doctoral students in education who are interested in understanding diverse frameworks for policy analysis and for those in the general public who are interested in the policies we analyze here Building Soft Skills for Employability Tran Le Huu Nghia,2019-09-24 This book is among the first of its kind to comprehensively examine the implementation of soft skills in universities in the developing country Vietnam The context is unique as the implementation is taking place within the distinctive socio economic cultural and political characteristics of the country amidst several simultaneously executed educational reforms Tran lays down the foundation for discussion by providing readers with a comprehensive review of how soft skills implementation has come into existence in higher education across the globe before diving into the implementation of soft skills in Vietnamese universities He goes on to highlight the interesting differences in the conceptualization of soft skills between Vietnamese universities and those in the West The book depicts and compares

how university leaders and managers tackle contextual factors submit to constraints enforced by political forces and how they use institutional advantages available for implementation It goes further to examine how personal and contextual factors affect teachers and students engagement with the implementation and highlights the role of work integrated learning and extra curricular activities in developing soft skills for students Finally the book investigates the contribution of external stakeholders such as alumni employers skills experts and local authorities to the implementation and obstacles that prevent their participation This book will be a valuable reference for the implementation of soft skills in higher education around the world

Assessment in the Drama Classroom Jonathan P. Jones, 2023-12-01 This textbook offers a practical approach for designing and implementing assessment for learning in the drama classroom *Assessment in the Drama Classroom* begins with a theoretical overview that covers the purpose of assessment with student centered culturally responsive methods The following chapters present an in depth analysis of how to organize drama curriculum develop measurable learning objectives and implement a backward planning approach to summative assessment Models and tools for generating diagnostic formative and summative assessments for various grade levels invite the reader to adapt these approaches to their classrooms Ideal for drama education and pedagogy courses this book is an accessible tool for drama educators to engage in critical reflection on assessment Drama educators will find methods and suggestions for reimagining their assessment practices and be empowered to meet the learning needs of their students

Journal of Special Operations Medicine, 2003 **Mapping the Research Landscape of Interpreter and Translator Education** Xiangdong Li, 2024-11-29

Mapping the Research Landscape of Interpreter and Translator Education explores research themes in interpreter and translator education based on a systematic review of more than 20 years of research in the field The book focuses on the ten research themes on the chain of curriculum development and evaluation specifically market needs analysis content conceptualisation learning needs analysis teaching objectives teaching beliefs syllabus design material development instruction and or effect assessment and course evaluation It also touches upon the other 14 research themes for example trainer education admissions learner traits thesis and research training pre service preparation certification in service training client education and translation and interpreting as a means to education The discussion of each theme is accompanied by a synthesis of its sub themes typical research cases research prospects and suggested reading As a guide it supports teachers by illustrating how to combine teaching and research in university settings and offers ways to integrate research into pedagogy This book is a go to reference for trainers and a hands on guide for academics researchers and postgraduate students specialising in translation and interpreting curriculum development and pedagogy research

Knowledge Cartography for Young Thinkers Alexandra Okada, 2025-01-16 Discover the transformative power of knowledge mapping with this revolutionary book You will have access to a rich collection of mapping techniques technologies and real life applications designed for learners of all ages and across disciplines This book aims to help learners create

knowledge with the support of artificial intelligence mapping apps and engage them deeply with sustainable development supported by green digital skills Experience the dynamic world of mind maps concept maps dialogue maps and more brought to life by educators researchers experts and young students This is not just a book it is a movement toward diverse interactive learning methods to shape a sustainable future Perfect for teachers trainers nonformal educators and education professionals the book embraces the innovative CARE KNOW DO framework to transform how young people tackle pressing issues It combines exploration understanding and actionable steps for sustainability This book offers invaluable resources to help researchers explore trends connect relevant information and produce significant narratives supported by AI It guides the use of knowledge maps in decision making sense making and inspiring future generations The book also explores the methodology behind its creation including case studies teaching strategies and learning outcomes all of which are grounded in extensive literature and ethical standards Embrace a new era of learning with this open access book on knowledge mapping It is set to transform the way we think research teach and learn It is an open access book *Making Global Learning Universal* Hilary Landorf,Stephanie Doscher,Jaffus Hardrick,2023-07-03 Co published with While there is wide consensus in higher education that global learning is essential for all students success there are few models of how to achieve this goal The authors of this book all of whom are from one of the nation s largest and most diverse research universities provide such a model and in doing so offer readers a broad definition of global learning that both encompasses a wide variety of modes and experiences in person online and in co curricular activities at home and abroad and engages all students on campus They provide a replicable set of strategies that embed global learning throughout the curriculum and facilitate high quality high impact global learning for all students The approach this book describes is based upon three principles that global learning is a process to be experienced not a thing to be produced that it requires all students participation particularly the underrepresented and cannot succeed if reserved for a select few and that global learning involves more than mastery of a particular body of knowledge The authors conceptualize global learning as the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders of all kinds They demonstrate how institutions can enable all students to determine relationships among diverse perspectives on problems and develop equitable sustainable solutions for the world s interconnected human and natural communities What s more they describe how a leadership process collective impact can enable all stakeholders across departments and disciplines to align and integrate universal global learning throughout the institution and achieve the aims of inclusive excellence Providing examples of practice this book Offers a model to make global learning universal Provides a definition of global learning that incorporates diversity collaboration and problem solving as essential components Describes effective leadership for implementation consistent with the attributes of global learning Illustrates integrative high impact global learning strategies within the access pipeline students coursework and co curricular activities Offers practical strategies for global learning

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