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# HOW TO BE A GOOD ACADEMIC JOURNAL REVIEWER


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# OUTCOMES OF WORKSHOP

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- Understand **WHAT IS EXPECTED** from the reviewers
- Know how to evaluate an appropriate academic writing.
- **RECOGNISE THE DIFFERENT SECTIONS** within a reviewing process.

# CONTENTS OF THE SESSION

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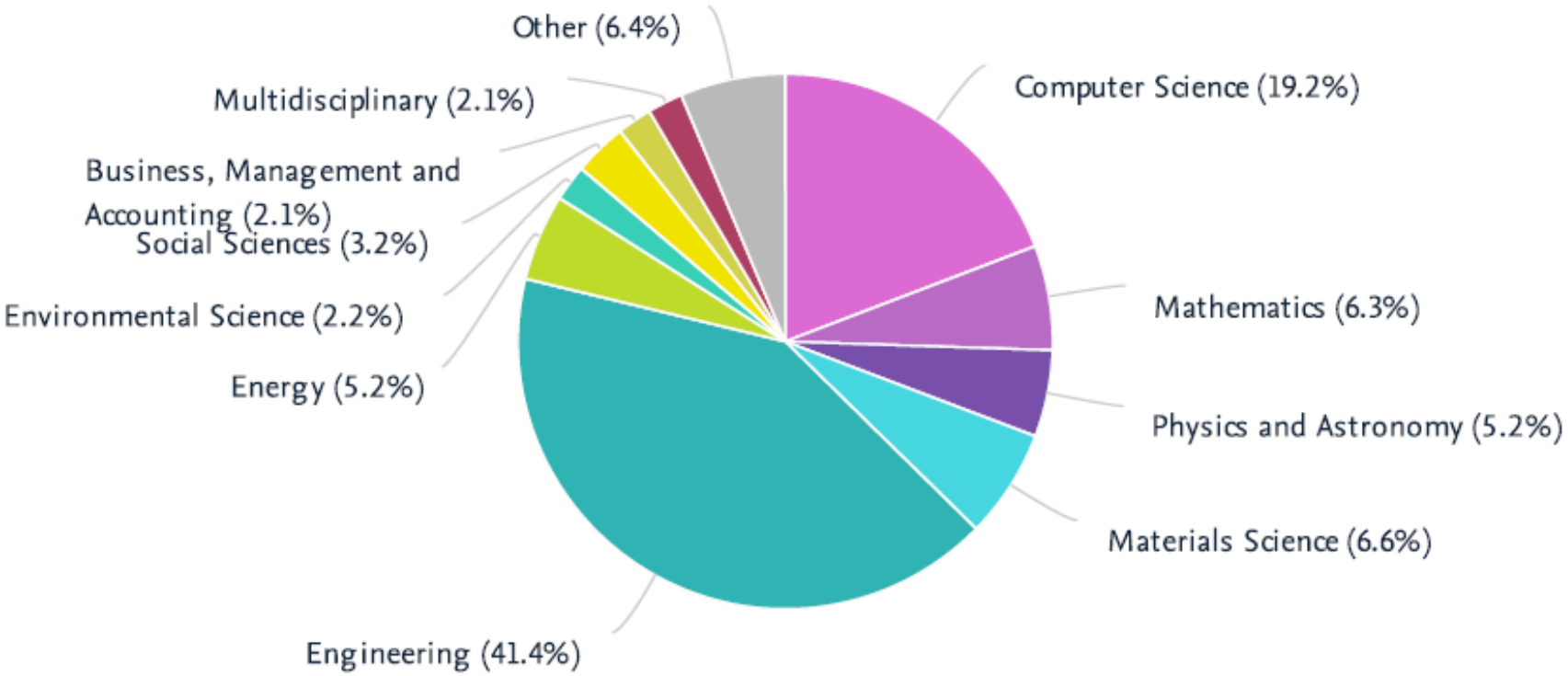
- RULES AND OBLIGATIONS OF REVIEWERS
- BENEFITS OF BEING A REVIEWER
- REVIEWER'S REPORT, KEY POINTS
- GUIDELINES FOR REVIEWERS
- HOW TO ASSESS THE PAPER QUALITY
- REVIEWERS CRITERIA
- REVIEWERS' MOST COMMON CRITICISMS
- HANDS-ON SESSION

# SCIVAL ANALYSIS/ UTeM

## Overall research performance

| Publications | Citations | Authors | Field-Weighted Citation Impact | Citations per Publication |
|---|---|---|---|---|
| 3,116 ▲ | 5,371 | 2,653 ▲ | 0.89 | 1.7 |



# SCIVAL ANALYSIS/ UTeM

## Performance indicators

### Outputs in Top Citation Percentiles

Publications in top 10% most cited worldwide

Universiti Teknikal Malaysia Melaka:
2.4%

Malaysia:
7.8%

### Publications in Top Journal Percentiles

Publications in top 10% journals by CiteScore Percentile

Universiti Teknikal Malaysia Melaka:
4.6%

Malaysia:
15.5%

### International Collaboration

Publications co-authored with Institutions in other countries

Universiti Teknikal Malaysia Melaka:
19.6%

Malaysia:
34.8%

### Academic-Corporate Collaboration

Publications with both academic and corporate affiliations

Universiti Teknikal Malaysia Melaka:
0.7%

Malaysia:
0.7%

# GOOD REVIEWERS LOOK FOR

- **Originality** – what's **new** about subject, treatment or results?
- **Relevance** to and extension of **existing knowledge**
- **Research methodology** – are **conclusions valid** and **objective?**
- **Clarity, structure and quality** of writing – does it communicate well?
- **Sound, logical progression** of argument
- **Theoretical and practical** implications (the 'so what?' factors!)
- **Internationality/Global focus**
- Regency and **relevance of references**
- **Adherence to the editorial scope and objectives** of the journal
- A **good title, keywords** and a **well written abstract**

# SOME KEY QUESTIONS

- **Readability**
  - Does it communicate?
  - Is it clear?
  - Is there a logical progression without unnecessary duplication?
- **Originality**
  - Why was it written? What's new?
- **Credibility** –
  - Are the conclusions valid?
  - Is the methodology robust?
  - Can it be replicated?
  - Is it honest – don't hide any limitations of the research?
  - You'll be found out.
- **Applicability**
  - How do findings apply to the world of practice?
  - Does it pinpoint the way forward for future research?
- **Internationality**
  - Does it take an international, global perspective?

# PEER REVIEW

- Peer review is at the **heart of the scientific method**.
- Peer review is a **critical element of scholarly publication**
- One of the **major bases** of the scientific process.
- It ensures that published research is **sound and properly verified** and **improves the quality** of the research.

# PEER REVIEW

- Its philosophy is based on the idea that one's research must survive the scrutiny of experts before it is presented to the larger scientific community as worthy of serious consideration.
- Reviewers are expected to alert the journal editor to any problems they identify, and make recommendations as to whether a paper should be accepted, **returned to the authors for revisions**, or rejected.

# PURPOSE OF PEER REVIEW

- Mistakes in **procedures or logic**
- Conclusions **not supported by the results**
- **Errors or omissions** in the references
- Compliance with **ethics standards**
  - Has the protocol been approved by an appropriate Ethics Committee?
    - Human research: Most recent
- **Originality and significance** of the work

# TYPES OF PEER REVIEW

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## SINGLE-BLIND REVIEW

- The reviewers know who the authors are, but the **authors do not know who the reviewers** are.
- The most common system in science disciplines.
- This allows reviewers to provide honest, critical reviews and opinions without fear of reprisal from the authors.
- Lack of accountability, allows unprincipled reviewers to submit unwarranted negative reviews, **delay the review process** and steal ideas.

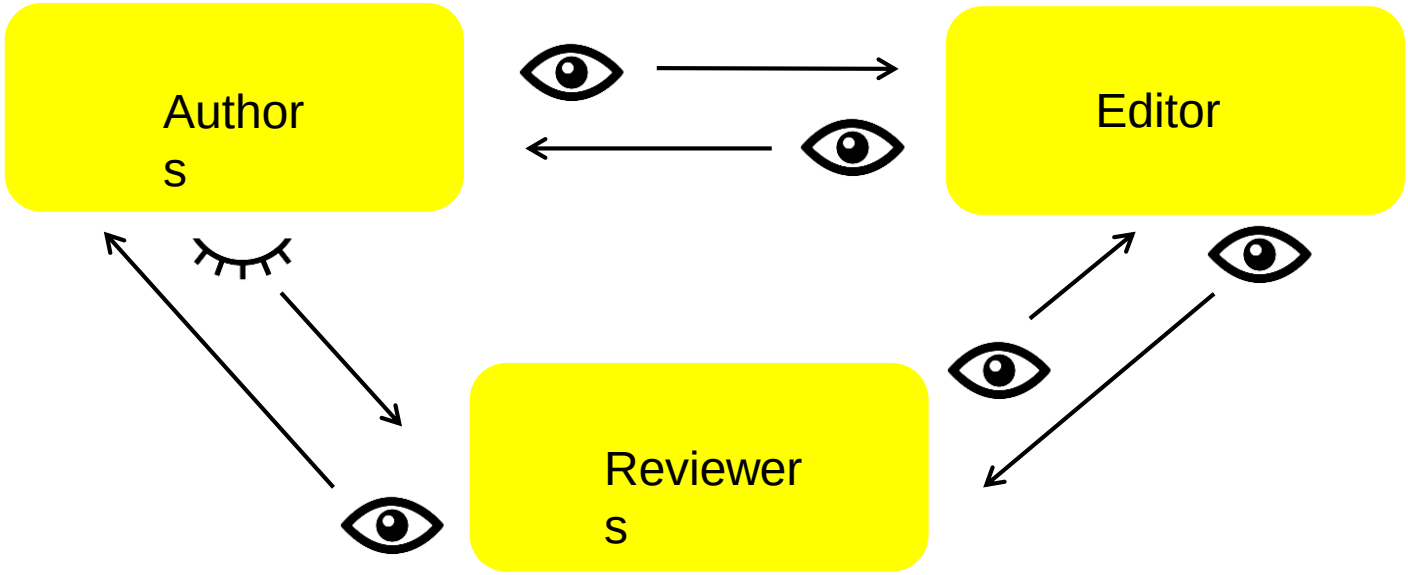
# TYPES OF PEER REVIEW

## SINGLE BLIND REVIEW

**Authors** don't know who reviewers are

**Reviewers** know who authors are

**Editor** knows who authors are



# TYPES OF PEER REVIEW

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## DOUBLE-BLIND REVIEW

- The **reviewers do not know who the authors** are, and the authors do not know who the reviewers are.
- Reduces possible bias resulting from knowing who the authors are or **where they come from**, work assessed on its own merits.
- Involves some effort to **make sure manuscripts are anonymised**, reviewers can often guess who the authors are
- **Information important** for a complete critical appraisal is missing.

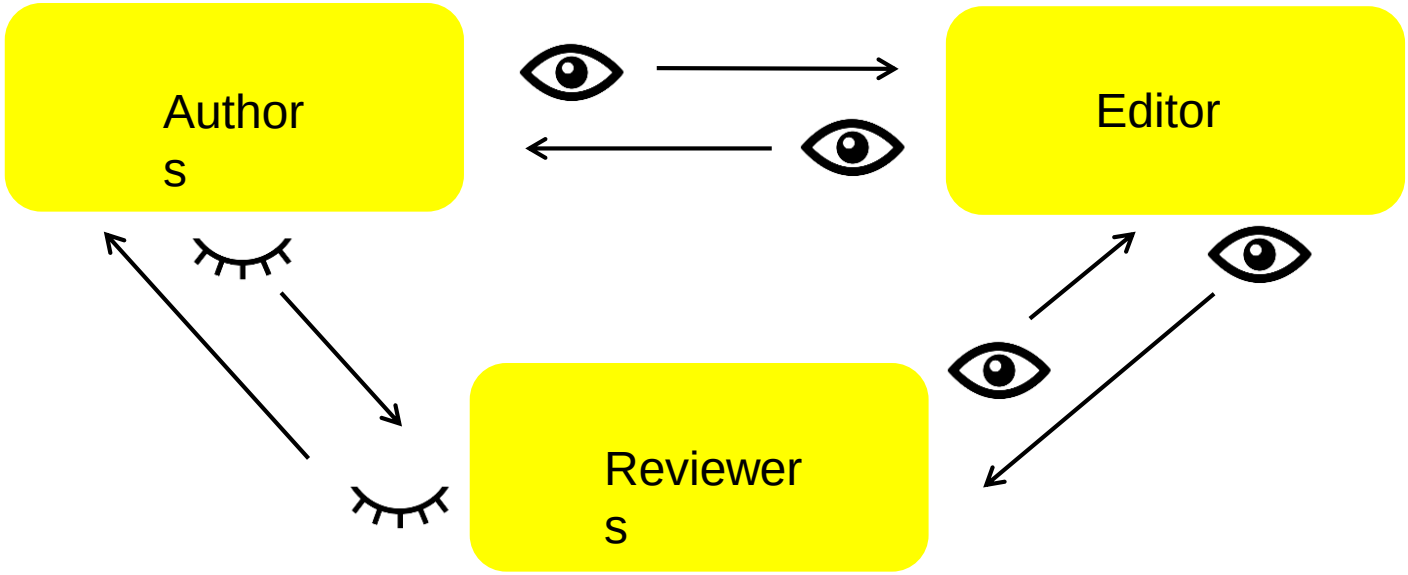
# TYPES OF PEER REVIEW

## DOUBLE BLIND REVIEW

**Authors** don't know who reviewers are

**Reviewers** don't know who authors are

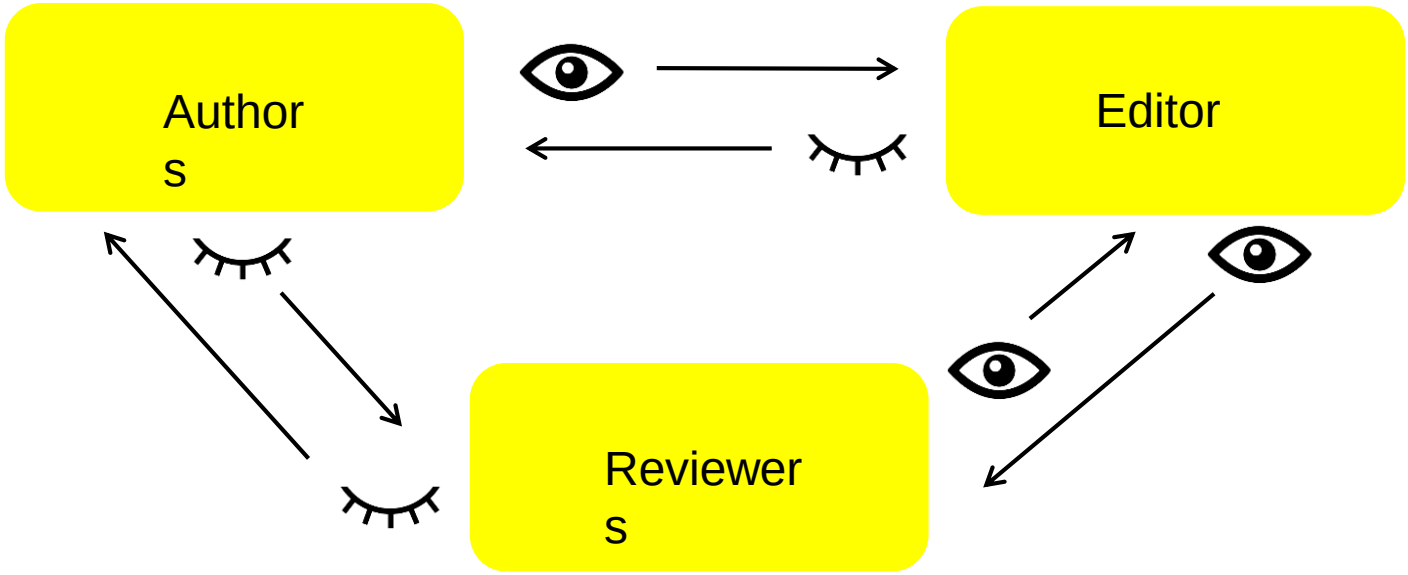
**Editor** knows who authors are



# TYPES OF PEER REVIEW

## TRIPLE BLIND REVIEW

- **Authors** don't know who reviewers are
- **Reviewers** don't know who authors are
- **Editor** doesn't know who authors are



# TYPES OF PEER REVIEW

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## OPEN REVIEW

- Greater accountability
- **Reduced opportunity for bias**
- Inappropriate actions.
- Reviewers can be given public credit for their work.
- Potential reviewers may be more likely to decline to review.
- Revealing reviewer identity may lead to dislike from authors,
- Damaged relationships
- Effects for job prospects, promotion and grant funding.

# WHY DO REVIEWERS REVIEW?

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- Value from **mentoring young researchers**
- Enjoyment in reviewing
- **General interest** in the area
- Awareness of new research and **developments before** their peers
- Career development
- Help with **own research or new ideas**
- Association with journals and Editors
- Keep updated with latest developments

# WHY DO REVIEWERS REVIEW?

- It is an accepted part of membership in the academic community.
- It is always interesting to see the latest work in particular specialist areas and be able to comment on it.
- Sometimes **improve it prior to publication**;
- To act as a gatekeeper for quality in an area of science that know about and care about.

# BENEFITS OF BEING A REVIEWER?

- The benefits of reviewing are diverse:
  - From improving your critical thinking,
  - giving and receiving **feedback** and
  - gaining insights to improve your future publications.
  - Reviewing is an essential skill to develop as a researcher.

# CONFLICT OF INTEREST

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- As a reviewer, your task is to critically and constructively judge the content of a manuscript.
- A conflict of interest could be:
  - Your PhD student or PhD supervisor;
  - Family relations;
  - People at your current institution;
  - People whose research you fund or who fund you;
  - Collaborators in the past two years.

# ESSENTIAL OBLIGATIONS

- **Maintain strict confidentiality of review**
  - You must be aware that the paper you are reviewing is confidential before its publication.
  - Under no circumstances should you contact the authors or **disclose that you are a reviewer** of their paper.
  - When you have any questions for the authors, ask them through the editor not directly to the authors.

- **Response from taking unfair advantage**
  - One benefit of serving as a reviewer is that one can access new research results before their publication.
  - However, it is a violation of ethics to use any **information gained during the review process** for your own personal benefit, such as writing for publication in journals or fund raising.

# REVIEWER RULES

- Respect the c**onfidentiality** of peer review, and
- Not discuss **the manuscript or contact the authors or any other people** about the manuscript.
- Declare any **conflicts of interest**.
- Provide an **objective and constructive explanation** for recommendation.
- Not allow decision on a manuscript to be influenced by authorship.
- Avoid requesting that the author cites the peer reviewer's own papers, unless there is a strong scholarly rationale for this.

# REVIEWER RULES

- Not reproduce information or any part of the manuscript under review in any of their own work prior to publication by the authors.
- Only agree to peer review manuscripts within their expertise and within a reasonable timeframe.
- Not delay publication (Timeliness).
- Review is fair, unbiased and timely
- Not use insulting, hostile, or defamatory language.
- Destroy submitted manuscripts and all related material after they have reviewed them.
- Editors and editorial team members are excluded from publication decisions when they are authors or have contributed to a manuscript.
- A short statement may be useful for any published article that lists editors or board members as authors to explain the process used to make the editorial decision.

# REVIEWER RULES

- Disclose any potential Conflicts of interests before agreeing to review a submission
- Comment on ethical questions and **possible research misconduct** raised by submissions, (e.g. unethical research design, insufficient detail on patient consent or protection of research subjects)
- Ensure the originality of submissions and be alert to **redundant publication and plagiarism**
- **Consider any tools to detect related publications**
- Acknowledge the contribution to knowledge clearly

# NOT EXPECTED TO DO

- **Formatting**
- **Spelling, Punctuation, and Grammar**
- **Plagiarism**
- **Ethical Standards**
- **Rerun Research**
- **Make The Final Decision**
  - Reviewers provide invaluable advice to editors about whether an article should be published.
  - Ultimately it is the editor who decides whether something is to be published.
  - Most journals will solicit more than one review prior to making a decision, and the editor may solicit a further review if two reviewers disagree.
  - The recommendation that a reviewer provides will always be advisory; the editor may make a different decision.

# WHEN REVIEWING A PAPER

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Reviewer should take into consideration the following:

- **ORIGINALITY AND QUALITY:**
  - Is the paper of **sufficient interest** for publication in the journal?
  - Does it contribute significantly to the current state of the research field?
  - Is the topic handled substantively and accurately in appropriate detail and scope?
- **STRUCTURE:**
  - Abstract, introduction, method, results, discussion, conclusion.
  - Engagement with previous research and results (e.g. does the author **engage with current/ relevant research** in the field).
- **LANGUAGE:**
  - Do not need to correct the English, however, if a paper is difficult to understand due to grammatical errors, please mention this issue in the report

# REVIEWER'S REPORT, KEY POINTS

- **ARTICLE QUALITY RATING**
  - **Impact and timeliness*:***
    - Does the article have significant scientific/technological impact and timeliness, which attract the interest of researchers in the field?
  - **Novelty and originality:**
    - Is the article novel and original?
    - Does the article contain material that is new or
    - Significantly adds to knowledge already published?
  - **Presentation:**
    - Is the **presentation of the article, which includes the organization**, logical consistency, **English language**, etc., appropriate?
    - Are adequate and sufficient references covered?
    - Letters typically have approximately 20 references

# SCIENTIFIC QUALITY RATING

- **Novelty and originality:**
  - Is the article novel and original?
  - Does the article contain material that is new or adds significantly to knowledge already published?
- **Importance and impact:**
  - Are the presented results of significant importance and impact to advancement in the relevant field of research?
  - Is this article likely to be cited in the future?
- **Relevance to applied physics:**
  - Is the article scientifically sound and not misleading?
  - Does it provide sufficient in-depth discussion of the application of a physical principle or the understanding of physics in view of its application?
- **Completeness of presentation:**
  - Is the presentation complete for a scientific article?
  - Please rate the article by considering the evaluation given in 1.

# REVIEWER'S REPORT, KEY POINTS

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- **OVERALL RATING AND RECOMMENDATION**
  - **Summary of reviewer's ratings*:***
    - The result of reviewer's rating is summarized.
  - **Recommendation:**
    - Provide the reviewer's opinion on the acceptability of the article by choosing one of the following:
      - The article may be accepted for publication with/without English correction.
      - The article may become acceptable after minor revisions of content and/or **English presentation by referring to the reviewer's comments**.
      - Note: If you think major revisions are necessary, please recommend major modification required.
      - The article may be rejected.

# REVIEWER'S REPORT, KEY POINTS

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## REVIEWER'S REMARKS TO THE AUTHORS

- Please provide comments and suggestions constructive and useful for the authors to improve the scientific quality and **presentation of the article**.
- If you are submitting a reviewer's report to reject the article,
  - You are asked to provide the reasons for rejection. Those **comments are sent to the authors**.
- In order to ensure prompt publication of papers,
  - Intend to limit the authors' manuscript in a minor revision and to only once.
  - Papers that you think will require major revisions or more than two turnarounds between the author and the editor should be rejected.

# REVIEWER'S REPORT, KEY POINTS

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## REVIEWER'S REMARKS TO THE AUTHORS

- It is useful to provide a concise summary of essential claims in the paper, including both positive and negative points.
- If it is a great paper, please explain what is so good about it.
- On the other hand, if you recommend rejection of the paper, you must state the reason for rejection as clearly as possible.
- If you recommend revision of the paper for possible publication, you must specify what is needed for sufficient improvement of the paper.
- These comments are sent to the authors and editors

# REVIEWER'S REPORT, KEY POINTS

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## REVIEWER'S CONFIDENTIAL REMARKS TO THE EDITOR

These comments are sent only to the editor responsible for the review of the article, not to the authors.

- Importance of the article:
  - If you recommend "publish"
    - Please concisely describe the background and novelty/importance of the present research to merit its publication in the journal.
  - If you recommend "reject"
    - please briefly provide the reasons.
- Other comments:
  - Please provide additional information, if any, in relation to the evaluation of the article.

# REVIEWER'S REPORT, KEY POINTS

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- It is important to be polite when providing comments supporting your recommendation, even when you must be critical of the manuscript.
- Try to be as comprehensive, specific, and constructive as possible in your comments to the author(s).
- Your comments should be helpful to the author(s) in improving the manuscript, even if you believe that the manuscript does not merit publication

# REVIEWER'S REPORT, KEY POINTS

The following format is suggested for preparing comments

- **IDENTIFICATION OF THE CONTRIBUTION AND MAJOR STRENGTHS OF THE PAPER.**
  - Is this paper appropriate for publication?
  - What is the incremental contribution to existing science and practice?
  - What are the strengths of the paper?
  - If, in your assessment, the paper does not make a contribution or **have any strengths**, a politely worded opening paragraph summarizing the essence of the paper **would be appropriate**.

# REVIEWER'S REPORT, KEY POINTS

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## MAJOR WEAKNESSES OF THE PAPER

The following are some questions you should try to address:

- Does the manuscript provide sufficient information to make an evaluation?
  - If not, what information is needed? Be specific.
- Does the manuscript have mistakes?
  - If so, are they correctable?
  - How?
  - Would removing problematic sections be a solution?
  - If the mistake is not correctable, please state why.
- Do the authors achieve their stated objectives?
  - If not, what do they **still need to do**?
- What are the major changes that should be made and/or **major issues that should be addressed in a revision**?

# REVIEWER'S REPORT, KEY POINTS

- Other changes that would **potentially strengthen the manuscript** and/or minor issues that should be addressed in a revision.
- When discussing minor issues, it is usually helpful to indicate the place in the manuscript (page and paragraph) where the change should be made.

# REVIEWER'S REPORT, KEY POINTS

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## READABILITY

- Some questions you might consider:
  - Is the length-to-contribution ratio appropriate?
    - A "desirable" length is 25 pages of text, excluding references, tables, and figures.
  - Are there sections of the manuscript that can be eliminated or condensed?
  - Are there sections of the manuscript that might be **moved to a technical appendix**?
  - Will the paper be **interesting to both academicians and practitioners**?
    - If not, how can it be **strengthened**?
    - Do you see managerial implications that the authors have **overlooked or failed to treat in sufficient depth**?

# REVIEWER'S REPORT, KEY POINTS

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## ABSTRACT AND TITLE

- Comments and suggestions, if any,
  - Regarding the **ABSTRACT** (whether it is an accurate and useful summary of the content of the paper) and
  - **TITLE** (whether it is appropriate given the content of the paper).

# QUESTIONS REVIEWERS ASK?

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*Aside from assessing the title, abstract, English language of the article and references, reviewers assess the scientific quality of the work.*

- Does the paper fit the standards and scope of the journal it is being considered for?
- Is the research question clear?
- Was the **approach appropriate**?
- Are the study design, methods and analysis appropriate to the question being studied?
- Is the study innovative or original?
- Does the study challenge existing paradigms or add **to existing knowledge**?

# QUESTIONS REVIEWERS ASK?

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*Aside from assessing the title, abstract, English language of the article and references, reviewers assess the scientific quality of the work.*

- Does it develop novel concepts?
- Does it matter?
- Are the methods described clearly enough for other researchers to replicate?
- Are the methods of statistical analysis and **level of significance appropriate**?
- Could presentation of the results be improved and do they answer the question?
- Are the conclusions appropriate?

# ETHICAL CONSIDERATIONS

- Expertise
- Timeliness
- Take it seriously
- Avoid bias
- Don’t be intimidated
- Review anonymously?
- Respect confidentiality

# SOME TIPS MIGHT PROVE USEFUL

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- Be professional
- Be pleasant
- Read the invite
- Be helpful
- Be scientific
- Be timely and swift
- Be realistic
- Be empathetic
- Be open
- Be organized

# TIPS FOR PREPARING A REVIEWER REPORT

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- The following sequence of procedures may be useful for preparing a reviewer report.
- – Begin
  - Review with a concise summary of the essential points of the paper both for the editor's use and to ensure that you have understood the work.
- – Next,
  - Evaluate the quality of the work.
  - Give evaluations and comments on each of the publication criteria by following the sections of the reviewer report form.
- – Finally,
  - Provide an overall recommendation for or against publication.
  - Use the "Reviewer's remarks to the authors" section for providing comments and suggestions for the authors, and
  - the "Reviewer's confidential remarks to the editor" section for informing the editor of your opinion on the paper including confidential information relating to the paper evaluation.

# TIPS FOR PREPARING A REVIEWER REPORT

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In writing the report, you should pay attention to the following issues.

- For objective assessment of papers,
  - the reviewer is requested to identify not just negative points but also positive points of the paper.
  - Be specific about what is particularly interesting or good about the paper.
- Be specific in any criticism or recommendation.
  - If you recommend rejection of the paper, you must state the reason as clearly as possible.
  - When the paper does not provide any new information, evidence such as full references to earlier works must be provided.
- If you feel that the paper is insufficient for publication in its present form but may become publishable after improvement,
  - you are requested to provide constructive comments and suggestions that will be useful to the authors in improving the quality and presentation of their paper.

# PRESENTATION CHECKLIST

- **Title:**
  - Is the title adequate for the content, informative, concise, and clear?
- **Abstract:**
  - Is it comprehensive by itself?
  - Is the important and essential information of the article included?
- **References:**
  - Are appropriate and adequate references to related works covered sufficiently in the list?
  - 30 references are recommended Regular Papers.
  - 20 references are recommended for Letters and short Communications.
- **Structure and length:**
  - Is the overall structure of the article well organized and well balanced?
  - Is the article written with the minimum length necessary for all relevant information?
- **Logic:**
  - Is the article written clearly and correctly? Is it logically consistent?
- **Figures and tables:**
  - Are they essential and clearly presented?
- **English:**
  - Is the English used in the article readable and good enough to convey the scientific meaning correctly?

# TITLE

## Title – what is the paper broadly about?

- Reviewers will check whether the **title is specific** and whether it **reflects the content** of the manuscript.

### ❑ Effective titles

- Identify the main issue of the paper
- Begin with the subject of the paper
- Are accurate, unambiguous, specific and complete
- Are as short as possible
- Are as a label, not a sentence

# EFFECTIVE TITLE

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- Attract reader's attention
- Contain fewest possible words
- Adequately describe content
- Are informative but concise
- Identify main issue
- Should be **LABEL, NOT A SENTENCE**
- Do not use technical jargon and rarely-used abbreviations
- Do not use phrases

# GOOD ABSTRACT

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## Good Abstract

- **State the objectives/ purposes of study (C)**
- **Scope of the research/ significance of study**
- Describe the **methodology used** (C)
- **Summarize most important results (c)**
- **Practical implications, and recommendation**
- Avoid acronyms and mathematical symbols

**Write a very strong abstract !**

# KEYWORDS

Keywords – **mainly used for indexing**

- It is the **label of manuscript**.
- Avoid words with a **broad meaning**.

  E.g., the word "soil" in "*Soil Biology & Biochemistry"* should not be selected as a keyword.
- Only abbreviations **firmly established** in the field are eligible (e.g., DNA).
- Authors try to avoid compound words
- Are used by indexing and abstracting services
- Should be specific

# KEYWORDS

- Usually included under the **title or abstract**.
- Should be **three to six words**, which **headline** the subject matter.
- There are very important but **often added** as after thought
- Must to be found in **searches, read and cited.**
- When check keywords, think about the **subject matter** and **categories** that might use in a **literature search** of this topic.

# ORGANISING THE BODY OF YOUR REVIEW

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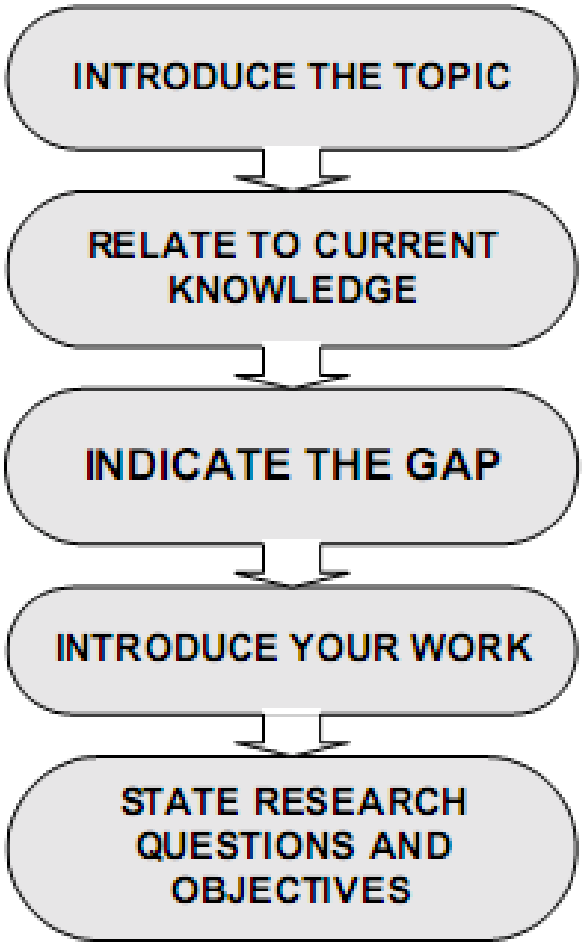
## INTRODUCTION

- Does the author clearly define a research problem or topic?
- Is its significance explained?
- Are core issues or research variables identified?
- Is specialized terminology usefully defined?
- Does the author provide an adequate literature review?
- Does it discuss current research on the problem, and help to situate the author's own research?
- Are the research objectives clearly stated?
- Are hypotheses or specific research questions identified?

# INTRODUCTION

- **Clearly** state the:
  - Problem being investigated
  - Background that explains the problem
  - Reasons for conducting the research
- Summarize relevant research to provide context
- State how work differs from published work
- Identify the questions are answering
- Explain what other findings, if any, are challenging or extending
- Briefly describe the experiment, hypothesis(es), research question(s); general experimental design or method
- Don't try to show readers that you have read everything
- Short




LOGICAL FRAMEWORK

# ORGANISING THE BODY OF YOUR REVIEW

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## METHODOLOGY

- Does the author clearly identify the research methodology and any associated limitations of the research design?
- Are participants described, including the method of sample selection if appropriate?
- Are instruments adequately described, including issues of appropriateness, validity and reliability?
- Do any evident biases or ethical considerations arise in relation to the methodology?
- Are the methods for measuring results clearly explained and appropriate?

# ORGANIZATION AND CLARITY

- **Method**:
  - Does the author accurately explain how the data was collected?
  - Is the design suitable for answering the question posed?
  - Is there sufficient information present for you to replicate the research?
  - Does the article identify the procedures followed?
  - Are these ordered in a meaningful way?
  - If the methods are new, are they explained in detail?
  - Was the sampling appropriate?
  - Have the equipment and materials been adequately described?
  - Does make it clear what type of data was recorded;
  - Author been precise in describing measurements?

# ORGANISING THE BODY OF YOUR REVIEW

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## RESULTS

- Are the author's major findings clearly presented?
- Do they adequately address the stated research objectives?
- Are supporting data presented?
- Are tables, graphs or figures helpful and well integrated with the text?

# ORGANIZATION AND CLARITY

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- **Results**:
  - This is where the author/s should explain in words what he/she discovered in the research.
  - It should be clearly laid out and in a logical sequence.
  - You will need to consider if the appropriate analysis has been conducted.
  - Are the statistics correct?
  - If you are not comfortable with statistics, please advise the editor when you submit your report.
  - Interpretation of results should not be included in this section.

# RESULTS

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**RAW DATA ARE NEVER INCLUDED** in scientific paper unless they are needed to **GIVE EVIDENCE FOR SPECIFIC CONCLUSIONS** or summation of the data

**ANALYSIS EXPERIMENTAL DATA** then **present them in the FIGURE/TABLE** and/or **descriptions of the OBSERVATIONS**

**FIGURES ARE PREFERABLE TO TABLES** and **TABLES ARE PREFERABLE TO STRAIGHT TEXT**

Present the converted data, **MAKE A POINT CONCISELY and CLEARLY.** The **TABLE AND FIGURE SHOULD THEN BE PRESENTED, COMPLETE WITH TITLE**.

# RESULTS

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- Avoid **EXCESSIVE PRESENTATION DATA/ RESULTS WITHOUT ANY DISCUSSION**
- Discuss how data **COMPARE OR CONTRAST WITH PREVIOUS RESULTS**
- **CITES EVERY ARGUMENT** with previous work
- Do **NOT DRAW CONCLUSIONS** in the results section
- The most common mistakes in this section are the inclusion of **UNNECESSARY DATA AND THEIR DOUBLE PRESENTATION**

# ORGANISING THE BODY OF YOUR REVIEW

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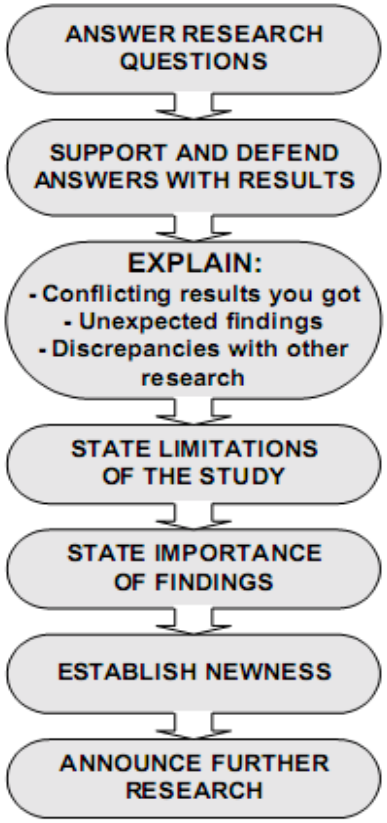
## DISCUSSION

- Do the research results validate the author's conclusions and/or recommendations?
- Are alternative conclusions and/or limitations of the research considered?
- Is there discussion of any variance between the author's research and prior research findings?
- Does the author's research suggest any direction for further research?
- Is the practical or theoretical significance of the research emphasized?
- Does the author recommend the revision of theory or practice in the field?

# DISCUSSION- At a Glance

- What might it mean?
- What is an overall finding?
- What are the strengths and weaknesses of the study in relation to other studies?
- Why might we have got different results?
- What might the study mean?
- What questions remain unanswered and
- What next?

# DISCUSSION




- Answer **RESEARCH QUESTION**
- Give **SUMMARY OF FINDINGS**
- **UNEXPECTED FINDINGS**
- Establish **NEWNESS (NEW KNOWLEDGE)**
- Explain **DISCREPANCIES**
- **FURTHER RESEARCH AND IMPLICATIONS**

# CONCLUDING YOUR REVIEW

- Is the research timely and worthwhile?
- Is the research design appropriately inclusive and/or sensitive to the cultural context?
- Are you aware of any significant omissions or errors that might affect the validity or reliability of the research?
- Are the results original and significant?

# CONCLUDING YOUR REVIEW

- Does the author provide fresh insight or stimulate needed discussion in the field?
- Is the article well structured?
- Are the sections of appropriate length?
- Do the author's style and language maintain interest and clarity?
- Is the presentation unbiased, objective and reasonable?
- Is the author respectful of participants and the work of other researchers?

# CONCLUSION

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Conclusions are **NOT A WORDY SUMMARY** of the study

It is **SHORT, CONCISE STATEMENTS** of the conclusions that you have made

It helps to organize these as **SHORT NUMBERED PARAGRAPHS**

**Ordered from MOST TO LEAST IMPORTANT**

All conclusions should be **DIRECTLY RELATED TO THE RESEARCH QUESTION.**

# ACKNOWLEDGEMENT

- Should consider to acknowledge any help and assistance, such as research grant, scholarship, special permission, people who helped to review, comments, etc.

# REFERENCES

- Relevant and recent
- Be highly selective
- Read the references
- Do not misquote
- Use correct style for journal

# REVIEWERS' MOST COMMON CRITICISMS

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## Importance of the Topic

- Repeat of established facts
- Insignificant research question
- Irrelevant or unimportant topic
- Low reader interest ( not up to date)
- Less relevance
- Not generalizable

# REVIEWERS' MOST COMMON CRITICISMS

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## Study Design

- Poor experimental design
- Vague/inadequate method description
- Methods lack sufficient rigor
- Failure to account for confounders
- No control or improper control
- No hypothesis
- Biased protocol
- Small sample size
- Inappropriate statistical methods, or statistics not applied properly

# REVIEWERS' MOST COMMON CRITICISMS

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## Overall Presentation of Study and Findings

- Poor organization
- Too long and verbose
- Failure to communicate clearly
- Poor grammar, syntax, or spelling
- Excessively self-promotional
- Poorly written abstract

# CONCLUSION

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**THREE THINGS IN THE CONCLUSION SECTION**

**SUMMARIZES** the **FINDINGS**

Summary of **CONTRIBUTIONS**

Future research (**RECOMMENDATION FOR FUTURE WORK**)

# ORGANIZATION AND CLARITY

- **Tables, Figures, Images**:
  - Are they appropriate? Do they properly show the data?
  - Are they easy to interpret and understand?

# RESULTS

An example of an unreadable figure with the unnecessary usage of color

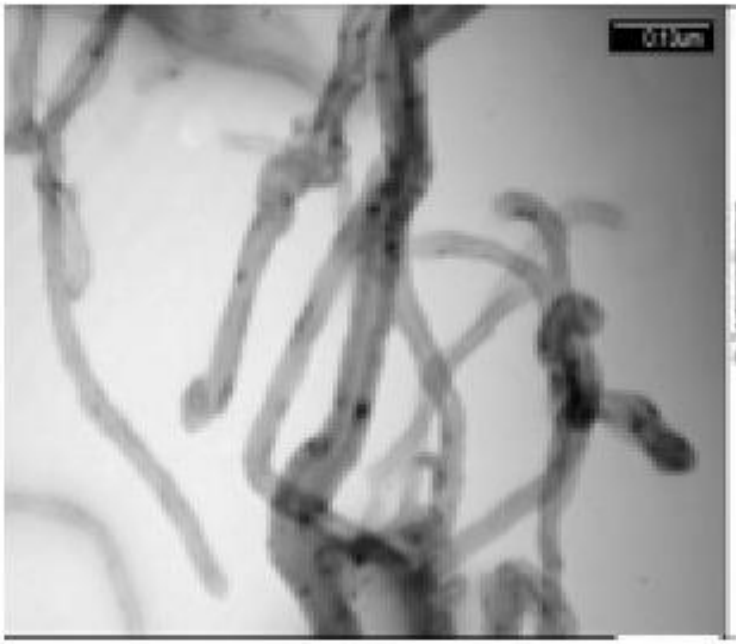

Fig.1 TEM image of purified MWNTs

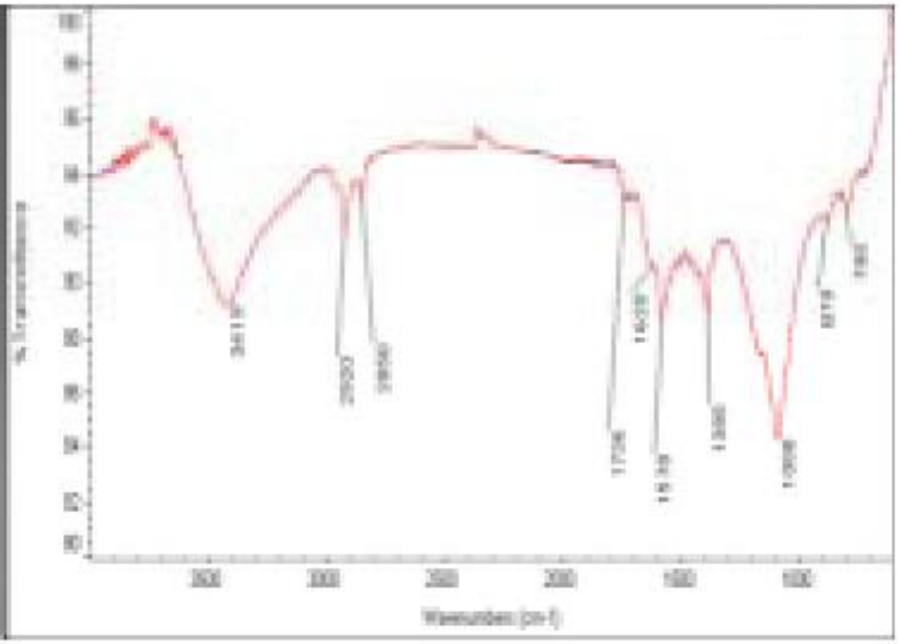

Fig.2 FTIR spectra of purified MWNTs

# HIGH-QUALITY ILLUSTRATIONS

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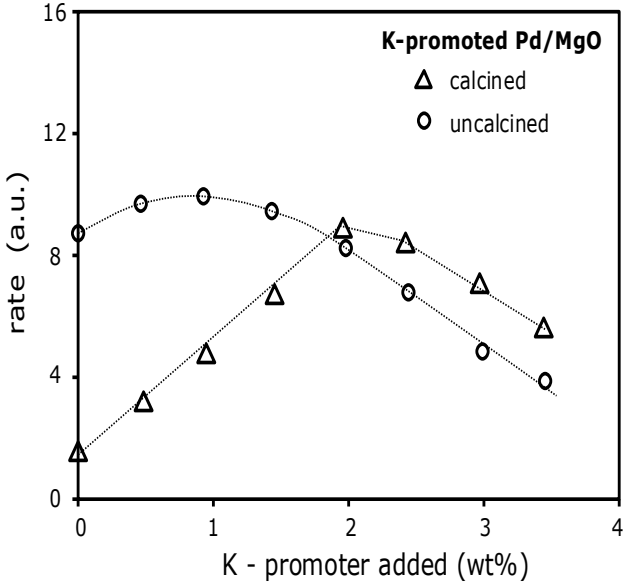
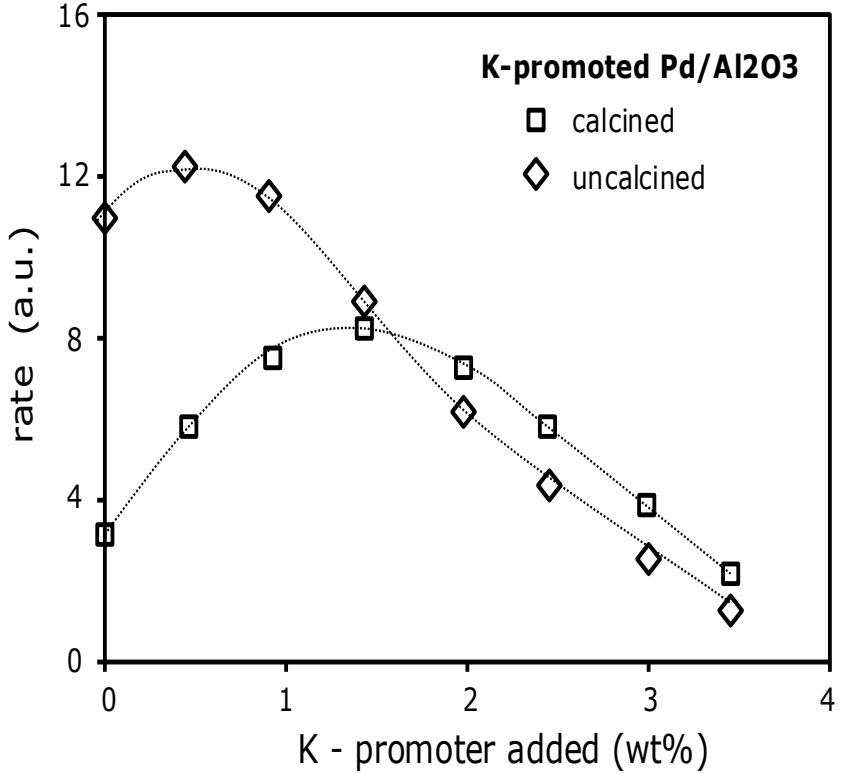
Best:



# TABLES AND FIGURES CAPTIONS

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- **Each Tables and Figures is on a separate page**

- Presents results of research
- Should be independent of text
- Titles should be specific
- Should be clear and include all units
- Should include some statistical understanding
  - Decimal places
  - Statistical analysis i.e. SD

# RESULTS

| Depth | Gravel | Sand | Mud |
|---|---|---|---|
| 5 m | 3,42% | 81.41% | 15,17% |
| 50 m | 2,5% | 58.42% | 39.08% |
| 100 m | 0,0% | 32.5% | 67.5% |

Revision of the table

| Water depth (m) | Gravel (%) | Sand (%) | Mud (%) |
|---|---|---|---|
| 5 | 3.4 | 81.4 | 15.2 |
| 50 | 2.5 | 58.4 | 39.1 |
| 100 | 0 | 32.5 | 67.5 |

# REVIEWERS CRITERIA

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- Contribution to knowledge
- Innovativeness and originality
- Meets journal objectives
- Clarity of writing
- Use of literature
- Quality of arguments
- Research methodology and data analysis
- Research implications

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# Questions?

# Thanks!

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