Reviewing process or how to benefit from negative responses?

—

Lecture 3

You submitted a manuscript and get (1)

------------ REVIEW 1 --------------------
PAPER: ###
TITLE: Gamification….
AUTHORS: #######
Overall evaluation: **2 (reject)**
Reviewer's confidence: **5 (expert)**
Relevance: **5 (good)**
Scientific/Technical clarity and correctness: **2 (poor)**
Technical/Scientific Quality: **3 (fair)**
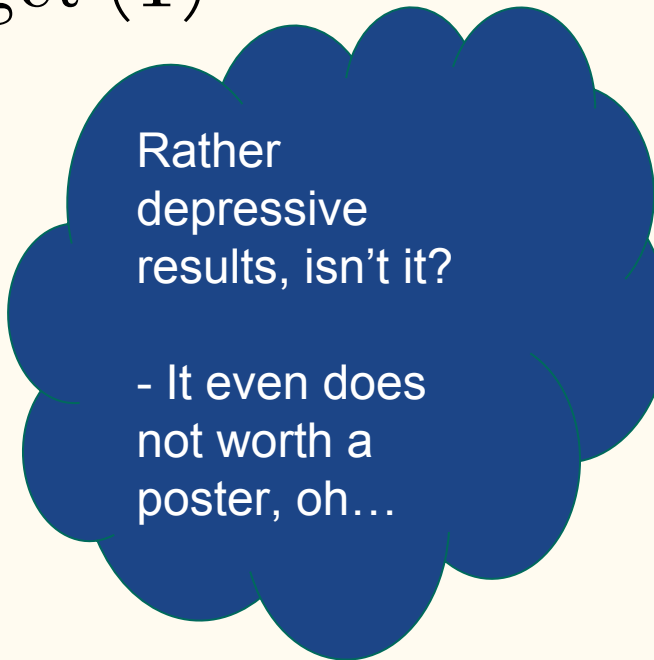Originality of Contribution: **4 (borderline)**
Soundness of Evaluation: **2 (poor)**
Anticipated value in short to mid-term perspective: **3 (fair)**
Anticipated interest for the audience: **5 (good)**
Presentation and language: **5 (good)**
Worth as a Poster?: **no**

Rather depressive results, isn't it?

- It even does not worth a poster, oh…

You submitted a manuscript and get(2)

------------- REVIEW 1 --------------------

PAPER: ###

TITLE: Gamification….

AUTHORS: #######

Overall evaluation: **2 (reject)**

Reviewer's confidence: **5 (expert)**

Relevance: **5 (good)**

Scientific/Technical clarity and correctness: **2 (poor)**

Technical/Scientific Quality: **3 (fair)**

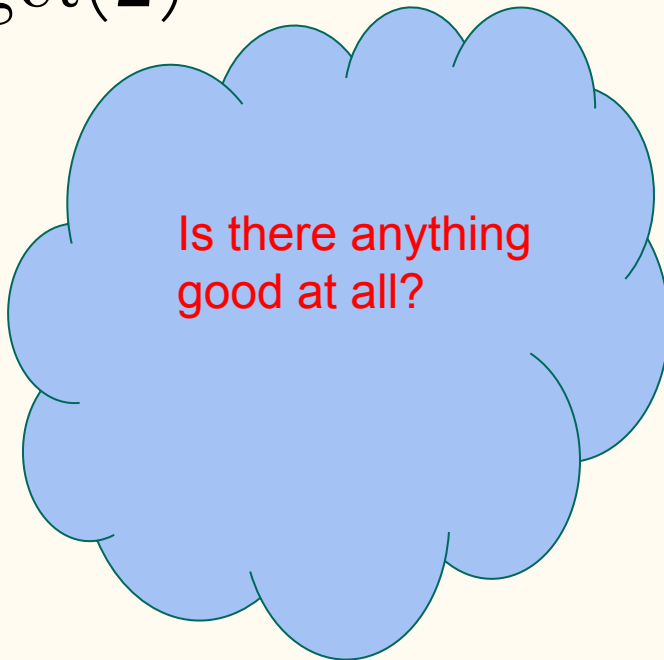Originality of Contribution: **4 (borderline)**

Soundness of Evaluation: **2 (poor)**

Anticipated value in short to mid-term perspective: **3 (fair)**

Anticipated interest for the audience: **5 (good)**

Presentation and language: **5 (good)**

Worth as a Poster?: **no**

Is there anything good at all?

You submitted a manuscript and get(3)

------------ REVIEW 1 --------------------

PAPER: ###
TITLE: Gamification….
AUTHORS: #######
Overall evaluation: **2 (reject)**
Reviewer's confidence: **5 (expert)**
Relevance: **5 (good)**
Scientific/Technical clarity and correctness: **2 (poor)**
Technical/Scientific Quality: **3 (fair)**
Originality of Contribution: **4 (borderline)**
Soundness of Evaluation: **2 (poor)**
Anticipated value in short to mid-term perspective: **3 (fair)**
Anticipated interest for the audience: **5 (good)**
Presentation and language: **5 (good)**
Worth as a Poster?: **no**

Is there anything good at all?
- Yes!
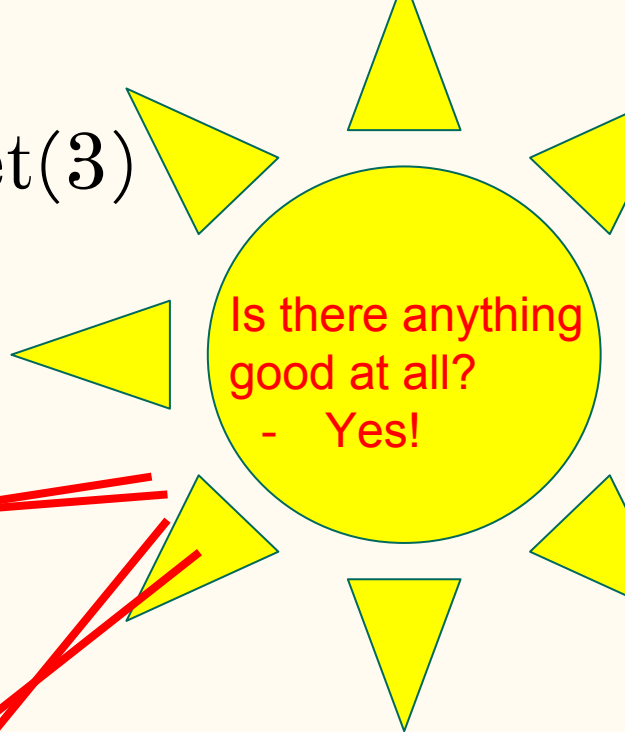
Good news

We saw that an expert (she rated herself as 5 grades out of 7) considers your manuscript

- is relevant to the journal/conference you submitted (grade 5)
- is of interest to the audience (grade 5),
- and it is well written (presentation and language - grade 5)

What are the good news?

1) You have selected an interesting topic - 5 out of 7 is really interesting
2) You have good language and presentation skills (probably you need to thank your English/French/Polish teacher)
3) You selected the proper journal/conference

Reviewing process

it is a process of verification and examination of the scientific research

What is a reviewing process?

One can trust more the results of a manuscript that has successfully passed a reviewing process, than just published results, e.g. with a "magic" phrase

"British scientists proved that..."

-   Show me the evidence. What British university? Names of authors, their affiliations, etc... How did they prove?
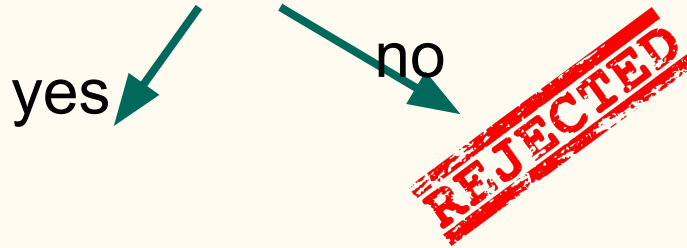
Procedure of a reviewing process
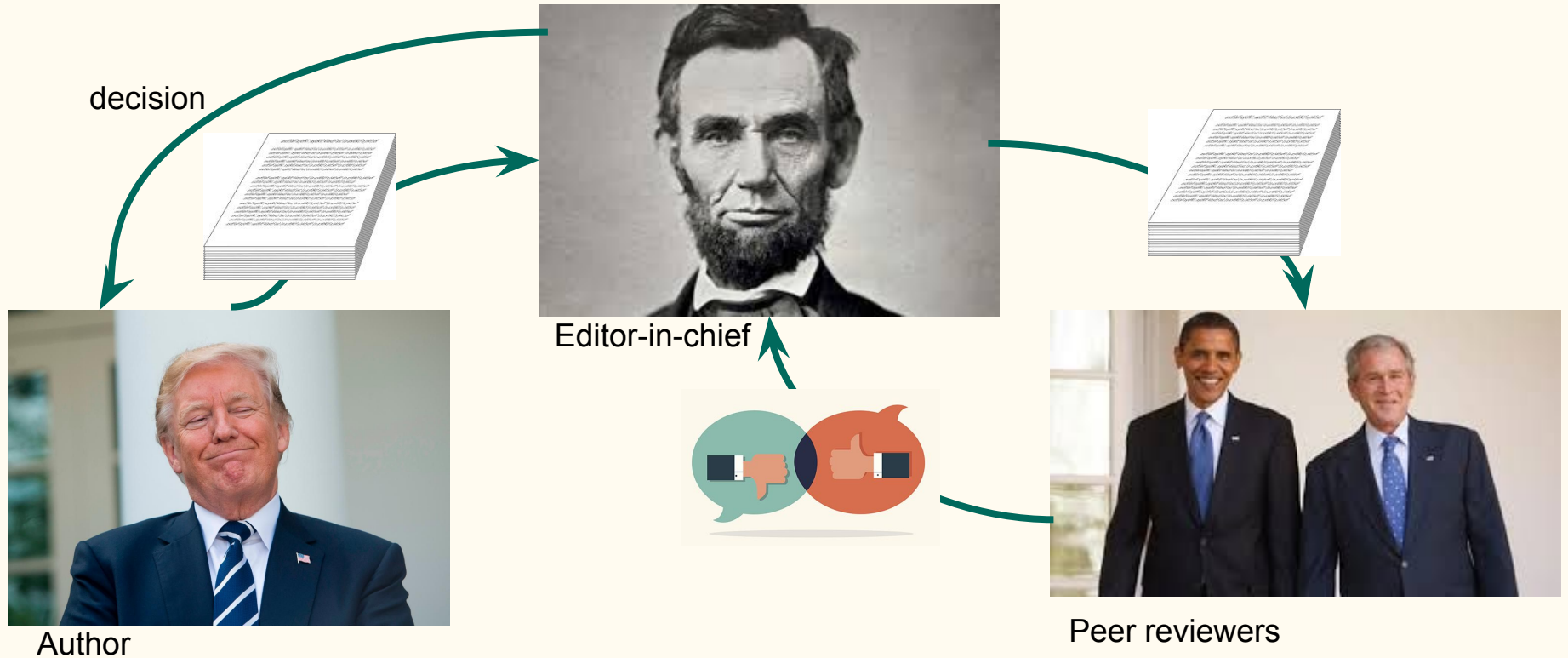
decision

Editor-in-chief

Author

Peer reviewers

Procedure of a reviewing process(1)

Editor-in-chief checks **if the manuscript meets the journal's rules for content and format.**

yes

no

REJECTED

Procedure of a reviewing process(2)

Editor-in-chief sends the manuscript to one/two/three experts in the field and asks their opinion. **He cannot insist/force, as reviewing is not paid!**

Experts (called **peer reviewers**) assess the manuscript and send reviews to the editor-in-chief.

Editor-in-chief decides on the answer

ACCEPTED

REJECTED

REVISE!

Procedure of a reviewing process(3)

REVISE!

If the answer is "to revise and resubmit", the authors change the manuscript according to the comments of peer reviewers and re-sumbit it.

Editor-in-chief may ask the same reviewers to check if their comments are taken into account. This will be **re-review**.

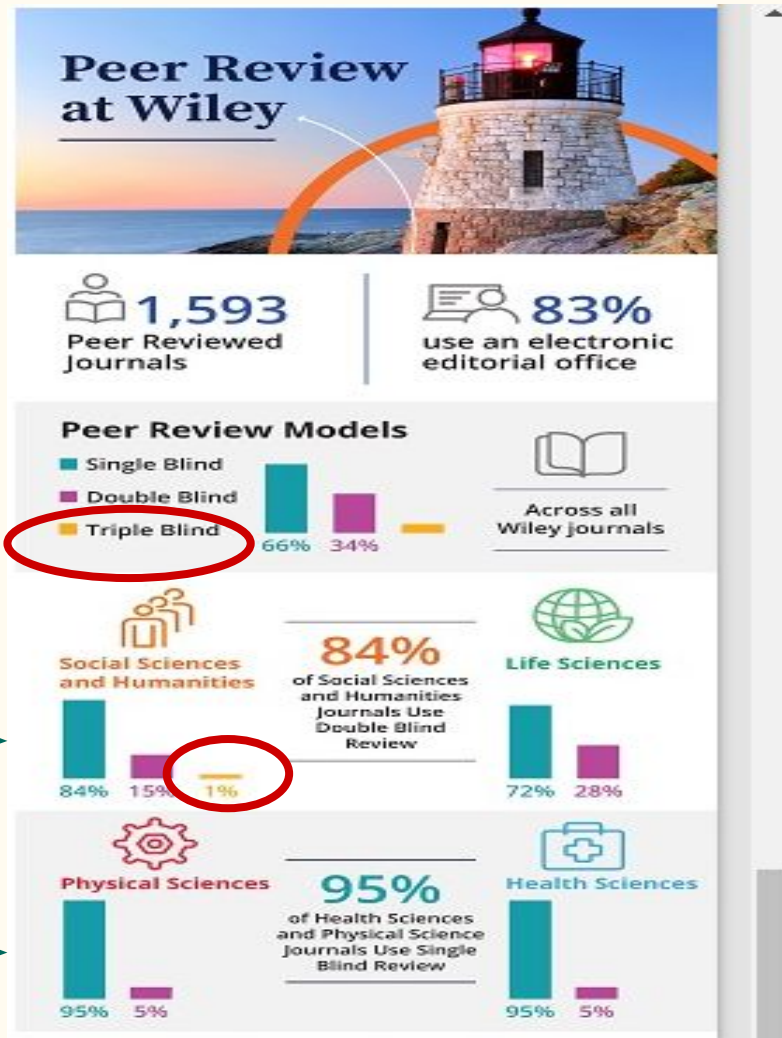# Review types

Closed peer review

(or single-blind)

Double-blind peer review

Open peer review

Example: Wiley publishing

Peer Review at Wiley

1,593 Peer Reviewed Journals

83% use an electronic editorial office

Peer Review Models
- Single Blind
- Double Blind
- Triple Blind

Across all Wiley journals

66% 34%

Social Sciences and Humanities
84% 15% 1%

84% of Social Sciences and Humanities Journals Use Double Blind Review

Life Sciences
72% 28%

Physical Sciences
95% 5%

95% of Health Sciences and Physical Science Journals Use Single Blind Review

Health Sciences
95% 5%

Closed peer review

or
single blind review

the reviewers are aware of the authors' identities

but

the authors' are never informed of the reviewers' identities.

Double-blind peer review

neither author nor reviewer is aware of each other's identities

(requires a specific formatting when submit a draft)

Open peer review

both author and reviewer is aware of each other's identities

(used in open access journals)

Why to become a reviewer?

- See the latest results in you domain before the results come to public => your are at the cutting edge

- Train you critical thinking skills => grow your own research and writing skills

- Your expertise is recognized by other scientists => it looks good in CV/resume

Why (objectively) to help?

Your advices can improve the quality of the manuscript, namely:

- Its clarity,
- Reproducibility of the results presented
- Robustness

Clarity

Reproducibility

Robustness

Who should you think of being a peer reviewer?

Divide your comments into three groups

- authors,
- editor-in-chief,
- readers

Review it for the authors as…

… as you would like others to review your work.

When you point out problems in a manuscript, do so in a way that will help the authors to improve the manuscript.

Assume that the authors are doing their best to produce an excellent manuscript but need objective outsiders to help identify problems in their methods, analysis, and presentation.

Even if you recommend to the editor that the manuscript be rejected, your suggested revisions could help the authors prepare the manuscript for submission to a different journal. Ultimately peer review should be a positive process.

Review it for the editor as...

...as if they use your evaluation of the right level of impact for the journal.

In selecting papers for publication, editors need expert help to determine if a manuscript's research and analysis are sound, and if it makes an important contribution to the field.

Your comments and opinions on the paper are much more important that a simple recommendation;

editors need to know why you think a paper should be published or rejected as your reasoning will help inform their decision.

Review it for readers as...

... as to help them identify areas that need clarification to make sure **other readers can easily understand the manuscript**.

You can also save readers' time and frustration by helping to keep unimportant or error filled research out of the published literature.

Normally the review writing takes...

...hours

and it is a volunteering work

Before you accept the invitation, check

Do you have time?

Do you have conflict of interests (personal admiration/dislike, you work(-ed) together)

Are you qualified?

Reviewing is a very confidential process, no one should know about it, and you cannot use the results before they are published

You become a reviewer

Congrats! Follow ~~(the white rabbit)~~ the link to get a quick guide

http://resource-cms.springernature.com/springer-cms/rest/v1/content/13445048/data/v6

Review Title, Keywords and Abstract

Checklist for
Reviewing Title, Abstract and Key words

Does the title accurately say what the study was about? If not, can you suggest a different title?

Does the abstract effectively summarize the manuscript?

Could the abstract be understood by a researcher outside your specialty?

Does it include enough information to stand alone? Does the abstract contain information that is unnecessary?

Is there any information in the abstract that is not in the main text of the manuscript?

If present, will the key words help readers to find the article? Are they specific, and do they represent the manuscript content?

Review Introduction

Checklist for Introduction

Does it explain the background well enough that researchers outside your specialty can understand it?

Does it accurately describe current knowledge related to the research question?

Does the Introduction contain **unnecessary** information? Can it be made more concise?

Are the reasons for performing the study clear?

Are the aims of the study clearly defined and consistent with the rest of the manuscript?

Have the authors missed any key references that would be important for a reader to access? Make suggestions for additional, relevant references if necessary.

Review Materials and Methods

Checklist for
Materials and methods (1)

It should be clear from the Methods section how all of the data in the Results section were obtained.

The study system should be clearly described. In medicine, for example, researchers need to specify the number of study subjects; how, when, and where the subjects were recruited, and that the study obtained appropriate 'informed consent' documents; and what criteria subjects had to meet to be included in the study.

In most cases, the experiments should include appropriate controls or comparators. The conditions of the controls should be specified.

Checklist for
Materials and methods (2)

IThe outcomes of the study should be defined, and the outcome measures should be objectively validated.

The methods used to analyze the data must be statistically sound.

For qualitative studies, an established qualitative research method (e.g. grounded theory is often used in sociology) must be used as appropriate for the study question.

If the authors used a technique from a published study, they should include a citation and a summary of the procedure in the text. The method also needs to be appropriate to the present experiment.

Review Results

Checklist for
Results and figures(1)

For figures, check that the plotted parameters are clearly defined.

Table headings and figure legends should be detailed enough that readers can understand the data without reading the main text.

Look for places where data are unnecessarily repeated in figures, tables or main text. The text should point out key findings or trends, not repeat data presented elsewhere.

Checklist for
Results and figures(2)

If a result is not central to the study's aims, it is often acceptable to summarize it but not present the data. However, failing to show important data, or too many instances of "data not shown," are unacceptable and you can recommend that it be added into the main manuscript.

Interesting data that are not needed to support the study's major conclusions might be better presented as supplementary material rather than the main text of the paper; feel free to point out such data in your comments.

Review Statistics (if it is in)

Checklist for Statistics (1)

Was the sample size appropriate and/or justified?

Did the authors perform a power analysis as part of their study design?

Did the data meet the assumptions of the tests used? Were the tests used appropriate?

Many statistical tests can only be used for data with a normal distribution. Data such as proportions or counts of the number of events are generally not normally distributed and have to be either transformed or, preferably, analyzed with statistical models suitable for these data types

Checklist for Statistics (2)

Are the individual data points statistically independent?

> If there were repeated measurements (for instance, multiple measurements on the same patient), have appropriate statistical models been used?

Have potential sources of bias (e.g. confounding variables) been considered and accounted for in the analysis?

Checklist for Statistics (3)

When percentages are presented, are the numerator and denominator clear?

"...10% (out of 1000) tests are failed..."

or

"...10/1000 tests are failed..."

Checklist for Statistics (4)

Are p-values reported where appropriate?

Generally, a p-value should accompany all statistical comparisons mentioned in the text, figures and tables.

The actual p-value should be stated (e.g. $p = 0.049$ and $p = 0.0021$ rather than $p < 0.05$ or $p < 0.01$). However, it is acceptable to state $p < 0.0001$ if the value is below this threshold.

The Statistical Analysis section should also state the threshold for accepting significance, such as "Values of $P < 0.05$ were considered statistically significant".

Review Discussion and Conclusions

Questions for
Discussion and Conclusions (1)

Does the **Discussion fit with** the aims of the study stated in the **Introduction**?

Are there any alternative interpretations of the data that the authors should have considered in their Discussion?

Questions for Discussion and Conclusions (2)

Is there **any general background** that belongs in the Introduction section rather than the Discussion?

Have the authors adequately **compared** their findings **with** the findings of **other studies**?

Questions for Discussion and Conclusions (3)

Do the authors present data in the Discussion?

All relevant data should be presented in the Results section. Discussion section - for summaries.

"Group B's one-year survival rate was significantly higher than Group A's,"

❌ "Group B's one-year survival rate (1200 / 2000, 60%) was higher than Group A's (800 / 2000, 40%) (P ‹ 0.05)" - should be in the Results section

Questions for
Discussion and Conclusions (4)

Do the authors mention how the study's results might influence future research?

Are the limitations of the study noted? If not, what limitations have you found?

Are the authors' conclusions supported by their data? Have the authors overstated the importance of their findings?

Review References and Citations

Checklist for References and Citations (1)

Are there places where the authors need to cite a reference, but haven't?

Unusual terms, specific terms etc.

Do the authors **cite all the most relevant previous** studies and explain how they relate to the current results?

If not, note which references are missing.

Checklist for
References and Citations (2)

Are the cited studies recent enough to represent current knowledge on the topic?

Remember: 5-to-10 years old + the papers that are seminal/passed the test of time

Do the authors cite the work of a variety of research groups?

Normally - of 1-2 groups different from the authors'.

Checklist for
References and Citations (3)

Do the authors cite many review articles?

It is better to cite the original studies.

Are all of the citations helpful to the reader?

Note any places where the authors seem to be reviewing literature simply to show the depth of their knowledge,

or to increase citations of their own previous work.

Checklist for
References and Citations (4)

Do the authors cite findings that contradict their own (where they exist), as well as those that support their claims?

It is important that the authors provide a well balanced view of previously published work.

Submission management systems

easychair.org

Alternatives to Easychair

Custom journal submission management systems

or

https://en.wikipedia.org/wiki/Submission_management_system

E.g. SurveyMonkey, Google Forms, FluidReview, FluidSurveys,

Scores and grades

At some peer-reviewed conferences and journals an author obtains both scores/grades and text review.

E.g.

------------ REVIEW 1 --------------------
PAPER: ###
TITLE: Gamification….
AUTHORS: #######
Overall evaluation: **2 (reject)**
Reviewer's confidence: **5 (expert)**
Relevance: **5 (good)**
Scientific/Technical clarity and correctness: **2 (poor)**
Technical/Scientific Quality: **3 (fair)**
Originality of Contribution: **4 (borderline)**
Soundness of Evaluation: **2 (poor)**
Anticipated value in short to mid-term perspective: **3 (fair)**
Anticipated interest for the audience: **5 (good)**
Presentation and language: **5 (good)**
Worth as a Poster?: **no**

Review (*). Please provide a detailed review, including justification for your scores. This review will be sent to the authors unless the PC chairs decide not to do so. This field is required unless you have an attachment.

```
Overall impression:
1) According to the first sentence of the abstract the paper promises to propose a methodology,
i.e. to discover and make public a novel set of methods. Isn't it too promising? Are there other
methodologies in the field of                              What are they? What are typical
methods belonging to those methodologies, that are usually applied to the problem in question?
Does the correspondent author have a necessary background                    usually
studying problems in question?
```

Grades

Overall evaluation (*). Please provide an overall score (1 - 7). 1 is strong reject, 7 is strong accept

- ○ 7: strong accept
- ○ 6: accept
- ○ 5: weak accept
- ○ 4: borderline paper
- ● 3: weak reject
- ○ 2: reject
- ○ 1: strong reject

Reviewer's confidence (*). Please self-assess your confidence as a reviewer (1 - 5). 1 is none, 5 is expert.

- ○ 5: (expert)
- ○ 4: (high)
- ● 3: (medium)
- ○ 2: (low)
- ○ 1: (none)

- ○ 7: excellent
- ○ 6: very good
- ○ 5: good
- ● 4: borderline
- ○ 3: fair
- ○ 2: poor
- ○ 1: very poor

Scores

- Scientific/Technical clarity and correctness

- Technical/Scientific Quality

- Originality of Contribution

- Soundness of Evaluation

- Anticipated value in short to mid-term perspective

- Anticipated interest for the audience

- Presentation and language

Resume

Remember?

Academic Writing Lecture 2 (slide 6)

A good research paper starts LONG before you start writing

A good research paper starts LONG before you start writing

1) **Identify a hot topic** and background reading (= ask your supervisor + read the thematic blogs)

2) **Shape a study** (= plan a research to clarify that hot topic)

3) **Keep references** to the background reading (=use reference managers)

4) Select **international peer-reviewed** conferences to present possible outcomes of the study (= don't start with a Scopus journal!)

Conferences ranking

Rank is a indicator of a role conference plays in a field

A* - Exceptional

A - Excellent

B - Good to Very Good

C - Sound and Satisfactory

Local - National conferences

Unranked - insufficient data for the committee

Unlisted - no one asked the committee to calculate a conference rank

Conferences ranking

e.g. for Computer Science

http://portal.core.edu.au/jnl-ranks/

http://portal.core.edu.au/conf-ranks/

All the conferences

at least as it claimed at the starting page

https://www.allconferencealert.com/country_event.php?country=Germany

1) You can change the country!
2) You can submit your conference there!

Your 2nd homework

Look for proper conferences (symposia, workshops) in your field. Try to identify A*, A, B, C - ranked ones. Justify your decision (= give a necessary **clarity** of the decisions). Train your "clarity" skill.

Submit to moodle