

Possibilities of Open Peer Review

Visions for IL Instruction

Slides available at: <https://bit.ly/2TWfr1L>

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Public Domain Image of the Columbia River Gorge
<https://www.goodfreephotos.com/united-states/oregon/other-oregon/columbia-river-valley-landscape-in-oregon.jpg.php>

How did you learn
peer review?

Assumptions

A wide-angle photograph of a rural landscape under a cloudy sky. In the foreground, a dark-colored donkey is seen from behind, carrying a large white sack. It is positioned next to a low, rustic stone wall. In the middle ground, another donkey with a yellow pack is visible near some simple, white-washed buildings. The background shows a flat, open landscape with scattered trees and a distant horizon.

Cc-by-sa [Image](#) from Franco Rabazzo on Flickr

If peer review is
central to
information, why
isn't it
systematically
taught?

Refine My Results

Expand My Results

Sort by Relevance

Availability

On Library Shelves (2)

Peer Reviewed Journals (5,998)

Open Access

Resource Type

Articles (6,721)

Journals (67)

Dissertations & Theses (54)

Book Chapters (52)

Newspaper Articles (29)

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Date

From 1981 To 2021

Author



14



ARTICLE

Effect of Open Peer Review on Quality of Reviews and on Reviewers' Recommendations: A Randomised Trial

van Rooyen, S ; Godlee, F ; Evans, S ; Black, N ; Smith, R

LONDON: British Medical Association

BMJ: British Medical Journal, 1999-01-02, Vol.318 (7175), p.23-27

PEER REVIEWED

Online Access >



15



ARTICLE

Rare trial of open peer review always comes with concerns

Singh Chawla, Dalmeeth

Nature (London), 2019-02-15

PEER REVIEWED

Online Access >



The (dreaded) assignment

16



EBOOK

Peer Review in Academic Promotion and Publishing Its Meaning, Locus, and Future

Diane Harley

S.l. : Distributed by ERIC Clearinghouse

2010

Online Access >



17



EBOOK

Debates in the digital humanities

Matthew K. Gold, editor.

Minneapolis: University of Minnesota Press



Opacity is a barrier
to learning

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BRIEF REPORT

Check for updates

REVISED Evaluation of the scholastic performance of students in 12 programs from a private university in the south-west geopolitical zone in Nigeria [version 2; peer review: 1 approved, 2 approved with reservations]

Roseline O. Ogundokun ¹, Marion O. Adebisi ^{1,2}, Oluwakemi C. Abikoye ³, Tinuke O. Oladele³, Adewale F. Lukman ¹, Abidemi E. Adeniyi ¹, Adekanmi A. Adegun ¹, Babatunde Gbadamosi¹, Noah O. Akande ¹

[Author details](#)

Abstract

Cumulative grade point average (CGPA) is a system for calculation of GPA scores and is one way to determine a student's academic performance in a university setting. In Nigeria, an employer evaluates a student's academic performance using their CGPA score. For this study, data were collected from a student database of a private school in the south-west geopolitical zone in Nigeria. Regression analysis, correlation analysis, and analysis of variance (F-test) were employed to determine the study year that students perform better based on CGPA. According to the results, it was observed that students perform much better in year three (300 Level) and year four (400 Level) compared to other levels. In conclusion, we strongly recommend the private university to introduce program that will improve the academic performance of students from year one (100 level).

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Open Peer Review

Reviewer Status

Reviewer Reports

	Invited Reviewers		
	1	2	3
Version 2 (revision) 10 Oct 19	 read	 read	
	↑	↑	
Version 1 05 Feb 19	 read	 read	 read

- Robert G. Carroll**, East Carolina University, Greenville, USA
- Semiu Akanmu** , North Dakota State University, Fargo, USA; Augustine University, Ilara_Epe, Nigeria
- Raheela Asif**, N.E.D University of Engineering & Technology, Karachi, Pakistan

Peer Review History

Original Submission	November 24, 2020
Decision Letter - Tim Mathes, Editor	February 2, 2021
Revision 1	
Author Response	March 24, 2021
Decision Letter - Tim Mathes, Editor	April 16, 2021
Revision 2	
Decision Letter - Tim Mathes, Editor	April 27, 2021
Author Response	April 26, 2021
Formally Accepted	
Acceptance Letter - Tim Mathes, Editor	May 11, 2021

Open letter on the publication of peer review reports

PLOS recognizes the benefits of transparency in the peer review process. Therefore, we enable the publication of all of the content of peer review and author responses alongside final, published articles. Reviewers remain anonymous, unless they choose to reveal their names.

We encourage other journals to join us in this initiative. We hope that our action inspires the community, including researchers, research funders, and research institutions, to recognize the benefits of published peer review reports for all parts of the research system.

What if librarians
partnered with
course instructors
and academic
programs to develop
peer-review
training?

Ideas...

- Have students peer review Tweets from prominent figures about current events or recent scientific discoveries
- Find open referee reports and have students read them and critically reflect on the report they read
- Have students read peer-reviewer guidelines from journals and compare them. Some examples are from [Health Affairs](#) and [eLife](#)
- Ask students to develop peer-reviewer guidelines for a journal they might develop

Resources

Open Peer Review Platforms

- [F1000Research](#)
- [eLife](#)
- [Frontiers Journals](#)
- [PLOS One](#)

Other Instructional Content

- [Stories of Open](#)
- [Black Goat Podcast - Letting loose your inner reviewer 2](#)
- [The Birth of Modern Peer Review](#)
- [An Introduction to Open Peer Review](#)

What possibilities
does transparent
peer review offer
you as an
educator?