

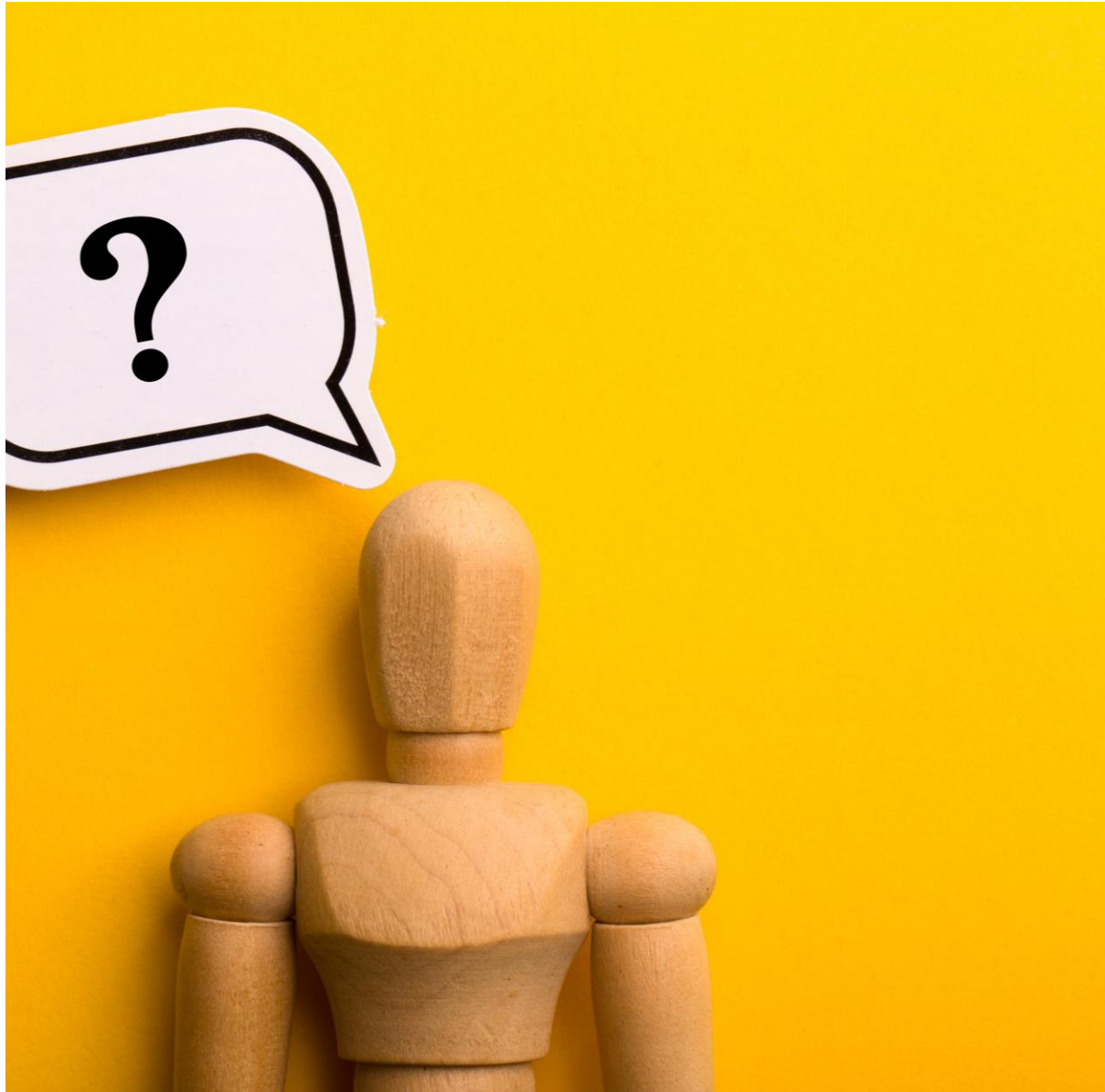
How to Read An Article

Kortschak Center for Learning and Creativity

Study and Reading Environment

- Optimizing Reading Environment
- Limit Technology
- Time Management Mindset





Before You Start Reading...

- Purpose?
- Intended Audience?
- Unique Information?

Previewing by Skimming

- Grasp main idea quickly
- Glance at headings and key words
- Determine text relevance





Word By Word

- Deep understanding and retention
- Close attention to each word
- Absorbing details and reflecting on images

Beginning Sections Of An Article

1. Article

THE BEHAVIORAL AND BRAIN SCIENCES (1982) 5, 187-255
Printed in the United States of America

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

Douglas P. Peters*

Department of Psychology, University of North Dakota, Grand Forks, N.D. 58202

Stephen J. Ceci

Department of Human Development and Family Studies, Cornell University, Ithaca, N.Y. 14853

3. Abstract

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 (Gottfredson 1978, Scott 1974). Getting research published can also have consequences for entire academic departments. Summaries periodically appear in the literature that rank

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 & Kouton 1970, Crane 1967, Gove 1979, McCartney 1973, Revasky 1977, Tobach 1980, Walster & Cleary 1970; in the physical and medical sciences, Cicchetti & Conn 1976, M. D. Gordon 1980, Harnad 1979, Ingellinger 1974, Jones 1974, McCutchen 1976, Ruderter 1980, Stumpf 1980, Zuckerman & Merton 1973.)

2. Authors

4. Introduction

Peters, D. P., & Ceci, S. J. (1982). Peer-review practices of psychological journals: The fate of published articles, submitted again. *Behavioral and Brain Sciences*, 5(2), 187-195.

Literature Review

5. Literature Review

RICKLEFS: SUPPORTING NOVICE DUAL-LANGUAGE TEACHERS IN THE US MIDWEST

Literature Review

In general, research has demonstrated the importance of instruction in dual-language children's primary language to benefit their identity development and academic achievement (Collier and Thomas 2004; Ricklefs 2021a, 2022b; Rodríguez, Carrasquillo, and Lee 2014). Dual-language children's primary language is an important linguistic resource (Freeman and Freeman 2009; Wright 2016) and a right as well (García 2009; Ruíz 1984). Thus, children in dual-language classrooms need teachers who can support the development of their full linguistic repertoire.

Specifically, the expectation is that dual-language teachers can perform tasks in both languages—in English and dual-language children's primary language—while demonstrating knowledge and skills in various content areas (Guerrero and Guerrero 2020). This section brings to the fore the body of literature on dual-language teachers' multiple roles, competencies, and responsibilities.

Most studies on dual-language teachers have focused on the competencies and beliefs of teacher candidates or undergraduate students (e.g., Caldas 2019; Flores, Sheets, and Clark 2010; Rodríguez and Musanti 2014). Few studies have examined the educational needs of dual-language teachers who are already working full-time in schools (e.g., Briceño 2018; Capdevila-Gutiérrez et al. 2020; Varghese 2013) or who are in PD programs (Varghese 2004), and how such training efforts to influence teacher performance and growth.

Studies have highlighted the intricacy of the dual-language field and the multifaceted nature of teachers' work. For instance, Varghese (2004) revealed various perspectives, some of them even conflicting, within the bilingual education community, particularly between teacher educators and practicing teachers in the context of a bilingual PD institute. Perspectives differed on the roles of dual-language teachers (i.e., English language teachers,

Post Content on Sat Apr 01 2023 at 00:57:25 AM CDT

Middle Sections of An Article

Method

6. Methods

Research Design

This study was designed to be an exploratory qualitative case study. A qualitative case study is a holistic description and analysis of a bounded phenomenon, which could be a social unit, where reality is constructed based on people's perspectives (Merriam 2007; Merriam and Tisdell 2016). The qualitative case study design was appropriate because it allowed the author to understand how a group of novice dual-language teachers (i.e., the social unit) made sense of their work, experiences, and educational needs, from their perspectives.

Research Questions

The following research questions (RQs) guided this study:

- RQ1: What are the educational strengths and needs of a group of novice dual-language teachers in the US Midwest?
- RQ2: How does a PD initiative help to support the novice dual-language teachers' strengths and meet their needs, and how were these solutions related to dual-language teacher preparation standards?

Research Context

The research context was a private university near a large metropolitan area in the US Midwest. The university had approximately 9,000 students, of whom 47% were enrolled in different teacher education programs. Specifically, this university focused on serving practicing teachers pursuing graduate degrees and those who wanted to add teaching credentials to their initial licensure. Many of these teachers were enrolled in the bilingual credentialing program, which

7. Participants

Participants

The participants were drawn from a larger mixed-methods study which included over 100 teachers. Among them, twenty-one dual-language teachers gave their consent to participate in this case study. Of these, 78.09% were Latino and 21.91% were white. They were all novice teachers (with one to three years of teaching experience) in Spanish-English dual-language classrooms. It is important to note that due to the scarcity of dual-language teachers at the time, the district had hired teachers who knew Spanish but had not yet completed the dual-language credential. The state allowed their hiring with their commitment to earning a dual-language credential within three years.

Apr 01 2023 at 00:57:25 AM CDT

Final sections of the article

Findings

8. Findings

Regarding the first research question—RQ1: What are the educational strengths and needs of a group of novice dual-language teachers in the US Midwest? —the findings of the study demonstrated that these teachers perceived themselves as having various strengths and needs regarding (a) language skills, (b) advocacy for dual-language programs, and (c) pedagogical knowledge and resources.

81

Data Collection and Analysis Procedures

9. Data Analysis

The data were drawn from the mentioned larger research project and included multiple types and sources. For this case study, data sources encompassed a questionnaire, lesson plans, observations, reflection papers, and interviews to create a comprehensive data set. The dual-language teachers completed a self-evaluation questionnaire (see questions in the Appendix). These teachers also wrote lesson plans and corresponding reflection papers. The observations were of these teachers' videotaped instruction, which the author supplemented with detailed field notes. The interviews included open-ended questions and were conducted in focus groups near the end of the study. The data analysis encompassed open coding followed by focused coding and theming of data via inductive analysis (Saldaña 2021), guided by the study's research questions and theoretical framework. Examples of themes that emerged from focused coding include dual-language teachers' language skills, advocacy for dual-language programs, pedagogical knowledge, and resources. The technique of member checks was utilized to ensure the trustworthiness of the data analysis (Merriam 2007; Merriam and Tisdell 2016).

Downloaded by ProQuest Content

CONCLUSION

10. Conclusion

Based on an examination of the results of the present study, several conclusions can be reached. The first is that regardless of hearing status, first-generation deaf and hearing Latino/a shared common experiences. Specifically, Gándara (2006) noted that these students shared the experiences of having a lack of family support and resources and insufficient academic planning for higher education. First-generation college students tend to lack firsthand knowledge of the college experience and university system and have parents or family members who cannot help them directly with the tasks required to be successful in college.

Second, Zalaquett (1999) reported that first-generation college students, regardless of hearing status, may be less equipped for the demands of college due to poor academic preparation in high school, and less developed critical thinking skills prior to entering college. The child may enter kindergarten already at a disadvantage in

social stereotyping than Anglo students and are less actively involved in their classes. Some feel a need to minimize their racial and ethnic differences. Others feel a need to participate in various ethnic and cultural activities in order to maintain their connection to their culture, which could possibly increase the chances of remaining in college and continuing their education. Deaf Latino/a students face an additional issue related to minority status and identity: They struggle not only with their identity as a Latino/a, but also with their identity as a deaf person. Glickman and Carey (1993) have noted that those with a bicultural identity possess the skill to comfortably negotiate hearing and deaf settings. Participants in the present study reported that they had to develop their identities as deaf individuals and learn how to negotiate as deaf students in a predominantly hearing college or negotiate as a minority-group member within a predominantly Anglo deaf community. The results of the present study indicate differences between those first-generation Latino/a college students who graduated

Looking for more information

References/Endnotes:

- Find related material at the end of the article.



References

- Hudson-Barr, D. (2004). How to Read a Research Article. *Journal for Specialists in Pediatric Nursing*, 9(2), 70-2. <http://libproxy.usc.edu/login?url=https://www.proquest.com/scholarly-journals/how-read-research-article/docview/195781984/se-2>
- Martinez, A. (2018). Pathways to the Professoriate: The Experiences of First-Generation Latino Undergraduate Students at Hispanic Serving Institutions Applying to Doctoral Programs. *Education Sciences*, 8(1), 32. <https://doi.org/10.3390/educsci8010032>
- Raines, D.A. (2013). Reading Research Articles: *NN. Neonatal Network*. <http://libproxy.usc.edu/login?url=https://www.proquest.com/scholarly-journals/reading-research-articles/docview/1285242111/se-2>
- Soo, J. P., Yeatman, H., Russell, J., & MacPhail, C. (2022). Barriers to Urban Food Action: Relevance of Food Pedagogies. *Sustainability*, 14(3), 1300. <https://doi.org/10.3390/su14031300>
- Ricklefs, M. A. (2023). Supporting Novice Dual-Language Teachers in the US Midwest. *The International Journal of Learning in Higher Education*, 30(2), 77-96. <https://doi.org/10.18848/2327-7955/CGP/v30i02/77-96>