

## CLNR 451: Beyond "Is It Peer Reviewed?" Lesson Plan

Librarian:	
Course: CLNR 451: Scientific & Technical Writing	Topic: Peer Review: Information Creation as a Process
Faculty Member:	Date:

<p>Framework Focus:</p> <p>2. Information Creation as a Process</p> <p>Knowledge Practice 2b- Students will assess the fit between an information product's creation process and a particular information need.</p> <p style="padding-left: 40px;">Learning Outcome 1: Students will be able to identify peer-reviewed original research articles in the sciences.</p> <p style="padding-left: 40px;">Learning Outcome 2: Students will be able to explain the relationship between two or more documents in the context of the scholarly publication process.</p> <p>Knowledge Practice 2c- Students will articulate the traditional and emerging process of information creation and dissemination in a particular discipline.</p>
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Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)	<p>Greetings.</p> <p>How did the annotated bibliography go?</p> <p>Has anyone ever taken advantage of the Writing Center? Elicit feedback: <i>Explain what that's like.</i></p> <p>Lead a brief discussion establishing students' existing mental model of peer-review.</p> <p>1) Show NCSU's Peer Review in Three Minutes video</p> <ul style="list-style-type: none"> <li>• Discuss video briefly. Ask: <i>Does this clarify what</i></li> </ul>	<p>10 min.</p> <p>NCSU's Peer Review in Three Minutes video: <a href="https://www.lib.ncsu.edu/tutorials/peerreview">https://www.lib.ncsu.edu/tutorials/peerreview</a></p>

	<p><i>peer-review looks like in academia? Say: It's a competitive process.</i></p> <ul style="list-style-type: none"> <li>● Introduce students to LibGuide</li> </ul> <p>2) Activity 1- Pre-Lesson Warm-up (LO1):</p> <p>Learning Outcome 1: Students will be able to identify peer-reviewed original research articles in the sciences.</p> <p>Distribute Peer Review comments.</p> <ul style="list-style-type: none"> <li>● Show Warm-Up "Manuscript to be Reviewed" <ul style="list-style-type: none"> <li>○ Point out that each line is numbered.</li> </ul> </li> <li>● Show Reviewer 1 comments <ul style="list-style-type: none"> <li>○ Display &amp; discuss Reviewer 1's comments <ul style="list-style-type: none"> <li>■ Methods #1</li> <li>■ Results #1</li> </ul> </li> <li>○ Say: <i>The revisions suggested in this peer-review represent significant work for the authors. The article may or may not be accepted into the publication even if the revisions are made.</i></li> <li>○ Hold a group discussion about the purpose, process, benefits, and disadvantages of peer review <ul style="list-style-type: none"> <li>■ Purpose- Assess the validity, quality, and often the originality of articles for publication</li> <li>■ Process- See</li> </ul> </li> </ul> </li> </ul>	<p>CLNR 451 LibGuide:  <a href="http://guides.lib.campbell.edu/clnr_451">http://guides.lib.campbell.edu/clnr_451</a></p> <p><b>Warm-Up "Manuscript to be Reviewed":</b>  Baquet, L., Hasselmann, H., Patra, S., Stellman, J.P., Vettorazzi, E., Engel, A.K., Rosenkranz, S.C., Poettgen, J., Gold, S.M., Schulz, K.H. &amp; Heesen, C. (2018). Manuscript to be reviewed: Short-term interval aerobic exercise training does not improve memory functioning in relapsing-remitting multiple sclerosis-a randomized controlled trial. <i>PeerJ</i>.  <a href="https://peerj.com/articles/6037v0.1/submission">https://peerj.com/articles/6037v0.1/submission</a></p> <p><b>Reviewer 1 Comments for Warm-Up Manuscript:</b>  Reviewer 1 (2018) Review history for Short-term interval aerobic exercise training does not improve memory</p>
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	<p>Peer-Review in 3 Minutes video</p> <ul style="list-style-type: none"> <li>■ Benefits- Subjects research to the scrutiny of other experts in the same field to check its validity and evaluate its suitability for publication</li> <li>■ Disadvantages- time consuming; very often, the process is not transparent; <i>PeerJ</i> and a few other journals have attempted to make the process more transparent</li> </ul> <ul style="list-style-type: none"> <li>● Say: <i>The reviewers and the authors were not the only individuals involved in the article's creation. <b>Scholarship is a conversation across time and information creation is a process.</b></i></li> </ul>	<p>functioning in relapsing-remitting multiple sclerosis—a randomized controlled trial (v0.1). <i>PeerJ</i>. <a href="https://doi.org/10.7287/peerj.6037v0.1/reviews/1">https://doi.org/10.7287/peerj.6037v0.1/reviews/1</a></p> <p><b>Warm-Up Manuscript Final Published Article:</b></p> <p>Baquet, L., Hasselmann, H., Patra, S., Stellman, J.P., Vettorazzi, E., Engel, A.K., Rosenkranz, S.C., Poettgen, J., Gold, S.M., Schulz, K.H. &amp; Heesen, C. (2018). Short-term interval aerobic exercise training does not improve memory functioning in relapsing-remitting multiple sclerosis—a randomized controlled trial. <i>PeerJ</i>, 6. <a href="https://doi.org/10.7717/peerj.6037">https://doi.org/10.7717/peerj.6037</a></p>
II. Statement (Inform student of objectives)	Say: <i>During the next activity, you will be given a document set and will determine what each document is and the relationship(s) between each document.</i>	2 min.
III. Teacher Input (Present tasks, information, and guidance)	2) Activity 2 (LO2) Learning Outcome 2: Students will be able to explain the relationship between two or more documents in the context of the scholarly publication	20-25 min.  Class of 50 (12 sets of Documents 1-6).

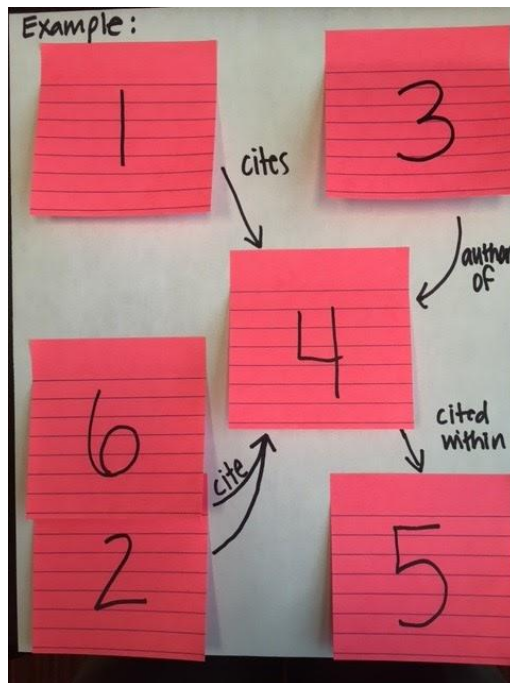
	<p>process.</p> <ul style="list-style-type: none"> <li>• In groups of four, students examine a set of documents and identify each document type, including whether it is a peer-reviewed original research article or something else. The group is to demonstrate how each document is interrelated.</li> </ul> <p><i>Say: At this point, you've likely seen a research article and perhaps read and used it for an assignment. But what you don't often get to see are the many factors that go into the creation of that research article or the different ways it contributes to the scholarly conversation after it's been published. In this activity, you will review a set of documents, each of which represent a different and essential aspect of the process of publishing a research article, before, during, and after publication.</i></p> <p><i>As a group, review each document. Briefly discuss what kind of information each document provides and identify what type of resource it is (such as a peer-reviewed, original research article, a review article, or a book chapter). Also, discuss how the documents relate to each other and their role in the research and scholarly publication process.</i></p> <p><i>Each document has a sticky note with a number corresponding to the number on the document. When your group is ready, place the sticky notes on the whiteboard in a way that represents</i></p>	<p>Sticky notes to label Documents 1-6</p> <p><b>Document 1:</b>  Stockholm University. (2020, January 11). <i>Faculty Profile: Gustav Nilsson</i>.  <a href="https://www.su.se/english/profiles/guni6529-1.189647">https://www.su.se/english/profiles/guni6529-1.189647</a>.</p> <p><b>Document 2:</b>  Żurowska, N., Kałwa, A., Rymarczyk, K., &amp; Habrat, B. (2018). Recognition of emotional facial expressions in benzodiazepine dependence and detoxification. <i>Cognitive Neuropsychiatry</i>, 23(2), 74–87.  <a href="https://doi.org/10.1080/13546805.2018.1426448">https://doi.org/10.1080/13546805.2018.1426448</a></p> <p><b>Document 3:</b>  Gourley, S. L., Debold, J. F., Yin, W., Cook, J., &amp; Miczek, K. A. (2005). Benzodiazepines and heightened aggressive behavior in rats: Reduction by GABA(A)/alpha(1) receptor antagonists. <i>Psychopharmacology</i>, 178(2-3), 232–240.  <a href="https://doi.org/10.1007/s00213-004-1987-3">https://doi.org/10.1007/s00213-004-1987-3</a></p>
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how your group thinks the documents relate to each other. Use dry-erase markers to draw lines connecting the sticky notes to show the connections between documents.

- Students analyze the documents to determine how they relate to each other.
- Each group uses sticky notes to build their maps on the whiteboard.
- Groups volunteer to provide a rationale for why they mapped the documents and connections the way they did.

Ex. Use this example to show students what their sticky note map may look like. Note: These are not the answers to Activity 2.

[https://drive.google.com/file/d/1B6uqZC\\_nvzUZq7i-S7oQfEQRSO9JyPgi/view?usp=sharing](https://drive.google.com/file/d/1B6uqZC_nvzUZq7i-S7oQfEQRSO9JyPgi/view?usp=sharing)



#### Document 4:

(2017). Review history:

Effects of 25 mg oxazepam on emotional mimicry and empathy for pain: A randomized controlled experiment.

*Royal Society Open*

*Science*, 4(3), 160607.

[https://royalsocietypublishing.org/action/downloadSupplement?doi=10.1098/rsos.160607&file=rsos160607\\_review\\_history.pdf](https://royalsocietypublishing.org/action/downloadSupplement?doi=10.1098/rsos.160607&file=rsos160607_review_history.pdf)

#### Document 5:

Nilsson, G., Tamm, S.,

Golkar, A., Sörman, K.,

Howner, K.,

Kristiansson, M.,

Olsson, A., Ingvar, M.,

& Petrovic, P. (2017).

Effects of 25 mg oxazepam on emotional mimicry and empathy for pain: A randomized controlled experiment.

*Royal Society Open*

*Science*, 4(3), 160607.

<https://doi.org/10.1098/rsos.160607>

#### Document 6:

Luminet, O., Bagby, R. M.,

& Taylor, G. J. (2018).

*Alexithymia: Advances in Research, Theory, and Clinical Practice*.

Cambridge University Press.

		<p>Note for librarian:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Preview this title via Google Book Search</a></li> <li>2. Search for “Nilsonne” in the book</li> <li>3. Nilsonne’s work is cited on pp. 295, 296, 300, &amp; 318</li> <li>4. Print a screenshot of this page for Document 6</li> </ol>
IV. Guided Practice (Elicit performance, provide assessment and feedback)	<ul style="list-style-type: none"> <li>• Review answers to Activity 2.</li> <li>• Discuss aspects of the scholarly communication process that are represented by/in the documents: <ul style="list-style-type: none"> <li>○ Ask: <i>Do you see how scholarship is a conversation over time and space involving many researchers and authors?</i></li> </ul> </li> </ul>	<p>5 min</p> <p><b>Answer Key:</b>  #1 is the author of #5  #2 cites #5  #3 is cited within #5  #4 is the review history of #5  #5 is the original article  #6 is an ebook that cites #5</p> <p>Note for librarian: When preparing document sets, highlight clues for your students (Ex. Highlight Nilsonne’s name in the bibliography of Document 2)</p>
V. Independent Practice -- Seatwork and Homework (Retention and transfer)	<ul style="list-style-type: none"> <li>• None</li> </ul>	
VI. Closure (Plan for maintenance)	<p>Questions?</p> <ul style="list-style-type: none"> <li>• Announce extra RefWorks Workshops</li> <li>• Issue library survey.</li> </ul>	5 min.

