Peer Reviewing & Writing Abstracts

Professor Evelyn Garwe, Professor Frederick Ato Armah, & Associate Professor Yuwei Xu

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Peer reviewers as 'co-authors'

❖ **They are 'gate keepers' and 'experts' in your field** (not always)

❖ **They help you to improve your articles**

❖ **How peer reviewers' comments are used by editors?**

❖ **Reviewers can be challenged**

❖ **Not all reviewers are sensible or respectful**

❖ **A peer-reviewed paper is NEVER perfect**

This is Reviewer 2.

Reviewer 2 is an angry and bitter scholar exacting revenge on their peers through overly critical anonymous rejections of papers they secretly wish they would have written.

Reviewer 2 does not like puppies.

Don't be like Reviewer 2.

I DON'T KNOW IF REVIEWER NO.2 READ THE PAPER

OR HE HAS A REVIEW GENERATOR

https://shitmyreviewerssay.tumblr.com/

https://scirev.org/
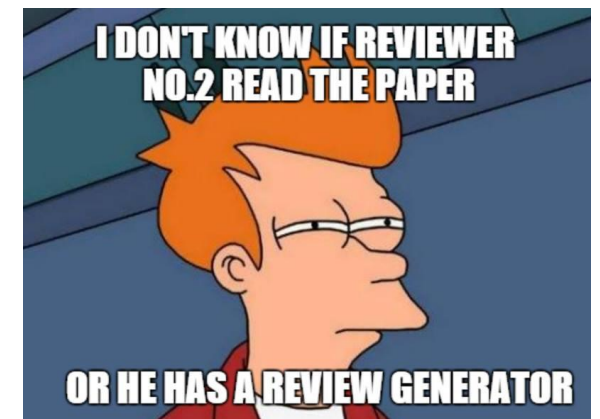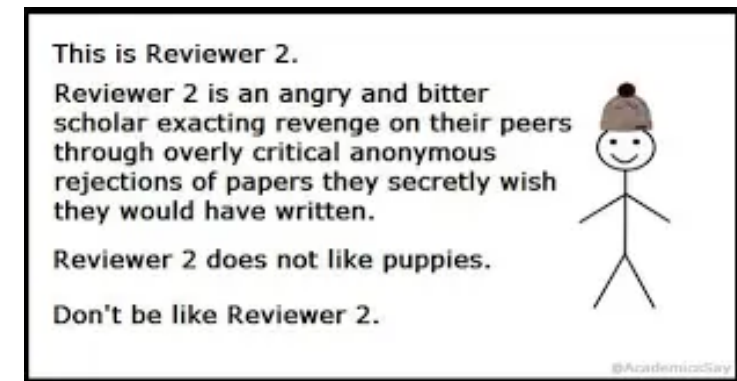
➢ **Whether or not the paper fits with the journal's aims and scope** (suitability)

➢ **Whether or not the paper contributes to new knowledge** (originality)

➢ **Why this topic matters** (significance)

➢ **Methodological rigor** (rigor)

➢ **Theoretically-informed** (beyond being descriptive)

➢ **If the paper can be 'saved' or not**

➢ **Other more detailed stuff:**
  ❑ Particular statements, arguments, etc.
  ❑ Referencing
  ❑ Language
  ❑ Structure
  ❑ Elements of methodology
  ❑ Ethical issues
  ❑ Readability

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Reasons for manuscript rejection

From sources across the web

Poor analysis of the data ⌄	Inadequate data ⌄	Out of scope ⌄
Journal formatting requirements ⌄	Poor research design ⌄	Figure and table quality ⌄
It fails the technical screening ⌄	Lack of originality ⌄	Poor methodology ⌄
Common reasons for manuscript r... ⌄	Inadequate literature review ⌄	Inappropriate packaging of the ma... ⌄
Statistics ⌄	Plagiarized content in the manuscri... ⌄	Violation of research ethics ⌄
An incomplete data set ⌄	Writing ⌄	Conclusion ⌄
Ethics ⌄	Grammar and spelling mistakes ⌄	Inappropriate study designs ⌄
Lack of interpretations ⌄	Manuscript interpretation is difficult ⌄	Plagiarism ⌄

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➤ **Key theories used** (concepts, languages, arguments, etc.)

➤ **The theorisation informs research design, data analysis, discussion, and key argument(s) made**

➤ **Different theoretical positioning leads to different arguments** (journal articles are critical conversations between scholars to advance knowledge in the field)

➤ **Not simply describing your findings, even for quantitative studies**

➤ **Not for all journals** (many low-quality journals do not need this)

➢ **New empirical findings to advance theories and practice**

➢ **New theories to interpret a social phenomenon and/or to engage with significant debates/arguments**

➢ **New theoretical concepts or frameworks**

➢ **Validations and large quantitative data sets for quants**

➢ **Situated in current, international and local literature**

➢ **Situated in clear contexts** (but with international interests or significance)

- ➤ **Informed by theoretical frameworks**
- ➤ **Clear research questions/arguments**
- ➤ **Well justified methods/tools**
- ➤ **Detailed sampling and participants**
- ➤ **Theoretically-informed data analysis**
- ➤ **Ethical considerations**
- ➤ **Contextualisation**
- ➤ **Researchers' bias/subjectivities**

➢ **That my paper is perfect and accepted with no corrections …**

➢ **Critical comments on areas for improvement**

➢ **Constructive suggestions on how to improve**

➢ **Encouraging words**
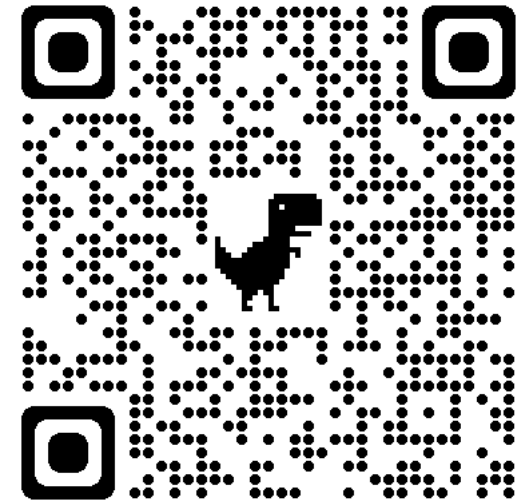
➢ **Respect**

➢ **Sensitivity**

https://www.menti.com/4o3sqs9orj
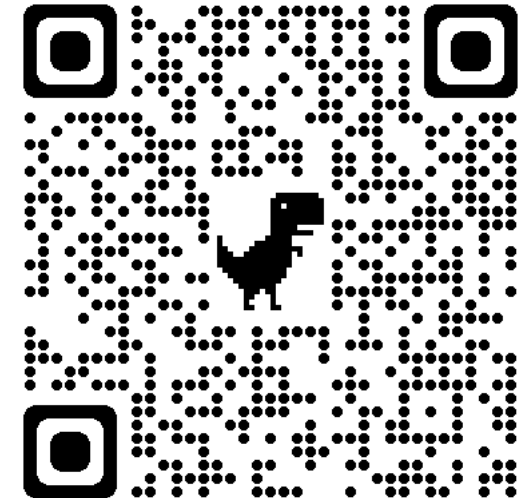
➢ **Learn about new knowledge**

➢ **Learn about recent developments in a (new) field**

➢ **Learn from experiences and mistakes**

➢ **Contribute to academic citizenship**

➢ **Stepstones to journal editorial boards and editorial roles**

➢ *Give others a hard time*

https://www.menti.com/4o3sqs9orj

➤ **Start with overall impressions**

❑ Is this topic important?

❑ Does it fit with the journal's aims and scope?

❑ Does it contribute to new knowledge?

❑ Is it clearly written and well structured?

➤ **Breakdown of comments**

❑ Title/abstract

❑ Introduction

❑ Literature review

❑ Theoretical framework

❑ Methodology and methods

❑ Findings

❑ Discussion/Conclusion

➤ **Comments by pages/lines** (sometimes annotated)

Thank you for the opportunity to review this article. Overall, I find it interesting and meaningful in providing some concrete examples of how to respect family diversity and challenge heteronormativity in EC settings. I recommend this article to be published by Journal of Research in Childhood Education, with the following minor suggestions:

1. Although this article has a clear focus on lesbian parents' perspectives, it might worth considering bringing in literature (briefly) that discusses issues experienced by other types of family structures, such as gay parents, single mothers/fathers, and others; and the relevance to EC experiences. This will situate the article in a broader context of promoting diversity and challenging heteronormativity in EC settings, echoing what has also been mentioned/discussed later in the findings and discussions of this article.

2. It is mentioned that the original study was conducted using both questionnaire survey and interviewing. However, there seems to be a lack of details about the questionnaire survey in the methodology and later in presenting the findings. The authors need to make it more explicit regarding how data analysis was conducted.

3. More demographic information about the participants (for both the questionnaires and interviews) may help with understanding/capturing the complexities of individuals' experiences when employing a theoretical framework such as QT. The authors should at least acknowledge whether they are aware of potential intersections between the participants' sexuality and other social backgrounds. Also, how are institutional and national policies/cultures shaping the experiences of those lesbian parents?

4. It is mentioned that the primary researcher is a trained/experienced EC educator and a lesbian parent. Any reflections on how the researcher's subjectivity might (not) have impacted on the data collection and interpretation processes would be appreciated.

5. The authors presented that some participants tended to report on more negative experiences during their interviews, whereas their responses in the questionnaires are highly positive. Are there any clues from the study or from literature that might be used to explain this further?

6. Lastly, I am a little bit unsure about the use of 'good and bad' in the title and then 'positive and negative' experiences in presenting the findings. Aren't these terms reflecting a binary way of thinking that post-structuralists seek to challenge?

A longer example here

Comments to the Corresponding Author

Abstract

The abstract should include the country the data were collected from earlier on in the text.
It is not helpful to suggest that children's understanding 'may be influenced', it either was or wasn't or is not worth mentioning.

Background

The authors need to be accurate in how they report and use the terminology around the SARS-COV-2 virus and COVID-19 disease.
The authors suggest that existing research around children's understanding of coronavirus is contradictory, whereas I would argue that it just represents different perspectives depending on the focus of the different projects.
The authors may also wish to examine how the different projects were conducted at different points in the trajectory of the pandemic.
The authors do not need to refer to the study as the 'present' study.
It is not clear what is meant by the term 'qualitative difference' between children's understanding depending on age and experience and how 'accurate' was judged in parents' understanding.

Design and reflexivity

This section is puzzling as the choice of an interpretive phenomenological approach does not seem to closely align with the use of an online survey.
This section seems also focus on analysis techniques as opposed to a design and some of the content would be better positioned within an analysis section.
I wonder if the approach was more aligned to a simple qualitative survey.

Ethics

The authors do not include details about how assent was obtained from children.

Methods

The authors need to include more information about the surveys. Was the survey for children all open answer questions? What questions were included in the parents survey? It would be good for a table to be included in the text which details the actual questions asked within each survey?
It is assumed that the parent and child survey was linked, but this is not explicitly stated.

Data analysis

It is not clear what the authors mean by 'no experience or experience of COVID-19', was this personally having the disease or a family member having the disease?

Discussion

It is not clear what is meant by 'qualitative differences' in children's responses.
The authors highlight that some children lacked knowledge of complex biological aspects. It would be interesting for the authors to consider this against any evidence around adolescent or adult's reported understanding of such factors.
It is not clear what is meant by 'this research allowed for a greater understanding of an understudied topic area, which is commendable, considering the noted importance to investigate this area for a child's psychological trajectory'. This sentence should be revised.

Conclusion

The last part of this following sentence does not make sense. It showed that children understood the pandemic relatively well, with only a few omissions or misinformed beliefs encapsulated.
The meaning of this following sentence is not clear 'This research presents opportunities within educational practices to build upon children's knowledge and to extend research in this topic area further'.

There are further references the authors need to review and consider including:
Haber, A.S., Kumar, S.C., Puttre, H., Dashoush, N. and Corriveau, K.H., 2022. "Why Can't I See My Friends and Family?": Children's Questions and Parental Explanations About Coronavirus. Mind, Brain, and Education, 16(1), pp.54-61.
Bonoti, F., Christidou, V. and Papadopoulou, P., 2022. Children's conceptions of coronavirus. Public Understanding of Science, 31(1), pp.35-52.
Bray, L., Blake, L., Protheroe, J., Nafria, B., de Avila, M.A.G., Ångström-Brännström, C., Forsner, M., Campbell, S., Ford, K., Rullander, A.C. and Robichaud, F., 2021. Children's pictures of COVID-19 and measures to mitigate its spread: An international qualitative study. Health Education Journal, 80(7), pp.811-832.
Rydström, L.L., Ångström, C., Blake, L., Bray, L., Carter, B., Forsner, M., Nolbris, M.J., KIRTON, J., Kull, I., Matsson, J. and Nilsson, S., 2021. A glimpse into how children in Sweden access and perceive information during Covid-19 pandemic. Scandinavian Journal of Public Health.

Comments to the Corresponding Author

A very important topic with a solid qualitative research
Methods:
If you want make claims about age,experience differences, I think you may need to code your data and conduct stats test.
if you concern about children's distress, do you need to measure the children's level of distress?
One question about sample, whether the SES background will influence children's understandings?
And if there were very few sample in your study without any experience of Covid-19, maybe you can distinguish with the personal experience, others(relatives' or neighbor's) experience.
Online survey:
Where are information source: how the children get the information about Covid 19?
It needs to show your survey questions, in order to help readers make sense of responses.
Discussions：
And what's the relations between children's' understandings and their 'distress'?
Need further discussions on the relations between what children know and what they do.

Comments to the Corresponding Author

"_____ _____ _____ examines a timely and relevant topic that would interest Children & Society readers with a broad interest in how children (and their families) understand and experience the pandemic. The scope of the study is well-defined and justified, with reference to relevant literature. The paper is well written and logically organised, and I found the analysis interesting.

While I do think "_____ _____ could make a nice contribution to Children & Society, I suggest that the author(s) develop the following ideas/sections in greater depth:

1. The 'Method' section could be refined further to move away from descriptions to a more reflective one. For example, the section on 'Data analysis' could include how the authors applied Braun and Clarke's (2006) six steps for their analysis. What were the lessons learnt along the way? Was there anything unexpected? On 'Recruitment', were there any difficulties in recruitment or anything unexpected? If so, how was this mitigated? Such reflections would be helpful for future researchers interested in carrying out similar research. It is also not clear to me whether the parents completed the same survey that the children did, or a completely different one. What is the purpose of the parental proxy responses?

2. On page 10, there is a question posed around the cultural differences in the sample compared to other studies, that 'perhaps children in Nigeria have been taught more about the biological underpinnings of COVID-19 compared to UK children' – Which research is this referring to? Prior mention of having an awareness of biological underpinnings are based on studies by Nalwadda et al. which is on Uganda and Martinerie et al. which is on France. I think it would make sense to extend this section, with the notion of 'cultural differences' elaborated in further detail to deepen the discussion.

3. The analysis includes interesting information around children's perspectives of COVID-19 and how this is similar/different across age groups. Although insightful, this does not deepen my understanding of this situation. It would be helpful to see how this varies across social groups for example, as the families come from varying social class backgrounds as indicated in Table 1. This would add an additional layer of analysis that makes the data richer to understand the circumstances shaping children's perspectives and experiences.

Comments to the Author

I sincerely apologize for my delay in reviewing your revised article. I know it can be a pain waiting for reviewers' feedback. I also appreciate that you are able to submit revisions in a timely manner in such difficult times for many of us - I myself am struggling to cope with writing at the moment, so well done on this in the first place.

Having reviewed your revised paper in conjunction with the reviewers' feedback, my main suggestion is that you still need to clarify the focus/framing of this paper in the introduction and conclusion sections.

Do not make assumptions on things that you cannot tell from reading the article!!!

E.g. gender, native language

"Please ask a native English speaker to proofread and edit this paper …"

❖ **Visibility**

    ❑ Publications

    ❑ Website profiles

    ❑ Social media

    ❑ Networking

❖ **A proactive approach**

    ❑ Self-registration

    ❑ Early Career Reviewer Scheme

❖ **Mentorship**

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Institutional Affiliation
Country
Subject specialisms / areas of expertise
Number of academic journal reviews completed to date

Children & Society   NATIONAL CHILDREN'S BUREAU

Children & Society Early Career Reviewer Scheme

Call for Expressions of Interests

Children & Society is pleased to launch our Early Career Reviewer Scheme that aims to build early career researchers' capacities in academic peer-reviewing. This scheme reflects our commitment to inclusion, equity, and justice in academic publishing. We will pair an early career researcher with a more experienced one and invite both to jointly review papers submitted to *Children & Society*. For *early career reviewers (ECRs)*, they will be the main reviewer for the allocated paper, who provide detailed evaluation report on the quality and fitness of the paper for publication; for *experienced reviewers*, they do not necessarily need to submit a full report as normally required from a peer-reviewer. Instead, experienced reviewers will support their mentees by offering constructive and critical feedback in the peer-review process.

This scheme seeks to provide ECRs with training on peer-reviewing skills, increase their participation in academic peer-reviewing, and with mentorship, become a valuable resource not only to *Children & Society*, but to the larger childhood studies research community. It is a support- rather than competition-oriented scheme, so there are no selection criteria except that we expect the ECRs' research areas to align with *Children & Society*'s aims and scope. We also take an open approach to interpretation of an ECR and welcome expressions of interests from anyone who identify themselves as in need of such support in capacity building related to academic peer-reviewing.

❖ Peer reviewing experiences as stepping stones

❖ Special issue guest editors

❖ Open applications *(e.g. ECR, Global South)*

❖ Self-recommendation

❖ **Identify your key journal(s)**

Early Years
An International Research Journal

ISSN: 0957-5146 (Print) 1472-4421 (Online) Journal homepage: https://www.tandfonline.com/loi/ceye20

Beyond gender binaries: pedagogies and practices
in early childhood education and care (ECEC)

Yuwei Xu, Jo Warin & Martin Robb

To cite this article: Yuwei Xu, Jo Warin & Martin Robb (2020) Beyond gender binaries:
pedagogies and practices in early childhood education and care (ECEC), Early Years, 40:1, 1-4,
DOI: 10.1080/09575146.2020.1728077

To link to this article: https://doi.org/10.1080/09575146.2020.1728077

Early Years
An International Research Journal

ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/ceye20

Building a competent early childhood education
and care workforce in the Asia-Pacific region

Minyi Li, Mugyeong Moon, Yuwei Xu & Pamela Oberhuemer

To cite this article: Minyi Li, Mugyeong Moon, Yuwei Xu & Pamela Oberhuemer (2022) Building
a competent early childhood education and care workforce in the Asia-Pacific region, Early Years,
42:1, 1-5, DOI: 10.1080/09575146.2022.2039027

To link to this article: https://doi.org/10.1080/09575146.2022.2039027

❖ An independent 'little story' that gives a nutshell of your paper

❖ Different ways of writing an abstract - no one-size fit for all

Example 1:
- Statement of problem
- Policy/social context
- Key focus
- Key methods
- Main findings
- Key arguments
- Practical/policy/research implications
- (Research gaps)
- (Theoretical framework)

Understanding secondary school students' agentic negotiation strategies in accessing higher education in Cameroon

Tongtong Zhao[a], Yuwei Xu[b], Yun Yu[c] and Zeyi Liu[d]

[a]UNESCO International Research and Training Centre for Rural Education, Faculty of Education, Beijing Normal University, Beijing, China; [b]School of Education, University of Nottingham, Nottingham, UK; [c]School of Education, Shanghai Normal University, Shanghai, China; [d]Department of Curriculum, Pedagogy & Assessment, IOE, UCL's Faculty of Education and Society, London, UK

ABSTRACT
This article investigates students' post-secondary education transition processes in Cameroon through the lens of agency. Situated in a country where the higher education participation rate is fairly low, our article explores how students agentically negotiate access to higher education within structural constraints of socio-economic status and gender. Semi-structured interviews with 25 students from two secondary schools in Yaoundé, Cameroon were conducted. The findings reveal that students enacted the four modes of reflexives (Archer, 2003) dynamically and discursively, with specific manifestations of agency relevant to gendered and classed structures in Cameroonian society. In this paper, we propose a person-centred, empowering approach to supporting students in higher education participation. We further confirm the importance of non-universal, contextually-situated employment of Archer's (2003) typology of four reflexive modes.

Men's participation in early childhood education and care (ECEC): comparative perspectives from Edinburgh, Scotland and Tianjin, China

Yuwei Xu[a], Michele Schweisfurth[b] and Barbara Read[b]

[a]School of Education, University of Nottingham, Nottingham, UK; [b]School of Education, University of Glasgow, Glasgow, UK

ABSTRACT
At the global level, prominent narratives about improving the quality of early childhood education and care (ECEC) promote the recruitment of men into the profession. However, comparing across different policy and practice settings demonstrates contrasting expressions and experiences of how men contribute to ECEC. This article presents findings from a study in Edinburgh, Scotland and Tianjin, China. The study explored how male and female practitioners and children talk about gender and how gendered relationships and roles are 'performed' in practice settings. In the two contexts, national/regional policy aims to raise the number of men working in ECEC, but in both cases and in different ways the inclusion of men in ECEC reinforces cultural gender norms as much as interrupting them. This research points to the need for comparative research to include observation data and practitioners' and children's views to enhance understanding of how global discourses of ECEC are enacted in different contexts.

Journals are increasingly requesting the submission of a "graphical" or "visual abstract" alongside the body of the article. This is a single, concise, pictorial and visual summary of the main findings of the article.