

TWELVE TIPS

Becoming a peer reviewer to medical education journals

SAMY A. AZER¹, SUBHA RAMANI² & RAY PETERSON³

¹King Saud University, Saudi Arabia, ²Boston University School of Medicine, USA, ³University of Adelaide, Australia

Abstract

Background: Peer reviewing for medical education journals is an art, a privilege, a responsibility and a service to the profession. Writing a review report requires skills and commitment and takes time. Novice reviewers may be interested in participating in this service, but they might lack sufficient knowledge of their role as peer reviewers and the skills needed to conduct a comprehensive and fair review.

Aims: The aims of this article are to help novice reviewers in their preparation of manuscript review reports and improve their confidence and skills in their role as reviewers.

Methods: We reviewed the literature in this area and applied lessons learned from our experience as peer reviewers. In addition, one of the authors has presented several training workshops for faculty reviewers.

Results: Incorporating all the methods described, we have developed a series of simple strategies that medical educators can utilise to perform high-quality reviews of manuscripts.

Conclusions: Though the development of skills in reviewing medical education papers is the outcome of continuous practice and experience; the strategies described in this article will be of value to those starting their professional contribution as reviewers and enhance their skills in this area.

Introduction

Research, teaching and service are fundamental activities of academic life and represent scholarship in medical education (Mennin & Cole McGrew 2000). Among these activities, the creation of new knowledge and its dissemination to the wider academic and research community through peer review and publication are crucial. Becoming a peer reviewer of medical education journals contributes to a scholarly approach in education and involves exploration and critical evaluation of research and other publications in this area. Journal editors seek high-quality reviews to make informed decisions on whether to publish a manuscript and are often faced with reviews that do not achieve an optimal quality. Reviewing a manuscript is not intuitive and requires training and experience; but novice reviewers most often do not receive the needed orientation. Reviewers have two duties: assist with publication decisions and provide constructive criticism to authors with respect and professional courtesy.

Although all scientific and medical education journals require peer review, they neither follow the same peer reviewing system in relation to disclosure of authors' identities to reviewers or vice versa, nor is there uniformity in number of peer reviewers per manuscript. For example, *Medical Teacher* shows the authors' identity and their institutions to the reviewers but does not reveal the names of the reviewers to the authors (anonymous peer review), whereas *Medical*

Education withholds both the identity of the authors and the reviewers (double blinded review). On the other hand, open access journals such as *BMC Medical Education* do reveal both authors and reviewers identities (open peer review). This journal also includes the detailed history of the review process with accepted papers and comments of the reviewers throughout the review process and the responses of authors (Godlee 2002).

According to some journals, withholding (blinding or masking) aims at improving the quality of reviews by removing possible bias. For example, reviewers might be more apt to recommend acceptance of manuscripts by renowned authors from prestigious universities and be more critical of papers by unknown authors from less prestigious universities (Fletcher & Fletcher 2003). However, other authors state that blinding or unmasking had no effect on the quality of peer review, reviewers' recommendations or time for review (van Rooyen et al. 1998). Regardless of the system that a journal adopts, the tasks required of peer reviewers are the same and they have to submit their reviews to the editor within the time allocated to them by the editor.

There is no standardised system among journals regarding the number of reviewers per manuscript. It has been stated that two reviews are too few to inform editorial decisions whether or not to publish a manuscript. Indeed, it would need at least six reviewers all in support of publication or rejection in order to have a statistically significant conclusion from peer

Correspondence: S.A. Azer, Professor of Medical Education, Chair of Curriculum Development and Research Unit, Medical Education Department, College of Medicine, King Saud University, PO Box 2925, Riyadh 11461, Saudi Arabia. Tel: 966542307075; fax: 96614699174; email: azer2000@optusnet.com.au

Table 1. A framework for peer review of medical education manuscripts.

Before the review	Editor's invitation to review a manuscript	Under which category of papers in this journal does this manuscript best fit in? Do I have the expertise to review this topic and/or study method? Am I able to submit my report within the time identified by the editor? Are there any conflicts of interest that could affect my acceptance to act as a reviewer
Reviewing the manuscript	Overall	What did the authors intend to study? Does this manuscript address a topic that will be of interest to readers? Does this study attempt to provide answers to important, previously unanswered questions? Are the authors able to answer their research questions through the research method used?
	Abstract	Does the abstract accurately represent the study/paper? If the abstract was reviewed alone, does it adequately summarize the paper?
	Introduction	Does the introduction justify the rationale of the study or purpose of the manuscript (statement of the problem and a concise review of literature) Are the study/manuscript objectives clearly described?
	Methods	Are the methods used valid and reliable? Are the methods selected by the authors able to answer the research questions? Are the methods used clearly described?
	Results	If a research study, can the results be reproduced by other investigators? Is this section well organized? Are the results clearly described?
	Discussion	Are the statistical methods selected appropriate? Are there any errors in the statistics used? Are the results summarized concisely? Do the authors state whether their hypotheses were proved or not? Are the findings compared and contrasted with previous work in this area? Are limitations to the study/project listed?
	Tables, graphs and figures	Do the figures and tables illustrate key features of the study? Are the figures and graphs clear and easy to follow with appropriate legends where needed?
	References	Are there sufficient references for the purposes of this manuscript? Does the style correspond with the journal's recommendations? Are key references included up-to-date and reported accurately?
Reviewer report	Summary statement	Summarise the strengths and weaknesses of the manuscript. State whether it addresses an important educational issue.
	Decision	Accept, reject or recommend revisions Revisions should not suggest major changes in methodology.
	Constructive criticism	Provide courteous and constructive feedback to authors by which they can improve the manuscript. This section should be consistent with the reviewer's decision about publication.

review (Fletcher & Fletcher 2003). Currently, most journals will have three to four reviewers for each manuscript, and it is not usual to send a manuscript to six reviewers. From our experience on editorial boards, editors would have to invite about 10 reviewers to obtain three to four willing to review the manuscript. Thus, there is always a pressing need for good reviewers to help editors make publication decisions on manuscripts received, and training new reviewers is important.

As with all scientific journals, peer review in medical education:

- 'Adds value' to submitted papers through critical analysis and suggestions provided by the reviewers.
- Maintains high standards of published research.
- Ensures that no errors in citation of previous work were made.
- Ensures that the research process follows proper scientific and educational research approaches.
- Ensures that the research adheres to ethical codes of conduct and the researchers have received approval from Human Ethics Committees at their institution. Some countries may not have such ethics review procedures for research in medical education, and researchers in these cases may only require approval from their departments,

schools or faculties. Peer reviewers need to be aware that some categories of educational research may be exempt from such institutional reviews.

The review process aims at subjecting scholarly work to the scrutiny of experts from the field before considering it for publication. This ensures that the work is up to acceptable academic standards, is free from inconsistent findings and conclusions and unacceptable interpretations (Guilford 2001).

More recently, electronic post-publication peer review has been considered and is already used by the Cochrane Collaboration. In this process, the peer comments are placed side by side with published studies on the electronic system. Usually, these comments are screened by editors before being posted, and authors can revise their study in response to these comments. This change, although not yet introduced to medical education journals, turns published studies from being a static achievement to a living and continuously evolving resource.

Novice reviewers and those new to medical and health professions education might become interested in contributing to peer reviewing through a sense of duty, part of a scholarly approach and belief in the value of peer review in academia. The 12 tips discussed in this article aim to encourage novice

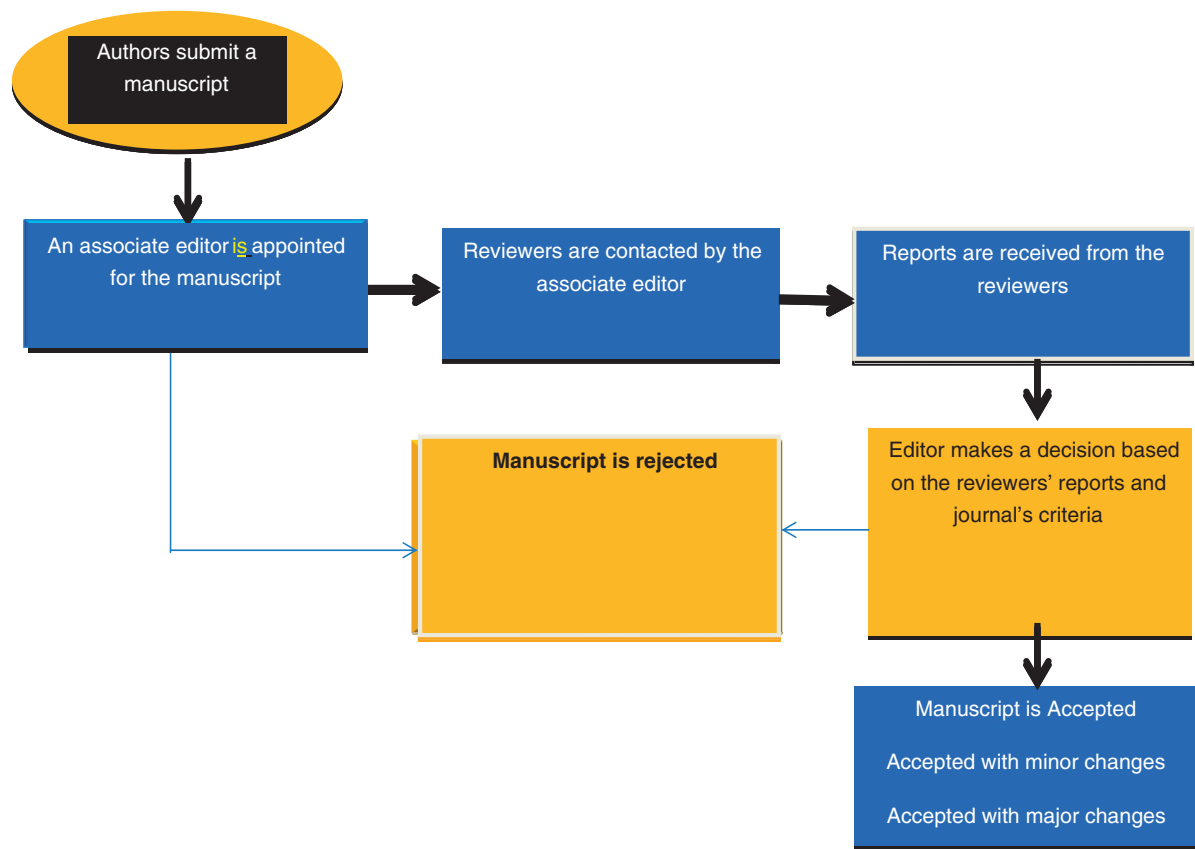


Figure 1. Stages of processing a manuscript in a peer reviewed journal.

reviewers and new medical educators to take part in this scholarly activity and enrich their experience as peer reviewers.

Tip 1

Know your role and accurately gauge your expertise

With increasing specialisation in medical education as well as within each area of educational research and increasing competition among researchers to publish their work in journals with high-impact factors, almost all prestigious journals have adopted peer review in their publication policy. In fact, peer review dates back to the eighteenth century, and it is well documented that the *British Medical Journal (BMJ)* established a peer review system in approximately 1893 for all non-editorial submissions to the journal (Rennie 2003; Godlee 2002).

The motives for becoming a reviewer have evolved over time. While recognition and prestige have been motivating factors for peer reviewers in the past, today most reviewers feel that it is a service to the profession and they have a responsibility for the quality and direction of research in their field (Isohanni 2005). Therefore, one of the essential steps in the process of peer review is to fully understand roles and responsibilities. As a peer reviewer, your responsibilities may include (see also Table 1):

- Providing a written report on the scientific value of the work and areas that need improvement.

- Indicating whether the work contributes to the advancement of the discipline.
- Assessing whether the manuscript is clearly written and grammatically correct.
- Ensuring that there is no personal criticism or bias.
- Complying with the editor's written instructions (i.e., the journal's instructions to authors).
- Providing a thoughtful, constructive and fair critique that can be of value to the authors and editorial board.
- Alerting the editor to any personal or financial sources of conflict.
- Ensuring that the article is suitable for the readers of the journal and free from incorrect and flawed information.

Therefore, before accepting an invitation to review a paper, a reviewer must be sure that the topic covered matches their expertise and that they will be able to submit the report within the time specified by the editor. Some journals require reviewers to submit their reports within 2 weeks. Figure 1 summarises the main stages a paper will go through before its final acceptance and publication.

Tip 2

Familiarise yourself with the journal style

Each journal has its own style. Some journals place more emphasis on research papers, others have a mixture of educational papers, educational guidelines, reviews, personal views, learning experiences as well as research papers.

You can learn more about a journal's style by reading recently published articles in the journal.

In developing your knowledge of the journal's style, it is important to consider:

- The focus of the journal, its mission statement and its readership.
- Presentation of abstracts: structured versus non structured abstracts.
- Word count for the abstract.
- Types of papers published (e.g., Research and/or applied articles, What is..., Personal Views, How we..., Twelve Tips, News and Notes, AMEE Guides, Letters, Commentaries, Short Communication, AMEE Supplements, Around the World and BEME Guides).
- Recommended length of a paper (maximum number of words), preferred number of tables and figures and headings to be used.
- Presentation of references in the text and the reference system recommended (e.g., Harvard format with the names and dates in brackets in the text, the full reference listed at the end of the paper and in alphabetical order by first author).
- Presentation and organisation of tables, figures and illustrations.
- Acknowledgements, evidence of ethical approval and recognition of conflict of interest section.
- Special features, e.g. box summarising take home messages and practical tips.
- Appendices and supporting material (some journals allow the placement of extra material online and refer to the URL for their location at the end of the paper).

Tip 3

Declare any conflict of interest

The credibility of published articles through the peer review process depends to some extent on how well conflict of interest is addressed during the different stages of writing, peer review and editorial decision making. A good example of conflict of interest is when one or more authors, the authors' institution, reviewers or editors have a financial or personal relationship that could influence the final decision made about the work (ICMJJE 2010).

Therefore, while authors must state specifically whether there are any potential conflicts that exist, it is equally vital that the peer reviewers also make a declaration about any conflict that might influence their decision on manuscript acceptance. Potential conflicts of interest include:

- Any relationships with one or more of the authors/their institutions.
- Any relevant financial activities (grants, fees or honorariums) that could directly or indirectly be a potential source of conflict of interest.
- Any other relationships or activities that could form a source of conflict of interest.

Reviewers must declare to the editor the existence of any sources of conflict of interest before being considered eligible to review the manuscript.

Tip 4

Address the journal's criteria

Most medical education journals provide some guidelines for reviewers. Reviewers need to carefully read the journal's assessment criteria and make sure that they format their review using these guidelines and the criteria provided. If such criteria are not addressed, it might contribute to variability in the quality of the reviews (Schroter et al. 2006).

Therefore, before starting writing your peer-review report, you should have:

- Familiarised yourself with the journal's style and the types of papers the journal publishes.
- Read the paper you are reviewing and understand its content. This usually requires reading the paper more than once and critically analysing its content and design.
- Identified areas of strengths and weaknesses in the paper.
- Identified areas that are not clearly written or need clarification and the key questions you would like to ask the authors to clarify these aspects.
- Familiarised yourself with the literature in this area and recent developments/current directions.
- Highlighted the significance of the study and whether it will add to our understanding and the advancement of knowledge.

Some journals have a standardised electronic review form and will ask the reviewer to complete this form along with detailed comments to authors and a confidential report to the editor. Typically, reports cover the following areas:

- Rating of the paper reviewed (e.g., exceptional, high, average and low).
- Recommendation (e.g., accept as submitted, accept after minor revision without re-review, accept after major revision and re-review, reject – not appropriate for this journal, reject – insufficient new information and reject – scientifically not sound).
- Your willingness to review a revised version (yes or no).
- Declaration of any conflict of interest.
- Comments to the editor.
- Comments to the author.

Tip 5

Plan your report and meet the deadline

Do not rush writing your review. Ensure that you have already completed most of the points discussed under Tip 4 before writing the report. Give this task your full concentration and plan to submit your report within the deadline stated in the editor's invitation letter. Remember that the authors have spent a significant amount of time to create their paper and their work deserves a fair assessment. If you are unable to find the time and commitment to successfully complete this task, inform the editor so that the journal can appoint another reviewer with no delay. Your aim should always be to create a

fair, justified and high quality report. A high-quality review report should address the following (see also Bordage 2011):

- Is the work original?
- Did the authors state their research question? Is it clearly defined? Was the research question answered?
- Is the research method/design appropriate to answer the research question?
- Are the results, the statistical analyses and interpretation of results appropriate?
- Is the writing style, figures and table presentations consistent with journal requirements?
- Are there any ethical concerns that need to be raised?

Papers are rejected from publication for a number of reasons. The common causes for rejection include (Black et al. 1998; Bordage 2001):

- Failing to match the journal's academic standards.
- Lacking originality.
- Addressing a local experience that cannot be generalised nationally or internationally.
- Unclear study objectives or questions.
- Using methods with low validity and results not answering the research questions highlighted by the authors.
- Failing to use proper statistical methods to answer the question or achieve study objectives.
- Over-interpretation of the results of the study.
- Incompletely addressing the study question/s.

Tip 6

Acknowledge and handle biases

Peer reviewers may face the risk of bias as they perform their critical evaluation of the work (Provenziale et al. 2006). This must be acknowledged and limited as much as possible. It has been reported that reviewers are more likely to favour manuscripts that have interesting or catchy titles, are clearly written or show positive and 'meaningful' results.

They may be more likely to reject manuscripts with negative results or those that contain numerous grammatical, syntax or spelling errors. These biases might also include favouring a prominent researcher who has contributed a large number of publications in a particular area and is well known in the field. Other sources of bias include differences in the school of educational thought, gender, the university and country from which the research originated (Bland et al. 2001; Garmel 2010). Most journals highlight the need for equal representation of reviewers of both genders and ensure a diversity of reviewers from a wide range of countries and educational institutions.

Some journals minimise such biases by concealing the names and institutions of authors and any other clause that can identify such information to the reviewers (McNutt et al. 1990). Others (such as the *International Journal of Exercise Science, IJES*) have strived for a true peer review by ensuring that two graduate student peer reviewers together with one faculty reviewer are invited to review papers when the first author is a graduate student (Navalta & Lyons 2010).

As a reviewer, you may face some biases and you will need to minimise their impact on your views and your decision.

How would you address such biases?

- Always adhere to the journal's assessment criteria. If in doubt, review the criteria against your critique.
- Be objective in your approach and analysis. Justify your views from the literature as needed.
- Avoid personal views. Be professional in reviewing and reporting.
- Evaluate areas of strengths as well as weaknesses in the paper.

Tip 7

Be professional in your critique

Reviewers should write a scholarly report covering their analysis and suggestions to the authors. The report should not just reflect the reviewer's own personal views but also be supported by the literature (Provenziale et al. 2006). Reviewers should treat the manuscripts they review as they would like their own to be treated. It is also appropriate for the reviewer to compose all statements referring to the manuscript rather than about the authors (Provenziale et al. 2006). Reviewers should ensure that their report:

- Provides educationally useful constructive feedback and a critical evaluation.
- Provides constructive suggestions where the paper can be improved.
- Is free from any harsh criticism, inappropriate or personally damaging statements.
- Avoids confusing statements or a focus on personal views.
- Avoids showing how the reviewer is more skilful or knowledgeable than the authors.

Tip 8

Maintain confidentiality

A manuscript is a confidential document prior to publication. As a peer reviewer, you must maintain confidentiality regarding the existence and content of the manuscript (Bland et al. 2001; Garmel 2010). Reviewers should not disclose any information about the work they are reviewing before it is published unless they receive written permission from the editor and the author. This occurs only in exceptional circumstances.

You can ask a junior colleague to collaborate on the review if you wish to provide them with the experience of peer review but all issues of confidentiality still apply. If you feel a colleague might possess better expertise on the subject addressed in the manuscript, you may forward the manuscript to the colleague only with permission of the journal editor. The manuscript is not an educational resource until publication and should not be duplicated for use such as in a journal club.

Tip 9

Avoid plagiarism

All unpublished manuscripts are the intellectual property of authors. Protection of an author's intellectual property (data, theories and conclusions) must be maintained at all times by those involved in the publication process (Garmel 2010). Once accepted for publication, authors sign a transfer of copyright, and the publication becomes the property of the journal.

It is against all codes of professional ethics to use material from a manuscript by directly lifting words, rephrasing text (plagiarism) or taking another person's new ideas (theft of intellectual property) (Bland et al. 2001). Similarly, reviewers should never quote from a paper before publication or use the information to advance their own or others' work. As reported earlier in the text, an unpublished manuscript should not be circulated for any educational purpose.

Tip 10

Provide confidential remarks to the editor

There will be occasions when you might wish to report something in confidence to the editor. These comments should be consistent with the remainder of the review and the decision. For example, reviewers should not make purely positive comments to the authors and then inform the editor in confidence that the manuscript needs to be rejected. Examples of what might be reported in confidence include the following:

- Lack of confidence in the validity and reliability of the methods used and hence the results of the work. Reviewers need to provide a justification for their views.
- The need for a statistician to examine the analysis, results and tables.
- Ethical concerns.
- Additional justification for the decisions made.
- Reasons if unable to review the re-submitted manuscript.
- Any other concerns that a reviewer feels that it is better to be communicated to the editor rather than the authors.

Tip 11

Know the differences between educational and scientific research

A number of medical and health profession educators may begin their career in biomedical sciences or clinical medicine and change to an educational career track after several years. Although such researchers have extensive experimental and clinical trial research backgrounds, they need to be cognisant of the differences between medical education and scientific research. During this transition to educational research, it is not uncommon for these researchers to have some difficulties understanding research methodology in education and the structure, implementation and analysis of educational projects. We discuss some of these differences below:

- Investigators in medicine, bench or clinical research often use quantitative research methodology. On the other hand, medical education research draws upon a variety of quantitative, qualitative or mixed methodologies. There are many parallels between ethnographic and education research, thus qualitative methods can be invaluable in studying impact of educational design as well as program evaluation.
- Certain limitations may affect educational research such as curriculum design, class size, students' schedules, course duration, assessment requirements and accreditation requirements. Therefore, the research design needs to be embedded within the curriculum structure with small variations (quasi-experiment).
- Pre-post intervention study design is more common in educational research in contrast to pure science research.
- True blinding may be difficult in educational research.

Tip 12

Aim for improvement

How can you enhance your skills in peer reviewing?

- Most journals send the other reviewers' reports to all reviewers. These reports can be an excellent educational opportunity to explore how other reviewers prepared their reports, what issues they highlighted and how they were able to justify their views to the authors and the editor.
- Attend training workshops and seminars on how to become a reviewer and the best practices for reviewing medical education papers. Such workshops are periodically offered at conferences such as the AMEE and AAMC meetings.
- Read papers highlighting approaches and strategies that reviewers can use to provide high quality and informative peer reviews (Benos et al. 2003, 2007; Simpson 2008).
- Ask the editor for feedback on your reviews.
- Seek advice from more senior and experienced educators who review educational manuscripts regularly to get their insights.
- Reflect on your experience.

Declaration of interest: The authors report no conflicts of interest. The authors alone are responsible for the content and writing of this article.

Notes on contributors

SAMY A. AZER, MD, PhD (USyd), MEd (UNSW), FACG, PhD (UNSW), is a Professor of Medical Education and the Head of Curriculum Development and Research Unit, College of Medicine, King Saud University. He was a Professor of Medical Education and Chair of Medical Education Research and Development Unit, Faculty of Medicine, Universiti Teknologi MARA, Malaysia. Formerly, he was a Senior Lecturer in Medical Education at the Faculty of Medicine, Dentistry and Health Sciences, the University of Melbourne and the University of Sydney. Over the last four years, he has conducted a number of seminars in Malaysia, Saudi Arabia and several other countries titled, 'Mastering the Art of Medical Education Research', with the aim to develop peer review skills of participants. He has been a

reviewer to many journals including *Medical Education*, *Medical Teacher*, *BMC Medical Education*, *BMJ*, *Clinical Anatomy*, *Anatomical Sciences Education* and others. He is one of the Associate Editors of BMC Medical Education and on the Editorial Board of MedEdWorld, UK.

SUBHA RAMANI, MBBS, MMed, MPH, is an Associate Professor of Medicine at Boston University School of Medicine. She is a general internist with a major interest in medical education. She completed Internal Medicine residencies at the Postgraduate Institute of Medical Education and Research (PGIMER), India, as well as East Tennessee State University, USA, and a fellowship in General Internal Medicine at Boston University. She has participated in several medical education courses and completed a Masters in Medical Education at the University of Dundee, Scotland. Over the last 7 years, she has organised many staff development workshops and seminars for clinical educators at her institution and various educational conferences including the AMEE meeting. She has served as a peer reviewer for medical education journals including the *Medical Teacher*, *Medical Education* and *Academic Medicine* and is a contributing editor to MedEdWorld.

RAY PETERSON, BSc (Hon), MAppSc, PhD, DipEd, Grad DipScEd, is an Associate Professor in Education in the Faculty of Health Sciences at the University of Adelaide. He trained in science education and moved into medical education in the mid-1990s. He has worked on major curriculum development and renewal projects in medicine and has wide ranging educational interests in teaching, learning and assessment. Prior to his current appointment, he was Head of the Discipline of Medical Education at the University of Queensland. He supervises post graduate research students in medical, dental and physiotherapy education and regularly reviews for international medical education journals.

References

- Benos DJ, Bashari E, Chaves JM, Gaggari A, Kapoor N, LaFrance M, Mans R, Mayhew D, McGowan S, Polter A, et al. 2007. The ups and downs of peer review. *Adv Physiol Educ* 31:145–152.
- Benos DJ, Kirk KL, Hall JE. 2003. How to review a paper. *Adv Physiol Educ* 27:47–52.
- Black N, van Rooyen S, Godlee F, Smith R, Evans S. 1998. What makes a good reviewer and a good review for a general medical journal. *JAMA* 280:231–233.
- Bland C, Addeane Caelleigh A, Steinecke A. 2001. Reviewers etiquette. *Acad Med* 76:954–955.
- Bordage G. 2001. Reasons reviewers reject and accept manuscripts: The strengths and weaknesses in medical education reports. *Acad Med* 76:889–896.
- Fletcher RH, Fletcher SW. 2003. The effectiveness of journal peer review. In: Godlee F, Jefferson T, editors. *Peer review in health sciences*. 2 ed. London: BMJ Books. pp 62–75.
- Garmel GM. 2010. Reviewing manuscripts for biomedical journals. *Perm J* 14(1):32–40.
- Godlee F. 2002. Making reviewers visible: Openness, accountability, and credit. *JAMA* 287:2762–2765.
- Guilford WH. 2001. Teaching peer review and the process of scientific writing. *Adv Physiol Educ* 25:167–175.
- ICMJE. International Committee of Medical Journal Editors. 2010. Uniform requirements for manuscripts submitted to biomedical journals: Ethical consideration in the conduct and reporting research in the conduct and reporting research: Conflict of interest. Available from: http://www.icmje.org/ethical_4conflicts.html
- Isohanni M. 2005. Peer review-still the well-functioning quality control and enhancer in scientific research. *Acta Psychiatr Scand* 112:165–166.
- McNutt RA, Evans AT, Fletcher RH, Fletcher SW. 1990. The effects of blinding on the quality of peer review: A randomized trial. *JAMA* 263:1371–1376.
- Mennin SP, Cole McGrew M. 2000. Scholarship in teaching and best evidence medical education: Synergy for teaching and learning. *Med Teach* 22:468–471.
- Navalta JW, Lyons TS. 2010. Student peer review decisions on submitted manuscripts are as stringent as faculty peer reviewers. *Adv Physiol Educ* 34:170–173.
- Provenzale JM, Robert J, Stanley RJ. 2006. A systematic guide to reviewing a manuscript. *J Nucl Med Technol* 34:92–99.
- Rennie D. 2003. Editorial peer review: Its development and rationale. In: Godlee F, Jefferson T, editors. *Peer review in health sciences*. 2 ed. London: BMJ Books. pp 1–13.
- Schroter S, Black N, Evans N, Carpenter J, Godlee F, Smith R. 2004. Effects of training on quality of peer review: Randomised controlled trial. *BMJ* 328(7441):673.
- Schroter S, Tite L, Hutchings A, Black N. 2006. Differences in review quality and recommendations for publication between peer reviewers suggested by authors or by editors. *JAMA* 295:314–317.
- Simpson KJ. 2008. Reviewing and original research manuscript for the International Journal of Exercise Science: A guide for students and professionals. *Int J Exerc Sci* 1:43–49.
- Van Rooyen S, Evans GF, Smith R, Black N. 1998. Effect of blinding and unmasking on the quality of peer review: A randomized trial. *JAMA* 280:234–237.