

Teaching & Learning Inquiry Peer Review Form

(The real form is in an OJS web form. This PDF simply previews the questions and format.)

Before you start your review--

Teaching & Learning Inquiry encourages reviewers to hold high standards, be constructively critical, and practice collegiality and a sense of mentorship in the writing of their reviews.

Sharing of Reviews (Response Required)

Some reviewers appreciate seeing the other anonymized reviews for the manuscripts they read after editorial decisions have been made. Please indicate below your preference in this process:

- Except for the section marked "Comments Shared with Author," please keep my review private, seen only by journal editors.
- Editors may summarize my review for the other reviewers of this manuscript, if asked.
- Editors may share my review as it's written with the other reviewers of this manuscript, if asked.

Please fill out items 1 and 2 for all manuscripts.

1. CLARITY & ACCESSIBILITY (Response Required)

Manuscript has...

- Clear goals supported by a cohesive progression of ideas
- Appropriate background information to provide context for TLI's varied audiences
- An accessible writing style that's understandable across disciplinary and international contexts
- Been carefully edited and references are cited

- Strongly agree Strongly agree Cannot judge Disagree Strongly disagree

2. APPROPRIATENESS AND INSIGHT (Response Required)

Manuscript...

- has content appropriate to Teaching & Learning Inquiry
- brings clarity and insight to the topic

- Strongly agree Strongly agree Cannot judge Disagree Strongly disagree

Please fill out items 3-6 for manuscripts describing the results of a SoTL project.

The criteria below are adapted from Peter Felten's "[Principles of Good Practice in SoTL](#)," published in the inaugural issue of *TLI* (March 2013).

3. INQUIRY FOCUSED ON STUDENT LEARNING

Manuscript has...

- a well-defined aspect of student learning (disciplinary knowledge, skill development, or learning attitudes/habits) as focus of inquiry
- questions emerge from a clearly articulated need and/or framework presented in the SoTL literature (e.g., Pat Hutchings's 2000 "what is/what works/visions of the possible/theoretical frameworks"; Craig E. Nelson's 2003 Group 1 and 3 genres), or clearly revises one of these frameworks with a new form of question
- clear goals of inquiry
- critically reflective inquiry

- Strongly agree Strongly agree Cannot judge Disagree Strongly disagree

4. GROUNDED IN CONTEXT Manuscript...

- attends to the location and dynamics of the inquiry (classroom, disciplinary, institutional, cultural contexts; relevant details of faculty work environment [teaching loads, institutional support for SoTL research])
- is grounded in context of prior research and theories related to the inquiry

Strongly agree Strongly agree Cannot judge Disagree Strongly disagree

5. METHODOLOGICALLY SOUND Manuscript features an explicit, intentional, and rigorous application of research tools appropriate to the question, context, and/or researcher's discipline.

Strongly agree Strongly agree Cannot judge Disagree Strongly disagree

6. CONDUCTED IN PARTNERSHIP WITH STUDENTS Manuscript...

- indicates institutional ethics approval was obtained where appropriate
- engages students at least by appropriately informing them of their roles, at most by fully partnering with them in the inquiry itself

Strongly agree Strongly agree Cannot judge Disagree Strongly disagree

Final Comments

Comments Shared Only with Editors (Optional)

Box will expand to fit comments.

Comments Shared with Author (Response Required)

Box will expand to fit comments. Please remember that *TLI* encourages reviewers to hold high standards, be constructively critical, and practice collegiality and a sense of mentorship in the writing of their reviews.

Final Recommendation (Response Required)

- Accept as is
- Accept with revisions
- Revise & resubmit (no publication guaranteed)
- Do not accept