

Journal of Information Literacy: Guidance for Peer Reviewers

Many thanks for considering becoming a peer reviewer for *JIL*! The journal could not function without the support of its reviewers, and we are deeply grateful for your time and expertise.

The reviewer's role is to help authors make the best possible presentation of their research. They read the paper critically and analytically and use the review form to advise the editor whether the paper is suitable for publication in *JIL* and, if so, what stage of development it has reached.

In return, we hope that our reviewers benefit in a number of ways. Peer reviewing is a collaborative and constructively challenging process, and everyone involved learns from it! You'll encounter new thinking and research methods in information literacy, which will deepen your own insight into the field. Working to improve others' scholarly writing is an outstanding way to enhance your own writing skills. Remember too that you are supporting emerging researchers and practitioners, thereby enriching the whole field of IL.

The *JIL* peer review process

JIL follows a double-blind peer review process, meaning that articles are read by at least two reviewers who have no knowledge of the author's identity.

If you don't feel able to review a paper, either because of time pressures or because you don't feel you have the necessary experience, you can simply decline the invitation to review. If you believe you know who the author of a particular article is, please contact the Managing Editor immediately so that a different reviewer can be sought.

You can register as a *JIL* reviewer by going to <http://ojs.lboro.ac.uk/ojs/index.php/JIL/index>, creating an account (see below) and adding your areas of interest and expertise.

Approaching the article

Please make yourself familiar with *JIL*'s [author guidelines](#), which outline the scope and structure of appropriate articles. In particular, we ask that articles should be:

- research informed and evidence based
- designed around an arguable research question
- contextualised with reference to previous and current advances in IL thinking
- methodologically robust with a demonstrable research design

All peer-reviewed articles should offer a scholarly investigation into an aspect of information literacy. *JIL* may not be the most appropriate platform for all articles and if this is the case we will aim to advise the author of other possible outlets for their work.

You should consider the article's topic and approach from the perspective of *JIL* readers at large rather than solely from your own viewpoint. Even if you personally like the article you should ensure that the topic is of relevance to a wider audience.

Language should be accessible to readers without specialist knowledge (for example in technical fields such as mobile technology or gaming). If the article employs a register that is overly specialist or technical, reviewers should highlight this issue and make recommendations on how to address it.

If appropriate, please highlight relevant published work that has not been cited by the authors.

If you can see a substantial similarity or overlap between the paper being reviewed and any other published paper, please do let the Editor know. (Please see our [Publication ethics statement](#) for details of how JIL deals with academic misconduct.)

Giving your feedback

Feedback should be constructive, comprehensive and courteous, particularly where changes to the article reviewed are suggested. The role of peer reviewer is a privileged one and must be undertaken with empathy and integrity. Dismissive language, insufficient engagement with the work, and one-sentence feedback are not acceptable.

The peer reviewer should act as a constructively critical friend to the author, providing detailed and workable feedback on all the aspects of the article found in the review form. Where you feel that changes should be made to an article, please explain why they are necessary and contextualise your suggestions with reference to the field of information literacy research and its methods.

Please use the review form to structure your response, and avoid using 'Track changes' on, or interpolating comments into, the text of the article itself.

What happens next

The Editor-in-Chief will read the article and both sets of reviewer feedback and make a decision based on your evaluation of the paper. They will then collate the feedback and send it to the author, summarising it where necessary.

If you believe the article needs substantial changes to make it publishable, we will ask you to review it again when the author has made those changes. This is called 'Resubmit for review'.

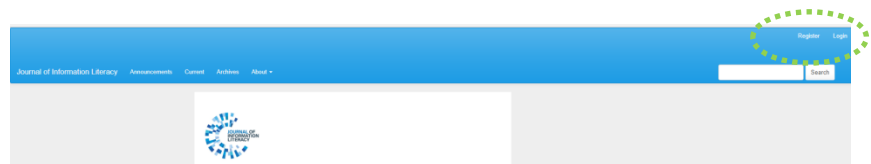
If you feel a paper is close to being publication-ready and only needs some minor changes or additions, you can tell us that you're happy for it to go ahead without seeing the revised version. This is called 'Request Revisions'.

You can also tell us if you believe an article should be declined. Please only choose this option if you are sure that no further work the author could do would make the work suitable for *JIL* – i.e. if it does not meet the requirements outlined above.

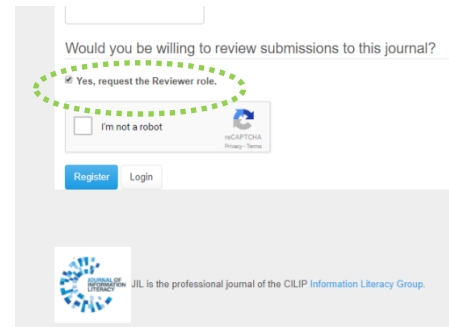
Whatever the outcome, the Editor will email you to let you know and will send you an anonymised copy of the feedback given to the author(s).

Creating your reviewer account:

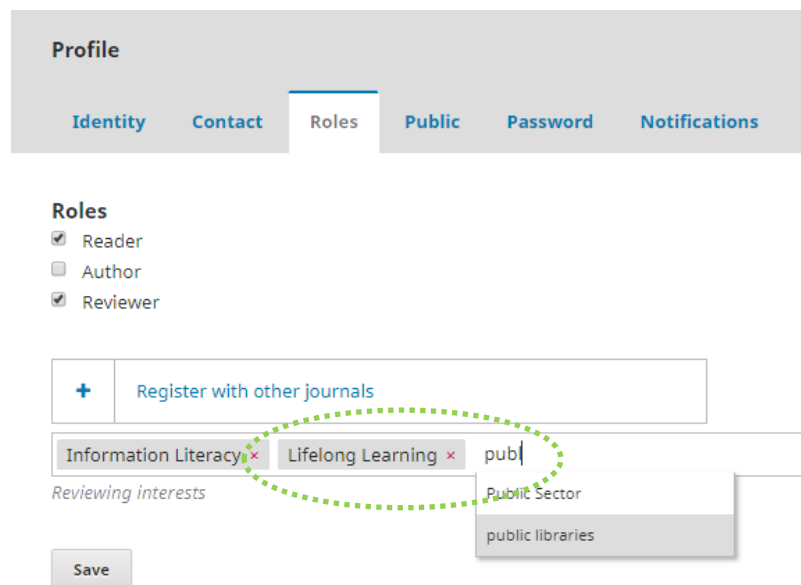
1. Go to the [JIL website](#) to create your account.
2. Choose Register from the home screen:



3. Enter your profile information and choose **yes, request the reviewer role** at the bottom of the screen:



4. Please add your reviewing interests as key terms pressing return after each:



5. Remember to **save**.