

Analysis of Peer Review in a Student-Run Scientific Journal

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Student-run academic journals offer authentic opportunities to peer review. Though it is common to study peer review in classroom contexts, we know little about how it works in these journals. This case study examined peer review in this professional context. We characterized 881 written comments made by nine student Peer Reviewers for a student-run, scientific publication, finding that the Peer Reviewers favored content comments and tended to avoid praise. In an open-ended survey, they reported that being a Peer Reviewer improved their ability to write, review, and critically analyze scientific articles. We reflect on how peer review for a publication can be a professional development experience for students.