

## Journal Article Evaluation Form

Your name: \_\_\_\_\_

1-Inadequate, 2-Poor, 3-Fair, 4-Good, 5-Excellent

Characteristics	1	2	3	4	5
1. Problem is clearly stated					
2. Problem is significant					
3. Relationship of the problem to previous research is made clear					
4. Hypotheses are clearly stated					
5. Important terms are defined					
6. The sample is described					
7. The sample is large enough					
8. The sample is representative					
9. Method of sampling is appropriate (a random sample is used)					
10. Data-gathering methods or procedures are described					
11. The data-gathering procedures were unbiased (participants could not be influenced by the researchers)					
12. Data-gathering methods or procedures are appropriate to the solution of the problem					
13. Appropriate methods are selected to analyze the data					
14. Results of the analysis are presented clearly					
15. Conclusions are clearly stated					
16. Conclusions are substantiated by the evidence presented					
17. Other possible explanations are discussed					
18. Generalizations are confined to the population from which the sample was drawn					
19. Limitations of the study are stated					
20. Article is clearly written					
21. Article is logically organized					

# Journal Article Evaluation

**Bruce B. Frey**



## **Journal Article Evaluation:**

Evaluating Research in Academic Journals Maria Tcherni-Buzzeo, Fred Pycszak, 2018-10-30 Evaluating Research in Academic Journals is a guide for students who are learning how to evaluate reports of empirical research published in academic journals. It breaks down the process of evaluating a journal article into easy-to-understand steps and emphasizes the practical aspects of evaluating research, not just how to apply a list of technical terms from textbooks. The book avoids oversimplification in the evaluation process by describing the nuances that may make an article publishable even when it has serious methodological flaws. Students learn when and why certain types of flaws may be tolerated and why evaluation should not be performed mechanically. Each chapter is organized around evaluation questions. For each question, there is a concise explanation of how to apply it in the evaluation of research reports. Numerous examples from journals in the social and behavioral sciences illustrate the application of the evaluation questions and demonstrate actual examples of strong and weak features of published reports. Common sense models for evaluation combined with a lack of jargon make it possible for students to start evaluating research articles the first week of class. New to this edition: New chapters on evaluating mixed methods research, evaluating systematic reviews and meta-analyses, program evaluation research. Updated chapters and appendices that provide more comprehensive information and recent examples. Full new online resources: test bank questions and PowerPoint slides for instructors and self-test chapter quizzes, further readings, and additional journal examples for students.

*The Clinical Practice of Drug Information* Michael Gabay, 2015-03-09 This resource will educate students and pharmacists on traditional drug information topics while providing an extensive background on more recent practice areas. This is a user-friendly text with multiple examples that can be used in education and training as well as clinical practice. Each chapter includes learning objectives, key terms, examples, and cases, and review questions.

*Getting a PhD* John Finn, 2005-05-11 This highly practical guide provides information that will help research students avoid needless mistakes. It informs and advises you about many of the important facets of postgraduate research, including what it means to conduct research at the doctoral level, the requirements for independence, contribution to knowledge, originality, and suitability for publication, planning a research project over a period of time, responsible research practice, criteria used in the examination of a PhD. Getting a PhD is an essential handbook for PhD students and provides plenty of useful advice for Masters students or undergraduates conducting a research project.

*Evidence-based Otitis Media* Richard M. Rosenfeld, Charles D. Bluestone, 2003 Evidence Based Otitis Media offers one-stop shopping for the best current evidence to guide management decisions at the individual, organizational, and societal levels. This text details the importance of evidence-based data in interpreting the ever-enlarging body of literature on otitis media. The editors have assembled an impressive group of experts on all aspects of otitis media and addressed comprehensively many issues related to methodology, clinical management, and consequences of this disease. The eight chapters comprising the methodology section provide the necessary background and

detail to allow physicians and other health professionals to understand and appreciate the value of evidence based medicine Updates include the incorporation of new original research systemic reviews and evidence reports to existing chapters New chapter topics include evidence based medicine professional evidence reports molecular and translational research complementary and alternative medicine bacteriologic efficacy of antimicrobials vaccine prevention international management perspectives meta analysis of speech and language sequelae suppurative complications host susceptibility to sequelae and judicious use of systemic and topical antimicrobials FEATURES Maturation of evidence based medicine as a foundation for clinical care is reflected throughout the text Extensive evidence tables summarize study characteristics and quantitative outcomes for clinically relevant endpoints Internationally distinguished contributors selected based on both their clinical expertise and their ability to write for an evidence based text

Empowering Teachers for Equitable and Sustainable Education Maria Teresa Tatto,2024-04-16 This groundbreaking book uses a comprehensive study of a novel Master of Education program to showcase how teachers can be engaged in authoritative equity based research using comparative education theory inquiry based pedagogy and the UNESCO SDGs as powerful frameworks By developing agency to advance culturally sustaining and humanizing practices it demonstrates how teachers can promote equity in their classrooms and communities The central premise of the program is that teachers must become comparative global and local action researchers to have agency in their practice and to become effective advocates for the cultural and learning needs of their students especially those in disadvantaged contexts or learning at the bottom of the pyramid By learning comparative framing and social science methods reviewing the literature to select verifiable educational research and developing and implementing a plan for action research this book offers new ideas for how teachers can effectively respond to recent UNESCO calls to reimagine and create promising futures locally By providing formative and summative evidence of culturally and socially transformative learning and showcasing how teacher educators can engage teachers in authoritative justice inquiry based research this book will appeal to scholars faculty and researchers of comparative education and teacher education and development

**Journal of Testing and Evaluation** ,1997 **The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation** Bruce B. Frey,2018-01-29 This encyclopedia is the first major reference guide for students new to the field covering traditional areas while pointing the way to future developments

**Advances in ICT for Business, Industry and Public Sector** Maria Mach-Król,Celina M. Olszak,Tomasz Pelech-Pilichowski,2014-10-09 This contributed volume is a result of discussions held at ABICT 13 4th International Workshop on Advances in Business ICT in Krakow September 8 11 2013 The book focuses on Advances in Business ICT approached from a multidisciplinary perspective and demonstrates different ideas and tools for developing and supporting organizational creativity as well as advances in decision support systems This book is an interesting resource for researchers analysts and IT professionals including software designers The book comprises eleven chapters presenting research results on business analytics in

organization business processes modeling problems with processing big data nonlinear time structures and nonlinear time ontology application simulation profiling signal processing including change detection problems text processing and risk analysis

**Evaluating Information** Jeffrey Katzer, Kenneth H. Cook, Wayne W. Crouch, 1982

**Materials Evaluation**, 1990

**A Cross Section of Nursing Research** Roberta Peteva, 2016-11-18 This book helps students learn how to interpret nursing research by providing them with 39 articles that illustrate the full range of research approaches Questions at the end of each article keep students on track and provide the basis for classroom discussions New to this edition Ten articles have been added to provide a wider array of examples of research methods These articles keep the collection up to date Also new A copy of our Bonus Articles for A Cross Section of Nursing Research booklet is included free of charge

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**Proceedings of Faculty Evaluation and Development**, 1986

**The World's Paper Trade Review**, 1921

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**A Critical Evaluation of the Portrayal of Pharisaism in the Synoptic Gospels** Donald Wayne Riddle, 1921

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