Mentored Student Review

Jonathan Bruce Santo

Available at: https://works.bepress.com/jonathan_santo/54/
because not every idea can work out, so we needed to be realistic with the events we chose to do.”

5. **Experiences related to a personal situation**

“In high school I moved abroad and had to learn and cope with my new surroundings of being in a place I had never been before. I had to think logically and critically to be able to change the way I thought in order to adapt to the changes in my lifestyle.”

“Learning to manage my time and finances between school, sports, student body leadership, my job and my friends. Having to keep all of these in mind at all times in order to determine how each affects the other required a lot of planning and critical thinking.”

6. **Experiences related to getting ready to come to college**

“I remember applying for colleges and writing college essays that made me think in a more logical way because my essay had to do with my own life experiences as opposed to normal school work which didn’t require thinking outside the box.”

“Studying for the SAT’s.”

These examples illustrate the importance of active learning for promoting complex cognitive skills. They also suggest that advanced reasoning can be stimulated across a wide range of contexts from sports to physics; from community service to studying for the SATs. The exercise not only enlightened me about students’ prior learning, it provided students with new ways of connecting learning across settings and new ways of thinking about their maturing cognitive capacities.

**Mentored Student Reviews**

*by A.J. Schwichtenberg & Jonathan Santo*

SRCD Student Early Career Council (SECC)

The peer review process can often feel like a ‘black box’ for students. Later, upon accepting an academic position, young scholars sometimes find themselves asked to review for journals with little to no practical experience in providing feedback on submissions. Understanding how to constructively critique a manuscript and how to weigh author justifications is an element of academic rigor often missing from graduate school curricula. The SRCD Student/Early Career Council (SECC) recognized this gap and advocated for greater student and early career involvement in the review process. The SRCD Publications Committee highly values student involvement and has opened the door for mentored student reviews in the SRCD journal *Child Development*.

Several journals offer mentored reviews, including the *Journal of Marriage and Family*, *Journal of Pediatric Psychology*, *Journal of Family Psychology*, and *Child Development*. Each offer experience in different ways; for some students, their advisor or mentor requests permission to mentor a student review and together they turn in a co-authored series of recommendations. For others, the student is allowed to write comments independently and is included as a fourth reviewer. In either case, the student is given the responsibility to review the submitted manuscript and carefully weigh its contributions to the field and identify areas in need of improvement.

Within SRCD, mentored student reviews allow students and early career members the opportunity to enhance their training in manuscript preparation and constructive reviews. With the support of the SECC, Dr. Jeffrey Lockman, the editor-in-chief of *Child Development*, announced that mentored student reviews will be accepted in *Child Development* (at the associate editors’ discretion). This initiative means expanded opportunities and the potential to review for the top journal in the field for students and early career members. If you are interested in reviewing for *Child Development*, discuss this with your advisor or mentor. Once your advisor or mentor is invited to review a manuscript, he or she may request to mentor your review.

Reviewing manuscripts will help students and early career members (1) gain a richer understanding of the difficult task reviewers have in constructively providing feedback (while adding valuable experience to their own CV), (2) see examples of author responses to reviewer comments, (3) see how others perceive the same manuscript, (4) aid in crafting their own reviewer responses, and (5) help their own manuscript writing by understanding the review process. For students with review experience, receiving comments on their own manuscript becomes much easier to digest.

The SECC is proud to support this student/early career professional development opportunity. If you have additional recommendations for student/early career initiatives, please contact the SECC at secc@srcd.org.