

BİLİMSEL YAYINLAR YAYIN ETİĞİ ve HAKEMLİK

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Gözlem ve Tespitler

- Lisans öğrencisi
- Lisansüstü öğrenci
- Doktora sonrası araştırmacı
- Öğretim üyesi/Araştırmacı
- Ulakbim Yaşambilimleri Veritabanı Komitesi üyesi
- Molecular and Cellular Biochemistry (Springer) Editorial Board üyesi **olarak gözlem ve tespitler...**

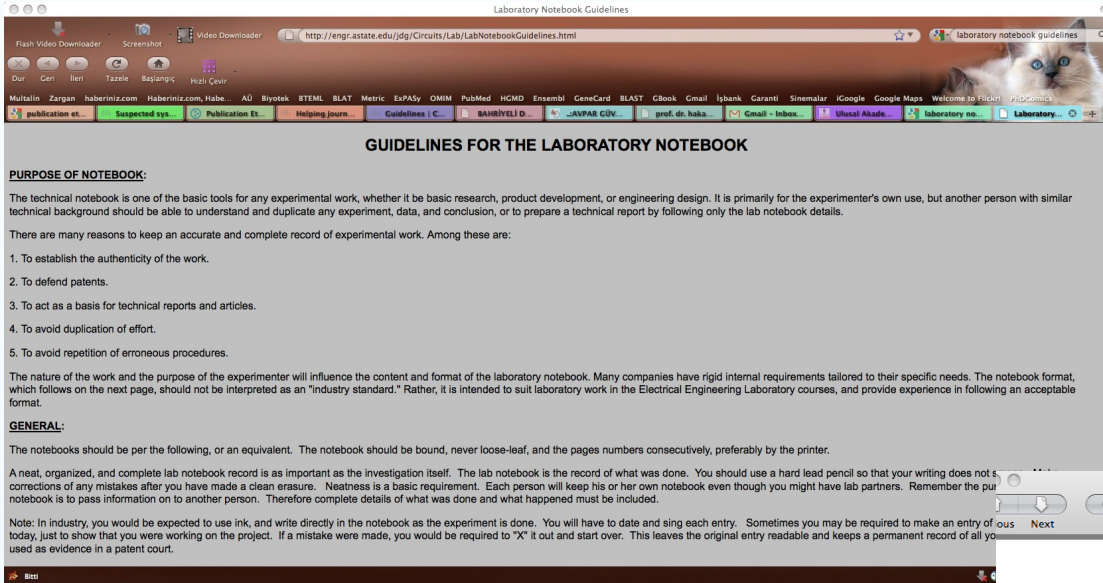
Yayın Etiğinde Temel Konular

- Bilimsel arařtırmaların sonuçlarının bilim camiası paylaşılması amacını taşıyan makale hazırlama ve yayına gönderme süreci belirli etik kural ve düzenlemeleri gerektirmektedir. Bu süreçte etik:
 - 1. Makalenin temelini teşkil eden arařtırma sonuçlarının doğruluđu,
 - 2. Makalenin temelini teşkil eden arařtırma sonuçlarının özgünlüđu,
 - 3. Makalede yazarlık konusunun liyakat ve hakkaniyet esaslarına göre düzenlenmesi ile ilgili olarak önem kazanmaktadır.

Hakemlik müessesesi

- İlk kez 1665 yılında İngiliz Bilimler Akademisinin uygulaması ile hayata geçirildi.
- Bilimsel bulguların bilim dünyası ile paylaşılmadan önce yaklaşım, metodoloji, yenilik ve muhakeme kriterleri esas alınarak objektif bir şekilde incelenmesi.

Veri Fabrikasyonuna Karşı: Verilerde orijinallik, güvenilirlik



The screenshot shows a web browser window with the title 'Laboratory Notebook Guidelines'. The address bar shows the URL 'http://enr.astate.edu/jdg/Circuits/Lab/LabNotebookGuidelines.html'. The browser's toolbar includes buttons for 'Flash Video Downloader', 'Screenshot', and 'Video Downloader'. The page content is titled 'GUIDELINES FOR THE LABORATORY NOTEBOOK' and includes sections for 'PURPOSE OF NOTEBOOK:' and 'GENERAL:'. The 'PURPOSE OF NOTEBOOK:' section states that a technical notebook is a basic tool for experimental work and lists five reasons to keep an accurate record. The 'GENERAL:' section provides instructions on how to use a notebook, including the use of ink and the importance of neatness and organization.

GUIDELINES FOR THE LABORATORY NOTEBOOK

PURPOSE OF NOTEBOOK:

The technical notebook is one of the basic tools for any experimental work, whether it be basic research, product development, or engineering design. It is primarily for the experimenter's own use, but another person with similar technical background should be able to understand and duplicate any experiment, data, and conclusion, or to prepare a technical report by following only the lab notebook details.

There are many reasons to keep an accurate and complete record of experimental work. Among these are:

1. To establish the authenticity of the work.
2. To defend patents.
3. To act as a basis for technical reports and articles.
4. To avoid duplication of effort.
5. To avoid repetition of erroneous procedures.

The nature of the work and the purpose of the experimenter will influence the content and format of the laboratory notebook. Many companies have rigid internal requirements tailored to their specific needs. The notebook format, which follows on the next page, should not be interpreted as an "industry standard." Rather, it is intended to suit laboratory work in the Electrical Engineering Laboratory courses, and provide experience in following an acceptable format.

GENERAL:

The notebooks should be per the following, or an equivalent. The notebook should be bound, never loose-leaf, and the pages numbers consecutively, preferably by the printer.

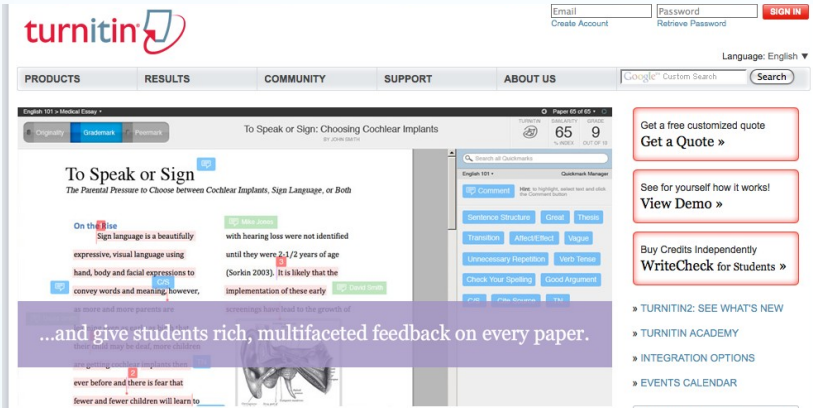
A neat, organized, and complete lab notebook record is as important as the investigation itself. The lab notebook is the record of what was done. You should use a hard lead pencil so that your writing does not corrects of any mistakes after you have made a clean erasure. Neatness is a basic requirement. Each person will keep his or her own notebook even though you might have lab partners. Remember the pur notebook is to pass information on to another person. Therefore complete details of what was done and what happened must be included.

Note: In industry, you would be expected to use ink, and write directly in the notebook as the experiment is done. You will have to date and sign each entry. Sometimes you may be required to make an entry of ous today, just to show that you were working on the project. If a mistake were made, you would be required to "X" it out and start over. This leaves the original entry readable and keeps a permanent record of all yo used as evidence in a patent court.

7. LABORATORY NOTEBOOK GUIDELINES

- Each section has a clear, descriptive heading of the experiments which were performed and detailed writing of the experimental observations, thoughts, and results.
- Each entry is dated.
- Each entry is legible.
- Each entry is in English.
- Each entry is written immediately after the work was performed.
- Multiple lab notebooks should be labeled numerically in the order of which they were written.
- Experimental data, originals or copies (e.g. micrographs), should be pasted or taped into lab notebooks. If copies are made, originals should be organized in a separate binder on which the lab notebook number and page are denoted.
- On collaborations, clearly indicate who did what work and who was present for which experiments.
- At the end of a research project, all lab notebooks will be returned and archived in the group for use by as reference for future students.

Makalenin temelini teşkil eden araştırma sonuçlarının özgünlüğü



turnitin

English 101 > Medical Essay

To Speak or Sign: Choosing Cochlear Implants

On the rise, sign language is a beautifully expressive, visual language using hand, body and facial expressions to convey words and meaning. However, as more and more parents of hearing loss were not identified until they were 2-3/2 years of age (Sorkin 2003). It is likely that the implementation of these early

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Bilkent Üniversitesi Kütüphane

HAKKIMIZDA ARAŞTIRMA HİZMETLER ARAÇLAR / REHBERLER FORMLAR

English

İNİHAL VE TURNITIN

İNİHALI ENGELLEME PROJESİ

İnihal nedir? İnihal, başkalarının kelimelerini, fikirlerini, buluşlarını ve bunun gibi çalışmalarını, uygun referanslar vermesizsin, kendi çalışması gibi göstermek anlamına gelmektedir.

Öğrenciler için inihal yapar? Öğrencilerin (ve bazı akademisyenlerin (öğretim üyelerinin)) inihal yapmaları için bir çok sebep bulunmaktadır, bunlar atıf yapma ve kaynakça gösterme ile ilgili yetersiz bilgilerden zaman ve tembellik ile ilgili problemlere kadar değişiklikli gösterebilir.

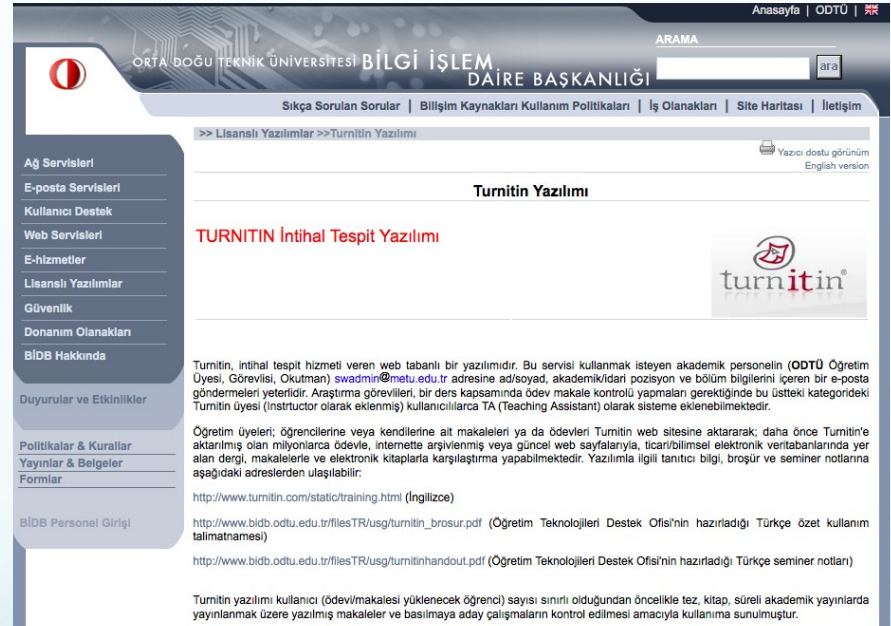
İnihal Engelleme Projesi nedir? İnihal Engelleme Projesi, Bilkent Üniversitesi Kütüphanesi tarafından, 2009-10 güz döneminde, Bilkent'deki inihal problemini incelemek ve bunun sonucunda Üniversitenin ve hatta tek tek öğretim üyelerinin, gelecekteki inihal engelleme yöntemleri için çözümleri yollar önermek amacıyla başlatılmıştır.

Turnitin nedir? Turnitin dünya çapında önde gelen bir inihal tespit programıdır. Bu program, makale, ödev ve benzeri çalışmaların, internet, veritabanları ve daha önce programa yüklenmiş olan dokümanlarla karşılaştırarak, aralarındaki benzerlik yüzdesini hesaplar. Bilkent Üniversitesi öğretim üyeleri, öğrencilerinin ödev ve çalışmalarını değerlendirmeden önce, inihal seviyesini tespit etmek amacıyla Turnitin programını kullanmaları için teşvik edilmektedir. Bu ürünü kullanımı, inihali giderek azaltmak amacıyla, akademik kurulların içerisinde gösterilmektedir.

TURNITIN: BAŞLARKEN

Eğer dersleriniz için Turnitin'i kullanmak isterseniz, yeni bir öğretim üyesi hesabı oluşturmanız gerekmektedir. Bunu yapmak için ilk olarak Fakülte veya Bölümünüz /Okulunuz için belirlenmiş özel hesap numarası ve şifresine ihtiyaç duyacaksınız.

Hesap numarası ve şifre için ya da Turnitin ile ilgili daha detaylı bilgi edinmek için lütfen kütüphanenin reference@bilkent.edu.tr adresine bir



ORTA DOĞU TEKNİK ÜNİVERSİTESİ BİLGİ İŞLEM DAİRE BAŞKANLIĞI

ARAMA

Sıkça Sorulan Sorular | Bilgi Kaynakları Kullanım Politikaları | İş Olanakları | Site Haritası | İletişim

>> Lisanslı Yazılımlar >> Turnitin Yazılımı

Yazıcı dostu görünüm English version

Turnitin Yazılımı

TURNITIN İnihal Tespit Yazılımı

Turnitin, inihal tespit hizmeti veren web tabanlı bir yazılımdır. Bu hizmeti kullanmak isteyen akademik personel (ODTÜ Öğretim Üyesi, Görevlisi, Okutman) swadmin@metu.edu.tr adresine ad/soyad, akademik/ıdari pozisyon ve bölüm bilgilerini içeren bir e-posta göndermeleri yeterlidir. Araştırma görevlileri, bir ders kapsamında ödev makale kontrolü yapmaları gerektiğinde bu üstteki kategorideki Turnitin üyesi (instructor olarak eklenmiş) kullanicılarda TA (Teaching Assistant) olarak sisteme eklenebilmektedir.

Öğretim üyeleri; öğrencilerine veya kendilerine ait makaleleri ya da ödevleri Turnitin web sitesine aktararak; daha önce Turnitin'e aktarılmış olan milyonlarca ödevle, internete arşivlenmiş veya güncel web sayfalarıyla, ticari/bilimsel elektronik veritabanlarında yer alan dergi, makalelerle ve elektronik kitaplarla karşılaştırma yapabilmektedir. Yazılımla ilgili tanıtıcı bilgi, broşür ve seminer notlarına aşağıdaki adreslerden ulaşılabilir:

<http://www.turnitin.com/static/training.html> (İngilizce)

http://www.bidb.odtu.edu.tr/files/TR/ug/turnitin_brosur.pdf (Öğretim Teknolojileri Destek Ofisi'nin hazırladığı Türkçe özet kullanım talimatnamesi)

<http://www.bidb.odtu.edu.tr/files/TR/ug/turnitinhandout.pdf> (Öğretim Teknolojileri Destek Ofisi'nin hazırladığı Türkçe seminer notları)

Turnitin yazılımı kullanıcı (ödev/makalesi yüklenecek öğrenci) sayısı sınırlı olduğundan öncelikle tez, kitap, süreli akademik yayınlarda yayınlanmak üzere yazılmış makaleler ve basılmaya aday çalışmaların kontrol edilmesi amacıyla kullanıma sunulmuştur.

Makalenin temelini teşkil eden araştırma sonuçlarının özgünlüğü

The screenshot displays the iThenticate web application interface. The browser address bar shows the URL https://app.ithenticate.com/en_us/folder. The user is logged in as Hilal ÖZDAĞ. The main content area shows a folder named "My Documents" containing two documents. The first document, "Manuscript", is 2,349 words and has a 31% report. The second document, "Prognostic roles of expressions of Bik, Bcl-2 and Bcl-XL in breast cancer patients", is 8,185 words and has a 42% report. The interface also includes a search bar, a trash bin, and a sidebar with folder navigation options.

My Documents Documents Sharing Settings page 1 of 1

| <input type="checkbox"/> | Title | Report | Author | Processed ↓ | Actions |
|--------------------------|--|--------|----------------|----------------------------------|---------|
| <input type="checkbox"/> | Manuscript 1 part - 2,349 words | 31% | Semih Dalkılıç | December 25, 2014 8:42:01 AM EET | |
| <input type="checkbox"/> | Prognostic roles of expressions of Bik, Bcl-2 and Bcl-XL in breast cancer patients 1 part - 8,185 words | 42% | Ye Feng | January 27, 2014 10:27:54 AM EET | |

page 1 of 1

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View: [Recent Uploads](#)

New folder

[New Folder](#)
[New Folder Group](#)

Folder Info

Name: My Documents
Shared with: [nobody](#)

MAKALEDE YAZARLIK: Vancouver Protokolü

- Makale yazarlığı önemli oranda entellektüel katkıyı gerektirmektedir:
- Çalışmanın fikri temellerinin oluşturulması, tasarımı veya verinin analizi ile yorumlanması
- Makalenin yazılması veya entellektüel içeriğine yönelik eleştirel değerlendirmenin yapılması
- Makalenin son halinin onaylanması
- Makale yazarı olacak araştırmacıların bu üç kriteri uyması gerekmektedir.
- Aşağıdaki durumlar makale yazarlığı için gerekçe kabul edilemez:
- Çalışma için gerekli çalışma altyapısı ve finansal desteğin bulunması veya sağlanması
- Yalnızca örnek veya veri toplanması
- Araştırma grubunun bağlı bulunduğu kurumun yöneticiliğinin icra edilmesi

ETİK DÜZENLEMELER İCRAI YAPILANMA

- Üniversite Etik Kurulu (İhtisas komisyonları kurulmalı-Yayın Etiği/Mobbing.... Aynı kurullar tarafından değerlendirilemez)
- Üniversite Senatosu
- YÖK
- Bilimsel Dergi Etik Kuralları
- Bilimsel Dergi Yönetimlerinden oluşacak bir kurul (COPE-Comitee on Publication Ethics)

Hakemliđi öğrenmek

- Lisansüstü eğitim süreci
 - Derslerde bu konuya yönelik eğitim
 - Makale saatlerinin tartışma formatına sokulması
 - Hocaların kendilerine değerlendirilmek üzere gönderilen makaleleri gizlilik esasına dikkat ederek belirlediđi öğrencisi ile beraber değerlendirmesi.

Hakemin Sorumluluđu

- Etik sorumlulukları
- Bu deęerlendirmeye yeterli vakti ayırabilecek miyim?: Genç hakemlerin kıdemli hocalara göre hakem raporlarının hazırlanmasına daha yeterli vakit ayırdığı gözlenmektedir.
- Gönderilen makalede geçen tüm konu ve yaklaşımlara hakim miyim?

Yazarların hakemlik sürecini beğenmelerinde etki eden faktörler: “Makalem yayınlandığına göre hakemlik iyi yapılmış...”

Author Perception of Peer Review Impact of Review Quality and Acceptance on Satisfaction

Ellen J. Weber, MD

Patricia P. Katz, PhD

Joseph F. Waeckerle, MD

Michael L. Callahan, MD

PEEER REVIEW IS A RESOURCE-intensive process relying on considerable, chiefly volunteer, effort to evaluate manuscripts for publication and craft objective and constructive reviews. However, little is known about how author's experience the peer-review process and, in particular, whether the quality of the reviews affects their satisfaction. Previous studies suggest that prestige and circulation are the factors frequently used by researchers in determining the journal to which they submit their work, while other aspects of the process—quality of the journal's peer-review panel, likelihood of acceptance, turnaround time, and biostatistical review—have less influence on their choice.^{1,2}

The *Annals of Emergency Medicine* has conducted a number of studies and ini-

Context To determine author perception of peer review and association between quality of review and author satisfaction.

Methods Survey between May 1999 and October 2000 of 897 corresponding authors of manuscripts under consideration by the *Annals of Emergency Medicine* and had received final editorial decisions during the study period. A total of 576 authors (64%) returned the survey. Using a 5-point Likert scale, the survey assessed differences in satisfaction between authors whose manuscripts were accepted, reviewed and rejected, and rejected without full review. The association of author satisfaction with editor's assessment of review quality, publication decision, author sex, specialty, and publication experience were also assessed.

Results Overall mean (SD) satisfaction score, indicated by agreement with "My experience with the review process will make me more likely to submit to *Annals* in the future," was 3.1 (1.0) and was significantly higher among authors of accepted papers (3.7 [0.9]) than among either group of rejected papers (rejected/reviewed, 2.8 [1.0]; rejected/no review, 3.0 [0.9]; $P < .05$). Authors whose manuscripts were reviewed and rejected were the least satisfied with the time to decision (rejected/reviewed, 3.0 [1.2] vs accepted, 3.7 [1.0] and rejected/no review, 3.9 [0.9]; $P < .05$). Those whose papers were rejected without review were the least satisfied with the letter explaining the editorial decision (rejected/no review, 2.8 [1.2] vs accepted, 4.2 [0.7] and rejected/reviewed, 3.1 [1.2]; $P < .05$). Among respondents whose manuscripts underwent full review (accepted and rejected/reviewed), overall satisfaction was highly associated with acceptance of the manuscript for publication (odds ratio [OR], 6.12; 95% confidence interval [CI], 3.43-10.91) but not with quality rating of reviews (OR, 1.26; 95% CI, 0.84-1.90).

Conclusion Contributor satisfaction with peer review was modest. Authors of rejected manuscripts were dissatisfied with the time to decision and communication from the editor. Author satisfaction is associated with acceptance but not with review quality.

JAMA. 2002;287:2790-2793

www.jama.com

Yazar isimlerinin bilinmesinin hakemlik sürecine etkileri: Yazar isminin kapatılmasının hakemlik üstüne etkisi olmuştur ancak daha geniş araştırma yapılmalıdır.

Effects of Editorial Peer Review A Systematic Review

Tom Jefferson, MD

Philip Alderson, MBChB

Elizabeth Wager, MA

Frank Davidoff, MD

THE USE OF PEERS TO ASSESS THE work of fellow scientists goes back at least 200 years.¹ It is usually assumed to raise the quality of the end product and to provide a mechanism for rational, fair, and objective decision making. Despite the fact that peer review has such a long history and is so well established, research into its effects is a recent phenomenon. However, the body of original research on the effects of peer review has been growing, and systematic review and synthesis may now be possible.² This review assesses the effects of processes undertaken as part of editorial peer review of original research studies submitted for paper or electronic publication in biomedical journals.

METHODS

Context Editorial peer review is widely used to select submissions to journals for publication and is presumed to improve their usefulness. Sufficient research on peer review has been published to consider a synthesis of its effects.

Methods To examine the evidence of the effects of editorial peer-review processes in biomedical journals, we conducted electronic and full-text searches of private and public databases to June 2000 and corresponded with the World Association of Medical Editors, European Association of Science Editors, Council of Science Editors, and researchers in the field to locate comparative studies assessing the effects of any stage of the peer-review process that made some attempt to control for confounding. Nineteen of 135 identified studies fulfilled our criteria. Because of the diversity of study questions, methods, and outcomes, we did not pool results.

Results Nine studies considered the effects of concealing reviewer/author identity. Four studies suggested that concealing reviewer or author identity affected review quality (mostly positively); however, methodological limitations make their findings ambiguous, and other studies' results were either negative or inconclusive. One study suggested that a statistical checklist can improve report quality, but another failed to find an effect of publishing another checklist. One study found no evidence that training referees improves performance and another showed increased interrater reliability; both used open designs, making interpretation difficult. Two studies of how journals communicate with reviewers did not demonstrate any effect on review quality. One study failed to show reviewer bias, but the findings may not be generalizable. One nonrandomized study compared the quality of articles published in peer-reviewed vs other journals. Two studies showed that editorial processes make articles more readable and improve the quality of reporting, but the findings may have limited generalizability to other journals.

Conclusions Editorial peer review, although widely used, is largely untested and its effects are uncertain.

JAMA. 2002;287:2784-2786

www.jama.com

Hakemleri harekete geçirmek: Faks, telefon veya eposta ile uyarmanın farkı gözlenmemiştir.

PEER REVIEW

Prodding Tardy Reviewers A Randomized Comparison of Telephone, Fax, and e-mail

Roy M. Pitkin, MD

Leon F. Burmeister, PhD

WHEN PEER REVIEWERS DO not file reviews by the time requested, most journals contact them to urge completion of their review. How should such tardy reviewers be contacted? This study compared contact by telephone, fax, and e-mail with respect to effectiveness in prompting completion of the review.

METHODS

The study was conducted in the main editorial office of *Obstetrics & Gynecol-*

Context To compare telephone, fax, and e-mail methods of prodding tardy reviewers.

Methods Randomized trial conducted January 1998 through June 1999 at the main editorial office of *Obstetrics & Gynecology*. Reviewers who had failed to file reviews by 28 days after being sent manuscripts (7 days after deadline) were sent identical messages in oral (telephone) or written (fax and e-mail) form inquiring as to the status of review, asking for its completion as soon as possible, and requesting it be sent by fax or e-mail.

Results Of 378 reviewers, proportions returning reviews within 7 days were essentially identical: telephone, 85 (68%) of 125; fax, 86 (67%) of 129; and e-mail, 84 (67%) of 124 ($P = .59$). In the two thirds who responded, the mean time to return reviews did not differ among the 3 groups.

Conclusion Contacting tardy reviewers resulted in a review being received within 7 days in about two thirds of cases, and it made no difference if the contact was made by telephone, fax, or e-mail.

JAMA. 2002;287:2794-2795

www.jama.com

received among those who returned. The proportions who responded by pro-

Hakemliği teklif etme usullerinin hakemlik sürecine etkileri: Makaleyi göndermeden önce hakemliğin kabul edilip edilmeyeceğinin sorulmasının belli ölçüde etkisi gözlenmiştir.

The image shows a screenshot of a web browser window. The browser's address bar is partially visible, showing a URL starting with 'http://www.jama.com'. The browser's toolbar includes buttons for 'Previous', 'Next', 'Zoom', 'Move', 'Text', and 'Select'. On the right side of the browser, there is a search bar and a sidebar with three thumbnails of document pages, numbered 1, 2, and 3. The main content area of the browser displays the following text:

Identifying Manuscript Reviewers Randomized Comparison of Asking First or Just Sending

Roy M. Pitkin, MD
Leon F. Burmeister, PhD

IN RECRUITING REVIEWERS, SOME journals simply send the manuscript to identified experts with a cover letter asking them to review the paper; if unable or unwilling, they may decline (“justsend”). Other journals query potential referees first, and only send manuscripts to those who specifically assent (“askfirst”). We are unaware of evidence as to which is better and authorities provide little guidance. Bishop¹ does not mention the matter specifically, although his statement, “[s]ome journals send out manuscripts for review with a very simple cover letter, ‘Could you please review the enclosed paper as to its suitability for publication in this journal?’” seems

Context Some journals routinely query potential referees before sending manuscripts (“askfirst”), whereas others just send manuscripts and allow referees to opt out (“justsend”). It is not known which protocol results in more completed reviews or shorter review time.

Methods Trial to assess proportion of referee turndowns and length of review process, conducted at editorial office of *Obstetrics & Gynecology* and involving 283 consecutive qualifying manuscripts. For each, a referee was randomly assigned to askfirst (manuscript sent only after affirmative response within 3 days) and another to justsend (manuscript sent with request to review; could opt out).

Results Only 64% of askfirst referees assented initially (15% declined [vs 8% for justsend, $P=.008$] and 21% failed to respond within 3 working days, necessitating a replacement). But once manuscript was mailed, mean time to file a review was significantly shorter for askfirst (21.0 vs 25.0 days, $P<.001$); thus, overall time to receipt of review did not differ significantly (24.7 vs 25.9 days, $P=.19$), nor did review quality ($P=.39$).

Conclusion Askfirst led to a higher rate of referee turndown than did justsend, but assenting askfirst referees completed reviews faster. The overall time for the review process did not differ between the 2 protocols.

JAMA. 2002;287:2795-2796 www.jama.com

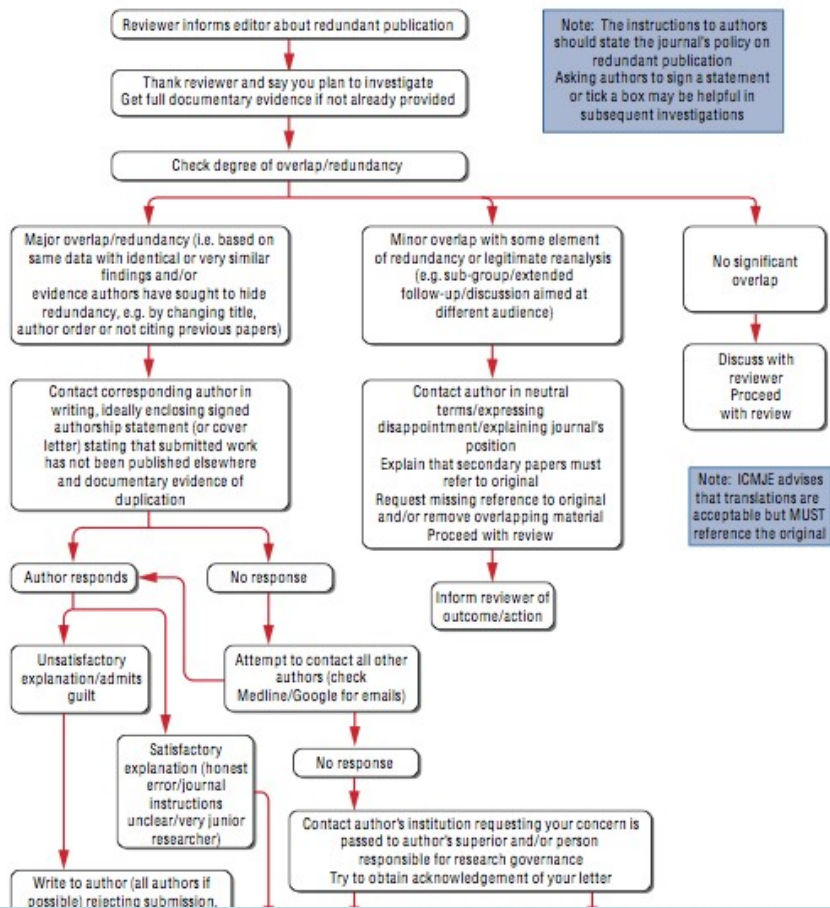
one referee to justsend and the other within 3 working days, a substitute cho-

Editörün değerlendirme kalitesine ilişkin geri bildirimde bulunmasının hakemlik üzerine etkileri: Editörün bu nevi girişiminin hakemlik kalitesi üzerine etkisi olmamıştır.

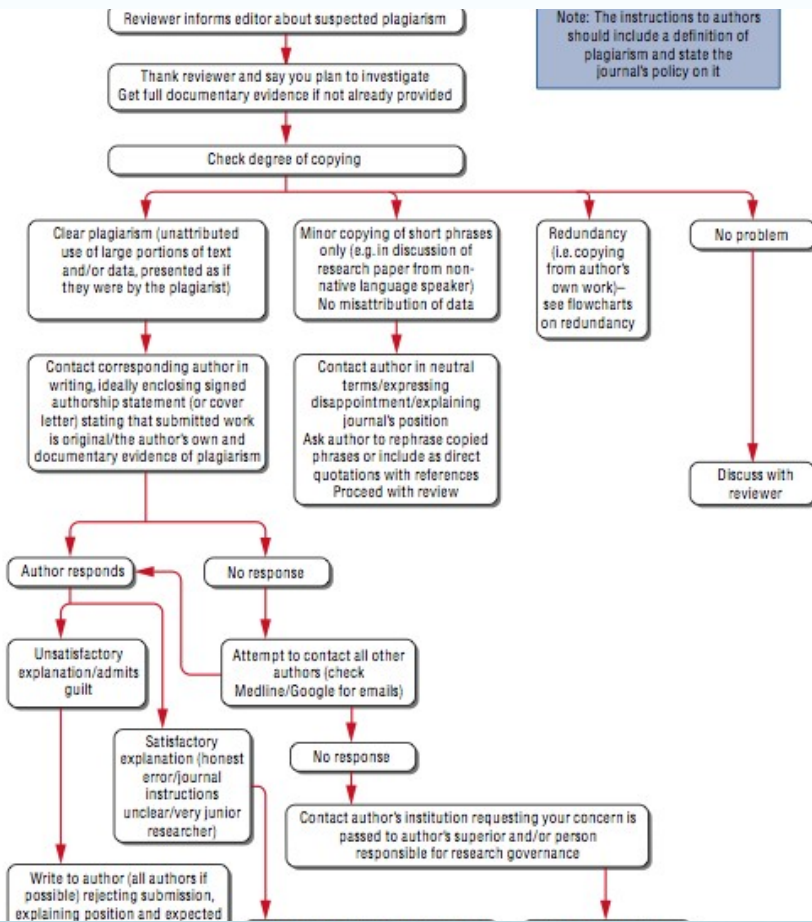
The image shows a screenshot of a PDF viewer interface. The main content area displays the title page of a research paper. The title is 'Effect of Written Feedback by Editors on Quality of Reviews: Two Randomized Trials'. The authors listed are Michael L. Callahan, MD; Robert K. Knopp, MD; and E. John Gallagher, MD. The abstract begins with 'ALTHOUGH PREPUBLICATION peer review of scientific manuscripts by journals is a crucial part of the scientific process, few journals assess reviewer ability in advance of appointment, and few monitor reviewer performance. Some of the inconsistency of peer review may be due to variability in reviewer skill. Little is known about the training of the peer reviewers, and education that improved their performance would benefit reviewers, authors, and editors. We conducted 2 randomized trials to determine whether simple written feedback provided by editors to peer reviewers improves the quality of subsequent reviews. Our objective was to determine whether written feedback to reviewers improves subsequent reviews. Eligible reviewers were randomized to intervention or control (receiving other reviewers' unscored reviews and the editor's decision letter). Study 1 (September 1998–September 2000) included reviewers with a median quality score of 3 or lower; study 2 (April 2000–January 2002), reviewers with median score of 4 or lower. Study 1 was designed with a power of 0.80 to detect a difference in score of 1; study 2, with a power of 0.80 to detect a difference of 0.5. All reviewers were at a peer-reviewed journal (*Annals of Emergency Medicine*). The main outcome measure was the editor's routine quality rating (1-5) of all reviews (blinded to study enrollment). For study 1, 51 reviewers were eligible and randomized and 35 had sufficient data (182 reviews) for analysis. The mean individual reviewer rating change was 0.16 (95% confidence interval [CI], -0.26 to 0.58) for control and -0.13 (-0.49 to 0.23) for intervention. For study 2, 127 reviewers were eligible and randomized, and 95 had sufficient data (324 reviews). Controls had a mean individual rating change of 0.12 (95% CI, -0.20 to 0.26) and intervention reviewers, 0.06 (-0.19 to 0.31). In study 1, minimal feedback from editors on review quality had no effect on subsequent performance of poor-quality reviewers, and the trend was toward a negative effect. In study 2, feedback to average reviewers was more extensive and supportive but produced no improvement in reviewer performance. Simple written feedback to reviewers seems to be an ineffective educational tool.'

The PDF viewer interface includes a toolbar at the top with icons for navigation (Previous, Next), zooming (Zoom), and editing (Move, Text, Select). A search bar is located in the top right corner. On the right side, there is a sidebar with a search function and a list of page thumbnails numbered 1 through 4.

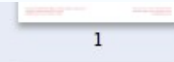
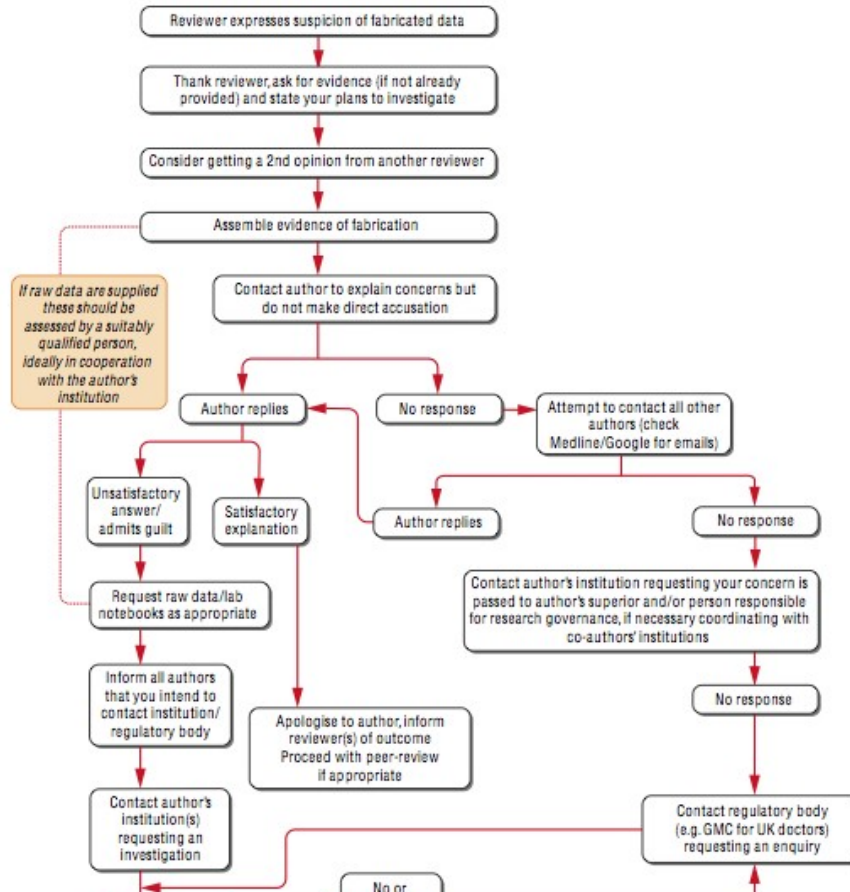
Yayının tekrar olduğunu düşünüyorsanız..



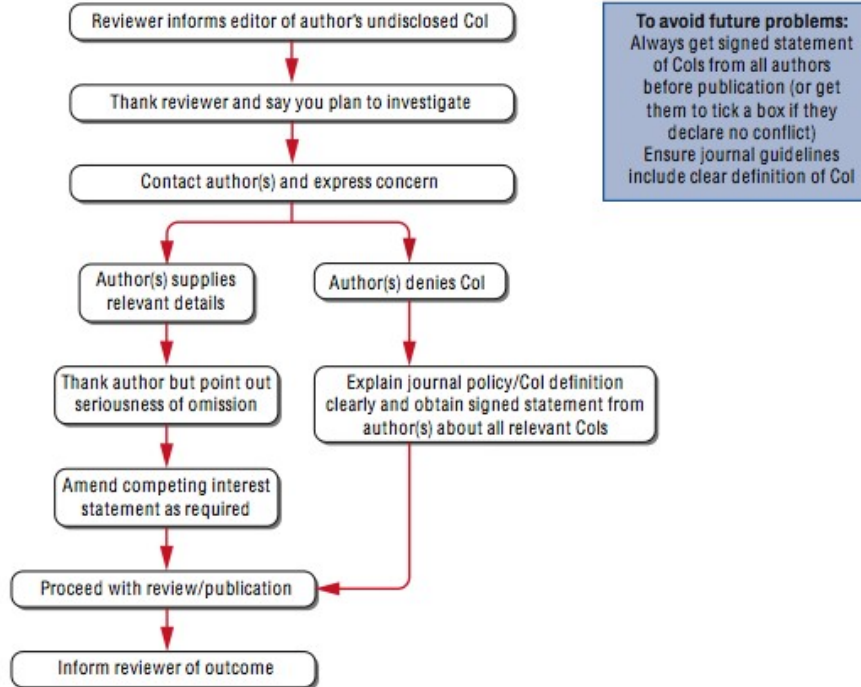
Yayında bir intihalden şüpheleniyorsanız



Fabrikasyon veriden şüpheleniyorsanız



Çıkar çatışmasından şüpheleniyorsanız



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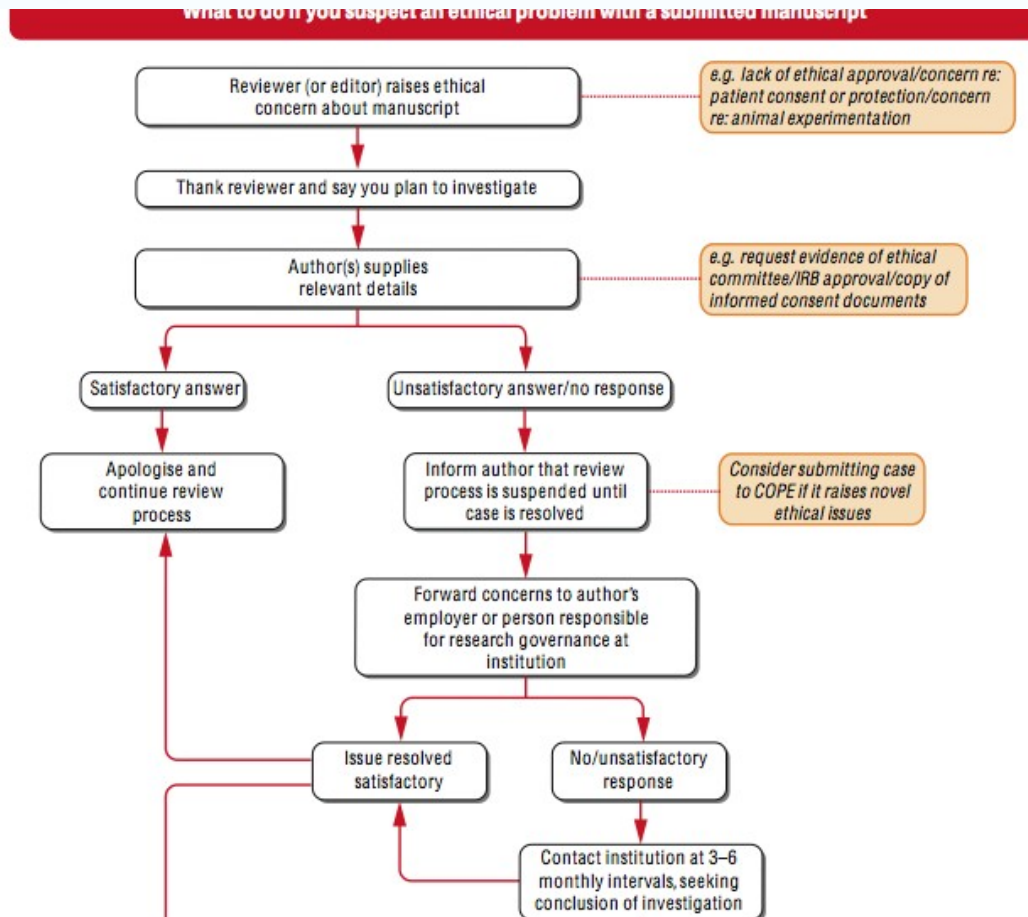


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Yayın etiği ile ilgili bir şüphenez varsa



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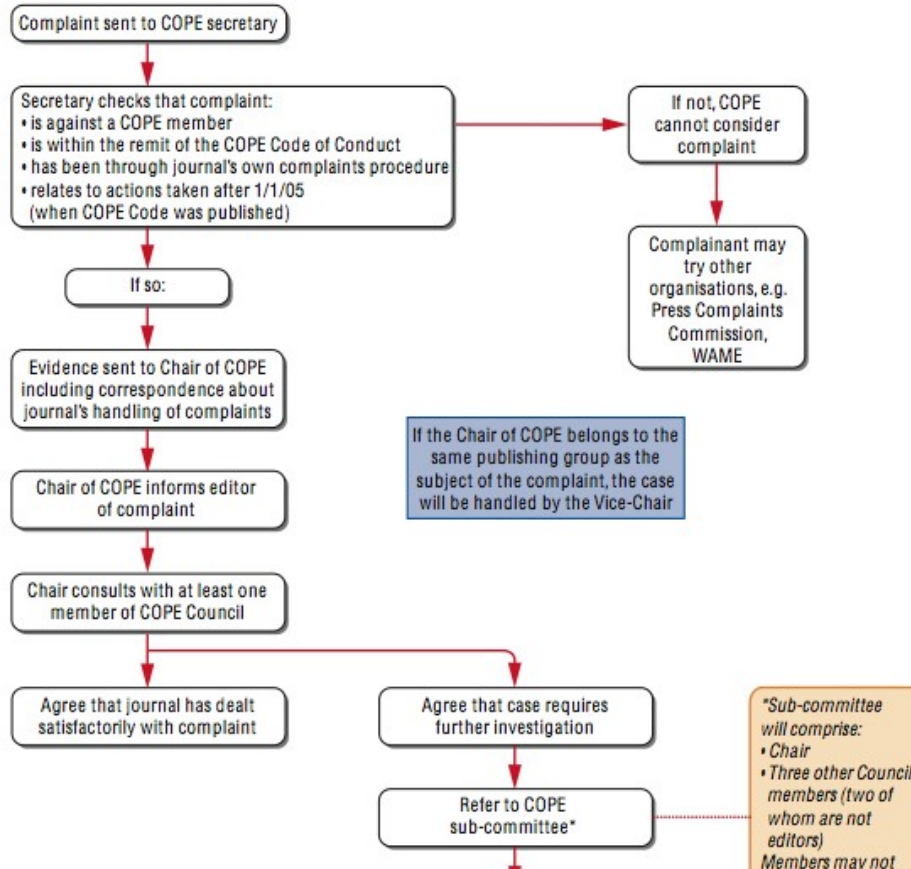


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Editörle ilgili şikayetler



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Kurumsal Yapılanma

- Yayın etiđi ile dođrudan iliřkili olan hakemlik sũrecinin ilke ve uygulamalarının belirlenmesi
- Yayın etiđine uygun olmayan durumlarda uygulanması gereken yol, alınması gereken tedbir yaptırımların belirlenmesi için
- Kurumsal yapılanma elzemdir.

Yapılması Gerekenler Eğitim

- Lisans eğitiminden itibaren ders kitaplarının paralelinde makale odaklı eğitim/sınavların yanısıra ödev temelli değerlendirme.
- Lisansüstü eğitim ve özellikle doktora uygulamalı makale/proje yazım eğitimlerinin yapılması, doktora yeterlik sınavının bir kuru bilgi sınavı olmaktan çıkarılması.
- Bilimsel araştırma yapmanın yani Makale yayınlamak ve proje yürütücülüğü yapmanın akademisyenliğin en önemli performans kriterlerinin başında yer aldığı için verilecek taltiflerle onaylanması

Yapılması Gerekenler Etik

- ÜAK, YÖK ve Üniversitelerin evrensel yayın etiği kriter ve yaptırımlarını tespit edip, bu kriter/ilkelerin arkasında duracak yasal düzenlemeleri hayata geçirmesi
- Yayın etiği ile ilgili üniversiteler/YÖK/ÜAK'ta ihtisas komisyonlarının kurulması/bu komisyonlarda bilim sahaları arasındaki farklı kriter ve teamüllerin gözardı edilmemesine dikkat edilmesi