

Journal of Learning Design and Leadership Review Rubric



ldjournal.web.illinois.edu

The Journal of Learning Design and Leadership (JLDL) is an open access, peer-reviewed, multimodal publication. It seeks to publish thoughtful, well-researched pre-print literature reviews that engage contemporary education innovations, issues, and opportunities. These topics are relevant in formal or informal educational environments within P-12, higher education, the workplace, the community, families, and throughout our everyday lives.

We are particularly interested in works that engage topics of learning design, educational technology, globalization, and learner diversity, and the intersection, manifestation, and innovation of these areas. Additionally, this journal publishes pre-print original case studies and educational technology evaluations that are supported by empirical data.

Submission Criteria:

Significance and Impact: The manuscript should focus on questions relevant to the field of education. These questions should engage contemporary education innovations, issues, and opportunities. Manuscripts should contribute to formal or informal educational environments within P-12, higher education, the workplace, the community, and families. Significant and impactful works could include topics such as learning or instructional design, educational technology, globalization, learner diversity, and leadership.

Advancement of the Field: The manuscript should create knowledge which pushes existing educational theory and application in a new direction. Literature reviews should present a unique compilation of current research arranged to emphasize a particular issue or gap on the topic, including key terms, trends, debates, and theories related to this topic/question. Additionally, case studies and technology reviews should contribute to the field by filling in a gap and/or bringing a new perspective to current literature.

Clarity, Style, & Multimodality: Manuscripts must be thoughtful, well-researched, and written clearly and concisely. References must be in APA Style 7 with all media cited properly.

Submission Guidelines:

Detailed submission guidelines can be found on the JLDL website: <https://ldjournal.web.illinois.edu/>, which include specific content, structure, and formatting requirements. Refer to both the guidelines and the rubric when drafting your work. Conduct a self-review prior to submission to increase the chances of your work being accepted for publication. Only works receiving a rating of 3 or above in all rubric domains will receive feedback and be considered for publication.

Review Process:

The Editorial Board of the *Journal of Learning Design and Leadership* oversees a two-stage review process. The abstract for the full manuscript will undergo a preliminary review by three Editorial Board members. This initial screening process will take approximately two weeks for the abstract to be accepted/rejected [see Stage 1 Rubric for criteria and feedback]. If the abstract is accepted, the full manuscript will be reviewed by two members of the Editorial Board and one peer reviewer. Peer Reviewers are selected from authors of published works. This review session will take approximately four weeks to accept, accept with revisions, or reject [See Stage 2 Rubric for criteria and feedback]. If revisions are requested, the full manuscript must be revised and resubmitted within four weeks for a final review. Depending on time constraints and the number of multimodal manuscripts received, *JLDL* may provide limited feedback in Stage 1 and Stage 2 of the review process.

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Stage 1: Preliminary Review Rubric [Abstract]

The abstract should be approximately 200 words and include five keywords which summarize the manuscript precisely. Evaluative components in the initial screening process include *formatting, clarity and style, relevance to scope and aim of journal, originality, and significance*. This rubric uses the following scale to determine whether or not an abstract is accepted/rejected:

0-Poor 1-Fair 2-Good 3-Very Good 4-Excellent

An abstract must obtain a final average rating of at least 3.0 to be accepted. Overall comments of strengths and weaknesses may also be included. An example of a preliminary review rubric is provided below:

Evaluation Component	Score/Comments
Formatting	4
Clarity, Style, and Multimodality	3
Relevance to Scope and Aim of <i>JL DL</i>	3
Originality	4
Significance	4
Recommend for Full Manuscript Review (1. Reject; 2. Reject with invitation to submit in the future; 3. Accept, with Revisions; 4. Accept)	3
AVERAGE:	3.5 [ABSTRACT ACCEPTED]
Overall Comments (include positive and negative points):	+ Formatting meets all requirements + Topic is important during remote learning era - Not as relevant for higher education - Limited multimodality features

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Stage 2: Full Review Rubric [Full Manuscript] The following rubric will be used to evaluate the full manuscript.

The full manuscript should be in the range of 2,000 – 5,000 words and be submitted in two formats. 1. CGScholar using the structure tool and 2. Microsoft Word using the JLDL template. Upon evaluation, each reviewer will determine whether the full manuscript is accepted, accepted with revisions, or rejected. Manuscripts receiving a rating of 1 or below will not receive specific feedback.

Scholarly Works Criteria	Not Apparent (0)	Marginal (1)	Acceptable (2)	Strong (3)
The submission is relevant and timely to education, learning or instructional design, leadership, teaching, educational technology, or learner diversity.				
The title clearly describes the scholarly work.				
The introduction accurately describes what the author hopes to achieve and clearly states the problem being investigated.				
The submission advances the field through a unique compilation of current research arranged to emphasize a particular issue or gap on the topic, including key terms, trends, debates, and theories related to this topic/question.				
The ideas are supported by a diverse range of literature, including at least 15 scholarly sources, with at least 5 of those sources being published within the last 5 years. Do not describe each source individually; paragraphs should represent a synthesis of multiple scholarly sources.				
Information is organized clearly and in a logical sequence with relevant headers with scholarly sources grouped thematically, enabling analysis, comparing, and contrasting.				
Implications for further practice or research that advance the field are discussed.				
The references are appropriate and accurate.				
The writing is clear and focused with correct grammar usage and void of typographical errors.				
The writing style is appropriate for the genre.				
The literature's voice is primary throughout the work.				
Publication Recommendation	Rejected	Rejected, invited to resubmit in the future	Accepted, with revisions	Accepted
Average Manuscript Rating and Comments				

Additional Criteria for Case Studies and Technology Evaluations	Not Apparent (0)	Marginal (1)	Acceptable (2)	Strong (3)
The submission clearly describes the results and data.				
Appropriate analyses were conducted.				
Claims are supported by the results, and they seem reasonable.				
The author has indicated how the results relate to expectations and/or earlier research.				

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