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Publishing Simplified: A High-Impact Productive Disruption

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A High-Impact Productive Disruption: Teaching the Publishing Process for Student Self-Efficacy

Abstract

Teaching the publishing process

The HSU Library and Academic Technology implemented a workshop on campus to demystify the elements of publishing a scholarly article from start to finish. The tutorial provided support to students, staff, new lecturers, and librarians at every stage of the research cycle. Even those who did not yet have a research project could experience a guided, hands-on introduction that allowed them to find their path in the abundant opportunities in academic publishing. The instructors provided students both a face-to-face and online experience to work through the publishing process.

Introduction

Value for students, faculty, and staff in higher education

This workshop provides access to a universal academic activity that students, staff, new lecturers and librarians all too often feel daunted and unprepared in attempting. Undergraduate research is a well-known "productive disruption" as an interactive, experiential, high-impact teaching practice, and one which is known to benefit student retention and engagement. Contributing to cumulative learning, the process of publishing facilitates active learning on campus and can aid in efforts to support the sharing of diverse voices.

Students add validity to their continued scholarly efforts via this model, exploring areas of study, interest, and potential career-related goals. The elements of publishing refine research skill and savvy, allowing for a greater breadth of capabilities within the academic and field environment. Useful collaborations, high level feedback, technical writing practice, and quantitative skill development are a few of the many benefits to the research/publishing process.

We polled faculty, "How can we help you or your students publish scholarly works?"
- "I need a tutorial"
- "Multiple training opportunities with follow-up for different levels of experience"
- "Motivation and encouragement"
- "Help me improve my course level research rubrics"
- "A research assistant"
- "A co-author"

Common Modules

Canvas LMS tutorial licensed via Creative Commons for reuse
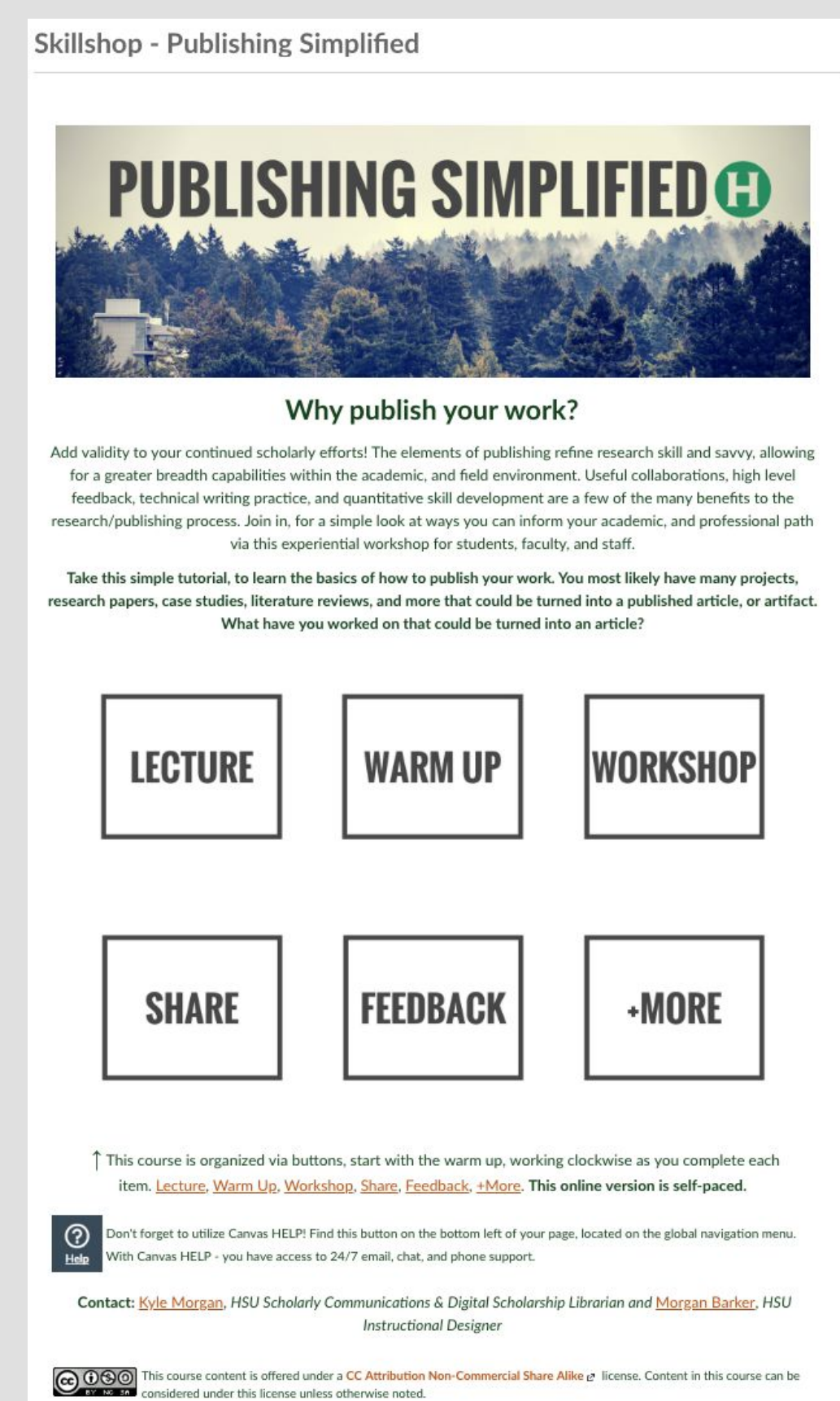
The publishing simplified workshop addresses the development of a proposal idea and research question, where and how to publish, licensing agreements, the revision and review process, and submission goals. The workshop is offered at the library and is facilitated by a faculty Librarian and an Instructional Designer

Elements:
Lecture
Warm Up
Workshop
Share
Feedback
More - Resources

Format:
Face-to-Face
Online
Common Module: *The module can be picked up by faculty who use publishing practices in their courses. The tutorial is aligned to provide basic training, and to amend based on differentiated instruction, projects, or focus. This tutorial is available in the Canvas Commons for open use.*
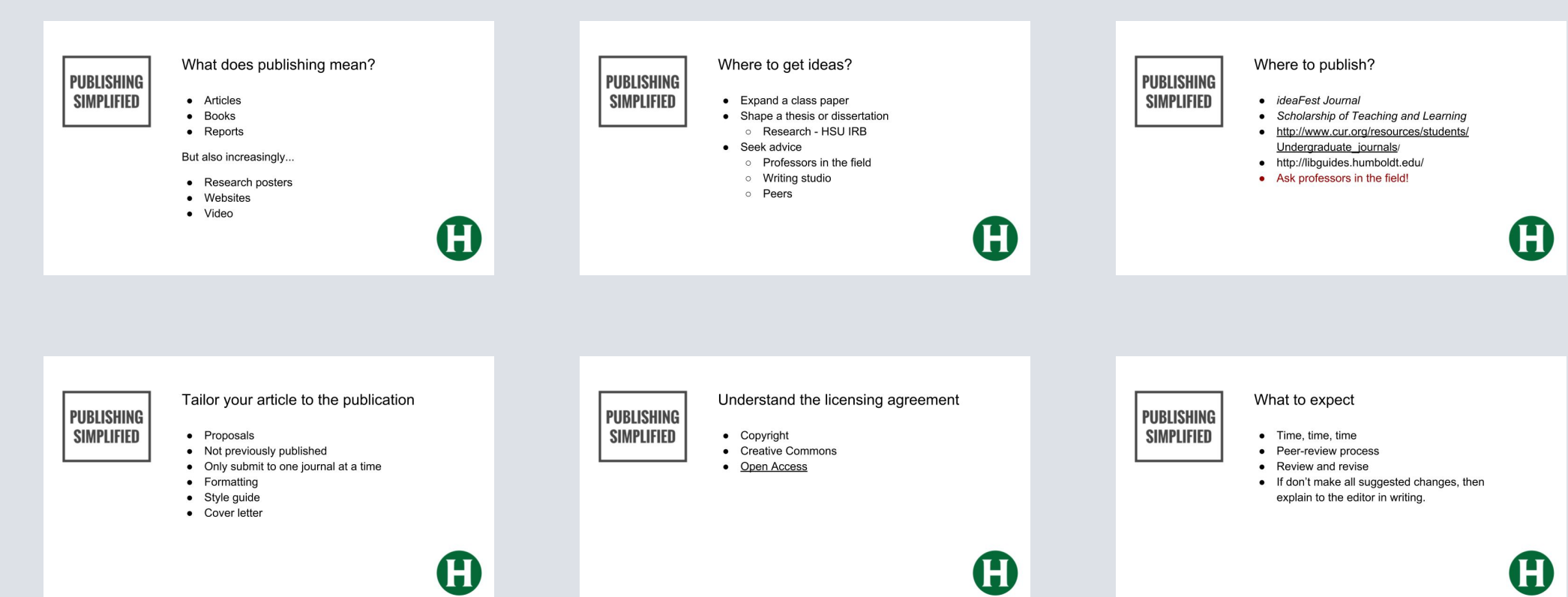
Lecture

Lecture fluctuates based on individual needs of participants as assessed at the beginning of class

Facilitators - Instructional Designer and Librarian

Warm Up

Explore the world of Journals! Where could you publish?

Those looking for topics typically have projects, research papers, case studies, literature reviews, and more that could be turned into a published article or artifact.

Once they have identified a field of study, they search within Scimago Journal & Country Rank to find a journal. Note that many journals are not listed here, so the participants will want to:
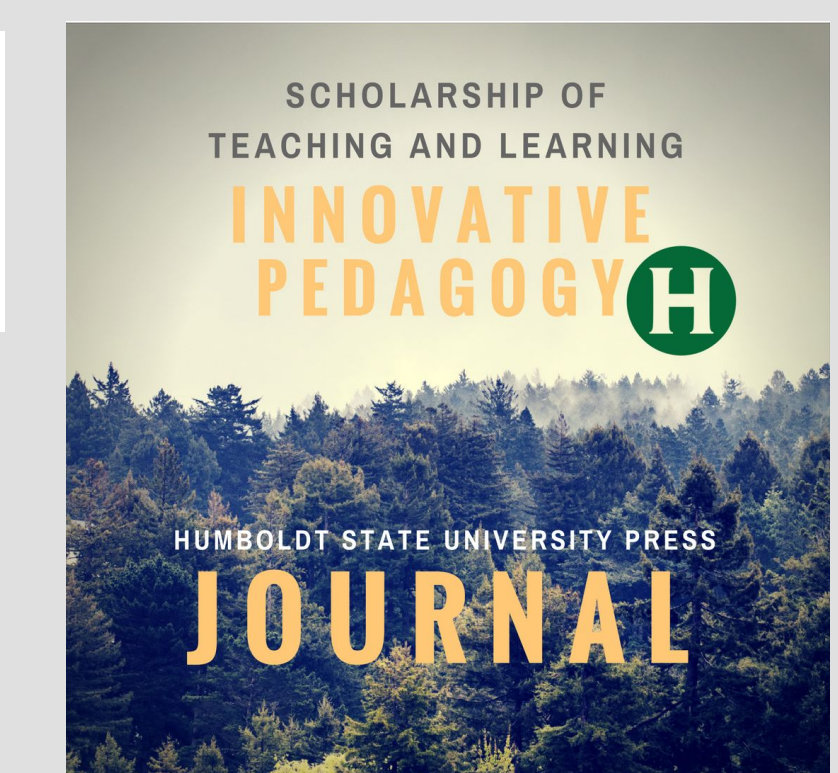- Refer to experts in the field to learn about journals.
- Find student publishing opportunities through the Council on Undergraduate Research.

Once they find a journal, they locate it online and review the guidelines:
- Does the journal require a proposal? Cover page? Abstract?
- What are formatting requirements? Citation style? Word count?
- What is the review process? Copyright status? Is it open access?
- What else is interesting on this page? What seems strange?

Workshop

Practice! Submit a proposal to the *Scholarship of Teaching & Learning, Innovative Pedagogy Journal*

Scholarship of Teaching and Learning, Innovative Pedagogy is an interdisciplinary journal of discovery, reflection, and evidence-based higher-education teaching/learning methods and research, focusing on innovative pedagogy from Humboldt State University and beyond. The journal is refereed, open-access, and facilitates systematic inquiry into teaching practices. Peer review is provided for select submissions.

The editors can offer research support, co-author opportunities, and potential collaborative projects with:
- Department Faculty
- Librarians
- Instructional Designers
- and more...

Why submit to the SoTL Journal?
- The topic is vitally important to educational efficacy and student success.
- Everyone has experience with SoTL (whether they know it or not).
- New journals can be easier to work and publish with for first time authors.
- Easy to submit.

Share and Feedback

Create a multitude of conversation opportunities

Verbal Prompts:
- Have you formulated a potential publishing project?
- What elements have you thinking?
- Do you see any challenges in your own publishing path?

Written Response:
We provide feedback to all questions posted through Canvas or through the Digital Commons submission process.

More Resources

Resources addressed during the course

More resources...
- A Step-by-Step Guide on Writing a Scholarly Paper: https://www.csudh.edu/phenom_studies/study/guide/guide.htm
- Purdue Owl: https://owl.english.purdue.edu/owl/
- Student's Guide to Publishing Journal Articles: https://www.jstor.org/stable/300443597eeq=1#page_scan_tab_contents
- Publishing as a Graduate Student: http://www.timothyvsrich.com/documents/Rich_Publishing_as_a_Grad_Student.pdf
- Publishing your first article: http://www.hastac.org/blogs/teperkins/2014/01/27/publishing-your-first-academic-article
- A Tutorial to Teach Publication Strategies: https://muse.jhu.edu/article/235970/summary
- HSU Basic Research: http://libguides.humboldt.edu/research
- HSU Research Poster: http://libguides.humboldt.edu/poster
- HSU IRB Approval: http://www2.humboldt.edu/irb/
- HSU Theses: http://libguides.humboldt.edu/theses
- HSU OneSearch: https://library.humboldt.edu/
- HSU Zotero: http://libguides.humboldt.edu/ZOTERO
- ORCID: https://orcid.org/
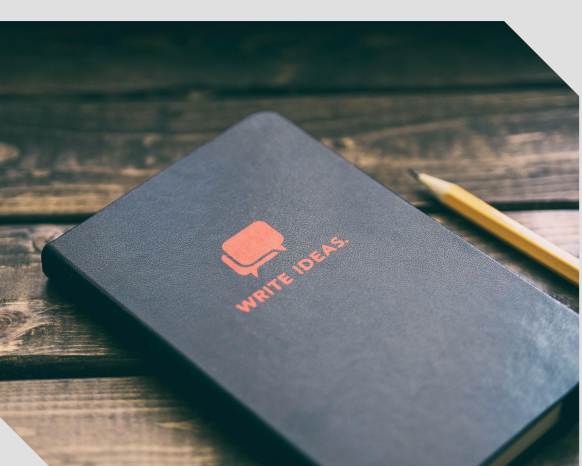- SPARC Author Rights: https://sparcopen.org/our-work/author-rights/

Where to look for journals...
- Campus publications: http://digitalcommons.humboldt.edu/peer_review_list.html
- Council on Undergraduate Research: http://www.cur.org/resources/for_students/
- Scimago Journal & Country Rank: http://www.scimagojr.com/journalrank.php?category=3309
- University of Southern California Research Guide: http://libguides.usc.edu

Conclusion

The response we want from our participants is: ***Is that it?***

Publishing seems like a monumental challenge for the uninitiated. Yet once someone goes through workflow, the publishing process is quickly demystified. If we can get them to publish that first time, it becomes easy—even addictive—to publish again and again.

We only need to get them started.

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