

From Research (and Practice) to Publication

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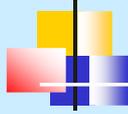
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Workshop Objectives

- To address barriers to writing for publication
- To understand the basics of a publishable paper
- To write key sentences for an abstract / introduction

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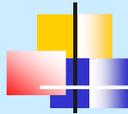


Introduction

Education & Training

- An Emerald Journal
- Emerald has 23 'subject' categories from 'Accounting, Auditing and Economics' through to 'Training'
- E&T is classed in 'Education' and 'Training' but not 'HR Management'
- Published nine times a year

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Education & Training

Editorial Objectives:

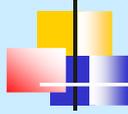
- Relationship between education and training at the younger end of labour market....transition from 'education' to 'work'

Articles fall (mainly) into four categories:

- Reviewed articles
- Case studies
- Conceptual articles
- Viewpoint articles

Peer Review (normally via two reviewers)

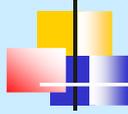
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'Problematizing' Getting Published

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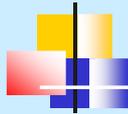




'Problematizing' Getting Published

Thinking about any aspect of your research or practice what are the concerns and the perceived barriers *for you* in getting published?

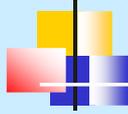
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The 'gatekeepers' and the 'gateway'

- The Initial View (Editor; EAB member)
- The importance of the abstract, the outline, the Introduction
- Some examples...

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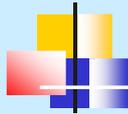


Getting to Review – First impressions

On the basis of a quick assessment does the submitted article:

- Capture attention ?
- Address a topic of interest to Journal ?
- Communicate intention clearly ?
- Have a clear structure ?
- Do what it says it is going to do ?
- Meet good standards of English, grammar etc ?

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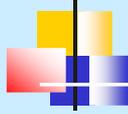


Getting to Review – The Basics

Some suggestions:

- Write *for* Journal
- Check Notes for Contributors
- Consider contribution...the 'so what' question
- Write abstract and submit for initial view
- Prepare draft for submission
- Use Introduction to convey clearly and concisely purpose of paper, why of interest and how article will unfold
- Prior to submission have article read by colleague(s) to check:
 - clear purpose ?
 - does it do what it says it will do ?
 - readability/accessibility ?

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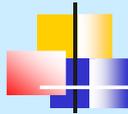


The Introduction

In the introduction you give the readers the story in a nutshell...The introduction is actually your conclusion; it's an executive summary. You tell the end of the story at the beginning.

Abby Day, 2007

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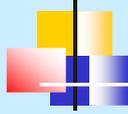
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Note: Much the same is the case in relation to the Abstract

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Review and Reviewer Feedback

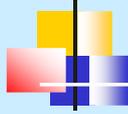
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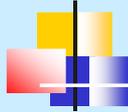
*“What do the publishers recommend?
A really good paper shredder!”*



Rejection – Stage 1 (prior to review)

- Article inappropriate for Journal e.g:
 - Initial Teacher Education and the Primary School*
 - The Effect of the Implementation of Advanced Manufacturing Technologies on Training in the Manufacturing Sector*
 - Management competencies in contract catering*
 - Social assistance and exits from unemployment*
 - Training control engineers for the digital age*
- Armchair reflection on practice
- Glorified / extended news item
- Poorly structured; main argument incomprehensible or non existent

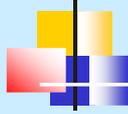
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Revise / Rejection – Stage 2 (post review)

- Value / Contribution
- Methodology problematic
- Recognition / acknowledgement of debate, relevant literature etc..
- Analysis / reporting of results
- Inappropriate relationship between questions / objectives and analysis / conclusions

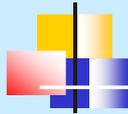
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Interpreting the Review Comments

- 'Minor' Revision
- 'Major' Revision
- 'Split' Decisions
- Structured Feedback...see review form

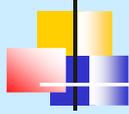
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Have a try...

- Think about one aspect of your research, practice that could form the basis for an article
- Is it best thought of a research paper, a case study, a conceptual paper etc ?
- Write one paragraph that captures the purpose, its positioning (contribution?) and provides a 'glimpse' of your story
- Add a title !

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Contact the Editor

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