From Research (and Practice) to Publication

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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
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

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)

AVETRA, April, 2008
‘Problematising’ Getting Published

--- HE’S VERY DISCIPLINED ABOUT HIS WRITING, EVERY MORNING HE STARES AT THE KEYBOARD FOR AT LEAST 4 HOURS BEFORE HE ALLOWS HIMSELF A CUP OF TEA! ---

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‘Problematising’ Getting Published

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

AVETRA, April, 2008

The ‘gatekeepers’ and the ‘gateway’

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

AVETRA, April, 2008
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?

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?
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

Note: Much the same is the case in relation to the Abstract
Review and Reviewer Feedback

“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

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
Interpreting the Review Comments

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

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!
Contact the Editor

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