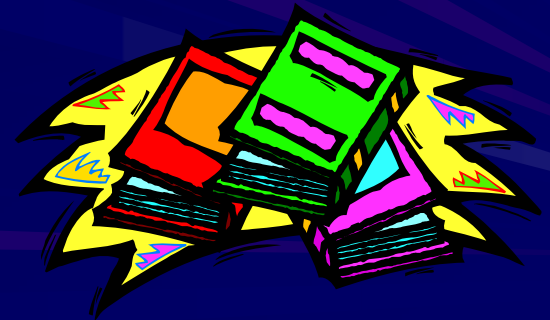


Scholarship of Teaching & Learning

*Planning to Publish  
in Peer-Reviewed  
Journals*



“Writing is easy. Just  
put a piece of paper in  
the typewriter and  
start bleeding.”

Thomas Wolfe, Author



# Our Assumptions

## ***Assumption #1***

Focus on peer-reviewed journals

## ***Assumption #2***

Presentation / outline ready to be converted to journal article

## ***Assumption #3***

Journal identification / selection process not covered here

# Establish the Context

Start by defining:

- Article's purpose
- Specific topic
- Primary & any co-authors
- Desired audience(s) – primary & secondary
- Key messages
- Possible / likely journals for submission



# Define What You're Doing

- Overview of study / research & results?
- Analysis of aspect or subset of data?
- Presentation of a method / process?
- Description of a novel approach?
- Affirmation / refutation of a theoretical model?
- Other?

# Before You Start

- Is everything in the context set?
- Any other departments & individuals you must work with (internal & external)?
- Who has internal review & sign-off before submission?
- Any internal politics you need to handle?
- Any time constraints / deadlines?
- Any IP / patent / copyright issues?
- How will you define success?

# What Journals Want

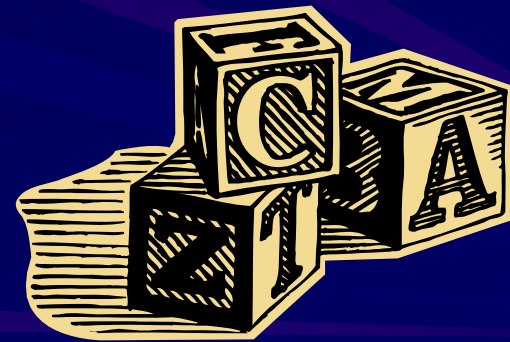
- New material
- Solid research or process results
- Current, thoughtful literature review
- Author guidelines followed precisely & all requirements met
- Easy-to-read, clear writing
- Articles appropriate for their readers
- Preferred style guide used
- Responsive / cooperative authors

# Typical Article Sections

- Abstract
- Introduction
- Background & Significance
- Literature Review
- Purpose / Research Questions
- Method
- Results
- Discussion
- Implications
- Conclusion
- References
- Tables / Figures / Illustrations

# What Do You Have?

Your presentation may  
contain the building blocks  
of a journal article



# “Journal of Profound Thoughts”

- Introduction
- Background
- Method
- Results
- Discussion
- Conclusion

# Sample Presentation

## Assessing Cultural Competence in HPER

*What Do We Say We do?*

*Jody Brylinsky, Ph.D., Dept. HPER Assessment Committee*

# Sample Presentation

**Cultural Competence = ability to function effectively in diverse cultures**

- Set of academic and interpersonal skills
- Increase understanding and appreciation of cultural differences & similarities
- Willingness to draw on community-based values, traditions, customs
- Value diversity both between and within groups

# Where?

Could go in Introduction or Background

- Introduction sets the stage
  - poses a question
  - describes overview of problem
  - discusses importance of issue
- Background describes the context
  - brief description of organization, program, etc.
  - previous work re: subject
  - lit review
  - hypotheses statements / goals
  - whatever will lead to Method

# Sample Presentation

## Assessment Project Goals

Assess the degree of Cultural Competence demonstrated by faculty, students, alumni;

Revise methods and criteria for the Department Assessment Plan: Student Outcome Cultural Competence.

# Where?

Put at end of Background

If there's separate Purpose section, could go there

# Sample Presentation

## Sample Methods and Criteria

Portfolio: 80% of all candidates (majors) enrolled in capstone experience will document diversity skills within portfolio items and obtain ratings of Proficient/Sufficient

Alumni Survey: 80% of alumni (majors and minors) returning surveys will submit a satisfactory rating for professional training relevant to functioning effectively among diverse populations.

# Sample Presentation

## Administration of Human Capital Assessment Tool

- Each Program Area (10/12) assess 20-50 students
- Total n desired = 300-350
- Assessment completed by end of October
- Alumni mailing list from WMU or Core areas
- Return of Alumni survey by Oct. 30

# Where?

Put in Method section

Method is detailed description of

- what you set out to achieve
- participant characteristics and selection
- the size of your sample & response
- statement of human subjects research authorization (if applicable)
- steps you took to accomplish your goals
- data analyses performed & tools used

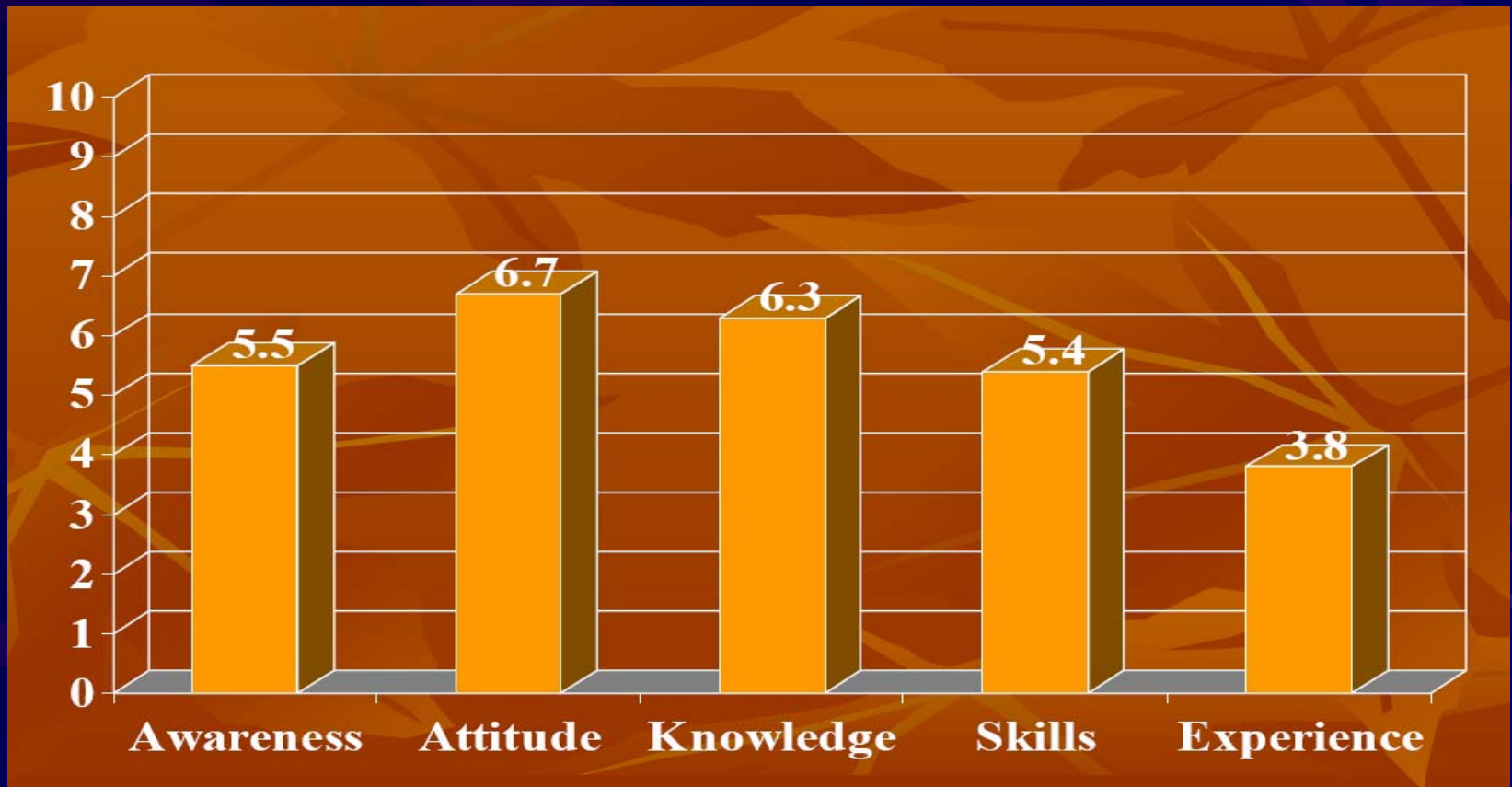
# Sample Presentation

## Findings

- All but 2 Core areas established methods and criteria
- Heavy reliance on 1 or 2 core courses
- General assessment obtained from capstone experience or alumni surveys
- 82% -86% success in stated outcomes
- 29%-33% missing data

# Sample Presentation

## Human Capital Data



# Where?

Findings / charts / data go in Results

Results is where you describe outcomes of your project / study, without commentary

# Sample Presentation

## Recommendations

- ❑ Align Assessment Project to current Program needs — especially Dept. Assessment Plan
- ❑ Involve committee structure for maximum buy-in to the project
- ❑ Structure Data collection for multiple times to catch sufficient student base
- ❑ Use electronic assessment for Alumni data

# Where?

Put toward end of Discussion

Discussion is the observations / commentary section, where you:

- describe what you think the data & results mean
- show how your study advances the field or addresses the problem described
- comment on any study limitations
- indicate what next actions are planned
- make recommendations for additional research

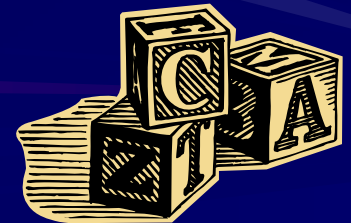
# Conclusion

May not be in your presentation

Conclusion is short summary, reinforcing any key points & why the topic is important.

# Are the Building Blocks There?

- Introduction: Key ideas / overall points?
- Background: Context material, lit review, hypotheses, goals, etc.?
- Method: Description of what you did?
- Results: Charts, tables, lists of your outcomes?
- Discussion: Commentary, observations, recommendations mentioned?



# 6 Common Mistakes - Content

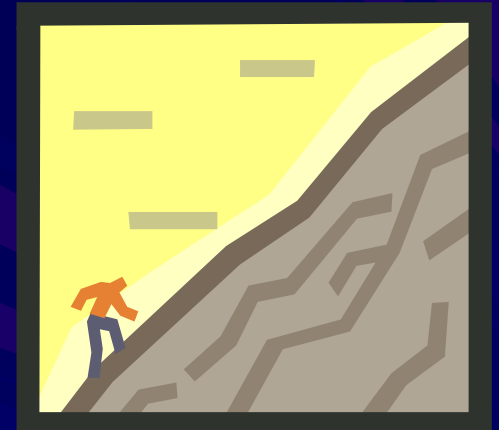
- Unclear topic definition
- Weak / old literature review
- Text too long
- Graphics / tables not directly related to text
- Unclear, overly complicated graphics / tables
- Complex, unclear writing

# 6 Common Mistakes - Process

- Primary author not running process
- Poor journal / subject / audience match
- Not following submission requirements
- Document not edited & proofed
- Impatient with process
- Taking rejection personally & giving up

Process is  
idiosyncratic,  
based on  
relationships &  
reputation

Expect to revise  
& resubmit!



# Q & A

