

Publishing Educational Research Guidelines and Tips

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Publishing Educational Research: Guidelines and Tips

Introduction

Over the last several years, journals in education have grown exponentially. So too, have the number of people involved with research on teaching, teacher education, assessment strategies, school reform, and any one of a number of educational endeavors.

As such, the American Educational Research Association thought it fitting that a new web site be created to assist researchers, faculty, and students with the process of publishing. It is often regarded as a mysterious process, one to which only a few individuals are privy to the information. After surfing this web site, we believe you will see that -- while there may certainly be some difficult avenues to negotiate -- the process of publishing is actually quite straightforward.

We have arranged this web site to include information of interest to graduate students and faculty **who have had little or no publishing experience**. While some of the information is specifically earmarked for those two groups, we hope that it is generic enough to transfer across all professional domains. The aims of this information are to:

- explain the basic processes of publishing articles for refereed journals (not books, per se);
- provide "start-up" information for graduate students with their first publishing attempts;
- provide support for faculty who have little experience in this area;
- demystify working relationships between students and faculty, and faculty and peers;
- encourage collaboration between writers, editors, and reviewers; and
- promote a high standard of "writing ethics" that honors all educational endeavors.

As we enter a new millennium, let us continue our dialogue of discovery, acting as courageous researchers, participants, and learners in a community of interactive professionals.



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"Thirty years ago my older brother, who was ten years old at the time, was trying to get a report on birds written that he'd had three months to write. [It] was due the next day. We were out at our family cabin in the Bolinas, and he was at the kitchen table close to tears, surrounded by binder paper and pencils and unopened books on birds, immobilized by the hugeness of the task ahead. Then my father sat down beside him, put his arm around my brother's shoulders, and said, `Bird by bird, buddy. Just take it bird by bird.'"

"Seeing yourself in print is such an amazing concept: you can get so much attention without having to actually show up somewhere. While others who have something to say or who want to be effectual, like musicians or baseball players or politicians, have to get out there in front of people, writers, who tend to be shy, get to stay at home and still be public. There are many obvious advantages to this. You don't have to dress up, for instance, and you can't hear them boo you right away."

from Anne Lamott (1994). *Bird By Bird*. New York: Anchor Books. Back cover and page xiv.



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Acknowledgements

As we began the research for this project, we quickly found there were a number of professionals across the country who were willing to provide help and support. Our thanks to **William Russell**, Executive Director of AERA, for his assistance in providing advice, support, audiovisual and print materials, and answers to our many questions. We would also like to acknowledge **Dr. Jere Brophy** at Michigan State University who took the time to put together a package of articles and notes and send them to us.

There were also several people who responded to our requests with ideas and suggestions, **Dr. A. Lin Goodwin**, Teachers College, Columbia; **Dr. Adrienne Alton-Lee**, Victoria University of Wellington, New Zealand; **Dr. Kofi Lomotey**, Louisiana State University; **Dr. Etta Hollins**, Wright State University (OH); and **Dr. Mary Lee Smith**, Arizona State University.

We are also grateful to **Dr. Margaret Eisenhart**, University of Colorado, Boulder and **Dr. Margaret LeCompte**, University of Colorado, Boulder for their direction and assistance to graduate students seeking information on the publishing process and working with faculty.

Finally our sincere gratitude to **Dr. Hilda Borko**, University of Colorado, Boulder, who not only directed and assisted graduate students on the publishing process, but more importantly mentored us throughout this entire project.

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Writing for Publication

How does one approach the process of writing for publication? Included in this section are comments and suggestions with regard to:

I. Building Your Manuscript

1. demands on your time
2. writing the first draft
3. reviewing the first draft
4. writing the second draft
5. getting feedback from colleagues
6. writing the third draft
7. sending it to a journal

II. Steps to Good Writing

There are literally hundreds of books and articles which can help you with this endeavor. We found that reading books on writing novels and short stories even offered insights for writing academic material! In particular, however, we found the following authors to be of great assistance on this topic: Ashford (1996); Berliner (1991); Matkin & Riggan (1991); and Venezky (1991).

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Building Your Manuscript

DEMANDS ON YOUR TIME

- Budget sufficient time for the first draft -- don't rush through it. Make an appointment with yourself, and establish a quiet space where you will not be interrupted, where you can focus for a long time. This place should be conducive to comfort as well as productivity. Always set aside at least a couple of hours for each writing session. Some authors set aside an entire day, because it takes a couple of hours to get into it again.
- One useful exercise is to conclude each writing session by penning a note to yourself (as detailed as possible) about where to begin the next time you sit down to write. In other words, if you could continue right then, what would you do next? Taking just a few moments to write this kind of note will not only help you to reconnect with your flow of thought, but also help you overcome writer's block and (procrastination).
- There will always be demands on your time, but you can control them if you understand what Ashford calls "the ant problem." Typically, we will allow people or other projects to "bite" into large chunks of time when we could be writing. At first, those "bites" may not seem like much, but after a while, we just end up with a "tattered day" (p. 123).
- We play many roles as researchers, writers, teachers, and mentors, as well as parents and partners. Be clear about which "hat" you are wearing when you want to write. Can you work at home in your sweats? Do you need to dress up and go to the office or library? The demands of the external may determine the productivity of the internal.

NEXT: [The First Draft](#)



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Publishing Educational Research: Guidelines and Tips

Building Your Manuscript

THE FIRST DRAFT

- Ask yourself, "What's my goal?" Do you want to disprove a theory? Do you want to reveal hidden assumptions in a popular theory or practice? Is your research based on innovative ideas that can be used in the field? Make sure that your answer to this question (What is my goal?) is clear to you at all times. You may even want to write out your goal and hang it in a prominent space by your work station to remind you to stay focused and on task.
- Next, ask yourself, "What steps are necessary to reach that goal?" Consider charting these steps out. The newer you are to the process of writing for publication, the more specific you should be.
- Estimate the time you will need for each step listed above, and then multiply that amount of time by 3-4. For example, if you estimate that it will take you one week to write a section of your piece, multiply that amount to be more realistic: one week really equals 3-4 weeks, depending on your experience and whether or not you are collaborating with others.
- As you write your first draft, carry around a small notebook to jot down ideas as they occur. Often, we will think of "just the right thing to say" for our article, but not when we are actually sitting at our work station!
- As you write your first draft(s), also write short abstracts of the articles you will be referencing. This is much more manageable than having dozens of articles lying all over the place.

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Building Your Manuscript

REVIEWING THE FIRST DRAFT

- After writing your first draft, put it away for a few days so that you can look at it from a fresh perspective. Read your work on a hard copy, rather than from a computer screen. You will notice things more often that you may want to change.
- Make notes in the margins about ideas that come to mind as you read.
- Make sure that you have stated clearly what you are doing (what the research is about), and why it's so important. Make a case for your work right up front!
- Put yourself in the place of the reader who may have no background on the topic. Ask: Are my points logically arranged? Have I avoided or at least defined jargon? Have I been consistent with my use of terminology? Have I clearly included a theoretical foundation and methodology?
- Keep in mind that your critical examination of other researchers' work in your piece is appropriate. However, you don't want to "bully" your way into the pulpit, so be neutral and as objective as possible when referring to others whose work you may be refuting or challenging. To be considered as a peer in the field of publishing, proving yourself "right" does not necessarily mean that you have to prove everyone else "wrong." Ultimately, the reader will make the decision as to which claims to accept.

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Building Your Manuscript

THE SECOND DRAFT

- Make this draft as complete as possible. Focus first on content, and then edit for style and length. Be succinct; there is a premium on space in journals! (See Matkin & Riggan p. 80 for manuscript components)
- Use appendices to add more information, so the editor and reviewers have the whole picture. They may decide that some of that information should be included in the body of your work. Appendices give them (and you) choices.
- Be accurate with the limitations of your study (sample size, claims of causation, etc.)
- Note that some authors will write 3 or 4 drafts before distributing their work to colleagues for review; do whatever you think is necessary to get your best work done.



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Building Your Manuscript

GETTING FEEDBACK FROM COLLEAGUES

- After you have written your second draft (or third or fourth), ask colleagues to review your work.
- Be aware that a serious review of a 30-40 page manuscript can take 4-6 hours, so don't be devastated if a colleague turns you down.
- Choose wisely. If possible, go to people who have had publishing experience. It's also a good idea to hand your manuscript to someone who is not as familiar with the research to get a fresh perspective.
- Ask for criticism, not praise. They should read it as a journal reviewer and give you constructive suggestions about how to improve the piece.

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Building Your Manuscript

THE THIRD DRAFT

- After receiving your manuscript back from colleagues, rewrite your article. Consider waiting until ALL of the reviews are back, so you can identify patterns that emerge from their comments. Then, incorporate the ideas of colleagues that you believe improve the manuscript, but be careful not to change every single thing; the results might be "losing your voice" in your piece, or ending up with a choppy piece of writing.
- If you made extensive changes, consider returning your manuscript to the same colleagues for another review.
- See Matkin & Riggan, p. 82 for a list of other checkpoints.

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Building Your Manuscript

SENDING IT TO A JOURNAL

- Before sending in your manuscript, find out the genre of the intended journal as well as the acceptance rate. If you have tables or graphs, find out if there will be a cost to you for printing it, or for illustrating it in color.
- Aim for journals in your field for which the manuscript is appropriate. You will get the best feedback from more prestigious journals.
- It is also perfectly acceptable (especially for new writers) to consider submitting work to publications that--while still of high quality--are not the most prestigious. Your chances of getting published will be higher, which will build confidence and credibility. The most important thing to remember is to match your manuscript with the most appropriate journal, given the substantive fit and your circumstances (new writer, applying for tenure, etc.).
- Check the journal guidelines for packaging your manuscript (e.g., How many copies should you include? Should your name be withheld from all pages except the title page?) Always include a cover letter, explaining briefly what your manuscript is about, and what contribution you believe it will make to the literature.
- If required, also include an abstract. Use an attention-getter! It will serve as your invitation to the editor to read your paper, and it may provide guidance for the selection of reviewers. It sets the tone, so be careful and thoughtful about what you say.
- For manuscript components and a checklist, refer to Matkin & Riggan (pp. 80 & 82)

WAIT

- Initial review of your manuscript will likely take anywhere from 5-6 weeks to 5-6 months. It depends on the journal. However, before checking on the progress of manuscript review, do allow about 2-3 months.
- No news is good news.

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Tips to Good Writing

The following steps were adapted from work done by Richard Venezky (1991) of the University of Delaware. These are quick tips to help keep your work focused and fresh!

ONE

- Writing is Work! Clear, concise writing takes effort.
- Take time and make time for writing, large chunks of time.
- Write, rewrite, and write some more.

TWO

- Be direct and simple. Speak clearly.

THREE

- Stay on target. Impose order.

FOUR

- Be fresh and lively, avoid cliches.
- Use good metaphors
- Don't hesitate to make the article interesting!
- Use active verbs, and colorful language. Make your writing come alive by using poetic language.

NEXT: [More Tips to Good Writing](#)

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Tips to Good Writing

FIVE

● Use strong, simple openings:

- ▶ *"Call me Ishmael."*
Moby Dick, Herman Melville, (1819-1891).
- ▶ *"It was the best of times, it was the worst of times."*
A Tale of Two Cities, Charles Dickens, (1812-1870).
- ▶ *"This book was written in outrage."*
The Manufactured Crisis, David Berliner, (1995).
- ▶ *"In the late 1960s, school desegregation in the southern United States became a legislative mandate and a fact of daily life."*
Ways with Words, Shirley Brice-Heath, (1983).
- ▶ *"This book opens a door."*
The Chalice and the Blade, Riane Eisler, (1987).
- ▶ *"What does it mean to be a caring teacher?"*
"The caring teacher", Nel Noddings, Handbook of Research on Teaching, 4th ed. (forthcoming), Virginia Richardson, Ed.

● Use strong, simple closings:

- ▶ *The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom."*
"Theory as liberatory practice", in Teaching to Transgress: Education as the Practice of Freedom, bell hooks, (1994).
- ▶ *"The long road to liberation -- which is to say, the route back to ourselves -- begins right there, in our rejection of such naming. And it's long past time we started the journey."*
Indians Are Us? Culture and Genocide in Native North America, (1994) Ward Churchill

SIX

● Observe mechanics. Read the style (APA, Chicago, MLA, etc) manual carefully, and master the appropriate style so you can do most common citations from memory. Consider getting a manual that will also help you hone your analysis skills.

SEVEN

● Read and record! Keep a writers notebook. Keep ideas, quips, notes from other articles, phrases, etc.

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Manuscript Components

from Matkin, R., & Riggan, T. F. (1991) *Persist and publish*. University Press of Colorado. Figure 6.4, p. 80

This checklist, and the one that follows are excellent sources of information not only to guide the writing of your first drafts, but to ensure that you do not leave out important information. You will also find relevant information on this topic in [Criteria for Judging Manuscripts](#).

1. **Letter of intent** to the journal editor (include article title, request for review, and general area where it may fit into the journal). Attach with a paper clip.
2. **Title page** (includes the article title, author's name, and employment affiliation). Attach with a paper clip.
3. **Biographical sketch** (includes a brief statement identifying the author, current employment and job title, and possibly major professional awards, offices and/or contributions to the field). Optional. Attach with a paper clip.
4. **Abstract or executive summary** (summarizes the article, usually in 100 words or less; the number of words allowed depends on the journal).
5. **Article narrative** (begins with the title of the manuscript, followed by the information to be communicated).
6. **References** (includes only those citations used in the manuscript as compared to a bibliography that includes other relevant sources although not necessarily cited in the article).
7. **Tables, figures, illustrations, pictures** (includes original forms used in the article, but not necessarily the original printer-ready proofs or negatives).
8. **Permission to reprint** (includes all signed documents giving the author permission to include previously published materials).

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Manuscript Checklist

from Matkin, R., & Riggan, T. F. (1991) *Persist and publish*. University Press of Colorado. Table 6.1, p. 82

1. Completeness

- goals and objectives are clearly stated
- purpose of the article is achieved
- ramifications are identified
- solutions are presented
- presentation of the material is fully logical and coherent
- unnecessary information has been removed
- information is succinct yet comprehensive
- significance of the information is apparent

2. Authoritativeness

- references are relevant to the topic
- proportional mixture of author and others' works
- all relevant sources are cited
- occupational disciplinary blinders are removed
- authorities from other fields are cited
- information is up-to-date
- sources of assistance are acknowledged
- permission to use others' work is obtained

3. Expertness

- proper methodology is used
- methodology has been applied appropriately
- novel or new methodology is justified
- reasons for using previously unused methods are sound
- methods are presented clearly
- methods can be replicated as identified
- purpose is to present method or findings

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4. Singularity

- _____ provides new information or confirms existing knowledge
- _____ unique, original, or new elements are clearly revealed
- _____ how old information may be used by others is stated
- _____ applicability to salient groups is identified
- _____ information that is presented is timely
- _____ information is specialized or generalizable
- _____ those who could use the information are identified
- _____ the article improves the existing body of knowledge

5. Quality

- _____ article follows journal guidelines
- _____ correct grammar, syntax, spelling, and punctuation are used
- _____ nonsexist language is used
- _____ ethnic bias is absent
- _____ "handicapping" language is absent (e.g., the disabled)
- _____ information is presented in an orderly manner
- _____ jargon and esoteric terms are absent
- _____ communication is parsimonious
- _____ article has been proofread
- _____ original and copies have a clean appearance



NEXT: [Manuscript Review & Decision Process](#)

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Manuscript Review & Decision Process

In this section you will find information about:

- I. [the review process](#)
- II. [revising and resubmitting manuscripts](#)
- III. [dealing with criticism and rejection](#)

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The Review Process

Editor reviews manuscript, decides it is appropriate for review, and distributes it to reviewers. An acknowledgement is sent to the author.

- ▶ You may suggest reviewers in your cover letter, especially if the topic that you are writing about may be unfamiliar to the editor. Sometimes, editors will send your manuscript to the people whom you have cited. Be careful how you cite other researchers and theorists!
- ▶ Editors select 3-4 reviewers on the basis of the following qualities:
 - familiarity with the topic
 - diversity
 - skilled in review process
 - sensitive, honest and straightforward
 - timely
- ▶ There are a variety of ways for selecting reviewers. For example, editors may select reviewers who are very familiar with the issue or a choose a combination of reviewers, some of whom have strong feelings on each side of the research, and some reviewers who are neutral in their positions.
- ▶ Reviewers typically will be asked to use a rating system for quality and suitability of your piece for the journal. Editors use this feedback to respond to you, including their own critique.

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The Review Process

Reviewers return the manuscript to the editor with recommendations and comments to the author.

Example

- ▶ Accept as is
- ▶ Accept with the following minor modifications
- ▶ Resubmit with major revisions
- ▶ Reject for the reasons listed
- ▶ Submit manuscript to alternate journal, _____

Editor makes decision and notifies author.

Caveat:

Occasionally the editor will reject a manuscript outright (without peer review), returning it to the author. Some reasons for outright rejection include unsuitability for the journal or sloppy, shoddy work. Again, it's important to know the journal and make sure you've submitted your best work.

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Revise and Resubmit

- Once you have received the editor's decision, decide whether or not to revise and resubmit or submit to another journal. The process of revision is as important as the initial writing. Take it seriously!
- If you chose to revise and resubmit, include a cover letter which explains the revisions you made, as well as the revisions you did not make, even though prompted to do so by the editors and reviewers of your first attempt. Explain your reasoning. Well-reasoned exceptions are okay to make.
- Separate in your head what the editor is saying MUST be done, versus what the editor has suggested you think about. "Be clear about requirements versus suggestions" (Shepard, 1992).
- There will be another review of your paper. *Typically, but not always*, editors send the revision to some of the reviewers who reviewed the first submission as well as to some new reviewers. The editor will include copies of your cover letter, your new draft, and any other necessary information.

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Tips for Dealing with Rejection & Criticism

- Anticipate critiques rather than praise! It might help to think in terms of a "return" rather than a "rejection" (Matkin & Riggan, 1991, p. 37). Look upon reviews as ways to improve your work. Frost and Taylor, (1996) state that, "Reviewing is a series of intense conversations between reviewers, authors, and editors" (p. 260). All of the people involved treat this work very seriously; they know that someone's career may be on the line.
- Rejection can be devastating, and can lead to low productivity if you take it personally. Read the responses from the editor, and then put the letter away for a few days. Try to separate your initial emotional response from the comments made by the reviewers. Return to your piece ready to read in detail the comments given back to you.
- "No reviewer is ever wrong. It is self-destructive to think so... Never go one-on-one with a reviewer" (Meyer, 1996 p. 280). If you're tempted to retort to critiques whether from a reviewer during the peer review process or from a critique made after publication, reflect on these words of wisdom from Kevin Murphy (1996):

I have never seen an important issue resolved in exchanges of this sort, [responding to critics] but I have seen many reputations go down the drain as a result of intemperate charges and countercharges. You have little to gain and much to lose by responding in print to critiques of your work, no matter how unfair they seem... One of the highest forms of praise you can receive is to have your work criticized in a major journal. This means someone has read your work, thought about it, and convinced an editor that your ideas and findings matter enough to deserve further attention. Accept the praise and get on with your life. (p 134)



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Criteria for Judging Manuscripts

Editors and reviewers are interested in many aspects of your manuscript, but perhaps no two facets are more important than the overall quality of the research you conducted, and the presentation of the study itself. Following are some questions you should ask yourself before submitting a manuscript for review and publication. Keep in mind that these questions are not conclusive, but rather serve as guidelines for inquiry. Some of them may not apply to your particular project.

Questions to ask yourself about the quality of your research:

Design

- Have you clearly established the parameters of your research questions and overall design?
- Is the central issue or problem of your research stated effectively?
- Have you situated your research and ideas within pertinent literature, showing how your work builds upon the work of others?
- Does your research push the boundaries of current research, and make (in your estimation) a significant contribution to the literature?
- Is the data collection and analysis systematic and appropriate?

Conceptual Framework

- Have you carefully designed and articulated the framework of your study?
- Have you included, where appropriate, relevant sources on the topic (not necessarily listing everything that has been written by everyone)?

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Criteria for Judging Manuscripts

Questions to ask yourself regarding the presentation of your study:

Coherence

- Is the main argument or premise clearly stated and logical? Is the text organized to clarify your argument or premise? In other words, can readers follow your thinking throughout the piece?

Content

- Is the content connected within and among sections of your paper?
- Does the abstract provide an overall representation of your manuscript?

Clarity of Information

- Have you presented information (tables, graphs, general analyses) with your audience in mind? Be sure to check assumptions about readership being familiar (or not) with local issues, policies, or technical language.

Clarity of Data

- Have you presented data in an understandable layout and explained findings to clearly support your argument?

Format

- Does the format of your manuscript conform to the style guidelines used by the journal, (e.g., APA, Chicago)?
- Have you avoided sexist language? used current terminology (e.g. participants rather than subjects)? explained abbreviations or acronyms? Demystified jargon? Avoided the overuse of metaphors? Used correct mechanics (grammar, punctuation)?

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Ethics & Etiquette

This section includes information related to ethical standards & etiquette for:

- I. [authors](#)
- II. [reviewers](#)

Two sources we found particularly useful were the *APA Publication Manual, Fourth Edition* and the *Ethical Standards of the American Educational Research Association*.



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Ethics

● DO:

- ▶ Read and follow the ethical guidelines for your discipline carefully. (e.g., The APA guidelines)
- ▶ Be sure you are within guidelines for journals when using data from the same project in more than one document.
- ▶ Confirm the accuracy of the data and ensure confidentiality.
- ▶ Construct agreements with participants about their roles in writing, reviewing, and/or providing feedback on the paper.
- ▶ Remember that as an author you are responsible for all of the content.
- ▶ Acknowledge/cite sources of information accurately.

● DON'T:

- ▶ Commit "paraphrasgism" (Levin, 1991). This includes not only the words of a source but also the development of ideas. Imitation may be the highest form of flattery but it is unethical.

Etiquette

● DO:

- ▶ Read the submission guidelines and follow them carefully.
- ▶ Wait an interval of time before querying the editor. Check the submissions guidelines to note the optimum turnaround time and inquire after that amount of time has passed.
- ▶ Your best work. Ask colleagues to review your work prior to submission. Also edit for mechanics prior to submission.
- ▶ Submit to one journal at a time.
- ▶ Make sure that you formally withdraw your paper from a journal before submitting it to another.



NEXT: [Ethics & Etiquette for Reviewers](#)

Publishing Educational Research: Guidelines and Tips

Ethics & Etiquette for Reviewers

Ethics

● DO:

- ▶ Look for merit, "competence with which the argument is conducted and the significance of results" (APA, 1992).
- ▶ Look out for your own biases. Ask yourself if your theoretical orientation could be in conflict with the author and whether such a conflict may affect your review.
- ▶ Avoid conflicts of interest. These have been described as "academic competition, personal relationships and financial relationships" (APA, 1992).

Etiquette

● DO:

- ▶ Be expedient with your reviews.
- ▶ Be sure the tone of your review is constructive and respectful.

NEXT: [Ideas and Support for Junior Faculty](#)

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Ideas and Support for Junior Faculty

This section includes information specifically designed to assist junior faculty in the publishing process.

- I. **The Process of Working with Students**
- II. **The Process of Working with Colleagues**
 1. Being considered for authorship
 2. Establishing the order of authorship
- III. **Finding the Right Co-Authors**

We found two articles particularly useful for this section: Mark A. Fine and Lawrence A. Kurdek's article "Reflections on Determining Authorship Credit and Authorship Order on Faculty-Student Collaborations"; and Susan J. Ashford's chapter, "The Publishing Process: The Struggle for Meaning", published in Frost, P.J. & Taylor, M.S. (Eds.). (1996). *Rhythms of Academic Life*. Other helpful sources include: Berliner (1991); Matkin & Riggan (1991); Shawchuck, Fatis, & Breitenstein (1986); and Winston (1985). [See [Bibliography](#)]

While these authors certainly do not hold the final word on authorship, we found their insights to be helpful and worth consideration.

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Process Recommendations Faculty Working with Students

- The student may defer to your judgement regarding authorship, the topic, or tone of the research and the writing. Be aware that it is your responsibility to revisit these issues and decisions throughout the project, especially if you and the student realize that the initial idea or conceptual framework for the article (which may have come from the student) is changing as a result of YOUR influence and knowledge. Be proactive in this area, due to the unequal relationship between faculty and students. It is common for the latter to be too timid to bring up these issues on their own, thereby sabotaging their own development as a researcher and writer.
- Make sure that you and the student(s) assess the specific abilities of each party, the tasks required to complete the scholarly publication, the extent of supervision required, and the appropriate expectations for what each collaborator can reasonably contribute to the project.
- On the basis of this assessment, all parties should discuss and agree on what tasks, contributions, and efforts are required to warrant authorship. Although this process may not prevent disagreements from arising, such discussions may reduce their likelihood. Think of your negotiation on a project as being similar to a researcher's contract of "informed consent" with a participant in a study. Keep each other informed!



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More Process Recommendations: Faculty Working with Students

- The student may defer to your judgement regarding authorship. Be aware that it is your responsibility to revisit authorship decisions throughout the project. You need to be proactive in this area, due to the unequal relationship between faculty and students. It is common for the latter to be too timid to bring up these issues on their own.
- Responsibilities and workload may shift, depending on the direction the project takes or substantial revisions for publication that may be beyond the student's ability. It is quite natural for projects to change focus, and for participants to renegotiate responsibilities as well as authorship.
- Try to keep monetary compensation out of the authorship decision-making process. Authorship decisions should not be affected by whether students or supervisors were paid for their contributions or by their employment status (Bridgewater, et. al., 1981 as cited in Fine & Kurdek, 1993).



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Working with Colleagues

Being Considered for Authorship

To be considered for authorship, a colleague must -- in a cumulative sense -- make a professional contribution to the project that:

- is creative and intellectual in nature
- is integral to completion of the paper
- makes a conceptual or substantive contribution to the work

Examples:

- ▶ developing the research design
- ▶ writing portions of the manuscript
- ▶ integrating diverse theoretical perspectives
- ▶ developing new conceptual models
- ▶ designing assessments
- ▶ contributing to data analysis decisions
- ▶ interpreting results

[Bridgewater, et al, 1981; Spiegel & Keith-Spiegel, 1970]

NOTE:

Fulfillment of one or two of the professional tasks essential to the completion of the collaborative publication does not necessarily justify authorship. Neither does the amount of time spent on the project justify authorship. All participants must decide what COMBINATION OF TASKS warrants a given level of authorship credit, if any at all.

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Working with Colleagues

Order of Authorship

- You may choose to implement a point system for various professional contributions, depending on the scholarly importance. Research design and report writing would be assigned the most points. To earn authorship credit, a contributor must earn a certain number of points; the individual with the highest number of points would be granted first authorship.
- If you find a group of people with whom you expect to write a number of articles, consider using the "log-rolling approach": One person becomes first author on one paper, and then you shift, given that the work is fairly evenly divided.
- If a situation changes, consider renegotiating the order of authorship.

"...I can think of at least one occasion when we switched the ordering of authorship because of the demands of one co-author's personal situation (i.e., one of us was coming up for tenure)." [See Ashford]

- Consult with colleagues when authorship concerns arise, and encourage your colleagues to do the same. If decisions cannot be reached amiably, then get a third party. Most universities and colleges will have a specific person or committee who deals with such matters, but they should be used as a last result. Consult Winston (1985) for a useful method.

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Finding the Right Co-Authors

If you know your strengths, match them with people who have different strengths, and then pool your resources. One person can do data analysis, another can do theoretical design; one can write first drafts better, and another might be able to edit; one colleague might have access to funds for travel, while another may have access to research sites needed for the project. Be aware of these special talents before committing to a project with others.

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Ideas and Support for Graduate Students

This section includes information specifically designed to assist graduate students in the publishing process.

- I. **Taking Initiative**
- II. **Authorship Defined**
- III. **Recommendations for Working with Faculty**
- IV. **Being Considered for Authorship**
- V. **Establishing Order of Authorship**

One article particularly useful for this section is Mark A. Fine and Lawrence A. Kurdek's "Reflections on Determining Authorship Credit and Authorship Order on Faculty-Student Collaborations." Other helpful sources include: American Psychological Association (1994); Shawchuck, Fatis, & Breitenstein (1986); and Winston (1985). [See [Bibliography](#)]

While these authors certainly do not hold the final word on authorship, their insights are, nonetheless, worth consideration.



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Taking Initiative

- There are a variety of things graduate students can do to pursue the publishing process. Often, the first step is not coming up with an idea to write about, but rather getting to know faculty members who are supportive of students' writing endeavors. With this in mind, **volunteer to help faculty with projects that interest you and enhance your research experience**. Some of these activities may grow into co-publishing opportunities.
- **Always be thinking about publishing as a possibility for you.** Picture yourself writing an article and submitting it! As you do your course work, write papers that lay a foundation for future publishable pieces. Don't wait until it's time to write your dissertation.
- Faculty who publish or review/edit journals are intensely interested in other people's ideas. Hence, they more than likely will delight in having you **ask for help** with a piece. Do be specific, however, when asking for direction with your writing or research; if you are vague, then the faculty member cannot help you where you need it most.
- One of the most important things you can do is **spend time in the library (or ask faculty if they have copies to lend) reading journals in areas that interest you.** Use course work as an excuse to peruse journals you've always wanted to read.

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More Ways to Take the Initiative

- **Attend conferences**, locally and nationally, as much as possible, and consider submitting proposals for presenting your ideas. These are great opportunities for you to meet others who are interested in the same work, to build your confidence, and to learn how research in the field is expanding. You will also find out where research is stagnating, which is an invitation to you for NEW research and writing!
- **Form a writing group with a few other graduate students.** Meet weekly, if possible, to share your writing in classes, or ideas for research and publication. A writing group can be a tremendous support system, especially for students who may feel on the margins of academe -- e.g., ethnic minority students and/or women -- and who need encouragement for their work or for meeting supportive faculty. While there may be some feelings of competition in a writing group, keep in mind that research in education will only move forward if people are professional with each other, honor the source of original ideas, and ask for permission to use the ideas of others.
- **Visit the American Educational Research Association's web site** (and others) to obtain information on conferences, on-line journals and book reviews, calls for manuscripts and reviewers, and a host of other things that are set up specifically for graduate students in education.
- **Think ahead.** When you submit articles to journals or other printed sources, ask yourself, "Will this publication be one that I will be proud to highlight on my Vita?"
- **When organizing and writing your dissertation, plan to use it two or three different ways for publication.** Keep in mind, however, that the integrity of the dissertation (and subsequent articles) must not be compromised.

NEXT: Authorship Defined



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Authorship Defined

- Initial guidelines by the American Psychological Association's (APA) Ethics Committee (1983) defined authorship as being warranted when a participant made a "substantial contribution" to a project.
- Since "substantial contribution" leaves much to interpretation, the APA revised and elaborated on those guidelines in 1992. Those guidelines, as presented in the *APA Ethical Principles of Psychologists and Code of Conduct* (Section 6.23, Publication Credit), state that:
 - ▶ "Principle authorship and other publication credits [must] accurately reflect the relative scientific or **professional contributions** of the individuals involved, regardless of their relative status... **Minor contributions** to the research or to the writing for publication are appropriately acknowledged, such as in footnotes or in an introductory statement."
 - ▶ Furthermore, "A student is usually listed as principle author on any multiple-authored article that is based primarily on the student's dissertation or thesis."
- According to the APA, dissertation supervisors may be included as authors on a student's publication of a part of a dissertation when they make "substantial contributions," but that terminology is quite open to interpretation.
- Suffice to say that students must discuss authorship considerations early in any project, whether the project includes faculty and/or other graduate students. It is vital for each participant to be professional in conduct, and honest with expectations.

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Process Recommendations: Students Working with Faculty

- With the definition of authorship in mind, make sure when you are involved in a research/publication project that you ask the supervisor of the project to provide you with information related to:
 - ▶ how authorship decisions are made
 - ▶ determining the specific abilities of each party
 - ▶ the extent of supervision required
 - ▶ the nature of expected professional/non-professional contributions to publications for a given level of authorship credit
 - ▶ the meaning of authorship credit and order
- This information will provide you with the knowledge necessary to exercise your autonomy and to choose whether to participate in the authorship determination process.
- Authorship and research/writing responsibilities often need to be re-assessed along the way. Responsibilities and workload may shift, depending on the direction the project takes, or substantial revisions for publication that may be beyond your ability. In other words, the project may have started out as "yours", but if the supervisor assumes an increasing amount of responsibility and work, then it is reasonable to renegotiate authorship decisions.

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Being Considered for Authorship

To be considered for authorship, a colleague must -- in a cumulative sense -- make a professional contribution to the project that:

- is creative and intellectual in nature
- is integral to completion of the paper
- makes a conceptual or substantive contribution to the work

Examples:

- ▶ developing the research design
- ▶ writing portions of the manuscript
- ▶ integrating diverse theoretical perspectives
- ▶ developing new conceptual models
- ▶ designing assessments
- ▶ contributing to data analysis decisions
- ▶ interpreting results

[Bridgewater, Bornstein & Walkenbach, 1981 as cited in Fine and Kurdek, 1993 ; Spiegel & Keith-Spiegel, 1970]

NOTE:

Fulfillment of one or two of the professional tasks essential to the completion of the collaborative publication does not necessarily justify authorship. Neither does the amount of time spent on the project justify authorship. All participants must decide what COMBINATION OF TASKS warrants a given level of authorship credit, if any at all.

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Order of Authorship

- You may choose to implement a point system for various professional contributions, depending on the scholarly importance. Typically, research design and report writing are assigned the most points. To earn authorship credit, a contributor must earn a certain number of points; the individual with the highest number of points is granted first authorship.
- "Authorship decisions should not be affected by whether students or supervisors were paid for their contributions or by their employment status." (Bridgewater, et. al., 1981).
- With tact, consult with other faculty and peers when authorship concerns arise. Don't go behind your supervisor's back; however let them know that you plan to talk to others about the dilemma. If decisions cannot be reached amiably, then get a third party. Most universities and colleges will have a specific person or committee who deals with such matters, but they should be used as a last resort. Consult Winston (1985) for a useful method.
- Additional information can be obtained from the APA manual.

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Publishing Educational Research: Guidelines and Tips

Participating in the Culture of Publishing

In this section you will find ideas to help you enter, participate, and gain experience in the publishing process beyond submitting manuscripts for journals.

Ways to Get Started

- **Work as a contributing author in a study.** Collaboration contributes to your development of "craft knowledge" (Berliner, 1991) as well as maintaining momentum and enthusiasm. Furthermore, research shows that the number of articles published during a career is higher for those who collaborate than those who don't (Matkin & Riggan, 1991).
- When looking to be a part of a study, **don't discount faculty newer to the field of publication.** The most prolific are not always the best able to mentor due to time and workload constraints. There are drawbacks however. Collaboration is time-consuming and disagreements such as order of authorship or expectations of roles and responsibilities may occur throughout the period of collaboration.
- **Attend conferences and conventions, and present papers.** Conferences are great places to try out new ideas without too much pressure. The feedback will help you to accept criticism down the road. Consider writing your conference papers with an eye toward publication. Some professionals advocate that you always write with an "eye" toward publication.
- **Contact editors and ask to be a reviewer of articles and/or ask to review articles for conference presentations.**

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Participating in the Culture of Publishing

More Ways to Get Started

- **Do book reviews for journals.** Editors welcome reviewers. There's no shortage of work. Reviews are a valuable way to gain experience writing for different audiences. The focus of each journal may change the presentation of the review. A second reason for doing book reviews is that they are not subject to the same review process as articles. The turn around time is faster so feedback is faster. This type of feedback will gain you valuable learning. Finally, book reviews expand your range of publications and assist in the building of your scholarly reputation. They also allow you to network in the field.
- **Don't be afraid to contact authors to ask for advice, especially if you've used someone's work a lot.**
- **Read the current literature.** Remember, you are trying to contribute to the literature. Start with what you know and branch out from there.
- **Review editor/author communications.** Ask mentors if you might review the communications they have had with publishers. Ask if you can review the final communication with authors.



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Choosing a Journal

This section includes information for:

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 - II. **Analyzing journals to find the most appropriate one for your manuscript**
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Choosing a Journal

Substantive Issues

- Who is the audience? Who do I want to reach?
- What is the role of the journal?
 - ▶ To publish interesting and original papers
 - ▶ To provide for exchange of information
 - ▶ To provide work which can be used for teaching and learning
 - ▶ To promote debate, challenge and/or encourage thinking in different ways
 - ▶ To fill a gap in the literature
 - ▶ To showcase high quality work
- What is the style of the journal?
 - ▶ Is the writing conceptual or empirical?
 - ▶ Does the journal publish all genres of research, (e.g., qualitative, narrative, quantitative?)
- What is the history of the journal?
 - ▶ the acceptance or rejection rate of submissions
 - ▶ has the editorial board changed recently? Journals change (*sometimes drastically*) with each new editor or editors.

NEXT: Procedural Issues

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Procedural Issues

- Review the "To the author" section *carefully*.
 - ▶ How is the research in each article presented?
 - ▶ What patterns are prevalent?
 - ▶ Are there statistics and graphs?
 - ▶ Review guidelines for the length of articles, readership, type of writing, type of references, and policies for accepting manuscripts. It's okay to go a little over the word limit rather than to leave out a key point or issue; but stay close to the limit.
 - ▶ Is there a cost to the author? For example, if you want a table or graph reproduced in color, is it at a cost to you?
- Think about the reputation of the journal, the lag time from receipt of the manuscript to publication, and whether or not the journal uses the peer-review process to judge manuscripts.
- Peruse journal web sites for useful information. Often the editorial board is listed, submission guidelines provided, email addresses given, and the focus of previous issues summarized.

NEXT: [Analyzing Journals](#)

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Analyzing Journals

An activity to familiarize yourself with the variety of publications and/or to help you identify the most appropriate journal for your work.

If you already have a manuscript, do the activity to identify a journal. If you are beginning the writing process, look at the journals early so that you can develop the manuscript to match the genre of the journal.

Step One

- Identify several different journals that you might be interested in publishing in or that seem to match the focus of your article.
- Read the section on "to the author" carefully.

NEXT: [Analyzing Journals: Step Two](#)

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Analyzing Journals

Step Two

- Create a matrix (like the one to the right).
- List names of journals you selected across top.
- List possible criteria down the side.
- Read the journals with the criteria you've identified in mind and record the information on the matrix.
- Once you have identified one or two journals as viable possibilities, repeat the exercise using several of the most recent issues of the same journal.
- When you have finished, you should have a good idea of a journal for either a completed manuscript or journals to which you will submit future work.

Example

CRITERIA	JOURNAL				
	1	2	3	4	5
GENRE					
emphasis					
authorship					
FORMAT					
length					
style					
abstract					
CONTENT					
style					
voice					
audience					
methods					
subject matter					
OTHER					
book review					
essay					

NEXT: [Frequently Asked Questions](#)



Publishing Educational Research: Guidelines and Tips

Frequently Asked Questions

This section includes information and answers to commonly asked questions.

❶ Can I use the same data for another journal article if the emphasis of that article is different from the original publication?

You may refer to the same data, but you should not describe it to the depth of the original piece. Typically, but not always, this occurs when a second article also addresses a different audience. You will be using the data in a different way, depending on the audience and therefore it is ethical and permissible. Check the guidelines of the journal to which you are submitting your manuscript.

❷ What if I keep finding flaws in my article, or others disagree on its publishability?

Consider the words of colleagues, but do not let criticism that directly contradicts your intent keep you from submitting your manuscript. Eventually you will have to just do it and put the manuscript in the mail. Remember that you have not liked everything you've read over the years, but that doesn't mean that the writing shouldn't be submitted. (For more on this, see Bernstein, pp. 39-45, "The Flaw Mentality").

❸ What if I don't believe that I have anything important to say?

Try this exercise, provided by Belkin (1984, p.4): Take your favorite journal and open to the beginning of any article. Hand copy the first two paragraphs of the article. Then, with a different color pen make at least two corrections to improve a sentence or make an idea more interesting and concrete. You can see that not only can you write the sort of thing that gets printed, but you can even improve it.

NEXT: [More FAQs](#)

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What if I can't write well, but have some good ideas?

Get help from someone who CAN write. Work with an assistant or colleague to get your ideas down, and have them help get the document into a readable format. Look for writing workshops or support services that are often available at universities. There are a number of writing strategies that can help you feel less over-whelmed. (See Belkin, Ch. 3 : "Getting it on Paper.")

How can I find journals?

Look at the library subscriptions; check bibliographies of articles you've enjoyed; ask professors.

What's a "blind" review?

The reviewers do not know the identity of the author(s); the author(s) doesn't know the identity of the reviewers.

What does "refereed" mean?

More than one person reviews and makes a judgement on the quality and suitability of a manuscript for publication.

Can I send my manuscript electronically or on a disk, instead of hard copy?

While editors of many journals are moving in that direction, at this time most want a hard copy first and a disk after acceptance of the manuscript. The best thing to do is to read the guidelines provided by the journal and stick to them.



NEXT: Reference Section

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References

These sources were cited throughout the text.

1. *Book*

Allison, A., & Frongia, T. (1992). *The grad student's guide to getting published.* New York: Prentice Hall.

This is a great book for grad students! The authors solicited advice of others, who are already accomplished in the publishing arena, "in the same way that guest speakers would fit into a seminar." (from the Introduction, p. ix). So, in addition to the authors' perspectives, there is advice from 5-7 others in the field! It has a lot of VERY useful information for students as they negotiate some of the basic steps toward publishing, as well as the more subtle steps of pulling together ideas in print and approaching others in the field for mentorship, comments, and editorial review. Chapters include "Finding Your Journal," "Submitting Your Work," "Expanding Your Vision," "Using Your University Fully," and "Shaping the Future" and more. 239 pages, including a description of the contributors and an extensive Bibliography.

2. *Journal Article*

Alton-Lee, A. (forthcoming). A troubleshooter's checklist for prospective authors derived from reviewers' critical feedback. *Teaching and Teacher Education: An International Journal of Research and Studies.*

A four page checklist in order of frequency of occurrence, critical comments apparent in the multiple reviews of 58 manuscripts received from April 1997-1998 (by TATE)

3. *Audiovisual Material*

American Educational Research Association (1991). *Publishing in professional journals* [Videotape]. Washington, DC: American Educational Research Association.

A four-hour videotaped mini course on publishing. The course is led by Robert Calfee, Stanford University with Joel Levin, University of Wisconsin; Hilda Borko, University of Colorado; Dick Venezky, University of Delaware; Gavriel Salomon, University of Arizona; Hank Levin, Stanford University; and David Berliner, Arizona State University presenting. Addresses topics such as what editors and reviewers look for in a manuscript, how editors select articles for publication, how to make writing more effective, ethics of publishing, and more.

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4. *Journal Article*

American Educational Research Association (1992). Ethical standards of the American Educational Research Association. *Educational Researcher* (October 1992), 23-26.

This is the list of ethical standards developed and adopted by AERA in June 1992. Topics addressed are: *Responsibilities to the field, Research population, educational institutions and the public; Intellectual ownership, editing, reviewing, and appraising research; Sponsors, policymakers, and other users of research; and Students and student researchers.*

5. *Book*

American Psychological Association (1994). *Publication manual of the American Psychological Association*. (Fourth ed.). Washington, DC: American Psychological Association.

"The fourth edition of the APA Manual is a new and improved style manual for writers and students in psychology and other behavioral and social sciences. This valuable reference tool gives writers easy-to-use guidelines on how to prepare manuscripts according to APA style." ---
Abstract taken from Amazon.com

6. *Book Section*

Ashford, S. J. (1996). The publishing process: The struggle for meaning. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 119-127). Thousand Oaks: SAGE.

The author recounts her own experiences with the publishing process. She tells of lessons she learned about the process of publishing.

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7. *Journal Article*

Bridgewater, C. A., Bornstein, P. H., & Walkenbach, J. (1981). Ethical issues in the assignment of publication credit. *American Psychologist*, 36, 524-525.

8. *Journal Article*

Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48(11), 1141-1147.

The purpose of this article is to explore the process of determining authorship credit and authorship order on collaborative publications with students. The article presents hypothetical cases that describe relevant ethical issues; highlights ethical principles that could provide assistance in addressing these dilemmas, and makes recommendations to faculty who collaborate with students on scholarly projects. It is proposed that authorship credit and order decisions should be based on the relative scholarly abilities and professional contributions of the collaborators. Furthermore, it is recommended that both faculty and students participate in the authorship decision making process early in the collaborative endeavor.

9. *Edited Book*

Frost, P. J., & Taylor, M. S. (Eds.). (1996). *Rhythms of academic life: Personal accounts of careers in academia*. Thousand Oaks: SAGE.

Abstract by Booknews, Inc., 11/01/96

A "real deal" collection of essays following the trajectory of academic careers and offering advice and insights into the ways in which individual scholars have learned to juggle the demands of intellectual and personal concerns. The topics lend a hand up to beginners with discussions of creating and optimizing a career in academics, the challenges of teaching, doing research and getting published and the road to tenure. Much farther in on that path, the authors branch off into the peripheral, traditional sidelines of reviewing, editing, administration, and consulting, taking a breather in conclusion by reflecting on the renewal of sabbaticals and speculating on future careers in education.

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10. *Book Section*

Leblebici, H. (1996). The act of reviewing and being a reviewer. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 269-273). Thousand Oaks: SAGE.

The author discusses his own views on how to review and being a reviewer. He focuses on the process of reviewing, criteria for reviewing a paper and the role of the reviewer.

11. *Book*

Matkin, R. E., & Riggan, T. F. (1991). *Persist and publish: Helpful hints for academic writing and publishing*. Niwot, CO: University Press of Colorado.

This is an extremely useful book for new authors, graduate student or otherwise. The writers approach publishing candidly and with humor, including many charts and graphs that make perusal of the information quick and easy. Chapter headings include "I wanted to be a Teacher, Not a Writer"; "The Basics of Getting Started"; "Creating Foothills From MoleHills: Writing Journal Articles"; "Seeking New Challenges in the Publishing Game", and more.

12. *Book Section*

Murphy, K. R. (1996). *Getting Published, Rhythms of academic life: Personal accounts of careers in academia* (pp. 129-134). Thousand Oaks: SAGE.

Discusses the questions of why publish, where to publish, and what to publish Lists nine "maxims" to live by if you are going to publish. Finally, addresses dealing with emotions when the reviews go back to the author.

13. *Book Section*

Romanelli, E. (1996). Becoming a reviewer: Lessons somewhat painfully learned. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 263-267). Thousand Oaks: SAGE.

The author relates her development as a reviewer over time. She notes that she began by "writing for editors", moved to where she was writing reviews for herself, and finally to where she writes reviews for the authors whose work she reviewed.

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14. *Audiovisual Material*

Scheurich, J. S. (1998). *Tips on publishing [cassette recording]*. Washington, DC: American Educational Research Association.

Two audiotape recordings of a minicourse held at the 1998 AERA Annual Meeting. An introduction to journal publishing for students and new faculty. Discusses the publishing process with a focus on issues in publishing qualitative work, innovative, experimental work; and potentially controversial work. Question and answer period at the end.

15. *Journal Article*

Shawchuck, C. R., Fatis, M., & Breitenstein, J. L. (1986). A practical guide to the assignment of authorship credit. *The Behavior Therapist*, 9, 216-217.

Outlines the ethical and professional issues involved in the matter of collaborative research and the assignment of authorship credit. Various considerations and guidelines are offered, based on recommendations and observations in the literature and from the present authors' own experience

16. *Book*

University of Chicago Press (1993). *The Chicago manual of style*. (14th ed.). Chicago: University of Chicago Press.

A standard reference for authors, editors, printers, and proofreaders that provides clear and simple guidelines for preparing and editing copy. Discusses the technicalities of preparing copy, such as mathematical material, for scientific publication.

17. *Journal Article*

Winston, R. B., Jr. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development*, 63, 513-518.

Suggests a schema for analyzing contributions to data-based professional publications, assigning relative weights, and thereby determining the appropriate order of listing authors and identifying ancillary contributions. Presents an example application of the procedure.

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Additional Resources

For additional ideas and information, check these out.

1. American Educational Research Association (1988). *Publishing qualitative research* [Videotape]. Washington, DC: American Educational Research Association.
2. Barzun, J. (1985). *Simple & direct: A rhetoric for writers*. (Rev. ed. ed.). New York: Harper & Row.
3. Becker, H. S., & Richards, P. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: The University of Chicago Press.
4. Belkin, G. S. (1984). *Getting published: A guide for businesspeople and other professionals*. New York: Wiley Press.
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6. Eastman, R. M. (1984). *Style: Writing and reading as the discovery of outlook*. (3rd ed., rev.). New York: Oxford University Press.
7. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). Writing an ethnography, *Writing ethnographic fieldnotes* (pp. 169-210). Chicago: University of Chicago Press.
8. Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.) New York: Macmillan.
9. Gerard, P. (1996). Telling a true story: Using the techniques of fiction, *Creative nonfiction: researching and crafting stories of real life* (pp. 112-135). Cincinnati, Ohio: Story Press Books.
10. Golden-Biddle, K., & Locke, K. D. (1997). Developing the storyline, *Composing qualitative research* (pp. 50-94). Thousand Oaks, Calif.: Sage Publications.
11. Graue, M. E., & Walsh, D. J. (1998). Writing as context, *Studying children in context: theories, methods, and ethics* (pp. 185-217): SAGE.

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12. Hamack, A. & Kleppinger, E. (1997). **Online! A reference guide to using internet resources.** New York: St. Martins Press. 160 pages. ISBN: 0-312-15023-7.

13. Henson, K. T. (1995). **Writing for publication: Some perennial mistakes.** *Phi Delta Kappan*, 78(10), 781-84.

14. [Citation Styles](#) from the [Online! Reference Guide](#)

15. Keith-Spiegel, P., & Koocher, G. P. (1985). ***Ethics in psychology: Professional standards and cases.*** New York: Random House.

16. Lawrence-Lightfoot, S., & Hoffmann Davis, J. (1997). ***The art and science of portraiture.*** San Francisco: Jossey-Bass Publishers.

17. Meyer, A. D. (1996). **Balls, strikes, and collisions on the base path: Ruminations of a veteran reviewer.** In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 275-282). Thousand Oaks: SAGE.

18. Rosnow, R. L., & Rosnow, M. (1995). ***Writing papers in psychology.*** Pacific Grove, CA: Brooks/Cole Publishing.

19. Simon, R. J., & Fyfe, K. J. (Eds.). (1994). ***Editors as gatekeepers: Getting published in the social sciences.*** Lanham, MD: Rowman and Littlefield.

20. Spiegel, D., Keith-Spiegel, P., & Pope, K. S. (1991). **Assignment of publication credits: Ethics and practices of psychologists.** *American Psychologist*, 46, 738-747.

21. Strunk, W. J., & White, E. B. (1979). ***The elements of style.*** (3rd ed.). Boston: Allyn and Bacon.

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