

Writing for Publication

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Assess Your Readiness to Submit a Manuscript to a Journal (Yes/No)

Identify 2 journals in your field.

A. _____ B. _____

For each of these journals do you know (yes/no):

A B

1. ____ ____ The word/page limits for manuscripts?
2. ____ ____ The journal's audience of readers?
3. ____ ____ The journal's focus on research/theory, policy or practice?
4. ____ ____ The most commonly published topics?
5. ____ ____ The style format they require?

Total Yes: ____

Presentation Objectives

1. Discuss journal publication from the perspective of authors and journal editors
2. Outline the publication process
3. Present steps in developing a paper for journal submission
4. Share tips in managing the publication process



Seminar Instructor

- ◆ Published 165 articles in 30+ international refereed journals
 - ◆ Co-editor of the *Journal of Educational Administration*
 - ◆ Edited 16 special issues of 9 different international refereed education and social science journals
 - ◆ In 2014 he received the Excellence in Research Award from the American Educational Research Association and Roald F. Campbell Award for Lifetime Achievement in Educational Administration
- Research and Practice



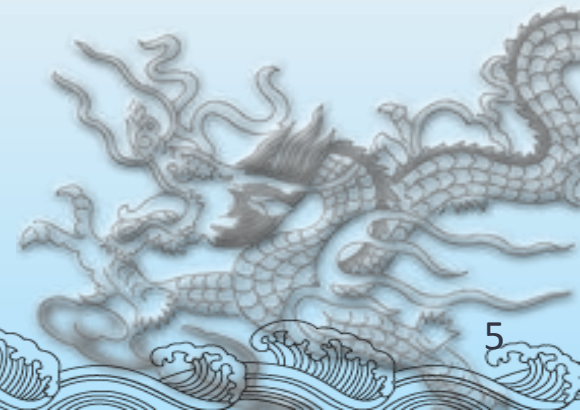
THE WORLD OF JOURNALS



Writing for Journals is a Professional Craft

Success in publication requires:

- Disciplinary knowledge
- Research skills
- Writing skills
- Computer skills
- English language skills
- Publication knowledge
- Positive attitude



Some Common Publication Terms

- ◆ International
- ◆ Refereed
- ◆ Peer review
- ◆ Blind review
- ◆ Double blind review
- ◆ SSCI and ISI
- ◆ Scopus and SJR
- ◆ Impact Factor
- ◆ Citation impact
- ◆ H-index



Do You Know Journals in Your Field?

- ◆ National or international focus?
- ◆ Method preference?
- ◆ Primary audience?
- ◆ Acceptance rate?
- ◆ Ranking or impact factor?
- ◆ Max length of articles?
- ◆ Most common topics?
- ◆ Geographic focus?
- ◆ Preferred writing styles?
- ◆ Reference style?



Illustration of Journal Differences

Criterion	EAQ	SESI	SLAM	IJEM
Primary audience	Scholars, grad students	Scholars, policy makers	Practitioners, scholars	Practitioners, scholars
Length of ms	6,000-10,000 words	5,000-8,000 words*	3,000-6,000 words	2,000-5,000 words
Focus	USA	International	UK/international	International
Method orientation	Quant-Qual-Theory, Review	Quantitative	Open	Open
Standard	Rigorous, theory driven	Rigorous quant method	Broad, application orientation	Broad, application orientation
Topics	Leadership, org, social justice	School/teacher effects & school improve, leadership	Leadership, man, change, school imp	Leadership, man, change, schl imp

Assessing the Suitability of a Journal

Go to website and review:

- Stated aims
- Style requirements
- Editor and Board
- Topics
- Length
- Submission steps



Journal of Educational Administration
ISSN: 0957-8234

Full text online

Content: [Table of Contents](#) | [Latest Issue RSS](#)  [RSS](#)

Information: [Journal information](#) | [Editorial Team](#) | [Author Gui](#)

Other: [Journal News \(inc. calls for papers\)](#) | [Sample articles](#) | [E](#)

Aims and Scope

Decentralization, the devolution of decision-making power, technological developments in the community have had a major effect on education. The limited success of massive centralization is a factor demanding informed comment by administrators. Meeting the needs of practitioners in practice and theory of educational administration, this important journal presents information for administrators deal with the powerful social, political and economic factors affecting

Testimonial



Where to Begin?

1. Start with your audience in mind.
Researchers? Practitioners? Policy makers? Local? International?
2. Select a journal that fits your audience and your topic.
3. Identify the journal's specifications before you begin writing!
 - Length of the ms
 - Style format
 - Font, spacing
 - Tables, Figures
 - Review process



Select the Audience and Journal Before Writing the Paper

- ❖ Does my **topic** fit the journal's aims and focus?
- ❖ What is the expected **length** of my ms including references and how does it match the journal?
- ❖ Does the method (quant, qual, review, commentary) of my study fit the trend of the journal's past publications?
- ❖ How **high** should I aim in terms of journal quality and acceptance rate?

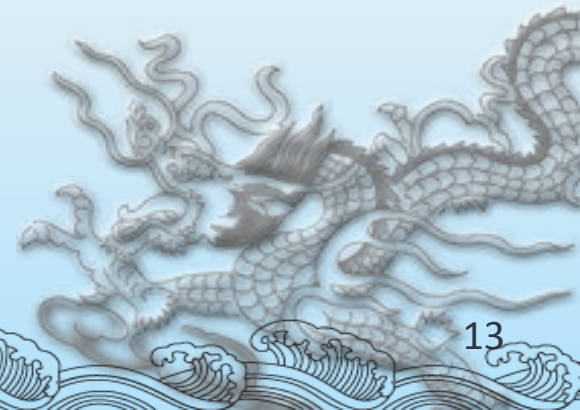


WRITING YOUR ARTICLE



My Assumptions

- ◆ The article is in social sciences or sciences, not humanities
- ◆ The article is a research article rather than an essay, editorial
- ◆ The article is empirical, based on data collected



Structure of a Journal Article

**IDENTIFY
THE
PROBLEM**

Introduction: problem & questions

t h e o r y

Lit Review: background & theory



Method: data sources & analysis



Results: findings

MEANING

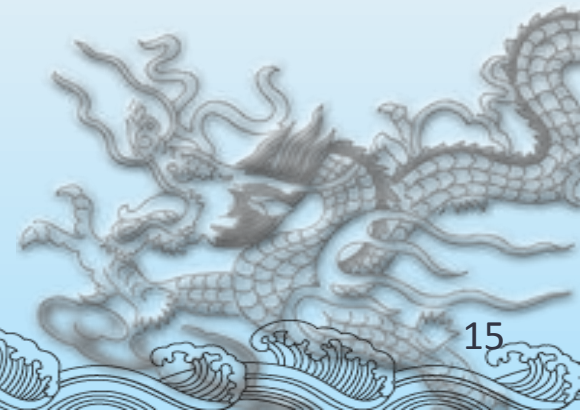
Discussion: summary, limitations, implications

REFERENCES

References

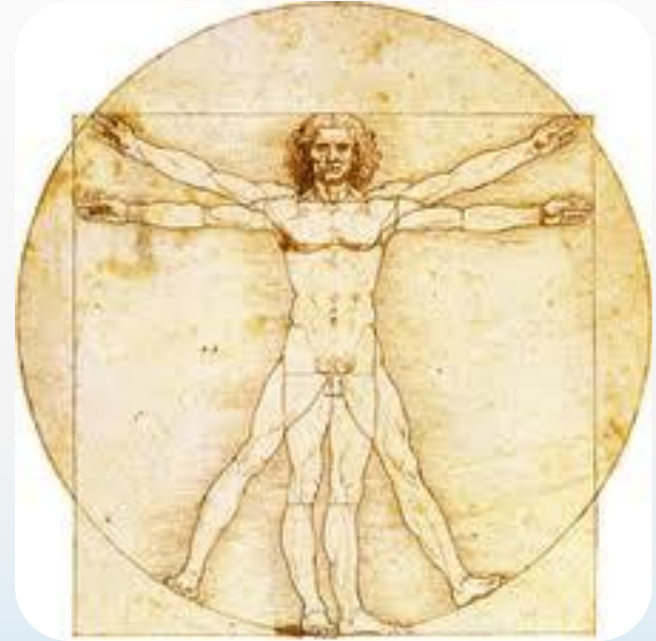
Section 1: Introduction

- ◆ **Assume a 7,000 word ms. 30 pages doublespaced**
- ◆ Intro will be about 2 pages long
 - Three to six paragraphs to introduce **'the problem'**
 - One paragraph communicates the **goals and/or research** questions of the study
 - A paragraph to summarize the **research method**
 - A paragraph to identify the **study's potential contributions**



Framing Your Research Problem

- ◆ It is **not true** that ‘international’ journals are not interested in studies from Vietnam
- ◆ Journals are **very eager** to publish good papers from Asia
- ◆ Use local problems as ways of illuminating **globally relevant issues** related to theory, policy or practice
- ◆ Lit review in papers should cover both **local and global literatures**



Example of Framing a Locally Relevant Problem for an International Audience

- ◆ Teacher leadership is being implemented around the world
- ◆ Teacher leadership in Asia faces cultural norms of status and hierarchy that make it difficult for teachers to play informal leadership roles
- ◆ This qualitative study examines teacher leadership in Vietnam in order to inform local practice as well as contribute to global discourse on how teacher leadership can achieve its goals in different contexts



Example:

Teacher Leadership in Vietnam

- **Para 1:** School leadership has attracted greater attention throughout the world. . . but it is increasingly recognized that principals cannot provide all of the leadership needed to successfully implement educational reforms. . .
- **Para 2:** Consequently, there is a global trend encouraging school systems to expand capacities for teachers to contribute leadership. . .
- **Para 3:** In Vietnam, norms of high power distance (e.g., seniority, rank, age) and collectivism (e.g., discomfort among teachers to stand out from their colleagues) shape the context for teacher leadership. . .
- **Para 4:** This study addressed the question: how do Vietnamese cultural norms influence the expectations and behaviors of teachers to assume leadership. . ?
- **Para 5:** In this qualitative study the researcher interviewed X teachers and Y principals in Z secondary schools. . .
- **Para 6:** The study make three main contributions to the local and global literatures

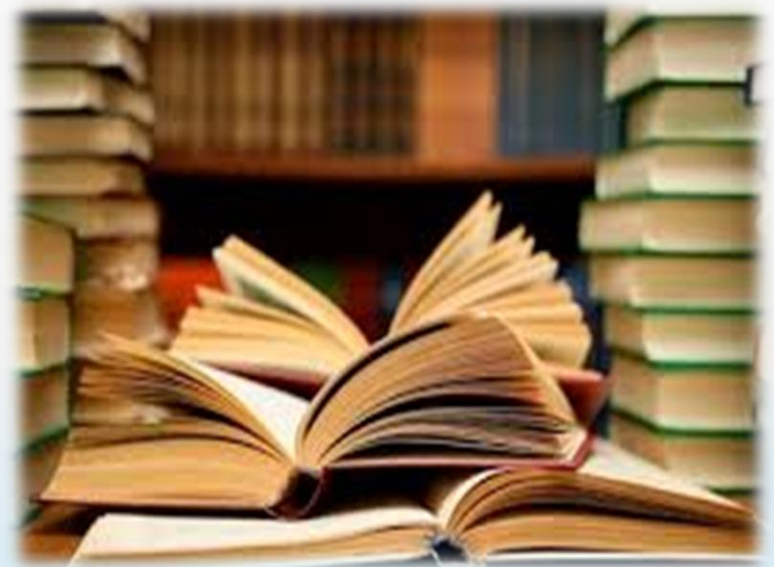
Section 2: Lit Review and/or Theoretical Perspective

- ◆ About 4 to 6 pages in length
 - Provide background on theory and research related to the topic
 - Cover local and international literature
 - Build towards establishing the theoretical or conceptual framework for the paper



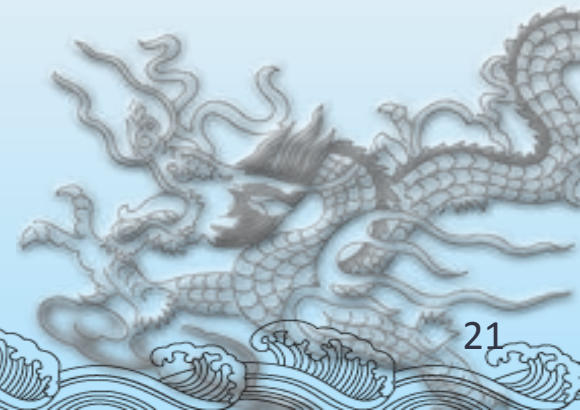
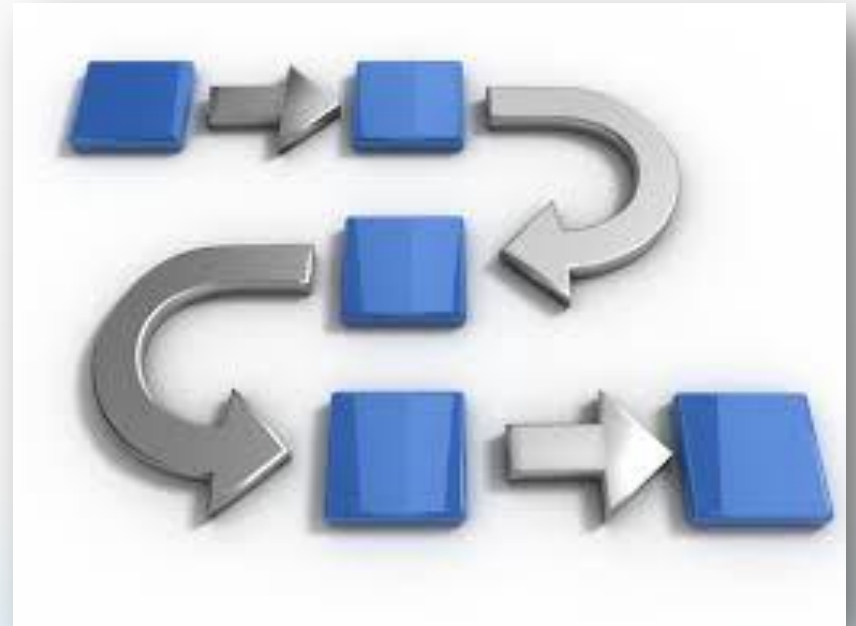
Example of a Literature Review on Teacher Leadership in Vietnam

- ◆ Global Context
 - forces driving interest in school leadership
 - Increased interest in models of shared and teacher leadership
- ◆ Viet Context
 - Teacher leadership in Vietnamese context
 - How cultural forces shape teacher leadership in Vietnam
- ◆ Conceptual Framework for this study from Hofstede (2002)



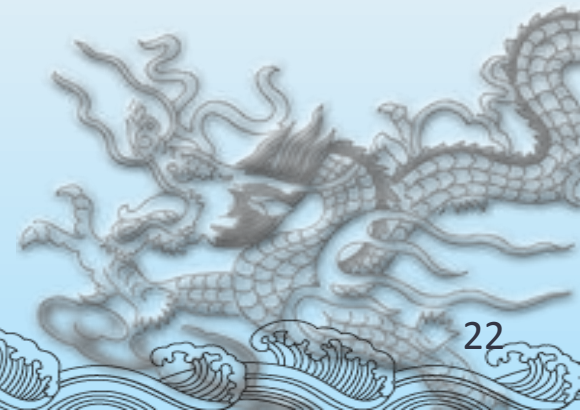
Section 3: Method

- ◆ About 2 to 4 pages in length
- ◆ Describe and ‘justify’ the research design
- ◆ Describe specifics of the methodology used
 - Method approach (qual/quant)
 - Sample
 - Instruments (Include reliability and validity of instruments)
 - Data collection method
 - Data analysis method



Example: Method

- ◆ Research Design
 - Qualitative multi-site case study
- ◆ Data Collection
 - Semi-structured interviews with X teacher leaders and Y principals
 - Observation of teachers. . .
- ◆ Data Analysis
 - Content analysis using nVivo
 - Within case and cross case analysis



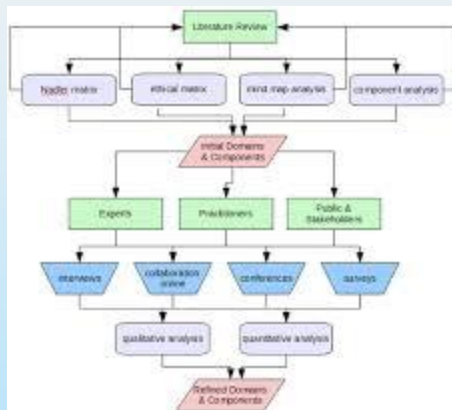
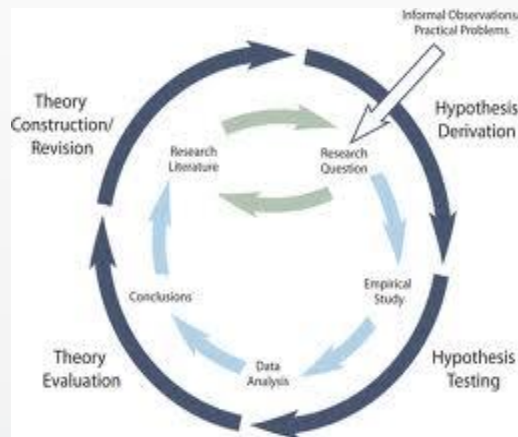
Section 4: Results

- ◆ About 6 to 8 pages in length
- ◆ Address each of the research questions-goals-hypotheses in order
- ◆ Use **headings** to organize the results into sections
- ◆ Include figures (pictures, graphics, or charts) and tables as separate files
- ◆ “Insert Table 1 about here” in the text file



Figures and Tables

Abundance	Transformations			
	Square Root	4 th Root	Log (x+1)	P/A
0	0.00	0.00	0.00	0
1	1.00	1.00	0.30	1
10	3.16	1.78	1.04	1
100	10.00	3.16	2.00	1
1000	31.62	5.62	3.00	1
10,000	100.00	10.00	4.00	1
100,000	316.23	17.78	5.00	1
1,000,000	1000.00	31.62	6.00	1



	A	B	C	D	E
1	SalesPers	Region	SaleAmt	ComPct	ComAmt
2	Joe	North	\$260	10%	\$26.00
3	Robert	South	\$660	15%	\$99.00
4	Michelle	East	\$940	15%	\$141.00
5	Erich	West	\$410	12%	\$49.20
6	Dafna	North	\$800	15%	\$120.00
7	Rob	South	\$900	15%	\$135.00
8	Total	6	\$3,070	14%	\$95.02

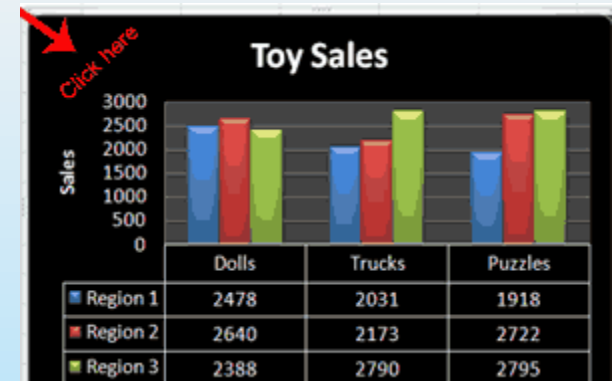
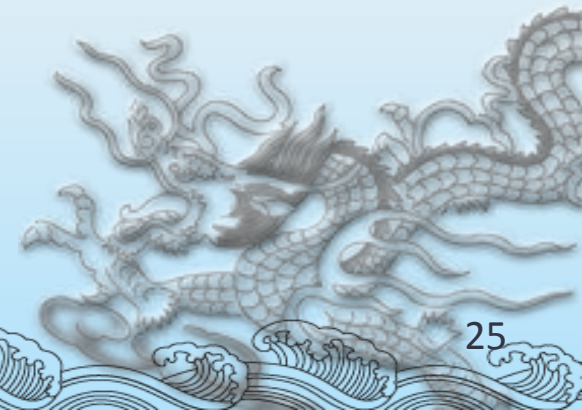
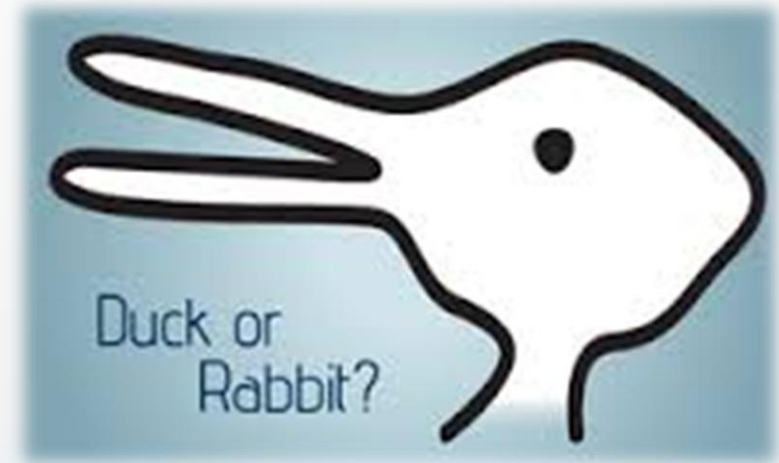


Figure 10. The two stage, mixed method inquiry framework to be used to analyse and validate EEL

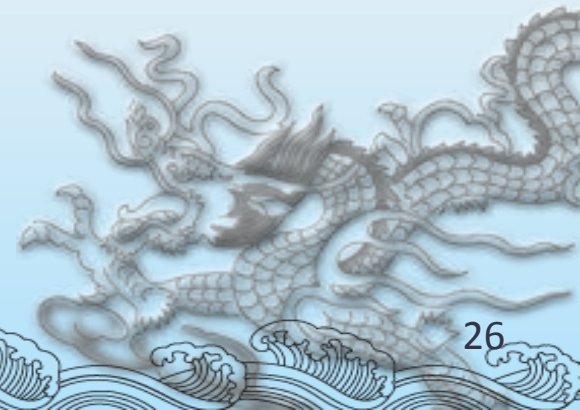
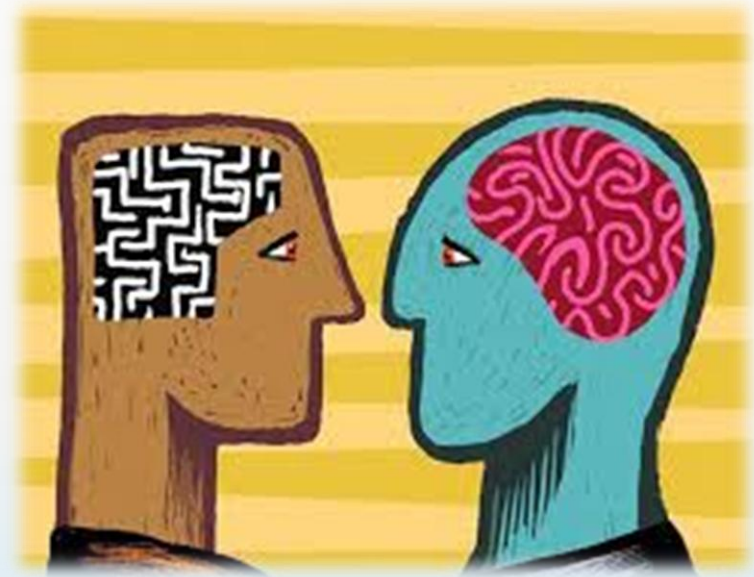
Section 5: Discussion

- ◆ What do the findings mean?
- ◆ About 3 to 5 pages in length
- ◆ Review **limitations** of the study and how you addressed them
- ◆ Summarize the **main findings** for each of the research questions-goals-hypotheses
- ◆ Discuss **implications** for research, theory and practice (not all studies have implications for all 3 areas)



Example of Limitations

- ◆ Sample size of 15 teacher leaders in Vietnam
- ◆ Data collected only at primary school level only
- ◆ Qualitative methods were used to generate not test propositions or hypotheses



00:00

Break: 15 minutes

RELAX

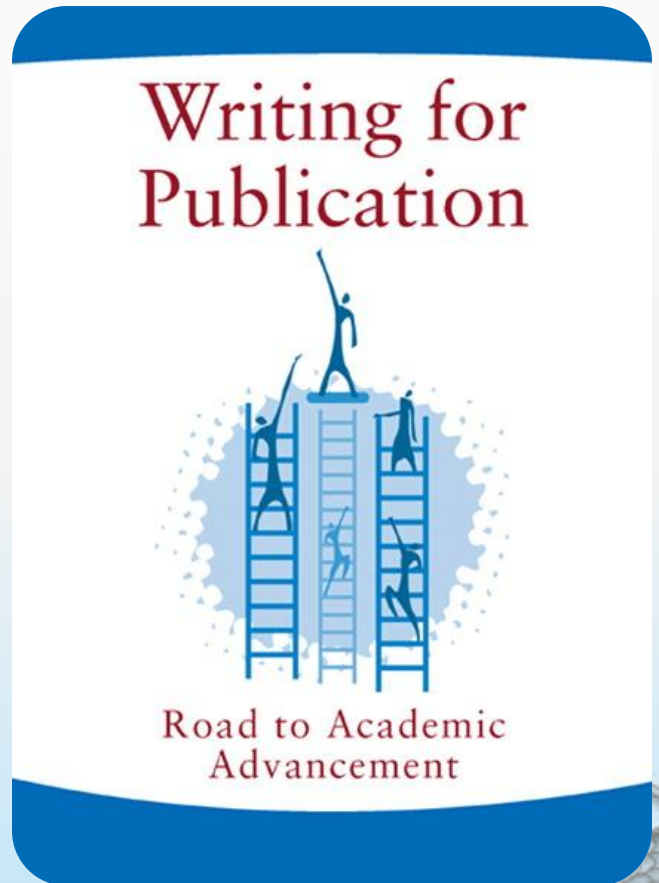


PREPARING THE MANUSCRIPT FOR SUBMISSION (TECHNICAL)



Technical Tips

- ◆ Identify the audience and journal **before you begin writing**
- ◆ Use the style required by the journal you plan to submit the ms.
- ◆ Use 12 pt Times Roman font unless specified otherwise
- ◆ Entire ms should be double spaced
- ◆ Use page numbers



Style Formats

- ◆ Several style formats: APA, Chicago, Harvard, MLA
- ◆ Each journals will identify a specific style format
- ◆ Ms's must be submitted in that format
- ◆ These define how to:
 - Cite references in text
 - Reference list
 - Format of Headers
 - Titles of tables
 - Titles of Figures

APA Style
Basics of APA Style Tutorial

APAStyle.org Resources Exit < 15 of 25 >

Citing References in Text
The following chart shows how to format in-text citations (6.11–6.15)

Table 6.1 Basic Citation Styles

Type of citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

References

- ❖ Follow the journal's specific **reference style** in formatting your references.
- ❖ Most reference formats are alphabetical by the **first author's last name**
- ❖ Make sure that all citations in text (Jones, 1999; Nguyen, 2002) are included in the reference list
- ❖ Make sure all references are complete
- ❖ Delete references from the list that are not used in the study



Example of 3 Reference List Styles

- ◆ **APA:** Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational administration quarterly*, 32(1), 5-44.
- ◆ **MLA:** Hallinger, Philip, and Ronald H. Heck. "Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995." *Educational administration quarterly* 32.1 (1996): 5-44.
- ◆ **Chicago:** Hallinger, Philip, and Ronald H. Heck. "Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995." *Educational administration quarterly* 32, no. 1 (1996): 5-44.

Tip

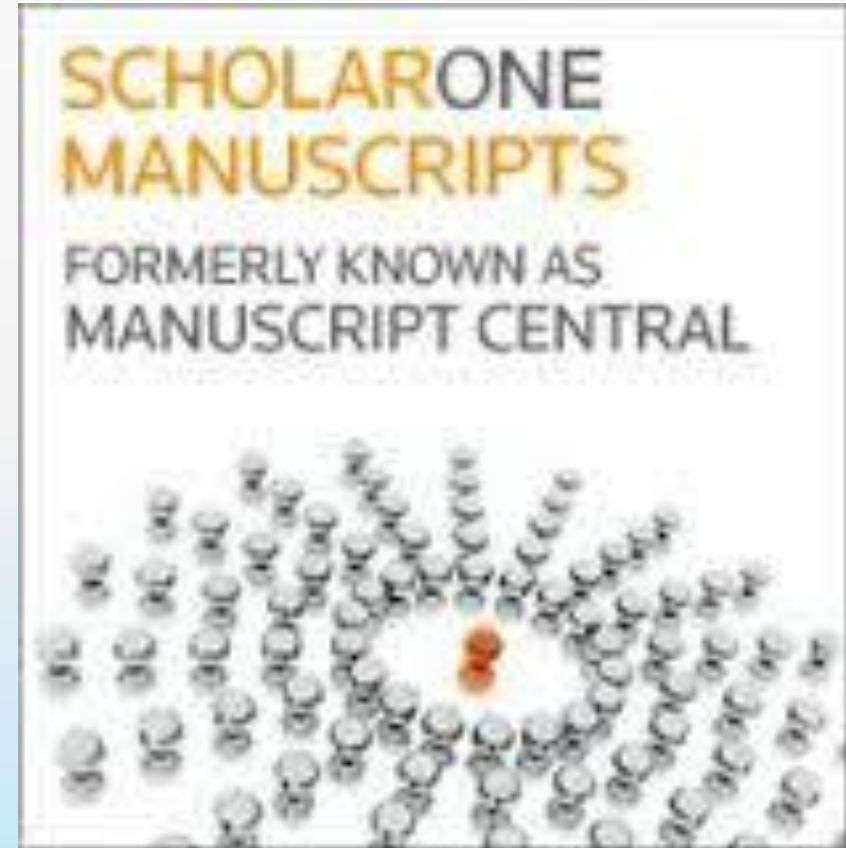


SUBMITTING YOUR MS FOR PUBLICATION



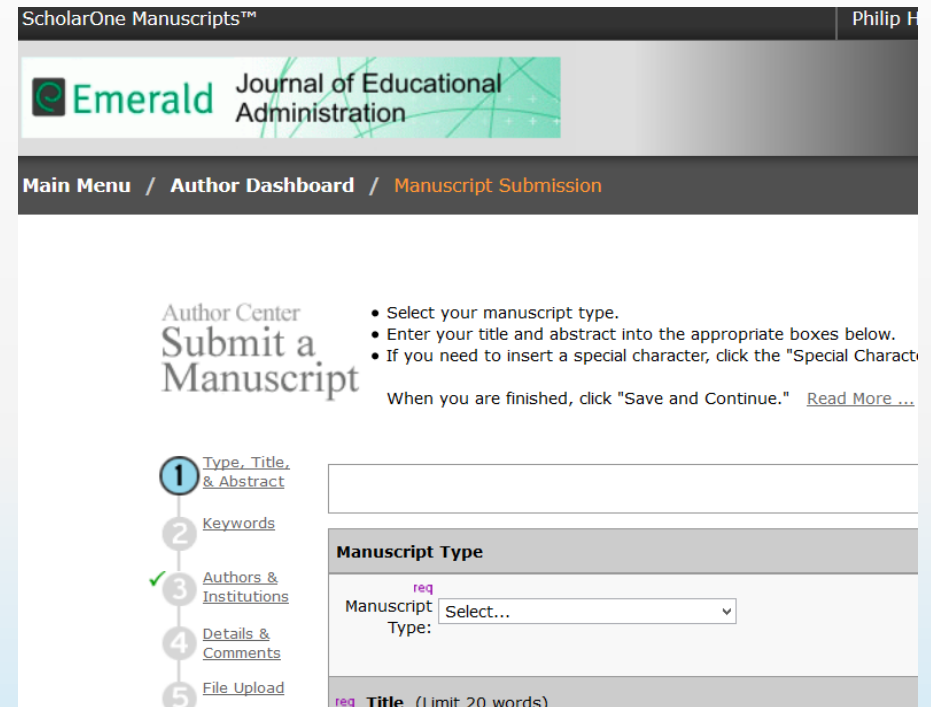
Online Submission

- ◆ Most journals now use online submission
- ◆ ScholarOne is the most popular but some some publishers (e.g., Sage, Springer, Elsevier) have their own online systems
- ◆ Check the submission system on the journal's website



Steps in the Submission Process

- ◆ Register with the journal website to get a username and password for access
- ◆ Enter the website
- ◆ Respond to questions step by step
- ◆ Upload your files to the online system which will generate a pdf file containing your ms
- ◆ Check your final ms and submit it to the journal



ScholarOne Manuscripts™ | Phillip H

Emerald Journal of Educational Administration

Main Menu / Author Dashboard / Manuscript Submission

Author Center
Submit a Manuscript

- Select your manuscript type.
- Enter your title and abstract into the appropriate boxes below.
- If you need to insert a special character, click the "Special Character" button.

When you are finished, click "Save and Continue." [Read More ...](#)

1 Type, Title, & Abstract
2 Keywords
3 Authors & Institutions
4 Details & Comments
5 File Upload

Manuscript Type

req Manuscript Type:

req Title (Limit 20 words)

Preparing and Submitting the Files

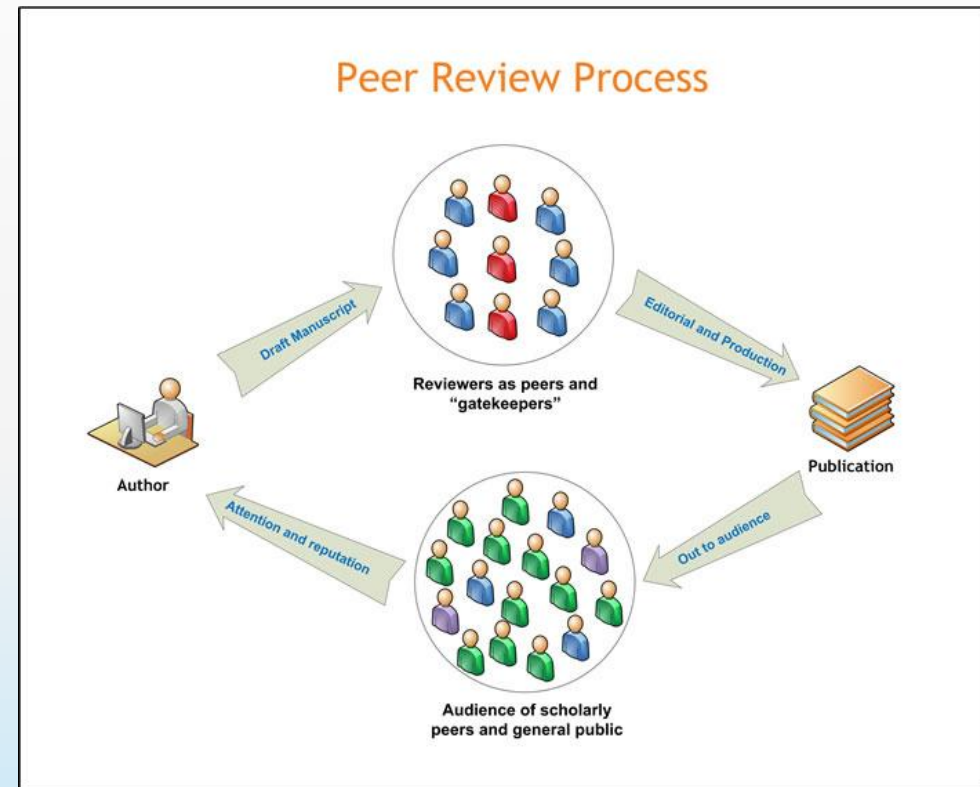
- ◆ Your ms must be **blind** meaning that it has no identifiers of the author in the main text file
- ◆ You will submit your ms in separate files
 - Title page
 - Main file (blind)
 - Figure file(s)
 - Table file(s)
 - Appendix file
 - Bio

Exploring a Multilevel Model of School Management Team Dynamics and Teacher Collaboration in Hong Kong Primary Schools

Journal:	<i>Educational Administration Quarterly</i>
Manuscript ID:	Draft
Manuscript Type:	Original Manuscript
Keywords:	leadership, school management teams, team cooperation, constructive controversy, teacher collaboration, Hong Kong, Asia
Abstract:	<p>The importance of expanding the leadership capacity of schools as a means of supporting education reform has been recognized by school systems globally over the past decade. This has led to an intensified focus on the enhancement of existing leadership structures as a means of achieving this goal. This has been the case as well in Hong Kong where the formal adoption of school based management over a decade ago has led to the use of 'school management teams' as a vehicle for leading schools. In this study, we examine how levels of cooperation and constructive controversy evidenced within school management teams (SMT) relate to a broader levels of collaboration among teachers. Dyad survey data was collected from 411 SMT members and 559 teachers at 32 primary schools in Hong Kong. Results of multilevel regression analysis indicated that cooperation among members in these SMTs was positively related to levels of teacher collaboration. Moreover, the use of constructive controversy within SMTs mediated the path and contributed additional variance explained to the level of school-wide teacher collaboration. These findings affirm that the</p>

What happens after the ms has been submitted?

- ◆ You'll receive a confirmation email from the editor
- ◆ The editor gives a brief review to ensure suitability for this journal
- ◆ If not suitable, you receive an 'editor's rejection'
- ◆ If the editor feels it's suitable, the ms will be sent to several reviews who are knowledgeable in the area
- ◆ The reviews will have 1 to 3 (or more) months to conduct their reviews



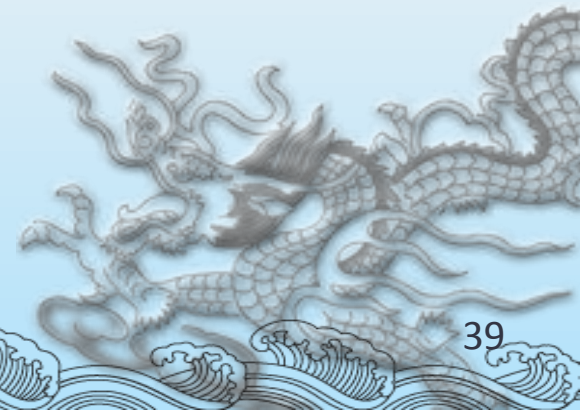
What do reviewers look for?

- ◆ **Suitability** of the topic to the journal's audience
- ◆ **Importance** of the topic
- ◆ Quality of **theoretical** discussion and relevance of the lit review and references
- ◆ Quality of **methodology**
- ◆ **Clarity** of presentation of results
- ◆ **Importance and 'alignment'** of **conclusions** and implications with the results
- ◆ Quality of **communication**



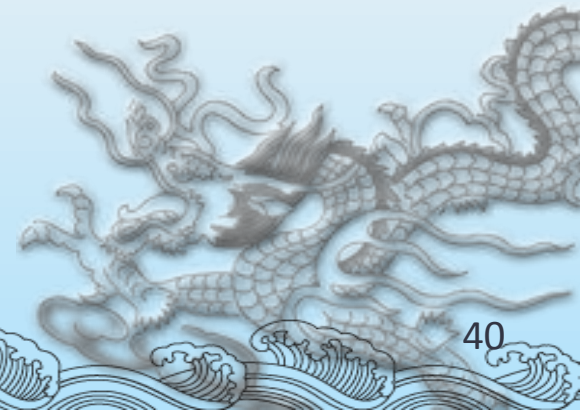
Response from the Journal

- ◆ After receiving the reviews, the editor will make a decision
 - Accept
 - Minor Revision
 - Major Revision
 - Reject
- ◆ You will receive an email containing a decision, editor's note and reviewer comments
- ◆ You will have a specified period in which to respond



What to expect. . .

- ❖ Journals publish between 5% and 60% of the ms's they receive
- ❖ Depending on the journal, the most common decision will be 'Major Revision'
- ❖ Very very few ms's receive an 'Accept' decision on first round of reviews
- ❖ So if you receive a Minor or Major Revision decision, you've already done well



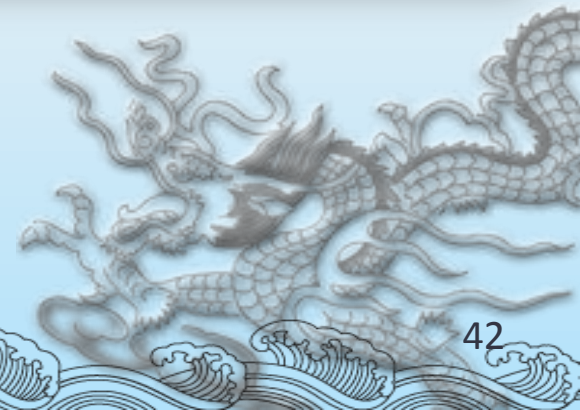
Insight into the Mind of Reviewers

- ◆ Most reviewers feel that it their job to find something wrong with the ms
- ◆ So don't be disappointed at the 'volume' of comments
- ◆ Many are just 'filler' to show the reviewer did his job!
- ◆ You need to separate the more important comments from the less important ones
- ◆ Read editor's note carefully to understand how to respond



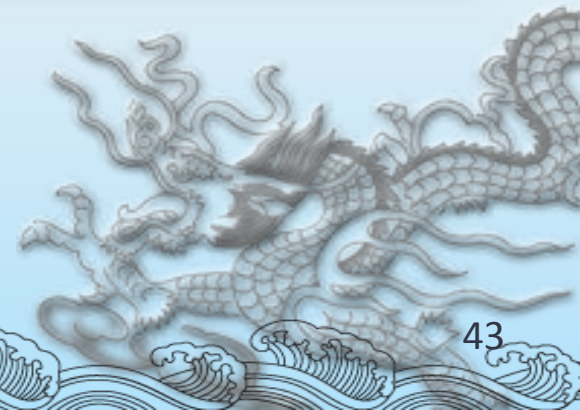
Responding to the Editor's Decision

- ◆ Respond as quickly as is practical
- ◆ Revise ms. highlighting changes
- ◆ Write a letter that responds to the editor's note and comments. Be specific in response to all points but don't feel that you have to address every one in equal detail
- ◆ Go back to the online submission site and upload your response and revised ms
- ◆ Respond as needed to other queries and resubmit the ms.



How to Deal with a 'Reject' Decision?

- ◆ Don't let a rejection paralyze you
- ◆ Assess reasons for rejection and seek feedback from a senior colleague to help interpret how to proceed
- ◆ **Revise as quickly as possible and submit to another journal**
- ◆ In many cases, a ms. rejected by one journal will be accepted by another due to difference in the journal (e.g., quality, audience, focus etc.)

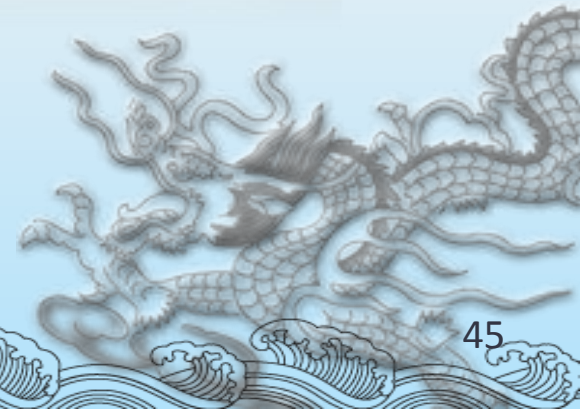


SUMMARY OF KEY POINTS



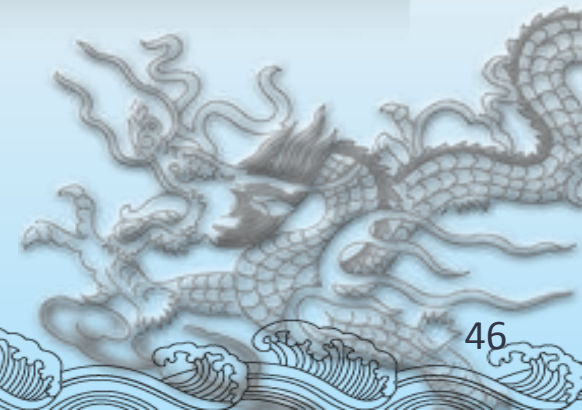
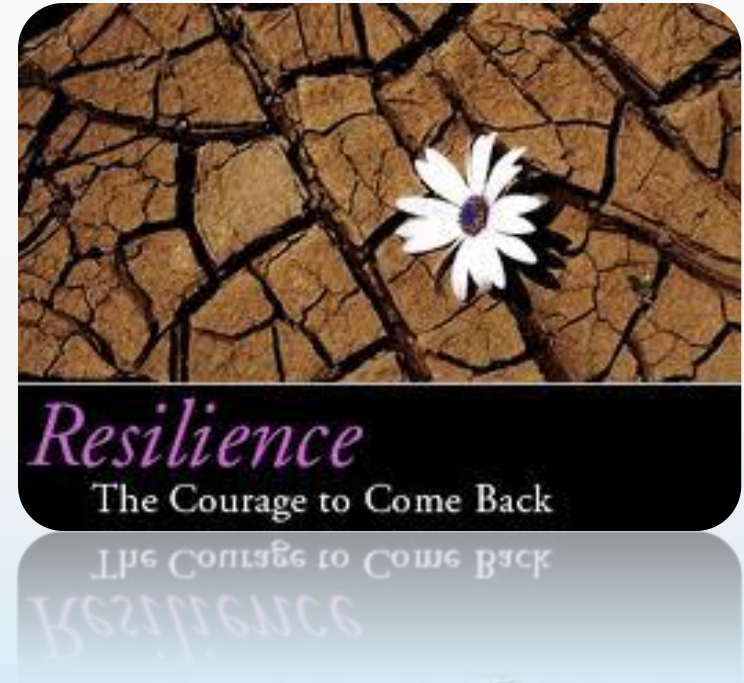
Common Errors in Publication

- ◆ Not thinking about your audience
 - e.g., Vietnam scholars or global scholars?
 - Teachers, scholars, other?
- ◆ Defining 'the problem' too narrowly (e.g., Vietnam policies and practice)
- ◆ Not planning paper topics and venues until a project is completed
- ◆ Over-stating the significance of your study



Writing for Publication: Plan and Do

- ◆ Write papers for specific audiences and specific journals.
- ◆ Get feedback from a senior colleague(s) **before** submitting your ms to a journal
- ◆ Expect to revise. All of us face revision if we are lucky!
- ◆ When asked to revise, do it immediately! This increases the chances of acceptance
- ◆ Be resilient and learn from rejections; are there patterns in why your papers are rejected?



Concluding Thoughts

- ◆ Know the territory when you enter the realm of journal publication
- ◆ Write for a specific audience
- ◆ Frame problems for local and international interest
- ◆ Don't be paralyzed by rejections. Be resilient.

