

WRITING RESEARCH FOR PUBLICATION IN SCIENCE EDUCATION

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Requested Participant Numbers: 40

Workshop Abstract

Research journals provided a forum for communicating research among scholars while offering a mechanism for building professional community. Appreciating how to participate in science education research involves a combination of skills which can be developed and refined over time. The Editors of the journal *Science Education* will share the processes of submitting, reviewing, revising, and publishing articles that are theoretically framed, empirically supported, and promising for other researchers to consume. Participants will receive firsthand experience performing journal functions with many opportunities to solicit advice and input from the Editors.

Workshop Description

Desired qualities for manuscript submissions can be inferred by studying frequently-cited articles recently published within a particular journal. Nevertheless, important elements of publishable pieces can seem invisible to those less familiar with the review processes. This can create frustration if it feels that journals are governed by 'hidden' rules. This workshop will demystify the functions of the journal *Science Education*. Along the way, we will encounter the thematic "beauty of pleasure" associated with understanding the publication process. The hope is to encourage a wider variety of scholars to contribute to the journal's activities.

Workshop Goals

The goals of this workshop are to increase understanding and reduce unfamiliarity with conducting and publishing scholarly research. Participants will develop skills with crafting a suitable critique of a journal manuscript by viewing examples and rehearsing those efforts with an actual *Science Education* submission. In turn, better understanding of the review process will improve awareness about organizing a future manuscript submission to address the journal reviewers' expectations.

Schedule

- Determining an Appropriate Audience and Outlet
- Starting with a Problem and Framing with Theory
- Connecting the Study to Ongoing Discourse
- Components of an Effective Science Education Review
- Responding to Reviewer Critiques and Editor Decisions

Workshop Activities

Attendees will develop facility with examining and critiques components of empirical research materials. Included is the consideration about the chain of reviews and editor decisions culminating with a published manuscript. Attendees will surface key features of effective reviews along with appropriate responses by authors. By highlight key dimensions of peer review, prospective authors will develop heightened regard about the role of theory, literature reviews, data analyses and interpretation, and implications for policy/practice.

Anticipated Participant Roles

The workshop will be structured around a "We Do, You Do" framework as a cycle of receiving information from the editors and then producing knowledge through individual and small group

activities. In this way, we can draw from the varying expertise and perspectives of attendees so that each person benefits from the experiences. This workshop embodies the interactions we as Editors have with reviewers and authors. Several defining features of Science Education frequently invoked in those journal exchanges provide the foundation for this workshop. For example, when manuscripts are rejected a common reason is that the material is not a good match with *Science Education*. Unpacking these concerns and the reasons that causes certain manuscripts to be turned down forms the basis for sharing with workshop attendees how to develop their own writing.

We view Science Education as a community of practice and our participants will be treated as legitimate participants. This translates into us modeling certain journal review processes (e.g., assessing abstracts) that will also be practiced by workshop participants. Similarly, we will demonstrate how we use peer reviews to develop our decision letters; participants will also have the opportunity examine sample manuscript reviews to deepen awareness about individual contributions leading to a consensus decision.

Related Reference Materials

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- Williams, J. M., & Bizup, J. (2016). *Style: the basics of clarity and grace*. New York: Pearson Longman.