

Publishing in ASRHE

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Website <https://asrhe.org/>

Articles, information, submission

Open source

No costs to submit, publish or view

Focus and scope

Research on learning and teaching in the tertiary education space

Focus on teaching/impact on teaching (pedagogies, theories, technologies, ...)

Not focus on HE policies or management, research development

Webinar focus

Part 1 – ASRHE key characteristics

- ‘Research in Progress’ article category
- Creative modes of dissemination of research
- Group-based peer review process

Q & A

Part 2 – How to shape articles for submission to ASRHE

'Research in Progress' article category

- Facilitate publication of preliminary results, enable collaborations
- Requires high quality foundations (literature, methods, ...)
- Needs to express how others can build on the work
- Full journal publication

Creative modes of dissemination of research

- What do we mean by ‘creative modes’
- Traditionally research was shared or disseminated as written publications in monographs and journals or in conferences.
- Since OECD redefined research and experimental development in 2002
 - Creative work undertaken on a systematic basis to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications.

Ways of disseminating research have adopted creative modes such as poetry, music, art works, dance ...

Group-based peer review process

- Screen (editors)
 - If 'reject' → provide constructive and friendly feedback
 - If 'potential' → put forward for review process
- Review group meeting
 - Balanced group membership (novice/experienced; expertise)
 - Group discussions, consensus decision, combined feedback
- Decision
 - If 'major revisions' → re-review by group
 - If 'minor revisions' → handled by editor

Q & A

Webinar focus

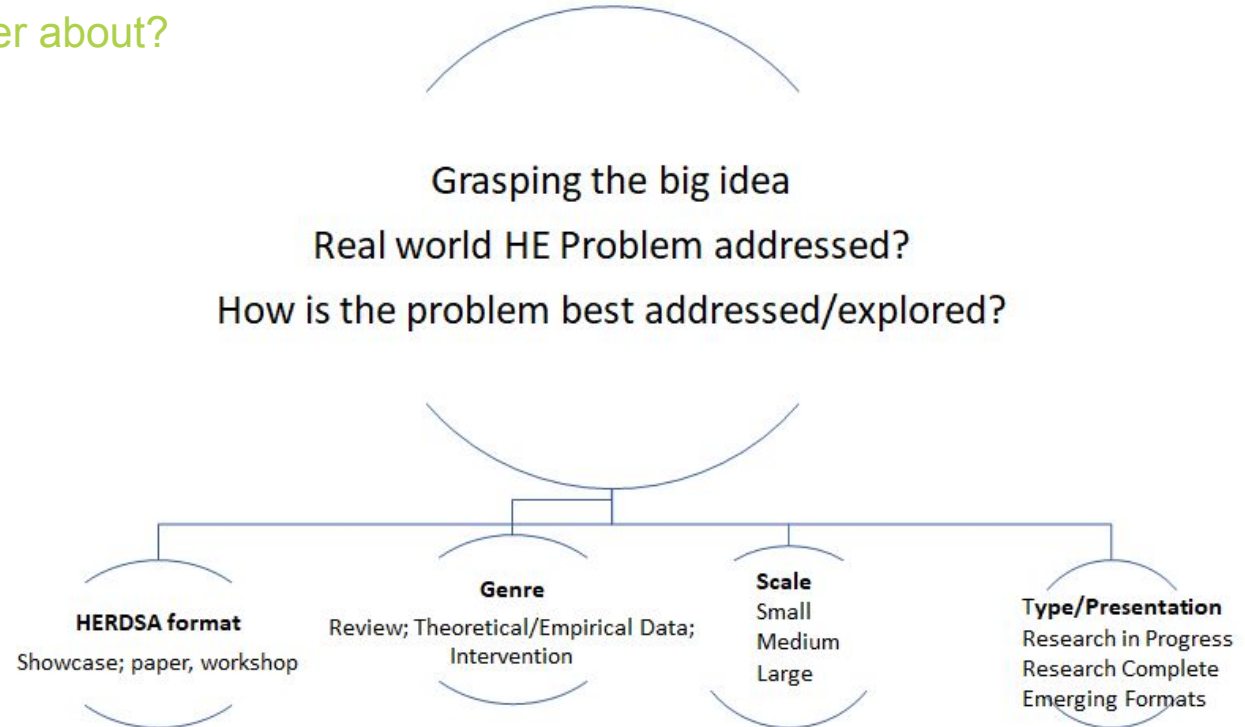
Part 1 – ASRHE key characteristics

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Part 2 – How to shape articles for submission to ASRHE

What is the paper about?



Sort out the argument or narrative

Review	Conceptual/ Theoretical	Empirical	Research in Progress I	Research in Progress II
Intro/rationale	Intro/rationale	Intro/rationale	Intro/rationale	Intro/rationale
Methodology	Synthesis source theories	Methodology	Methodology	Description of intervention
Key literature	Critique source theories	Results	Initial results	Initial evaluation of intervention/Theory /Lit used
Discussion	New theory	Discussion	Discussion	Preliminary findings
Conclusion	Potential value	Conclusion	Conclusions/Future Work	Conclusions/Future Work

Writing the title

- Topic
- Key words
- Signals contribution
- How will this title signal in an online search the major point I am making and to whom

<https://patthomson.net/2016/02/18/paper-thesis-and-book-titles-think-key-words-and-the-point/>

'Tiny Text' of the paper

- Could use the abstract to develop tiny text
- Could use the argument or narrative sections/structure

Story element	Content
Once upon a time there was a terrible dragon	Real world problem
Many heros tried to slay the dragon	Different categories of methods and results in the literature
But no one managed to slay this particular dragon	Gaps in the field or area (s) needing extension
Therefore this hero made a plan	Research aim or question



Getting all the 'stuff' sorted out

- Writing the headings and subheadings
- Producing a storyboard
- Using a Powerpoint
- Making an academic poster

<https://patthomson.net/2019/09/16/a-planners-approach-to-the-first-draft/>

Move to breakout rooms

- Grab url for copy of slides from chat
- Message towards end of seminar to invite you back to main room
- Invitation to form support groups to work on submissions
 - Jo will assist in forming groups
 - Email jo.kelder@utas.edu.au with a brief description of your research and plans