**‘Getting Published’ (the value of small scale case studies/practice-based interventions which are publishable,  building to PhD by publication)**

**Task one**

Why do you want to get your assessment, learning and teaching work published?

**Task two**

Having scrutinised the author guidelines for your selected journal (ideally different ones per person) produce a quick check list of what is required by authors.

**Task three**

Reviewing your article, each take one of the following roles:

1. Journal editor
2. Journal reviewer
3. Librarian in charge of buying the journals for the library
4. Regular reader of the journal
5. New reader of the journal
6. PhD student wanting to use the article for own research

Identify three aspects of the article that interest/excite you and three aspects that concern you or turn you off.

**Ten damn fool questions to help you write up a small scale intervention**

1. What have we been doing?
2. Why have we been doing it?
3. What has been done in the past in this area?
4. What were the effects then ?
5. To what extent was this unsatisfactory and why?
6. What have we tried that worked better?
7. What didn’t work so well?
8. What have we learned from our success and failures?
9. What can we deduce from what I have done?
10. What do we plan to do next in this domain?

These can then become

* Background
* Introduction
* Literature review
* Evaluation of previous work
* Methodology for our study
* Limitations and parameters of the research
* Outcomes
* Analysis of findings
* Evaluation
* Conclusions
* Recommendations
* Future work

**Writing an abstract**

An abstract summarises the key elements of the article. It needs to be succinct but comprehensive. Scientific articles usually call for short sentences but social sciences sentences tend to be more discursive. ‘Turn off’ words for the first sentence include: describes, discusses, outlines, reports on. Better words include: proposes, evaluates, challenges, redefines and argues.

**A quick way to write an abstract**: this is based on the concept that most paragraphs comprise a unit of thought around which is wrapped one or more sentences. Following sentences may, extend or develop the key idea, but the **topic sentence** which is normally but not always the first sentence, carries the main idea. Some paragraphs may develop the idea of the preceding one but most carry a single key thought. To write a quick abstract:

1. Identify which paragraphs contain a new idea
2. In each of these paragraphs identify the topic sentence and highlight this
3. Extract from the article the key bits of all the topic sentences, leaving out the sub-clauses (normally extra bits following a comma).
4. This clunky lump of text will be two to three times longer than the abstract you need so leave it overnight
5. The next morning when fresh, read the clunky text without reference to the original article, polish it into prose and then check back to ensure it has covered all the main points.

**Action plans**

What have you written to date?

What do you need to write?

When do you need it?

What do you need to do to achieve this?

How can you use this for multiple outputs?

How will you know if you have been successful?

**Useful references**

Black, D., Brown, S. and Race, P. (1998) *500 Tips for Getting Published,* Kogan Page, London

Day A (2008) *How to Get Research Published in Journals* Gower, London

Noble: Studies in Higher Education *Publish or Perish: what 23 Journal Editors have to say* [*Studies in Higher Education*](http://www.informaworld.com/smpp/title~db%3Dall~content%3Dt713445574)*, Volume* [*14, Issue 1 1989 , pages 97 - 102*](http://www.informaworld.com/smpp/title~db%3Dall~content%3Dt713445574~tab%3Dissueslist~branches%3D14)  Routledge

Sadler R (1984, but multiple subsequent reprints) *Up the Publication Road*, HERDSA, Green Guide No 2