

2023-04-27

Supporting Students in the Publishing Process: A Blended Learning Approach

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<http://hdl.handle.net/1880/116139>

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Supporting Students in the Publishing Process: A Blended Learning Approach

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Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.



Research Questions

**How do graduate students learn about
scholarly publishing?**

What is easy to learn? What is difficult?

How do academic mentors teach?

What is easy to teach? What is difficult?

What teaching & learning gaps still exist?

How can we help?



Think back...

What we already know

- Graduate students are increasingly expected to produce peer reviewed scholarly works during the course of their studies (Jackson, 2013)
- The shift from being a consumer to being a producer of scholarly works is significant and complex (Buehler and Zald, 2013; Townsend, Brunetti, and Hofer, 2011)

What we wanted to learn

- What do graduate students *really* want to learn about?
- *How* do they want to learn this content? (Mode of delivery)

Methodology



Focus groups

Separate for grad students
and faculty.

Three for students, n=17

Three for faculty, n=16

Data analysis

Transcription

Thematic coding using
NVivo

Learning objects

Multimedia online guide
In person collaborative
workshop



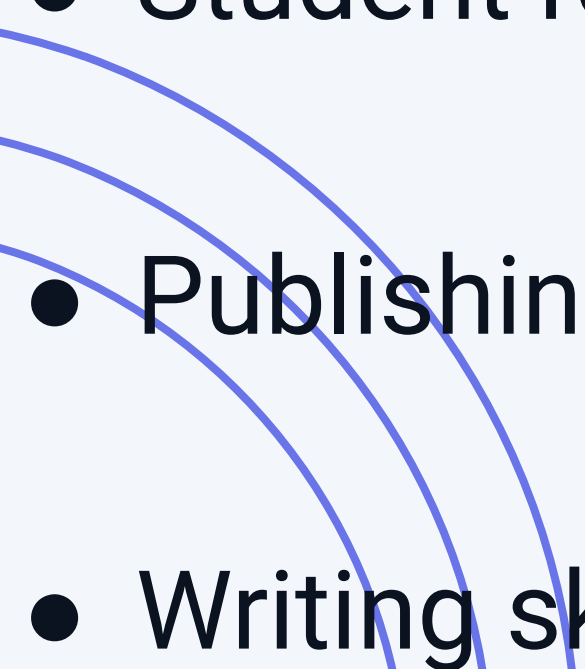

Our Findings

Enablers of learning

- Mentorship relationships are very important
- Students appreciate experiential learning opportunities
- Curricular and optional learning opportunities
- Informal learning opportunities

Learning gaps



- Probing your mentor's tacit knowledge
 - Student readiness and confidence
 - Publishing etiquette and timelines
 - Writing skills
- 
- 

Learning modality

- Students requested self-directed, online learning resources
- Emphasis on mental health implications of this topic
 - provide opportunities to build community/connection



Learning objects

Multimedia guide

Custom-built library
guide featuring videos
and Q&A on
popular/particularly
important topics

In person workshop

In collaboration with
Student Success Centre
Instruction + community
building



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How do I choose a suitable
publication venue?

What is a predatory publisher?

What is peer review?

What is an impact factor?

Can I get help with writing?

Mental health & wellness

Academic Publishing Demystified

This guide has been developed specifically for graduate students who wish to learn more about academic publishing.

The videos and resources provided on this guide are informed by a research project that gathered feedback from students about what academic publishing topics are easy to learn about, and which are difficult to learn about. We talked to faculty mentors to gather their feedback and expertise.

Please use the links on the left hand side to explore videos and associated resources that respond to common questions and concerns raised in our focus groups.

Welcome!

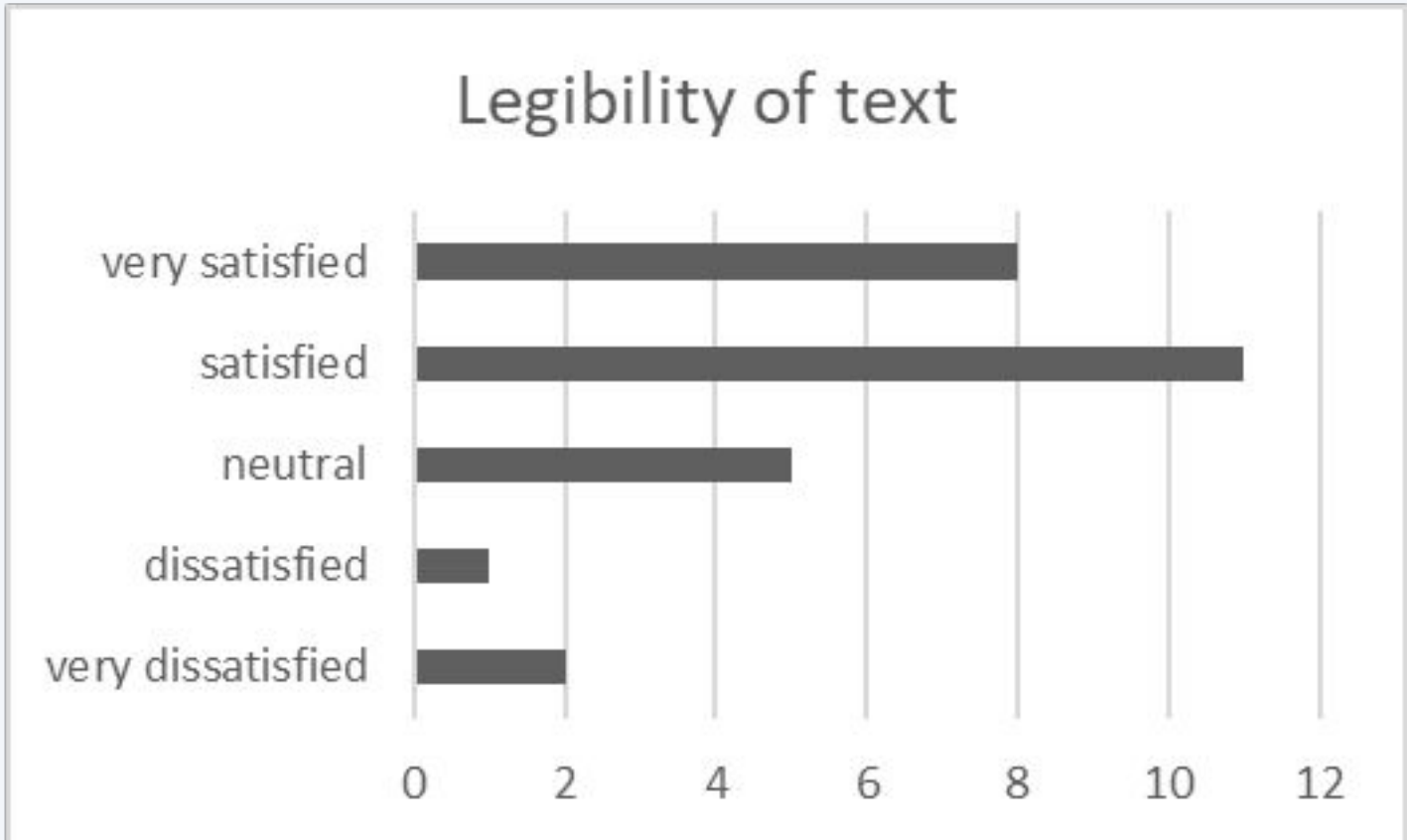
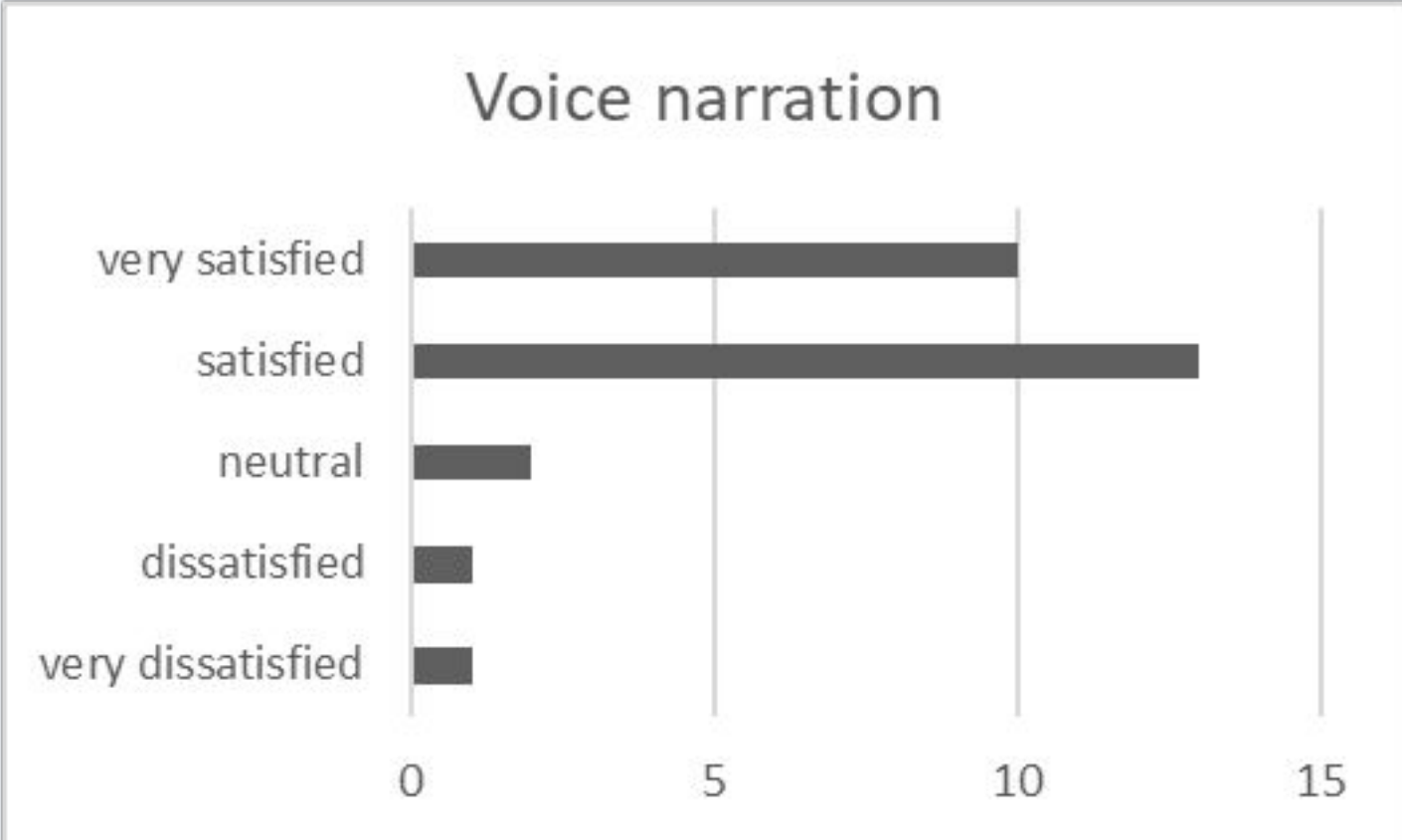
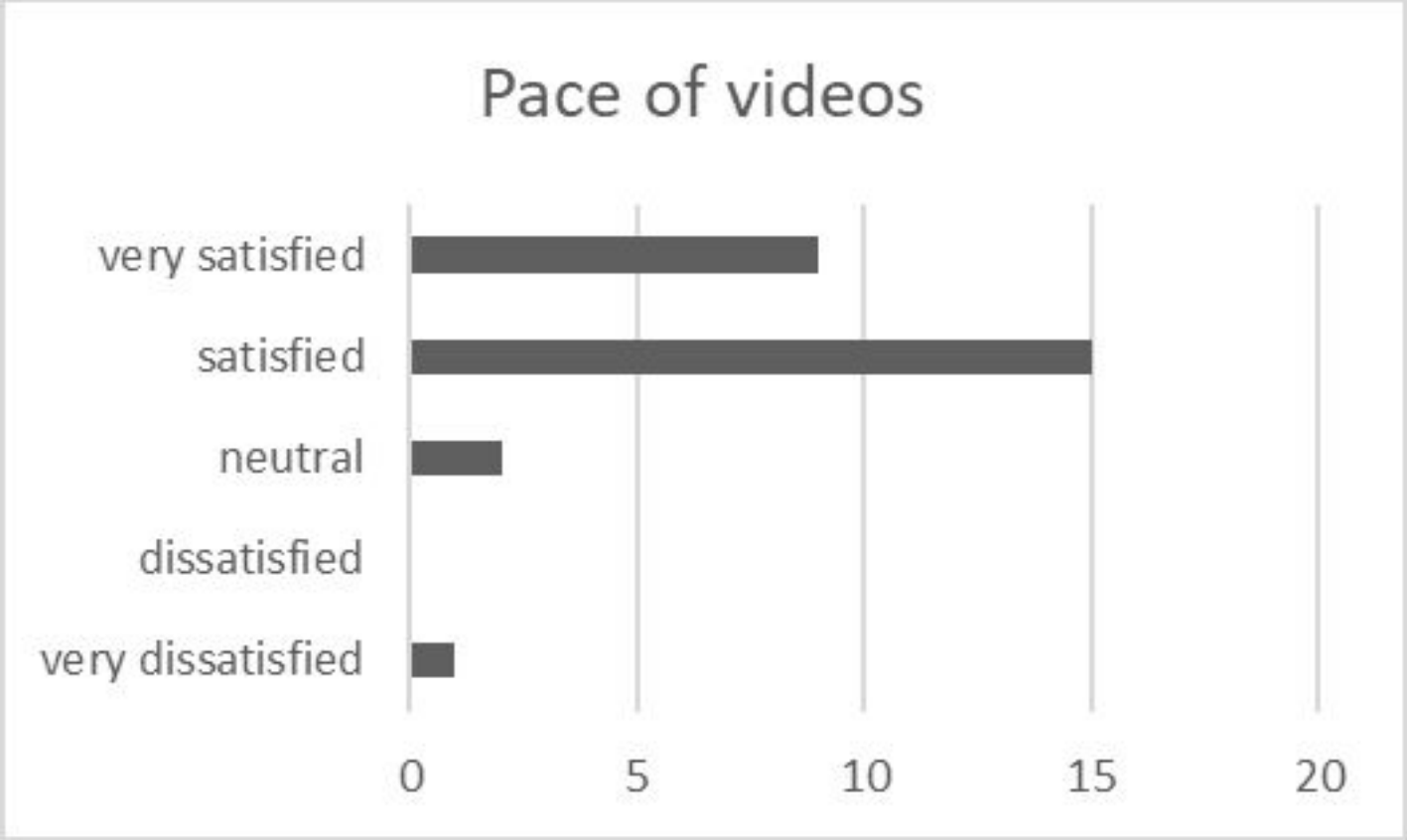
Student feedback

Two rounds

- From a subset (n=6) of focus group participants on two videos
 - “Choosing a publication venue”
 - “Peer review”
- From a convenience sample of graduate students (n=20)
 - on the guide in general
 - on all videos on the guide (n=15)

Student feedback

On the videos (n=26)



Student feedback

On the guide

- More resources on mental health and wellness
- Open Access: cost, funding
- Writing & citation resources
- Interactive table for responding to peer review



Your thoughts...

Thank you!

Visit the guide: <https://libguides.ucalgary.ca/publishing>

Thank you to the students and faculty members who participated in this work.

Thanks to our co-investigators and research assistants: Susan Beatty, James Murphy, Dana Cramer, Jenna Kardal.

This study was supported by a University of Calgary Teaching and Learning Grant.



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