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Early Stage Publication Strategies – will they work?

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Early Stage Publication Strategies – *will they work*?

Lone Bredahl Jensen, Bertil F. Dorch & Charlotte Wien

Practicing Research Integrity, November 2nd, 2018

The Speaker

Bertil F. Dorch, Library Director

Researcher CV:

- Ph.D. in physics 1998 (UCPH: SCIENCE)
- Post doc 1999–2002 (Swedish Royal Acad. Sciences)
- Assistant professor 2003–2004 (UCPH: NBI)
- Senior researcher 2005–2007 (Danish Royal Library)
- Honorary assoc. professor 2006–2011 (UCPH: NBI)
- Senior researcher at academic libraries at UCPH and SDU 2007–

- Experienced editor, referee and author
- Publications: ~ 130
- Citations: ~ 950 and h-index ~ 13

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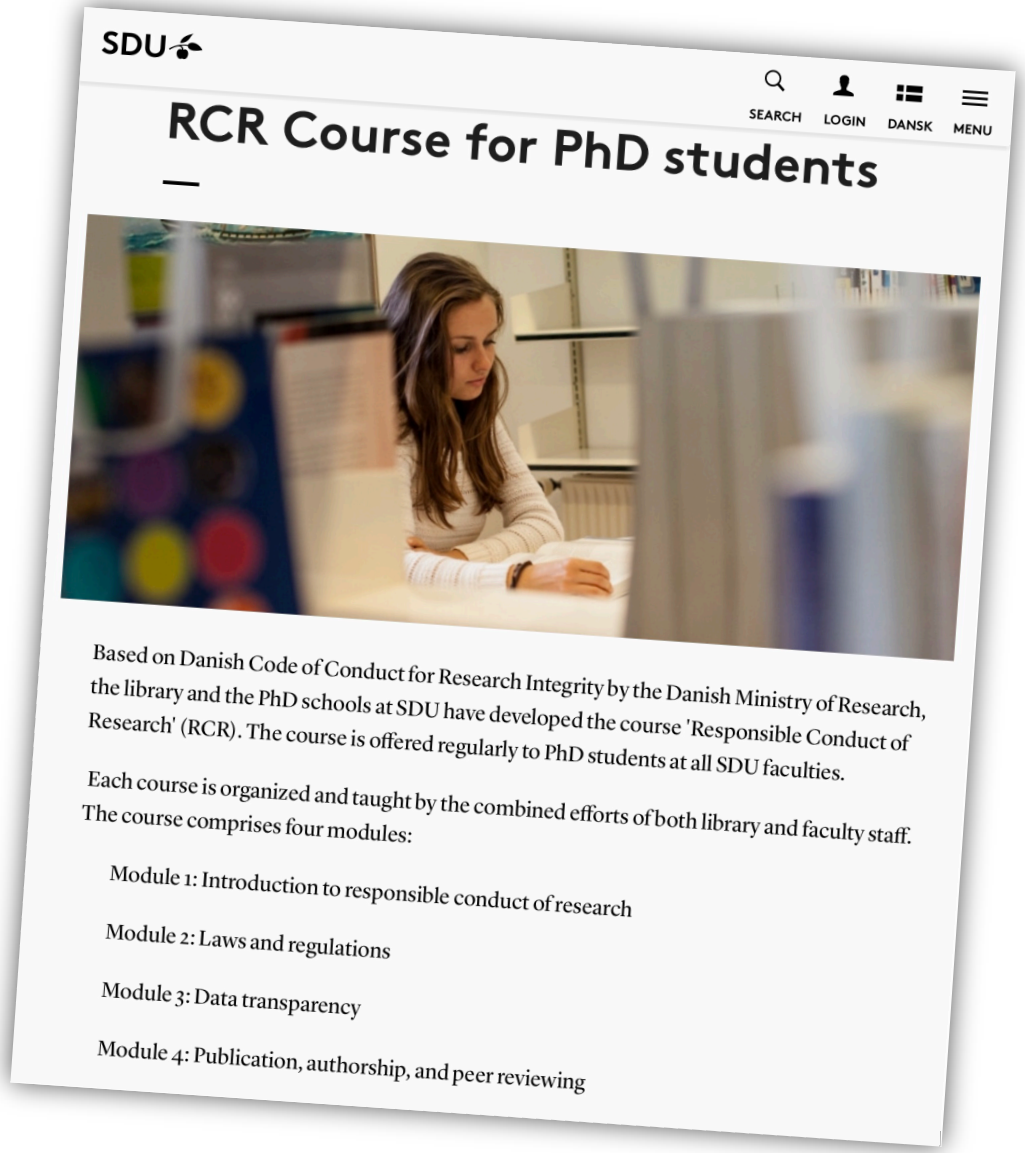
Relieving negative pressure?

Self-reflecting on publication practices in the context of Research Integrity

- *Focus point:*
  Early career *Publication Strategies* in the context of teaching Responsible Conduct of Research
- *Questions*:
  To what extend do PhD students 1) follow formulated strategies, and 2) what characterizes strategies that are implemented – in contrast to those that are not?
- *Case*:
  Publication strategies from PhD students who followed a mandatory RCR course at SDU/HEALTH

Case: PhD course on RCR

- Mandatory RCR courses for all PhD students at SDU since 2014:
  - 2 ETCS, 12 hours in the class room in total
- Four modules concluded with reflective essays:
  - ”Prepare a publication strategy”
- Currently approx. 200 students per year
- Four years of experience and data …
- Development: Open and Citizen Science


SDU

SEARCH LOGIN DANSK MENU

RCR Course for PhD students

Based on Danish Code of Conduct for Research Integrity by the Danish Ministry of Research, the library and the PhD schools at SDU have developed the course 'Responsible Conduct of Research' (RCR). The course is offered regularly to PhD students at all SDU faculties.

Each course is organized and taught by the combined efforts of both library and faculty staff. The course comprises four modules:

Module 1: Introduction to responsible conduct of research

Module 2: Laws and regulations

Module 3: Data transparency

Module 4: Publication, authorship, and peer reviewing

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SDU

Responsible Conduct of Research

Module 4

Scholarly communication: publishing, authorship, peer review

October 11th 2018

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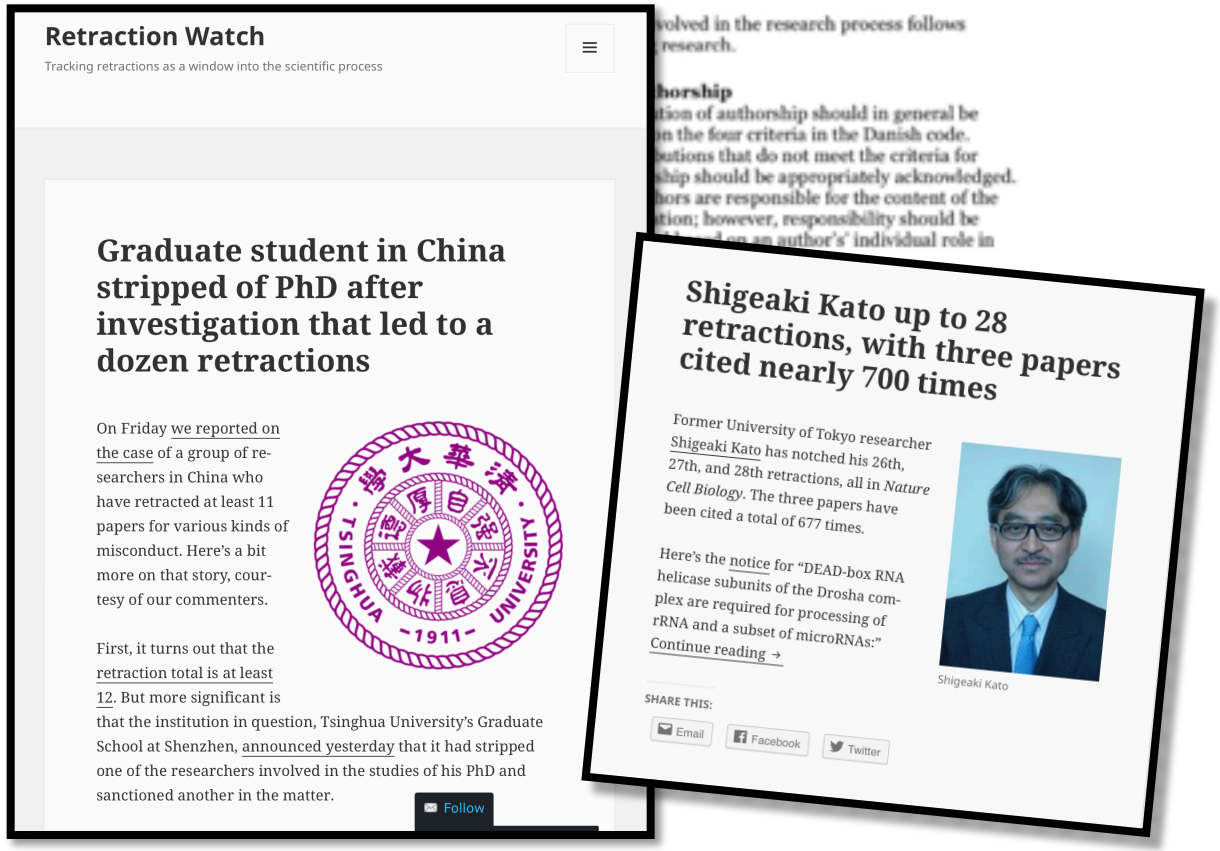

Form

Lectures

1. Elements of Scholarly Publishing and Authorship
2. Understanding and performing Peer Review
3. How to publish as Open Access and in Social Media

Buzzing topics (approx. 5 – 15 minutes)

•With your "peer" (i.e. the one next to you).

Mandatory homework

• Prepare/adjust your publication strategy and discuss with supervisor
• Register at ORCID and complete publication list: http://orcid.org

⇒ hand in max 3-page essay on publication strategy. Attach your ORCID

Homework

Exercise 1: Mandatory

a. Prepare/adjust your publication strategy and discuss with e.g. your supervisor
b. Register at ORCID and complete publication list by importing from Web of Science and / or Scopus: http://orcid.org

⇒ hand in a maximum 3-page essay on your publication strategy marked by your ORCID number (deadline Oct. 22nd).

Exercise 2: Voluntary

a. Register with a social media and upload / post an illustration, plus link to your paper
b. Follow the "impact" over a few weeks.

7. Elements of a publication strategy

Publishing your work is an essential part of research life, and choosing where to publish is therefore an important consideration. Your choice will be influenced by traditions, decisions and preferences in your scholarly community. (*from* PhD on Track)

Basic considerations before publishing

- should I publish this / or should this be published at all?
- should I publish this now?
- what are my goals in publishing this?
- which type of publication should I choose to reach my goals?
- who are your co-authors and co-workers?
- how do I avoid ending up doing FPP or QCR?

7. Elements of publication strategy

Typical considerations when selecting a journal / series / publisher:

- Subject and topical aims of the journal (if any)
- The journal's main audience? What is your goal?
- Do you yourself read articles from this journal?
- Is it peer-reviewed?
- Perceived journal impact? E.g. Impact Factor …
- How quick is the process of acceptance and publication?
- Journal's technical standards?
- Who are the Editor(s) and the editorial board?
- Past or perceived experience, with e.g. the journals referees?
- Is it an Open Access journal?
- Publication fee?
    - Can you pay – how, and how much – institutional agreements?
- Journal policy regarding author's rights?
    - Can you self-archive? Institutional rules and guidelines?
    - Can you re-use your material (e.g. for teaching or followup work)?
- Is the journal ranked on the Danish BFI Authority List? (what is this?)

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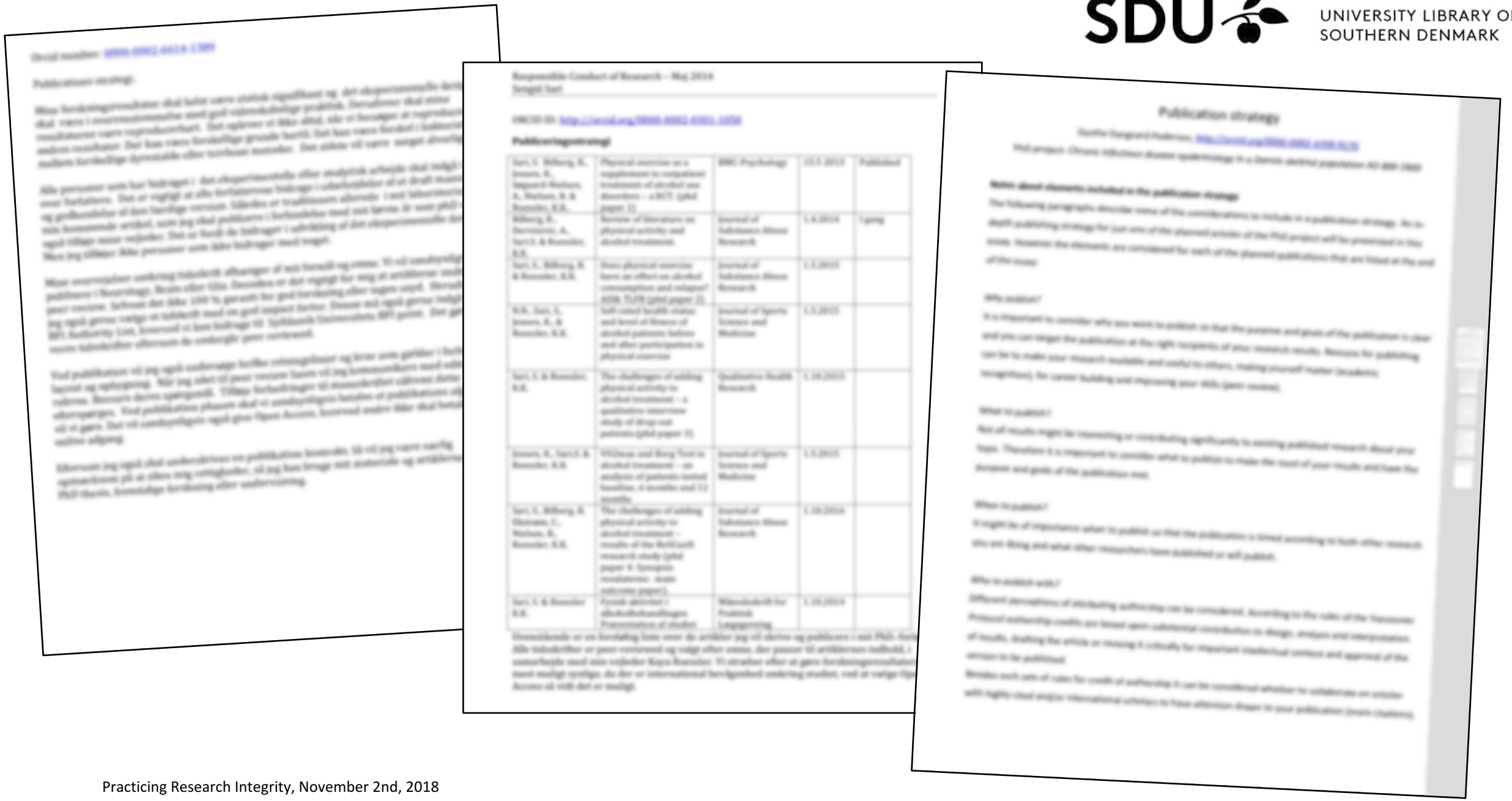


Publikationsstrategi

Responsible Conduct of Research – Maj 2014

Publikationsstrategi

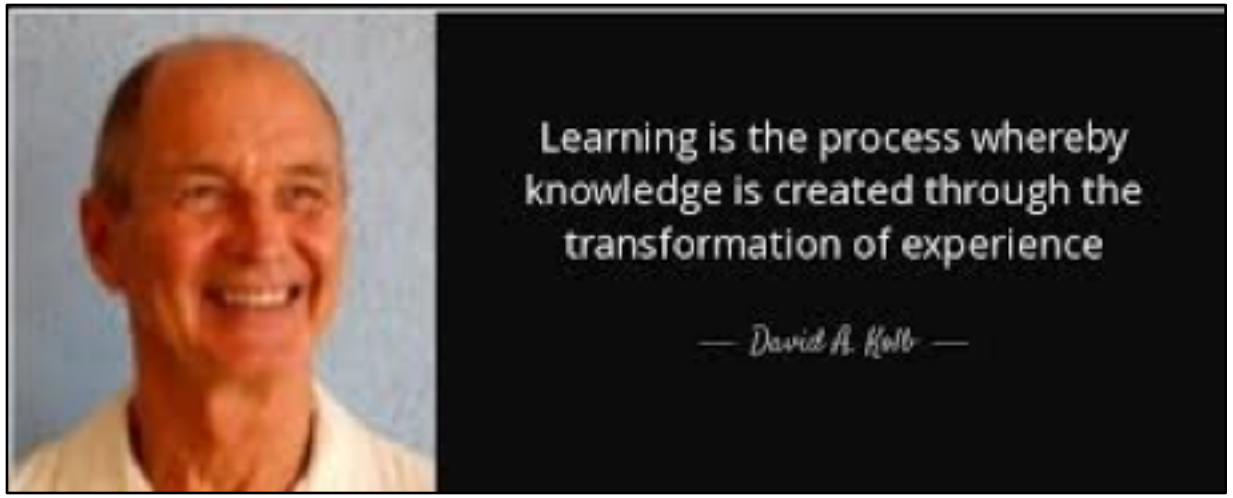
Sarı, S. Ødbeng, K., Jensen, K., Søgaard-Nielsen, A., Nielsen, B. & Rosenlev, K.B.	Physical exercise as a supplement to outpatient treatment of alcohol use disorders – a RCT. (phd paper 1)	BMC Psychology	15.5 2013	Published
Ødbeng, K., Damsmire, A., Sarı S. & Rosenlev, K.B.	Review of literature on physical activity and alcohol treatment.	Journal of Substance Abuse Research	1.4.2014	1 gang
Sarı, S., Ødbeng, K. & Rosenlev, K.B.	Does physical exercise have an effect on alcohol consumption and relapse? ESSB, TLFB (phd paper 2)	Journal of Substance Abuse Research	1.5.2015	
K.K., Sarı, S., Jensen, K., & Rosenlev, K.B.	Self-rated health status and level of fitness of alcohol patients before and after participation in physical exercise	Journal of Sports Science and Medicine	1.5.2015	
Sarı, S. & Rosenlev, K.B.	The challenges of adding physical activity to alcohol treatment – a qualitative interview study of drop-out patients (phd paper 3)	Qualitative Health Research	1.10.2015	
Jensen, K., Sarı,S. & Rosenlev, K.B.	Viljeløse and Borg Test in alcohol treatment – an analysis of patients tested baseline, 6 months and 12 months	Journal of Sports Science and Medicine	1.5.2015	
Sarı, S., Ødbeng, K. Ekstrøm, C., Nielsen, B., Rosenlev, K.B.	The challenges of adding physical activity to alcohol treatment – results of the ReSCueR research study (phd paper 4: Synopsis resultatmin. num outcome paper).	Journal of Substance Abuse Research	1.10.2016	
Sarı, S. & Rosenlev K.B.	Fysisk aktivitet i alkoholbehandlingen Præsentation af studiet	Månedsskrift for Praktisk Lægegerning	1.10.2014	

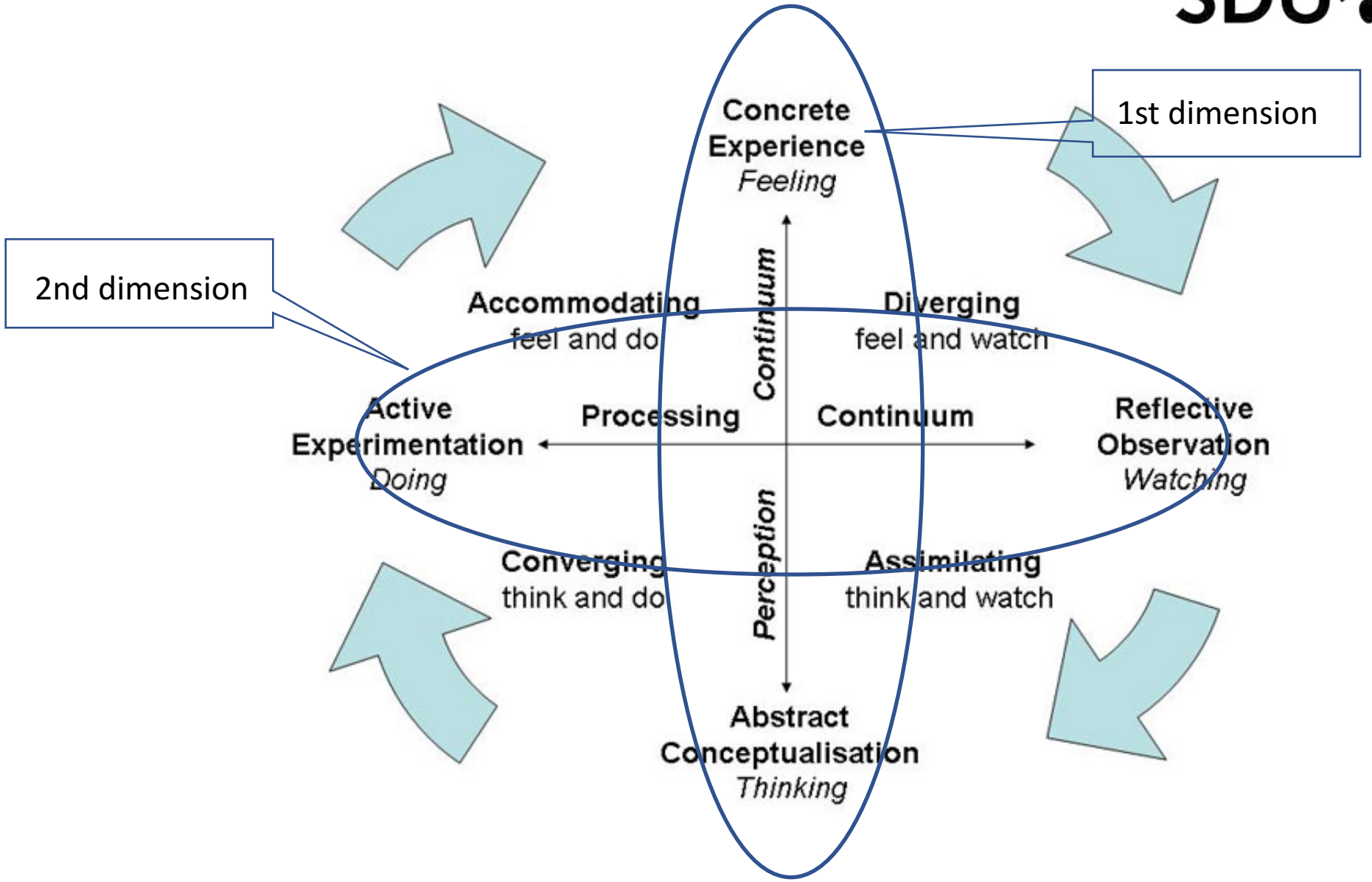
Practicing Research Integrity, November 2nd, 2018

Theoretical Framework

- David Kolbs' theory on experiential learning (ELT) (1984)
- Widely used and accepted theory
- Very practical and hands-on oriented
- Applicable in many different contexts
- Easily operationalized
- Useful for assessing learning processes
- And person-job interaction

Learning should combine experience and reflection




1st dimension
2nd dimension
Concrete Experience
Feeling
Accommodating
feel and do
Diverging
feel and watch
Continuum
Active Experimentation
Doing
Processing Continuum
Reflective Observation
Watching
Perception
Converging
think and do
Assimilating
think and watch
Abstract Conceptualisation
Thinking

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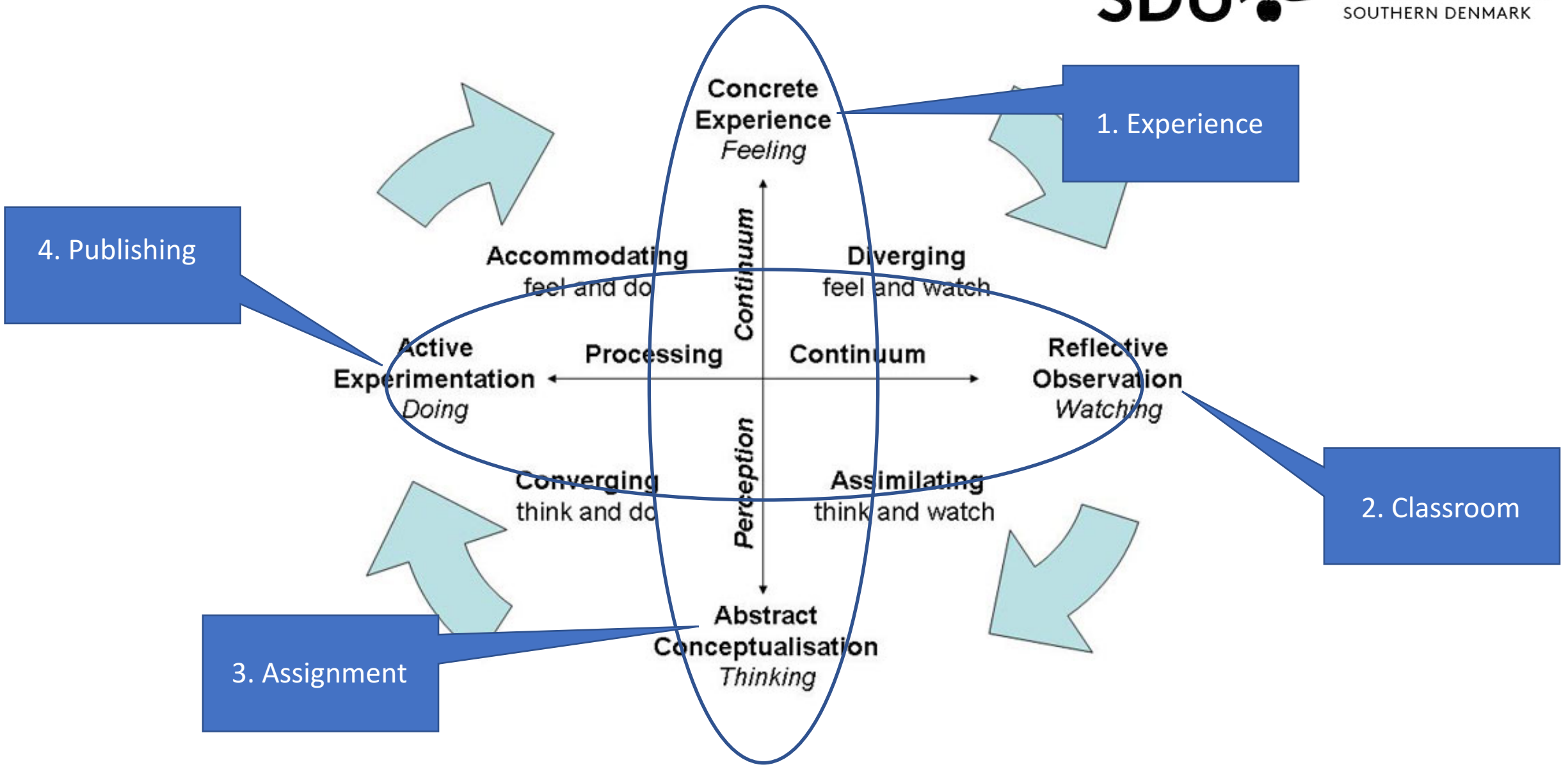

Identifying abandoned strategies

All (51) PhD publication strategies from 2014

- Only strategies containing:

  ORCID, target journal(s), title of article(s), # of articles

  $\Rightarrow$ 25 strategies selected for analysis

- Author identified in PURE:

  No publications $\equiv$ abandonned strategy

  Publications not related to strategy $\equiv$ abandoned strategy

  $\Rightarrow$ Biases introduced: $\exists$ ORCID, registration in PURE (all)

Matching strategies and practice

Identifying matches between between strategy and publications

- Students publications looked up in PURE/WoS:

  Suggested authors, Title words, Target journal, Subject

  Consider only peer reviewed articles
  (for simplicity, good approximation in medicine)

In depth qualitative text analysis (to be completed)

- To what degree to the strategy was followed?
- Are there areas where students follow more closely their initial stategy than others?

Preliminary results

- Out of 25 strategies, 3 were abandoned because of a clear change of career path or plain poor quality (the student not having taken the task seriously)
- 22 strategies reflected a more or less precise implementation
- One PhD student followed the strategy completely (100 percent compliance)
- Most strategies deviate wrt. target journal and / or original title.

Conclusions this far ..

- The vast majority of strategies are traceable in students' subsequent publication practices
- Most deviations are in terms of target journal and titles
- Indicates to us that the reflections of the students in practise (the abstract conceptualisation) following the RCR course is useful
- *Future work*:
  - In depth qualitative text analysis and extended sample of strategies to later years and other PhD Schools / topics
  - Consider non-peer reviewed output, public outreach, DMP's, peer review practices, Citizen Science practices etc.

Early Stage Publication Strategies

”Plans are worthless, but planning is everything” (D.D. Eisenhower, November 14, 1957)

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