

The G³ of Writing and Publishing Tips: Gentle Guidelines, Great Stories, and Gigantic Scholarly Gains

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1

Jump-Starting Scholarly Success: Some Suggestions, Simplifications and Celebrations



2

Introductions from Meina and Curt G3 of Writing and Publishing Tips (2:16)

<https://www.youtube.com/watch?v=4BGJRd5Aaoo>



3

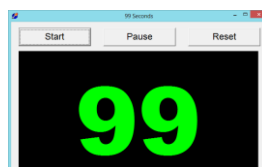
10 Potential Sections of this Workshop

1. Writers Stressors and the Habits of Productive Writers
2. The Publication Process and Considerations
3. An Early Career Perspective on Publishing
4. A Senior Perspective on Revising and Publishing
- Break Time...Break Time...Break Time...**
5. Spaces for Writing
6. Curt's Additional Writing Tips
7. Writing Motivators
8. Choosing Writing Partners and Book Writing
9. Tips on Writing a Dissertation
10. Recap Workshop and Commitments to Future Writing

4

99 Seconds Activity #1A

Intro yourself with one writing challenge in the past and how you overcame it.



5

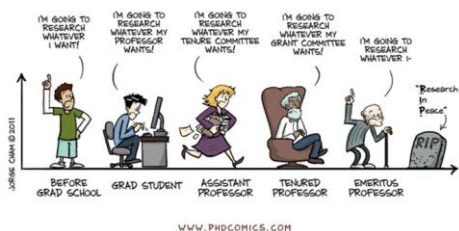
Part #1A. Time Out for Writing Deadlines and Stressors



6

Sidenote: Don't Just Publish for the Sake of Publishing...

THE EVOLUTION OF INTELLECTUAL FREEDOM



WWW.PHDCOMICS.COM

7

March 27, 2019

One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

One Discipline's Soaring Publishing Expectations

It's not just you: sociology publishing expectations have doubled in recent decades, by some measures, and that measure is based on quantity, according to one study.



Figure 1: Number of new assistant professors by year and department.

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One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

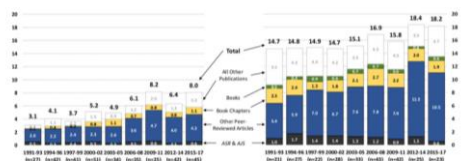


Figure 3: Mean number of publications by type and year. Shown are new assistant professors (left) and newly promoted associate professors (right).

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March 27, 2019

One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

"What does that look like, exactly? In 2017, new assistant professors at the 21 departments included in the study had published 4.8 peer-reviewed articles, on average, on their start date. About 25 years ago, the number was 2.5."

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March 27, 2019

One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

"Newly promoted associated professors in article-centric subfields in the 2010s also published almost twice as many peer-reviewed articles as their counterparts two decades earlier. And even in book-centric subfields, the number of peer-reviewed articles has risen."

11

March 27, 2019

One Discipline's Soaring Publishing Expectations Colleen Flaherty, Inside Higher Ed

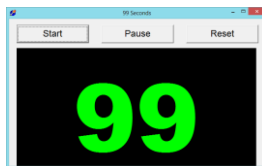
<https://www.insidehighered.com/news/2019/03/27/sociologys-publishing-expectations-have-doubled-recent-decades>

- Echoing the "why" piece of his study, Warren said that his findings have potential "human consequences," in that "it's stressful and may push otherwise qualified people out of the field."
- Expectation creep also has "implications both for the quality of scholarship -- which may go down as demands for quantity increase -- and for the topics that sociologists may choose to study," he said.

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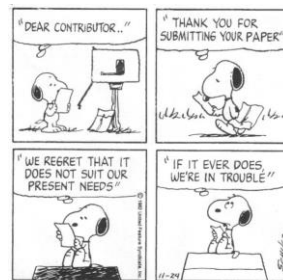
99 Seconds Activity #1B

Where are the pressures to write coming from in your environment?



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Part #1B. Time Out for Some Habits of Productive Writers



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November 17, 2014

The Habits of Highly Productive Writers Rachel Tour, The Chronicle of Higher Education

https://www.chronicle.com/article/the-habits-of-highly-productive-writers/7662-9pm_login_refurbid-9pm_login_in

You have time only if you make it a priority. Productive writers don't allow themselves the indulgence of easy excuses. **When they start to have feelings of self-doubt**—I can't do this, it's too hard, I'll never write another good sentence—they **tell themselves to stop feeling sorry for themselves and just do the work.**

They know there are no shortcuts, magic bullets, special exercises, or incantations.



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November 17, 2014

The Habits of Highly Productive Writers Rachel Tour, The Chronicle of Higher Education

https://www.chronicle.com/article/the-habits-of-highly-productive-writers/7662-9pm_login_refurbid-9pm_login_in

They believe in themselves and their work. Perhaps it's confidence, perhaps it's Quixote-like delusion, but to be a prolific writer you have to believe that what you're doing matters. If you second-guess at every step, you'll soon be going backward. A writer I know likes to say that over the years he has "trained" his family not to expect him to show up for certain things, because they know his work comes first. **You have to be willing to risk seeming narcissistic and arrogant**, even if you don't like to think of yourself that way. The work takes priority.



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June 7, 2018

6 Ways to Beat Writer's Block Rachel Tour, The Chronicle of Higher Education

<https://www.chronicle.com/article/6-ways-to-beat-writers-block/>

1. Work up a sweat. ...
2. Take a quick trip. ...
3. Just keep at it. ...
4. Heed Anne Lamott's clarion call... "write a shitty draft first."
5. Try the "compost" method... a pile of crap can lead to something worth cultivating
6. Remind yourself that even the best writers get stuck.



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December 11, 2020

How to Find a Writing Routine that Works Manya Whitaker, The Chronicle of Higher Education

<https://www.chronicle.com/article/how-to-find-a-writing-routine-that-works>

1. Always work on at least 2 projects.
2. Review potential publishers and options.
3. Set a reasonable writing timeline.
4. Make a writing schedule and plan.
5. Have a project-based writing schedule.
6. Expand notion of when "writing."
7. Set time writing goals, not word goals.
8. Write what motivates you that day.
9. Establish flexible schedules.
10. Read more and edit as you go.



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February 15, 2019**The Hardest Part of Writing Is Restarting**

Rebecca Schuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/The-Hardest-Part-of-Writing-Is/2457207cid=cp242>A New Series on Scholarly Productivity:
'Are You Writing?'The Hardest Part of Writing Is
Restarting

By Rebecca Schuman | MARCH 15, 2019

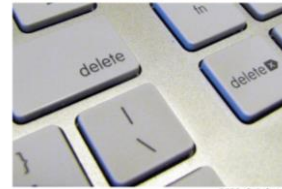
19

March 31, 2019**Step Away From the Delete Button**

Rebecca Schuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/Step-Away-From-the-Delete/2460137cid=cp242>

Step Away From the Delete Button



By Rebecca Schuman | MARCH 31, 2019

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March 31, 2019**Step Away From the Delete Button**

Rebecca Schuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/Step-Away-From-the-Delete/2460137cid=cp242>

1. Ideas will be no good on first pass.
2. There are no shortcuts...even a small subsection of a manuscript takes time.
3. You will need multiple versions of almost all your sentences to lead to polished prose.
4. It takes intellectual and artistic stamina to come up with ideas are good enough for academic journals.
5. Don't let messy, gibberish words taunt and haunt you.

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March 31, 2019**Step Away From the Delete Button**

Rebecca Schuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/Step-Away-From-the-Delete/2460137cid=cp242>

6. Write for 25 minutes 1-3 times a day for a week with deleting a single word.
7. Bracket some messages to yourself of sections that will need attention later (to calm your inner delete button).
8. Uncertain and unliked text make a difference color.
9. After you break the habit of deleting, you can delete judiciously.
10. Trust your research and your ideas. Avoid setting standards at ridiculously high levels.

22

December 10, 2019**Rewarding Your Writing**

Leslie Leonard, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/rewarding-your-writing>

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December 10, 2019**Rewarding Your Writing**

Leslie Leonard, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/rewarding-your-writing>

1. Track your writing. Have realistic expectations of output.
2. Find ways to mark days you have met your writing goals (e.g., stickers).
3. Writing should be enjoyable, a reward in and of itself.
4. Rewards are many: sleeping in, a fancy cup of coffee, new clothes, movie tickets, spa day, etc.
5. Have drawings for random rewards for meeting goals.

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December 10, 2019 Rewarding Your Writing

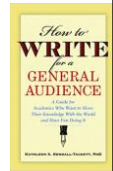
Leslie Leonard, Inside Higher Ed
<https://www.insidehighered.com/blogs/gradhacker/rewarding-your-writing>

6. Let your rough drafts be rough.
7. Just write. List your goals. Get something down.
8. Use goofy fonts, nonsense words, rhymes, etc. (count these towards your writing goals and reward them). Allow any writing to count toward your goals.
9. Make the experience enjoyable with treats or fancy clothes, etc.
10. Find brief moments to write (e.g., waiting for a bus or a plane).

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January 19, 2021 Writing for Diverse Audience: Prewriting

1. Ask questions about audience
2. Ask more questions about audience
3. Restate what you interpreted as the audience
4. Read, read, and read some more
5. Scan sample publications
6. Look to the popular press and news



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January 19, 2021 Writing for Diverse Audience: Writing Drafts

1. Ask at least two others to read and comment.
2. Read what you wrote out loud.
3. Print it and look at it (digital versions can be misleading).
4. Simplify wording.
5. Revise and revise and revise some more.
6. Use a thesaurus.



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January 19, 2021 Writing for Diverse Audience

1. Be careful on forms of humor and types of jokes.
2. Avoid political, religious, economic, etc. commentary.
3. Be careful with metaphors, idioms, and proverbs (e.g., make hay when the sunshines) and domain specific lingo (e.g., "he has a sweet stroke" in baseball).



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May 2, 2017 A GradHacker Writing Round-Up GradHacker, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/gradhacker-writing-round>

A GradHacker Writing Round-Up

Resources to help you conquer five common writing roadblocks.

By GradHacker 2 May 2, 2017



1. Overcome writer's block with helpful strategies and advice.
 - How to overcome writer's block
 - How to overcome writer's block
 - How to overcome writer's block
 - How to overcome writer's block
2. Organize your thoughts with a solid plan.
 - How to organize your thoughts
 - How to organize your thoughts
 - How to organize your thoughts
 - How to organize your thoughts
3. Engage your audience with a strong opening.
 - How to engage your audience
 - How to engage your audience
 - How to engage your audience
 - How to engage your audience
4. Organize your thoughts with a solid plan.
 - How to organize your thoughts
 - How to organize your thoughts
 - How to organize your thoughts
 - How to organize your thoughts
5. Write your conclusion with a strong closing.
 - How to write your conclusion
 - How to write your conclusion
 - How to write your conclusion
 - How to write your conclusion

29

Put Forward your Best Work

1. Collaborative research projects
2. Literature reviews
3. Reflections/ conceptual pieces
4. Grant projects
5. Class projects



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Finding a Journal that Fits

What to look for?

1. Who will be your target readers?
2. Who are the authors and journals you cite the most related with your research program?
3. Is there a match between your work and the journal aims and scope?
4. What is the journal turnaround time?
5. What is the journal acceptance rate?
6. Do you know the editor(s)?



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Where to start?

Peer-Reviewed Journals

1. **Top-tier journals:** are SSCI-indexed
2. **Second-tier journals:** have an established history in the field
3. **Third-tier journals:** often are newer to the field



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Where to start?

Practitioner Journals

1. Target practitioners
2. Deal with problems and issues tied directly to practice
3. Receive wider circulations and visibility
4. Refereed or nonrefereed articles



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TOP-TIER JOURNALS



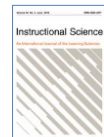
British Journal of Educational Technology



Educational Technology Research and Development



The Internet and Higher Education



Instructional Science

34

SECOND-TIER JOURNALS



Journal of Educational Computing Research



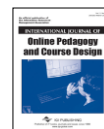
TechTrends



The American Journal of Distance Education

35

THIRD-TIER JOURNALS (often new journals)



International Journal of Online Pedagogy and Course Design



Contemporary Issues in Technology and Teacher Education



Interactive Technology and Smart Education

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Resource and Idea Suggestions

- **Subscribe to news feeds (not too many)**
- **Save links and images to interesting articles**
- **Review saved documents for themes monthly**
- **Share those links in Facebook, Twitter, etc., for peer reactions**
- **Write to people interviewed in articles**

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Academic Information/ Resources (Cont'd)

(Feng-Ru Sheu, Kent State University, 2018)

- **Journal selection/evaluation**
 - Impact/accreditation (*Predatory Journals)
 - Citation index (Web of Science, Google Scholar, etc.)
 - Impact factor
 - Ranking
 - Open Access vs. non-Open Access
 - [Directory of Open Access Journals](#)
 - [Open Access Scholarly Publishers Association](#)

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Resource and Idea Suggestions

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39

Predatory (fake) Journals/ Publishers

(Feng-Ru Sheu, Kent State University, 2018)

Be Aware of Predatory Journals/Publishers!

- The publishing venue prey on academicians for making money without following scholarly publishing standards, commonly seen in the Open Access world.
- Also called "Pseudo-journals," "fake journals," and "sham journals."

(Beager, 2017; Clark & Smith, 2017)

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Predatory Journals/ Publishers

(Feng-Ru Sheu, Kent State University, 2018)

Be Aware of Predatory Journals/Publishers!

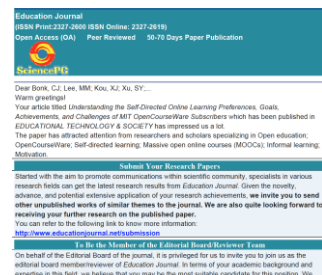
- **Characteristics**
 - The journal asks for a *submission* fee
 - Promises of fast peer review and fast publication
 - Spam emails to attract potential authors
 - Small size of editorial board or not indicated clearly
 - Newness and the quantity: a very new journal that consists of a high quantity of articles in one issue
 - Inconsistencies in the scope and the content or journal title and contact address

(Beager, 2017; Prater, 2018)

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Predatory Journals/ Publishers

Examples of spam emails to attract potential authors



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Selecting a Journal

(Feng-Ru Sheu, Kent State University, 2018)

Be Aware Predatory Journals!

- Criteria to check the journal
 - Do you or your colleagues know the journal?
 - Can you easily identify and contact the publisher?
 - Is the journal clear about the type of peer review it uses?
 - Are articles indexed in services that you use?
 - Is it clear what fees will be charged?
 - Do you recognize the editorial board?
 - Is the Publisher a member of a recognized industry initiative?



Access the checklist in detail at <http://thinkchecksubmit.org/check/>

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Selecting a Journal

(Feng-Ru Sheu, Kent State University, 2018)

Two resources to identify the journals and publishers

1. The Directory of Open Access Journals (DOAJ): <https://doaj.org/>
 - Identify legitimate and high quality open access, peer-reviewed journals
2. Beall's List of Predatory Journals and Publishers: <https://beallslist.weebly.com/>
 - Identify predatory journals/publishers

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Generate Starter Text...

- Author a blog
- Use social media
- Submit a conference proposal
- Write editorials
- Write book and software reviews



45

Take the Plunge...Part 1

- Look for opportunities to create publishable manuscripts from your dissertation
- Contribute with a chapter
- Conduct an interview
- Write a practical article, newsletter, or book review



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Take the Plunge...Part 2

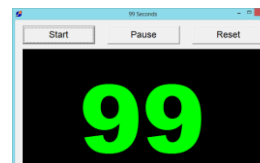
- Write a major grant proposal
- Lead a special journal issue
- Edit a book
- Sole author a book
- Get your name out there!



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99 Seconds Activity #3

Commit to 1 to 2 things...than take the plunge and share them with your next chair neighbor.



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Part #3. Time Out for Early Career Writing Advice



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Insights and Advice on Getting Published from a New Faculty's Perspective

Writing Tips and Insights

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Writing Difficulties and Challenges of a Early Career Scholar

1. Time
2. Writing habits
3. Resources
4. Local/Global Support
5. Starter text
6. Reputation
7. Connections
8. Journal awareness
9. Energy/Stamina
10. Service/Teaching duties



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Meina Zhu: An Early Career Perspective



1. Goals
2. Strategic Plans
3. Reflection
4. Collaborators
5. Professional Development
6. Research focus

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1. Writing Goals



53

2. Strategic Plans



54

3. Reflection on Writing



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Ten Journal Published In (from easiest to most difficult experience)

1. Open Praxis
2. Contemporary Educational Technology
3. TechTrends
4. Turkish Online Journal of Distance Education
5. Online Learning
6. Distance Education
7. Educational Technology Research and Development
8. Education and Information Technologies
9. Journal of Computing in Higher Education
10. British Journal of Educational Technology

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4. Writing Collaborators



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Writing Collaboration Advice

- Build and maintain relationship
- Respect diverse culture background and perspectives
- Provide clear guidelines and instructions to book authors at the beginning
- Respect different book chapter authors agenda

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October 3, 2019

Crucial Co-Writing Considerations
Jordan McNeill, Inside Higher Ed
<https://www.insidehighered.com/digital-learning/article/2019/10/03/crucial-co-writing-considerations>

1. Clarify authorship order ahead of time.
2. Have an honest conversation about the strengths of each team member—draft, revise, proofread, and format your manuscript.
3. Be clear on division of labor.
4. Nonwriting tasks are important too—taking notes, submission guidelines, and keep track of deadlines.
5. Set up digital collaboration norms and platforms—archiving, tracking, commenting, etc.
6. Respond to feedback professionally.
7. Build in time for feedback and revision.
8. Singular voice throughout paper—assign one member of team to read for writing style and flow.

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Meina Research Collaboration-Why?

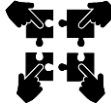
1. Improve quality of research.
2. Extend research relationships and networks.
3. Foster interdisciplinary and transdisciplinary research.
4. Share expertise and knowledge transfer.
5. Enhance scientific and publishing productivity.
6. Accelerate dissemination of findings for community benefit.



60

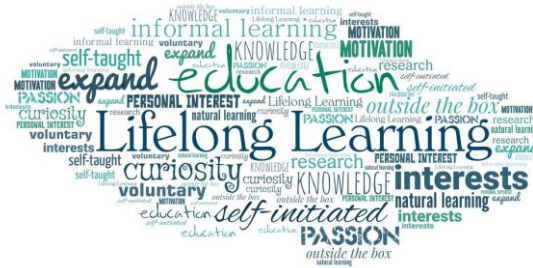
Meina... Research Collaboration-How?

1. Identify the skills that you can offer
2. Identify how the collaboration will meet your needs
3. Find collaborators
4. Introduce yourself
5. Set expectations at the beginning of the collaboration
6. Leverage tools for collaborations
7. Keep communicating
8. Do not be discouraged



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5. Professional Development



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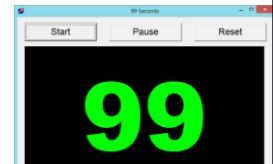
6. Research Directions



63

99 Seconds Activity #4

What early career writing tips do you agree with?
What else would you add?



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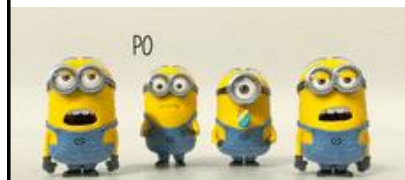
Part #4. Time Out for Senior Revising and Publishing Advice



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June 23, 2022

All writing and revision involves
both Surface Level and Depth of
Thought



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March 24, 2019 Tackling Revisions Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/tackling-revisions>

Tackling Revisions

Revision strategies for your next big writing project.

By Alexandra Gold // March 24, 2019

Alexandra (A.J.) Gold recently completed her Ph.D. in English at Boston University. She currently teaches as a Professor in the Harvard College Writing Program. Follow her on Twitter [@ajgold101](#) or check out her website.



67

Mark the Level of Difficulty A New Series on Scholarly Productivity: 'Are You Writing?' (Oct, 4, 2018)

Rebecca Shuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/A-New-Series-on-Scholarly-Productivity/244689>

1. Read as peer reviewer; mark up everything.
2. Catalog problems on a 1 to 3 difficulty scale (Level 1 takes less than 30 minutes, Level 2 takes 2 hours or less; Level 3 takes more time).
3. Fix the easy ones and gain momentum for the harder ones!
4. Take breaks as needed.

A New Series on Scholarly Productivity:
'Are You Writing?'



Rebecca Shuman, Chronicle of Higher Education

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February 12, 2019 From Dreaded to Amazing Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

From Dreaded to Amazing

Cathy Davidson describes how to transform your "revise and resubmit" comments from one to the other.

By Cathy N. Davidson // February 12, 2019

Perhaps the biggest turning point in my career as a researcher and writer came the day that it dawned on me that receiving a "revise and resubmit" reader's report -- or any kind of professional feedback -- was a gift, not a curse and a condemnation. The first few times it felt like, no matter what I did, some "authority figure" was going to tell me how wrong or bad or stupid I was. Sound familiar?



69

February 12, 2019 From Dreaded to Amazing Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

"Perhaps the biggest turning point in my career as a researcher and writer came the day that it dawned on me that receiving a **"revise and resubmit"** reader's report -- or any kind of professional feedback -- **was a gift**, not a curse and a condemnation. The first few times it felt like, no matter what I did, some "authority figure" was going to tell me how wrong or bad or stupid I was. Sound familiar?"

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<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Then I showed one of my early R and R's to a senior colleague. (This in itself was a big step.) "Can you believe this sexist response?" I began to fume. Fortunately, my wonderful senior colleague, Linda Wagner-Martin -- then at Michigan State University, and the single most prolific scholar I've known in my entire career -- stayed calm, heard me out and asked to read the reader's report. And then she said something like, "Oh, how lucky! Someone was willing to take time out of their own obligations to make sure your work would be publishable -- and is pushing you to be as good as you can be."

71

February 12, 2019 From Dreaded to Amazing Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

The point is that, whatever method you use, you should take control of the revision process. For me, the mental shift from "dreaded" to "amazing" comes when I take over the reports and translate them from "their critique of me" to "my action plan for me."

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February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- Print out reader/reviewer reports.
- Make 4 categories.
- Make each category its own sheet of paper.
- Keep clean copy of the manuscript.
- Make online copy; use different fonts and colors or type size or margins.

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February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- Make revisions by hand and online.
- Keep a physical copy of the revisions.
- No. 1 Praise. I list any complimentary comments according to Reader A, Reader B or both. I put in page numbers if they are available.
- Don't touch anything the readers love (i.e., don't revise the good stuff).

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February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- No. 2. Fix typos, factual errors, run-on sentences, clarity points, etc. List them according to Reader A, Reader B, etc.
- Do small, easy fixable things and check off on sheet No. 2. This is a great psychological warmup.

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February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- No. 3. Attack the large, conceptual, and structural revisions. Make the revision and then show a friend the before and after and get his or her feedback. Get feedback when feel stuck.

76

February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- No. 4. Paranoid readings of readers' reports. This is what I *think* is actually happening in reader's reports but that they aren't saying. Vocalized, paranoid readings usually go something like: "I'm sure I know who Reader A was. He's a misogynist and hates feminist work."

77

February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

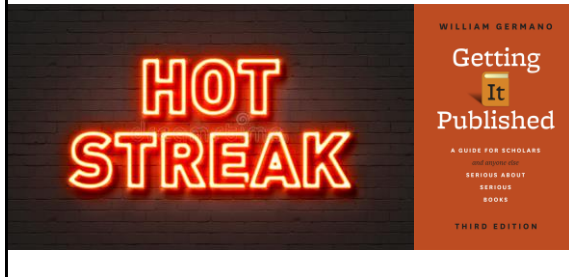
<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- Paranoid readings overemphasize critique and undervalue the readers' support. In my experience, paranoid reading is typically wrong.
- Action: The only thing to do with any such paranoid feeling is to label it: "This is my suspicion, my paranoia. This is not actually in the reports. I'm going to just leave it there and not change a thing in the essay to feed this paranoia. It's like trolls: *Don't Feed the Paranoia.*"

78

Sometimes There's a Hot Streak:



79

Curt Bonk and Meina Zhu: Reflections on the Hot Streak 10 General Factors

1. Persistence and grit.
2. Sense of now. Focus on the moment.
3. Do things one at a time.
4. Assemble best team for you. There are many smart and kind people out there to partner with.
5. Everyone has clear role.
6. Create comfort with the people and your writing space.
7. Intense and relaxed planning.
8. Explore possible journals and commit.
9. Set bold and audacious goals.
10. Revel in good luck. Do not sulk if bad luck.

80

Curt Bonk and Meina Zhu: Reflections on the Hot Streak 10 Specific Factors

1. Plan your schedule—long view of 3-5 years!
2. Calendar view—6 monthly calendars!
3. Planner view—look at weeks, months, and years.
4. Notes in pocket view.
5. Timeline views.
6. Do move a month ahead without reflecting back.
7. Constantly track progress.
8. Discuss progress with others.
9. Be willing to say "yes." Be very willing to say "no."
10. Recheck list. Recheck goals.

81

Curt Bonk: Hot streaks are loaded with "sometimes"

power thesaurus

Synonyms for Sometimes

from time to time occasionally now and then
at times every so often

82

1. Sometimes It Takes a While to Publish...

ADDRESSING LEARNER CULTURAL DIVERSITY IN MOOC DESIGN AND DELIVERY: STRATEGIES AND PRACTICES OF EXPERTS

Dr. Meina ZHU
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Learning Design and Technology, Wayne State University,
Detroit, USA

Hajia SADIQ
ORCID: 0000-0002-2180-0136
Instructional Systems Technology Department, Indiana University,
Bloomington, USA

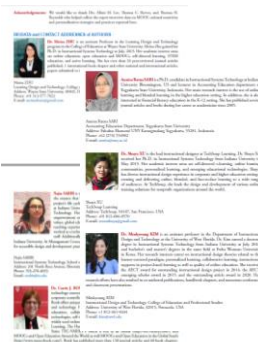
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Pensacola, USA

Received: 07/08/2020 Accepted: 05/11/2020



83

2. Sometimes it is Quicker than Expected..

*Self-directed learning in MOOCs: exploring
the relationships among motivation, self-
monitoring, and self-management*

Meina Zhu, Curtis J. Bonk & Min Young Doo

**Educational Technology Research
and Development**
A bi-monthly publication of
the Association for Educational
Communications & Technology
ISSN 1042-1629
Education Tech Research Dev
DOI: 10.1087/et.1.429.000-00017.9

ONLINE
FIRST

84

3. Sometimes it's both (fast and slow)...

Exploring instructors' perspectives, practices, and perceived support needs and barriers related to the gamification of MOOCs

Yunjo An, Meina Zhu, Curtis J. Bonk & Lin Lin

Journal of Computing in Higher Education
Research & Integration of Instructional Technology
ISSN 1942-1726
J Comput High Educ
DOI 10.1007/s12528-020-09236-w



85

4. Sometimes you have to try SSCI...



Distance Education

ISSN 0158-7919 (Print) 1475-0158 (Online) Journal homepage: <https://www.tandfonline.com/loi/taed20>

Exploring presence in online learning through three forms of computer-mediated discourse analysis

Meina Zhu, Susan C. Herring & Curtis J. Bonk

To cite this article: Meina Zhu, Susan C. Herring & Curtis J. Bonk (2019): Exploring presence in online learning through three forms of computer-mediated discourse analysis, Distance Education, DOI: 10.1080/01587919.2019.1600365
To link to this article: <https://doi.org/10.1080/01587919.2019.1600365>

Published online: 01 May 2019.



Exploring presence in online learning through three forms of computer-mediated discourse analysis
Meina Zhu, Susan C. Herring & Curtis J. Bonk
Distance Education, ISSN 0158-7919, Volume 40, No. 1, February 2019, pp. 1-15
DOI: 10.1080/01587919.2019.1600365
https://doi.org/10.1080/01587919.2019.1600365

86

5. Sometimes you go for the best exposure...



International Review of Research in Open and Distributed Learning
Volume 19, Number 4
September - 2018

Pushing Toward a More Personalized MOOC: Exploring Instructor Selected Activities, Resources, and Technologies for MOOC Design and Implementation



Curtis J. Bonk, Meina Zhu, Yunjo An, Susan C. Herring, and Curtis J. Bonk

Abstract

This study explores the activities, tools, and resources that instructors of massive open online courses (MOOCs) use to improve the personalization of their MOOCs. Following a case study approach with 10 MOOC and open education leaders regarding MOOC personalization, a questionnaire was developed. This questionnaire was then completed by 100 MOOC instructors from around the world. While more than 50% of respondents claimed heavy involvement in designing their MOOCs, only one third played extensive roles in setting course content, creating learning design, and using learner engagement tools. Respondents used personalization during course delivery, as well as instructional practices, technology tools, and content resources were developed by instructors to personalize MOOC-based learning experiences. Along with previous research, the data revealed and help explain the role of MOOCs in open education. Future research, video lectures, supplemental readings, and practice guides to address self-reflecting and peer-based methods of learner feedback were also examined. The authors conclude that MOOCs are becoming more personalized and that the use of flexible design, personalization, and open education are key to the success of MOOCs. A majority of the respondents reported modest or high interest in using new technologies to personalize their own MOOC offering.

Keywords: massive open online courses (MOOCs), personalization, instructional design, MOOC instructors

87

6. Sometimes they prefer quantitative data...



British Journal of Educational Technology
DOI: 10.1111/bjet.12042

The effects of openness, altruism and instructional self-efficacy on work engagement of MOOC instructors

Meina Zhu, Susan C. Herring & Curtis J. Bonk

This study explores the activities, tools, and resources that instructors of massive open online courses (MOOCs) use to improve the personalization of their MOOCs. Following a case study approach with 10 MOOC and open education leaders regarding MOOC personalization, a questionnaire was developed. This questionnaire was then completed by 100 MOOC instructors from around the world. While more than 50% of respondents claimed heavy involvement in designing their MOOCs, only one third played extensive roles in setting course content, creating learning design, and using learner engagement tools. Respondents used personalization during course delivery, as well as instructional practices, technology tools, and content resources were developed by instructors to personalize MOOC-based learning experiences. Along with previous research, the data revealed and help explain the role of MOOCs in open education. Future research, video lectures, supplemental readings, and practice guides to address self-reflecting and peer-based methods of learner feedback were also examined. The authors conclude that MOOCs are becoming more personalized and that the use of flexible design, personalization, and open education are key to the success of MOOCs. A majority of the respondents reported modest or high interest in using new technologies to personalize their own MOOC offering.

Abstract

MOOC instructors' openness and altruism are two important factors that influence their work engagement and ultimately the success of MOOCs. In this study, the authors investigated the effects of openness, altruism and instructional self-efficacy on MOOC instructors' work engagement. A total of 204 MOOC instructors participated in an online survey and their responses were analyzed. The results showed that openness and altruism significantly influenced MOOC instructors' instructional self-efficacy and work engagement. Openness did not directly influence work engagement of MOOC instructors. However, it indirectly affected work engagement through instructional self-efficacy. Instructional self-efficacy also directly influenced work engagement and fully mediated the relationship between altruism and work engagement. The variables measured in this study, openness, altruism and instructional self-efficacy were found to significantly influence work engagement of MOOC instructors. As the number of MOOCs and MOOC instructors grows, the importance of MOOC instructors and their work engagement will be crucial for the success of these courses. Thus, additional research is needed on the ways to enhance MOOC instructors' work engagement.

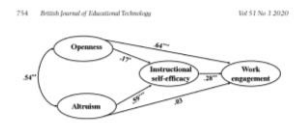


Figure 2: The results of hypothesis testing. Note: *p < .05, **p < .01, ***p < .001.

Table 7: Direct and indirect effects of work variables in the research model

Path	Total effect	Direct effect	Indirect effect
H1: Openness → Instructional self-efficacy	0.144**	0.144**	0.000
H2: Altruism → Instructional self-efficacy	0.143**	0.143**	0.000
H3: Openness → Work engagement	0.144**	0.144**	0.000
H4: Altruism → Work engagement	0.144**	0.144**	0.000
H5: Instructional self-efficacy → Work engagement	0.272**	0.272**	0.000

p < .01, *p < .001.

88

7. Sometimes they prefer qualitative data...



The Qualitative Report

Volume 25 | Number 8

Article 3

8-3-2020

Understanding the Diverse Field of "Educational Technology" as Revealed in Twitter Job Postings: Encoding / Decoding Approach

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Zulfikar Ozdogan
Indiana University Bloomington, zulfikar@iu.edu

Curtis J. Bonk
Indiana University, cbonk@indiana.edu

89

8. Sometimes you need to be patient...



MOOC instructor designs and challenges: what can be learned from existing MOOCs in Indonesia and Malaysia?

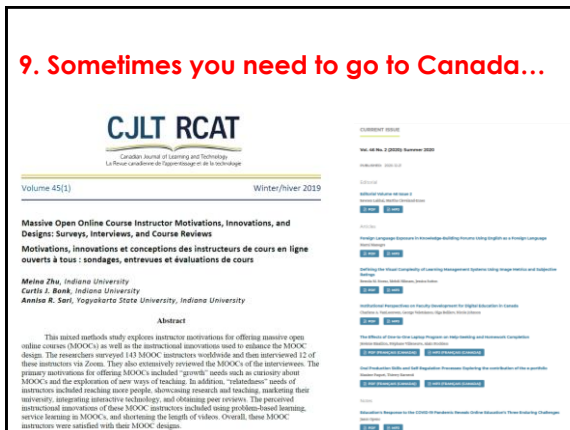
Annisa R. Sari, Curtis J. Bonk & Meina Zhu

Asia Pacific Education Review
ISSN 1556-1037
Asia Pacific Educ. Rev.
DOI 10.1007/s12564-019-09618-9



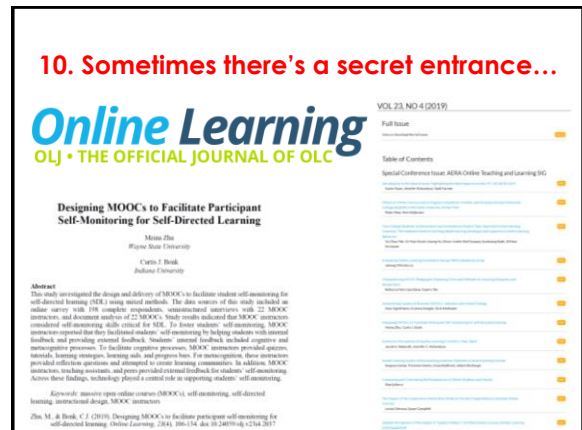
90

9. Sometimes you need to go to Canada...



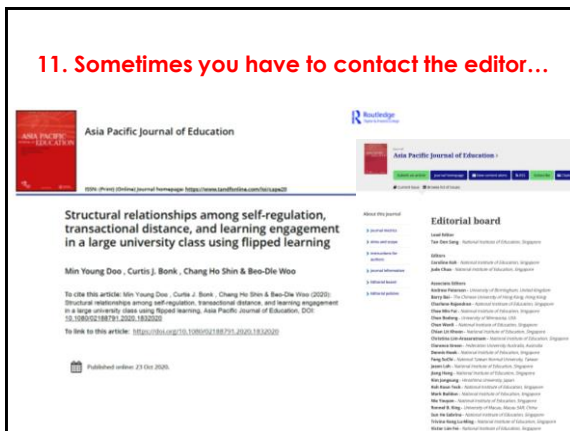
91

10. Sometimes there's a secret entrance...



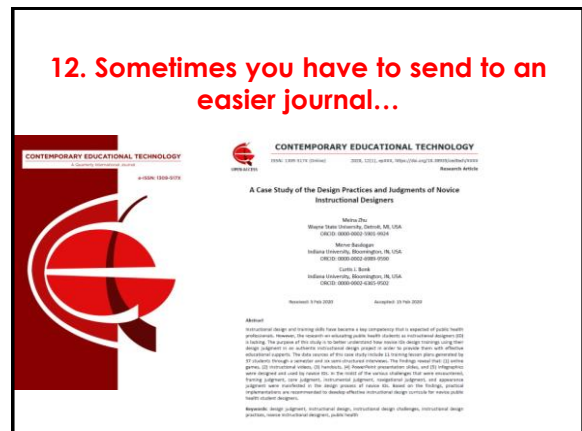
92

11. Sometimes you have to contact the editor...



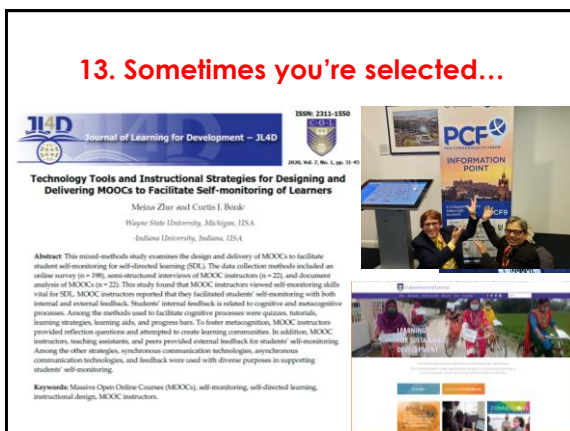
93

12. Sometimes you have to send to an easier journal...



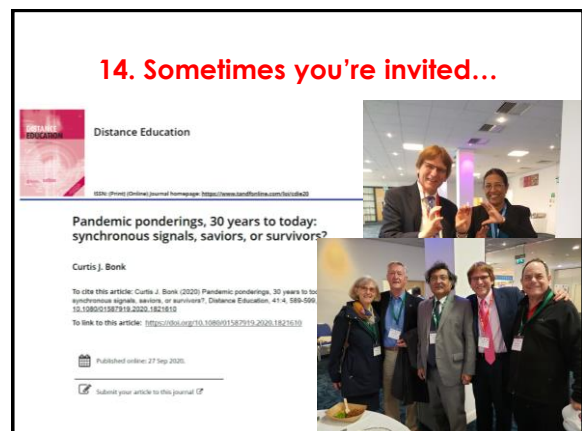
94

13. Sometimes you're selected...



95

14. Sometimes you're invited...



96

15. Sometimes you try TechTrends...



97

16. Sometimes you're part of big a team who you don't know...



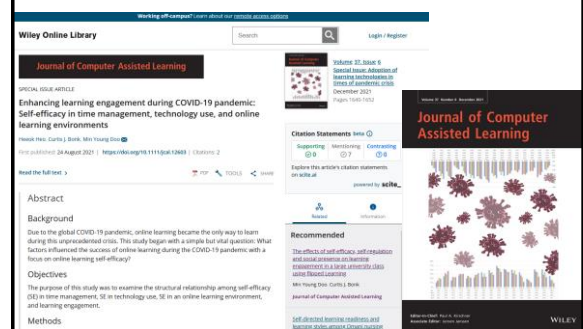
98

17. Sometimes it gets published at the last minute...



99

18. Sometimes your data fits the issue...



100

19. Sometimes you have to make a suggestion...



101

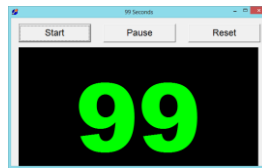
20. Sometimes the paper is expected after an invited talk or keynote...



102

99 Seconds Activity #5

What is your plan for your hot streak. Turn to someone next to you and discuss it.



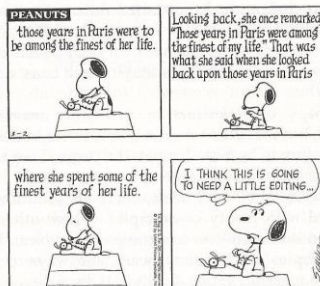
103

Break Time



104

Part #5. Time Out for Some Writing Space Advice



105

Writing Space #1: Meina Zhu, Wayne State University



My room is my writing space when it is dark outside.



106

Writing Space #2: Meina Zhu

My office is my favorite place for writing during day time: perfect temperature, big screen, and great view.



107

Writing Tools: Meina Zhu

My collaborative tools are:

- (1) Google Drive
- (2) One Drive
- (3) Mendeley



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Plans and Goals: Meina Zhu

- Five year plans
- One year plan
- Two months plan
- Weekly plan
- Daily to do



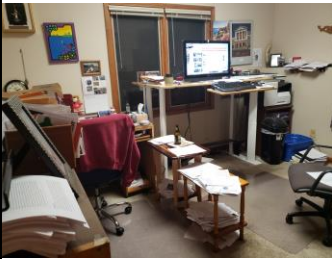
109

Writing Partners and Mentors: Meina Zhu



110

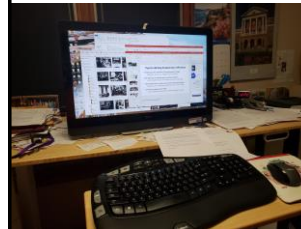
Writing Space: Curt Bonk Before Cleaning



My office. I save interesting articles to later reference in papers and books.

111

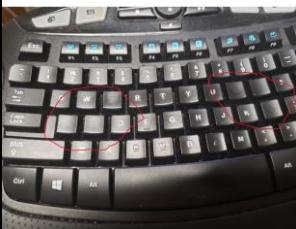
Writing Space Curt Bonk, Indiana University



I having standing desk...power it up and down via hydraulics. And my office looks out into a forest.

112

Writing Space



One of my biggest challenges is my tendency to burn through keyboards!

113

My Writing Space Before Cleaning



Paper...I love paper....and my daughter Nicki.

114

My Writing Space Before Cleaning



Desk #2 is available if needed...and a beer.

115



116

Writing Space: Curt Bonk After Cleaning



117



118

Writing Space Before Cleaning



119

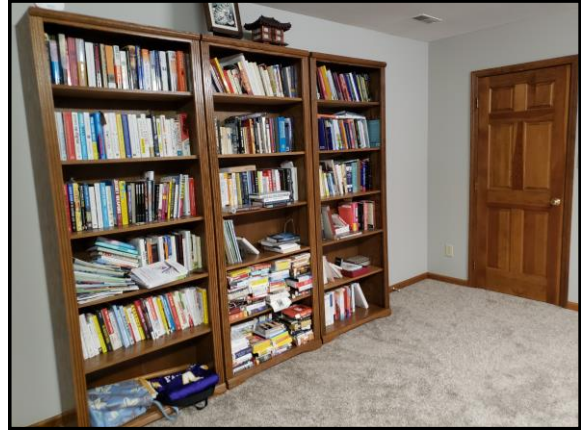
Writing Space: Curt Bonk After Cleaning



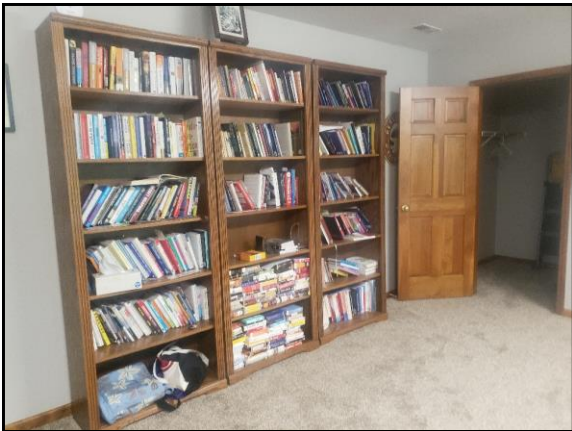
120



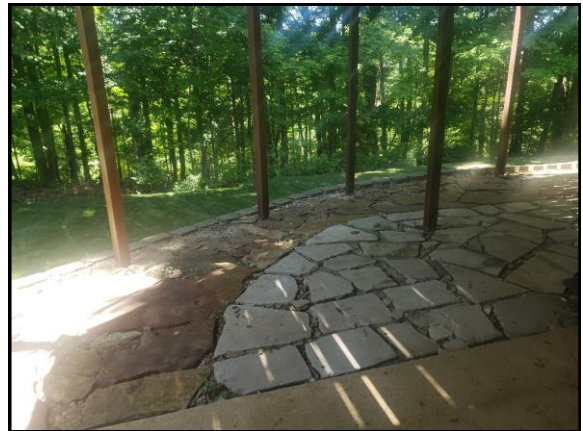
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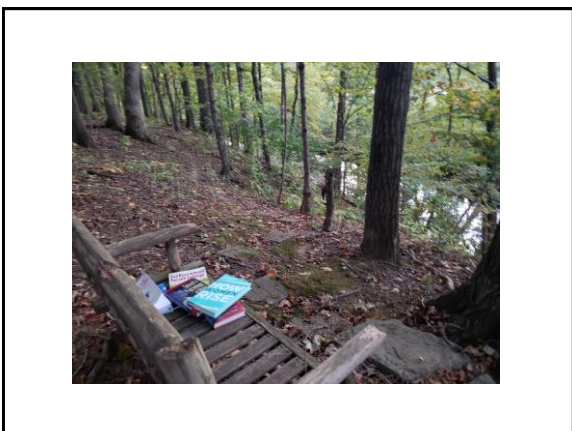
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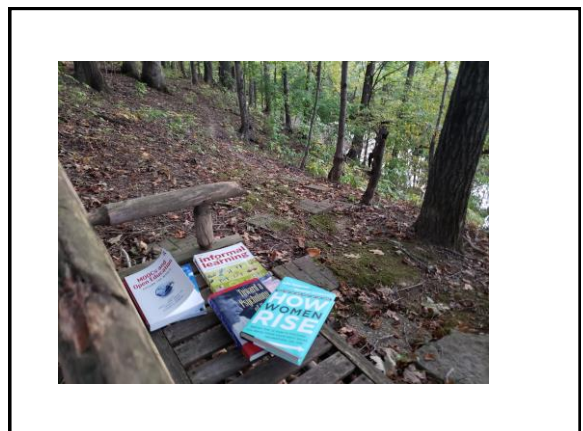
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124



125



126

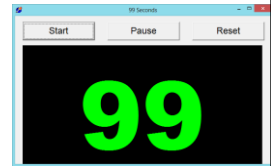
Choose Mentors and Colleagues Wisely



127

99 Seconds Activity #6

Describe your writing space now to someone next to you. And then describe your perfect writing space.



128

Part #6. Time Out for Curt's Additional Writing Advice



129

Plans and Goals: Curt Bonk

How do you schedule your writing? How far in advance do you plan your writing? How do you prioritize your writing? How do you visualize your writing? Do you use a timeline or a planner? Do you have advice for developing a writing plan?

1. **Plan:** I save days for writing in my paper planner.
2. **Focus:** I say no to things that don't fit my writing plans.
3. **Track:** I note projects in process and completed in my daily Dalia Lama quote of the day.
4. **Monitor:** I look at articles I have in review, in revision, and in press in my CV all the time.
5. **Be Responsive:** I respond to co-writer requests.
6. **Goals:** Put writing plans in annual report.



130

Writing Tips: Curt Bonk

Anything special that you do?

My top 10 key writing tips:

1. Create a "Work" file on your desktop.
2. Save screen shots, dates, and URLs of articles.
3. Create "Articles to read" folder on your desktop.
4. Listen to audiobooks for writing ideas.
5. Watch movies & look for educational issues and ideas.
6. Always save documents at least twice.
7. Send draft of document to yourself on email...restart anywhere.
8. Ask friends to read second or third draft.
9. Save articles published by year.
10. Keep drafts of articles in special files.



131

10 More Writing Tips: Curt Bonk

Anything special that you do?

My top 20 key writing tips:

11. The Collins thesaurus.
12. Look for historical info online (e.g., Wikipedia and other).
13. Relocate to another room to edit document (i.e., kitchen table).
14. Sometimes sit. Sometimes stand.
15. Print out articles that you read parts of online.
16. Review paper piles on my pool table before you write.
17. Find info and URLs in previous talk slides.
18. Almost be more optimistic than pessimistic.
19. Work when your friends and family are sleeping.
20. Wherever you are is your writing space.



132

Writing Tools: Curt Bonk

What particular writing tools do you use? How have they changed over time? What about tools for collaboration?

My top 10 key writing tools:

1. Keyboard—buy special letter keys
2. Microsoft Word
3. Google Search (I hate Bing)
4. Email. And forward email to self.
5. TravelinEdMan blog
6. Dropbox
7. Zoom (or Skype for team meetings)
8. Blue pens and lots of paper
9. My monster syllabus (R678)
10. FutureMe: Write a letter to yourself in the future:
<https://www.futureme.org/>



Habits/Rituals/Inspiration: Writing

How do approach your writing tasks? Any rituals that you use and recommend for inspiration? Anything that really works for you?

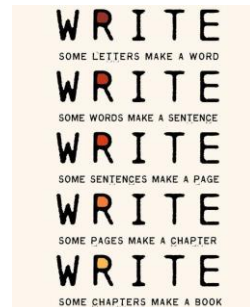
1. Save writing ideas on slips of paper and look back at them.
2. Talk about your ideas.
3. Save starter text.
4. Clear email and to-do list.
5. Create checklist of plans.



133

134

The Top 20 Writing Tips



135

1. Mark Writing Days in Planner



136

2. Maintain a List and Network of Potential Research and Writing Collaborators



137

Sidenote: Find Good People to Work With...Life is Short—Avoid Egomaniacs and People Who Lie



138

3. Draft a Timeline or Multiple Timelines with Flexible Goals



A tracking system for the production of manuscripts

Stage of Development					
Ideas and planning	Data collection and analysis	First draft of manuscript	Start manuscript for feedback	Draft revised and completed	Submitted for review
→	→	→	→	→	Paper 1
→	→	→	→	→	Paper 2
→	→	→	→	→	Paper 3
→	→	→	→	→	Paper 4
→	→	→	→	→	Paper 5
→	→	→	→	→	Paper 6

139

4. Think Ahead About the Publishing Potential of Each Project



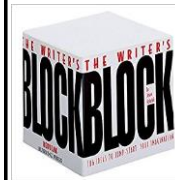
140

5. Be a Bumblebee and Butterfly



141

6. Find, Save, and Use Starter Text (overcomes writer's block)



142

7. Always Scan the Reference Sections of Other Articles to See What Journals are Popular



143

8. Avoid High Quality (i.e., SSCI) Journal Fixations



144

9. Be Second or Third Author Sometimes to Spread Limited Resources



145

10. If Need Summer Money, Teach Short Term or Intensive Courses

Intensive Courses
Click Here

146

11. Edit Your Papers a Lot! (Mozartian vs. Beethovenian)

Everyone needs an editor.



147

October 1, 2018

6 Tips to Shape Up Your Writing

Two-Minute Tips: Short videos to help you excel in the academic workplace

Fernanda Zamudio-Suarez, The Chronicle of Higher Education

<https://www.chronicle.com/article/6-Tips-to-Shape-Up-Your/244281?cid=cp221>

<https://www.chronicle.com/specialreport/Two-Minute-Tips/221>

1. Writing is an exercise (write!).
2. Set goals based on output not input (e.g., 3 pages double-spaced).
3. Find a voice (don't just focus on getting published).
4. Give yourself time (not deadlines).
5. Pick a puzzle (your writing is an answer to that puzzle).
6. Edit your work (over and over and over again...just like Beethoven).



148

12. Organize Conference Symposia Which Can Lead to Special Journal Issues and Books

Orchard Symposium 2018



June 20 & 21
Indianapolis, IN

149

13. Sponsor Visiting Scholars to Work with You; They Often Have Writing Plans



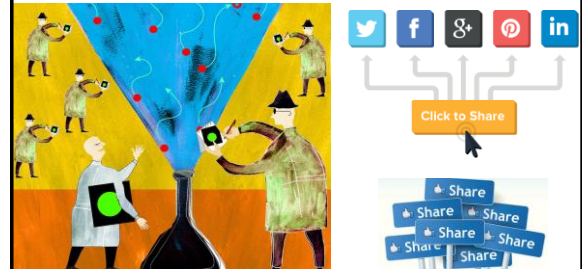
150

18. Recap Reviewer Points and How You Attempted to Address Them



157

19. Share Your Publication Efforts (e.g., Twitter, Facebook, LinkedIn, email, ResearchGate, Academia.edu, etc.)



158

20. Celebrate Your Writing Accomplishments with Friends



159

You never know where you'll be celebrating
your writing accomplishments...
Even at a wedding of your nephew!



160

Just don't celebrate too much!



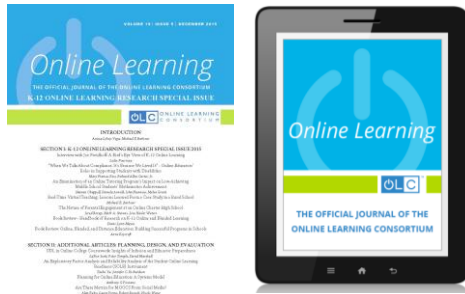
161

Bonus #1. Be Careful Committing to Other People's Projects (OPP)



162

Bonus #2. Look for Special Issues that You Might Contribute To



163

Bonus #3. Save Research Articles for a Rainy Day (file folders on different topics)



164

Bonus #4. Treat Graduate Students as Colleagues (hec, treat everyone as a colleague)



165

Bonus #5. Find a Mentor and Ask Senior People for Advice



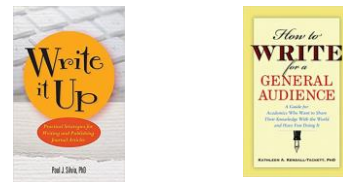
166

Bonus #6. Form a Writing Group



167

Bonus #7. Write for the General Public



Writing for Peers vs. the Public: When Academic Writing Falls Short

Writing for non-academics requires a different set of tools and approaches than for scholarly writing, but the payoff is worth it, writes Diane Braccini.

By Diane Braccini | March 25, 2019

COMMENT

168

Bonus #8. Keep a Notebook of What Thinking



169

Bonus #9. Engage in Free Writing

5 SIMPLE
MOVES TO FREE
THE STUCK
WRITER



170

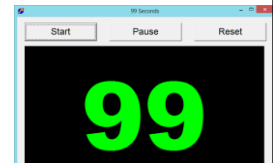
Bonus #10. Read Everyday!



171

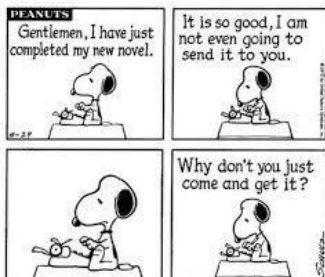
99 Seconds Activity #7

With your next
chair neighbor
discuss 1 to 2
writing dilemmas
currently facing.



172

Part #7. Time Out for Motivational Writing Advice



173

January 20, 2020 10 Ways to Make Sure Your Writing Happens

Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/article/2020/01/20/10-ways-ensure-writing-happens>



174

January 20, 2020
10 Ways to Make Sure Your Writing Happens
 Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

Question: Should you write 1 hour per day or toggle in and out and writing in extremely short bursts?

Binge writing results in:

- Procrastination
- Distraction
- Dreading to sit that long

175

January 20, 2020
10 Ways to Make Sure Your Writing Happens
 Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

Prior to the writing day:

1. Identify a beginning and an end of the writing time for the writing day. Block the start and stop time (e.g., 9 am to 3 pm).

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January 20, 2020
10 Ways to Make Sure Your Writing Happens
 Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

Prior to the writing day:

2. Briefly revisit a writing day project at least two other times during the week for five or 10 minutes. Re-outline the TOC or remind yourself of the big picture. Put your thesis on a wall and fine-tune it or have coffee with a colleague.

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January 20, 2020
10 Ways to Make Sure Your Writing Happens
 Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

Prior to the writing day:

3. Map out your writing the night before. Carve it up into writing chunks. Tackle big problems first can be helpful (e.g., combining or reworking sections).

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January 20, 2020
10 Ways to Make Sure Your Writing Happens
 Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

On your writing day:

4. Ease into writing. Review your writing plan or map and reread notes for 15-30 minutes (perhaps with a timer). Remind yourself what you care about this project.

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January 20, 2020
10 Ways to Make Sure Your Writing Happens
 Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

On your writing day:

5. Remember that no writing is sometimes writing. Add stretching or snack breaks. Such times you are often working out your writing in your brain.

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January 20, 2020
10 Ways to Make Sure Your Writing Happens

Christine Tulley, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

On your writing day:

6. Read and write at the same time. Perhaps set timer to 15 minutes to power read.

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January 20, 2020
10 Ways to Make Sure Your Writing Happens

Christine Tulley, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

On your writing day:

7. Save busy work for the end. Bracket things where citations or names are needed. Check for repeated words and other redundancies and misspellings. Find synonyms and lexical transitions (another, equally important, first, second, etc., again, further, last, finally, as well as, next, likewise, etc.).

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January 20, 2020
10 Ways to Make Sure Your Writing Happens

Christine Tulley, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

On your writing day:

8. "Close" the project. Map out or get ready for your next writing session. Save your documents and email yourself a copy and/or upload to Google Drive.

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January 20, 2020
10 Ways to Make Sure Your Writing Happens

Christine Tulley, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

Developing the writing day (and writing year) system:

9. Find a way to "click in" to your writing on your writing day. Establish writing day rituals or habits so your mind kicks in when you get your fruits and veggies or kombucha and you arrive at your writing space.

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January 20, 2020
10 Ways to Make Sure Your Writing Happens

Christine Tulley, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/01/20/advice-using-writing-day-most-productively-opinion>

Developing the writing day (and writing year) system:

10. Systematize where writing projects are tracked and recorded. Have a master chart for all of your projects and weekly maps for particularly writing sessions. Perhaps try some sort of project management.

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February 18, 2021
What Do Professors Do During a Writing Session?

Christine Tulley, Inside Higher Ed
<https://www.insidehighered.com/advice/2021/02/18/advice-what-do-professors-do-during-a-writing-session>



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February 18, 2021

What Do Professors Do During a Writing Session?

Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/direct/2021/02/18/how-professors-write-essay-method-and-move-toward-finished-product>

Easing in period:

- Notes on post-its
- Brackets in draft
- Trello board
- Read writing from previous session and start where left off
- Highlight sections for more intense work
- Review reviewer and co-author comments

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February 18, 2021

What Do Professors Do During a Writing Session?

Christine Tulley, Inside Higher Ed

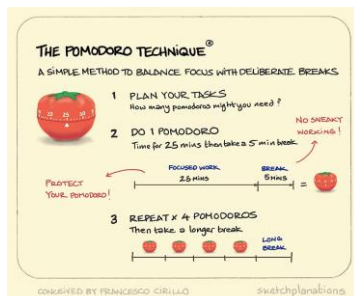
<https://www.insidehighered.com/direct/2021/02/18/how-professors-write-essay-method-and-move-toward-finished-product>

How move the piece:

- Word count goals such as 750 words/day, write 2 pages, or revise 5 pages
- Use pomodoro technique
- Set a timer
- Have specific goals like "rewrite methodology"
- Use goal setting tools like Prolifiko (productivity coaching for a more productive and stress free lifestyle; <https://prolifiko.com/>)
- Build deadlines for writing
- Participate in a writing group or share revisions each Monday in Google Doc

188

The Pomodoro Technique is a time management system that encourages people to work with the time they have—rather than against it. Using this method, you break your workday into 25-minute chunks separated by five-minute breaks. These intervals are referred to as pomodoros.



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February 18, 2021

What Do Professors Do During a Writing Session?

Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/direct/2021/02/18/how-professors-write-essay-method-and-move-toward-finished-product>

THE POMODORO TECHNIQUE



DECIDE
ON THE
TASK TO
BE DONE



SET THE
TIMER TO
25 MINUTES



WORK ON
THE TASK
UNTIL THE
TIMER RINGS



TAKE A
SHORT
5 MINUTE
BREAK



TAKE A
15-30
MINUTE
BREAK

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February 18, 2021

What Do Professors Do During a Writing Session?

Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/direct/2021/02/18/how-professors-write-essay-method-and-move-toward-finished-product>

What if do not feel like writing:

- Tell yourself you will only write for 5 minutes
- Reward yourself such as with social media
- Save small task for low-motivation occasions
- Take a picture of ideas on a whiteboard
- Buy standing or cycling desks
- Walk around campus
- Have a free pass for no writing once per month
- Leave document open all day and write in short bursts
- Hire a writing coach or use writing accountability services

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Do What Brings you Joy and Happiness

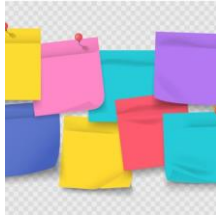
What brings creativity, happiness, and joy to your writing?



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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-option>



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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-option>

Demands 3 things:

- **Discipline** (in setting a writing schedule)
- **Perseverance** (in keeping that schedule)
- **Motivation** (to get the writing done and the project completed)

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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-option>

Motivational Post-its/Slogans in Room:

1. Start with one (line/page). ...
2. Obsessing is not progressing. ...
3. Finished is better than perfect. ...
4. Interruptions happen. ...
5. Work backward. ...
6. The most you can do is your best. ...
7. Celebrate your accomplishments. ...
8. Why do you like it?

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September 1, 2020
8 Motivational Tips for Dissertation Writing

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<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-option>

Motivational Post-its/Slogans in Room:

1. **Start with one (line/page).** ... One is better than zero! Break down the work into manageable chunks.

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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-option>

Motivational Post-its/Slogans in Room:

2. **Obsessing is not progressing.** ... Leave a "timed obsession" period (brief) for sweating the details. After that let it go. Send.

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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-option>

Motivational Post-its/Slogans in Room:

3. **Finished is better than perfect.** Get the thing done, instead of refining small details. Forget about making of a book for now.

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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-episode>

Motivational Post-its/Slogans in Room:

4. Interruptions happen. ... Some days you will exceed your writing goals and other days you will not reach them. Constantly be open to adjusting your schedule.

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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-episode>

Motivational Post-its/Slogans in Room:

5. Work backward. ... Write your introduction at the end (or sketch it out at the beginning and flesh it out at the end).

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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-episode>

Motivational Post-its/Slogans in Room:

6. The most you can do is your best. ... Give it your best shot and be at peace with yourself.

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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-episode>

Motivational Post-its/Slogans in Room:

7. Celebrate your accomplishments. ... Take a day off to destress and pamper. Buy yourself a treat or favorite tea or latte and take a walk outside. Recognizing that you are making progress is a reward in and of itself.

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September 1, 2020
8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-episode>

Motivational Post-its/Slogans in Room:

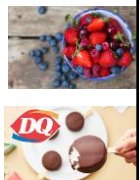
8. Why do you like it?If you get stuck, focus on the part that you enjoy the most. Perhaps start writing the chapter from the portion of it that speaks to you. Ask yourself: What are you looking forward to writing or working on? Why are you pursuing this? What is the ultimate goal?

203

Habits/Rituals/Inspiration: Food

How do approach your writing tasks? Any rituals that you use and recommend for inspiration? Anything that really works for you?

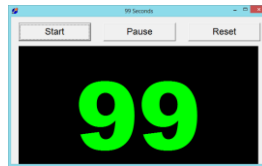
1. Start with a vitamin or health drink.
2. Grab plate of berries and celery.
3. Then perhaps tea or coffee.
4. End with a health drink.
5. Dilly bars are good after dinner.



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99 Seconds Activity #8

What motivates you to write?



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Part #8. Time Out for Writing Collaborator Advice



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How to decide on who to write with?



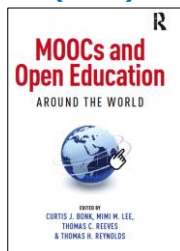
207

Writing Partners: Life is short: Find kind people who are prompt, positive, and productive and you can trust.
Question: How do you determine your collaborative writing partners? And negotiate tasks?



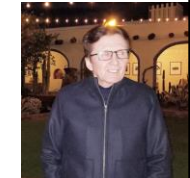
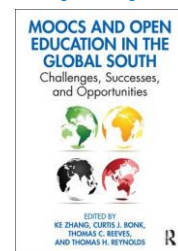
208

MOOCs book #1 (2015)



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MOOCs book #2 (2020)



210

Perhaps Edit a book and parter with dozens of people!

Transformative Teaching Around the World:

Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy
Curtis J. Bonk and Meina Zhu, USA



211

Book Contains

1. **Dozens of stories** of the change process in education.
2. Educational transformation toward more active and engaging learning that is occurring across the globe.
3. Stories from outstanding teachers in **22 countries**.
4. **Educators' struggles and successes**.
5. Award-winning Fulbright teachers in the DAT program.
6. Bios and pics of every author as well as reflection questions.

212

Intentions for the Book

- Inspire others to action
- Useful for multicultural education (DEI)
- Read and enjoy
- Examples for first year induction teachers
- Paths for mid-career educators
- Foster reflection among educators on how to make impact

213

Professional Growth and Cross-Cultural Exchange:

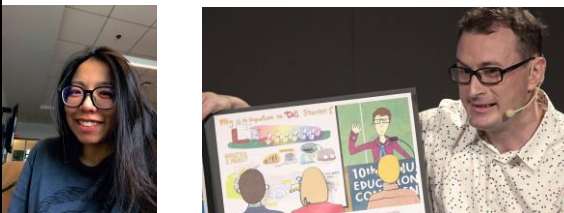
A Glimpse into a Fulbright Program's Life-Long Impact on Global Educators
Jacob Butler, USA



214

"You can't use up creativity:

The more you use, the more you have": The story of Chris Gadbury
Shengnan (Penny) Ma, Thailand, HK, and China



215

Community health and environment:

A learning project from India
Narayani Singh, India



216

Metacognitive experiences on an urban concept farm: Local, project-based learning in science and sustainable agriculture

Simon McMillan, New Zealand



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Empowering teachers to become transformational leaders through reflective conversations: A school-based inquiry and a professional development project

Mohana Ratnam, Singapore



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Interactive writing instruction in Zoom

Yan/Shyvia (Elaine) Zhang, China

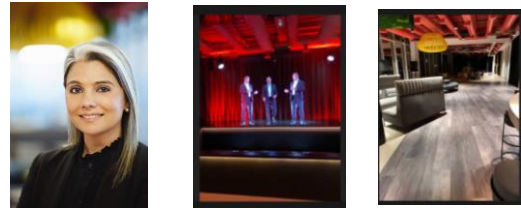
Interactive Writing Instruction in Zoom (Effective group peer review can be achieved by developing detailed peer-review tasks, scoring criteria, group discussions, and teacher feedback to peer-review tasks; The teacher's role is to assist and scaffold while students take more control over the writing and feedback processes. Provide training for peer review.)



219

It's all about the experience: Technology enhanced designs to generate value

Maria Solomou, PwC's Experience Center, Cyprus



220

Chicken or Egg? Achieving the right balance between technology and pedagogy in online learning

Edwin Chew, Singapore



221

Online Education in a Korean Elementary School During COVID-19: Focusing on My Experience using Blended Learning

Jeong-Ae Lee, Korea



222

**English education enabled by technology:
Story from an Online Teacher for an Under-Sourced
Village School in China**
Chaoran Wang, China



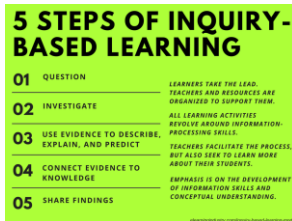
223

**Hooking students into science with engaging
activities**
Sutapa Mukund, New Zealand



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**Pedagogical innovations from Finland:
Using positive phenomena for powerful learning**
Tarja Mykrä, Finland



225

**Distant Horizon, Close Friendship:
Learning through Cross-Cultural Projects and
Exchanges**
Sandy Tsai



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Learning through student exchange projects
Taru Pohtola, Finland



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**From Moment to Momentum:
Technology Expanded Classrooms from Mexico to France and
Back**
Diana Gabriela Zamudio Troncoso, Mexico



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**Cancer, Covid-19, and the Cultural Impact of
Technology in the Classroom**
Rhuperdia Crowe-Clay, USA



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Equitable learning in inequitable classrooms:
Cases of teacher design thinking in rural schools in Bhutan and
Papua New Guinea
Khendum Gyabak, Bhutan and PNG



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The Story Behind Jacky's Cell Phone:
Bring the Invisible Forward
Natalia Ramirez Casalvolone, Costa Rica



231

**The story of keeping education wheels
turning:**
Motivation and collaboration when Teaching in a post-
war context
Simon Pierre Munyaneza, Rwanda



232

Augmenting curriculum in a war-torn country:
Augmented reality online teaching
Ebrahim Bamanger, Yemen



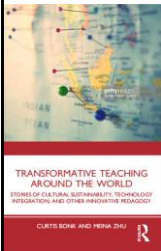
233

After Making Impact
Meina Zhu and Curtis J. Bonk, USA



234

Transformative Teaching Around the World



235

May 19, 2020

Why It's Important to Write a Proposal for an Academic Book

Rachel Toor, The Chronicle of Higher Education
<https://www.chronicle.com/article/Why-It-s-Important-to-Write/248810>

Why It's Important to Write a Proposal for an Academic Book

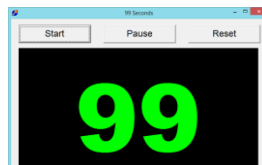
By Rachel Toor | MAY 19, 2020



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99 Seconds Activity #9

What is one book you want to write?
 When will you write it?



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Part #9. Time Out for Dissertation Writing Advice

Classic Peanuts/ by Charles Schulz



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January 24, 2020

Advice for Writing—and Finishing—Your Dissertation

Bertin M. Louis Jr, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/24/tips-writing-and-completing-your-dissertation-opinion>



239

January 24, 2020

Advice for Writing—and Finishing—Your Dissertation

Bertin M. Louis Jr, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/24/tips-writing-and-completing-your-dissertation-opinion>

1. **Think "Bird by Bird" or "small bits."** Perhaps writing the acknowledgments, your biography, TOC, etc. Read outside your dissertation to gain new ideas.
2. **Find a motivation for writing.** For example, getting a job.
3. **Write a story.** For instance, write a story from the field as a means to loosen up.

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January 24, 2020

Advice for Writing—and Finishing—Your Dissertation

Bertin M. Louis Jr, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/01/20/how-use-revisers-revises-and-revises-comments-most-effectively-opinion>

4. **Recognize that writing is writing.** Don't worry about grammar, wording, or punctuation. Even the TOC and acknowledgments count—they are writing. When stuck, go back and read.
5. **Take breaks.** Work through your ideas when on break. It is ok to take a break.

241

March 24, 2019

Tackling Revisions (on dissertation)

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/03/12/how-use-revisers-revises-and-revises-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- There is a huge difference between superficial editing or proofreading and in-depth revising.
- Cut down the introduction; these tend to be long and rambling and incoherent anyway. Reworking the intro often is easier once you know where your argument is going.

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March 24, 2019

Tackling Revisions (on dissertation)

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/03/12/how-use-revisers-revises-and-revises-comments-most-effectively-opinion>

Game Plan:

- Start with a list/flow chart and timetable for revisions.
- Make a revision plan. And stick to that plan.
- Do small scale revisions before the large ones.
- Make a revision plan and stick to it.

243

March 24, 2019

Tackling Revisions (on dissertation)

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/03/12/how-use-revisers-revises-and-revises-comments-most-effectively-opinion>

Keep the Scraps:

- One chapter may be problematic.
- Sometimes you have to move on to another section or chapter.
- There is no such thing as wasted writing (deleted text may clarify thinking or contain ideas for a different article or go in another section).

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March 24, 2019

Tackling Revisions (on dissertation)

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/03/12/how-use-revisers-revises-and-revises-comments-most-effectively-opinion>

Keep the Scraps:

Following my advisor's recommendation, I've made a habit of starting "dummy" documents when I revise. Any piece of the argument that's not working or that I need to cut, I copy and paste to a different document and put it in its own folder. **I don't delete it. DO NOT DELETE YOUR EARLY WORK.** Save it for a rainy day. I now have scores of half-baked thoughts and/or discarded ideas that I can develop or return later, if I want — ideas I like but that either need more work or don't suit a particular project. If nothing else, I sometimes think it would be hilarious, enjoyable, and really illuminating to start a blog full of my and others' decontextualized "scrap" writings from intros to body paragraphs. Who wants in?

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March 24, 2019

Tackling Revisions (on dissertation)

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/03/12/how-use-revisers-revises-and-revises-comments-most-effectively-opinion>

Defamiliarize Your Work (you won't catch the mistakes if you're too close to it):

1. Perhaps walk away for a little bit.
2. Write and revise in different fonts.
3. Read aloud or use Word's "Read Aloud" feature.
4. Outline main points of revision.
5. Cut up paper into paragraph and play with arrangement and order.

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September 10, 2020

How to Avoid Failing Your Ph.D. Dissertation

Daniel Sokoi, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-critique-and-revise-it-most-effectively-opinion>

Common Problems and Issues:

1. Lack of critical reflection. Most common mistake.
2. Lack of coherence and logical flow.
3. Poor presentation.
4. Failure to make required changes.

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September 10, 2020

How to Avoid Failing Your Ph.D. Dissertation

Daniel Sokoi, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-critique-and-revise-it-most-effectively-opinion>

1. Lack of Critical Reflection. Most common mistake.

Doctoral students should adopt a reflexive approach to their work. Why have I chosen this methodology? What are the flaws or limitations of this or that author's argument? Can I make interesting comparisons between this and something else? Those who struggle with this aspect should ask their supervisors for advice on how to inject some analytic sophistication to their thesis.

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September 10, 2020

How to Avoid Failing Your Ph.D. Dissertation

Daniel Sokoi, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-critique-and-revise-it-most-effectively-opinion>

2. Lack of Coherence and Logical Flow.

• Think about the macro structure of dissertation. The thesis should be seen as one coherent whole. It cannot be a series of self-contained chapters stitched together haphazardly. **Students should spend considerable time at the outset of their dissertation thinking about structure, both at the macro level of the entire thesis and the micro level of the chapter.** It is a good idea to look at other Ph.D. theses and monographs to get a sense of what constitutes a logical structure.

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September 10, 2020

How to Avoid Failing Your Ph.D. Dissertation

Daniel Sokoi, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-critique-and-revise-it-most-effectively-opinion>

3. Poor Presentation.

- The majority of failed Ph.D. dissertations are sloppily presented. They contain typos, grammatical mistakes, referencing errors and inconsistencies in presentation.
- Read and reread.
- Get a proofreader.

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September 10, 2020

How to Avoid Failing Your Ph.D. Dissertation

Daniel Sokoi, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-critique-and-revise-it-most-effectively-opinion>

3. Poor Presentation.

- "The thesis is poorly written."
- "That previous section is long, badly written and lacks structure."
- "The author cannot formulate his thoughts or explain his reasons. It is very hard to understand a good part of the thesis."
- "Ensure that the standard of written English is consistent with the standard expected of a Ph.D. thesis."
- "The language used is simplistic and does not reflect the standard of writing expected at Ph.D. level."

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September 10, 2020

How to Avoid Failing Your Ph.D. Dissertation

Daniel Sokoi, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-critique-and-revise-it-most-effectively-opinion>

3. Poor Presentation.

For committee members, who are paid a fixed and pitiful sum to examine the work, few things are as off-putting as a poorly written dissertation. Errors of language slow the reading speed and can frustrate or irritate committee members. At worst, they can lead them to miss or misinterpret an argument.

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September 10, 2020

How to Avoid Failing Your Ph.D. Dissertation

Daniel Sokoi, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/09/10/how-use-reviews-revise-and-re-submit-comments-most-effectively-opinion>

4. Failure to Make the Required Changes.

In fact, the committee may feel that the changes do not go far enough or that they reveal further misunderstandings or deficiencies. Here are some real observations by dissertation committees:

- "The added discussion section is confusing. The only thing that has improved is the attempt to provide a little more analysis of the experimental data."
- "The author has tried to address the issues identified by the committee, but there is little improvement in the thesis."

In short, students who fail their Ph.D. dissertations make changes that are superficial or misconceived. Some revised theses end up worse than the original submission.

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September 10, 2020

How to Avoid Failing Your Ph.D. Dissertation

Daniel Sokoi, Inside Higher Ed

<https://www.insidehighered.com/advice/2020/09/10/how-use-reviews-revise-and-re-submit-comments-most-effectively-opinion>

4. Failure to Make the Required Changes.

Wise students should ask themselves these questions prior to submission of the dissertation:

- Is the work sufficiently critical/analytical, or is it mainly descriptive?
- Is it coherent and well structured?
- Does the thesis look good and read well?
- If a resubmission, have I made the changes that the examination committee had in mind?

Once students are satisfied that the answer to each question is yes, they should ask their supervisors the same questions.

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September 13, 2016

Strategies to Maintain Focus while Writing Your Dissertation

Danielle Marias, GradHacker, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/strategies-maintain-focus-while-writing-your-dissertation>

Strategies to Maintain Focus while Writing Your Dissertation

How to find your writing rhythm and keep it going.

By Danielle Marias

September 13, 2016

Danielle Marias is a Ph.D. candidate in Forest Ecosystems and Society at Oregon State University. You can find her on Twitter @daniellemarias or at her website.



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September 13, 2016

Strategies to Maintain Focus while Writing Your Dissertation

GradHacker, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/strategies-maintain-focus-while-writing-your-dissertation>

1. Freewriting for 15 minutes per day (write down any thought to get it on paper; no grammar focus).
2. Only writing produces text and does not magically happen (need to overcome insecurities).
3. 5 minutes of meditation can clear one's head.
4. Create intentions journal with goals or checklist of items to cross off.
5. Identify your most productive parts of the day for writing.



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September 13, 2016

Strategies to Maintain Focus while Writing Your Dissertation

GradHacker, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/strategies-maintain-focus-while-writing-your-dissertation>

6. Write first, then reward with social media, or reading the newspaper, or other treats.
7. Refrain from email and smartphone until finish writing for the day.
8. If you write best in the morning, schedule meetings in the afternoon.
9. Park on a downhill slope (make a note of next steps or what to what to write next).
10. Gain momentum and confidence by focusing on writing that first chapter.



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January 24, 2020

Advice for Writing -- and Finishing -- Your Dissertation

Bertin M. Louis Jr., The Chronicle of Higher Education

<https://www.insidehighered.com/advice/2020/01/24/tips-writing-and-completing-your-dissertation-opinion>

Advice for Writing -- and Finishing -- Your Dissertation

Bertin M. Louis offers five tips for moving past intimidation all the way to completion.

By Bertin M. Louis Jr.

January 24, 2020

When I came back from the field as a graduate student, I was confident that I could write up my dissertation in no time. But when it came to actually working on the dissertation, I had difficulty getting started. I remember reading an



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Curt Bonk's Top 10 Dissertation Revision Tips
#6. Write a Letter to Your Committee



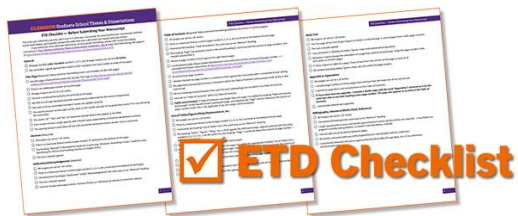
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Curt Bonk's Top 10 Dissertation Revision Tips
#7. Form an Agreeable Agreement



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Curt Bonk's Top 10 Dissertation Revision Tips
#8. Make a Checklist and Check it



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Curt Bonk's Top 10 Dissertation Revision Tips
#9. Be Sure to Have Plenty of Ice Cream



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Curt Bonk's Top 10 Dissertation Revision Tips
#10. Send Out Thank-You Cards



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Curt Bonk's Top 10 Dissertation Defense Tips



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Curt Bonk's Top 10 Dissertation Defense Tips
#1. The Eyes Have It!



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Curt Bonk's Top 10 Dissertation Defense Tips
#2. The Power of Food



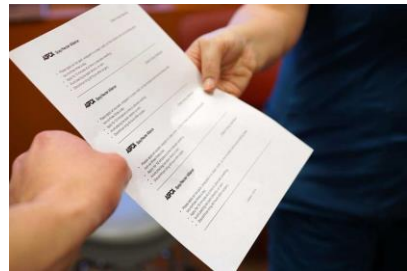
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Curt Bonk's Top 10 Dissertation Defense Tips
#3. The Power of Movement



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Curt Bonk's Top 10 Dissertation Defense Tips
#4. Be Willing to Accept Handouts (and Give Them Too)



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Curt Bonk's Top 10 Dissertation Defense Tips
#5. Practice With an Adult in the Room



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Curt Bonk's Top 10 Dissertation Defense Tips
#6. Practice Till Your Brain Hates You



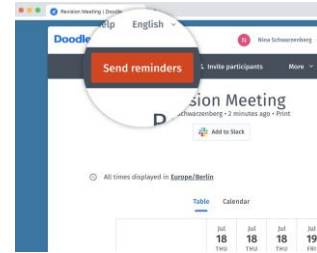
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Curt Bonk's Top 10 Dissertation Defense Tips
#7. Close the Screen; Don't Talk to It!



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Curt Bonk's Top 10 Dissertation Defense Tips
#8. Don't Assume Anything...Remind!



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Curt Bonk's Top 10 Dissertation Defense Tips
#9. Invite Your Friends
(and ask them to help)



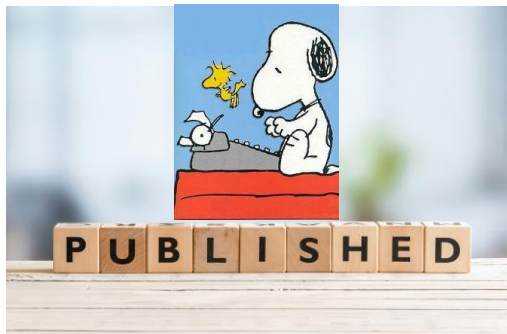
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Curt Bonk's Top 10 Dissertation Defense Tips
#10. Preplan the Celebration



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What will you do...?



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99 Seconds Activity #10

What are your commitments for the next month, 6 months, and year?



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Part #10. Time Out for Writing Advice Recap and Commitments



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Time to Recap this Workshop...

1. The process for getting published
2. The process for selecting a journal for publication
3. Writing tips and insights
4. Curated resources
5. Your commitments to future writing

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Share with Neighbor or Chat
Window Sharing:
Three Words from this Session...?
e.g., "I am happy!" and...
"minions are happy!"



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Concerns? Comments? Commitments?

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Slides: <http://www.trainingshare.com>



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