The G³ of Writing and Publishing Tips:

Gentle Guidelines, Great Stories, and Gigantic Scholarly Gains

Curtis J. Bonk, Indiana Univ., cjbonk@iu.edu

1

March 29, 2023
AI and the Future of Writing Instruction
Rhea Kelly, Campus Technology
https://campustechnology.com/articles/2023/03/29/podcast-ai-and-the-future-of-writing-instruction.aspx?m=1

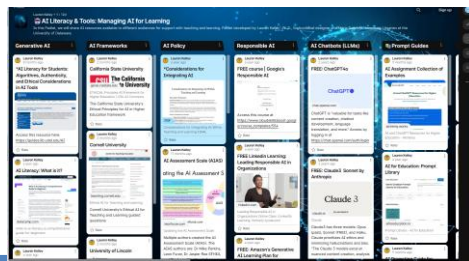AI and the Future of Writing Instruction
By Rhea Kelly · 03/29/23

Those who can best write with AI will be those who can best write without it, because they'll need to be able to write good prompts, evaluate the AI output, and edit the resulting text into a usable final product.

2

May 7, 2025
AI Literacy & Tools: Managing AI for Learning - Padlet
https://padlet.com/laurenkelley0523/ai-literacy-tools-managing-ai-for-learning-bltjux1zs3q6idg2
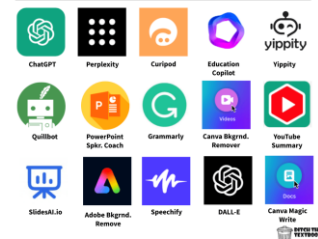
3

May 15, 2025
Categorized AI Tools for Teaching and Learning
https://docs.google.com/document/d/11Ar-wODtzmdxDZ8aVuf6CpUdBF2cs6solJIDbwE40p0/edit?tab=t.0

15 AI tools to use in the classroom

ChatGPT · Perplexity · Curipod · Education Copilot · Yippity
Quillbot · PowerPoint Spkr. Coach · Grammarly · Canva Bkgrnd. Remover · YouTube Summary
SlidesAI.io · Adobe Bkgrnd. Remove · Speechify · DALL-E · Canva Magic Write

4

May 15, 2025
Categorized AI Tools for Teaching and Learning
https://docs.google.com/document/d/11Ar-wODtzmdxDZ8aVuf6CpUdBF2cs6solJIDbwE40p0/edit?tab=t.0

5

May 7, 2025
List of AI Technology and Possible Uses
https://curtbonk.com/R678_online_syllabus_spring_2025.htm

6

Slide 7

May 7, 2025
List of AI Technology and Possible Uses
https://curtbonk.com/R678_online_syllabus_spring_2025.htm

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Slide 8

May 7, 2025
List of AI Technology and Possible Uses
https://curtbonk.com/R678_online_syllabus_spring_2025.htm

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Slide 9

July 5, 2024
AI in Education
Stefanie Panke and Israt Jahan Oeeshi
https://edtechbooks.org/ai_in_education
Educate AI
https://edu-ai.org/3d-flip-book/educate-ai-magazine-volume-1-issue-2/

9

Slide 10
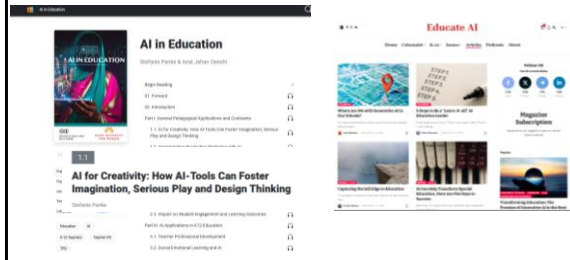
Oh no, another AI talk…?

10

Slide 11
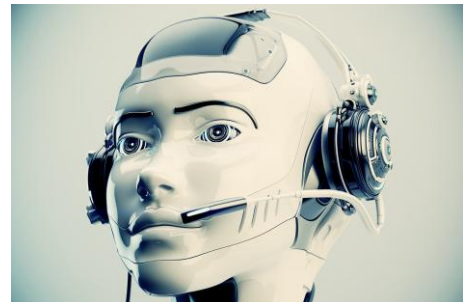
Definitely not!!!

Prove your creativity and originality

written by human
not by AI

Add the 'Not By AI' badge to your content

11

Slide 12

10 Potential Sections of this Workshop

1. **A Dozen Ways to Get a Research Sample**
2. **A Dozen Tips on Research Collaboration**
3. **Tackling Revisions**
4. **Taking the Plunge**
5. **Early Career Writing Advice on Publishing**

Break Time…Break Time…Break Time…

6. **Senior Perspective on Revising and Publishing**
7. **Spaces for Writing**
8. **Additional Writing Advice**
9. **Writing Motivators**
10. **Commitments to Future Writing (including GenAI)**

12

99 Seconds Activity #1

Intro yourself to your neighbor with one writing challenge or obstacle you are now facing.
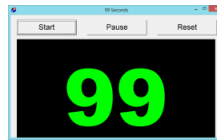
13

Part #1. Getting a Research Sample

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Part #1.
A Dozen Ways to Get a Research Sample

15

#1. Use existing data that a center or institute has collected but not analyzed.

16

#2. Use existing government data.

17

#3. Use computer log and system generated data (e.g., keystroke data).

18

3

#4. Paste study info to social media.

19

#5. Post study info to a MOOC.

20

#6. Go out an collect it
(e.g., observational data, survey, interview, etc.)

21

#7. Contact fellow researchers about how they got their sample.

22

#8. Form a group in Facebook or LinkedIn related to your research.

23

#9. Research team collects names and emails from an existing website.

24

#10. Scape online data and conduct data mining or learning analytics on it.

25

#11. Buy names and emails from a vendor (e.g., Prolific; Note of caution: this can be expensive).
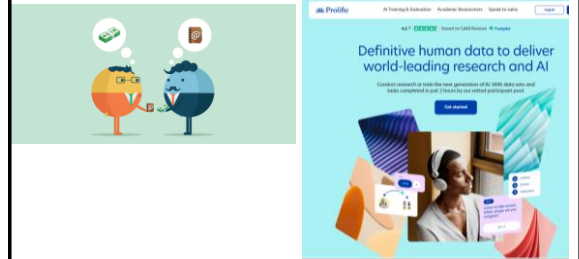
26

#12. Have a sponsor for the research (e.g., Wikimedia Foundation, MIT OCW).

27

What am I forgetting?

28

99 Seconds Activity #2

Intro yourself to your neighbor with one research sample you had the was unique.
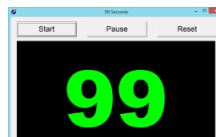
29

Part #2. Time Out for Writing Collaborator Advice

30

How to decide on who to write with?

31

Writing Partners of Curt Bonk:
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?
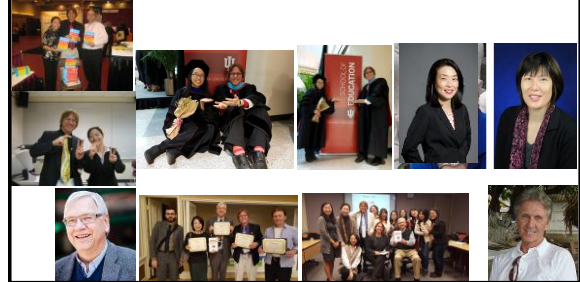
32

Writing Partners and Mentors: Meina Zhu

33

Part #2.
A Dozen Tips on Research Collaboration

34

Caveat: Workspaces, situations, and research opportunities will vary.

Team Collaboration

35

#1. Form agreements about tasks and publication order

36

6

#2. Agree on the collaboration and resource sharing tools.

37

#3. Time and date stamp all work.

38

#4. Share publication opportunities with the team.

39

#5. Plan schedules and timelines, and be aware of deadlines.

40

#6. Prioritize projects and tasks.

PRIORITIES

41

#7. Senior team members should mentor new members.

MENTORSHIP MATTERS

42

#8. Celebrate small successes.

43

#9. Change the publishing order on different projects.

44

#10. Acknowledge the work of those no longer on the team.

45

#11. Always bring treats and these can be healthy food or giftcards.

46

#12. Post accomplishments of the team.

47

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/blogs/gradhacker/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 Zhu
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.

50

Meina Zhu...
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
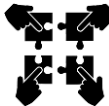
51

99 Seconds Activity #3

Jot down a list of your best collaborators and plans for the coming year...

99
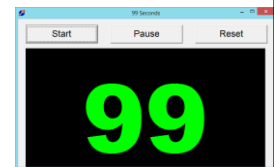
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Part #3. Time Out for Tackling Revisions

53

June 23, 2022
All writing and revision involves both Surface Level and Depth of Thought

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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

"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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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

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."

62

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.

63

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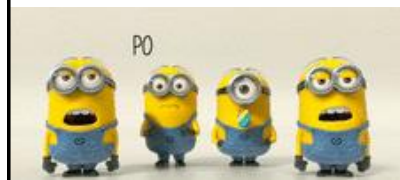
Revise and Resubmit Steps:
- Make revisions by hand and online.
- Keep a physical copy of the revisions.
- No. 1 Praise. I list any complimentary comments according to Reader A, Reader B or both. I put in page numbers if they are available.
- Don't touch anything the readers love (i.e., don't revise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

65

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.

66

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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.

68

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/?cid2=gen_login_refresh&cid=gen_sign_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.

69

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/246013?cid=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/246013?cid=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.

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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).

73

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
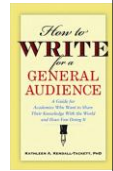
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99 Seconds Activity #4

Are you more like Mozart or Beethoven when you revise a paper?
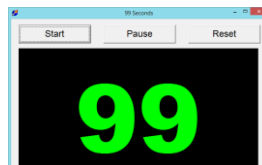
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Part #4. Taking the Plunge

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Generate Starter Text…

- Author a blog
- Use social media
- Submit a conference proposal
- Write editorials
- Write book and software reviews
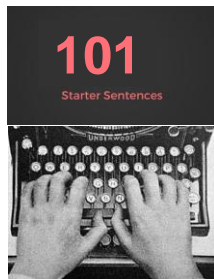
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Take the Plunge…Part 1

- 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!**

September 20, 2023,
Take the Plunge…Write a book
Why I'm Wary of Publishing Advice, but Will Offer It Anyway
Rebecca Colesworthy, Chronicle of Higher Education
https://www.chronicle.com/article/why-im-wary-of-publishing-advice-but-will-offer-it-anyway

- **Myth 1: There are "good" and "bad" presses.**
- **Myth 2: A dissertation is basically a book.**
- **Myth 3: Publishers want a book with "crossover" potential.**
- **Myth 4: As a writer, you should play your cards close to the vest.**

January 30, 2024
How to Approach a Book Editor
By **Rebecca Colesworthy**
https://www.chronicle.com/article/how-to-approach-a-book-editor

- **Relationships are the lifeblood of this business**
- **Spend some time in the exhibit hall during your field's annual conference,**
- **While perusing a publisher's website, check if it lists specific guidelines for book proposals,**

January 15, 2025
How to Respond (Politely) to a Negative Peer Review (on a book proposal)
Dos and don'ts for defending your scholarly writing from a harsh critique.
By **Rebecca Colesworthy**
https://www.chronicle.com/article/how-to-respond-politely-to-a-negative-peer-review

- **Keep your tone formal and cordial.** Try to avoid sounding defensive, aggressive, or outraged, no matter how justified your frustration with the reports.
- **Start with the positive.**
- **Answer the most salient critiques.**
- **Provide context.**
- **Don't just tell — show.**
- **Note your timeline.**
- **Talk with your editor.**

July 30, 2024
Write a Book, No Matter What
En Li, Inside Higher Ed
https://www.insidehighered.com/opinion/career-advice/advancing-faculty/2024/07/30/why-you-should-write-book-early-your-academic

Write a Book, No Matter What

As an early academic, it will not only help you create a scholarly identity and enrich your teaching, but it will also allow you to shape the career you want, writes En Li.

By En Li   July 30, 2024

Put Forward your Best Work

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

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)?**

85

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
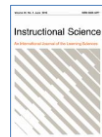
Instructional Science

88

SECOND-TIER JOURNALS

Canadian Journal of Learning and Technology

Interactive Technology and Smart Education

TechTrends

89

THIRD-TIER JOURNALS
(often new journals)
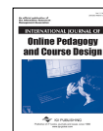
International Journal of Online Pedagogy and Course Design

Contemporary Issues in Technology and Teacher Education

Contemporary Educational Psychology

90

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**

91

Hartshorne, R., Ferdig, R.E. & Bull, G. (2021). *What Journal Editors Wish Authors Knew About Academic Publishing*. Association for the Advancement of Computing in Education (AACE). Retrieved May 23, 2025 from **https://www.learntechlib.org/primary/p/219093/**.
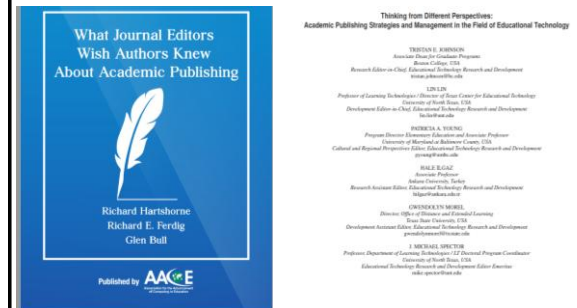
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Resources and Advice on Predatory Publishers

Feng-Ru Sheu
Instructional Design Librarian

KENT STATE
UNIVERSITY

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Outline

- **Academic information resources and tools for research.**
- **What is predatory publishing?**
- **Why avoid predatory publishing?**
- **How do we avoid predatory publishing?**
- **Useful resources to use.**
- **Artificial Intelligence and Writing.**
- **Ethics and Citation.**

94   5/23/2025

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Academic information/ resources (Cont'd)

- **Tools for research**
  - Citation/reference management
    - Ex. Endnote, Zotero, Refwork, Paper, etc.
  - Incorporate other software
    - Ex. Nvivo (qualitative analysis tool, Network analysis i.e.)
- **Writing Tutorial Services**
- **Tutoring Services**

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Academic Information/ Resources (Cont'd)
(Feng-Ru Sheu, Kent State University)

- **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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Academic information/ resources (Cont'd)

- **Journal evaluation & legitimacy**
  - Consult with a librarian
  - Visit & Examine the journal's web site.
  - Reach out to journal's editorial board members.
  - Aim and goals of journal. Read the scope of the journal.
  - Read their peer review policy.
  - Check to see what "author fees" are being requested
  - Research industry associations.
    - DOAJ= Directory of Open Access Journals
    - OASPA = Open Access Scholarly Publishers Association

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Journal Impact Factor

- Is the frequency of the average article in a journal has been cited in a specific period of time.
- Suggested to look at the rank or importance of a journal--the higher impact factor, the better rank.
- The calculation is by dividing the number of times articles were cited by the number of articles were citable. It is usually based on a two-year period.

Tools to measure journal impact factor
- **Journal Citation Report:** https://goo.gl/yVw8si
- **Scimago Journal Rank (SRJ):** https://www.scimagojr.com/

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What is predatory publishing?

➤ Fake, fraudulent, questionable, or scam publishing
➤ Offering quick, easy, or 'open access' publication (in journals, conference proceedings, or books etc.) without providing quality assurance editorial services.
➤ Their purpose:
  • Deceive money
➤ Their main targets
  • Early career faculty
  • Researchers are inexperienced or working in high-pressure environments
  • institutions in the global south

(Clark, 2015; Elmore & Weston, 2020; Leonard et al., 2021)

99 5/23/2025

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99

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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Consequences to publish your hard work in predatory journals

- **Undermines the scientific conversation**
  - Fake peer-review may result in misinformation entering the research community
- **Your research may be less likely to be used or found**
  - since predatory publishing is not indexed
- **You may lose your hard work and money**

(Elmore & Weston, 2020)

101 5/23/2025

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101

How do we avoid predatory publishing?

- **Keep yourself informed about their tactics and behaviors**
- **Useful resources to use**
  - ✓ Check the journal and conference publishers:
    - Cabells "Predatory Reports"
    - Beall's List
    - Directory of Open Access Journal (DOAJ)- if claiming to be an open access journal
    - Committee on Publication Ethics (COPE)
    - Open Access Directory (OAD)
    - Open Access Scholarly Publishing Association (OASPA)
  - ✓ Other resources
    - Think, Check, Submit!- a campaign provides a simple checklist to assess a journal or publisher's credentials
    - Ask a librarian- consult a librarian in your institution

(Clark, 2015; Elmore & Weston, 2020; ; The George Washington University Health Science Library, 2023; Old Dominique University Library, 2023)

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Selecting a Journal
(Feng-Ru Sheu, Kent State University)

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

103

Selecting a Journal

Be Aware Predatory Journals!

- Using the "Think. Check. Submit." checklist
  - Developed by a initiative of scholarly publishing organizations

THINK

Are you submitting your research to a trusted journal?
Publishing your research results is key to **advancing your discipline** – and your **career** – but with so many journals in your field, how can you be sure that you're choosing a **reputable, trustworthy** journal?

THINK / CHECK / SUBMIT — Tips to **confirm** a journal's credentials and decide if it will help you **reach** the right audience with your research, and make an **impact** on your career.

Take control of your career at
thinkchecksubmit.org
(think.check.submit.org, 2018)
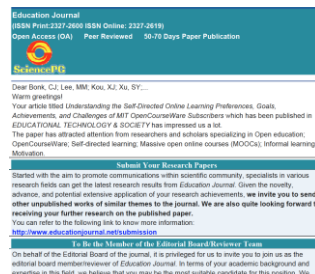
104

What a predatory email may look like?

(cited from A.T.Still University library, 2023)

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Predatory Journals/ Publishers

Examples of spam emails to attract potential authors

106

How to avoid predatory publishing? (Cont.)

- **Things to consider**
  - ✓ The publisher's reputation
  - ✓ Is the journal indexed?
    - See if you can find the journal in major research databases, such as the Web of Science
  - ✓ Is the editorial and peer review processes transparent?
  - ✓ Are the costs associated with publishing clear?
    - Credible journals do not ask for a submission fee
  - ✓ Does the email contain many typos?
  - ✓ Are the journal's publisher or staff contact details (i.e., website, postal address, working phone number) acknowledged in the email?

(APA, 2016; Clark, 2015; Leonard et al., 2021)

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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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Slide 109

Predatory Journals/ Publishers
(Feng-Ru Sheu, Kent State University, 2018)

Be Aware of Predatory Journals/Publishers!

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

(Beager, 2017; Prater, 2018)

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Slide 110

Artificial Intelligence (AI) and Writing

- **AI-assisted technologies**
  - Large Language Models (LLMs), Chatbots, and image creators, such as ChatGPT
- **Ethics guidelines about AI-assisted technologies**
  - AI-assisted tools should not be listed as authors or co-authors (because they cannot take responsibility for what it has produced)
  - Authors should report the use of AI-assisted tools for content creation in cover letters, acknowledge, or methods sections
  - Editors and reviewers should note any use of AI-assisted tools to generate reviews and correspondence

(Elsevier, 2023; JAMA network, 2023; Sage, 2023; Science, 2023; WAME, 2023)

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Slide 111

Artificial Intelligence (AI) and Writing (Cont.)

- **The use of AI-assisted technologies**

Should	Shouldn't
• **Used to improve readability and language of the work through word-processing tasks (i.e., grammar-checking and word-processing)** • **Under human oversight and control** • **All AI-generated work should reviewed and edited carefully**	• **To create or alter images in submitted work (with exception*)** • **Format references or summarize complex information without checking its accuracy**

(Elsevier, 2023; JAMA network, 2023; Sage, 2023; Science, 2023; WAME, 2023)

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Slide 112

Ethics and Citation

- **Ethnic Risks**
  - In writing
    - Distribute misleading or incorrect information in the scholarly literature
    - Hinder creativity and differentiation in writing styles
  - In peer-review process
    - Confidentiality breach issue
    - Copyright issue
- **Citation**
  - Follow author guidelines to assert no plagiarism in their work, including in text and images produced by the AI.
  - Authors must ensure appropriate attribution of all quoted material, including full citations.

(COPE, 2023; Elsevier, 2023; ICMJE, 2023; JAMA, 2023; Sage, 2023; Science, 2023)

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Slide 113

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Slide 114

- **Comments:**
  Feng-Ru Sheu   fsheu@kent.edu
  Associate professor, Instructional Design librarian
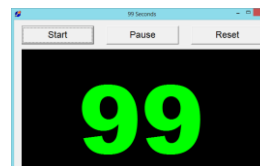
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99 Seconds Activity #5

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

Start	Pause	Reset

99

116

Part #5. Time Out for Early Career Writing Advice

117

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

Writing Tips and Insights

118

Writing Difficulties and Challenges of an 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

119

Meina Zhu: An Early Career Perspective

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

120

1. Writing Goals

121

2. Strategic Plans

122

3. Reflection on Writing

123

Ten Journal Published In
(more difficult ones at the bottom)

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

124

4. Writing Collaborators
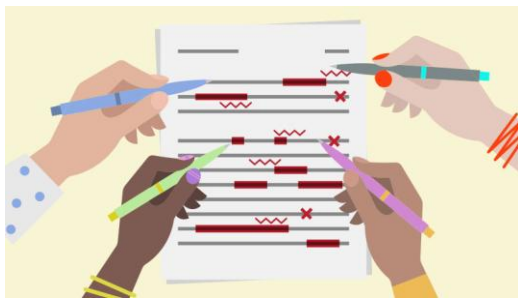
125

5. Professional Development
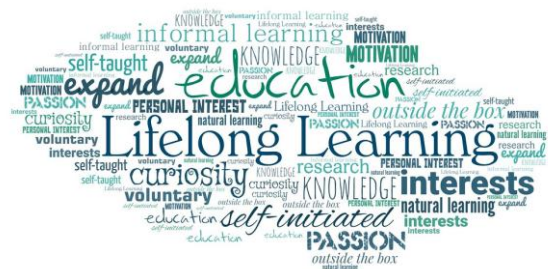
126

6. Research Directions

127

99 Seconds Activity #6

**What early career writing tips do you agree with?
What else would you add?**
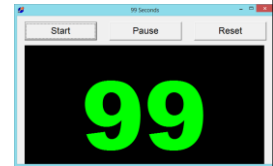
128

Break Time

129

Part #6. Time Out for Senior Writing and Publishing Advice

130

Sometimes There's a Hot Streak:

131

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.

132

**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.

133

**Curt Bonk:
Hot streaks are loaded with "sometimes"**

134

1. Sometimes It Takes a While to Publish…

135

2. Sometimes it is Quicker than Expected..

136

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

137

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

138

4. Sometimes you have to try SSCI…

Distance Education

ISSN: 0158-7919 (Print) 1475-0198 (Online) Journal homepage: https://www.tandfonline.com/loi/cdie20

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.

139

5. Sometimes you go for the best exposure…

International Review of Research in Open and Distributed Learning
Volume 20, Number 4
September – 2019

THE INTERNATIONAL REVIEW OF RESEARCH IN OPEN AND DISTRIBUTED LEARNING

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

Curtis J. Bonk[1], Meina Zhu[1], Minkyoung Kim[1], Shuya Xu[1], Najia Sabir[1], and Annisa R. Sari[1,2]
[1]Indiana University, USA, [2]University of West Florida, USA, [3]Yogyakarta State University, Indonesia

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…

140

6. Sometimes they prefer quantitative data…

BJET | British Journal of Educational Technology   **BERA**

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

Min Young Doo, Meina Zhu, Curtis J. Bonk and Ying Tang

141

7. Sometimes they prefer qualitative data…

TQR   **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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Curtis J. Bonk
Indiana University, cjbonk@indiana.edu

142

8. Sometimes you need to be patient…

Asia Pacific Education Review

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

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

ONLINE FIRST

Asia Pacific Education Review
ISSN 1598-1037
Asia Pacific Educ. Rev.
DOI 10.1007/s12564-019-09618-9
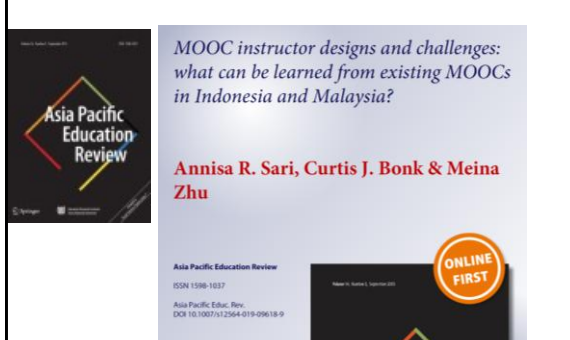
143

9. Sometimes you need to go to Canada…

CJLT RCAT

Canadian Journal of Learning and Technology
La Revue canadienne de l'apprentissage et de la technologie

Volume 45(1)   Winter/hiver 2019

Massive Open Online Course Instructor Motivations, Innovations, and Designs: Surveys, Interviews, and Course Reviews
Motivations, innovations et conceptions des instructeurs de cours en ligne ouverts à tous : sondages, entrevues et évaluations de cours

Meina Zhu, Indiana University
Curtis J. Bonk, Indiana University
Annisa R. Sari, Yogyakarta State University, Indiana University

Abstract

This mixed methods study explores instructor motivations for offering massive open online courses (MOOCs) as well as the instructional innovations used to enhance the MOOC design. The researchers surveyed 143 MOOC instructors worldwide and then interviewed 12 of these instructors via Zoom…

144

10. Sometimes there's a secret entrance…

11. Sometimes you have to contact the editor…

145   146
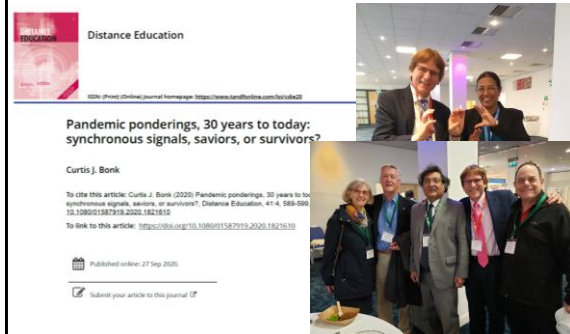
12. Sometimes you have to send to an easier journal…

13. Sometimes you're just selected…

147   148

14. Sometimes you're invited…

15. Sometimes you try TechTrends…

149   150

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

151

17. Sometimes it gets published at the last minute…

152

18. Sometimes your data fits the issue…

153

19. Sometimes you have to make a suggestion…

154

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

155

21. Sometimes you have all the materials sitting right next to you…
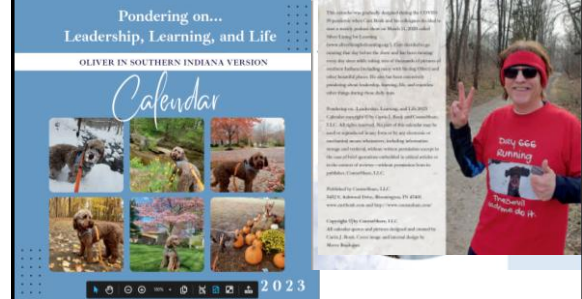
156

21. Sometimes you have all the materials sitting right next to you…

157

21. Sometimes you have all the materials sitting right next to you…

158

22. Sometimes the timing is just right…
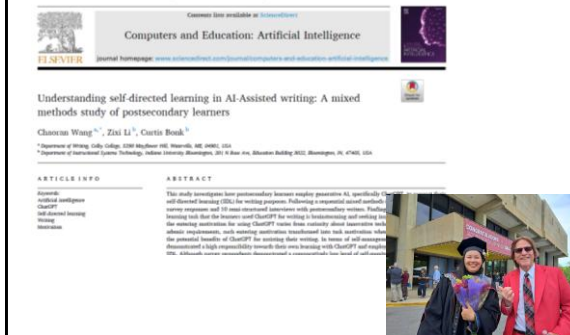
159

23. Sometimes it's the perfect topic…

160

24. Sometimes there's a great backstory…

161

24. I repeat…Sometimes there's a great backstory…

162

25. Sometimes it costs money $$$$…

163

26. Sometimes you set your goals higher (and keep searching for journals), instead of giving up…
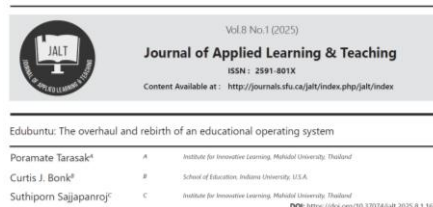
164

27. Sometimes you support the ideas of your brilliant team member…

165

27. I repeat: Sometimes you support the ideas of your brilliant team member…
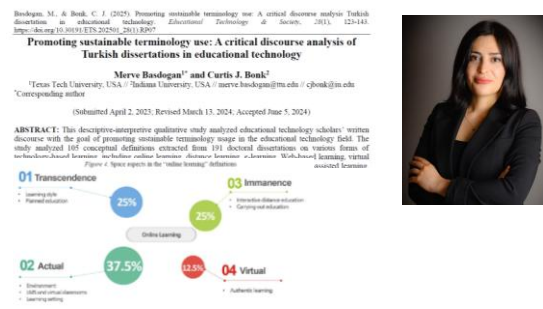
166

28. Sometimes data literally falls into your lap…

167

29. Sometimes articles are republished down the road…

168

30. Sometimes you write the obvious (e.g., an introduction to a special issue)…

Introduction to the Special Issue: Systematic Reviews of Research on Online Learning

Florence Martin
North Carolina State University, USA

Vanessa P. Dennen
Florida State University, USA

Curtis J. Bonk
Indiana University, USA

Deep-rooted tensions and controversies have existed in the field of education since the emergence of online forms of learning in the 1990s (Harasim, 1990, 2017). Many of these tensions have roots that extend back much farther, reflecting topics researched earlier in the context of teaching and learning more generally. As Web-based learning courses and programs become increasingly common in the late 1990s, research accelerated on such topics as communities of learning, online moderation and role playing, motivation and forms of engagement, forms of interactivity and feedback, and virtual teaming. Many educators and researchers simply wanted to know the state of e-learning (Bonk, 2002) and blended forms of

Special Issue:
Systematic Reviews of Research on Online Learning

Online Learning Journal
March 2023

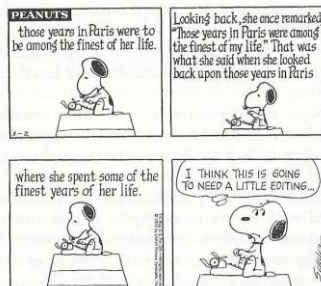Edited by
FLORENCE MARTIN
VANESSA P. DENNEN
CURTIS J. BONK

169

99 Seconds Activity #7

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

| Start | Pause | Reset |

99
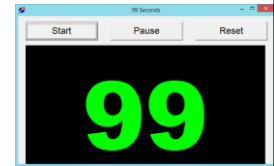
170

Part #7. Time Out for Some Writing Space Advice

PEANUTS

those years in Paris were to be among the finest of her life.

Looking back, she once remarked "Those years in Paris were among the finest of my life." That was what she said when she looked back upon those years in Paris

where she spent some of the finest years of her life.

I THINK THIS IS GOING TO NEED A LITTLE EDITING...

171

Writing Space #1: Meina Zhu, Wayne State University

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

172

Writing Tools: Meina Zhu

My collaborative tools are:

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

Online Collaboration Tools

173

Plans and Goals: Meina Zhu

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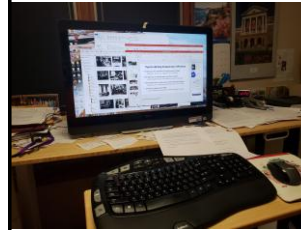- Two months plan
- Weekly plan
- Daily to do

GOAL

174

Writing Space: Curt Bonk
Before Cleaning

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

175

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.

176

Writing Space

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

177

Writing Space: Curt Bonk
After Cleaning

178

179

Writing Space: Curt Bonk
After Cleaning

180

181

182

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.

183

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.

184

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.

185

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/

186

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.**

187

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.**
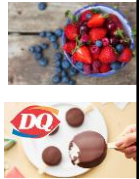
188

99 Seconds Activity #8

Describe your writing space now to someone next to you. And then describe your perfect writing space.
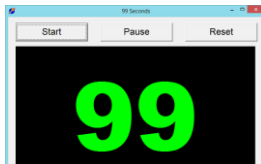
189

Part #8. Time Out for Curt's Additional Writing Advice

190

The Top 20 Writing Tips
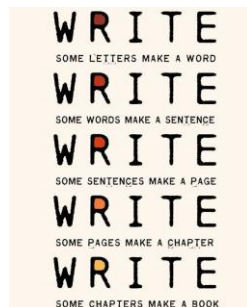
191

1. Mark Writing Days in Planner
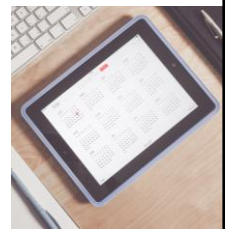
192

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

193

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

194

3. Draft a Timeline or Multiple Timelines with Flexible Goals

195

4. Think Ahead About the Publishing Potential of Each Project

196

5. Be a Bumblebee and Butterfly

197

6. Find, Save, and Use Starter Text (overcomes writer's block)
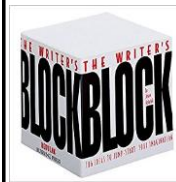
198

7. Always Scan the Reference Sections of Other Articles to See What Journals are Popular
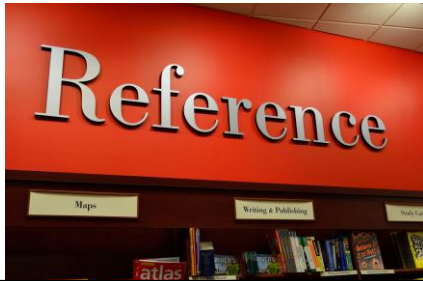
199

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

200

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

201

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

Intensive Courses Click Here

202

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

Everyone needs an editor.
good
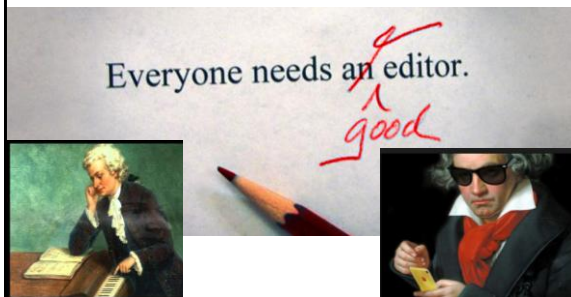
203

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-Suaréz, 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).

204

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

205

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

206

14. Try to Submit or Publish Your Paper Before the Conference

207

15. Be Creative Somewhere (e.g., unique model, figure, chart, etc.)

208

Sidenote: Modify Your Environment
(Find or Create Your Personal Sandbox)
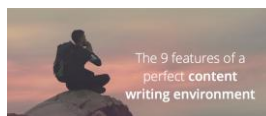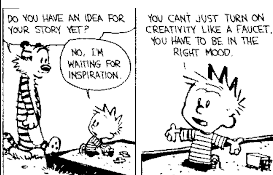
209

But not too much!

210

**16. Try Not to Give Up:
Persistence and Grit Wins the Day**

211

**17. Be Polite and Thankful to the
Journal or Book Chapter Editors**

212

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

213

19. Share Your Publication Efforts
**(e.g., Twitter, Facebook, LinkedIn, email,
ResearchGate, Academia.edu, etc.)**
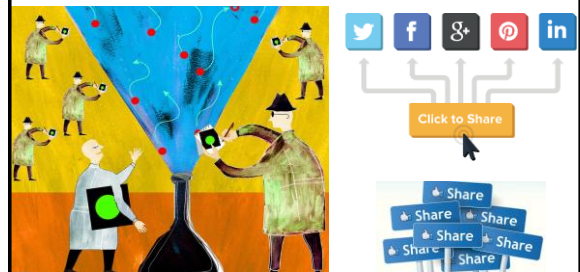
214

**20. Celebrate Your Writing
Accomplishments with Friends**

215

**You never know where you'll be celebrating
your writing accomplishments…
Even at a wedding of your nephew!**
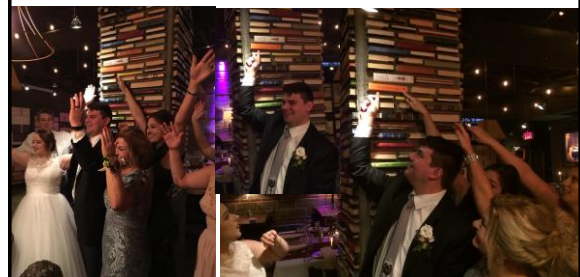
216

Just don't celebrate too much!

217

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

218

Bonus #2. Look for Special Issues that You Might Contribute To
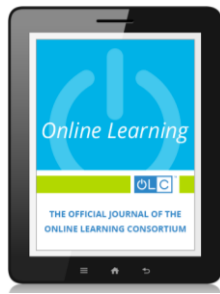
219

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

220

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

221

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

222

Bonus #6. Form a Writing Group
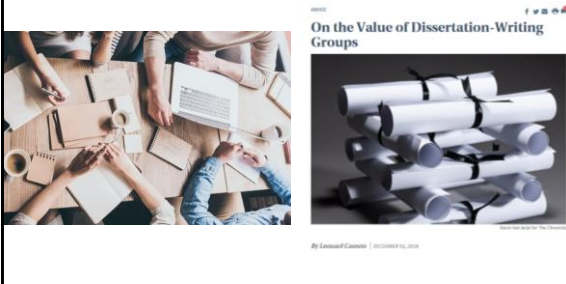
223

Bonus #7. Write for the General Public
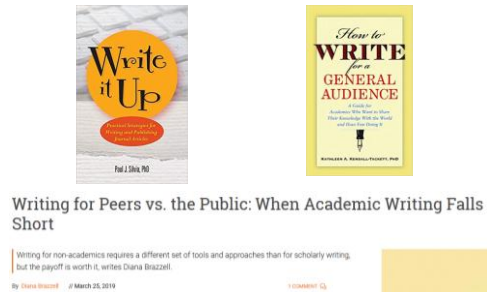
224

Bonus #8. Keep a Notebook of What Thinking

225

Bonus #9. Engage in Free Writing

226

Bonus #10. Read Everyday!

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99 Seconds Activity #9

With your next chair neighbor discuss 1 to 2 writing dilemmas currently facing.
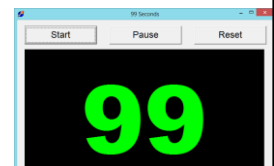
228

Part #9. Time Out for Motivational Writing Advice
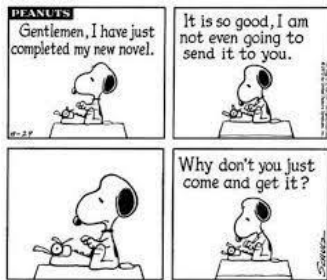
229

February 18, 2021
What Do Professors Do During a Writing Session?
Christine Tulley, Inside Higher Ed
https://www.insidehighered.com/advice/2021/02/18/how-get-started-scholarly-writing-stay-motivated-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

230

February 18, 2021
What Do Professors Do During a Writing Session?
Christine Tulley, Inside Higher Ed
https://www.insidehighered.com/advice/2021/02/18/how-get-started-scholarly-writing-stay-motivated-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

231

February 18, 2021
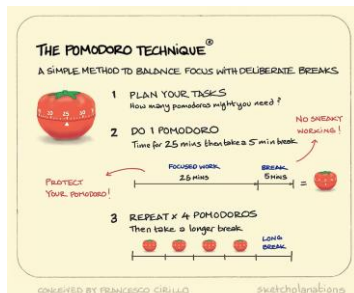**What Do Professors Do During a Writing Session?**
Christine Tulley, Inside Higher Ed
https://www.insidehighered.com/advice/2021/02/18/how-get-started-scholarly-writing-stay-motivated-and-move-toward-finished-product

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

232

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/advice/2021/02/18/how-get-started-scholarly-writing-stay-motivated-and-move-toward-finished-product

234

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-opinion

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?

235

January 30, 2024
Frustrated With Your Dissertation Chair?
Ramon B. Goings offers three fundamental strategies to help strengthen the relationship.
Ramon B. Goings, Inside Higher Education
https://www.insidehighered.com/opinion/career-advice/2024/01/30/tips-improving-relations-your-dissertation-chair-opinion
Consider this scenario:
Student: "Dr. X, here is my dissertation proposal; it is 80 pages for your review. It would be nice to get feedback by Monday."

- Develop expectations in collaboration with your chair.
- Keep communication lines open.
- Take the initiative to develop a plan.

236

July 5, 2022
On the Dissertation:
How to Find a Research Topic
Leonard Cassuto, The Chronicle of Higher Education
https://www.chronicle.com/article/on-the-dissertation-how-to-find-a-research-topic

THE CHRONICLE
OF HIGHER EDUCATION
ADVICE
On the Dissertation: How to Find a Research Topic
A new book sheds light on a vital academic skill: the art and craft of figuring out what you want to investigate.
By Leonard Cassuto
JULY 5, 2022

237

February 14, 2024
On the Dissertation:
You Don't Have to Write It in Order
Leonard Cassuto, The Chronicle of Higher Education
https://www.chronicle.com/article/on-the-dissertation-you-dont-have-to-write-it-in-order

THE CHRONICLE
OF HIGHER EDUCATION
On the Dissertation: You Don't Have to Write It in Order
Graduate students often write in a linear style and end up stalled. Here are some different approaches.
By Leonard Cassuto
FEBRUARY 14, 2024

238

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-opinion

Motivational Post-its/Slogans in Room:
1. Start with one (line/page). ... One is better than zero! Break down the work into manageable chunks.

239

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-opinion

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.

240

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-opinion

Motivational Post-its/Slogans in Room:
3. Finished is better than perfect.
Get the thing done, instead of refining small details. Forget about making or a book for now.

241

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-opinion

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.

242

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-opinion

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).

243

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-opinion

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.

244

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-opinion

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.

245

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-opinion

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?

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99 Seconds Activity #10

What are your commitments for the next month, 6 months, and year?
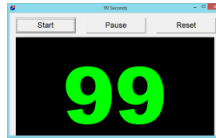
247

Part #10. AI and Time Out for Commitments to Future Writing

248

**Think-Pair-Share:
What AI Tools and Resources have you used for Writing and Thinking?**

249

May 17, 2025
Annette Vee's
AI and How We Teach Writing
https://aiandhowweteach.substack.com/
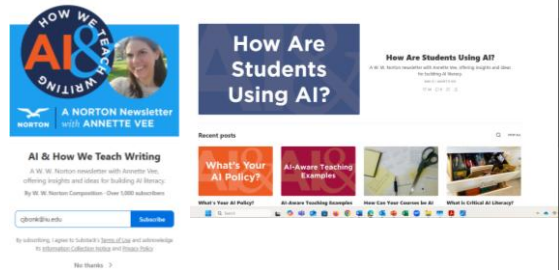
250

March 24, 2025
Annette Vee's
AI and How We Teach Writing
AI-Aware Teaching Examples
https://aiandhowweteach.substack.com/p/ai-aware-teaching-examples

251

May 14, 2025
AI X Education
Lilly Lee and Johnny Chang
Project-Based Learning with AI
Supercharge learning with hands-on, real-world projects enhanced by AI
https://aixeducation.substack.com/
https://aixeducation.substack.com/p/project-based-learning-with-ai

252

May 17, 2025
Anna Mills's substack on
AI, writing, and pedagogy,
https://annamills.substack.com/
https://annamills.substack.com/p/if-i-use-ai-how-should-i-acknowledge

253

May 17, 2025
Anna Mills's substack on
AI, writing, and pedagogy,
https://annamills.substack.com/

254

May 17, 2025
Anna Mills's substack on
AI, writing, and pedagogy,
https://annamills.substack.com/

255

May 17, 2025
AI X Education
https://aixeducation.substack.com/

256

May 14, 2025
AI X Education
Lilly Lee and Johnny Chang
Project-Based Learning with AI
Supercharge learning with hands-on, real-world projects enhanced by AI
https://aixeducation.substack.com/
https://aixeducation.substack.com/p/project-based-learning-with-ai

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February 14, 2025
Are Students Losing Their Creative Edge with Generative AI?
AI X Education
Lilly Lee, Aditya Syam, Yash Yardi
https://aixeducation.substack.com/
https://aixeducation.substack.com/p/are-students-losing-their-creative

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Slide 259

May 8, 2025

Subject: Teaching: Can AI improve creative writing? A small study investigates.

Beth McMurtrie, Chronicle of Higher Education

https://www.youtube.com/watch?v=4UySUa_xbso&list=PL0mPn--hJezckn1TQWsWuglzWZkpa_NBI
94 views Feb 19, 2025 EUGENE

This video describes the four cognitive phases in the creative process — finding opportunity, brainstorming possibilities, selecting the best option, and integrating it into a larger whole — and then delineates where AI can help us and where it can't, especially as it applies to creative writing and fiction. It was delivered in WR 224 at Oregon State University as part of the research mechanism in "A New Muse: How Guided AI Use Impacts Creativity in Online Creative Writing Courses," along with other lessons in the following sequence:

Getting creative

Many professors wonder whether it's possible to teach students to use AI constructively and meaningfully, particularly when it comes to building foundational skills. So a recent white paper caught my eye because it offers both a strategy and a caution.

"A New Muse: How Guided AI Use Impacts Creativity in Online Creative Writing Courses," by J.T. Bushnell and Wayne Harrison, who teach in the School of Writing, Literature & Film at Oregon State University, describes a small experiment they did in 2024.

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Slide 260

May 8, 2025

Subject: Teaching: Can AI improve creative writing? A small study investigates.

Beth McMurtrie, Chronicle of Higher Education

https://www.youtube.com/watch?v=4UySUa_xbso&list=PL0mPn--hJezckn1TQWsWuglzWZkpa_NBI

"A New Muse: How Guided AI Use Impacts Creativity in Online Creative Writing Courses," by J.T. Bushnell and Wayne Harrison, who teach in the School of Writing, Literature & Film at Oregon State University, describes a small experiment they did in 2024. Students were drawn from online sections of an introductory course in creative writing and asked to write a scene about a person at work on a day when something unusual happens.

In the experiment, students were asked to complete the assignment three different times. First, they wrote a scene entirely on their own. Next, they were told to use AI however they wanted to assist them. Finally, they watched a series of short video lectures by Bushnell on how to use AI in the writing process, then completed the assignment.

The authors found that on average, the creativity of the students' writing decreased with unstructured AI use, but increased with guided use. The least skilled writers showed the most marked gains in their writing after watching the videos. In fact, the creativity of their writing caught up to the high-skilled writers.

Meanwhile, the most skilled writers did not show a drastic difference in their writing after watching the videos, but their writing suffered notably with unguided AI use.
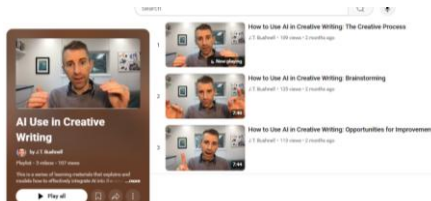
260

Slide 261

February 19, 2025

How to Use AI in Creative Writing:
The Creative Process (J.T. Bushnell)

https://www.youtube.com/watch?v=4UySUa_xbso&list=PL0mPn--hJezckn1TQWsWuglzWZkpa_NBI
https://www.youtube.com/watch?v=QYsMvSjZA&list=PL0mPn--hJezckn1TQWsWuglzWZkpa_NBI&index=2
https://www.youtube.com/watch?v=koTV2m91bs&list=PL0mPn--hJezckn1TQWsWuglzWZkpa_NBI&index=3

This video describes the four cognitive phases in the creative process — finding opportunity, brainstorming possibilities, selecting the best option, and integrating it into a larger whole — and then delineates where AI can help us and where it can't, especially as it applies to creative writing and fiction. It was delivered in WR 224 at Oregon State University as part of the research mechanism in "A New Muse: How Guided AI Use Impacts Creativity in Online Creative Writing Courses," along with other lessons in the following sequence:
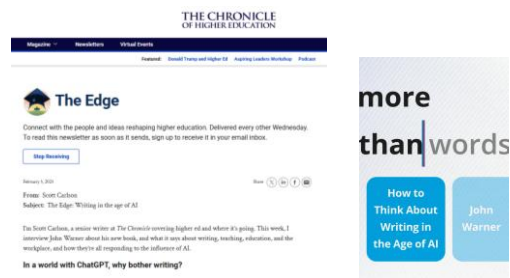

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Slide 262

February 4, 20245

Writing in the age of AI

Scott Carlson, The Edge, The Chronicle of Higher Education

https://www.chronicle.com/newsletter/the-edge/2025-02-05

262

Slide 263

February 4, 2025

Writing in the age of AI

Scott Carlson, The Edge, The Chronicle of Higher Education

https://www.chronicle.com/newsletter/the-edge/2025-02-05

In a world with ChatGPT, why bother writing?
John Warner is a writer who has made a career out of teaching and encouraging other people to write. Along the way, Warner — who is a columnist for *Inside Higher Ed* and the *Chicago Tribune* — has issued substantial criticism of the misaligned incentives and deadening curricula in schools and colleges that **lead students to develop writing that is stilted, soulless, and downright bad.**
Now we live in a world where a large language model can generate a grammatically clean, decently organized school essay, business-report preface, or letter to mom with just a few simple prompts. What's the role of writing — or writers — when generative AI can produce all the content you'll ever need?
In his new book, *More Than Words: How to Think About Writing in the Age of AI*, **Warner argues that "writing is thinking — and that the use of emotion, memory, physicality, and community all allow humans to create writing that AI cannot reproduce.** His book ranges across the problems that AI presents to schools, to workplaces, and to people who write for money. Educational institutions, he argues, need to make the process of learning a "root value" of writing, rather than producing the perfect essay, which drives students to ChatGPT. "In a situation where the outcome is valued more than the process," Warner writes, "a shortcut to the desired outcome will always be attractive."
This interview has been edited for length and clarity.

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Slide 264

May 2, 2025

Teaching Writing in the Age of AI:
Challenges and Approaches

Steven Mintz, Inside Higher Ed

https://www.insidehighered.com/opinion/blogs/higher-ed-gamma/2025/05/02/challenges-and-approaches-teaching-writing-age-ai

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May 5, 2025
Your Students Need an AI-Aware Professor
Marc Watkins, The Chronicle of Higher Education
https://www.chronicle.com/article/your-students-need-an-ai-aware-professor

Your Students Need an AI-Aware Professor

Here's a sustainable plan to bring you up to speed on a technology that academe can't afford to ignore.

By Marc Watkins | May 5, 2025

266

What will you do...?

P U B L I S H E D

267

Share with Neighbor:
What are some key takeaways

268

Preplan the Celebration

269

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

ADDING SOME
TEC-VARIETY
100+ Activities for Motivating and Retaining Learners Online

CURTIS J. BONK   ELAINE KHOO

270

Concerns?
Comments?
Commitments?

Curt Bonk, IU, Email: cjbonk@iu.edu
Slides: http://www.trainingshare.com

TRANSFORMATIVE TEACHING
AROUND THE WORLD